CHAPTER 5

SUMMARY AND CONCLUSION

5.1 INTRODUCTION

The purpose of the present study is to find out the effect of remedial teaching under Activity-Centred Method and Conventional Methods in rectifying the disorders in the communication skills of the slow learners studying in VI Standard, a regional language medium class of a rural Govt. Higher Secondary School. The effect made in the productive skills alone is measured using the Diagnostic Tests for slow learners in VI Standard as the sample. A detailed description of the Activity Centred Approach and its evolution into the Balanced Activity Approach in modern days, the sub-skills of phonology, syntax, morphology, semantics, and pragmatics and mechanics of writing necessary for the development of communicative competency have been given in the first chapter. The problem has been stated and the scope and significance of the study have also been explained in the first chapter.

The Second Chapter includes Previous Research Findings connected with the ways of developing and testing Intelligence, problems of backwardness, slow learning, methods of teaching English, activities to develop reading skill, speaking and writing skills in English, and the continuous attempts to verify the results when a new teaching method is introduced. Some of the studies reveal that the result is the same when the new method of teaching is introduced. Some studies point out that if the interactive activities are conducted sincerely by the teacher, a significant difference in results can be obtained.
In the third Chapter, the general and specific objectives of the study have been given. The hypotheses framed have been given. The independent, dependent, attribute and confounding variables have been explained. Definitions for operational terms have been given. The ways of preparation of the tools such as Verbal Intelligence Test, Diagnostic Tests in Speaking and Writing abilities have been explained. The procedures of Item Analysis and calculation of reliability and validity of the tools have been explained. The suitability of the Verbal Intelligence Test for testing the intelligence of the high school pupils has been described by quoting the views of Prof. E.A. Peel (1956). The method of changing raw scores of the intelligence test into standard scores like

Z-scores and I.Q scores has been described. The design of the experimental study has been given. The conduct of the Pilot Study and the selection of some communicative language activities have been elucidated. The purpose of conducting the retention test to slow learners has been given. The procedure of random sampling for the final study and the methods of equating the experimental and control groups have been explained. After conducting the Pre- diagnostic test, the disorders committed by the slow learners in their communicative skills have been classified and tabulated. After a month’s teaching to both groups under the Conventional and Activity-Centred Methods, the Post-diagnostic tests were conducted.

In the fourth Chapter dealing with Descriptive and Inferential Statistics, measures of Central tendency and Variability were worked out for the scores obtained in the Pretests and Post tests of the communicative skills. Reliability and Validity of the tools to test communicative skills were found to be 0.9. All the hypotheses were verified by applying the t-test. Graphical illustrations have also been shown.

5.2 STATEMENT OF THE PROBLEM

This study is an attempt to measure the rectification of mistakes taking place in the Communicative skills of the slow learners in the Experimental Group
taught under Activity Centred Teaching of English on the one hand and the remediation of disorders taking place in the Communicative skills of the slow learners in the Control Group taught under the Conventional Methods of teaching English on the other. A comparative study can also be made to ascertain which method produces more remedying of the disorders in the Communicative Skills provided the intervening variables are strictly controlled. The Problem of the study is: “Remediation of Communication Disorders in English of the Slow Learners studying VI Std in Tamil Nadu Government High Schools under Activity Centred Teaching of English – An Experimental Study”

5.3 OBJECTIVES OF THE STUDY

5.3.1 General Objectives:

1. To ascertain the remediation of disorders in communication skills in English of the slow learners taught under the Conventional Methods.

2. To ascertain the remediation of disorders in communication skills in English of the slow learners taught under Activity Centred Method.

3. To ascertain the difference in remediation of disorders in communication skills in English of the slow learners taught under the Conventional and Activity Centred Methods of teaching English.

5.3.2 Specific Objectives

5.3.2.1 To study the difference in the remediation of the disorders in communicative skills in English of the slow learners taught under the Conventional Methods of Teaching English.

5.3.2.2 To study the difference in the remediation of the disorders in communicative skills in English of the slow learners taught under the Activity Centred Method of Teaching English.
5.3.2.3 To study whether Activity Centred Approach to teaching of English produces better results than the Conventional Methods of teaching English in remediating the disorders in Communicative skills (Speaking and Writing Skills) in English.

