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Investigating the Efficiency of Remedial Teaching in Enhancing EFL Grammar Competencies

**Case study of Fourth Year Mustafa Ben Boulaid Middle
School**

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Dedication

This humble work is wholeheartedly dedicated to

My parents, for their positive support and encouragement.

To my sisters “Noura“ “Malika”, and “Nada”, to my brothers “Oussama “ , “Mounir“

for motivating me to accomplish this research work andfor believing in me

To my fiancé “Ala Eddine “who gave me strength when I thought of giving up.

To my friends “Sabrine“ and "Mey" for their emotional support

I would also like to express my open-hearted gratitude to my partner in this work

"Aya" for the time we spent together helping each other.

Nesrine Zid

Dedication

I want to dedicate this work to the only person who supported me at my lowest, who didn't give up on me during the past five years , who was there for me at my best and helped me through my worse, Myself.

And I want to thank my Father Mohammed Seghir, my mother Mebarka who have been supporting me since day one. To my siblings and nieces and my whole family. Not to forget my friends and classmates for the beautiful memories we made all these years.

I want to dedicate this part to my second mother Hayet who I wish she was here watching me grow to the day I graduate believing she is in a better place.

May Allah have mercy on her.

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Abstract

This research focuses on the efficiency of remedial teaching in enhancing EFL grammar competencies. It investigates whether remedial teaching helps slow learners overcome their learning deficiencies in learning EFL grammar. It also explores middle school teachers' attitudes toward using it. A sample of 27 pupils studying in a 4th-year middle school has been examined to reach this objective. The procedures entailed comparing a pre and post-test in terms of grammar usage. An additional research tool, namely a paper questionnaire, was distributed to 20 randomly chosen middle school teachers of English. It has been used to get an idea about teachers' motivation and attitudes towards the use of remedial teaching as a tool for helping slow learners. The questionnaire analysis allows us to determine how significant remedial sessions are for middle school teachers. According to these teachers, using remedial sessions helps them to address some slow students' deficiencies by giving them extra time to practice and an atmosphere suitable for comprehension. Some teachers stated that the absence of remedial sessions owing to the Corona-virus outbreak demonstrated how efficient these sessions were in helping their slow learners meet the grammar knowledge required. Whereas the finding of the pre-post tests demonstrates that the slow learners who were exposed to the remedial grammar session that was held, achieved better results in grammar, benefited from the remediation and achieved better scores compared to the beginning. Ultimately, remedial teaching affects fourth-year middle school pupils' grammar competence, positively.

Keywords: *remedial teaching, slow learners, grammar, middle school*

List of Abbreviations

EFL: English as a Foreign Language

N of teachers: Number of teachers

Q: question

%: percentage

T: Teacher

Pps: pupils

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General Introduction

Introduction

Education is vital to the country's prosperity. Countries across the world think that their education systems are critical to their development and accomplishment, yet the latter cannot be provided by traditional educational systems. One of the fundamental aims of education is to improve students' academic performance, as teachers play an important role in this by using appropriate teaching methods and strategies. Traditional foreign language teaching methods consider classrooms to be places where teachers' main role is to provide information and instruction to their students, which contradicts modern classrooms that emphasise individual differences. Remedial education is seen as an academic programme in which the slow learners who are different from their peers, because they take more time to learn are given the opportunity to fulfill the knowledge gaps they have.

Background to the Study

The discussion about the remedial education has been tackled for a long time between instructors or educational psychologists. It first appeared as a mental health movement that deals with developing better techniques to decrease the difficulties of children in their school period. As the first word suggests, remedial derived from "*remedy*" which means cure. Over the past century remedial education developed in various ways to cope with the different needs of individuals. In Yolak, Kiziltepe and Seggie (2019) conducted a study about the impact of remedial courses on student's personal and academic lives. The study revealed that remedial courses have a positive effect on slow learners. For instance they enjoy and focus more during the course, raise their self-confidence and allow them to express their ideas freely. Furthermore, the majority of participants expressed the amount of help they received through using remedial courses in English learning, maths and science.

Statement of Purpose

The purpose of this research is to investigate the relation between remedial sessions and the enhancement of learning EFL grammar. Considering remedial sessions as a technique to help slow learners, this study will investigate its efficiency in improving fourth year learners at Mustafa Ben Boulaid Middle School's understanding and use of English grammar.

Statement of Problem

Previous studies in Algerian middle schools had emphasized that a great number of students have difficulties in EFL, and mostly in producing correct grammar. Many experts in the field have carried out researches on grammatical mistakes generated by EFL learners and their causes. These mistakes do not always occur as a result of lack of concentration or the difficulties in grammar rules themselves; they might be a result of slow learning. For this reason, it was convenient to select remedial teaching as a technique to help students who have difficulties in learning grammar as their peers. Therefore, the current study investigates the efficiency of remedial work in enhancing the grammatical competence of EFL middle school pupils.

Research Questions

This study contains details about remedial education and its efficiency, and for that answers the following questions:

- To what extent are remedial sessions efficient in learning grammar?

Sub Questions:

1. Who are slow learners and how can they be identified?
2. What is teachers' reaction towards using remedial grammar sessions?
3. What are the common used remedies in the grammar class?

Research Hypothesis

Remedial sessions are efficient when teaching grammar for slow learners.

Research Methodology

The current research is an attempt to reveal whether the above mentioned hypothesis is valid or not. Therefore, in this research various research instruments were used in order to get a wide range of information. First, a questionnaire was designed to be accomplished by teachers of middle school to collect data about remedial sessions and learners in the grammar class. Second, a pre-test/post-test approach and a remedial grammar lesson plan were designed for 4th year middle school pupils. The tasks in the tests were selected because they exist in the 4th year grammar programme. While gathering and analysing the data, both a quantitative and qualitative research approaches were used. In the first two chapters, a descriptive method was applied because the theoretical part of the research tends to describe the two main notions of the research remedial education, and grammar, while in the third chapter, the researchers used an analytical method in order to collect and analyze the data found from the instruments.

Limitations of the study

As any other research, some difficulties and setbacks were encountered at some points in this study .Firstly, even though questionnaires are widely used as a tool of research, they have certain limitations. The first one is that the informants do not always demonstrate their true attitude, nor do they continue their answers with necessary examples or suggestions. The second is about handing back the questionnaires, some respondents did not give back their questionnaires, which diminished the research .Secondly, there were some difficulties concerning getting the approval to do the tests and the remedial session due to the lack of time in schools and teachers barely have enough time to finish their lessons. Moreover, some students showed up late for the post-test and pre-test and some others attended for one test and not the other, and also we struggled to correct some

students' papers due to poor handwriting.

The Structure of the Study

This research is divided into two parts: theoretical and practical. The theoretical part consists of two chapters. The first one deals with some general facts about remedial education, slow learners, their characteristics, and identification. This chapter helps to make the distinction between learners with special needs from others in the same class. The second chapter deals with the second notion of the research, which is grammar. It tackles different aspects of grammar and how it is seen as an important part of learning a foreign language, and also how it is dealt with in the Algerian middle schools. The practical part includes one chapter which is the third chapter. It is a practical chapter that introduces two instruments that were used in collecting data of this study and analyses the results.

Definition of Key Terms

Remedial Work: Schwartz (2012) defined remedial work as the specific educational interventions aimed at addressing learning needs of a targeted group of children who are lagging behind academically or not mastering specific competencies in the early grades.

Grammar: “Grammar is fundamental to language. Without grammar, language does not exist” (Fotos&Nassaji, 2011, p.1).

Slow Learners: It refers to the pupils who do not have high average, intellectual ability or severe retardation or any other primary handicap and unable to cope with academic work considered normal for their age group (Brennan, 1974).

Middle School: It is a step in the educational process that takes place between primary and secondary school. Middle school lasts four years in the Algerian educational system. The pupils in this stage range in age from 12 to 15 years old.

Theoretical Part

Chapter One :Remedial Teaching

Introduction

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Conclusion

Introduction

The matter of slow learning has been always an interest for scholars and psychologists across the time. It can be found nearly in every academic institution. Dealing with students with different skills in the same class makes a difficult challenge for teachers, especially students with a low and limited achievement. These students are called slow learners. They are known for the need to an extra assistance by teachers, parents and surroundings.

Generally, a teacher gives more attention and encouragement to gifted students and ignores the other categories. This is where the need to remedial session emerges. Remedial classes are meant to help these students to cope up with their peers in the class, these classes show more supervision towards backward learners who are struggling with their learning process. The aim of this study is to investigate the efficiency of these remedial classes for slow learners. This introductory chapter will spot the light on different theories of educators about remedial education and slow learners. In addition, it will discuss different types of remedial class, stages and aims. Furthermore, it will inform about factors of slow learning, characteristics of slow learners and more explanation about both.

1.1 Remedial Teaching

Remedial teaching is supposed to help to the learners with the low achievement in the class, it is a technique that teachers organise in order to assist this category of students by providing them with extra time and materials.

1.1.1 Definition of Remedial Teaching

At all stages of teaching, practitioners always complain serious imbalances in the level of comprehension among their learners. Apparently, some learners have certain difficulties

preventing them from keeping track with their fellow classmates in class. As a result, several teachers strike for remedial education as an alternative to rescue their students from academic failure. Due to its major significance in education, numerous scholars spare no effort in putting together guidelines and definitions of this term.

Different suggestions have been made for the accurate definition of the concept. One of these is of Sampson; he records that Remedial education began in response to the realization that there were several pupils who required special help and support. On the basis of this realization he illustrates that most simply and obviously, the very title 'remedial' provides its own definition as to the best answer. Etymologically, the word remedial comes from the word remedy, which denotes to heal, fix, repeat, and repair. As an outcome, remedial teaching is a method of teaching that aims to heal and repair learning outcomes that are not in line with stated learning objectives in attempt for receiving higher outcomes (Sampson, 1975). Semantically, Remedial Education alludes to a mode of education that 'rectifies some deficiency' or 'makes things right'. Such a remedial role is certainly not what a typical classroom strives for. The difficulties of the remedial students may be short- or long-term, general or exclusive toward certain subjects, and will therefore need a wide range of organization and methods of a wide variation and flexibility(Masbur, 2012). Further definitions of the term are, in many occasions, associated to the term 'Developmental Education', where many researchers believe that both terms are reciprocally interchangeable. In this regard, Remedial, or Developmental, Education is defined as:

...a continuum of services ranging from remedial courses at the low end to tutoring or learning assistance centers at the high end. Developmental education is something of an umbrella under which a variety of interventions designed to develop the diverse talents of students may fit (Boylan, Bonham, and White, 1999, p. 88).

The necessity for remedial education stems from the realization that students may require assistance at any point during their educational career. It is claimed that such a support system is beneficial to students who would seek educational support from other educators outside of class time. In this subject, students are given the opportunity to revise the materials taught in class on an individual or small group basis, which can help them improve self-confidence and self-efficacy (Cheng, 2014). More importantly, many scholars agree on the fact that a proper remedial intervention could also assist students in developing concepts and skills that would be useful throughout their lives. In this vein, Cheng, an expert in the field of Remedial Teaching, said: “individualized programmes with intensive remedial sessions can be implemented to help students consolidate basic knowledge, master their learning strategies, strengthen their confidence and increase the effectiveness of their learning” (Cheng, 2014, p. 862).

In summary, the term "Remedial Education" highlights the importance of a proper preparatory intervention by teachers for the sake of helping slow learners attain better results and acquire knowledge in the most suitable manner.

1.1.2. Types of Remedial Teaching

To achieve valuable results in a challenging EFL class or elsewhere, educators have no choice but to opt for flexible teaching techniques.

1.1.2.1. Small Groups Tutoring

Small group tutoring is one of the dominant alternatives to rigorous one-on-one training. Many research studies show that small group tutoring enhances learning and improves information retention for pupils. They are not sitting in a cooperative group, listening to the tutor. Instead, they're taking action, i.e., they can converse together and not key each other out if they're all in small groups and know what to anticipate (Jenkins, Antil, Wayne, and Vadasy, 1998). On the other hand, various language teaching scholars are of the standpoint that teaching smaller groups of slow learners might be difficult owing to the disparity in levels among group members. They argue that teaching and learning efficacy necessitates grouping students, particularly those with severe difficulties in learning, with others who are similar in age, IQ, and level of instructional requirements. Practical issues of facilities and teaching personnel must be fulfilled realistically, but placement in a small group loses its benefits and can even be harmful if the group members' capacities and requirements are too dissimilar (Rawson, 1971).

1.1.2.2. Separate Classroom for Slow Learners

There are differing views on whether slow learners and fast learners should be separated into distinct classrooms or not. Some scholars believe that mixing quick and slow learners in the same class is preferable to separating them. In this area, Sheeja and Varghese (2021) conducted a research to assess students' opinions and concerns, including the impact of separate courses for slow and fast learners in school, and observed that, unlike fast learners, slow learners did not experience sentiments of superiority and inferiority among group members. Despite the fact that many students believed that the system helped them gain confidence in participating in active learning, the majority did not believe it enhanced their classroom learning.

1.1.2.3. Grouping Learners by Levels of Performance

Classes of students of diverse levels are among the most difficult issues that both teachers and students experience in EFL teaching. In order to mitigate these challenges, researchers have attempted to devise methods, one of which is grouping learners by degrees of performance. It is based on whole-class instruction, in which teachers arrange students into small groups based on their perceived performance, reading levels, and interests (Bolick and Rogowsky, as cited in Du Plooy, 2019). Learners in homogeneous classes are put together based on their similarities. Studies describe homogeneity in terms of age and mother language, but the majority of them do not believe in such a true homogeneous class because no two learners are truly comparable, and all classes are made up of learners who differ in various ways (Bousbia, 2016).

