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Exploring The Use of Learner Centered Approach in Teaching Writing Skill

The Case of Second Year Learners at Belhouari Mohamed Secondary School In Tiaret

A Dissertation Submitted to the Department of English in Partial Fulfillment of the Requirements for the Master's degree in Didactics

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DEDICATION

All praise and my deep gratitude go first to Allah for blessing us with strength and longevity to complete this work.

I dedicate this work to the candles that light up the way for me. Wish them a long life: To my amazing parents: my beloved mother who gave me endless love and support and to the souls of my dear father and my lovely sister.

my beloved brothers who raised me to be the person that I am today. You were with me every step of the way. All unconditional love, guidance, May Allah bless you for the encouragement and support you have always given me!

I owe special thanks and gratitude to my supervisor Dr. Lahmer Mokhtaria for her help to finish this work.

I would like to thank all my dear close friends without exception ,and my aunt for their huge support .

Kedaba Samia

DEDICATION

I would like to thank Allah for providing me with the motivation and strength to complete this work.

I would like to express my heartfelt gratitude and respect to my beloved parents, and all my sisters and brothers who deserve my gratitude for their emotional and financial assistance.

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Abstract

In order to improve students' writing, teachers reform adapt and employ contemporary strategies in their classrooms. Moreover, the shift from TCA to LCA in educational methods encourage using a learner-centred approach to challenge traditional teacher-centred ways. This research aims to explore whether this shift occurs actually and how learners and teachers view it in relation to writing skill. Therefore,this study was conducted at Belhouari Mohamed secondary school in Tiaret,with the participation of six English teachers and students of two classes . A semi-structured interview was conducted with teachers to gain insights about their attitudes towards learner -centered approach and a checklist was used in order to observe learners and their their learning difficulties. The results show that teachers though having positive attitudes towards LCA, they cannot implement regularly the learner centred approach in writing classes due to various factors. Based on this investigation, recommendations are given to foster the implementation of this approach through diary witing and self-report to train learners on how to write autonomously.

Keywords : Learner centered teaching ;Learner centered Approach;Teaching learning process;Writting skill; Diary writing; Self-reports.

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List of Acronyms and Abbreviations

BMD: Bachelor-Master-Doctorate.

ICT: Information and Communication Technology.

LCA: Learner Centered Approach.

Lge: Language.

LCT: Learner centered teaching.

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General Introduction

Background

It was noticed that the innovative trends in education are set by focusing on the traditional approach. Modern curricular in learning turned towards the learner centered approach ; there was an increasing focus on change towards learner centered learning .especially in the field of developing writing skill of the student .i.e. The transfer of power from the teacher to the learner, dealing with the learner as co-creator or an independent participant in the process of teaching and learning ,in the sense that teachers evaluate learner centered instructions and include the learner in decisions related to how and what to learn ,while respecting the ability and experience of each student . focuses on the learner should be shown different ways and means to improve their writing skill.

Statement of the problem

In this study it is noticed that teachers complain about their students facing many issues in writing and it could be that the lessons are more teacher-centered. The writing lessons are more focused on the teacher instruction and modeling and leaves barely any space for students to participate in the process of writing learning.

Research questions

The study is conducted in Algerian Secondary school in order to find answers to four major research questions that can be raised:

1)_ What are the attitudes of both teachers and learners towards LCA?

2)_ How often is the learner centered approach used to enhance performance in writing ?

3)_ How do teachers teach their learners about writing ?

4)_ What are the challenges faced in using LCA in writing classes ?

Hypotheses

The study sets out to answer to test the following hypothesis:

1-There are teachers and learners who have positive attitudes regarding applying learner-centered approach in learning and teaching process.

2- The learner centered approach can positively empower and effect students' performance in writing and rather facilitates this skill.

3-Teachers end to teach their students basic strategies in writing and drill on them.

4-Challenges faced in using LCA in writing classes: learners feel lack of interest in writing ;poor vocabulary; student's readiness…..etc

Research Aims

The study focuses on some of the issues related to the transformation of education .It discusses techniques related to the learner centered approach and its use as a means to develop and make noticeable appreciation for the writing skill of learners . The present work is undertaken to explore the use of learner centered approach in teaching writing

The purposes of the study was to show how important learner centered technique are useful for writing improvement and to propose LCA techniques to help improve student writing .

Research Method

This work deals with learner –centered approach by having teachers try using this strategy to teach learners writing skill, in this study, Because of the nature of the issue, we

choose the descriptive approach. This approach is appropriate to accomplish the research goals since it describes the learner centered approach and it describes its use to explore learners' writing skill.

Participants and Sampling

In this research the sample is composed of thirty two second year students at Belhouari Mohamed secondary school specialized in foreign languages and math ,both male and female are between 16 and 17 year old participate in this study .As for the teachers, six teachers between 24 to 45 year old were includes in the study all of them are female and they have a master 's degree in linguistics and didactics field .they have different expieriences mostly taught from one year to twenty two year .

Data Collection Procedures

In this study, we employed both quantitative and qualitative research methods. The most important tools that will be used in order to collect and analyze data are teacher's interview, and classroom observation. Therefore , we will use interview to achieve more validity and to get comprehensive picture about the learner centered approach to teach writing.

Significance of the Study

The study's significance rests on the idea that a learner-centered approach motivates teaching and learning process especially writing skills . It promotes the premise that teachers should be more interested and aims to encourage students in the field of writing,. The facilitator of the classroom interactions should be the teacher. The pupils participate more actively in the teaching-learning process as a result. This encourages students to enhance their academic achievement. With this inquiry, we seek to make teachers and students aware enough to think twice about their responsibilities in the LCA.

Structure of The Work

This study is divided into two parts, the first part in reality aims to make the learner-centered approach concept clear. And also aims to show its importance in addition to writing skill. In part two, the study's fieldwork is covered . It focuses on the evaluation of the research hypothesis through the analysis and interpretation of the information gathered from teacher interviews, and classroom observations. In addition, some suggestions and recommendations will be proposed to enhance teachers to use LCA as approach to develop writing skill of learners.

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Part One: Literature Review

Leaners-centered Approach and the Writing Skill

1.1 Introduction

The student as the focus of the study is the real result of the shift, that accrued in education in recent times. This means the shift from teacher centeredness to learner centeredness. While this change was for the teachers to use new approach known as learner centered approach, this last approach was also used to teach the four skills of education; especially writing that is teachers depend on the previous knowledge and ideas of learners and know how to use them to teach and develop the learners writing skill.

Accordingly, the present part aims to investigate the LCA and use of it in teaching writing skill. Also touched on the Importance of the learner centered approach and its effectiveness. The LCA taken place in LCT by implementing instead of Serie of techniques. however, there are current approaches in teaching writing skill; while learners be able to write, they faced with some problems to reduce the latter by teaching writing success; add with urging collaborative writing.

1. 2 The Definition of LCT

the concept learner centered refer to the learners and teachers learn from a one to another, this last assess a global shift away from instruction it does not neglect with the importance of the instructional side of the classroom experience , here instruction be broad to collect all the activities that prepare desirable learning out comes, teacher centered teaching is the articulation of what the learners except to learn, and advance their learning as consequence to design educational experiences and provide opportunities to demonstrate their success to continuing in achieving those expectations .

There are curricular decisions and in class strategies which encourage students' interaction with the content, with one another and the teacher, and with learning process, these reasons make a learner centered grows. As also said like wisdom that if faculty teach well and offer insightful, clear, rigorous, challenging, and even enjoyable lectures, our students will learn. Learner-centered pedagogy questions this assumption, given differences in how students learn. The emergence of learner centered instruction arises from the quest to have all students achieve more success in their educational enterprise.

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Weimer (2002) suggests this is because as it makes less demands upon them, until the evening before an exam, whereas learner-centered pedagogy requires a more active role in the classroom experience.

For faculty, it can mean a shift of some level of responsibility to students, which may feel like a loss of control. Zemsky, Wegner, and Massy (2005) argue that students are not always motivated to maximize their learning; students choose schools on the basis of the "competitive advantage" they expect the school to provide after graduation. The fact that students bring other motivations to bear on their choice of educational environments presents other complications for a pedagogic strategy based on student-learning preferences.

In 1980, Alan McLean (1980:16) published a seminal article with a very defying title: "Destroying the Teacher: The Need for Learner-Centered Teaching". And, seven years later, D. Larsen-Freeman (1987:8) wrote: "The general pattern in modern-day methodology is for the teaching to be learner-centered. By this, I mean that it is the teacher who serves as a guide in the learning process, but it is the learners who assume some responsibility for the direction of the learning and who bear ultimate responsibility for how much learning takes place".

According to Weimer (2012), there are five characteristics of learner centered. Teaching:

a.Learner-centered teaching engages students in the hard, messy work of learning.

> "I believe teachers are doing too many learning tasks for students. We ask the questions, we call on students, we add detail to their answers. We offer the examples. We organize the content. We do the preview and the review. On any given day, in most classes teachers are working much harder than students. I'm not suggesting we never do these tasks, but I don't think students develop sophisticated learning skills

without the chance to practice and in most classrooms the teacher gets far more practice than the students." PP(.61_62,72-74)

b. Learner-centered teaching includes explicit skill instruction.

"Learner-centered teachers teach students how to think, solve problems, evaluate evidence, analyze arguments, generate hypotheses—all those learning skills essential to masteri material in the discipline. They do not assume that students pick up these skills on their own, automatically. A few students do, but they tend to be the students most like us and most students aren't that way. Research consistently confirms that learning skills develop faster if they are taught explicitly along with the content."P 132

c. Learner-centered teaching encourages students to reflect on what they are learning and how they are learning it.

"Learner-centered teachers talk about learning. In casual conversations, they ask students what they are learning. In class they may talk about their own learning. They challenge student assumptions about learning and encourage them to accept responsibility for decisions they make about learning; like how they study for exams, when they do assigned reading, whether they revise their writing or check their answers. Learner-centered teachers include assignment components in which students reflect, analyze and critique what they are learning and how they are learning it. The goal is to make students aware of themselves as learners and to make learning skills something students want to develop."p 94

d. Learner-centered teaching motivates students by giving them some control over learning processes.

