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From Didactics as a Theory to teaching as a Practice

Implementing a Person Oriented Approach in Master 1 Class in Dr Moulay Tahar at Saida Univeristy

Dissertation submitted to the Department of English Language and Literature as a partial fulfillment of the requirements for the degree of *Master* in Didactics.

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Dedications

This thesis work is dedicated to my precious family who has been a constant source of support and encouragement during the challenges of my entire life and particularly through the process of pursuing the master degree. I am truly thankful for having you in my life. Because of their unconditional love and prayers, I have the chance to complete this thesis.

May the Almighty God richly bless all of you.

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Abstract

This study aims to investigate the methods teachers apply in classrooms to reach their learners attention; to review and analyze the individual differences among students as major participants. Additionally, the study explains to what extent students are affected by teachers' treatment. In order to achieve the objectives of this study some questions are asked among which: since didactics is a basic theory what its importance in teaching is and if teachers should care about students' individual differences. Data were collected to understand whether students are treated like existing persons which may affect their psychological side or just as learners belonging to the classroom community. Actually, the findings of this study reveal that teaching includes some practices of didactics theory, besides students argue that teachers do not treat them as social participants. By the end, we try to give some suggestions about the care that students need most from teachers and focusing on the relationship between them and how the person-oriented approach can help gaining learners' trust.

Keywords: didactics, individual differences, person- oriented approach

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List of Abbreviations

PLAB: The Pimsleur Language Aptitude Battery

CS: Communicative Strategies

EQ: Emotional Intelligence

FL: Foreign Language

IQ: Intelligence quotient

L1: First Language

L2: Second Language

LLS: Language Learning Strategies

MLAT: Modern Language Aptitude Test

POA: Person Oriented Approach

SLA: Second language Acquisition

SLL: Second Language Learning

TL: Target Language

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General introduction

General Introduction

Learning is a process of constructing knowledge, it is the key to all meanings of life. It relates the understanding of both the individual and the community knowledge. From the first moments, didactics became the discipline that studies what is in teaching and the activities content in learning. “The term Didactik has many meaning and is difficult to translate it into English, it characterizes, in English the teaching-studying-learning process” Kansanen,2002, p. 430) Furthermore, knowledge of theory can make the practice better.

Didactics understanding is oriented to teaching and therefore learning goes beyond the simplifying comprehension of teaching methods and techniques. It has a knowledge of its own which derives from theorization about what is known to relation with the process of teaching and learning. The interaction between theory of didactics and teaching practice has emerged because teachers are implementing didactics theories in their own teaching practice. The possibility for the growth of student teacher’s thinking is convenient when teacher education succeeds in integrating theory- and practice as founded elements in the learning process. Education and didactics are a plentiful-disciplined field of study it has been a pivotal content of the educational sciences. Whereas, other disciplines when dealing with the question of education or didactics have made their characteristic contributions. The most common are educational psychology and educational sociology. Educational psychology is most commonly defined as the intersection of education and psychology. Since psychology deals with the individuals that gives a better understanding of how and why individuals think, act, and react, and how they evolve pending the last years the limitation and standard approaches to the study of individual development has been boosted. The belief that individuals diverge in different abilities, capacities and personality characteristics requires the adoption of individual tendencies in education.

Therefore, all students cannot be taught by one appointed method. The teacher has to select different types of methods of teaching considering individual difference related to interest, need, etc. Indeed, every teacher has to have the optimum knowledge of the abilities, capacities, interests, attitudes, aptitudes and other personality traits of his learners. As individual differences are a fundamental aspect in the learning/teaching process.

To disregard the whole person while educating is a huge problem because it makes the teacher lose the right chance to obtain the true meaning of education, which is to enhance

students to become a whole person, a person who has good grades, but more important a person who can listen to self and others, careful, respectful, and kind to others so that they can have a better life as a human being. This is what the Person Oriented Approach in the field of education focuses, we regard that master1 class in Dr Moulay Tahar university are the suitable population to work with, and teachers are the source of this research, because they will provide us more information about how they use didactics theories and how they manage the individual differences during the learning process.

Therefore, and after considering this problem, an investigation is carried out to find out the way learners perceive the knowledge, and to discover to what extent they are affected by the teacher treatment and way of giving the lesson. In order to find answers, the following questions are formulated:

- 1- As a basic theory how important is didactics to teaching.?
- 2- Should teachers care for students no matter their differences?

These questions, in return, led the researcher to assume the following hypotheses:

It is assumed that

- 1- Didactics need to get out of theories and set the floor to practical activities through teaching.
- 2- It is believed that a student is at first place a "person" that teachers have to take care of.

To test these hypotheses and prove them, the current research adopts a triangulation research methodology which means: we attempt to gather data from multiple sources using different tools for the final goal of providing a total understanding and give a valid and credible for the present study. The procedures used to carry out this investigation contain several methods to collect and analyze data in both quantitative and qualitative.

This research is divided into three chapters. The first chapter is a literature review which deals with the individual differences in second language learning and the cognitive, affective, and social variables that affect them. It also deals with the person-oriented approach which is the main concern in this research. That includes the definition, tenets, characteristics and goals. Also, the relation of individual differences and the person-oriented approach in education.

Through the second chapter which describes methodological tools and description of the study that present a number of methodological consideration. And the research tools used in order to collect data in addition to the interpretation of both students and teachers' responses.

The third and last chapter deals with the discussion of results and the suggestions and recommendations given by the investigator.

For the limitations and delimitations, we have faced, this study came across a number of difficulties and obstacles like lack of time, lack of resources, the unavailability of most of teachers even though they are almost 40 but we could not interview them due to their business and absences. In addition to, the missing responses in the questionnaire some students did not answer all the questions.

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1.1 Introduction

In modern psychology individual differences has taken a basic area, it is the cornerstone, it deals with the psychological variations among individuals and also with their similarities. These differences can be in physical appearances like height, weight, color ...etc. Each human has an intellectual capacity through which he gains experience and learning and difference in intelligence, achievement, interest, attitude, aptitude, learning habits, skills... etc.

In teaching and learning process the first challenge of the teacher is to be aware and study learners' individual differences in all aspects. Didactics is a theory about what teaching means; it attains the basic conditions to effective teaching and analyzes the main functions of learning: knowledge, comprehension, problem solving and so on. It carries the relationship between teaching and learning; which eases the relation between the teacher and the student. A teacher who has knowledge about these differences and know how to manage and treat his students in respect of the learning style and speed of each one rather than collective instruction, in addition to the principle of his job which is conveying the message of the learning content and makes the lecture easy to understand regarding always students' mixed abilities because not every student learns in the same way. However, every method does not attract the interest of each student on an equal level, this can make a huge difference in students' motivation, interest, and willingness to learn better as they feel treated as person not as merely a material of teaching. Thereupon, will undoubtedly lead to an efficient and better learning. In this process, equally important to implement the person-oriented approach and to select appropriate teaching methods and strategies that convey the skills and abilities of students so they can use them, this will make them able to create a rich learning environment as they draw attention to the lesson.

In this chapter we will have general idea about the notion of individual differences and how it affects the learning and the teaching process.

1.2 Definition of Individual Differences:

Variance is the principle of life. It is not possible to find two persons alike in everything, people differ from each other from one to another in all aspects. This differential psychology is correlated to the study of individual differences.

According to Skinner 1955, *"Today we think of individual differences as including any measurable aspect of the total personality."* (p.153)

It is clear from this definition of individual differences that it comprehends every aspect of human personality which is in some manner measurable. He points out that *“Today we think of individual differences as including any measurable aspect of the total personality.”* (p:154)

Another definition of John Paul De Cecco 1999; professor of education and psychology, he points out:

“The psychology of individual differences is largely the study of group differences. This study classifies individuals by age, traits, sex, race, social class and so on, and observes the differences within and between those groups. Physical, mental, social and cultural differences etc. are being studied, under individual differences.”

John P.De Ceeceo (p.95)

According to the dictionary of education:

It is stand for those differences which in their totality distinguish one individual from another. So, we can say that individual differences are the differences among humans that distinguish or separate them from one another and makes one as a single unique individual.

Generally speaking, ID are also the study of peoples’ variations in psychological variables. As cited by Drever James (2007): *“Variations or deviations from the average of the group, with respect to the mental or physical characters, occurring in the individual member of the group are individual differences.”*(P.58).

Since it refers to the type of uniqueness between individuals. on some of the considerable psychological traits, personal characteristics, cognitive and emotional components.

1.3 Individual Differences in Second Language Learning:

One of the basic questions in second language acquisition research is why some students almost attain the native speaker’s levels of competence in a foreign language, whereas others can not even progress from the first level. Some second language learners acquire SL rapidly and effortlessly, while others make a huge effort and cannot achieve the same progress. It is due to individual differences. As mentioned by Dörnyei, *“Dimensions of enduring personal characteristics that are assumed to apply to everybody and on which people differ by degree.”* (2005, P.4)

In general, individual difference can be classified into two categories; inherited traits and acquired traits.

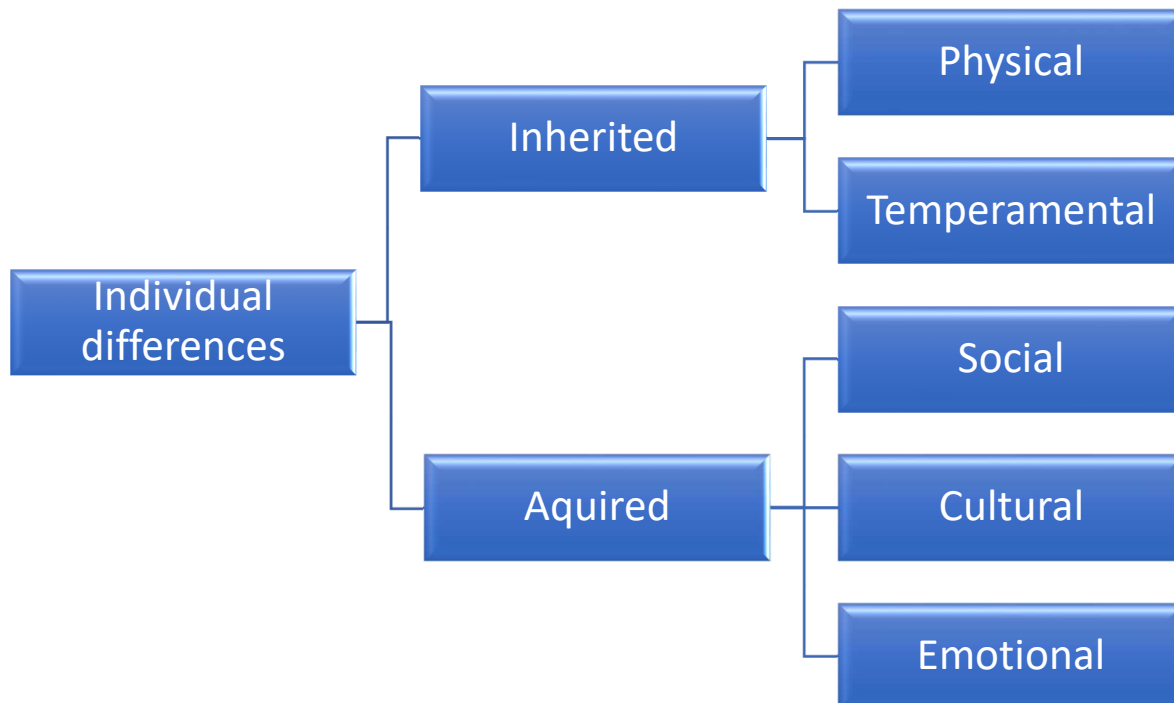


Figure1. Individual differences' categories

Thus, the individual success in learning a language differs extremely for both first language (L1) and second language (L2) acquisition. How can these differences be explained in achievement? Individual difference variables play an important role in how language learners exploit the potential to acquire a second language (L2); three different sets of explanatory factors have been identified; cognitive, social, and affective variables. These variables are overlapped intricately with each other and play important roles in language learning. Language teachers should be aware of changing effects and take them into consideration.

1.3.1 Cognitive Variables:

An individual learner has considerably data in his brain; metaphorically speaking it is the hard disk of our computer. Each individual has specific mental factors and characteristics that make him special, more successful comparing to other persons. There are three main important and effective characteristics in success of SLA which are:

- Intelligence
- Aptitude
- Age.

1.3.1.1 Intelligence :

Researchers in cognitive psychology agree on a definition of intelligence which states that it

“...is a very general mental capacity that, among other things, involves the ability to reason, plan, solve problems, think abstractly, comprehend complex ideas, learn quickly and learn from experience.... it reflects a broader and deeper capability for comprehending our surroundings- ‘catching on’ ‘making sense’ of things, or ‘figuring out’ what to do....”

Intelligence is the capability to see significant relationships amongst mental activity that contains understanding, perceiving, knowing, reasoning, memorizing, concentrating, and remembering. It can be seen as the alteration, in which student grows his mindset work toward learning goals. It makes individual learners understand and master subject material rather than doing just enough to get good grades. Also, intelligence takes them on challenges and hard work, since they are the major way to get smarter because efforts lead to learning and learning makes students smarter. It is commonly known that intelligent students can acquire easily second language. Individuals who are below the average find much difficulty in learning and the average intelligent persons can learn quickly. In addition, it is an important factor concerning language analysis and rules learning.

There are many types of intelligence: IQ (Intelligence quotient) test measures the mental abilities; which usually measures only two types: verbal linguistic/ and mathematical/logical intelligence. In addition, IQ scores were a good means of predicting success in SLL on the other hand, there are found other types such as: spatial intelligence, interpersonal intelligence and intrapersonal intelligence.

Linguistic intelligence: Speaking, giving presentations, writing, solving words problem.

Logical-mathematic intelligence: Using numbers, logic, calculations, learning and understanding grammar rules

Spatial intelligence: drawing, using art, graphics, pictures, map, charts.

Interpersonal intelligence: talking with other people, understanding them, using language to communicate.

Intrapersonal intelligence: self-knowledge, self-confidence, using language to analyze yourself.

1.3.1.2 Aptitude:

Aptitude refers to potential for achievement in other words it is special abilities to learn quickly. It means an inherent capacity to do something; it is also the mentally or physically talent in an individual. Even so, in SLA it predicts how well an individual can learn the language according to a given time and conditions. In other words, it does not determine individual's failure or success but it explains the individual differences in learning the language why some learn faster than other. As Carroll (1973:5) declares that *"rate at which persons at the secondary school, university and adult level learn to criterion"*.

There are twofold tests based on aptitude components: MLAT & PLAB; Dr. John B. Carroll, who created the Modern Language Aptitude Test (MLAT) with his co-author Stanley Sapon, defined language aptitude as the ability for learning foreign languages. Practically, everyone has this ability, however some people differ of the rate and ease with which they can learn. According to Carroll & Spanon,(2003:38) the purpose of the MLAT was to predict *"how well, relative to other individuals, an individual can learn a foreign language in a given amount of time and under given conditions."*

MLAT Scores can aid to determine the sufficient time for an individual language learner to accomplish a given goal, assuming that the individual has at least some motivation to learn.

Moreover, The Pimsleur Language Aptitude Battery (PLAB) was developed by Dr. Paul Pimsleur to test the language aptitude of students it will help teachers determine a student's preparedness to start the study of foreign language and distinguish the students with a particular talent Identify and memorize new sounds. There different components of aptitude:

- Understand function of words
- Figure out grammatical rules
- Memory for new words

In general, learners' strengths and weaknesses in these different components may account for their ability to succeed in different types of instructional programs.

1.3.1.3 Age:

Second language learning is affected by learner' age. it plays an important role in making educational decisions in introducing second language instruction in schools. Young learners, who already have solid literacy skills in their first language, are in the best position to acquire a second language efficiently. However, the findings of empirical studies have been so diverse that we cannot reach a consistent conclusion about the perceived advantage of children in language learning. Moreover, older learners can be very successful too, but usually, have difficulties to achieve native-speaker equivalent pronunciation and intonation. In addition, learning ability and adjustment capacity naturally grow with age. When an individual grows in age can acquire better and can control his emotions and social responsibilities. With growth maturity and development goes side by side. Generally speaking, it is responsible for bringing Individual differences.

