

Remediation of Disorders in Writing Ability of the Slow Learners in Vi Standard Taught Under Activity Centred Teaching of English

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ABSTRACT: The study examines how far the Activity Centred teaching of English is effective in remediating the mistakes committed in written expression in English by the slow learners in Standard VI of a Government High School in Tamil Nadu State in India. Using an already standardised tool prepared to test writing ability in English, a Pre Diagnostic test was conducted to identify the disorders committed by the slow learning pupils. The marks secured by 24 slow learners were recorded. Then activities were introduced in teaching for developing all the four basic skills in English for a month. The single group design was adopted for the study. The Post Diagnostic test was conducted and the marks secured by all the pupils were recorded. The 't' test was applied. It was found that there was significant difference in the remediation of mistakes in the written expression in English.

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

1. **Disorder in Language:** It is the child's persistent, specific language difficulty
2. **Diagnostic Test:** It is the test which assesses the strengths and weaknesses of a learner.
3. **Remediation:** It is the strategy or re-teaching to tackle deficiency in learners of a second language.
4. **Morphology:** A study of the system of rules for combining the smallest units of language into words.
5. **Orthography:** It is a system of spelling in a language.
6. **Jargon:** words and expressions which are special to a subject in a language.

PURPOSE OF THE STUDY

The purpose of the study is to examine the mistakes committed by the slow learning pupils of VI Standard in their written expression in English and remedy those mistakes after teaching them through Activity Centred Teaching of English.

I. INTRODUCTION

Writing skill is an expressive language ability. This skill begins with toddler's drawing and scribbling as they try to write. Children communicate their ideas and concepts about the world through writing and drawing (Sandra Levey & Susan Polirstok, 2011). Children in India learn English as a second language from the Pre K.G class (Kinder Garten) itself. Hand writing books are introduced from L.K.G (Lower Kinder Garten) and when they reach VI Standard, the children with average intelligence practise writing words and sentences in their Handwriting Books. Practice is given to write paragraphs, summaries and essays in Composition Notebooks and in their English Notebooks. The slow learners in a class need special guidance in letter formation and in the mechanics of writing like handwriting, spelling, capitalisation, punctuation, word order and sentence constructions.

A good writer is a good reader. The best technique for rectifying grammatical faults is intensive drilling that is oral drilling and then written exercise. In all the activities introduced under Activity Centred Teaching, the pupils listen to teacher's reading of words and sentences on charts. The pupils are drilled to read next. Then the teacher (researcher) asks comprehension questions. The pupils give oral answers. Then they are asked to write words, phrases and sentences in their Handwriting Books supplied by the teacher. Handwriting can be developed through regular practice with the teacher's attention to the size and shape of the letters and spacing between words etc. Writing is a skill that grows by exercise and not by knowing the rules and meanings of words (Vallabi, J.E, 2013).

Writing involves motor skills such as handwriting and cognitive skills such as arranging ideas (Bose,M.N.K,2005).Even the minimal development of writing requires a high level of abstraction (Thirumalai, S,2003). Activities like the following can be used in the class: 1. Answering questions (textual or general) in writing . 2. Filling in forms such as Bank Pay-in-slips, Money-Order forms, application forms etc. 3. Writing Captions for the pictures cut out of magazines or newspapers 4.Pronunciation Drills to avoid orthographical errors 5. Dictation of words and sentences 6. Controlled Writing, guided writing and free writing stages 7. Workbook exercises (filling in the spellings of words, linking sentences with connectors, rearranging jumbled sentences into a logical paragraph) 8. Recalling and writing the words 9. Writing proverbs from library books 10. Practising simple cursive writing 11. Language Games 12. Delayed Copying Technique 13. Task involved copying and so on.

According to Bacon, "Writing makes an exact man". Semantic Skills, Syntactical skills and motor skills develop writing skill. In this study, a Pre-Diagnostic Test in Writing was conducted using a standardised tool. For 20 working days, all the activities were conducted to the 24 slow learning pupils in Standard VI , a regional language medium class in Govt. Higher Secondary School, Ponnur Village in 2014 , June. The class teacher himself was trained and instructed by the researcher to conduct all the activities. Handwriting Notebooks and pens were supplied to all the 24 pupils. 12 were boys and 12 were girls. At the end of the month, the Post Diagnostic Test on Writing was conducted to all the pupils at the same time. It was attempted to verify whether the mistakes committed in the pretest were how far rectified.

