

### **III. ADMINISTRATIVE GUIDELINES**

#### **A. Time Allocation**

Generally speaking, the number of English periods allocated for the remedial group is the same as for the mainstream classes and such lessons are usually carried out within school hours.

#### **B. Workload of the Remedial Class Teacher**

The workload of a remedial class teacher should be more or less the same as that of a mainstream class teacher.

Time gained as a result of reduced marking load due to smaller class size should be devoted to the preparation of lessons, the development of remedial teaching materials and co-ordination with teachers of the mainstream classes.

#### **C. Level(s)**

Generally speaking, Remedial Teaching should be concentrated at the Secondary 1 level, but if necessary, can be extended to Secondary 2 and 3.

#### **D. Selection and Transfer of Students**

The selection of students for Remedial Teaching should be determined by individual schools based on one or more of the following:

a. *Screening test*

Teachers can design their own screening tests with close reference to the primary English syllabus or textbooks. Alternatively, they can make use of the Attainment Tests produced by the Educational Research Section.

b. *Internal test/examination results*

These are useful particularly when Remedial Teaching is also provided at S2 or above levels.

c. *Teachers' recommendations*

Through observation in class, teachers are able to provide additional information which is otherwise not reflected in test or examination scores.

Students who have shown sufficient progress may be put back into the mainstream classes and be replaced by other students who are weaker, though it may not be administratively convenient to reshuffle students

more than once a term.

### **E. Selection of Teachers**

The remedial class teacher should preferably be one with subject expertise and experience. She should be able to give a good model of English to her students and inspire their interest in the language.<sup>1</sup>

(<sup>1</sup> To avoid the cumbersome use of 'he'/'she', 'she' will be used hereafter to refer to the teacher.)

She also needs to be patient and sympathetic. She should adopt a warm, friendly attitude towards her students to gain their confidence. Very often, students who are weak in English and who feel that they cannot cope will end up disliking or dreading the subject. It is important that the remedial class teacher can understand this and help them overcome their fears through constant encouragement.

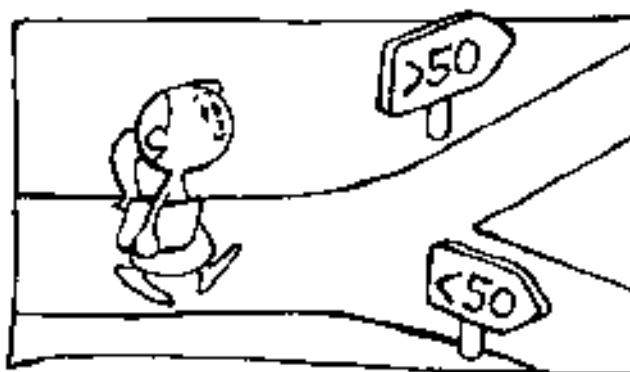
### **F. Modes of Operation**

The students concerned, usually not more than 20 in a group, are given remedial lessons regularly.

The various modes of operation common in most schools are:

#### *a. Streaming*

Students are streamed according to their aggregate scores in either the 3 basic subjects (Chinese, English and Mathematics) or all the subjects. The weakest are then divided into groups for remedial lessons.



#### *b. Split Class*

Some classes are split into two halves according to their ability in English. The half with lower ability are to receive remedial lessons while the higher ability half join their counterparts in another class to form one mainstream class.

c. *Withdrawal*

This includes Setting and Partial Withdrawal

- i. Setting --- Students with lower ability in English from each class are withdrawn to form remedial groups.
- ii. Partial Withdrawal --- This arrangement is the same as Setting, except that weaker students are withdrawn from their regular classes for some of the lessons only.

d. *Additional Lessons*

Small groups of students attend remedial lessons outside their normal school hours.

(Please see Appendix 1 for a comparison of the various modes of operation with special remarks.)

**G. Accommodation**

Remedial groups can be accommodated in vacant classrooms when students are having their lessons in other parts of the school, in partitioned corners of the assembly hall or covered playground, in special rooms or any other vacant rooms as available.

**H. Monitoring and Evaluation**

For easy reference, detailed records of all the students receiving remedial help should be kept by the remedial class teachers and the school. These should include a separate register for each remedial group, records of individual students as well as a record of student transfer where appropriate. (Please see Appendices 2 and 6 for examples of such records.)

To ensure effective implementation, all aspects of the remedial programme should be constantly reviewed both among the remedial class teachers themselves and by all the teachers of English as a whole.

From time to time, schools will be asked to supply overall statistical information on Remedial Teaching to the Education Department. Regular visits will also be made by the English Inspectorate to advise schools on matters related to Remedial Teaching.

As circumstances may differ from one school to another, heads of schools have considerable flexibility in organising Remedial Teaching based on the available resources and particular needs of their own schools, provided the remedial programme is effective and adequate in scale.