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## MITR: A Unique Practice for Remedial Teaching

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### Abstract

*When students struggle with academic concepts, schools or college try a variety of intervention tactics. Remediation strategies are one type of intervention. Effective remediation involves assessing the student's needs, providing intervention and evaluating student outcomes. Successful remediation programs adjust the instruction based on the student's response to the intervention. There have been many research and innovations held in the classroom teaching for diagnostic and remediation process. However, the results couldn't be reliable or validate by replication of the practices. Therefore, the researcher designed altogether a new practice for better remediation and effective learning. MITR is an acronym which means Monitor Initiated Teaching for Remediation. The purpose of this practice was to help the average attentive and low attentive behaviors learn the content through the process of drilling in a natural contexts. The practice of MITR has been implemented at the college in for 3 years and the institute not only received positive results but also received overwhelming comments for this innovative practice. The students mostly opined that the natural context of learning thorough tutors had really made a drastic change in our thinking and comprehensive skills. The MITR sessions were being supervised by the teacher educators to identify its effect in teaching learning practice.*

**Key Words:** Remediation, Teaching-Learning, drilling, academic development

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**Introduction:**

Diagnostic evaluation is of great use in making the teaching-learning more effective. Therefore, the teachers should not only be acquainted with the different diagnostic tests, but should also use the sense in making their instructional programme more effective. Sometimes teachers spend much of their time in teaching over and over again a topic to their students. Because they develop a wrong notion in their mind that their students have not understood the topic and not followed them. The real fact is that these teachers have a little or no knowledge of diagnostic or remediation test practices. Here the weak-point of the pupil's should be diagnosed and due attention should be given to remove their difficulties.

**Remedial Instruction**

Diagnostic procedure must be based on extensive research to determine what types of errors are being made by the students. Once the error is tested, it is necessary to devise test procedures to reveal. After diagnosing the weakness of the pupil, the teacher needs to give him remedial instruction.

If a doctor diagnoses that the patient is suffering from dysentery and does not give any remedy for its cure it will have no value at all. Unless, diagnosis is supplemented by remedy, it is worthless, same as in the field of education. Much work has been done so far, in diagnostic evaluation and remedial instigation for reading and arithmetic. In remediation, teachers try to correct a deficit rather than teach students to cope with the deficit. Through remediation activities or lessons, teachers help a student improve his skills through direct instruction. Remedial instruction is focused on the specific concepts with which the student struggles. Remediation strategies include re-teaching using alternative instructional strategies, task analysis, additional practice and one on one tutoring. Some students may require alternative teaching strategies for remediation. These strategies are often based on students' individual learning styles. For Ex. If the student does not comprehend material from a lecture on the prepositions, the teacher might have her work with a partner to make a poster on preposition using pictures or symbols cutting from a magazine. If a student is a kinesthetic

learner, she will learn concepts better with hands on activities. Remediation is a process which often includes multiple teaching styles to reach students with various learning styles.

### Objectives:

- To Diagnose the problems of the students in learning the contents
- To enable the tutors and tutees for the MITR practice
- To evaluate the effect of MITR practice for effective remedial teaching
- To collect feedback and supervise the sessions to know the impact of the MITR
- To carry out focused group discussion to know the actual experience of the students

### Process of MITR Practice

In this MITR Practice, the 48 students of B.Ed. programme of the academic year 2016-2017 were given grading as per the result of their previous external examination. MITR practice was carried out fourth semester of two years B.Ed.( Advanced) course. Top 16 students were kept as Tutors and then rest of the students were placed randomly as Tutees under each Tutor. Two Tutees were allotted to each tutor. In all, 10 sessions were conducted by the Tutors with Tutees and the following steps were followed by the Tutors.

1. Meeting the Tutees and come to know the doubts/problems in various topics of study through a test or oral quiz.
2. Planning for teaching sessions with the use of TLMs or pair/ individual activity
3. Execution of the teaching through discussion in a natural context and natural place
4. Keeping records of teaching plans, attendance and methodology of teaching
5. Conducting post test at the end of the MITR to know the effect of remedial teaching

The MITR sessions were supervised by the teacher educators. Each teacher educator was given a format in which they had to maintain the record of attendance, teaching points, methodology, innovation, activities, observation and suggestions. Similarly, the Tutors were also given a format to maintain such records. The Tutees had to submit the record of their teaching notes and test papers and other documents used during the MITR.

The researcher collected feedback from both the students and teacher educators to know the impact of MITR. There were mainly feedback form, focused group discussion and observation schedule were used as the research tools.

### Variables of the MITR

**Independent variable:** MITR

**Dependent variable:** Learning outcomes

### **Delimitations of the Study**

- The study was conducted on fourth semester B.Ed. (Advanced) students only
- It was based on remedial teaching so the contents points were already taught once by the teacher educators.
- 10 sessions were scheduled excluding entry test/oral and feedback sessions.

