Chapter 2

Review of related literature

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2.1 Preface

The related literature proves to be a strong basis of the study for a researcher and is beneficial to review related literature to establish quality of vast literature available. The reading of the previous research and literature not only introduces the researcher with the limitations, problems and the progress in the concerned field of research and helps to understand the subject scientifically but also is helpful to the researcher in clarifying the research problem, applying new approaches, going in new directions and achieving new objectives in relations to the contrasting findings of the previous researches.

The researcher has followed both conceptual literature review method and research literature review method to review related literature.

The present chapter is divided into two parts. The first part presents the theoretical review related literature and the second part presents the operational review of research literature.

2.2 Theoretical review of literature

Following points can be ascertained the theoretical review of related literature. Review of Teaching English.

According to Prabhu, the teacher must use the knowledge according to the Learner’s needs and abilities. The basic approach may be that the teacher must be familiar with area of learners and their weakness. Previous investigations on the subject and some ELT books on methodology are repetitive about the methodology and state that teachers have to be tactful and do a lot of hard work. There is no activity or progress regarding making weak students improve in their English. Teachers should be aware of the methods and must make use of them and apply them carefully and scientifically. A teacher should not use trial and error technique or resort to corporal punishment. Strict teachers are of this type at
school level according to the media and several controversies are there about previous schools in the country. A method becomes operational as the result of activity after a lot of theory used in Classroom. Most of the considerations and discussions concerning the ELT point to the Syllabus as it is the tools the teacher uses daily in the Classroom.

The principles of language teaching are made after an analysis of teaching practices all over the world. Much of the methods used in teaching contents reviewed are result of the British experiences in Africa, Asia and Other Places. Prof. Prabhu quotes from Mahan’s learning lessons in Social organization in the Class Room that in the U.S. a good analysis of class room data exists. So practice teaching materials are produced based on this data. Based on this problem he argues that in studying the Second Language, First language is of greater importance. Development of Language is based on what people call it as the improvement of mind. In remedial teaching or remediation first language habits are to be drilled. Schooling remains the best place and stage for remediation. Other Units are spelled out clearly because they are useful in studying the language elements and study skills. It was tested as to how many can speak English fluently and without struggling for correct words.

The major approaches of ELT are the behaviorist approach as suggested and forced by the Schools of Psychology. Another approach is the Rationalization approach or mentalist approach. However, this division is only for the understanding of the methods devised by the experts.

1. Grammar – Translation Method is the oldest of the available methods to the language teachers dating from the British Period. This was partly encouraged by the Britishers who wanted to replace Sanskrit Studies and force English as a medium of instruction. At that time School Final qualification of Matriculation / Metric was the end of studies. Many Indians wanted to join as clerks in East India Company for loving sacrificing Indian ethos. In course of time, many Indians particularly in South India became bilinguals, meaning those who could speak and write two languages. Geographically, people living in the borders districts or states are called bilinguals. So several Students understood and learnt what was
called “Butler English” or “Indish”. However, students could learn the languages. Write in ‘bookish’ or 19th Century Victorian style and even learn literature. For example, Vivekananda as Narendranath, a British Lawyers’ Clerk learnt “Daffodils” in a different manner. He made it a mass movement because of complete understanding of the poem. Similarly, Wordsworth felt that daffodils as insignificant flowers are like common people and paved for revolutionary approach. The main aim of teaching English is to develop grammatical accuracy at school leaving level, and other higher levels. Grammar is important and then usage can be taught. For example, “return the book” is grammatical but the usage is “will you be able to return the book in a week”. Some ask “Can you be able to” which is wrong and a translation of the Gujarati usage. In Bilingual mode, Students recognize such mistakes. It was studied as to this method can check such errors.

Structural Method or Approach was a revaluation of the methods and the British experts developed certain structures that could be taught to foreigners. The researches of A. Richards, William Chase led to identifying certain basic sentence structures. That can be learnt by foreigners.

The above practice was insisted in this study. Noam Chomsky’s researches and syntactic structures establish the above method or approach. Some critics feel that it is not a method because it does not have theoretical basics. There are about sixteen structures which make the student convey all that he wants orally and in writing. This method has not become popular as the students feel like a parrot repeating the same sentences. It lacks creativity and satisfaction of expression and hence some discouragement. But students who need communication skills for professional and technical purposes can get the desired benefit in about 90 days. This fact has checked during this study and the feedback was obtained and reported in next chapter.

Direct method / Situational method is a formal method of teaching and learning. In this the students’ mother tongue is used during III, IV, V, VI and VII Classes. The use of language is confirmed to description, and learning formal grammar. Teachers mostly use Wren and Martin Grammar text or the text of
Newfield. English is taught by expose or producing more sentences. The defect is that students can memorize definitions or rules but not produce such sentences themselves. This method was useful in highly disciplined situations under military discipline. But now-a-days students have more freedom and hence they do not like any such restrictions in learning. Remediation is important because India has to be knowledge super power and de schooling trends are witnessed.

However, this method also calls for planning on the part of the teacher as he has to plan many situations to teach. The present day classroom with strength of Ninety to one hundred students cannot accommodate such methods. The classroom is full of people with mixed abilities and “individual differences” besides socio cultural backgrounds. The direct method and the Translation method usually degrade to dictation methods. The teachers dictate answers to all the expected questions. Students consider it as a help and memorize them.

Learning through speech this is a principle of ELT often quoted. In Gujarat, like in neighboring states the mother tongue has been encouraged by the Government. Experts state that thinking of the Sociology affects the prospects of the language. This has been called as “the Sociological Perspective of ELT”. The Course writers state that “Speech forms the basis for the other skills”. The teacher is adjusted to present new material – teaching items, words etc. – orally first.” This has been considered a natural and economic means of Practicing Language. The items listed in detail have been tested in this study.

Learning through Reading Skill is the most important skill because it helps the learner to discover ways to acquire knowledge and enable know his own mistakes. Experienced or skillful teachers teach students how to read and develop themselves. But this Common practice makes the students, dependents. This is mistaken as obedience and even as discipline in this state. School leavers with this skill can gains information and gain knowledge. Some experts feel that this is “the main aim of teaching English. The text writers state clearly:

“It is also necessary that learners encouraged reading easy and interesting books, newspapers and articles on a variety of topics outside the class room. It is hoped that he School Library will be able to stock a large number of books
suitable for reading at this level. Based on this advice, this study hopes to examine
the teacher’s role in this and the learner’s ability to do so.

Learning through interaction principle is often ignored by teachers and
they restrict students from interaction. According to the Principals of
Communication Language Teachers (CLT) it is essential. Without participation
the students become passive and waste their time. There are several approaches
like explaining the contexts of the lessons. Here questioning will make student
indifferent. Secondly, the students can be encouraged to ask questions about the
lessons. When they fail to do so group discussions are allowed. One of the group
members later speaks out. This encourages interaction among the Peer – Group
naturally. Role-playing, Play acting are other interactive devices of
communicative teaching some people also encourage students to take part in
“Problem – Solving Statistics and techniques. This is a novel method and effort
was made to examine this in this study.

According to Halliday, (1994:41) the quality of a teachers’ experience is
important compared with the number of years of service. This means that the
teacher should analyze his own experience and stop repeating the mistakes
committed. But the problem face by a Secondary teacher is the large classes. As
many foreign Scholars are not aware of this problem, there is less discussion
about it. Along with this, the problem of the examination system is also
considered. Besides these, a manual for guiding teacher’s lesson planning has not
been made. B. Ed., training gives the theory that a teacher requires. EFLU
(CIEFL) training gives practice teaching experience. But examinations are the
only excuse for the students to learn in these days. Research in this area has been
neglected. Educational Psychologists state that motivation is important in
learning. It is not clear whether poverty of any other factor is responsible for lack
of motivation of learners at the secondary school. The relevance of learning
materials and structures that help student learn grammar are to be included.
V. Sasi Kumar and K. C. Nambiar (2001: 37) state that “the best Way to teach a language is to make learners use it”. They ask the teacher.

Give your learners opportunities, to get as much practice possible in all the language Skills.

Actually the Students get an opportunity to use English for 45 minutes a day for 200 days in a year. Though the students are from English medium most of them have studied English at lower level in classes VIII and IX. So the study tests whether they have

- the ability to listen and understand Spoken English
- The ability to Speak English
- The ability to read understand written English and
- The ability to written English and
- The ability to write the Language

The basic assumption is that most of the students have limited ability.

