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**Faculty of Letters and Languages
Department of English
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**The Students' Reliance on Remedial Classes and its Impact
on their Academic Achievement
The Case of the Second Year Students at Medjaoui Hebri
Secondary School Remchi-Tlemcen.**

Dissertation submitted to the Department of English as a partial fulfilment of
the requirements for Master's degree in Didactics of Foreign Languages

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Declaration of Originality

We are here to declare that this submission is our own original work and does not include any content that has been published or created by someone else, nor does it contain material submitted for any other degree or diploma at any university or institution. Additionally, we affirm that this work is entirely free of plagiarism and is the result of our own research and analysis, except where we have clearly cited and acknowledged sources.

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Dedications

To my beloved parents Bouziane and Akila.

To my sister Hind and my brothers Yasser and adem.

To the love of my life Houcine.

To all who love kawther and kawther loves back.

To K.O.H.A.C.M.Z.G, this thesis holds a part of each of you.

Kawther

*To my beloved parents Rafika and Abdhamid who are always
by my side and without them I would never be here.*

*To my sisters and brothers who constantly encourage me to
complete this work and give me the power to succeed.*

To all my friends and my family.

To all who love Ghizlane and Ghizlane loves back.

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Abstract

The increasing reliance of students on remedial classes had provoked considerable discussion about their effectiveness in improving academic performance. This research examines the role of remedial education in supporting learners who face challenges in traditional classroom environments, focusing on its foundational pedagogical principles, psychological factors, and measurable outcomes. The study begins by defining key concepts related to education, teaching, and learning, while also examining essential teaching strategies, including teacher-centered, learner-centered, content-focused, and interactive methods. Additionally, it explores significant learning theories such as behaviorism, cognitivism, and constructivism. An essential aspect of this research is the evaluation of the psychological and social elements that influence student experiences in remedial settings, including anxiety, motivation, self-esteem, the dynamics between teachers and students, and the role of parental involvement. By contrasting traditional classrooms with remedial ones, the study emphasizes variations in structure, teaching methods, and educational results. The research examined the positive and negative impact of remedial classes, analyzing whether these interventions truly enhance academic achievement or inadvertently encourage these classes. A questionnaire was administered to second year students of secondary school foreign language classes. A structured interview was conducted with the teachers, a pre-test and post-test were given. The researcher administered the exam in the first and the second semesters to figure out the improvement of the students. The triangulation of results showed that most students rely on remedial classes. Ultimately, remedial classes provide a sustainable solution for enhancing academic performance or if other methods should be explored to more effectively assist at-risk students.

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List of Acronyms

AF: Absolute Frequency

CBA: Competency-Based Approach

CBT: Cognitive Behavioral Therapy

FL: Foreign Languages

PBL: Project-Based Learning

RF: Relative Frequency

UNESCO: United Nations Educational, Scientific and Cultural Organization

Vs: Versus

ZPD: Zone Proximal Development



General Introduction

General Introduction

In modern educational systems worldwide, remedial classes have emerged as a fundamental component of academic support structures, particularly for students struggling with core subjects. These specialized instructional sessions are designed to address learning deficiencies, reinforce foundational knowledge, and help students meet expected competency levels. While remedial education is widely implemented, its long-term effectiveness particularly in foreign language learning remains a topic of significant debate among educators and researchers.

The increasing reliance of students on remedial classes raises critical questions about the actual impact of these classes. As Bettinger (2009) declared remedial courses are essential for addressing learning gaps and ensuring that all students have the opportunity to succeed academically. Research indicates that well-designed remedial programs can significantly enhance student outcomes, particularly for students who struggle with foundational skills. Advocates argue that these interventions provide crucial support, enabling learners to grasp complex concepts at their own pace. Conversely, detractors say that an over-reliance on remedial classes may hinder the development of autonomous learning abilities, thereby establishing a cycle where students struggle to succeed without additional assistance. This paradox is especially evident in the context of language education, where proficiency necessitates not only an understanding of grammar and vocabulary but also the development of confidence in speaking, listening, and critical thinking competencies that are challenging to improve through remedial instruction alone. This area has not been thoroughly examined in previous research namely at the secondary school level. This study seeks to explore the relationship between students' reliance on remedial classes and their academic performance in languages. By examining the effectiveness of these interventions, the research aims to determine whether they serve as a constructive academic tool or an unplanned aid that limits self-directed learning. The findings will have important implications for educators, curriculum designers, and policymakers, helping them refine remedial programs to maximize their benefits while minimizing potential drawbacks. This work is based on educational theories that encompass behaviorism, cognitivism, and constructivism, focusing on the impact

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of reinforcement, cognitive processes, and active engagement on student success. Furthermore, it examines psychological and social factors such as anxiety, motivation, self-esteem, as well as the interactions between teachers and students, and the role of parents to understand their influence in remedial learning settings.

To achieve the aims, the researchers endeavor to answer the following questions:

Q1- What are the reasons behind learners' failures and success?

Q2- How does the teaching and learning process carry regular and Remedial Classes?

Q3- What are the impacts of Remedial Classes on learners' achievement?

The hypotheses that will be tested in this research are:

H0- There is no significant relationship between learner success/failure and factors such as motivation, teaching methods, or prior knowledge.

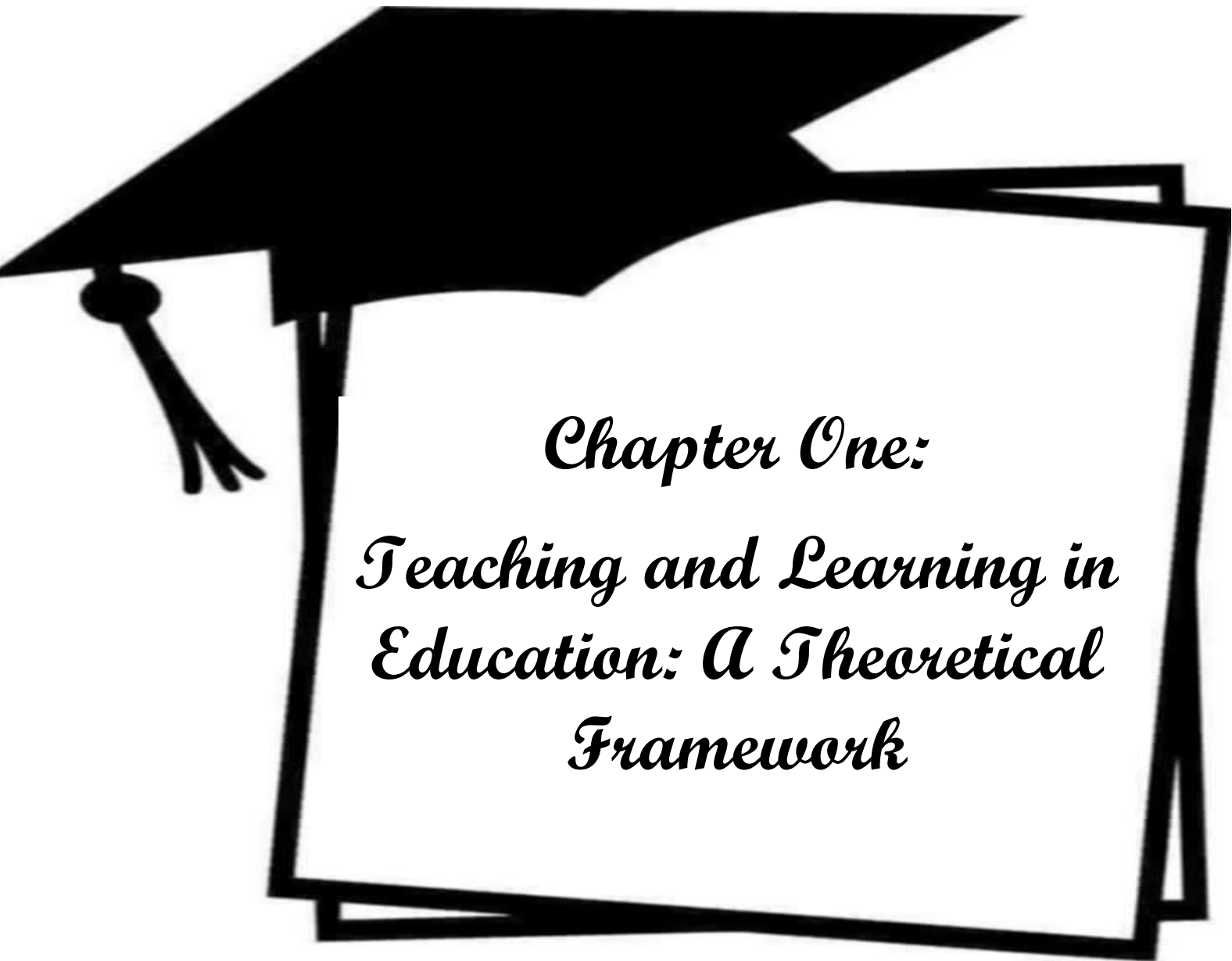
H1- Remedial classes employ more individualized and interactive teaching methods compared to traditional teacher-centered methods in regular classes.

H2- Learners attending remedial classes show significantly greater score improvements than those in regular classes.

Motivated by a strong commitment to achieve the previously established research aims, the investigators adopt an exploratory case study dealing with second year foreign language students at Medjoui Habri secondary school (Remchi, Tlemcen). This case study will collect both qualitative and quantitative data from various sources relying on four primary research instruments: a questionnaire, pre-test / post-test for learners, and an interview for teachers. The results will be analyzed based on of a mixed approach combining qualitative and quantitative methods (triangulation). This work consists of three chapters. The first chapter provides an in-depth explanation of teaching and learning, covering their definitions, scope, nature, theories, variables, and methods. This chapter aims to establish the theoretical

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foundation for the study and to help readers understand the significance of teaching and learning in the context of education. The second chapter provides a comprehensive review of the key psychological and social factors influencing student performance in remedial education settings. Additionally, it defines remedial classes highlighting the differences between traditional and remedial classes in terms structure and teaching methods. The third chapter is dedicated to the procedures of data collection and analysis. To examine the advocated hypotheses, the researchers will conduct three research instruments: a questionnaire, pre-test / post-test for learners, and a structured interview for teachers. The questionnaire will serve to gather both quantitative and qualitative data insight from learners, while pre-test and post test will be yield to collect quantitative data. In contrast, qualitative data will be elicited from teachers through a structured interview. The collected data from the four sources will be analyzed using appropriate statistical techniques to ensure validity and reliability. Accordingly, the chapter will conclude with some practical recommendations and suggestions for teachers, learners, and with further research.



Chapter One:
Teaching and Learning in
Education: A Theoretical
Framework

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1.1. Introduction

Education serves as the cornerstone of individual and societal development, shaping cognitive abilities, skills, and socio-emotional growth. In recent years, there has been a notable increase in the reliance on remedial classes as a form of academic intervention, prompting extensive discussions among educators, policymakers, and researchers. Remedial education aims to address learning gaps and reinforce foundational knowledge, yet its long-term implications on students' academic achievement remain a subject of debate. This chapter presents a comprehensive understanding of the existing literature concerning fundamental educational concepts, encompassing definitions and the scope of education, pedagogical approaches, and learning theories.

1.2. Definition of Education

Education is an overall combination of teaching and learning skills; it is the transmission of culture from one generation to the next, similar to socialisation. According to the Latin "Educare", to educate implies "to draw out," or to help someone realize their potential and abilities. Drawing from a wide range of fields, including psychology, philosophy, computer science, linguistics, neuroscience, sociology, and anthropology, it is an application of pedagogy, a corpus of theoretical and applied study about teaching and learning. The Education of a human being begins at birth and continues throughout life.

Various definitions arise among different scholars and researchers. According to Education for All and the United Nations Educational, Scientific and Cultural Organisation (UNESCO), "Education tends to reflect society's values and attitudes strongly." However, in "The aims of education" by John Dewey (1916), it is stated that "Education is the acquisition of the art of utilizing knowledge." According to Plato, "Education is the capacity to feel pleasure and pain at the right moment." Another definition is given by Spencer (1861) "Education is complete living." Pestalozzi (1801) has defined Education as "the natural, harmonious, and

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progressive development of man's innate powers". As articulated by Aristotle, "Education is the creation of a sound mind in a sound body". In the words of Spencer (1859) is "The preparation for complete living". In the 1916, Dewey expanded the definition of Education as a fostering, a nurturing, and a cultivating process." It has been noted that ensuring access to education for everyone is not possible without focusing on the improvement of quality. In many parts of the world, a significant disparity remains between the number of students who finish school and those who actually acquire essential cognitive skills.

Rousseau (1762) stated that "plants are developed by cultivation and men by education". Another definition has been given by three researchers, Dewey, Montessori, and Piaget: "Education is the process of acquiring knowledge, skills, values, and attitudes through various forms of learning." Spencer (1859) articulated that "The preparation for complete living." According to Vivekananda (1893), "Education is the manifestation of divine perfection, already existing in man." In the words of Gandhiji "by education I mean an all-round drawing out of the best in the child and man- body, mind and soul."

In essence, the term "education" originates from the Latin word "Educare," meaning "to draw out," and refers to a broad process that encompasses teaching and learning, as well as the transmission of culture from one generation to the next. Education draws from a variety of disciplines, including psychology, philosophy, computer science, linguistics, neuroscience, sociology, and anthropology, and is directed by pedagogy, which is the study of training and learning. Developing one's potential, acquiring knowledge and skills, and cultivating values and attitudes are all essential components of education, which is a lifelong process. It is crucial for both individual and societal development and is impacted by societal ideals. Different viewpoints draw attention to other facets of education, ranging from the application of information to a person's whole growth.

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1.2.1. Scope of education

Scope refers to a wide range of fields, encompassing various learning environments. The scope of education is viewed from the primary focus of knowledge study. Education has a broader meaning and application. The breadth, range, extent, comprehensiveness, and variety of learning experiences that must be offered during the educational process are referred to as the scope of education. Education has a lengthy and broad scope. It is as long as human history on Earth and as wide as the entire planet. According to this perspective, education encompasses a person's whole life. In other words, it involves the individual's mental, physical, spiritual, cultural, social, and artistic growth. The following topics may fall under the purview of education, educational philosophy, educational sociology, educational psychology, educational technology, educational administration, educational measurement and evaluation, comparative education, and special education.

Many scholars and researchers have explained the scope of Education. In the field of Educational Psychology, Skinner stated that “Educational psychology deals with the behaviour of human beings in educational situations.” In the words of Peel (1945) “Educational Psychology is the science of education.” Moreover, the book of educational psychology and underlying teaching awareness states that educational psychology assists in determining what learning experiences are desirable and at what point in the learner's development, so that these experiences can be obtained more easily and with greater satisfaction.

Nevertheless, the scope of educational philosophy, Dewey (1916) pointed out that “the primary ineluctable facts of the birth and death of each one of the constituent members in a social group.” According to Dewey (1916), “the life of the group goes on.” Moreover, in the book *Philosophy of Education*, it is stated that the issues surrounding education are the focus of educational philosophy. Educational Sociology, in the words of Ottaway (1953): "Educational Sociology

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is the scientific study of the relationship between education and society ." As articulated by Brown (1947) educational sociology is the study of interaction of the individual and his cultural environment including other individuals, social groups and patterns of behaviour ". As said by Smith (1941) "educational Sociology is the application of the scientific methods and principles of sociology to the study of education". However, in the scope of the environmental education, according to (UNESCO) environmental education is a way of implementing the goals of environmental protection. It is not a separate branch of science, but a lifelong interdisciplinary field of study. According to the book Environmental Education, "all areas of environmental science are covered by environmental education and awareness programs and environmental extension services." This includes how man has impacted the environment by overusing, abusing, and polluting it, but more significantly, how man may protect himself from the issues he has brought about by abusing and overusing the natural resources. Understanding the underlying causes of environmental degradation is crucial, and environmental education should not merely concentrate on its effects. Examining the social and economic elements that contribute to ecological deterioration should also be part of these.

Educational philosophy, psychology, sociology, and environmental education are just a few of the diverse and wide-ranging disciplines that fall under the umbrella of education. It discusses how people and societies develop, emphasizing the importance of addressing social and environmental challenges, adopting multidisciplinary approaches, and promoting lifelong learning. Dewey, Skinner, Peel, Ottaway, Brown, and Smith are among the scholars who have helped define and broaden our understanding of the role that education plays in the development of individuals and societies. According to UNESCO, environmental education emphasises the need for awareness and action in addressing environmental issues. Education is a dynamic and multifaceted process that shapes individuals and societies in various ways.

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1.2.2. Nature of education

The process of education is a lifelong one, beginning at birth and continuing throughout one's life. It encompasses every encounter a person has during their lifetime. Reconstructing experiences is a lifelong educational process that continues throughout one's life. Education plays a crucial role in both the nation's development and societal transformation. The level of development of a nation's educational system determines its overall level of development. One way to make a living is through education. Education enables people to support themselves. As such, it falls within the "bread and butter" goal of education. Aspin (2001) argues that education is a lifelong process, as every stage of an individual's life holds educational significance, emphasizing the theory and importance of lifelong learning.

. Education is a modification of behaviour- Human behaviour is modified and improved through the educational process. Additionally, education is a continuous reconstruction of our experiences. As per John Dewey's definition, education reconstructs and remodels our experiences in a socially desirable manner. Another example in education is training, which involves the human senses, mind, behaviour, and activities; skills are developed in a constructive and socially desirable manner.

Certainly, education is an ongoing, lifelong process that moulds people from conception to death. To promote individual and societal development, it entails reconstructing experiences, altering behaviour, and refining senses and skills. Since education enables people to earn a living, it is crucial not only for personal growth but also for the country's advancement and economic stability. The lessons learned from Professor Bouklikha's talk emphasise how education may help people behave better, rebuild their experiences, and develop the skills they need to make valuable contributions to society. All things considered, education is a powerful and transformative force that affects every facet of life.

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1.2.3. Learning and teaching in education

In education, learning and teaching are viewed as complementary. They are interconnected processes that work together to facilitate the acquisition of knowledge, skills, and comprehension. However, learning is the process by which people gain new knowledge, abilities, behaviours, or understanding. It is a multifaceted process that combines cognitive, emotional, and social components. Learning can occur in various environments, including schools, households, workplaces, and communities. In contrast, teaching is the act of facilitating learning. It entails designing environments and experiences that enable students to acquire new knowledge, skills, behaviours, or understanding. Effective teaching requires a thorough understanding of learning processes, as well as the ability to design engaging and inspiring learning experiences. Education is not the filling of a pail, but the lighting of a fire. Teaching and learning are not solitary acts but a shared journey where both teacher and student grow together, each illuminating the path for the other (Yeats, as cited in Hebrew College, 2020).

1.3. Definition of Teaching

When an individual shares knowledge or skills with another, this action is often referred to as teaching. Teaching can involve sharing experiences or conveying information, such as through lectures and other instructional methods. It is considered both an art and a science. As an art, teaching emphasizes the teacher's creativity and imaginative abilities to foster a meaningful learning environment in the classroom. As a science, it focuses on the systematic, logical, and methodical steps required to achieve educational objectives effectively. Various educators have differing perspectives on the concept of teaching (Isola Rajagopalan, 2019).

In 1963, Smith expanded the definition of teaching, describing it as a system of actions involving three core elements: an agent (the teacher), a specific goal, and a situational context. This context encompasses two categories of factors: those beyond the teacher's control, such as class size, student characteristics, and physical facilities, and those that can be adjusted by the teacher, including teaching techniques and

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strategies (Smith, 1963). According to Amidon (1969:98), "Teaching is an interactive process, primarily involving classroom talk which takes place between teacher and pupil and occurs during certain definable activities." Teaching has been defined by Wells (1982) as a cluster of activities that are noted about teachers, such as explaining, deducing, questioning, motivating, taking attendance, keeping records of work, students' progress, and students' background information. Another definition is provided by the Cambridge International Dictionary of English, which states that it is "the process of imparting knowledge, instruction, or training to someone."

Within the framework of educational theory, teaching is frequently defined as a purposeful and strategic process that involves the deliberate design and orchestration of learning environments to stimulate intellectual engagement and problem-solving. As articulated by Brubacher (1939), "Teaching is the arrangement and manipulation of a situation in which there are gaps or obstructions which an individual will seek to overcome and from which he will learn in the course of doing so." This perspective emphasises the educator's role in creating structured and dynamic scenarios that challenge learners to bridge the cognitive gap; promote critical thinking and problem-solving.

Teaching is a multifaceted and dynamic process that involves the intentional sharing of knowledge, skills, and experiences to facilitate learning and development. It combines artistic and scientific elements, demanding creativity and innovation to cultivate engaging educational settings, alongside structured and systematic methods to accomplish learning objectives. Ultimately, teaching is a transformative practice that bridges gaps in understanding, fosters critical thinking, and equips learners to develop intellectually and make meaningful contributions to society.

1.3.1. Characteristics of teaching

Teaching is a complex and multifaceted process characterised by a range of elements that collectively contribute to its efficacy. At its core, teaching involves providing guidance and instruction to facilitate the acquisition of knowledge, skills, and competencies. This process is inherently interactive, requiring dynamic

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engagement between the teacher and the learner. In this relationship, the teacher assumes the role of a facilitator and mentor, while the learner actively participates in constructing understanding.

Teachers' characteristics encompass the distinct and unique attributes that differentiate one educator from another. These attributes include qualifications, experience, subject mastery, communication skills, age, gender, and motivation. According to Afe (2001), these characteristics are measurable and observable qualities that can be derived from academic or professional records. Afe (2001) emphasised that teachers' characteristics are pivotal in educational achievement, as they are responsible for translating educational policies into actionable practices and principles during their interactions with students. This perspective is supported by Wright, Horn, and Sanders (2000), who argued that the teacher is the most critical factor influencing student learning, serving as the primary conduit for transmitting knowledge, values, and skills in the learning process. Consequently, the characteristics of a teacher significantly impact students' development, as they can either inspire or discourage learners (Wright, Horn, & Sanders, 2000; Afe, 2001).

