

## **REMEDIAL TEACHING THROUGH REFINED TEACHERS AND TECHNOLOGY**

**Dr. S.Mercy Gnana Gandhi**  
Professor in English-ELT  
Sathyabama University  
Chennai

### **ABSTRACT**

Teacher motivation and confidence are the direct determinants in student classroom learning. Successful technology integration requires teacher skill, training, motivation and access to applicable tools. Students rarely respond positively to technology exposure when there is a lack of endorsement by the teacher. Teachers are quick to overcome factors such as anxiety in using new technology, but show to change their perception on perceived benefits. With respect to learning theory, we are concerned with processes of learning and conditions that promote successful language learning. Teachers may develop their own teaching procedures and theory of learning. They may constantly revise, vary, and modify teaching/learning procedures on the basis of the performance of the learners. Theory does not dictate a particular set of Teaching Techniques and activities. What links the theory with practice is design.

Key words: Remedial Teaching, Teachers, Technology

Due to the effects of ongoing globalization and specialization, current online technologies are continuously enhancing the capacity, speed, and synchronicity and development in the field of education. Technology connects more people, students, teachers, content developers, and software developers. It evolves still faster, intelligent learning and teaching systems. Some teachers fear for being replaced by technology, but others clearly enjoy the opportunities offered by technology's new role and by the pedagogical effect of tasks such as error analysis, layered feedback, evaluation, remediation, adaptations, guidance, tutoring, and reporting.

### **The Needs of the English Teacher**

English language teaching-continues to be a challenge as the teacher relies heavily on text books. Grammar and translation method is not effective nowadays. The purpose of teaching foreign language is not to follow text books slavishly, which does not help a pupil to master the language. The language teacher must seek the assistance of different innovative methods and must be a voracious reader of books on language teaching. The teachers need to develop pupil's language abilities and language should be taught psychologically. Focus on college students' gesture, mime, speech or play production can be relied on the use of tape recorders for ear training and speech training and the use of colour transparencies to improve listening skills of the pupils. These aids make class room teaching interesting. In short, human will and endeavour lie at the root of all language and linguistic usage.

### **Effectiveness in Teaching**

The best approach to understanding the nature of teaching is establishing a harmonious relationship among the teacher, students and subject. Teaching is an important task a teacher does in the classroom. Effectiveness in teaching does not relate to teacher's age, sex, and teaching experience. An effective teacher not only knows the subject matter he intends his students to learn but also knows the misconceptions his students bring to the classroom, which will interfere with the learning of subject matter. Thus, whenever an opportunity arises a teacher should improve upon his education and professional qualifications.

### **The Theory of Speech and Languages**

In India, teachers rely heavily on the textbooks or 'The English Reader' as it is usually called. The text book assists the teacher to some extent as it comprises vocabulary, grammar and exercises. But the textbook provides only a quarter of what the pupil needs in order to learn English properly. Most of the language teachers believe that strict adherence to the textbook, which will enable them to teach English as it is written by someone with a good command of English. They indulge in such practices as reading the lesson aloud, translation, followed by explanation of difficult terms in the pupil's mother tongue and giving written exercises at the end of the lesson. This method of teaching does not provide the pupil with what he needs for mastering the language resulting in pupils leaving the school with very inadequate command of English. When presented with the task of improving the standard of such students who pass out of schools with a shaky knowledge of English the teacher must be prepared to exert himself persistently to make the pupils do the work and must summon to his assistance a dozen different methods and a number of skills to ensure that the language is being learned by the students. College students fail to take the language classes seriously and they tend to think that they are meant for relaxation after heavily packed sessions of major behavior in the classrooms. Good strength in language classroom is a rare spectacle and when pupils are herded into classes of fifty or even sixty, the task is heart breaking. Therefore, the teacher needs continual help to enable him to maintain his determination and enthusiasm. He has to be innovative in his teaching methods and for this he must be a voracious reader of books on language teaching. He should constantly evaluate his own methods, procedures, objectives and results. In teaching English language or any other language the teacher should be sure of his objectives. He has to see that his pupils understand the language, learn to read it and it in speech and writing. When confronted

with the tasks of completing the syllabus for the semester within the stipulated time, the teacher finds it almost nearly impossible to equip the pupil with skill in using English language efficiently. The teacher's first concern should be to get the pupil's language abilities into action i.e., listening, reading, speaking and writing. In planning to develop the four language abilities, the aims of the teacher should be to teach new words, build vocabulary, to teach new grammatical usages, constructions and patterns to teach the pupils to express whatever they have read or whatever they have in mind and to teach pupils to write correct language. But these aims are not too easy to achieve in the classroom.

### **Responsibility of the Teacher**

A language is not only a subject of study in its own right but also a medium of learning. It is necessary for access to new intellectual experiences. The teacher must be aware of pressures to change, and know his evaluation of them. The primary role of the teacher in a multidimensional language class is to establish conditions and develop activities so that students are able to practise the language in a meaningful context. It is one of the teacher's greatest responsibilities to develop in the students a positive attitude to learning English as a second language.

It is the teacher who acts as facilitator, resource person and language model for the second- language classroom. If developing units, the teacher needs to predict the possible needs of the students and have communicative language activities readily available to meet these needs. The activities should be designed so that the students experience a high degree of success. Teachers will also experience greater success when activities are planned around the students' interests and take into account subjects that they have some knowledge about.