H. N. L. Shastry, (1975: 86) states that methods such as audio – lingual method, reading method are only experimental in nature. These are little help from the experts and material and here they have not been tried in class room situations in the sample. Besides these methods, several techniques of teaching English are available. They are:

1. Teaching in groups – Peer group teaching.
2. Demonstration in different languages.
4. Discussion.
5. Class room Interaction.
6. Peer group interaction.
7. Poetry recitation.
8. Reading to the class etc.

Survey was made regarding the use of such techniques and methods. Teaching English in Bilingual mode is another method that combines some techniques stated above. The details of teachers in Bilingual mode are discussed in the
ensuing chapters with illustrations. It is preferred here because of the following conditions under which English is being taught in the sample selected. In Navodaya Schools, the examples of Kendriya Vidyalayas could be used. For example, although Gujarati is the regional language in Gujarat, students cannot follow bilingual clarifications made in Gujarati in such situations Hindi is used. In this state the three language formula was followed for decades. But presently due to regional politics only Gujarati is being emphasized.

As the Centre of English happens to be language study of words, phrases and structures, detailed exhaustive list of grammar items has been indicated here. Basic grammar about the sentence structure and word order is studied and tested. The sample was not at this stage studied from the examination point of view. It is this list that tests the efficiency of the teacher and the way he employs or applies methods of teaching.

This unit is designed to help the students in using English for social interaction in real-life situations. Their use of English in such situations must be not correct but also appropriate to the situation. For example, we tend to be formal i.e. serious and more respectful to strangers and superiors and informal i.e. more friendly and relaxed with families, friends, and colleagues, similarly, some situations like official meetings and receptions are formal and others like picnics or weddings are informal. The author suggests to be careful in one’s choice of appropriate words and phrases used for social interactions. He says goodbye may be prefaced by such polite expressions as of well. “I’m afraid I have to be going” “it’s been a pleasure seeing you” “Got to go now”.

As in the case of greetings, introductions can be formal or informal. In a formal introduction, there are two parts: the names of the persons and some information about them. Generally subordinates are presented to superiors, men to women younger to older. When there is no introducer, people sometimes introduce themselves; for example at a party, in a new class. Or in a new neighborhood. We often use people’s name to go along with greetings and introductions. Whether to use a Person’s name or title will depend on the type of relationship between the speakers.
In short this study helps learners to avoid mistakes and proper usage of language in day to day life.

2.3 **Operational Review of related research**

The operational review of the following studies was done keeping in mind the aspects of:

1. the researcher,
2. the time pattern of the research,
3. the objectives of the studies,
4. the research method,
5. the size of sample,
6. the level of the sample,
7. statistical techniques and
8. the findings at the end of the study.

Haung (1912), in his work ‘*Making English Remedial Instructions Work for Low Achieving Students: An Empirical Study*’ (2012) examines the effects of an English remedial instruction on low-achieving students using a self-developed English textbook and with the intervention of teaching assistants. He selected a sample of 30 low English proficiency students, who attended a five-week intensive English remedial course. Data were collected through the assessment of grammar and vocabulary, and a questionnaire. A paired test using the Statistical Package for Social Science (SPSS) was conducted to analyze the pre- and post-tests and the survey data. The results of this study show that this English remedial instruction was effective and beneficial to low English achievers as students made a significant progress in grammar and vocabulary learning and they self-perceived improvement in their overall English competence. The self-developed textbook met students’ needs and the intervention of teaching assistants was effective in terms of assisting their pronunciation and fluency. Ultimately, students’ learning motivation was moderately enhanced. EFL teachers can teach effectively for low
achieving students by designing suitable materials and involving teaching assistants and perhaps applying some alternative innovative approaches.

Rao (1990), in his *Current Trends in ELT* surveys and analyses of the teaching practices of the Secondary Level examination namely Tenth Class English Syllabus. The schools situated in the sample area districts have been selected as the researcher hails from this area. Government schools and aided schools are selected. Well-known survey method is used to interview the students and teachers with the following objectives:

1. To study the approach and attitude of the teachers to the syllabus and class handling.
2. To study the qualification and training experience of the English teachers.
3. To study the teaching – learning situations in the Class.
4. To study the students, interests, abilities and training in the class.

Analysis of the above factors of ELT is made as follows.

1. The data collected is processed through questionnaires and interviews.
2. They are described as charts, tables for quick viewing and statistical influences in approximation.
3. Students in various groups are analyzed to help in remedial teaching or for extra coaching purposes.
4. Analysis is made to identify bad or malpractices such as use of guides, and other “shortcuts” for success.

These data are useful to help resolve some at nagging problems in ELT (English Learning and Teaching).

The sampling techniques are random survey method through the administration of questionnaires of the teachers. After processing these questionnaires interviews are made with them. Some experts in the university area are also consulted to arrive at tentative conclusion. Field study is made in the Government schools in the district of Saurashtra. The reason is that the researcher
is familiar with this district area and is familiar with the problems of learners and also the demographic details of the area representing Saurashtra.

The sample therefore has the following characteristics:

1. Learners/ Teachers are chosen from the Navodaya Vidyalayas of Saurashtra at Senior Secondary Level.
2. About 80% the students are from Gujarati medium. They listen to and communicate in English for only 45 minutes a day for 200 working days in a year.
3. About 35% of the students belong to the B.C. Category, 5% to the other backward class, and 15% of S.C., 15% S.T. category. Admissions are as per the communal roster system.
4. Nearly 90% of the students are from the low income category, the sons and daughters of non-gazetted officers, labourers and farmers. Hence they have limited purchasing power and they expend a very little of their income on education.
5. The social conditions reveal that students are mostly Gujarati speaking. Hence, they do not feel confident in using English.
6. Tuition fees is reimbursed by the Government for BC/SC/ST students.

The number of the students surveyed is about one thousand students in select places in the districts of Saurashtra. Remedial teaching of English at school final level is expected to bring the following designed learner behavior:-

1. The development of ‘communication skills’ interviewing accuracy, fluency, appropriacy etc.
2. The inculcation of ‘literary skills’ such as the ability to understand interpret and entry poems; and
3. The development of ‘study skills’ Such as the ability to use a dictionary, reference books, etc.

It is presumed that the elements, literary skills and study skills are inculcated from class VIII and IX levels in CBSE affiliated schools. The hypotheses are tested against the principles of teaching and methods employed as stated earlier. An attempt has been made by some advanced Institutes which combine the available
knowledge from various sources viz., the British Council, EFLU (CIEFL) ELT centers and so on. For the purpose of this study, accuracy, fluency and appropriacy have been tested. Some of the items listed are not for the school leaving level. But they are included here so that the teachers and learners have an idea to complete course at school stages and graduate stages of education. The term bilingual is used specially to mean that a person knows two languages. After independence, Gujarat region was part of Mumbai State and large number of people knew Marathi in Surat District. Hence large number of people know Marathi. The linguistics, experts feel that it is advantages to teach bilinguals. Because of the large number of bilinguals the Britishers in certain area of Gujarat used both languages in administration. According to them the content words could be explained in Gujarati to help understand them. The structural words or grammar is never translated into the students’ language. However, bilingual methods are not recommended any more by EFLU although research for two decades is in its favor. Educational psychologist and ELT practitioners aim at ideal situations. Remedial teaching is required for everyone. It is recommended even for students going for private tuitions. In learning English rural and district students face many problems compared with the city students depending on their environment. But coaching institutions teach that rural and non-English medium students cannot learn English. This is a misconception as stated by recent researches.

H. S. Stren (1983) mentions the concepts that help a classroom teacher. According to his study, motivation is inside or “intrinsic” of the learner. Mere anxiety or enquiry does not reveal whether he/she is really motivated and ready to learn. This study can be understood the following way:

1) The teacher must ensure readiness and effect of his learners in a graded manner at different stage.
2) Only conditioning is important according the behaviorists.
3) English is learnt by constant use and practice, spoken and written.
4) Language can be learnt only through situations. The teacher has to introduce new passages of English by creating new situations, conversations.

5) English like other languages requires efforts and careful attention at home, in society and in business and offices.

6) The spoken language or English comes earlier than the written form and spoken form should not be delayed.

7) Learning has to be confirmed. This means that after knowing a correct answer it must be practised fully till it becomes internalized.

8) Learner has to be encouraged always because only when he/she known that his answer is correct the learning is faster and gets into memory.

9) Practice of items has to be repeated further. This is called reinforcement or drilling. Reinforcement has to be as per a scheme, a task and use of audio-visual acts.

