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**Teachers' and Students' Attitudes towards the Impact of Personalized
Instruction on Students' Classroom Participation**

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Fulfillment of the Requirements for the Degree of Master in Language and
Culture.**

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DEDICATION

This work is dedicated to:

My adorable parents for their encouragement, patience, and endless love

My beloved and sympathetic husband, Rahim

My lovely brothers, Djalil and Djassim

All my family and friends.

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ABSTRACT

It has been generally observed that teachers complain about students' avoidance of classroom participation; therefore, the current study investigates teachers' and students' attitudes towards the impact of implementing the personalized method of instruction on students' classroom participation. Moreover, it urges the teachers to guide their learners by the personalized method of instruction to foster their classroom participation, since it helps them to master the twenty-first century skills. Hence, the study has hypothesized that teachers and students would have various attitudes concerning the impact of the personalized instruction on learners' classroom participation. Correspondingly, two questionnaires have been administered in order to gather data about teachers' and students' attitudes concerning this issue. The first questionnaire has been administered to thirty out of fifty teachers of English at the department of letters and English language, in the University of 8 Mai 1945-Guelma. The second questionnaire has been directed to fifty-seven out of sixty-two master one students from the same department. The obtained results have shown that the teachers and the students believe that implementing the personalized method of instruction has a significant impact on learners' classroom participation, and this latter would be enhanced when the teachers follow the instructional techniques of differentiation. Accordingly, some practical recommendations have been suggested in order to help the teachers to increase their students' participation using the personalized method of instruction.

Key words

Classroom participation, the personalized method of instruction.

LIST OF ABBREVIATIONS

FL: Foreign Language

FLL: Foreign Language Learning

PI: Personalized Instruction

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GENERAL INTRODUCTION

Education is fundamental to build a civic society that is passionate about lifelong learning in the speedy changing and highly developed world of the twenty-first century. Indeed, effective foreign language learning (Hereafter FLL) requires learners to be active participators in classroom interactions. The main aim behind this is to develop the language communication skills, and to demonstrate them in their interactions. Moreover, classroom participation is a critical requirement for learners to grow cognitively, emotionally, and socially in order to build up transversal and lifelong skills that allow them to be successful in their careers.

1. Statement of the Problem

The problem that is encountered by many teachers of English is the learners' avoidance of classroom participation, since it is a foreign language (Hereafter FL). Nevertheless, it must be recognized that learners are biologically, cognitively, and psychologically different from one another. Therefore, getting learners engaged in classroom interactions is not an easy task to do. Indeed, numerous instructional techniques and strategies have been developed to foster students' classroom participation; among which the personalized method of instruction. Correspondingly, investigating students' and teachers' attitudes towards the impact of the personalized instruction (Hereafter PI) on students' classroom participation is highly important.

2. Aims of the Study

The present study aims to probe teachers' and students' attitudes towards the impact of PI on students' classroom participation. Moreover, it urges the teachers to guide their learners by the personalized method of instruction, since it helps them to master the twenty-first century skills.

3. Research Questions

The present research addresses the following questions:

1. Do teachers and students believe in the impact of the personalized method of instruction on students' classroom participation?
2. Do teachers and students assume that PI affects the students' classroom participation negatively by decreasing it, or positively by fostering it?

4. Research Hypotheses

Teachers and students may have different attitudes towards the relationship between the personalized method of instruction and students' classroom participation. Hence, it can be hypothesized that:

1. Teachers and students believe that the personalized instructional method has an impact on students' classroom participation. (H_1)
2. Teachers and students do not believe in the impact of the personalized instructional method on students' classroom participation. (H_0)

5. Research Methodology and Design

5.1 Research Method

The current research has been conducted depending on the quantitative descriptive method to confirm or disconfirm the research hypotheses. Actually, time constraints and lack of resources prevented the researcher from applying an experimental study to generalize the results for larger groups. Therefore, the experimental study is to be investigated by the researcher in further studies. In the present study, it was only appropriate to examine teachers' and students' views concerning the relevance between the research variables. To achieve this purpose, two questionnaires have been directed to the teachers and the students.

5.2. Population and Sampling

The present study is conducted with two samples. The participants of the first sample are thirty teachers of English at the department of letters and English language, in the University of 8 Mai 1945-Guelma, who were involved to have reliable results regardless to the modules they taught. Whereas, the second sample includes fifty-seven master one students from the same department using the random sampling technique to achieve generalization.

5.3. Data Gathering Tools

With the intention of investigating teachers' and students' attitudes towards the impact of PI on students' classroom participation, two questionnaires were used as data gathering tools. The first questionnaire was directed to thirty teachers; while the other to fifty-seven master one students of English at the department of letters and English language, in the University of 8 Mai 1945-Guelma.

6. Structure of the Dissertation

The current dissertation is divided into three chapters along with a general introduction and a general conclusion. The first two chapters introduce the theoretical framework of the study; while the third chapter is devoted to the practical part.

The first chapter offers a brief review about the development of the learning concept in the light of some approaches. Then, it explores the importance of FLL. Subsequently, the chapter brings to light FL learners' diversity. Finally, it introduces the personalized method of instruction, explains its implementation, and its models.

The second chapter explores the qualities of an effective FL teacher. Moreover, it describes the effective classroom management that supports learners' classroom participation in the light of the personalized instruction. Then, the chapter briefly introduces classroom interaction where learners' classroom participation takes place. Finally, it discusses learners' classroom

participation, highlights its importance, and tries to highlight the usefulness of PI in the classroom.

The third chapter focuses on the research design; besides, data description and analysis from the questionnaires for the teachers and the students. Then, it sheds light on the interpretation of the questionnaires which have been administered to the teachers and the students. Finally, the chapter suggests some recommendations for the teachers in respect to the implementation of PI to foster learners' classroom participation. By the end, the general conclusion summarizes the main findings of the research.

Introduction

Education provides the individual with the opportunity to take a broad view of life with all its aspects. Indeed, the purpose of the twenty first-century education is to enhance meaningful lifelong learning for all learners. Yet, learners are psychologically, cognitively, and academically different from one another. Then, it is clearly important for teachers to respond to learners' diversification which requires them to be more flexible and open to diversity, since caring for one individual means caring for the whole society. Therefore, teachers are expected to prepare learners for the challenges of an adult life in the twenty-first century with an increasing emphasis on their individual characteristics. Correspondingly, the current chapter generally discusses some approaches to the learning concept in education, and specifically explores the importance of FLL. Subsequently, the chapter brings to light FL learners' diversity. Finally, it introduces PI, explains its implementation, and suggests some models.

1.1. Approaches to Learning in Educational Settings

A human being's curiosity is the engine which drives an individual to explore and understand the world around him/her. It is the impulse to develop and improve one's knowledge via the process of learning. To explain the learning process in educational settings, numerous approaches and assumptions have been developed in the field of education. Common approaches to learning in education usually include behaviourism, constructivism, social constructivism, and humanism. It is important; however, to recognize that such approaches explain how people learn, and have their direct application to education.

Skinner (1971) acknowledged that learning is a form of behaviour, and that all behaviours are caused by external stimuli that can be explained without the need to consider the internal mental states of individuals (p. 75-77). Therefore, behaviourists perceive learning as an observable behaviour resulted from the various interactions with the environment; while learners are just passive recipients of information in teacher-centered classrooms where they

are all taught in pretty much the same way. Moreover, Jordan, Carlile, and Stack (2008) wrote that behaviourists define learning as a permanent change in behaviour achieved through using reinforcement and punishment. The reinforced behaviour tends to be strengthened and repeated; whereas, the punished behaviour tends to be weakened and avoided (p. 21). This indicates that learning occurs because of regular and expected responses to the stimuli in the environment. Nevertheless, the behaviourist approach received harsh criticism mainly due to its ignorance of the human's mind in the learning process. Consequently, psychologists and neuroscientists put more emphasis on studying how learning occurs in human's mind.

Consequently, Pritchard and Woollard (2010) stated that according to constructivists, learning is individually constructed in the human's mind. Each learner builds an idiosyncratic version of knowledge based on identical experiences, an individual's prior knowledge, comprehension, and experience. Differently put, learning is an individual matter; when two learners are exposed to the same learning experience, they are likely to have different learning outcomes (p. 5). Moreover, Schunk (2012) claimed that constructivism has influenced educational thinking about curriculum and instruction. The main reason behind this is its emphasis on the integrated curriculum where learners study a topic from multiple perspectives (p. 231). However, the raised problem with constructivism is that learners are likely to be led to subjectivity in learning when they construct knowledge individually.

Increasing criticism to constructivists' view gives birth to the social constructivist approach, which assumes that the process of learning never occurs in isolation from the surrounding social context. Therefore, Social constructivism extends the constructivist approach by integrating the active role of the social interactions, and stressing the importance of contextualization to enhance the process of learning. Social constructivism is strongly influenced by the work of Vygotsky (1978), in which he emphasized that learning is a social process. The major theme of

Vygotsky's theoretical framework is that learning occurs as a result of the social interactions which play a fundamental role in the development of one's cognition (p. 88).

Yet, it must be recognized that educators are first required to create an effective environment where learners can construct their own knowledge individually, and with each other collaboratively. Indeed, the humanistic approach to education views learning as a personal act that intends to meet one's goals and potentials. According to Williams and Burden (1997), the humanistic approach is mainly about the individual learner's psychology, and the internal state of being (p. 30). Consequently, educators are expected to value learners' affective and social development; as well as; their intellectual development. Lamont (1997) pointed out that the humanistic education aims at contributing to the development of learners' self-respecting by taking care of individual human beings (p. 14). Therefore, humanistic teachers are believed to value individual learners in order to make apparent that estimating individual learners' characteristics enriches the educational process for both learners and teachers.

As mentioned, numerous approaches have been evolved to understand how learning occurs and to explain the different factors that affect the learning process. As a result, multiple studies in the field of education have indicated that learners from varying cultures and disciplines differ from each other in their approaches to learning. Consequently, pedagogues rely on such approaches in order to design suitable instructional systems that guide teachers towards achieving success in their profession.

1.2. Foreign Language Learning

In today's global world, FLL is highly influential, since it offers practical and intellectual benefits to anyone who is engaged in this process. Certainly, being a bilingual has its advantages in a world where people need to be competent in intercultural communication.

According to Jourdan (2006), learning new languages allows people to be competent intercultural communicators, and to negotiate meanings in intercultural communication (p.

153). Moreover, neuroscientists argue convincingly that learning languages, is beneficial for the human's brain. To illustrate, Bialystok, Craik, Green, and Gollan (2009) conducted a study of hospital records, which led them to draw the conclusion that a sample of ninety-three lifelong bilinguals experienced the symptoms of dementia some four years later than another sample of ninety-one monolingual patients (p. 120). According to Venes (2005), dementia is a progressive, irreversible decline in mental function characterized by impairments in reasoning, judgment, abstract thought, registration, comprehension, learning, task execution, and the use of language (p. 553). Therefore, the bilingual brain appears better able to resist the signs of dementia.

Indeed, learning other languages provides learners with greater global understanding of various cultures around the world, enables them to develop cultural awareness, and to communicate effectively in the target language and culture. In addition, bilingualism boosts an individual's cognitive functioning, and delays brain related diseases such as dementia. However, it is recognized that FLL process is affected by different factors such as learners' individual differences and external environmental factors.

1.3. Foreign Language Learners' Diversity

Despite the fact that all human beings share many characteristics, each individual person is unique. Human beings differ not only in their physical appearances, but also in their habits, feelings, preferences, personalities, thoughts, and behaviours. Alongside, educationists argue that students are not a homogeneous group. They are enrolled in courses with differing levels of knowledge about the subject matter content, broad ranges of intellectual and metacognitive skills, and a variety of beliefs and attitudes towards the learning process. Correspondingly, Ambrose & Lovett (2014) asserted that new information is processed through the lens of what one already knows, believes, and can do (p. 7). Therefore, FL students are biologically,

cognitively, and psychologically different from each other, and every FL learner is an idiosyncratic individual.

1.3.1. Language Aptitudes

It is believed that some learners are gifted to learn a FL, since they learn more effectively, quickly, and independently than other learners who are not gifted to effortlessly learn a FL. Carroll (1981) views language aptitudes as consisting of four factors. First, a phonemic coding ability which is the ability to distinguish, to store new sounds, and to form associations between them and their written forms. Second, a grammatical sensitivity which refers to the individual's ability to show his/her awareness of the different linguistic units, and to understand how they function in the production of meaning in a sentence. Third, an inductive language learning ability which is recognized to be an inductive language learning capacity that involves learners' attempts to infer the structural characteristics of a language. Finally, a rote learning ability which is explained as the ability to learn and recall new linguistic items by building associations between sounds and meaning, and between sounds and symbols effortlessly (As cited in Cook, 2008, pp. 144-145). Consequently, language aptitude is an individual's capacity to learn a particular language effortlessly and effectively. However, some authors; such as, Lindsay and Knight (2006) stated that there is no scientific evidence about biological differences in learners' aptitudes for language learning (p. 7). Yet, it must be recognized that language aptitude is an influential factor in determining learners' language learning performance.

1.3.2. Multiple Intelligences

It is universally agreed that learners have unique abilities and preferences for learning; as well as; for responding to instructions. Therefore, educationists have discussed different implications for instruction and assessment in relation to Gardner's theory of multiple intelligence. Gardner (1991) defined intelligence as being "the ability to solve a problem or to fashion a product, to make something" (p. 82). Hence, intelligence is the human's capacity to

find solutions for various problems more efficiently. This capacity; however, is believed by Gardner (2011) to be a set of relatively independent mental faculties that are of diverse nature, and which are measured by different tasks (pp. 16-17). Consequently, he identified distinct areas of intelligence.

First, the linguistic intelligence which is the individual's competence to produce, analyze, and use the language whether orally, or in a written form. Moreover, linguistically intelligent people have a good verbal memory, and are able to retain information; such as, lengthy verbal lists (pp. 82-98). Second, musical intelligence is the intellectual ability to produce, master, and remember musical sequences. Musically intelligent people, whose minds secrete music, are able to make meanings of different patterns of musical sounds (pp. 109-119). Third, logical-mathematical intelligence refers to the ability of making mathematical calculations; besides, the ability to solve and manipulate abstract problems. In addition, mathematicians are able to recognize significant problems, then they solve them, and they devise various heuristics that help other individuals to solve problems of the same nature (pp. 136-151).

Fourth, visual-spatial intelligence is the ability to perceive a form or an object, and to represent visual or spatial images. Generally, people with spatial intelligence are good at thinking in terms of physical space, and they are aware of their environments (pp. 183-186). The fifth area of intelligence is the bodily-kinesthetic intelligence. The latter is recognized to be the capacity to use one's own body in a skillful way to create products (pp. 218-219).

Personal intelligence is another type of intelligence, which is divided by Gardner (2011) into intrapersonal and interpersonal intelligence. The former is the development of the internal aspects of a person. That is, the ability to recognize and symbolize complex sets of feelings, and to understand ones' own moods and feelings in order to build self-representation. However, the latter is concerned with the development of one's external behaviours with other individuals. In other words, interpersonal intelligence is the ability to notice, interpret, and make distinctions

among other individuals' moods, feelings, and intentions; so that, to appropriately react to them (p. 253). Finally, Gardner (2006) added the naturalist intelligence. The latter was defined as the core capacity to interact with the surrounding environment including animals (p. 19).

Howard Gardner has developed his multiple intelligences theory arguing that intelligence is of developmental and diverse nature. However, this theory has received a growing writing body of criticism. To illustrate, Waterhouse (2006) claimed that the theory lacks validating empirical evidence and it is more intuitive (pp. 247-248). Yet, whatever the status of the research evidence, Gardner's model is recognized to be useful for teachers to provide their students with relevant instructional methods and materials. This is mainly due to the fact that multiple intelligences highlight the importance of diversifying instruction in order to respond to learners' different abilities.

