



## ***Enhancing Algerian Learners' Writing Skills through Differentiated Instruction***

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### **Abstract**

Many French teachers in Algeria observe significant gaps in students' written production, as shown by baccalaureate results. This study explores the effectiveness of differentiated pedagogy to improve this skill, using an experimental and quantitative approach. It highlights the potential of this pedagogy to reduce failure in writing. The research addresses learner diversity (levels, needs, interests) and integrates writing with reading comprehension and grammar. It adopts an interdisciplinary approach, combining pedagogy, didactics, psychology, and cognitive sciences. Finally, the study proposes a didactic model adapted to Algerian public schools, offering practical solutions for the context.

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## **1. Introduction**

The importance of writing in contemporary societies is undeniable, with increasing expectations regarding its mastery (Pierre, 1994). Written production is now a major concern in language didactics, notably due to its complexity, particularly within the framework of foreign languages.

In Algeria, written production occupies a central place in French as a foreign language programs since the 2003 reform. However, while some learners manage, albeit with difficulty, to accomplish written production tasks, many encounter significant difficulties in their written communication, demonstrating an inability to reinvest their learning despite efforts made by various pedagogical actors.

Studies on written production adopt various orientations. Some focus on written production as a finished product, examining its textual and codic aspects. Others emphasize the writing process, exploring psycho-cognitive aspects. Still, others delve into motivation and autonomy in the field of writing. This study examines the teaching of written production in French as a foreign language considering the diversity and heterogeneity of learners, which refers to the field of differentiated pedagogy.

Learners' heterogeneity manifests in various ways, in terms of rhythms, learning strategies, sources, and degrees of motivation, etc. This research focuses particularly on heterogeneity related to learners' levels, needs, and interests.

Research on student heterogeneity is divided into two major perspectives. Some address the issue out of concern for equal opportunities among learners, while others do so with the aim of optimizing teaching and learning. This research aligns more with the latter approach.

This study is positioned at the convergence of several disciplines, encompassing pedagogy, learning psychology, cognitive sciences, textual grammar, and didactics of writing in French as a foreign language. It arises from personal and regular observation, being a French teacher in secondary school in Algeria for nearly twelve years. This observation reveals persistent discrepancies between standard teaching and the real needs and levels of learners in Algeria.

Indeed, numerous studies already suggest that differentiation has the potential to accompany learners in their learning and to overcome obstacles that hinder their full development (Algozzine & Anderson, 2007). However, despite these indications, pedagogical differentiation still lacks empirical evidence, and its effectiveness remains insufficiently established (Subban, 2006). Therefore, it is imperative to conduct more rigorous research to assess its impact in various teaching contexts (Subban, 2006). It is within this perspective that this study is framed.

Thus, this research is focused on the following question: to what extent could pedagogical differentiation play a role in improving the writing skills of learners in Algeria?

It is assumed that by placing each learner in adapted learning contexts, this pedagogy could help them all improve their writing skills by better equipping them during the learning sequence.

This study aims primarily to measure the impact of differentiated pedagogy on the writing performance of French as a foreign language learners by proposing a didactic-pedagogical model adapted to the context of Algerian public schools.

This article is structured into three parts. First, a concise theoretical section will be devoted to clarifying the notions of written production and pedagogical differentiation, as well as other key concepts associated with these domains, drawing on specialized literature. The objective is to anchor this study in its field of expertise and to allow readers to better understand the perspective of this research as well as certain didactic-pedagogical choices adopted in the practical part. Then, a detailed methodological section will detail the investigation method used, the studied population, the research field, the experimental and control groups, as well as the sampling method and the issue of representativeness. Finally, the practical section where the differentiated approach proposed within the framework of this study for teaching written production will be described and evaluated.

## **2. Theoretical Framework**

### **2.1 Pedagogical Differentiation**

In summary, pedagogical differentiation is an educational approach aimed at addressing the diversity of students by adapting and diversifying teaching to optimize their learning (Perrenoud, 1996). It is grounded in active pedagogies and values the human dimension of the learner (Przesmycki, 2004). It places the learner at the center of the training process (Perrenoud, 1996). It is often referred to by several terms such as "individualization of teaching" or "personalized teaching." In this study, the terms "pedagogical differentiation" and "differentiated pedagogy" are preferred for their generic nature, highlighting the necessary flexibility unlike terms that could suggest the existence of ready-made recipes. (Carayon, 2017).

According to Meirieu (1992), pedagogical differentiation concerns both situations and learning tools. This specialist distinguishes between the impositive-collective situation, the individualized situation, and the interactive situation. As for learning tools, they include a variety of means such as speech, gestures, writing, and information and communication technologies for education, among others.

Przesmycki (2004) proposes an approach articulated around three axes: processes, contents, and learning structures. Differentiating processes involves varying the learning path, while differentiating contents refers to varying the knowledge and skills to be acquired. Differentiation of structures, on the other hand, concerns varying work modes, groupings, and temporalities.

According to Meirieu (1992), two methods of differentiation are conceivable: successive differentiation and simultaneous differentiation. The former involves offering multiple teaching approaches simultaneously, while the latter consists of varying teaching over time.

Aylwin (1992) distinguishes between minimal differentiation and maximal differentiation, which involve varying teaching collectively or individually, respectively. Furthermore, pedagogical differentiation can be based on a preliminary diagnosis or on what Meirieu (1995) calls "regulated inventiveness," promoting a dynamic vision centered on regulation in action.

In the writing project proposed in this study, alternating between successive and simultaneous differentiation is adopted as needed, while adhering to a minimal approach focused on regulation in action. These choices are considered more realistic and better suited to the Algerian context, marked notably by overloaded classes.

## **2.2 Written Production**

The concept of writing evolves, transitioning from a simple graphic transcription (Dubois, 2000) to a complex communication activity (Moirand, 1990). This complexity requires a pedagogical approach that takes into account the different stages of the writing process as well as the articulation between writing and reading (Moirand, 1990). To promote this articulation, the diversification of text genres and pedagogical objectives is recommended. (Goigoux, 2004)

## **3. Methodological Framework**

To test the hypothesis, a deliberate and controlled experimentation was conducted during the academic year 2020-2021 at Salah Ben M'henna High School, where we have been a French teacher since September 2012. It is a public school located in the heart of the municipality of Kerkera, a semi-urban region in the west of the Skikda province. The experimentation was conducted by ourselves with first-year secondary students in the common science and technology track, where learner heterogeneity is particularly pronounced. It took place in a class randomly selected from eight classes comprising the first-year secondary common science and technology students, as determined by the school administration. The experimental group (EG) consists of 22 students, representing approximately 11% of the study population (SP) consisting of 202 subjects. This rate is deemed sufficient given the limited scope of this study and the timeframe allotted. Additionally, this group reflects a composition fairly close to that of the target population in terms of gender, age, and the rate of repeaters, as shown in table 1:

**Table 1. Composition of the experimental group and the study population**

	Gender		Age			Grade repetition
	Boys	Girls	> 15 years	15 years	< 15 years	
<b>SP</b>	<b>45%</b>	<b>55%</b>	<b>27%</b>	<b>66%</b>	<b>7%</b>	<b>31%</b>
<b>EG</b>	<b>41%</b>	<b>59%</b>	<b>27%</b>	<b>64%</b>	<b>9%</b>	<b>27%</b>

To measure the impact of the experimental setup, a control group (CG) of the same size as the experimental group (22 students) is designated. Within this group, standard teaching is provided.