5.4 HYPOTHESES OF THE PRESENT STUDY

**H1.** There is no significant difference in the remediation of the disorders in English of the slow learners taught under the Conventional Methods of Teaching English in respect of their Communicative Skills

**H1.1** Speaking Skill

**H1.2** Writing Skill

**H2.** There is no significant difference in the remediation of the disorders in English of the slow learners taught under the Activity Centred Approach to Teaching of English in respect of their Communicative Skills

**H2.1** Speaking Skill

**H2.2** Writing Skill

**H3.** There is no significant difference in the remediation of the disorders in English of the Slow Learners taught under the Conventional Methods and Activity Centred Approach to Teaching of English in respect of their Communicative Skills

**H3.1** Speaking Skill

**H3.2** Writing Skill

5.5 DESIGN OF THE STUDY

Experimental Study was adopted to find out the effectiveness of Activity Based Teaching of English in remediating the communication Disorders of the Slow Learners.
Table 5.1 Equivalent Group Pre test and Post test Design

<table>
<thead>
<tr>
<th>Group</th>
<th>Pre test</th>
<th>Independent variables / factors applied</th>
<th>Post test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental Group</td>
<td>$T_1E$</td>
<td>Teaching through activity centered approach</td>
<td>$T_2E$</td>
</tr>
<tr>
<td>Control Group</td>
<td>$T_1C$</td>
<td>Teaching through conventional method of teaching</td>
<td>$T_2C$</td>
</tr>
</tbody>
</table>

The mean difference of $T_2C - T_1C$ is tested for its significance to verify the first hypothesis.

The Mean Difference of $T_2E - T_1E$ is tested for its significance to verify the second hypothesis.

The mean difference of $T_2C - T_2E$ is tested for its significance to verify the third hypothesis.

5.5.1 Selection of the Sample

A stratified random sampling technique was adopted. 24 slow learners were identified with raw scores between 5 and 27 in the Verbal Intelligence Test and I.Q scores between 70 and 92 and a Retention test conducted for them proved that they were not able to say not more than three words out of ten words from memory. Out of 100 Pupils, 12 girls and 12 boys were identified as slow learners and arranged in the descending order of their marks and distributed to both groups by tossing a coin. Two equivalent groups were formed by keeping the variables age, SES, Teacher, Place and Mean of the I.Q scores same or balanced between both groups.

5.5.2 Tools Used

A Verbal intelligence Test was prepared, analysed and refined by repeated applications and rectification of mistakes was done by consulting the experienced faculties. Two Diagnostic Tests to find out the disorders in the
Expressive Skills were prepared and refined by changing the items. These three tools were prepared for the whole VI Standard pupils.

5.6 MAJOR FINDINGS OF THE PRESENT STUDY

In Chapter 4, the analysis of data and interpretations revealed a number of findings. Baffling questions of preparing and using Verbal Intelligence tests are answered. Dr. West’s Reading Method hoped to develop Speaking skill by prolonged reading. The Diagnostic tests for slow learners are based on this principle. The pupils are asked to read words, phrases and sentences and they have to answer some simple questions as they are slow learners with ESL of learning. The findings of this study are enumerated hereunder.

1. The Control Group has achieved better in the speaking skill after undergoing treatment under the Conventional Methods. So there is better remediation of communication disorders of the slow learners in the speaking skill after the treatment under the conventional Methods of Teaching English.

2. There is significant difference in the remediation of disorders in the writing skill of the slow learners in the control group taught under the Conventional Methods. Their performance in the writing skill is good.

3. The slow learners taught by Activity Based Method have achieved better in the speaking skill. There is good remediation of disorders in their communicative spoken language.

4. In the Writing skill also, the slow learners taught under the Activity Based Method have committed less mistakes after treatment. There is better remediation of disorders in the retest.

5. There is significantly better remediation of communication disorders in the speaking skill of the slow learners in VI Standard when they are taught English under Activity Centred Approach than Conventional Methods.
6. There is no significant statistical difference between the mean post test scores of the control and experimental groups. The Mean difference is not significant in the remediation of communication disorders in writing skill of the slow learners when the groups are taught English under Activity Centred Approach and the Conventional Methods. Both methods produce good results.

