

**People's Democratic Republic of Algeria**  
**Ministry of Higher Education and Scientific Research**  
**Abou-Bekr Belkaid University –Tlemcen**  
**Faculty of Letters and Languages**  
**Department of English**



**Teaching Writing through the Competency Based Approach.**  
**The Case of 3<sup>rd</sup> Year Pupils Scientific stream at Rabia Fatima**  
**Secondary School.**  
**Boujlida: Tlemcen\_ Algeria**

*Dissertation submitted to the Department of English as a partial fulfilment of the requirement for the Master degree in Didactics and Assessment in English Language Education.*

**Presented by:**

✎ Ms. Nawel MOSTEFAOUI

**Supervised by:**

Dr. Hidayet BEREKSI REGUIG

***Board of Examiners***

✎ Dr. Yassamina ABDAT	President	University of Tlemcen
✎ Dr. Hidayet BEREKSI REGUIG	Supervisor	University of Tlemcen
✎ Dr. Hadia HAKEM	Examiner	University of Tlemcen

***Academic Year: 2018-2019***

## *Acknowledgements*

Prima facie, I am grateful to ALLAH for the good health and wellbeing that are necessary to complete this thesis.

I would like to express my sincere gratitude to my supervisor **Dr. *BEREKSI REGUIG Hidayet*** for enlightening my path in this research, her continuous support, her endless patience, motivation, and immense knowledge. Her guidance helped me during my research and writing of this thesis.

Besides my supervisor, I would like to thank my jury members: **Dr. Yassamina ABDAT** and **Dr. Hadia HAKEM** for their time, insightful comments, and acceptance to read and evaluate this thesis.

# *Dedication*

*I dedicate this work to:*

- ❖ *My family, especially my parents who have devoted their life to see us succeed, for their encouragement and support.*
  
- ❖ *My husband and lovely daughters for the sacrifices they made all along the period of my studies.*
  
- ❖ *My sisters and brothers for their moral support and help in the organization of the final products.*

## **Abstract**

Most of the Algerian students find it difficult to master all the aspects of writing and to produce acceptable paragraphs or essays. This research work attempts to examine the effects of teaching writing through the Competency-Base Approach at third year secondary school level. It aims at finding out whether this teaching approach helps learners to improve the writing skill. Despite its importance, some Algerian secondary school teachers fail to absorb the real implementation of this new approach especially in teaching writing, since it is the most difficult skill for both teachers to teach and foreign learners to master. To achieve this aim, we rely on two means of research: the questionnaire and classroom observation. The questionnaire focuses on investigating the role of the Competency-Based Approach in solving students' problems and aims to know how to implement this new approach in order to enhance students' competencies in the writing skill. Classroom observation is set in order to obtain more direct and accurate data on how teaching writing through Competency -Base Approach is processed. The results obtained from this investigation confirmed our hypotheses and revealed that third year secondary school pupils have difficulties in writing and the Competency-Based Approach helps them to overcome those difficulties. This approach also makes students more active in the classroom to prepare them for the final examination.

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## **List of Acronyms**

**CBA** : Competency Based Approach

**ELT**: English Language Teaching

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## General Introduction

The world has recently witnessed rapid changes because of globalization which has affected the social, cultural, political, technological and economical aspects of our life. It increased the mobility of individuals and rendered the world as a small village. Education, as the other fields, was influenced by these changes in the world in terms of the implementation of new curricula and a new approach based on competencies. Algeria, as well as all the countries, have responded to these global changes by reforming the educational system in 2003 and adopted the Competency– Based Approach as a first step of change. This new approach is considered to have a positive effect on teaching English, since it aims to enhance learners to develop their capacities and build their competencies in order to use them in their real life. Moreover, it has been adopted in teaching English in order to enable learners to be more autonomous and competent in their learning process. It also focuses on learning and pupils' activities rather than the teacher's role. Despite its importance, some Algerian secondary school teachers still fail to implement appropriately this new approach especially in teaching writing since it is the most difficult skill for both teachers and foreign learners.

On the one hand, writing in a foreign language is one of the most challenging skills for almost all learners. It has come to play the eminent role it probably deserves in foreign language teaching because of the many benefits it provides. However, it may be described as helping learners to gain proficiency in the foreign language. On the other hand, developing the writing skill is thought to be highly complex if not the most complex in comparison to listening, speaking and reading. What makes writing a very troublesome task for EFL learners is the fact that it requires some criteria of acceptability relative to different aspects of writing such as; vocabulary, spelling, punctuation and language use.

## General Introduction

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The present study is an attempt to answering the following questions related to teaching writing through the Competency-Based Approach. The objectives of the investigation are guided by the following research questions:

1/ What are the difficulties that face pupils in order to write correctly?

2/ Does the Competency Based Approach help the students to enhance their writing skill?

3/ Which writing approach is more effective under the Competency- Based Approach?

The investigation throughout this work will attempt to provide arguments for the following research hypotheses:

- ❖ The researcher hypothesize that the main difficulties which face the students to write correctly are: grammar, spelling, and punctuation.
- ❖ The new competency based approach is a more useful approach that helps to make learners more active in classroom, as far as the four skills are concerned.
- ❖ The process approach is the most helpful one; its stages help students to write more easily and produce more effective compositions.

The present dissertation consists of three chapters that are linked to enlighten the reader of this work:

The first chapter provides a theoretical overview of writing. It defines the writing skill and presents its importance in language learning as well as its relation to the other skills. In addition to that, we make an overview about the most difficulties which face the students when they write. This chapter also discusses the different approaches use to teach writing.

## General Introduction

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The second chapter describes the Competency Based Approach as a new approach implemented in the Algerian educational system. It is clarified by describing firstly the terms approach, method, and technique and presenting a brief overview of the major methods and approaches in language teaching. It also deals with the Competency-Based Approach definitions and advantages. Moreover, it introduces the teachers' role, the learners' role, as well as teaching writing through the Competency Based Approach. This chapter ends with the implementation of the CBA in the Algerian educational system.

Finally, the third chapter sheds light on the research methodology and the research instruments used for data collection, and sampling techniques. It is also devoted to the analysis of the results obtained from the different research tools and tries to provide some suggestions for the detected drawbacks.

**Chapter One**  
**The Writing Skill**

## 1.1. Introduction

Writing is a very important productive skill, as important as the speaking, reading and listening skill. It is used everywhere because it is a communication tool to express feelings and thoughts. Hence, the present chapter provides a theoretical overview of the writing skill. This first part of the present research deals first with what is meant by the writing skill; trying to give a clear definition of it. In addition to this, it focuses on the importance of the writing skill and explains its main difficulties. At its end, this chapter discussed the different approaches used to teach writing.

## 1.2. Definition of the Writing Skill

The writing skill plays a vital role in the teaching / learning process because of the several advantages it provides. it may be considered as a skill that can help the learners to achieve proficiency in the foreign language. In general, writing means words in symbols written down as a means of communication (Encarta Dictionary, 1999:2151). It refers also to the activity through which such a piece of written language is produced. Many scholars and researchers define writing in different ways, Jozef (2001: 05), for instance, states that "writing is among the most complex human activities. It involves the development of a design idea, the capture of mental representation of knowledge, and of experience with subjects". This means that writing demands intellectual and cognitive processes which require much effort, knowledge and determination.

Writing is a complex skill that makes the writer express his mental and physical efforts, It is not as simple as it seems to be, as stated by Byrne (1979:1): "But writing is clearly much than the production of graphic symbols, just as speech is more than the production of sounds". Byrne also adds that in addition to this complexity, there are some problems that can face any writer, and classifies them into three categories. First, he calls psychological problems; they come as a result of the lack of interaction and feedback



between the writer and reader. Second, writing involves linguistic problems which contain lack of certain device such as pitch and intonation, through a clear and correct expression of ideas. Third, Byrne states the cognitive problems, such as the organization of the content and coherence.

For Nunan (2003), Writing is viewed as a means of communication which is commonly used to express and impress. It means that when writers compose writing works, they commonly have two main purposes. Firstly, the intention or desire to express the ideas or feelings they have in mind, in order to communicate a particular message. Secondly, the text is written to communicate the ideas to the readers. That is why, writers need to have the ability to communicate and express the ideas in certain ways depending on the level of complexity.

### **1.3. The Importance of Writing**

Writing is an important part of communication. This term has been defined by Oxford Dictionary as the activity or skill of making coherent words on paper and composing text. Moreover, many students write for specific needs and purposes such as writing academic essays, letters, or reports related to the purpose they want to achieve. Barras (2005:1) argues that:

**Writing is important in studying all subjects, and in all professions. Only by writing well can you give a good account of yourself as students or when applying for employment, or in a career when writing email, memoranda, letters, instructions and reports. It is by your writing that many people judge you.**

This means that the writing skill is used in education, and the students who do not know how to express themselves in writing, cannot be able to communicate well. Barras also proposes the ability of creating a good writing, and in the world of work, writing is in some occasions, the only way people are judged about.

The term writing is also viewed as a vital means of assessing knowledge of the language since most exams require learners to answer in writing. Bacha (2002) states that writing is important in student's academic course since most examination, reports and research work depend on it. Finally, Coffin et al (2003) claim that writing is important since it is used as a means of assessment, and improves student's communicative skill.

#### **1.4. Writing and Other Skills**

Language skills are categorized as either receptive or productive. The first category englobes listening and reading whereas the second one encompasses speaking and writing. The writing skill should not be taught separately because it should go hand in hand with the other skills.

