

People's Democratic Republic of Algeria
Mohammed Kheider University of Biskra
Faculty of Letters and Languages
Department of Foreign Languages
Section of English



The Effect of the Competency-Based Approach on the Teaching of Writing

**A Case Study: fourth year pupils at Ghamri Houssin middle School
(Biskra)**

**Dissertation Submitted to Mohamed KHEIDER University of BISKRA as a
partial fulfillment of the requirements for the degree of Master in science of
language**

PRESENTED BY:

Benabdelkader Hana

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Examiner: Dr. Hoadjli Ahmed Chaouki	University of Biskra

Academic year 2014/ 2015

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DECLARATION

I, Benabdelkader Hana, do hereby solemnly declare that the work presented in this dissertation is my own, and has not been submitted before to any other institution or university for a degree.

This work is carried out and completed at Mohamed KHEIDER University of BISKRA, ALGERIA.

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Dedication

*In the Name of ALLAH, Most Gracious, Most Merciful
All the Prays is due to ALLAH alone, the Sustainer of all the worlds*

This work is dedicated to:

*The most important people in my life: my mother,
my father who helped me achieve my dream,*

my sisters; Amel, Sihem, and Mouna

my brother Amine

my wonderful nephews; Chakib, Sinine ritaj, Nour, Nissrine, Hanine,

Iline and Arij

my aunt and my second mother Salima

All my family

All my friends

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*Without the help of the Almighty Allah, this dissertation would not have
been accomplished*

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great encouragement.*

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his wise guidance and significant support throughout the different stages
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been carried out.*

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her cooperation*

Abstract

This research work attempted to examine the effect of the Competency-based Approach on the teaching of writing at fourth year middle school level. It aimed at finding out whether this teaching method helps pupils to improve the writing skill. To achieve this aim, we relied on two means of research: a questionnaire and a classroom observation. The questionnaire was handed to teachers in order to investigate whether they use this approach or not, and how it helps them to teach written expression. It focused on investigating the role of Competency-based Approach in correcting students' problems. Moreover, the classroom observation was set in order to obtain more direct, real and accurate data on how the teaching writing under the Competency-based Approach is processed. The results obtained from this investigation confirmed our hypotheses and revealed that pupils of the fourth year middle school have difficulties in writing and the Competency-based Approach helps them to improve those difficulties. This approach also makes pupils more active in classroom to prepare them for the final examination Brevet d'Enseignement Moyen (BEM).

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List of acronyms

CBA: Competency-Based Approach.

ELT: English Language Teaching.

ALM: Audio-lingual method.

ELS: English Language Skill.

CBE: Competency-Based Education.

ESL: English as Second Language.

EFL: English as Foreign Language.

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General introduction

Introduction

Writing as a skill has come to play an important role in foreign language teaching because of the many benefits it provides. In much the same way as the other skills, writing may be described as helping learners to gain ability in the foreign language. Probably more than the other skills, and because of the great production time pupils take to plan and revise their text before, it is put in final appearance, the writing skill gives foreign language learners a sense of control over the language being taught, and allows them to learn more about how English works. In addition, writing is the skill mostly used to examine pupils' performances. This is particularly the case of the Algerian educational system where written examinations are the means teachers and examiners use to qualify learners' to pass to higher levels.

The teaching of English as a foreign language in the Algerian educational system has witnessed many changes of methods from the Grammar Translation to more so called 'modern approaches'. Within this development, the latest to date to be adopted is the Competency-based Approach. This new approach, which seeks to found competences in learners, has been embraced since the school year 2003/2004.

Statement of the Problem

In our context (Algeria), several teaching methods have been used to teach the writing skill. However, the Competency based Approach CBA has proved to be more workable. Thus, the mastery of writing is supposed to create an atmosphere for 4th year middle school pupils to do a lot of writing in the classroom. But, there are some students who fear to make spelling or grammatical mistakes or even in punctuation. The researchers propose the CBA as a good solution to develop students' writing skill.

Significance of the Study

This research is intended to serve both the teacher and the students. The CBA makes the teachers just as a facilitator and monitor; however, the student is the one who does most of things in the classroom; he writes paragraphs; asks the questions and creates topics, which help him to improve and develop his/her writing skill.

Aims

The present research aims mainly to show the benefits of the Competency Based Approach in the writing of the students. It also helps the students to develop their writing in the classroom. It also shows how the Competency Based Approach makes the fourth year middle school pupils more active in writing tasks.

Research Questions

Taking into account the aims of the research and problems encountered in the course of written expression course in the middle school, this dissertation tries to answer the following questions:

- a. What are the difficulties that face the students to write correctly?
- b. Does the CBA help the students to develop their writing skill?
- c. How does the CBA increase the writing of students?

Research Hypotheses

In order to answer the research questions, we will focus our research on the following four hypotheses that shall be checked and tested by the end of this research and thus to be confirmed or rejected:

- a. We hypothesize that the Competency Based Approach helps the students to write correctly.
- b. We do agree that the Competency Based Approach is a more useful approach in the middle school.
- c. We advance that the Competency Based Approach makes the students more active in the classroom.
- d. We put forward that the main difficulties which face the learners to write correctly are: spelling, grammatical, and punctuation.

Research Methodology

Choice of the Method

To answer the research questions and accomplish our research aims, we used the descriptive method which seems more appropriate.

Population

The population chosen for this research is the fourth year pupils at Ghamri Houssin middle school (Biskra).

Sample

However, the sample is the four teachers (N=4); the entire body English teachers in Ghamri Houssin middle school, Biskra. Those teachers will answer the teachers'

questionnaire and we will attend 8 sessions to complete the classroom observation with one of these teachers. The data collected from the teachers' questionnaire and the classroom observation will be analyzed.

Research Tools

The research will employ two data collection methods which are: questionnaire for the teachers, and Classroom Observation.

Teachers' Questionnaire

The questionnaire will be administered to the English teachers at Ghamri Houssin Middle school. This questionnaire aims to get information about how teaching writing under the Competency-Based Approach is processed and what are the main writing difficulties according to the pupils. Another aim of the questionnaire is to know the teachers' opinion concerning how the Competency-Based Approach helps the pupils to develop their writing skill.

Classroom Observation

Classroom observation is considered to be one of the efficient methods that could reveal some information that could be missing through the other methods used in this research. The aim of the observation is to observe how the process of teaching writing takes place under the Competency-Based Approach, and how materials are used. It also aims to find out any attitudes from the students towards the method of teaching writing.

Research Limitation

The research limitations, according Samon and Goes (2013), "are matters and occurrences that arise in a study which are out of the researcher's control. They limit

the extensity to which a study can go, and sometimes affect the end result and conclusions that can be drawn.”(p. 1) in other words the limitations are matters not controlled or which hinder the course of study. The limitations which faced our study can be summarized in the lack of sources, especially sources concerning the Competency- based Approach, the lack of time because the teacher with whom we attended sessions that had a programme to finished since students will have BEM examination at the end of the academic year. But, those limitations did not hinder the study and we managed to cope with the situation.

Structure of the dissertation

This dissertation falls into the following parts: general introduction, three chapters and general conclusion. . The general introduction summarises the framework of the research design, including problem statement, significance of the study, the research aims, questions, hypotheses and methodology.

The first chapter will be devoted to writing skill. The main elements that will be discussed in the first chapter are definitions of writing, and the main writing characteristics; we make an overview about the most difficulties which faced the students when they write. In addition, we state the main stages of writing process, we define the writing approaches, and the last point is the writing assessment and correction.

The second chapter will concentrate on the teaching methods specially the Competency-based Approach; we start the chapter by distinction between the concepts: approach, method and technique, we also move directly to the Competency-based Approach definitions and we start to define each method and show the status of writing under this method. Finally, we focus on our subject which is the CBA and give all the

concepts which are related to this approach; however, we give an overview on education in Algeria.

In the last chapter, we will deal with the evaluation of the Results and Findings. We will evaluate the results achieved by means of the questionnaire and the classroom observation.

Literature Review

This section contains related abstract aspects associated to the research topic: The writing process and cooperative learning. The writing process approach consider writing not as an outcome, rather as a process that tries to make students writing as professional authors do. As a result, they of their own topics and genres, and write from their own experiences and notes. As writers, students suppose before deciding what to write and how to write it.

According to Chelli (2012), in her Doctorate thesis, which attempts to investigate the effect of the Competency based Approach on first year students' writing achievement in the department of Foreign Languages at Biskra University, and aims to show that if this approach failed in middle and secondary education, it could be a success at university. In other words she focuses on how the Competency based Approach improves the writing skill especially of 1st year students, and neglects the effect of this approach on the teaching of writing in middle and secondary school which means that the Competency-based Approach is used only in university, not in middle and secondary schools.

However, Bader (2007), in her Magistère dissertation, studied the aims of investigating the position of writing under the Competency based Approach. she takes

the specific case of the learning and teaching of English as a foreign language in the Algerian middle school, this dissertation not only shows that writing as practised in the observed classrooms, but used to help to fix what has been practised orally. In other words, she focused on showing the status of writing under the Competency-based Approach, and mentioned that writing is not just a task to do, but there is relation between the writing task and what they have already learnt orally.

But, our study focuses on the effect of Competency-based Approach on the teaching of writing, and how the teacher helps his students to solve their writing' problems. It also highlights the main difficulties which hinder the students to produce acceptable paragraphs or essays. Moreover, we chose the fourth year middle school intentionally because they need more care according to written expression since they have a final examination.

We agree with the other scholars on the same point which is that the Competency-based Approach improves the students writing, but we are different at the case study and the aim of the investigation.

Theoretical Part

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Introduction

In learning foreign language? the learner has utilizes the four skills that are listening, speaking, reading, and writing. The writing skill is productive /output skill, it is used everywhere because it is a communication tool to express feeling and thoughts. The teachers have been selecting the appropriate approach to teach writing and learners also can develop their writing skill.

This chapter is devoted to general definitions and difficulties of writing, also how the teacher can help his/ her students to develop writing skill; moreover we define the types of writing, also we are going to tackle the process of writing and, we discuss the writing approaches. Last but not least, we show writing assessment.

1.1. Definition of Writing

The writing skill is a productive/ output skill. Many scholars define it in different ways. Byrne (1988) defines it as “writing involves the conventional arrangement of letters into words, and words into sentences that need to flow smoothly to form a coherent whole” (cited in Bader, 2007), Byrne here defines the writing as a process of collecting letter and words to produce coherent piece of writing, its sentences go smoothly together. However Rivers (1968) points that “writing is the act of putting in conventional graphic form what has spoken” (ibid, 2007), in other words Rivers summarizes that the writing is a graphic describe what it said. Also Hyland

(2003: 3) regards writing as “marks on a page or a screen, a coherent arrangement of words, clauses, and sentences, structured according to a system of rules”, which means writing is a symbols, words and sentences arranged according to some grammatical, syntactical and semantically rules to create a meaningful piece of writing.

There are many writers write on their first experience in writing such as: F.Scott Fitzgerald wrote “all good writing is swimming under water and holding your breath” and Lytton Strachey mentions that “firstI write one sentence. Then I write another. That’s how I write. And so I go on. But I have a feeling writing ought to be like running through a field“(p. 7) (cited in Hedge 2005), the Fitzgerald compares the writing by swimming because when someone under the water hold his/ her breath the same way when the students is writing, he/ she must keep his/her mind with writing to avoid losing the ideas. While Strachey defines his writing experience as a process of ideas, one idea following the other and it follows a set of steps to create a piece of writing.

However, in Academic writing defines the writing s as a progressive activity. Because it is when you start writing you already start thinking about the next idea, however; when you finish writing start reading for any addition or correction. As conclusion, writing is set of steps it is not activity stop for one step.

Many people have reasons to write and they summarized from Hedge (2005) as follows: help students learn the system of language, establish learner’s progress or proficiency, develop self-expression, careful mode of working with language which enables students to explore and reflect on language in a conscious way, and to contribute to intellectual development and to develop self-esteem and confidence.

Writing skill is process to express about thoughts and feeling to letters and words. Writing skill is a productive skill like speaking but it is characterized by specific characteristics which make it unique or more specific from the others.

1.2. Characteristics of Writing

Writing is different from the other skills not because it is a productive skill not receptive, but it characterized by some specific characteristics which Ur (2012) summarized them as follows:

1) It is permanent. 2) Dense. 3) Asynchronous or time-independent. 4) The person or people being addressed are not physically present. 5) Produced slowly. 6) A learnt and high-prestige form. 6) Uses more standard form.

1.3. Reading and Writing

In second language learning the four skills are related together, for example reading and writing skill. As Krashen (1984) declares that “ it is reading the gives the writer the ‘feel’ for the look and texture of reader- based prose” (cited in Kroll, 1990:88), which means the reading gives the reader and writer the sense of the prose, in other words the sense of the writer when he/she writes prose. However Stotsky (1983) founds the following: the better writers tend to be better reader, better writers read more than poorer writers, and better readers tend to produce more syntactically mature writing than poorer readers. (ibid, 1990). That means when the students read more their writing will be better, because there are some students are better in writing which

makes them better in reading, and the students how read more he/she has the opportunity to produce an mature piece of writing.

Byrne (1979) stated that the actual reason of writing difficulty is that “we are writing for a reader” (p. 2). In other words, Byrne said that the writer writes to the reader which means that the writer must get some rules and process follow it to produce an appropriate piece of writing to the reader comprehension. “Reading and writing intersect in natural ways when literate persons are actively using reading and writing to learn” (Hanson et. al, 1991, p. 58). There is relationship between the writing and reading, when the learner read piece of writing he/she learn some vocabulary in other time he/she may use it.

1.4. Speaking and Writing

As the other skills the speaking skill has relation with writing skill but Harmer (2004) summarizes the differences between them as follows: the peaking is often temporary, but the writing is more permanent in time and space. However the participant in speaking are active and the speaker know him/her but in writing the writer address unknown readers. Also they are different in organization of the language, because the speaker does not organize or plan his/ her speech, whereas the writer should follow writing process. White (1981) declares 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” (cited in Nunan, 1989). All the people are similar; they learn how to speak before how to write.

1.5. The needs of Writing

Each task need a specific knowledge to develop it, that knowledge summarized by Tribble (1996) as follows:

- ✓ Content knowledge knowledge of the concepts involved in the subject area.
- ✓ Context knowledge knowledge of the context in which the text will be read.
- ✓ Language system knowledge knowledge of those aspects of the language system necessary for the completion of the task.
- ✓ writing process knowledge knowledge of the most appropriate way of preparing for a specific writing task.

1.6. Writing Difficulties

As any learning activity, writing has problems or difficulties which hinders the learners in their learning process or makes the piece of writing not good as well as Seely summarizes those difficulties as follows:

1.6.1. Punctuation

Punctuation as Seely (2005) defines it is set of conventions to make it easier to read written English. For example the sentence should begin with a capital letter. There are many students make mistakes in punctuation which makes their piece of writing lose its strength and cohesiveness. Each punctuation mark has its function, for example:

- ✓ Full stop: to mark the end of a sentence, after some abbreviations
- ✓ Question mark: is used to indicate that the sentence is a question.
- ✓ Exclamation mark: it indicates that a sentence is exclamatory.
- ✓ Colon: it introduces a list.
- ✓ Semicolon: it is used to separate two clauses that are related.

- ✓ Comma: we use it to separate items in a list.

1.6.2. Spelling

The spelling is a big problem for many students, cause lack of reading (wrong spelling rarely leads to mistakes of understanding), however; English cannot easily have a direct correspondence between sounds and letters. There are over forty sounds in English this compares that there are only twenty-six letters in the alphabet.

1.6.3. Vocabulary

All of us have a vocabulary we get it from many ways like reading, check it in dictionaries, thesauruses, but there are some limits hinder the correct use of that vocabulary. Some of those limits summarized as follows:

- ✓ The word which understand them when I read it but I cannot recall it when I need to use it.
- ✓ I know it but I need to check the dictionary to confirm its meaning.
- ✓ I know the word and I use it always in conversation, but casual in writing.
- ✓ Words I have never encountered before.

Also there are problems in structure of the word itself, there word contain only stem but there are of them contain prefix or suffix or both of them.

1.6.4. Grammar

As Seely (2005) states the most difficult aspect in writing is grammar because when the learner start write an essay he/ she founds his/ herself in big trouble for example with the types of sentences (compound sentences, complex sentence), also faced problem in misusing the coordinating and subordinating conjunctions.

However, Hedge (2005) declares that the main problems of writing go around on the grammar and other problems which summarized as follows:

- ✓ The student may use the unclear cohesive ties.
- ✓ There are many students may use the cohesive ties appropriately, but they place them wrongly in sentence, overuse them, or fail to use the correct punctuation.
- ✓ Some students may find difficulties in paragraphing, difficult to construct topic sentence and supporting details.
- ✓ There is the problem of words, some students use the same words always, the overuse it makes the piece of writing is boring.

