

PEOPLES' DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH
UNIVERSITY OF ABDELHAMID IBN BADIS –MOSTAGANEM-

FACULTY OF FOREIGN LANGUAGES
DEPARTMENT OF ENGLISH



UNIVERSITE
Abdelhamid Ibn Badis
MOSTAGANEM

MASTER IN

<< Didactics and Applied Linguistics >>

**The Impact of Implementing Montessori Method on Improving English
Pupils' Writing Skills.**

Case Study of 2nd year Ayach Brahim Middle School, Stidia, Mostaganem.

A Dissertation Submitted as a Practical Fulfillment for the Requirement of a Master in Didactics and Applied Linguistics.

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2022-2023

Dedication

In the name of ALLAH, the Most Gracious, the Most Merciful, all praise to Him alone, the Sustainer of the entire world Who gave me the strength to pursue and complete this project.

My dissertation is dedicated to my family and friends who have always been there for me throughout the years. I am deeply grateful to my parents, Bika and Hadja, who have been my biggest source of motivation and inspiration. Their unconditional love and support have been a huge driving force in my life and I am thankful to them for believing in me and helping me reach my goals. I would also like to thank my grandmother, Khouira, for her continuous support and encouragement throughout my educational journey. Furthermore, I owe a great deal of gratitude to my siblings Soundous, Rihab and Abdelkader, who have been my biggest cheerleaders and supporters. Their faith in me and readiness to help me out in difficult times has kept me going and I am truly blessed to have such amazing people in my life.

I dedicate this work to my grandmother, Fatima, and to my two families - Krechich and Bousemat. Without their support and encouragement, this work would not have been possible. My aunts, Zohra, Kadidja and Senia, have been especially supportive throughout the process, and my cousins Iness, Chamse, Nesrine, Medjdoub, Zaki, Foufa and her children, Mohamed and Serine, have all been a great source of strength. I am immensely grateful for the love and support my families have shown me. I could not have done this without them. They are my rock and my motivation.

I would like to dedicate this dissertation to my three best friends, Houda, Fatima and Kenza. Throughout my entire university experience, they have been my biggest support system, motivating me up when I was feeling down. I am so thankful for the amazing friendship that we share and for all the times we have laughed and cried together. Moreover, because the child in the front row asked, I dedicate my paper to the pupils at Mostaganem's Ayach Brahim Middle School. I would also like to thank all my friends who have stood by me through thick and thin and have never left my side. I am immensely thankful for their unwavering faith in me and for the good times we have shared.

Finally, I would like to express my gratitude to all the people who have helped me along the way, in one way or another, to make this dissertation possible. Your help and guidance has been invaluable and I am thankful to you.

Acknowledgments

A sincere thanks is extended to my professor and supervisor, Dr. Boudjelal Mustapha, for all of his great help, support, and advice during the dissertation preparation process. His enthusiasm and commitment have served as an inspiration to me. He was kind, understanding, and there to assist me anytime I required. I want to thank my supervisor for all the helpful advice and discussions he gave me when the dissertation was being written. The journey was made even more pleasant by his kindness, simplicity, and logical mindset.

I would also like to express my immense gratitude towards my middle school teacher Mrs. Latigue Atafiya, who instilled in me the dream of becoming a teacher ever since I was young. She was an incredible teacher, not only in the academic sense, but also in the way she taught us the core principles of life that we need to succeed. As a result of her teaching, I have been given the strength, bravery, and faith to believe that success is achievable no matter the circumstance or hardships. Words cannot truly express how thankful I am for her guidance, but I will say thank you once again from the bottom of my heart.

Additionally, I would like to thank the dissertation jury members: Ms. Bahraoui Sofia and Mrs. Derraz Amel for taking the time to read and comment on my dissertation. Their encouraging comments, helpful criticism, and valuable feedback were a huge help to me.

I also want to express my gratitude to everyone who has shown me encouragement, support, and aid during the course of my research.

Abstract

Over the years, there has been a gradual shift from traditional language teaching to more individualized, student-centered learning through a variety of methods. This study aims to investigate the potential of the Montessori Method in enhancing English pupils' writing performance at middle school level in Algeria since it has never been implemented at this level before. A mixed-method research was conducted in Ayach Brahim Middle School, Stidia, Mostaganem during the academic year 2022-2023 in order to gain an in-depth understanding of the significance of the Montessori Method in enhancing pupils' writing skills. The study included a total of 99 pupils aged between 11 to 13 years old. Various research instruments were used to collect data, namely a structured observation which was conducted with the teacher and her pupils to observe the method she was using for teaching. The document analysis gathered data from 33 learners to investigate their writing shortcomings, and an experiment was conducted with two classes: one as an experimental group and another as a control group to compare the traditional and the Montessori class level of writing. Pre-test and post-test were conducted at the beginning and end of the research. Moreover, formative assessment was conducted to analyse the data that was collected from the investigation. Findings of this research demonstrated that the Montessori Method can be an effective teaching method which tends to have a positive impact on English pupils' writing performance, enabling the participants to differentiate between grammar rules, and memorizing the correct writing of new terms. Findings of this research should not only encourage teachers to use this method with confidence, but could also set the foundations for the Montessori Method becoming more widely used in middle school settings for teaching writing.

Keywords: Montessori Method, Writing Skills, English Pupils, Middle School.

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General

Introduction

General Introduction

The traditional teaching methods of the past were found ineffective in building independent individuals, as they often focused on rote memorization and repetition. This method often resulted in a lack of understanding and the student simply regurgitating facts. To help overcome this problem, Maria Montessori developed the Montessori Method in 1907, which places emphasis on the learner's own activity and initiative. This method encourages pupils to explore their environment and develop their own understanding of the world. With the support of teachers and peers, pupils are provided with the tools and guidance to help them take ownership of their learning. Through this process, students gain the confidence to take on their own challenges and grow independently. It is through this method that students can develop the skills necessary to become independent individuals and overcome their own difficulties.

The Montessori Method of teaching was created by Dr. Maria Montessori, the first female doctor in Italy. She believed that children should be raised in a setting that promotes their innate need to learn, fosters independence, creativity, and self-control, and lets them explore and find their interests. The approach stresses acknowledging and encouraging each learner's unique personality while concentrating on their specific needs and interests. It is now a widely used and effective educational method.

The source motivation stems from my teaching experience using Montessori Method with autistic children where I was able to identify its effectiveness. After further research, I noticed that the Montessori Method was used most of the time with mentally ill children or at the primary schools. This made me want to expand the use of the Montessori Method and apply it in middle school. After careful consideration, I decided to focus my research on writing skills, as this is the most important skill for pupils in Algerian schools. Writing is a fundamental skill that is essential for academic success and I wanted to see if the Montessori Method could be used to improve the writing skills of pupils.

At Montessori middle school, pupils demonstrate independence and cooperative skills as they work together to achieve educational goals. They are encouraged to take ownership of their learning, and apply their knowledge to the state-mandated assessments, often exceeding expectations. At Montessori Middle School, teachers strive to create an innovative learning atmosphere that encourages pupils to take initiative and become self-sufficient. We suggest that this

will help our students become successful individuals who are equipped with the skills necessary to succeed in the future.

The purpose of this study is to investigate the effectiveness of the Montessori Method in middle school and to determine if it helps enhancing the writing skills of pupils. This research focuses on assessing the differences of the Montessori class and the traditional class in terms of writing ability. The study investigates the impact of the Montessori Method on the students' writing skills, and compare the results between the two classes to determine whether one method more advantageous than the other. Furthermore, it also looks into the traditional strategies that teachers use to facilitate learning and explore how the Montessori Method can be applied effectively.

Can the Montessori Method help pupils improve their writing skills? is the question that this study aims to answer.

The following hypothesis is made in an effort to address the question raised above: pupils' writing abilities can be enhanced with the use of the Montessori Method. The following sub-questions arose throughout this reasoning set:

1. What are the main writing shortcomings that the 2nd year English pupils have in writing?
2. Can pupils' writing shortcomings be attributed to traditional method of teaching?
3. How can Montessori Method develop pupils' writing performance?

In light of this, the following sub-hypotheses were proposed:

1. It can be suggested that 2nd year pupils could have writing shortcomings such as: grammar mistakes, misplaced punctuations, repetition or poor spelling.
2. It can be stated that the traditional method failed in many aspects including overcoming writing shortcomings.
3. By means of individualizing learning through games and activities, Montessori Method can help pupils improve their writing performance.

This research adopts a mixed-method approach design as it integrates both quantitative and qualitative methods. In order to produce a more comprehensive and detailed analysis, a sample of English pupils and their teacher from the same middle school was selected. Two different observation checklists were designed and used to observe the teaching methods used in the class. Additionally, a document analysis was conducted with the pupils to identify the most common

writing shortcomings. Finally, an experiment was conducted to compare the traditional and the Montessori class level of writing.

The three chapters of this research report are organized as follows. The theoretical framework of the study's topic is presented in the first chapter. The chapter begins by reviewing the widely used traditional teaching theories as well as Montessori's biography. The definitions of the Montessori Method and how it is used in middle school, along with its principles, are also covered. Additionally, the Montessori teacher and the importance of applying the method are clearly defined. Following that, the personalized learning principles used in the Montessori Method were stated. Thereafter, the description of writing proficiency in middle school generally and in Algerian middle schools particularly follows, along with information about writing deficiencies and how Montessori addresses the skill of writing. The chapter's last section compares the Montessori Method to the traditional method.

The second chapter of this research provides an overview of the research methodology employed. To begin, the research type and design are detailed, including the methodology used. After this, the chapter explains the type of sampling method chosen for the study, along with a comprehensive account of the different participants involved. A thorough description of the data collection instruments and their definition is then provided. Finally, the data analysis is depicted, along with the results which are reported in graphs and charts. This chapter offers a comprehensive overview of the research methodology used, allowing for a better understanding of the study and its results.

The third chapter of this research project epitomizes the final results of each data collection instrument separately. It provides a comprehensive overview of the collected data, discussing and interpreting it together under headings that answer the research questions. Additionally, the chapter also identifies the different limitations that may have hindered the progress of the data collection process. Lastly, it outlines a set of recommendations for the use of Montessori Method in middle school and traditional settings and further research directions that need to be taken into consideration. These recommendations serve as a starting point for educators that are interested in applying Montessori Method in their own classrooms. Furthermore, this chapter provides useful insights for future research looking into the efficacy of Montessori Method in middle school and traditional learning environments.

Chapter One

Theoretical Grounds about Montessori Method

Introduction

The education of the child and his formation as a good individual in society have always been one of the main problems that burden teachers. Thus, many educational theories have emerged to help teachers over the ages learn how to present information to students so that it is easy to assimilate at the right time and in the most appropriate way. One of the most important theories is the Montessori Method, which was founded in the early 1900s and named after its creator, Maria Montessori. This system is aimed at developing a child's personality and education through a scientific method that focuses on the child's needs. Dr. Montessori believed that if teachers respect children when they grow up, they will be able to shape the world into a better place to live.

This chapter explores the theoretical framework of the Montessori Method's efficacy in middle school. As a result, it is split into three sections. The Montessori apparatus's historical background is covered in the first section. It also briefly discusses the teacher-centered approach and the student-centered approach after highlighting the most typical traditional teaching styles. The second half analyses the concepts of personalized learning as they are used in the Montessori Method and demonstrates and explains it from many perspectives, with a focus on the function of a Montessori teacher in a middle school setting. Finally, the research looked at the most common shortcomings in writing that middle school pupils face and concluded with a comparison between the Montessori Method and traditional approaches.

1.1 Traditional Approaches and Methods

As stated by Seldin (2009), The Montessori Foundation issued the following description of a traditional American school on February 11, 2009: "traditional American school for centuries was the one-room schoolhouse with multi-age groups and teachers who remained with the same groups of children for several years" (Salazar, 2013, p.14). Most traditional classrooms consist of a single space with several rows of pupils seated at tables facing the board as the teacher explains the lesson. Less flexibility is given to the children in traditional classrooms, yet the setting can feel familiar, peaceful, and ordered (Meinke, 2019).

There can only be one leader in this kind of organized atmosphere, and that is the teacher. Shivakumara et al (2016) say that: "in traditional classrooms the teacher has the active role whereas the child has the passive role" (p.29). In traditional education, teachers think in a way

that may seem rational enough for them, as said by Montessori (1949), who asserted as well that traditional teachers have to be excellent and flawless in order to educate. Because this type of education views compliance as the unspoken foundation of learning, it is sufficient that the students mimic the teacher and follow his or her instructions. According to the traditional perspective, learning requires discipline and attentiveness, and the teacher is responsible for fostering these qualities in their students and overload submissive students with knowledge (Aghajani & Salehi, 2021; Benaissa, 2010).

In the course of teaching English in Algeria, various approaches and methodologies have been used. These include the Grammar Translation Method, Direct Method, Audio-Lingual Method, and Structural Approach. Each of these strategies has pros and cons of its own and has been applied in various circumstances with differing degrees of success.

1.1.1 Approaches

Traditional teaching approaches are often teacher-directed, where pupils are given instructions in a way that encourages them to sit and listen. It is often proposed that non-traditional methods of teaching and learning may better equip learners with the necessary learning abilities and that these approaches could fail to provide them with the skills they need in real life context.

1.1.1.1 Structural Approach

In Menon and Patel's words (1971): "The structural approach is based on the belief that in the learning of a foreign language, mastery of structures is more important than the acquisition of vocabulary." (as cited in Renau, 2016, p.83-84). The structural method is predicated on the idea that mastering patterns is more significant than learning words. Although it makes use of direct instructional methods, translation is still used occasionally. The heart of the method is speech and oral work, where students learn to directly link English words or phrases to the item, action, or concept they hear (Richards & Rodgers, 1986). The process of teaching and learning requires direct participation from the student.

This approach entails dissecting the language into its constituent components and examining how they relate to one another (Benmostefa, n.d). By doing this, students can learn how to make new words and acquire a deeper grasp of the target language. However, because

it forces students to concentrate on the analytical rather than the practical aspects of the language, this method can be too abstract and difficult to use in a classroom setting. Therefore, even though the structural technique is a successful way to acquire a language, it might not be the best strategy to use in a classroom.

1.1.1.2 Teacher-centered Approach

A tried-and-true way of instructing pupils, the teacher-centered approach has been around for centuries. Control is of utmost significance in teacher-centered classrooms, where "authority is transmitted hierarchically." (Dollard & Christensen, 1996, p. 3, as cited in Garrett, 2008, p.36), in this type of teaching, the instructor is emphasized as the primary source of knowledge and information, and the pupils are taught by the teacher's directives and suggestions (Sadaf et al, 2022). In TCA "the instructor directs how, what, and when students learn" (Dupin-Bryant, 2004, p.42, as cited in Baghoussi, 2021, p.270), teachers provide the framework and guidance to help students acquire the knowledge, skills, and attitudes they need to become successful. Due to the fact that the students turn to the instructor for direction and guidance, this method highlights the significance of the teacher in the classroom. This method involves the instructor planning the lesson, giving the guidance, and expecting the pupils to follow those directions and finish their assignments.

Some critics of teacher-centeredness contend that in these settings, initiative and active learning are frequently valued over obedience and inaction (Garrett, 2008). The instructor controls every element of the classroom, from the speed of teaching to the material covered, and pupils are expected to do exactly as they are told. The chance for students to discover their own hobbies, create their own opinions, or improve their own abilities is absent in such classrooms (Emaliana, 2017). Additionally, teacher-centered classes frequently discourage peer cooperation, critical thinking, and problem-solving abilities in their students. In the long run, this strategy might result in an absence of engagement, drive, and creativity (Baghoussi, 2021). Student-centered classrooms, on the other hand, encourage active learning, logical reasoning, cooperation, and creative thinking by empowering students to take responsibility for their education and by giving them chances to investigate their hobbies and advance their abilities.

1.1.1.3 Student-centered Approach

A student-centered approach places the student at the center of the learning process (Garrett, 2008). It is a system that is tailored to each student's specific requirements, interests, and learning preferences. The student is given the opportunity to take charge of their own education while taking into consideration both their skills and deficiencies (Schug, 2003). By setting objectives and being accountable for their own learning, the strategy additionally motivates pupils to be fully engaged in the educational process. This kind of teaching and learning has been successful in many educational environments because it gives pupils a more personalized, relevant, and engaging learning experience. Furthermore, it enables teachers to tailor their lessons and curriculum to each pupil's needs rather of using a one-size-fits-all strategy (Emaliana, 2017). This method can promote a more pleasant learning atmosphere and a feeling that pupils have control over their education by concentrating on the student as a unique individual.

Leaders in the field of social studies have traditionally supported teacher-centered techniques; however, proponents of student-centered strategies believe that engaging in hands-on activities in the classroom is more successful than teacher-led education. They contend that integrated material is superior than subject-specific topics and that collaborative, group-learning strategies are preferable to classroom instruction. Furthermore, advocates of student-centered learning believe that textbooks are inherently boring and that by involving students in practical tasks, learning may be lively and interesting (Schug, 2003). Student-centered learning also promotes autonomous and self-directed learning, which is a quality that will help pupils succeed in both their academic and professional careers.

1.1.2 Methods

Education was previously provided through traditional techniques of instruction like memorization and repetition, with the instructor serving as the main source of information. Traditional teaching methods operate under the presumption that the pupils being taught are equal in terms of their prior experiences, personality traits, and learning styles. Additionally, a large number of schools throughout the world have used traditional teaching methods for many years.

1.1.2.1 Grammar Translation Method

As stated by Richards & Rodgers (1986) and Benmostefa (n.d), the German ancient theory that gave rise to the Grammar-Translation Method, which was first referred to as the Prussian method in America, was first practiced in Prussia in the middle of the 19th century. For more than a century, it predominated the area of acquiring foreign languages. This approach was employed earlier in the 20th century to aid pupils in reading and appreciating writing in foreign languages and developing their intellectual skills. It is still extensively used throughout much of the globe and is still regarded as the most common method.

In Algeria, the Grammar Translation Method is a widely used and effective strategy. The translation of writings between the target and native language, and the study of the target language's grammar are the main components of this approach to exercise and strengthen the knowledge without paying much attention to content. "It was teacher- centered" (Renau, 2016, p.85), plus it is known as a traditional method of teaching which helps students expand their vocabulary, albeit reading and writing are the main areas of emphasis, and speaking and listening receive little to no systematic attention, as stated by Richards & Rodgers (1986). The benefit of this is that it is extremely systematic and enables students to gain a profound grasp of the language. But it can be very dull, hard to keep students interested, and it can encourage an emphasis on form over substance.

1.1.2.2 Direct Method

According to general consensus, the Grammar Translation Method's intrinsic flaws led directly to the development of the Direct Method (Natural Method). This novel approach, as its name implies, placed a focus on language acquisition through direct exposure to the foreign language in relevant contexts. The direct method was developed to truly improve the teaching environment on two basic levels: clear formal grammar instruction was replaced by language interaction, and translation tasks were replaced by language use (Benmostefa, n.d).

The Direct Method is arguably the most popular strategy in Algerian schools. According to Dr. Benmostefa (n.d), the direct method of teaching English as a foreign language in Middle School classrooms in Algeria was pioneered by Broughton's Success with English Coursebook¹, which was designed to focus on the spoken language and its pronunciation rather than the written language (ibid). This method has become increasingly popular in

Algeria and has helped many students achieve fluency in English, giving them the ability to communicate confidently and with ease. This approach is founded on the notion that using a language for communication right away is the most effective way to acquire it (Richards & Rodgers, 1986). Moreover, this apparatus focuses on improving listening and speaking abilities using only the target language, and it additionally teaches grammar inductively with the help of real-life materials (Renau, 2016). The benefit of this strategy is that it allows students to gain a solid instinctive understanding of the language and is very engaging. But doing so in a school environment can be challenging and calls for a lot of teacher involvement.

1.1.2.3 Audio-lingual Method

Another frequently employed approach in Algeria is the audio-lingual method. From the late 1950s to the early 1960s, the Audio-lingual Method was used to teach foreign languages in the US (Richards & Rodgers, 1986). It separated linguistic proficiency into four categories: listening, speaking, reading, and writing. It was built around conversations and exercises, with emphasis on correcting pronunciation, accent, rhythm, and inflection. The Audiolingual Methodology had an impact on the General Law of Education of 1970 in Spain, which had speaking skills as its primary focus while still emphasizing the other four skills (Renau, 2016).

With this approach, pupils are exposed to the target language through recorded resources. This has the benefit of being reasonably easy to put into practice and less dependent on the instructor. The production of high-quality recordings can be costly, and it can be challenging to guarantee that pupils are truly benefiting from the resources.

Over time, there have been considerable changes in methods of teaching. Reciting and memorizing methods were traditionally used to deliver information, however interactive techniques are now more commonly used. The Montessori Method is one of the most prominent methods that has gained widespread popularity in recent years.

1.2 Montessori's Biography

Dr. Maria Tecla Artemisia Montessori is a world-renowned teacher who had a forceful character since her youth and she was the first Italian doctor to follow the scientific method in

education. Dr. Montessori was born on August 31, 1870, in Chiaravalle, near Ancona, Italy. She was raised by well-educated parents; her father was an official of the Ministry of Finance and her mother was a cultured woman who had a great passion for reading (Kramer, 1988, p.22).

In 1875, the Montessoris moved to Rome in the hope of providing their daughter with better education (Kramer, 1988, as cited in Salazar, 2013, p.2). According to Trabalzini (n.d), Maria attended primary school in Rome and went to a declamation school where she learned an artistic form of public speaking. By the age of thirteen, Maria attended a technical school of her choice at a time when females' studying beside males was a new growing phenomenon, and she graduated in 1886 with an excellent grade of 137/150 (Kramer, 1988). After her enrolment in an engineering school, she loved biology, and against public acceptance, she studied medicine at the University of Rome; she was the first Italian female who received a doctoral degree in Medicine on July 10, 1896 (Aghajani & Salehi, 2021) with 104/110 and the thesis named Clinical contribution to the study of antagonistic hallucinations (Trabalzini, n.d).

After Montessori's graduation, she worked in a clinic alongside Dr. Edouard Seguin, a French physician who helped mentally challenged children to learn by the use of the scientific approach of self-directed materials. After observing his work with children, she came to the conclusion that medicine was not the solution for aiding those who suffered from a developmental disability, however education was the answer. Moreover, she discovered that children were able to learn naturally without the assistance of their parents or teachers (Aghajani & Salehi, 2021). Therefore, she started conducting her own research using Seguin's materials while she was still in Rome, Italy. Although she was against teaching as a profession since her juvenile, she designed the Montessori Method after a period of experimenting and inspecting phrenasthenic children's response to that way of teaching (Salazar, 2013). The former mentioned method was developed on the basis of a child-centered approach where the learner was given more importance than the instructor (Standing, 1957, as cited in Aghajani & Salehi, 2021).

The first educational program "Children's House" or "Casa de Bambini" was opened on January 6, 1907, via dei Marsi 53 in Rome. Dr. Montessori commenced teaching by using Seguin's material and observing children's learning process (Salazar, 2013). Dogru (2015) & Murray (2012) stated that Dr. Montessori believed that children had the ability to learn

naturally from their environment as they grow up (as cited in Aghajani & Salehi, 2021). Thus, she concentrated on developing children's five senses using sensorial materials, enhancing their critical thinking and level of creativity, developing kids' language, and boosting their confidence and self-esteem (Barbieru, 2016, as cited in Aghajani & Salehi, 2021).

Kramer (1988) stated: "Although the Montessori principles and method of learning were first introduced to the United States in 1913, it was not until the 1960s that the name Montessori became well-known when it was reintroduced to the United States in 1962". (as cited in Salazar, 2013, p.2). Thereafter, Montessori Method started to be used in schools with different techniques and materials, focusing on the necessity of preserving the core of this new technique, which revolves around peace and harmony, and seeing them as the key concepts to learning based on the laws of nature (ibid). Furthermore, the new encyclopaedia Britannica (2003) states that Montessori's success led to the opening of many other schools that depended on the use of this method while teaching and learning. And for the next 40 years, Dr. Montessori travelled around the world giving lectures and creating teacher-training programs.