##### **1.4.1. Writing and Reading**

As previously mentioned, writing and reading are different types of skills, however, there is a strong relationship between them, and both complement each other. They are called literacy skills and are said to be two skills that mirror each other. Williams (2003: 166) suggests that for Krashen, writing is acquired through reading but not relatively through listening, and he confirmed that the way of achieving competence in writing is the same way of achieving competence in speaking. Moreover, Krashen (1984) declares that “it is reading that gives the writer the ‘feel’ for the look and texture of reader-based prose” (cited in Kroll, 1990:88), which means that the reading skill gives the reader and writer the sense of the prose, in other words, the sense of the writer when he writes prose.

However Hedge (1988: 11) states that “reading is necessary and valuable but it is not sufficient” and that “.....in order to become a good writer a student needs to write a lot”. This means that reading is an important way to improve writing but to practice this skill alone is not enough.

### **1.4.2. Writing and Speaking**

Writing and speaking are clearly productive activities in that they create language outcomes just as listening and reading are both passive activities. However, speaking and writing are two different skills. Harmer (2004) summarizes the differences between them as follows: speaking is often temporary, but writing is more permanent in time and space. However the participants in speaking are active and the readers know them but in writing, the writer addresses unknown readers. They are also different in the organization of the language, because the speaker does not organize or plan his speech, whereas the writer should follow the writing process. White (1981) sees that “Writing is not a natural activity. All physically and mentally normal people learn to speak a language. Yet all people have to be taught how to write”. This means that all people are similar; at first they learn how to speak before they learn how to write.

### **1.5. Writing Difficulties:**

Writing is more difficult than the other skills for the students who learn English as a foreign language. A matter of fact, non- native speakers of the language have to make their efforts themselves to write accurately and effectively even on what they are well aware of.

Writing causes some difficulties which hinder the learners in their learning process or makes the piece of writing not good. Seely (2005) summarizes those difficulties as follows:

### 1.5.1. Punctuation

Seely (2005), defines punctuation as a set of conventions to make it easier to read written English. For example the sentence should begin with a capital letter and finish with a full stop. There are many learners who make mistakes in punctuation, which makes their piece of writing bad since each punctuation mark has its function.

### 1.5.2. Spelling

Spelling is considered as one of the main difficulties for learners. One of the major reasons behind that is the absence of complete correspondence between the sound of a word and the way it is spelt, that is the absence of correlation between phonemes and graphemes. The word “sheap” for example has really one possible pronunciation whereas this form could be written in at least three different ways: “sheap”, “sheep” and “shepe”.

Another source of confusion is the case of *homophones*, words that have the same pronunciation but are spelled differently and have different meanings such as “two” and “to”, “their” and “there”, and “pray” and “prey”.

### 1.5.3. Vocabulary

Using the appropriate vocabulary is categorized as one of the main problematic tasks in the writing skill. Seely (1998, p.185-186) lists the major elements in vocabulary problems:

- ❖ **Active vocabulary:** it refers to the words and phrases that students use in their writing.

- ❖ **Passive vocabulary:** these are the words that the students understand, but do not commonly use in their writing
- ❖ **Vocabulary that is seen to be passive:** which includes the words that we have seen before, but their meaning is not clear.
- ❖ **Vocabulary that we never dealt with:** it consists of those words that we have never encountered and met before.
- ❖ **Vocabulary words, we have seen before, but their meaning is not clear.**

#### 1.5.4. Grammar

In order to write comprehensively, the student should have a good knowledge of the structures of the language, the parts of speech and its linguistic devices. Seely (2005) states that grammar is one of the most difficult aspects in writing because the student finds a big trouble when he starts writing an essay for example with the types of sentences as compound sentences and complex sentence, or in misusing the coordinating and subordinating conjunctions.

However, Hedge (2005) argues that the major problems of writing go around on the grammar and other problems which he summarizes as follows:

- ❖ Many learners may use appropriate cohesive ties, but they have a big problem to place them rightly in a sentence, overuse them, or fail to use the correct punctuation.

- ❖ Some learners may find problems in paragraphing, when they construct topic sentence and supporting details.
- ❖ There is the problem of vocabulary, some learners use always the same words, and this makes their piece of writing boring.

## **1.6. Approaches to Teaching Writing**

Teaching writing has a number aspects from which teachers can generate their views on how the process of teaching writing is. Some approaches seem to be the prevailing ones in teaching writing such as; product approach, process approach and genre approach. These approaches help students learn to improve their writing skill.

### **1.6.1. The Product Approach**

This is the most widely and commonly used approach worldwide to teach writing. A product approach is “a traditional approach in which students are encouraged to mimic a model text, usually presented and analyzed at an early stage” (Gabrielatos, 2002: 05). This approach Model comprises four stages (Steele, 2004)

- ✓ Stage one: model texts are read, and then features of the genre are highlighted. If a student reads a story, the focus is on the techniques used to make the story interesting.
- ✓ Stage two: It consists of controlled practice of the highlighted features of the text separately. So if learners are studying a formal letter, for instance, they may be asked to practise the language used to make formal requests.

- ✓ Stage three: learners organize the ideas, this means that the organization of ideas is more important than the ideas themselves and as important as the control of language.
- ✓ Stage four: Learners select from the choice of comparable writing tasks to show that they can be fluent and competent users of the language, they use the skills, structures and vocabulary to produce individually

### 1.6.2. The Process Approach

This approach tends to focus on the varied classroom activities that promote the development of language use . (Kroll 2001: 220-221) defines process approach as follows:

**The process approach” serves today as an umbrella term for many types of writing courses .... What the term captures is the fact that student writers engage in their writing tasks through a cyclical approach rather than a single-shot approach. They are not expected to produce and submit complete and polished responses to their writing assignments without going through stages of drafting and receiving feedback on their drafts, be it from peers and/or from the teacher, followed by revision of their evolving texts.**

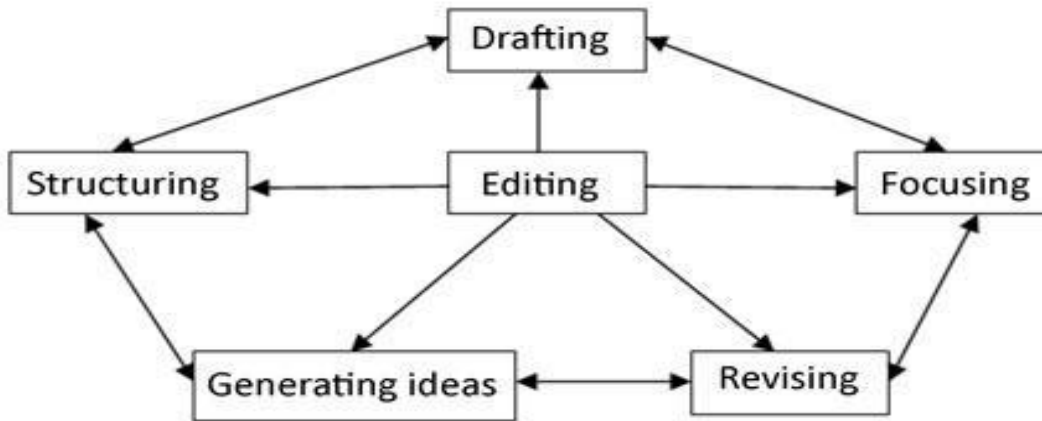
This approach model comprises eight stages (Steele, 2004), which are:

- Brainstorming: it includes generating ideas. Students could be discussing the qualities needed to do a certain job.

- **Planning/Structuring:** Students exchange ideas into note form and judge quality and usefulness of the ideas.
- **Mind mapping:** it is about organizing ideas into spider grams and making linear forms. This stage helps to make the hierarchical relationship of ideas which helps learners with the structure of their texts.
- **Writing the first draft:** Students write the first draft. This is done in the class when they start to write all what comes to their minds of ideas in the first draft.
- **Peer feedback:** Drafts are exchanged between students to improve their awareness of writing.
- **Editing:** Drafts are returned and improvements are made based upon peer feedback.
- **Final draft :** students write their final draft.
- **Evaluation and teachers' feedback:** Students' writings are evaluated and teachers provide a feedback on it.



The following figure shows the cyclical nature and the interrelationship of the stages of the process approach.



**Figure 1.1.** A Model of Writing (White and Arndt's (1991:43) Diagram of Process Writing)

White and Arndt's diagram (1991) offers the teacher a framework which tries to explain the nature of writing, as not a linear process.

### 1.6.3. The Genre Approach

The genre approach emerged as a result criticizing the two previously mentioned approaches which are the product and the process approaches. It is an approach that uses the text as a means of learning language, and the fundamental principle that underlies this approach is that language is functional; that is, through language we achieve certain goals. Moreover, language is a contextual-based tool of communication, it is always occurring in particular social and cultural contexts, and thus, cannot be understood outside its context. This approach emphasizes that language functional; that is, it is meant to serve functional purposes as Painter (1989: 21) states:

**Language is a functional resource in that the language system can be viewed as having the form it does because of what it is called upon to do. The needs of language learners have shaped the linguistic system itself.**

To develop their writing skills, our students need also to understand that generic text structures help them as resources for presenting information and interacting with others.

