

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
University of Ghardaia



Faculty of Letters and Languages
Department of English Language

**The Effect of Remedial Classes on EFL Students'
Academic Achievement: A case study at Nebras
Academy**

Thesis submitted to University of Ghardaia for obtaining the Master's
Degree in Didactics

Submitted by

Manar Chara
Lina Kebier

Supervised by

Dr.smail Hadj Mahammed

Board of Examiners

01.Dr.Youcef HADJ SAID	Chairperson	University of Ghardaia
02.Dr.Fatima Yahia	Examiner	University of Ghardaia
03.Dr.Smail Hadj Mahammed	Supervisor	University of Ghardaia

Academic year: 2025/2026

Dedication

(وَأَخِرُ دَعْوَاهُمْ أَنْ الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ)

Praise be to Allah who enabled me to complete this humble work. Peace and blessings be upon the noblest of messengers, our Prophet Muhammad (peace be upon him).

To my beloved family

(my parents, my sister, and my brothers) those who, after Allah almighty, were the reason of my success. Your unwavering love, support, and belief in my abilities have been the cornerstone of my success. This have been my pillars of strength throughout this journey. I am eternally grateful to you for your boundless sacrifices and encouragement. This dissertation is dedicated to you.

To all my dear family members

Who have showered me with their prayers, kind words, and constant encouragement. And to our esteemed teachers who have illuminated our path of knowledge and learning, may allah to reward them abundantly.

To my best friend Manar

Thank you for being an amazing person who has always been there for me, listened, and supported me. Your presence in my life has meant so much.

Lina Kebier

Dedication

(وَأَخِرُ دَعْوَاهُمْ أَنْ الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ)

This journey was neither short nor easy, but through patience, determination, and Allah's guidance, I have finally reached one of my first achievements. God willing, this will not be my last success, as my ambitions are still greater.

First and foremost,

All praise is due to Allah, for without His blessings and guidance, I would not have reached this point.

To myself

Thank you for staying strong and patient through every hardship and challenge.

To my beloved father

My first supporter and greatest source of strength, thank you for standing beside me every step of the way with endless love and support.

To my precious mother

Who witnessed every moment of my struggle and made every difficulty easier with her prayers and kindness.

To my brothers and sisters

You are my comfort, my safety, and the greatest blessing in my life. I am truly grateful for your constant presence and support.

To my lovely little girls

Being your aunt is one of the sweetest feelings in my life, and I hope to witness your success one day just as I celebrate mine today.

To my friend Lina

My partner in this work and one of the most valuable people in my life your friendship has always been a source of comfort and I truly appreciate having you in my life. Your support meant more than words can express.

I dedicate this achievement to you all. This is only the beginning, and with Allah's will, greater successes are yet to come. Praise Be to God always and forever.

Manar Chara

Acknowledgements

Throughout these past years, we've come across challenges we never thought we would overcome. For that, both of us are immensely proud of us.

To our supervisor, Dr. Hadj Mahammed Smail, we would not have been able to produce this work if it were not for your kind words of encouragement. Your guidance, support, time, and words of reassurance made us believe in ourselves and realize our true potential that we are truly proud of. We could not have asked for a better supervisor, we are truly thankful and deeply appreciative.

Our deepest gratitude goes to both our dissertation Examiner Pr.Yahia Fatima and Chairperson Dr. HADJ SAID Youcef at the University of Ghardaïa, for their meaningful contributions to this research study. Because they honored our dissertation by accepting it, discussing it with us, and expressing their valuable observations and opinions, which will enrich this humble work. We also extend our sincere thanks to the members of the Nebras Academy who played a key role by participating and cooperating in providing us with data and information for this research, and we are grateful for their contribution to this study.

Finally, we would also like to thank everyone who helped us, directly or indirectly, in completing this, whether through advice, guidance, or moral support, and everyone who played a role, even with just a kind word or sincere encouragement. I ask Allah almighty to make this work purely for His sake, to make it beneficial, and to guide everyone to what is good and righte

Abstract

This research seeks to investigate the effect of remedial classes on EFL students' academic achievement at Nebras Academy in Ghardaïa. It aims to explore learners' perceptions and teachers' experiences regarding remedial instruction and its role in supporting English language learning. This study adopts a mixed-method descriptive approach to explore the effectiveness of remedial classes on EFL students' academic achievement. The study was conducted at Nebras Academy in Ghardaïa. A case study design was used to gain in-depth insights into learners' and teachers' experiences with remedial instruction. Quantitative data were collected through a questionnaire administered to 50 middle school students, while qualitative data were gathered through semi-structured interviews conducted with three EFL teachers. The findings aim to provide a better understanding of the role of remedial classes in supporting learners' academic performance and addressing learning difficulties.

Keywords: Remedial Classes, EFL Learners, Academic Achievement, Learning Difficulties. Middle school students.

List of Abbreviations

EFL: English as a Foreign Language.

RQ: Research Question.

H: Hypothesis.

ZPD: Zone of Proximal Development

List of Figures

Figure 1: Theoretical Frameworks Underpinning Remedial EFL Teaching.....	9
Figure 2: Key Roles of the Teacher in a Remedial EFL Class	18
Figure 3: Gender Distribution of the Participants	28
Figure 4: Distribution of Students by Grade Level	29
Figure 5: Attendance in Remedial English Classes.....	30
Figure 6: Frequency of Remedial English Class Attendance	31
Figure 7: Reasons for Joining Remedial English Classes.....	33
Figure 8: Students' Opinions on Remedial Classes	34
Figure 9: Language Skills Improved After Attending Remedial Classe.....	36
Figure 10: Students' Confidence after Attending Remedial Classes	37
Figure 11: Students' Motivation to Study English after Remedial Classes	38
Figure 12: Students' Comfort in Asking Questions During Remedial Classes..	39
Figure 13: Students' Views on Learning in Small Groups	40
Figure 14: Students' Opinions on Improvement in English Grades After Remedial Classes	42
Figure 15: Impact of Remedial Classes on Exam Performance.....	43
Figure 16: Impact of Remedial Classes on Students' Stress	44
Figure 17: Importance of Remedial Classes for Students with English Difficulties	45
Figure 18: Students' Willingness to Recommend Remedial Classes	46
Figure 19: Main Difficulties Faced in Learning English.....	48
Figure 20: Students'Desire for Remedial Classes to Continue in the Future	49
Figure 21: Students'Views on the Role of Remedial Classes in English Success	50
Figure 22: Students'Suggestions for Improving Remedial English Classes	52

List of Tables

Table 1: Comparison between Standard and Remedial EFL Classes	14
Table 2: Common EFL Learning Difficulties by Language Skill	16
Table 3: Summary of Key Previous Studies on Remedial Teaching in EFL Contexts	20
Table 4: Gender Distribution of the Participants.....	27
Table 5: Distribution of Students by Grade Level	28
Table 6: Attendance in Remedial English Classes	30
Table 7: Frequency of Remedial English Class Attendance.....	31
Table 8: Reasons for Joining Remedial English Classes.....	32
Table 9: Students' Opinions on Remedial Classes.....	34
Table 10: Language Skills Improved After Attending Remedial Classes.....	35
Table 11: Students' Confidence After Attending Remedial Classes	37
Table 12: Students' Motivation to Study English after Remedial Classes.....	38
Table 13: Students' Comfort in Asking Questions During Remedial Classes ...	39
Table 14: Students' Views on Learning in Small Groups	40
Table 15: Students' Opinions on Improvement in English Grades After Remedial Classes	41
Table 16: Impact of Remedial Classes on Exam Performance.....	42
Table 17: Impact of Remedial Classes on Students' Stress.....	44
Table 18: Importance of Remedial Classes for Students with English Difficulties	45
Table 19: Students' Willingness to Recommend Remedial Classes.....	46
Table 20: Main Difficulties Faced in Learning English	47
Table 21: Students' Desire for Remedial Classes to Continue in the Future	49
Table 22: Students' Views on the Role of Remedial Classes in English Success	50
Table 23: Students' Suggestions for Improving Remedial English Classes	51

Table of Contents

Dedication.....	II
Dedication.....	III
Acknowledgements	IV
Abstract.....	I
List of Abbreviations	II
List of Figures	III
List of Tables	IV
General Introduction	1
1. Background of the Study	1
2. Statement of the Problem	2
3. Rationale	2
4. Research Questions	2
5. Research Hypotheses.....	2
6. Research Objectives	2
7. Significance of the Study	3
8. Theoretical Framework	3
9. Research Methodology.....	3
10. Data Analysis	4
11. Key Terms.....	5
12. Limitations of the Study	5
13. Ethical Considerations.....	5
14. Structure of the Dissertation.....	6
Introduction.....	9

1.1 Theoretical Background	9
1.1.1 Behaviourism	9
1.1.2 Constructivism	10
1.1.3 Scaffolding	11
1.2 Definition of Remedial Teaching	12
1.3 Objectives of Remedial Teaching	12
1.4 Importance of Remedial Teaching	13
1.5 Characteristics of Remedial Classes	14
1.6 Students' Learning Difficulties in English	16
Chapter Two: Review of Related Literature	17
1.7 Challenges of Remedial Teaching	17
1.8 Role of the Teacher in Remedial Classes	18
1.9 Previous Studies	20
1.10 Chapter Summary	22
Introduction:	26
2.1. Research Sample	26
2.1.1. Student Sample	26
2.1.2. Teacher Interview	26
2.2. Data Collection	26
2.3. Data analysis	27
2.3.1. Questionnaire analysis	27
2.3.2 Teachers' Interview Analysis:	53
2.4 Discussion of the findings	56
Conclusion:	58
General Conclusion	62
Recommendations	63
Bibliography	64

Appendices.....	68
ملخص	72

General Introduction

General Introduction

In EFL classrooms, learners often show different levels of proficiency due to varying cognitive abilities, socio-economic backgrounds, and different levels of exposure to English. This diversity creates a learning gap, where some students struggle to keep up with the standard curriculum. Many learners face difficulties in grammar, vocabulary, reading, and writing, which may affect their academic achievement and motivation.

To address these challenges, many institutions provide remedial classes as additional support for underachieving students. These sessions aim to offer simplified explanations and extra practice to help learners improve their performance. Therefore, remedial classes can be seen as a helpful intervention to enhance academic achievement.

This study investigates the effect of remedial classes on EFL students' academic achievement at Nebras Academy in Ghardaia.

1. Background of the Study

Remedial teaching is widely used in different educational contexts as a supportive strategy to assist students who face academic difficulties. In EFL learning, remedial classes are often designed to provide students with additional practice, simplified explanations, and individualized guidance.

However, despite the popularity of remedial classes, their effectiveness remains a subject of discussion. Some scholars argue that remedial Classes can significantly improve learners' academic performance by addressing their weaknesses and increasing their engagement. Others suggest that remedial classes may become ineffective if they simply repeat the same classroom lessons without adapting to learners' needs.

In Algeria, private academies such as Nebras Academy offer remedial English classes to help learners improve their academic outcomes. Nevertheless, limited research has examined the effectiveness of such remedial Classes in improving EFL learners' achievement. Therefore, this study is conducted to investigate the impact of remedial classes on EFL students' academic achievement within the context of Nebras Academy.

2. Statement of the Problem

Despite the implementation of remedial Classes in many educational institutions, many EFL students continue to struggle with core competencies (e.g., grammar, writing, or speaking). There is a need to investigate whether these sessions are truly effective or if they are merely repetitions of the original, unsuccessful lessons.

3. Rationale

The main purpose of this study is to examine the effect of remedial English classes on the academic achievement of EFL students at Nebras Academy. It also aims to explore students' and teachers' perceptions regarding the effectiveness of remedial classes and to identify the learning difficulties that remedial Classes attempt to address.

4. Research Questions

RQ1: To what extent do remedial classes help EFL learners improve at least one language skill (grammar, writing, or speaking)?

RQ2: How do remedial classes contribute to learners' understanding of previously taught English content?

RQ3: What are EFL learners' attitudes toward remedial classes and their role in supporting English learning?

5. Research Hypotheses

H1: Students are expected to perceive remedial classes as beneficial for improving their English performance.

H2: EFL learners perceive that remedial classes help them better understand previously taught language content through simplified explanations and additional practice

H3: Most EFL learners develop a more positive attitude toward English after attending remedial classes.

6. Research Objectives

The main objectives of this study are:

This study aims to examine the effectiveness of remedial classes in improving at least one language skill among EFL learners, to explore how remedial classes help learners better understand previously taught English content, to investigate EFL learners' attitudes toward remedial classes, and to provide pedagogical recommendations for improving remedial teaching practices.

7. Significance of the Study

This study is significant because it highlights the importance of remedial Classes in supporting EFL learners who experience academic difficulties. It aims to provide insights into the effectiveness of remedial classes in improving students' academic achievement, motivation, and confidence.

The findings of this research may help teachers and educational institutions improve the quality of remedial Classes by adopting appropriate strategies that meet learners' needs. Furthermore, this study contributes to the field of EFL research in Algeria by examining remedial education within a private academy context, which has not been widely explored.

8. Theoretical Framework

This study is grounded in Vygotsky's Sociocultural Theory, particularly the Zone of Proximal Development (ZPD), which emphasizes the importance of guided support and scaffolding in learning. Remedial classes provide learners with additional assistance that helps them move from what they can do independently to what they can achieve with support.

The study is also informed by principles of Differentiated Instruction, which stress adapting teaching methods to learners' needs and abilities, a key feature of effective remedial teaching.

9. Research Methodology

This study adopts a mixed-method descriptive approach to explore the effectiveness of remedial classes in improving EFL students' academic achievement. A case study design is used to gain in-depth insights into learners' and teachers' experiences with remedial Classes.

This study will adopt a qualitative case study design. It will focus on exploring the role of remedial classes in improving EFL students' academic achievement at Nebras Academy

Nebras Academy was selected because it provides regular remedial English instruction to middle school learners, making it an appropriate context for investigating remedial teaching practices in private educational settings.

The population of this study consists of EFL students attending remedial English classes at Nebras Academy in Ghardaia. The sample includes 50 middle school students from different grade levels (1st, 2nd, 3rd, and 4th year), aged between 13 and 16 years old.

In addition, the study involves three English teachers who provide remedial Classes at the academy.

The participants were selected purposively based on their regular attendance in remedial classes and their willingness to participate in the study.

a. Students' Questionnaire: A bilingual (English-Arabic) questionnaire will be distributed to students to gather information about their attitudes, motivation, perceived improvement, and academic achievement after attending remedial classes.

b. Semi-Structured Interviews with Teachers: Interviews will be conducted with English teachers to explore their teaching strategies, observations of students' progress, and perceptions of remedial classes.

These instruments will complement each other by providing both learners' and teachers' perspectives, which strengthens the credibility of the findings.

Data collection will take place over a period of approximately two weeks. During the first week, questionnaires will be distributed to middle school EFL students attending remedial classes. During the second week, semi-structured interviews will be conducted with selected teachers

All collected data will be organized carefully for analysis. Participation will be voluntary, and participants will be informed about the purpose of the research

10. Data Analysis

The questionnaire responses will be analyzed using descriptive statistics such as frequencies and percentages. The interview data will be analyzed qualitatively through thematic analysis by identifying common themes related to academic improvement, learning difficulties, teaching strategies, and learners' attitudes.

The results will then be interpreted in relation to the research questions and relevant literature.

11. Key Terms

Remedial Classes:

Remedial teaching refers to specialized instruction designed to help learners overcome learning difficulties and improve academic performance (Richards & Schmidt, 2010).

EFL Learners:

EFL learners are students who learn English in countries where English is not used as a native or official language (Richards & Schmidt, 2010).

Academic Achievement:

Academic achievement refers to the extent to which learners successfully accomplish educational goals (Hattie, 2009).

Learning Difficulties:

Learning difficulties are difficulties or delays in learning and applying basic academic skills (Westwood, 2003).

12. Limitations of the Study

This study is limited to Nebras Academy in Ghardaia, and therefore the findings may not be generalized to all Algerian schools or academies. In addition, the study relies on students' and teachers' perceptions, which may be influenced by personal opinions and experiences. Time constraints and accessibility of participants may also affect the data collection process.

13. Ethical Considerations

Ethical principles were respected throughout the study. Participants' identities remained confidential, and no personal names were included in the research. All data were used for academic purposes only. Participants were informed that their participation was voluntary and that they had the right to withdraw at any time.

14. Structure of the Dissertation

General Introduction:

This chapter presents the background of the study, statement of the problem, Statement of Purpose, Literature Review, research questions, hypotheses, objectives, significance of the study, Theoretical Framework, Research Methodology, Data Analysis, key terms, Limitations of the Study, Ethical Considerations and Structure of the Dissertation.

Chapter one: Review of Literature

This chapter discusses theoretical and empirical studies related to remedial Classes, EFL learning difficulties, and academic achievement.

