

**UNIVERSIDAD NACIONAL DE LOJA
AREA DE EDUCACION, ARTE Y
COMUNICACION
ENGLISH LANGUAGE DEPARTMENT**

**"THE REMEDIAL ACTIVITIES WITHIN THE
EVALUATION PROCESS OF THE ENGLISH
LANGUAGE WITH THE STUDENTS AT
SUSUDEL TECHNICAL HIGH SCHOOL,
ACADEMIC PERIOD 2010-2011."**

Thesis as previous requirement to
obtain the Licentiate's degree in
Sciences of Education. English
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AUTHOR:

ALCIVAR HERNAN RODRIGUEZ CASTILLO

THESIS ADVISOR:

DRA. M. Sc. BERTHA RAMON RODRIGUEZ.

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CERTIFICATION

Dr.

Bertha Ramón

TEACHER OF THE ENGLISH LANGUAGE CAREER

CERTIFIES:

That the research work titled “THE REMEDIAL ACTIVITIES WITHIN THE EVALUATION PROCESS OF THE ENGLISH LANGUAGE WITH THE STUDENTS AT SUSUDEL TECHNICAL HIGH SCHOOL, ACADEMIC PERIOD 2010-2011” carried out by Alcivar Hernán Rodríguez Castillo, has been supervised, guided and evaluated in each one of its parts; in consequence I authorize its presentation, sustentation and defense.

Loja, September 29th, 2012

DRA. M.Sc. Bertha Ramón Rodríguez

THESIS ADVISOR

AUTHORSHIP

All the concepts, procedures and information gathered in the present research work called “THE REMEDIAL ACTIVITIES WITHIN THE EVALUATION PROCESS OF THE ENGLISH LANGUAGE WITH THE STUDENTS AT SUSUDEL TECHNICAL HIGH SCHOOL, ACADEMIC PERIOD 2010-2011” are absolute responsibility of the researcher.

Alcivar Hernán Rodríguez Castillo

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The Author

DEDICATION

First of all, I dedicate my thesis work to God for guiding my path, to my son Alan Jael, for being my inspiration and to my parents: Vicente Rodriguez and Otilia Castillo for giving me support, confidence and advice to achieve my goal, also to all my family and friends who offered me their help and friendship in every stage of my life.

Alcívar Rodríguez

GEOGRAPHIC AREA OF THE RESEARCH

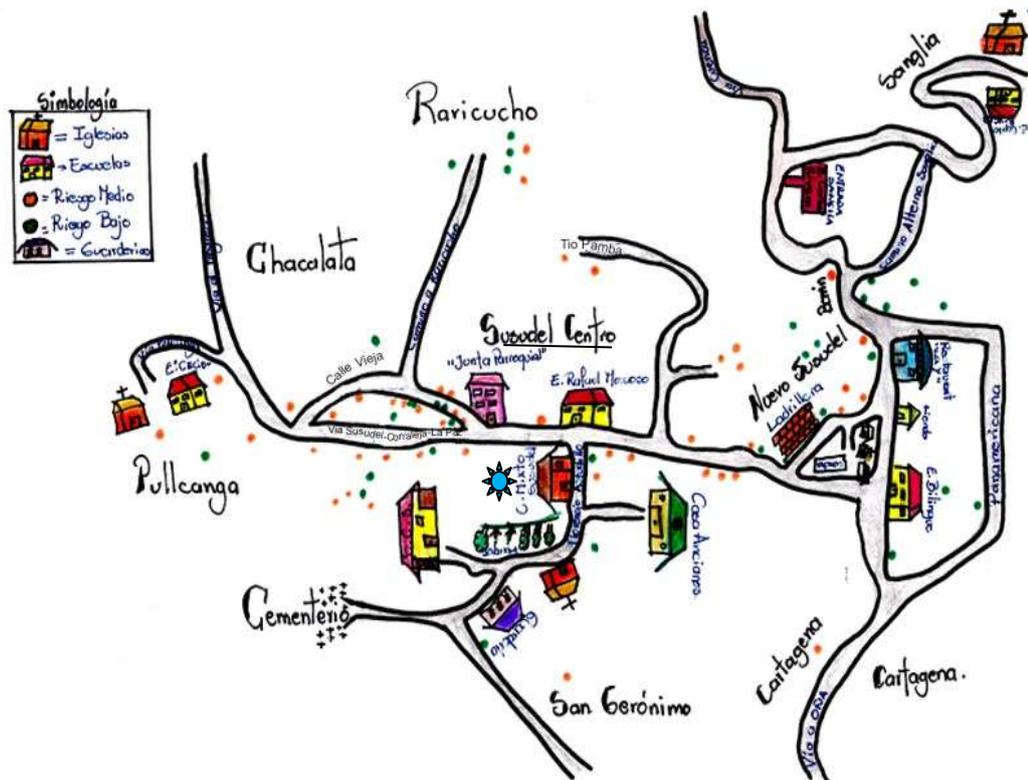
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a. THEME

**“THE REMEDIAL ACTIVITIES WITHIN THE EVALUATION
PROCESS OF THE ENGLISH LANGUAGE WITH THE
STUDENTS AT SUSUDEL TECHNICAL HIGH SCHOOL,
ACADEMIC PERIOD 2010-2011”**

b. SUMMARY

The thesis entitled “THE REMEDIAL ACIVITIES WITHIN THE EVALUATION PROCESS OF THE ENGLISH LANGUAGE WITH THE STUDENTS AT SUSUDEL TECHNICAL HIGH SCHOOL, ACADEMIC PERIOD 2010-2011”. The research problem is, how the remedial activities influence on English Language Learning at “Susudel Technical” High School. This problem is pertinent; because it is a theme that can help the English teachers and students of the researcher institution to solve many problems around the teaching and learning process. The researcher establishes as general objective, to research the influence of the remedial activities on the English language learning.

In the methodology, the scientific, descriptive, analytical-synthetic and the explicative methods were used; the survey was used as technique. The researcher worked with 86 students (all population) and 3 English teachers of “Susudel Technical” High School.

Once applied the methods, techniques and instruments of the research it was gotten some important results such as: remedial activities influence on the students’ English language learning, English teachers are not using remedial activities constantly and finally a big percentage of students at Susudel Technical High School need remedial education.

c. INTRODUCTION

Remedial activities are important in the teaching-learning process because through them students can reinforce the knowledge gained in the classroom, and teachers can realize if students are acquiring the knowledge or not. These activities are to provide learning support to pupils who lag far behind their counterparts in school performance.

On the other hand the general problem of the research work is: How do the remedial activities influence on English Language Learning with the students at “Susudel” Technical High School. Academic Period 2010-2011? And the subproblems are: Which are the remedial strategies that the teachers use to reinforce the students’ learning of the English Language at “Susudel” Technical High School? Academic Period 2010-2011. And how do study habits influence the students’ learning of the English Language at “Susudel” Technical High School? Academic Period 2010-2011

The researcher selects this problem because it is considered essential to know if remedial activities influence on the English Language learning.

During this research it was established two specific objectives: the first one refers to determine the remedial strategies that teachers use to reinforce the students’ learning of the English Language at “Susudel” Technical High School. Academic

Period 2010-2011. The second one is to establish how study habits influence the students' learning of the English Language at "Susudel" Technical High School. Academic Period 2010-2011.

Taking into account these objectives the researcher established the following general hypothesis. The remedial activities influence on the English Language Learning with the students at "Susudel" Technical High School. Academic Period 2010-2011.

Also in the methodology the scientific, descriptive, the analytical-synthetic and the explicative methods were applied; likewise the survey was used as technique, and finally the field work was constituted by all the English teachers and students at Susudel Technical High School because the population is small it was not applied the formula to get the sample.

This research work contains the following parts:

First, the *summary*, where you can find a sum of the most important aspects of the research.

The *introduction* has a very detailed explanation of every step in the research.

Literature review refers to the main theoretical references which was used to contrast with the collected data to prove or disapprove the hypotheses. The topics are: definition of remedial activities, remedial teaching, remedial strategies,

homework, study habits, some study habits that are consider bad and English language learning

After, the researcher has resources and methods, which contain the design of the research, methods, techniques and instruments and the population that helped to the researcher in the field work.

Then, the *results* where all the questions of the survey are presented through statistics tables and graphic representations, each question has the respective interpretation and analysis.

The discussion, where we analyzed the results of major tendency, in order to know if the stated hypotheses at the beginning of the research are accepted or denied.

Finally, the researcher set up the “Conclusions and recommendations” the same that are based on the students’ and teachers’ answers to the questions of the survey.

d. LITERATURE REVIEW

DEFINITION OF REMEDIAL EDUCATION

“Remedial education is education which is designed to bring students who are lagging behind up to the level of achievement realized by their peers”¹. Most commonly, remedial education comes up in the context of postsecondary education which is designed to provide students and adults with basic skills which they did not learn before.

There are a number of reasons why a student might need remedial education. Some students attend schools of poor quality, and don't receive adequate grounding in language to prepare them for college or life. Other students may have transferred in and out of schools or missed school a lot, creating gaps in their education which contribute to lack of knowledge in core subjects. Students may also have learning disorders and other issues which have impaired their ability to learn.

REMEDIAL TEACHING

CONCEPT OF REMEDIAL TEACHING.

‘To remedy’ means to cure against a defect. Therefore, remedial teaching is providing instructional correctiveness. “It is a process of filling in the gaps in the previous learning, a process of removing distortions that have crept into students’

¹S.E. Smith.www.wisegeek.com/what-is-remedial-education.htm.2003-2011

learning. It is a type of instruction through which errors are corrected and repetition of earlier flows is prevented”².

It is a purposeful effort to reinforce the forgotten parts introduced earlier. To sum up, it is an instructional effort to upgrade underachievers by remedying their errors.

OBJECTIVES OF REMEDIAL TEACHING

“The aim of remedial teaching is to provide learning support to pupils who lag far behind their counterparts in school performance. By adapting school curricula and teaching strategies, teachers can provide learning activities and practical experiences to students according to their abilities and needs”³. They can also design individualized educational programs with intensive remedial support to help learners consolidate their basic knowledge in different subjects, master the learning methods, strengthen their confidence and enhance the effectiveness of learning.

To develop students' generic skills, including interpersonal relationship, communication, problem-solving, self-management, self-learning, independent thinking, creativity and the use of information technology. Such training can lay the foundation for students' life-long learning, help them develop positive attitudes and values, as well as prepare them for future studies and career.

²<http://59.163.61.3.8080/Gratest/ShowTextfile.do>

³<http://59.163.61.3.8080/Gratest/ShowTextfile.do>

NEED AND UTILITY OF REMEDIAL TEACHING.

Remedial teaching is useful to students and teachers because:

- It fills in the gaps that have developed into student's learning.
- It provides for reinforcement of the parts or structures that are forgotten due to disuse.
- It rectifies the concepts in English that have been misunderstood.
- It provides correct and necessary foundation which is useful for future learning.
- It hastens the process of English language learning.
- Underachievers are promoted to put in more efforts to update their learning as a result of which there is homogeneity in the class.

PROCEDURE OF ORGANIZING REMEDIAL STRATEGIES

Procedure of organizing remedial teaching involves four steps. They are:

Classification of underachievers:

The students who commit similar errors in an area of English learning can be grouped together.

Principles to be followed:

For effective remedial teaching, following maxims should be followed.

- Some errors and unaccepted norms creep into learning because of factors like lack of motivation, poverty, bad health, ineffective teaching.

Therefore, sympathetic treatment is a must. It is a part of remedial teaching.

- Emotional security should be provided to the students.
- Accuracy of diagnosis and correct classification should be ascertained.
- Multi-media approach should be used.
- Skills of reading and writing should be developed together with good study habits.

Selection of correctives:

Selection of correctives depends on the nature of errors and causes of those errors. E.g. Errors might be caused due to inadequate learning in the past and therefore re-teach would become necessary.

Use of correctives:

Once a diagnosis is made, classification of students is properly made and correctives are properly selected, the correctives can be put to use. Correctives can be applied individually i.e. one student at a time or to a group. The teachers who take up the remedial teaching should have a suitable attitude and skill remedial teaching cannot be associated to daily teaching. It is a compensatory teaching.

EVALUATION OF AUTCOMES FROM REMEDIAL TEACHING

Evaluation is said to be a continuous process. “Therefore, effectiveness of correctives, methods used and the difference in achievement in an area of underachievement should be evaluated. The diagnostic test given earlier to detect

flows can be treated as the pretest. The same test can be used as the post-test. The average scores of two tests can be compared. A significant difference between the two average score would mean that application of correctives and use of methods has resulted in remediation. If not, suitable modifications are needed. Thus, evaluation refers not only to average scores but every aspect of diagnosis and remediate”.⁴

REMEDIAL STRATEGIES

DIAGNOSTIC TESTING AND REMEDIAL TEACHING IN ENGLISH.

Learning is a complex activity that involves many skills like comprehension speaking, reading and writing. These skills, moreover, consist of many sub skills. “As a matter of fact, learning of English is a continuous process i.e. learning and mastering of one structural item serves as the foundation for further learning. Therefore, each layer of learning should be strong and long lasting. Then alone the entire learning of English will be good”.⁵

But as time passes, some gaps are created in the learning. Because of law of disuse, students tend to forget some learning. Sometimes, some concepts are not correctly and fully understood. All these drawbacks create obstacles in the process of future learning and it is adversely affected. For that reason, it becomes necessary to detect the defect, should be set right with the help of correctives for

⁴<http://59.163.61.3:8080/Gratest/ShowTextfile.do>

⁵http://59.163.61.3:8080/GRATEST/SHOWTEXTFILE.do?page_id=user_image&user_image_id=400

this purpose, the practices of diagnostic testing and remedial teaching have been introduced.

CONCEPT OF DIAGNOSTIC TESTING

The teacher, like the physician, uses test instruments to obtain Scientific and definite proof for making better diagnosis of students' difficulties in learning. Therefore, diagnostic tests can be defined as the tests which provide a detailed picture of strengths and weaknesses in the areas of students' learning. These tests are instruments to find out gaps in their learning.

NEED AND UTILITY OF DIAGNOSTIC TEST

Diagnostic tests are useful to the teachers of English for many reasons:

- Identify students who make slow progress in English language learning.
- Identify the causes of slow progress among student.
- Locate specific weaknesses in an area of English learning.
- Identify the specific areas which need remediation.
- Ascertain the basis for planning remedial teaching in an area of linguistic skills.
- Provide proper feedback to students.
- Place the students properly in the learning process of English.
- Hasten the process of English language learning.
- Heighten the efficiency of teaching learning process.

- Modify and adjust methods of providing learning experiences.

HOMEWORK.

“It refers to tasks assigned to students by their teachers to be completed mostly outside of class, and derives its name from the fact that most students do the majority of such work at home”.⁶ Common homework assignments may include a quantity or period of reading to be performed, writing or typing to be completed, problems to be solved, a school project to be built or other skills to be practice.

MAIN OBJECTIVES AND REASONS FOR HOMEWORK.

The basic objectives are:

“To increase the knowledge and improve the abilities and skills of the students. However, opponents of homework cite homework as rote, or grind work, designed to take up children's time, without offering tangible benefit”.⁷

Homework may be designed to reinforce what students have already learned.

Prepare them for upcoming (or complex or difficult) lessons, extend what they know by having them apply it to new situations, or to integrate their abilities by applying many different skills to a single task.

⁶,BUELL,John.Closing the Book on Homework: Enhancing Public Education and Freeing Family(2004)

⁷BUELL,John.Closing the Book on Homework: Enhancing Public Education and Freeing Family(2004)

Homework also provides an opportunity for parents to participate in their children's education.

HOMEWORK STRATEGIES

Effective study skills can help to speed up the completion of homework, giving a student more free time.

In cases where the teacher assigns homework verbally or on the chalkboard, the student can avoid forgetting or misremembering the assignments by writing them down and keeping them well-organized in a notebook, planner, or agenda. It is also recommended that one develop a strategy that decreases the student's chances of forgetting completed homework at home.