### **1.7. Conclusion**

From what has been previously mentioned, we come to conclude that writing is a difficult skill that requires both learners and teachers to have some necessary knowledge and information that would reinforce and make of the teaching/learning of the writing skill easier and important. This chapter was devoted to the skill of writing. It comprised a description of writing and tried to shed light on the relationship between writing and other language skills including speaking and reading. In addition to that, it tried to explore the difficulties of the writing skill and the different approaches used to teach writing.

**Chapter two**  
**The Competency Based Approach**

## 2.1. Introduction

In the general area of teaching methodology, there are constant changes and developments of teaching methods and approaches, in language teaching. Each method or approach is built on the limitations of the preceding one. Nowadays, the Competency-Based Approach (CBA) is a very popular approach to language teaching.

This chapter will shed light on this approach. It starts by clarifying what is meant by CBA; trying to give a clear definition of what is meant by competence, competency and competency based approach. In addition to this, it will focus on the characteristics and advantages of the CBA, and describes the roles of the teacher and the learners in this approach. It also gives an overview of the status of the writing skill under this approach, and when it was adopted in Algeria.

## 2.2. Definition of Approach, Method, and Technique

Some students are likely to find it ambiguous to make a distinction between these three levels. However, each term has its own specific meaning. Richards & Schmidt define these three terms (2002, p. 30) as "Different theories about the nature of language and how languages are learned the approach imply different ways of teaching language (The method), and different methods makes use of different kinds of classroom activity (The technique)". This means that; approach is the level at which assumptions and beliefs about language and language learning are specified. A method, however, is the broader relationship between theory and practice in language teaching. Whereas, the technique is used to support students and the way teachers teach language.

### 2.2.1. Approach

An approach is a theory about language and how this language can be learnt, it beliefs about the nature of language, and the nature of language learning. Davies (2002: 168) described it as " it is the realm of methods". That is to say an approach is broader than

a method which encompasses theories about language and language learning, and it is not about what the teaching process should include.

### **2.2.2. Method**

The method is a way for giving a certain language material to be learned. It is defined as "an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon the selected approach. An approach is axiomatic, a method is procedural" (Anthony, 1963, p. 65 cited in Krumaravadiveli, 2006, p. 85). This term is concerned with teacher and learner roles and behaviors and secondarily with such features as linguistic and subject matter objectives, and materials.

### **2.2.3. Technique**

A technique refers to the design and procedural components of method, its specific types of exercises, tasks, or activities used in class for the purpose of reaching pedagogical goals. Edward Anthony (1963), defines the term technique as "implementational which actually takes place in a classroom...Techniques must be consistent with a method, and therefore in harmony with an approach as well". That is to say, the technique is the level at which classroom procedures are described.

## **2.3. An Overview of Major Methods and Approaches in Language Teaching**

A number of methods and approaches in second and foreign language teaching have been used since the last century, mainly;

### **2.3.1. The Grammar- Translation Method**

The Grammar- Translation Method or so called the Classical Method is the most ancient method in the teaching / learning field, it was the traditional way Latin and Greek were taught in Europe. This method aims at making learners understand grammar in traditional terms and is based on learning by heart, conjugating sets of grammar rules and syntax, morphology memorization of vocabulary, reading literature in the target language, and translation of texts or literary passages into and out of the

target language. Miliani (2003) notes that “if the learning by heart advocated by this method is a very effective device for memorization; this does not prove that the student will learn better”. That is to say, in grammar translation method the learners will learn a foreign language better and translating and explaining can help a lot in enabling the learners to understand.

### **2.3.2. The Direct Method**

The Direct Method is also known as the Reform Method, the Natural Method, or the Anti-grammatical Method. It was developed initially as a reaction to the grammar translation method. The aim of this method was to develop in the learners, the ability to think in the language, such as; in speaking, reading, or writing. Larsen-Freeman (2001: 23) argues that:

**The Direct Method had one basic rule which was the prohibition of the use of translation because meaning should be taught directly in the foreign language through the use of demonstration and visual aids, without any resort to the learner’s mother tongue.**

That is to say, the primary goals for learners in this method were to think and communicate directly in the target language.

In sum, the direct method does not allow the use of translation and the mother tongue. It favors a direct use of the foreign language. This is done through using materials, objects or through acting.

### **2.3.3. The Audio-lingual Method**

The Audio-lingual Method was widely used in the United States and other countries during the Second World War when there was a pressing need for American military personnel to become orally proficient in the language of both allies and enemies. It is also known as the Oral method, Army method or the new method, because it helped to decode shifts like French, German, Italian, Japanese and Chinese. This method was

also closely related to the direct method in its view of the importance of teaching oral skills. However, it was very different in that rather than emphasizing vocabulary acquisition through exposure to its use in situations, it drills students in the use of grammatical sentence patterns (Larsen-Freeman, 2001). That is to say, the main focus was put on the mastery of good grammatical habits rather than enhancing the students' communicative abilities

### **2.3.4. The Communicative Approach**

The Communicative Approach, referred to as the Communicative Language Teaching Approach, began in Britain in the 1970s and 1980s. It was also based on the idea that the aim of learning second language was to attain communicative competence. In other words, the Communicative Approach concentrated on using language accurately and appropriately, and focused on enabling learners to become communicatively competent. It is defined by Littlewoods (1981:1) as “ One of the most characteristic features of communicative language teaching is that it pays systematic attention to functional as well as structural aspects of language”. In other words, communicative language teaching means little more than an integration of grammatical and functional teaching.

## **2.4. The Competency -Based Approach (CBA)**

The competency- based approach, or CBA for short, is an approach to education that helps the learners to acquire a communicative competence by focusing on the learner as the target of the learning process.

### **2.4.1. Competence and Competency**

The words competence and competency are often used interchangeably. However, they originally had different meanings. The Oxford Learners' Dictionary (2018: 85) defines the word competence as “the ability to do something successfully and efficiently” while the word competency is defined in the Cambridge Advanced Learners' Dictionary and Thesaurus (2018: 170) as “an important skill that is needed

to do a job”. Competence, then, refers to a person’s general ability while competency is used to describe a person’s ability to perform a given task. According to Kouwenhoven (2003: 36) presents a comprehensive definition of competency:

**it is the capability to choose and use an integrated combination of knowledge, skills and abilities with the intention to realize a task in a certain context, while personal characteristics such as motivation, self-confidence and will power are part of that context, and competence, is the capacity to accomplish up to a standard the key occupational tasks that characterize a profession.**

To understand more these two different definitions, Competence is a collection of theoretical and practical knowledge, behavior, cognitive skills, and principles used to enhance performance, whereas, competency is a collection of observation and measurable knowledge, skills and abilities. It is also a mental process and thinking that totally relate to how to act and solve problems.

#### **2.4.2. Definition of the Competency-Based Approach**

The Competency-based approach has been introduced in the education system since 2003. The principles underlying this approach apply to all the disciplines that are part of school curriculum. The CBA emerged in the United States in the 1970s and refers to “an educational movement that advocates defining educational goals in terms of precise measurable descriptions of knowledge, skills, and behaviors learners should possess at the end of a course of study.” (Richards & Rodgers, 2001: 141).

The competency-based approach is a very popular approach which focuses on the process learners go through while engaged in a task as well as the end product, enabling them to solve problems and make decisions throughout the learning process. It emphasizes on “what learners are expected to do with language” (Richards &



Rodgers, 2001: 141). This approach enables learners to use their knowledge and apply skills in realistic situations. It differs from the traditional approaches to education and strives to develop the mastery of knowledge and skills.

### **2.5. Characteristics of the Competency Based Approach**

The Competency-Based Approach has become an appropriate alternative to other teaching methods and approaches. According to ELT articles: (what is CBA, 2008), CBA is characterized by the following feature:

- The CBA is a new approach based on training learners to construct their own knowledge to be able to be used in the daily life.
- The CBA is a new approach that is indebted to Bloom's taxonomy. It considers and categorizes all the educational objectives as cognitive and affective. However, the learner at first must develop lower order objectives then higher ones.
- The CBA is action-oriented in that it gears learning to the acquisition of know how embedded in functions and skills. These let the learner become effective competent user of the language in situations outside the classroom.
- It is a problem-solving approach in which tests examine the capacity of learners to overcome obstacles and problems and make learners think.

## 2.6. Advantages of the CBA

In CBA, the confidence of learners develops because they can improve competencies. One of the most important benefits is that, the teacher in the CBA is a facilitator and more training time is devoted to working with learners individually or in small groups rather than presenting lectures. Furthermore, Blakemore (2008) states other advantages of the CBA in what follows:

- ❖ It is a learner centered approach and is therefore more likely to meet learners' need.
- ❖ It takes account of prior experience and existing skills' levels.
- ❖ It is more participative and therefore a more enjoyable experience for learners. It facilitates learning rather than pushes in information.
- ❖ It emphasizes skills' progression, stimulating an appetite for further learning and improved performance.
- ❖ It is flexible. Participants can learn at their own pace, achieving all or some competencies.
- ❖ Learning can continue to be measured beyond the training course.
- ❖ Behavioral changes that result from training are easier to measure.
- ❖ Overall weaknesses cannot be compensated by particular strengths. Learners are either deemed competent in given areas or not.

This last point is important. In traditional education learners may lack skill in some areas but receive a pass at examination because they do well in other areas. In the CBA, all the stated elements must be met for the learner to be deemed competent in that skill.

