

A Study On The Remediation Of Disorders In The Speaking Ability Of The Slow Learners In VI Standard Taught Under Activity Centred Teaching Of English

Rajendran Muthiah

Abstract: *A child's persistent, specific language difficulty is a language disorder. Disorders in speech occur at phonological, morphological, syntactical, semantic and pragmatic levels. In a rural high school class, nearly 20% to 30% are slow learners, learning at the rate and depth of below average peers. Their communicative disorders not remediated at primary level, continue to haunt them till they live. A standardised verbal Intelligence test tool was used to identify the slow learners whose I.Q range lies between 70 and 90. A diagnostic tool was used in this experimental study to collect their mistakes in the pre-test. Activity Centred Approach to teaching of English was used to teach 24 slow learners in VI Standard for a month. All the teaching points in the Diagnostic test tool were covered in teaching. Peer group and Chorus group activities in every period produced good results.*

Key Words:

Communicative Skills: *Speaking and Writing, the active, productive and expressive skills in language learning are Communicative Skills.*

Disorder In Language: *It is the child's persistent, specific language difficulty (Martin Deirdre & Miller Carol, 2003).*

Diagnostic Test: *It is the test which assesses the strengths and weaknesses of a learner.*

Remediation: *It is the strategy or re-teaching to tackle deficiency in learners of a second language.*

Form: *It is the structure (grammar) of speech, word-formation and sentence of a language as opposed to meaning (content) or social use (pragmatics).*

Morphology: *A study of the system of rules for combining the smallest units of language into words.*

Activity Centred Teaching: *A teaching method with a collection of activities in the classroom.*

Purpose Of The Study

To study the disorders committed by the slow learning pupils of VI Standard in their Spoken English and remedy those disorders after teaching them through Activity Centred Approach.

I. Introduction

Most of the Government-run schools in India provide instruction of Maths, Science, and Social Science in the regional language from Standard I to Standard XII. In Tamil Nadu, the pupils learn the Content subjects like Maths, Science and Social Science in the medium of their Mother tongue that is Tamil. But they learn English as the Second Language from Pre-primary to College level. Most of them prefer to learn under English medium of instruction in colleges. By the time they are completing Standard XII in their seventeenth year, they should have acquired the two types of language proficiency referred to as Basic interpersonal communicative skills (BICS) and Cognitive academic language proficiency (CALP). BICS refers to the language skills needed for social interaction on the playground, school bus and talking on the Cell phone for example. CALP refers to formal academic learning that requires the language abilities to listen, understand, read and write in the context of classroom material requirements (Levey & Polirstok, 2011).

But the pupils of Countries which have ESL (English as the Second Language) struggle much to speak and write in English. They commit mistakes. The integration of form, content and use are observed in the language of the normal children whereas a disruption of the components is often found in the children with language disorders.

There are less than 10% of slow learners in Language One-Mother tongue but around 30% of slow learners in Language Two-English. The mistakes pupils do in their spoken and written communication are communicative disorders. All promotion adopted in high school classes carry them up to school-final class, where they face the public examination and slip into a world of failures. The second language English has no established functions inside the rural community and so the rural students do not have exposure to acquire proficiency in spoken English. In this study, it was attempted to identify the disorders in the use of the English language by the slow learners, and remediate them by adopting the techniques of Activity Centred Approach, an integrated method of teaching with the conventional features and the modern activity-oriented techniques.

II. Review Of Related Studies

“When the student has not learnt the basics, it is futile to teach him the advanced topics. Diagnose the areas of difficulty for him by analysing the answer papers and then plan the learning experiences to be offered to the slow learners. Teachers at secondary level should not hesitate to teach the basics which the slow learners missed to learn in the primary stage. The English textbooks must have the basic vocabulary of all the subjects. Slow Learners learn a lot unconsciously from the peer group. The student is at the centre of activity-oriented learning process”, so opines **Shreedhar Rao, (2001)**.

A Colorado State University Website, (writing@CSU/The Writing Studio) has the following information, on ‘Teaching Speaking’. “Pupils in countries where English is learnt as the second language, have a strong desire to speak in English. They are reluctant to speak because they are afraid of making mistakes and failing to find suitable words to express themselves well. If a good language environment is created, students will speak actively, willingly and naturally”.

