

Viability of Remedial Teaching on Thinking Strategies of Slow Learners

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Abstract – Therapeutic showing strategies are creative showing system intended to enhance the capacity and recovery of data from long haul memory. The present investigation was directed to investigate the viability of Remedial educating on considering methodologies Slow Learners. For the present look into work specialists have chosen test of 20 youngsters who have distinguished and screened as moderate student. Purposive inspecting strategy was utilized. Measurements of intuition systems were measured by Swarup-Mehta Diagnostic Test of Learning Disability (2008). Discoveries of show examine uncovered that exploratory gathering has uncovered amazing changes in their subjective and thinking capacities after the getting three-month Remedial instructing. Healing lessons considerably upgrade more elevated amounts of maintenance in the prompt and deferred review of dialect vocabulary and ideas in examination with general educating strategies.

Keywords: Thinking strategy, Cognitive Functioning, Remedial Teaching

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INTRODUCTION

A learning incapacity is a neurological issue. In basic terms, a learning inability comes about from a distinction in the way a man's mind is "wired." Children with learning disabilities are as sharp as or speedier witted than their allies. Be that as it may, they may encounter issues examining, making, spelling, and considering, evaluating and also dealing with data if left to understand things by them or if educated in ordinary ways. Memory keyly affects inevitable vocabulary and sentence structure accomplishment. There are two sorts of major memory: here and now memory and long haul memory. Here and now memory keeps the data which is being handled (another word which is experienced out of the blue). It is quick however it can hold data for a brief timeframe because of its little stockpiling limit. Long haul memory, on the other hand, has a boundless stockpiling limit however is generally moderate. The point of vocabulary learning and instructing is to exchange the lexical data from the transient memory to the long haul memory (Schmitt, 2000). In like manner, the general photo of the mental vocabulary is one in which there an assortment of connections between words, some solid, some powerless. The principle route, to exchange the vocabulary things from here and now to long haul memory and make a solid association there is by discovering a few components in the mental vocabulary to join the new lexical thing to (Schmitt, 2000).

STRATEGIES FOR "SLOW LEARNERS"

In spite of basic conviction, moderate students in the consistent classroom are neither uncommon nor special. The understudy normally called a moderate student is one who can't take in at a normal rate from the instructional assets, writings, exercise manuals, and learning materials that are intended for the lion's share of understudies in the classroom. These understudies require exceptional instructional pacing, visit criticism, remedial direction, as well as altered materials, all controlled under conditions adequately adaptable for figuring out how to happen. Moderate students are generally instructed in one of two conceivable instructional game plans:

- 1) a class made for the most part out of normal understudies, in which case up to 20% may be moderate students, or
- 2) a class extraordinarily intended for moderate students.

Regardless of whether you meet moderate students in a general class or unique class, you will instantly feel the test of meeting their adapting needs. Their most clear trademark is a restricted ability to focus contrasted with more capable understudies. To keep these understudies effectively occupied with the learning process requires more than the typical variety in introduction techniques (coordinate, backhanded), classroom atmosphere (co-agent,

focused), and instructional materials (films, exercise manuals, co-agent recreations, reproductions). On the off chance that this variety isn't a piece of your lesson, these understudies may well make their own particular assortment in ways that upset your educating. Other quickly recognizable qualities of moderate students are their inadequacies in fundamental aptitudes (perusing, composing, also, arithmetic), their trouble in appreciating unique thoughts, and most perturbing, there in some cases unsystematic and reckless work propensities.

Compensatory Teaching

Compensatory educating is an instructional approach that modifies the introduction of substance to evade an understudy's principal shortcoming or lack. Compensatory instructing perceives content, transmits through exchange modalities (pictures versus words), and supplements it with extra learning assets and exercises (learning focuses and reproductions, assemble talks and co-agent learning). This may include altering an instructional strategy by including a visual portrayal of substance, by utilizing more adaptable instructional introductions (films, pictures, delineations), or by moving to substitute instructional groups (self-managed writings, recreations, encounter situated exercise manuals).

Remedial Teaching

This is an alternate approach for the regular classroom teacher in instructing the slow learner. Remedial teaching is the use of activities, techniques and practices to eliminate weaknesses or deficiencies that the slow learner is known to have. For example deficiencies in basic math skills are reduced or eliminated by re-teaching the content that was not learned earlier. The instructional environment does not change, as in the compensatory approach. Conventional instructional techniques such as drill and practice might be employed.

Instructional Strategies for Slow Learners

While no single technique or set of techniques is sufficient teaching the slow learner, the suggestions that follow are a starting point for developing instructional strategies that specifically address the learning needs of the slow learner.

Develop Lessons that Incorporate Students' Interests, Needs, and Experiences

This helps address the short attention spans of slow learners. Also, these students should be made to feel that some of the instruction has been designed with their specific interests or experiences in mind. Oral or written autobiographies at the beginning of the year, or simple inventories in which students indicate their hobbies, jobs, and unusual trips or experiences can

provide the structure for the lesson plans, special projects, or extra-credit assignments in the year.

Frequently Vary Your Instructional Technique

Switching from lecture to discussion and then to seatwork provides the variety that slow learners need to stay engaged in the learning process. In addition to keeping their attention, variety in instructional technique offers them the opportunity to see the same content presented indifferent ways. This increases opportunities to accommodate the different learning styles that may exist among slow learners and provides some of the remediation that may be necessary.