1.3.3. Foreign language Attitudes

Generally, scholars argue that FL learners' attitudes towards the target language, its speakers, and its culture affect their achievement in FLL. Correspondingly, Dornyei (2005) pinpointed that the more these attitudes are positive; the learners' opportunity to succeed in learning the target language is high. However, negative attitudes create obstacles for FLL, and hinder learners' interactions with FL speakers in their community (p. 67). Indeed, learners' positive attitudes towards the target language and its context make them intrinsically and extrinsically motivated to follow the right path of success.

1.3.4. Motivation

In fact, students' success in FLL usually depends on the extent to which they are motivated to learn the target language. Salkind (2008) determined that motivation is generally defined as students' willingness to meet their goals (p. 692). This implies that the students' learning behaviour is driven by their goals. According to Brown (2000), a distinction is made between two types of motivation, which are intrinsic motivation and extrinsic motivation. The former is associated with the learners' own desire to master the target language without a need for any external push or reward. However, the latter is associated with learners' anticipation of a reward from the external world that pushes them to learn the target language (p. 164).

Several researches have been carried out to examine the impact of motivation on language learners' achievement. Most of them have concluded that both types of motivation have different roles to play, and which may lead to success depending on learning abilities, and learning goals. For instance, Zaman (2015) has conducted a research about learners of English in Bangladesh. The aim of her study was to explain the relationship between learners' motivation to learn a second language, and their performance. The study has indicated that motivated learners achieve success in both cases; whether they are intrinsically, or extrinsically motivated. Yet, the impulse is different. Intrinsically motivated English language learners learn for their own satisfaction or desire that helps them to learn better, and to achieve the native speaker's level of competence in English; whereas, extrinsically motivated learners are more pragmatic in their learning as they want to get a better job, and to make a good impression among people (p. 26).

Such research results may seem to be overgeneralized. The main weakness of this study is that it offers no explanation for the fact that some intrinsically motivated students fail in language learning. As mentioned by Brown (2001), intrinsic motivation is not an absolute

motive for language learners' success (p. 77). Hence, intrinsically motivated language learners may be able to achieve lifelong skills, but they do not always achieve good marks.

1.3.5. Personality

Strack (2006) acknowledged that personality refers to the psychobiological processes within the person, which are not directly observed. It is dynamic, unique to each individual, and adaptive to changes in internal and external environments (p. 69). Accordingly, pedagogues have asserted that each individual student has a unique personality that contributes in a way or another to the success of FLL, and that FL learners are believed to be either introverts or extroverts. According to Gass and Selinker (2008), an introvert learner prefers reading a book than interacting with other people; while an extrovert learner prefers to engage in more talking and social activity (p. 433). In other words, extrovert FL learners enjoy interacting and sharing ideas with others. They learn effectively through concrete experiences, believing that better performance can be delivered if they work collaboratively as a part of the group. In contrast, introverts prefer abstract processing of ideas in their minds. They learn efficiently when they work individually in independent situations.

1.3.6. Self-esteem

Multiple studies in educational psychology have shown that students' self-esteem has a significant effect on their responding to teachers' instructions; as well as; on the learning outcomes. Baumeister (2009) described self-esteem as one's judgment and beliefs on him/herself, genuine abilities, and worth as a person. Moreover, self-esteem can improve learning outcomes by increasing self-confidence, and decreasing learning anxiety (pp. 794-795). He further added that high self-esteem is associated with higher levels of happiness and good feelings than low self-esteem. To express this in a different way, high self-esteem promotes confidence and makes people more willing to take actions and rely on their own judgment. Moreover, high self-esteem seems to be associated with positive feelings that enable

the person to enjoy life when it is good, and to avoid depression when things are not going well (p. 797).

Self-esteem has always been an important subject of research in the field of education. For instance, Pullmann and Allik (2008) acknowledged that research about self-esteem in relation to students' achievements revealed that students with high self-esteem are more likely to succeed in learning, because they are confident and self-regulated (pp. 560-561). However, many questions about the impact of students' performance on their self-esteem have been raised. To illustrate, Baumeister (2009) reversed causal links between stable trait of self-esteem and school performance. He argued that sometimes self-esteem appears to be the result, not the cause (p. 796). For instance, some students would have high self-esteem as a result of achieving high academic performance; whereas, others would have low-self-esteem as a result of achieving low academic performance.

1.3.7. Foreign Language Anxiety

It is believed that FL anxiety, also called *xenoglossophobia*, is an influencing factor that can hinder students' learning outcomes. Dornyei (2005) asserted that language anxiety is a FL learner characteristic with regard to the target language use, and the learning outcomes (p. 201). In other words, anxiety is a negative feeling of nervousness that occurs while learning or communicating through FL. Nevertheless, it is closely related to learners' personality, self-esteem, self-confidence, and level of participation in classroom discussions. To exemplify, a FL learner with high FL anxiety is generally introverted and silent. S/he may have mental blocks when speaking, and may refuse to receive any negative feedback, because it is considered as a threat. However, a FL learner with low FL anxiety is generally extroverted, talkative, and open to criticism. In brief, FL anxiety is an obstacle that hinders less confident learners from achieving positive FL learning outcomes; whereas, it is an impulse to achieve success for highly confident learners.

1.3.8. Cognitive and Learning Styles

Cognitive styles and learning styles are important concepts in education. Despite the fact that many people use the two terms interchangeably, scholars always distinguish between them. On the one hand, Brown (2000) explained that cognitive styles are emotional and physiological factors that affect learners' information processing (pp. 113-114). Indeed, it is universally agreed that individuals differ in their processing of information. Consequently, Brown (2000) acknowledged that experts distinguish two main cognitive styles depending on the human's brain structure. Field independent style, which is dominated by the left part of the brain; and field dependent style, which is dominated by the right part of the brain (p. 119). It has also been clarified by Buzan (1984) that the left side of the brain deals with logic, language, reasoning, number, and analysis; While the right side of the brain deals with rhythm, music, images and imagination, colour, daydreaming, face recognition, and pattern or map recognition (p. 15). To express this in a different way, learners with left-brain dominance are more analytical and rational. In contrast, learners with right-brain dominance are likely to be more holistic and emotional.

On the other hand, Haynes (2007) defined a learning style as the manner by which a particular student prefers to learn (p. 148). Following the same line of thought, Pritchard (2009) stated that individuals choose to learn in different ways, and that they commonly prefer to opt for certain learning styles which are relevant to them (p. 42). In other words, each learner prefers different learning styles, and every learner has a dominant style or a mixture of learning styles. Pritchard (2009) has categorized various types of learning styles; three of the most famous ones are auditory, visual, and kinesthetic styles. First, auditory learners need to use their ears while learning. They prefer listening to the given input, and they generally have a good auditory memory and musical intelligence. Second, visual learners need to use their eyes while learning. They focus on the eye contact with the information provider, and generally have a good visual

memory and spatial intelligence. Third, kinesthetic learners need to use their bodies while learning. They effectively learn when they move or manipulate objects. They generally have good episodic action memory and bodily-kinesthetic intelligence (pp. 44-43). Therefore, a cognitive style refers to the way a person processes information in his/her brain; however, a learning style refers to the way in which a learner interacts with and responds to instructions.

1.3.9. Learning Strategies

Learning strategies are among the main factors that help to determine how well students learn a FL. According to Ellis (1997), learning strategies are the selected techniques by the students for better learning outcomes (p. 76). Following the same line of thought, Brown (2000) stated that learning strategies are selected methods and steps used by learners to enhance their learning and to solve the problems that can be faced (p. 113). This indicates that learners use different learning strategies in order to achieve better results in their study. Moreover, Ellis (1994) pointed out that learning strategies vary individually, and that students' selection of learning strategies is highly impacted by their individual differences, together with different situational factors, along with the nature of instruction (p. 540). Furthermore, Oxford (1990) defined a learning strategy as "specific action taken by the learner to make learning easier, faster, and more enjoyable . . . and more transferable to new situations" (p. 8). This means that learning strategies are reasons why some FL students are able to learn faster and can achieve better results in their learning.

Correspondingly, Oxford's (1990) taxonomy of language learning strategies is believed to be a very plausible contribution to the knowledge of learning strategies. Oxford (1990) classified language learning strategies into two groups; direct strategies and indirect strategies. Direct language learning strategies; which directly involve the target language; are subdivided into three groups: Memory strategies, cognitive strategies, and compensation strategies. The

role of memory strategies, such as creating mental linkages and employing actions, is to help in storing information into long-term memory, and in retrieving information when needed for communication. Cognitive strategies, such as analyzing and reasoning, aid in forming and revising internal mental modes, in addition to receiving and producing messages. Compensation strategies, such as guessing unknown words while communicating in the target language, are used by learners when a language task is beyond their capacities, to compensate for their incompetence in the target language (pp. 37-47).

Indirect language learning strategies, which indirectly affect the learning process, are subdivided by Oxford (1990) into three groups: Meta-cognitive strategies, affective strategies, and social strategies. She explained that meta-cognitive strategies; such as setting personalized goals for learning, aid learners to regulate their learning through planning, arranging, focusing, and evaluating their own learning process. Affective strategies; such as lowering anxiety, allow learners to control their emotions, motivations, and attitudes. Social strategies, such as cooperating with others, enhance learning through successful interaction and communication with others (pp. 135-145).

This influential taxonomy has received a serious criticism mainly by O'Malley and Chamot (1990) arguing that her extended listing is removed from any underlying cognitive theory. In addition, they asserted that Oxford's taxonomy fails to determine which strategies are most important to learning, and generates numerous subcategories that overlap (p. 103). Nevertheless, it must be recognized that Oxford's (1990) taxonomy is a consistent and convincing evidence in favour of learners' diversity. This is mainly to the fact that the learner depends on his/her motivation, language aptitudes, cognitive styles, learning styles, learning objectives, and other factors to select the appropriate learning strategies.

Considerable amount of research on learners' individual differences has been accomplished in the field of FLL and teaching. Consequently, learners' individual differences are considered

to be crucial factors in the learning process. Students are believed to be diverse, and to have different characteristics that vary from one individual to another. Indeed, teachers are expected to be knowledgeable about various characteristics of their individual students, and to accommodate students' diversification into practice; so that, they enable them to effectively understand instructions, and to intelligently store knowledge for a lifelong learning.

1.4. Personalized Instruction

According to the humanistic approach to learning, the learner is an individual person who has different needs, skills, goals, personality traits, and interests that distinguish him/her from other individuals. With this in mind, Hanover Research (2014) made it clear that PI is an emerging trend in education which seeks to support the learner-centered approach in the twenty-first century education (p. 4). Therefore, PI incorporates learners' skills and interests into the learning experience to make it more personalized and beneficial for individual learners. According to Crozier (1997), recent research in education has recognized the importance of teachers' accommodation to learners' individual characteristics while planning lessons, implementing them, and assessing learners' understanding by the end of a lesson or an activity (pp. 5-6).

1.4.1 Definition

The concept of PI, which is also referred to as *personalized learning*, *differentiating instruction*, or *individualized instruction*, has received numerous definitions, which vary according to the context in which they are used. Despite this variation, the numerous definitions provided for PI have many common features and objectives.

First, Keefe and Jenkins (2005) acknowledged that PI refers to teachers' efforts to take into account learners' individual features and needs to integrate them in organizing the learning environment. Moreover, they stated that PI is a set of strategies used by the teachers to show learners regards and encourage them to be self-directed and autonomous. Finally, they

generalized that PI means tailoring instructions to the learners' needs and interests to create and maintain authentic learning environments for them (p. 9). Hence, personalizing classroom instruction is an attempt on the part of the teacher to take into account individual learners' diversities in planning and implementing the instructions to foster their learning.

Taking into consideration that learners differ developmentally and personally from one another and that differentiating classroom instruction to fit an individual's particular needs is highly important, Tomlinson (1999) pointed out that teachers in differentiated classes call upon a range of instructional strategies, and become partners with their learners to create a comfortable learning environment. They focus less on standardized lessons, because they recognize that learners are individuals who require a personal fit. Their goal is learners' satisfaction in learning, not curriculum coverage (p. 2). Alongside with the same line, Long (2005) necessitated that courses and instructions have to be relevant to the needs of each individual learner (p. 20). Thus, highly qualified teachers personalize and differentiate classroom instruction to meet each individual learner's needs and individual characteristics.

Smith and Throne (2007) asserted that the personalization of classroom instruction is the teaching method that recognizes cultural, familial, and academic differences among learners. Then, to modify instruction to address learners' diversity and to meet the curricular objectives accordingly (p. 6). Similarly, Boat, Dinnebeil, and Bae (2010) stated that adopting PI is a good strategy that can help teachers to implement instructional strategies, which support the diverse learning needs of all learners in the classroom (p. 9). Differently put, in a differentiated classroom, the teacher personalizes instructions to respond to the learners' psychological, academic, and cultural diversification to make learning meaningful and appropriate for them.

According to Hanover Research (2014), personalization means creating an educational environment where learners receive individual attention and individually feel cared for and about. Additionally, personalization can enormously increase learners' engagement. Moreover,

its structures can serve as platforms for implementing other strategies that support the learners (p. 5). Indeed, the teachers are expected to provide an intense individual attention to their learners to improve their learning outcomes in a personalized learning environment.

Therefore, PI is a learner-based teaching method which provides flexible and motivated learning environment to help learners to be more autonomous and self-regulated. Teachers personalize instructions by means of responding to learners' variance in order to get them engaged in an authentic and meaningful lifelong learning.

1.4.2. Stages of Personalization

Ferguson et al. (2001) claimed that the process of personalization is based upon two main stages. The first stage is a teacher-centered instruction with learners' voice and choice. It is a teacher-driven phase when the teacher redesigns the classroom environment that gives learners choice, and facilitates relevant learning. Teachers need to understand how each learner best learns, and to organize the instructional system accordingly. The second stage is learner-driven with teachers and learners as co-designers. Teachers and learners cooperate to decide on the instructional strategies that fit their individual characteristics and needs. Furthermore, teachers and learners co-design lessons to embrace learners' needs and individual characteristics. Finally, they move towards a competency-based system of instruction where learners develop autonomous self-regulated learning.

Therefore, teachers are expected to know their students as human beings; so that, they can effectively respond to their learning needs. In personalized classrooms, teachers care about individual learners' voice and choice; they consider the needs of their students collectively and individually in order to determine the content that requires emphasis and the most appropriate presentation of that content.

1.4.3. The Implementation of Personalized Instruction

Recent studies in the field of educational psychology have revealed that learners need instructional systems which recognize their individual strengths, and support their areas of weaknesses. Indeed, teachers are expected to know the psychological, academic, and cognitive characteristics of their learners as individuals; besides, their varied learning needs to adopt a suitable personalized system of instruction accordingly.

Therefore, educationists agree that it is of a paramount importance for teachers to go through needs analysis procedures before designing any instructional plan. Correspondingly, Richards and Rodgers (1986) explained that needs analysis is about recognizing specific language needs of the learners to develop, or modify the objectives of the programme (pp. 156). Following the same line of thought, Hutchinson and Waters (1987) recognized that it is highly important to develop the instructional system to be relevant for learners' needs and interests. This is because FL learners learn more effectively when the course meets their learning objectives and satisfies their learning needs (p. 8).

Nevertheless, the exclusive reliance on the procedure of needs analysis is insufficient to gather information about the learners. Instead, needs analysis procedure is recognized to be a part of a special scientific research conducted by teachers to improve and enrich the teaching learning process, which is referred to as *action research*. As a result, numerous definitions have been introduced to explain what is meant by an action research in educational settings.