1.3.2 Affective variables:

Affective variables relate to individuals' language learning. An individual may learn under social conditions and psychological variables that influence acculturation and hence second language learning are affective basically. Furthermore, affective variables presume a considerable role in language learning because language learning is an emotional activity involving the individual learner. The learner' emotional status foster the learning procedure. Though some of these variables are considered to be innate and stable, studies reveal that successful language learning can fulfil if the learner' different preparedness is turned to a positive and potential learning programme.

1.3.2.1 Personality:

According to personality theory, unparalleled and ultimate harmonious pattern of traits are the characteristics of individuals. There are different personality characteristics which are relatively stable that influence SLL such as:

- Extroversion & Introversion
- Inhibition
- Anxiety
- Self-esteem
- Empathy... etc.

1.3.2.1.1 Extroversion & Introversion:

Extroversion and introversion are two characterizations of personality. Extrovert person is more interested in what is happening around him than in his own thoughts and emotions extraverts (unreserved and outgoing people). Whereas, Introvert is timid person who prefer to keep everything for him and learn independently. Studies have revealed that introverts tend to listen to other people and select the exact meaning of words before they speak. When studying a second language, introverts will habitually listen to each individual meaning of a new word and recognize how different grammatical rules in a language will rearrange the order of words and phrases. However, they usually make slower progress, particularly in the development of oral skills. They are less likely to take advantage of opportunities to speak. In contrast, more outgoing students will not worry about the inevitability of making mistakes. They will take risks, and thus will give themselves much more practice.

Generally speaking, introverts and extroverts learn in different ways, and both personalities acquire the same outcome.

1.3.2.1.2 Inhibition:

It has been revealed that inhibition impedes risk-taking which is a fundamental aspect of progress in SLL. It is predominantly adults' problem because they are more self-aware than young learners. In addition, adults don't want others to remark their mistakes; whereas young learners don't have self-awareness, shame, and auto-criticism. So, they don't have established ideas that may inhibit them from learning a SL. Thus, when it comes to self-understanding each individual become defensive to protect his ego. An adult's second language learner develops such inhibition toward the second language as he is worried about losing his self-esteem because he will require taking a new identity in this process. Individuals with higher self-esteem safeguard of inhibition to protect their ego or lack of confidence in a task. Significant language learning includes a degree of identity conflict and an adaptive language ego enables the learner to lower the inhibitions that may impede success.

1.3.2.1.3 Anxiety:

Anxiety related to the subjective feelings of stress, fear, edginess, perturbation connected with a stimulation of the autonomic nervous system. Carlson (1987) defined anxiety disorders in general as:

A psychological disorder is characterized by tension, overactivity of the autonomic nervous system, expectation of an impending disaster, and continuous vigilance for danger (p.694).

The same author went on to clarify anxiety reactions as a severe phobia:

Severe anxiety reactions are often referred to as a “phobia” which can be defined as an excessive, unreasonable fear of a particular class or objects or situations

(Carlson,1987: 695).

As far as second language learning is concerned, anxiety is defined by Gardner and MacIntyre (1993) as a fear or apprehension that occurs when the learner performs in SL. Language anxiety has an utmost magnitude amongst factors affecting language learning, either in schools or outside. MacIntyre and Gardner (1994) identified two types of anxiety:

Trait anxiety: defined as the preparedness of learner for tension and disquietude feelings.
Situational anxiety: it is what happens under particular circumstances that Hadfield (1992) coined as classroom dynamics to refer to everything taking place in and between classroom members.

Furthermore, in order to highlight the correlation amidst anxiety and SL achievement, Scovel’s two types of anxiety are useful, namely, debilitating and facilitating anxiety; Debilitating anxiety stimulate the learner to “flee” the new learning task whereas, facilitating anxiety motivates the learner to “fight” the new language (Scovel1978, in Larsen-Freeman & Long 1991:187).

On the whole, second language anxiety has the same picture as any other type of anxiety i.e., difficult concentration, sweating, palpitations, worry, fear and even horror of foreign language class, anxious students having an avoidance behavior (they miss classes, do not do their homework).

1.3.2.1.4 Self-esteem:

(Brown 1987:102) Self-esteem is defined as “a personal judgment of worthiness that is expressed in the attitudes that the individual holds towards himself”

And it is derived from the accumulation of experiences with themselves, with others, and from their evaluation of the world around them. Self-esteem has a direct relationship with anxiety. Ehrman states that “*people experience anxiety when they feel their self-esteem is threatened*”
EHRMAN (1996:137)

Self-esteem and conscious of developing new identities can play an important role in L2 achievement. A major factor related to the thinking and feeling human organism is his 'ego'. The self-knowledge, self-esteem and self-confidence of the language learner could have everything to do with success in learning a language. Moreover, a main factor regarding to the thinking and feeling human organism is his 'ego'. The self-knowledge, self-esteem and self-confidence of the language learner could have everything to do with success in learning a second language. Guiora, et al. (Empathy and second language learning) suggested the concept of "language ego" to indicate to the very personal, egoistic nature of SLL. Any language learning process that fulfils in relevant learning for communication regardless of the age and motivation of the learner requires some degree of identity conflict.

Thus, a strong language ego is conceivably positively correlated with success in second language learning and it tend to build or restore self-esteem. Personality development commonly includes the development of a person's concept of self, acceptance of self and reflection of self as seen in the interaction of self and others and usually, individuals place upon themselves is commonly referred to as self-esteem.

1.3.2.1.5 Empathy:

Guiora defines empathy as

“a process of comprehending in which a temporary fusion of self-object boundaries, as in the earliest pattern of object relation, permits an immediate emotional apprehension of the affective experience of another, this sensing being used by the cognitive functions to gain an understanding of the other.”

Guiora (1972: 142)

It is the ability to empathize with the thoughts and feelings of others. As applied to SLL, language is one of the primary means of empathizing it is believed that individuals who feel others are predicted to have a unique characteristic, therefore they are ready to learn the second language and acquire it more than less sensitive learners in the communicative behavior. Additionally, Brown (1994) describes empathy as *“the projection of one’s own personality into the personality of another in order to understand him or her better.”* (p.96)

Brown sees that there are on two requisite aspects to the development and exercising of empathy: first, a self-awareness and self-knowledge of one's own feelings, and second, identification with another person. According to him, in the harmonious existence of individuals in society empathy is probably the prime factor and it facilitates communication since social

communication requires people to break their ego to be able to send and receive messages intelligibility.

However, in the process of language learning, when s/he mostly sense others' feeling, the learner may not see himself as a layman in language activity. Thus, sufficient interest can be agitated to reinforce his language capacity. The learner may suffer from psychological barriers or lack interest consequently he will not have a thirst for knowledge; So, enthusiasm is vital for language learning it makes the learner active-minded and it is concurrent that empathy can encourage learners to learn the language successfully. Equally important, the proper empathic state helps him to be active and quick-minded in the learning process, consequently make the most of his language potentials. it is urgent to make practices to enhance it in our daily class since many experts believe high empathy impacts positively language learning while low empathy does the contrary.

Personality Variable	Definition	Connection with SL success
Extroversion & Introversion	Extroverts are sociable, risk-taking, lively and active Introverts are quiet and prefer non-social activities	+++ connections with basic interpersonal skills + connections with reading and grammar skills
Inhibition	Extent to which individuals build defenses to protect their egos	
Anxiety	a complicated condition and one that most people struggle to explain.	
Self-esteem	Feeling of self-worth of the individual Types: overall self-assessment / specific self-esteem / task self-esteem	
Empathy	Ability to put oneself in another's place	

Table 1: Summary of personality variables (Hakimi et al. / *Procedia - Social and Behavioral Sciences* 29 (2011) 836 – 845)

1.3.2.2 Motivation:

The ability to speak other languages skillfully is every second language learner desire. This signifies that they have some sort of motivation. Motivation refers to the extent to which the individual works to acquire the second language because of a desire to learn it. Gardner (2010) points out, a simple definition is: “.... *Not possible*”.

Gardner (2010) explains in his socio-educational model of second language learning and include some characteristics of learner' motivation. A motivated learner is goal directed, expends effort, is persistent, is attentive, has desires, exhibits positive affect, is aroused, has expectancies, demonstrates self-efficacy, and has reasons (motives). These characteristics are cognitive in nature, some are affective and some are behavioral. Motivation in SLL has been studied in different ways, some scholars distinguished that there are two types of language learning motivation: integrative and instrumental motivation. Others revealed that there are

intrinsic and extrinsic motivation. But we refer instead to distinct between language learning motivation and classroom learning motivation.

Classroom Learning motivation:

It is the motivation to learn a second language and is considered in the socio-educational model of second language acquisition (Gardner, 1985) as he states “*the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes towards learning the language*”.

It is a general form of motivation that is correlated to second language learning, some individuals assert that it is a trait, it is not; but rather is a individual’ general characteristics that applies to any opportunity to acquire the language. It as a feature with important implications for the individual; they vary in terms of it might be assessed. it can be adjustable to change under certain conditions.

It refers to the motivation of a specific situation or in classroom its central point is on learners’ perception of the task and learning content. There are various language class’ factors such as the teacher, the class atmosphere, the course content, materials and facilities, as well as personal characteristics of the student. These factors influence their perceptions.

In addition, Dörnyei (2005: 110) provides motivational strategies according to him:

«Motivational strategies refer to those motivational influences that are consciously exerted to achieve some systematic and enduring positive effect.»

These strategies are classified into four dimensions as Dörnyei (2005) points out:
“Creating the basic motivational conditions, initial student motivation, maintaining and protecting motivation and encouraging positive retrospective self-evaluation “

These strategies are relation to Dörnyei’s tripartite pre-actional, actional and post-actional motivation, is common in educational psychology. It is also represented in the socio-educational model of second language acquisition, though it is considered an integral part of motivation in general. (Check the figure in Appendix 1)

All these strategies have importance in learners’ motivation because they affect him successfully in SLL. However, as Dörnyei (2001) states that teacher should be conscious that “*Not every strategy works in every context*” Since each strategy and every context is different in several aspects such as age, social class, cultural background... etc.

1.3.2.3 Communication:

Communicative strategies (CS) contribute to second language learning. Researchers acknowledge that second language is learnt of the utmost importance through conversing and interacting. It develops learners' internal linguistic representation and it is a tool that eases language learning. Hatch (1978) considers how conversations can contribute to second language development; he suggested that interacting socially with interlocutors makes the learner procedures input for learning in the target language. Long (1996) has considered this as the Interaction Hypothesis. He points out

"Negotiation for meaning, and especially negotiation work that triggers interactional adjustments by the native speaker, or more competent interlocutor, facilitate acquisition because it connects input, internal learner capacities, particularly selective attention and output in productive ways"

Long (1996, P,451, 452).

In a similar way, Gass and Mackey depict the important role of interaction in language learning. Proposing that

"Through input and interaction with interlocutors, language learners have opportunities to notice differences between their own formulation of the target language and the language of their conversational partners. They also receive feedback which both modifies the linguistic input they receive and pushes them to modify their output during conversation" Gass (2006, P, 3)

In addition, communication requires a big degree of empathy because to communicate well the two persons need to understand the cognitive and affective state. Thus, this interaction is considered as a very successful phase in learning a second language. i.e., knowledge of the emotional state and the structure of language of the other person facilitate greatly communication which improve learning SL.

1.3.3 Social Variables:

In the field of education, it is important to mention that society has an important place in the process of SLL. Researchers consent on the importance of recognizing the social and education relationship by examining how individuals differ in their social and cultural experiences and how it affects their learning outcomes. For that reasons teacher should recognize this relationship and to be aware that language instruction cannot be understood apart from social class and gender.

1.3.3.1 Gender:

It is clear that men vary from women. Men are strong in mental power and motor ability whereas women excel in memory and language. A number of studies shows gender differences in learning a second language in a very few cases males do better than females, and in most of the cases it is just the opposite—females do better than males.

In Language Learning Strategies (LLS) males and females distinguish different features. Males prefer to use linguistic devices such as interruptions, instructions, and sentence-initial conjunctions. whereas, females choose to depend more on questions, justifiers, intensive adverbs and personal pronouns (Aries, 1967; Mulac et al., 1998; Taps & Yancy-Martin, 1998, as cited in Gascoigne, 2002, p. 83). Check Appendix3

Additionally, Holmes (2001) suggests that women in their speech prefer to use tag questions, rising intonation, empty adjectives, precise color terms, hyper correct grammar, super polite forms, avoidance of strong swear words and emphatic stress. It is not easy to distinguish the differences between males and females if they are because of biological, psychological, and socio-cultural influences or there are other factors. However, Holmes (2001) confirms that there are psychological and socio-cultural influences in which Nyikos (1990) mentioned that female require more social concent than males (as cited in Aslan, 2009, p. 55).

Shenadeh (1999, p. 258) observes during the conversation, females tend to reach an utmost amount of understandable input, on the other hand, males use the conversation to get an utmost amount of understandable output. Oxford and Nyikos (1989) show that women use memory, cognitive and social strategies often. But, men prefer to use reasoning capacity and catching main idea is their cognitive behavior. (Lin, 2011, p. 300). In another study, Bacon (1992) sees that when listening to original second language texts, women use more metacognitive strategies than men, whereas men use a better rate of translation strategies.

In writing, there are different attitude females are better at descriptive writing and males are better at opinion writing (Richard & Lesley, 2007). Furthermore, Men' cognitive abilities are better especially reasoning and analysis. Although, in one cognitive ability, memorization, females are obviously better than males (Yang, 2001), and like other aspects of life, they can control and dominate conversations (Gass & Varonis, 1986).

Briefly speaking, Females are better in learning a second language because they are more motivated, possess more positive attitude, and have a great enthusiasm about foreign

'culture and country. They show also better confidence and have self-esteem during learning the second language in addition to their superior verbal intelligence which helps them in better language learning.

1.3.3.2 Norms (Social Class):

Each individual is born within a particular social and cultural context which includes many factors such as income, level of education and occupation; these factors are specified combination of social class. Generally, Individual's social class is divided into four categories: lower class, working class, lower middle class, and upper middle class. All this are correlated to L2 achievement, studies show that learners from lower class are less successful than upper middle class' learners probably it is affected by the instrumental motivation of the second language learners. However, it should be born in mind that it is not upper middle class per se that produces these effects, but rather the experience of the world which the different social class are likely to have.

1.4 Definition of Person Oriented Approach:

Psychologically, every individual consists of a unique profile of characteristics, traits, abilities and challenges which are the results of learning, and of personal development, which show the individual differences in intelligence, motivation, creativity, communication, cognitive style, and the capacity to process data, and relate to others (Woolfolk, Winne, & Perry, 2006). Individual differences are considered in the discipline of differential psychology. Since the person-oriented approach attempts to coordinate theories and methods that describe development as a holistic, highly interactional, and individualized process. It is therefore used in developmental psychology. As Von Eye & Bergman, 2003 see that "*it is often more natural to employ person-oriented methods if a person-oriented perspective is believed to be valid*".

Moreover, person-oriented approach has been recommended strongly at several stages in the past decades; for example, in the twentieth century by James, Dewey, and Stern, in the 1930s by Lewin and Allport, in the 1960s by Block, and in the 1980s to the present by Magnusson, Bergman, and von Eye. Over the past years the term "person-oriented" (often used interchangeably with the terms "person-centered" and "pattern-oriented"). The approach focuses on patterns or profiles that describe one individual or a group, the stability and change of these patterns or profiles, and whether or how they connect to other profiles or patterns within as well as proceedings outside the individual. Furthermore, there is a slow but stable increase

of person-oriented research in various fields of psychology, such as developmental and developmental psychopathology (e.g., Martinez-Torteya, Bogat, von Eye, & Levendosky, 2009), clinical (e.g., Lundh, Saboonchi, & Wangby, 2008), personality (e.g., Laible, Carlo, Panfile, Eye, & Parker, 2010), and industrial organizational (e.g., Foti, Thompson, & Allgood, 2011), and in other disciplines such as education (e.g., Boscardin, Muthén, Francis, & Baker, 2008). The approach has evolved from the holistic-interactionistic system view on individual development as developed by David Magnusson (Magnusson, 1988; Magnusson & Törestad, 1993). Holistic-Interactionistic is a theory that there are two entities mind and body each of which can have an effect on the other. Hence, the approach seeks knowledge about internal patterns within the individual person.

