

REMEDIAL TEACHING

Definition:- The Latin word “remedy” means “to rectify”/“to improve” or to remedy something. Remedial education is also known as:-

1. Developmental education
 2. Basic skills education
 3. Compensatory education
 4. Preparatory education
- Remedial teaching is identifying slow learners and providing them with the necessary help and guidance to help them overcome their problems.
 - It improves a learning skill or rectifies the particular problem area, disorders and errors in a student. It may be taught individually or in groups.
 - Diagnostic testing and remedial teaching go hand in hand. One cannot exist without the other.

The process of remedial teaching:-

Diagnostic Test
(Identification of problems)

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TEACH
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Re-Test

(Selection and gradation play a key role in the whole process.)

- Students may find the following types of problems or difficulties in learning a second language and foreign language.
 1. Lack of Motivation
 2. Poor comprehensive power
 3. Finding it difficult to understand new and abstract concepts.
 4. Poor or weak memory
 5. Slow in completing assignments or tasks
 6. Lack of self-confidence
 7. Inability to grasp knowledge and information and missing up things easily.
 8. Different mental levels and styles of learning.

Characteristics of Remedial Teaching

Remedial teaching involves:-

1. Counselling (also in small groups).
2. Working systematically:- observing, diagnosing, evaluating and curing.
3. Working purposefully with the students.
4. Acquiring skills in order to deal with learning problems/disorders.
5. Making a plan that can be used in the group when the counsellor is absent.

6. Providing information to the child.

Difference between achievement test and diagnostic test

Achievement test-

1. It measures the process of learning.
2. It is about knowing overall learning.
3. It can be a formative as well as a summative test.
4. It is independent.
5. A wide content area is presented.
6. It is complete in nature.
7. The score is important.
8. It has a fixed time.

Diagnostic test

1. It measures only the area of the problem.
2. It tells whether the skill is learnt or not.
3. It is a formative test.
4. It depends on an achievement test.
5. Only problem-centred area is taken into account.
6. It is simple in nature.
7. Score is not important.
8. It has no fixed time.
9. It is a tool for analysis of learning disorders.

Diagnostic Testing-

The term ‘diagnosis’ means the identification of diseases from the symptoms. The teacher, like the physician, uses test instruments to obtain scientific and definite proof for a better diagnosis of students’ difficulties in learning. Therefore, diagnostic tests can be defined as tests that provide a detailed picture of strengths and weaknesses in the areas of students learning. These tests are instruments to find out gaps in their learning.

Administration of Diagnostic Tests-

The administration of diagnostic tests is similar to that of the administration of unit tests and achievement tests. However, some precautions must be taken which are listed below.

(a) Introduction by the teacher:- The purpose of the diagnostic test should be clarified to the students.

(b) Proper instructions to students:- Proper instructions regarding the method of answering the questions should be given.

(c) Time limit:- Generally, no time limit is prescribed for diagnostic tests so that each person works at his own speed.

Need and Utility of Diagnostic Testing

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Diagnostic tests are useful to the teachers of English for many reasons. They help the teachers to-

1. Identify students who make slow progress in English language learning.
2. Identify the causes of slow progress among students.
3. Locate specific weaknesses in an area of English learning.
4. Identify the specific areas which need remediation.
5. Provide proper feedback to students.
6. Place the students properly in the learning process of English.
7. Fasten the process of English language learning.
8. Heighten the efficiency of teaching learning process.

Objectives of Remedial Teaching

The major objectives of remedial teachings are as follows:

- To provide learning support to students who lag far behind their counterparts in school performance.
- To provide learning activities and practical experiences to students according to their abilities and needs.
- To provide systematic training to develop students' generic skills, including interpersonal relationships, communication skills, problem-solving, self-management, self-learning, independent thinking, creativity and the use of information technology.

Need to Remedial Teaching

Various uses of remedial teachings are given below.