For instance, Somekh (2006) defined action research as being a tool of powerful learning for participant researchers through combining research with reflection on practice. Such learning is about the impact of their own assumptions and practices on work outcomes and relationships with people who are concerned with the research (p. 8). Pelton (2010) went further to confirm that all good teachers are naturally concerned with the effectiveness of learners' learning, a skill that can be developed through conducting action research. Action researchers

strongly believe that the best practical solution to cover the challenges of education nowadays depends on the teachers; as well as, on how they effectively use the results that are generated by their learners in their classrooms (p. 5).

Therefore, action research in educational settings is a systematic approach for the purpose of improving the teaching practices to provide learners with meaningful and relevant learning. Moreover, it is an organized, proven, and reliable process made by the teachers. The latter actively participate in the process of conducting classroom action research to ensure that they take advantage of their classroom gathered information. This would enable them to evolve as highly qualified educators who care about their learners' needs.

Actually, there are different but related action research frameworks that generally follow a similar process. For instance, Ferrance (2000) identified six main steps through which teachers go while conducting classroom action research. First, the teacher researcher identifies the problem, and defines a specific research question. The latter needs to be measurable, and can actually be tested in a specific period of time. Second, the teacher researcher collects data to decide what action needs to be taken. Multiple sources of data can be used to understand the phenomenon under research such as questionnaires, samples of learners' scores, and checklists. Third, s/he organizes and interprets the collected results to rely on them in the following step.

Then, the teacher researcher uses the information from the collected data, and designs a plan of action. In this plan, the teacher researcher makes some changes by reflecting on his/her own practice. As a result, the teacher researcher is expected to implement new teaching techniques and strategies in accordance with the research results. Simultaneously, s/he is going to continue documenting and collecting data on learners' performance. In the following step, the teacher researcher evaluates the effects of the intervention to check if the implementation of the research results helps to improve the learning process or not. As a final step, the teacher researcher identifies additional questions raised by the gathered data to plan for additional

improvements, revisions, and further research. Consequently, the creation of new questions and the cycle continues (pp. 9-13).

Put it in a nutshell, conducting an action research in educational settings is a good step that is taken by teachers researchers to evaluate their teaching level in an organized and scientific manner. Additionally, an action research facilitates the implementation of PI, and enables teachers to be more flexible in their thinking. In brief, classroom action research makes teachers more creative and makes learners more motivated.

1.4.4. Strategies to Implement Personalized Instruction

Each individual learner is believed to have the power to serve as a powerful resource for teachers and for the whole community. Therefore, teachers are encouraged to personalize instructions relying on diverse teaching strategies which are designed to respond to each learner as worthy individual.

Correspondingly, Cole (2008) suggested that teachers of diverse learners are required to use a broad repertoire of strategies in order to personalize classroom instruction along with learners' diversities. In this regard, teachers are recommended to show care for their learners by attempting to know their individual needs, interests, hopes, and strengths (p. 51). Moreover, teachers are advised to strengthen individual learners' self-esteem, confidence, and motivation via engaging them in classroom discussions to enhance learning (p. 56). Hence, teachers need to keep trying every teaching method or strategy to know their learners, and to get them engaged in autonomous, relevant, and effective lifelong learning.

Moreover, Reid (2007) outlined that teachers have to take into consideration that learners have various learning styles on which they rely when they are exposed to the learning material. For instance, if a learner is visual then s/he cannot effectively learn from listening to instructions for a specific period of time, since listening focuses on the auditory style. Instead, teachers are expected to encourage diversity in the learners' learning preferences by offering

choices to use their own learning styles in the classroom with the intention of setting them up for autonomous and self-regulated learning. The latter could be achieved through relying on relevant technological tools. Additionally, it is important to recognize the role of the social and emotional experiences of a learner (p. 7). The latter can determine how well learners will perform in groups, and how they may react to working independently.

Therefore, teachers need to anticipate the barriers that a learner may encounter; then, to consider learners' individual differences, which can be discovered by means of numerous data collection tools. On the basis of the obtained data, they differentiate the instructional methods and materials for making the learners able to control their own progress. Yet, each individual teacher is free in his/her own classroom to innovate new strategies, to use already suggested strategies, or to mix a variety of strategies which are relevant to his/her individual learners in order to enhance their learning. Yet, it is highly important for the twenty-first century teachers to teach with social and emotional intelligences to foster lifelong learning among learners.

1.4.5. Models of the Personalized Instruction

PI focuses on adjusting teaching methods for each individual learner to foster meaningful lifelong learning experiences. As a result, numerous personalized instructional models have been suggested for teachers in order to provide them with some strategies to accommodate learners' diversification into practice. To illustrate, Tomlinson (1999, p. 121) suggested the following model of personalization (summarized in table 1):

Table 1.1

A Planning Model for Academic Diversity and Talent Development. (Adapted from Tomlinson, 1999, p. 121).

Content	Process	Product
High relevance Coherent Transferable Authentic	Focused Purposeful Balancing creative and critical thinking Promoting cognition and metacognition.	Use skills of the discipline. Real problems and audiences. Multiple modes of expression.
Personalization through: Multiple texts and supplementary print resources. Varied audio-visuales. Varied time segmentation. Group investigation.	Personalization through: Triarchic model assignment. Multiple intelligences assignments.	Personalization through: Tiered product assignments. Independent study. Community-based products. Triarchic-based orientations. Multiple intelligences-based orientations. Group investigation.

Hence, Tomlinson's (1999) model of personalization focuses on differentiating classroom instructions in terms of the content to be taught, the process, and the learning product. The model gives more attention to the fact that learning is more beneficial when it occurs in an authentic context where learners work in groups, and in which the classroom is considered as a small community within the whole society. This would lead learners to feel more secure and better equipped for their future lives.

In spite that Tomlinson's (1999) model is well-grounded, it fails to provide practical strategies to implement PI. As a consequence, Tomlinson and Eidson (2003, p. 6) suggested another model which is shown in table 2 below:

Table 1. 2

Tomlinson's and Eidson's (2003) Model of Personalization. (Adapted from Tomlinson and Eidson, 2003, p. 6).

Learner characteristic	Strategy
Readiness	<ul style="list-style-type: none"> -Provide texts and supplementary materials at varied reading levels. -Offer extended teaching groups for advanced learners. -Provide organizers to guide note-taking and key vocabulary lists for reference during note taking.
Interest	<ul style="list-style-type: none"> -Use examples based on learners' interests and rely on different materials relevant to learners' interests.
Learning profile	<ul style="list-style-type: none"> -Present in visual, auditory and kinesthetic modes.

As illustrated in Tomlinson's and Eidson's (2003) model of personalization, it is mainly based upon the idea that teachers differentiate instruction according to learners' characteristics to help them in developing an authentic and meaningful lifelong learning. Thus, the model sets

up some instructional strategies that should be implemented by the teachers to contextualize instructions, and to apply them in accordance with learners' psychological, cognitive, cultural, and academic individual characteristics.

In short, the personalized method of instruction values each individual learner as a vital element in developing and enhancing successful educational programmes, whatever instructional model is going to be implemented. Consequently, teachers need to have a high quality of professionalism to know the needs of their learners. Then, they are required to design and apply relevant instructions, and to provide learners with a list of options from which they can select the most relevant teaching materials and methods.

Conclusion

As educational development is an ongoing process, there has been a shift within the field of FLL and teaching to focus on the individual learner's state of being, and learners' diversity. Correspondingly, the twenty-first century instructors are required to recognize learners' individual differences in their classrooms, and to differentiate instructions in an attempt to provide learners with relevant learning. Preparing the twenty-first century learners mainly depends on valuing each individual learner as an important member of the community who has personal attributions to it. The running chapter has discussed FL learners' diversity, and has introduced the personalized method of instruction as the most suitable teaching method to deal with learners' diversification. The subsequent chapter is going to discuss the qualities of the effective FL teachers, and teachers' classroom management that fosters learners' classroom participation in the light of PI. Then, it is going to introduce classroom interaction, and to shed light on learners' classroom participation.

Introduction

Education in the twenty-first century is mainly about developing lifelong learning and lifelong skills. The twenty-first century learners need to be engaged in highly collaborative and personalized models of learning. Consequently, effective teachers are those who are able to develop relevant strategies to build the classroom community which provides a safe environment where individual learners can discover, create, collaborate, communicate, and reflect on their own learning goals. According to the social constructivist approach to learning, learners need to collaborate and interact with teachers and other learners to construct knowledge. Correspondingly, the current chapter discusses the qualities of an effective FL teacher. Subsequently, it introduces the effective classroom management that supports learners' classroom participation in the light of the personalized model of instruction. Finally, the chapter explores classroom interaction and learners' classroom participation, highlights its importance, and suggests the personalized method of instruction as an effective strategy to enhance learners' classroom participation.

2.1. The Efficient Foreign Language Teacher

The image of an efficient FL teacher in the twenty-first century classroom has been changed. It is widely agreed that the efficient FL teacher's role is to prepare learners for their future lives and not for standardized tests. According to Jarvis (2004), teaching is generally defined as any activity that is performed in order to produce learning (p. 139). Yet, McCombs and Pope (1994) insisted that the way by which teachers perform their teaching roles has to be significant for learners with the intention of boosting their motivation (p. 28). In addition, Brown (2001) stated that in a learner-centered classroom, teachers have to rely on the teaching techniques that account for learners' styles, needs, and goals. Furthermore, they have to foster learners' creativity, self-esteem, and sense of competence (pp. 46-47). Otherwise stated, teachers need to shift roles depending not only on the nature of the task, but also on learners' diversification

in a learner-focused classroom in order to get them involved in the learning process and engaged in a lifelong learning.

Because teachers have a powerful, long-lasting influence on their learners, the question arises as to what is an efficient FL teacher. According to Stronge (2007), an efficient FL teacher is that favourite teacher who cares about his/her learners, and helps them to stretch their abilities. Moreover, effective teachers are knowledgeable and proactive about their learners' diversification. Furthermore, they involve learners in the process of establishing and maintaining rules to construct positive and productive learning environment where teaching and learning can be flourished (p. 40). Moreover, Haynes (2007) perceived the efficient FL teacher as the one who lowers learners' anxiety level, and who has a great understanding of their own needs (p. 73).

Mortiboys (2005) went further to indicate that if teachers teach with emotional intelligence in the classroom, learners perceive them as showing interest and respect towards them as worthwhile individuals (p. 9). Correspondingly, Goleman (2006) defined emotional intelligence as being an individual's ability to control his/her own emotions for developing positive relationships with others (p. 5). Moreover, Sherwood (2008) pinpointed that teachers' care about their learners ultimately determines their self-esteem, confidence, motivation, and desire to live (p. 21). This indicates that emotions are important as they play a vital role in education. Thus, educationists' emphasis shifts towards prioritizing the emotional wellbeing of teachers and learners, because emotionally intelligent people develop successful social relationships alongside with developing their self-confidence and creativity.

Accordingly, Wragg (2005) asserted that different social factors are at work when teachers meet learners for the first time (p. 12). Therefore, teachers are highly required to be socially intelligent with the intention of recognizing the appropriate methods of interactions with the various individual personalities involved in the classroom. Goleman (2006) perceived social

intelligence as the skill of building strong relationships with others, looking for others' interests besides one's own interests, and showing empathy (pp. 11-12). Hence, socially intelligent teachers are influential, since they are honest, collaborative, and confident. They know how to govern their social interaction skills and how to play different social roles. Yet, it is important to mention that emotionally intelligent people are automatically socially intelligent ones, because social interactions are mainly about how an individual affects others, and how others affect him/her. Consequently, efficient teachers show emotional and social care to individual learners, and help them to develop their own emotional and social intelligences.

Furthermore, Stringer, Christensen, and Baldwin (2010) stated that teachers are expected to build relevant body of knowledge and understanding of the multiple dimensions of their learners. Therefore, they need to conduct ongoing research for accomplishing the rewarding task of facilitating the learning process for their learners (p. 70). This means that effective teachers develop diverse knowledge about their individual learners to fulfil their learning potentials. Likewise, Kyriacou (2007) acknowledged that efficient teachers develop excellent relationships with their learners for enhancing their personal development, and motivating them to participate in the learning process (p. 8).

Put it in a nutshell, the efficient FL teacher is the one who contributes to the success of his/her learners through responding to their individual characteristics, and maintaining a free classroom atmosphere. Moreover, s/he has a wide repertoire of learners' individual characteristics, and accordingly; creates the right conditions for learners' success.

2.2. Classroom Management

Classroom management enables teachers to create positive learning environment for successful lifelong learners. Correspondingly, McLeod, Fisher, and Hoover (2003) highlighted that the first and foremost step to create a positive learning climate is based upon mutual respect, care, and trust between teachers and their learners (p. 62). Hence, teachers need to manage their

classrooms in ways that maintain their individual learners' attention and focus them on meaningful lifelong learning.

2.2.1. Definition

Effective classroom management is the key element to any felicitous classroom. Consequently, pedagogues, and specialists in the field provide various definitions to the concept in order to explain what constitutes an effective classroom climate through efficient management techniques. Scrivener (2005) defined classroom management as the process of creating good conditions for learning to take place. He added that teachers' attitudes, objectives, personalities, and their relationships with their learners are highly important. He concluded that basic skills for classroom management integrate both decisions and actions (pp. 79-80). This indicates that teachers need to observe their classrooms, think of possible options, and then take appropriate actions.

Furthermore, Wragg (2005) stated that managing the first encounter with a new class is an important aspect of teaching (p. 46). However, it must be recognized that teachers need a considerable period of time to know their individual learners; so that, they can enhance rules, relationships, preparation, planning, and application of the task in hand. In addition, Woods (2006) identified classroom management as a goal-oriented decision making activity which leads to effective learning (p. 90). Hence, teachers need to take suitable decisions that help their individual learners to achieve their individual learning goals.

Therefore, classroom management is a set of strategies followed by the teachers with the intention of creating and maintaining positive learning atmosphere that fosters learners' achievement, and allows learners to play instructional role in deciding what they need to learn, and in the teachers' selection of the delivery methods.

2.2.2. Key Elements in Classroom Management

Classroom management is one of the most important conditions to ensure the achievement of the teaching goals, and to improve the learning process as a whole. Therefore, teachers need to work hard; so that, they design and implement effective classroom management strategies in order to establish a positive classroom atmosphere that fosters meaningful learning. Great teachers; however, are those who integrate learners' characteristics, needs, and objectives to each element in their classroom management.

2.2.2.1. Planning for Instruction

Teachers are usually given a specific content that should be taught at specific grade levels in specific courses. However, individual teachers are free to reorganize this content into units of their design. Additionally, they have a great deal of flexibility in terms of how those units are structured in a given lesson plan. The latter has been defined by Partin (2009) as an organized guide for teachers to realize their instructional objectives or goals (p. 134). Actually, lesson plans inform teachers what, how, and why a given subject is going to be taught. Yet, a considerable attention must be paid to learners' diversity, and to the nature of the task when designing any lesson plan. Correspondingly, Tomlinson and Allen (2000) advised teachers to gather information about their learners; about what they know and can do, and about what works best for each learner. Based on this diagnosis, teachers plan for instructions and vary the modes of teaching and learning to help them grow in knowledge, skills, and the sense of self-efficacy (p. 133). Indeed, it must be recognized that teachers' consideration of learners' diversification during the instructional planning is highly important. Moreover, great teachers lead learners to own and drive their learning path by means of designing instructions that encourage learners' voice and choice.

2.2.2.2. Time Management

Tomlinson (2001) outlined that learners vary in the amount of time they need to do a given task (p. 35). This means that while some learners can manage a group or an independent work for long periods of time, still others have less capacity to do so. Indeed, teachers need to consider such feature while designing tasks. In addition, teachers are required to ensure that the amount of time given for completing a particular task should be compatible and relevant to each individual learner's capacity. Finally, Tomlinson (2001) recommended teachers to allow a longer chunk of time during a class, a day, or a week when designing tasks for learners with strong interest and ability in a particular area than the amount of time planned for tasks to learners whose interests in the same area is not as outstanding (p. 36).

