
THE NEED FOR REMEDIAL TEACHING IN LANGUAGE LEARNING THROUGH ICT

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Abstract: `It is important that the teacher needs to consider students' background knowledge, environment, and learning goals Teachers are aware that students learn in different ways. The teacher can take due care in designing and organizing the learning experience, providing technical advice and support, encouraging and facilitating discussion, encouraging participation, using a variety of forms of instruction, and resolving communication problems which are very crucial, the concept of remedial teaching will in fact become a necessary learning experience. Students have different ways of absorbing information and demonstrating their knowledge. A variety of strategies and methods can be used to ensure that all students have equal opportunities to learn. Usually teaching is carried out in several ways like questioning, explaining, and modeling, collaborating and demonstrating. But still it is found that the students miss the learning and end with back logs. For example, in the first year Engineering programme we get students from different backgrounds from the Vernacular medium, English medium, other states and International students. Though the lesson planning is done keeping in view all the categories of students, still there will be some gaps. It develops understanding, expression power, reasoning, thinking power, decision making ability, comprehension, speed, accuracy, self-concept, and proper study habits. Remedial teaching helps in the identification of hidden potential amongst pupils. Then it becomes important that one has to take up remedial teaching. But, when we analyze this task psychologically, the students and the teachers feel over burdened and tired after the college hours.

Keywords: Language, Remedy, Teaching, Understanding.

Introduction: Student success in the classroom is largely based on effective teaching methods. The purpose of teaching is both diagnostic and remedial. In the present day world language learning should include skills like critical thinking, problem solving, communication, creativity, innovation, collaboration, information, media literacy and contextual learning skills. The remedial learners are those identified as having difficulties in listening, speaking, reading and writing. The interest of these learners in their learning process will be subsequently lost if their learning difficulties are overlooked. Research shows that people absorb and retain information far more readily if they can associate the information with a variety of stimuli. ICT based remedial teaching provides positive exposure and ensures a useful and functional learning experience.

The question that rises is whether successful completion of a remedial course guarantees students' success in college. The literature provides limited evidence for the effectiveness of remedial courses on outcomes such as persistence to graduation, quality of performance in subsequent courses, and grade point average. Many researchers claim that very little research has been conducted to investigate the effectiveness of remedial or developmental education and that research concerning the effectiveness of remedial education programmes has been sporadic, underfunded, and inconclusive and has serious methodological flaws. Recently, efforts have been made to use more rigorous research designs to

evaluate remedial effectiveness.

The Need for Remedial Teaching in Language Learning: Teachers are aware that students learn in different ways. Students have different ways of absorbing information and demonstrating their knowledge. A variety of strategies and methods can be used to ensure that all students have equal opportunities to learn. Usually teaching is carried out in several ways like questioning, explaining, and modeling, collaborating and demonstrating. But still it is found that the students miss the learning and end with back logs. Though the lesson planning is done keeping in view all the categories of students, still there will be some gaps. Then it becomes important that one has to take up remedial teaching. But, when we analyze this task psychologically, the students and the teachers feel over burdened and tired after the college hours. If we enlist, the following are the requisites for remedial teaching in language learning

- Student is frequently giving wrong answers to the questions asked.
- Student is not following up the homework or assignments given.
- Student shows poor performance in tests.
- Student tries to bunk classes for one reason or other.

If these are the pertinent requisites then the following are causes

1. Memory – individual capacity of memorizing facts and figures.

2. Knowledge gap – incomplete coverage of units in the previous class / long absence.
3. Physical factors – poor eye sight, poor audibility, illness and other problems.
4. Medium of instruction – language problem.
5. Ambience – lack of infrastructure, overcrowded classrooms and uncongenial atmosphere.
6. Understanding – lack of comprehension.
7. Presentation – finds difficulty in expressing views; insufficient language skills.
8. Parental attitude – over expectation lack of encouragement

It is not an easy task as it seems to be and needs creative and innovative approaches. To accomplish this goal we require both a change in the traditional view of the learning process and an understanding of how the new digital technologies can create new learning environments in which students are engaged learners, able to take greater responsibility for their own learning and construct their own knowledge. Shifting the emphasis from teaching to learning can create a more interactive and engaging learning environment. Finally, it is the success of the students which matters. Remedial teaching should facilitate-

- Clear specification of learner goals and objectives
- Orientation and assessment of the learning
- Structuring and coordination of courses
- Counseling, tutoring and inclusion of supplemental instruction components

Strategic remedial teaching through ICTs: The ICT methods help learners reduce stress and enhance their self-instruction and self-confidence through communicative activities. Learner’s learning process can be analyzed and recorded, enabling the instructors to support learner’s specific needs in a meaningful way. Remedial teaching can be done for

1. Acquisition – to provide a platform for natural communications;
2. Learning – to apply methods with rich hypermedia materials to facilitate learning;
3. Monitoring – to provide automated editing functions to monitor students, allot exercises and provide suggested corrections to them;
4. Natural order – to facilitate the process of natural order of learning;
5. Input – to provide choices to follow methods with automatic selection of questions and exercises;
6. Affective filter – to allow individuals to work at their own pace and provide positive feedback to learners.