"I believe that teachers make too many of the decisions about learning for students. Teachers decide what students should learn, how they learn it, the pace at which they

> learn, the conditions under which they learn and then teachers determine whether students have learned. Students aren't able to decide what content should be included in the course or which textbook is best, but when teachers make all the decisions, the motivation to learn decreases and learners become dependent. Learner-centered teachers search out ethically responsible ways to share power with students. They might give students some choice about which assignments they complete. They might make classroom policies something students can discuss. They might let students set assignment deadlines within a given time window. They might ask students to help create assessment criteria." PP(98_108)

e. Learner-centered teaching encourages collaboration.

> "It sees classrooms (online or face-to-face) as communities of learners. Learner-centered teachers recognize, and research consistently confirms, that students can learn from, and with, each other. Certainly, the teacher has the expertise and an obligation to share it, but teachers can learn from students as well. Learner-centered teachers work to develop structures that promote shared commitments to learning. They see learning individually and collectively as the most important goal of any educational experience."p 81

1.2.1 Sources or Roots of Learner Centered Teaching

Anything without history it difficult to discuss it. Therefore, it seems to be very convenient to have a quick look at the origins of learner-centered teaching. According to David Nunan (1990:179), general learner-centered philosophy "emerged as an offspring of communicative language learning". The shift from the structural to the communicative approach implied in some way a shift form teacher-centered to learner-centered teaching.

In (1985:3), R. B. Kaplan wrote: “various approaches have fostered the notion of student-centered classroom”. And obviously, Kaplan was referring precisely to the Total Physical Response Method, Suggestopedia, Community Language Learning, the Silent Way, the various communicative approaches, and the Natural Approach in particular, all of which are mainly based on the notion of how learning takes place and try to facilitate learners' learning process. In the end, the aim of all of them is the learners' communicative competence and the focus is always on the learner rather than on the teacher. Another undeniable root of learner-centered teaching seems to be the humanistic approach to teaching, which, based mainly on the work of Maslow and Rogers, emphasizes the importance of the learners' affective factors -motivation, enjoyment, etc.-

Underhill (1989:251), Rogers “proposed a shift of focus in education from teaching to learning, and from teacher to facilitator. He saw teachers as facilitators of learning not just ‘from the neck up’, but of learning that involves the whole person”. As everybody knows, Community Language Learning is directly dependent on Charles A. Curran and Rogers' views, and it is crystal clear that this approach and learner-centered teaching have a lot of things in common.

1.3 Learner-Centered Approach

Learners are empowered to actively engage in the learning process through learner centered teaching .

> “The key component of any made learning program is to stay the learners engaged within the course, a leaner-centered approach could be a well-tried approach of keeping learners engaged. However, the method of learning isn't an equivalent for each student and doesn't stay the same for everyone, relying upon maturation and therefore the content being learned. Students learn at totally different paces, have different aptitudes, and enter categories with different experiences and background

data, they want to progress at a pace that enables them to master new ideas and skills, to receive timely feedback on their progress, to demonstrate their knowledge in multiple that} associate degreed to urge direction, to get support, and to collaborate with experts, teachers, tutors, and different students". (Glowa & Goodell, 2016, p.1).

According to Ivor Armstrong Richards and Rodgers (1986), there has been an amendment of stress in teaching, the center of focus touched from the standard, or the teacher centered to the learner-centered approach, which started to achieve additional attention within the learning process. This section reviews learner-centered approach as it provides a background for a discussion of latest ways. Within the teaching method framework, the approach is well-. grooved by theoretical principles on which the info style is based.

Therefore, an approach is. usually understood because the body of linguistic, psychological, and pedagogical theories that inspire the teaching practice. Changes in teaching ways throughout history have reflected. recognition of changes within the quite proficiency learners need, akin to a move toward oral. proficiency instead of reading comprehension as the goal of language study, they need. conjointly reflected changes in theories of the character of language and of language learning.

According to Boudersa and Hamada (2015) ,the engagement of learners in learning method by using LCA the main target is placed squarely on learning in the learner-centered teaching. The attention is given to what, how, and therefore the conditions under that the coed is. learning, whether the student is retentive and applying what has been learnt, the focus and important half in teaching and in learning process. the most objective for adopting this form to raising the extent of learning.

1.3.1 Theoretical Roots of Learner-Centered Approach

The learner-centered approach (LCA) supported the artistic movement theory contracted popular among several educators. Student-centered teaching approach has

> been applied to teaching school and school students for over six decades. Teachers at varied grade levels have been applying the student-centered approach to extend student participation, to develop confidence in students, to shift the training responsibility so forth, to foster the intellectual development of scholars, to modify students to make multiple historical perspectives, and to enhance students' understandings of historical concepts and concepts (Wheatley & Din , 2007, p.1).

The concept of students' own interests driving their education is not entirely new. In fact, its roots can be found in the work of early 20th-century educator John Dewey, psychologist Carl Rogers, and Maria Montessori. After publishing his popular book, The Horace Pledge, in one, former dean of Harvard Graduate School of Education Theodore Sizer founded the Coalition of Essential Schools, which mandated collaborative learning environments under the premise of "teachers as trainers, students as workers." However, the US number has increased significantly over the past decade. Schools experimenting with approaches that incorporate some of these core elements. The language in which the concept is articulated has also changed over the years. And today, educators often use different terms to describe student-centered learning. Concepts that fit under this umbrella include personalized learning, student-teacher partnerships, adaptive learning, and collaborative learning. Two other important elements: are competency-based education, which is becoming increasingly popular, particularly in higher education, to recognize the skills students bring to the classroom, and competency-based education, which allows students to progress at their own pace. once they have demonstrated mastery of the material.

1.3.2 Importance of LCA And Its Effectiveness

The teacher centered approach relies on traditional methods of providing information to students as the primary resource for knowledge or information, but now the student has

become an active participant in the learning process rather than a passive recipient of knowledge and information.

Student centered learning gives student the opportunity to decide two things :what material they learn and how they learn it .this educational approach helps students develop skills such as decision making , student making decision processes related to the content of curriculum and teaching methodology (Nunan ,1988),team work the practical value of the learner information and skills.it places a lot of responsibility on both students and teacher it help students to be creative ,for penny (2001) learner find out information for themselves rather than being told ,create their own materials, decide on their own syllabuses ,self asses.

Learners centered teachers teach students how to think, solve problems, evaluate evidence, analyze arguments, generate hypotheses .as Brackenbury (2012) said that 'student face complicated problems and develop new ways of performing and thinking'.

Learning centered approach enhance the sense of responsibility of learners and create autonomous learners according to J Taylor (2002.8*) « A certain degree of autonomy is always worth encouraging because it raises motivation and speeds up progress. »*

Rebecca oxford (1990) points out *"when students take more responsibility, more learning occurs, and both teachers and learners feel more successful* ".

Learning centered approach improve critical thinking skills, student is encouraged to ask questions and think critically about the information they learn .so they enhance strong critical thinking skills, and they build a strong relationship with their teacher. this approach provides students with the skills they need to succeed in the real world.

According to Nunan (1989) cited in trikes (2000) learner centered approach originated from communicative language teaching which gives central importance to the

student in planning, application and assessment processes, student and teachers collaboratively develop the curricular.

Learning centered approach is more effective in promoting deep understanding and long term retention information as Brackenbury (2012)said that learner centered Approach challenges both the teacher and the students have to take active role face complicated problems and develop new ways of performing and thinking .teachers face the challenge of giving liberty to students ,being careful about the content and uses on the individuals and collective needs of students (Mc combs & Miller,2006)

According to Sarfraz & Akilter (2013) learner centered Approach focuses on specific needs of learners and emphasizes development specific strategies that will cater to these needs and enhance effective learning. in the point of view of Weimer (2002) and Wilson (2005) teachers should allow student to participate in some decision-making processes related to their learning.

Weimer (2002) indicates that teacher share their power with student in learner centered Approach. they do not transfer their whole power to the students but give them liberty to participate in the decisions that are directly related to their learning. in other words, the teacher shares power with students in responsible ways in learner centered Approach .so the students make decisions under the teacher's guidance about the activities, assignments, course policies and assessment criteria.

According to Nunan (1988) students participate in decision making processes related to the content of curriculum and teaching methodology in jurmo's (1989) point of view participation of learners can be at different levels. one type of participation can be registering for the cause and being physically present in class – learner centered Approach encourages student to have highest level of participation by taking responsibility of their learning.

1.3.3 Implementing the Learning Centered Approach

Teachers are developing syllabus for a semester Focusing on the student because it is considered to develop an educational environment that focuses on the student is necessary ,there are some strategies that can be used by the professor to make a successful learning and they implement learner centered approach in language classroom but, they faced obstacles in applying the approach ,as it provides experiences through the learner's direct exchange with the teacher through the content provided learning experiences based on students' attention and motivation.

Curricula that focus on the learner pose a danger to students because they are accustomed to education that depends on the teacher. This causes them anxiety and fear of failure, as they become rebellious, less enthusiastic, and unprepared for some curricula that focus on the learner. A teacher will only present problems or issues but will not provide any solutions since the 'nature of response' will be decided by the learners (Pedersen and Liu 2003: 58). the teacher faces difficulties in encouraging students to learn so often starting the exercise of the teacher more than promoting students to learn so that they do not wait for experience before interaction and encourage them through their own experience and goal.

The teacher should facilitate learning by using some technique that helps learner understand. Besides that, teacher will also pose deeper questions regarding learners learning process and how learners will be able to facilitate their learning by adjusting to such approach etc. (Frayed and Simpson2008). So, they using internet and technology to implement learner centered approach, it has been a common practice to use a range of social spaces, for example 'blogs, groups, and discussion forums for language teaching (Casey 184).It can be said that

incorporating technology might indicate learner centeredness in a classroom, as researchers believe that technology complement learner centered approach (Motsching -pitrik and Holsinger 170).

