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A Personalized Approach to Teaching Writing in the Algerian Schools

The Case of 3rd Year Middle School at Relizane

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Dedication

I dedicate this work to

- *Light of my life, my sunshine, my mother... A nice soul who did everything to see me in that place, who always wanted to make me the best... I appreciate her sacrifice.*
- *My beloved Grandmother and all the members of my family for their support.*
 - *My little brother, «Omar», and my cousin who encouraged me.*
 - *My friends who were always by my side.*
 - *Everyone who tried to help me to accomplish this work.*
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Abstract

Teaching English as a foreign language seems to be an important process during students' education procedures. It aims to increase learners' awareness about the English language. This task requires students' engagement and involvement in the learning process what is missing in our Algerian classrooms. However, the traditional methods of teaching give the impression that they do not involve learners but instead, they make them feel uninterested. The present work aims to look into the existence of interaction and engagement inside the classroom. It also attempts to develop a particular awareness for teachers about the personalized language learning approach in the teaching process, particularly, teaching the writing skill. In addition, it seeks to draw the attention of teachers and to shed the light on the personalized approach. The study hypothesizes that the personalized approach may increase students' willingness in the learning process. Thus, it may not raise their motivation. In this sense, the investigation used different tools in collecting data of the research. The instruments target teachers and students of third year middle school. The methods used in gathering information were: classroom observation, teachers' interview and both pre and post tests. The intention to use these tools is to vary the quality of data gathered during the research. Consequently, the findings reveal several factors that contribute to students' disinterest towards English learning, mainly, in writing skill. Results shows that students are not engaged inside the classroom. However, they lack a sense of excitement.

Key words: foreign language, traditional methods, interaction, personalized language learning approach, writing lessons.

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List of abbreviations

EFL: English as a Foreign Language.

ZPD: Zone of proximal development.

EYL: English for young learners.

PBL: Project based learning.

ADHD: Attention deficit hyperactivity disorder.

General Introduction

General Introduction

Education is the source of success to every student since it gives students samples of problem solving in order to prepare them for their future lives. What teachers have to know, is that learners are required to be prepared to face the coming challenges. The future is unsure and that we cannot predict it; however we are aiming to be open and ready for it. The children coming into education in nowadays are young adults in the soon future. Schools can prepare them for jobs that have not already been created, for technologies that have not yet been invented, to solve problems that have not up till now been anticipated. It will be a shared responsibility to seize opportunities and realize solutions.

To reach that point, students will need to develop curiosity, imagination, resilience, and self-regulation; they will have to be compelled to respect and appreciate the concepts, perspectives, and values of others; and they will need to cope with failure and rejection, and to move forward in the face of adversity. Their motivation will be more than getting a good job and a high income; they are going to be careful regarding the well-being of their friends and families, their communities and the planet.

Education will equip learners with agency and a way of purpose, and therefore the competencies they have, to form their own lives and contribute to the lives of others. To find out how best to do so, it was required to tackle a personalized teaching approach since it aims to fit all the learners' needs. Personalized learning offers a way of remodeling the educational experience of every child. It will create an educational system which is tailored to the needs, interests and aptitudes of every single pupil. As such, it is a challenge for several institutions; however it is an opportunity to form a positive impact on young people's learning and future.

The aim of this research is to raise teachers' awareness about the necessity of knowing the students' needs, interests and wants in order to fit each learner. Students' involvement is the principle of reaching a successful teaching-learning process. Teachers' role in this process is to motivate, involve and engage learners; however, not all students can be engaged with the same methodology in regard to their different abilities and styles. For this purpose we raised the following questions:

- Are pupils of third year middle school involved in the traditional method of teaching writing skill?

General Introduction

- How do students perceive the application of personalized language learning approach in learning writing skill?

For the purpose of answering the research questions, it was hypothesized that:

- H₁: The majority of pupils are not engaged in the traditional learning process since it does not fit their interests.
- H₂: Pupils may be involved in learning writing skill within the personalized approach.
- H₃: Pupils may not be involved in learning writing skill within the personalized approach.

This work adopts different research tools in order to collect as much data as possible. Observation, interview and pre/post test were used as instruments to gather information concerning the topic. The first chapter of this project adopts a literature overview about the writing skill and about the personalized language learning approach. The next chapter deals with the methods used in the practical part of the research. Whereas, the final chapter aims to analyze the data gathered and to discuss the findings providing some suggestions and recommendations concerned with the topic.

Chapter One

Personalized Teaching of Writing Skill

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1.1. Introduction

Teaching English as foreign language may face some difficulties. Teaching writing as well can meet some obstacles. Writing is very essential since it enhances the development of student. It seeks to be the key of their success; degrees are gained from tests and exams thus the very majority of exams are in written forms. For that purpose, it is necessary to investigate the way in which writing is taught to EFL learners. This chapter attempts to give an overview about the English background in addition to some importance points of teaching. It aims to provide tips for teachers concerned with how to teach English for EFL learners. The second element deals with writing, its importance and the difficulties facing teacher and learners. Besides, the present chapter aims to develop a particular knowledge about the personalized language learning approach and how teachers can personalize their process mainly in writing.

1.2. Teaching English as Foreign language

English language is no more considered as a language of a specific area but rather, it is a well known language all over the world. In the countries which their mother language is different from English, this language is taught as a second language or a foreign language. English currently exists in a range of world varieties. Unlike French, that continues to be primarily based upon one metropolitan culture, the English language has taken on a number of regional forms.

By learning another language, we have a tendency to see our own in perspective and to recognize that there are different ways of claiming things, other ways of thinking, and other patterns of emphasis. Learning English language varies depending on several factors. Age may be one of these factors, however, as Krashen states “...*Thus despite the simpler input directed at the younger children, it is likely that older acquirers actually get more comprehended input, and this may be the key factor in their faster initial progress.*” (1987, p. 44). This considers age as one of the important features related to learning the language. Steinberg also claims that:

“...adult learners are more successful than younger learners because they know how to be students and have sufficient maturity to meet the rigours of a formal learning environment, where concentration, attention and even the ability to sit still for a long time, all play a role in learning.”

(Steinberg, 1993, p. 215)

Young learners are more likely to grasp and learn new materials, whereas, adults are less successful in learning. Therefore, it is very important to consider the age in the teaching process; teachers should provide the learner with facilities that would raise his learning abilities. In Algeria, The English language is not well considered in the learners' communicative environments. Additionally, this foreign language is not of the same kind to the students' mother tongue; Arabic. Consequently, apart from the limited amount of English they hear, speak, read or write in the classroom, English is, to a certain extent, absent most of the time in their daily lives.

However, the whole cultural circumstance in Algeria is different from lifestyle in Great Britain, or any other English speaking country. In spite of the dramatic spread of English in media and social networks as a medium of communication, it is amazingly true to say that only the teachers of English or the textbooks and the reading documents they provide the learners with are considered to be the only source that can inform them about the way of thinking and living of the English speaking peoples. Moreover, and as stated by Hayenne (1989, p. 43), English is considered by some Algerians as "*a language of an ex-colonial and imperialist country*". Thus, this language is apparently considered as an extra language that is completely different from the mother tongue in Algeria.

1.2.1. Importance of EFL teaching

So far, the main important principle of teaching English language is to make the learner aware of his goals. Teachers should give a clear instruction of the language to students. Teaching English as a second or a foreign language can be a complex activity since it differs from the learners' mother tongue. It was considered as an application of a specific approach; however, it is necessary to go beyond that. English language has to be seen as an application of new teaching tools, models and methods in order to go further than teaching a silent language, yet it is a vivid one. English now is not limited with schools (as a module), but it can be taught for different purposes; people may use English for social interaction or professional purposes such as medicines, engineers.....When anyone learns a foreign language, instrumentally, he needs it for operational purposes; to be able to read books in the new language, to be able to communicate with other speakers of that language. The tourist, the salesman, the science student are clearly motivated to learn English instrumentally.

When learning a foreign language for integrative functions, one is trying to identify closely the speech community which uses that language variety; he wants to feel at home in it, he tries to understand the attitudes and the world's view of that community according to Geoffrey Broughton, et al., 1980. As mentioned by Malki (2017), in the introduction to the English Syllabus of second year permitted by the Ministry Education, (2006) stated that:

“The aim of teaching English is to help our society to get harmoniously integrated in modernity through a fully complete participation within a community of people who use English in all types of interactions - this participation should be based on sharing and exchanging ideas as well as experiences being scientific , cultural , or civilisational – this participation will help for better understanding for oneself and the other”

(Malki, 2017, p. 28)

This may be an evidence for showing the importance of teaching and learning the language. So far, the purpose of teaching and learning English is to be able to share points of view and exchange ideas with others. It facilitates people's interaction and tries to gather them within the same context. Learning English means a step to the future; however, this foreign language represents a common world-speaking tongue. Learning this foreign language could be helpful in providing the learner with the power to develop his usage of language on different sides. Algerian learners notably those in middle schools believe that the English language is an advantage or a benefit for them as students.

Learning the English language will help the brain to be in a good health. It also attempts to develop different skills related to the brain. However, Teaching English aims to increase students' development of their skills. Nevertheless, As K. P. Yadav (2006) claimed that: *“is the main bridge between economic growth and opportunities for the human development”* (p.188). Consequently, the English language takes part in the majority of societies; a rich luggage is required when opting for a job in some organizations.

Yet, in the sense of travelling and making friends, Michael Cronin (2000) was able to state that: *“The traveler may decide that ethically the only appropriate form of travel is to travel in countries where they know the language”* (p.76). In addition, Anne F et al., (1994) declared that *“Many welcome the opportunity to live with people from all over the world and like the*

more western ambiance enclaves” (p.86). The importance of learning English as a foreign language is to help learners to travel and to make new relationships with people from the target language. It aims to provide facilities and give opportunities to be open minded to the world and to discover other cultures.

1.2.2 English teaching pedagogy

Any approach to language teaching must be firmly grounded within the nature of the foreign language learning. A piece of reflection of knowledge and assumptions concerning how learners learn and the way the teachers use the knowledge and assumptions in the teaching process may be a particular activity that the teacher uses in every classroom. The process of foreign language teaching itself is complex and multifaceted. It consists of the grammatical aspects of the language, the social aspects of the language, theories, methods, approaches, techniques, and strategies relevant to the foreign language teaching and learning that would help teachers succeed in their vocation. These embrace topics as varied as phonetics and phonology, syntax, semantics, behavioral approach to language teaching, grammar translation method, communicative language teaching, task-based language teaching, language awareness, curriculum development, classroom management, learner autonomy, learning styles, and strategies, etc. Nevertheless, scholars in language teaching methodology have broadly categorized three major dimensions of teaching language pedagogy, namely: the language, the teaching process and the learner (Brown, 2007; Cook, 2008; Harmer, 2007; Richards, 2015).

The teaching method dimension refers to the way the language dimension is instructed, drawing relevant approaches and strategies that are applied in the language teaching. These aspects pertinent to language teaching that support learning like curriculum, syllabus design, lesson designing, materials development, and program evaluation. They also include characteristics of teachers’ knowledge and skills such as teachers’ awareness, classroom management, interaction, teaching the language skills (reading, listening, speaking, writing, grammar and vocabulary), assessing language skills and the exploitation of the suitable approaches, methodologies, techniques, and strategies (Brown, 2007; Richard, 2015).

Learners have different developmental stages; what works with lower-grade learners may not work with higher-grade ones. Good understanding of Zone of proximal development (ZPD) would help teachers develop awareness of the kinds of activities and

tasks that are suitable for children at different ages and different developmental stages. For example, one prominent feature of child-friendly pedagogy in EYL (English for young learners) teaching is the use of games and songs to arouse learners' interest. But child-friendly pedagogy is not continually concerning games and songs. It is true that games and songs could also be helpful in teaching lower-grade learners; however, the employment of identical activities in teaching higher-grade learners might not yield the same desired results (Butler, 2005). This means the supply of identical activities with similar motives might not continually be perceived within the same means as a result of learners have totally different organic process stages.

Teachers, therefore, need a holistic approach of psychology that emphasizes on the *“fundamental characteristics of the ZPD as a set of interactive processes wherein learning occurs because teaching facilitates it”* (Nassaji and Cumming, 2000, p. 115). Provision of this data would facilitate lecturers perceive that the employment of identical activities with similar motives might not continually be perceived within the same means. Zone of proximal development consists of the idea that children have not the same abilities to understand something or to do it.

