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**The Role of Differentiated Instruction in Reducing EFL Learners' Academic Writing  
Difficulties**

**Case Study: Third Year Students of English at the University of Mohammed Seddik  
Ben Yahia- Jijel**

A Dissertation Submitted in Partial Fulfilment of the Requirements for a Master Degree in the  
Didactics of foreign languages

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**Dedication**

*In the name of Allah, Most Merciful, Most Compassionate*

*To my beloved father who has gone forever and left a void never to be filled in my life, may you  
find peace and blessings in paradise*

*To my dear mother, whose love, encouragement, and support were my source of inspiration,*

*Thank You*

*To my sisters: Souad, Chahinez*

*To my brothers: Fayez, Toufik*

*To all my family*

*I dedicate this work*

Soumia

**Dedication**

*In the name of Allah, Most Merciful, Most Compassionate*

*To the most kind hearted person my mother;*

*To the dearest person to my heart my father*

*To my beloved husband whose love, encouragement, and support were my source of inspiration*

*To my brothers and sisters “Sofyane, Yacine, Youssef, Djihane and Selma who are  
always by myside*

*To My Daughter Sadjja, the symbol of love and innocence;*

*To my grandparents, uncles, aunts, and friends for their unconditional support,*

*I dedicate this work.*

Samah

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## **Abstract**

The present study investigated the role of differentiated instruction in reducing English as a foreign language learners' academic writing difficulties. It aimed to find out whether written expression teachers use differentiated instruction in teaching academic writing and the attitudes of both learners and teachers towards this approach. In order to achieve the objectives of this study, a quantitative approach was used to collect and analyse data. Two questionnaires were administered to both third year EFL learners and written expression teachers at the department of English at Mohammed Seddik Ben Yahia, Jijel. In the light of the obtained results, students have positive attitudes towards differentiated instruction and think that their teachers' knowledge of their differences as learners can help them to overcome their difficulties in academic writing. As EFL learners, they encounter different writing difficulties related to time management, language formality and the development of the writing skill in addition to other difficulties related to grammar and mechanics. Also, it was found that teachers of written expression have positive attitudes towards differentiated instruction. The latter is regarded as an effective approach in reducing EFL learners' academic writing difficulties.

**Key words: Academic Writing, EFL Writing Difficulties, Differentiated Instruction.**

## List of Abbreviations and Symbols

**%:** Percentage

**DI:** Differentiated Instruction

**EFL:** English as a Foreign Language

**FL:** Foreign Language

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## General Introduction

### 1. Background of the Study

English language teaching encompasses the teaching/learning of the four skills, namely listening, speaking, reading, and writing. The latter has attracted the attention of various researchers as being the most challenging skill to be mastered. Wilson(2011, p.206) said that "writing is almost never done without a reason, the reason may come from experience, such as receiving an unfair parking ticket, or from a requirement in class".

In addition, the writing skill is significant for EFL learners in particular, for the essential role that it plays in the academic context. According to Kemp(2007, p9), "academic writing is the style of writing found in academic and scholarly journals in education, dissertation, and masters' thesis, and other professional publications in education". Many students regard writing as a very complex-productive process to produce an adequate piece of writing. One suggested strategy to make the process less difficult is differentiated instruction. This strategy was found to stimulate the students' engagement in academic writing and engages them in the process of writing while taking into consideration their differing characteristics.

Differentiated instruction is a philosophy of teaching and learning that lays emphasis on modifying and adapting instruction to meet the individual and diverse needs of students in the classroom (Tomlinson, 2003). Also, Ford (2011, p. 1) stated that "each student comes to school, not only with unique academic needs, but also with unique background experience, culture, language, personality, interests, and attitudes toward learning". Anderson (2007) affirmed that "all students are to be provided the chance to learn in the best way possible and the opportunity to succeed". In the Algerian university, differentiated instruction has not gained much attention compared to other traditional methods especially in teaching academic writing. Thus this piece of work attempted to find out whether written expression teachers at the University of Mohammed

Seddik Ben Yahia at Jijel, are using it in their classes and if they find it effective in overcoming EFL learners' academic writing difficulties.

## **2. Statement of the Problem**

In one classroom students have different levels or abilities in writing which means that they do not face the same difficulties in academic writing. However, both advanced and struggling learners continue to be taught the same content and are asked to accomplish the same tasks. A middle ground should be negotiated between achieving the goals of a fixed curriculum and responding to students' varied needs and difficulties.

## **3. Aim of the Study**

The aim of this study is to draw attention to the importance of differentiated instruction as a strategy of teaching in order to reduce EFL learners' academic writing difficulties at the department of English at the University of Mohammed Seddik Ben Yahia, Jijel. In addition, it aimed to find out the teachers' and learners' attitudes towards the effectiveness of differentiated instruction in reducing EFL learners' academic writing difficulties.

## **4. Research Questions**

Based on the previously stated problems, this study attempted to answer the following questions:

- What are the main academic writing difficulties encountered by EFL learners in the University of Mohammed Seddik Ben Yahia, Jijel?
- Do EFL teachers use differentiated instruction in teaching academic writing to EFL learners?
- What are the teachers' and learners' attitudes towards the use of differentiated instruction to reduce EFL learners' academic writing difficulties?

## **5. Research Hypothesis**

The current research is based on the following hypothesis:

- If differentiated instruction approach used to teach academic writing, EFL learners will be aware of their difficulties in academic writing and avoid them

## **6. Research Design**

In order to achieve the objectives of the present study, a quantitative research method is adopted. Two questionnaires are administered to both teachers of written expression and third year EFL learners at the department of English at Mohammed Seddik Ben Yahia University, Jijel.

## **7. Structure of the Study**

The present work is divided into three chapters: the first chapter deals with the literature review related to academic writing, including its definition, importance, types, characteristics and the methods used in its teaching in EFL classes. The second chapter is devoted to a discussion of differentiated instruction strategy by presenting its definition, history, principles and ways of implementation in EFL classes including its impact on writing. The third chapter is the practical part of the study, which contains data collection, analysis, and interpretation of results, suggestions and recommendations.



## Chapter One: Academic Writing in EFL Context

### Introduction

In recent years English language has become global and the most used in education researches and different fields. It consists of four basic skills learners should develop to master the language. These skills are classified into productive and receptive. However, writing is one of the most important amongst other skills because it can be taken as clear evidence of EFL learners' control of foreign language learning.

Academic writing is an important activity in the field of teaching English to EFL learners. It helps to facilitate foreign language acquire for students. This skill is applied at higher education; university, institutions. Whitaker(2009) said that "academic writing is highly required for university courses"(p2).

This chapter discussed the subject of teaching academic writing to EFL learners, and explained different elements: types of academic writing, characteristics, its importance to EFL learners, also mentioned the approaches applied to teaching the academic writing skill to EFL learners.

### 1.1 Definition of Academic Writing

Academic writing is regarded as the most difficult skill to be developed especially for learners of English as a foreign language. The difficulty lies in transmitting ideas and thoughts to readers through different written forms. Also, this process has been an essential area in EFL teaching. It was defined by some scholars (Al fadda, Bailey, Kemp) from different perspectives.

Academic writing skill is taught to students at higher education: university, college, institution and must use the critical thinking to write reports, analysis and discuss different topics. As Bailey, S. (2006) said "academic writing is designed for anybody who is studying (or planning to study) at English-medium colleges and universities and has to write essays and other assignments for exams or coursework"(p1).

Kemp, A. (2007) described academic writing as “the style of writing that found in academic and scholarly journals in education, dissertation; and masters’ theses and other professional publications in education” (p9). It refers to a style of expression that researchers use to address intellectual readers, include a formal tone, use of the third-person a clear focus on the research problem under investigation, is designed to convey agreed meaning about complex ideas or concepts for a group of scholarly experts.

In addition, Al fadda (2012) provided that “academic writing in English at advanced levels is a challenge even for most native English speakers” (p123). EFL learners find academic writing process challenging, they have less confidence in writing ability, due to the lack of knowledge about a certain topic, also the limited time given for them to prepare professional work. Additionally it is believed to be a complex mental production, because the learners both EFL and native have to use their thinking ability, concentration and perception, in order to produce logical and accepted writing.

Besides, academic writing skill must be based on strong evidence and scientific research to be valid. This process develop the students’ creative ability to communicate, and improve their productive writing skill.

## 1.2 The Process of Academic Writing

Academic writing differs from other forms of writing in its rules, practices and structure. Which are mainly related to a formal structure of ideas, referencing and citation techniques, writing mechanics (grammar, punctuation and spelling) argumentative and persuasive type. Therefore, to produce a good academic paper, you need to follow certain steps. Mennens Msc and Wilkinson Msc (2002, p. 3) distinguished seven steps in the writing process:

### The writing process

- |  |   |                  |
|--|---|------------------|
| <ol style="list-style-type: none"> <li>1. Thinking stage</li> <li>2. Research stage</li> <li>3. Outline stage</li> </ol> | } | Planning process |
|--|---|------------------|

- 4. Drafting stage } Transfer in a first draft output
- 5. Revising stage }
- 6. Editing stage } Revising and Editing
- 7. Final version stage } Final output

**Mennens Msc and Wilkinson Msc(2002, p3)**

**Step1 Research to Gather Data:** learners basically should have a topic to write about, and the first step is nto research is to gather data. This is usually done by reading and tking notes, also through making interviews, observations, inquiries or surveys. Which provides the necessary information to write.

**Step2 pre-writing:** after gathering and taking notes, the next step is to generate ideas about the topic and find a basic and initial structure.

**Step3 first draft:** this step refers to learners (first draft in writing after chosing the topic, collect information about). It becomes as external cersion of memory used to hold all thoughts and ideas to generate and organize them and look for associations and supporting ideas

**Step4 revision** is the most important step of writing process,means to revise the first draft and reshape if there is unnessassary repetition, revise the logical organization, meaning of sentences and paragraphs.

**Step5 Editing:** in this step learners focus on correct grammar, punctuation word usage, and citations. It is also helpful at this stage to have others read your work in order to provide feedback that enables you to identify those parts of your paper that may be unclear or confusing.