### **Hypothesis**

There will be no significance difference between the mean achievement scores of pre test and post test of the students learning through MITR sessions.

### **Research Methodology**

It was an experimental study and single group pre test post test design was selected for the study.

### **Population and Sample of the Study**

The population for the study comprised fourth semester students of B.Ed. course affiliated to Sardar Patel University of Anand district of the academic year 2016- 17. The researcher used convenient sampling technique to select the sample of the study. The students of Fourth Semester B.Ed.(Advanced) course comprised the sample of 48 students.

### **Research Tools**

1. Achievement Test: It was conducted to know the effect of the MITR practice
2. Feedback Form: It was conducted to know students' feedback over MITR
3. Focused Group discussion was carried out to know the actual experience of the Tutors and Tutees
4. Tutor's Teaching Records: It was maintained by the Tutors which had all the details of teaching and planning.
5. Teacher Educators' Observation Sheet: Teacher educators maintained reports of MITR practice

### **Data Collection**

The data for the same was collected through achievement test, feedback form, Tutor's teaching Register, Teacher Educator's observation sheet and focused group discussion.

Tutors and Tutees were given feedback form to express their experience for MITR practice. During the MITR sessions the teacher educators observed the interactions of Tutors with Tutees and maintained the observation record. The researcher also carried out a focused group discussion to know actual experience of the students.

### **Data Analysis & Interpretation**

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The collected data was analyzed quantitatively and qualitatively. T-test was used to find out the effectiveness of the MITR. Percentage analysis and content analysis techniques were also used for data analysis.

### Hypothesis

The hypothesis that there will be no significance difference between the mean achievement scores of pre test and post test of the students learning through MITR sessions was rejected. It is observed that the mean score of the pre test was 10.2 and the post test mean was 27.44 and the t- test value was 10.43. The t- value was significant at 0.01 level. So the null hypotheses was not accepted which indicated that the MITR practice was effective for effective remedial teaching and developing learning outcomes.

**Feedback Form:** All the Tutors and Tutees opined that it is the best practice for remedial teaching. 90% of Tutors used teaching learning materials to teach the contents. Very few suggested that there should be no supervision required from the teacher educators. All the Tutees got thorough understanding for the topics. Very few said there could be some sessions for self study or follow up.

**Observation:** All the Teacher educators found MITR the best practice for catering to diverse learner's needs. It helps to facilitate them in their academic progress in a natural context. The attendance of the Tutors and Tutees during the MITR was 98 % . All of them worked with commitment and dedication.

### Findings of the Study

- MITR becomes the most effective practice for remedial teaching at the institute.
- It caters the needs of the diverse learners in the classroom.
- Active and more interactive classroom with students' participation made the classroom climate conducive.
- All the students enjoyed being taught as a Tutor and Tutee.
- Though it was a monitor based teaching through Tutor but a cooperative and participatory teaching was shown during the MITR.
- Problem-solving became easy and natural. Since, they were taught by their friends asking questions and getting their doubts solved was the most natural and easy.
- Since it is an English medium B.Ed. college everyone has to communicate in English only, This MITR helped to develop student's Communication and language accuracy also.

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- Teaching students for getting more mark and understand the topics effectively, MITR was graded as the best activities by the students, teacher educators and the head of the institute.

### Implications from the Study

- The Task based Learning Programme could be implemented to higher secondary schools or colleges to make students to enhance grammatical competencies among them.
- The proper executions of classroom activities through task based teaching helps students to enhance language proficiency at the target language.
- The activities like role play, simulation, group discussion, dialogue formation and language games help students in their language and overall development.
- The sessions on the use of authentic materials create a live experience of communication and expose them to use the language at the learners' surroundings.
- Learning the language to enhance accuracy through the implementation of tasks and activities really make the learners conscious at the use of the language in daily communication.
- The implications of the study motivate the language teachers' to make the language teaching task oriented.

### Suggestions

- Students' opined that MITR has to be planned for every after the end of unit.
- An achievement test must be carried out on every unit by the teacher educator.
- Some more sessions can be allotted to the MITR.
- Tutors should also be allowed to give Tutees some assignment or self study works.
- Teacher educators should talk about this practice to other schools and colleges for effective teaching learning practices and for the academic development of slow and average learners.

### Conclusion

Since it was a remedial teaching, highly attentive students might feel boring however, the objective and design of the MITR practice was such that everyone including Tutor, Tutees and Teacher educators took equal participation in effective remedial teaching learning process. Learning through MITR practice had left a long lasting impressions in students minds. Every institute or school should initiate this for every individual development.

### Abbreviation

## EduInspire-An International E-Journal

MITR: Monitor Initiated Teaching for Remediation

TLMs: Teaching Learning Materials

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