In fact, the efficient use of time is an important variable in helping learners to achieve learning goals, and making the classroom a pleasant place. Nevertheless, classroom time is determined by rigid daily educational schedules. Consequently, instructional strategies must be planned in accordance with such schedules as with teachers' assessment of how much time each individual learner would need in order to accomplish a task; for instance, teachers may ask learners to complete the task at home.

2.2.2.3. Seating Arrangement

Suitable seating arrangements play a paramount role in creating effective and interactional classroom atmosphere. It is generally agreed that the best seating arrangements are those which reflect specific contexts and respect each individual learner's characteristics. Following the same line of thought, Smith and Laslett (2002) pinpointed that seating arrangements vary according to the type of lesson, the nature of activity, and the learners' individual characteristics (p. 4). Yet, it is the responsibility of the teacher to decide where learners should seat. For instance, the teacher may encourage learners to seat with friends for enhancing cooperative learning. Another example is where the teacher allows a visual learner; for instance, to seat in

the front since s/he learns more effectively when having an eye contact with the teacher. Moreover, the teacher needs to organize a seating plan that allows him/her to know and to use individual learners' names, although later regrouping is desirable to avoid routine. A seating plan is highly important, especially, to know more about each individual learner and to appropriately deal with learners' diversity.

2.2.2.4. Grouping

Appropriate grouping is one of the most efficient techniques in classroom management. According to R. Marzano, Gaddy, C. Foseid, P. Foseid, and S. Marzano (2005), Cooperative learning in group activities can be an effective classroom instructional strategy to develop learners' learning outcomes and their relationships with one another (p. 24). Indeed, learners can learn to express themselves clearly, to listen, to compromise, to value others, and to take leadership roles by working with their peers.

However, teachers should establish a foundation of suitable rules and procedures for group work to be more beneficial. Correspondingly, R. Marzano et al. (2005) recommended teachers to nurture learners' leadership skills through group work. To illustrate, the teacher can ask the group members to identify someone to be the leader of the group's activities for one day throughout the academic year alternately. The leader's role can be viewed in many ways according to each individual learner (p. 30). Consequently, learners can bring their varied strengths, perspectives, and personalities to the role of group leader. Thus, the suitable grouping can help learners in enhancing their social intelligence, since they are working with their peers in a collaborative learning community. Moreover, learners can effectively develop their communication skills as they discuss and exchange different ideas and various opinions with the group members.

2.2.2.5. Materials

Dunne and Wragg (2005) suggested that teachers have to provide and manage relevant materials for presenting instructions in ways that reflect learners' diversification, and to check the availability of the required materials. Moreover, teachers are required to design, produce, and use new materials effectively; so that, they differentiate the activities in order to encourage learners' roles in selection, organization, and management of materials (p. 38). In essence, teachers are asked to appropriately use the necessary materials for diverse learners in a limited range of activities and time.

2.2.2.6. Feedback

Teachers and learners are partners in creating authentic, differentiated, and interesting instructions. Therefore, Tomlinson and Allen (2000) acknowledged that teachers have to understand that materials, modes of teaching, ways of grouping, ways of assessing, and other classroom elements are tools that can be used in a variety of ways to promote individual and whole-class success (p. 5). Following the same line of thought, learners expect the teachers to follow up their progress, and to provide them with an ongoing feedback to improve their learning.

Correspondingly, Reid (2007) explained that teachers are required to provide formative feedback for their learners not only on the outcome of the task, but also on the learning process. This helps learners to access metacognitive skills and self-knowledge on how they learn. It also allows the teacher to draw clear conclusions about learners' methods of information processing (p. 115). Therefore, the formative ongoing feedback is an important part of the learning experience. It has a powerful impact on students' learning, because it serves as the basis for self-evaluation and self-regulation. Thus, criterion-referenced feedback is a significant factor that can make learners more productive, and guide teachers to be more aware of learners' areas of weaknesses that need improvement.

2.2.2.7. Discipline

Discipline problems are critical part of classroom management that teachers face in any educational setting. Despite the fact that the word *discipline* seems to have negative connotations, the goal of using it in the classroom is to teach learners the boundaries and the limits. This would help them achieve personal and academic lifelong goals.

Accordingly, Tauber (2007) described some *democratic* methods of classroom management and discipline that make the teacher as the *president*, and the learners as the *citizens* of the classroom. If education is supposed to be *preparation for life*, and if life includes taking part in the democratic process of a given society; then teachers must provide learners with opportunities to *participate* in democracy (p. 18).

Moreover, Shindler (2010) revealed that classroom discipline serves the primary purpose of instructing learners in the values and habits of the community. This is mainly due to the fact that civic virtue rests on a strong education in citizenship that prepares each individual for an active and effective engagement in the society that contains highly diverse social and cultural elements. This is true for the classroom as it is for the society as a whole (pp. 148-149).

Therefore, teachers are expected to infuse democracy into learners' discipline by means of creating and maintaining a democratic classroom environment. This means that learners; as citizens, have the right to freely express themselves, to adequately participate in the classroom democratic society, and to be able to make choices for themselves. Meanwhile, the teacher as the president, must establish clear rules for the learners, reinforce respect, and promote self-responsible learners.

2.2.3. Effective Classroom Management

Great teachers develop and implement strong classroom management strategies to enhance each individual learner's learning capacity and effectiveness. Accordingly, Cummings (2000) concluded that connecting with learners, and building strong relationships with them is the key

for creating effective classroom management. Correspondingly, she asserted that teachers compete to have learners' attention in the few last decades. According to her, teachers need to build strong relationships of mutual respect with their learners (p. 13). Additionally, she advised teachers to create one-to-one time with learners, to use appropriate self-disclosure, to believe in individual learners' abilities, and to build a sense of community in the classroom (p. 15). Currently, teachers are required to encourage personal relationships with their individual learners to help them in developing their emotional and social intelligences in a collaborative lifelong learning environment that cares about each individual learner. Yet, learners may cross some limits and misbehave with their teachers. Consequently, teachers need to manage their classrooms in ways that prevent misbehaving.

Moreover, Cummings (2000) recommended teachers to rely on learners' profiles to design the suitable classroom management, the course materials, and the delivery method (p. 16). This indicates that building strong relationships with learners is set to become a vital factor in classroom management. However, the way teachers build good relationships with their learners remains personal and relative to each individual teacher, and teachers need to manage a good teacher-learner relationship in order to prevent learners' misbehaviour.

Correspondingly, Lewis (2009) acknowledged that teachers have to show tolerance, and to focus on the reason behind learners' misbehaviours. Then, they have to intervene with the intention of preventing misbehaviours instead of focusing on the punishment (p. 110-111). This means that teachers in learner-centred classrooms need to perceive punishment as a way of improvement; so that, they do not let their learners feel that they are disliked and punished. Moreover, teachers have to initiate respect and tolerance by themselves, as they are role models for their learners.

Therefore, the perfect management of instructions, time, seating arrangement, materials, discipline, feedback, and personal relationships allows teachers to get their learners engaged in

a contextualized and meaningful lifelong learning. Nevertheless, different conditions should be provided to ensure the achievement of an effective classroom management that encourages learners' classroom participation. This is because it plays a pivotal role in creating and maintaining motivational learning environments where learners are expected to be active participators in various classroom interactions.

2.3. Classroom Interaction

FL classrooms are believed to be distinctive in different educational contexts, and among different types of learners. Thus, understanding classroom interactions in each single classroom helps teachers to create positive learning environments that value each individual learner and motivate him/her to be an active participant. Moreover, it stimulates learners' involvement and participation in the classroom leading to a meaningful lifelong learning.

Brown (2001) described human's interactions as being the heart of communication. According to him, interactions occur as a result of mutual exchange of ideas and emotions between two or more human beings having a given impact upon one another in a given context (p. 165). Correspondingly, Rymes (2008) stated that classroom interactions between learners and teachers, and among learners themselves can exemplify how misunderstandings between different social groups in one classroom evolve, and how they can be overcome. Furthermore, classroom interaction involves patterns such as turn taking, communication skills, and the use of multiple languages and language varieties (p. 6). Accordingly, Wright (2005) asserted that classroom interaction is a window on classroom participation and a form of social actions managed with the aim of enhancing learning (p. 222).

Hence, each FL classroom is an educational and social environment where learners and teachers are communicating ideas and feelings to create more language use and better fluency. Moreover, classroom interaction is that dynamic interchange of knowledge and skills that gives learners the opportunity to participate in the classroom; so that, they get involved in a

meaningful lifelong learning. Indeed, effective and authentic classroom interaction where each learner is valued as a worthy member can give learners the opportunity to express their opinions freely, and can help them in developing their emotional and social intelligences not only inside the classroom, but also in the large community.

2.4. Classroom Participation

The twenty-first century learners are taught to be effective citizens, critical thinkers, effective communicators, and lifelong learners in a collaborative learning climate that celebrates and values individual learners' characteristics. Therefore, teachers are expected to create an engaging learning environment that fosters learners' classroom participation in classroom interactions for enhancing learners' lifelong learning.

2.4.1. Definition

It is universally agreed that classroom participation is an important aspect of effective learning. Yet, a review of the literature reveals different definitions of classroom participation. For instance, Rocca (2010) provided a general definition for classroom participation, and perceived it as the process of asking questions, raising one's hand, and making comments in class (pp. 187-188). However, Dancer and Kamvounias (2005) described classroom participation as a part of an overall learning process. Consequently, they divided this process into five categories: Preparation, contribution to discussion, group skills, communication skills, and attendance (p. 448). Furthermore, Steel, Huggins, and Laurens (2013) suggested a detailed definition for classroom participation. They explained it as an active learning technique, which is based on the principles of the social learning theory, and seeks to foster learners' learning outcomes through classroom interactions with their peers (p. 32).

It can be noticed that learners' classroom participation gains a great importance in education with the development of the communicative approach to language teaching. It is a form of active learning which is often equated with discussions. The latter typically involve lengthy

conversations with the whole class. It is also super valuable to the collaborative learning environments, since each individual learner has a learning experience to share with others. Participation can also include short exchanges between teachers and learners, or within small groups of learners.

2.4.2. The Importance of Classroom Participation

According to the social constructivist approach to learning, learners learn more effectively when they collaborate with others in order to build knowledge and to enhance the learning process. Therefore, it is a widely held assumption that learners' participation in a collaborative classroom offers them authentic, concrete, and vivid learning experiences.

Correspondingly, Tauber (2007) revealed that classroom interaction has a further transformative effect of preparing learners to be active democratic citizens (pp. 21-22). Similarly, Domalewska (2015) stated that the discourse among the learners and the teachers and among learners themselves is central for FLL, since it contextualizes learning experiences. Moreover, active participation in classroom interaction fosters the learning process, because successful language learning depends on classroom communication (p. 6). This indicates that participation in classroom interactions provides learners with the paradigm that they can take to other social situations in the democratic societies. To illustrate, during classroom discussions, learners are given the opportunity to freely defend their positions, and to build convictions. Through participating in classroom interactions, learners start to appreciate the fact of being challenged, because they want to demonstrate the strength of their arguments; meanwhile they have to respect others' opinions.

Likewise, Shindler (2009) reported that the social bonding among the members of the class would be more stronger when they get involved in classroom participation (p. 156). Differently put, effective classroom participation encourages social interactions while sharing ideas and concepts, since it entails respect for others' points of view in a cooperative and collaborative

learning environment. In other words, classroom participation is a part of classroom interaction, which is basically considered as a social situation.

Moreover, Brookfield (2006) asserted that learners' active engagement in classroom discussions fosters their intellectual agility and openness. That is, actively engaged learners in classroom interactions are able to convince others, and they are always ready to react to unanticipated comments efficiently (p. 120). In addition, Smith (1977) explained that the more learners participate in classroom interactions, the less memorization they do, and the more they engage in higher levels of thinking, including interpretation, analysis, and synthesis (as cited in Rocca, 2010, p. 188). This indicates that active participation in classroom interactions develops learners' critical thinking, and it is a good memory strategy for learners to synthesize the information more effectively. However, it must be recognized that class participation is also a valuable learning tool for teachers in order to develop effective instructional strategies for enhancing the learning outcomes of the learners.

According to Brown (2000), participating in FL classroom interactions enables learners to be competent communicators who master all the elements of the communicative competence (p. 166). This means that classroom participation is essential for FL learners, due to the fact that it gives them the opportunity to use the target language for communicating their ideas. Furthermore, focusing on how learners participate in the classroom, and on how they orient themselves to classroom activities is crucial for teachers to understand and boost learners' active participation in classroom interactions.

Consequently, learners are required to be actively involved in the process of learning through classroom participation. Meanwhile, teachers are expected to create an engaging learning environment, and a supportive atmosphere for promoting learners' participation in classroom interactions. Yet, some factors can hinder learners from participating in classroom interactions.

2.4.3. Factors that Affect Classroom Participation

Despite the fact that learners' classroom participation is crucial to achieve success, numerous factors are at work to determine participation levels in the classroom. For instance, Erwin (2004) claimed that if learners are not emotionally ready to participate in classroom interactions, they are more likely to avoid participating as much as they can (p. 153).

Following the same line of thought, Caspi, Chajut, Saporta, and Marom (2006) acknowledged that learners' self-esteem and personality are key traits which affect their participation. In other words, learners with low self-esteem are less likely to participate in classroom discussions; however, others with high self-esteem actively participate. Moreover, extroverted learners tend to share their thoughts and opinions in classroom interactions; whereas, introverted learners prefer to remain silent (pp. 139-140). However, it is noticed that teachers' teaching methods, and the way they deal with their learners have a great impact on learners' active involvement in studying (Cummings, 2000, p. 34-35).

Correspondingly, Domalewska (2015) pointed out that teachers' control of interactions is a characteristic feature of classroom discourse. Hence, the teacher talk in the classroom is considered as a key factor that can affect learners' engagement in class discussions (Wright, 2005, p. 367). Indeed, teachers' awareness of the interactional processes and their management of the classroom talk can influence learners' classroom participation either in positive, or in negative ways. This is mainly due to the fact that classroom interactions are determined by the teachers in their face to face communication with their learners.

Accordingly, such factors need to be taken into account by teachers to design and implement effective strategies that would raise learners' levels of participation. Consequently, the personalized method of instruction can be suggested as an effective strategy. This is because it would help learners to overcome the various obstacles that may hinder them from making their voices heard in the classroom.

Conclusion

As it was illustrated throughout the current chapter, the twenty-first century learners need to be guided by the personalized instructional methods; so that, they can actively participate in classroom interactions. This will enable them to enhance lifelong competences instead of only constructing irrelevant and decontextualized body of knowledge. Getting learners to participate in the classroom is one of the most efficient instructional strategies that helps them at accomplishing their learning goals, communicating, and achieving lifelong learning. Therefore, the current chapter has explained the characteristics of the effective FL teacher, and the effective classroom management that values learners' diversity. Then, it has highlighted the relationship between classroom interactions and learners' classroom participation. Finally, the chapter has dealt with classroom participation, its importance, and the multiple impact factors that may affect it. The two theoretical chapters are interrelated in the sense that PI is one of the instructional strategies that may foster learners' classroom participation.

Introduction

Classroom participation and active engagement are significant components for learners' success in various educational settings, and in developing lifelong skills. Consequently, learning is expected to be based on sustainability, democracy, values, and transversal skills. This can be reached through educational programs that connect learners' diversification with the instructional method. Therefore, teachers are expected to create diverse and highly personalized learning environments that recognize learners' psychological, cognitive, and academic differences to get them involved in interactive learning situations. Correspondingly, the present chapter is set to describe, analyse, and interpret teachers' and students' views in relation to the personalized method of instruction and students' participation in the classroom. Then, it is going to suggest some pedagogical recommendations for the teachers to get their learners engaged in classroom interactions by means of the personalized method of instruction. To carry out this research, two questionnaires have been administered to the teachers and the students of English at the department of letters and English language, in the University of 8 Mai 1945-Guelma.

