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**Enhancing EFL Learners' Achievements through Re-teaching and
Re-testing Strategies: An Analysis of the teachers' Practices and
Learners' Views. The Case of Some Selected Middle Schools in Tizi-
Ouzou.**

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Dedication

To my dear Lord

To my lovely husband, I am grateful for your love and support

To my dearest parents, Nouredine and Nabila for their care, unconditional love and continuous encouragement

To my brothers Sofiane and Amar, my beloved sister Massila

My best friend Fetta

My amazing binomial Rachida

LOUTIS Farida

In the name of Allah, the most beneficent and the most merciful. Without his assistance and blessings this work would have never been completed.

My wonderful family:

My beloved father Rachid, who was convinced in my abilities and gave me all the love in the world which I could never repay. Thank you, Daddy

My tender mother Djouher, who guided me in the right direction and made my life better with her endless love. Thank you, Mom

My lovely sisters: Souhila, Ines and Amel

My dear brothers: Rabah and Ziane

My grandparents, uncles, aunts and my closest friends especially Kamelia

To my fiancé Boussad and his family. Thanks a bunch for your encouragement and support

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Abstract

The present research aims to investigate the role of re-teaching and re-testing in enhancing EFL pupils' achievement in both "Si Abd Allah" and "Khames Ali" middle schools of Tizi-Ouzou. This dissertation is mainly concerned with the pupils across the fourth-year level of study with their EFL teachers. The objectives of this study are to investigate the re-teaching and re-testing activities teachers use in English classes to develop EFL pupils' skills. It also strives to explore EFL pupils' attitudes towards re-teaching and re-testing stressing the extent to which they believe these activities improve their English skills. In order to meet the objectives of this study, 'Mastery Learning Theory' proposed by S. Benjamin Bloom (1971) is applied. A mixed-methods approach is adopted in this research as the main methodology for both data collection and data analysis. To collect the data. Seventy-seven questionnaires were administered to the pupils and six classroom observations were conducted with their teachers. The findings indicate that teachers in both schools implement effective re-teaching and re-testing activities in English classes including small group sessions, audio visual aids, academic games, individual tutoring, textbooks, with homework and extracurricular activities to develop their pupils' English skills. In addition, the results, show that EFL pupils perceive re-teaching and re-testing as highly effective strategies that have helped them to improve their achievements and competences. Finally, it can be concluded that incorporating re-teaching and re-testing strategies contribute to the enhancement of EFL pupils' achievements and mastery as well.

Key Words

Mastery Learning, Re-teaching, Re-testing, Strategies, EFL teachers, EFL Students' Achievement

List of Abbreviations

EFL : English as a Foreign Language

FA : Formative Assessment

GPA : Grade Point Average

H : Hypothesis

Q : Questions

QCA : Qualitative Content Analysis

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General Introduction

Statement of the problem

Re-teaching is an important teaching practice implemented after each formative assessment enabling teachers to guide and support students who did not grasp concepts from the initial instruction. It is a second chance for both teachers and students; as teachers to present and revisit the learning material in different ways, and students can try again to learn better the ambiguities concepts that they have not get at the first teaching.

Re-testing is a fundamental teaching practice that takes place after re-teaching process enabling students to demonstrate their thorough understanding and mastery over the learning subjects. This approach can help students to enhance their scores, resilience, critical reasoning and a deep understanding of the subject they are studying.

The history of language teaching can be easily traced back from the past. In Algerian educational system, English is introduced as a second language. Many EFL teachers include various techniques to teach English in order to decrease variation in students' results, when they deliver language items, but there are some students who are still struggling to get the key concepts of the unit at the initial instruction. Therefore, EFL teachers sometimes are required to provide additional simplified techniques that address diverse learning needs and abilities of students.

At the end of each lesson or unit, EFL teachers have to assess their students to evaluate whether the learning goals are met. Teachers provide students with frequent feedback through the use of formative and summative assessments. This feedback identifies what was learned well, and describes what needs to be learned better; thus, there are students who need alternative approach and additional time to learn, so, through assessment, we understand where students need to be re-taught.

For the past century, scholars assumed that mastery of a subject is impossible for the majority of students. Thus, teachers allow only a small percentage of students to apply the effective re-teaching and re-testing strategies to foster their skills. Recently, re-teaching and

General Introduction

re-testing have gained an increasing attention, scholars and educational researchers explored the effectiveness of re-teaching and re-testing through various studies and made several claims regarding its impact on student learning, understanding and achievement. These two important approaches are viewed as an opportunity to identify and correct misconceptions or misunderstandings that students may have developed during the initial instruction, promoting accurate understanding. According to Kristine Nannini (2020) “Re-teaching is a must in your

classroom. Sometimes, even after your best efforts to prepare, present, and practice new content with your students will need additional support and instruction” (P.1).

Several studies have been carried out concerning the importance of re-teaching and re-testing as key concepts of mastery learning both at the national and international level. First, a study has been conducted at faculty of Technical Education Firat University of Turkey in (2002), which is submitted by Ibrahim Y. Kazu, entitled ‘The Effect of Mastery Learning Model on the Success of the Students who attended “Usage of Basic Information Technologies” Course. It explores the effects of mastery learning model on the “Usage of Basic Information Technologies” Course. The findings gained in this study showed that mastery learning model increased the student achievement effectively.

The second study has been conducted at the chemistry Department, Ignatius Ajuru University of Education of Nigeria, which is submitted by Pepple Tamunosisi Furo, entitled ‘Effect of Mastery Learning Approach in Secondary School Students Achievement in Chemistry in Rivers State Nigeria’ (2014). The results showed that the group of students incorporated with mastery learning approach performed significantly better than the group of students who were taught with the conventional teaching method. Additionally, it further recommended the government to motivate teachers by allowing good conditions of service and flexibility in the time assigned to teach a unit of subject in order to attain mastery. The third study has been conducted at the English department University Mohamed Khider of Biskra, which is submitted by Kribaa Sarah, entitled “Enhancing Students’ Oral Performance Through Cooperative Group Work” (2013). It explores the effect of cooperative work on improving learners’ proficiency and communicative skills. The finding gained from this study revealed that group work is an appropriate technique for improving students’ language use and classroom oral participation.

While the previous works have focused on the effect of mastery learning on students’ achievement, little attention has been given to the study of the role of re-teaching and re-

testing strategies in developing the Algerian EFL students' achievement.

Aims and significance of the study

The overall aim of this study is exploring the effective role re-teaching and re-testing strategies in developing the learners' linguistic abilities.

This study has two main objectives, the first one is to determine the amount of time teachers implement re-teaching and re-testing activities. The second objective is to find out whether middle school pupils think that re-teaching and re-testing strategies improve their language learning skills.

This dissertation goes beyond the boundaries of both "Si Abd Allah" and "Khames Ali" Middle Schools of Tizi-Ouzou to expand research that certainly enriches the field of ELT. In the Algerian context. Few studies have shown interest in re-teaching and re-testing strategies. Thus, this study centers its focus on enriching this gap. Moreover, EFL teachers especially pre- service ones as well as students may benefit from those pedagogical contributions.

To begin with, understanding the benefits and effective role of re-teaching and re-testing in enhancing EFL students' achievements can inform the teachers about more evidence concerning the leverage teaching techniques that can be contributed in EFL regular classes for the sake of reaching mastery of the English skills. It can also provide EFL teachers, mainly pre-service ones with more insight to the effective re-teaching and re-testing strategies that can be incorporated in regular English classes to develop EFL learners' linguistic skills.

Research questions and Hypotheses

In an attempt to reach the objectives mentioned previously, this study seeks to answer the following questions and reject or confirm the hypotheses:

- **Q1:** How often do teachers proceed to re-teaching and re-testing activities to enhance their students' achievements?

- **Q2:** What views do the students hold towards re-teaching and re-testing activities to enhance their achievements?
- **H1:** EFL teachers rarely proceed to re-teaching and re-testing activities;
- **H2:** Students have positive views towards re-teaching and re-testing activities.

Research techniques and methodology

The present study concerned with the investigation of enhancing EFL students' achievements through re-teaching and re-testing strategies in the Middle Schools 'Si Abd Allah' and 'Khames Ali' of Tizi Ouzou; mixed-method research has been adopted. It is a mix of both quantitative and qualitative method in the collection of data.

The quantitative method deals with using large samples of participants using close and open-ended questions and results are displayed through numbers, ratings and statistics. The qualitative method focuses on small samples of participants using classroom observation and findings are presented in the form of texts. We rely on a questionnaire administered for pupils to capture their views towards re-teaching and re-testing strategies. The sample comprises 77 pupils of both "Si Abd Allah" and "Khames Ali" middle schools of Tizi-Ouzou. They are both the participants and respondents to the questionnaire.

In addition, we rely on classroom observation to see how EFL teachers make their best to effectively use re-teaching and re-testing strategies to give their learners a second chance to reach the English mastery level as well as a second chance to succeed.

This observation also tends to show the interaction between EFL teachers and learners before and after the implementation of both re-teaching and re-testing strategies.

Structure of the dissertation

This dissertation follows the simple traditional pattern which consists of "A General Introduction", four chapters, and General Conclusion. The general introduction is devoted to the statement of the problem, aims and significance of the study, research questions and hypotheses, research techniques and methodology, as well as the structure of the dissertation.

General Introduction

The first chapter “The review of literature” which is concerned with defining the main concepts related to both the research problem and the theoretical framework.

The second chapter is entitled “Research design”; it explains the methodology of the study as well as the instruments utilized to collect data and its analysis.

The third chapter is “the presentation of findings” where the results of the study are organized and displayed.

The fourth chapter is “discussion of the findings” collected from the questionnaire and the classroom observations, answers to the research questions and confirmation or refutation of the advanced hypotheses.

Lastly “The general conclusion” is the recapitulation of the main points discussed in this study and includes suggestions for further research.

Literature Review

Introduction

The present chapter examines the literature that is related to our study which aimed to investigate the use of re-teaching and re-testing strategies by EFL teachers to enhance students' achievements. It comprises three sections. In the first section, terms including: mastery, mastery learning, teaching and testing are reviewed. The second section delves into the meaning of re-teaching and re-testing, as well as their significant role in developing EFL learners' English skills. The chapter's central emphasis is placed upon the different strategies used by EFL teachers to reteach and retest the lower-achieving students for the sake of allowing them to reach mastery. Finally, the chapter presents the theoretical framework relevant to the field of this research namely Benjamin Samuel Bloom's (1968) 'Learning for Mastery'.

1. Mastery

Mastery refers to the skillfulness and knowledge of some activities or subject. In this vein, Mosher (2007) suggested that "mastery is simply reaching a certain level of understanding of particular content" (p.19). For instance, in education, students can demonstrate much deeper understanding of key concepts of the learned material. Therefore, students have reached mastery of the content and can consistently demonstrate the skill. Henry Clay Morrison (1926) and Carelton Wolsey Washburne (1922) defined "mastery in terms of objectives each student was expected to achieve" (p.8). In other words, all students are required to achieve mastery of the learning lessons. Ungraded diagnostic test is administered for the students to highlight mastery or inadequacy of the learning material.

Thus, to achieve mastery for the lower-achieving students, the instruction is supplemented with appropriate learning correctives such as reteaching in order to attain mastery. Teachers would effectively implement alternative resources that best suit their learners' needs. Simply, teachers must increase variation in their teaching in order to decrease variation in results. To help every student learn well, therefore, teachers must differentiate their instruction, both in their initial teaching and especially through

corrective activities. At the core of the mastery approach is the belief that all students are capable of being successful in all subjects. Students who have not yet succeeded in understanding the learning lessons will certainly need more support to achieve mastery.

Students and their teachers can have different beliefs about their intellectual abilities. Some believe that they are basically fixed...others believe that they can be cultivated and developed through application and instruction. They do not deny that people may differ in their current skill levels, but they believe that everyone can improve their underlying ability. Carol Dweck, 'Self-Theories' (1999, p.3).

2. Mastery Learning

Mastery learning refers to a set of instructional strategies originated by Benjamin Samuel Bloom in (1971) for the sake of allowing students to attain a high level of achievement and mastery of the learning subjects. In this vein, the term “mastery learning” refers to a large and diverse category of instructional methods” (R.E. Salvin, 1987, p.175). That is to say that, mastery learning encompasses a variety of teaching techniques aimed at ensuring that students fully comprehend the material before moving on to more advanced topics. It involves providing students with multiple opportunities to learn and demonstrate their understanding, often through practices like re-teaching and re-testing strategies. By focusing on mastery, students can achieve a deeper understanding of the subject matter.

Mastery Learning in education is a method of learning where students achieve mastery of the subject matter they are learning about before moving on to new material. It gives all students an equal opportunity to master the learning concepts. Bloom (1982) stated that “Mastery learning helps the student improve his self-image by enabling him to achieve mastery of small portions of the subject. This will lead him on to further mastery and a more positive attitude toward learning in general” (p.153). In other words, mastery learning impacts positively on the students’ learning capabilities by allowing them to succeed and achieve further mastery on the learning material. Mastery learning also requires students to fully comprehend all the items of the lesson that ensures a sense of achievement with thorough mastery and a will toward

learning in general. Moreover, mastery learning encourages students to more likely value their studies in showing a high sense of engagement that may build a lifelong learning.

Mastery learning assumes that all students can learn well and attain high levels of academic achievement. It proposes that all students can master what they are taught within the context of ordinary group-based instruction whatever their learning aptitudes and pace. “Mastery learning enables 75 to 90 percent of the students to achieve to the same high level as the top 25 percent learning under typical group –based instructional methods. It also makes students’ learning more efficient than conventional approaches.” (Bloom,1968, p.45).

Much like Ironsmith and Eppler (2007) and Lai and Biggs (1994), Kulik et al. (1990) found that the students that benefited from the most from mastery learning were the low-aptitude students.

In a mastery learning classroom, students receive instruction on a topic and then take a test at the end of the learning lesson to determine their level of understanding. Students who have mastered the content are directed into enrichment activities such as special projects, academic complex games and problem-solving tasks. While those who have not mastered it receive additional corrective remedial activities such as alternative textbooks, workbooks as well as audio-visual aids in order to further demonstrate mastery of the content. Teachers make use of the corrective activities to correct learning difficulties. They may identify alternative learning resources such as different textbooks, learning kits, alternative materials, DVDs, videos, or computerized instructional lessons.

When students complete their corrective work, Benjamin Samuel Bloom recommended they take a second parallel formative assessment covers the same concepts and skills as the first, but it includes slightly different problems or questions. Gustkey (2007) argued as such it serves two important purposes. First, it verifies whether or not the correctives truly helped students overcome their individual learning difficulties. Second, it offers students a second chance at success and, hence, has powerful motivational value (p.12,13). Bloom also recognized that some students perform well on the first assessment, demonstrating

their mastery of the unit concepts and skills. Bloom recommended that teachers provide these students with special enrichment or extension activities to broaden their learning experiences. They often might involve special projects or reports academic games, or a variety of complex but engaging problem-solving tasks. (Gustkey, 2007, p.13)

3. Teaching and Testing

3.1. Teaching

Teaching refers to an act of transmitting knowledge and skills to a learner in the context of an educational institution. Teaching in education is the process by which a teacher imparts knowledge, skills and values to students, and it is not just about transferring information; it is about engaging with learners to help them develop their own understanding and capabilities. According to Dewey (1916) stated “Teaching is the educational significance of social arrangements means used to educate the young” (p.89). In this regard, teachers are not just required to deliver content of the lesson, but also to educate them social and moral values.

Edmund Earl Amidon (1967) defined teaching as “an interactive process, primarily involving classroom talk which takes place between teacher and pupil and occurs during certain definable activities”. (p.13). That is to say that, teaching is an interactive process that occurs between the teacher and his students in a classroom. Effective teaching promotes students' engagement in activities that foster their understanding and active participation.

Davis et al. (1962) defined teaching as “a scientific process and its major components are content, communication and feedback” (p.16). In other words, it is considered as a structured process that consists of three main elements, among them: content, that is the specific knowledge or the lessons the teachers want to deliver to their students.