Ponnuchamy, Gitarani, Ed.D(2012)

States that Socio-economic status, school status, ineffective teaching and unhelpful teacher attitudes are the reasons for the pupils’ poor English proficiency. The researcher recommends educational leaders and the OPEN SESAME model for elementary school ESL teaching.

“ESL teachers should create a classroom environment where students have real life communication, authentic activities, and meaningful tasks that promote oral language. 1. Discussions after a content based lesson 2. Role Play 3. Simulations 4. Information Gap 5. Brain Storming 6. Story Telling 7. Interviews 8. Reporting 9. Playing Cards 10. Picture Narrating (individually) 11. Picture Describing (as a group). The teachers should let the students speak the target language providing materials, tasks etc. Each student should participate in every speaking activity. The teacher should ask eliciting questions”, **Kariye kayi, (2006)** has found.

Sultan Muhammad Khan (2008)

Studied on “Education of Slow Learner” and revealed very good ideas for teaching the slow learners. Slow learners are those pupils who have limited ability due to different reasons in the education process. A good teacher uses different methods in a class so that every student will understand and learn. The teachers who use a single method of teaching create slow learners in the class because every student learns in different style and method. Inappropriate course materials/textbooks increase the number of slow learners. Transfer of teachers in the middle of the year should be avoided. Teachers of inability erect a fence of fear around them. So slow learners run away from the school. L₁ should be the medium of learning to slow learners. Communication gaps between teachers, students and parents develop a rebellious nature in them and retard their progress. Deprived cultural background also causes slow learning.

Renee Ybarra And Tim Green (2003)

Studied on “ Using Technology to Help ESL/EFL(English as a Foreign Language) Students Develop Language Skills” in California. They found that Classroom Environment in US has changed as teachers face the challenges of a large population who do not speak English and have high transient rates. ELL (English Language Learning) students need a variety of language experiences. They need to hear language, write language, speak language and read language. They focused on how CAI (Computer Assisted Instruction) can be a supplemental teaching tool for teaching English Language learners. They concluded that CAI facilitates learning in a variety of ways. Computers help to teach reading and writing, vocabulary development and verbal language development. But computers are not a substitute for effective teaching. They are a supplement to the regular curriculum in teaching ELL learners as they develop their language skills.

Sunkyoung Yoon, Et Al (2002),

Studied on “The Evolution of Asian ESL students perceptions of Grammar: Case Studies of nine learners” and arrived at the following conclusions: Grammar is not important for general communication but important for academic purpose. Grammar is not important for Speaking but important for Writing. All the students expect that grammar learning provides them with ‘flexibility’ of using the language instead of “a straight jacket”. Grammar was taught as a Content or a major component of the syllabus under Grammar Translation Method or Audio Lingual Method. But grammar is in a completely different instructional place in Communicative Approach since Communicative Approach views language as an instrument of communication. Language teaching is aimed at enabling learners to use language communicatively and courses should thus be “organised around subject matter, tasks/projects, or semantic notions and/or pragmatic functions instead of grammar.

Gerald Gillis,(2013)

Studying on ‘The Importance of Speaking Skills’, concludes that the four language skills are all interconnected. The ability to stand before others and speak effectively is not an ordinary ability. Many people are deathly afraid of public speaking. Others have little ability to form thoughts into sentences and then deliver those words in a believable way. Employers have always valued the ability to speak well. Speaking skills are important for career success, but certainly not limited to one’s professional aspirations. Speaking skills can enhance one’s personal life, thereby bringing about the well-rounded growth we should all seek .

From a study on slow learners, **Erin N.Kig Ed.S (2008)** has recommended some steps to be followed in the classroom for teaching slow learners.

- Repetition, Repetition, Repetition. You might feel like you are saying the same thing over and over, but it helps make concrete.
- Encourage other activities in which the child can experience success and keep them connected.
- Tutoring-This helps fill in gaps in basic skills and it helps a student
- Teach study skills to help a student become more efficient in studying.
- Teach the most important concepts and leave out some of the less important
- Details.
- Peer tutoring

In an article published by **edin_brow (2010)**, in Scribd, the world’s digital library, it is stated that Remedial Teaching is aimed at correcting errors or addressing gaps in knowledge. The teacher like the physician, uses test instruments to find out the difficulties faced by the pupils in English language learning. Diagnostic test provides a detailed picture of strengths and weaknesses in the areas of student’s learning. The teacher should devise some strategy to overcome the problems of students in learning. The teacher should assess each student’s individual proficiency level and then create a plan for that student’s learning. From time to time during the classes, the teachers should evaluate the progress of individual students and modify their learning plan as needed.