Both groups exhibit similarities in terms of composition and initial performance in written production, as shown in the table 2:

**Table 2. Composition of the experimental group and the control group**

	Gender		Age			Grade repetition
	Boys	Girls	> 15 years	15 years	< 15 years	
<b>EG</b>	41%	59%	27%	64%	9%	27%
<b>CG</b>	45%	55%	18%	73%	9%	18%

In both groups, a pretest and a post-test are administered under fairly similar conditions to evaluate learners' writing performance. The pretest assesses the initial draft written by learners before the didactic-pedagogical intervention to verify the initial similarity between the experimental group (EG) and the control group (CG). The post-test evaluates the third draft written after the intervention to measure the impact of the differentiated writing project on writing performance.

The assessments are conducted by us, using a correction grid developed based on the EVA grid (Group Eva, 1991). It includes twenty criteria covering various pragmatic, semantic, morphosyntactic, and material aspects of written production. To minimize biases, the papers are anonymized, shuffled, and corrected three times with spaced intervals. Deviations are analyzed on a case-by-case basis to ensure objective evaluation. A uniform scoring method is used for both groups. Each correctly fulfilled criterion is worth 1 point, 0 point for each missed criterion, and 0,5 point when the criterion is partially satisfied. This approach aims to reduce evaluation variability. the criteria grid used is shown in the table 3.

**Table 3. Written Production Evaluation Grid**

Point of View	Criteria
<b>Pragmatic</b>	<b>1.</b> Argumentative Purpose: The text as a whole aims to convince or persuade.
	<b>2.</b> Relevant Thematic Choice: The text discusses the effects, whether positive or negative, of the internet, especially on children.
	<b>3.</b> Thematic Coherence: Information progresses smoothly, and there are no ambiguities in the transitions.
<b>Semantic</b>	<b>4.</b> Relevance of Ideas: The expressed opinion concerns the internet, arguments support the thesis, and illustrations clarify and reinforce the arguments.
	<b>5.</b> Semantic Coherence: Absence of contradictions.
	<b>6.</b> Consistent and Suitable Vocabulary.
	<b>7.</b> Absence of Imprecision or Confusion.
	<b>8.</b> Use of Appropriate Substitutes

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	<b>9.</b> Articulation between Sentences/Propositions. <b>10.</b> Adequacy of Syntactic Constructions (including the choice between verbal and nominal sentences/propositions, active and passive voice).
<b>Morphosyntactic</b>	<b>11.</b> Adherence to the Argumentative Plan: Introduction of the theme, expression of opinion, support of opinion with arguments, illustration of arguments with examples, conclusion by restating the thesis. <b>12.</b> Relevance of Verb Tenses and Moods. <b>13.</b> Syntactic Coherence: Correct use of definite articles and pronouns. <b>14.</b> Syntax. <b>15.</b> Verbal Morphology. <b>16.</b> Lexical and Grammatical Spelling.
	<b>17.</b> Four relevant and illustrated arguments (approximately 10 lines each).
	<b>18.</b> Relevant Segmentation of Discourse Units: Proper organization of the text into paragraphs.
	<b>19.</b> Punctuation
	<b>20.</b> Capitalization/Lowercase Usage.
	<b>17.</b> Four relevant and illustrated arguments (approximately 10 lines each). <b>18.</b> Relevant Segmentation of Discourse Units: Proper organization of the text into paragraphs. <b>19.</b> Punctuation <b>20.</b> Capitalization/Lowercase Usage.

### **4. The Writing Project**

The experimentation focuses on the second project of the French program for first-year secondary students in the common science and technology track, entitled "Producing an Argumentative Text." It involves implementing a differentiated writing project with the experimental group, taking place over 14 sessions of 45 minutes each, totaling approximately 10,5 hours. The objective is to successfully complete the individual and autonomous writing of an argumentative text on the effects of the Internet on children, a task drawn from their lived experiences, thus giving meaning to learning. Below is the writing task proposed to the learners:

“Certains parents, par peur pour leurs enfants, leurs interdisent de surfer sur internet. Qu'en pensez-vous ? Etayez votre position par des arguments pertinents et illustrés. (Dix lignes environ)”

And here is its translation into English: “Some parents, out of fear for their children, prohibit them from surfing the internet. What do you think about this? Support your opinion with relevant and illustrated arguments (approximately ten lines).”

The differentiated intervention is structured into four main steps: initial setup; diagnostic evaluation; differentiated reading-comprehension workshops; and detailed writing workshops as described below.

#### **4.1 Initial setup**

During this initial phase lasting thirty minutes, the objective is to establish a learning contract with the learning audience. The project objectives are outlined, focusing on understanding and interpreting an argumentative text on the theme of leisure, as well as learning to produce it. Learners' prior knowledge of argumentative discourse is activated. The impositive-collective situation is set up, with a classic arrangement of the classroom where students are seated in parallel rows. The role of mediator and facilitator is assumed, primarily through the use of the interrogative method. Questions are asked and reformulated in case of difficulty to facilitate understanding or to guide reflection by asking related questions. Various aspects of argumentative discourse are addressed, such as its purpose, structure, tools for expressing an opinion, and logical connectors. A significant heterogeneity of levels is observed among learners, with some already mastering text structuring, others having theoretical knowledge but limited linguistic tools, and a third category having little or no knowledge of argumentative text. As a synthesis, the structure of the argumentative text, especially the plan by inventory, is presented orally and in writing through a diagram.

#### **4.2 Diagnostic Evaluation**

In accordance with the accompanying document for the first year of secondary school (Ministry of National Education, 2005), a diagnostic evaluation of written production is carried out based on the first draft of written production completed individually during a session of approximately 45 minutes.

##### **4.2.1 Analysis of Diagnostic Data**

The diagnostic evaluation reveals significant difficulties among the experimental group regarding the production of argumentative texts. The pretest generates a total of 148.5 points, with an average of 6.75 points per learner. Only 41% of the cohort achieved the average, while 41% scored 0, either producing nothing or not meeting the success criteria. Furthermore, the diagnostic evaluation highlights the diversity of learners' needs and levels.

The observed difficulties include adapting writing to the communication context, lack of cultural knowledge and specific vocabulary, gaps in planning, structuring argumentation, expressing opinions, developing relevant arguments, providing adequate illustration, coherence and cohesion of the text, as well as linguistic errors. The pedagogical objectives of the writing project aim to address these needs as much as possible.

The evaluation of the first draft also reveals a wide range of levels among learners, distinguished into three categories (L1, L2, L3), corresponding respectively to learners struggling, average, and proficient. The table 4 illustrates the distribution of the experimental class according to levels.