This sturdy understanding is helpful for teachers to develop awareness of the types of activities and tasks that are supposed to be appropriate for young learners with totally different organic process stages. Thus, teachers' psychological information of young learners is related to their skills to form satisfying and interesting classrooms, which are manifested by their abilities to manage classroom properly, select and develop participating materials, integrate language skills and make tasks and activities that end in pleasing and interesting lessons (Nunan, 2011; Pinter, 2009).

Besides, with the readymade syllabus, like in schools, the teacher has to be flexible while dealing with lessons. He may add some courses as he may omit others in regard to the student's needs and interests. The teacher is the guide of the classroom; he plays a vital role in managing, monitoring, controlling, and organizing his class. Knowing the students by observing them allows teachers to enhance the flow of the lessons because this may lead to demonstrate the way in which the teaching process will take a place and also help the teacher to create a new method that makes learners understand what is aimed to be understood in spite of their different learning styles.

1.3. Teaching Writing Skill

White and Arndt (1991) described writing as a sort of problem-solving that involves such processes as generating ideas, discovering a ‘voice’ with that to put in writing, planning, goal setting, watching and evaluating what is planning to be written in addition to what has been written and checking out for the language to be expressed. Hedge said, “*In school we write... not to anyone... we just give information. Not to someone... we just write information down on paper*” (2005, p.20). He meant that writing in school is viewed just as an act of pasting something on a paper, it is a process of writing words in form of a paragraph or an essay simply for the sake of writing; it is worthless.

In 2001, Brown said, “*A simplistic view of writing would assume that written language is simply the graphic representation of spoken language...*” (p.335). Writing is going beyond being complex; therefore writing pedagogy is vital, as Brown stated by claiming that writing is “*as different from speaking as swimming is from walking*” (2001, p.335). Writing is a major cognitive challenge, because it is at once a test of memory, language, and thinking ability. It demands rapid retrieval of a specific knowledge about the topic from long-term memory (Kellogg, 2001). A high degree of verbal ability is important to come up with a cohesive text that clearly expresses the conception of the content (McCutchen, 1984). Writing ability further depends on the ability to think clearly about substantive matters (Nickerson, Perkins, and Smith, 1985).

Moreover, mature writers at the same time juggle the design of ideas, the generation of text, and the reviewing of ideas and text, placing heavy demands on executive attention (Hayes and Flower, 1980; Kellogg, 1996). Given these demands, it is not surprising that both developmental and individual differences in writing ability can be explained in terms of the limitations of working memory (McCutchen, 1996). One should have the capability to keep up multiple representations and management interactions among coming up with production and reviewing so as to put in writing well. So far, the writing activity is considered as one of the hardest processes since it requires several operations and needs a particular ability in order to paste the ideas and thoughts in a form of a cohesive paragraph.

1.3.1. Importance of writing

According to Meek, “ *the most important single lesson the children learn from texts is the nature and variety of written discourses, the different ways that language lets a writer tell, and the many different ways a reader read*” (1988, p.21). She means that the very essential thing is that when young learners know the real meaning of the language they learn and how can this serve them. However, she emphasizes on the need of the writing skill in learner’s whole lives not just in their learning process. While Walsh stated that:

“Writing is important because it is used extensively in higher education and in the workplace. If students do not know how to express themselves in writing, they will not be able to communicate well with professors, employers, peers, or just about anyone else. Much of professional communication is done in writing: proposals, memos, reports, applications, preliminary interviews, e-mails, and more are part of the daily life of a college student or successful graduate.”

(Walsh, 2010, p.1)

This reinforces the importance of this skill as a tool that helps learners to express and state their thoughts in a written way. However, writing is a mean of communication, and it facilitates the process of expressing and exchanging points of view. Writing not just for the sake of studying but it goes beyond that; it helps each individual in doing a variety of his daily life activities. So far, the value of this skill is not just for writing paragraphs, essays, answering in exams, but it targets several objectives.

For Zamel (1982, p. 565 cited in Nemouchi, 2008, p. 24), writing was “*reconceptualized as the process of discovering meaning.*” This can be a good example which supports the fact of considering writing as a great concept, not simply a tool that is used through the learning process for the sake of studying. It is no more a linear activity but a process that entails different complex stages that are ordered in a progressive way. Writing skill seems to be the hardest skill among the others skills (listening, speaking, and reading) since it is a productive skill which tends to make students produce something with mental and physical efforts.

However, the fact that writing is very essential due to its benefits to learners, according to Suleiman (2000) who asserts that:

“Writing is a central element of language, any reading and language arts program must consider the multidimensional nature of writing in instructional practices, assessment procedures, and language development.”

(Suleiman, 2000, p. 155)

This means that writing is not just a means of communication but it goes beyond that, it is an important tool to facilitate the learning process. Writing scaffolds learners by the grammatical needs and involves them to be autonomous and adventurous. They will be able to express themselves and their opinions; it reinforces several processes. Hand et al. stated that: *“You can have the greatest technical skills in the world, but without solid communication skills, who will know and who can understand?”* (Hand et al., 2007, p. 34).

Writing skill is a major skill that helps in developing ones technical skills. Strong writing skills could enhance students' possibilities for fulfillment (Alexander, 2008). In discussing the importance of writing to learning, Suleiman (2000) adds that writing is an important factor of language. Any reading and language course of study should recognize the multidimensional nature of writing in tutorial practices, analysis procedures, and language development.

1.3.2. Difficulties in teaching/ learning writing

The difficulties facing the students while engaging in the process of writing are different. Brown marked on the complexity of the writing process: *“Just as there are non-swimmers, poor swimmers and excellent swimmers, so it is for writers. Why isn't everyone an excellent writer?”* (2001, p. 334). He refers to the writing skill by the swimming experience; like there are people who are very skilled in swimming, others are intermediate and struggling ones, as for the writing production. Students often fall in such a situation where they cannot arrange their ideas, they miss the order of thoughts in different situations where they have to think first then write. Researchers believe that Arab EFL Learners are mainly responsible for their weak writing performance (Ezza, 2010). EFL learners showed that they have several issues

once writing in English like organizing the concepts. That is because they rarely write in English. For students to achieve a foreign language typically, and writing skills specifically, they need to surround themselves in a language learning environment. Arabic society misses the chance to use a target language like English in their everyday life. As a result, many problems occur when they study at a university where the medium of instruction is in a foreign language like English (Al-Khasawneh, 2010).

Written tasks measure the common demand in all studies. However, writing has long been claimed to be seriously a difficult skill to acquire (Gupta, 1998). The conception of success in writing is associated with expressive style, the flow of thoughts, outsider expectations, growing confidence and delight of academic writing; students are identified to have issues dealing with this issue (Basturkmen and Lewis, 2002).

Hedge states that writing is over building-up, detailing and completing sentences and phrases. She states that writing is concerned with guiding students to: “*produce whole pieces of communication, to link and develop information, ideas, or arguments for a particular reader or a group of readers...*” (2005, p. 10). Another aspect that can be a serious problem facing the procedures of writing skill is the influence by the mother tongue as Brown (2001) brings up Kaplan’s study, where he summed up by claiming that learners of the English language have predispositions that come from their native languages, when it comes to structuring their writing.

1.3.3. Principles of teaching writing

Writing skill plays a vital role in involving people to communicate, it seeks to engage people in expressing their ideas and points of view. It is required to involve the learner in the productive skill of writing in order to rise students’ valuing of the process. Writing to be effective depends on a variety of options that do not seem to be shared by spoken communication, not only in terms of linguistic and pragmatic options however, besides the context within which it will be understood (Nunan, 1999). Writing could be a “*complex mental process that needs sustained intellectual effort over a substantial amount of time*” (Nunan, 1999, p. 273). According to Hedge (2005), there is a need to organize the event of ideas or information; ambiguity in this meaning should be avoided through accuracy. However, the writer should select from advanced grammatical devices for stress or focus; and at last, they must concentrate on the selection of vocabulary, grammatical patterns associated

with sentence structure to make a feasible value and an acceptable style to the topic matter and for helping the reader.

There are plenty of techniques that the educator can use to teach the writing skill. First, he may integrate other skills (speaking, reading, listening) to reinforce the writing process. Second, he can use a variety of topics that are of learners' interests. Third, the teacher has to make the subject matter meaningful and authentic for his students. The integration of tasks related to students' lives in the teaching domain helps teachers to engage the learners in the learning process. Teachers have to hold the students' interest by bringing relevant topics to the classroom. Scherff and Piazza (2005) saw balanced instruction as the best and obvious strategy. They defined balanced instruction as including in the writing process lessons on prewriting, drafting, revising, editing, and publishing in addition to strategies that address the writer's craft, such as genre, dialogue and plot. Lessons in craft are integrated into the revision process as part of a work's development.

Teachers have to use variety of materials and approaches, such as emails, acting, comic books and hands-on projects, to link into non-academic areas of a student's life in order to spark their interest and to bridge community and school life. They have to focus on topics from the student's circle of personal knowledge, culture, and society, such as family stories family, pop culture characters, blogging, tendencies, and diaries. It is logical to conclude that further such inventive strategies would also be effective in engaging students, accessing their prior knowledge, and making learning meaningful. The use of traditional texts, too, might be reconsidered in the area of contemporary works more relevant to a diverse population (Applebee, 1994).

On the other hand, the social milieu of the student has to be considered when assessing teaching strategies. Sperling and Woodlief (1997) attempted to say that writing is not only a social activity but is a socially purposeful activity. Perl and Wilson found that when students work collaboratively, in groups, pairs or trios, they discover themselves in new roles, such as listeners, co-inquirers, helpers, and authors whose work impacts others. Discussion is one effective social strategy in teaching writing. Langer (2001) saw student involvement in discussion as an element in successful English classrooms. Sperling and Woodlief (1997) found that when students' extra-school lives are included in classroom discussions, those classrooms become communities of writers.

1.4. Personalizing language teaching

Personalized Learning varies in definition within the contexts in which it is being applied nowadays. It is necessary to contemplate what has been written in the education policy documents likewise the approaches that academic institutes or teachers adopt in their work. Personalized Learning is viewed by policymakers in Massey University, New Zealand, 2013 as a process in which teachers aim to tailor the students' learning tasks and the whole curriculum in order to fit student's needs and interests. By this, it is assumed that students will perceive how they are learning, owning and driving their learning and how they tend to be the co-designers of the curriculum and their learning setting. However, the personalized language learning approach seeks to push students to construct their own learning. It gives them the opportunity to build up on their previous knowledge by their own methods.

Additionally, it is implied that student learning desires, interests, and capability demonstrate the rapidity of learning. In this setting, all the resources are created on the purpose of learning. Teachers, parents, peers, technology, time, and learning environments are included with the view that they will be used flexibly to meet individual student learning needs. It is, therefore, necessary that every learner realizes his own characteristics and needs like different previous data, cognitive skills, and learning styles. These individual differences affect the learning processes and they are the reason why some learners find it easy to learn in a particular subject of study, whereas others find the same subject difficult (Jonassen and B. L. Grabowski, 2012). Consequently, the field of personalized learning aims to tailor each learner and to fit every student's needs. It seeks, however, to target every single learner in order to fulfill all the learning gaps.

The term of personalization is still a huge term that cannot be given a specific definition, but rather it is largely an umbrella term that overlaps with other education concepts, such as adaptive learning, differentiated instruction, competency-based education, and learning analytics. There is an agreement on that personalized learning is learner-centered and flexible, responsive to individual learners' needs as they progress on mastery-based progressions or competencies. Hence, a key distinction made by some is that it is in fact the notion of the learners driving their own learning that distinguishes personalization from other educational pedagogies such as differentiation and individualization (Bray, B. and McClaskey, K. 2013).

According to Bill and Melinda, 2015:

“Personalized learning seeks to accelerate student learning by tailoring the instructional environment—what, when, how and where students learn—to address the individual needs, skills and interests of each student. Students can take ownership of their own learning, while also developing deep, personal connections with each other, their teachers and other adults.”