Teaching can be conceptualised as both an art and a science. As an art, it demands creativity, adaptability, and the ability to foster meaningful connections with learners. Teachers employ a range of strategies to accommodate diverse learning styles and ensure an inclusive and stimulating educational experience. As a science, teaching is grounded in pedagogical theories, principles of educational psychology, and subject-specific expertise. These elements inform evidence-based instructional practices designed to achieve specific learning outcomes.

Importantly, teaching is not a static or one-dimensional activity but rather a continuous and evolving process that promotes the growth and development of both educators and learners. Effective teaching cultivates an environment that encourages curiosity, critical thinking, and the pursuit of knowledge beyond traditional classroom boundaries. Mastery of subject matter is essential for

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teachers, as it enables them to deliver content with confidence and inspire learners. Beyond merely transmitting information, teaching aims to equip individuals with the skills and strategies necessary for lifelong learning and intellectual independence.

This process is not confined to formal educational settings, such as schools and universities, but also extends to informal contexts, including homes, communities, and workplaces. Central to teaching is its communicative nature, which requires educators to convey information in an engaging and accessible manner while adapting their methods to meet the diverse needs of learners. Ultimately, teaching serves as a transformative tool, empowering individuals to become informed, capable, and socially responsible members of society. It equips them to navigate the complexities of the world and make meaningful contributions to their communities.

1.3.2. Teaching variables

Teaching variables encompass the diverse factors that impact the teaching and learning process. These variables are typically classified into three primary categories: independent variables, dependent variables, and intervening variables. Each category serves a distinct function in influencing educational outcomes and the overall efficacy of instruction. A thorough understanding of these variables enables educators to develop more effective teaching strategies and foster learning environments that enhance student achievement.

1.3.2.1. Independent variables

The teacher serves as a pivotal independent variable in the educational process, playing a central role in designing, delivering, and adapting instruction to meet the diverse needs of students. Effective teachers demonstrate a profound mastery of their subject matter, enabling them to explain concepts clearly and address student misunderstandings (Darling-Hammond, 2006). They also utilize a range of instructional strategies to accommodate varying learning

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styles, ensuring equitable opportunities for success. For example, differentiated instruction, which involves tailoring teaching approaches to individual student needs, has been empirically linked to enhanced learning outcomes (Tomlinson, 2014). Additionally, teachers with strong communication skills can cultivate positive relationships with students, creating a supportive classroom environment that promotes active engagement and participation (Hattie, 2009).

Beyond instruction, teachers are instrumental in motivating students and fostering a classroom culture that prioritizes learning. By setting high expectations and offering constructive feedback, they can significantly impact student achievement (Marzano, 2007). Furthermore, teachers who engage in continuous professional development are better prepared to integrate innovative practices and stay informed about advancements in educational research. This commitment to ongoing learning ensures their ability to adapt to the changing needs of students and maintain their effectiveness as educators (Guskey, 2002). In summary, the teacher's expertise, pedagogical competence, and dedication to student success are the most influential factors in the teaching and learning dynamic.

1.3.2.2. Dependent variables

The student functions as the dependent variable in the teaching process, with their learning outcomes being directly shaped by the instructional strategies and classroom environment facilitated by the teacher. Students enter the classroom with distinct characteristics, including prior knowledge, levels of motivation, and individual learning preferences, all of which significantly influence their ability to engage with and comprehend the material (Bransford, Brown, & Cocking, 2000). For instance, students with a robust foundational understanding of a subject may assimilate new concepts more readily, whereas those with limited prior knowledge may require targeted support. Teachers must evaluate these individual differences and adapt their instructional approaches to ensure that every student has the opportunity to reach their full potential.

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Motivation also plays a crucial role in shaping student learning outcomes. Intrinsically motivated students driven by curiosity and a genuine interest in learning typically demonstrate higher academic performance compared to those who rely primarily on external rewards (Deci & Ryan, 2000). Teachers can cultivate intrinsic motivation by designing learning experiences that are meaningful, relevant, and connected to students' interests and real-world contexts. Furthermore, recognising students' preferred learning styles, whether visual, auditory, or kinaesthetic enables teachers to develop lessons that accommodate diverse needs and promote deeper understanding (Felder & Silverman, 1988).

Ultimately, the student's role in the learning process is inherently active rather than passive. While teachers provide the necessary guidance and resources, students must actively engage with the material, participate in learning activities, and reflect on their progress to achieve success. This reciprocal relationship between teacher and student highlights the centrality of the student as a key variable in the educational process.

1.3.2.3. Intervening variables (curriculum, classroom management)

Intervening variables act as mediating factors that influence the relationship between the teacher, as the independent variable, and the student, as the dependent variable, thereby affecting the overall effectiveness of the teaching and learning process.

One key intervening variable is the curriculum, which defines the learning objectives, standards, and instructional materials. Dewey (1902) viewed curriculum as: "the continuous reconstruction of experience, where learning is an active and interactive process rather than a passive absorption of knowledge". Tyler (1949) equipped a more structured definition, describing the curriculum as "all the learning experiences planned and directed by the school to attain its educational goals." His model emphasizes objectives, content, methods, and evaluation as key components of the learning process.

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A well-constructed curriculum aligns with broader educational goals and offers a coherent framework for instruction, facilitating the acquisition of essential knowledge and skills among students (Wiggins & McTighe, 2005). Conversely, a strict or relevant curriculum may constrain student engagement and restrict opportunities for critical thinking and creativity, ultimately impeding the learning process. Student engagement and restricted opportunities for critical thinking and creativity ultimately impede the learning process.

Moreover, classroom management involves the systematic use of strategies, techniques, and practices by educators to establish and sustain an orderly, productive, and conducive learning environment. It includes setting clear expectations, routines, and rules; cultivating positive and respectful relationships between teachers and students; and addressing behavioural challenges constructively and proactively.

According to Emmer and Evertson (2013), classroom management refers to the actions teachers take to establish and maintain an environment conducive to learning. This includes organising the physical space, setting expectations, managing student behaviour, and fostering a favourable classroom climate”. Brophy in the (1983) said that Classroom management involves the teacher's ability to establish and maintain a learning environment where students are actively engaged in productive activities and where disruptions are minimized”. According to Kounin (1970) “Classroom management is about the teacher's ability to manage multiple dimensions of classroom life simultaneously, including lesson flow, student engagement, and behaviour monitoring, to ensure smooth and effective instruction”.

Effective classroom management optimises instructional time, reduces disruptions, and ensures that students feel secure, valued, and motivated to participate in the learning process actively. As Marzano (2003) highlights, successful classroom management strikes a balance between structure and adaptability, enabling teachers to anticipate and address potential issues while

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responding to the varied needs of their students. Beyond maintaining discipline, effective classroom management plays a crucial role in fostering academic success, supporting social-emotional growth, and cultivating a collaborative and inclusive classroom community.

1.3.3 Teaching Methods

Teaching methods refer to the systematic and structured strategies, techniques, and approaches those educators use to facilitate the learning process and achieve specific educational goals. They involve the organisation, delivery, and interaction of content within a learning environment, guided by pedagogical principles and tailored to the needs of learners. Teaching methods are shaped by educational theories, the nature of the subject matter, the characteristics of the learners, and the intended learning outcomes.

Researchers have proposed various definitions of teaching methods. Joyce and Weil (1986) define teaching methods as "models of teaching," which are plans or patterns that can be used to shape curricula, design instructional materials, and guide teaching actions in the classroom. According to Gage (1963), teaching methods are described as: "how teachers organise and use techniques, strategies, and tools to facilitate learning." Similarly, Biggs and Tang (2011) define teaching methods as: "the approaches and techniques used by educators to create an environment that supports and enhances student learning." Dewey (1938) views teaching methods as: "how educators facilitate experiential learning, allowing students to engage with their environment and construct knowledge through reflection and interaction."

Various instructional approaches have the potential to induce distinct variations in learning outcomes. Teaching methods can be broadly classified into several categories, including teacher-centred methods, learner-centred methods, content-focused methods, and interactive or participatory methods. Each of these categories encompasses unique methodologies that influence the educational process and outcomes in distinct ways.

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1.3.3.1 Teacher-centred method

The teacher-centred methodology is an instructional framework in which the educator assumes the primary role as the source of knowledge and authority within the classroom. In this paradigm, learners often adopt a passive role, receiving information predominantly through lectures or direct instruction. While this approach is lauded for its structured and systematic delivery of curricular content, it has been critiqued for potentially constraining student engagement and stifling creative expression (Freire, 1970). Nevertheless, advocates contend that it is highly effective in imparting essential foundational knowledge and maintaining a disciplined learning environment (Joyce, Weil, & Calhoun, 2015).

Furthermore, the instructor occupies a central and authoritative position, planning the dissemination of information and overseeing all classroom activities. Students are generally expected to assume a receptive role, characterized by listening, note-taking, and adherence to teacher directives, with limited opportunities for interactive or collaborative engagement. Detractors of this approach argue that it may inhibit the development of critical thinking skills and restrict students' autonomy in the learning process (Dewey, 1938). Despite these criticisms, its efficacy in delivering extensive subject matter within constrained timeframes ensures its continued prevalence in educational systems worldwide (Schunk, 2012).

The teacher-centred approach establishes the instructor as the principal figure in the educational process. The teacher directed all aspects of classroom instruction and discourse. This methodology frequently employs techniques such as lectures, demonstrations, and teacher-led discussions, relegating students to a more passive and receptive role. Although some scholars regard this approach as antiquated, it remains valued for its capacity to provide clear, structured guidance and sustain classroom discipline (Arends, 2012). It is often

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contrasted with student-centred pedagogies, which prioritize active learner participation and cater to individualized learning needs (Hattie, 2009).

1.3.3.2 Learner-centred method

The learner-centred approach is an educational framework that places students at the heart of the learning process, emphasizing their needs, interests, and abilities. Unlike traditional teacher-centred methods, this model encourages active participation through activities such as group discussions, collaborative projects, and hands-on tasks. Teachers serve as guides rather than primary sources of knowledge. For instance, in a project-based learning (PBL) setting, students might work together to design a sustainable city model, applying scientific and engineering principles to address real-world challenges. Such tasks not only enhance comprehension but also empower students to take responsibility for their learning journey (Weimer, 2013; Huba & Freed, 2000).

A defining feature of the learner-centred method is its focus on student autonomy and individualized learning experiences. Learners are provided with opportunities to make decisions about their education, such as selecting topics, setting personal goals, or choosing methods to demonstrate their understanding. This approach also incorporates differentiated instruction, tailoring teaching techniques to accommodate diverse learning styles, rates, and abilities. For example, in a flipped classroom model, students review instructional materials independently, using classroom time for interactive exercises that enable them to engage with the content at their own pace. Additionally, reflective practices like self-assessment and goal setting encourage students to evaluate their progress and cultivate a sense of accountability for their academic growth (Doyle, 2011; Felder & Brent, 1996).

While the learner-centred method offers numerous advantages, its implementation can pose challenges, including resistance to change and the need for additional resources. Nevertheless, research underscores its effectiveness in enhancing student outcomes. A meta-analysis conducted by

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Cornelius-White (2007) revealed that learner-centred teaching significantly boosts academic performance and motivation. Practical examples of this approach include Socratic seminars, where students engage in structured discussions to analyse texts and debate ideas, and peer teaching, where students explain concepts to their classmates. These activities not only reinforce knowledge but also develop critical communication and teamwork skills. By creating an environment where students actively participate in their education, the learner-centred method equips them with the tools necessary for lifelong learning and success in an ever-evolving world (Cornelius-White, 2007; Weimer, 2013).

1.3.3.3 Content-focused method

The content-focused method is an instructional approach that emphasizes the mastery of specific subject matter and skills, with a strong emphasis on delivering a structured curriculum. In this approach, the teacher serves as the primary source of knowledge, using methods such as lectures, textbooks, and carefully planned lessons to convey information. The primary objective is to ensure that students develop a deep understanding of the material, which is typically assessed through standardized assessments or exams. This method is especially prevalent in traditional education systems, where subjects like mathematics, science, and history require a rigorous and detailed curriculum (Joyce, Weil, & Calhoun, 2015).

Nevertheless, one of the defining features of the content-focused method is its organized and sequential delivery of information. Lessons are designed to progress from basic concepts to more advanced topics, ensuring a logical flow of learning. For example, in a mathematics course, instruction might begin with simple arithmetic before progressing to algebra and calculus. Similarly, a history class might follow a chronological order that helps students grasp the connections between historical events. This approach relies heavily on direct

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instruction, where teachers explain concepts, provide examples, and lead students through structured exercises (Schunk, 2012).

The content-focused method remains widely used in education due to its efficiency in delivering extensive content within a limited time. It is particularly effective in subjects that require a solid foundation of factual knowledge, such as biology or history. For instance, in a biology class, students might learn about cell structures through detailed explanations and diagrams, followed by lab activities to reinforce their understanding. However, critics argue that this method may not fully prepare students for real-world challenges, which often demand problem-solving, adaptability, and critical thinking. To address these concerns, some educators integrate content-focused instruction with student-centred approaches, such as group discussions or project-based learning, to create a more engaging and balanced educational experience (Arends, 2012; Hattie, 2009).

1.3.3.4 Interactive or participative method

The interactive or participative method is an educational approach that prioritises active involvement and collaboration among students and between students and teachers, unlike traditional lecture-based approaches. This method encourages dialogue, group discussions, and hands-on activities to a deeper understanding and promotes critical thinking. In this framework, the teacher serves as a facilitator who guides students through tasks that require analysis, questioning, and practical application of knowledge. For instance, in a literature course, students might participate in group discussions to analyse a novel, exchanging ideas and debating its themes and characters. This not only enhances comprehension but also strengthens communication and teamwork abilities (Bonwell & Eison, 1991).

A key feature of the interactive method is its focus on student participation and real-world application of knowledge. Activities such as debates, role-playing, and problem-solving exercises are frequently used to create a dynamic

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and interactive learning environment. For example, in a history class, students might participate in a simulated trial to replicate a historical event, enabling them to explore multiple perspectives and refine their critical thinking skills. Similarly, in a science class, students could collaborate in small groups to conduct experiments, interpret data, and present their results. These activities encourage students to take ownership of their learning and apply theoretical concepts to practical situations, making the learning process more meaningful and memorable (Prince, 2004).

The interactive or participative method is particularly effective in developing higher-order cognitive skills such as analysis, synthesis, and evaluation. It also fosters a sense of community and collaboration in the classroom, as students learn to respect diverse perspectives and work together to achieve common goals. However, implementing this method requires careful preparation and flexibility from educators, as it often involves unpredictable and dynamic classroom interactions. For instance, in a business studies course, students might participate in a simulation where they manage a virtual company, making decisions and addressing challenges in real-time. Although this approach can be more time-intensive and resource-demanding than traditional methods, its benefits in terms of student engagement, motivation, and learning outcomes make it a highly effective tool in modern education (Johnson, Johnson, & Smith, 2014).

In essence, teaching methods represent the practical implementation of instructional principles, aimed at engaging students, enhancing comprehension, and fostering the development of knowledge, skills, and critical thinking. These methods can vary widely, ranging from traditional, teacher-centred approaches (e.g., lectures) to more modern learner-centred techniques (e.g., collaborative learning, problem-based learning), and are adapted to accommodate specific educational contexts and objectives.

1.4. Definition of Learning in Education

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Learning in education refers to how people acquire new knowledge, skills, perspectives, or ways of acting through study, experience, teaching, or reflection. It is a lasting shift in understanding, abilities, or behaviour that occurs through interaction with the world, engagement with information, or connection with others. As articulated by Holt (1967), “learning is not the product of teaching; learning is the product of the activity of learners.” According to Adler (1982), “the purpose of learning is growth, and our minds, unlike our bodies, can continue growing as long as we live.”

1.4.1. Definition of learning

Learning is the process of acquiring knowledge, skills, and abilities in formal settings, such as schools, training programs, and universities. Learning is a process that involves several steps in the mind, including perception, memory, and problem-solving. Moreover, it is the process by which behaviour and attitude are modified by operant conditioning; that is to say, various changes in environmental stimuli shape behaviour. Additionally, learning is a journey of insightful growth, encompassing the pursuit of knowledge, critical analysis, meaningful consideration, and inquiry into multiple perspectives.

Multiple Authors and scholars have defined learning. As noted by Gagne (1965), learning is a change in human disposition or capability that persists over a period of time and is not simply ascribable to processes of growth. However, Bingham and Conner said that (2010) “We define learning as the transformative process of taking in information that when internalised and mixed with what we have experienced changes what we know and builds on what we do”. It is based on input, process, and reflection. It is what changes us. Nevertheless, according to Brown, Henry Roediger III, and Mark Daniel (2014) “Acquiring knowledge and skills and having them readily available from memory so you can make sense of future problems and opportunities”. AS articulated by Ambrose et al (2010) “A process that leads to change, which occurs as a result of experience and increases the potential of improved performance and future learning.” Furthermore, learning

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is the process of gaining knowledge and expertise, Knowles (1973). On the other hand, Driscoll (1994) has argued that learning is “A persisting change in human performance or performance potential...[which] must come about as a result of the learner’s experience and interaction with the world.”

Nevertheless, Learning is a complex process that involves acquiring skills, information, and talents, often in formal educational environments such as colleges and universities. Through environmental cues, it can alter behaviour and attitudes (operant conditioning). It involves cognitive functions like perception, memory, and problem-solving. Through the quest for knowledge, critical analysis, and investigation of many viewpoints, learning also promotes intellectual development. Many academics have characterised learning as: Brown, Roediger, and McDaniel (2014) concentrated on gaining and easily accessing knowledge and skills for future problem-solving; Bingham and Conner (2010) highlighted a transformative process of internalized information leading to changes in knowledge and action; and Gagné (1965) highlighted a lasting change in capability. Knowles (1973) merely defined it as acquiring knowledge and expertise; Driscoll (1994) emphasized a long-lasting change in performance potential resulting from experience and interaction with the world; and Ambrose et al. (2010) defined it as a change-inducing process based on experience, improving performance and future learning.

1.4.2. Learning theories

Learning theories provide essential frameworks for understanding how individuals acquire, process, and retain knowledge, offering valuable insights into the mechanisms of learning. Among the most prominent theories are behaviourism, cognitivism, and constructivism. Behaviourism, as articulated by Skinner (1953), focuses on observable behaviours and the role of environmental stimuli, emphasizing reinforcement and punishment as key drivers of learning. Cognitivism, advanced by Piaget (1952) and Vygotsky (1978), shifts the focus to

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internal mental processes, such as memory, problem-solving, and cognitive development, highlighting the importance of prior knowledge in shaping understanding. Constructivism, championed by Dewey (1938) and Bruner (1966), posits that learners actively construct knowledge through experiences and social interactions, underscoring the learner's role in creating meaning. Together, these theories illustrate the complexity of learning, integrating external influences with internal cognitive processes to explain how individuals learn.

In educational practice, learning theories inform the design of instructional strategies and teaching methods. Behaviourist techniques, such as repetitive practice and immediate feedback, are particularly effective for acquiring foundational skills (Skinner, 1953). Cognitive strategies, such as scaffolding and chunking, enhance comprehension and memory retention, particularly in complex subjects (Vygotsky, 1978). Constructivist approaches, such as project-based learning and collaborative activities, foster critical thinking and creativity by engaging learners in real-world problem-solving (Dewey, 1938). While these theories differ in their focus, they are often integrated in practice to address diverse learning needs. By understanding and applying these theories, educators can create inclusive and compelling learning experiences that cater to the dynamic needs of learners in an increasingly complex world.

1.4.2.1. Behaviourism theory

Behaviourism is a theoretical framework in psychology that prioritizes observable behaviours over internal mental processes. It posits that learning occurs through interactions with the environment, where stimuli, reinforcement, and punishment shape behaviours. John B. Watson (1913), a pioneer of behaviourism, argued that psychology should focus solely on measurable behaviours, dismissing introspection as unreliable. From this perspective, learning is viewed as a passive process in which learners respond to external

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stimuli, and knowledge is treated as fixed and objective. Behaviourists disregard internal cognitive activities because they cannot be directly observed or quantified (Watson, 1913). This theory has significantly influenced educational methods, particularly in contexts requiring repetitive practice and immediate feedback.

In educational settings, behaviourism emphasises the importance of reinforcement and timely feedback to encourage desired behaviours. B.F. Skinner (1953), a key figure in behaviourism, developed the concept of operant conditioning, which explains how behaviours are influenced by their consequences, such as rewards or penalties. Skinner outlined four critical principles for effective learning: (1) learning should progress in small, logical steps that build on prior knowledge; (2) consistent reinforcement is essential, particularly during the initial stages of learning, to establish desired behaviours; (3) learners must receive immediate feedback to reinforce correct responses; and (4) learners should be guided through stimulus-discrimination to identify the most effective paths to success (Skinner, 1953). These principles have been applied in various educational strategies, including behaviour modification and programmed instruction, where measurable outcomes are prioritized.

Despite its contributions, behaviourism has been criticized for neglecting the role of internal cognitive processes in learning. This limitation paved the way for the emergence of cognitivism, which focuses on how individuals process, store, and retrieve information. Cognitivism, championed by theorists such as Jean Piaget and Lev Vygotsky, emphasizes the importance of mental structures, prior knowledge, and developmental stages in learning (Piaget, 1952; Vygotsky, 1978). Unlike behaviourism, which views learning as a passive response to external stimuli, cognitivism portrays learning as an active, internal process. By integrating insights from both behaviourism and cognitivism, educators can develop more holistic and effective teaching strategies that address both external behaviours and internal cognitive processes.

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1.4.2.2. Cognitivism theory

Cognitivism is a theoretical approach to learning that examines the internal mental processes involved in acquiring and processing knowledge. Unlike behaviourism, which focuses on observable actions, cognitivism delves into how individuals think, remember, and solve problems. Jean Piaget (1952), a key figure in this field, proposed that learning occurs through distinct stages of cognitive development, where individuals build knowledge by interacting with their surroundings. Similarly, Vygotsky (1978) emphasized the importance of social interaction and introduced the concept of the "zone of proximal development" (ZPD) which highlights how guidance from others can help learners achieve higher levels of understanding. Cognitivism portrays learners as active participants who use their mental frameworks and prior knowledge to make sense of new information (Piaget, 1952; Vygotsky, 1978).