Significance Of The Study

On an average, 24% of slow learners are there in every class which has ESL. A few percent of Engineering graduates migrate to other countries getting well-paid jobs by virtue of their fluency in English. But the slow learners in large numbers migrate to other countries for doing business or working in restaurants and so on. It is the responsibility of the developing nations to equip this large section of the student community to acquire certain proficiency in the English language so that they will get jobs abroad. The governments need not face the problems created by the unemployed lot from the learners who were slow in schools. The governments must adopt suitable methods and techniques and equip the schools with modern electronic gadgets and also employ out-spoken, fluent teachers of English. This study was undertaken in the lowermost class of the high school. If the mistakes are not rectified in that class, they carry over this bundle of disorders in spoken communication to the end of their school education as pupils are not failed up to Standard IX. These uncared for slow learners drop out from English medium schools in cities and fall into the hands of anti-social elements and terrorist-organisations and be the cause for all kinds of calamities in society. If they are trained to catch-up with the average, peace is sure to prevail in this earth. The untreated slow learners enter into politics and cause the swelling of corrupt practices, murders, theft, chain-snatching and prove very good models of sycophancy. A stitch in time saves nine. So they ought to be taught when they are young. Catch them young and teach them when they are in VI Standard to equip them with the rudiments or basics of English language.

Objectives

To identify the disorders of the slow learning pupils in oral expression and involve them in activities of learning English for getting remediated those disorders.

Hypothesis

There is no significant difference in the remediation of the disorders in Speaking Skill in English of the slow learners in Standard VI, learning in the medium of their mother tongue.

III. Method Selected

Experimental Study

Population Of The Study

Pupils in VI Standard, the regional language medium classes of Government High Schools in Thiruvannamalai District, in the State of Tamil Nadu in India.

Sample

24 pupils of which 12 each are boys and girls in VI Standard (Tamil Medium) Class in Government Higher Secondary School, Mamandur, Thiruvannamalai District. All of them hail from the same background and are of the same age group 11+.

Design

One Group Design

T₁ T₂ Mean Gain = Mean of Post test (T₂) – Mean of Pre-test (T₁)
 (Teaching)

Tools

A Verbal Intelligence Test

A test paper in Speaking Skill (1 copy for all the 24 students. 48 copies for the Researcher for to be used in Pre and post tests)

Statistics

The study was carried out to find out the significance of the difference in means of the Pre-test and the Post test of a small sample (Single Group) due to the effect of a method of teaching. Method of teaching is the independent variable.

$$N=N_1= N_2$$

<p><u>Pretest Scores</u> Mean, $M_1 = \sum X_1 / N$ S.D = $\sqrt{\sum x_1^2 / N}$ Mean Deviation, $x_1 = X_1 - M_1$ S.E_{M1} = S.D / $\sqrt{N} = \sigma_{M1}$</p>	<p><u>Post test Scores</u> Mean, $M_2 = \sum X_2 / N$ S.D = $\sqrt{\sum x_2^2 / N}$ $x_2 = X_2 - M_2$ S.E_{M2} = S.D / $\sqrt{N} = \sigma_{M2}$</p>
<p>S.E_{DM} = $\sqrt{\sigma_{M1}^2 + \sigma_{M2}^2}$ $t = M_1 - M_2 / S.E_{DM}$</p>	

Significance of t-value is found out at 0.01 levels for df = N₁ + N₂.

IV. Procedure

Testing Of Intelligence

Intelligence Quotient (IQ) is the ratio between Mental Age and Chronological Age, multiplied by 100. If a child of 12 years old could solve problems which 50% of nine-year olds could solve, his IQ would be (9/12) x 100. That is 75. So he is a Slow Learner.

