



REVIEW ARTICLE

Vol. 4. Issue.3., 2017 (July-Sept.)

INTERNATIONAL
STANDARD
SERIAL
NUMBER
INDIA
2395-2628(Print):2349-9451(online)

THE NEED OF REMEDIAL TEACHING FOR PROMOTION OF STUDENT'S
COMMUNICABILITY IN ENGLISH IN POLYTECHNIC COLLEGES OF TELANGANA-STATE

JANGAIAH KARRONI

Assistant Professor of English
Brilliant Institute of Engineering and Technology
Hyderabad, Telangana-State
k.jangaiah66@gmail.com



JANGAIAH KARRONI

ABSTRACT

The onset of the twenty first century is marked by rapid globalization, privatization and industrial revolution. It has also witnessed superfast development in information and communication technology. Now, Indians are coming out with flying colors in every walk of life and are making the world to believe in their incredible multifacet genius. This is a time when we, as a nation are fast advancing towards a united and integrated corporate world of today. But this is one side of the coin; the other side shows the stark reality that nearly seventy percent of our people are still living in rural and semi-urban areas. The field of their activity is stretched within a circle of fifteen to twenty mile radius with their own village as its centre. These people are either illiterate or semi-literate. Here, due to large size the geographical diversities are combined with diversities of language, social structure and culture. They are satisfied with their traditional way of living, using their 'mother tongue' as a means of communication. As late, the centre and the state governments have encouraged the establishment of higher education centres at rural and semi-urban areas but because of low literacy, shortage of resources, poor infrastructure facilities and ill-equipped classes, the students in Polytechnic colleges in Telangana State, are forced to face the real dilemma of their life i.e. when in these classes they come in contact with spoken or functional English they find themselves unable to handle the situation as they cannot use appropriate spoken English skills.

Key Words: Re-teaching, Interaction, Motivation, Socialization, Communication

Introduction

Remedial teaching is identifying slow learners and giving them the necessary guidance to help them overcome their problems, after identifying their areas of difficulty. Contrary to what is said, remedial teaching is done perfunctorily without identifying their areas of difficulty and underlying cause for lagging behind. Some students are unsympathetically branded as 'block heads' without an earnest attempt to know the real cause of their slow learning. Who is a slow learner? In the present system of education, students are identified as slow learners purely on the basis of their poor performance in the examination, which, in most cases deviates from what is taught. Consequently even talented students are sometimes misconstrued as dullards. So, a slow

learner is one whose performance is very dismal in the examination. He is neither mentally retarded nor is on the lower rungs of intelligence scale.

There are some problems very specific to the individual. Ill health, lack of concentration, less exposure to the subject taught and parental background are some causative factors for slow learning. Talents differ. A child's capacity to learn different subjects varies from student to student. While other subjects can be learnt at any stage, it is very difficult for students to learn mathematics without the basics. Students show interest in the subjects they like and neglect other subjects if not taken care of. An urban child learns languages like English well while a rural child cannot, however well the teacher tries to explain

Remedial measures

Learning takes place from simple to complex. If for some reason the student has not learnt the basics, it is futile to teach him the advanced topics. Remedial teaching is not revising the topics taught repeatedly. Careful analysis of the students' performance in the examination and diagnosing the areas of difficulty are key aspects in remedial teaching. Once the difficult areas are identified, the next task is to plan the learning experiences to teach the basics to understand the given topic.

Teachers often feel that what has not been learnt at the school level, cannot be taught simultaneously with the prescribed topics at the college level as they are busy completing the syllabus. Experience shows that once the basics are taught, the learning process is accelerated and the slow learners comprehend and grasp the given topics of the class, since they have already attained the mental age. In government run polytechnic colleges and private polytechnic colleges state wide, the students are admitted in class XI based on a selection test POLYCET consisting of a variety of questions to test intelligence and aptitude of the students.

It has been observed that many students thus selected do not possess the basics which they are supposed to learn at the schooling level. But these colleges have produced excellent results over the years by introducing bridge courses in their academic planning. Subjects like physics pose difficulty for students when compared to biology. In biological sciences, students can see and find meaning in what they study. Whereas physics is somewhat intricate and difficult for students without good knowledge of mathematics. Poor performance in physics can be remedied by first teaching the required basic mathematical operations.

