

**An-Najah National University
Faculty of Graduate Studies**

**The Impact of Remedial Classes on the
Performance of the Fourth Grade Low Achievers
in English in Public Schools in Ramallah District.**

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**This Thesis is Submitted in Partial Fulfillment of the
Requirements for the Degree of Master in The Methods of
Teaching English Language, Faculty of Graduate Studies, An-
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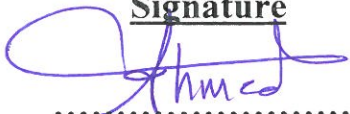


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By

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This thesis was defended successfully on 23/06/2014 and approved by:

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Dedication

To the soul of my father, and to my beloved mother; to my husband (Mohammad) and my beloved daughters (Houria, Shatha, Abeer, and Tala) for their support and cooperation.

To my inspirer Dr. Ahmed Awad, whose help and support made this study possible.

To my brothers and sisters and to all my friends for their encouragement.

Special dedication is to the Directorate of Education in Ramallah & AL-Bireh.

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الإقرار

أنا الموقعة أدناه مقدمة الرسالة التي تحمل العنوان:

**The Impact of Remedial Classes on the Performance of
the Fourth Grade Low Achievers in English in Public
Schools in Ramallah District.**

**أثر الصفوف العلاجية على أداء ضعيفي التحصيل من طلاب الصف الرابع
في المدارس الحكومية في منطقة رام الله**

أقر بأن ما اشتملت عليه هذه الرسالة إنما هي نتاج جهدي الخاص، باستثناء ما تمت الإشارة إليه حيثما ورد، وأن هذه الرسالة ككل، أو أي جزء منها لم يقدم من قبل لنيل أية درجة علمية أو بحث علمي أو بحثي لدى أية مؤسسة تعليمية أو بحثية أخرى.

Declaration

In the under assigned work provided in this thesis, unless otherwise referenced, the researcher declares that the work is her own, and has not been submitted elsewhere for any other degree or qualification.

Student Name: **Elham Theeb Mahmoud Jarrar** اسم الطالب:

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Date: التاريخ:

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Abstract

This study aimed at investigating the impact of Remedial Classes on the performance of the fourth grade low achievers in English in public schools in Ramallah District. It also examined the effect of gender and group variables on those pupils' performance.

To achieve the above - mentioned aims, the researcher developed a 59-item English proficiency test that covers the four language skills which are in convenience with grade and level of the selected pupils. Additionally, the researcher conducted an interview with all English language teachers who taught the fourth graders regularly in the ordinary classes in their schools; the number of those teachers was five.

The data were collected and analyzed using SPSS to answer the questions of the study. Based on the findings of the study, the researcher found that there was an obvious effect for the remedial classes on improving the students' level in English language learning, particularly in speaking skill which was also approved by English teachers' responses in the interview.

Based on these findings, the researcher recommended that teachers should give more emphasis to remedial education techniques while teaching, and cooperate with remedial teachers to help low achievers and make progress in their achievement. The researcher also recommended that parents should be aware of the importance of such remedial programs for their children and cooperate with remedial teachers. The researcher recommended stakeholders to organize intensive workshops on remedial education for training teachers on how to remediate and teach low achievers.

Chapter One

Introduction and Theoretical Background

1. Introduction

1.1 Remedial Classes Program

1.2 Description of the Remedial Classes Program

1.3 Remedial Education in General

1.4 Theoretical Background of the Remedial Education

1.5 Statement of the Problem

1.6 Purpose of the Study

1.7 Questions of the Study

1.8 Significance of the Study

1.9 Definitions of the Terms

1.10 Limitations of the Study

1.11 Summary

Chapter One

Introduction and Theoretical Background

1. Introduction:

For the sake of facilitation and clarity, the researcher divided this chapter into three sub- titles: The first one contains a brief introduction for remedial classes program, and description of the remedial classes program; the second is an introduction to the remedial education in general and the third is related to theoretical background of the remedial education.

This study is conducted on the whole population which was selected by team work of the Remedial classes program. The population was selected according to the following criteria (e.g. the most low – achieving students in their grade according to their teacher’s assessment and opinion; Low achievers who are, for example, at fourth grade but actually their performance indicates that they are at second grade level; Low achievers with learning difficulties, particularly, difficulties in reading and writing). The population consists of (45) fourth grade low achievers used as an experimental group: (26 females and 19 males) who were chosen from five schools in Ramallah District and similar (45) fourth grade low achievers as a control group (26 females and 19 males) who were chosen by the researcher from two out of five previous schools and another school in Ramallah District in order to obtain students who have the same characteristics of their counterparts in the experimental group. The level of

selected students in English language proficiency is low according to their teachers' assessment. That is consistent with the researcher's results on the English proficiency test (pre – test) for fourth grade low achievers.

1.1. Remedial Classes Program:

Remedial Classes Program (RCP) is one of the Teacher Creativity Center programs which are provided for children who have learning problems or difficulties that prevent them master basic skills in three basic school subjects (Arabic, English and Arithmetic).

Teacher Creativity Center (TCC) is a nonprofit and nongovernmental organization established in May 1995 by five teachers working in government, UNRWA and private schools in Palestine. Gradually, the efforts of those teachers were transformed into an effective institution in 2011 at the local, regional and international level. It has a strategic plan from 2011 to 2014 which is funded by the Norwegian Peoples' Aids. TCC focuses on quality education which supports human rights and civic education values through improving learning environment and empowering teachers in order to improve students' achievement. Its mission is working to help stakeholders in the teaching learning process to establish a safe, stimulating and democratic school environment, based on the belief that education is a right for all, especially the children. (Retrieved from an online site **www.Teachercc.org**).

This trend agrees with Kasran et al, (2012) who maintains that the remedial lessons are efforts in education to overcome the weak pupils learning problems in primary schools, particularly focused on the basic skills of reading, writing and arithmetic under the auspices of special remedial teacher who have received special training in this field.

1.2 Description of the Remedial Classes Program:

Remedial Classes program is one of the Norwegian's programs that has been implemented in different parts of the West Bank and Gaza since 2011. There is no contract or cooperation between the Ministry of Education and officials in the RCP, except allowing for team work of the RCP to enter the selected schools and choosing the targeted pupils for the treatment.

The current third round of this program started from October 2013 to May 2014 in three Palestinian Districts: Ramallah, Jerusalem and Jenin. It is provided for children who have learning problems that prevent them from mastering three basic learning skills: reading, writing and arithmetic.

RCP aims at contributing to supporting and increasing the academic growth of low achieving Palestinian children in second, third, fourth and fifth grades through offering remedial classes services for those children who suffer from learning difficulties. In addition, it offers opportunities to those children to acquire communicative and social skills through targeting recreational activities on Saturdays such as: holding meetings between

parents and their children, reinforcing children through organizing assemblies and offering prizes and having recreational trips.

According to RCP, the schools are chosen on the basis of being in remote and marginalized districts which are affected by Israeli segregation wall and Israeli settlements, such as villages in Ramallah District. While teachers are chosen from the same districts where this program is applied, they all have Bachelor degree; they do not work at private and public schools, and they have little experience of teaching since they have recently graduated; there are three teachers for three school subjects (Arabic, English and Arithmetic), one facilitator and one educational counselor in each village.

Students are basically chosen according to their teachers' assessment and opinions, that is, they have the lowest degrees in their schools (low achievers), who suffer from severe weakness in basic literacy skills (reading and writing), and who are for example, at fourth grade but their performance indicates that they are at the second grade.

At the beginning of the program, teachers collected complete information about each child through personality questionnaire which is answered by children's parents, then the pupils had sat for diagnosis tests in three school subjects (Arabic, English and math) so that teachers could identify their strengths and weaknesses. In the first phase of remediation, teachers focused on students' mastering of the alphabet in order for pupils to be able to perform at their grade level afterward. After that, remedial

teachers divided students into six groups: the first group included pupils who are above average from fourth and fifth grades, this group was labeled (A); the second group includes pupils who have average level from fourth and fifth grades, this group was labeled (B), and the third group includes the weakest pupils from fourth and fifth grades, this group was labeled (C) and also other three similar groups from the second and third grades. These groups helped teachers in grouping the children who have almost the same level in one group to facilitate providing appropriate instruction for them.

This model of grouping has been continued until pupils have mastered the alphabet, spelling, pronunciation, and word building, it took about two months. During the remaining period, the teachers adapt themes and lessons from pupils' curriculum to remedial classes techniques so that pupils can improve their achievement at their grade level.

Teachers of remedial classes had neither formal curriculum nor textbook, but they spent a training week on group work, learning by playing and learning by doing, drawing and acting out on the 22nd of September 2013. The teachers and the students applied these techniques through using dough, colors, drawing, pictures, cards, educational games and acting out that suit students' age.

With regard to evaluation and assessment in the RCP, teachers did not use tests or any evaluative tools except worksheets and teachers' observation inside the classroom. Instead, they depended on the diagnosis tests which were applied before and after the program; as well as pupils'

marks on mid-term exam, and the final exams in the first and second semesters in their schools.

This program was applied after school which started from three o'clock to six o'clock in students' government schools in their districts where a small group of students, nearly (from 7 to 10 pupils; males and females) received individualized learning at their own pace and ability. It followed this arrangement: Second and third graders spent three hours per day on Sundays and Thursdays ; fourth and fifth graders spend also three hours per day on Mondays and Wednesdays. Saturdays are devoted for recreation, playing, trips and ceremonies for all pupils, as well as educational counseling; Sometimes children's parents shared in Saturdays activities, if there is any occasion or ceremony such as Independence Day, Mother's Day or even birthday party for any pupil. The period of each lesson is about forty – five minutes for each subject. But, daily, before teaching, half an hour is devoted for guidance. This project started from October 2013 to May 2014. (This information was obtained from the interview conducted by the researcher with coordinator of RCP (Rasha Ahmad hamayel) at TCC Ein Musbah Street in Ramallah, 22th of September, 2013).

1.3. Remedial Education in General:

Learning problems are wide and diverse. But whenever there are big and severe problems, they often lead to low achievement or dropping out. For example, "In America, dropping out of high school is a serious

problem, the early 1990s statistics from the U.S Department of Education showed that about 30 percent (nearly one-third) of all U.S students who had entered public high school as freshmen were dropping out before they graduated. Some areas have much higher dropout rates than others, i.e. in inner-city schools, rates can exceed 50 percent” (Sherrow, 1996, P. 7).

The most common noticeable problem in education is the achievement gap which is a marker of the Tawjeehi Exam and which has a root to previous scholastic years, especially in the elementary stage. As Chapin (2006) emphasized that the achievement gap in social studies and science starts in Kindergarten which is based on evidence from an early childhood longitudinal study.

According to Smith & Otto (1980) academic underachievement is caused by unlimited, varied and individualized reasons which differ from case to case, so teachers of underachievers should focus on diagnosing and correcting learning difficulties instead of wasting a lot of time on determining the underlying causes of the learning problems.

As evidence to the underachievement problem, there is a clearer example in the Palestinian context which shows students’ low achievement as indicated by the results of local standardized tests and international TIMSS exams. For example, The Ministry of Education and Higher Education figures (2009) showed that in 2007 – 2008, only one in five of 16.000 Gazan sixth graders passed standardized tests in math, science, English and Arabic compared to half of their peers in Nablus and Jenin.

Moreover, عفونة (2011) stated that 40 percent of fourth grade pupils in Palestine cannot read, write and calculate. This underachievement problem is increasing in the context of English language teaching to non native learners, especially for learners in primary schools. As a result of these insights of the underachievement problem, the need for remedial education is an inevitable requisite for many teachers more than any time before.

Therefore, this study sought to examine the impact of remedial classes on the performance of the fourth grade low achievers in English in public schools in Ramallah District in an attempt to recognize the way these classes work and the extent to which those classes affect the students' performance.

1.4 Theoretical Background of the Remedial Education:

It is important to distinguish between two terms of education: "remedial" and "developmental" which are often used interchangeably in literature to describe a program of study designed for students considered ill – prepared for post secondary education, as Cross (1976 p.31) explained that remedial education "aims to remediate skill deficiencies while developmental education is geared towards developing the diverse talents of students".

The use and development of remedial education strategies have been a feature of educational policy in Ireland since 1960s of that time, little attempt was made to identify the causes of learning difficulties but the

priority was given to systematic development of basic reading skills. Through the next two decades, with the increasing provision of trained teachers and the rise of a child centered curriculum which enhanced the idea of offering the educational opportunities for all, the remedial service made more efforts for children who were not performing at their expectations (O'Toole, 1994).

The trend and responsibility of the remedial education that were prevailing in the past focused on changing the context and organization of curricula through spreading the remedial teacher's expertise and through developing the explicit whole school policies for pupils with learning difficulties. Traditionally, there were an isolation and marginality in remedial education, but the emphasis now is given to collaborative work between remedial teachers and subject teacher and to a greater integration of both remedial teachers and their pupils (Bines, 1986).

National Association for Remedial Education (1977 p.26) emphasized that "if the remedial withdrawal programme in school is to do anything significant for a pupil with learning problems, it should have made its contribution after two or three years" Moreover, Guidelines on Remedial Education issued by the Department of Education in Ireland in (1988, p.41) declared that "an effective remedial program is a team effort in which the principal, the remedial and class teachers work with each other, with parents and with other professionals towards the agreement of specific aims. Such cooperation must be deliberately and specifically

planned and the responsibilities of each involved must be clearly delineated and agreed on”.

Bereiter (1985) stated that an important aim of remedial education is to teach at faster rate than regular education (mainstream classroom). So if students who academically have fallen behind their peers fail to implement faster progress, they will have difficulty to reach the level of their peers. Furthermore, Huang (2010) stated that the goal of remedial instruction is to provide low-achieving students with more chances to reinforce the basic knowledge in common subjects, so that they can meet minimum academic standards. To do this, it is important for teachers to make efforts to adapt instruction to students’ special needs.

The National Association for Remedial Education (1985) established an extended role for remedial teachers to involve not only traditional responsibilities such as the assessment and teaching of pupils with learning difficulties, but also providing advice and help for subject teachers. They should also develop new strategies and procedures for identifying, assessing and monitoring those pupils. This is also stressed by U.S. Department of Education (2001) stating that the efforts and plans of teachers in special education services are determined by several factors other than cognitive ability alone, it should be based on early learning problems or cognitive delay, yet research has shown that children with non clinical problems in emotional regulation or socioeconomic disadvantage

are more likely to be referred for special education than their peers cited in (Mann et al, 2007).

Remedial education should not be implemented haphazardly or without planning, it must depend on basic structures and principles with special modifications which suit special learning situation. Spache (1981 p. 315-317) provided some principles for effective remediation such as:

- Remediation is temporary, supportive help for the disabled learners and must be socially approved by the peer group of the same age and interest.
- Remediation should be eclectic, varied and appeal to the interests of the pupil and inspire self –motivation.
- Remedial work should be scheduled and honest.
- Remediation must affect or change the classroom practices that may contributed to failure in the past.

