



RESEARCH ARTICLE

THE CONTRIBUTION OF PEDAGOGICAL REMEDIATION IN READING TO CONSOLIDATE
SPELLING SKILLS

*¹Moussavou Guy and ²Kounounga Yimbou Lemba Frédérique

¹Doctor in Education Science, Teacher-researcher at Marien Nguabi University of Congo – Member of LARCED Laboratory, Associate Researcher at the CIRNEF Laboratory - University of Rouen- France

²Inspector of Primary Education, Bacongo School District, Brazzaville

ARTICLE INFO

Article History:

Received 22nd October, 2017
Received in revised form
10th November, 2017
Accepted 08th December, 2017
Published online 19th January, 2018

Key words:

Contribution,
Consolidation,
Remediation,
Reading,
Spelling.

ABSTRACT

Remediation is a device that consists in providing the learner with new learning activities to enable him / her to fill the gaps diagnosed during a formative evaluation. The study we conducted aims to analyze the added value of this educational remediation in reading in the consolidation of academic achievements in spelling. It is based on the assumption that teacher remediation in reading as it is done by teachers, does not consolidate the achievements in the spelling of learners. To carry out our investigation, we used as instruments of data collection, maintenance and participatory observation. Our study took place in the Madibou school district. Our sample is made up of seventeen (17) pedagogical supervisors, seven (7) teachers, holders of CM2 classes and 70 learners of CM2. At the end of this work, the results obtained are as follows: notes obtained during the test organized, reveal us that they are not always satisfactory. The scores obtained in reading do not correspond to those of spelling. The assessment is done without grid, the notes are subjective. The low spelling marks show the weaknesses of the method used and the mistakes are orthographic. To this end, we have suggested some approaches to solutions including:
- instead of traditional pedagogy, put into practice differentiated pedagogy;
- harmonize teaching / learning programs with hierarchical recommendations, since curative pedagogy was introduced without reference to official curricula, and without a note or decree

Copyright © 2018, Moussavou Guy and Kounounga Yimbou Lemba Frédérique. This is an open access article distributed under the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Citation: Moussavou Guy and Kounounga Yimbou Lemba Frédérique, 2018. "The contribution of pedagogical remediation in reading to consolidate spelling skills", *International Journal of Current Research*, 10, (01), 64357-64367.

INTRODUCTION

This research aims to analyze the added value of pedagogical remediation in reading in the consolidation of learning achievements in spelling among learners. It is part of the paradigm of French didactics, for reading and spelling, which in their common acceptance, refer to the use of methods and techniques selected and which are different according to the disciplines because they depend on the contents to teach. In its modern convenience, didactic studies the interactions that can be established in a teaching / learning situation between the knowledge, the teacher and the learner. Didactics is not content only with learning objects according to the descriptive dimension but also the real dimension of the class that depends on the environment. Here, we will use reading and spelling with specific approaches because in French, all sub-disciplines do not have the same steps. This study is based on a twofold observation: on the one hand, the official guidelines dictated

*Corresponding author: Moussavou Guy,
Doctor in Education Science, Teacher-researcher at Marien Nguabi University of Congo – Member of LARCED Laboratory, Associate Researcher at the CIRNEF Laboratory - University of Rouen- France.

by INRAP emphasize that pedagogical remediation in reading strengthens the learning achievements of learners and on the other hand, real practices show that, in In the same class, those students who have good marks in reading do not necessarily have good dictation notes. The success rate in reading is often above 80% while that of dictation rarely exceeds 50% by referring to the 2014-2015 assessment reports in the Bacongo school district. This finding is reflected in the grades of reading and spelling assessments in primary school, in accordance with official instructions asking all teachers to use curative pedagogy to improve the situation of underperformance spelling. This curative pedagogy practiced in classes ranging from elementary first year (CE1) to middle year second year (CM2) was put in place by Raphaël WANDO, director of primary education with the aim of revising the sounds or phonemes that appear difficult for learners to strengthen their reading and spelling skills. Indeed, a learner who can not read, can not either write the words correctly because by reproducing the words in writing, the learner pronounces them first in his heart of hearts and then ends up reading them silently after having written them. The link between reading and spelling is not to be neglected.

However, despite the application of these recommendations by some teachers, our experience as a teacher and then as a principal pedagogical advisor has led to concerns from both parents and teachers that learners do not read well and are very weak in dictation. This led us to carry out our research. The interest of conducting this research lies in the fact of offering a grid of reading which makes it possible to account for the practice of the educational remediation and its real impact in the consolidation of the spelling skills of the students.

The problematic of educational remediation has already been the subject of many researches which we highlight here the results of some authors:

The works of Bedi Moussoki (2013), revealed that third grade students have serious difficulties in spelling. This was explained by the multitude of faults committed during dictation and the most recurrent faults classified according to the hierarchy of phonogrammic, morphosyntactic, phonetic faults, ideograms, morphosemantic and phonographic faults. According to Martin Bouesso (2003), speaking about the teaching of spelling in grades 6 and 5, teachers provide courses on grammatical spelling to the detriment of the spelling of use, this leads to consequences that occur. manifest by repeated mistakes in writing.

According to Raynal, Rieunier (1997), remediation has the same root as the remedy and is synonymous with corrective action or regulation in the field of action sciences. What makes CEPEC say that "in pedagogy, remediation is more or less formal device which is to provide the learner with new learning activities to enable him to fill the gaps diagnosed during a formative evaluation" For Wando and Simba (1997), working in the school district of Poto-poto, the good performances in expressive reading of pupils in grade 5 do not always have a positive influence on the usual spelling scores.