(Bill & Melinda, 2015, cited in Groff 2017, p. 32)

Personalized learning aims to fit each individual; it tailors every learner to make an effective teaching-learning process which serves both teachers and learners. However, Bill and Melinda, 2013 were able to identify four key features in their foundation:

- **Learner Profiles:** means that each student has a different character of his/her individual strengths, needs, motivations and goals. This differentiation could be assessed by providing variety of tests.
- **Personal Learning Paths:** means that each student follows a personalized path that corresponds to his learning profile and adapts based on his or her individual learning progress, motivations and goals.
- **Individual Mastery:** means that student differ in several aspects mentioning the learning abilities. However, their progress toward goals has to be continually assessed, advancing as soon as he or she demonstrates mastery.
- **Flexible Learning Environments:** Teachers have to consider the students’ needs when designing the learning environment in order to respond and adapt to support students in achieving their goals.

It is the concept of leading students to drive and construct their own knowledge; it raises the awareness about learners’ needs and interests and the collaboration of teachers and students in order to provide the important equipments for a successful learning-teaching process.

1.5 Personalized methods in teaching

The role of the teacher during the course is to help when needed, either teaching the students individually, in small groups or, if necessary, the whole group. The methods of teaching the language within the personalized language learning approach vary. However, these tools may be helpful for teachers conducting this approach.

1.5.1 Use of technology

Personalized learning tailors every single student; it fits each learner. With this new approach, students have to be engaged in the learning process. However, before engaging the students, the teacher has to be flexible in dealing with courses so that the new material aligns between the interests and the objectives of the course. Knowing about the students, examining the course book, and adapting each activity to maximize their appropriate use can be the key to succeed in the personalized teaching process.

In order to assist with the pressure of providing learners with lectures on theory, Peura uses educational videos which his students can watch whenever suitable for their learning process (Peura, 2013). In addition, technology is used to facilitate learning through online materials, and formative assessment through online tests. On the website, there is a visual representation of instructions for teachers on how to implement the approach accordingly (ibid, 2015). Learners need to develop their autonomy, which is seen as one of the main concepts for the personalized approach. Benson (2010, p. 58) defines autonomy “*as the capacity to take control of one’s own leaning*”. It is the personal ability to drive learners’ own method of learning. It is an ongoing process where the learner has to advance step by step until he reaches his learning goals.

There are plenty of strategies that the teacher can use while dealing with tools of technology in the teaching process. Grace Rubenstein, 2010 suggested some tips for personalized learning via technology. These are some of them:

- Deliver instruction through multiple forms of media: aims at using computers, videos, animations, interactive games within the activities.
- Gather and use immediate feedback on students’ understanding: seeks to give feedback immediately without waiting for tests and quizzes.

- Give students options: this aim to provide chances for learners to present their works in their own styles.
- Pretest students' knowledge before each unit: the teacher has to check the students' prior knowledge before engaging them to the new lesson.
- Be flexible when plans go awry: teacher has to expect the unexpected in order to preserve the lesson's procedures.
- Let students drive: means to give the students a chance to take part in the process.

The basics of personalized learning mainly consist of taking into consideration students' needs and interests, their level, difficulties, and learning styles. The teacher has to align between the students' input and their output in order to guarantee whether the purpose behind the teaching process has been achieved or not. He should be aware of the facilities and materials that are available, additionally, the time management is the main important element to be conscious about; the teacher has to control the flow of the lesson in a particular period of time.

1.5.2 Differentiated Instructions

It is obvious that students are different in regard to their styles, needs and abilities. Some may understand a particular aspect. However, other may not be able to understand. Consequently, what works with a number of learners may not work with others. Teachers have to be mindful of the students' different abilities and they need to know that one instruction may not fit the whole classroom. Gardner was able to state:

“the biggest mistake of past centuries in teaching has been to treat all children as if they were variants of the same individual, and thus to feel justified in teaching them the same subjects in the same ways”

(Gardner, 2009, p. 564)

So far, it is not logic to treat all students the same way since there are different abilities and capacities in a classroom. Within a class, we can find advanced and struggling learners; some may understand quickly and easily where others may take time and face difficulties. Differentiation means to fit all the students targeting each learner according his own learning style. There are plenty of strategies that may help the teacher in differentiating the course instructions: differentiation of content, process and product. The differentiation of content

requires the teacher of English according to Convery and Coyle (1999) to apply the three types of differentiation in content which are: differentiation by text, by task, and by difficulty.

In the first differentiation, students are working on with spoken or written materials at different levels of difficulty within similar subject matter or topic. In addition, for the advanced students of communicative competence, an authentic recording of weather predict may be used. Whereas, for the struggling students, the teacher may use a commercially-produced tape of an imaginary weather forecast. In addition, the teacher is suggested to use authentic articles from an English written newspaper or magazine for the higher level students, while the lower level students are provided with an article provided by the teacher himself/herself, probably taken from the available course book to support the students who need more help.

However, in dealing with the differentiation of teaching by process, Convery and Coyle (1996) suggest five types, namely differentiation by support, by time, by interest, by flexible grouping plus interaction patterns and by learning styles. In differentiation by support, a teacher of English may require his/her students to work on an assignment individually. The instructions are given in the target language and are written on a support card to guide the students in accomplishing the assignment without directly going to the teacher when having symbols or mother tongue when appropriate. Beside the card, the teacher can provide posters displaying particular classroom instructions or posters with useful phrases and new vocabulary etc. In addition, another additional support may be given by allowing the students working on exercises to use dictionaries in the classroom.

Finally, in differentiation by product, it is necessary that a language teacher of English realize when differentiating by the outcome is to decide in advance what the expected outcomes will be and to communicate those to his/her students. Convery and Coyle (1998) provide an example in doing this. The teacher may assign the students to write a letter containing approximately 150 words, using at least five of the new vocabulary items recently studied, using the imperfect tense correctly, using the model provided, and being creative and humorous and extend and develop the model provided. The teacher can have differentiated worksheet, where the assignments are graded based on its difficulty: assignment one may require learners simply complete sentences by filling in gaps, assignment two may require learners to write sentences based on a model, and assignment three may require learners to write their own sentences and is open-ended.

1.5.3 Project based learning

In defining the project-based learning (PBL), it is assumed that this approach means a constructivist pedagogy that intends to bring about deep learning by allowing the learner to use an inquiry-based approach to engage with issues and questions that may be real and relevant to the subject being studied (Markham,2012). Project-based learning has roots in constructivist learning and discovery-based methods, both of which rely on the inquiry process and students' ability to devise solutions based on their individual perspective and thinking. In PBL, students are the center of the process since they conduct their learning process by their own. However, the approach emphasizes on aligning between the theme of the project and the topic of the sequence. Project based learning seeks to teach within the process; the students are conducting the project in parallel with learning how to accomplish it and what data are required to be included.

Learning resources on project-based learning models is multidimensional. The project assignment is lifted from the real life problems in order to provide opportunities for students to improve their ability and to understand the implementation of the competence that is being studied (Lanmer, J. Mergendoller, J and Boss, J. (2015). Project-based learning (PBL) provides opportunities for students to build these qualities, likewise a lot of deeper learning of an ancient tutorial content and understand how it applies to the real world. Project based learning helps to foster deeper learning. However, it enhances the formative assessment in which the teacher aims to observe students and gives direct feedback. Additionally, the peer and self assessment are involved in tracking the student's learning process. Real word connection is one of the main important principles in conducting the project based learning. Thus, students should deal with authentic topics that are related to their real life situations in order to drive questioning and avoid boredom.

Project based learning seeks to raise students' autonomy and involve them in the learning process. It tends to make learners autonomous; they conduct their own learning by researching and gathering information. Students can discover new aspect while conducting the collecting data process. However, they will construct a new knowledge upon their previous one. They learn how to depend on themselves in leading the project and assigning rues for the members of the team. The teacher has to provide students with choices in terms of

selecting the project topics, the work and the way they like to perform in order to make them willing to improve themselves in front of their classmates.

On the other hand, the language has to be clear and understandable in order to make sure that all the students are aware of their incoming process. The purpose of project based learning is to help students in making their goals clear and easy to reach. Teachers as well have to act like as a coach in order to encourage and scaffold students and involve them in the learning process. The teacher has to be aware of his students' weaknesses and strengths to be able to hook their attention and drive them to ask and raise their excitement. Flexibility is an essential factor that leads to a successful project based learning approach (PBL) by being kind with students and trying to help them when needed. However, teachers should support learners even if they make mistakes and push them to do more in their process by giving the students advices and proving them with facilities that make their process clear and successful.

1.6 Conclusion

It is clearly seen that teaching writing is not an easy task; especially when it deals with young learners. Teachers have to be aware of the different aspects and factors related to their classrooms and students as well; they have to be mindful that there are mixed abilities in each classroom. This chapter aimed to cover all the angles of the research and tried to resume the main elements concerned with the research investigation. In addition, some guidelines were provided for teachers in order to have a successful teaching-learning process. The next chapter is concerned with the practical part of this research; it seeks to explain the tools and methods used to accomplish the investigation.

Chapter Two

Research methodology and data collection

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2.1 Introduction

The present chapter represents the practical framework of this work. It aims to explain the methods that were used in order to collect data for our research. It addresses the methodology in which these tools were applied and how they were organized to gather information. In this work, we used three instruments for a variety of bunches from which we could collect data. Observation was the first instrument where we have attended a number of sessions in middle schools in order to observe the methodology of teaching the writing skill and the behavior of students toward this methodology. The second instrument was the teachers' interview. We interviewed some teachers of middle school asking them some questions concerning their teaching process. The interview aims to collect teachers' points of view in order to benefit from their experience and try to obtain some recommendations from them. The final tool was concerned with tests (pre and post tests) as an experiment of the personalized approach and its influence on the teaching process. The purpose of these instruments was to collect as much information as possible in order to save the credibility of our research.

2.2 Motivation

Gottfried was able to define academic motivation as “*enjoyment of school learning characterized by a mastery orientation; curiosity; persistence; task-endogeny; and the learning of challenging, difficult, and novel tasks*” (1990 p. 525). We become motivated in order to achieve our own personal goals as well as the organizational goals. The present work was conducted in order to investigate the effectiveness of the personalized language learning approach in teaching the English language, mainly in teaching the writing skill. The strong motivation behind choosing such a topic to be our master thesis is that we were part of the issue in a particular way. From our novice experience as a substitute teacher of a middle school, we have noticed that the teaching process is not an easy task. Our observation as participants of the teaching-learning process dropped us to question how if we break the routine and we bring some changes to the field. Being an important element inside the classroom involved us and made us think about how to be successful and how to reach the point of a successful teaching-learning process.

However, living the issue has build up a strong desire to integrate new methods in the teaching domain and to try to add some personal touches on it. As a novice teacher, we could

see the boredom of pupils repeating the same things all over the year in addition to our. It was a kind of following a circle repeating the same steps with the same methods. We decided to bring new aspects, create new strategies and make the teaching-learning process exciting in order to raise the pupils' motivation toward learning the English language. A successful approach mainly is based on creating a good environment for pupils' interaction by engaging them to the new challenges. For the mentioned reasons, it was a serious incentive to investigate the topic of personalized language learning approach.

2.3 Participants

The topic of our project deals with personalized language learning. It aims to investigate the effectiveness of this approach in teaching writing skill. The research addresses young learners who are pupils of third year middle school aged between thirteen and sixteen years old. The number of the participated students was about ninety students. However, both teachers and pupils participated in the process since the issue targets the classrooms' situations. Ten teachers were selected to contribute in the research. Nevertheless, eight teachers were given some questions to answer in a frame of an interview. Their experience is stranded between four years and twenty years. On the other hand, pupils were asked to participate with their writings and interaction.

2.4 Methodology

This work aims to identify the nature of strategies that the teachers use dealing with writing courses. It seeks to know if teachers still use the traditional methods in presenting the writing lessons. In order to reach the point, we tried to use a variety of tools and instruments to gather much information about the topic of this work. Three instruments were used. First, classroom observation which was held in two different middle schools: "Kaid Ahmed" middle school and "Colonel Othman" middle school in Relizane. Besides, we were invited in Annaba (Omar Ibn Khatab) to accomplish the observation. The aim of the observation was to see the behavior of students in writing lessons inside the classroom and the way the teacher presents it.

The second tool was the interview. Eight teachers were kindly invited to answer some questions in order to know their opinions about the topic of our research. The third instrument was the pre-test and the post-test. The teacher gave the students a particular writing work within the traditional method instructions, and then we tried to reformulate the way of

presenting conserving the same objectives of the lesson. These non-numerical instruments help in exploring more qualitative data and in checking the reliability and the validity of the research.