According to Echevarria & Graves (2003 p 74) remedial teachers should take the following considerations while teaching students with learning difficulties.

- Locating specific objectives written for students to see along with selected vocabulary provides the kind of structure which those students need.

- Using instructional tasks that draw on students' prior experiences and interests and that relate those experiences to new learning.
- Using extra linguistic clues such as: gestures and body language to help students understand the message and focus their attention.
- Using supplementary materials to make lesson concepts clear and meaningful and adapting the content to the students' linguistic level.

In brief, all the –above mentioned ideas about low achievers and how to deal with them refer to two theoretical orientations that have provided the basis for the most classroom activities explicit code - based instruction, and implicit meaning based, or whole language instruction. The code – based approach, focuses on an awareness of language structure and function that allow students to reflect on and consciously manipulate the language. It includes an awareness of phonemes, syllables, and morphology and it requires teacher – centered presentation and evaluation of learning material with an emphasis on explicit instruction, scheduled practice, and feedback (Westwood, 2003). In contrast Goldman (1989 p.43-55) indicated that the whole language approach reflects a constructivist philosophy in which learning should be meaningful and related to real life situation and in which students are viewed as active self - regulated learners who construct new knowledge on previous one gradually in an appropriate way; In this sense, the students read and write self - selected whole texts in a dynamic atmosphere, with very little explicit decoding instruction.

1.5 Statement of the Problem:

Despite years of investment in the Palestinian strategic plan 2008 to 2012 for education, standardized tests and other markers showed that students in the Palestinian territory are doing increasingly poorly in schools, as it is shown by low achievement of standardized and TIMSS tests (UNICEF Occupied Palestinian territory monthly update, May 2011). As a result, and to a great extent, the problem lies in the quality of learning, not in the quantity; this underachievement problem is increasing in the context of English language teaching for non- native students who need more efforts to implement a standard success.

In an attempt to minimize this problem, the researcher examined the impact of remedial classes on the performance of the fourth grade low achievers in English in public schools in Ramallah District. In these classes, learning was accomplished by playing, by doing, group work, drawing and acting out to achieve improvements in students' achievement.

1.6. Purpose of the Study:

This study aims to achieve the following objectives:

- To determine the impact of RCP on the performance of the fourth grade low achievers in English in public schools in Ramallah District.

- To find out if there were any significant differences in English proficiency level of the fourth grade low achievers due to gender.
- To determine which of the four English language skills (listening, speaking, reading and writing) was the most improved skill from RCP.

1.7. Questions of the Study:

This study sought to answer the following questions:

- 1- What is the effect of RCP on the performance of the fourth grade low achievers in English in public schools in Ramallah District?
- 2- Are there any statistical differences at ($\alpha \leq 0.05$) in the English proficiency level on pre -test between the experimental group and the control group?
- 3- Are there any statistical differences at ($\alpha \leq 0.05$) in the English proficiency level on the pre -test between the experimental group and the control group due to gender?
- 4- Are there any statistical differences at ($\alpha \leq 0.05$) in the English proficiency level on the post –test of the fourth grade low achievers in English in public schools in Ramallah District according to the total average score and average score items of the dimensions due to group variable?

- 5- Are there any statistical differences at ($\alpha \leq 0.05$) in the English proficiency level on the post –test of the fourth grade low achievers in English in public schools in Ramallah District according to the total average score and average score items of the dimensions due to gender variable?
- 6- Are there any statistical differences at ($\alpha \leq 0.05$) in the English proficiency level on the post –test of the fourth grade low achievers in English in public schools in Ramallah District according to the total average score and average score items of the dimensions due to interaction between variables of gender and group?
- 7- Are there any statistical differences at ($\alpha \leq 0.05$) in the English proficiency level on the fourth grade low achievers' performance according to the total average score and average score items of the dimensions for the post test of the control group and the post test of the experimental group due to gender?

1.8. Significance of the Study:

This study focuses on English language skills: (Listening, Speaking, Reading and writing) to reveal the students' overall proficiency in English Language. Furthermore, this study supports many previous studies with regard to applying remedial instruction in the elementary stage for fourth graders.

Additionally, the significance of this study springs from the importance of the RCP itself and from being the first study which examines the effect of RCP on the performance of the fourth grade low achievers in English in public school in Ramallah District. It also, offers teachers many useful insights in remedial education which is an indispensable part of the teaching process; in addition, it focuses on the fourth grade low achievers in a basic primary stage where there is a greater opportunity for the success of the remediation.

1.9. Definition of Terms:

The National Association for Remedial Education (1977, p.26) produced a broad definition of remedial teaching:

“**Remedial Teaching** is a part of education which is concerned with prevention, investigation and treatment of learning difficulties from any source they may emanate and which hinder the normal development of the student”.

Operational Definition:

Remedial Teaching is a kind of teaching that focuses on identifying and treating shortcomings and supporting strengths in students ‘performance through many different methods such as: observations, diagnosis, planning for and following up suitable interventions and continuing evaluation.

Low-Achievers: are “children who have difficulty, even though they may be willing to work. Their problem is low potential or lack of readiness rather than poor motivation; they usually have difficulty in completing work; display poor retention; progress slowly” (Brophy, 1996 p.61).

Operational Definition:

Low-Achievers can be referred to normal students with limited ability that prevents them to keep up with their classmates or to perform within their expectation, due to academic or nonacademic reasons.

Standardized Test: is a test that proved its reliability, validity and objectivity by accurate statistical methods. It is a basic scale which can be relied upon to determine the level of students’ performance correctly in the content of single subject area (اللقاني والجمل, 2003: P. 20).

Operational Definition:

Standardized test is a high – quality test that is designed by specialists in the field at the national level for the purposes of evaluating students’ ability, comparison, and making decisions on the basis of the results of this test.

English Language Proficiency: The Council Chief State School Officers (1992 p.7) defined this term in the following way: “A fully English proficient student is able to use English to ask question, to understand teachers, and reading materials, to test ideas, and to challenge what is being

asked in the classroom”. Four language skills contribute to proficiency as follows: listening, speaking, reading and writing. Cited in (Handbook of English Language Proficiency Test, 1995)

Operational Definition:

English language proficiency can also be defined as student’s ability to speak, understand, read and write the language with enough suitable structure and vocabulary at his/her grade level in order to participate in conversation inside or outside classroom.

1.10. Limitations of the Study:

The researcher classified the limitations of the study into four:

- 1- Locative limitation: this study covers all remedial classes centers in Ramallah District.
- 2- Temporal limitation: the researcher carried out this study from October in the first semester of the scholastic year 2013/2014 to May in the second semester of the same year.
- 3- Human limitation: the population of the study consisted of (45) pupils 19 males and 26 females low achievers at fourth grade in public schools in Ramallah District.
- 4- Topical limitation: the study examines the impact of Remedial Classes on the achievement of fourth grade low achievers in English language in public schools in Ramallah District.

1.11. Summary:

The first chapter explicitly presented the problem of the study which aims at examining the impact of Remedial Classes on the performance of the fourth grade low achievers in English in public schools in Ramallah.

Furthermore, this chapter was designed to present theoretical background of the remedial education, statement of the problem, research questions, and significance of the study, definition of the terms and limitations of the study.

Chapter Two

Review of the Related Literature

2.1 Introduction

2.2 Learning Theories and Remedial Education for Low Achievers

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Chapter Two

Review of the Related Literature

2.1. Introduction:

In this chapter, the researcher divided the related literature into four sections which are arranged topically. The first section included theoretical review of the three basic learning theories and remedial education of low achievers: (behaviorism, cognitivism, and constructivism); the second section reviewed information about low achievers and their characteristics, causes of academic low achievement; the third section is related to the importance of remedial education, assessment in remedial education and choosing the remedial interventions; and the fourth section summarized some international and local empirical studies of remedial education and their effects on students' performance. The researcher's comments are also provided after theoretical studies and empirical ones.

2.2. Learning Theories and Remedial Education for Low Achievers:

Learning theories revolve around teacher – centered instruction or student – centered instruction. Every theory has ideas and methods in helping low achievers overcome their difficulties and remediate their skills deficits.

The researcher presented and discussed the most appealing learning theories to students with difficulties such as: (behaviorism, cognitivism,

and constructivism) and their effects on low achievers in the teaching learning process. “Since the learning theories that were found to be most important and fundamental in formulation of learning design model and methods were those based upon behaviorism, cognition and constructivism” (Barker, 2008 p.130).

2.2.1. Behaviorism and Remedial Education for Low Achievers:

Behaviorism refers back to the work of Watson and Skinner where the focus was on changing the observable or measurable behavior with no attention to student’s mind. it is teacher – centered approach since it requires big efforts from the teacher to create appropriate positive environment for students to elicit the desired response or behavior.

According to Skinner (1969 p.64) “Teaching is arranged into contingencies of reinforcement under which students learn, however, students often learn without being taught in their natural environment, therefore, teachers arrange special contingencies, these speed up the emergence of behavior which would otherwise be acquired slowly or never occurred”.

In the area of teaching students with difficulties, Steele (2005); Ellis and Purdie (2005); Dickinson (2003) supported Mercer (1997) saying that the application of behaviorist theory to classroom has generally been referred to as explicit or direct instruction, although these approaches have been criticized for use in the general education setting, they have shown

promising research results, particularly for children with learning difficulties. They assured that despite the popularity of student _ centered and activity based approaches; direct teaching has a big effect on students' performance particularly when delivered through the medium of interactive whole - class lessons.

Steele (2005) supported Olson & Platt (2000) and Grobecker (1999) in regard to the importance of explicit instructions: Breaking down the task into small, manageable segments for students to learn and complete the task easily and modeling in which teachers explain and demonstrate the steps for carrying out the task. These techniques have great deal values and effects on teaching low achievers who are in need of more care than normal students due to their learning difficulties.

2.2.2. Cognitivism and Remedial Education for Low Achievers:

Cognitivism arose largely in response to behaviorism, it focuses on the human mind and how it operates. The most influential exponent of cognitivism was "Jean Piaget who rejected that learning was a passive assimilation of given knowledge, instead he proposed that learning is a dynamic process comprising successive stages of adaptation to reality during which learners actively construct knowledge by creating and testing their own theories of the world" (Piaget, 1968 p.8).

Unlike behaviorist learning theory, where learners are motivated by extrinsic factors such as rewards and punishment, cognitive learning

theory sees motivation as largely intrinsic, because it involves significant restructuring of existing cognitive structures, so a successful learning requires a major personal investment on the part of the learner (Perry, 1999 p. 54). This is also emphasized by Delisle and Berger (1990); Whitmore (1980) that supportive, intrinsic and remedial strategies are effective as they focus on students' strengths to create their intrinsic motivation while remediation is done in a safe environment so that learners can make their own understanding of knowledge and make connections with relating issues.

Boylan & Saxon (1999) and Roueche (1973) said that the effective remedial courses are based on sound cognitive theory; therefore, the remedial instruction should be systematic and clearly based on what teachers know about how people learn.

According to Ertmer & Newby (2013) cognitivism like behaviorism, emphasizes the role that environmental conditions play in facilitating learning, it focuses on the conceptualization of student's learning process. To do so, they stressed that instructional explanations, demonstrations, illustrations, and illustrative examples and matched non – examples are considered to be instrumental in guiding student learning with emphasizing on the role of practice with corrective feedback.

2.2.3. Constructivism and Remedial Education for Low Achievers:

The teaching methods that are based on student- centered instruction accord with constructivist learning theory which has the most popular and dominant perspective in remedial education for students with difficulties (Ken, 2006).

Solso (2009) supported Vygotsky (1978) because both of them explored the difference between the actual development level of the students and their potential of development through problem solving and more capable peers. Vygotsky added that students' learning are influenced by not just the classroom but by society and culture, he stressed that if learning can be influenced by social mediation, then conditions can be created in schools that help students learn.

In the area of constructive based remedial instruction, Johnson (2004) and Honebein (1996) emphasized that constructivism is a collection of educational practices that are student- focused, meaning - based, process - oriented, interactive, and responsive to students personal interest and needs. For them, constructivist classroom is characterized by authenticity, by a focus on students and by creating relevant environment in which learning is functional; therefore, constructive learning is experiential in that people create knowledge and draw meaning from that knowledge through their own experiences and ideas. In this sense, the researcher believes that learning should be based on real life situations to become meaningful for learner who construct his new knowledge on previous one in a social and

experiential contexts, this is in accordance with tenets of remedial education that focused on the identification of students with difficulties, their strengths and weakness.

Steele (2005); Duhaney & Duhaney (2000); Ellis (1997) and Harris & Graham (1996) emphasized that the importance of knowing what students already know as a foundation, therefore, teachers who follow a constructivist theory in teaching students with difficulties need to discuss some related ideas that are already familiar to the students. To do so, teachers should use techniques such as mapping and brainstorming. Teachers are also advised to use techniques from active learning where students are actively involved in the lesson; they easily learn and retain the information. In this sense, the process of scaffolding student's learning is essential, particularly for low achievers.

Ken (2006); Mc Inerney & Mc Inerney (2006); Cambourne (2002); Daniels (2001) emphasized that teacher should be a facilitator of learning and should provide opportunities for individual learners to acquire knowledge and construct meaning through their own activities and through discussion, reflection and sharing ideas with other learners.

With regard to learner's role in constructive learning, Ken (2006) also emphasized that learners have a basic role. They should be active contributors to the learning process, this reflects the importance of scaffolding process for students at the beginning of learning or remediation; and teaching methods should focus on what the student can

bring to the learning situation as much as on what is received from the environment.

In the area of constructive learning environment, Weegar & Pacis (2012); Rummel (2008) indicated that though the role of the teachers in explicit or direct instruction was to provide extrinsic motivation to elicit students' learning or behavior, their primary role in constructivism is to motivate children to create their own knowledge through their personal experiences, in other words, they focus on increasing the intrinsic motivation of students for learning.

2.3. Low Achieving Students and Their Characteristics:

The absence of a universal definition of low achievers category springs from the difficulty of reckoning their wide conflicting characteristics. As stated by Klinge et al (1997) defining the characteristics of the child who is labeled as underachiever has been a difficult task for psychologists and educators for a considerable time.

With regard to low achievers and their status in relationship to special classifications, limited amount of research has been conducted and the conclusions reached in the available research is variable and sometimes contradictory, however, some researchers examined the most apparent characteristics of low achievers. For example:

Ergle (2003) did not agree with some researchers who focused on students' achievement as a primary determinate of low achieving group.

Ysseldyke et al (1982) who defined low achieving groups as having achievement scores at or below the 25th percentile on the Iowa tests of basic skills. Conversely, Ergle (2003) supported Gallagher (1985) who pointed out the danger of using intelligence tests for some gifted students who are labeled as underachievers because of poor academic performance.

Dowdall and Colangelo (1982) and Whitmore (1980) believe that many definitions of underachievement underscore the gap or the discrepancy between potential and performance. In other words, the inability to maximize potentials has been common denominator in these definitions.