Thus, to problematize this work, we asked ourselves the following research question:

Main question

What is the added value of pedagogical remediation in reading in order to consolidate spelling skills?

This main question gave the following secondary questions:
Secondary issues

1. What are the learner's marks in reading in the second year of middle school before and after the instructional remediation in reading?
2. What are the learners' spelling scores in the second year average course before and after undergoing instructional remediation in reading?
3. What are the mistakes regularly made in spelling before and after having undergone pedagogical remediation in reading?

Hypotheses

Main hypothesis

- Pedagogical remediation in reading as it is done by teachers, does not consolidate spelling skills.

Secondary hypotheses

1. Learners' reading scores do not match spelling notes
2. The low marks obtained by the learners demonstrate the weaknesses of the method used;
3. Learners make mistakes in spelling after attending pedagogical remediation sessions.

To verify these hypotheses, we used a methodological work that consisted of interviews with teachers and pedagogical supervisors, as well as a test to check the skills of the spelling students after the pedagogical remediation in reading. Thus, this research leads us to structure our work around five chapters. After the first point concerning the introduction that raised the problematic elements, the research question, the hypotheses and the review of the literature, in a second chapter entitled "the methodological approach" we will justify the bases of the chosen methodology our epistemological position to achieve the goal of our research by presenting the sample, the data collection tools and the types of analyzes recommended. In this methodological context, from interviews with supervisors and teachers of CM2, as well as from a participatory observation referring to an evaluation test on the pedagogical remediation in reading with the pupils of CM2 schools of the Madibou's school district, our research work will focus on understanding the added value of pedagogical remediation in consolidating the achievements of spelling learners during Middle Second. The third chapter, titled "Presentation and Analysis of Results", will provide a quantitative overview of the data and results by focusing on the relationship to our research question and our conceptual framework. The fourth chapter, entitled "Synthesis and Discussion" will provide explanations for the results obtained in accordance with our research question and related sub-questions. The fifth chapter will vitrify the hypothesis emitted following our main question. The sixth chapter will offer some suggestions for effective remediation in reading to consolidate acquired spelling. In conclusion, we will highlight the main findings of our study, analyze the consequences of the research, and discuss potential implications for the development of potential new research.

Methodological approach

Our study was carried out in the department of Brazzaville. To allow us to have a minimum of information, we targeted the pupils of CM2 of the Madibou school district. Our sample focused on pedagogical supervisors, teachers and students.

Table 1. Samples of the framers

N°	Staff function	Effectifs		
		M	F	T
1	Chief Inspector of School District	1	-	1
2	Inspectors responsible for pedagogical activities	-	5	5
3	Conseillers pédagogiques principaux	1	3	4
4	Directors of school	3	4	7
Totaux		5	12	17

Information Source: 2015-2016 Back to School Report

Given the small number of supervisors, we worked with all the inspectors, all the educational advisers, and seven (7) school Directors.

The sample of teachers is seven (7) subjects taken from schools in the Madibou School District.

Table 2. Sample of teachers holding CM2 classes

N°	Staff function	Effectifs		
		M	F	T
1	Teachers	1	6	7

Information Source: 2015-2016 Back to School Report

Table 3. Sample of learners

N°	Schools	M	F	Total
1	Amitié-Congo-Chine A	5	5	10
2	Amitié-Congo-Chine B	6	4	10
3	NkoukaBoussoumbou A	3	7	10
4	NkoukaBoussoumbou B	5	5	10
5	Poto-poto A	4	6	10
6	Poto-poto B	3	7	10
7	MAFOUTA Sébastien	6	4	10
Total		32	38	70

Information Source: Our 2015-2016 Survey

We took ten (10) learners per class, or seventy (70) subjects as a predicted sample. The sample of learners was removed to schools by random draw.

Table 4. Summary of instruments used

N°	Instruments	Concerned	Objectives	Objectively Verifiable Indicators	Period
1	Interview	Pedagogical coaches and teachers	Get information on performing remediation	Interview schedule	April 18 to 30, 2016
2	Participatory observation	Active teachers and learners	Controlling the existence and didactical realization of pedagogical remediation in reading and its contribution to learners' learning	Observations Grid	March 29 to April 30, 2015

The instruments and techniques of data collection

For our methodological work, we have used collections of cross-materials that combine interview surveys and observations that we will present in the rest of this work. A multiplicity of data collection tools then seemed necessary to respond to the added value of pedagogical remediation in reading to consolidate students' spelling skills. But given the fact that in the Madibou school district, we have an enrollment of 1852 students during Middle 2nd grade, and that our sample represents only 70 students (which does not represent 10% of the target population), we have opted for a qualitative study, as recommended in a methodology work. Indeed, a qualitative study is a study intended to collect qualitative elements, which are most often not directly quantifiable by the individuals questioned or studied. It generally aims to deeply understand the attitudes or behaviors of individuals. Thus, a qualitative study is most often conducted on the basis of collective or individual interviews or by situational observations with a small sample. Which corresponds well to our working sample. As Hervé Fenneteau (2007) points out, quoted by Moussavou (2015), the qualitative study is an alternative, when a statistical exploitation of the data collected is not essential and one wishes to obtain qualitative indications. In connection with the above, we therefore used the tools used in a qualitative study, namely: maintenance and observation.

The interview

We had interviews with mentors and active teachers in CM2 classes. The grids used had two parts: general information and the part consisting of questions or items. The purpose of these interviews was to gather supervisors' views on didactic practice, instructional time, and for active teachers to

understand the actual practice of the class while performing educational remediation ... while soliciting their suggestions. for a possible improvement of the situation of school performance of reading and spelling students. Interviews were held with mentors and active teachers from April 1 to April 30, 2016.