1.1.2.4. Peer Tutoring

Peer-to-peer education is an effective method of instilling and fostering confidence in students who have difficulties in learning. Remedial instructors may prepare students who excel in a particular topic to become 'little teachers,' responsible for assisting classmates with learning challenges in group instruction, self-study sessions, and outside of the classroom. Peer support programmes assist students in reinforcing their knowledge, developing communication, cooperative skills, and developing positive interpersonal relationships. To improve peer tutoring efficacy, instructors should give training to the students involved ahead of time and also conduct frequent evaluations (Kumar, 2018).

1.1.2.5. One to One Tutoring

Not only is individual tutoring one of the oldest forms of tutoring employed, but studies have proven that it is incredibly practical in remedial teaching since teaching is

tailored to the student's particular level. In Rodriguez's(2013) view, individualized teaching is used to help students struggling in certain areas with remedial learning. Hence, one-to-one remedial instruction is extremely advantageous for reinforcing knowledge, consolidating basic knowledge in many disciplines, mastering learning techniques, strengthening their confidence, and increasing the efficacy of learning since it allows pupils to comprehend their learning process.

1.1.3.Objectives of Remedial Teaching in EFL Education

Many students require additional instructional help when studying English as a foreign language at some point during their academic careers. Some pupils require more remedial help than others. The goals of remedial work, according to researchers, are to promptly resolve student uncertainties, to handle difficulties that emerge during learning, and to build favorable tendencies among students to overcome work deficiencies (Marshal, Weinstein, Johnson and Offenbach, as cited in Musongole, 2019). From Kumar's point of view, the goal of remedial teaching is to assist students in filling learning gaps so that they may finish their general education curriculum for their grade level. Those gaps are a result of ill-transformed information between the teacher and his students (Kumar, 2016).

1.1.4.The process of Remedial Teaching

Remedial language teaching entails additional time, preparation, and work. Instructors work twice as hard as regular language teachers. To begin with, determining which students require remedial instruction and which do not has never been an easy task, because each learner has his own needs. Second, the remedial classes should be tailored to the curriculum to accommodate the learners' differences. Third, remedial sessions should always be a positive space, thus implementing and creating up-to-date instructional strategies for slow learners is

amust.

1.1.4.1. The Role of the Instructor

When teaching Remedial English, the teacher's engagement is critical. Teachers and slow learners should have a flexible relationship in which each understands the other's unique position and significance. Moreover, the teacher must serve as a guide for his students, assisting them in directing their learning. All of the aforementioned cannot be done correctly unless the instructor is acquainted with the students and learns with them; thus, their roles are considered inseparable.

In order to bring students into a healthy atmosphere, Pandey and Kurian (2016) suggested a number of responsibilities for instructors towards their low achieving students. They believe that teachers ought to develop confidence among slow learners by addressing them with encouraging phrases and keeping up friendly relationships that may assist them in performing better. They should also discover the main reason behind their weak performance. In addition, remedial teachers need to connect with their students more often so that they can keep track of any advancement they make. Giving extra care, careful consideration, and additional practice for slow learners is not a wrong task. As a matter of fact, it is the most appropriate way a remedial tutor treats his students, and it can be done by offering quizzes to the students or giving them simple home activities that are interesting and related to the subjects completed in the classroom.

English language classes are supposed to be an entertaining and enthusiastic learning experience. Remedial teachers may help with that by incorporating educational challenges and diversions, using oral expression instead of written reports, using creative teaching techniques, and giving students instructions ranging from simple to complex. In addition, educators must keep combined records so as to track the learner's progress. Thus, if the

teacher discovers a range where the student has not made much progress, he switches to another strategy that may be more favorable for the learner. Moreover, a remedial teacher should encourage the learner to participate in various exercises that will assist him or her attain success. Saying the same thing over and over again, deemed as redundancy, on the other hand, helps to make a thought more concrete. Besides this, in order to make a slow learner feel more effective, parents and educators should choose among tolerant and mindful peers and allow the slow learner to be trained near or via them (Batchu, 2011).

In a nutshell, for a remedial class to achieve the best results possible, the teacher must behave as a mentor to his learners, maintain a positive atmosphere in the classroom, and adopt the most suitable teaching strategies and methods.

1.1.4.2. Designing the Remedial Intervention to Meet Learners Needs

Prior to preparing the lessons, adequate focus should be placed on understanding the student's various learning needs so that appropriate teaching plans can be established for effective learning. Ganschow (1985) argued that after diagnosing each student's strengths and weaknesses, teaching goals and objectives are devised to fit their specific needs. To fulfill the various requirements of children with learning difficulties, three types of remedial education techniques are advised. When an approach is part of the regular process of learning, it is considered developmental. When particular training skills to "close the gap" are necessary, they are remedial. When various techniques of receiving and providing information are employed, they become adaptable. Age, maturity, and the strengths and shortcomings of each pupil must all be taken into account.

1.1.5. Stages of Remedial Class Preparation/Design

Remedial teaching cannot be minimized to certain strategies. However, using the right strategies to teach slow learners is the key to the success of the remediation. The stages of the remedial teaching can be summarized below:

1.1.5.1. Adaptation of the Curriculum

The remedial curriculum should be adapted to meet students' learning characteristics and abilities. Teachers are required to establish related attainable teaching objectives in order to guarantee an entirely successful comprehension of the information delivered after completing each module. In this regard, textbooks should neither be used to direct teaching nor as the standard school curriculum. Besides, there is no need to go over all of the material in the textbooks either. Moreover, schools can divide instructional content into core and non-core learning components based on teaching objectives and students' ability. In short, core learning components need in-depth research and application. However, materials in non-core or advanced learning aspects can be reduced or suitably chosen for instruction. Additionally, teachers are urged to follow cross-curricular teaching principles by flexibly connecting relevant subject matters so that more time can be spent on productive activities and learning (Sudhakar, 2018). Adding to this, he adds that all instructional resources should be used effectively by teachers. For instance, teachers may choose and use content from textbooks to achieve teaching objectives, or they may create their own extra teaching materials. They may also create materials of varying quality. These materials may include: materials from the internet, newspapers, periodicals, and references supplied by the Education Department. Consequently, they will assist instructors in developing exciting and interactive activities that improve students' learning capacity.

1.1.5.2. Selection of Teaching Strategies

While many people agree that remedial classes are a waste of time when it comes to strengthening the abilities of pupils learning English as a foreign language, others argue that the teaching strategies used are the key to achieving positive results with remedial pupils. Remedial teaching builds and improves foreign language teaching and learning processes by identifying appropriate corrective strategies based on the analysis of mistakes performed to slow learners (Belkheroubi,2007).

Remedial teachers should develop a variety of instructional activities and strategies to assist students in reaching their full potential and overcoming learning difficulties. Firstly, EFL learners should always have a dictionary on hand, with which they can improve sound letter mapping and reinforce pronunciation. Secondly, teachers can instruct pupils using mnemonic devices on how to think about terms in their native language that sound similar to the English word, and how to create a mental image that relates to the target word's meaning. Additionally, teachers of the English language should show their students how to utilize spell-check and grammar tools as writing tactics that will help them learn a lot thanks to the automatic feedback they receive, so that when there are no professors or native speakers present to answer inquiries, it will be a great opportunity for them to obtain the scaffolding they need. Another strategy teachers may demonstrate to their pupils is how to create flash cards that include images and definitions in both the native and target languages, allowing them to memorize new terms (Rajkumar and Malini, 2019).

1.1.6. Strategies in Remedial Teaching

The main goal of remedial teaching is to help the student to catch up with their classmates, and the role of the instructor is to create an easy way to guide them successfully through this

process. Different strategies are found to help the work of the teacher. According to a paper work of Dr Laila kandil (n.d.), strategies of remedial teaching are:

1.1.6.1. Individualized Educational Programme (IEP)

This programme aims to help learners defeating their learning difficulties and develop their abilities and skills. It includes remedial activities and learning steps and long and short terms objectives. It also can be done in small groups or for individuals.

1.1.6.2 Peer Support Programme

The peer support programme relies the most on students with the high achievement to act like teachers for their colleagues in order to help them overcome their difficulties in learning, inside or outside the class. This programme is more efficient because it also helps slow learners to build their communicative ability and relationship with others.

1.1.6.3. Reward Scheme

Rewarding the ones with the good performance helps the learners to set up their goals and motivates them to do better. It also builds up the interest for the learning process and maintains their self-confidence.

1.1.6.4. Handling Learner's Behavioral Problems

The teacher will have to keep an eye on learner's behaviors and try to build a strong relationship with them through conversations and the good company. The teacher is considered as one of the parents to the learner so they should keep the positive support and advices to build their personalities and self-esteem. They also have to try to change their bad attitudes by showing empathy and understanding with the help of the psychological services.

1.7 Limitation of Remedial Work in EFL Education

A remedial teaching class constitutes a hard challenge for teachers. They face different difficulties and have to respect certain principles. The instructor main objective is to focus on learning rather than teaching. They must have a strong background about the learner's psychology and educational situation so he can work on the improvement of the individual himself and not working on a class average as teachers in schools. The huge number of students who need the remedial sessions inside the class makes another big issue for the instructor to deal with every single student at once; the teacher will have to be experienced enough and more professional. Another problem in remedial teaching is the lack of materials that can be used for individuals, most teaching materials are meant to group teaching. Yet, some materials can be adapted to use it for remedial classes but not an enough amount of them (Kumar, 2016).

1.2. Remedial Student: Slow Learners

Slow learning is an area of study that caught the interest of many academics and psychologists, and it is an issue that exists in practically in every school. Slow learners refer to students who have learning challenges and learn more slowly that their peer. Some students are unable even to complete their studies for this reason.

1.2.1. Definition of Slow Learners

At a certain age, children obtain some abilities that grow according to their life experience around their families and friends or classmates and school teachers. Steven (2010) said that "students who are slow learners frequently see school as a punishment, but classroom strategies enable teachers to tap into these students' strengths to enable them to succeed" (p.12).Some of them are at a normal state with their age, some others are gifted and can do

better in learning than others in their age, and there is another category called slow learner of those with the slow learning progress and the low achievement. There are many definitions of a slow learner for different researchers from various sources.

According to Reddy and Ramar (1999), a slow learner is a learner who is unable to cope up with his classmate, the one who is unable to complete low level tasks in the class. These learners face a lot of noticeable difficulties that they logically and normally are able to defeat. These learners make up a significant percentage of schools everywhere and can also be referred to as backward learners. Slow learners are curable cases; in The Federal Register (1977) slow learning is not classified as a learning disability that is caused by special condition such as mental retardation. Moreover, in The APA Dictionary (n.d.), slow learner is seen as the one with the lower average of intelligence or the ones with the slow intellectual progress.

Finally, there is no doubt that slow learners exist in schools in every part of the world. In order to reduce the number of these individuals, there is the need to provide the ultimate help for them by creating suitable learning situations.

1.2.2 Characteristics of Slow Learners

Slow learners are the ones who need more time to learn, so their skills development is slower comparing to others. Regardless to their levels, these learners can be easily identified by their characteristics that make noticeable changes in their progress and attitude from others at the same age. Many researchers agreed that the slow learners' characteristics are:

1.2.2.1 Limited Cognitive Capacity

Schonell (1942) stated that the children are born with a degree of intelligence that grows in time with the active experience of his environment that a slow learner lacks. Their

logical thinking becomes nearly impossible, and they will have problems in observing and discovering relationships between different aspects. It will be hard for them to develop new concepts which will make them need more revision and practices than others. That is to say that the influence of the learner's environment will eventually appear in their academic life positively or negatively. A Slow learner lacks the executive function which is defined as the mental skills that include mainly the working memory, flexible thinking and self-control. The lack of these aspects will only lead to the loss of concentration. According to Neisser (1967), the learner will not be able to set his goals and supervise his needed cognitive resources and will also lose the ability of organizing, remembering or obtaining information.

1.2.2.2. Poor Memory

According to Kara (1992), a slow learner has a poor memory retention that makes him unable to get information in their storage and recall it when needed. Poor memory is caused by the lack of concentration that could be due to different reasons such as the learning method and the unsuitable materials. They always fail to use the art of recalling or counting using their memory and they cannot keep information such as sizes, colors, etc. In this respect, Chauhan (2011) asserted that:

Memory has been seen from the viewpoint of a flow through model. In the flow-through model, information is stored in sensory register for a brief time before it is transferred to short-term memory and long-term memory. But the slow learners have a poor memory power (p. 282).

1.2.2.3. Distraction and the Lack of Concentration

Learners at all levels prefer a certain kind of materials used inside the class. Each student has a favorite subject that they don't miss, and the same thing goes for slow learners. Researches

of Curtis and Shaver (1980) showed that the attention that a slow learner gives lasts a very short time and they hardly concentrate with instructions in the classroom. For that, Short lessons will be more efficient for them. In addition, the use of enjoyable materials and media applications in the class will draw their attention for longer periods of time.