II. REVIEW OF RELATED STUDIES

Studying on " Simple ways to Assess the Writing skills of students with learning Disabilities", Stephen Isaacson of Portland States Univesity (1996) has stated that the Writing Process can be analysed through Observational and self-observational check lists. The writing product can be evaluated on five product factors: Fluency, Content, Conventions, Syntax and Vocabulary. Writing samples should also be assessed across a variety of purposes for writing to give a complete picture of a student's writing performance across different text structures and genres. From their study on " Students' Mistakes and Errors in English Writing: Implications for Pedagogy", Harunur Rashid Khan and Md. Zahid Akter (2011)

have found that students commit more mistakes in spelling to pronoun. Their Sentence Level mistakes indicate a poor command of syntactic accuracy. Word and Sentence level mistakes appear to be quite alarming underpinning innovative means of teaching to improve current state of student writing in English at their primary and secondary level.

Nirmala,Y,(2013) studied on " Teaching Writing Using Picture Stories as Tool at the High School Level". The learners became familiar with the genre of story writing, use of punctuation, usage of tenses, prepositions and so on. This was the result of a short-term teaching session. If such teaching would be imparted for a longer period, undoubtedly their writing skill will improve substantially.

Kelu (1990) worked on ' Some Socio-Familial Correlates of Basic Language Skills in the Mother tongue of Secondary School Pupils of Kerala' and found that (I) parental income, occupation and education, socio-economic status and socio-familial status were positively correlated with listening comprehension, handwriting speed & vocabulary, (ii) Achievement in hand writing quality was facilitated by parental income, parental occupation, family acceptance of education facility for learning at home and total socio-familial status, (iii) Socio-familial status, cultural level of neighbourhood, family acceptance of education, learning facilities at home and parental occupation were found to be significantly differentiating high, average and low achievers in language skills .

Chidambaram, K,(2005) made a study on the Learning Process of English by Higher Secondary Students with reference to Dharmapuri District in Tamil Nadu. Writing is the process of conveying one's thought through written symbols. It is a difficult process. The writing skill includes:

ability to shape the letters,

ability to convert the ideas using the written symbols,

ability to write without grammatical errors,

ability to present and organize in a readable fashion, etc.

All these four skills of language are the bases for communication. Hence, they form the base for the language proficiency-the ability to use the knowledge in different tasks. Make adjustment and amendment to avoid errors in writing; students may practise to write stories, and the errors in the written items may be spotted. Then the

reasons for the occurrence of errors should be indicated to the students. Further, editing training should also be given to the students. To avoid orthographical errors, appropriate pronunciation drills should be given to the students. By preventing the L1 sounds in their L2 pronunciation, the spelling errors can be minimized in the learners writings .

Sakthivel, K,(2014) studied on “Influence of Multimedia Technology in English Language Teaching” and found that at present the decreased students’ reading competence has become a major concern for reason that textual words are replaced by sound and image, handwriting by keyboard input. The over-application of multimedia technology would worsen the situation. The Computer Screen can’t Substitute the Blackboard. Most of the teachers take the computer screen as the blackboard. They have input exercises, questions, answers and teaching plans into the computer and display them step by step, without taking down anything on the blackboard or even the title of a lesson. It is known that teachers are supposed to stimulate situations based on teaching and make the students to communicate in English. In addition to this, traditional writing on blackboard is concise and teachers can continue the practice .

Sunkyoung Yoon, et al (2002), studied on “The Evolution of Asian ESL students perceptions of Grammar: Case Studies of nine learners” and arrived at the following conclusions: Grammar is not important for general communication but important for academic purpose. Grammar is not important for Speaking but important for Writing.

Trudy Wallace et al (2004) studied on “Teaching Speaking, Listening and Writing” and concluded that note-taking, identifying a central idea, outlining, drafting and editing are writing acts. Computers can be both harmful and helpful in writing and learning to write. Students can be encouraged to write by saying one in ten million can attain the status of a great writer who is long influential and long remembered. Direct contacts with professional writers such as novelists and news reporters may be inspirational. Inquiry and discovery also inspire great writing .

