

Diagnosis and Remediation of English Linguistic Skills of the Students Studying at Elementary Level



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Abstract

The present generation is seriously suffering with the lack of linguistic competencies. Our youngsters lack English speaking skills especially in Hindi speaking states of India like Uttar Pradesh. Our medium of Hindi and teaching of English as a second language also create hindrance in path of acquiring command in English. Considering the today's Hi-tech world without the adequate knowledge of English we cannot succeed in any field of our life. English has its own importance. But the analysis of various researches conducting on English language reveals the fact that after using various methods, strategies and techniques, we are still failed in achieving our goal to enable students in acquiring competency in English linguistic skills. Therefore, the present study is planned to know the areas of difficulty in English linguistics skills of the students so that through this study we can cope up and will might be able to reach the root of our weakness and to diagnose them and with the outcomes suggest appropriate remedial measures to enhance their English linguistic skills. This study might be considered significant form various aspects and finding of this study might be proved helpful for teachers, educators, students, parents and policy planner.

Keywords: English Linguistic Skills, Linguistic Competence, Diagnosis and Remedial Measures.

Introduction

Language is the tool that human use to communicate or share thoughts, ideas and emotions. The system of a language functions through sounds, words and structure. These are integrated with one another and constitute the complex organic whole which is language. To use a language correctly and appropriately in grammatical manner a child requires the knowledge of the phonology, morphology, syntax & semantic of a language. These are called linguistics. The linguistic aspects of a language competence are those that have to do with achieving and internalized functional knowledge of the elements and structures of the language. These are as follows:

1. Phonology and orthography
2. Grammar
3. Vocabulary
4. Discourse (Textual)

Language learning is a skill subject just like other skills as swimming, dancing and cooking. To learn a language, it is essential for a person that he acquires command on linguistics skills of that particular language. Linguistic skills help him to understand the structure of language and make him able to use a language in correct manner and enhance his competence on language. . In teaching and learning of language the following linguistic skills are involves:

1. Listening skills
2. Speaking skills
3. Reading skills
4. Writing skills

After acquiring command on these linguistic skills a child might be able to use a language in grammatically correct manner proficiently. This goes to show how essential the linguistic skills are. Hence, a person's linguistic skills are his asset that will aid him on the track of success. Beg Anjali (1990) and Dey Saraswati (1991) studied English linguistic skills of urban and rural students and found that English language skills of urban

students were superior to rural students. *Grover, Santosh (1991)* also found the achievement of public school pupils was superior to government school pupils, *Alvandar R (1992)* also found in his study that English reading competency of the students of private schools was superior to those from government schools. The reason behind this may be that in almost all private schools, English is the medium of instruction and in government school English is treated as only an independent subject. So the students studying in private institutions get more opportunities to communicate in English, which would enhance their linguistic skills.

After analyzing the wrong responses of diagnostic test it was found that in each component mistakes were done by all government and public schools' students of rural and urban area. But when the mistakes of all components are compared, it was found that the number of mistakes in grammar and composition were greater than the mistakes done in comprehension and vocabulary by all the students studying in public and government schools of rural and urban area.

Sharma, Madan Mohan (1991) also found in his study that most frequent errors occurred in the areas of verbs, tenses, passives, articles, and prepositions. The following difficulties were identified in each component- Hence efforts have been made to develop strategies, modules and other devices to enhance students' linguistic skills in English language since long.

Fernandes (2015) developed modules for enhancing English language abilities among the students of primary teachers education programme and found that primary student teachers in experimental group performed better than their counterparts in controlled group. The experimental group students profited and enhanced their English language abilities.

Himagani and Ashutosh (2017) in their study "Development and implement of a package for enhancing Isrw skills in English language among secondary cbse students' found that the developed package was significantly effective in enhancing listening, speaking, reading and writing skills of secondary cbse students. All the students agreed that the package developed their overall competence in English linguistic skills..

Purpose of the Study

The manuscript in hand purports to diagnose the problems in English linguistic skills of the students studying at elementary level and to provide remediation accordingly so as to enhance their English linguistic skills. The effectiveness of the remediation techniques are also assessed so as to provide guidance to teachers and guardians to employ these techniques in their teaching course to enhance the English communicative skills of the students.