Participatory observation

Participatory observation was chosen to check, with the help of the learners, in the monthly distribution of learning objects and journal notebooks, the existence and the didactic realization on the pedagogical remediation in reading. For this, we used an observation grid that allowed us to appreciate the quality of the didactic services during the realization of the pedagogical remediation in reading to see its contribution in spelling. This activity took place from April 15 to 30, 2016 in the seven schools of the MADIBOU school district. This table presents the instruments, topics, objectives, observable indicators and period.

Presentation and analysis of the results

Presentation and analysis of the results of the survey

Sample and research topics of the framers

Our sample is seventeen (17) supervisors. For the framers, our survey was organized around the following themes:

Identity dynamics: this topic allowed us to know the identity of each supervisor, that is to say, their marital status, their training school, their professional background and the basis of their training in the didactic practice in remediation;

The realization of pedagogical remediation: this is to inform us about the quality of remediation, the identification of learning difficulties, the modality of the course of remediation, the reaction of supervisors in case of persistent difficulty;

The contribution of pedagogical remediation: allows to appreciate the added value of the pedagogical remediation in reading and to consolidate the acquired spelling, the appreciation of the notes of the learners before and after the remediation and the improvement noted;

Suggestions for improving the situation: it is about receiving the contributions of solutions likely to improve the situation;

Training: This theme informs us about the participation of the supervisors in the pedagogical seminar;

Definition of pedagogical remediation: allows to have the opinion of the framers on the definition of remediation.

Sample of teachers

Our sample is seven (7) teachers.

For teachers, our survey focused on the following themes.

-the identity dynamics: allows to know the gender and the family situation, their training schools and the bases of their formation compared to the realization of didactic sessions in remediation;

- The realization of the pedagogical remediation: allows to understand if the teachers realized the curative pedagogy, the quality of the difficulties approached, and the choice of the pupils who benefited from this remediation;
- The instrument used to assess performance: gives us information on the use or not of an evaluation grid, the criteria relating to it and the notes corresponding to this grid.
- The added value of educational remediation: informs us about the observation made by the teachers after the realization of the remediation, reading, spelling and the possible added value obtained;
- Suggestions on the practice of remediation: we offer solutions suggested by teachers.
- Training: gives information on the participation of teachers in educational activities related to educational remediation such as educational events or training seminars.

value remediation, training or seminars on remediation, instruments used for remediation, suggestions and definition of remediation interviewees.

Analysis and interpretation of the results obtained from the supervisors

The results were obtained following interviews with seventeen (17) supervisors in sampling, divided into four zones of the Madibou school district. These results are represented according to the following items:

Theme 1 - Identity dynamics

On the theme of identity dynamics, the Tropes software gives us the graph of the following actors:

This graph represents the concentration of relationships between actors. It allows a visual comparison of the weight of the relationships between the main references.

- The X axis (horizontal) indicates the actant / acté rate (from left to right).
- The Y (vertical) axis indicates the relationship concentration for each displayed reference.

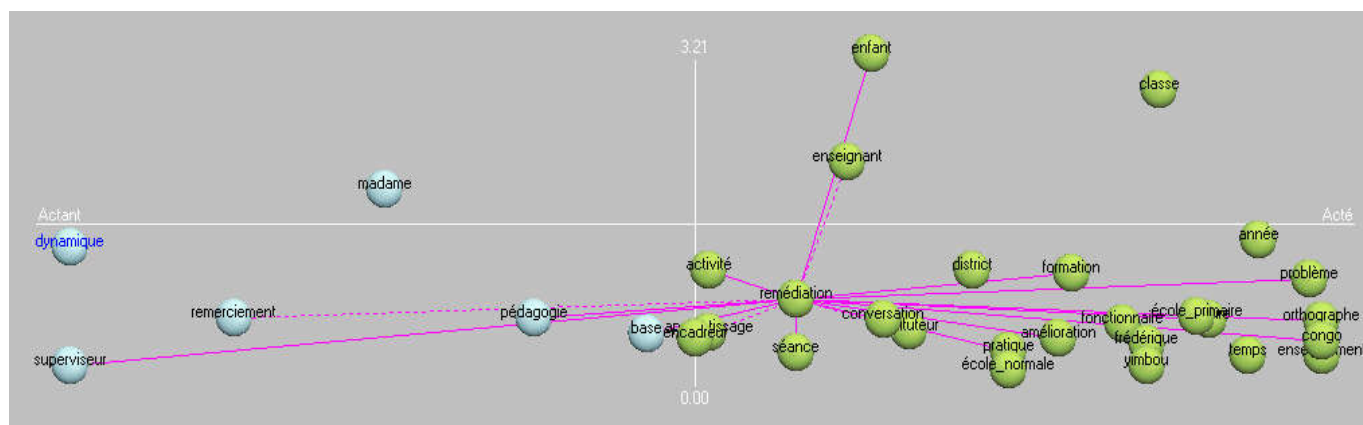


Figure 1. *Graph of actors on identity dynamics*

Thematic analysis and interpretation of the results

We carried out a thematic analysis of our materials by using the Tropes software given the number of our three corpuses comprising respectively 17 supervisors, 7 teachers and 70 students. Tropes is a text analysis software that processes qualitative or quantitative data. Concerning the qualitative analysis, it makes it possible to detect the remarkable propositions and elaborates a representation of context (Moussavou, 2015). It is therefore advisable to group short texts in the same file so that Tropes can perform an overall analysis of the entire corpus. Thus, after transcribing the speech of each of the supervisors on the one hand, and on the other hand, the speech of each teacher, we conducted a global analysis using this software. This analysis incorporates the comments of all the interviewees and draws up remarkable proposals that will constitute the essential ideas that emerge from all of the respondents' statements on the themes that have been selected. As Bréchon (2011) points out, it is therefore a "line analysis also called horizontal analysis" around the themes presented above that are the identity dynamics, the realization of the remediation, the contribution or the added