Communication, involves classroom talk between teachers and students to ensure a better understanding of the learning material for instance, engaging students in small group sessions that enhance their learning skills.

Feedback, refers to the information teachers give to students after monitoring their progress, it is crucial for helping learners understand what they have well grasped and what need to be reviewed. According to Winne and Butler (1994) “Feedback is information with which a learner can confirm, add to, overwrite, tune, or restructure information in memory, whether that information is domain knowledge, beliefs about self and tasks, or cognitive tactics and strategies” (p.22).

3.2. Testing

Testing is used to measure a student’s comprehension, identify areas of strength in improvement and evaluate their overall performance and provide feedback for both students and educators. Based on the work of many scholars (e.g., Delcols, Vya, Burns, Bransford, &Hasselbring,1992; Poehner,2007), “assessment is defined as a process for documenting, in measurable terms, the knowledge, skills, attitudes, and beliefs of the learner”.(p.13).

James Popham (2006) defined testing as: a formal attempt to determine students’ status with respect to educational variables of interest"(p.32). That is to say that a test is necessary to evaluate student’s learning abilities and enables teachers to measure their teaching by linking their students’ performance to specific learning objectives.

Furthermore, Brown (2004) defined test as “a method of measuring a person’s ability, knowledge or performance in a given domain. Simply, a test refers to a tool or technique that is intended to measure students’ knowledge to complete a particular task” (p.128). In this sense, testing can be considered as a form of assessment. In this regard, a test is a particular form of assessment that is used to measure the students’ learning skills, knowledge and abilities that may be administered at a specific point of time. This means, teachers test their students at the end of a lesson and at the end of a term.

Arthur Hughes (2003) defined testing as the way in which information about people's language ability, can be gathered" (p.128). In this sense, testing seeks to gather information about people's language abilities through oral or written assessment in order to understand and evaluate their language skills. So, a test is a series of questions or problems that is used to determine a person's ability or understanding of something.

4. Re-teaching and Re-testing

4.1. Re-teaching

Re-teaching an important classroom-based process that is implemented after each formative assessment to clarify student's understanding. Benjamin Samuel Bloom (1968) viewed re-teaching as a fundamental component of effective teaching practice enabling EFL teachers to support students who did not learn content, concepts or procedures from the first teaching and learning activities.

Optimally, re-teaching is a second chance opportunity for both teachers and students, as teachers can refine and target their instruction and students can make more effort to learn the content, concept, skills or procedures for mastery learning. According to Westwood, 2003; Block & Mangier ;2009 "teacher effectiveness research throughout the 1980s and 1990s identified being able to adjust instruction and reteach as important characteristics of very effective teachers" (p.8). In other words, an effective teacher adjusts instruction to fully meet the needs and interests of the students. This is realized through teachers' adaptation of several teaching methods and learning materials that may allow students' mastery of the learning subjects. This helps learners to ensure their progress and success.

Teachers, then, supplement their instruction with leverage teaching methods that may ensure students to fully understand the whole lessons and to ensure the essential basics of the learning materials. Furthermore, effective teachers are those who proceed to re-teaching in being sensitive towards each individual learner's needs.

Teachers who cater to different students' learning interests are effective teachers. Re-

teaching then involves reinforcing previously taught skills of a particular lesson or unit that may ensure students to fully retain the learned material over the long term. In addition, an effective teacher is continually assessing his students' understanding and if a significant portion is struggling to grasp the essential basics of the lessons, the teacher incorporates re-teaching that aims at enhancing students' comprehension and mastery of the certain skills of the lessons. As stated by Graham et al (2015) "Learning for all teaching that matters and learning that lasts" (p.2).

Learning for all emphasizes the importance that every individual learner has an opportunity to be provided with a more appropriate quality of instruction and nearly all are expected to learn better and achieve mastery of the learning material. Teaching that matters and learning that lasts reveals the crucial role of the leverage teaching and learning materials that positively impact on student's academic progress resulting learning that lasts for a long period of time and knowledge retention as well, thus, effective teaching results in students' mastery and long-term academic success. To reduce variation in students' achievement, Bloom reasoned that teachers must increase variation in teaching to better meet student's needs.

Kristen Nannini (2020) pointed out that "Re-teaching is not a sign of failure or ineffective instruction. Instead, it is evidence of your ability to differentiate instruction to meet the needs of all your students" (p.1). To put it clear, it shows that teachers have the capability to make more efforts and time to adjust the first instruction by providing his students additional support and guidance where necessary using more effective instructional tools and methods to help them grasp the material thoroughly.

Gusky (2007) stated "All students would be helped to learn well the knowledge and skills prescribed in the curriculum. As a result, gaps in the achievement of different groups of students would be closed" (p 15), reducing gaps in the achievement of various groups of students as a simple problem of reducing variation in student learning outcomes.

4.2. Re-testing

Re-testing takes place directly after re-teaching in which learners are provided with this opportunity to demonstrate their learning and understanding. Re-testing may be offered in the form of oral explanations graphics, models, and concrete demonstration.

Researchers have explored the use of retests in influencing on performance on standardized tests in college teaching. Elbrink (1973) reported on the progress of the Curriculum Revision and Instruction in Mathematics at the Elementary Level (CRIMEL) program at Ohio State University, which beginning in (1971), offered freshman students in college calculus the opportunity to take several tests and retests in order to demonstrate mastery of the material covered in the course.

Specific correctives are paired with formative assessment and students do corrective activities they need to work on only those skills not yet mastered. When students complete their corrective activities, Bloom recommended they take a second formative assessment. It covers almost the same concepts that are slightly different from the first and serves two important purposes; first, it verifies whether or not the correctives were successful in helping students overcome their individual learning difficulties; second, it offers students a second chance at success and, hence, has powerful motivational value (Changeiywo et al.,2011,p.20)

4.3. Re-teaching Strategies

Re-teaching strategies are designed to consider individual differences among learners to promote each student's fullest cognitive and affective development, they help most students overcome feelings of defeatism and passivism brought to the learning. Therefore, educators need strategies that go beyond reviewing the material again often not to all students in the class. There exist several strategies among them:

4.3.1 Group Cooperative Learning

This works best with elementary school children. It involves three to four learners with very different difficulties. Students do not compete against each other but rather work together

to attain a shared goal and cooperatively correct each other's learning errors. The teacher asks students a question and then he pairs them into small group sessions, some answer the questions while others write them and then switch the roles. At the end, students begin to get the concept overcoming their obstacles.

Forming small groups within the class has been shown to be effective for promoting student learning and works best when students are physically grouped into small groups of three to four members, teachers are trained in grouping strategies, and when materials and instruction are adapted for small groups. (Lou et al.,1996, p.15).

In this context, teachers split the class into small groups that may motivate students' learning. This builds a sense of attention amongst the learners, and collaborations, promotes student's participation and engagement in discussions about various topics sharing ideas that can trigger their creative reasoning. Moreover, when students work together, the educational context is motivated that may lead to effective learning. Thus, working in small groups create a supportive learning environment that enhances critical thinking and reasoning among learners.

4.3.2 Individual Tutoring

Bloom (1984) originally recognized the effectiveness of individual tutoring and proposed mastery learning as a method to approach the effectiveness of individual tutoring in a group setting. It is viewed as the most efficient method of correcting individual learning problems. The costs of tutoring are minimal at the university. However, at the elementary and secondary school levels, the cost of tutoring is so high. It should be done by competent teacher who brings new perspectives to the student's instruction.

4.3.4 Textbooks

They are the nucleus of all the learning activities related to a particular curriculum. Teacher is not a sufficient source of knowledge for a number of reasons such as the large size and the time factor. Therefore, the students have to improve the knowledge received from the teacher by reading the textbook. Textbook plays a significant role in imparting knowledge to the students in the third world countries. Furthermore, there is no choice other than textbook in

many developing countries. As mentioned, by Oakes & Saunders (2004) “Textbooks are a fundamental written source of knowledge and often represent a factor in educational research that explains differences in students’ knowledge at different levels of the education system” (p.31). So, textbooks are as a source for students’ knowledge and are very crucial for pedagogical practice.

4.3.5 Audio-visual Aids

They are the teaching aids that are used in the teaching learning process. These aids play a very significant role in the teaching learning process. They make it not only realistic but also very pleasant. As explained, by Quddus (1990) “The use of audio-visual aids can revolutionize teaching and can help decrease forgetting and increase the permanence of what is taught” (p.9).

Ahmad (1993) described that “the important audio-visual aids are pictures, charts, models, maps, pictures. They are regarded as necessary tool for learning” (p.9). Incorporating audio-visual aids in teaching, enhances students’ engagement for further learning.

These materials for example models, educational videos, pictures cater for students’ different styles that may help them to interact and memorize well the learning material and improve students' retention and comprehension of various complex concepts. For example, teaching elementary school students the passive voice, grammar lesson. It is shown that a substantial number of students don’t understand it at the first instruction, so, teachers provide them with diagram clarifying the complex concepts of that lesson.

Another example is when they teach for instance an animal story, entitled “the crow and the eagle”, he picks on the board pictures of those animals to make the concepts of that story understandable and memorable. The teachers then highlight all the key terms through visual representation hanged on the board that may help students understand and effectively memorize English new words.

4.4. Re-testing Strategies

Re-testing is a vital part of the teaching and learning process. Re-testing strategies affect how all students will learn and retain the material. The EFL teachers have long sought

ways to stimulate their students to master the material covered in their courses. Deats man suggested that retest opportunities had a detrimental effect on some student and the tendency of students to perform poorly on original tests in anticipation of a chance to study later for a retest negated the value of the retest program. According to Glucksman (1973) “students still used retests to extend the deadline for studying. He suggested that the extra effort required to prepare, administer, and evaluate retests was not warranted by their usefulness” (p.231). It is suggested also that re-testing is a strategy which distributes practice and likely leads to greater retention of the material.

4.5. The Role of Re-teaching and Re-testing

Re-teaching is a new way that is adapted by teachers to help their students to reach mastery, so re-teaching, plays a crucial role in promoting students with optimal instruction and address learning gaps that may exist among students. It allows teachers to revisit material that students may have struggled with initially, ensuring that all students have a solid foundation before moving on to more advanced topics.

Re-teaching enables teachers to target all their students’ needs and styles providing additional explanations and appropriate alternatives teaching strategies. Repetition and practice are essential for mastery, and re-teaching offers students the chance to revisit and reinforce their understanding through various activities and exercises “Practice makes Perfect”. Bruce Lee.

Black and Wiliam (1998) stated that “Re-teaching within such a formative cycle of teaching and learning has potential to provide short-term, targeted and effective support for students experiencing learning difficulties” (p.2). In this context, reteaching within the teaching and learning process offers valuable support for students facing challenges in understanding the material. It consists of revisiting key concepts to provide additional guidance and clarification, helping students overcome difficulties and improve their comprehension in a focused and efficient manner.

Re-testing provides an opportunity to review a student’s progress, consider successes and barriers, it allows them to enrich their understanding of the materials, identify areas for improvement, and reinforces learning. Additionally, it provides teachers with valuable feedback

on teaching effectiveness and student academic achievement, enabling them to tailor instruction accordingly.

Re-testing, as a form of reassessment, has a vital role in education by providing students with additional opportunities to demonstrate their mastery of the material after additional instruction. Lane et al. (1996) and Kreit (1968) found significant gains, which they attributed to the benefits of repeated testing. Teachers offer a second chance for them to review and deepen their comprehension, leading to better retention, re-testing then, fosters the development of learning skills such as problem-solving, analysis, and synthesis by giving students multiple chances to apply and refine their knowledge.

Kreit (1968) studied re-testing as a method of increasing the performance of elementary students on standardized IQ tests, and Jones (1954) examined the influence of retesting on performance on the Graduate Equivalent Diploma (GED) test.

5. Formative Assessment

Formative assessment as a part of good teaching has been around for a long time. According to Perera and Moe (2014), “formative assessment necessitates reviewing the student learning outcomes numerous times throughout a semester” (p.132). In other words, teachers construct brief diagnostic tests involving activities and quizzes to determine students’ learning abilities. Formative assessment is defined as “assessment carried out during the instructional process for the purpose of improving teaching or learning” (Shepard, Hammerness, Darling – Hammond, & Rust, 2005). In other words, in regular classes, teachers first organize the concepts they want their learners to learn, and then administer a brief formative assessment based on the lessons learning objectives. Teachers provide their students with regular feedback that identifies the points of strengths and weaknesses of each individual learner. FA occurs frequently during instruction to prevent students from postponing their studies and to reinforce their mastery over the learning lessons.

Formative assessment also improves the teaching process, informing teachers about the

efficacy of their instruction and when they are informed that the class learning is not progressing, they may adjust their instruction reviewing those concepts which learners have difficulty mastering in order to better achieve students' academic growth. Formative assessment is designed to provide ongoing feedback to both teachers and students, it can function in a way intended to improve learning does not appraise students.

On the authority of Benjamin Samuel Bloom (1968) "Formative tests should not be officially graded, yet repeated formative progress, tests are graded" (p.57/58). In other words, it improves the learning process allowing students for academic growth and progress. However, when they are repeated to trigger students' progress, they might be graded to support a continuous achievement and improvement over time. Formative assessment should take place before proceeding to a new instructional unit; thus, teachers construct brief diagnostic progress tests to determine which of the unit's tasks the student has or has not mastered and what he must do to complete his unit learning.

Black and William (1998) defined formative assessment as "encompassing all those activities undertaken by teachers, and/or by their students, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged". (p.10), to put it clear, FA refers to the various actions carried out by teachers or students to gather feedback that can be used to adjust and improve the teaching and learning processes. It highlights the importance of using information obtained through these activities to enhance the effectiveness of educational practices.

Black et al (2003) defined that formative assessment is seen as "a process that involves gathering evidence of student learning during instructional activities, to provide feedback and support for further learning" (p.8), which means that FA is a part of the learning process teachers frequently administer formative assessments to determine which of the learning concepts the student has or has not mastered. Therefore, FA helps teachers to pinpoint their students particular learning difficulties and strengths. In such evidence, if the student secures task, he may be appraised by the teacher on his superb work. While, if he secures evidence that

he did not do the first task superbly, he is likely to be given alternative learning aids and correctives to achieve a thorough understanding and mastery of the learning material.

At last, both students are able to approach to the next task. Additionally, Popham (2008) provided the following definition for FA: “Testing students in the midst of an ongoing instructional sequence and then using the test results to improve instruction” (p.3).

That is to say that, EFL teachers use the FA as an instructional tool to get an optimal quality of instruction, which means that they use FA as a guideline to identify their students’ learning problems and then alter their instruction to target each learner’s needs, deficiencies and interests in order to reach their goals and attain mastery.

6. Theoretical Framework

Mastery Learning model is an educational strategy introduced by educator Benjamin Samuel Bloom in (1968) ‘Learning for Mastery’ that is based on multitiered lessons, multiple assessments, and additional explanations with new methods to help students master learning material. It is mostly characterized by pre-assessments, group-based initial instruction, regular formative assessments, corrective instruction, and enrichment activities. “Mastery learning theory holds that instructional time and resources should be used to bring all students up to an acceptable level of achievement” (R.E.Slavin, 1987, p.177).

First, the teacher formulates a set of course instructional objectives, then he breaks the whole course into small units. After that, he determines the course objectives that are expected from the students to be achieved in each unit. Then, the teacher plans how he will initially present each unit’s material and engage students in its learning; he develops “feedback correction” procedures to be used at the end of each unit’s first instruction. To use mastery learning, teachers first organize the concepts and skills they want students to learn into instructional units that typically involve approximately 1-2 weeks of instructional time. (Bloom, Hastings, & Madaus, 1971, p.12). Next, he constructs a short diagnostic progress or “formative assessment” targeting the unit’s objectives.