Also Shoebottom (2014) classified four main linguistic problems of writing which faced the EFL learners' as follows: Spelling, Punctuation, Grammar, and Usage. However, Arnold (1999) claimed that the various emotions affecting language learning are intertwined and interrelated in ways that make it impossible to isolate completely the influence of any one of them, the psychological system can also effect on learners' writing, and for example piece of writing of someone was angry not like other one was happy.

1. 7. The Ways How Teacher Help Students to Develop Writing Skill

After the problems which faced the students in writing tasks, the teacher should help his/her students to develop their writing skill. Hedge (2005) suggests that the teacher should advice his/her students to read books, articles, and magazine to enrich their vocabulary. However, the teacher must control both the content and global organization of texts, also the most helpful way to serving students to produce coherent and cohesive piece of writing is to encourage them to practice, but not only the

activities which ask to reorder sentences or putting together but encourage them to write whole text.

1.8. The Writing Process

Bashyal (2006) assumed that the writing stages are first copying i.e., writing letters and words from the blackboard for instance, then reproduction; writing what have heard e.g., dictation. The next stage is the guided writing and finally the free writing here learners are free to choose their own topics to write about.

According to Clementson (2005) the big challenge for students at this level is to move from writing at sentence level to writing coherent longer texts. This involves using a broad series of skills, many of which will be new in the context of writing in English. Again, students want to be encouraged to remove these skills from their own language where possible for example the ways of generating and organizing ideas, and planning a longer text. However, writing conventions vary so greatly in different languages that students may be not capable to transfer what they know, for example conventions in formal letters or selecting appropriate language for a particular text type or person. Whatever the kind of writing, the learner should follow some stages or steps to obtain an appropriate and clear piece of writing. Seely (2005) states them such as: planning and research, writing, drafting, and revising, and presentation, which summarized as follows:

1.8.1. Planning and Research

This stage includes everything you do before you begin to write and it is based on three main points which are: generating ideas, research, and planning the order.

1.8.1.1. Generating Ideas

Some people they don't know how to start writing. To avoid this problem should everyone answer those questions to collect ideas about what he/ she will writes about it.

- What do I want to write?
- Who is the writing aimed at?
- Why am I writing it?

After answering those questions began to put the ideas in real plan and this activity called THINKING ON PAPER and it has many forms:

Lists

List form is the simplest form of generating ideas because it does not contain plan or organize the ideas and information, it just mentions the ideas which we will use it in the essay. The as follows explain how to list the ideas:

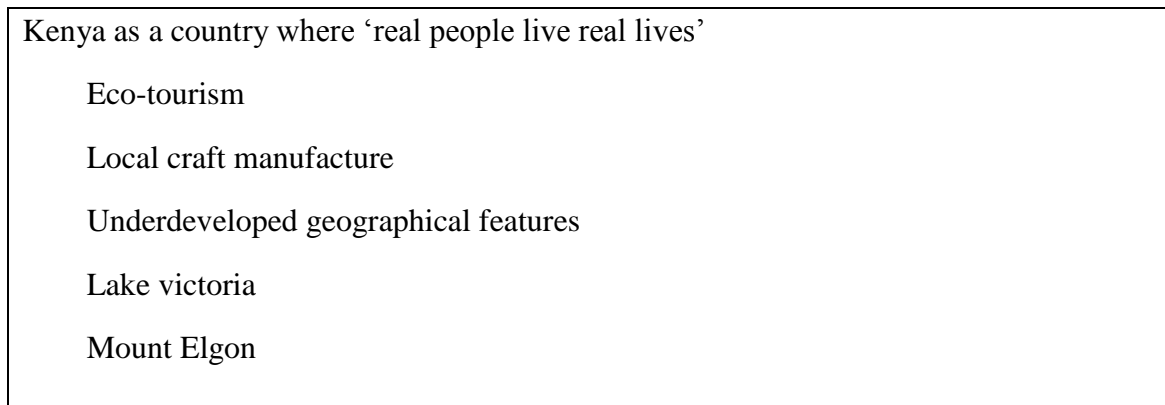


Figure 01: Thinking on paper form list (Seely, 2005: 251).

Columns

The column form is more organized from the list form; the student can classify his/ her ideas according to specific criteria. The next figure will show you how it will be done.

<u>Place</u>	<u>features</u>	<u>facilities</u>
Lake Victoria	Local crafts	Tented camps
Mount Elgon	Farm tours?	Private flights
Masai Mara Game Reserve		Ballon trips ?

Figure 02: Thinking on paper form column (Seely, 2005: 251)

Web Diagram:

The web diagram consists on the main or general ideas in the center of the circle and the details match them by lines. The next figure will explain more for you.

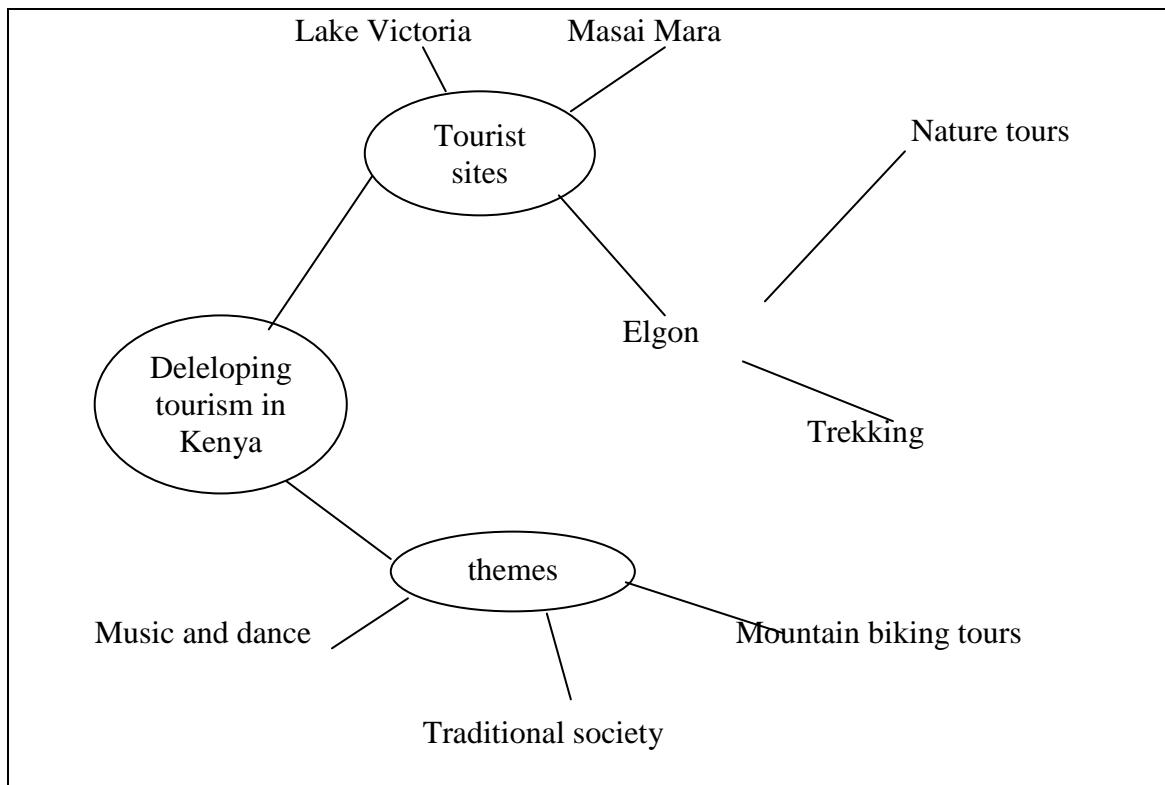


Figure 03: Thinking on paper form web diagram (Seely, 2005:252).

Flowchart:

The flowchart is a sequence of ideas, the first idea comes first and the second comes next, and so on. The following figure explains more this kind of generating ideas.

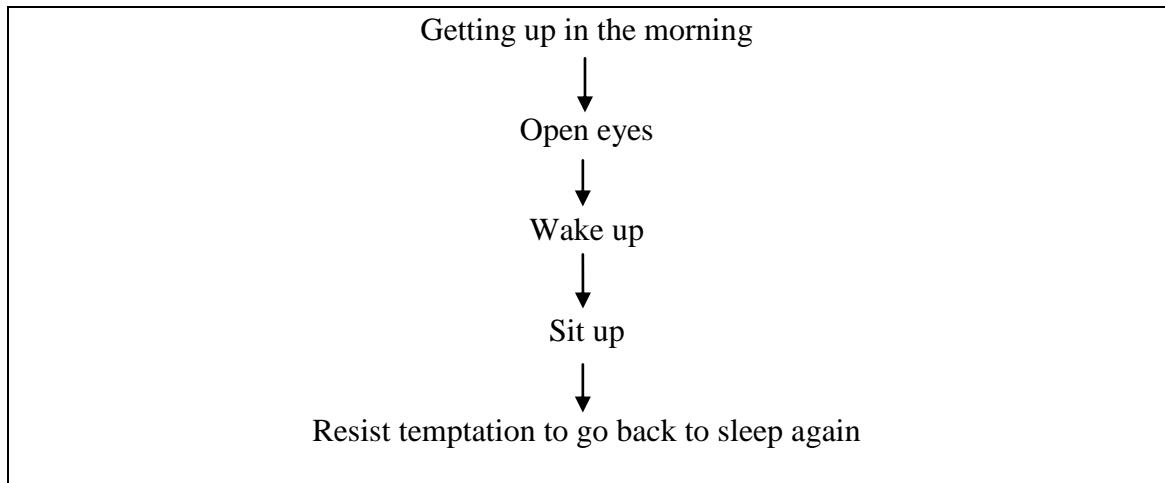


Figure 04: Thinking on paper form flowchart (Seely, 2005: 252)

After all those kinds of processes to generate ideas or what the writer will be write and speak about, he must research for the information which appropriate to the topic.

1.8.1.2. Research

In this stage the writer must look for information from the people, print media, and electronic information (CD-ROM, the internet), after all that makes notes and summaries the results (the information which generated).

1.8.1.3. Planning the Order

Here the writer should put an outline to guide him during his writing. He must decide which points he will use them or reject them, and how far do he goes with this topic. After that he must decide which idea will start and conclude, also spend time planning an effective introduction and conclusion.

1.8.2. Writing, Drafting and Revising

As Seely (2005) mentions that after the generating, researching, and ordering the ideas, now comes time of writing. The writing step centered on changing those ideas to meaningful words and sentences. It also the appropriate use of them and how the sentences fit together. The first step is designing the paragraphs and the introduction; however the conclusion should leads to the next paragraph, and the sentences go smoothly from one to the next. After that the writer starts to check if there any mistakes, adding, omitting sentences once and twice if it needs to ensure that the sense is clear. Revising is an activity to check, and take consider on the reader understanding when the writer presents his/ her work and it must be clear to the hearer.

1.8.3. Presentation

The writer should care about the presentation of the piece of writing to be clear to the reader. Seely (2005) concludes those characteristics as follows: the format of the page such as the style of writing, the size, and how to draw tables.

According to Hedge (2000) the main activities in writing process are: the first activity is the planning which based on the overall meaning and organization of the text. In this activity the writer should think about the purpose of writing and the style (formal or informal). The second one is revising

However Richards and Schmidt (2002) state that the writing process is divided into three stages to produce a nice and clean piece of writing such as:

- a) Rehearsing also known as prewriting here the written look for the topic or generate the ideas and choose the appropriate language to this topic.
- b) Writing also known as planning, drafting or composing and the information which generated from the first stage.

c) Revising also known as editing, post writing, it is an activity which the writer checks, revise, rewrite what he/she already written.

All the scholars agree that the writing process follow certain steps or activities to produce an effective piece of writing, and they take care about each step because all the steps are important and related together to editing an appropriate essay or any kind of writing. The following diagram will summarizes the steps:

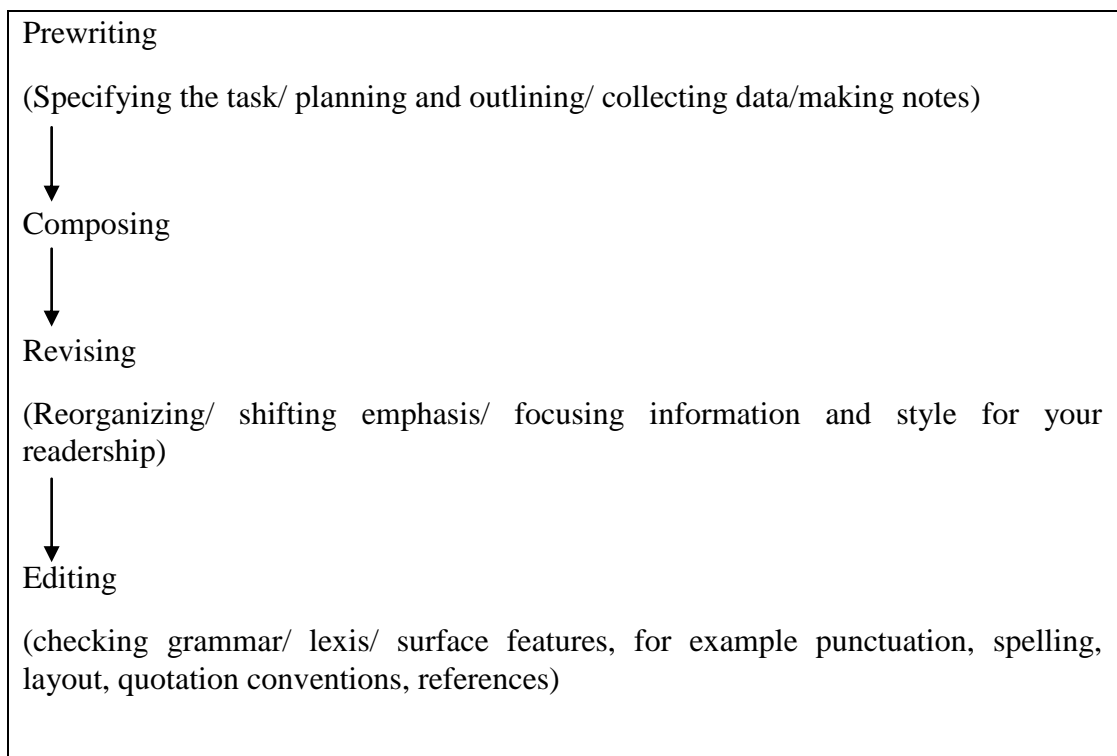


Figure 05: The stages of writing process. (Tribble, 1996)

1.9. Types of Writing

In our daily life we write for many purposes for that the writing has different types such are: personal, study, public creative, social, and institutional writing. Hedge (2005) proposes the main types as follows:

1.9.1. Personal Writing

It is writing in daily life and personal experience as diaries, journals, shopping lists, and recipes.

1.9.2. Study Writing

It is writing for study purpose in other words academic writing, however in classroom or homework activity. It includes many tasks as taking notes during reading, write essay, exams.

1.9.3. Public Writing

It is writing as member in general public to organization or institution, for example letter of complaint, letters request.

1.9.4. Creative Writing

It is writing comes from imagination, inspiration, and ingenuity like poems, stories, songs, drama.

1.9.5. Social Writing

Everything was written to established social relationships with family and friends as personal letters, and invitations.

1.9.6. Institutional Writing

It is writing for professional purpose, for example reports, email, contract, speech, and agenda.

1.10. Writing Approaches

Teaching of writing can take different directions, each one stressing on different aspect. Some of them stress on the final product, the process writers go through, or on a particular genre. Three approaches seem to be the prevailing ones in teaching writing.

1.10.1. The Process Approach

“Teaching writing as a process means ‘opening up’ what goes on between the instant someone conceives of a writing task (for example, when a student receives an assignment) and the time that person declares emotional and psychological closure on the task (for example when a student gets a grade)”(cited in Beer, 1992). He define the writing as process begin when the student receives the work until he obtains the mark, which mean the writing is all what happens between those two events.

Tribble (1996) views that the process is a reaction against this tradition and focuses on the writer as an independent producer of texts, it also stresses on a cycle of writing activities which help the learners from the generation of ideas and move from collection of data to finished text. However Richards and Schmidt (2002) define the process approach as “an approach which emphasizes the composing processes writers make use of in writing (such as planning, drafting and revising) and which seeks to improve students’ writing skills through developing their use of effective composing processes”. (p.422), in other words to produce a successful piece of writing, the teacher should teach to students the writing process and focus on it during the writing. While Harmer (2004) notes that the process approach follows the four main stages which are: planning, drafting, editing (reflecting and revising) and final version. Harmer like Jack and Richard from the sectioning the writing process, Harmer add one step which is final version to show in writing there are many versions because each time when the

writer revises and corrects mistakes, in the last make he found himself writes more than one version to obtain clean and clear piece of writing.