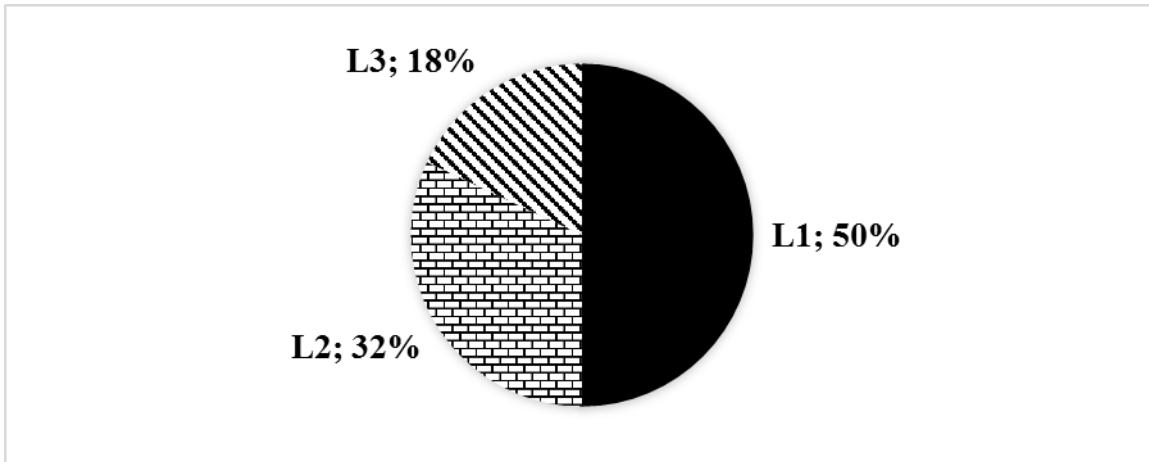
**Table 4. Distribution of the experimental class by level**

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	<b>L1</b>	<b>L2</b>	<b>L3</b>
<b>Grade obtained</b>	<b>[0-7]</b>	<b>[7-14]</b>	<b>[14-20]</b>
<b>Learners</b>	11 learners	7 learners	4 learners

The analysis of the results shows that 50% of students scored below 7/20, 32% between 7 and 14, and 18% exceeded the 14 mark. The figure 1 illustrates the distribution of levels within the experimental class.

**Fig.1. Distribution of the experimental class by level**



It should be noted here that the intention is not to categorize students precisely according to their levels but to group them into relatively narrow skill ranges to facilitate effective management of diversity in levels. Moreover, the use of labels such as "weak," "average," and "good" is avoided as much as possible, as they are often loaded with subjective connotations.

### **4.2.2 Decisions**

To address the diversity of our learners' needs, we adopt successive differentiation, considering the large number of students and the complexity of their needs in written production. Objectives are distributed across different workshops, covering reading comprehension, grammar instruction, and written production.

In the reading comprehension workshops, we prepare learners by activating their cultural knowledge, teaching them thematic vocabulary and argumentative structure, as well as logical connectors.

The grammar workshops aim to equip learners to communicate their opinions clearly and develop structured argumentation. We prioritize functional grammar to promote the communicability of writings.

Regarding written production, we teach planning to help students structure their ideas and polish their language, including syntax, spelling, conjugation, and punctuation. We also teach revision and correction to reinforce their autonomy.

To manage the diversity of levels, we use level groups, differentiation of materials, content, and scaffolding. Students are divided into subgroups based on their performance, allowing for effective work tailored to their specific needs.

#### **4.3 Reading Comprehension Workshops**

To teach reading comprehension in our project, we plan three successive workshops (RC1, RC2, and RC3) for levels L1, L2, and L3 respectively, adopting successive differentiation. We justify this choice due to the reality of overcrowded classes in Algeria, where simultaneous differentiation would be difficult to implement. Each workshop includes an activity sheet integrating an argumentative text and a questionnaire, with increasing complexity regulated according to three factors: volume and density of information, textual coherence (explicit or implicit), and type of questions asked (closed or open-ended).

We also provide a scaffolding sheet for each activity, offering reformulations and response cues to help students at different levels. We alternate between impositive-collective, individualized, and interactive situations according to Meirieu's model (1992). Finally, learners are involved in choosing the themes of textual materials through a semi-closed questionnaire they filled out at the project launch. The table 5 summarizing the differentiation strategy adopted in these workshops.

**Table 5: Framework for differentiation of reading comprehension**

Target Level	Complexity Level	Volume of Material	Type of Textual Coherence	Questions	Scaffolding	Organization Mode
<b>RC1</b>	L1	basic	short	explicit	Closed	Strong
<b>RC2</b>	L2	intermediate	medium	explicit	Questions closed/open according to estimated difficulty level	Medium
<b>RC3</b>	L3	advanced	fairly long	implicit	Open-ended questions	No scaffolding

#### **4.4 Grammar Teaching Workshops**

The grammar teaching phase consists of two successive workshops: the first aims at learning how to express opinions, while the second focuses on coherent argumentation. In both workshops, exhaustive presentations are avoided to prevent cognitive overload, especially for those learners facing difficulties. Each workshop includes simultaneous differentiation. Thus, the class is divided

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into six proficiency groups based on the diagnostic assessment: three groups for those facing challenges (L1), 2 at the intermediate level (L2), and one proficient group (L3)<sup>1</sup>. Each level receives tailored didactic and pedagogical treatment in terms of content, materials, and scaffolding according to the table 6.

**Table 6. Differentiation Framework for Grammar Teaching**

<b>Targeted Level</b>	<b>Complexity Level<sup>2</sup></b>	<b>Volume of Materials</b>	<b>Taught Content (Linguistic/Cultural)</b>	<b>Types of Activities</b>	<b>Degree of Scaffolding</b>
L1	Basic	Short materials	Restricted (Closely related to the topic of written production (effects of the internet on children))	More systematization activities than production activities	Strong
L2	intermediate	Medium length	Less varied	Balance between systematization and production activities	Medium
L3	advanced	Fairly long materials	Varied	More production activities than systematization activities	Weak

It is noteworthy that the experiment aligns with the Program guidelines advocating for grammar in service of communication. Hence, an active and contextualized approach to grammar teaching is preferred to meet learners' communication needs regarding the production of argumentative texts. Learning takes place interactively, fostering knowledge construction through idea confrontation and peer assistance. During group work, a passive role is adopted, observing, guiding, and evaluating learners' work.

### **4.5 Writing Workshops**

#### ***a. First Workshop: Planning***

This workshop aims, during a session of approximately 45 minutes, to teach learners about planning written productions, both pragmatically and textually. An explicit approach is favored, deemed suitable for all three levels (L1, L2, and L3).

<sup>1</sup>The three groups of L1, namely L1G1, L1G2, and L1G3, consist of 4,3 and 4 learners respectively. The two groups of L2 (L2G1 and L2G2) have 4 and 3 students respectively, while the learners of L3 form a single group of 4 members.

<sup>2</sup>The assessment of complexity is based on two criteria: the number of activities provided and their nature. Thus, production activities are considered more complex than partial production activities, which are in turn more complex than recycling activities.

Initially, the task of writing production is reiterated, analyzing and activating the necessary knowledge for its completion, including argumentative structure, expression of opinion, argumentation, illustration, logical connectors, etc. Additionally, learners are encouraged to reinvest in their writing the arguments and illustrations derived from the materials studied in reading comprehension. Finally, success criteria and a self-evaluation grid are explicitly established.