“Students with a positive attitude toward homework, who enjoy it and work on it enthusiastically, generally complete their homework faster than if they view their homework negatively, reluctance and resistance can make homework take longer,. Minimizing distractions, by studying in a quiet room and leaving the TV off, etc., make it easier to concentrate and get homework done faster, while doing a better job. Contrary to specialists' recommendations, there is no evidence that the radio, as opposed to the television, hinders performance. This may be because radios emit only audio and no video, so there is less distraction”.⁸

⁸BUELL,John.Closing the Book on Homework: Enhancing Public Education and Freeing Family(2004)

STUDY HABITS

LEARNING GOOD STUDY HABITS

“With many habits, the sooner you start practicing and developing good habits, the better chance you will have that you will continue with them. We all know that good study habits are essential to educational success. Good study habits are an important part of any student's success. We probably can diminish the academic dishonesty by promoting good study habits with students, and letting the students know that good study habits are very important when it comes to school. Good study habits are a great tool to have in the toolbox of life”.⁹

There have been numerous tips students can use as a guide for good study habits. A good way to stay organized is to use folders so you child can keep his/her assignments until needed and it is a great way of staying organized. Once children reach the grades where homework and tests are part of the curriculum, there are many things parents can do to encourage good study habits. An effective way to study is to study before and while you do the homework. A little amount of homework may help elementary school students build study habits. Being organized and having homework routines are the most important things in helping your child develop good study habits for life.

“All learning, however, is a process which settles into certain steps. Students with learning problems, however, may still have generally inefficient and ineffective study habits and skills. Becoming aware of your learning style will

⁹FISHMAN, David and FISHMAN, Melissa.<http://ezinearticles.com/?Learning-Good-Study-Habits&id=366399>.(2006)

help you to understand why you sometimes get frustrated with common study methods”.¹⁰

Effective study habits are a very important part of the learning process. Good study habits are all about keeping to a daily routine and giving all subjects equal treatment. If your study habits are weak, take a "study skills" course or have someone show you good study habits. The problem is that those high school study habits are hard to shake. Hard work and good study habits are assets that should be nurtured. Motivation and study habits are obviously crucial as well. Good habits are important for all students to protect investments of time and money and to achieve educational goals. After that experience your study habits are permanently altered, this will help your own preparation as you start teaching and last a lifetime. The main priorities are class attendance, time management, and great studying habits are necessary workings for an academic success.

THE TEN STUDY HABITS OF SUCCESSFUL STUDENTS

Successful students have the following good study habits:

1. Try not to do too much studying at one time.

If you try to do too much studying at one time, you will tire and your studying will not be very effective. Space the work you have to do over shorter periods of time. Taking short breaks will restore your mental energy.

¹⁰FISHMAN, David and FISHMAN, Melissa.<http://ezinearticles.com/?Learning-Good-Study-Habits&id=366399>.(2006)

2. Plan specific times for studying.

Study time is any time you are doing something related to schoolwork. It can be completing assigned reading, working on a paper or project, or studying for a test. Schedule specific times throughout the week for your study time.

3. Try to study at the same times each day.

Studying at the same times each day establishes a routine that becomes a regular part of your life, just like sleeping and eating. When a scheduled study time comes up during the day, you will be mentally prepared to begin studying.

4. Set specific goals for their study times.

Goals will help you stay focused and monitor your progress. Simply sitting down to study has little value. You must be very clear about what you want to accomplish during your study times.

5. Start studying when planned.

You may delay starting your studying because you don't like an assignment or think it is too hard. A delay in studying is called "procrastination." If you procrastinate for any reason, you will find it difficult to get everything done when you need to. You may rush to make up the time you wasted getting started, resulting in careless work and errors.

6. Work on the assignment they find most difficult first.

Your most difficult assignment will require the most effort. Start with your most difficult assignment since this is when you have the most mental energy.

7. Review their notes before beginning an assignment.

Reviewing your notes can help you make sure you are doing an assignment correctly. Also, your notes may include information that will help you complete an assignment.

8. Tell their friends not to call them during their study times.

Two study problems can occur if your friends call you during your study times. First, your work is interrupted. It is not that easy to get back to what you were doing. Second, your friends may talk about things that will distract you from what you need to do. Here's a simple idea - turn off your cell phone during your study times.

9. Call another student when they have difficulty with an assignment.

This is a case where "two heads may be better than one."

10. Review their schoolwork over the weekend.

Yes, weekends should be fun time. But there is also time to do some review. This will help you be ready to go on Monday morning when another school week begins.

These ten study habits can help you throughout your education. Make sure they are your study habits.

SOME STUDY HABITS THAT ARE CONSIDERED BAD

Different people like to study in different ways. “While some people like reading aloud, others cannot imagine learning anything that way. Some people like to write down notes; others like to listen to music while studying and the like. But, not all study habits are good. Some habits take up a lot of time and attention that would otherwise be diverted towards study”.¹¹ Here are a few common bad study habits and their solutions:

Studying in groups – This is a great way to share ideas and exchange information, but the problem is that there are chances of diverting from the subject. “What started as a discussion of Newton’s law may end up as a discussion on the latest trends in hairstyles. Don’t make group study your primary way of studying. Engage in group discussions and do not hesitate to help those who are struggling with a particular subject, and do not also hesitate to ask or help either. But after that, spend time going through your notes and you should also study alone in your own way”.¹²

¹¹LADOCK, Jason.<http://www.healthguidance.org/entry/11432/1/Most-Common-Bad-Study-Habits.html>.(2011)

¹²LADOCK, Jason.<http://www.healthguidance.org/entry/11432/1/Most-Common-Bad-Study-Habits.html>.(2011)

Studying in places with lots of distractions – Your environment determines how well you can concentrate on a particular subject. “Do not study in rooms which are too hot or too cold. Do not use chairs which are uncomfortable. Do not choose to study in rooms which are situated in noisy and active locations”.¹³ The library or a quiet spot in your home or garden is a good place to get some serious studying done.

Eating and drinking while studying – If you tend to feel hungry while studying, snack on something light and healthy. Eating heavy and fat filled meals makes you lethargic and sleepy, not to mention the unhealthy calories you will be piling up.

Playing music while studying – Music has been known to soothe and relax. As a matter of fact, some people feel that they can concentrate better when they listen to music. But music may interfere with your concentration. If you absolutely must listen to music, play it on low volume and go in for plain music without lyrics. That won't distract you as much as music with lyrics.

Leaving things for the last minute – “You may tend to put off studying something in the hope of cramming up later. But last minute studying is not effective. You will not be able to grasp the subject matter nor will you be able to retain it. Being flooded with a truckload of information at the last minute adds to your stress levels too. After you return from school or college, go through the

¹³LADOCK, Jason.<http://www.healthguidance.org/entry/11432/1/Most-Common-Bad-Study-Habits.html>.(2011)

day's notes and finish assignments regularly. This way, you won't have to rush at the last minute".¹⁴

Doing several things simultaneously – “Are you the kind who makes breakfast and goes through your notes at the same time? This is a bad study habit. You will be distracted and nothing you read is going to register in your brain. Set aside some time each day exclusively for studying. Do not engage in anything else during this time”.¹⁵ Other tasks can be attended to do later.

These are few common bad study habits. They interfere with retention and processing of information. So, if you fall into one of these categories, it is up to you to do something about it. Bad study habits need to be broken. Only then will you be able to make the most of your time and efforts at studying.

Poor Attendance.–“This may be the most common student mistake-- and the most unavoidable.”¹⁶ If you want to succeed in college, you need to be in class all or most of the time. There's no way around that.

Poor Note-taking Skills.–Unfortunately, many students come to college without having mastered this critical skill. To succeed in school, you need to learn how to listen actively and take accurate, thorough lecture notes.

¹⁴LADOCK, Jason.<http://www.healthguidance.org/entry/11432/1/Most-Common-Bad-Study-Habits.html>.(2011)

¹⁵LADOCK, Jason.<http://www.healthguidance.org/entry/11432/1/Most-Common-Bad-Study-Habits.html>.(2011)

¹⁶ <http://www.suite101.com/content/college-student-study-mistakes-a40506>

Poor Time Management Skills.-Many college students are overwhelmed with multiple academic and other responsibilities, so learning to manage your time is essential.

ENGLISH LANGUAGE LEARNING

“Language acquisition is the process by which humans acquire the capacity to perceive, produce and use words to understand and communicate. This capacity involves the picking up of diverse capacities including syntax, phonetics, and an extensive vocabulary. This language might be vocal as with speech or manual as in sign. Language acquisition usually refers to first language acquisition, which studies infants' acquisition of their native language, rather than second language acquisition that deals with acquisition (in both children and adults) of additional languages”.¹⁷

“A major concern in understanding language acquisition is how these capacities are picked up by infants from what appears to be very little input”.¹⁸ A range of theories of language acquisition has been created in order to explain this apparent problem including innatism in which a child is born prepared in some manner with these capacities, as opposed to the other theories in which language is simply learned.

¹⁷SELINGO, Jeffery, Cal State Puts Remediation on an 'Or Else' Basis. [The Chronicle of Higher Education](#).(2000).

¹⁸SELINGO, Jeffery, Cal State Puts Remediation on an 'Or Else' Basis. [The Chronicle of Higher Education](#).(2000).

THE IMPORTANCE OF LEARNING A FOREIGN LANGUAGE

“English is an international language. Probably more than any other language in the world, English is used in international relations, business, politics, education, tourism, science, and technology. It is a language used globally for practically every major aspect of our lives.

There are at least several reasons why many people choose to study English: (1) to prepare for English proficiency examinations for a job or school, (2) to obtain a career that may require a high level of English proficiency, and (3) to travel or study abroad.

HOW TO LEARN A FOREIGN LANGUAGE

1) **Spend the time!.-** “By far the most important factor is how much time you are immersed in the language. The more time you spend with the language, the faster you will learn. This means listening, reading, writing, speaking, and studying words and phrases. This does not mean sitting in class looking out the window, nor listening to other students who do not speak well, nor getting explanations in your own language about how the language works”.¹⁹ This means spending time enjoyably connected to the language you are learning.

2) **Listen and read every day!.-** “Listen wherever you are on your MP3 player. Read what you are listening to. Listen to and read things that you like, things that you can mostly understand, or even partly understand”.²⁰ If you keep listening

¹⁹KAUFMANN, Steve.How to learn a foreign language. (2002)

²⁰KAUFMANN, Steve.How to learn a foreign language. (2002)

and reading you will get used to the language. One hour of listening or reading is more effective than many hours of class time.

3) Focus on words and phrases!.- Build up your vocabulary, you'll need lots. Start to notice words and how they come together as phrases. Learn these words and phrases through your listening and reading. "Read online, using online dictionaries, and make your own vocabulary lists for review. Soon you will run into your new words and phrases elsewhere. Gradually you will be able to use them. Do not worry about how accurately you speak until you have accumulated a plenty of words through listening and reading".²¹

4) Take responsibility for your own learning!.- If you do not want to learn the language, you won't. If you do want to learn the language, take control. Choose content of interest that you want to listen to and read. Seek out the words and phrases that you need to understand your listening and reading. Do not wait for someone else to show you the language, nor to tell you what to do. Discover the language by yourself, like a child growing up. Talk when you feel like it. Write when you feel like it. A teacher cannot teach you to become fluent, but you can learn to become fluent if you want to.

5) Relax and enjoy yourself!.- Do not worry about what you cannot remember, or cannot yet understand, or cannot yet say. It does not matter. You are learning and improving. The language will gradually become clearer in your brain, but this

²¹KAUFMANN, Steve.How to learn a foreign language. (2002)

will happen on a schedule that you cannot control. So sit back and enjoy. Just make sure you spend enough time with the language. That is the greatest guarantee of success.

e. RESOURCES AND METHODS

RESOURCES

- **HUMAN**

Alcívar Rodríguez

English teachers

Students of Susudel Technical High School.

- **MATERIAL**

Office material

Books

Copies

Computer

Printer

Paper

Folders

Internet

- **INSTITUTIONAL**

The research work will be developed at “Susudel Technical High School”, which is located in Susudel Parish, Oña Canton, in the south of Azuay Province.

DESIGN OF THE RESEARCH

This research has been characterized as non-experimental, because it is a socio-educative work and it is a researching of descriptive character through the search

of information in the different WebPages, books, personal notes and others, and the researcher described the events where they happen and the reality.

The researcher applied a survey and study of documents and the description of the facts in the same way that they showed themselves in the researched reality to discover the data and the obtained results in the work.

METHODS, TECHNIQUES AND PROCEDURES

METHODS

For developing this project of research the scientific method was used, it allowed the researcher to give concepts, definitions, laws or general norms to get conclusions, consequences, that the researcher examined particular cases based on general affirmations presented. The process of this method was:

- Selection and approach of the problem.
- To point out objectives and hypotheses.
- Description of techniques and instruments used.
- Verification of hypotheses.
- Comparison of results with theory existent for enriching knowledge.

As particular methods the researcher used the descriptive, analytic-synthetic and explicative methods.

The researcher used the *descriptive method* to pick up the information, describe the obtained results in the applied instruments and it let to organize the information according to the hypothesis and the indicators that the researcher found out for each one of the variables.

It gave the researcher the rules to demonstrate the meaning of the investigation, describe the problematic that the group found in this educative institution, the description of the variables the independent as well the dependent and the researcher could describe coherence in all the researching work presenting the results and supporting the conclusions. This method served to describe how the teachers are developing remedial strategies inside the English teaching learning process.

The *analytic-synthetic method* was used, which served to analyze the empiric information from the applied instruments and therefore the researcher could derive the respective conclusions according to the tendencies of the results in the field information.

The *explicative method* was also used, in the explanation of the logical implications of the variables of every hypothesis and in this way the researcher was able to prove the same ones, through a descriptive deduction according to the obtained results contrasted with the theoretical referents.

The researcher used the *descriptive statistics* which served to represent the data in tables, squares and bar graphs to get a better comprehension of the information.

TECHNIQUES AND INSTRUMENTS

The instrument that the researcher used in this project of research was the survey it was applied to teachers and students of this high school, with the purpose to obtain the necessary information for the development of this research. The survey contained different types of closed questions about the topic that was researched.

PROCEDURES

Once the researcher recovered the empiric information he processed it, following these phases:

Tabulation

In the tabulation of the data obtained in the field research the researcher used the descriptive statistics for the closed questions and unifying criteria from the reason or explanation of every question, and the researcher contrasted the information of the teachers and students which let to get the right information.

Organization

After the researcher organized the empiric information classifying the questions that served to prove every hypothesis and keeping in mind the variables of the same ones as a guide that helped to the researcher to prove them. In this way the researcher facilitated the next step, the interpretation and analysis.

Description

The obtained data once the researcher has organized them was described in statistic tables that showed the frequency and the percentage of the obtained indicators in the applied instruments. This let him to represent the information graphically.

Graphic Representation

After the researcher has described the data, he represented them graphically, so it facilitated the interpretation and consequently the critical analysis of every question. The researcher used the bar diagrams to show this information.

Interpretation and analysis

Once the researcher has presented the information in tables and graphs, it was interpreted according to the obtained percentages and it was analyzed taking into account the categories of the theoretical frame, the major tendencies in the results and the variables of the specific hypotheses.

Hypotheses verification

The hypotheses were demonstrated through a deductive hypothetical process supported in the logical analysis of the field investigation whose final results are expressed in a descriptive way.

Formulation of conclusions and recommendations

The conclusions were drawn based on a specific analysis of the results and they served to give some recommendations to the authorities of the researched institution and also to the teachers and students in order to contribute with the solution of the problem that motivated the present research.

ELABORATION OF THE FINAL REPORT

It was designed according to the established in the “Reglamento de Regimen Academico de la Universidad Nacional de Loja” that lets the understanding of the theory and of the results that the researcher obtained in the present research which could be used to develop more researchers in the future.

POPULATION AND SAMPLE

To carry out the present work the researcher taken all students of the “Susudel” Technical High School and 3 teachers that work in the English area.

f. RESULTS

TEACHER AND STUDENTS' SURVEYS

TEACHERS' SURVEY

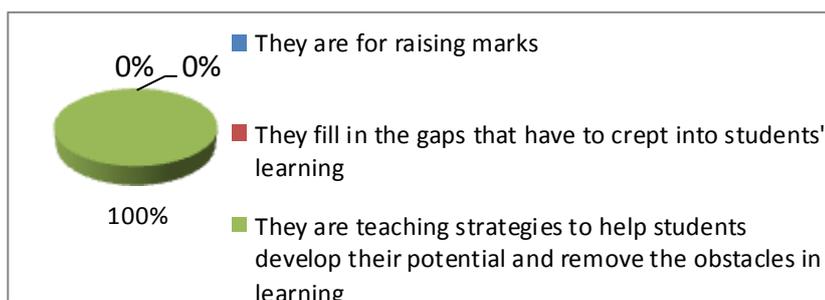
1. - Which of the concepts describe to you remedial activities?

a) TABLE N° 1

Remedial activities	F	%
They are for raising marks	0	0%
They fill in the gaps that have crept into students' learning	3	100%
They are teaching strategies to help students develop their potential and remove the obstacles in learning	0	0%

Source: Teachers of the Susudel Technical High School

Author: Alcívar Rodríguez



b) GRAPH N°1

Interpretation

In this question, 100% of teachers considered that remedial activities are teaching strategies to fill in the gaps that have crept into students' learning.

