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Title

**Investigating the Implementation of Behavioral Objectives in
EFL Teaching: The Case of Teachers in the Department of
English at Mouloud Mammeri University of Tizi Ouzou**

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Dedications

To my beloved parents, AREZKI and HNIA who did everything to see me where I am now.

To my four brothers, Ramdane , Djilali, Yacine and Mekhlouf who were always there to support me during my journey as a student.

To all my friends who were by my sides in every step in my university life. To all who love me even in my worst moments

Mebarki Lydia

my parents MALIKA and LHACHEMI,
my sisters, to all AHMED family including AMER, JOUNEID and FEMINA. To my brother
SANWAR HOUSSEINE

To my besties YASMINE and LYDIA who is also my binomial.

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Abstract

The present study investigates the implementation of behavioral objectives in teaching to boost the teaching process and students' performance in the department of English at Mouloud Mammeri University of Tizi Ouzou. Our study is concerned with all the teachers of the department of English in all modules. The major objective of this study is to explore teachers' perceptions and their practices regarding the implementation of behavioral objectives in EFL teaching. This study is conducted in the light of Robert Mager (1962) "theory of behavioral objectives" which consist of three of criteria: action, condition and criterion. For data collection, the mixed method which combines qualitative and quantitative approaches is used. As regards the data collection instruments, questionnaires and interviews had been distributed and conducted with fourteen (14) teachers of the department of English. Concerning data analysis, a mixed- method analysis has been adopted which is also a combination of descriptive statistical analysis and qualitative content analysis methods. The research outcomes are presented in form of diagrams and texts, they acknowledge the role of behavioral objectives in shaping an effective instruction. Owing to their value, teachers engage in different practices to assess students' understanding and their application of the delivered content.

Key terms: behavioral, criteria, objectives, , performance, , theory of behavioral objectives

List of Abbreviations and Acronyms

BO: Behavioral Objectives

CA: Continuous Assessment

H: Hypotheses

MMUTO: Mouloud Mammeri University of Tizi-ouzou.

QCA: Qualitative Content Analysis.

Q: Question

List of Diagrams

Diagram 01: Students' Attainment of Behavioral Objectives.....	26
Diagram 02: Teachers' choice of Behavioral Objectives.....	26
Diagram 03: Teacher's verb Choices for Behavioral Objectives.....	27
Diagram 04: Teachers' Selection of Teaching Materials.....	28
Diagram 05: Teachers' Experience in the Teaching Field.....	31
Diagram 06: Teachers' Training Abroad.....	32
Diagram 07: The Communication Behavioral Objectives.....	32
Diagram 08: Teachers Use of Reinforcement.....	33
Diagram 09: Teachers' Choice of Activities.....	34
Diagram 10: Teachers' Provision of Suitable Learning Environment.....	35
Diagram 11: Students' Use of Teaching Materials.....	35
Diagram 12: The Importance of Reaching Behavioral Objectives.....	36
Diagram 13: The Degree of Mastery Set for Behavioral Objectives.....	38
Diagram 14: The Necessity of Identifying the Degree of Accuracy.....	38

List of Tables

Table 01: Students' Choice of Teaching Materials.....	37
Table 02: The role of Motivating Feedback in Achieving Behavioral Objectives.....	39
Table 03: Students' Challenges in Reaching Behavioral Objectives.....	40

Table of Contents

Dedications.....	I
Acknowledgements.....	II
Abstract.....	III
List of Abbreviations and Acronyms.....	IV
List of Diagrams.....	V
List of Tables.....	VI
Contents.....	VII

General Introduction

Statement of The Problem.....	01
Aims and Significance of the Study.....	02
Research Questions and Hypotheses.....	02
Research Technique and Methodology.....	03
Structure of the Dissertation.....	03

Chapter One: Literature Review

Introduction.....	05
I.Definition of Key Concepts.....	05
I.1.Instructional Objectives.....	05
I.2.Behavioral Objectives.....	06

I.3.The Role of Behavioral Objectives in Teaching	07
I.4.limitations of Behavioral Objectives	08
I.5.Assessment Strategies in EFL.....	09
I.6.Continuous Assessment.....	10
I.6.1.Continuous Assessment and Behavioral Objectives.....	11
1.7.Using Authentic Materials to Meet Behavioral Objectives	12
I.8.Feedback.....	14
1.8.1. Constructive Feedback.....	15
1.8.2.Feedback in Reaching Behavioral Objectives.....	16
II. Theoretical Framework.....	17
II.1.Robert Mager’s Theory of Behavioral Objectives.....	17
II.2. Robert Mager Action-Oriented Learning.....	17
II.3 .Performance in Reaching Behavioral Objectives.....	18
II.4. Criteria of Learning Objectives.....	18
Conclusion.....	19

Chapter Two: Research Design

Introductio.....	20
I. Data Collection Procedure.....	20
I.1. Research Methods.....	20

I.2. Context and Participant of the Research.....	20
I.3. Instruments of Data Collection.....	21
1. Interview.....	21
2. Questionnaire.....	22
II. Procedures of Data Analysis.....	22
II.1. Descriptive Statistical Method.....	22
II.2. Qualitative Content Analysis.....	23
Conclusion.....	24

Chapter Three: Presentation of The Findings

Introduction.....	25
A- Results of Teachers' Interviews.....	25
B- Results of Teachers' Questionnaire.....	31
Conclusion.....	40

Chapter Four: Discussion of The Findings

Introduction.....	41
a. Discussion of Teachers' Interviews.....	41
b. Discussion of Teachers' Questionnaire.....	51
Conclusion.....	66

General Conclusion..... 68

References.....71

Appendices

Teachers interview questions

Teachers questionnaire

General Introduction

Statement of the Problem

For an effective teaching process, teachers must define objectives for students and provide guidance to monitor their progress. Mager (1962) referred to behavioral objectives as students' performance after a specific period of instruction. In other words, behavioral objectives allow students to put the knowledge learned into practice. They mirror the extent to which students did understand the knowledge delivered to them. Teachers need to assess students' understanding to know whether the students have achieved the desired outcomes by analyzing their achievements at the end of a teaching process. Teachers and curriculum designers need to consider the various criteria that shape behavioral objectives. Kibler (1970) cited five (5) components of behavioral objectives which are as follows:

- 1) who is to perform or “ the doer of the action ”.
- 2) the actual behavior or “ the performance that demonstrates the objective”
- 3) the result or “ the outcome of the performance ”.
- 4) the condition or “ the context in which the behavior is performed ”.
- 5) the standard or “ the tools which are used to evaluate the outcome of the performance ”.

Many studies have been conducted concerning behavioral objectives; works like Mager's book “ *preparing for instructional objectives* ” who cited the three criteria of behavioral objectives. For Mager, behavioral objectives must contain: An action verb, a condition or performance settings and a criterion or the degree of mastery of the behavior. Also, there is Kapfer's (1971) book entitled “ *Behavioral Objectives in Curriculum Development* ” which

contains various articles that state the reasons for integrating behavioral objectives in curricula, how to write them and their role in modeling a successful teaching process. Despite the vital role of behavioral objectives in education, there is one area that has not gained much interest in EFL which is the implementation of behavioral objectives in education.

Aims and Significance of the Study

The present study aims at discovering EFL teachers' perceptions in the department of English at MMUTO about the application of behavioral objectives in teaching and their practices regarding these objectives and we wish to unveil the importance of integrating such objectives in instruction. Instructional objectives including behavioral ones are not just designed for demonstrating the instilled knowledge, it has also a positive effect on teaching. It can help streamline lesson planning for teachers by helping them to spot the relevant teaching strategies that aligns with the desired outcome that teachers tend to achieve at the end of a teaching period. Our research is substantial for both teachers and students since it contributes to enrich literature about behavioral objectives and their vital role in constructing effective teaching and learning.

Research Questions and Hypotheses

Q1: What views do EFL teachers in the Department of English at MMUTO hold regarding the implementation of behavioral objectives in instruction ?

Q2: How often do EFL teachers in the Department of English at MMUTO implement behavioral objectives in the classroom ?

H1: EFL teachers acknowledge the importance of implementing behavioral objectives

in the classroom setting

H2: EFL teachers engage in different practices regarding the implementation of behavioral objectives in the classroom

Research Techniques and Methodology

Our study relies on the mixed method for collecting and analyzing data. As research instruments, structured interviews with teachers and a questionnaire for teachers are used in this study. The study is conducted with teachers of the department of English at MMUTO University. In this study, a structured interview is designed to discover teachers' perspectives concerning the issue of behavioral objectives and their implementation in instruction. Teachers' questionnaire is used to analyze English teachers' practices regarding behavioral objectives. For data analysis, Descriptive Statistical Method and Qualitative Content Analysis are applied to examine the data gathered from both the research instruments.

Structure of the Dissertation

Our study is divided into an introduction, four chapters and a general conclusion. The introduction is designed to present the topic in question, stating the gap of our research and the research methodology. The first chapter is concerned with the review of literature in which we refer to some prior researches and provide more details about Mager's (1962) theory of behavioral objectives which is also the groundwork of our study. The second chapter is concerned with the research Design which presents the methodology followed to collect data from the data collection instruments and the data analysis method. The third chapter is identified

as “Presentation of the findings” in which we are going to present the data collected using the structured interview and teachers’ questionnaires, the results are presented in form of pie charts, Bar charts and tables. The last chapter entitled as “Discussion chapter” which is designed to discuss the results gathered from the presented data in the light of the theoretical framework. At last, the General Conclusion is made to summarize and restate the main ideas of our research, answer the research questions, confirm or refute the highlighted hypotheses and present some challenges that we faced while conducting the study.

Chapter One:
Literature Review

Introduction

The presented chapter seeks to review the literature on behavioral objectives and to highlight the key concepts related to them to provide a renewed insight to our topic. The chapter begins with definition of instructional objectives in general then invest to behavioral objectives in particular. The latter is followed with the importance of integrating behavioral objectives in instruction and some arguments against the implementation of these objectives. Moreover, assessment strategies used by teachers, authentic materials, continuous assessment, feedback are highlighted with respect to their role in achieving behavioral objectives. The chapter ends with the presentation of Robert Mager's (1962) "Theory of Behavioral Objectives" which is the framework guiding this study.

I. Definition of key concepts

I.1 Instructional Objectives

Instructional objectives are the pillar of effective instruction. Nicolas Ferguson (1998) emphasized the importance of teaching through instructional objectives to reflect on students' understanding of the knowledge transmitted to them. Mager (1962) considered instructional objectives as, "a collection of words or/and pictures and diagrams intended to let others know what you intend for your students to achieve" (p.3). Instructional objectives do not only reveal the extent to which students did understand what has been taught to them, but also help teachers in detecting the effectiveness of the teaching process settled. Achieving instructional objectives prove the effectiveness of the designed curriculum. (Kapfer,1971)

Teachers must be familiar with the course content in order to accordingly set the relevant instructional objectives as well as the activities to effectively measure attainment of these

objectives (Wiggins et al.2005).

Bloom et al (1956) in their “*Taxonomy of Instructional Objectives*” categorize learning objectives into three domains: cognitive, affective and psycho-motor domains. Cognitive domain deals with thinking skills and the development of intellectual skills and abilities. The affective one is concerned with values, attitudes and social skills that learners exhibit and the psycho-motor domain is mainly focused on physical behavior or what learners display after a learning process.

Writing such objectives using simple terms boost students’ accomplishment of the intended goal (Grolund,2004). Scholars expanded Mager’s (1962) “Theory of behavioral objectives” to write their own models of writing behavioral objectives. One of the models is developed by Heinich, et al. (1996) “ABCD model of writing instructional objectives” (pp 20-30). this model is composed of four elements: A stand for “Audience” or people who will achieve the objectives, audience such as students. B stands for “ Behavior ” or the result that students must achieve at the end of instruction, C refers to “Condition” or the context where students will display the target behavior, D refers to “Degree” or the mastery level that students must achieve to show that they have understood what is taught to them.

I.2 Behavioral Objectives

Behavioral objectives are statements that are used to define the target skills to be performed by students and reflect observable outcomes to facilitate the evaluation of the skill’ mastery (Baker 1967). Behavioral objectives are formed and written following different models such as SMART model initiated by Doran (1981). Following this model, learning goals should be :

Specific: The desired goal should be precise and defines clearly the target objective

Measurable: The goal should result tangible or concrete or observable outcomes to facilitate the evaluation of the goal' mastery.

Attainable: The goal should be realistic and achievable

Relevant: The goal should be aligned with the broader educational objectives

Time- bound: The goal should be achieved within a specific period of time.

Mager (1962) refers to behavioral objectives as, “ a statement telling the conditions under which a specified behavior will occur (external conditions), the type of behavior that is to occur as a result of planned instruction (terminal behavior), and the performance level that will be accepted (acceptable performance)” p (14). For Mager (1962), behavioral objectives are only considered effective when they are based on three criteria: action or the target behavior to be performed, condition or the context in which the behavior will be performed in, criterion or the degree of accuracy of the target behavior.

Teachers take into account various conditions while writing behavioral objectives. One of the most important conditions is cited by Westberg and Jason (1993). For them, well-written behavioral objective must be aligned with general objective. In addition, behavioral objectives must include an action verb to indicate the behavior needed to be observed to facilitate its evaluation.

I.3. The Role of Behavioral Objectives in EFL Teaching

Incorporating action-oriented objectives in education help both teachers and students. Shafer (1978) stated, “The main advantage is that it forces the instruction to be student-oriented” (p.43). That is to say, these objectives raise a question about the reasons behind teaching

a student to act in a specific way and whether he can demonstrate proficiency of the required behavior. It has been stated in “learning corner” website that behavioral objectives equip students with a clear picture about what to achieve as a result of instruction. They are considered as a core element in designing assessment strategies to measure students’ understanding.

Behavioral objectives help in planning lessons effectively, motivate students and monitor their progress, it stimulates learners’ skill development through training. Communicating behavioral objectives prevent learners from committing errors (Freeman and Mehren, 1973). Finally, BO ensure accountability, meaning that BO provide a way for checking students’ understanding of what has been taught to them and how to reach the intended goal by providing direction, feedback and track on students’ progress.