1.2.2.4. Inability to Express Ideas

Mastering the four language skills is the base of learning a language. Yet, some instructors emphasize on writing and reading skills that help in the academic purposes. This is one of the main reasons of slow learning. Tansley and Gulliford (1962) discussed the importance of improving listening and speaking skills besides reading and writing, referring to them as supplementary skills. Slow learners rely more on gestures and actions due to the difficulty of expressing and combining words together. They are unable to select the right words for the right situations and that is mainly caused by the lack of vocabulary, this will make them avoid communication with others which is the closest way of developing their listening and speaking abilities.

1.2.3. Casual Factors of Slow Learning

The problem of slow learning turns back to numerous factors which can be inward or outward. According to Reddy and Ramar(1999), these factors can be summarized as the following:

1.2.3.1. Poverty

A child from a poor family is more exposed to slow learning. Poverty is classified as one of the main causes of slow learning, not the poverty itself but the conditions and the environment it puts the child in.

Children will surely affect their level at school. As well as physical, it also affects the mental health causing the child a noticeable slow state of mind. It will also prevent the child from having different learning materials and having other visions from different sides that will facilitate the learning process.

Helping poor families financially will not only save them from hunger, but also will save a struggling student for building up a future (Reddy & Ramar, 1999).

1.2.3.2. Intelligence of the Family Members

A child of educated parents and family members will start training even before joining official classes at school, they will also be parent tutoring them at home for further knowledge and provide them with different learning materials that they can control. On the contrary, children of illiterate parents will not have the same opportunity; the lack of this experience will not help the children to pre-train their minds before being exposed to school which make them a step forward to slow learning. When these children join classes and notice others who already learnt bases such as alphabets, they will eventually lose their self-confidence and feel low (Reddy & Ramar, 1999).

1.2.3.3. Emotional Factors

Slow learners in general have some long lasting emotional problems that can mainly cause them the poor academic achievement and the low self-esteem. The development of the self, social, emotional concepts is first influenced by their experience with the family at home. The lack of this experience for slow learners prevents the growth of their strengths and attitudes.

Because of the low self-confidence, a slow learner will avoid having friend at his age at school, gatherings and groups work. Furthermore, the development of a child's emotions is shaped by his family and friends and his school experience, and the absence of one of this trio will disturb them and lead him to face difficulties in learning (Reddy &Ramar, 1999).

1.2.3.4. Personal Factors

Beside the factors above, some other factors that are not caused by the external environment, such as physical deformities, pathological body condition, defects of sight, hearing and speech. These conditions will increase their anxiety and the feeling of worthlessness and will eventually draw their attention off school and studies (Reddy &Ramar, *ibid*)

1.2.4. Identification of Slow Learners

Identifying a slow learner in a regular class is a critical issue that must be considered as a priority by teachers, parents and even administration. They can recognize slow learners by a set of signs that can be easily observed inside the class, or by following a particular process.

According to Appaji (2020), it is a challenging task to identify a slow learner among others.They can facilitate it by the continuous observation for the abnormal attitudes of students. A teacher can base his identification on the academic achievement or through other choices such as personality inventory.

In the same regard, Binu (2021) added that the identification of a slow learner goes in three ways. First, the observation method is held inside the class where the teacher will have to over look to the student's attitudes, movements and performance. Second, using assessments which is the process of testing the student's needs and understanding will help the teacher to be closer to cover up their shortcomings. Third, both of the interviews and questionnaires are strategies that help the teacher to have a wider picture on the learner's problems, point of

views and needs. Teachers should create a way to interview their students and have some informal conversations with them, and talk to them spontaneously just to get to the point. Most of times, interviews are productive comparing to questionnaires, because they don't take so much time to prepare and they are more direct and teacher will detect the problems more easily.

Conclusion

Briefly, remedial teaching is a strategy adopted by EFL teachers to provide extra assistance for learning who lag behind or in need for special treatment. These issues commonly grow with them through different levels because they did not get the assistance they needed before, which makes it easier for a teacher to recognize them. Even if organizing a remedial class is not as easy as it seems, nowadays there are too many strategies that help teachers achieve their objectives in assisting students.

Chapter Two: Remedial work in Grammar

Introduction

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Conclusion

Introduction

Grammar plays an important role in the acquisition of foreign languages; it is, in fact, given the same interest as the four language skills. It is a huge issue for teachers and learners as well. It is a hard task for a teacher to teach grammar without facing difficulties in transmitting lessons, and it is also hard for the majority of students to comprehend and apply all the grammar instructions easily. In fact, grammar represents a bigger issue for slow learners, considering that they are learners with a lack of communication skills and a low cognitive ability. Therefore, teaching grammar for this category of students necessitates remedial classes. Since chapter one already tackled remedial education and slow learners, this chapter focuses mainly on grammar and the importance of remedial teaching in grammar classes. Furthermore, it goes into some details about grammar in general and grammar in the Algerian Educational System. Moreover, the chapter tackles some difficulties that face students in the grammar class and provides some different remedial activities that can help a teacher help slow learners overcome their grammar deficiencies.

2.1. Definition of Grammar

Grammar is essential in language teaching and learning, specifically in English as a foreign language (EFL) and as a second language (ESL) (ESL). Hence, without a solid grasp of grammar, learners' language development will be inhibited. Ellis stated that any EFL students consider grammar learning as developing intellectual mastery of the language, making them feel safe and comfortable when communicating it. Similarly, some EFL teachers believe that knowing grammar correctly gives students a generative foundation to build their knowledge and helps them to utilize the language effectively.

The term grammar refers to a language's underlying linguistic structure. Grammar allows

for the creation and comprehension of an infinite number of sentences. There can be no language without grammar, and no one can use a language without understanding its grammar. As a result, grammar is the cornerstone of all languages. For an appropriate description of this notion, several recommendations have been suggested. To start with, Cowan (2008) defined grammar as "the set of rules that describes how words and groups of words can be arranged to form sentences in a particular language" (p. 3). Similarly, Thornbury (1999) stated that grammar is partly the study of what forms or structures are possible in a language" (p. 1).

To summarize, the term "grammar" is differently defined depending on one's point of view. Grammar was previously viewed as a collection of components such as syntax, morphology, and so on. It was associated solely with rules. With the emergence of CLT, however, a new point of view has emerged. Many linguists and professionals believe that the objective of grammar instruction is to achieve communicative goals in recent years. That is, the capacity to apply grammatical rules in real-world situations.

2.2. Factors Influencing Grammar learning/Teaching

There are several factors that influence the learning and teaching of grammar. In order to control their learning and teaching in terms of success, it is critical for both learners and instructors to recognize the components that impact this learning process.

2.2.1. Input

Despite differing viewpoints on the nature of input and its contribution to language learning, the significance of its function in grammar learning cannot be overstated. According to Gass (1997), input is the major source of data for second language (L2) acquisition, and learning cannot occur without it. For learners, input is the sole source of data accessible to create their

language competence. L2 students require a large amount of input in the form of listening and reading. According to second language acquisition studies, input provides opportunity for both incidental and intentional learning (Ellis & Shintani, 2014).

The role of input in language acquisition has been emphasized by a number of theories. According to VanPatten (1996), one such theory is Universal Grammar, which posits that human beings are biologically endowed with an innate ability to learn a language. Another theory is the information processing theory, which emphasizes the importance of input and supports the behaviorist's view of language learning. According to Nasaji and Fotos (2011), attending to form is another factor that influences grammar acquisition for L2 learners. Learners are confounded by the difficulties of attending to both form and meaning at the same time as they process input. He argues that learners might either focus on meaning without paying enough attention to form, or focus on form without efficiently processing meaning. To remedy this difficulty, he proposes that learners be taught how to absorb data effectively so that they can learn the underlying grammar while focusing on meaning.

2.2.2. The Influence of Mother Tongue

When discussing mother tongue effect in learning a foreign language, the terms inference and transfer are used interchangeably. Especially while acquiring grammar. Teachers are constantly confronted with grammatical errors by their students as a result of the negative transfer of grammatical rules from their native language into English, as is the case with Arabic learners studying English. According to Wardhaugh (1970), "transfer is a tool used to account for or explain the errors which actually occur"(p. 72). He went on to explain that transfer "is the foundation for forecasting which patterns in (L2) will be easier to learn and which will be more difficult"(p. 72). In their research, Karen et al. (2021) argued that the bigger the gap between the student's mother tongue and the target language, the more difficult

it will be for the learner to acquire these structures or elements. As a result, the individual's L1 causes an error in the second language, preventing them from properly acquiring the intended second language.

2.2.3. Interference of French

The French influence may be seen in various aspects of the language, including grammar. L2 has an impact on L3 in terms of word order, pronouns and determiners, tense, and mood: The effect of French has changed the word order. The placement of adjectives after nouns in noun phrases is a good example of this. Most adjectives in French come after the word they modify, and the usage of definite articles with proper nouns is a French language trait that is occasionally transmitted by francophone learners while speaking English. The use of a different tense and the incorrect usage of the relative pronoun are two examples of grammatical interference from French to English (Hanifi,2014).

2.2.4 Individual Differences

Motivation, language skills, personality, prior education level, learning strategies, and gender are all factors to consider when talking about the factors influencing FL learning. Individual traits or characteristics distinguish each sort of EFL learner. As a result, these variances are a contributing component in grammar learning as it influences the student's grammatical abilities which will most likely hamper or improve them. As a result, he is more likely to be skilled at it or lose interest in the subject matter, which is grammar. As it is known, studying grammar can be difficult, thus any influences a learner has may have an impact on his grammar learning. HuiHe(2013) claimed that individual differences do not only occur in foreign language grammar acquisition, but also have a significant impact on grammatical competence enhancement. In order to develop students' grammatical

competence, teachers should be aware of the learners' unique variances in grammar learning and employ adaptable techniques to increase learners' learning excitement while also assisting them in effectively improving their grammatical competence.

2.3The Grammar Teaching Methods

Teaching grammar is considered as a main step in learning the language in EFL classes. It is one of the hardest tasks that any teacher can undertake. Each teacher of language takes a different way to transmit grammar rules to learners through the scheduled lessons. Two methods can be applied: the deductive method and the inductive method. Notwithstanding that both methods work for the same purpose of teaching grammar rules, they are slightly different when it comes to the way of teaching.

On one hand, the deductive method is the traditional way of teaching grammar. According to Alzu'bi (2015), in this method, the rules are first presented to the learners, then they will be asked to apply them in a set of given examples 'rule-driven'. It is the conscious attainment of pieces of information. In this regard, Widodo (2002) claimed that the deductive method is to go from general to specific, that's to say, once the student understands the rules, they will be able to do the tasks afterward. This method helps the student to enhance their confidence in dealing because, according to Krashen (2002), the deductive method emphasizes error correction and the right application of the presented rules.

On the other hand, Widodo (2002) declared that the inductive method starts from the observation and measurement of the generalities and rules. The learner will have to extract the rules out of the examples and sentences. According to Alzu'bi (ibid), this method relies on group work activities. The rules are not taught directly but they are left to discover 'rule-discovery'. He also added that the inductive method is a learner-centered method because it allows learners to engage and concentrate in the class, and encourages their mental sets, and

helps them to be less passive.

To conclude, generally speaking, learners do not prefer presenting the rules first because dealing with activities enhances their comprehension, but despite the differences between the deductive and inductive methods, both of them encourage learners to improve their grammatical knowledge of the foreign language.

2.4. Grammar in the Algerian Middle Schools

In Algeria, the first encounter with the English language occurs in middle school. Students will have to study the language for four years, followed by three years of secondary school; English is dealt with as one subject, in which the students are scheduled to have one test and one exam in it, during each trimester. English is presented in different aspects: written expression, oral expression, and grammar. Grammar is presented as a set of instructions that the student will have to apply later in oral or written practices (Rahmani, 2022, p. 12). Like any other scholar or teacher, Algerian teachers teach grammar to middle school learners as a set of organized and sequenced lessons, from the easy point in grammar to the hard one.

2.5. Difficulties in Grammar Learning

Grammar is a part of language that learners may find hard to master. In fact, if individuals can control what they say, artificial language will emerge, thus, the emphasis put on language acquisition instead of language teaching has resulted in a de-emphasis on grammar education, because teaching does not result in the acquisition of grammatical rules and simply confuses learners. According to Harmer (1995), English language learners have common grammatical challenges regardless of their mother tongues. When form and function are misplaced, one of them arises. The present progressive tense, for example, is used to express future actions, such as "I'm having lunch with him tomorrow." Harmer also introduced the concept of plurality. Some word forms do not change when pluralized, such as "furniture". Others only modify a

phoneme within, such as "teeth, women". Harmer also indicated the misuse of prepositions "since" and "for" when referring to time such as "I am living here since 1998. I have been living here for two years". Harmer (1995) emphasized the fact that students compare their mother tongue grammar to English grammar (as cited in Tuomas, 2015, pp. 5-6). Consequently, the problems in learning English grammar extend to other concerns. Grammatical difficulty in FL acquisition has also been discussed in relation to other aspects such as rule complexity, exposure of a grammar form in the input, communicative force of a grammar form, learner's developmental stage, L1 transfer, and individual variations in language aptitude (Nassaji & Fotos, 2011).