Following initial instruction on the unit, teachers administer a brief formative assessment based on unit's learning goals. This designed to give students information, or feedback, on their learning. It helps students identify what they have learned well to that point and what they need to learn better. (Ibid). After that, he develops a set of alternative instructional materials and procedures or "correctives" tailored to each concept on the unit's formative test. These correctives are designed to reteach the material tested by each item, but in ways that differ from the unit's initial instruction, they typically consist of small-group study sessions, individual tutoring, audio-visual aids such as different textbooks, workbooks.

"Correctives are assignments that present the material to the students in a different way from when they learned the material during the initial group instruction" (Block 1977; Block 1980; Gusky 1997, p.5). Before moving to the next unit, he administers the unit's formative test, he identifies the low-achieving students and ask them to use the appropriate correctives to complete their unit learning. In this vein, Duffy & Kear (2007) suggested that "effective corrective activities provide students with alternative pathways to learning success, adapted to meet their individual learning needs and interests". (p.2). Then the teacher selects the high-achieving students to engage in enrichment activities, and they serve as tutors to help their classmates who face learning difficulties.

6.1 The core elements of Mastery Learning

6.1.1 High-quality group-based initial instruction

The initial instruction is usually not personalized for each student. During the initial instruction, students are taught with high quality in a group-based classroom just like regular classes, and teachers provide their students with frequent and specific feedback on their learning progress through regular formative assessments. "Initial instruction should be multifaceted; adapted to the context; tied to students' interests and experiences; and differentiated according to the knowledge; skills, dispositions, and background characteristics of students" (Astleitner, 2005 et al, p.3).

6.1.2 Regular formative assessment

Another element considered as an essential strategy is the use of more regular formative assessments. Formative assessments inform teachers about what students learned well, and what students need to learn better. With this, teachers can determine the next steps to undertake to increase student achievement.

Popham (2008) defined FA as “a planned process in which teachers or students use assessment-based evidence to adjust what they are currently doing” (p.1). In this step teachers are required to pre-assess their students by asking them about previous learning experiences or understandings, or by using quizzes and surveys to determine whether they have some prerequisite knowledge before moving to the next learning unit.

Hattie & Timperley (2007) claimed that “another element of mastery learning that many other interventions share is the use of regular formative assessments to systematically monitor student progress and give students perspective feedback” (p.3). In this vein, by regularly checking how students are doing and giving them feedback, teachers can help students see their progress and understand where they need to focus on improving. It is like a continuous cycle of monitoring and guiding students to help them learn better.

6.1.3 Corrective instruction

In mastery learning classes, lectures do not end with quizzes or assignments. EFL teachers provide “high-quality corrective instructions” to mend learning problems that the assessments have identified. Corrective instruction activities are enough to accommodate different student learning styles, and intelligence levels. They usually take 10% to 20% additional time than initial learning units. Block & Eft him, & Burns, 1989) stated that “In mastery learning classes, corrective activities typically add 10-20 percent more time to initial

learning units” (p.4). However, these personalized lectures lessen the amount of time needed for remediation in the later units, allowing teachers to cover just as much material as they would using traditional teaching methods.

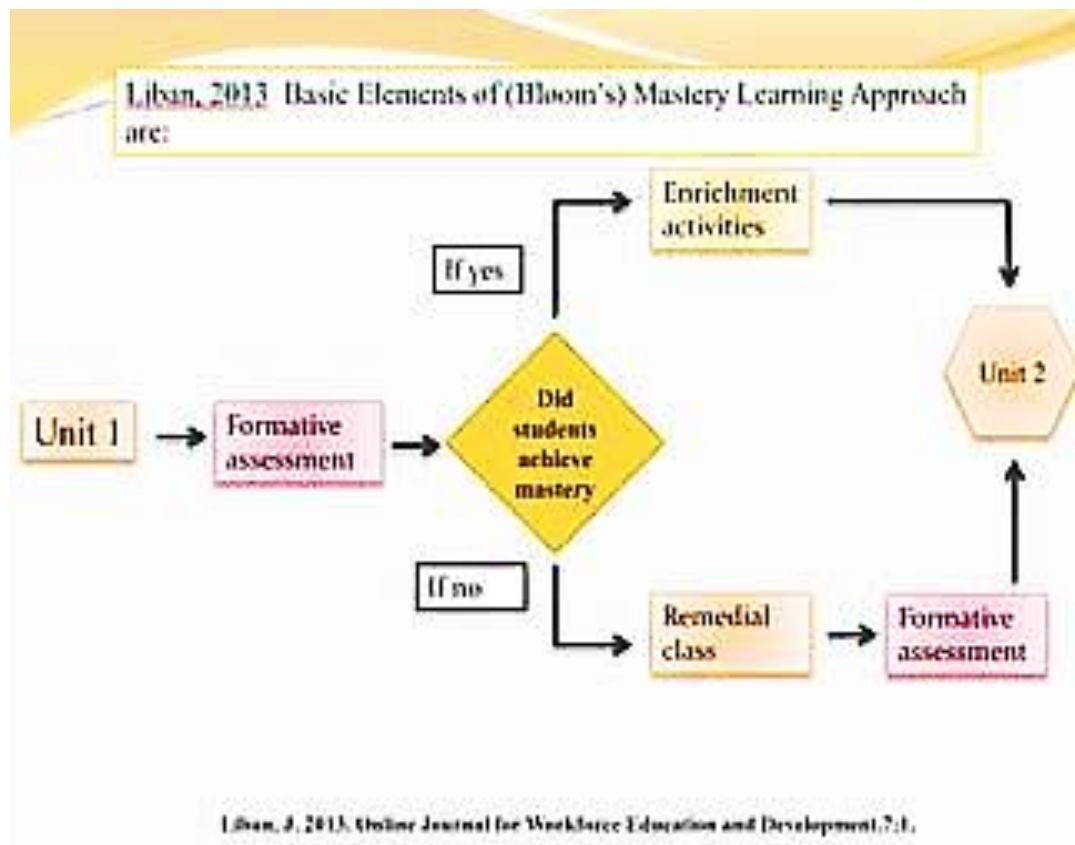
6.1.4 Second parallel formative assessment

Basically, the first assessment in mastery learning does not conclude the evaluation of student achievement. After corrective learning classes, EFL teachers conduct a second parallel formative assessment to determine the effectiveness of the corrective instruction. Through this, students are also given a second chance to experience success and show mastery of the subject matter. Bloom (1976, p.4) suggested that through the process of second formative assessment, combined with the systematic correction of individual learning difficulties, he believed that all students could be provided with a more appropriate quality of instruction than is possible under more traditional approaches to teaching.

6.1.5 Enrichment activities

Mastery learning educators also provide effective enrichment activities to learners who have mastered the material and do not need corrective instruction. Aiming to provide challenging yet rewarding learning experiences, these activities enable students to explore a greater depth of related topics that pique their interests. Enrichment activities could be in the form of academic games and exercises, various multimedia projects, and peer discussions. According to Yang et al., (2012) “we have identified positive effects of participation in enrichment pull-out programs for students with gifts and talents, including increased levels of interest, greater challenge, and added enjoyment of learning” (p.188).

Furthermore, teachers serve their students by implementing these activities across multiple schools or classrooms to support their autonomy and competence and increase their academic performance.



Conclusion

The chapter has reviewed the main concepts related to the current study. First, it has provided the definition of mastery, mastery learning, teaching and testing. Second, it has defined the concepts of reteaching and retesting, identifying reteaching strategies. Then, the chapter has explained the merits of reteaching and retesting, including their role in enhancing students' academic performance. In addition, the chapter has defined the concept of formative assessment. Lastly, the chapter concludes with the presentation of Benjamin Bloom's (1968) 'Mastery Learning' theory on which the study is focused on stressing five approaches namely High-quality group-based initial instruction, formative assessment, corrective instruction, second parallel formative assessment, and enrichment or extension activities. Whilst, the next chapter introduces the current research design of the study.

Research Design

Introduction

The present chapter is devoted to the methodology followed in the study. Actually, a pupils' questionnaire and classroom observation have been used to carry out the present study in order to attain data about the pupil's perceptions about re-teaching and re-testing strategies on enhancing their achievements, as well as the amount of time EFL teachers proceed to those strategies in both "Khames Ali" and "Si Abd Allah" middle schools of Tizi-Ouzou. This chapter describes the research method, context and sample population with data analysis procedures.

1. Research Method and Design

The present study relies on a mixed-methods research, which is a mixture of both quantitative and qualitative methods to gather and analyze data. According to Creswell, (2009) "it is the procedure of collecting and analyzing data by mixing or combining both quantitative and qualitative designs within the same study" (p.9).

It provides a rich understanding of re-teaching and re-testing for mastery learning middle schools MS4 pupils. It is convenient as we benefit from the valid details that cannot be obtained when using quantitative or qualitative research only. This investigation is survey research, which is the collection of information from a sample of people through questionnaire and classroom observation. This research is exploratory that aims at exploring an unfamiliar area of research in order to gain an in-depth understanding on that specific phenomenon. In this case, it is the investigation of how often do some Algerian middle schools EFL teachers proceed to re-teaching and re-testing and whether MS4 pupils perceive these strategies as beneficial techniques to attain mastery.

2. Data Collection Procedures

In social sciences, a researcher has the opportunity to better understand the subject being explored using different tools. According to Alan Byrman (2016)" the researcher establishes in advance the broad shape of what he or she needs to find out about and designs research

instruments to implement what needs to be known. (p.10). So, in order to investigate how often EFL teachers proceed to re-teaching and re-testing strategies and how middle school learners perceive those techniques, two instruments have been used in the data collection process: a questionnaire designated to students, and classroom observation for teachers' practices.

3. Context and Sample

Our research study was carried out in an educational setting more precisely in “Khames Ali” and “Si Abd Allah” middle schools of Tizi-Ouzou from 21st April to 9th May during the academic year 2023/2024. In our study we have dealt with 77 pupils from fourth-year as a sample selected randomly from a population about 156 pupils. Therefore, fourth year students are chosen for two of reasons:

First, they already have prior knowledge from their previous years of learning English; More importantly, MS4 students are in much need of both re-teaching and re-testing techniques to achieve high academic outcomes in the final brevet examination.

As regards the teachers, we have dealt with teachers selected randomly from both of the middle schools.

4. Questionnaire

A questionnaire is a research instrument that carries a set of items, open-ended and closed-ended questions intended to collect individual data about one or more specific topics.

Richards (2005) pointed that “Questionnaires are one of the most common instruments used. They are relatively easy to prepare. They can be used with large numbers of subjects, and they obtain information that is relatively easy to tabulate and analyze” (p.60).

The questionnaire included in this study aims to explore the views or perceptions of the pupils in the middle schools towards the effectiveness of re-teaching and re-testing strategies in enhancing their academic progress during the learning process. This questionnaire is divided in two sections and consists of twenty-four questions, which are arranged in a logical way relying on

Bloom's (1968) 'Mastery for Learning Model' to design the questions. The first section entitled "Formative Assessment and Mastery Learning", which covers three closed-ended questions that aim to obtain information about how important formative assessment helps Ms4 learners reach mastery. The second section is "The Effectiveness of Re-teaching and Re-testing for mastery learning"; it has twenty closed-ended questions and one mixed question that are devoted to capture pupil's opinions about re-teaching and re-testing whether they play a significant role in enhancing their English skills.

The questionnaire is delivered to six students during the process of the pilot study to test the clarity of the questions. We have noticed that the first questionnaire administered for them contained some difficult questions to be understood due to some complicated words. For instance, how are the assessment assignments? Does assessment process stimulate your motivation and commitment? Do you acquire the course content concepts at the initial instruction? They didn't provide any answer. So, after the feedback, we have omitted such these questions and replaced them with other ones that included simple and easy words that suit their level in English to be understood.

5. Classroom Observation

In addition to student's questionnaire, we used classroom observation as an additional tool in the classroom setting. It is a useful tool in collecting interesting data about the teaching situation. Such type of information allowed the researcher to gain direct and truthful insights in the teaching practice. In this regard, this research instrument is defined by Mason (1996) as "a method of generating data which involves the researcher immersing him or herself in a research setting, and systematically observing dimensions of that setting, interactions, relationships, actions, events, and so on, within it" (p.60).

In addition, Dorney (2007) claimed that classroom observation provides "direct information and it is one of the three basic data sources for empirical research" (p.178). In short, classroom observation is an effective tool to gather

genuine data about a given situation. Accordingly, in attempt to have a useful insight about the amount of time middle school, EFL teachers proceed to re-teaching and re-testing strategies, classroom observation seems the best tool to be done. Due to the shortness of the third semester, classroom observation lasted for only 20 days; thus, we conducted 6 sessions of classroom observation.

6. Data Analysis Procedures

In this part, the data collected from the classroom observation and the pupils' questionnaire are analyzed by two different techniques of data analysis. Regarding the quantitative part of this study is analyzed by using descriptive statistical method. While the qualitative data are interpreted through the use of qualitative content analysis.

7. Descriptive Statistical Method

Quantitative data analysis is the procedure of analyzing numerical data or data that can be easily converted into numbers using statistical tools such as pie charts, graphs, and diagrams. The descriptive statistical method is accomplished in using the rule of three to get percentages. It is a technique that explains a set of quantitative data obtained from the closed-ended questions about the middle school's pupil's views towards the impact of re-teaching and re-testing strategies for their English skills mastery.

8. Qualitative Content Analysis

The present study adopted the Qualitative Content Analysis method to analyze the qualitative data obtained from the items of the classroom observations that have been organized in the checklist stressing the frequency of EFL teachers' implementation of reteaching and retesting in both "Si Abd Allah" and "Khames Ali" middle schools of Tizi Ouzou. It is a technique used to analyze non-numerical data. According to Meyring (2014), Qualitative content analysis is "a technique of data analysis specialized with text passages" (p.5).

This method has been employed to evaluate critically EFL teachers practices to gain deeper insight about “the amount of time EFL teachers proceed to reteaching and retesting strategies”. In this study QCA involved a process designed to categorize the raw data obtained from the classroom observation into a checklist containing themes that were derived from “Mastery Learning Theory”. The interpretation of the findings was based on careful examination stressing on EFL teachers’ implementation of the reteaching and retesting strategies during their teaching process.

Conclusion

The current chapter has presented the research design followed to conduct our study. First, the research method, the sample population have been explained. Second, the chapter has described the research instruments used to gather data, then it has explained the two different procedures used in the study. The descriptive statistical method adopted to analyze the closed-ended questions from the questionnaire, and the qualitative content analysis to interpret the data of the classroom observation. The next chapter will present the findings of the research.

Presentation of the findings

Introduction

The present chapter called presentation of the findings aims to articulate the obtained results of our study; it is divided in two sections. The first section presents the findings obtained from the questionnaire distributed randomly to 77 fourth level pupils of both ‘Khames Ali’ and ‘Si Abd Allah’ middle schools of Tizi Ouzo. The second section seeks to expose the results obtained from the classroom observation; the findings yield from EFL teachers' practices.

1. Presentation of the Questionnaire

1.1. Results of the Pupils' Questionnaire

1.1.1. Section One: Formative assessment and mastery learning

Q1. How important is formative assessment for the enhancement of your achievements?