One of the main advantages of stating educational objectives in behavioral terms is that the latter specify the exact skill that students ought to achieve at the end of instruction. (Armstrong et al, 1970). Hence, behavioral objectives help teachers in differentiating between what to teach and what strategy to follow to effectively convey knowledge (Gagné, 1977).

I.4. Limitations of Behavioral Objectives

Behavioral objectives have limitations as they restrict what teachers can do in class. Teachers cannot take advantage of unexpected teaching moments because these objectives require them to stick to the lesson plan designed (Hinson and Boley, 1976). Another limitation for BO is that they focus only on the physical demonstration and neglect other aspects that may influence students’ performance and prevent them from achieving success such as mental and psychological states, their attitude and so on (MacDonald Ross, 1973). Other arguments were

stated by Wight (1972), he judged behavioral objectives for being complex and make it harder for teachers to distinguish between the objectives, the method to follow and what tools to use to achieve the desired results. “Learning corner” website accused BO for being complicated and give access to external factors to influence on students’ achievements such as the learning’ environment or conditions and students’ degree of mastery.

I.5. Assessment strategies in EFL

Assessment play a fundamental role in learning as well as teaching. According to Cizek (1997), assessment is the planned process of gathering and synthesizing information relevant to the purposes of :

- (a) discovering and documenting students' strengths and weaknesses
- (b) planning and enhancing instruction
- (c) evaluating progress and making decisions about students

Effective assessment provide constructive feedback which, by its turn, influence on students’ motivation by directing them toward the desired outcome and ensuring clear perception of what behavior or results to achieve after instruction.

Assessment can be conducted ‘individually’ or in ‘peers’ which are also called peer and self- assessments. Self-assessment is the process in which students reflect on their own work and progress and discover the learning’ gaps that they need to tackle without seeking for external help such as teachers or classmates. Peer assessment is the process in which students correct and learn from each other’s mistakes. Incorporating peer assessment in teaching enhance students’ critical skills (Cameron Kinney, 2025). Cornell University stated that peer evaluation promotes sharing ideas among students which speed up the learning process. Assessment also can be “formative”

or “summative”. Formative or “continuous” assessment is implemented by teachers via assigning activities during the learning process ensuring an ongoing development of students’ performance. Summative assessment is done at the end of the year or a semester via tests and exams. Teachers implement continuous assessment in teaching to immediately correct students’ mistakes and avoid accumulated work (Muskin, 2017).

Assessment provides an insight about the effectiveness of the teaching process as well as the teaching strategy adopted by teachers to effectively convey the intended message or knowledge. Teachers choose the type of assessment depending on students’ capacities and ages (Bitew, 2022). It also reveals teachers’ professionalism in the field. Teachers with high competency choose the relevant teaching and assessment strategies to convey and transmit a specific message, assess students’ grasp of knowledge and monitor their progress. The assessment process is conducted by the implementation of numerous assessment strategies including “one-minute paper” which refers to a very short writing activity that students complete. The activity includes a question about the course being taught, questions like ‘what remains unclear about the lesson?’. This technique is useful in providing timely feedback for students and reveal the clarity of students’ grasp of the material.

I.6. Continuous assessment

Faleyalo (1986) defines continuous assessment as, “A mechanism whereby the final grading of learners in the cognitive; affective and psychomotor domains of learning systematically take account of all their performances during a given period of schooling”. From this, we can refer to CA as a range of tools used to assess students’ understanding of the material in hands aiming at ensuring ongoing feedback about current student’ performance of the subject

being taught to suggest necessary adjustments and improve it. Characteristics of continuous assessment are numerous. Gianpiero Rusconi (2025) stated in “cloud assess” website that continuous assessment should be: Comprehensive, that is, CA should assess different areas of knowledge to have a complete picture of students’ understanding, Areas such as: students practical and problem-solving skills. Cumulative, meaning that, continuous assessment should be provided on the basis of the previous evaluation to provide a full picture of students’ academic progress. Systematic, that is, continuous assessment is done in a planned and organized way since it is conducted regularly through the teaching process to consistently evaluate students’ progress and boost students’ performance. Guidance-oriented, meaning that, continuous assessment provide feedback to help students discover their strengths and weaknesses as it also gives an idea about further improvements.

The difference between traditional and continuous assessment is that: continuous assessment is done through a variety of assessment methods whether they are formal or informal; it is done during the learning process, and it is a criterion-referenced assessment. Meaning that students’ performance is measured on the basis of whether they attained the desired criteria of success or not (Le Grange, L., & Reddy, C, 1998).

I.6.1. Continuous assessment and Behavioral Objectives

Erinosho (2008) defines CA assessment as, “a process that involves systematic gathering of data on students’ learning behavioral achievement level which includes any method used to better understand the current knowledge that students possess” (pp.41-69). Namely, it is a process that reflects on students ‘performance and provide an insight about how to achieve higher degree of mastery. It grants the opportunity for teachers to consistently assess students’ achievement of

instructional objectives including behavioral ones.

CA does not only affect students' performance but also it interferes with the teaching process. Omonigho (2019) argues that the implementation of CA in teaching promote teacher' engagement in the instructional process, grant the chance to discover students' abilities and proficiency levels and evaluate the effectiveness of the assessment methods designed to measure student' attainment of the BO. In addition, CA foster creativity in designing assessment methods and strategies to avoid boredom while performing, develop ongoing study routine and habits for students instead of procrastinating their studies. Continuous assessment is considered to be effective when it detects students' competencies and deficiencies while they attain the BO as it assists in providing remedial solutions for student weaknesses, encourage students-teachers' interaction and give an important insight about the curriculum and the teaching method implemented to transmit knowledge. Continuous assessment is more formative than summative since it is provided during the teaching process to monitor students' progress (Le Grange and Reddy, 1998).

Since continuous assessment is provided through various methods and materials, students get the chance to know and explore new materials to use to attain the intended learning goals. It also reflects on learners studying habits, u and teachers adjust them or suggest better ones to foster students' understanding and achieve behavioral' mastery (Anteneh and Silesh, 2019).

I.7. Using authentic materials to meet behavioral objectives

For Jacobson et al (2003), authentic materials are, "printed materials, which are used in classrooms in the same way they would be used in real life" (p.1). Scholars defended the idea of using authentic materials in the classroom and acknowledged their effectiveness in enhancing

learning since they bring students closer to the target language culture so that it will make the learning process more enjoyable and motivating. Since authentic materials bridge the gap between real life and classroom settings, their primary benefit is that they promote effective behavioral performance and provide insights into how to apply the knowledge gained in accordance with the context and conditions of the performance.

Also, authentic materials are not used only by adults, materials like puppets, dolls and so on are useful for young learners seeing that they can be used in teaching new lexis and facilitate pronunciation for them (Guariento and Morley, 2001).

Authentic materials should motivate students while learning, open doors to new areas of knowledge and interests and foster creativity in learning and teaching. Authentic materials enhance learners' proficiency, facilitate language acquisition and enhance students' self-confidence while speaking or displaying the knowledge in hands. Researchers stated different criteria of authentic material selection, the most frequent criteria are:

- a. **Relevance:** The material should be relevant to students' level and needs.
- b. **Topic interest:** The material should be attractive and interesting.
- c. **Cultural Appropriateness:** The material should meet cultural standards where it is used.
- d. **Linguistic Demands:** The material must contain acceptable language to effectively achieve the behavioral objective.
- e. **Quality:** The material should be of a quality that serves for a better demonstration of the target skill.
- f. **Exploitability:** The authentic material should be of multiple use to grant the

chance for students to use it in different activities and demonstrate further skills (Anggara, 2020). Authentic materials streamline knowledge demonstration for students with low capacities and enhance it. With the help of authentic materials, students learn new vocabulary according to the context where the learning process is taking place, refresh their memory and develop students' language skills especially on listening and reading ones. Students use authentic materials while demonstrating the target skill since they provide a concrete and a clear picture of the target behavior that students need to attain as a result of instruction (Nigora,2025 , Joraboyev,2011).

I.8. Feedback

Feedback is the amelioration, refinement or optimization of students' performance or achievements through criticism (Hattie and Timperly, 2007). Effective feedback should be: timely: teachers should provide feedback on the right time. Insightful: feedback should give a detailed explanation a of students' performance,highlight their strengths and weaknesses and guide their journey toward achieving success, focus on the behavior, not on the personality: effective feedback aims to change or improve students' performance rather changing students' personalities, using non-judgmental language: teachers must communicate feedback using an appropriate language based on facts to increase its credibility and fairness as it also decreases the feeling of being defensive, collaborative: Feedback should be given between students, teachers or both to exchange ideas and perspectives about the different methods of providing feedback, plans to reach the intended learning objective, and so on, and Actionable: Feedback is a compass that guides students toward success and take track on the challenges that they may encounter while achieving the intended behavioral objective.

Hattie and Timperly (2007) categorize feedback into: positive feedback or 'reward' and

negative feedback or ‘punishment’. Positive feedback is a response to a successful performance of the target outcome, or the effective demonstration of the imparted knowledge, whereas negative feedback represents a response of unsuccessful, unpleasant or futile display of the instilled knowledge. Feedback is crucial for an effective learning since it guides students toward success, makes them feel more comfortable and enthusiastic while learning and increases their motivation.

I.8.1. Constructive Feedback

Constructive feedback or “constructive criticism” is commenting someone’s work aiming at improving or making necessary adjustments to achieve proficiency or mastery. It is beneficial in teaching since it grants multiple chances for learners to show their capacities and achieve mastery of the target skill. According to Altmiller (2012), Constructive feedback should be clear, precise and concise with no ambiguities in order to identify which area that requires adjustment and adaptation to enhance performance. As stated by Hattie (2007), constructive feedback is effectively delivered when it specifies the objective to be reached for learners, provides a plan for them to reach the objective and define the activities that learners need to engage in to demonstrate what they have learned.

Either it is negative or positive, constructive feedback is provided by teachers for the sake of correcting students’ academic performance, direct them toward success as well as it highlights students’ strengths and weaknesses and suggest further academic adjustments. It is considered as a constructive one when it is provided clearly and in a way that foster students’ growth and behavioral development (Heen and stone, 2014).

Teachers provide feedback using multiple strategies which are chosen depending on students’

emotional and mental states and levels. Strategies such as the sandwich strategy which is initiated by Ash (1989). Feedback sandwich involve framing constructive criticism between two layers of positive feedback to avoid providing harsh criticism, minimize the risk of causing anger, build a sense of trust and comfort on learners and increase their acceptance of negative comments regarding their performance.

Constructive feedback direct students, especially those with lower abilities toward success by granting them the chance to correct their own work, enhance their confidence and avoid repeating the same mistakes as they improve their critical thinking and problem-solving skills. This type of feedback provide a conversational tone for teachers by which they criticize students' performance orally to save time rather than writing them as it has also a positive impact on students and on the learning process (Education Feedback Techniques, 2025; Hyland,1990).

I.8.2 Feedback in Reaching Behavioral Objectives

For Hattie and Timperly (2007), Feedback is a cornerstone of achieving learning objectives. It is beneficial for learners in increasing students' professional development about the right and the wrong performance, help students in organizing, correcting and evaluating the effectiveness of their exhibition of the behavior and make timely actions to improve it as it identifies students' capacities and efforts. Without feedback, learners will not be able to make any progress while demonstrating the behavioral objective since it corrects their performance and suggest immediate adjustments. Thus, feedback let educators be aware of learners' exhibition of the target behavior and how to heal it by providing additional improvement techniques and methods. Students consider feedback as a part of assessment as they depend on it to correct errors and make necessary behavioral' modifications (Laurillard,2002). Offering feedback provide an

encouraging atmosphere that allows to students to show their ability and enhance their willingness to achieve the behavioral objective, develop students' wisdom and support their knowledge. Thanks to feedback, students are able to make difference between the actual performance and the desired one in order to detect their weaknesses and know how to tackle them as it suggests the relevant strategies, tools to use which align with the target skill to achieve it (Younis, Imdad and Rahman, 2021).

Yorke (2003,482) reported that,“ the act of assessing has an effect on the assessor as well as the student. Assessors learn about the extent to which they [the students] have developed expertise and can tailor their teaching accordingly ”. That is, feedback offer a perspective about the efficacy of the teaching strategy employed to deliver and transmit the intended message or knowledge.

II. The Theoretical Framework

1. Robert Mager's theory of behavioral objectives

In order to investigate our topic concerned with the implementation of behavioral objectives in teaching in the department of English of MMUTO University, we applied R.F Mager “ Theory of behavioral objectives ” (1962) as a groundwork for our research.

2. Robert Mager Action-Oriented Learning

Action-oriented learning or three-part learning are alternative names given to behavioral objectives. According Mager (1962), behavioral objectives are the statement of the behavior or action that students ought to perform at the end of instructional' period. According to Mager and his theory, learning at this level is based on students' performance rather on teachers' instructions.

3. Performance and behavioral objectives

Behavioral objectives should be concrete and observable to be effectively measured and evaluated. Students ought to perform the intended behavioral objectives to allow for teachers to effectively evaluate their accuracy or mastery and test students' understanding of the content delivered to them.