2.6. Importance of Remedial Work in Grammar

The purpose of remedial grammar instruction is to help slow EFL learners communicate effectively and correctly in English. Researchers appear to be divided on the importance and purpose of grammar error correction on student achievement. Truscott (1996) was opposed to grammatical error correction in second language writing classes and also articulated his opinions against grammar error correction in spoken contexts, drawing attention to the potential negative impacts on pupils (Truscott, 1999). He also claimed that grammatical correction is unproductive and should not be utilized in class. He claimed that correcting grammatical mistakes hinders the gradual process of mastering structures and grammatical rules and wastes time that could be spent on more productive teaching and learning activities in the classroom. Dekeyser (1993), on the other hand, sought to assess the effect of error correction sessions on second language grammar knowledge and oral proficiency and came to the conclusion that systematic error correction influenced students' intake and grammar accuracy. Similarly, Lyster, Lightbown, and Spada (1999) called Truscott's views on grammatical error correction into doubt, claiming that corrected feedback in grammar could

be advantageous to pupils. As it is obvious, more research studies are needed to provide a better understanding of the role of remedial grammatical error correction in foreign language teaching classrooms and its implications on language learners' performance in achieving grammar structures.

2.7. Remedial Activities for Enhancing Grammar Comprehension of EFL Learners

Due to the crucial role that grammar plays in teaching foreign languages, learners of the language will always have to deal with it. Grammar teaching as Ellis (2006) stated, improves their language proficiency and their understanding of foreign language structures. Teachers will always have to try different methods and techniques to help all students easily understand all of those. Slow learners as a special case, need further work on their grammar deficiencies through different types of remedial activities. These activities have to be wisely chosen by the instructors, considering the needs of their students and the amount of encouragement and motivation. These are some of the most used activities during a remedial session:

7.1. Games

Games are considered as a fun technique that students prefer to learn through inside the class. According to Rinvoluceri and Davis (1992), games allow learners to practice almost every single aspect of the language: grammar, vocabulary, structures, etc. Due to the reason that students are commonly motivated by this kind of game, they will answer the tasks and learn subconsciously. Teaching through games builds a competitive atmosphere inside the class between students, as Celce-Murcia and Hilles (1988) stated, it is one of the reasons for using games in teaching. Since slow learners are known for anxiety, Crookall (1990) argued that games are a way to reduce it and they encourage them to engage with others and have an

active role inside the classroom. Finally, there are many grammar games that a teacher can use to draw the student's attention to the instructions and the rules and not only to the language.

7.2. Songs and Rhymes

Teachers keep trying to improve their instruction methods in the class. Songs are another enjoyable material which is being used nowadays. As humans, learners are familiar with songs from a very young age. Generally, students believe that using songs is an enjoyable and effective way to learn a language that creates an active environment and facilitates interaction between the student and the teacher. According to Schoepp (2001), songs are now considered an important part of the language that can be so valuable if it was connected to learning. They help students to improve all four language skills: listening, writing, speaking, and reading; as well as pronunciation, grammar, and vocabulary (Lenka, 2009, p.26). Furthermore, Bae(2006), stated that using music in the learning process keeps the learners motivated and concerned with the presented lessons. She added that the most effective songs in learning are the ones with simple, repetitive, and clear melodies and lyrics.

7.3. Audio-Visual Aids

Today, humans live in a world that is roiled with the power of media. Teenagers are exposed to technology. They spend a lot of time using computers, video games, social media, cell phones, etc. It is now possible to use all of these in the learning process which is a successful way to draw the learner's attention. According to Scott and Yetrbeg (1995), grammar is easier to learn when a teacher uses activities that contain their interests. Using visual aids will help a student to use his imagination and to enjoy during the lesson, and a teacher by supporting and explaining his view.

7.4. Building Dialogues

The speaking skill is one of the basics that the language learner has to master. A good teacher must have the ability to keep the student's skills in progress inside the class by creating activities that will oblige them to communicate and use different grammar instructions in the language class. As a matter of fact, grammar allows the students to use the correct structure of the spoken language (Saaristo,n.d.). This is an extremely successful activity to help a slow student to overcome his grammar mistakes while speaking.It also helps them to improve their self-confidence and communication abilities inside or outside the classroom. A teacher can also use drilling or role plays for creating a fun atmosphere for the students as a change.

Conclusion

To sum things up, learning grammar is hard, yet it is a necessity for language learners. Language learners are not all at the same level of comprehension. For that reason, conducting remedial classes for grammar in the educational curriculum constitutes an important step for learning at all levels. These classes may contain too many enjoyable activities that facilitate learning grammar for slow learners.

The practical part

Chapter Three: Methodology and Data Analysis

Introduction

3.1 Sample and Population

3.2 Data Collection

3.2.1 Teachers' Questionnaire

3.2.2 The pre-post

3.2.3 The Remedial Session

3.2.3.1 Pre- Remediation

3.2.3.2 During Remediation

3.2.4 The Post-test

3.3 Data Analysis

3.4 Discussion of the findings

3.4.1 Teacher's Questionnaire

3.4.2 Pre-post Test

Conclusion

Introduction

The current chapter outlines the techniques used to construct this study which attempt to determine whether remedial sessions improve learners' learning of EFL grammatical competencies or not. For this purpose, this chapter is divided into two sections. On one hand, the research methodologies, population and sampling, and data collection procedure are all covered in the first part. The second component, on the other hand, is concerned with data analysis and interpretation of the data collected.

3.1. Sample and population

The questionnaire is administered to twenty teachers of English from 7 different middle schools in ElOued and Djamaa. These participants are currently teaching different levels of middle school.

The pre-test/post-test participants are 27 fourth-year students from Mustafa Ben Boulaid Middle School in El-Oued for the academic year 2021–2022. The students were chosen at random, and their acceptance was all that we were concerned about because it is a necessary prerequisite for the test to take place. After the pre-test, a sample of 10 pupils was selected because they got low marks in the test. The reason behind choosing fourth year learners is the fact that they have been exposed to more complex grammar lessons for this year, and to help them prepare for their BEM exam. Another point worth highlighting is that the participants were not informed about the purpose of the study, allowing them to participate casually and without tension or hesitation caused by focusing on right and excellent responses.

3.2. Data Collection

In order to answer the research questions, a quasi-experimental study has been selected. In fact, two data collection tools are used: a questionnaire and test design. A questionnaire is

used to investigate teachers' perceptions and attitudes toward the effectiveness of remedial work. The tests are then used to investigate the role of remedial sessions in improving learners' grammar proficiency. Both the qualitative and quantitative approaches were used. This integration promotes the validity and reliability of the findings and helps understanding of the situation under study,

3.2.1 The Teacher's Questionnaire

According to Nunan (1992), "The questionnaire is a relatively popular means of collecting data . It enables the researcher to collect data such as such as free-form field notes, participant's observers' journals, and the transcript of oral language". The current questionnaire takes place in this study in order to facilitate the investigation of the remedial education through questioning the teachers. The questionnaire consists of nineteen questions, and it is divided into three main sections. The first section contains six questions that are related to the teacher's personal experience of teaching. The second section represents five questions that show how teachers deal with slow learners and what is their attitude towards them. And the final section consists of eight questions that show the assumption of teachers about the use of remedial sessions, and how do they apply them in a grammar class. The last question is an attempt to allow the teachers to express their thoughts and recommendations about how can slow learners be helped apart of the traditional ways.

The main goal of this questionnaire is to discover the teacher's attitude towards remedial sessions and how do they deal with the slow learner in the grammar class. Furthermore, it gave them the chance to express their suggestions and ideas about the efficiency of remedial teaching in general and particularly in grammar teaching.

3.2.2. The pre-test

It is a test that evaluates the student's readiness for the further studies. The presented pre-test took place on 7th of May, the group consisted of 27 pupils of 4th year middle school. They were pre-tested via three grammar tasks that are chosen from their curriculum, in no more than 45 minutes. The first task is all about rewriting a passage in the imperative. The second task is a conjugation task; pupils were asked to write five verbs in the past simple tense. For the third task, the group was asked to write sentences given in conditional if type one. The evaluation of this test was marked with over 20 scores.

3.2.3 The Remedial Session

An educational session is designed to close the gap between what students know and what they are expected to know. The remedial session lasted for 90 minutes. It was presented by their language teacher. The participants of the remedial session were carefully selected according to their scores on the pre-test administered previously. The procedures of the session were divided into two stages:

Pre-remediation:

- Correction of papers

- Selection of the most frequent mistakes and errors

- Creating additional quiz games, tasks, and activities

During remediation:

A variety of tasks and activities were held to ensure fulfilling the knowledge gap of the specific grammatical rules (the conditional type one). Firstly, the setting of the classroom

changed and students were seated in a form of U table to change the atmosphere of regular classes. Secondly, the teacher hands the students printed anonymous examples that include their mistakes and asks them to underline them, with the help of their teacher in order to be aware of those mistakes. After correcting the mistakes, the students are asked to generate or recall the rule of conditional type one. Thirdly, two other remedial activities were used .Watching a fun video about the conditional type one and a game to encourage them participate and reduce the fear of participating. Finally, one of the strategies of remedial teaching was used, which is peer assessment and correction.

3.2.4. The Post-test

It is a test given to students after completing an instructional programme; it is often used as a conjunction to the pretest to measure the effectiveness of the programme according to the progress of the student.

The post-test took a place on May 14th ,for 30 minutes. The test sheets were distributed to the group. It consisted of just one task about conditional type one ,to test whether the remedial session succeeded in helping the participants enhance their use and comprehension of the grammatical rules of conditional type one .

The purpose of the two tests is to compare the results of slow learners before and after the remedial session, and to determine whether the remedial teaching helped them to improve their grammar comprehension and production. In order to assess the efficiency of the remedial teaching, the selected group was given the two tests and a remedial session between them.

The purpose of this quasi-experiment is to compare the results of slow learners before and after the remedial session, and to determine whether the remedial teaching helped them to improve their grammar comprehension and production. In order to assess the efficiency of the remedial teaching, the selected group was given the two tests and a remedial session between

them.

3.3. Data Analysis

The following are the analysis of the primary data gathered from both the teachers' questionnaire and the middle school pupils' tests.

3.3.1 The Questionnaire

This questionnaire is administered to twenty teachers of English from 7 different middle schools in ElOued and Djamaa. These participants are currently teaching different levels of middle school

Table1.1: Number of teachers from each schools

Middle schools	Number of teachers
Laid Zaoui	3
KarraBrahim	3
Mustafa Ben Boulaid	2
Mohamed Boudiaf	2
DjaafriYoucef	4
Ben Badis	3
Soultaniomer	3

SECTION ONE:

Q1:Name of Middle school

Table1 :Name of middle school

Middle schools	Number of teachers
Laid Zaoui	3
KarrahBrahim	3
Mustafa Ben Boulaid	2
Mohamed Boudiaf	2
DjafriYoucef	4
Ben Badis	3
Soultaniomer	3

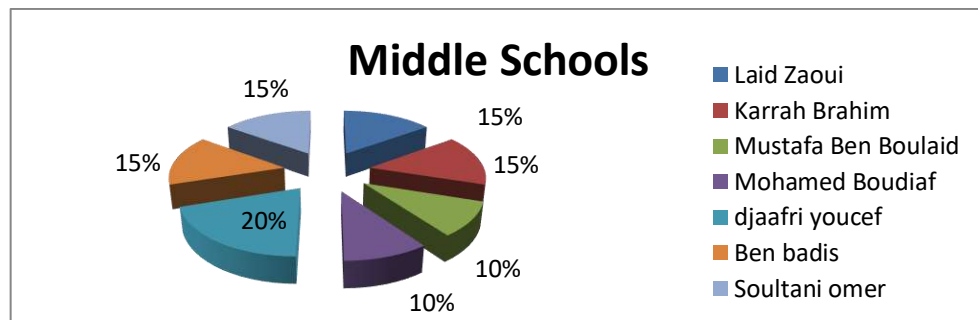


Figure1:Name of middle school

Q2-How long have you been teaching?

Table2:Teachers' Experience

Answers	N of teachers	Percentage
a. Less than 5years	2	10%
b.5 years	2	10%
c. More than 5years	4	20%
d. More than 10 years	12	60%

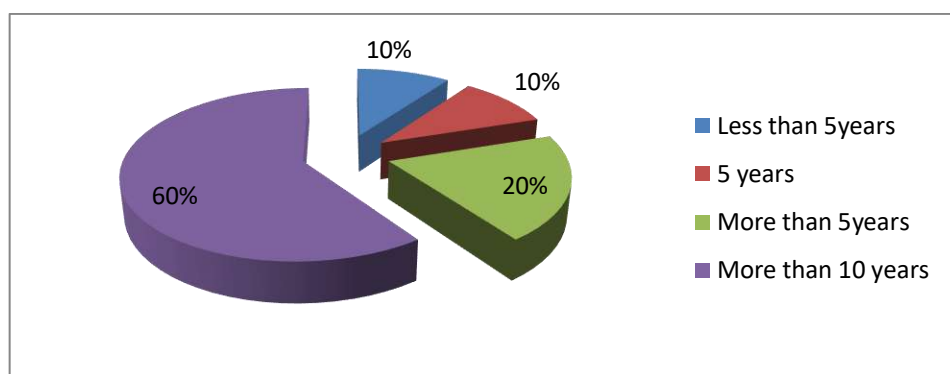


figure2 :Teachers Experience

Teachers were asked to state how long they had been teaching English to middle school students in this question. As shown in the table above, 10% of the participants are teachers with less than five years of experience, followed by teachers with five years of experience teaching English classes (10%), two teachers with five to ten years of experience (20%), and six teachers with more than ten years of experience teaching middle school classes (60%). It is clear from these teachers' experience that they understand how to assess their students' progress.