2.4.1 Classroom observation

Classroom observation is one of the effective research tools that can be conducted in a particular investigation. However, it helps in gathering recent quantitative data concerning the structure of the lesson and the students' interaction inside the classroom. It is a helpful means that can facilitate the research process. Classroom observation is one of the most important tools to be used because it helps to collect data in order to test the hypothesis suggested before. Since the topic of the project deals with teachers and pupils inside the classroom, it was required to use a systematic observation checklist to see real-life situations. Using the observation tool gives the researcher an opportunity to live the situation and see closely the strategies and various aspects inside the classroom. It allows going deeper into the topic and helps to see the bigger picture of the issue we aim to solve. As Good and Brophy (2000) noted:

“Observers often try to reduce the complexity of classroom coding by focusing their attention exclusively on the teacher... but it is misplaced emphasis. The key to thorough classroom observation is student response. If students are actively engaged in worthwhile learning activities, it makes little difference whether the teacher is lecturing, using discovery techniques, or using small-group activities for independent study.”

(Good and Brophy, 2000, p.47)

They emphasize on paying attention to every single detail concerned with students' response +because they can be the source of inspiration. It is obvious that the most you observe the most you notice new things and your mind will be opened to the world. Paying attention allows the person to get the inspiration since this final is the source of writing. The classroom observation is tool that can be valued as an important qualitative research instrument. In this field, we used the observation as an introducing tool in order to investigate more about the classroom and the environment created inside it. The purpose of classroom

observation was to notice the process and procedures of lessons and how pupils interact inside the classroom. Besides, the use of this instrument is to see the problem from different perspectives. It allows checking a variety of items concerning the topic of the research for a better understanding of the reasons behind the issue that we want to solve.

2.4.2 Teachers' interview

As noted by Dörnyei, (2007, p. 132), qualitative knowledge is 'most often' collected by researchers through interviews and questionnaires. However, interviews; compared to questionnaires; are additional powerful in eliciting narrative knowledge that permits researchers to know people's points of views in larger depth (Kvale, 1996, p. 2003). Similarly to (Cohen et al., 2007, p. 29) where they add that interviewing is "*a valuable technique for exploring the development and negotiation of meanings in an exceedingly natural setting*". Kvale(1996, p. 174) states that the interview is "a conversation whose purpose is to gather descriptions of the (life-world) of the interviewee" in relation to the interpretation of the meanings of the 'described phenomena'. In the same field, Schostak, (2006, p. 54) adds that the interview is associated to a long speech between partners that intends to have an 'in-depth information' among a particular topic or subject. In a similar vein, Jordan et al., 1994 stated:

"The research interview is somewhat formal and staid, with an established procedure for taking turns, questions and answer, and polite listening . . . interviewees are invited to tell their stories and are guaranteed a high degree of ritual respect . . . Conversely, there are certain requirements of the research interview that impose constraints."

(Jordan et al., 1994 p. 56)

The interview is a practical collection method that serves to discover the other's experiences. It is a very essential instrument to be used since it gives the researcher a chance to collect recent and valid data from teachers of the domain. This tool consists of a set of questions (they could be planned before or randomly chosen) addressed to some teachers in order to get more information about the topic. It enables as well the researcher to get in teachers' minds and to identify their points of view directly.

The significance of the interview comes out in helping the researcher to answer the hypotheses. The interview is a qualitative research process that seeks to accumulate a detailed account of how teachers behave and react inside the classroom. However, it can be a quantitative collecting data tool if it includes some closed-ended questions. It is necessary to use the interview method in gathering information since it gives the researcher an opportunity to have a direct contact with teachers and to collect recent data. It is very beneficial since it aims to discuss the several points and aspects concerning the research directly with the teacher.

2.4.3 Pre-test and Post-test

The pre-tests and post-tests are valuable diagnosis instruments that aim to measure the amount of a particular teaching-learning process. They are useful and practical tools that serve the researcher in his process of collecting data. In order to measure the effectiveness of any approach, a pre-test should be done before starting on the application to diagnose the ex-abilities. This instrument helps in checking the materials and strategies used on one hand. On the other hand, it seeks to investigate the methodology and the way these strategies are used. Whereas the post-test can be used to evaluate the improvements reached after the application of the approach and also to defend or reject its effectiveness. Pre- and post-tests are used to measure knowledge gained from participating in a particular course. An education professor Bernauer commented:

“...instead of teaching the most important knowledge, skills, and attitudes that my students needed to attain, I had fallen victim to the trap of trying to "cover the material." I decided, therefore, that it was necessary, first, to identify critical learning goals, and then, based on these goals, to develop assessment items to guide my teaching, student learning, and the evaluation of student achievement.”

(Bernauer, 1998, p. 26)

This may resume the great importance of the pre-test in enhancing the teaching-learning process. Further findings to this effect were indicated by Stiggins (1994) who found that the most serious impediment to develop education was not the standard of

either instruction or assessment, but rather the failure of instructors to identify clearly what were the foremost vital objectives for learning. Angelo and Cross (1993, p. 8) points out: "Before faculty can assess how well their students are learning, they must identify and clarify what they are trying to teach." Consequently, it is important to first spot a reachable set of the most important curricular goals, and then to ensure that objectives, instruction, and assessment items align with these goals (Bernauer, 1998).

The significance of using this type of research method is to test the effectiveness of using the personalized learning approach in the teaching-learning process. It aims to measure the students' knowledge before applying the approach and after using it. Hence, the theme of our topic requires such instruments since it deals with integrating the approach of personalized learning in the teaching realm to compare between the traditional methods of teaching and this new process.

2.5 Description of research instruments

This research required using variety of tools in order to collect much information about the topic. Three instruments were used to gather data: classroom observation, teachers' interview and pre/post tests. The purpose of using these is to assemble both qualitative and quantitative data.

2.5.1 Classroom observation

The focus of the observation was on both teachers and learners but much more on the teachers and how they present the lectures. We attended ten sessions divided into four classes of third-year Middle School in order to be part of the situation and to observe the teaching-learning process with its real situations. The observation tool was conducted according to a particular checklist by Hussein al-Ghamry, Suez Canal University, Curriculum and Instruction Department, faculty member. The checklist is divided to three parts: the first one consists of a set of items that need to be observed in the pre-writing stage, the second part is for the while writing stage and what is required to be checked on that period and the final one deals with the post-writing stage. The observation was carefully planned in order to obtain accurate data.

2.5.1.1 Pre-writing stage

This stage is the first step before engaging in the writing process. It starts with the warming-up activities that seek to refresh the pupils' memories and to prepare them for the new lesson. In this stage, eleven items were required to be observed and they are as following:

1-T activates students' prior knowledge about the writing topic.

This Item is a very essential step that has to be done in each session before engaging the students in the coming lesson. The teacher has to remind his pupils' of what they have already as luggage about the topic of the lesson.

2- T helps students (ss.) to develop a sense of audience.

This item checks whether the teacher tries to make a sense of audience between learners and to create a kind of classroom interaction.

3-T provides contextualized tasks.

The purpose of this element is to check the existence of authentic tasks and attempt to create an environment where pupils study in context.

4-T encourages Ss to work in pairs and / or groups

It aims to verify whether the pair work and group work is encouraged by the teacher inside the classroom since it helps the pupils to exchange ideas and points of view.

5- T provides ss. with strategies for generating ideas through, organizing them and planning.

In this step, the teacher helps the pupils to think critically supplying some aspects and strategies to organize their thoughts.

6-T teaches Ss how to apply these strategies

7-T provides ample opportunities for Ss to apply proper strategies for generating ideas.

These items seek to ensure that the teacher trains the students how to use the strategies provided and how to make an outline to order the ideas.

8- T encourages Ss to use visual and sensory images such as graphic organizers and webs to organize main ideas and supporting or related ideas

9- T enables Ss to collect information from reading, taking notes...etc

These two checking elements aim to check if the teacher supports the use of different materials and aids in teaching and how to gather information from a variety of resources.

10-T helps Ss analyze a model text related to the writing topic.

It involves proving useful and practical models related to the topic of writing.

11-T helps Ss alleviate their pre-writing anxiety/apprehension.

This tries to see the helpfulness of the teacher to students in order to reduce their anxiety and to lower their stress before writing.

2.5.1.1 The writing stage

This second stage is the period of starting the writing process. It aims to collect the ideas gathered in the pre-writing stage and form them into a paragraph. It contains seven items systematically ordered according to writing steps:

12- T leads ss. into building awareness of discourse organization.

This item aims to check if teachers try to make pupils aware and to give them an idea on how to organize their notes.

13- T models “crafting skills.”

This element is concerned with the help of teachers to their learners in stating writing and in showing them how to reinforce and improve their skills.

14- T models how the parts of a text are linked through cohesive devices

This item is related with providing students with connectors of paragraphs and how they help the writer in linking his ideas.

15-T illustrates how sentence structure can vary to develop meaning.

16- T helps Ss use correct punctuation, word form, structuresetc.

The two items aim to check teacher’s provided facilities for students to raise their awareness about different aspects and strategies that have to be respected in order to form a perfect writing work such as connectors, cohesive devices, punctuation, structure....

17- T encourages collaborative tasks.

It seeks to support group work inside the classroom. The collaborative work is beneficial to students however it supports the group and pair work in order to exchange ideas, thoughts and points of view between learners.

18- T promotes drafting

In this step, the teacher has to engage the student in planning for their writings and make an outline to guide them in the process.

2.5.1.1 The Post Writing Skills

It is the final step of the writing process where the pupils finish their writing. This stage includes seven items that need to be observed which are:

19- Ss. Are encouraged to use revision strategies

The aim of this element is to check the student's awareness of the revision strategies as it is an important step which gives a chance to relook to their works and make changes if necessary.

20- When assessing Ss' work, T marks areas for improvement

It attempts to observe the teacher's guidance and facilitation skills.

21-T encourages self and peer correction.

Checking if the teacher promotes self and peer correction in order to measure the students' interaction inside the classroom.

22-T locates errors and gives them symbols to denote types of errors (using a coding system)

23-T indicates in the margin that there is an error of a particular kind somewhere on that line and asks Ss. to locate it and correct it.

In this step, we observed the strategies used by the teacher to correct the pupils' works and the methodology he is following to do his correction.

24- T shares with Ss. the grading criteria that are to be used to assess their written work.

25- T provides constructive feedback.

These are the final items of the checklist; they seek to investigate the strategies used to give corrective feedback to students. It is the most essential part of the lesson since it deals with pupils' motivation or destruction. Constructive feedback raises the willingness to learn.

Our observation took place in four classrooms where we attempt to observe the real teaching situations. We followed the above-mentioned checklist tackling each item from the list in order to look over the issue from its different angles. The focus was on the teachers and the way they present their lessons in addition to their strategies of teaching. On the other hand, we observed the behavior of students and the way they interact, as well we examined their responses.

2.5.2 Teachers' interview

The second instrument of this work was the interview which was given to eight teachers of middle school. The interview consists of both open-ended questions and closed-ended questions in order to collect qualitative and quantitative data for the research. The questions have been planned before in order to be systematic and organized. The interview ninety questions are as following:

1- How long have you been teaching English language?

The first question aims to investigate the teacher's experience in the domain in order to measure his proficiency and his ability to give recommendations.

2- Do you face any difficulties while teaching? Explain.

The question seeks to discover the obstacles and problems which the teacher may face in his teaching process. We wanted to measure the difficulties of each skill regarding the writing skill.

3- Which skill do you find the most difficult?

The purpose of this question is to be able to see if teachers have certain common problems in teaching different skills.

4- Let us talk about writing....

In this stage, we aimed to engage the teachers to talk about the main point of the research which is the writing skill in order not to deviate from the principle topic.

5- How often do you teach writing?

This item intends to find out the different teaching styles and to get an idea about how teachers present their lectures. Additionally, it aims to measure the use of traditional methods in teaching.

6- What kind of relationship do you have with your pupils?

It is obvious that the relationship between the teacher and his pupils plays a vital role in making a successful teaching-learning process. Consequently, asking this question helps to identify the type of the interaction involved inside the classroom. A good relationship makes the learner feel comfortable what makes him able to express his opinions and thoughts freely.

7- Are you aware of your students' interests?

After asking about the kind of relationship between the teacher and his learners, it is necessary to inquire about the teacher's awareness of the needs and wants of his pupils.

8- Do you usually take the course book instructions into account?

It seeks to check the availability of authentic models and real-life examples in order to reduce boredom inside the classroom. However, bringing new strategies to model the instruction so as to tailor each student aims to fit the students' needs.