Wechsler’s scales have subscales (ten basic sub-tests) to test different abilities which make intelligence. The sub-scales covering the age range 5-16 are as follows:

The first five are “Verbal Scale” and the last five are “Performance Scale”. **1.** General Information **2.** General Comprehension **3.** Arithmetic **4.** Similarities **5.** Vocabulary **6.** Picture Completion **7.** Picture Arrangement **8.** Block Design **9.** Object Assembly **10.** Coding.

Spearman maintains that in the measurement of any ability, there enter two independent factors : 1. General Factor 2. Specific Factor, which varies within one individual from one ability to another. According to the “ Multiple Factor” theory of intelligence, a number of more or less general or group factors, such as linguistic ability, mechanical ability, and memory make their relatively independent contribution to “ General Intelligence”.

Identification Of Slow Learners

The Content of Verbal Intelligence tests are loaded with varieties of verbal materials such as,

1. Vocabulary Tests (The subject has to give the meanings of words or phrases)
2. Memory Tests (This includes recall and recognition type of items)
3. Comprehension Tests (The subject has to understand and react to given situations)
4. Information Tests (The subject’s knowledge about the things around is tested)
5. Association Tests (The subject has to point out similarities and dissimilarities Between two or more concepts)
6. Reasoning Tests (The subject’s ability to reason logically, analytically, synthesisingly, inductively or deductively)

Verbal tests are linguistic in nature. The subjects should have adequate knowledge and skill of the language which is used in the test. As these tests give importance to ‘Verbal Intelligence’, these tests are nicknamed as tests of ‘Scholastic Aptitude Verbal Tests’. Verbal tests are popular because a person’s expression of thoughts and ideas in his verbal and written responses, power of reasoning and abstract thinking can be reasonably measured.

In the beginning of the twentieth century, children were classified according to their ‘rate of learning’, as:

I.Q between 110 and above Superior
90 to 110Average
80 to 90Dull/Normal
70 to 80Borderline
Below 70 Feebleminded

In the past, psychologists held that slow learning was directly related to intellectual ability. But recent studies reveal that heredity alone is not responsible for the backwardness of the child. Environment contributes significantly to the scholastic achievement of the child. The low achiever is a slow learner and he finds it difficult to keep pace with the normal child in his school work. All Promotions to the next higher class, Free Admission by private study certificate under Education For All Scheme and unfilled vacancies of teachers for years together enhance the percentage of slow learners in each class up to 30%.

Schools should have plenty of extra-curricular activities and teach various art forms, which activates the brain and improve students' performance. But in Government-run schools, there are no skilled coaches to games and sports, no music teachers, tailoring teachers, craft teachers, bakers and caterers for attracting the slow learners. Learning experience in classrooms has activities like explaining, memorising, reciting, repetition of the answers in oral and written language and so on. The curriculum is designed for the above average learners and the syllabus is restructured to produce results in School final classes. Schools fail to identify the slow learners at an early stage well before the VIII standard and take remedial steps to activate their brains.

Slow learners show a characteristic weakness in thinking capacity, finding out relationships, similarity, familiarity, reasoning, observing characteristics of objects, poor development of concept, language, verbal ability, making sentences and number concepts. They are poor in forming abstractions specifically in non-verbal tasks such as matching shapes, drawing figures, completing rigs and puzzles, remembering patterns and so on. The children should therefore be taught using thinking and problem- solving practical activities.

Slow Learners have to go over material more times before it is fixed in their minds, and more frequent revision is required to prevent forgetting. They have poorer powers of retention than average children. Their weakness in attention causes poor memory. They are restless and distractible. Failures in a subject make them dislike it. To improve their memory, the teacher has to make meaningful associations, links and generalisations. For example to teach the word, 'night', the teacher first makes the sequence of letters: n-i-g-h-t. The teacher then makes visual display, speaks, asks the students to write it down, links it with 'light', 'sight', 'fright' etc. Words must be taught by suitable actions. The slow learners can learn by understanding and then they need more repetition, revision, and practice to retain. Language is essentially a skill like Singing, Dancing, Swimming, Painting etc. These skills are performed after acquiring them. When these skills are learnt, mistakes are committed and then rectified. Rectification of mistakes in a language are called remediation. Diagnostic evaluation reveals specific mistakes of a student in a subject.