1.3 Montessori Method

In order to educate children with mental disabilities, Dr. Maria Montessori, the first female doctor in Italy, developed the Montessori Method in the early 1900s. Because of how well her methods worked with these kids, she started using what she knew about learning to investigate the potential of mentally disabled children. The educational philosophy of Dr. Montessori places a strong emphasis on individuality, responsibility, and different learning styles. The Montessori educational approach is centered on self-directed activity, experiential learning, and group play. Children in Montessori classrooms make independent decisions about their education while the environment and the highly qualified instructor provide activities that are age-appropriate to support the process. Children explore the world both individually and in groups as they strive to reach their full potential.

1.3.1 Definitions of Montessori Method

The term Montessori Method has been defined in variety of ways. The new encyclopaedia Britannica (2003) stated that: "the Montessori system is based on belief in the child's creative potential, his drive to learn, and his right to be treated as an individual"

(p.285). Children were believed to have the ability to learn and acquire new skills by depending on themselves and discovering the environment that surrounds them. Montessori (1912) describes her approach as a synthesis of ideas drawn from education, medicine and anthropology echoing her conviction that a pupil should be trained before being forced to perform a task. Treating pupils as independent individuals promotes their autonomy, creativity, critical thinking, decision-making and problem-solving. Christle (2017) as well defined Montessori as “an educational system characterized by self-directed activities and self-correcting materials” (para. 1). Dr. Montessori believed that by constantly completing tasks for a child instead of letting him/her rely on himself/herself; adults took the opportunity for a child to be self-learner (Salazar, 2013).

In his renowned book “My Pedagogic Creed”, Dewey (1897) illustrated the value of the environment in the educational process, indicating that education does not prepare pupils for life, but instead life itself is the education (as cited in Salazar, 2013). Hence, the Montessori apparatus aimed to control and to manage the surroundings not the infant; it gave children the chance to observe the world using their five senses in order to satisfy the sense of hunger for new materials that they feel using different materials, such as puzzle which is the most used since children responded to positively (Holmes, 1912, as cited in Montessori, 1912). Miller (2009) agreed on the fact that Montessori allows children to learn when they want to learn by preparing a suitable environment for the learning process; consequently, it enables the educators to tailor the curriculum to match students’ needs and not the other way around as it is applied in traditional classrooms. Simultaneously, the teacher collects data of what he or she observes in the child, as well as the manner in which the child prefers to learn (as cited in Salazar, 2013).

As an educational system, Montessori takes child development into consideration (Lillard, 2018); Dr. Montessori’s keen observation led her to differentiate four developmental periods which were stated in her book “The Absorbent Mind”. The first period (birth to six years old) is the stage when a child learns to walk, talk and be accepted at school. The second period (six to twelve years old) was describes as “a period of calm and serenity” (Montessori, 1949, p.25). The third period (twelve to eighteen years old), which includes all the transformations that a teenager goes through to reach maturity (Montessori, 1949). The focal point of this study covered the adolescence stage of development, specifically pupils between the age of twelve and fourteen years old.

1.3.2 Montessori Method in Middle School

The third plane, according to Montessori (1948), is a continuation of the first and second planes and a unique period of immense transformation for a teenager on different levels; Sutton (2007) also agrees on the fact that during this level adolescents experience a series of changes in all aspects (cognitive, emotional, physical, social and moral), which is higher than any other level. The Montessori middle school is built on the idea that kids are inherently curious and keen to learn; Lapon (2020) asserts that “Middle school was about encouraging their curiosity, creativity, and understanding of themselves” (p.35). It's possible that Maria Montessori's teaching methods might be implemented in middle school classrooms, despite the fact that she concentrated more on childhood than adolescence. Although Dr. Montessori passed away before her theories of Montessori were implemented in middle schools, she talked about adolescents' requirements in her book "From Childhood to Adolescence"; along with Montessori-trained teachers and based on her lectures between 1948 and 1952, the Erdkinder –Children of the earth- was developed which conveys the meaning of young adolescents training to engage in society as adults (Casquejo Johnston, 2019). Lapon (2020) goes on to say that the Montessori middle schools intended to create a classroom that merges cognitive performance with the child's emotional well-being. In other words, the adolescents need a school that has been thoughtfully designed with the adolescent in mind.

The adolescents' curriculum has the same characteristics of the environment established for children, since it provides them with safety to question who they are. For this reason the curriculum should consider all the transformations that a teenager goes through. In addition, Montessori (1948) explained:

If puberty is on the physical side a transition from an infantile to an adult state, there is also, on the psychological side, a transition from the child who has to live in a family, to the man who has to live in society. These two needs of the adolescent: for protection during the time of the difficult physical transition, and for an understanding of the society which he is about to enter to play his part as a man. (p.60).

This explanation shows that Environment-based education is one of the crucial components of Montessori apparatus in middle school. In addition to how it takes these changes into consideration, it helps students get involved in social studies, language, science, math; which enhance students' skills in problem-solving, decision making and motivation (Sutton, 2007).

Lapon (2020) noted that a Montessori middle school classroom is created based on the following characteristics: collaborative team teaching (co-teaching), students' needs and interests, an explorative curriculum that promotes pupils' well-being, students-centered active learning, cooperative decision making amidst parents, teachers and the administration. Thereby, knowledge about the transitions that occurs during the age of 12 to 18, and their ability to accept and love these budding adults are the responsibility of Montessori educators. Sutton (2007) declared that the middle school teachers are in charge of implementing a flexible curriculum in order to help them communicate and coordinate with the administrative staff and other teachers regularly. It is educators' responsibility to be prepared and present with their adolescent students as much possible, minute by minute. Chen et al (2012) and Edward et al (2014) agreed that learner-centered education is based on the progressivism education philosophy which believes that it is the teachers' duty to center their lecture on the needs, interests, experiences and capabilities of their pupils (as cited in Lapon, 2020).

Moreover, active learning which consists of peer and group-oriented activities that entails research, interdisciplinary projects and group process activities is preferred in a Montessori system. Coe (1996) considers portfolios as a beneficial way to help pupils in preparing and leading their own conferences either with teachers or parents; it helps them in reflecting on their academic achievements and improves their level. Lapon (2020) concluded in his research "Montessori Middle School and the Transition to High School: Student Narratives" that the Montessori middle school improved pupils' learning experiences, made learning more personal, and encouraged academic and emotional growth.

1.3.3 The Principles of Montessori Method

The Montessori Education principles that assist in shaping the theoretical framework of this research are strongly rooted in this system, but they are capable of coexisting in a traditional education if a teacher understands and applies these principles. The nine Montessori educational tenets, as outlined by Lillard (2017), are covered in the next sections:

1.3.3.1 Movement and cognition

The first tenet is that cognition and movement are intertwined. Dr. Montessori observed that before thought can be verbally articulated, it appears to be expressed through the hands; an idea also agreed on by Piaget. She claimed that for young toddlers, moving and thinking

are one and the same. Based on this realization, she created a teaching strategy that heavily involves manipulating objects. The relationship among both movement and cognition has been the subject of an explosion of exciting recent research in the field, which supports Dr. Montessori's theories regarding the significance of movement for thought. The results show that movement should be a part of education system in order to improve learning.

1.3.3.2 Choice

Control over one's life improves learning and well-being. Dr. Montessori observed that children seemed to thrive in environments where they had choice and control; according to her theory of development, a child's ability to be independent in their environment grows throughout time. Although this freedom is limited, yet Montessori provide its learners with more freedom than they experience in traditional classrooms. Psychology research indicates that better psychological and learning outcomes are associated with greater flexibility and choice within a designed atmosphere.

1.3.3.3 Executive function

The improvement of executive control, particularly the capacity to concentrate and maintain attention, is essential for other significant advancements. Gaining this skill is linked to personality changes that Dr. Montessori termed "normalization." Developmental psychology and research on meditation practices have just recently seen a growth in study on executive control. The capability to focus one's attention in a continuous manner promotes a variety of beneficial changes and is itself trainable.

1.3.3.4 Interest

Dr. Montessori believed that when individuals are interested in the material they are learning, they learn more effectively. Interest might be more personal and emerge from within, or it can be situational and occur as a result of one's surroundings. By creating items that children appeared to want to interact with, such as providing them with just enough information to arouse their curiosity as well as using drama in presentations, Dr. Montessori was able to build situational interest. When it comes to language children are eager to learn new vocabulary about their surroundings. While a core of knowledge in all subject areas is guaranteed by the Montessori materials and essential lessons, each child's imagination is

engaged in the specific learning paths they choose to explore outside of that core. Children pursue learning when it appeals to them personally. The best learning techniques are used when a pupil is genuinely interested in what they are doing to learn.

1.3.3.5 Extrinsic rewards are voided

Gold stars and grades were among the extrinsic rewards that Dr. Montessori believed to be disturbing to a child's ability to concentrate. The core of Montessori education is long, focused periods of concentration. Extrinsic rewards are best avoided in learning frameworks to maximize learning. According to research, it is ideal to maintain interest in a favoured activity without the use of extrinsic rewards. Ergo, internal rewards are the focus of a Montessori education.

1.3.3.6 Learning with and from peers

Learning can be greatly enhanced by collaborative arrangements. Collaboration is still uncommon in traditional schools, contrarily, children in Montessori classrooms usually prefer working in groups by choice. Getting older, they practice and learn to cooperate instead of competing with one another. They quit the classroom as a team in small self-organized groups to conduct interviews with people outside the school or to tour companies and institutions that are essential to a topic at hand based on their own interests.

1.3.3.7 Learning in context

Learning that is integrated in meaningful situations is frequently richer and deeper than learning that is placed in purely abstract circumstances. In order for each child to understand the relevance and significance of what they were learning, Dr. Montessori developed a set of materials and a method of teaching. Their learning is located in the context of movements and objects since they are actually performing tasks rather than just listening and writing about them. Montessori give pupils the chance to explore their interest in the real world, for example, someone who is interested in bridges may have an interview with an engineer.

1.3.3.8 Teacher ways and child ways

More ideal child outcomes are linked to specific types of adult engagement. When parents establish clear boundaries while allowing their kids to be free within those constraints,

and when they compassionately attend to their needs while maintaining high expectations, children exhibit high levels of maturity, success, empathy, and other desirable attributes. Conventional educational institutions occasionally commit the mistake of projecting an excessive amount of authoritarianism, which communicates a mentality of "do it because we said so" that is unrelated to the success of the students. Dr. Montessori gave teachers advice that is evocative of the adult teaching methods that have been linked to positive student outcomes in other fields.

1.3.3.9 Order in environment and mind

The organization in Montessori classrooms is exceptional, both physically and conceptually. When it came to designing highly organized learning environments in schools, Dr. Montessori performed an excellent job. According to research, kids do worse in chaotic surroundings, yet, psychology studies has shown that children benefit from order in their atmosphere.

1.3.4 The Montessori Teacher

Given what have been said so far, it should be clear that a Montessori teacher is expected to be very distinct from a teacher in a traditional school. First and foremost, the teacher's job is to observe, motivate, advise, and inspire rather than to meddle, impose, or control the learner. According to Montessori (1946), creating a conducive environment is the teacher's first priority. The environment needs to be organized by her. She has to make sure everything is in its proper place. She must ensure that everything is pleasing to the eye so that the kids will enjoy this setting as soon as they go inside. In order to polarize children's will, the teacher plays the roles of environment protector and guardian. Ordering and maintaining the materials so they appear new and prepared for usage should be the teacher's top concern.

The first step to genuine comprehension and genuine respect for the students is the teacher's look (Montessori, 1949). The instructor must maintain order because she is counting on the pupils to do the same. The teacher herself needs to be taken care of and dressed nicely. She needs to contribute to the beauty of the surroundings by keeping herself neat and clean. Montessori (1946) said that,

An English poet wrote of a teacher that she should be like an angel, protective and sweet and dignified. The children will feel a sense of security when they are near this superior person. The teacher must be everything that is perfect. (p.274).

The Montessori approach to education places a strong emphasis on observation, and Maria Montessori employed a scientific technique to observe without prejudice or emotion. Montessori (1912) asserted that they should create a system of scientific pedagogy along with teacher training. Because if they turn the teacher into an observer who is conversant with experimental techniques, they must allow him/her to observe and experiment in the classroom. To achieve this, individuals must develop a passive influence based on respect and scientific interest for the behavior they seek to study. Barbieru (2016) added that after demonstrating how to utilize the materials for the child, the Montessori instructor should modestly withdraws to observe the feedback.

The teachers' job is to help students set reasonable goals and then support them in following through on their commitments. In her writings regarding learning settings, Montessori focused on the teacher's or guide's preparation. The guide was not there to transfer knowledge or give instructions. Montessori thought that the adult in an educational environment must be aware of the requirements of the child (Casquejo Johnston, 2019). This is corroborated by Ruhl (2021), who states that the teacher's job is to simply guide the students, assist those who need assistance choosing materials, or present new topics to those who are prepared for them. The instructor in a Montessori classroom does not use a desk; instead, they frequently teach on the floor so the students would not feel that the teacher is superior to them (Salazar, 2013).

Montessori (1946) goes on to say that the first moments of concentration must be recognized by the teacher, and they must not interfere. When a kid is working, a teacher usually gets involved, giving them praise and pointing out their errors. Despite its good intentions, this praise is meddling. It is more significant that the child has shown interest in the material than them managing it appropriately. Through repetition of the exercise or mistake control, learners correct themselves. To observe the phenomenon of concentration, teacher should first train their eyes. However, a teacher should use common sense; she can interject, but she shouldn't do so and disrupt students' concentration. Children's activity must be encouraged, and chances for activity must be provided. As soon as they focus, they

become extremely active and eager for work, therefore teachers must also provide their pupils with a variety of activities to accomplish.

According to Salazar (2013), the usage of safe words is one of the protocols of the Montessori system especially when dealing with a misbehaviour situation; therefore, teachers face difficulties when dealing with children's bad attitude using negative language like "no" and "don't". Havis (2006) provided the following examples that include safe words: "Come over here. Let me show you something." "What do you think?" "Who else can help you with that?" To strengthen instructors' abilities to demonstrate the materials, teacher training includes learning how to utilize the Montessori items. Although the teacher practices using safe language and learns about controlling the classroom, the student is never included in these practices. Instead of using conventional classroom incentives like gold stars and privileges awarded based on performance, Montessori teachers nurture each child's sense of accomplishment on a personal level. Even praise is infrequently used and is intended to recognize a child's effort rather than the final product of their work.

As agreed upon by Montessori (1912, 1913, 1946, 1949), Salazar (2013), and Garrett (2014), teachers are facilitators for learning, advisors for students, stimulators for learning environment, communicators with parents and the community, role models, and mentors. The teacher's role is to analyse the learning process, provide advice on how to absorb the knowledge, and allot the time required to study the material. The ability to state that the students work as if they do not exist is the essence of a Montessori teacher's achievement. These kids will surpass their adult teachers in terms of development if social progress is attained through the passage of the generations.

1.3.5 The Importance of Montessori Method

Montessori Method gained a popularity over the years because it was proved to be useful for students' academic success by various means. Dr. Montessori built her system considering children's differences, there are pupils who are interested in mathematics, others who excel in language. Montessori teachers move according to learners' pace taking into consideration each pupil's needs. A child is allowed to use whatever material he needs (books, computers, games, etc.) until he master the skill he struggles with, which also develop his motivation (Güney et al, 2019). Meinke (2019) as well agreed on the idea that all kids, not only those with special needs, can benefit from a tailored education. Each child's name may appear on

the lesson plan of a Montessori teacher along with varied objectives and suggestions for each child's particular learning style. This enables special needs pupils in particular to progress at their own pace. When she was 28 years old, Dr. Montessori worked thirteen hours a day with children who had disabilities, developing materials and techniques that allowed them to perform admirably on schoolwork that had formerly been thought to be much past their capabilities (Montessori, 1964).

Dr. Maria Montessori believed that no one is taught by another person, one must depend on himself in order to succeed in his studies. Meinke (2019) & Lapon (2020) approved the idea of Dr. Montessori that leaning is an individual work, thereby she encouraged a love for learning, because someone who is intrinsically motivated by a natural curiosity and love for knowledge, will perceive education as a fun, never-ending process as opposed to a chore that finishes when the school bell rings. Another significance of this method is that it supports students' self-knowledge, it also teach them how to take responsibility over their actions and reflect on them by a set of activities, as reported by Coe (1996): "Students set goals in all areas, develop strategies to accomplish them, and learn to keep commitments" (p.27). Great leadership requires dedicated, creative, autonomous, cooperative thinkers, which Montessori encourages which foster these abilities to become stronger.

The emphasis of the method was on the way the child's inner development was influenced. Montessori (1964) hoped for her learning system to help in producing good individuals who will shape the world as a better place, as she explained: "above all it is the education of adolescents that is important, because adolescence is the time when the child enters on the state of manhood and becomes a member of society (Montessori, 1948, p.60). Her approach's significance, however, is not in the structure of the system but rather in the effects it has on the kid, who uses the method's spontaneous manifestations to demonstrate its worth and appear to reveal the principles governing human inner growth.

As stated in Coe (1996), students are given the chance to experience real life; in a Montessori system teenagers inter in a business for 1 week based on what interests them and follow instructions of people they do not know. This adventure provide the pupils with an idea of what job should s/he pursue as a future career. What is more, students graduate Montessori middle school with a mastery of the learning process, a solid knowledge base, communication skills, problem-solving skills, and other abilities that will be useful to them in

the future (Sutton, 2007). Lapon (2020) goes on to say that students learned that disagreements are a natural and healthy component of relationships and that they could resolve them by being respectful and controlling their emotions. Students gain experience with problem-solving techniques, empathy, collaboration, and the value of preserving relationships with their peers.

1.3.6 Implemented Principles of Personalized Learning in Montessori Method

Taylor & Gebre (2016) defined personalized learning as “an instruction that is differentiated and paced to the needs of the learner and shaped by the learning preferences and interests of the learner” (p. 205, as cited in Mavrič, 2020, p.16). Education that is tailored to meet student needs, customized to reflect preferred learning styles, and focused on individual interests is known as personalized learning. It is a key element of the Montessori Method that is supported by plethora of studies (Casquejo Johnston, 2013). The Montessori Method and personalized learning share many theoretical and philosophical tenets and both are strongly based on the constructivist paradigm. Research has shown that one of the most well-known styles of education that integrates many facets of individualized instruction and has many components in common with personalized learning is Montessori education.

It is crucial to integrate Mavrič’s study in order to highlight the aspects of personalized learning and the Montessori Method that are similar. As reported by Mavrič (2020), both Lave and Wenger (1991) thought that the Montessori method and personalized learning enabled kids to develop their knowledge by relying on themselves, interacting with others, and interacting with their surroundings. In order to create the optimal learning environment for kids, both strategies underline the importance of an interactive setting, with purposeful courses that train pupils for real-world in order to provide the optimal learning environment for kids. Mavrič (2020) emphasized the idea that both teaching approaches incorporated the goal orientation theory, where students were required to establish a goal they hoped to accomplish through the classroom activities. Teachers were also present to facilitate the learning process, and to assist the students in resolving any issues they might encounter up until the end of the school year. Less time is spent teaching and more time is spent demonstrating and providing feedback to students as coaches, advisors, and facilitators for the subject matter. MacDonald (2016) stated that due to the inclusion of student choice, student self-regulation, the mastery-learning philosophy, portfolio exams, and the teacher as a guide

approach, Montessori education was perceived as personalized (as cited in Mavrič, 2020, p.18). The objective of personalized learning and Montessori education is to create self-regulatory learners who are capable of making their own decisions, directing and planning their own learning, and customizing the learning process to suit their needs, interests, and preferences.

The Montessori Method teaches writing through a unique set of procedures that foster an effective, natural learning experience. The different components of writing are taught to children in the Montessori curriculum one at a time, in an approachable and fun manner. It entails learning to connect letters with sounds, sounds with terms, and terms with concepts. When learning to read and write in a Montessori classroom, writing comes first.

1.4 Writing Skill

Communication between individuals is facilitated by writing. It must adhere to a few special standards that tie alphabet to words and words to phrases in a way that is unique to create an information which is referred to as the "text," and it must be well-organized (Chaouch, 2012). One must improve their writing abilities, which include the capacity to construct sentences, apply appropriate language, and structure information, in order to become a competent writer. The ability to write well is essential and helpful in many facets of life. It's crucial in both academic and professional settings, and it may be utilized to communicate thoughts, emotions, and opinions (Satya Sri Durga & Rao, 2018). Language is used in writing to express ideas and interact with people. Writing abilities are required for creating documents and presentations besides being necessary for communicating successfully with colleagues or peers. In a word, writing is an effective instrument that may be utilized to productively communicate one's emotions and ideas. Strong writing abilities may improve communication and provide possibilities to consider unique thoughts and opinions.

1.4.1 Writing in Middle school

Through numerous learning activities, middle school pupils are introduced to various aspects of writing. It is a kind of communication that aids learners in organizing their information and arguments, as well as helping them to communicate their emotions and ideas on paper. Writing was defined by Zemelman (1998) as "one of the best tools for learning any

material because it activates thinking” (p.63, as cited in Bouzidi & Sebti, 2020, p.4). Writing is divided into two types. The first is learning to write, and the second is writing exercises that require cognitive skills. This research’s emphasis is the first phase in which Pupils are generally involved in carefully controlled copy pasting which focuses on features such as handwriting, spelling, punctuation, and utilizing the correct grammar and terminology (ibid). Writing is a technology, a set of skills that must be practiced and developed via experience, as affirmed by Grabe William and Robert Kaplan (1996) (as cited in Benaissa, 2010).

1.4.2 Algerian Middle School English Syllabus

The middle school curriculum in Algeria complies with the comprehensive legal framework governing the educational system. The new English curriculum adheres to the official educational norms and fully complies with the three objectives for the school established by the Orientation Law on National Education: education, socialization, and qualification. For a child's intellectual, emotional, physical, and social development, the four years of middle school are crucial foundational years (Ministry of National Education, 2016).

The main goal of middle school English curriculum is to improve communicative English proficiency. Since the new curriculum is focused on the student individually, the learner will be able to actually engage in higher thinking, information gathering, and the development of a range of competences. The ability to communicate with classmates and native English speakers is one of the benefits of learning the language. Learners can do this by employing the interaction, comprehension, and production skills they will acquire through spoken and written communication. The socialization of the learner is encouraged through English language instruction, which is important for his growth. As a result, English will provide him with access to the entire world (ibid).

1.4.3 Writing Shortcomings

Children learn more about themselves, the outside environment, and educational material via writing. The most challenging thing in language, according to Nunan (1999), is writing clear, fluent, lengthy pieces because the reader must understand what has been written sans seeking clarification or depending on the writer's vocal tone or facial expression (as cited in Aghajani & Salehi, 2021). The most extensively used language in the world is unquestionably English. But learning to write in English has always been challenging for students learning it

as a foreign language. Rashid (2022) declares that: “Some of the challenges that are faced by the ESL students are lack of vocabulary, poor grammar, poor spelling, students’ readiness and lack of exposure to books and reading materials” (p.19). The difficulties that students experience when writing are discussed in the following paragraphs.

Reading and writing are interrelated, thus pupils who do not read a lot will not be able to create decent phrases or paragraphs. The students will not have any thoughts or terminology for writing if they do not read books or other reading materials (Moses & Mohamad, 2019). To add support to the same idea, Al-Zahrani, M. (2011) believes that vocabulary teaching and learning marks one of the key problems confronting EFL / ESL instructors and students. Lack of vocabulary has made it hard for pupils to learn how to write. The majority of ESL/EFL students struggle to communicate in English due to their restricted repertoire (As cited in Ben Aissa, 2018).

Students will struggle to compose sentences without grammatical errors since they have a very minimal understanding of the subject. Learners make errors in subject-verb order, pronouns, tenses, articles, prepositions, and basic sentence constructions, claim Muhammad Fareed et al. (2016, as cited in Moses & Mohamad, 2019). Grammar is the system that rules the language. Understanding grammar rules is necessary to write comprehensible sentences or paragraphs.

