Research Paper

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The Impact of Remedial Treatment in English Language Teaching (ELT)

English

KEYWORDS : English Language Teaching (ELT), remedial treatment, tenses, prepositions, articles, vocabula.

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ABSTRACT

The present research work examines the performance of selected undergraduate students on the basis of their knowledge and understanding of English Language. Remedial material was prepared and was tried out in the class room with the learners which consisted of many exercises of grammatical items like Tenses, Prepositions, Articles and Vocabulary according to the learners' need. In the present research study the efforts are to bring awareness amongst the learners to identify in which area they face problems and know the reasons of the errors in their writing through Pre-Test of English Language Teaching (ELT).

INTRODUCTION:

Human- beings of all creation are endowed with the power of speech who possess are innate capacity for speaking. This Language is a human and social activity without which human cannot function in the society. Besides, in the socio emotional and mental development of the person language plays an important role.

English is one of the foremost international languages in the world. Through the English language, it has become easy to gain the world's rich Literature, Science and Technology and end number of Books, Journals, Periodicals and Newspapers.

OBJECTIVES OF THE STUDY:

1. To Study the need for Remedial Course and prepare need based remedial materials.
2. To analyze the performance of the learners through English Language Teaching.
3. To indentify the problem areas through various exercises and process thereof.
4. To enable the learners to write in English effectively.

SPECIFIC HYPOTHESES:

The researcher has arrived at the following hypotheses which were tested during the study:

1. Teaching through interaction enables the learners to learn the language interestingly.
2. By providing opportunities and creating free environment in the classroom the learners tend to develop interest and do work independently.

REVIEW OF RELATED LITERATURE:

Many Studies have been done as well as it is still ongoing by eminent scholars and researchers. A lot of literature on methodology of teaching English is available. The theoretical aspects of English Language Teaching were studied. In the field of language teaching both in English as a foreign language or as second language considerable changes have taken place.

According to C.V Good (1959), "A Survey of related literature is necessary for proper planning, execution and right concept of the problems and solutions.

It provides guiding hypothesis, suggestive methods of investigation and comparative data for interpretative purpose".

Thus, the review of related Literature helps the researcher hypothesis as it suggests methods, procedures, source of data and statistical data analysis for the outcome of the problem.

A. K. Paliwal conducted experimental work with a view to developing learner's communicative competence in written English in social context. It provides the reader with complete and authentic word information about communicative approach to language teaching. There is great input of ideas and materials and is designed for teachers and learners involved in teacher training and educational program. It provides information about communicative approach to language teaching.

"Applied Linguistic by R.S. Sharma explores in depth some of the most vital areas in Stylistic and Language Teaching. Two major areas of applied linguistics are Language teaching and Stylistic are dealt with in the text. Applied Linguistic is a growing concern. This book is divided into two parts i.e., Stylistics and Linguistics.

Bonnie Piller and Mary Jo Skillings investigated teachers behavior lesson delivery and sequence of content and learning expectations used by teachers at one's school in India. The researcher focuses on understanding of strategies for teaching English reading and writing in a broader perspective to those students whose first language is not English.

With the ever growing need and desire to learn the English language, and advancement of technology during the last few decades, the perception and scenario of English Language Teaching in India has changed tremendously. To acquire the skills of learning English is seen in students as well as parents because it provides opportunity and opens new prospects for higher education in their future.

Language teachers have a number of English Language teaching methods and approaches. Our traditional methods and approaches of teaching have simply helped the students to produce grammatically correct sentences. The investigator's aim is not only to develop the skill among the students to construct correct sentences in English but also to speak the language correctly. No doubt, this ability enables the students to write or speak in English competently only if they make use of these sentences in different situation and context at different levels in their social or peer groups.

With the demands and new developments in language and with the emergence of communicative approaches and proficiency in communicational skills the methods and approaches have been changed, received and modified. The syllabi has been reframed or restructures but at the same time either the students or the teachers put less efforts in teaching learning process. As a result they fail to meet the need to use the language for functional purposes. To develop an ability amongst the students to understand and be understood in English within the context and constrains of particular situation is much rather than giving them theoretical or analytical knowledge.

The students who get less exposure and motivation at home and use vernacular language in their peer group, do not try to use language at their own area likely to face problems in practical use of Language. In fact, our teaching approaches have enabled to construct sentences "structurally correct" but at the same time they are unable to communicate at any simple situation correctly. They have the ability to develop sentences grammatically correct but very less effort is put on the use of vocabulary also.

However, it is observed that the teaching of English at the primary and secondary level is more or less limited to grammar method, structural method or translation method because structures and vocabulary are taught on this basis. It is believed that this would help the students construct correct English sentences with the help of the structures learnt at the previous levels. It is a different scenario when the learner reaches at the higher level as more exposure is given to the learners to learn with the aid of literary texts. Unfortunately it is seen that those students who have acquired formal English learning skills at school level often prove to be weak in using the language. They are unable to speak or have normal communication with correct English and pronunciation. There are several reasons behind it like social background, influence of mother tongue, lack of confidence, less efforts and lack of vocabulary and interest in learning the language. The same problems are faced by them when it comes to writing. To get through the final examination the students learn leave applications, stories, paragraphs, essays but many a times they forget. In college, a student has to learn how to write imitation letters, formal letters, informal letters, office orders, business letters, appointment letters, notices, telegrams, descriptions etc. There is a gap between what the students learnt in schools and colleges and what is required to be done in society while one is in service after completing education.

The researcher inculcated interest amongst the students by motivating them to read English News paper articles, listen to English news, watch English serials, issue books from the library, form the habit of reading and writing as well. The researcher read a poem to the students in the class and asked them to read silently. After reading, they tried to understand and interpret it orally which forced them to use language. They came out with various interpretations and thoughts. This technique provoked them to read, think, discuss, appreciate, analyze and thus participate in different mode. The students were given topics in advance to think over it and come which was later followed by group discussion. Some suggestions are as mentioned below:

1) It is generally found that majority of the schools have large number of students belonging to the various categories.
2) It becomes a challenging task for the teachers to raise the standard of the average students by concentrating on the large number of students.
3) The instructions to be given to the students should reach the entire class with equal impact.
4) The students with low intelligence should be motivated during the class activity.
5) The slow learners need more attention and support.

Thus the present study focuses on the need to improve the efficiency of the learners through proper planning, motivation and creating interest in them and giving lots of practice for which sincere efforts are imperative.

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