In this study, it is attempted to identify the slow learners psychologically from an entire class consisting more than a hundred students. A Verbal Intelligence Test with twenty questions each on the Classifications such as Verbal Oddity, Verbal Similarity, Similar-Opposite Words, Verbal Analogy, Scrambling of Word Order and Sentence, Completion(Completion Analogy) were framed choosing the vocabulary from the text books of III, IV, V and VI Standards. Some of the words from the Pre K.G, LKG and UKG books were also collected. Children come to acquire a lot of vocabulary through television now-a-days.

Other Classifications such as Sentence Completion, Proverbs, Logical Reasoning, Syllogisms, Inferential Conclusions, Syntactic Inference and Pedigrees were avoided , otherwise the test would be very difficult to VI Standard children.

The following formulae were used to find out Item Difficulty, Discrimination Value, Z-score and the I.Q score.

$$\begin{aligned} \text{Item Difficulty / Item Difficulty Index} &= R \times 100 / T, \\ \text{Discrimination Value} &= R_u - R_L / 1/2T \end{aligned}$$

$$Z \text{ Score} = \frac{\text{Raw score} - \text{Mean score}}{\text{Standard Deviation}} = \frac{X - \bar{X}}{\sigma}$$

$$I.Q. \text{ Score} = \sigma z + 100$$

An Intelligence Test must not only be Objective, Reliable, and Valid, but it must also enable the user to compare different children, irrespective of school or locality or test used. When the test enables one to do this, it is said to be standardised. The researcher has a standardised instrument to test the linguistic Intelligence of children in VI Standard.

Items with Difficulty Value 0.2 to 0.8 and Discrimination Index 0.2 and above were chosen

Table 1: Calculation of I.Q Scores from Raw Scores of the Slow Learners from the Try-out Test of Intelligence given to Pupils in VI Standard in Govt. Higher Secondary school, Mamandur. Thiruvannamalai District.

Serial Number	Raw Scores(X) in descending order	Z-Score= $\frac{X - M}{\sigma}$	I.Q Score= $\frac{15z + 100}{x + 100}$	T-Score= $10z + 50$
75	25	-0.67	90	43
76	24	-0.73	89	43
77	23	-0.8	88	42
78	23	-0.8	88	42
79	22	-0.86	87	41
80	18	-1.13	82	39
81	15	-1.13	80	39
82	15	-1.13	80	39
83	15	-1.13	80	39
84	15	-1.13	80	39
85	14	-1.4	79	36
86	14	-1.4	79	36
87	14	-1.4	79	36
88	14	-1.4	79	36
89	13	-1.46	78	35
90	13	-1.46	78	35
91	12	-1.53	77	35
92	12	-1.53	77	35
93	12	-1.53	77	35
94	11	-1.6	76	34
95	9	-1.73	74	33
96	8	-1.78	73	32
97	7	-1.86	72	31
98	5	-2.0	70	30

Out of the 30 slow learners present in VI Standard, only 12 boys and 12 girls were selected to make the sample balanced. When the Standard Deviation of the distribution of the scores in the intelligence test lies between 12 and 18, the formula, $I.Q = 15z + 100$ can be used to identify the slow learners whose I.Qs fall between 70 and 90.

Disorders Of The Slow Learners In Their Speaking Ability

Each question in the Test tool of Speaking was answered by each pupil one by one. In another copy of the tool, the researcher was giving scores. If the answer was correct, the researcher would be putting the tick mark. If wrong answer is said, the wrong answer would be recorded in the tool itself. After testing all the 24 Pupils, scoring was done for all the 24 scripts and total marks given to each script.

The slow learners daringly read aloud the words but in distorted ways. The word ‘delay’ was read as ‘deo’, ‘memorial’ as ‘moral’, ‘information’ as /infəntə/, ‘thirteen’ as ‘turn’, ‘yes please’ as /y-ble/, ‘drink’ as ‘drank’, ‘yes’ as ‘wais’, ‘what’ as ‘wit’, ‘why’ as ‘hui’, ‘May I come in?’ as ‘Mail kaem’, ‘ecological’ as ‘ceo’, ‘all Right’ as ‘also’, ‘matter’ as ‘mountin’, ‘dog’ as ‘hog’, ‘yes’ as /ju:s/, and so on.

