

**People's Democratic Republic of Algeria**  
**Ministry of Higher Education and Scientific Research**  
**Mouloud Mammeri University of Tizi-Ouzou**  
**Faculty of Letters and Languages**  
**Department of English**



**Domain:** Foreign Languages

**Branch:** English Language

**Option:** Didactics of Foreign Languages

**Dissertation Submitted in Partial Fulfillment of the Requirements**  
**for the Degree of Master in English**

**Teaching through Behavioral Objectives to Enhance EFL Learning: An investigation of Second Year Teachers' Attitudes and Practices in the Department of English at Mouloud Mammeri University of Tizi-Ouzou**

**Presented by :**

Ms. Assia Rezki

Ms. Ouerdia Tatai

**Board of Examiners:**

**Chair:** Mrs. Karima Adem, MAA, Mouloud Mammeri University of Tizi-Ouzou.

**Supervisor:** Mr. Akli Aouine, MAA, Mouloud Mammeri University of Tizi-Ouzou.

**Examiner:** Mrs. Houria Tacine, MAB, Mouloud Mammeri University of Tizi-Ouzou

**Promotion 2018/2019**

# Dedications

*This work is dedicated;*

*To my dear parents, AHMED and DJAMILA who did everything to see me  
succeed*

*To my Sisters, SABRINA, LAMIA, ALDJIA, her husband, and her son ZINOUE*

*To my Brother, BELAID and his wife.*

*To all my friends with whom I shared the university life. To all those who love  
me*

*Special THANKS To Mr Benzid.*

***RezkiAssia***

*To my beloved family*

*My Father, Lahlou, my Mother Malika*

*To my sister: NADIA and My Brother: MOHAND*

*To my Grand Mother: OUNISSA*

*To all my friends with whom I shared the university life*

*To my closest friends: CELIA, OUERDIA, THIZIRI, ANAIS, SARAH,  
NORIA.*

*Special THANKS To **Mina***

*To all those who helped me and supported me all along the way.*

**Tatai Ouerdia**

# Acknowledgements

We are glad to express our deepest gratitude and appreciation to our supervisor Mr Akli Aouine who has supported us with his guidance, advice and experience. Thanks to his immense help, support and encouragement, this inquiry reached a completion.

Also, we wish to express our great gratitude to the board of examiners who accepted to read and examine our work.

Special thanks go to all those who contributed in a way or another to the fulfillment of this investigation.

## **Abstract**

*The present study investigates teaching through behavioral objectives to enhance EFL learning in the Department of English at Mouloud Mammeri University of Tizi-Ouzou. Our investigation is concerned with teachers of second year level in charge of all modules. It aims at find in if teachers use behavioral objectives, and to what extent the use of behavioral objectives influence students' language performance. In order to meet the objectives of the study, Robert Mager (1962) theory of behavioral objectives is applied. For collecting data, twelve (12) classroom observation sessions have been conducted with seven groups of students from the same level and 30 questionnaires are distributed to teachers of second year students in the Department of English. As far as data analysis is concerned, a mixed-method research combining quantitative and qualitative methods have been adopted, the quantitative data analyzed using statistical package for social sciences (SPSS). For qualitative data are analyzed using qualitative content analysis (QCA).The results of the study reveal that the use of behavioral objectives influence positively learners' performance.*

**Key Terms:** Behavioral Objectives, Performance.

# List of Abbreviations

**BO:** Behavioral Objectives.

**DF:** Descriptive Feedback.

**FA:** Formative Assessment.

**MMUTO:** Mouloud Mammeri University of Tizi-ouzou.

**QCA:** Qualitative Content Analysis.

**SPSS:** Statistical Package for Social Sciences.

**H:** Hypotheses.

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### ▪ Statement of the Problem

Behavioral objectives state what students will perform after having followed a period of instruction, they also describe students' achievements and the extent to which they have understood what they have been taught. Teachers, curriculum developers and instructional designers have long recognized the value of analyzing the subject matter to be learned in terms of the intended learning outcomes (Mager,1962). For this sake, Robert Mager (1962) has outlined an effective approach labeled “Theory of Behavioral objectives”. In which he developed three parts that every performance or learning objective contains, which are: ‘task’ or ‘observable action’, ‘conditions’ or ‘environment’, and ‘criteria’.

In fact, each of these parts has its benefits and important role in making the teaching learning process more effective. Thus, announcing students the behavioral objectives reminds them of the aim of the instructions.

A wide range of studies have been conducted on this matter. One of the main studies dealt with behavioral objectives, we mention Bigemann (2014) in his study of the effects that behavioral objectives have on short term leaning for elementary educational students, Bigemann found that the use of behavioral objectives in elementary classrooms may be beneficial to students' short term learning. In addition to, Gideonse (1968) results that behavioral objectives will help assess the value of curriculum development activities before they are began, serve as a guide to the curriculum development process, and provide minimum standards for assessing the completed product. . One area of study which has not received more interest is to teach through behavioral objectives to enhance EFL learning, this is what the present study aims to explore the extent to which the use of behavioral objectives influence positively on students' language performance. For this, we say that instructional objectives are one of the indirect ways of helping students learn a language or any other

subject so as to evaluate them. So, instructional objectives are made to prepare learners, to direct them, and to lighten the learning atmosphere.

However, the proposed research intends to investigate teaching through behavioral objectives and its influence on students' language performance. Additionally, it intends to shed light on the important role of these objectives in making students motivated to learn and reach mastery.

### **Aims and Significance of the Study**

The present study aims to find out if teachers use behavioral objectives, and to what extent the use of behavioral objectives influence students' language performance. In addition, it intends to throw light on the important role of these objectives in making students motivated to learn and reach mastery. Indeed, they do not only help students of low abilities to reach mastery, but they also offer quick learners an opportunity to go further and reach a higher degree of mastery. Moreover, our research aims at enriching the literature about the subject and help future students to investigate the issue from other perspectives.

This research is significant for both teachers in general and second year students in the Department of English in particular. It concerns a vital role that contributes effectively in enhancing EFL learning. In fact, behavioral objectives play a life-long role in teaching and learning process and enhancing EFL learners as well as in promoting students' language performance. Thus, this work investigates and tackles this crucial issue in order to see to what extent teaching through behavioral objectives influences on students' language performance.

### **Research Questions and Hypotheses**

The current study is an attempt to answer the following research questions:

- Do teachers in the Department of English use behavioral objectives in their teaching?

- In case behavioral objectives are implemented by the teachers, what might be the benefits of such objectives for students?

The following hypotheses are suggested as an attempt to predict the results of the research questions:

- **H1:** Teachers teach their students using behavioral objectives.
- **H2:** In case behavioral objectives are implemented by the teachers the benefits might be the improvement of students' performance and understanding.

### **Research Techniques and Methodology**

The present study adopts the mixed- method approach, using both quantitative and qualitative methods for data collection and analysis. The research data are gathered using two main instruments: a questionnaire for teachers and classroom observation. The questionnaire designed to teachers was meant to benefit as much as possible from their perceptions and experiences on the issue of behavioral objectives in EFL context as well as their suggestions, and classroom observation will add more detailed and reliable information since it permits us to observe data in its natural context.

The participants are teachers of second year students in the Department of English at Mouloud Mammeri University of Tizi-Ouzou (MMUTO). In order to analyze the data gathered we relied on qualitative content analysis (QCA) which is a research method in which we record a number of texts, analyze them systematically, extract a general summary out of the raw data with regard to the context of course, then finally categorize them, this research method is very convenient in our situation as it allows us to classify the data collected in terms of content meaning to check for potential similarities and differences. qualitative content analysis is not the only research method used as the data collected, is also quantitative, that is why we also need descriptive statistical method, which is another research method designed to classify and analyze the data collected through questionnaire that is,

unlike qualitative content analysis, the descriptive statistical method is used for the presentation of the numerical results.

Choosing the second year level is not done at random. Yet, it is selected taking into consideration the following reasons; the fact that in the second year level students are still acquiring the foreign language (English language). Students in this stage are not competent users of language and they have not yet reached mastery. So, they need to be pushed and encouraged to do so.

### **Structure of the Dissertation**

The dissertation follows the traditional simple structure which is composed of a general introduction, four chapters and a general conclusion. The general introduction includes a general overview of the topic, the reasons behind choosing it, the issue of the research, the aims and significance and the organization of the dissertation. The first chapter labeled “Review of the Literature” it reviews previous works related to our topic, and makes reference to Robert Mager’s theory of behavioral objectives (1962) used in this work. The second chapter is called “Research Design”, and it consists of tools of data collection and analysis. The third chapter is entitled “ Presentation of the Findings” presents the findings obtained from the questionnaire and the classroom observation. The fourth and the last chapter turns around discussion of the findings, its function is to discuss the results obtained from the research tools. Finally, the general conclusion is an overall restatement of the key points explored and considered in the research.



### **Introduction**

This chapter aims at reviewing the literature concerning the use of behavioral objectives in teaching EFL and to highlight the relevant key concepts related to it. It is divided into two sections. The first one deals with definitions of instructional objectives as well as the definition of behavioral objectives in particular, it also presents the role of behavioral objectives in teaching and learning process. In addition, formative assessment, authentic materials, feedback and descriptive feedback are reviewed. The second section reviews and explains Robert Mager's framework proposed in "preparing instructional objectives" (1962) on which our work is based.

### **1-Definition of Key Concepts**

#### **1.1-Instructional Objectives**

One of the most fundamental steps in teaching is determining instructional objectives; to allow the instructor to clearly delineate what to teach and how to know about students' progress in the teaching process. These instructional objectives also enable students to measure their learning progress (Binkley and Tulloh, 1981). This is to mean that instructional objectives describe what to teach and how to evaluate the students' learning according to the objectives. In support to this, the term instructional objectives have been defined by different authors. For example, Mager (1997) assumes that instructional objectives expand upon performance outcomes by precisising the conditions under which performances or behaviors will occur during practice. Assessment should be done according to criteria that learners meet which indicate specific knowledge, skills and attitudes that have been acquired. In other words, instructional objectives are related to performance and to what students are expected to do after attending a certain period of instruction. This has to do with the conditions under which the performance occurs, mainly in practice and assessment.