In relation with the theoretical frame remedial activities are different kinds of remedial strategies used to provide teaching support to pupils who lag far behind their counterparts in school performance, by using teaching activities and practical experiences to students according to their abilities and needs, in order to develop students' generic skills, including interpersonal relationship, communication, problem-solving, self-management, self-learning, independent thinking, creativity and the use of information technology. Such training can lay the foundation for students' life-long learning, helping them on develop positive attitudes and values, as well as prepare them for future studies enhance the effectiveness of learning.

2. -Do you apply remedial strategies to catch up student's knowledge?

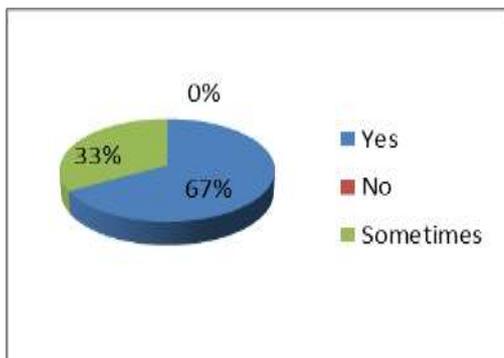
a) TABLE N° 2

Do you apply remedial strategies to catch up student's knowledge	F	%
Yes	2	67%
No	0	0%
Sometimes	1	33%
Total	3	100%

Source: Teachers of the Susudel Technical High School

Author: Alcivar Rodríguez

b) GRAPH N° 2



Interpretation

As we can observe, 67% of teachers told that they apply remedial activities to catch up students' knowledge but 33% of them said that he/she sometimes applied remedial activities to catch up students' knowledge.

About this query we can observe that not all teachers apply remedial activities to catch up students' knowledge. It is necessary to say that remedial teachers can give further illustrations on the key learning areas to help students consolidate the acquired knowledge and develop better concepts on what they have learned during the ordinary classes so as to enhance the effectiveness of remedial education. In others words, learning a foreign language is complex and as the time passes, some gaps are created in the learning. Students tend to forget some learning or sometimes, some concepts are not correctly and fully understood. All these drawbacks create obstacles in the process of future learning and it is adversely affected. For that reason, it becomes important to detect the defect then it should be set right with the help of correctives for this purpose.

3. -Which of the following remedial strategies do you apply to your students?

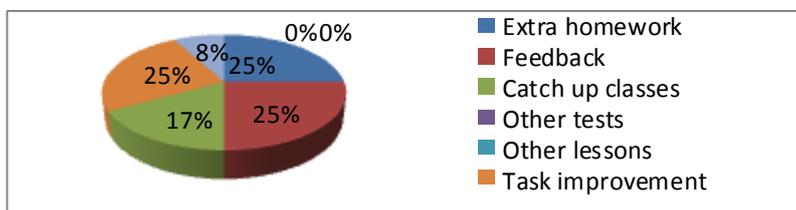
a) TABLE N° 3

Which of the following remedial strategies do you apply to your students	F	%
Extra homework	3	25%
Feedback	3	25%
Catch up classes	2	17%
Other tests	1	8%
Other lessons	0	0%
Task improvement	3	25%
Others	0	0%

Source: Teachers of the Susudel Technical High School

Author: Alcivar Rodriguez

b) GRAPH N° 3



Interpretation

In this question, 25% of the teachers answered that they use extra homework; meanwhile, 25% of teachers apply feedback; on the other hand, 17% of them use catch up classes; 8% of teachers apply other tests, and no one apply other lessons and other remedial activities.

According with the gotten information it demonstrates that some teachers do not use all the mentioned remedial activities. It is important to point out that the remedial activities play an interesting role in the teaching and learning process. Remedial instruction involves using individualized teaching of students who are experiencing difficulties in specific areas. Considering that, the remedial teaching is very useful to reinforce knowledge because it permits to obtain students' comprehension in their learning process.

4.-How often do you apply Remedial strategies?

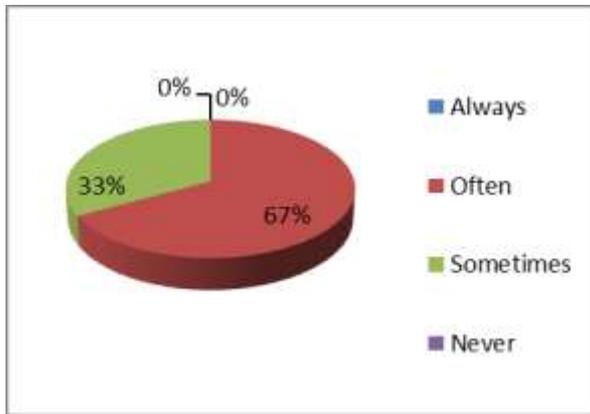
a) TABLE N° 4

Remedial strategies	F	%
Always	0	0%
Often	2	67%
Sometimes	1	33%
Never	0	0%

Source: Teachers of the Susudel Technical High School

Author: Alcivar Rodríguez

b) GRAPH N° 4



Interpretation

As we can observe; 67% of the enquired teachers said that they often apply remedial activities; and 33% answered that they sometimes use remedial activities.

As it can be noticed in the graph, teachers do not always apply remedial activities. In relation with the theoretical frame the remedial activities should be always apply according to the students' needs and it must follow a process in the following way; once a diagnosis is made, classification of pupils is properly made and correctives are properly selected, the correctives can be put to use. Correctives can be applied individually such as; one pupil at a time or a group. The teachers who take up the remedial teaching should have a suitable attitude and skill remedial teaching cannot be equate to daily teaching. It is a compensatory teaching.

5. -What percentage of students does need remedial activities?

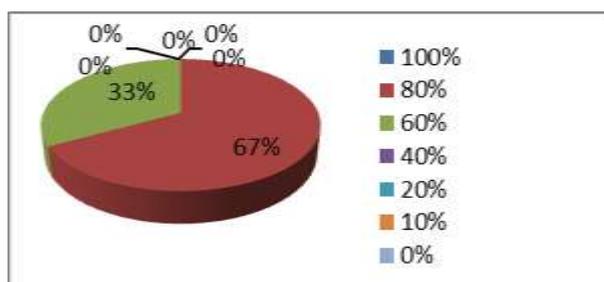
a) TABLE N° 5

What percentage of students do need remedial activities	F	%
100%	0	0%
80%	2	67%
60%	1	33%
40%	0	0%
20%	0	0%
10%	0	0%
0%	0	0%

Source: Teachers of the Susudel Technical High School

Author: Alcivar Rodríguez

b) GRAPH N° 5



Interpretation

In this query 67% of the teachers said that 80% of the students need remedial activities, but 33% of the teachers answered that 60% of the students need remedial activities.

About the teachers' opinion it shows us some teachers consider that more than 80% of students of this institution need remedial activities. For that reason, it's important to mention that teachers in remedial may have to assist students in acquiring effective study skills for instance; listening, speaking, reading, grammar, vocabulary, writing and the self-confidence they need to reenter an

academic environment. Teachers also may encounter students with a learning or physical disability that requires additional expertise. Teachers should possess an understanding of how to help these students achieve their goals, but they also may need to have the knowledge to detect challenges their students may have and provide them with access to a broader system of additional services that are required to address their challenges.

6. -Which of these study habits do your students have?

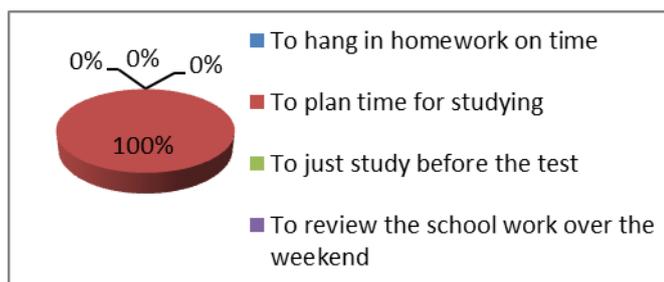
a) TABLE N°6

Study habits	F	%
To hand in homework on time	0	0%
To plan time for studying	0	0%
To just study before the test	3	100%
To review the school work over the weekend	0	0%

Source: Teachers of the Susudel Technical High School

Author: Alcivar Rodríguez

b) GRAPH N°6



Interpretation

In this question all teachers answered that students just study before the test, so it corresponds to 100%.

As we can observe the gotten information, it means that most of students do not apply good study habits for learning another language. We all know that good study habits are essential to educational success. Good study habits are important part of any student's success. We probably can diminish the academic dishonesty by promoting good study habits with students, and letting the students know that good study habits are very important when it comes to school. Good study habits are a great tool to have in the toolbox of life.

7. - Which of these bad habits do your students have?

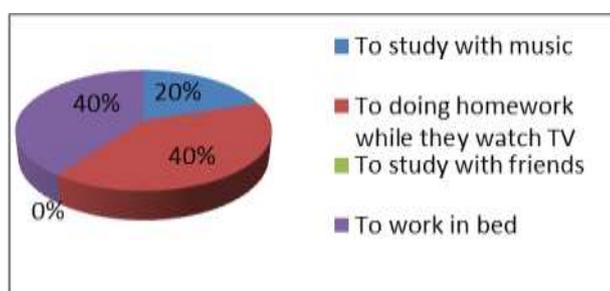
a) TABLE N°7

Bad study habits	F	%
To study with music	1	20%
To doing homework while they watch TV	2	40%
To study with friends	0	0%
To work in bed	2	40%

Source: Teachers of the Susudel Technical High School

Author: Alcívar Rodríguez

b) GRAPH N° 7



Interpretation

According to this question 20% of teachers considered that student study with music; likewise, 40% of teachers said that students watch TV; while, they are

doing the homework; finally, 40% of the teachers mentioned that students work in bed.

About this question the teachers say that the students of the researched institution have bad study habits but some authors consider that there are not bad study habits, this is a good point because students learn through different ways, but most of students state that they are inside of global, visual, auditory and kinesthetic learners which mean that teachers have to take into account that students are different learners, since each student acquires the knowledge in different ways. Consequently it is important that teachers keep in mind that each student learns in his/her own manner, especially when they are learning a foreign language.

8.- How do you consider the students' attention in class?

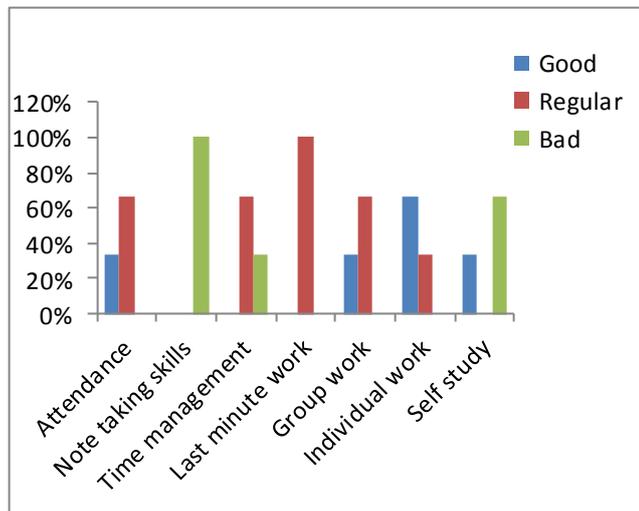
a) TABLE N° 8

How do you consider the students' attention in class	Good		Regular		Bad	
	f	%	F	%	f	%
Attendance	1	33%	2	67%	0	0%
Note taking skills	0	0%	0	0%	3	100%
Time management	0	0%	2	67%	1	33%
Last minute work	0	0%	3	100%	0	0%
Group work	1	33%	2	67%	0	0%
Individual work	2	67%	1	33%	0	0%
Self study	1	33%	0	0%	2	67%

Source: Teachers of the Susudel Technical High School

Author: Alcivar Rodriguez

b) GRAPH N° 8



Interpretation

In this question, 67% of teachers answered that students are regular at attendance, 100% of teachers said that students are bad at note taking skills, 67% of teachers mentioned that students are regular at time management, 100% of teachers answered that students are regular with the option last minute work, 67% of teachers said that students are regular at group work, 67% of teachers expressed that students are good at individual work, finally, 67% of teachers answered that students are bad at self-study.

According with the theoretical frame it is necessary to say that a poor attendance may be the most common student's mistake and the most unavoidable. If you want to succeed in your learning, you need to be in class all or most of the time. There is no way around that. About note-taking skills, unfortunately, many students come to the institution without having mastered this critical skill. To succeed in school, you need to learn how to listen actively and take accurate,

thorough lecture notes. In accordance with time management skills, many students are overwhelmed with multiple academic and other responsibilities, so learning to manage your time is essential. Talking about last minute work; for example, if you write a paper at the last minute, it shows. If you try to do the reading at the last minute for the test that is tomorrow, you are unlikely to do well on the test.

9.-How good do you consider the students are in the English Language?

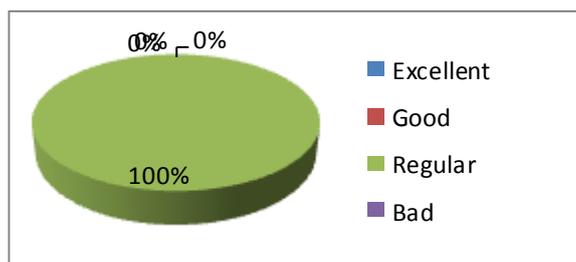
a) TABLE N° 9

How do you consider the students are in the English Language	F	%
Excellent	0	0%
Good	0	0%
Regular	3	100%
Bad	0	0%
Total	3	100%

Source: Teachers of the Susudel Technical High School

Author: Alcivar Rodriguez

b) GRAPH N° 9



Interpretation

As we can observe that 100% of the teachers expressed that the students are regular at English Language.

The researched teachers manifested that the students are not in a good level at English language acquisition process. According with the theoretical frame Jeffery Selingo considers that language acquisition is the process by which humans acquire the capacity to perceive, produce and use words to understand and communicate. This capacity involves the picking up of diverse capacities including syntax, phonetics, and an extensive vocabulary. This language might be vocal as with speech or manual as in sign. Language acquisition usually refers to first language acquisition, which studies infants' acquisition of their native language, rather than second language acquisition that deals with acquisition (in both children and adults) of additional languages.

A major concern in understanding language acquisition is how these capacities are picked up by infants from what appears to be very little input. A range of theories of language acquisition has been created in order to explain this apparent problem including innatism in which a child is born prepared in some manner with these capacities, as opposed to the other theories in which language is simply learned.

It is important to suggest some strategies for learning English as a foreign language; practice your speaking as often as possible, participate in any and all class activities, listen and read every day, focus on words and phrases, and take responsibility for your own learning.

10. - If the students do not present the homework what do you do?

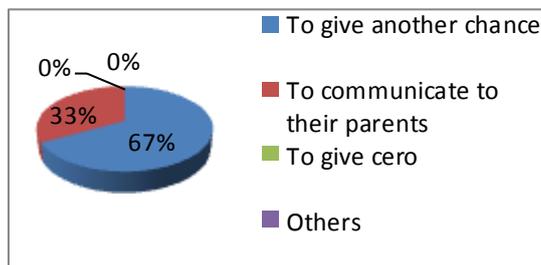
a) TABLE N° 10

If the students don not present the homework what do you do	F	%
To give another chance	2	67%
To communicate to their parents	1	33%
To give cero	0	0%
Others	0	0%

Source: Teachers of the Susudel Technical High School

Author: Alcivar Rodriguez

b) GRAPH N° 10



Interpretation

According with teachers' survey the following results gotten are; 67% of teachers expressed that when the students do not present the homework on time they give another chance; meanwhile, 33% of them told that they communicate to students' parents.

Looking at the presented information students always do not present the homework on time it could be for different reasons and the teachers have to give them another chance. In relation with the theoretical frame it's necessary to say

that Homework is important because it is at the intersection between home and school. It serves as a window through which you can observe your children's education and express positive attitudes towards your children and their education. As children grow older, homework and the amount of time engaged in homework, increases in importance. For teachers and administrators, homework is a cost effective way to provide additional instruction in practice.

STUDENTS' SURVEY

1.-What are the advantages of remedial activities?