### **2.7. The Teacher's Role in the CBA**

The teacher is the only person who takes all decisions in the classroom. The common role of the teacher under the Competency Based Approach is the role of facilitator who engages learners in tasks, and helps them to develop learning strategies for a successful learning. He is a counselor in that he exemplifies “an effective communicator seeking to maximize the meshing of speaker intention and hearer interpretation, through the use of paraphrase, confirmation and feedback” (Richards & Rodgers 78). In this context also, Dobson (2003:57) claims that Facilitator is ‘a person who helps learners learn by discovering things by themselves’. This means that, the teacher is one who opens the door to learning; his role is to guide and assist students in learning themselves

The role of the teacher in this approach has changed; it now consists in helping learners to put together appropriate learning strategies, and to build knowledge by means of discovery activities in the form of problem solving or by means of guided discovery. The teacher is also required to be a researcher and a learner especially in how projects are realized and what requirements need to be met for the accomplishment of those projects. Besides, the teacher has to initiate pupils to collaboration through pair and group work, much valuable in a socio-constructive perception of learning and teaching.

### **2.8. The Learners' Roles in the CBA**

The competency-based approach focuses on the learner's role rather than on the teacher's role. In the traditional approaches, the learner receives knowledge and depends on the teacher. He applies a model and learns only because he gets marks. However, in this approach, the learner wants to know what he learns. He is responsible for his own learning, so, he learns better, because he acts upon what he learns, and builds his own strategies.

The learners play the central element inside the classroom, they should ensure an active participation that lead them to take part in the discussions at asking and answering questions of both their teachers and peers, and by improving themselves and sharing their ideas about the subject. However, they can develop certain skills and competences that will help them be able to face problems in their daily life. Additionally, the learners should also show their motivation, interest and commitment to enhance their learning objectives and to help their teachers accomplish their roles appropriately

### **2.9. Writing in the CBA**

The CBA is based on the development of competencies, and one of these competencies is writing. It is a means of communication of which the development occurs through different stages, the learner should develop not only the linguistic competence as in traditional approaches, but also the social and strategic competences to be really effective. The Process Approach and the Genre Approach of writing share the same principles with the CBA. As stated by Hyland (2004), ‘writing is a socio-cognitive activity which involves skills in planning, drafting as well as knowledge of language, contexts and audiences.’”

The CBA plays an important role in fostering students’ learning autonomy, and raising their awareness towards their studying responsibilities, in addition to enabling them to be competent users of English in real life situations. However, the process of teaching the writing skill through the CBA framework constitutes a big challenge since many constraints are facing the teachers such as the lack of effective training that enables them to be familiar with CBA principles. Moreover, in both middle and secondary school in Algeria, the CBA is recommended that teachers update their teaching competences and techniques in a way that responds to the needs of the approach. Besides, teachers have to raise their students’ mindfulness towards the importance of the writing skill and should make them aware of their learning responsibility.

### **2.10. The CBA in Algeria**

After independence in 1962, the Algerian educational system has witnessed many changes and different methods and approaches were applied in its schools. The CBA was adopted in the Algerian educational system in 2003 to give the learners a chance to improve their competencies by creating new knowledge and skills necessary for them in everyday life. The Algerian authorities have felt the need to reform the system of education. The ministry of national education initiated a large scale educational reform program involving the three levels of education namely the primary, the middle and the secondary schools, and the Algerian educational system has adopted the CBA to teach all school subjects including foreign languages. This approach reflects a shift from the teacher who is responsible for transmitting knowledge into passive learners toward the learners whose own interests and needs are brought to the front.

The Algerian has adopted the CBA in their educational system, to teach all school subjects including foreign languages. However, this approach is making the school acquisition viable and sustainable. The school will be a source for the learner to have knowledge and use it in his real life. It gives the learner the ability to reinvest his learning outside the classroom. The competency based approach helps to developing the thinking process of the learner. It comes by creating a link between having knowledge and ameliorating thinking processes and using them in different contexts.

### **2.11. Conclusion**

The field of language teaching has witnessed different changes and developments concerning teaching methods and approaches which have emerged either as a response or as an extension to each other. This chapter has provided an overview of the Competency Based Approach that was adopted in the Algerian educational system to teach all school subjects including English. It has given a general overview about the major methods and approaches of language teaching and learning that have been

changing over time. It focused also on the characteristics and advantages of the CBA and teachers' role as well as learners' role in the CBA. Finally, this chapter discussed the implementation of the CBA in the Algerian schools.

**Chapter Three**  
**Data Collection, Interpretation, and Suggestions**

### **3.1. Introduction**

This chapter is devoted to the description of the research methodology and it aims at presenting the research design and sample population that gives a detail of the teachers' and pupils' profile. In addition to that, the present chapter gives an overview of the research instruments that are used to gather data. The results obtained of learners' questionnaire and classroom observation. Finally, this research tried to explore some suggestions for further research.

### **3.2. Research Methodology**

Research methodology is the systematic, theoretical analysis of the procedures applied to a field of study (Kothari, 2004). This means that, it is a system of studying in science that involves procedure in order to obtain knowledge. Research methodology is also choosing a right method to collect information.

#### **3.2.1. Research Design**

A research design is the heart of any study; it is the strategy that is used for answering the research questions and testing the research hypotheses. In this section, we will discuss the research method tools used in the present study.

This research work is based on a case study, which is one of the most widely used approaches of research. It uses both quantitative and qualitative methods. Creswell (2012) says that “qualitative research uses different principles, strategies of inquiry and methods of data gathering and treatment. It relies heavily on data in the form of texts such as field notes, journals and diary entities, documents and images”. As for the quantitative method, Scott and Morrison (2006) say:



**Quantitative research refers to those approaches that are based on the assumptions of scientific investigation. It puts the emphasis on patterns, causes and consequences by applying the rules of positivism. It relies on data collected from tests, experiments, questionnaires and interviews.**

On the one hand, the quantitative research is used to examine the relationship between variables by using numbers and statistics to explain and analyze its findings. On the other hand, qualitative research is used to explore the meaning and understanding of complex social environments.

This dissertation, tries to describe the benefits and limits of teaching the writing skill under the CBA and to determine the difficulties teachers face in implementing the principles of CBA in the teaching of this skill to third year secondary school students. The adopted research design is descriptive based on a mixed methodology both quantitative and qualitative.

### **3.2.2. Population and Sampling**

Sampling is referred to as being "the group of participants or informants whom the researcher actually examines in his empirical investigation and population is that group of people whom the study is about" (Dornyei, 2007, p.96). Polit et al (2001,p.233) define population as "the entire aggregation of cases that meet a specified set of criteria". The sample is very important in any research and it is the focal point in the success or failure of the work.

The population chosen in this research is third year pupils at Rabia Fatima secondary school (Tlemcen). However, the sample is thirty eight students who are randomly chosen.

### **3.2.3. The Research Instruments**

Two research instruments are used in the present work. First, classroom observation is selected as a Primary tool to observe not only the way teachers deliver the writing lesson under CBA, but how the students interact with the way their teacher presents them the topic. Second, a questionnaire is administered to learners to depict the difficulties met by third year secondary school teachers when applying the CBA principles in teaching English writing.

#### **3.2.3.1. Classroom Observation**

Classroom observation takes place in the classroom and other learning environment. Kawulich (2012:1) defines it as “a way of gathering data by watching behavior, events or noting physical characteristics in the natural setting”. She adds that “observation is a primary tool to help you document what is going on in that setting”. Classroom observation is a very important and helpful method for many research studies as it provides an opportunity to study a situation in its natural context.

In this research, classroom observation plays a central role in gathering data since it enables to investigate the process of presenting a writing lesson within the framework of the CBA in a live situation and authentic context.

#### **3.2.3.2. Questionnaire**

One of the most popular methods of collecting data is the questionnaire. In this line of thought, Brown (2001:6) reports a definition of the questionnaire as being: “Any written instrument that presents respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers”. Thus, the questionnaire is a popular

means of data gathering in educational contexts in general and ELT research in particular.

There are two types of questions; the first category contains close-ended or closed format questions, it enables the respondents to choose between possible answers available to them. This category embodies “yes” / “no” questions, and multiple choice questions that ask the participant to select among a possible set of responses, the answer that most closely represents his perspective. The second category of questions englobes open ended questions give the participants an opportunity to express their opinions.

In this work, the researcher used the questionnaire with learners as a research tool for the sake of gathering information. The pupils’ questionnaire consists of 12 questions written in English. It is divided into two parts; the first one gathers general information about pupils’ level in English and students preferred skills and the second part seeks to get an idea about how students view the module of “written expression”, and whether this modules is interesting or not.

### **3.3. Data Analysis**

Data analysis is the process of interpreting data with the goal of discovering useful information and drawing conclusions. After the data is obtained, it is analyzed either quantitatively or qualitatively. These two kinds of data analysis form distinct, but not necessary incompatible perspectives on corpus data. However, quantitative data analysis is considered to have the aim of quantification of data whereas qualitative data can provide an indepth exploration of the issue and understanding the underlying motivations behind a contemporary phenomenon.

### 3.3.1. Results of Classroom Observation

In this case study, the classroom observation process took place during four weeks during these sessions, the researcher took notes while she was observing.

In this research study, the classroom observation took place in one secondary school in the city of Tlemcen with 2 EFL teachers. During these sessions, the observer was sitting at the back of the classroom, pupils were facing their teachers in order not to draw the pupils' attention and to maximise their spontaneity.