The self-evaluation grid is common to all three levels and formulated in clear language to promote the autonomy of all learners. During this workshop, a collective approach is adopted, taking on the role of facilitator and guide, given that most learners do not know how to plan their writing, and those who can are unable to explain the planning strategy to their peers.

**b. Second Workshop: Revision and Rewriting**

This workshop, divided into two sessions of 45 minutes each, aims to teach learners the process of revision, self-evaluation, and self-correction. Work is done in level groups, with differentiation of materials according to learners' levels.

L3 learners revise a text from a peer in L3, while those in L2 and L1 work on a text from a learner in L2. L1 learners do not revise a text from their level due to their low production during the first draft. Indeed, these students did not write anything in the first draft, simply copying the instructions. During group work, the intervention aims to maintain learners' attention, identify errors, provide advice, and offer suggestions.

The productions submitted for revision by L1 and L2 learners show weaknesses in lexical precision, syntax, spelling, and punctuation, requiring substantial improvements to enhance the overall quality of the text and improve its comprehension.

For L3 learners, the productions also require significant improvements in terms of coherence, argumentative relevance, argument development, lexical precision, and grammatical correction to enhance the overall quality of the text.

**c. Third Workshop: Writing Production**

This workshop constitutes the final step of the writing project, taking place in a 45 minutes' session where learners autonomously produce a final draft. The teacher's role is to maintain an environment conducive to concentration and ensure adherence to the allotted time, without providing clarification or assistance to avoid biasing the study results. Learners' productions are evaluated using a criteria grid established during the pretest, and the results will be subjected to comparative analysis with the control group.

In conclusion, it is crucial to note that the pedagogical and didactic choices made in the context of this research remain approximations. As Meirieu points out, the teacher is always faced with approximate decisions, and it is illusory to claim to be able to determine precisely what is suitable for each individual at all times. According to him, this is impossible.

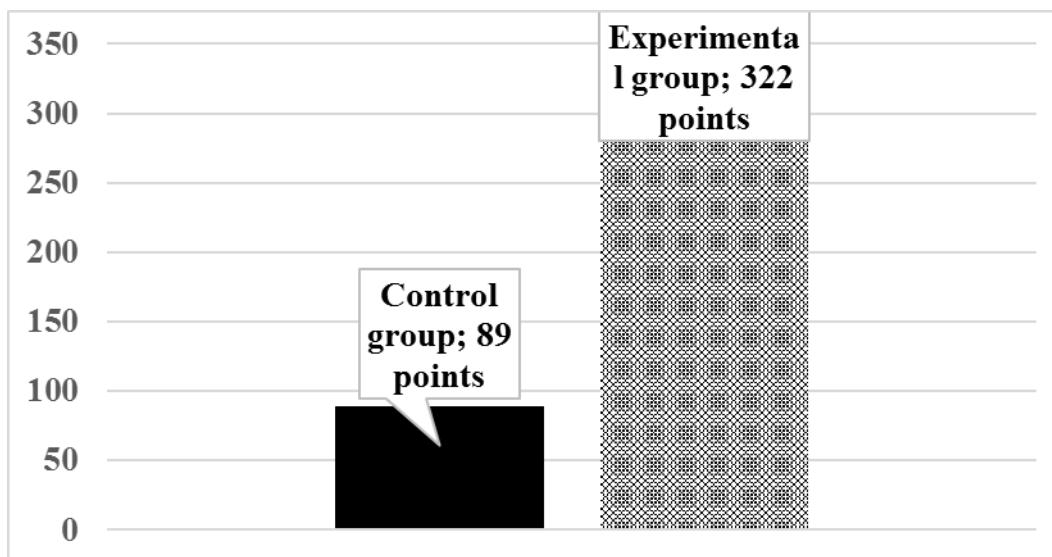
## **5. Analysis and Results**

The quantitative analysis is based on five complementary axes. Firstly, it assesses the impact of pedagogical differentiation on writing skills in the experimental group by comparing its post-test results to those of the control group. Next, it examines the evolution of writing performance in both groups by comparing the post-test results to the pre-test results for each. Subsequently, it explores the effect of differentiated pedagogy on the three levels of learners (L1, L2, and L3), to determine if this approach benefits specifically one level or all. Additionally, it analyzes individual developments of learners, taking into account gender and age, to identify variations in the impact of differentiated teaching based on these factors. Finally, it studies the evolution of learners' writing performances across twenty evaluation criteria to highlight the aspects where the intervention is effective and those requiring additional improvements.

### **5.1 Analysis of Overall Results**

The experimental group scored a total of 322 points in the post-test, with an average of 14.6 points per learner. In comparison, the control group only obtained 89 points, averaging 4 points per learner. Thus, the experimental group outperforms the control group by nearly four times in terms of performance. These initial results confirm the effectiveness of the experimental setup in improving learners' writing skills. The figure 2 illustrates the overall results of both groups.

**Fig.2. Performance of the Experimental Group and the Control Group at the Post-Test**

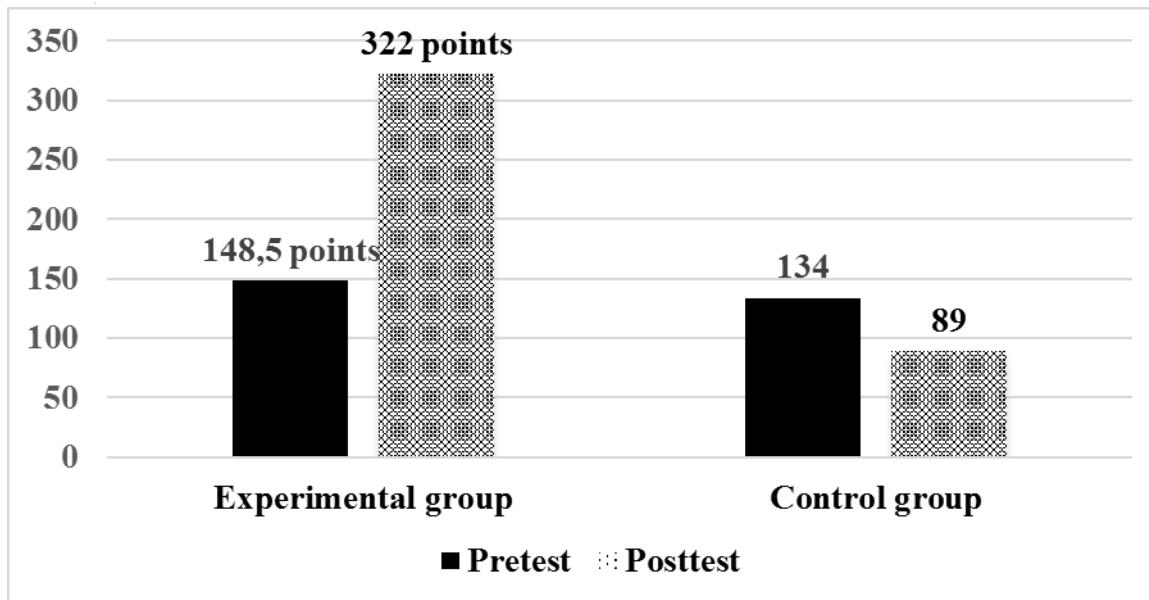


In the experimental group, only 18% of the learners failed to reach the average of 10/20, and none received zero. However, in the control group, approximately 82% of the learners did not meet the average, and half of the group received zero. These results indicate that in the control group, some learners face serious difficulties, to the extent of producing nothing at all, such as blank papers or responses that do not meet any success criteria.