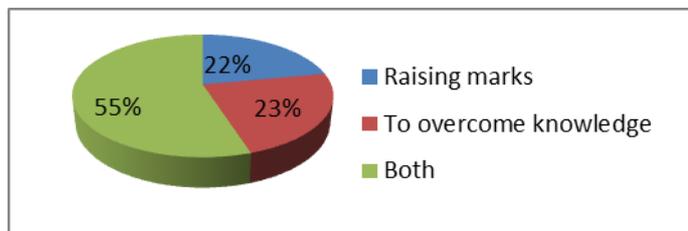
a) TABLE N°11

Remedial activities	F	%
Raising marks	20	22%
To overcome knowledge	21	23%
Both	51	55%

Source: Students of "Susudel Technical" High School

Author: Alcivar Rodriguez

b) GRAPH N° 11



Interpretation

According to the results: 22% of students said that remedial activities raise the marks; 23 % answered that remedial activities overcome knowledge; but 55% of students said that remedial activities rise marks and overcome knowledge.

As we can observe in the results: most of students consider that remedial activities are used to raise marks. According with the theoretical frame. The aim of remedial activities is to provide learning support to learners who lag far behind their counterparts in school performance. On the other hand, remedial activities are useful to students and teachers because: it fills in the gaps that have developed into students' learning, it provides for reinforcement of the parts or structures that are forgotten due to disuse, it rectifies the concepts in English that have been

misunderstood, it provides correct and necessary foundation which is useful for future learning and it hastens the process of English language learning, underachievers are promoted to put in more efforts to update their learning as a result of which there is homogeneity in the class.

2. - If you do not present your homework on time what would you like your teacher do?

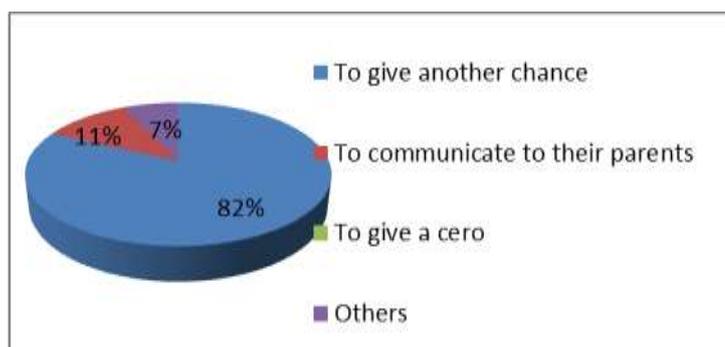
a) TABLE N° 12

If you do not present your homework on time what would you like your teacher do	F	%
To give another chance	67	82%
To communicate to their parents	9	11%
To give a cero	0	0%
Others	6	7%

Source: Students of “Susudel Technical” High School

Author: Alcivar Rodriguez

b) GRAPH N° 12



Interpretation

From the students interviewed; 82% of students manifested that, if they do not present their homework on time they like that their teachers give them another chance; meanwhile 11% told that they prefer that the teacher communicate to their

parents, finally 7% of them answered the option others, for instance, students said that they do not like that the teachers send homework.

About this query the results demonstrate that most of students, if they do not present their works on time they like that the teacher gives another chance. It is important to mention that: Homework can have many benefits for learners in more general ways as well. It can improve remembering and understanding of schoolwork. Homework can help students develop study skills that will be of value even after they leave school. For that reason is necessary that students should present their homework on time. It can teach them that learning takes place anywhere, not just in the classroom. It can foster positive character traits such as independence and responsibility. Homework may be designed to reinforce what students have already learned. Homework, if not properly assigned and monitored, can also have negative effects on children.

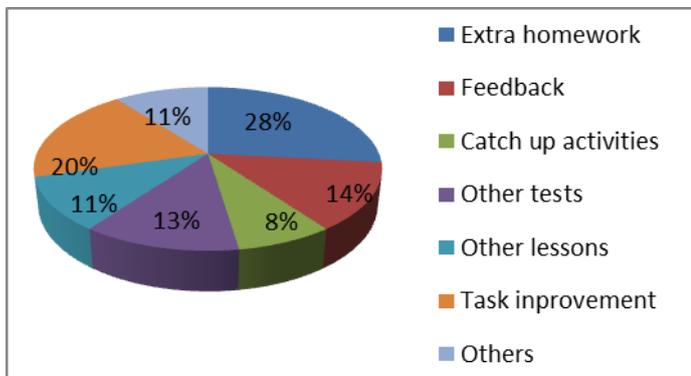
3.-Which of these remedial strategies do you prefer to improve your knowledge?

a) TABLE N° 13

Remedial strategies	F	%
Extra homework	56	28
Feedback	27	14
Catch up classes	16	8
Other tests	26	13
Other lessons	22	11
Task improvement	39	20
Others	11	6

Source: Students of “Susudel Technical” High School
Author: Alcivar Rodríguez

b) **GRAPH N° 13**



Interpretation

As it can be appreciated, 28% of students answered that they prefer an extra homework; 14% of them prefer a feedback; 8% prefer to catch up classes; 13% prefer other lessons; 11% prefer other lessons; 20 of student said that they prefer task improvement and the 6% told prefer other remedial strategies.

The gotten information shows us that most of students prefer an extra homework and others prefer to improve the task, according with the theoretical references there are some reasons and advantages for homework, for instance it is for increase the knowledge and improve the abilities and skills of the students. However, opponents of homework cite homework as rote, or grind work, designed to take up children's time, without offering tangible benefit. Homework may be designed to reinforce what students have already learned.

4. - How often does your teacher apply remedial strategies?

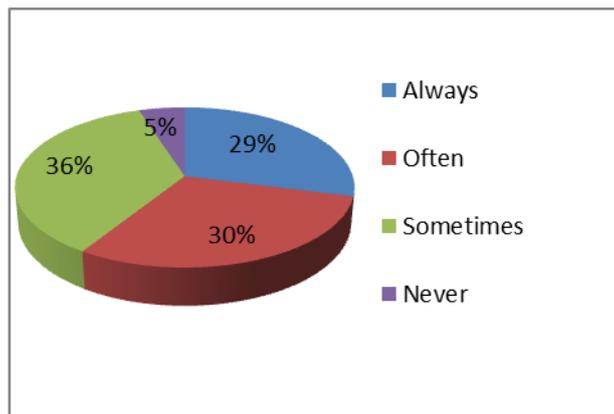
a)TABLE N° 14

How often does your teacher apply remedial strategies	F	%
Always	21	29%
Often	22	30%
Sometimes	26	36%
Never	4	5%
Total	73	100%

Source: Students of “Susudel Technical” High School

Author: Alcivar Rodríguez

b) GRAPH N° 14



Interpretation

In the present question, 29% of students mentioned that the teachers always apply remedial strategies; 30% of them pointed out that the teachers often apply remedial strategies; meanwhile, 36% said that teachers sometimes apply remedial strategies; finally 5% told teachers never apply remedial strategies.

According to the results, the students answered that the majority of the teachers sometimes use remedial activities. It is essential to say that students who have

trouble in the learning process may always need remedial help. While most problems can be overcome with time and practice, it is important to help and encourage a struggling student. On the other hand, to improve English learning acquisition, effective remedial teaching is a must. Remedial teaching is not re-teaching. Any remedy however costly or sophisticated is useless unless it cures the disease. A remedial teacher should have a mentality of a sympathetic doctor who has love and care for his/her patients (students).

5. - How do you consider your study habits in the English learning process?

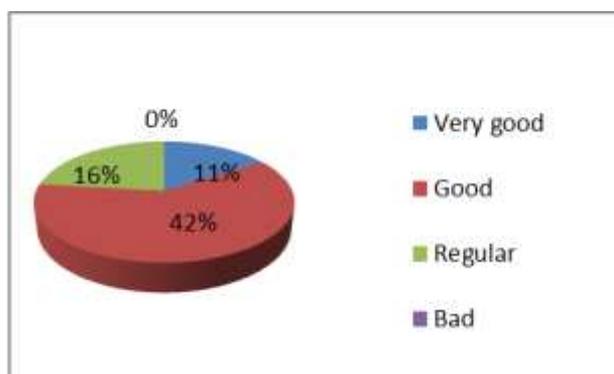
a) TABLE N° 11

Study habits in the English Language process	F	%
Very good	11	16%
Good	42	60%
Regular	17	24%
Bad	0	0%

Source: Students of “Susudel Technical” High School

Author: Alcivar Rodríguez

b) GRAPH N° 15



Interpretation.

In this question, 16% of the students considered that their study habits are very good; meanwhile, 60% said that their study habits are good; likewise 24% told that their study habits are regular; finally, nobody pointed out that their study habits are bad.

Analyzing this query, most of students don't have very good study habits. We all know that good study habits are essential tools to educational success. On other hand good study habits in the English language learning process are important for all students to protect investments of time and to achieve educational goals. After that experience your study habits are permanently altered, this will help your own preparation for studying.

6. - Which of these bad study habits do you have?

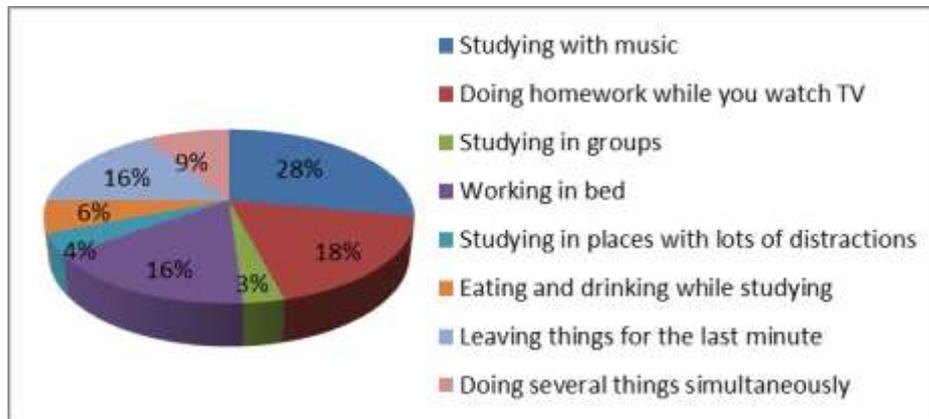
a) TABLE N° 16

Bad study habits	F	%
Studying with music	51	28%
Doing homework while you watch TV	33	18%
Studying in groups	5	3%
Working in bed	28	16%
Studying in places with lots of distractions	7	4%
Eating and drinking while studying	10	6%
Leaving things for the last minute	29	16%
Doing several things simultaneously	16	9%

Source: Students of "Susudel Technical" High School

Author: Alcivar Rodriguez

b) GRAPH N° 16



Interpretation

According to the students' opinion: 28% mentioned that they study with music; meanwhile, 18% of them pointed out to do the homework while they watch TV; 3% of students said that they work in groups; 16% told that they work in bed; 4% answered that they study in places with lots of distractions; 6% said that they eat and drink while they are studying; 16% of the students told that they leave things for the last minute and finally, 9% do several things simultaneously.

Looking the information, most students have different ways of study, according to Ladock Jason there are people that like to study in different forms, for instance; while some people like reading aloud, others cannot imagine learning anything in that way. Some people like to study without noise; others like to listen to music, eat and drink while studying and things like that. Although, it is considered that, not all study habits are good. Because, some habits take up a lot of time and attention that would otherwise be diverted towards study.

7. -Which of these study habits do you have?

a) TABLE N° 17

Study habits	F	%
To hand in homework on time	39	26%
To plan time for studying	47	32%
To just study before the test	26	17%
To review the school work over the weekend	37	25%

Source: Students of “Susudel Technical” High School

Author: Alcivar Rodriguez

b) GRAPH N° 17



Interpretation.

In relation to this question, 26% of students said that they hand in their home works on time; however, 32% of students told that they plan time for studying; 17% answered that they just study before the test; finally, 25% of the students said that they review the school work over the weekend.

Analyzing the gotten information it shows that some students do not apply good study habits. It is necessary to say that all learning is a process which settles into certain steps that can help us to throughout our education. Students with learning problems, however, may still have generally inefficient and ineffective study

habits and skills. Becoming aware of our learning style will help us to understand why we sometimes get frustrated with common study methods.

8. - How do you consider class development?

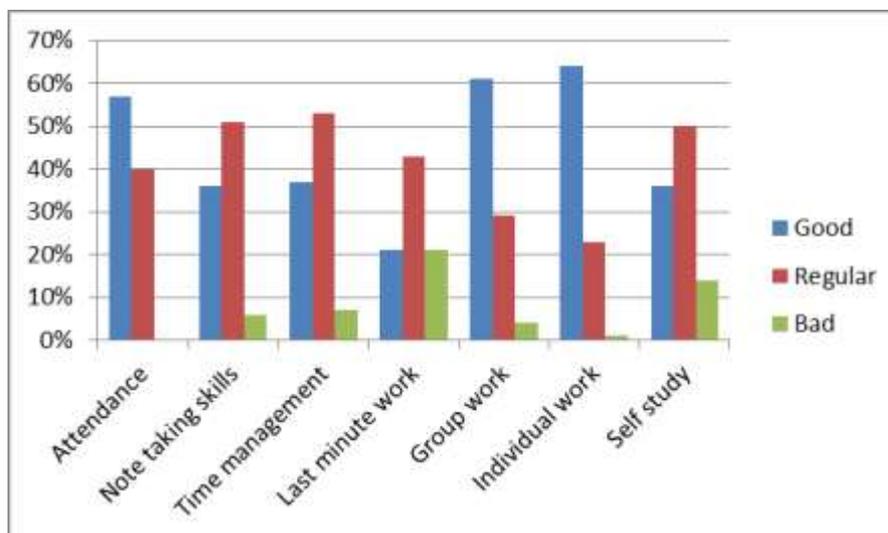
a) TABLE N° 18

How do you consider class development	Good		Regular		Bad	
	F	%	F	%	F	%
Attendance	40	57%	28	40%	0	0%
Note taking skills	25	36%	36	51%	4	6%
Time management	26	37%	37	53%	5	7%
Last minute work	15	21%	30	43%	15	21%
Group work	43	61%	20	29%	3	4%
Individual work	45	64%	16	23%	1	1%
Self study	25	36%	35	50%	10	14%

Source: Students of “Susudel Technical” High School

Author: Alcivar Rodriguez

b) GRAPH N° 18



Interpretation

According to the chart, 40 students answered that they are good at attendance, which means 57% of the population, 36 students said that they are regular at note

taking skills, which corresponds to 51%, 37 students mentioned that they are regular at time management, which means 53% of the population, 30 students answered that they are regular with the option last minute work that represents 43% of the population. 43 students said that they are good at group work, which represents 61% of the population, 45 students expressed that they are good at individual work, which means 64% of the researched group, finally, 35 students answered that they are regular at self-study which corresponds to the 50% of the population.

Concerning this question, it is observed that the students' class management is in a regular level, it is necessary to say that the students need to have a good level on it. In relation with the theoretical frame, for instance; a poor attendance may be the most common student mistake and the most unavoidable. If you want to succeed in your learning, you need to be in class all or most of the time. There is no way around that. About note-taking skills, unfortunately, many students come to the institution without having mastered this critical skill. To succeed in school, you need to learn how to listen actively and take accurate, thorough lecture notes. In accordance with time management skills, many students are overwhelmed with multiple academic and other responsibilities, so learning to manage your time is essential. Talking about last minute work; for example, if you try to do the reading at the last minute for the test, you are unlikely to do well on the test.

9.-How good do you consider yourself at English Language?

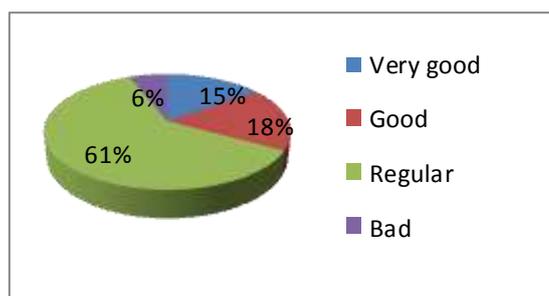
a) TABLE N° 19

How good do you consider yourself at English Language	F	%
Very good	11	15%
Good	13	18%
Regular	44	61%
Bad	4	6%
Total	72	100%

Source: Students of “Susudel Technical” High School

Author: Alcivar Rodriguez

b) GRAPH N° 19



Interpretation

In this query, 15% of students said they are very good at English; likewise, 18% told they are good; meanwhile 61% said they are regular; finally, 6% mentioned they are bad at English Language.