Justification of the Study

India's dream of education to all can only be achieved only if the citizens are well conversed in a language known to them and the people around them. This can be attained only if the concern is

emphasized right from the childhood. Primary education must stress upon the ideas of imparting language based education along with other aspects. In India the three language formula has been stated and implemented for school education in national curriculum framework. In Uttar Pradesh the regional language is the mother tongue and the national language is the same that is Hindi. Therefore, English becomes the second language to be taught at upper primary level and any modern India language as the third language

In India there are two basic streams of school education, namely govt. schools and private school, especially at primary level. Generally the medium of instruction in government school be either Hindi or regional language and in private schools it is generally English (with special reference to Uttar Pradesh). The results of various studies conducting in English language shows that the students of government schools are poor in spoken English, whereas, spoken English of the student studied at private school is good. At writing, however both of them lack competence in English language.. This may be the consequence of the fact that though they are taught English in schools but they do not get the appropriate environment to practice it at their homes and social set ups to acquire proficiency in it.

In the present era of globalization, liberalization and privatization ,without the adequate knowledge of English we cannot succeed in any field of our life. For having interstate links in matters of trade, administration and management, social affairs and cultural and educational exchanges we need the knowledge of English. The various commissions and conference set and held in India from time to time, have also emphasized the importance of English. In short, the development of personality is tied to English language which circulates around the person like the concentric circles. It improves global relations. Pt. Nehru was right when he says, "English is our major window of the world". It opens limitless vistas and possibilities. This language has, "distilled essence of modern knowledge in all field of human activity".

After pondering over the importance of English we can draw the conclusion that in the present era to lead a successful and ideal life development of English language is essential. . Without acquiring command in English at elementary level a child might not be able to attain success in his / her life as elementary education in India is the foundation on which the development of every citizen and the nation as a whole hinges. Therefore, a need is felt by the researcher involved in the study in hand to know the areas of difficulty in English linguistics skills of the students of elementary level so that through this study we can identify their weaknesses , diagnose them and bring improvement in their English linguistic skill by providing appropriate remedial measures.

Operational Definition of the Terms

English Linguistic Skills

"English linguistic skills are individual's ability to be proficient in the understanding of English language scientifically and use it in grammatically

correct manner both in oral and written form to accomplish linguistic goals”.

Remediation Techniques for English Linguistic Skills

Remediation techniques for English linguistic skills may be defined in terms of all those scientific and modern methods and strategies through which English linguistic skills might be developed in the students.

Objectives of the study

Major Objectives

1. To find out the problems of English linguistics skills of the students studying at elementary level.
2. To provide remediation with regards to diagnosis of the problems of English linguistic skills of the students studying at elementary level.
3. To measure the effectiveness of the remedial techniques in term of linguistics skills of the students studying at elementary level.

Sub Objectives

Third objective has some secondary objectives; they are

1. To measure the effectiveness of the remedial techniques in terms of linguistics skills of the students studying at elementary level in urban schools.
2. To measure the effectiveness of the remedial techniques in terms of linguistic skills of the students studying at elementary level in rural schools
3. To measure the effectiveness of the remedial techniques in terms of linguistic skills of the students studying at elementary level in public schools.
4. To measure the effectiveness of the remedial techniques in terms of linguistic skills of the students studying at elementary level in government schools
5. To measure the effectiveness of the remedial techniques in terms of linguistics skills of the students studying at elementary level in public schools of urban area.
6. To measure the effectiveness of the remedial techniques in terms of linguistics skills of the students studying at elementary level in government schools of urban area.
7. To measure the effectiveness of the remedial techniques in terms of linguistics skills of the students studying at elementary level in public schools of rural area.
8. To measure the effectiveness of the remedial techniques in terms of linguistics skills of the students studying at elementary level in government schools of rural area.

Hypotheses

In order to achieve the third objective stated above the following hypotheses have been formulated and stated in direct form:

Major Hypothesis

There is a significant impact of remedial techniques on linguistics skills of the students studying at elementary level.