**Step6 Sharing and Publishing:** this is the last step means that learners are able to share their writing with readers.

In addition, academic writing is a straghtforward process but recursive, the writer may switch directions with the steps of writing and go back to track ideas. In order to correct any error can be found in writing (most often you will need to repeat steps several times). It must be

emphasized that academic writing is a skill like other skills, gets better through regular practice that leads to proficiency and expertise.

### **1.3 The Purposes of Academic Writing**

According to Bailey (2011, p3), most writers write for one of the following reasons:

- To report on a piece of research the writer has conducted
- To answer a question the writer has been given or chosen
- To discuss a subject of common interest and give the writers' view
- To synthesize research done by others on a topic

### **1.4 Approaches to Teaching Academic Writing**

Over the past decades many approaches are designed to meet the needs of different disciplines. Three dominant have emerged to develop practice in writing skill: the product, the process, and the genre approaches. Badger and White (2000) argued that "over the last 20 years the product and process approaches have dominated much of the teaching of writing that happens in the EFL classroom, in the last ten years, genre approaches have gained adherents" (p 153). (as cited in Alirich).

#### **1.4.1 The Product Approach**

This approach is the most use in writing instruction, teachers focuses on the final product of writing, Basically, they give a model of writing and trains them to imitate it, to produce a coherent and error-free writing. Furthermore, Pincas (1982b) explained learning to write in the product approach as "consisting of four stages. It starts with the familiarization stage in which students get acquainted with different features of texts, then they move to the controlled writing stage where they practice skills to be prepared before moving further to the stages of guided writing and the free writing" (p22).

### **1.4.2 The Process Approach**

This approach is defined as “cyclical approach’ students are needed to move back and forth while going from one stage to another. Similarly to the process of writing which is ‘recursive” (Harmer, 2004. p5). This approach focuses on the explicit instruction of the writing stages to students, yet the most commonly stages agreed on suggested by Tribble(as cited in Badger & White, 2000) are: “prewriting composing/drafting, revising and editing. However, the instructor enhances the writing stages of process approach with different exercises, while taking the role of a facilitator”. Badger and White concluded the aim of process approach is “to improve students’ linguistic skills and writing development with the help of the teacher as a facilitator” (p155).

### **1.4.3 The Genre Approach**

The notion of genre approach explained by Swales, as “a class of communication events, the members of which share some sets of communicative purposes” (as cited in Badger & White, 2000. p58). This notion was introduced in the genre approach as an explanation to the fact that writing differs across social contexts. Besides, “genre in writing mainly refers to the distinct structure of text, the different use of language, in terms of grammar, vocabulary that writers use to convey their ideas” (Luu, 2011; p12).

## **1.5 Characteristics of Academic Writing**

In scholarly writing paper, learners need to pose a decent inquiry then discover replies to it. Talking about and interpreting your answers with rationale and arguments show your arrangement and appreciation for your theme and this is the thing that acquires you a good grade. The language in academic writing will in general be “exact, indifferent and objective” (Hartley, 2008. p3). In the sense that the writer avoids esteem decisions and inclinations and utilizes formal jargon, and references. Critical words, for example, horrendous, appalling, fantastic, or incredible should be stayed away from.

Heady (2007, p3) listed the following characteristics of a good academic writing:

- It demonstrates good mechanical skills including grammar, spelling, and punctuation.
- It is well organized with main ideas introduced early on and defended, complicated, and refined through the paper.
- It is coherent and unified.
- It explores and explains worthwhile content.
- It is aware of its audience.
- It is free from filler phrases, verbal tics, and space-wasters
- It situates itself within a discipline, discourse community, or scholarly field.

Scholarly writing is explicit and manages realities, not presumptions. It depends on basic decisions of thoughts instead of an allure of feelings. In addition, clearness is likewise important to pass on the expected thought in a direct tone.

### **1.6 The Importance of Academic Writing to EFL learners**

Writing is one of the productive skills which plays an essential role in developing the learners' language. It is the complex skill to be mastered by the EFL learners. Harmer(2004) stated that "All human beings grow up speaking their first language (and sometimes their second or third) as a matter of course. Writing has to be taught"(p3). Additionally, (Bjork and Raisenen, 1987) mentioned the importance of writing in academic settings, generally, and at the university level, stated:

"We highlight the importance of writing in all university curriculum not only because of its immediate practical application, i.e., as an isolated skill or ability, but because we believe that, seen from a broader perspective, writing is a thinking tool. It is a tool for language development, for critical thinking, and (by) extension, for learning in all disciplines"(p8).

This quotation indicated the importance of writing in all university curricula. Writing is a thinking tool for language development, for critical thinking, and for learning in all disciplines.

(Casanave and Hubbard, 1992) indicated that “the importance of writing skills increases as student progress through a graduate program”(p. 37).

According to Harmer (2004, p3), “writing must be scholarly”, and he gives a few motivations to instructing writing in EFL classes:

**Support:** writing furnished students with the occasion to act naturally dependent in utilizing their abilities just as their insight.

**Language improvement:** learners while working on composing each time experience a psychological action which is significant and encourages them building information. Accordingly, repeating elegantly composed pieces.

**Learning Style:** so numerous students value composing since they have the open door the time, and the free psyche to compare compose and compare to the crowd by implication. Subsequently, individuals while composing must focus on the reason.

### 1.7 Types of Academic Writing

Bailey (2011, p4) identified the most common types of academic writing, which produced for a variety of reasons:

- a. Notes:** a written record of the main points of text or lecture, for a student’s personal use .
- b. Report:** a description of something a student has done e.g. conducting a survey.
- c. Project:** a piece of research, either individual or group work, with the topic chosen by the student(s).
- d. Essay:** the most common type of written work, with the title given by the teacher, normally 1000 words.
- e. Dissertation/Thesis:** the longest piece of writing normally done by a student(20,000+ words) often for a higher degree, on a topic chosen by the student.
- f. Paper:** a general term for any academic essay, report, presentation or article.

## **1.8 Difficulties of Academic Writing**

Writing is considered as one of the main abilities that is should have been created by EFL students. Nonetheless, the instructioning and improvement of such an ability have consistently been seen a difficult assignment for a large portion of the English language instructors since it is not just utilized in scholastic fields, yet in addition it is important in all life circumstances. Browker (2007) argued that "writing in particular is a skill that is required in many contexts throughout life" (as cited in Hidayati 2018, p. 21). Further, Kroll (1990) supported this point of view when stated that "writing is frequently a difficult task for any language user"(p140). The educating of writing abilities in EFL classess is then with the accompanying difficulties.

### **1.8.1 Challenges related to learners:**

Writing is a difficult task not only for EFL learners but for native speakeers as well. According to Graham & Harris(2003),"writing is a hard task that learners struggle with to complete because of its complex nature which involves activities and prosesses like: focus, control and self-regulation, so as to make their writing coherent and meaningful"(as cited in Ilmu,2016, p. 264). In this manner, numerous English students face endless issues while writing. To start with, the absence of jargon is one àof the serious issues students experience while writing. Students need to have a rich collection or a high measure of words and expression. Shelby (2016) stated that "vocabulary is one of the most comprehensive and difficult aspect of English for foreign learners to master thoroughly"(p3). Thus, students need to advance their coollection to write in an intelligible and suitable manner. Besides, senttence structure is another deterrent experienced by students. As Harmer(2001) stated "while writing learners face many problems. More importantly, they brecome very frustrated because they lack the opportunity appropriate grammar and vocabulary"(p252). Subsequently, the lack of of punctuation ability makes students hard to deliver a message or a sentence. Second, students experience the effect of mother tongue, in addition, interior factors, for example inspiration and the mental idea of the



students are fundamentally seen as obstructions that frustrate the students' capacities recorded as a hard copy.

### **1.8.2 Challenges related to teachers:**

It is significant that creating English language students' writing ability is frustratingly hard for instructors. This trouble could be consequence of the absence of preparing, just as the inadequate usage of the educating techniques. Harmer (2007) said that "teachers need to know a lot about the subject they are teaching, they will need to know what equipment is available in their school and how to use it" (p30). Educators should be all prepared and qualified to make training cycle less testing. In this regard, (Leki, Cumming & Silva) expressed that "educators are assumed to have a professional responsibility for learners' writing development. To do this, they are assumed to have proficiency in the FL, knowledge about writing and local curriculum"(As cited in Hidayati, 2018. p. 22).

### **1.8.3 Challenges related to the teaching context:**

Educators think that it is difficult to deal with an EFL class because of a few factors, for example the absence of vital gear, the time committed to showing composing, the planned educational program that probably will not fit the learners' needs and the enormous number of understudies, which make the class unmanageable.

Leki (1990) confirmed that "the instructors could scarcely deal with the task of presenting the writing skill in an EFL class because of a few variables" (p 3). Initially, the time dedicated for instructing composing may not be sufficient for them to achieve their objectives and goals. Second, the enormous number of the students in a class speaks to an issue for instructors particularly those identified with the evaluation of students' works since educators can not give criticism to each learner separately. Writing expertise has a clear function in creating EFL students' English language.

## **Conclusion**

Academic writing in English as a foreign language is a complex skill to be developed by learners of higher education, accompanied with other skills. This chapter has dealt with the concept of academic writing process by exploring its process and purpose, also light is shed on the importance of teaching such a skill to help EFL learners' improve their foreign language acquisition. In addition, it represents the types, the characteristics, the difficulties and the approaches related to teaching academic writing. To conclude this chapter, the teaching of the academic writing skill should be given further significance, according to time practices applied in EFL classes.

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## Chapter Two: Differentiated Instruction in EFL Classes

### Introduction

This chapter provides an overview of the approach of differentiated instruction in the field of teaching English as Foreign Language (EFL). It discusses first the definitions provided by different scholars and its history. Then, it highlights the principles and characteristics of differentiated instruction. Also, it sheds light on ways of differentiation: differentiating the curriculum and differentiating by students' differences. Moreover, it outlines the strategies of differentiated instruction and differentiated instruction in EFL classrooms. It ends up with the impact of differentiated instruction in writing.