The results obtained from the classroom observation will be analyzed in this part of the dissertation. However, this research tools was meant to obtain a complete and careful evaluation of the teaching of the writing skill in the Algerian EFL classrooms at the secondary school level. Concerning the teaching of the writing skill have been analyzed as follows:

- At first when the teacher entered the class, the pupils engaged with her positively, she gave her learners a brief explanation about the stages to be followed before writing that is to say she explained for them what they were going to do.
- Pupils showed positive reaction towards the explanation given by the teacher and this led the pupils to work seriously. The researcher also observed that there was a tendency of brain storming and generating ideas.
- The researcher observed that the pupils use some techniques like listening and mapping. However the majority of learners used mapping which help them and do not take time.

- After listening and mapping the researcher observe that, the majority of pupils move to write their outlines which helped them in organizing their ideas.
- The teacher gave her pupils ideas about what they should draft, however; they started to write all what comes to their minds.
- Finally the teacher corrected the writing productions of her pupils from the first stage until the final stage.

### 3.3.2. Results of the Learners' Questionnaire

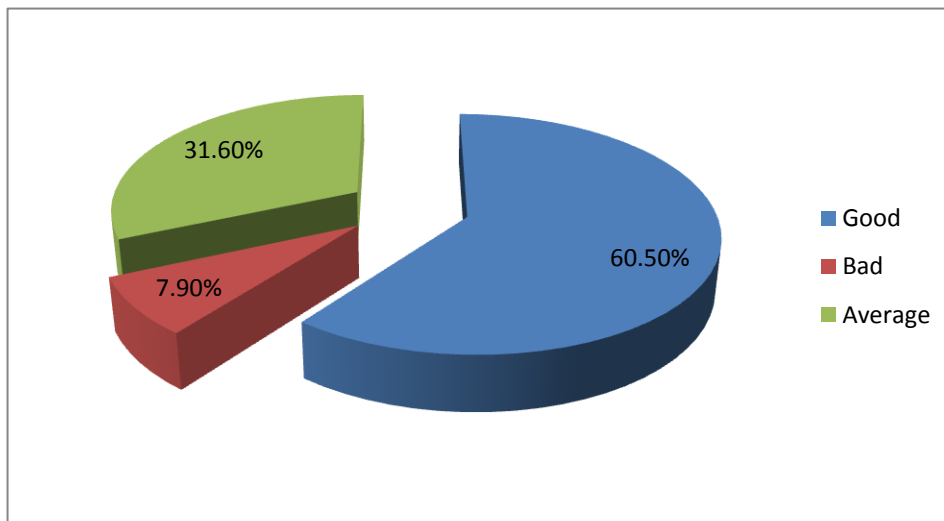
Results of the pupils' questionnaire are presented and analyzed in terms of absolute frequency and relative frequency in different tables. The learners' questionnaire consists of the following parts:

- Section one: General Information

**Question 01:** How do you consider your level in English?

Options	Number	Percentage %
Good	23	60,50%
Average	12	31.60%
Bad	3	7.90%

**Table 3.1: Pupils' Level in English**



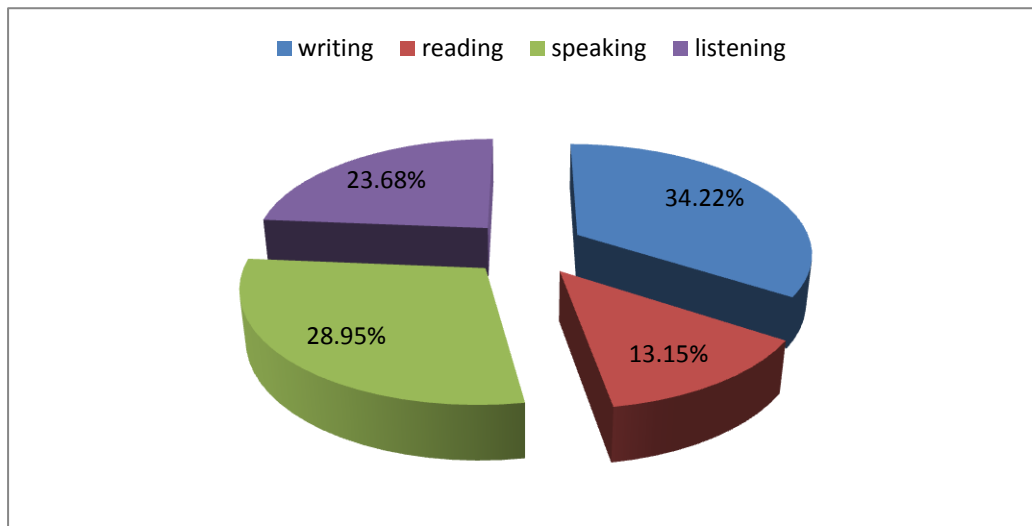
**Figure 3.1: Pupils' Level in English**

The majority of pupils **60.50%** perceive themselves as good learners of English, however **31,60%** of students admit that their level is average. Moreover, only **7.90%** of pupils state that their level is bad. This means that the students' level in English is good.

**Question 02:** In which skill are you interested?

Options	Number	Percentage %
Writing	13	34.22%
Reading	5	13.15%
Speaking	11	28.95%
Listening	9	23.68%

**Table 3.2: Students' Preferred Skills**



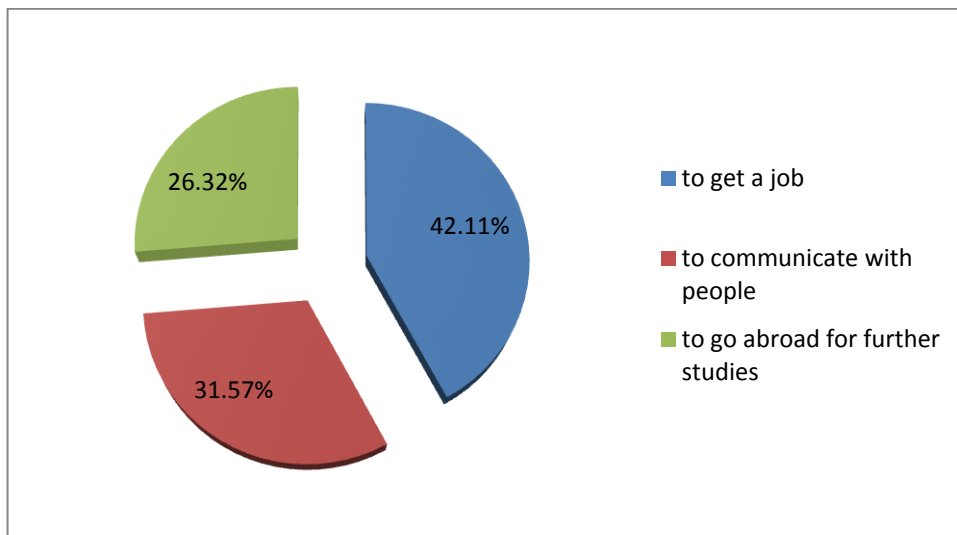
**Figure 3.2: Students' Preferred Skills**

From the figure above, we can say that **34.22%** of the pupils are interested in the writing skill. However, **28.95%** of pupils answered that it was speaking, as for listening; it was about **23.68%** and only **13.15%** pupils say that they are interested in reading skill. For the analysis of this question the majority of learners prefer the writing skill and they consider it easy when they compared with the other skills.

**Question 03:** What is your major purpose in learning English?

Options	Number	Percentage %
To go abroad for further studies	10	26.32%
To communicate with people	12	31.57%
To get a job	16	42,11%

**Table 3.3: Pupils' Purpose in Learning English.**



**Figure 3.3: Pupils' Purpose in Learning English**

According to the above results, we can say that **26.32%** of pupils whose goal go abroad for further studies. Whereas, **31.57%** believe that learning English language can help them to communicate with people. On the other side, **42.11%** is the percentage of the students who said that they study this language to get a job. This shows that the majority of pupils chose the third answer that help them to get job in the future.