There are several definitions of the person-oriented approach in the field of education. Such scientists have analyzed this issue as V.V.Serikov, S.V.Belova, E.V.Bondarevskaya, N.A.Alekseev, I.S.Yakimanskaya and others. Based on the works of V. V. Serikov and I. S. Yakimanskaya, person-oriented approach is creating the conditions for full revelation and development of a student's personality through independent and significative activities. Thus, on the one hand, the person-oriented approach is based on the individual characteristics of students, on their prior knowledge, previous experience, purposes and values, and on the other hand, it develops the students' identity. The focus of this approach in the field of education since it deals with individual differences and how teachers are supposed to treat their students first as persons and not as material of teaching and learning. Teachers by this approach should therefore recognize students' needs and interests and what can go in benefit with them. Besides, the objective of this approach is to make teachers able to categorize students into groups according to their needs, problems, interests, motives ... etc.

1.4.1 The Tenets of The Person Oriented Approach:

Bergman and Magnusson (Bergman & Magnusson, 1991, 1997; Magnusson, 1988) described five tenets of the person-oriented approach. These have been further expanded and elaborated by von Eye and colleagues (e.g., von Eye & Bogat, 2006; von Eye & Bergman, 2003). Individuals have specific and unparalleled functioning, process, and development of behavior. In this connection, every individual is able to exhibit unique characteristics, each one develops his behavior according to his personal process and function.

The second tenets in a continuous of the first one; developmental processes happen in a valid way and can be described as involved factors' patterns; patterns' persistence and alteration

can depict development; the factors' interactions with other factors set the significance of the development processes. In other words, this tenet is related to Bergman and Magnusson's (1997) holistic perspective. It suggests that alteration is multi-faceted and multi-dimensional and that all facets and dimensions need to be considered. Which means, it is not enough to describe alteration in just one variable. Lack of alteration has to be described in various variables altogether.

Other tenets concern the holistic nature of development, such as behavioral development. Also, factors that need to be taking into consideration, and meaningfully patterns of individual. And the conditions that must be obtained in order to get meaningful comparisons. (von Eye & Bergman,2003; von Eye, 2010).

1.4.2 Characteristics of Person Oriented Approach:

Each approach has specific characteristics, POA has three characteristics:

- A pattern focus
- A focus on the individual
- A process focus

A pattern focus: The undivided pattern of each individual input should be the element of analysis and should consider interactions.

A focus on the individual: the results of the single development of individual ought to be instructive. Also, the credible quantification should be to make possible conclusions about the individual' current state

A process focus: the dynamics of change can be studied in the intensive process-related data for every single individual.

1.4.3 Goals of Person Oriented Approach:

The basic goal in POA is to combine individuals into categories or groups, with each one comprises similar individuals and different individuals in other categories (Muthén & Muthén, 2000). Additionally, to make statements about individuals or homogenous groups of individuals (von Eye, 1990, 2010). More precisely, to build a good learning environment, and to have a meaningful education.

1.5 Individual Differences and Person Oriented Approach in Education:

Individual differences are personal differences specific to each student that are the person-oriented approach' principle. They include variables such as physical characteristics, intelligence, interest, perception, gender, ability, learning styles and personality traits (Arı and Deniz, 2008). In the process of education, the teacher must be aware of his students' mixed abilities to plan an effective learning that matches with every learner since they differ in learning style and speed as Gözütok, 2000 stated that: *"Not every student learns in the same way, but every method does not attract the interest of each student on an equal level"*.

In this context, it is very important to select the appropriate teaching methods and strategies that suit learners' different abilities and skills because this need will affect students' behavior in the classroom.

Moreover, according to the characteristics of Good and Power (1976), students are divided into five categories. These are,

- 1) Successful Students are students who tend to achieve good results, they draw attention and participate in the course.
- 2) Social Students prefer to socialize with their friends and like to make activities in peers or in groups.
- 3) Dependent Students are immature they need more clarification and always need teacher' support and motivation so they can progress
- 4) Alienated Students are careless students they always want to leave the school and some do not want even to study they generally make problems.
- 5) Phantom Students are generally quiet and shy they do homework regularly and do not participate in group works.

As can be seen in these categories, the classroom environment is composed of various individual differences. Therefore, in such a multi-disciplinary learning environment, applying one method to all students will surely affect it negatively. The role of the teacher is to observe learner and to detect these differences and to arrange the learning environment accordingly. Generally speaking, dealing with learners as individuals and applying appropriate methods will develop the learning-teaching process.

1.6 Conclusion:

Individual variation is the principle of nature. Didactics think purely theoretically about the phenomenon of teaching learners regarding their differences. Meanwhile, there is also a more practical aspect regarding teaching, where the teacher applies his own style he is no longer suffocated by the force of old tradition. In order to make the individual learner involved in the learning process. With the person-oriented approach which is fundamental in the field of educational psychology. The fact that individuals vary in abilities, capacities and personality characteristics as well as in their personal development demands the adoption of individual-centered perspectives in educational settings.

In the next chapter, the research methodology and tools used in the current investigation are presented and discussed in an organized manner.

Chapter Two: Methodological Tools and Description of the Study

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2.1 Introduction

One of the pivotal job' deeds of researchers is to investigate about a specific interesting phenomenon, to pinpoint the sources of deficiencies and to find effective solutions. This can be seen in teaching and learning problems. Yet, to move from talking about teaching and learning then to understand the complexities and difficulty of this process is not that easy. As Allwright noted that:

“Another way of looking at the shift from prescription to description and then to understanding is to think of it more generally as a move from a simplistic way of looking at the world . . . towards a recognition of the essential and irreducible complexity of the phenomenon of classroom language learning and teaching”.

(Cited by Freeman in Gieve and Miller, 2006, p. 239)

In this chapter, we present a number of methodological considerations with reference to the research design which is both qualitatively and quantitatively-based. We have divided this chapter into two sections. The first section will deal with the research framework, whereas the second section deals with the descriptive part of the experiment; we also discuss the choice of tools used to gather information about the subjects of the study and the methods we relied on in the interpretation of students/teachers' answers.

Section One: Tools of the Research

2.2 The aim of The Study:

The purpose of the study was to explore the application of didactics theories into practice as well as how do teachers manage individual differences, and more specifically how they treat and handle each student.

2.3 Objectives of the study:

This study has been in quest of the following objectives:

- 1- Inspect whether teachers' characteristics and behaviors affect the use of various strategies in order to handle individual differences.
- 2- Reconnoiter students' feeling about teachers' treatment in both psychological and educational aspect and to what extent it meets their needs.

- 3- Observe how learners behave with their classmates and how the teacher deal with their differences.
- 4- To what extent does the effect of individual differences trait and abilities on learning.

2.4 Research Design:

As far as education is concerned, the terms "Method" and "Methodology" must not be interchangeably used. the researcher must distinguish between methods and methodology because of their paramount importance. Methods are what the investigator used for the study including the tools, strategies or techniques. this can be seen in surveys, questionnaires, interviews, participant observation and so on. Whilst, methodology refers to 'method' + 'ology' . 'Ology' typically means a discipline of study or a branch of knowledge. thence technically speaking, 'methodology' is considered to be (a combination of ology and method) a study of methods. Precisely defining, it is study of how research is done. It entails how the researcher find out about procedures, and the manner in which knowledge is gained. Methodology outlines the principles that guide research practices. As Blaxter, Hughes and Tight differentiate between the two terms noting:

The term method can be understood to relate principally to the tools of data collection: techniques such as questionnaires and interviews. Methodology has a more philosophical meaning, and usually refers to the approach or paradigm that underpins the research. Thus, an interview that is conducted within, say, a qualitative approach or paradigm will have a different underlying purpose and produce broadly different data from one conducted within a qualitative paradigm.

(Cited in Tight, 2003, pp. 8-9)

In the field of education, and more precisely at the University level, research methods fall into various categorizations and manifest in plentiful numbers. Many Investigators highlight the use of methods to gather data in an academic research work. Because using various methods and testing hypothesis from different angles increase both reliability and scientificity in the work and make the researcher reach unmatched findings. This methodological strategy of compiling multiple methods, in academic settings, has been known as triangulation. Richards and Rodgers (1986, pp. 158-159) stated that:

The notion of triangulation borrows a metaphor from navigation, with the idea that taking two readings will enable us to point out the "truth" more accurately than one. Thus, one method of data collection can be used to offset the weakness of another, or to 'check out' the validity of findings.

Triangulation is suitable in both quantitative and qualitative data research as a multi-method approach because it may give a broad perspective of human phenomena than a single-method approach may output. In addition, multi-method approaches are more credible sources, such as the dissimilarity of the questionnaire and the classroom observation to authenticate the study.

Since the present study is designed to establish the importance regarding individuals differences as interrelated and inseparable factors that directly contribute to the process of learning/teaching and how they affect the effectiveness of the learning process, we opted for a triangulation strategy. We mixed up qualitative and quantitative data in order "to try and verify the validity of the information being collected"(Blaxter, Hughes and Tight, 2006, p. 86). If students' answers are provided and analyzed by qualitative methods, we believe that consistent evaluation of the students' achievement must be on quantitative methods. Triangulation in this study consisted in putting together a questionnaire and a classroom observation as data collection tools used generally in qualitative and quantitative research designs. Additionally, teachers were also interviewed about various points; about their students though answering seven questions which focused on many aspects.

2.4.1 The Qualitative Aspect of the Study:

The largest part of this research design in this study is qualitative. We used to gain more understanding of the study through classroom observation and teacher interview. Our selection of this research design refers first and foremost to both our concern, as university learner, since we know really how education in the university is, and to our belief that there is a possibility for adding a useful approach to our educational system. We do not deny that there are other cases which are worth examining, but the present one has held our attention for a long time. Moreover, Flick (2014, p. 542) claimed that, "*Qualitative research interested in analyzing subjective meaning or the social production of issues, events, or practices by collecting non-standardised data and analyzing texts and images rather than number and statistics.*"

During the data collection, the research methods that we mentioned above, allowed us to interact directly with the participants, which helped us to observe clearly the individual differences. And to distinguish between each teacher' opinion about the questions given.

2.4.2 The Quantitative Aspect of the Study:

Gorard & Taylor 2004 defined it as “*a situation in which the researcher observes the relationship between two variables by deliberately producing a change in one and looking to see whether this alteration produces a change in the other*”

we used it through a questionnaire to quantify learners' opinions about several aspects in classroom and the teachers. And to generalize the findings in order to use measurable data to formulate facts and uncover patterns.

2.5 Population:

In defining populations and samples in terms of nature, size, and interrelationship,

Gibilisco (2004, p. 38) pointed out that:

“In statistics, the term population refers to a particular set of items, objects, phenomena, or people being analysed. These items, also called elements, can be actual subjects such as people or animals, but they can also be numbers or definable quantities expressed in physical units.”

In addition, According to Miller (1975), the term population is applied in statistics to indicate to all subjects of a specific category. The samples should be taken out of we seek to make conclusions about the target population. There are two types of population:

using pre-existing groups as they occur in nature- true experimental groups- or using groups constructed for the experiment-quasi experimental groups.

2.5.1 The target students:

In the present study, we opted for using pre-existing groups. The population, is 1st year Master students in the Department English Language, at Dr Moulay Tahar University. The total number of the students is 34., among them 7 boys and 27 girls. These learners ranging in age between 23 and 25 years. The majority are from Algeria only one is from Ivory Coast, they have nearly similar cultural, social and educational background to a given extent, and they are a techno-generation.

The purpose of selecting a small group of population is practical and may reduce generalisability. Swetnam (2004, p. 43) stated that:

The smaller the sample the less is the generalisability of the results. A lot of defective research results from attempting to extrapolate from tiny samples to grand theory.....

There is no definite answer to the question 'How large should a sample be?' This requires judgement of feasibility and cost against representativeness. There is no point in taking huge samples when smaller ones produce the same results.

The real number of students who answered every question in the questionnaire were only 24. Some students were absent, others did not answer all questions. For the sake of authenticity, we preferred to work only on the papers answered to make the findings evident.

2.5.2 The Target Teachers:

We chose teachers from the English department at Dr Moulay Tahar university randomly. Gender was not in the conditions, and it was supposed to have an interview with most of the teachers but we interviewed merely four teachers from almost forty.

2.6 Instrumentation:

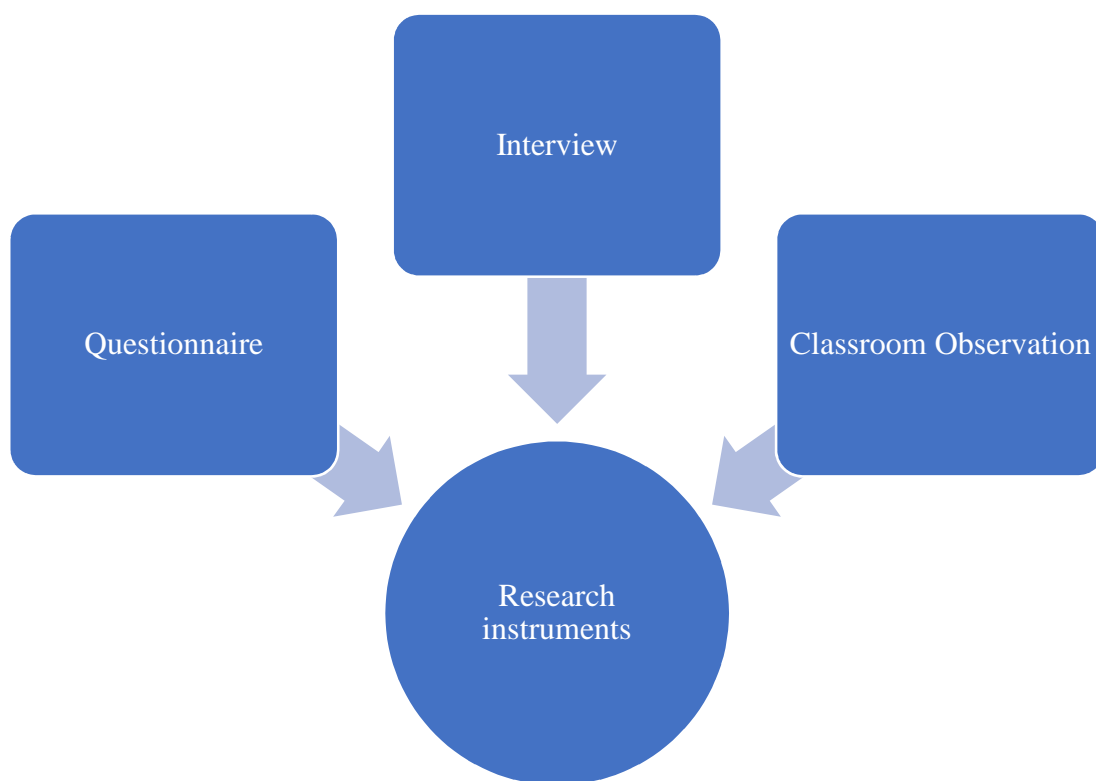


Figure 2.1 Research instruments

2.6.1 The Questionnaire:

In this study, we adapted the questionnaire from Ron Ferguson's Tripod Project 2011. Tripod is a research-based, classroom level data collection, analysis and reporting system that measures classroom effectiveness. Measuring multiple domains of teaching practice, it was created and refined at Harvard University over 10 years ago by Dr. Ron Ferguson, the Tripod Survey Assessments provide insights about teaching effectiveness and the determinants of student performance. It helps assess teachers' content knowledge, pedagogy, and relationship-building skills. Additionally, the survey measures learners' engagement and achievement which are predicted by means of seven multi-item measures covering key domains of teaching effectiveness referred to as the 7Cs. Through using a set of multi-item indexes that catch learners' academic and social behaviors, goals, beliefs and feelings, which we believe to be convenient for our study. This latter was modified in terms of the items and questions, in order to meet the research questions.