Subsidiary Hypotheses

1. There is a significant impact of remedial techniques on linguistic skills of the students studying at elementary level in urban school.
2. There is a significant impact of remedial techniques on linguistic skills of the students studying at elementary level in rural schools.
3. There is a significant impact of remedial techniques on linguistic skills of the students studying at elementary level in public schools.
4. There is a significant impact of remedial techniques on linguistic skills of the students studying at elementary level in government schools.
5. There is a significant impact of remedial techniques on linguistic skills of the students studying at elementary level in public schools of urban area.
6. There is a significant impact of remedial techniques on linguistic skills of the students studying at elementary level in government schools of urban area.
7. There is a significant impact of remedial techniques on linguistic skills of the students studying at elementary level in public schools of rural area.
8. There is a significant impact of remedial techniques on linguistic skills of the students studying at elementary level in government schools of rural area.

Delimitations of the study

1. The study is confined to the students of class VIIIth.
2. The study is confined to the English Linguistic Skills only.
3. The study is confined to the district Ghaziabad only.

Population

For the present study the population has been defined as 8th class students studying in government & public school of rural and urban area of district Ghaziabad.

Sample

For this study a sample of 400 students has been drawn by random sampling method.

Method

Considering the nature and objective of present study as well as the resources of the investigator, Quasi Experimental method of research was used in the present investigation.

Variables

In the present study the Independent variable is Remediation techniques for English linguistic skills and the Dependent variable is the English linguistic skills of the students.

Tool used

To collect the data the following self-constructed tools were used in the present study:

1. Linguistic Competency based English Language Achievement Test.
2. Linguistic Competence based English language Diagnostic Test.
3. Remedial techniques

Data Collection

After finalizing the sample, tools and techniques for data collection, the investigator contacted the heads for school. She discussed in details the purpose of investigator with the head of respective school and sought permission to collect data.

Statistical Techniques Used in the Study

To test all the hypotheses parametric statistics has been used. The 't' test one tailed single group method has been used to see the difference between the groups.

Findings and Conclusion

From this study the following findings and conclusions are drawn out about the linguistic skills of the students studying at elementary level.

First objective was related to the problems in English linguistic skills of the students studying at elementary level. To achieve this objective firstly, to know the problems of linguistic skills, a linguistic competency based English language achievement test (considering the components comprehension, letter writing and composition, grammar and vocabulary) was administered on the elementary students and after that to make their weaknesses pinpointed, a linguistic competency based English language diagnostic test was administered. After analyzing the answer sheets of achievement test it was found that English linguistic skills of the students studying in public schools of urban area were more developed in comparison to all students and the performance of rural government school students.

Findings also get support from the studies of *Beg Anjali (1990) and Dey, Saraswati (1991)*, who also found that English language skills of urban students were superior to rural students. *Grover, Santosh (1991)* also found the achievement of public school pupils was superior to government school pupils, *Alvandar R (1992)* also found in his study that English reading competency of the students of private schools was superior to those from government schools. The reason behind this may be that in almost all private schools, English is the medium of instruction and in government school English is treated as only an independent subject. So the students studying in private institutions get more opportunities to communicate in English, which would enhance their linguistic skills.

After analyzing the wrong responses of diagnostic test it was found that in each component mistakes were done by all government and public schools' students of rural and urban area. But when the mistakes of all components are compared, it was found that the number of mistakes in grammar and composition were greater than the mistakes done in comprehension and vocabulary by all the students studying in public and government schools of rural and urban area. *Sharma, Madan Mohan (1991)* also found in his study that most frequent errors occurred in the areas of verbs, tenses, passives, articles, and prepositions. The following difficulties were identified in each component-

Comprehension

In this component mainly difficulties were found in comprehending the thoughts of the passage and poem, in selection of right answers and in understanding what is actually asked in the questions.

Composition and Letter Writing

In this component difficulties were found in use of correct verb form and other grammatical forms, writing and selecting correct spellings, arrangement of proper ideas, right formation of letter, use of impressive vocabulary, story completion, giving self-expressions and the correct arrangement of disordered story sentences .