Besides, dynamic visual formats ,computers and the Internet can be the tools that can develop learners learning as well as empower them (Thamraksa 62).in addition ,to build a learner -centered environment ,teacher can think of using social networking sites as learning platforms learner can get the opportunity to create groups and forums where they can 'share and build knowledge' according to their interests (Casey 184). There are some advantages of implementing learner -centered Approach According to a study, teachers who plan and organize instructions centering on learners needs and preferences might effectively discover learners' latent potential (Haley 172). But, study shows that the advantage of students involvement might depend on some contextual features, for example, cultural background, educational setting etc. (Dobinson 208).

Besides, learner centered approach offers authentic or realistic experiences that can help learners learning through interaction .in this case, scaffolding can be effective techniques that can be facilitate the processes of learners learning and understanding (Hannifin et al 776). Consequently, learning becomes more collaborative in nature since it is 'self-directed' and 'problem- based' in a learner centered class (Wichadee 44) . Additionally, a study shows that in a learner centered class all learners can find the opportunities from in class activities that 'closely match' their own learning objectives (Smith3). Nonethless, some researchers argue that a possible resistance may come due to changes in teaching and learning process (Froyd and Simpson).

However, every approach comes along with some pitfalls, learner centeredness is not flawless, some researchers argue that a teacher should not try to separate a learner centered

and a teacher centered approach. instead ,for a facilitators it would be sensible to acknowledge learners perceptions and manage the learning processes accordingly (Balan,et al 625). Some researchers show their hesitation in promoting this approach since it does not seem to be realistic (Motsching -Pitrik and Holzinger169).

One of the features of learner centered approach is that a teacher will present varied instructional tailor -made activities that are designed based on learners lives and fit to their developmental level (Daniels and Perry102). this can be one of the disadvantages. Weimar (2002) states:

> When teachers are learner centered, focused on developing understanding of the materials and committed to helping students gain mastery over their learning processes, students learn the material at a deeper level and begin managing their learning in ways that lead to their autonomy and independence as learners (p 37)

It gives an approach that focuses on the entire learner of the student making it feels lost because he moved from a learner continued to an independent learner about what is important to him.

1.3.4 Teaching Techniques in LCA

They are well-defined techniques used to achieve a specific goal Activity or task is the teacher's style or tricked to achieve a specific goal.

> “It is often may be difficult to communicate new research-based instructional techniques to practicing educators. In addition, there often is little accountability for the use of new research-based techniques in education. Whereas a teacher may learn a new technique such as reciprocal teaching during a professional development seminar or in a graduate education course, there are few systems in place to verify that the teacher is using the technique during instruction. In addition, if the teacher is not using

the technique at all, consultations with experts to provide ongoing support in the use of the new technique are seldom provided." (Anderman.E & Anderman. L, 2009, p.6)

this technique helps students develop skills that are relevant to the current labor needs.

When a teacher implements a combination of effective teaching techniques, their students have more opportunities to perform better in class. There are many different approaches he can use in his classroom. Which ones will work best depends on he and his students' preferences, as well as his schedule.

1.3.4.1 Multiple Intelligences:

Multiple Intelligences refers to a theory that describes the different ways students learn and acquire information. These multiple intelligences range from the use of words, numbers, images, and music to the importance of social interactions, introspection, physical movement and being at one with nature.

The theory posits that understanding what type of intelligence a student possesses can help teachers tailor learning styles and suggest specific career paths for students. The theory has been criticized by both psychologists and educators, with many believing that the eight "intelligences" represent innate skills and abilities. Cognitive psychologists have further claimed that there is no empirical evidence to support the validity of this theory.

Multiple intelligences can be a psychological and academic theory developed by scientist Howard Gardner and first mentioned in his thought structures revealed that he proposes that an associated matrix of different types of intelligence exists in humans. During this work he described the seven primary intelligences.

Gardner (1983) suggests that each individual manifests different levels of these different intelligences and therefore each person has a distinctive profile of psychological traits.

Gardner's theory holds that students benefit best from a broader view of education when scholars use diverse methods, approaches, and activities to serve all students, not just those who value intelligence, linguistics, and logic lay. The revised core program emphasizes the value of directed discovery learning coupled with an experiential approach consistent with the multiple intelligences approach (as cited in Carr, 2007, p. 18).

> "Linguistic intelligence is revealed through specially designed synchronic linguistics and vocabulary exercises compatible with try add dialogues; while visual intelligence is developed as students do exercises supported by photos or use flashcards. They reconstruct dialogues and stories with the help of stickers. Moreover, musical-rhythmic intelligence is activated when children listen and imitate intonation and rhythm, sing songs, and recite verses; while logical-mathematical intelligence is based on solving problems and puzzles, examining, and analyzing components of the whole. In addition, corporeal-kinesthetic intelligence is expressed in physical activities and movement: role-playing games, games, poster making and Coming;, while intrapersonal intelligence is important in testing and grouping work, games and team activities"(Stakanova & Tolstikhina , 2014, p.457).

The empirical observation are supported by the theory of multiple intelligences, which can give teachers the framework and resources, they need to better serve the requirements of the various learner types present in every classroom.

1.3.4.2 The Use of ICT in LCA

The impact of technology on student-centered learning Start by examining the user's role and what useful skills are silent for that role.

> "Students use ICT to talk to others and demonstrate evidence of their learning, helping them to seek opportunities that match their individual abilities and interests and to

> identify their personal goals; while academics use it to examine and use real-time knowledge to differentiate lessons and engage with students for deeper learning. Scholars use online resources and courses to support student learning that is aligned with students' standards, desires, and interests, will assign these resources individuals or teams of scholars" (Glowa and Goodell, 2016, p.)

How to successfully incorporate ICT into the classroom so that, teaching apps are designed with pupils. platforms for resource gathering and content sharing. ICT resources to design educational task and exams.

1.3.5 Teacher's Role in The Learner Centered Approach

The classroom is where the teacher takes in the needs of the students and encourages them to learn all the time. the teachers play a vital role in the learning processes they help students to manage their activities and guide their learning.

In learner centered approach ,the role of the teacher is more that of a coach than a person with all the answers .the focus is on both the instructor , students and among the students .the teacher should provide resources that support student achievement and development such as references ,textbook that help students learn more effectively , they support and guide their students to be involved in own learning and helps them to take ownership of their education so the students feel free to ask questions or participate or develop their skills or knowledge and solve problem or think critically by forming their own opinions and exploring topics .

Moreover teacher play a pivotal role in promoting responsibility in the learner centered classroom ,so the students can set goals ,work independently .the teacher should be facilitator by creating an environment where students feel comfortable talking about their feelings and sharing their ideas to achieve their goals .

In a learner -centered classroom, the teacher provides opportunities for choice and autonomy in the classroom this allow them to choose what they want to learn it and when they want to learn it.

> The role of teacher shifts in the learner centered approach .therefore, in classroom discussions, the teacher shares some decisions about the course with the students ,he can notice the things that students are interested in, the things that they like ,and the things that get them engaged .also ,the teacher should plan some tasks or projects ,but which should be related to their learning (Bordersa and Hamada .2015,p.27).

Moreover, Bhatt (1995) viewed that *the teachers cannot be held responsible for motivating all students, from the gifted to the barely adequate, to do their best work and to love the learning experience*(p.3).

The teacher prepare material for learners centered and monitor or planning the class, the class should be 50%learner centered or more.

The role of teacher allows a child to interact easily between the classroom, home, and the community. they must inform the parents about what the child is learning. the teacher has to be creative with the projects the children are working on; in order for the students to explore in way they want.

1.4 Current approaches in teaching writing skills

Teaching writing has been a key part of teaching systems, and there are many, often conflicting views on the most effective ways in which to follow. Up to this point, a variety of approaches have evolved to develop following skills Writing. Applying one approach or another depends on what we want our students to do if we want them to focus heavily on

focus the writing stuff that your process, whether we want to encourage inventive writing, either individually or collaboratively.

1.4.1 The Product Approach

This approach places more emphasis on the product of the writing process. It focuses on putting together a well-crafted composition *"...a product that leads Focus because the title indicates that it focuses on the main outcomes of the training process, what should the student learn as a fluent user and basic of the language"* (Nunan, 1991, 86).

Your results are a key concern. This results in view of the importance of linguistics Precision. In fact, for some teachers perhaps the most important thing is clear and correct text Writing as language skills are the goal of this approach. The most necessary activity is repetition and imitation, which results in extensions of Sentences from keywords and development of sentences and paragraphs from models of different classes. However, Nuan (1991) states that" *learning by imitation was thought to be appropriate at the sentence level. The structure is somehow relevant; however, imitation doesn't match with more recent views of language learning at the level of discourse".*

Flowers and Hayes (1977) have noticed that there are 3 main aspects of product approach:

- Learners are exposed to the formal descriptive classes of rhetoric (modes of argument, definition, cause one effect, etc., modes of discourse, description and persuasion, etc.)

- Learners are inspired to soak up the options of socially approved vogue with stress on descriptive linguistics and usage going to method of writing (inspiration).

- Learners are offered smart examples sometimes skilled ones and dangerous examples (Usually their own).

This approach sees writing as strictly a solitary action. In that, it's individual task for many of its stages. Per Zamel (1987) quoted in Nuan (1991) pupils get only a few opportunities to write, and after they do so, there's still an inclination to verify texts as a final product for evaluation.

Finally, the goal of the merchandise approach is formed on the language accuracy instead of communication, that is immaterial to the widest appeal.

As a result, the ultimate merchandise can n comprise a collective linguistic social and psychological goal, going on the far side the standard aim of mere linguistic improvement.

1.4.2 The Method Approach

the method approach has had such a widespread influence on the teaching of writing throughout a people speaking world and it had been criticized by variety of academics and researchers as not giving a full image of what undefeated writers truly do (like Zamel 1983; Raimes 1985), they delineated the process of writing. Zamel (1982, p.196-9) states that" *Writing involves way more than finding out a specific grammar, analyzing and imitating rhetorical models, or out lining what it is one plans to say"* Writing, then, is an explorer cooperative throughout that the finished product emerges once a series of drafts rather a linear route to a planned product Associate in Nursing to find what writers do after they write.

