Chapter 5

Summary, Conclusion and Recommendations

Introduction “Sooner or later in far-flung expectations from students our future generations after generations will expand a novel corresponding teaching in our schools and study rooms. He further says the new generation will create new things and will have the will power to use up hours in inventing new techniques for teaching leaning process and making it simpler and easy way to learn. There may be possibility the students may resolve to understanding and be familiar with the disparity stuck between luminosity and facts” - Plato

The levels of achievement of the student’s are considered through written tests. But by written test one can measure the true potentiality of an individual. After assertion of results most of the people converse about the achievement and the disappointment, but they do not discuss or think about average students. Why have they got fewer marks? If we make a vigor study about these students we may find that they have excelled in one subject but have failed to come up to mark with another. This could be because of a learning disability or needs remedial teaching. If such students are helped or given remedial programme their achievement can go higher.

In a familiar sight, the Mumbai high court on Thursday 20th of July 2006, heading for all schools in Maharashtra to place for strictly guidelines for students with learning disabilities.

The current learning is an effort to find out the factors that tarnish the students’ for the use of English language for educational and for skilled growth. The learning consists of a corrective programme that is intended to set right some characteristic grammatical errors in the writings and learning of students in English for an explicit reason. It aims at only if it is particularly intended for remedial programme to be made helpful in making the students more competent in receiving and reproducing their area of knowledge with the help of precise and suitable linguistic language. This initial part opens with a conversation of the present study’s correctness within the contexts of local students. On the whole, the whole study aims at discussing the crisis in terms of English. It is followed by explanation and separation of faults, the need of error investigation and some basic conversation about remedial programmes in common.
NEED OF THE RESEARCH

As an English Language teacher, teaching is a new tendency; that researches have been conducted in this field in India. But no such type of survey has been conducted in finding out teachers' difficulties while teaching English, to the varied group of students with learning disabilities. For this reason, the researcher has decided to study the problems of the teachers and the students by conducting survey. The researcher is a teacher educator and basically interested in the field of teaching and working in the same field and research work. Naturally, the researcher has to teach English language and methodology of the same subject i.e. English. The researcher is always in contact with the students, teachers, administrators and the people studying English Language as well as the persons working in this field. The researcher discussed the difficulties faced by these people in teaching of English and realized the main problems of language teaching as a result the researcher decided to work upon them in detail. As, outgoing language teaching is a newly emerged tendency in teaching English, the teachers of English, face many problems while teaching English. Before adopting this approach, English was taught by using structural approach and now our focus is to teach English by outgoing approach. So, the teachers face problems while teaching English in the classroom. Therefore the researcher found it necessary to locate the problems faced by the teachers of English language. The researcher has observed that the teachers have many problems regarding teaching methodology, classroom management, implementing open activities, pre-service and in-service training. The researcher also noticed that the teachers find themselves very inconvenient to cope-up with this transit period of shifting from one dimension to the other. Due to this, they also have not developed pioneering and wide outlook towards the new approach. Therefore, they face difficulties in their day-to-day teaching. Therefore, the researcher found it necessary to study seriously concerning their precise troubles. As a teacher educator, the researcher has to train her student teachers to teach English by an open approach. For this she has to consider the problems faced by the teachers of English. Hence, the researcher has selected this problem for the study. Therefore, they face difficulties in their day-to-day teaching. No study on remedial teaching of students has been attempted recently after the advent of ‘No Detention Policy’ which has further assaulted the crumbling of remedial teaching of the students. In order to solve the problem from the grass-root level, an extensive remedial programme to correct errors has been implemented.
Statement of the Problem:
The problem of the statement for this research is “A Study of Effectiveness of remedial programme for improving disability and achievement in English Method”

The researcher has defined the terms on her topic:

a) Effectiveness: It is the degree where a desired result is produced successfully
b) Remedial programme: Remedial programme is an answer to a problem that has been experimental and analyzed. A corrective programme is particularly planned to correct the exceptionally precise problem of the student which has been known during the study. As a result at the conclusion if the programme achieves the goal, i.e. improvement of the errors, it is successful .
c) Grammatical errors: Grammatical errors are an exact kind of errors where there are troubles with the essential arrangement of sentence formation, or series of the words in a sentence, due to which, the message is flawed.
d) Skills: It is an aptitude and ability acquired from beginning to end in a purposeful, orderly and constant attempt to easily and adaptively carry out complex behavior or work functions connecting thoughts, things or community.
e) Writings: Writing is one of the productions of skills where the learner of English use this skill as their basic look of a language when they write and the source of information would be of students skills..
f) Disability: Is a categorization including quite a lot of disorders in which a individual has a distinctive mode of behavior usually caused by an unidentified factor.
g) Achievement: The act of achieving or performing successful performance and accomplishment the task as the achievement of his object.
OBJECTIVES OF THE RESEARCH
The subsequent objectives be framed intended for the study

• To give supplementary help to pupil who, for one reason or another have fallen behind.
• To understand methodically the strengths and weaknesses of the pupil.
• To help pupil who has fallen behind to learn and to bring them back into normal classes as far as possible.
• To design individualized educational programme with intensive remedial support.
• To help pupils consolidate their essential knowledge in different subjects.
• To improve the effectiveness of learning.

