"A Study Of Diagnostic And Remedial Teaching Of Difficulties In Reading & Writing Errors In English Language At Upper Primary Level

Ms. Purva Gautam[1]
Asst. Prof.
B.Ed. College,
Jaipur

Mr. Ravi Gautam[2]
Asst. Prof.   Biyani Girls
Biyani Law College,
Jaipur

Abstract:

The researcher has done his research work and arrives at the conclusions on the basis of objectives and hypothesis that Upper Primary level students of 8th class performed an errors like reading and writing in teaching of English language. Errors in spelling, pronunciation in consonant sounds etc. The researcher has completed the research work and got the concluding remark for the study that there are some factors effect the language. The present study has its own importance in to improve the teaching learning activities among students in English language. Basically in this study the samples 60 had been drawn from various school to diagnose the errors and provide remedial instructions for reducing the errors in English language. In this study the researcher came to the conclusion that errors can be reduced with the help of good remedial teaching.

Keywords: Reading Error, Writing Error & Remedial Teaching.

- **Introduction:**

Research is a systematic work which is done by the researcher systematically. The procedure of the present research is based on difficulties of reading and writing errors in English language. Language is the whole expression of sound personality of an individual. Now, a day it is necessary to study language errors of an individual for developing scientific personality. The diagnostic test prepared on various aspects such as reading and writing errors of upper primary level students of 8th class. And accordingly provide remedial instructions for minimizing these errors. After data collection the researcher has done the analysis and interpretation of the results for the

findings of the study and drawn on the conclusion on the basis of hypothesis and researcher analyzed the data by using statistical techniques like percentage(%). The present study analysed the reading and writing errors of private school students.

- **Objectives of the Study:**

i. To study students reading and writing errors in English language by diagnostic test.

ii. To eliminate the students reading and writing errors in English language by remedial teaching.

iii. To study the impact of remedial teaching through achievement test in English language.

iv. To study the comparison between reading and writing error through diagnostic test in English language.

v. To study the comparison between reading and writing errors through achievement test in English language.

vi. To study the comparison between reading and writing error through diagnostic and achievement tests in English language.

1. **Research Hypothesis:**

- There is no significant difference between diagnostic and achievement test in English language of 8th class students.

- There is no significant difference between reading and writing errors find in English language of 8th class students through diagnostic test.

- There is no significant difference between reading and writing errors find in English language of of 8th class students through achievement test .

- **Research Methodology:**

Method –The researcher has planned to apply experimental method for the present study.

Sample –

The researcher is used sample of 60 students. Purposive sampling method is used by the researcher.

Tool –

The researcher is used Diagnostic Test in research for collection of data.

The researcher is used achievement test for data collection.

- **Source of Data Collection:**

    i.   The primary source of data is the test performance of 8th class students in

          reading and writing errors.

    ii.   The secondary source of data is text books of English subject.

- **Statistical Techniques:**
  The role of statistics in research is to function as a tool in designing research and analyzing its data and drawing conclusions from them. In this study the researcher has adopted the percentage. Percentage is used for analysis of data collection.

  - **Result:**

  - **OBJECTIVES:**
    To study student's reading and writing errors in English language by diagnostic test of 8th class students:

TABLE: 1

S.No.	Error Name	% Error Found	% Error Not Found
1.	Reading Error	41.17%	58.33 %
2.	Writing Error	48.34%	51.66 %

- **To study student's reading and writing errors in English language by achievement test of 8th class students:**

TABLE: 2

S.No.	Error Name	% Error Found	% Error Not Found
1.	Reading Error	25%	75 %
2.	Writing Error	14%	86 %

-

To study the comparison between diagnostic test and achievement tests of 8th class student's in reading and writing errors in English language:

TABLE – 3

S.No.	Error Name	Diagnostic Test		Achievement Test	
		Error	**No Error**	**Error**	**No Error**
1.	Reading Error	41.17%	58.83%	25%	75%
2.	Writing Error	48.34%	51.66%	14%	86%

- **To study the comparison between reading and writing errors through diagnostic test in English language of 8th class students:**

TABLE – 4

S. No.	Error Name	Error %	Error Difference %
1.	Reading	41.17	7.17%
2.	Writing	48.34	

- **To study the comparison between reading and writing errors through achievement test in English language of 8th class students:**

TABLE – 5

S.No.	Error Name	Error Found %	Error Difference %
1.	**Reading**	**25%**	**11 %**
2.	**Writing**	**14%**	

- **To study the comparison between reading and writing error through diagnostic and achievement tests in English language of 8th class students:**

TABLE – 6

S.No.		Diagnostic test Error Difference %	Achievement test Error Difference %
1.	Reading	7.17%	11%
2.	Writing		