"The act of forming words correctly from letters" is what Benaissa (2018) defines as spelling (p.13). The students' ability to advance in their studies will be hampered if they have spelling difficulties. As per Afrin (2016), students frequently write based on their pronunciation, which results in incorrect spelling (Moses & Mohamad, 2019). The letters of the words will either be added by the students or left off. As an illustration, they may use "Wensday" rather than "Wednesday." Spelling becomes more challenging for students due to the lack of a connection between phonemes and graphemes along with the incomplete match between a word's sound and its spelling (Ben Aissa, 2018).

As stated by Montessori (1949): “We all write, but each has his own handwriting.” (p.207). Students' inconsistent, unclear, and occasionally meaningless handwriting is a highly regular occurrence in practically every class (Chowdhury, 2015). A person's handwriting is a problem. Harmer (2001) asserts that even though most communication today takes place via a computer keyboard, handwriting is still significant for private correspondence, written

assignments, and mostly for tests (as cited in Ben Aissa, 2018). Because poor handwriting negatively impacts the reader or test corrector, teachers must address the significance of decent handwriting and encourage their students to do copying exercises to enhance their handwriting.

Writing in English will not make a non-native English speaker from a different cultural or geographic place a native speaker. There will always be a difference, no matter how hard one tries to have flawless command on L2. The past formation that a person gets from his mother tongue never changes regardless of what second language he learns. New ideas and thoughts are continuously blended with pre-existing patterns. As a result, when writing sentences or paragraphs, the pupils prioritize their native language rather than the target language. Tirumalesh (1991) added that when students assume they can write as well in their second language as they can in their mother tongue, they fail (as cited in Chowdhury, 2015).

1.4.4 The Montessori Method and Writing Skill

All those early learning experiences that helped the student learn would be useless if written language and numbers were not used to firmly establish them. The Montessori curriculum does, in fact, allow the child to discover and express their creativity via writing, giving him a wide range of educational benefits (Aghajani & Salehi, 2021). The Montessori apparatus incorporates a highly formal teaching of distinct sensory, motor, and mental capacities and is founded on a unique view of liberty for the student. It results in the quick, simple, and thorough mastering of the fundamental concepts of reading and writing. Montessori (1912) goes on to say that: “Experience has taught me to distinguish clearly between writing and reading, and has shown me that the two acts are not absolutely contemporaneous, Contrary to the usually accepted idea, writing precedes reading” (p.296). Writing was given a lot of emphasis by Dr. Montessori, and in a Montessori classroom, children learned to write on their own initiative and with enjoyment from a very young age. For them, this process was more like playing a game than something they had to get excellent at. Dr. Montessori focused on the efforts the child made to learn writing and not the writing itself, she did not care about how correct their writing was as long as they enjoyed what they did and made a progress as she outlined in her book “the Montessori Method” (1912): “Let us observe an individual who is writing, and let us seek to analyse the acts he performs in writing” (p.260). She thought that parents and instructors should prepare their kids for writing

lessons by helping them develop the same self-belief in their ability to learn the skill as they did for speaking.

Garrett (2014) claims that learners read and write in a variety of genres for a number of real-world goals. The curriculum includes instruction in vocabulary and etymology, and each cycle includes a test. With a focus on critical analysis, grammar is regularly taught in the context of both writing and literature. As part of their independent study, middle schoolers produce research papers, as can be seen in *The Mission Montessori Middle School Curriculum* (2022) which aims to instill in pupils a high regard for reading and writing as well as the ability to read and write for themselves and to use these skills to improve both their own lives and the world around them. The Montessori system requires a variety of items to teach writing. One of the most well-known examples is having kids trace letters on sandpaper using their fingertips so they can experience them through different senses, the youngster can read the words once they have been constructed in this way. Because of this, reading is included in all steps that lead to writing in this system (Montessori, 1964). Lapon (2020) asserts that as children learn best by doing, it is beneficial to incorporate physical activities, producing things, action songs, miming, and theatre into writing lessons. These lessons are frequently taught workshop-style in cooperation with classmates and teachers.

The sort of school a student attends has a big impact on their ability to write. Both traditional and Montessori schools are good for their students, but there are some distinctions between them. The primary difference between Montessori and traditional schools is that the former are more student-centered.

1.5 Montessori Method Vs Traditional Method

Authors such as Dewey, Piaget, and Montessori gave alternatives to maximize learning process but because the adult teachers were taught with the traditional method they preferred to continue traditional education. Ruhl (2021) describes the Montessori Method as a non-traditional method of teaching that emphasizes on students' sense of autonomy and growth as individuals in the classroom. Therefore, pupils can develop a sense of independence and confidence in their talents more sooner than in a traditional school setting because most of the classroom activities are self-directed (Meinke, 2019). Dr. Montessori created the learning environment in the classroom with the student in mind, allowing them to explore the set-up space and use the teacher as a guide. Children in a Montessori environment gain

independence while also getting practice working cooperatively with their peers. (Shivakumar et al, 2016). By the same token, the inclusion of children of various ages in the classroom by Montessori schools, according to Aghajani and Salehi (2021) increased student confidence and enhanced learning in the psychomotor and cognitive domains. Mixed-age Montessori classrooms encourage peer-to-peer learning, which can promote growth that might not take place in a traditional classroom.

Hurt, Scott, and McCroskey (1978) provided an operational description of traditional sitting, noting that it centered on pupils giving the teacher their whole attention, minimized student-to-student interaction, and accepted teacher-directed study as the only method of learning (Salazar, 2013). Students miss out on the chance to learn for themselves when they are sat in rows and forced to listen to lectures. Due to the absence of student connection, lack of natural light, and lack of space, John Dewey criticized the traditional teaching method's sitting arrangement (Salazar, 2013). This atmosphere, which Rosenfeld and Civikly (1976) compared to "tombstones in a military cemetery" (p161), was not helpful for student learning (Salazar, 2013, p. 17). This kind of environment promotes the idea that all pupils will learn in the same way, at the same pace, and using the same organized method. Per contra, Montessori classrooms are rather well-known for their aesthetic appeal. Teachers typically move from group to group rather than standing at the front of the classroom, thus having enough of natural light and space is a common priority in classroom design. Karen Ricks, who established an international Montessori school in Japan, emphasizes the significance of providing a lovely and welcoming atmosphere to guide young learners toward mastery of complicated vocabulary and the discovery of abstract concepts through the hands-on use of physical items (Meinke, 2019).

Tests and grades are not encouraged in the Montessori Method as traditional measures of accomplishment. Because when tests are the main focus, teachers modify their lessons and pupils' learning to fit the tests. Instead, evaluation is focused on portfolios created by students and information gleaned from teachers' observations. In order to achieve the required knowledge and abilities in each of the subject areas, teachers assist students in improving. Today, some Montessori schools offer grades because of the requirements for applying to colleges. (Christle, 2017). According to Bransford, Brown, and Cocking (1999) and Donovan and Bransford (2013), traditional academic approaches place too much emphasis on memorization and do not foster the development of pupils who can think critically or

communicate clearly and persuasively (Salazar, 2013). Moreover, in traditional method, rewarding strong performance and punishing poor learning were frequent in classrooms. Whereas Dr. Montessori was against this behaviourist model of teaching as she considered this a disturbance to the child's concentration (Lillard, 2017).

The design of non-Montessori classrooms is based on state requirements, and instructors are encouraged to create lesson plans using district curriculum planning manuals rather than taking into account the needs, skills, and interests of each individual student (Mallett & Schroeder, 2015). As per Rathunde (2003), what John Dewey called "drudgery" was the traditional students' main learning experience. The sense of drudgery occurs when one's current actions are necessary to achieve future objectives but are not currently stimulating or joyful. The emphasis on success or performance goals in traditional institutions frequently undermines or ignores the value of intrinsic motivation. As reported by Lillard (2017), to avoid being bored in class, Albert Einstein hired a scribe to take notes for him. In fact, it has been demonstrated that the most effective predictor of students' willingness to learn is a classroom's good emotional environment. Aghajani & Salehi (2021) added that the Montessori apparatus proposes that knowledge needs stimulation and an appropriate educational environment, and that the teacher's duty is to build and promote an atmosphere for learning, in contrast to the traditional belief that knowledge acquisition requires concentration and discipline. Learning from other students and self-discovery are discouraged in traditional teaching while teacher-directed instruction is promoted.

Conclusion

Montessori was founded in the early 1900s, when Dr. Maria Montessori discovered student learning and its relation to natural laws and the environment. This chapter provides an overview of this study's theoretical component. The researcher made an effort to provide a brief review of Maria Montessori and the development of her system in the first part. Additionally, this study highlighted the traditional approaches and methods of teaching that have been most often employed throughout the years. To enrich this study's comprehension of the Montessori Method, more explanation from other aspects was provided. Likewise, a basic definition of writing as it relates to the Montessori Method was provided. By the end of this chapter, a clear contrast between traditional methods and the Montessori Method was given. The results of earlier research on the Montessori Method will also aid in comprehending the

contrast between the Montessori group as well as the comparison group. The theoretical framework of this study lays the groundwork for the practical part, which is outlined in the chapter that follows.

Chapter Two

Research Methodology

Introduction

The practical part of this research is covered in the current chapter, which also demonstrates how teaching using the Montessori Method in middle school may help students' writing abilities. In other words, this study is an attempt to use the Montessori Method with the goal of assisting students in overcoming their writing challenges. As a result, the methodological framework is determined by the nature of the study at hand. Therefore, the researcher introduces the participants in the next chapter and outlines the research design and methodology. It also gives a description of the data collection tool, and the data that was mostly gathered from second-year pupils at Ayach Brahim Middle School, Stidia, Mostaganem.

2.1 Definition of Research

Socrates argued that "life without inquiry is not worth living" (Naidoo, 2011, p.47). To conduct scientific research, it is necessary to use logic, experience, and intuition. Research is a methodical procedure that helps the researcher to understand nature and the surroundings in an attempt to confirm the validity of knowledge and produce fresh insights (ibid).

2.2 Research Design

This research aims at applying the Montessori Method in middle school. Additionally, it is set out to investigate the effectiveness of using Montessori Method to enhance pupil's writing skills. Moreover, it aims at comparing between Montessori class and traditional class in level of writing.

This study is primarily guided by the following question: Does implementing the Montessori Method develop pupils' writing performance? It is also supported by another two sub-questions which are: Can pupils' writing shortcomings be attributed to traditional method of teaching? And what are the main writing shortcomings that the 2nd year pupils have in writing? In addition, it is hypothesized that by means of individualizing learning through games and activities, Montessori apparatus can help pupils improve their writing performance. Furthermore, it can be stated that the traditional method failed in many aspects including overcoming writing shortcomings. Also, It can be suggested that 2nd year pupils

could have writing shortcomings such as: grammar mistakes, misplaced punctuation repetition or poor spelling.

The researcher employs experimental design, which helps to increase precision and makes it possible to accurately deduce the hypothesis' conclusions. The author chose an experimental methodology for this study in order to test how well the Montessori Method helps students overcome their writing difficulties. Ahsanul (2022) asserts that experimental research may also be used to raise the average level of educational institutions. This includes evaluating students' skills in particular subjects, improving methodologies for teaching, and implementing novel learning strategies. Therefore, multiple research tools were selected in order to accomplish the research's goals because it has been demonstrated that such variety in research tools' modes of investigation can be effective. These tools include a structured classroom observation for the teacher and pupils, as well as an analysis of the second-year middle school students' copybooks and paragraphs.

The collection of data for this study is a mixed-methods strategy that combines quantitative and qualitative techniques. This approach is utilized to supplement the study with qualitative information that cannot be acquired by quantitative methods. Additionally, it enables the researcher to investigate the study topic from different perspectives. This study is both quantitative and qualitative in that it needed both systematic observation with specific inquiries and the evaluation of the pupil's writings.

Participation	Number of participants	Tools of data collection	Number of participants	Percentage
Teacher	1	Observation	1	100%
Pupils	99	Observation	99	100%
		Document analysis	33	100%

Table 2. 1: Description of the Study.

The tools used to gather the data and the total number of participants are summarized in Table 2.1. Thus, each tool along with its components are discussed thoroughly below.

2.3 The Participants

To test the hypothesis that evaluates the implementation of the Montessori Method as a technique to develop writing abilities and achieve the study goal, two samples were chosen: EFL pupils and their teacher. This study took place in the middle school of Ayach Brahim in Stidia, Mostaganem during the academic year 2022-2023. The study only included second-year pupils between the ages of 11 and 13.

2.3.1 The teacher

The researcher chose this teacher based on a number of criteria. The selected teacher is well aware of the level of writing of her students in the second year, which is around 100 in number. With her experience of 35 years in teaching in middle school and about two years with these particular classrooms, the teacher is well aware of the strengths and weaknesses of her students. Moreover, she assisted the researcher and used her knowledge and experience to select the classroom that would best represent the students' level of writing.

2.3.2 The pupils

In the current work, the total number of second year pupils' population is ninety nine (99) divided into three classes at Ayach Brahim middle school. Out of these, two classrooms were chosen for the research, one as the experimental group and the other as the control group with a total of 67 pupils. The experimental group is composed of thirty three (33) pupils from the entire population made up of nineteen (19) boys and fourteen (14) girls. The reason for selecting second year middle school students is because of their age ranging from 11 to 13 years old, and the research is conducted in this particular classroom (2AM1) under the recommendation of the responsible teacher. The experimental group was observed for 10 sessions, and the researcher analysed their copybooks and paragraphs as the starting point of the research.

2.4 Tools of Data Collection

The researcher in this work attempts to use more than one tool to investigate the validity of her research, in order to make sure that her findings are accurate. She employs two structured observation and document analysis, which are two very useful methods of data collection. Structured observation includes a researcher monitoring the manner in which the instructor teaches and the students' learning behavior, as well as gathering data through notes

and pictures. Document analysis is the process of analysing various types of documents in order to gather information. Accordingly, the researcher examined both the pupils' lesson copybooks and the paragraphs they were instructed to write. The researcher can use structured observation and document analysis to gain a deeper understanding of her research topic, ensure reliable data, and analyse the data to confirm the validity of her findings.

2.4.1 Structured observation

Kawulich (2012) defines classroom observation as: “a way of gathering data by watching behavior, events or noting physical characteristics in the natural setting” (p.01). This type of observation allows the researcher to be inside the classroom and to have a better understanding of what is happening. Through structured observation, the researcher can observe the teacher's techniques and strategies, the student's reactions, and the overall atmosphere of the classroom in order to gain a better understanding of the teaching method utilized in the classroom.

During the second semester of the academic year 2022–2023, this observation was conducted over the course of ten (10) sessions at Ayach Brahim Middle School in Mostaganem. Thirty three (33) pupils—19 boys and 14 girls—were the informants. The observer recorded observations regarding the way the instructor delivered the lesson and the response of the pupils while sitting in the back of the class and using a checklist. This Structured observation was separated into two major parts.

2.4.1.1 Teacher's observation

This part includes a checklist divided into the following seven (7) categories: the teacher's role (as a facilitator, planner, controller, role model, and guide), the methodology she employs, student-student interaction, teacher-student interaction, the activities she uses, along with assessing and providing feedback, and finally the learning environment.

2.4.1.2 Pupils' observation

The following four (4) sections make up the checklist in this part: The observer described pupils' interest and involvement in the strategy their instructor was employing as well as how effectively they work in groups, if they are independent, and to what extent they have learning freedom.

The data collected in this observation was analysed to draw conclusions about the teacher's methods and pupils' responses, which were used to help the researcher focus on aspects of the Montessori Method to improve writing and create a more conducive learning environment.

2.4.2 Document analysis

"Document analysis is a systematic procedure for reviewing or evaluating documents ... Documents contain text and images that have been recorded without a researcher's intervention." (Bowen, 2009, p.27). Document analysis involves close reading of documents, and a careful examination of the structure, content and language of the document. Ergo, the researcher conducted an analysis of pupils' copybooks to detect their common writing deficiencies with the same classroom where the observation took place (2AM1). This analysis was done using a checklist that contained the most common writing shortcomings that pupils may face at the middle school level. These shortcomings included poor handwriting, lack of vocabulary, incorrect singular/plural forms, incorrect tenses conjugation, incorrect pronouns/gender, incorrect mechanics, incorrect sentence structure, and spelling mistakes.

To further the research, the author asked the pupils to write paragraphs that would help to detect any of these shortcomings that may not be clear in their copybooks. The researcher then examined the paragraphs and used the same checklist to confirm any writing mistakes that the pupils had made. Through this analysis, she was able to provide valuable insight into the writing abilities of second year middle school pupils and to identify areas of improvement.

2.4.3 Experiment

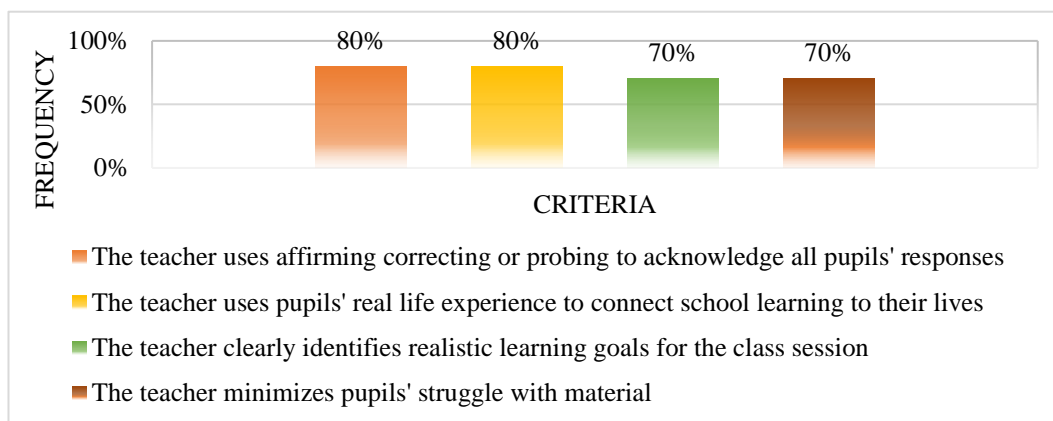
After collecting the data from the observation, the researcher conducted an experiment in which she used two different classes, known as 2AM1, the experiment group and 2AM2, the controlled group. The experiment group consisted of 33 pupils, whilst the controlled group had a number of 34 pupils. In order to identify any improvements in the writing shortcomings of the pupils, the researcher used a range of activities and followed the Montessori Method with the experiment class. At the conclusion of the experiment, a small test was administered to both classes to determine whether the Montessori Method had in fact been effective or not. The results of the test were then used to analyse the imparted changes among the pupils, and facilitate the formulation of a viable conclusion. This conclusion was then used by the

researcher to determine if the Montessori Method had improved or discouraged the writing difficulties in the pupils.

2.5 Data presentation

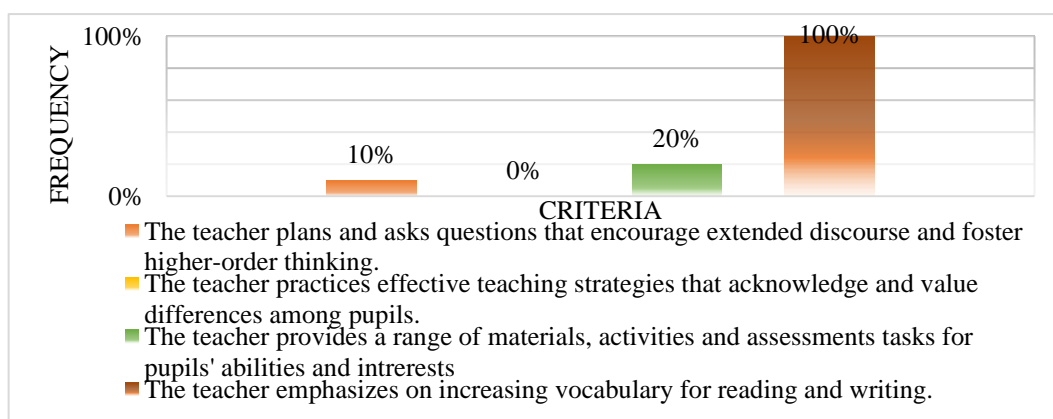
2.5.1 Teacher's Structured Observation Data Presentation:

Figure 2. 1: Role of the teacher as a facilitator



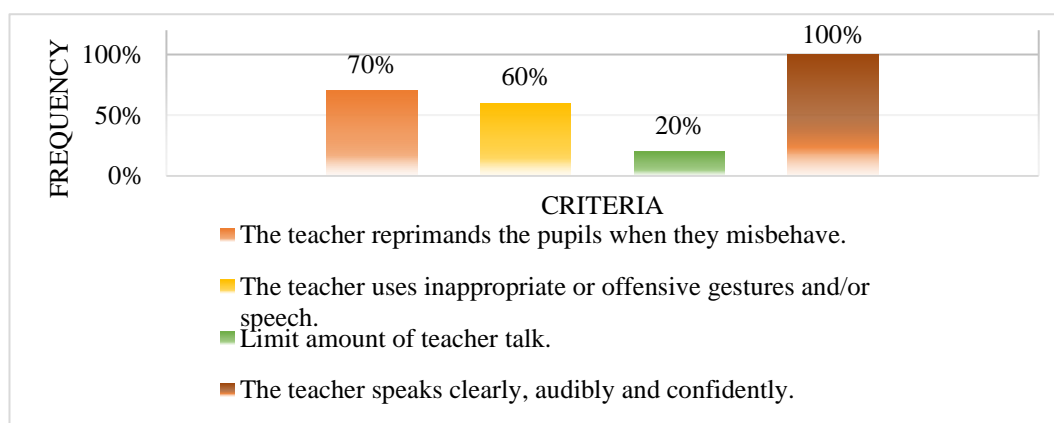
This section aims to understand how the teacher is helping in facilitating the pupils' learning experience which allows the researcher to identify the method of teaching the educator is utilizing. Through ten sessions of observation, eight (80%) of these sessions indicate that the teacher is making use of affirming, correcting and probing to acknowledge pupils' responses, and furthering this by connecting the class material to real life experiences, for example, the teacher made a connection between the material covered in class—body parts and illnesses—and the students' real-world experiences. Moreover, she is minimizing the pupils' struggle with the material (usually, the whiteboard), as well as identifying the realistic learning goals that pupils have to achieve by the end of the class session (70%). This suggests that the teacher is working as a facilitator, and is thus fulfilling the goal of helping the pupils learn effectively.

Figure 2. 2: Role of the teacher as a planner

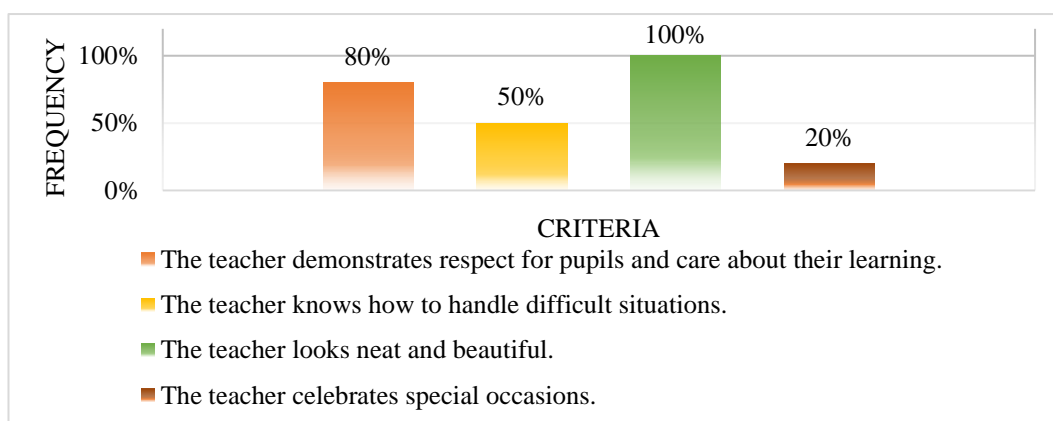


According to the findings of the teacher observation, the instructor's top aim is to increase the vocabulary of her pupils for both reading and writing by 100%. To that end, she requires them to register new words in their notebooks every session, focuses on repeating them aloud a few times, and if anyone fails to do so will be disciplined. Yet she rarely (20%) provides pupils with activities, materials and assessments tasks to cater to their interests and abilities. In addition, the teacher asked a planned question that aimed at fostering higher-order thinking only once in 10 sessions of observation (10%), and she never practices effective teaching strategies that acknowledge and value the differences among pupils, such as personalized learning (0%). This indicates that the teacher is not giving enough attention to the individual needs of her students, and is not fully utilizing the available materials and assessments tasks to maximize the learning potential of her students.