#### 2.1. Definition of Differentiated Instruction

Differentiated instruction attracted the concern of many scholars and researchers within the field of EFL teaching. Many of definitions emerged to explain the nature of this phenomenon. In what follows, a set of definitions that we regives by different authors are selected to provide further insights and clarification about the concept of differentiated instruction. To start with, Tomlinson (1999, p. 37) identified it as “the process of ensuring that what a student learners, how he or she learns it, and how the student demonstrates what he or she has learned is a match for the students' readiness level, interests and preferred mode of learning” .Bender (2012) stated that significance of the term of differentiated instruction has shifted over time. He adds today differentiation must include the whole students in all levels in various learning environments. Moreover, according to E.Shouqirat (2002), “differentiated instruction is the teaching strategies that address experiences and abilities of all learners' categories in the same class. It makes students to achieve and performbetter. Each student works in his/her level”(p. 120).

#### 2.2. History of Differentiated Instruction

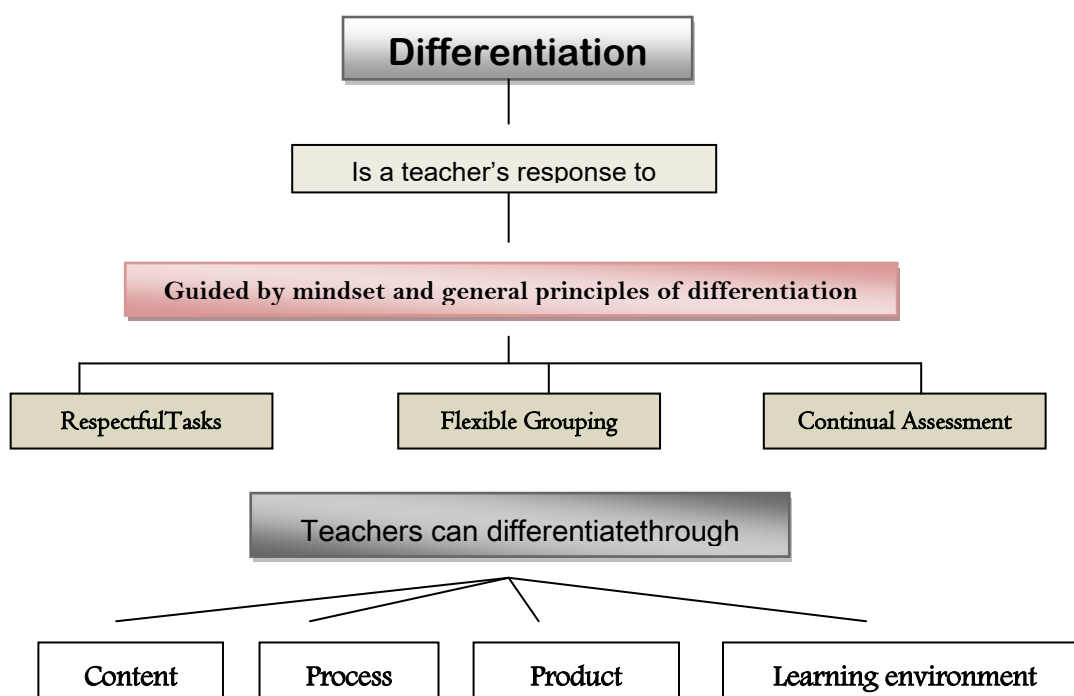
“Differentiated instruction was the methodology that emerged with the most potential for improving academic levels”(Yatvin, 2004). Its origins go back to the 1960's, and ittook off many

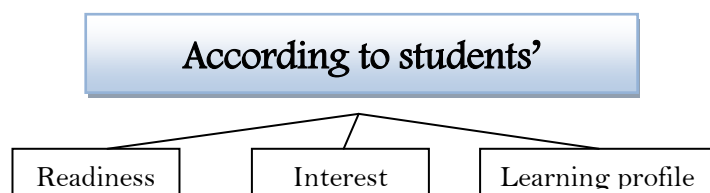
ways like individualized instruction, open classroom and individualized reading (Yatvin, 2004). Gundlach (2001) stated “the history of differentiated instruction dates back to 1960’s, when room schoolhouses were the staple in education”. In this setting, the teacher was responsible for educating students in a wide range of grades and ability levels without technology to help him/her.

According to Yatvin (2004), in the 1950s differentiated instruction was only through ability grouping which is based on dividing students in accordance to their capacities for learning and did not consider individual interests or learning profile. She added, the true differentiated instruction was born in the 1970s, and it took off in different directions such as individualized learning. In the 1980s, many theories and practices associated with differentiated instruction appeared, these included multiple intelligences, cooperative learning, learning designs, and also the integrated Curriculum (Yatvin, 2004). Tomlinson (1999) popularized differentiated instruction as an approach in the 1990s.

### 2.3. Principles of Differentiated Instruction

Differentiated instruction is guided by such key principles as respectfultasks, flexible grouping, and continuous assessment (See figure 1 adapted from Tomlinson, 2001).





Using instructional strategies such as :

RAFTS , Graphic Organizers, Scaffolded Reading, Cubing, Think-Tac-Toe, Learning Contracts, Tiering, Learning/Interest Centers, Independent Studies, Intelligence Preferences, Orbitals, Complex Instruction, 4MAT, Web Quests & Web Inquiry, ETC.

Tomlinson created this chart which summarizes the main points and aims of differentiated instruction.

She lists of several “general principles” which guide differentiation process. These are respectful task, flexible grouping and continual assessment. It represents ways of differentiation which are differentiating the curriculum: Content, Process, Product and Learning environment, and differentiating by students’ differences: readiness, interest and learning profile. It ends up with differentiated instruction strategies.

### 2.3.1 Respectful Tasks

According to Tomlinson (1999, p. 48), all students participate in a respectful work. Respectful tasks are respectful in a way that they emphasize essential creative and critical thinking of authentic material (Strickland 2007; Tomlinson 1999; Tomlinson & Imbesn 2010). Strickland (2007) pointed out that the tasks that are respectful of the learners and curriculum should lead them all to reach the same learning out comes. Furthermore, Tomlinson (1999) claimed that “the activities are equally respectful in that one version doesn’t look preferable to – or less desirable than - anyother. The principle of equally respectful activities is also evident in that every student is squarely focused on whatever skill the teacher seems essential” (p. 53).

### 2.3.2 Flexible Grouping

Flexible grouping is allowing students to work in differently mixed groups depending on the goal of the learning task (Harris & Hodges, 1995). Heacox (2000) defined flexible grouping as one of the most common sense making aspects and crucial management strategy in the classroom. Randencich and Mckay (1995) described it as “grouping that is not static, where members of the reading group change frequently” (p. 11). Readiness level and interests. However, he/she might on the next day of tasks with other classmates with the same interests regardless of their readiness or skill levels (Tomlinson &Imbeau, 2010).

### **2.3.3 Continual Assessment**

A continual or ongoing assessment is an integral part of teaching and learning that goes beyond monitoring students’ performance (Simmons &Resnick, 1993). Tomlinson & Allan (2000, p.5) emphasized that in a differentiated classroom, student differences are expected, appreciated, and studied as a basis for instructional planning; a principle that shows the relation that exist between assessment and instruction. Pettig (2000) announced that assessment can take different forms as observations, interview, survey, performance task assessment. According to Tomlinson (1999, p. 48), the principles of differentiated instruction, are the following:

- Flexibility is the chief characteristics of differentiated class.
- All students participate in respectful work.
- Ongoing assessment and instruction are equal in the education process.
- Teachers know learners differences.
- Teachers adapt curriculum that fits students’ needs and interests.
- Teachers know the most important points in the syllabus.

## **2.4 Characteristics of Differentiated Instruction**

The key characteristics of differentiated instruction are identified by Tomlinson (1995). She argued that differentiated instruction is “not the individualized instruction in the 1970s”, “not chaotic”, “not just another way to provide homogeneous grouping”, and “not just tailoring the same suit of clothes”. Instead, differentiated instruction is “proactive”, “more qualitative than

quantitative”, “rooted in assessment”, applying “multiple approaches to content, process, and product”, “studentcentered”, “a blend of whole-class, group, and individual instruction” (pp. 2-5).

E. Rai (2015, p. 22) adopts that differentiated instruction has the following advantages:

- It motivates student to learn.
- It makes learners closer to the syllabus.
- It facilitates the process of understanding.

## **2.5 Ways of Differentiation**

### **2.5.1 Differentiating the Curriculum**

According to Tomlinson (2001) differentiated instruction is a proactive, student-centered, qualitative dynamic and rooted in assessment process and a series of whole-class, large/small group and individual instruction. Content, process, product, and learningenvironment are the areas through which differentiation can be incorporated (Tomlinson, 1999).

Content is what the teachers should represent and what the student needs to learn (Tomlinson, 2003, p. 4). Benjamin (2006) stated that through differentiating the content teachers adjust the ways and means of developing and implementing the curriculum. Tomlinson (1999) explained that “content is what a student should come to know (facts), understand (concepts and principles), and be able to do (skills) as a result of a given assignment of study (a lesson, learning experience, a unit” (p. 43).

Another area to differentiate is the process. It includes how teachers teach and how students learn. Tomlinson and Allan (2000) described it as” how a student make ssense of, or comes to understand, the information, ideas, and skills that are at the heart of a lesson” (as cited in Tomlinson, 2003, p. 5). She added “varying instructional activities allows all students to learn the same concepts and skills with varied levels of support, challenge, or complexity” (Tomlinson, 2000, p. 6). Also, Anderson (2007) argued that process refers to “how the learners come to understand and assimilate facts, concepts, or skills”(p. 50).

Product is the third area to integrate differentiation. It is the way students demonstrates what they have learned (Levy, 2008; Tomlinson, 1999). Tomlinson (2003) indicated product means that students have choice in how they will demonstrates what they have learned, if they prove mastery to peers, the teacher and/or other audience.