Applebee (1986) notes that the process approach “provided a way to think about writing in terms of what the writer does (planning, revising, and the like) instead of in terms of what the final product looks like (patterns of organization, spelling, grammar)” (p. 8) (cited in Krol, 1999), Applebee mentions the main stress of this approach which is what the writer does such as: planning, revising...etc, and also mention the difference between the process and product approach which is the process based on the writing stages. In other words, writing is “a recursive rather than a linear process” because the nature of writing itself is “recursive, non-linear” (Brookes and Grundy 1998: 9). The process is collected of some stages that overlap: planning, drafting (including several drafts before the final draft), revising and editing; it allows the writer to go back and forward without worrying the flow of his ideas.

The Process Approach is very inclined towards learner-centred teaching. The students are concerned actively all along the process. Johns (1990: 26) argues that the students are involved actively in:

- preparing writing through creation and other prewriting activities,
- revising their papers at the universal levels, generally through group work,
- postponing concerns with error correction of the sentence-level until the final stage (editing).(cited in Kroll, 1990)

Silva and Matsuda (2001) describe the process approach to teach writing as “an approach that emphasizes teaching writing not as product but as process; helping students discover their own voice; allowing students to choose their own topics; providing teacher and peer feedback; encouraging revision and using student writing as the primary text of the course” (cited in Vanderpyl 2012)

The process approach is limited by some steps to keep the writer in the right way to create a meaningful and correct piece of writing. However there are other approaches based on other characters such as product approach.

1.10.2 The Product Approach

It is also called traditional, text-based approach as Tribble (1996) states in his book (writing) that the teachers who focus on form often present authoritative texts for students to imitate and so are likely to use textbooks which give a good range of models. Neman (1995) declares that the product approach was concerned primarily with the finished written product, and not in the ways it was generated. In other words the product approach is based on the final product not how it makes and the stages follows.

Richards and Schmidt (2002) define the product approach as “that is, one which focuses on producing different kinds of written products and which emphasizes imitation of different kinds of model paragraphs or essays” (p. 422) in other words the product approach based on what student produce for example the kind of the essay like describing essay, or argumentative essay.

Raimes (1983) denounces the neglect of the communicative aspect in such product approaches in which interest is just in how well grammar, syntax, a mechanics are put in use, and not in what writing involves meaningful expression of messages. While Hedge (2000) states that the product approaches focus on the student’s attention on the features of texts and are largely concerned with developing his or her ability to produce those features accurately. The methodology therefore involves analysis of model texts in order to raise awareness of how they are structured. The Product Approach was

attacked on the basis that it was unsure that “error correction and grammar teaching” could effectively help learners to improve their writing (Hyland 2003: 12),

The product approach is based on the grammar and syntax; it is not focuses on the meaning of the expressions which used in composition. However there is genre approach which focuses on purpose of the piece of writing.

1.10.3 The Genre Approach

The genre approach is more socially as Tribble (1996) said; also it focuses on the ways in which writers and texts need to interact with readers, based on social activity in which texts are written to do things and the purpose of a text. Moreover Kim(2007) claims that most genres use conventions related to communicative purposes...an argument essay emphasizes its thesis since it aims at making an argument. In other words, genre writing is used for communicative purposes with all kinds of argument pieces of writing.

According to Richards and Schmidt (2002), the genre approach is based on different types of text structures genres children encounter in school work are observation, comment, recount, narrative and report. It is also control specific types of writing to participate in social process. However, to the adult it starts from recognition of discourse community in which the learners will be functioning.

However Swales (1990) defines the genre approach as following:

“A genre comprises a class of communication events, the members of which share some set of communicative purposes. These purposes are recognized by the expert members of the parent discourse community, and thereby constitute the rationale for the genre. This rationale shapes the schematic structure of the discourse and influences and constrains choice of content and style.” (p. 320)

(Cited in Hedge, 2000).

In other words, Swales states that the genre approach based on two aspects such are communication events and communicative purposes. Here the genre approach we can classify it as writing for social purposes, in many domains in life like letter, emails, rapports.

1.11 Assessment of Writing

1.11.1 Definition

As Richards and Schmidt (2002) define the assessment as “A systematic approach to collecting information and making inferences about the ability of a student or the quality or success of a teaching course on the basis of various sources of evidence” (p. 35). In other words, they mean that the assessment is general evaluation or seeking information to measure the percentage of the success or fail the course.

1.11.2 Function of Assessment

The main reasons to assess any task in learning process Ur (2012) suggests those mean functions:

- ✓ Evaluate students' overall level.
- ✓ Evaluate students' progress.
- ✓ Evaluate how well students have learnt specific material during a course.
- ✓ Evaluate students' strengths and weaknesses (diagnostic assessment).

1.11.3 Types of Assessment

1.11.3.1 Formative Assessment

As Ur (2012) mentions it provides a grade in the form of number but it occurs in the central of a period learning instead of at the end, and it is major aim of enhancing future learning. It takes place in the classroom.

1.11.3.2. Summative Assessment

Ur (2012) defines the summative assessment used as a foundation for selection, as final school marks, or for getting into further education or work, and it is carried out either by the class teacher or by an exterior authority.

1.11.4. Assessment Tools

As any process in teaching or learning second or foreign language, assessment has tools to use it from the teacher to evaluate the student progress or the student evaluates him/herself. Ur (2012) reports those tools for the operation of assessment:

- ✓ **Test:** it is the common for assessment
- ✓ **Alternative Assessment:** it solves some of problems associate with testing but raises others.
- ✓ **Teacher Assessment:** it based on the performance of the student over time in a wide range of tasks it account the student's effort.
- ✓ **Continuous Assessment:** it is not as final grade or evaluation but it is constant work time to time there will be an evaluation or test.
- ✓ **Self-assessment:** the students evaluate their own performance by themselves
- ✓ **Portfolio:** it is when the student collects some pieces from his/ her in long time and provides it to evaluate.

As we see there are several tools to assess the course success, and keep the teacher know if his/ her students in progress or not also know what the problem in learning

process and he/ she try to correct it. And as Ur (2012) reports that “the assessment is not being in the first draft but it is given only in the final draft” (P. 161), it means that the assessment takes place after the final draft because here teacher work start. In final draft the student gives all his/her best in pre-writing stage and correct the mistakes in revising step, now teachers’ work begin to correct and evaluate students’ progress.

1.12. Correction:

Many scholars define the correction in various ways, however Harmer (2004) defines the correction as step when we indicate something is wrong, we correct the mistakes as in writing such as in syntax (word order), concord (agreement between subject and verb), and word choice. The correction takes place in editing a new draft, all of this according to the student him/herself.

However Ur (2012) focuses in correction of language on errors in short writing tasks such as answers to comprehension question, brief composition not in essays. He gives some characteristics in correction a short composition, for example correction pen, some teacher feel that the red pen aggressive color for that they prefer another color such as green. However the students prefer to know evaluative note or comment to specify the mistake. Also the students wish that the teacher correct the mistakes, but the teacher favor to give a hint “sp” for spelling mistake also he gives them comments on the good things to reinforcing learning and motivate the students.

Conclusion

Writing is process of presenting ideas and feelings in form of words and sentences in appropriate way. The four skills are related together because reading helps writing, and writing helps speaking. It is true the students faces some difficulties which prevent them to do the tasks well, but the teacher should help his/ her students to read and to

give them writing activities to improve their writing skill by following the main stages of writing which are: pre-writing, writing, drafting, and revising; however, there are

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three approaches which are: the product approach, the process approach, and the genre approach.

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Chapter Two: The Competency-based

Introduction

In language teaching, there are constant changes and developments of teaching methods and approaches. Each new method or approach is built on the limitations of the preceding one. Nowadays, the Competency-Based Approach is a novelty although its objectives are not new.

In this chapter, we will examine one of those approaches, that is the competency-based approach in Algerian fourth year middle school; and try to give an overview of the status of writing skill under each teaching method.

2.1. Definition of Approach, Method, and Technique

Before we get deep on our topic, we must have an overview on the definitions and the difference between the following concepts such as approach, method, and technique.

According to Anthony (1963)

The arrangement is hierarchical. The organizational key is that techniques carry out a method which is consistent with an approach....An approach is a set of correlative assumptions dealing with the nature of language teaching and learning. An approach is axiomatic. It describes the nature of the subject matter to be taught. Method is 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. Within one approach, there can be many methods... A technique is implemental – that which actually takes place in a classroom. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective. Techniques must be consistent with a method, and therefore in harmony with an approach as well. (cited. in Richards and Rodgers,2001: 15)

According to Anthony the approach is a broadest theory of language teaching and language learning. He also classified the method as a second theory because it specifies on how language to be taught; however, the technique is more specific, it involves classroom activities.

2.2. Types of Teaching Methods

2.2.1. Grammar Translation Method

According to Howatt and Widdowson (2004) the grammar translation method was the traditional way Latin and Greek were taught in Europe. In the nineteenth –century it become to be used to teach modern languages such as French, German, and English, and it is still used in some countries today. It pays attention to two features were disliked in that period such as the teaching of grammar in isolation from texts and the excessive use of translation both in the teaching of meaning and in practice exercises. (p. 151)

This method was used for the purpose of helping students read foreign language literature. Through the study of target language grammar, students would become more familiar with the grammar of their native language, because in this method all what learnt is translated from or to the mother tongue for that the learners keep informed on the basic mother tongue grammar during the learning process. Finally, it was thought that foreign language learning would help students grow intellectually.

Alkhuli (2006) mentions that the grammar-translation approach is call in other books as the old method, the classical method, or the traditional method. The main characterizes of this method is focus on reading and writing rather than speaking which means it gives the priority to the written grammatical form, and syntax. However, it

uses the native language to explain the words. This approach is criticized by some educators and linguistics for neglecting the speaking form and the over- usage of native language.

However, Ur (2012) defines the grammar-translation method from its name as a method to teach grammar rules and translate texts from English to the native language. It based written form of language more than communicative work.

Richards and Rodgers explain that the grammar-translation was the offspring of German scholarship, and it is known in United States as the Prussian method. The main principles of the grammar translation method is to learn foreign language in order to read literature text; reading and writing are the major focus; also the grammar is taught deductively.

But, as Norland and Pruett-Said (2006) suggest some strategies which use it in grammar translation method:

- ✓ The teacher presents the grammatical structure or rule.
- ✓ Students practice of the structure.
- ✓ Students use the structure in a holistic, authentic manner (in contemporary grammar-based approaches).

2.2.1.1. Principles of the Grammar Translation Method

The main principles which characterized the grammar translation method are summarized as follows:

- ✓ Learning a foreign language is to be able to read literature written in it. Literary language is superior to spoken language. If students can translate from one language into another, they are considered successful language learners.

- ✓ The ability to communicate in the target language is not a goal of foreign language instruction.
- ✓ The primary skills to be developed are reading and writing. Little attention is given to speaking and the teacher is the authority in the classroom. It is very important that students get the correct answer.
- ✓ Learning is facilitated through attention to similarities between the target language and the native language listening and almost none to pronunciation.
- ✓ Deductive application of an explicit grammar rule is a useful pedagogical technique.
- ✓ Language learning provides good mental exercise.
- ✓ Students should be conscious of the grammatical rules of the target language.
- ✓ There is little student initiation and little student-student interaction.
- ✓ There are no principles of the method which relate to students' feelings.
- ✓ Vocabulary and grammar are emphasized. Reading and writing are the primary skills that the students work on.

2.2.1.2. Writing and Grammar Translation Method

Richards and Rodgers (2001) state that the Grammar Translation Method “approaches the language first through detailed analysis of its grammar rules, followed by application of this knowledge to the task of translating sentences and texts into and out of the target language”. In other words the grammar translation method helps the learners to get the grammatical rules of the second or the foreign language, after that how to use this information or those rules in translation sentences and text to other languages which the learner wants to translate into. This approach basically focuses on the writing and reading skill. For that some scholars argue that the grammar translation method neglect the speaking skill for that they create a new method which called the direct method. Also Grenfell and Harris (1999) mention that “Reading and writing

predominated, and oral skills were seen as very much secondary aims.” (p.11), as much linguistics Grenfell and Harris declare that reading and writing are the important skills in grammar translation method more than speaking for that it more appropriate to teaching writing and the learners can develop their writing skill.

2.2.2. The Direct Approach

Alkhuli (2006) defines the direct approach as a reaction against the old method and comes to complete what grammar-translation method left. The direct approach gives the preference to speaking; however, the translation is useless no use of mother tongue, but the last characteristic is criticized as wasting time instead using mother tongue directly to explain words the teachers prefer to use synonyms in foreign language even that the learners did not get the meaning and losing the time.

Ur (2012) says that the direct method is based on speaking skill, which means it is contrast the grammar-translation method and prohibitions the use of native language, everything taught by foreign language.

Norland and Pruett-Said (2006) suggests some strategies of direct method as follows:

- ✓ The teacher shows a set of pictures that often portray life in the country of the target language.
- ✓ The teacher describes the picture in the target language.
- ✓ The teacher asks questions in the target language about the picture.
- ✓ Students answer the questions as best they can use the target language.
Pronunciation is corrected, but grammatical structure is not.
- ✓ Students may also read a passage in the target language.
- ✓ The teacher asks questions in the target language about the reading.

- ✓ Students answer questions as best they can use the target language.

Those are the main strategies used by the teacher to teach foreign language under the direct method, he/ she shows a picture to his/ her students and gives them a simple description by target, then ask them question and they try to answer him/ her bay target language. Also teacher can use those strategies in reading task.

2.2.2.1. Writing and Direct Method

The relationship between the writing skill and the direct method is summarized as follows by Richards and Rodgers (2001) “Conversational skills take precedence over written skills; learners should hear the language first, before seeing it in written form” (p. 8). In other words, the students before they write essays or compose a paragraph, they should hear the language and how the words are spelled, after that they can write and produce a piece of writing. Most of students learn the language first by listening to conversations, after that they construct an essay. Also direct method is followed by other approach which has some similar characteristics and others are difference, for example the audio-lingual method.

2.2.3. The Audio-Lingual Method

The audio-lingual method was widely used in United States and other countries in the 1950's and 1960's. It is still used in some programs today. It is also known as Oral method/ Army method/ the new method, because it discovered to decode shifts in other languages like French, German, Italian, Japanese and Chinese during the war and the government suggests teaching it in the universities for the students to attain conversational proficiency in a variety of foreign languages. (Richard& Rodregs, 2001).

Alkhuli (2006) defines the Aural-oral approach as another reaction of old method and modification of the direct method. It is called also oral approach, audio-lingual approach or the army method. It focuses on speaking more than reading and writing (it is a tool to represent the speech). The teaching foreign language is should follow the order listening, speaking, reading, and then writing. It criticized in many points for example the speech not a basic because can taught the skills simultaneously rather than sequentially.

Rivers (1980) mentions that the learning in this approach is by heard and repetition (cited in Ur, 2012). The audio-lingual method based on listening and speaking, and the main task in the classroom is the repetition after the teacher.

The Audio-lingual method developed during the Second World War as almost of scholars report. Norland and Pruett-Said (2006) report that the audio-lingual method was influenced by the idea that the language was a system of habits that can be taught by reinforcing correct response and punishing incorrect response. In the ALM lesson, the students are asked to repeat phrases that the teacher has said and the main strategies of audio-lingual method are summarized as follows:

- ✓ The teacher orally presents a phrase to the students.
- ✓ Students are then asked to repeat the phrase quickly.
- ✓ If student pronounces the phrase correctly and grammatically, the student is praised students who do not say it correctly are asked to repeat until they can say it correctly.
- ✓ The teacher modifies the phrase by changing a word in the phrase.
- ✓ Students continue with drills in which they try to say the phrase quickly and accurately with various modifications.

In other words, those strategies show how the audio-lingual method takes place in the classroom, and the repetition is the most important task. But the behaviorism theory reports that the language learning is habit, the mistakes bad habit also and should be avoided. Language skills are learned more effectively if they are presented orally first, then in written form (cited in Bader, 2007).

2.2.3.1. Writing and Audio-Lingual Method

Speech is the core of the audio-lingual method as all the scholars agree. Raimes (1983) mentions that speech was major and writing serves to reinforce speech in that worried mastery of grammatical and syntactic forms. ELS (English Language Skill School) teachers developed techniques to move students towards this mastery. Students are first given sentence exercises then paragraphs to copy or manipulate grammatically by, for example, changing questions to statements, present to past, or plural to singular. Also change words or clauses or combine sentences. Students have a narrow opportunity to make mistakes, the teacher correct the errors quickly. All the approaches have the strengths and weaknesses, and from the last one the scholars create a new approach which called the communicative approach.