Lehr (1988) compiled the following common characteristics of the children who are low achievers: Academic difficulties, lack of structure and social skills, inattentiveness and distractibility, low self esteem and lack of motivation, fear of failure and inability to face pressure, dependence and narrow range of interest, health problems; discipline problems, and excessive absenteeism.

Reis & Mc coach (2000) indicated that underachievement is more related to individuals who fail to realize their goals or to self - actualization. So those who lack recognition or realization of their goals will develop subsequent underachievement. Cohen (1990) emphasized that underachieving students are seen as not having the ability to transfer mastered skills and knowledge when they are required to do so. In other

words, they are not able to apply what they have learned in real similar situation.

Etu (2009) deduced that underachievers at school include those: who do not perform well according to the expectations in a particular subject area; who as a result of behavior do not show interest in their studies; who do have the necessary intellectual ability but still underachieve; and who are limited by culture, language and gender from doing well academically.

Kiss (2013); Lavy et al (2011) and Imberman et al (2012) emphasized that low- achieving students are affected and suffer most from an increase in the share of low- ability peers and they more probably assimilate their peers' characteristics. Good peers have strongest positive impact on low achievers; therefore, low achievers should be integrated with good students who have strong effect on them.

2.4. Causes of Academic Low Achievement:

Reading is a powerful tool for enhancing one's competence; regardless of the age. All reading activities can be effective learning styles that will help all types of learners mainly low achievers who mostly suffered from reading problems. (Siegle and Ryan, 1989) & (Siegle 1995).

Practicing reading at an early age minimizes the percentage of low achievers, that is, the more early learners read the fewer number of low achievers (Sharples et al 2011) & (Juel 1988).

In regard to the effect of self esteem and high expectation and accomplishment, it was found that there is a positive correlation between these two factors. Here, there is an indication for teachers to keep on empowering the students' self confidence which will automatically accelerate learning and increase achievement. This was found by (Sturgess 1999) and (Gallagher 2005).

As for the effect of environment, the child's environment whether at home or at school plays a very important role in bringing up children educationally. Such bringing up will affect positively not only the child's motivation to learn, but it also affects accelerating learning and increasing one's achievement. This is overstressed by (Mroczek & Little, 2006) and (Etu, 2009).

In other context, the relation between conducive environment and self confidence is handled by some researchers who found out that one's own environment, if appropriate can reinforce self confidence which in turns motivate learner to learn better. This was found by Sturgess (1999); Gallagher (2005); Mroczek & Little (2006) and Etu (2009).

Gallagher (2005) and Sturgess (1999) contend that poor expectation within the students about their accomplishment can generate considerable conflict within students' minds, causing them negative behaviors. If students believe they are capable, and expect positive results for their efforts, then they will become achievers.

Mroczek & Little (2006) contends that negative self concept can cause underachievement when parents are not aware of their children's abilities and fail to support them. On the other hand, a teacher's responses and feedback also have important role in shaping students' perceptions of themselves and their learning. Therefore, it can be deduced that the following factors can cause underachievement at school: Lack of motivation and intellectual potential, negative home influence, conflict of values, poor health condition, and lack of life experiences.

The negative correlation between bad environment, poor expectation, lack of self steam are core factors for a poor accomplishment, slow learning and lack of motivation. This was found by (Etu, 2009) and (Sousa, 2003).

Conducive atmosphere whether at home or at school is an effective factor for low achievers, because it includes encouraging factors such as scaffolding ideas, mathematical problems, reading and writing problems. Such findings are an essential message for both parents and teachers. (Fletcher & Vaughn 2011) and (Donovan & Cross 2002).

A recent research on underachievement at Palestinian schools conducted by Diab (2011) identified some factors that contribute to bad grades at school, he then classified them into four categories: personal factors, such as self- esteem, motivation, self-regulation, cognitive strategy, mental health, and coping strategies; home factors, such as socioeconomic status, specific and general parenting, siblings relations and parents' mental

health; School factors, such as teaching practices and peer relations; and cross- system factors, such as traumatic events and major life events.

2.5. The Importance of Remedial Education:

Teachers in basic primary schools face many difficulties as they teach their students basic knowledge and skills, since those children have little of previous learning experiences, so it's normally for some of those children to face difficulties which prevent them to cope with their peers. From this point, the provision of remedial education for children at primary school is a prerequisite and inevitable demand for those children to be on track of their grade level.

Parker et al (2010) agreed with Casazza & Silverman (1996) who indicated that in the last 150 years, "remedial" is the term that was and continues to be used throughout higher education, "remedial" is derived from the Latin "remedialis" meaning "healing, curing, and relieving". When applied to student, this term requires the need to remedy or correct "specific skill deficits".

"Remedial or developmental education which incorporates human development theories is intended to bring together academic and student support services to assist students in preparing to make choices appropriate to their current stage in development, and is viewed as being appropriate for all students" (Kozeracki 2002 p. 84).

In the area of later training in one's life, it was found that difficulty to help learners improve is more challenging than providing training, education, reading at an early age. (Carneiro and Heckman 2003; Lavy & Schlosser 2005; Coghlan et al 2009 and Sharples et al 2011). This is in the one side of achievement and readiness. In the other side, remedial instruction and education play a role in reforming the education of children who receive early training better than those who receive later training (Chen, 2004); and (Kate 2007).

As emphasized by Huang (2010) and Tseng (2008) remedial education is considered a type of clinical teaching where a child receives both diagnosis and treatment until successful recovery is achieved.

One great advantage of remedial education is that it provides low achievers with protection from being fallen behind ordinary students. It also gives them enough support which enhances self- esteem and allows them to keep up with progress that their classmates have or achieve (Humphrey et al 2013).

2.6. Assessment in Remedial Education:

The most important procedure in remedial education is the assessment process, which is useful for decision making by remedial teachers about the efficacy of their ways of teaching and measuring the extent of improvement in skill deficit of their students.

O'Toole (1994) emphasized that the earlier the identification and intervention the less the likelihood of children experiencing failure. This was proved by Tansley & Panckhurst (1981) who stated that the assessment of child's status should be both functional and prescriptive, and afterward it should be followed by some forms of interventions through remedial education. Mann (1989) agreed with Tansley & Panckhurst (1981) and added that the identification of children with learning difficulties is a process which must give a comprehensive picture of child's needs by employing more than one technique such as observation and standardized instruments.

With respect to model assessment for remedial classes, a lot of researches emphasized delivery models that consider the child's response through monitoring the child's progress and responses. Non referenced achievement test a long with clear criteria that measure all types of disabilities are important for both teachers and low achievers (Bradley et al 2002; Vaughn & Fuchs 2003; Fletcher & Vaughn 2011).

Diagnosis and assessment help the teacher determine which instructional objectives to teach or re-teach what methods to use and what material to teach (Mariotti & Homan, 2005) & (Westwood, 2007).

With reference to identifying strong and weak points of students in the skills of reading and writing: text reading, dictation, letter identification, writing vocabulary could be very effective tools for increasing the child's knowledge, accelerate their reading and minimize the

level of low achievement (Pullen & Justice 2003; Tisn 2006; Reynolds & Fish 2010; Selvarajan & Vasanthagumar 2012).

In general, successful interventions require from teachers to conduct regular evaluation and monitoring of students' performance after implementing every single teaching goal, so that teachers can predict how much progress their students have achieved on one hand, and adjust or alter some of their irrelevant teaching methods on the other hand. As recommended by Nugent et al (2012) the regular assessment and ongoing monitoring of student literacy achievement is largely associated with positive outcomes.

2.7. Choosing Remedial Interventions:

Designing or choosing remedial approach or strategy for students with difficulties is not an easy task because every child has distinctive features from his/her peers. Precise and comprehensive diagnosis methods are needed to facilitate students' classification and as a result designing or choosing appropriate remedial strategies that render to better performance.

Ysseldyke & Algozzine (1982) believed that the effectiveness of intervention is determined by at least five factors in complex interaction, which are: pupil's characteristics, nature of treatment, teacher's characteristics, setting variables, and the behaviors one tries to change. While Gardner (1977p.193) characterized direct approaches to intervention by their focus on the "development of appropriate behaviors not on

behavioral deficits, inadequacies, disabilities, shortcomings, or difficulties are effective approaches to intervention” On the other hand, Berman & Mc Laughlin (1978) found that the variance in instructional methods made less difference in students’ outcomes than might be expected. Instead, what seems to matter is how committed the teachers and administrators are to program and how confident they are that it will work.

With reference to underachieving behaviors in students’ performance, Delisle & Berger (1990) indicated that remedial education should include varying and special strategies. They supported using useful strategies suggested by Whitmores (1980). These include:

- Supportive strategies: using classroom techniques that make students feel comfortable as they are at their home; such as holding class meeting about student’s concerns; providing assignments that strengthen students’ competency.
- Intrinsic strategies: focusing on the idea that students’ self - concept is closely related to their learning, so teachers should encourage attempts, not just successes; they should also value students’ share in creating classroom rules and responsibilities; and allow students to evaluate their own work before receiving grade from the teacher.
- Remedial strategies: recognizing that students are not perfect; each child has specific strengths and weaknesses as well as social, emotional and intellectual needs. Therefore, teachers should give

students chances to make progress in their areas of strength while opportunities should be given in specific areas of learning deficiencies. This remediation should be done in a safe environment in which mistakes are considered a part of learning process for everyone including the teacher.

Hunt & Marshall (2002) agreed with Benz et al (2000) the appropriate content for remedial classes may extend beyond academic coursework to the functional skills, community skills, social skills, and direct work experience. This means that the remedial teachers should interest of the social and emotional status of their students and motivate them positively.

In the area of best approaches for intervention, Gallagher (2005) supported Sternberg (2000) in his “successful intelligence” theory that success depends on focusing and increasing individuals’ strengths to decrease their weakness. This helps teacher to adapt, shape and select one’s environment which motivate students’ success. Furthermore, Cohen (1990) emphasized that once students have learned how to learn in changing circumstances, and how to transfer skills and knowledge; they will have a greater command over their outcomes and achievement.

Kate (2007) agreed with Gettinger (1993); Wentling (1973) who stressed the importance of having small numbers of students in the remedial class, for example, eight participants is an adequate number for the remedial teachers to implement individual tutoring when necessary to

fulfill the concept of remedial program, due to the fact that individual one to one instruction has the advantage of allowing the instructors to provide immediate corrective feedback.

Westwood (2007) and Dickinson (2003) supported each other and indicated that over many decades, and despite the popularity of student-centered, activity - based approaches; a clear evidence supports the value of appropriate direct teaching, often delivered through the medium of interactive whole-class lesson. However, Ellis & Purdie (2005) stressed the importance of programs that give adequate attention to teaching of word building and phonic skills, as well as reading for meaning are considered to have most value for children with learning difficulties.

DCSF (2008) emphasized that for teachers to gain the most effective use of numeracy and literacy interventions, it is important to ensure that they are targeted at the children who are in need to them. To do so this requires close monitoring of pupils' progress, particularly for underperforming pupils and those in vulnerable groups.

Chen (2010) agreed with Anderson (1995) because both of them emphasized that to learn effectively, ordinary learners and low achievers must organize and link their prior knowledge with new knowledge, students who are not able to do so, have problems like: understanding, recalling, and accessing the new knowledge later.

Sharples et al (2011) also stressed Hayes et al (2009); Ofsted (2008) saying that social and emotional learning could play an important role in raising the attainment of children and young people living in a disadvantaged environments.

Battaglia & Lebedinski (2011) supported Dee (2004) by saying that choosing the appropriate instruction; it should be taken into consideration the importance of having teachers with the same backgrounds of their students, the matter which has been proved significant improvements in achievement gap for minorities.

Literacy skills are the most important skills that are in need for guided teaching and remediation from the very beginning since they promote success in other academic subjects; therefore, many researches are conducted on improving these two skills. For example: Brady (2011) concluded that evidence had continued to accumulate supporting the positive impact of explicit and systematic teaching on young children's reading development.

With regard to the writing skill, Saperstein Associates (2012) maintained that developing handwriting technique in students' performance is very fruitful, since this technique stands as a foundational skill that can influence student's reading, writing, language use, and critical thinking.

Bergsmann et al (2013) and Van de Grift (2007) agreed that teaching quality is high, if the teacher provides efficient classroom management, a

safe and stimulating learning climate, clear instruction, explicit implementation of learning strategies and adaptation to differences between students and teacher's fostering for student's involvement.

Humphrey et al (2013) and Domitrovich & Bradshaw et al (2010) agreed on the assumption that approaches to intervention that focus narrowly on a single risk factor or outcome domain are less likely to be successful than those target multiple factors. This was supported by Reddy & Ramer (1995) and JADAL (2012) who emphasized the effectiveness of multimedia – based modular approach over the traditional lecture method in teaching science, social science and mathematics to low achievers. So, the researcher believes that an eclectic approach to intervention is the most appropriate and effective strategy to cater for wide range of students' diversity and to make observable progress. Furthermore, the researcher supported using directed approaches to intervention especially with slow learners as it is recommended by many researchers in the previous review.

2.8. Comments on Theoretical Review:

From the previous theoretical review, it can be concluded that many remedial interventions for basic skills are based on the major learning theories (Behaviorism, Cognitivism and particularly constructivism) which included both direct instruction and indirect instruction; teacher-centered and student-centered approaches to suit the majority of low achievers' types. Also, it can be concluded that the academic underachievement is a complex issue due to different conflicting factors in student's life. Many

researchers focused on revealing causes of underachievement in student's performance. For examples: Diab (2011); Sharples et al (2011); Fletcher & Vaughn (2011) and Etu (2009) among others. Up to the researcher's knowledge, this is the first study on the Palestinian's level which examined the impact of Remedial Classes Program on the performance of the fourth grade low achievers in English in public schools in Ramallah District. It focused on (fourth graders in primary schools) where gains from remediation are more likely be implemented as it was emphasized by many previous studies such as: Brodin (2012); Coghlan et al (2009); Carneiro and Heckman (2003).

Many previous studies revealed different characteristics of underachievers. However, this study is confined only to low achievers in English who are in the fourth grade but they perform as if they are in the second grade because of the severe difficulties in literacy skills in marginalized and disadvantaged villages in Ramallah.

Most researches in remedial instruction were related to post secondary education, as emphasized by Parker et al (2010) and Huang (2010). this study focused on the fourth graders low achievers in primary schools in Ramallah district.

Furthermore, this study examined the impact of nongovernmental program (Remedial Classes) whose work did not follow the Palestinian Ministry of Education policy; and whose teachers did not cooperate with

school teachers in teaching issues. Therefore, the subject of this study is new, realistic and important for investigation.

The previous theoretical review helped the researcher to have a comprehensive knowledge about underachievement problem and remedial instruction, the matter which helped in constructing the English proficiency test for this study.