In relation to this question, the acquired information show us that most of the students are in a regular level at English Language learning, it could be for different reasons, for instance: Teachers do not use appropriate methodology for teaching the English language, students do not put in practice the new language developing their skills or students often are not aware of importance of English. A

few initial class activities can make them interested and motivated the importance of the English Language. According to Dragsten, English is an international language. Probably more than any other language in the world, English is used in international relations, business, politics, education, tourism, science, and technology. It is a language used globally for practically every major aspect of our lives. There are at least several reasons why many people choose to study English.

g. DISCUSSION

HYPOTHESIS ONE

To contrast and verify the stated hypotheses at the beginning of the research, the researcher analyzed the collected data from teachers and students of “Susudel Technical” High School; this data have let him prove if the hypotheses are verified or denied after that the researcher has been able to establish the conclusions and recommendations inside Remedial activities topic, specially about remedial education and consequently get meaningful results in the English Language teaching-learning process.

a) Statement

The remedial strategies used by the teachers reinforce the students’ learning of the English Language at “Susudel” Technical High School. Academic Period 2010-2011.

b) Demonstration

The first hypothesis has two variables the first one is the teachers are using remedial strategies, and the second one is the remedial strategies are for reinforcing the English Language Learning with the students of “Susudel Technical” High School, academic period 2010 -2011.

The hypothesis has been proved through the questions: as well teachers and students with the following questions; according to the question **ONE** teachers stated that remedial strategies are for filling in the gaps that crept into student’s

learning and some students said that remedial strategies are for raising marks and for overcoming knowledge, in the question **TWO** teachers answered that they apply remedial strategies to catch up students' knowledge, in reference to question **THREE** teachers and students mentioned that they apply and prefer the following remedial strategies: extra homework, feedback and improvement tasks, the question number **FOUR** teachers said that they often apply remedial strategies but students mentioned that the teachers sometimes apply remedial strategies. Finally the question number **FIVE** teachers manifested that the 80% of students need remedial education. Based on the results the researcher reaffirms that teachers and students are convinced that it is very important to apply remedial strategies, because student tend to forget some learning or sometimes some concepts are not correctly and fully understood, with a remedial education students can reinforce their knowledge and obtain a comprehension in their learning process.

c) **Discussion and conclusion**

Therefore as a researcher based on the before demonstrated information with the respective question in the teachers and students applied surveys **accepts the first hypothesis**, because the researcher has proved through teachers and students' answers that teachers often apply remedial strategies to their students and as well teachers and students said that remedial strategies are for reinforce the students' learning of the English Language at "Susudel Technical High School".

HYPOTHESIS TWO

a) Statement

The lack of study habits in the students cause difficulties on learning of the English Language at “Susudel” Technical High School Academic Period 2010-2011

b) Demonstration

The hypothesis two has two variables, the first one is that there is lack of habits of study, and the second one is study habits cause difficult on learning of the English Language at “Susudel Technical High School”. Academic period 2010-2011.

This hypothesis has been verified through the questions: number **SIX** teachers answered that students do not apply study habits just study before the test and students said that most of them do not have very good study habits, in the question number **SEVEN** teachers said that the students have bad study habits and students mentioned in the same way that they apply bad study habits, it is important to mention, some authors consider that there are not bad study habits the reason is that people have different ways of study, according to the question **EIGHT** teachers and students consider that the students’ class development is in a regular and bad way and in the question **NINE** teachers manifested that students are regular at English language and students considered that they are regular at English language too. Based on these results the researcher considers that as well teachers and students’ surveys are clear evidences that students do not apply good study habits. It is a big problem because good study habits are essential tools to

educational success, on other hand good study habits in the English learning process are important for all students to protect investments of time and to achieve educational goals.

c) Discussion and conclusion

Therefore based on the before demonstrated information with the respective questions in the teachers and students applied surveys **accepts the second hypothesis**, because through the previous questions the researcher has proved that there is lack of study habits by part of students into the learning-acquisition process and finally the researcher realized that even though with these problems the English language learning is outstanding with the students at “Susudel Technical High School”.

h. CONCLUSIONS

After analyzing the research work about “Remedial activities within the evaluation process of the English language with the students at Susudel technical high school. Academic period 2010-2011”.The following conclusions were established.

- The researcher concludes that teachers only use remedial strategies to fill in the gaps that have crept into students’ learning but it is necessary to mention that remedial strategies are teaching strategies to help students develop their potential and remove the obstacles in learning.
- The researcher noted that both teachers and students consider that teachers sometimes use remedial strategies, it is important to point out that applying remedial strategies play an interesting role in the teaching and learning process.
- There is a big percentage of students who need remedial activities because they have problems in learning a foreign language, and they have to be assisted in acquiring effective study skills.
- Students are accustomed that teacher given another chance when they do not present the school work on time. It means that learners are not responsible in their English language learning
- Students have bad study habits and do not develop good study habits it is negative because it affects in their English learning process and this is a

reason why most students need remedial teaching besides ordinary classes.

Having good study habits make easy to learn a new language.

i. RECOMMENDATIONS

Once established the conclusions, the researcher states the respective recommendations:

- The researcher recommends to the teachers use remedial activities for different reasons; it is important to say that the aim of remedial teaching is to provide learning support to pupils who lag far behind their counterparts in school performance. By adapting school curricula and teaching strategies, teachers can provide learning activities and practical experiences to students according to their abilities and needs. They can also design individualized educational programs with intensive remedial support to help learners consolidate their basic knowledge in different subjects, master the learning methods, strengthen their confidence and enhance the effectiveness of learning. To develop students' generic skills, including interpersonal relationship, communication, problem-solving, self-management, self-learning, independent thinking, creativity and teachers should use the technology, in order to improve the students' learning.
- It is recommended for teachers that students who have trouble in the learning process may always need remedial help. While most problems can be overcome with time and practice an effective remedial teaching help and encourage a struggling student. There are a wide variety of

activities that teachers can apply in the classroom according to the different student's abilities and needs

- Teachers in remedial should have to assist students in acquiring effective study skills, they need to reenter an academic environment. Teachers also may encounter students with a learning or physical disability that requires additional expertise. Teachers should possess an understanding of how to help these students achieve their goals, but they also may need to have the knowledge to detect challenges their students may have and provide them with access to a broader system of additional services that are required to address their challenges.
- Teachers should motivate students about the main purpose of homework which is to give students independent practice with a skill that they have been taught at school in order to reinforce learning. Teachers often give assignments consisting of reading, problem solving or writing that the students must do after class, usually at home. Teachers should assign students different types of homework where include a set of activities that requires the usage of a different homework resources in every task.
- It is suggested that students should develop good study habits because they are a very important part of the learning process. Good study habits are all about keeping to a daily routine and giving English language a better treatment. If your study habits are weak, take a "study skills" course or have someone show you good study habits. Hard work and good study habits are assets that should be nurtured. Motivation and study habits are

obviously crucial as well. The main priorities are class attendance, time management, note taking skills, review the school work, plan time for study and finally to make researches about certainly learnt topic helps students to improve and get success in learning English language.

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k. ANNEXES

**UNIVERSIDAD NACIONAL DE LOJA
AREA OF EDUCATION ART AND COMUNICACION
ENGLISH LANGUAGE CAREER**

PROJECT:

**THE REMEDIAL ACTIVITIES WITHIN THE EVALUATION PROCESS
OF THE ENGLISH LANGUAGE WITH THE STUDENTS AT “SUSUDEL”
TECHNICAL HIGH SCHOOL. ACADEMIC PERIOD 2010-2011**

Project as previous requirement
to obtain the Licentiate's degree
in Sciences of Education. English
language Specialization.

Author:

Alcívar Hernán Rodríguez Castillo

Loja-Ecuador

2011

1859

a. THEME:

**REMEDIAL ACTIVITIES WITHIN THE EVALUATION PROCESS
OF THE ENGLISH LANGUAGE LEARNING WITH STUDENTS AT
“SUSUDEL” TECHNICAL HIGH SCHOOL. ACADEMIC YEAR
2010-2011.**

b. PROBLEM STATEMENT

➤ BACKGROUND

The present research will be carry out at “Susudel” Technical High School, for that reason the researcher starts writing a background about this Institution.

“Susudel” Technical High School is located in the Susudel Parish in the Province of Azuay. This High School was created in 1996. The Ministry of Education emitted an agreement N° 2178 of functioning as particular high school in the afternoon with 26 students and teachers of the “Rafael Moscoso” School and people of the community of the Susudel Parish.

In 1997 the Ministry of Education emitted in the Official Register N° 112 the functioning of this institution as fiscal High School and assigned 4 teachers and the administrative staff. Its creation had as a main objective to help as a center of learning for people of the different communities around this High School.

The institution’s mission is to offer an integral education for Basic and Bachillerato with scientific conception of the world, society, knowledge and learning with human spirit.

The “Susudel” High School is an institution that gives excellent educative services in scientific-technical area and values; education such us defense of the human rights, social justice, environment preservation and development, self-respect, liberty, responsibility, etc.

Nowadays, this Institution has 72 students. In my case the research field is with all students; also this Institution has 3 English Teachers.²²

➤ **CURRENT SITUATION OF THE RESEARCHED OBJECT**

The learning of the English Language is becoming essential in a globalized world. If people have a sufficiency in the English language this gives better opportunities to them in all the fields.

However, the learning of English is a complex process because it is a foreign language and it involves many skills like speaking, reading and writing comprehension. These skills, moreover, consists on many sub skills. We know that the English Language Learning is so weak especially in public High Schools; it is because most of the teachers and students have a poor application of remedial education, which is not enough to get good results in the learning process.

It is well known, that remedial activities are designed to help students to overcome their difficulties in learning. Though in the “Susudel” Technical High School the students do not get even a basic level in this subject, it is evident that they have not developed any of the four basic skills which are essential if we want to improve the language in the students. Teachers, therefore, should design diversified teaching activities and adopt various teaching strategies to help students develop their potential and remove the obstacles in learning.

²² SOURCE: Previous information given by the secretary of the “Susudel” Technical High School.

Despite the importance of remedial activities and its influence in the students' outcomes, in most public high schools students are little worried about them, because they have disinterestedness and a negative attitude of the opportunities that the teachers give them towards their learning and most of the time they fail the course. Also, students reflect little knowledge in the English Language subject.

On the other hand, the strategies that the teachers apply to remedial students are not suitable and effective, because it is reflected in the students' weaknesses, gaps and errors within learning performance and progress in the English Language.

Other aspect, teachers should help pupils develop good learning habits and attitudes, such as complete the assignments tidily, keep their promise and be responsible and disciplined. A constructive attitude is the foundation for life-long self-learning and it helps enhance pupils' learning effectiveness. So having good study skills is an invaluable asset in all areas of life, not just school. The term "study skills" includes a broad range of skills and abilities: time management, research, an analysis, reading, writing, verbal communication, and others.

Essentially having well developed study skills will help students become a more confident, effective, productive and intelligent people in both their personal and professional lives. In contrast with it, the students of high school do not develop good study habits. For that reason, when they have to take an exam do not study and do well it, also when they have to present a homework don't deliver on time and always ask for a new chance.

In addition, the English teachers need to employ certain specific remedial teaching strategies that are important in the learning process, not only send works, extraclass activities or take the exam again, or give a feedback, the students will catch up their knowledge.

Fundamentally, the researcher could observe that the teachers are responsible for students becoming lazy, because some students miss classes without any reason or do not pay attention, but they ask for a new opportunity and the teacher agrees with this. Teachers do not take into account that students play a decisive role in their own learning process constructing their own reality, taking responsibility for their learning and that the remedial activities are not used only for raising marks and do not improve their knowledge, consequently this is reflected on students' achievement.²³

➤ **RESEARCH PROBLEM**

How do the remedial activities influence on English Language Learning with the students at "Susudel" Technical High School. Academic Period 2010-2011?

➤ **DELIMITATION OF THE RESEARCH**

a) Temporal

The research project will be done during the period 2010 2011.

2 SOURCE: Previous observation and exploration at "Susudel" Technical High School.

b) Spatial

It will be carried out at “Susudel” Technical High School which is located in the Province of Azuay.

c) Observation Units

The groups who will give me information about the research theme are:

- Students at “Susudel” Technical High School
- Authorities of the High School
- The English teachers

d) Subproblems

The subproblems that the researcher divided the general problem are:

Which are the remedial strategies that the teachers use to reinforce the students’ learning of the English Language at “Susudel” Technical High School? Academic Period 2010-2011.

How do study habits influence the students’ learning of the English Language at “Susudel” Technical High School? Academic Period 2010-2011

c. JUSTIFICATION

The researcher has chosen to research about the remedial activities and their influence in the English language learning at “Susudel” Technical High School, because it is an interesting educational theme that has not been researched before.

It is justified because the researcher has detected that there are many difficulties in the application of the different remedial activities and in the use of the strategies by the teachers and the study habits developed by the students in the learning English Language.

Since the scientific point of view, it is important to carry out this research project because the researcher will get enough information to give some theoretical elements that will let him state some alternatives of the solution to the problematic found around the application of the remedial activities inside the English language teaching learning process.

Seeing as the educational point of view, it is so important to develop the present project because the remedial activities are important within the learning process that works together with the daily classes because it lets the teachers help students to overcome their difficulties in learning.

The present research is also pertinent, because it is a theme that can help the English teachers to solve many problems around the teaching of the English language through an introduction of different strategies and study habits that let them improve students’ skills applying remedial activities in a correct way.

The project is also possible because, the researcher as undergraduate of the English language Career of the National University of Loja is able to carry it out; if the researcher considers that he has the enough knowledge which has been offered by the University to develop it in the better conditions.

Finally, the researcher has the enough capacity and knowledge as well as he has great interest to finish this research work, because with this the researcher is fulfilling an institutional requirement to obtain the Licentiate's degree in Sciences of Education, English language specialization and the researcher also has the enough resources to carry it out, in the period established in the time table.

d. OBJECTIVES

➤ GENERAL

To research the influence of the remedial activities on the English Language Learning with the students at “Susudel” Technical High School. Academic Period 2010-2011.

➤ SPECIFICS

To determine the remedial strategies that teachers use to reinforce the students’ learning of the English Language at “Susudel” Technical High School. Academic Period 2010-2011.

To establish how study habits influence the students’ learning of the English Language at “Susudel” Technical High School. Academic Period 2010-2011.

e. THEORETICAL FRAME

➤ DEFINITION OF REMEDIAL EDUCATION

“Remedial education is education which is designed to bring students who are lagging behind up to the level of achievement realized by their peers”²⁴. Most commonly, remedial education comes up in the context of postsecondary education which is designed to provide students and adults with basic skills which they did not learn before.

There are a number of reasons why a student might need remedial education. Some students attend schools of poor quality, and don't receive adequate grounding in language to prepare them for college or life. Other students may have transferred in and out of schools or missed school a lot, creating gaps in their education which contribute to lack of knowledge in core subjects. Students may also have learning disorders and other issues which have impaired their ability to learn.

➤ REMEDIAL TEACHING

✓ CONCEPT OF REMEDIAL TEACHING.

‘To remedy’ means to cure against a defect. Therefore, remedial teaching is providing instructional correctiveness. “It is a process of filling in the gaps in the previous learning, a process of removing distortions that have crept into students’

²⁴S.E. Smith.www.wisegeek.com/what-is-remedial-education.htm.2003-2011

learning. It is a type of instruction through which errors are corrected and repetition of earlier flows is prevented”²⁵.

It is a purposeful effort to reinforce the forgotten parts introduced earlier. To sum up, it is an instructional effort to upgrade underachievers by remedying their errors.

✓ OBJECTIVES OF REMEDIAL TEACHING

“The aim of remedial teaching is to provide learning support to pupils who lag far behind their counterparts in school performance. By adapting school curricula and teaching strategies, teachers can provide learning activities and practical experiences to students according to their abilities and needs”.²⁶ They can also design individualized educational programs with intensive remedial support to help learners consolidate their basic knowledge in different subjects, master the learning methods, strengthen their confidence and enhance the effectiveness of learning.

To develop students' generic skills, including interpersonal relationship, communication, problem-solving, self-management, self-learning, independent thinking, creativity and the use of information technology. Such training can lay the foundation for students' life-long learning, help them develop positive attitudes and values, as well as prepare them for future studies and career.