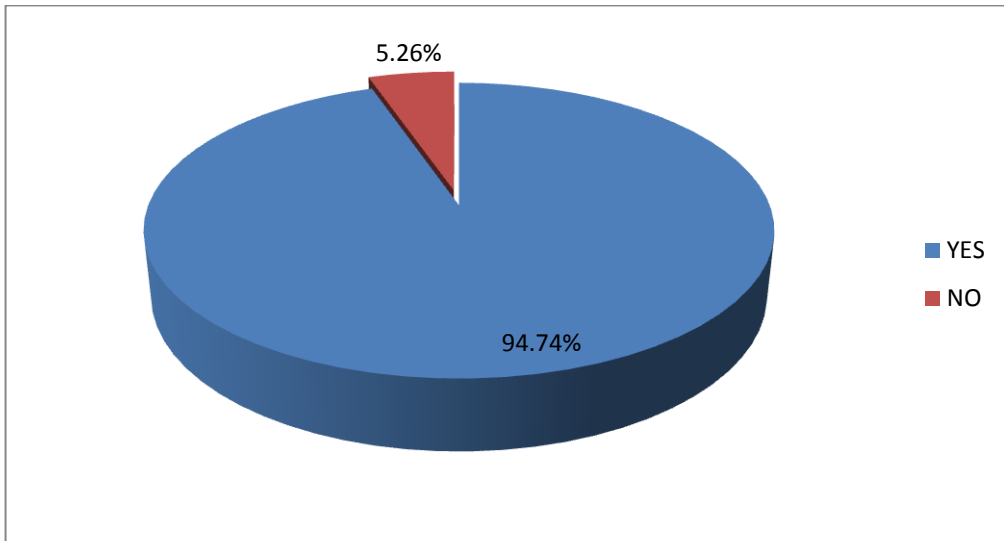
➤ Section two: the Writing Skill

**Question 04:** Do you believe that writing is important as a language skill?

Options	Number	Percentage %
Yes	36	94.74%
No	02	05.26%

**Table 3.4: The Importance of Writing as a Language Skill.**





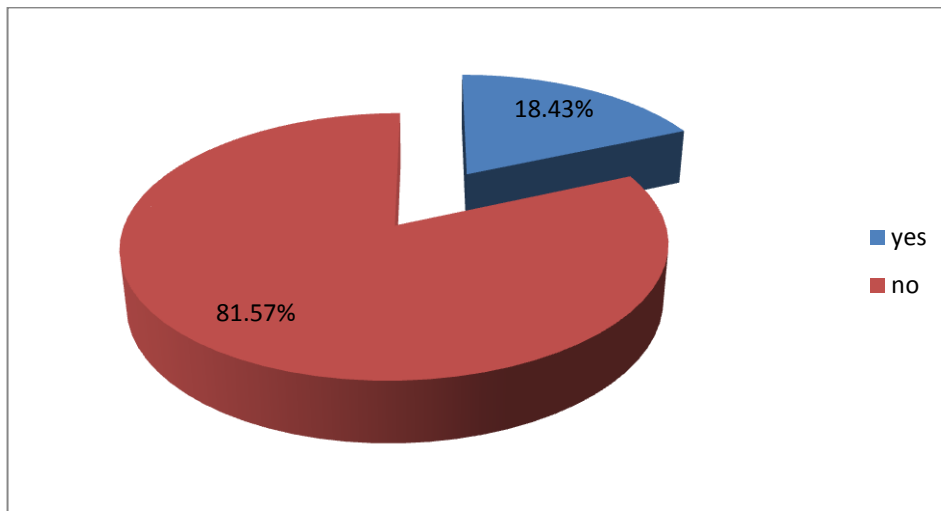
**Figure 3.4: The Importance of Writing as a Language Skill.**

The results of this question show that most of the respondents **94.74%** believe in the importance of writing as a language skill, while only **05.26%** who say no and they are not considered as a important language skill.

**Question 05:** Are you satisfied with your level in writing?

Options	Number	Percentage %
Yes	7	18.43%
No	31	81.57%

**Table 3.5: The Opinion of Pupils about their Level in Writing**



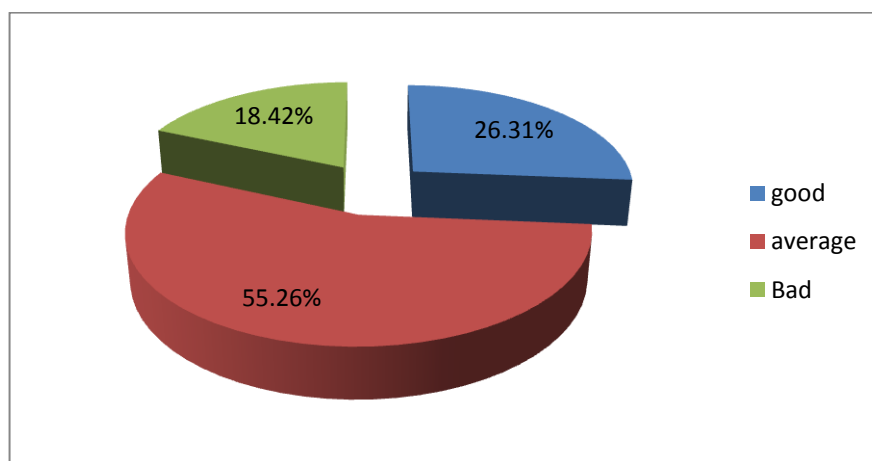
**Figure 3.5: The Opinion of Pupils about their Level in Writing**

This question aimed to give the opinion of pupils about their level in writing. However, **81.57%** who say no and they are not content with their level in this skill, while **18.43%** of learners who said yes and they are satisfied with their level.

**Question 06:** How do you consider your level in writing?

Options	Number	Percentage %
<b>Good</b>	10	26.32%
<b>Average</b>	21	55.26%
<b>Bad</b>	7	18.42%

**Table 3.6: Pupils' Level in Writing**



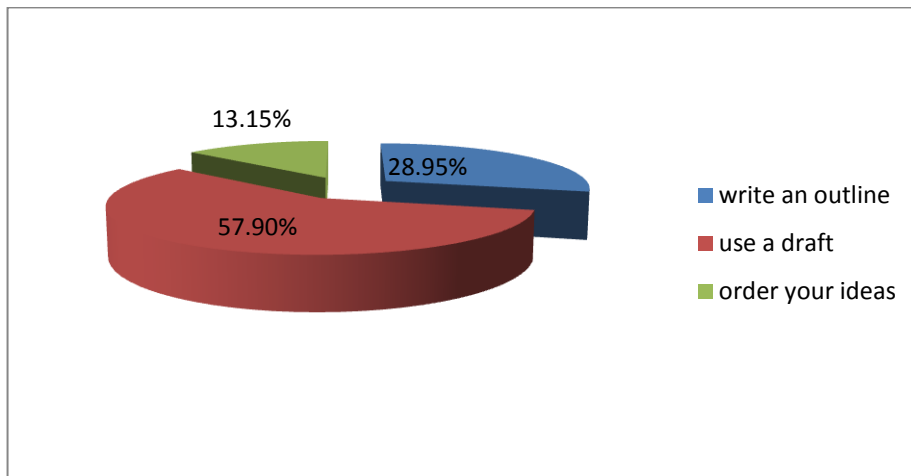
**Figure 3.6: Pupils' Level in Writing**

As it seems from the table, **26.32%** of pupils state that they have a good level in the writing skill, While, **55.26%** consider their level in this skill as average. A relatively small numbers of pupils **18.42%** claim that their level in writing is bad. These results show that pupils of third year secondary school are still facing problems in the writing skill.

**Question 07:** What do you do when your teacher asks you to write an essay?

Options	Number	Percentage %
Write an outline	11	28.95%
Use a draft paper first	22	57.90%
Order your ideas in items of importance	05	13.15%

**Table 3.7: Pupils' Ways of Writing an Essay**



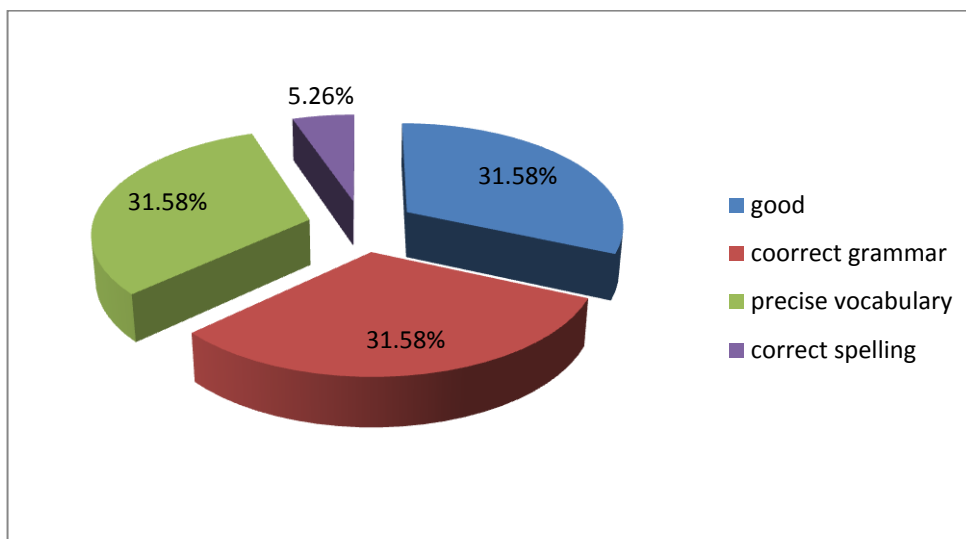
**Figure 3.7: Pupils' Ways of Writing an Essay**

This table shows that **57.90%** of pupils use drafts initially, while, **28.95%** of pupils write an outline before they start writing an essay. However, there are **13.15%** of learners who like to order the ideas in terms of important. These results suggest that the most of pupils write an outline in order to produce an effective written production.