These are methods and techniques compiled for language learning. These are based on assumptions of behaviorist school helpful in remedial teaching.

Cognitive and ELT Principles:

Cognitive are those who believe that between the stimulus and response, some function occurs. This is called cognitive function. Their assumptions affect many issues of ELT. They are summarized as follows:

During orientation, or refresher exercise sessions the following principles are to be adhered. Mere learning will not result in ELT:

1) The learner must develop appropriate response or fails to learn for ever e.g. definitions, concepts etc.

2) Learning seems to involve a process of constant reappraisal of the environment.

This was stated by Kristen (1981) (5) in his book. He argues that the school learners must always be reminded about the needs and usefulness of the items they learn in the classroom. That means learning takes place by trial and error. Behavioral psychologist believed that this is only a first state and learning depends in Perception and insight formation. This has given rise to problem –
solving techniques. Based on this a learner is able to solve a new problem based on the experience of solving the previous problem. Kristen’s arguments can be analyzed or summarized as follow:

1) The learner should be kept in mind while teaching anything including grammar.
2) The importance of the learner’s own contribution is helpful in his learning. The contribution is what he has learnt previously, this is incremental learning.
3) Previous learning is relevant to new learning because mentally it is recorded and connects to new learning.
4) A learner, according to the cognitive, has a stock memory of strategies and skills he has developed.
5) All learning experiences are therefore useful to the learners and steps for slow learners.
6) Blind or mechanical processes of rote learning are not helpful because reasoning or comparing the experiences is not involved. In their recognitions of the steps of learning. Recitation helps in memory.
7) Learning process according to the cognitive consists of the following stages :-
   - A learner recognizes a new situation as the problem.
   - The problem is analyzed into several steps.
   - Elements of the problem are identified.
   - A learner attempts to compare with ‘filing index’ of the memory.
   - The comparison tests with a plan.
   - The plan is tried or alternative plan is evolved.

   Kristen does not recommend these stages for ELT because of his reservations. Hence, they are test checked in the survey of the teachers’ views. In our context of remediation they are useful. Revision and reinforcement is following the above scheme in total.

   A review of the cognitive theorists of learning process reveals that a learner learns something faster at times. This happens when he learns something
that resembles something previously learnt or experienced. This means that the previous experience provides confidence. These theories are not implemented in our teaching processes either due to ignorance or skill. Some of the important findings of the cognitive theorists may be important here:

1) The learner recognizes a new situation as a problem without any doubt.

2) Then he differentiates it as a problem to be solved with experts help.

During remedial teaching of communication skills all problems have to analyze and only basis have to be fulfilled.

These two stages are important in a teaching and learning process. The teacher is presenting a new situation. If the learner does not recognize this, he is not ready. Readiness is internal and depends in his mental state and maturity in psychological terms. But due to welfare scheme and ambitions social generation the government has allowed about 75 % of the students to the challenges.

It was felt during this study that many students. Approximately 60 to 70 % pass through this stage. School leaving is taken seriously because of the pressures of the family, friends and the school. Analysis the elements of the problem does not happen always. Thus, the teacher has to counsel several times to motivate but this is confused with guidance and remediation.

Experts of the cognitive school such as Kristen call the entire plan of thinking as a cognitive map. Each process of learning experience is stored in the memory as filing index or filing system for future use. This is an important discovery that should be taught in detail to the teachers. Without such knowledge teachers will not become professionals. Every effect of the teacher then becomes a trial and error. The need for this insight is that a teacher’s use of a technique must create a cognitive map of every student he teaches. In remediation use of mother tongue helps clarify the cognitive elements.

For learning of the languages and related technical skills the cognitive theory is helpful. Behaviorists probably think all learning is same and learning of the language is not considered separate. Understanding of the language of a child
at the age of 2 to 4 is considered by these cognitive experts as a scheme of fitting. Language learning is explained as imitation or mimesis by Greeks because the child cannot make a new sound not heard before. Pupils who have faced problems at childhood continue till late till youth or during educational stages. In ELT recollection of items earlier learnt helps useful and builds rapport.

By the same example, a student is learning different combinations of a sentence. Perceiving rules are important and this has been explained. It was to be assumed that the learner must merely memorize these rules. Or else, he cannot mimic the sentences or remember the rules. The teacher has to be liberal in Gujarat because of low percentage of passes. Many students do not get proper ‘Inputs’ and suggestions regarding learning and that too in English because of lack of recruitment. Many parents are crazy of medical and engineering careers. Hence, coaching institutes for GUJCET emphasize only Remedial teaching from class VIII onwards instead of proper learning.

These aspects are studied closely as stated by experts cited here. But review of data of their findings and researches are not readily available. These researches are on child processes of learning languages. They were influenced by Chomsky the linguist. His concepts have resulted in Transformational –generative School of Linguistics worth its own brand of Transformative grammar. However, there are not implemented in our system. But their elements are used in remediation.

However, these concepts can be implemented by untrained teachers who believe in behaviorism. They all argue that heredity or birth is a chance but environment of the house, School and Society are in our hands. Since home and social environments are beyond the control of any agency or State, stress should be laid on the school and class environment. Nothing much should be insisted on his home environment, and this explains why many students do not do home work or study at home. At present the teachers complain that due to reimbursement of fees students have lost interest in learning.

However, class room – experience should be full of learning experiences according to Halliday and Kristen. The materials produced by M. L. Tickoo,
Prakash Rao, H. L. N. Shastry is more in the direction of using Bilingual mode. The argument that language is learnt automatically by every child is prevalent in all these discussions. But nobody is sure if the same tendency continues at the adolescent or school leaving level. During teachers and remediation bilingualism has to be practiced as all students are bilinguals.

Cognitive group of psychologists compared learning with discovery or problem – solving. Recently some people use the term programming to discuss the same. But, these are not the same with all students. The way students learn language structures and values of life are dependent on many variables. Another view was developed by Selinker who stated that there is an inter language hypothesis. This means that a child develops his/her own code to understand a language.

The author has referred Pit Corder, an another language expert on usage. He is of the opinion that L2 learner of a language is always “moving towards the target language in stages of approximation to that language”. This is a famous statement that developed the Grammar – Translation method and later the bilingual mode of teaching English for L2 and L3 learners. This aspect was studied to find out whether L2 or L3 learners really achieve this target. There are controversies regarding these theories of language learning. It must be mentioned that in Gujarat many people raise doubts without experimenting with a theory and these controversies could be arguments without any basis. Pit Corder’s notions are democratic in the sense that everyone has his own concept of a thing without knowing it.

Reviewers of these theories state that teachers should teach the Language item by item. This was called bits of language. Experienced teachers of Wren and Martin School of Grammar used to emphasize that grammar should be taught ‘One thing at a time’. The bilingual dictionary of Pundit Sankara Narayana mentions this is in the preface. The basis of this assumption was that ‘books of learning’ will add up by the time students leave the School. Hence, the sum total of teaching at Tenth Standard is the complete experience of the school curriculum. Remedial teaching is important during this stage to fill the gaps in the
bits of language or information learnt by the students. This sort of thinking has also influenced the objective of testing and evaluation. Only the bits of learning are tested at competitive levels. In order to understand the question and the options given the students knowledge of L1 is helpful, in deciding the choice.

There have been full length studies on ELT, but detailed studies in Remedial teaching are a few. But on the conditions and remedy improvement in Navodaya schools and Kendriya Vidyalayas the opportunities are a few. Hence, a course design of remedial teaching is appended for class room use on daily basis. Remedial teaching is mistaken for repetitive or revised teaching. This is a fallacy and sentimental thinking. Imposition or writing the same thing a number of times is the practice over the years. But what is required is the understanding the components or items in a concept which the psychologists and experts call this “cognitive development”. The rich and cultural language environment of L1 is not available for learning English as second language L2 or L3 Third language, making the process of learning inadequate and deficiency for professional courses.

Hence, during class room interaction or while dealing with struggling students the use of L1 or L2 in this case, is considered useful. In India the Kothari Committee report on school education stated that” tomorrow’s society is being shaped in today’s class room”. These opinions place learning in school in high pedestal which allows lot of remedial teaching.