²⁵<http://59.163.61.3.8080/Gratest/ShowTextfile.do>

²⁶<http://59.163.61.3.8080/Gratest/ShowTextfile.do>

✓ **NEED AND UTILITY OF REMEDIAL TEACHING.**

Remedial teaching is useful to students and teachers because:

- It fills in the gaps that have developed into student's learning.
- It provides for reinforcement of the parts or structures that are forgotten due to disuse.
- It rectifies the concepts in English that have been misunderstood.
- It provides correct and necessary foundation which is useful for future learning.
- It hastens the process of English language learning.
- Underachievers are promoted to put in more efforts to update their learning as a result of which there is homogeneity in the class.

✓ **PROCEDURE OF ORGANIZING REMEDIAL STRATEGIES**

Procedure of organizing remedial teaching involves four steps. They are:

▪ **Classification of underachievers:**

The student's who commit similar errors in an area of English learning can be grouped together.

▪ **Principles to be followed:**

For effective remedial teaching, following maxims should be followed.

- Some errors and unaccepted norms creep into learning because of factors like lack of motivation, poverty, bad health, ineffective teaching.

Therefore, sympathetic treatment is a must. It is a part of remedial teaching.

- Emotional security should be provided to the students.
 - Accuracy of diagnosis and correct classification should be ascertained.
 - Multi-media approach should be used.
 - Skills of reading and writing should be developed together with good study habits.
- **Selection of correctives:**

Selection of correctives depends on the nature of errors and causes of those errors.

For example: Errors might be caused due to inadequate learning in the past and therefore re-teach would become necessary.

- **Use of correctives:**

Once a diagnosis is made, classification of students is properly made and correctives are properly selected, the correctives can be put to use. Correctives can be applied individually for instance, one student at a time or to a group. The teachers who take up the remedial teaching should have a suitable attitude and skill remedial teaching cannot be associated to daily teaching. It is a compensatory teaching.

✓ **EVALUATION OF AUTCOMES FROM REMEDIAL TEACHING**

Evaluation is said to be a continuous process. “Therefore, effectiveness of correctives, methods used and the difference in achievement in an area of

underachievement should be evaluated. The diagnostic test given earlier to detect flows can be treated as the pretest. The same test can be used as the post-test. The average scores of two tests can be compared. A significant difference between the two average score would mean that application of correctives and use of methods has resulted in remediation. If not, suitable modifications are needed. Thus, evaluation refers not only to average scores but every aspect of diagnosis and remediate”.²⁷

- **MODE OF INTENSIVE REMEDIAL TEACHING.**
- ✓ **OUTSIDE HOURS SCHOOL.**
- ✓ **MODE OF OPERATION**

“The Outside School Hours mode provides remedial support for pupils with learning difficulties in one or all of the basic subjects, as necessary, during lunch hours, before or after normal school hours. Co-teaching or the withdrawal mode can be used simultaneously in some of the periods of a particular subject or for certain subjects in ordinary classes”.²⁸

- ✓ **ADVANTAGES:**
 - Students receive additional support on top of regular lessons.
 - Remedial teaching helps students identify difficult learning areas and bridge the gaps in their learning progress by providing supplementary information throughout the course of study.

²⁷<http://59.163.61.3.8080/Gratest/ShowTextfile.do>

²⁸S.E. Smith.www.wisegeek.com/what-is-remedial-education.htm.2003-2011

- Single level classes are arranged to better cater for the diverse needs of pupils.
- With the small group size, it helps to promote the interaction between remedial teachers and students as well as the students themselves during the teaching process.

✓ **MATTERS REQUIRING ATTENTION**

- Whether the pupils can cope with the prolonged school hours.
- Special arrangements for parents to take their children to and from school outside normal school hours.

✓ **SUGGESTION ON TEACHING.**

- Emphasis should be placed on remediation, aiming at helping students.
- To build a good foundation for subject learning and self-learning.
- The teacher should teach the core curriculum where mastery is essential and design appropriate supplementary materials to consolidate the students' basic knowledge on the subject. These supplementary tasks should be completed during the remedial session.
- Remedial teachers can give further illustrations on the key learning areas to help students consolidate the acquired knowledge and develop better concepts on what they have learned during the ordinary classes so as to enhance the effectiveness of learning. Teachers can also provide guidance on the completion of assignments, dictation, tests, etc. as appropriate.

- Only students of the same level should receive remedial teaching in the same lesson.
- The number of periods conducted outside school hours need not be the same as ordinary classes.
- The duration for each remedial period should be the same as ordinary classes.

✓ **WITHDRAWAL**

- **MODE OF OPERATION**

“Students are withdrawn from the ordinary classes of English for intensive remedial teaching, which aims at consolidating the students’ fundamental knowledge of these subjects”.²⁹ This mode may not be adopted for all the subjects. Co-teaching or the Outside School Hours mode can also be used simultaneously in some of the periods of a particular subject or for certain subjects in ordinary classes.

- **ADVANTAGES:**

- As there are fewer students in the remedial sessions, remedial teachers can have a better understanding of learners’ individual needs, their performances in class and difficulties encountered in learning.
- It facilitates teaching and the provision of individual guidance.
- It helps to promote the interaction between remedial teachers and students as well as the pupils themselves during the teaching process.

²⁹S.E. Smith.www.wisegeek.com/what-is-remedial-education.htm.2003-2011

- MATTERS REQUIRING ATTENTION

Long-term withdrawal may bring about a labeling effect which affects the self-esteem of the students concerned. Furthermore, segregation also reduces the learners' opportunities to learn and interact with their peers in the ordinary class.

- SUGGESTION ON TEACHING.

- The school should decide the English subject for the withdrawal mode of
- Remedial teaching according to individual needs.
- Should there be difficulties in grouping, the school may set the priority according to the needs of the students and provide remedial teaching for the English subject.
- Remedial sessions should be conducted at single level. Combined level classes should be avoided.

- CO-TEACHING

- MODE OF OPERATION

A team of teachers, comprising two or more members, will work together in the preparation, teaching and evaluation of the lessons with a view to enhancing teaching effectiveness by catering for the diversified needs of students in the same class. "Schools may select some of the remedial subjects for co-teaching, which can be adopted in all or part of the periods. The school should decide the number of co-teaching periods for each teacher according to his or her workload and school administration".³⁰

³⁰S.E. Smith.www.wisegeek.com/what-is-remedial-education.htm.2003-2011

- **ADVANTAGES**

- It can foster team spirit among teachers, which is conducive to the whole-school approach in education.
- It helps to promote professional exchange among teachers who can share and learn from the strength of each other, so that teaching effectiveness can be further enhanced.
- It gives more flexibility to teaching by allowing teachers to rearrange the duties among themselves, such as drafting teaching plans/progress, preparing teaching materials, teaching aids, tasks and worksheets, etc.
- It helps to reduce the labeling effect on students and provide more support to individual needs.
- It helps to promote the interaction between teachers and pupils as well as the students themselves during the teaching process.

- **MATTERS REQUIRING ATTENTION**

- Teacher's acceptance of the concept and implementation of co-teaching.
- The support and co-operation from the school in administration, teaching and allocation of resources.
- Co-ordination and mutual understanding among teachers in areas such as role-taking, allocation of duties, physical arrangement, etc.
- Communication and the time allowed for co-teachers before and after lessons so that teachers can discuss their teaching plans and the progress of individual students.

- **SUGGESTION ON TEACHING.**

- Teachers should work together in developing the teaching plans, setting teaching goals as well as designing key learning areas, activities and the physical arrangement for teaching.
- To cater for the needs of individual students, teachers should discuss with each other about the teaching strategies and curriculum adaptation required. They should also design and collect remedial materials to enrich the teaching content.
- The specific roles and duties of teachers, for example, designing worksheets or preparing teaching aids, should be clearly defined for each lesson.

- **LESSON PRESENTATION**

During the lesson, teachers can adopt co-teaching in a flexible manner according to the nature of the subject, as well as the objectives and content of teaching. Here are some common practices of co-teaching:

- Teachers may present the subject content together or teach in turn. They may also complement each other by giving elaborations or explanations on ideas which are not clear to pupils.
- Teachers should have change of roles during the lesson.
- Teachers can support the low achievers by means of small group teaching or individual guidance so as to direct and help the pupils complete their work.

- To develop the skills and habit of self-learning among pupils, and to give instant and positive feedback.
- To observe and record the performances of pupils. To impart to them good learning attitude and behavior, such as the ways to concentrate, raise questions and take notes, etc. during the lesson.
- To assist in keeping class discipline.

➤ **REMEDIAL STRATEGIES**

✓ **DIAGNOSTIC TESTING AND REMEDIAL TEACHING IN ENGLISH.**

Learning is a complex activity that involves many skills like comprehension speaking, reading and writing. These skills, moreover, consist of many sub skills. “As a matter of fact, learning of English is a continuous process i.e. learning and mastering of one structural item serves as the foundation for further learning. Therefore, each layer of learning should be strong and long lasting. Then alone the entire learning of English will be good”.³¹

But as time passes, some gaps are created in the learning. Because of law of disuse, students tend to forget some learning. Sometimes, some concepts are not correctly and fully understood. All these drawbacks create obstacles in the process of future learning and it is adversely affected. For that reason, it becomes necessary to detect the defect, should be set right with the help of correctives for this purpose, the practices of diagnostic testing and remedial teaching have been introduced.

³¹http://59.163.61.3:8080/GRATEST/SHOWTEXTFILE.do?page_id=user_image&user_image_id=400

✓ **CONCEPT OF DIAGNOSTIC TESTING**

The teacher, like the physician, uses test instruments to obtain Scientific and definite proof for making better diagnosis of students' difficulties in learning. Therefore, diagnostic tests can be defined as the tests which provide a detailed picture of strengths and weaknesses in the areas of students' learning. These tests are instruments to find out gaps in their learning.

✓ **NEED AND UTILITY OF DIAGNOSTIC TEST**

Diagnostic tests are useful to the teachers of English for many reasons:

- Identify students who make slow progress in English language learning.
- Identify the causes of slow progress among student.
- Locate specific weaknesses in an area of English learning.
- Identify the specific areas which need remediation.
- Ascertain the basis for planning remedial teaching in an area of linguistic skills.
- Provide proper feedback to students.
- Place the students properly in the learning process of English.
- Hasten the process of English language learning.
- Heighten the efficiency of teaching learning process.
- Modify and adjust methods of providing learning experiences.

✓ **PROCEDURES TO FRAME DIAGNOSTIC TEST.**

The procedure to frame diagnostic tests involves two steps. They are:

Analysis of complex performance into its component sub skills.

For ex: - The components of 'Indirect narration' are:

- Understanding the dialogue from together with reporting verbs and reported speech.
- Understanding the correct reference of pronouns use in reported speech.
- Recognizing the types of sentences used in the reported speech.
- Recognizing the tense used in the reported speech.
- Ability to modify pronouns, tense forms reporting verbs, and sentence constructions.
- Skill to use proper punctuation marks.
- **Developing tests for each of the component skills.**

“The second step involved in developing diagnostic tests is to frame suitable test items for each minute skill in the sub skill of a learning area. There should be many test items so that the entire area of sub skill is covered. Generally objective type of test items are preferred and while doing so all the norms of objectives test items should be followed”.³²

✓ **ADMINISTRATION OF DIAGNOSTIC TESTS**

Administration of diagnostic tests is similar to that of administration of unit tests and achievement tests. However, some precautions must be taken. They are as follows:

- Introduction by the teacher: The purpose of the diagnostic test should be clarified to the pupils.

³²http://59.163.61.3:8080/GRATEST/SHOWTEXTFILE.do?page_id=user_image&user_image_id=400

- Proper instructions to pupils: Proper instructions regarding the method of answering the questions should be given.
- Time limit: Generally, no time limit is prescribed for diagnostic tests so that each student works at his own speed.

➤ **HOMEWORK.**

“It refers to tasks assigned to students by their teachers to be completed mostly outside of class, and derives its name from the fact that most students do the majority of such work at home”.³³ Common homework assignments may include a quantity or period of reading to be performed, writing or typing to be completed, problems to be solved, a school project to be built or other skills to be practice.

✓ **MAIN OBJECTIVES AND REASONS FOR HOMEWORK.**

The basic objectives are:

“To increase the knowledge and improve the abilities and skills of the students. However, opponents of homework cite homework as rote, or grind work, designed to take up children's time, without offering tangible benefit”.³⁴ Homework may be designed to reinforce what students have already learned.

Prepare them for upcoming (or complex or difficult) lessons, extend what they know by having them apply it to new situations, or to integrate their abilities by applying many different skills to a single task.

³³,BUELL,John.Closing the Book on Homework: Enhancing Public Education and Freeing Family(2004)

³⁴BUELL,John.Closing the Book on Homework: Enhancing Public Education and Freeing Family(2004)

Homework also provides an opportunity for parents to participate in their children's education.

✓ **HOMEWORK STRATEGIES**

Effective study skills can help to speed up the completion of homework, giving a student more free time.

In cases where the teacher assigns homework verbally or on the chalkboard, the student can avoid forgetting or misremembering the assignments by writing them down and keeping them well-organized in a notebook, planner, or agenda. It is also recommended that one develop a strategy that decreases the student's chances of forgetting completed homework at home.

“Students with a positive attitude toward homework, who enjoy it and work on it enthusiastically, generally complete their homework faster than if they view their homework negatively, reluctance and resistance can make homework take longer,. Minimizing distractions, by studying in a quiet room and leaving the TV off, etc., make it easier to concentrate and get homework done faster, while doing a better job. Contrary to specialists' recommendations, there is no evidence that the radio, as opposed to the television, hinders performance. This may be because radios emit only audio and no video, so there is less distraction”.³⁵

³⁵BUELL,John.Closing the Book on Homework: Enhancing Public Education and Freeing Family(2004)

✓ **FEEDBACK IN EDUCATION**

“Feedback improves the effectiveness of homework, especially when given in a timely manner. Effective feedback improves student learning by correcting misunderstanding, validating process, and highlighting errors in thinking”.³⁶ Embedded comments provide much better feedback than a mere grade at the top of the paper.

“Feedback can be a powerful tool for learning but it can also be a powerful weapon for impeding learning. Whether the feedback is formative or summative it involves far more than the written comments that are recorded on pieces of assessable work. Every mark or remark, every gesture, facial expression, every act and every omission that occurs in and beyond the learning spaces is a form of feedback. While lecturers continue to invest heavily in assessing and measuring student performance and providing extensive feedback it is also necessary to invest time and energy in documenting, analyzing and dialoguing with others about the nature and content of the feedback that is imparted to students”.³⁷

Feedback often challenges students to change the way that they express ideas, or change what they write about or change the way that they think. At times, the feedback asks them to change who they are. These requests can shape students' lives in the long term and the cultural contexts they inhabit. Feedback also has the

³⁶FOLKMAN, Joseph R. The power of feedback.1st ed. New jersey,2006.

³⁷FOLKMAN, Joseph R. The power of feedback.1st ed. New jersey,2006.

power to strengthen or hinder their identity as learners by affirming and praising what they know or focus on their deficiencies.

➤ **STUDY HABITS**

✓ **LEARNING GOOD STUDY HABITS**

“With many habits, the sooner you start practicing and developing good habits, the better chance you will have that you will continue with them. We all know that good study habits are essential to educational success. Good study habits are an important part of any student's success. We probably can diminish the academic dishonesty by promoting good study habits with students, and letting the students know that good study habits are very important when it comes to school. Good study habits are a great tool to have in the toolbox of life”.³⁸

There have been numerous tips students can use as a guide for good study habits. A good way to stay organized is to use folders so you child can keep his/her assignments until needed and it is a great way of staying organized. Once children reach the grades where homework and tests are part of the curriculum, there are many things parents can do to encourage good study habits. An effective way to study is to study before and while you do the homework. A little amount of homework may help elementary school students build study habits. Being organized and having homework routines are the most important things in helping your child develop good study habits for life.

³⁸FISHMAN, David and FISHMAN,Melissa.<http://ezinearticles.com/?Learning-Good-Study-Habits&id=366399>.(2006)

“All learning, however, is a process which settles into certain steps. Students with learning problems, however, may still have generally inefficient and ineffective study habits and skills. Becoming aware of your learning style will help you to understand why you sometimes get frustrated with common study methods”.³⁹

Effective study habits are a very important part of the learning process. Good study habits are all about keeping to a daily routine and giving all subjects equal treatment. If your study habits are weak, take a "study skills" course or have someone show you good study habits. The problem is that those high school study habits are hard to shake. Hard work and good study habits are assets that should be nurtured. Motivation and study habits are obviously crucial as well. Good habits are important for all students to protect investments of time and money and to achieve educational goals. After that experience your study habits are permanently altered, this will help your own preparation as you start teaching and last a lifetime. The main priorities are class attendance, time management, and great studying habits are necessary workings for an academic success.