Mager (1997) provides another definition in which he argues that an instructional objective is a collection of words or pictures and diagrams intended to know what you intend your students to achieve. This means that teachers are required to provide their students with instructional materials, which facilitate the learning process and enable students to have a full and clear understanding of what is being studied. Bloom (1956) notes that instructional objectives are a set of explicit formulations of ways in which students' behaviors are expected to be altered by the instructional process. That is to say, instructional objectives are the educational goals through which teachers intend to cause a change in their students as a result of instruction or teaching. For instance, in speaking module, the teacher aims to make his/her learners speak fluently, thus fluency is the objective of the instruction.

### **1.2-Behavioral Objectives**

They are defined in terms of what the students are intended to be able to do after a period of instruction (after a lesson, a lecture, or an activity). That is to say, the teacher can observe students and measure how well they are doing with the objectives. They also refer to a statement of what students ought to be able to do. Behavioral objectives are also using a behaviorist based instructional design process to specify an expected outcome of an instructional unit. A well constructed behavioral objective consists of three parts, which are: first, conditions; that describe the situation under which behaviors will be observed. Second, performance that describes what the learner is expected to do. Third, the criteria, describe how well or with which accuracy learners must be able to perform (Goodlad, 1994. In Popham et al, 1969).

Bloom (1956) suggests that behavioral objectives are explicit formulations of the ways in which students are expected to be changed by the learning process. Behavioral objectives describe students' achievement and the extent to which students have understood what has been taught. Additionally, behavioral objectives help teachers to identify suitable learning

techniques, tasks and information and also suitable criteria to help their students reach their objectives. The clear statements of behavioral objectives can be seen as criteria which can help them evaluate their own performance. Behavioral objectives are thus useful for both teachers and students in managing instruction.

Moreover, Mager (1962) gives another explicit definition of the behavioral objectives and states that they are specific instructional objectives, which describe the type of ‘terminal behavioral’ expected by the learners. The ‘terminal behavior’ is based on determining learners’ observable acts that indicate their achievement of the objectives, as well as describing the conditions under which the behavior occurred. Finally, the teacher will introduce the level of acceptable performance.

### **1.2.1-The Role of Behavioral Objectives in Teaching and Learning**

Behavioral objectives are related to the learners’ outcomes or their output. There are other terms that have been used to describe these kinds of objectives, such as ‘behavioral performance’. Though there are distinctions in meaning among these terms, all are meant to emphasize the fact that the learner performs some behaviors that the teacher can objectively assess (Gagne and Briggs, 1979). As it is stated before, although the terms that are used to describe an instructional objective are different at the level of meaning, they all focus on learners’ behavioral performance. According to Gagne and Briggs (1979) there are basically three main functions of objectives which are; the use of objectives in designing instruction, incorporated into several instructional design model. In addition, behavioral objectives are considered as a clear planned step in the learning process that informs the learner about the objectives giving them instructions. The third and the last function is the fact that the behavioral objectives monitor students’ progress. Moreover, Earl and Butts (1968: 33) state that “*the behavioral objective is a goal for a desired outcome of learning which is expressed in terms of a learners’ performed observable behavior*”. In the light of this statement, we can

say that behavioral objectives help teachers to know about their learners' cognitive abilities and multiple intelligences that is to distinguish between the clever and learners in need of more guidance and teacher's feedback.

### **1.3- The Strategies Teachers Use to Assess their Learners**

By using appropriate classroom assessment strategies in teaching through behavioral objectives, teachers can increase their students' motivation and show them how well they have learned the language. This goes with the ideas of Gensee and Upshur (1996) who argue that assessment involves comparison between various components of instruction and the enormous instructional context (including input factors, purposes, practices, and outcomes) and then taking action to reduce mismatches between the components so that the desired outcome or match is achieved. If there is no mismatch, then instruction can proceed without changing anything. In other words, assessment is based on comparison that is to compare between the instruction and what is provided to learners and their achievements, and then decide on actions to do to reduce the mismatches and meet the desired outcomes. For instance, teacher taught his learners about coordinators then he provides them with activities where they are going to join two simple sentences. By doing so, the teacher decides on actions to do whether to make changes or not.

Behavioral objectives are instructional strategies that are measurable through assessment and evaluate individual students' learning, therefore, Hunt (2002: 177) supports behavioral objectives and states that “ *the statement of objectives of a training program must denote measurable attributes observable in the graduate in the program, or otherwise it is impossible to determine whether or not the program is meeting the objective*”. In other words, assessment is of a great importance in teaching through behavioral objectives in order to confirm if the objectives of the lesson are achieved.

### **1.4- Authentic Materials**

Teaching through behavioral objectives requires the use of authentic materials which are considered as one of the basic elements in the organization of the teaching and learning process. In language teaching they are beneficial for both teachers and learners, on the one hand, they facilitate teaching process and help teachers observe if these materials serve to achieve the objectives. On the other hand, authentic materials are crucial for students in such a way they help them to learn and understand easily. Authentic materials refer to the use in teaching of texts, photographs, videos selections and other teaching resources that are not specially prepared for pedagogical purposes. Authentic materials are more preferred in teaching and learning process, because they contain authentic language and reflect the real-world uses of language. The use of authentic materials in language classroom has been widely considered to be beneficial to the language learners in different aspects.

Efforts have been made in investigating the advantages that the authenticity of language materials may bring and positive results have been reported. Harmer (1994) states that authentic materials can benefit learners in the production of language. This implies that students' performance can be best encouraged and boosted through the implementation of behavioral objectives by teachers, thus, the advantages that authentic materials can bring, are significant in getting English learners exposed to the real use of the language.

### **1.5-Formative Assessment**

Teaching EFL through behavioral objectives demands the implementation of formative assessment. This type of assessment has been given many definitions. In their review, Black and William see *"formative assessment as encompassing all those activities undertaken by teachers and /or by their students, providing information to be used as feedback to modify the teaching and learning activities in which they are engaged"*. Black and William, 1998:7 cited in William, 2010:23). In other words, formative assessment is

related to responsibility, it requires students to take responsibility of their own learning by following their teachers' remarks. Moreover, formative assessment permits teachers to identify the learning process then they would make changes to teaching and learning instructions as required (Black et al, 2003). This means that formative assessment can be a set of activities given by a teacher in order to get information about his/her teaching objectives. That is, through assessment, the teacher can observe students' performance.

### **1.6-The Relationship between Behavioral Objectives and Formative Assessment**

Behavioral objectives state what students will perform after a period (a session for example) of instruction. For this sake, teachers assess their students' performance by providing them with a series of activities including a set of questions that require thinking, and apply the information stated by the teacher during the instruction.

Though there are various ways to formatively assess students, the strategy provides the teacher with the data he needs to determine the next step needed to reach in the learning process. There are three main bases that make formative assessment works encompasses proper alignment, in-the moment feedback and the last one that is self-evaluation. As for the proper alignment is the content of education, alignment is the degree to which components of an education system, such as standards, curricula assessments and instruction work together to achieve desired goals (Ananda et al, 2003; Webb, 1997). In other words, alignment ensures the continuity of instructions and informs students about what they know, what they need to know, and how to acquire information. Proper alignment ensures that formative assessment is working in any teacher's classroom.

As regards in-the moment feedback, it has been shown that the sooner students receive feedback; the more it has positive impact on their learning acquisition and performance. Formative assessment provides students with feedback when learning is taking place. In-the moment feedback makes learning effective, because students' mistakes are immediately

corrected on the spot of the learning acquisition moment. Furthermore, in-the moment feedback guides students in their learning process and gives them the direction they need to reach the lessons' goals. That is to say, teacher uses feedback to send messages to his/her students according to the objectives meant to be reached. It also helps students to become more engaged and involved in the classroom. Additionally, in-the moment feedback has the potentiality to improve students' performance; this enables students to reduce the distance between their current performance and the desired ones. Moreover, in-the moment feedback refers to teachers' comments delivered on the spot when students make a mistake or not. *For instance*, teacher says “*very good*” *for the right answer* and “*wrong*” *for false answer*.

Rodger (2006) proposes that teachers employ this type of feedback when the aim of the lesson is to promote accuracy, particularly during the drilling of the target language and during practice. In other words, this type of feedback can be helpful in enabling students to use language appropriately. Additionally, Richards, et al (1998) who was concerned with spontaneous correction asserts that it makes learners aware of the mistakes immediately. In-the moment feedback helps teachers encourage and motivate their learners who were confused about making mistakes.

As far as self-evaluation is concerned, learners check off answers on multiple-choice test and grade themselves. Self- evaluation is the combination of three components: self-monitoring, self-evaluation and identification of instructional correctives as needed. Self-monitoring, is a skill necessary for effective self-evaluation, involves focused attention to some aspect of behavior or thinking (Schuck, 2001). That is, self-monitoring pays attention to what teachers do in relation to learners' external standards. Thus, self-monitoring learners evaluate their thinking and behavior when learning. The second component of self-evaluation, involves self-judgments, made in relation to established standards and criteria these judgments give students a meaningful idea of what they know and what they need to learn

(Bruce, 2001) This means that, self-judgments play an important role in making students aware of the quality of their learning and have clear idea about what they know and what they need to know. The third essential component is that students choose subsequent learning goals and activities to improve correct answers, to correct miss-understanding and to extend their learning. Thus teaching through behavioral objectives includes the employment of these three bases in order to achieve performance.