The questionnaire consists of three parts, each part has three questions and the learners should tick at the appropriate four-point scales which are:

- Always
- Usually
- Sometimes
- Not at all

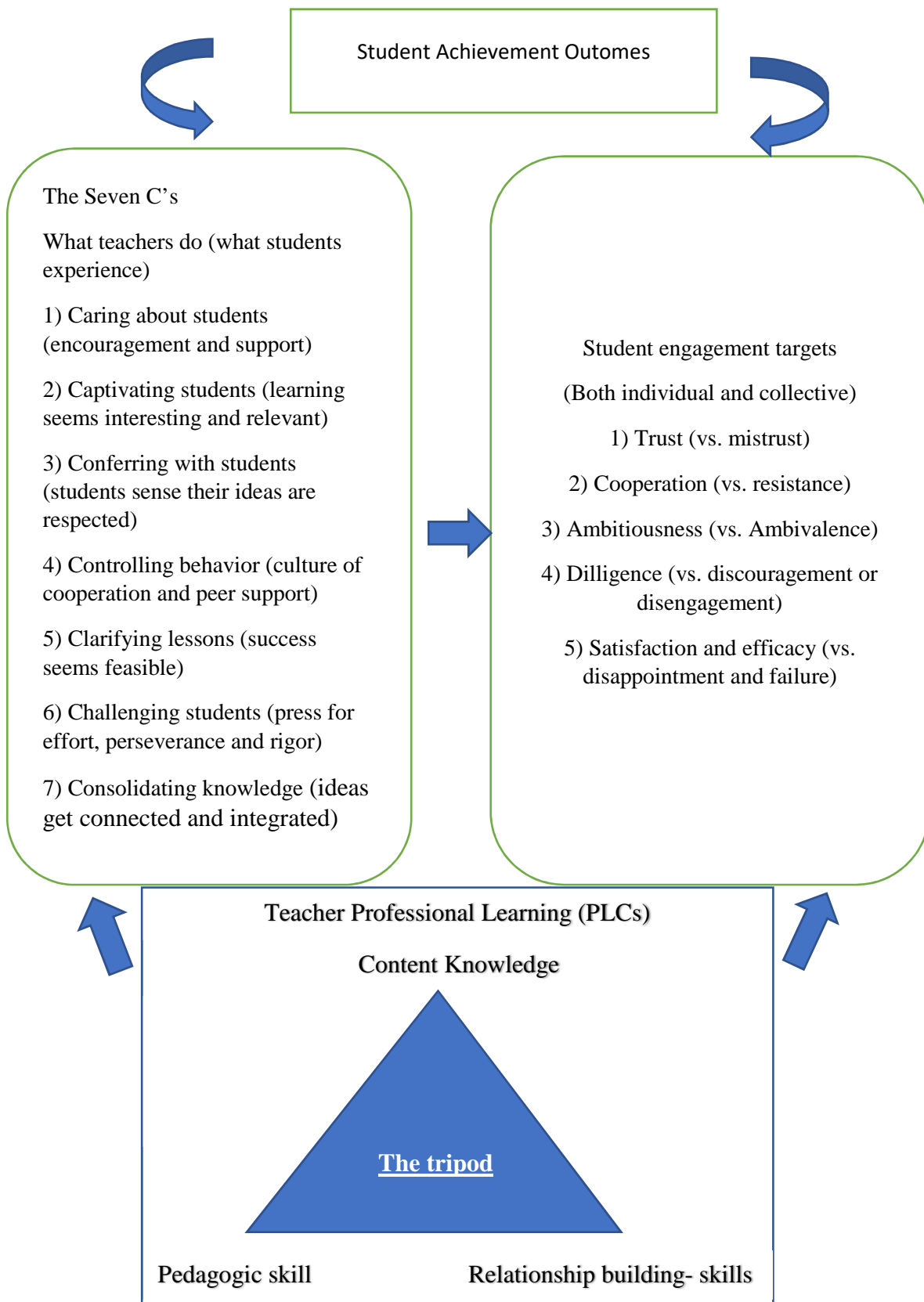


Figure.2.2 Tripod Survey Assessments (Adapted from Cambridge programme)

2.6.2 Interview:

In our study, we used an interview as a second data collection method. Our aim was to get direct questions from teachers as they are part of the research in order to distinguish their responses and see how they manage their classroom and how they treat individual differences during the learning/ teaching process. The choice behind using the interview as a method and in particular, after the questionnaire can be explained by Swetnam's claim that

"Interviewing is a method of collecting data that can stand on its own or be a follow-up process to another method" and that, " Interviews should never be random as they demand a heavy investment of time" (2004, p.64).

Therefore, we designed the teachers' interview according to the research questions mentioned in the general introduction. Furthermore, the teachers' answers were recorded then analyzed as written discourse. The method we relied on to analyze data is the use of comments. Nearly all the questions of the present interview are open-ended. However, in each of these questions, the interviewee has got the opportunity to respond and express his opinion freely. The questions of the interview follow a specific order; they are put to see how the teacher consider the psychological side of his learners than how s/he manage this side to convey the meaning and if the strategies used are varied. the final question was about humanistic side of the teacher toward his learners.

2.6.3 Classroom Observation:

Classroom observation was the third and last tool, it is a method of directly observing both teacher and student behavior, in addition to teaching practice, as it happens immediately, the observer or analyst takes notes and/or codes instructional behaviors in the classroom.

Merriam (2002:101) argues that observations are the major means of collecting data in qualitative research. She further points out that:” *they offer a first-hand account of the situation under study and when combined with interviews and content analysis, allow for a holistic interpretation of the phenomenon being investigated*”.

In this study, we conducted classroom observations both (check appendix3). As a non-participant observer, we observed clearly and objectively teacher' techniques of teaching, managing, and treating learners in the classroom. We wanted to gain insights into the psychological strategies that the teacher used. Equally important, through this method we could observe students' behavior toward each other and the interaction in the classroom. we

attended four sessions although were not enough to analyze in details but due to the lack of time. We noted all what we observed we will discuss it details in the next chapter

Methods of Data Collection	Type	Instrument Assisting Data Collection	Data Capturing Method
Questionnaire	Likert Questions	Distributing copies	Quantitating percentage
Interview	Individual Interview	Researcher interviewing teachers	Record
Observation	Classroom observation	Researcher observations Observations schedule	Comments Notes

Table2.1 Data Collection Instruments

Section Two: Procedure of the research

2.7 Description of the study:

In order to obtain participants' accurate replies to our present study; a questionnaire is distributed to Master learners covering 03 main parts; the first part includes three questions about the students' attention and behavior in the classroom. The second part consists of three questions concerning teachers' support and scaffolding. Moreover, the third part of the questionnaire involves three questions to investigate the teachers' role in engaging and guiding their learners in addition to assessment.

The second research tool is an interview addressed to teachers in order to get direct answers from them; as they represent one of the major collaborators of the University.

The third and the last research tool is a classroom observation that was accomplished in order to investigate and observe how the teacher treat and manage students regarding their mixed abilities and students' behavior during their learning situation.

2.7.1 Learners' questionnaire

27 questionnaires were handed to master1 didactic students of the department of English at Moulay Tahar University of Saida in the academic year 2017/2018. All these (27) copies were returned and were considered usable. Moreover, the response rate was 70%. Of the 27 copies, no copy was sent by electronic or mails and 3 of them was counted as a non-response because were not all answered. The description of the findings is based on the data collected by the students' answers, the questions are as follow:

2.7.1.1 Part One: Students' Attention and Behavior in the Classroom

Question 1: My teacher makes me feel that s/he cares about me.

The results come to reveal that:

Question	Not at all	Sometimes	Usually	Always
Results	4	15	4	1
Percentage	16%	62%	16%	4%

Table 3.1: My Teacher Makes Me Feel that s/he Cares about Me.

The above table can be revealed to the following diagram:

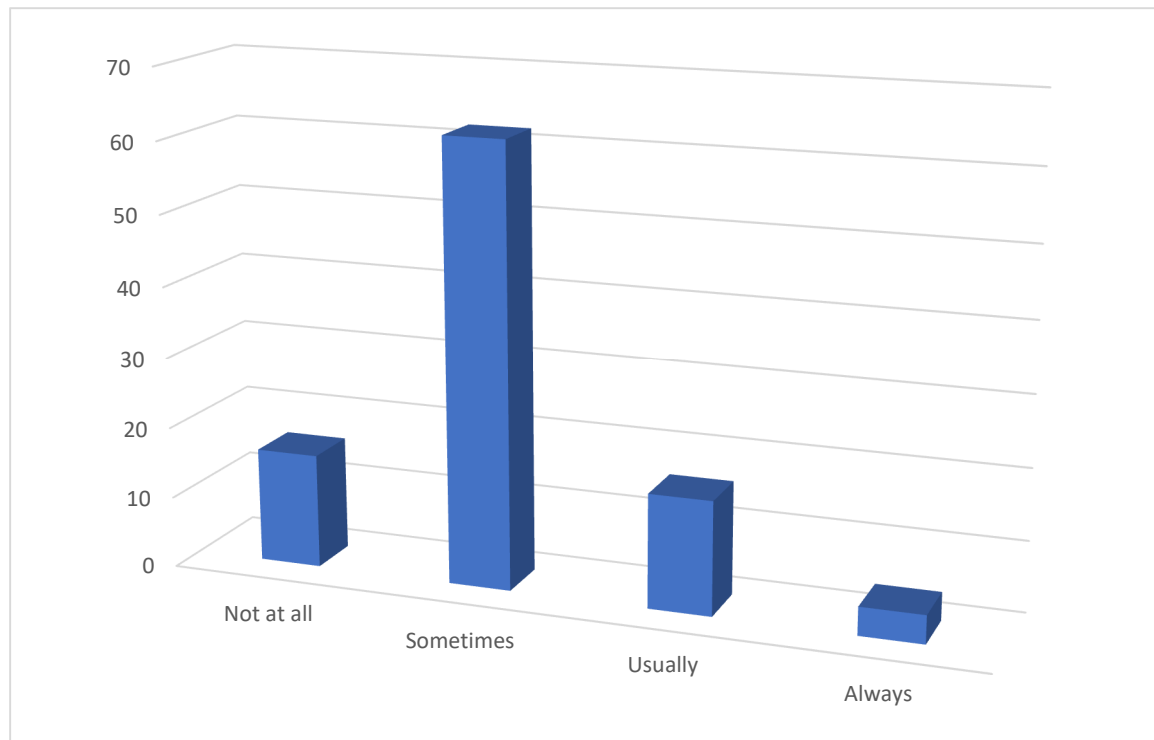


Diagram 3.1: Students Perception about Their Teachers Care.

The first question is about taking care of the student since it is necessary in the learning process, it boosts students' self-confidence which makes him/her feel important and learn better. According to the above table and diagram 62% of students claim that sometimes they feel cared, whereas 16% see that the teacher does not care about them at all and 16% disagree they usually feel cared and only 4% students who agrees totally that he/she always feel cared by teachers.

Question 2: My teacher encourages me to do my best.

The following table can be drawn:

Question	Not at all	Sometimes	Usually	Always
Results	3	2	16	3
Percentage	12.5%	8%	66%	12.5%

Table 3.2: My Teacher Encourages me to do my Best.

The above table can be revealed to the following diagram:

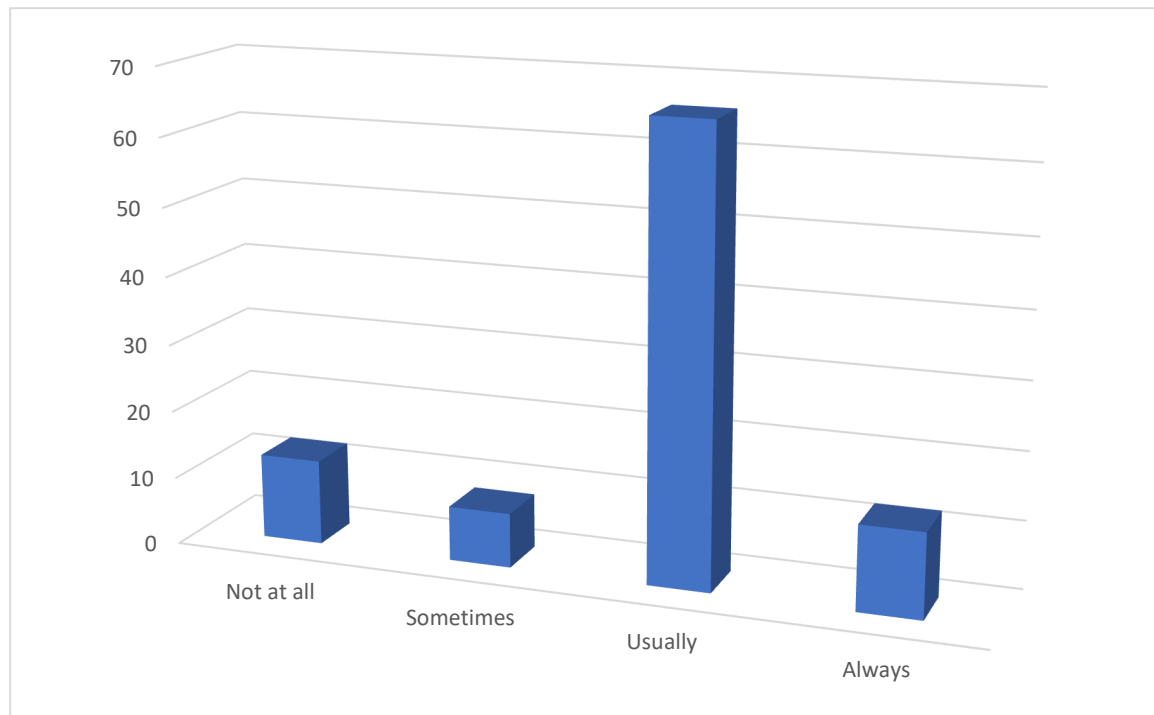


Diagram 3.2: **Teachers Encouragement Rate.**

The second question is about the teacher's encouragement to increase students' learning skills to do their best for good results, as we can see in the diagram and the table above 66% are of the same opinion that usually the teacher is an encourager. Besides 12.5% claim that the teacher is not an encourager at all, and 12.5% disagree completely and argue that the teacher is always encouraging them to do their best. Whereas just 8% see that sometimes they are encouraged. Moreover, by asking questions the teacher can have a look in students' mind and know what makes sense to them and what not. Teachers can further experiment with their teaching strategies for the optimum understanding of the class.

Question 3: My teacher's classroom rules and ways of doing things are fair.

Question	Not at all	Sometimes	Usually	Always
Results	4	15	5	0
Percentage	16%	62.5%	21%	0%

Table 3.3: My Teacher's Classroom Rules and Ways of Doing Things are Fair.

The above table can be revealed to the following diagram:

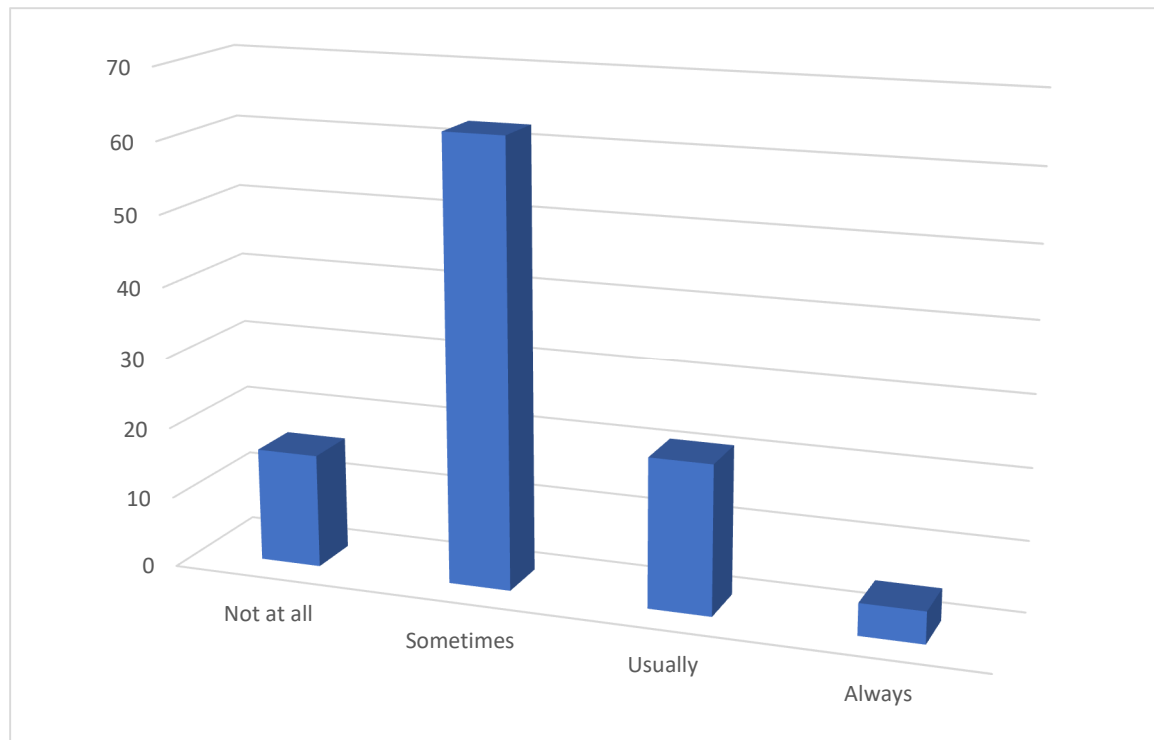


Diagram 3.3: Teachers' Equal Treatment.

