

Effect of Remedial Programme on Development of Spelling Writing in English

^aSaroj Sobti Farwaha, ^bBaljit Singh, ^cRajni Dewan

^aAssistant Professor, Ganesh Dass DAV College of Education, Karnal (Haryana), INDIA

^bEx-Assistant Professor, SN College of Education, Jagadhri (Haryana), INDIA

^cAssistant Professor, SN College of Education, Jagadhri (Haryana), INDIA

Abstract

To achieve the educational objectives, language is the basic media. Unless and until students attain mastery level in language, they are unable to learn any curriculum. But a large number of pupils fail to construct a simple sentence in English. Indian students studying in traditional schools cannot be expected to write naturally with ease and grace on matter relating to their interests. They possess limited vocabulary. Apart from this they commit a number of mistakes while writing spelling in English.

The present study was designed to find out the effectiveness of remedial teaching on the development of skill of spelling writing in English. To measure achievement scores in spelling writing in English a 'Spelling Test' was prepared by the investigator herself. Experimental group was taught through the remedial teaching programme and the control group was taught through the conventional method. To measure the significant difference 't' test was applied. Results indicated that students of experimental group scored better as compared to the control group.

The main conclusion of the study declared that the students taught through remedial teaching showed better results in the post test. There is sharp decline in the number of mistakes made by the students of experimental group who were taught with remedial exercises. Different types of drill exercises, gaming and cooperative techniques made the remedial programme effective and interesting. It helped the investigators to achieve the objectives of the study successfully.

The present study was designed to find out the effectiveness of remedial teaching on the development of skill of spelling writing in English. To measure achievement scores in spelling writing in English a 'Spelling Test' was prepared by the investigator herself. Experimental group was taught through the remedial teaching programme and the control group was taught through the conventional method. To measure the significant difference 't' test was applied. Results indicated that students of experimental group scored better as compared to the control group.

INTRODUCTION

Language is the most significant possession of mankind. Animal and birds do not possess this treasure. They interact by means of sounds and physical gestures. Language is one of the most important characteristics of human behaviour. It is essential both for the man and the society. It is impossible to think of human existence without language. It is language that makes life dynamic. Without proper language personality can not be

developed and society can not be enriched. Language makes a man good or bad. Language is a means of communication. With the help of language we can express our ideas, feelings and emotions.

At the primary level, language occupies a pivotal role in the curriculum. The basic skills acquired through language learning facilitate learning of concepts in other areas. Moreover, in the shaping of the personality of the child and in all his effective transactions in the day-to-day life situations, the basic language skills namely listening, speaking, reading, writing, comprehension of ideas, functional grammar, self-learning, language use and vocabulary control play significant role. At the primary stage, the main objectives of language learning are for the child to be able to

- Listening with understanding;
- Speak effectively in both informal and formal transactions;
- Read with comprehension and enjoy reading various kinds of instructional materials;
- Write neatly with logical sequence and creativity;
- Comprehend ideas through listening and reading;
- Use grammar functionally in various contexts.

To achieve the educational objectives, language is the basic tool. Unless and until students attain mastery level in language, they are unable to learn any other curricular areas.

In the present time of liberalization, globalization and privatization one must have knowledge of different languages especially international language like English. Mahatma Gandhi said, "In thoughts of national languages, I regard the English language as the open window for keeping into western thoughts and sciences." Moreover, the correspondence between the central government and state government is mostly done through English. Undoubtedly, Hindi is one of the most important languages of the country. But the people of the south have not accepted it on the whole but as a link language only. Hence, English has been given the status of the associate official language of the country. English became an international language at the beginning of the 19th century. Therefore, studying English one has the means to get informed regarding the progress being made in the different fields of life.

Language provides the basis to all the range of human activity, enterprise and evolution. It is an instrument of symbolic comprehension, expressions and communication. To achieve the educational objectives, language is the basic media. Unless and until students attain mastery level in language, they are unable to learn any curriculum. But a large number of pupils fail to construct a simple sentence in English. Indian students studying in traditional schools cannot be expected to write naturally with ease and grace on matter relating to their interests. They possess limited vocabulary. Apart from this they commit a number of mistakes while writing spelling in English. In the present study, the investigators tried to identify some best methods for improvement in spelling writing in English. Further, a less number of research works has been done in this area. That is why the investigator got interested to find out the common errors in English committed by primary school students and also got interested in to find out their remedial measures.

OBJECTIVES

The objectives of the study were as follow:

- (i) To identify spelling errors in English committed by primary school students.
- (ii) To develop a remedial programme for the improvement of spelling writing in English for primary school students.
- (iii) To study the effectiveness of remedial programme on the development of skill of spelling writing in English among primary school students.

HYPOTHESES

The hypotheses of the study were as follow:

- (i) There exists no significant difference between the mean pre-test scores of experimental group and control group on 'Spelling Test' in English.
- (ii) There exists significant difference between the mean post-tests scores of experimental group and control group on 'Spelling Test' in English.
- (iii) Remedial Programme has a significant effect on the development of skill of spelling writing in English among primary school students.