5.7 DISCUSSION

Sarah Glaser’s study, (1993), revealed that some of the psychologists did not approve the traditionally standardized intelligence tests for predicting the school performance. But educators still rely on these tests. The theory of multiple intelligences was put forward later as encompassing all the talents of the pupils. For this study, linguistic intelligence test was constructed and standardized. The slow learners identified by this test were given a retention test. It was found that the slow learners have an average of 30% memory. The psychologists have found that there are 24% of slow learners in a class of a hundred students. When this intelligence test was applied in rural government-run schools in Tamil Nadu, it was found that there is an average of 28% of slow learners in a class.

Liaquat Hussain and others, (2012), in Pakistan constructed an intelligence test by including social values-laden questions on schooling, verbal abilities abstraction and concept formation skills. The NCERT in India has a collection of intelligence tests in Hindi and English.

Ramamurthy, V., and Dr. Thangsamy, S., (1992), have found that remedial teaching programmes improve the spelling skills of the slow learners. In this study, the rejection of the first and second hypotheses makes it clear that both Conventional Methods of teaching and Activity Centred teaching of English have enhanced the speaking and writing skills of the slow learners. Their disorders committed in oral expression and written expression have been rectified to a far more extent. Some of the researchers have found that CAI (Computer-Assisted Instruction) is also improving the performance of the slow learners in
communicative skills. In this study, questions on spelling in the Writing Diagnostic test have been answered better after the treatment.

Shreedhar, Y., (2001), has suggested that teachers should teach the basics before teaching advanced topics to slow learners with suitably tailored lesson plans. The tools of the present study have certain basic teaching points covered. The exercises which have the potentiality to augment the communicative abilities are included in the tools.

Sangeeta Malik, (2009), found intervention training enhancing better the performance of the experimental group in verbal, perceptual, quantitative and memory aspects of mental abilities. Sultan Md. Khan (2008) has pointed out that as there are all categories of students in a class, the teacher should adopt an integrated method of teaching. Activity centred Method includes all the good features of all the earlier methods of teaching. It is an integrated and balanced method. It cannot be supplanted easily by any new method because there will be no new method without activities.

Alan Haskvitz, (2008), has given a ‘Three Transfer’ form of learning to slow learners for better learning. When the slow learners read something, they must explain it to someone else, draw a picture of it and take notes on it. The mind-map exercise in Active learning methodology introduced in high schools and elementary schools have these ideas included in it. Carl Balado (2008) asks the teachers to use lots of praise, reinforcement, short lessons with variety in content and make learning a fun. He has emphasized the necessity of constructing a separate curriculum for the slow learners.

Under Activity centred teaching and learning, there is no chance for mental fatigue, ill treatment of pupils as the teacher is a facilitator of learning.

Erin N. King Ed.S., (2008), has recommended that teachers should follow “Repetition, Repetition, Repetition” in teaching and peer tutoring. He has brought out the fact that repeating reinforces in teaching according to the Behaviouristic
School of Psychology. Activity based teaching encompasses the principles of Behaviourism and Cognitivism. Repetition is an inherent technique of Jeremy Harmer’s stages of teaching language items. There are Explanation and Accurate Reproduction Stages to reinforce and enforce repetition in teaching. Further, experienced teachers form peer groups including one bright pupil and one slow learner. That is the secret of producing centum result in public examinations in government schools.

The world’s digital library edin brow, (2010), gives the suggestion that a diagnostic test provides the strengths and weaknesses in the areas of students’ learning. The teacher should plan before teaching. An article in the Demand Media (2011) says that students who are weak in a language should be helped to achieve reading skill first. Whatever method of teaching the teachers practise in government schools, they emphasise reading of a paragraph by each student. All the four basic skills are given prominence in teaching.

Thakkaa Md. And others, have framed a classification model for teaching the slow learners. Judith C.Murdoch, (2014), suggests that the teachers should identify the areas of their interest/strength and capitalize on them providing extra drill and practice. A Step by Step teaching curriculum should be framed and used for the slow learners in every class. There are varieties in drills of speaking and exercises of writing in the Activity Based Curriculum.