This question has two different poles:

-If the answer is yes, the next question will be as following:

9- Why haven't you brought any changes?

-If the answer is no, this will be the following question:

10- What do you use instead?

The aim is to know the amount of relying on textbooks in the teaching process and to investigate whether they try to use or bring some new models to the field.

11- Do you have an idea about the personalized learning approach?

This question introduces the teacher to the main point of this work. It seeks to determine the awareness of teachers about this new process and to measure their knowledge about it. If not, an explanation of the approach would be provided.

If yes:

12- Could you tell me please what it means for you?

13- Do you apply it in your teaching process?

The two questions aim to investigate the teachers' points of view about the approach of personalized learning and its application in their teaching process.

14- How?

The aim of this question is to know the methodology of using the approach.

15- Do you find it beneficial? Explain.

The purpose here is to see the facilities this approach provides and how the teachers think about it.

16- How do you teach the writing skill within this approach?

17- Is it well considered by students this approach?

It is necessary to know the pupils' reactions and responses to the application of the personalized learning approach in their learning process mainly in learning writing skill.

18- Would you like to tell me please, what you should do to personalize your teaching?
Mainly in writing

At the end of the interview, we raised this question to receipt some recommendations:

19- Would you please tell me, what do you suggest for better use of this approach in our classes?

This final question aims to gather suggestions for better application of the approach, however, it seeks to invite teachers to investigate this process and try to include it in their teaching.

The figure represents the planned worksheet of the teacher concerning the lesson of written expression. It includes materials, competencies and objectives of the lesson. We could clearly see that there is no match between student's interests and the learning objectives.

Consequently, we requested teachers to give their pupils of third year middle school a particular pre-test. The teachers agreed on asking pupils to write a portrait about themselves as a pre-test. The aim of this tool is to check the reliability and credibility of personalized learning approach. In order to reach this point, we asked two teachers to present the lesson of writing expression with the recurrent way of explaining in order to see the pupils' responses and to measure students' knowledge. The pre-test was about using the book instructions asking the pupils to write a portrait about themselves including their physical appearances and their personalities. It is important to create a special teaching-learning environment where pupils take part and interact with each other.

The other part of this experiment is to present the same lesson in different way. We went before the lesson starts then we brought dictionaries for pupils to help them providing all the equipments needed. The test consists of giving pupils the same work with another methodology providing different instructions. We did the warm-up where we tried to refresh students' minds and remind them of the necessary adjectives that they need in their writings, then we start the lesson asking pupils to write a portrait about themselves in an anonymous way (without mentioning their names in the paper). Next we explained to pupils that it will be a kind of challenge where each student will write his own paragraph in small sheet of paper then they will pleat it into small piece.

After finishing this step, pupils were asked to put his paper on the dusk. Then we drew a table on the board considering each line as a team in order to be scored. The idea is that when they finish their writings, a volunteer will come to the dusk attempting to pick a sheet randomly then he starts reading trying to guess who the owner is. After, they will discover the winner team among the three teams.

The challenge created a sweet interactive environment where the pupils were engaged in the process aiming to score more and to be the winner of the class. The students were really engaged and willing to write and to participate in this kind of game whereas within the traditional method, they felt bored and disengaged. The reason behind using the pre-test and this post-test is to identify the difference between

teaching within the old and traditional method and using the personalized learning approach so far.

We could not feel the time. It passed quickly because the classroom was really interactive and students were actively engaged. The main purpose of those tests is to examine the effectiveness and the impact of the personalized language learning approach on students' learning process. It attempts to observe pupils' attitudes and behaviors while having their test in the traditional way and how they react and respond to the new approach in order to accomplish the research.

2.6 Conclusion

Teachers differ in the methodology they are using in their teaching process. However, most of them use the same traditional way of teaching in which they follow similar methodology. This chapter tried to clarify and give a detailed explanation of the methods that we used in our research. We have explained the items of the checklist used in the observation following by the simplification of the questions of the interview which targeted teachers of middle school. Above and beyond, we simplified the course of the pre-test and the post-test mentioning the means used in the process. The following chapter will tackle the data analysis and discuss the findings concerned with observation, interview and pre/post tests in addition to the suggestions and recommendations provided by some teachers.

Chapter Three

Data analysis and findings

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3.1 Introduction

This chapter represents data collected from the three instruments (classroom observation, teachers' interview and pre/post tests). In this chapter, we seek to analyze the findings and to discuss them. This section aims to investigate whether the results match the hypothesis provided before and to confirm or infirm them. The chapter consists of the examination of the data collected and the discussion of results in addition to some suggestions and recommendations for further research. The aim of our project is to investigate the effectiveness of the personalized approach and to show teachers how they can conserve the same objectives of lessons conducting different methods and tools in regard to their different learning styles, abilities, interests and needs. This process attempts to tailor each learner aligning between his wants and needs.

3.2 Results and findings

The present work conducts three different instruments in gathering information. The tools seek to collect qualitative data. However, the interview consists of a mixture between opened and closed-ended questions in order to meet some quantitative data.

3.2.1 Classroom observation

Our observation took place in different sessions with pupils of third-year Middle School. It targets both teachers and pupils in order to take notes of all the aspects inside the classroom. However, the focus of observation was on teachers more than students.

From the lessons attended, we observed that pupils are not involved inside the classroom; they are not giving much importance to the lectures. It was noticed that pupils do not even follow their teacher but instead they play and chat.... The observation reveals that most of learners feel bored while having English class mainly in writing since it does not require much concentration (as they think). During writing classes, students show their discouragement about the subject and they usually remain passive inside the classroom.

The selection of the sessions we want to attend did not focus just on writing sessions. We were given a chance to attend several lectures related to the sequence. The aim of attending many sessions before getting in the writing session is to observe the preparedness of pupils to be engaged in writing. Each sequence has a particular linguistic focus, so we cannot reach that point without following certain steps. However, It was widely seen that some teachers do not

prepare students for the topic but they teach each item in isolation whereas, other few teachers respect the process.

From the classroom observation, we have noticed that most of teachers do not care about students' interests. In classrooms, respecting the warming up activities was not a matter of all teachers; most of teachers do not give much importance to do a warm-up in which they refresh students' minds and prepare them for the new lesson as well. The theme of the sequence was about: "Me, my abilities, my interest and my personality", it aims to involve the learner to use his critical thinking skills and showing creativity inside the classroom. However the problem within this sequence is that the writing lesson was not related to the student himself, but they were asked to write about Mohamed Djelloud's profile.

Two teachers have already asked pupils to write about their interests and personalities in order to make them be part of the sequence. Consequently, we wanted to make it more exciting by introducing a new method of writing. Starting with our first session of observation, there was no time management. The teacher could not control students what led her to ignore the warm-up activity. Students were directly displayed to the lesson. Interaction inside the classroom was not that active, where pupils remain passive most of time.

Concerning the writing session observation, we have tackled each item from El Hussein's checklist starting with the first stage (the pre-writing stage). Activating students' prior knowledge was not well considered where teachers neglect this step except for the teacher who experienced more than 20 years in teaching. Moving to developing a sense of audience, students were not really involved in the process. In other words, there was a gap inside the classroom. Items three and four were reached with just one teacher whereas the others did not give them much importance. We could not notice the availability of group works inside the classroom. Some of teachers said that they cannot encourage the group work because of the noise that will happen. From item five to item seven, students were just giving some instructions to follow then they start their writing immediately without providing any help or strategies to guide them.

However, teachers did not show pupils the general structure to organize and select their ideas. Item eight, nine, ten and eleven were not considered because teachers did not provide pupils with different materials and resources to gather information but they were just relying on textbooks. The only resources that students have were: books, teacher himself and sometimes the guidebook of the teacher.

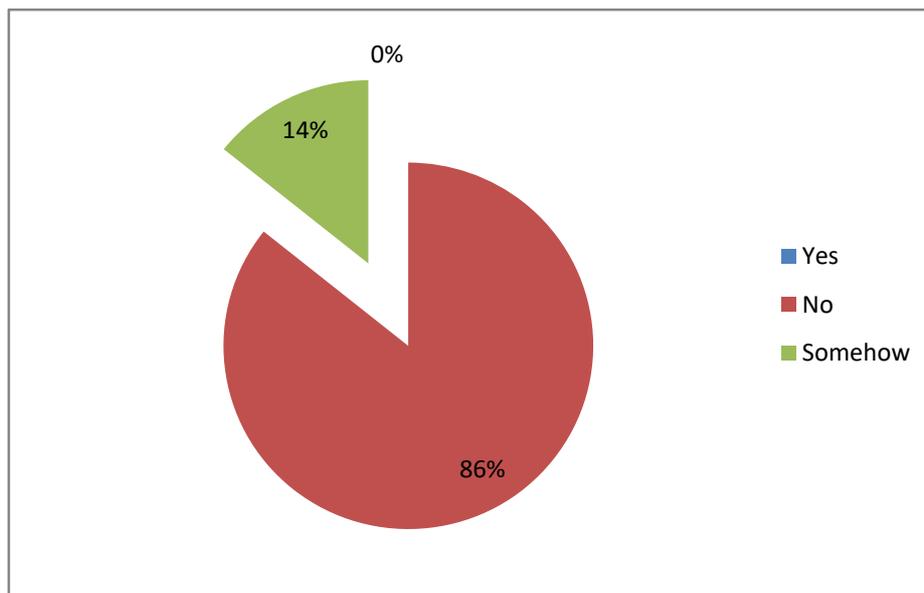


Figure01. Items approved in the pre-writing stage

According to the checklist, we can clearly see that most of the eleven elements in the pre-writing stage are somehow reached. However the rest of items were not approved. We can observe that there is an absence of the “yes” part since we could not detect its availability inside the classroom. The 86% concerned with no are generally related to the items (from item three to item eleven) where all these elements were not present in the observed classrooms. However, the 14% is concerned with the first and second items which were somehow detected.

Following the second step of the writing process which is the writing stage, we could say that teachers do not offer help to their students while they write. Therefore, they do not support them with models and examples to improve their work. Students were not able to form a cohesive discourses .On the other hand, teachers did not even walk around to monitor students or support them with help. It is recommended to help pupils while they are writing. Teachers have to check the progress of writing process inside the classroom by walking around students whether they work individually, in pairs or in groups. This step will give students the impression that their teacher is caring about them.

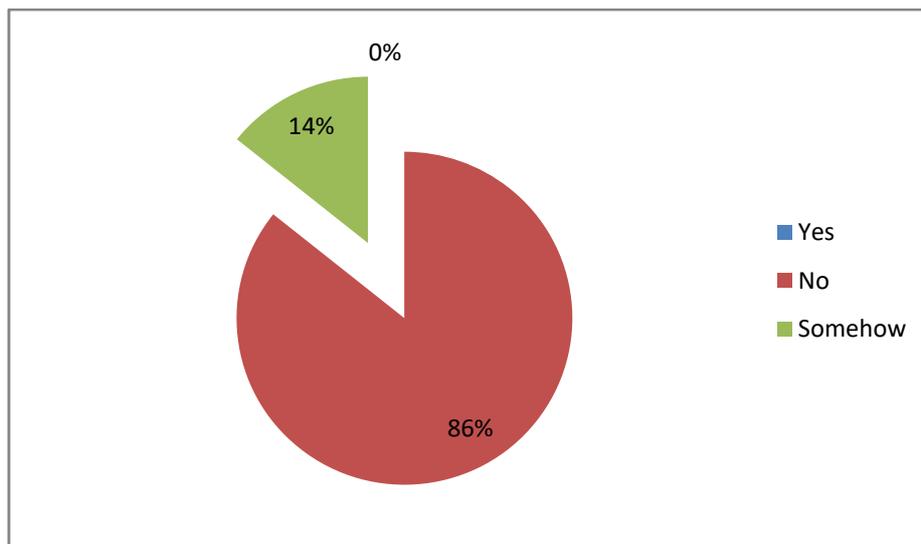


Figure02. Items reached in the writing stage

The figure shows that most of items of the checklist concerned with the writing stage were not achieved. 86% of the items have not been noticed except for the thirteenth item which represents 14% from the general average. We observed that teachers do nothing in this stage except for waiting for students to finish their writings. However, a teacher tried to model crafting skill to show her students how to form their writing in a brief way.

Reaching the final stage which is the post writing skills, we found out that teachers do not give students a chance to revise their writings nor helping them to detect and correct their mistakes. This may lead them to make more errors. Per contra, among the sessions attended we could meet the teacher who encourages self and peer correction what was neglected by the majority of educators. Teachers often gather students' works in order to check them at home without bringing the papers back.