Gay Ivey and Marianne I. Baker (2004) studied on “ Phonics Instruction for Older Students? Just Say No” and reached the conclusions: Some struggling readers need to think more about the structure of words. An interactive and connected approach, such as word study, enables students to manipulate key words from their reading and begin extending generalizations to unfamiliar words, thereby strengthening not only reading skills but also writing and spelling skills. Instruction to facilitate word knowledge begins with high-interest, easy reading and pulls high-utility words directly from the pages of students' current texts .

III. SIGNIFICANCE OF THE STUDY

With the invention of Smart phones, tablets, laptops and so on, practice of writing has gone down in schools. Writing is vital for learning and for future success in life. Many children struggle to meet the standards expected by school and those needed for later life. In most of the schools, Copy writing books are not used. The teachers should change strategies to teach writing. Word-forming, Sentence combining, Summarization, Writing down the central idea of a paragraph, Fill- in with responding expression in a conversation, etc must be taught at high school level. Students should be enabled to monitor and manage their own writing. Peer group writing helps them get immediate feedback. In each peer group, there should be one bright student and one dull learner. Less- skilled and more -skilled writers learn from each other. There is chance for corrosion and erosion of one’s voice (speaking skill)

saved in a Compact Disc. But the written words of great writers live for ever inspiring and enlightening the oncoming generations. So without quoting any reason, the teachers and the pupils together initiate steps to strengthen their writing skill. Instead of thrusting cumbersome tasks for writing, interesting activities which teach all the skills in an integrated manner should be introduced .

OBJECTIVES

To identify the disorders of the slow learning pupils in written English expression and involve them in activities of learning English for remediating those disorders.

HYPOTHESIS

There is no significant difference in the remediation of the disorders in writing ability in English of the slow learners in VI Standard .

METHODS AND MATERIALS

Activity Centred Teaching of English is used in an Experimental Study.

SAMPLE

24 pupils of which 12 each are boys and girls in VI Standard, Tamil Medium Class in Government Higher Secondary School, Mamandur, Thiruvannamalai District. They were in the age group 11+.

DESIGN

One Group Design

T_1 T_2 Mean Gain = Mean of Post test (T_2) – Mean of Pretest (T_1)

TOOLS

1. A Verbal Intelligence Test
2. A Diagnostic Test in Writing Skill

STATISTICS

To study the significance of the difference in means between the Pretest and the Post test means of a small sample (Single Group) due to the effect of a method of teaching, the independent variable, where $N = 24$

Pretest Scores

$$\text{Mean, } M_1 = \sum X_1 / N$$

$$\text{S.D} = \sqrt{\sum X_1^2 / N}$$

$$\text{Mean Deviation, } x_1 = X_1 - M_1$$

$$\text{S.E}_{M1} = \text{S.D} / \sqrt{N} = \sigma_{M1}$$

Post test Scores

$$\text{Mean, } M_2 = \sum X_2 / N$$

$$\text{S.D} = \sqrt{\sum X_2^2 / N}$$

$$x_2 = X_2 - M_2$$

$$\text{S.E}_{M2} = \text{S.D} / \sqrt{N} = \sigma_{M2}$$

$$\text{S.E}_{DM} = \sqrt{\sigma_{M1}^2 + \sigma_{M2}^2}$$

$$t = (M_1 - M_2) / \text{S.E}_{DM}$$

Significance of t-value is found out at 0.01 levels for $df = 24 - 2$

PROCEDURE

Testing of Intelligence

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

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

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

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

Identification of Slow Learners

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

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

Verbal tests are linguistic in nature. The subjects should have adequate knowledge and skill of the language which is used in the test. As these tests give importance to 'Verbal Intelligence', these tests are nicknamed as tests of 'Scholastic Aptitude Verbal Tests'. Verbal tests are popular because a person's expression

of thoughts and ideas in his verbal and written responses, power of reasoning and abstract thinking can be reasonably measured.