Rajendran,M., (1991), found that the control group and the experimental group of normal students of IX Standard who were taught under Conventional Method and Experimental Method fared better in reading and writing skills. Balasubramanian, N and Yoganandham,M (1994) concluded that the teacher and the technology(audio package to teach pronunciation) should be complementary to each other. Bonnie Piller and Mary Jokilings (2005) experimenting in a Delhi Primary School found that through recitation, repetition and practice, ample opportunities must be given to students for learning. The use of CDs and cellphones are common under Activity based teaching. Students imitate the stress of right syllables in words
and use of tones at the end of sentences. Proper use of the technology will produce wonderful results.

Rama Meganathan, (2009), found that the quality of teaching English presents an appalling picture. The teachers are not still relieved from the clutches of Structural Approach.

The mediocre teachers use Substitution Tables throughout the period. Under Activity Method, individual, peer and group activities need to be practised in learning. The skillful teachers are recruited by eligibility tests nowadays. They will be competent to teach under Activity Based Method.

Ponnusamy and GitaraniEd.D, (2012), have given an open sesame model to elementary schools.

Chirag Pater, (2013), has found that a multimedia context has unique advantage to enhance communication skills.

Madhavi Janagani, (2013), informs that use of songs, games, problem solving activities bring together structural, pragmatic, prosodic and communicative aspects of language. Activity learning covers all the three components namely Form, Content and Use. These three major components involve all areas of learning a language. In this study, some slow learners have learnt to pronounce words with correct stress on right syllables of the words.

Law, B and Eckes, M., (1990), classify one’s proficiency in a language as social dimension and academic dimension. The teachers have to teach the social dimension first to students. The academic dimension takes a long time to develop. Social dimension involves only listening comprehension and speaking the language. Under activity centred teaching, a larger part of the English period should be allotted for practicing speaking. In this study, the slow learners were actively engaged in the class in reading and speaking English words and sentences. Writing work is to be done at home. Correction of the Copying books was done by the researcher in the lunch break.
Lewis, P., (1997), has suggested that computers can be used to reinforce grammar skills. The teachers need to be taught to install the necessary software for getting the computers ready to test grammar skills. Variety of activities motivates the students and result in effective language learning. To become fluent in English language, learners must develop the habit of using the language frequently.

Usha Bright, (2010), found that there is significant correlation between reading comprehension and speaking skill. Dr. Michael West’s Reading Method proved this fact a long time ago. Mastering pronunciation and stress of some words and syllables, the slow learners pose questions to normal learners.

Natesan, M., (2010) of DTERT, Chennai is said to have prepared reading cards of four sets having letters, words and word combinations from an easy to difficult level to lay the foundation for language learning of the students. Use of these cards to improve reading skill is also an activity.

Heidi Byrnes, (1998), states thus: When the goal of instruction is communicative competence, everyday materials such as train schedules, newspaper articles and travel and tourism websites become appropriate classroom materials, because reading them is one way to develop communicative competence. To teach idioms, activities like Reading of Train Schedules, Newspapers, and Travel details are very useful.

“Read! Read! Read!” should be the motive and guide the pupils to read between the lines. David Wilson, D and Thayalan, V., (2007) state that the electronic devices used in the laboratory will stimulate the eyes and ears of the learner to acquire the language quickly and easily. Use of the language laboratory is an enjoyable activity for the learners to practise dialogues and spoken English.

Paul Douglas, S., (2012), has said that much of the workbooks provide the students the writing part of the language but not the oral communication part of English. Workbooks need to be used at home and not at school. Only corrections will be made by the teacher in the school.
Margaret, S., (2011), has found that involving learners in identifying the type of tasks themselves will enhance their interest in achieving oral skills. Slow learners cannot identify the tasks themselves the watchful teachers must identify the tasks in which the slow learners are evincing interest.

Chandrika Mohan, (2012), has suggested that topics like excursion, giving direction to others, explaining about an experience etc may be given for Cohesive Speaking for communication skills. These activities are covered under Activity Centred Teaching.

IBM’s India Research Laboratory has developed web-based interactive language technology to help ESL speakers to improve their speaking skills. It is not for slow learners. The technology evaluates grammar, pronunciation, comprehension and provides detailed scores for each category. Students can interact with the tool as if they are playing a real time on line game. If the student mispronounces a word, the learning tool can immediately spot it and help correct it. In this study, the researcher used audio-video camera (Handy Cam) to record the answers of the slow learners. But the slow learners take a long time to respond and 'no response' or 'response in mild voice’ is common to many questions.