Chapter Two: Practical Part

This chapter presents the practical part of the study. It explains the research methodology, including the research design, population and sample, data collection tools, research procedures, and ethical considerations. It also presents and analyzes the collected data from questionnaires and interviews, followed by a discussion of the findings in relation to the research questions and previous literature. Finally, the chapter provides the main conclusions and recommendations related to the study.

Chapter One: Theoretical Background

Introduction

This chapter covers the theoretical and academic background that is related to the topic of this study. It starts with a presentation of the three main learning theories that explain how remedial teaching works, which are Behaviourism, Constructivism, and Scaffolding. Then it moves to define what remedial teaching actually means and what it tries to achieve. After that, it discusses why remedial teaching matters, what makes a good remedial class, and what kinds of difficulties EFL students usually face in English.

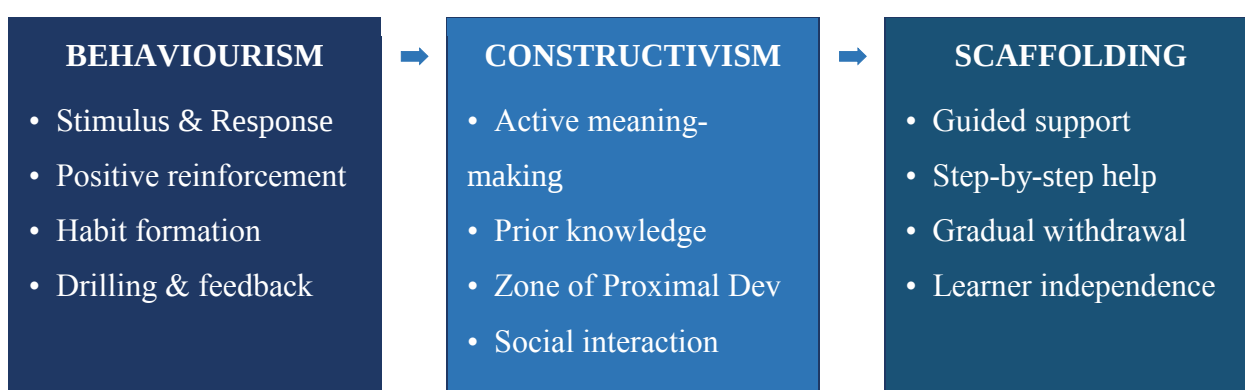
The challenges that teachers deal with when running remedial sessions are also examined, as well as the specific role that the teacher plays in this context. The chapter ends with a review of previous research studies that have looked at remedial teaching in EFL settings, with a special focus on the Algerian context where this study was conducted.

1.1 Theoretical Background

Any educational intervention, including remedial teaching, is based — whether consciously or not — on some theory of how people learn. In this study, three learning theories are particularly relevant: Behaviourism, Constructivism, and Scaffolding. Each of them offers a different way of looking at why students struggle and what can be done to help them.

Figure 1: below shows how these three theories relate to each other and how they together support the practice of remedial EFL teaching.

Figure 1: Theoretical Frameworks Underpinning Remedial EFL Teaching



1.1.1 Behaviourism

Behaviourism is probably the oldest learning theory that still has a real influence on language teaching today. It was first introduced by Watson (1913), and later developed by Thorndike (1932) and Skinner (1957). The basic principle is that: learning is a change in

behaviour that happens through repetition, reinforcement, and feedback. When a learner produces a correct response and gets rewarded for it, that response becomes stronger over time. When they make an error and receive corrective feedback, the incorrect behaviour is gradually replaced.

For remedial teaching, this theory is useful in a few ways. First, it supports the use of controlled practice and drilling, which can help students who keep repeating the same grammatical mistakes to develop more accurate habits. Second, Skinner's (1957) idea of positive reinforcement gives a theoretical basis for something that every good remedial teacher already does instinctively — encouraging students when they get something right, even if it is something small.

The researchers believes that this kind of positive reinforcement is especially important in a remedial context, because many students who attend these classes have already developed a very negative image of themselves as English learners. Giving them small but genuine moments of success can make a real difference.

However, behaviourism alone is not enough to explain language learning. It treats learners mainly as passive responders to stimuli, and it does not say much about how they understand meaning or develop the ability to use language creatively. This is where Constructivism becomes important.

1.1.2 Constructivism

Unlike Behaviourism, Constructivism sees the learner as an active participant in the learning process. The basic argument is that people do not simply receive and store information — they build their own understanding by connecting new information to what they already know. Two names are most associated with this theory: Jean Piaget and Lev Vygotsky, though they had somewhat different views on how this construction of knowledge happens.

Piaget (1952) focused mainly on the individual learner and argued that cognitive development happens in stages. When a learner encounters something new, they either fit it into an existing mental framework (assimilation) or they have to reorganise their understanding to accommodate it. In practical terms, this means that a remedial teacher should not just repeat the same explanation that did not work in the mainstream class. They need to first find out what the learner already understands and build on that, rather than starting from scratch.

Vygotsky (1978) had a more social view of learning. For him, the most important learning does not happen alone but through interaction with others. His concept of the Zone of Proximal Development (ZPD) is probably the most directly relevant idea for remedial teaching. The ZPD refers to the space between what a learner can do without help and what they can do with the guidance of someone more capable — a teacher or even a more advanced classmate.

In our view, this is exactly what remedial classes are designed to do: they create a structured space where the teacher can work with students within this zone, helping them reach levels they cannot reach on their own.

1.1.3 Scaffolding

The concept of Scaffolding was developed by Wood, Bruner, and Ross (1976) as a way to describe in practical terms what happens when a more experienced person helps a learner through a task they cannot yet complete independently. The metaphor is taken from construction: just as scaffolding on a building provides temporary support while the structure is being built, and is then taken down once the building can stand on its own, instructional scaffolding provides temporary support that is gradually removed as the learner becomes more capable.

In an EFL remedial class, scaffolding can take many different forms. It might mean giving a student a model paragraph before asking them to write their own. It might mean providing a grammar chart as a reference during a writing task, and then slowly removing that reference as the student becomes more confident. It might mean asking guiding questions instead of correcting errors directly — something like "Look at your verb tense here, does this action happen now or in the past?" rather than just writing the correct form.

Gibbons (2002), who studied scaffolding specifically in EFL classrooms, found that this kind of guided support allowed learners to produce language that was noticeably better than what they could manage without help. What is important to understand about scaffolding is that it has to be responsive — the teacher cannot plan exactly how much support to give before the lesson. It depends on what the student actually does and needs in the moment. This is what makes remedial teaching a demanding skill, and why the quality of the teacher matters so much.

1.2 Definition of Remedial Teaching

Before going further, it is useful to be clear about what remedial teaching actually means, because the term is used in different ways by different researchers. In general, most definitions share three common elements: the instruction is additional, it is adapted, and it targets specific gaps in learning.

One of the most straightforward definitions comes from Westwood (2003, p. 1), who describes remedial teaching as "a process of providing additional and modified instruction to students whose progress in acquiring basic skills is significantly below that expected for their age or year level." The word "modified" is key here — it means the instruction is not just more of the same, but something that is genuinely adapted to the learner's particular weaknesses.

In the field of language teaching, Richards and Schmidt (2010, p. 490) define remedial instruction as "instruction aimed at learners who have learning difficulties or who have not reached an expected level of proficiency." Slavin et al. (2011) describe it as a structured intervention that aims to bring underperforming students back to the level expected by the curriculum. What these definitions have in common is the idea that remedial teaching responds to a diagnosis — it starts with identifying what the student cannot do and then works to address that specific problem.

It is also worth pointing out what remedial teaching is not. Special education is designed for students with identified learning disabilities or disorders. Remedial teaching, on the other hand, targets students who are within the normal range of ability but have fallen behind for other reasons — things like irregular attendance, insufficient prior instruction, lack of motivation, or limited opportunities to practise English outside of school. This distinction matters because it affects what kind of support is appropriate.

1.3 Objectives of Remedial Teaching

Remedial teaching has more than one objective. It is not just about filling gaps in grammar or vocabulary — it also tries to address the motivational and strategic dimensions of learning that are often neglected in large mainstream classes.

The most obvious objective is academic: to help students master the specific language skills they have not yet developed. In an EFL context, this might mean improving reading comprehension, reducing persistent grammatical errors, expanding vocabulary, or developing

basic writing skills. The goal is always to bring the learner's performance up to a level that allows them to engage properly with the curriculum (Slavin et al., 2011).

Many students who are referred to remedial classes have already experienced repeated failure or difficulty in mainstream English lessons. Over time, this kind of experience can lead to what Bandura (1997) calls low academic self-efficacy — a feeling of "I cannot do this, so why try?" Remedial classes need to create conditions in which students can experience small but genuine successes, because these successes gradually rebuild their confidence and their willingness to make an effort. The researcher thinks this is actually the most important thing a remedial teacher can do, because without some level of self-belief, even the best-designed lesson will not achieve much.

A third objective that is sometimes overlooked is developing the student's ability to manage their own learning. Good remedial teaching does not just give students answers — it helps them develop strategies they can use independently, like how to read a difficult text more effectively, how to check their own written work, or how to use context to guess the meaning of unknown words. Chamot and O'Malley (1994) called these "learning strategies," and argued that teaching them alongside language content leads to better long-term outcomes. The ultimate aim, in this sense, is to help the student become independent enough that they no longer need remedial support.

1.4 Importance of Remedial Teaching

The importance of remedial teaching can be seen from different angles. At the individual level, it simply gives struggling learners a chance to catch up. Without targeted support, learning gaps tend to grow rather than shrink. Stanovich (1986) described this using what he called the "Matthew effect" — a term borrowed from the biblical idea that those who already have tend to gain more, while those who are behind tend to fall further behind. In school terms, this means that a student who starts with weak reading skills will gradually be less and less able to engage with written content as the curriculum becomes more demanding, unless they receive some kind of targeted help.

This is particularly relevant in the Algerian educational system. Bemmoussat and Bouyakoub (2019) showed in their study at the University of Tlemcen that many Algerian EFL learners arrive at university with serious gaps in their communicative abilities, mainly because secondary schooling has focused so heavily on preparing students for the

Baccalaureate exam that genuine language development has taken second place. In a system where teaching is often exam-centred rather than learning-centred, students who struggle with the language have little chance to catch up within the normal classroom. Remedial classes can offer an alternative space where this is possible.

At the school level, remedial programmes can help reduce failure rates and contribute to a more inclusive educational environment. UNESCO (2009) defines inclusive education not just as placing all students in the same classroom, but as actively adapting the teaching to ensure that every learner can participate and make progress. Remedial teaching is one concrete way to put this principle into practice.

From the perspective of second language acquisition theory, Krashen (1982) argued that learners acquire language most effectively when they receive input that is just above their current level — comprehensible but slightly challenging. In a mainstream class of 35 to 40 students, it is very hard for a teacher to consistently pitch their input at the right level for each learner. A remedial class, by contrast, gives the teacher the possibility to do this much more precisely, which is why the learning outcomes can be significantly better, even if the content being taught is ostensibly the same.

1.5 Characteristics of Remedial Classes

Remedial classes are not just smaller versions of a regular English lesson. They have their own specific characteristics that set them apart. Table 1 below compares the main features of remedial classes with those of standard classroom instruction.

Table 1: Comparison between Standard and Remedial EFL Classes

Aspect	Standard Classes	Remedial Classes
Class Size	Large groups (30–40 students)	Small groups (5–15 students)
Pace	Fixed — follows the syllabus schedule	Flexible — adjusted to the learner
Main Focus	Delivering new content	Re-teaching & closing gaps
Assessment	Mostly summative (tests & ...)	Formative & diagnostic

	exams)	(ongoing)
Materials	Standard textbook	Adapted, simplified, varied
Teacher Role	Delivers to the whole class	Works closely with each student
Atmosphere	Formal classroom setting	More relaxed, low-anxiety environment
Main Goal	Cover the curriculum	Bring students to the expected level

Note. Based on Westwood (2003), Tomlinson (2014), Slavin et al. (2011), and Hattie (2009).

Looking at Table 1, perhaps the most important difference is not the class size or the materials, but the relationship between the teacher and the students. In a large mainstream class, the teacher inevitably has to focus on the group as a whole. In a remedial class, the teacher can actually see what each individual student is doing, respond to their specific errors, and adjust their explanations on the spot. This kind of personalised interaction is what makes remedial teaching potentially so effective — and also what makes it so demanding.

The formative and diagnostic nature of assessment in remedial classes is also significant. Boumediene and Hamzaoui-Elachachi (2017) conducted a study with Algerian secondary school pupils in Tlemcen and found that when teachers used regular formative assessment — checking understanding continuously rather than only at the end of a unit — students showed significant improvement in their grammatical and textual competences after just five weeks.

Hattie and Timperley (2007) also confirmed the central importance of feedback, showing through their review of the research that it has one of the highest average effects on student learning of any teaching practice ($d = 0.73$). In a remedial class, where group sizes are smaller and the teacher knows each student's specific difficulties, giving this kind of timely, specific, and useful feedback is much more achievable than in a mainstream setting.

1.6 Students' Learning Difficulties in English

Understanding the kinds of difficulties that EFL learners typically face is essential for designing remedial instruction that actually addresses the right problems. These difficulties can appear across all four language skills, and they are often interconnected — a student with a very limited vocabulary, for example, will struggle not only with vocabulary tasks but also with reading, writing, and listening. Table 2 gives an overview of the most common difficulties and their probable causes.

Table 2: Common EFL Learning Difficulties by Language Skill

Skill	Common Difficulties	Main Causes
Reading	Weak vocabulary; difficulty understanding texts; cannot identify main ideas	Limited reading outside class; lack of authentic materials
Writing	Grammar mistakes ,poor organization ,lack of linking ideas	Influence of L1 (Arabic/French); limited writing practice
Listening	Difficulty with natural speech speed, accents, and connected speech	Almost no exposure to authentic spoken English outside school
Speaking	High anxiety; fear of making mistakes; low fluency	No real speaking opportunities; not assessed orally in most cases
Vocabulary	Very limited vocabulary range; cannot guess meaning from context	Low reading habits; words are not recycled enough in class
Grammar	Errors in verb tenses , subject-verb agreement, articles	Structural gaps from earlier years; teaching focused on rules not use

Note. Difficulties identified based on Field (2008), Horwitz (2001), Nation (2001), and Richards & Rodgers (2014).

In the Algerian context, these difficulties are shaped by some specific features of the educational environment. English is essentially a classroom-only language for most learners — they have almost no exposure to it outside of their lessons. This means that vocabulary

development is slow, speaking confidence rarely develops, and listening to natural spoken English feels very foreign. Bemmoussat and Bouyakoub (2019) pointed out that because Algerian EFL teaching has been so focused on the written grammar and vocabulary needed for the Baccalaureate exam, many learners arrive at the end of their secondary schooling without the ability to use English for any real communicative purpose.

Reading difficulties deserve particular attention because reading is central to academic performance across all subjects. Nation (2001) estimated that a learner needs to know around 3,000 high-frequency word families to read general English texts with reasonable comfort. Many EFL learners in Algeria fall significantly short of this number, which means that even moderately simple texts can feel overwhelming.

Speaking anxiety is another issue that comes up repeatedly in the literature. Horwitz (2001) showed that language anxiety — especially fear of speaking in front of others — is one of the most commonly reported difficulties among EFL learners, and that it can significantly interfere with learning. In a large class where there is social pressure and limited time, many students simply choose to stay silent. In a remedial class, the smaller group and more supportive atmosphere can create the conditions for these students to actually try speaking, which is a necessary step toward developing fluency.

Chapter Two: Review of Related Literature

This chapter examines the challenges of remedial teaching, the role of the teacher in remedial classes, previous studies on remedial instruction, and provides a chapter summary.

1.7 Challenges of Remedial Teaching

Remedial teaching is not without its difficulties. Implementing it well requires resources, skills, and conditions that are not always available — especially in a context like Algeria where schools often operate with large classes, limited materials, and heavy exam pressures.

One of the most practical challenges is the lack of institutional support. Running a small remedial group requires extra teaching time and specially prepared materials, both of which have a cost. In many schools, remedial sessions are organised informally or are attached to private tutoring centres like Nébras Academy, rather than being a formal part of the school schedule. This means that participation depends on the student and their family being able to access and afford this kind of support, which raises questions of equity.

Another challenge has to do with teacher preparation. Teaching a remedial class well is not the same as teaching a regular class. It requires the ability to diagnose specific weaknesses, to design differentiated tasks, to scaffold learning in a responsive way, and to manage the emotional and motivational dimensions of working with students who feel like they are failing. Tomlinson (2014) described differentiated instruction — adapting teaching to individual needs — as one of the most complex pedagogical skills to develop, and it is rarely given much attention in initial teacher education programmes.

There is also the challenge of learner resistance. Some students feel embarrassed about being placed in a remedial group, and this embarrassment can translate into disengagement or even refusal to attend. Dörnyei (2001) showed that a learner's sense of identity and self-image is deeply connected to their motivation, and that being publicly labelled as a "weak student" can have lasting negative effects on their willingness to try. If the programme is framed as punishment or failure, it will not work. If it is framed as additional opportunity, there is a much better chance that students will approach it with an open mind.