### **5.2 Performance Evolution**

The comparative analysis of pre-test and post-test results shows a significant decrease in failure rates in the experimental group, while it increases in the control group. This is clearly illustrated in the figure 3.

**Fig.3. Evolution of the experimental group and the control group**

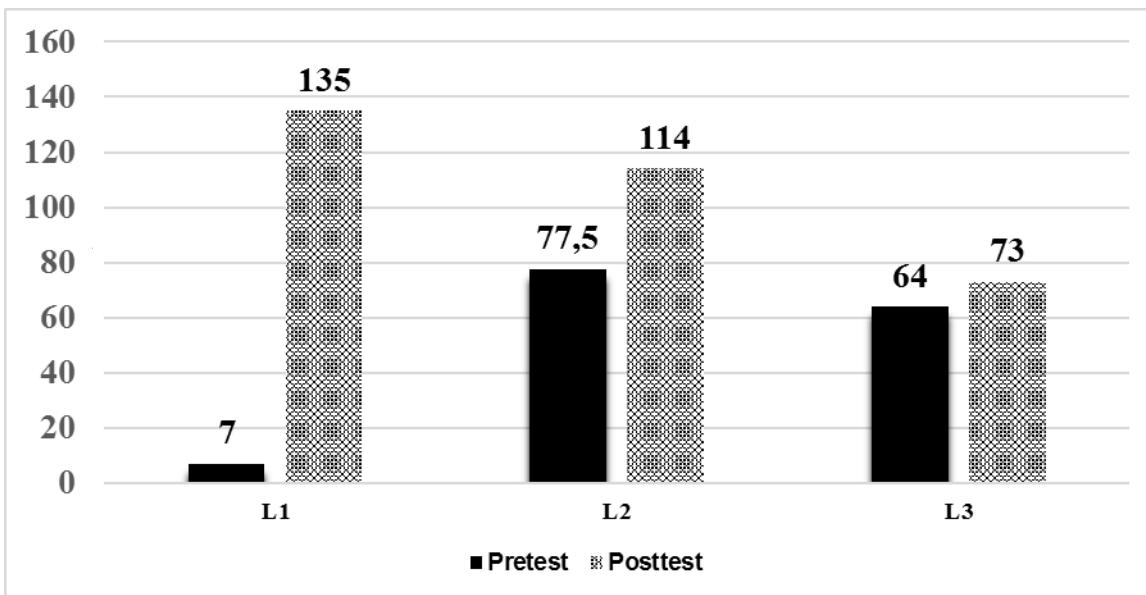


In the experimental group, an improvement of 173.5 points is observed, representing a progression of 117%. Conversely, in the control group, a regression of 45 points is noted, equivalent to a decrease of 51%. This decline is attributed to the demotivation of the learners, particularly observed during the second session of reading comprehension. This demotivation manifested as a behavior of some students consisting of copying the instructions instead of producing a text, simply to avoid submitting a blank paper. Thus, these results confirm the effectiveness of pedagogical differentiation in significantly improving the writing performance of learners in the experimental group.

### **5.3 Evolution of levels in the experimental class**

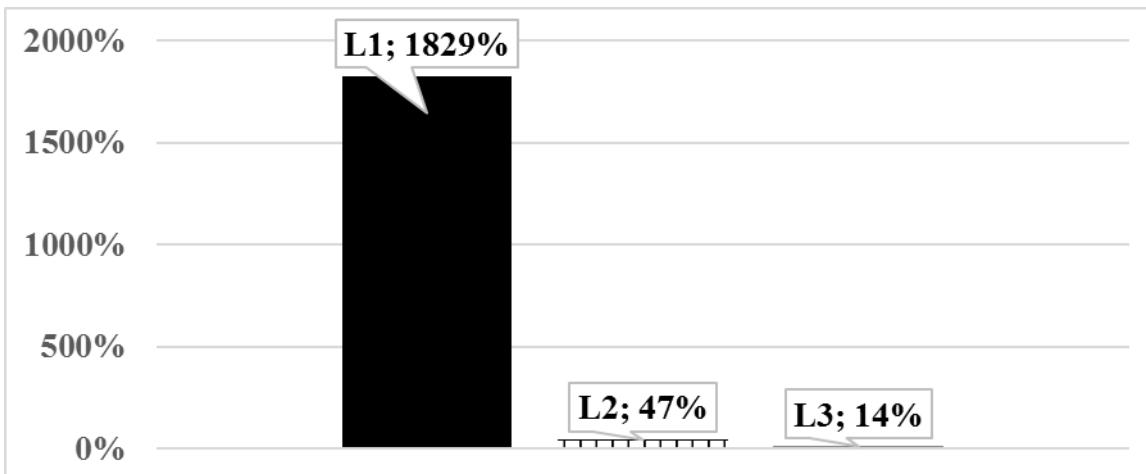
It is important to determine whether the overall improvement observed in the experimental class is due to significant progress in a specific level category rather than in all three levels (L1, L2, and L3). This would allow for a proper evaluation of the success of the experimented pedagogy, as the goal of pedagogical differentiation is to ensure the success of all students. To clarify this question, the initial and final performances of the three levels have been calculated, the results of which are presented in the figure 4.

**Fig.4. Evolution of the three levels in the experimental class**



A significant improvement in writing skills is observed across all three levels. The figure 5 illustrates the comparison of the evolution rates of the three levels within the experimental class.

**Fig. 5. Evolution rates by levels in the experimental group**

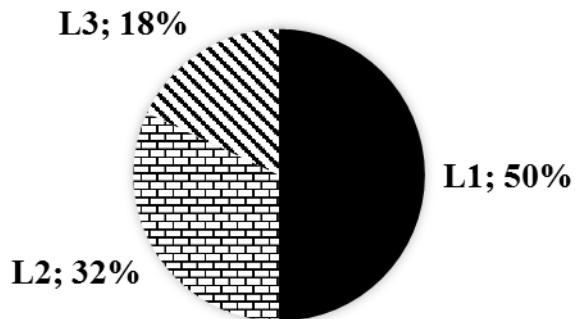


The results demonstrate a significant improvement in writing skills, particularly among struggling learners (L1), with an evolution rate reaching 1829%. This confirms the effectiveness of pedagogical differentiation for all three levels, especially for learners facing significant challenges. The superiority of progress in L1 compared to L2 and L3 can be attributed to the particular attention given to this category during the design of the intervention.