There is a variety of researchers have emerged, the foremost of them is white and Arndt's (1991), and six writing steps: generate ideas, focus, structure, write, evaluate, and check. These phases generally involve entirely different types of Brainstorming, selection, brainstorming, planning, writing, rewriting, and revising. In the methodical approach, the usual tracking includes Freewriting, writing extended Narratives through alternative processes and writing by business students.

Within the 1990s a variety of writing analyzes were applied and criticized. Each product and method tradition are similar (Silva; 1990, Leki; 1995). These research studies and investigations have examined core issues with type.

1.4.3 The Gendered Approach

The Gendered Approach to Writing attempts to encourage students to get into totally tune in different Parts of the writing: the subject, the conventions, the nature of the genre, and the context Within which your handwriting will be scanned and by whom. This approach proposes deconstruction dominant genres and analyze them from a linguistic point of view.

There are different definitions of genres. John Swales (1990) begins with a definition i.e.: *"A genre includes a category of communicative events that members of that as a set of communicative purposes». (*Swales 1990, p. 58), suggesting that This approach offers the United States a way to translate the language into Use, which differs from methodological approaches in several respects.

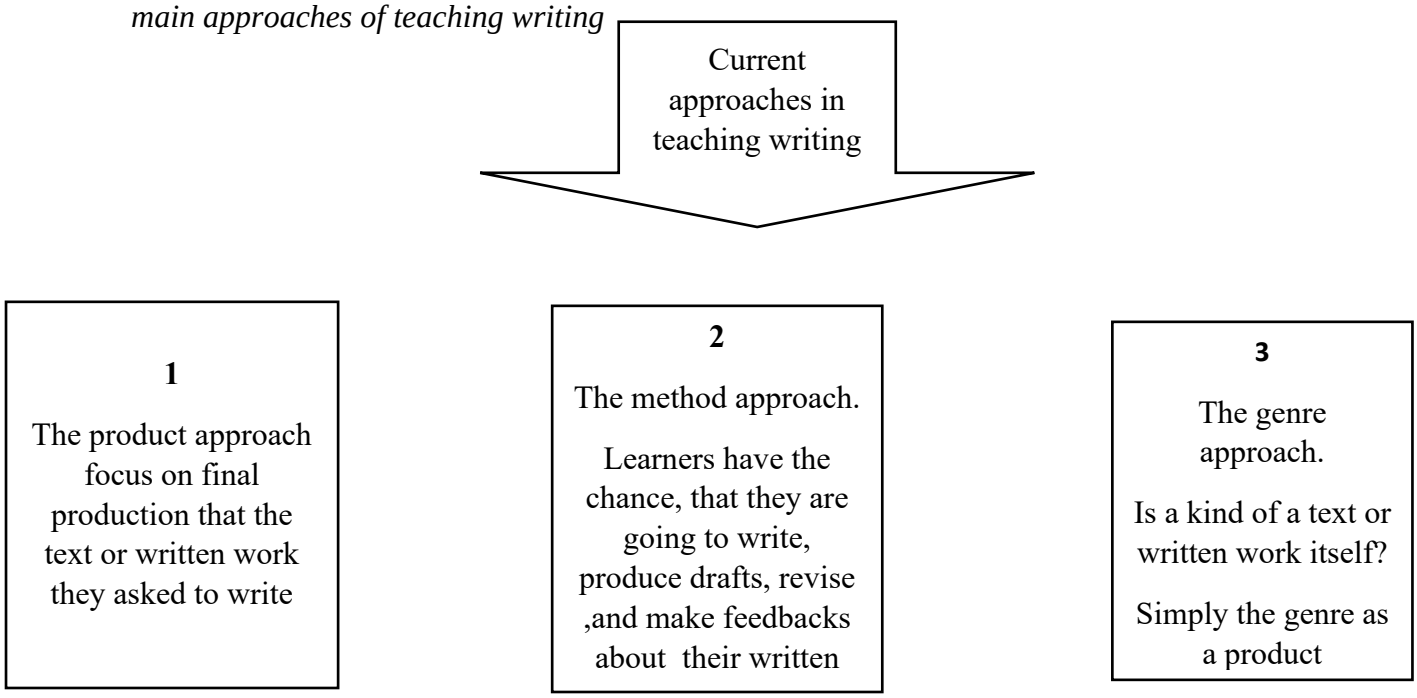
We have a trend meaning that the community events understand the role of this discourse and also the Atmosphere of its production and reception, together with its historical and cultural Associations." *During a genre approach to writing, students study texts within the genre that are Planning to write before starting to write"* (Harmer, 2001, p. 258). Harmer means as soon as you write you are it will result from an analysis of their reproduce structural and linguistic features and generate their own texts, the compliant texts correspond to conventions of all genres.

Each genre is described in terms of form and interpretation. I mean form, product written as a letter, lab report or essay and function can be viewed in terms of communicative functions as it is ancient in the language Lessons. For example: describe, invite, excuse) or in relation to the type of discourse, how it is spelling (narrative, description, representation,

reasoning). For Harmer, analyzing a defined genre of writing to be able to write within that genre is an integral part of the initial phase during a method approach.

figure1.1

main approaches of teaching writing



1.5 Teaching Writing Success

Hyland (2002: 78) expressed that:

> "(....) Basically, writing is learned, not taught, and the best forms of teacher's flexibility and support suggesting that responding to the exact educational context, specifically the age,natural language and abilities of students, their writing purposes, and their target writing communities, and provides deep encouragement within the style of content contexts, peer participation, previous writing, useful feedback and guidance in the writing process."

Teachers must be flexible and supportive. they are also obliged to choose the right method that is linked to various constraints and factors, they must also take care of the context in which they will study because it is affected by the constraints of time ,place, and prior knowledge of students, their age ;as well as the motivations for learning.

Several researchers such as Engberg (1995), Cumming (2001); Chenoweth (2001) who tried to find the simplest technique to show writing ability. A series of queries includes the mind, as the semanticist (2002:303) said:

> "What theoretical tendencies do we tend towards? Objective? Do we use the methodological approach or the gender approach? Or associate class eclectic focus What can be the focus of our course? What activities seem to be a Help students develop their writing skills? how do you deal with student mistakes?"

in teaching writing ,teachers need to explicitly teach the writing processes and the specific strategies to enhance students' writing competence .it useful for writing teachers to learn various approaches to teaching writing.in addition they also guide learners to determine their objectives; also teachers help learners choose the appropriate approach such as genre approach or method approach; they refresh and add feedbacks in formula of activities to improve student' writing; teachers should specify ways to deal with students 'mistakes ,and try to treat them.

Richards (2002) described the process-oriented approach to teaching writing with four Planning stages, writing, writing final drafts.

1.5.1Planing

Richards (2002:315) states that ancient authors shaped what they intended to write. Before they are taken to write or type as they wrestle and judge something they will say for some authors might involve the creation of elaborate notes, for others a few written words

may suffice. Still others may not write any preliminary remarks at all, but {perhaps they' all they can} make all their designs in their heads. However they will have planned not however, even if the author of the search list has been thinking about at some level of consciousness What food is needed before writing it on the piece of paper.

Semanticist et al. (2002:315) say that Once planned, authors must rely on three main problems o: within the first place they need Consider the purpose of your writing, as it (among other things) cannot affect, just the type of text you want to produce, regardless of the language you use, and also, which includes information you value most about Secondly, ancient writers take into account the audience they are writing for, as this does not matter etc.), but the common language selection, either e.g. in Sound. Thirdly, authors should consider the structure of the article content, but this is the best order of events., ideas or arguments they need to incorporate. again and again throughout the writing (Zamel, 1982).

1.5.2 Drafting

The primary version of a chunk of writing is referred to as a draft. This first 'go ' at a text is usually done on the belief that it'll be amended later. because of the writing method issue with editing, a variety of drafts could also be made thanks to the final version. I. A. Richards (2002:317).

There is a good deal of recycling in the process from planning to drafting, reviewing. preplanning, revising, etc. *«Good writers tend to concentrate on getting the content right first a leave details like correcting spelling, punctuation, and grammar unit later"* (Hedge, 2000). According to Hedge, in an initial draft, students need support for recording ideas. The wording must repeated in writing several times, according to the student's ability and competence in order to reach a good draft for the teacher who participate in writing process.

1.5.3 Written Material (Reflecting and Revising)

The earliest model by Flower & Hayes (1980:18) enclosed two totally different reviewing processes:

> "We distinguish between Reviewing and written material as two distinct modes of behavior. On the one hand, written material is triggered mechanically and will occur in short episodes interrupting other processes. Reviewing, on the opposite hand, isn't an unprepared activity but rather one during which the author decides to devote an amount of your time to systematic examination and improvement of the text. It happens usually once. The writer has finished a translation process instead of as an intermission thereto method".

Reflection and Revision signify a critical awareness of and intention behind the choices that a learner makes when composing a written material.

1.5.4 monitoring

Monitoring is the operation that permits the author to maneuver between processes, responding to the requirements of the task. important individual variations (writing styles). The writing processes are often seen as tools to be “orchestrated” by the writer. consistent with Flower & Hayes's (1980) production rule model of the monitors, once writers have made a draft they then, usually, browse through what they need to be written to envision wherever it works and where it doesn't.

Maybe the manner one thing is written is ambiguous or confusing. they'll then move paragraphs around to jot down a replacement introduction. They’ll use a unique variety of

words for an explicit sentence. additional expert writers tend to appear at problems with general means and overall structure before concentrating on careful options corresponding to individual words and grammatical accuracy. The latter two are vital and are usually dealt with later in the process. reflective and redaction are often facilitated by different readers (or editors) who comment and make suggestions. Another reader's reaction to a chunk of writing will help the author to create applicable revisions.

1.5.5 Final Version

Once writers have altered their draft, creating the changes they fancy to be necessary, they turn out their final version. this might look significantly totally different from each the initial arrange and the first draft, because of things have modified within the writing process. however, the author is currently able to send the transcription to its supposed audience. Flower & Hayes (1980) The method is diagrammed as follows:

Figure 1.2

flower and Hayes 's model writing process

An early and prestigious model of the writing process was that of Flower & Hayes (1980) who described the writing method in terms of the task environment, including the writing assignment, the text created thus far, the writer's long-term memory, as well as information of topic, knowledge of audience, keep writing plans, variety of psychological feature processes, including planning, translating thought into text, and revising.