Q3:How many classes do you teach in this middle school?

Table 3: Number of classes

Answers	Nofteachers	Percentage
a. 7	2	10
b. 8	8	40
c.9	8	40
d.10	2	10

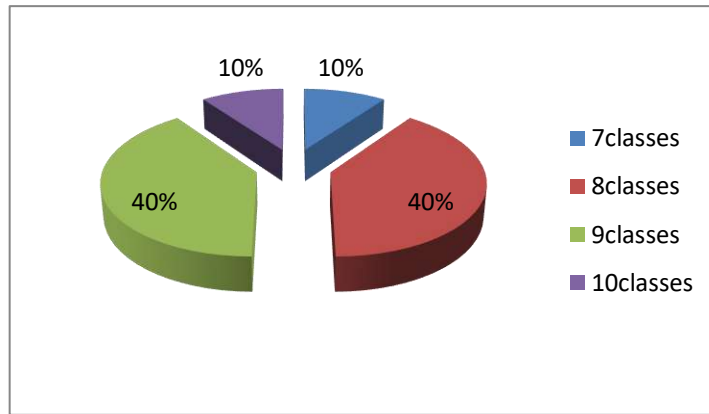


Figure3: Number of classes

From above, 80% of the participants teach between 8 and 9 middle school classes of different levels. The rest (20%) teach from 7 to 10 classes.

Q4: How many pupils do you have per class?

Table 4: Number of pupils per class

Answers	Number of teachers	Percentage
a. Between 25 and 27	20	100%

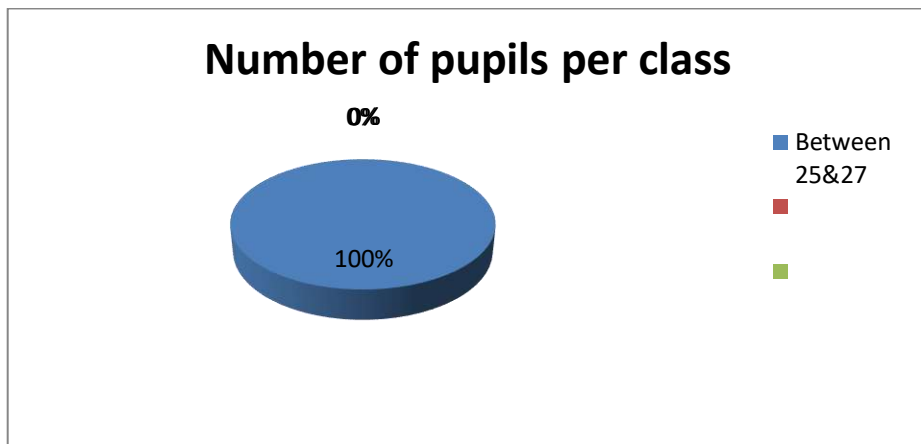


Figure 4: Number of pupils per class

As it can be seen from table 4 above, each class has an average of more than 25 pupils. 100% of participants teach classes including between 25 and 27 pupils, indicating that large classes in Algerian schools are highly spread out even during the double shift schedule that was imposed as a result of the pandemic.

Q5:How many hours do you teach English per week?

Table 5: Number of hours

Answers	Nofteachers	Percentage
2 hours a week	20	100%

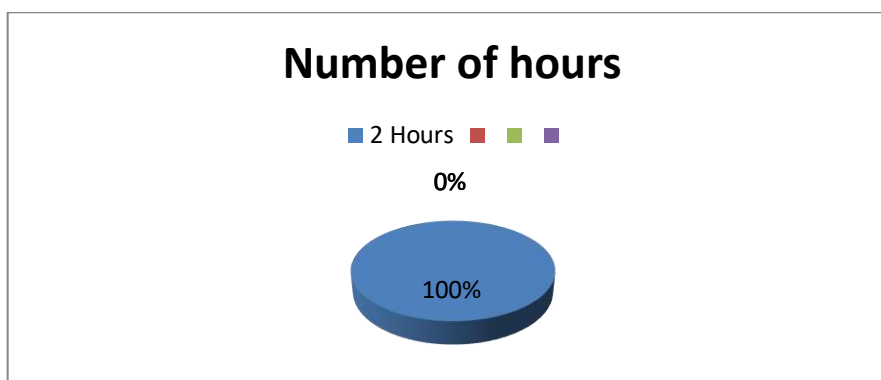


Figure 5: Number of hours

In Algerian middle schools, English is taught as a foreign language (EFL) for four years. The students study EFL for one hour twice a week with a specialized EFL teacher.

Q6:Do you think the number of sessions is enough to tackle all the aspects of English language?

Table6: Whether the number of sessions is enough

Answers	Number of teachers	Percentage
a. Yes	0	0
b. No	20	100

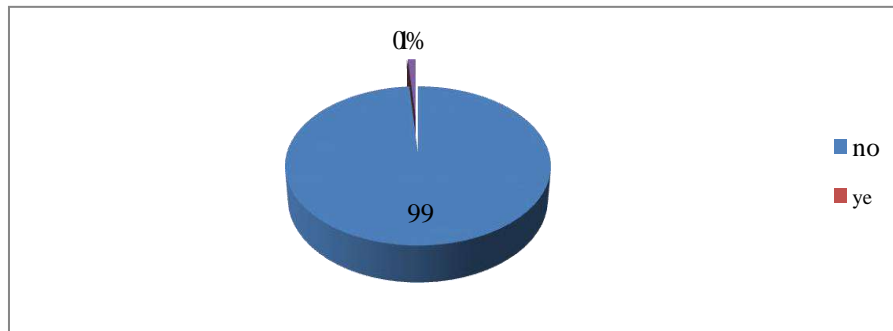


Figure 6: Whether the number of sessions is enough

All teachers at those middle schools (100%) agree that the number of sessions given to teach EFL for pupils in middle school is not enough. That is why, all of them answered “no”.

Q6: Why do you think that the number of sessions is not enough?

Teachers at middle schools claim that two sessions a week are not enough because of various reasons. Firstly, it is not enough to cover all the lessons in the syllabus that should be completed before the end of the school year; thus, the aspects of English language that are meant to be studied in each year will not be fulfilled. Also, the sessions are not enough to deal with all the objectives of each lesson; some of the objectives are even left without discussing due to the shortage of time. Secondly, each aspect of language taught should be practiced to fully understand it and neither time is enough nor the number of sessions to do real practice. Thirdly, other teachers think that acquiring a foreign language is not as easy as it seems and their pupils cannot grasp all the information about it in just two hours a week

especially with grammar lessons. To conclude, all middle school teachers questioned agreed on the fact that the timing given by the Ministry of Education is not sufficient to tackle all the aspects of English language.

Section Two:

Q7:Have you ever dealt with slow learners in your classroom?

Table7: Dealing with slow learners

Answers	Number ofteachers	Percentage
a. Yes	20	100
b.No	00	00

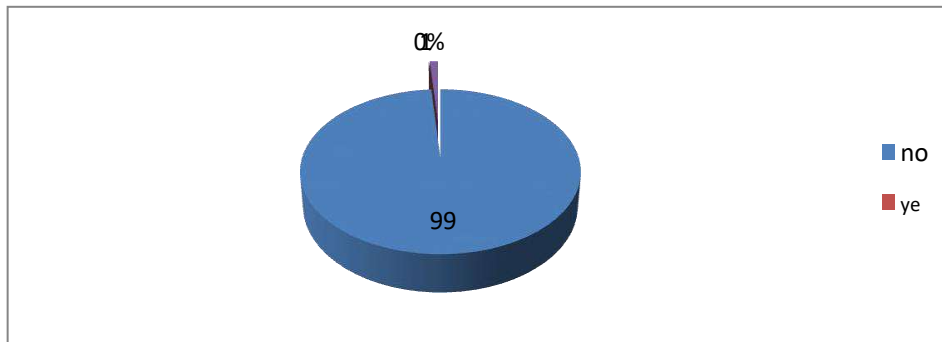


Figure 7: Dealing with slow learners.

In general, all middle school instructors (100%) deal with students who have difficulty in learning English or are slow learners; they all answered "yes".

Q8:In a typical classroom, how many slow learners are there:

Table8: slow learners in one classroom

Approximate Answers	Nofteachers	Percentage
a. 5	4	20
b. 5 to 10	4	20
c.10	6	30
d.15	6	30

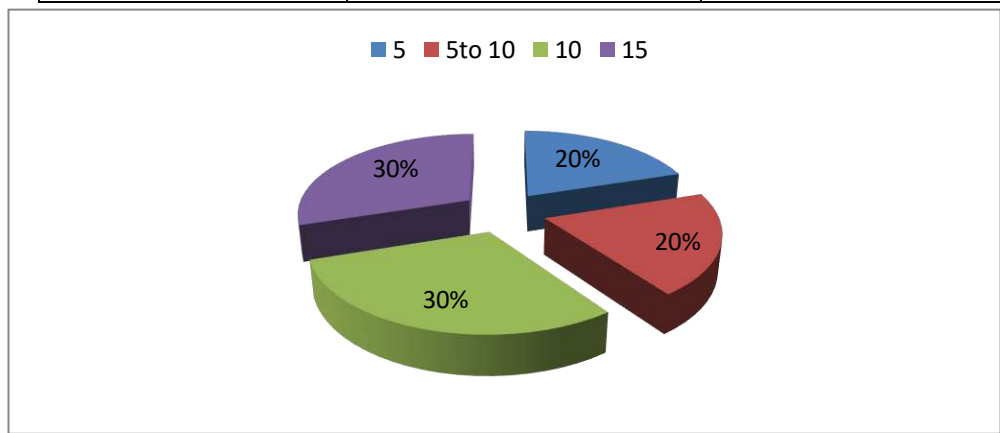


Figure 8:Slow learners in one classroom

The majority of teachers teaching English subject for middle school pupils and teachers from different middle schools are confronted to slow learners. The percentages vary according to each teacher.(60%) of the teachers questioned assume that in each class there are approximately more than 10 slow learners. The others(20%) of them observe that in each class there are approximately less than 10 pupils who are slow in learning English.

Q9:What makes you think they are slow learners:

- A-They repeated a class
- B-They have got weak marks at exams
- C-They have lack of concentration
- D-They do not participate in class
- E-They do not do the homework

Table9: Marks of slow learning according to teachers

Answers	Nofteachers
A	8
B	14
C	4
D	12
E	8
F	2

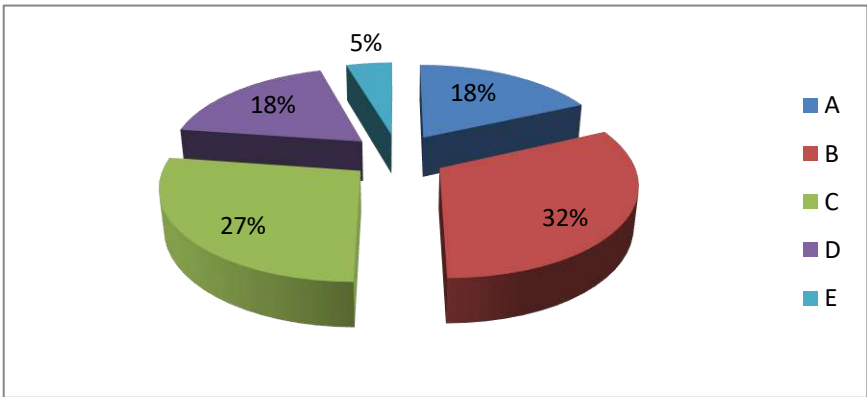


Figure9: Marks of slow learning according to teachers

It is revealed that teachers have several ways to differentiate slow learners from their peers. Some teachers (70 %) agree that slow learners receive low exam scores in addition to other characteristics. (60%) believe that not participating in class and not engaging in classroom interactions are characteristics of identifying slow learners; additionally, (40%) examine whether their pupils repeated a year or not in order to differentiate between average and slow learners. While (40%) of them assign homework to see if students complete it, only (20%) of teachers believe that slow learners can be detected due to a lack of concentration. On the other hand, 10% feel that slow learners are those who have mentally related issues.

Q10-As a language teacher, which aspects of English language these learners make mistakes in the most?

- A. Speaking
- B. Spelling
- C. Writing
- D. Grammar
- E. Vocabulary

Table10:Aspects of English Learning that slow learners make mistakes in the most

Answers	Number ofteachers	Percentage
A. Speaking	4	20
B. Spelling	8	40
C. Writing	12	60
D. Grammar	20	100
E. Vocabulary	4	40

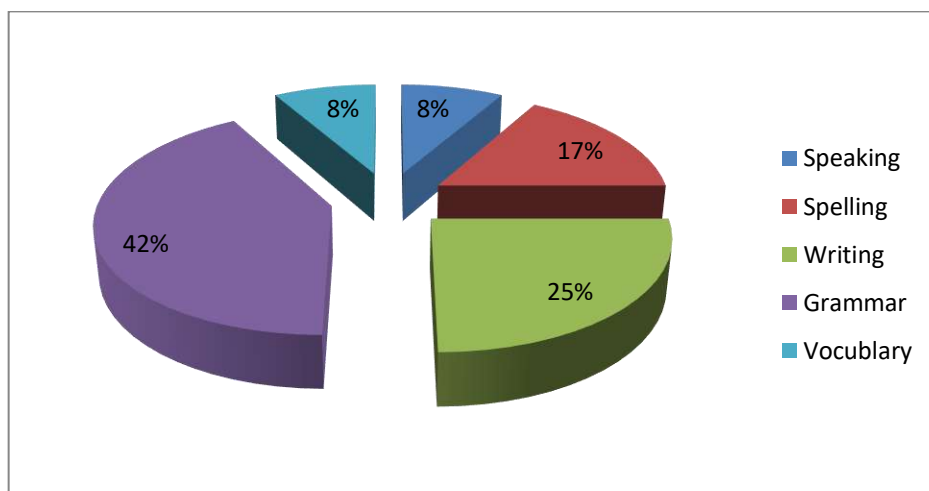


Figure10:Aspects of English Language that slow learners make mistakes in the most

As can be seen from the table, all of the teachers believed that grammar is the most common area where students make mistakes when learning English. Teachers representing (60%) answered that in addition to grammar ,writing is the aspect in which their pupils made mistakes. Other teachers responded that their students make mistakes in spelling, speaking, and vocabulary.