- The lines indicate the relationships between the selected variable and the other references displayed. A dotted line indicates an infrequent relationship.
- Only references with a large number of relationships are represented on the graph.
- Graphs are hypertext: you must click on an element to display the variable concerned.
- To customize the display, use the toolbars, or move the cursor (to the right of the graph), to vary the number of objects displayed.

To put it another way, we must click on each of the elements contained in the graph, to have the analysis of the results on the identity dynamics. Thus, the following results were identified:

Respondents who have been interviewed have an average duration of five years as supervisors. The supervisors interviewed are either inspectors, principal pedagogical advisers or even school directors. They all leave the Normal Schools of Teachers, either of Brazzaville, or of Dolisie, or of Owando. Then, with regard to inspectors and pedagogical

advisors, they leave the Ecole Normale Supérieure de Brazzaville. The training received in these training schools has enabled them to provide teaching activities in reading, reading revision, spelling, but not in curative pedagogy as an active teacher.

It was only after the seminars organized for them that they were trained on pedagogical remediation, which enabled them to supervise teachers on this pedagogical remediation.

Theme 2: The realization of the educational remediation

- Concerning the realization of the pedagogical remediation, our supervisors emphasize that it must correspond to a form of permanent evaluation. It is a form of ongoing activity for student learning.
- For these experts, whether in a diagnostic assessment, formative or permanent, we can realize that there is some educational debt: it is then planned to program a remediation.
- If these supervisors emphasize that the summative evaluation makes it possible to detect, to look, to see, to really discover the difficulties that the teacher experiences in carrying out this remediation activity, we can not ignore the formative evaluation that allows for it too. After identifying the difficulties, to provide the necessary basis for the teacher to overcome the difficulties encountered.
- When performing a remediation activity, for example with the sounds "on", "an", "en", it is not appropriate to move to another difficulty or to change gait, it is necessary to try several times to remedy the difficulty. It is thus necessary to try again before being able to succeed and to seek to revisit what one does while insisting more. So we can not go to another difficulty until the previous one is resolved. There is also the fact that the problem of overcrowding means that remediation is conducted in groups.
- The supervisors highlight the fact that the program preparatory classes do not run to completion, teachers do not finish their program, for example by not seeing all the sounds, as soon as the resumption of classes in higher class, the CE1 for example, teachers detect the deficiencies of students and then return to sounds not acquired by students. The teacher must insist on these sounds to get the children to read well and write well. The pedagogy that is suitable for pedagogical remediation is well understood, the pedagogy of remediation.
- However, these same supervisors stress that pedagogical remediation must be done in the learning activity, but also in the continuity by what it proves to be very important for learning. If they recognize that the practice of remediation, depends on the person who leads it is in continuity, or in learning, or in resuming learning, this analysis of the situation leads us to say that our supervisors assume that it is up to each teacher to interpret the institutional prescription on remediation. In this case, one is entitled to wonder, what are the indications given by his last teachers, to actually achieve the educational remediation? This is an impression that pedagogical remediation is an à la carte practice, that is to say that is done differently by teachers according to their interpretation of the institutional prescription on pedagogic remediation.

Theme 3: The contribution of educational remediation

- The supervisors emphasize that the notion of added value of remediation is a remediation activity thought by psychopedagogues and is not the result of chance. They nuance nonetheless that in the field, the expected results are not at the rendezvous; because an improvement of the note in reading, does not necessarily improve the spelling notes. They point out that this paradoxical situation is due to the fact that the teachers do not appropriate effectively the institutional prescription on the remediation in reading to improve the spelling skills. From their point of view, this non-appropriation is due to the lack of teacher training on pedagogical remediation. While no study has yet been conducted on the actual value-added of remediation, they point out that this educational remediation activity is not well conducted by teachers in classrooms. It is "sloppy", the consequence being that the good grades in reading after the remediation, do not necessarily result in an improvement of the notes obtained in spelling.
- If these supervisors stress that teachers may recover children in difficulty, they highlight the fact that the contribution of remediation must be nuanced and linked to the weight of the workforce. For the latter, the large numbers in their school districts are not likely to draw individually each subject with learning difficulties.
- As underlined in theme 2, the practice of remediation is justified by the fact that the CP programs do not come to an end. Some notions are not seen. Then, at the beginning of the school year, the teacher of the higher class detects the difficulties experienced by the pupils in the sounds. He must return to these sounds by insisting. It often happens that some students are "recovered" in reading but not necessarily in spelling. However, the difficulty of this remediation is linked not only to the lack of training of teachers, the large numbers of people not allowing individual care for each child in difficulty, but also to the fact that students read less and less at home. For lack of follow-up on the part of the parents. This lack of follow-up is due in part to the fact that the latter do not have a reading book or a French textbook. The teacher remains the only recourse to remedy the shortcomings of children. In this case, the objectives assigned to remediation can not be achieved properly.
- However, the added value of remediation is to carry out activities that learners will appropriate to eliminate the shortcomings they present during the teaching / learning process. But, the observation is bitter, negative, this remedy does not work.
- The situation of remediation is paradoxical because of the fact that there are teachers who are not trained and the expected results are not at the rendezvous; this is justified by the fact that the dictation notes are catastrophic. One of the reasons that can be attributed to this situation is probably that teachers are not trained on remediation, this practice is poorly conducted, and the consequence is that the objectives assigned to remediation are not achieved. For these supervisors, the remediation is not well done, is not well conducted.
- In general, for pedagogical supervisors, the added value of pedagogical remediation in reading to consolidate spelling achievements, depending on how it is applied by teachers, could improve spelling skills, but it is often noted that this remediation in reading does not