2.2.4. The Communicative Approach

Howatt and Widdowson (2004) report; the communicative approach increased from the 1970s. It is based on the assumption that language is for communication and that we learn it best through naturalistic acquisition process. The classroom is more learner-centered which means that the learner is everything in the classroom.

Both Richards and Schmidt (2004) define the communicative approach as communicative language teaching; an approach to foreign or second language teaching which emphasizes that the goal of language learning is communicative competence and

which seeks to make important communication and language use a focus of all classroom activities. The communicative approach was developed particularly by British applied linguists in the 1980s as a response a way from grammar-based approaches such as Situational Language Teaching and the audio-lingual method. The major principles of Communicative Language Teaching are:

- ✓ learners use a language through using it to communicate
 - ✓ Authentic and meaningful communication should be the goal of classroom activities.
 - ✓ fluency and accuracy are both important goals in language learning
 - ✓ communication involves the integration of different language skills
 - ✓ Learning is a process of creative construction and involves trial and error
- Communicative language teaching led to a re-examination of language teaching goals, syllabuses, materials, and classroom activities and has had a major impact on changes in language teaching worldwide.

Norland and Pruet- said (2006) summarize the main strategies of the

- ✓ Determine the communicative goals of the students.
- ✓ Create situations and activities in which students produce authentic, meaningful, and contextualized communication.
- ✓ Focus on accuracy only in as much as errors that would impede communication are corrected.

Those are the main strategies which are used in the classroom to teach foreign language, it basic on the communicative tasks and how makes the learners speak, and focus on the correction of errors.

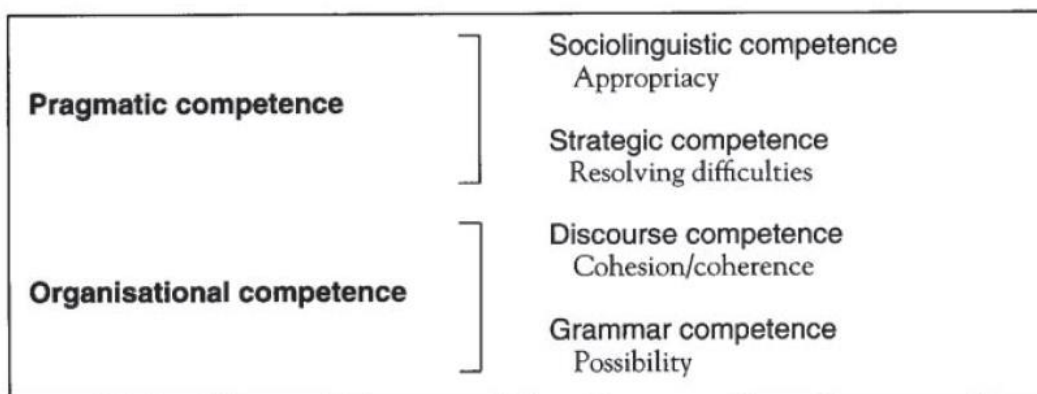


Figure 1: Conceptualizing communicative competence (cited in Grenfell & Harris, 1999: 17)

Canale and Swain (1980) and Canale (1983) put out four specific features of communicative competence: grammatical competence; sociolinguistic competence; discourse competence and strategic competence. Each one has its function in communicative competence. Grammatical competence indicates knowledge of the necessary syntactic rules in a language, sociolinguistic competence refers to knowledge of the varying social situations in which language occurs, discourse competence concerns the way special speech and written elements of language form part of a larger discourse or text must be related. Finally, strategic competence requires series of practices individuals use in order to use some control over communication such as how to hold conversations. (Cited in Grenfell & Harris, 1999)

2.2.4.1. Writing and Communication Approach

According to Raimi (1983), the communicative approach and the writing concerned the relationship between piece of writing and the audience. Student writers are encouraged to act like writers in real life. But some feel that writers do their best when writing is really a communicative perform, with a writer writing for a real reader. In classroom the major tasks use it are rewriter in another form, summarize or make

comments. After the criticism of this approach, the scholars construct a new approach which helps the learners.

2.2.5. Competency Based Approach

As Norland and Pruett-Said (2006) define it, the competency-based education (CBE), an approach to adult and literacy education began to be used in adult education ESL in the 1970s. Competency-based ESL is centered on teaching competencies. A competency is a task-based aim to be met by the learner. Competencies often include basic survival skills like taking carrying, going to the doctor, and buying necessities. However, competencies could also be goals to be met by students or professionals. A competency-based approach includes an assessment of learners' needs, selection of competencies based on those needs, instruction targeted on meeting those needs, and evaluation of learners' performance in meeting the competencies. A competency based approach continues to be the primary method used in U.S. government-funded adult education ESL programs. Rodgers et.al (1995) argue that "the broader general outcomes associated with education can be described in competency terms, measured and effected through learning experiences". (cited in Chelli, 2012: 47) In the education process the main outcomes as speaking and writing defined from the competency conditions and calculated and evaluated from the learning experience.

In ELT articles which written for the competency-based education report that the most important characteristic, it measures learning rather than time. Students progress by representing their competence, which means they prove that they have mastered the knowledge and skills (called competencies) required for an exacting course, regardless of how long it takes. While more traditional models can and often do measure competency, they are time-based courses last about four months, and students may

advance only after they have put in the seat time. This is true even if they could have completed the coursework and passed the final exam in half the time. So, while most colleges and universities hold time requirements constant and let learning vary, competency-based learning allows us to hold learning constant and let time vary. Definition of De Ketele's (1996), the CBA differs from content based teaching programmes (i.e. time based programmes) which are based on "specific objective" to reach. In detail it spells out of inside of the course in terms of knowledge to be acquired to do activities following to this content, and most of all the situations in which these activities work. The teacher should put the pupil in situations of interaction where he demonstrates a capacity for oral interaction even if he uses fail strategies to do this task to make the student more active and develop his skills. surveillance of by the teacher of the learner's behavior during the performance of this task is very significant to check whether the competency to interact orally has been installed, if he uses his mother tongue the teacher should reconstruct similar situations until the learner gets the feeling that he has achieved something in the foreign language.(test are giving sometimes to determine the input of the pupil and marks are giving in order to check scores which are compared to check his progress. (Cited in Elt article)

2.2.5.1. The Competency-based Approach Strategies

The main strategies which Norland and Pruett-Said (2006) suggest which make the competency based approach different from the other approaches are:

- ✓ The teacher conducts a needs assessment to see how and where students will need to use English to be successful in the future.
- ✓ The teacher defines tasks, or competencies, that students will need to accomplish. Examples of competencies might include requesting and giving

personal information, asking for the time, practicing transactions in the post office, and making a doctor's appointment.

- ✓ The teacher creates lessons and activities that will teach students how to accomplish the tasks, or competencies, that have been prescribed. Lessons might include new vocabulary, understanding and practicing dialogues, reading and filling out forms, and discussing previous experiences and future problems that might occur.
- ✓ Students are evaluated on their ability to perform the designated task or competency.

Norland and Pruet-Said suggest some strategies **to applying the Competency-Based Approach, and the programme is to be centred on the pupil and on construction his/ her knowledge. It aims at making him / her needs within and outside school. This programme will help pupils learn how to listen, read and re-use what he knows in original and new situations.** This approach is intended to take candidate assessment out of the realm of subjective evaluation and place it squarely under the realm of science.

2.2.5.2. Problem Solving

As its name suggests, a problem – situation alludes to an obstacle to surmount, or a problem to solve. And as Richards and Schmidt (2002) it is a learning strategy which involves selecting from some alternatives in order to reach a preferred objective. In second and foreign language learning, problem-solving strategies are frequently used, for example when choosing the appropriate article. This approach helps the students to be more flexible and strong to solve their problems. In other words the problem solving is a strategy carried out from the students to solve the problem in particular situations to make them more active and fluent.

2.2.5.3. Competence

Richards and Schmidt (2002) define the competence as action which includes a person's ability to create and understand sentences, including sentences they have never heard before, knowledge of what are and what are not sentences of a particular language, and the ability to recognize ambiguous and deviant sentences. Competence often refers to an ideal speaker/hearer that is an idealized but not a real person who would have a complete knowledge of the whole language. A distinction is made between competence and performance, which is the actual use of the language by individuals in speech and writing.

However the competency defined in ELT articles as whenever mentions the word competency it is totally related to "know-how-to act", which means that the competency is mental process and thinking of how to act and solve the problem. In the same article the writer defines the competency as an organization of theoretical and technical parts of knowledge organized into operating schemes that aids identify a problem-task and its solution through an efficient action within a set of situations, it means that the competency like a system appears when the student fall in problem use it to solve those problems. A competency involves the necessary knowledge and capacities that a given solution requires. As it is possible to evaluate a competency through performance, then a competency is the final stage of a series, a period, and determines middle and long terms prospects of the learner's development.

The QEP (Quebec Education Programme) defines a competency as a set of behaviors based on the successful mobilization and use of a series of resources. Set of behaviors refers to the capacity to use correctly a variety of resources, both inside and

outside, in particular, learning acquired in school or in daily life. The concept of resources refers not only to everything that students have learned at school, but also to their experiences, skills, interests, etc. ... students may rely on many outside resources, such as their colleagues, their teacher, certification, etc. Finally, the idea of successful mobilization and use of resources implies that the behaviors associated with a competency involve more than just an automatic reply or reaction. It implies that students, in looking for to achieve a clearly identified objective, deliberately acquire and use scholar and social concepts and skills to find a suitable reply to a question or the solution to a problem. The competency is complex and progressive

Myre 2000 argues that a competency is demonstrable in terms of visible facts (performance of the participant) it requires a range of skills (having enough ability, experience and knowledge to be able to do something well) it represents a personal achievement in actual situations and contexts and it helps to make sure of the skills of the performer (learner/student) (cited in ELT article)

Approximately all the scholars argue that the competency is ability or thinking process to solve a problem by using the student's intelligence.

2.2.5.4. Competence and Performance

Many linguistics argue that there is relationship between the competence and the performance, for example Chomsky (1965) mention that "Language performance data are believed to be an imperfect reflection of competence, partly because of the processing complications which are involved in speaking or other forms of language production, and which lead to errors and slips." (Cited in Candlin & Mercer, 2001, P.15), in other words the competence may affect on the performance for example when someone is less competent of course his performance will be not good.

2.3. The Best Elements to Choose a Competency-based Approach

In the Elt articles which titled by introduction to competency based approach, competencies have been used in the educational field for some decades. Since emphasis is put on the learner's social and personal progress, the aim is to make him invest his knowledge while performing tasks at school level as well as at social and professional levels. The programme has been conceived with the reason of ensuring sustainable and viable learning. Although the competency-based programme is a novelty, its objectives are not new. Essentially, educationists have always been concerned in developing general "know- how" processes and in putting in knowledge acquired in class. This programme will allow the Algerian learner to develop his capacity to think and act according to a vision of a world that he will construct day by day. This logic has a series of pedagogical implications such as:

- ✓ Making the school acquisitions viable and sustainable
- ✓ Developing the thinking process of the learner
- ✓ Presenting learning contexts in relation to the needs of the learner
- ✓ Putting an end to disciplinary barriers
- ✓ Choosing a personalized pedagogy

The Competency-Based Approach focuses on many areas as preparation of the lesson, class management, and practice, there are others. (See appendix 2).

2.4. Comparing and Contrasting CBA to Previous Approaches

In any approach there are differences according to the next one to be special and unique in some characteristics. Here we compare between the CBA and the previous approaches as summarized it this table:

Previous approaches	CBA
The teacher is a fountain of knowledge who spoonfeeds the learners.	Learners are active partners in the learning process; they are responsible and productive.
The teacher gives little opportunity to learners to determine meaning themselves.	Learners deduce meaning.
Use of English is restricted to classroom interaction between teacher and learners.	Learners research information for project outside of classroom.
Most interaction is teacher to learner and vice-versa.	Most interaction is learner to learner through pair and small group work.
The teacher decides what learners will do and how they will do it.	Learners have greater responsibility in deciding what they will do and how they will do it.
The teacher is the one who assesses and that assessment focuses on the product, what learners produce.	Assessment is shared between teacher and learners. That is, there is more self-and peer-assessment. And that assessment is for the product/ the result and for the process, how that result was obtained.
Learners learn about language, they acquire knowledge about language, but not skills to use it.	Learners acquire skills to use and apply knowledge about language, not only language skills but also social skills, research skills, critical thinking and decision making skills, computer skills.

Table 01: Comparing and contrasting CBA to previous approaches. (Teacher Training School of Constantine)

2.5. Teacher's Role in the Competency- Based Approach

Since CBA is learner-centered, it does not require teachers' servility. The teacher's role in any approach is closely related to the assumption about language theory and language learning theory. The teacher's role under the competency - based approach has similar the teacher's role under the competency - based approach has similar to the demands of the new method. The teacher is no more just a transmitter of knowledge whose unique responsibility is to fill in empty vessels, but rather is assigned the role of facilitator who engages learners in tasks, and helps them to develop learning strategies for a successful learning. She/he is a counselor in that she/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 and Rodgers 78), and is a resource person consulted about information or counsel. Also, the teacher is required to consider the individuality of learners that do not all go at the same rate, by resorting, if necessary, to individual teaching.

The teacher is also required to be an examiner and a learner especially in how projects are realized and what requirements need to be met for the achievement of those projects. Besides, the teacher has to start pupils of middle school to collaboration through pair and group work, much valuable in a socio-constructive perception of learning and teaching. In short, the teacher needs to help learners feel responsible for their learning. For example they were roles to the teachers there are roles to the students themselves.

2.6. Student's Role in the Competency-Based Approach

The competency - based approach is learner-centred, the learners are no more passive receivers of knowledge, they play an active rather than a reactive role in the

learning process, and are required to construct and mobilize their resources to face with efficacy a problem-situation. Hence, learners have to develop strategies that enable them overcome such obstacles, acquire problem-solving skills, and increase their intellectual potential. Learners act upon what they are learning, and thus assimilate better what they are learning. Additionally, they are required to collaborate and negotiate information. The competency-based approach initiates learners into self-assessment, in an attempt to render learners more responsible for their learning, and to help them evaluate their acquisitions.

2.7. Basic Education in Algeria

According to Clark in his Elt article about the education in Algeria, teaching English begin from the first year of middle school as secondary or foreign language. It is taught for four years, it follows the new approach which called competency based approach. At the end of middle school education the students will have BEM exam (Brevet d' Enseignement Moyen). The students who success in this exam and in final studies makes the students pass to the secondary school. The students in the classroom rely on themselves, because they know that they have an important exam in the end of the year.

2.8. The Competency-Based Approach Lesson Plan

The lesson plan is a tool to guide the teacher in the classroom; he/she puts everything is related to the lesson such as aim, new lexis, warn-up and the main tasks. (See appendix 02). However, The Official Programme Guide (2007) suggests a lesson plan for the teachers who follow this approach and CBA lesson plan calls for:

2.8.1. Presentation of the Problem-Solving Situation

This is the discovery phrase and it contains new notions to be discovered by learners. The teacher presents it and gives instructions to learners.

2.8.2. Systematization

After examining and bringing out relationship between previously learned elements and elements found in the new problem solving situation, learners come out with roles (hypothetical). This is done with the help of the teacher.

2.8.3. Application

Here the teacher gives tasks where learners apply the new knowledge.

2.8.4. Partial Integration Activities

The teacher presents a new complex situation that will necessitate the exercise of the skill to solve a problem which is similar to the competence, skill the learners used at the beginning of the lesson and this has to be a concrete real life situation. It should be noted that partial integration activities are not done systematically at the end of every lesson.

2.8.4.1. Putting the Exams

What characterizes exams is the situation of integration where learners are set free to write within a proposed content.

2.8.4.2. Situation of Integration

This phase is meant to the reinvestment of the resources in terms of the “knows” and the “know how to do”. The activities suggested should be built up towards the final output and help the pupils to be ready to produce a piece of writing in accordance with the situation of communication. The circumstance is happening at a particular time and in a particular place.

Boukhlof defines in his article published in memoire online that the situation integration reflects a skill to achieve in the student. It can be considered as an opportunity to exercise jurisdiction in the student, or as an opportunity to assess

whether it has jurisdiction, and states some characteristics which specialized the situation of integration such are:

- It mobilizes an acquired together. These achievements are integrated and without added
- It is task oriented, it is significant .It therefore has a social dimension, either for the rest of the student's course, for daily or professional life. It is not a learning "academic"
- It refers to a class of problems specific to discipline or set of disciplines, which has few parameters specified
- She is new to the student.