Grammar

In this component difficulties were found in the following areas – lack of knowledge about the particular grammar forms, confusion in the selection of proper preposition, conjunction, verb etc. at the proper place, in re-arranging the jumbled sentences and in correct formation of sentence.

Vocabulary

Least mistakes were done by the students in this component. The difficulties found in this component by students were in grasping the meaning of words and in the selection of right alternatives.

The second objective was related to the remediation which was provided with regard to diagnosis of the problems of English linguistic skills of the elementary students.

To obtain this objective several remediation techniques were developed by the researcher, for each component, by analyzing and observing the advantage and disadvantages of various methods, approaches and techniques which are used to teach English in the schools and by the teachers at present time, so that the difficulties facing by the students might be sorted out and their English linguistic efficiency could be enhanced.

Remediation for the difficulties of each component was provided by the following remediation techniques.

Comprehension

Considering the students' difficulties of prose and poetry comprehension direct method, usage, narration, imitation, explanation, exposition, demonstration, questions answering, reading method, telling method, doing method and showing object method and techniques were adopted in a simulated form for remediation.

1. By using these methods and techniques teaching design were developed by researcher on poem and passage comprehension and lesson plans were developed on some passages and stanzas. In these plans some particular steps were followed in a systematic way to sort out each problem separately. Researcher's main aim behind developing this teaching design of prose and poetry was to enhance their comprehension skills and to make them able to comprehend the thought of passage and poem, to select right answers and enhance their understanding about the meaning of new words and use these words in new situations.

2. To solved students' pronunciation related problems pronunciation drill was given, to aware them with the meaning of new words exposition of new words was done by using above mentioned methods in various interesting ways so that they might be able to use them arbitrarily in new situations.
3. To enhance their reading skills, model reading and loud reading by students was done.
4. During reading session, students' mispronounced words were corrected with the actual pronunciation and repeated by them.
5. To enhance their comprehension power, questioning was done in different form. By following these steps and plans ten days teaching was done. During this session teaching was done in class room and home assignments were given for practice.

Composition and Letter Writing

For this component play way method; observation, explanation, narration, questions-answering; dialogue, sketching of character, exposition; induction-deduction method and situational approach were used to provide remediation. To sort out problems of letter composition, teaching designs based on induction – deduction method were prepared and some lesson plans were developed on the format of letter writing. Behind the development of these designs and plans, researcher's main aim was to enhance students' expressive and composition power so that they might be able in expressing their ideas and views systematically and logically in a correct format with impressive vocabulary and correct grammatical forms.

To enhance students' composition skills and to solve the difficulties faced by them in paragraph composition some activities such as:- Puppet introduction, reporting observation, picture description, making a guess, bus accident (by imagine the situation), mono acting and talking about him were developed by researcher herself by using the above mentioned methods and approaches and conducted in classroom on students. During this activity session different types of interesting situations were created to motivate the students to participate with enthusiasm. Behind all these activities, researcher's main aim was to involve students in the activities and enhance their speaking, listening, reading, writing and communication skills and their imagination and descriptive power so that they might be able to think on any given topic or subject, construct their own thoughts and ideas and express them to others in oral and written form in a systematic and logical way.

Table-1 Comparative Study of the Pre & Post Test Scores of the Elementary Students

Hypotheses	N	Pre -Test	Post-Test	r1.2	S.Ed.	't' value	D.F.
3	400	Mean=18.81 σM ₁ =.44 S.D-= 8.82	Mean =26.62 σM ₂ =.36 S.D =7.16	.89	.20	39.05 **	399 At 0.10 level – 1.65 At 0.02 level – 2.34
3.1	200	Mean-23.98 σM ₁ =.53 S.D- 7.48	Mean -30.75 σM ₂ =.46 S.D -6.45	.85	0.28	24.18 **	199 At 0.10 level 1.65– At 0.02 level 2.35–
3.2	200	Mean=13.76 σM ₁ =.47 S.D-= 6.65	Mean =22.51 σM ₂ =.37 S.D =5.20	.83	0.2629	33.28 **	199 At 0.10 level – 1.65 At 0.02 level – 2.35

Grammar

Remediation regarding difficulties in grammar component was provided by adopting induction deduction method, question answer method and narration method. By using above mentioned methods, design for grammar teaching was developed and several plans were developed on various topics as verb, preposition, conjunction etc. By following these design and plans, teachings session was completed and home assignments were given on various exercises for practice. During teaching session some steps and activities were conducted as examples were presented in various way and questioning were done on them so that students could observe, recognize and recall the concept and might be able to generalize and construct the adhoc rule. Behind all these type of activities and grammar teaching design researcher's main aim was to enable students to acquaint with the rules of English grammar and to help them in making obligatory use of these rules.