The kind of training that a language requires is an understanding of the nature of language as a system of communication; as a social construction; as a personal attribute; and as a resource of skill to be acquired. There would be special interest in the uses of language in the educational process, and in the educational institutions.

### **Motivation**

Most of the language teachers use motivation to a greater extent in the classroom and often substitutes others-inherent intellectual interest. Motivation is a complicated business. The frequent rejection of formal grammar and the literary heritage is commonly explained for motivational as well as pragmatic reasons, and the teachers have accepted the heavy responsibility of making each class motivating in it, using a wide range of language experiences, trying to tap inner drive towards expression and personal achievement.

### **Problems in Teaching**

There is no sense yet of an established position on the inter-relation of structural and communicative teaching. But many experienced teachers are unwilling to abandon the systematic coverage of syntax and vocabulary that characterize their previous teaching. Teachers are uncertain how to develop a methodology for communicative language teaching.

### **Testing and Measuring Progress**

Teaching has received considerable problems both in the measurement of progress (interest for the student, the teacher and the syllabus), and in the public qualification of students

(defining standards of achievement). It is not in our brief to consider examinations in detail, but only to note their wash back effect on teaching, thus reminding ourselves how important it is that the examinations should be valid, and subject to the same general approach to language as the teaching. Progress cannot be measured with reference to the acquisition of distinctions, the extension of vocabulary, and the construction of sentences of increasing complexity. A number of attempts are currently being made to provide either a teaching or a testing syllabus. Some of these satisfy specialized requirements, but leave the general matter of measurement unresolved.

### **Role of Technology**

In educational settings, the most direct impacts on end-user developer motivation are technology acceptance and appropriation amongst teachers and students. The impact of novel technology integration on teacher beliefs an instruction practices, finding motivation and confidence to be key components of effective technology use in the classroom. It is found out that

- Teacher motivation and confidence are direct determinants in student classroom learning.
- Successful technology integration requires teacher skill, training, motivation and access to applicable tools.
- Students rarely respond positively to technology exposure when there is a lack of endorsement by the teacher.

Teachers are quick to overcome factors such as anxiety in using new technology, but show to change their perception on perceived benefits. In the classroom students use computers to develop science projects, prepare reports and gather information from electronics sources around the world. An intelligent student can vertically dive himself into the ocean of knowledge and delvelope deep to the extent that teacher, who cannot always afford with human limitations. Schools and colleges are perhaps the most needy destinations for multimedia. Multimedia will provoke remedial changes in the teaching system, because it is a woven combination of text, graphic art, sound, animation, and video elements. The multimedia, to meet the needs of several users, requires large amounts of digital memory. Intelligent students find that multimedia goes beyond the traditional methods of teaching. A teacher becomes more like a guide and mentors along a learning path. The students become the core of learning process, as they are the objects of creative learning. The much needed transformation in education in India, should utilize the technology – the satellite transmissions, computers, CD ROMs networks – that help collect, sort, analyze and disseminate information under the ambit of IT.

### **Remedial Teaching**

While planning and implementing the remedial teaching the following points must be kept in mind.

- Remedial learning should be based on continuous comprehensive evaluation program.
- Errors should be pointed out in a positive manner.
- Strengths of the students should be emphasized.
- Students should be made aware of their success continuously during the remedial program.
- Reduce teacher's talk in the class to allow for greater students participation.
- Deficiencies are to be sequences and the simplest one is to be taken first.

- Allow adequate time for students to think and answer.
- Remedial action may be changed if it is found not suitable for a particular student.
- Ask each student to write his / her answer and share and compare it with neighbours.
- Avoid dominance by some students and encourage non-participating students to talk.
- Warm supporting, emotional climate promotes better students' achievement.
- Use of varying stimuli in the class stimulates student's motivation.

### Required changes:

The following are the most required changes for an easy changeover to educational computerization in India.

- The government should implement suitable plans and proposals for changing teaching learning system by providing appropriate infrastructure and training programs. Political and national policy framing bodies should take necessary steps.
- The government should implement compulsory programs in the universities through EDUSAT.
- The universities should play a major role in redesigning courses towards IT utilization. Multimedia technologies can make postgraduate programs in humanities and arts more effective and interesting.
- Low speed low cost campus networks will help people to get used to the idea of network communications and informational resources sharing. In other words, individual educational institutions should develop the networks and IT cultures among their students and staff. This will inculcate the spirit of better learning methods.
- Internet and information technology should be made an integral part of Distance Education Programmes.

### Conclusion:

In the new digital environment, adaptive capability is the key to survival and growth because traditional methods of functioning will guarantee neither success nor sustenance. By inducting ourselves to changes, colleges can become nurseries that promote scientific and great thinkers who will be really interested in solving the problems of the society around them. Thus quality in higher education requires careful planning that will certainly reveal the possibility of pooling resources and exchanging expertise in the areas of shared interests and no doubt it is in the hand of an efficient teacher .`

If we really want our teaching to be more effective, our approach should be sympathetic and encouraging. Teachers need to ensure the genuine language learning environment .Also, a teacher is supposed to help the learner to think critically, creatively and practically. No technological devices have yet been invented to perform the task, on behalf of the teacher. Therefore, the need of the day is to make existing teaching process more effective.

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