

# **An Action Research on a Principal's Promotion of After School Alternative Programs Using Remedial Instruction**

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This study uses narrative ways to present the use of After School Alternative Programs (ASAP) in Papaya Elementary School. In order to promote such programs, a group of tutors has attempted to cultivate the interests of minority disadvantaged students and involve them in learning through the practice of teaching.

This study begins by exploring the literature relevant to remedial instruction and disadvantaged students, the content of the ASAP, and the study of learning efficiency. The qualitative research--a series of semi-structured in-depth interviews--was used to obtain data relating to the perception of self, the life and experiences of the students' learning process in relation to remedial instruction, and the factors affecting this process.

The interviews and literature review were used as a basis for collecting data for analysis and discussion. Based on the results, this study concludes the following:

1. The ASAP could identify subjected students and promote learning motivation so as to improve learning achievements.
2. The principal could actively adjust the time and methods of remedial instruction and hold seminars on schedule, ultimately establishing an expert team in the process.

Concrete proposals are suggested as a result of the research outcomes, enabling principals to offer their teachers formal guidance in remedial instruction. Others for future studies to be conducted by educational administration institutions and schools are also made.

Keywords: after school alternative programs, remedial instruction, action research, elementary education

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主題文章

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