The integration situation is made up of three components: a support, (of) tasks, one (of) records. Copies of the situation set of hardware available to the student and defined by

- ✓ The context describes the environment in which the situation is taking place. Information materials on the basis of this information the learner will act.
- ✓ The function that specifies what purpose the production must be performed.
- ✓ The task: it is the image of what is expected of the student when resolving a situation.
- ✓ The set: it's all working instructions given to the learner explicit

2.9. Evaluation of the Situation of Integration

Criteria	Indicators
1. Relevance The criterion is reached when the student produces the piece of writing in accordance with the situation of communication.	-The student writes the piece of writing according to the theme. -He uses the appropriate tense or structure. -He uses the vocabulary related to the topic.
2. Syntactic coherence and correct use of linguistic element.	-Syntactic order. -Correct use of tenses related to the situation of communication.
3. Semantic coherence	-The sentences produced have a meaning. A logical link between the sentences.
4. Excellence	Good presentation of the paper.
→ Remark	DO NOT PENALIS STUDENTS FOR SPELLING MISTAKES.

Table 02: The evaluation of the situation of integration. (Official programme-BME guide October 2007)

This table summarizes the areas which the teachers based on it to evaluate their students' piece of writing (the situation of integration), like the relevant, syntactic coherence (the correctness in tenses, word order), and the semantic coherence (the meaning of the sentence, and link the meaning of the sentences to the topic)

2.10. Writing with Competency-Based Approach

If the aim behind the teaching of writing to advanced learners is to “write essays that match the level of content and mastery of language skills required of native speakers in an academic environment (Kroll, 1990:250), beginning learners, with regard to the limited amount of language at their command, need to be introduced to this skill in a fitted way so as to favour, at later stages, an effective communication of

ideas through the written medium. However in fourth year middle school the main writing tasks are rewrite the answers, write an article ,or story write a letter all that in the situation of integration. As Hadji (2009) gives some rules to organize an essay in official exams which summarized as follows

- ✓ Students' first draft: - Read the topic -Underline key words –Classify the ideas – Choose the appropriate tense - Go in details – Conclude your topic.
- ✓ Organizing an essay: Outline the essay into introduction, body and conclusion – Introduce your topic by two or three ideas, develop your body paragraph and summarize your ideas in the conclusion.

Conclusion

The changing world has affected all fields of life particularly the educational one. It has proved that one-size fits all curriculums are no longer available. Educational reforms resulted in the emergence of CBA for a highly individualized learning process rather than traditional one. The Competency-based approach is an outcome-based which focuses on measurable workable skills and abilities. Learners here should face challenges by relying on.

As a conclusion, one can state that the Competency-based Approach emerged to bridge the gap that exists between school acquisitions and social practices.

The Practical Part

Chapter Three: Field of Investigation

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Introduction

In this chapter, we will attempt to investigate the effect of the Competency based Approach on teaching writing. In other words, how the competency based approach will help the students to improve their writing skill. In this chapter, we will analyze the descriptive study that has been carried out with fourth year middle school pupils through the observation of what teachers and the pupils do in classrooms and teachers' questionnaire to collect different comments on the teaching writing. It also has been used to shed light on the teaching of Written Expression module.

3.1. Aim of the Research

This research aims to prove how the competency based approach as a teaching method help the students to improve their writing skill, and we will discover the difficulties which make the students afraid of the writing tasks.

3.2. Sample and Population

The population chosen for this research is the fourth year pupils of Ghamri Houssine middle school-Biskra. A class involves 37 pupils; they have studied English as a foreign language for four years this for the classroom observation; however, the teachers' questionnaire, in this middle school there are four English teachers.

3.3. Description of Research Tools

3.3.1. Description of Teachers' Questionnaire

Most teachers' questionnaires were handed directly on the 07th of April 2015 to teachers from Ghamri Houssin middle school. The 04 teachers who participated in this questionnaire teach English.

The teachers' questionnaire is used to gather the Information about teaching written expression to middle school pupils. It contains 20 questions (see appendix 03). We have mainly used the technique of close- ended questions because teachers were restricted with time and have a lot of duties. In short, there are three types of questions used in this questionnaire:

1/ Factual Questions: these questions are used to gain background information of the participants such as the teachers' work experience.

2/ Open -ended Questions: are questions that allowed respondents to answer in their own words. The aim of using this type of question is to determine the responders' opinions towards the subject under study.

3/ Close -ended Questions: which are mostly used in this questionnaire, are questions that ask respondents to choose from pre-determined answers. In addition to this type, we have used follow-up questions in the form of clarification such as "justify your answer". This type of questions helps obtaining clear and complete responses to open questions so that, the number of ambiguous responses is reduced. The questions are divided into three sections: section one about personal information, second section about the writing skill and the third section is about the competency based approach.

3.3.2. Description of Classroom Observation

Classroom observation is considered to be an efficient method that could reveal some additional information in completion to the data which have been gathered through the use of other methods employed in this research. The classroom observation was carried out during the third semester starting on 6 April 2015. The aim of the observation was to study how the competency based approach helps students to develop their writing skill. The information gathered from the observation is used to describe the findings. Because there were specific aims of the kind of observation to be

conducted, the structured classroom observation was used in this research, in other words the observation form was designed in advance with check list (see appendix 04) so as to be used in the classroom during each session of the treatment. The researchers attended 8 sessions in the classroom aiming to find out any response from the students towards the competency based approach which used by their teacher.

3.4. Evaluation and Interpretation of Results

3.4.1. Teachers' Questionnaire

Section One: personal information

1. How long have you been teaching English?

2. How long have you been teaching written expression?

The first two questions about teachers' experience which, from those questions we observe that 75% of teachers from Ghamri Houssin middle school have long experience more than 10 years, but an only 25% teacher who has teach less 10 years.

Teachers' experience helps the student to achieve their goals, because when the teacher is competent, he/she can teach written session well and he/she has rich vocabularies and dominant in his/her session.

3. Written expression time

Do you think two hours pair week are enough for written expression?

	Yes	No	Total
participant	3	1	4
%	75%	25%	100%

Table 01: Written expression time

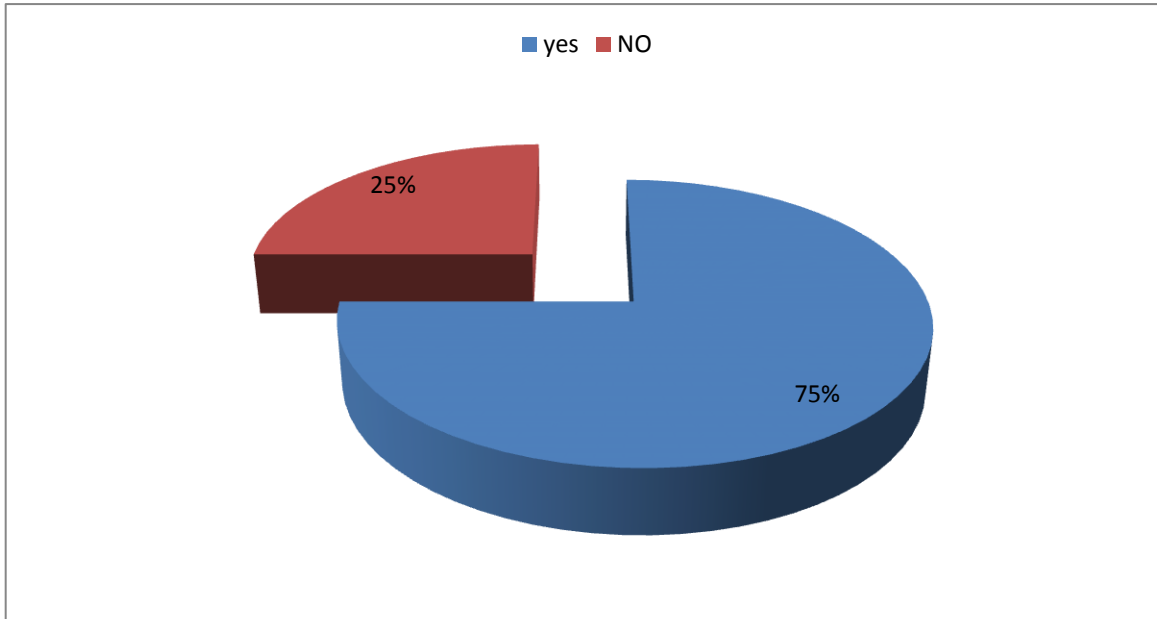


Figure 01: Written expression time

Most of the teachers 75% agree that two hours per week is enough to improve the student's, but there is a disagreement by 25% from the global of teacher who thinks that two hours are not enough.

The majority of the teachers agree that two hours per week are enough for writing skill because they are beginners; however, the minority like to increase the written sessions because they need more practice in the classroom more than at home.

4. Written expression programme' richness

Do you think that the written expression programme you are teaching is rich enough to improve your students' level in writing?

	Yes	No	Total
participant	4	0	4
%	100%	0%	100%

Table 02: written expression programme' richness

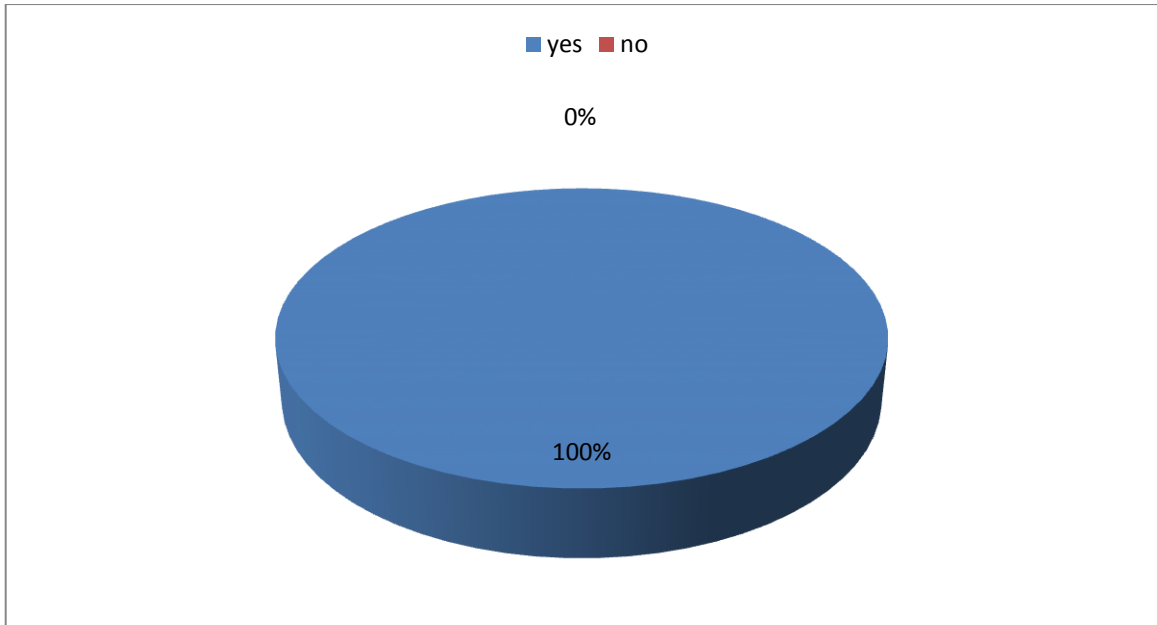


Figure 02: Written expression programme' richness

All the teachers 100% agree that the written expression programme is successful and extensive all the domains which are appropriate to pupils of the fourth year middle school, and it is rich by good topics which help students to improve their writing skill.

5. If “no”, please explain why

There is no result or comment because all the teachers say yes to the richness of the written expression programme.

Section two: Writing skill

6. The appropriate writing approach

What is the approach you use to teach writing?

	Product	Process	genre	Total
participant	2	2	0	4
%	50%	50%	0%	100%

Table 03: The appropriate writing approach

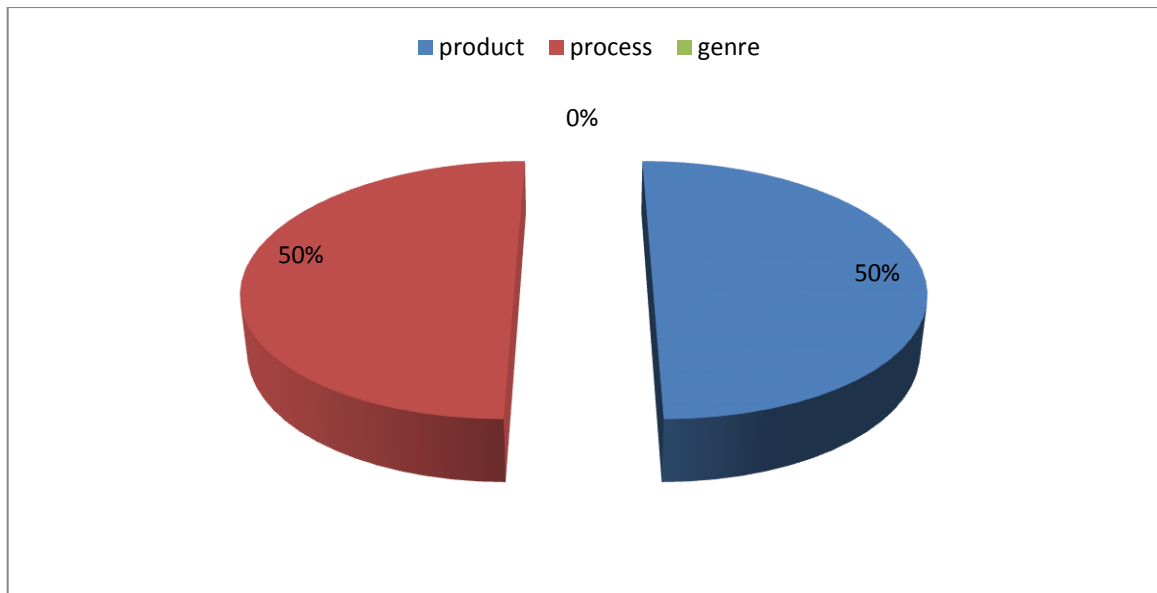


Figure 03: The appropriate writing approach

According to the appropriate approach that teachers used in writing, half of the teachers 50% they use the product approach the other half 50% they use the process approach and no one uses the genre approach.

Half of the teachers feel that his/ her approach (product or process) is appropriate approach to their students to improve their writing skill according to their point of view.

7. Please, explain the reasons for choosing this approach.

The teachers who chose the product approach they think that the product approach makes the students more creative in producing written tasks, and the student does not restrict certain steps. However the teachers who choose the process approach, they believe that process approach helps the students to follow the writing steps to be more careful from going out of subject.

8. The most difficult stage to the students

What stage of the writing process is most difficult for your students?

	generating	First draft	revision	editing	Total
Participant	4	1	0	0	5
%	80%	20%	0%	0%	100%

Table 04: The most difficult stage to the students

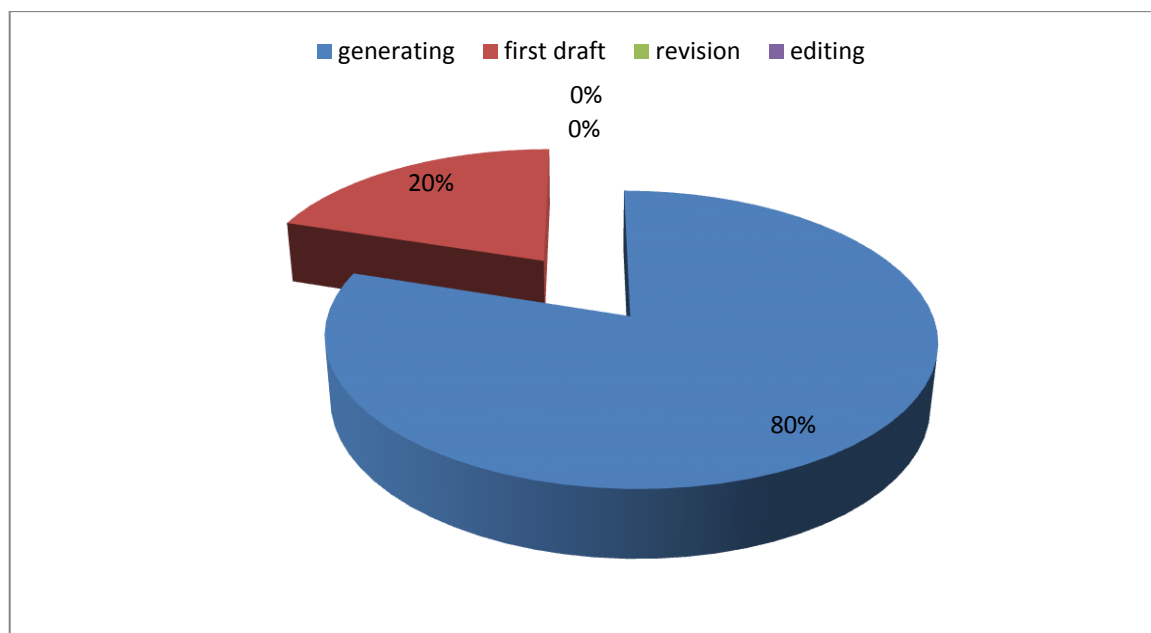


Figure 04: The most difficult stage to the students

Most of the teachers (80%) agree that their students faced problems especially in generating ideas, and some of the teachers 20% they say that their students face difficulties in writing first draft.