Learning environment can also be differentiated by offering appropriate place in the classroom that enhances students' collaboration, and places that help students move inside and outside the classroom within groups (Tomlinson, 1999). Cumming & Maxwell (1999) found that teachers in differentiated classroom need to create learning environments through students needs to reflect authentic contexts whenever possible to check that assessment measures whether students can utilize their knowledge and skills successfully in real life context.

## **2.5.2 Differentiating by Students' Differences**

Teachers can differentiate instruction according to students' characteristics which are readiness, interest and learning profile.

### **2.5.2.1. Readiness**

Tomlinson (2003) defined readiness as "a students' knowledge, understanding and skill related to a particular sequence of learning" (p. 3). When differentiating by readiness, teachers give more difficult assignments to advanced learners and more basic to fighting learners. All students must be involved in respectful work which teacher crucial understanding, instead of having higher-performing students doing motivating work and lower-performing students doing boring drills (Association for supervision and Curriculum Development, 1997).

### **2.5.2.2. Interest**

Tomlinson (2003) defined interest as "Topics or pursuits that evoke curiosity and passion in a learner" (p. 3). Tomlinson and Mc Tighe (2006) claimd that interest influences a students' motivation to learn when differentiating based on student interest can also very successful, especially for struggling or unmotivated students. Differentiating by interest is very validating for



students, it makes school lessons relevant to their lives and supports them in making connections between concepts, both of which increase student performance and retention of concepts (Association for Supervision and Curriculum Development, 1997).

### **2.5.2.3 Learning Profile**

Learning profile is “a preference for taking in, exploring, expressing content” (Tomlinson & Imbeau, 2010, p. 17). There are four aspects in a learning profile: (1) gender, (2) culture, (3) learning style and intelligence preferences (Tomlinson, 2011, p. 137). Differentiating according to learning profile often means that teachers need to base assignments on students’ differing rates of learning and students who understand ideas at different speeds need time to work at their own extra time to comprehend the material and to explore ideas (Tate & Debroux, 2001).

## **2.6 Strategies of Differentiated Instruction**

A group of educators (e.g. Gregory & Chapman, 2002, Lewis & Batts, 2000; Tomlinson, 1999, 2001) have suggested many strategies that can be used to differentiate learning. These strategies help students to meet their needs and interests. There are cooperative learning, Flexible grouping, tiered activities, learning centers, learning contracts and think-pair-share.

### **2.6.1 Cooperative Learning**

It is a teaching strategy which is made up of small teams that have mixed abilities. Nabham (2008, p. 39) indicated that cooperative learning is a structural learning that involves small groups of students who have various abilities and perform educational tasks and ask each other for help. Each group contains (4-6) students who work inside a group. Johnson & Johnson (1993, p. 9) Stated that cooperative learning is the instructional use of small groups so that students work together to maximize their own and each others’ learning.

### **2.6.2 Flexible Grouping**

Flexible grouping is a strategy used to differentiate learning. According Hall (2009) & Tomlinson (2001), it is the placement of students within groups based on student readiness,

interest or learning profile. Ford (2005) argued that in this strategy, students can freely transfer from one group to another based up on their educational needs. He added sometimes the groups are homogeneous and sometimes not. Flexible grouping on the point view of valentimo (2014) is grouping and regrouping students of different ages, backgrounds and abilities to meet instructional needs. Tomlinson stated that “Flexible grouping is a central part of respect for all learners, honoring individual differences collaboration, teaching for success and collaboration in a differentiated classroom”.(As cited in Tomlinson, How to Differentiated instruction in Mixed Ability classrooms, p. 26).

### **2.6.3 Tiered Activities**

It is a pedagogical method that offers on multiple complex levels (Tomlinson, 2001; Tomlinson & Edison, 2003).Heacox, (2002, p. 50) pointed out that teachers may differentiate in level, complexity, resources, outcome, process and product. In this activity, teachers differentiate curriculum for various instruction depend on students’ abilities. According to Garden & Whittaker (2006) and Hall (2009) this strategy, enables every student to reach the same objectives, but at various levels of difficulty. In addition, Brinijio (2005), Granett (2010) &Willared (2003) stated that the advantage of this strategy is to make the whole class masters the same topic, but the individuals select the appropriate activities based on their level with the teachers’ assistance.

### **2.6.4. Learning Centers**

Tomlinson (2001, p. 123) stated that “a learning center is a classroom area that contains a collection of activities or materials designed to teach, or extend a students’ knowledge, skill or understanding. According to EL Rai (2016, p. 37), learning centers is located in the classroom and includes a group of activities, tools and other resources enhance a learningskill on concept. They could be centers for teaching writing, reading or art. Moreover, learning centers are described as station with collections of materials that small groups of students utilize to explore

topics, practice skills or reinforce understanding( Lewis&Batts, 2000; Tomlinson, 2001). In addition to that, Lewis &Batts (2000) pointed out that this strategy was differentiated according to students' readiness and interest.

#### **2.6.5. Learning Contracts**

Lemieuse (2001) defined learning contracts as written agreement between teachers and students regarding the learning outcomes and assessment of a course. EL Helesi (2012, p. 69) asserted that there are many items agreed in this contradicted such as learning resources, type of activities, techniques strategy and way of assessment and evaluation. In the same direction (Tomlinson, 2001) argued that learning contracts are useful in controlling the differentiated classroom because they vary with students' needs.

#### **2.6.6 Think – Pair – Share**

Think–pair–share is a cooperative learning strategy which is used easily regulate students understanding of content or language objectives (Fchevarria, Vogt & short 2014). Wright (2015) claimed that when students are prepared and communicate with their peers they become more confident in their answers and more preparing to share their ideas. Moreover, Cuning (2012) indicated that this strategy allows students to be collaborative in sharing ideas with others obtain a better understanding. In addition, it provides Waite time, which is essential for English language learners in their thinking process and understanding. Also it is called turn and talk in which the teacher asks the group a question and each students has a minute or two to think about the question. Then, they turn and discuss with someone sitting next to them and then share with the whole class. Lyman (1978) describes it as “a multi-mode discussion cycle in which students listen to a question or presentation, have time to think individually, talk with each other in pairs, and finally share responses with the large group”.(as cited in Mc Tighe and Lyman, 1988, p. 243).

## **2.7 Differentiated Instruction in EFL classes**

Differentiated instruction is the way students gain the knowledge and strategies they apply during the learning process. Bender (2012) indicated that not every student has the same skills, same preferences, and the same learning style. In order to meet the unique needs of students they should demonstrate varying abilities, academic levels, learning styles and learning preferences. Also, teachers in EFL classroom can differentiate instruction through three classroom elements: content, process, product, and learning environment (e.g., Gregory & Chapman, 2002; Tomlinson, 1999, 2001).

Content is what the student needs to learn or how the student will get access to the information. Tomlinson (2001) suggested that when differentiating content, the teacher thinks of what to teach and how to give student access to the learning goals. Also, when differentiating by content, the instructor vary the materials with which students are working and this can include activities such as flip books, reading buddies, books on tape, note-taking organizers, different text and think-pair-share (Mitchell & Hobson, 2005).

Process refers to activities in which the students engages in order to make sense of or master the content introduced (Tomlinson, 2000).It can be differentiated to have a room for student readiness, interest, and learning profile (Gregory& Chapman, 2002; Nunley, 2006). Differentiation according to process is achieved using open-ended tasks, tiered activities, developing personal agendas and varying the length of time a student may to complete a task.

Product is performance task, that ask the student to rehearse, apply, and extend what he or she learned. According to Tomlinson (2001), well-designed performance tasks can be excellent motivational and assessing tools. Differentiation according to product through performance based assessment, knowledge mapping and allow students to work alone or in small groups.

## 2.8 The Impact of Differentiated Instruction in Writing

According to Hedge (2003), Writing is investigated as one of the most difficult to learn particularly for second language learners. Writing is difficult for both EFL students and native speakers themselves. EFL students encounter a variety of problems and difficulties in writing. These difficulties may be related to features like grammar, punctuation and spelling, or vocabulary. In the other hand differentiated instruction has emerged in the field of education.

Drapea (2004) stated that DI is the strategy that meets the variety of students' skills and abilities in the same class. Also, DI has an effect role in teaching writing in the class through the ongoing assessment which played an important role in implementing differentiated instruction.

Tomlinson (1995) pointed that ongoing assessment is an essential characteristic of differentiated class. Furthermore, the application of differentiated instruction strategy in teaching writing offered a possibility to the learners to keep write, improve and learn as Tomlinson (2001) mentioned in her theory that differentiated instruction strategy increases students' capacity. Also, Alia Kabri & Haghghi (2014); Chien (2012) declared that differentiated instruction raise opportunities for learners' growth

### Conclusion

The current chapter shed light on the definition and history of differentiated instruction strategy, also it dealt with the principles and characteristics of differentiated instruction. In addition, it presents the ways of differentiation which are differentiating the curriculum and differentiating by students' differences. Besides, it highlighted the common differentiated instruction strategies employed by the teachers in the classroom. Moreover, it discussed differentiated instruction in EFL classrooms. Lastly, it shed light on the impact of differentiated instruction in writing.

## **Chapter Three: Field Work**

This chapter represents the field work of the current study which investigated the role of differentiated instruction in reducing EFL students' academic writing difficulties for third year EFL students at the department of English university of Mohammed Seddik Ben Yahia. This practical part consists of a presentation and description of the tools used the data collection as well as analysis and interpretation of results obtained.

### **3.1 Population and Sampling**

The population selected for this research work consists of third year EFL learners at the department of English Mohammed Seddik Ben Yahia University of Jijel, and their teachers of written expression. This sample includes sixty EFL learners randomly selected, and all the written expression teachers at the department of English who made a sample of six informants.

### **3.2 Research Instruments**

To obtain answers to our research two questionnaires were used. One was administered to third year students and the second to teachers of written expression at the department of English at Mohammed Seddik Ben Yahia University of Jijel.