4. Criteria of learning objectives

Mager (1962) cited in his book "Preparing for instructional objectives" three elements that constitutes behavioral objectives. The first component is the "action" or the terminal behavior that students are required to demonstrate and to perform at the end of the instruction. If the behavior is unachievable, teachers ought to break it down to short-term goals to facilitate its attainment. The second is the "conditions" or the context under which the behavior will be performed as it can also include the tools or materials to use while performing. The third is the "criterion" of acceptable performance in which teachers identify the degree of mastery of the intended behavioral objectives to their students in relation to its quality, quantity and their level or interests

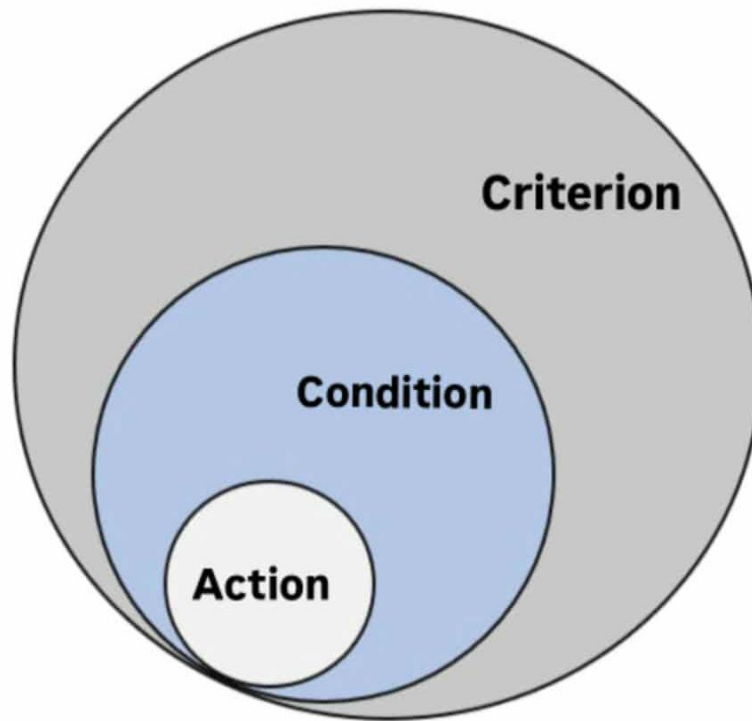


Diagram 01: Components of behavioral objectives

Mager (1962) “Preparing for instructional objectives”

Conclusion

The presented chapter has been devoted for the literature review concerning behavioral objectives. It is divided into two sections: the first section has attempted to accentuate the main concepts related to behavioral objectives. The second one has discussed the theoretical framework which underpins this study. Despite their importance, BO are criticized by many authors, some of these limitations are presented in the chapter along with other elements that goes with the achievement of behavioral objectives such as feedback and CA. The next chapter is devoted to the methodology followed in this work.

Chapter Two:
Research Design and Methodology

Introduction

This chapter highlights the methodology followed to collect data concerned with this research. The adopted methodology seek to provide answers to the research questions and to accept or reject the hypotheses presented in the introduction. The research design is divided into two sections, the first section is concerned with the data collection procedure which describe the research method and the concept of participants where the study is conducted. The second section is devoted to the data analysis method which describe the methods followed during the examination of the data gathered.

I. Data Collection Procedure

I.1. Research Methods

For the purpose of collecting data regarding our study, we have leaned on the mixed method. The qualitative method is used to collect data regarding teachers' views toward the implementation of behavioral objectives in teaching which is done via structured interviews with teachers of the department of English in MMUTO . The quantitative data collection method is implemented to compile data about teachers' practices concerning the integration of behavioral objectives in teaching which is done by administering questionnaire to teachers after conducting interviews with them.

I.2. the Context and the Participants of the Research

The teaching field is intentional, it is to enrich the existing literature and teachers' knowledge about the importance of behavioral objectives in education and to provide them with new open doors about their implementation and practice.

I.3. Procedures of Data Collection

To collect data for our research, we employed two investigative tools. First, we performed structured interview with fourteen (14) teachers of our department. For more reliable data, we administered a questionnaire to the same teachers to gain a wider view about the subject in question.

1. Interview

Kvale (1996) referred to interviews as, “a conversation, whose purpose is to gather descriptions of the [life-world] of the “interviewee” with respect to interpretation of the meanings of the described phenomena”. Teachers structured interview consists of eleven questions and it is conducted to report about teachers’ perceptions about behavioral objectives. The interview is conducted with teachers of the Department of English at Mouloud Mammeri University of Tizi-Ouzou from April, 29th to May, 11th, 2024 . Fourteen teachers (14) participated in the interviews and they are chosen randomly from different majors and levels. The face-to-face interview consist of eleven (11) open-ended questions directed to teachers. The interviews are conducted face to face with teachers in an academic environment to record their responses and facilitate the analysis of their views and claims concerning the implementation of learning objectives in instruction. Teachers’ interviews are not conducted only to gain insights about teachers’ views concerning the implementation of behavioral objectives, but also to highlight the importance of teaching via these objectives, suggest some effective ways for their implementations and how to boost their achievements. For a more valid data, we administered a questionnaire for teachers for further information concerning the topic of the study.

2. Questionnaire

A questionnaire is a form that consists of a Group of open and close-ended questions which are answered by a respondent aiming at reaching a certain conclusion concerning a given topic or subject. According to Polit (2004), a questionnaire is a method of data collection which is completed by the respondent in a written format.

In this study, the questionnaire is designed is used to explore teachers' practices regarding behavioral objectives. The questionnaire is divided into two sections: the first section has to do with the general information about teachers and it consists of two close-ended questions. The second section is concerned with teachers' practices regarding behavioral objectives and it is composed of eleven close-ended questions and three open-ended ones. The questionnaire is distributed to the teacher of the department of English from April 29th to may 11th both in paper and online forms using Google Form depending on teachers' choice.

II. Procedures of Data Analysis

Since the data gathered are mixed between qualitative and a quantitative one, the data analysis method is indeed a mixed data analysis between a descriptive and a qualitative content analysis method (QCA).

II.1 Descriptive Statistical Analysis

Descriptive statistics comprise statistical procedures for summarizing, organizing, and communicating characteristics of samples of data. The descriptive analysis as a statistical method is an analytical approach that transforms the raw data into numerical ones for an easy understanding and demonstration of the findings concerned with specific research. This technique is very useful for our study, as it permits the ability to convert the complex data gathered from

close-ended questions into statistics before the analysis. The data are interpreted using the “rule of three,” which refers to the formula: $(X \times 100) \div Z$ (X is the number of answers per teacher and Z is the total number of participants). We used descriptive statistical analysis to interpret the results of close-ended questions of the questionnaire and some teachers’ interview questions due to the similarity of answers. This approach also contributes to facilitate the interpretation of data, compare and then integrate them in our research. Thanks to this approach, the statistics gathered help us in presenting the findings in a way that fosters their understanding. Despite its usefulness, the data interpreted using this approach are provided with concise details which impacts on the reliability and validity of the data. To avoid this, we used the qualitative content analysis to support the nature of data gathered from this approach.

II.2. Qualitative Content Analysis (QCA)

Per Forman (2007), qualitative content analysis is one of the most qualitative methods used to analyze textual data. Qualitative content analysis is the interpretation of the data into a written format. The data collected from both questionnaire’ open-ended questions and teachers’ interview are categorized, grouped and interpreted into written texts. That is to say, this technique allow for the transformation of the written data gathered from into texts to facilitate its understanding. (QCA) fosters statistical data by adding additional information and offers a deeper insight to the data gathered. It is beneficial for our study since the data collection tools contains a large number of close-ended questions in which additional support need to be added for more validity and credibility. (QCA) is used in our study by carefully reading instructors’ answers to the open-ended questions, analyzing them, identifying the main phrases, grouping them, then turning this expression into major themes. Finally, interpreting them to understand the core of

each response and its reliability to conclusion.

Conclusion

This chapter has delineated the research methodology employed in this study, structured into two distinct sections. The first section elucidates the mixed methods approach as the primary research method, emphasizing the utilization of questionnaires and interviews as data collection instruments targeted at English teachers within the department of Mouloud Mammeri University in Tizi-Ouzou. The second section provides a comprehensive discussion of the data analysis procedures, encompassing both descriptive statistical analysis and qualitative content analysis. The subsequent chapter will present the findings of the study, contributing to the broader discourse in the field.

Chapter Three:
Presentation of The Findings

Introduction

This chapter is concerned with the presentation of the findings gathered from our study conducted in the English department of MMUTO. It begins with a short introduction to inform about the content of the chapter. It is followed by the results concerned with our research entitled “ The Implementation of Behavioral Objectives in Teaching ”. The present results are gathered from structured interviews which are conducted with fourteen teachers from our department as we also distributed a questionnaire for them for a more reliable and valid data about their practices related to the topic. The data are illustrated using pie charts, graphs and statistics for an easy understanding and interpretation. A short conclusion marks an end to summarize the content of this chapter.

Presentation of the Findings

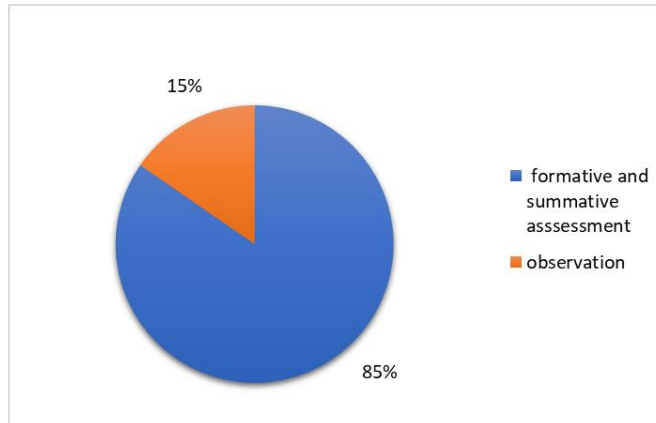
A- Results of Teachers’ Interview

Question 01: As a teacher, how do you communicate your behavioral objectives to your students?

Teachers provide various answers for this question. Some favored the communication of behavioral objectives via jokes, friendly chats with students while explaining the syllabus of the module and providing more details about it. Despite the contradictory views, teachers agreed on communicating the behavioral objectives in a clear and simple way using a student - friendly language at the beginning of each unit, either verbally, in a written way or both. They tend to convey them in a detailed way by adding additional information to the objectives such as how they are going to be assessed and why their achievement matters.

Question 02: How do you ensure that the desired behavioral objectives have effectively been attained by your students?

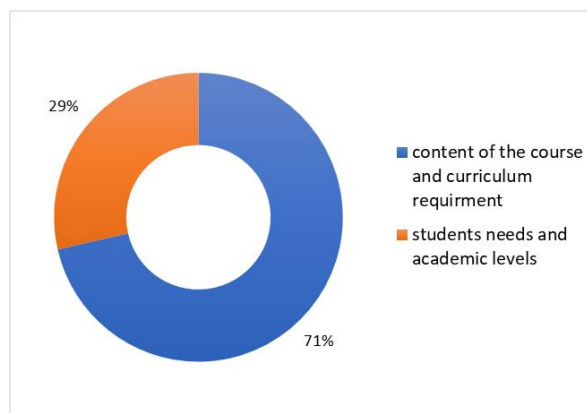
Diagram 02: Students' Attainment of Behavioral Objectives



As it is demonstrated in Diagram 01, the majority of teachers (85%) assess students' fulfillment of the behavioral objectives through formative and summative assessment by assigning activities, providing constructive feedback, and discovering learners' performance gaps and how to address them. The minority of teachers (15%) chose to assess students learning through observation which is also essential in assessing students' performance.

Question 03: How do you choose the relevant behavioral objectives to be taught to your students?

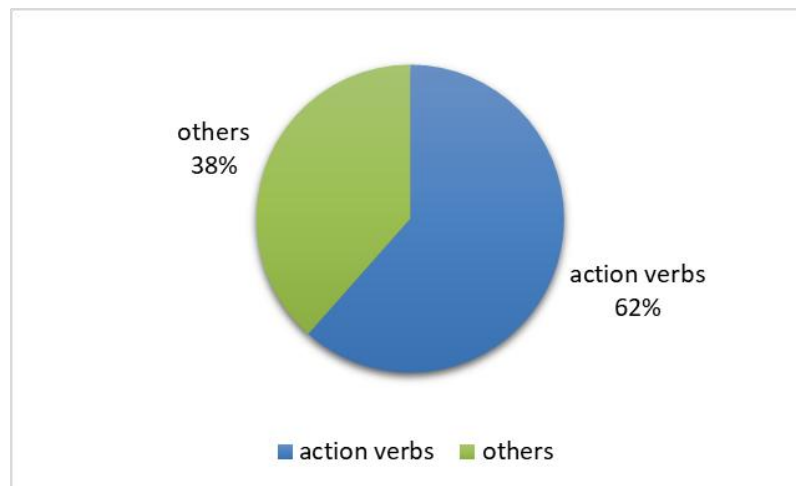
Diagram 03: Teachers' Choice of Behavioral Objectives



As it is shown in Diagram 02, 71% of teachers choose behavioral objectives to be demonstrated basing on the course' content and the curriculum to reflect on its effectiveness and the necessity of teaching that skill. 29% of them depend on their students' needs and their academic level to make it less challenging for learners to display the behavior.

Question 04: Which verbs teachers should use to highlight the intended behavioral objectives to be reached by the students ?

Diagram 04: Teacher's Verb Choices for Behavioral Objectives



As it is depicted in Diagram 03, 62% of the respondents use action verbs in writing behavioral objectives to indicate the required skill to be demonstrated. 38% of them use other ways in highlighting the desired behavior to exhibit such as combining auxiliaries with action verbs to indicate the tense or when the action will take place or using modal verbs to signal on the necessity of acquiring a specific skill.

Question 05: How do you ensure a suitable classroom environment for your students to perform well ?

Providing a relevant classroom setting for students is essential for an effective and positive learning outcome. Teachers aim at ensuring a comfortable, confident and friendly

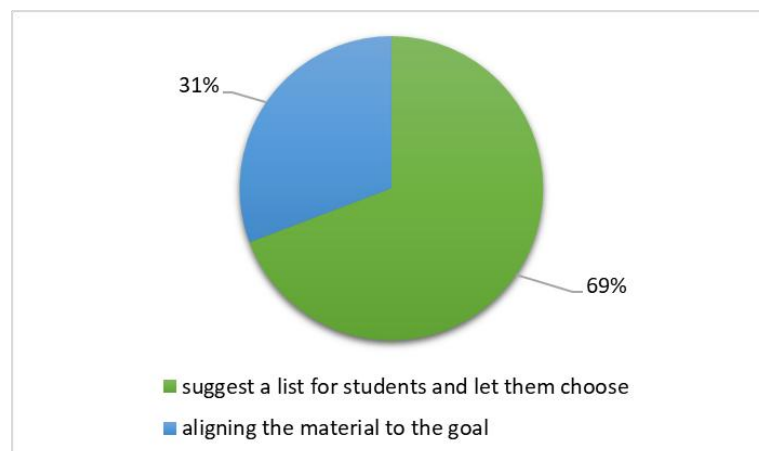
environment for their students seeking at establishing good relationships and communication and make them feel comfortable while making mistakes and make students enjoy learning. However, teachers also acknowledge the fact that establishing such atmosphere should be guaranteed under the context of respect, silence and focus that the teacher ought to certify for a successful instruction and fruitful results.