Most of the students found difficulties to collect the ideas which relate to the topic such as the appropriate vocabularies and how order the information. Also we observe from the rest of the results the students face problem in writing first draft and how manage their ideas which is in the introduction and which is in the body.

9. The teachers' help

Do you help your students when they write?

	Yes	No	Total
participant	4	0	4
%	100%	0%	100%

Table 05: Teachers' help

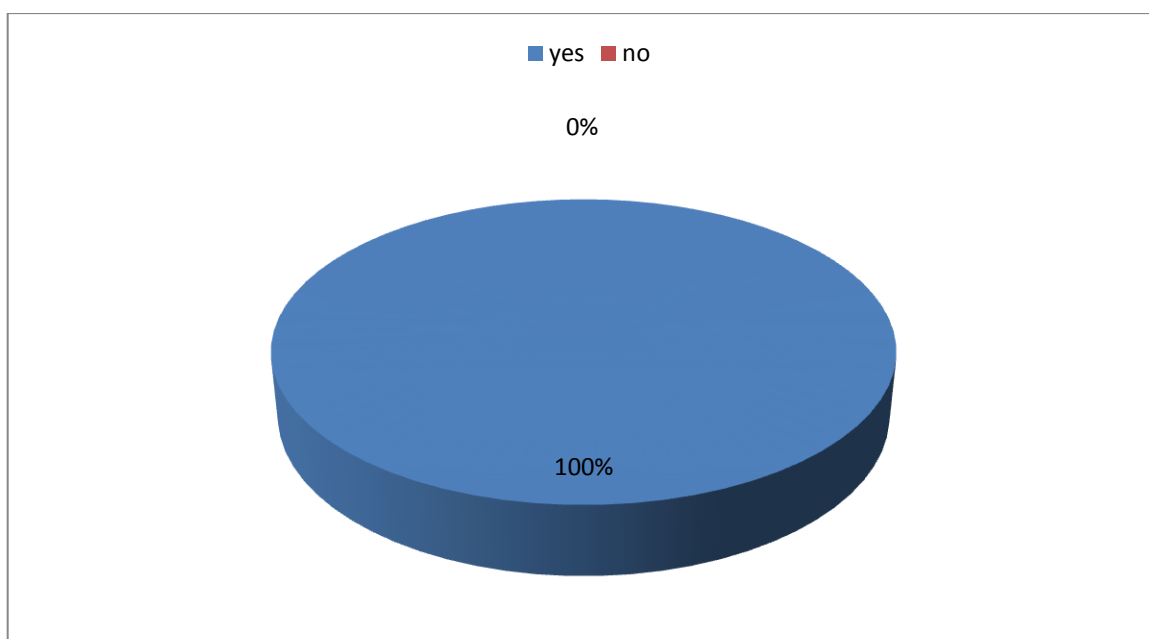


Figure 05: Teachers' help

All the teachers 100% help their students especially in the classroom because all of them believe that the writing tasks are hard and their students need help because they are not able to do the writing task by themselves.

10. The stages which need help

If “yes”, do you help them to correct or edit (you can tick more than one box)

	Content	vocabulary	Grammar	spelling	Total
participant	1	4	2	4	11
%	9,09%	36,36%	18,18%	36,36%	100%

Table 06: the stages which need help

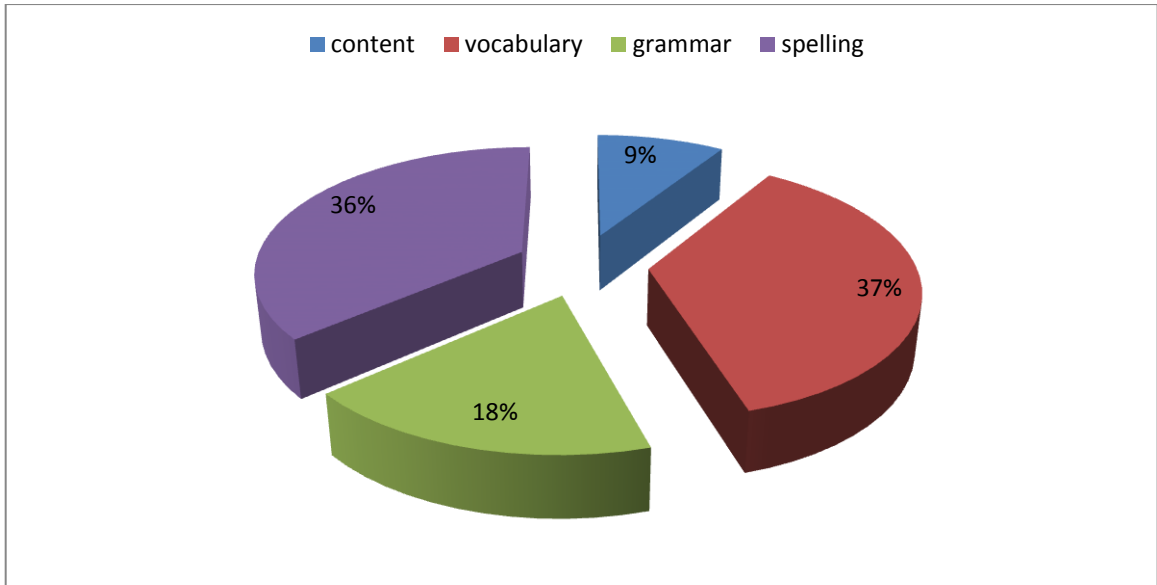


Figure 06: The stages which need help

The answers of the teachers are varied but the high results 36, 36% confined between both choices spelling and vocabulary. However; the grammar classes the third with 18%, also the content is classified in last 09%.

Most of the teachers help more their students to correct their spelling mistakes and gives them vocabulary to enrich their pieces of writing because most common mistakes in spelling and lack of vocabulary. The grammar classifies the third because the teachers also focus on the tenses used but not much as well as the previous. However, the content is in the last of classification and the result because the meaning is not very important according to the teachers like the vocabulary and spelling.

Section three: The competency based approach

11. The Competency-Based Approach

Do you know what does the Competency Based Approach mean?

	Yes	No	Total
participant	4	0	4
%	100%	0%	100%

Table 07: The Competency-Based Approach

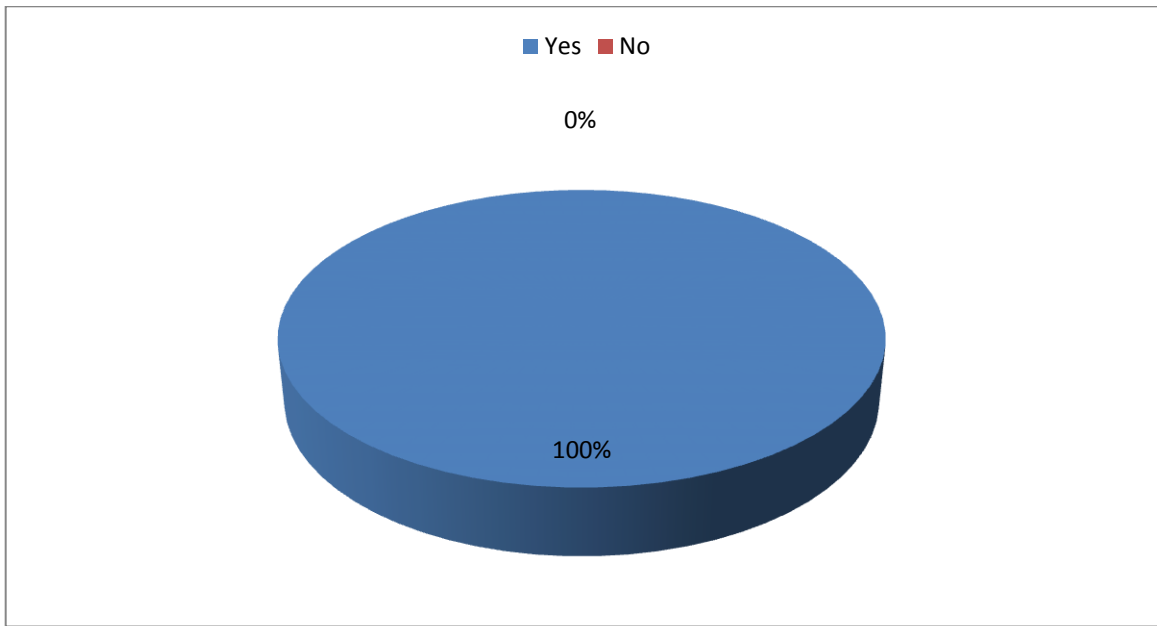


Figure 07: The Competency-Based Approach

All the teachers 100% know the Competency Based Approach and what it means as a teaching method especially in the middle school in Algeria. They know it from their study or from the meetings with inspectors of education.

12. The use of CBA

Do you use the Competency Based Approach in your teaching process?

	Yes	No	Total
participant	4	0	4
%	100%	0%	100%

Table 08: The use of CBA

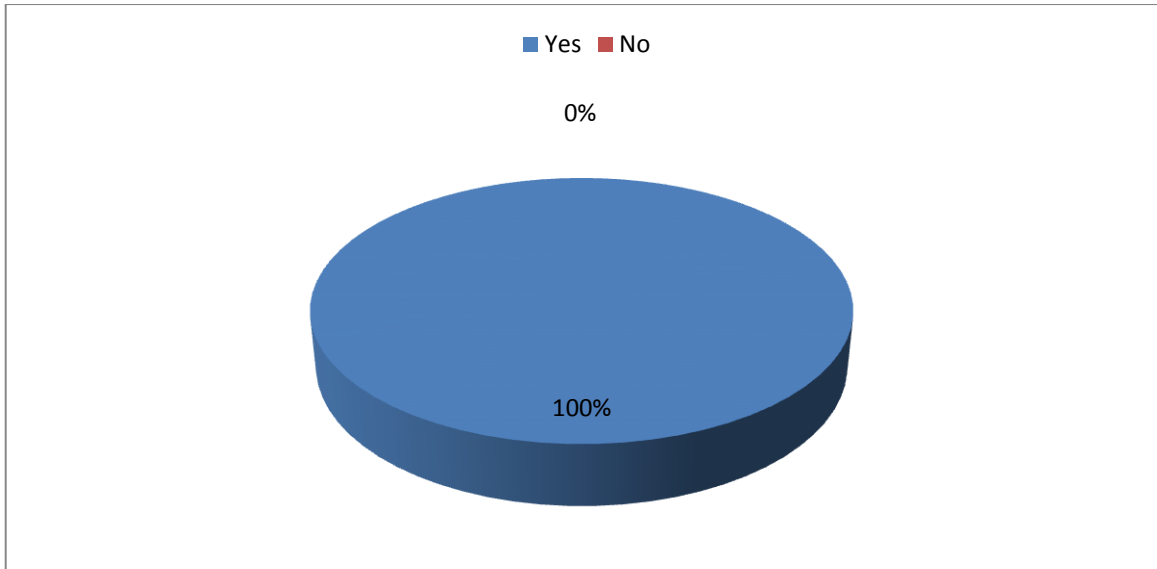


Figure 08: The use of CBA

In this middle school, all the teachers 100% use the Competency Based Approach, because they see that this approach is appropriate and beneficial to their student. This answerer rejects the next question which is if they say “no” which method they use it?

13. CBA helps the teachers

Do you think that the Competency Based Approach helps you to teach writing?

	Yes	No	Total
participant	4	0	4
%	100%	0%	100%

Table 09: CBA helps the teachers

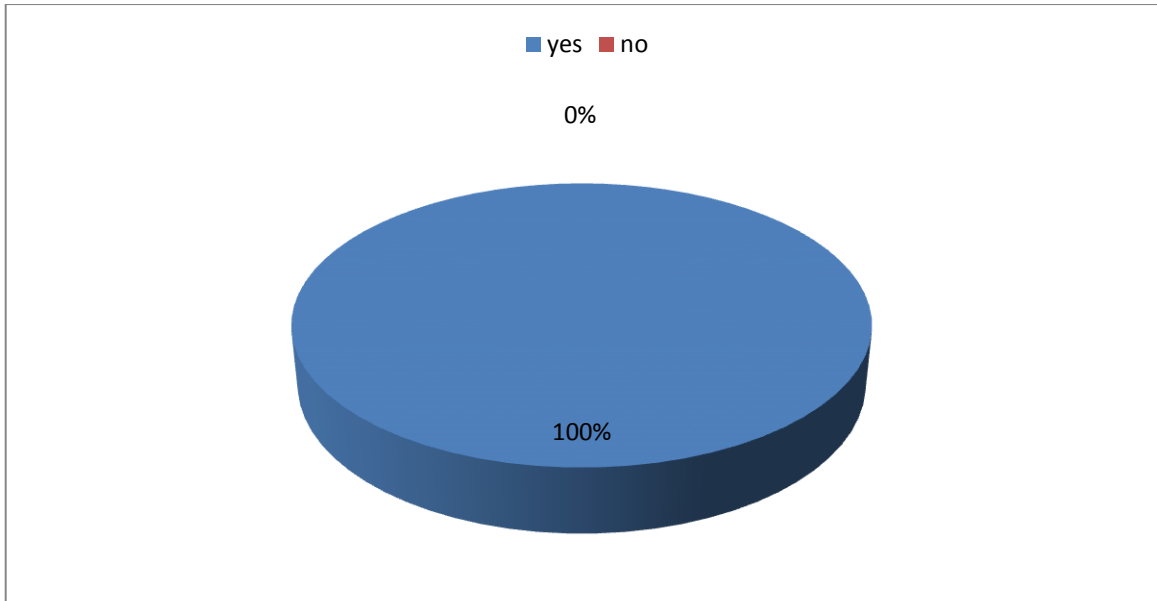


Figure 09: CBA helps the teachers

The Competency Based Approach helps the teachers in the classroom, and all the teachers agree on this fact, because the CBA is a student-centred-approach and here the teacher is as facilitator and helper, teacher does not get tired so much.

14. Following writing process

How much do you think following the stages within the writing process will help your students to produce better composition?

	A lot	A little	Not at all	Total
participant	3	1	0	4
%	75%	25%	0	100%

Table 10: The following writing process

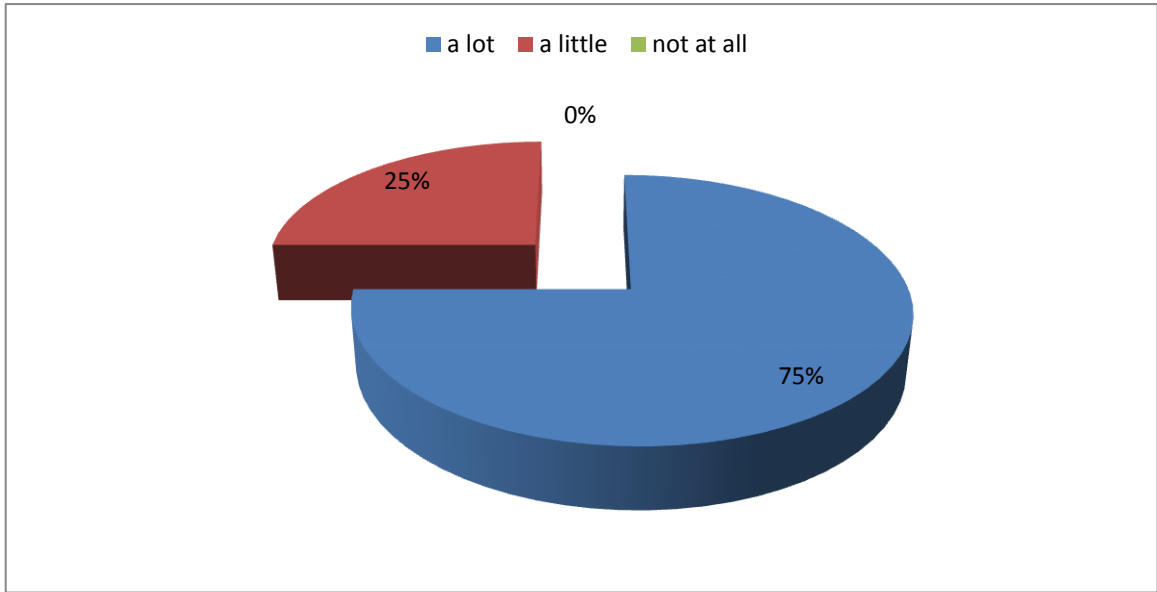


Figure 10: The following writing process

Most of the teachers 75% agree that the following writing stages could help the students to create a good composition without mistakes and well organized. However the rest of them 25% they disagree with following the writing stages help the students to produce a great piece of writing,

The majority of the teachers believe that when their students follow the writing process they will produce an appropriate pieces of writing; however, the teachers don't make efforts in controlling and correcting the errors. But the rest of them they believe that when the student follows all the writing stages, he/she lose the time especially in exams.