3.1. Research Methodology and Design

This section deals with the research design and method. Moreover, it presents the research population, tools, data description, and data analysis.

3.1.1. Research Method

The research follows the quantitative descriptive method. Therefore, two questionnaires have been administered for the teachers and the students. The main aim of these two research tools is to obtain teachers' and students views in relation to the impact of the personalized method of instruction on students' classroom participation

3.1.2. Population and Sampling

The current study is concerned with two samples; teachers and students of English at the department of letters and English language, in the University of 8 Mai 1945-Guelma. The participants of the first sample are fifty-seven master one students; while the second sample consists of thirty teachers. Master one students have been chosen to be the sample of the current research, since they are expected to be critical thinkers and evaluators.

3.1.3. Data Collection Tools

Data collection tools used in the current study are two questionnaires. The main purpose of these data gathering tools is to probe teachers' and students' opinions concerning the relevance between the two variables of the study.

3.1.4. Data Analysis

3.1.4.1. The Questionnaire for the Teachers

The questionnaire that has been administered for the teachers was designed on the basis of the previous theoretical chapters. It seeks to explore teachers' views about the impact of PI on students' classroom participation. In addition, it aims at investigating teachers' awareness of the role of the personalized method of instruction to encourage learners' classroom participation. The questionnaire is organized into three sections and consists of fourteen questions; twelve of which are closed questions, and only two open ended questions by the end.

3.1.4.1.1. Section One: Background Information (Q1)

In this section, teachers are required to identify the number of their teaching years at the university in the first question (Q1). This question is designed to gain information about teachers' experience in teaching English.

3.1.4.1.2. Section Two: The Personalized Instruction (Q2- Q7)

In the second question (Q2), teachers are asked to indicate whether they perceive learners as being people who only need knowledge, or partners and society members who need teachers' help to be lifelong learners and effective citizens. In the third question (Q3), the teachers are required to express their opinions towards the effective teaching in the twenty-first century.

The fourth question (Q4) is designed to indicate the extent to which teachers agree or disagree with some statements that are related to some principles of the personalized of method instruction. For question number five (Q5), some choices are given to the teachers about the frequency of implementing some aspects of PI.

In question number six (Q6), teachers are asked if they believe that teaching is more effective when it is impacted by learners' individuality; so that, they make learning meaningful for each individual learner. The teachers are given a space to justify their answers. In question number seven (Q7), teachers are questioned if they use frequently updated documents to make learning meaningful for each individual learner. A space is given for teachers to provide justification if the answer is positive.

3.1.4.1.3. Section Three: Classroom Participation (Q8-Q14)

In question number eight (Q8), teachers are demanded to indicate whether they consider learners' individuality in classroom management; then, they are asked to provide some examples if the provided answer is positive. In question number nine (Q9), the teachers are required to identify why classroom participation is highly important for each individual learner. In question number ten (Q10), teachers are questioned to indicate the extent to which they agree or disagree with two statements in relation to the personalized method of instruction. Then, the question number eleven (Q11), is designed for the teachers to describe the extent to which the implementation of PI in the Algerian context is difficult.

In the question number twelve (Q12), the participants are required to indicate the kind of difficulties they may face while implementing the personalized method of instruction. Next, in question number thirteen (Q13) the teachers are provided with an open space to express their views about the impact of the personalized method of teaching on learners' classroom participation. In the last question (Q14), teachers are required to provide some practical strategies to enhance learners' classroom participation using the personalized method of instruction.

3.1.4.2. Analyzing Data from the Questionnaire for the Teachers

3.1.4.2.1. Section One: Background Information

Q1. Including the current academic year (2017-2018), how many years have you been teaching English?

- a. Less than three years
- b. From three to ten years
- c. More than ten years

Table 3.3

Teachers' Years of Experience

Options	Number of teachers	Percentage
A	00	0%
B	13	43.33%
C	17	56.67%
Total	30	100%

According to the results, the majority of the teachers (56.67%) who have responded to the questionnaire have a long teaching experience, since they have spent more than ten years in teaching. Another noticeable percentage (43.33%) represents teachers who have from three to

ten years in the teaching profession. The obtained results in Q1 reveal that most of the participants have a reasonable experience in the teaching profession. This indicates that their teaching experience will provide reliable results, since they have met different classes, students, and taught various modules. Therefore, they have a considerable knowledge about students' levels of interaction and participation.

3.1.4.2.2. Section Two: The Personalized Instruction

Q2. How do you perceive learners?

- a. People who need only to have knowledge.
- b. Partners and society members who need teachers' help to be lifelong learners and effective citizens.

Table 3.4

Teachers' Perceptions about Learners

Options	Number of teachers	Percentage
A	04	13.33%
B	17	56.67%
A+B	09	30%
Total	30	100%

The majority of the respondents (56.67%) perceived learners as partners and society members who need teachers' help to be lifelong learners and effective citizens. While (30%) of them considered the learners as being both; people who need to have knowledge, and partners who need teachers' help to be lifelong learners and effective citizens. Finally, (13.33%) of the participants viewed learners as people who only need to have knowledge. According to the highest percentage (56.67%), most of the participants are knowledgeable about their roles as facilitators of the learning process. Most of them aim to develop independent lifelong learners

instead of only teaching them. Moreover, it becomes apparent that they are aware of their modern roles as agents of social development.

Q3. According to you, effective teaching in the twenty first century means:

- a. Delivering as much knowledge as it could be.
- b. Preparing, informing, and monitoring skillful lifelong learners, who are emotionally and socially intelligent to build solid and developed society.

Table 3.5

Effective Teaching in the Twenty-First Century

Options	Number of teachers	Percentage
A	03	10%
B	21	70%
A+B	06	20%
Total	30	100%

Concerning teachers' opinions about the effective teaching in the twenty-first century, most of the participants (70%) believed it to mean preparing, informing, and monitoring skillful lifelong learners, who are emotionally and socially intelligent to build solid and developed society. However, the percentage (20%) stands for the respondents who thought that effective teaching in the twenty-first century means delivering as much knowledge as it could be. Finally, (10%) of the sample opted for the two options. The results of Q3 are somehow compatible with the results of the previous question. This indicates that most of the teachers are aware of their roles in the modern classroom. The latter is mainly about guiding learners to develop lifelong skills to be well-prepared for the multiple challenges in the world of the twenty-first century.

Q4. Please, indicate the extent to which you agree or disagree with the following statements

- a. Each classroom is different in nature, and contains various types of learners.

b. Gathering information about individual learners' characteristics from the beginning of the academic year, and accommodating them into practice would guide learners towards setting personalized goals for effective learning.

c. Differentiating classroom instructions to fit learners' individuality is important for learners to get lifelong learning.

d. Calling individual learners by their names and caring about their emotions is highly important.

Table 3.6

Teachers' Opinions about the Personalized Instruction

Options	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Total number of teachers and percentage
A	24 80%	06 20%	00 0%	00 0%	00 0%	30 100%
B	10 33.33%	17 56.67%	03 10%	00 0%	00 0%	30 100%
C	12 40%	15 50%	02 6.67%	01 3.33%	00 0%	30 100%
D	10 33.33%	18 60%	00 0%	02 6.67%	00 0%	30 100%

As it is displayed in the table, each statement is analyzed alone. In their response to the first statement, the majority of the participants (80%) strongly agreed that each classroom is different

in nature, and contains various types of learners. Whereas, (56.67%) of the respondents to the second statement agreed that gathering information about individual learners' characteristics from the beginning of the academic year, and accommodating them into practice would guide learners towards setting personalized goals for effective learning. In the third statement, most of the participants (50%) believed that differentiating classroom instructions to fit learners' individuality is important for learners to get lifelong learning opportunities.

The highest percentage (60%) in the last statement indicates that most of the respondents agreed that calling individual learners by their names and caring about their emotions is highly important in the process of education. The results imply that most of the respondents are aware that classrooms are different in nature, and contain various types of learners. Moreover, most of them believe that teaching with emotional intelligence, accommodating learners' diversification into practice, and differentiating classroom instructions to fit individual learners' characteristics are crucial factors to get learners engaged in meaningful lifelong learning.

Q5. How often do you practice the following classroom activities?

- a. Conducting a premonitory research about your learners, and reflecting on its results to personalize classroom instructions accordingly.
- b. Providing learners with a list of options to choose the most relevant teaching methods for them.
- c. Offering a variety of relevant instructional methods and materials that help each individual learner to meet his/her learning needs and objectives.
- d. Calling your learners by their individual names, and caring about their emotions to build strong relationships of mutual respect with each one of them.

Table 3.7**The Frequency of Teachers' Implementation of the Personalized Instruction**

Options	Usually	Sometimes	Never	Total number of teachers and percentage
A	02 6.67%	12 40%	16 53.33%	30 100%
B	03 10%	10 33.33%	17 56.67%	30 100%
C	09 30%	19 63.33%	02 6.67%	30 100%
D	21 70%	09 30%	00 0%	30 100%

As it is described in the table above, each statement is analyzed in a separate way. In the first statement the majority of the respondents (56.33%) revealed that they have never conducted a premonitory research about their learners to personalize the classroom instructions. The highest percentage (56.67%) in the second statement indicated that most of the participants have never provided their learners with a list of options to choose the most relevant teaching methods for them.

In the third statement; however, most of the participants (63.33%) claimed that sometimes they offer a variety of relevant instructional methods and materials for helping each individual learner to meet his/her learning needs and objectives. While responding to the last statement, (70%) of the respondents stated that they usually call their learners by their individual names,

and care about their emotions to build strong relationships of mutual respect with each one of them.

This indicates that most of the participants teach with the emotional intelligence. Moreover, they support the reliance on the personalized method of instruction to provide the learners with an authentic, meaningful, and engaging learning environment. Yet, it is clear that they are unable to practice the different aspects of PI due to multiple logistic reasons.

Q6. Do you believe that teaching is more effective when it is impacted by learners' individuality to make learning meaningful for each individual learner? Would you justify your answer, please?

- a. Yes
- b. No

Table 3.8

Teachers' Attitudes towards the Effectiveness of the Personalized Instruction

Options	Number of teachers	Percentage
Yes	27	90%
No	03	10%
Total	30	100%

The results show that nearly all the participants (90%) believed that teaching is more effective when it is impacted by learners' individuality. In their justifications, most of the participants revealed that depending on learners' individualities and profiles is very important in the field of education. This is because it enables the teachers to satisfy the learners' needs individually; so that, they encourage and motivate them to participate in an authentic learning environment. Whereas, only (10%) of them opted for *No*. In their justifications, they agreed that large class sizes in Algeria do not permit teaching to be influenced by learners'

individuality. The gathered data implies that most of the teachers are willing to implement the personalized method of instruction due to its effectiveness. Nevertheless, they face many logistic obstacles that hinder them.

Q7. Do you use frequently updated documents, such as learning profiles and learning plans, to document each learner's strengths, weaknesses, and goals along with individualized plans to make learning meaningful for each individual learner? If yes, would you explain how successful were such classroom practices?

- a. Yes
- b. No

Table 3.9

Teachers' Frequent Use of Updated documents about their Learners

Options	Number of teachers	Percentage
Yes	12	40%
No	18	60%
Total	30	100%

The obtained results identify that the majority of the sample (60%) do not frequently use updated documents about their learners to implement the personalized method of instruction. However, (40%) of them do so. When explaining the degree to which the experience was successful, some of the respondents argued that it is effective for most of the students; while still others claimed that it is helpful only for some students. This implies that most of the participants implement some aspects of the personalized method of instruction depending on intuitive data about the learners. They do not rely on empirical evidences that are validated by means of the scientific research.

3.1.4.2.3. Section Three: Classroom Participation

Q8. Do you consider learners' individuality in classroom management? If yes, would you exemplify?

- a. Yes
- b. No

Table 3.10

Teachers' Consideration of Learners' Individuality in Classroom Management

Options	Number of teachers	Percentage
Yes	26	86.67%
No	04	13.33%
Total	30	100%

With regard to the results, the majority of the participants (86.67%) revealed that they consider learners' individuality in the classroom management. Most of them claimed that they usually diversify the teaching materials and methods to cover most of the learning styles of their students. While providing examples, some of the respondents reported that they consider learners' individuality in the classroom management only to engage students in collaborative work to enhance peer support, because students usually respond to the instruction that involves peer assistance and collaboration.

Others claimed that they always observe distinguished behaviours of each student to react by giving more or less assignments in different ways. Still others; specifically, teachers of written expression revealed that they ask every student to produce a piece of writing so that the teacher can assess his/her strengths and weaknesses to appropriately react to his/her individuality. Whereas, only (13.33%) of the respondents did not assume that they rely on learners' individuality in the classroom management. Therefore, the vast majority of the

teachers consider their learners' diversification to design enthusiastic and well-managed learning environment. Moreover, most of them consider learning as a product of collaboration and interactions. Hence, they expend enormous amounts of effort to design instructions in ways that maximize the value of those interactions.

Q9. According to you, learners' participation in FL classroom interactions is highly important for each one of them to:

- a. Be competent intercultural communicator.
- b. Develop the twenty first century skills (critical thinking, creativity, communication and collaboration).
- c. Enhance lifelong learning.
- d. All of the above.
- e. None of the above.

Table 3.11

Teachers' Perceptions about the Importance of Learners' Classroom Participation

Options	Number of teachers	Percentage
A	00	0%
B	02	6.67%
C	00	0%
D	28	93.33%
E	00	0%
Total	30	100%

Teachers' answers show that nearly all of them (93.33%) believed that FL learners' participation in classroom interactions is highly important for them to be competent intercultural communicators, to develop the twenty-first century skills (critical thinking,

creativity, communication and collaboration), and to enhance lifelong learning. Whereas, only (6.67%) of them revealed that learners' participation in classroom interactions is mainly important for them to develop the twenty-first century skills. This implies that the vast majority of the teachers are aware of the significance of learners' classroom participation for effective lifelong learning to take place.

Q10. Please, indicate the extent to which you agree or disagree with the following statements:

- a. Understanding classroom interaction helps teachers to create a positive learning atmosphere that values each individual learner, and that motivates him/her to be an active participant.
- b. Learners get engaged in collaborative and lifelong learning when the instructions are delivered through methods of personalization and differentiation.

Table 3.12

Teachers' Attitudes towards the Impact of Personalization on Learners' Classroom Participation

Options	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Total number of teachers and percentage
A	25 83.33%	03 10%	02 6.67%	00 0%	00 0%	30 100%
B	07 23.33%	20 66.67%	03 10%	00 0%	00 0%	30 100%

As it is indicated in the table above, the statements are analyzed individually. In their response to the first statement, the majority of the participants (83.33%) strongly agreed that

understanding classroom interaction helps teachers to create a positive learning atmosphere that values each individual learner, and that motivates him/her to be an active participant. Moreover, the highest percentage in the second statement (66.67%) reveals that most of the teachers agreed that learners get engaged in collaborative and lifelong learning when the instructions are delivered through methods of personalization and differentiation.

This indicates that understanding the classroom discourse enables the teachers to sustain students' engagement and boost lifelong learning opportunities for each one of them. Moreover, adjusting the instructional methods and materials to meet the students' individual differences is believed to be highly motivational for raising students' classroom participation.

Q11. How would you describe the implementation of the personalized method of instruction to enhance individual learners' classroom participation?

- a. Very difficult
- b. Difficult
- c. Neutral
- d. Easy
- e. Very easy

Table 3.13**Teachers' Descriptions of the Difficulty of Implementing the Personalized Instruction in the Algerian Context**

Options	Number of teachers	Percentage
A	08	26.67%
B	16	53.33%
C	04	13.33%
D	02	6.67%
E	00	0%
T	30	100%

The collected results reveal that most of the participants (53.33%) believed that the personalized method of instruction is difficult to be implemented in the Algerian context. The percent number (26.67%) stands for the respondents who claimed its implementation to be very difficult. However, the teachers who have described the implementation of PI as being easy represent only (6.67%); meanwhile, (13.33%) of the participants preferred to be neutral. This implies that the Algerian educational system fails to provide the necessary logistic conditions for the personalized method of instruction to be realized.