Weigle (2002:23) states that:

> "One of the necessary insights brought go into the Hayes – Flower model is that the proven fact that writing is algorithmic and not a linear process: thus, instruction within the writing process is also more practical than providing models of particular rhetorical forms and asking students to follow these models within their own writing".

Hayes' (1996) Model of writing sees the writing method as consisting of two main parts: The task surroundings and the individual. The task environment is divided into the social environment and the physical one. The social environment consists of the audience (real or imagined) for one's writing, similar as any collaborators in the writing process. The physical environment includes the text written so far, which influences and shapes the writer's further efforts, and the composting medium, for example, handwriting or word processing. Hayes' Model acknowledges the necessary roles that motivation and effect play in writing. (Weigle 2002: l26). "The cognition within the Hayes model includes text interpretation, reflection, and text. production. Text interpretation, which incorporates listening, reading, and scanning graphics, is that the process by that internal representations are created from linguistic and graphic input. Hayes emphasizes the importance of reading as a central process in writing".

Figure 1.3

Hayes' New Cognitive Model of Writing (1996)

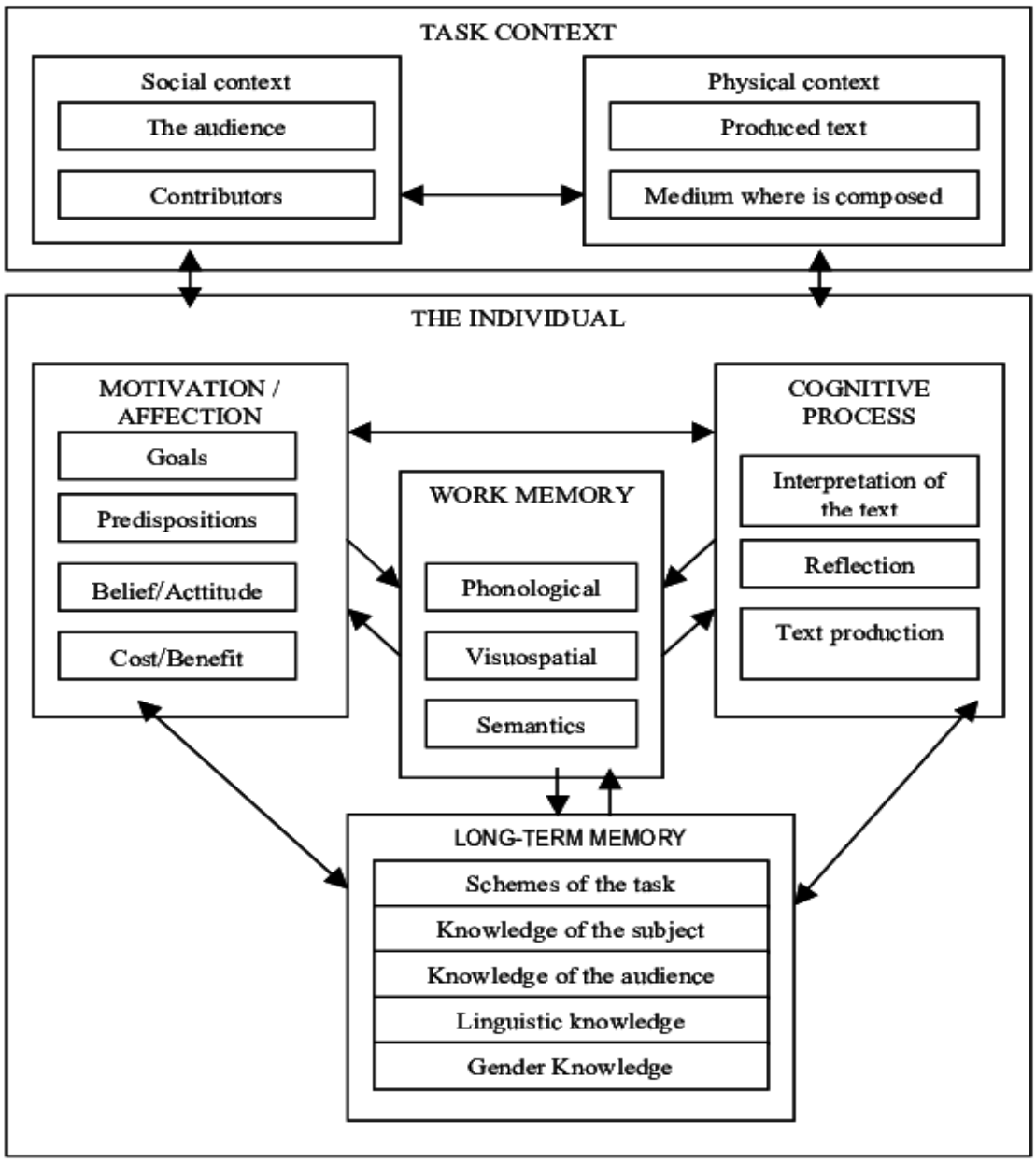


Figure 1.3 shows the general structure of this model, which includes two major components:

1-the task environment.

2-the individual.

The task environment contains social elements. Which include include the “audience”,” the social environment», in addition to the texts that the writer may read while writing, and a “physical component,” The individual groups together motivation and affect, cognitive process, working memory, and long-term memory.

1.6 Student Writing Problems

Most people find writing difficult. Writing is part of the learning process and can be difficult for students, which can be rewarding or punitive. Byrne (1991, p. 1) discusses three categories of problems that can make writing difficult. The first category is psychological. problems. He illuminates the importance of interaction and feedback and argues that the latter facilitates writing, stating: *"The fact that we are forced to write alone, without the possibility of interaction or the benefit of feedback, makes the writing itself already from difficult "* .(Byrne, ibid., p.4).

The second is language problems. As already mentioned, speech. has other properties besides words. However, when writing, the situation would be different, so, students need to be careful in word choice and structure so that the text produced can be easily interpreted. The third category is cognitive problems related to the organization of ideas. The ultimate source of difficulty is related to some of the circumstances when writing is imposed on the student, where the problem may be psychological and cognitive. It is impossible to fully isolate the components, and careful study is needed to better understand their impact on language learning. In our research, we will discuss some of the problems students face in writing as follows:

1.6.1 Anxiety

Brown (2001, p. 336) draws attention to anxiety as a present emotion in writing, stating, *“It is It is possible that you felt a certain level of anxiety within you, as you felt pressured to write an essay in class, which was assessed by the teacher, graded and returned without further review”*. Slavin (2003) states *that "fear is constantly present in education"*. In addition, there are studies showing that there is a negative correlation between these feelings and FL performance, including writing, for example: Cheng and Schallert, 1999; MacIntyve et al, 1997; Rodriguez and Youngm; 1991) According to Harmer (2005), writer's anxiety is very dangerous in that it can lead to a negative attitude towards writing.

Then some of the causes of students' writing anxiety are discussed in more detail. The first thing he mentions is the lack of practice in writing, even in the mother tongue. Second, not saying anything can also be a barrier for students, and in the end some people just aren't interested in developing the *"writing habit."*

1.6.2 Motivation

Slavin (2003) considers motivation *"one of the most important ingredients of effective teaching"* p. 328) However, it is not easy to define or qualify its Sources because it is *“a product of many factors, ranging from the personality and abilities of students to the characteristics of particular learning tasks, learning incentives, environments, and teacher behaviors enough"*. (p.329). Motivation is an important step in this; the master must be sought

in this round, motivation is an important step; The master must be sought. When students are motivated, they can learn and thrive. Therefore, it can be seen as a primary step in teaching.

1.6.3 Self Esteem

This is one of the problems students face when writing. For Woolfolk (2004, p.71): *"Self-esteem is an effective response, a judgment about who you are."* For example, feeling good about the way you write. Woolfolk (op-cit. p. 73) asks two questions about self-esteem in learning.

1. How does a student's behavior at school affect self-esteem?

2.How does school life affect a student's self-esteem?

Regarding the second question, Hog, Smith & Hanson (1990; quoted in Woolfolk, ibid.) found that students' positive beliefs about the school, the care and evaluation of their teachers appeared to have an impact on students' self-esteem.

1.6.4 Self-confidence

Harmer (2005) part of him raises the issue of trust and considers it very important for good writing. From my point of view, whoever knows what he is going to write/do has success and a high level, because of the trust in one's own. Neman (1995) argues that writing requires not only knowledge but also *"the confidence" to exercise that knowledge"* (p.).5).

This means that sometimes all students know something but do not have an opportunity to carry out their work because they do not have confidence in themselves. Neman (ibid.) has proposed two types of solutions to writing problems. The first is the 'hands-on' approach, which involves correcting and even criticizing students' mistakes. However, this solution was discarded on the grounds that it created fears in the student that would distort

learning. Also, big question we all ask ourselves at some point is, "*What can I do to help write?"* and *"Why is writing difficult?"*

Coe & Rycroft (2000) presented the main reasons why the student's writing may be difficult to understand or otherwise flawed :

a) The sentence may not have clear punctuation: there may be commas and periods for no valid reason, there may be none Have punctuation where it should be.

b) The idea may not have been presented in an order that makes sense to the reader.

c) The relationship between ideas may change due to the absence or inappropriate use of connecting words and phrases, such as B. although, last, on the other hand, and so on, may not be clear.

d) The author's attitude towards what he writes may not be clear: is he describing, suggesting, or criticizing something?

e) A text may contain ideas that are not really relevant to what the author wants to express, or the author finds it difficult to come up with enough ideas. In short, it is important that students practice combining each skill into a complete, well-written text.

Figure1.4

reasons behind student

Writing difficulties

The other solution is the so-called "affect-centered solution". The latter attaches great.

importance to the general atmosphere of the learning process. The main goal is to help

students acquire the necessary skills to write and student.

1.7 Collaborative Writing

In general, collaborative learning has placed more emphasis on teaching writing than other skills.