15. Asking students to follow all writing stages

Do you ask your students to proceed through all the writing steps?

	Yes	No	Total
participant	4	0	4
%	100%	0%	100%

Table.11: Asking students to follow all writing stages

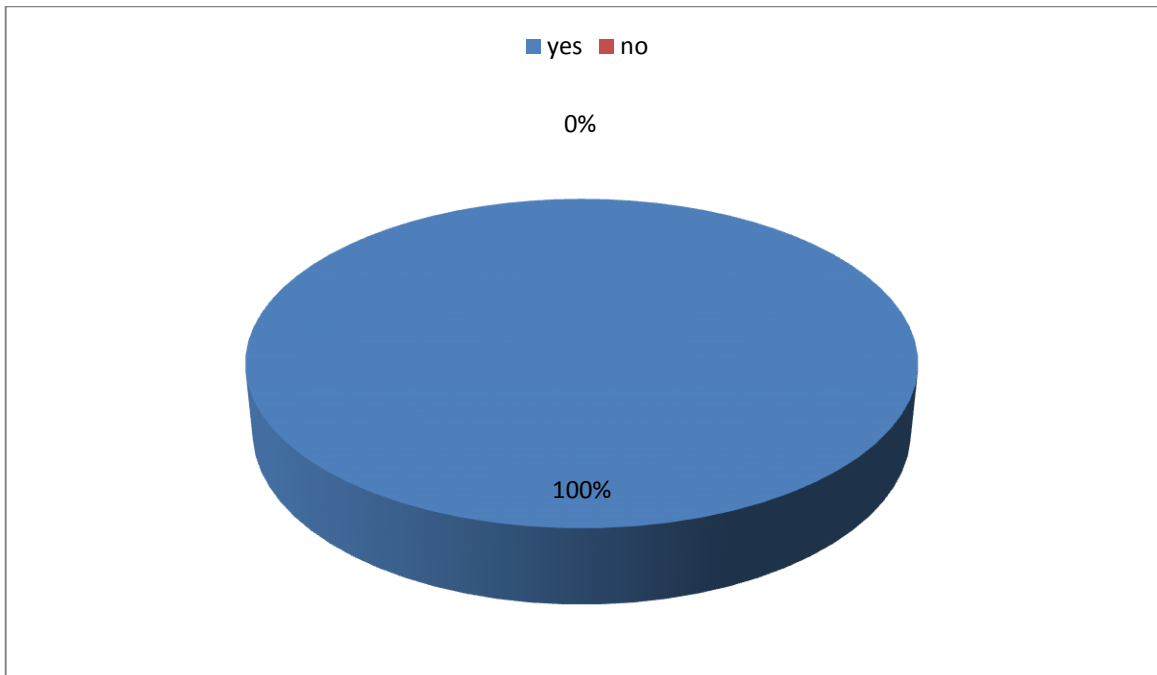


Figure 11: Asking students to follow all writing stages

All the teachers 100% ask their students to follow all the writing stages even if they were unsure that the writing stages make their students be late.

16. Students' following stages of writing process

Do your students follow all the writing stages?

	Yes	No	Total
participant	2	2	4
%	50%	50%	100%

Table 12: Students' following stages of writing process

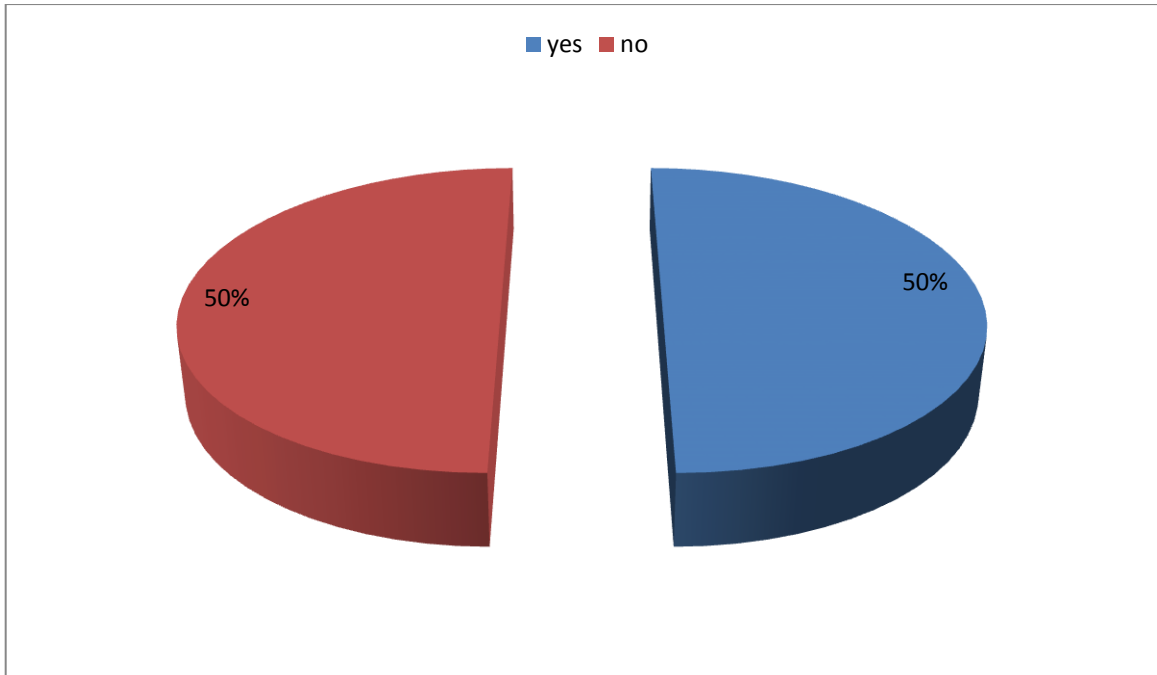


Figure 12: Students’ following stages of writing process

Half of the teachers 50% said that their students follow all the writing stages because they care to organization of their ideas and how produce a good piece of writing, but the second half they says that their students do not follow all the writing stages they only write without planning or editing.

17. The stages which students’ preceded

If “no”, please specify the stages which your students proceed through them (you can tick more than one box)

	pre-writing	Drafting	revising	Editing	Total
participant	0	0	0	2	2
%	00%	00%	00%	10%	100%

Table.13: The stages which students’ proceed

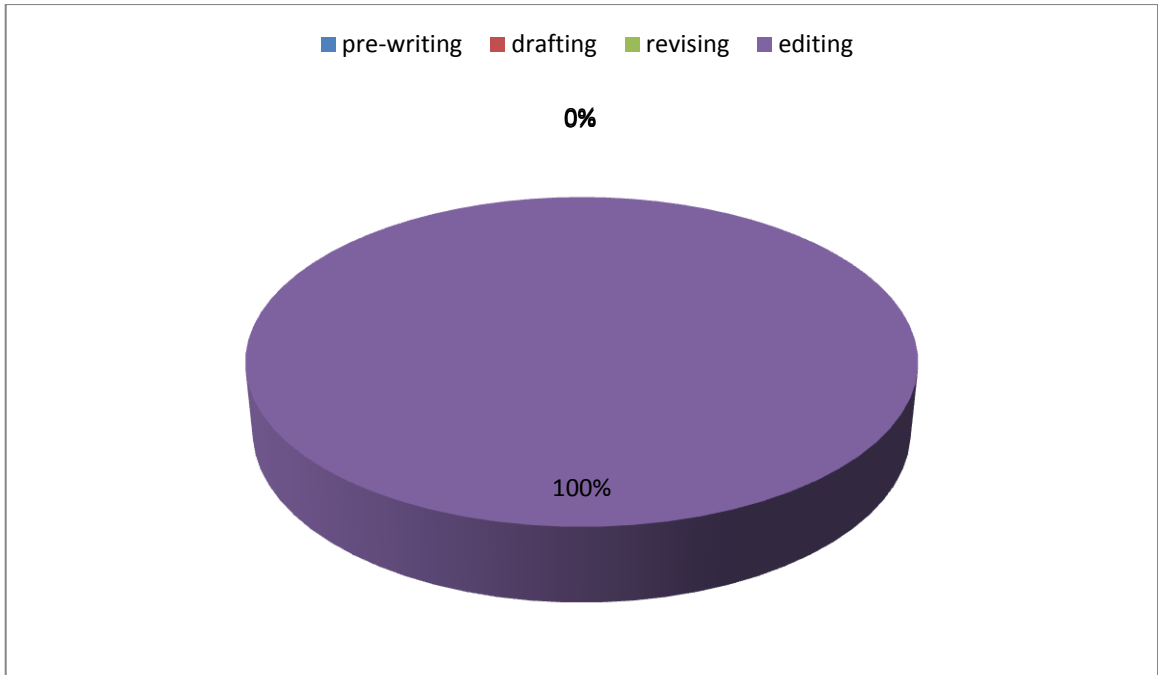


Figure 13: The stages which students' proceed

All the teachers (100%) which are only two teachers who answered in previous question by “no” that their students jumped all the stages like pre-writing, drafting and revising and they directly write the final draft without planning or revising.

18. Management of the work

How do you manage your work in writing tasks in the classroom?

	Individual work	Pair work	Group work	Total
participant	4	4	4	12
%	33,33%	33,33%	33,33%	100%

Table 14: Management of the work

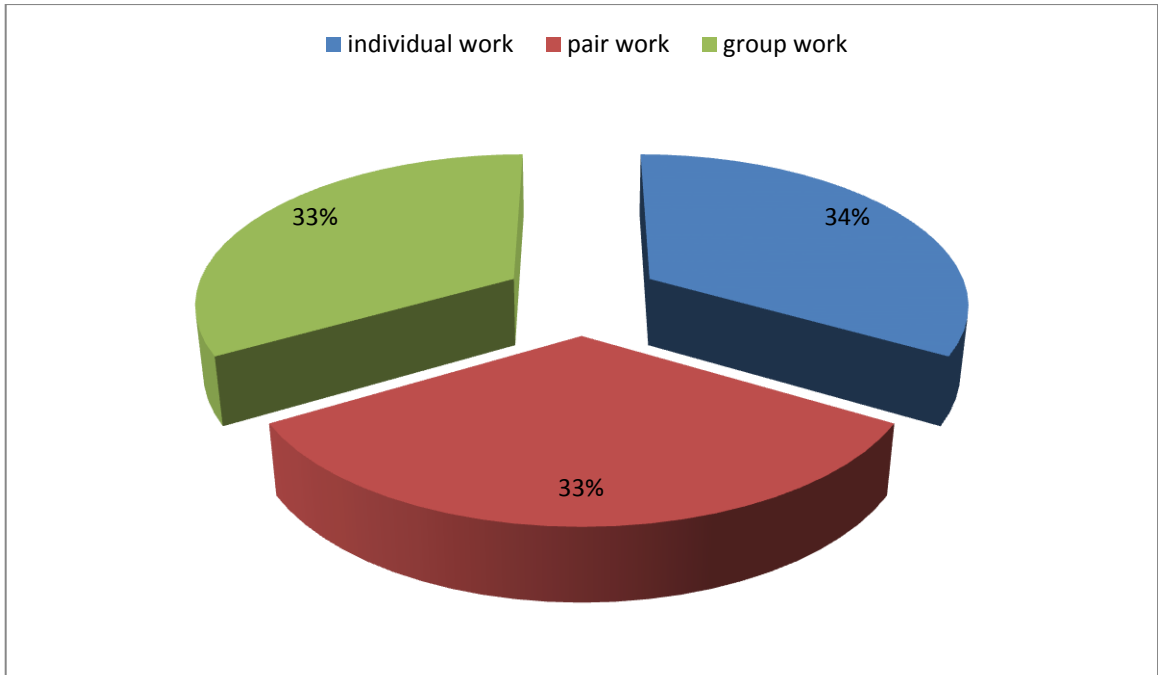


Figure 14: Management of the work

All the categories of classroom management are used equally when the teacher asks to do writing task. Sometimes, the task need to do it individually, but sometimes demand to work in pairs or groups all this according to the task.

19. The important component in correction

What is the most important component you focus in the correction?

	The format	The context	Total
Participant	1	4	5
%	20%	80%	100%

Table 15: Important component in correction

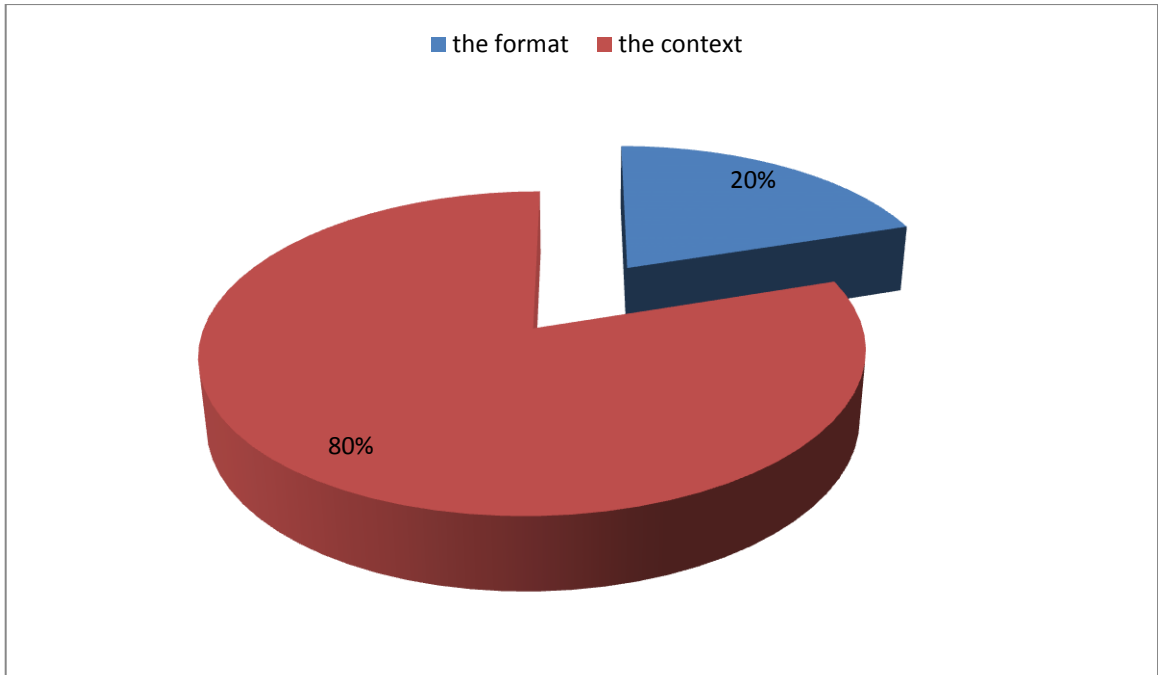


Figure 15: Important component in correction

Most of the teachers (80%) argue that the correction must focus on the context of the composition, however the rest (20%) for the format like the identification and the punctuation.

Justification

All the teachers choose context evaluation as important more than format because as they said it is the core to develop students' writing skill, and it includes the grammar, spelling, vocabulary and the meaning but the format is only an addition component. One of those teachers chooses the two components and she/he said that they complete each other.

20. If there any comment or adding about the writing under the competency based approach, please write them down:

The majority of the teachers declare that the writing tasks are not an easy task for the students for that they need more care and time to improve this skill. Also they trust on the effect of the Competency Based Approach on students' writing skill because they noticed the improvement during the year and the results demonstrate that.

3.4.2. Classroom Observation

The check list of the classroom observation contains 10 items which they help us to get more information about atmosphere in the classroom under the Competency-Based Approach.