necessarily bring improvements in the spelling skills of learners. Such an analysis emphasizes that the added value of pedagogical remediation in reading to improve spelling skills, as emphasized by the official texts, is not proven. Again, this is to highlight that pedagogical remediation is a function of the way in which each teacher appropriates the official texts on the practice of pedagogical remediation.

Theme 4: Suggestions for improving the situation

- For the remediation activity to be well conducted, the supervisors suggest that the training of the teachers on the remediation and the conduct of the pedagogical remediation be resumed. Teachers need to be trained at the ENI on the approach to follow in order to carry out the pedagogical remediation activity. They also call for teachers' awareness, because beyond the lack of training, remediation is an intermediary activity between disciplines, but teachers ignore, flout, neglect, so that the expected results are not at the appointment.
 - For these supervisors, an evaluation of curative pedagogy is needed. Only if this evaluation is positive can we systematize the practice of curative pedagogy, taking care of course to train teachers in this practice. Moreover, teachers must strive to practice teaching remediation during less the first three months to remedy the difficulties of the students. For this, they must be trained in the practice of remediation. Beyond the training, the teachers must propose activities to be done at home such as Cartesian tables for example, so that the activities carried out in class are supplemented by a follow-up of the parents at home.
- Theme 5: Initial formation and continues on the pedagogical remediation
- Concerning the training on pedagogical remediation, the supervisors emphasize that while they were at the ENI, there was no training on pedagogical remediation in reading. However, at that time, we spoke rather of a revision in reading by returning to the syllabic table. It was within the framework of the seminars on capacity building and multiplication that they were trained in the practice of reading remediation to consolidate acquired spelling skills. Initial training as a teacher at ENI then as a primary school inspector or principal educational advisor did not provide them with the necessary basis for the practice of pedagogical remediation in reading. The supervisors of this school district therefore emphasize that they were trained by the director of primary education in the context of seminars or educational events to the practice of remediation pedagogy. Then, they organized a seminar in this direction for active teachers in their school district. This seminar was taken up in the context of capacity building and scaling up. They attended the seminars on curative pedagogy, popularized and multiplied throughout their school district. But, they did not have initial vocational training at ENI or ENS allowing them to acquire the necessary bases for the practice of curative pedagogy.

Theme 6: Definition of educational remediation

- For supervisors, remediation is of paramount importance, it is not a word "that came out of chance". It is by taking into account the recurring difficulties

observed during the teacher / learning process that the psychoedagogues have thought of setting up an activity called remediation to overcome the difficulties experienced by the students. We only talk about remediation when we have children who are struggling with reading and spelling. The pedagogical remediation is thus a pedagogy that allows to return to notions not assimilated by the students. She is an assistance, a help to children who have difficulties in reading and spelling. This is a form of revision that is made with students in difficulty.

- Continuing in their definition of remediation, these supervisors emphasize that when we talk about remediation pedagogy, it is a question of returning to the notions already seen. It is often in learning activities that these notions come up often. If there is remediation, it is that we come back to something that has not worked well; we take the activity and we manage the shortcomings related to the activity already conducted and which is remedied. It is therefore important to stress that the objectives have not been achieved, we are implementing a certain number of activities that will enable us to achieve the original objective. Such a definition leads us to highlight that remediation is a corrective activity of previous activities to achieve the expected results. Here, it is important to emphasize that educational remediation is at the service of the previously defined goal.
- As the supervisors point out, educational remediation is being prepared, and is therefore a function of the objectives previously set. They still point out that we do not exactly repeat what was done during the main activity, but that we always remain in the same goal. Thus, to speak of remediation is to suppose that there is no doubt an existing one that is not what it should be and that we must therefore return to it to arrive at what was originally planned. It is therefore a pedagogy that repairs defects in the practice of the classroom.

Analysis and interpretation of results obtained from active teachers

As for the framers, the thematic analysis was made from the Tropes software. The operation of this software has already been presented, we will present only the words of teachers and the analysis that follows.

Theme 1: Identity dynamics

Graph of actors on identity dynamics

Concerning their identity dynamics, all the teachers interviewed are in the first grade. Two of them are officially married and five are single with an average of four children each. Three of these teachers graduated from the teacher training colleges and four of them were trained at the E.N.I de Brazzaville between 1998 and 2004. It has been noted that they have very little verbalized about their personal situation.

Theme 2: Realization of remediation

- Regarding the realization of the remediation, it is made throughout the first quarter around sounds such as: on, in, garlic, euil. Here, teachers analyze students' abilities during learning and detect the difficulties experienced

added value of remediation, they nevertheless hope that the supervisors often come to work with them to improve this practice. There must also be a multiplication of seminars and educational events. At the level of the classes, it is necessary to take again to make the educational remediation.

- Moreover, they suggest that there are "paintings on horseback" in classes containing sounds to learn, as is the case at CP, because overall, "students have no level".