Vygotsky's zone of proximal development (ZPD)

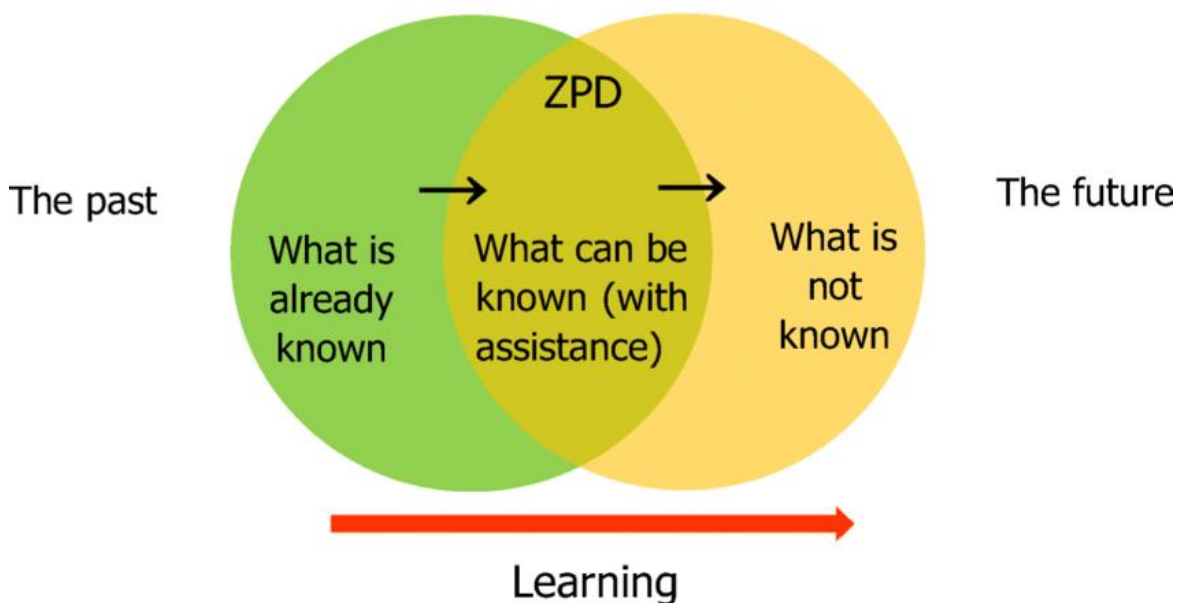


Figure 1.1: "Zone of Proximal Development", (ZPD) Vygotsky (1978)

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In educational settings, cognitivism has inspired strategies designed to enhance memory, comprehension, and critical thinking. Techniques such as chunking, mnemonics, and concept mapping are used to help learners organise and retain information more effectively (Bruner, 1966). Vygotsky's ideas have also led to the adoption of collaborative learning methods, in which peers and instructors provide support to help learners reach their full potential (Vygotsky, 1978). Additionally, cognitivism emphasizes the importance of metacognition, encouraging learners to reflect on their thought processes and develop self-regulation skills. These approaches align with the cognitivist perspective, which holds that learning is an active, internal process that requires deep engagement with the material.

Despite its contributions, cognitivism has been critiqued for not fully addressing the role of context and individual experiences in shaping knowledge. This limitation has paved the way for constructivism, which builds on cognitivist principles but places greater emphasis on the learner's active role in constructing knowledge through experiences and social interactions. Constructivists, such as John Dewey (1938) and Jerome Bruner (1966), argue that learning is a dynamic process influenced by the learner's unique perspectives and interactions with their environment. By combining insights from cognitivism and constructivism, educators can design learning environments that support both cognitive development and meaningful, context-driven understanding.

1.4.2.3. Constructivism theory

Constructivism is an educational theory that highlights the active involvement of learners in building their understanding through experiences and interactions with their surroundings. Unlike behaviourism, which focuses on external stimuli, or cognitivism, which centres on internal mental processes, constructivism suggests that learning is a dynamic process influenced by the learner's perspectives and prior knowledge. John Dewey (1938) believed that

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education should be grounded in real-life experiences, allowing learners to link new information to what they already know. Jerome Bruner (1966) also emphasised the value of discovery learning, where learners investigate concepts and create meaning through exploration and problem-solving. Constructivism views knowledge as subjective and context-specific, positing that learning is most effective when it relates to the learner's personal experiences and social environment (Dewey, 1938; Bruner, 1966).

In teaching practices, constructivism has inspired learner-focused methods that emphasize active participation and teamwork. Approaches like project-based learning, problem-based learning, and inquiry-based learning motivate students to address real-world challenges, collaborate with peers, and reflect on their learning journey (Vygotsky, 1978). These strategies align with the constructivist idea that learning is a social process, where knowledge is built collectively through discussions and interactions. Constructivist teachers often employ scaffolding techniques to guide learners through complex tasks, gradually reducing support as learners gain confidence and independence (Vygotsky, 1978). By encouraging critical thinking and creativity, constructivist methods enable learners to achieve a deeper and more meaningful understanding of the subject matter.

Constructivism has had a significant impact on contemporary education by shifting the emphasis from teacher-led instruction to student-driven exploration. However, it has been criticised for its perceived lack of structure and potential neglect of foundational knowledge. Despite these concerns, constructivism remains a valuable framework for understanding how learners interpret the world. By combining constructivist principles with insights from other learning theories, educators can design an inclusive and engaging learning environment that addresses the diverse needs of learners. Constructivism's focus on active learning, social collaboration, and real-world relevance continues to influence modern teaching practices, equipping learners to thrive in an increasingly complex and interconnected global society.

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The learning process has been examined through multiple theoretical perspectives, which provide unique insights into how knowledge is gained. Behaviourism, as articulated by Skinner (1953), describes learning as a process driven by external stimuli and reinforcement, where observable behaviours are shaped through conditioning. On the other hand, cognitivism, influenced by thinkers such as Piaget (1952), shifts the focus to internal mental processes, highlighting how learners organise, store, and retrieves information within structured cognitive systems. Constructivism, advocated by Dewey (1938) and Vygotsky (1978), takes a different approach by emphasising that learning is an active and social endeavour, where individuals build knowledge through personal experiences, social interactions, and reflective thinking. While behaviourism centres on external factors and cognitivism on mental structures, constructivism underscores the learner's active role in creating knowledge that is subjective and context-specific.

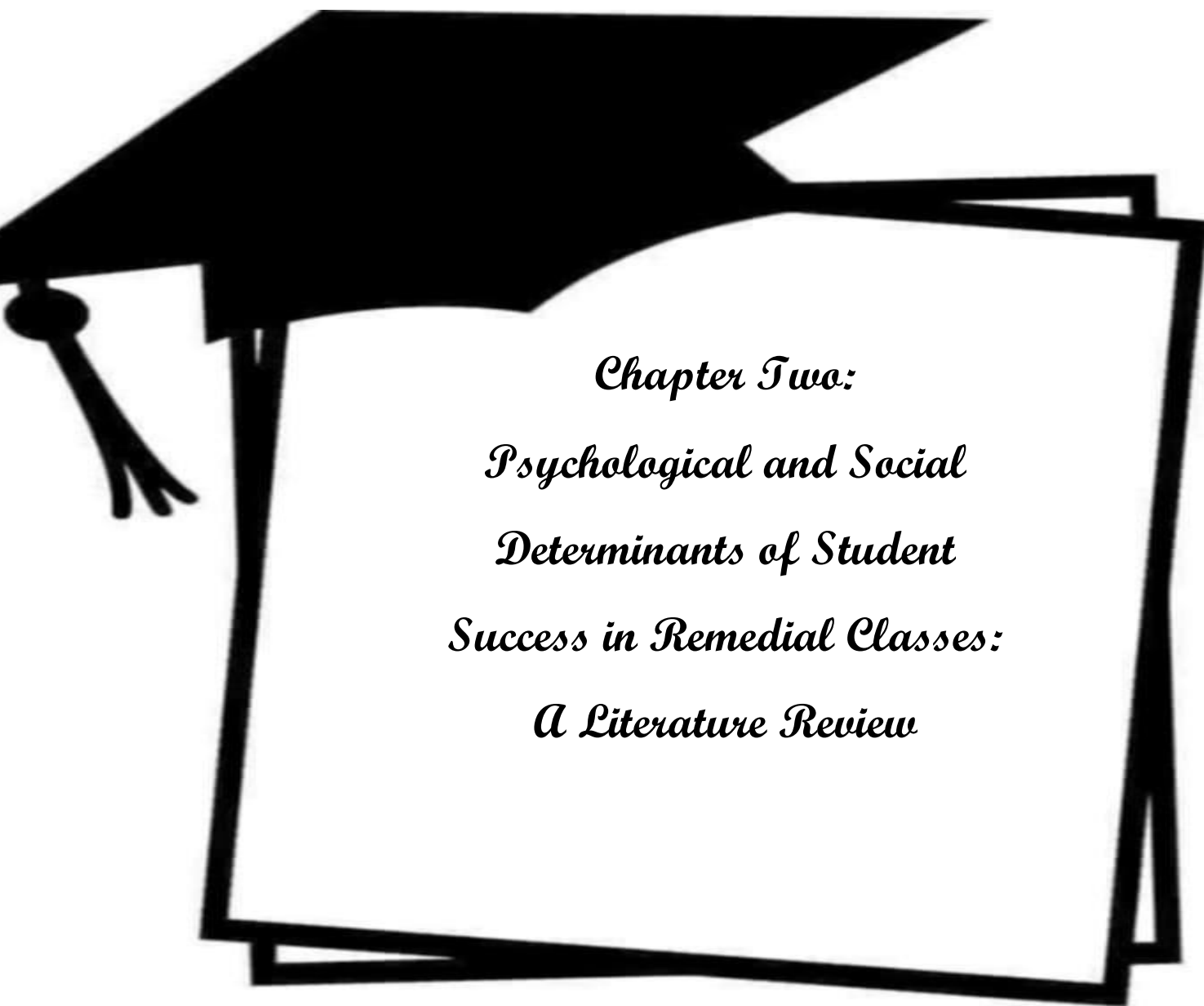
Collectively, these theories offer a broad understanding of learning. They encompass external influences, internal cognitive processes, and collaborative knowledge construction, thereby equipping educators with diverse tools to address the multifaceted nature of learning (Skinner, 1953; Piaget, 1952; Dewey, 1938; Vygotsky, 1978).

1.5. Conclusion

This chapter has explored the core principles of education, teaching, and learning, establishing their interconnected roles in human development. Education is characterized as a continuous process of knowledge dissemination and skill acquisition, shaped by cultural, psychological, and social influences. The evaluation of various teaching methodologies and learning theories underscores the necessity for flexible, student-centred strategies that balance structure with engagement. Perspectives from behaviourism, cognitivism, and constructivism collectively illustrate that effective learning necessitates both organized instruction and active involvement. These essential concepts offer valuable insights for tackling real-world

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educational challenges, especially in specialized areas such as remedial education. By integrating theoretical frameworks with practical application, educators can create more inclusive and effective learning experiences that cater to a wide range of needs.



Chapter Two:
Psychological and Social
Determinants of Student
Success in Remedial Classes:
A Literature Review

Chapter Two: Psychosocial Determinants of Student Success in Remedial Classes: A Literature Review

2.1. Introduction

This chapter provides a comprehensive review of existing literature on remedial education, focusing on the psychological and social variables that influence student success in these settings. It investigates key factors such as anxiety, motivation, self-esteem, teacher-student relationships, and parental involvement, highlighting their contributions in shaping academic outcomes. Furthermore, the chapter delineates the differences between traditional and remedial classrooms, analysing their unique structures, methodologies, and impacts on learners. By integrating theories and empirical studies from scholars like Bandura (1997), Dweck (2006), and Hattie (2009), this review highlights the complexities of remedial classes; it is potential to bridge learning gaps and its challenges, including stigmatization and systemic barriers.

2.2. Psychological and Social Variables in Remedial Classes:

Psychological variables are internal factors that influence an individual's cognitive, emotional, and behavioural processes, such as anxiety, motivation, and self-esteem. Social variables, in contrast, encompass external elements like teacher-student interactions, peer relationships, and parental involvement, which shape the learning environment and overall educational experience. Together, these variables play a crucial role in determining academic success, particularly in remedial education, where students often face unique challenges. Bandura (1997) identifies self-efficacy, a student's belief in their ability to succeed, as a central psychological variable that shapes their approach to learning. Similarly, Eccles and Wigfield (2002) highlight motivation, which includes intrinsic interest and the perceived value of academic tasks, as a key driver of student engagement. On the social side, Pianta (1999) emphasizes the importance of positive teacher-student relationships in creating a supportive learning environment, while Epstein (2011) underscores the role of parental involvement in reinforcing students' academic and emotional growth.

In remedial education settings, psychological variables such as anxiety, motivation, and self-esteem significantly influence students' learning processes and

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outcomes. Anxiety, as noted by Zeidner (1998), can hinder cognitive performance and create obstacles to learning, especially for students who may already feel stigmatised or insecure in remedial programs. For instance, implementing strategies to reduce anxiety such as fostering a supportive and inclusive classroom atmosphere can help alleviate its adverse effects. Motivation, another critical psychological variable, determines students' willingness to engage with challenging material. Dweck (2006) suggests that promoting a growth mindset where students perceive challenges as opportunities for development can enhance motivation and resilience. Self-esteem, which reflects a student's sense of self-worth, also plays a vital role in their academic confidence. Rosenberg (1965) explains that low self-esteem can lead to disengagement, while positive self-esteem encourages students to take academic risks and persist despite difficulties.

Social variables, including teacher-student relationships and parental involvement, are equally essential in remedial education. Positive teacher-student relationships, as highlighted by Pianta (1999), provide emotional support and encouragement, helping students feel valued and capable of achieving success. Parental involvement, as emphasized by Epstein (2011), strengthens the connection between home and school, offering students additional stability and encouragement. When parents actively participate in their child's education, it can enhance motivation, self-esteem, and overall academic performance.

2.2.1 Anxiety:

Anxiety is a multifaceted emotional experience marked by persistent feelings of unease, fear, and worry, often accompanied by physiological symptoms such as rapid heartbeat, sweating, and tension in the muscles. While anxiety is a natural response to perceived threats, helping individuals prepare for potential dangers, it can become problematic when it persists excessively or disproportionately to the situation.

Theoretical perspectives on anxiety have evolved over time, with significant contributions from various scholars. Freud (1926) was among the first to

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differentiate between "realistic anxiety," which arises from external dangers, and "neurotic anxiety," which originates from internal psychological conflicts. He suggested that unresolved unconscious conflicts could manifest as anxiety symptoms. Expanding on this, Beck (1976) introduced the cognitive model of anxiety, emphasizing the role of distorted thought patterns, such as overreacting or overestimating threats, in the development and persistence of anxiety disorders. Beck's cognitive theory has been instrumental in shaping Cognitive Behavioural Therapy (CBT), a widely utilised evidence-based treatment for anxiety. Similarly, Barlow (2002) proposed an integrative model that highlights the interaction of biological predispositions, psychological factors, and environmental stressors in the onset of anxiety. Barlow's research underscores the importance of addressing both cognitive and physiological aspects in treatment.

Anxiety within educational contexts represents a critical issue, as it can significantly influence students' academic achievement, social engagement, and overall mental health. Studies have shown that academic-related anxiety, such as test anxiety or fear of failure, is widespread among students and can impair their ability to focus, process information, and perform optimally (Zeidner, 1998). Such anxiety often arises from demanding academic expectations, competitive learning environments, or insufficient coping mechanisms. Barlow's (2002) integrative model of anxiety, which emphasises the interplay of biological, psychological, and environmental factors, is particularly relevant in understanding how educational stressors contribute to anxiety. For example, students with an intrinsic susceptibility to anxiety may experience intensified stress in response to academic challenges, leading to avoidance behaviours and diminished performance. For instance, students with a predisposition to anxiety may experience heightened stress in response to academic pressures, leading to a cycle of avoidance and under-performance. Interventions such as mindfulness-based practices and cognitive-behavioural techniques, rooted in the work of Beck (1976) and Porges (2001), have shown promise in helping students manage academic anxiety by addressing both cognitive distortions and physiological responses.

Chapter Two: Psychosocial Determinants of Student Success in Remedial Classes: A Literature Review

Anxiety in remedial classes is a prevalent issue. Students often experience heightened levels of anxiety due to the unique academic and emotional challenges they face. These learners may struggle with feelings of inadequacy, fear of failure, and low self-esteem, which can be intensified by the stigma sometimes associated with remedial education (Bembenutty, 2011). Such anxiety can create a detrimental cycle, where stress undermines academic performance, further reinforcing negative self-perceptions. Barlow's (2002) integrative model of anxiety, which considers the interaction of biological vulnerabilities, psychological factors, and environmental stressors, provides a valuable framework for understanding how the pressures of remedial classes can exacerbate anxiety in susceptible students.

Addressing anxiety in remedial classes requires targeted interventions that build both academic skills and emotional resilience. Cognitive-behavioural strategies, rooted in Beck's (1976) work, have proven effective in helping students reframe negative thought patterns and develop coping mechanisms. Additionally, creating a supportive and non-judgmental classroom environment can mitigate anxiety by reducing stigma and fostering a sense of belonging (Porges, 2001). By integrating these approaches, educators can help students in remedial classes manage anxiety, improve academic outcomes, and build confidence in their abilities.

2.2.2 Motivation

Motivation is a psychological construct that refers to the internal and external factors that drive individuals to initiate, sustain, and direct their behaviour toward achieving specific goals. It is broadly categorised into intrinsic motivation, which involves engaging in activities for personal satisfaction, and extrinsic motivation, which involves performing tasks to attain rewards or avoid penalties. Deci and Ryan (1985) argue that motivation is fundamentally linked to the fulfilment of three basic psychological needs: competence, autonomy, and relatedness. When these needs are satisfied, individuals are more likely to experience sustained motivation and overall well-being. Motivation is a critical factor in various

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domains, including education, work, and personal development, as it directly influences effort, persistence, and performance outcomes.

Within educational contexts, motivation is a pivotal factor in determining students' academic engagement and success. Studies indicate that motivated students are more likely to set ambitious goals, invest effort, and persevere through challenges (Pintrich, 2003). Intrinsic motivation, in particular, is associated with deeper cognitive engagement, creativity, and long-term knowledge retention. As Ryan and Deci (2000) explain, "Intrinsic motivation reflects the natural human tendency to seek out challenges, explore new ideas, and master skills, all of which are essential for cognitive and social development." While extrinsic motivators, such as grades or rewards, can influence behaviour, they are often less effective in fostering long-term engagement compared to intrinsic motivators. Educators can cultivate motivation by designing learning environments that emphasize relevance, autonomy, and opportunities for mastery, thereby encouraging students to take ownership of their educational journey.

In remedial education settings, motivation often presents a significant challenge due to students' histories of academic difficulties and negative experiences. Learners in remedial programs may enter with low self-efficacy, a lack of confidence in their abilities, and a fear of failure, all of which can diminish their motivation. Bembenuddy (2011) highlights those students in remedial classes are more prone to experiencing "learned helplessness," a psychological state in which they believe their efforts will not yield success, leading to disengagement and avoidance behaviours. However, motivation in these settings can be fostered through targeted interventions that address cognitive and emotional barriers. Bandura (1997) underscores the importance of self-efficacy, the belief in one's ability to succeed, as a critical driver of motivation. He asserts, "Individuals' beliefs in their capacity to achieve desired outcomes through their actions are central to motivation and accomplishment."

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Scholars emphasize the importance of creating supportive and empowering environments to enhance motivation in remedial classes. Deci and Ryan (1985) propose that fostering autonomy, competence, and relatedness can help students develop intrinsic motivation and resilience. Practical strategies include offering students' choices in their learning tasks, providing constructive feedback, and building positive relationships between teachers and students. As Pintrich (2003) observes, "When students perceive that they have control over their learning and that their efforts will lead to success, they are more likely to engage actively and persist." Additionally, incorporating goal-setting and self-regulation strategies can help remedial students develop a sense of purpose and direction, further enhancing their motivation and academic performance.

The role of motivation in remedial classes cannot be overstated, as it is essential for breaking the cycle of disengagement and underperformance. Motivated students are more likely to participate actively, embrace challenges, and persist despite setbacks, all of which are critical for academic growth. Educators can employ strategies such as personalized learning plans, progress monitoring, and celebrating incremental successes to build students' confidence and self-efficacy. As Bandura (1997) notes, "Success reinforces self-belief, and self-belief, in turn, fosters further success." By addressing the unique needs of remedial students and creating an environment that nurtures motivation, educators can empower these learners to overcome barriers, achieve their potential, and develop a lasting passion for learning. Ultimately, motivation serves as the cornerstone of academic success and personal development, making it a central focus in remedial education.

2.2.3. Self-esteem

Self-esteem denotes an individual's subjective evaluation of their own worth and competence. A significant construct in social and general psychology, self-esteem plays a crucial role in shaping self-perception, interpersonal dynamics, and

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responses to life's emergencies. Self-esteem, as a psychological variable, refers to an individual's evaluation of their intrinsic value, competencies, and overall significance. This evaluation typically manifests as either elevated self-esteem (positive self-perception) or diminished self-esteem (negative self-perception). Socio-cultural factors significantly influence self-esteem development. Familial dynamics, peer interactions, and societal norms contribute to its formation, with positive reinforcement and acceptance fostering higher self-esteem, while criticism or rejection undermines it. Cultural context also plays a role, as collectivist societies may prioritise group cohesion over individual self-worth, whereas individualistic cultures often emphasise personal achievement. Furthermore, social media's portrayal of idealised standards can impact self-esteem by promoting potentially unattainable benchmarks. Moreover, within remedial classes, self-esteem assumes critical importance, particularly given the academic struggles and potential experiences of discrimination or discouragement that students face. Cultivating self-esteem in these environments is crucial for fostering motivation, engagement, and ultimately, academic success. Teachers in Remedial Classes play a crucial role in fostering student self-esteem. Demonstrating empathy and patience is essential, as it acknowledges the potential emotional vulnerabilities of students. Simultaneously, maintaining high expectations while providing appropriate support communicates a belief in students' capabilities. Furthermore, teachers can serve as positive role models, embodying resilience and cultivating a positive disposition towards learning.