Vocabulary

Considering the students difficulties in this component questions answer and play way method were adopted for the remediation. To create interest in students about learning vocabulary and to enhance their vocabulary, different types of interesting games, were developed by the researcher on word building exercises as spallation, read and tell, up-words, the quick stacking words and cross word etc. Besides these games various types of word building exercises were also given to students in game form in oral drill so that students could motivated maximum to learn new vocabulary and make use of it obligatory at other places. To make their vocabulary stable some new exercises were also given to them for practice at home.

Third objective was related to the effectiveness of the remedial techniques in term of linguistic skills of the elementary students. To know that after providing remediation researcher would be succeed in enhancing the linguistic skills of students or not, after 45 days of remediation session, the same achievement test (which was administered in starting to find the problems of students) was administered once again on students as post-test and scoring was given. To see the effectiveness of remediation techniques 't' test was applied on students' mean scores of pre and post-test and statistical analysis has been done. The statistical analysis was done with regards to one major and eight subsidiary hypotheses.

3.3	200	Mean=21.09 $\sigma M_1=.63$ S.D= 8.88	Mean =28.28 $\sigma M_2=.51$ S.D =7.21	.88	0.3025	23.77 **	199 At 0.10 level – 1.65 At 0.02 level – 2.35
3.4	200	Mean=16.66 $\sigma M_1=.56$ S.D=7.99	Mean =24.97 $\sigma M_2=.47$ S.D =6.73	.89	0.2569	32.35 **	199 At 0.10 level – 1.65 At 0.02 level – 2.35
3.5	100	Mean=26.63 $\sigma M_1=.73$ S.D=7.39	Mean=32.34 $\sigma M_2=.68$ S.D =6.85	.78	0.47	12.15 **	99 At 0.10 level – 1.66 At 0.02 level – 2.33
3.6	100	Mean=21.33 $\sigma M_1=.66$ S.D=6.61	Mean =29.15 $\sigma M_2=.56$ S.D =5.62	.94	0.2331	33.54 **	99 At 0.10 level – 1.66 At 0.02 level – 2.33
3.7	100	Mean=15.54 $\sigma M_1=.65$ S.D=6.47	Mean =24.23 $\sigma M_2=.49$ S.D =4.93	.90	0.2988	29.08 **	99 At 0.10 level – 1.66 At 0.02 level – 2.33
3.8	100	Mean=11.98 $\sigma M_1=.64$ S.D=6.38	Mean =20.79 $\sigma M_2=.49$ S.D =4.91	.73	0.438	20.11 **	99 At 0.10 level – 1.66 At 0.02 level – 2.33

Result ** obtained 't' value is significant at both the levels of confidence

Findings regarding the study of all hypotheses are that the difference between the Scores of pre-test and post-test of elementary students is significant at both the Levels of significance. It indicates that after remediation a positive change was seen in their English linguistic skills. Hence the remediation techniques proved effective in the development of their linguistic skills also.

Suggestions to Enhance the English Linguistic Skills at Elementary Level

The investigator purports to give following suggestions to develop English linguistic skills at elementary level.

1. The organizational climate of the schools should be enriched so as to provide better communicative opportunities to the students.
2. Exposure to the Real Language should be given.
3. Each Individual Student should be paid heed.
4. Student should be emphasized to study Literature.
5. Student should be encouraged to Verbalize their Knowledge.
6. Teaching should be done through communicative approach.
7. Skill Approach of language learning should be employed by the teachers.
8. Teachers should play the role of a participant in Language Learning Task.
9. Self-Instructional Material should be developed by the teachers.
10. Exposure of Language Laboratory should be given to students.

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