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

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

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

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

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

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

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

If Practical Intelligence Kits are used to identify the slow learners whose I.Q range fall between 70 and 90, It will take months to complete the test for all the 100 children in VI Standard by a single researcher. Further the welfare governments all over the world are not afford to buy Practical Testing Kits to all the schools in developing countries. In this digitalised world, a teacher in a remote village can construct Verbal Intelligence test in English or in Mother Tongue, conduct the test in an hour's time, correct the scripts in an hour, separate the scripts which have scores/marks between 3 and 30, use statistical formulae to work out I.Qs and identify the slow learners whose I.Qs are between 70 and 90 in the forenoon session or in the afternoon session of the school and immediately he can start the intervention or remedial teaching programmes. In this study, the standard deviation of the normal distribution of the marks of all the 100 students was 15. The pupils whose raw scores out of 100 fell between 5 and 25 have been identified as slow learners. Other Classifications such as Sentence Completion, Proverbs, Logical Reasoning, Syllogisms, Inferential Conclusions, Syntactic Inference and Pedigrees were avoided in the construction of the intelligence test. The test then would be very difficult to VI Standard children and they will hate to appear for tests thereafter.

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

Item Difficulty / Item Difficulty Index = $R \times 100 / T$,
 Discrimination Value = $R_u - R_L / 1/2T$

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

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

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

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

TABLE 1: Calculation of I.Q Scores from Raw Scores of the slow learners
 from the Try-out Test of Intelligence given to Pupils in VI Standard
 Govt. Higher Secondary school, Mamandur.Thiruvannamalai Dist.

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

Out of the 30 slow learners present in VI Standard, only 12 boys and 12 girls were selected to make the sample balanced. When the Standard Deviation of the distribution of the scores in the intelligence test lies between 12 and 18, the formula, $I.Q = \sigma z + 100$ can be used to identify the slow learners whose I.Qs fall between 70 and 80. The tool to test the writing ability was taken 24 copies. All of them were arranged to sit in a hall. The Pre-Diagnostic test in writing was conducted in a peaceful atmosphere. If the students wanted clarifications in their mother tongue, about the instructions, translation into mother tongue was made. The slow learners do not use punctuation marks like comma, exclamation mark, apostrophe and quotation marks. Most of them fail to fill in right letters in the given blanks in a word. In identifying phrase and clause, they need total re-teaching. Some students score some marks in prepositions. They score marks in filling the blanks with adjectives. In using articles, they show average performance.

A few students write the negative forms of verbs correctly, when the meaning of the question was translated in to their mother tongue. They need teaching about transitive and intransitive verbs. They are poor in identifying the pattern/structure of the sentence. In identifying the tenses (only three simple tenses) of the sentences, they are good. In giving the opposite word, odd word, and rhyming word, they are a little better. Once the meaning of the question is said in their mother tongue, they do the exercises easily.

These 24 pupils were separated from the class in their English period and told to sit in a separate room. The researcher taught them for a month introducing activities to develop writing ability. All of them were supplied with a handwriting notebook to practise writing at home and in the class. Every day, they wrote words or phrases or sentences in the Handwriting Notebooks. The researcher corrected the notebooks by keeping the pupils beside him during the lunch interval. Simple Cursive Writing was practised. At the end of the month, the Post Diagnostic Test was conducted for all of them at the same time. Means of the pretest and post test were found and the mean difference was tested for significance in the remediation of mistakes. Several activities involving writing exercises were given.

A few of the exercises are given here.

I. Match each word with a word from the box and write it in your Handwriting Book.

- | | | |
|------------|---------------|---------|
| 1. Thunder | 2. Torrential | 3. Down |
| 4. Heat | 5. Hail | 6. Snow |
| 7. Gale | | |

Ex: 5. Hail stones

Stones drift storm rain wave warning pour

II. Show up Flash cards which have opposite words of the underlined words. and write them in Copying notebook. (Students are supplied with flashcards)

- It is a huge mountain
- It is very difficult to conquer China.
- Don't donate dirty clothes.
- He is a very kind minister
- I have no aversion to anybody.
- He is an obedient boy.

III. Match functions and expressions and write them down in your Notebook.

- | | |
|---------------------------|-------------------------------------|
| 1. Seeking Permission | a) May be. |
| 2. Expressing possibility | b) By all means |
| 3. Granting Permission | c) Do you mind me taking this seat? |
| 4. Politeness | d) Do you mind me taking this seat? |
| 5. Parting | e) Could I help you please? |

These kinds of activities and similar ones were introduced in the class.

Table 2: Difference in Mean Scores between the Pretest and Post test Scores

Test	N	Mean	σ	Obtained 't'	Table 't' at 0.01 level	Significant or Not Significant
Pretest	24	13.6	2.34	9.02	2.82	S
Post test	24	20.1	2.64			

There is significant difference in the mean gain of the slow learners in VI Standard (Tamil Medium of Instruction). There is better remediation of mistakes in the speaking ability of the slow learners after teaching under Activity Centred Approach to teach English.