1.7.1 Theoretical Background of Collaborative Writing

Russian psychologist lev Vygosky noted the value of writing ability in shaping people's Thinking, particularly students, in the 1970shis social life. According to Vygosky's research on children and the constructivist theory, children may exhibit a variety of behaviors, duties, and activities only while interacting with competent people who can encourage and support them.

Additionally, even though frequent social connection with people who have experience may enhance how students perceive and think. According to Kessler (1992:56)in this situation *"analyzes how we are enmeshed with one another in a social context*" according to collaborative learning.

To clarify, numerous studies have revealed that collaborative learning is drawn through the way that group writing is done for instance, a group of projects make use of traditional writing as a suitable technique. From this point on, collaborative writing can directly benefit from these investigations.it provides a particular style of flexible learning, interaction between the who are working together on the same project.

Storch (2005) examines how collaboration affects writing ability and production. Processing while also paying attention to kids' experiences with teamwork reflection. He conducted a study in which he invited each student to compose a text on their own. Others (other student) collaborated in their effort. thus, the conclusions showed that those who collaborated better than who actively participated in their writing task individually. Storch's investigation was based on the influence in this way.

1.7.2 Collaborative Writing Definition

There is ongoing debate regarding the word "collaborative writing "among academics, hence there is no definitive understanding of it. according to reports, collaborative writing serves mostly as a style of collaborative writing where two or more students are consciously asked to complete a work in order to distribute written materials. For instance, one student might propose suggestions, and the others produce the work.it has a significant impact on the result in the end.(karel,2002)

Although "collaborative writing" has traditionally been described as the participation of two or more students working together to generate a written product or document. 'Group writing' is a term that can be used interchangeably with previously mentioned idea.

In addition to being used to teach the talent, collaborative writing is also frequently used in workplaces around the world ,particularly in technical writing ,based on teams, and business writing. It is typically suggested that there are three main categories into which collaborative writing can be separated.

1.co-publishing: a group of students drafts various passage sections, each student works individually, but by the end they have a brief conversation .

2.co-responding: is also known as peer editing or peer feedback.it implies as part of the collaborative writing process, students share their expertise and information ,but each person must independently procedure the written work in question .

3.co-writing: the students should discuss their concepts during this stage and procedure a single piece of writing that incorporates all of their knowledge.in conclusion the definition of collaborative writing has been examined and categorized from several perspectives

1.7.3 Importance of Collaborative Writing

Different theories have present that collaborative in writing skill may be beneficial for students in the sense that make developed interaction between them**.**in addition to the following benefits:

1-it improves motivation.

2-it helps students become more conscious of taking risks.

3-it enhances the students' tolerance and creativity.

4- it increases student interaction and encourages direct target thinking.

5-it ameliorates the level of the students rather than in an independent way.

Social contact can be interduce in this setting by offering students the chance to be a part of society and the community through collaborative writing .students coordinate with one another in this way to help and mentor one another.to genuinely educate pupils for collaborative writing ,than, "*it may require a reformulation of classroom instruction* "Storch(2005:169).on other hand ,collaborative writing is advantageous in theory ;but it is still challenging if it inside the lecture hall.

Particularly with those students they actually lack thought, critical thinking, experience, and even because of the conflict that may take place in between. additionally, the importance of each student's function as a collaborative writer is not truly addressed by teachers, yet it is not fully comprehended.

1.7.4 Implementing Collaborative Writing

Collaborative learning can occur peer to peer or in larger groups that involves students working in pairs or in groups to discuss concept or find solutions to problems. In practical sense, classroom collaboration can involve Brainstorm together, writing text together ,assign roles and writing tasks ,set and keep deadline for drafts ,use Editing to adjust for different writing styles.

Here The teacher is guided for example ,he or she may write of the board "The Bill Of Rights is …" and the students write responses on paper that complete the sentence, there Will be usually be quite one answer .during this case one student may write a means of guaranteeing personal liberties provide time for every author to share his or her complete piece of writing in order to form positive all concept are detected and valued ,this sort of exercise are often how of easing into interactive writing .

It has been urged that students are additional inventive after they use pencil or pen and paper versus a keyboard which cursive writing could even be more beneficial. However, as for redaction and keeping track of finished assignments the utilization of digital technology in an exceedingly cooperative writing project is also the thanks to go. there are several digital tools that make collaboration easier and permit the teacher to look at the contribution of every student.

1.8 Conclusion

The learner centered method gives new role in the classroom to teacher to become as facilitator, corrector, and a guide. However, learners are the most important participant in the classroom they become more active and take responsibility for their own learning. It was concluded that learner centered approach has a big impact on developing the writing skill. Learner can develop the writing skill through the realization of collaborative tasks.

This part presents a clear idea about learner centered teaching which was explained clearly through a theoretical overview. Then, definition of the LCA as a new approach in learning and teaching was provided. In addition to its importance and effectiveness, also this part represented approaches in teaching writing while learners be able to write, but they are faced with some problems and limit it by teaching writing success and insisting with collaborative writing. Also, it addresses Implementing the learner centered approach through some strategies that can be used by teacher to make a successful learning .

Part two: Research Methodology and Discussion of Results

2.1 Introduction

This part will investigate the analyses of data collection concerning the appearance of English teachers within learner centered approach and to find out whether this approach is used or not to teaching writing skill. It aims to describe the research methodology and to discuss the results, it divided into two sections. The first section will describe research methodology and design, variables, sample and population, the tools used for data collection and procedures and analysis .in order to attain the aim of study. , we used the following tools for collecting the data : an interview addressed to English teachers of Belhouary Mohamed secondary school in Tiaret as sample of study. In addition to classroom observation of two classes.

We decide to investigate teachers' secondary school, because the teachers can use the LCA also learners can count on them. The data collection would help us to answer the questions of conducting research which contributed to find out whether the learner-centered approach is used to teach writing skill.

Section one: **Research Methodology and Design**

This section aims to present the research methodology used in this study. First, it presents the research variables will be presented and then it will identifies the sample and population, the tools used in order to collect data , and the data collection procedures .

2.1.1Research Variables

The present study aims to identify and describe the correlation between two variables. The first variable is the learning-centered approach and the second one is writing skill of learners.

2.1.2 Research Sample and Population

The population used for this study is composed of six teachers at Belhouary Mohamed secondary school. Our sample was of six teachers. Therefore, these teachers with different teaching experiences and different age .we have chosen to work with those teachers since they can provide a view about learner centered approach.

2.1.2.1Teachers Profile

the researchers had randomly chosen six teachers of English, all of them are female at belhouary Mohamed secondary school. their age ranges from 24 to 45 years old; that with different experiences while there are from one year to 22 years' experience. The reason behind

choosing that sample stand from the idea that they may be considered as conscious of LCA and the writing skill .

2.1.2.2Learners' Profile

The researchers had randomly taken two classes of second year for observing them while one class of literary an foreign languages branch contain 24 learner (males and females), and the second class include 8 learner of math branch (males and females).

2.1.3 Research Methodology

There are descriptive and analytical methods adopted in this work. The descriptive method was used as an appropriate way in order to describe, to investigate and to answer questions concerning the learner centered approach and the use of it in teaching writing skill. In addition, analytical methods were used to analyze the interview and classroom observation which were used to gather data.

2.1.4 Data Collection Tools

The data of the present study was collected through an interview that was accomplished with the teachers at Belhouary Mohamed secondary school. Moreover, the interview included questions about both learner-centered approach and student's performance in class during writing sessions. Meanwhile, the observation presented the teacher 's method of presenting the course and the classroom environment.

2.1.5. Data Collection Procedures

Based on the research questions, we employed both qualitative research methods. Therefore, in quantitative method we use teachers' interview. The interview was used to provide data and in form that lends itself perfectly to the purpose of this study. All calculated data were presented in tables and graphs. moreover, in the qualitative method we used the

same interview with teachers and classroom observations. Qualitative data were presented in the form of summary.

Section Two: Findings and Discussion of Results

This section present the results and findings of the study .First, it includes a discussion of the quantitative results .secondly, the collected data will be analyzed than interpreted in an interpretation. research in this section seeks to investigate use of the LCA in teaching and improving writing skill for learners.

2.2.1 Teachers' Interview

The first data gathering tool in the current investigation is the interview which structed to teachers of second year of the English at belhouari Mohamed high school in time of academic year 2022_2023.

2.2.1.1Description of the Interview

As mentioned above; our interviews with the teacher of English at Belhouari Mohamed high school. Among the six(n=6) interviewed teachers, all of them did not have time to tape-record the interview, hence ,we decided to get their answers in a written form. The interview (appendix)contains ten(n=10) questions, our aim behind the use of interview as our primary data collection is to obtain the teachers' own perceptions and attitudes towards the LCA and the use of it in teaching writing skill.it contain the following questions:

Q1: about the experience of teachers in teaching English

Q2:if the teacher have use LCA in his class, in addition to his definition and attitudes about the LCA

Q3: required the teachers to state their learners level in writing

Q4: required the teacher to state if his learners well motivated during the writing activities with explanation

Q5: asked the teachers if their learners face difficulties in writing in English language

Q6: aimed at asking teachers about if the use specific strategy for teaching writing.

Q7: aimed at finding out if teachers used collaborative writing assignments ,with mentioning different problems faced by them

Q8: inquired whether the teacher use LC correction or feedback for writing

Q9: aimed at knowing the point of view of teachers about whether LCA strategies help to improve learners' writing

Q10: asked teachers to express their ideas to best implement LCA to teach writing.

2.2.1.2. The Interview Analysis

The teacher's interview will be analyzed through the use of tables and graphs, each one will be followed by a comment concerning the collected data.

Question one

Table 2.1

Teachers' Experience.

Gender	**Female**	
Age	More than 35years	Less than35years
Experience	More than15 years	Less than 15years
Number of teachers	02	04

All teachers are female as about 100% with different experiences, also the majority are with moderate experience.

Question 02: Do you use the learner centered approach in class?

All teachers are clear that they use LCA when they teach but one teacher said:" not most of the time."

Table 2.2.