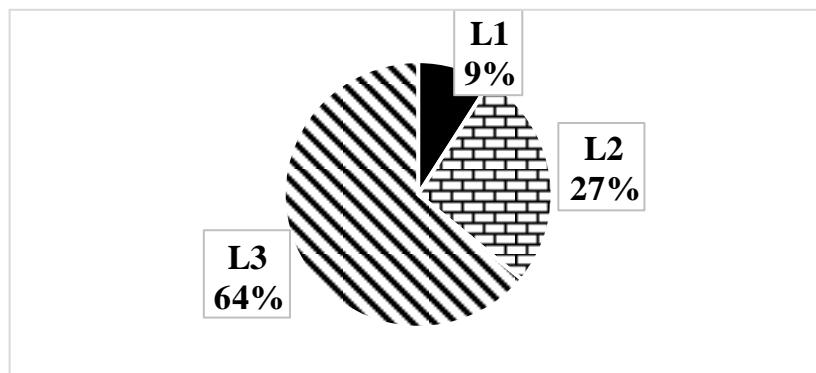
#### **5.4 Analysis of level dynamics**

Let's compare the distribution of levels (L1, L2, and L3) in the experimental class before and after the intervention. The figures 6 and 7 illustrate this evolution.

**Fig. 6. Distribution of the experimental class by levels before the intervention**



**Fig.7. Distribution of the experimental class by levels after the intervention**



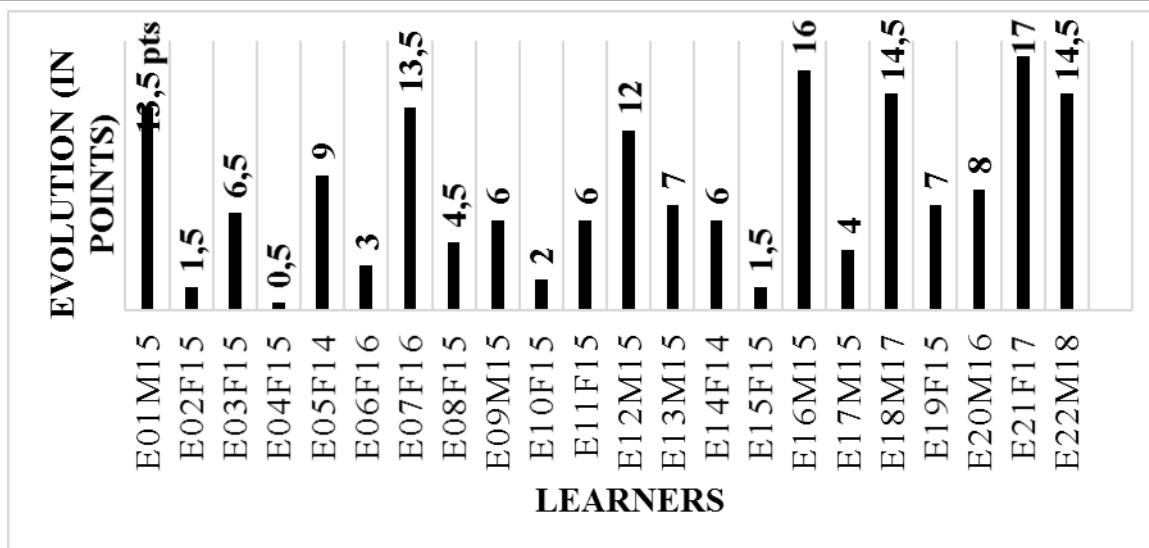
The analysis of the two graphs reveals a positive trend in levels after the intervention, with a reduction in the number of learners in L1 and L2, and an expansion of L3. For L1, there is a clear reduction in the number of learners, dropping from 50% of the cohort before the intervention to only 9% at the end. This means that 82% of the students initially classified in L1 have progressed by at least one category, demonstrating significant progress. Specifically, 36% of the initial L1 cohort progressed to L2, while 45% directly moved to L3, showing the highest progression rates. For learners in L2, their rate slightly decreased, reflecting positive evolution, with 71% moving to L3. Only 29% remained in L2. As for learners in L3, they remained in the same category while improving their performances.

Next, it is necessary to proceed with the comparative analysis of individual progress recorded in the two groups.

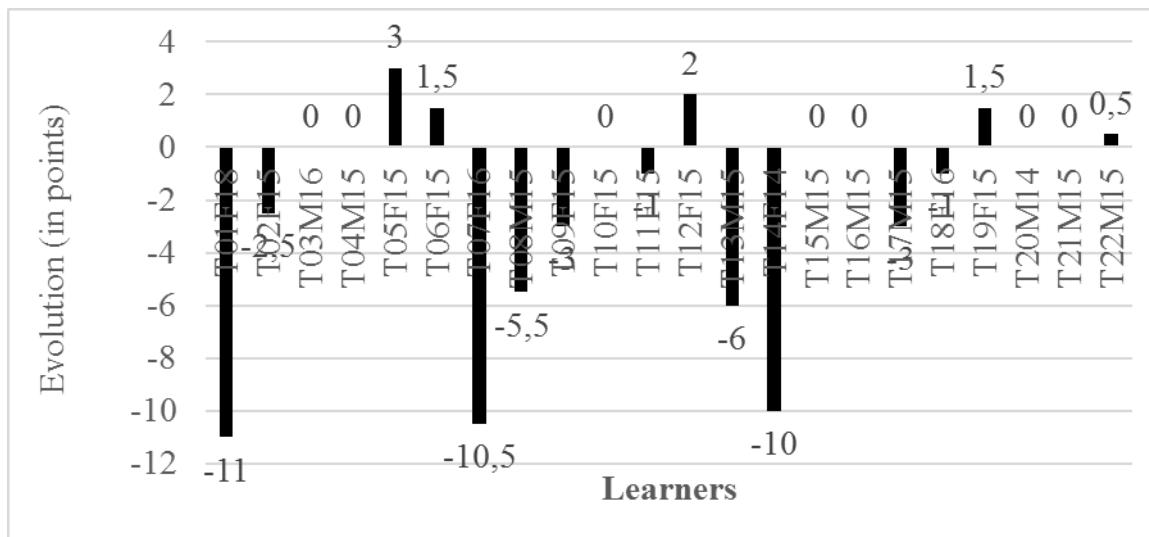
### **5.5 Analysis of Individual Progressions**

The figure 8 illustrates the evolution of learners in the experimental group, the figure 9 represents the evolution of learners in the control group.