In the words of many researchers and scholars, Self-esteem is viewed as “Students need to understand that their abilities can be developed through dedication and hard work.” Dweck (2006). According to Holt (1964), “The true test of intelligence is not how much we know how to do, but how we behave when we do not know what to do.” Students in Remedial Classes often face a dual challenge: overcoming academic deficits and rebuilding their self-esteem. Without addressing the latter, the former becomes an uphill battle Finn & Rock, (1997). As articulated by Roberts (2006), "in remedial classes, teachers are not just

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instructors; they are builders of confidence. Every small victory, when acknowledged, can reignite a student's belief in their potential." As stated by Tough (2016), "the stigma associated with remedial classes can erode self-esteem, but a supportive environment that celebrates progress over perfection can transform this narrative."

Hence, Self-esteem, or a person's sense of worth, is critical for students in remedial classes, who frequently face learning difficulties and social shame. Teachers play an important role in creating a pleasant learning environment by demonstrating empathy, setting high expectations, and recognising progress over perfection. They should emphasize that abilities can be developed via effort, as Carol Dweck's growth mindset demonstrates, and that intelligence is defined by how one responds to problems, as Holt points out. Teachers help students overcome academic shortcomings and rebuild their self-esteem, which is crucial for motivation, engagement, and ultimately, academic success.

2.2.4. Teacher-student relationships

Teacher-student relationships are crucial in the classroom, particularly in the process of teaching and learning. To foster a sense of confidence, trust, and respect, teachers should know how to behave with their learners. When teachers provide a strong relationship with their students, they will gain positive feedback. On the other hand, positive teacher-student relationships in the Remedial Classes are crucial for students' success, as they promote engagement, motivation, and involvement. To create a secure and helpful learning environment, remedial teachers must first establish trust and rapport with their students. Trust motivates students to take academic risks and seek help, when necessary, which is critical for closing learning gaps. However, Teachers in remedial classes must show empathy and compassion, as students in these settings frequently experience frustration and low self-esteem. Empathetic teachers can better understand their students' challenges and provide the emotional support necessary to foster resilience.

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Many scholars and researchers examine the relationship between students and teachers in Remedial Classes from various perspectives. In the words of Darling-Hammond (2008) "the teacher-student relationship in remedial education is pivotal. Teachers must act as both educators and mentors, providing emotional support alongside academic instruction to help students overcome learning barriers." According to Lavoie (2007) the quality of the teacher-student relationship in remedial settings is a strong predictor of student success. When students feel valued and understood, they are more likely to engage and persist. As articulated by Bailey & Jaggars (2011) effective remedial education requires teachers who are not only skilled in instruction but also deeply committed to fostering positive relationships with their students. "The role of the teacher in remedial education has always been to bridge the gap between where the student is and where they need to be, and that requires a relationship built on trust and understanding." Levine (2006).

Hence, in remedial education, the teacher-student interaction is crucial to intellectual and emotional recovery. Building trust, respect, and confidence is essential. Positive relationships promote student engagement, motivation, and active participation. Teachers must build trust and connection with students in order to encourage academic risk-taking and help-seeking. Empathy and compassion are necessary since remedial students frequently experience frustration and low self-esteem. Scholars such as Darling-Hammond, Lavoie, Bailey, Jaggars, and Levine emphasise the importance of good remedial teachers as educators and mentors who provide emotional support in addition to intellectual training. They emphasize the importance of excellent teacher-student interactions based on understanding and loving each student in bridging learning gaps and promoting resilience, which leads to student achievement.

2.2.5. Parental involvement

Parental involvement in education refers to parents actively participating in their children's learning and school experiences, thereby building a collaborative

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relationship that encourages student success. Whereas, in Remedial Classes, Parental Engagement means that parents actively support their child's learning by cooperating with teachers, reinforcing lessons at home, and advocating for their child's needs, result in better academic outcomes. Parents can reinforce learning at home by helping with homework, practising skills, and encouraging consistent study habits. This support is essential in remedial classes, where students often need extra practice to master foundational concepts. Also, parental encouragement helps students in remedial classes overcome feelings of frustration, low self-esteem, or anxiety about their academic abilities. A supportive home environment fosters resilience and motivation. However, regular meetings allow parents to stay informed about their child's progress and discuss ways to support learning at home. Moreover, studies show that students whose parents are involved in their education tend to perform better academically, even in remedial settings. Collaboration between parents and teachers creates a unified approach to addressing the student's needs.

According to many scholars and researchers, parental involvement in remedial classes has various directions. "Parental involvement has an effect size of 51.0% on student achievement, which is well above the average influence of other factors" Hattie (2008). As being said by Hendrson (2007) "the evidence is consistent, positive, and convincing: families have a major influence on their children's achievement in school and through life." According to UNESCO (2017) parental involvement in education is crucial for the success of remedial programs, as it ensures continuity of learning support between school and home.

In Summary, parental involvement in education, especially in remedial programs, is crucial for student achievement. It extends beyond simply attending school functions and involves active engagement in a child's learning journey. This includes working with instructors to comprehend and reinforce school concepts, providing continuous support with homework and skill practice, and creating a positive learning environment at home. Parental support is crucial for instilling confidence in pupils, especially when they encounter academic challenges,

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enabling them to overcome frustration and fear. Regular communication through parent-teacher meetings is essential for keeping a consistent approach to serving the student's needs and tracking development. Studies by Hattie, Henderson, and UNESCO consistently show that parental involvement enhances academic achievement, fosters a supportive learning environment, and promotes continuity of learning assistance between school and home. This holistic approach is crucial in remedial settings, where students require personalised support to grasp fundamental concepts and cultivate academic resilience.

2.3. Traditional Classes Vs Remedial Classes

Traditional classroom settings are structured around a predetermined curriculum aligned with grade-level standards, teaching students who achieve predetermined academic levels (Horn & Christensen, 2019). These educational settings are designed for advancement through sequential content, preparing students for higher-level courses and standardised testing. Instructors in traditional settings typically employ a broad instructional approach, presuming students who achieve predetermined academic levels (Horn & Christensen, 2019). These educational settings are designed for advancement through sequential content, preparing students for higher-level courses and standardised testing. Instructors in traditional settings typically employ a broad instructional approach, presuming students possess foundational skills (Salvin, 2020). However, this model may not address individual learning gaps

Conversely, remedial classes are designed for students who have not achieved grade-level proficiency, offering targeted training to address skill gaps (Bettinger & Long, 2009). The courses frequently employ diagnostic assessments to pinpoint definite weaknesses, allowing for the design of individualized learning plans. The literature indicates that remedial education can enhance student achievement for struggling students in key subject areas, such as reading and writing (Boateng & Bass, 2021). However, critics argue that tracking students into remedial courses may limit their exposure to rigorous content (Oakes, 2020).

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One of the primary distinctions between remedial and traditional classes is the instructional pace and teaching methodology. Traditional courses proceed at a fixed pace, whereas remedial courses tend to use differentiated instruction, small-group instruction, and frequent checking of student progress (Tomlinson, 2017). Studies show that remedial programs are most effective when they combine high expectations with structured support (Kemple et al., 2018). Nevertheless, remedial education is stigmatizing and can influence students' motivation and self-perception (Robinson, 2019).

Ultimately, students' needs and the implementation of classes dictate the success of traditional versus remedial classes. While traditional classes promote continuity, remedial classes address deficiencies in prior knowledge.

3.3.1. Definition of traditional classes

For generations, the traditional classroom has served as the foundation for education. This model focuses on direct, face-to-face interaction between teachers and students in a physical setting, with schedule and a set curriculum. It is a system based on direct instruction and a defined learning route that has served as the dominant educational model throughout history. That is to say, Students and teachers interact in person, allowing for immediate feedback, discussions, and personalized support. However, traditional classes follow a fixed schedule, with specific times allocated for lectures, activities, and assessments. Furthermore, the teacher is the primary source of knowledge, delivering lessons through lectures, demonstrations, and guided practice. In traditional classes, students benefit from peer-to-peer interaction, group work, and extracurricular activities, which foster social and emotional development. Also, traditional classes often follow a standardized curriculum designed to meet educational standards and benchmarks. Teachers can address students' questions and misunderstandings in real time. Nevertheless, physical classrooms provide access to tools like labs, libraries, and sports facilities. Hence, peer interactions and extracurricular activities contribute to holistic development.

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Many authors and researchers define traditional classes in different ways. According to Dewey (1938) traditional education refers to the long-established customs found in schools, where the teacher is the authoritative source of knowledge, and students are expected to receive information passively. As mentioned by Freire (1970) knowledge is treated as a possession passed down from, knowledge those who consider themselves knowledgeable upon those they consider ignorant. As defined by Tyler (1949) traditional classrooms are characterized by a structured curriculum, teacher-directed instruction, and a focus on standardized outcomes. "Traditional education often emphasizes individual achievement and competition, with less focus on collaborative learning or social interaction." Vygotsky (1978).

Traditionally, classrooms are the cornerstone of education, with face-to-face interaction, set schedules, defined curricula, and teacher-centred instruction. Immediate feedback, peer contact, and access to resources such as labs and libraries, all of which promote intellectual, social, and emotional development, are critical. However, this paradigm prioritizes uniform curriculum and individual accomplishment, frequently at the price of collaboration and personalized learning. Scholars such as Dewey (1938), Freire (1970), Tyler (1949), and Vygotsky (1978) have criticized traditional education for its passive learning approach, strict framework, and lack of emphasis on collaboration. In conclusion, while traditional classrooms provide an organised and resource-rich environment, they are frequently perceived as rigid and overly teacher-centred.

2.3.1.1. Nature of traditional classes

The nature of traditional classrooms is characterised by physical presence, organised scheduling, and direct interaction between teachers and students. While this paradigm has served as the foundation of education for centuries, it is rapidly being supplemented or replaced by online and hybrid learning approaches,

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particularly as technology advances. Traditional classes are known for their direct interaction between teachers and students. This allows for immediate feedback, clarification of doubts, and personalized attention. It relies on physical resources such as textbooks, chalkboards, whiteboards, and laboratory equipment. These materials support hands-on and experiential learning. For evaluation and assessment in traditional classes, methods typically include in-person exams, quizzes, presentations, and assignments. Teachers can observe students' progress and provide real-time feedback. However, traditional classrooms provide opportunities for students to develop interpersonal skills, teamwork, and emotional intelligence through group activities and discussions.

According to Garrison & Vaughan 2008 "face-to-face interaction in traditional classrooms fosters immediate feedback, personalized attention, and a sense of community among learners." As articulated by Hattie 2009 "In traditional classrooms, the teacher is the central figure, responsible for delivering knowledge through lectures, demonstrations, and guided discussions." "The traditional classroom setting provides a unique environment for social interaction, collaboration, and the development of interpersonal skills. (Vygotsky, 1978). As Bates (2015) said, "while traditional classrooms offer structured learning environments, they often lack flexibility and may not cater to the diverse needs of individual learners."

Thus, traditional classrooms characterized by physical presence, structured schedules, and direct teacher-student interaction, have formed the bedrock of education for generations, providing a resource-rich environment that fosters immediate feedback, social development, and hands-on learning through physical resources and in-person assessments; however, while experts emphasize the value of face-to-face engagement and the teacher's central role, they also acknowledge the inherent limitations of this model, particularly its lack of flexibility in accommodating diverse learning needs and the challenges it faces in adapting to the individualized demands of contemporary education.

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2.3.2.2. Types of traditional classes

There are multiple types of traditional classes. The most commonly used in classrooms are lecture-based classes, discussion-based classes, tutorial classes, and workshop classes. These types led the students and teachers to interact with each other in a physical classroom. These classes refer to the cornerstone of Education for centuries.

- **Lecture-based classes:** The instructor delivers information to a large group of students in a lecture format. This is common in universities and colleges. In other words, lecture-based classes are a traditional form of instruction in which an instructor provides information to a group of students, typically in a classroom setting. This method is widely used in higher education, particularly in universities and colleges, but it is also common in secondary education and professional training environments.

According to Mazur (1997) "the traditional lecture is a process where the notes of the professor go to the notes of the student without passing through the brains of either."

- **Discussion-based classes:** Discussion-based classrooms are a type of interactive training in which students actively participate in talks, debates, and collaborative problem-solving with the guidance of an instructor. This method promotes critical thinking, communication skills, and a thorough comprehension of the subject. Students are often required to complete readings or assignments beforehand to contribute effectively. It encourages students to engage deeply with the material, resulting in improved retention and understanding.

As articulated by Freire (1968) "education must begin with the solution of the teacher-student contradiction, by reconciling the poles of the contradiction so that both are simultaneously teachers and students."

- **Tutorial classes:** Tutorial classes are a type of small-group training that

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aims to give personalized support and increased engagement with course material. They are widely utilized in educational settings, notably higher education, to supplement lectures and other forms of instruction. Tutorials are often taught by a tutor, who can be a professor, teaching assistant, or senior student, and focus on conversation, problem-solving, and personalized feedback.

"The tutoring process demonstrates that most students can attain high levels of learning capability if the conditions of learning are favourable."
Bloom (1984)

- **Workshop classes:** Workshop classes are interactive, hands-on learning experiences that teach specific skills, techniques, or knowledge via practical exercises and collaborative work. They are widely employed in educational, professional, and artistic environments to give experiential learning opportunities. Workshops are often taught by a teacher or facilitator and focus on active participation, problem solving, and skill application.

In the words of Dewey (1916) "Education is not preparation for life; education is life itself. Learning through experience and active engagement is the cornerstone of meaningful education."

2.3.2. Definition of remedial classes

Remedial classes, also known as developmental or compensatory education, are designed to support students who lack the necessary skills or knowledge to meet the academic standards set by their grade level or course. These seminars seek to close the gap between a student's existing abilities and the required capabilities, frequently emphasizing basic disciplines like reading and writing. Remedial education is often provided at various educational levels, ranging from primary schools to higher education institutions, and it is designed to provide tailored support to ensure students' success in mainstream academic settings. The goal is

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not simply to improve academic achievement, but also to boost confidence and lower retention rates among struggling students.

Scholars have provided varied definitions of remedial education, reflecting its multifaceted nature. Levin and Calcagno (2008) describe remedial classes as "interventions aimed at addressing academic deficiencies and preparing students for college-level work" (p. 181). This definition emphasizes the transitional role of remedial education in bridging the gap between high school and college readiness. Similarly, Bettinger and Long (2009) define remedial courses as "programs that provide students with the opportunity to acquire the skills they missed in earlier schooling, enabling them to succeed in more advanced academic settings" (p. 736). These definitions highlight the compensatory nature of remedial education, which aims to fill knowledge gaps in students. On the other hand, Bailey (2009) offers a more critical perspective, defining remedial education as "a system that often identifies and isolates underprepared students, sometimes without providing the necessary support to ensure their success" (p. 3). This definition underscores the challenges and potential shortcomings of remedial programs.

In general, remedial classes are critical interventions that help underprepared students bridge academic gaps and develop the core abilities required for success. These types of classes are designed to cater to students' diverse learning needs while still offering a pathway to academic success.

2.3.2.1. Nature of remedial classes

After determining that remedial programs are designed to remediate academic deficits and prepare students for higher-level coursework, it is vital to investigate their nature and how they function within educational institutions. Remedial classes are designed to address specific academic weaknesses by providing targeted support to underprepared learners, often starting with diagnostic examinations to identify individual learning gaps. This tailored approach enables educators to concentrate on areas where students struggle the most, such as fundamental mathematics, reading comprehension, and writing

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abilities. Levin and Calcagno (2008) state that "remedial education is inherently adaptive, aiming to meet students at their current level of understanding and gradually build their competencies" (p. 182). This adaptability is the key to the character of remedial classes, setting them apart from standard educational paradigms and focusing on their role in addressing academic disparities.

- **The nature of remedial classes in Algeria**

Remedial classes, also known as "**cours particuliers**" in Algeria, have become increasingly popular, particularly among secondary school pupils. These classes are frequently sought to supplement formal education, as many students and parents believe the public school system is insufficient in meeting individual learning needs. Bougroum and Ibourk (2013) write that "private lessons have emerged as a parallel education system in Algeria, driven by the demand for personalised instruction and better exam preparation" (p. 15). Remedial classes are distinguished by their flexibility, as they are often tailored to the student's unique needs, focusing on areas in which they struggle most. This individualized approach has made private lessons a popular alternative to traditional schooling, particularly in urban areas where access to qualified tutors is more readily available.

- **Instructional strategies and student-centred approach**

Remedial classes often employ a range of instructional techniques to engage learners and foster learning. These could include reduced class sizes, one-on-one tutoring, and the use of technology to create dynamic and accessible learning experiences. Bettinger and Long (2009) note that "the effectiveness of remedial education often hinges on its ability to provide individualized attention and foster a supportive learning environment" (p. 740). Furthermore, remedial classes frequently focus on developing students' confidence in addition to their academic skills, acknowledging that many underprepared students may feel defeated or

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overwhelmed. This approach is crucial for helping students overcome obstacles and achieve academic success.

Ultimately, the nature of remedial classes is rooted in their ability to address academic gaps through tailored and adaptive education, enabling underprepared students to succeed. In Algeria, remedial classes serve a similar purpose, but are influenced by structural challenges such as overcrowded classrooms and a lack of teacher training. By addressing these issues through reforms and new approaches, Algeria can enhance the impact of remedial education, ensuring that it serves as a genuine bridge to academic achievement for all students.

2.3.2.2. Types of remedial classes

Remedial classes are designed to address specific challenges that students encounter in learning a foreign language, including grammar, vocabulary, speaking, listening, reading, and writing. The following are the primary types of remedial classes for secondary school pupils studying foreign languages.

- **One-on-one tutoring**

One-on-one tutoring is a highly specialized method of remedial education in which a tutor works individually with a student to address specific learning needs. This technique is particularly effective for foreign language learners since it allows the tutor to personalize courses to the student's particular challenges, such as pronunciation, grammar, or vocabulary. According to Cohen et al. (2000), one-on-one tutoring gives immediate input and customized instruction, which are critical for language acquisition. For example, a student struggling with French verb conjugations could work with a tutor to practice irregular verbs such as "être" (to be) and "avoir" (to have) in various tenses. This individualized attention allows students to gain confidence and enhance their language abilities more rapidly than in a traditional classroom setting.

- **Small group tutoring**

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Small group tutoring is when a tutor works with a small group of pupils, usually between two and five. This format is inexpensive and promotes peer interaction, which can be very useful for improving conversational skills in a foreign language. According to Slavin (1996), small group learning promotes teamwork and helps students to learn from one another, hence improving their language comprehension. For instance, to practice speaking skills, a group of students learning Spanish might engage in role-playing activities, such as ordering food at a restaurant or asking for directions. This collaborative setting not only enhances language proficiency, but it also fosters social and communication skills.

- Online tutoring

Online tutoring has gained popularity due to its convenience and accessibility, allowing students to connect with tutors from around the world via video conferencing platforms. This format is particularly valuable for foreign language learners because it provides access to native speakers and expert tutors. Blake (2013) highlights the effectiveness of technology-enhanced language learning, noting that online platforms offer interactive and engaging learning experiences. For example, a German learner might take online courses with a native speaker to improve their pronunciation and listening skills. The flexibility of online tutoring also allows students to arrange sessions at their convenience, making it an ideal option for busy secondary school students.

These are the main formats of remedial classes that are popular and used by different instructors. Hence, they provide targeted support to secondary school students studying foreign languages, helping them overcome challenges and achieve their language learning goals.

2.4. The Impact of Remedial Classes on Learners' Achievement

Practical remedial courses play a crucial role in addressing learning gaps for students and enhancing their academic performance. Research indicates that well-

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structured remedial programs can significantly improve students' performance, specifically in reading and writing (Bettinger & Long, 2005). These courses often practice a combination of targeted instruction, small class sizes, and frequent testing with phenomenal effect, leading to measurable gains in standardised test scores (Boateng, 2020). However, the effectiveness of remediation depends on program design, instructor quality and student engagement.

The success of remedial classes depends on instructional quality and student motivation. Some research suggests that without appropriate teacher training and smaller class sizes, remedial programs may fail to produce substantial gains (Jacob & Lefgren, 2004). Furthermore, students who view remedial classes as shaming can become less motivated, which can retard their learning (Boateng, 2021). Therefore, though remedial classes can enhance achievement, their success is reliant on favourable learning conditions and empirically supported instructional methods.

Ultimately, the impact of remedial classes on learner achievement varies based on implementation. When combined with personalised support, high expectations, and equitable access to rigorous content, remediation can be a powerful tool for closing achievement gaps (Darling-Hammond et al., 2020). Experts argue that remedial classes have two distinct consequences on learners' achievement. Moreover, remedial classes have been a double-edged sword in academic systems, offering targeted support to struggling students while sometimes inadvertently creating barriers to their success.

2.4.1 The positive impact

Remedial classes have a notable positive effect on their performance. These classes aim to address individual learning gaps and reinforce core concepts, ultimately enhancing comprehension and proficiency in subjects such as mathematics and English (Biswas, 2018). Bettinger and Long (2009) conducted a study that revealed students who took remedial courses in college were more inclined to continue their studies and perform better in future courses compared to

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students who did not have access to such assistance. This indicates that providing academic support early on can have a positive impact on long-term academic achievement. Additionally, Consistent research findings indicate that students participating in remedial programs experience notable improvements in their grades, test scores, and overall understanding of specific subjects (ResearchGate).

Moreover, personalised learning experiences are offered through remedial classes to meet the specific needs of each student, which helps boost their self-esteem and motivation. A study conducted by the Community College Research Centre in (2013) highlighted those structured remedial programs, which utilise adaptive learning methods, enable students to advance at a pace that suits them, ultimately decreasing feelings of frustration and dropout rates. Educators in such remedial programs frequently employ diagnostic assessments to pinpoint particular learning gaps. This enables them to provide customized teaching that targets the weaknesses of each student. Research has demonstrated that this personalised method enhances involvement and academic achievement, especially for students who are considered at risk (Calcagno & Long, 2008).