Question 06: What materials should students use to reach the desired behavioral objectives?

Teaching materials are important tools that can be used by students for an easy demonstration of the behavioral objectives. Some teachers allow for the use of traditional materials including books, handouts, the boards, images that show the behavior to be displayed. Also, they confirmed the efficacy of using modern materials such as phones, data shows and so one. The majority of teachers allow for the use of all the available materials for a more concrete and clear performance of the behavior.

Question 07: How can teachers help their students choose the relevant materials to achieve the behavioral objectives set?

Diagram 05: Teachers' Selection of Teaching Materials



The following Diagram 04 reveals teachers' contribution in choosing teaching materials for students. 69% of teachers suggest a list of materials for students and let them choose the one that makes learning enjoyable and fosters a sense of comfort while performing. 31% of educators choose the materials that align with the curriculum standards and the behavioral objectives.

Question 08: How could you check that students achieved mastery in performing the intended behavioral objectives?

Evaluating students' mastery is essential to check students' grasp of the delivered knowledge. Teachers assess students' mastery by integrating both formative assessment and summative assessments and performance-based tasks to the learning process to discover their performance' gap and providing constructive feedback to remedy them and promote students' continuous improvement.

Question 09: What do you do when your students fail in achieving the accuracy criterion in attaining the instructional objectives?

For this question, teachers provide multiple answers and suggested many corrective strategies to implement when students encounter difficulties in achieving the settled mastery level of the behavioral objectives. In such cases, teachers tend to re-explain the course or some core concepts using less complex language, schedule catch up sessions, assigning additional practices for students, provide a clear and constructive feedback to help them figure out their areas of improvement and how to learn from their mistakes. The minority of teachers suggest imposing some adjustments on the objectives to meet the level of the students and their capacities in order to easily achieve them.

Question 10: How do you choose the relevant degree of accuracy of the behavioral

objectives?

According to the delivered answers, teachers have the tendency to choose the relevant accuracy level for the behavioral objectives depending on the complexity of the skill or the extent to which the skill is difficult to be achieved, the students' language proficiency or the level to which the student masters the language used in defining the behavior and the learning outcomes and students' level. A small number of teachers take into account the communicative purposes, the curriculum standards and in setting accuracy level of the behavior. By means, when the skill is to be performed outside the classroom, teachers ought to set a high accuracy level to be achieved to guarantee its successful implementation in real-life context. For such behaviors, the minimum degree of mastery to be set is 90%.

Question 11: How many times learners are required to perform the behavioral objectives to achieve mastery?

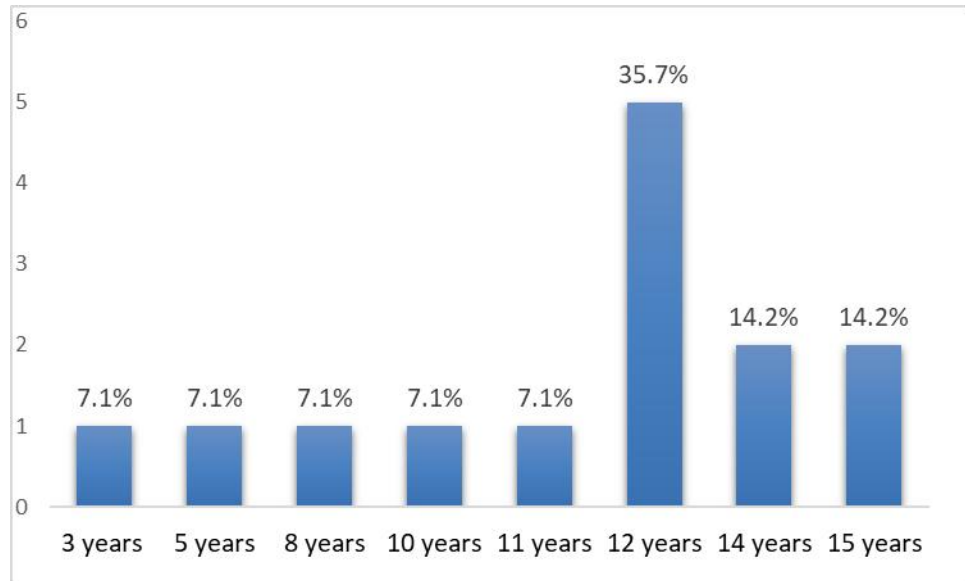
Drawing from teachers' responses, behavioral mastery is not tied to a fixed number of repetitions. Instead, teachers claimed that behavioral mastery depend on the complexity of the skill and students' learning pace. This means, behavioral mastery depends on the difficulty of the required behavior and learners' rate of acquisition. When learners possess restricted capacities and the behavior is extremely intricate, consistent practice is essential to achieve the required degree of accuracy which is settled depending on the skill or the behavior itself.

B- Results of Teachers' Questionnaire

Section One: Teachers' background information

Question 01: How long have you been teaching English ?

Diagram 06: Teachers' Experience in the Teaching field



The following Diagram 05 present teachers' years of experience in the field of teaching. 35.7% of educators that equals 5 of them has been engaged in teaching English for 12 years. 14.2% or 2 teachers have been practicing the activity for 14 and 15 years. The remaining teachers have been worked in the field for less than 11 years.

Question 02: Have you received any training abroad ?

Diagram 07: Teachers' Training Abroad

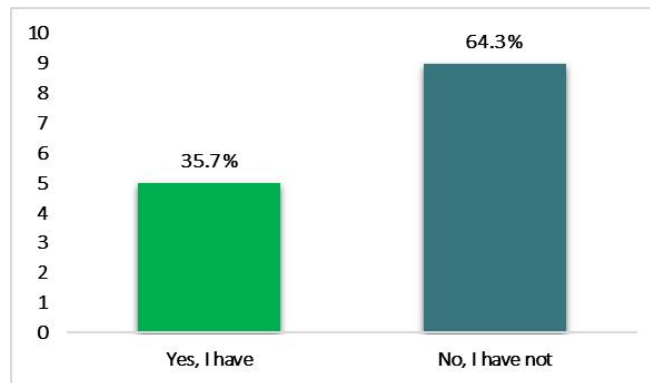
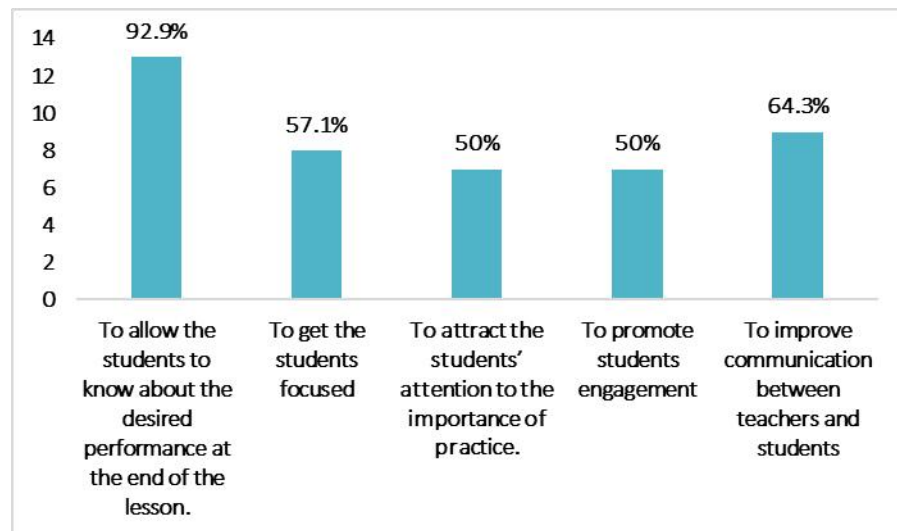


Diagram 06 shows teachers' training overseas. 64.3 % of teachers had the chance to study abroad and 35.7 % of them pursued their studies in their country.

Section Two: Teachers practices regarding the Implementation of Behavioral Objectives in the Classroom

Question 01: Why do teachers communicate to students the behavioral objectives to be achieved?

Diagram 08: The Communication of Behavioral Objectives



Teachers' communication of behavioral objectives differs from one reason to another. According to Diagram 07, 13 teachers that equals 92.9% shares the behavioral objectives with their students to inform them about the goal to be achieved. 64.3% communicate behavioral

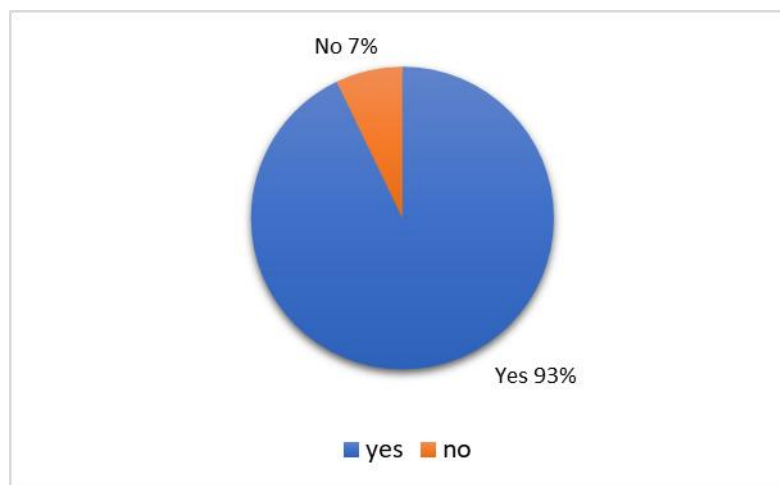
objectives to enhance communication between teachers and students, 57.1% express the behavioral objectives to get students tuned and focused on the desired outcome to be achieved, the minority which represent 50% express behavioral objectives to promote students' engagement and 50% convey them to shed light on the importance of practice to achieve mastery of the target behavior.

Question 02: How do you assess students' mastery of the behavioral objectives?

Per teachers' responses, using a combination of formative and summative assessment is one of the most used strategies to gauge on students' performance and their application of the imparted knowledge after a period of instruction. Engaging in conversations with students, assigning activities allow for an easy evaluation of students' mastery. Also, classroom observation is essential, teachers can assess students' mastery through presentations or group discussions that provide concrete and observable performance of the target skill.

Question 03: Do you use any reinforcement strategies to encourage students to attain the desired behavioral objectives?

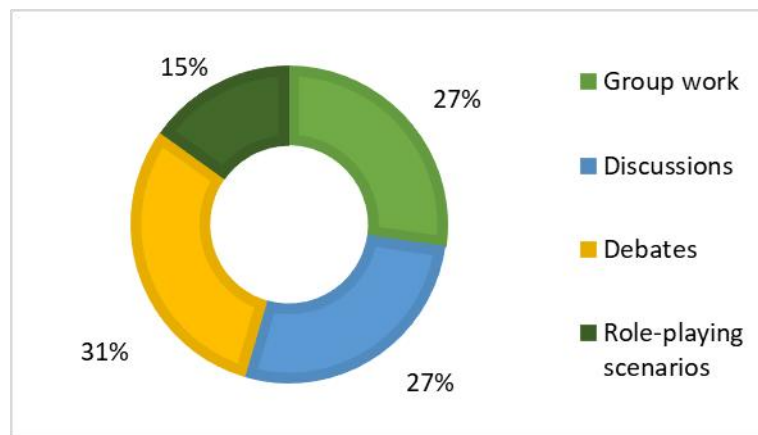
Diagram 09: Teachers Use of Reinforcement



As it is demonstrated in Diagram 08, the majority or 93% of teachers use reinforcement strategies especially extrinsic reinforcement to motivate students in achieving mastery of the target behavior. 7% of teachers do not. Teachers use a variety of reinforcement strategies including verbal praise, positive or constructive feedback, public recognition of achievements to support students in striving for excellence.

Question 04: Which of the following activities do you assign to your students to allow them to achieve the behavioral objectives?

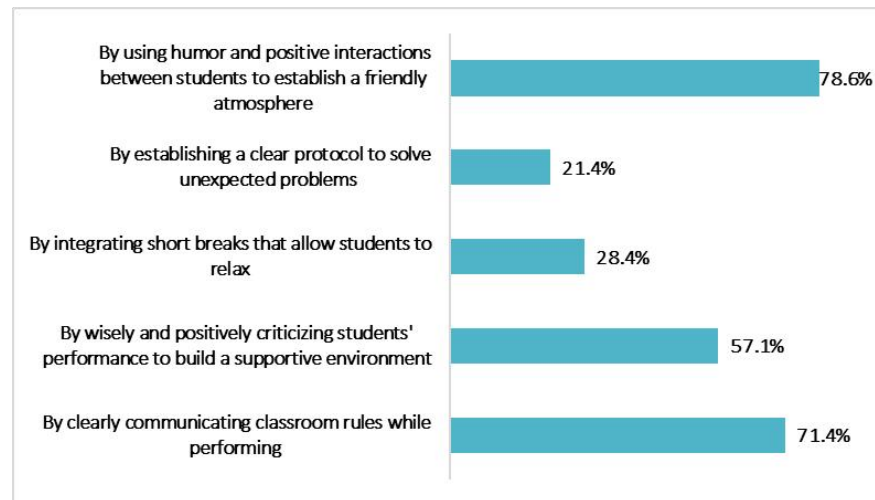
Diagram 10: Teachers' Choice of Activities



As it is illustrated in Diagram 09, 31% of teachers engage in debates with their students to grant them the opportunity to express their qualifications. 15% of them chose role-playing scenarios to put their knowledge and skills into practice and confirm their mastery, 27% of teachers choose other activities such as role playing scenarios and group work to grant a chance for students to show their expertise.