Design of the Study

The investigator applied the Pre-test Post -test Experimental Control group design. The sample for the study was drawn from primary schools of Ambala district. First of all 70 students of Vth class from A.S. Senior Secondary School (Ambala city) were identified as low achievers in English subject. After that spelling test developed by the investigator was given to those students. Out of 70 students 40 students were identified as students having difficulty in spelling writing in English. The 40 selected students were assigned to the experimental and controlled group in equal no. that is 20 in each group. Then treatment with remedial measures was given to the experimental group. The treatment for three weeks was given to experimental group. Further, in order to check the effectiveness of remedial measures, 'Spelling Test' developed by the investigator was again given to both groups. On the basis of these scores results were analyzed.

Finding and Interpretation

In order to find out the effectiveness of remedial programme on the development of skill of spelling writing in English 't' test was applied. The first hypothesis framed to achieve the objective stated above is that there exists no significant difference between the mean scores of experimental and control with regard to pre – test. The mean pre-test scores of experimental group and control group on 'Spelling Test' are 19.35 and 19.9 respectively with Standard Deviations 3.5 & 3.2 respectively. The standard error of difference (SED) between means is 1.05 and calculated 't' value is recorded as 0.52 that is much below the 't' value at 0.05 level and 0.01 level of confidence. Hence, there exists no significant difference between the mean performances of both the groups on 'Spelling Test' before the implementation of remedial programme. It is clear that before giving experimental treatment to one of the group both the groups were equivalent. So that effectiveness of treatment with remedial programme can be easily predicted.

Further, the second hypothesis stated that there exists significant difference between the mean scores of experimental and control groups with regard to post- test. The mean and S.D for experimental group are found to be 34.95 and 4.36 respectively. Like wise the mean and S.D for control group are recorded to be 21.05 and 3.08

respectively. The standard error of difference between the two group is 1.91 and the 't' value is calculated as 7.27 which is greater than the 't' value at 0.05 level as well as 0.01 level of significance. It shows that the obtained 't' value is significant at both the levels of confidence. It means that after implementation of the remedial programme the mean scores of the experimental and control groups differ significantly on 'Spelling Test'. The higher post-test mean scores of experimental group on 'Spelling test' in comparison to control group post-test mean scores indicates that the students of experimental group have performed better after they were exposed to remedial programme.

After the experimental group was exposed to the remedial programme the performance of the students of this group was compared to the pre-test i.e tests taken before the implementation of the intervention programme. The results are analysed by comparing the mean pre-test and post-test scores of students of experimental group on 'Spelling Test'. The mean and the S.D of experimental group in pre-test are found to be 19.35 and 3.48 respectively. The mean and the S.D of experimental group in post-test come out to be 34.95 and 4.36 respectively. The standard error of difference between mean is 1.24 and the 't' value is calculated as 12.58 which is significant at both the levels of confidence i.e. 0.05 and 0.01 levels. It is clear that there exists significant difference between the pre-test and post-test scores of experimental group. It means that remedial programme has significant effect on the development of skill of writing spelling in English language.

CONCLUSION

The main conclusion of the study is that the students taught through remedial teaching exhibited better results in post-test. There is sharp decline in the number of mistakes made by the students of experimental group who were taught with remedial exercises. Different types of drill exercises, gaming and cooperative techniques made the remedial programme effective and interesting. It helped the investigators to achieve the objectives of the study successfully. The findings of the present study are in agreement with Barbara Mushinski Fulk & Melissa Stormont Spurgin (1995), Bowers (2003), Schmalzl & Nicles (2006) etc. The results of all these research works suggested that remedial programme can be helpful in the development of skill of writing spellings correctly. On the similar lines the present study can be helpful for the educationists and primary school teachers in the identification of the spelling errors committed by children at an early stage. Therefore, some steps can be taken at this stage for improvement in spelling writing correctly. With the help of remedial teaching, the error rate can be minimized and skill of writing spelling can be enhanced. The findings of the study can be useful for teacher training institutions, teacher educators, researchers and teacher trainees also. All of them can find some suggestive information to make their teaching effective while teaching English subject. The study can help the teacher to plan some remedial teaching programme for the improvement of skill of writing spelling.

REFERENCES

- Benerjee, A.K. (2002) *Teaching of English as a Foreign Language*. Pointer Publishers, Jaipur.
- Bowers, T.G. & Bedard, B. (2003) Expressive Writing disorders: an analysis of theoretical views. *Abstract plus*, 96,2, 528-538
- Branwhite, T. (1986) *Designing Special Programme*. Methuen, London.

- Chatterji, S.K. (1945) *Language and the Linguistic Problem*. Oxford University Press, London.
- French, F.G. (1975) *Common Errors in English*. Oxford University Press, London.
- Fulk, B. M. & Spurgin, M.S. (1995) Spelling Interventions for Students with Disabilities. *The Journal of Special Education*, 28, 488-513, June.
- Gupta, R.K. (2005) *Disability in Indian Context*. Unistar Book, Chandigarh.
- Harding, L. (1986) *Learning Disabilities in the Primary Classroom*. Croom Helm, Australia.
- Kirk, S.A. (Eds.) (1972). *Educating Exceptional Children*. Houghton Mifflin, Boston.
- Kohli, A.L. (1972) *The Techniques of Teaching English*. Dhanpat Rai and Sons, Delhi.
- Schmal, L. & Nickels, L. (2006) Treatment of Irregular word Spelling in Acquired Dysgraphia: selective benefit from visual mnemonics. *Neuropsychological Rehabilitation*, 16, 1, 1-37.