In India some studies are reported in EFLU (CIEFL) bulletin analyzing the Central school instruction as per CBSE guidelines. These are two levels of English, the higher course which states that the teacher should talk for about two-thirds time of the class. The remaining time has to be used for the students to speak orally. HNL Shastry stated that “using the language means getting over one’s inhibitions and learning through mistakes which is important in language learning”, this is called as the student-centered learning. It is to be surveyed whether the State Government and aided Schools is teacher – centered or students centered. In this situation remedial teaching is important.
Another method stressed in the training colleges during B.Ed., training affiliated to NCERT is for repetition and practice during teaching. Mechanical drilling is considered boring and not useful to the students by the experts. But many teachers rely on this rote memory. This is called as “by hearting” by the L2 or L3 students. Use of methods and effective teaching is important at the school Final level. It was tested as to whether the students of classes VIII and IX are serious during this study before conducting the research survey.

The main assumption of this study is that Higher Secondary stage is a crucial stage and scoring at this level is critical as it decides getting into medical or engineering. Even after joining a professional course, Like B.Tech., or M.B.B.S., English remains a ‘link language’ and as a ‘library language’ in Higher Education. Other assumptions that have prompted this study are:

1. In recent times the officials and particularly the D.E.Os. (District Educational Officers) are of the view that English constitutes the confidence level of the students. The text books are considered to be above their level of grasping or comprehension. The content of the lesson, prescribed are vague for many students.

2. The parents feel that Higher Secondary stage is beyond the level of many students. They complain that teaching of English is vague and inadequate for students of Gujarati and English medium.

3. The students feel that too many grammar items are tested and that the question paper is long and confusing. It is of six full pages at X level and they can not read and answer all the questions in three hours.

4. Some experts on the subject feel that Higher Secondary stage is unscientific and does not test the skills of listening, speaking, reading and writing.

5. The Chief Superintendents who conduct various exams until secondary stage state that there are large scale malpractices or mass copying. Thousands of students are debarred from the examinations and some examination centers are cancelled due to malpractices during the examinations. The percentage of pass in English during 2009-10 was only 32 %.
Fadel H. M. Al Othman and Khaled M. Shuqair have studied the effects of remedial courses in enhancing the skills of students in the English language in detail. Most people share the sentiment that remedial courses are quests in vain when it gets to improving the skills of students learning English as a first or second language (EFL/ESL). Others claim that the teaching strategy is the key to attaining the positive results in students taking remedial courses. This research looks into evidence presented by other researchers about the effectiveness of remedial courses. The research material used is mainly secondary. Through a comprehensive exploration of the information from various researchers, the paper has presented those researchers’ findings on the issue. The research hypothesis is, ‘remedial courses have no effect in increasing the performance of EFL/ESL students.’ The research findings indicate that the remedial courses in the Arab universities have been ineffective in increasing English language skills of students learning EFL/ESL.

According to the authors, learning one’s foreign language is very easy. It comes naturally to the mind and as one gets older, their skills in using the first language increase. This is all the action of the cognitive development in human beings that is the basis of learning. When one starts learning their first language, the skills are acquired through observation and listening to the people around. English is one of the most widely used languages in the world. The English natives are fluent and eloquent in the use of the language, but those who learn English as a first language or as a second language have problems with different areas in the use of the language. Many a times, the learners have to be taken through short or long courses to learn the appropriate use of the English language. Normally, students joining college in the Arab nations are given remedial courses in English while those looking to master the language are taken through basic skill courses. Students in some colleges in the Arab region are expected to pass their English tests when they enroll for their college education. This is mainly because most of the teaching in colleges is done by professionals using English. The influence of the western nations on the Arab nations and the rest of the world
have prompted the need for students to at least learn basic skills in English. Personal experience has revealed that the effectiveness of remedial teaching of students in their EFL/ESL studies varies.

The difference in effectiveness may be attributed to the reception of the students in the programs as well as the ability of the students to understand what is taught during the programmes. This paper is a descriptive study which looks into how effective the remedial courses are about improving the EFL/ESL student’s performance in college. The research paper will highlight the possible causes of low performance in the English language after the remedial courses, highlight the possible solutions to the issue and make a comprehensive conclusion of the hypothesis that remedial courses have no effect on the performance of students. The paper addresses the following two interrelated questions: 1) How effective are the remedial courses in improving the EFL/ESL student's performance in college? 2) What are the possible causes for the EFL/ESL student's performance after taking the remedial courses required?

One of the most important parts of learning English as a foreign or second language is the extent of using it in the daily interactions with other people. This could be simple conversations with the rest of the students or with the remedial course lecturers. A student may also choose to recite some of the words, phrases and sentences learnt in the remedial classes to enhance their comprehension of the language. This is the basis of learning a foreign or second language. It is the equivalent of a child learning to pronounce words correctly after a long time of practicing with the parents and guardians. In the College setting, the students from the Arab origin are normally not exposed to such scenarios where they have to use the language out of the remedial classes. Traditionally, the Arab students have been using their native language as the main, if not the only language, to communicate even in the class setting. It gets rather hard for the student to start using English as their default language because of two reasons. First, there are very few students who are ready to engage in the use of English to communicate.
The fact that they have an alternative language of communication that is far more efficient makes it difficult for them to use English. While remedial course lecturers may oblige their students to use the language outside class for practical reasons, the school setting presents a big challenge to them. Second, the Arabic language is primarily used in the teaching of other courses in the colleges. The students do not get enough exposure to the use of English from other professors apart from those in their remedial classes. The effectiveness of the remedial courses is also influenced by the negative attitude developed by the students towards the English language. Most of the failing students who are enrolled for the remedial courses in EFL/ESL studies are already frustrated by their first failures. Some report to have developed a negative attitude towards the language and this compels them to assume a passive approach to learning it. They put little or no effort to study it. Some are only motivated to study for their remedial course tests to get over with the course. Many students who undergo a remedial course in EFL/ESL studies finish their course work without improvement in their performance because they are not exposed to practical use of the language outside their lecture halls. The main reason for this is that most of the students start using their native language as soon as they step out of the class rooms. This means that the only time they use English exclusively is when they are in class. Failure to expose the students to the use of English in prolonged periods leads to the erosion of the new ideas that they learn in class (Wang, Shang and Briody, 2012). According to the cognitive development theory, the human brain learns a new language by having prolonged exposure to its use. This can be achieved through listening to other people using the language, reading texts written in the language and having access to the professors to aid them where they fail to comprehend the meaning of words. The experience should be turned into an enjoyable course where the student has the new things he or she learns, running through his or her mind constantly. This is the kind of environment that lacks in the Arab nations like Kuwait. The use of English as a medium of communication is yet to mature among the students and the professors alike; therefore, the effectiveness of remedial courses in EFL/ESL studies becomes
greatly jeopardized with relation to improving the student’s performance in English (Wang, Shang and Briody, 2012). The use of the English language is based on sets of rules. The tests used by the colleges to measure the skills of students in the language are mainly based on grammar. Remedial lessons acquaint the students with the rules in English on a theoretical context. They ignore the practical use of the language, where the student is supposed to interact with his or her counterparts in the presence of the professors to correct their mistakes. Follow up in the colleges on the part of the lecturers is not comprehensively made to help the student correct their mistakes in the use of the language. It is also quite inappropriate that most of the learning work is done theoretically in books. The students need to converse in the language more as opposed to writing the language (Wang, Shang and Briody, 2012). The methods used in the remedial course teaching process are not effective yet the professors continue using them. The cumulative result is a student society with very basic information on the use of the English language. The essence of learning English as a foreign or second language is to fit into a society where the language is used as the primary language of communication. English is an international language that demands from the users to have a good level of expertise in its use to communicate effectively. The remedial courses offered in the colleges focus on delivering the basic learning of the language, which is quite ineffective in helping the students, fit into societies where they have to constantly use the English language. Students in the remedial courses for ESL/EFL attend the lectures under pressure because these are additional lessons in their busy schedules. The teaching process is also too basic to capture the attention of some of the students. As Widdison notes, the use of remedial courses has very little positive effect on the performance of students in learning English as a first or second language. This sentiment is derived from the fact that most of the work covered in the remedial classes is similar to the rest of the work covered prior to the enrolment test. In order to help students improve their performance, the professors need to come up with better teaching strategies that enable the students to cover more work within shorter periods. The exposure of the brain to pressure and constant ideas results in faster
learning and easier memorizing of the ideas. The current teaching practices are ineffective in transferring short-term memory to the long-term memory, which is the basis of comprehension of languages. The learning of English as a foreign or second language is directly influenced by the purpose of learning in the students. Those who are in the course of a long-term learning process are motivated by their urge to attain professional skills in the English language to study hard. Those who are only in the course to pass their tests, and move on to other major courses in their quest for education fail to put any significant effort in the remedial course. This indicates that the effectiveness of remedial course in the learning process of EFL/ESL studies is directly influenced by the significance of learning the English language. There are students who have no option but to excel in the language while others are just in the remedial course to pass their language test (Wang, Shang and Briody, 2012).