If there is one thing most teachers want in their relationship with students, it's to be regarded as fair. It's difficult to believe that the unfair teacher is merely accepted, respected, or effective. The results of the table and graphic above show that 0% agree on the teacher is always fair. 16% claim that the teacher is not fair in ways of doing things and also in classroom rules. 21% see that s/he is usually fair, whereas 62.5% point out that sometimes the teacher is just an adjuster. In addition, informing students about the objective of the lesson and what they are expected to do is important. If students understand what the teacher expect them to learn, the learning will be effective. It helps them organize their thoughts and focus on important details.

2.7.1.2 Part Two: Teachers' Support and Scaffolding:

Question 4: My teacher checks to make sure we understand what s/he is teaching us.

The following table can be drawn as:

Question	Not at all	Sometimes	Usually	Always
Results	2	9	11	2
Percentage	12.5%	37.5%	45.8%	8%

Table 3.4: My Teacher Checks to Make Sure We Understand what s/he is Teaching Us.

The above table can be revealed to the following diagram:

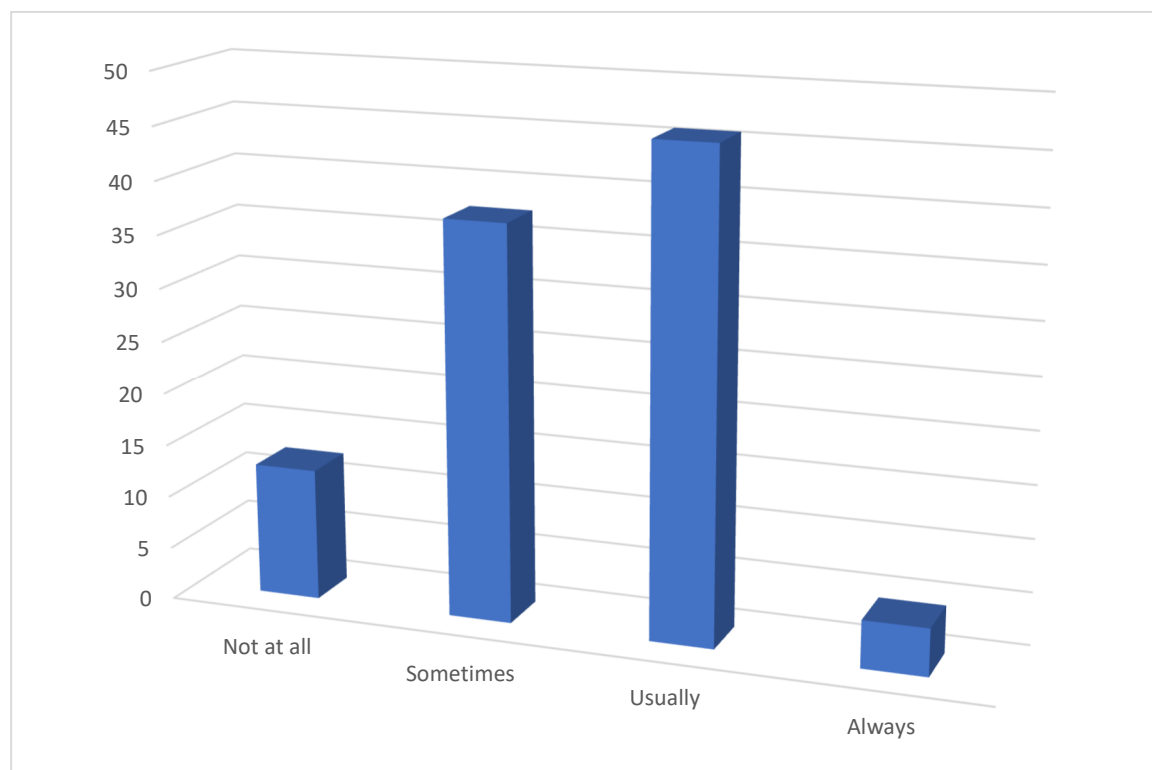


Diagram 3.4: Teachers Good Management

The question deals with the teachers' assessment for his students and check their understanding. Even though understanding is not measurable, but it is a major part of the learning process to make students learn every session and comprehend the lecture. According to 45.8% they claim that they are usually supervised. For 37.5% sometimes the teacher checks their understanding. While 12.5% from them claim that the teacher does not care at all. While, 8% confirm that they are always checked by the teacher.

Question 5: My teacher accepts nothing less than our full effort.

The following table can be drawn as:

Question	Not at all	Usually	Sometimes	Always
Results	6	10	8	0
Percentage	25%	41%	33%	0%

Table 3.5: My Teacher Accepts Nothing Less than our Full Effort.

The above table can be revealed to the following diagram:

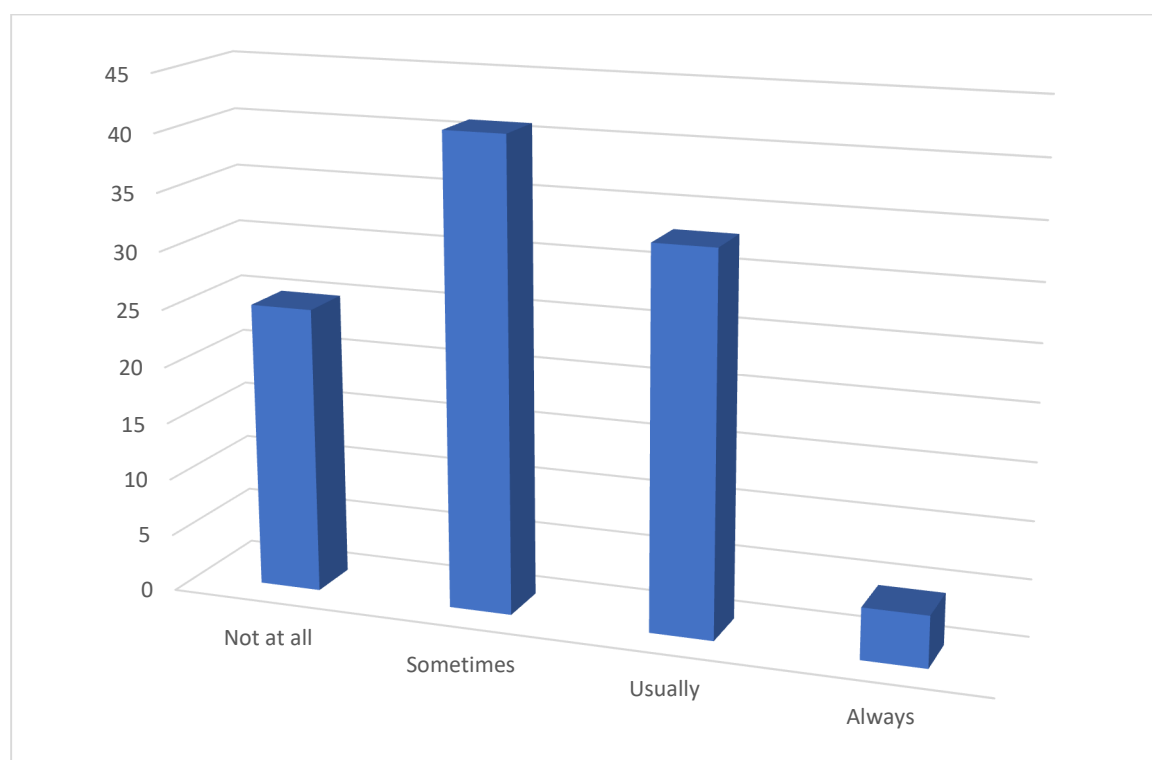


Diagram 3.5: Excellence in Students Works.

The question is related to the teacher's challenge work environment and if he cares about students giving their best in learning and if he is aware of his students' output. As stated in the above table and diagram, 0% of the results is about the teachers' effort. Besides, 25% also deny that the teacher accepts nothing less than their full effort and ticked on not at all. According to 33% sometimes the teacher intends for their complete efforts. Whereas 41% usually are asked to do their best by their teacher.

Question 6: My teacher wants us to improve our thinking skills

The following table can be drawn as:

Question	Not at all	Sometimes	Usually	Always
Results	3	5	6	10
Percentage	12.5%	33%	25%	41%

Table3.6: My Teacher Wants Us to Improve our Thinking Skills

The above table can be revealed to the following diagram:

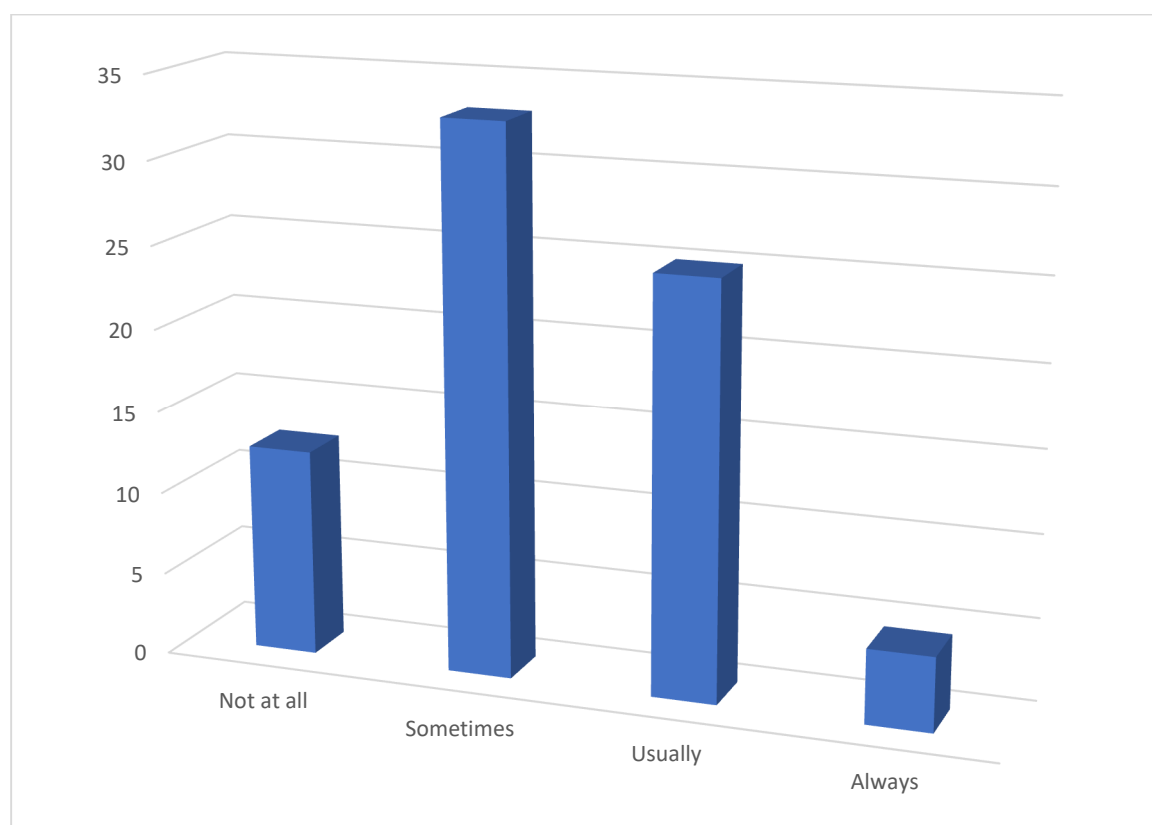


Diagram3.6: Teachers Endeavour

According to this question 41% confirm that the teacher always intends to see student's progress, whereas 12.5% claim that he does not want their improvement at all in their thinking skills. 25% see that he usually wants them to improve themselves, and 33% think that the teacher sometimes wants their complete improvement.

2.7.1.3 Part three: Teachers' Role in Engaging and Guiding their Learners in Addition to Assessing Them.

Question 7: My teacher tells us what we are learning and why.

The following table shows:

Question	Not at all	Sometimes	Usually	Always
Results	4	8	9	3
Percentage	16%	33%	37.5%	12.5%

Table3.7: My Teacher Tells Us what We Are Learning and why.

The above table can be revealed to the following diagram:

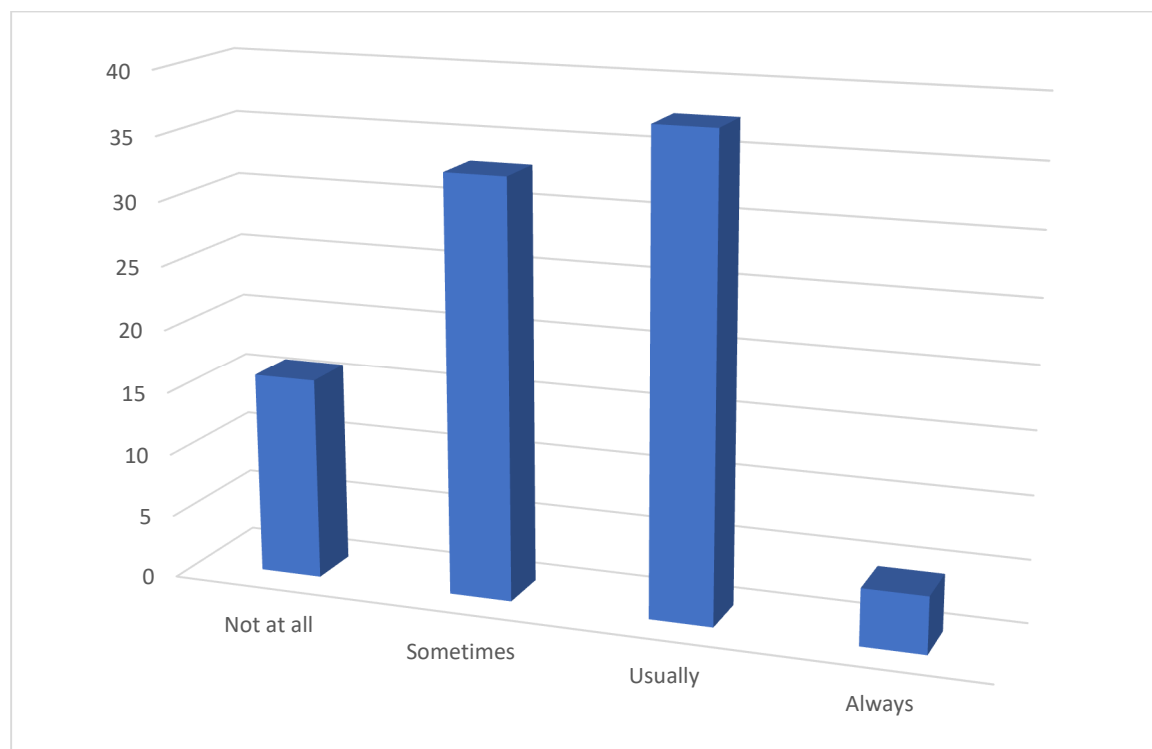


Diagram3.7: The Purpose of Learning According to Learners.

One of the most important factor in learning is making students get involved in the lecture and catch their interest to be more engaged and learn better; informing students about the purpose of the lecture and why help extremely in that. With regard to the table and diagram, the high results 37.5% are told about the learning content and why they are learning. Whereas, 33% see that sometimes they are informed about the lecture. In contrast, 16% deny that the teacher rises their awareness, and 12.5% confirm that the teacher always tells them about the lecture and the goal of learning.

Question 8: We get choices in how to complete activities.

The following table shows:

Question	Not at all	Sometimes	Usually	Always
Results	8	10	5	1
Percentage	33%	41%	21%	4%

Table 3.8: We Get Choices in how to Complete Activities.