### **3.3 Students' Questionnaire**

#### **3.3.1 Aim of the Questionnaire**

This questionnaire has been handed to 60 random learners of third year LMD students of English at Mohammed Seddik Ben Yahia University. The purpose behind this questionnaire is to investigate the role of differentiated instruction in reducing EFL learners' academic writing difficulties at the department of English at Mohammed Seddik Ben Yahia.

### 3.3.2 Description of the questionnaire

The present questionnaire is made up of eighteen questions, arranged into two sections; section one is entitled “Academic Writing”, while “the role of Differentiated Instruction reducing academic writing difficulties” is the second section

The first section is composed of six questions. It sought to determine learners’ perceptions and opinions about academic writing and the teaching of this skill. Section two is consisted of twelve questions ten are closed-ended and two are open-ended.

### 3.3.3 Analysis of the students’ questionnaire

#### Section One: Academic Writing

**Students’ responses to Q1:** (Which skill do you consider the most difficult to develop English?)

**Table1**

#### Learners’ Attitudes towards the Relative Complexity of Four Skills

Options	Numbers	Percentage
Writing	30	50%
Listening	16	26,67%
Speaking	14	23,33%
Reading	00	00%
<b>Total</b>	<b>60</b>	<b>100%</b>

As it is shown in the table above, half of the sample population {50%} reported that writing is the most difficult skill, while {26.67%} of learners chose listening as less difficult. Speaking, on the other hand, is not considered as an easy skill by {23,33%} of students. Reading was considered the easiest skill.

**Students' responses to Q2:** (Are you familiar with the term academic writing?)

**Table 02**

**Learners' familiarity with the term academic writing**

Options	Numbers	Percentage
Yes	49	81,67%
No	11	18,33%
<b>Total</b>	<b>60</b>	<b>100%</b>

As the above table illustrated that, the majority of learners {81,7%} are familiar with the term academic writing, while only a small group {18,3%} of learners are unfamiliar with the term.

**If yes, define it in few words:**

Respondents' definitions make the general idea: "Academic writing is the type of writing that requires formal register and it is used for academic needs, such as articles and dissertation".

**Students' responses to Q3:** (Select the type of academic writing you are usually instructed to write?)

**Students' Selection of the Most Instructed Type of Academic Writing**

The questions' objective is to know what type of academic writing most instructed. The results show that all participants as {100%} chose the first option (Essay).

**Students' responses to Q4:** (Are you motivated to write outside the classroom?)

**Table 04**

**Learners' Motivation to Write outside the Classroom**



Options	Numbers	Percentage
Not	20	33,33%
Moderately	30	50%
Very	10	16,67%
<b>Total</b>	<b>60</b>	<b>100%</b>

This table tests the motivation given to learners to write outside the classroom. The results indicate that {50%} of respondents are motivated moderately, and just {16,67%} are very motivated to write. While {33,33%} are not motivated at all.

**Students' responses to Q5:** (How often are you asked to write in the classroom?)

**Table 5**

**The frequency Writing in the Classroom**

Options	Numbers	Percentage
Sometimes	41	68 ,33%
Always	12	20%
Rarely	7	11,67%
Never	00	00%
<b>Total</b>	<b>60</b>	<b>100%</b>

In response to this question, the majority of students {68,33%} said that they sometimes practice writing inside classroom, and {20%} of the participants opted for always, {11,67%} of students chose rarely to write, While no one answered the option never.

**Students' responses to Q6:** (When does your teacher assess your development in writing?)

**Table 6**

### Students' Assessment of Learners' Development in Writing

Options	Numbers	Percentage
In exams.	34	56,67%
Whenever you practice writing.	20	33,33%
At the end of a course.	6	10%
At the beginning of a new course.	00	00%
<b>Total</b>	<b>60</b>	<b>100%</b>

The aim of this question is to find out when teachers assess their students' development in writing. The results denote that {56,67%} of students are assessed by teachers in exams. {33,33%} of them chose 'whenever you practice writing' and only a small portion {10%} selected 'at the end of the course'. Finally, no one from the sample chose 'at the beginning of a new course'.

### Section Two: The Role of Differentiated Instruction in Reducing Academic Writing Difficulties

**Students' responses to Q7:** (Do you find serious difficulties in writing academically?)

**Table 7**

#### Academic Writing Difficulties

Options	Numbers	Percentage
Yes	49	81,67%
No	11	18,33%
<b>Total</b>	<b>60</b>	<b>100%</b>

As the above table illustrates, a considerable portion of {81,67%} of respondents pointed out that they find difficulties in academic writing, only a small group {18,33%} of them stated the opposite.

### Sub-question

#### The causes of these difficulties:

{52} students answers that they face difficulties with academic writing. Each group of students chose one difficulty, {25} students opted, the Lack of knowledge of the convettries of academic writing. And {24} students chosed Lack of practice, {19} said Time-constraint, Then the lack of ideas by {14} students. .

**Students' responses to Q8:** (Select the difficulties that you have while writing academically?)

**Table 8**

#### Learners' Academic Writing Difficulties

Options	Numbers	Percentage
A	15	25%
B	9	15%
C	8	13,33%
D	6	10%
E	10	16,67%
F	12	20%
<b>Total</b>	<b>60</b>	<b>100%</b>

The results obtained from the question eight indicate that {25%} failure to manage time effevctively. {15%} of the students selected failure to manage ideas in logical way. {13,33%} of them selected the failure to use cohesive devices, punctuation and referencing appropriately {10%} of

them selected grammar difficulties, {16,67%} of the students selected the lack of the development of critical skill. {20%} of the respondents selected the lack of differentiation between spoken and written language, formal and informal style.

**Students' responses to Q9:** (Do you think your friends have other difficulties?)

**Table 9**

**Learners' Opinions about their Friends' Difficulties**

Options	Numbers	Percentage
Yes	57	95%
No	3	5%
<b>Total</b>	<b>60</b>	<b>100%</b>

The aim of this question is to check whether students have differing difficulties or not. A high portion of students {95%} answered with "yes", they have other difficulties, whereas only {5%} responded with no.

**Students' responses to Q10:** (Do you feel motivated to work in pairs or groups in the written expression session?)

**Table 10**

**Students' Motivation to Work in Pairs or Groups in Written Expression Session**

Options	Numbers	Percentage
Yes	39	65%
No	21	35%
<b>Total</b>	<b>60</b>	<b>100%</b>

{65%} of participants stated that they feel motivated to work in pairs or groups in the written expression session. While {35%} said the opposite.

**Justification:**

-“Because it creates a positive learning atmosphere”.

-“I prefer to write individually because it is more motivating to the brainstorming of ideas and creation of well structured and coherent written productions”.

**Students' responses to Q11:** (Do you receive help from your friends when you work in pairs or groups?)

**Table 11**

**Students' Cooperation in Pairs or Groups**

Options	Numbers	Percentage
Yes	40	66,67%
No	20	33,33%
<b>Total</b>	<b>60</b>	<b>100%</b>

The results displayed in table 11 show that, the majority of students {66,67%} receive help from their friends when they work in pairs or in groups; while {33,33%} do not.

**Justification "how":** explanations given by those who answer "yes":

-“When I do not understand something and they know it they explain it for me”.

- “we share ideas, thoughts and knowledge”.

-“Their comments help a lot in avoiding the language errors and improving my writing skills”.

-“By correcting some grammatical mistakes and adding new ideas and vocabulary”

**Students' responses to Q12:** (Does your teacher give you a list of writing activities from which you select what interests you?)

**Table 12**

**Teachers' Differentiation of Writing Activities according to Students' Interests**

Options	Numbers	Percentage
Yes	35	58,33%
No	25	41,67%
<b>Total</b>	<b>60</b>	<b>100%</b>

Responses to this question show that {58,33%} of the sample confirmed that their written expression teachers give them differentiated writing instruction depending on their interests, whereas {41,67%} of them stated the opposite.

**Students' responses to Q13:** (Does your teacher ask you to work in groups based on your choice of a topic or a type of writing?)

**Table 13**

**Teachers' Differentiation using Flexible Grouping and Students' Learning Profiles**

Options	Numbers	Percentage
Yes	42	70%
No	18	30%
<b>Total</b>	<b>60</b>	<b>100%</b>

The aim of this question is to find out whether teachers of written expression use flexible grouping to students as a teaching strategy and if they organize them according to their learning profiles. A high percentage of {70 %} responded with "yes", while only {30 %} responded with "No".

**Students' responses to Q14:** (Does your teacher make you work in Think-Pair-Share writing activities?)

**Table 14**

**The Use of Think-Pair-Share in Teaching Writing**

Options	Numbers	Percentage
Yes	42	70%
No	18	30%
<b>Total</b>	<b>60</b>	<b>100%</b>

From the table above, we find that {30%} of the learners answered with "No", while a great portion of {70 %} confirmed that their teachers use think-pair-share to teach academic writing.

**Students' responses to Q15:** (Do you think your teachers' knowledge of your differences as learners can help you overcome your difficulties in academic writing?).

**Table 15**

**Students' Views towards the Role of Teachers' Knowledge of their Differences in Reducing their Writing Difficulties**

Options	Numbers	Percentage
Yes	49	81,67%
No	11	18,33%
<b>Total</b>	<b>60</b>	<b>100%</b>

The results above show that a high percentage of students {81,67%} chose "yes" as an answer, while {18.33 %} of them chose "No".

**Justification:** Participants who selected "yes", gave the following justifications:

-“The teacher will know how to guide us of he knows our difficulties”

-“Yes, because these differences can overcome our mistakes for example: in grammar or punctuation”.

-“Yes, because by knowing our differences the teacher can give direct feedback to each one”.

For these who opted for “No”, they justified their answers saying that:

- “I believe these difficulties should be treated by the student himself”.

- “I think academic writing can be improved through making some personal efforts”.

**Students’ responses to Q16:** (Which of the following points in differentiated instruction strategy you find beneficial for you as learner?)