2.9. Empirical Studies Related to the Effect of Remedial Education:

The researcher was able to have international and local empirical studies related to the effects of remedial interventions on students' performance.

O'Connells (1989) conducted a study with children of specific reading difficulties. He found that they presented with a mean reading delay of approximately two years before attending the school. In contrary, some children made little progress, and their strength and deficits were the same in spite of intensive help as indicated by Holland (1989)

Another study by العبد الله (1997) aimed at identifying the effectiveness of suggested remedial program to improve reading skill of sixth graders in schools of the north valleys district in Jordan. Gordon test was used to sort cases of Dyslexia, standardized reading test and observation list were instruments of this study. The results showed that 9.5% percent of pupils suffered from Dyslexia; a positive effect for suggested remedial program on males was more than that on females.

Moses (1998) conducted a study on the effect of structural drills in remedial teaching, and found that the most frequently occurring grammatical error in students' written work is the error concerned with subject-verb agreement. Desai (1986) developed a remedial program for improving the language ability of children in standard fourth grade. The results showed that most defects committed by the first three years of primary school were errors on spelling, missing letters and faulty pronunciation which can be minimized by remedial instruction.

عمران (1999) aimed at investigating the effectiveness of learning games on the performance of fourth graders in learning the Arabic syntactic structures. The results showed that there were significant statistical differences between the grades on the post test in learning syntactic structures between experimental group and control group in favor of the experimental group. This assured that using learning games improves students' performance.

Slavin & Madden (2001) designed an intervention program in USA called "Success for All" It involved intensive one - to - one teaching to help improve the literacy learning rate for at – risk children. In this program, junior classes usually regrouped for reading with children going to different classrooms based on their own ability level throughout the primary school. Despite the difficulty applying it in many schools, it had high benefits in the area of reading meaningful text.

A study by الجوجو (2004) aimed at measuring the effect of suggested program in developing dictation performance skills for females students in the fifth grade in the north of Gaza district. The researcher used dictation skills questionnaire, dictation test and the suggested program as tools. The results showed significant statistical differences at ($\alpha=0.05$) between mean of grades for females in the experimental group and mean of grades for females in the control group in the post dictation test in favor of the experimental group.

Ng (2006) indicated to an early reading intervention program: “Reading Recovery”, which was first developed in New Zealand. Children with reading difficulties in the first grade were submitted to intensive service that tailored their needs through instruction based on a combination of whole language and skills - based teaching principles. This program is highly successful with the lowest - performing children in year 1, and at least 80 percent of children who underwent the full series of lessons can read at the class average level or better.

Machin et al (2007) conducted study which focused on an intervention with poor learners in English inner city secondary schools, named “Excellence in Cities” (EiC). The interventions included support to difficult students and advanced teaching for the best 5 – 10 percent “gifted and talented” students in under-performing schools. The results suggested that EiC programme improved students’ outcomes in mathematics (though

not English) although the benefits were only evidence for students with a sufficiently strong background and not for the most “hard to teach” pupils.

In a study conducted by Konstantopoulos and Chung (2009) they examined the long-term effects of small classes on the achievement gap in mathematics, reading and science scores. The results consistently indicated that all types of students (males and females) benefit more in later grades from being in small classes in early grades. From these findings, longer periods in small classes, produced higher increases in achievement in later grades.

Abu Armana (2011) examined the impact of a remedial educational program on English writing skills of the seventh grade low achievers at UNRWA schools in Rafah. A remedial program in learning writing skills and pre – post test were used as tools of the study. The results showed that there were statistically significant differences at ($\alpha = 0.05$) on English writing skills of low achievers in favor of the experimental groups. This means that the remedial program had a significant impact on students writing skills.

Baker et al (2012) examined effects of a paired bilingual program and an English only reading program on English reading outcomes for Spanish – speaking English learners in first, second and third grades. Results of piecewise growth modeling analysis indicated that ELs in the paired bilingual group made more growth on reading fluency in English than ELs in the English only group across all grades. Conversely,

regression analysis revealed that the difference in reading comprehension outcomes between these two groups was not statistically significant in first and third grades, whereas in second grade, at – risk ELs in the paired bilingual group had statistically significant higher scores in reading comprehension than ELs in the English only group.

2.10. Comments on the Empirical Studies:

Most previous studies focused on improving the achievement of low achievers in reading skill, such as: Baker et al (2012) O’Connell and Holland (1989); Ng, (2006); العبد الله (1997); Konstantopoulos and Chung (2009). Other studies examined different skills or sub skills in the area of language teaching.

2.11. Summary

In chapter two, the researcher has presented several relevant studies and literature related to the basic learning theories and remedial education for low achievers and their characteristics, causes of academic low achievement; the importance of remedial education, assessment process in remedial education and choosing the remedial interventions. The researcher also summarized some empirical studies on the international and local levels which showed the effect of implementing remedial education on students' performance in different stages and subjects in the educational process.

Chapter Three

Methodology and Procedures

3.1 Introduction

3.2 Methodology

3.3 Questions of the Study

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3.11 Design of the Study

3.12 Data Analysis

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Chapter Three

3. Methodology and Procedures

3.1. Introduction:

This chapter deals with the methodology and procedures of the study. It introduces methodology, questions of the study, population, instrumentation, data analysis, and validity and reliability of the test procedures.

3.2. Methodology:

The researcher followed the semi-experimental approach where there are two groups of pupils, the experimental group and the control group. Both groups are pre - tested and then the experimental group was taught English according to the remedial classes' techniques such as: small group work, learning by playing and doing, music, and acting out, whereas the control group was taught in the traditional method with textbook.

3.3. Questions of the Study:

This study sought to answer the following questions:

- 1- What is the effect of RCP on the performance of the fourth grade low achievers in English in public schools in Ramallah District?

- 2- Are there any statistical differences at ($\alpha \leq 0.05$) in the English proficiency level on pre -test between the experimental group and the control group?
- 3- Are there any statistical differences at ($\alpha \leq 0.05$) in the English proficiency level on the pre -test between the experimental group and the control group due to gender?
- 4- Are there any statistical differences at ($\alpha \leq 0.05$) in the English proficiency level on the post –test of the fourth grade low achievers in English in public schools in Ramallah District according to the total average score and average score items of the dimensions due to the group variable?
- 5- Are there any statistical differences at ($\alpha \leq 0.05$) in the English proficiency level on the post –test of the fourth grade low achievers in English in public schools in Ramallah District according to the total average score and average score items of the dimensions due to the gender variable?
- 6- Are there any statistical differences at ($\alpha \leq 0.05$) in the English proficiency level on the post –test of the fourth grade low achievers in English in public schools in Ramallah District according to the total average score and average score items of the dimensions due to the interaction between variables of gender and group?

- 7- Are there any statistical differences at ($\alpha \leq 0.05$) in the English proficiency level on the fourth grade low achievers' performance according to the total average score and average score items of the dimensions for the post test of the control group and the post test of the experimental group due to gender?

3.4. Population of the Study:

The population consists of (45) fourth grade low achievers used as an experimental group: (26 females and 19 males) who were chosen from five schools in Ramallah District and similar (45) fourth grade low achievers as a control group (26 females and 19 males) Besides five male and female teachers were also interviewed.

3.5. Instrumentation:

In order to achieve the study objectives, the researcher reviewed the related literature and developed an English proficiency test as a tool to assess the level of students' proficiency in English language skills (listening, speaking, reading and writing) before and after the implementation of remedial classes. The students in the experimental group were taught and treated according to Remedial Classes' techniques while the students in the control group were taught traditionally. In addition, the researcher carried out an interview with English language teachers who taught the fourth graders regularly in their schools about the effect of remedial classes on the performance of those students.

3.5.1 The Pre - Post Test:

An English Proficiency test for the fourth grade low achievers was prepared by the researcher with the help of experienced teachers in the field to measure the effect of remedial classes on students' performance. It was used as a pre-test before implementing the remedial classes and as a post test applied after the treatment. This test aimed at measuring the impact of remedial classes on the proficiency level of the fourth grade low achievers in English. The four language skills were included in the test (reading, listening, speaking and writing). Furthermore, since the population of the study is confined to (low achievers) in the fourth grade, the researcher constructed the test depending on some criteria which are followed in the remedial classes program in regard to choosing low achievers at schools. Such as:

- The most low – achieving students in their grade according to their teacher's assessment and opinion.
- Low achievers with learning difficulties, particularly, difficulties in reading and writing.

Based on the previous criteria, the researcher reviewed the general objectives of both third and fourth grades English curricula and found that they have common ideas between them, So the researcher included items from these two curricula in the test to suit young low achievers. And because teachers in remedial classes focus on pictures, concrete teaching

aids and image in order to elicit answers from students, the researcher included many colored pictures in the test to be in accordance with the philosophy of this program, and also since the population of the study is very slow learners, the pictures help them understand and answer easily.

3.5.2 Interview:

The second tool of this study was a semi – structured interview which was designed by the researcher. It consists of eight questions related to the main tool of the study – (English proficiency test for fourth grade low achievers)

The researcher distributed the questions of the interview for all English language teachers who taught fourth graders regularly in the selected schools in Ramallah district. The number of those teachers was (5)- three males and two females; they answered freely the researcher's questions; every interview lasted for 10 minutes.

3.6. Validity of the Test:

To ensure the content validity of the test, the instrument was given to a group of 9 judges: three specialists at an Najah University; one specialist at the Arab American University; three supervisors and two experienced teachers of English language from the Directorate of Education in Jenin District were consulted to establish the test validity by evaluating the appropriateness of the test to the purpose of the study and the level of students. Their modifications and recommendations were taken into

consideration. For example, the specialists suggested reducing the items of the test and replacing some pictures with more obvious ones; the supervisors suggested various rubrics of the test, while the teachers suggested that items of questions that require choosing the correct answer, must be written in bold to suit low achievers. As a result, the researcher made the necessary modifications accordingly.

3.7 Reliability of the Test:

Reliability is the most important characteristic of a good test. It explores the extent to which the items of the test are consistent on several occasions. It is commonly known that the higher the reliability value, the more reliable the instrument will be. However, the general convention in research has been prescribed by Nunnally and Bernstein (1994) who stated that one should strive for reliability values of %70 or higher. This study used Cronbach alpha as the most popular strategy of measuring the internal consistency of the test which was shown in table (1) below:

Table (1): Cronbach Alpha Distributed by Dimensions of Pre-Post Test

Dimension	Number of Items	Pre-test	Post-Test
Reading skills	18	0.60	0.64
Listening skills	15	0.68	0.75
Speaking skills	15	0.57	0.79
Writing skills	11	0.72	0.68
Total	59	0.80	0.87

It is clear from the above table that Cronbach alpha of Post test is higher than pre-test of the total score; also Cronbach alpha is higher for all dimensions of the post test than pre-test except writing skills dimension.

3.8 Validity of the Interview:

To insure the validity of the interview questions, the researcher consulted (9) professionals in the field of English language teaching. See Appendix (D). Based on their modifications, the number of the questions was reduced from 10 to 8 which elicited an agreement percentage of 80%.

3.9 Reliability of the Interview:

To insure the reliability of the interview, the researcher applied the tool two times on the same selected teachers whose number was 15 teachers. After three weeks of the first application, the same teachers answered the questions of the interview for the second application, and then the correlation coefficient was calculated for each question between the two applications. The reliability coefficient was obtained through the procedure of application and reapplication for the interview questions. The results were as the following:

Table (2): Correlation Coefficient for Each Question of the Interview

No	Items	Correlation Coefficient	Significance
1	Do you support cooperation between class teachers and remedial teachers as an effective strategy in remedial education?	0.81	0.00
2	Have you experienced cooperation with remedial teacher in regard to teaching low achievers inside the class? If yes, specify?	0.70	0.00
3	Do you believe that the selected students by remedial classes team are the target category of low achievers at school?	0.80	0.00
4	Do you agree that adopting an eclectic approach is more effective in treating low achievers' difficulties than one particular approach?	0.82	0.00
5	Do you agree that evaluation should be both formative and summative achievement?	0.83	0.00
6	Do you believe that remedial classes' evaluation for low achiever's performance through their schools evaluation is precise?	0.75	0.00
7	Do you observe progress in low achievers' performance? If yes, specify?	0.60	0.00
8	Based on your experience, what do you suggest for improving the remedial classes program?	0.76	0.00

3.10 Procedures of the Study and Data Collection:

The researcher used the following procedures to fulfill the research:

- Reviewing a large amount of the related literature, which gave the researcher useful information to design and develop the research problem.
- Interviewing the coordinator of RCP for obtaining complete information about the work strategy, techniques and target students (low achievers) in this program. (See Appendix (F))
- Reviewing the general objectives of the fourth grade English curriculum to get a comprehensive idea about the general focal points. (See Appendix (A))
- Developing the English Proficiency test for the fourth grade low achievers as pre – post test. (See Appendix (B))
- Validity of the test and interview was guaranteed by a group of specialists and checklists from different Universities. (See Appendix (D))
- A permit was obtained from An-Najah University – Faculty of Graduate Studies for conducting this study. (See Appendix (H))
- A permit was obtained from Directorate of Education Ramallah and AL – Bireh for conducting this study. (See Appendix (I))
- Applying the pre-test to the control and experimental groups before dealing to know the level of students in English language and to see

if the participants in the two groups were equal in their English language level. (See Table (4) and Table (5))

- Administering the pre – post test with the help of English teachers in the remedial classes on two phases in each school; the first phase was the application of receptive skills (listening and reading) while the second phase was the application of productive skills (speaking and writing). Each phase took 40 minutes for the application; this was done to reduce the influence of external factors on the test results.
- Insuring the reliability of the test from the first application. (See Table (1))
- Insuring the reliability of the interview through the procedure of application and reapplication. (See Table (2))
- Exploring the purpose of the study and giving some instructions for remedial teachers for unify their work before treatment. (See Appendix (E))
- During the study, the researcher made three visits to the remedial classes and to be sure that teachers in remedial classes are committed to the researcher's instructions.

3.11 Design of the Study:

The researcher used the ideal real experimental design for conducting this study. It is called (the pretest – posttest control group

design) which includes one control group and one experimental group. The elements of this design are clarified by the following symbols:

G1 O1 X O2

G2 O1 --- O2

The first group is experimental which is symbolized by G^1 with O^1 which stands for a pre – test, X stands for the treatment by remedial classes program and O^2 which stands for the post – test. While the second one is a control group which is symbolized by G^2 with O^1 which stands for a pre test, without X treatment and O^2 stands for the post test.

3.12 Data Analysis:

The following statistical procedures were used for analyzing responses of fourth grade low achievers students for the test items:

- Statistical description through means and standard deviations which show the differences between pre-test and post-test.
- Chronpach Alpha formula to check the internal reliability of the test.
- Independent Sample T- test on pre-test to check equivalence between the two groups (experimental group and control group). This test was also used on the post – test to find out the impact of the treatment in the remedial classes.

- Two way ANOVA to examine the significance differences between averages to the total average score for the post test according to group variable and gender variable and the interaction between group and gender variables.