Q12. What kind of difficulties may you face in implementing the personalized method of instruction?

- a. Curriculum stuffing
- b. Overcrowded classroom
- c. Lack of materials
- d. Time constraints

Table 3.14**The Possible Difficulties of Implementing the Personalized Instruction in the Algerian Context**

Options	Number of teachers	Percentage
A	02	6.67%
B	05	16.66%
C	02	6.67%
D	00	0%
B+D	08	26.67%
B+C	03	10%
A+B+C+D	10	33.33%
Total	30	100%

As it is displayed, the majority of the participants (33.33%) claimed that curriculum stuffing, overcrowded classroom, lack of materials, and time constraints are the problems that hinder the implementation of PI in the Algerian context. While (26.67%) of them considered overcrowded classroom, and time constraints as being the two main obstacles. The percent number (16.66%) stands for the participants who opted for overcrowded classrooms. Therefore, it is noticeable that overcrowded classrooms are highlighted to be the major problem in the Algerian educational context that may hinder the implementation of PI.

Q13. What do you think about the role of personalized instruction to foster learners' classroom participation?

Table 3.15**The Number of Teachers Who Answered Q13**

Option	Number of teachers	Percentage
They answer	26	86.67%
They do not answer	04	13.33%
Total	30	100%

As it is described in the table above, most of the participants (86.67%) provided their opinions about the role of PI to foster learners' classroom participation. Most of them agreed that PI is a useful and effective instructional method to encourage all learners to take part and engage in the learning process. Yet, the vast majority agreed that it is difficult to be implemented in the Algerian context, but not impossible.

Q14. Would you suggest practical strategies to enhance learners' classroom participation using the personalized method of instruction?

Table 3.16**The Number of Teachers Who Answered Q14**

Option	Number of teachers	Percentage
They answered	22	73.33%
They did not answer	08	26.67%
Total	30	100%

As it is described in the table above, most of the teachers (73.33%) suggested some practical strategies to enhance learners' classroom participation relying on PI. Some of them agreed that teachers can prepare individual files for the students in order to document different information about their individual characteristics. Then, to reflect on the results; so that, they can diversify

the instructional materials and methods. Whereas, others agreed that reducing the number of students in classrooms, and training teachers in such competencies are the basic solutions to create an effective environment where PI can be implemented easily and effectively.

3.1.4.2. The Questionnaire for the Students

3.1.4.2.1. The Questionnaire for the Students

The questionnaire for the students has been designed on the basis of the previous theoretical chapters. It seeks to probe students' attitudes towards the impact of PI on students' classroom participation. In addition, it aims at investigating their awareness of the importance of participating in classroom interactions. The questionnaire is organized into three sections and consists of fourteen closed questions.

3.1.4.2.1.1. Section One: Background Information (Q1-Q2)

In this section, the students are required to respond to two questions. In the first question (Q1), they need to identify their gender. In the second (Q2), they are required to indicate whether studying English at the university has been their first choice.

3.1.4.2.1.2. Section Two: The Personalized Instruction (Q3-Q9)

The second section of the questionnaire is devoted to concepts related to FL students' diversity and PI. Therefore, each student is asked to identify his/her main aim of English language learning in the third question (Q3). The fourth question (Q4) is about multiple intelligences; each student is asked to tick the appropriate box that is relevant to him/her. Then, each individual student is required, in the fifth question (Q5), to tick the appropriate box that is relevant to his/her individual characteristics and which affect his/her learning of English.

In the sixth question (Q6), the students are demanded to indicate whether their teachers are interested in knowing their own individual characteristics from the beginning of the academic year to guide them towards setting personalized goals for learning. In the seventh question (Q7),

students are questioned to identify how important for them when their teachers value their personal characteristics as individuals, call them by their names, and care about their emotions.

In the eighth question (Q8), students are asked to identify how often their teachers offer them a variety of relevant instructional methods and materials, care about their emotions, and provide them with authentic learning opportunities. In the ninth question (Q9), students are questioned if they believe that learning is more meaningful for each one of them when the methods of teaching reflect their individual differences. Moreover, a space is given for the students to justify their answers.

3.1.4.2.1.3. Section Three: Classroom Participation (Q10-Q14)

Thereafter, informants are asked about the frequency of their participation in classroom participation in the tenth question (Q10). In the following question (Q11), students are questioned about the reasons behind their participation in classroom interactions. In subsequent question (Q12), students are required to identify whether their teachers encourage them to participate in classroom interactions. In the next question (Q13), students are demanded to indicate the extent to which they are satisfied with the instructional methods and materials provided by their teachers. In the last question (Q14), participants are required to identify the extent to which they agree or disagree with some statements related to the importance of classroom participation, and to the role of PI to enhance it.

3.1.4.2.2. The Questionnaire for the Students

3.1.4.2.2.1. Section One: Background Information

Q1. Specify your gender:

- a. Male
- b. Female

Table 3.17**Students' Gender**

Options	Number of students	Percentage
A	03	5.26%
B	54	94.74%
Total	57	100%

The results show that the number of male participants is only three of the whole sample with percentage of (5.26%); while the number of female participants is fifty-four with percentage of (94.74%). This is because most of the groups contain more girls than boys.

Q2. Was studying English at the university your first choice?

a. Yes

b. No

Table 3.18**Students' English Learning Choice**

Options	Number of students	Percentage
A	49	85.96%
B	08	14.04%
Total	57	100%

According to table 18, studying English at the university was the first choice of the majority of the students (85.96%); while it was not for (14.04%) of them. This would confirm that most of the students have opted for English language learning as their first choice.

3.1.4.2.2. Section Two: The Personalized Instruction

Q3. What is your main aim of English language learning?

- a. To communicate with people from all over the world through English language
- b. Immigration benefits.
- c. To boost your employment potentials.
- d. To keep your brain active and challenged through learning a new language.

Table 3.19

Students' Aims of English Language Learning

Options	Number of students	Percentage
A	12	21.05%
B	10	17.54%
C	26	45.61%
D	09	15.79%
Total	57	100%

The collected answers reveal that most of the participants (45.61%) are studying English to boost their employment potentials. While (21.05%) of them are studying English to communicate with people from all over the world. Immigration benefits is the choice of (17.54%) of the participants, and only (15.79%) of them are studying English to keep their brains active. The results imply that most of the participants are more pragmatic. This is because enhancing employment potentials is the main aim of English language learning for most of them.

Q4. Would you tick the appropriate box that best describes your response to each statement?

- a. I enjoy writing and telling stories.
- b. I ask questions about how things work and I admire numbers.

- c. I am good at drawing things, and I like visual presentations.
- d. I can distinguish among different sounds, and I remember melodies easily.
- e. I am good at sports, and I like working with my hands.
- f. I enjoy talking to groups and I have many friends.
- g. I understand myself and I am able to decide how to lead my own life.
- h. I admire nature and animals.

Table 3.20**Students' Multiple Intelligences and Learning Styles**

Options	Yes	No	Total number of students and percentage
A	39 68.42%	18 31.58%	57 100%
B	26 45.61%	31 54.39%	57 100%
C	46 80.7%	11 19.30%	57 100%
D	33 57.89%	24 42.1%	57 100%
E	27 47.37%	30 52.63%	57 100%
F	35 61.4%	22 38.6%	57 100%
G	48 84.21%	09 15.79%	57 100%
H	26 45.61%	31 54.39%	57 100%

As it is displayed in the table above, each statement is analyzed alone. In the first statement, only (68.42%) of the students identified themselves as being linguistically intelligent despite the fact that the participant are language learners. In the second statement; however, (45.61%)

of the participants claimed that they are mathematically intelligent; putting in mind that (22.8%) of the participants identified themselves as being both linguistically and mathematically intelligent. Another noticeable percentage (80.7%) in the third statement shows that the majority of the students acknowledged that they are visually intelligent. In the fourth statement (57.89%) of the questioned students claimed that they are musically intelligent.

Then, (47.37%) of the participants identified themselves as being bodily intelligent as they responded to the fifth statement. While (61.4%) of the participants who responded to the sixth statement claimed that they are interpersonally intelligent, (84.21%) of the students claimed that they are intrapersonally intelligent in their response to the seventh statement. However, only (45.61%) of the participants reported that they have the naturalist intelligence as they responded to the last statement.

The results are expected and reasonable, since the participants are language learners. Then, respondents' reactions to the third, the fourth, and the fifth statements imply that visually intelligent students make up the majority of the students and come first, while musically intelligent ones come in the second place; meanwhile, bodily intelligent students come in the third place. Furthermore, the results indicate that some students perfectly understand themselves, but they do not like to participate in social interactions. The responses to the last statement confirm that most of the students do not have the naturalist intelligence, since they do not like neither nature nor animals. Thus, the collected results confirm that learners are diverse in terms of their multiple intelligences and learning styles.

Q5. As a learner of English as a foreign language, tick the appropriate box that best describe your response to each statement:

- a. I am gifted in learning English language.
- b. I have positive attitudes towards English language and English language speakers.
- c. I am motivated to learn English language.
- d. I am extroverted learner and confident English language speaker.
- e. Failure is a positive push for me to succeed in the future.
- f. When dealing with cognitive problems, I am more rational than emotional.

Table 3.21**Students' Individual Differences**

Options	Yes	No	Total number of students and percentage.
A	10 17.54%	47 82.46%	57 100%
B	51 89.47%	06 10.53%	57 100%
C	48 84.21%	09 15.79%	57 100%
D	20 35.09%	37 64.91%	57 100%
E	25 43.86%	32 56.14%	57 100%
F	39 68.42%	18 31.58%	57 100%

As shown in the table above, each statement is analyzed independently. As responses to the first statement highlighted, only (17.54%) of the respondents considered themselves gifted in English language learning. However, the results displayed in the second statement reveal that the majority of the participants (89.47%) have positive attitudes towards English language and its speakers. In their response to the third statement, (84.21%) of the students claimed that they are motivated to learn English language. Nevertheless, only (35.09%) of the participants believed themselves to be extroverted learners and confident English language speakers in their response to the fourth statement.

In the fifth statement, only (43.86%) of the respondents perceived failure as a positive push for them to succeed in the future. In the last statement, the majority of the participants (68.42%) claimed that they are more rational than emotional when dealing with cognitive problems. Therefore, these results imply that learners are diverse in terms of their individual differences. They differ in their aptitudes, attitudes, motivation, personality, FL language anxiety, and cognitive styles.

Q6. Are your teachers interested in knowing your own individual characteristics from the beginning of the academic year to guide you towards setting personalized goals for learning?

- a. Yes
- b. No

Table 3.22

Teachers' Interests in Knowing Students' Individual Characteristics

Options	Number of students	Percentage
Yes	06	10.53%
No	51	89.47%
Total	57	100%

The majority of the respondents (89.47%) claimed that their teachers are not interested in knowing their own individual characteristics from the beginning of the academic year to guide them towards setting personalized goals for learning. This means that the majority of the students do not notice their teachers' interests about their individual learners to integrate their individual characteristics to the teaching method.

Q7. How important for you when your teachers value your personal characteristics as an individual learner, call you by your name, and care about your emotions?

- a. Very important
- b. Important
- c. Average
- d. Unimportant
- e. Very unimportant

Table 3.23

The Importance of Teaching with the Emotional Intelligence

Options	Number of students	Percentage
A	32	56.14%
B	20	35.09%
C	05	8.77%
D	00	0%
E	00	0%
Total	57	100%

The results displayed in the table above indicate that most of the respondents (56.14%) believed that teachers' use of emotional intelligence while teaching is very important for them. Teaching with emotional intelligence is also important according to (35.09%) of the students;

while (8.77%) of them described its importance as being average. This data implies that emotions are bound up with learning, and teaching with emotional intelligence is highly important for learners.

Q8. How often do your teachers practise the following classroom activities?

- a. Offer a variety of relevant instructional methods and materials that help you as an individual learner to meet your own learning needs and objectives.
- b. Call you by your name, build strong relationships of mutual respect with you, and care about your emotions.
- c. Provide you with authentic and meaningful learning opportunities.

Table 3.24

The Frequency of Teachers' Implementation of the Personalized Instruction

Options	Usually	Sometimes	Never	Total number and percentage
A	10 17.54%	15 26.32%	32 56.14%	57 100%
B	24 42.11%	32 56.14%	01 1.75%	57 100%
C	28 49.12%	23 40.35%	06 10.53%	57 100%

In the table above, each statement is analyzed in an independent way. The collected answers in the first statement reveal that the majority (56.14%) of the participant declared that their teachers have never offered for them a variety of relevant instructional methods and materials, which help them as individual learners to meet their own learning objectives. In their response to the second statement, the majority of the respondents (56.14%) revealed that their teachers

sometimes call them by their names, build strong relationships of mutual respect with them, and care about their emotions. Responding to the last statement, most of the participants (49.12%) claimed that their teachers usually provide them with authentic and meaningful learning opportunities. This indicates that most of the teachers practise some aspects of the personalized method of instruction.

Q9. Do you believe that learning is more interesting for you when the methods of teaching reflect your individual differences? Would you justify your answer, please?

- a. Yes
- b. No

Table 3.25

The Importance of Appealing to Students' Individual Differences

Options	Number of students	Percentage
Yes	55	96.50%
No	02	3.50%
Total	57	100%

According to the collected data, the highest percentage (96.50%) of the sample revealed that the majority of the respondents perceive learning as being more interesting for them when the methods of teaching reflect their individual differences. Only twenty-two students, among those who believed in the importance of appealing to students' individual differences, provided justifications; claiming that it enhances their learning, and makes it less boring.

The obtained data in Q9 indicates that nearly all of them (96.50%) assumed that learning is more interesting for them when the methods of teaching reflect their individual differences. When they were asked to back up their answers with justifications, some of them claimed that it allows learners to identify and to overcome their weaknesses. Others acknowledged that the

procedure is very helpful for the personal development of each individual learner. However, most of them agreed that teachers' accommodation to learners' individual differences is a fruitful teaching method that has the power to motivate learners, and to make the learning process more effective.

3.1.4.2.2.3. Section Three: Classroom Participation

Q10. How often do you participate in classroom interactions?

- a. Always
- b. Sometimes
- c. Rarely
- d. Never

Table 3.26

The Frequency of Students' Classroom Participation

Options	Number of students	Percentage
A	14	24.56%
B	22	38.60%
C	21	36.84%
D	00	0%
Total	57	100%

Concerning the students' views about the frequency of their classroom participation, the majority of them (38.60%) replied that they sometimes participate in classroom interactions. While (36.84%) of the participants responded that they rarely participate, only (24.56%) of them claimed that they always participate in classroom interactions. This implies that getting all students to participate in class discussions remains a major challenge for the teachers.

Students' avoidance of classroom participation is affected by many factors; such as the learners' psychological and cognitive characteristics along with the teachers' instructional methods.

Q11. Why do you participate in classroom interaction?

- a. Because you enjoy public discussions.
- b. Because classroom participation helps you to focus in class.
- c. Because you only want to have good marks.
- d. All of the above

Table 3.27

Reasons behind Students' Classroom Participation

	Number of students	Percentage
A	17	29.82%
B	07	12.28%
C	09	15.79%
D	24	42.11%
Total	57	100%

Concerning participants' views about the main reasons behind their participation in classroom interactions, (29.82%) of them claimed that they enjoy public discussions. Only (12.28%) of them revealed that they participate in classroom interactions, because it helps them to focus in class. Whereas, (15.79%) of the respondents indicated that they participate in order to have good marks. However, the highest percentage (42.11%) revealed that they participate in the classroom due to all the previously mentioned reasons. Therefore, different viewpoints have been expressed. For instance, some students participate just as they enjoy social interactions. Others participate, because they believe their participation to be an effective strategy for remembering and retaining information. Still others are participating just to have

good marks. This variation is a result of differences in learning goals and preferences; as well as; differences in learners' personalities.