In the case of slow learners, they had better practise self-learning using the computer. But in villages and even in cities, how many families own computers? The researcher gave up the use of A.V cameras.

Speaking can be mastered only through practice. According to Baobin Zhao (1998), two factors affect students’ speaking English. One is they themselves and the second is they are afraid of making mistakes out of shyness. So words are given in groups and slow learners are asked to use them in conversations.

Roger Chrisman, (1999), says that instead of memorizing a speech or conventional expressions, students need to practise the material by telling to their classmates a few times. Repetition of saying of vocabulary and sentences to peers will be useful.
The NCRLC, (Washington D.C.2004), suggest that learners of a language should build up a stock of minimal responses often idiomatic phrases used to indicate understanding, agreement, doubt etc. Under Activity Method, ‘functions’ and ‘conventional expressions’ are taught often to enhance their spoken English.

HayriyeKayi, (2006), says that ESL teachers should create a classroom environment for engaging students in real life communication, authentic activities and meaningful tasks that provide oral language. The government should take steps to create a suitable environment in the classrooms.

MadhaviKesari, (2002), found that the present approach to teaching of writing were not systematic, as the teachers did not have an awareness of teaching writing as a language skill through integrated method. In elementary schools, teachers have created a very good classroom environment in Tamil Nadu in India. Under Equality Based Education Scheme, classrooms in elementary schools have decorated walls with charts, maps and pictures. In the present study, the slow learners were supplied with sketch pens, pens, pencils, magazines etc to prepare charts and collect pictures.

Thirumalai, S., (2003), has stated that even the minimal development of writing requires a high level of abstraction. According to Chidhambaram, K., (2015), writing is a difficult process, which includes: (i) ability to shape the letters (ii) ability to convert the ideas using the written symbols (iii) ability to write without grammatical errors (iv) ability to present and organize in a readable fashion. After the arrival of computers, even college students in India do not have enough writing practice. But in spoken English, there is good improvement. They are not able to type down sentences in computers without spelling mistakes and grammatical mistakes. Writing has become a difficult process for the present generation of students. “Catch them Young” is the dictum to improve the writing skill of the pupils in Upper Primary Schools.

Evarisha M.Syiem, (2012), suggests that arranging the writing assignments logically from letter writing to free compositions, writing skill of the
students can be developed in three weeks by classroom teaching and home assignments. The slow learners in this study were asked to write alphabets, words, phrases and then sentences.

Nirmqala, Y., (2013), found it good to teach writing in English to rural ESL learners through picture stories. Sunkyoung Yoon, et al (2002) have said that grammar is not important for speaking but important for writing. Trudy Wallace et al (2004) have said that note taking, identifying a central idea, outlining, drafting and editing are writing acts.

Jennie Cheshire, (2014) states that the speakers should use some strategies to motivate the hearers/listeners. In a vlog sent to YOUTUBE, one vlogger addresses the keyboard using people as ‘Keyboard Cowboys’ so that the readers of the blog/vlog in internet would be motivated to read the information/advertisement what the vlogger gives. The teachers can call his students with nicknames or new names like ‘keyboard cowboys’ to motivate them to converse in English.

Kimps, Ditte, Davidse, Kristin and Cornillie Bert, (2014), have found that the Tag Questions can be used to serve five functions by using falling or rising tone. If a sentence with a tag is stated as a statement, the falling tone should be used. If the students use rising tone, it is a disorder in their speaking skill.

Tollins, Jackson and Fox Tree, Jean, E., (2014), state how the space-fillers called backchannels help to influence and develop a story while narrating. Words like mhm and uh huh are considered generic backchannels: after using these, speakers often continued their story by providing new information. On the other hand, specific backchannels convey added information, showing the listeners’ reaction to what was just said. Specific backchannels include oh my god, wow, and yeah. These backchannels give life to the conversation. The English teachers need to listen to the conversations of English natives to understand how they use these words and in what tone they use. The teachers can give additional marks to his students if they use these backchannels when they speak English or narrate a tale.
Michael Swan and Catherine Walter, (2013), have explained with examples how the discourse markers are capable of developing both kinds of communication skills and other skills. The teachers should practise consciously in using these discourse markers while teaching in the class. For example, the use of the expressions like, “by the way, look, of course, certainly, first of all etc” will improve the informal speech of the students.