Incorporate Individualized Learning Materials

Slow learners respond favorably to frequent reinforcement of small segments of learning. Therefore, programmed texts and interactive computer instruction often are effective in remediation of basic skills of slow learners. In addition, an emphasis on frequent diagnostic assessment of the student progress, paired with immediate corrective instruction, often is particularly effective.

Incorporate Audio and Visual Materials

One regular trademark among moderate students is that they frequently learn preferable by observing and hearing over by perusing. This ought to be nothing unexpected, in light of the fact that execution in essential expertise ranges, including perusing normally is underneath grade level among moderate students. Joining movies, tapes, and sound into lessons obliges the guideline to the techniques learning modalities among moderate students. Underlining concrete and visual types of substance likewise adjusts for the general trouble moderate students have in getting a handle on dynamic thoughts and ideas.

Build up Your Own Worksheets and Exercises

Course readings and exercise manuals, when composed for the normal understudy regularly surpass the working level of the moderate student and here and there turn out to be all the more a deterrent than a guide. At the point when reading material materials are excessively troublesome, or are excessively not quite the same as subjects that catch your understudies' advantages, build up your own. Now and then just a few changes in worksheets and activities are expected to adjust the vocabulary or trouble level to the capacity of your moderate students. Additionally, utilizing course books and activities expected for a lower review could facilitate the weight of making materials that are inaccessible at your review level.

Give Peer Tutors to Students requiring Remediation

Associate mentoring can be a compelling partner to your showing destinations, particularly when guides are allotted with the goal that everybody being coached additionally has duty regarding being a mentor. The student requiring help isn't singled out and has a stake in influencing the plan to work, since his or her pride is at stake, both as a student and as a coach.

Encourage Oral Expression Instead of Written Reports

For slow learners, many writing assignments go unattempted or are begun only half-heartedly because these learners recognize that their written product will not meet even minimal writing standards. A carefully organized taped response to an assignment might be considered. This has the advantage of avoiding spelling, syntax, and writing errors.

When Testing Provide Study Aids

Study aids are advances organizers that alert students to the most important problems, content, or issues. They also eliminate irrelevant details that slow learners often laboriously study in the belief that they are important. The slow learner usually is unable to weigh the relative importance of competing instructional stimuli unless explicitly told or shown what is important and what is not. Example: test questions or a list of topics from which questions may be chosen help focus student effort.

Teach Learning Skills

You can increase learning skills by teaching note-taking, outlining, and listening. These skills are acquired through observation by higher ability students, but they must be specifically taught to slow learners. Unless your slow learners are actively engaged in the learning process through interesting concrete visual stimuli, there will be little contact emotionally and intellectually with the content you are presenting. This contact can be attained most easily when you vary your instructional material often and organize it into bits small enough to ensure moderate-to-high rates of success.

METHODOLOGY

Research Design:

Present research is a Quasi-experimental design in which pre and post design were used, further divided into experimental and control group purposively. In the experimental group abilities of slow learners were assessed regarding thinking patterns prior to application of Remedial Teaching. The same abilities of these pupils were measured after the application of Remedial

Teaching, whereas in the control group the same abilities of the pupils were measured without initiation of Remedial Teaching. The difference between these two sessions revealed the effect of Remedial Teaching. This is a field experimental study; the slow learners are tested in general as well as inclusive schools. In this investigation, the independent variable is the application of Remedial Teaching methods.

Sample:

For the present research work investigators have selected Sample of 20 children with the help of purposive sampling technique who are diagnosed as slow learners. These children were diagnosed on the following basis.

- Screening
- Parental interview
- Teachers interview

Tool:

Thinking Strategy – is measured by Swarup-Mehta Test of Thinking Strategies (2011). The detail of sub-tests are as follows –

1. Memory:
2. Concept Development:
3. Reasoning:
4. Problem Solving:

Procedure:

The study took place over a period of three months. The investigator had worked with thirty students (age group 9 to 12 years) who were placed into two groups. The first group was an experimental group in which a meeting with the teachers occurred before intervention days to review the training procedure. During the meeting suggestions regarding the procedures were incorporated. The three teachers were provided a formal training of two week about remedial teaching. The instructional material and work sheets were developed by the investigators according to their regular classroom curriculum with the help of their teachers. Before giving intervention to both the groups, entry level assessment was carried out to evaluate their thinking pattern. Two hour remedial teaching was given to the students per day by the trained teachers.

Scoring:

In the present study, scoring of the obtained data was done with help of respective manuals available for the test. The data have been arranged in the respective tables according to the statistical test applied.

CONCLUSION

The examination demonstrated that how the understudies of test aggregate had huge change in the test scores as assessed by their post-test assessment. These twenty-two understudies had been chosen due to their inert and poor scholarly aptitudes when it went to their actualities about idea advancement, thinking, and critical thinking ability. Attributes of moderate students, for example, incorporation of recently obtained data into the before existing data through affiliation, encoding and translating procedure of data, practice, coding and piecing, speculation capacities, capacities of analyze the issue, improvement of inductive and deductive intelligent considering, influencing predications to tackle issues, to procedure of conquering troubles, moment react in run of the mill circumstances and looking for opportunity from pressure made by deterrents in a method for need fulfillment are discovered less in those moderate students who are getting typical showing directions in contrast with the youngsters who are getting therapeutic instructing. Healing instructing can enable battling students to shore up their essential abilities. This additional help can enable them to get up to speed to their companions. What's more, at times, it takes out the requirement for referral to a custom curriculum.

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