



## Remedial Course on English Language

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**Abstract:** *This article describes the context of the transitional period and reviews classroom principles and related techniques that have already emerged. This study probes the effect of a remedial English course in raising the level of English proficiency. Using a quasi-experimental design, it tracks underprepared students. Comparisons between the scores in the pre-test and post-test are used to determine the significance of the change the treatment gives the students*

### 1. INTRODUCTION

Remedial education is a program that educational institutions implement to enhance low-achieving students' academic performance to the expected standards of their academic year. A remedial program is designed to enable students to gain the skills necessary to complete college level courses and academic programs successfully. It is based on the recognition that some students come to university with skills not suited for competent participation in the programs on offer.

### 2. SCOPE AND IMPORTANCE OF REMEDIAL COURSE ON ENGLISH LANGUAGE

Remedial course on English Language is a special learning activity to provide additional learning opportunities for underachieving students to help them meet the minimal academic standards. To implement the remedial programs, first identify the weak students in studies, then assess the student's abilities and investigate reasons behind their poor academic results. Evaluate the outcome of the student's learning. The goal is to help underachievers meet the minimum academic standards of the general curriculum.

The purpose of implementing an English remedial program is to improve student's English ability and enhance their learning interests and self-efficacy.

#### 2.1. Topics

Following areas to be covered to meet the minimal academic standards.

- **Reading**

Remedial reading provides students with a chance to catch up on basic reading skills. No matter how fast a student reads or how many words he understands, he won't do well on assignments if he can't comprehend the main points of an article. Reading comprehension is a primary focus in most remedial classes.

- **Writing**

Writing and reading are intimately related, and students with good reading skills often see their writing improve.

- **Vocabulary**

Students will only comprehend speed reading material if their vocabularies are sufficient to quickly process and understand the words. Students should also learn the meanings of commonly-used prefixes and suffixes to help them decipher the meaning of unknown words.

- **Phonics**

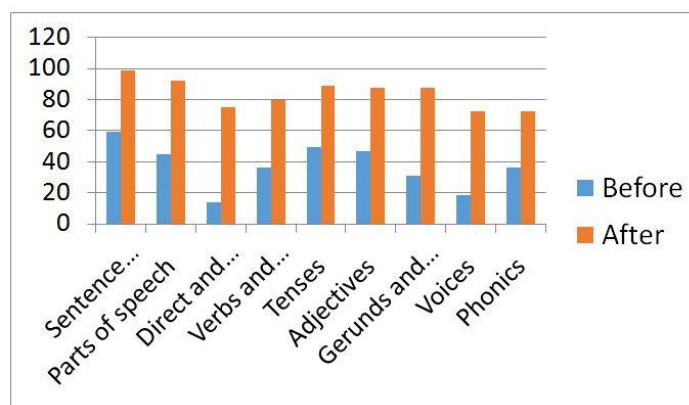
Phonics is essential to reading instruction and readiness for reading advancement. phonics helps students build and decode words based on familiar blends and beginning and ending sounds. Especially the area is useful to International students of University.

The following table contains topics which will teach in the Remedial course on English Language.

Sl. No.	Topics
1	Basic Grammar
2	Sentence formation
3	Verb & Infinitives
4	Parts of Speech
5	Gerunds & Articles
6	Tenses
7	Direct & Indirect Speech
8	Voices
9	Communication overview
10	Writing skills
11	Presentation skills
12	Adjectives
13	Phonics

### 3. IMPACT ASSESSMENT

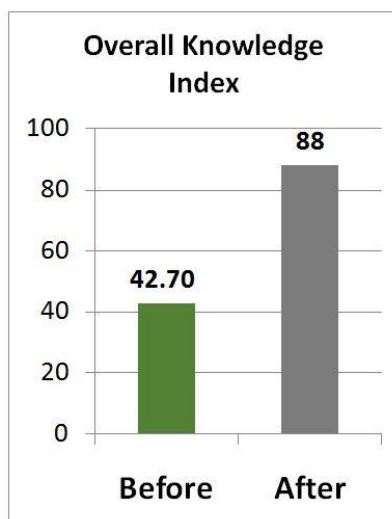
Impact assessment is a means of measuring the effectiveness of the course. Impact is seen as the contribution of the intervention to the overall goal. It is intended to explain the relationship between the proficiency in the grammar and composition at pre-test and the change that relationship undergoes after the remedial course that is in post-test.



**Note:** In the above figure BEFORE means Pre-test and AFTER means post test

### 4. PRETEST VS. POSTTEST

Comparison of means of the scores in the pretest and posttest show that performance improved in the posttest. In Figure below, the knowledge index after the course (88 %) as compared to knowledge index before the course(42.7%).



**Figure.** Comparison of Total Scores in Pre-test and Post-test

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## AUTHOR'S BIOGRAPHY



**Mr. Kiran Kulkarni**, born in Mumbai, Maharashtra. He did his schooling in Shimoga, Karnataka. He completed his U.G. studies in Dharwad and P.G. studies in Karnataka University Dharwad. Presently, serving as Young Professional-II (Teacher of English Language) in Institutional Development Plan (IDP), NAHEP, UAS, Dharwad. This article describes the context of the transitional period and reviews classroom principles and related techniques that have already emerged. This study probes the effect of a remedial English course in raising the level of English proficiency.

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