**Table 16**

**Students' Selection of Beneficial Differentiated Instruction Strategies**

Options	Numbers	Percentage
Variety in topics and assignments.	31	51,67%
Continuous assessment.	18	30%
group work.	11	18,33%
<b>Total</b>	<b>60</b>	<b>100%</b>

The results point out that variety in topics and assignments is considered as the most beneficial point in differentiated instruction strategy by {51,67%}. {30%} of learners chose continuous assessment. Finally, group work is selected by only a small portion {18,33%}. of students.



**Students' responses to Q17:** (Do you think your teacher of written expression treats you as individual members?)

**Table 17**

**Students' Opinions whether the teaching is Individualized**

Options	Numbers	Percentage
Yes	47	78,33%
No	13	21,67%
<b>Total</b>	<b>60</b>	<b>100%</b>

A high percentage of respondents {78,33%} confirmed that their teachers of written expression treat them as a whole group, while {21.67%} of them claimed that their teachers treat them as individual members.

**Explanation:** students who chose "No" offered the following explanations:

- "because the teacher generally does not take into consideration individuals' problems".

- "The teacher does not deal with each student alone; he deals with the whole class as a group".

Students who chose "Yes" provided the following explanations.

- "As individual members because when the teacher corrects the essays, he corrects each students' mistakes and asks him to avoid them in the form of remarks in his paper"

- "Most of the time teachers tend to treat us as individuals since each one of us has a specific level in writing skills".

**Students' responses to Q18:** (Do you think differentiated instruction effective in reducing your difficulties in writing academic pieces?)

**Table 18****Students' Opinions about the Effectiveness of Differentiated Instruction in Reducing their Difficulties in Academic writing.**

<b>Options</b>	<b>Numbers</b>	<b>Percentage</b>
Yes	54	90%
No	6	10%
<b>Total</b>	<b>60</b>	<b>100%</b>

The result above show that the majority of students considered differentiated instruction as an effective approach in reducing academic writing difficulties while à percentage of {10 %} said the opposite

**3.3.4 Interpretation of Students' Questionnaire Results**

The students' questionnaire was carried out for the sake of gathering information concerning EFL learners' academic writing difficulties and their attitudes towards the use of Differentiated Instruction to reduce them. The analysis of the students' questionnaire shows that the majority of third year EFL learners at English department at Mohammed Seddik Ben Yahia University, Jijel, are knowledgeable about academic writing which is considered by most of them as the most difficult skill to develop. Furthermore, third year EFL learners are not motivated to write outside the classroom which limits the development of the skill to the classroom context. It was also found that continuous assessment such as pre-assessment to determine students' readiness and differing abilities is not used by teachers of written expression. The students' development of the writing skill is assessed either in exams or during the learning process.

It is found that the majority of third year EFL learners admitted that they encounter serious difficulties in writing academic pieces. Due to a lack of knowledge of the conventions of

academic writing and lack of practice while less important causes include time constraints and lack of ideas. The most common difficulties that learners encounter are failure to manage time effectively, lack of differentiation between spoken and written language and formal and informal style, and lack of the development of writing skill. Less important difficulties are those related to cohesion, coherence, punctuation and referencing appropriately in addition to grammatical problems. The overwhelming majority of third year EFL learners recognize the fact that students have differing difficulties, and many of them feel motivated to work in pairs or groups because they find it beneficial, for several reasons including sharing ideas, cooperation, creating positive learning atmosphere and exchange of ideas and negotiation of meanings.

According to the results, students have positive attitudes towards group work as they show readiness to work in groups which is important in differentiated instruction. The students who preferred individual work justified it by a need for concentration which can be fulfilled through teachers' management of group work. It is found that students' differing interests are taken into consideration by many teachers of written expression who use flexible grouping according to students' interests or learning profiles. In addition, think, pair, share, which is a very effective task in learning, is found to be used by teachers of written expression at the department of English at Mohammed Seddik Ben Yahia University, Jijel. A great number of third year students showed positive attitudes towards differentiated instruction and consider it effective in overcoming their difficulties in academic writing.

As EFL learners, they chosen a variety in topics and assignments as the most beneficial method in Differentiated Instruction while some of them preferred continuous assessment and group work as strategies to overcome writing difficulties. Moreover, many students feel that their written expression teachers treat them as an homogenous group while some of them believe that the teachers' feedbacks and evaluation of each written piece is something difficult because of the huge number of students in groups. Finally, the results show that the majority of students agree

on the effectiveness of differentiated instruction in reducing their difficulties in writing academic pieces.

### **3.4 Teachers' Questionnaire**

#### **3.4.1 Aim of Teachers' Questionnaire**

As another research instrument, the teachers' questionnaire has been addressed to six teachers of written expression at the department of English at the University of Mohammed Seddik Ben Yahia, Jijel. Its aim is to gather data about teachers' attitudes towards differentiated instruction and its role in reducing EFL learners' academic writing difficulties.

#### **3.4.2 Description of Teachers' Questionnaire**

This questionnaire is made up of eighteen (18) questions divided into three sections as follows:

##### **Section One:**

This part is about differentiated instruction (Q1-Q5). We asked teachers about their knowledge concerning differentiated instruction. Their awareness of students' differing interests learning styles and weaknesses. Also, they are asked if they use diagnostic assessment to determine their students' readiness level and preferences before designing classroom instruction. In addition, are asked about their attitudes towards differentiated instruction.

##### **Section Two:**

This section (Q6-Q10) is about the teaching of academic writing and the reasons that make it a difficult task for teachers. It also aims to find out whether students' differences are considered by teachers as an important obstacle to reaching their lessons objectives.

### Section Three:

This section (Q11-Q18) is designed to find out whether differentiated instruction is used by written expression teachers at the department of English at Mohammed Seddik Ben yahia, jijel.

In addition, it aims to highlight the teachers' opinions about differentiated instruction and whether it is effective in reducing EFL learners' academic writing difficulties.

#### 3.4.3 Analysis of Teachers Questionnaire

##### Section One: Differentiated Instruction

**Teachers' responses to Q1:** (Are you familiar with the term differentiated instruction?).

**Table 19**

##### Teachers' Familiarly with Differentiated Instruction

Options	Numbers	Percentage
Tes	5	83,33%
No	1	16,67%
<b>Total</b>	<b>6</b>	<b>100%</b>

The results above show that the overwhelming majority of teachers are familiar with differentiated instruction, while  $\left\{16,67\%\right\}$  of them said the opposite.

Teachers who chose "yes" provided the following definitions:

- It is a teaching strategy applied in the classroom to meet the students' needs.
- It is a strategy used by the teacher to instruct or give feedback for each student differently based on each ones' weaknesses.

- It is about diversing ones' way and methods of teaching.
- It is related to the content, the strategies or even the assessment procedures to cope with learners' needs and preferences.

**Teachers' responses to Q2:** (Are you aware of your students differing interests, learning styles and weaknesses?).

**Table 20**

**Teachers' Awareness of Students' Differing Interests, Learning Styles and Weaknesses**

Options	Numbers	Percentage
Yes	5	83,33%
No	1	16,67%
<b>Total</b>	<b>6</b>	<b>100%</b>

{83,33%} of the respondents said that they are aware of their students' differing interests ,learning styles and weaknesses; whereas, the rest portion {16,67%} said students have differing interests.

**Justification:** those who chose "yes" gave the following justifications:

- Because I believe that every student comes from a different background.
- I know their preferred ways of learning and based on them I plan my lessons.
- I clearly notice that learners are not the same when it comes to understanding lessons. Some need repetition, others need constant practice. Some are visual and some are audiovisual. Some are sociable whereas others are unsocial.

**Teachers' responses to Q3:** (Do you use diagnostic assessment before designing classroom instruction?).

**Table 21**

**Teachers' Use of Diagnostic Assessment**

Options	Numbers	Percentage
Yes	4	66,67%
No	2	33,33%
<b>Total</b>	<b>6</b>	<b>100%</b>

The results in the table above show that {66,67%} of the teachers said that they use diagnostic assessment before designing classroom instruction. However, few of them {33,33%} said quite the opposite.

**Sub-question:** If yes, do the results of diagnostic assessment influence the starting point and content of your lesson.

**The Role of Diagnostic Assessment**

The responses of the teacher to the question about the influence of diagnostic assessment show that the whole sample {100%} agreed that diagnostic assessment influence the starting point and content of their lesson.

**Teachers' responses to Q4:** (Order the difficulties learners face while writing academic pieces, from the most frequent to the least frequent).

**Table 23**

**Learners' Academic Writing Difficulties**

<b>Options</b>	<b>Numbers</b>	<b>Percentage %</b>
A	1	16.67%
B	1	16.67%
C	1	16.67%
D	1	16.67%
E	0	00%
F	1	16.67%
G	1	16.67%
H	0	00%
<b>total</b>	<b>6</b>	<b>100%</b>

Teachers' responses for ordering the difficulties that face learners while writing academic pieces, from the most frequent to the least frequent are presented in the table above.

The most frequent difficulties faced by students are failure to use writing mechanics, problems of coherence, and lack of ideas by  $\{16,67\}$ . Other difficulties are related to grammar difficulties, failure to manage the time allocated for writing, and lack of differentiation between spoken and written form. Next, the least frequent difficulties are related to the properties of academic writing, critical thinking problems.

**Teacher' responses to Q5:** (Do you consider differentiated instruction as:

Student-centered

Effective approach

Not Practical

Time-consuming

**Table 24**



### Teachers' Attitudes towards Differentiated Instruction

Options	Numbers	Percentage
Student-centered	4	66,67%
Effective approach	2	33,33%
Time-consuming	00	00%
<b>Total</b>	<b>6</b>	<b>100%</b>

{66,67%} of the respondents said they consider differentiated instruction as student-centered; whereas, {33,33%} said that they consider it as an effective approach

### Section Two: Academic writing

**Teacher answer to Q6:** (Do you teach academic writing?).

#### Table 25

#### Teaching Academic Writing

The replies show that all the respondents teach academic writing.