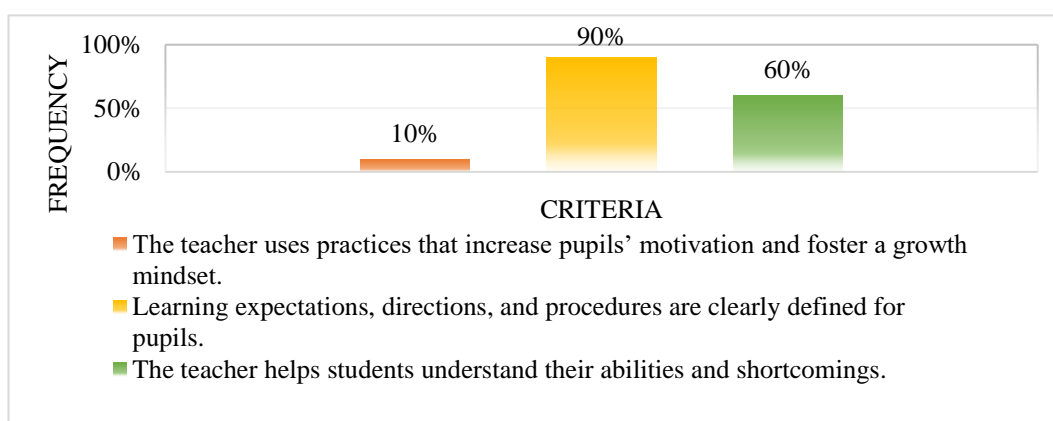
Figure 2. 3: Role of the teacher as a controller



The aim of this part is to understand the extent to which the teacher controls her class. From the observation conducted, the teacher was found to always speak clearly, audibly and confidently (100%). In 70% of the observed sessions, the teacher reprimanded her pupils when they misbehaved or did not follow her instructions. She used inappropriate or offensive gestures and/or speech to punish them (60%). However, she tended to talk most of the time, thus limiting the time she gave her pupils to voice their opinion to only 20%. This creates an environment in which the pupils are not given the chance to voice their opinions or ideas, which could lead to a lack of engagement in the class.

Figure 2. 4: Role of the teacher as a role model

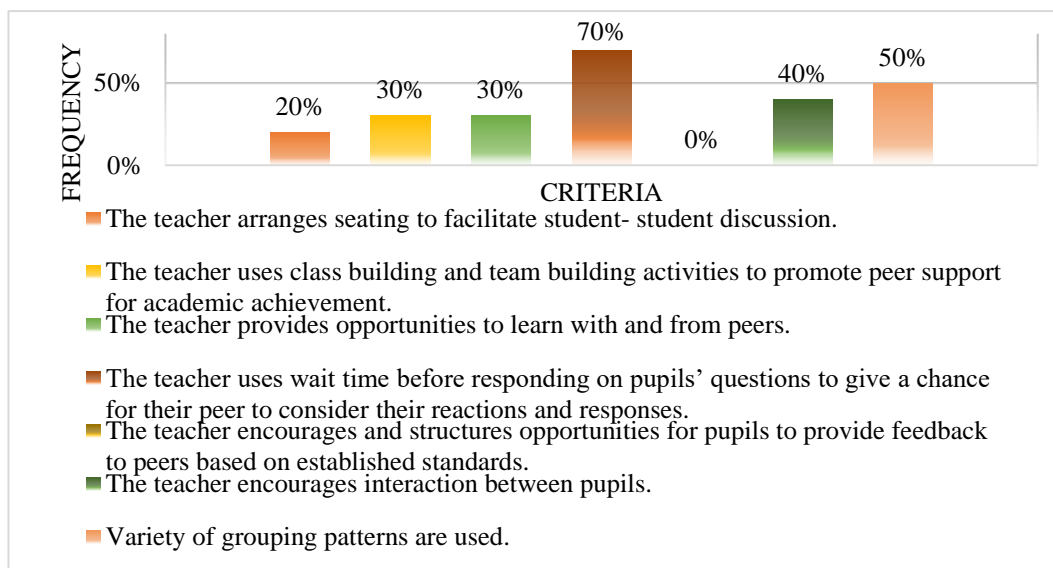
The results from this observations show that the teacher is taking her role as a role model seriously, as she always looks neat and beautiful (100%). She also respects her pupils and cares about their learning (80%). Furthermore, the instructor also has understanding of how to manage challenging circumstances (50%), for instance one of her students falling sick. However, only 20% of the observation shows that the teacher participates in special occasions with her pupils, she has even chosen a few students to attend a party to commemorate Victory Day on March 19th. Nevertheless, the teacher should be actively engaging with her pupils and celebrating special occasions with them, such as birthdays and other special events.

Figure 2. 5: Role of the teacher as a guide

The aim behind this part is to know to which extent the teacher succeeded to be a guide for her pupils, which is one of the crucial components of a Montessori teacher. The teacher managed to clearly define the learning expectations, directions, and procedure for the pupils with a result of 90%. She also helps them understand their abilities and shortcomings during the remedial classes, yet the result was only 60%. The teacher rarely utilizes practices

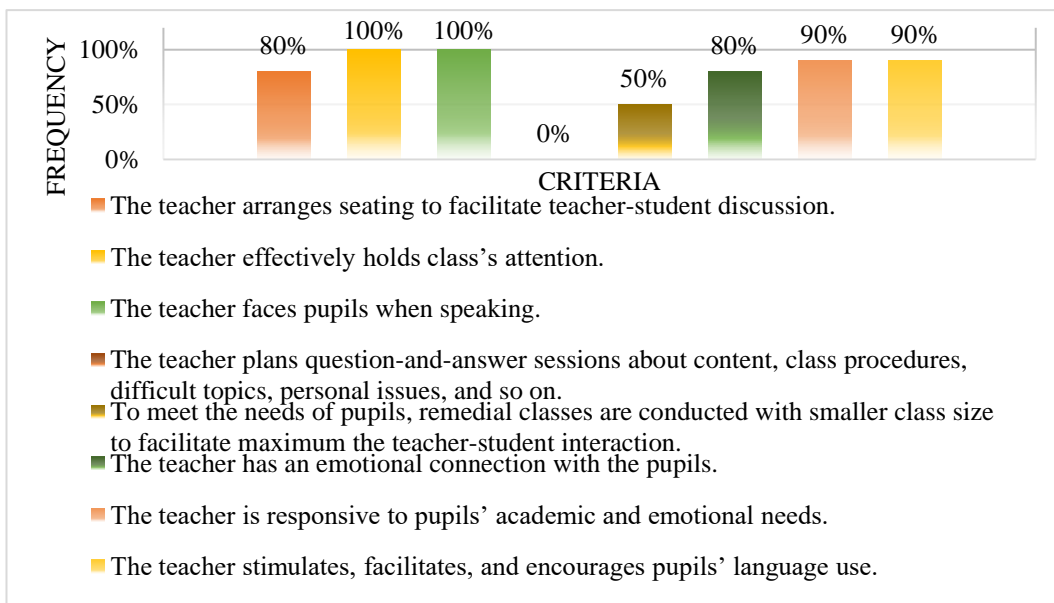
that increase the pupils' motivation and foster growth mindset, which was only 10%. The instructor tried to be a good mentor to her pupils by outlining clear objectives, guidelines, and procedures. Yet, she should focus more on helping them identify their strengths and weaknesses and encourage their ambition to develop their way of thinking.

Figure 2. 6: Student-student interaction



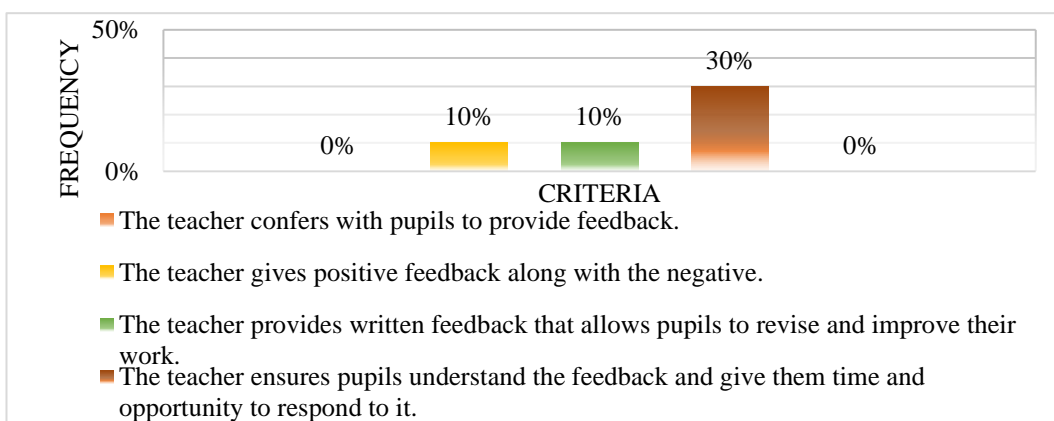
This part of the analysis aims at studying the teacher's role in supporting interaction among peers. The results indicate that the teacher most often uses wait time before responding to pupils' questions (70%), as well as various grouping patterns (pairs, small groups) (50%), but she does not actively encourage interaction among her pupils (40%). Though she provides small opportunities to learn with and from peers during remedial classes and some class building and team building activities (3 out of 10 observed sessions), she rarely arranges the seating plan to facilitate student-student discussion (20%), and never encourages or structures opportunities for pupils to provide feedback for each other based on established standards (0%). All in all, the teacher does not actively promote peer interaction, but does provide some opportunities for it.

Figure 2. 7: Teacher-student interaction



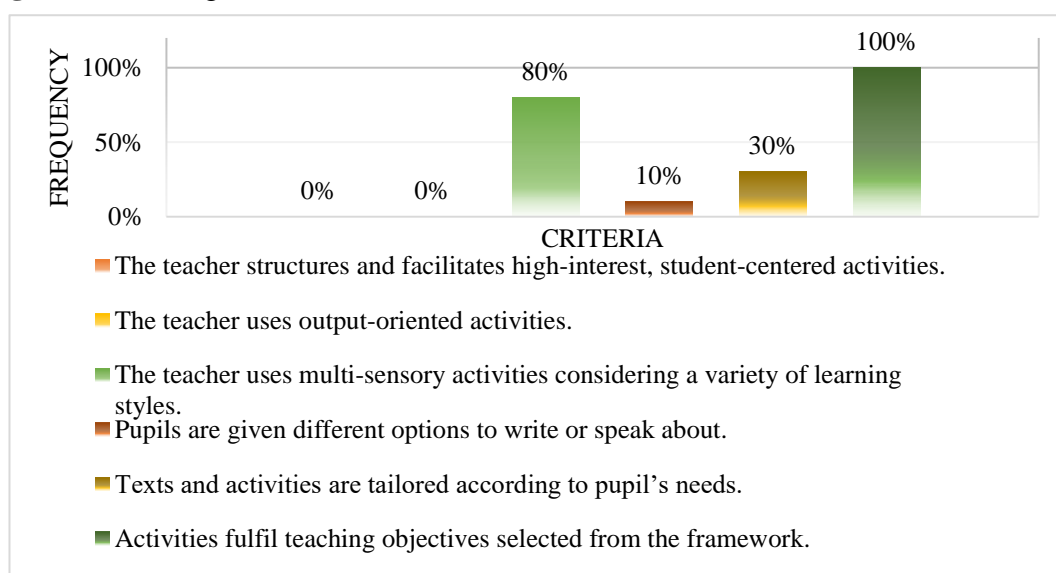
The results of this observation show that the teacher has a good level of interaction with her pupils. She speaks directly to them and holds their attention (100%), encourages them to use English more often, and is responsive to both their academic and emotional needs (90%). In addition, she arranges the seating to facilitate interaction and creates an emotional connection with them (80%). Although the teacher also conducts remedial classes in collaboration with the French teacher, such as splitting the class in two to maximize teacher-pupil interaction (50%), she never uses this opportunity to communicate about content, class procedures, difficult topics or personal issues (0%). This shows that the teacher is taking steps to increase interaction with her pupils, but could be more successful in doing so by taking full advantage of the remedial classes.

Figure 2. 8: The given feedback

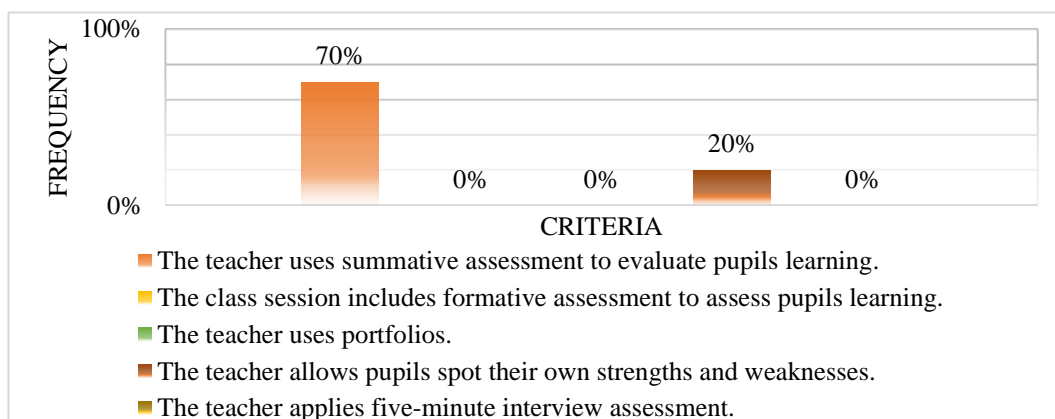


The aim of this section is to understand whether the feedback given to pupils and the way it is given is beneficial for pupils to overcome their difficulties in learning. The results of the research showed that the teacher ensured that her pupils understood the feedback she gave them and gave them the time and opportunity to work on it, but the results were still quite low at 30%. Moreover, the teacher only gave written feedback to her pupils during the correction of their test papers, which is a rather limited opportunity for pupil revision and improvement. Even worse, the teacher focused more on providing negative feedback and rarely provided positive feedback (10%). Furthermore, the teacher never confers with her pupils to provide them with the necessary feedback (0%), which is a major flaw in her teaching style. All in all, the lack of appropriate feedback, difficulty understanding it, and a focus on negative feedback can lead to the student's difficulty in learning.

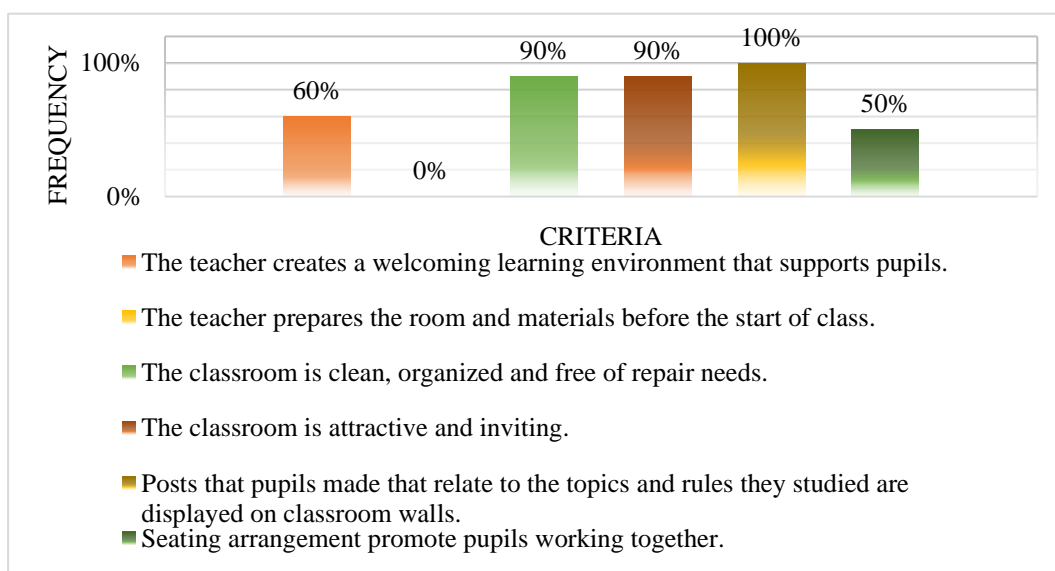
Figure 2. 9: The given activities



The aim of this part is to understand which type of activities is given to pupils. With the help of observations, it has been determined that the teacher follows the ministerial curriculum strictly (100%). Additionally, she adapts her activities to the various learning preferences of the students, such as using visual, auditory, and kinaesthetic activities in 8 out of 10 sessions. However, only 30% of those activities are tailored according to pupils' needs, and only 10% of the time, the students are able to talk about topics of their choice. The teacher does not opt for high-interest, student-centered activities nor for output-oriented activities like role plays, drama, and debates (0%).

Figure 2. 10: Teacher's assessment.

The current section aims at discovering which type of assessment is followed by the teacher and the results have been eye-opening. It was observed that the teacher used summative assessments to evaluate pupils' learning in 7 out of 10 observed sessions. This entails tests or activities, and their correction. Even though, the teacher only allowed pupils to spot their own strengths and weaknesses twice, which corresponds to 20%. However, formative assessment practices, such as portfolios and five-minute interview assessments, were never used in the class. It is believed that this lack of formative assessment is a result of her lack of knowledge and/or experience in this field.

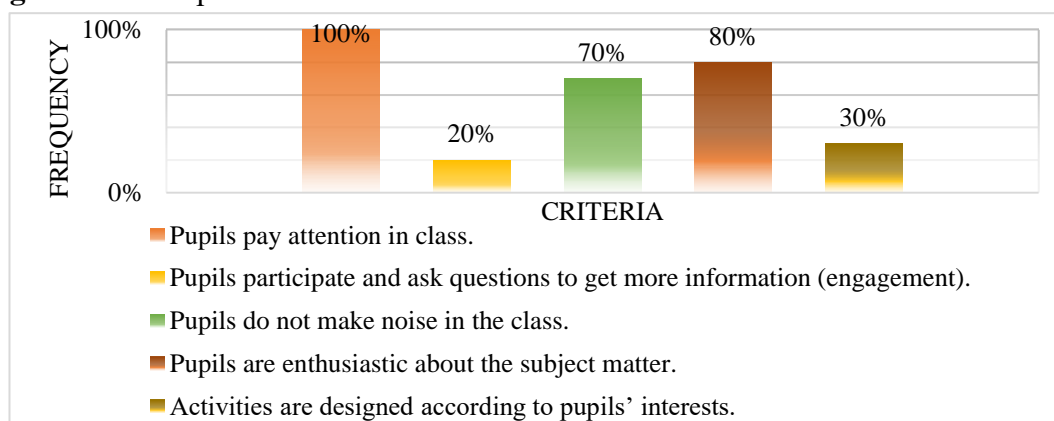
Figure 2. 11: Classroom environment.

The classroom environment is essential to create a conducive learning atmosphere for the pupils and the teacher plays a very crucial role in maintaining this state. An observational study of the classroom assessment revealed that the students have put up their own posts on

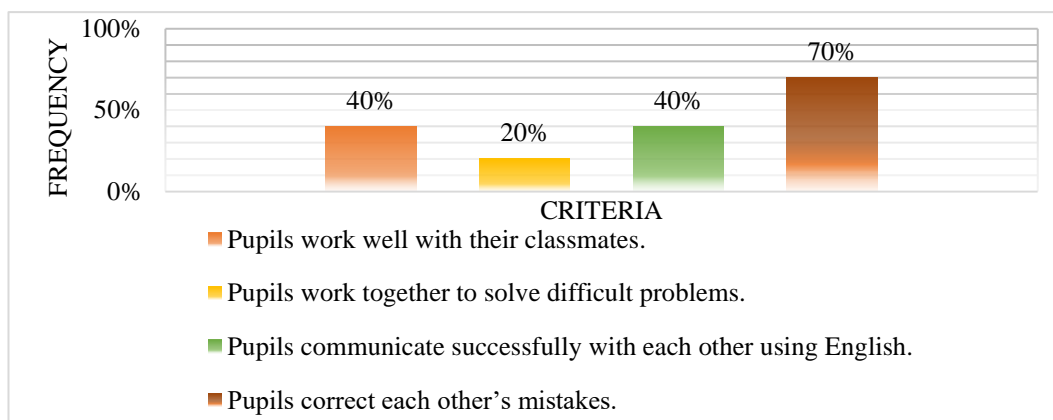
the walls related to the topics they studied, indicating their enthusiasm and interest in the subject (100%). Moreover, the classroom is kept clean, organized and well maintained, making the overall environment attractive and pleasant to be in (90%). The teacher also takes part in the initiative of creating a conducive learning environment by ensuring good hygiene and proper ventilation of the classroom (60%). Moreover, the seating arrangement is also not conducive to collaborative activities except during remedial classes (50%). It is observed, however, that the teacher never prepares the room and the materials needed for the lesson before the start of the class resulting in a wastage of time from the session (0%). All in all, the classroom environment is essential and the teacher and students both play a major role in maintaining it.

2.5.2 Pupils' Structured Observation Interpretation

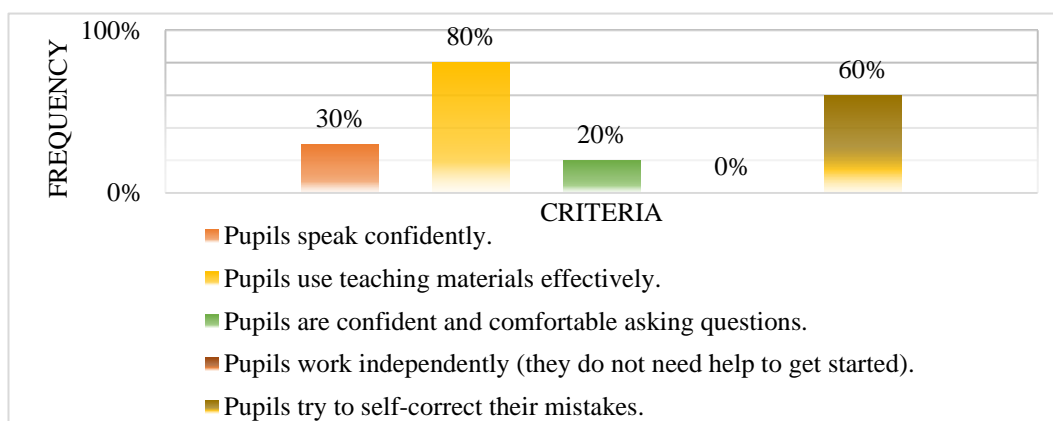
Figure 2. 12: Pupils' interests



In this graph, the researcher is attempting to observe to what degree the pupils' interests has been taken into consideration. It can be seen that all pupils (100%) are paying attention in class, as they find the subject matter engaging (80%). This also explains why there is minimal disruption (70%) as they are focusing and enjoying the class. To emphasize this point, an example would be reading comprehension about the K-pop band "BTS", which is extremely popular among teenagers. Yet, only 30% of the activities are designed to focus on pupils' interests, and only 20% of the pupils are actively engaging with the lesson by asking questions about new difficult words.