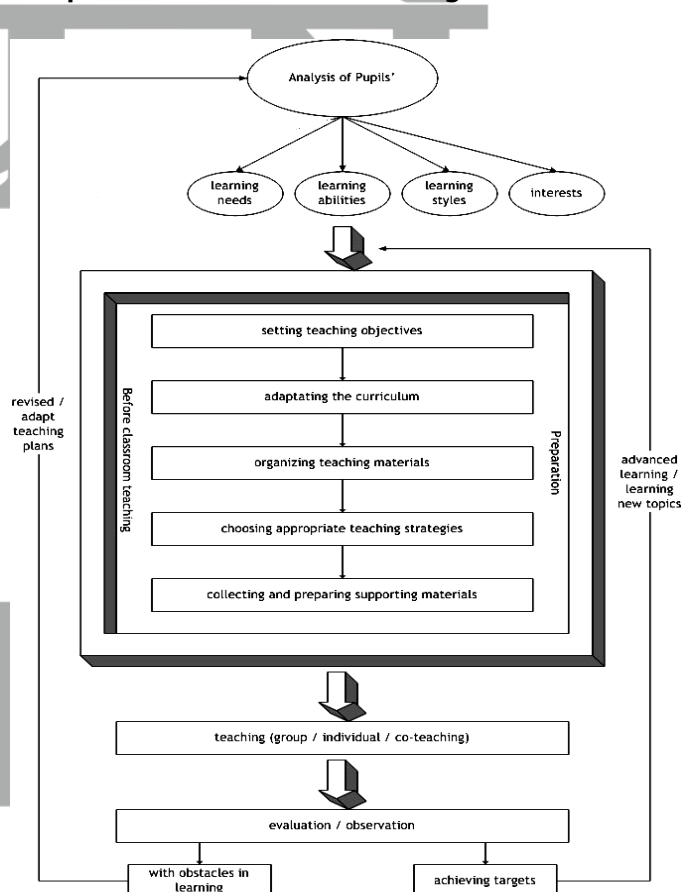
- It fills in the gaps that have crept into the students learning.
- It rectifies the concepts in English that have been misunderstood.
- It provides a correct and necessary foundation which is useful for future learning.
- It accelerates the process of English language learning.
- Underachievers are promoted to put in more efforts to update their learning as a result of which there is homogeneity in the class.

Significance of Remedial Teaching

The significance of Remedial Teaching is given below:

- Students receive additional support on top of regular lessons.
- Remedial teaching helps students identify difficult learning areas and bridge the gaps in their learning by providing supplementary information throughout the course of study.
- With the small group size, it helps to promote the interaction between teachers and students as well as among the students during the teaching process.
- As there are few students in the remedial sessions, teachers can have a better understanding of students' individual needs, their performances in class and difficulties encountered while learning.
- It helps to promote professional exchange among teachers who can share and learn from each other, so that teaching effectiveness can be further enhanced.
- It gives more flexibility to teaching by allowing teachers to rearrange the duties among themselves, such as drafting teaching plans/progress, preparing teaching materials, teaching aids, tasks and worksheets and so on.

The process of Remedial Teaching-



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Reward Scheme

The reward scheme has a positive effect in enhancing pupils motivation. It aims at enabling pupils to set their objectives and plans, and positively reinforcing their go performance. The most important thing is to help pupils cultivate an interest in learning and gain a sense of satisfaction and achievement during the learning process. When designing the rewards offered, remedial should remember the following.

- (a) Set achievable objectives.
- (b) Set clear and specific targets (for example: requirement on the score of dictation and number of assignments submitted).
- (c) Review and revise the reward scheme regularly.
- (d) Give diversified rewards or prizes to accommodate pupils interest, give rewards instantly.

Development of Generic skills-

The teacher should help the students to-

- Complete the assignments tidily.
- Keep their promise and be responsible and disciplined.
- A constructive attitude is the foundation for lifelong self-learning and helps enhance pupils learning effectiveness.
- Pupils should be helped to master basic self-learning skills and abilities.
- Remedial teachers can also use information technology to motivate and teach pupils to learn according to their own pace, help them cultivate the habit of self-learning so that they will benefit from such training their whole life.
- pupils can be taught to solve problems by different methods, tools or by drawing insight from their past experiences.
- Teachers should train pupils to establish a good interpersonal relationship so as to facilitate effective communication and collaboration as well as to enhance the team spirit in students.

The two most common assessment methods are-

- (a) **Formative Assessment:** Teachers can understand and assess the learning abilities of pupils from their daily classwork and homework as well as individual or group project, such as model making, drawing, information collection, measuring activities and the way they link up daily events to the topics they learnt in a class room.

- (b) **Summative Assessment:** In summative assessment teachers may assess the performance of students by means of examinations/tests. The examination test papers must cover all the main points in teaching where the levels of difficulty meet the pupils' abilities. The weighting of questions and marks should be balanced. Different types of questions should be included.