Hypothesis
HO- The disability is improvable with the help of extra English teaching classes, support materials, one to one interaction, back-up, motivation etc.

H1- The disability is not improvable without the help of extra English teaching classes, support materials, one to one interaction, back-up, motivation etc.

LIMITATIONS OF THE STUDY
Limitations of the present study were as follows –

a. The research was limited to Mumbai only.
b. The study was related to Bachelor of Education (B.Ed) colleges only.
c. The study was related to English medium colleges only

SIGNIFICANCE OF THE RESEARCH
Significance of the research is nothing but the explanation of the contribution of the present study to improve the present educational scenario to lessen the problems in present education and to promote overall quality of education. The present study is useful from the following points of view –

a) This study will help the teachers to understand their problems while
b) Using for teaching English.
c) This research will be useful for the teachers to overcome the problems faced by them while teaching English it will serve as a guideline for teacher educators in pre-service training.
d) The study will advocate the educational department for arranging in-service training programmes for the teachers.
e) It will help the teacher educators to find out the drawbacks in the text-books of higher primary level.

f) The research will be useful for effective classroom teaching with the help of remedial programme in guiding students to learn and develop language disability with the efforts of teachers where they are lacking errors...

g) The study will guide to make suggestions to Maharashtra State Bureau of textbook.

h) **Importance, result and discussion:**

The present study of the various studies discussed in the processing pages brings forth a few important points-

1. There are a few studies that have a straight behavior on the at hand study.
2. None of the students focus on a particular. Some studies done either of some classes clubbed together like standards V to VIII. Others are of high school children, teenager children etc. but none at university level.
3. Few studies are of a particular age group namely, 12-15 but none above 17-21.
4. Many of the studies done in remedial teaching are done in Marathi.
5. Majority of the studies of remedial teaching have been done between 1950-1970’s, few are of recent times.
6. Many studies have been done at Nashik University. One was done at Kolkata and one in Rajasthan.

Thus the present study is unique and relevant. The study is significant and justified

**Major Findings of the Study:**

1) Majority of students’ state that they sometimes talk to parents in English at home.

2) Majority of students stated that they always speak in English at home.

3) The statistics shows that most of the students always converse in English at home.

4) The statistics shows that most of the students always get engage in activities where English is used.

   **Friends**

5) Majority of students stated that they always speak to friends in English.

   **Home**

6) Majority of students stated that they always attend social gatherings where English is spoken.

7) Majority of students stated that they always talk with their friends in English.
University

8) Majority of students stated that they always speak to their professors in English
9) Majority of students stated that their professors always encouraged students to write in English
10) The statistics shows that most of the students always say that the activities in their school are conducted in English.
11) Majority of students stated that they always speak to their classmates in English.
12) Majority of students stated that their school always encourages students to speak in English.
13) Majority of students stated that their school always used the medium of instruction in the lecture room in English

Media

14) Majority of students stated that they always chat online in English.
15) Majority of students stated that they always send text messages in English.
16) Majority of students stated that they always receive text messages in English.
17) Majority of students stated that they always browse WebPages that are written in English.
18) Majority of students stated that they always listen to songs in English.
19) Majority of students’ state that they sometimes watch movies in English
20) Majority of students’ state that they sometimes watch TV shows in English.
21) The statistics shows that most of the students always read magazines written in English.
22) Majority of students stated that they always read newspapers written in English.
23) Majority of students stated that they always read books written in English.
24) The statistics shows that most of the students always read the information around in English.
25) Majority of students stated that when they speak they always know what they need to change so that people will understand them
26) Majority of students stated that when they always speak English they know they have not pronounced something clearly
27) Majority of students stated that when they always speak English, I know when they make grammar mistakes
28) Majority of students stated that when they always speak English, they know why someone does not understand something
29) Majority of students stated that how often they think in speaking in English.
30) Majority of students stated that how often they think of understanding the radio programs in English.
31) Majority of students stated that they learnt grammar from one-sentence example.
32) The statistics shows that most of the students never find it hard toward grip sentence structure accessible inside valid matter.
33) Majority of fellow mates stated that they always found memorizing vocabularies helped them to expand their vocabulary size.
34) Majority of students stated that they always found vocabularies helped them to comprehend the reading texts.
35) Majority of students stated that they always found vocabularies helped them to improve their English texts.
36) Majority of students stated they always found reading helped them to improve their English pronunciation.
37) Majority of students stated that they always found repeated reading helped them to improve their reading fluency.
38) Majority of students stated that they always found repeated reading helped them to be more confident, to read in front of others.
39) Majority of students stated that they always found Learning phonics helped them to memorize vocabulary.
40) Majority of students stated that they are always willing to spend more time learning English in the future.
41) Majority of students stated that they would always like to continue improving my English proficiency.
42) Majority of students stated that they would always be self-motivated to learn English.
43) Majority of students stated that they would always be more likely to speak English.
44) Majority of students stated that they would always put in more efforts in learning English.
45) Majority of students stated that they have always learnt more about letter-writing.
46) Majority of students stated that they have always felt reading English newspaper helps me improve my language proficiency.
47) Majority of students stated that they will always continue to read English newspaper on a regular basis