✓ **THE TEN STUDY HABITS OF SUCCESSFUL STUDENTS**

Successful students have the following good study habits:

³⁹ **FISHMAN**, David and **FISHMAN**,Melissa.<http://ezinearticles.com/?Learning-Good-Study-Habits&id=366399>.(2006)

- **Try not to do too much studying at one time.**

If you try to do too much studying at one time, you will tire and your studying will not be very effective. Space the work you have to do over shorter periods of time. Taking a short break will resort your mental energy.

- **Plan specific times for studying.**

Study time is any time you are doing something related to schoolwork. It can be completing assigned reading, working on a paper or project, or studying for a test. Schedule specific times throughout the week for your study time.

- **Try to study at the same times each day.**

Studying at the same times each day establishes a routine that becomes a regular part of your life, just like sleeping and eating. When a scheduled study time comes up during the day, you will be mentally prepared to begin studying.

- **Set specific goals for their study times.**

Goals will help you stay focused and monitor your progress. Simply sitting down to study has little value. You must be very clear about what you want to accomplish during your study times.

- **Start studying when planned.**

You may delay starting your studying because you don't like an assignment or think it is too hard. A delay in studying is called "procrastination." If you

procrastinate for any reason, you will find it difficult to get everything done when you need to. You may rush to make up the time you wasted getting started, resulting in careless work and errors.

- **Work on the assignment they find most difficult first.**

Your most difficult assignment will require the most effort. Start with your most difficult assignment since this is when you have the most mental energy.

- **Review their notes before beginning an assignment.**

Reviewing your notes can help you make sure you are doing an assignment correctly. Also, your notes may include information that will help you complete an assignment.

- **Tell their friends not to call them during their study times.**

Two study problems can occur if your friends call you during your study times. First, your work is interrupted. It is not that easy to get back to what you were doing. Second, your friends may talk about things that will distract you from what you need to do. Here's a simple idea - turn off your cell phone during your study times.

- **Call another student when they have difficulty with an assignment.**

This is a case where "two heads may be better than one."

- **Review their schoolwork over the weekend.**

Yes, weekends should be fun time. But there is also time to do some review. This will help you be ready to go on Monday morning when another school week begins.

These ten study habits can help you throughout your education. Make sure they are your study habits.

✓ **HOW TO CREATE GOOD STUDY HABITS FOR EXAMS**

“Taking exams can be a time for stress and anxiety if you have not studied during the year; you will find yourself cramming for each test and studying late into the night”.⁴⁰ With a little time management during the school year, you not only minimize stress at exam time, but maximize productivity and results!

Steps

- Buy an extra notebook for each subject at the beginning of the year so that as you finish a chapter in class, you immediately write notes and summaries in that book. The class work will still be fresh in your mind so at exam time you merely have to take the notebook home from school. Write down the key points you learned from each lesson onto a cue card. This helps your mind to retain the day's important facts. On the weekends look over the cue cards. Get your parents or friends to quiz you on them.

⁴⁰BUSHRA, Dandelion, VIREN Tom, RUBENSTEIN Ben. <http://www.wikihow.com/Create-Good-Study-Habits-for-Exams>. (2011)

- Record your notes on a digital voice recorder or another device (you can also use your phone), listen to them in your spare time, listen to them as you would an audio book, concentrate on the words and try to memorize them as you hear them. Researchers also found that listening to sounds during sleep enhance memory.
- Learn how to make mind maps, cluster maps, power points and other memory aids. Mind maps are graphical illustrations of a subject and a great memory tool to use, especially during exams. These tools are great for flash-carding and memory-retrieving.
- As soon as you finish a topic take out a book from the library and read more information about the subject. Take notes to refer back to them before and at test time.
- Don't do rough drafts for essays. Just do the good copy straight away, but thoroughly as well. In an exam situation you won't have time to write out a whole draft copy, so practice writing out good copies straight away.
- Make a timetable for exam days by marking the dates on a calendar, so you can be prepared by the time the test comes around.
- Make a list of your classes and the topics covered in class. As you study a topic, mark it in a way that is meaningful to you, to remind you which topics have already been studied.
- Set aside a study time each day when you are not too tired, or too hungry. If you are going to study for a long time, remember to take a break in between.

- Set up a study group. Study groups share notes, thoughts and ideas or how to solve or understand a particular problem. Be sure to honor the class rules on what work may or may not be done in groups.
- Plan out 'trial' exams for yourself. All you have to do is redo one of your past tests or quizzes within a time limit. Get into the exam mode by clearing your work desk of everything except your paper and pen.
- Get enough sleep at night. It's harder to concentrate when you got less than six hours of sleep the night before.
- When choosing individual subjects to study, start with the least enjoyable or the most difficult subject. Master it, and you'll end up loving it. At the very least, you won't have to worry about putting it off until it's too late because you don't like it.

✓ **SOME STUDY HABITS THAT ARE CONSIDERED BAD**

Different people like to study in different ways. “While some people like reading aloud, others cannot imagine learning anything that way. Some people like to write down notes; others like to listen to music while studying and the like. But, not all study habits are good. Some habits take up a lot of time and attention that would otherwise be diverted towards study”.⁴¹ Here are a few common bad study habits and their solutions:

⁴¹LADOCK, Jason.<http://www.healthguidance.org/entry/11432/1/Most-Common-Bad-Study-Habits.html>.(2011)

Studying in groups – This is a great way to share ideas and exchange information, but the problem is that there are chances of diverting from the subject. “What started as a discussion of Newton’s law may end up as a discussion on the latest trends in hairstyles. Don’t make group study your primary way of studying. Engage in group discussions and don’t hesitate to help those who are struggling with a particular subject, and don’t also hesitate to ask for help either. But after that, spend time going through your notes and you should also study alone in your own way”.⁴²

Studying in places with lots of distractions – Your environment determines how well you can concentrate on a particular subject. “Don’t study in rooms which are too hot or too cold. Don’t use chairs which are uncomfortable. Don’t choose to study in rooms which are situated in noisy and active locations”.⁴³ The library or a quiet spot in your home or garden is a good place to get some serious studying done.

Eating and drinking alcohol while studying – If you tend to feel hungry while studying, snack on something light and healthy. Eating heavy and fat filled meals makes you lethargic and sleepy, not to mention the unhealthy calories you will be piling up. Alcohol is a strict "No-No" while studying. But stay hydrated by drinking lots of water or fresh juice.

⁴²LADOCK, Jason.<http://www.healthguidance.org/entry/11432/1/Most-Common-Bad-Study-Habits.html>.(2011)

⁴³LADOCK, Jason.<http://www.healthguidance.org/entry/11432/1/Most-Common-Bad-Study-Habits.html>.(2011)

Playing music while studying – Music has been known to soothe and relax. As a matter of fact, some people feel that they can concentrate better when they listen to music. But music may interfere with your concentration. If you absolutely must listen to music, play it on low volume and go in for plain music without lyrics. That won't distract you as much as music with lyrics.

Leaving things for the last minute – “You may tend to put off studying something in the hope of cramming up later. But last minute studying is not effective. You will not be able to grasp the subject matter nor will you be able to retain it. Being flooded with a truckload of information at the last minute adds to your stress levels too. After you return from school or college, go through the day's notes and finish assignments regularly. This way, you won't have to rush at the last minute”.⁴⁴

Doing several things simultaneously – “Are you the kind who makes breakfast and goes through your notes at the same time? This is a bad study habit. You will be distracted and nothing you read is going to register in your brain. Set aside some time each day exclusively for studying. Don't engage in anything else during this time”.⁴⁵ Other tasks can be attended to do later.

These are few common bad study habits. They interfere with retention and processing of information. So, if you fall into one of these categories, it is up to

⁴⁴LADOCK, Jason.<http://www.healthguidance.org/entry/11432/1/Most-Common-Bad-Study-Habits.html>.(2011)

⁴⁵LADOCK, Jason.<http://www.healthguidance.org/entry/11432/1/Most-Common-Bad-Study-Habits.html>.(2011)

you to do something about it. Bad study habits need to be broken. Only then will you be able to make the most of your time and efforts at studying.

✓ **COMMON STUDY SKILLS MISTAKES THAT STUDENTS MAKE**

Here are ten bad study habits that students often develop:

Poor Attendance.

“This may be the most common student mistake-- and the most unavoidable.”⁴⁶ If you want to succeed in college, you need to be in class all or most of the time. There's no way around that.

Poor Note-taking Skills.

Unfortunately, many students come to college without having mastered this critical skill. To succeed in school, you need to learn how to listen actively and take accurate, thorough lecture notes.

Poor Time Management Skills.

Many college students are overwhelmed with multiple academic and other responsibilities, so learning to manage your time is essential.

⁴⁶ <http://www.suite101.com/content/college-student-study-mistakes-a40506>

Last Minute Work

“If you write a paper at the last minute, it shows. If you try to do the reading at the last minute for the test that's tomorrow, you're unlikely to do well on the test”.⁴⁷

➤ ENGLISH LANGUAGE LEARNING

“Language acquisition is the process by which humans acquire the capacity to perceive, produce and use words to understand and communicate. This capacity involves the picking up of diverse capacities including syntax, phonetics, and an extensive vocabulary. This language might be vocal as with speech or manual as in sign. Language acquisition usually refers to first language acquisition, which studies infants' acquisition of their native language, rather than second language acquisition that deals with acquisition (in both children and adults) of additional languages”.⁴⁸

“A major concern in understanding language acquisition is how these capacities are picked up by infants from what appears to be very little input”.⁴⁹ A range of theories of language acquisition has been created in order to explain this apparent problem including innatism in which a child is born prepared in some manner with these capacities, as opposed to the other theories in which language is simply learned.

⁴⁷ <http://www.suite101.com/content/college-student-study-mistakes-a40506>

⁴⁸ SELINGO, Jeffery, Cal State Puts Remediation on an 'Or Else' Basis. [The Chronicle of Higher Education](#).(2000).

⁴⁹ SELINGO, Jeffery, Cal State Puts Remediation on an 'Or Else' Basis. [The Chronicle of Higher Education](#).(2000).

➤ **THE IMPORTANCE OF LEARNING A FOREIGN LANGUAGE**

“English is an international language. Probably more than any other language in the world, English is used in international relations, business, politics, education, tourism, science, and technology. It is a language used globally for practically every major aspect of our lives.

There are at least several reasons why many people choose to study English: (1) to prepare for English proficiency examinations for a job or school, (2) to obtain a career that may require a high level of English proficiency, and (3) to travel or study abroad.

Many students consider going to school as being sufficient for learning a foreign language. They might say, “That’s it. There is no more work to be done other than doing some homework and going to class once or twice a week. I’ll just level up after the next test.” Is learning a foreign language that easy and simple? The following tips and strategies for maximizing your learning of English might suggest to you that it is not”.⁵⁰

✓ **TIPS AND STRATEGIES FOR LEARNING ENGLISH AS A FOREIGN LANGUAGE**

“Practice your speaking as often as possible: this is the most important skill to develop when learning a foreign language. It is a practical language skill that is needed for jobs and business and for studying or traveling abroad. The problem is that foreign language books rarely give you enough opportunity for practicing your speaking: they are mostly for reading and writing. Therefore, to help

⁵⁰DRAGSTEN,Michael. Why is English

important.<http://englishteachingmaterials.com/Documents/Strategies>

improve your English speaking skills, participate in any and all conversations in English, whether it is just chitchatting, whether you're in the classroom, and whether you're with a teacher. Studying from a textbook may help you to speak in English, but it is not the most important thing. No matter how much you study from the textbooks and no matter how many words and expressions you have memorized, the textbooks are useless if you never practice and apply your English skills, especially in speaking. Memorization and studying from the textbooks are simply not enough when it comes to language learning: you have to *use* the language if you wish to become fluent at it".⁵¹

“Participate in any and all class activities: this includes pair-work and group-work speaking activities as well as reviewing”.⁵² The teacher may or may not use the textbook all the time. The teacher might use materials and exercises that supplement the lessons in the book; just because the teacher has decided not to open the textbook doesn't mean that the class will not study any English. Remember, reviewing the old materials and practicing your English skills in different ways are essential when learning a foreign language. Don't limit yourselves to book learning.

Review both present and old materials: “if you forget the main materials of the lessons, then how can you move on to the next level? Here's the problem: students often don't review and so many of them forget what they've been studying. There's much information to cover and the class can often go quickly. Therefore, it is easy to forget the information. That's why it is necessary to review

⁵¹DRAGSTEN,Michael. Tips and strategies for learning English as a foreign language.

⁵²DRAGSTEN,Michael. Tips and strategies for learning English as a foreign language.

before moving on to the next unit. If the class doesn't review and does not slow down at times, you may fall behind and get confused in class".⁵³ As a consequence, you may be forced to move down to a lower level.

Listen to the directions at all times: if you do not understand the directions, then how can you do your homework and how can participate in any of the class activities?

Know your grammar: this is necessary to develop your writing skills and assist you in speaking.

Classroom English is English that is used in the classroom for giving directions and commands, and making statements, inquiries, and requests.

Examples of classroom English are: "Get out your book," "Put away your book," "Sit down," "Be quiet," "Don't shout," "Listen to the directions," "Repeat after me," "Say the question," "Answer the question," "Did you do your homework?", "Do you understand?", "I don't understand," "I don't have a book," "May I borrow your pencil?", "May I go to the bathroom?", etc.

Do your homework assignments consistently and well: "do not rush through them. If you do not do your homework assignments and do not do them well, then how can you progress? How can the teacher check your writing, grammar, and reading skills if you don't do your homework?"⁵⁴

Take notes: you should frequently copy the teacher's notes from the board in your notebook, especially regarding sentence structures, grammar, new

⁵³DRAGSTEN, Michael. Tips and strategies for learning English as a foreign language.

⁵⁴DRAGSTEN, Michael. Tips and strategies for learning English as a foreign language.

vocabulary, any important expressions, translations, etc. This way, you can review your notes at a later time and remember the information.

Practice your English outside the class to develop your English skills, especially in speaking, even if it isn't for homework. If you never practice your English outside the class, then how can you develop fluency in speaking, reading, and writing? How can you gain confidence in these core language skills? Just spending 45 minutes a day with your English instructor is not enough. Find anyone who can speak in English, such as your friends, family, and foreigners, and try to converse with them in English if possible.

Be exposed to how English is used in different contexts and in different styles: for example, watch foreign English films, watch the English news, listen to an English radio station, or read an English newspaper. These are also ways to gain insight into Western cultures.

Preview the lesson in the textbook before you come to class. That way you are more prepared and less confused during class.

Look up any words you don't know in the dictionary. It may be helpful to write down both the English definition and your native language translation.

Have at least two English notebooks with you: one for diaries, and one for taking notes. Of course, if your teacher does not require you to write diaries, then having just one notebook maybe enough.

Have good writing habits: write neatly and never forget to capitalize the first letter of every English sentence and put periods at the end. Some teachers might give you an F grade for writing if you don't do these simple tasks.

Find a friend or classmate and write an English dialogue together. Then present it to the class.

Study with a friend or group. Often times, you may learn more from each other than just studying by yourselves.

Make flashcards to memorize any important vocabulary and useful English expressions: e.g., one side may have English while the other side may have the translation or illustration.

When memorizing the spelling of any new and difficult words, use this method: “1.) Copy the word. 2.) Cover the word. 3.) Memorize and write the word. 4.) Uncover and check the spelling. 5.) If the spelling is incorrect, then repeat steps 1-4 until you have fully memorized the spelling.

Then move on to another difficult word and use the same process”.⁵⁵ (A similar method could also be used for memorizing key phrases and sentences).

Listen to the CD and read the story out loud many times to improve your confidence in reading. Here’s a method for practicing your listening and reading at home: 1.) Select a short reading passage such as one assigned by the instructor. Cover the text and listen to the passage while looking at the pictures only. 2.) Uncover the text and listen to the passage again but follow the words. 3.) Listen, pause, and repeat the passage line by line. 4.) Listen, pause, and repeat the passage paragraph by paragraph. 5.) Close the book and listen to the entire passage. Pay attention to the pronunciation, intonation, and fluency of the narrator’s voice. 6.) Turn off the tape or CD. Open the book and read the entire passage out loud in

⁵⁵DRAGSTEN, Michael. Tips and strategies for learning English as a foreign language.

your best speaking voice, trying to mimic the native speaker's voice in the recording; then read it again but silently to yourself without moving your lips or pointing at the words. (This method may work well with CDs; however, it may be more difficult to work with tapes because it takes a longer time to rewind and pause. Ask the instructor if you can get a copy of the CD).