Finally, measuring whether remedial teaching is actually working is genuinely difficult. Since students continue attending their regular classes alongside the remedial sessions, any improvement in their results could be due to various factors. This is one of the reasons why the present research used both a questionnaire and teacher interviews alongside a comparison of student results.

1.8 Role of the Teacher in Remedial Classes

If there is one factor that most consistently determines whether a remedial programme succeeds or fails, it is the teacher. Hattie (2009), after analysing hundreds of studies on educational achievement, concluded that teacher-related variables are the most powerful school-level influence on student learning. This finding is especially relevant in a remedial context, where students are often vulnerable and the quality of the instructional relationship matters enormously.

Figure 2: below summarises the key roles that a remedial EFL teacher is expected to play.

Figure 2: Key Roles of the Teacher in a Remedial EFL Class

DIAGNOSTICIAN	PLANNER	SCAFFOLDER
Identifies each learner's gaps	Designs adapted lessons &	Gives step-by-step guided

	tasks	support
MOTIVATOR Rebuilds confidence and self-belief	ASSESSOR Tracks progress through feedback	FACILITATOR Creates a safe learning environment

The role of diagnostician is the starting point. Before any instruction can be meaningfully planned, the teacher needs to know exactly where each student's difficulties lie. Corder (1967) showed that learner errors are not random — they follow patterns that reveal something specific about the learner's current understanding of the language. Analysing these patterns carefully allows the teacher to focus their instruction precisely where it is needed.

As a planner and materials designer, the remedial teacher has to create or adapt tasks that are genuinely appropriate for the learner's level — not so easy that they feel patronised, and not so difficult that they give up. This often means simplifying texts, providing visual supports, or breaking a complex task into smaller steps.

The scaffolding role is perhaps the most technically demanding. It requires the teacher to constantly read the student's responses and adjust their level of support in real time. Too much support and the student never learns to work independently. Too little and they get lost and frustrated. Getting this balance right is what separates a good remedial teacher from one who simply repeats what has already failed to work.

The motivational role is one that teachers sometimes underestimate, but in the researcher's view, it is crucial. Bandura (1997) showed that students who believe they are capable of improving — what he called academic self-efficacy — are significantly more likely to put in the effort needed to actually improve. A remedial teacher who communicates genuine confidence in a student's ability to make progress can change the student's own self-belief, and this change in belief is often what makes the difference.

As an assessor, the teacher tracks each student's progress through regular formative feedback and checking understanding during lessons, giving specific comments on written work, and noticing when a student has genuinely moved forward. Black and Wiliam (1998) demonstrated that this kind of ongoing, diagnostic assessment is one of the most powerful tools available to any teacher.

Finally, as a facilitator, the teacher creates the kind of classroom environment in which students feel safe enough to try, to make mistakes, and to ask questions they would be too

embarrassed to ask in a large mainstream class. This is not just about being friendly — it is about consistently sending the message that mistakes are a normal and necessary part of learning.

1.9 Previous Studies

A number of studies have looked at the effects of remedial or intervention-based instruction on EFL learners' academic performance. The research comes from different countries and educational levels, but some consistent themes emerge. Table 3 gives an overview of the most relevant studies before they are discussed in more detail.

Table 3: Summary of Key Previous Studies on Remedial Teaching in EFL Contexts

Author(s) & Year	Topic	Method	Key Finding	Context
Slavin et al. (2011)	Programmes for struggling learners	Meta-analysis	Small-group remedial instruction shows consistent gains in achievement	International — primary & secondary
Hattie (2009)	Influences on student learning	Synthesis of 800+ studies	Feedback and smaller groups are among the most powerful teaching tools	International — all levels
Black & Wiliam (1998)	Formative assessment	Literature review	Regular diagnostic feedback produces significant learning gains	International — general education
Westwood (2003)	Remedial teaching methods	Conceptual review	Diagnosis-first instruction leads to better outcomes for struggling learners	International — primary & secondary
Gibbons (2002)	Scaffolding in EFL classrooms	Classroom-based research	Scaffolded instruction improved learner language output noticeably	EFL — mainstream & remedial

Boumediene & Hamzaoui-Elachachi (2017)	Formative assessment & text comprehension	Quasi-experimental: pre-test, intervention, post-test, questionnaire	Significant progress in grammatical & textual competences after 5-week intervention	Algeria — secondary school EFL
Bemmoussat & Bouyakoub (2019)	EFL education & exam-centric system	Mixed: pre-test, remedial activities, post-test	Algerian EFL learners have serious communicative gaps; remedial sessions can address them	Algeria — university EFL

Note. All studies listed are published in peer-reviewed journals or recognised academic books.

At the international level, Slavin et al. (2011) carried out one of the most comprehensive reviews of remedial reading programmes, looking at studies across different school levels. Their main finding was that small-group and one-to-one instruction produced meaningful and consistent gains in achievement, particularly when the programmes were structured, regular, and delivered by trained teachers. This finding is directly relevant to the current study because it confirms that the format of a small remedial group is not just a convenience — it is actually a key element in why this kind of teaching can work.

Hattie's (2009) large-scale synthesis is useful here not because it focused specifically on remedial teaching, but because it identified the teaching practices most associated with learning gains across a wide range of contexts. Among these, feedback, formative assessment, and the quality of the teacher-student relationship consistently came out at the top. Since these are all central features of well-run remedial classes, Hattie's work provides strong indirect evidence for why remedial instruction, when done well, tends to be effective.

The work of Black and Wiliam (1998) on formative assessment deserves special mention because it has been so widely cited and replicated. They concluded that when teachers use ongoing assessment to inform their instruction — rather than just testing students at the end of a unit — student learning improves significantly. In the context of remedial teaching, this principle is fundamental: the teacher cannot afford to wait until a final exam to find out whether a student has understood something.

Gibbons (2002), working specifically with EFL learners, demonstrated through detailed classroom observation that scaffolded instruction led to noticeably better language output than instruction without scaffolding. Her research is particularly valuable because it is grounded in actual classroom practice and focuses on the EFL context — the same context as the present study.

Moving to the Algerian context, Boumediene and Hamzaoui-Elachachi (2017) conducted a quasi-experimental study with 16 third-year secondary school pupils in Tlemcen. They used a pre-test, a five-week formative assessment intervention, a post-test, and a questionnaire. Their results showed significant progress in students' grammatical and textual competences, confirming that even a relatively short period of structured, assessment-guided instruction can produce measurable improvements in Algerian EFL learners' language performance.

Bemmoussat and Bouyakoub (2019), also at the University of Tlemcen, approached the issue from a different angle. Their study highlighted the damaging effects of an exam-centred approach to EFL teaching in Algeria, showing that when instruction is reduced to preparing students for the Baccalaureate test, learners develop serious gaps in their actual communicative abilities. Their findings confirm both the existence of the problem — Algerian EFL learners struggling due to inadequate mainstream instruction — and the potential of targeted remedial intervention as a solution.

Despite the valuable insights offered by the studies reviewed above, a clear research gap remains. Most international research on remedial teaching has been conducted in contexts very different from the Algerian educational setting, and the findings cannot always be transferred directly. Within Algeria itself, the two studies available — Boumediene and Hamzaoui-Elachachi (2017) and Bemmoussat and Bouyakoub (2019) — focused specifically on secondary school and university students respectively, and neither examined the effect of remedial classes in a private academy setting with middle school learners. Furthermore, none of the reviewed studies combined questionnaire and interview data in the way the present research does, which limits their ability to capture both quantitative outcomes and the lived experiences of students and teachers. This gap in the literature — the absence of context-specific, mixed-methods evidence on remedial EFL instruction for middle school learners in Algerian private academies — is precisely what the present study seeks to address.

1.10 Chapter Summary

This chapter has reviewed the main theoretical and empirical background relevant to this study. It began with three learning theories — Behaviourism, Constructivism, and Scaffolding

— and showed how each one contributes to our understanding of remedial teaching. It then defined what remedial teaching is and is not, and outlined its main objectives: academic, motivational, and strategic.

The discussion of why remedial teaching matters made clear that it has implications not just for individual learners, but for the education system as a whole — especially in a context like Algeria where exam pressure and large class sizes often leave struggling students with no real support. The section on characteristics showed that effective remedial classes are not simply smaller versions of regular lessons — they have a different approach to assessment, materials, pacing, and teacher-student interaction.

The overview of EFL learning difficulties highlighted how interconnected different types of problems can be, and how the Algerian educational environment creates some specific challenges that mainstream teaching has not always been able to address. The discussion of the challenges of remedial teaching was honest about the fact that doing this well requires real skills, resources, and institutional support that are not always available.

The section on the teacher's role made clear that the teacher is the most critical factor in determining whether a remedial programme succeeds. The review of previous studies — including two conducted in Algeria — confirmed that remedial instruction can produce real improvements in EFL learners' performance, but only when it is thoughtfully designed and properly implemented. The identification of the research gap has shown that a study focused on middle school learners in a private academy context, using a mixed-methods approach, is both timely and necessary. The next chapter will describe how the present study was designed to address these questions.

Chapter Three: Research Methodology and Data Analysis

Introduction

2.1. Research Sample

2.1.1. Student Sample

2.1.2. Teacher Interview

2.2. Data Collection

2.3. Data analysis

2.3.1 Questionnaire analysis

2.3.2. Teachers' Interview Analysis

2.4. Discussion of the findings

Conclusion

General Conclusion

Bibliography

Appendices

Abstract

Introduction:

This chapter presents the research methodology used to investigate the effect of remedial classes on EFL students' academic achievement at Nebras Academy in Ghardaia. It outlines the research design, the participants, and the data collection tools used in the study. A questionnaire was administered to middle school students attending remedial English classes, and a semi-structured interview was conducted with EFL teachers from the same academy to explore their perceptions and teaching practices related to remedial instruction.

2.1. Research Sample

2.1.1. Student Sample

The sample of this study consisted of 50 middle school students from Nebras Academy in Ghardaia, aged between 13 and 16 years old, including both male and female participants. The students were purposively selected because they were attending remedial English classes, making them directly relevant to the objectives of the study. Within this group, participants were randomly selected to ensure a balanced representation. The students come from different public schools in the region, reflecting a variety of educational backgrounds within the context of the academy. This sampling approach allowed for a focused investigation of the effect of remedial classes on EFL students' academic achievement

2.1.2. Teacher Interview

The second sample consisted of English as a Foreign Language teachers from the same academy. Three teachers were purposefully selected to take part in the study in order to provide detailed insights into their instructional practices and the strategies they employ in teaching English.

2.2. Data Collection

To achieve the objectives of this study and test its research hypotheses, a mixed-methods approach was adopted, combining both quantitative and qualitative data collection methods to enhance the validity and comprehensiveness of the findings. The quantitative data were collected through a questionnaire administered to middle school students at Nebras Academy in Ghardaia. The questionnaire consisted of 22 items organized into six sections, including both close-ended questions, which required selecting from predetermined options, and open-

ended questions, which allowed participants to provide more detailed and nuanced responses. In parallel, qualitative data were gathered through semi-structured interviews conducted with three English as a Foreign Language teachers from the same institution. These interviews aimed to explore teachers' instructional practices and gain deeper insights into how remedial classes are implemented and perceived in the EFL context. It is important to note that the data collection process, including both the questionnaire and the interviews, was carried out over a period of two weeks only. The use of both quantitative and qualitative instruments enabled the researchers to obtain numerical as well as descriptive data, thereby providing a more comprehensive understanding of the effect of remedial classes on EFL students' academic achievement.

2.3. Data analysis

2.3.1. Questionnaire analysis

Section one: Personal information

Question 01: What is your gender?

A/ Female

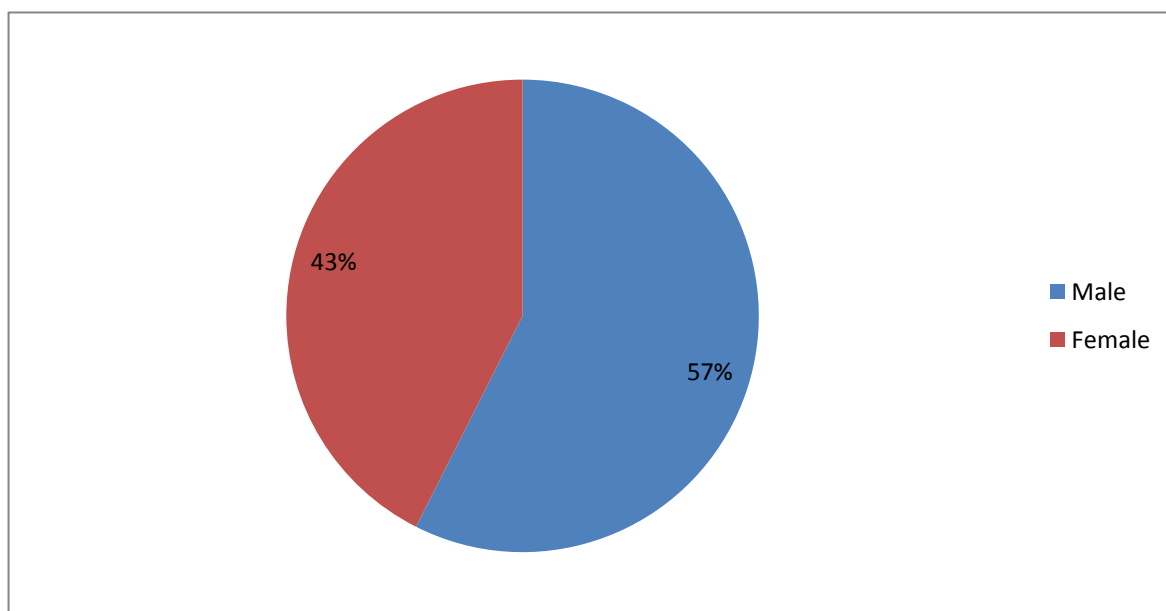
B/ Male

The objective of this question is to collect data on the gender composition of the participants.

Table 4: Gender Distribution of the Participants

Gender	Number of participants	Percentage
Male	27	54%
Female	23	46%
Total	50	100%

Figure 3: Gender Distribution of the Participants



The analysis of the gender distribution indicates that 54% of the participants are male, whereas 46% are female. This suggests a relatively balanced sample, with a slight predominance of male respondents over female respondents. Such a distribution provides an adequate representation of both genders for the purpose of this study.

Question 02: What is your grade level?

A/ 1st year middle school

B/ 2nd year middle school

C/ 3rd year middle school

D/ 4th year middle school

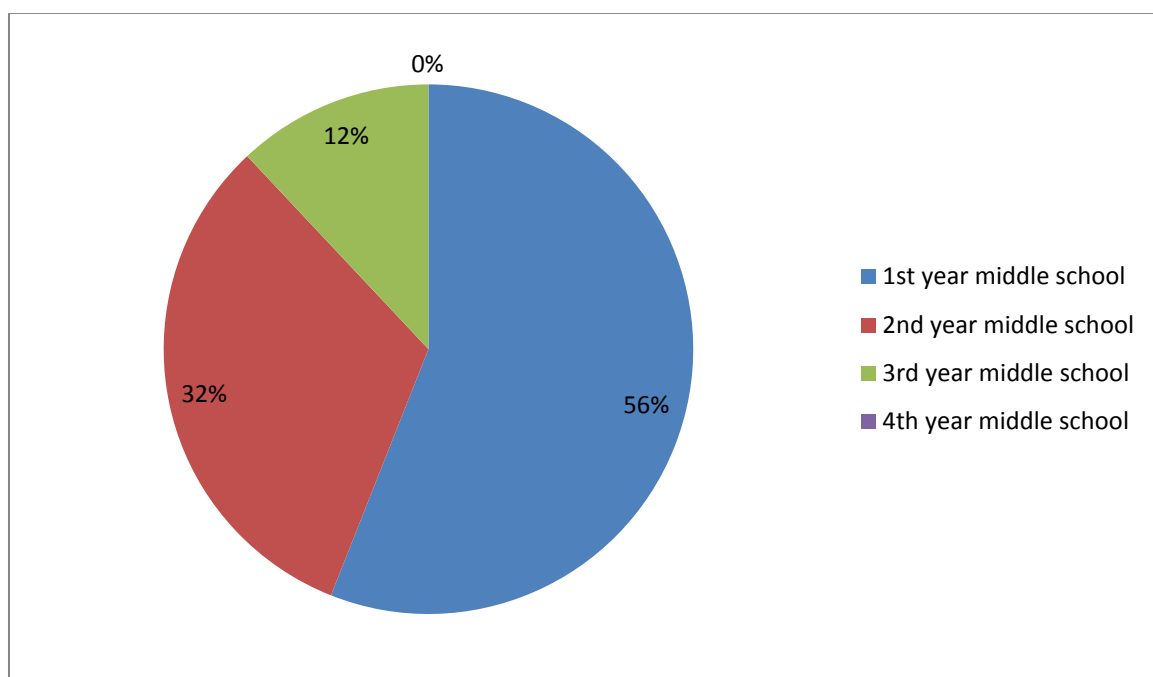
This question aims to provide a clear understanding of the students' grade level.