They sounded the silent sounds in words. They substituted new vowel sounds in words. One student read aloud ‘delay’ as /dili:/, ‘memorial’ as ‘mentel’ with distortion, ‘thirteen’ as /thri:ti:n/ with addition of a consonant sound, ‘pleasure’ as /plu:sa/, ‘let’s’ as ‘letis’, ‘walk’ as /waek/ and ‘isn’t it?’ as ‘saint it’. Another Student read ‘why?’ as ‘hei’, ‘shut’ as ‘sot’. All of them do not have the habit of giving stress to prominent syllables in words. They read and say the statements, questions, imperatives and exclamatory sentences with a ‘flat’ tone as practice is not given in schools to read/speak naturally with necessary tones. All of them do not use tags in speech and do not give brief answers for Auxiliary Questions. They are poor in forming new words and opposite words using the proper affixes listening to the root words. They are unable to change the statements into questions. One student read out, ‘I think so’ as ‘I kink so’ by substituting the consonant sound /k/ for /θ/. Some of them pronounce ‘let’s’ as ‘tell’, ‘isn’t it?’ as ‘is not it’, ‘information’ as ‘infromation’, ‘walk’ as ‘well’, ‘please’ as ‘place’, ‘think’ as ‘thank’, ‘pleasure’ as /pleisari/, ‘delay’ as /di:lei/ and ‘good’ as ‘goud’. They read words letter by letter and are not able to say the word as a whole. This practice helps them learning their mother tongue but English being unphonetic language, they commit mistakes. There is no relation between spelling of the words and pronunciation of the words. They use the expressions, ‘Yes’, ‘No’, ‘O.K!’, “May I come in?” etc., in their speech and respond to the expressions such as ‘Pleased to meet you’, ‘Thank you very much,’ “I am so sorry’ etc., but they are unable to read out these expressions in writing.

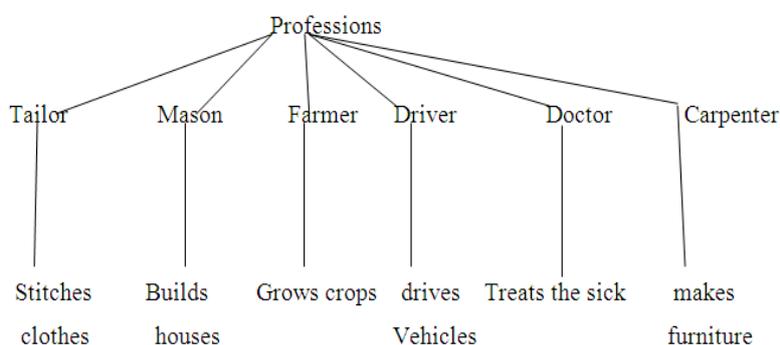
Some of them read even the words denoting numbers, ‘three’ as ‘there’, ‘four’ as ‘for’ and ‘drink’ as ‘drank’. They use the past tense forms as root words.

Then the teaching activities were introduced using charts, real objects, pictures, vignettes, flash cards, sentence cards etc. Every teaching point in the test tool was taught with examples repeatedly. To teach them ‘Give brief answers for Yes/No questions’ by a pair group activity, in 12 sheets of paper, ten questions were typed in each sheet beginning with the same Helping Verb. In the first sheet, the following questions were typed:

1. Do you speak Tamil?
2. Do you speak Chinese language?
3. Do you want to speak in English?
4. Do you get up early in the morning?
5. Do you watch TV daily?
6. Do you visit the library often?
7. Do your parents eat mutton?
8. Do you have a Cell-phone?
9. Do you play tennis?
10. Do you want to go to America?

In the other eleven sheets, there were ten questions each beginning with the helping verbs, “ does, did, is, are, was, have, has, can, could, shall” and “will”. When a pair completes practice in one sheet, it hands over it to another pair and gets a new sheet from them.

Tree Diagrams: Ask questions using ‘what’, ‘who’ & ‘whom’ and give answers. (McCarthy,2003). In a Pair Group Work, a sheet with six questions was given and it would be passing on from one pair to another. 11 other sheets with wh- questions would be in rotation.