Q11:How do you react towards these mistakes?

- A- Organize special sessions to help them overcome their mistakes
- B- Provide them with special activities
- C- Provide them with homework and additional practice
- Other...

Table11:Reaction of teachers towards mistakes

Answers	Numberofteachers
A	0
B	6
C	12
Other	4

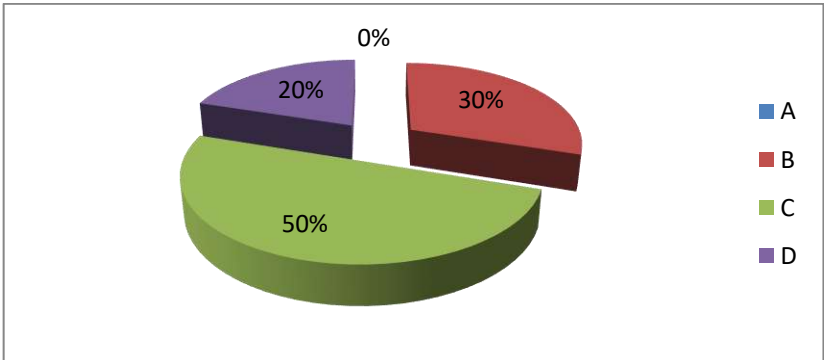


Figure11:Reaction of teachers towards mistakes

It is clear from table 11 above that 60% of teachers prefer provide the students who make mistakes with homework and additional practice, whereas 30% of teachers claim that they provide them with special activities that they donotassign to their peers who are fast learners. It appeared that 0% choosesA option; that is to say,none of them organizes special sessions to help them overcome their mistakes. The remaining 20% of teachers chose the other option and answered as follows:

- Give a corrective feedback
- Only correct their mistakes during the class
- Not reacting to their mistakes due to the large number of studentscommitting mistakes

Section Three:

Q12: Do you organize remedial sessions for your pupils? If no, why?

Table 12: The organization of remedial sessions

Answers	Number of teachers	Percentage
a. Yes.	12	60%
b. No.	8	40%

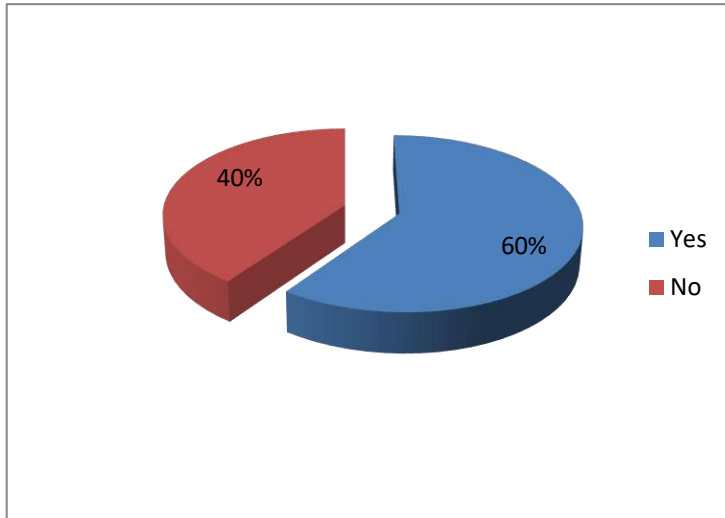


Figure12: The organization of remedial sessions

On the one hand, 60% of teachers organize remedial classes for their pupils. All of them claim that they do that after examinations. On the other hand, 40% of teachers do not use remedial classes due to different reasons. 20% of them stopped organizing them due to the world situation of covid-19; the other 20% claimed that there is not enough time for extra classes.

Q13: How often do you organize them?

Table 13: How often the organization of remedial sessions is		
Answers	Number of teachers	Percentage
a. Once a week	16	67%
b. Once in trimester	8	33%

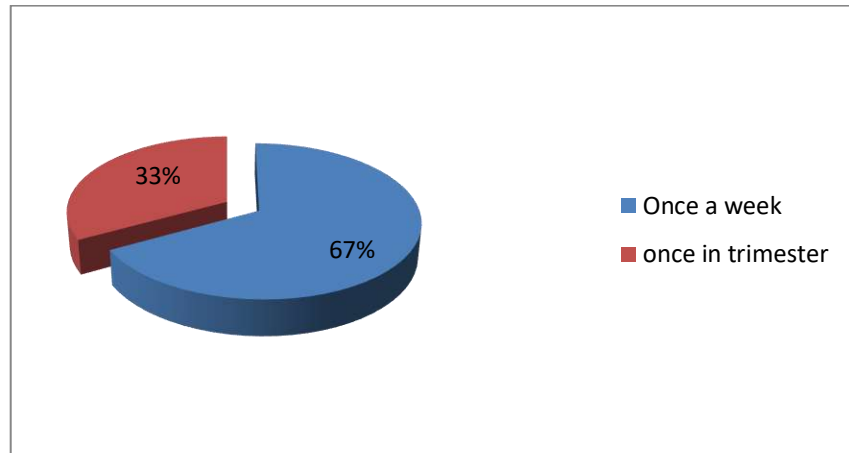


Figure13: How often the organization of remedial sessions is

As it is seen in the previous questions, 12 out of 20 teachers use remedial sessions. They were asked about how often they organize them. 67% of them organize remedial classes once a week. The rest, which makes 33%, organize remedial classes once in a trimester.

Q14: Which aspects of language do you think they deserve more remedial sessions?

Table14: The aspects which deserve more remedial sessions

Answers	Number of teachers	Percentage
a. Grammar/writing	18	90%
b. Grammar/speaking	2	10%

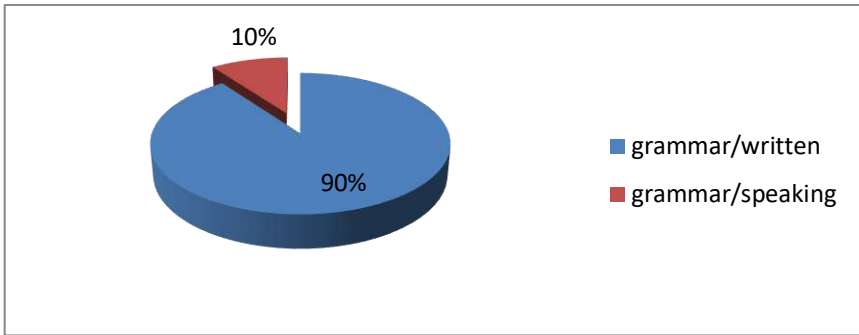


Figure14: The aspect which deserves more remedial sessions

All of the teachers agreed on the importance of remedial sessions in grammar lessons, and the writing skills, yet one of them added speaking instead of writing in addition to grammar.

Q15: According to your experience, do remedial sessions help middle school pupils overcome their learning gaps in grammar learning?

Table15: Whether remedial sessions help middle school pupils overcome their gaps in grammar

Answers	Number of teachers	Percentage
a. Agree	20	100%

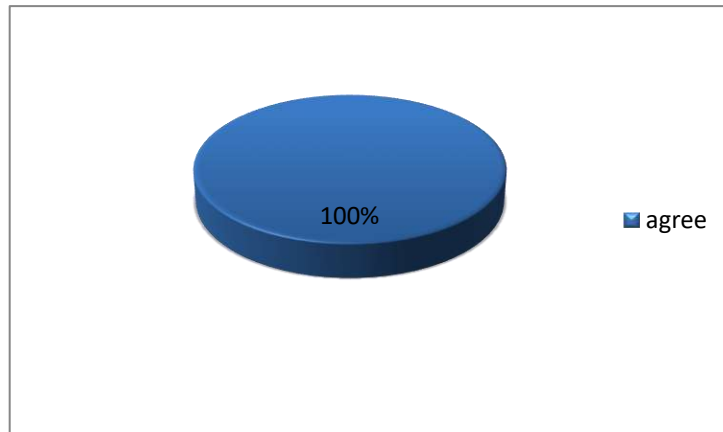


Figure15: Whether remedial sessions help middle school pupils overcome their gaps in grammar

It is revealed that all teachers (100%) agreed that remedial sessions are helpful for middle school learners to overcome their gaps in learning language.

Q16: What measures do you use to determine if the remedial session was beneficial?

Table16: The measures that determine if the session was beneficial

Answers	Number of teachers	Percentage
a. written tests	12	60%
b. classroom observation	6	30%
c. Homework.	2	10%

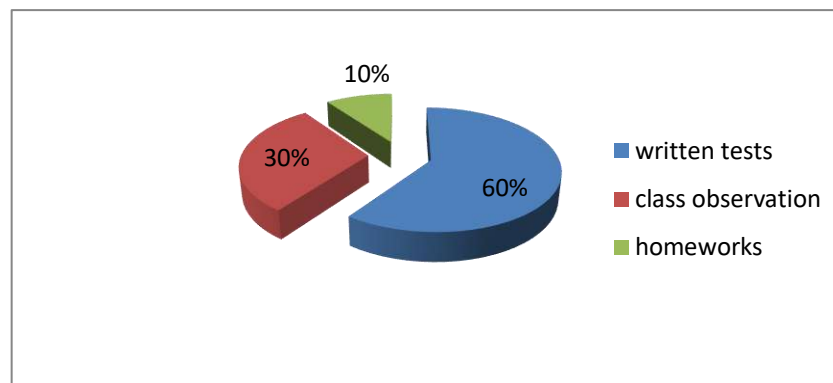


Figure16: Measure that determine if the session was beneficial

This rate shows that 60% of teachers said that they use written tests as a measure to determine whether the session was effective; however, 30% of them prefer classroom observation, while 10% said that they use the homework.

Q17: Do you think that remedial teaching for grammar requires good planning?

Table17: Whether remedial teaching for grammar requires good planning

Answers	Number of teachers	Percentage
A. Agree	20	100%

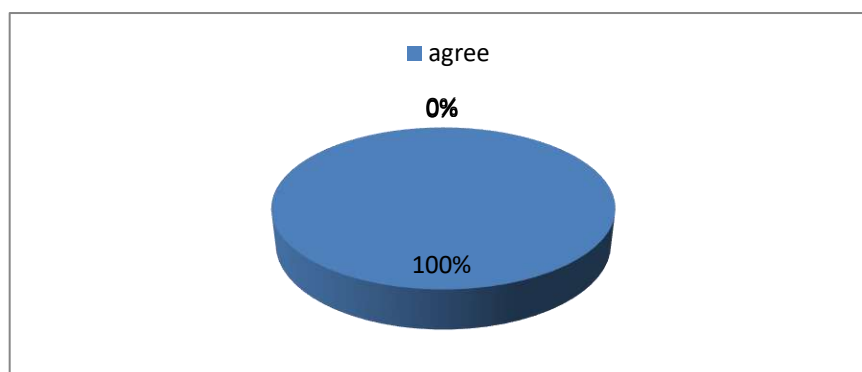


Figure17: Whether remedial teaching for grammar requires good planning

The results show all the teachers (100%) agreed that remedial teaching requires good planning.

Q18: In reality, do you think that more remedial sessions of grammar should be included in the curriculum?

Table18: Whether more remedial sessions of grammar should be included in the curriculum

Answers	Numberofteachers	Percentage
a. Strongly agree	18	90%
b. Disagree	2	10%

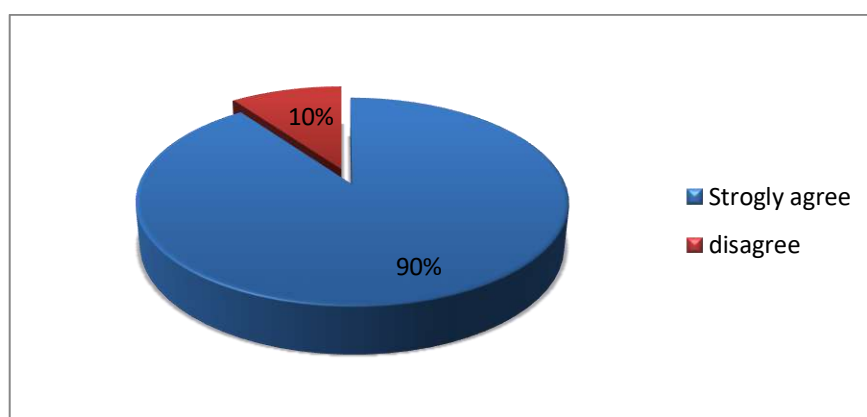


Figure18: Whether moreremedial sessions of grammar should be included in the curriculum

The majority of teachers (90%) agreed that more remedial sessions should be included in the

curriculum, while just 10% of them disagreed.