Table 5: Distribution of Students by Grade Level

Grade level	Number of students	Percentage
1st year middle school	28	56%

Grade level	Number of students	Percentage
2nd year middle school	16	32%
3rd year middle school	6	12%
4th year middle school	0	0%
Total	50	100%

Figure 4: Distribution of Students by Grade Level



It can be clearly observed that, out of the 50 students surveyed, 28 students (56%) belong to the first year of middle school, representing the largest proportion of the sample. The second year of middle school includes 16 students (32%), while only 6 students (12%) are in the third year of middle school.

It is worth noting that no participants belong to other grade levels, which suggests that the sample is relatively homogeneous in terms of grade level distribution. However, it is important to emphasize that these findings are limited to the selected sample and cannot be generalized to the entire middle school population.

This question, therefore, provides a general overview of the students' grade levels within the sample. The results are further illustrated in the following pie chart.

Section two: Participation in Remedial Classes:

Question 03: Do you attend remedial classes in English?

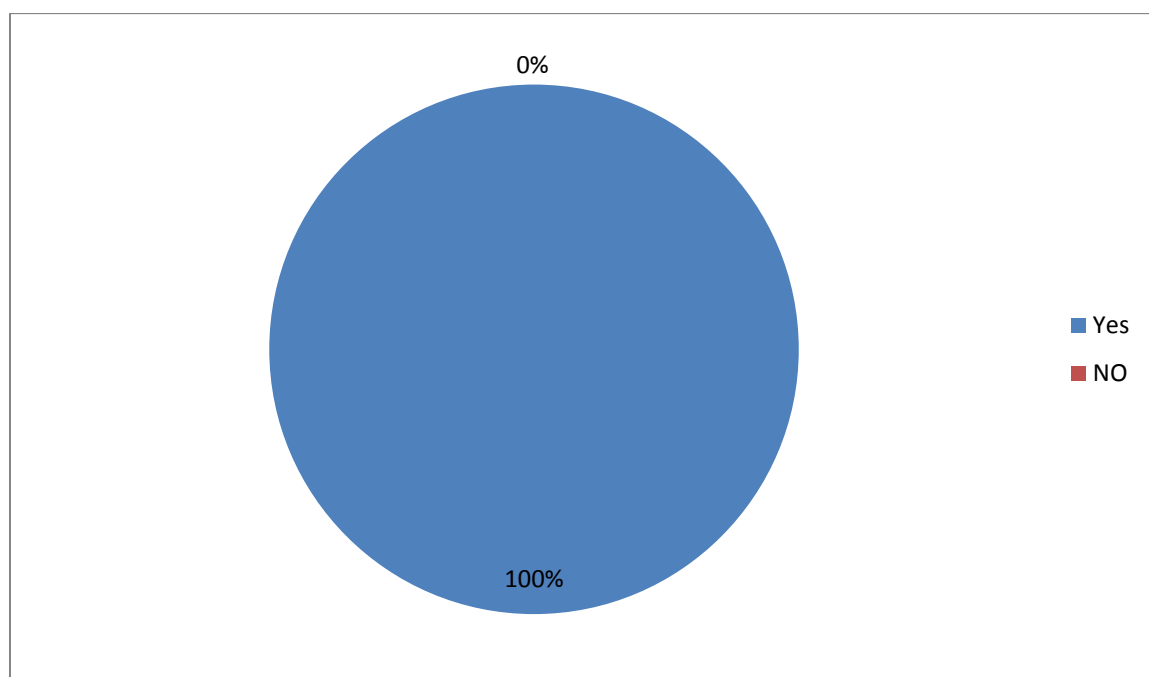
A/ Yes B/ No

This question aimed to identify and confirm whether students attend remedial English classes.

Table 6: Attendance in Remedial English Classes

Response	Number of students	Percentage
Yes	50	100%
No	0	0%
Total	50	100%

Figure 5: Attendance in Remedial English Classes



All 50 students surveyed confirmed attending remedial English classes. This result suggests a strong engagement with the classes.

Question 04: How often do you attend remedial classes?

A/Once a week

B/ Twice a week

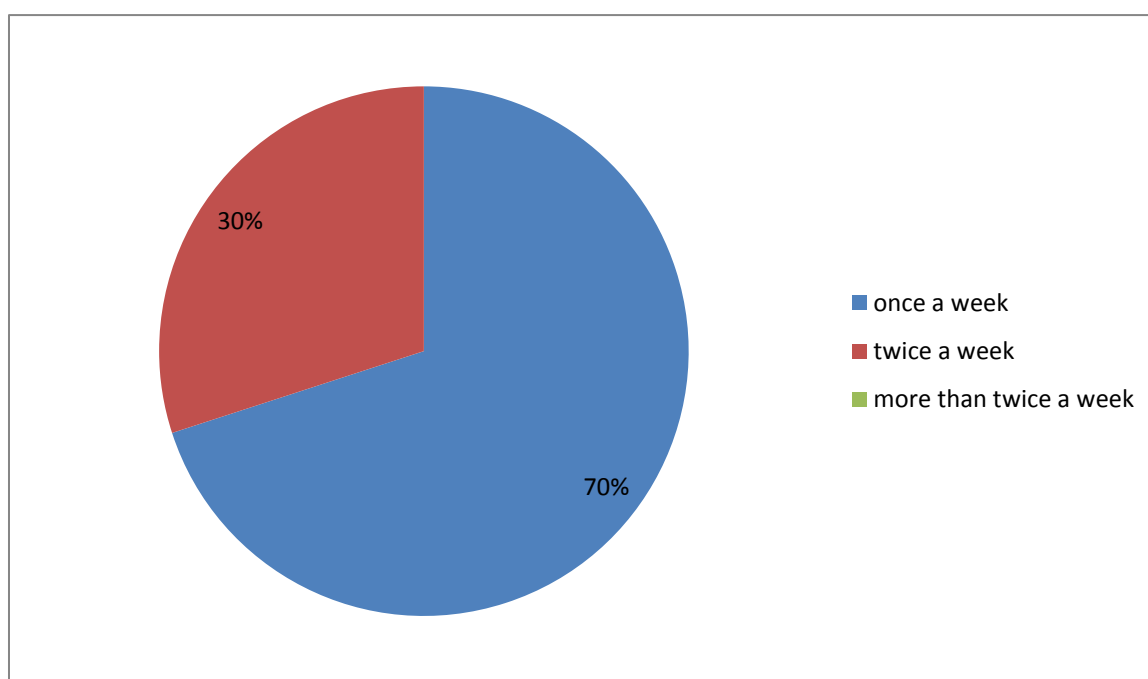
C/ More than twice a week

This question aimed to investigate the regularity and patterns of students' attendance in remedial English classes.

Table 7: Frequency of Remedial English Class Attendance

Frequency of Attendance	Number of Students	Percentage
Once a week	35	70%
Twice a week	15	30%
More than twice a week	0	0%
Total	50	100%

Figure 6: Frequency of Remedial English Class Attendance



The results of this question reveal that out of the 50 students surveyed, the majority, 35 students, attend remedial English classes once per week, while 15 students attend twice per week. These findings suggest that most students have at least a minimal engagement with remedial support, although a smaller proportion demonstrates a higher frequency of participation. Understanding the frequency of attendance is crucial, as it provides insights into students' commitment to improving their English skills and allows educators to tailor

remedial programs more effectively. Overall, the responses offer valuable information regarding students' study habits and can serve as a basis for further research on optimizing remedial instruction to enhance learning outcomes

Question 05: Why did you join remedial classes in English?

A/ I have difficulties understanding English lessons

B/ My grades in English were low

C/My parents asked me to attend remedial classes

D/ My teacher advised me

E/ Another reason (mention it)

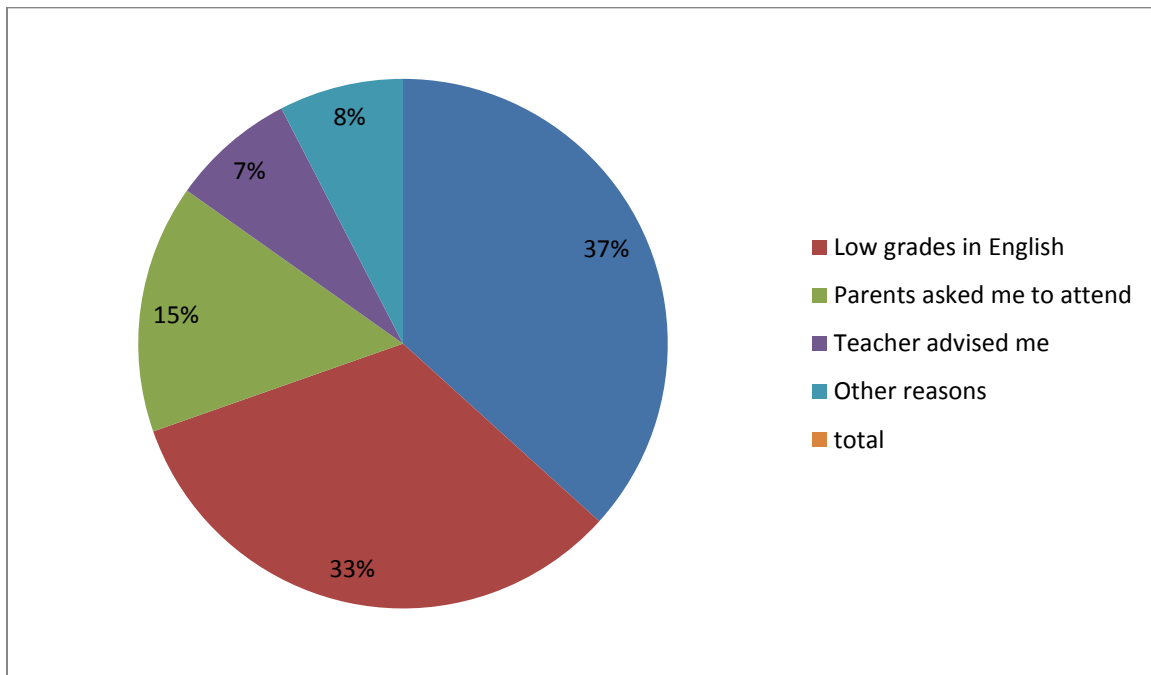
Since the questionnaire targeted middle school students enrolled in remedial English classes, the researchers aimed to understand the underlying reasons that motivated their participation in these courses during this stage of their education.

Note: This question allowed multiple responses; therefore, the total number of responses exceeds the number of students surveyed. so the total is 79 responses, not 50 students. as a result the percentage total can be more than 100%.

Table 8: Reasons for Joining Remedial English Classes

Reason for Joining	Number of Responses	Percentage
Difficulties understanding English lessons	29	58%
Low grades in English	26	52%
Parents asked me to attend	12	24%
Teacher advised me	6	12%
Other reasons	6	12%
Total	79	158%

Figure 7: Reasons for Joining Remedial English Classes



This research question aimed to investigate the reasons behind students' enrollment in remedial English classes. The responses show that students often selected more than one reason for joining these classes. Among the sample, 29 students reported difficulties in understanding English lessons, while 26 students indicated that their English proficiency was generally weak. Additionally, 12 students joined remedial classes at the request of their parents, and 6 students were advised to attend by their teachers. Other reasons, mentioned by 6 participants, included the desire to improve their English, enhance their learning, and develop oral communication skills in the language. These findings suggest that students' participation in remedial classes is driven by a combination of academic difficulties, parental guidance, teacher recommendations, and personal motivation to improve their English competence

Section three: Learning and Understanding:

Question 06: Remedial classes help me understand English lessons better?

A/Yes

B/No

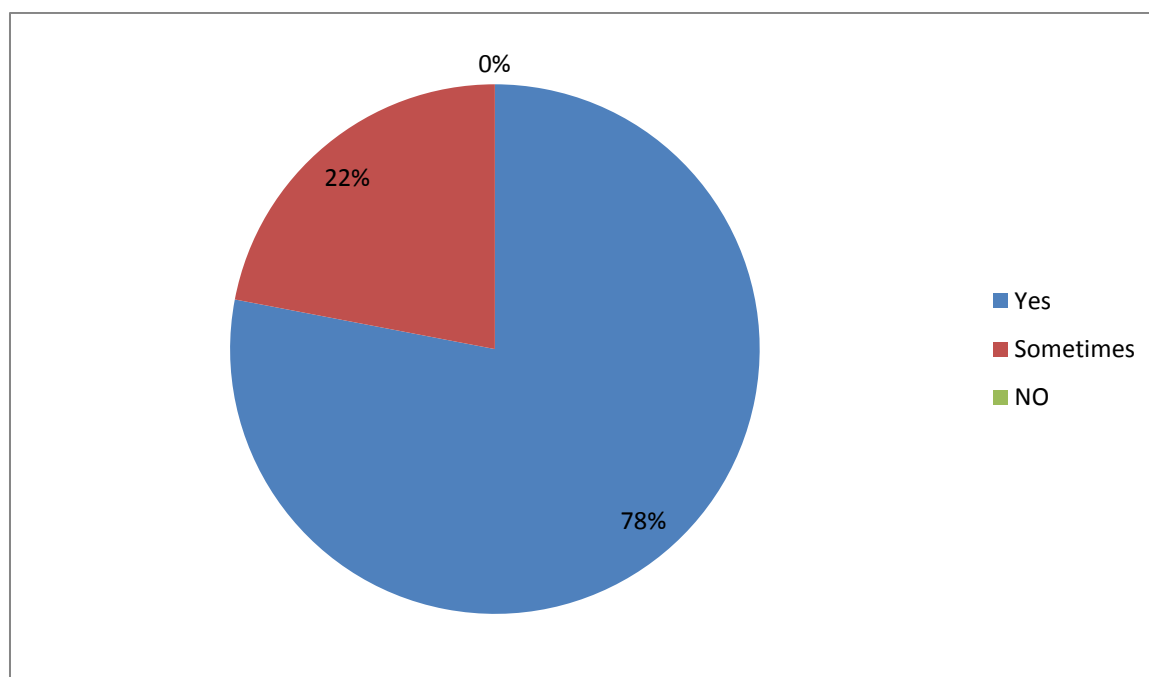
C/Sometimes

This question aimed to investigate how students perceive the contribution of remedial English classes in improving their understanding of English lessons.

Table 9: Students' Opinions on Remedial Classes

Response	Number of Students	Percentage
Yes	39	78%
No	0	0%
Sometimes	11	22%
Total	50	100%

Figure 8: Students' Opinions on Remedial Classes



This question aimed to examine the extent to which remedial English classes help students better understand their lessons. The findings reveal that the vast majority of students, 39 out of 50, affirmed that these classes significantly improve their comprehension, while 11 students reported that the classes help them “sometimes.” Notably, no student responded negatively. These results suggest that remedial English classes serve as an effective support mechanism, enhancing students’ understanding of the curriculum and reinforcing their overall language proficiency. Such interventions appear crucial for addressing learning difficulties and providing targeted assistance to students who require additional guidance.

Question 07: Which language skill, if any, has improved after attending remedial classes?

A/Reading

B/Speaking

C/Writing

D/Grammar

E/None

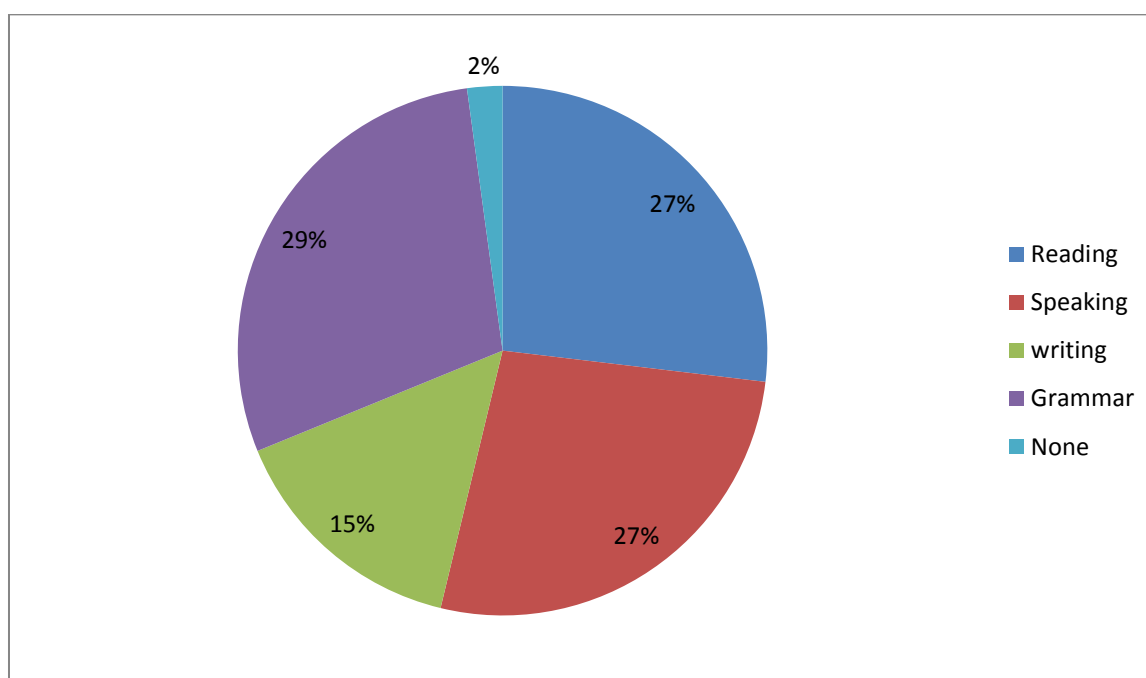
This question aimed to determine which language skills students perceive as having improved after attending remedial English classes, emphasizing the potential of such support to enhance key areas of language learning.