### **1.7-Feedback**

Feedback is about giving information in a way that encourages the recipient to accept, reflect on it and hopefully make changes for the better. According to Robert (2003), feedback should only be used as a basis for improvement in the use of behavioral objectives. In other words, feedback should only be used for encouraging and making students' learning progress rather for demotivating them. Therefore, improving performance needs positive feedback that is considered as a process of motivating learners, thus teachers can improve students' learning environment by giving feedback in a positive way. According to Sadler (1989), feedback is the information that describes how well something is done. Thus, feedback offers a chance to close the gap between the current performance and the desired one. This performance, as we have already mentioned, is closely linked to behavioral objectives. Moreover, Ferguson (2011) notes that Feedback is considered as a crucial approach to facilitate learners' development in order to evaluate and regulate their own learning. This means that feedback is of great importance in enabling learners to be autonomous and self-regulated learners. The impact of feedback on the development of students' learning was highlighted by Eraut (2006: 118) who states that

When students enter higher education the type of feedback they then receive intentionally or unintentionally, will play an important part in shaping their Learning futures. Hence, we need to know much more about their learning indeed their very sense of professional is shaped by the nature of feedback they receive.



This means that, feedback that learners receive tells them about their performance and the areas that need to be improved. Additionally, the type of feedback or reinforcement that students perceive either positive or negative shows students' level and abilities. Littlewood (1981) and Lewis (2002) both equated feedback with telling learners about their progress and show them their errors in order to guide them to areas for improvement. That is to say, feedback refers to the information that is given to learners about their performance and progress with the objective of improving their level.

### **1.8-Descriptive Feedback**

Descriptive feedback(DF) is considered very important in the implementation of behavioral objectives; it provides students with detailed and specific information about their production to improve their performance. It conveys information about how learners perform the task, and help them to improve their performance and overcome difficulties (Linn and Miller, 2005). In other words, descriptive feedback informs students about their performance, and provides them with some steps to follow in order to improve their learning. For example, the teacher describes students' performance telling them about the weaknesses and the strengths of what has been done and provides them with better ways in order to improve their achievement. For instance, teacher may say *that is a good introduction because you have covered the main points we discussed at the beginning, but the remaining is quite ambiguous you can make it more clear and avoid using idiomatic sentences*. By doing so, the students will be aware about their weaknesses and what is needed to be ameliorated.

### **1.9-The Role of Descriptive Feedback in Teaching through Behavioral Objectives**

Descriptive feedback offers information about the work, product, or performance relative to the intended learning, taking into account the amount of corrective information the learner can act on at one time. (Marzano, and Oosterrhof, 2000). That is to say, when teaching through behavioral objectives, teachers use descriptive feedback to provide students with a description

of their performance as it provides them with guidance .For instance, when a teacher says to the student *it acceptable but it needs more arguments*. By doing so, teacher makes students progressing and encourage them to make efforts to improve their levels. Additionally, it is stated that descriptive feedback is the most powerful tool for improving student's learning (Black et al, (2003) in the light of this statement, descriptive feedback is of a great importance and contribution in increasing students' level. It is also argued that descriptive feedback provides information to students and teachers about learning .It helps to reduce the gap between the students' current level of understanding and/or performance and desired goal depending on the nature and delivery of the feedback , it can have powerful positive effects on students' learning and engagement (Hattie and Timperley ,2007).In other words, descriptive feedback can be helpful in enhancing students' learning , making them engaged and increase their desire to make more efforts . In addition, descriptive evaluation can they become careful about what needs improvement.

Furthermore, descriptive feedback helps students learn by providing information about their current achievement. (Stiggins et al, 2004, Sadler, 1989).In other words, descriptive feedback serves as a guide for students and let them know about their learning progress that is, where they are now, where they are going and how they can fill the gap. Descriptive feedback should involve the teacher and the learner in active dialogue about differences of interpretations (analyses) and observations (descriptions) of the events by those who had participated in them Rodger,2006).This means that the descriptive feedback should be an interaction either teacher-student or/and students-students interaction, in such a way students may exchange and discuss ideas about the event that has been dealt with.

Several studies show that the benefits of descriptive feedback when teachers use behavioral objectives are diminished when it is accompanied by a grade this may have a negative effect on students who are struggling (Black et al 2003).That is, descriptive feedback

loses its importance and value when it is followed by grades and can affect negatively student's engagement. In addition, students who received comments perform better than those who receive only grades. Another study conducted by Tunstall and Gipps (1996) shows that a connection between the descriptive feedback and a "learning goal orientation". A learning goal orientation is associated with "mastering and understanding content". In the sense that, descriptive feedback aims at improving students' learning. This learning goal is related to the mastery and understanding of content.

## **2.Theoretical Framework**

### **2.1. Robert .F Mager's Theory of Behavioral Objectives**

In order to explore the issue of teaching through behavioral objectives to enhance EFL learning in the Department of English at Mouloud Mammeri University of Tizi-Ouzou. We rely on Robert Frank Mager Theory of Behavioral Objectives (1962).

### **2.3. Performance-Based Learning**

Performance-Based Learning Objectives are also called three part learning objectives or behavioral learning objectives by Robert Mager (1962) points out that a learning objective is the statement of what the learner will be able to perform as a result of some learning experience. Therefore, it is stated that the learning objective relies on what the learner will be able to perform rather than on the teachers' instructions. As a matter of fact, the learner would perform some activities or tasks that would be observable, measurable and assessed.

### **2.4. Robert Mager's Performance - Based Learning**

According to Mager (1997), a learning objective consists of three important components: The first one is "condition" that is the situation under which the learning objective draws the essential rules that would frame the learner's performance. The second element focuses on "performance" itself, which shows what the learner is specifically expected to be able to do, and may describe the product or the result of the doing. The third

and last element is the “criterion” that determines an acceptable performance by the learner. In other words, a useful instructional objective is first stated in performance terms that indicate what students are expected to do as a result of their learning. Second, a useful instructional objective describes the important conditions under which the performance occurs, for example, the use of a calculator. Third, the objective should determine how well the objective must be performed. That is, the learners should be tested and evaluated to see how well they have performed in a given learning situation.

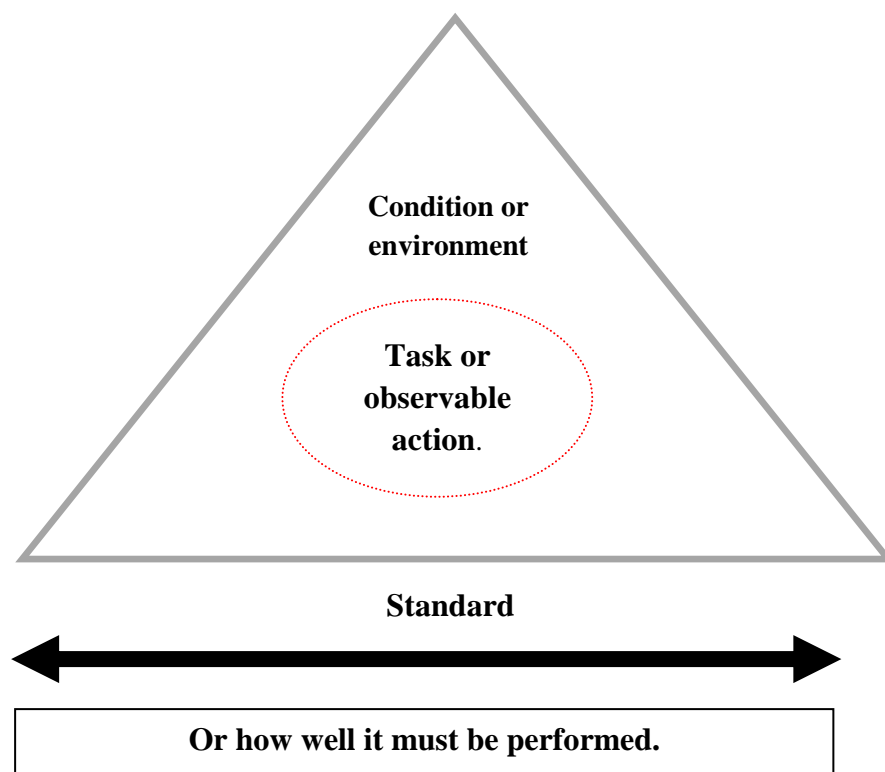
### **2.5. The Performance in the Learning Objective**

In Mager’s words, the objective must specify what the learners must/ or are able to do or perform when they demonstrate a mastery of an objective. That is, a learning objective forms the basis of what is to be performed by the students. A learning objective also plays an important role after the instruction has been designed, as it allows students to focus their attention and energy on their performance. The most important and indispensable characteristic of a useful objective is that it describes the kind of performance that will be accepted.

### **2.6. The Elements of Learning Objectives**

First, observable action (task) describes an observable behavior under which each objective covers one behavior therefore, an instructor should include only one verb. The one that indicates that objective However, if there are more than one behavior, then the general objective should be broken down into more than one sub-learning objectives which would consist of small reaching goals in order to support the terminal objective. Second, condition or environment that describes tools, procedures, materials, and facilities used by the instructor in performing task. Hence, a condition describes a task that will be observed. Third, standard represents a criterion that shows the level of acceptable performance of the task in term of quantity, quality and time limitations. That is, taking into account learners’ abilities.

According to Mager (1962) every performance or learning objective contains at least three parts: The first one is the task or the observable action. This takes place in second important element that represents condition and environment. The whole of which takes place under a common standard of given criteria. The elements that have been discussed above are presented in the following diagram:



**Figure 1: Three Parts of a Learning Objectives**

Adopted from Mager (1962)

### Conclusion

This chapter has been devoted to the literature review. It is divided into two main sections. The first section has reviewed the main theoretical points related to behavioral objectives. It comprises definitions of the key concepts. Moreover, it has considered the most important previous works related to our subject. The second section has addressed the theoretical framework that explained Robert Mager's behavioral objectives. In the next chapter, we describe the methods and the methodology used in this work.

### **Introduction**

This chapter describes the instruments and methodological procedures of data collection and data analysis used in our study. The objective is to answer the research questions asked in the general introduction and confirm or disconfirm the hypotheses. The research design consists of two sections. The first one is represented by the “procedures of data collection”. It mainly consists of the methods on which we relied to collect the necessary data needed to accomplish this investigation. The second section embodies “procedures of data analysis”, as it explains the data analysis methods.