Q19: Apart from remedial sessions, suggest another method for assisting slow learners in correcting their grammatical deficiencies.

This question allowed teachers to talk about their personal thoughts according to their experience in the class with slow learners. Because they were in a direct contact with the students, they were considered as a valuable source for their requirements. All of the teachers questioned focused more on techniques and tried to suggest some modifications on the educational system. The results show that the majority of teachers agreed that one way of helping learners overcome their grammar issues is to reduce the number of students inside classes, claiming that grammar is hard to teach in a crowded class. Others mentioned that teachers should use different and numerous activities with slow learners because they need extra comprehension compared to others. In addition, they have talked about the efficiency of tutorial sessions and how much they were helpful for them before the pandemic. Furthermore, they believed in the importance of the parents' presence and help at home, and how teachers and parents should help each other in keeping the student motivated and support him through the process. Another suggestion by the teachers is improving the group work inside the class between the students, and also including some ICT materials as a change for a better learning atmosphere. Finally, the majority of teachers talked about how important for a teacher to prepare activities based on the student's learning styles and adapting with them if possible.

3.3.2. The analysis of the pre-test and post-test

➤ The pre-test

Task One:

Table20: The answers of the first task in the pre-test

Correct answers	Number of pupils	Percentage
Less than 3 or 3 out of 6	7	25%
4/5 out of 6	11	41%
6 out of 6	9	34%

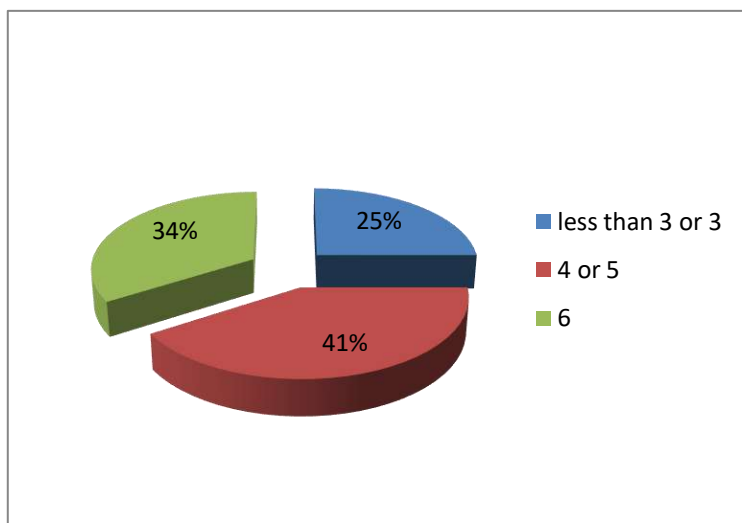


Figure19: The answers of the first task in the pre-test

The results of the first task show that the majority of the class (75%) which makes 20 pupils out of 27 did a good job in the imperative question, whereas only 7 pupils (25%) got less or just three answers out of 6.

Task Two:

Table21: The answers of the second task in the pre-test

Correct answers	Number of pupils	Percentage
Less than 2 or 2 out of 5	7	26%
3/4 out of 5	14	52%

5 out of 5	6	22%
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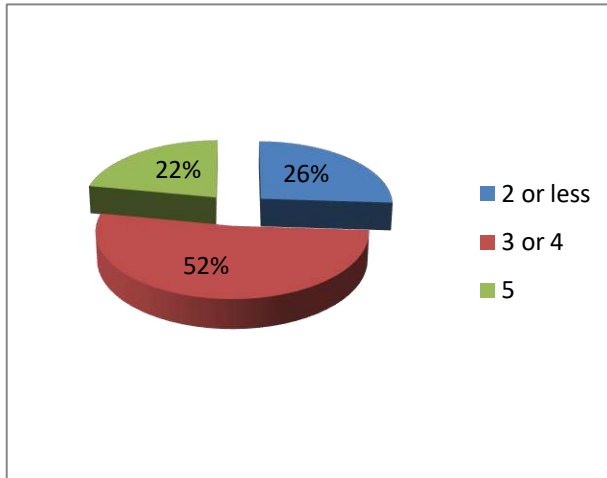


Figure20: The answers of the second task in the pre-test

The results revealed from the second task indicate that most of pupils are able to deal with the past simple tense in that 20 pupils out of 27 got 3 to 5 correct answers. Only 7 pupils out of 27 got only 0 to 2 correct answers.

Task 3:

Table22: The answers of the third task in the pre-test

Correct answers	Number of pupils	percentage
Less than 4 or 4 out of 10	14	52%
5 to 7 out of 10	10	37%
8 to 10 out of 10	3	11%

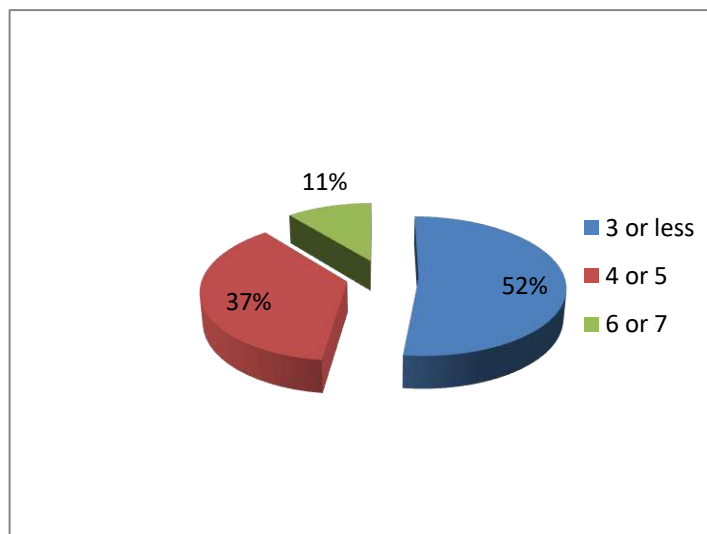


Figure21: The answers of the third task in the pre-test

The above results show that the majority of pupils (14 out of 30) got only 3 correct answers or less out of 7, whereas 10 pupils got 4 to 5 correct answers and only 3 pupils got 7 out of 7 correct answers.

➤ **The analysis of the post-test is as follows:**

Table23: The results of the post-test

Correct answers	Number of pupils	Percentage
3 / 4 out of 10	2	20%
5 out of 10	4	40%
6 / 7 out of 10	4	40%

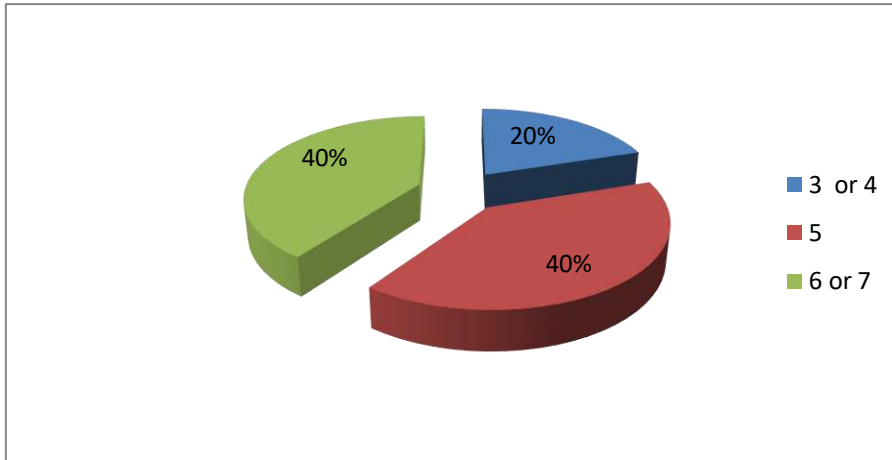


Figure22: The results of the post-test

After analyzing the results of post-test, it is revealed that almost 80% of the students succeeded in improving their use of *conditional type one*. Others (20%) were still making confusion between the present simple and future simple in that they got less than the average 5.

1.2.5 Comparison between the results of the pre-test (Task 3) and the post-test:

After selecting the sample, the students' answers in the third task which was about *conditional type one* were reviewed. Later, their answers were analyzed in order to evaluate the mistakes made in the present simple and future simple and then compare them with the results of the post-test.

Table24: Comparison of the results of pre-test and post-test

	Present simple	Fututre simple
Pre-test	30%	40%
Post-test	75%	60%

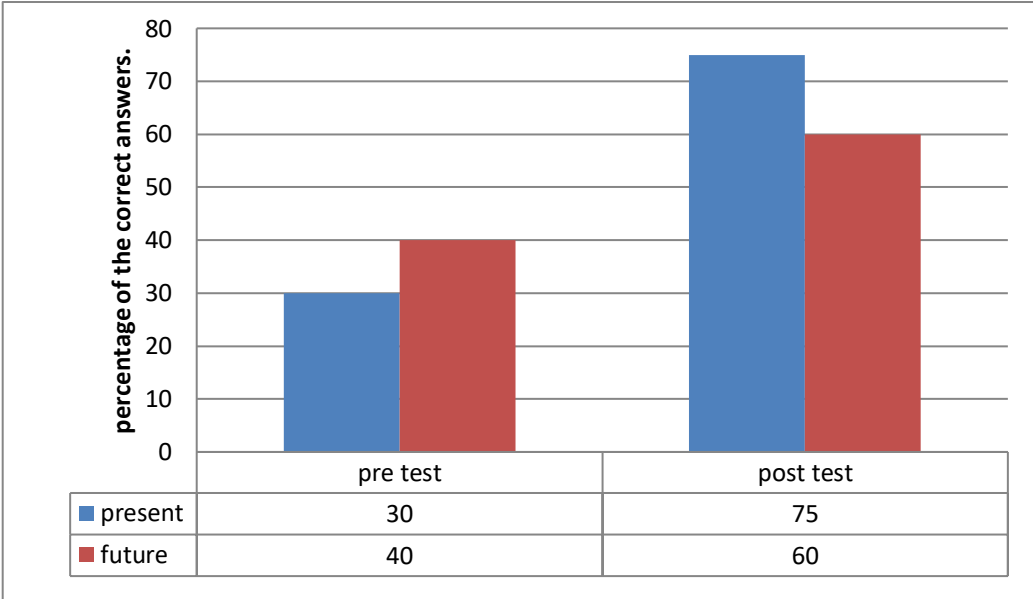


Figure23: Comparison of the results of pre-test and post-test

The noticeable differences shown in figure 23 confirm that after having a chance to repeat what they have learnt before in a form of an organized remedial session, students started to connect information together and give more effort in trying to comprehend and use the rules correctly.

2. Discussion of the findings:

After analyzing the results of the questionnaire and the pre-test and post-test, the hypothesis mentioned previously is confirmed. Also, the findings of both instruments proved the efficiency of remedial teaching in enhancing grammar competencies for middle school learners.

2.1 Finding of the Teacher's Questionnaire:

The following findings are gathered from teachers' questionnaire:

According to the questionnaire that was distributed to teachers at various middle schools, the findings of the first section show that teachers of different years of experience believe that classes are overcrowded and there is never enough time to cover all aspects of the English language during the school year for a variety of reasons. The majority of them agreed that the syllabus includes a lot of lessons that inspectors urge them to complete, and the timing is short, especially during Covid-19, etc.

Concerning the second portion, which dealt with slow learners and remedial work, it was observed that almost every class consists of a certain number of slow learners, according to the instructors; the latter were confronted with this category of learners, and each teacher has his or her own method of determining whether or not they are slow learners. Also, learners face more difficulties in grammar and writing. Since teachers have responsibilities towards their students, each teacher reacts to these mistakes in a way that he/she considers appropriate. The majority of these teachers assign homework and extra practice to their slow learners which are not required by their peers.

Section three of the questionnaire discussed the teacher's attitude toward using remedial teaching. The majority of teachers consider remedial sessions as an effective tool to overcome the student's grammatical difficulties. Most of the teachers still

organizer remedial sessions in different periods during the semester, whereas others either stopped them because of the pandemic or lack of time, but they all mentioned how much these sessions were helpful before. Moreover, they all agreed that remedial sessions are necessary for grammar classes and that they use different methods and activities to check its efficiency. In fact, almost all the teachers support the idea of adding more remedial sessions for grammar learning in order to help slow learners to defeat their difficulties. Overall, they were free to suggest some other helpful ideas for this category. Their suggestions were about the students and their environment, the educational system and the teaching techniques.

2.5 Findings of the pre-test/post-test

The following findings are the ones that were gathered from the test of the pupils.

According to the pre-test (Appendix2) that was presented to the whole class of 4th year middle school pupils, 27 pupils were involved. The results showed the different levels that co-exist in the same class. The pupils answered three grammatical tasks, and the scores came out different in every task. In the first and second tasks, the majority of pupils succeeded in dealing with them, whereas only few of them failed to get half of the answers correct. In contrast, in the third task, more than half the number of pupils of the class failed to answer correctly. Fourth year pupils still confuse the use of future and present simple in the sentences, which led us to base our remedial session on that exact lesson of grammar. After collecting and analyzing and selecting the sample of the low achievers in the pre-test, they attended the remedial session (Appendix3) where the teachers used multiple remedial strategies to make the pupils aware of their mistakes and raise their concentration and comprehension of the instructions and rules subconsciously. After the remedial session that showed different attitudes from those pupils, they were tested again through a post-test (Appendix4), which contained a new task of the conditional type1. The results of the post-test

showed a noticeable positive change in the scores of the pupils compared to the pre-test, which confirms that the remedial session they attended was beneficial.