In the Arab world, education is delivered through the medium of Arabic i.e. the learning material and the lectures are primarily delivered in the Arabic language. This indicates the lack of relevance of the English language to some of the students. Students report having little or no interest in learning the English language based on the fact that most of them seldom use it or pursue it on a professional level. Remedial courses in the language are mainly based on learning the basics of the language. The students are taught how to construct simple sentences and how to apply grammar rules. This learning process is rather hectic and the students feel like it lacks objectives. The results a bored lot of students, who do not enjoy their remedial classes (Wang, Shang and Briody, 2012). Lack of participation in classes and leniency in the teaching process is also common in the ESL/EFL studies in colleges around Kuwait. The remedial courses are viewed as punishment for failing the placement tests by the students enrolling in college. With this attitude in their mind, some students fail to give the remedial courses the required attention. Researchers have established that the issue of negative attitude towards language learning is more prominent among the male students. Lecturers need to develop new teaching strategies that will enhance the performance of the students. There is nothing more motivational about sending
students to remedial courses even before they get to start studying the main courses they enroll to in the colleges. Most of the students who are sent to the remedial courses claim that it is demoralizing, especially when they are not planning to study the language as part of their main course. The students further claim that they only engage in the remedial classes to get through to the enrolment process. In the reality, very few students indicate significant improvement in their test results after going through the remedial course in English. It appears that the courses are just a waste of time and since their purpose is seldom served, some feel that the remedial courses should be abolished from the system. Learning a new language requires patience and the learner should be motivated to continue pushing harder to progress their knowledge in the use of the language. The language learning atmosphere in the Kuwaiti context is quite uninviting for the students because they are literally forced to take up the learning of the English language by the learning institutions. It is an involuntary process that is quite demanding because the students have to grasp a lot of information within a short period of time. Instead of learning the language, most students end up cramming the ideas which they download to the test papers and forget the ideas almost immediately after; they lack the culture of extensive reading. The interaction between the lecturers and the students in the remedial courses should be very close to attain the required and intended results.

For the performance of the students in the English language to improve, the lecturers have to follow up on their performance and motivate them to keep trying to enhance their skills in the language within the short time allocated to remedial courses. The essence of this course is to bring the student closer to someone who can offer him or her, the attention required in learning a first or second language. One cannot simply grab an English language learning book and start grasping the ideas presented. Most of the lecturers in the colleges treat the students like they already know the basics of the language and, the meaning of words; thus, the ineffectiveness of the remedial courses in improving the skills of EFL/ESL students in the language becomes quite conspicuous. The English language skills gathered in the remedial courses are short-lived mainly because
the teachers focus on having their student passes his or her test instead of giving them general information. Tests in colleges are the traditional measure of the levels of competencies that different students possess. This type of measure has been used in many parts of the world to ensure that the students enrolling for different courses are directed to the relevant course works according to their ability in comprehension. In the Arab countries, the use of tests has been altered into a system of placement based on the skills of the students in using the English language (Troudi, Coombe and Al-Hamliy, 2009). The students who go through the remedial course feel demoralized because it highlights their inability to comprehend new ideas even before they join the colleges. It is embarrassing to some of the students and it has been sighted as one of the reasons why some students fail to apply for college courses (Wang, Shang and Briody, 2012). The nature of the tests offered in different colleges is the testing of basic English language skills. In the past, the tests were simple and objective in determining the actual skills of the students in the language. Many students would pass the tests and get enrolled in the colleges for their respective courses; however, in the recent times, the setting of the questions in the tests is random and very demanding on the part of the students. Despite the efforts they employ in their remedial courses, they still fail or pass with a small margin over the cut off points because the tests are not standardized (Wang, Shang and Briody, 2012).

Research has indicated that the language teaching process in the learning institutions is based on giving the students some basic ideas and general rules governing the languages. The students get educated but they lack the wisdom of implementing their acquired skills. For instance, in the process of learning EFL and ESL, students are acquainted with the basic knowledge in the English language. Compared to the English natives, no matter how long the remedial courses take, but the skills in the use of language change insignificantly. It has been established that the education system in Kuwait and several of the Arab countries is yet to attain the comprehensive state it desires concerning the training of students to use the English language. The teaching syllabus focuses on giving the students textbook skills in the use of the language. The students may perform
remarkably on the tests but their usage of language in a practical context is very poor. This indicates that the remedial courses are only suited to enhancing the theoretical part of language learning. After exploring the vast amount of information presented by various researchers and by analyzing the situation in the Arab Universities, it is quite evident that the remedial courses have failed in their quest. Students continue giving poor results in their skills in the use of the English language. Some professors have indicated their concern on the issue, but an interventional program is yet to be developed.

The researchers’ findings indicate that the problem lies within the relationship between the lecturers in the remedial classes and the students. They further reveal that the attitude of the students towards the remedial courses is a major factor of their poor performance. The recommendations given hereafter are influenced by the implications of some effective methods that have been used by different people to enhance the performance of the students in their language learning. In some cases of remedial teaching in the college setting, students have indicated significant progress in their abilities to use English as their first or second language. The effectiveness of the courses is influenced by the implementation of strategic plans in the approach towards instilling permanent language skills in students. Remedial courses, when delivered appropriately, as research indicates, can positively influence significant improvement in the use of language in students (Selvarajan and Vasanthagumar, 2012).

Some of the proven strategies that have indicated an effective influence on the performance of university students in the Arab universities are discussed below. Rigorous coverage of the different areas of the English language that build up the proficiency of students in the use of the language is very important. A study has revealed that students who allocate more hours in their private time to study English by going through their lecture notes record higher performance in their language skills. The students are more fluent in the language and their understanding of the grammar rules is impressive compared to those who only study the language in class. Basic skills in the use of English as a second language can only be instilled in the minds of students if they are exposed to prolonged
periods of studying the language (Selvarajan and Vasanthagumar, 2012). Studying the English language is not only about the theoretical part. It is also good to have the students talking in English and attempting to construct sentences to express themselves. This way, they get to train their brains to start articulating the ideas learnt in class to become proficient in the language. As the old saying goes, practice results to perfection in whatever a person sets his or her mind to do.

Critical thinking is important in the cohesion of language ideas in English. Students with the passion to learn the language through the remedial courses always emerge victorious in their quest, and most of them continue using the language even after the remedial courses are over. They are the students who have effectively fallen out of the monotonous use of the Arabic language exclusively in learning (Selvarajan and Vasanthagumar, 2012).

The trick in the effectiveness of the remedial courses has been identified to lie in the approach that the lecturers use to introduce new ideas to the students. Teachers who move directly to the textbook rules as dictated by the remedial course syllabus notice minimal improvement in their students after the courses. Those who develop a more friendly approach to teaching English to EFL/ESL students record more positive influence on their students. In most universities in the Arab world, remedial courses for EFL/ESL students have generally failed to improve the performance of the students, but there are few cases where students excel in the language after the courses (Selvarajan and Vasanthagumar, 2012). This is attributed to the lecturer’s effort integrated with the passion in the students. A strategic approach is one that is focused on the individual needs of the students. Most of the colleges offered remedial courses that cover specific topics under the guidelines of a school syllabus timetable. These programmes only tackle specific areas of the language at a time and this can be discouraging to the students who need help in areas not covered. This ultimately leads to poor performance. Changing this eventuality in improving performance requires for students to be guided in their specific areas of weakness. Lecturers who offer student focused remedial courses are normally graced with the joy of watching their students prosper in the English language after the courses. Students’
motivation is also a crucial part in ensuring that the remedial courses are effective in improving the performance of EFL/ESL students. Teachers should develop a teaching strategy that is fun and interesting. Students who learn different languages through the exclusive use of textbooks, as in the case in the Arab universities, seldom record any significant improvement in their use of the respective languages.