Teachers' prior knowledge of LCA

Teachers	Their definitions to LCA
Teacher1	_it's where the learner is encouraged to take responsibility in learning
Teacher2	_LCA shift the focus of activity from teacher to the learner
Teacher3	_it's an approach that focus on learner
Teacher4	_the learner being focus on teaching, learning operation
Teacher5	_a style of teaching that focus on the learner rather than instructor
Teacher6	_it's bringing learners' knowledge

All the teachers expressed the LCA in their own way, and each definition is convincing, although different from the other.

Teachers Attitudes about LCA

Most teachers are optimistic about new approach that the LCA, for example:

-Teacher said:" it's effective way to enhance student's learning engagement".

-Another teacher said:" I love it but doesn't serve the weak learners."

Question 03: What do you think about your pupils' level in writing?

The teachers maintain that the level of learners in writing is 50\50 means no optimism, and in clear words all teachers said that the level it ranges from average to weak.

Question 4: According to you, are your students well motivated during the writing activities? _Explain your answer.

The majority of teachers disagreed that learners motivated during the writing activities such as:

-Teacher said:" it's usually depending on the topic and their background knowledge."

-Another teacher said:" most students think writing is difficult, so they don't try."

Question 05: Do your learners face difficulties in writing in English language?

All teachers agree that learners face difficulties in writing in English language.

Question 06: Do you use specific strategies for teaching writing?

The 06 teachers say "yes" that they follow specific strategies except one who said:" sometimes". also, they give some examples of strategies: give interesting topics, give graphic organizer, and gallery walk….

Question 07: Do you use collaborative writing assignments?

_If yes, what are different problems faced by teachers in teaching collaborative writing?

All teachers use collaborative writing assignments 67% use it totally,

Table 2.3

Teachers' problems in teaching collaborative writing.

Teachers	Problems faced by them in teaching collaborative writing
Teacher1	Not all students in the group cooperate they are depend on the others
Teacher2	Most learners depend on what you give them only the lack of creativity
Teacher3	Impossible to control the classroom and some learners dominate and do the task
Teacher4	No background for all learner, are weak in vocabulary store and can't produce a piece of writing correctly
Teacher 5	Most students don't know even the basic of grammar
Teacher6	Over dependance on one learner, time consuming

However, 33% were an exceptions due to the following reasons:

-Teacher 1said: "I do depend on the topic."

-Teacher 2said: "only in class with guided work"

The result recorded in the table show that the main problems faced by teachers when teach collaborative writing are:

-controlling the class.

-overdependency on teacher.

-weak level of learners (grammar\vocabulary).

Question 8: Do you use learner centered correction or feedback for writing?

The majority of teachers agree that they use the learner centered or feedback.

Question9: _ How do you think LCA strategies such as collaboration, pupils' produced writings, peer feedback …. etc. can help improve pupils 'writing?

Table 2.4

The improvement of learners writing by LCA strategies.

Teachers	**How LCA strategies can help improve learners 'writing**
Teacher1	It may help them acquire vocabulary and learn from their mistakes
Teacher2	LCA is less stressful to students
Teacher3	All these strategies can help improve learners in writing because they help them to write a perfect piece of writing
Teacher 4	Yes, it can
Teacher5	Of course,
Teacher6	Learners be able to correct their own mistakes by themselves

According to the results written in the table agreed that LCA strategies best approach to improve learners 'writing with different ways.

Question 10: What do you propose to best implement learner centered approach to teach writing?

Table 2.5

Teachers' suggestions to best implement LCA to teach writing.

Teachers	What do they propose
Teacher1	Gamification role play
Teacher2	LCA teach students how to think, solve problems, evaluate evidence analyze arguments, and generate hypothesis so it's advisable to use such approach to have good results and assume that students pick up these skills on their own automatically
Teacher3	Give more activities that involve learner
Teacher4	Determine the learner's needs; create collaborative writing environment
Teacher5	Suggest that teachers try to implement more strategies that are effective in teaching writing, and which encourage learners to acquire this skill
Teacher6	Start with simple sentences, use guided topics, and make topics appealing to pupils

The six teachers responded that LCA could best implement to teach writing with many suggestions like : Give more activities that involve learner….

2.2.1.3 Interpretation of Teacher' s Interview

Our interview with teachers of English covered the use of LCA in teaching writing. normally all teachers use the LCA in their classes.in the first item, teachers define learner centered approach as the way of making students use their abilities ,and own knowledge ;that the learner be as active agents.it differs from the traditional teacher centered approach.

Also, teachers considered this approach to be a good step to improve the level of learners and the educational system alike.

Teachers agreed that the learner's level in writing skill ranges from average to weak, and the learners don't motivated due to many difficulties , for example some learners viewed that writing is difficult so they don't try. The teacher can use collaborative writing assignments, but it depends on the topic, according to learners' level in writing…etc. May teachers faced problems such as controlling the class, imbalanced task assignments …etc.

2.2.2. The Classroom Observation

The classroom observation has been used for the sake of collecting live data. The observation aimed at gathering information during the written expression sessions of the second year classes, hence, to discover more about the classroom practices and to depict the different attitudes and reactions of the teacher, the learner and potential changes in the learning environment.

2.2.2.1 Description of the Classroom Observation

Throughout the current study, we have relied on classroom observation our secondary data gathering tool. We have attended two sessions with two different classes taught by two different teachers. One class made up of 24 learners, whereas, the second class was made up of 8 learners. The two classes of second year at Belhouari Mohamed Secondary school. For this purpose, we have prepared a checklist that depicts various changes in both teaching/ learning practices as well as the learning environment.

The checklist's statements revolve around the teacher's explanations, questioning methods, feedback and correction giving his given Learner as well centered opportunities. Furthermore, it checks learners' interaction, participation, possibility of decision-making and problem solving.

2.2.2.2 Classroom Observation Analysis

First of all, the researchers decided to display both observation checklists as a direct way to incite the reader to compare between the two sessions. This way, the reader can also deduct valuable remarks about potential differences and changes between the two teaching practices.

Subject: the use of LCA in teaching writing skill

Class: second year in Secondary School

	Observation1			Observation2		
Statements	***yes***	***No***	***partially***	***yes***	***no***	***partially***
The teacher explains clearly what is sanded from the learner in the writing task.	√			√		
Teacher checks if the learner understood the task before starting.			√		√	
Teacher takes outline suggestions from learner	√			√		
Teachers asks for peer feedback		√			√	
The teacher gives feedback	√			√		
Teachers asked questions to monitor student understanding		√			√	
Uses multimodal methods for teaching		√		√		
The teacher gives the opportunity to the learners to discuss about activities when working in group	√					√
The teacher supplies a set of techniques to help the learner to write activities when working in group		√			√	
Provides opportunities for student-to-student interaction -communication			√		√	
Summarizing course content is covered		√			√	

Links topic to other experience			√			√
Learner is active participator			√		√	
Students are engaged in extended process of asking question		√		√		
Students present their work to others			√		√	
Students are allowed to make some choices		√			√	
Students build skills valuable such as problem solving .		√				√
Students' comprehension is assessed throughout the lesson			√	√		
The learner is set for free kind of writing (topics of interest)		√			√	
Interact within a group			√		√	
The learner finds difficulties when working in group		√			√	

2.2.2.3Interpretation of the Observation Results

By observing the sessions, the classroom observation depends on the learner's attitude and performance, teacher's attitude, and role and for classroom setting. Classroom observation was conducted in two classrooms of second year students in Belhouari Mohamed secondary school. One class of literary and foreign languages branch and the other for math branch. Moreover, we used a checklist in order to describe the two sessions concerning the written expression. The class of literacy and lge made up of 24 students, and the class of math branch made up of 8 students.

During the session the two teachers explain clearly what the learner need to know about the writing task, they also made the task very simple in anticipation of students with weak level; before the students proceeded to accomplish what was asked of them, the teachers asked them if they understood or not ;after they take outline suggestions from learners. Also, the two teachers do not ask for peer feedback, thus, they are the only ones who provide

feedback one moment to the next; also, the most of notes were in order to ask the students to complete and do the task because the two classes are noisy; while the teacher of the class of math branch control his students with ease because they are very few.

As we have noted learners were not active participants in the session of written expression only few students answered when the teachers asked questions special in the class of literary and foreign languages, most of the students who participate are boys. But in class of math branch don't participate at all. Even learners' written works are not assessed regularly.

the two teachers asked the students to work in groups in certain written tasks ;however they gave the opportunity to the learners to discuss ;also they did not supply a set of techniques to help learners to write ,we see that in the two classes all students interact within group even the slow learners who do not participate ,we also noticed that throughout the period that the learners worked as groups ,they did not find any difficulties ;however ,they were using the mother tongue most of time.

2.2.3 General Discussion of Results

The results obtained from teachers interview and classroom observation have shown that the teachers are not ready to create learner centered approach environments; especially when they use it as approach to teaching writing .

Teachers explained the LCA governing principles. They held that a teacher's position is that of a facilitator ,whereas a student's role is to make use of their aptitude through learning .they also believe that things are helpful it saves time ,whereas encouragement is crucial because it fosters to educate learners .additionally ,the outcomes demonstrated that the strategy can be altered based on the learners level.

Teacher thinks that LCA uses interactive strategies to engage the students and develop their abilities in writing. developing skills to placing students at the center of learning process, that they guide it so they can put their interests first in general; and in writing as specific skill.in addition teachers must try to best implement LCA to teach writing with the improvements of its.

Section three: Recommendations

Teachers must create venues and opportunities for students to debate and be convinced of their true and anticipated roles in the educational process in general, and, especially in writing skill. Learners can, in fact, be inspired and interested by making them to engage in, discuss, and negotiate their goals and results.

According to Lahmer (2018), the most important idea is that writing is the most important English language skill, and teachers should encourage students to write their own stories and interpretations on a blank page. There exist two techniques that can foster the learners' writing skills that are going to be explained below:

The Learning Diary

The Learning Diary is a free form writing assignment based on lecture material and the learner's personal notes. It enables the teacher to assess how much of the content the learner has been exposed to has been understood, as well as the student to draw their own conclusions and develop their reasoning.