48) Majority of students stated that they have always learnt a new language.

**Suggestions for further Research:**

Students have many learning difficulties stemming from other linguistic and from other educational sources. Students coming from lower socioeconomic background have inferiority complex and it is reputed that middle class students are of lesser exposure to the use of English language. These students coming from lower strata have limited use of language and less exposure and they are in less contact to the use of two languages for instruction can be seen and widely for the use of it. There are so many cases, where their academic difficulties can be seen and widely documented where there are deficiencies in instruction and learning situation. Due to these reasons students at school are unsuccessful. These students later on face challenges and they do not come out in open and lack confidence in talking. when these students are not checked they face difficulties and in over a period of time, it becomes difficult and more serious if the teaching at school are not modified and properly spoken to the needs of the students. When these students go to face and have exposure to the outside world they do not receive proper taking part and they will have an exposure to the where they will not receive proper participation and they will have to keep on struggling and the slit that they are having amid them will not be accomplished and the problem will become big in times to come. Other students have some other difficulties in learning and if remedial teaching is not given in suitable time then they turn out to learning disabilities. Students who are beyond doubt having learning disabilities and who are not successful in learning the language and who are having very limited vocabulary, use of language not proper, sentence arrangement incorrect, have difficulties in them and it is confusing for the students to distinguish themselves. So special interest and focus has to be given to students who are involved in getting remedial teaching improved amongst them. English language many a times students who are learning English language are underprivileged by lacking resources, they do not have proper qualified teachers, they lack suitable evaluation method of teaching and lack of human resource who demeanor linguistic and ethnic classes as they are deprived by all these factors. There are shortage of teachers and faculties who are teaching the language. English language and verbal communication to the learners who are in need of special education are skilled auxiliary not able to learn as there are no proper trained faculties and human resources to
tackle the situation and these learners are deprived from the needs of learning. For the improvement of the academic presentation of the students who have no knowledge of English language and no background of language. The focus should be allowed to participate in learning to avoid disappointment and they should be allowed to participate in learning to avoid stress in future life. To enlighten for all the purpose of education related to all the needs of life and it also recommends for the purpose and for proper development in arranging and by gathering the requirements recommended for the needs in order to avoid disappointment and there should be no stress on the individual student and their improvement in scholastic performance will be improved and to put them on the right trail.

**RECOMMENDATIONS FOR FUTURE RESEARCH**

As inclusion of slow learners students in mainstream schooling is still a relatively new practice in Mumbai, there is still room for a large amount of research on this topic. It is suggested that assenting studies, ideally with larger samples, be carried out to corroborate, purify or refute the hesitant explanations and suggestions proposed in this study. These studies could focus on a number of areas which are discussed below. A study on a larger scale could be carried out to assess teacher’s perceptions of whether slow learners children should be normal in Mumbai school settings. This could also look at to what extent the curriculum and environment needs to be modified to cater for autistic students and whether this is viable. It would also be useful to evaluate to what extent the curriculum and environment needs to be modified to cater for students with disability and whether this is feasible. Following on from the findings in this study, a follow up study could evaluate the role effective behavior management strategies play in mainstreaming autistic students successfully. Exploratory studies could further examine to what extent extra training affects teachers’ perceptions of whether mainstreaming can work and the difference paraprofessionals play in mainstreaming autistic students successfully. There is also a need to explore how effective current mainstream teaching strategies are for dealing with autistic students. Researchers can furthermore move towards creating a model for inclusion of autistic students in mainstream Mumbai schools and comparing this with models used in first world countries.

