A Remedial ESL Writing Programme for Rural Learners
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Abstract: This study describes a remedial programme in ESL writing to enhance the writing skills of rural learners. This research first attempt to find out the need and lack of these learners in order to address them systematically. This article also shows how such remedial programme in writing can make a difference for tertiary differently-enabled learners who lag behind due to their socio-economic background.

Keywords: ESL learners, teachers, writing, remedies

I. Introduction
The present study is an attempt to make a remedial programme to improve ESL writing of dis-advanced rural learners. All learners included in the study belongs to rural vernacular background. The study includes classroom teaching on writing, analysis of learners’ questionnaire and supervision of a pre test and post test to the subjects. The remedial programme includes giving task to the learners, evaluation of learners’ in the line of the given feedbacks and the production of the second draft. The conclusion draw from the interpretation and analysis of the collected data underlines the fact that helps learners change as a better writer.

II. Objective of the study
Problems exist in every writing course. Therefore this article is an outcome of teachers’ concerns and efforts to identify the problems and to understand the key issues to ESL writing, so as to suggest a remedial practice that may help the learners to communicate themselves in improved English. It aims at finding areas of difficulty in the writing skill among the students and to work out remedial procedures to help them overcome their weaknesses.

III. Research question
The research question focused on two questions:
- Is there a need for remedial programme to improve ESL writing skill?
- Can there be a marked improvement in writing if an alternative remedial programme in writing is administered?

IV. Hypothesis
The study was based on the hypothesis if a short term remedial programme in writing administered for the rural differently–abled students would be brings improvement in the writing skill.

V. Analysis of the question
The questionnaire was used to draw out responses on the following areas:
1. The mother vernacular participant in the classroom:
The use of mother tongue could not have been employed in the unit because there is no common use of MT in the class.

2. The writing skills needed by the learners:
These question gave the learners to find out their error and their opinion on writing.

3. Useful activity:
This part was formed to draw feedback on the classroom activity.

4. Preferred method activities in the writing classes:
This part was prepared to find out the form of writing preferred by the learners.

VI. The process of developing the remedial programme by the teachers
Writing is an innovative skill. It is one of the most difficult and therefore annoying subjects to teach particularly in an ESL programme. It is especially difficult for non-native speakers because learners are usual to create written products that express their ability to arrange the content, to address the correct audience as well as to
show their linguistic ability. This study could be used as a starting point. As can be seen from the analysis, the student’s performance errors are methodical and classifiable.

- This, in turn, implies that both teachers and learners must see errors as the key to understanding and solving accuracy problems in English writing courses.
- It is the teachers’ task to adopt, change or even develop remedial procedures that can promote the students’ level and reduce their errors.
- Teachers should try to find the best means to convey the lesson to their students. This is, however, hard since there is no such method that is adequate to be The Best Method.
- Teachers regularly apply different methods that are suitable for the students’ needs, interests and abilities.
- Learners should be always encouraged to do remedial exercises by the teachers.

In fact, ability to communicate cannot be fulfilled unless “the grammar” is there, in the competence of the writer. According to Chomsky (1986), grammar consists of various levels, which are ordered and interrelated. Teachers have to be realistic in their expectations. Writing is hard work in one’s own language let alone in a second language. Developing the necessary skills to improve learners’ writing is even harder work. Teachers should be happy with whatever progress learners make. It is always true that some is better than none. One of the recommendations for improving the students writing is a writing lab.

VII. Use of remedial programme in the class room by the teacher

1. Understand learners Problems and Weaknesses
Understand what kinds of mistakes learners are making (often very small ones) or practice that weaken their writing. If they don't know, ask them to look back at any work that has been corrected by a teacher. Often the same mistakes are made? Do they forget or mix up articles (a, an, the)? Are all your sentences about the same length or similar structure? Learners also look at whatever writing textbook they have used and list the kinds of things that it focuses on.

2. Advice learners to Listen to their Writing
As learners write and re-read their work, their eye and brain become used to seeing the words. In some cases they become too familiar with their own writing so they can miss small mistakes. In fact they may:
- Catch small mistakes (articles, tenses, grammar etc.)
- Realise the rhythm of your writing is too monotonous (similar word length etc.)
- can move smoothly between ideas and sections (transitions)
- see they have used the same word too much or the words are too simple (vocabulary)

3. To Check Spelling in Reverse
Learners do not read each single word individually, so they overlook spelling mistakes or omissions in the process. Reading from back to front makes them focus on individual words and they can more easily pick mistakes.

4. Ask them for Peer Review
It is wise to read their final product before they submit it. Ask them to find a friend who is willing to spend some time on their writing and give them useful comments, advice and criticism. Often a peer can give you much more feedback than a teacher who might have many papers to check.

5. Feedback by the teacher
Most of the learners commit same type of error again and again. So error correction must take place by the teacher while learners are in process writing. Teacher should find out frequent error by all the learners, and specific error committed by each individual and should pay attention to treat it by providing necessary and relevant feedbacks.

VIII. Findings
These are only five basic ideas you could use to improve the quality of writing. Admittedly it adds time to writing activity. During remedial programme, learners were asked to compose several pieces of work. It was found that writing can be better facilitated in a classroom situation. This further leads to democratization of teaching English where students’ condition are reflected in teaching/learning context. Despite the presence of errors in writing, it was observed that continuous writing and expressing themselves decreased the inbuilt inhibition of learners. On the other hand, due to limited time-frame English remains the important language of discourse in classroom. It was observed that the learners in remedial programme respond better when there is sufficient feedback and motivation provided by the teachers.

IX. Conclusion
So I conclude that in rural area learners are facing several problems. We need to pull our rural learners of these vicious circle and put them in to virtuous circle. When teachers and learners work together in a writing class and learner use writing as a process there writing skill will definitely improve. As their instructor, teachers have a
chance to assist students in this process of acculturation to the academic community and to give them the encouragement to succeed in their academic endeavours. We should ensure whatever is possible in our context to help learning English as meaningful and relevant with better career opportunities. Our study is a small step to shut out this problem.

References