**Fig.8. Individual Progressions in the Experimental Group**



**Fig.9. Individual Progressions in the Control Group**

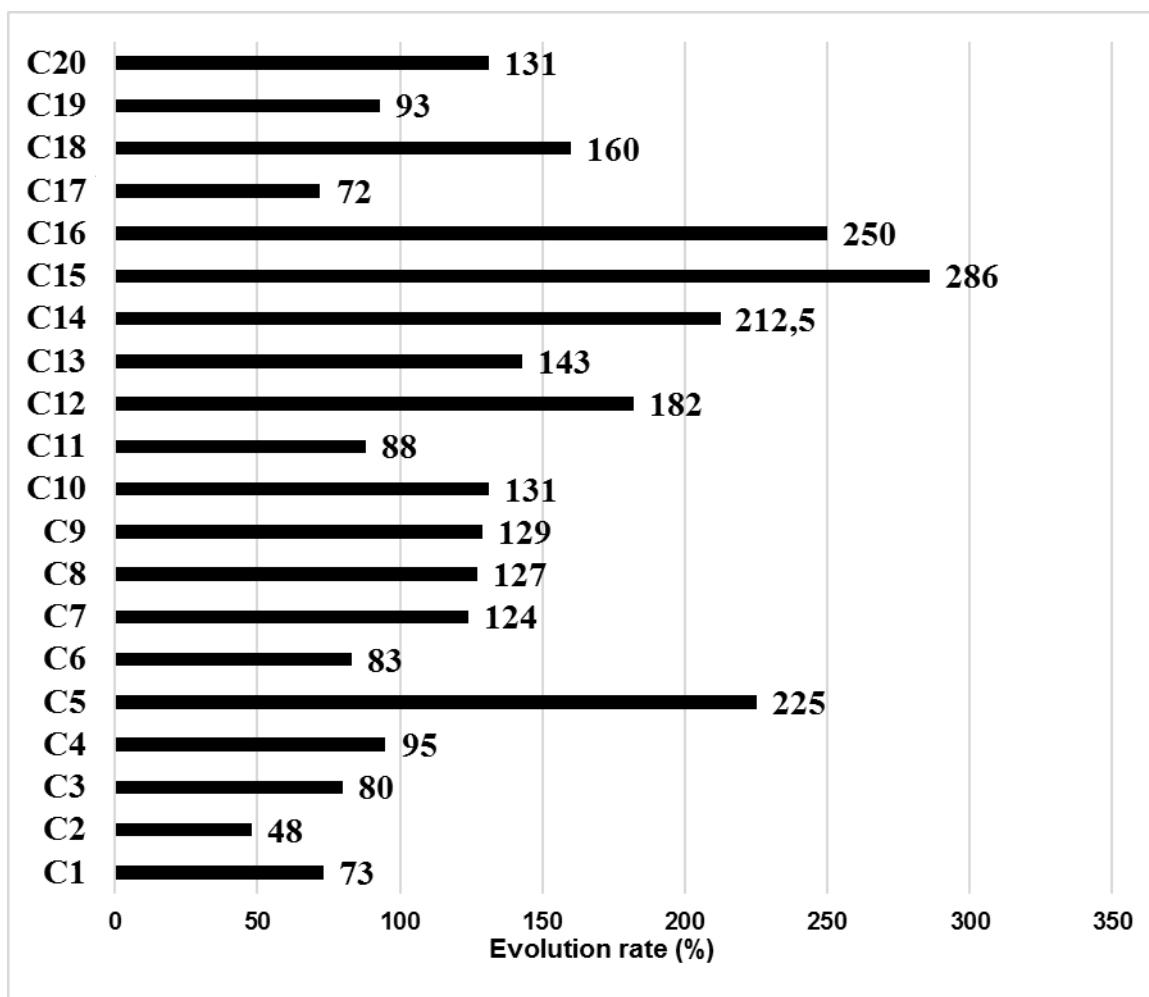


Analyzing the previous figures, it is evident that all learners in the experimental group have improved their writing skills, with gains ranging from half a point to 17 points. In contrast, in the control group, only 5 learners, accounting for 23% of the cohort, showed modest improvement, ranging from 1 to 3 points. Furthermore, 7 learners (32% of the cohort) showed no improvement, while 10 learners (45%) experienced a decline in their performance. This observation raises the question of whether uniform teaching can sometimes lead to unlearning, as learners who do not benefit from tailored instruction may disengage, as seems to be the case in the control group.

### **5.6 Evolution of learners according to success criteria**

The figure 10 illustrates the variations in performance of learners in the experimental group for each evaluation criterion (C1, C2,...,C20)

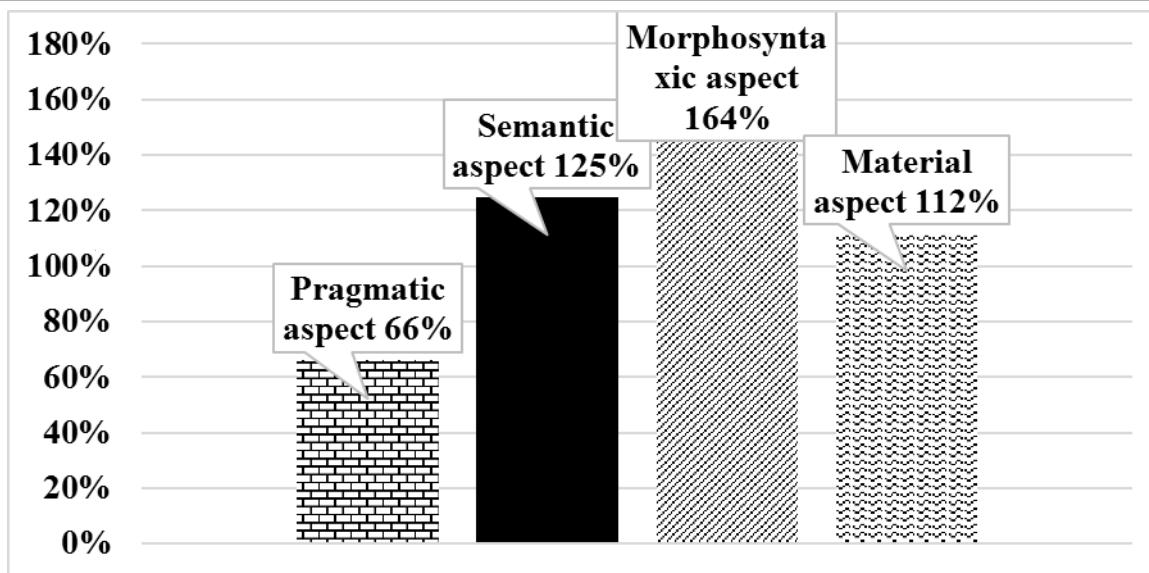
**Fig.10. Evolution of the experimental group according to evaluation criteria**



This figure highlights a clear improvement in writing performance within the experimental group, comprehensively covering all evaluation criteria. This improvement is significant, with percentages ranging from 48% to 286%. The criterion showing the highest improvement is C15, concerning verbal morphology, while C2, evaluating the relevance of arguments to the proposed communication situation, exhibits the lowest improvement rate.

The analysis of learners' evolution focused on pragmatic, semantic, morphosyntactic, and material aspects of writing production. The results of this analysis are synthesized in the figure 11.