Consequently, items from twenty two to twenty five were not well approved. Additionally, the final feedback was absent in all the sessions that we have attended although it is the gist of the lesson since it pushes students to improve their learning. As it is noticed in the figure bellow, 86% represents the items which were not accomplished where 14% corresponds to the item that was somehow identified. It is clearly noticed that the three figures concerned with stages of writing process have the same average.

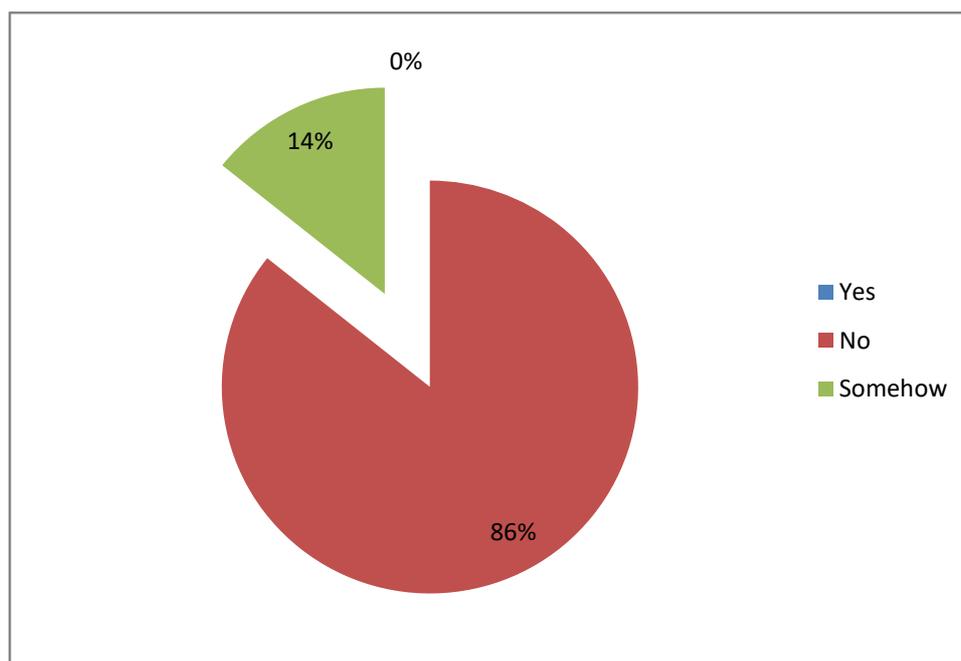


Figure03. Items approved in the post writing stage

At the end we can deduce that majority of items were not achieved and as we can see the big parts are concerned with “no” and “somehow”. However, we cannot notice any percentage of “yes”. This may prove that the teaching system is not working since there is no attention to the basics and principles of a successful teacher learning process.

The final result of our observation in regard to the use of a checklist showed that the items were not reached at 100%. However, most of elements in the list were ignored. There were several reasons that faced these items for example: the big number of students inside the classroom, the lack of motivation, lack of materials.... Besides, teachers are not aware of the basics and principles of teaching so they are not able to transmit the message correctly.

3.2.2 Discussing teachers’ interview results

This interview targets teachers of middle school. They were randomly selected to answer the questions of the interview. In other words, there were no prior considerations in regard to the selection of what level they teach. The teachers were from Relizane’s middle schools except for one teacher were from Annaba (Taref).

Concerning the answers of the teachers, it was a huge difference in teachers’ points of view. There were various answers depending on their teaching experience at the middle schools. The results of the interview were as follow:

Regarding the first question of the interview which was about the teachers' experience in the teaching domain, the answers were resumed in the following table:

Experience period	Number of teachers
Less than five years	01
From five years to ten years	04
From ten years to fifteen years	02
More than fifteen years	01

Table01. Teachers' experience period

The interviewed teachers have different experiences starting from four years of teaching to twenty years. Despite the fact that there were some differences in experience but we did not face any difficulties while having the interview. The teachers' experience helps in the process of collecting data since it aims to identify the common issues concerning the teaching process. However, the very experienced teachers are aware of several factors and aspects related to the classroom.

In the second question, the general answer concerning finding difficulties while teaching was yes. Some of teachers agreed on that the big problem is related to the number of pupils inside the classroom; teachers cannot control a class with more than forty pupils. Two teachers out of eight claimed that they do not face big difficulties in their teaching due to their rich experience in the field. However, it gave them the opportunity to control and to monitor the classroom. They said that they are used to those obstacles.

According to the rest of teachers, facing difficulties is concerned with various reasons citing: overload classes, time, the school curriculum, and the place where they teach, and even the syllabus. Most of teachers did not want to get deeper in each point because of time. However, they were able to state that the CBA approach is not applied at 100% in schools. Pupils are not involved so the majority of them like to make noise inside the classroom. Teachers claimed that it is very hard to control a class arguing that it is no more like before.

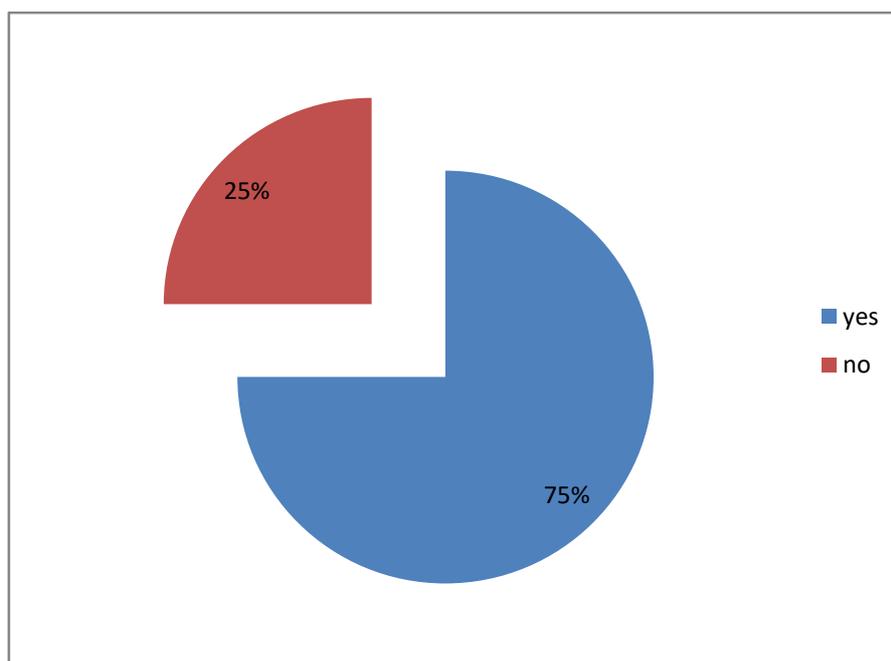


Figure04. Facing difficulties in teaching

The figure shows that most of teachers face difficulties and obstacles during their teaching process. In other words, the majority of teachers have experienced a sort of obstacles during their working process. Educators stated some common difficulties that they already faced. Noise inside the classroom was the first problem to be stated where teachers claimed that nowadays' learners do not care about the teacher. Pupils lack respect for authority and discipline; they do not follow the school rules.

However, the lack of motivation is playing the principle role in teaching where students are unwilling to be engaged in the learning process. In addition, the need of materials that support the process in schools can be a serious factor leading to students' disengagement. Besides, the use of first language is creating a problem that faces students' learning of the English language. Consequently, there is a lack in the entire teaching domains in Algerian's schools.

The answers of third question presented a variety of answers. Some teachers agreed that speaking is the most difficult skill since pupils are not that interactive inside the classroom while others claim that teaching the listening skill can face a lot of obstacles because of the lack of materials in schools. They argued that pupils do not follow their teachers while they are speaking. However three teachers said that teaching the writing skill is the most difficult task. A teacher said: "pupils do not even know how to write their names, how can we ask

them to write a paragraph?” She summed up that students are not willing to write. It was clearly seen that the very majority part of the classroom is not involved at all.

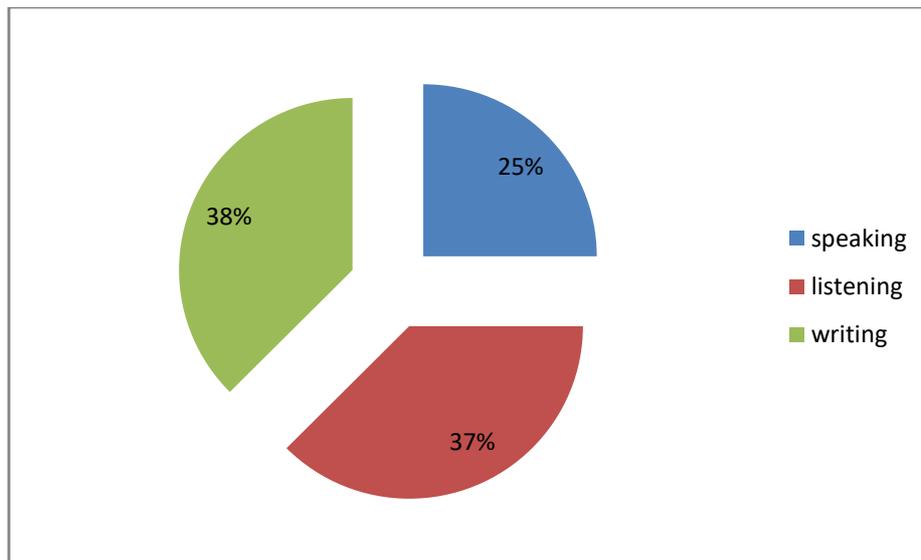


Figure05. The difficult skills

The figure shows the percentage of the difficulties concerned with teaching the writing, speaking and listening skill. The statistics were formed in regard to the answers obtained from the interviewees.

Question four and five focus on writing skill, its difficulties and the way it is taught. The answers of some teachers confirm that writing is the most difficult skill to teach since it requires a strong motivation from students. They added that it is impossible to be able to motivate and involve the entire classroom. Nevertheless, one teacher said that she does not expect all her pupils to write but she just works with the advanced learners in order not to waste time. All teachers agreed on the same methodology of teaching the writing skill where they give students books instruction asking them to write a paragraph in a specific time. Then they may read some of their writing or they just collect papers giving them to the teacher. None of them try to support a cooperative and collaborative work where students work in groups and with peers. When we asked teachers how often they teach the writing skill, they agreed on once a week.

The sixth question of the interview was about the kind of relationship between teacher and his learners. The majority of teachers said that they love their pupils and they build a strong relationship between them full of affection, help and respect. Whereas the few others said that they are still struggling in making a constant relationship with their students. They argued that

most of students attend just to make noise and to bother their friends. Consequently, when we ask teachers if they are aware of their students' interests, few of them said yes to a certain extent and for "some of learners" and not all of them whereas other teachers were honest and they said "no" we are just "following what is already programmed" and we cannot deal with each student individually.

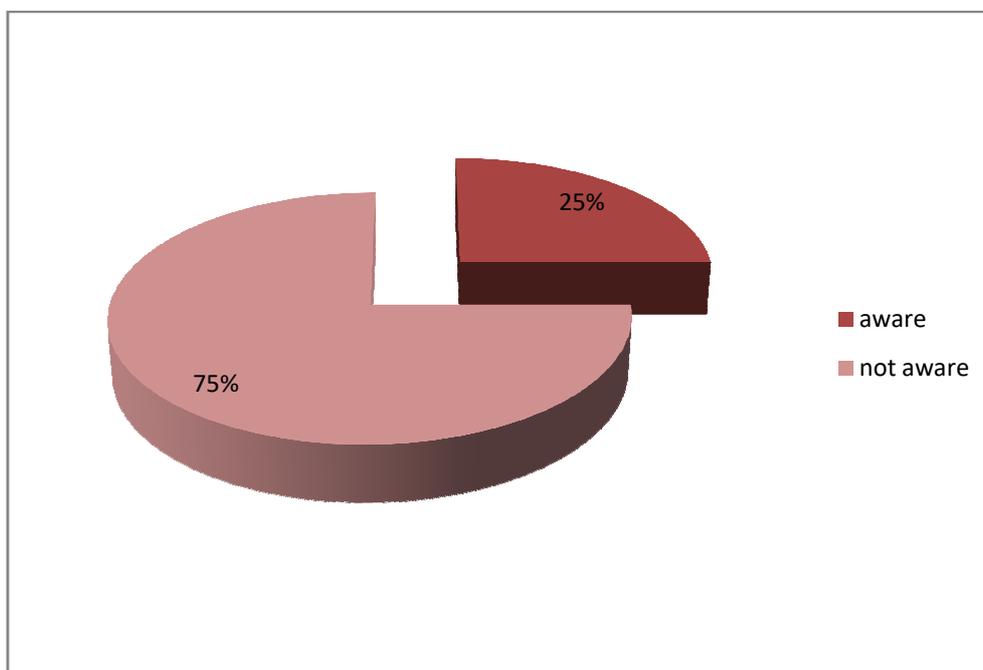


Figure06. Teacher's awareness about learner's interests

It is widely seen that the majority of teachers do not take the learners' interests into consideration. This is due to several factors mentioning the lack of feeling responsible and ignoring the principles of teaching.