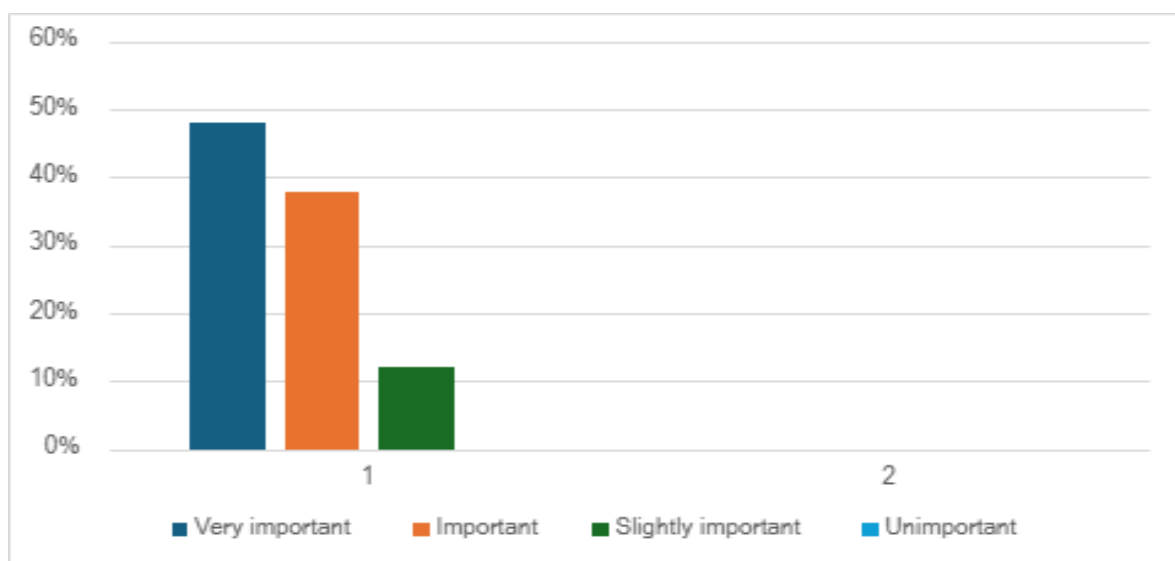


Diagram (01): The Importance of FA for the enhancement of students' achievements

Diagram (01) displays that (48%) of the students find that formative assessment is very important. (37.7%) of them claim that FA is important, whereas only (12.10) of the participants have answered that it is ‘slightly important’ and none have answered with ‘unimportant’.

Q02. To what extent does formative assessment help you reach mastery?

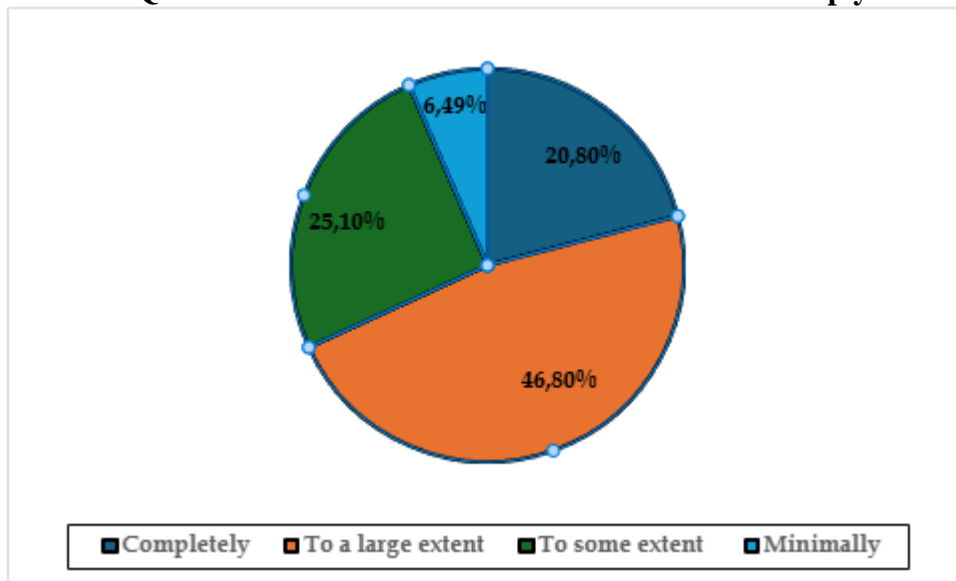


Diagram (02): The Extent FA helps students reach Mastery

Diagram (02) demonstrates that (20.8%) of the target participants believe that formative assessment is completely helpful to attain mastery. (46.8%) of them state that formative assessment is more effective for mastery learning. In addition, (25.10) of the learners show that formative assessment helps them reach mastery to only some extent. However, only (6.49%) say that formative assessment is ineffective for them to develop their skills.

Q.03 How far do you agree with the idea that mastery learning requires a lot of time and practice?

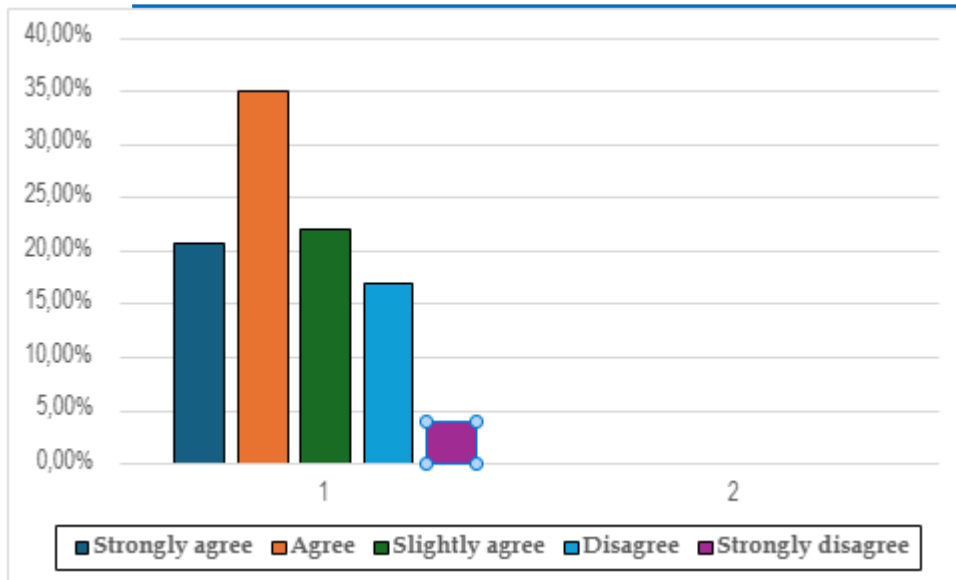


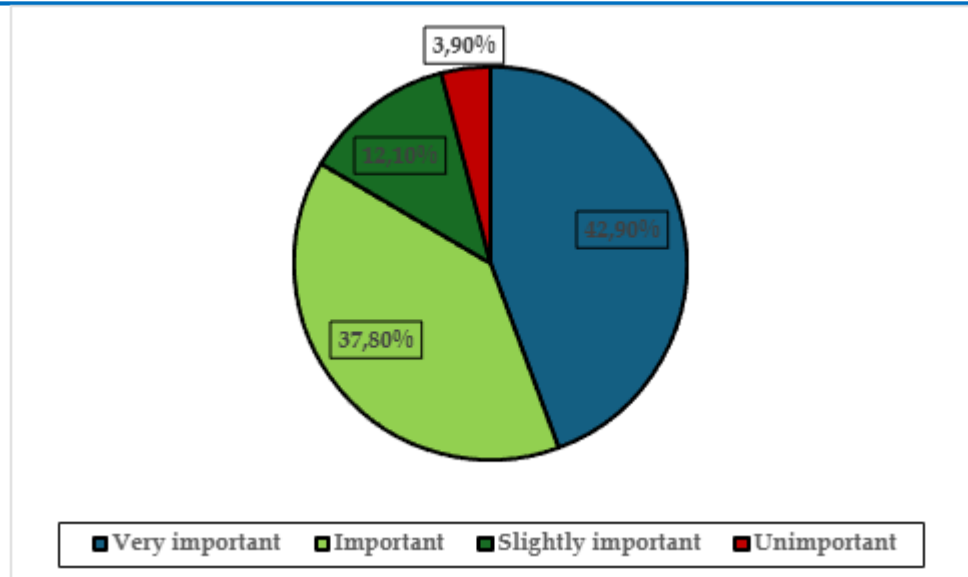
Diagram (03): The students’ agreement with the idea that ML requires a lot of time and practice

As indicated in Diagram (03), (35%) of the students ‘agree’ that ML requires a lot of time and practice. (22%) of them ‘slightly agree’ that mastery learning requires a lot of time and practice. Also, (20.8%) of the targeted participants ‘strongly agree’ on the same idea. But, (16.9%) do not believe that mastery learning requires a lot of time and practice. Whereas, (3.9%) of the students ‘strongly disagree’ that mastery learning requires a lot of time and practice.

1.1.2. Section Two: The Effectiveness of Re-teaching and Re-testing For Mastery Learning.

Q.04 How important is re-teaching for reaching mastery?

Diagram (04): The Importance of re-teaching for reaching mastery



The findings presented in the pie chart denote that (42.9%) of the participants state that re-teaching is very important for reaching mastery, and (37.8%) believe that re-teaching is a useful strategy to attain mastery. Yet, (12.10%) assert that re-teaching is important only to some extent. In contrast, only (3.9%) of the target respondents have answered that re-teaching is ‘unimportant’.

Q.05 How important is re-testing for reaching mastery?

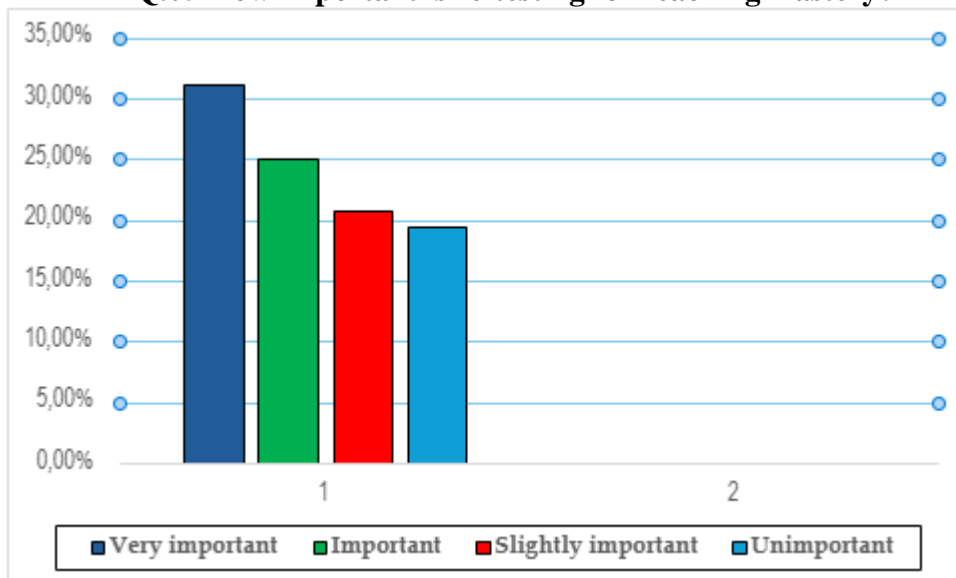


Diagram (05): The Importance of Re-testing for reaching mastery

From the data collected, we can say that (31.2%) of the learners have answered with ‘very important’, and (25.10%) of them have answered with ‘important’. Twenty of the pupils which present (20.8%) have selected ‘slightly important’, and (19.5%) of them have picked the

last answer.

Q.06 How far do you agree with the idea that individual tutoring in a group setting should be stressed by EFL teachers to allow their students to reach mastery?

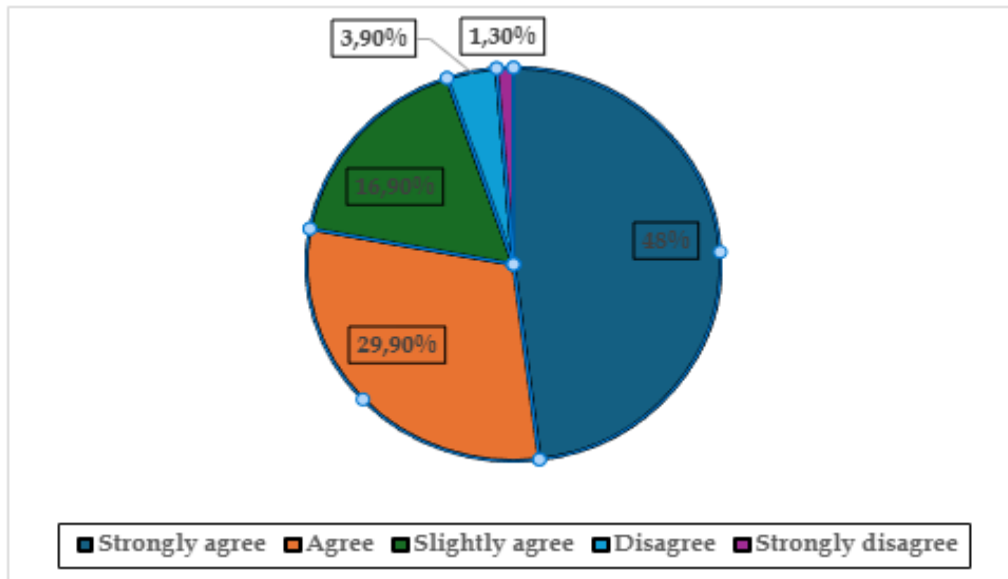


Diagram (06) : The importance of individual tutoring in a group setting for students'

Mastery

From diagram (06), it is apparent that the majority of the students which represent (48%) have selected 'strongly agree' and (29.9%) of them 'agree' with the idea that individual tutoring in a setting group is crucial to attain mastery. (16.9%) of the learners have answered with 'slightly agree', three of them which presents (3.9%) of them disagreed with the same idea, and only (1.3%) of them have strongly disagreed.

Q.07 How far do you agree with the idea that forming small groups within the classroom should be stressed by EFL teachers to allow their students to reach mastery?

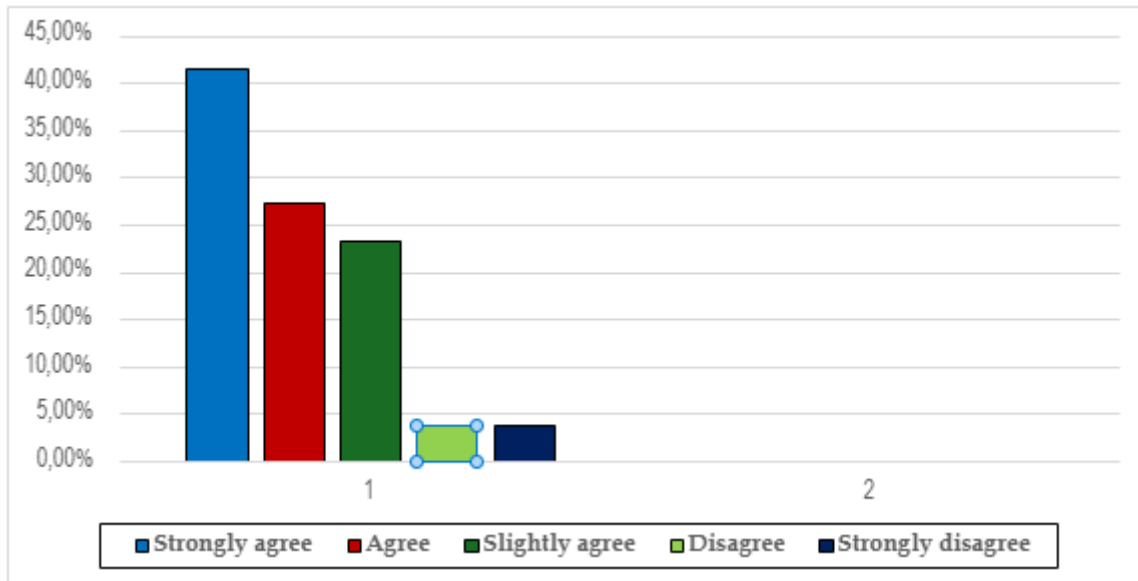


Diagram (07): The importance of forming small groups within the classroom for attaining mastery

As shown in Diagram (7), the majority of the respondents (41.6%) have strongly agreed that forming small groups within the classroom should be stressed by EFL teachers. 21 pupils, representing (27.3%) said that they agree, while (23.4%) of them have answered with ‘slightly agree’, (3.9%) have disagreed with the statement and (3.9%) of the participants strongly disagreed with the idea that forming groups help pupils to reach mastery.

Q.08 How far do you agree with the idea that students have to improve the knowledge received from teacher by reading the textbooks?