The English language becomes a barrier for students to understand the vast areas in subjects like geography. The innumerable new words used to describe various phenomena baffle the students. Students do not find these words in English language textbooks although they learn English language to pursue others subjects in an inter- disciplinary approach. The teacher has to explain all the words and their usage related to his subject before he teaches the concept.

The new words used in questions could confuse students and elicit wrong answers from them. Students should be exposed to a variety of questions with antonyms and synonyms - all the words used to frame a question to test the topic taught. Merely tagging the slow learners with bright students or segregating them into separate sections will not help the slow learners. Slow learners harbour themselves unobtrusively in the group of bright students.

Students learn a lot from the peer group. Unconscious learning does not take place if students are segregated. Keeping the slow learners in the peer group of bright students and paying individual attention to them by the teacher will enable them to overcome their difficulties. Most people agree that learning anything involves participation. You can't learn to play a musical instrument without actually picking up the instrument and similarly it is difficult to learn a language without engaging with that language. Given that language primarily exists to facilitate communication, interaction in that language must have an important role to play in developing a learner's ability in that language. Learners need to practise as much as possible if they are to be successful.

Collaboration

Collaborative learning, particularly through the use of collaborative tasks, has been shown to foster language development since learners can see a reason to use language in order to interact.

Socialisation

Related to the concept of collaboration is that of socialization. Interaction does not only promote language development but also it fosters the development of social skills (e.g. politeness and respect for other) that people need to operate successfully in any culture.

Motivation

Motivation is fundamental aspect of successful learning. Interaction gives the learners an opportunity to use language successfully and to measure their progress and which will make them do the things effectively.

Promoting an increase in student interaction

This is similar to class room language but it refers to the language the students need to interact. Example could include; "what do you have for number2?", "Do you want to start?", and sorry, can you say that again please?" I introduce or revise before starting tasks and leave them on the board so the learners can refer to them while speaking.

Pre-teaching task language

I try to analyse tasks before using them in order to predict what language is critical to task achievement. If I think some of this language may be unfamiliar I pre-teach it before the students do the task. If there is too much language for pre-teaching. I find a more suitable task.

Giving preparation time

I have often found that interaction breaks down because the learners haven't had time to think about what they want to say and how to say it. I plan to give some thinking time before starting a task during which the students can ask me or each other for support.

Providing a supportive atmosphere

I try to raise confidence by giving lots of praise and giving feedback on task achievement as well as language use. When monitoring I try to do so as unobtrusively as possible so the students don't feel that I'm necessarily listening to them personally. On the other hand in feedback I try to make it clear to the class that I have been listening to them and through feedback show them that there is a point to interaction and there by overcome student's resistance.

Varying the interaction and repeating tasks

When teaching large classes I plan to move students around so that they are not always talking to the same partner. A good to do this I have found is by asking the learners to perform the same task a number of times but each time with a different partner. As well as proving variety of interaction, this approach also maximizes practice of the language being worked on.

Conclusion

With mixed ability classes I prepare an easy, medium, and difficult version of the same task so students of different levels can interact together at a level appropriate to the language level. For example, after some listening practice students with different tasks can tell each other what they have found out. I use tasks that actively provide the learners with a reason to speak and listen. Information gap activities are a good example of these (and these can be used repetitively if designed carefully) and students generally enjoy doing them. Using project work is another good example of a motivating and collaborative approach that promotes both realistic language use and interaction. This interaction helps learners develop language learning and social skills and so maximising interaction in the classroom is an important part of the teacher's role. Interaction will not necessarily happen spontaneously, however, and in my view it has to be considered before teaching. The approaches suggested above all have this in common - they require forethought and are, therefore, parts of the lesson planning process.

References

1. *Education: Assessment Evaluation and Remedial* by D.S Srivastava Sarita Kumari, Published by Isha Books-2009.
2. *Techniques of Teaching English* by Dr. Shaik Mowla, Published by Bookman-2016.
3. *Learning Disabilities and Remediation* by Dr.Sr.Alice Mathew, Published by Bookman-2016.
4. *Methodology of English* By Prof. S Mohan Raj, Published by Telugu Academi-2016.