The next question dealt with using the book instructions. The seven teachers said "yes" except for one teacher. When we asked teachers about bringing changes to the field, they claimed that they are obliged to follow the book instructions admitting that "inspectors" asked them to do so.

Whereas, the unique teacher who said "no" claimed that she has another point of view. She said that pupils do not often bring their books so we cannot rely on it. She adds also that during her teaching process, she found that the text books do not match students' interests, however, due to her rich experience, she can teach without even checking the syllabus.

The figure below shows the statistics concerned with relying on textbooks where it shows the clear picture about the use of the books' instructions by teachers.

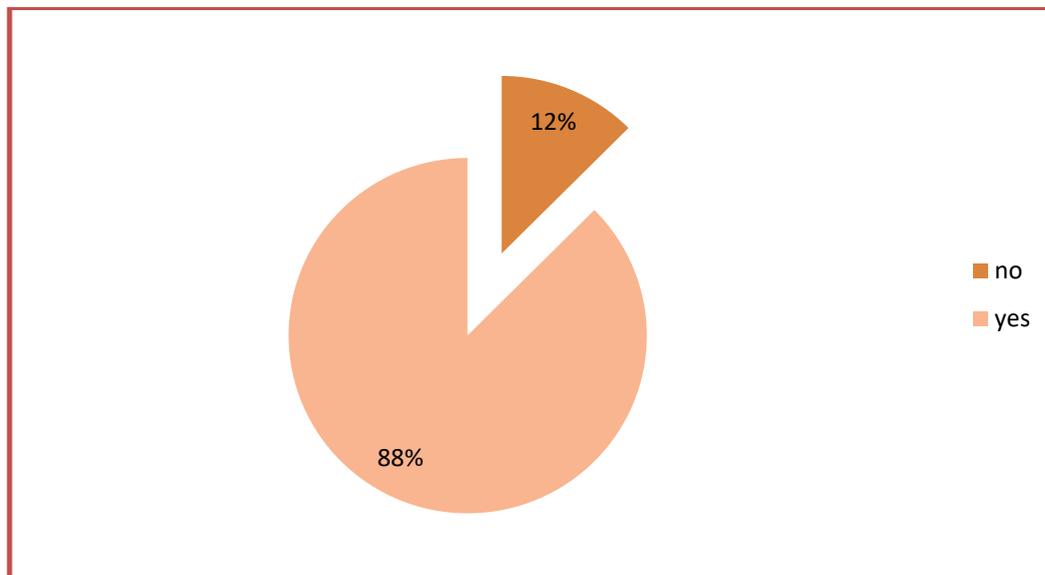


Figure 07. Use of textbooks instructions

Some of the interviewed teachers said “no” to the question twelve where two teachers answered by “yes”. The majority of teachers were not aware the new approach of personalized learning and they have no idea about it.

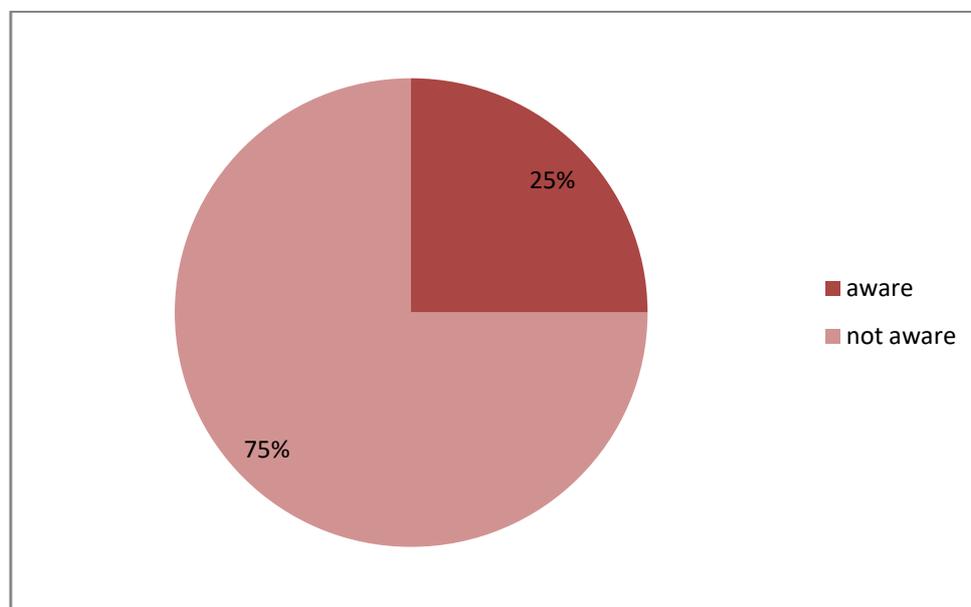


Figure 08. Teachers' awareness about the personalized approach

Concerning the meaning of personalized learning the two teachers that is a new approach which aims to integrate new materials to the field of teaching where the other claimed that

this approach means new generation but unfortunately it cannot be applied at 100% in our schools because of several circumstances. Both teachers agreed on that they “sometimes” try to include few elements from the approach in their teaching. In its application, teachers usually try to use data shows, computers, and other instruments and they find it is beneficial “sometimes” because it causes noises as well.

We asked teachers about teaching writing within the approach they answered that they have never tried it. Consequently, they claim that some of their students respond positively while they were exposed to the new methodology whereas other pupils find it a chance to make noise inside the classroom. Hence, for teachers who are not aware of this approach we gave them an explanation provided with examples from the book of “personalized language learning” by G. Griffirths and K. Keohane, 2000 in order to make it clear and understandable. Then we wanted to investigate the way they usually teach writing. Some teachers said that they often teach writing once a week. Other teachers said that they usually give it as homework depending on time and some other factors. Concerning, using other resources except the textbook, one teacher said yes; he usually try to give them flashcards images...Whereas the others do not.

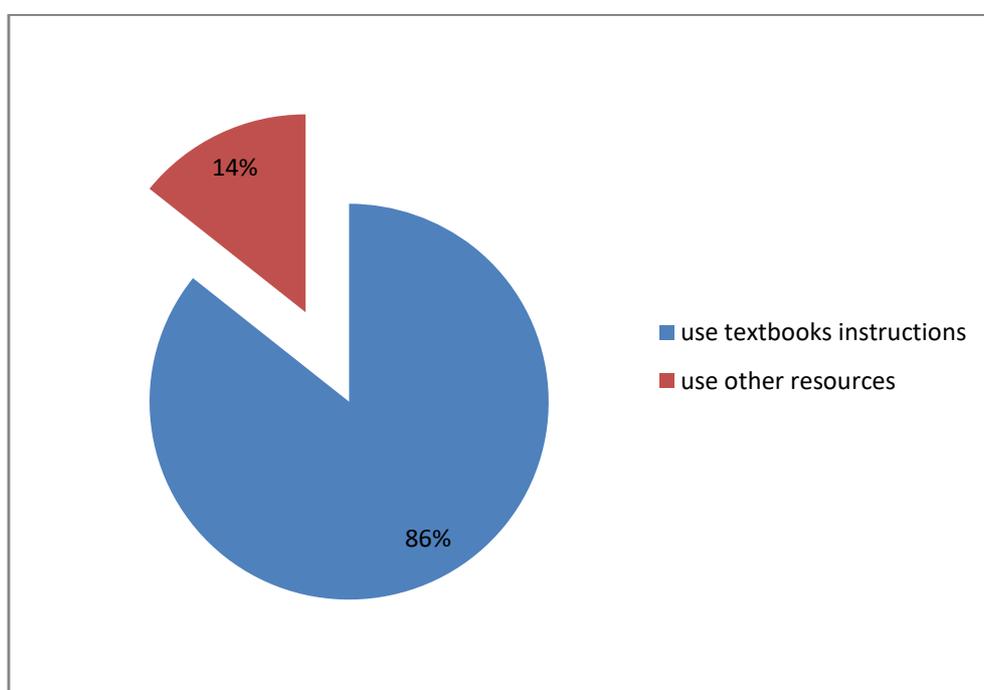


Figure09. The use of books instructions and other resources

The figure shows the amount of using other resources as database in teaching the writing skill versus relying just on textbooks instructions. Teachers claimed that their way of teaching

is useful and practical. They find it beneficial however some of their students are engaged in the process whereas the majority is not. They justify this lack of motivation by having a big number of students within the classroom. Additionally, they said that students differ in learning abilities and capacities to understand.

The final question targets teachers' points of view about the personalized approach. Most of teachers, when we explained to them the process, showed a willingness to know more about it expressing their excitement to apply it in their teaching process in the future. They asserted that this approach will help a lot both teachers and learners in the teaching-learning process. The personalized approach aims to provide teachers with new techniques and methods in order to break up the routine. It facilitates the process by making it understandable and exiting at the same time. In addition to the facilities that this approach brings, it encourages to use the meta-cognitive skills. It fits also the preferences and needs of each learner in order to make a successful teaching-learning approach. Applying this approach will maximize the potential of learning for all students. Therefore, some teachers still prefer the old method of teaching. One of our interviewed teachers answered: "sorry, I prefer the traditional method(s), at least we liked English and did well learning it."

3.2.3. The pretest and post-test results

The final instruments of our research were the pre/post tests. It required our participation in the process where we have presented two lectures of writing expression. The first session of the pretest was good in contrast to the second since it took place at the afternoon from 16 h to 17 h. Students were totally disengaged, however, we observed in the two sessions was that students were not really involved; they miss motivation. In the first session when the teacher started presenting, students were not following the instructions; they were just playing joking with each other. In the second session, they felt annoyed, bored and sleepy since it was in the afternoon. Most of students did not give the teacher their writings while others have not written at all.

The classes lack a sense of motivation and interaction. Teachers argue that the number of pupils is the big problem in the teaching-learning process. Nevertheless, there were few members who interacted and tried to participate inside the classroom where the rest were just attending without even caring about the teacher or the lesson. It was widely seen that there is a learning gap that need to be filled. In the other side, in the pre-test, we provided all the equipments needed to make the process successful and to supply facilities to students in order

to make them feel comfortable. We started instructing the idea of our test explaining to pupils what they are supposed to do. Then we started the lesson making sure to observe the students reactions and their behavior toward the approach. We aimed to examine the credibility of the process and its value. We could clearly see the involvement of students and their excitement to participate in the process due to the fact that not all students were engaged but the majority of them participated.

In order to prove the credibility of our research, some students were not motivated. Generally, we cannot motivate all students in one session but it needs regular practices. It was a nice experience which helped us to compare between the old methodology of teaching and the new approach of personalized language learning. The principles of the approach aim to customize each student considering their strengths, needs, styles and interests. It seeks to tailor each individual in order to make the learning process clear and understandable by all learners. The purpose of this approach is to fit all the students' needs to construct a successful teaching-learning process. Personalized learning requires teachers to be intelligent and comprehensive in order to identify the students' needs and try to fill them. However, the majority of teachers agreed on that the number of students inside the classroom must be declined in order to be able to transmit the message to all the learners.

- Interviewee₁ suggested having fewer learners in a classroom (15/20 max). However, she still prefers the old method of teaching.
- Interviewee₂ said that it is required to equip the schools and provide all the materials needed to facilitate the learning process for students.
- Interviewee₃ suggested classifying students according to their learning abilities. She adds that nowadays, we find learners with some types of disorders like Autism, ADHD, Personality disorder...
- Interviewee₄ said: "...teachers nowadays are not qualified; they need some training so they are not aware of the principles of teaching.....teachers must be mindful of their students (what they like to learn and how they like to learn it"
- Interviewee₅ advises teachers to read about the personalized approach and try to apply it in their teaching for a successful process and better results. He claimed that teachers will be able to manage their classrooms by knowing about their students' needs, wants and interest as well.