Apart from the academic advantages, remedial classes can bring about positive socioeconomic impacts by boosting graduation rates and preparing individuals for the workforce. According to research conducted by Levin and Calcagno in (2008), students who finished remedial courses had a higher probability of obtaining degrees and landing well-paying positions compared to those who did not. Advocates and policymakers emphasize that allocating resources to remedial classes helps diminish disparities by equipping underprivileged students with the necessary abilities to excel in higher education and in demanding job sectors. Therefore, remedial programs not only improve personal educational outcomes but also play a role in advancing society as a whole.

2.4.2. The negative impact

Remedial classes, designed to support struggling students, often hurt academic achievement through several mechanisms. Research demonstrates that these

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programs frequently lead to stigmatization, resulting in diminished self-efficacy and increased disengagement among participants (Robinson, 2016). Rather than facilitating academic progress, remedial instruction tends to perpetuate a cycle of low expectations by emphasizing repetitive skill drills at the expense of higher-order cognitive development (Allington, 2013; Oakes, 2005).

A fundamental limitation of remedial education lies in its failure to address systemic barriers to learning, including inadequate prior instruction and socioeconomic disadvantages (Balfanz et al., 2007). This approach often exacerbates achievement gaps, particularly for disadvantaged students who are disproportionately placed in such programs (Darling-Hammond, 2010). Compounding these issues, remedial courses typically deny students access to grade-level content, ironically decreasing their chances of academic recovery (Torgesen, 2004). Robinson's (2016) research on college-level remediation found that such placement reduces persistence rates, with many students opting to drop out rather than complete the remedial sequence.

The effectiveness of traditional remedial models appears particularly questionable when examining longitudinal outcomes. Hattie's (2009) comprehensive analysis revealed that K-12 remedial programs¹ rarely produce lasting improvements unless accompanied by intensive, high-quality interventions. Furthermore, these classes often fail to address critical underlying issues such as ineffective teaching methods or socio-emotional barriers (Hattie & Yates, 2014). Without proper support, students in remedial programs often experience frustration and disengagement, resulting in higher dropout rates (Balfanz et al., 2007)

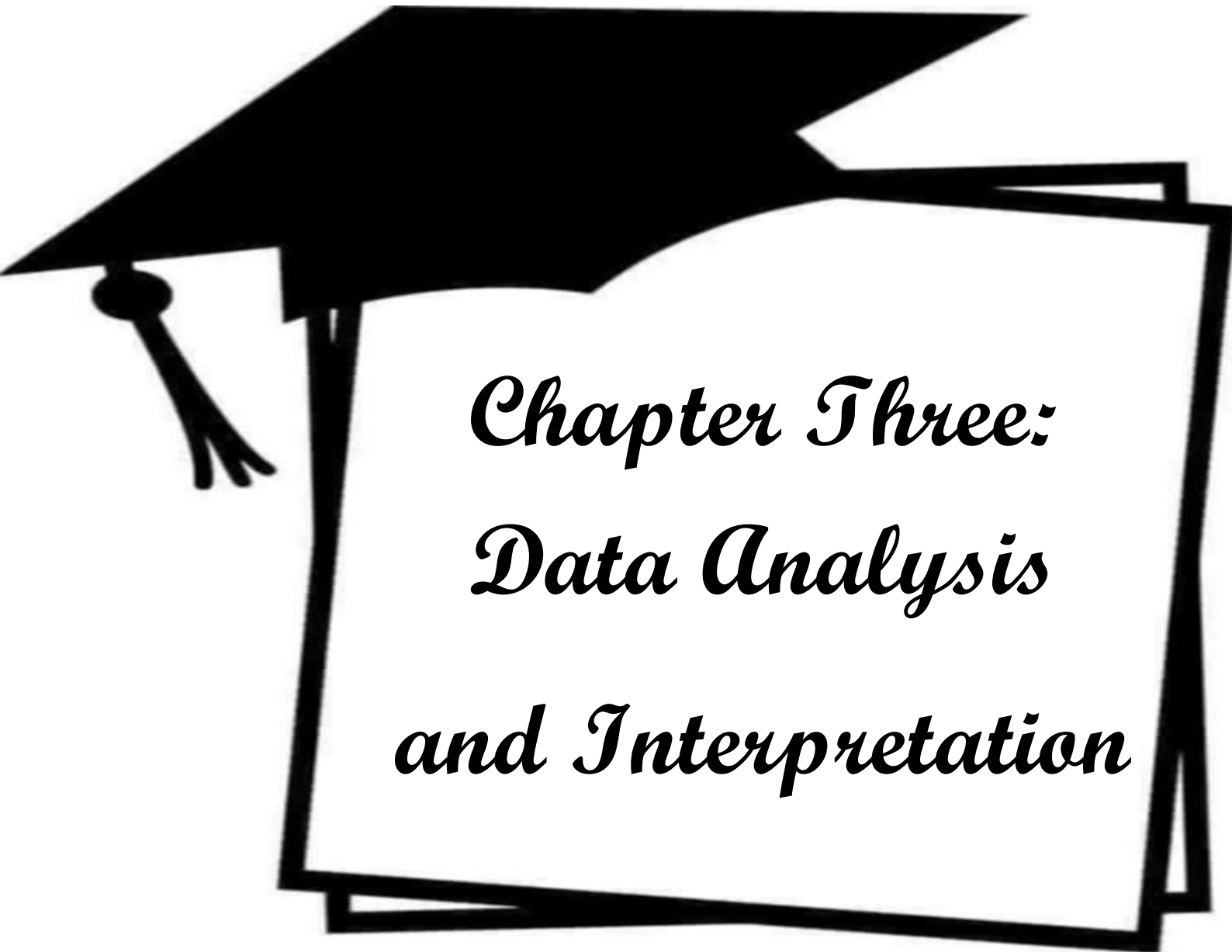
2.5. Conclusion

¹ K-12 remedial programs: Often referred to as remedial education program or basic skills development program, is designed to help students in grades k-12 (kindergarten through 12th grades) who are struggling with foundational skills in core subjects. (website)

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This literature review has conducted a systematic analysis of the impact of remedial education on students' academic performance. By exploring fundamental concepts related to teaching and learning, as well as psychological factors such as anxiety, motivation, and self-esteem, significant insights have been identified. Remedial classes offer crucial assistance to learners who are struggling through tailored instructional methods; however, an overreliance on these classes may impede the development of independent learning skills. The comparison between traditional and remedial classes reveals distinct approaches - while traditional methods follow standardized curriculum, remedial education targets specific learning gaps. Research indicates that these interventions can lead to substantial improvements in academic performance when implemented effectively; however, their success is contingent upon the quality of teaching, the level of student engagement, and the support provided by educational institutions.

These findings establish a framework for further investigation into optimizing remedial programs to balance academic support with self-sufficient learning development. The subsequent chapters will build upon this foundation through empirical research addressing these key educational concerns.



*Chapter Three:
Data Analysis
and Interpretation*

3.1. Introduction

The present chapter is dedicated to the practical part of this research paper with the rationale of answering the previously stated research questions. It also seeks to confirm the research hypotheses established at the beginning of the study. The chapter involves a thorough investigation through an explanatory case study that utilizes a mixed-methods approach and aims to examine a sample of 2nd (FL) students of secondary school using questionnaire, teachers of various modules answering to a structured interview, as well as administering pre-test and post-test for students.

The research utilized various instruments to identify key points and achieve the study's objectives. The chapter discusses the research design, participants, research tools, data analysis methods, and procedures. It concludes with an interpretation and discussion of the main findings, followed by recommendations for future research.

3.2. Research Design

According to Kothari (2004), research design is “a plan, a roadmap and blueprint strategy of investigation conceived to obtain answers to research questions”. (p.14), in the actual exploratory and case study-based investigation, data were collected from several sources to validate the given hypotheses. To ensure a thorough analysis, three research tools were utilized to gather detailed information for later quantitative and qualitative analysis. A mixed-method approach was chosen to enhance the accuracy, objectivity, and validity of the research findings.

As noted by Creswell (2014), "A well-designed questionnaire ensures clarity, reliability, and validity in measuring the intended constructs." As a foundational method for data collection, questionnaires offer a pragmatic and efficient approach to gathering standardized responses from participants. Additionally, questionnaire is relevant for studies where the sources are limited or the participant's accessibility is difficult (Bryman, 2016). Hence, a questionnaire is suitable for large samples due to cost-effectiveness, quick data collection and analysis and enhanced response honesty through anonymity.

The Second instrument adopted within this research was the structured-interview. Defined by (Bryman, 2016), a structured interview is a qualitative or quantitative research method in which the interviewer asks a predetermined set of questions in a fixed order, ensuring consistency across all participants. Unlike unstructured or semi-structured interviews, structured interviews follow a strict protocol, minimizing interviewer bias and enhancing reliability. According to (Fowler, 2013) structured interviews are highly efficient for large-scale studies because they facilitate quick data collection and statistical analysis. However, in education, structured interviews are particularly valuable in educational settings where comparability and reliability are essential, such as in standardized testing or policy-related surveys (Gall, Gall, & Borg, 2007).

The third instrument opted for is the pre-test, which is considered as an initial evaluation performed before implementing an intervention, instructional program in order to provide a baseline measurement of participants' knowledge, abilities, or behaviors. In educational and psychological research, pretests are critical for evaluating the effectiveness of interventions by comparing results with post-test data, ensuring that any observed changes can be attributed to the treatment rather than pre-existing differences (Campbell & Stanley, 1963; Creswell & Creswell, 2018). It also helps researchers identify participants' prior knowledge, allowing for tailored instructional adjustments (Ary, Jacobs, & Sorensen, 2010).

The post-test which is an assessment administered after an instructional intervention or experimental treatment to evaluate its effects by comparing outcomes with baseline (pre-test) data. In educational research, post-tests evaluate learning outcomes, skill acquisition, or behavioral changes attributable to the intervention (Creswell & Creswell, 2018). Although valuable for quantifying intervention efficacy, critics note potential limitations, such as test-wideness effects or inadequate alignment with instructional objectives (Popham, 2020). Thus, Teachers provide post-tests to students primarily to assess learning outcomes and instructional efficacy.

3.3. Sample Population

The process of sampling enables researchers to collect a wide range of data from various sources, thereby supporting the overall research. Creswell (2012) explains that a sample is a part of a larger population meant to be studied in order to be able to come out with a general conclusion about the population. The research centered on second-year foreign language (FL) students at Medjaoui Hebri Secondary School in Remchi-Tlemcen. A non-random sampling method, specifically purposive sampling or selective sampling, was employed to select participants based on predetermined criteria or characteristics aligned with the research objectives. The sampling was divided into two sections 35 students and five teachers. 17 of the participants were girls and 11 of them were boys, their ages range between (16-18). The researcher intentionally selects individuals who exhibit the specific qualities or possess the relevant knowledge pertaining about the research subject.

3.4. Research Instruments

Research instruments are tools used by researchers to gather authentic and reliable data in a study. These instruments encompass a variety of methods, including surveys, interviews, observation checklists, and tests, which can be either quantitative or qualitative. The selection of relevant research instruments is significant in ensuring the study's success, as they play a crucial role in influencing the accuracy and reliability of the collected data. Researchers should carefully select and create tools that align with their research objectives, methodology, and target participants. In the present thesis, a questionnaire (appendix A) , pre-test(appendix E/appendixG) and post-test(appendixF/appendixH) were administered to students, while teachers participated in interviews (appendix D) as part of the data collection process.

3.4.1. Description of the students' questionnaire

A questionnaire was submitted to the 2nd-year foreign language (FL) class, the aim was to gather 35 questionnaire answers from one class, but only 28 students answered. The questionnaire consisted of 19 questions divided into five parts. The initial part, titled "Student Profile", includes three closed questions to gather demographic information such as age, gender and academic division. In the second part, "academic achievement", there was a combination of close-ended and open-

ended questions to investigate the reliance of students on remedial classes. The third part is about “parents’ pressure”, where students were asked to respond with never, sometimes, often, always, in order to evaluate the impact of the parents on the student choice to attend remedial classes. In the fourth part, titled “self-esteem”, students were asked to rate their self-esteem level by selecting from a set of options such as strongly agree, agree, disagree, or strongly disagree, to determine whether remedial classes affect their academic achievement. In the last part, “The impact”, consisted of open-ended questions with some choices to understand the causes and allow the students express their thoughts freely, as well as provide additional suggestions.

3.4.2. Description of the teachers’ interview

An interview is a crucial method for gathering enough data through conversations. The researcher obtains a structured interview which is a type of interview in which the interviewer asks a predetermined set of questions to each candidate, in order to gather data that can be objectively analyzed². The structured interview consisted of eight predetermined questions set at Medjaoui Hebri secondary school in Tlemcen-Remchi, with five teachers who taught different modules such as French, Arabic, English, Spanish, History and Geography. It involved seven open-ended questions and one close-ended question to provide qualitative data. It should be noted that four out of five had more than twenty years of experience, while the remaining one had less. In addition, the interview was conducted over five sessions; one interviewee per day, spanning one week.

3.4.3. Description of the pre-test and post-test

According to the Oxford Dictionary, a pre-test is a preliminary test conducted before the main test or survey. In contrast, post-test is a test administered to students after they have completed an instructional program or segment of instruction. It often used in conjunction with pre-test to measure their achievement and the effectiveness of the program. However, due to the lack of

² <https://www.herohunt.ai/recruiting-glossary/structured-interview>.

time the researcher in this case used the exams from the first and second semesters as an example to illustrate the academic level of the students before and after attending remedial classes. According to the answers of the questionnaire, the researchers selected Arabic and Spanish as the main subjects of the study.

- **Arabic pre-test and post-test:**

This research examined an Algerian first term Arabic exam from 2024/2025 academic year, designed for second-year secondary students in the language track. The exam was conducted by Medjaoui Hebri secondary school in Remchi-Tlemcen. It aimed to assess how classical Abbasid poetry, particularly Abu al-Atahiyah's ascetic verses known as "zuhdiyyat," is taught and evaluated according to national academic standards. The exam is comprehensive, testing students on various skills such as literary analysis (e.g., identifying themes like materialism and mortality), linguistic accuracy (e.g., parsing pronouns, analyzing rhetorical devices like metaphor), and persuasive writing, all in line with Algeria's competency-based curriculum. The exam was divided into three sections: Intellectual Construction, Linguistic Construction, and Integrative Task. It placed a strong emphasis on critical thinking by presenting questions that require students to analyze the poet's moral messages, stylistic decisions, and the historical context of the Abbasid era, including its decadent aspects. Furthermore, the assessment focused on developing students' metacognitive skills, encouraging them to reflect on their own thinking processes. Though the post-test was constructed on the same principles and methodology, the content varied depending on the lessons and the program of the second semester.

- **Spanish pre-test and post-test:**

This investigation used the exam from the first term as a pre-test and the exam from the second term as a post-test. The exam for the first semester was designed according academic criteria. The exam was divided into three parts:

reading comprehension, mastery of language and written expression. However, the language was new for the students; therefore, they were considered as beginners. The teacher attempted to provide them with simple and concise text that matched the students' level. Moreover, the first part contained five questions related to the text, for instance true or false, direct questions. The second part encompassed a variety of tasks such as lexis and grammar. The final part focused on writing a short paragraph to assess the students' writing skill. In contrast, the post-test had the same criteria, although form and level of the language were increased.

3.5. Data Analysis

The following section outlines the data analysis methodology employed in this study. The aim was to extract meaningful insights from the gathered data in a structured manner, ensuring the reliability, validity and credibility of the findings. The process of data analysis included crucial stages such as data cleansing, coding, categorization, and interpretation. It encompassed a combination of quantitative and qualitative techniques, utilizing statistical tools to analyze numerical data and examining textual or narrative information for a holistic comprehension. By adopting this mixed methods approach, commonly referred to as triangulation, a thorough analysis of the research data was facilitated, leading to a more comprehensive understanding of the subject matter.

3.5.1. Students' questionnaire analysis

The analysis of questionnaires played a crucial role in extracting valuable insights from the gathered data. This process encompassed various techniques including data cleaning, coding, and statistical analysis. These methods enabled researchers to recognize trends and patterns within the responses provided by participants. Through the examination of questionnaires, researchers can develop an understanding of the attitudes, opinions, and behaviors exhibited by the study population. This understanding served as a foundation for drawing conclusions and making recommendations based on the research findings. To conduct a thorough

questionnaire analysis, researchers need to meticulously structure and comprehend their data, as well as their research questions and design.

✚ Part one: Students' profile

This part demonstrated the gender of the participants

- Q2: The gender

Table 3.1: Students' Gender and Number of Second-year Class

Students	35	
Gender	AF	RF
Boys	11	31.4%
Girls	17	48.6%

AF: Absolute frequency

RF: relative frequency

The table showed that the majority of the participants who answered were girls (48.6%), and the remaining students were boys (31.4%).

✚ Part two: Academic achievement

This part measured the academic level of the students. It accompanied with eight sub-questions to know the academic level of the students, whether they follow remedial classes, the subjects they attend, they attend remedial classes with the same teacher, and they improve their level.

- Q4: Remedial Classes.

Table 3.2: Students Following Remedial Classes.

	AF	RF
Yes	16	45.7%
No	12	34.3%

The table above revealed that (45.7%) followed remedial classes while (34.3%) did not.

Table 3.3: Students in Remedial Classes with the Same Teacher

	AF	RF
Yes	24	86%
No	4	14.3%

The recent table showed that the majority of the students (86%) followed remedial classes with the same teacher due to the lack of practice in the classroom. In comparison, the remaining (14.3%) preferred to attend remedial classes with another teacher in order to try another teaching method to improve their academic level.

Q6: The Subjects Followed in Remedial Classes

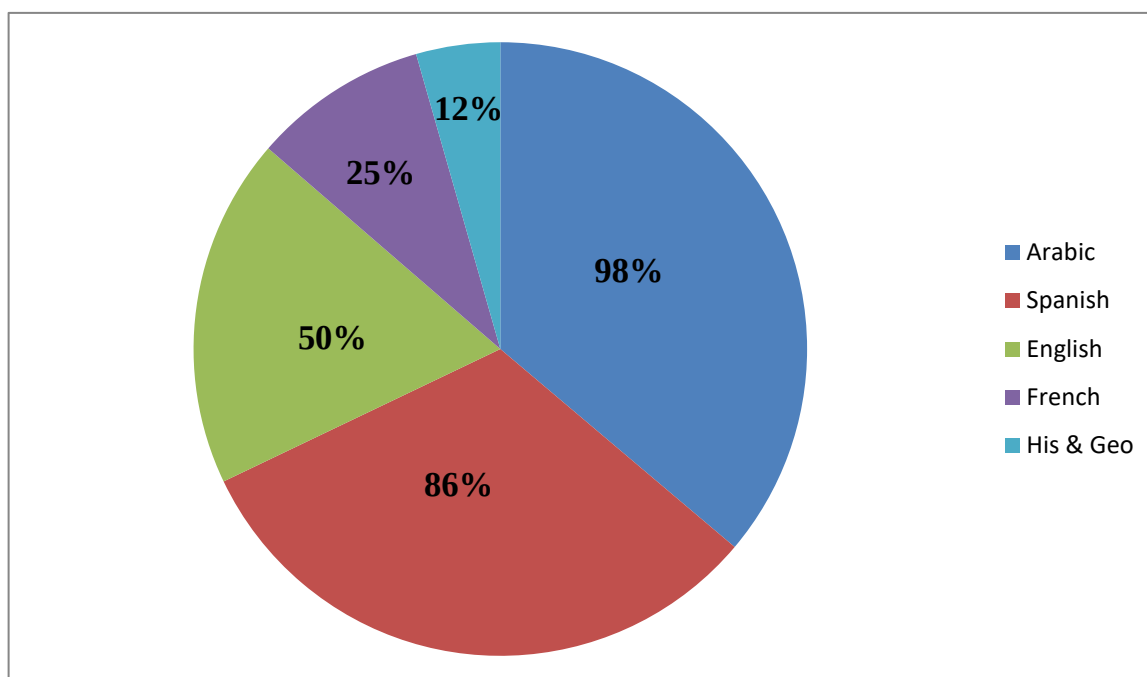


Figure 3.1: The Subjects Followed in Remedial Classes

The pie chart shows that the larger part (98%) of students followed Arabic, followed by Spanish (86%) and English (50%) whereas the minority (25%) followed French and the rest (12%) history and geography.

- Q9: Level improvement

Table 3.4: Improvement in Student Performance in Remedial Classes.

	AF	RF
Yes	20	71.4%
No	8	26%

The table presents that (71.4%) of students improved their academic level due to remedial classes. Therefore, they believe that the teacher focused more on their mistakes in remedial classes and he attempted to create strict atmosphere emphasized the practical part. However, (26%) who relied on teacher only their level was decreasing.

✚ Part three: parents' pressure.

This part presented the parent involvement on students to follow remedial classes.

Table 3.5: Parents' Pressure

Sentence	Never	sometimes	often	Always
1. Do you feel that your parents place much of pressure on you to follow Remedial Classes?	5	5	10	8

The data reveal a significant trend in parental pressure regarding remedial classes, with a clear majority of respondents experiencing frequent or constant pressure. Out of 28 participants, 10 (35.7%) reported *often* feeling pressured by their parents to attend remedial classes, while 8 (28.6%) felt pressured always. In contrast, only five students (17.6%) reported sometimes facing such pressure and another 5 (17.6%) claimed they never felt pressured. This disparity suggests that remedial classes are heavily emphasized in many households, likely due to heightened academic competition or parental concerns over performance.

- Q14: parents' expectations

Table 3.6: Parents' Expectations

	AF	RF
Yes	23	82.1%

No	5	18%
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The data reveal a significant disparity in students' perceptions of whether their academic performance meets parental expectations. Out of 28 informants, an overwhelming majority (23 students, or 82.1%) reported feeling that their performance falls short of their parents' expectations, while only five students (18%) believed they met these standards. Therefore, the students felt the pressure from their parents to follow remedial classes.

🌈 **Part four: self-esteem**

This part measured the level of students' self-esteem.

Table 3.7: Self-esteem towards Remedial Classes.