Question 05: How do you provide a suitable classroom setting for your students to perform the intended behavioral objectives?

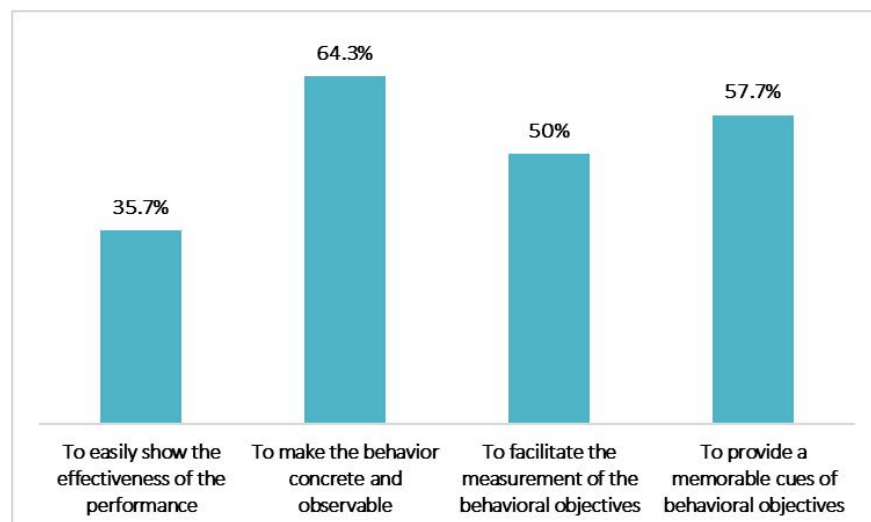
Diagram 11: The Provision of Suitable Learning Environment



According to Diagram 10, 78.6% of teachers are inclined to use humor as a way of providing a relevant and friendly environment for students and achieve greater comfort and feel at ease during their performance. 71.4 % of them communicate classroom rules at the beginning to initiate a productive learning environment. 57.1% teachers depend on constructive criticism to build a motivating atmosphere.

Question 06: Why should students use teaching materials to reach the intended behavioral objectives?

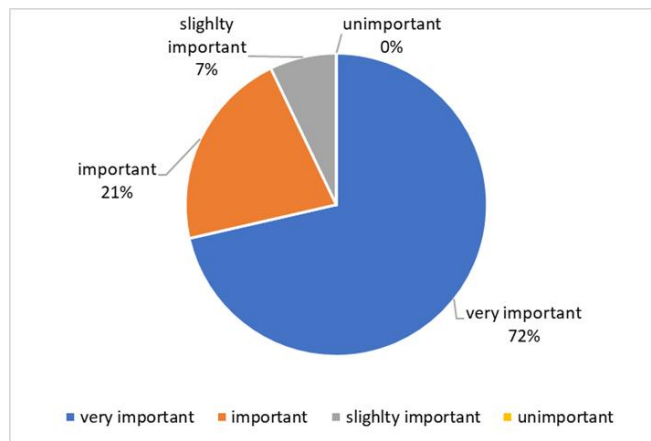
Diagram 12: Students' Use of Teaching Materials



As indicated in Diagram 11, 64.3% of students make use of teaching materials to easily make the behavioral objective more concrete and observable, 57.7% utilize teaching materials to provide memorable cues of the behavior for further implementations inside or outside the classroom, 50% of students use teaching materials to facilitate the evaluation process for teachers and 35.7% of student employ them to effectively model the target behavior and show expertise and effectiveness of instruction.

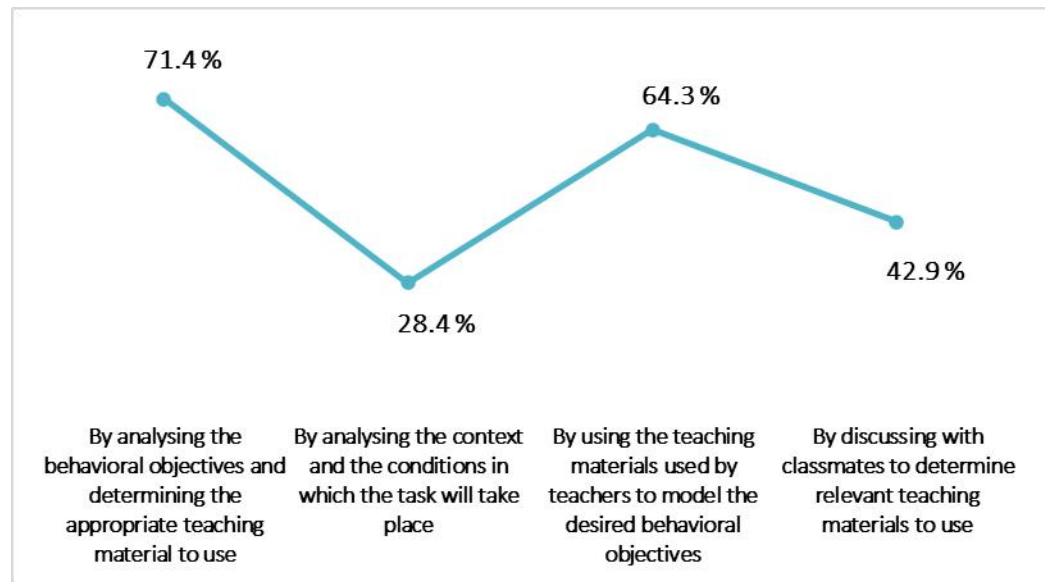
Question 07: How important is for students to reach the behavioral objectives set ?

Diagram 13: The Importance of Reaching Behavioral Objectives



As it is outlined Diagram 12, 72% of educators strongly agreed on the importance of achieving behavioral objectives considering that it is the core of a successful instruction. 21% of teachers placed little importance and 7% did not prioritize the necessity of achieving the intended behavior.

Question 08: How can students determine the relevant materials to use to achieve the behavioral objectives ?

Table 01: Students' Choice of Teaching Materials

As it is shown in table 01, 71.4% of teachers claimed that students choose teaching materials by examining the behavior or the skill needed to be acquired, 64.3% teachers stated that learners usually use the teaching materials used by teachers to model the behavioral objectives set, 42.9% asserted that students used to discuss with their classmates. The minority of teachers asserted that students choose teaching materials after sharing opinions with classmates about the matter in question or by taking into account the conditions under which the behavior is to be demonstrated.

Question 09: What is the minimum degree of accuracy you set for a behavioral objective ?

Diagram 14: The Degree of Mastery Set for Behavioral Objective

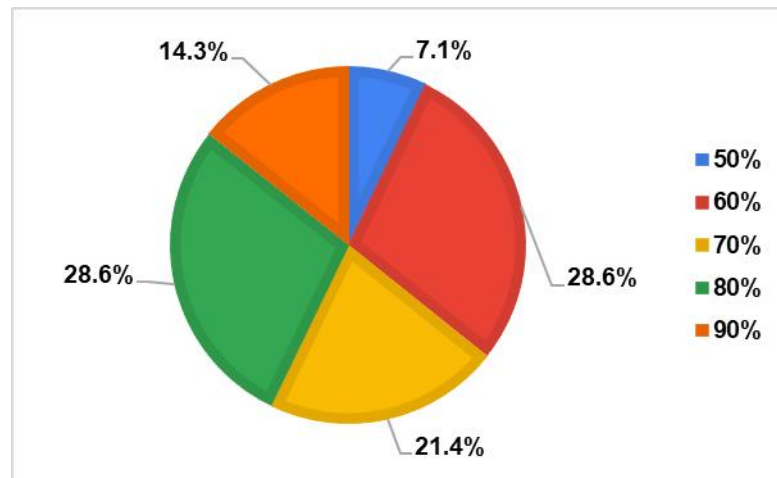
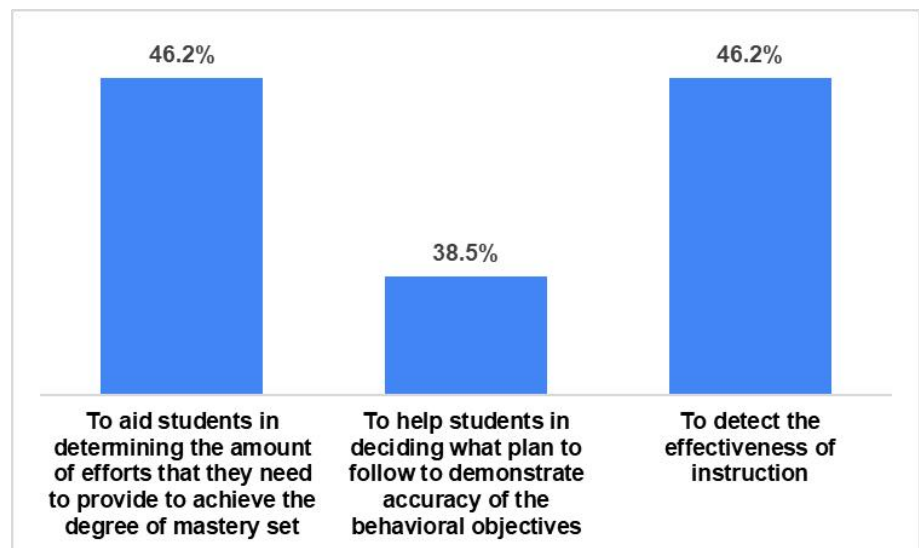


Diagram 14 shows the degree of accuracy to be fixed for behavioral objectives. The degree of accuracy set by the majority of teachers is not fewer than 60 % due to the importance of mastering the skill and effectively reproduce it.

Question 10: Why is it necessary to identify the degree of accuracy of the intended behavioral objectives?

Diagram 15: The Necessity of Identifying the Degree of Accuracy

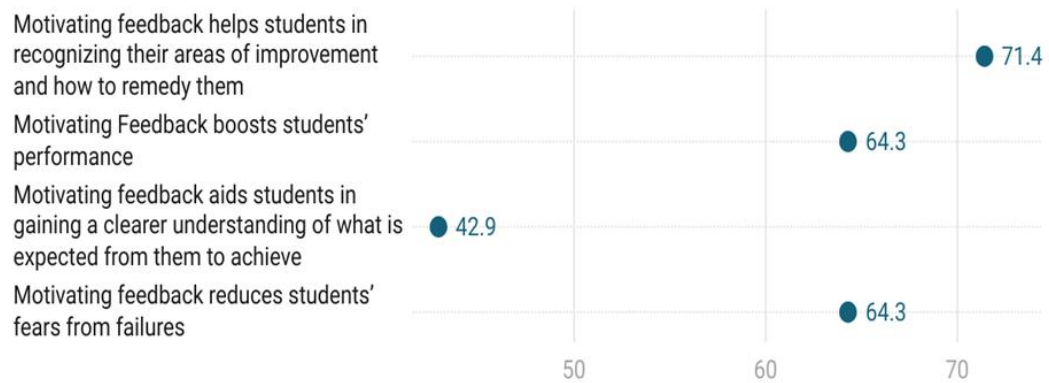


Based on Diagram 15, 46.2% of teachers select the degree of mastery of behavioral objectives to help students in recognizing the amount of effort to provide to achieve

mastery of the skill, and also, to prove the effectiveness of instruction. 38.5% of them establish the degree of accuracy as an attempt to aid students in identifying the relevant strategy to pursue to achieve the behavioral objectives.

Question 11: In which way does motivating feedback help students reach and master What the behavioral objectives set?

Table 02: the role of Motivating Feedback in Achieving Behavioral Objectives



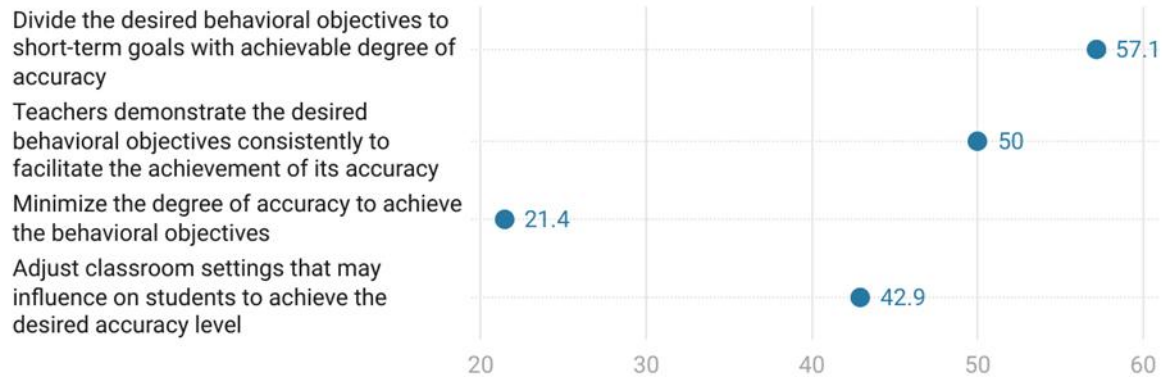
In accordance with table 02, 71.4% of teachers implement motivating feedback to help students in recognizing their performance 'gaps and how to address them. 64.3% of them provide motivating feedback to boost students' performance and reduce learners' failure-related problems or fears. The minority of educators which presents 42.9% provide motivating feedback to enrich students' understanding of the goal to be achieved at the end of a learning process.

Question 12: What do you do when learners fail in achieving the degree of mastery set?

When learners face extreme difficulties in attaining the desired behavioral objectives, teachers resort to various techniques and methods to help them achieve the targeted skill. First, teachers seek to identify the gap or the problem of students' academic failure. Second, they assign several learning tasks for learners and offer them a clear and concise overview of the course' content.

Question 13: What do you do when it is too challenging for students to meet the desired degree of mastery ?