Theme 6: Training and participation in seminars

- If the supervisors emphasize that teachers have not been trained in the practice of remediation, they say the opposite, stressing that they have been.
- Yet this training evoked by teachers is called applied pedagogy, in the sense of learning the methods to be introduced in classrooms. This training was organized around the classroom. It is a set of methodology explaining to them the approach to bring to understand the children, especially those who have not "acquired much knowledge" to do the curative pedagogy the teachers nonetheless emphasize that this training proves insufficient for effective practice of educational remediation. It is therefore around seminars and educational events organized by the I.C.C.S. that they learned to do pedagogical remediation. These seminars on curative pedagogy concerning the student in difficulty who does not have much knowledge, taught them that the teacher must be able to "add something to the child".
- After the interviews with the supervisors and teachers, we found it useful to make a comparison between the situation before remediation and that after remediation. We therefore conducted what we called participatory observation, in the sense of passing a reading remediation test and a spelling test after this pedagogical remediation in reading. The elements of this test are detailed in the analysis and interpretation of the results obtained from the students.

This table highlights the marks obtained in reading and spelling before and after the remediation. It makes it possible to analyze the effective added value of reading remediation to consolidate acquired spelling. It will be here, to see if the fact of having made a remediation in reading, the spelling notes are improved as the official instructions underline. Before the analysis of the results, it should be noted that teachers who have noted the weaknesses in reading and spelling, perform a remediation in reading, this with the aim of improving the notes in both reading and spelling, as stipulated by official instructions. The marks before the pedagogical remediation are those obtained by the pupils and which allowed the teachers to identify the weaknesses of the pupils, and thus to decide to carry out an educational remediation. So we did this pedagogical remediation, to test students in reading and spelling, to identify the added value of pedagogical remediation in reading, and see if such remediation is conducted by teachers, it improved the spelling skills of students. Thus, the marks after the pedagogical remediation, are those obtained by the students following the test that we proposed to them.

Before remediation

- Of the seventy (70) students sampled, fifty-three (53) were below the reading average as compared to sixty-eight (68) in spelling;
- Seventeen (17) had a score greater than or equal to the reading average and two (2) in spelling.

After the remediation

- Forty-eight (48) of the fifty-three (53) learners remained weak and only five (5) could be caught in reading. This shows that the remediation did not bring improvements in reading. In spelling, even the two (2) students who were passable integrated the assessments very bad and weak;
- However in spelling, all seventy (70) learners are considered weak because the scores obtained are below average, that is to say that the scores are between 0 and 4.

Table 5. Evaluation Grid for Student Achievement

Period	Grades	Number of students in reading	Number of students in spelling	Appreciation
Before remediation	0	02	40	Very bad
	1-4	51	28	Low
	5	12	02	Fair
	6	02	-	Pretty good
	7	03	-	Good
	8	-	-	Very good
	9-10	-	-	Excellent
After remediation	0	-	57	Very bad
	1-4	48	13	Low
	5	14	-	Fair
	6	08	-	Pretty good
	7	-	-	Good
	8	-	-	Very good
	9-10	-	-	Excellent

Information Source: Our 2016 Survey

Analysis and interpretation of student results

Participatory observation

As noted above, this is a test performed in reading and spelling; because our study is based on the contribution of the remediation in reading in the consolidation of acquired spelling. The results obtained are recorded in the table above.

In sum, in reading, remediation reveals that there was no significant improvement because out of the seventy (70) learners, if fifty-three (53) students were initially weak in reading before remediation, forty-eight (48) remained weak. And, in spelling, no student has been caught; they went deeper. This shows the remediation was not well done by the teachers because it did not contribute to the improvement of spelling

notes. It should be noted that the text that was used as a test was taken from CP2's African Horizon book on page 78.

Synthesis of the results and discussion

Our study focused on different areas of interest according to the opinions of the supervisors, the active teachers and the realization of the test that we sent to the learners. The focus on identity dynamics was simply the situation, the personal and professional background of the supervisors and teachers. The more detailed analysis of our survey focused on teachers' comments about other areas of interest. Thus, by comparing the results of different instruments of our survey (the interview with the supervisors, with the teachers and the test organized with the learners), it appears that the pedagogical remediation is realized in the continuity of the activity of learning. However, if this is the intention of the teachers, the supervisors recognize that it is often the case that, in its actual implementation, the teachers do it during the learning activity and / or by taking up the learning activity. It can already be seen at this level that this remediation is interpreted by each teacher according to his subjectivity. It is therefore not surprising that the expected results do not comply with the injunctions of the official institution. Remediation acts as a regulator of learner deficiencies and aims to build capacity so that the original goal is achieved. Except in the classrooms where we conducted our research, no distinction is made by teachers between learners who have followed a normal school curriculum and those who have not completed the programs of previous classes, or even those who have dropped out of school. course before the past year. In the same direction, the development of the remediation is carried out by setting the same objectives as those aimed at the initial session. It should be alternating with the starting activity. But in the classrooms we surveyed, we found in reading that the program is teacher dependent, and the teacher does not take into account previous learner skills. However, when it comes to identifying difficulties, teachers carry out reading remediation by referring to the book Horizon d'Afrique CP2. They do not take into account the difficulties experienced by learners individually. The pupils' difficulties are not identified in advance, and they carry out the remediation according to their wishes; With regard to the organization of remediation in the classroom, the teachers carry out the pedagogical frontal so-called traditional pedagogy that does not take into account the particular difficulties that presents each learner. All learners are treated the same way with the same activities. Thus, the contribution of remediation has shown a bitter situation in general, because the spelling always seems the most difficult test and has no added value after the achievement of this remediation. This is justified by the fact that of the fifty-three (53) students who were weak before remediation, only five (5) changed their reading status. In spelling, the situation worsened, because again, sixty-eight (68) learners were very weak before remediation, but curiously, after our test, all seventy taken as a sample, did not progress and On the contrary, they have become "depressed." Thus, it has been found that the notes have remained substantially the same before and after the realization of the didactic sessions concerning the remediation; and no grid is used to assess learner performance. To eradicate this dire situation, measures must be taken to improve our educational system, including the training of teachers in curative education. This statement is already similar to suggestions, will be more explicit in the section reserved for this purpose.