Note: This question allowed multiple responses; therefore, the total number of responses exceeds the number of students surveyed. In this case, the total is 93 responses, not 50 students. As a result, the percentage total can be more than 100%

Table 10: Language Skills Improved After Attending Remedial Classes

Language Skill	Number of Responses	Percentage
Reading	25	50%
Speaking	25	50%
Writing	14	28%
Grammar	27	54%
None	2	4%
Total	93	186%

Figure 9: Language Skills Improved After Attending Remedial Classe



This question aimed to explore which language skills students perceive as having improved following their attendance in remedial English classes. Students were allowed to select more than one option, reflecting the multiple ways in which the classes may support learning. Out of the sample, 25 students reported improvement in reading, 14 in writing, 25 in speaking, and 27 in grammar, while 2 students indicated no improvement in any skill. This distribution highlights the diverse areas in which remedial support can contribute to students' language development, emphasizing its potential to address different learning needs within the classroom.

Question 08: After attending remedial classes, I feel more confident during English lessons?

A/ Yes

B/ No

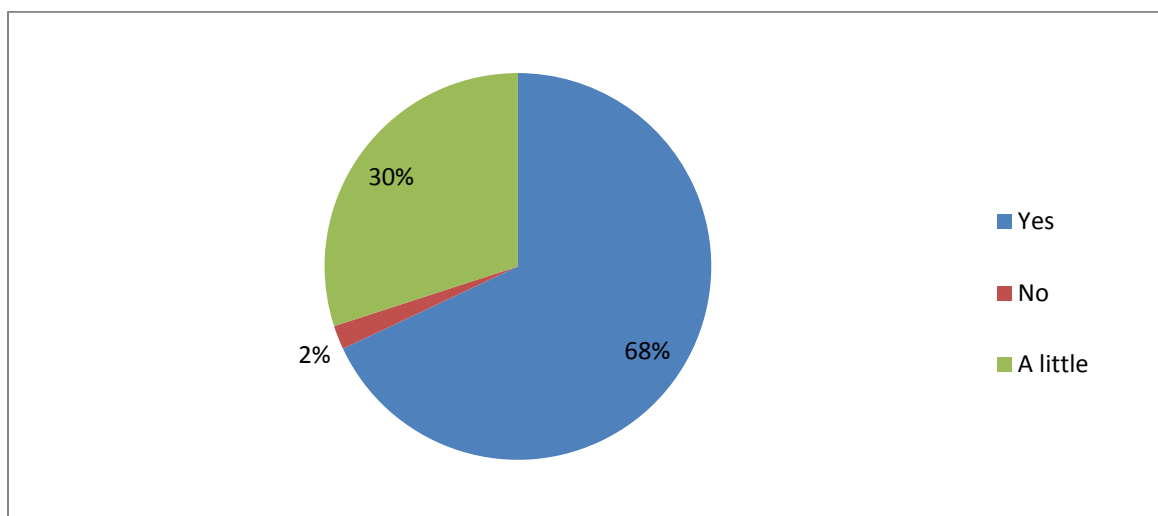
C/ A little

This question sought to explore students' perceptions of how remedial English classes influence their confidence in participating during lessons. Understanding this aspect is essential for evaluating the broader benefits of remedial support beyond academic performance

Table 11: Students' Confidence After Attending Remedial Classes

Response	Number of Students	Percentage
Yes	34	68%
No	1	2%
A little	15	30%
Total	50	100%

Figure 10: Students' Confidence after Attending Remedial Classes



This question aimed to investigate the extent to which remedial English classes contribute to students' confidence during lessons. Students could indicate different levels of impact: 34 reported feeling more confident, 15 mentioned a slight increase in confidence, and only 1 student reported no change. These responses suggest that remedial classes generally help students feel more self-assured when engaging in English lessons.

Section four: Motivation and Classroom Environment:

Question 09: Remedial classes motivate me to study English more?

A/Yes

B/No

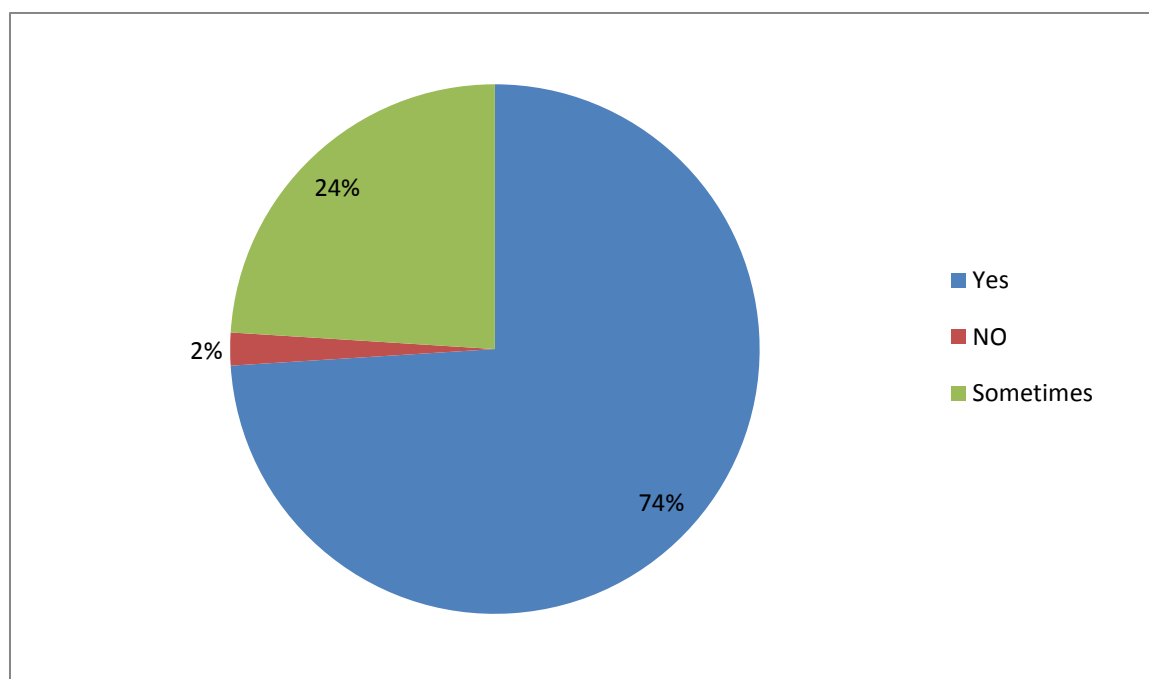
C/ Sometimes

This question examines how remedial English classes influence students' motivation to study, highlighting their role in promoting active engagement and consistent learning.

Table 12: Students' Motivation to Study English after Remedial Classes

Response	Number of Students	Percentage
Yes	37	74%
No	1	2%
Sometimes	12	24%
Total	50	100%

Figure 11: Students' Motivation to Study English after Remedial Classes



This question explores students' perceptions of the motivational impact of remedial English classes. Among the respondents, 37 students felt that the classes significantly increased their motivation, 12 reported a moderate effect, and only 1 student indicated no change. These findings highlight the potential of remedial support to foster greater interest and active participation in learning English.

Question 10: I feel comfortable asking questions during remedial classes?

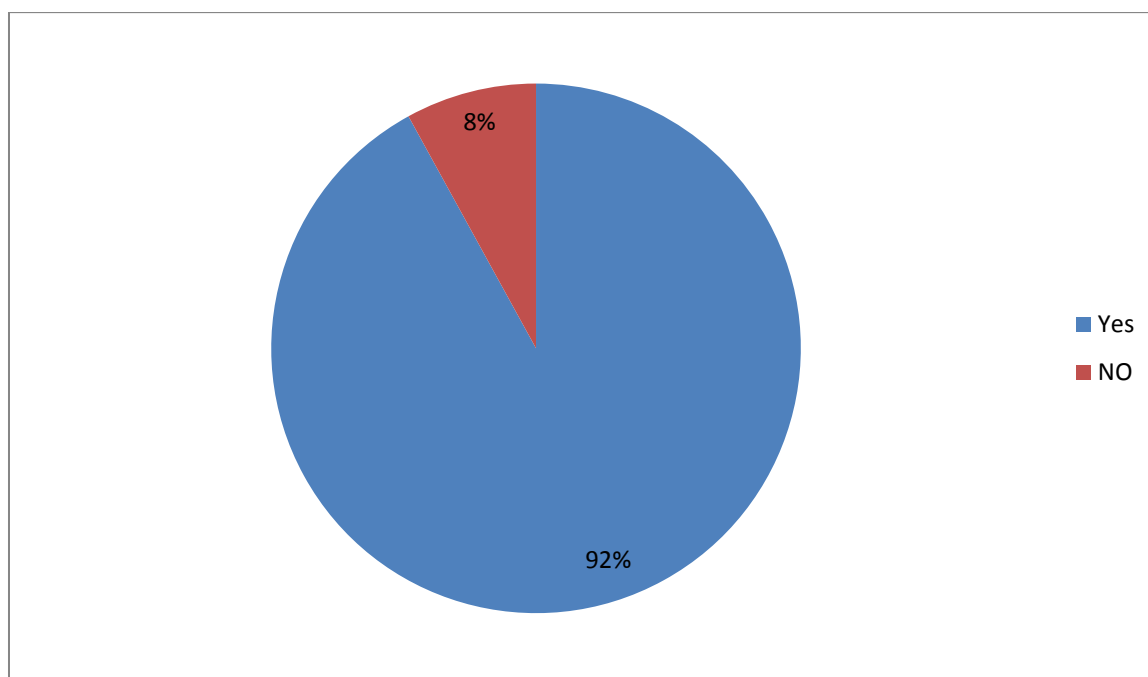
A/Yes B/No

This question addresses students' confidence and ease in asking questions during remedial English classes.

Table 13: Students' Comfort in Asking Questions During Remedial Classes

Response	Number of Students	Percentage
Yes	46	92%
No	4	8%
Total	50	100%

Figure 12: Students' Comfort in Asking Questions During Remedial Classes



This question addresses students' confidence and ease in asking questions during remedial English classes. Out of the participants, 46 students reported feeling comfortable asking questions, while 4 students indicated that they did not feel at ease. These results highlight the general sense of reassurance that remedial classes provide, encouraging student participation.

Question 11: Learning in small groups helps me understand English better?

A/Yes

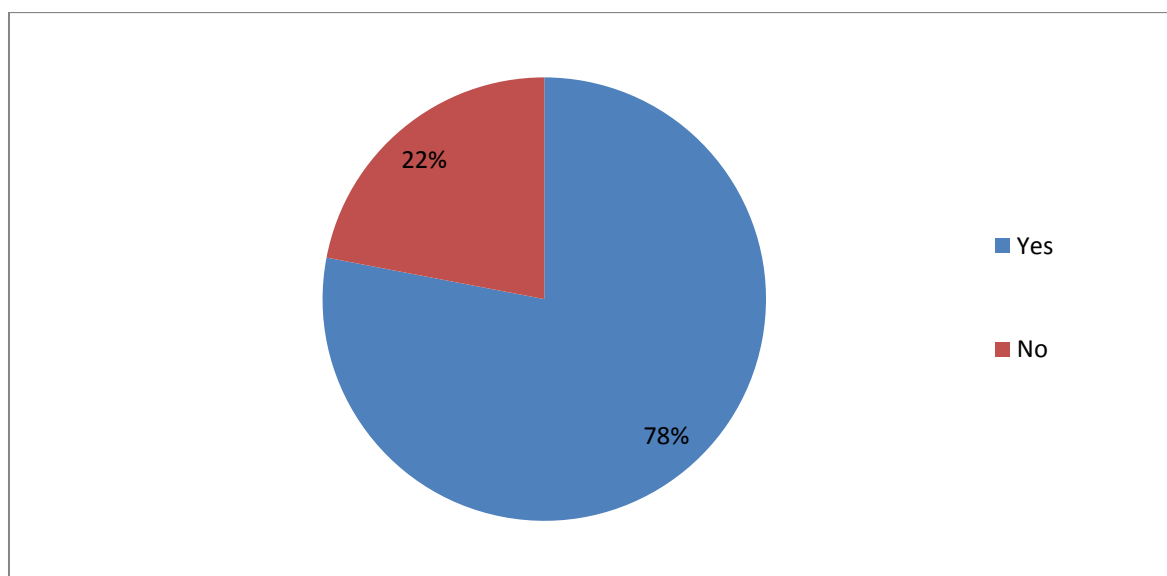
B/No

This question considers students' perceptions of how learning in small groups contributes to their understanding of English.

Table 14: Students' Views on Learning in Small Groups

Response	Number of Students	Percentage
Yes	39	78%
No	11	22%
Total	50	100%

Figure 13: Students' Views on Learning in Small Groups



Out of the participants, 39 students reported that studying in small groups helps them understand English better, while 11 students felt it does not. These results indicate that collaborative learning can play a significant role in enhancing students' comprehension by allowing them to discuss ideas, ask questions, and learn from peers. Small group interactions also create a supportive environment where students may feel more comfortable expressing difficulties, which can lead to greater engagement and improved performance in language tasks. Overall, this suggests that incorporating group-based activities into remedial classes can be an effective strategy for promoting deeper understanding and active participation.

Question 12: Does attending remedial classes encourage you to study English more? Why?

This question considers students' perceptions of whether attending remedial classes encourages them to study English more and the reasons behind their responses.

Among the participants, 2 students indicated that attending remedial classes motivates them to achieve higher grades, reflecting an improvement in academic performance. Additionally, 20 students reported increased motivation to study English, 18 highlighted a better understanding of lessons, and 5 emphasized the role of teacher effectiveness in supporting their learning. Only 5 students felt that the classes had no impact on their study habits. These findings underscore the multifaceted benefits of remedial classes, revealing that they not only enhance motivation and comprehension but also contribute to students' academic achievements and perceptions of instructional quality. Such insights suggest that remedial support can be a powerful tool for fostering both engagement and success in language learning.

Section five: Academic Achievement:

Question 13: Have your English grades improved after attending remedial classes?

A/Yes

B/No

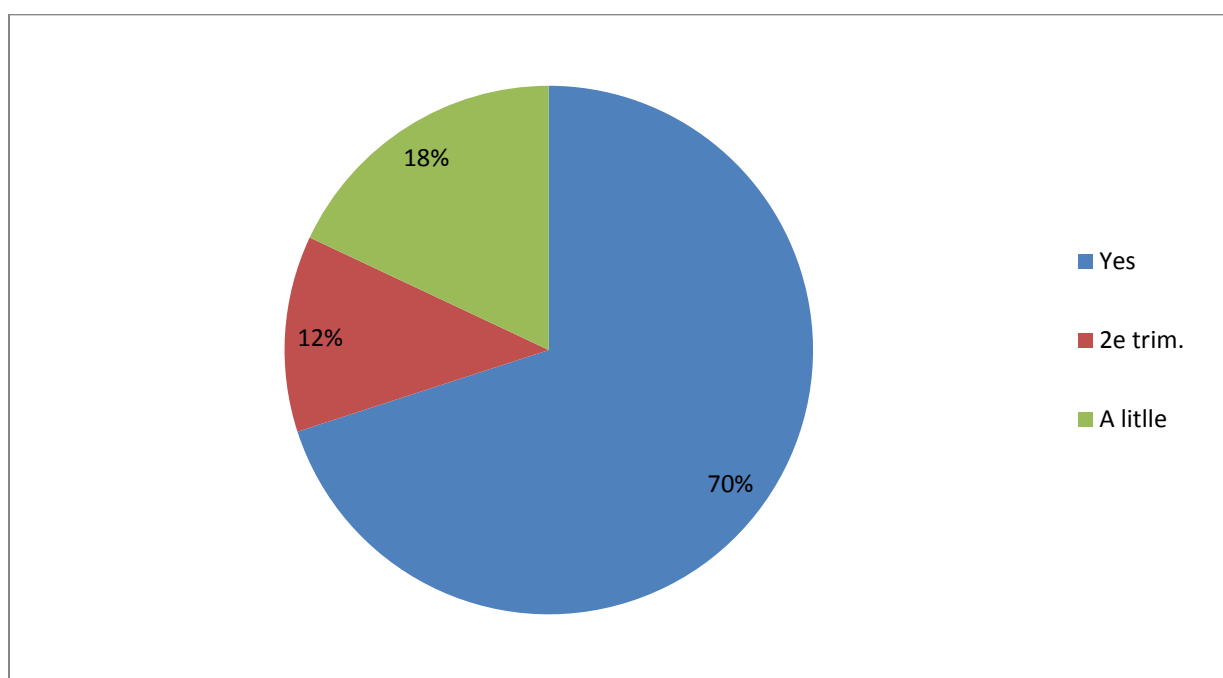
C/ A little

This question focuses on students' views regarding how remedial classes have influenced their academic performance in English

Table 15: Students' Opinions on Improvement in English Grades After Remedial Classes

Response	Number of Students	Percentage
Yes	35	70%
No	6	12%
A little	9	18%
Total	50	100%

Figure 14: Students' Opinions on Improvement in English Grades After Remedial Classes



Out of the participants, 35 students reported a clear improvement in their English grades following remedial classes, while 9 students indicated a slight improvement, and 6 students reported no change. These results highlight the effectiveness of remedial support in reinforcing academic performance, suggesting that targeted interventions can enhance students' understanding and retention of course material. By providing additional practice and guidance, remedial classes appear to contribute significantly to elevating students' achievement and fostering confidence in their academic abilities.