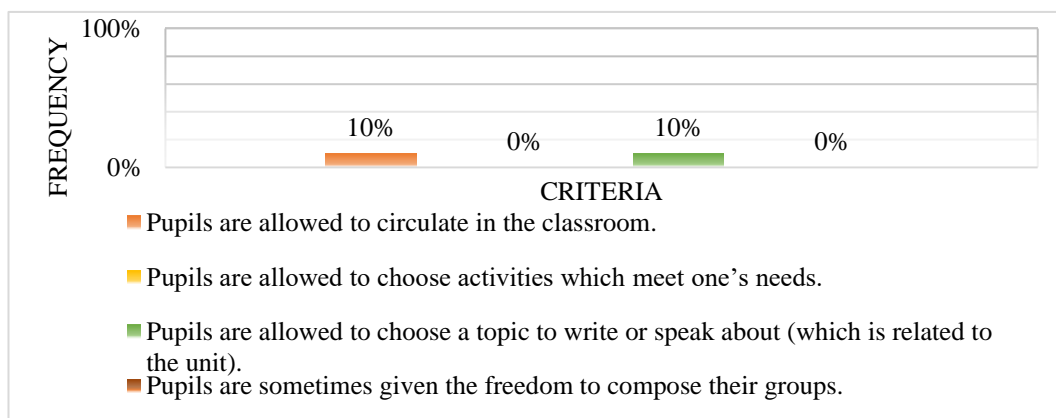
Figure 2. 13: Pupils' group work

In the second part of the checklist, the pupils' performance within group work was observed and the results showed that while 70% of pupils tend to correct each other's mistakes when they are given the chance, only 50% of them are able to effectively communicate and function as a team; when they do, they mostly rely on their mother tongue and only occasionally employ English. Despite that, the pupils still struggle with difficulty when it comes to solving more complicated problems together (20%). This happened due to a lack of understanding of how to divide tasks between group members, how to define the role of each individual in the group, or how to effectively collaborate to share ideas.

Figure 2. 14: Pupils' autonomy

To investigate pupils' autonomy, the third section was specially designed. Most of the class (80%) were using the teaching material, e.g. the whiteboard, efficiently. Although most of them attempted to fix their mistakes (60%), the results were not very successful, causing a decrease in their self-confidence when speaking or asking questions (20%). What is even worse, pupils have a noticeable lack of initiative to solve activities without an intense explanation of what to do (0%). This has resulted in them being unable to work on their own or show any signs of autonomy.

Figure 2. 15: Pupils’ freedom



The fourth part of the checklist aimed to investigate the freedom given to pupils in the classroom. As figure 2.15 shows, the level of freedom given to pupils is almost non-existent. The only freedom students had was the ability to move about the classroom and pick a topic to discuss once, which accounted for just 10% of the observed sessions. Furthermore, the students are not allowed to select activities that meet their individual needs, nor are they allowed to establish self-determined groups to explore collaborative learning (0%). Overall, in the traditional classroom environment, pupils’ freedom is drastically reduced, preventing them from taking charge of their own studies.

2.5.3 Pupils’ Writing Shortcomings Analysis

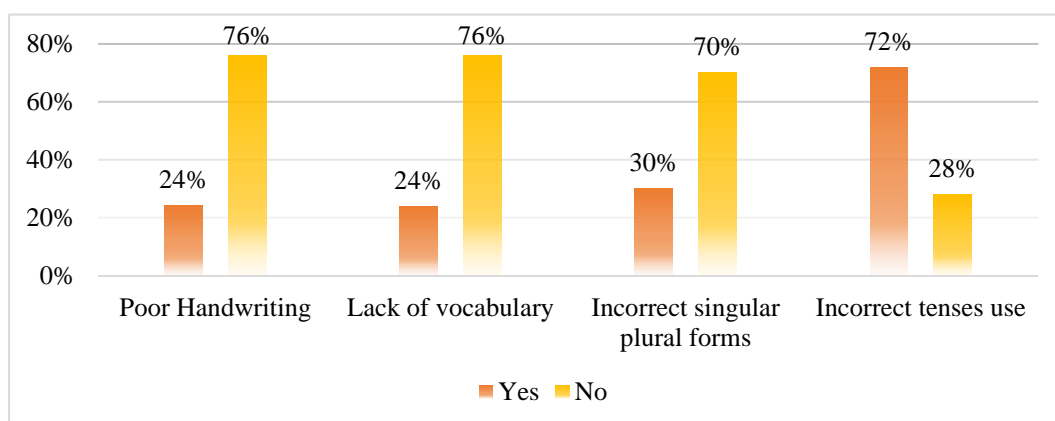
This analysis was conducted based on pupils’ copybooks and paragraphs.

Figure 2. 16: Pupils who have poor handwriting

Figure 2. 17: Pupils who have lack of vocabulary

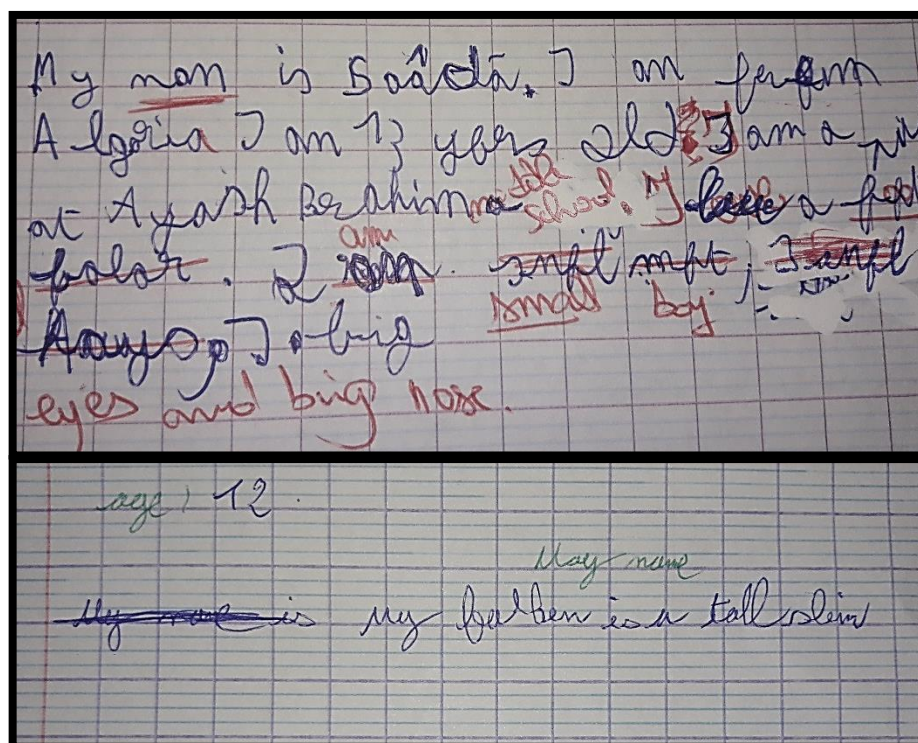
Figure 2. 18: Pupils who use incorrect singular/plural forms

Figure 2. 19: Pupils who use incorrect tenses



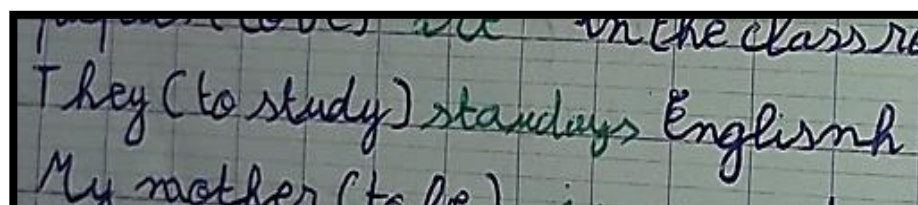
The result of the analysis showed that 76% of the pupils do not have poor handwriting and lack of vocabulary. However, despite the time given to them (30mins), some students failed to write a small descent paragraph. This is a worrying statistic, as it shows that there is a lack of understanding of basic writing skills amongst the pupils, as evidenced in the pictures below:

Figure 2. 20: Pictures illustrating pupils' poor handwriting and lack of vocabulary.



Moreover, 70% of pupils uses correct singular/plural forms. However, tenses have been noticed to be one of the most difficult writing problems that pupils often face. The issue is especially problematic when it comes to conjugation, with an overwhelming 72% of pupils struggling with this as their main writing difficulty, as seen in the following image:

Figure 2. 21: A picture illustrating a pupil's conjugation in the simple present.



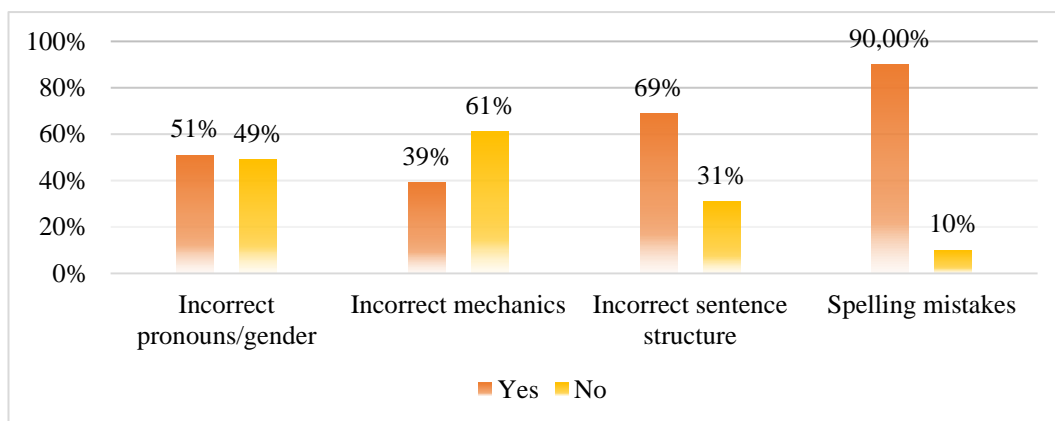
The complexity of verb tenses can be overwhelming for pupils, especially those who are new to the language. As such, it is important for pupils to be able to practice more, and the teacher should provide them with more activities.

Figure 2. 22: Pupils who use incorrect pronouns/ genders

Figure 2. 23: Pupils who use incorrect mechanics

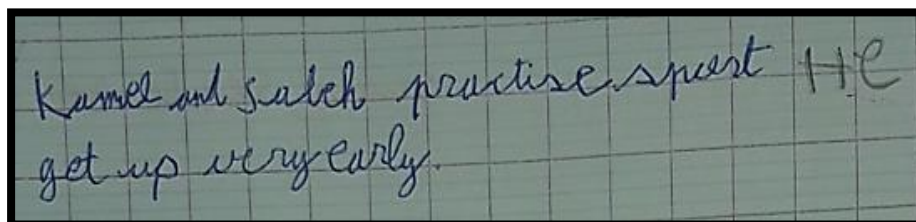
Figure 2. 24: Pupils who use incorrect sentence structure

Figure 2. 25: Pupils who have spelling mistakes



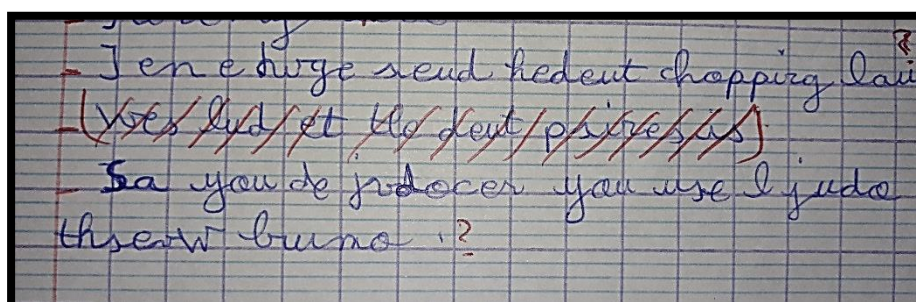
The second part of the analysis results show that 51% of pupils have difficulty when it comes to selecting the proper pronoun or gender, as pictured in the next figure:

Figure 2. 26: Pictures illustrating pupils’ difficulty in using of pronouns



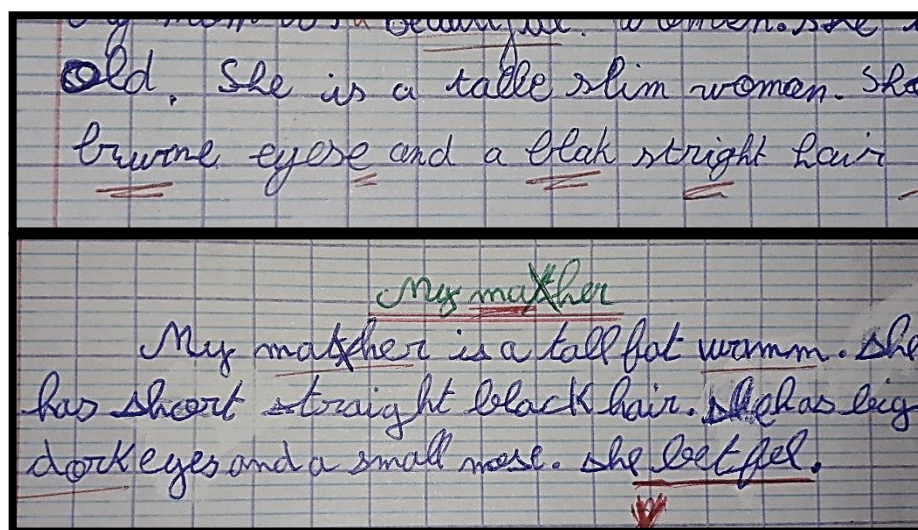
The figure clearly demonstrate writings of participants who experienced difficulty with selecting the correct pronoun or gender. Surprisingly, it seems that 61% of the participants do not face difficulty when it comes to mechanics. However, according the conducted analysis, only 31% second year middle school pupils are able to write a sentence correctly. This means that almost two thirds of pupils have difficulty with sentence structure. An eye-opening visual representation of this can be seen in the figure below:

Figure 2. 27: A pictures illustrating pupil’s difficulty with sentence structure



The pictures show that significantly pupils are struggling with sentence structure, and this data should create a sense of urgency to find ways to help students develop their writing skills. Finally, spelling mistakes are proven to be the worst writing problem among 2AM1 pupils, with 90% of them failing to write simple words correctly. Unfortunately, some pupils are even copying words from the board mistakenly. The following images are a sample of what the researcher has analysed:

Figure 2. 28: Pictures illustrating pupils' spelling mistakes.



In order to solve this problem, teachers need to implement a system to help identify spelling mistakes and ensure that students learn to spell correctly.

By the end of this analysis, the findings have clearly identified that pupils of the second year of middle school struggle with the most common writing difficulties, such as spelling mistakes and incorrect use of tenses. To address this issue, the Montessori Method has been used as the main guidance to assist in the improvement of these two areas. The overall process entailed the use of a range of activities to help pupils overcome their weaknesses, including: grammar activities, focusing on correct verb conjugations, and ensuring that pupils get more familiar with new words. The following section will provide a further explanation of the activities that have been used

2.5.4 Experiments' Analysis

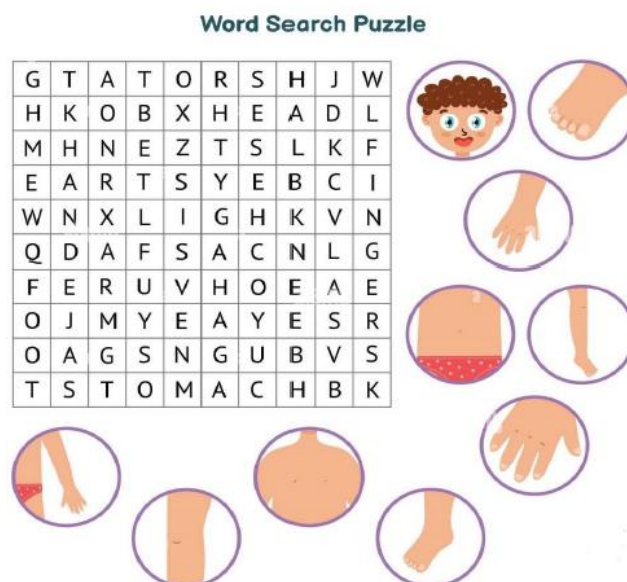
This research focused on how the Montessori Method can help pupils overcome their writing shortcomings and was applied to a group of 2nd year middle school pupils, as they

tackled a unit on "Me and My Health,". The Montessori Method was created many years ago, but it has only recently become more widely used and accepted in schools. Despite its long history, it has been largely neglected in schools, leaving pupils with writing difficulties to be overlooked and underserved. Therefore, the researcher decided to take a new approach to improve the writing performance of the pupils by assuming that the traditional method which the teacher has been using so far has failed in this regard based on the data collected. This method is based on individualizing learning through activities and games to help pupils develop independence and full potential. To this end, the researcher created five worksheets for the pupils to work on, each with a different aim. All the five worksheets were assessed formatively except for the final test. All of the mentioned worksheets are included in the appendices.

2.5.4.1 The first worksheet:

The first task was a word search puzzle adapted from 'vectorstock.com,' which featured pictures of body parts. As illustrated in the following picture:

Figure 2. 29: A picture illustrating the word search puzzle



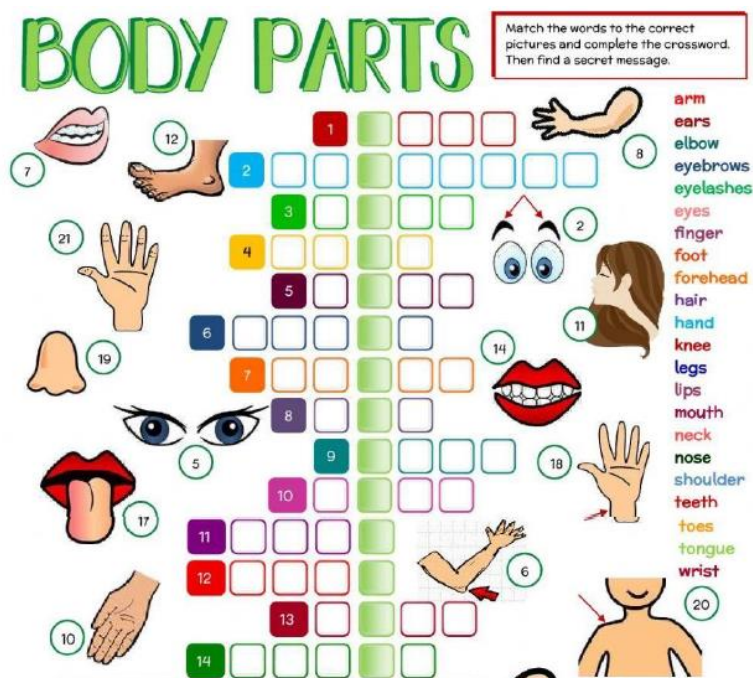
The second and third activities were adapted from "byjus.com", and tailored according to pupils' needs, pupils' names were also included to attract their attention which is one of Montessori Method techniques. These tasks were designed with the advice of the teacher, who recommended using the present simple and present continuous tenses as these are two tenses which pupils often get confused. The worksheets were printed before going to the classroom.

On April 9, 2023, on Sunday, the first worksheet was completed at 10 A.M. The researcher entered the classroom with the teacher, who sat in the back. The researcher then took the position of the instructor and began outlining what the class will do for the next hour. Following that, she began handing out worksheets to the entire class. She began with the first exercise and allowed the students 15 minutes to complete it. They might also approach their friends for assistance. The researcher went around the class, helping the students who needed help, and providing suggestions and explanations when needed. She continuously observed the students' efforts as they attempted to solve the puzzle, corrected those who had finished by providing them the option to fix their errors. Some students found this activity to be challenging because they couldn't recall how the words were written or because there wasn't enough time. In order to assist one another, several students turned to creating groups. For the second and third exercises, the pupils were given 15 minutes each to conjugate verbs. Before beginning, a brief reminder of the rules was given to ensure that everyone was on the same page. While some pupils managed to complete the exercises with relative ease, others had difficulty even getting one verb right. This allowed the researcher to pinpoint the areas in which the pupils needed more practice and create worksheets that addressed those needs. The activities were then verbally corrected in the final 10 minutes while students engaged and gave feedback to one another.

2.5.4.2 The second worksheet:

The exercise on the second worksheet was taken from "en.islcollective.com". The exercise included a game that piqued the interest of learners as well as the names of the body parts and their illustrations. The prior task (in the first worksheet), which was intended to help students correct their spelling errors, proved challenging for the students since they couldn't recall how each word is spelled. Since this activity was carried out in pairs to strengthen the bonds between pupils and enable them to help each other more effectively, it was decided to choose this new game to ensure that pupils could learn while having fun with their friends and that they could remember information better when the focus was on the letters of each word.

Figure 2. 30: A picture illustrating the game.



This task was completed on April 16, 2023, at ten o'clock in the morning. This time, the researcher went into the classroom without the teacher, who was absent. She began by greeting each pupil to the classroom before asking them to pick their partners on their own, without her intervention. While waiting for the teacher's instructions, learners started dividing themselves into pair groups. She then distributed the worksheets that had been prepared in advance so that there would be more time for comments. When the exercise was given to the students, it was an instant success. She described the task and continued to keep an eye on all of them. Each pair group made an effort to complete the task before the others and asked the instructor (the researcher) to check their work so they could finish writing the secret message and win the game. The researcher's observation for pupils working showed that the students were enthusiastic and totally involved in the task at hand. This unanticipated passion made it obvious that the game was having a beneficial impact on the pupils. With a class of 33 students, the researcher also observed that the activity was challenging to manage. This was due to the fact that the exercise needed the instructor to lead the students, supervise their replies, and guarantee that every student had an opportunity for feedback. Since each pair's work was corrected throughout the monitoring, the researcher did not correct the entire class at the end of this task.

Overall, the study showed that a fun educational activity can have a positive impact on young learners. The activity was successful in engaging pupils and motivating them to learn. However, it is important to note that the activity may require more time and effort from the teacher in order to ensure that all pupils have the opportunity to participate.

2.5.4.3 The third worksheet

Teaching pupils the correct use of present simple and present continuous tenses can be a difficult task for any teacher. However, it is essential for students to be able to distinguish between when to use which tense, in order to communicate effectively in English. In order to help pupils with this task, the researcher divided the worksheet into two parts. The first part comprised of a lesson on signal words and their importance in deciding which tense to use. An image from the website 'liveworksheets.com' was used to illustrate this concept. The second part of the worksheet consisted of two activities. In the first activity, pupils were asked to complete sentences with the correct answer. The sentences were written with the signal words already underlined, so that the students could easily identify which tense to use. And the second task was more challenging, as the learners had to choose the correct tense from two options, without the signal words being underlined.

The researcher chose to work in groups (remedial classes) for the third worksheet so that she could aid students who might be confused by the material and so that she would have enough time to answer all of their questions. The sessions took place at 2 p.m. on April 9th and April 16th, 2023. The instructor then went into the class and handed out the worksheets. After instructing the learners to cut out the worksheet's illustration and follow through, she explained the signal words, highlighting repetition and connecting it to the present simple. She then did the same with the present continuous and the word "now". After that, she told the students to hide that piece of paper and told them to work alone to complete the first task. She assisted and guided her pupils as usual, but she didn't correct any errors throughout this task. She requested the students to swap activities with their friends when the 15 minutes set for this task were over, and everyone had to correct to his or her companion using the picture of the signal words they each received. The task was correctly completed by a large number of pupils, and afterwards it was corrected for the whole class. The second task required them to choose the appropriate tense for the sentence at hand and select the right answer. In here, pupils were given the option of asking their peers for assistance twice and their teacher once.

Due to time constraints, the task was completed in 10 minutes and corrected orally. Many students were able to distinguish between the tenses, while others still had trouble. This suggested that further practice was necessary.

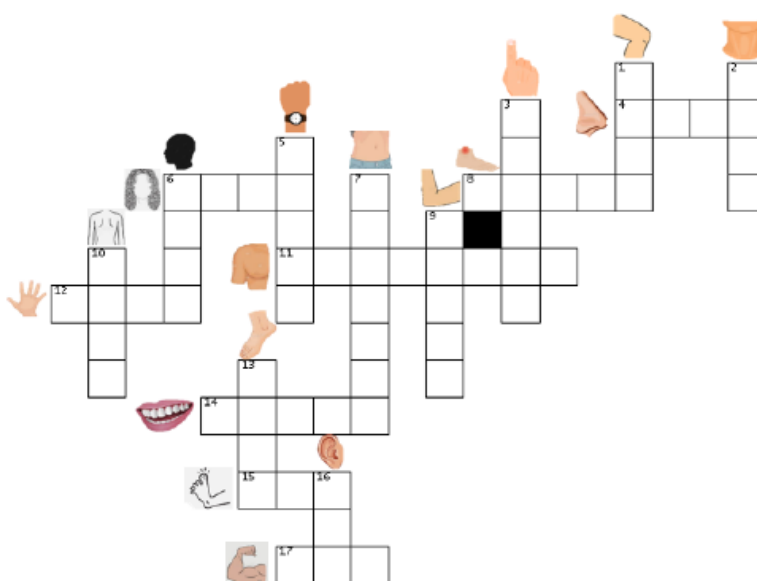
All in all, the worksheet was a valuable learning tool for students in understanding the difference between present simple and continuous tenses. It gave them the opportunity to understand the concept clearly, make corrections and practice their skills in a fun and interactive way.