3.13. Variables of the Study:

The variables of the current study were divided as follows:

The Independent Variables:

- Gender variable: male & female.
- Group variable which is divided into two categories:
 - a- Experimental b-Control

Dependent variable:

The impact of remedial classes on the performance of fourth grade low achievers in English in governmental schools in Ramallah District.

3.14. Summary

This chapter presented the method of the study, questions of the study, the target population for this study, the instruments of this study: (Pre-test and Post- test, and the Interview), the way of implementing validity & reliability of the test and interview, procedures of the study, design of the study, data analysis and variables of the study and summary.

Chapter Four

Results

4. Results

4.1 Introduction

4.2 Results Related to the Questions of the Study

4.3 Results Related to the Second Tool of the Study

Chapter Four

Results

4.1 Introduction:

This section presents the statistical data that have been analyzed using the SPSS statistical program. The data collected through the tool of the study represented by the pre-test and post-test were used to examine the effect of RCP on the performance of the fourth grade low achievers in English in public schools in Ramallah District.

4.2 Results Related to the Questions of the Study.

Results related to question (1):

What is the impact of Remedial Classes Program on the performance of the fourth grade low achievers in English in public schools in Ramallah District?

To answer this question, the researcher used the average score distributed by statement dimension and group variable of the post test. Results are shown in table (3) below.

Table (3): The Average Scores Distributed by Statement, Group and Items of the Dimensions of the Post – test.

Item	Control		Experimental		Total	
	Average	Standard Deviation	Average	Standard Deviation	Average	Standard Deviation
Part One: Reading						
A: True or False	3.16	1.51	3.16	2.02	3.16	1.77
B: Read and Circle	3.53	1.52	4.31	1.58	3.92	1.59
C: Read and Match	4.89	3.21	6.89	2.20	5.89	2.91
D: Read and Circle	3.67	1.26	3.80	1.29	3.73	1.27
Total	15.24	4.88	18.16	3.76	16.70	4.57
Part Two: Listening						
A: Listen and write	8.98	2.62	8.62	3.07	8.80	2.84
B: Listen and circle	5.51	2.90	7.56	2.62	6.53	2.93
C: Listen and number the sentences	3.91	3.38	5.11	3.48	4.51	3.46
Total	18.40	6.26	21.29	5.72	19.84	6.14
Part Three: Speaking						
A: Answer these questions	5.29	1.59	7.18	2.04	6.23	2.05
B: Choose the correct answer	8.27	3.24	15.07	2.61	11.67	4.50
Total	13.56	4.08	22.24	4.15	17.90	5.99
Part Four: Writing						
A: Choose and write	2.56	1.42	3.20	1.10	2.88	1.31
B: Put in order	1.78	1.55	2.00	1.54	1.89	1.54
D: Complete numbers	3.11	1.37	3.47	1.24	3.29	1.31
E: Write in your copybook	1.67	0.74	2.24	0.77	1.96	0.81
Total	9.11	3.06	10.91	3.25	10.01	3.27
Total Score	56.31	12.55	72.60	13.03	64.46	15.13

With reference to this question, the results showed that there was apposite effect of RCP on improving students' level in English language in general. It is clear from the above- table showed that the average total scores of post-test of the experimental group is higher than the average total score of the control group.

Results related to question (2):

Are there any statistical differences at ($\alpha \leq 0.05$) in the English proficiency level on the pre -test between experimental group and control group?

In order to examine the equivalence between the experimental group and the control group on the pre - test, the researcher used the (independent t-test) to show the significance of the mean differences of the pre- test according to the total average scores due to the group variable. This is shown in table (4) below.

Table (4): The Results of (Independent t-test) to Identify the Mean Differences of the Pre-test Due to Group Variable.

Average Score	Control		Experimental		(t)	Significance*
	Mean	Standard Deviation	Mean	Standard Deviation		
Pre-Test total average	50.07	12.80	50.58	12.88	0.189	0.851

***Statistically significant at ($\alpha \leq 0.05$)**

Table (4) shows that there are no statistically significant differences at ($\alpha \leq 0.05$) in the English proficiency level on pre –test according to the

total average score due to the group variable which indicates the equivalent between experimental and control group. This high equivalent is very important before applying the remedial classes.

Results related to question (3):

Are there any statistical differences at ($\alpha \leq 0.05$) in the English proficiency level on pre -test between experimental group and control group due to gender?

In order to examine the equivalence between males and females in the experimental group and control group on the pre - test, the researcher used the (independent t-test) to show the significance of the mean differences of the pre -test according to the total average scores due to gender variable. The results are shown in table (5) below.

Table (5): The Results of Independent t-test that Identify the Mean Differences of the Pre-test Due to the Gender Variable

Average Score	Male		Female		(t)	Significance*
	Mean	Standard Deviation	Mean	Standard Deviation		
Pre-Test total average	49.85	14.11	50.69	11.77	-0.31	0.76

* Statistically significant at ($\alpha \leq 0.05$)

Table (5) shows that there are no statistically significant differences at ($\alpha \leq 0.05$) in the English proficiency level on pre-test according to the total average score due to the gender variable.

Results related to question (4):

Are there any statistical differences at ($\alpha \leq 0.05$) in the English proficiency level on the post –test of the fourth grade low achievers in English in public schools in Ramallah District according to the total average score and average score items of the dimensions due to the group variable?

To answer the question, the researcher used the (independent t-test) to show the significance of the mean differences of the post- test to the effect of RCP on the performance of the fourth grade low achievers in English in public schools in Ramallah District according to average score items of the dimensions and the total average scores of post-test due to group variable. The results are shown in table (6) below.

Table (6): The Results of the Independent T-test that Identify the Mean Differences of the Post-test Due to Group Variable

Average Score	Control		Experimental		(t)	Significance*
	Mean	Standard Deviation	Mean	Standard Deviation		
Post-test Reading	15.24	4.88	18.16	3.76	3.17	0.00
Post-test Listening	18.40	6.26	21.29	5.72	2.29	0.03
Post-test Speaking	13.56	4.08	22.24	4.15	10.01	0.00
Post-test Writing	9.11	3.06	10.91	3.25	2.71	0.01
Post-Test total average	56.31	12.55	72.60	13.03	6.04	0.00

* Statistically significant at ($\alpha \leq 0.05$)

** Statistically significant at ($\alpha \leq 0.01$)

Table (6) shows that there are statistically significant differences at ($\alpha \leq 0.05$) to the effect of RCP on the performance of the fourth grade low achievers in English in public schools in Ramallah District according to average score items of the dimensions and the total average score of the post-test due to group variable in favor of the experimental group.

Results related to question (5):

Are there any statistical differences at ($\alpha \leq 0.05$) in the English proficiency level on the post –test of the fourth grade low achievers in English in public schools in Ramallah District according to the total average score and average score items of the dimensions due to the gender variable?

To answer this question, the researcher used the (independent t-test) to show the significance of the differences between means in the English proficiency level on the post – test according to average score items of the dimensions and the total average score for both control and experimental groups due to the gender variable.

The results are shown in table (7) below.

Table (7): The Results of the Independent T-test that Identify the Mean Differences for Both Control and Experimental Groups of the Post-test Due to Gender Variable.

Average Score	Male		Female		(t)	Significance*
	Mean	Standard Deviation	Mean	Standard Deviation		
Post-test Reading	18.18	4.21	15.62	4.56	2.73	0.01
Post-test Listening	21.84	5.68	18.38	6.10	2.73	0.01
Post-test Speaking	18.00	6.84	17.83	5.35	0.14	0.89
Post-test Writing	9.76	3.20	10.19	3.33	-0.61	0.54
Post-Test total average	67.79	14.70	62.02	15.11	1.81	0.07

* Statistically significant at ($\alpha \leq 0.05$)

** Statistically significant at ($\alpha \leq 0.01$)

Table (7) shows that there are statistically significant differences at ($\alpha \leq 0.05$) in the effect of RCP on the performance of the fourth grade low achievers in English in public schools in Ramallah District on the post-test according to the Reading and Listening dimensions for both the control and experimental groups due to gender variable in favor of the males. On the other hand, table (7) shows that there are no statistically significant differences at ($\alpha \leq 0.05$) in the effect of RCP on the performance of the fourth grade low achievers in English in public schools in Ramallah District on the post-test according to speaking and writing dimensions and

on the total average score for both the control and experimental groups due to gender variable.

Results related to question (6):

Are there any statistical differences at ($\alpha \leq 0.05$) in the English proficiency level on the post –test of the fourth grade low achievers in English in public schools in Ramallah District according to the total average score and average score items of the dimensions due to the interaction between variables of gender and group?

To answer this question, the researcher used a method of Univariate test (Two way ANOVA) to examine the significance differences between averages to the total average score for the post test according to group variable and gender variable and the interaction between group and gender variables.

Univariate procedure provides regression analysis and analysis of variance for one dependent variable by one or more factors and/or variables. The factor variables divide the population into groups. Using this General Linear Model procedure, you can test null hypotheses about the effects of other variables on the means of various groupings of a single dependent variable. You can investigate interactions between factors as well as the effects of individual factors, some of which may be random. In addition, the effects of covariates and covariate interactions with factors

can be included. For regression analysis, the independent (predictor) variables are specified as covariates

Table (8): The Averages and Standard Deviations to the Total Average Score for the Post-test Distributed by Gender and Group.

gender	Groups	N	Mean	Std. Deviation
male	Experimental	19	75.63	12.41
	Control	19	59.95	12.66
	Total	38	67.79	14.70
female	Experimental	26	70.38	13.26
	Control	26	53.65	12.01
	Total	52	62.02	15.11
Total	Experimental	45	72.60	13.03
	Control	45	56.31	12.55
	Total	90	64.46	15.13

Table (9): The Results of Univariate Test Distributed by Gender, Group and the Interaction between Group and Gender.

Source of variation	Sum of Squares	Degrees of freedom	Mean Square	F	Significance*
gender	731.03	1	731.03	4.60	0.04
groups	5767.35	1	5767.35	36.31	0.00
gender * groups	6.01	1	6.01	0.04	0.85
Error	13659.41	86	158.83		
Total	394273.00	90			

Table (9) shows that there are statistically significant differences at ($\alpha \leq 0.05$) to the effect of RCP on the performance of the fourth grade low achievers in English in public schools in Ramallah District on the post-test according to the total average score due to gender in favor of males and group variable in favor of the experimental group. On the other hand, table (9) shows that there are no statistically significant differences at ($\alpha \leq 0.05$)

to the effect of RCP on the performance of the fourth grade low achievers in English in public schools in Ramallah District on the post – test according to the total average score due to the interaction between the variables of gender and group.

Results related to question (7):

Are there any statistical differences at ($\alpha \leq 0.05$) in the English proficiency level on the fourth grade low achievers' performance according to the total average score and average score items of the dimensions for the post test of the control group and the post test of the experimental group due to gender?

To answer this question, the researcher used the (independent t-test) to show the significance of the mean differences on the post-test according to the dimensions and the total average score for both the control group and the experimental group due to gender.

Table (10): The Results of the (Independent t-test) to Identify the Mean Differences of the Control and Experimental Groups According to Average Score Items of the Dimensions and the Total Average Score of the Post-test Due to Gender Variable.

Group	Average Score	Male		Female		(t)	Significance*
		Mean	Standard Deviation	Mean	Standard Deviation		
Control	Post-test Reading	17.68	4.55	13.46	4.38	3.14	0.00
	Post-test Listening	20.74	5.74	16.69	6.17	2.24	0.03
	Post-test Speaking	12.58	4.02	14.27	4.06	-1.39	0.17
	Post-test Writing	8.95	2.88	9.23	3.24	-0.3	0.76
	Post-Test total average	59.95	12.66	53.65	12.01	1.69	0.09
Experimental	Post-test Reading	18.68	3.90	17.77	3.68	0.8	0.43
	Post-test Listening	22.95	5.55	20.08	5.64	1.69	0.09
	Post-test Speaking	23.42	4.25	21.38	3.94	1.66	0.11
	Post-test Writing	10.58	3.37	11.15	3.20	-0.58	0.56
	Post-Test total average	75.63	12.41	70.38	13.26	1.35	0.19

Table (10) shows that there are statistically significant differences at ($\alpha \leq 0.05$) on the performance of the fourth grade low achievers in English in reading and listening dimensions of the control group due to gender variable in favor of the males. On the other hand, table (9) shows that there are no statistically significant differences at ($\alpha \leq 0.05$) on the post – test

according to the speaking and writing dimensions and on the total average score of the control group due to gender variable.

In regard to the experimental group, table (10) illustrates that there are no statistically significant differences at ($\alpha \leq 0.05$) on the performance of the fourth grade low achievers in English in all dimensions (reading, listening, speaking and writing) and the total average score for the experimental group on the post-test due to gender variable.

4.3 Results Related to the Second Tool of the Study (Interview):

The interview is a kind of qualitative methods in research which supports and strengthens theoretical data. The second tool of the study was the interview which gave more insights and suggestions in the domain of Remedial Education. (see appendix (G))

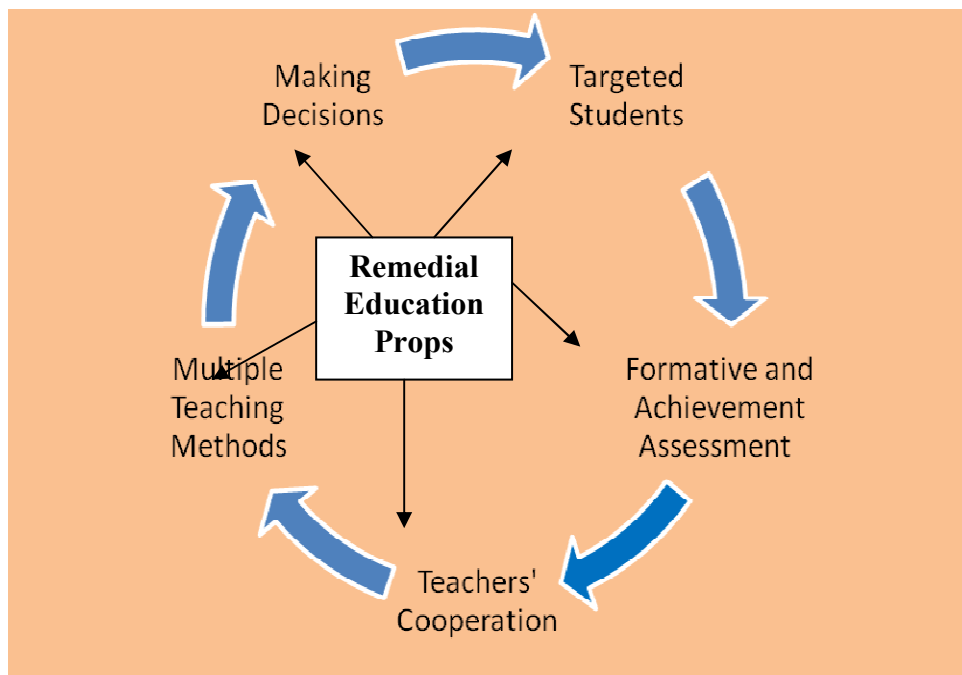


Figure (1) :The Focal Points of the Interview Questions

In regard to the first two questions which dealt with cooperation between remedial teachers and class teachers, the five teachers strongly supported cooperation between the remedial teacher and class teacher in treating low achievers, and they also assured that they had not experienced cooperation with the remedial teacher except choosing the targeted students for remedial classes team.