### **II.1. Procedures of Data Collection**

#### **II.1.1. Research Methods**

In order to collect data related to our study we have relied on quantitative method that permitted us to collect data, and then, they are analyzed using the descriptive statistical method. The use of qualitative method allowed us to analyze the data gathered from open-ended questions.

#### **II.1.2. The Context and the Participant of the Research**

The participants involved in our investigation are teachers of second year students in the Department of English at Mouloud Mammeri University of Tizi-Ouzou. The total number of this second year promotion is (514) students. Choosing the second year level is not done at random. Yet, it is selected taking into consideration the following reasons; the fact that in the second year level students are still acquiring the foreign language (English language). Students in this stage are not competent users of language and they have not yet reached mastery. So, they need to be pushed and encouraged to do so.

### **II.1.3.Procedures of Data Collection**

In order to collect data related to our study, we have used two main research tools. We have administered a questionnaire for second year teachers, and classroom observations were conducted to detect, collect, verify and analyze all the collected information.

#### **1. Teachers' Questionnaire**

A questionnaire is a data collection instrument consisting of a series of questions chosen in the objective of gathering information from respondents. Babbie (1990) defines a questionnaire as a document containing questions designed to show information acceptable to analysis. This tool was chosen since it facilitates the data collection, as well as their objective interpretation and analysis.

The questionnaire that was administered to teachers of second year students contains (14) questions divided into (3) sections. The first concerns some general information in relation to teachers, containing two questions. The second section is about teachers' attitudes towards behavioral objectives represented in two close-ended questions ( multiple choice ) and three are open-ended questions in which teachers are asked to describe their own experience regarding the use of behavioral objectives, which contains of seven (7) close-ended questions. And the third section is about the implementation of behavioral objectives. The questionnaires were distributed on May, 26<sup>th</sup>, 28<sup>th</sup>, 29<sup>th</sup> 2019. Additionally in order to get more valid data, we have used another research tool, which is the classroom observation.

#### **2- Classroom Observation**

The observation was designed to be as natural as possible in a way which would leave the least amount of disturbance among the participants. To do so, we designed an observational scheme containing 10 items most of which were already present in the teachers' questionnaire. The reason for that is to increase the reliability of the results obtained from the questionnaire. This observation check list has not been adapted from any source but rather



constructed to specifically fit this case study and collect as much data as possible. The reason for choosing these questions specifically is to gain insights on the subject matter. In addition to the data collected from the teachers, the chances for actually finding the source of the problem and perhaps even suggesting solutions to its increases, thus, making this case study much more reliable.

These observations were conducted with second year level with a number of 13 teachers. The class observations took place from the 12<sup>th</sup> of May, 2019, till the 16<sup>th</sup> of May 2019 by attending a whole number of twelve (12) different sessions.

### **II.2. Procedures of Data Analysis**

#### **II.2.1. Descriptive Statistical Method**

In order to analyze the collected data, we have used the quantitative and qualitative methods. Close-ended questions are interpreted in terms of numerical data; exploring the teacher's information using calculations with the help of a computer program named the statistical package for social science(SPSS). The statistical results provided by the descriptive analysis method is very useful for our investigation, since it allows us to extract simple results out of a complex item in order to compare them, and then draw a conclusion. By using this method of analysis, we are able to classify the data qualitatively by using percentages which allows us to treat it more easily in the interpretation phase. However, the descriptive analysis method provides numbers and percentages to compare but very little details about them. In that case, we may not come to a reliable and valid conclusion as the results may be missing some crucial details or even some important elements to the study. In order to avoid this, we also used what we refer to as qualitative content analysis to reach the desired results' reliability and validity and avoid missing any important element to the study.

#### **II.2.2. Qualitative Content Analysis (QCA)**

In order to describe and interpret the questionnaires' open-ended questions; and then describe and interpret the different events that we observed in the classroom, we used the (QCA). The latter is defined by different authors like Hseih and Shannon (2005) who said that it is a research method for an explicit interpretation of the content of text through the systematic classification process of identifying themes and patterns.

More clearly, this data analysis technique transforms the answers obtained from the data collection tools into numerical and statistical data. As far as our investigation is concerned, this method is used to analyze the answers of open-ended questions provided in the questionnaire.

### **Conclusion**

This chapter has presented the research methodology followed throughout this work. It has represented the context and the participants as well as the data collection tools, which include a teachers' questionnaire and a classroom observation. It has dealt with the methods used for the analysis of the gathered data. Indeed, the SPSS used as a statistical technique to provide a percentage of the data obtained through a questionnaire. The qualitative content analysis (QCA) has also been used to interpret the open-ended questions of the questionnaire as to discuss and describe the obtained data through a classroom observation.

### Introduction

This chapter deals with the presentation of the findings of our study. It reveals the results obtained from the questionnaires administered to second year level teachers. In addition to this questionnaire, we carried out an observation to check what happened inside the classroom, either between the relation teachers-learners or among the learners themselves. The aim of this study is to find out if teachers of the Department of English at Mouloud Mammeri University of Tizi-Ouzou use behavioral objectives, and to what extent they influence students' performance. The findings are presented in percentages, showed in tables, pie charts and histograms. This chapter is divided into two parts: The first one is devoted to the presentation of the findings of the questionnaire, while the second represents the findings of the classroom observations.

### 3.1. Presentation of the Teachers' Questionnaire

Following our investigation, thirty (30) teachers of second year students were given a questionnaire to answer. The results obtained from their analysis are the following:

#### Section One: General Information about the Respondents

##### Q-01: How long have you been teaching English?

The results of this question are classified from one year to more than three years of experience in this domain.

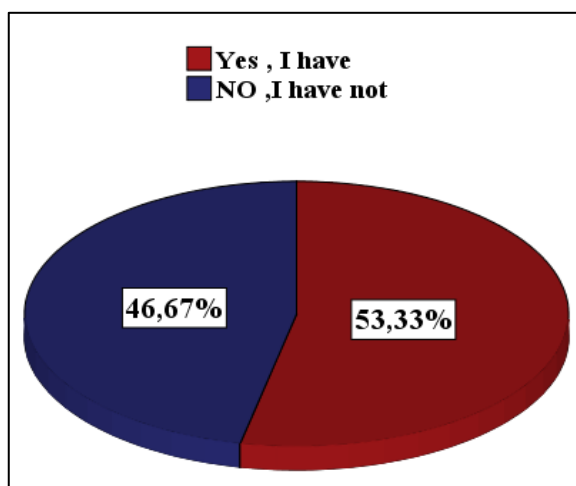
Years of Experience	One year	Two years	Three years	More
Number of teachers	6	1	1	22

**Table1: Teachers' Professional Experience**

Table one shows teachers' answers to the question: "How long have been teaching English?" Six teachers said one year, One teacher said two years, one teacher said three

years, and twenty two teachers said that they have been teaching English for more than three years.

### Q-02: Have you ever been abroad for training?



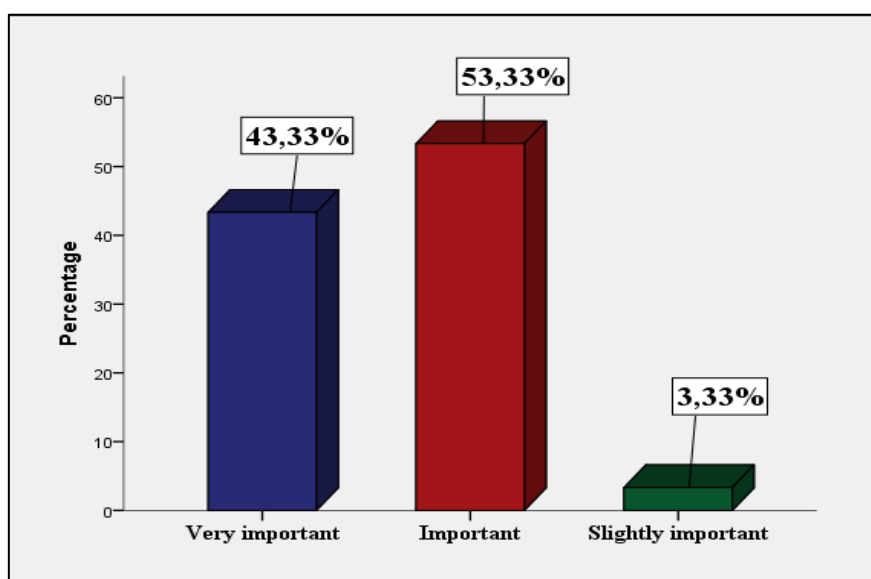
**Diagram1: Teachers' Training Opportunity.**

The pie chart above shows that more than half of the participants (53.33%) have been training abroad. Meanwhile (46.67%) of the participants claim that they have never been abroad for training.

## Section Two: Teachers' Attitudes towards Behavioral Objectives:

### Q-03: Behavioral Objectives are:

Very important ☐ Important ☐ slightly important ☐ unimportant ☐

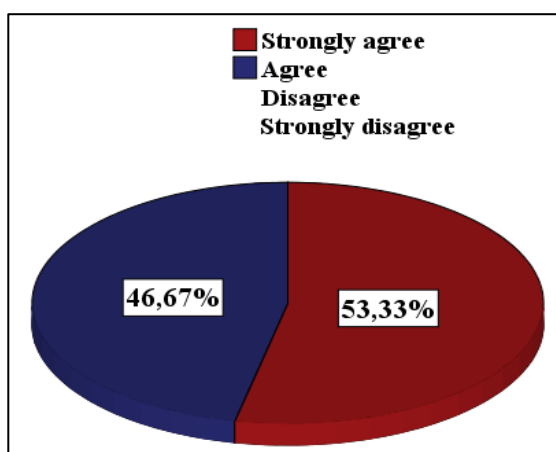


**Diagram2: Teachers' Opinion about Behavioral Objectives.**

As presented in diagram 02, more than half of the participants equivalent to (53.33%) claim that behavioral objectives are “important”. Forty-three of the participants (43.33%) pinpointed that behavioral objectives are “very important”, while a minority of them which represents (3.33%) answered by “slightly important”.