2.5.4.4 The fourth worksheet

The Montessori Method is a teaching approach that focuses on the individual needs of each student. It is an individualized, child-centered educational approach that incorporates personalized learning experience that is used to tailor instruction and activities to the individual needs of each student. Thus, the fourth worksheet had three activities that were tailored to each pupil's specific needs. The activities were arranged from the easiest to the hardest. All of them were designed by the researcher, and this worksheet was especially designed for correcting spelling mistakes. The first task was to choose the right name of the body parts out of three (3) suggested words. The second was to fill in the gap of the letters in a word. And the last one was a crossword puzzle where the hints were images. It was designed by the researcher using “puzzlemaker.discoveryeducation.com/criss-cross”.

Figure 2. 31: A picture illustrating the crossword puzzle.

- Look at the pictures, and write the body parts vocabulary in the crossword puzzle.



When assessing the results achieved by the pupils in improving their spelling shortcomings and selecting exercises appropriate for their level, the researcher took into account the students' development over the previous sessions:

Exercise 1 (Easy)	Exercise 2 (Medium)	Exercise 3 (Difficult)
10	12	11

Table 2. 2: A table illustrating the number of pupils' selected for each activity.

On April 17th, 2023 at 8a.m, the researcher entered the classroom alone and began to explain the concept of individualized learning and what they were going to do during that hour. She then proceeded to hand out worksheets to the pupils, ranging from the easiest to the hardest, and went through each exercise one-by-one. Pupils were then encouraged to form groups and work on their own exercises, while the teacher moved around the classroom helping those who needed it, correcting those who had finished, and further explaining the exercises for those who were still struggling. The success of this activity was evident, as most of the pupils answered correctly. This worksheet was specifically designed to help pupils practice and improve their spelling skills, and it also allowed for pupils to focus on a certain topic. The Montessori Method of personalized learning was put into practice here, as it allows for pupils to learn at their own pace and encourages them to become independent thinkers. The worksheet also provided pupils with the opportunity to have fun while learning, something that is not always possible in a traditional classroom.

2.5.4.5 The fifth worksheet

This worksheet was also strongly influenced by the personalized learning which is a teaching method connected to the Montessori Method. It had five exercises for present simple and present continuous, and each exercise was created by the author. To make the exercises more realistic, sentences were supported by pupils' names. The exercises were ordered from the easiest to the most difficult. The first exercise was about choosing the correct answer; it was specifically designed to be a simple task for pupils who struggled with conjugating verbs. The second exercise was about fill in the blanks with both tenses, present simple and present continuous. With this exercise, pupils were able to get comfortable with the two tenses and understand how to use them correctly. The third exercise was about putting the verbs in the correct tense, and each sentence had a signal word to help pupils identify which tense to use. This exercise was to test pupils' understanding of the two tenses and how to switch between them. The fourth exercise was about finding mistakes in a passage, which was more difficult

than the first three and requires more concentration. And finally, the last exercise was about writing a small paragraph about a topic of pupils' choice. This helped pupils to practice and show what they have learned from the previous worksheets.

The researcher examined students' prior tenses-related activities and chose exercises for them based on their needs. These were the outcomes:

Exercise 1	Exercise 2	Exercise 3	Exercise 4	Exercise 5
3	9	11	7	2

Table 2. 3: A table illustrating the number of pupils' selected for each activity.

On April 30th, 2023 at 10a.m., the researcher conducted the session in the role of teacher. After calling pupils' names and distributing the papers, she gave an explanation of each of the tasks. Pupils worked on the exercises while the researcher monitored their progress. She noticed that most of the learners had difficulty with the fourth activity, as most failed to identify the mistakes. Nevertheless, the other activities were a general success. Despite this, a third of the class still had trouble with the tenses. To gauge the results of the worksheet, the researcher and the teacher corrected the tests for the third term. The results showed that out of 32 pupils (one was absent), 20 had achieved higher than the average and many had scored over 15. Therefore, it was time for the last activities to compare the experiment and the controlled group.

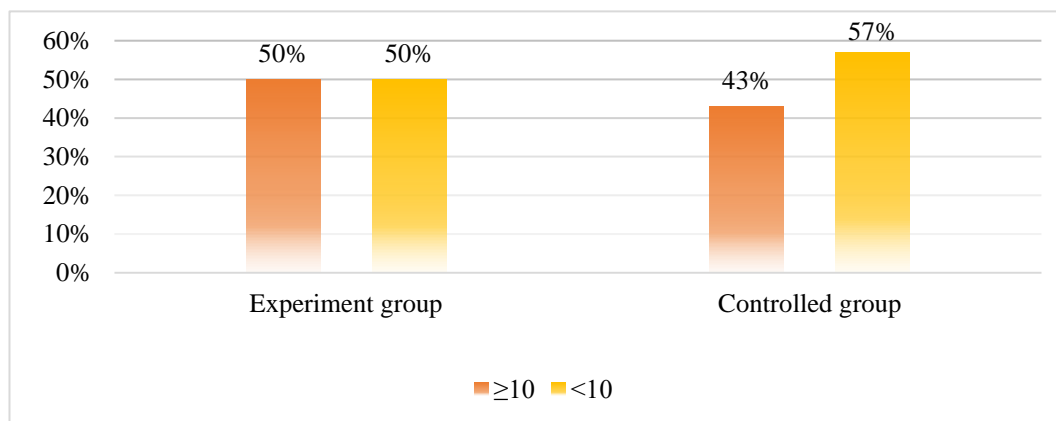
2.5.4.6 The final test

To conclude this study, a test was given to pupils. It consisted of three activities, the first required pupils to identify the correct tense for verbs in a sentence with a given signal word for each one. This was followed by the second activity, wherein 3 different options were made available and students were to select the right answer. The final exercise was to write down the right body parts' name, while providing the first letter of each part as a prompt.

On May 3rd, 2023, the researcher distributed the papers, explained the activities, and gave 30 minutes for pupils to finish the activities for both classes 2AM1 and 2AM2. The teacher and the researcher both supervised the pupils as they were doing their tests. After the papers have been collected from both classes, the tests have been evaluated and graded, the results have been corrected using summative assessment. The success of the Montessori Method in overcoming writing difficulties can be determined from the collated results which have been

presented in the form of a figure. The figure provided in this study provides an understanding of how successful the Montessori Method has been in helping the pupils to develop their writing skills.

Figure 2. 32: Both classes' results of the final test



With the absence of 3 pupils in each class (the school took 3 pupils from each class to a factory visit), half of the experiment group succeeded in achieving a higher score, while the other half of the group achieved a lower score compared to the average mark (10). However, the majority amongst the controlled group, which was 57%, received scores under 10. It is quite clear to see that despite the difficulty of applying the Montessori Method in a typical classroom setting, the researcher was able to help numerous pupils in an adequate amount of time. It is important to note that the results of this study can be used to measure the effectiveness of the Montessori Method in overcoming writing difficulties among students.

Conclusion

The purpose of this chapter is to detail the methodology, samples, and research design used in the present investigation. An experiment, document analysis, and classroom observation were all used in the study. The two groups of teachers and students that made up the research samples were chosen based on their availability and openness to taking part in the research. To determine the efficacy of the method used, a qualitative and quantitative analysis of the data collected was performed. We've covered the methodology, data collecting, and data analysis procedures in this chapter to describe how this study was carried out. The research results, interpretations of the results, and some recommendations will all be covered in the next chapter.

Chapter Three

Data Interpretation and Recommendations

Introduction

The study's goal was to determine if the application of the Montessori Method is successful in raising middle school students' writing proficiency. This was done after describing the techniques, participants, and various research instruments utilized to accomplish that goal. This chapter, which is the most crucial part of the research, is devoted to the interpretation and discussion of the findings from the data analysis in the previous chapter. This is done in an effort to address the research questions and determine whether or not the findings support our hypotheses. Sections of this chapter provide data interpretation, combinations of those analyses, suggestions and pedagogical advice.

3.1 The Summary of Results

The researcher's utilization of various data collection instruments in chapter two was an essential part of reaching the conclusions of the research. Document analysis, structured observation, and experiments all helped to gather the data needed to draw conclusions. This data was then structured, organized, and coded to make sense of the findings. This part of the chapter summarizes the results of the gathered data, highlighting any interesting patterns or associations that were found. It provides an overall summary of the results and implications of the research. Ultimately, this section of chapter three serves to epitomize the data gathered and conclusions reached in the preceding chapter

3.1.1 Structured Observation Results

Structured observation is an important part of research in the field of education. It involves the systematic observation of a specific situation or behavior in order to gain an understanding of how people interact in a given environment. In this particular study, structured observation was divided into two different participants: second year middle school pupils and their teacher. The teacher and her pupils were both observed during class time. The observations were made in order to gain an understanding of how the classroom environment and interactions between the teacher and students affected their learning. The observations also targeted specific behaviours, such as student engagement, teacher-student interactions, and student feedback. Structured observation is an important tool for educators, as it helps to gain insight into the ways that classroom dynamics can impact student learning.

3.1.1.1 Teacher's structured observation

The role of the teacher has changed over the years, with teachers now playing a far more important role in the classroom than before. As well as the traditional role of imparting knowledge, teachers are now expected to be more than merely instructors, helping to create an environment where students can learn effectively. As part of this, teachers need to be aware of the different methods of teaching that are available, and to use the most effective methods for their students. However, for those teachers who have been in the profession for thirty years or more, it can be difficult to change their methods and incorporate new teaching techniques into their teaching. To gain further insight into this issue, the researcher observed an experienced teacher to see if they were aware of which methods they were using when teaching their pupils. The teacher in question was asked which method she was using, to which she replied that she didn't have a specific method but was using whatever she found useful for the lesson and students. This observation highlights the importance of giving teachers the opportunity to learn new methods and to update their teaching practices, so they can meet the changing needs of their students.

3.1.1.1.1 Role of the teacher

The results showed that the teacher has successfully played her role as a facilitator and is indeed helping pupils learn effectively. However, there were some areas where she could improve such as giving more attention to each individual's needs when planning for the lesson and the activities. Furthermore, she does not use a variety of materials and instead heavily relies on the whiteboard, or occasionally adds pictures to the lesson. She has also been neglecting the importance of assessment tasks that could be used to maximize learning potential for the pupils. The instructor has been in control of the class most of the time because she is the one speaking and the students are merely passively taking in the information. This has resulted in an environment where pupils are not given the opportunity to voice their thoughts and viewpoints, leading to a lack of engagement. Despite this, the teacher has been a good role model for her pupils in many aspects, yet should take into consideration more special occasions and celebrate them with her pupils. Finally, the only time she has been acting as a guide for her pupils is when giving them instructions, but she ignores the need to identify their strengths and weaknesses.

It should be noted that the most important role that should be played by the teacher in a Montessori class is that of a guide. This role was neglected by the teacher who was under observation during this study, which is a great disservice to the Montessori Method. This method encourages individualized learning, and strives to produce learners who are able to learn independently. Unfortunately, this goal was almost absent in the role the teacher had taken during the observation session. A teacher in a Montessori class should be more than someone who simply provides instruction and evaluates student performance. They should also be a support system, helping to guide each student on their journey towards becoming self-sufficient learners. In order to properly support pupils, the teacher must be willing to take a more active role in the learning process.

It has been noticed as well that the teacher has been giving great importance to raising the vocabulary repertoire for her pupils using notebooks and repetition. The idea behind the notebooks is that students can record the new words they learn in class with their equivalence in Arabic and review them at home, helping them to remember them better. Repetition on the other hand, allows students to hear and say the words multiple times, imprinting them in their memory. Thus, based on the observed criteria, it can be said that the teacher is more likely to be using a teacher-centered approach and grammar translation method; which are all traditional teaching systems. The teacher-centered approach means that the teacher is the one who is mainly in charge of the teaching task and the students are mostly passive in the learning process. Furthermore, the grammar-translation method is based on the understanding of the target language through the analysis of its grammar and the direct translation of words and sentences from the target language to the native language.

3.1.1.1.2 Student-student interaction

The data collected in relation to student-student interaction has revealed that the teacher has not been actively promoting peer interaction. In comparison to the Montessori Method, where peer interaction is considered one of the foundations of a successful class, the lack of such interaction in this traditional classroom could be seen as a negative. Although the teacher may have provided some opportunities for pupils' interaction, these opportunities have not been frequent enough to promote meaningful learning experiences. This could be due to the teacher feeling that the focus should remain on the instructor, or it could be because they believe that student-student interaction will inhibit their own teaching style.

Either way, the lack of meaningful student-student interaction may have had an adverse effect on the overall learning experience in this traditional classroom, as it may not have allowed students to share their thoughts and ideas, nor given them the opportunity to practice and develop their communication, collaboration and problem-solving skills. As such, it is important for teachers to actively promote student-student interaction in order to create a positive learning environment and maximize learning outcomes.

3.1.1.1.3 Teacher-student interaction

According to what the researcher found in the data collected; the teacher is the center of the classroom, and there is no denying that. Every aspect of the classroom, from the seating arrangements to the amount of talking time allowed for her, is designed to ensure that she remains in control of the class. This teaching-centered approach often limits the pupils in many ways, as the only time they are allowed to communicate with each other is during remedial classes; if they are found to be speaking to each other during regular classes, they may be punished. This strategy has the potential to limit the pupils in their ability to collaborate and learn from one another, and could lead to a decrease in their overall learning experience.

Even though this method may be effective in some ways, it is important that teachers are aware of the limitations it may have on their students. By allowing more conversations between peers, teachers can open up a whole new world of learning and collaboration, which can be beneficial to all involved. This can be done by holding student-led lessons, allowing pupils to have more control over the class activities, and providing ample time to discuss topics amongst themselves. By creating a space in which collaborative learning is encouraged, teachers can create an environment that promotes both learning and growth in their pupils.

3.1.1.1.4 The given feedback

The data showed that the teacher does not give the appropriate feedback in the right manner to her pupils. Instead of spending the time to explain her feedback and give the students the time to work on their weaknesses, the teacher is more prone to focus on negatively criticising the learners. This detrimentally affects the students as they are unable to properly recognize their weaknesses and work on them without the needed feedback. Furthermore, due to the lack of understanding and the teacher's negative attitude, pupils tend

to lose interest in learning, making it more difficult for them to overcome their difficulties. Thus, the teacher must make sure to provide appropriate feedback and make sure to explain it in an understandable way to her pupils in order to help them learn and progress in their studies.

On the other hand, Montessori teachers give supportive feedback to pupils while mentioning their strengths and weaknesses together as fact and without praising them, which make pupils more confident, independent, and engaged in their learning. They explain their feedback with detailed guidance in a manner that let pupils realize their mistakes and take the necessary steps to overcome them. This allows the students to take control of their learning process, thus increasing their motivation and engagement as they grow and develop their learning skills. Such type of feedback helps in improving pupils' self-esteem and making them more open to constructive criticism. Therefore, meaningful feedback is essential in helping pupils learn effectively.

3.1.1.1.5 The given activities

The data that was obtained revealed that, while the teacher tries to accommodate various learning styles, she mainly sticks to the official curriculum and does not give her students enough freedom to come up with their own ideas and discuss subjects that interest them. So the resources and activities set for the classroom are not really suitable for the pupils as they don't meet their needs and interests. Even though the pupils may try to solve the activities out of fear of getting punished or out of their enthusiasm for the English subject, the activities and resources may not be the most suitable for their individual learning styles. In the long run, this may not be the most effective method of teaching as it does not give the pupils the chance to discuss and explore topics that are of particular interest to them. Moving forward, it is important to discuss and consider different teaching strategies, resources and activities that will stimulate and inspire pupils to explore and discover topics that they may have a passion for in order to ensure that they are receiving an education that meets their individual needs and interests.

The Montessori apparatus is one of the most renowned classroom teaching methods, renowned for its emphasis on individualized, self-directed learning in a supportive and stimulating environment. The Montessori Method has several distinct characteristics that set it apart from the traditional teaching methods. It prioritizes the learner's unique needs,

capabilities and interests, and encourages exploration and self-initiated learning. Teachers act as facilitators by exposing the learners to learning materials appropriate to their development level and interests, and then they observe and offer guidance as needed. This allows the students to work at their own pace, giving them the freedom to choose what, when, and how they learn. By taking into account the individual needs and interests of its learners, the Montessori Method provides an educational experience that is both stimulating and engaging.

3.1.1.1.6 Teacher's assessment

When it came to assessing student performance, the teacher in question appeared to be solely dependent upon summative assessment. The teacher had largely neglected formative assessment, instead preferring to focus on end-of-term examinations and tests to measure student understanding and progress. In addition, pupils' feedback from the teacher on any weaknesses in their performance was non-existent. The pupils felt that the teacher did not assign enough homework or provide any formative assessments in order for them to understand the material better and build their knowledge and skills. As a result, their learning was limited and their performance felt restricted. This is particularly concerning as formative assessment is an essential part of the learning process, providing students with the feedback they need to target their weaker areas, adjust their learning strategies and ultimately, improve their performance and comprehension.

Nevertheless, Montessori education places great emphasis on formative assessment, which is an ongoing process used to evaluate a learner's understanding and progress throughout their educational journey. Formative assessment is used to help inform teaching and learning, as it provides feedback to both the teacher and the student, allowing them to adjust their teaching or learning strategies accordingly. Summative assessment, on the other hand, is mainly used as a final test or examination, to assess the overall knowledge and skills that a student has acquired throughout the course. Montessori education believes that formative assessment is an invaluable tool in helping students to learn and grow, and that summative assessment should only be used sparingly, as it can be an intimidating and stressful experience for many students. By placing emphasis on formative assessment, Montessori education ensures that children can learn and progress in a supportive, nurturing environment, with feedback that is tailored to their individual needs.

3.1.1.1.7 Classroom environment

Classroom environment is essential for the success of any learning experience, and both the teacher and her pupils have a major role in maintaining it. In a traditional classroom setting, it is important to keep the room neat, free of clutter, and well-aired. To ensure that the classroom is conducive to learning, it is also important to ensure that the classroom receives plenty of natural sunlight. Despite having an adequate learning environment, it was observed that traditional classrooms are overcrowded, with a large number of pupils sharing the seating. This can lead to an uncomfortable and distracting learning environment, as the pupils are unable to move around the classroom or interact with each other in a meaningful way.

On the contrary, Montessori classrooms are designed to promote independence, self-discipline, and creativity. The classrooms emphasize learning through hands-on activities and exploration, rather than through rote memorization. Montessori classrooms are usually much smaller than traditional classrooms, with only a few students in each room. This allows for more personalized instruction and more individualized activities. Montessori classrooms also promote a sense of community, as students work together to solve problems and explore new ideas. By emphasizing the environment, Montessori classes help children become independent thinkers who are able to make their own decisions and take responsibility for their own learning.

3.1.1.2 Pupils' structured observation

Nowadays, pupils are expected to be active and participate in the classroom, bringing knowledge and information to share with the others. With this, children are becoming more and more engaged in their learning and are becoming more independent. To better understand this phenomenon, this observation was conducted and the data collected was presented in the second chapter. The aim of this part is to observe if pupils are given the necessary freedom in the traditional classrooms and if their interest and autonomy are taken into consideration. Furthermore, it was important to understand if learners are allowed to work in groups. And then compare it with the freedom and opportunities given to pupils in the Montessori Method. Through this research, it will be possible to see if the traditional classrooms are meeting the needs of today's pupils.

3.1.1.2.1 Pupils' interest

It has been observed that in traditional classrooms, pupils' interests are often neglected. Despite the fact that most of them love English and fear their teacher, they don't seem to be engaged in the class. They don't ask questions, they don't take part in the activities, and they seem to be just following the instructions of the teacher. This lack of engagement is due to the fact that their interests are not taken into consideration. Chapter two of the study provided clear results that confirm this truth. In order to make the learning process more effective, interesting and engaging, it is essential to take into consideration the interests of the students. By doing this, teachers will be able to create a learning environment that is more enjoyable and effective for the pupils, as well as making them more willing to learn.

On the other hand, Montessori classrooms are much more interactive and engaging than traditional classrooms. Pupils are given the chance to lead, to take control and to think creatively. They have a chance to explore, to ask questions and to learn by their own. This helps to promote a sense of teamwork and community. By giving pupils the chance to express their interest and to lead, they become more engaged and interested in the lesson. They become more motivated to learn and to take part in the discussions. This is why it is so important to consider pupils' interests when designing lesson plans and activities. By doing so, pupils are more likely to be engaged and interested in the class.

3.1.1.2.2 Pupils' group work

The results of the observation in the second chapter demonstrate that even when pupils are given the opportunity to work in groups, they often struggle to do so successfully. There is often one student who takes on a larger role, while the others watch or chat, instead of working collectively. This could be due to a number of reasons, such as an inability to divide tasks among the group members, or an unwillingness to understand the role that each student should take on. When it comes to communication within the group, even constructive criticism is often met with resistance, leading to an unproductive and inefficient working environment. In other cases, students may lack the skills necessary to effectively contribute to the group, leading to further issues that can prevent the group from reaching its goal. In order to avoid these problems, it is important to provide clear guidelines and expectations for the group, as well as teach the necessary skills to each member.

This is where Montessori teachers come in. Montessori teachers are specially trained to help pupils learn how to work in groups. They allow the pupils to form their own groups and provide guidance so that each group member is aware of his or her role. This guidance includes teaching pupils how to divide tasks among themselves and how to communicate effectively. In addition, Montessori teachers foster a sense of collaboration and cooperation among the pupils. They encourage pupils to help each other by explaining ideas, providing feedback, and correcting each other's mistakes. This helps to create an environment where pupils can learn from each other and build trust. In a word, Montessori teachers have an important role to play in helping pupils learn how to work in groups.

3.1.1.2.3 Pupils' autonomy

The results of this observation have made it clear that pupils in traditional classrooms do not demonstrate autonomous behavior. Autonomy is an important factor in the education system, as it can help promote critical thinking and creativity in students. However, the traditional classroom setting does not provide an environment conducive to autonomy. The teacher is usually the one who sets the agenda and assigns tasks, leaving the students with no real freedom to choose their own topics or determine their own methods of working. Furthermore, the typical classroom structure does not allow for a lot of productive collaboration. Instead, students are often just told to work on their own projects in isolation, with no opportunity to share ideas or collaborate with other students. Additionally, the traditional classroom environment does not always encourage independence and self-motivation. Without autonomy, students may not have the motivation to take initiative and develop their own creativity. All of these factors contribute to the lack of autonomy displayed by pupils in traditional classrooms.

This is a very different approach from the Montessori Method, which instead focuses on giving pupils the autonomy to make their own decisions and take control of their own learning. Through the Montessori Method, learners are encouraged to develop their own sense of agency and responsibility, allowing them to become self-motivated and independent learners. This is accomplished through an environment that respects and fosters the individual needs of each student. As a result of this focus on pupil autonomy, Montessori classrooms are often seen as more successful in helping the students become self-directed, independent learners.

3.1.1.2.4 Pupils' freedom

Data collected and described in the second chapter of this study clearly demonstrates that in the traditional classroom environment, pupils' freedom is totally absent, preventing them from taking charge of their own learning and expressing their ideas. In this kind of setting, the teacher is the main source of knowledge and learners are expected to accept the knowledge and understand it passively. This means that pupils do not have the opportunity to be creative, ask questions or challenge the teacher's ideas. Instead, they are required to memorize facts and figures, and regurgitate them on tests and exams. This traditional approach to learning fails to take into account the individual learning needs of students, and fails to foster critical thinking skills. Furthermore, the lack of freedom in the traditional classroom environment also prevents pupils from engaging in meaningful dialogue with their peers and engaging in activities that promote self-directed learning. As a result, pupils' ability to think independently and develop their own ideas is hindered.