As regards to the third question, which examined whether the selected students in remedial classes are the target category of low achievers or not, all five teachers agreed that mostly all the selected students were low achievers who deserve treatment and care.

Regarding the fourth question which examined whether one approach or multiple approaches are the best intervention in remedial education, all five teachers assured that adopting an eclectic approach is the best intervention for low achievers who have varying and distinctive features. This supported using varied techniques by remedial classes team to cater for the students' needs and suit their level in order to make progress in their performance as it is shown and proved by the results of the English proficiency test.

Concerning the fifth and sixth questions which dealt with the evaluation of students' performance, all five teachers assured that the process of evaluation should be both formative and achievement and they added that remedial classes team should not depend solely on the observations inside the class and on schools' evaluation of those students.

In other words, the lack of continual evaluation through using worksheets and short tests justifies students' shortage in the areas of writing and reading for comprehension.

Regarding the seventh question, which examined the students' progress in the four language skills, all teachers agreed that the most observable progress in students' performance was in speaking and listening skills. This means that remedial classes techniques had a strong effect on improving the oral skill.

In regard to the eighth question which elicited the teachers' suggestions for improving and strengthening remedial classes team, some teachers suggested that the work of remedial teachers should be closely connected with school curriculum and the necessity for cooperation between remedial teachers and class teachers in teaching low achievers.

Other teachers suggested applying continual evaluation in the remedial classes through using many worksheets and short tests to measure the progress of students step by step; also they suggested integrating technology in remedial classes such as audio and video materials, and focusing on students' mastering the alphabet and literacy skills.

4.4 Summary

In chapter four, the researcher presented the results related to the tools of the study, (English proficiency test and the interview). Tables that explained and assured the results of the study questions which showed the observable effect for the remedial Classes Program on improving students' level in English language in the experimental group in favor of male students compared to students' level in the control group.

Chapter Five

Discussion, Conclusion and Recommendations

5.1 Introduction

5.2 Discussion

5.3 Conclusion

5.4 Recommendation

5.4.1 Remedial Teachers

5.4.2 Parents

5.4.3 Stakeholders

5.4.4 Further Research

5.5 Summary

Chapter Five

5. Discussion, Conclusion and Recommendations

5.1 Introduction:

In chapter five, the researcher presents discussion of the results, conclusion and recommendations to remedial teachers, parents, stakeholders and researchers for further research.

5.2 Discussion:

Discussion of the first Question:

What is the impact of Remedial Classes Program on the performance of the fourth grade low achievers in English in public schools in Ramallah District?

Analysis of results showed that there was a positive effect of the Remedial Classes Program on improving students' level in English language in general.

The total average of the pre-test for the experimental group was (50.6) and the total average of the pre-test for the control group was (50.2) which guaranteed the equivalence in the performance between the two groups before applying Remedial Classes services. On the other hand, the total average of the post-test for the experimental group was (72.60) while the total average of the post-test for the control group was (56.31) which indicated that students of the experimental group achieved better results

than students in the control group particularly in speaking dimension which scored the highest average of all English proficiency skills. For details (see table (3)).

This result revealed that using varied techniques of remedial classes like small group work, learning by playing, by doing, and acting out with small number of low achievers had a positive impact on improving the level of those students in English language as emphasized by JADAL (2012) regarding the effectiveness of multimedia – based modular approach over the traditional lecture method in improving low achievers' performance. In addition, the small number of low achievers in remedial classes assisted in improving their performance. This is in accordance with Kate (2007); Gettinger (1993); Wentling (1973) who stressed the importance of having small numbers of students in the remedial class, which results in implementing individual one- to -one instruction that helps instructors to provide immediate corrective feedback. Moreover, this result also agreed with Steele (2005); Dickinson (2003); Mercer (1997) who emphasized that behaviorist-based teaching which implements explicit or direct instruction benefits children with learning difficulties very much.

This improvement could also mean that low achievers who often lack motivation for learning had got an interest in learning English through playing, doing and acting out many lovely roles which motivated and engaged them in meaningful activities and situations. This result is also in agreement with Humphrey et al (2013); Brodin (2012); Farrel (2012);

Carneiro and Heckman (2003); O’Cnnells (1989); Moses (1998) and Desai (1986) as all of them emphasized that Remedial Education Programs increase the performance of students specially who suffer from low achievement regardless of the region and situation of the students. This improvement facilitates low achievers’ learning in a later stage. However, this study is in disagreement with Holland (1989) who indicated that children made little progress in spite of intensive help. Furthermore, most previous studies focused on one skill in language teaching while this study revealed low achievers’ performance in the four skills of English language teaching.

Discussion of the second Question:

Are there any statistical differences at ($\alpha \leq 0.05$) in the English proficiency level on pre-test between experimental group and control group?

Due to the importance of group’s equivalence in the experimental research, the researcher chose the control group students who have mostly the same characteristics of their counterparts in the experimental group. Such a matter helped in bringing about the equivalence.

This is proved by the results of the independent t-test on the pre –test for the experimental group and control group, the findings showed a high degree of equivalence between experimental group and control group since the total mean for the control group was (50.07) and the total mean for the

experimental group was (50.58). This equivalence showed high degree of reliability for the post-test results.

These results indicate that there were no statistically significant differences at ($\alpha \leq 0.05$) in the English proficiency level on pre –test according to the total average score due to the group variable. This high equivalence is very important before applying the treatment in the remedial classes.

Discussion of the third Question:

Are there any statistical differences at ($\alpha \leq 0.05$) in the English proficiency level on pre-test between the experimental group and the control group due to gender?

Since this study included both male and female students, the researcher examined the differences in the English proficiency level on the pre-test between the experimental group and the control group due to gender.

The results of independent t-test for male and female students for both groups showed that the total mean for male students was (49.85) and the total mean for female students was (50.69) which guaranteed the equivalence between male and female students before applying remedial classes program. Up to the researcher's knowledge, there are no studies that revealed the same results.

Discussion of the fourth Question:

Are there any statistical differences at ($\alpha \leq 0.05$) in the English proficiency level on the post –test of the fourth grade low achievers in English in public schools in Ramallah District according to the total average score and average score items of the dimensions due to the group variable?

Results showed that there were statistically significant differences at ($\alpha \leq 0.05$) in the effect of RCP on the performance of the fourth grade low achievers in English in public schools in Ramallah District according to average score items of the dimensions and the total average score of the post-test due to group variable in favor of the experimental group.

This means that there were a positive effect for the remedial classes on improving the fourth grade low achievers' performance in English language in general and in the four language skills (listening, speaking reading and writing).

This proved by the results of the Independent t-test which showed that the total average on the post-test for the experimental group was (72.60) compared with the total average on the post test for the control group which was (56.31). This means that the fourth grade low achievers in English in public schools in Ramallah District achieved better results than their counterparts in the control group.

This result is in agreement with Brodin (2012); Coghlan et al (2009); Carneiro and Heckman (2003); O’Cnnells (1989); Immran (1999); Moses (1998) and Desai (1986) as all of them showed that remedial classes increase the performance of students specially who suffer from low achievement.

Additionally, this result is also supported by the responses of English language teachers through the interviews which indicated that student had a progress especially in the listening and speaking skills after receiving remedial classes services.

Discussion of the fifth Question:

Are there any statistical differences at ($\alpha \leq 0.05$) in the English proficiency level on the post –test of the fourth grade low achievers according to the total average score and average score items of the dimensions due to the gender variable?

Results showed that there were statistically significant differences at ($\alpha \leq 0.05$) in the effect of RCP on the performance of the fourth grade low achievers in English in public schools in Ramallah District on the post-test in terms of the reading and listening dimensions for both the control and experimental groups due to gender variable in favor of males.

On the other hand, results showed that there were no statistically significant differences at ($\alpha \leq 0.05$) to the effect of RCP on the performance of the fourth grade low achievers in English in public schools

in Ramallah District on the post-test according to speaking and writing dimensions and on the total average score for both the control group and the experimental group due to gender variable.

Research on this question also showed that there were differences in the performance of the fourth grade low achievers in English in public schools in Ramallah District on the post-test according to the reading and listening skills between males and females for both experimental group and control group in favor of the males. This result is in agreement with العبد الله (1997) who revealed a significant effect of the suggested remedial reading program on males more than that on females. While this study is in disagreement with a study conducted by الجوجو (2004) who confined his study to females for both experimental and control groups and the significant effect was in favor of the females in the experimental group.

Result on this question means that there was significant effect of the RCP on the reading and listening dimensions due to gender in favor of males. On the other hand, the results showed that there were no differences in the performance of the fourth grade low achievers in English in public schools in Ramallah District on the post test according to speaking and writing dimensions and the total average score between males and females for both the control group and experimental group. This means that gender variable had no effect on students' performance in speaking, writing and the total average score for both groups.

Discussion of the sixth Question:

Are there any statistical differences at ($\alpha \leq 0.05$) in the English proficiency level on the post –test of the fourth grade low achievers in English in public schools in Ramallah District according to the total average score and average score items of the dimensions due to the interaction between variables of gender and group?

Results of the previous two questions showed that there were differences in students' performance on the post –test due to gender in favor of male students and group variable in favor of the experimental group. On the other hand, research on this question showed that there were no differences to the effect of RCP on the performance of the fourth grade low achievers in English in public schools in Ramallah District on the post test according to the total average score and average score items of the dimensions due to the interaction between the variables of gender and group. This means that there was no effect for the interaction between variables of gender and group on the performance of the fourth grade low achievers. Therefore, males and females could improve their level in both groups.

This result is in consistent with Konstantopoulos and Chung (2009) who emphasized that all types of students (males and females) could improve and benefit more when being in small classes later in higher classes.

Discussion of the seventh Question:

Are there any statistical differences at ($\alpha \leq 0.05$) in the English proficiency level on the fourth grade low achievers' performance according to the total average score and average score items of the dimensions for the post test of the control group and the post test of the experimental group due to gender?

Research on this question showed that there were statistically significant differences at ($\alpha \leq 0.05$) in the performance of the fourth grade low achievers in English according to the reading and listening dimensions for the control group due to gender variable in favor of the males.

This result is in consistent with Kasran et al, (2012) who stated that the remedial lessons are useful to overcome the weak pupils' learning problems in primary schools, particularly the basic skills of reading and listening. On the other hand, the results showed that there were no statistically significant differences at ($\alpha \leq 0.05$) in the post- test according to the speaking and writing dimensions and on the total average score of the control group due to gender variable.

The difference in students' performance in the control group is natural since those students did not receive the same treatment which was provided for students in the experimental group in the remedial classes program.

Unfortunately, the same cannot be said about other skills such as writing and speaking. The researcher believed that these skills in particular need special educational programs due to their complexity mainly with low achievers.

Regarding the experimental group, results illustrated that there were no statistically significant differences at ($\alpha \leq 0.05$) on the performance of the fourth grade low achievers in English in all dimensions (reading, listening, speaking and writing) and the total average score for the experimental group on the post-test due to gender variable.

This is inconsistent with Etu (2009) who emphasized that low achievers often have the necessary intellectual ability but still underachieve; and they are limited by culture, language and gender from doing academically well. This means that students in the remedial classes could improve their level in English language in general and in the four dimensions regardless of gender.

On the other hand, the result agreed with Abu Armana, (2011) who indicated that there were statistically significant differences at ($\alpha = 0.05$) for the remedial writing program on low achievers' performance in favor of the experimental groups for both the males and the females. This means that students in the remedial classes could improve their level in English language in general and in the four dimensions regardless of gender.

5.3 Conclusion:

This study examined the impact of remedial classes program on the performance of the fourth grade low achievers in English in public schools in Ramallah District. The study revealed useful insights used in remedial education which is an indispensable part of teaching and learning process. Its results proved that remedial classes' policy, strategy, and techniques had a positive effect on improving the fourth grade low achievers in English language teaching. This improvement pushed up low achievers to their grade level on one hand, and raised their motivation towards learning English on the other hand.

In general, the results showed that there was an observable effect for the remedial classes program on improving low achievers' performance in English language especially in the areas of listening and speaking which scored the highest average in favor of the experimental group and male students as emphasized by English teachers' responses to the interview questions. In addition, this program helped in protecting low achievers from dropping out.

The results of the study also, showed that the progress of students performance on the direct questions of the proficiency test was higher than that on the questions which required thinking and comprehension such as true or false questions in the area of reading and number the sentences question in the area of listening. This result emphasized the suitability and effectiveness of behaviorist based teaching for low achievers in this study.

5.4 Recommendations:

Based on the results of the study, the following recommendations are in place for the parties concerned about the educational process. These are researches interested in such domains

5.4.1 Remedial Teachers:

Remedial teachers should:

- 1- Cooperate strongly with class teachers in identifying, treating and evaluating low achievers performance.
- 2- Take into consideration the emotional, social and cultural factors of low achievers while teaching those students.
- 3- Put extra efforts on motivating low achievers for learning and attending remedial classes since most of those students have no desire to learn.
- 4- Use multiple approaches and methods of teaching which are relevant to low achievers' needs.
- 5- Be aware of the general objectives of the remedial classes program from the very beginning, knowing exactly what should be done in one class and the time to do so.
- 6- Use both formative and achievement assessments for evaluating students' performance and not only depend on students' evaluation in their schools.

- 7- Concentrate on developing students' performance in basic skills (literacy skills) which are very important at this stage of development.
- 8- Integrate technology in remedial classes such as audio and video materials; in addition to using teaching aids.

5.4.2 Parents:

They should

- 1- Be aware of the size of their children's problem as low achievers at this early age and attend meetings of the remedial classes team who gives advice and guidelines for parents about how to deal and help their children.
- 2- Be aware of the importance of such remedial program for their children and cooperate with remedial teachers in warning and motivating their children to attend remedial classes and make progress.

5.4.3 Stakeholders:

- 1- Stakeholders in the remedial classes program should organize more trainings and workshops for preparing remedial teachers prior to work.
- 2- They should make a direct connection and monitoring to the remedial teachers' work inside the class.

5.4.4 Further Research:

This part should focus on

- 1- Investigating the effect of the remedial classes program on improving students' performance in other subjects and for other grades.
- 2- Investigating the effect of educational counselors in the remedial classes program on the performance of low achievers.
- 3- Conducting an evaluative study for the whole remedial classes program which has been worked since 2011.

5.5 Summary

This chapter presented the discussion of the results in the light of the research questions and interview responses. It also included some suggestions and recommendations for remedial teachers, parents, stakeholders and further research.