Sentence	Strongly agree	Agree	Disagree	Strongly disagree
I am satisfied with myself in my studies.	6	6	5	11
At times I think I am not good at all in my studies.	15	3	10	2
I believe that attending Remedial Classes has significantly improved my academic performance.	12	4	7	5
I feel that I do not need Remedial Classes.	5	7	6	10
I believe that the time spent in Remedial Classes is worthwhile the investment for my academic success.	10	6	8	4
I feel that my understanding of subjects has increased due to the extra help from Remedial Classes.	10	6	9	3

The table provided valuable insights into how students perceived their academic abilities and their attitudes towards remedial classes. In terms of self-assessment, only 12 respondents (42.9%) expressed satisfaction with their academic performance by strongly agreeing or agreeing, while 16 (57.1%) reported dissatisfaction by disagreeing or strongly disagreeing. This negative self-perception was also evident in the fact that 18 students (64.3%) often doubt their academic capabilities by strongly agree or agree.

Regarding remedial classes, 16 participants (57.1%) believed that these classes had helped improve their performance while 12 (42.9%) did not see any significant benefits. A similar split was observed in the perceived necessity for remediation: 12 students (42.9%) believed they did not need such assistance, whereas 16 (57.1%) recognized its importance by strongly agree or agree that the time spent was worthwhile. Interestingly, 16 respondents (57.1%) attributed their enhanced understanding of subjects to remedial classes.

Part five: the impact

This part investigated the impact of remedial classes on students' academic achievement.

- Q16: Factors that influence students' decision to seek remedial classes

The decision to seek remedial classes was typically influenced by various academic, psychological, and instructional elements that impede a student's progress in a traditional educational setting. Therefore, the participants identified some factors that influenced their decision to attend remedial classes. Some of the key reasons included learning challenges, knowledge gaps, lack of motivation, and struggles with conventional classroom teaching methods. Learning difficulties, such as trouble understanding, remembering, or applying concepts, often require extra assistance to strengthen foundational skills. On the other hand, gaps in knowledge resulting from irregular schooling, frequent absences, or ineffective past teaching could leave students ill-prepared for advanced studies, prompting them to seek remedial support. Moreover, a lack of motivation, which can arise from

disinterest, frustration, or a belief in one's inability to succeed, can also prompt students to seek additional structured help. Furthermore, difficulties with traditional classroom instruction, whether it be fast-paced lessons, large class sizes, or mismatched learning preferences, may drive students to choose remedial classes that provide personalized attention.

- **Q17: The specific changes that the students noticed in their academic performance since attending Remedial Classes**

According to the respondents who followed remedial classes, they had noticed specific changes that they had noticed in their academic performance. Students who participated in remedial classes experienced significant positive changes in their academic performance. These changes included a better understanding of the material, improved grades, and enhanced study skills. These outcomes demonstrated the effectiveness of remedial education in addressing various challenges students face in their learning process. The students reported an enhanced understanding, suggesting that focused and simplified teaching methods in remedial classes helped them grasp concepts more effectively. Additionally, the improvement in grades suggests that students performed better on tests and assignments, possibly as a result of a stronger foundation and increased practice. Moreover, the development of enhanced study skills implies that students have acquired valuable techniques for organizing their learning, managing their time, and retaining information. These skills that are beneficial beyond the specific subject of the remedial classes.

- **Q18: The pace of learning in Remedial Classes compared to your regular classes**

The answer to this question was divided into two categories. Students, who supported, attended remedial classes and who are opposed them.

Students who preferred remedial classes often valued the slower and more organized nature of these classes in comparison to regular ones. The decreased pace was seen as beneficial as it allowed for a deeper

understanding of intricate concepts. Teachers had the opportunity to dedicate more time to strengthening fundamental knowledge, which helped bridge learning gaps without the pressure of rushing through the material. Consequently, this approach boosted students' confidence level and reduced feelings of anxiety. Moreover, the individualized attention provided in smaller class settings empowers students to ask questions without hesitation and receive prompt feedback, thereby enhancing the learning experience. For these individuals, the adjusted pace was not merely advantageous but crucial for their academic advancement.

In contrast, the perspective of students who opted out of attending remedial classes often portrayed traditional remediation as excessively restrictive and stigmatizing. Many students perceived these classes as a form of punishment rather than a means of support which led to psychological barriers that hindered their participation. The segregated nature of remedial instruction could contribute to feelings of inadequacy, as students fear being labeled as "slow learners" by their peers. Some students felt frustrated by the slow pace of the remedial classes, arguing that it did not challenge them enough and unnecessarily revisited concepts they already understood to some extent. Additionally, some students resisted the extra time commitment required for remedial classes, as it encroached on their involvement in extracurricular activities or personal time. There was a prevailing belief that remedial classes overly prioritize test preparation at the expense of fostering a deeper understanding of the subject matter. As a result, these students often expressed a preference for more inclusive approaches such as differentiated instruction within regular classes or participation in after-school study groups that did not single them out. Their perspective underscored the need for more comprehensive and practical strategies to support their academic development.

- **Q19: The benefits of attending remedial classes**

Remedial classes provided students with multiple significant benefits that address both academic and psychological aspects of learning. According to student's point of view, these specialized programs initially focused on enhancing academic abilities by reinforcing fundamental knowledge through tailored instruction and personalized learning methods. This approach helped students grasp core subjects better and improved their performance. Additionally, students mentioned a boost in motivation due to the structured assistance and visible progress in these classes, which helped reinvigorate their interest and positive outlook on learning. Another important advantage is the reduction of anxiety, as the supportive atmosphere and gradual skill development alleviate the pressure associated with academic hurdles. Lastly, students expressed a rise in confidence as their increasing proficiency enabled them to engage more actively in classroom activities and tackle challenging assignments with more self-assurance. These benefits collectively highlighted how remedial education played a comprehensive role in supporting students' academic and personal growth.

3.5.2. Teachers' interview analysis

Five teachers took part of the structured-interview which grasped the aim of gaining a clearer idea about the reliance of students on remedial classes and its impact on student's academic achievement. The interview contained eight questions, provided by the researchers, and included both qualitative and quantitative data. The entire teaching staff belonged to Medjaoui El Hebri Secondary School, specifically the class of second foreign languages.

The first question investigated the profile of teachers and their experience in the teaching field. Four of them had an experience duration exceeding 17 years and the remaining one had less as an experience period. This triggered the brain to know about the modules that teachers were responsible of; all of them thought fundamental subjects which were: Arabic, Spanish, English, French, and history and geography which were considered as complementary subjects.

- **Q2: With or against remedial classes and why?**

When asked whether the teachers support remedial classes, most of them (4 out of 5) agreed on advocating remedial classes for the following reasons: they already offered additional classes behind their regular classes, to give the student the chance to practice more, in addition some teachers considered it as a source of money to help themselves. At the same time, the remaining one was against remedial classes because he felt as he was a competent teacher and he gave his best in the class. Beside this, the subject of history and geography considered as complementary module, students relied on memorisation rather than understanding.

- **Q3: Do you teach the same learners in both classroom and remedial classes?**

The teachers selected by the researcher divided into three categories; the first category consisted of three teachers: Arabic, Spanish, English who thought the same learners in both remedial and regular classes, the second category contained one teacher of French who offered remedial classes to other students (not the same student of the classroom). The last category encompassed with one teacher of history and geography was against remedial classes, he did not offer them.

- **Q4: Why are you proposing remedial classes for your students?**

The question four inquired about the reasons for proposing remedial classes for students. Four teachers claimed that consolidation, lack of time, and the need to complete the program on time were the main reasons for providing remedial classes.

- **Q5: Do you fix a number of students in remedial classes? Why?**

The question five inquired about whether the teachers fixed a number of students in remedial classes or not. (2 out of 5) said that they worked with a fixed number in order to avoid noise management in the classroom, to determine the level of each student and to identify their weaknesses. In contrast, the rest of them (2 out of 5) declared that they did not care about the

number of students because they focused on conveying the lesson and giving all students the opportunity to attend remedial classes.

- **Q6: Do you use the same teaching methods in both classroom and remedial classes? Why?**

The question six was addressed to the teachers to know whether they thought with the same teaching methods in both the classroom and remedial classes. (4 out of 5) declared that they did not use the same teaching method in both classroom and remedial classes. They utilized CBA in regular classes since the educational system imposed it in the teaching process. Educators emphasized the demonstration of skills and abilities through practical application, with final assessment based on achieving specific competencies or outcomes. However, teachers in remedial classes announced that they implemented a variety of methods, including individualized instruction, small group work (collaboration with friends to share ideas between them), the purpose of these methods was to provide the learners with immediate feedback and it highlight with what the students need to improve.

- **Q7: Does having students attend remedial classes distract them during regular school hours? Why?**

All the teachers who provided remedial classes agreed that additional classes distracted the students during regular school hours. The teachers claimed that the realistic reasons behind this distraction were the students' reliance on remedial classes due to the parental pressure and the financial concerns. In addition, they stated that some students observed teachers using various teaching methods which focused on what the student needed to improve.

- **Q8: Do you think that remedial classes have a positive impact on students' academic achievement?**

The researcher inquired about the positive impact on students' academic achievement. Thus, the teachers (4 out of 5) stated that the learners had a

noticeable improvement in their grades. In addition to that they observed that the students had a high self-efficacy and they were motivated in the classroom. Although the students' academic proficiency had advanced, a declined in attentiveness during classroom instruction had been observed. The teachers observed that the students relied solely on remedial classes, which led to a loose of interest in the classroom. Nevertheless, the remaining one was neutral because he did not provide remedial classes before.

3.5.3. Students' pre-test and post-test analysis

The researcher employed pre-test and post-test as quantitative instruments to validate the hypothesis. He took the results of the exam of the first semester and the second semester as an example to observe the student's current level before and after remedial classes. To analyse the gathered data, the researchers used the mean as a measure of central tendency.

The mean is an essential concept in mathematics and statistics. It is the average or the most common value in a collection of numbers. According to the questionnaire Spanish and Arabic were the most selected subjects. Therefore, the researchers calculated the mean of these two subjects.

Table 3.8: The Mean of Arabic Pre-test and Post-test

Participants	Pre-test grades	Post-test grades	Evaluation
1	14	16	+
2	11	13.5	+
3	12.5	17	+
4	13	14.5	+
5	11	15.5	+
6	9	12	+
7	9	10.5	+
8	16.5	17.5	+
9	14	14	=
10	11	9	-

11	9.5	10.5	+
12	13	11.5	-
13	12	12	=
14	14.5	16.5	+
15	13.5	18	+
16	15.5	17.7	+
17	15.5	14.5	-
18	16	18.5	+
19	10	15	+
20	17	10.25	-
21	12	14	+
22	11	11	=
23	8.5	9.5	-
24	7	4	-
25	14	16	+
26	18.5	19.5	+
27	8.5	8.5	=
28	7	9.5	-
29	13	15	+
30	11	11.5	+
31	13	11.5	-
32	17	17	=
33	11	12	+
34	6	7	-
35	12	14	+
The Mean	12.2	13.25	

A comprehensive examination of the Arabic pre-test and post-test outcomes reveals a moderate overall enhancement, as indicated by a 1.05-point increase in the mean score, suggesting a degree of effectiveness for the instructional intervention. To determine whether this improvement held statistical

significance, a paired -test would be appropriate. A post-test could be employed to evaluate the practical significance of the effect, which is likely to be categorized within the small-to-medium range. It was noteworthy that 57% of participants exhibited progress, whereas 26% experienced regression, and 17% remained unchanged, underscoring the variability in learning outcomes. The high achievers (e.g., Participants 3, 15, 18, 19) indicated successful retention of knowledge, in contrast to the significant decline observed in certain participants (e.g., Participants 10, 20, 24, 31), which may suggest issues such as disengagement, ineffective instructional methods for specific learners, or the influence of external factors.

Table 3.9: The Mean of Spanish Pre-test and Post-test

Participants	Pre-test grades	Post-test grades	Evaluation
1	8	9	-
2	13	15	+
3	8	10.5	+
4	9.5	10	+
5	13	14	+
6	15.5	15.5	=
7	9	12.5	+
8	15.5	13	-
9	11.5	7	-
10	12	16	+
11	14	16.5	+
12	10	11.5	+
13	13	13	=
14	8.5	12.5	+
15	11.5	14	+
16	9.5	11.5	+
17	9	11.5	+
18	11	15	+

19	13.5	12	-
20	4.5	11	+
21	14	15	+
22	12	16	+
23	11	14	+
24	11.5	11.5	=
25	8	10	+
26	10	10	=
27	10.5	9	-
28	15	17.5	+
29	12.5	13	+
30	7.5	11	+
31	13	13	=
32	11	10	-
33	12	14	+
34	9	16.5	+
35	13.3	15	+
The Mean	11.15	12.75	

The examination of the pre-test and post-test outcomes in Spanish indicated a statistically and educationally significant enhancement, as evidenced by an increase in mean scores from 11.15 to 12.75 (pre-test < 0.05, post-test = 0.72), which reflected a medium-to-large effect size. Notably, 71.4% of participants exhibited substantial improvement, whereas 17.1% experienced a decline in performance, suggesting variability in the effectiveness of the intervention. The advancement was especially notable among students who initially performed at lower levels (for instance, Participant 20's score rose from 4.5 to 11). However, some high-achieving students either maintained their performance or experienced slight reductions. When compared with the results from the Arabic intervention, which showed a mean gain of +1.05, it appeared that the Spanish intervention was more effective overall, potentially attributable to differences

in teaching methodologies or learner characteristics. These findings underscore the intervention's effectiveness while also emphasizing the necessity for differentiated instructional strategies to cater to diverse learner needs, thereby informing future pedagogical strategies.

3.6. Discussion of the Main Findings:

This study aimed to assess the effectiveness of remedial classes in improving students' academic achievement and to understand the consequences of students' reliance on these programs. The researchers employed a combination of student's questionnaires, teacher's interviews and pre-tests and post-tests yielding a diverse range of results. These findings furnished a detailed understanding into the current situation, permitting the researchers to address the initial research questions and assess whether the suggested hypotheses can be confirmed or rejected. The following section outlines the main conclusions extracted from this study in relation to the research questions.

The questionnaire results provide overwhelming evidence to reject the null hypothesis (H_0) that posited no significant relationship between learners' success/failure and factors such as motivation, teaching methods, or prior knowledge. The data consistently reveals strong correlations between these variables and academic performance across various aspects. Responses to Q16, which explored the factors that influence students' choices to enroll in remedial classes, indicated that learning difficulties (such as challenges in understanding, retaining, or applying concepts), significant knowledge gaps due to inconsistent schooling or ineffective previous instruction, ongoing lack of motivation arising from disinterest or frustration, and difficulties with traditional teaching methods (like rapid lesson pacing or large class sizes) were all key reasons for students seeking remedial programs. This demonstrates that these factors have a substantial effect on students' academic performance. The relationship between academic performance and the necessity for supplementary support is further substantiated by the self-esteem evaluation presented in the fourth part. Additionally, students frequently questioned their academic abilities, highlighting the significant role that psychological factors and

self-perception play in influencing learning effectiveness and overall achievement. It is evident that students with diminished self-esteem and confidence are more disposed to academic difficulties and are inclined to seek additional assistance. The influence of pedagogical strategies is prominently illustrated in (Table 2.5), where participants experienced academic enhancement as a result of remedial classes. This improvement was explicitly linked to teachers' concentrated attention on students' errors, the creation of a strict yet supportive atmosphere, and an increased focus on practical application.

Furthermore, Q18 provided qualitative insights into why these modified instructional approaches proved more effective, with students describing how the slower pace, organized structure, and individualized attention in remedial classes allowed for deeper understanding of complex concepts compared to regular classes, where they felt rushed and unable to grasp material properly. Additionally, parental influence and external motivational factors emerged as significant themes in the findings. As indicated in (Table 2.6) students reported experiencing frequent or constant pressure from their parents to participate in remedial classes.

Nevertheless, (Table 2.7) demonstrates that they perceived their academic performance as inadequate in relation to parental expectations. This suggests that external pressures and family dynamics play a crucial role in shaping students' academic behaviors and potentially their outcomes, either positively by fostering greater engagement with support systems or negatively by inducing stress and dependence on remediation. The aggregate evidence derived from these various components of the questionnaire, encompassing students' self-reported difficulties, psychological conditions, and instructional preferences, illustrates the multifaceted nature of their educational experiences. Environmental influences present a convincing argument that motivation encompassing both intrinsic and extrinsic dimensions, teaching methodologies, and foundational prior knowledge are fundamentally interrelated and significantly impact academic success or failure. This evidence effectively refutes the null hypothesis, affirming that these elements should be central to any substantive examination of student achievement or intervention strategies. This comprehensive understanding derived solely from questionnaire data

underscores the importance of addressing these multifaceted elements holistically when designing educational support systems. Ignoring their profound interrelationships would neglect critical determinants of learning outcomes and potentially undermine the effectiveness of academic interventions.

The results obtained from the interviews conducted with teachers offer substantial validation for the first hypothesis, which posits that remedial classes implement more individualized and interactive pedagogical methods in contrast to the traditional, teacher-centered strategies employed in standard classrooms. This assertion is supported by several prominent trends identified within the data. Notably, four out of the five teachers interviewed explicitly indicated that they adopted different instructional approaches during remedial sessions compared to their regular classroom practices. They particularly highlighted a departure from the competency-based approach (CBA) that is typically required in standard classes, opting instead for more customized techniques. These included individualized instruction, collaborative small-group activities, and immediate feedback mechanisms, all aimed at addressing specific weaknesses of students and providing focused support. The rationale provided by the educators for this methodological variation was primarily focused on the necessity to identify and address individual learning deficiencies more effectively. Two instructors specifically noted that they reduced class sizes during remedial sessions to enhance the management of noise levels and to concentrate on the unique needs of each student. This approach fostered an environment that was conducive to the interactive and participatory methods outlined in the hypothesis. Additionally, the teachers observed an increase in students' self-efficacy and motivation within remedial contexts, while also noting heightened distractibility in regular classes. These observations indirectly support the notion that interactive methods may offer greater engagement potential than traditional teacher-centered instruction. Notably, although one educator opposed remedial instruction altogether, citing confidence in their conventional teaching methods, this singular case actually underscores the prevailing trend by illustrating that the adherence to traditional methodologies persists. The alignment between educators' accounts of their practices in remedial classrooms and the proposed focus on interactive, student-centered

pedagogies provides substantial evidence that remedial instruction systematically and beneficially diverges from conventional teaching methods. This methodological distinction is likely a contributing factor to the documented academic advancements among students in remedial programs. The congruence between qualitative interview data and the refined hypothesis indicates that the unique instructional features of remedial classes play a crucial role in their effectiveness. This finding underscores the need for further exploration into how these pedagogical approaches could be adaptively integrated into mainstream educational settings to enhance outcomes for a wider range of students.

The results from the pre-test and post-test provide substantial quantitative support for the second hypothesis, indicating that students attend remedial classes exhibit a significantly higher level of score improvement compared to their peers in standard classes. Across both subject areas examined (see figure 2.4), students' demonstrated notable progress following their participation in remedial classes, with observable gains in comprehension and performance. The findings reveal a consistent pattern of academic growth, particularly among students who initially struggled with the subject matter, suggesting that targeted remedial instruction effectively addresses learning gaps that persist under standard teaching approaches. The findings indicate that remedial interventions yielded significant educational advantages for most participants (table 2.9), although the extent of improvement varied by subject area. This discrepancy may reflect the differences in teaching methods or specific challenges related to each subject, with one language demonstrating particularly notable results likely due to its more engaging teaching style (table 2.10). While the majority of students gained from the additional instruction, a small number showed minimal progress, emphasizing how personal learning differences and external factors can affect the success of remediation. These outcomes highlight the importance of remedial education as a valuable strategy for learners who are struggling. The consistently positive results across various subjects suggest that structured and focused instruction, customized to meet individual needs, is more effective than conventional classroom teaching alone.

3.7. Suggestions and Recommendations

This research can provide several important suggestions and recommendations. Based on the main findings of the study, the researchers can offer logical suggestions that can be applied in educational settings. These suggestions would be suitable for both teachers and students.

3.7. 1. Suggestions for students

Learners need to cultivate metacognitive awareness, enabling them to recognize their knowledge deficiencies and seek clarification promptly, while also adopting a balanced approach to prevent excessive dependence on supplementary instruction. Those facing significant parental pressure should articulate their educational needs effectively to both teachers and family members, advocating for assistance that fosters confidence rather than induces stress. The adoption of self-regulated learning strategies such as setting goals, managing time effectively, and conducting regular self-assessments can facilitate the transition from reliance on remedial support to achieve academic independence.