Question 14: Remedial classes help me perform better in English exams?

A/Yes

B/No

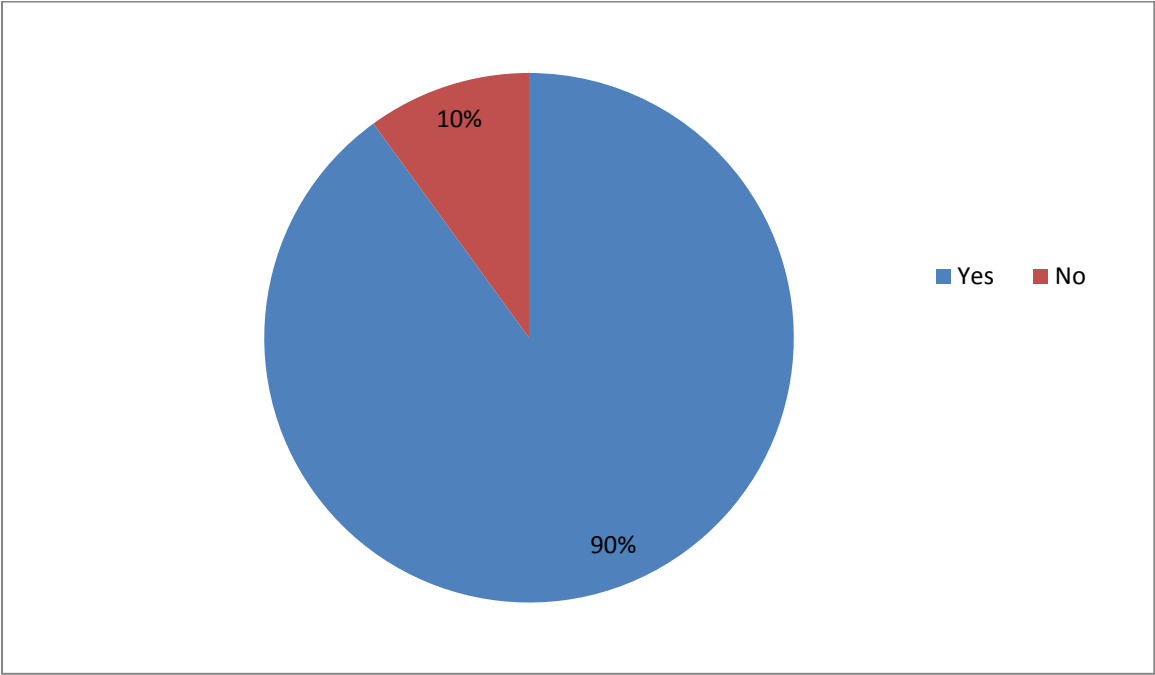
This question investigates students' insights regarding the effect of remedial classes on their exam performance and academic self-confidence in English.

Table 16: Impact of Remedial Classes on Exam Performance

Response	Number of Students	Percentage
Yes	45	90%

Response	Number of Students	Percentage
No	5	10%
Total	50	100%

Figure 15: Impact of Remedial Classes on Exam Performance



Out of the respondents, 45 students affirmed that remedial classes substantially enhanced their performance in English examinations, whereas 5 students reported no observable impact. These findings highlight that remedial sessions function as an essential platform for reinforcing knowledge, honing analytical skills, and mastering complex concepts. By providing focused exercises, strategic guidance, and tailored support, these classes foster a proactive learning mindset, enabling students to approach exams with clarity and composure. These results suggest that remedial classes may help students feel more confident during exams.

Question 15: I feel less stressed during English exams after attending remedial classes?

A/Yes

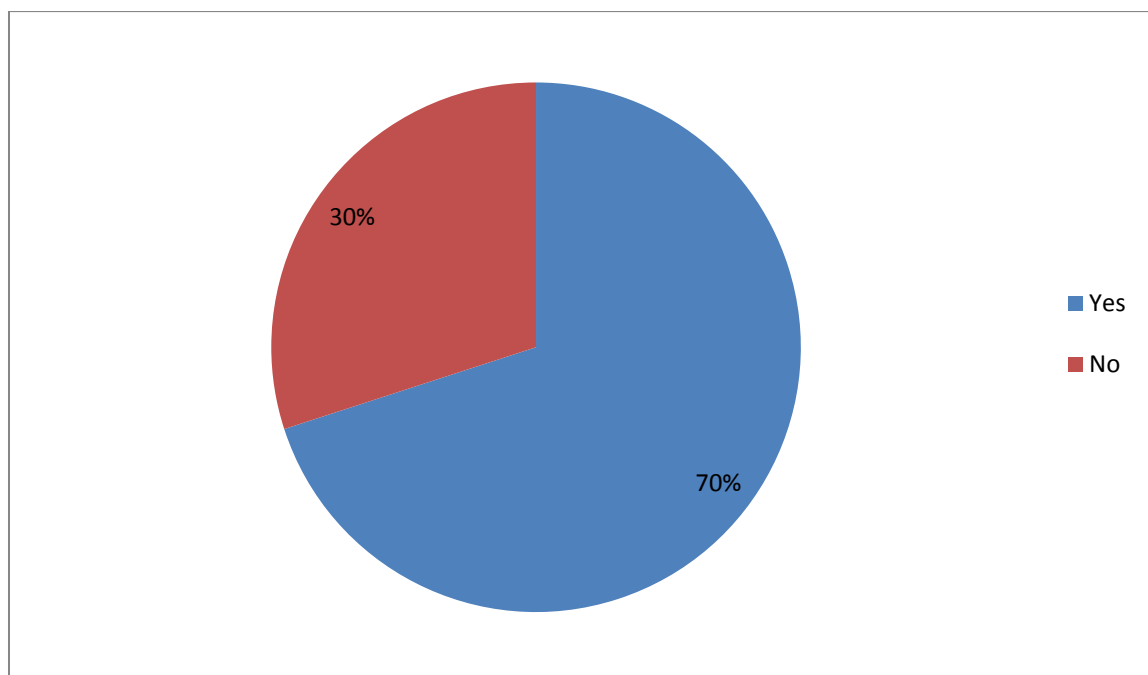
B/No

This question examines whether remedial classes help students manage exam-related stress in English. It aims to understand if these sessions support emotional balance and promote a calmer, more focused approach during assessments.

Table 17: Impact of Remedial Classes on Students' Stress

Response	Number of Students	Percentage
Yes	35	70%
No	15	30%
Total	50	100%

Figure 16: Impact of Remedial Classes on Students' Stress



This question examines whether attending remedial classes helps students feel calmer and more relaxed during English exams. Out of the participants, 35 students reported that these classes reduce their stress, while 15 students said they do not notice any change. This suggests that remedial sessions can provide both academic support and emotional relief, helping students manage pressure, stay focused, and approach exams with a more positive mindset. By offering practical exercises, guidance, and individual attention, these classes seem to help students feel more prepared and confident during testing situations.

Section six: Overall Evaluation and Suggestions:

Question 16: Remedial classes are important for students who have difficulties in English?

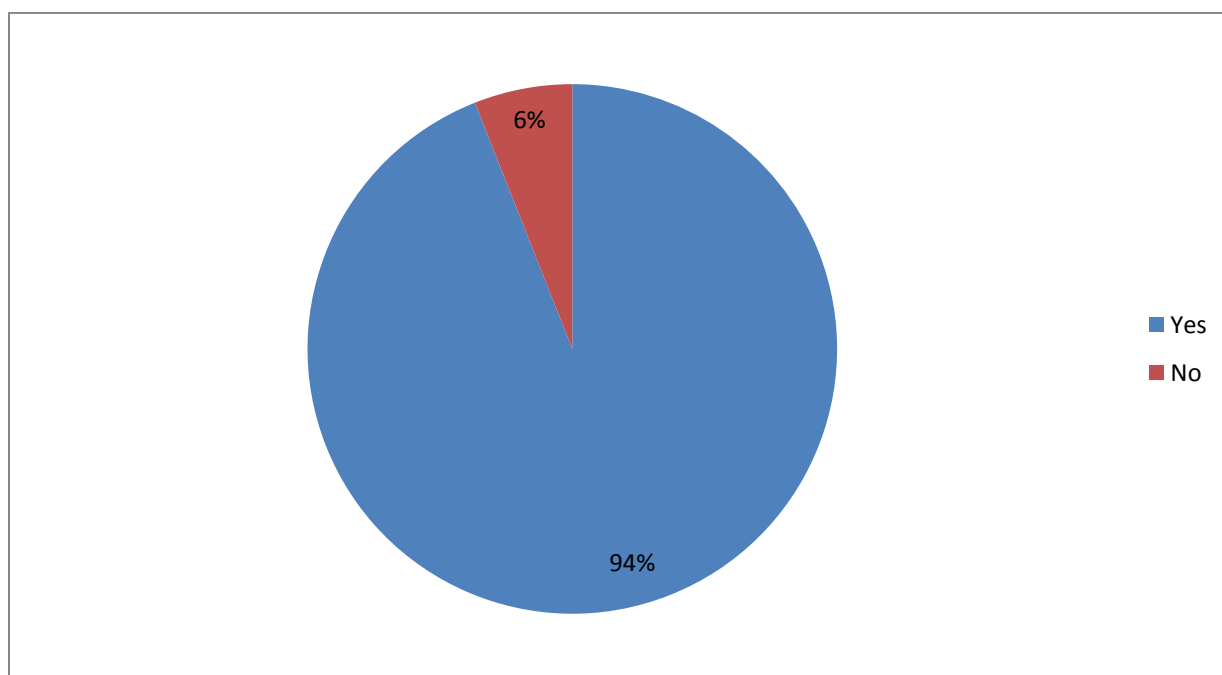
A/Yes B/No

This question investigates whether students see remedial classes as useful for overcoming English difficulties, improving understanding, and enhancing overall language skills.

Table 18: Importance of Remedial Classes for Students with English Difficulties

Response	Number of Students	Percentage
Yes	47	94%
No	3	6%
Total	50	100%

Figure 17: Importance of Remedial Classes for Students with English Difficulties



The responses indicate that a significant majority of students, 47 out of 50, regard remedial classes as crucial for addressing difficulties in English, while only 3 students did not find them beneficial. This highlights that most learners value additional guidance to clarify confusing topics and strengthen their language abilities. Remedial classes or sessions provide a structured yet supportive environment where students can practice skills, ask questions without hesitation, and build confidence gradually. Moreover, these classes seem to foster a

sense of preparedness and self-reliance, allowing students to approach English learning with a more positive attitude and reduced apprehension, ultimately enhancing both their competence and motivation

Question 17: I would recommend remedial classes to my classmates?

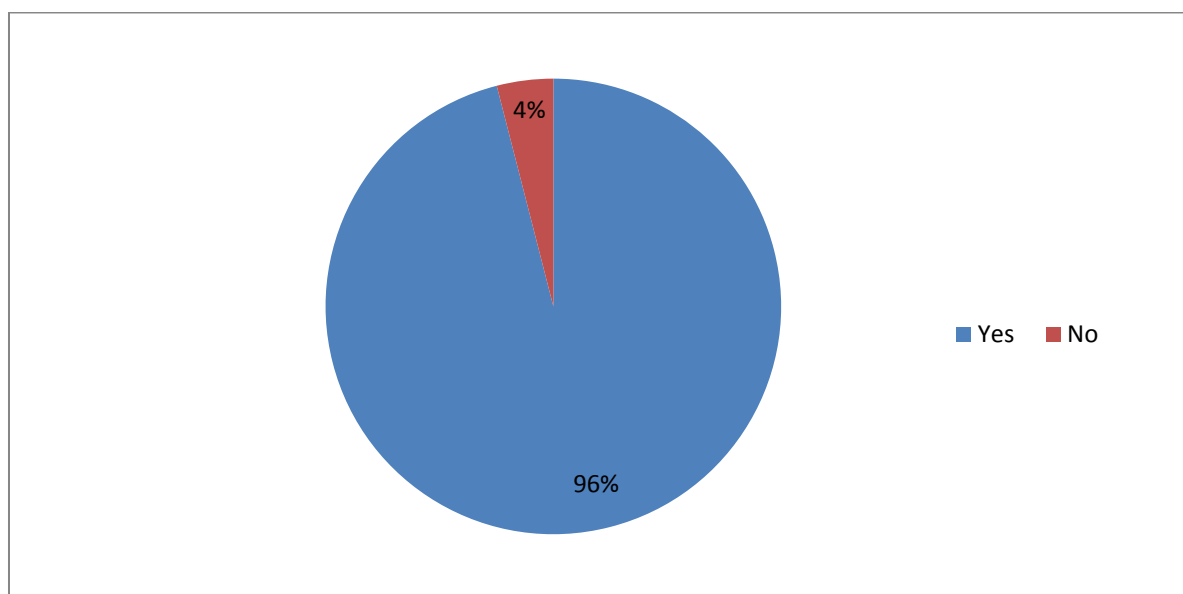
A/Yes B/ No

This question asks whether students believe remedial classes are useful enough to suggest to their classmates. It looks at how learners perceive the value of extra support in improving English skills and helping others who may face similar difficulties.

Table 19: Students' Willingness to Recommend Remedial Classes

Response	Number of Students	Percentage
Yes	48	96%
No	2	4%
Total	50	100%

Figure 18: Students' Willingness to Recommend Remedial Classes



The responses to this question demonstrate that nearly all students, 48 out of 50, would suggest remedial classes to their peers, while only 2 students would not. This reflects a strong perception among learners that these sessions are beneficial and valuable for improving understanding in English. By attending remedial classes, students gain extra practice, clarify

difficult topics, and develop more confidence in their language abilities. Recommending these classes indicates that learners recognize their usefulness not only for themselves but also as a supportive resource for classmates who might face similar challenges. Overall, the high level of endorsement highlights the perceived effectiveness and positive impact of remedial instruction on students' learning experience.

Question 18: What is the main difficulty you face in learning English?

A/Vocabulary

B/Pronunciation

C/Grammar

D/Understanding lessons

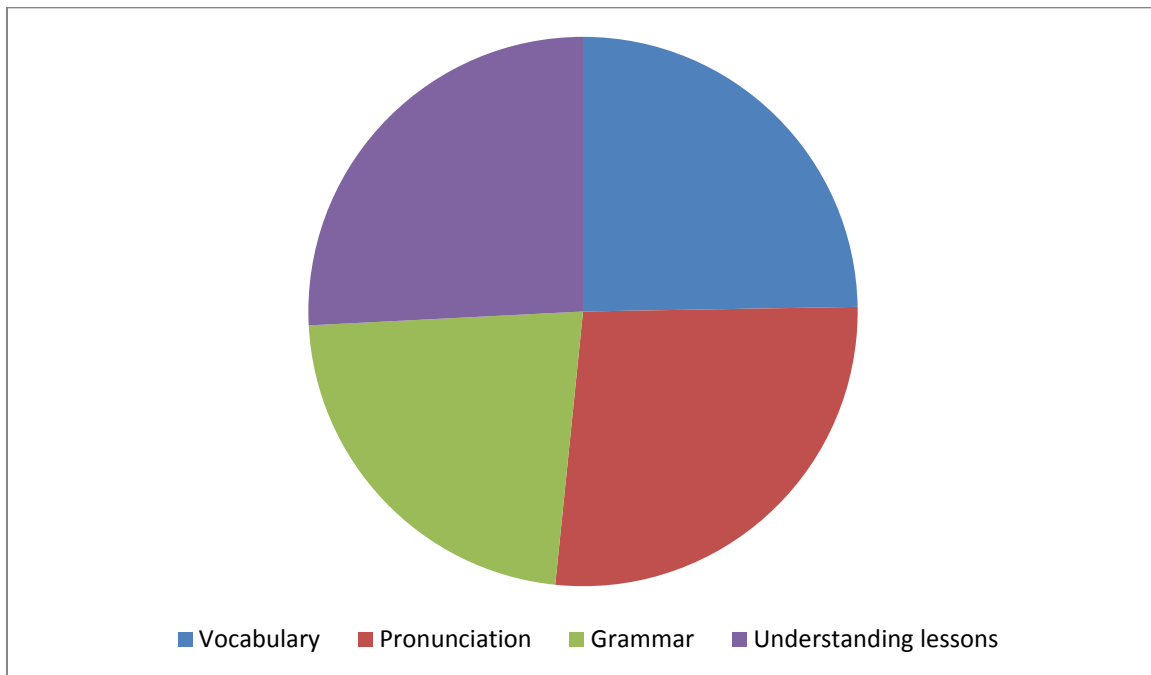
This question focuses on the main problem students face when learning English. It helps highlight which areas, such as grammar, vocabulary, or pronunciation, are the most difficult for them.