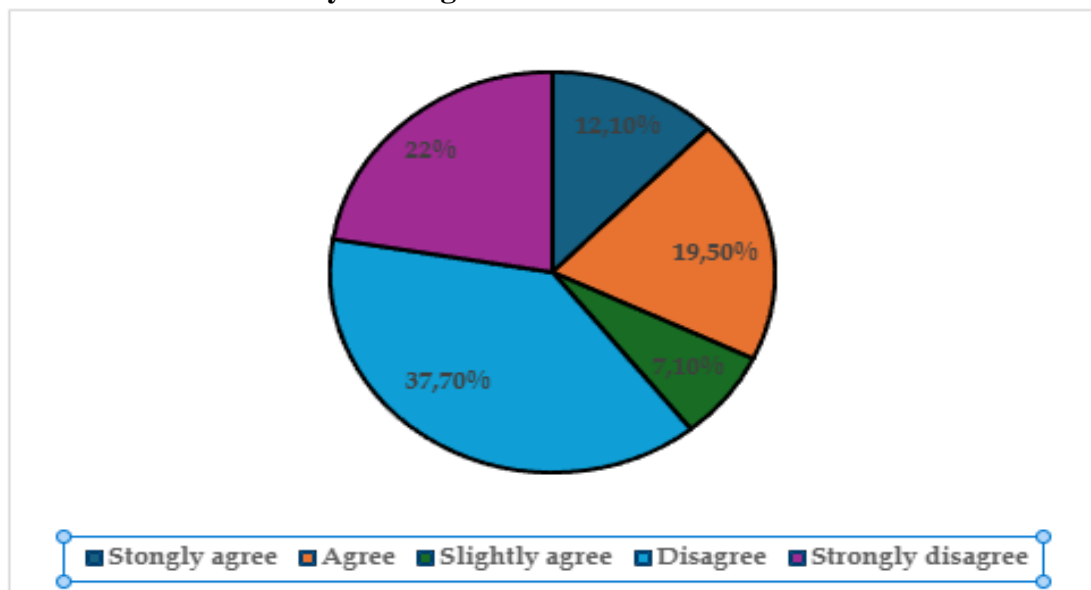


Diagram (08): Enhancing learning through textbook reading

The findings shown in the pie chart above state that (12.10%) of pupils have responded with ‘strongly agree’, (19.5%) have agreed with the idea that reading the textbooks helps students to enhance their learning process, (7.10%) of them have selected ‘slightly agree’, (37.7%) have disagreed with this idea, and (22%) of the learners have strongly disagreed.

Q.09 Does your teacher recommend you to use alternative textbooks to improve your English proficiency?

Answers	Respondents
Yes	53
No	24

Table (01): Teacher’s recommendation to use alternative textbooks for English Proficiency

Table 1 demonstrates that the 53 respondents ensure that their teachers recommend them to use alternative textbooks to ameliorate their English Proficiency. Whereas, the rest of them have answered by ‘No’.

Q.10 Do you think that a second test helps you to overcome your learning problems?

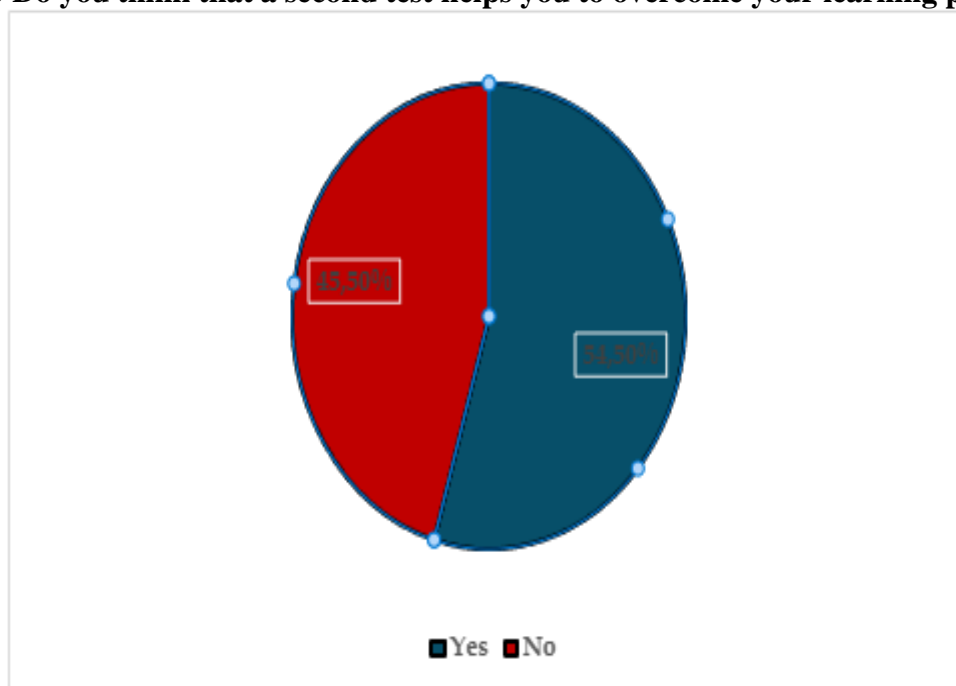


Diagram (10): The potential of a second test in overcoming learning problems

Presentation of the findings

The diagram mentions that (42) participants representing (54.5%) of the total claim that a second test is helpful in overcoming, while (35) of them presenting (45.5%) responded that they do not need a second test to overcome their learning problems.

Q.11 How important is doing extra activities at home?

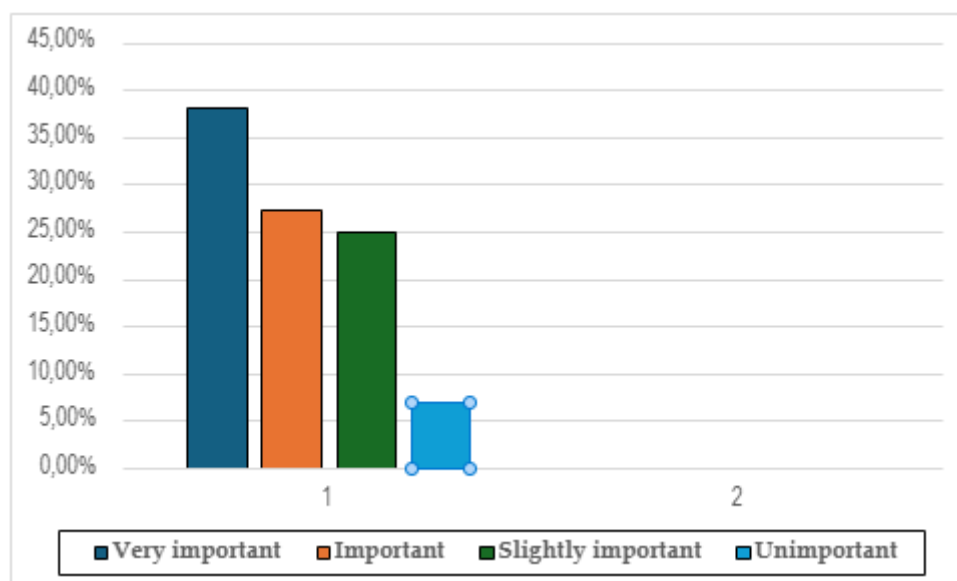


Diagram (11): The importance of doing extra activities at home

According to the results shown in diagram (11), (38.10%) of the participants find that extra activities are ‘very important’, (25.10%) consider them ‘important’, (7.10%) of the pupils have answered with ‘slightly important’, and (27.3%) of them feel that doing extra activities at home is ‘Unimportant’.

Q.12 Does homework help you to succeed in the final exam?

	Respondents' answers	Percentages
Yes	57	75%
No	20	25%
Total	77	100%

Table (02): The contribution of Homework to the final Exam Success

From the results indicated above, (75%) of the learners have responded with 1 exam, 'Yes' since homework helps them to succeed in the final exam, whereas (25%) of them have answered with 'No'.

Q.13 Did you enjoy the additional activities like academic games, educational videos...to attain mastery?

	Respondents answers	Percentages
Yes	73	95%
No	4	5%
Total	77	100%

Table (03): The Role of Additional activities in attaining mastery

Table 3 illustrates that (95%) of the students have selected 'Yes' since they enjoyed the additional activities to attain mastery, and only (5%) of them have responded with 'No'.

Q.14 How do homework and extra-curricular activities affect your academic outcomes?

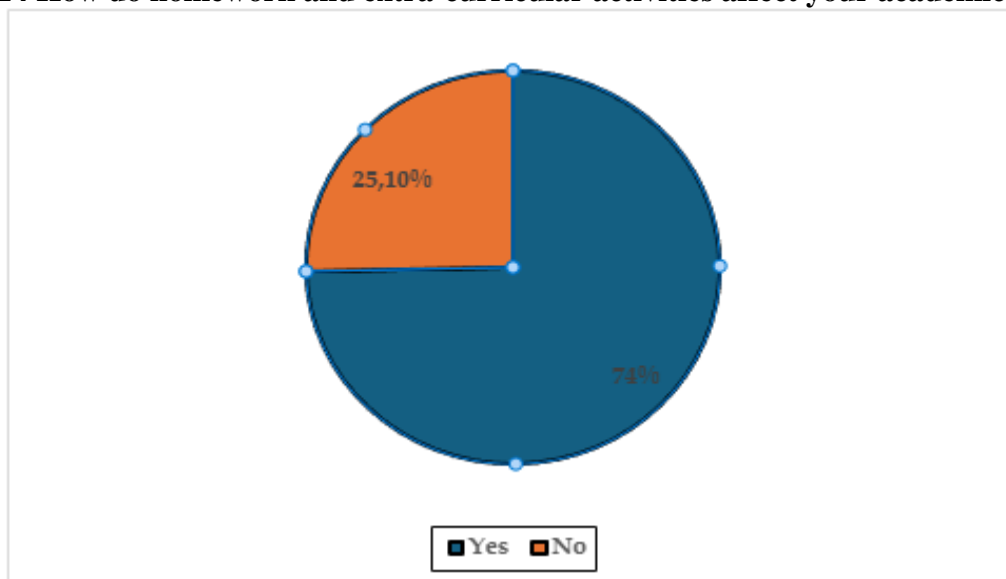


Diagram (12): The impact of Homework and Extra-curricular Activities on improving students' scores

The results obtained from this question indicate that (90%) of the participants confirm that homework and extra-curricular activities improve their scores, and only (10%) deny the importance of homework and extra-curricular on improving their scores.

Q.15 How can re-testing help you for English mastery?

a- It provides me a second chance to pass the exam	b- It helps me understand better	c-It reduces my anxiety
22	17	38
28%	23%	49%

Table (04): The importance of re-testing for English mastery

As shown in table (04), a great number of the learners that represent (49%) said that re-testing is very effective to reduce their anxiety, as well as (28%) of them ensure that re-testing provides them a second chance to pass the exam, and the rest of them representing (23%) responded that it helps them understand better.

Q.16 How much do you agree with the following statement? Re-testing ensures that students are truly demonstrating their improved understanding of the material.

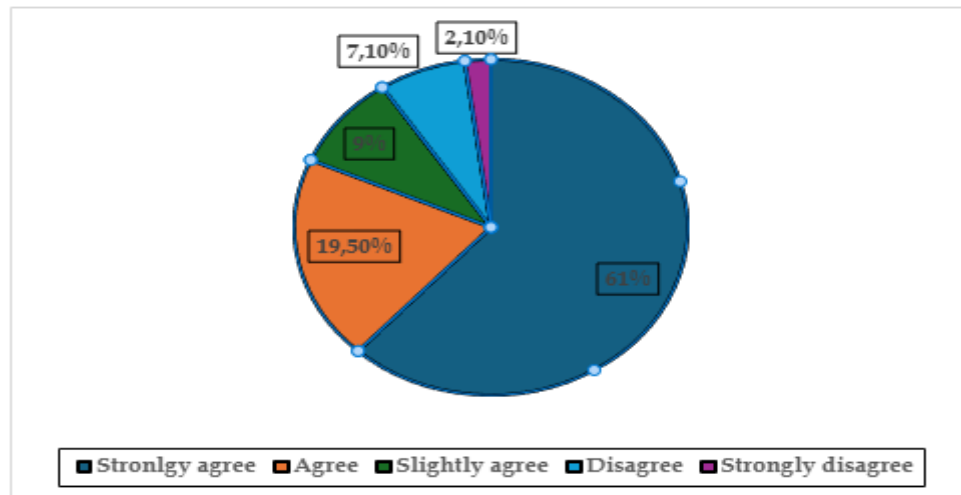


Diagram (13): The role of re-testing in demonstrating the understanding of the material

The results displayed in the pie chart show that (61%) of the pupils have strongly agreed with the statement that says that ‘Retesting ensures that students are truly demonstrating their improved understanding of the material’, (19%) agreed with the statement, (9%) have mentioned ‘slightly agree’. Also (9%) disagreed with this statement and only (2%) of them have strongly disagreed.

Q.17 How do you perceive re-testing?

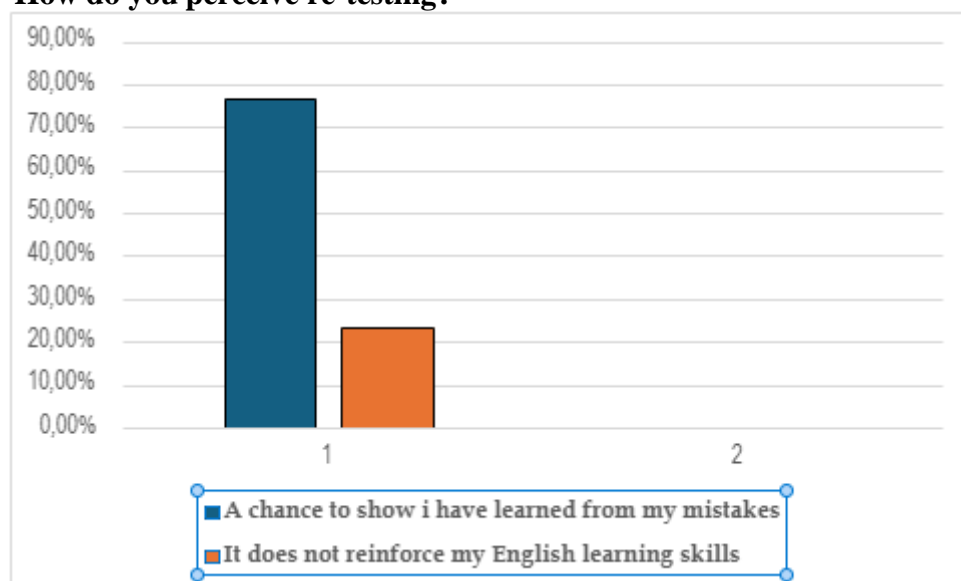


Diagram (14): The Value of Retesting

It is clearly seen that (76,6%) of the participants have answered that retesting is perceived as a chance to show that they have learned from their mistakes, whereas (23,4%) of them said that retesting does not reinforce their English Learning Skills.

Q.18 In case you have already been reassessed and still don't get the lesson, how important to be asked again to return for retesting?

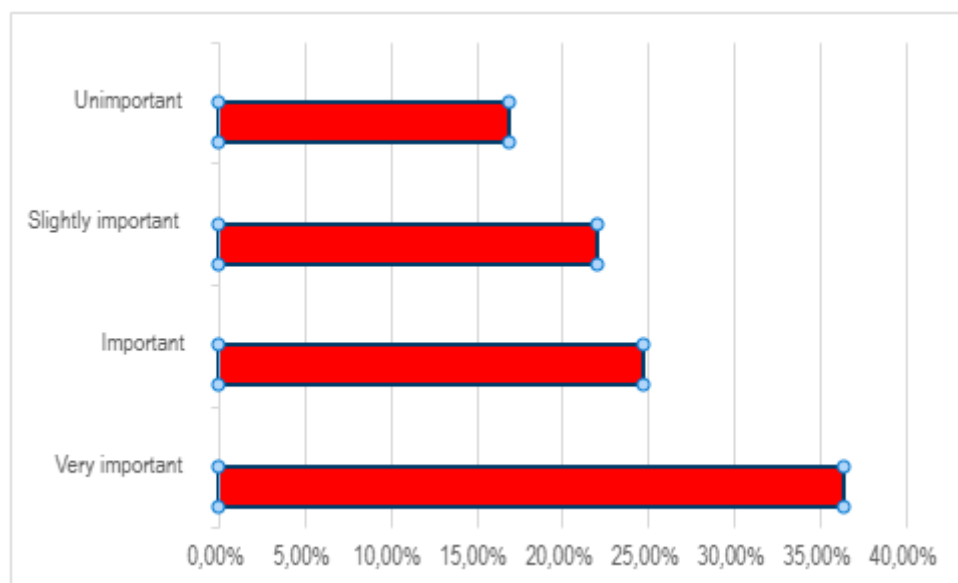


Diagram (15) : The Significance of Requesting students by EFL teachers when grasping a lesson

It is shown from the above diagram that (36.4%) of the students see requesting to return for retesting is 'very important'. (24.7) answered that it is 'important'. (16.9%) answered by 'slightly important' and (22%) that it is not important.

