

# Remedial program assignment

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**INSTRUCTIONAL ACTION PLAN: REMEDIAL ENGLISH LANGUAGE AND READING PROGRAM** Presented to: OUR LADY OF THE SACRED HEART SCHOOL (Dona Julia Vargas Vda. De Ortigas Foundation, Inc. ) Plariddel St. , Brgy. Dona Aurora, Quezon City by MR. RUSSEL M. ANORE 2011 Introduction  
The Instructional Action Plan English Remedial is prepared for students who are academically challenged in English language and reading skills.

The goal of the program is to develop English language communicative and reading skills because based on the results of the first quarter grade and the results of the Center for Educational Measurement (CEM) diagnostic test, many students have fallen to the point where it is felt that it is necessary to provide remediation in order to preserve the high level of proficiency in these skills that we require of our students. In this program, the English Communication department will present its instructional action plan for English Language and Reading Remedial program. Objectives

This remedial program will cover the four basic topics of speaking, listening, reading, and writing. Associated skills such as grammar, style, and vocabulary will be used through these four topics, lessons will be built on instructional activities that utilize grammar and vocabulary while increasing student skills. According to Blanton (1998) “ Students need to learn information on the lower levels before proceeding to the higher ones. ” By providing materials at a level appropriate to the students and challenging the students to go beyond those skills in a sequenced pattern, the students will be able to be successful in the main program.

The skills will be set such that the students are challenged by the materials without being overly burdened by them so that they will be able to be successful and motivated to continue the program. Students will be required to perform at a level that is too challenging for them which will create undue stress and frustration and will interfere with their attempts to improve their skills. As Blanton (1998) continues "...by providing a particular kind of guidance called scaffolding, teachers can help children cultivate more advanced learning behaviors. This scaffolding will provide the students with a study frame from which they can move ahead in learning English language and reading skills as well as develop better study habits. Costs and Timetable The program is for free. English teachers are more than willing to spend time with the academic challenged students in English language and reading. Furthermore, English faculty is so sufficient to teach the program. A number of materials selected will be from the school's fund and from the pockets of the teachers. The program will have to be able to provide instruction for 15 students only for effective results.

The students are divided into three classes: CLASS A-Grades one to three Focus of Instruction: Reading Skills CLASS B-Grades four to five Focus of Instruction: English Language and Vocabulary CLASS C-First year to third year Focus of Instruction: Grammar, Vocabulary Skills, Comprehension Skills, and Literary Appreciation Skills The proposed remedial program will consist of 10 Saturdays only from November to February. The tentative schedule and remedial instructors are as follows: Focus of Instruction| Grade/Year Level| Instructor/s| Dates| Time| Reading Skills| Grades one to three| Ms. Solalia FabricMrs.

Maribel de Guzman| November 12, 2011November 19, 2011November 26, 2011December 3, 2011December 10, 2011January 14, 2011January 21, 2011February 4, 2011February 11, 2011February 18, 2011| 9: 00-10: 00| English Language and Vocabulary| Grades four to six| Mr. Anatacio OcanaMs. Marivic TabuenaMrs. Marissa Pido(depends on her schedule)| November 12, 2011November 19, 2011November 26, 2011December 3, 2011December 10, 2011January 14, 2011January 21, 2011February 4, 2011February 11, 2011February 18, 2011| 10: 00-11: 00| Grammar, Vocabulary Skills, Comprehension Skills, and Literary Appreciation Skills| First to Fourth Year| Mr.

Russel M. AnoreMs. Marivic TabuenaMrs. Fausta Hermano(depends on her sked)| November 12, 2011November 19, 2011November 26, 2011December 3, 2011December 10, 2011January 14, 2011January 21, 2011February 4, 2011February 11, 2011February 18, 2011| 2: 00-3: 30| Selection of Students Students who have failing grades and those who got 76 below grade in English can only avail this program. During the remedial program students will be required to complete assignments and activities which will be assess for mastery by the instructor based on a satisfactory score of 90% or more.

If students do not achieve this score, other materials based on the same level and content will be used until the student does achieve the 90% mastery level. These assessments will be based on a variety of methodologies such as multiple-choice, fill-in the blank, sentence completion, appropriate oral responses, and comprehension activities.

Wiggins (1990) as described in Simonson, et al. (2001) “ describes an effective authentic task as one that includes ‘ ill-structured’ challenges and <https://assignbuster.com/remedial-program-assignment/>

roles that help the students rehearse for the complex ambiguities of...adult and professional life”.

If students are successful then they will be promoted out of the remedial program. If students have not been successful in achieving this objective, further remediation will be considered after an evaluation of the program is completed. Program Evaluation To ensure that the training accomplishes the goals of the program and student and instructor satisfaction is obtained, evaluations will have to be conducted. According to Smith ; Ragan in Wiley (2001) “ at one point the designer evaluates the materials to determine the weaknesses in the instruction so that revisions can be made...”.

As well as evaluating the instructional materials, designers need to know how effective the instruction was, how effective the teachers were, and generally how the students perceived the program as a whole. The most important component for this program is the impact the training is having on the students' overall English language ability. Interviews with students and classroom teachers can be conducted to determine if observable changes are taking place. The result of CEM Posttest is also reliable and effective evaluation on what impact the project had on with the remediated students.

Conclusion: Depending on the success of this program and the needs of the students at that time, another more advanced program may be developed to facilitate the needs of the students based on the assessments and evaluation of the initial program. References: Blanton, B. (1998). The application of the cognitive learning theory to instructional design. International Journal of Instructional Media. 25(2) 171-177. Retrieved November 12, 2002, from

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