The above table can be revealed to the following Diagram:

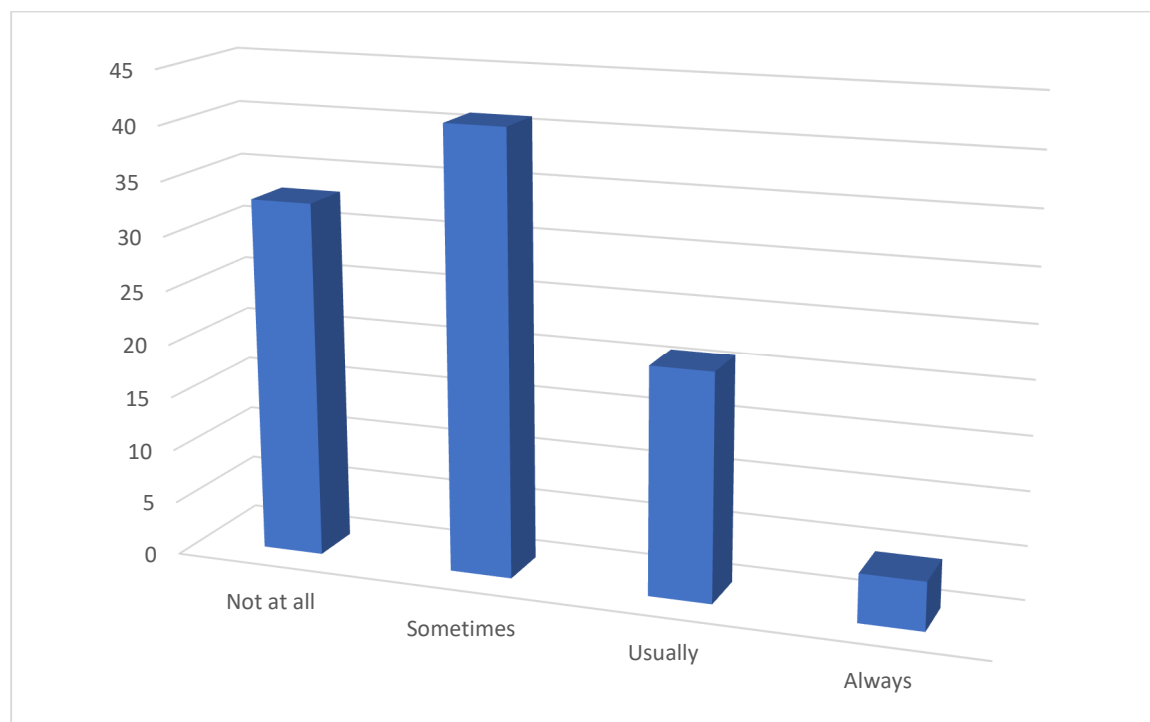


Diagram 3.8: Teachers' Flexibility in Tasks.

This question is related to engaging students in the learning process by giving them the opportunity to complete activities. Results show that sometimes they get the chance as 41% claim. Whereas, 33% say that they do not get the choice at all. According to 21% they usually get this choice, whereas 4% affirm that they always get choices in how they complete activities.

Question 9: When my teacher marks my work, s/he writes on my papers to help me understand.

The following table shows:

Question	Not at all	Sometimes	Usually	Always
Results	7	11	5	1
Percentage	29%	45%	20%	4%

Table 3.9: When my Teacher Marks my Work, s/he Writes on my Papers to Help me Understand.

The above table can be revealed to the following diagram:

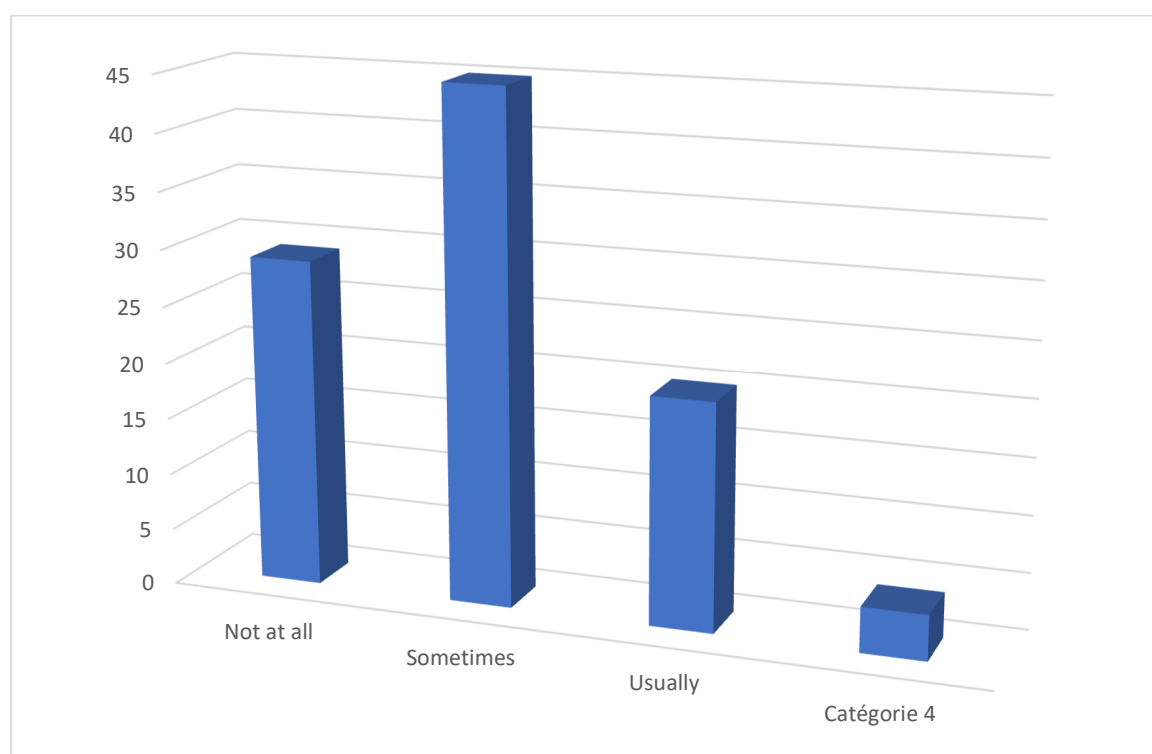


Diagram 3.9: Teachers' Evaluation and Observation (Continuous Work)

The table and diagram above show the results of the question which is related to receiving feedback and to which extent are students getting help to improve their work 45% claim that sometimes the teacher clarifies comments. Whereas, 29% claim that they do not receive any feedback. According to 4% the teacher marks the work and writes to make the student understand. Whereas 29% claim that the teacher usually gives feedback.

2.8 Conclusion

This chapter is divided into two sections in order to create a link between the tools of the research and the descriptive part of the study to have a well-organized paper. In the current study, we used a mixed method that consisted of using quantitative and qualitative designs. In this chapter we explained the research methodology used which were selected for the suitability of the research. Questionnaire were distributed in order to get students' opinion about several aspects in both teaching and learning. Moreover, interviews were the means to get direct answers from teachers according to their way of teaching and treating individual differences. And classroom observation helped us to get a clear idea about these differences in addition to both teacher and students' profile. We have dealt with the description of data and tried to prepare the floor for the discussion later. The next chapter will discuss and analyze these instruments in details and propose some recommendations and suggestions.

Chapter Three: Discussions and Recommendations

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3.1 Introduction

This chapter is a fusion of both analysis of the main results and a concluding part which deals with suggestions for future practices or experiments. We will propose some advice from some teachers abroad who have tried to find solutions for the problems they have faced in their classes and to remedy and heal the affective concerns of students. The primary purpose of this chapter is to provide practical guidance to teachers in the sake of renovated ideas for education in order to have an effective learning support and a positive environment to learners. As well as to spot light on the implementation of the person-oriented approach in teaching. In addition to students and teachers profile and factors that affect them. includes solutions and recommendations among which teachers adopt the Person Oriented Approach to make the learner involved to improve the learning process.

3.2 Discussion of the Results:

According to the collected data, the results come to reveal the attention of students in the classroom and their behavior to enable learning. Besides, teachers' management and scaffolding, as well as learners' investment in the classroom learning and the feedback they receive. The majority of students claim that sometimes they feel cared which matches their standpoint concerning teacher's encouragement since most of the responses were on the opinion that the teacher usually encourages them which can help for the optimum understanding of the class and improve the learning process. Nonetheless, the majority also claim that sometimes the teacher is fair in classroom rules and way of doing things.

Furthermore, seeking for student's full efforts and checking their understanding and improvement is an important phase in the teaching and learning process in order to make students feel cared, confident, and can do better will surely increase their output. Additionally, students are not always self-regulated learners. They may not be aware of what they understand or not. They sometimes think they comprehend, when they really don't and if the teacher doubts, he assesses their understanding. In the light of learners' response which the majority were in between sometimes and usually are checked if they got the meaning or understood the lecture, we see that the minority claim that the teacher always checks; this causes a problem because checking identifies errors and misconceptions that can interfere with learning.

Correspondingly, full efforts are a fundamental condition in learning, students must give their best to learn better and get the best marks. Sometimes they are demotivated. In this case,

the teacher role is to push them and make them work hard by motivating them or using effective strategies to increase their learning. According to students' responses, the majority agreed on the teacher that he usually asks for their best. On the contrary, no one agreed that s/he always seek for full efforts and some deny completely. It is another problem that should be discussed; the teacher's presence and assertiveness on students' achievement gives extra push to his learners when they feel that their efforts matter and when their hard work is noticeable, as a result it boosts their motivation and will try more to ameliorate in order to meet the expected standards.

Moreover, thinking skills are an invaluable asset to have it enable the learner to solving problems more efficiently, and carry out solutions with better efficacy. Students' minds will undeniably need it and exercise well beyond their school years. Thereby, the teacher can elevate his students' mental thinking beyond just memorization. Equally important, learners will need to gain, comprehend, and analyze data on a much more effective scale. It is the job of educators to provide them with the strategies and skills they need to think critically in order to overcome obstacles they face elsewhere. As we have seen the majority confirmed that the teacher always wants them to improve their thinking skills.

The last part of the questionnaire involves the role of the teacher in engaging and guiding learners and assessing them. As seen, the majority of them stand for the opinion that they are informed about what they are going to learn and know the purpose of the lecture . Also, Giving the opportunity to students to complete activities is a major part in engaging them in the learning process but students claim that they do not get the chance always; sometimes the teacher allow them to complete activities.

Feedback provides students with information about their progress or success and what they can do to improve their understanding. The minority show positivity towards the way they are evaluated and feedback they confirm that the teacher marks the work and gives comments to make the student understand. Whereas, there is a number of students claiming that sometimes they receive comments and other claim that they do not receive neither feedback nor comments. On the other hand, some learners are usually satisfied.

All things considered, it can be seen that learners' behavior, abilities, and satisfaction are correlated with their teachers' behavior and how they treat them. They need their attention their positive comments and construct critics since the teacher influences them and affects their motivation and willingness to engage and learn more.

Conversely, the teacher must show them attention, encouragement, fairness. Regardless mixed abilities in classroom they should know how to treat learners in the same way and show their weakness to help them. This correlation will surely improve both teaching and learning process.

On the psychological side, the answers indicated that learners' responses dealt with problems surrounding them; like environment (family, friends and teachers) have a major impact on their behavior and how their achievement maybe affected. They believe that there's a lack of encouragement when speaking about teachers, they feel that their teachers do not give much importance to the students' feelings but care only about who has or not accomplished the "task". Teachers are most concerned with the tasks rather than with the learners themselves, which in students' answers present a major handicap for them. Another factor, family which plays an enormous role in students' success, when parents start blaming and nagging rather than advising or encouraging their children makes a kind of pressure on students' psychological state, and lead them to some affective problems, like low self-esteem, anxiety the fear of disappointing the family and the fear of failure.

Another important point that has an impact on students' learning achievement is the stakeholders. According to students, teachers and course designers are responsible for the well-being of the student. It is the duty of the teacher to keep the learners in a good well managed environment, when they treat all students equally, when they care about them, when they feel that teachers are trustworthy and bring a kind of safety in classrooms among all students from different social classes. It is the administration duty to watch out the security of students, and care for the availability of learning materials and manage time with lectures and different academic activities and give students the opportunity to participate in some decisions that may be concerned with learners; this will create a peaceful atmosphere at Universities, among all students.

Some answers dealt with the choice of the teacher to keep all the students as the major members of the classroom community through implementing tasks in group works and make sure that all categories of students no matter their age, race, religion, cognitive competencies, or even social classes are equal and need to be treated the same way, to avoid creating some psychological pressure on some sensitive students who may feel hatred or jealousy when they notice that the teacher prefer some students than other and do not push all students to the main objective of learning which is making all learners successful and mentally and psychologically well balanced.

It is necessary to care about the students' affective side and try to treat them as "persons" showing them that they can handle the responsibility of their studies, their families and their relationships. Teachers only can bring this feeling of safety to students, when they offer their love and care to all students no matter how good or bad they occur in classrooms. Students need to be treated as human beings not only as subjects to complete an administrative task.

3.3 Teachers' Interview:

The description of the findings is based on the data collected by the teachers' answers, the questions are as follow:

Question 1: Do your student feel that you care about them?

Teacher A argues that he hopes so and some of his students are aware that he does care about them. Teacher B argues that she cannot know their feelings and can tell us only about what she feels. Whereas, teacher C argues that he is not sure about that since it depends on the students' mentality some attitudes are aggressive, others are friendly so it depends. Finally, teacher D confirms that students feel it.

Question 2: How often do you encourage students to do their best?

Teacher A and teacher B affirm all the time since they have high expectation for their students they believe that they can do anything. Whereas, Teacher C argues that he encourages them and don't force them, he increases their love for the subject matter. Teacher D argues that it depends sometimes when she feels that they are psychologically down she does not make a push in them, she let them free to take a break. But sometimes when she feels that it is necessary to control them she is the one who choose the circumstances and chooses the situation when to tell them while encouraging them.

Question 3: Do you think you are fair when dealing with students?

The same answer was provided, all Teachers argue that they do their best to treat them at the same rate regardless their cognitive abilities.

Question 4: when teaching, do you feel that all students get the meaning of the lecture?

All teachers share the same standpoint that it is not possible to measure understanding because of the individual differences and cognitive competencies since getting the meaning of learning is the point of the lecture.

Question 5: Can you feel that your students are different from one to another? How do you manage to treat them the same way?

All teachers take into consideration that students come from different background they agree.

Teacher A cannot manage them in the same way he believes that equality does not mean being fair. He treats them according to the situation. Teacher B diversifies methods according to students' skills and argues that it is a matter of teaching the more the teacher has experience the more he detects. According to teacher C different personalities mean different types of treatment, as a teacher he improvises there is no cut and clear way he just plays it by ear. Teacher D let them give, she observes students and confirms that scholars still focus on traditional teaching to make the teacher present because his presence is a recomfort, a safety and an assistance.

Question 6: Do you encourage your students to adopt new strategies in learning?

All teachers affirm that they encourage their students by developing their own strategies, encourage them to be autonomous. And also adopt new strategies since the teacher is the source of knowledge. Guide them also and never get fed up of repeating sessions

Question 7: Do you miss your students during holidays?

The answers of teachers A and B were approximate they miss students according to their discipline and hard work of the session. Teacher C argues that her students miss her. Whereas Teacher D confirm that she misses them even though some of them are doing the harsh behavior especially when they get the bad marks. But, she forgets their behavior and considers them as a part of her because she loves them she supports her comment by confirming that if a person does not love what he does he cannot give.

3.4 Classroom observation:

At the beginning of the chapter, we have mentioned that there was a period of observation, this latter and paying a good deal of attention to details is needful because what may seem like an unimportant fact to the untrained eye may be of the utmost significance when it comes to understanding the way the individual thinks and learns .This is what we noticed in Master1 Didactic class during social psychology sessions where students have the opportunity to interact and express their opinion according to their understanding and outcomes which are

due to many factors, such as psychological background, social interaction, and prior knowledge. As well as exchanging ideas with each other, classroom observation is used in order to notice individual differences and how it affects the learning process and to notice teacher's behavior toward these differences.

During this period of observation, and through these students we have noticed that they seem to be advanced in level but they are acting as teenagers, their behavior is related to their social cultural background and the way they are been brought up, as Algeria is considered to be among collectivist societies. Abilities differ greatly, some students could finish the activities given in 5 min whilst others could not. Also, they work in peers and groups, they discuss the topic given, exchange ideas, translate words with each other. Some students did not either respect the time limit given nor respect their classmates when they were talking. Some were not in the same opinion of others, they interrupted them, made fun of what they said, some students were interrupting just because they were not along with them, may be a personal issue because they were expressing with a harsh way by talking just to talk not to express what they think. But the teacher stopped and ordered them to respect their classmates.