Verification of the hypotheses

Operational assumptions derived from the central hypothesis predicted:

- The first assumption is that learner notes in reading do not match spelling notes. Our surveys show that the assessment is done without an evaluation grid. This shows that the notes are subjective. The marks obtained give the impression that the learners acquired reading skills while they remained almost the same. This hypothesis is thus validated.
- The second operational hypothesis was that low spelling scores demonstrate weaknesses in the method used. Although the teachers were followed by mentors and pedagogical activities were organized, the learners' grades remained very low. This demonstrates the weaknesses of the method used. The hypothesis is confirmed.
- The third operational hypothesis stated that learners do not make less spelling errors after the pedagogical remediation sessions. The test results revealed that the spelling notes did not improve as a result of this remediation. Which shows that this hypothesis is validated.
- Thus, the central hypothesis was that pedagogical remediation in reading, as it is done by teachers, does not consolidate acquired spelling.
- Based on the results of the secondary hypotheses, those obtained during the interviews we conducted and the conceptual framework, we affirm that this hypothesis is validated because out of the seventy (70) learners tested, none could have the average in spelling, despite remedial sessions conducted from October to December by teachers.

Suggestions

In this part, we will propose possible means of action for a regularization of the current situation while advocating the participation of the entire educational community in teaching remediation in reading in order to consolidate acquired spelling. So after analyzing and interpreting the data obtained, we suggest.

At the place of the authorities

- Instead of front-end pedagogy, still called traditional pedagogy, we propose that differentiated pedagogy and remedial pedagogy be put into practice by the individual modality.
- In our classes, teachers perform pedagogical remediation sessions in reading without first identifying the difficulties of each learner that can identify students deemed bad, less good or better. All, experience the same teacher / learning. This inevitably creates trouble for those who already know how to read.
- With differentiated pedagogy, it is recognized that each learner has a different style, depending on the mode of learning, and that each has both specific skills and difficulties.
- To succeed in the pedagogical remediation in reading and to better consolidate the achievements of the spelling learners, it is necessary to seek first to know

the individual difficulties of each learner in order to differentiate the pedagogical treatment according to the characteristics of each.

- Require that educational remediation be done in continuity, throughout the school year and not only the first three months of the school year. It must be a permanent activity, intervening whenever the deficiencies of the pupils have been detected. This pedagogical remediation should be considered in the revision of sounds from a frame of reference which makes the organization and the management of the programs the central element of the training system.
- The learner must be considered first in relation to the system and the teacher must be a professional able to implement most of the teaching techniques, to choose them according to the objectives he pursues and the individual characteristics of the learners.
- It is useful for future programs to clearly define the pedagogical objectives of reading instruction, as all teaching / learning pursues only definite goals. Any clearly defined goal is always accompanied by appropriate pedagogical means, including methods, techniques and appropriate modalities, the material to be used in accordance with the objectives. For a curative pedagogy, it is also clearly harmonize this link between the educational objectives and the corresponding didactic procedures.
- Harmonize teaching / learning programs with hierarchical recommendations because curative pedagogy was introduced in the second year average course without reference to official programs, and without a note or a decree. And, in class practice, there appears to be a dysfunction which constitutes a negative parameter in the implementation of the teaching program, since the lack of clear information does not allow teachers of the second year average courses to pursue the official objectives of the program. learner training.
- We also know that any innovation is only useful if it applies correctly in classrooms. This remark calls for the training of teachers. And, good teacher education certainly integrates general academic knowledge, but it is very effective only when its content is developed according to the training needs of learners. In this respect, an ambitious program of teacher training and program implementation in the Congolese system should usefully combine two poles which are: the training school, the institution responsible for designing, developing and writing the programs like INRAP. This will aim to harmonize training content with accepted goals.
- The overhaul of some existing texts and which no longer accommodate the patterns that we have just outlined is highly desirable.
- Supervisors must invest classes for close supervision and the regular completion of pedagogical interviews related to the realization of differentiated pedagogy and remedial pedagogy.

At the place of active teachers

- The teacher is a perpetual student and the one who does not worry about failing on his mission is a disturbing teacher. Actively participate in educational activities

organized by the Education Inspectorate; because these activities allow teachers to reflect on their practices, to supplement the achievements of initial vocational training, and thus to develop their professional skills

- Show the soundboards in classrooms, as they are a teaching remediation tool that allows students to use them even during free hours.
- Provide leaflets with sound charts to allow learners to continue school activities to the house and to be supervised by parents.
- Require each learner to have a French book to facilitate the preparation of the reading lesson.
- Have prepared dictation exercises and control dictations to consolidate the spelling skills of the learners.