In contrast, the Montessori Method of education places a strong emphasis on freedom of choice for pupils. Through the use of specially designed apparatus, the Montessori Method creates a learning atmosphere in which pupils have the freedom to explore and discover their own interests and passions. The apparatus allows pupils to take charge of their own learning and to develop their own critical thinking and problem-solving skills. It also encourages students to share their ideas and express themselves openly and without fear of being judged or ridiculed. By providing an environment in which pupils can exercise their own freedom, the Montessori Method allows them to become active participants in their own learning.

3.1.2 Pupils' Writing Shortcomings Analysis Results

The aim of this analysis was to select two main writing shortcoming that the teacher in traditional classroom has failed to help her pupils overcome. After a thorough analysis of pupils' copybooks and paragraphs, it was revealed that they did not have adequate exercises and activities to help them improve their writing skills. As a result, they are unable to identify and correct errors in their writing, such as spelling mistakes and incorrect use of tenses. The results of the second chapter showed that these two issues were the most frequent mistakes that pupils encounter in their writing. In order to improve their writing, pupils need to be provided with relevant exercises and activities that target these two weaknesses.

Additionally, through Montessori Method, pupils are given materials that allow them to practice and work through their difficulties. The teacher guides them and provides feedback, so that they can identify and correct their mistakes. As a result, pupils become more confident in their writing and can effectively communicate their ideas. Therefore, this method can be used as an effective way to help these pupils in their writing tasks.

3.1.3 Experiment Results

The Montessori Method is a teaching approach based on the belief that children learn through self-directed activities and interaction with the environment. It is designed to foster creativity, independence, and collaboration, and it has been used in classrooms for decades. Recently, researchers have begun to explore the potential benefits of this method in traditional classrooms, and the results have been promising. Thus, the present study conducted applied the Montessori Method in a traditional classroom to help pupils overcome their writing shortcomings; spelling mistakes, and incorrect tenses use. The results showed that Montessori was successful in helping many pupils improve their writing skills even though the experiment was conducted in difficult circumstances. This was due to the overcrowded class, which is the opposite of the Montessori class.

In the study, the researcher found that the Montessori Method provided pupils with an environment that allowed them to learn at their own pace and become more confident in their writing skills. The pupils were also more engaged in the learning process, which allowed them to take more ownership of their work. The Montessori Method also allowed the pupils to work collaboratively on their writing activities, which encouraged them to share their ideas and help each other. This was beneficial for the pupils because it provided them with a supportive environment in which they could learn from each other and work together to improve their writing skills. In addition to the improved writing skills, the Montessori Method also had a positive effect on the pupils' overall academic performance. The pupils in the study were more likely to perform better on their test after being introduced to the Montessori Method. This was likely due to the increased confidence and engagement that the Montessori Method provided.

This method is based on the idea of providing learners with a stimulating and supportive environment in which they have the autonomy to explore their interests, engage in creative problem-solving, and work together in small groups, which is inspired from personalized

learning. In the study, the Montessori Method was applied in a number of ways. First, pupils were given the freedom to explore their interests and find creative solutions to their writing problems. Through this, they were able to work with their peers and become more self-reliant in their learning. Second, students were encouraged to work together in small groups, which allowed them to discuss their ideas, receive feedback from their peers, and develop their writing skills. This allowed students to be more engaged with the material and gain a better understanding of the concepts. The research provides evidence that when students are given the freedom to explore their interests, engage in creative problem-solving, and work together in small groups, they are more likely to make significant progress in their writing abilities. The study also showed that collaborative learning had a significant impact on student performance, as students were able to learn from each other and provide support for one another. The results of this study showed that the Montessori Method was an effective way to help students improve their writing skills, as it provided the necessary structure and support for students to flourish.

In conclusion, the research conducted provides a valuable insight into the effectiveness of the Montessori Method in traditional classrooms. Through the implementation of this method, students are given the opportunity to take control of their own learning and make significant progress in their writing abilities. Furthermore, this research provides a valuable insight into the importance of providing students with a stimulating and supportive environment in which they can explore their interests and receive feedback from their peers. Overall, the results suggest that the Montessori Method can be an effective tool for improving writing skills in traditional classrooms. While it is important to recognize the limitations of the study, such as the overcrowded class, these results point to the potential of the Montessori Method to help students overcome their writing shortcomings. Further research is needed to explore the potential benefits of this method in other contexts.

3.2 Interpretation of Results

This research aims to answer the following research question: Can Montessori Method help pupils improve their writing skills?

The following sub-questions were generated for a more proud investigation:

- What are the main writing shortcomings that the 2nd year pupils have in writing?

- Can pupils' writing shortcomings be attributed to traditional method of teaching?
- How can Montessori Method develop pupils' writing performance?

To answer the above question the following hypothesis was developed along with these sub-hypotheses:

- It can be argued that Montessori Method can help pupils improve their writing skills.
- It can be suggested that 2nd year pupils could have writing shortcomings such as: grammar mistakes, misplaced punctuations, repetition or poor spelling.
- It can be stated that the traditional method failed in many aspects including overcoming writing shortcomings.
- By means of individualizing learning through games and activities, Montessori Method can help pupils improve their writing performance.

This research aims to apply Montessori Method in middle school. Furthermore, the main focus of this study is to investigate the effectiveness of using Montessori Method to enhance pupils' writing skills. Moreover, the final objective of this research is to compare between Montessori class and traditional class in level of writing. Therefore, after conducting this survey, the following answers were established:

Second year pupils have writing shortcomings

Second year pupils are not immune to writing shortcomings, as evidenced by Rashid (2022). In particular, ESL learners often lack the necessary vocabulary to accurately express themselves, while also suffering from poor grammar and spelling. These results were also confirmed in the theoretical part of this research, and the most commonly identified issues were related to incorrect tenses and spelling mistakes. These findings are concerning, as they indicate that these pupils often do not have access to the resources and assistance they need to improve their writing skills.

One of the main issues that second year pupils have with writing is incorrect tense use. This issue largely arises due to a lack of understanding and familiarity with English grammar

and sentence structure. Understanding the different tenses is a key part of learning a language and mastering its use. Unfortunately, many pupils failed to grasp the nuances of the English language, and this led to them making mistakes in tenses when writing. Spelling mistakes are another common issue that second year pupils face. This is often due to the fact that they are still learning how to spell certain words, and do not have a good enough grasp of the English language to spot their own mistakes.

Along with that, this study's findings indicate that providing pupils with additional resources and guidance to help them better understand the English language is useful for them to overcome their weaknesses. This can include giving them extra practice materials, and ensuring that they are receiving enough one-on-one guidance from the teacher. Additionally, it is important to offer them feedback on their written work, so that they can gain an understanding of their mistakes and learn how to correct them.

The traditional method failed in helping pupils overcome writing shortcomings.

Understanding the issues that impede student progress in writing is vital to ensure that they gain the necessary skills and confidence to express themselves effectively. To gain a better understanding of the issue, the researcher conducted an observation of the class to determine whether the traditional method was indeed the reason why pupils were still struggling with their writing. As part of the observation, she noted the approach used by the teacher, the classroom environment, the pupils' interactions with each other, and the amount of time devoted to writing-related activities. She also analysed pupils' writing to gain an even deeper insight into the problem. After analysing the data obtained from the observation and interviews, she concluded that the traditional method was indeed one of the main factors hindering the pupils' improvement in writing.

The traditional method of teaching writing, which is based on the memorization of rules and structures, was found to be too rigid and did not allow for any improvement. Additionally, the lack of time devoted to writing-related activities meant that the pupils did not have the opportunity to practice and refine their writing skills. As a result, many pupils were unable to develop their writing to its full potential. It is therefore essential to reassess the traditional method of teaching writing, and to develop a more creative and flexible approach that will help pupils to develop their writing skills in a meaningful way.

To address the issue, it was recommended that the teacher should adopt a more creative approach that encourages the pupils to explore the creative possibilities of writing. More time should also be dedicated to writing activities to allow the pupils to practice and perfect their writing. Moreover, different teaching methods and activities should be experimented by the teacher to help the pupils gain better writing skill. Therefore, the researcher decided to test the effectiveness of using the Montessori Method in teaching English writing skills to these pupils.

Montessori Method can help pupils improve their writing performance

The Montessori Method is an educational approach that focuses on the autonomy of learners, allowing them to choose their activities, move freely in the classroom, and control their own learning. This approach is based on the belief that children can learn better when their natural curiosity is used as the primary motivation for learning. The researcher hypothesized that the Montessori Method would be more effective in helping second-year pupils improve their writing level than the traditional method. To test this hypothesis, the researcher implemented the Montessori Method in a group of second-year pupils and compared the writing level of this group to another group who were taught using the traditional method. After a period of time, the researcher found that the group who had been taught using the Montessori Method had improved their writing level significantly more than the group of pupils who had been taught using the traditional method. This finding demonstrated that the Montessori Method can help pupils improve their writing performance.

This finding has been significant in the ESL field for many reasons. First, it proved that the Montessori Method is more effective than the traditional method for teaching English writing skills. Second, it provided an insight into how individualizing learning through games and activities can help students learn better. Third, it demonstrated how a traditional classroom can be adapted to the Montessori Method, which can lead to improved learning outcomes. Finally, this finding provides an insight into how educators can modify their teaching methods to make them more effective in helping pupils acquire the necessary writing skills. This research finding has the potential to revolutionize the way pupils are taught and can help them to become better communicators in the future.

The role of the teachers in the application of Montessori Method

Teachers play an essential role in the application of the Montessori Method, as they are responsible for creating the environment in which a pupil can learn and develop. The teacher's primary responsibility is to create an atmosphere that is both stimulating and comfortable, where learners will feel safe and encouraged to explore and discover. The teacher must be skilled in observing the individual needs of each student. The teacher must also understand the principles of Montessori education and be able to apply them in the classroom. The teacher should provide a variety of Montessori materials that are appealing to the pupils and that encourage exploration and learning. The teacher should also be able to provide the necessary structure and guidance to help them learn.

The teacher should also be knowledgeable about the Montessori Method and be able to explain its principles and ideas to the children in a way that is understandable and engaging. The teacher should be able to tailor the Montessori Method to the individual needs of each pupil. The teacher should also be able to provide a safe and secure learning environment, where children are respected and encouraged to explore and learn. The teacher should also be able to recognize when a learner needs additional guidance and assistance, and be able to provide it in a way that is supportive and encouraging.

In a word, the teacher should be able to create a learning environment that is enjoyable and engaging for the children. The teacher should be able to create an atmosphere in which the children can explore, discover, and learn without feeling intimidated or overwhelmed. The teacher should also be able to provide a variety of activities and materials that are both stimulating and educational.

3.3 Limitations

The findings of this research study are subject to three major limitations:

The lack of previous studies in the research area

Throughout the process of building the theoretical foundation of this research, the researcher faced a lack of references and documents about Montessori Method in the middle school. This is due to the fact that the Montessori Method is a relatively new approach and is rarely studied in the context of middle school. Most of the research that has been done before

was focused on Montessori Method in the primary school and Montessori Method with mentally ill children, this made it difficult for the researcher to find useful information regarding the topic. Even though the researcher has looked through many journals and articles, the amount of resources that touched on Montessori Method in middle school were scarce. This posed a great challenge to the researcher, as it made it difficult to collect enough information to build a strong theoretical framework. Despite this, the researcher did manage to find enough material to develop the theoretical foundation, but at the same time, it has slowed and confused the progress of the research.

The overcrowded size of the traditional classroom

The traditional classroom size is a significant factor when it comes to implementing the Montessori Method. Research has shown that overcrowded classrooms can make it difficult to apply the Montessori Method and to give attention to all the pupils. This is because the Montessori Method relies heavily on individual attention and guidance. When the classroom size is over the recommended limit, it makes it difficult to ensure that each student is receiving the necessary attention and guidance. Furthermore, overcrowding can create a chaotic atmosphere, which is contrary to the Montessori Method. Thus, it is important to ensure that the classroom size is not too large in order to effectively apply the Montessori Method. Additionally, when the classroom size is too large, it can lead to distractions, which can prevent students from staying focused on the task at hand. This can also inhibit the implementation of the Montessori Method as it requires that students be able to focus on the task. Therefore, it is important to ensure that the classroom size is not too large when attempting to implement the Montessori Method.

Lack of sessions

One of the difficulties that faced the researcher was lack of time. Even though she spent a month and a half, she had the chance for only two hours and one remedial class to perform the experience. This was sometimes reduced to only one hour per week, which is not enough for pupils to practice a new language. This lack of time put a great strain on the researcher, as she was unable to provide the students with sufficient instruction and practice for the language she was trying to teach. With only one hour per week, the students had limited time to practice and become proficient in the language.

3.4 Recommendations

Teachers should use methods which includes individualized learning

Methods which include individualized learning should be used by teachers; these methods of teaching provides students with tailored instruction that meets their individual needs and helps them succeed. With individualized learning, teachers create lessons that are tailored to each student's unique skills and abilities, which allows them to learn in a way that works best for them. By providing individualized instruction that is tailored to each student's specific needs, teachers can help students reach their greatest potential. Individualized learning encourages students to take ownership of their own learning and allows them to take part in their own learning process. This type of instruction also promotes collaboration between the teacher and the student, as the teacher provides guidance and support while the student takes an active role in the learning process. Additionally, individualized learning can help bridge the gap between different learners, as it allows for students to learn at their own pace and in their own way. Ultimately, individualized learning is an effective way for teachers to help students succeed in the classroom and beyond. Of course all of this is part of the Montessori Method which was the foundation of this research.

Classes should include a less number of learners

Having too many pupils in a class can lead to a chaotic environment, and it can be difficult for the teacher to keep track of each student's progress. It also makes it difficult for the students to concentrate and learn, as there is so much noise and distraction from other students. A less number of pupils in each class would mean that the teacher can give more individualized attention and guidance to each student, which is crucial for their development. It would also reduce the level of noise and disruption in the classroom, thus allowing students to focus on their learning. Furthermore, a smaller class size would allow the teacher to create a more personalized and friendly atmosphere, which would be beneficial for the students. It would also make it easier for the teacher to differentiate between the needs of each student, and give them individualized instruction. Therefore, classes should include a less number of pupils in order to create a better learning environment and ensure that each student receives the attention they need.

The curriculum should include engaging activities and games

Games and activities are essential components of education, as they can make pupils engaged, motivated and excited about learning. Games and activities that are tailored to the curriculum and age group of the students can help them to better understand and retain the concepts that are being taught. Students that are engaged in activities are more likely to remain focused, interested and motivated to learn. Games and activities can also help to break up the learning process, introduce a fun element, and provide a refreshing break.

Teachers should also be encouraged to include games and activities into their lessons. This will help to keep the students engaged and interested in the subject being taught. Games and activities can also help to bring the lesson to life, as well as make it more memorable. It also encourages collaboration and cooperation among the students, as they work together to complete the activities.

Montessori can be included in traditional classrooms

Montessori can be included in traditional classrooms as an effective way to introduce students to hands-on and/or student-centered learning. Montessori education focuses on allowing children to explore and discover their own interests and abilities, as well as providing them with a safe and nurturing environment in which to do so. Teachers can use some of the Montessori techniques in the classroom even without applying all of the rules. For example, the classroom can be arranged in such a way that it encourages movement and exploration, such as having different learning centers that students can visit throughout the day. Additionally, students can be encouraged to take ownership of their learning, with teachers providing guidance and support when needed. Furthermore, Montessori materials and activities can be used to help students learn and practice concepts such as language, as well as to provide a more creative and open-ended approach to learning. By including some of the Montessori principles in the traditional classroom, students are given the opportunity to experience learning in a more individualized and engaging way.

3.5 Future Research Directions

The Montessori Method has been proven to be effective in improving writing skills, but there are still some further questions that need to be investigated to enhance and broaden its efficacy to different learning aspects. For example, additional empirical data should be collected to assess the efficacy of Montessori Method in teaching reading, speaking, listening, and other skills. In addition, further research should be conducted to help students overcome other writing difficulties, such as lack of vocabulary and sentence structure. Furthermore, investigations should be carried out to determine the amount of freedom that learners should be granted in traditional classroom settings in order to reach successful learning. Finally, research should be done to determine the different skills and learning strategies learners need to acquire in order to meet the intended learning objectives and outcomes. All of these further investigations would help improve the efficacy of the Montessori Method to better suit different learning aspects.

Conclusion

This chapter provides an in-depth analysis of the research questions posed and the data obtained from the study. The different interpretations of the results and the limitations of the study are thoroughly discussed. The Montessori Method approach was used as a means to evaluate its effects on the level of writing of second year pupils. The collected data supports the hypothesis that learners who are exposed to the Montessori Method have improved their writing abilities. Additionally, the pupils' overall writing confidence and motivation were also increased. The study also highlights the limitations of the research, such as the sample size and the lack of previous research. Despite these limitations, the results obtained are positive and suggest that the Montessori Method is a promising approach for teaching writing. In conclusion, the results of this research provide a basis for future research and the potential for improving the teaching of writing in the classroom. Furthermore, the recommendations from this study serve as a starting point for further study in order to maximize the benefits of the Montessori Method in the teaching of writing.

General

Conclusion

General Conclusion

The traditional way of teaching, where pupils are expected to sit still for hours on end receiving information as passive recipients, does not take into consideration the individual needs, interests, and differences of learners. Furthermore, in such a boring and suffocating atmosphere, learning a foreign language becomes an insurmountable task, with limited academic results. Unlike the traditional methods of teaching, the Montessori Method creates a more vivid and interesting academic setting that is conducive to learning. In particular, the Montessori Method is extremely useful when it comes to teaching writing, as it helps pupils acquire fluency in language learning. This method is beneficial as it respects and acknowledges the differences of learners, allowing them to work at their own pace and overcome their difficulties. More precisely, the Montessori Method is an effective approach to language teaching that should be taken into consideration by educators. Truly, it is an effective approach that should be taken into account in language teaching.

This research was an attempt to investigate the effectiveness of the Montessori Method in helping Middle school English pupils overcome their writing shortcomings. In order to conduct this survey, a mixed-method strategy was used to test and answer this research's hypotheses and questions. The primary purpose of this research was to apply the Montessori Method at the level of middle school. Another core purpose was to appraise the Montessori Method effectiveness in improving pupils' writing skills. To achieve this, the researcher used the pre-test and post-test method to measure the effectiveness of the Montessori Method in the improvement of the pupils' writing. The pre-test was conducted at the beginning of the research, and the post-test was conducted at the end of the research. The results of the survey showed that the Montessori Method can be effectively used to help middle school English pupils improve their writing skills.

Chapter one elucidated the theoretical foundation of this research. It started with an overview of the Montessori Method background, including its definition, its usage in middle school, the role of the Montessori teacher, its importance and the implemented principles of personalized learning. The chapter also discussed the writing skill and its importance in middle school, as well as the writing difficulties faced by students in this age group and how the Montessori Method deals with these issues. Lastly, the chapter was concluded with a comparison between the traditional and the Montessori Method, which was later used to

explain how the Montessori Method has proven to be an effective way to teach writing skills and improve the writing skills of the middle school students.

Chapter two of the research study revealed the methodology used to complete the study. A mixed-method research approach was taken, with a purposive sampling method selecting the participants. In-depth details of the selection process were provided along with a description of the data collection instruments used, such as observations, document analysis and experiment. The data collected was detailed and presented in graphs and charts to better illustrate and understand the findings. After the data was collected, it was analysed and discussed in the next chapter. The results of the analysis were then used to answer the research questions and reach the conclusions of the study.

The last chapter of this research provides a summary of the data collected from the three instruments used; observations, document analysis and experiment. The data collected from these instruments were then interpreted and discussed. Furthermore, the chapter discussed the limitations that affected the research process, which included the lack of resources, overcrowded classes, and the lack of sessions. These limitations significantly hampered the process of data gathering and thus affected the results of the study. The chapter then provided recommendations to ensure a more effective implementation of the Montessori Method and to provide directions for future research. It was recommended that the size of classes should be reduced, and more engaging activities should be provided to ensure a more reliable data gathering process. Additionally, future research should focus on the use of other instruments to collect data, as well as the effectiveness of the Montessori Method in improving other language skills.

The study's findings confirmed that using the Montessori Method in educational settings offers pupils as well as teachers a beneficial and worthwhile academic experience. The results showed that the Montessori Method assisted learners in overcoming their writing challenges. The Montessori Method also takes into account the needs and preferences of the pupils. The variety of activities also attracts learners and boosts their desire to study and work hard to succeed. Likewise, the Montessori Method promotes peer connection and group learning for pupils. Due to this, learners will give all of their interest and focus to the tasks and lesson material, which motivates them to become involved in the learning process and enhance their writing abilities.

The obtained results of the study on the Montessori Method showed that it was an effective way to improve writing performance among participants. Through the use of individualized activities and engaging activities, the learners were able to overcome their learning shortcomings and gain confidence in their writing. Moreover, the environment created by the Montessori Method was one that was fun, healthy, and supportive, which allowed the participants to be more comfortable in their learning. The results of the study validated the proposed hypotheses, as all the different participants were able to improve their writing performance by using the Montessori Method. Therefore, this Method can be used as an effective way to help learners improve their writing skills and gain confidence in their abilities.

This study intends to provide answers to a variety of issues regarding the Montessori Method's efficiency in enhancing middle school English students' writing abilities. The paper does not in any way advocate doing away with conventional teaching strategies; rather, it emphasizes the necessity for variety and novelty in the classroom as well as the importance of taking into account and respecting needs and interests of pupils. The Montessori Method promotes a relaxed learning atmosphere where learners may connect with one another without feeling self-conscious about making mistakes or errors. Additionally, it is an effective teaching tool for developing writing abilities in academic settings for EFL students. This research is a starting point as it encourages additional research into the effectiveness of the Montessori Method in teaching listening, speaking, reading, and other competencies. It is an effort to transform the traditional educational environment into a beneficial learning setting where pupils may enjoy studying and eventually become self-sufficient adults.

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Appendices

Appendix (1): Teacher's observation checklist

CLASSROOM OBSERVATION CHECKLIST.

Observer: KRECHICH Fadoua. **School:** Ayach Brahim middle school. **Observed:** Teacher.

Grade level: 2AM. **Class size:** 33. **Age range:** 11-12. **Teacher teaching experience:** 35.