Note: This was a multiple-response question, so students could choose more than one difficulty. Therefore, the total number of responses is 93, and the total percentage is more than 100%

Table 20: Main Difficulties Faced in Learning English

Main Difficulty	Number of Responses	Percentage
Vocabulary	23	46%
Pronunciation	25	50%
Grammar	21	42%
Understanding lessons	24	48%
Total	93	186%

Figure 19: Main Difficulties Faced in Learning English



The results reveal that students face a variety of challenges when learning English. Specifically, 42% of students reported struggling with grammar, 48% with understanding the lessons, 46% with vocabulary, and 50% with pronunciation. This demonstrates that difficulties are not limited to a single aspect of the language; rather, students often encounter multiple obstacles simultaneously. Such findings highlight the importance of providing comprehensive support that addresses all these areas. By focusing on grammar, comprehension, vocabulary, and pronunciation together, teachers can help students build stronger language skills, gain more confidence, and feel better equipped to handle English in both classroom activities and real-life communication.

Question 19: Do you want remedial classes to continue in the future?

A/Yes

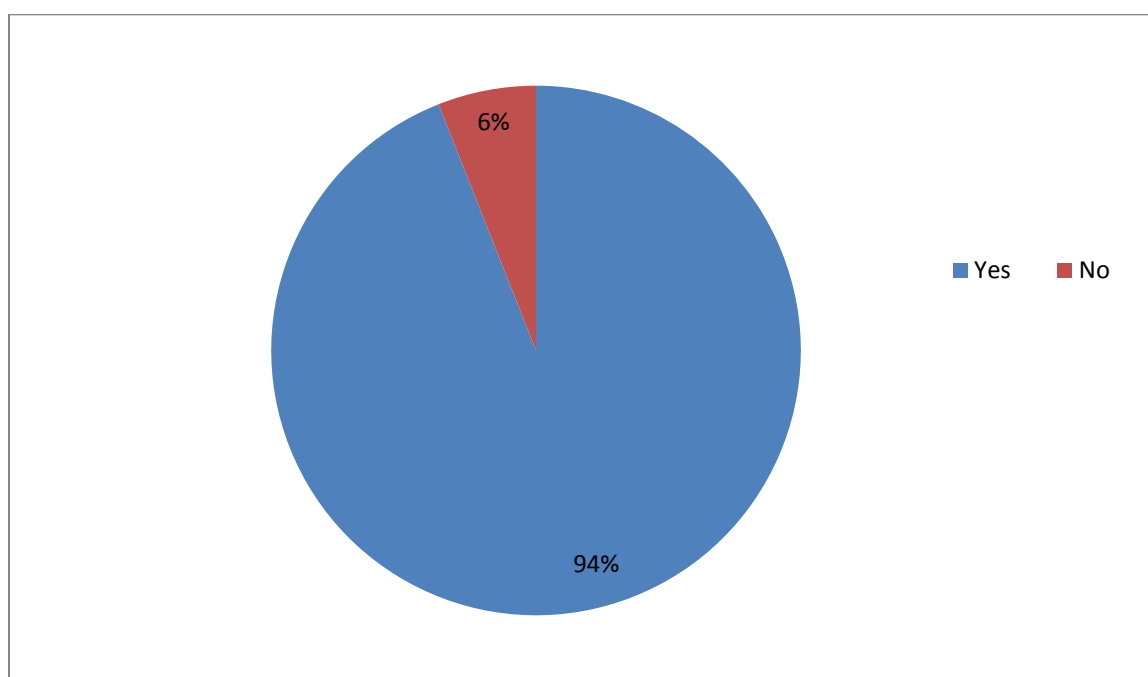
B/No

This question looks at whether students would like remedial classes to keep running in the future. It focuses on their opinion about the value of these extra lessons and whether they believe continuing them would help them improve their English skills further.

Table 21: Students'Desire for Remedial Classes to Continue in the Future

Response	Number of Students	Percentage
Yes	47	94%
No	3	6%
Total	50	100%

Figure 20: Students'Desire for Remedial Classes to Continue in the Future



The responses indicate that most students, 47 out of 50, want remedial classes to continue in the future, while only 3 students disagreed. This suggests that learners find these sessions highly valuable for reinforcing their English skills and building confidence. Continuing remedial classes would give students ongoing support to tackle difficult topics, practice regularly, and feel more prepared in class. It also suggests that students view these lessons as an important tool for steady improvement and greater success in their language learning journey.

Question 20: Remedial classes help students succeed in English?

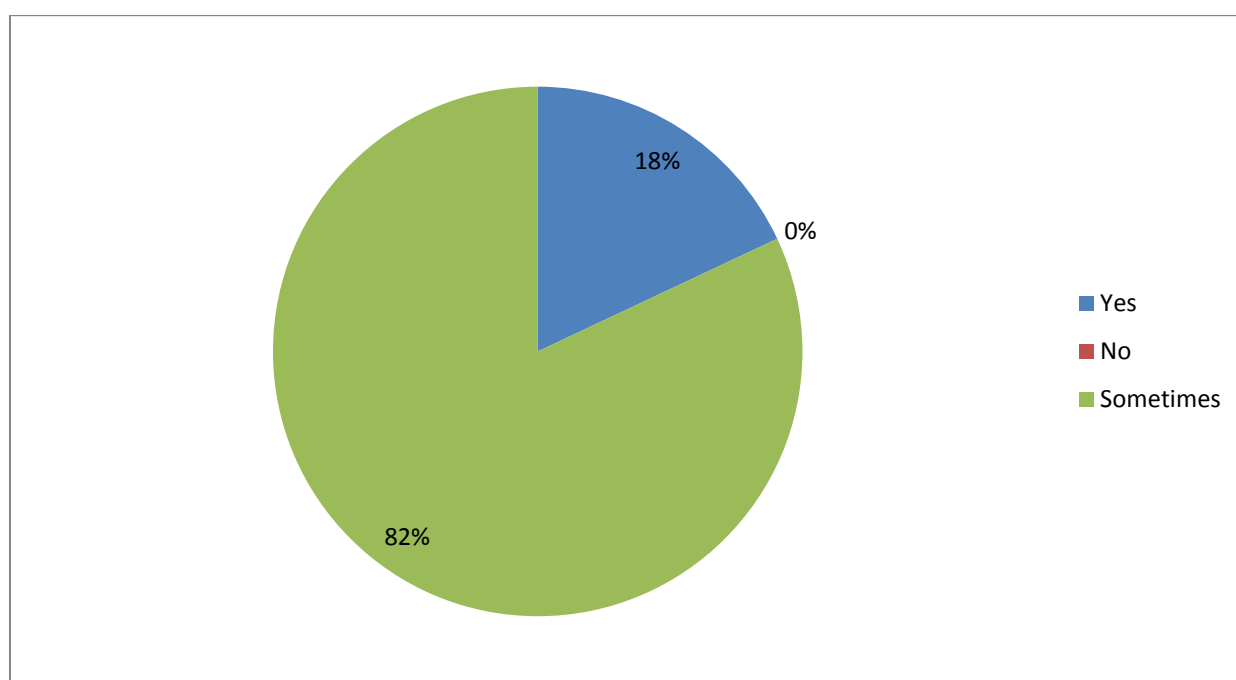
A/Yes B/No C/Sometimes

This question considers whether students think remedial classes contribute to their success in English. It focuses on how learners feel these extra lessons can strengthen their understanding, develop their skills, and improve their overall performance in the language.

Table 22: Students'Views on the Role of Remedial Classes in English Success

Response	Number of Students	Percentage
Yes	9	18%
No	0	0%
Sometimes	41	82%
Total	50	100%

Figure 21: Students'Views on the Role of Remedial Classes in English Success



The responses reveal that students experience varying levels of benefit from remedial classes. Out of the participants, 9 students reported that the classes clearly help them succeed, while 41 said they help them sometimes, and none felt they made no difference. This suggests that remedial lessons provide useful support for many learners, though the impact may differ depending on individual needs and effort. Even occasional guidance appears to reinforce understanding, boost confidence, and give students extra tools to improve their English skills effectively

Question 21: What suggestions do you have to improve remedial classes in English?

A/ Use simple explanations

B/ Use more activities and exercises

C/Use Arabic when necessary

D/Another suggestion (mention it)

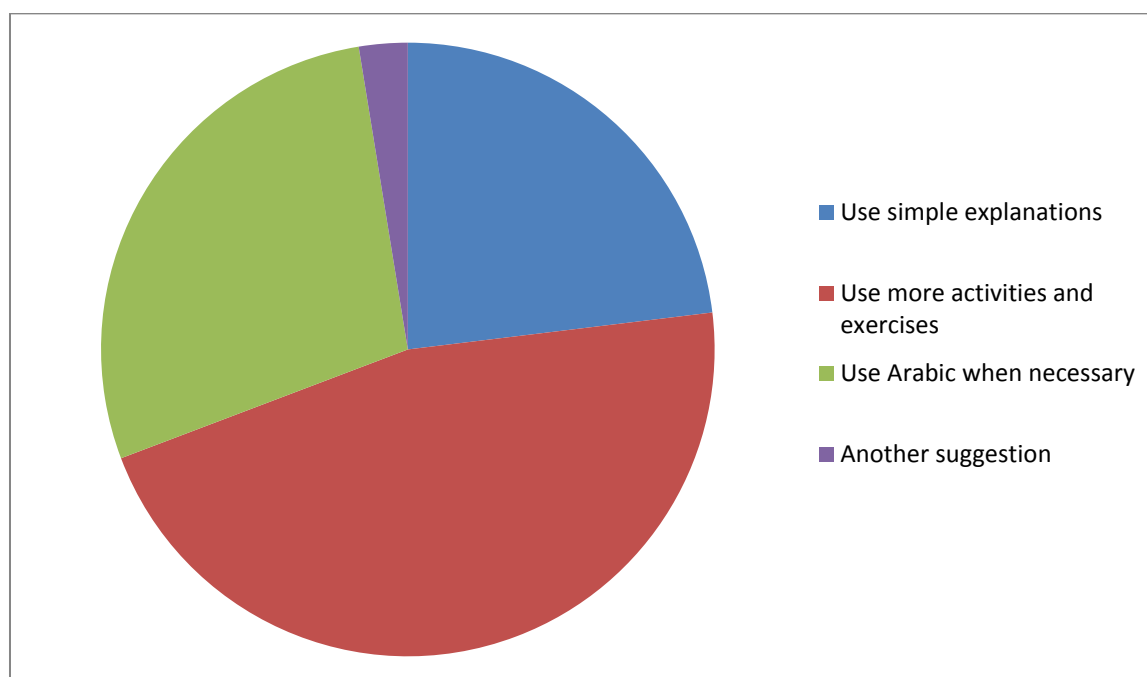
This question invites students to share their ideas on how remedial classes could be made more effective. It focuses on gathering their opinions about changes or additions that might help improve learning, make lessons more engaging, and support students in understanding English better.

Note: This was a multiple-response question, so students could choose more than one suggestion. Therefore, the total number of responses exceeds the number of students surveyed.

Table 23: Students' Suggestions for Improving Remedial English Classes

Suggestion	Number of Responses	Percentage
Use simple explanations	18	36%
Use more activities and exercises	36	72%
Use Arabic when necessary	22	44%
Another suggestion	2	4%

Figure 22: Students' Suggestions for Improving Remedial English Classes



The students provided several suggestions to improve remedial English classes, and many of them selected more than one idea. Specifically, 18 students recommended using simpler explanations to make lessons easier to understand. A larger group of 36 students suggested incorporating more activities and exercises to make the learning process more interactive and engaging. Meanwhile, 22 students highlighted the usefulness of occasionally using Arabic to clarify complex points. Additionally, two students shared unique ideas: one suggested repeating explanations multiple times, and the other proposed including more dialogues and short films to enhance learning through real-life contexts. These responses show that students value diverse teaching strategies and practical methods that can make remedial classes more effective, enjoyable, and supportive for all learners

Question 22: If you like remedial classes, what do you like most about them? Explain.

This question focuses on identifying the aspects of remedial classes that students enjoy the most. It helps understand which parts of the lessons—such as activities, explanations, or interaction with the teacher—are considered the most helpful and engaging for learners.

The students identified several key aspects they value most in remedial English classes. Sixteen students highlighted that these sessions help them improve their overall language skills, giving them opportunities to practice and strengthen their abilities in reading, writing,

speaking, and vocabulary. Fifteen students appreciated that the lessons allow them to gain a clearer and deeper understanding of challenging concepts, which helps reduce confusion and makes the material easier to grasp. Additionally, 12 students mentioned that the detailed explanations provided during the sessions allow them to explore topics more thoroughly, making the learning process more meaningful. Beyond these academic benefits, 7 students emphasized that the classes are fun and enjoyable, which makes participating more motivating and encourages them to engage actively. Overall, these responses indicate that students value both the practical improvements in their English abilities and the supportive, interactive, and stimulating classroom environment that remedial classes provide.

2.3.2 Teachers' Interview Analysis:

Thematic Analysis of Teachers' Responses:

The semi-structured interviews conducted with three EFL teachers (Teacher A, Teacher B, and Teacher C) were analyzed using thematic analysis. First, the responses were carefully transcribed and reviewed. Key ideas were coded, similar codes were grouped into categories, and overarching themes were identified to capture patterns across teachers' responses.

The analysis reveals several recurring themes related to remedial English classes, including teachers' experience, students' difficulties, teaching strategies, and the effectiveness of remedial instruction.

Theme 1: Teaching experience:

The teachers show different levels of experience in EFL and remedial teaching. While teacher A and teacher B have relatively limited general teaching experience (around 1.5 years), teacher C has more extensive experience in remedial instruction (6 years) but without teaching regular EFL classes.

This variation indicates that remedial teaching is approached from different professional backgrounds, which may influence pedagogical decisions and classroom practices.

Theme 2: Reasons for remedial classes:

All teachers agree that remedial classes aim to improve students' English skills, correct academic weaknesses, and enhance exam performance. Teacher A additionally highlights parental pressure as a factor influencing enrollment.

This suggests that remedial education is mainly perceived as a compensatory system designed to address academic deficiencies rather than an enrichment program.

Theme 3: Student identification:

A key difference emerges in how students are identified. While some teachers rely on academic performance and observation, Teacher C reports that students are enrolled by themselves or their parents without teacher diagnosis.

This highlights a lack of standardized placement procedures, which may affect the accuracy and effectiveness of remedial instruction.

Theme 4: Students' difficulties:

Students in remedial classes face multiple difficulties, including low academic performance, weak basic skills, spelling and grammar problems, and speaking difficulties. Teacher A also mentions behavioral issues such as lack of attention and mobile phone addiction.

This indicates that students' challenges are both linguistic and behavioral, requiring a multidimensional teaching approach.

Theme 5: Teaching strategies:

Teachers adapt their instruction by simplifying lessons, slowing down the pace, using repetition, and focusing on guided practice and exam-based tasks. Teacher A emphasizes structured step-by-step instruction, while others highlight interactive and supportive methods.

This reflects a strong reliance on differentiated instruction and scaffolding techniques in remedial contexts.

Theme 6: Effective teaching techniques:

All teachers agree that personalized instruction, repetition, scaffolding, and guided exercises are the most effective techniques in remedial teaching.

This confirms that individualized support is essential for addressing learners' gaps.

Theme 7: Skills development:

Speaking and writing are identified as the most improved skills, followed by reading and listening due to increased practice opportunities and smaller class sizes.

This suggests that productive skills benefit more from remedial instruction.

Theme 8: Academic achievement:

Teachers report moderate improvement in students' academic performance. However, progress largely depends on students' effort and engagement.

This indicates that remedial classes are helpful but not sufficient on their own.

Theme 9: Motivation and self-confidence:

Remedial classes have a positive effect on students' motivation and confidence, especially when teachers provide structured support and encouragement.