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Appendix A

General Instructional Objectives of English for Palestine for Fourth Grade.

The pupil in the fourth grade would be able:

- 1- To develop a core vocabulary of high – frequency English words which can be build on at later level.
- 2- To introduce simple key grammatical structure.
- 3- To provide opportunities for children to engage in meaningful activities in English.
- 4- To practice and extend children’s abilities in the key skills of listening, speaking, reading and writing.

The Palestinian curriculum methodology is step by step approach which is:

Listen → Speak → Look → Read → Sing → Play.

(Arnold, 2011)

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Appendix B

English Proficiency Test



مشروع الصفوف الملائمة للأطفال في اللغة العربية 2014/2013
تنفيذ مركز إبداع المعلم بتمويل من مساعدات الشعب الأوروبي

مركز إبداع المعلم
Ministry of Education

English Proficiency test

Name: _____
Grade: Fourth
Total of marks: 100 Marks

Date: 26/10/2013
Time: 1.5 Hours

Part one / Reading:

25 pts

A) True or False.

6 pts

1- She's wearing a dress and shoes. ()

2- She's wearing a tracksuit and trainers. ()

3- He's wearing trousers, a shirt and shoes. ()



B) Read and circle .

6 pts



1- His / Her name is Hala.

2- She's / He's 8 years old.

3- He's / She's a girl.



1- Her / His name is Walid.

2- She's / He's 9 years old.

3- He's / She's a boy.

C) Read and match.

8 pts

1 farmer	2 dentist	3 teacher	4 policeman
-------------	--------------	--------------	----------------



D) Read and circle.

5 pts



On / at



next to / in



on / behind



under / behind



in / next to

Part three / Listening .


30 pts


A) Listen and write.


10 pts


Is this your bag? Yes, it is.


No, it's Fatima's.

1  _____

2  _____

3  _____

4  _____

5  _____

B) Listen and circle.

10 pts

1- my / your bag



2- her / his zebra

3- her / his socks



4- my / our pencils



5- their / his ball



C) Listen and number the sentences

10 pts

(1) I get up



() I watch cartoons



() I go to school

() I go to bed

() I do homework



() I play computer games



Part two / Speaking .

30 pts

A) Answer these questions.

12 pts

1- What is your name?

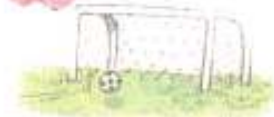
2- How old are you?

3- Where are you from?

4- What fruit do you like?



5- What is your favourite sport?



6- What is your favourite colour?



B) Choose the correct answer.

18 pts

1- I'm in the Grade.

a- fourth

b- fifth

c- first

2- Saturday, Monday.

a- Friday

b- Wednesday

c- Sunday

3- Ten, twelve.

a- nine

b- eleven

c- eight

4- He is

a- watching TV.

B- reading



c- swimming

5- I like

a- swimming

b- playing football



c- jumping

6- This is an

a- eye

b- ear



c- arm

7- It rains in

a- Summer

b- Winter



c- Autumn

8- Last Friday, I was at

a- market

b- home



c- school

9- It's o'clock.

a- three

b- twelve



c- nine

Part four / Writing .

15 pts

A) Choose and write.

4 pts

It's boring. It's easy.

It's fun. It's difficult.

B) Put in order

4 pts

1- Arabic . / can / speak / We

.....

2- games . / I / computer / play

.....

C) Complete numbers

4 pts

seven,	nine,	four,	two
--------	-------	-------	-----

one,, three,, five, six,eight,, ten

D) Write in your copybook.

3 pts

I'm going to the park. I'm wearing black jeans.



Appendix C**Answer Sheet for English Proficiency Test for Fourth Grade****Total marks: 100 points.****Part one / Reading: (25 pts)****A) True or False. 6pts**

1- F 2- F 3- T

B) Read and circle. 6pts

First picture: 1- her 2- she's 3- she's

Second picture: 1- his 2- he's 3- he's

C) Read and match. 8pts

1- b 2- a 3- d 4- c

D) Read and circle. 5pts

1- on 2- next to 3- behind 4- under 5- in

Part two / Speaking: (30 pts)**A) Answer these questions: 12pts**

six questions that are answered orally by the pupils, some of these questions are open according to pupils, each question has two marks.

B) Choose the correct answer orally. 18pts

1- a 2- c 3- b 4- b 5- a 6- a 7- b 8- b 9- a

Part three / Listening: (30 pts)**A) Listen and write 10pts**

The students answered through recording, each question has two marks.

1- No, it is Fatima's 2- Yes it is 3- No, it is Billal's

4- Yes it is 5- No, It is Sami's

B) Listen and circle. 10pts

1- my 2- his 3- her 4- our 5- their

C) Listen and number the sentences.

10pts

Picture number (1) is answered

- (2) I go to school.
- (3) I do home work.
- (4) I watch cartoon.
- (5) I play computer games.
- (6) I go to bed.

Part four / Writing :

(15 pts)

A) Choose and write.

4pts

- 1- It's easy , It's fun
- 2- It's boring , It's difficult

B) Put in order. Every sentence has two marks

4pts

- 1- We can speak Arabic .
- 2- I play computer games .

D) Complete numbers.

4pts

Two four seven nine

E) Write in your copybook.

3pts

We calculate the marks based on capital letter, apostrophe and full stop and correct writing of the letters.

Appendix D**Validity Committee for the Tools of the Study:
(English Proficiency Test and Interview)**

Four specialists at An – Najah University.

- Dr. Ahmad Awad: Associate Professor in TEFL - An Najah National University
- Dr. Mosaddaq Barahmeh: PhD in TEFL – Arab American University
- Dr. Samir Al Issa: PhD in Translation & Applied Linguistic – An Najah National University.
- Dr. Ruqayyah Herzallah: in Translation & Applied Linguistic – An Najah National University.

Three English language supervisors

- Mohammad Al qirm: English Supervisor in Jenin Directorate of education and lecturer at Al Quds Open University.
- Tariq Alawneh: English Supervisor in Jenin Directorate of education and lecturer at Al Quds Open University.
- Riyadh Alayasseh: English Supervisor in Jenin Directorate of education and lecturer at Al Quds Open University.

Two experienced English language teachers of elementary grades

- Saheer Sulaiman: B.A in English language
- Ragheb Abbass: B.A in English language

Appendix E

Researcher's Instructions for Unifying Teachers' Work in the RCP

All remedial teachers have a Bachelor of English language certificate; they have recently graduated with little experience. But all of them attended a training work at Red Cross site in Ramallah.

Researcher's instructions were as follows:

- 1- Remedial teachers have to refer to English curriculum for fourth grade, after the children had mastered the alphabet.
- 2- Remedial teachers have to Adapt English curriculum lessons for fourth grade to remedial classes techniques (e.g. group work, learning by playing, doing, drawing and acting) while teaching low achievers.
- 3- Remedial teachers have to include listening and speaking activities in the remedial classes not only focusing on reading and writing activities in order to match the objectives of English curriculum for fourth grade.

With regard to school variable, all schools that are chosen by remedial classes team work are from marginalized villages near each other in Ramallah; these roughly have similar sociodemographic factors.

Appendix F

Interview Questions for the Coordinator of RCP, the name: Rasha Hamayel

- 1- Who invests remedial classes program?
- 2- Is there any contract or cooperation between authority in remedial classes program and Ministry of Education?
- 3- In which Districts in Palestine, this program is currently applied, and how long does it take?
- 4- What are the general aims of remedial classes program?
- 5- How did remedial classes team choose the schools in Ramallah District?
- 6- What are the criteria of choosing teachers for work in the remedial classes program?
- 7- Is there any difference between teacher in the remedial classes program and an ordinary teacher?
- 8- What are the criteria of choosing students for the remedial classes program?
- 9- What are the procedures of remedial classes team work at the beginning of the program?
- 10- What are teaching methods in the remedial classes program for carrying out the general aim?
- 11- What are the work arrangements in the remedial classes program?
- 12- Is there any special curriculum or textbook in the remedial classes program?
- 13- Is there any evaluative tools in the remedial classes program? If yes what are they?
- 14- How long does it take the class in the remedial classes program?
- 15- What time of remedial classes on days of the week?
- 16- How long do remedial classes take for finishing the work?

Appendix G

Interview Questions Directed to the English Language Teachers who Taught Fourth Graders in Ordinary Classes in Ramallah District.

1- Do you support cooperation between class teachers and remedial teachers as an effective strategy in remedial education?

2- Have you experienced cooperation with remedial teacher in regard to teaching low achievers inside the class? If yes, specify?

.....

3- Do you believe that the selected students by remedial classes team are the targeting category of low achievers at school?

4- Do you agree that adopting an eclectic approach is more effective in treating low achievers' deficits than one particular approach?

5- Do you agree that evaluation should be both formative and achievement?

6- Do you believe that remedial classes' evaluation for low achiever's performance through their schools evaluation is precise?

7- Do you observe progress in low achievers' performance? If yes, specify?

.....

Open ended question:

8- Based on your experience, what do you suggest for improving the remedial classes program?

.....

.....

Thanks for all.

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Appendix H

Permit from An - Najah National University to Conduct the Study.

An-Najah
National University
Faculty of Graduate Studies
Dean's Office



جامعة
النجاح الوطنية
كلية الدراسات العليا
مكتب العميد

التاريخ : 2013/9/26م

حضرة السيد مدير عام التعليم العام المحترم
الإدارة العامة للتعليم العام
وزارة التربية والتعليم العالي
فاكس: 2983222 - 2 - 00972
رام الله

الموضوع : تسهيل مهمة الطالبة/ الهام ذيب محمود جرار ، رقم تسجيل (11155243)
تخصص ماجستير اساليب تدريس لغة انجليزية

أخبة طيبة وبعد،

الطالبة/ الهام ذيب محمود جرار ، رقم تسجيل 11155243 ماجستير اساليب تدريس لغة انجليزية في كلية الدراسات العليا، وهي بصدد اعداد الأطروحة الخاصة بها والتي عنوانها:
(أثر الصفوف العلاجية على أداء ضعيفي التحصيل من طلاب الصف الرابع في اللغة الانجليزية في المدارس الحكومية في منطقة رام الله)
يرجى من حضرتكم تسهيل مهمتها في عمل اختبار حول كفاءة الطلبة في مادة اللغة الانجليزية على طلبة الصف الرابع الاساسي في المدارس الاساسية الحكومية في منطقة رام الله لعمل مشروع البحث.

شاكرين لكم حسن تعاونكم.

مع وافر الاحترام ،،،

عميد كلية الدراسات العليا

د. محمد أبو جعفر



فلسطين، نابلس، حي ب 7، 707 هاتف (2345115، 2345114، 2345113) (09) (972) * فاكسيل (09) (972) (2342907)

Nablus, P. O. Box (7) *Tel. 972 9 2345113, 2345114, 2345115 هاتف داخلي (5) 3200

* Facsimile 972 92342907 * www.najah.edu - email fgs@najah.edu

Appendix I

Permit from Directorate of Education, Ramallah and AL – Bireh for
Conducting this Study in the Selected Schools.



الرقم: 2788/1/3

التاريخ: 10 / 1 / 2013م

الموافق: 25 / 11 / 1434هـ

السادة مديري ومديرات المدارس الحكومية المحترمين

تحية طيبة وبعد،،

الموضوع: الدراسة الميدانية

لا مانع من قيام الطالبة " الهام ذيب محمود جرار" من إجراء دراستها الميدانية بعنوان " أثر الصفوف العلاجية على أداء
تدفيي التحصيل من طلاب الصف الرابع الأساسي في اللغة الإنجليزية في المدارس الحكومية في منطقة رام الله " و إجراء
اختبار حول كفاءة الطلبة في مادة اللغة الإنجليزية على طلبة الصف الرابع الأساسي في مدرستكم ، على أن لا يؤثر ذلك على سير
العملية التعليمية .

مع الاحترام،

أ. أيوب عنيان
مدير التربية والتعليم



نسخة / النائب الفني المحترم
نسخة/ مدير مدرسة المدينة الأساسية المختلطة المحترم
نسخة/ مديرة مدرسة بنات دير ابريق الثانوية المحترمة
نسخة / مديرة مدرسة بنات قبا الأساسية المحترمة
نسخة/مدير مدرسة ذكور قبا الأساسية المحترم
نسخة/ مدير مدرسة ذكور دير ابريق الثانوية المحترم
نسخة/ مديرة مدرسة نعلين الأساسية المختلطة المحترمة
التعليم العام

ع. م.

Appendix J

Permit from Directorate of Education, Ramallah and AL – Bireh for Remedial Teachers to Carry out the Program at one of the Selected Schools.

<p>State of Palestine Ministry of Education & Higher Education Directorate of Education Ramallah & AL-Bireh Dair Alzin Secondary School National Number : 18112114</p>		<p>دولة فلسطين وزارة التربية والتعليم العالي مديرية التربية والتعليم / رام الله والبيرة مدرسة بنات دير ابريق الثانوية الرقم الوطني: 18112114</p>
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الرقم: 2/1/20

التاريخ: 2013/10/3

حضرة السيد مدير التربية والتعليم في محافظة رام الله والبيرة المحترم

الموضوع: حضور حصص للمعلمات

تحية طيبة وبعد :

احيطكم علماً بان مؤسسة ابداع المعلم تنوي تنفيذ برنامج تطوير لأداء الطلبة من الصف الثاني

وحسب الصف الخامس بالتنسيق مع المجلس القروي ومديرية التربية انقدم اليكم بطلب الموافقة على حضور

معلمات الابداع حصص صفية لمعلمات المدرسة

مع الاحترام

مديرة المدرسة

رائدة ارحيمة





جهة الاختصاص: قسم الاشراف

مع الاحترام

الرقم الوطني 18112114

ت-2905630

رام الله - دير ابريق

Appendix K

Weekly Plan for Fourth Grade in Remedial Classes Prepared by Remedial Teachers.

Date of meeting	The aim of meeting	Activities for implementing the aim	Required tools	Evaluating the implementation of the aim	Notes
2/12/2013 Monday	After two meeting the students will be able to master these letters: (e.g. Aa, Bb, Cc, Dd, Ee, Ff)	At the beginning, teacher writes these letters on the board with examples of words which contain these letters, then the teacher presents the correct pronunciation of these letters. The students imitate, then the pupils one after the other go to the board and state or point to the letter that is articulated by teacher until they finish all letters. The teacher and the pupils in this phase may exchange the roles and repeat the activity.	Letters cards, Note books, Board, and Letter carpet game.	After presenting these letters, the teacher explains the forms and the ways of writing them. In order to verify the knowledge of these letters in students' minds, the teacher uses letter carpet game which contains all the English Alphapits with colored pictures. The pupils spread the carpet in the center of classroom and they sit around it. The teacher chooses two pupil, the teacher says a particular letter, the pupils search on it from letters cards and the pupil who find it will put it on the same letter on the carpet and the pupil who finds more letters will be the winner. This activity may be repeated with other pupils.	The aim of this game is to fix the letters' names and forms in pupils' minds. Since this game creates the soul of competition between students and this in it is turn helps pupils to concentrate on the aim of game and arrange the required letters from scratchy letters cards on the letter carpet.