Searle’s five part classification speech acts expounded by Sukumar Gowda (2015) are the same as ‘functions’ and ‘conventional formulaic expressions’ the teachers teach in classrooms today. All the functions are encompassed into five acts. A clear understanding of this fact will help the teachers to do better in their work.

Slow Learners of ESL classes evince interest to tell stories using a series of pictures.

5.8 SUGGESTIONS FOR THE TEACHERS

1. Changing the raw scores of a Verbal Intelligence test into T-scores, the I.Q scores of pupils can be worked out. This study has proved that the raw scores between 5 and 25 of the slow learners give their I.Q scores between 70 and 90 when \( \sigma = 15 \). Verbal intelligence test prepared in every subject can be used to identify the slow learners and arrange special classes for them in every subject separately for the slow learners.

2. To enhance the power of retention from 30% of the slow learners, simple, rhythmic poetic lines must be taught repeatedly to slow learners to bigot and recite. It will develop memory.

3. In teaching the slow learners, Translation Method can be used to some extent while teaching under Activity Based Method. Translation enhances comprehension and comprehension creates interest to learn English. In Science and Maths too, the derivations
of formula and proofs in Geometry may be explained in mother
tongue to improve comprehension.

4. Activity Based Method produces better remediation of
communication disorders in the writing skill of the slow learners.
The teachers have to start from the scratch. That is they have to start
the work from the writing of the alphabets. Copy writing books
should be corrected in the presence of the pupil.

5. Activities create a lot of enthusiasm. Students sit in groups of two,
three, four before the teacher enters the class room. Like minded
students join together to give a tough fighting to other groups.
Teachers should also be active. Otherwise, as the class examinations
are not conducted upto V Class, their performance/learning after five
years will be shocking. There should be examinations. As far as the
evaluation in language is concerned, more marks should be allotted
for Speaking skill and the Writing skill. And the tests meant for
speaking skill will take a lot of time. Those tests should be
conducted properly.

6. In developing speaking skill under Activity Based Method, there
should be enough repetition of conventional expressions for the
given functions.

5.9 EDUCATIONAL IMPLICATIONS OF THE PRESENT STUDY

This study will have its effect on the working teachers, will produce
positive results in the style of functioning of the observing educational officers and
wider implications in the career of the English teachers who have a chance to go
through this thesis. The teachers will be enlightened with ‘what to teach’ and ‘how
to teach’ and the officers will understand ‘what to observe in the English class while visiting the schools.

- Use of Interactive Software available in the Net will enhance the
  Speaking Skill of the pupils. The teachers will upload the software in
  the computers available in schools and use it.
Each teaching point in the Diagnostic Tests may be tested for 10 marks. So, a thorough knowledge in each area, pupils will get. Instead of coaching the students for the final examination from the very beginning of the academic year, the teachers will practise speaking in English in the class. Bilingual teachers will attempt to change slowly into full-fledged English teachers with minimum use of vernacular words.

Use of Copy Writing Books for three months with individual attention and correction will make the hand writing of the slow learners legible. The fluent teachers who are prone to deliver lecture throughout the whole period must allot some time to go through the Copy writing books of the students.

In every group of students, there should be bright students and slow learners. Peer tutoring will help the slow learners. Knowing the importance of forming peer groups, the teachers will evince interest in forming them. The myth that slow learners will retard the progress of the gifted learners is not correct as far as the language learning is concerned. By repeating the structures and words for the slow learners, the brilliant students get them reinforced in their minds.

Verbal Intelligence Tests may be prepared separately for each type of school. Slow Learners must have access to the language laboratory frequently to practise spoken language. If the teachers have a glance at the Intelligence test given in the appendix of this thesis, they can easily understand that there is 10% of vocabulary contained in the textbooks from K.G. class to the V standard is included in the test. 30% of vocabulary is from VI Standard English Reader. The Intelligence test for VII Standard will have 20% of vocabulary from the textbook of that class. Preparation of Intelligence test will be made up to X Standard. From XI Standard onwards, Adult Intelligence tests will be used. When the teachers prepare the intelligence test for the VI Standard, it will take some time to amend and standardize. They will take less time to frame tests to VII
Standard onwards. By appearing for an intelligence test, students get a chance to recall the vocabulary learnt so far.