Q.19 Have you noticed any change or difference after being retested?

Opinions	Participants	%
Yes	56	73%
No	21	27%

Table (05): The Transformative Power of Retesting on Students' Performance

As presented on the table (05), (73%) of the learners have responded that they noticed the difference after being retested, in contrast (27%) of them have answered by "No".

Q.20 How far do you agree with the following statement? “Some students fail to receive knowledge from the initial instruction according to some learning difficulties, in this case instructors need to supplement their original instruction and provide their students with new alternative learning materials, new methods to make the original instruction with more optimal quality which can target their needs, interests and what they lack to achieve or reach?”

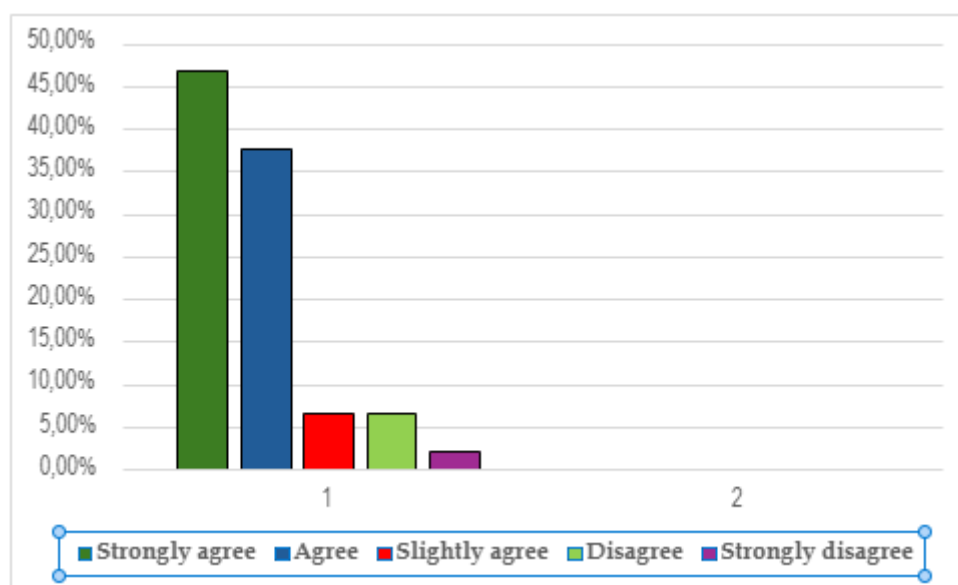


Diagram (16): The agreement on the idea that EFL teachers need to supplement their original instruction by the alternative learning materials and new methods to make it with high quality

As it is highlighted in the above diagram, the majority of the students (46.8%) have strongly agreed with the statement mentioned above, (37.7%) of them agreed, (6.5%) of them have selected ‘slightly agree’, (6.5%) of them disagreed, and only (2.10%) have strongly disagreed with the statement.

Q.21 After many supportive explanations by your teachers, have you effectively answered the exercises?

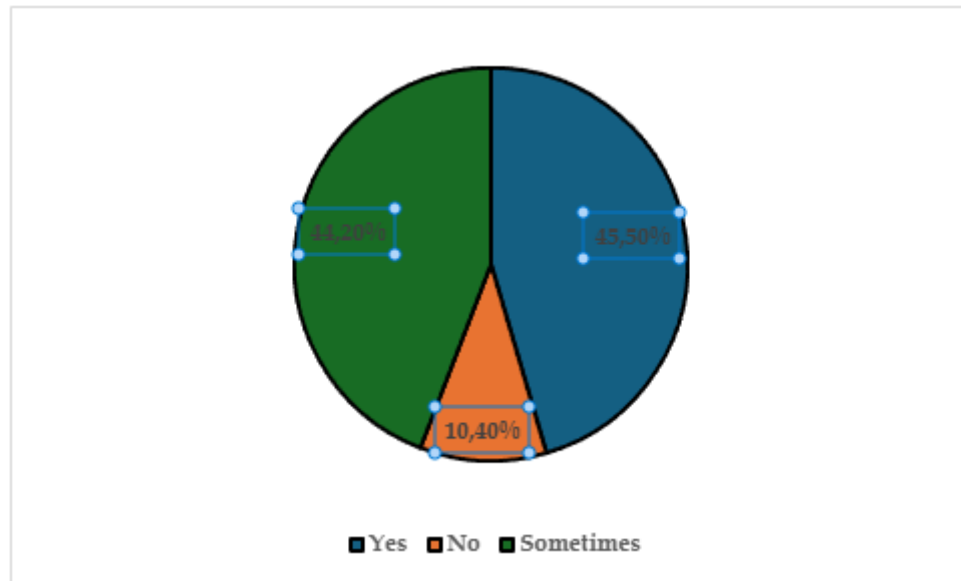


Diagram (17): Assessing the effectiveness of Supportive Explanations in Answering Exercises

As presented in the pie chart, (45.5%) of the participants answered by ‘Yes’ supportive explanations are helpful to answer the exercises effectively, (44.2%) of them answered by ‘Sometimes’. Meanwhile, (10.4%) affirmed that they do not help them in answering exercises at all.

If yes, would you explain?

From students’ answers, it is deduced that they agree with the idea that after receiving supportive explanations, they reflect on their performance and evaluate the quality of their answers through applying the techniques and knowledge taught by their teachers to solve their learning problems; they see whether their answers are clear, concise, and aligned with the requirements of the exercises or not .Some students have added that supportive explanations help them to reduce their mistakes while they are answering the exercises; they are as an additional guidance, clarification to understand the misconceptions. In addition, they allow them to produce more thoughtful answers. So, supportive explanations make a significant improvement in the ability to answer the exercises effectively and correctly.

Q.22 Do you think that additional explanations in the classroom can improve your cognitive abilities?

Opinions	Participants	%
Yes	51	66%
No	20	34%

Table (06) : The Improvement of Students’ Cognitive Abilities by Additional Explanations

On the basis of the gathered data shown in table (06), the majority of the students (66%) confirmed that additional explanations can improve their cognitive abilities, whereas (34%) of them have answered by ‘No’.

Q.23 How far do you agree with the idea that mastery is based on persistent effort and determination that students demonstrate as they work towards mastering a specific skill or concept?

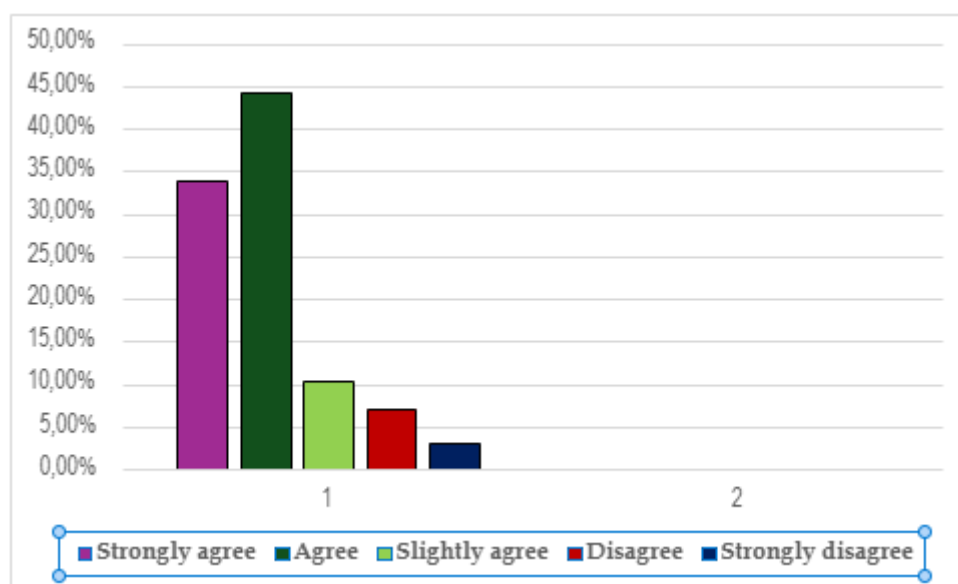


Diagram (18) : The Role of Persistent Effort and Determination in Achieving Mastery

Diagram (18) indicates that the participants have answered differently, (33.8%) have strongly agreed with this idea, (44.2%) of the students agreed, (10.4%) have mentioned ‘slightly agree’, (7.10%) of them have disagreed, (3.10%) of them have strongly disagreed.

Q.24 How far do you agree with the idea that teaching aids play a very significant role in the teaching learning process including pictures, charts, models, maps, diagrams, filmstrips, television, tape, recorders, radio and motion pictures?

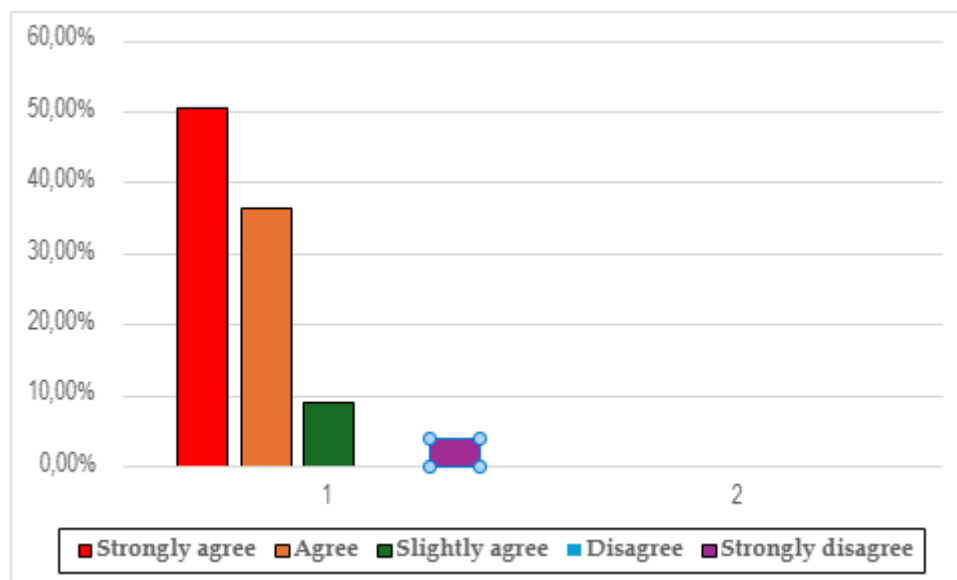


Diagram (19): The Role of The Teaching Aids in The Teaching Learning Process

From the diagram (19), it is observed that (50.7%) of the target students have strongly agreed that the use of teaching aids is very important in the learning process, (36.4%) of them have agreed, (9.10%) slightly agreed, none of them have disagreed, and only (3.9%) strongly disagreed with the same idea.

2. Results of the Classroom Observation

Classroom observation is considered as a convenient tool in collecting interesting data about the teaching learning situation .In order to get truthful insight in the teaching and learning process ,we have prepared a checklist comprising a set of items related to EFL teachers practices in the classroom .Besides, we have asked for teachers permission to attend the English classes .Our classroom observation took place from 21st April to 9TH May 2024 ,we have noticed the successful work of EFL teachers in using both re-teaching and re-testing to reach Mastery for all their learners .The items introduced below are the elements included in the checklist :

1. The teacher gives the opportunity for his pupils to participate to explore their level of understanding during the whole session

From our classroom observation, we witnessed that at the initial instruction, EFL teachers delivered the concepts and knowledge they want their pupils to learn, then administered brief diagnostic tests giving them feedback on their learning. Each learner is expected to participate putting forth the necessary efforts to complete the tasks. After that, all the students got simple judgments about the adequacy of their performance from their teachers. Therefore, formative assessment helped the teachers to determine which of the unit's tasks the students have mastered or have not mastered. Indeed, they achieved to monitor well the progress of the students providing them praise or corrective feedback.

2. The teacher differentiates the use of instructional materials according to their learners' diversity of aptitude and needs

During the observed sessions, we remarked that all the teachers consider their students' aptitude and needs. We observed that English teachers have used different learning materials to explain and interpret the lessons to allow adequacy to all the students. The pupils were presented to visual representations such as drawings, pictures, and models to re-clarify the unfamiliar ambiguous concepts of the lessons.

We also found out that the teachers equipped their students with audio-visual aids including educational videos, documentaries and recordings that have captured the learner's interests and motivation for better learning. In brief, the teachers were aware about the learner's needs and level of achievement and success to increase variation in their teaching.

3. The teachers organize their learners into small group sessions for better understanding

During our observations, we witnessed that the teachers engaged their students in collaborative group activities in which two or four students were provided with vocabulary and

grammar activities to work on and helped one another in correcting each other's mistakes. Finally, they succeeded to overcome their learning constraints.

4.The teacher easily recognizes the weaknesses of his students and allows for corrective actions before the grading assessment

Throughout the period of classroom observation process, we witnessed that all the teachers provided their students with activities, walked around the class and checked each pupil's strengths and weaknesses. The teachers monitored and directed the lower-achieving pupils with corrective activities by providing additional time and assistance. The teacher, by analyzing students' answers to individual test questions, can spot those who gave a majority of the class problems. Given the information, he can determine the material to be able to discover the root of each student's particular learning problems. He can then prescribe the specific learning correctives; each student requires to quickly complete his unit learning.

5.The teacher's effective interaction with his pupils by giving them frequent feedback on their learning progress

At the initial instruction, the class was not engaging due to the teacher's traditional teaching style, resulting in the students' lack of interest in the lesson. On the other hand, we attended three other sessions in which we remarked that teachers maintained a friendly atmosphere of learning.

There was a positive interaction between the teachers and learners. From our attendances, we also noticed that EFL teachers gave immediate feedback to their pupils. In reading sessions, for instance, one teacher asked a pupil to read the text then, she was reading very quickly and mispronouncing some words such as the noun 'autumn', the teacher in her turn, interrupted her and explaining that the sound 'n' is not pronounced (silent letter), and writing it on the board and asked the pupil to repeat in reading it correctly.

6. The teacher divides the class into separate corrective and enrichment groups

The teacher's diagnosis of each individual learner's level allowed him to split the learners into two groups: one group to get involved in enrichment activities, and another group to be assigned correctives. We noticed that all the teachers organized the lower-achieving pupils into corrective groups and succeeded to remedy their English Learning problems providing them with corrective activities such as quizzes, fill in the gaps with an appropriate word.

We also observed that one teacher wrote the verbs on the board and asked each learner to conjugate and put them into the correct tense. On the other hand, the teachers organized the higher-achieving pupils into enrichment groups providing them with extra activities to work on, like working on projects that require critical thinking and reasoning for further knowledge production, using grammar games, memory games, crossword puzzles ...

7. Learners' Achievement of Mastery through Remediation Sessions

Throughout our observation sessions, the learners seemed motivated when the teachers differentiated the learning materials. After corrective activities, the teachers designed a second formative assessment and found out that most of the pupils had answered the questions correctly. Therefore, they achieved mastery of English. The teachers rewarded the lower-achieving learners after their improvement by offering them prizes and encouraged them to attain mastery. ,

8. The teacher provides the learners with extracurricular activities to do at home and checks them in the following learning session

The classroom observation allowed us to notice that almost all the teachers, at the end of each learning session, provided their learners with extra-curricular activities to do at home like written expressions, English tests, as well as handouts containing a set of language mastery exercises. In the next session, at the very beginning, the teachers asked their learners to read the written expressions and write some of them on the board to correct the mistakes cooperatively.