**Q-04: Behavioral objectives help students to learn effectively.**

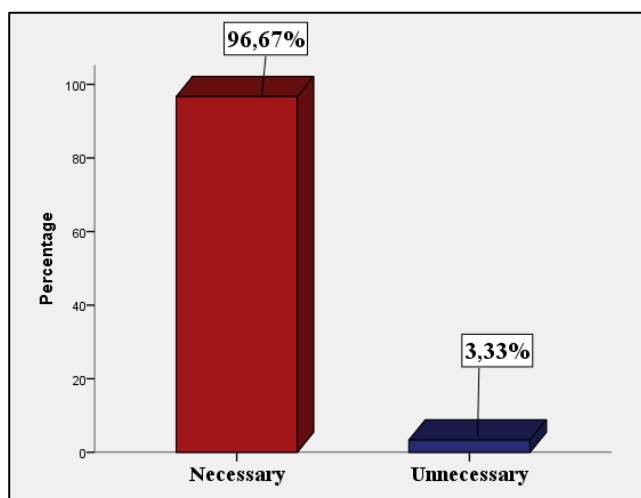
Strongly agree ☐ Agree ☐ strongly disagree ☐ disagree ☐



**Diagram03: The Effectiveness of Behavioral Objectives.**

This pie chart reveals that more than half of teachers (53.33%) do strongly agree that behavioral objectives help students to learn effectively, in contrast, nearly to the half i.e.(46.67%) of them do agree.

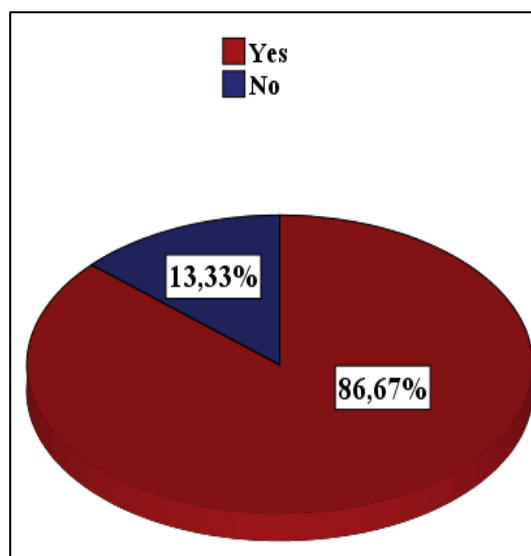
**Q-05: How do you consider the announcement of the objectives of the lesson?**



**Diagram 04: Teachers' Attitudes towards the Announcement of Behavioral Objectives.**

Diagram 4 denotes that the overwhelming majority of teachers representing (96.67%) argued that it is “necessary” to announce the objectives of the lesson. They justified their answers by saying that behavioral objectives help students know where to start their work and where they are heading. It also makes the students aware of what is expected from the lesson or the product they need to realize by the end. Yet, only one teacher among all others representing a minority (3.33%) said that it is “unnecessary”.

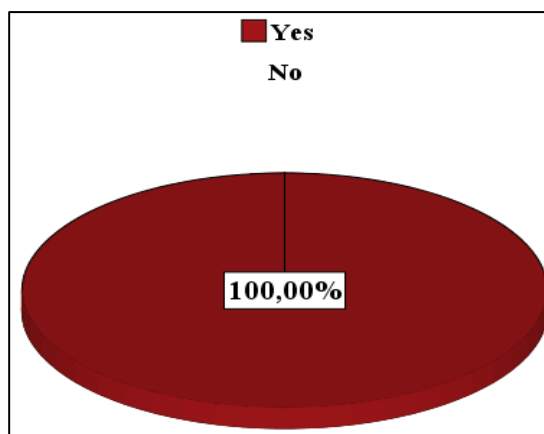
**Q-06: Do you think that providing students with authentic materials facilitate the behavioral objectives implementation?**



**Diagram05: The Implementation of Behavioral Objectives through the Use of Authentic Materials**

As highlighted in diagram 05, a large majority of teachers reaching a high percentage of (86.67%) argued that authentic materials facilitate the implementation of behavioral objectives. They justified their answers by saying that authenticity plays a great role in facilitating teaching and learning process for instance, the use of videos in class allows students to feel embedded in an appropriate language exchange. However, only a small number of them equal to (13.33%) believe that it is unnecessary.

**Q-07: Do you think that providing students with feedback helps improve their performance?**

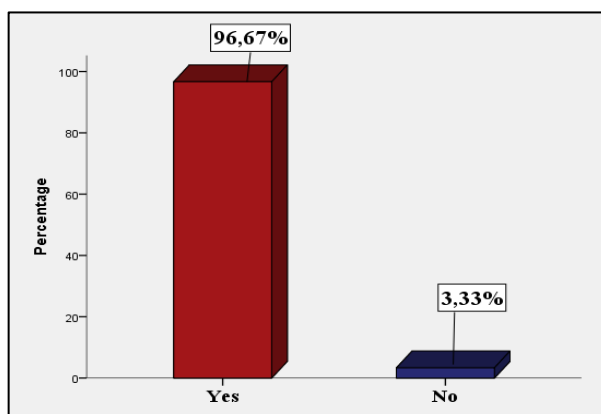


**Diagram 06: Teachers' Attitudes towards the Use of Feedback.**

The results gathered from question 07 show that all teachers have answered by “yes”, which means that they all agree that providing students with feedback helps them improve their performance. They justified their answers by saying that teachers’ feedback is considered very important for learners. It gives them a clear image about themselves, their needs, their strengths and weaknesses and guides them through an adequate use of strategies to improve themselves.

### **Section Three: The behavioral Objectives Implementation:**

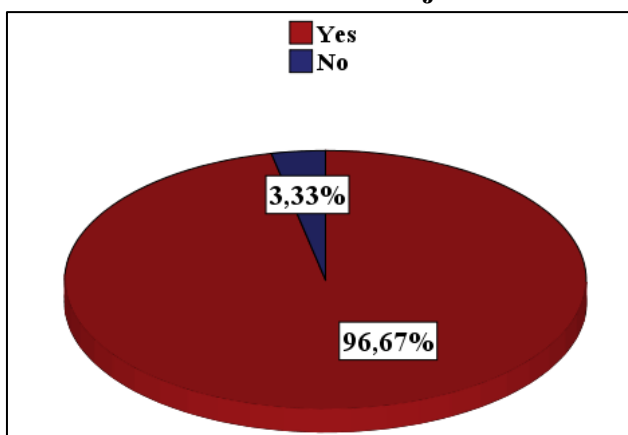
**Q-08: Do you begin a new lesson with a short review of the previous lesson?**



**Diagram07: Teachers' Review of the Previous Lesson**

Diagram 07 shows that an overwhelming majority of the participants representing (96.67%) begin their sessions by providing students with a review of the previous lesson before starting the new one, while only one of the participants answered that he did not.

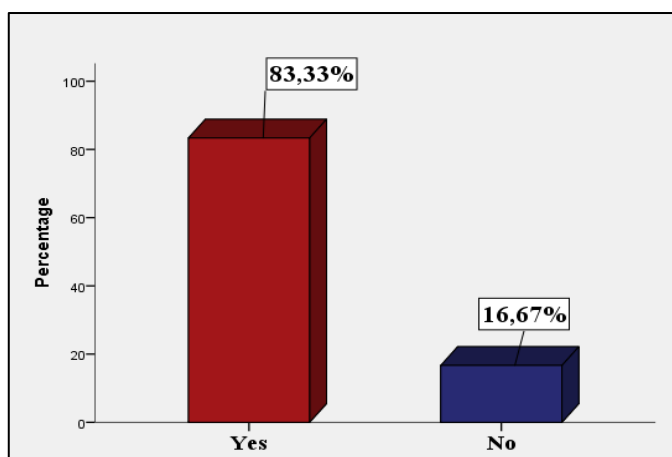
**Q-09: Do you provide your students with examples related to real-life situations, which allow them to better understand and attain the objectives?**



**Diagram 08: Facilitating the Assimilation of Behavioral Objectives through the Use of Concrete Examples.**

The results of diagram 08 show that (96.67%) of the teachers prefer teaching with examples, to make the students better understand the lesson. However, one of them disagrees with this idea.

**Q10: Do you encourage your students express themselves orally or in writing in order to detect their strengths or weaknesses?**



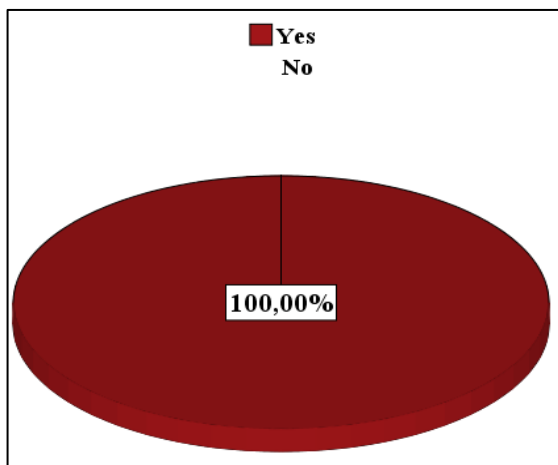
**Diagram09: Teachers' Procedures during the Instruction**

Diagram 09 clearly shows that the large majority of the teachers representing (83.33%) encourage their students to express themselves orally or in writing. In reverse, a small minority that represents (16.67%) of the teachers see that this procedure is not sufficient to describe students' weaknesses and strengths.