Some of the most effective approaches that have been used by various lecturers to effectively influence the improvement of the student’s performance include the use of music and films as learning material. Supplementary language learning material is very effective in enhancing student’s performance. Selecting music that the students enjoy captures their attention and they can learn the words and the rules of the language by evaluating its usage in the music and films. This practical approach is strategic in motivating students to learn via the remedial courses (Selvarajan and Vasanthagumar, 2012). Students in elementary schools in different parts of the world learn the English language through reading short interesting stories in and out of class. The stories act as a motivational factor in the learning process. They also enable the students to relate certain lessons to the characters in the stories. This approach has been used on Japanese students trying to learn English and the results so far have been remarkable. Researchers looking into the effectiveness of this approach have concluded that the method is very effective in influencing the learning of new languages. Story telling has been established to be quite effective in helping children with learning disabilities with their comprehension in language. In short, the students of Remedial courses should be given a new teaching approach to influence the required results in relation to the skills of the students.

Hsiu-HuiSu, Chia-Wei Fan in recent years have carried out a series of study on EFL reading comprehension have pointed that under-achieved students exhibit limited reading skills, lower motivation, and fewer positive earning attitudes (Robb, 1995; Brown, 2001; Grade and Stroller, 2002). Taking extra remedial course as well as level-ranked English instruction has been particularly
influential in contributing insights into foreign language learning for under-achieved students. Therefore, the researcher designed a case study through the action research to provide a more precise way to facilitate under-achieved students ‘English learning in remedial course. Based on the background, the aim of the present study was to investigate the changes of those under-achieved students’ learning beliefs and motivation in English remedial course. Three major sets of research questions to be addressed in this study are as follows:

1. What is the difference in students’ beliefs toward English learning after they took the remedial program?
2. What is the difference in students learning motivation before and after students took the remedial program?
3. Is there any correlation between students learning motivation and belief in remedial programmes?

The result of this study could be useful to teachers responsibility for planning course work in remedial course. Through the deep exploration and understanding of students’ psychological journey in English learning, students learning problems can be better understood. Then, in Chaoyang University of Technology, students need to achieve GEPT primary level, TOEIC 350 or equivalent tests listed on Common Europe Framework of Reference for Languages (CEFR) in order to pass the graduation doorsill. Therefore, the study can also benefit the under-achieved students to better understand their English learning difficulties. Action Research, Motivation, Belief, underachievers, Technological colleges, case study, EFL learning. English score are below 60 points within total 100 points in entrance examination. In order to assign freshmen to the suitable class, they all took the placement test administrated by Foreign Language Centre, Chaoyang University of Technology. Based on the results of the placement test, students will be divided into one of the four levels– Starters, Basic, Intermediate, and High-intermediate. There are 179 students classified to be the starters, belonged to 8 percent of the number of the freshmen. In addition, these students also need to participate into vocabulary recognition test to pronounce and identify the meaning of each word. The researcher as a teaching
assistant conducted the vocabulary recognition test and found out at most of
under-achievers felt frustrated to pronounce not to mention identifying the
vocabularies. All of the studied English for at least six years since English is
required in junior and senior high school education in Taiwan. In the requirement
of vocational high school, they are expected to recognize at least 2000 vocabulary
from daily life. However, these students didn’t seem to develop the competence
required and struggled with unfamiliar words. The main reason is that vocational
high school students only take English course for four hours a week in vocational
high school, so that they acquired a few vocabularies and a fragment of grammar
knowledge. With time limitation and pressure on entrance examination, English
teachers hardly facilitate these under-achieved students to follow up the regular
course. Due to inadequate vocabularies and lack of strategies in reading
comprehension, some studies reveal that the technical university students have
limited reading competence. In recent years, some studies on EFL reading
comprehension have pointed that under-achieved students exhibit limited reading
skills, lower motivation, and fewer positive learning attitudes.

It is believed that taking extra remedial course as well as level-rank
English instruction has been particularly influential in contributing insights into
foreign language learning for under-achieved students. I not only wonder whether
under-achieved students will change their learning motivation and beliefs after
taking the remedial course, but the students psychological journey in English
learning. In subsequent years, numerous studies were carried out on the
effectiveness of remedial course to junior high school students in English
learning. However, there has been far less research on the effects of the action
research used to under-achieve remedial course. This process of action research
can be repeated from reframing the problem, collecting fresh data, and rethinking
our analysis, until the researchers have found a suitable solution. Therefore, the
research was designed as a case study through the action research to provide more
precise ways to facilitate under-achieved undergraduates English learning.
Purpose of the study based on the background, the aim of the present study was to
investigate the changes of these under-achieved students learning beliefs and
motivation in remedial course. The dimensions of the exploded beliefs cover beliefs about the understanding of student expectations, aptitude, learning difficulty, learning and communication strategies, and motivations. Therefore, this paper described and analyzed the freshmen’s English learning obstacles in Chaoyang University of Technology.

In view of the preceding research purpose, the researcher conducted this study with the goal of answering the following questions through the analysis of interviews with class teacher and students, researcher’s field-notes, teaching log, students reflection diary, and questionnaires. This study is significant in two ways. First, the result of this study could be useful to teachers responsible for planning course work in remedial course. Through the deep exploration and understanding of students psychological journey in English learning, students learning problems can be better understood. Consequently, the findings of this study will give English teachers some support when they teach under-achieved students and provide solution to problem of low motivation toward English learning. Then, in Chaoyang University of Technology, students need to achieve GEPT primary level, Toeic 350 or equivalent tests listed on Common Europe Framework of Reference for Languages (CEFR) in order to pass the graduation doorsill. Therefore, the study can also benefit the under-achieved students to better understand their English learning difficulties.

Some studies on EFL reading comprehension have pointed that low achieved students exhibit limited reading skills, lower motivation, and fewer positive learning attitudes (Robb, 1995; Brown, 2001; Grade and Stroller, 2002). Those students with low-leveled English proficiency mostly lack adequate vocabulary capacity and owned only basic idea of English grammar. They can benefit from taking extra remedial course as well as level-ranked English instruction. They proposed that the students with low-leveled English proficiency require more direct, intensive, systematical teaching, and extra remedial instruction or assistance on the regular classes. There are two types of remedial
instruction as follows. (1) The pull-out remedial instruction, exclusive programs, needs extra instructional time and endeavor. (2) The pull-in remedial instruction like inclusive education which is included in the regular classes. Most of the teachers prefer pull-in remedial instruction; because they can use the complete teaching scaffold in regular classes instead of after-class programs. However, not many students participated in the course, when remedial Programs were first introduced. There are six reasons as follows: (a) Original teachers adopted the original material in the original ways. (b) Teachers had inadequate teaching skills and limited time. (c) Students were labeled and so their motivation reduced. (d) Teachers were hard to handle those students with different level of English. (e) Teachers concentrated on mechanical basic skills, not solid content. (f) Teachers showed down the learning speed, but it couldn’t narrow the gap between students of lower and higher levels (Wu, 2003; Chang, 2001; Huang, 2000). Therefore, some researchers suggested the five points to solve these problems. (1) Utilize students unique intelligent to help them gain confidence and a sense of achievement. (2) Encourage students to participate actively and learn progressively. (3) provide various learning opportunities for relearning (Wu, 2003; Huang, 2000). Chang (2001) provided the strategies for remedial lessons, including direct instruction, mastery teaching, individualized instruction and cooperative learning. It’s crucial to create a modulated atmosphere, cooperative spirit, and some teaching aids for teaching underachievers. The authors mentioned that the concept of action research which originated in the post-World War II. Then, action research has been extensively adopted by scholars and teachers ever since. The main notion to the definition is that action research concentrates on research and individual or small-group professional practice which the teacher or co-teachers play the role of researchers. Action research can take a variety of forms. It is stated that the advantages of individual approaches to action research tend to be more flexible and more easily implemented than others, such as writing personal field-notes and keeping a diary. On the other hand, the advantages of collaborative approaches can do much to maintain motivation, save time by the allocation of different tasks, and bring out much input from the gathered diverse
insights of those involved. This strategy is basically a way of reflecting on your teaching (or teacher-training, or management of an English department, or whatever it is you do in ELT).