Table 03: Students' Challenges in Reaching Behavioral Objectives



According to table 03, 57.1% of teachers chose to divide behavioral objectives into short-term goals to facilitate its achievement. 50% of teachers depend on consistent repetition of instructional objectives, the rest of teachers adjust classroom settings and minimize the degree of accuracy set to meet students' needs and capacities to easily reach the desired outcome or the behavioral objectives.

Conclusion

This chapter has presented the findings gathered from teachers' questionnaires and the interviews. The findings concerning teachers' interviews are interpreted in form of paragraphs and diagrams for both research instruments. The diagrams are used to group similar answers given by teachers during the interview and for the close-ended questions of the questionnaire. The paragraphs are used to present the results gathered from teachers' interview questions and the open-ended questions of the questionnaire. The following chapter is concerned with the discussion of these results.

Chapter Four:
Discussion of The Findings

Introduction

This chapter aims at discussing the results of the findings gathered from the study conducted with teachers of the English department of MMUTO University of Tizi - Ouzou. The data are collected using teachers' interviews and questionnaires. The results are analyzed using both quantitative content analysis for the open-ended questions and the descriptive statistical analysis for the close-ended questions. The present chapter is divided into two sections: the first section is dedicated to discuss the findings collected from teachers' interviews, the second section is dedicated to discuss the findings gathered from teachers' questionnaires.

I. Discussion of teachers' interview

1. Teachers familiarity with behavioral objectives

Teachers familiarity with BO seeks at unveiling the background knowledge or what do teachers know about BO. The findings concerned with the first question show that the majority of teachers communicate the behavioral objectives to learners at the beginning of each lesson to shed light on what is required from them to accomplish at the end of the instruction. This confirms Sun and Picard (1972) view who believe that, "providing the learner with a copy of the instructional objectives at the beginning of the lesson, the learner will know exactly what to do in order to meet the objectives." (pp. 2-3). During the interview, teachers declared that they communicate BO using simple words and appropriate language, they also use visual aids such as posters and icons or writing them on the board to constantly remind students about the desired behavior. Also, teachers mentioned the benefit of communicating BO in enhancing students' motivation and engagement and their vital role in creating a well-organized learning environment which by its turn contributes in enhancing learning outcomes and improving students'

performance. In addition, teachers have the tendency to write a short and concise objectives using simple terms to simplify their comprehension.

To conclude, communicating the behavioral objectives at the beginning of each lesson is necessary. Also, teachers must take into account the language used to communicate the target skill, and that it should align with students' level of understanding, use of body language and convey the message to foster understanding and let students enjoy learning while performing the target skill (Mayer,2009, Davis et.al, 1974). On the other hand, we cannot deny the necessity of communicating BO using simple terms for students. But also, simple language cannot be relevant to define the outcomes of complex learning goals since it requires more complex language to effectively convey the intended result to meet these objectives.

The third question is about the selection of BO, the majority of teachers select behavioral objectives according to curriculum standards to show its effectiveness and foster its development. (Geis, 1972). Teachers start by carefully reading the curriculum, identify the skill or what knowledge is to be mastered, then they align the curriculum' content with students abilities and define the conditions and the criterion of that behavior. Teachers asserted that aligning BO with curriculum standards helps in ensuring coherent and consistent instruction, designing lessons and identifying the relevant assessment method and reducing gaps in learning. The minority which represents 29% of teachers select behavioral objectives according to students' needs and levels and the extent to which acquiring the behavior will benefit students in their life outside the classroom setting. First, teachers examine students abilities, then they define the behavior by taking into consideration their language proficiency level and their developmental stage. As they added, setting BO according to students needs support scaffolding and behavioral' achievement.

From that, we conclude that selecting behavioral objectives depends on both curriculum's requirement and students' needs and levels. Even so, a great importance should be given to students' interests and needs while setting behavioral objectives since these objectives cannot be achieved if they are out of league of students. Also, the effectiveness of the curriculum is proved when students did understand the content and reached mastery of the skill. Students show proficiency of the target skill through consistent practice. In general, the teaching process including educational program and the behavioral objectives must align with students' abilities and needs to achieve their mastery and must be linked to students' life outside the classroom. In another hand, putting a strong emphasis on curriculum standards while stating BO can prevent teachers from taking into account students' needs and levels while writing these objectives.

As regards verb's adoption, the majority (62%) of teachers use action verbs to indicate the skill or the behavior to master. The participants choose verbs that directly indicate the target behavior and avoid using vague verbs such as "understand" or "learn". Due to their importance, Mager (1962) classified "action verbs" among the three criteria of setting behavioral objectives. Beside Mager's claim, teachers admitted the importance of selecting behavioral objectives using Bloom's taxonomy to promote cognitive, affective and psychomotor focus and precisising what behavior or skill to acquire. 38% of teachers combine action verbs with modal verbs to put a stronger emphasis on the necessity of acquiring the skill.

From this, we can say that action verbs are a necessary component of behavioral objectives, they help students in capturing the skill must they achieve as a result of instruction, they also used to indicate that the outcomes must be measurable and observable (Gronlund, 2004). But, writing

BO using modal verbs blur the image of the intended results to be achieved by students instead of providing a clear image of the outcome.

About providing relevant condition for students to perform, the majority of teachers acknowledged the importance of ensuring a confident and friendly environment for students to perform where they are encouraged to commit mistakes and learn from them. The participants ensure a relevant performance conditions by making the learning space comfortable and safe, define the desired skill to master, provide the relevant tools according to students abilities, check learners' background knowledge, remove all materials that distract students. The learning environment play a major role in learning and teaching, it influences on students' psychological state by reducing stress, giving a sense of confidence while expressing and exchanging ideas, increase motivation toward learning the material at hands and set the stage for the discovery of new interests. For teachers, such environment contributes to ensuring a successful instruction and transmit the intended message effectively (Bowman, 1983). In addition, these conditions must be provided within the bounds of respect between teachers and students. Performance conditions are not limited only on the circumstances or the context where the action is to be performed, it includes also the kind of tools, materials or resources to be used during the demonstration of the target behavior. According to "theory of behavioral objectives" initiated by Mager (1962), well-structured behavioral objectives must include the "condition" criteria for an easy demonstration of the behavioral outcomes.

2. The use of teaching materials

Concerning the choice of materials, the majority which represents (69%) of teachers preferred suggesting a material list for students to grant them the ability to choose the material that aligns with their capacities and interests. Teacher of our department asserted that they write a material list by going on several steps: First, they identify the learning goal. Second, they provide a description for the material chosen, organize the list according to the topic and the lesson. Third, they take into consideration students' background knowledge about the material to easily show expertise. The rest or 31% of teachers select teaching materials according to the desired outcome or the behavioral objectives to attain mastery, demonstrate a full understanding of the course' content and show the effectiveness of instruction.

To conclude, the curriculum the behavioral objectives and the teaching materials are mediums that support each other effectively communicate the intended knowledge and build a successful teaching process. Teachers must take into account students' proficiency level, age, their learning style, the level of complexity of that material since they can re-utilize them to demonstrate the target outcomes. However, we cannot deny the importance of suggesting a material list for students to select the appropriate tools and the ones that they already experienced and fit their capacities, and this should be conducted under the supervision of teachers since they are more knowledgeable about the process and the teaching' content.

As regards the choice of materials, the majority of teachers allow their students to use all the accessible learning tools including the traditional and the modern ones to help them achieve the desired outcomes and effectively demonstrate mastery of behavioral objectives. Teachers

prefer using traditional teaching materials since they provide students with well organized and clear information. Traditional materials are more reliable since they are tested over years and widely used by teachers. Teaching materials help in acquiring and stock information in minds, save time and make learning more engaging and promote students' participation.

To summarize, performing using teaching materials supports the achievement of behavioral' mastery, aids students in the application of the acquired knowledge in real life, increases students' motivation and promotes independent learning , solves educational problems easily, increases teachers and students' awareness of the educational technology and its usefulness in shaping an effective instruction. Besides all these benefits, these materials must be chosen on the basis of certain criteria such as: choosing the teaching materials with the assistance of teachers since they are knowledgeable of the course content and to help in detecting the most relevant material to use to demonstrate mastery of the knowledge taught. Also, teachers must identify these materials according to students' experience. Simple and interesting materials such as handouts demands minimal efforts in demonstrating the skill as it contributes in ensuring a suitable classroom setting by catching students' attention and increase students' concentration.

3. Assessing students' performance

As regards the answers to the second and the eight questions, the majority of teachers measure students' performance via continuous assessment which is a combination of formative and summative assessments. Continuous assessment plays a major role in assessing and making timely adjustments on students' performance by providing consistent feedback, showing strengths and weaknesses as it suggests solutions for further improvement (Baniya, 2015). Teachers

implement CA through performance-based tasks such as quizzes, tests and oral presentations, this type of tasks provide teachers with more reliable outcomes, facilitate assessment and promotes students problem- solving and critical thinking skills (Darling-Hammond and Adamson, 2010). The minority evaluate students' performance through observation which is considered one of the most traditional techniques used by teachers to get a clear view about students' grasp of the material in hand. Mager (1962) stated in his book “ *preparing for instructional objectives* ” that students must reach observable outcomes to facilitate the assessment of their performance. Teachers implement classroom observation by sitting in the front of the classroom, take notes while the performance is taking place then provide students with feedback and improve their performance.

To conclude, we can say that continuous assessment play a vital role in evaluating students' performance and add a remarkable touch to education. Yet, teachers face many challenges while implementing continuous assessment since it is effort and time consuming. Concerning classroom observation, it is more reliable since it provides teachers with observable, measurable and realistic picture of students' performance (Danielson, 2007, p.65). Besides, one of the characteristics of behavioral objectives is that the action as well as the outcomes need to be observable (Mager,1962, p.3). Also, observation guides the assessment process since it seamlessly detect students' capabilities and drawbacks and easily suggest solutions for improvement. Despite its importance, classroom observation has a negative side, it is influenced by teachers' personal judgement and accused for being inconsistent since teachers interpret students' performance differently and present different results after the analysis.

The assessment process is unproductive without integrating performance-based tasks to the teaching process. The main advantage of assessing students through such task is that it goes beyond memorizing the knowledge or the skill being learned, it also fosters knowledge application to facilitate the evaluation of behavioral' mastery (Marzano,2010).

4. Achieving behavioral mastery

As regards the selection of the accuracy' level, the majority of teachers depend on the complexity of the skill. Teachers depend on the complexity of the skill to detect the amount of physical and mental efforts that students need to provide to achieve mastery (Liu and Li, 2011). To do so, teachers examine the skill to detect the extent to which the skill is difficult before defining the criterion. For simple tasks, teachers set a complete degree of mastery or 100% for students and do not allow for committing mistakes. For complex tasks, teachers minimize the degree of accuracy to 70% or 80% and allow for performance failure and help students to achieve mastery. The minority of teachers set the degree of accuracy according to students' proficiency level and the communicative purpose which includes the context where students will perform the skill. For students proficiency' level, teachers set the degree of accuracy according to students capacities. Teachers at this level allow for performance failure and focus on the understanding of the skill rather than its performance, teachers raise the criterion when they witness an advance in students capacities. The respondents declared that they set criterion degree according to the communicative purpose by examining the context where the skill is to be used, defining what language level to use to convey the message. Mager (1962) cited in his book '*preparing for*

instructional objectives'' that defining the criterion for a skill facilitate its achievement, help in defining the amount of mental and physical efforts needed to achieve mastery.

From this, we acknowledge the importance of identifying the degree of accuracy of the behavior according to the complexity of the skill to effectively specify the amount of efforts needed and the context where the skill is to be performed to identify the appropriate method, tools, language to use while displaying the skill to transmit the message accurately. The context of the performance plays a crucial role in shaping the degree of accuracy. When a skill is of a high importance and is to be displayed in social settings, it must be of a high degree of accuracy and the mastery of that skill is essential.

As regards the matter of skill repetition, teachers asserted that behavioral mastery is not bound to a predetermined number of skill repetition. During the learning process, teachers require students to repeat the skill or the behavior several times until they achieve mastery. Also, to deeply understand what is delivered to them and easily perform the behavior later. On the importance of repetition in achieving behavioral mastery, Schmelzer (2015) asserted that repetitions assist in transferring knowledge from short-term to long-term memory. Teachers claimed that behavioral mastery is achieved according to students' learning pace and task complexity.

To conclude, behavioral' mastery is not achieved according to the repetition of the skill, it is tied to students' learning pace and skill' complexity. In addition to learning' pace and task' complexity, there's other factors that influence on the skill' acquisition, factors such as motivation, feedback, physical and mental capacities, learning environment and so on. Also, behavioral

mastery cannot be achieved according to learning speed of students since learning a behavior quickly does not produce a durable acquisition of that behavior but a temporary one. In that case, it is preferable to take a sufficient time to better understand and absorb what is taught to them, practice consistently and achieve mastery.

Concerning accuracy' failure, the majority of the respondent address students' failure in various ways such as assigning extra activities for students to discover the gap, provide feedback to foster better results and promote learners' participation and classroom' interaction (Otto, 1975), scheduling catch-up sessions to give extra chances for students to improve their capacities and reach proficiency of the behavioral objectives (Huang, 2010), repeating the key concepts of the course in simpler terms to enhance students' understanding (Plato, 427). The minority of teachers adjust the accuracy' criterion of the skill according to students' capacities and abilities to avoid underachievement. As an attempt to address students' failure, the respondents begin by breaking the general goal to short-term ones, modeling the behavior, providing reinforcement for students to encourage them to take the shot and perform the skill and raise students expectations to achieve better results.

To conclude, teachers can choose various remedial strategies for students' failure as the ones mentioned above. Yet, the idea of minimizing the degree of accuracy can be irrelevant for basic skills or skills which are applied or used in real-life situations or outside the classroom context. For example, language skills require full mastery to demonstrate language' proficiency. In such cases, teachers must find alternative solutions rather than reducing the degree of accuracy for the skill to achieve its mastery since important skills such as writing requires a full mastery

and teachers should address students' failure using other ways rather than reducing the criterion degree.