In other session, students were reading about a given passage the others were listening carefully and has shown interest in what their classmates has written. In this context, listening to each passage we have noticed the differences and the great variation in their thinking and the way they see things. Especially, a non-Algerian student (Ivory coast) was very interesting the way she thinks and see things differ from all her classmates. Probably it is due to her different culture and mentality since the socio-cultural background influences people.

Another aspect that should be taken into consideration, is that the teacher does really care about her students, she is friendly, congenial, good communicator, good listener, and has a good sense of humor, we observed this in her caring and smooth way of interacting with them. She asked first about how they are doing, if they read about cultures, and informed them about what kind of exam they will have. In addition, the teacher gives constructive critics to show learners' weaknesses and to guide them; and students were listening carefully, the rest of them who read their work did not repeat the same mistakes. She also called many students at the end of the session to ask about them and to help them.

The teacher insisted on the differences between people in all aspects to fill the psychological gap; to make students learn to accept, and to not judge others. In addition, each person's ideas and opinions are valued, students were safe to express their feelings. It is due to

the welcoming learning environment, we have not noticed any power distance between the teacher and the students, the teacher is an authoritarian person, this helps students to get more space and more freedom to express what they think and how they feel. In contrast, there were an ease interaction, a kind of friendship. This what made students express themselves freely.

Moreover, during this observation the teacher was listening to every student carefully, discussing, telling them what they missed and what they need to mention. And was communicating with each student especially those who were not participating by reminding them several times that they will be the next participant during that session.

We also noticed both students and teacher characteristics. The awareness of various student characteristics will definitely have a good impact on learning and achievement.

In the table below, we have summarized some characteristics of students and teachers during the session of observation with first year master students (DID):

Student	Teacher
- Nice	- Guider
- Arrogant	- Friendly
- Funny	- Non-authoritative
- Serious	- Careful
- Shy	- Good listener
- Hard worker	- Patient
- Lazy	- Flexible
- Talkative	- Respectful
- Motivated/ Demotivated	- Supportive
- Careless	- Accessible
- Flexible	- Collaborator
- Enthusiastic	- Facilitator
- Intelligent	- Compassionate
- Less intelligent	- Knowledgeable
- Kind	- Approachable

Table.10 Students and Teacher' Characteristics

Generally speaking, a teacher who focuses on individuals and treats them as persons and not as material of teaching and learning can have a positive impact on students because they

feel cared and safe, which makes them learn better and this will eventually improve the learning process.

3.5 The Person-Oriented approach (careful/ sensitive teachers):

the use of the person-oriented approach necessitates the observation and revelation of each person; by assessing learners' needs and interests and discovering the key for motivation. The awareness and especially the acceptance of these individual differences will absolutely foster the dual relationship (teacher/learner) in order to improve the learning process.

To change the current situation in education and to give some solutions and recommendations, we have to set orderliness for better learning, set a high prior for the fostering of classroom-based learning and to have several methods to prevent learning difficulties as much as possible. Make a group work and collaboration with learners to support and help each other, to make them feel that they are equal in their teacher's eyes. In addition, it makes learners/teachers relationship better, i.e to reinforce the continuity of both learning and teaching in a harmonious way. To impede or at least to mitigate learning difficulties teachers should identify learners' strengths and weaknesses and priority learning need by assessing them, then he adopts several approaches that meet each individual in order to ensure progression. He can also engage his learners by telling them what is expected and engage them in activities then group them according to their needs, motives, interests, using paired/grouped activities.

It is considerable that each library in University should contain some books about teaching strategies or how to deal with learners if the teacher finds a difficulty he may read them to solve a specific issue. Such as: *Classroom Power Relations: Understanding Student-Teacher Interaction* by Mary Phillips Manke that talks about the relationship between the learner and teacher. The latter is the source of classroom power that may arise from the interaction between both of them. Another book is *Connecting with Students* by Allen N. Mendler which highlights the positive effect if the teacher connects with his learners through personal, academic, and social connections that result by bridging the gap between them in addition the teacher will learn how to listen to his student and accommodates his needs. *Teacher Lore and Professional Development for School Reform* by Gretchen Schwarz, Joye Alberts focus on the communication between the teacher and the learners as a basic place for an effective and real reform in education.

3.5.1 Individual profile (learners):

Every teacher observes his students' different learning, each individual has special strategies that are suitable more than others. If the teacher gathers all learners into one single learning style means that he ignores the whole person. The more the teacher knows about learners the more the strategies will be effective in meeting every individual's needs. For this, the teacher makes individual profile by organizing a detailed assessment of the learner's strengths, weaknesses, needs, self-esteem, attitude, and motivation; then making instructional activities that match their profile as well as the learning targets. As soon as this learner data is gathered, he can start distinguishing lessons in ways that ameliorate student learning purposely and strategically. Through individual profile the teacher knows more about learners.

3.5.2 Teacher Profile:

The basic goal of each teacher is to make students understand and grasp the meaning of learning. It is very important to make training to novel teachers in each aspect of education; not just teaching them the methods and approaches to apply, but most important is the "know how", to deal with different persons how to treat them as persons and in the same way. How to build strong relationship and gain their confidence. All these depends on the teacher profile.

Every teacher has a personal profile that makes him unique from other teachers. The real effective teacher perceps from his own personal influence and have the ability to deal with complexities in learning. He can also analyze and pay attention to each student progress, takes risks by challenging themselves to give new way of thinking to change misconceptions and gather enough knowledge about the lesson and present it with the simplest way to make it understandable.

In addition, Collaboration among teachers helps to exchange methods or strategies to deal with students, provide support. They all share the same responsibility and all have the same goal which is making improvement in students' achievement.

3.6 Generation gap:

The difference of age between the teacher and students is an important factor in education. They were exposed to the traditional methods of teaching; taught by books and printed materials to get the information they had to read books cover to cover. The teacher was authoritative and students were learning in an inductive way. Whereas the present generation is

taught by technology tools, Internet which facilitated learning they can write just a word and they find results as much as they want from different persons like scholars, psychologists, educators... etc. The presence of the teacher still exists with new methods and strategies making students learn in constructivist way or others way of teaching which may be considered as a different method in teaching that enhance learners' motivation. The problem that arises is the misunderstanding of both generations. The teacher has to be aware of the generational context and think out the box, show his passion, be creative, and select new strategies that meets students' needs. In addition, he uses the new up-dated technology with the availability of references, with showing that he values the students as persons and he treat them all in the same rate. He should not compare learning now by learning in the previous years or treat the way they were treated. Understanding the generation gap is the key to classroom harmony.

3.7 Power Distance:

Power distance in the learning/teaching context refers to the authoritative teacher who impede personal relationships with his learners. He treats them as material of teaching, gives them order and instructions concerning only the learning process. He does not communicate and always keep distance from them or relies too much on authority by setting rules to students and make them less free than it should be, for instance, not accepting students' comments or arguments in contradictory with what he says. This is a real issue that should be rooted out since it makes the learner demotivated to learn he is obliged to attend the session which will create a kind of pressure and then hates the module. in addition, they will lose confidence in the teacher the balance of power shift will improve the educational system in general and developing a close relationship between educators and learners is the key to control and manage the classroom and teacher behavior without showing this power. As learners also share the same responsibility as teachers and have the same objective making the learning process successful.

Furthermore, communicative approach is one of the approaches that has been taught, it emphasizes on involving a real communication so that learners acquire the language and learn how to use it. Communication should not stay just a theory, it should be applied because the teacher was one day a learner and has experienced the same thing he should treat them and manage his classroom the way he wanted one day to be treated. Also, a dialogue before and after the lesson fosters students' and teacher experience in both professionally and personally it allows clarifying unclear issues and approach their relationship.

3.8 Developing teacher-learner relation:

The learning environment should represent partnership between the student and the teacher because this relation is vital aspect in educational process that is positive long-term implication. The teacher is the source and power of knowledge, the instructor and the guide. Students are in need of all this and specially to feel cared as individuals so they can incorporate with him, enjoy learning, and have a great interest and motivation to make the learning process successful. When the student feels valued and cared he develops feelings of regard to his teacher and likes him so as a result he will try to please him by staying quiet while explaining, participating, doing his best in learning as they feel. Developing a good relationship with students is the base of the discipline plan by giving positive expectations like he trusts them as they are able do well even in the difficult assignments. The strong relationship that includes guidance and constructive critics affect positively learners it increases their love for the subject matter, their estimation for the teacher, the improvement of behavior in the classroom and outside.

3.8.1 Teachers' care:

To show care does not have to tell, or act if the teacher tries to pretend that he cares about learners soon or later it will be clear because it is an emotion and feeling that come from heart. The behavior that conveys caring is clear it can be by calling students with their first name rather than family name, showing a full attention when they speak or express an idea, when they make efforts the teacher acknowledges, appreciates, and encourages them which boost their confidence and willingness to participate. Moreover, showing flexibility and comfortable in the classroom with a smile face will make students psychologically released and feel safe. Expressing understanding and showing respect is a fundamental aspect in caring it shows that the whole person exists, his ideas matter.

Recent studies have shown that it is preferable to focus less on teaching strategies and approaches but rather more on softer skills which construe into the capacity to successfully cross individuals' needs and indicate professionalism/work ethic, oral and written communications to pass information, groupwork/cooperation and critical thinking/problem solving in order to manage students' progress. These are the skills that all teachers seek to convey to their students. In addition, these skills can improve teachers' effectiveness since it closes him to students.

3.8.2 Developing Teachers' Socio-affective Skills:

Teaching is an emotional practice so teachers have to develop and innervate their social-affective skills. Socio-affective skills are non-academic strategies include stimulating learning which consider emotions and attitudes between the teacher and the learner through establishing a level of empathy between them which allow students how to learn themselves using the teacher as a source of acquiring the language and the content of teaching as they are supported by him. these skills consider the relation of students with their whole community which facilitates the relationship with their teachers. Furthermore, the relationship enhances learning. To develop these skills requires using emotional intelligence (EQ) in cases such as reacting to students' misbehavior, teaching with leaving all the personals problems outside the classroom ...etc. These competencies are self-developed they are not taught each teacher should develop his own intelligent emotion and the ability to deal with different unexpected situations.

Moreover, developing socio-affective skills is very important because they affect teacher-learner relationship because teacher are models for students they influence them in a way or another and they influence classroom management. Also, EQ demands the teacher to be aware of his strengths, weaknesses and behavior and react for a purpose to a given situation. Social awareness which includes social relationships.

Another important aspect in developing socio-affective skills, teacher should be able to accommodate with individual differences. And make self-assessments to determine the weaknesses then develop them to meet a given situation. Differences in teacher effectiveness is the dominant factor affecting student academic achievement.

3.9 Take care of me list:

Most of teacher around the world have agreed on getting in touch and being near with students because this close relationship is fruitful as they will feel safe, self-confidence, and teacher as well which permit the student to develop their strong mind and personality in the same time. We were inspired by a list, it has been suggested to make an assignment which is "The take care of me list" by an American teacher. It includes some items and the student must explain them in order to reach student' wants and needs, then gives each student a feedback. And the teacher also gives them the same list explained her needs. Through this trust will be between them and will help enormously to fill the gap between them understand better everyone's' needs and developing the learning process

3.9.1 Sample of Take Care of Me List:

This list was written by a student which includes:

1. Be Nice

For me, having a nice teacher really helps me learn. Instead of worrying whether the teacher will yell at me or not, I will have complete focus on learning.

2. Give me a lot of book recommendations

I have always had a hard time picking out a good book, and because of that, I'm not as good of a reader as I want to be. I would really like if you could help me pick out the right book for me.

3. Help me get better at writing

I really want to be a good writer, but writing seems so boring to me. It's hard to pick the right words for each sentence, and when I try to be descriptive, my writing just doesn't "flow".

4. Help me get better at grammar

Grammar is really hard. I'm never sure where to put commas in sentences and I am horrible at spelling. I would really like it if you could review grammar a little bit more in this class.

5. Give examples for assignments

I really hate teachers who don't thoroughly explain each assignment. When I go home, I either don't understand what I wrote in my planner or didn't write the assignment in the first place. Please don't be one of those teachers!!!

6. Make things funny

I love a little bit of humor in everything because it really helps me get immersed in the conversation. So please, be humorous and try not to be monotonous.

7. Try to call on me when I'm not raising my hand

Please try to call on me when I'm not raising my hand! It will automatically put my full attention on the topic our class is discussing and I will therefore become a better student.

8. Please listen!

I cannot stress this enough. Many times in the past (including last year) I've had a teacher that doesn't really pay attention to the questions I ask. Some of them may sound silly, but I'm not your average student. I strive to get an A+ and hate any grade below that. To achieve this, I have to ask questions about things I need to clarify, however stupid they may sound.

9. Give more nonfiction assignments

I really don't like writing fictions stories because they are more of a "grey area". Non-fiction is straightforward and factual, just like math, my favorite subject.

10. Don't give us too many assignments

I'm not saying this because I hate homework; I actually think homework is essential for reinforcing my learning. But too much homework is really stressful, so please don't give too much!

3.9.2 How to Take Care of me (Teacher's list):

1. Bring all of your materials to class every day. Planner. Independent reading book. Pencil bag. Lit/SS folders. The ever-elusive pencil that seems to magically run away from some of you all of the time. (My theory is that if you were nicer to your pencils, they wouldn't run away.)

2. Start class like you own it. When you come into class (on time), write in your planner, put your books under your desk, and read independently until I start class. If you have questions or need to talk to me, a raised hand will do the trick--no need to put your lovely face in my face! Lots of times, I'm taking care of some important things at the beginning of class, and it's hard for me to be able to give you the right amount of attention. If you are patient and wait at your seat, I will be able to tune in to you fully!

3. Contribute. Share your ideas, your wonderings, your writing, your reading, your opinion! This class will be about as awesome as you make it! If you decide to contribute nothing, that'll probably be close to what you'll take away from it, too.

4. Keep the room sparkly. Clean up your stuff and use mine respectfully. We're crazy lucky to have all of the supplies that we do in this room, so please use materials when you need them

(no miniature Post-It giraffes with seven legs, or tape sculptures, or weird pen crossbows), and clean them up when you're finished!

5. Trust (just go with it). Sometimes I'll ask you to do things in class that feel uncomfortable. Like share that piece of writing that you're sure is terrible. Or lead a discussion about a book you're reading. Or teach another kid a certain skill that I think you're great at. Anyway, you might want to say, "No stinking' way!" I'm asking you to have an open mind and heart here, and maybe take some risks. I need you to trust me that it'll all work out in the end.

6. Do your work. Give it your best shot and have it done on time. I'll make sure I have my work done for you, too.

7. Be kind. If you're feeling like you need to let someone know that you're annoyed by them, keep it to yourself. Write it down in your Baby, and let it sit there for a bit. Some of life's hardest experiences involve people trying to hurt other people. Try your best to be kind, even if you don't want to be. It's a sign you're not a child any more when you can do this :-).

8. Ask for help. If you aren't sure about something, or are frustrated, or whatever, please chat with me after class! I would love to help you out (or you and some buddies) with what's tricky in Literacy or SS. If you don't ask, then I can't support you as easily.

9. Watch out for your classmates. I don't mean that they're waiting behind the bushes to attack you! I mean take care of them, too. Notice when someone doesn't get it and help him/her out. Notice when someone is really, really amazing at something and give him/her a shout out. Support each other.

10. Come hang out. I love to play Banana grams with anyone who is interested! I will school you.

3.9.3 Teacher's Feedback:

The objective of this feedback is to show gratitude and care to students' responses that the teacher has read it carefully and will take it into consideration

Here is a sample:

Dear Gabby,

Thanks for taking time on your Take Care of Me List! Clearly you know what you need to be successful in class! I am going to work really hard to provide an exciting space for you, surrounded by kids who keep you excited! By the way, let me know if a seating arrangement

is not working for you. Sometimes it's hard for teachers to tell when kids are having a hard time in their assigned seat!

I love that you participate so much in class because you have such amazing ideas. I know we will all benefit from your thinking, Gabby! I will do my best to continue to provide opportunities for you to share your thoughts with other kids/me! I think we'll have a great year together.