Action research “is done by systematically collecting data on your everyday practice and analyzing it in order to come to some decisions about what your future practice should be”. This kind of process can be repeated from reframing the problem, collecting fresh data, and rethinking our analysis, until the researchers have found a suitable solution. Case Study Approach Case studies focus on the unique case, such as individual units, special student, and particular group or class and so on. The results cannot be generalized to the other population of learners and classes. Therefore, it is often explained in contrast with traditional empirical research approach. According to the traditional research, generalizations are more often made in terms of probability in the social science, some exceptions are valuable to discuss in the education. Therefore, case study can be used to disprove a generalization. The reason for using the case study when the researchers adopt action research; they concentrate on the unique situation to modify their teaching process. Therefore, the specific focus of the case study provides the positive benefit to the action researchers. In addition, it may complete the professional development rather than the empirical research relating to the large participants. Comparing with the traditional research, the case study research provides more human interest than generalized statistical findings. Case studies are not statistically general sable, but they can be an evidence to support a theory. The researcher can propose how this works out in practice by studying and analyzing the data of one particular class suggested that “action researchers might want to use the case study approach because it may lead to studies that are more focused or specific, more accessible and possibly also more interesting in human terms.”There are some aims for case study as follows:

1. Solving problems
2. Applying theories to practice
3. Generating hypotheses
4. Providing illustrations moreover,
Case study approach can be manipulated through wide range techniques, such as observation, questionnaire and interview, verbal report, case diary studies, and think-aloud data. Action researchers can utilize those techniques to carry out their investigation. Therefore, case study approach really fits into the action research framework, because it tends to be appropriate tool for teachers to cultivate their professional development within their own context. Definitions of Motivation in Foreign Language Learning. They provided a simple definition for motivation, “motivation refers to the choices people make as to what experiences or goals they will approach or avoid, and the degree of effort they will exert in that respect” (2012 : 389). In his education-oriented motivation theory, the researcher further identified that motivation comprised four major determinants: (1) interest—a positive response to stimuli; (2) relevance—a prerequisite for sustained motivation and meeting personal needs; (3) expectancy—expectation for success and attributions concerning success of failure; (4) outcomes—reward or punishment. Moreover, Gardner (1988) also proposed that the definition regarding motivation of second language learning covers three constituents : (1) effort to achieve the destination; (2) the desire to learn the language; (3) attitudes toward the language-learning situation and the activities of language learning.

All these three components must with one another to describe the motivation in language learning (Gardner and Tremblay, 1995). On the other hand, the satisfaction will be brought by the goal achievement in the activity, which may be supposed to support students learning motivation toward second language learning. When learners motivation is inspired, they can perceive higher anticipation to take more participation, and then, they can make more effort to attain the achievement and have better performances the researcher considered that instrumental motive, integrative motive, need for achievement and attributions about past failures composed the dimensions of motivation. Definition of Learners’ Beliefs in Foreign Language Learning Students’ hold their beliefs toward second language learning, which greatly influence their learning
motivation and expectation for their own success. Based on this study, it can be concluded that the findings and implications of the study should be generalized to the extent that future groups of students are similar to the participant. Even though this body of research has the undeniable merit of offering valuable insights into remedial program, it has some limitations. First, the small sample size in this program was the limitation in this study, so that the results cannot be generalized to extensive population, such as underachievers with different majors or in different regions in Taiwan. The second limitation is rooted in the short time allowed for the treatment in remedial course. Participants only took this course for four months in this semester. Not surprisingly, the findings of such studies were not very conclusive. Prolonging the time span of the program is likely to validate the effect of remedial course. Third, participants' scores were not adopted to investigate their learning achievement. If researcher compared their learning effectiveness after the remedial program, this study would be completed. Recommendations according to the findings and limitations, some suggestions are given for future research. First, due to the participants from Science and Engineering, the study cannot be generalized to the different majors. The future researchers who attempt to undergo similar studies can recruit a larger sample of underachievers, possibly covering the various majors to see the differences in their learning situation. Second, due to the schooling schedule, the study only was implemented for 16 weeks with 2 weeks for midterm and final examination. It is hard to manifest the effectiveness of remedial course obviously. Therefore; further studies can be conducted with a longer timeframe. Third, the study focused on investigating the changes of underachievers learning motivation and beliefs without exploring their English performance. Further researchers can adopt different teaching methods, such as direct instruction or call with phonics, to compare what kinds of methods with remedial course that underachiever can benefit from. Therefore, we are hopeful that future research will provide more detailed results which may differentiate these views from one another.
A study carried out by Smita B. Bhatt (2013), 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 classroom 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).

The research of Poongothai Selvarajan, Thiyagarajah Vasanthagumar (2012) aimed at identifying the impact of remedial teaching on improving the competencies of low achieving students in Mannar district of Sri Lanka. For this purpose, ninety seven students from rural and urban area were selected from four different schools in Mannar Education Zone. The selection of the primary grade is decided to ensure the effectiveness of the program in primary education. Objectives of this program are to investigate the reasons for the low achievement of students in this zone, to assess the effectiveness of the remedial teaching and to recommend possible actions to be carried out for improvement. The data were collected by interviewing relevant authorities and from the secondary records. Findings show that the socio economic condition of the family and physical and psycho social status of the student cause low achievement. The implemented remedial program proved to be effective with recovering ninety four percentages of students in Tamil Language and ninety three percentages of students in Mathematics. Continuous capacity development of teachers on concept and skills of remedial teaching and strengthening the Referral mechanism to find solution for the socio economic and psycho social reasons to ensure the sustainability of the recovery are strongly recommended. The Mannar Education Zone identified the low achievers as one of its issues and wants to test the effectiveness of remedial teaching in its context. This study was designed to identify the reasons for low achievement and the effectiveness of the remedial teaching program. The
findings show that the socio economic condition of the family and physical and psycho social status of the student cause low achievement. The implemented remedial program proved to be effective by recovering ninety four percentages of students in Tamil language and ninety three percentages of students in Mathematics. Based on the findings from the data collection and analysis, the following are recommended. Continuation and expansion of the remedial teaching program in Mannar Education zone Continuous capacity building of teachers on concept and skills of remedial teaching strengthening the referral mechanism to find solution for the social economic and psycho social reasons to ensure the sustainability of the recovery. The reasons identified for the low achievement such as family disputes, alcoholic intake of father, displaced students with psycho social impact and mentally retarded children are beyond the preview of education system. These issues need to be handled by technical experts of those disciplines. Those students need to be referred to the relevant government and humanitarian agencies for further follow up, so that the effect of the remedial teaching could be improved and sustained.

Research by Ching-Mei Cheng (2014) purports that while perceived self-efficacy has been extensively investigated, the relationship between low-achievers perceived self-efficacy and learning outcomes is relatively unexplored. The central aim of the study was to deepen our understanding of how remedial teaching transformed low-achievers learning outcomes in English and how low-achievers gained control over learning English. The research involved forty-two semi-structured interviews with the students, the instructor, and the class mentor at two phases over a period of ten months. The students were two seniors enrolled at a technology university in Taiwan. The results suggested that remedial teaching was beneficial to the students academic and emotional perceived self-efficacy. The improvements emphasized that individualized remedial teaching, direct supervision from teachers, and an appropriate support system led to better academic and emotional self-efficacy. Such findings underscore the importance of recognizing students’ individual differences and characteristics in learning. The
study aims to contribute to our growing understanding of how and to what extent remedial teaching shapes students' inner transformation and learning outcomes, which is especially critical when there is no one-size-fit-all solution to those who struggle to keep up with their classes. In the end, an appropriate education, especially higher education, should help students enhance learning outcomes, acquire skills, and develop concepts that will be useful throughout their lives. In view of the preceding literature review, the following research questions will be addressed, considering the point of view of the students: (1) How do college EFL low-achievers perceive their learning outcomes and self-efficacy in learning English? (2) What difficulties have the low-achievers encounter while learning English? (3) How has remedial teaching affected low-achievers learning outcomes and self-efficacy in learning English? The transcripts were coded using open and axial coding techniques. First, all of the interview data were initially divided into sections based on the research questions. During the open coding, I carefully went through the interview transcripts, summarized the participants' perspectives, grouped these summaries and precisely described them under headings in each section. General categories were identified after the stage of open coding. The categories were then reorganized to create related and more specific groups of data using axial coding. During axial coding, the headings were revised and refined to more accurately reflect the data, and more thoroughly reflect the nature of the interviewees' comments. Finally, relevant sections of the transcripts were added to the refined categories to fully capture the scope and nature of the interviewees' perspective. This study necessitates additional research on low-achievers' perceptions and beliefs in the area of foreign language learning to deepen our understanding of how we, as foreign language teachers, can better facilitate students' learning outside of normal class settings. Future research should investigate how remedial teaching could be more efficiently designed to correspond with low-achievers' learning styles and characteristics in higher education context. This kind of instruction is still very much in the experimental stage and much more has yet to be achieved to know regarding what exactly can be done to motivate learners.
S. Mercy and Gnana Gandhi have studied role of teacher motivation. According to them teacher motivation and confidence are the direct determinants in student classroom learning. Successful technology integration requires teacher skill, training, motivation and access to applicable tools. Students rarely respond positively to technology exposure when there is a lack of endorsement by the teacher. Teachers are quick to overcome factors such as anxiety in using new technology, but show to change their perception on perceived benefits. With respect to learning theory, we are concerned with processes of learning and conditions that promote successful language learning. Teachers may develop their own teaching procedures and theory of learning. They may constantly revise, vary, and modify teaching/learning procedures on the basis of the performance of the learners. Theory does not dictate a particular set of Teaching Techniques and activities. What links the theory with practice is design. In the new digital environment, adaptive capability is the key to survival and growth because traditional methods of functioning will guarantee neither success nor sustenance. By inducting ourselves to changes, colleges can become nurseries that promote scientific and great thinkers who will be really interested in solving the problems of the society around them. Thus quality in higher education requires careful planning that will certainly reveal the possibility of pooling resources and exchanging expertise in the areas of shared interests and no doubt it is in the hand of an efficient teacher. If we really want our teaching to be more effective, our approach should be sympathetic and encouraging. Teachers need to ensure the genuine language learning environment. Also, a teacher is supposed to help the learner to think critically, creatively and practically. No technological devices have yet been invented to perform the task, on behalf of the teacher. Therefore, the need of the day is to make existing teaching process more effective.