II. Discussion of teachers' questionnaire

A. The identification of the participants

The questionnaire is divided into two sections: The first section of the questionnaire contains 2 questions about teachers' background information. The results are of a great importance for our study, they reveal that our participants' experience is around 3 to 15 years.

According to the questionnaire' results, teachers' experience in the teaching field spans from 12 to 15 years whereas the rest is less than 12 years. Teachers with long experience are knowledgeable about different subjects related to the teaching field including behavioral objectives. Ijaiya (2000) said, "experience improves teaching skills while pupils learn better at the hands of teachers who have taught them continuously over a period of years". In essence, when teachers are competent, they must be aware of behavioral objectives, their impact on instruction and provide us with new insights and strategies as regards their implementation.

On the benefits of teaching abroad, teachers bring back many benefits to their home institution such as: being more knowledgeable about other countries cultures and being exposed to diverse learning conditions and contexts which seems unfamiliar with their home countries as well as they learn more about the different learning styles and needs of students, teachers will be exposed to new research ideas and topics that exist in foreign countries. Also, teaching abroad encourage creativity by opening new interests, relive motivation and passion for their profession

(Gozik and Hovey, 2020). the second section of teachers' questionnaires is dedicated to the implementation.

B. Teachers background knowledge about behavioral objectives

On the communication of behavioral objectives, the majority of teachers communicate behavioral objectives to their students to inform them about the desired behavior that they ought to achieve at the end of instruction. Mager (1962, p.10) stated that, "it is meaningful to the extent it conveys to others a picture (of what a successful learner will be like) identical to the picture the writer has in mind". That is, communicating the behavioral objectives offer a picture of the exact outcome to be achieved. 64.3% of teachers believed that communicating behavioral objectives streamline the connection between teachers, students, parents and all educational staffs. In addition, teachers admitted that students with the material that they are using to reach mastery, the relevant context where they should perform and the criterion used to measure their understanding (David Baine,1982). 57.1% of educators communicate learning objectives to get students tuned and focused while learning. Slameto (2010) argued that concentration leads to mastery.

50% of teachers do share the behavioral objectives with their students to shed light on the role of practice in achieving mastery and promote students' engagement in learning. Mangal & Mangal (2019) confirmed the claim when they said, "a skill can only be learnt with the adequate and sufficient practice work..." (p. 72). By means, when students are aware of what skill to demonstrate, they will realize the extent to which regular practice is important to achieve mastery of that behavior. The participants communicate behavioral objectives and model the behavior

consistently during the session to let students know about the vital role that persistent training play in achieving mastery.

To sum up, communicating BO streamline student-teacher relationship, promote students' engagement and shed light on the importance of practice. But, the major role of communicating behavioral objectives in to inform students about the desired skill to demonstrate at the end of the learning process, as it also keeps students focused on what is required from them to achieve (Gagné, 1985).

While performing, students encounter many challenges that may prevent them from achieving the desired accuracy level. As the results presented, 57.1% rely on the division of behavioral objectives into short-term ones to facilitate the achievement of the general goal. Teachers break long term objectives into short- term ones to easily facilitate the achievement of a full behavioral' mastery (Disability Law Center of Virginia, 2015). Teachers sustained this idea since short-term goals provide opportunities for success to students, boost confidence and grant the chance to students to better understand expectations.

50% of educators resort to the consistent demonstration of behavioral objectives for students to improve students' achievement of the target accuracy level. Communicating behavioral objectives consistently fosters the understanding of that behavior and encourage better results to take place (Ferre, Alvin Victor, 1972). Teachers did also backed this claim by saying that demonstrating BO consistently enhance students ability to meet the target behavior.

42.9% of instructors rely on adjusting classroom settings to improve students performance. Classroom environment can expose students to failure when it is irrelevant and inconvenient for

students' performance (Richards, 2006). teachers asserted that performance conditions have an impact and a remarkable touch on students outcomes and that they do their best to provide a calm and a supportive environment with fresh air, good lighting, comfortable temperature enhance students concentration. A well - organized environment with calming colors and natural elements lower stress and promote students engagement on the learning process.

The minority which represents 21.4% rely on minimizing the degree of accuracy for students to an achievable degree. Reducing or setting the degree of accuracy according to students' capabilities, needs and interests facilitates the achievement of the target' accuracy (Guskey, 2007). The participants showed a partial agreement on this claim since it is not relevant for all behaviors. Students must show a high-level of mastery for complex skills such as professional skills since they demand a full mastery or a perfect accuracy due to their importance.

To conclude, students' failure can be healed through various ways, the most relevant and common way is breaking long – term goals to short- term ones to facilitate the achievement of the behavioral objective. But, reducing the behavioral' criterion cannot be accepted as a relevant solution to heal students' failure since it can cause students' performance decline instead of progress and work' procrastination. Decreasing the degree of accuracy leads to low learning' routines (Guskey, 2007). Also, instead of pushing students toward success, lowering accuracy standards creates laziness and a lack of perseverance to develop the skill. Also, it directs students toward focusing on achieving the minimum requirement rather than working to achieve higher degree of success.

C. Performance conditions

On the subject of providing a suitable classroom setting, Mager (1962) classified performance conditions among the criteria of the “ theory of behavioral objectives ”. 78.6% of teachers ensure a suitable classroom environment by using humor and positive interaction. Having confidence of owning the skill of humor for educator is essential to establish a relevant learning environment for students to receive knowledge and engage in the learning process (Icon, 2015). The participants asserted that they use humor from time to time during the teaching process to promote student engagement, to create a relaxed learning environment and to strengthen teacher-student relationship.

71.4% of teachers communicate classroom rules that students need to adhere to in order to ensure a relevant classroom setting to learn and perform. Any learning place which is managed by academic rules will provide discipline and tranquility for classroom settings, independent learning, and better academic achievements for the learners (Sen, 2022). The respondents admitted that classroom rules ensure a smooth teaching and learning processes by reducing teachers stress and promote students focus.

57.1% of instructors use constructive criticism to build a supportive environment and push students to reach mastery. Price, 2011; Reeve, 2012; Reschly and Christenson, 2012, claimed that, “One of the primary tools teachers have to create this supportive class environment is feedback” (p.10). By means, constructive criticism is a fundamental factor that serve in building a motivating atmosphere for students and make them feel more comfortable and confident while

performing and to easily reach better learning outcomes. In addition, teachers asserted that constructive criticism boost students confidence and productivity.

28.6% of teachers ensure a compatible atmosphere for students to perform by integrating short breaks during teaching. Various studies and researchers confirmed that involving short breaks in learning process enhance students' concentration on the content being taught which leads to the achievement of the behavioral mastery (Johnson,1998). The questioners integrate short breaks in the teaching process to help students to reset their brains, reduce mental fatigue and improve their self - regulation.

21.4% of teachers establish a remedial protocol in case it is hard to control the flow of the classroom settings. Charles (2005) state that instructors shall make a recovery plan and align it with the problem they usually encounter, and according to learners' attitude to provide manageable learning environment where students can perform and engage in the content perfectly. Also, establishing a protocol creates a sense of comfort for teachers to deliver knowledge effectively. In other words both the teaching and learning processes will occur smoothly. Teachers asserted that they establish remedial protocol to gain authority of the classroom, promote students concentration and enhance their academic achievements.

On the whole, it is evident that classroom environment affects students' performance. Teachers ought to ensure an effective classroom setting controlled by focus and solemnity, integrating constructive feedback to promote students' engagement and enhance educational achievement. Suitable environment grants the opportunity to commit mistakes without thinking about the consequences, facilitates knowledge' grasp, provides access to information and prevent

students from using high-thinking skill (Brookfield, 1995; Clapper,2010). An effective classroom environment provides a physical and emotional safety for students, grants a chance for teachers to know their students better and encourage them to ask questions. On the other hand, even if these characteristics are provided in the learning setting, a remedial protocol should be ensured in case students went out of the league of teachers and take control on the flow of the classroom. Establishing a recovery plan must be done by taking into account students' personalities and situations that may occur during the teaching process (Charles, 2005).

D. Assessment

As regards the assessment of students' mastery, Mager (1962) stated in his book "*Preparing for instructional objectives*" that behavioral objectives provide ways of assessing their progress through the learning process and this is done through activities. the majority of teachers appraise students' grasp of the imparted knowledge using 'continuous assessment which is a combination of formative and summative assessments. According to Iqbal and Anjum (2017), "continuous assessment serves the purposes including providing information about the learners' status and progress of each student" (pp. 91-100). That is, continuous assessment support students' achievements of the target skill and enhance students' outcomes. On the benefits of continuous assessment, teachers mentioned that it fosters students engagement with the materials, deepen students understanding of the content and reduces stress. As it is previously mentioned (see the element 03 in the interview discussion), teachers implement CA during the learning process using different methods such as diagnostic tests to determine students level, asking random questions, assigning activities and so on.

Another group of teachers which represents 15% gauge on students' performance via observation. Mattar and Gribble (2005) argued that, "action observation may be used to enhance motor performance" (p. 94). Hence, observation is a crucial element in gauging on students' performance since it provides more reliable, concrete and tangible results. Teachers admitted the role of observation in achieving behavioral outcomes since they provide qualitative data and guides instructional decisions. Teachers assess through observation by focusing on different aspects such as the language used by students while performing, the amount of effort they provided and self regulation while modeling the behavior to highlight the areas that requires improvement.

In closing, assessing students through continuous assessment is essential. But, since it is used to consistently track on students' progress, it can also increase students' fatigue and decrease their motivation toward learning, and it is time-consuming. On the other hand, observation also is efficient since it equips students with immediate feedback and confidential information about learners' performance, Hattie and Timperley (2007) argue that: " Observation and feedback are essential components of effective assessment, as they enable teachers to identify areas of strength and weakness and to provide targeted support " (pp.90-104). However, observation do not reflect on students' internal understanding since it focuses on physical and the concrete understanding that students perform.

In relation to the implementation of assessment strategies, 93% of teachers implement reinforcement in their teaching. Reinforcement play a crucial role in guiding students toward success. The respondents implement reinforcement through verbal or non verbal praise, tangible

rewards and so on as a way of encouraging students to reach further results. 7% of teachers do not implement any reinforcement strategies to influence on students' learning outcomes or performance. Dweck (2006) stated, "Praise and reinforcement are scaffolds of self-belief. Without them, learners climb without support" (p.34). That is, students are less capable to achieve the intended outcome without reinforcement to keep them motivated.

To conclude, teachers approved the utility of applying reinforcement in teaching and education. Hence, reinforcement is useful when it is positive since it helps in boosting students' performance, prevent unacceptable behavior from occurring, encourage behavioral' repetition in the future and promote students' motivation, positive reinforcement such as rewards, verbal and written praises and engaging activities. Positive reinforcement maintains perseverance in learning, keeping track on students' progress. It focuses on what students did well to motivate them and achieve further success. Also, applying reinforcement in teaching is considered to be effective in directing students to behave in a respectful and safe way (Fatima, Kirmani, Tanweer, 2023).

Educators assign different activities to their students in order to assess and measure their performance and understanding. (31%) of teachers takes part in debates with students to assess their understanding of the knowledge conveyed for them. Colbert and Biggers (1985) stated that, "training in debate has long been considered a vital part of the educational process" (P.112). In addition, debates allow for the discovery of new insights, students' gaps and establishing good relationship with others.

54% of educators engage in discussions and organize group work. Gall (1985) considered discussion as an effective way to promote higher-level thinking, develop students' attitudes and

expose students to different point of views and perceptions. Thus, discussions enable teachers to enrich students' knowledge about the subject through communication and interaction with others. The minority which presents 15% depend on role-playing activities to assess students' achievement of the behavioral objectives. Rao & Stupans stated that, “ Role-play pedagogy has been shown to be effective in reaching learning outcomes in three major learning domains: affective, cognitive, and behavioral” (p.228). To clarify, role-play activities provide a concrete picture for teachers to assess students' performance in a real-life situation.

Overall, it can be concluded that assessment of students' performance is done through assigning activities. Another point must be taken into account is that teachers ought to design activities that aligns with the target behavior to be displayed and effectively show accuracy. The assessment task must be aligned with the desired outcomes to ascertain whether students do master the skill (Biggs & Tang, 2011).

E. Authentic materials

Authentic materials play a vital role in achieving the behavioral objectives. 64.3% of students use teaching materials to seamlessly achieve the behavioral objectives set. The choice of the right teaching tools will reflect on students' performance through the chances they grant to students to better understand the content of the course and demonstrate the mastery of the target skill. (Bacia, 2024). Teachers allow for students to use teaching materials to enhance students outcomes, They are chosen according to their capacities and interests.

57.7% of educators claim that using teaching materials while performing help in fortifying the behavioral' performance in students' minds. Teaching materials play a vital role in adapting or

enhancing memory capabilities for students through cues in a way that the storing process becomes better where the behavior, skill, or content is easily acquired and maintained (Bukoye,2019). the participants declared that they grant the chance to students to perform using teaching materials in order to help them process and stock the information deeply in their minds or to pass the information from short-term memory to long-term memory.

50% of educators asserted that using teaching materials facilitates the evaluation of students' performance. As Mager (1962) stated in his book *“Preparing for instructional objectives”*, students should demonstrate observable outcomes. Teaching materials assist in leveling-up learners 'performance. Additionally, the lack of these tools may cause in students losing interest in making their academic status better by actively engaging in content (Otieno, 2010). Teachers asserted that they permit students to use teaching materials to help them in providing memorable cues and easily showing observable and measurable outcomes.

35.7% of teachers declared that learners tend to use teaching materials in order to effectively show their assimilation of the skill or knowledge imparted for them. Al Musawi et al., (2015) said, “ laboratory tools are especially useful for improving students' comprehension of scientific theories and concepts” (p.164). Thus, using teaching materials in education including medicine promotes students' grasp and assimilation of the concepts being taught. The participants asserted that using teaching materials enables students to actively engage and apply the skill acquired in a visible way.