The difference in mean scores is graphically explained here.

Pre test Mean	Post test Mean
13.6	20.1

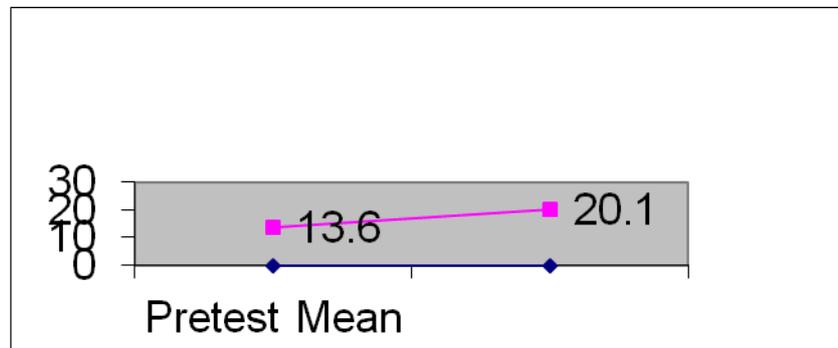


Figure 1: Difference in remediation of mistakes in the writing skill of the slow learners in VI standard.

IV. DISCUSSION

There was good improvement in using the Punctuation marks in the post test. In spelling exercise, groups of words with similar affixes were taught together. Students use their memory skills for mastering the spelling of words as they have this habit in learning their first language. In understanding the phrases and clauses, in the use of prepositions, adjectives, articles, negative forms of verbs, transitive and intransitive verbs, in understanding the tenses, patterns of sentences, there was improvement. Forming compound words was difficult for them. Arranging the letters in meaningful words is difficult for them. In writing a second language, they have to put down on paper the conventional symbols of the writing system that represents the utterances they have in mind and also they have to select and organise ideas, facts and experiences. Writing is a complex thinking process. The mechanics of writing, at the beginning level is taught in three stages, namely Manipulation, Structuring and Communication. Manipulation consists in the psychomotor ability to form the letters of the alphabet. At the pre-primary and primary levels, the second language learners practise cursive writing, upper and lower case letters, alphabetizing, basic spelling patterns of English, rules for capitalisation and word and sentence punctuation. In the stage of Structuring, the learners understand how words combine to form sentences and the rules which govern them. They organise the letters into words, words into phrases and sentences. In the Communication stage, the learners are able to select the appropriate structures and vocabulary to produce simple and correct paragraphs. Writing should be performed on a daily basis. At the high school level, there should be a lot of writing practice. Practice alone will make the ESL learners perfect in life.

Stephen Isaacson (1996) has stated that the writing process should be analysed Through self-observation check list for five factors: Fluency, Content, convention, Syntax and Vocabulary. The pupils of VI Standard must be guided to correct their mistakes themselves in spelling, punctuation, word-order and so on by consulting the textbook, grammar book or the dictionary.

Harunur Rashid Khan and Md. Zahid Auter (2011) have suggested that innovative methods should be used to remediate disorders in writing. Activity Centred Method is the suitable one for remediating the disorders in writing of the slow learners. Nirmala, Y (2013) has suggested to use picture stories to remediate disorders in punctuation, use of tenses, preposition and so on. Kelu (1990) suggested that parental occupation, education and status of the family influence the handwriting, listening comprehension and vocabulary of the pupils. The teachers of English in remote villages and hills must be supported financially and by frequent refresher courses for passing on the new knowledge to their students. Chidambaram, K (2005) has stated that writing skill involves the abilities to shape the letters, convert the ideas using the written symbols, write without grammatical errors and to present and organise in a readable fashion. Pronunciation drills should be given to avoid orthographical errors. Sakthivel K(2014), has warned that the overuse of multimedia technology by teachers and students have affected adversely the handwriting and spelling of the students. Sank Young Yoon et al (2002) have found that grammar teaching is more important for writing than for speaking. At present, students are drilled in saying conventional expressions for certain functions. Too much grammatical definitions and jargons are not given in teaching.

V. RESULT

There is significant difference in remediation of disorders in the writing ability of the slow learners after teaching several writing exercises under Activity Centred Teaching of English.

VI. CONCLUSION:

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

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