**EPILOGUE**
In today’s system of education, where too much of malpractice and manipulation seems to take place these pupil have intelligence quotients between 76 and 89 and they constitute about 18 percent of the total school population. The student’s ability in the direction of contract by resources of theoretical and representative resources, (i.e. verbal communication, figure plus ideas are extremely incomplete in addition to their way of thinking inside sensible circumstances within lesser in the direction of so as to regular learners and these students are crammed up in dull ambience where teaching learning takes place. The learners have the competence on the way to rote-learning. The pupil give you an idea about attention in learning where associations be evidently confirmed. On the whole related individuality of unhurried learner have a underprivileged reminiscence. On the other hand due to the lack of concentration prove that new confirmation disclose so as to bring out the uninteresting brood know how to remember particulars regarding their restricted the learned team at the same time with the classroom settings. The class condition is full of disturbance and they be short of meditation of slow-learn to underachievers. This kind of distinctive actions is linked with reduced enthusiasm. Thus this kind of students show no interest in learning and on an average these students are known as slow learners purely on the basis of their inability to express their ideas through language, poor presentation in the assessment, as they also lack imagination and foresight. He faces difficulty to foresee consequences in the future. Some dull children are very poor in scholastic achievements in school for which, nearly for all of these reasons he deviates himself from what is taught by inefficient teachers. As a result even talented students are sometimes are wrongly misinterpreted as unintelligent and boring. Some children who come from sophisticated homes show good performance because they get help encouragement from home. The children develops attitude of resentment towards the authorities and create problems. This kind of attitude may lead to anti-social behavior in the future. Relocate of erudition should become impossible to under achievers.. They are short of decision in addition to widespread sense and are very distractible. They study at a sluggish speed in addition to the countenance complicatedness in retain what they include erudite. They have a preference real learning on the way to intangible education. They add as of through instruction with and have to acquire the art of learning. Incidentally and they are under achievers having a very short span of attention.

Conclusion
If school environment is not healthy and there is no concerned for students and the teachers are not sympathetic towards the students and if teaching is not adapted to meet the needs of current competitions ethnically as well as linguistically for wide-ranging learners in extensive teaching system, where the students encompass a very modest possibility by subsequently in learning. There are students who do not involve themselves in learning for various reasons and are having difficulties in learning at school. Ordinary teachers who are interested in remedial work might be relieved of some of their normal duties, or have their workload lightened to enable them to organize small remedial groups in school during school hours. Remedial groups could be set up immediately after school hours, two or three days a week, with subject specialized in charge of the groups. Schools should organize remedial groups, and give assistance in the diagnosis of learning difficulties. Training colleges should organize in-service programmes for teachers interested in undertaking remedial work. Departments of extension services could contribute their services for the same. Through Parent-Teacher-Associations, efforts should be made to inform parents and enlist their help in instituting Guidance Centers and in helping students at home. Teacher can also be present at trainings courses conducted by state education department, seminars which are considered quite necessary in this fast changing society. Therefore, in order to update the teacher’s knowledge she has to put in painstaking efforts. It is always esteemed if the teachers are research explorer as learning as learning is the life-long process and to say sarcastically, most Indian teachers are without prejudice in any such program. The teachers feel it is an educational humiliation to take part in any training program. In a sense, there is no such thing as remedial education, there is only education, or perhaps, sound education. It is concerned with individualization of education, that is, with making education need-centered in terms of the individual child. A number of educators are made good teachers by their abilities, amicable behavior to the students and their colleagues, by preparing their lessons, accepting the students as their own and by making the teaching and learning process an effective one. Education plays a very important role everywhere education produces the learned citizen to the country and it also plays the majority significant element within the existence of the human being living and society at large. It is the teacher’s accountability to anew his knowledge and updates his knowledge to his potential that provides him with the development of the society and use of technology in general and educational environment in particular. A teacher has to attend trainings courses, seminars, orientation programmes, in-service programme organize by various organizations
which are considered quite essential in this fast changing society and the teacher is satisfied with what she/he has done to his job. Specialized in the field of education the teachers always feels that the development is always needed for every teacher even if he is exceedingly well-informed, skilled and trained teacher. Lastly identifying the interactional pattern and emotional tone of his pupil the teacher should provide them a healthy democratic leadership. The teacher should also not emphasize to the subject matter, but to pupil-pupil relationship. In this area of interaction, the teacher should be democratic leader, and not authoritarian or laissez-faire leader. In helping the backward child with his problems, we are simply extending the approach to its logical conclusion. To achieve our goal it is clear from the results of post questionnaire that the disability is improvable with the help of extra English teaching classes, support materials, one to one interaction, back-up, motivation etc. Remedial education is one of the most cost-effective interference where the child learns. An effectual scholar approaches knowledge with a optimistic undo intelligence. The child also learns and attends frequently and comes on moment in time. Pays concentration and brings, manages learning resources about, and develops and uses the skills time after time also pays attention during teaching and contributes suitably. The child learns and applies content knowledge and skills as they are taught. When the learner is curious or confused raises questions and makes an effort to think clearly and critically and the learner completes assignments correctly and on time. The learner conducts self with politeness and he shows admiration for personality, teachers, administrators and peers.