**Teachers' responses to Q7:** (How do you estimate your students' proficiency in academic writing?).

#### Table 26

#### Teachers' Estimation of Students' Proficiency in Academic Writing

Options	Numbers	Percentage
Below the average	4	66,67%
Average	2	33,33%
Outstanding	0	00%

<b>Total</b>	<b>6</b>	<b>100%</b>
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This question aimed to check the teachers' estimation of their students' proficiency in academic writing. Most of teachers {66,67%} said that their students' level is below the average. {33,33%} of them said that their students' level is in the average.

**Teachers' responses to Q8:** (Do you think the time allocated to teaching writing is sufficient?).

**Table 27**

**Teachers' Opinions about Sufficiency of Time Allocated for Writing**

<b>Options</b>	<b>Numbers</b>	<b>Percentage</b>
Yes	3	50%
No	3	50%
<b>Total</b>	<b>6</b>	<b>100%</b>

Half of the respondents claimed that the time allocated to teaching writing is sufficient. Equally, {50%} of them chose the opposite.

**Teachers' responses to Q9:** (Do you sometimes face problems in attaining lesson objectives due to uncontrolled factors?).

**Table 28**

**Teachers' Opinions about the Problems they Face in Attaining Lesson Objectives**

Through this question we are attempting to find out whether teachers face problems in attaining lesson objectives due to uncontrolled factors. The results show that all the teachers {100%} confirmed that they face problems because of uncontrolled factors.

**Teachers' responses to Q10:** (if yes due to)

**Table 29**

### Teachers' Identification of the Uncontrolled Factors of Learners' Difficulty of Developing the Writing Skill

Options	Numbers	Percentage
Lack of motivation	5	83, 33%
Difficulty or practice of develop the writingskill	1	16,67%
Time constraints	00	00%
Absence of homogeneity of the classroom	00	00%
<b>Total</b>	<b>6</b>	<b>100%</b>

The aim of this question is to know whether students differences and absence of homogeneity create an controlled factor behind the failure of the learning of academic writing {83 %} of the teachers chose lack of motivation as an uncontrolled factors while, {16,7% } of them selected difficulty of developing the writing skill. None of them chose time constraints and absence of homogeneity of the classroom.

### Section Three: Differentiated Instruction in EFL Academic Writing Classroom

**Teachers' responses to Q11:** (Which approach do you use in teaching academic writing?).

**Table 30**

#### The Approach used in Teaching Academic Writing

Options	Numbers	Percentage
Process	4	66,67%
More than one	2	33,33%
Product	0	00%

Genre	0	00%
<b>Total</b>	<b>6</b>	<b>100%</b>

The results in the table above show that {66,67%} of the teachers use the process approach in teaching academic writing. While, {33,33%} said that they use more than one approach

**Teachers' responses to Q12:** (Do you consider your students' differing weaknesses while designing classroom instruction?).

### Table 31

#### Teachers' Attitudes Towards the Students' Differing Weaknesses

The table above is concerned with the teachers' attitude towards the students' differing weaknesses while designing classroom instruction. The results show that the overall population {100%} said yes.

The respondents gave the following difficulties: Negative attitude to start with, the lack of practice, lack of ideas, lack of good language and lack of organization. Lack of vocabulary, they do not know how to start writing an essay and grammar mistakes. Lack of coherence and cohesion, grammatical mistakes and lack of critical thinking.

**Teachers' responses to Q14:** (Do you differentiate instruction to match your students' differing difficulties in writing?).

### Table 33

#### Teachers' Use of Differentiated Instruction for Students' Differing Difficulties

The results above show that the overwhelming majority of teachers claimed that they use differentiated instruction to match their students.

**Teachers' response to Q15:** (How do you differentiate instruction in the classroom?).

**Table 34**

**Teachers' Frequency of Differentiation of Curriculum**

Options	Numbers	Percentage
Process differentiation	4	66.67%
Product differentiation	1	16.67%
Content differentiation	1	16.66%
<b>Total</b>	<b>6</b>	<b>100%</b>

This question aims to know whether teachers of written expression use differentiation of curriculum and which type is used in particular. The results indicate that {66,67%} opted for process differentiation, while {16,66%} opted for product differentiation and {16,67%} of the respondents signaled the content differentiation.

**Teachers' responses to Q16:** (Do you instruct your students to work in groups?).

**Table 35**

**Teachers' Use of Group Work**

The table above is concerned with the learners' use of group work in teaching writing. The results show that the overall population {100%} claimed that they instruct their students to work in groups

**If yes, how do you organize the groups?**

**Table 36**

**Teachers' Differentiation by Students' Characteristics**

Options	Numbers	Percentage
According to interest	4	66.67%
According to readiness	2	33.33%
According to learning profile	0	00%
<b>Total</b>	<b>6</b>	<b>100%</b>

The aim of this question is to know which method of differentiation is used when teachers take students' characteristics into consideration. The results above show that {66,67 %} of the teachers opted for "according to interest" option {33,33%} chose "according to readiness". None of them differentiated "according to learning profile".

**Teachers' responses to Q17:** (Do you give your students various writing tasks, strategies or models in teaching or assessing academic writing?).

### Table 37

#### Teachers' use of Differentiation in the Teaching and Assessment of Writing

The aim of this question is to know whether the teachers use of differentiation in the teaching and the assessment of Writing. The results indicate that they give their students various writing tasks in teaching or assessing academic writing.

#### Justification:

- I give them writing tasks in the classroom and particularly group work in order to benefit from their mistakes.
- Yes, I give them writing tasks to do them at home to improve their writing skills.

**Teachers' responses to Q18:** (Do you think differentiated instruction is effective in reducing EFL learners academic writing difficulties?).

**Table 38**

### **Teachers' Attitudes towards the Effectiveness of Differentiated Instruction in Reducing Academic Writing Difficulties**

All of the respondents {100%} pointed out that differentiated instruction is effective in reducing EFL learners' academic writing difficulties.

#### **Justification:**

- Because it provides feedback for each learners' weaknesses points.
- Because it allows the teacher to discover slowly what suits students most.
- It's more effective, because it addresses learners' needs and it stirs away from the typical pattern of teaching that learners find uninteresting.

#### **3.4.4 Interpretation of the Teachers' Questionnaire Results**

The results obtained from teacher's questionnaire about the teachers' attitudes towards differentiated instruction and its role in reducing academic writing difficulties, the results obtained from the teachers' questionnaire affirmed that most of them use a students' centered approach. Some of the teachers use diagnostic assessment which has an influential role in determining their choice and design of the lessons.

The teachers' estimation of their students' proficiency in academic writing as average and below shows that tied year EFL students at the department of English at Mohammed Seddik Ben Yahia, University, at Jijel have important difficulties when it comes to writing academically. The main factors behind students' difficulties include insufficiency of the time allocated to teaching of written expression and the learners' lack of motivation.

The obtained data also demonstrate that learners encounter some difficulties while learning to write academically which include lack of coherence and cohesion, lack of ideas, and

organization, lack of vocabulary and critical thinking, in addition to lack of practice and making grammatical mistakes. Moreover, teachers confirmed that they differentiate instruction as a response to students' differing difficulties in writing, they use of differentiation of curriculum in through process differentiation while product and content differentiations are less used. In using process differentiation, most teachers give their students various writing tasks, strategies or modules in teaching and assessing writing.

The results show that teachers use the process approach in teaching academic writing and adopt process differentiation through the use of groups organized according to students' interest or readiness level. Teachers believe that group work is beneficial in developing the learners' awareness of their mistakes and avoiding them. Finally, all the teachers admitted that differentiated instruction is effective in reducing academic writing difficulties, because It provides feedbacks for each learner for his weakness, it guides the learner to adapt what suits the learners' needs and allows learners to enjoy difference and variety.

## **Conclusion**

This chapter represents the practical part of this study, it consists of presentation of the sample and research tools which are two questionnaires administered to sixty third year students and six teachers of written expression at the department of English at the University Mohammed Srdik Ben Yahia. It also contains the data analysis and the findings of this research which highlight the fact that the majority of EFL learners face difficulties in academic writing. Similarly written expression teachers use differentiation approach in teaching academic writing. Finally all the teachers of written expression revealed that differentiated instruction is effective in reducing EFL learners' academic writing difficulties.



## General Conclusion

The current study investigated the role of differentiated instruction in teaching academic writing to EFL learners. Also, it aimed to find out the learners' and teachers' attitudes towards this approach and if it is effective in reducing EFL learners' academic writing difficulties. To achieve the objectives of this study, one research instrument was used. Two questionnaires were administered to both third year EFL learners and written expression teachers at the department of English at Mohammed Seddik Ben yahia, jijel.

The research work at hand is made up of three chapters: a theoretical part which is divided into two chapters. The first chapter consists of academic writing definition, its characteristics and types, its importance to EFL learners, and the approaches used to teaching academic writing to EFL learners. The second chapter includes differentiated instruction, its definition, its principles and characteristics, and its strategies. The third chapter of this research is the practical part. It encompasses a description of both teachers' and students' questionnaires in addition to the data analysis and the interpretation of the results. Some pedagogical recommendations are then provided.

The findings of the present study showed that EFL learners have different academic writing difficulties related to time management, lack of ideas, practice, motivation and vocabulary. They have also the obstacles of grammar, language mechanics use in writing. Most of learners have positive attitudes towards differentiated instruction and appreciate their teachers' use of different methods, tasks and materials in teaching writing. They also have positive attitudes towards working in flexible groups and having continuous assessment in written expression classroom. Similarly, third year EFL learners agreed that differentiated instruction is effective in reducing their academic writing difficulties. It was also found that written expression teachers at the department of English at Mohammed Seddik Ben Yahia university, Jijel use differentiated instruction process. They use group work which is effective in raising the learners' awareness of their weaknesses and providing them with support from their mates. The teacher

organizes the groups according to students' interests or level of readiness. Finally, most of written expression teachers admitted that differentiated instruction is effective in reducing EFL learners' academic writing difficulties.