Activities like these to teach each teaching point of the test tool were repeatedly used for pair group activity in which one student will ask questions. Another will give answers. Then they take turns. The second will ask questions and the first student will be answering. When a pair group completes a sheet, it will hand over it to the next pair group and get a sheet from the 12th pair group as the pairs stand in two circles, one inner circle and one outer circle. One member of a pair group will be in the inner circle. Just opposite to him, the other member of the pair will be in the outer circle. All the 12 sheets will be circling through 12 pair groups.

For teaching the function, “Meeting”, one sheet containing the following brief conversation was given for practice. At the same time, other 11 sheets for 11 other functions (Greeting, Asking apology, Saying Thanks, etc) were in rotation.

Sheet 1: Meeting (Taylor, 1999)

- Student I: Pleased to meet you
- Student II: The Pleasure is mine.
- Student I: How about your father?
- Student II: Just fine.

Before the activities are introduced, the teacher reads aloud the word/phrase/sentence/question written in every sheet and the whole group says it aloud.

The teacher asks the individual students to read and correct the mistakes. After a month, the Post Diagnostic Test was conducted and the scoring was done for each pupil separately in a copy of the test tool.

Table 2: Difference in Mean gain (remediation of disorders) of the slow learners in their Speaking ability.

Test	_N	Mean	σ	Obtained 't'	Table 't' at 0.01 level	Significant orNot Significant
Pretest	24	13.04	1.68	11.71	2.82	S
Posttest	24	20.3	2.49			

df = 22

There is significant difference in the mean gain of the slow learners in VI Standard. There is better remediation of disorders in speaking ability of the slow learners after teaching under Activity Centred Approach to teach English.

The difference in mean gain is explained graphically:

Remediation of Disorders in Speaking Ability of the slow learners after Activity Centred Teaching of English	
Speaking Ability	
Pre test Mean	Post test Mean
13.04	20.3



Figure 1: Remediation of Disorders in Speaking ability of the slow learners in VI Standard after teaching under Activity Centred Method.

V. Discussion

The teachers must be trained well in pronouncing words with correct stress on prominent syllables in words. They must collect groups of words from the text-book of Standard I to VI and give pronunciation drills under the phonic method. As the previous studies ask the teachers to teach the basics, the words, phrases, idioms, question patterns and structures must be collected from the textbooks of lower classes and taught to the slow learners in higher classes. Chorus and individual drills are useful. The teacher must pronounce the sound /ʃ/ = 'sh' himself by forcing out a strong puff of air by placing his blade of the tongue between alveolar ridge and hard palate. Then he must pronounce words like 'shall, ship, shoot, flush, push and blush'. The Asian students do not pronounce the 'rolled /r/' as it occurs in words like 'merry', 'sorry', 'terror' etc. Simply if the /r/ sound is said two times continually, then it will be easier to say the rolled /r/. The teacher must say aloud the statements, questions, imperative sentences and exclamatory sentences and ask the students to identify the kind of tone used and also find out if it is a statement or question or command or request. Repeated Oral practice in all the teaching points of the tool with varieties of words and sentences will surely bring out the best result. As Sunkyoung Yoon, et al (2002) have said, too much grammar is not essential for acquiring communication skills. At present, the teachers teach grammar by using workbooks. The pupils are asked to change a sentence in active voice printed in the workbook into passive voice. The pupils write the sentence in passive voice in the space given in the workbook. The students get practice only in writing skill and the speaking skill is forgotten. The teacher must teach grammar starting with a conversation. The conversation goes on in the following way for teaching 'Voices'.

Teacher: What kind of fruits do you eat?

Pupil I: I eat apples.

Teacher: Good. An apple a day keeps the doctor away. What fruits does he eat? (Shows a picture)

Pupil II: He eats an apple.

Teacher: Yes. An Apple is eaten by him. (The teacher writes the sentence on the board) A.K. Paliwal (2008) has given a conversational lesson plan for teaching 'If' Clause(Hypothetical Condition) in his book with the title, "A Handbook for Teachers of English"

Teacher: (Pointing to a picture of a bird in the chart). What is this?

Pupil I: It is a bird.

Teacher: Is it flying?

Pupil II: Yes, it is.

Teacher: Are you a bird?