**Question 08:** According to you, good writing requires:

Options	Number	Percentage %
Good ideas	12	31.58%
Correct grammar	12	31.58%
Precise vocabulary	12	31.58%
Correct spelling	02	05.26%

**Table 08: Pupils' opinions about a good writing.**



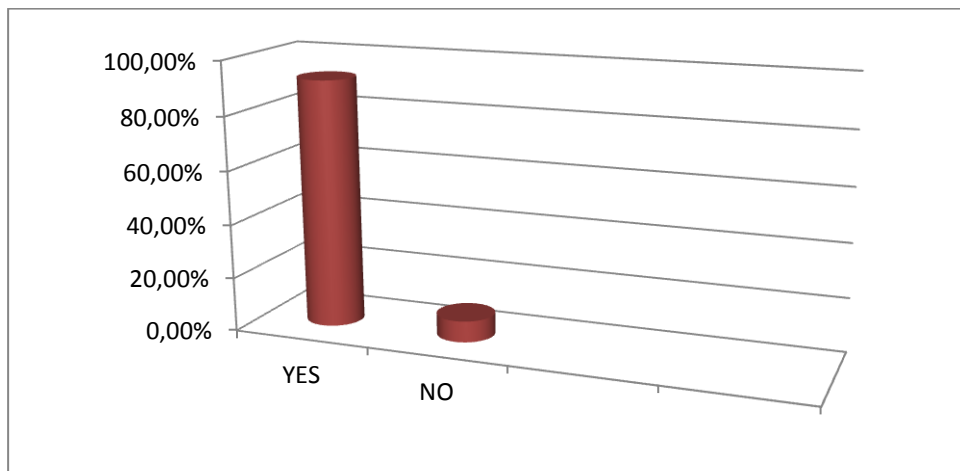
**Figure 08: Pupils' opinions about a good writing.**

**31.58%** of the pupils believe that a good writing is based on correct grammar and the same percentages consider good ideas and precise vocabulary as the most important elements to reach good writing. besides, **05.26%** of the of pupils claim that good writing focusses on correct spelling. These results show that our pupils have different views about what good writing requires.

**Question 09:** Do you think that writing process approach improve your essays writing?

Options	Number	Percentage %
Yes	35	92.10%
No	03	07.90%

**Table 3.9: Pupils' Opinions the Writing Process Approach**



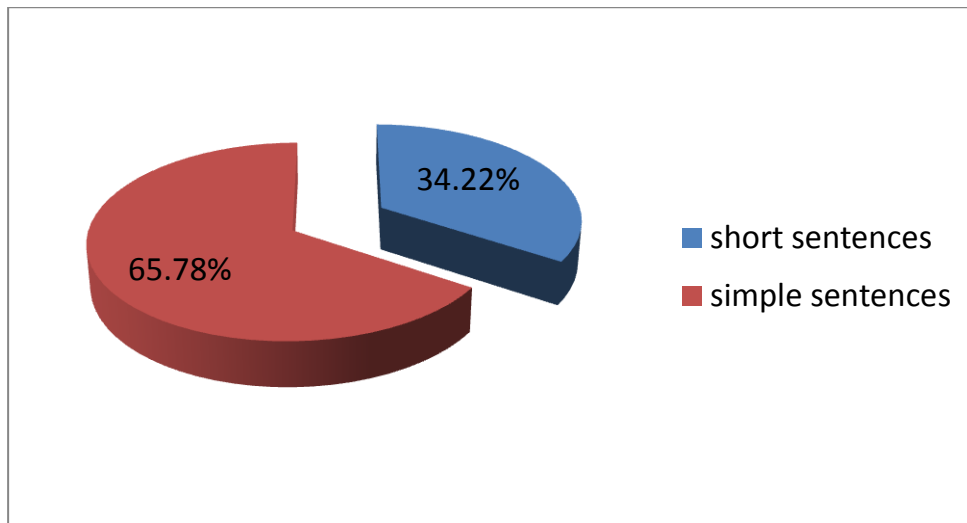
**Figure 3.9: Pupils' Opinions the Writing Process Approach**

This question shows that **92.10%** which is a great number of pupils state that writing is a developmental process that contains different steps. However, only **07.90%** do not know this.

**Question 10:** When you write, do you use?

Options	Number	Percentage %
Short sentences	13	34.22%
Simple sentences	25	65.78%
Complex sentences	00	00%

**Table 3.10: The Type of Sentences used by Pupils When Writing**



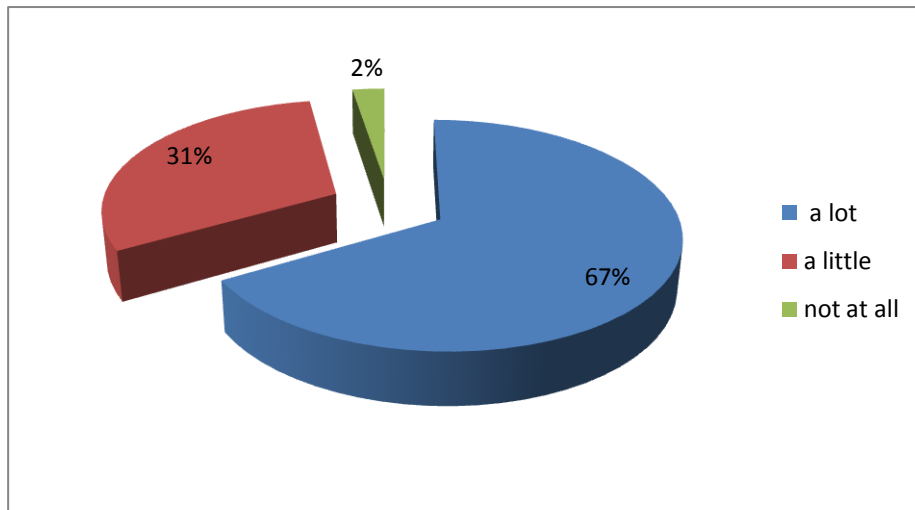
**Figure 3.10 The Type of Sentences used by Pupils When Writing**

According to the above table which summarizes the results obtained, about **65.78%** of the pupils use simple sentences in their writing. Whereas, **34.22%** state that they use short sentences in order to write well. However, no pupils of use complex sentences.

**Question 11:** Do you think that the writing steps will help you produce better compositions?

Options	Number	Percentage %
A lot	25	67%
A little	12	31%
Not at all	1	02%

**Table 3.11: Pupils Opinions about the Helps of Writing Steps**



**Figure 3.11: Pupils Opinions about the Helps of Writing Steps**

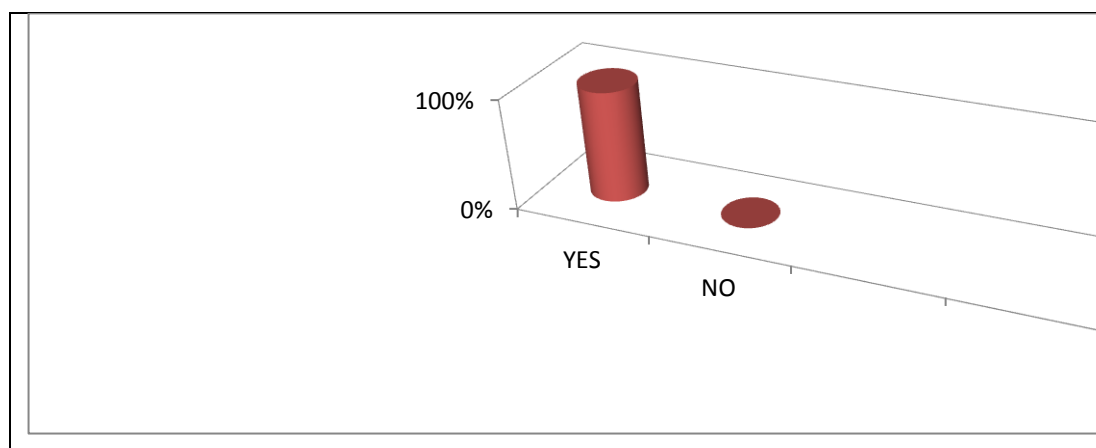
This figure shows that the majority **67%** of pupils see that the writing steps will help a lot to produce better compositions. While **31%** of pupils state that this writing step will help them just a little, and only **02%** of them see it will not help at all.

**Question 12:** Does your teacher ask you to follow the writing steps?

Options	Number	Percentage %
Yes	38	100%
No	00	00%

**Table 12: Pupils' Reaction about if they Follow the Steps Given by their Teacher**





**Figure 12: Pupils' Reaction about if they Follow the Steps Given by their Teacher**

From this figure it is clear that all the pupils totally say yes and they all follow the steps that their teacher give them when they writing. However, pupils consider that these steps can help them to enhance their writing.

### **3.4. Summary and Discussion of the Main Results**

This part attempts to provide a discussion of the main results obtained from classroom observation and pupils' questionnaire. It also shows how the learners consider their level in writing and whether they are satisfied. According to the classroom observation it was noticed that the teachers give importance to the specified objectives of the syllabus and the factual content but they are not well aware of the competencies introduced in the CBA. At the same time they stated that there was no true congruence between teaching/learning and evaluation. The current method of pupils' writing skill teaching and evaluation used in EFL classes does not reflect the CBA as the biggest worry for the teachers as well as for the learners still remains the "final exam".

In fact, most of the teachers prefer to use the process approach (see 1.6.2) because it is a method of teaching writing. Therefore, the teachers should be aware of its significance in the classroom in order to transform the knowledge, information to their learners effectively. Additionally this method helps learners as follows:

- ❖ Teachers help the learners for generating the content and discovering the purpose.
- ❖ In the process writing, teachers evaluate the written product and make sure if the learners intention meet with the audience's needs or not.
- ❖ In the process approach, the pupils do their effort in order to achieve their objective.
- ❖ It focuses that writing is a way of learning and developing as well as communication skill.

On the one hand, the pupils' questionnaire tries to respond to the research questions the present study is built on, to determine if the implementation of the new approach (CBA) to language teaching has succeeded in enhancing the Algerian pupils' writing abilities in the English language which is one of the objectives stated by the Ministry of Education.