The ICTs enable us to

- ✓ Find information through electronic database searches;
- ✓ Rapidly evaluate the source, credibility and timeliness of information;

- ✓ Quickly make navigational decisions pursue internal and external links or revert back to further searching;
- ✓ Make on-the-spot decisions to save or catalogue information;
- ✓ Organize or keep track of information;
- ✓ Integrate, texts, graphics and audio-visual material into multi-media presentations;
- ✓ Write effectively in hypertext genres;
- ✓ Write for an audience on the worldwide web;
- ✓ Use effective strategies for immersion in integrated practice, overt instruction, critical framing and transformed practice.

The advent of ICTs in learning has revolutionized pedagogy through internet, worldwide web, e-mail, e-feedback mechanisms, enriched software (graphics, interaction, animation and visualization), enhanced telecommunications (cable, wireless and satellite (VSAT) systems), community access systems, etc and made it more interactive as well as achievement oriented. Asynchronous environments provide a means for students and teachers to discuss as well as integrate ideas at different times and places. The power and diversity of ICT supports learning through the modeling of online instructional material, the analysis of instructional experience, the experimentation in blended environments and practice in the laboratory to foster the promotion of professional experience. Automation and computer mediated learning have made remedial education more dynamic. For example, let us assume that we have a set of students who have problems with language learning.

As part of the remedial teaching a language teacher can give them certain tasks like creation of the E-books with videos and presentations with engaging animation and interactive content. It encourages the students to write spontaneously, think critically and create passionately which in turn helps them to become motivated. First the teacher needs to plan the book and create the story or content. The learning point for the student is to start with the basic skills like listening, speaking, reading and writing. These exercises enhance their thinking skills and creativity as they source for resources and create content on their own.

ICTs give remedial teaching a new face lift by providing the students with the knowledge and skills necessary to succeed in university. These ways, all the students can study and learn at their own pace as the ICTs have the power to support independent learning as well as to learn irrespective of time and geographical constraints with the widespread implementation of internet. Then it is obligatory to compare and contrast the advantages and disadvantages.

Advantages and possibilities:

- ✓ Flexibility in instruction and class participation
- ✓ Elimination of communication barriers
- ✓ Cost-effectiveness of online courses
- ✓ Electronic research availability
- ✓ A well-designed online remedial course makes it easy for students to do the practice exercises repeatedly and improve their competencies

Disadvantages and problems:

- ✓ Delayed feedback from the instructor
- ✓ Unavailable technical support from the instructor
- ✓ Lack of self-regulation and self-motivation
- ✓ Sense of isolation, caused by the lack of interpersonal communication and interaction
- ✓ Poorly organized course modules and content.

The diversity in teaching methodology and the effective use of educational technology can make remedial teaching very enriching as well as interesting. As discussed above, in the case of professional colleges the remedial teaching modules designed with the help of the ICTs have been very successful. In the context of our college, the students are more comfortable.

In order to provide a positive experience and to ensure the effectiveness of online remedial courses, the tutor's roles in designing and organizing the learning experience, providing technical advice and

support, encouraging and facilitating discussion, encouraging participation, using a variety of forms of instruction, and resolving communication problems are crucial and feel convenient to interact individually and improve their drawbacks.

Conclusion: It is a clear point that the ICT based remedial teaching will provide a positive experience and ensures a useful and functional remedial course. If the teacher can take due care in designing and organizing the learning experience, providing technical advice and support, encouraging and facilitating discussion, encouraging participation, using a variety of forms of instruction, and resolving communication problems which are very crucial, the concept of remedial teaching will in fact become a necessary learning experience. The creation of teaching-enabled environments through integration and effective use of ICTs is a strategic teaching-learning process. Retention of the learned information becomes more concrete if it is related to a variety of stimuli. It develops understanding, expression power, reasoning, thinking power, decision making ability, comprehension, speed, accuracy, self-concept, and proper study habits. Remedial teaching helps in the identification of hidden potential amongst pupils.

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