The above samples are the key to success they tackle every weakness. The lists facilitate teaching, as you may feel the emotions shared between the teacher and the learner to find a solution for problems in the classroom, to listen to each other and make the relationship between them better which makes the learning process successful.

3.10 Conclusion

In this chapter we have tried to deal with the major points responsible for affecting students psychological side and the negative behavior they develop with some teachers which may result the dislike for the module and therefore failure in achievement. We have tried also to bring some fruitful advice for both students and teachers in order to come to some arrangements in both learning and teaching.

The results of the different tools used in our investigation come to reveal that the minor number of teachers apply the Person Oriented Approach, the importance of being a whole human in class with intelligence, thought, feeling, meaning, personal experiences and spontaneity in addition to treating and encouraging students to be whole persons is the most effective way to develop good attitudes along with knowledge. To apply the person-oriented approach is to accept the individual differences and treat them as persons make them feel that they matter. The approach has nothing to do with motivation it is about the teacher cares about his students since they are first human because strong relationships are the foundation of teaching.

General Conclusion

General Conclusion

Each person is an individual, with a special abilities and characteristics. Each individual need different approaches to learn. Such differences are likely to have an impact on their learning achievement. The teacher has to accept and manages these differences. The person-oriented approach is the mean which gathers teacher and learner and makes them share the liability to come out with the best out of them transmitting knowledge, skills, attitudes, and experiences in an inventive and amusing environment. This improves education and brings effectiveness and creativity in the classroom. In addition, when students learn in a facilitating atmosphere, they will fulfil better results in as well as in personal growth in self-confidence, creativity, willingness to experience, and self-esteem.

In the present study, From Didactics as a Theory to Teaching as a Practice. It basically aims to investigate the way teachers use didactic theories and how they use it as practices and how they manage individual differences in their classroom. In addition, if they implement the person-oriented approach which means if they treat learners as whole persons and regard the psychological side. On the other hand, we focused on students' behavior toward their teachers and learning process in general. To make a plan to attain the goal of this research, the following research questions were formulated:

- 1- As a basic theory how important is didactics to teaching.?
- 2- Should teachers care for students no matter their differences?

These questions led us to assume the following hypotheses:

- 1- Didactics need to get out of theories and set the floor to practical activities through teaching.
- 2- It is believed that a student is at first place a "person" that teachers have to take care of.

It was revealed through the data collected from the students' questionnaire, the teachers' interview and the classroom observation that teachers adopt new strategies and encourage their students to be self-regulated but do not always give them the chance to complete activities which confirms he first hypothesis that didactics theories need to be practiced. Additionally, students require to feel that they are important persons in their teachers' eyes, and teachers have to show them their care, concern, and encouragement because teaching is a shared responsibility, both of them are concerned. These findings confirmed the second hypothesis.

Based on the findings of the study, majority of students usually feel cared and encouraged. But in the phase of checking the of learners' understanding, the study reveals that teachers do not always check, assess, and push their students to the maximum extent to do their best. Students are treated equally and their teachers want their success but they are learned to get good marks. Whereas the real focus in the effective education is on the whole person; his cognitive side, psychological side, creativity, developing their critical thinking as well as motivation which are not implementing by all teachers. Furthermore, students generally do not neither have an idea about what they are going to learn nor the choice in doing activities. Additionally, they do not receive always the feedback, learners have a strong correlation with teacher they need their care, support, attention and they are always in need of their positive feedback and construct critics because it affects their behavior, their willingness to acquire, and their love and interest of the study.

Findings also revealed that students are in need of a careful and an encouraging teacher, more than an instructor who balances between their importance as persons, matters about their feelings, regard their needs, motivates, pushes them to do well and show progress. Also, fairness is a vital phase that affects profoundly student's personality and outcomes; when learners are treated in the same way they feel that they all share the same responsibility of improving their level and try to get better results which will create a fruitful competence that leads to a successful learning. In addition, learners want their teachers to listen and consider what they say thoroughly even though if they do not share the same stand point, consider also their complaints even if it is about the method s/he uses in teaching. Furthermore, learners also need a teacher who build a relationship that is based on respect, share, and care, and makes them the prior concern in the purpose of learning. Their interest is based on teachers' treatment and way of dealing with their differences. And Teachers focus on adopting different strategies and encourage students to do so, while they regard their differences and try to manage them. Both of teachers and learners seek to improve the learning process.

In the sake of improving educational system, we have suggested different ways to help both teachers and learners to better communicate through understanding and accepting differences. Teaching mixed abilities, multiple intelligence and individual differences boost interest and performance in classroom assessment of learners' achievement. With a book in the University' library which is about the" know how" as the affective side is considered as important as the approaches and methods of teaching. The books guide and help teachers with a specific issue which will facilitate communication. And the "take care of me list" is a sample

which is very beneficial for both students and teachers, teachers get to know more about the needs, the personalities, strengths and weaknesses of their learners, as well as learners will be aware of what they are asked to do and how they should learn. These ways are easy means that do not demand much but have a noticeable efficacy.

That is to say, the approach of the person-oriented is vital to teachers because it helps them to grow as persons finding satisfaction in their interactions with learners and thus increases their personal resourcefulness. As well as, it helps students to attain results they appreciate, consider valuable and inside relevant, become more open minded, self-regulated, and problem solver because it makes them feel safe and confident.

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Appendices

Appendix A : Dörnyei's Tripartite

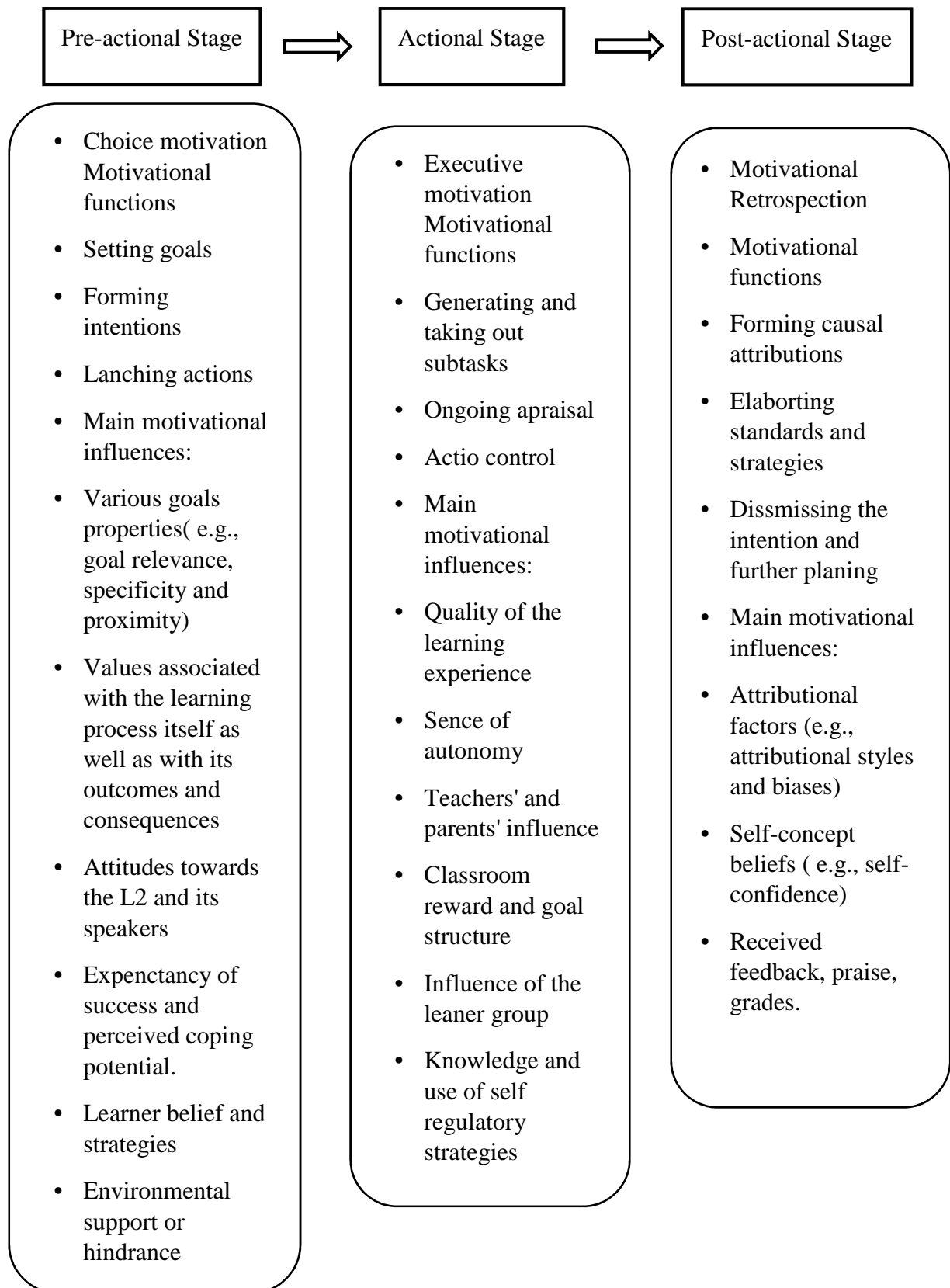


Figure2. Dörnyei's Tripartite (2005:85) (Adapted from Orio.S(2013). Motivation and Second Language. Mara Del Pilar Augustin Llach,P.33)

Appendix B: Brain Differences in Men and Women's Linguistic Processing

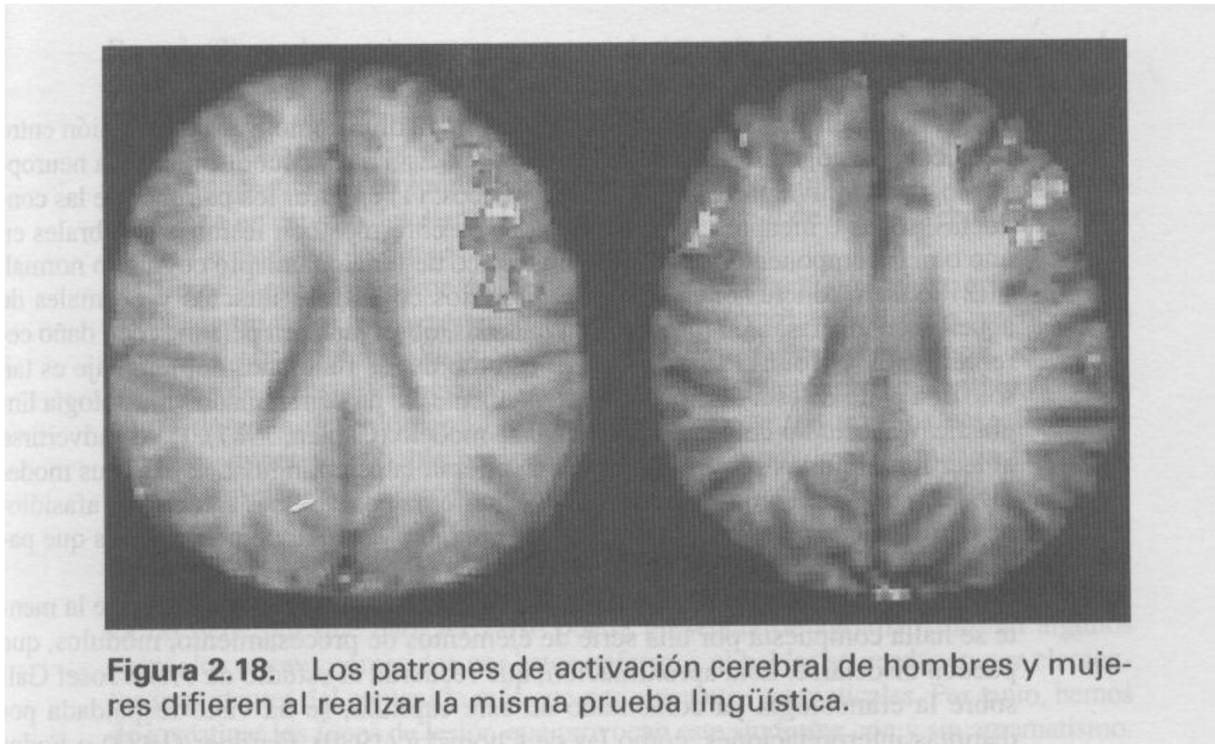


Figure3. The Patterns of Cerebral Activation of Men and Women by Performing the Same Linguistic Test (Orr Dingwall, 1999: 101)

Appendix C: Classroom Observation Instrument

1. Classroom Environment

- Classroom adequate size for student number
- Student Seating ____ rows ____ pairs _____ small groups ____ other

- Room size will accommodate activities
- Learning tools
- Materials available for learning
- Number of handouts available for students
- Math student work displayed
-

2. Lesson Effectiveness

- Print materials
- Videos
- Documentaries
- Group work (for communication/ problem solving/ case study)
- Data show

- Tasks in pair work or group work

F. The observation of the teacher and Student Behaviors

A TEACHERS

- guiding students by enhancing real situations activities
- Encouraging students to collaborate in groups through case studies
- Discussing problems from real life to improve learners' critical thinking

B *Student Behaviors*

- Working in groups (communicating with others)
- Working individually to increase the self-esteem
- Working for fun (dialogues/ role plays/ debates...etc)

3. Methods in questioning

- The importance of time management
- Simple questions for learners (to manage all individual differences)
- Interviews for teachers were better than questionnaires because of their unavailability

4. Classroom Atmosphere

- To keep most of students interested and engaged in the task
- Treating all students equally
- Creating a positive environment for learning for all students

5. Improving critical thinking

- Explaining the real objective of learning
- Selecting subjects that increase a huge amount of questions
- Multiple cognitive tasks (collecting, comparing, constructing, classifying, justifying, illustrating)

B. Learner Attitudes

- Dependent / independent
- Self-regulated
- Self-esteem
- Enthusiasm
- Motivated

Appendix D: Students' Questionnaire

Dear students, you are kindly requested to fill this questionnaire. We aim to do a study entitled "From Didactics as a Theory to Teaching as a Practice " Being a member of the sample I am offering you the following questionnaire requesting answers to all items by putting a tick on the alternative that you find suitable. Needless to mention your name with many thanks.

Students' Attention and Behavior in the Classroom

1- My teacher makes me feel that he/she cares about me.

- Not at all
- Sometimes
- Usually
- Always

2- My teacher encourages me to do my best.

- Not at all
- Sometimes
- Usually
- Always

3- My teacher's classroom rules and ways of doing things are fair.

- Not at all
- Sometimes
- Usually
- Always

Part Two: Teachers' Support and Scaffolding.

4- My teacher checks to make sure we understand what he/she is teaching us.

- Not at all
- Sometimes
- Usually
- Always

5- My teacher accepts nothing less than our full effort.

- Not at all
- Sometimes
- Usually
- Always

6- My teacher wants us to improve our thinking skills

- Not at all
- Sometimes
- Usually
- Always

Part three: Teachers' Role in Engaging and Guiding their Learners in Addition to Assessing Them.

7- My teacher tells us what we are learning and why.

- Not at all
- Sometimes

Usually

Always

8- We Get Choices in how to Complete Activities.

Not at all

Sometimes

Usually

Always

9- When my teacher marks my work, s/he writes on my papers to help me understand.

Not at all

Sometimes

Usually

Always

Appendix E: Teachers' Interview

Dear teachers, we would be very thankful if you accept to share your experience with us by answering the following questions concerning your classroom management and how you treat your students.

Question 1: Do your student feel that you care about them?

Question 2: How often do you encourage students to do their best?

Question 3: Do you think you are fair when dealing with students?

Question 4: when teaching, do you feel that all students get the meaning of the lecture?

Question 5: Can you feel that your students are different from one to another? How do you manage to treat them the same way?

Question 6: Do you encourage your students to adopt new strategies in learning?

Question 7: Do you miss your students during holidays?

Thank you.

Glossary

Collectivist society: the needs and goals of the group as a whole over the needs and desires of each individual.

Power distance: is a term to demonstrate the rate of authority practiced by teachers according to the behavior of students.

Psychological gap: is a term used to identify the missing points of treating others.

self-regulated: is the self-directive process by which learners transform their mental abilities into academic skills.

Soft skills: refer to a cluster of personal qualities, habits, attitudes and social graces that make someone a good employee and compatible to work with.