Q12. Do your teachers encourage you to participate in classroom interactions?

- a. Yes
- b. No

Table 3.28

Teachers' Encouragements of Students to Participate in Classroom Interactions

Options	Number of students	Percentage
Yes	49	85.96%
No	08	14.04%
Total	57	100%

The majority of the students (85.96%) revealed that their teachers encourage them to participate in classroom interactions. Whereas, only 14.04% of them reported that their teachers are not interested in doing so. This indicates that most of the teachers strive for getting their students engaged in classroom interactions. Nevertheless, they are less likely to identify and implement the appropriate strategies which can increase students' classroom participation.

Q13. Are you satisfied with the instructional methods and materials provided by your teachers?

- a. Very satisfied
- b. Satisfied
- c. Neutral
- d. Unsatisfied
- e. Very unsatisfied

Table 3.29**Students' Satisfaction with the Instructional Methods and Materials**

Options	Number of students	Percentage
A	00	0%
B	17	29.82%
C	10	17.54%
D	30	52.63%
E	00	0%
Total	57	100%

As it is revealed in the table, the majority of the respondents (52.63%) acknowledged that they are unsatisfied with the instructional methods and materials provided by their teachers. Only (29.82%) of them claimed that they are satisfied; while (17.54%) of them preferred to be neutral. This implies that teachers' teaching methods and materials are not enough for most of the students.

Q14. Please, indicate the extent to which you agree or disagree with the following statements:

- a. Classroom participation is essential for FL learners, since it gives them the opportunity to practise using the target language.
- b. Learners learn from each other, and internalize the knowledge better when they actively participate in classroom interactions.
- c. Active classroom participation is a good memory strategy.
- d. Active classroom participation develops learners' communicative skills.
- e. When your teachers value your characteristics as an individual and unique learner, they motivate you to be an active participant in classroom interactions.

f. Active participation in the classroom that values your own individuality helps you to be lifelong learner, and open minded citizens.

Table 3.30

Students' Attitudes towards the Impact of Personalization on their Classroom Participation

Options	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Total number of students and percentage
A	46 80.70%	11 19.30%	00 0%	00 0%	00 0%	57 100%
B	28 49.12%	20 35.09%	09 15.79%	00 0%	00 0%	57 100%
C	17 29.82%	26 45.61%	11 19.30%	03 5.26%	00 0%	57 100%
D	47 82.46%	10 17.54%	00 0%	00 0%	00 0%	57 100%
E	51 89.47%	00 0%	06 10.53%	00 0%	00 0%	57 100%
F	49 85.96%	05 8.77%	03 5.26%	00 0%	00 0%	57 100%

As it is shown in the table above, each statement in Q14 is separately analyzed. In their response to the first statement, the majority of the participants (80.70%) strongly agreed that

classroom participation is essential for FL learners, since it gives them the opportunity to practise using the target language. This indicates that nearly all the students are aware of the significance of classroom participation. The highest percentage in the second statement (49.12%) reveals that most of the respondents strongly agreed that they learn from each other, and internalize the knowledge better when they actively participate in classroom interactions. However, only (45.61%) of participants in the third statement indicated that they agreed about considering classroom participation as a good memory strategy. In their response to the fourth statement, the majority of the participants (82.46%) revealed that they strongly agreed with the claim that active classroom participation develops learners' communicative skills.

The highest percentage in the fifth statement (82.46%) indicates that most of the respondents strongly agreed that teachers' accommodations to the learners' individual characteristics motivate each one of them to be an active participant in classroom interactions. In their response to the last statement, most of the participants (89.47%) strongly agreed that active participation in the classroom that values each learner's individuality helps him/her to be lifelong learner, and open minded citizen.

The collected results in Q14 indicate that most of the students are aware of the importance of participating in classroom interactions. Moreover, they are more likely to participate in classroom interactions when they are supported as individuals. Therefore, the teachers are expected to embrace learners' diversity, and to focus on how individual learners learn concepts to enable each one of them to master new ideas in ways that are engaging and well-matched to learners' interests.

3.1.4.2.3. Interpretation of the Results

3.1.4.2.3.1. The Questionnaire for the Teachers

The first section in the questionnaire consists of only one question, which is devoted to gather factual background information about the teaching experience of the informants. The collected data implies that the gained results from this questionnaire are strengthened and backed up by teachers who have significant teaching experiences.

Section two is devoted to PI, and consists of six questions among which each two questions are interrelated. The gained results in Q2 and Q3 imply that most of the informants are aware of the teaching trends in the twenty-first century, which attempt to promote authentic and lifelong learning for each learner. Coming to the results of Q4 and Q5, the gathered data indicates that most of the teachers are aware of the significance of PI. Moreover, the results imply that they are implementing some aspects of the personalized method of instruction to foster the learning outcomes of their students.

Concerning the obtained results in Q6 and Q7, nearly all the informants believed that teaching is more effective when it is impacted by learners' individuality as they responded to **Q6**. Moreover, most of them acknowledged the salience of PI as a significant way to create and maintain motivational learning atmosphere, which necessarily promotes effective learning experience for individual learners. However, (10%) of the informants denied any sort of relationship between personalized learning and effective teaching. To defend their claim, most of them argued that the implementation of PI is impossible in the Algerian context, due to many reasons mainly overcrowded classrooms. Yet, this claim seems to deny one of the most important roles of the teacher as a lifelong researcher, and a learning facilitator. Actually, effective and enthusiastic teachers usually conduct informal research that is specific to their own classroom context and practice. Then, they reflect on its results; so that, they can be potent and effective learning facilitator.

Unfortunately, the gathered results from Q7 indicate that only (40%) of the respondents use updated documents about their learners to provide them with personalized and relevant instruction. These results confirm those which are obtained in Q5 and demonstrate that (53.33%) of the participants have never conducted any type of research in their classrooms. Section three is devoted to classroom participation, and consists of six questions. The obtained data in Q8 reveals that most of the teachers consider their learners' individuality in classroom management. This indicates that most of the respondents give learners some control over the learning processes in a learner-centered classroom. However, the provided examples in the second part of the question imply that most of the teachers build up more intuitive rather than rational knowledge about their learners.

The obtained results from Q9 imply that nearly all the teachers are perfectly aware that students' classroom participation is of paramount importance. This is because it creates and maintains successful lifelong learners who master the twenty-first century skills (critical thinking, creativity, communication and collaboration). Correspondingly, the informants' responses to Q10 indicate that most of them believed the personalized method of instruction to be highly enthusiastic for the learners. This is due to the fact that it enables them to be engaged in meaningful learning opportunities that push them towards being active participants in classroom interactions.

The informants' responses to Q11 and Q12 have implied that most of them believed the personalized method of instruction to be effective in enhancing learners' motivation to participate in classroom interactions. Nevertheless, they reported that implementing PI is not an easy task to do in the Algerian context due to certain logistic constraints; such as, overcrowded classrooms. However, it must be recognized that the educational staff can effectively overcome such obstacles relying on multiple strategies; for instance, dividing the classes into small sections.

The gained results in Q13 have revealed that most of the teachers have positive attitudes towards the role of PI to boost students' classroom participation. However, they believed its implementation to be difficult in the Algerian context. This indicates that most of the participants are willing to implement the personalized method of instruction, but they face some logistic obstacles that hinder them from doing so.

Coming to the last question (Q14), which was designed for the teachers to get their practical suggestions to enhance students' classroom participation on the basis of PI. The obtained results have demonstrated that most of the teachers are enormously aware of the significance of the personalized method of instruction to foster students' classroom participation. In this regard, they have suggested multiple practical strategies; such as, conducting a kind of background research about students at the beginning of the academic year. Then, to reflect on its results to diversify the teaching methods and materials to meet students' learning needs. Thus, most of the teachers agree about the efficiency of PI to create interactive learning environments for their learners where each individual learner is highly motivated to participate.

3.1.4.2.3.2. The Questionnaire for the Students

Based on the gathered and analyzed data from this questionnaire, some views have been detected concerning the impact of PI on learners' classroom participation according to the students.

First, the results gathered in section one; which was devoted to gather background information about the students in Q1 and Q2; demonstrate that the collected data in this research is going to be more from a female perspective, and that most of the students are expected to be motivated to learn English at the university as being their first choice.

Section two was devoted to the personalized method of instruction. The obtained results in Q3 imply that most of the students do not have deep thinking when it comes to setting up

personalized goals for learning. Instead, most of them are more pragmatic, since they do not have a real will to develop themselves, and to get lifelong skills through the process of learning.

The fourth question (Q4) was devoted to gather information about students' multiple intelligences and learning styles. The results strongly support the claim that learners are diverse. They do not only differ in their multiple intelligences, but also in their learning styles (visual, auditory, and kinesthetic). Their diversity; however, is expected to impact the way they learn, and to deny the assumption that everyone can learn the same content in the same way. Most importantly, students' responses to the sixth and the seventh statements revealed that not all the interpersonally intelligent students are interpersonally intelligent. This confirms the claim that introverts prefer to avoid social interactions despite being interpersonally intelligent.

The fifth question goes hand in hand with the previous one, since it is devoted to investigate learners' diversification. Yet, it focuses on gathering data concerning learners' diversity in terms of their individual differences as English language learners. An implication of these results is that students do not share the same characteristics. They have different aptitudes, attitudes, strengths and weaknesses, interests, ambitions, levels of motivation, and cognitive styles. Correspondingly, instructors are expected to provide each learner with a relevant and meaningful learning that reflects their diversity.

The sixth question which was designed for the students to detect their teachers' interests in knowing their own individual characteristics from the beginning of the academic year. Surprisingly, most of the respondents (89.47%) revealed that their teachers are not interested in doing so. This indicates that most of the teachers do not give a considerable attention to gather information about their individual learners.

The seventh question which has been designed to detect the importance of teachers' use of emotional intelligence for the students. Data analysis of this question shows that the learners believe the teachers' use of emotional intelligence to be effective for reflective learning to

occur. This is well confirmed by the fact that teaching with emotional intelligence can help each learner to develop his/her own emotional intelligence, which would lead him or her to be more socially intelligent. Hence, learners are more likely to be guided towards learning how to be active actors in social interactions, and to play different and effective social roles.

According to the collected data in Q8, most of the students revealed that their teachers have never offered for them a variety of relevant instructional methods and materials that help each one of them as an individual learner to meet his/her own learning needs and objectives. This implies that most of the teachers are teaching with emotional intelligence, and they offer an authentic and contextualized learning atmosphere for their learners. Yet, they face some obstacles that make them unable to accommodate to learners' diversification; such as time constraints and the lack of materials.

The obtained data in Q9 indicates that most of the learners expect their teachers to provide them with relevant learning opportunities impacted by their individual characteristics; so that, they enable them to master the content in meaningful and relevant ways. Thus, instructors are required to provide their learners with a variety of instructional methods and media in order to create and maintain reflective learning experiences for their learners.

In the last section, which is devoted to classroom participation, the respondents were asked to answer five questions. Starting by the results obtained in Q10, it is noticeable that most of the students do not usually participate in classroom interactions. This indicates that they are not motivated to do so, and that their teachers are less likely to follow certain effective strategies to get them engaged. The collected data in Q11 implies that the reasons behind students' participation are stemmed from both intrinsic and extrinsic motivation. Therefore, teachers are expected to help their learners' to foster their willingness to participate. This can be achieved through incorporating the personalized method of instruction to the context where the learners' interests and abilities are engaged in an authentic and meaningful learning environment.

The obtained results in Q12 and Q13 imply that most of the teachers encourage their learners to participate in classroom interactions; however, most of the students are not satisfied with the instructional methods and materials provided by their teachers. The collected data from the last question (Q14) indicates that nearly all the respondents believe that the personalized method of instruction that values their individuality as unique and distinguished human beings is not only a crucial factor in enhancing their participation in classroom interactions. Nevertheless, it is also essential for them to be successful lifelong learners.

3.1.4.2.4. Pedagogical Recommendations

In the light of the collected results of the present study, it is evident that most of the students and the teachers have positive attitudes towards the significance of the personalized method of instruction in boosting students' classroom participation. In this regard, the current section offers some pedagogical recommendations and implications for the teachers to foster their students' classroom participation through the personalized method of instruction.

3.1.4.2.4.1. Conducting Classroom Action Research

By the nature of their role, teachers are lifelong learners and researchers. Correspondingly, conducting classroom action research is believed to be a good strategy for teachers' professional development. Moreover, it is a systematic way to improve the educational process. This is because it opens the doors for teachers to better understand and meet their learners' individual objectives.

Classroom action research is a cyclic process that involves problem identification, systematic data collection, data interpretation, data-driven action, evaluation, and a new problem redefinition. Therefore, each individual teacher is invited to conduct classroom action research continuously. Then, to reflect on its results in order to ensure that the instructional methods and materials involve all the senses, namely the visual, auditory, and kinaesthetic. By

doing so, teachers can boost learners' classroom participation and engagement in a meaningful lifelong learning through the personalized method of instruction.

3.1.4.2.4.2. Teaching with Emotional Intelligence

Emotional intelligence is one of the most important skills for teachers to master. Teaching with emotional intelligence enables teachers to build strong relationships of mutual respect with their learners; so that, they feel themselves acknowledged and valued as worthwhile individuals. By making personal connections with individual learners, teachers can get a better sense of how to make a particular lesson relevant to each individual learner. Indeed, successful teachers keen on establishing a classroom culture based on learners' understanding of themselves and understanding of others to create and maintain the culture of collaboration and exploration.

Thus, teachers are invited to focus on the emotional aspect of the learning/ teaching process to get learners engaged, motivated, ready to take risks in their learning, ready to collaborate, creative and resilient. Nevertheless, it is worth pointing out that it is difficult to teach with the emotional intelligence in the overcrowded classrooms, which are part of the Algerian educational system. Therefore, the teacher training programmes are expected to offer appropriate training programmes that will enable the teachers to deal with the critical problems of teaching in overcrowded classrooms.

3.1.4.2.4.3. Providing Learners with Project-Based Learning Opportunities

Project-based learning can be an effective instructional strategy to foster learners' classroom participation in an enthusiastic and authentic learning environment. This can be realized by means of accommodating their diversification into practice. It involves incorporating the twenty-first century skills to investigate, and to find solutions for certain problems that are based on real world challenges and relevant to each individual learner. Project-based learning

requires individual learners to think critically in order to find innovative solutions for the raised problem.

The main aim behind project-based learning is helping learners to build strong arguments while communicating their individual works in order to defend their points of views in a collaborative learning atmosphere. Accordingly, teachers are required to come up with a given plan to teach a particular content through projects, where there is a room for freedom and some of the choices for their individual learners. This can be achieved by allowing them to select relevant problems that are tailored to their individual interests and goals.

3.1.4.2.4.4. Organizing Seminars for Teachers' Professional Development

As a matter of fact, teachers need to master a variety of professional development skills to back up their professional years of experience. For enhancing the effectiveness of their teaching, teachers are expected to provide their learners with quality education. Actually, successful teachers perceive themselves as being lifelong learners. Correspondingly, teachers' professional development is an ongoing process throughout teachers' careers. It provides them with the opportunity to improve their teaching skills.

Furthermore, it involves organizing workshops and seminars for teachers where they are given the time and the resources to work on innovative projects of their own creations. This will enable them to achieve high standards of quality education, or at least to be knowledgeable about the last trends in education. Moreover, seminars for teachers' professional development are considered to be the ground for collective inquiry, shared expertises, and inspired conversations among professionals. Therefore, teachers' attendance to such seminars is recommended, since it helps them to enhance the efficiency of the educational situations. Moreover, it is helpful for the teachers to be updated on modern instructional devices that inspire them to become better teachers in the modern world.