## **Suggestions and Recommendations**

In the light of the findings of the present study, we suggest the following recommendations

### **For Teachers:**

1. Teachers must have training in differentiated instruction as a strategy to facilitate the teaching/learning process
2. Teachers should apply this strategy that includes content differentiation through a variety of methods and instructions, that suit both advanced and struggling students. Similarly flexible grouping is very helpful for the students if it is managed by the teacher appropriately.
3. Teachers should give more importance to learners' characteristics in teaching academic writing.
4. For example, if they use differentiation by learning profile, they may provide learners with different materials that motivate auditory and visual ones.
5. Teachers need to use continuous assessment which is a key element in determining the success of their methods and modifying their teaching strategies to suit the learners' needs.

### **For Learners:**

1. Learners should write inside and outside classroom which is an important key in improving the writing process.
2. Learners are advised to read a lot of academic writings to acquire more vocabulary and learn the formal aspects because good readers are good writers.

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## Appendices

### Appendix one

#### Questionnaire for Students

People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

University of Mohammed Seddik Ben Yahia, Jijel

Faculty of Letters and Foreign Languages

Department of English

#### Dear Students

The following questionnaire was aimed to investigate the role of differentiated instruction in reducing EFL academic writing difficulties at the department of English at MSBY University. We would be grateful if you could fill in this questionnaire by ticking (v) the appropriate answer or writing statement answers whenever required. We thank you for cooperation.

#### Section One: Academic Writing

**Q1-** Which skill do you consider the most difficult to develop in English?

a. Listening  b. Reading  c. Speaking  Writing

**Q2-** Are you familiar with the term academic writing?

Yes

No

If yes, please, define it in few words.....

**Q3-** Select the type of academic writing you are usually instructed to write?

- a. Essay
- b. Report
- c. Research paper

**Q4-** To what extent are you motivated to write outside the classroom?

- a. Very
- b. Moderately
- c. Not

**Q5-** How often are you asked to write in the classroom?

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

**Q6-** When does your teacher assess your development in writing?

- a. All the beginning of a new course
- b. Whenever you practice writing
- c. At the end of a course
- d. In exams

**Q7-** Do you find serious difficulties in writing academically?

Yes

No

If yes, are the difficulties you face due to:

a. Time constraints

b. Lack of ideas

c. Lack of practice

d. Lack of knowledge of the conventions of academic writing.

**Q8-** Select the difficulties that you have while writing academically?

a. Failure to manage time effectively

b. Failure to link ideas in a logical way

c. Failure to use cohesive devices, punctuation and referencing

d. Grammar difficulties

e. Lack of differentiation between spoken and written language, formal and informal styles

f. Lack of the development of critical skill

**Q9-** Do you think your friends have other difficulties?

Yes

No

**Q10-** Do you feel motivated to work in pairs or groups in written expression session?

Yes

No

Please justify.....

.....

**Q11-** Do you receive help from your friends when you work in pairs or groups?

Yes

No

If yes, please explain how?

.....

**Q12-** Does your teacher give you a list of writing activities from which you select what interest you?

Yes

No

**Q13-** Does ask you to work in groups based on your choice of a topic or a type of writing?

Yes

No

**Q14-** Does your teacher make you work in Think- Pair- Share writing activities?

Yes

No

Please, justify?

**Q15-** Do you think your teachers' knowledge of your differences as learners can help you overcome your difficulties in writing?

Yes

No

Please, justify.....

**Q16-** Which of the following points in DI strategy you find beneficial for you as a learner?

- a. Variety in topics and assignments
- b. Group Work
- c. Continuous assessment

**Q17-** Do you think your teacher of written Expression treats you as a whole group or individual members?

- Yes
- No

Please,

justify.....

.....

**Q18-** Do you think Differentiated Instruction is effective in reducing your difficulties in writing academic pieces?

- Yes
- No

## Appendix Two

### Questionnaire for Teachers

People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

University of Mohammed Seddik Ben Yahia, Jijel

Faculty of Letters and Foreign Languages

Department of English

#### Dear Teachers

This questionnaire is part of a research work which aims to investigate the role of differentiated instruction in reducing EFL learners' academic writing difficulties. We sincerely appreciate your help and cooperation.

Please, tick (✓) the appropriate answer and write full statements whenever necessary.

#### Section One: Differentiated Instruction

**Q1-** Are you familiar with the term differentiated instruction?

- Yes
- No

If yes, please, define it in few words?

.....

**Q2-** Are you aware of your students' differing entreaties, learning styles and weakness?

- Yes
- No

Please, justify in both cases?

.....

**Q3-** Do you use diagnostic assessment before designing classroom instruction?

- Yes
- NO

If yes, do the results of diagnostic influence the starting point and content of your lesson?

- Yes
- No

**Q4-**Order the difficulties your learners face while writing academic pieces from the most frequent to the least frequent?

- Failure to manage the time allocated for writing
- Lack of differentiation between spoken and written language or formal and informal styles
- Lack of ideas
- Grammar difficulties
- Failure to use writing mechanics
- Problems of coherence
- Difficulties related to properties of academic writing
- Problems to the development of the critical skill



**Q5-** Do you consider differentiated instruction as:

- a.** Time-consuming
- b.** Effective approach
- c.** Not practical
- d.** Student-centered

**Q6-** Do you teach Academic Writing?

- Yes
- No

**Q7-** How do you estimate your students' proficiency in academic writing?

- a.** Outstanding
- b.** Above the average
- c.** Average
- d.** Below the average
- e.** Low

**Q8-** Do you think the time allocated to teaching writing is sufficient?

- Yes
- No

**Q9-** Do you sometimes face problems in attaining lesson objectives due to uncontrolled factors?

- Yes

- No

If yes, is it due to:

- a. Time constraints
- b. Difficulty of developing the writing skill
- c. Absence of Homogeneity of the classroom
- d. Learners' lack of motivation or practice

### **Section Three:** Differentiated Instruction in EFL Academic Writing Classroom

**Q11-**Which approach do you use in teaching academic writing?

- a. Process
- b. Product
- c. Genre
- d. More than one

**Q12-**Do you consider your students' differing weaknesses while designing classroom instruction?

- Yes
- No

**Q13-** What are the difficulties that your students face while learning to write academically?

**Q14-** Do you differentiate instruction to match your students differing difficulties in writing?

- Yes

- No

Please, justify .....

**Q15-** How do you differentiate instruction in the classroom?

- Content differentiation
- Process differentiation
- Product differentiation

**Q16-** Do you instruct your students to work in groups?

- Yes
- No

If yes, how do you organise groups?

- a. According to readiness level
- b. According to interest
- c. According to learning profile

**Q17-** Do you give your students various writing tasks, strategies or models in teaching or assessing academic writing?

- Yes
- No

Please, justify

**Q18-** Do you think Differentiated Instruction is effective in reducing EFL learners academic writing Difficulties?

Yes

No

Please, justify?

## Résumé

La présente étude examine le rôle de l'enseignement différencié dans la réduction de l'anglais en tant que difficultés d'écriture académique des apprenants de langue étrangère. Il visait à savoir si les enseignants en expression écrite utilisent un enseignement différencié dans l'enseignement de l'écriture académique et les attitudes des apprenants et des enseignants à l'égard de cette approche. Afin d'atteindre les objectifs de cette étude, une approche quantitative a été utilisée pour collecter et analyser les données. un instrument quantitatif pour collecter des données. Deux questionnaires ont été administrés à la fois aux apprenants d'ALE de troisième année et aux professeurs d'expression écrite du département d'anglais de Mohammed Seddik Ben Yahia, Jijel. À la lumière des résultats obtenus, les élèves ont des attitudes positives à l'égard de l'enseignement différencié et pensent que la connaissance que leurs enseignants ont de leurs différences en tant qu'apprenants peut les aider à surmonter leurs difficultés d'écriture académique. En tant qu'apprenant ALE, ils rencontrent différentes difficultés d'écriture liées à la gestion du temps, à la formalité du linguistique et au développement de la compétence d'écriture en plus d'autres difficultés liées à la grammaire et à la mécanique. En outre, il a été constaté que les professeurs d'expression écrite ont une attitude positive envers l'enseignement différencié. Ce dernier est considéré comme une approche efficace pour réduire les difficultés d'écriture académique des apprenants ALE.

**Mots clés: Rédaction Académique, Apprenants ALE, Enseignement Différencié**

### ملخص:

تبحث الدراسة الحالية في دور التعليم المتميز في تقليل صعوبات الكتابة الأكاديمية لمتعلمي اللغة الإنجليزية كلغة أجنبية. تهدف إلى معرفة ما إذا كان مدرسو التعبير الكتابي يستخدمون تعليمات متباينة في تدريس الكتابة الأكاديمية ومواقف كل من المتعلمين والمعلمين تجاه هذا النهج. من أجل تحقيق أهداف هذه الدراسة، تم استخدام المنهج الكمي لجمع و تحليل البيانات. تم إجراء استبيانين لكل من متعلمي اللغة الإنجليزية كلغة أجنبية في السنة الثالثة ولمعلمي التعبير الكتابي في قسم اللغة الإنجليزية جامعة محمد الصديق بن يحيى، جيجل. اظهرت النتائج التي تم الحصول عليها ، ان للطلاب مواقف إيجابية تجاه التعليم المتميز ويعتقدون أن معرفة معلمهم باختلافاتهم كمتعلمين يمكن أن تساعد في التغلب على الصعوبات التي يواجهونها في الكتابة الأكاديمية. بصفتهم متعلمي اللغة الإنجليزية كلغة أجنبية يواجهون صعوبات مختلفة في الكتابة تتعلق بإدارة الوقت، شكليات اللغة وتطوير مهارة الكتابة؛ بالإضافة إلى الصعوبات الأخرى المتعلقة بالقواعد والميكانيكا. كما تبين أن معلمي التعبير الكتابي لديهم مواقف إيجابية تجاه التعليم المتميز حيث يتم استخدام الأخير من خلال عملية التمايز ويعتبر نهجاً فعالاً في تقليل صعوبات الكتابة الأكاديمية لمتعلم اللغة الإنجليزية كلغة أجنبية.

**الكلمات المفتاحية :** الكتابة الأكاديمية، التعليم المتميز، متعلمي اللغة الإنجليزية كلغة أجنبية.