Beside their importance, teachers as well as learners ought to carefully choose the relevant teaching material as a tool to facilitate the behavioral performance. 71,4% of teachers asserted

that students choose the relevant materials to use after examining the behavioral objectives to be reached. Tacoma, a Washington university said in its overview about “learning objectives and alignment” that, “You can think of alignment as a kind of chain in which the materials, activities, and assessments in your course support the learning objectives of each module, and each module in turn supports the course-level objectives.” Accordingly, the choice of materials depends on the objectives to effectively indicate its relevance to support the goal attainment.

64.3% of students use the materials used by teachers to model the target skill. John Hattie (2008) claimed that, “teachers are often the gatekeepers of knowledge - students usually trust and follow the materials they use to endorse” (pp.121-124). Teachers asserted that their students usually follow teachers’ path since they are completely convinced that teachers know what material is relevant to the content of the course and they trust their choices. 42.9% of teachers claimed that student’s choice of the materials is defined after discussing with classmates about which material to choose. Choosing learning materials through discussions with classmates help in exchanging various conceptions mainly about the course’ small units or details which will lead into clarification of ambiguous ideas to some learners, or the correction of some to the others and grants them the ability to control their learning process (Vygotsky, 1930). the participants asserted that they engage in discussions with their students to share different perspectives and opinions about teaching materials and help in evaluate the relevance of the materials and their difficulty. In addition, teachers asserted that choosing the materials with students promote their critical thinking skills and leads to greater motivation.

The minority that represents 28.4% of teachers revealed that students select the appropriate teaching materials by taking into account the context and the conditions in which the skill will be displayed. There are certain conditions to take into account when selecting teaching materials, one of them is the content shall be attached to the learners' desires and purposes, their experience of using the material and the ways the language have been taught in. Additionally, the context and environmental surrounding where the teaching and learning process takes places influence on students' engagement in the content of the lesson, and motivates them to acquire the behavior or the skill teachers wish to see on them (Gailea, N., Syafrizal, S., & Indasari, I, 2018). The participants asserted that aligning materials with the performance conditions help in mirroring how the skill should be demonstrated in real-life situations.

In conclusion, the presented findings acknowledged the role of teaching or authentic materials in achieving behavioral objectives. Authentic materials make behavioral' performance more enjoyable and motivate learners to achieve further learning goals, grant the opportunity to students to effectively display the behavior outside the classroom and increase communication skills between them (Ahmad, 2023, Merchi,2013). Performing using teaching materials enhance students' learning outcomes, provide memorable cues to underpin the skill in students' minds and facilitates performance evaluation. But, teachers as well as students must carefully choose the materials since they effect on the behavioral' outcomes (Richards, 2001). Plus, overemphasizing teachers' selection of authentic materials may limit students' freedom in choosing the material that suits their level and take responsibility of their learning.

F. Feedback

Constructive feedback plays a crucial role in instruction, more precisely, in improving students' performance and achieve mastery of the learning goal. 71.4% of teachers affirmed that motivating feedback assist is considered to be a powerful medium in uncovering students' areas of improvement as it also provides a plan to address them and control students progress (Williams, 2000). The participants provide constructive feedback after correcting student performance, during the teaching process to prevent wrong habits by showing the areas that requires improvement or by posing open-ended questions related to the course to boost students critical thinking skills.

64.3% of teachers implement motivating feedback while teaching to boost students' performance and reduce their fears of underachievement. Fear of failure can be solved when feedback is provided correctly and fosters students' development by clearly defining what has been achieved and what has not (Fong et al., 2018). The respondents provide constructive feedback method just after tasks using “ the feedback sandwich ” through positive and encouraging comments that targets students failure and suggest solutions for improvement.

The minority which represents 42.9% of teachers apply motivating feedback to have a clear view about what is required from students to master. Feedback reminds students about the required goal and how to achieve it (Wiggins, 1998). The participants asserted that constructive feedback specify the amount of efforts needed to achieve mastery, the strategy to follow and strengthen students belief on their potentials and promote students attitude toward the learning process.

To heal students' failure, teachers might provide feedback through two steps: they first identify the cause of the failure. Then, teachers heal this failure using various strategies such as scheduling catch up sessions and grant students a chance to ameliorate their performance, motivate them instead of feeling kicked by failure (Fong et al., 2018)

G. Behavioral mastery

On the importance of achieving behavioral objectives, the majority which represents 72% of teachers demonstrated a strong necessity of attaining the behavioral objectives set. The importance of reaching defined behavioral objectives is centered mainly in the skills, the acts, or the most highlighted strategies that the learners are supposed to acquire or master after finishing certain period of learning (O'Keeffe, 1972). The respondents claimed that achieving behavioral mastery enhance students self-efficacy and build resilience which support behavioral change and maintain the target behavior.

In relation to the choice of the minimum degree of accuracy, it is illustrated in previous chapter (chapter 03) that the majority which represents 92.9% of teachers' choice of degree of accuracy goes above 60% due to the necessity of the behavioral acquisition. Teachers asserted that they carefully define the degree of accuracy since it helps them in assessing students' understanding and building up their own instruction on a strong basis, this last is called the degree of accuracy which informs teachers about their learners level of mastery of certain behavior or technique, this kind of measurements relies on students' abilities and needs.

As regards the rationale for choosing a degree of accuracy, 46.2% of teachers identify the degree of accuracy to help students in detecting the amount of effort needed to reach behavioral

mastery and to reveal the effectiveness of instruction. The degree of accuracy can be used as a tool to indicate the necessary amount of efforts students can provide to reach mastery of the behavior or act during a learning process (Fastré et al.2010).

38.5% of teachers set the behavioral degree of accuracy to aid students in selecting the strategy that they need to implement to attain mastery. Hattie (2008) argued that, “When students know what success looks like, they can plan how to get there” (p.22). To clarify, when the degree of accuracy is defined, it poses little difficulty to choose the relevant strategy to follow to reach competence. The participants asserted that defining the criterion help students in defining what “Mastery” looks like, to choose the relevant strategy or adjust it either by providing more practice or reviewing the material used while modeling the behavior.

In summary, the degree of accuracy is determined for different reasons, first it functions as a medium of defining the adequate plan that leads to the achievement of the behavioral objectives (Hattie, 2008). As it also assists in determining the amount of physical or mental efforts needed to achieve the objective. The effectiveness of instruction is dependent on other powerful factors than the degree of accuracy, factors such as learning conditions, the language used to transmit knowledge while teaching and so on. An effective instruction must also focus on students’ emotional state, enhancing students’ creativity, critical and problem-solving skills. Thus, the degree of accuracy focuses on the physical skill and neglects other aspects such as the ones mentioned previously which are also important in ensuring a high quality instruction.

Conclusion

This chapter synthesized the results of teachers’ questionnaire and interview findings and

investigate whether teachers of the English department at MMUTO do integrate behavioral objectives in their teaching process or not. The analysis provides strong validation of the two (02) hypotheses highlighted in the general introduction. The first one concerning teacher's acknowledgement of the importance of behavioral objectives in teaching and the second is about instructors 'variable practices in implementing behavioral objectives.

General Conclusion

General Conclusion

The present study investigates the implementation of behavioral objectives in teaching, focusing on the instructors within the Department of English at MMUTO. This research aims at examining teachers' views toward teaching through behavioral objectives and getting insights regarding their practices. Our study is conducted in the light of 'theory of behavioral objectives' initiated by Robert. F Mager (1962).

Our research is conducted using two investigative tools which are: a questionnaire and structured interview with teachers of the department of English. The study is performed using the mixed research method which is a combination of qualitative and a quantitative approach in collecting and analyzing data, in order to provide answers for the research questions asked in the general introduction and to accept or refute the presented hypotheses.

The methodology followed and the methods used to carry the investigation were suitable. The interview helped us in collecting various opinions about the behavioral objectives' implementation, the questionnaire was useful in providing more credibility and validity to our study since it is used to report data concerning teachers practices regarding the application of behavioral objectives. concerning the data analysis, we leaned on the descriptive statistical method to analyze the data gathered from the close-ended questions and the qualitative content analysis (QCA) to examine the data collected from the open-ended questions included in the interviews and the questionnaire.

The study revealed that the majority of teachers do not have a sufficient background knowledge about behavioral objectives. For better clarification, we added a brief definition of the behavioral objectives and we explained the concept during teachers' interviews.

The interview' discussion shows that teachers admit the importance of implementing behavioral objectives in instruction and their role in enhancing learning which answers the first research question and confirms the first hypothesis. For the questionnaire' discussion, teachers implement behavioral objectives by engaging in different practices to gauge on students' performance, practices such as employing authentic materials to facilitate the communication of the target skill, applying continuous assessment to consistently assess students' performance, providing constructive feedback, the role of reinforcement in teaching and so on. The latter answers the second research question and confirms the second hypothesis.

Hopefully, this work has contributed to improve the educational system and to promote success in the Department of English at Mouloud Mammeri University of Tizi- Ouzou. In addition, we hope that teachers will provide more emphasis on the behavioral objectives and their use by effectively choosing the methods to communicate and implement them. The appropriate investment of learning objectives will result in better academic outcomes for teachers and learners. Teachers will adapt advanced techniques in teaching the courses' content, ameliorate students' academic performance and future use of the knowledge obtained.

Even the data collected were useful and interesting, this study faced some limitations. To start, the study is conducted in a period of exams in which teachers were engaged in. Thus, time

constraints rendered the data collection process nearly intractable, another restriction was that few instructors were not knowledgeable about behavioral objectives.

We wish that this research has made a meaningful contribution to the field of teaching and learning. It is our intention that the findings will pave the way for further research and studies by exploring the relationship between the phenomenon and other relevant variables.

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Appendices

QUESTIONNAIRE

Dear teachers,

The present questionnaire was set to get insights into your practices regarding the implementation of behavioral objectives in the classroom. Your answers will be anonymous and used only for academic purposes.

Thank you very much for your participation!

Section One : Background Information about Teachers

Q 01: How long have you been teaching English?

.....

Q 02: Have you received any training abroad?

Yes, I have. No, I have not.

Section two : Teachers s Views about the Implementation of Behavioral Objectives in the Classroom

Q 01: Why do teachers communicate to students the behavioral objectives to be achieved?

- A- To allow the students know about the desired performance at the end of the lesson.
- B- To get the students focused.
- C- To attract the students' attention to the importance of practice
- D- To promote students engagement
- E- To improve communication between teachers and students

Q 02: How do you assess students' mastery of the behavioral objectives?

.....

.....

Q 03: Do you use any reinforcement strategies to encourage students to attain the desired behavioral objectives?

Yes No

If yes, would you show the strategies?

.....

.....

.....

Q 04: Which of the following activities do you assign to your students to allow them to achieve the behavioral objectives ?

- A- Group work
- B- Discussions
- C- Debates
- D- Role-playing scenarios

Q 05: How do you provide a suitable classroom setting for your students to perform the intended behavioral objectives ?

- A- By clearly communicate classroom rules while performing
- B- By wisely and positively criticize students performance to build a supportive environment
- C- By integrating short breaks that allows students to relax
- D- By establishing a clear protocol to solve unexpected problems
- E- By using humor and positive interactions between students to establish a friendly atmosphere

Q 06: Why should students use teaching materials to reach the intended behavioral objectives ?

- A- To easily show the effectiveness of the performance
- B- To make the behavior concrete and observable
- C- To facilitate the measurement of the behavioral objectives
- D- To provide a memorable cues of behavioral objectives

Q 07: How important is for students to reach the behavioral objectives set?

Very important

Important

Slightly important

Unimportant

Q 08: How can students determine the relevant materials to use to achieve the behavioral objectives ?

- A- By analysing the behavioral objectives and determine the appropriate teaching material to use
- B- By analysing the context and the consitions in which the task will take place
- C- By using the teaching materials used by teachers to model the desired behavioral objectives
- D- By discussing with classmates to determine the relevant teaching material to use to demonstrate the intended behavioral objectives

Q 09: What is the minimum degree of accuracy you set for a behavioral objectives ?

- A- 60%
- B- 70%
- C- 80%
- D- 90%

Q 10: Why is it necessary to identify the degree of accuracy of the intended behavioral objectives ?

- A- To help students in deciding what plan to follow to demonstrate accuracy of the behavioral objectives
- B- To aid students in determining the amount of efforts that they need to provide to achieve the degree of mastery set
- C- To detect the effectiveness of instruction

Q 11: In which way does motivating feedback help students reach and master What the behavioral objectives set ?

- A- Motivating feedback helps students in recognizing their areas of improvement and how to remedy them
- B- Motivating Feedback boosts students' performance
- C- Motivating feedback aids students in gaining a clearer understanding of what is expected from them to achieve
- D- Motivating feedback reduces students' fears from failures

Q 12: What do you do when learners fails in achieving the degree of mastery set ?

.....
.....

Q 13: What do you do when it is too challenging for students to meet the desired degree of mastery ?

- A- minimize the degree of accuracy to achieve the behavioral objectives
- B- Divide the desired behavioral objectives to short-term goals with achievable degree of accuracy
- C- Adjust classroom settings that may influence on students to achieve the desired accuracy level
- D- Teachers demonstrates the desired behavioral objectives consistently to facilitate the achievement of its accuracy

Teachers' interview questions

1. As a teacher, how do you communicate your behavioral objectives to your students ?
2. How do you ensure that the desired behavioral objectives have effectively being attained ?
3. How do you choose the relevant behavioral objectives according to the course content ?
4. Which verbs that teachers should use to highlight the intended behavioral objectives to model ?
5. How do you ensure a suitable classroom environment for your students to perform ?
6. What materials that students usually use to reach the desired behavioral objectives ?
7. How can teachers help their learners to choose the relevant materials to achieve the behavioral objectives ?
8. What are the materials that you exclude your learners from using them while performing ?
9. How could you check that students achieved mastery in performing the intended behavioral objectives ?
10. What do you do when your students fail in achieving the accuracy criterion in attaining the instructional objectives ?
11. How do you determine the relevant degree of accuracy for the behavioral objectives ?
12. How many times that learners are required to perform the behavioral objectives to achieve mastery ?