In short, teachers are required to revise their teaching methods; so that they opt for more motivational and engaging instructional methods. Hence, the personalized method of instruction is suggested be efficient in establishing an attractive and engaging learning environment. It requires understanding the learning needs of the students and designing relevant instructions that meet those needs. Another point that needs to be ensured is that the successful teacher is a researcher and lifelong learner.

3.1.4.2.4.5. Suggested Model of the Personalized Instruction to Foster Learners' Classroom Participation

To get learners engaged in classroom interactions, teachers should create empathetic learning environments that value diversity, and should search for appropriate strategies to build on the strengths of all the learners. By personalizing instructions, teachers should focus on how individual learners learn concepts, and should enable them to master new ideas in ways that are engaging and well-matched to their individual interests. For this reason, a suggested model of personalized instruction that boost learners' classroom participation is summarized as follows:

Table 3.31**Suggested Model of the Personalized Instruction to Foster Learners' Classroom****Participation**

Instructional steps	Objectives
Step one: Taking into consideration the results of the previously conducted action research, the teacher prepared multiple instructional strategies and materials relevant to each learner.	To Accommodate learners' diversification into practice.
Step two: Designing engaging topics that have real world applications, and presenting them through multiple materials; videos, pictures, board, and body movements.	To connect the content to real life situations; so that, learning can be meaningful, authentic, and effective for each learner.
Step three: Giving voice to each learner to choose his/her topic.	To allow learners to find personal values and meanings in the work in order to get them excited, and to foster their engagement.
Step four: Providing the learners with certain amount of time to organize their ideas; meanwhile, offering help to any confused learner.	To reduce learners' levels of anxiety, and to show care and support for each individual learner.
Step five: Assigning each individual learner to present his/her work in few minutes.	To enable each individual learner to communicate his/her work confidently, and to exhibit his/her individuality and self-identity.
Step six: Allowing learners to discuss their presentations in a collaborative and democratic learning environment; meanwhile, organizing the talk, and being a guide on the side to provide each learner with a constructive feedback.	To enhance learners' classroom participation, to boost their social intelligence, and to develop the twenty-first century skills for lifelong learning.
Step seven: Evaluating the lesson, and initiating an ongoing data collection process to rely on to plan for the coming lessons.	To carry on personalizing classroom instruction to fit individual learners' characteristics for learners' active engagement and effective learning to take place.

Conclusion

According to the interpretation of the findings of the research tools that have been used in this study, it is clearly shown that most of the teachers rely on the personalized method of instruction to get their learners engaged in classroom interactions; whether consciously or unconsciously. Nevertheless, it is claimed that the Algerian educational system imposes a variety of logistic constraints that can hinder the learners from getting the benefits of the personalization. Correspondingly, the teachers are invited to be fighters, researchers, and lifelong learners; so that, they can work under these hard conditions in order to develop classrooms where realities of students' variance can be addressed along with curricular realities. By doing so, the students are more likely to be active participators in the classroom interactions for developing lifelong skills.

GENERAL CONCLUSION

The current study aims to examine teachers' and students' attitudes towards the impact of PI on learners' classroom participation. In addition, it urges the teachers to guide their learners by the personalized method of instruction; so that they can master the twenty-first century skills. The latter can be effectively achieved through active participation in classroom interactions. The raised problem in the present study is FL learners' avoidance of participation in classroom interactions. Hence, the impact of the personalized method of instruction on students' classroom participation has been addressed by means of two questionnaires. The questionnaires were administered for two types of samples; teachers and master one students at the department of letters and English language, in the University of 8 Mai 1945-Guelma. The participants of the first sample were thirty teachers; while the second sample consisted of fifty-seven master one students.

By dint of the two questionnaires, the research questions were answered, and the alternative hypothesis was confirmed. The first question was set to check if the teachers and the students believe that the personalized method of instruction affects students' classroom participation. From the obtained data, it was apparent that the vast majority of the teachers and the students who have answered the questionnaire assume that PI influences the students' classroom participation. The second question was designed to probe teachers' and students' attitudes towards the nature of this impact. The gathered results highlighted that most of the participants share positive attitudes towards the positive impact of the personalized method of instruction to foster students' classroom participation.

The hypotheses of the current study were about teachers' and students attitudes concerning the impact of PI on students' classroom participation. The results showed that most of the participants believe the personalized method of instruction to be enthusiastic and engaging for learners. Therefore, the research hypothesis, which assumed that teachers and students believe

that the personalized instructional method has an impact on students' classroom participation, was confirmed.

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APPENDICES

Appendix 1

Questionnaire for the Teachers

Dear teachers,

The questionnaire in hand is a part of a research which is conducted to probe teachers' and students' attitudes towards the impact of the personalized instruction on students' classroom participation at the department of letters and English language, University of 8 Mai 1945-Guelma.

You are kindly asked to complete this questionnaire. I would like to ensure that your answers will be used only for the aims of the scientific research. Please, cross the appropriate box (X) which indicates your choice, or write in the space when it is necessary.

Soror OUMEDDOUR

Department of Letters and English Language

University of 8 Mai 1945

2017/2018

SECTION ONE: GENERAL INFORMATION

1. Including the current academic year (2017-2018), how many years have you been teaching English?

a. Less than three years

b. From three to ten years

c. More than ten years

SECTION TWO: THE PERSONALIZED INSTRUCTION

2. How do you perceive learners?

a. People who need only to have knowledge.

b. Partners and society members who need teachers’ help to be lifelong learners and effective citizens.

3. According to you, effective teaching in the twenty first century means:

a. Delivering as much knowledge as it could be.

b. Preparing, informing, and monitoring skillful lifelong learners, who are emotionally and socially intelligent to build solid and developed society.

4. Please, indicate the extent to which you agree or disagree with the following statements:

The statements	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagreed
a. Each classroom is different in nature, and contains various types of learners.					
b. Gathering information about individual learners’ characteristics from the beginning of the academic year, and accommodating them into practice would guide learners towards setting personalized goals for effective learning.					
c. Differentiating classroom instructions to fit learners’ individuality is important for learners to get lifelong learning.					
d. Calling individual learners by their names and caring about their emotions is highly important.					

5. How often do you practise the following classroom activities?

Classroom practices	Usually	Sometimes	Never
a. Conducting a premonitory research about your learners to personalize classroom instructions accordingly.			
b. Providing learners with a list of options to choose the most relevant teaching methods for them.			
c. Offering a variety of relevant instructional methods and materials that help each individual learner to meet his/her learning needs and objectives.			
d. Calling your learners by their individual names, and caring about their emotions to build strong relationships of mutual respect with each one of them.			

6. Do you believe that teaching is more effective when it is impacted by learners' individuality to make learning meaningful for each individual learner?

a. Yes

b. No

Would you justify your answer, please?

.....

7. Do you use frequently updated documents, such as learning profiles and learning plans, to document each learner's strengths, weaknesses, and goals along with individualized plans to make learning meaningful for each individual learner?

a. Yes

b. No

If yes, would you explain how successful were such classroom practices?

.....

SECTION THREE: CLASSROOM PARTICIPATION

8. Do you consider learners' individuality in classroom management?

a. Yes

b. No

If yes, would you exemplify?

.....

9. According to you, learners' participation in foreign language classroom interactions is highly important for each one of them to:

a. Be competent intercultural communicator.

b. Develop the twenty-first century skills (critical thinking, creativity, communication and collaboration).

c. Enhance lifelong learning.

d. All of the above.

e. None of the above.

10. Please, indicate the extent to which you agree or disagree with the following statements:

The statements	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
a. Understanding classroom interaction helps teachers to create a positive learning atmosphere that values each individual learner, and that motivates him/her to be an active participant.					
b. Learners get engaged in collaborative and lifelong learning when instructions are delivered through methods of personalization and differentiation.					

11. How would you describe the implementation of the personalized method of instruction to enhance individual learners' classroom participation in the Algerian context?

- a. Very difficult
- b. Difficult
- c. Neutral
- d. Easy
- e. Very easy

12. What kind of difficulties may you face in implementing the personalized method of instruction?

a. Curriculum stuffing

b. Overcrowded classroom

c. Lack of materials

d. Time constraints

13. What do you think about the role of the personalized instruction to foster learners' classroom participation?

.....

14. Would you suggest practical strategies to enhance learners' classroom participation using the personalized method of instruction?

.....

.....

.....

.....

Thank you for your collaboration

Appendix 2

Questionnaire for the Students

Dear students,

The questionnaire in hand is a part of a research which is conducted to probe teachers' and students' attitudes towards the impact of personalized instruction on students' classroom participation at the department of letters and English language, University of 8 Mai 1945-Guelma.

You are kindly asked to complete this questionnaire. I would like to ensure that your answers will be used only for the aims of the scientific research. Please, cross the appropriate box (X) which indicates your choice, or write in the space when necessary.

Soror OUMEDDOUR

Department of Letters and English Language

University of 8 Mai 1945

2017/2018

SECTION ONE: GENERAL INFORMATION

1. Specify your gender:

a. Male

b. Female

2. Was studying English at the university your first choice?

a. Yes

b. No

SECTION TWO: THE PERSONALIZED INSTRUCTION

3. What is your main aim of English language learning?

a. To communicate with people from all over the world through English language.

b. Immigration benefits.

c. To boost your employment potentials.

d. To keep your brain active and challenged through learning a new language.

4. Would you tick the appropriate box that best describes your response to each statement?

The statements	Yes	No
a. I enjoy writing and telling stories.		
b. I ask questions about how things work and I admire numbers.		
c. I am good at drawing things, and I like visual presentations		
d. I can distinguish among different sounds, and I remember melodies easily.		
e. I am good at sports, and I like working with my hands.		
f. I enjoy talking to groups and I have many friends.		
g. I understand myself and I am able to decide how to lead my own life.		
h. I admire nature and animals.		

5. As a learner of English as a foreign language, tick the appropriate box that best describe your response to each statement:

The statements	Yes	No
a. I am gifted in learning English language		
b. I have positive attitudes towards English language and English language speakers.		
c. I am motivated to learn English language.		
d. I am extroverted learner and confident English language speaker.		
e. Failure is a positive push for me to succeed in the future.		
f. When dealing with cognitive problems, I am more rational than emotional.		

6. Are your teachers interested in knowing your own individual characteristics from the beginning of the academic year to guide you towards setting personalized goals for learning?

a. Yes

b. No

7. How important for you when your teachers value your personal characteristics as an individual learner, call you by your name, and care about your emotions?

a. Very important

b. Important

c. Average

d. Unimportant

e. Very unimportant

8. How often do your teachers practise the following classroom activities?

Classroom practices	Usually	Sometimes	Never
a. Offer a variety of relevant instructional methods and materials that help you as an individual learner to meet your own learning needs and objectives.			
b. Call you by your name, build strong relationships of mutual respect with you, and care about your emotions.			
c. Provide you with authentic and meaningful learning opportunities.			

9. Do you believe that learning is more interesting for you when the methods of teaching reflect your individual differences?

a. Yes

b. No

Would you justify your answer, please?

.....

SECTION THREE: CLASSROOM PARTICIPATION

10. How often do you participate in classroom interactions?

Always	
Sometimes	
Rarely	
Never	

11. Why do you participate in classroom interaction?

a. Because you enjoy public discussions.

b. Because classroom participation helps you to focus in class.

c. Because you only want to have good marks.

d. All of the above.

12. Do your teachers encourage you to participate in classroom interactions?

a. Yes

b. No

13. Are you satisfied with the instructional methods and materials provided by your teachers?

a. Very satisfied

b. Satisfied

c. Neutral

d. Unsatisfied

e. Very unsatisfied

14. Please, indicate the extent to which you agree or disagree with the following statements:

The statements	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
a. Classroom participation is essential for FL learners, since it gives them the opportunity to practise using the target language.					
b. Learners learn from each other, and internalize the knowledge better when they actively participate in classroom interactions.					
c. Active classroom participation is a good memory strategy.					
d. Active classroom participation develops learners' communicative skills.					
e. When your teachers value your characteristics as an individual and unique learner, they motivate you to be an active participant in classroom interactions.					
f. Active participation in the classroom that values your own individuality helps you to be lifelong learner, and open minded citizen.					

Thank you for your collaboration

المخلص

من الملاحظ أن الأساتذة يشكون عموماً من عزوف الطلبة عن المشاركة في القسم. وبالتالي، تبحث هذه الدراسة مواقف الأساتذة والطلبة من تأثير شخصنة التعليم على مشاركة الطلبة في النقاش الصفّي، بالإضافة إلى حث الأساتذة على توجيه الطلبة من خلال التعليم المشخص بهدف تعزيز مشاركتهم في القسم لما لهذه الأخيرة من فضل على اتقان الطلبة لمهارات القرن الواحد والعشرين. ومن هذا المنطلق، افترضت الدراسة أن الأساتذة والطلبة ستكون لديهم مواقف مختلفة بشأن تأثير التعليم المشخص على المشاركة الصفّية للطلبة. بغرض تحقيق أهداف البحث السالفة الذكر ومن أجل إثبات أو دحض الفرضية، تم توزيع استبيانين اثنين على طلبة الماستر 1 وأساتذة اللغة الإنجليزية بقسم الآداب واللغة الإنجليزية بجامعة 8 ماي 1945-قائمة. هذا وتجدر الإشارة إلى أن العينة الأولى تضم سبعة وخمسون طالباً، فيما تضم الثانية ثلاثون أستاذاً. وفق ما أسفرت عليه نتائج تحليل الاستبيانين، فإن الغالبية العظمى من المشاركين يعتقدون أن التعليم المشخص له تأثير بالغ الأهمية على مشاركة الطلبة في مختلف التفاعلات الصفّية، بالإضافة إلى اعتقادهم بأن هذه الأخيرة ستعزز من خلال تبني الأساتذة لتقنيات التعليم المتميزة. وفي هذا الصدد تم اقتراح بعض التوصيات العملية للأساتذة بغاية شخصنة التعليم من أجل تحفيز جميع الطلبة للمشاركة في النقاشات الصفّية.

الكلمات المفتاحية

مشاركة الطلبة في النقاش الصفّي، التعليم المشخص

Résumé

Il est généralement observé que les enseignants se plaignent du manque de la participation des étudiants en classe. Par conséquent, la présente étude vise à examiner les attitudes des enseignants et des étudiants envers l'impact de l'intégration de la méthode d'enseignement personnalisée sur la participation des étudiants en classe. En plus, l'étude exhorte les enseignants à guider leurs apprenants par la méthode d'enseignement personnalisée afin de favoriser leur participation en classe, car cela les aide à maîtriser les compétences du XXI^e siècle. Ainsi, l'étude a émis l'hypothèse que les enseignants et les étudiants auraient des attitudes différentes concernant l'impact de l'enseignement personnalisé sur la participation des étudiants. En conséquence, deux questionnaires ont été administrés afin de recueillir des données sur les attitudes des enseignants et des étudiants face à ce problème. Le premier questionnaire a été administré à trente professeurs d'anglais au département des lettres et de la langue anglaise, à l'Université du 8 Mai 1945-Guelma. Le deuxième questionnaire a été adressé à cinquante-sept étudiants de master 1 du même département. Selon les résultats obtenus, les enseignants et les étudiants croient que la mise en œuvre de la méthode d'enseignement personnalisée a un impact significatif sur la participation des étudiants en classe, et que celle-ci serait améliorée lorsque les enseignants suivraient les techniques de différenciation. En guise de conclusion de cette étude, des recommandations pratiques sont suggérées pour que les enseignants mettent en œuvre la méthode d'enseignement personnalisée afin d'améliorer l'échange et la dynamique de la classe.

Mots clés

La participation en classe, l'enseignement personnalisé.