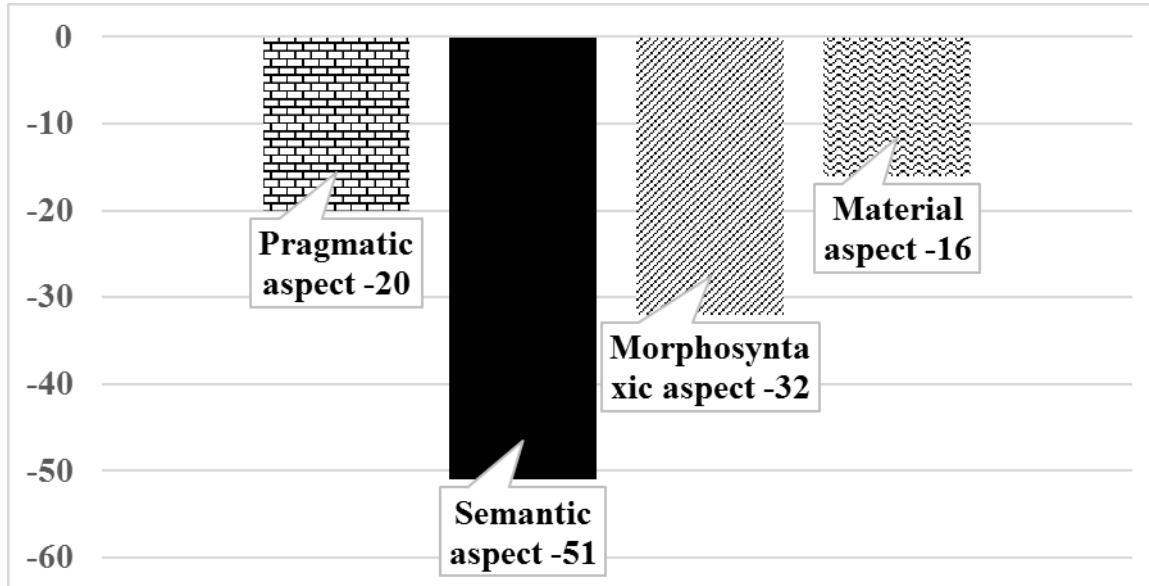
**Fig.11. Criterion-based evolution of the experimental group**



In summary, improvement in the experimental group encompasses variably all aspects of writing production, highlighting the effectiveness of the differentiated approach employed. This also underscores that the implemented framework does not overlook any of these aspects.

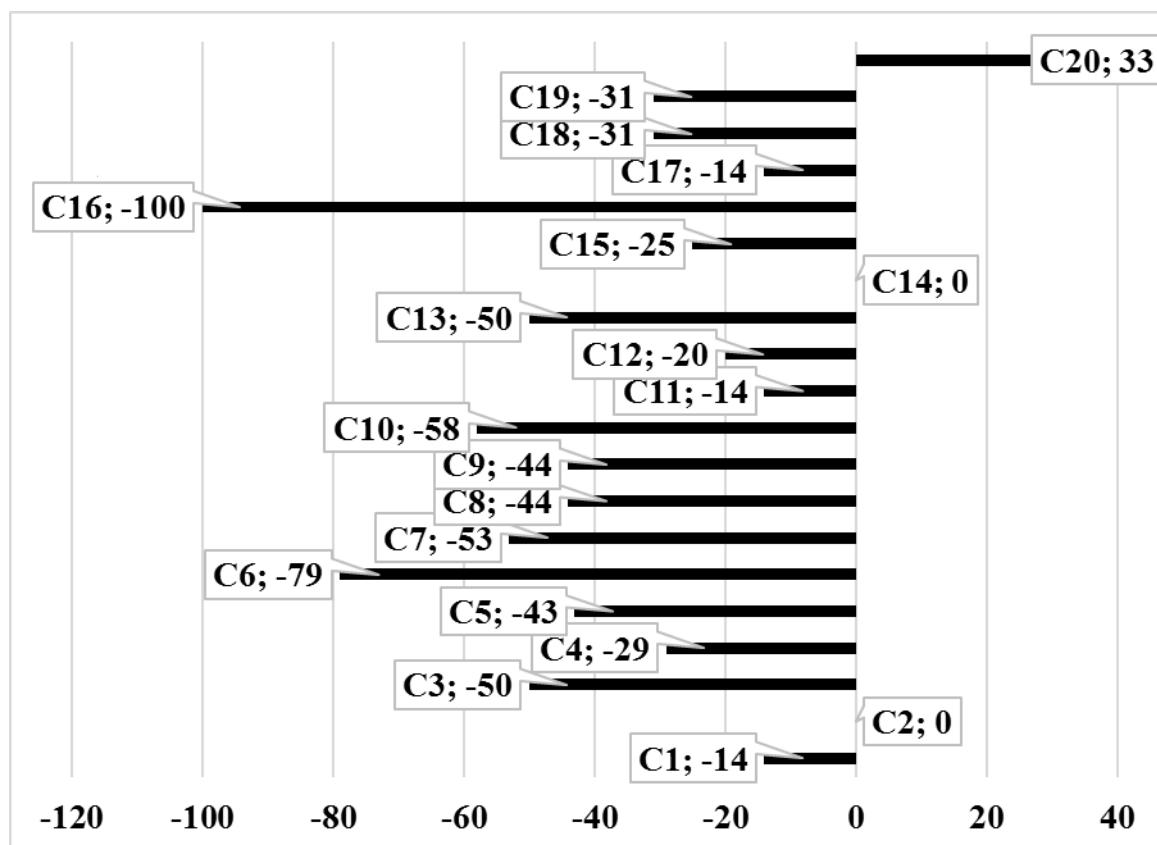
Now, let's compare these results to those of the control group, illustrated in the figure 12:

**Fig.12. Criterion-based evolution in the control group**



As can be seen, standard teaching in the control group led to a regression of learners rather than progression. The figure above highlights the aspects affected by this regression, mainly centered on the semantic aspect, linked to semantic aspect and textual coherence. This regression is attributed to the difficulties encountered by the learners, especially during the reading comprehension phase. They clearly experienced challenges in grasping the meaning of materials from the official textbook, which they unanimously found difficult. The figure 13 illustrates the rates of change in the control group according to the evaluation criteria:

**Fig.13. Evolution in the control group according to evaluation criteria**



In summary, the decline in the quality of productions in the control group concerns all evaluation criteria, except for adherence to capitalization rules, which saw an improvement of 33%. This situation is explained by the fact that standard teaching does not address the true needs of the learners.

Quantitative analysis clearly demonstrates that the differentiated approach adopted in this study has a significant impact on improving the performance of learners in written production in French as a foreign language. The results confirm a clear superiority of the experimental group's performance over the control group, thus supporting the effectiveness of the differentiated approach.

## 6. Discussion

Despite the positive results obtained, this study has certain limitations. On one hand, due to the exceptional conditions of the COVID-19 pandemic in Algeria, the experimentation was conducted in classes with a reduced number of learners and reduced teaching hours. This restricted the ability to measure the impact of differentiation in classes with high enrollment. Indeed, the number of learners per class can exceed forty under normal conditions, while the experimentation discussed in this research was conducted in a class with only 22 learners. On the other hand, the study requires a longitudinal approach to better understand the challenges of implementing this pedagogy in the Algerian school context.

## **7. CONCLUSION**

Quantitative analysis reveals a clear superiority of the experimental group over the control group in terms of performance in written production, with nearly four times the performance at the post-test. This improvement is significant and contrasts with the regression observed in the control group, attributed in part to the demotivation and academic disengagement observed within this group. Uniform teaching even appears to be associated with unlearning in some cases.

The study also highlights the effectiveness of differentiated pedagogy, especially for learners facing difficulties, with remarkable improvement among them. Furthermore, the experimental group shows significant improvements in all aspects of writing, while the control group regresses in the majority of evaluated criteria. These results reinforce the idea that standard teaching does not adequately address the needs of learners.

This difference can be explained by the fact that differentiated pedagogy minimizes cognitive overload and allows each learner to progress at their own pace, while addressing the diversity of needs and levels through variation in learning paths. Furthermore, it promotes the automatization of learning mechanisms and optimizes processes for both struggling learners and advanced learners, leading to an overall improvement in written production.

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