- Diagnostic Test Paper has to be prepared separately for the average and the bright students. The teachers will prepare a general diagnostic test and then they will insert special words, phrases and sentences for testing the brilliant students. The first time preparation alone will need some time. There are slow learners in every subject. After school hours, the slow learners must be drilled in one subject a day. The teachers won’t hesitate to spend an hour more in the school in a week. The government should provide bus connections to rural schools to help the pupils and teachers.

- Words of insult or derogatory words should not be used against the slow learners. Their talents in extra-curricular activities should be appreciated. A collection of words and phrases for appreciating the students should be given in the Handbook given to teachers. The slow learners should be ensured participation in reading the news in the morning assembly. Words and means of discrimination must be avoided.

- Private coaching centres use separate TLM for the slow learners. In the same way, TLM must be prepared for the slow learners for every class in Government-run schools. At present, the department supplies such materials in the year end for coaching all the students to the final examination. Such materials should be given in the very beginning of the year for commencing practice in the class.

5.10 RECCOMENDATIONS

- With a rapidly changing educational and technological scenario, the role of the teachers and the methodology of teaching are fast changing, promoting fruitful learning and directing learners by adopting appropriate strategies. The schools and classrooms are getting digitalized and the teachers have to be computer and the
educational technology savvy. Otherwise they have to cut a sorry figure before the pupils.

- Based on speech processing techniques, IBM laboratory’s technology evaluates grammar, pronunciation, comprehension and other spoken language skills and provides detailed scores for each category. The Government should take steps to bring such technology to the schools in rural areas.

- Grace Storall Burkart(1998) states that speaking involves three areas of knowledge namely mechanics, functions and social and cultural rules and norms. The Teacher Education University should take steps to include Phonolgy of the English language in B.Ed General English syllabus. All the English teachers in schools should be given training in mechanics (pronunciation, grammar and vocabulary) of the language during the vacation. The Central Government should take steps to establish an Institute of Teaching English in every State. During the vacation, all the teachers should be trained by foreign teachers as they will bring current use of the language.

- The study shows that Activity Based Method produces outstanding results in the Speaking Skill. If the language laboratory is used, the results will be wonderful. The teachers should not agitate against the implementation of a new approach to teaching. They should implement what the educationists suggest.

- Verbal Intelligence tests can be prepared in the mother tongue also and the slow learners should be identified in the VIth class itself.

- The slow learners should be put in charge of an active teacher and not under the teachers who frequently go on leave. The tendency of the teachers to ignore the slow learners, insult them for not assimilating facts and make them repeat the class for poor performance should be curbed.

- The Government is appointing teachers at present after conducting tough tests like TET, CET etc. The Direct appointment of District
Educational Officers is not necessary. The Officers should be capable of teaching a subject when they visit the schools. The students and parents should be counselled for making right career decisions. Early intervention well below VIII Standard with special care and coaching will save them from getting panicky when they reach +1 class.

- Before introducing a new method of teaching in schools, the teachers should be well-trained in the vacation to face the challenge.

5.11 SUGGESTIONS FOR FUTURE RESEARCH

The present study has opened up many directions for future studies in the Area of Activity Based Teaching and Verbal Intelligence Test.

1. A study of remediation of disorders in all the four skills can be attempted. Achievement scores in all the four skills can be added together to find out the overall improvement in the language acquisition.

2. The impact of the new method on the slow learners in Tamil and English media of instruction can be assessed separately.

3. The influence of the Activity Based Learning Methodology can be found out in both rural and urban areas as the new method in teaching English has been implemented from the second half of the academic year 2007-08 in all the schools.

4. At least there should be six questions on each component of the Speaking skill in the question paper. Then only the disorders can be precisely found out.

5. Large samples of slow learners can be collected from schools within a radius of three kilometres and the performance of the boys and girls can be compared.