3.7.2. Suggestions for teachers

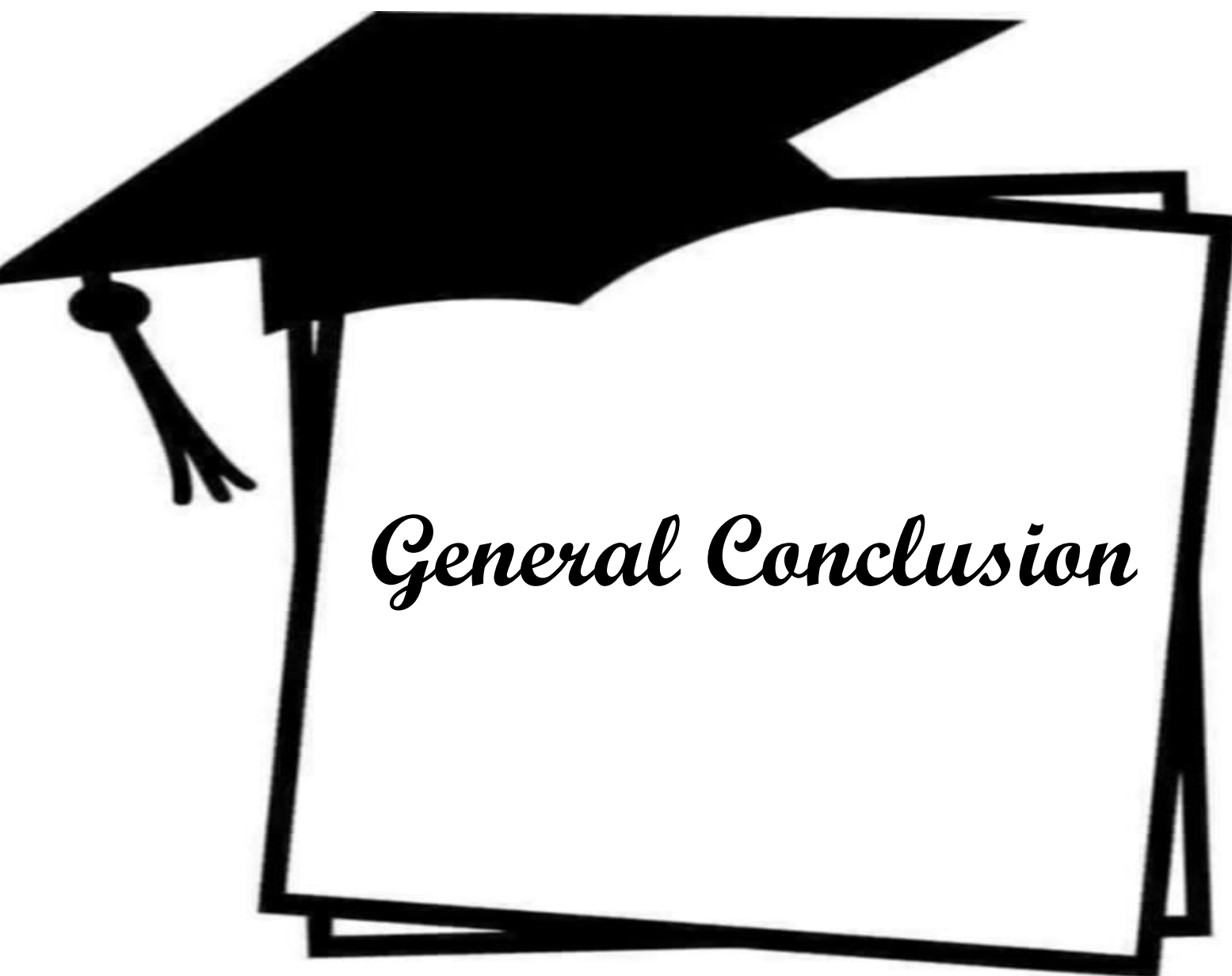
Educators ought to systematically integrate student-centered and interactive methodologies that have demonstrated efficacy in remedial settings such as differentiated instruction, collaborative small-group work, and prompt feedback into their standard classroom practices. This integration necessitates focused professional development in diagnostic teaching strategies, alongside continuous mentorship to help teachers balance remedial techniques with curriculum demands. Furthermore, schools should implement protocols for regular monitoring of student progress to identify those who are struggling at an early stage, while also cultivating collaborative relationships with parents to align expectations and mitigate unnecessary academic pressure. Additionally, teachers should be cautious to avoid excessive remediation by progressively enhancing students' independent learning capabilities through structured scaffolding techniques.

3.7.3. For further research

Future research should investigate the enduring effects of remedial education, particularly in terms of the sustainability of academic gains over time and the comparative effectiveness of various instructional models, such as peer tutoring and digital tools. Furthermore, additional studies could focus on the psychological implications of remediation on student motivation and self-esteem, as well as the influence of teacher-student interactions within these contexts on educational outcomes. Exploring methods to integrate remedial strategies into general classroom settings may also reduce the need for distinct interventions, thereby promoting inclusive educational practices. Such inquiries would enhance the foundation of evidence-based approaches aimed at assisting learners who face challenges.

3.8. Conclusion

This chapter presents the methodology and results of the study systematically, through an extensive examination of both quantitative and qualitative data. The research design effectively integrated student questionnaires, teacher interviews, and pre-test/post-test evaluations to furnish a comprehensive understanding of the effects of remedial classes. Significant findings from the questionnaires highlighted students' perception of the advantages of remedial classes, while the teacher interviews provided critical insights into pedagogical strategies. The analysis of pre-test and post-test results objectively illustrated academic advancements, thereby affirming the efficacy of remedial interventions. The triangulation of these diverse data sources has enhanced the reliability of the conclusions drawn, while also uncovering essential nuances in the experiences and implementations of remedial classes by various stakeholders. These findings not only confirm the study's hypotheses but also underscore opportunities for pedagogical enhancement and further investigation.



General Conclusion

This research has explored the reliance of second-year foreign language students on remedial classes and its impact on their academic achievement at Medjaoui Hebri Secondary School. The study aimed to assess the effectiveness of remedial classes in bridging learning gaps while examining whether such dependency promotes long-term academic improvement or, conversely, hinders independent learning.

Throughout the three chapters, an in-depth exploration of the widespread use of remedial classes and their impact on the academic achievement of secondary foreign language (FL) students was presented. The first chapter examined the theoretical foundations of teaching and learning in education, its definition, scope, nature, theories, variables, and methods. The second chapter then explores the psychological and social variables, emphasizing the definition of remedial classes and their impacts on learner's academic achievement. The third chapter delved into the reasons behind learners' success and failure, the differences in teaching methods between remedial and regular classes, and the measurable impact of remedial classes on their academic achievement. By analyzing empirical data and incorporating relevant literature, valuable insights were gained into the students' experience and the impact of remedial classes.

This research aimed to offer empirical insights into these significant issues. The hypotheses examined, including the correlation between learner success and variables such as motivation and instructional strategies, the implementation of personalized approaches in remedial classes, and the comparative improvement of scores, have illuminated the complexities of remedial education. Designing and embracing an exploratory case study research along with the analysis and triangulation, the information retrieved from the trio of the research instruments adopted: mixed-methods approach involving questionnaires, pre-test/post-test analyses, and teacher interviews offer valuable implications for educators, curriculum designers, and policymakers. They emphasized the need to strike a balance between the benefits of remedial support with the promotion of independent learning skills. Furthermore, the research highlights the significance of psychological and social elements, including

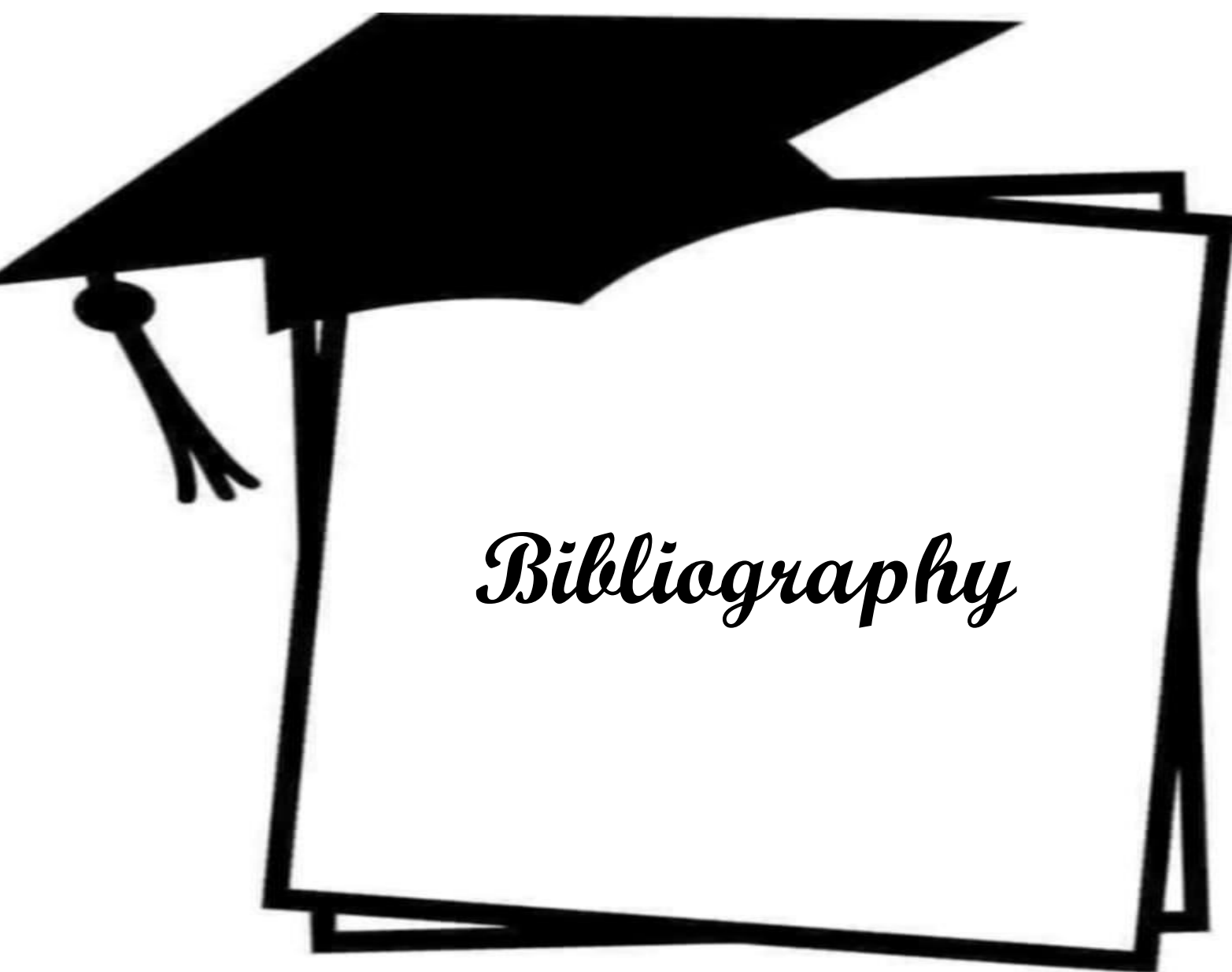
General Conclusion

anxiety, motivation, and the dynamics of teacher-student relationships, in shaping the efficacy of remedial classes.

It is important to acknowledge the limitations of this research. Since it focused on a specific group of second-year foreign language (FL) students at a particular secondary school, however, generalizability to other educational contexts may be limited. Furthermore, the dependence on self-reported data and the absence of extended follow-up may have presented certain biases and limitations, affecting the accuracy in capturing the effectiveness of remedial classes. Additionally, this study requires the observation as a supplementary tool to validate the hypothesis and verify the findings; however, due to the time constraints it was not possible to implement it.

Ultimately, this research contributes to the ongoing discourse on remedial education by providing evidence-based recommendations to optimize these classes. It advocates for a nuanced approach that capitalizes on the advantages of remedial classes while addressing their possible limitations, thereby ensuring that students attain not only immediate academic improvements but also cultivate the confidence and competencies essential for lifelong learning. For further research, one could build upon these insights by investigating long-term impacts or analyzing remedial classes within various cultural and institutional frameworks.

Through an in-depth examination of second-year foreign language (FL) learners' reliance strategies, this contributes substantively to contemporary research by exploring students' dependence on remedial classes and their impact on academic achievement. It underscores the importance of remedial classes as a supportive educational mechanism by highlighting the need for their thoughtful incorporation into comprehensive teaching strategies to enhance student achievement.



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Appendix A

University of Tlemcen Academic year: 2024/2025

Student's Questionnaire investigating The Reliance of Students on Remedial Classes and their Impact on Academic Achievement , Case Study: Students of Second Year Foreign Language at Medjoui Habri Secondary School-Tlemcen, Remchi.

Dear students,

You are kindly asked to answer the following questionnaire which is designed to investigate the reliance of students on the remedial classes and its impact on their academic achievement.

Your contribution will be helpful to the success of this research. All responses will be used for research purposes and will be kept confidential.

Thank you

Part One: Profile

2. Age:

3. Gender:

Male ☐ Female ☐

4. Academic stream :

Part Two: academic achievement

5. Do you follow Remedial Classes in addition to you classes?

yes ☐ No ☐

Why?
.....
.....

6. If yes, do you follow Remedial Classes with the same teacher?

Yes ☐ No ☐

Justify?
.....

Appendices

7. What subjects do you primarily receive tutoring in?
- a) Arabic
 - b) English
 - c) Spanish
 - d) Others (please specify)
8. Is learning in classroom enough to improve your level?
- Yes ☐ No ☐
- ✓ If "yes" skip the 7th question.
9. Is relying on teachers only lead you to satisfactory results?
- Yes ☐ No ☐
10. Do you believe that Remedial Classes has helped you to improve your grades?
- Yes ☐ No ☐

Why?.....

.....

11. Does the teacher use the same teaching method in both classroom and Remedial Classes?
- Yes ☐ No ☐
12. Do you think that Remedial Classes is necessary for academic success?
- Yes ☐ No ☐

Part Three: parent's pressure.

13. How often do you attend Remedial Classes sessions?
- a) Never
 - b) Once a month
 - c) Once a week
 - d) Multiple times a week
14. Do you feel that your parents place a lot of pressure on you to follow Remedial Classes?
- a) Never
 - b) Sometimes
 - c) Often
 - d) Always
15. Have you ever felt that your academic performance is not meeting your parent's expectations?
- Yes ☐ No ☐

Appendices

Part Four: self-esteem

16. Answer the following statements with strongly agree, agree, disagree, strongly disagree

1. _____. I am satisfied with myself in my studies.
2. _____. At times I think I am not good at all in my studies.
3. _____. I believe that attending Remedial Classes has significantly improved my academic performance.
4. _____. I feel that a do not need Remedial Classes.
5. _____. I believe that the time spent in remedial classes is worthwhile the for my academic success.
6. _____. I feel that my understanding of subjects has increased due to the extra help from Remedial Classes.

Part Five: The impact.

17. Mention factors that influence your decision to seek Remedial Classes?

- 1)
- 2)
- 3)
- 4)

18. What specific changes have you noticed in your academic performance since attending Remedial Classes?

- 1)
- 2)
- 3)

19. How do you feel about the pace of learning in Remedial Classes compared to your regular classes?

.....

.....

.....

.....

.....

.....

Appendices

20. In your opinion, what are the most significant benefits of attending Remedial Classes for you?

- 1)
- 2)
- 3)
- 4)

Thanks for your efforts.

Appendix B

جامعة تلمسان السنة الدراسية: 2025/2024

استبيان التلاميذ :

صمم هذا الإستبيان لغرض جمع معلومات حول اعتماد تلاميذ السنة الثانية ثانوي شعبة لغات أجنبية على دروس الدعم و تأثيرها على تحصيلهم الأكاديمي. يرجى منكم ملء الإستمارة باختيار الجواب المناسب لكم في الخانات المناسبة أو كتابة الجواب في الفراغ الموجود. نعدكم بأن المعلومات ستبقى سرية و سيتم استخدامها لغرض البحث العلمي فقط .

شكرا على تعاونكم.

الجزء الأول: الملف الشخصي

1. السن:

2. الجنس:

ذكر ☐ أنثى ☐

3. الشعبة:

الجزء الثاني: التفوق الدراسي

4. هل تتابع دروس الدعم بالإضافة إلى فصولك الدراسية؟

نعم ☐ لا ☐

لماذا؟.....

.....

...

5. إذا كانت الإجابة نعم، هل تتابع دروس الدعم مع نفس المدرس؟

نعم ☐ لا ☐

علل.....

.....

...

6. ما هي المواد التي تتلقى فيها دروس الدعم بشكل أساسي؟

(1) اللغة العربية

(2) اللغة الإنجليزية

(3) اللغة الإسبانية

(4) أخرى (يرجى

التحديد).....

7. هل التعلم في القسم فقط يكفي لتحسين مستواك؟

نعم ☐ لا ☐

✓ إذا الإجابة كانت "نعم"، تخطي السؤال الثامن.

8. هل الاعتماد على المدرسين فقط يؤدي إلى نتائج مرضية؟

نعم ☐ لا ☐

9. هل تعتقد أن دروس الدعم ساعدتك في تحسين درجاتك؟

نعم ☐ لا ☐

لماذا؟.....

.....

.

10. هل يستخدم المدرس نفس أسلوب التدريس في كل من القسم والدروس الدعم؟

نعم ☐ لا ☐

11. هل تعتقد أن دروس الدعم ضرورية لتحقيق التفوق الدراسي؟

نعم ☐ لا ☐

الجزء الثالث: ضغط الأولياء

12. كم مرة تحضر دروس الدعم؟

- (أ) أبدا
(ب) مرة في الشهر
(ت) مرة في الأسبوع
(ث) عدة مرات في الأسبوع
13. هل تشعر أن والديك يضغطان عليك للمتابعة الفصول دروس الدعم؟

- (أ) أبدا
(ب) أحيانا
(ت) غالبا
(ث) دائما

14. هل شعرت يوماً بأن مستواك الدراسي لا يلبي توقعات والديك؟

نعم ☐ لا ☐

الجزء الرابع: تقدير الذات

15. اجب عن العبارات التالية بموافق بشدة ، موافق ، غير موافق ، أو أرفض بشدة

1. أنا راضٍ على مستواي الدراسي.
2. أحيانا أفكر أن تحصيلي الدراسي غير كافي و يحتاج إلى إثراء.
3. أعتقد أن حضور دروس الدعم قد حسن بشكل كبير تحصيلي الدراسي.
4. أعتقد أنني لست بحاجة لتلقي دروس الدعم.
5. أعتقد أن الوقت الذي أقضيه في دروس الدعم يستحق أن يستثمر في نجاحي الأكاديمي.
6. أشعر أن فهمي واستيعابي للمواد قد تحسن بفضل دروس الدعم.

الجزء الخامس: التأثير

16. ما العوامل التي أثرت على قرارك في حضور دروس الدعم ؟

- (أ)
- (ب)
- (ت)
- (ث)

17. ما هي التغيرات الملحوظة في مستواك الدراسي منذ حضور دروس الدعم؟

- (أ)
- (ب)
- (ت)

18. كيف تشعر بشأن وتيرة التعلم في دروس الدعم مقارنة بالصفوف العادية ؟

.....

.....

.....

.....

19. بالنسبة لك، ما هي فوائد حضور دروس الدعم؟

- (أ)
- (ب)
- (ت)
- (ث)

شكرا على مجهوداتك.

Appendix C

The Reliance of Students on Remedial Classes and their Impact on Academic Achievement.

Teacher's Interview :

Dear Teacher,

You are kindly requested to answer these questions in the interview below. Your answers will greatly contribute to research dissertation.

1. Would you please introduce your-self mentioning your subject topic and experience:
-
-
-
-
-
-

2. Do you support Remedial Classes? Why?

.....

.....

.....

.....

.....

Appendices

3. Do you teach the same learners in both classroom and Remedial Classes?

.....

.....

.....

4. Why are you proposing Remedial Classes for your students?

.....

.....

.....

.....

.....

.....

5. Do you fix a number of students in Remedial Classes? Why ?

.....

.....

.....

.....

.....

.....

✓ If you say no , are you able to manage of large size classes?

.....

.....

6. Do you use the same teaching methods in both classroom and Remedial classes ?
why?

.....

.....

.....

.....

.....

.....

7. Does having students attend remedial classes distract them during regular school
hours ? why ?

.....

.....

.....

.....

.....

.....

8. Do you think that Remedial Classes have a positive impact on student's language improvement

Appendix D

اعتماد الطلبة على الدروس الدعم و تأثيرها على تحصيلهم الأكاديمي

مقابلة للأستاذ

يرجى منك الإجابة على الأسئلة أدناه اجابتك ستساهم اجابتك بشكل كبير في أطروحة البحث.

1. هل من الممكن أن تعرف بنفسك مع ذكر المادة التي تدرسها و مدى خبرتك فيها ؟

.....

.....

.....

2. هل تدعم الدروس الخصوصية ؟ لماذا؟

.....

.....

.....

3. هل تدرس نفس مجموعة التلاميذ في كل من القسم و الدروس الخصوصية ؟

.....

.....

.....

4. لماذا تقدم الدروس الخصوصية لتلاميذك؟

.....

.....

.....

5. هل تقوم بتثييث عدد معين من التلاميذ في الدروس الخصوصية ؟ لماذا ؟

.....

.....

.....

- اذا أجبت لا , هل أنت قادر على إدارة الدروس الخصوصية ذات الحجم الكبير ؟

.....

6. هل تستعمل نفس طريقة التدريس في كل من القسم و الدروس الخصوصية ؟ لماذا؟

.....

7. هل حضور التلاميذ الدروس الخصوصية يشتت انتباههم أثناء ساعات الدراسة العادية ؟ لماذا ؟

.....

8. هل تعتقد بان الدروس الخصوصية لها تأثير ايجابي على تطور مستوى التلميذ ؟

.....

.....

شكرا على مجهوداتك.

Appendix E

ثانوية مجاوي الهبري السنة الدراسية: 2024\2025	الختبار الثلاثي الأول في مادة اللغة العربية وآدابها	المستوى: السنة الثانية جميع الشعب
--	--	-----------------------------------

قش أبو العنابية:

- 1- العزّة يطلّب و المنية تطأبه
 - 2- لئس الخريص براند في ررقه
 - 3- لا تغضبني على الزمان فإن من
 - 4- أي امرئ إلا غلبه من البلى
 - 5- الموت خوض لا محالة فونه
 - 6- و ترى الفتى سلس الحديث بذكره
 - 7- وأنر ما يلقى الفتى في نفسه
 - 8- ولرب ملهية لصاحب لذة
 - 9- من كانت الدنيا أكبر همّه
 - 10- فاصبر على الدنيا و زج همومها
 - 11- مزالّت الأيام تغب بالفتى
 - 12- من لم يزل متعجباً من كل ما
- و يذ الزمان تديره وتقلبه
- الله يقسمه له ويسيله
- يرضى الزمان أقل من يغضبه
- في كل ناحية رقيب يرقبه
- مر مذاقته كريمة مشرّبه
- وسط الندي كاله لا يرهبه
- ينثره ذاب الزمان و خاله
- القيثها تبكي عليه وتندبه
- نصبت له من حبه ما يُعجبه
- ما كل من فيها يرى ما يُعجبه
- طورا تخونه و طورا تسلبه
- تأتي به الأيام طال ما تُعجبه

شرح المفردات:

البلى: الشيء الثابت القديم \ الندي: يقصد به مكان النادي \ ينثره: يذره \ زج: ادفع برفق

البناء الفكري:

- 1 ماذا يطلب المرء ؟ ومن يطلبه؟ وضح
- 2 ما الحقيقة التي يقرها الشاعر في البيت الخامس؟ وهل يرهب الإنسان هذه الحقيقة؟
- 3 إلى أي غرض أدبي تنتمي إليه القصيدة؟ عرفه

4 ما النمط الغالب على النص ؟ أذكر مؤشرين من مؤشرات مع التمثيل

البناء اللغوي:

- 1 اعرب ما يلي: إياك و الحسد
- 2 ما نوع الأسلوب في البيت العاشر ؟ و ما غرضه البلاغي؟
- 3 حدد نوع الصورة البيانية في مايلي, مبينا أثرها في النص
الموت حوض لا محالة دونه
الأيام تلعب بالفتى
- 4 استخرج من البيت الثالث محسنا بديعيا مبينا نوعه و أثره البلاغي

الوضعية الإدماجية:

تميزت الفترة الأولى من العصر العباسي بظهور تيارين مختلفين, أذكرهما مبينا أسباب ظهورهما و أهم مميزاتهم.