Appendix L

Screening Questionnaire about Child Status Directed to Parents Provided by Remedial Classes Program.



مشروع الصفوف العلاجية للأطفال
استمارة الأهالي

السادة الأهالي المحترمين

يأتي العمل على هذه الاستمارة ضمن مشروع الصفوف العلاجية الذي ينفذه مركز إبداع المعلم بالشراكة مع المجتمعات المحلية الفلسطينية. يهدف المشروع إلى المساهمة في دعم النمو الشخصي والأكاديمي الشامل للطلبة الفلسطينيين في الصفوف الثاني والثالث والرابع والخامس الأساسية من خلال برنامج تعليم علاجي للأطفال من أجل مساعدتهم في رفع تحصيلهم الأكاديمي والتغلب على صعوبات التعلم التي يعانون منها. كما يوفر فرصاً للطلبة لاكتساب المهارات والمعارف من خلال نشاطات ترفيهية تعليمية هادفة. أثناء المخيمات العلاجية سيتم التركيز على مهارات القراءة والكتابة والعمليات الحسابية، إلا أن الطلبة سيستخدمون الدراما والمسرح والفنون والأعمال الحرفية والمرد القصصي بحيث تكون النشاطات مناسبة لأعمار الأطفال.

نود التأكيد على أن البيانات التي تشملها هذه الاستمارة ستعامل بأقصى درجة من الاحترام للخصوصية والسرية، ولن تستخدم إلا لغرض تشخيص وضع الأطفال الحالي بهدف الإعداد لخطط التعليم المساند لهم.

إن هذه الاستمارة لا تهدف أبداً إلى إجراء أي نوع من التقويم للأطفال أو لأسرهم، وإنما تهدف إلى مساعدة معلمي ومعلمات الصفوف المساندة في تحقيق أهداف المشروع ومساعدة الأطفال على تحسين تحصيلهم الأكاديمي ونموهم الشخصي بأجواء من الاحترام للأطفال ولثقافتهم، وضمن بيئة تهتم بمشاعرهم وتتمتع بإحسانهم بانتمائهم لمدرستهم ولمجتمعهم.

نرجو الإجابة على كافة الأسئلة بالشكل الذي ترونه ملائماً...

شاكرين لكم حسن التعاون

مركز إبداع المعلم



البلدة: _____
 اسم الطفل/ة: _____ تاريخ الميلاد: _____
 اسم المدرسة: _____ النصف: _____
 عمر الوالدة: _____ عمر الوالد: _____
 المؤهل العلمي للوالدة: _____ المؤهل العلمي للوالد: _____
 عدد أخوة الطفل/ة وترتيبها/ها بينهم: _____
 رقم هاتف المنزل: _____ رقم الهاتف النقال: _____

هل تفضل ان يكون الدوام للاطفال :
 ١- من الساعة ٢ الى الساعة ٥
 ٢- من الساعة ٣ الى الساعة ٦

هل يعاني طفلكم من أي مرض مزمن: _____
 إذا كان الجواب نعم، ما هو؟ وما هي الإجراءات العلاجية التي يتبعها بشكل منتظم؟

أين يتلقى العلاج؟ ومن يتحمل تكاليف العلاج (هل هناك تأمين صحي مثلا)؟

كيف تقيمون تحصيل طفلكم الأكاديمي (أدائه/ها في المدرسة)؟

هل تعتقدون أن طفلكم لديه مشكلة في تعليمه؟
 إذا كان الجواب نعم، ما هو السبب برأيكم؟

كيف تقيمون مدى استفادة طفلكم من معلميه في المدرسة؟ هل سيكون تحصيل طفلكم أفضل إذا كان لدى معلم آخر
 مثلا؟

هل تساعدون طفلكم في أداء واجباته المدرسية؟ ما هي العقبات التي تواجهكم أثناء تعليمه في البيت؟

كيف تصفون طفلكم بجملة واحدة؟



ما هي الأمور التي يحب طفلكم أن يقضي وقت فراغه بها؟

ما هي الأمور التي ينزعج منها طفلكم؟

هل لدى طفلكم صعوبة في تكوين صداقات مع أقرانه؟ هل هو خجول مع الأطفال الذين من عمره؟

كيف تقيمون علاقة طفلكم بأخوته؟ هل يتعامل معهم بحنف؟ هل يخاف منهم مثلاً؟

هل يحب طفلكم أن يحدث الناس الأكبر منه سناً؟ هل هو حجول معهم؟

ما هي الأمور التي تجعل من الصعب عليكم أن تساعدوا طفلكم في تعلمهم؟

الرجاء ذكر صفات طفلكم التي تجعل الناس يحيون التعامل معه؟

الرجاء ذكر صفات طفلكم التي تجعل من الصعب للناس التعامل معه؟

برأيكم كيف يمكنكم ويمكن عائلة الطفل أن تدعم تعلمه؟

هل توافقون على انضمام طفلكم لمشروع التعليم العلاجي؟

إذا كان الجواب لا الرجاء ذكر السبب: _____

هل تلاحظون أن طفلكم لديه أي من هذه المؤشرات:

المؤشر	الأوقات	أغلب	أحياناً	أحياناً	لا	تقريباً	تبدأ
مؤشرات الضعف السمعي البسيط							
١	إدارة الأذن أو الرأس نحو المتكلم.						
٢	الصعوبة في فهم التعليمات وطلب إعادتها.						
٣	أخطاء في النطق والمشكلات الكلامية						
٤	وضع اليد حول إحدى الأذنين لتحسين القدرة على السمع						
٥	الحملقة في وجه المتحدث ومتابعة حركة الشفاه						
٦	تفضيل استخدام الإشارات أثناء الحديث						
٧	التهاب الأذن بشكل متكرر.						
٨	ظهور إفرازات صديديه من الأذن أو احمرار ، في الصيوان.						
٩	التهاب الحلق واللوزتين بشكل متكرر						
١٠	ضغط الطفل على الأذن أو الشكوى من طنين (رنين) في الأذن.						
١١	استخدام القطن في الأذن بشكل متكرر .						
١٢	التنفس من الفم.						
مؤشرات الصعوبات الكلامية واللغوية:							
١٣	التكلم بطريقة غير مفهومة						
١٤	التكلم بطريقة ملتفتة للنظر بشكل سلبي.						
١٥	ظهور إيماءات جسدية غريبة عند التكلم.						
١٦	معاناة الطفل عندما يتكلم.						
١٧	حذف بعض الحروف عند التكلم.						
١٨	استبدال الحروف عند الكلام.						
١٩	التكلم بطريقة سريعة جداً أو بطيئة جداً.						
٢٠	الكلام الأنفي أو المرتفع جداً أو المنخفض جداً.						
٢١	شعور الطفل بالإحراج عندما يتكلم.						
٢٢	عدم قدرة الطفل على التعبير كلامياً أو استيعاب ما يقال له.						
مؤشرات الضعف البصري:							
٢٣	الاحمرار المستمر في العين.						
٢٤	كثرة الإدماع والإفرازات البيضاء في العين.						
٢٥	الحركة السريعة لمقلة العين وصعوبة تركيز النظر.						
٢٦	الذئبة السريعة والمتكررة لأهداب العين.						
٢٧	حملقة العين أثناء النظر إلى شيء ما.						

					٢٨	تقريب المادة المقرّوة أو إعادها بشكل ملفت للنظر.
					٢٩	التعثر أثناء المشي والحذر الشديد عند نزول السلم.
					٣٠	الانزعاج من الضوء بشكل ملفت للنظر (أو طلب المزيد منه).
					٣١	كثرة الشكوى من عدم وضوح ما هو مكتوب على السبورة.
					٣٢	مواجهة صعوبة كبيرة في التنقل في الأماكن غير المألوفة
					٣٣	تكرار الشكوى من الصداع.
					٣٤	سرعة الشعور بالإجهاد والتعب أثناء القراءة أو الكتابة والأعمال الأخرى التي تتطلب تركيزاً بصرياً.
					٣٥	كثرة الأخطاء في القراءة والكتابة فيما يتعلق بالحروف المتشابهة أو ضياع المسطور عند القراءة
					٣٦	صعوبة التمييز بين الألوان المختلفة.
					٣٧	تغطية إحدى العينين باليد أثناء القراءة أو التدقيق في شيء ما.
					٣٨	فرك العينين لدى محاولة إدراك التفاصيل الدقيقة لشيء ما.
					٣٩	الطلب بشكل متكرر من زملاء في الصف أو من المعلم أن يفسروا ما يحدث أو ما هو مكتوب على السبورة
						مؤشرات الضعف الحركي / الجسدي والصحي:
					٤٠	التغيرات المفاجئة أو التدريجية في الصحة العامة للطفل.
					٤١	الشعور بالتعب والإرهاق المفرط بعد تادية الأنشطة الجسمية
					٤٢	تجنب القيام بالأنشطة الجسمية.
					٤٣	ضيق التنفس عند بذل مجهود جسدي بسيط نسبياً
					٤٤	الشكوى من الغثيان أو الصداع أو الدوار أو التعرق أو الجوع أو العطش بشكل مبالغ فيه.
					٤٥	السعال أو العطس وردود الفعل التحسسية الأخرى.
					٤٦	حدوث نوبات الإغماء وفقدان الوعي
					٤٧	الشكوى من الألم في العضلات أو المفاصل والأجزاء الأخرى في الجهاز الحركي.
						مؤشرات الصعوبات التعليمية:
					٤٨	تدني مستوى التحصيل الدراسي.
					٤٩	عدم التمتع بالكفاية الاجتماعية
					٥٠	التأخر اللغوي الملحوظ.
					٥١	عدم القدرة على تعميم المهارات ونقل أثر التعلم

				الحاجة إلى التكرار المبالغ فيه	٥٢
				عدم القدرة على التركيز	٥٣
				عدم الانتباه.	٥٤
				السلوك الاندفاعي التهورى.	٥٥
				النشاط الزائد أو الخمول المفرط	٥٦
				الافتقار إلى مهارات التنظيم.	٥٧
				الصعوبات الإدراكية البصرية.	٥٨
				الارتباك	٥٩
				التشتت.	٦٠
				عدم القدرة على القراءة	٦١
				قلب الحروف والأرقام والخلط بينهما.	٦٢
				صعوبات كبيرة في الحساب	٦٣
				الافتقار إلى المهارات الحركية الدقيقة	٦٤
				عدم القدرة على استيعاب التعليمات.	٦٥
				بطء في نمو المهارة اللغوية.	٦٦
				عدم القدرة على اختيار الكلمات المناسبة مع استخدام الكلمات في غير محلها.	٦٧
				الاستجابة للإشارات والإيماءات دون الكلام.	٦٨
				قصر مدة الانتباه .	٦٩
				قضاء الأوقات على انفراد.	٧٠
				قلة الاهتمام في تكوين صداقات.	٧١
				قلة الاستجابة للآخرين من حوله مثل الإبتسام نحوهم أو النظر إليهم	٧٢
				الافتقار إلى اللعب كاللعب مع الإقران مثلاً	٧٣
				عدم تقليد ما يفعله الآخرون.	٧٤
				نوبات غضب دون سبب واضح.	٧٥
				لا يشعر بمن حوله فقط يكون عدوانياً نحوهم أو على نفسه	٧٦
				صعوبة في تغيير ما تعود على فعله.	٧٧
				عدم الثقة بالنفس.	٧٨
				عدم القدرة على بناء العلاقات الاجتماعية المناسبة مع الآخرين.	٧٩
				تباين السلوك من وقت إلى آخر.	٨٠
				العنوانية المفرطة	٨١
				نوبات الغضب والعناد.	٨٢
				النشاط الجسمي المفرط.	٨٣
				عدم إدراك نتائج الأفعال.	٨٤

جامعة النجاح الوطنية
كلية الدراسات العليا

أثر الصفوف العلاجية على أداء ضعيفي التحصيل من طلاب
الصف الرابع في المدارس الحكومية في منطقة رام الله

إعداد

إلهام نيب محمود جرار

إشراف

الدكتور أحمد عوض

قدمت هذه الأطروحة استكمالاً لمتطلبات الحصول على درجة الماجستير في أساليب تدريس اللغة الإنجليزية بكلية الدراسات العليا في جامعة النجاح الوطنية في نابلس، فلسطين.

2014

ب

اثر الصفوف العلاجية على أداء ضعيفي التحصيل من طلاب الصف الرابع في المدارس

الحكومية في منطقة رام الله

إعداد

إلهام ذيب محمود جرار

إشراف

الدكتور أحمد عوض

الملخص

هدفت هذه الدراسة إلى تفحص اثر الصفوف العلاجية على أداء ضعيفي التحصيل من طلاب الصف الرابع في المدارس الحكومية في منطقة رام الله، كما أنها تفحصت أثر متغيرات الجنس والمجموعة على أداء هؤلاء الطلاب.

من أجل تحقيق الأهداف المذكورة أعلاه، قامت الباحثة بتطوير 59 فقرة لاختبار الكفاءة في اللغة الانجليزية التي تغطي مهارات اللغة الانجليزية الأربعة والتي تتلاءم مع صف ومستوى الطلاب المستهدفين. إضافة إلى ذلك، أجرت الباحثة مقابلات مع كل معلمي اللغة الانجليزية اللذين علموا طلاب الصف الرابع بشكل منتظم في الصفوف العادية في مدارسهم. كان عدد هؤلاء المعلمين خمسة.

جمعت البيانات وحللت باستخدام برنامج SPSS للإجابة عن أسئلة الدراسة. وبناء على نتائج الدراسة، وجدت الباحثة أنه يوجد اثر ملحوظ لبرنامج الصفوف العلاجية على تحسين مستوى الطلاب في تعلم اللغة الانجليزية، بشكل خاص في مهارة الكلام وقد أثبت ذلك أيضاً من خلال إجابات المعلمين على أسئلة المقابلة.

بناء على هذه النتائج، أوصت الباحثة المعلمين أن يولوا اهتمام وتركيز أكبر لتقنيات التعليم العلاجي أثناء التعليم، وأن يتعاونوا مع معلمي العلاج لمساعدة ضعيفي التحصيل لإحراز تقدم في أدائهم؛ كما أوصت الباحثة الأهالي أن يدركوا أهمية مثل هذه البرامج العلاجية لأطفالهم وأن يتعاونوا مع معلمي العلاج؛ وقد أوصت الباحثة المساهمين المسؤولين بان ينظموا ورش

ج

عمل مكثفة في التعليم العلاجي لتدريب المعلمين كيفية علاج وتعليم ضعيفي التحصيل اللذين يشكلون مشكلة كبيرة ومنترايدة في ضعف الأداء.