Mazen Ahmad Ramadan, Abu Armana opines that a language is the written and spoken methods of combining words to create meaning used by a particular group of people. Language is something specific to humans, that is to say, it is one of the most important characteristics of the human beings which
distinguishes them from all other living beings. Language therefore, remains potentially a communicative medium capable of expressing ideas and concepts as well as moods, feelings and attitudes. Nowadays, same like Arabic, English language has great importance in the whole world in general and in the Arab world in particular. They point out that English is one of the most important languages in the world. It is the single most important language. It is one of the world’s most commonly spoken languages. Although estimates vary, the consensus if that hundreds of millions of persons speak English as a first language or “mother tongue” and hundreds of millions more speak English as a second (or higher order) language. The prominence of English is increasing but not because of increases in the numbers of persons who learn it as a first language. English is spreading as a world language because it is increasingly the most commonly spoken second; or higher order; language in the world. In general, the reasons for the growing prominence of English as a world language lie in the confluence of English as the language of commerce, science and technology. The forces of globalization that allow, encourage and to some extent follow networks of communication, and the motivation of societies and individuals to participate in the political, economic, scientific, and technological spheres that are dominated by the English language. They point out that English language through the years has become of an increase importance, not only in the West but also in the Middle East and the rest of the world. It has become the common language between people from different backgrounds.

In the Middle East area, governments provide programs for English language in almost every school and university describes English as “a way of life”, “the context within which we exist, think, and relate to others”, “a context of cognitive and affective behavior, a blueprint for personal and social existence”. He also states that language and culture “intricately interwoven” to the extent that separating the two would result in a loss of significance of either language or culture. Perhaps it would be more accurate to say that separating language from culture would result in a change in the significance of the two points out that English is not only used when people communicate with English speakers.
English is used by people of different first languages. It is not only applied when people speak to English people, but also used when people from different nations meet. Therefore, English is not only an international language, but also a global language. Realizing the importance of English language, Palestinian National Authority began its promising project of introducing our students to English since the first elementary grade. It makes considerable effort to teach English as a foreign language (EFL) but this is not easy, it is a complex process. It faces serious changes and challenges in the new millennium. His modification of educational policies, the expectations of the society and the demands of the information era, all require schools to provide students with effective instruction in EFL as well as in other subject areas so that students can be fully prepared for future educational possibilities and be able to survive in the economically competitive world. However, we still notice the low level of students' achievement in English language. Nevertheless, Palestine has its special case in all aspects of life. It has its special conditions as it comes into a critical stage. The changes in the Palestinian political, economic, social and societal circumstances directly affect the teaching; learning process.

The researchers implemented a program to help twelfth grade honors English students writing skills through conferencing. The targeted sample consisted of thirteen students who experienced difficulties in writing effective written pieces. The objectives of the program were to improve students' abilities to write sentences that include transitions and sentence variety, and also, to improve their attitudes toward writing. The researcher used Stanford Achievement Test to give students scores (pre-post test) strategies mainly include collaborative prove students’ writing skill effectively. This study is useful for the present one as it gives a model of teacher/student conference which is helpful to the current suggested program. They aimed at describing a program for increasing student skills in writing. The population of the study consisted of fifth grade talented, regular education and students in a middle class. The study took place in western suburb of a Midwestern city. The tools of the study were teacher’s surveys, student surveys, writing samples, local assessments and checklists. The collected
data revealed that teachers report student frustration, lack of "seeing real life" connection and in poor writing skills. The teacher also reported that limited time, previous failure and lack of modeling fostered poor writing skills. The study suggested four major categories of intervention: goal setting conferences; Cooperative learning; Graphic organizers; Use of rubrics. The results of the study revealed that students showed increased enjoyment of writing, students developed their habits of goal setting and the students became proficient at peer editing.

They examined the influence of a community college remedial writing course on academic performance. The research site was a public rural community college. The purposeful sample (N = 669) was drawn from the population of 1269 first; time degree; seeking, and were identified as needing the developmental education writing course during their first semester. The sample was further divided into two groups based on first; semester participation (n = 384) or nonparticipation (n = 285) in a developmental education writing course. The results showed that the participants had significantly higher cumulative grade point averages and higher English grades than those nonparticipants.

This study involved 38 remedial and 29 accelerated 11th;grade students, two groups from each ability level received writing; process; based instruction using computers and two other groups from each ability were instructed without the use of computers. The treatment lasted approximately 16 weeks with three data collection points: (a) pre-instruction, (b) mid-instruction, and (c) post; instruction. The following dependent measures were used in the study: (a) holistic quality scores for the essays, (b) the number of T units for the essays as a measure of fluency, (c) writing apprehension, and (d) computer anxiety. Because the treatments ultimately differed across ability level, 2 (Treatment: computer; based vs. non; computer; based) × 3 (Writing Task: Essay 1, Essay 2, Essay 3) analyses of variance (ANOVAs) with a repeated measure (writing task: Essay 1, Essay 2, Essay 3) were conducted for each ability group and for each of the four dependent measures, for a total of eight procedures. The results indicated that remedial
writers essays did improve, but irrespective of computers, whereas the accelerated writers' essays did improve more quickly when using computers. Fluency of remedial writers essays increased when using computers, while the fluency of those remedial writers not using computers did not. Although the fluency of both accelerated groups did increase, the fluency of those using computers was significantly greater at the mid; and post instruction points than the fluency of those not using computers. The computer anxiety of remedial writers using computers did decrease, as did the computer anxiety of accelerated writers using computers; the anxiety of those not using computers in both ability groups did not change. The writing apprehension of the remedial students using computers significantly decreased whereas the apprehension of the remedial writers without computers did not. For the accelerated writers, writing apprehension did not decrease, regardless of computer use.

The researchers examined the efficiency of a suggested program to remedy the common mistakes in solving the mathematical problems for the eleventh literary section graders in Gaza. The researcher used the descriptive and experimental approach. The sample of the study consisted of (303) male and female students. The sample of the study consisted of (4) classes; (2) males and (2) females. The sample which was (165) students was distributed into four groups; two experimental and two control groups. The researcher used a pre and post test. The results were analyzed using t-test, Mann Whitney (u) and Black Profit Range to assure the efficiency of the suggested program. The results of the study showed the efficiency of the suggested program to remedy the common mistakes in solving the mathematical problems. The study showed that there were statistically significant differences between the experimental group of the male and female and the male and female control group in favour of the experimental group.

In short, the study of similar type of work conduced by peers, researchers and scholars worldwide, deepened the sense of ‘remedial’ coaching and facilitated meaningful and effective oral, written and audio visual interface and interaction with the students. The searcher has largely drawn from the experiences depicted
in the reviewed texts, which has facilitated to draft the questionnaire and develop the material for the remedial coaching. It has also helped in fragmenting and subdividing the material as per the requirements. The researcher could competently use audio-visual aids to support the planned lesson plan. The researcher could also convincingly use most of the study material, prepared for the purpose of remedial teaching in self learning mode. Exercises for drilling were also designed as suggested in some of the studies reviewed by the researcher. Moreover, propriety of the questionnaire and selected test were confirmed. The signification of such study and its viability was also validated.
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