**Q-11: Do you ask your students questions to involve them in the lesson?**

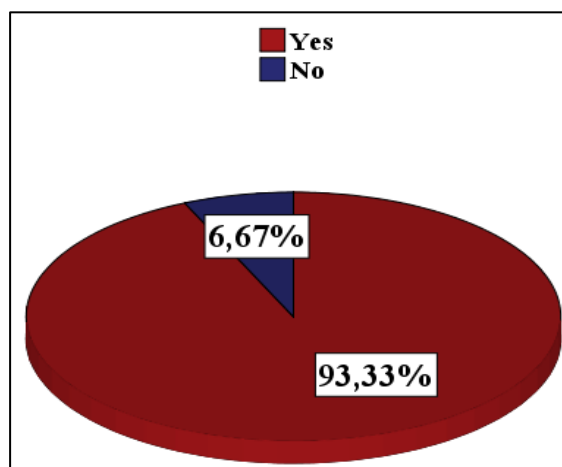
**If yes, how often do you do that?**



**Diagram 10: Teachers' Use of Questions Involving Students**

According to the gathered data, we can see that all teachers (100%) do frequently use questions for involving students and encourage their participation during the lesson. Nine of said that they “always” do this. Sixteen teachers said that they “often” ask questions for recapitulating, revising, remembering and even encouraging students for class participation. Other teachers answered by “sometimes”, but no one of them has mentioned that he “rarely” does.

**Q12: In order to check students' performance, do you give them the opportunity to practice what they have learnt?**

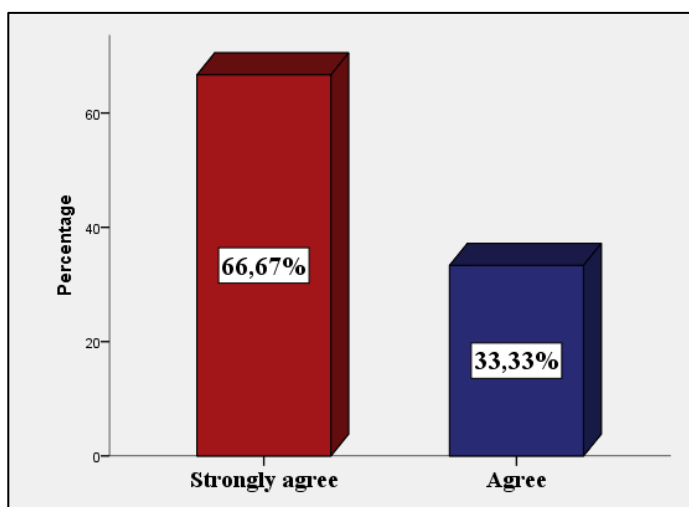


**Diagram11: Checking Students' Performance by Giving them Opportunities of Practice**

The results of diagram 11 show that the great majority (93.33%) of teachers think that to check students' performance it is preferable and important to give them the opportunity to practice what has been taught. Meanwhile, only two teachers (6.67%) assert that it is not necessary to do so.

**Q13: Providing students with guidance is beneficial when learning difficult tasks.**

Strongly agree ☐    Agree ☐    Disagree ☐    Strongly disagree ☐



**Diagram12: The Teachers' Attitudes towards Providing Students with Guidance.**

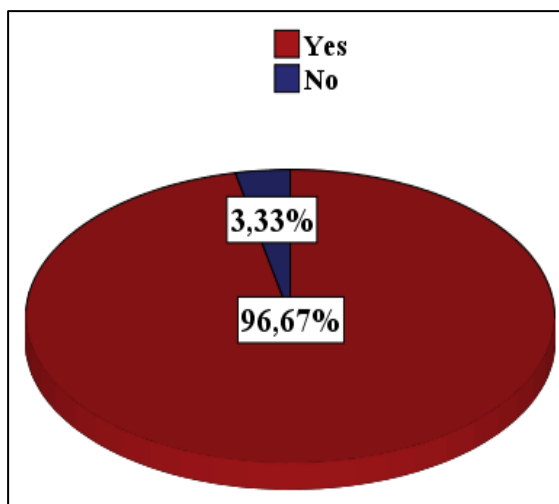
The above diagram shows that the majority of the respondents (66.67%) strongly agree that providing students with guidance is beneficial to extend their learning. Yet, ten of them equal to (33.33%) agree on that too. However, none of them has mentioned his/her disagreement.

**Q-14: When assessing your students do you rely on some criteria:**

• Fluency ☐

• Accuracy ☐

• Motives (This means, do your students prefer the use of authentic materials and pictures to allow them understand the lessons better). ☐



**Diagram13: Teachers' Attitudes towards the Assessment of Students' Performance.**

As seen in diagram 13, the overwhelming majority of teachers equivalent to (96.67%) think that while assessing students, it is important to rely on some criteria. While, only one of them asserts that it is not necessary.

## **2. Presentation of the Classroom Observation Data**

The classroom observation is the second research tool used in conducting our research. The observation duration extended from: the 12<sup>th</sup> to the 20<sup>th</sup> of May. We have attended thirteen (13) sessions with twelve (12) teachers. During the observation process, we have attended tutorial classes in all modules, the choice of these subjects was in relation with reaching the present research objectives. These observations are described in a checklist within a form of a table, containing (10) items.

### **2.1. Results of the Classroom Observations about Teachers' Use of Behavioral Objectives**

During the attended sessions, our observation focused more on teachers' method followed in their lessons. Therefore, we selected a set of items determining the behavioral objectives existence and influence in class-situations. The selected items are as follows: Regarding the first one, which is whether the teachers begin a new lesson with a short review of the previous lesson, we noticed that the majority of teachers started with reviewing what

has already been seen before they introduce the new lesson. The second item is used to know whether teachers provide students with instructions before starting the lesson. Therefore, it was observed that only few teachers provided students with instructions, whereas others directly delivered the new lesson. The third item is about showing that the objectives are behavioral. It was noticed that most of teacher included this item while delivering the lesson.

As regards the fourth item, that is about the announcement of the points to be dealt with during the lecture, it was noticed that all teachers had a lesson program type that permitted them to follow the most important points to teach. It was also remarked that by doing so, students did have a clear chronology of ideas about, not only the lesson but also about the whole program. The fifth item is about giving student the opportunity to practice the language being taught, we noticed that all teachers gave their learners the chance to practice and express themselves. Regarding the sixth item, that is about inviting students to participate in activities for which specific behavioral objectives are rarely preset. We observed that most number of teachers preferred to get their students involved by making them practice what they were learning. As regards the next item that is whether teachers ask questions and check students' responses, we saw that the majority of teachers ask their students questions to check their understanding.

Furthermore, it was noticed that all of them encouraged students to respond orally and express themselves. The ninth item, which is about the use of assessment, we noticed that all teachers assess their students in different ways during their learning session. Regarding the last item about providing students with teachers' feedback. It was noticed from our watchful observation, that all teachers provided their students with feedback to make them understand the subject being studied and also gave them guidance about how to use all the given information.

### **Conclusion**

This chapter has displayed the results obtained from the data collection tools, which are: the questionnaire addressed to teachers, and the structured classroom observation that was conducted with teachers of second year students in the Department of English at MMUTO. The results are displayed in histograms, pie charts and tables. The research tools that have been used permitted us to gather a considerable amount of data, which will be clarified and discussed in details in the following chapter.

### **Introduction**

The present chapter is devoted to the discussion of the results obtained from the questionnaires handed to teachers of second year students in the Department of English at Mouloud Mammeri university of Tizi-ouzou (MMUTO). The discussion is also devoted to the classroom observations done at the level of this Department for the aim to notice, collect and present data taken from the field of work. The results are going to be analyzed by using the descriptive statistical method for the close-ended questions of the questionnaire. Qualitative content analysis (QCA) is also going to be used to analyze the results obtained from the open-ended questions, as well as the classroom observations.

This chapter is divided into two main sections; the first one is about the discussion of teachers' questionnaire results, whereas, the second part discusses the classrooms' observation findings.

#### **▪ Discussion of the Teachers' Questionnaires**

##### **Identification of the Participants**

This section contains two questions which are about teachers' experience. Those results are of a great importance in our study. They reveal that our participants' experiences is between one (01) and more than three (03) years. In fact, teachers' experience plays an important role in the teaching EFL through behavioral objectives. It has been confirmed that more experienced teachers have a great knowledge concerning the best strategies to use in order to make their instructions more effective. Actually, our findings indicate that twenty two (22) teachers among our respondents have a great experience or have more than three years. It is likely to understand that those teachers are familiar with behavioral objectives. Therefore, studies show that teachers' years of teaching have positive correlation with learners' performance and achievement. (Greenwald et al, 1996).

As regards the second question, the results obtained from the questionnaire show that more than half of the participants (53.33%) have been abroad for training. Indeed, teachers' training is important. In a way it enables them to expand their knowledge this may be beneficial for students to improve their performances. Meanwhile, (46.67%) of the participants claim that they have never been for training.

### **Teachers' Perception of Behavioral Objectives**

From the results displayed in the previous chapter, it appears that the majority of the teachers see a great importance in the use of behavioral objectives. This result has been supported by teachers' answers that represented (53.33%) of the population. To reinforce this claim, Briggs (1970) says that behavioral objectives seem implicitly valuable and they serve an instructional function as providing guidance for evaluation. When it comes to interpret this outcome, we say that teachers stress the importance of behavioral objectives, which play an important role in facilitating the teaching/learning process.

For further investigation about the role of behavioral objectives in the classroom, questions have been asked to teachers if behavioral objectives help students have an effective learning or not. More than half of the population representing (53.33%) strongly agree with the idea. The remaining, which represents (46.67%), agree on the fact that behavioral objectives help students to learn effectively and improve their performance. This goes hand in hand with Gagne's ideas (1972), which state that behavioral objectives are intended to tell the students about teachers' programs and the outcomes of the lesson. In addition, Bloom(1956) claims that behavioral objectives are stated through the lesson to help students acquire new skills, knowledge and attitudes.

It can easily be concluded that if teachers show that the objectives are behavioral, this will contribute to the effectiveness of the entire education process.