Conclusion

This chapter has presented the results gathered from the pupil's questionnaire and classroom observation applied to observe EFL teachers practices in both 'Khames Ali' and 'Si Abd Allah' middle schools of Tizi –Ouzou .We collected their attitudes towards re-teaching and re-testing to enhance their academic growth .The data obtained from the pupil's questionnaire are presented in a form of tables and diagrams ,and those from the classroom observation are presented in a structured paragraph .The next chapter is concerned with the discussion and interpretation of the main results presented in this chapter .

Discussion of the findings

Introduction

The present chapter is devoted to the discussion of the findings of the questionnaire and the classroom observation used to investigate the topic of re-teaching and re-testing. It intends to provide explanations for the obtained results that support or refute the hypotheses outlined in the general introduction of the study. There are two points to discuss in this chapter, first “The amount of time EFL teachers proceed to re-teaching and re-testing strategies. Then, MS4 pupils' views towards re-teaching and re-testing for the enhancement of their English skills.

1. Discussion of the findings of the Students’ Questionnaire

1.1. Students’ Opinion on the Enhancement of their English Achievement through Re-teaching and Re-testing Strategies

1.1.1 The role of re-teaching in enhancing students’ academic achievement

Regarding the role of re-teaching and re-testing in enhancing students’ achievement, as key components of Mastery Learning, many facts appear to capture the students’ views. It is revealed from questions four and five that the majority of the students believe that re-teaching and re-testing are important for reaching mastery as they are considered as the most successful strategies that have been supplemented to ensure that early units of the syllabus are thoroughly mastered. In this context, “Re-teaching is an important skill that teachers have that makes a huge difference when students are confused or giving up” (Saskatoon Public Schools,2013). In addition, Graham, Berman, & Bellert, (2015) believe that Re-teaching is important for the teaching process in order to ensure the learning objectives are met.

For Re-testing, a study entitled ‘The Effect of Test Retakes on a long-term Retention’ by Bradley A. Paff, reveals that “when a student takes the time to restudy material for a retest, the mastery level and a long-term retention of that content should increase, which would lead to better performance on cumulative assessments such as the semester exam”.

Davidson (1984) also claimed that "most of the students can have better grades in the final exam after the Re-testing

Process” (p.23).

Indeed, the data obtained from question seven indicated that (41.6%) of the students have strongly agreed that forming small groups within the class should be stressed by EFL teachers to allow their students reach mastery.

R.W. Jones (2007) claimed that “when students are engaged in small group sessions, this allows them to identify their misconceptions concerning the learning material and then try together to correct them cooperatively” (p.588).

It is also stated from the journal article entitled ‘Effective Teaching and Learning in the Secondary Classroom’ that “small group learning can be very effective in elementary and middle schools if the right strategies and methods are employed” (Williams,2022). This is confirmed that students benefit from this strategy by increasing their level of engagement, having more opportunities to participate actively in discussions, work cooperatively to inevitably master the learning lessons.

From the journal article entitled “Effective Teaching in the Secondary Classroom”, Krathwohl et al., (2001) believed that incorporating students into small group learning is a paramount component for effective learning to achieve higher outcomes. Another journal article entitled ‘Why Small Group Instruction Matters’ by the teacher Jasmine Applewhite (2024) concluded that when she breaks her students into small groups, they are more engaged in conversations, giving their opinions and developing their cognitive abilities.

Jointly, we realized that many of the students (48%) agreed that individual tutoring in a group is crucial to attain mastery; it benefits students by providing the necessary support and guidance for them and remedy their learning problems (weak areas). For example, the teachers’ stress on individual tutoring in a group setting leads the learners to attain mastery. Students at all levels of achievement who received tutoring earned significantly higher final grades in statistics than those receiving no tutoring. (Irwin,1981, p.4). In other words, within each group composed of four students who differ in level of achievement, the teachers select a

Discussion of the findings

higher-achieving learner who has shown complete mastery of the content, taking the role of a coach or teacher. After that, they deliver the content to the students being coached. Allowing this technique (48%) of the students get the basics and ideas of the lessons and achieved mastery as well. Furthermore, it has been found that re-teaching makes learning uncomplicated, delightful and enjoyable. Therefore, most of the students found it interesting and efficient. This is indicated from the question thirteen that (95%) of the learners enjoyed the additional activities like academic games, educational videos to attain mastery. In this regard, Durkin & Barber (2002) believed that ‘video games are able to promote a positive attitude toward learning and school’ (p.1145).

Therefore, it is important for EFL teachers to organize learning through the combination of different teaching methods to attain mastery for all the learners. Additionally, in order to enhance learning of English and to avoid learners getting bored, EFL teachers are required not only to use the classical teaching method, but also, they need to improve their instruction in using different teaching aids such as educational videos and models.

Thus, it is important for EFL teachers to organize learning through the combination of different teaching methods to attain mastery for all their learners. Moreover, from the findings yield in question twenty-one of the questionnaire, it is clear that a lot of students (45.5%) find re-teaching beneficial and more advantageous to get the unmastered concepts of the lessons.

Frye (2010) suggested that teachers’ incorporation of re-teaching strategies supports students to overcome their learning gaps and improves their achievements through their teachers’ supportive explanations, the students, then, effectively answered the exercises. (p.24).

Furthermore, (46.8%) of the students strongly agreed that instructors need to provide them with alternative learning materials and new methods which can target their needs, interests, and what they lack to achieve or reach. This is further supported by the results of

Discussion of the findings

questions twenty and twenty- four where the majority of the students declared that in case they fail to receive knowledge from the initial instruction according to some learning difficulties, teachers have to supplement their original instruction with new learning methods to make it with more optimal quality. Besides, teachers are expected to assume a high appropriate instructional cues to help the student overcome his learning problems and to approach the optimum for each learner. Bloom (1968) in his book *Mastery Learning* believed that “if the quality of instruction is high, then the learner would require little time to achieve mastery”. Thus, to help every student learn well, a variety of teaching methods should be effective to decrease variation in students’ achievement level. Hence, EFL teachers use of the alternative and new teaching methods, makes students eager to put forth to understand and learn better the ambiguous concepts that they have not got at the initial instruction.

Obviously, all students are varied in terms of aptitude and learning rate. Accordingly, educators must improve their teaching method with leverage materials and cater for their student's variety of needs and interests to help almost all of them reach mastery over the learning subjects. Teachers, therefore achieve mastery for their students through re-teaching by examining their responses providing them with frequent feedback through formative assessment.

Teachers can spot their students learning problems and can determine the concepts to be reviewed rather than wasting time reviewing the whole learning lesson. Educators, then focus on the particular unmastered elements to achieve a significant improvement. This is confirmed based on the findings yield from the fourth-year middle schools' students, we outlined that they believe in the effectiveness of formative assessment for the enhancement of their achievements as the majority (41%) of them strongly agree with the idea that formative assessment is very important to largely reach mastery; it enables students to test their understanding at any time interval and improve their mastery of a topic through instant feedback (Ibabe and Jauregizar 2010).

In addition, Popham (2006) stated that “at least half of the benefit of formative assessment is located in the student on cognitive and affective levels that result in greater achievement” (p.23). It is clear that they give importance for formative assessment since it provides feedback that guides and shapes further teaching and learning.

In fact, teachers should offer their students corrective feedback to help perform the task correctly. Providing corrective feedback for students makes them think about their mistakes and reinforce them to answer the questions correctly; it allows them to conduct a self-directed error analysis and make the appropriate adjustments that move them towards mastery.

To bring improvement Bloom stressed on formative assessments that must be done often and followed by high-quality, corrective instruction designed to remedy whatever learning errors the assessments identified.

In the same context of formative assessment, Black and William (1998) suggested that the effective use of formative assessment would increase students’ achievement because it helps them understand exactly the learning material, it also fosters productive classroom discussions and triggers students’ creative reasoning. Thus, deep understanding requires interaction and discussion embedding opportunities for all students to express their understanding.

Additionally, EFL teachers frequently help their students to find out their learning gaps and level of understanding through formative assessment which is considered as a great tool for Mastery Learning, it allows them to improve their progress and helps them to identify areas where they need more practice and focus, as well as they assist them with leverage materials to interpret and get knowledge in an easy way.

1.1.2 Time allotted for the students’ activities

All individual learners differ in their pace of learning, and not all of them learn a given task to the same level of complexity. There are also some students who can learn a subject in a concise time and achieve a high level of mastery. While some others will require more

efforts, time, and support to help them achieve this level. With limited time allotted for particular learning tasks, it is likely to be not enough for all the learners.

Bloom (1968) in his book *Mastery Learning* indicated that students with high aptitude levels are likely to require less time for learning than students with lower aptitude levels. Therefore, the learners consider this ratio as an important element to reach English mastery. As a proof, from the students' responses, most of them with the percentage of (35%) have agreed with the idea that mastery learning requires a lot of time and practice. It is clear that the students differ in the amount of time needed to achieve mastery of English. So, teachers engage them to master receptive and productive skills allowing them a lot of time to practice those skills in specific times. "The students' time flexibility is affected by their capacity to allocate time to learning activities, as well as the quantity and quality of time spent on the activities". (Romeo and Barbara, 2011, p.20).

1.1.3 The role of re-testing in enhancing students' academic achievement

Likewise, to achieve mastery for all the learners, depending on the answers obtained from the questionnaire, we confirmed that EFL teachers also resort to re-testing strategies to help each individual learner eliminates his learning gaps. In this regard, Glaser (1968, p.118) stated that "proctors and the instructor were available at all times to help pupils review. The student was cycled through review and re-testing until he attained mastery of the unit".

As a proof, fifty-three of the students unveiled that their teachers recommend them to use alternative textbooks including English examinations especially previous years brevet exams to improve their English scores. In addition to this, the teachers provided their students with homework and extracurricular activities to work on at home as a second chance to comprehend better and pass the evaluated exam. The learners of both middle schools believed that re-testing has an effective impact in improving their level of achievement.

To make these discussions clearer, we are going to cite some of the students' answers and arguments as well. For instance, (76.6%) of the learners perceive re-testing as a chance to

Discussion of the findings

show that they have learned from their mistakes, as Hattie (2012) suggested, “the optimal classroom climate for learning is one that generates an atmosphere of trust- a climate in which it is understood that is okay to make mistakes, because mistakes are the essence of learning” (p.26), so, it is important to create a learning environment where students can develop abilities to recognize and learn from mistakes. The students confirmed also that homework and extra activities are very important and help them as well to succeed in the final exam. Almost all the students (90%) saw that homework and extracurricular activities affect their academic outcomes by improving their scores, they develop valuable skills and improve their academic achievement and this enables them to make efforts and be more autonomous in their learning process, doing homework can raise their perseverance for further learning. By giving extracurricular activities, teachers must be able to specify why a student answered the question incorrectly after doing correction.

In this case, teachers can prescribe corrective remedial activities for correcting learning mistakes. Homework and extra activities are the most popular instructional strategies and had proved to positively impact students’ performance. In fact, Keith’s (1982) results indicated that “a low-ability high school student completing one to three hours of homework weekly could theoretically achieve grades commensurate with an average student who fails to complete homework” (p.251).

Moreover, the students were convinced that extracurricular activities affect their academic outcomes in a way that they provide them a second chance to pass the exams and completely reduce their anxiety. According to Stewart SM et al (1997) “extracurricular activities can reduce anxiety, stress, and burnout and their effects on mental and physical health” (p.178). In other words, students who participate in extracurricular activities generally benefit from the many opportunities afforded to them. Benefits of participating or doing extracurricular activities included having better grades, having higher standardized test scores and higher educational attainment...and so on.

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McCarthy's study proved that "students who participate in academic extracurricular activities are stronger performers academically, and typically report higher GPA's than non-involved peers or students who participated in other types of out-of-district extracurricular activities" (McCarthy,2000, p.2). It has also been suggested that "there is an increasing awareness that participation in organized activity contexts offers valuable opportunities for growth and positive youth development". (Eccles & Gootman,2002; Holland & Andres, 1987, p.2). It then stands to improve students' engagement and achievement in school. In addition, it is unveiled from the study entitled 'Impact of Extracurricular Activities on Students by Niki Wilson that participation in extracurricular activities is correlated with academic success. In Fredricks and Eccles (2006), "adolescents participating in a greater number of activities in 11th grade obtained a higher-grade point average and had greater expectations about their educational attainment during and after high school" (Fredricks & Eccles, 2006, p.12).

(61%) of the students strongly agreed on the idea that re-testing ensures that students are truly demonstrating their improved understanding of the material and help them finally to overcome their learning problems. In this vein, from the journal article entitled 'The efficacy of Retesting in relation to Improved Test Performance of College Undergraduates' published by Tylor & Francis, Ltd (1982) stated that EFL teachers stimulate their students to master the learning material. They use retests to improve mastery and retention of various subjects. Kreit (1968) studied retesting as a method of increasing the performance of elementary students on standardized tests.

Overall, it can be noted that the results of this study showed that re-teaching and re-testing are useful strategies which improve students' English proficiency. Therefore, the second hypothesis which states that EFL students hold positive attitudes towards re-teaching and re-testing to enhance their achievement is confirmed.

Furthermore, the collected data showed that 49% of the students affirmed that

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retesting helps them to master English by reducing their anxiety which means that learners feel relaxed when they are retested, Davidson (1984) studied college students in Introductory psychology courses, and found that 48% of students who scored an “F” on an original midterm exam were able to raise their exam score by a letter grade on a retest. 80% of students reported less test anxiety because of the option to retake the exam. In addition, there are other students (28%) who saw that retesting provides them a second chance to pass the exam as it gives them more opportunities to remedy their learning problems that have already emerged in the first test. On the other hand, some students (23%) preferred to say that retesting helped them understand better; in other words, it allows them to clarify the misunderstandings and identify areas that may need further learning.

Indeed, most of the students have agreed that retesting plays a significant role in allowing them to reach English mastery. The results obtained from the question ten clearly indicated that learners benefit from the second test to overcome their learning obstacles by providing them a second opportunity to reinforce their understanding and receive feedback that can guide their further study.

As recently as last year, Degelman Parente (2011) studied “the effects of the mastery learning approach, where students are given multiple opportunities to learn material and demonstrate their knowledge by retesting”. Teachers allow their learners to reflect on their performance, pinpoint where they need improvement, and adjust their learning strategies. A second test can boost learner’s confidence and reduce the fear of failure and helps them to get the sense of getting ready for future assessments.

The findings gathered from the question eighteen, identified that pupils saw that, it is important to return for retesting when they still don’t understand the lesson, so when mastery is not achieved, the student should be awarded the time and space to reevaluate their errors. The student achieves full mastery, which builds persistence and shows them how to strive for excellence.

Benjamin Samuel Bloom recommended students who engaged in correctives be given

a second, parallel formative assessment for two reasons. First, the second assessment helps teachers determine if the correctives were effective in helping students remedy their learning difficulties. Second, and perhaps more important it gives students a second chance at success and, hence, has great motivational value.

2. Discussing the Findings of the classroom observation

The results obtained from classroom observations have created an opportunity to reflect about the implementation of re-teaching and re-testing strategies by teachers in EFL classes. We have depended on passive observation; we followed our own personal classroom observation sheet through exploring the amount of time EFL teachers allocate to re-teaching and re-testing strategies to achieve mastery learning for all their students. In addition, the teachers were not distracted with our presence.

Through the observation sessions, we explored sufficient evidence to show that teachers are aware of each of their students' aptitude and level of learning English, and take into account the importance of varying their teaching techniques with leverage materials in order to decrease their learner's English linguistic gaps.