The analysis of the pupils' questionnaire reveals that the writing process helps to develop learners writing abilities, the results indicate that the majority of pupils prefer the writing skills and they consider it easy when they compared to the other skills. The data show that most of pupils practise in writing expression courses and they believed that writing is important to enhance them. On the other hand, teacher should guide the learners in classroom about their stages of the writing process.

To conclude, we can say that the analysis of classroom observation and pupils' questionnaire reveals that the majority of learners believe that writing is important as a language skill and they are satisfied with their level in writing. Moreover, the gathered data shows that most of the pupils consider their level in writing as average and they participate in the writing expression courses in order to improve their writing capacities. However, the pupils of third year secondary school believe that good writing requires a correcting grammar, vocabulary and good ideas.

### **3.5. Suggestions for Further Research**

This study presents some pedagogical suggestions and recommendations to the teaching of the writing production in EFL classrooms with a view to improve the Algerian EFL learners' overall writing skills.

Teachers should encourage good writing in classroom. However, some teachers expect good results, but they never do anything in order to motivate their students. Stress the fact that good, thoughtful, and clear writing will be greatly rewarded. Teachers let students know that bonus points will be available for those who make greater efforts to express themselves better on paper. On the other hand, let them understand that poor quality writing will bring the exact opposite result. So if an essay has good points and ideas, but the writing shows little effort, the grade will be lower. Another thing you can do, is let them know that it's perfectly fine if they start improving themselves using online sources.

Teachers should make their students understand that writing is extremely important in their lives, and not only during college. Give a few examples of individuals who have missed great life and career opportunities because of their poor writing skills. teachers could also make them understand that writing will help them think better, connect things easier, and ultimately make their life easier in so many aspects.

Teachers should make a small change in their classroom routine, and organize brief writing sessions each and every day. For examples ask their learners to write a relatively small amount of words on a specific subject every day. It may be painful for them at first, but the more they write, the better their writing will get.

Teachers should provide instructions throughout the writing process. For example, you can emphasize the importance of creating clear outlines before they start writing.

Teachers should provide helpful feedback for their students in order to improve writing skills. Because it should contain specific tips and corrections for each and every student separately

Teachers try to make their students understand the importance of everyday reading, and the link between reading and writing. However, a good way to make it easier for their student is to give them clear instructions and reading material.

Teachers try to follow the following writing instructions which help students learn to write well and to use writing as a tool for learning:

- Writing strategies; which involve teaching students strategies for planning, revising, and editing their compositions
- Summarization; which involves explicitly and systematically teaching students how to summarize texts.

### 3.6. Conclusion

This chapter was concerned with the description of the research design, and the research instruments which consist of questionnaires for learners and classroom observation. It also attempted to analyze and discuss the main results of the data tools that have given a clear idea about teaching writing in the Algerian EFL classroom within the formwork of the CBA.

In this chapter, the researchers discussed the results obtained from the collected data used in this study. We have started by the analysis of the classroom observation which helps us to observe teaching writing through the Competency Based Approach at third year secondary school level, and it shows also whether this teaching method helps pupils to improve writing skill. Then, the pupils' questionnaire which obtains the information we need about their level in writing and its' importance as a language skills.

**General Conclusion**

### General Conclusion

The present study aimed at investigating the teaching of the writing skill through the competency based approach. In other words, it attempted to highlight the advantages and the disadvantages of this approach in teaching writing with particular reference to Algerian third year secondary school pupils.

It included three main chapters. The first and second chapters constituted the theoretical part of this research work and dealt with various aspects of the writing skill. The second chapter provided an overview of the Competency Based Approach, in which were briefly reviewed the most commonly used approaches and methods of language teaching, and tackled in details the theoretical aspects of the CBA. The third chapter dealt with data analysis and interpretation and provided some suggestions.

The results obtained from this study provided interesting insights into the EFL learners' writing competence and enabled to show the following conclusions as far as the three research hypotheses are concerned.

The first hypothesis which stipulates the difficulties that face many Algerian EFL students in order to write correctly such as; grammar, spelling, and punctuation, for example; spelling is considered as one of the main difficulties for learners. One of the major reasons behind that it is difficult for students is the absence of complete correspondence between the sound of a word and the way it is spelt (see 1.5.2).

As far as the second research hypothesis stating that the competency based approach is a more useful approach that helps to make learners more active in classroom. This new approach helps to develop the thinking process of the learner. It comes by creating a link between having knowledge and ameliorating thinking processes and using them in different contexts.

## General Conclusion

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As for, the third hypothesis which states that the process approach is a helpful one in writing, its stages help learners to write more easily. According to the results of classroom observation, the teacher prefers to use this approach that pupils go through different stages and steps of writing (see 1.6.2).

To conclude, this thesis has enabled us to draw significant conclusions regarding the teaching of writing skill through the Competency Based Approach framework in the Algerian secondary schools. To this regard, a great work is still to be done to make the implementation of CBA as fruitful as expected and to make the conditions of the learning process more favorable.



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**Appendix**

## Appendix : Student' Questionnaire

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### Appendix: Students' Questionnaire

Dear students,

This questionnaire serves as data collection tool for third year secondary school students. It is designed to gather information about teaching writing through the competency- based approach. Your answer will be of great help for us.

Make a tick (  $\sqrt{\quad}$  ) in the corresponding box.

#### Section one: General information

1. How do you consider your level in English?

- Good
- Bad
- Average

2. In which skill are you interested?

- Speaking
- Reading
- Listening
- Writing

3. What is your major purpose in learning English?

- To get a job
- To go abroad for further studies
- To communicate with people

#### Section two: Writing Skill

4. Do you believe that writing is important as a language skill?

- Yes
- No

5. Are you satisfied with your level in writing?

- Yes
- No

## Appendix : Student' Questionnaire

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6. How do you consider your level in writing?

- Good
- Average
- Bad

7. What do you do when your teacher asks you to write an essay?

- Write an outline
- Use a draft paper first
- Order your ideas in terms of importance

8. According to you, good writing requires:

- Good ideas
- Correct grammar
- Precise vocabulary
- Correct spelling

9. Do you think that the writing process approach improves your essays' writing?

- Yes
- No

10. When you write, do you use

- Short sentences
- Simple sentences
- Complex sentences

11. Do you think that following the writing steps will help you produce better compositions?

- A lot
- A little
- Not at all

12. Does your teacher ask you to follow the writing steps?

- Yes
- No

**Thank you for your collaboration**



## المخلص

يهدف هذا البحث المتكون من ثلاثة فصول علاوة عن المقدمة والخاتمة الى البحث عن مكانة الكتابة في مقارنة التدريس بالكفاءات وهذا شكورا منا بأهمية الكتابة كأداة تواصل والوسيلة التي تمتحن بها كفاءة الطلبة في الامتحانات.

في الفصل الأول قمنا بالتعريف بمهارة الكتابة ومقارنتها بالمهارات الاخرى التكلم والقراءة ثم تطرقنا الى اهم المراحل التي يمر بها التلميذ لتطوير مهارة الكتابة. وبما ان الكتابة لا تكتسب إلا عن طريق التعلم تعرضنا بالتفصيل الى اهم مقاربات التدريس في الكتابة وفي ختام هذا الفصل تم التطرق الى وسيلة تقييم الكتابة

في الفصل الثاني تم تحليل مقارنة التدريس بالكفاءات والتعرض الى مكانة الكتابة تحت اهم المقاربات التعليمية للغات. وكيفية تطبيقها في الجزائر .

اما الفصل الثالث فيحتوي على دراسة ميدانية تضم اختبار ملاحظة قسم من السنة الثالثة الثانوي وجاءت النتائج لتطعن صحة الفرضية المقدمة فنسبة الوقت الذي تأخذه الكتابة تتعدى نسبة الوقت المخصص للكلام والكتابة متواجدة في كل النشاطات. و ايضا في هذا الفصل تناول بعض من المقترحات متواضعة تهدف الى المساهمة بقسط قليل في تطوير تعليم وتدريس الكتابة تحت مقارنة التدريس بالكفاءات.

## Résumé

Le présent travail de recherche a pour but d'investiguer la place accordée à l'écriture sous l'Approche par Compétences au niveau de la année moyenne, une approche qui affirme accorder priorité aux habilités orales.

Notre intérêt pour cette recherche est fondé sur l'important rôle que joue l'écriture comme outil d'apprentissage, surtout que le système éducatif Algérien l'utilise pour examiner les performances des élèves, et ainsi déterminer leur accès aux classes supérieures.

Pour atteindre l'objectif ci-dessus, l'observation de troisième année secondaire a été choisie comme outil d'investigation. Des grilles d'observation sont utilisées pour enregistrer toutes les activités écrites des élèves, le rôle des enseignants, le rôle des élèves, le type d'activités, moyens pédagogiques utilisés, et le temps que prend les activités écrites.

Les résultats de cette observation montrent que l'écriture est non seulement considérablement répartie tout au long des activités suggérées, et que le temps réservé à l'écriture est important en comparaison avec le temps de toutes les activités, mais aussi que l'écriture squatte dans les sections supposées promouvoir les habilités orales.

A la fin de cette recherche, un nombre de suggestions pédagogiques est présenté pour essayer d'améliorer la qualité de l'apprentissage et de l'enseignement de l'écriture sous l'Approche par Compétences.

