

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

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### ARTICLE DETAILS

**Research Paper**

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#### Keywords:

*English language, pronunciation, grammar, reading and writing errors*

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### ABSTRACT

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 8<sup>th</sup> 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 analyzed the reading and writing errors of private school students.

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### INTRODUCTION

The field of teaching is very broad and extensive. English has been the considered to be the first global lingua franca. In today's modern world English language has become part and parcel of every existing field. In today's era of globalization the English language is widely accepted as an international and connecting language all over the world. To be successful and keeping pace with the globalized

world one has to adopt in the English language. To master this language one has to work on reading and writing errors in English.

The need for learning spoken English has over the last few decades grown enormously all over the world. Now, the demand of English language has gone up considerably. People are no longer content with acquiring only the reading and writing skills of the language they want to be able to speak it too and speak it in a way that they are understood not only by their next day neighbor, but also by the English knowing inhabitant of a distant continent. Such desire to be able to speak English intelligibly and acceptably is clearly seen in the rapid rise of the number of English schools in recent years.

“Our Youth should be acquire knowledge from all sources and contribute their share to its expansion and development. In the attainment of this objective study of English is bound to play an important part.”

An error is something you have done which is considered to be incorrect or wrong, or which should not have been done. An error is an action which is inaccurate or incorrect. In some usages, an error is synonymous with a mistake. In Statistics “error refers to the difference between the value which has been computed and the correct value.

English plays an important role in our school and society. Therefore the stress in English language increases in these modern days. Reading and writing errors will help the students to improve reading and writing errors. We can learn much by carefully evaluating what children are doing incorrectly when they read. Students face difficulties in reading because they lack specific skills necessary skills to read the word correctly. Often by carefully observing this exact errors we can learn specific weakness and determine which skill need to help the student development so they can advance their reading.

### **NEED OF THE STUDY:-**

Today, the major problem faced by the students is the difficulties in English language learning. Especially they feel difficulty in English language like reading and writing errors. Pronunciation is a very significant aspect of language learners. It must be properly and methodically take care of we know that children first listen, speak, read and write language.

It is only through finding for reading error and writing errors in English language at upper primary level students. Now days, there are so many errors facing the teacher in teaching English language such as errors in reading and writing. The students of upper primary level are not achieved

properly due to the lack of trained and efficient English teaching. The students faced many problems in spelling and pronunciation so the researcher wants to narrow down the research in a very specific manner and identify the problems of errors in reading and writing of 8<sup>th</sup> class students. The researcher has to plan and prepared a diagnostic test tool to study the condition of students faced errors problems in English language.

## RELATED REVIEW

1. **Kumar, Vinodh (2007): “Errors in oral expression of English language by secondary students.** “The main Objectives: 1. To collect errors in terms of deviance in randomly selected secondary school students of classes VIII, X and XII. 2. To study the efforts of the teachers to improve the oral expression of the learners. 3. To analyze and find out the sources of these errors. 4. To suggest remedial measures to improve the oral expression of the learners. The major Findings: Deviance in different fourteen areas found. The learners of the school under study committed 535 (40%), 456 (35%) and 396 (25%) deviance in the class VIII, X and XII respectively. The highest rate of deviance found in pronunciation of vowel sounds 395 (28.4%).The second highest rate of deviance found in pronunciation of consonant sound 316 (22.7%). Learner's rate of deviance in terms of not clear pronunciation was 145 (10.4%). The least rate of deviance in terms of replacement and unclassified deviance was 11 (0.79%). The deviance were in terms of deletion, repetition, hesitation and missing i.e. 14 (1.00%), 15 (1.08%) and 15 (1.08%) respectively.
2. **Khansir (2008) made “a study of Syntactic Errors in English committed by 100 B.Com second year students in several colleges of University of Mysore, India.”** An English grammar test based on the textbooks of the studied colleges and including areas like auxiliary verbs, passive and tenses was developed and used by the researcher. The study revealed that the areas of highest to lowest percentage of errors made by the sample were Tenses (39), use of Auxiliaries (33) and Passive Voice (28); and the major source of errors was learning strategies of the learners.
3. **Narayanan, Rajasekaran and Iyyappan (2008) “studied the errors in written English by the students of Engineering and Technology.”** The sample comprised of 408 first year students of Engineering and Technology from four Engineering colleges and one Deemed University in and around Chennai. The sample spoke their first language (Tamil) at home and with their friends. Following the guidelines of Ellis (1995), data were collected by means of a Corpus of Language



developed through samples of written work by the sample of the study. For identification of errors, taxonomy of errors was developed and the errors to be focused on in the study were classified into five major categories of Grammatical, Syntactic, Lexical, Semantic and Substance (mechanics + spelling) errors; each category having been divided further into sub-categories. Percentage-wise, the hierarchy of areas of errors was found to be: Substance (36.39), Grammar (25.67), Syntax (18.014), Lexis (10.63) and Semantics (8.87). Unlike the common notion, the Male students were found to have performed better than the Female students in the written test. The research also concluded that most of the errors were caused by and over-application of L2.

