

I. Introduction



Remedial teaching was first introduced to Hong Kong primary schools in September 1982, following the announcement in the 1981 White Paper on Primary Education and Pre-Primary Services to improve the teacher to class ratio in primary schools from 1.1:1 to 1.2:1. In February of the same year, a set of guidelines on planning and implementing remedial classes was announced in the form of a circular (Aided Schools General Circular No.26/82), which covered administrative as well as professional aspects.

Since then, advice and support have been given to teachers through visits paid to schools and discussion of remedial teaching with the teachers involved. Questionnaires have been compiled to collate feedback and opinion on various aspects of remedial teaching. Seminars and workshops on remedial teaching have also become a regular feature of the courses run by the English Section of the Advisory Inspectorate Division.

This handbook was first published in 1990. A second edition was issued in 1994. The current edition is the product of cross-fertilization of the ideas and experience of teachers, schools, the English Team of the TOC Teacher Education Unit, Curriculum Development Institute and the English Section of the Advisory Inspectorate Division. Most of the examples used to illustrate the strategies for remedial teaching in the previous editions have been updated with reference to the 'English Language Syllabus for Primary Schools 1997'. New forms for documenting teaching for remedial classes and for recording pupils' progress have also been included.

Comments and suggestions are welcome. Please write to:

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