A diary should include some guidelines that will help the student get a good grade. These guidelines concentrate on the following: The most important details in this text are the steps to prepare for a diary. The student must come up with a title that reflects their arguments and reflection, take notes during the lecture, include subtitles and headings, no need for footnotes, have their original thoughts at the centre of the text, and pay attention to technical requirements

such as font size 12pt, font: Times New Roman, line spacing 1.5 and standard margins. The text must be clear and references to the source material should be properly made.

To summarize, diaries can be used as assessment tools to replace or supplement exams. As a result, teachers must be clear about what is expected of students in such assignments. He serves as a guide to assist students in meeting the task objectives.

Self-reports

Self-reports are used to assess language proficiency, learning strategies, and attitudes. They provide insight into the problems of the lower-achieving students and ongoing information about their learning processes. Introspective reports, which require students to report on their thoughts while performing a task, and retrospective reports, which require students to write open-ended statements, are the two types of self-reports. Students can compare and provide feedback at the end of the session.

The teacher may create a grid with questions on the various approaches and attitudes that the student is taking to accomplish the task in order to assess these self-reports. He might ask the following queries:

- Is the student paying attention to his learning goals?

- Does the report demonstrate that the student considered the task objectives?

- When doing the task, to what knowledge does he refer?

-Does he based his personal opinions on emotional factors?

- Is the student depicted in the report as an accountable learner?

Suggestions

According to the study's findings, some suggestions are made to improve the results of teaching and learning using learner centered approach.

-Teachers should view learning as collaborative process and learners as participant individuals who can rely on themselves.

-Teachers should educate learners about the value of LCA in their teaching and learning process.

-To aid in learners' development, teachers should choose teaching strategies that allow students to exercise writing skill in authentic contexts.

-Writing activities are not rigidly organized, consequently, granting the learners more flexibility would improve their efficiency in completing writing tasks to enhance their writing.

-Teacher should select interesting topics to incite their learner to be more active participant. They can even take their topic proposition into consideration.

- Students should share their ideas which help them learn from their mistakes through group work.

-To manage time, teacher should set timeline for each activity. how much time will they need for each Group.

-To avoid noise, teacher can train their students to work quietly and avoid random answers and make them feel of their responsibilities.

This section provided some recommendations of teaching and learning in relation to LCA and writing skill.in order to assist teachers and learners in implementing the learner centered approach in teaching writing. Consequently, the chapter highlights the significance

of preparing learners by encouraging their independence. Moreover LCA must be integrated into teacher preparation for them to receive the skills utilize in their class.

2.4 Conclusion

This part gave a look on the analysis of data collected in relation to the presence of the learner centred approach in the writing skill. More specifically to determine whether or not the learner centered approach is employed to teach writing skill. This part was divided into three sections; The variables, sample, population, equipment utilized for data collection, methods, and analysis were all covered in the first section along with the research methodology and design.We employed the following tools for data collection in order to fulfill the study's objective: an interview conducted with English teachers at Tiaret, Belhouary Mohamed Secondary School as a study sample. In addition, a classroom observation was conducted with two classes.

General Conclusion

This study has investigated to explore the use of learner centered approach in teaching writing skill, for second year students at Belhouari Mohamed secondary school in Tiaret; our hypothesis was proposed to identify the possibility of the existence of this approach in Algerian classrooms, that whether the teachers use it in teaching; especially in writing.

Learner centered approach is one of the most important approaches that can reflect the effectiveness of teaching and learning. Our educational system shifted from the traditional approach means teacher centered approach to learner centered approach as learning theory that aims to develop the learners by taking more responsibility for their learning process.

Also, writing is one of the most important skills. While the most of learners find difficulties when come to write; here, the teacher must start from this point and build a strategy which help his learners to use their abilities and their previous knowledge to write without any obstacles. This what we call it the improving of learners' writing.

The educational system was reformed on the ground of LCA as a learning theory; moreover , the use of this approach in writing skill has been main concern of many researchers This study concerned with whether the teachers use learner centered approach in their classes then the most important they looked whether they use this approach in order to teach writing and also to improve the learner's proficiency in this skill.

Four research questions are put forward to investigate the above cited issue:

1)_ What are the attitudes of both teachers and learners towards LCA?

2)_ How often is the learner centered approach used to enhance performance in writing?

3)_ How teachers teach their learners about writing?

4)_ What are the challenges faced in using LCA in writing classes?

The use of LCA helps learners to increase their motivation to learn, since the using this approach will make them developed in their learning and will perform positively. However, teachers do not apply this approach but not in all times; especially during the sessions of writing skill because of lack of passive learners ;in addition that learners see writing is too difficult ;so they do not try.

The work was divided into two parts: in the theoretical part we gave a brief outline of the learner centered approach as concept ,its theoretical roots ,some techniques related to it ;and also we gave a picture at writing skill ,we discuss the current approaches for writing ;and possible problems could face the learners in this skill; and we try to propose how can teachers teaching writing successfully. The practical part is mainly based on the analysis of the results found using the two tools where we analyzed and interpret the data collected from teacher's interview and classroom observation checklist to examine the research hypothesis.

Many findings have also pointed to the contribution of teacher's teaching methodology .and he can't get over the idea of relying on himself. And whenever he relied on the learners, he could not control them.

As conclusion, the findings from part two of the study bring us to the result that the application of the learner centered approach in teaching writing is only theory that is expected to be used in reality once curriculum designers, educators and teachers. based having said, it is apparent that the research results in this study do not the established theory.

Limitations

During the study, all teachers refused to use any kind of recording, so the researcher had to rely on the handwritten notes, moreover there was noise in classes. Also, the teachers cannot make use of the teaching time, that is, they do not finish their activities and the sessions end.

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Appendix A: teacher's interview

Faculty of Letters and Foreign Languages

Department of Foreign Languages

English Department

Teachers' Interview

This interview aims at attaining information and insight about the use of learner centered approach in teaching writing skill. Would be grateful if you could answer the following questions.

Questions

-Teacher Age:

-Teacher Gender:

-Teacher Specialty:

1_How long have you been teaching English?

2_Do you use the learner centered approach in class?

_ How can you best define LCA?

_What are your attitudes about LCA?

3_ What do you think about your pupils' level in writing?

4_ According to you, are your students well motivated during the writing activities?

_Explain your answer?

5_Do your learners face difficulties in writing in English language?

6_Do you use specific strategies for teaching writing?

7_ Do you use collaborative writing assignments?

_If yes, what are different problems faced by teachers in teaching collaborative writing?

8_ Do you use learner centered correction or feedback for writing?

9_ How do you think LCA strategies such as collaboration, pupils' produced writings, peer feedback …. etc. can help improve pupils 'writing?

10_What do you propose to best implement learner centered approach to teach writing?

Appendix B: checklist.

Classroom observation

Subject: the use of learner centered approach in teaching writing skill.

Date :2022 -2023.

Statements for observation	**Yes**	**No**	**partially**
The teacher explains clearly what is required from the learner in the writing task			
Teacher checks if the learner understood the task before starting			
Teacher takes outline suggestions from learner			
Learner is active participator			
Students are engaged in extended process of asking question			
Teachers asks for peer feedback			
Students present their work to others			
Students are allowed to make some choices			
Students build skills valuable such as problem solving.			
Students' comprehension is assessed throughout the lesson			
The teacher gives feedback			
Teachers asked questions to monitor student understanding			
Provides opportunities for student-to-student interaction -communication			
Uses multimodal methods for teaching			
The learner is set for free kind of writing (topics of interest)			
Students written works are assessed regularly			
Summarizing course content is covered			
The teacher gives the opportunity to the learners to discuss about activities when working in group			
Interact within a group			
Links topic to other experience			
The teacher supplies a set of techniques to help the learner to write activities when working in group			
The learner finds difficulties when working in group			

ملخص

تبحث هذه الدراسة في كيفية استخدامال النهج الدي يركز على المتعلم في تطوير مهارة الكتابة. تم القيام بدراسة بثانوية بلهواري محمد في تيارت اين لوحظ طلاب اللغة الانجليزية ومشاكل التعلم الخاصة بهم مباشرة في القسم. وفقًا للنتائج، لا يستطيع المعلمون تنفيذ النهج المرتكز على المتعلم باستمرار و انتظام لتطوير المهارات الكتابية للطلبة لمجموعة متنوعة من الأسباب. تم تقديم اقتراحات لدعم استخدام هذه الطريقة من خلال تعليم الطلاب كيفية الكتابة بشكل مستقل من خلال كتابة اليوميات والتقرير الذاتي

الكلمات المفتاحية: التعلم المتمحور حول المتعلم ؛ النهج المتمحور حول المتعلم ، عملية التعلم التعليمية ، مهارات الكتابة ، كتابة اليوميات ،التقارير الذاتية.

Résumé

Cette étude examine comment la stratégie centrée sur l'apprenant est utilisée dans le développement de l'expression écrite. Une étude a été mené à l'école secondaire Belhouari Mohamed a Tiaret ou les étudiants et leurs problèmes d'apprentissage ont été observés en classe. Selon les résultats, les enseignants ne sont pas en mesure de mettre en œuvre de manière persistante l'approche dans les cours d'écriture pour une variété de raisons. Des recommandations sont faites pour soutenir l'utilisation de cette méthode en enseignant aux étudiants comment écrire de manière indépendante à travers l'écrit de journal et l'auto-rapport.

Mots- clés : L'apprentissage centré sur l'apprenant ; L'approche centré sur l'apprenant, Processus d'apprentissage de l'enseignement, Compétence en écriture, écriture du Journal, auto-rapports.

Summary

This work deals with how the learner-centered approach is used to promote the development of the writing skill. A study was conducted at Belhouari Mohamed Secondary School in Tiaret where students and their learning issues were observed in class. According to the findings, teachers are unable to consistently implement the learner-centered approach in writing classes for a variety of reasons. Suggestions are made to support the use of this method by teaching students how to write independently through diary and self-report writing.

Keywords : Learner centered teaching ;Learner centered Approach;Teaching learning process;Writing skill; Diary writing; Self-reports.