A CLOSER VIEW ON REMEDIAL TEACHING
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Remedial teaching is considered as one of the most important role of a teacher. In reality, pupils’ learning rate differs from one another. Especially in public elementary schools, there are pupils who need extra time to master the necessary skills in the class. Remedial teaching is done to cater to the needs of students who are unable to progress with the class in a normal classroom. (Cheng 2014)

Before conducting remedial teaching, the teacher has to determine the pupils’ needs first. She is responsible for using multiple diagnostic tools to determine pupils’ needs. (Yuanshan and Hong, 2013) These are the paper and pencil tests designed to test the basic skills. Areas of confusion must be considered to select appropriate materials and exercises to help pupils to learn.

One on one instruction is best in conducting remedial teaching. The idea is for your child to get more individual attention than is possible in a large class. (Tucker, 2014) By handling less pupils, the teacher may be able to focus her attention on their particular needs. Their difficulties must be identified and eventually as they undergo remedial teaching, it will be strengthened as the days go by.

It is also worthy to mention that since there are master teachers in some schools, teachers may be able to ask for assistance. Working hand in hand with the knowledgeable ones will pave way for better and more satisfying results.

Lastly, regular assessments must also be done consistently. This is to measure the progress of the learners. Analyzing the results of the test given serves as the blueprint in knowing what to do next. If the steps are followed accordingly, there is no doubt that remedial teaching will enhance pupils’ learning thoroughly.

References:
Dr Cheng Yuanshan and Helen Hong, 2013, Diagnosing Misconceptions through Assessment, http://singteach.nie.edu.sg/issue40-research02/