Reading & Writing Error Difference
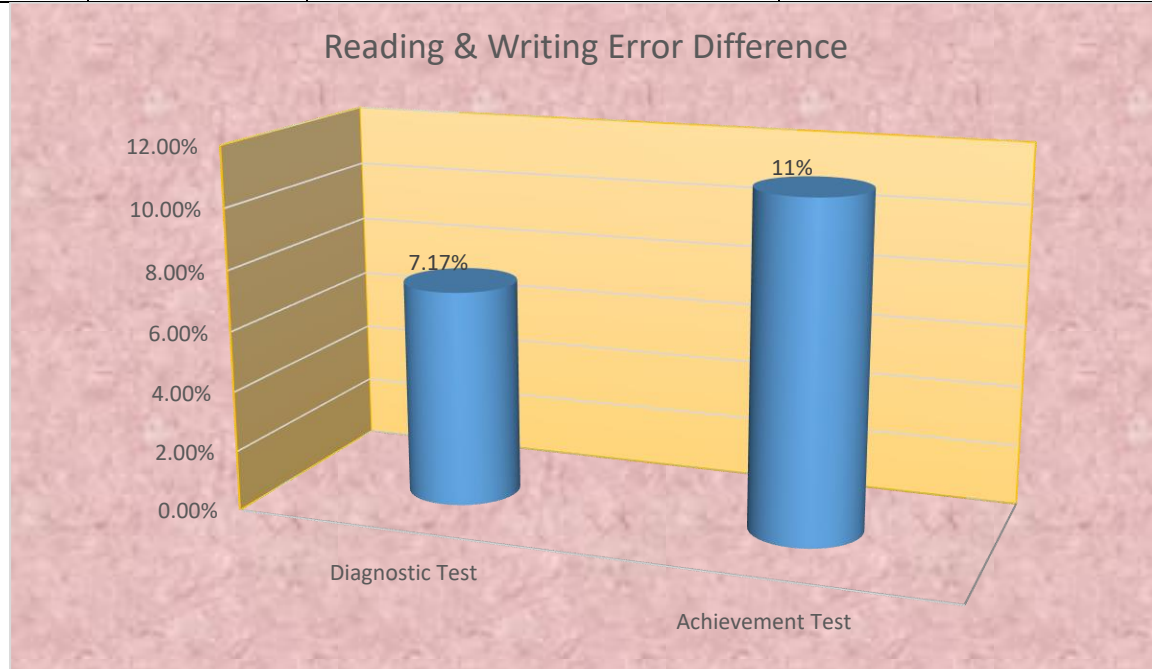
- **Findings in the study:**

H$_1$ -To study the comparison between reading and writing errors through diagnostic test in English language of 8th class students:

The researcher studied the comparison between reading and writing errors by diagnostic test of 8th class students. Students were performed reading error is 41.17% and writing error is 48.34% in English Language.

The researcher found difference between reading and writing errors is 7.17% in English Language by Diagnostic test. According to this difference is not significant at the level of significance 0.05 or 95%. So the hypothesis **there is no significant difference between reading and writing errors in English language of 8th class students through diagnostic test** is rejected. So we conclude that writing error is more than reading error in English Language of 8th class students.

H₂ -To study the comparison between reading and writing errors through achievement test in English language of 8th class students:

The researcher studied the comparison between Reading and Writing Errors by achievement test in English language of 8th class students. Students were performed reading and writing errors in English language is 25% & 14%.

The researcher found difference between reading and writing errors is 11% in English language by achievement test. This difference is not significant at the level of significance 0.05 or 95%. So the hypothesis **there is no significant difference between reading and writing errors in English language of 8th class students through achievement test** is rejected. So, we conclude that reading error is more than writing error in English Language of 8th class students.

H₃ - To study the comparison between reading and writing error through diagnostic and achievement tests in English language of 8th class students: The researcher studied the comparison between reading and writing errors through diagnostic and achievement tests in English language of 8th class students. The researcher found difference between reading error is 7.17% and writing error is 11% in English Language. This difference is not

significant at the level of significance 0.05 or 95%. So the hypothesis **there is no significant difference between diagnostic and achievement tests of 8th class students in reading and writing errors in English language** is rejected. So, we conclude that reading and writing error is less in achievement test in English language of 8th class students.

- **Educational Implications:**

  The main implications of the research study can be stated as follows:-

1) The investigator has prepared a tool called English Diagnostic Test to track the reading and writing errors among upper primary level students. This test has its significance and is very useful for school students to identify the errors and diagnose the problems in teaching learning activities in English language.

2) The researcher has applied same test after 'English Remedial Program' to reduce the errors in English language among 8th class students. This remedial programme is very useful for students, teacher, researcher to improve their methodology in English for effective learning.

3) The tool English Diagnostic test and Achievement test after Remedial Teaching will be very useful for researchers doing in this field.

4) This research will be helpful in providing guidelines and motivation for the new researcher in the field of ELT(English Language teaching)

5) This research work will be helpful for the govt. or curriculum experts for revising the prescribed text books, contents in the curriculum, teaching methodology or strategies etc.

- **References:**

- **Ahuja, Ram** (2001)**:** "Research Methodology", New Delhi: Rawat Publication.

- **Basotia, G.R. & Sharma K.K.** (2002)**:** "Research Methodology", Mangal DeepPublication, Jaipur (India)

- **Bhatnagar, R.P. (2007):** "A Text Book of General English: Grammar & Composition", Jaipur, Popular Book Depot

- **Bisht, Abha Rani** (2007)**:** "Teaching of English in India", Vinod Pustak Mandir, Agra-2, 12th Edition