The main point that we all agree on is that the number of students inside the classrooms must be reduced in order to be able to monitor and to control the class. Teachers have to be conscious of the different aspects related to the student; namely, his interest, ability, needs and wants. In addition, schools must provide the equipments needed to facilitate the teaching-learning process. However, educators must take into their consideration obstacles that may face the learner in order to find solutions and try to solve them. Additionally, there should be a parental intervention that seeks to alert students' parents when needed. There is a serious need to look at the school curriculum and try to construct it according to students' need.

3.3. Recommendations for further research

The present work contributes academically in advocating the new teaching method among teachers. The aim of the study is to raise teacher's awareness about the importance of taking students' interests and needs into consideration. It seeks to shed educator's attention to the new approach of personal learning environment which consists of individualization, personalization and customize learning. However, our research targets teachers; it aims to solve problems related to text books. It is required to shed the light on the textbook's use and we aim to give teachers some guidelines for a better use. A full critical examination of the text book should be done before start teaching, it is a very important element. The role of the course book is vital but the teacher has to be very flexible in this situation. Hutchinson and Torres (1994) argue that during periods of change, a course book can serve as a tool for supporting teachers and as an instrument of modifications and alterations.

Most Educators contemplate course books to be valuable aids that provide helpful material and support. Also, learners want course books to guide them towards the laborious method of learning. A course book reinforces the teachers' work and offers material for any learning and revision. In brief, a course book provides teachers and learners with a structure of teaching and learning. Yet, slavish use of course books may have destructive effects on teaching and learning processes. Using course books tightly turns the teaching process into an awfully controlled method that de-skills teacher (Richards, 1993). If teachers use the course book most of the time in a very stricter way, they turn themselves into a machine whose only role is to teach materials ready-mades by others (Richards, 1998, p. 126). They step by step lose the flexibility to arrange and that they find themselves teaching the course book, not their students. Brumfit (1979, p. 30, cited in McGrath 2002, p. 10) claims that although course books can assist teachers in their teaching processes many of them may not. However,

teachers have to be wise in dealing with them; they should take other factors into consideration before engaging in the process.

Besides, using the course book harshly leads to boredom for both learners and teachers, and it may break down their attention and makes them unwilling to study. Teachers find themselves teaching the same thing in the same order in a repeated way. The component of unpredictability, that generates interest within the EFL course, fades away (McGrath 2002). Similarly, the pleasure to learn, which should prevail in the classroom atmosphere, is turned into boring endless hours of school life. Consequently, more discipline problems regularly appeared because of this scenario, as the students become naughty and difficult to control. It is widely accepted that no textbook or set of materials is ideal (McDonough and Shaw, 1993, p. 65; McGrath 2002). Obviously, this implies that no book is ideal for a selected category or a particular student. Moreover, learners are with different abilities and they should be treated individually. As Prodromou (1990, p. 28) points out, each classroom is mixed-ability. Only the teacher is aware of precisely the wants, competence, potential, and learning styles of his students.

Therefore, exclusively the teachers themselves ought to be responsible for material exploitation in their classes (Acklam, 1994). These factors have to be measured while planning for lessons; each individual needs must be satisfied through making plans that suit every student because they are not of the same level, interest, and abilities. Nevertheless, teachers can make their teaching process exiting by providing learners with new materials in order to involve them in the process. The use of technology inside the classroom may make students keyed up; by integrating technological materials, teachers are helping learners in discovering new aspects. In addition, it is widely suggested to teachers to vary the lesson instructions and to try to find new methods in order to target and fit all the students inside the classroom. The research's investigation shows that learners are not involved in the learning process and mainly in writing because it does not fit their interests. Thus, some other factors may take part. This work has neglected some aspects; consequently, we aim to present some recommendations:

- Since our research deals with personalized learning approach, it was recommended to use different tasks to fit every student.
- The project seeks to prove the disengagement of students by the traditional methodology of teaching. However, mental disorders may be a serious factor.

- Our research focus on writing skill. Consequently, we found that some teachers give the listening skill much importance since they face several obstacles while teaching.

3.4. Limitations

Although the process of this research was systematically organized and the purpose of the project has been reached. Some limitations were presented while conducting the interview and the pre/post tests:

- First, in the teachers' interview, we worked with eight teachers what was not an adequate amount of collecting enough data. Nevertheless, teachers were from the same region, so, we could not examine other contexts.
- Second, time was not sufficient. However, we aimed to attend more lectures but it was not the case because of several obstacles; namely the strikes... In addition, observation sessions were not enough to reach the purpose of our research.
- Third, in the experiment, we would like to do more than two sessions of pre/post tests. Thus, some teachers claimed that they are late and they could not miss other session.

3.5. Conclusion

The chapter aimed to discuss the findings and resume the results founded in this research. We could clearly see the difference between the personalized language learning approach and the traditional method of teaching. The results have shown not all teachers care about their students' interests. However, some teachers still prefer the traditional method of teaching. The chapter attempt to present the findings of the study in addition to providing some suggestions that were offered by teachers for better improvement of teaching-learning process. Besides, the section includes some recommendations for further studies and some limitations during the research process. The chapter seeks to show the effectiveness of the personalized language learning approach and its impacts on learners. However, it was not effective at 100% due to the fact that it is matter of time. Additionally, results prove that the majority of learners are not involved in the learning process.

General conclusion

General conclusion

The present work aims to give some of the interesting insights concerned with the importance of the personalized language learning approach in the teaching process. The purpose is to spread the idea of the approach and make teachers aware of it. The research consists of two stages; the first stage is concerned with the theoretical part of the investigation, however, the second stage refers to the practical part. The project includes three chapters.

The first chapter aims to provide an overview concerning the background of English as a general concept and how it would be in early years. English pedagogy and the importance of teaching English as a foreign language were presented in order to give a general idea concerning the language. Some tips were offered to teachers to be mindful about how to teach English. The second element of the chapter dealt with the writing skill and how to teach it. It provided the great importance of that skill in the learning process. Besides, the section tried to list some of the difficulties that both teachers and learners may face during the teaching or learning process. The following element was considered with the personalized language learning approach. It consists of giving the definition of personalized learning and some aspects related to the approach. The section attempts to give teachers methods and strategies to apply the personalized approach in their teaching process. By the end of the chapter, it presents the value of textbooks and the way they are concerned by teachers providing some guidelines to facilitate the process.

The second chapter deals with the practical part of the research. It seeks to explain the methods and tools used in gathering data. The research used three instruments: classroom observation, teachers' interview and pre/post tests. Starting with the first instrument, the section attempts to explain the items of the followed checklist. However, the questions of the interview have been detailed in addition to the purpose of their selection. The chapter aims to discuss the use and methodology undertaken while conducting the pre and post test. It attempts to explain the process of using collecting data tools.

The third chapter analyzes the results gathered through the research process. It aims to discuss the findings of the conducted study. The chapter gives the outcomes of the classroom observation showing that pupils are not really engaged in the learning process. It shows also that teachers neglect the value of students' interest and its impacts on their learning. Following by the second results which are concerned with teachers' interview, it is seen that

General conclusion

there are several factors that threat the fulfillment of the process. The answers prove that most of teachers do not take their students' wants, styles and interests into consideration. However, the pre and post tests confirm the poorness of the traditional method of teaching. The results showed the great difference between the old methodology of teaching and the new personalized language learning approach in regard to the amount of motivation and interaction inside the classroom.

We can clearly see now that teachers are not able to meet the students' needs and to align between their wants. Consequently, learners are not engaged in the learning process. All in all, we can say that the findings match the hypotheses that are set forward at the starting of the present research to a certain extent. Thus, we can confirm that the majority of pupils are not engaged in the traditional learning process since it does not fit their interests. Additionally, pupils were involved in learning writing skill within the personalized approach. However, some of students could not reach that and they remained passive as usual.

To conclude, we highly aim that the recommended future studies go further and further in order to examine other aspects and factors concerning the topic of the present research which is personalized language learning. Our project seeks to raise teachers' awareness about the approach inviting them to try to apply it in their teaching process.

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Appendices

Appendix01: Classroom Observation Checklist

Teacher Observation Checklist in Writing Classes

Class:.....

Date:

.....

Teacher:.....

Observer:

.....

Items for Observation			
I-The Pre-writing Stage			
1-T activates students' prior knowledge about the writing topic.			
2- T helps students (ss.) to develop a sense of audience.			
3-T provides contextualized tasks.			
4-T encourages Ss to work in pairs and / or groups			
5- T provide ss. with strategies for generating ideas through, organizing them and planning .			
6-T teaches Ss how to apply these strategies			
7-T provides ample opportunities for Ss to apply proper strategies for generating ideas .			
8- T encourages Ss to use visual and sensory images such as graphic organizers and webs to organize main ideas and supporting or related ideas			
9- T enables Ss to collect information from reading, taking notes ..etc			
10-T helps Ss analyze a model text related to the writing topic.			
11-T helps Ss alleviate their pre-writing anxiety/apprehension.			
II-The Writing Stage			
12- T lead ss. into building awareness of discourse organization			
13- T models “crafting skills			
14- T models how the parts of a text are linked through cohesive devices			
15-T illustrates how sentence structure can vary to develop			

Appendix02: Teachers' Interview

- 1- How long have you been teaching English language?
- 2- Do you face any difficulties while teaching? Explain.
- 3- Which skill do you find the most difficult?
- 4- Let us talk about writing....
- 5- How often do you teach writing?
- 6- What kind of relationship do you have with your pupils?
- 7- Are you aware of your students' interests?
- 8- Do you usually take the course book instructions into account?
- 9- Why haven't you brought any changes?
- 10- What do you use instead?
- 11- Do you have an idea about the personalized learning approach?
If yes:
 - 12- Could you tell me please what it means for you?
 - 13- Do you apply it in your teaching process?
 - 14- How?
 - 15- Do you find it beneficial? Explain.
 - 16- How do you teach the writing skill within this approach?
 - 17- Is it well considered by students this approach?
 - 18- Would you like to tell me please, what you should do to personalize your teaching?
Mainly in writing
 - 19- Would you please tell me, what do you suggest for better use of this approach in our classes?
 - 20- Would you please give suggestions for a better use of the personalized approach in teaching writing skill?
If no:
 - 21- How do you teach writing?
 - 22- Do you use other recourses except for the textbook?
 - 23- How do you find your teaching process?
 - 24- Are your students engaged in your process?
 - 25- What do you think of the personalized learning approach?
 - 26- I would like you to give me some suggestions to get rid of the traditional method of teaching.

Appendix03: Students' pre-test samples.

Hello my friend my name is Alidene
I am tall and small Bayestan Bayestan
eyes I am friendly and I am
sociable Bayestan Bayestan
I admit this is my personality

Hi my name
I am WASSIM Laribi I am 15 I from Algeria I read
Rerizame for the competition for a read and
summarized books about Arab literature history
biographies and other.
The aim of the competition is to encourage the
culture of reading.

hello my name is madame at the
Algerian is 14 years old my Intelligence
object of a dancing in my friend
my magnificent to my parents the
I am tall is a long hair my the
that the hair to have black
as I think to wish and my
family I flowing I have a lot
hair I have a skirt I just
am friendly to my friend smiling

Appendix04: Students' post-test samples.

I am tall and slim. I have dark
brown eyes and long straight hair.
I am shy some times and very
sociable. I am helpful, I like to
help people (I am) also I'm
very honest and friendly. I have
many friends. ~~so who I am?~~ always
I set the first in class.

my friends call me with yaya
so who I am?

Hi!

I am 13 years old. I am a pupil
at middle school year three. I
live in Algeria. I am tall. I have
(long black) curly black hair. I
have big brown eyes. I like to
meet new friends. so I am friendly
All my classmates like me because
I am helpful, generous and honest
I am sometimes messy and nervous
but I am hard working. I do all
my homework on time. I hate
selfish people. when I was kid,
I used to play with toys and
watch cartoon.

I am a Smart boy, I always
tell the truth, I am a famous of
Invention and video games.

I am a long and fat, I have
fairly black hair, brown small
eyes, small nose in oval face, I
am shy and social, all the person
love me because I am cool and respectful
for their ideas.

all the person know me