From the attended sessions, we have come to the idea that EFL learner's achievement is increased when EFL teachers implement re-teaching and re-testing strategies. However, EFL learner's achievement is decreased when EFL teachers present the content of the lesson to his learners with the classical teaching method. Students vary in aptitude and rate of learning needs. As EFL teachers take into account their student's level, we noticed that all teachers in both "Si Abd Allah" and "Khames Ali" middle schools of Tizi Ouzou often proceed to re-teaching and re-testing. They equip their MS4 lower achieving learners with several alternative sources to attain mastery as the higher-achieving learners did.

From our observation sessions, we observed all teachers taught their students in the same way in organizing the concepts and skills they want their pupils to learn like vocabulary and grammar, and then, they administered a brief formative assessment based on the lesson

Discussion of the findings

learning objectives .We remarked that the most of students looked passive and indolent; some of them kept silent, others responded incorrectly, but only few of them who were setting in the front responded well aboutthe subject.

As observed, all students looked varied in their level of achievement. Formative assessment helped teachers to point out their students' errors and follow them up with correctives. Block and Anderson (1975) coined the term “corrective” and introduced the key idea that “correctives must teach the same material that was originally presented to the whole group, but should be presented to or involve the student in a different way that the original presentation” (p.52). After the teachers identified their learners’ deficiencies, they differentiated their instruction with further clarifications including alternative materials such as educational videos, collaborative group activities, the use of visual representations, alternative textbooks recommendation, academic games and puzzles, and peer coaching among the students. According to the US Board of Educational Policy of County Schools, November 5, 2012, instructional materials should be part of class lessons and should benefit the entire education process in facilitating understanding of lessons content and in sustaining interest in learners, as well as promoting retention of acquired knowledge because it is believed that learners tend to retain and remember what they see or experience.

Differentiating instruction makes sense because it offers different paths to understanding content, process, and products, considering what is appropriate given a student’s profile of strengths, interests, and styles. With the use of all these re-teaching and re-testing procedures, the teachers aimed at enhancing their student’s comprehension for an effective and creative knowledge production, retention, motivation, as well as mastery of essential content.

In the reading and writing session, for example, one of the teachers gave the opportunity for his learners to read a folktale entitled “The Stork and The Pitcher” in order to develop their vocabulary then, the teacher asked them questions based on the content of the story, and

Discussion of the findings

most of them did not understand it due to the difficult new words existed in the text. After that, the teacher hanged on the based visual representations of those difficult words such as “the stork, the beak, the pitcher, the pebbles”, as well as he asked the ones who master drawing to draw those objects on the board. In this regard, when technologies are incorporated correctly, the quality of learning can be improved.

Incorporating technology into teaching contributes to enhancing the students’ digital literacy and is therefore appropriate for developing the skills needed in the 21st century (Fu, 2013). In addition to this, “Because of the classical teaching method, students have demonstrated poor interest towards learning and ability to recall what has been taught”. (Joseph, 2015, p.210).

In order to promote teaching, and to avoid learners getting bored during the English classes, EFL teachers are required to use pictures, models, short videos, and drawings. It is important for EFL teachers to organize learning through the combination of different teaching methods to attain mastery for all their learners.

We have remarked an effective positive interaction between the teacher and the pupils and finally they got the meaning of the folktale correctly and learned so many words. Before the class ended, the teacher asked the students to think of a well-known folktale from their own culture and write it down at home and discuss it in the following session.

During our observations, all the teachers involved their learners in collaborative group work sessions in which they divide the class into separate corrective and enrichment groups. According to Johnson, and Holubec (1984);” a major component of learning includes training students in the social skills needed to work cooperatively. Cohen, B.P., Cohen, E.G., (1991) suggested “Collaborative learning develops social interaction skills” (p.6). So, collaboration is a philosophy of interaction and personal lifestyle where students are responsible for their actions, including learning and respect the abilities and contributions of their peers.

(Johnson, R.T. & Johnson, D.W., (1985) stated “As students are actively involved in interacting with each other on a regular basis in an instructed mode, they are able to understand their differences and learn how to resolve social problems which may arise” (p.25).

In the corrective group composed of lower-achieving learners, the teachers direct them with extra activities, time and support that offer guidance and direction to remedy their learning problems. For example, three teachers explained the if present conditional grammar lesson, providing examples in a text entitled Karim’s expectations. It is unveiled that most of the students did not get it at the initial instruction. After that, the teachers asked them to discuss with each other about what they will do after they succeed in the brevet examination. They helped them to form sentences incorporating the “if present conditional”. Besides, the teachers asked them to produce a written expression about what they will do after they possess a lot of money. The lower-achieving learners made efforts and produced brief written and oral expressions using the “if conditional” correctly. Consequently, their competences and fluency have been raised and finally achievement gap of that grammar lesson is eliminated.

Benjamin Samuel Bloom (1976) believed that “all students could be provided with a more appropriate quality of instruction. As a result, nearly all might be expected to learn well and truly master the unit concepts or learninggoals” (p.50).

Remediation achieves mastery of English for all those students, and then the entire team received special praise, awards, and credit. Thus, before the end of each session, the teachers reward the lower-achieving learners after they have succeeded in the corrective activities.

The extensive gathered evidence shows that re-teaching and re-testing have exceptionally positive effects on student learning achievement. Re-teaching would drastically eliminate student’s learning problems.

Dealing with the higher-achieving learners, the ones who master the learning lesson

Discussion of the findings

concepts from the initial teaching, as observed, the teachers organize them into enrichment group comprising extension activities that offer them existing opportunities to broaden, their learning. Such activities involve special projects, academic complex games that foster critical reasoning. Teachers rarely walk around this group as they made their best to help more unmastered elements. Moreover, all the teachers provided their students with homework to further their understanding. In this vein, children who complete homework outside of school often develop an aptitude for academic work through extra practice and are responsible for regulating their own behavior (Corno,2000, p.197).

Homework is considered as an important part of most school-aged children's daily routine; it is often a source of friction between home and school. Most of the EFL teachers recommend and insist their learners to do mistakes to correct them cooperatively in order to achieve mastery.

Thus, on the basis of the findings gathered in the classroom observation, we come to the conclusion that EFL teachers of both middle schools mainly focus on their learners learning rate and achievement level, and help them with several alternative materials in order to achieve mastery learning for all their students. They gave their students opportunities to grasp and memorize well the delivered knowledge. The teachers through effective classroom management, succeeded to get the students more involved in the teaching and learning process.

It is found from the obtained data that re-teaching and re-testing strategies made change when they were incorporated during English classes. They are beneficial to overcome students' learning difficulties and to offer them a second chance at success. Herrscher (1971) "recommends an entire process to cause most students to achieve mastery in learning that involves the concept of retesting" (p.26).

Conclusion

This chapter has dealt with the interpretation and analysis of the data gathered in this study. The discussion chapter has shown that the two research instruments present reliable and valid arguments which responded to the research questions refuting the first hypothesis and confirming the second one.

The first hypothesis EFL teachers rarely proceed to re-teaching and retesting strategies has been refuted. However, through the data collected from the classroom observations, we unveiled that EFL teachers often proceed to re-teaching and retesting strategies.

Meanwhile, based on the results of the questionnaire, the second hypothesis has been confirmed, which means that both middle schools' learners across the 4th level of study revealed positive attitudes towards re-teaching and retesting strategies, allowing them for English mastery.

Based on the results obtained, one can say that re-teaching and retesting are effective corrective and remedial procedures that help the most learners to achieve English proficiency.

General Conclusion

This dissertation has investigated “Enhancing EFL Learners’ Achievements through Re-teaching and retesting Strategies”. It aimed at finding out whether or not the students of fourth-year study in both “Si Abd Allah” and “Khames Ali” Middle schools of Tizi-Ouzou had positive perceptions towards the procedures of re-teaching and re-testing in order to grasp the concepts that have not been mastered from the initial instruction.

Along with this, this study aimed at determining the amount of time EFL teachers proceeded to re-teaching and re-testing in order to allow all the learners achieve English mastery.

Then, a conclusion has been made to answer the research questions of our study. Next, recommendations for further research have been suggested. The study has been conducted with fourth-year pupils in “Si Abd Allah” and “Khames Ali” Middle schools of Tizi-Ouzou and has been based on the ‘Mastery Learning’ model suggested by Benjamin Samuel Bloom (1968). It aimed at whether confirming or rejecting the hypotheses that EFL teachers rarely proceed to re-teaching and re-testing and whether EFL students hold positive attitudes towards these strategies.

The analysis of the students’ questionnaire has revealed that the majority of English learners found re-teaching and re-testing adequate to achieve their English proficiency. In this regard, they asserted that these strategies were helpful and advantageous to help them overcome their English Learning problems. Besides, they believed that re-teaching and re-testing were of a huge importance allowing them a second chance to improve their achievement in reducing anxiety while taking the exam and passing it.

Moreover, the main results indicated that fourth year students enjoyed the learning lessons when their instructors supplemented their teaching with alternative learning materials and new methods to receive knowledge effectively. Therefore, depending on this conclusion, we have attempted to confirm the second hypothesis which says that EFL students have positive attitudes towards re-teaching and re-testing strategies. Depending on the analysis of

General Conclusion

EFL teachers practices through classroom observation, in response towards EFL teachers rarely proceed to re-teaching and re-testing strategies, we have attempted to disconfirm this hypothesis. Providing that, through our observations, we have found, teachers in both “Sid Abd Allah” and “Khames Ali” Middle schools often proceed to re-teaching and re-testing.

Thus, the teachers are aware of their student’s level of achievement, and to decrease this variation; they take into account both strategies to eliminate their learners’ deficiencies and to allow them to learn better, to get the idea of the lessons effectively.

Being aware about the students’ aptitude and rate of English learning, teachers make their best to come up with leverage new methods including educational videos, cooperative learning within group work sessions and textbooks in order to make the lessons interesting and to improve their students’ scores in exam especially in the final brevet examination. Besides, we have concluded that thanks to EFL teachers use of re-teaching and re-testing strategies, they succeeded to transform the learning process from bad to better and more active.

In brief, our hypotheses are checked and tested. So, we can say that they are valid because they have revealed the positive opinions of the student’s questionnaire as well as the classroom observations about the importance of re-teaching and re-testing in the learning process. It could be said that the aim of our research was reached, because the research questions we have set at the beginning which are: How often do EFL teachers proceed to re-teaching and re-testing strategies? And “How EFL students perceive re-teaching and re-testing? Show clearly that both teachers and learners owe much importance regarding re-teaching and re-testing in order to achieve English mastery.

Suggestions for Further Research

This study was conducted to inform the students in ‘Si Abd Allah’ and ‘Khames Ali’ middle schools about the role of re-teaching and re-testing to ensure their English academic performance. Moreover, the learners who find difficulties in learning English, they will make efforts with these strategies to improve their English Skills and to succeed in their exams. This

General Conclusion

investigation will be useful for English teachers and it will give them a chance to be aware of each learner achievement level and to be more sensitive towards their needs and aptitude learning. So, they have to use several teaching materials to help the lower-achieving learners in order to eliminate their learning gaps to achieve English mastery. Further work should build upon this study by investigating re-teaching and re-testing in other domains such as scientific domains.

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Appendices

Appendix 01: Students Questionnaire

Questionnaire

Dear learners, the present questionnaire aims at collecting information about the views of pupils towards the role of re-teaching and re-testing strategies in enhancing their academic performance and achievements. We kindly request you to share your answers with us. Your answers will be used only for academic purposes.

Thank you in advance for your cooperation!

Section One: Formative Assessment and Mastery Learning

Q.01 How important is formative assessment for the enhancement of your achievements?

Very important

Important

Slightly import

Unimportant

Q.02 To what extent does formative assessment help you reach mastery?

Completely

To a large extent

To some extent

Minimally

Q.03 How far do you agree with the idea that mastery learning requires a lot of time and practice?

Strongly agree

Agree

Slightly agree

Disagree

Strongly disagree

Section Two: The Effectiveness of Re-teaching and Re-testing For Mastery Learning

Q 4. How important is re-teaching for reaching mastery?

Very important

Important

Slightly import

Unimportant

Q 5. How important is re-testing for reaching mastery?

Very important

Important

Slightly import

Unimportant

Q 6. How far do you agree with the idea that individual tutoring in a group setting should be stressed by EFL teachers to allow their students to reach mastery?

Strongly agree

Agree

Slightly agree

Disagree

Strongly disagree

Q 7. How far do you agree with the idea that forming small groups within the should be stressed by EFL teachers to allow their students to reach mastery?

Strongly agree

Agree

Slightly agree

Disagree

Strongly disagree

Q 8. How far do you agree with the idea that students have to improve the knowledge received from teacher by reading the textbooks?

Strongly agree

Agree

Slightly agree

Disagree

Strongly disagree

Q.09 Does your teacher recommend you to use alternative textbooks to improve your english profeciency ?

a-Yes

b-No

Q.10 Do you think that a second test helps you to overcome your learning problems?

a-Yes

b-No

Q.11 How important is doing extra activities at home?

Very important

Important

Slightly import

Unimportant

Q.12 Does homework helps you to succeed in the final exam ?

a-Yes

b-No

Q.13 Are you enjoyed with the additional activities like academic games ,educational videos,...to attain mastery ?

a-Yes

b-No

Q.14 How do homework and extra-curricular activities affect your academic outcomes?

a-Improvement in scores

b- Hinder improvement in scores

Q.15 How can retesting help you for English mastery?

a- It provides me a second chance to pass the exam .

b- It helps me understand better.

c- It reduces my anxiety

Q.16 How much do you agree with the following statement ? Retesting ensures that students are truly demonstrating their improved understanding of the material .

Strongly agree

Agree

Slightly agree

Disagree

Strongly disagree

Q.17 How do you perceive retesting ?

a-A chance to show I have learned from my mistakes.

c-It does not reinforce my English learning skills.

Q.18 In case you have already been reassessed and still don't get the lesson, how important to be asked again to return for retesting?

Very important

Important

Slightly import

Unimportant

Q.19 Have you noticed any change or difference after being retested?

a-Yes.

b-No.

Q.20 How far do you agree with the following statement? "Some students fail to receive knowledge from the initial instruction according to some learning difficulties, in this case instructors need to supplement their original instruction and provide their students with new alternative learning materials, new methods to make the original instruction with more optimal quality which can target their needs ,interests and what they lack to achieve or reach."

Strongly agree

Agree

Slightly agree

Disagree

Strongly disagree

Q.21 After many supportive explanations by your teachers, have you effectively answered the exercises?

a-Yes

b-No

c-Sometimes

If yes, would you explain?

.....
.....

Q.22 Do you think that additional explanations in the classroom can improve your cognitive abilities ?

a-Yes

b-No

Q.23 How far do you agree with the idea that mastery is based on persistent effort and determination that students demonstrate as they work towards mastering a specific skill or concept?

Strongly agree

Agree

Slightly agree

Disagree

Strongly disagree

Q.24 How far do you agree with the idea teaching aids play a very significant role in the teaching learning process including pictures, charts, models, maps, diagrams , filmstrips, television, tape recorders ,radio and motion pictures ?

Strongly agree

Agree

Slightly agree

Disagree

Strongly disagree

Appendix 02 : Classroom Observation Checklist

Items to be observed	Always	Often	Rarely	Never
1. The teacher gives the opportunity for his pupils to participate to explore their level of understanding during the whole session.	+			
2. The teacher differentiates the use of instructional materials according to their learners' diversity of aptitude and needs.		+		
3. The teacher provides pupils with extracurricular activities to check their understanding.	+			
4. The teacher organizes small group sessions for his learners to interact and practice English.		+		
5. The teacher uses audio-visual aids to make the lesson interesting.		+		
6. The teacher easily identifies his learners' deficiencies and permits correction procedures before the grading evaluation.	+			
7. The pupils show their perseverance by highly participating in English classes.		+		
8. Remediation achieves mastery of English for all the pupils.	+			
9. The teacher provides all the learners the same amount of time to answer the assignments.	+			
10. The teacher asks clear questions and walks around the class to check each pupil's strengths and weaknesses.	+			