Appendix F

ثانوية مجاوي هبري الرمشي

المستوى: الثانية لغات أجنبية، آداب و فلسفة.	اختبار الثلاثي الثاني في مادة اللغة العربية وآدابها
2024/2025	

قال المتنبي:

- 1- عش عزيزًا أو مت وأنت كريم
 - 2- فرؤوس الرماح أذهب للغيث
 - 3- فاطلب العز في لظى و دع الدُّل
 - 4- لا بقومي شرفت بل شرفوا بي
 - 5- وبهم فخر كل من نطق الضاد
 - 6- أنا تَرَبُّ الندى وربِّ القوافي
 - 7- أنا في أمة تداركها الله
- بين طعن القنا و خفق البُـود
و أشقى لعل صدر الحُـود
ولو كان في جنان الخُود
وبنفسى فخرت لا بجـودي
وعود الجاني و غوث الطريد
وسمام العدى و غيظ الحُـود
غريب كصالح ثـود

شرح المفردات:

البنود: الأعلام الكبيرة/ اللؤلؤ: الحقد/ لظى: جهنم/ المراد بمن نطق الضاد: العرب الذين ينطقون اللغة العربية.
تربُّ الندى: قرين الكرم و الجود/ رب القوافي: نابغة في الشعر.

الأسئلة:

البناء الفكري:

- 1- جم استهل الشاعر قصيدته؟
- 2- إلام يدعو الشاعر في الأبيات الثلاثة الأولى لخص ذلك بأسلوبك الخاص؟
- 3- حدّد نمط النص ، علّل بمؤشرين له؟
- 4- هل ترى علاقة بين ما جاء في النص و بين نفسية المتنبي؟
- 5- إلى أي غرض شعري تُدرج القصيدة؟ عرفه.

البناء اللغوي:

- 1- أعرب ما تحته خط فيما يلي: قال الشاعر:
لساني و سيفي صارمان كلاهما ويبلغ ما لا يبلغ السيف مزودي
- 2- حدّد مظاهر الاتساق و الانسجام في النص ميّنا نوره؟
- 3- ما نوع الأسلوب في البيتين الأول والسابع، بين نوعه وصيغته و ما غرضهما البلاغي؟
- 4- خفي البيت الثالث محسن بديعي حدّده واذكر نوعه وأثره في المعنى.
- 5- قال قائل: اللهم اغفر لي و لأبي و لأهلي و لأخي ولعمي وخالي وجاري وصديقي. فماذا نسمي هذا الأسلوب؟

-الوضعية الإنماجية:

جاء في الحكمة "اعمل لدنيا كأنك تعيش أبدا واعمل لآخرتك كأنك تموت غدا "

اشرح المقولة في فقرة من إنشائك لا تتعدى عشرة أسطر موظفا نعتا , بدل .

بالتوفيق

رافقتكم عناية التفكير وحسن التدبير

Appendix G

Asignatura: Español	Año Escolar : 2024/2025
Curso : 2 ASLLE	Duración : 2 horas

Deber del primer trimestre

Texto

Y tú, ¿Quién eres?

-Es el primer día de clase en la universidad de verano

•Juan: Buenos días!; soy Juan Martínez, soy vuestro profesor . Y tú, ¿Quién eres?

•Helga: Soy Helga Freeden

•Juan: ¿De dónde eres?

•Helga: Soy alemana, de Múnich

•Juan: Tú eres holandés, ¿no?

•David: No, soy francés. Los holandeses son los dos que están sentados al fondo de la clase.

•Juan: Así que eres francés, ¿de París?

•David: No, yo soy de Tournay-sur-odon

•Juan: Eh, los holandeses, vosotros, ¿de dónde sois?

•Los holandeses: Somos de Ámsterdam

1/Comprensión del texto: (4/4pts)

•Responde a las preguntase

-¿De dónde es Helga Freeden?

.....

..

-¿Dónde están sentados los holandeses?

.....

-La alemana es de Múnich. Y los holandeses, ¿De dónde son?

.....

-El francés no es de París, ¿De dónde es?

.....

2/Competencia lingüística: (11/11pts)

A/1-Forma el plural de: Unas profesoras==...../ Un alemán==.....(3/3pts)

2-Da el singular de: Unas clases==...../ Los alumnos==.....

3-Da el femenino de: El niño ==...../El holandés ==.....

B/1-Utilice el adjetivo posesivo (3/3pts)

- Como es.....casa Pedro?
- Están usted, contentos con.....habitaciones?
- Estáis cómodos en.....hotel?

C/ Conjugue los verbos entre paréntesis en el presente de indicativo (3/3pts)

- Los alumnos (trabajar).....bien en la clase
- Usted (ser).....un español
- Yo (vivir).....en España

D/1-Escribe en letras la fecha de hoy (3/3pts)

.....

2-Escribe tu fecha de nacimiento

.....

3/Producción escrita (5/5pts)

Ordena las frases de manera a obtener un dialogo correcto

- ¿Quién es usted?
- Somos estudiante de español
- Encantados!
- Soy Antonio Pérez García, y ustedes?
- Hola, buenas tardes!
- Yo soy Pedro y él es Juan. ¿Es usted estudiante?
- Buenas tardes!
- No, no soy estudiante, soy profesor de español; ¿y ustedes?
- Ah!, mucho gusto!

Suerte

Appendix H



Asignatura : Español	AñoEscolar 2024/2025
Curso : 2 ASLLE	Duración:2horas



Examen del segundo trimestre

Texto:

En la consulta del medico

Médico: Cuénteme, ¿qué le ocurre?

Paciente: No sé, doctor, no me encuentro bien

Médico: Dígame, ¿Qué síntomas tienes?

Paciente: Cansancio. Todos los días me levanto cansado, sin ganas de hacer nada.

Médico: ¿Hace ejercicio con regularidad?, ¿anda, corre, va al gimnasio?

Paciente: Bueno, la verdad es muy poco. En realidad, nunca. Antes paseaba de vez en cuando, pero ahora siempre voy en coche

Médico: Pues tiene que hacer ejercicio todos los días: andar una hora o hacer gimnasia tres o cuatro veces a la semana.

Paciente:! UF! Cuando tenía tiempo era más fácil, pero ahora es casi imposible. Trabajo mucho.

Médico: Ya, pero eso no le sienta bien. Y la alimentación, ¿qué tal?, ¿sigue una dieta? ¿come verduras y frutas a menudo?

Paciente: A menudo no, sólo a veces

Médico: Bueno. Vamos a empezar por cambiar esa dieta e introducir un poco de ejercicio diario. ¿De acuerdo?

Paciente: Muy bien, doctor.



I/ Comprensión del texto :(7/7pts)

1/Indica si es verdadero o falso y justifica las respuestas: (2ptos)

Las frases	V	F	Justifica con una palabra o frase del texto
a. El paciente habla con el director.			
b.El enfermo está en buena salud .			

2/- ¿Cómo se siente el paciente? (1pt)

3/- Cuáles son sus síntomas? (1pt)

4/-¿Cuándo practica los ejercicios físicos? (1pts)

5/- ¿Por qué no puede ir al gimnasio? (1pt)

6/- ¿Qué le recomienda el médico? (1pts)

II/ Competencia lingüística (8/8pts)

1/- Léxico (4/4pts)

A/- **Completa el párrafo con la palabra adecuada:** (examinar, pulso, instrumentos, consulta, lengua, constipado, enfermería, medicamentos, prescribe, enfermo). (2 pts.)

-Hoy es médica en el instituto, llega el médico llevando sus, los alumnos se van presentando uno tras otro a la



consigo

-El médico empieza a Luis, que esta, le toma el
Luego ver y la garganta. El médico a ciertos alumnos una receta .

B/- **Reemplaza la palabra subrayada por un sinónimo (1pt)**

- Cuénteme, ¿qué le ocurre?

C/- **Da el antónimo de:** Cansar = (1pt)

2/- Gramática (4/4pts)

A/- **Completa con la preposición adecuada:** por-para-de-en-a-con (1pt)

- Mi vecino Juan va la farmacia para comprar las medicinas prescritas el médico ayer por la tarde ya que no puede contar nadie hacerlo.

B/- **Mira los dibujos y escribe lo que les duelen a estas personas (1pt)**



Juan



Carlos



María



Jorge

- A Juan.....
- A Carlos.....
- A María.....
- A Jorge.....

C/- **Transforma la obligación impersonal en personal (0,5pt)**

- Hay que practicar deporte
-

D/- **Conjuga los verbos entre paréntesis en modo y tiempo adecuado (1pt)**

- Es necesario que (aprender, él)..... a respirar bien.
- De niño, (practicar, tú)..... el fútbol, ahora (hacer)..... natación.
- Cada día la gente (vestirse) para ir al trabajo .

E/- **Expresa una acción durativa (0,5pt)**

- Los viajeros (volver)..... ahora
- La azafata (servir)..... el almuerzo

III/ Expresión escrita: (5/5pts)

Tema: ¿Qué debemos hacer para tener una buena salud?

¡A Trabajar chicos!

Antonia Bouhenna

Profesora de español

Appendix I

الجمهورية الجزائرية الديمقراطية الشعبية
وزارة التربية الوطنية
مديرية التربية لولاية تلمسان

ثانوية مجاوي هبري

وثيقة حجز النقاط الخاصة ب: الفصل الأول السنة الدراسية : 2024-2025

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1400813040061600	أحمد عمار	حمزة عبد الرحمان	2008-12-03	15	12.5	14
1101013010274400	ايلاس	قطر الندي	2008-04-10	15	13	11
1100913010827300	بحار	هديل شيماء	2008-10-05	15	14	12.5
1100913040037200	بن بشير	ألاء	2008-07-08	14	15	13
1100913010330700	بن حمو	زينب نور الهدى	2008-05-04	14	12	11
1000913010751800	بن درى	محمد الأمين	2008-09-10	12	10	9
1000913010271900	بن عبدالله	عثمان عبد النور	2008-04-13	12	11	9
1000913400115100	بن عمار	يونس	2008-11-18	17	15.5	16.5
1100913040053100	بويكري	سماح	2008-09-22	16	15	14
1101013010137100	بوحسان	سارة	2008-02-23	14	13.5	11
1001013360000100	بوحسان	علي عبد الخالق	2008-01-05	12	11	9.5
1000913040059400	بوحسان	محمد أسامة	2009-10-13	14	13.5	13
1000813010910400	بورسالي	أحمد أمين	2008-10-28	14.5	13	12
1000913040633200	بوزبيب	عبد القادر	2009-09-22	15	15.5	14.5
1100913040000100	بولنوار	كوثر	2008-01-01	15	14	13.5

Appendices

15.5	15	16	2008-08-15	رميساء	جلطي	1100913010663500
16	17.5	18	2008-06-22	سامي	حاج عبد القادر	1000913040487700
10	11	12.5	2008-05-16	ندى أنفال	حاجي	1100913040051100
17	15	16.5	2008-02-20	أيوب	حلحالي	1001013040010200
12	14	15	2008-04-15	إكرام	حموتي	1101013350056200
11	12.5	13	2009-07-20	إبراهيم خليل	خربوش	1000913040039100
8.5	10	11	2008-07-13	إسلام	خلفون	1000913010555700
7	9.5	11	2008-08-11	خلود	دخيسي	1100913040044500
14	15.5	15	2008-10-23	بشرى	دغار	1101013010962800
18.5	16.5	19	2008-01-31	دعاء	دقيق	1100813040004100
8.5	11.5	12	2009-04-16	شيماء	رمضان	1100913040022400
7	11.5	11	2008-10-07	خديجة	زناسني	1100913040058200
13	12	14.5	2008-11-01	فاروق	ساحي	1000913040063800
11	14	13	2007-11-03	عبد الكريم	سعيد	1000713010035601
13	15	14	2007-08-28	يونس	سماي	1000744010061300
17	15.5	18	2008-05-06	محمد منصف	شيخ عبد الرحمان	1001013040025500
11	13	14	2008-04-26	مروى	صابري	1101013040023800
6	8.5	10	2009-11-21	تسامي	صور	1100913040067800
12	9.5	13	2008-04-05	محمد يونس	علي شاوش	1001013010258900
12.5	12	13.5	2009-11-01	مريم	قاسمي	1100913040063700

Appendix J

الجمهورية الجزائرية الديمقراطية الشعبية
وزارة التربية الوطنية
مديرية التربية لولاية تلمسان

ثانوية مجاوي هبري

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1400813040061600	أحمد عمار	حمزة عبد الرحمان	2008-12-03	17	15.5	16
1101013010274400	ايلاس	قطر الندي	2008-04-10	15	14.75	13.5
1100913010827300	بحار	هديل شيماء	2008-10-05	17	16	17
1100913040037200	بن بشير	ألاء	2008-07-08	15	13	14.5
1100913010330700	بن حمو	زينب نور الهدى	2008-05-04	16	13.5	15.5
1000913010751800	بن دري	محمد الأمين	2008-09-10	14	11	12
1000913010271900	بن عبد الله	عثمان عبد النور	2008-04-13	12	12	10.5
1000913400115100	بن عمار	يونس	2008-11-18	18	17.75	17.5
1100913040053100	بويكري	سماح	2008-09-22	16	16	14
1101013010137100	بوحسان	سارة	2008-02-23	11	10	9
1001013360000100	بوحسان	علي عبد الخالق	2008-01-05	12	13	10.5
1000913040059400	بوحسان	محمد أسامة	2009-10-13	13	10.5	11.5
1000813010910400	بورسالي	أحمد أمين	2008-10-28	14	11.5	12
1000913040633200	بوزبيب	عبد القادر	2009-09-22	17.5	16	16.5

Appendices

18	19	18	2008-01-01	كوثر	بولنوار	1100913040000100
17.5	15.5	18	2008-08-15	رميساء	جلطي	1100913010663500
14.5	14.75	16	2008-06-22	سامي	حاج عبد القادر	1000913040487700
18.5	16.5	18	2008-05-16	ندى أنفال	حاجي	1100913040051100
15	13.5	16	2008-02-20	أيوب	حلحالي	1001013040010200
10.25	12	13	2008-04-15	إكرام	حموتي	1101013350056200
14	13.25	15	2009-07-20	إبراهيم خليل	خربوش	1000913040039100
11	9.5	12	2008-07-13	إسلام	خلفون	1000913010555700
9.5	10.5	12	2008-08-11	خلود	دخيسي	1100913040044500
4	8	10	2008-10-23	بشرى	دغار	1101013010962800
16	14.75	17	2008-01-31	دعاء	دقيق	1100813040004100
19.5	18.5	20	2009-04-16	شيماء	رمضان	1100913040022400
8.5	9	11	2008-10-07	خديجة	زناسني	1100913040058200
9.5	10	12	2008-11-01	فاروق	ساحي	1000913040063800
15	14	16	2007-11-03	عبد الكريم	سعيد	1000713010035601
11.5	9.5	12	2007-08-28	يونس	سماي	1000744010061300
11.5	10	12	2008-05-06	محمد منصف	شيخ عبد الرحمان	1001013040025500
17	16.75	18	2008-04-26	مروى	صابري	1101013040023800
12	13	14	2009-11-21	تسامي	صور	1100913040067800
7	9	10	2008-04-05	محمد يونس	علي شاوش	1001013010258900
14	16.5	15	2009-11-01	مريم	قاسمي	1100913040063700

Appendix K

الجمهورية الجزائرية الديمقراطية الشعبية
وزارة التربية الوطنية
مديرية التربية لولاية تلمسان

ثانوية مجاوي هبري

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1400813040061600	أحمد عمار	حمزة عبد الرحمان	2008-12-03	11	10	8
1101013010274400	ايلاس	قطر الندى	2008-04-10	15	12.5	13
1100913010827300	بحار	هديل شيماء	2008-10-05	11	11	8
1100913040037200	بن بشير	آلاء	2008-07-08	12	10.75	9.5
1100913010330700	بن حمو	زينب نور الهدى	2008-05-04	14	12.5	13
1000913010751800	بن درى	محمد الأمين	2008-09-10	15	13.5	15.5
1000913010271900	بن عبد الله	عثمان عبد النور	2008-04-13	12	11	9
1000913400115100	بن عمار	يونس	2008-11-18	16	14	15.5
1100913040053100	بويكري	سماح	2008-09-22	13	13	11.5
1101013010137100	بوحسان	سارة	2008-02-23	14	11.5	12
1001013360000100	بوحسان	علي عبد الخالق	2008-01-05	15	14	14
1000913040059400	بوحسان	محمد أسامة	2009-10-13	12	12.5	10
1000813010910400	بورسالي	أحمد أمين	2008-10-28	14	13.75	13
1000913040633200	بوزبيب	عبد القادر	2009-09-22	11	10.5	8.5
1100913040000100	بولنوار	كوثر	2008-01-01	13	12.5	11.5

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9.5	10	11	2008-08-15	رميساء	جلطي	1100913010663500
9	8.5	11	2008-06-22	سامي	حاج عبد القادر	1000913040487700
11	9.5	12	2008-05-16	ندى أنفال	حاجي	1100913040051100
13.5	11.75	14	2008-02-20	أيوب	حلحالي	1001013040010200
4.5	7.5	10	2008-04-15	إكرام	حموتي	1101013350056200
14	12.5	15	2009-07-20	إبراهيم خليل	خربوش	1000913040039100
12	10.75	13	2008-07-13	إسلام	خلفون	1000913010555700
11	10	12	2008-08-11	خلود	دخيسي	1100913040044500
11.5	11	13	2008-10-23	بشرى	دغار	1101013010962800
8	9	10	2008-01-31	دعاء	دقيق	1100813040004100
10	8.5	12	2009-04-16	شيماء	رمضان	1100913040022400
10.5	10	12	2008-10-07	خديجة	زناسني	1100913040058200
15	16.5	16	2008-11-01	فاروق	ساحي	1000913040063800
12.5	14	14	2007-11-03	عبد الكريم	سعيدى	1000713010035601
7.5	10	10	2007-08-28	يونس	سماي	1000744010061300
13	12.5	14	2008-05-06	محمد منصف	شيخ عبد الرحمان	1001013040025500
11	10.5	13	2008-04-26	مروى	صابري	1101013040023800
12	15	14	2009-11-21	تسامي	صور	1100913040067800
9	12	11	2008-04-05	محمد يونس	علي شاوش	1001013010258900
13.5	10.75	14	2009-11-01	مريم	قاسمي	1100913040063700

Appendix L

الجمهورية الجزائرية الديمقراطية الشعبية
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1101013010274400	ايلاس	قطر الندى	2008-04-10	15	13.75	15
1100913010827300	بحار	هديل شيماء	2008-10-05	12	10.5	10.5
1100913040037200	بن بشير	آلاء	2008-07-08	11	8.5	10
1100913010330700	بن حمو	زينب نور الهدى	2008-05-04	14	12.75	14
1000913010751800	بن درى	محمد الأمين	2008-09-10	16	14.5	15.5
1000913010271900	بن عبد الله	عثمان عبد النور	2008-04-13	13	13	12.5
1000913400115100	بن عمار	يونس	2008-11-18	14	11.5	13
1100913040053100	بويكري	سماح	2008-09-22	10	8	7
1101013010137100	بوحسان	سارة	2008-02-23	15	14.5	16
1001013360000100	بوحسان	علي عبد الخالق	2008-01-05	17	15.75	16.5
1000913040059400	بوحسان	محمد أسامة	2009-10-13	12	10	11.5
1000813010910400	بورسالي	أحمد أمين	2008-10-28	14	12	13
1000913040633200	بوزبيب	عبد القادر	2009-09-22	13	12	12.5
1100913040000100	بولنوار	كوثر	2008-01-01	15	13.75	14

Appendices

11.5	11.25	13	2008-08-15	رميساء	جلطي	1100913010663500
11.5	10.5	12	2008-06-22	سامي	حاج عبد القادر	1000913040487700
15	14	15	2008-05-16	ندى أنفال	حاجي	1100913040051100
12	10.5	13	2008-02-20	أيوب	حلحالي	1001013040010200
11	13	12	2008-04-15	إكرام	حموتي	1101013350056200
15	14.5	16	2009-07-20	إبراهيم خليل	خربوش	1000913040039100
16	14.5	17	2008-07-13	إسلام	خلفون	1000913010555700
14	12	15	2008-08-11	خلود	دخيبي	1100913040044500
11.5	12.5	13	2008-10-23	بشرى	دغار	1101013010962800
10	9	11	2008-01-31	دعاء	دقيق	1100813040004100
10	11	12	2009-04-16	شيماء	رمضان	1100913040022400
9	8.5	11	2008-10-07	خديجة	زناسني	1100913040058200
17.5	17	18	2008-11-01	فاروق	ساحي	1000913040063800
13	12.5	14	2007-11-03	عبد الكريم	سعيد	1000713010035601
11	9.75	12	2007-08-28	يونس	سماي	1000744010061300
13	13.5	14	2008-05-06	محمد منصف	شيخ عبد الرحمان	1001013040025500
10	11.5	11	2008-04-26	مروى	صابري	1101013040023800
14	12.75	14	2009-11-21	تسامي	صور	1100913040067800
16.5	14.5	17	2008-04-05	محمد يونس	علي شاوش	1001013010258900
15	13.5	16	2009-11-01	مريم	قاسمي	1100913040063700