Another important result obtained from the questionnaires demonstrate that a large number of teachers equivalent to (96.67%) consider the announcement of the objectives of the lesson necessary. Teachers' opinions were divergent when justifying their choices. One of them said *“this step is very necessary in delivering the lesson because it is a road map that helps the instructors to organize their lessons’ basic points. Therefore, it is very important for every teacher (temporary or permanent) to cope with such a step and apply it in the pre-delivery part of the lesson”*. Another one stated that *“when the teacher states the objectives of each lesson explicitly, the student will find it easy to follow and understand each teaching point . That is to say, they are guided throughout the teaching process”*. To sum up, teachers have positive attitudes towards the announcement of the objectives of the lesson because most of them assert that the objectives are crucial for the students. According to Lindsey (2006) in the opening lesson, the teacher should explain to learners about the aims of the lesson, how the lesson links to the previous one and what activities they are going to do. Hence, if teachers show that the goal is to improve their performance, they will be more involved in the process of learning and that makes them aware of what is expected from the course, thus this is related to the condition under which a performance occurs in the implementation of behavioral objectives.

### **The Use of Authentic Materials to Facilitate the Implementations of Behavioral Objectives**

It was mentioned in the previous chapter that many teachers representing (86.67%) provide their students with authentic materials in order to facilitate the implementation of behavioral objectives. They claimed that since behavioral objectives deal with the identification of observable acts, to make sure the learners have achieved the learning they are expected to, so authentic materials might help prove the achievement of the goal of learning.



This is in line with Richard's view (2001) that language teaching throughout the world could not be successful without the extensive use of authentic materials.

Additionally, adopting authentic materials remain a vital way in order to capture students' attention as well as remaining their attention to find out the citing goals of any given lecture. As it is argued by Newmann and Wehlage (1993) the more there is connection to the real world students live in, the more a lesson gains authenticity. For this reason, teachers always need to make use of authentic materials when teaching through behavioral objectives. All these confirm the hypothesis advanced in the general introduction; the announcement of behavioral objectives influence positively on students' performance.

Another important result, concerns the provision of students with feedback during classroom interaction shows that all teachers see that feedback is helpful for students to improve their performance. The researcher Dignen (2014) recommends that feedback is the most important communication skill, both outside and inside the classroom and it is just another word for effective listening. It is an opportunity to motivate, it is essential to develop performance, and it is a way to keep learning. All these results confirm the hypotheses advanced in the general introduction, the inclusion of behavioral objectives influence positively students' performance.

### **The Implementation of Behavioral Objectives**

This section discusses teachers' implementation of behavioral objectives. It aims to analyze if behavioral objectives are used during the teaching and learning process.

The obtained findings reveal that the large majority of teachers (96.67%) begin a new lesson with a short review of the pervious lesson. This means that, teachers stress on the value of reviewing the previous lesson in order to make students aware of what is expected to be learnt. Thus, the ways teachers begin the lesson play an important role to get students' attention and involvement, also establish the appropriate atmosphere. This goes hand in hand

with McGrath, Davies and Mulphin's ideas (1992) who argue that teachers should give a great importance to the opening lesson in order to create a good environment, encouraging motivation and participation and prepare learners for the new lesson.

The questionnaire has revealed very positive results concerning teachers' attitudes towards the use of examples that are related to real life situations to allow students to understand and learn the objectives better. In fact, (96.67%) agree with that. These results confirm that examples are of great importance, since they are presented in order to illustrate any given principle and make things clear and very understandable. In addition, some teachers consider the use of illustrations as an essential factor for giving a well-explained lesson in teaching through behavioral objectives, since they are related to real life situations. To reinforce this claim, Jung(1925) argues that teaching through examples is important to help learners distinguish between what they are learning and the real- life environment.

The results show that a large majority of teachers (83.33%) encourage their students to express themselves orally or in writing. In fact, it is extremely beneficial for both teachers to allow them observe students' abilities and describe their performance through their productions in order to form good users of language, and for students, it is a chance where they can discover their competences and see to what extent they have understood what has been taught.

As regards providing students with questions to make them involved in the lesson, the obtained outcomes demonstrate that all teachers (100%) hold positive attitude towards asking questions. This means that teachers are aware of the importance of questioning which is crucial to the way teachers manage the class, engage students with content, encourage participation and increase understanding. For this sake, Bloom (1956) claims that asking questions by teachers are the most effective in achieving the goals that they had set. Therefore, asking questions help teachers observe students' strengths and weaknesses.

Additionally, questions play an important role in classroom management. They are chosen and prepared to list instructions in order to avoid interruptions and clarify the subject being taught. This result corroborates with the saying of Paul and Elder (2000) who state that thinking is not driven by answers but by questions. From this statement we can highlight that questions are important in the development of any field in the learning process when using behavioral objectives by teachers.

From the outcome displayed in diagram (12), it appears that the large majority of teachers (93.33%) give their students the opportunity to practice what has been learnt in order to check and observe their performance. This means that they are likely to be aware of the importance of giving learners the opportunity to practice to go further in their learning. In addition, when students interact or try to explain something, teachers can observe the extent of their understanding. As Hutchings (1990) argues that all what is at stake is the capacity to perform, to put what one knows into practice. Hence, the goal of providing practice is to help students become capable and competent language users to achieve performance.

Regarding teachers' attitudes towards providing students with guidance as being beneficial when learning difficult tasks, the questionnaires obtained findings demonstrate that the majority representing (66.67%) agree with that. It was interpreted that teachers pay attention to their students' understanding since their guidance is an important educational tool to help students and provide them with good basis for a broader education for life. In addition, teachers' guidance helps learners realize their reaching goals and shows them how to manage to find the right techniques to realize those objectives. It may also help them better know their environment demands and be in a position to choose the right type of behaviors that would help them develop, and progress educationally (Egbo, 2013). This highlights that guidance is a transformative process of helping people to learn all what is necessary to acquire inside and outside the school. According to Akinade (2012) guidance as a process of helping an

individual to become aware and ways in which he is responding to the influence of his/her environment. Akinade (2012) claims that guidance provided by teachers in the use of behavioral objectives orient learners to achieve performance.

The last point to discuss is whether teachers rely on some criteria when assessing their students. It is revealed from teachers' awareness that the majority of participants equal to (96.67%) take into consideration what students prefer in their teachers' authentic materials use when teaching through behavioral objectives. Since assessment plays an enormous role in the teaching-learning process, it helps both teachers and learners; hence, assessing learners is a very important requirement for the educational system. This is in accordance with Tyler's statement saying: *"the process of determining to what extent the educational objectives are actually being realized"* (Tyler, 1950:69).

### ▪ Discussion of the Results of the Classroom Observation

In this section, the obtained findings will be clarified and discussed. Providing students with a short review of the previous lesson is proved to play a significant role in the lesson since it could determine whether learning would occur or not. It also reinforces what has been learned in a lesson as Todd (1997) argues that the lesson beginnings are the procedures that teachers use to prepare students for what is expected to be learnt.

From our observation we noticed that the majority of the teachers began anew lesson with a short review of the previous one what served as an important step in the implementation of behavioral objectives. This is by asking questions to enable students to make a link between what is acquired and what is to be learned. According to Scrivner (2012) the opening or the beginning of the lesson plays a significant role in the lesson, in that moment teachers can attract their students' attention and help them to be engaged. In addition, teachers provided their students with key points that had been dealt with to prepare them for

further learning. By doing so, the teachers were helped to solve many problems such as how to keep students motivated and attract their attention.

The second item that was observed is; whether teachers provide their students with instructions before starting the lesson. In fact, through our observations, we noticed that most teachers provided their students with instructions before starting the lesson. The fact that proves that making a rapid recapitulation of the previous lesson reflect one of the principles of behavioral objectives that represents the condition under which a reliable acquisition and performance occurs. For example, a teacher says: *In this session, we are going to learn about Harvard system of referencing*”, *“today we are going to deal with formal and informal style*. According to these introducing statements, it was noticed that all teachers provide their students with the outline of the lesson. This fact may have a positive influence on students’ motivation and integration.

From the observed sessions, we noticed that most teachers show that the objectives are behavioral. This means that teachers announce the instructional objectives by showing that they are behavioral, this reflect one of behavioral objectives. Here are some other introductory statements picked up from our observations: *today you will learn about linking words, then you will be able to link words, sentences and form coherent texts*. Hence, in order to make the objectives behavioral, it is possible to use the following statements, for example, *today you will be able to learn ....* Which better affects performance and is closely related to the real demonstration of competency. This kind of statements provoke a positive influence on students’ performance. It is the fact that lead us to confirm the second hypothesis stating that in case behavioral objectives are implemented by the teachers, the benefits might be the improvement of students’ performance and understanding. This positive influence on students will make them competent language users since they will be able to transfer what they have learned in the classroom to the domain of practice.

The fourth item that was observed is whether teachers announce the points to be tackled during the lesson or not. We noticed that nearly all the teachers proclaimed the points to be discussed, which attracted the students' attention and arose their interests to the lectures making them appreciate the lessons' progression. Todd (1997) highlights that when a teacher introduces his plan, he sets the tone for the whole lesson by providing expectations of what will happen in the lesson. Additionally, this might be helpful. On the one hand, to make students aware of the learning and teaching process, and on the other hand, motivate them and give them more engagement towards the class participation and this represent the importance of using behavioral objectives by teachers. Accordingly, we may relate this item to one of the principles of Mager's theory of behavioral objectives, he considers as an essential warm up condition.

From the observed sessions, we noticed that all teachers taught their students by giving them the opportunity to practice what is being taught, letting them connect current knowledge with new learning items. When students answered or tried to explain, teachers could see the extent of their understanding, they could correct or help students correct themselves and notice what they found difficult to understand or what they not have completely grasped. For instance, teachers can ask any student to comment what another one has said. This might give a chance to all the learners to practice and participate in order to show their understanding, the thing that would help teachers describe their weaknesses and strengths. In addition to this, using activities by teachers allow students to see to what extent they have understood what has been taught, and help them to construct their own knowledge through discourse, for instance or negotiation (Jong, 2007; Tobin and Tippins, 1993).