Conclusion

This chapter indicates that middle school English learners face frequent grammar problems, which appears to be one of the most important areas of English that requires remedial instructions. Middle school English students that are sluggish to learn have problems with grammar, which necessitates remedial education. Slow learners should be assisted in overcoming their difficulties and given extra special practice in remedial sessions in order to achieve a good level of English grammar proficiency. To summarize, teachers who are aware of all obstructions can arm themselves with research and analysis on slow learning and seek solutions by conducting remedial sessions to help their pupils understand the differences between slow and fast learners.

General Conclusion

In the present study, we have examined the efficiency of remedial teaching in improving the grammatical competence of EFL middle school learners. To determine its efficiency, this investigation went through three main chapters. The first and second chapters discussed different theories and perspectives on the two main notions of the study: remedial teaching and grammar. Furthermore, the third chapter included a questionnaire, which was used as an instrument to gather data about the attitudes of teachers towards remedial teaching at different middle schools, considering those teachers as the ones who are exposed to remedial teaching and from whom information can be sought out. In addition, to test the hypothesis in reality, another instrument was developed: a pre-test, a remediation session and a post-test. This chapter also includes the analysis and the discussion of the findings and results. After collecting and analyzing the obtained data, it is revealed that the majority of teachers agree that that the use of remedial grammarteaching in English classes is a necessity. Despite the changes that happened to the educational system due to the corona virus, slow learners faced more problems in coping with lessons compared to their peers, and the assistance and presence of teachers were not the same. Because of that, teachers still insist on the need of remedial classes in the educational system, yet the majority of them did not stop using remedial classes following the current situation. This shows how much more efficient remedial teaching is. The data analysis of the pre-test and post-test revealed that the pupils who were exposed to the remedial grammar session that was held achieved better results in grammar than the ones they had before. Thus, the pre-test and post-test proved that the students have benefited from the treatment. To sum up, the data gathered from both teachers' questionnaire and pupils' experiment has proven the need for remedial teaching in the EFL context so that middle school pupils could improve their grammatical competence.

Pedagogical Implications

Pedagogical Implications

According to the obtained results from the present study, several recommendations and helpful tips can be suggested:

-Remedial work may provide EFL teachers with a better teaching experience by encouraging, motivating and enabling slow learners to acquire English in the same way as their peers.

-To ensure the success of remedial work, EFL teachers should be aware of its procedure as well as its proper use and planning.

-EFL teachers should schedule more remedial sessions.

-In order to preserve authentic teaching, EFL teachers should consider the level of slow learners.

-EFL students should be aware that remedial work can be used in other modules; therefore they are encouraged to use it as much as possible.

-Implementing remedial teaching is not for developing grammar competence only; rather, it is also for enhancing all English language skills which lead learners to use language outside the classroom.

Recommendations for Future Research

As researchers, we may propose that having more time and better circumstances would allow for the selection of a larger sample group in a future study on a relevant issue. Furthermore, regarding the cause of EFL learning difficulties, slow learning is certainly not the only cause; thus, it may only be said that a detailed analysis and a logical interpretation may be relied on because the entire mental process of learners is still an uncertain field to be explored and assessed.

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Appendix1: Teachers' questionnaire:

Dear teachers,

This questionnaire is part of a research carried out for a master dissertation. You are kindly invited to answer it. Your contribution is very valuable and important.

Thank you in advance.

Section One:

1-Name of the middle school:

2-How long have you been teaching?

3-How many classes do you teach in this middle school?

.....

4-How many pupils do you have per class?

.....

5-How many hours do you teach English per week?

6-Do you think the number of sessions is enough to tackle all the aspects of the English

language?

Yes No

- If no,

why.....

....

Section Two:

7-Have you ever dealt with "Slow Learners" in your classroom?

- Yes
- No

8-In a typical classroom, how many low-achiever learners are there?

-Approximatelyout of....

9-What makes you think they are slow learners?

- They repeated a class?
- They have got weak marks at exams?
- They have lack of concentration?
- They do not participate in class
- They do not do the homework

Other:

.....
.....
.....

10-As a language teacher, which aspects of English language these learners commit mistakes in the most?

- Speaking
- Spelling
- writing
- Grammar
- Vocabulary

11 -How do you react towards these mistakes?

- Organize special sessions to help them overcome their mistakes
- Provide them with special activities
- Provide them with homework and additional practice
- Other.....
-

Section Three:

12- Do you organize remedial sessions for your pupils?

-If no, justify your answer.....

If yes, when do you do them?

- After tests
- After examinations
- Other:
.....
.....

13. How often do you organize them?

- Once a week
- Once a month
- Once in a trimester
- Other:
.....

14. Which aspects of language do you they deserve more remedial sessions?

- Speaking

- Spelling
- writing
- Grammar
- Vocabulary

15-According to your experience, do remedial sessions help middle school pupils overcome their learning gaps in grammar learning?

-Agree

-Uncertain

-Disagree

-Strongly disagree

16-What measures do you use to determine if the remedial session was beneficial?

- Written tests
- Speaking classroom activities
- Classroom observation
- Homework
- Other.....

17-Do you think that remedial work in grammar requires good planning?

- Agree
- Uncertain
- Disagree
- Strongly disagree

18-. In reality, do you think that more remedial sessions of grammar should be included in the curriculum?

- Agree
- Uncertain
- Disagree
- Strongly disagree

19-Apart from remedial sessions, suggest another method for assisting slow learners in correcting their English grammatical deficiencies.

.....

Appendix2:

I get ready for my BEM

Task 01: Rewrite the following passage using the imperative.

If you want to be a good citizen:you should do the following things .You should not condemn a person just of his look. You have to know you rights and duties as well . You mustnot doubt others' opinions . You must do what you could to be a great citizen.

Task 03: I write the verbs in the past simple :

Yesterday , I (to receive) a new friendship request on Facebook. It (to be) An old friend whom I (to meet) On my last trip to Tanzania . We (to have) a long chat and (to talk) About our memories together .

Task 03: I write the verbs in the right form :

- If we (**to exercise**)..... well, we (**to win**)the match.
- He (**to visit**)..... Eiffel Tower if he (**to go**).....to Paris.
- I (**not to choose**)..... scientific stream if I (**not to get**)good marks in Maths, Science and Physics. I (**to choose**)..... The literature stream.
- Dad (**not to take**).....me to the zoo if I (**not to clean**)..... my room.He (to take)my brother instead.

Appendix3: The remedial session plan.

Teacher :*ZidNoura*

Level :*4th MS*

Remedial session plan

Objectives:By the end of the lesson, my learners will be able to correct the pre-done tasks ,be aware of their mistakes, understand and avoid them .

time	Rational	Procedure	Learner's task
	<p>To sort out the common mistakes</p> <p>To enable pps to correct their mistakes</p>	<p><u>Pre- remediation .</u></p> <p><u>Step 1:</u> T. corrects papers.</p> <p><u>Step2:</u> T. selects the most frequent mistakes and errors.</p> <p><u>Step3:</u> T selects pupils scoring less than 10 in pre -test</p> <p><u>Step4:</u> T prepares extra quiz games , tasks and activities.</p> <p><u>Stage one: During the remedial work</u></p> <p>T greets her pupils, welcomes them and asksthem to be in a U table.</p> <p><u>Visualization of the common mistakes:</u></p> <p><u>Step1:</u> Teacher writes the mistakes on the board. or provides learners with printed anonymous examples that contain the learners mistakes themselves.</p> <p>*T: focused on handwriting.</p> <p>1- Learners use the present simple instead of the future simple.</p>	<p>Re-teaching what most ppl failed to do</p> <p>Collective</p>

	<p>To check their awareness of their mistakes and errors</p> <p>To enable pps to correct their mistakes</p>	<p>2- Learners make mistakes when putting the verbs in the present simple with the 3rd personal pronouns.</p> <p><u>Step2 :</u></p> <p>-T distributes the papers and asks her learners to underline the mistakes.</p> <p>T leads her learners to find out the mistakes and errors made.</p> <p>Teacher asks her learners to give her the rule of the conditional type (1) as a lead in for further remediation.</p> <p><u>Step3 : Have fun and learn</u></p> <p>T: invites her learners to watch a teaching video about the 1st conditional . (talking about future plans).</p> <p>https://www.youtube.com/watch?v=Pky4riFpzLc</p> <p><u>Step4 :It s your turn !</u></p> <p>Teacher: writes the following example on WB.</p> <p>If you give me an example as in the video, I will give you a an extra mark. (to encourage them to give examples)</p> <p>Teacher: asks learners to give their examples written and orally.</p> <p><u>Step5 : Self and peer-assessment.</u></p> <p>Teacher: asks learners to go back to the mistakes done before and try to correct them together.</p>	<p>participation</p> <p>Collective participation</p>
--	---	--	--

Appendix4: Post-test.

I get ready for my BEM

Put the verbs between brackets in the correct tense:

1. We (lose)the next match if we (not/exercise)
.....harder.
2. If you (not/take)a taxi now, you (miss)
..... your flight to Madrid.
3. Nancy (visit)us next week if we (send)
.....her an SMS.
4. If the weather (not/improve)tomorrow, we (not/go)
..... to the beach.
5. Michael (certainly/throw up)a party if he (succeed)
..... in the exam this year.

الملخص:

تركز هاته الدراسة على فعالية التعليم الاستدراكي في تعزيز كفاءات قواعد اللغة الإنجليزية لتعليمها كلغة أجنبية, و يهدف هذا البحث لمعرفة ماهية الاستدراك ودوره في مساعدة بطني التعلم في التغلب على صعوبات تعلم قواعد اللغة الإنجليزية. كما يهدف أيضا إلى كشف مواقف معلمي مدارس المتوسطة تجاه اعتماده, ولتحقيق أهداف هذا البحث, كونت عينة للدراسة من 27 تلميذاً في الصف الرابع من المرحلة المتوسطة. تضمنت إجراءات هذه الدراسة مقارنة اختبار قواعد أولي, تليها حصة استدراكية ثم بعد ذلك امتحنت العينة مجددا. كما تم اعتماد أداة بحث إضافية, وهي الاستبيان. وزع الأخير ورقياً وعشوائياً على عشرين مدرساً للغة الإنجليزية في مرحلة المتوسطة. الغرض منه التعرف على مواقف المدرسين تجاه استخدام التعليم الاستدراكي كأداة لمساعدة بطني التعلم. تسمح نتائج هذا الاستبيان بتحديد مدى أهمية الحصص الاستدراكية في مرحلة المتوسط. حسب الأساتذة المشاركين, تطبيق هذه الحصص تساعد في استهداف الصعوبات التي تواجه بطنو التعلم و ذلك بتخصيص وقت إضافي لهم من أجل التمرن و توفير البيئة المناسبة للتعلم. و قد صرح بعضهم أن غياب هذه الحصص جراء فيروس الكورونا, قد أظهر أهميتها في مساعدة التلاميذ للوصول إلى المستوى المطلوب في معرفة القواعد اللغوية. بينما أظهرت حصيلة الاختبارين أن نتائج التلاميذ الذين استفادوا من الحصة الاستدراكية في قواعد اللغة أفضل من نتائج الاختبار الأول. في النهاية, للحصص الاستدراكية تأثير ايجابي في تطوير قواعد اللغة لدى تلاميذ الرابعة متوسطة.

Résumé

Cette étude porte sur la validité de l'enseignement de rattrapage dans l'amélioration des compétences de la grammaire anglaise pour ses apprenants en tant que langue étrangère. Cette recherche vise à mettre en valeur l'enseignement de rattrapage et son rôle pour aider les élèves faibles à surmonter leurs difficultés d'apprentissage de la grammaire anglaise. Elle vise également à révéler les attitudes des enseignants du collège vis-à-vis de son utilisation. Pour atteindre les objectifs de cette recherche, un échantillon a été constitué pour l'étude de 27 élèves étudiant en quatrième année moyenne. Les procédures de cette étude comprenaient une comparaison préliminaire de tests de grammaire, suivie d'une séance de rattrapage, puis l'échantillon a été réexaminé. Pour mettre en valeur cette étude, un questionnaire a été distribué à vingt professeurs d'anglais de niveau moyen dans le but d'identifier les attitudes des enseignants face à l'utilisation de séances de rattrapage comme outil d'aide aux élèves faibles. Les résultats du questionnaire permettent de déterminer l'importance des séances de rattrapage au stade moyen. Selon les enseignants participants, l'application de ces séances aide à cibler les difficultés auxquelles sont confrontés les élèves en leur allouant du temps supplémentaire pour pratiquer leur compétence grammaticale et en fournissant un environnement approprié pour l'apprentissage. Certains d'entre eux ont déclaré que l'absence de ces cours durant le virus Corona, a démontré leur importance pour aider les élèves à atteindre le niveau requis de connaissance des règles linguistiques. tandis que l'évaluation des deux tests a démontré que les résultats des élèves ayant bénéficié de la séance de rattrapage en grammaire sont meilleurs que les résultats du premier test. Enfin on peut dire que, les cours de rattrapage en grammaire anglaise ont un effet positif sur le niveau des élèves de quatrième année moyenne .

Les Mots Clé: l'enseignement de rattrapage, les élèves faible, grammaire, école moyen.