6. The teachers can construct Verbal Intelligence Test materials as it is made in this study not only to identify the slow learners but also the gifted as well.
7. The same procedure can be used to frame a Verbal Intelligence Test in mother tongue too and for all the classes from I standard to X standard.

8. Teachers may be trained to prepare and store activities in compact discs so that they can use the computers in teaching. The teachers have to probe the benefits of using Power Point Programme and ICT technology in language teaching.

9. To teach each prose lesson, poem, story, composition exercise, the teachers should use activities and the activities which produce a lot of enthusiasm should be studied and reported to the Directorate of Education and they can include it in the text book to be printed in the coming years.

10. The slow learners must be allowed to play on the ground in their physical education periods. The conventional expressions learnt through games and sports and class-room teaching can be compared.

11. A 45 minutes period for remedial teaching alone should be allotted in a week, for English Language Teaching and also for other subjects. The last period daily may be allotted for remedial teaching of a subject. As far as English teaching is concerned, remediation of disorders in the Expressive Skills alone may be attempted. The improvement made out of this special teaching programme can be assessed for its worth.

12. The impact of a simplified activity based curriculum for the slow learners will make less the school-drop-out- ratio and activate them to march ahead in life.

13. The Government has taken steps to supply computers to schools in rural areas. Interaction Software available in the Net can be made use of for teaching pronunciation, stress and tone. The spoken English of the slow learners who undergo on this programme can be compared to those who do not use Interaction software.
14. Teaching of structures and vocabulary are equally important for developing an integrated language skill. Structures may be taught in the steps proposed by Jeremy Harmer. Vocabulary Games may be used to enlarge the lexis. Learning of structures under Jeremy Harmer’s Method and under Structural Method of teaching can be compared to find out the better one.

5.12 LIMITATIONS AND DELIMITATIONS OF THE STUDY

- The study is limited to a co-educational school in the rural area. Only six boys and six girls were allotted to each group as there are 20% to 30% of slow learners in each class having 100 students.

- The students are sitting on the floor and they hail from weaving and agricultural sections of the society. Most of them belong to poor families. English Medium Class has been started from 2013 onwards. A few of the learning disabled, physically challenged children were excluded from the study to ensure a uniform sample.

- The experimental study was not conducted in a language laboratory. No Computer facility was available. Maintenance of the computers is very poor in schools due to power-cut, theft and buildings with leaky ceilings. In the beginning, a tape recorder was used to teach and record pronunciation, stress and tone. But the slow learners took a lot of time to read, speak and write. They remained quiet even when they were urged to speak. Only when the translation was given for some questions, they told bits of answers. So the use of even the tape recorder was given up later. They hesitated to speak and read when their speech was taped.

- But they speak well if a cell phone is given to them to speak with their parents.

- As the test of speaking skill takes nearly an hour for a student, there is interference often by visitors and others. The Heads of schools do not permit the researcher to keep the students with him for two-three periods.
- The treatment was given only for a month. There was no time to revise the teaching points.

- In the Diagnostic Test constructed to spot out the disorders in several components of the skills, the number of items/questions allotted to Syntax and Morphology are a few. The researcher has to increase these questions by decreasing questions on other components of teaching.

- To rectify their mistakes in Handwriting, more time is needed. The slow learners often absent themselves from school. If the absentees by chance happen to be more in a single group, then the overall performance of the group is affected. The researcher needs to spend extra time to teach and coach such pupils.

5.13 CONCLUSIONS

Activity Based Method of Teaching creates a lot of interest and enthusiasm in slow learners.

Under the traditional Methods, the interactive activities are at the very minimum. All the four skills are inculcated equally to children in the activity based curriculum.

Speaking Skill gets a prominent place. Very good results can be got only if the teacher is active, regular, punctual and an all rounder in all the curricular activities.

Problem solving activities may be used in the class to lure the attention of the pupils. Use of more imperative sentences by the teacher helps them improve their speaking skill.

Activities replenished with new vocabulary and new content creates interest in learners. Instead of harping on the records of Gavaskar of the past, activities should be spun around the present day cricketers. The syllabus and textbooks may be old but the content and vocabulary used in activities must be from things and events happened recently. The teacher should revive the activities. Slow learners are diverted soon from the subject matter if it is boring.