The classroom results demonstrate that most teachers invited students to participate in activities. This means that teachers pay attention to students' understanding by encouraging them to be active members, because providing students with activities is to give them chance

to deepen their learning by applying concepts and articulating new knowledge. In their turn, activities play an important role in giving students opportunities to organize their own thoughts. They also help students to develop their abilities and improve their performances. Linnen brink and Pintrich (2003) claim that participation and engagement in activities predict students' achievement and comprehension of what has been taught. Hence, students' answers on these activities give a valuable chance to evaluate what was initially understood and what needs further explanation.

In addition, it was noticed during the observed sessions that the majority of teachers checked to what extent their students understood by asking them questions and see their responses. This method is considered as being very important while teaching through behavioral objectives in a way it made interaction easy and effective. It also helped to avoid misunderstanding. In line with this, Wragg and Brown (2001) claim that questioning is an essential element in the design of instruction and facilitation of learning. Teacher' effective questions demand students to challenge their existing thinking and promote their reasoning skills. This means that asking questions facilitates both teaching and learning process and expand their thinking. As Mssary, et al (2005) indicate that questions are particularly helpful to engage learners in extended cognitively challenging conversations. In other words, when a teacher asks questions to check the responses of his/her students, he/she is making them involved in conversations and help them construct an understanding of the concept.

The observed sessions also show that all teachers encouraged their students to respond orally and express themselves in order to interact. It confirmed that when teachers use behavioral objectives, may give a chance to students to express themselves, they could notice their weaknesses and strengths. This will make them more comfortable and less shy to express themselves and to be engaged in different conversations. The point that permit them improve their communicative skill. Willis (1996) states that creating a stressful atmosphere

using language for real purposes ways to get a meaningful communication through instruction. Learners had the chance to acquire discourse skills. A teacher for instance, may provide students with specific topics and invite them to give their opinions and express their ideas. Teachers can also help their students to learn. For example, they watch a video, then they carry out an interactive activity in groups to debate that subject and exchange information and opinions. Hence, this creates a positive environment to exchange the learner's interaction.

As far as assessment is concerned, we observed that all teachers assessed their students during learning. In fact, assessment plays an important role by the use of behavioral objectives. It informs learners about their progress to empower them to take the necessary action to improve their performance. Therefore, assessment is the opportunity given to learners in order to help them progress and reach the new level of achievement. As Biggs (1999) maintains that two major functions can be pointed out for classroom assessment: one is to show whether learning has been successful, and the other one is to clarify the teachers' expectations from the students. Therefore, the purpose of assessment is to give students the opportunity to show what they have learned rather than catching them out or to show what they have not learned. This reflects Gensee and Upshur's words (1996) who state that classroom assessment is concerned primarily with improving instructions so that to enhance students' learning.

Concerning the last item dealing with provision of students with feedback, it is noticed that all teachers gave their learners feedback. By doing so, teachers were noticed to have a vital role in increasing his students' own ability for understanding the self regulation process. This means that through feedback, learners can evaluate themselves and see whether they have understood or not. The fact that mainly reflects Shute's ideas (2008) claiming that feedback represents information which enable students to form a series of expectations about



themselves and their decisions, which influence their own practices. Hence, providing students with feedback when teaching through behavioral objectives is helpful in such a way, it facilitates their learning as it enables them to become active and responsible learners.

### **Conclusion**

This chapter has discussed and interpreted the findings obtained from the teachers' questions and classroom observations to find out whether teachers of second year students of the Department of English at Mouloud Mammeri University of Tizi-Ouzou teach through behavioral objectives to enhance EFL learning. The discussion allows us to confirm the two (02) hypotheses. The first one stating that teachers of second year students teach their students using behavioral objectives is confirmed, in addition to the second hypothesis, which is, in case behavioral objectives are implemented by the teachers, the benefits might be the improvement of students' performance and understanding.

### General Conclusion

This present study has investigated teaching through behavioral objectives to enhance EFL learning. The case is teachers of second year students in the Department Of English at MMUTO. This research has aimed at investigating whether teachers using behavioral objectives, and to what extent the use of behavioral objectives influence positively students' language performance. The investigation was built up around the theoretical framework elaborated by Robert Mager (1962). To carry this research, two tools have been used which are a questionnaire for teachers and a classroom observation. The results gathered support the reliability of the framework.

Our research was carried out using a questionnaire for teachers of second year students and classroom observation. The study adopted the mixed research method, combining quantitative and qualitative approaches in collecting and analyzing the data, for the sake of answering the research questions asked in the general introduction and confirming or disconfirming the hypotheses.

The methodological choice was appropriate. The methods or tools used to carry the research were also suitable. The questionnaire helped us to collect a large amount of data in a short period of time; and thanks to the anonymity of the questionnaire, we gathered opinions from the respondents participated to respond to the questionnaire. To reinforce the validity of the questionnaire, we used another tool which was a classroom observation. For the sake of analyzing the quantitative data, a software package known as SPSS has been used. In addition to the statistical analysis, qualitative content analysis is used for analyzing and explaining the qualitative data obtained from the open-ended questions of the questionnaires and classroom observations.

The study revealed that most teachers have a great knowledge about performance and they put emphasis on the use of different important techniques like assessment, feedback and

authentic materials to improve learners' performance. Therefore, the results showed that teachers see behavioral objectives important in their instructions to influence students' performance.

The discussion also indicates that most teachers of second year students in the Department of English at MMUTO give their students the opportunity to practice in order to go further in their learning. Therefore, most of teachers assess their learners either by providing them tasks or let them express themselves orally and freely in kind of conversations. It is also mentioned that the teachers consider evaluation as a main factor to judge students' performance and help them see to what extent the objectives are realized.

The discussion of the results of classroom observations leads us to confirm the two (02) hypotheses. Thus, we found that teachers of second year students teach their students using behavioral objectives, and in case behavioral objectives are implemented by the teacher, the benefits might be the improvement of students' performance and understanding.

Hopefully this humble work has contributed in improving the educational system, as well as the rate of success in the Department of English at Mouloud Mammeri University of Tizi-Ouzou. Moreover, knowing that teaching through behavioral objectives encourage students to improve their performance in class and is going to help the instructors and the curriculum designers. If these objectives are to be taken into consideration, the outcome would be beneficial for both teachers and students, to have motivated students to teach, and students who will be fully engaged with the learning task and give all their best.

However, we cannot deny the fact that this study encountered some limitations. To begin with, the gathered data from the questionnaires were not sufficient since some participants did not answer some questions.

Our hope is that our research has contributed to the field of teaching and learning in a way or another. Accordingly, we wish that it would open doors for further research and

suggest to those interested in the field to conduct a further study on the phenomenon in relation to other variables.

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## TEACHERS' QUESTIONNAIRE

**Dear teacher,**

This questionnaire seeks to investigate the use of behavioral objectives to enhance EFL learning in the Department of English at Mouloud Mammeri University of Tizi-Ouzou. Your answers will remain anonymous, and they are very important in our research. Thus you are kindly requested to answer the following questions. Your answers will be used for academic purposes.

**Thank you for your contribution.**

Please use an asterisk (\*) to indicate your answer, or full statement where necessary.

### Section one: General Information

#### 1. How long have you been teaching English?

- a. One year                       b. Two years                       c. Three years   
d. more

#### 2. Have you ever been abroad for training?

Yes, I have ☐                      No, I have not ☐

### Section two: Teacher's Attitudes towards Behavioral Objectives.

Behavioral objectives are specific instructional objectives, which describe intended outcomes of instruction and the learners' the type of the terminal behavioral expected. The terminal behavioral includes the identification of the observable act that will be accepted as evidence that the learner has achieved the objective. Then describing the important conditions under which the behavior is to occur. Finally, defining the level of performance necessary to prove that the objective has met.

#### 3. Behavioral objectives are:

- a. very important   
b. important   
c. Slightly important   
d. unimportant

**4. Behavioral objectives help students to learn effectively**

a. strongly agree ☐      b. agree ☐      disagree ☐      strongly disagree ☐

**5. How do you consider the announcement of the objectives of the lesson? (please explain).**

Necessary ☐      Unnecessary ☐

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**6. Do you think that providing students with authentic materials facilitate behavioral implementation? (please explain).**

Yes ☐      No ☐

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**7. Do you think that providing students with feedback help them improve their performance?**

Yes ☐      NO ☐

**The Explanation**

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### Section three: the Implementation of Behavioral Objectives

8. Do you begin a new lesson with a short review of the previous lessons?

Yes ☐

No ☐

9. Do you provide your students with examples related to real-life situations which allow them better understand and learn the objectives?

Yes ☐

No ☐

10. Do you encourage your students to express themselves orally or in writing in order to detect their weaknesses and strengths?

Yes ☐

No ☐

11. Do you ask your students questions to involve them in the lesson?

Yes ☐

No ☐

If yes, how often do you do that?

Always ☐

often ☐

sometimes ☐

rarely ☐

12. In order to check students' performance, do you give them the opportunity to practice what have been learnt?

Yes ☐

No ☐

13. Providing students with guidance is beneficial when learning difficult tasks?

a. strongly agree ☐

b. agree ☐

disagree ☐

strongly disagree ☐

14. When assessing your students do you rely on some criteria like

-Fluency

-Accuracy

-Motives

Yes ☐

No ☐

**THANK YOU FOR YOUR COLLABORATION!**

## Classroom Observation

Tachers' practices	YES	NO
Teacher begins the lesson with a short review of the previous learning		
Teacher provides students with instructions before starting the lesson		
Teacher shows that the objectives are behavioral		
Teacher announces students the points to be tackled during the lecture		
Teacher gives students the opportunity to practice the behavior being taught		
Teacher from time to time invites students to participate in activities for which specific behavioral objectives are rarely preset		
Teacher asks questions and check the responses of students		
Teacher encourages students to respond orally and express themselves		
Teacher assesses students during learning		
Teacher provides students with feedback		