**4. Srinivasa Rao, R. (2008), “The diagnostic study of reading disability among school children.”**

The main objectives of the study were: (i) to investigate the main causes of reading difficulties, (ii) to identify and analyse the psychological, sociological and educational factors affecting growth in reading performance, (iii) to relate reading difficulties with achievement in certain school subjects, and (iv) to make case studies of school children with special type of reading difficulties. A sample of 300 students studying in classes V, VI and VII of ten schools of Andhra Pradesh were selected following the stratified random sampling procedure. Due representation was given to the sex of the individual location and management of the school. The major findings of the study were: (i) Among the personal characteristics studied, visual discrimination, auditory discrimination, general health condition and general mental ability of children showed high positive relationship. (ii) Reading skills of children were mostly dependent on the socio-cultural background of their families. Students from highly developed and culturally advantaged families performed better on the reading tests when compared to those children who hailed from backward and culturally disadvantaged families. (iii) Reading achievement of school children in total was normally distributed. Students performed fairly well on the subtests of word meaning in isolation, word meaning in the context, and word meanings in antonyms, but were poor and below average achievers in the subtests of word meaning with prefixes and suffixes and word meaning with their roots. (iv) Children from socially and culturally backward families suffered from language deficiency and lagged behind in the reading skills.

**5. Desai, K.G. (2009). “Diagnosis of defects in language ability of children studying in standard IV and a try-out of a remedial program for their correction.”** This project was undertaken to diagnose the defects in language learning of pupils of grade IV based on their learning during the first three years and to try out a remedial programme to correct the defects. The investigator first analyzed the contents of the language textbook of grade III and prepared a vocabulary list of



difficult words and phrases as also the points of functional grammar as evidenced in the exercises given at the end of each lesson in the textbook. A pilot achievement test based on the difficult vocabulary and functional grammar that the pupils were supposed to have learnt till grade III was prepared. It included exercises on reading, speaking and writing. The findings were: 1. Most of the defects in language learnt during the first three years of the primary school comprised errors of spelling, missing letters while writing, bad handwriting, faulty pronunciation, wrong forms of tenses in verbs, and of participles, and lack of knowledge of how to transform sentences. 2. It was observed that weak teaching or total neglect of teaching in some schools by teachers was the main cause of wrong learning. Added to this was the apathy of parents towards their wards' education, particularly in municipal schools.

### **ANALYSIS OF REVIEW:**

The Errors in English Language for reading and writing errors. Lack of writing activities may lead to weakness in the writing skill as a result a lot of errors in students will occur. For spelling errors lack of reading activities as a result student's pronunciation errors in reading Comprehension words and sentences.

### **PROBLEM STATEMENT :-**

*“A study of diagnostic and Remedial teaching of difficulties in Reading & Writing errors in English language at Upper Primary Level.”*

### **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.

### **RESEARCH METHODOLOGY:**

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

### **SAMPLE OF THE STUDY:**

“Sample is a group of such units selected from whole unit groups which represents entirely whole of the units and groups.”