Monitor and assess your own speaking, for example, by recording your voice while reading out loud one of the passages from your textbook. Then compare it with the native speaker's voice in the original recording. Fix any errors in your pronunciation, intonation, and fluency.

Repeat this process of recording and checking your voice as many times as needed. This may be a useful technique when you are practicing speaking alone. (As an option, you may present your recording to the class and have your peers and instructor to critique it).

If you forget to bring any books, notebooks or pencils to class, then ask someone else if you can borrow them.“Please do not just sit there and do nothing. Be responsible as a student! When you have completed an assignment in class, don't just wait for the teacher to come to you. Keep studying! For example, review the information in your book, practice writing by making new examples based on sentence structures that you've studied, memorize the spelling of key vocabulary words from the lesson, write an English dialogue based on an example from a book, do uncompleted pages in your book, correct your mistakes on old homework assignments, help a classmate, do peer review, etc. In addition, when finished with a speaking activity, don't just sit there and tell the teacher that

you're finished. Keep practicing! For example, continue making more examples in your speaking, change partners and do role-play, initiate a new discussion in groups or pairs, *Q* and *A* (interview) your friend or partner, dictate or report what your friend spoke, play a guessing game that involves *Q* and *A*, talk about your: Weekend/family/sports/hobbies/weather/food/entertainment/holidays, etc".⁵⁶

➤ **HOW TO LEARN A FOREIGN LANGUAGE**

Spend the time!

“By far the most important factor is how much time you are immersed in the language. The more time you spend with the language, the faster you will learn. This means listening, reading, writing, speaking, and studying words and phrases. This does not mean sitting in class looking out the window, nor listening to other students who do not speak well, nor getting explanations in your own language about how the language works”.⁵⁷ This means spending time enjoyably connected to the language you are learning.

Listen and read every day!

“Listen wherever you are on your MP3 player. Read what you are listening to. Listen to and read things that you like, things that you can mostly understand, or even partly understand”.⁵⁸ If you keep listening and reading you will get used to

⁵⁶DRAGSTEN,Michael. Tips and strategies for learning English as a foreign language.

⁵⁷KAUFMANN,Steve.How to learn a foreign language. (2002)

⁵⁸KAUFMANN,Steve.How to learn a foreign language. (2002)

the language. One hour of listening or reading is more effective than many hours of class time.

Focus on words and phrases!

Build up your vocabulary, you'll need lots. Start to notice words and how they come together as phrases. Learn these words and phrases through your listening and reading. "Read online, using online dictionaries, and make your own vocabulary lists for review. Soon you will run into your new words and phrases elsewhere. Gradually you will be able to use them. Do not worry about how accurately you speak until you have accumulated a plenty of words through listening and reading".⁵⁹

Take responsibility for your own learning!

If you do not want to learn the language, you won't. If you do want to learn the language, take control. Choose content of interest that you want to listen to and read. Seek out the words and phrases that you need to understand your listening and reading. Do not wait for someone else to show you the language, nor to tell you what to do. Discover the language by yourself, like a child growing up. Talk when you feel like it. Write when you feel like it. A teacher cannot teach you to become fluent, but you can learn to become fluent if you want to.

⁵⁹KAUFMANN, Steve. How to learn a foreign language. (2002)

Relax and enjoy yourself!

Do not worry about what you cannot remember, or cannot yet understand, or cannot yet say. It does not matter. You are learning and improving. The language will gradually become clearer in your brain, but this will happen on a schedule that you cannot control. So sit back and enjoy. Just make sure you spend enough time with the language. That is the greatest guarantee of success.

➤ SOME ADVICES TO LEARN ENGLISH

Make speaking English relevant

Students often aren't aware of importance of English as an international language.

“A few initial class activities can make them interested and motivated”.⁶⁰

Making English “real”

“The language became real for those who went. Extra- curricular activities like school trips to meet English-speaking people (e.g. a school language “assistant”, a foreign footballer or musician who might be locally available) or to English-speaking places or events (e.g. a musical, a local museum tour in English rather than L1, etc.), all make a difference”.⁶¹ Students can suddenly be made to see the relevance of your efforts and that English isn't just a hundred words to learn a term.

⁶⁰O'MALLEY, Michael and UHL CHAMOT, Ann. Learning Strategies and Second Language Acquisition.(2007-2010)

⁶¹O'MALLEY, Michael and UHL CHAMOT, Ann. Learning Strategies and Second Language Acquisition.(2007-2010)

Speaking means listening too

Linguistically, it's impossible separate speaking from listening. The implication for the classroom is that students have to a lot of listening. The more they do, the more their interest and desire to speak will be aroused.

Don't forget your pronunciation

“In their rush to get through the syllabus, the first things teachers tend to omit from course books are the pronunciation exercises. The message this sends to students is that pronunciation isn't important. But if our aim is to teach students to speak more in class then the opposite is true”.⁶² An increased amount of pronunciation work is inevitable, especially in countries where the L1 is very different from English, and it can be a lot of fun.

Do speaking activities for homework

This can mean breaking other habits. For example, won't learn to speak English if they only speak it in the classroom. They have to be able to practice speaking for themselves outside class. This means finding oral homework.

➤ **THE LEARNING STYLES**

People don't all learn in the same way. There are different kinds of learner.

The verbal- linguistic learner likes word and remembers names of places and people easily. This learner likes reading and telling jokes.

⁶²O'MALLEY, Michael and UHL CHAMOT, Ann. Learning Strategies and Second Language Acquisition.(2007-2010)

The visual-spatial learner likes to visualize images to help him or they remember information. This kind of learner likes to work with maps and pictures and video images.

The logical-mathematical learner remembers information by looking for patterns. He or she likes activities which involve organization, e. g. matching and ordering exercises.

The physical-kinesthetic learner learns best using all the senses. Movement, touch and sound, for example, are important to this learner.

The musical learner responds to rhythm and likes activities which involve music and songs.

The interpersonal learner likes to work with other people. This learner enjoys pair and group work.

The intrapersonal learner does not like working in a group and prefers to work alone.

f. METHODOLOGY

➤ DESIGN OF THE RESEARCH

This work has been characterized as non-experimental, because it is a socio-educative work and it is a researching of descriptive character through the search of information in the different WebPages, books, personal notes and others, and the researcher will describe the events where they happen and the reality.

The researcher will apply a survey and study of documents and the description of the facts in the same way that they show themselves in the researched reality to discover the data and the obtained results in the work.

➤ METHODS, TECHNIQUES AND PROCEDURES

✓ METHODS

For developing this project of research the researcher will use scientific method, it will allow him to give concepts, definitions, laws or general norms to get conclusions, consequences, that he will examine particular cases based on general affirmations presented. The process of this method is:

- Selection and approach of the problem.
- To point out objectives and hypotheses.
- Description of techniques and instruments used.
- Verification of hypotheses.

- Comparison of results with theory existent for enriching knowledge.

As particular methods the researcher will use the descriptive, analytic-synthetic and explicative methods.

The researcher will use the *descriptive method* to pick up the information, describe the obtained results in the applied instruments and it will let to organize the information according to the hypothesis and the indicators that the researcher will find out for each one of the variables.

It will give the researcher the rules to demonstrate the meaning of the investigation, describe the problematic that the group found in this educative institution, the description of the variables the independent as well the dependant and the researcher can describe coherence in all the researching work presenting the results and supporting the conclusions. This method will serve to describe how the teachers are developing remedial strategies inside the English teaching learning process.

The researcher will use the *analytic-synthetic method*, which will serve to analyze the empiric information from the applied instruments and therefore he can derive the respective conclusions according to the tendencies of the results in the field information.

The *explicative method* will be also used, in the explanation of the logical implications of the variables of every hypothesis and in this way the researcher

will be able to prove the same ones, through a descriptive deduction according to the obtained results contrasted with the theoretical referents.

The researcher will use the *descriptive statistics* which will serve to represent the data in tables, squares and bar graphs to get a better comprehension of the information.

✓ **TECHNIQUES AND INSTRUMENTS**

The instruments that the researcher will use in this project of research will be the survey will be applied to teachers and students of this high school, with the purpose to obtain the necessary information for the development of this research. The survey will contain different types of closed questions about the topic that the researcher will research.

✓ **PROCEDURES**

Once the researcher recovers the empiric information he will process it following these phases:

✓ **TABULATION**

In the tabulation of the data obtained in the field research the descriptive statistics will be used for the closed questions and unifying criteria from the reason or explanation of every question, and the researcher will contrast the information of the teachers and students which will let him to get the right information.

✓ **ORGANIZATION**

After the researcher will organize the empiric information classifying the questions that will serve to prove every hypothesis and keeping in mind the variables of the same ones as a guide that will help him to prove them. In this way the researcher will facilitate the next step, the interpretation and analysis.

✓ **DESCRIPTION**

The obtained data once the researcher has organized them will be described in statistic tables that will show the frequency and the percentage of the obtained indicators in the applied instruments. This will let him to represent the information graphically.

✓ **GRAPHIC REPRESENTATION**

After the researcher has described the data, he will represent them graphically, so it will facilitate the interpretation and consequently the critical analysis of every question. he will use the bar diagrams to show this information.

✓ **INTERPRETATION AND ANALYSIS**

Once the researcher has presented the information in tables and graphs, it will be interpreted according to the obtained percentages and it will be analyzed taking into account the categories of the theoretical frame, the major tendencies in the results and the variables of the specific hypotheses.

✓ **HYPOTHESES VERIFICATION**

The hypotheses will be demonstrated through a deductive hypothetical process supported in the logical analysis of the field investigation whose final results are expressed in a descriptive way.

✓ **FORMULATION OF CONCLUSIONS AND RECOMMENDATIONS**

The conclusions will be drawn based on a specific analysis of the results and they will serve to give some recommendations to the authorities of the researched institution and also to the teachers and students in order to contribute with the solution of the problem that motivated the present research.

Finally the elaboration of the final report will be designed according to the established in the “Reglamento de Regimen Academico de la Universidad Nacional de Loja” that lets the understanding of the theory and of the results that the researcher will obtain in the present research which can be used to develop more researchers in the future.

✓ **POPULATION AND SAMPLE**

To carry out the present work the researcher will take all students of the “Susudel” Technical High School and 3 teachers that work in the English area.

h. BUDGET AND FINANCING OF THE RESEARCH

➤ BUDGET

Office material	300
Typing and printing	450
Copies and Reproduction	300
Unforeseen	200

Total:	1250

➤ FINANCING

The expenses derived from the present work will be assumed by the researcher.

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CONSITENCE MATRIX

THEME: REMEDIAL ACTIVITIES WITHIN THE EVALUATION PROCESS OF THE ENGLISH LANGUAGE LEARNING WITH STUDENTS OF“SUSUDEL” TECHNICAL HIGH SCHOOL. ACADEMIC PERIOD 2010-2011.

PROBLEMS	OBJECTIVES	HYPOTHESES	VARIABLES	INDICATORS
<p>How do the remedial activities influence on English Language Learning with the students of “Susudel” Technical High School? Academic Period 2010-2011.</p> <p style="text-align: center;">SUBPROBLEMS</p> <p>Which are the remedial strategies that the teachers use to reinforce the students’ learning of “Susudel” Technical High School? Academic Period 2010-2011.</p>	<p>To research the influence of the remedial activities on the English Language Learning with the students of “Susudel” Technical High School. Academic Period 2010-2011.</p> <p style="text-align: center;">SPECIFICS</p> <p>To determine the remedial strategies that teachers use to reinforce the students’ learning of the English Language of “Susudel” Technical High School. Academic Period 2010-2011.</p>	<p>The remedial activities influence on the English Language Learning with the students of “Susudel” Technical High School. Academic Period 2010-2011.</p> <p style="text-align: center;">SPECIFICS</p> <p>The remedial strategies used by the teachers reinforce the students’ learning of the English Language at “Susudel” Technical High School. Academic Period 2010-2011.</p>	<p>Remedial strategies</p> <p>English Language Learning</p>	<p>Extraclass activities</p> <p>New opportunities</p> <p>Quizzes</p> <p>Feedback</p> <p>Excellent</p> <p>Very good</p> <p>Regular</p> <p>Deficient</p>

<p>How do study habits influence the students' learning of the English Language at "Susudel" Technical High School? Academic Period 2010-2011.</p>	<p>To establish how study habits influence the students' learning of the English Language at "Susudel" Technical High School. Academic Period 2010-2011.</p>	<p>The lack of study habits in the students cause difficulties on learning of the English Language at "Susudel" Technical High School Academic Period 2010-2011.</p>	<p>Study habits Learning of the English Language.</p>	<p>Good Study Habits Bad Study Habits Excellent Very good Good Regular Deficient</p>
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NATIONAL UNIVERSITY OF LOJA
AREA OF THE EDUCATION, ART AND COMMUNICATION
ENGLISH LANGUAGE CAREER

STUDENTS' SURVEY

As an undergraduate of the English Language career, I am doing a research work about the application of the "Remedial Activities". This study will help me to improve the educational quality in the teaching-learning process of the English Language.

For that reason; I ask you politely to answer the next questions in a real and responsible way.

1) What are the advantages of remedial activities?

- Raising marks
- To overcome knowledge
- Both

2) If you do not present your homework on time what would you like your teacher does?

- To give another chance
- To communicate to their parent
- To give a zero
- Others

3) Which of these remedial strategies do you prefer to improve your knowledge?

- Extra homework
- Feedback
- Catch up classes
- Other test
- Other lessons
- Task improvement
- Others

4) How often does your teacher apply remedial strategies?

- Always
- Often
- Sometimes
- Never

5) How do you consider your study habits in the English learning process?

Very good ()

Good ()

Regular ()

Bad ()

6) Which of these bad study habits do you have?

To hand in homework on time ()

To plan time for studying ()

To just study before the test ()

To review the school work over the weekend ()

7) Which of these habits do you have?

Studying with music ()

Doing homework while you watch TV ()

Studying in groups ()

Working in bed ()

Studying in places with lots of distractions ()

Eating and drinking while studying ()

Leaving things for the last minute ()

Doing several things simultaneously ()

8) How do you consider class development?

	Good	Regular	Bad
Attendance	()	()	()
Note taking skills	()	()	()
Time management	()	()	()
Last minute work	()	()	()
Group work	()	()	()
Individual work	()	()	()
Self study	()	()	()

9) How good do you consider yourself at English Language learning?

Excellent ()

Very good ()

Good ()

Bad ()

THANKS



**NATIONAL UNIVERSITY OF LOJA
AREA OF THE EDUCATION, ART AND COMMUNICATION
ENGLISH LANGUAGE CAREER**

TEACHER'S SURVEY

As an undergraduate of the English Language career, I am doing a research work about the application of the "Remedial Activities". This study will help me to improve the educational quality in the teaching-learning process of the English Language.

For that reason; I ask you politely to answer the next questions in a real and responsible way.

1. Which of the concepts describe you remedial activities?

They are for raising marks.

They fill in the gaps that have crept into students' learning

They are teaching strategies to help students
develop their potential and remove the obstacles in learning.

2. Do you apply remedial strategies to catch up student's knowledge?

Yes No Sometimes

3. Which of the following remedial strategies do you apply to your students?

Extra homework

Feedback

Catch up classes

Other tests

Other lessons

Task improvement

Others

4. How often do you apply Remedial strategies?

- Always ()
- Often ()
- Sometimes ()
- Never ()

5. What percentage of students do remedial activities need?

- 100% ()
- 80% ()
- 60% ()
- 40% ()
- 20% ()
- 10% ()
- 0% ()

6. Which of these study habits do your students have?

- To hand in homework on time ()
- To plan time for studying ()
- To just study before the test ()
- To review the school work over the weekend ()

7. Which of these bad habits do your students have?

- To study with music ()
- To doing homework while they watch TV ()
- To study with friends ()
- To work in bed ()

8. How do you consider the students 'attention in class?

	Good	Regular	Bad
Attendance	()	()	()
Note taking skills	()	()	()
Time management	()	()	()
Last minute work	()	()	()
Group work	()	()	()
Individual work	()	()	()
Self study	()	()	()

9. How good do you consider the students are in the English Language?

- Excellent ()
- Very good ()
- Good ()
- Bad ()

10. If the students do not present the homework what do you do?

- To give another chance ()
- To communicate to their parents ()
- To give zero ()
- Others ()

THANKS

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