Conclusion

1. French as a school subject poses problems for young Congolese students. Among the problematic French subjects are reading and spelling; Because these two sub-disciplines of French are the key to successful learning in primary school, according to what the official instructions say.
2. This is why the research that we conducted focuses on highlighting the contribution of pedagogical remediation in reading in the consolidation of academic achievements in spelling in the middle second year in the Madibou school district.
3. In this respect, we have hypothesized that pedagogical remediation in reading, as it is done, does not consolidate acquired spelling. From this central hypothesis came the secondary hypotheses that the learner's reading scores do not match the spelling notes, and the low spelling scores obtained by the students demonstrate the weaknesses of the method used.
4. Starting from the population of pedagogical supervisors, teachers and students, our research was based on a body of 17 supervisors, a second of seven (7) teachers and a third corpus of seventy (70) students. The interview and participatory observation were our tools and techniques that allowed us to collect the information. Our research shows that the remediation sessions are carried out as best as possible in the classrooms, and the teachers are accompanied in the practice of the remediation by the framers. But, the realization of this remediation does not respect the official instructions. The method employed does not allow the application of differentiated pedagogy. All students undergo the same teaching. It is not actually a remedial pedagogy, but a teaching style that gives the impression that all students experience the same difficulties at the outset. This type of frontal pedagogy, which is aimed at all students, even those with no difficulty in reading and spelling, is out of step with the spirit of pedagogical remediation. Students' reading and spelling scores before and after the implementation of pedagogical remediation are not different.
5. The added value of this pedagogical practice of reading remediation, does not notice the consolidation of acquired spelling, because the recurring mistakes made by students remain the same as before.
6. Failures observed are attributed to the teachers because they do not adopt a pedagogy that takes into account the individual difficulties of the learners by their negligence in the didactic realization and the method used which

does not take into account the individual difficulties of the learners.

7. It is for the foregoing that we have found that differentiated pedagogy is not applied, while it is the very foundation of the realization of remedial pedagogy, also known as curative pedagogy. This orientation is not respected, which explains the weakness of the method used.
8. To this end, we have proposed some approaches to solutions that could lead to improvements in the delivery of students and teachers. Among these approaches to solutions, we can remember, for example, the fact that, in classrooms, we display sound charts because they are a teaching remediation tool that allows students to use them even during free hours. We have also suggested that teachers can actively participate in educational activities organized by the Primary Education Inspectorate, as these activities allow them to reflect on their teaching practices.

REFERENCES

Books

- Beaud, M. 2006. L'art de la thèse. Paris : La découverte.
- Beaud S. and Weber F. 2003. Guide de l'enquête de terrain. Paris : La découverte.
- Bled, O. et Bled, E. 1979. Cours d'orthographe. Paris : Hachette
- Bréchon P. 2011. Enquêtes qualitatives, Enquêtes quantitatives. Grenoble : Presses Universitaires de Grenoble.
- Chevry, G. 1962. Pratique des enquêtes. Paris : P.U.F.
- Closets, F. 2009. L'orthographe, passion française. Villeneuve : Mille et une nuits.
- Constant, A.-S. and Levy A. 2006. Réussir mémoires et thèses en LMD. Paris : Gualino éditeur.
- De landsheere, G. 1986. La recherche en éducation dans le monde. Paris : P.U.F
- Dumont, A. 2009. Réponses à des questions sur la dyslexie. Reconnaître la dyslexie et aider l'enfant à la surmonter. Paris : Solar.
- Fenneteau, H. 2007. Enquête : Entretien et questionnaire. Paris : Dunod, 2^e édition.
- Grevisse, M. 1993. Le bon usage. Paris : Duculot.
- Grevisse, M. et Gosse, A. 2011. Grammaire française. Bruxelles : édition de Boeck.
- Guion, J. et Guion, J. 1982. Apprendre l'orthographe 3^e. Paris : Hatier
- I.N.R.A.P. 1999. Horizon d'Afrique CP2. France : EDCEF.
- Moussavou, G. 2015. La professionnalisation par l'expérience des enseignants sans formation initiale au Gabon. Paris : L'Harmattan
- Mucchielli, R. 1984. La méthode des cas .Paris : E.S.F.
- Raynal, F. et Rieunier, A. 1997. Pédagogie, dictionnaire de concepts clés. Québec : ESF, 7^e édition.
- Smith, F. 1979. La compréhension et l'apprentissage. Montréal : Holt, Rinehart et Winston.
- Tronchere, J. et Priouret, J. 1972. La pratique de la classe. Paris : Armand colin.

Memoriess

- Bedi Moussoki, G. 2013. les fautes d'orthographe les plus récurrentes au cours de l'épreuve de dictée en classe de troisième des collèges de Brazzaville III : cas des CEG : Fraternité, Matsoua et Ngamaba.
- Bouanga Bicoumas 2001. L'enseignement raisonné systématique de l'orthographe à l'école primaire. Mémoire pour l'obtention du CAPES d'histoire géographie.
- Bouesso, M. 2003. L'enseignement de l'orthographe dans les classes de 6^e et 5^e.
- Kitendi, C. 2011. Les compétences et les performances en lecture chez les élèves du cours élémentaire première année (CE1) : cas de la circonscription scolaire de Mfilou – Ngamaba.
- Wando, R. et Simba, P. 1997. Rapport entre la lecture et l'orthographe d'usage au cours moyen deuxième année : cas de la circonscription scolaire de Poto-Poto .Mémoire pour l'obtention du CAIEP.
- Dubois, A. 2004. Mise en place d'une situation de remédiation au CE1. Paris.

Website

- http://w.w.w.cahiers_pedagogiques.com/changer_societe_pour_changer_l_ecole. Changer l'école pour changer la société. n°514, consulté le 15 avril 2016 .
- <http://www.cepec-international.org/ressources-documentaires/dossiers-thematiques/850-remediation-differenciation-pedagogique>, consulté le 14 décembre 2017.