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

**TOOL:-**

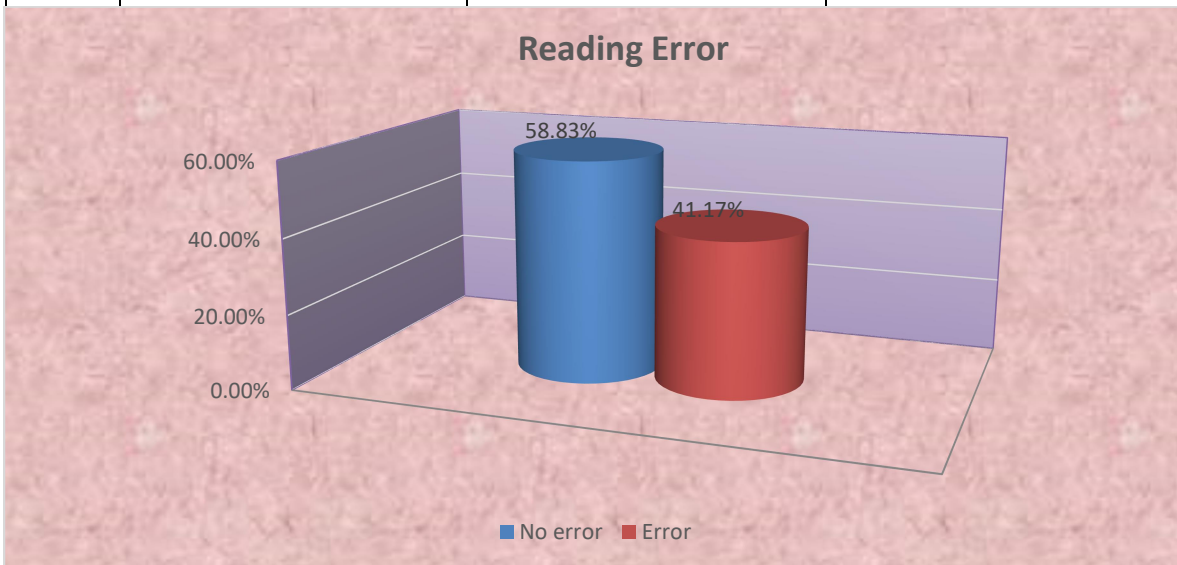
- i. The researcher is used Diagnostic Test in research for collection of data.
- ii. The researcher is used achievement test for data collection.

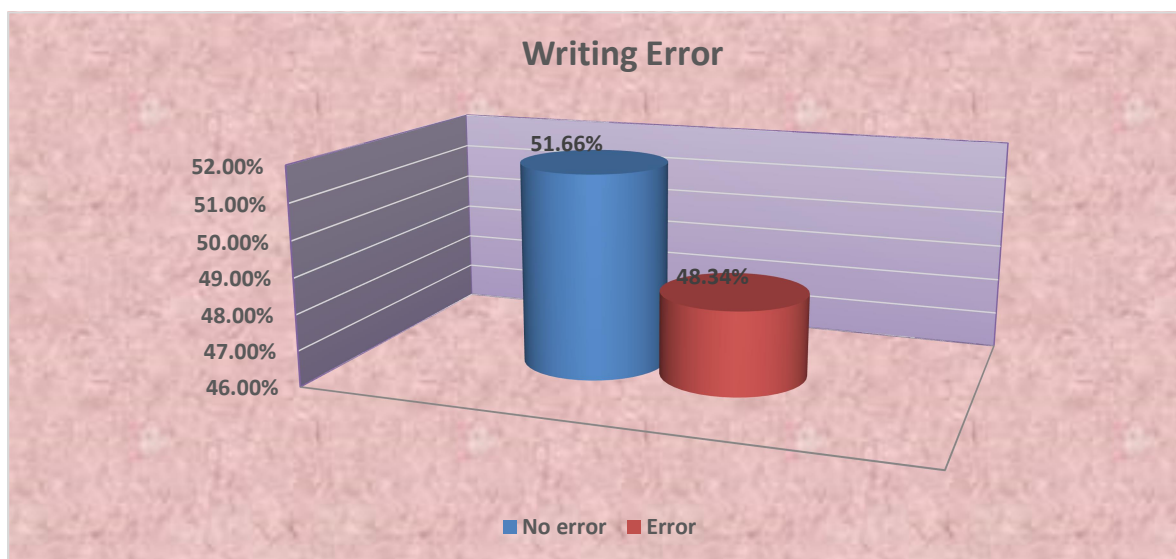
**STATISTICS OF THE STUDY:**

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.

**OBJECTIVES To study student’s reading and writing errors in English language by diagnostic test of 8<sup>th</sup> class students:**

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





**RESULT:-**

The above table gives the study of reading & writing errors in English language by the subjects on whom the diagnostic test was administered 60 samples given. The researcher found that the average percentage of reading error is 58.83% students were not performed reading error. 41.17% were performed reading error. The Researcher found that the average percentage of writing error is 51.66% students were not performed writing error. 48.34% students were performed writing error.

**Conclusion:-**

The researcher studied reading & writing errors in English language by the subjects on whom the diagnostic test was administered 60 samples given. The researcher found that reading error is 41.17% students were performed reading error in English language. The Researcher found that writing error is 48.34% students were performed writing error in English language.

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**WEBSITES:-**

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- <https://files.eric.ed.gov>
- <https://books.google.co.in>>books
- [www.inflibnet.ac.in](http://www.inflibnet.ac.in)
- [www.thoughtco.com](http://www.thoughtco.com)