This highlights the importance of affective factors in learning improvement.

Theme 10: Challenges:

Teachers face several challenges, including low motivation among students, weak academic background, lack of confidence, laziness, and unrealistic expectations from students.

This shows that remedial teaching is demanding and requires strong pedagogical and emotional management skills.

Theme 11: Sufficiency of remedial classes:

All teachers agree that remedial classes alone are not sufficient to close learning gaps and must be combined with home practice and parental support.

This suggests that remedial education should be considered a complementary support system.

Theme 12: Recommendations:

Teachers recommend simplifying content, increasing interactive activities, providing feedback, encouraging students, and adapting teaching pace.

These recommendations emphasize learner-centered and flexible teaching approaches

Table 24: Summary of Main Findings

Theme	Main Finding
Experience	Mixed experience; Teacher C was seen as more specialized.
Reasons	Improve skills and grades, and parental pressure.
Identification	Formal vs. informal enrollment system.
Difficulties	Linguistic and behavioral issues.
Strategies	Simplification, scaffolding, and exam focus.
Techniques	Repetition, personalization, and guided learning.
Skills	Speaking and writing were the most improved.
Achievement	Moderate improvement, depending on effort.
Motivation	Positive effect with teacher support.
Challenges	Low motivation and weak background.
Sufficiency	Remedial classes alone are not sufficient.
Recommendations	Interactive, simplified, and adaptive teaching.

2.4 Discussion of the findings

The findings of this study show a general alignment between students' questionnaire responses and teachers' interview data regarding the effectiveness and role of remedial English classes. Both sources highlight that remedial instruction plays a significant role in improving learners' grammatical accuracy, engagement, motivation, and overall academic performance.

First, concerning learning difficulties, students reported challenges mainly in grammar, vocabulary, pronunciation, and comprehension. This is consistent with teachers' observations, particularly Teacher A and Teacher C, who emphasized that students attending remedial classes generally suffer from weak foundational knowledge, especially in grammar and speaking skills. Teachers also added behavioral issues such as lack of attention and low self-confidence, which were not directly measured in the questionnaire but may help explain students' academic weaknesses.

Second, regarding the reasons for attending remedial classes, students indicated that their main motivation is to overcome difficulties, improve grades, and enhance understanding. Similarly, teachers suggest that students usually join remedial classes either due to academic struggles or parental pressure. This consistency between both data sources confirms that remedial education is mainly perceived as a compensatory mechanism rather than an enrichment program.

Third, both students and teachers generally agree on the positive impact of remedial classes on learning outcomes. Students reported improvements in grammar, speaking, reading, and writing, as well as better exam performance and reduced stress. Teachers also stated that remedial instruction may help learners improve, especially when supported by repetition, guided practice, and exam-based activities. However, they also emphasized that improvement is uneven and depends heavily on students' effort and motivation, which explains why some students only experience partial progress.

Moreover, a link appears between motivation and self-confidence. Students reported that remedial classes may increase their motivation, engagement, and confidence in English lessons. This aligns with teachers' views, particularly Teacher C, who emphasized the importance of encouragement, scaffolding, and step-by-step explanations in supporting learners' confidence. This may indicate that remedial classes not only address cognitive gaps but also influence learners' affective factors, which are important in language learning. While most students expressed increased motivation and confidence during remedial classes, some teachers observed that certain students continued to exhibit low motivation. This may indicate that remedial instruction generally supports learner engagement; however, its effectiveness appears to depend on individual differences and prior academic foundations.

However, both datasets also highlight some limitations of remedial instruction. While most students perceive improvement, a minority reported limited or no impact in some areas. Teachers also stressed that remedial classes alone may not be sufficient to fully solve learning difficulties. They require additional support such as home practice, parental involvement, and sustained effort from students. This indicates that remedial teaching should be considered a complementary support system rather than a complete solution.

Finally, students' suggestions for improving remedial classes—such as using more activities, simpler explanations, and interactive methods—are consistent with teachers' strategies, which already focus on repetition, scaffolding, and guided exercises. This reflects a

shared understanding between both groups regarding effective teaching practices, but also may suggest a need for more communicative and engaging techniques.

Overall Interpretation:

Overall, the integration of both quantitative and qualitative data suggest that remedial English classes have a generally positive impact on students' grammatical accuracy and engagement. However, their effectiveness appears to depend on learners' motivation, teaching methods, and external support systems. Therefore, remedial instruction could be continuously improved through more interactive, student-centered approaches to maximize its benefits.

Conclusion:

The analysis of teachers' interviews reveals that remedial English classes appear to play an important role in supporting learners with academic and linguistic difficulties. The findings suggest a general agreement among teachers regarding the main purpose of remedial instruction, which is to improve students' English proficiency and address learning gaps, particularly in grammar, writing, and speaking skills.

However, the study also highlights some challenges that limit the effectiveness of remedial classes, including low student motivation, weak academic foundations, and lack of confidence. Teachers emphasize that while remedial instruction contributes to partial improvement in students' performance, it may not be sufficient on its own without additional support from regular classroom teaching, home practice, and parental involvement.

Furthermore, the results may indicate that affective factors such as motivation and self-confidence appear to play an important role in students' progress, sometimes even more than linguistic difficulties. Teachers also tend to rely on simplified, structured, and scaffolded teaching methods, often with an emphasis on exam preparation.

Overall, remedial English classes can be viewed as a complementary educational support system that requires coordinated efforts between teachers, students, and parents in order to achieve effective learning outcomes.

General Conclusion and Recommendations

General Conclusion

Remedial classes are considered an important educational practice that aims to help learners of English as a foreign language overcome the difficulties they encounter in learning the language. This study sought to explore the perceived effectiveness of these classes in improving certain language skills, enhancing students' understanding of previously taught content, and examining their influence on students' attitudes toward learning English.

The study adopted a mixed-methods approach by collecting quantitative data through a questionnaire administered to 50 middle school students at Nebras Academy in Ghardaia, in addition to qualitative data gathered through semi-structured interviews with English teachers. The use of both instruments provided a broader understanding of remedial classes from both students' and teachers' perspectives.

Concerning the research questions, the findings suggest that remedial classes are generally perceived as beneficial in supporting students' English learning, particularly in areas such as grammar, writing, and speaking. The results also indicate that remedial classes may help learners better understand previously taught content through simplified explanations and additional practice opportunities. Furthermore, students' responses revealed generally positive attitudes toward remedial classes, as many participants reported increased self-confidence and reduced anxiety during English learning.

Regarding the research hypotheses, the findings generally support the first hypothesis, as many students reported improvement in at least one language skill after attending remedial classes. The second hypothesis was also supported by the findings, since participants perceived remedial classes as helpful in improving their understanding of previously taught language content through simplified explanations and additional practice. Similarly, the third hypothesis was generally supported, as most students expressed positive attitudes toward remedial classes and their role in supporting English learning. However, some participants reported limited improvement, which may reflect individual differences among learners in terms of motivation, learning needs, and level of engagement.

Despite these generally positive perceptions, the findings also suggest that the effectiveness of remedial classes may vary from one learner to another depending on several factors, including students' motivation, prior language level, teaching strategies, and the availability

of support outside the classroom. Therefore, remedial classes may be viewed as a complementary educational support system rather than a complete substitute for regular classroom instruction.

Recommendations

In light of the findings of this study, the following recommendations are proposed. Teaching strategies in remedial classes should be diversified to make lessons more interactive and engaging. Students' active participation should be encouraged through collaborative and practical activities. Individual differences among learners must be taken into consideration when providing explanations and support. Coordination between remedial classes and regular classroom instruction should be strengthened to ensure continuity of learning. Parental involvement in supporting students' learning outside the classroom is also encouraged. Diagnostic tools should be used at the beginning of remedial classes to identify learners' weaknesses more accurately. Finally, time should be allocated for continuous assessment in order to monitor students' progress and adapt teaching methods accordingly.

Bibiliography

Bibliography

- Bandura, A. (1997). *Self-efficacy: The exercise of control*. W. H. Freeman.
- Bemmoussat, N. D., & Bouyakoub, N. (2019). English language education in Algeria: Hostage of an exam-centric education system. *Arab World English Journal*, 10(3), 202–219. <https://doi.org/10.24093/awej/vol10no3.14>
- Black, P., & Wiliam, D. (1998). Assessment and classroom learning. *Assessment in Education: Principles, Policy & Practice*, 5(1), 7–74. <https://doi.org/10.1080/0969595980050102>
- Boumediene, A., & Hamzaoui-Elachachi, H. (2017). The effects of formative assessment on Algerian secondary school pupils' text comprehension. *Arab World English Journal*, 8(3), 172–190. <https://doi.org/10.24093/awej/vol8no3.12>
- Chamot, A. U., & O'Malley, J. M. (1994). *The CALLA handbook: Implementing the cognitive academic language learning approach*. Addison-Wesley.
- Corder, S. P. (1967). The significance of learners' errors. *International Review of Applied Linguistics in Language Teaching*, 5(4), 161–170. <https://doi.org/10.1515/iral.1967.5.1-4.161>
- Crystal, D. (2012). *English as a global language* (2nd ed.). Cambridge University Press.
- Dörnyei, Z. (2001). *Motivational strategies in the language classroom*. Cambridge University Press.
- Field, J. (2008). *Listening in the language classroom*. Cambridge University Press.
- Gardner, R. C. (1985). *Social psychology and second language learning: The role of attitudes and motivation*. Edward Arnold.
- Gibbons, P. (2002). *Scaffolding language, scaffolding learning: Teaching second language learners in the mainstream classroom*. Heinemann.
- Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. Routledge.
- Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of Educational Research*, 77(1), 81–112. <https://doi.org/10.3102/003465430298487>
- Horwitz, E. K. (2001). Language anxiety and achievement. *Annual Review of Applied Linguistics*, 21, 112–126. <https://doi.org/10.1017/S0267190501000071>
- Krashen, S. D. (1982). *Principles and practice in second language acquisition*. Pergamon.
- Nation, I. S. P. (2001). *Learning vocabulary in another language*. Cambridge University Press.
- Piaget, J. (1952). *The origins of intelligence in children*. International Universities Press.
- Richards, J. C., & Rodgers, T. S. (2014). *Approaches and methods in language teaching* (3rd ed.). Cambridge University Press.
- Richards, J. C., & Schmidt, R. (2010). *Longman dictionary of language teaching and applied linguistics* (4th ed.). Longman.
- Skinner, B. F. (1957). *Verbal behavior*. Appleton-Century-Crofts.
- Slavin, R. E., Lake, C., Davis, S., & Madden, N. A. (2011). Effective programs for struggling readers: A best-evidence synthesis. *Educational Research Review*, 6(1), 1–26. <https://doi.org/10.1016/j.edurev.2010.07.002>
- Stanovich, K. E. (1986). Matthew effects in reading: Some consequences of individual differences in the acquisition of literacy. *Reading Research Quarterly*, 21(4), 360–407. <https://doi.org/10.1598/RRQ.21.4.1>
- Thorndike, E. L. (1932). *The fundamentals of learning*. Teachers College Press.
- Tomlinson, C. A. (2014). *The differentiated classroom: Responding to the needs of all learners* (2nd ed.). ASCD.
- UNESCO. (2009). *Policy guidelines on inclusion in education*. UNESCO Publishing.

- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.
- Watson, J. B. (1913). Psychology as the behaviorist views it. *Psychological Review*, 20(2), 158–177. <https://doi.org/10.1037/h0074428>
- Westwood, P. (2003). *Commonsense methods for children with special educational needs* (4th ed.). RoutledgeFalmer.
- Wood, D., Bruner, J. S., & Ross, G. (1976). The role of tutoring in problem solving. *Journal of Child Psychology and Psychiatry*, 17(2), 89–100. <https://doi.org/10.1111/j.1469-7610.1976.tb00381.x>

Appendices

Appendices

Appendix (A): The Questionnaire

This questionnaire is part of a Master's study investigating how remedial classes affect students' English learning, skills, and confidence. Participation is voluntary, and your answers will remain confidential.

- Please answer honestly.
- Completing the questionnaire will take about 10 minutes.

Section One: Personal Information

Q1. Gender ?

-Male ☐ Female ☐

Q2. Grade level:

-1st year middle school ☐

-2nd year middle school ☐

-3rd year middle school ☐

-4th year middle school ☐

Section Two: Participation in Remedial Classes

Q3. Do you attend remedial classes in English?

-Yes ☐ -No ☐

Q4. How often do you attend remedial classes?

-once a week ☐ -Twice a week ☐

-More than twice a week ☐

Q5. Why did you join remedial classes in English?

-I have difficulties understanding English lessons ☐

-My grades in English were low ☐

-My parents asked me to attend remedial classes ☐

-My teacher advised me ☐

- Another reason (mention it) ☐

.....
.....

Section Three: Learning and Understanding

Q6. Remedial classes help me understand English lessons better?

-Yes ☐ - No ☐ -Sometimes ☐

Q7. Which language skill, if any, has improved after attending remedial classes?

-Reading ☐ - Writing ☐ - None ☐

-Speaking ☐ -Grammar ☐

Q8. After attending remedial classes, I feel more confident during English lessons?

-Yes ☐ -No ☐ -A little ☐

Section Four: Motivation and Classroom Environment

Q9. Remedial classes motivate me to study English more?

-Yes ☐ -No ☐ -Sometimes ☐

Q10. I feel comfortable asking questions during remedial classes?

-Yes ☐ -No ☐

Q11. Learning in small groups helps me understand English better?

-Yes ☐ -No ☐

Q12. Does attending remedial classes encourage you to study English more? Why?

.....
.....

Section Five: Academic Achievement

Q13. Have your English grades improved after attending remedial classes?

-Yes ☐ -No ☐ -A little ☐

Q14. Remedial classes help me perform better in English exams?

-Yes ☐ -No ☐

Q15. I feel less stressed during English exams after attending remedial classes?

-Yes ☐ -No ☐

Section Six: Overall Evaluation and Suggestions

Q16. Remedial classes are important for students who have difficulties in English?

-Yes ☐ -No ☐

Q17. I would recommend remedial classes to my classmates?

-Yes ☐ -No ☐

Q18. What is the main difficulty you face in learning English?

-Vocabulary ☐ -Grammar ☐

-Pronunciation ☐ -Understanding lessons ☐

Q19. Do you want remedial classes to continue in the future?

-Yes ☐ -No ☐

Q20. Remedial classes help students succeed in English?

-Yes ☐ -No ☐ -Sometimes ☐

Q21. What suggestions do you have to improve remedial classes in English?

-Use simple explanations ☐

-Use more activities and exercises ☐

-Use Arabic when necessary ☐

- Another suggestion (mention it) ☐

.....

.....

.....

.....

Q22.If you like remedial classes, what do you like most about them? Explain

.....

.....

.....

.....

Appendix (B): The Interview

- How long have you been teaching EFL, and how long have you been involved in remedial classes?
- What are the main reasons students enroll in remedial English classes?
- How do you identify students who need remedial support?
- What differences do you notice between students in regular classes and remedial classes?
- How do you adapt your teaching strategies and methods in remedial classes compared to regular classes?
- What teaching techniques do you find most effective in remedial instruction?
- Which language skills benefit the most from remedial classes? Why?
- Do you use different materials or resources in remedial classes? If yes, what are they?
- To what extent do remedial classes improve students' academic achievement (grades and exam performance) ?
- How do remedial classes affect students' motivation and self-confidence?
- What challenges do you face while teaching remedial classes?
- Are remedial classes sufficient to close students' learning gaps? Why or why not?
- What recommendations would you give to improve remedial English classes?

ملخص

هدفت هذه الدراسة إلى استكشاف آراء التلاميذ تجاه تدريس اللغة الانجليزية في الحصص العلاجية في اكااديمية نبراس في ولاية غرداية.

تتبنى هذه الدراسة منهجاً وصفيًا نوعيًا للاستطلاع على فعالية الحصص العلاجية في تحسين الكفاءة اللغوية لمتعلمي اللغة الإنجليزية كلغة أجنبية. وقياس مدى تأثير هذه الدروس على التلاميذ ونتائجهم وتطور ادائهم وتحفيزهم للتعلم، استخدم تصميم دراسة الحالة للحصول على فهم معمق لتجارب المتعلمين والمعلمين مع التعليم العلاجي. وباستخدام تصميم بحثي مختلط يجمع بين المنهجين الكمي والنوعي، وُزِعَ استبيان على 50 طالبًا من كلا الجنسين ، وأجريت مقابلات مع 3 معلمين، وقد اتاح تحليل ومقارنة استبيان التلاميذ وآراءهم ومقابلة الاساتذة وتقييماتهم اكتساب رؤية لهذه الحصص العلاجية والذي بدوره ساهم في ابراز اهداف البحث.

الكلمات المفتاحية: فصول علاجية، متعلمو اللغة الإنجليزية كلغة أجنبية، التحصيل الأكاديمي، صعوبات التعلم ، طلاب المرحلة المتوسطة.