Pupil III: No I am not.

Teacher : Can You fly?

Pupil III: No, I can't.

Teacher: Am I a bird?

Pupil IV: No, you are not.

Teacher : Can I fly?

Pupil V : No, you can't.

Teacher: If I were a bird, I would fly in the sky. Would you fly if you were a bird?

Pupil VI: Yes, I would fly if I were a bird.

The teachers of English must teach all topics of grammar by engaging the students in conversations. “If a good language environment is created, students will speak actively, willingly and naturally”, says the Colorado State University website. Charts with conversations for some essential functions like greeting, apologising, thanking etc are hung on the walls of the Classroom. A compensating environment will be created in the class. The pupils will have a glance on the charts and get engaged in dialogues with classmates. According to Sultan Md. Khan, deprived cultural background causes slow learning of English. Another researcher has also said, the rural community in ESL countries has no established ‘functions’ and use of ‘conventional expressions’ in English for the younger generation to imitate. So a conducive language environment has to be created in the school. As the computers have the potential to supplement the activities of a good teacher, the teachers must be trained to use the computers loaded with Spoken English software.

Erin N.Kig Ed.S (2008) has recommended, “Repetition, Repetition, Repetition” of the words and structures in teaching to slow learners for success. The teacher like the physician, uses test instruments to find out the difficulties faced by the pupils in English language learning.

VI. Finding

There is better remediation of disorders in speaking ability of the slow learners after teaching under Activity Centred Approach to teach English.

VII. Conclusion

Meaningful repetition of the exercises given in the textbooks by the teacher and the students will take up pupils of the slow learning category to the next higher level, the average category. Some of them may be climbing up the ladder to reach the superior category.

References

- [1]. Martin, Deirdre & Miller Carol. (2003). *Speech and Language Difficulties in The Class Room* (2nd ed.). London: David Fulton Publishers.
- [2]. Sultan Muhammad Khan.(2008). *Education of Slow Learner*. Retrieved from <File:///G:/Education Education of Slow Learner.htm>
- [3]. Levey Sandra, & Polirstok Susan.(2011), *Language Development*, New Delhi-110044:SAGE Publications. (Pp.243-270)
- [4]. Shreedhar Rao, Y.(2001),*Remedial teaching for Slow Learners*, The Hindu, (online edition), dated 2.01.2001.
- [5]. Ponnuchamy, Gitarani, Ed.D. (2012), “School English-as –a-Second Language Experiences of Students at Tertiary Institutions in Tamil Nadu, India: A Phenomenological Study”, University of Phoenix, Retrieved from <http://gradworks.umi.com/3510928.pdf>
- [6]. Kayi, Hayriye,(2006), “Speaking Activities to Improve Students’ Communicative Skills”. *The Internet TESL journal*”, Volume XII, (11). <http://iteslj.org/>
- [7]. Michael, McCarthy, (2003). *English Vocabulary in Use*. UK: CUP.Pp.4-7.
- [8]. Taylor Grant. (1999).*English Conversation Practice*, New Delhi -53:Tata McGraw- Hill Pub. Co. New Delhi-53. Pp 3-5.
- [9]. Yoon, Sunkyoung, Hoshi Kyoko and Zhao Hong, (The Evolution of Asian ESL Students’ Perceptions of Grammar: Case Studies of 9 Learners”. *Carleton Papers in Applied Language Studies*, Carleton University, April 2004. The_Evolution_of_Asian_ESL_Students_Yoon_Hoshi_Zhao.pdf
- [10]. Gillis, Gerald (Oct 2013), “ The Importance of Speaking Skills”. <http://www.geraldgillis.com/importance-speaking-skills/>
- [11]. Paliwal, A.K (2008). *A Handbook For Teachers of English*. Jaipur Royal Publication. Pp 111-113.
- [12]. Erin N.King, Ed.S.,(2008), *FAQ Parents ask about Struggling (Slow)Learners*. Retrieved October 15, 2008, from School PsychologistsFiles:Slow Learner FAQ Site: <http://schoolpsychologistsfiles.com/slowlearnerFaq.html>. pp 1&2
- [13]. edin_brow(2010), “REMEDIAL TEACHING”, Scribd, the World’s DigitalLibrary.