Y= Yes / N= No

		Date		12-03		13-03		13-03		13-03		19-03		19-03		19-03		20-03		20-03		20-03					
		Time		10-11		08-09		09-10		13-14		08-09		09-10		14-15		11-12		13-14		14-15					
		Criteria		Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N				
Role of the teacher	Facilitator	The teacher uses affirming, correcting or probing to acknowledge all pupils' responses.		✓		✓		✓				✓	✓		✓	✓			✓	✓		✓					
		The teacher uses pupils' real life experiences to connect school learning to their lives.		✓		✓		✓				✓	✓			✓	✓			✓		✓		✓			
		The teacher clearly identifies realistic learning goals for the class session.			✓	✓		✓			✓		✓		✓		✓			✓		✓		✓		✓	
		The teacher minimizes pupils' struggle with material.			✓		✓	✓			✓		✓		✓		✓		✓		✓				✓		

	Role model	The teacher demonstrates respect for pupils and care about their learning.	✓		✓		✓		✓			✓	✓		✓		✓	✓		✓		
		The teacher knows how to handle difficult situations. (stress, conflicts, illness)	✓		✓			✓	✓			✓	✓			✓	✓			✓		✓
		The teacher looks neat and beautiful.	✓		✓		✓		✓		✓		✓		✓		✓		✓		✓	
		The teacher celebrates special occasions.		✓		✓		✓		✓		✓		✓	✓		✓				✓	
	Guide	The teacher uses practices that increase pupils' motivation and foster a growth mindset. (develop pupils 'autonomy/ engagement/ responsibility/ self-efficacy)		✓		✓		✓		✓		✓		✓	✓					✓		✓
		Learning expectations, directions, and procedures are clearly defined for pupils.	✓		✓		✓		✓		✓		✓		✓		✓	✓		✓		
		The teacher helps students understand their abilities and shortcomings.	✓			✓		✓	✓		✓		✓		✓		✓	✓		✓		
Student-Student interaction	The teacher arranges seating to facilitate student- student discussion.		✓		✓		✓	✓			✓		✓	✓		✓		✓		✓		
	The teacher uses class building and team building activities to promote peer support for academic achievement.		✓		✓		✓	✓			✓	✓		✓	✓				✓		✓	
	The teacher provides opportunities to learn with and		✓		✓		✓	✓			✓	✓		✓	✓				✓		✓	

	from peers. (think/pair/share-teammates consult- jigsaw method)																			
	The teacher uses wait time before responding on pupils' questions to give a chance for their peer to consider their reactions and responses.	✓		✓		✓		✓	✓		✓		✓		✓	✓		✓	✓	
	The teacher encourages and structures opportunities for pupils to provide feedback to peers based on established standards.		✓		✓		✓		✓		✓		✓		✓		✓		✓	
	The teacher encourages interaction between pupils.	✓			✓		✓	✓			✓	✓			✓	✓			✓	✓
	Variety of grouping patterns are used. (pairs- small groups- learning styles).		✓	✓			✓	✓			✓	✓			✓	✓			✓	✓
Teacher- student interaction	The teacher arranges seating to facilitate teacher-student discussion.	✓		✓		✓		✓		✓	✓		✓		✓		✓		✓	
	The teacher effectively holds class's attention.	✓		✓		✓		✓		✓		✓		✓		✓		✓		✓
	The teacher faces pupils when speaking.	✓		✓		✓		✓		✓		✓		✓		✓		✓		✓
	The teacher plans question-and-answer sessions about content, class procedures, difficult topics, personal issues, and so on.		✓		✓		✓		✓		✓		✓		✓		✓		✓	
	To meet the needs of pupils, remedial classes are		✓	✓			✓	✓			✓	✓			✓	✓			✓	✓

		Comments
Role of the teacher	Facilitator	<ul style="list-style-type: none"> -The teacher connects the new sequences' topics to their own lives (body/ illnesses). -The teacher uses incidents from their real-life and environment to enhance their engagement. -The teacher uses only the whiteboard to deliver the lesson to pupils. -The teacher explains clearly the tasks. -The teacher starts the lesson by activating pupils' schemata or relating the new knowledge to their real-life. -The teacher sometimes uses printed pictures to present the lesson. She also give students hints to guess the words which fit the picture. <p>The teacher handwriting is legible and easy to read.</p>
	Planner	<ul style="list-style-type: none"> -The teacher asks the pupils to write new vocabulary on their notebooks every session, and those who forget to bring their notebooks are punished. -The most repeated two exercises in remedial classes are reading comprehension and asking questions. -Whenever there's new lesson, pupils are asked to give examples where they use the new vocabulary or apply the new rule. -When asking question, the teacher starts with Yes/No questions and then move to Wh questions. -The teacher emphasizes on repeating loudly new vocabulary several times. -Pupils are rarely given questions that requires higher- thinking skills.
	Controller	<ul style="list-style-type: none"> -The teacher talks most of the time. (Teacher-centered approach) -Pupils are punished whenever they give a wrong answer, face a difficulty in reading, or forget letters when writing. (They get confused between "e" ,"i" ,and "a") - Pupils interact with the teacher, not with each other.
	Role model	<ul style="list-style-type: none"> -The teacher always looks neat and beautiful, and demand from students to do the same. -The teacher always ask students to respect each other and do not allow bullying among peers. -The teacher knows how to take care of sick pupils. (one of her pupils had fever and another one fainted) -The teacher selected some pupils to participate in a party to celebrate victory day (19 Mars).

	Guide	<ul style="list-style-type: none"> -Pupils are allowed sometimes to engage in presenting the lesson along with their teacher. -Pupils are sometimes given the chance to speak freely about any topic using correct English. -The teacher explains clearly the goal of each unit, sequence and task. -The teacher often highlight pupils' shortcomings.
	Student-student interaction	<ul style="list-style-type: none"> -Pupils work in groups designed by the teacher only in remedial classes. -The teacher sometimes uses wait-time so the pupil can correct his/her mistake. If he fails to self-correct his error, she correct him, but other students are not allowed to help unless she permit it. -Pupils have a seating plan designed by the teacher, and they sit according to it for the whole academic year. -The teacher encourages peer interaction only during remedial classes. But in normal setting, each student should depend on himself. -The teacher chooses group members according to their needs. The groups are composed of 4-6 pupils.
	Teacher- student interaction	<ul style="list-style-type: none"> -Remedial classes are programmed once a week for each class. -The teacher play with her pupils. -The teacher compliment those who write well and answer correctly. -Pupils are always sitting while facing the teacher, unless they are working in groups during remedial classes. -The teacher loves and care for all of her pupils, she always asks if she finds anyone looks pale or feels uneasy. -The teacher always encourage students to use English when they speak to her. Thus, the use of mother tongue is totally forbidden during the lesson.
	Feedback	<ul style="list-style-type: none"> -The teacher provide pupils with the negative feedback solely. -The teacher provide written feedback only on the test papers. -The teacher explains her feedback orally during remedial classes. -The teacher give the papers to students from the worst to the best mark.
	Activities	<ul style="list-style-type: none"> -The teacher uses pictures and movements to teach, in addition to raising her voice and repeating clearly and loudly the new vocabulary. -Teacher uses activities for kinaesthetic learning, such as: the teacher pronounce a body part and students touch it all at the same time. In this kind of activities that include movements and touching students are more active and engaged. -The teacher uses activities that suits student's needs. -The teacher rarely uses book's activities. (She uses the texts but changes the questions).

Assessment	<ul style="list-style-type: none">-Tests/ exams/ activities are all given marks.-The teacher uses only the summative assessment.
Environment	<ul style="list-style-type: none">-The classroom is clean but it needs some repair.-The classroom is well-decorated by pupils' posts.-The classroom receives a good sunlight and has good aeration.

Appendix (2): Pupils' observation checklist

CLASSROOM OBSERVATION CHECKLIST.

Observer: KRECHICH Fadoua. **School:** Ayach Brahim middle school. **Observed:** Pupils.

Grade level: 2AM. **Class size:** 33. **Age range:** 11-12. **Teacher teaching experience:** 35.

Y= Yes / N= No

		Date		12-03		13-03		13-03		13-03		19-03		19-03		19-03		20-03		20-03		20-03	
		Time		10-11		08-09		09-10		13-14		08-09		09-10		14-15		11-12		13-14		14-15	
Criteria		Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
Interests	Pupils pay attention in class.	✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓	
	Pupils participate and ask questions to get more information (engagement).		✓	✓			✓		✓		✓		✓		✓	✓			✓			✓	
	Pupils do not make noise in the class.	✓		✓		✓		✓			✓		✓		✓	✓		✓		✓		✓	
	Pupils are enthusiastic about the subject matter.		✓	✓		✓		✓		✓		✓			✓	✓		✓		✓		✓	
	Activities are designed according to pupils' interests.		✓		✓		✓	✓			✓		✓	✓			✓		✓		✓	✓	

Comments	
Interests	<ul style="list-style-type: none"> -In the lesson “My house”, the teacher asks students about their rooms and how they spend their leisure time in their home. -The teacher asks pupils to express their love towards nature and what should they do to protect the environment and animals (advice). -Pupils pay attention in the class most of the time but not only because they’re interested in the lesson, sometimes they only follow out of fear of getting punished. -Pupils ask most of the time when they are confused with new words. -Pupils make noise in the classroom when the teacher is not watching them -Activities are designed according to pupils’ needs only during the remedial classes.
Group work	<ul style="list-style-type: none"> -Pupils only work in groups in remedial classes, and not all the groups work well together, only some of them. -Some of the groups get along but certainly not all of them. -Pupils participate mostly when they’re asked to give examples about a new lesson or terms, other than that they prefer to be passive. -When pupils are faced with a difficult question they give up easily on trying. -Pupils do not use English when speaking with each other, but they communicate successfully using their mother tongue. -The teacher often gives chance to pupils to correct their classmates’ mistakes.
Autonomy	<ul style="list-style-type: none"> -Pupils use only the board during the lesson, they do not rely on their books. -Pupils usually depend on their notebooks and books to participate. (These notebooks are like a small dictionary that contains all the vocabulary that pupils learned since they starts learning English. It’s a translation from English to Arabic) -Pupils find it hard to speak loudly and confidently with their teacher. -Pupils always try to correct their mistakes before the chance is given to others to correct them.
Freedom	<ul style="list-style-type: none"> -Teacher is the one who designs the groups. - Pupils are never given the freedom to compose their groups. -Pupils are never allowed to circulate in the classroom without the permission of their teacher. -Pupils’ freedom of learning is almost absent, as they have no right to choose what they learn or how. Everything is guided by the teacher.

Appendix (3): Document analysis

PUPILS' WRITING SHORTCOMINGS ANALYSIS

Analyser: KRECHICH Fadoua. **School:** Ayach Brahim middle school. **Class:** 2AM1

This analysis was conducted based on pupils' copybooks and paragraphs.

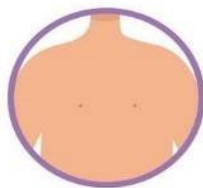
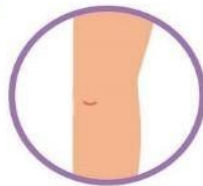
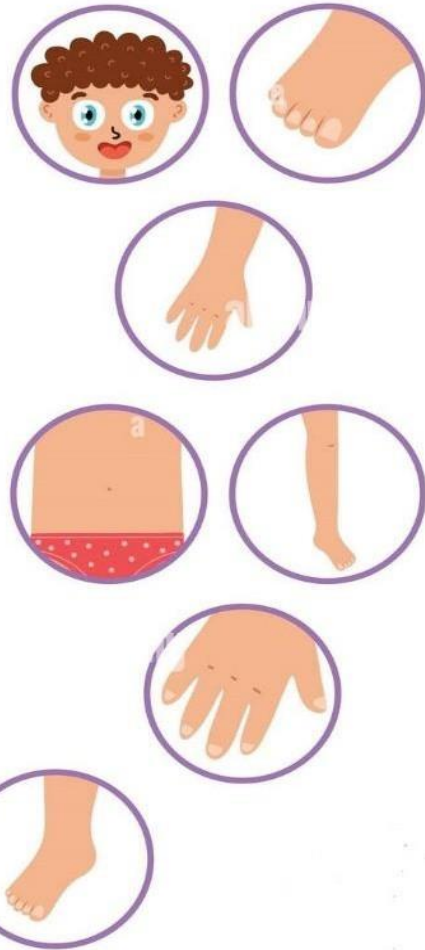
Names	Poor handwriting	Lack of vocabulary	Incorrect singular/plural forms	Incorrect tenses use	Incorrect pronouns/gender	Incorrect mechanics	Incorrect sentence structure	Spelling mistakes
Abdelli Khadidja Ritaj	*	*	✓	✓	✓	✓	✓	✓
Abdelmalek Zohir	*	*	*	✓	✓	✓	✓	*
Abouda Mohamed	*	*	*	*	✓	*	*	✓
Akermi Zouaoui	*	*	✓	✓	✓	*	✓	✓
Alaiouya Yacine	*	*	✓	✓	✓	✓	✓	✓
Bekhada Wahiba Aya	*	*	✓	✓	✓	*	✓	✓
Belahouane Anes	*	*	*	*	*	*	✓	*
Belahouane Saada	✓	✓	*	✓	*	*	✓	✓
Belhachemi Hind	*	*	*	✓	*	*	✓	*
Belkaraouane Malak	*	*	✓	✓	✓	✓	✓	✓
Benabdellah Nour el Islem	*	*	✓	*	*	*	✓	✓
Benazouz Ibtihel Farah	*	*	*	✓	✓	*	✓	✓
Benklhada Meriem Tazia	*	*	*	*	*	*	*	✓
Benouda Mohamed Islem	✓	*	*	✓	✓	✓	✓	✓
Bourahla Mohamed el Amine	*	*	*	✓	*	*	*	✓
Chaib Youcef el Sedik	✓	✓	*	✓	✓	✓	✓	✓
Dahah Iness	*	*	*	✓	*	✓	✓	✓
Dahdouhi Mohamed Islem	*	*	*	✓	*	*	*	✓
Dahou Abdellah Hani	✓	✓	*	✓	*	*	*	✓
Haddou Fatima Zohra Asma	*	*	✓	✓	✓	*	✓	✓
Kaabouche Khouloud	*	✓	*	✓	*	✓	✓	✓
Kaddour Israe	*	✓	*	*	✓	*	✓	✓

Laabech Mnaouer Toufik	x	x	✓	✓	✓	x	✓	✓
Laoufi Mohamed Abdelrezzak	x	x	x	x	x	x	x	✓
Medjahed Abelkader	✓	x	x	x	✓	x	✓	✓
Medjaoui Amina Yasmine Tata	x	x	✓	✓	✓	✓	✓	✓
Mesli Rym	✓	x	x	x	x	x	x	✓
Nasri Abdellah Moundir	x	✓	x	✓	x	x	x	✓
Nekkach Mohamed	x	x	x	✓	x	✓	✓	✓
Randi Oussama	x	x	x	✓	✓	✓	✓	✓
Sahnoun Sifeldin	✓	✓	✓	✓	✓	✓	✓	✓
Seddaoui Meriem	x	✓	x	✓	x	✓	x	✓
Touamria Aya Iness	✓	x	x	x	x	x	x	✓
Results	8	8	10	24	17	13	23	30

Appendix (4): First worksheet

Word Search Puzzle

G	T	A	T	O	R	S	H	J	W
H	K	O	B	X	H	E	A	D	L
M	H	N	E	Z	T	S	L	K	F
E	A	R	T	S	Y	E	B	C	I
W	N	X	L	I	G	H	K	V	N
Q	D	A	F	S	A	C	N	L	G
F	E	R	U	V	H	O	E	A	E
O	J	M	Y	E	A	Y	E	S	R
O	A	G	S	N	G	U	B	V	S
T	S	T	O	M	A	C	H	B	K



Exercise 1 – Fill in the blanks with the simple present tense form of the verbs given in brackets

1. The Principal _____ to speak to Rym. (want)
2. The Earth _____ around the Sun. (revolve)
3. The baby _____ all day. (cry)
4. The flight _____ at 8 o'clock in the morning. (leave)
5. What _____ so good? (smell)
6. Tony _____ to guitar lessons every Sunday. (go)
7. If it _____ today, we will get stuck. (rain)
8. The nurse _____ of my grandfather. (take care)
9. I _____ up at 7:00 a.m. every day. (get)
10. Cows _____ us milk. (give)
11. My granny _____ delicious reshta. (cook)

- | | |
|-----------------|----------------------------------|
| 12. The birds | all day long. (chirp) |
| 13. The boys | hard to get good grades. (study) |
| 14. The teacher | the parents today. (meet) |
| 15. The movie | within a few minutes. (start) |

Exercise 1 – Fill in the blanks with the present continuous form of the given verbs.

- | | |
|------------------|--|
| 1. We | in the nearby park. (play) |
| 2. The boys | in the pond. (swim) |
| 3. Wahiba | at the function. (sing) |
| 4. The child | baseball. (play) |
| 5. The chef | his famous ravioli. (cook) |
| 6. The teacher | the students. (teach) |
| 7. Mohamed | Aladdin and the Magic Lamp. (read) |
| 8. Chaib | a white horse. (ride) |
| 9. Malak | for her dance performance. (practise) |
| 10. The boys | everyone present at the party. (annoy) |
| 11. My mother | a sweater for my sister. (knit) |
| 12. The poor man | on the streets. (beg) |
| 13. The baby | with her mother. (giggle) |
| 14. Ronaldo | his team. (train) |

Full Names:&.....

BODY PARTS

Match the words to the correct pictures and complete the crossword. Then find a secret message.

Word Bank:

- arm
- ears
- elbow
- eyebrows
- eyelashes
- eyes
- finger
- foot
- forehead
- hair
- hand
- knee
- legs
- lips
- mouth
- neck
- nose
- shoulder
- teeth
- toes
- tongue
- wrist

Numbered Clues:

- 1: Down (Red)
- 2: Across (Blue)
- 3: Down (Green)
- 4: Across (Yellow)
- 5: Down (Purple)
- 6: Across (Teal)
- 7: Across (Orange)
- 8: Down (Light Green)
- 9: Down (Light Blue)
- 10: Across (Purple)
- 11: Down (Purple)
- 12: Across (Red)
- 13: Down (Dark Red)
- 14: Across (Green)
- 15: Across (Blue)
- 16: Across (Red)
- 17: Across (Cyan)
- 18: Across (Red)
- 19: Across (Yellow)
- 20: Across (Dark Blue)
- 21: Across (Dark Green)
- 22: Across (Light Blue)

The secret message is _____

PRESENT CONTINUOUS



PRESENT SIMPLE



Full Name:

Task1 : Complete with the *present simple* or *present continuous* tense of the verbs in brackets. The underlined signal words help you.

1. Tazia usually..... (go) on foot.
2. Please be quiet! We.....(have) an exam now.
3. Islem never..... (eat) in a fast food restaurant.
4. Aya (not play) a game now, she(do) her homework.
5. My father usually..... (watch) the news in the afternoon.
6. When you usually(have) dinner?
7. Sorry, he cannot talk to you. He(sleep) right now.
8. My baby brother always.....(wake up) early in the morning.
9. Look! The two cats(fight) each other.
10. it(rain) at the moment?

Task2 : Choose the correct answer.

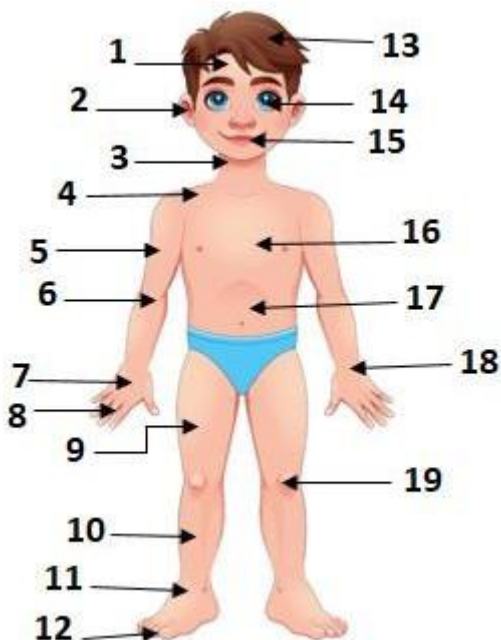
1. Dave usually studies / is studying in the evening, but tonight he meets / is meeting friends at the cinema.
2. Mum and Dad often buy / are buying food at the supermarket, but today they shop / are shopping at the market.
3. Louise practises / is practising the piano every day. At the moment, she plays / is playing a Mozart sonata.
4. Jo answers / is answering the questions now. She knows / is knowing all the answers.
5. He is appearing / appears in two shows every week.
6. Shops close / are closing late on Monday nights.
7. Don't disturb him. He tries / is trying to sleep.
8. Are you free tonight? We are having / have a party.
9. I usually sleep / am sleeping at home but today I sleep / am sleeping at my friend's house.
10. What's funny? Why do you laugh / are you laughing?



Personalized learning- Exercise 1:

Full Name:

- Look at the numbers on the picture, choose and circle the correct option.



- | | |
|-------------------------|-----------------------------|
| 1) Hair- Hand- Head | 11) Chest- Back- Ankle |
| 2) Toe- Arm- Ear | 12) Teeth- Toes- Tongue |
| 3) Neck- Wrist- Tongue | 13) Hair- Hand – Stomach |
| 4) Hand- Shoulder- Knee | 14) Eyebrows- Lips- Eyes |
| 5) Head- Arm- Foot | 15) Teeth- Mouth – Shin |
| 6) Elbow- Ear- Finger | 16) Chest- Nose- Neck |
| 7) Hand- Arm- Knee | 17) Forehead- Legs- Stomach |
| 8) Foot- Finger-Leg | 18) Ankle- Wrist- Elbow |
| 9) Thigh- Knee- Toes | 19) Knee- Hand- Chest |
| 10) Wrist- Shin- Finger | |

Personalized learning- Exercise 2:

Full Name:

- Write the missing letters to complete the body parts vocabulary

- | | |
|------------------|-----------------|
| 1. H _ _ R | 11. T _ E |
| 2. H _ _ D | 12.F _ _ T |
| 3. E _ R | 13. _ LB _ W |
| 4. _ Y _ | 14.WR _ _ T |
| 5. _ RM | 15.N _ S _ |
| 6. SH _ _ L _ ER | 16. _ E _ K |
| 7. H _ ND | 17.ST _ M _ C _ |
| 8. FI _ GE _ | 18.BA _ _ |
| 9. L _ G | 19.AN _ _ E |
| 10.KN _ _ | 20. M _ _ TH |



Appendix (8): Fifth worksheet

Personalized learning- Exercise 1:

Full Name:

- **Choose the correct answer**

1. They in Mostaganem for more than 10 years.
a. is living b. are living c. did living
2. My friend..... me right now.
a. is calling b. were calling c. do calling
3. Itevery day during winter.
a. be snowing b. snow c. snows
4. Oussama more than one puzzle at the moment
a. is solving b. will be solving c. was solving
5. Rym 10 pages from her novel every night.
a. reads b. was reading c. is reading
6. The school all the chairs with new ones.
a. is replacing b. are replacing c. did replacing

Personalized learning- Exercise 2:

Full Name:

- **Fill in the blanks with the present then with the present continuous form of the verb.**

Example:

1. My mom **makes** (make) tacos on Tuesdays.
2. My mom **is making** (make) tacos on Tuesday.
1. Mohamed(work) at the library.
2. Mohamed.....(work) at the library.
1. At school, the teachers (instruct) the students.
2. At school, the teachers (instruct) the students.
1. Amine and Farah(eat) shrimp and fries.
2. Amine and Farah(eat) shrimp and fries.
1. My team (win) the game.
2. My team (win) the game.
1. The secretary (type) a long letter.
2. The secretary (type) a long letter.
1. Aya (want) to go to Florida for vacation.
2. Aya (want) to go to Florida for vacation.

Personalized learning- Exercise 3:

Full Name:

- **Put the verbs between brackets in the correct tense.**

1. Please be quite! I now. (work)
2. It at the moment. (not raining)
3. This shop at eight. (Open)
4. She always..... to school by bike. (go)
5. Shhhht! The baby (Sleep)
6. Ahmed always early in the morning. (get up)
7. Look! They their lunch without us. (have)
8. She often..... meat. (eat)
9. He never (Smoke)
10. What you now? (do)

Personalized learning- Exercise 4:

Full Name:

- Read the passage bellow carefully and then try to find and correct all the mistakes.



This is my family. We enjoy the lovely weather today. As you can see, we have a good time in our back yard, where we do different things together. My wife try to find the news on our radio, while I read the newspaper. My son Toufik water the flowers, and my brother Oussama clean the kitchen windows. I must say, he always do an amazing job! My young daughters play with their toys, and my nephew Ahmed stand in front of me eat a chicken sandwich. My father have a nap and my mother drinks a nice cup of tea. Look! Our cat Sam climb the tree behind Toufik. He try to catch the birds. I hoping we will have a nice weather this summer, because we plan to go to the beach.

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

Personalized learning- Exercise 5:

Full Name:

- Write a short paragraph using the simple present and the present continuous.

.....
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Appendix (9): Final test

Full name:

Class:

Exercise 1: Put the verbs between brackets in the correct tense:

- 1- You won't find Anes at home right now. He in the library. (study)
- 2- Once a week, I to practice sport. (go)
- 3- Toufik is rich, he a Mercedes. (drive)
- 4- Look! He the house. (leave)
- 5- She usually to school. (walk)
- 6- Every week-end, we to see my grandparents. (go)

Exercise 2: Choose the correct answer. (Write the verb not the letter)

- 1- Ritaj in her diary every day.
a- isn't writing b- doesn't write c- don't write
- 2- I the iPod right now. You cannot take it.
a- don't use b- am not using c- am using
- 3- Ayoubout the rubbish every night.
a- takes b- take c- is taking
- 4- Housseem his teeth every day.
a- is cleaning b- clean c- cleans
- 5- I my glasses at the moment.
a- wear b- am not wearing c- don't wear
- 6- Yasser usually..... the guitar but now he the piano.
a- plays / playing b- play / is playing c- plays / is playing

Exercise 3: Label the different parts of our body. (The first letters will help you)