Item 01: Way of Introducing the Activity

For the first criteria which is the way of introducing the activity or the warning up is by ask the students question related to the topic which is studied before in pre-reading stage. For example ask them for the types of events, shows them a relia a newspaper or pictures (see appendix 10), and gives them hints to guess the answer or ask them questions which related to the topic.

Item 02: The information about the task

Before any task the teacher must give some information about it to his/her students, for example when ask them to write an article she teach them how design an article such as format (indentation, capitalization), and gives them the information which should mentioned such as date, time and place of the event, also she focuses on the appropriate tense which should use in articles. However when she asks them to write a story, she focuses on the characters and sequences of events, and who they link together by the appropriate conjunctions. I can conclude all what I observe in 8 sessions, she gives them general information and the rest for them and their background.

Item 03: Controlling the work

Controlling the students during they work is rarely because the time is limited and when they are groups she revolves around them to answer on their questions or to check if there any spelling mistakes.

Item 04: Correction

After each task and when the time which gives to the students to do the work is over, the teacher ask one student from each group to stand up and read their piece of writing on the others, in same time the teacher draw a table on the board and evaluate the work according to the format/ content (meaning, grammar, punctuation), after gives them mark she put it in TD copybook. This technique motivate the students to work hard especially in classroom activities, however in home work choose someone randomly and ask him to present his/ her work and correct the mistakes by the teacher or even by his/ her colleges (see appendix 06, 07).

Item 05: Materials Use

The materials which used in the classroom are varied, for example the board is the most useful one, also the teacher use the text book very much (see appendix 8, 9), however she use extra handouts, she also use pictures and for example bring with here a journal to show them how the form of articles and read for them some article (see appendix 10).

Item 06: Time allocation

The time allocation is different from one task to another according to how long and how need time spent to answer it. For example the task of match the answers (see appendix 8) it needs only 5or 7 minutes, however the task which ask them to write another story, she gives them 20 minutes because she leaves to correct orally in the classroom.

Item 07: Students' Response to the Activity Used in the Lesson

We observe the students' response with tasks or the activities by asking the questions and when the students ask their teacher to correct their work individually, also when they correct to their colleague when they are read his/ her work.

Item 08: Students attention and interest

Students' attention and interest it appears when all the categories of interaction increase (teacher-student, student-student, student-textbook) also when ask more details for this task which show the students' interest.

Item 09: The objective of the main question

From the interest and the questions of the students we observe that the main questions are related to the task which given such the tense which use or how they organize their article. Some students ask about the meaning of some difficult words. Over all about what we observe according to the question are about more details to produce an excellent, meaningful and coherent piece of writing.

Item 10: Arrangement of the students

According to the classroom management, the teacher time to time use one type of classroom management as pair work or group work, or even individual this according to the task. But individual and pair work are the most useful ones more than the group work because when the teacher use it he/ she lose the control on his/ her students and increase the noise.

3.5. Discussion of the Results

From the analysis of both teachers' questionnaire and classroom observation, we deduced that most teachers use the Competency-Based Approach in teaching English as a foreign language because they agree that the CBA is more beneficial for learners . The majority of teachers ask their students to follow the writing process to avoid many problems because the process approach guides the pupils by its steps.

We also remarked the students do all the activities in the classroom; however , the teachers are as guide and controller, in other words he/ she gives them the information

about the task and she/he lets them do the rest of the work by themselves because the Competency-based Approach is learner-centered Approach.

All the fourth year pupils face problems in writing such as: grammatical, spelling or punctuation. After the classroom observation and the teachers' questionnaire, we conclude that all the foreign language pupils make mistakes in grammar, punctuation and even in spelling.

Most of the teachers agreed that two hours per week are not enough to develop pupils' writing skill because two hours certainly are not enough to vary tasks between rewrite, reorder, and write a paragraph or essay, in addition to correct all the pupils' mistakes.

Conclusion

In this chapter, we do believe that we have applied the suitable methodology which is normally used by most researchers in similar cases of study. We have begun the chapter by describing the aim and the population on which the research is based. Then, we presented a description of the data collection methods and tools which we have used including: teachers' Questionnaire, Classroom Observation. In the second part of the chapter, the researchers discussed the results obtained from the collected data used in this study. We have started by the analysis of the questionnaire which obtains the information we need it from the teacher about their opinion about the Competency Based Approach and if it helps their students to improve their writing skill; then, the classroom observation which is help us to observe the teaching writing under the Competency Based Approach how carried out in the classroom and how the students response with it.

GENERAL CONCLUSION

Many researchers and teachers confirmed that writing is a difficult task, especially to beginners. Learning to write in a language other than one's native language is an extended process. As any teacher knows, no teaching can possibly cover the full range of what students need to develop their writing skill.

The present study attempted to highlight the effect of the Competency-based Approach on teaching writing with particular reference to Algerian fourth year middle school pupils. The present research showed that writing is a difficult task and powerful tool for learning English as a foreign language. It is a skill that cannot be acquired but through formal instruction. That is why teachers need consider the teaching of writing with great care, especially for beginners who are involved, as is the case of our population of study. The Competency-based Approach, as a teaching methodology gives more care to the writing tasks.

The field investigation carried out by means of observation grids helped us to record the writing activities of fourth year class, at Ghamri Houssin Middle school in Biskra. Concerning the teachers, they are aware that the time spent in the Written Expression courses is not enough to develop good writing skills. Through their responses to the questionnaire, they showed a commitment to find more efficient ways of teaching the writing skill. The results came to prove our hypotheses that the majority of the students have writing difficulties, especially in punctuation, spelling, and grammar. However the teachers' questionnaire helps us to confirm our hypothesis that the Competency-based Approach is a useful approach at middle school and it helps the pupils to improve their writing skill.

The results presented at the end of the research aim to show the importance the Competency-based Approach in teaching writing; they also show the main students' difficulties and how the teacher helps them to solve these problems since they have an important final examination (Brevet d'Enseignement Moyen BEM).

This study faced many limitations in the process of the work such as the lack of the sources concerning the competency-based Approach and the lack of time which did not help us to achieve our investigation as it should be.

At the end of this research and the results concluded from the teachers' questionnaire and the classroom observation, we suggest some pedagogical implication to help both the students and the teachers such as to rise the writing expression time because two hours per week are not enough to develop students' writing skill and solve all the writing problems of each student , and to increase the individual work in the classroom to give the right evaluation for each student and the teacher becomes able to know each student and him/her writing difficulties to help his/ her to improve it.

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Appendix 01

<i>Area</i>	<i>Details</i>	<i>Remarks</i>
PREPARATION	<ul style="list-style-type: none"> • Objs: appropriateness(age, level, lesson) + clarity (teacher & PP) 	
	<ul style="list-style-type: none"> • Suitability of aids, materials and methods. 	
	<ul style="list-style-type: none"> • Suitability to the syllabus. 	
	<ul style="list-style-type: none"> • Timing: length of activities / stages. 	
	<ul style="list-style-type: none"> • T's knowledge of : structure, function, 	
	<ul style="list-style-type: none"> • Phonology, vocabulary. 	
CLASS MANAGEMENT	<ul style="list-style-type: none"> • Organization of furniture, ... 	
	<ul style="list-style-type: none"> • Giving instructions. (ICQ; Instruction Checking Questions) + Timing ... 	
	<ul style="list-style-type: none"> • Organization of group and pair work. 	
	<ul style="list-style-type: none"> • Discipline and control of "difficult LL". 	
	<ul style="list-style-type: none"> • Punctuality. 	
	<ul style="list-style-type: none"> • Register and record of work. 	
PRESENTATION	<ul style="list-style-type: none"> • Appropriate revision. 	
	<ul style="list-style-type: none"> • Introduction of new material. 	
	<ul style="list-style-type: none"> • Contextualization. 	
	<ul style="list-style-type: none"> • Explanation simple, accurate, appropriate 	
	<ul style="list-style-type: none"> • Questioning and eliciting. 	
PRACTICE	<ul style="list-style-type: none"> • Varied 	
	<ul style="list-style-type: none"> • Meaningful. 	
	<ul style="list-style-type: none"> • Interesting, motivating. 	
	<ul style="list-style-type: none"> • Individual, pair and group work. 	
	<ul style="list-style-type: none"> • Balance: accuracy vs. fluency 	
	<ul style="list-style-type: none"> • Monitoring. 	
	<ul style="list-style-type: none"> • Integration of 4 skills. 	
	<ul style="list-style-type: none"> • TTT vs STT. 	

AIDS	<ul style="list-style-type: none"> • Use of the course book. 	
	<ul style="list-style-type: none"> • Board: planning, timing, spelling, drawing, handwriting. 	
	<ul style="list-style-type: none"> • Other kinds of aids. 	
	<ul style="list-style-type: none"> • Effectiveness of chosen aids. 	
SENSITIVITY TO LEARNERS	<ul style="list-style-type: none"> • Awareness of PP's difficulties. 	
	<ul style="list-style-type: none"> • Control of language level. 	
	<ul style="list-style-type: none"> • Social & cultural factors. 	
	<ul style="list-style-type: none"> • Encouragement & praise vs. punishment. 	
	<ul style="list-style-type: none"> • Awareness of learners' differences (shy, dominant, naughty, ...) 	
CORRECTION	<ul style="list-style-type: none"> • Fair allocation of time to ALL PP. 	
	<ul style="list-style-type: none"> • Awareness of learners' errors and mistakes. 	
	<ul style="list-style-type: none"> • Appropriate timing for correction. 	
	<ul style="list-style-type: none"> • Who corrects? T, peer or self correction. 	
	<ul style="list-style-type: none"> • Reaction toward LL's mistakes: positive or negative. 	
FEED BACK	<ul style="list-style-type: none"> • How to correct? 	
	<ul style="list-style-type: none"> • Pupils' achievement(s)/ 	
	<ul style="list-style-type: none"> • Checking throughout the lesson. 	
T's QUALITIES	<ul style="list-style-type: none"> • How successful the lesson is. (or a part of the lesson) 	
	<ul style="list-style-type: none"> • Personality and presence. 	
	<ul style="list-style-type: none"> • Ability to establish rapport. 	
	<ul style="list-style-type: none"> • Voice. 	
	<ul style="list-style-type: none"> • Coping with unexpected situations. 	

Appendix 02

file = five (Six).

M54

Lesson : Reading and writing.

Aim: Reporting events (tragic - odd -) funny.
transforming news paper heading into articles.

Supporting materials: work sheets - Postcards -
test book (MS3 & MS4).

New Lexis: headings - tragic - odd - funny -

Warm-up:

* T shows a video a newspaper.

Articles:

Q₁: Do you read news paper? What type of newspaper
do you read?

Q₂: Which parts of them do you read most?
content of news paper.

Q₃: headings (headlines / titles) / articles / leading

I Pre-reading:

task ①: Lexis (whole - Clen) tragic -
odd - funny -

Stick Pictures on the wall and ask them to mark

II - During Reading:

task ①: Mark the readings with the articles

Worksheet N° 1: Pair work.

⇒ Correction.

task ②: Look at these headings (work sheet).
(What tense is used)?

* The present tense - "Before"

look at heading "Before"

q₁: when did these events happen?

* In the past. Look at the headings look at the verbs (in the present).

q₂: ⇒ what do you notice?

⇒ what is missed?

⇒ Are they short or long?

task ③: T writes the 2 headings of page on the BB
and asks the following q₁ q₂: 146.

q₁: Read the headings and find out - what is missing?
Look at the verbs.

T: starts the first heading (whole class)

Pair work: they do the same with second headings.

Post Reading:

task ①: asks what do you see on this picture (illustration)
what does represent?

It is taken from a newspaper article.

It represents the scene of an accident, just before. The accident occurred at 9:30, yesterday.

file : five

Level : M6Y.

Lesson : Read and Consider (follow-up).
Correction of the lesson writing newspaper articles

Warm-up = Review / Reading.

the difference between heading and sentences.

1) - school opens on schedule.

2) - survived on a plane crash last night.

* what is the difference between them?

* what is dropped / small sentences.
short phrases.

Presentation.

Correction of the H.W.

T : collects all the papers and take at random some of them,

SS : concerned to read their articles. (the whole class comments on the following points:

- the time / date / the place / the people
(person in the plane's as well as the event).

Appendix 03

PEOPLES DEMOCRATIC REPUBLIC OF ALGERIA
MOHAMED KHIDER UNIVERSITY OF BISKRA
FACULTY OF LETTERS AND LANGUAGES
DEPARTMENT OF FOREIGN LANGUAGES
ENGLISH DIVISION

Teachers' questionnaire

Dear teacher;

I am Benabelkader Hana, master two student at Mohamed Kheider University; and I am conducting a research about the effect of the competency based approach on the writing skill. One part of the research includes finding out how the CBA help the students to improve their writing skill. Please, help me to complete my investigation by answering those questions.

THANK YOU IN ADVANCE

Section one: Personal information

1. How long have you been teaching English?

.....year(s)

2. How long have you been teaching “written Expression”?

.....year(s)

3. Do you think that two hours pair week are enough for “written expression”?

Yes

no

4. Do you think that the “written Expression” programme you are teaching is rich enough to improve your students’ level in writing?

Yes no

5. If “no”, please, explain why

.....
.....
.....

Section two:writing skill

6. What is the approach you use to teach writing?

- a. The product approach
- b. The process approach
- c. The genre approach

7. Please, explain the reasons for choosing this approach

.....
.....
.....

8. What stage of the writing process is most difficult for your students?

- a. Generating ideas
- b. Writing first draft
- c. Revising
- d. Editing

9. Do you help your students when they write?

Yes No

10. If “yes”, do you help them to edit (you can tick more than one box)

- a. Content organization and punctuation
- b. Vocabulary
- c. Grammar

d. Spelling

Section three:the Competency Based Approach

11. Do you know what does “the competency based approach” mean?

Yes No

12. Do you use the competency based approach in your teaching?

Yes No

If “No”, which teaching method do you use and why?

.....
.....
.....

13. Do you think that the competency based approach helps you to teach writing

Yes No

14. How much do you think following the stages within the writing process will help your students to produce better composition?

- a. A lot
- b. A little
- c. Not at all

15. Do you ask your students to proceed through all the writing steps?

Yes No

16. Do your students follow all the writing stages?

Yes No

17. If “no”, please specify the stages which stages your students proceed (you can tick more than one box)

- a. Pre-writing
- b. Drafting
- c. Revising
- d. Editing

18. How do you manage your work in writing tasks in the classroom?

- a. Individual work
- b. Pair work
- c. Group work

19. What is the most important component you focus in the correction?

- a. The format
- b. Context

Please, justify:

.....
.....
.....

20. If there any comments about the writing under the competency based approach, please write them down:

.....
.....
.....

THANK YOU FOR YOUR COLLABORATION

Appendix 04

Checklist of classroom observation

Session n°:course:

Topic :

time & date :


Level :

school :

Criteria	Description/Comment
Way of Introducing the Activity	
The information about the task	
Correction	
Controlling the work	
MaterialsUse	
Time allocation	
Students' Response to the Activity Used in the Lesson	
Students attention and interest	
The objective of the main question	
Arrangement of the students	

Appendix 05

SEQUENCE THREE



A

Mary, from Clare Comprehensive School was a lucky girl yesterday. She was hiking in the mountains with her climbing club. Suddenly she fell into a hole. She survived to tell her story. "When I reached the bottom of the hole", says Mary, "I looked up. My friends were standing near the hole. They were shouting to me and saying "Keep cool!" I was climbing up the hole when I saw a gold necklace."

B

Emma Bridgewater, 14, was leaving a disco last night when she saw smoke coming from one of its windows. Emma didn't panic. She first phoned the fire brigade and then went back very quickly to the disco to sound the alarm. Emma behaved heroically. She saved many teenagers from death. "She really deserves an award for her courage", said the Head of the Fire Brigade.

C

Jack Smith, 15, was training with his team, when he broke his leg. Jack is afraid that he won't play football again. But ...

D

Maya, 14, from Kensington School, had a lucky escape yesterday! She was preparing her homework when a fire broke out in her room. Luckily, her dog was with her. ...

Appendix 06

⊗ WRITE IT OUT

Choose one of the headlines below and write an article of 6 to 8 lines about it.

PLANE CRASHES ON PLAYING GROUND

HEADMASTER DIES ON RETIREMENT DAY

KID OF 14 WINS PRIZE

DEAD WHALE FOUND ON BEACH

MAZ RI
Kasut her
4AM₂

Monday, April. 06. 2015

H.W 3 1:

Dead whale on Pacific Beach.

A Dead whale was found in Pacific beach this week. The dead whale washed up at Pacific beach and has become an unlikely tourist destination. The whale is believed to be over 50 feet in length. This whale is still churning for sharks even though it's on the beach.

A headmaster died in his retirement day

Monday, July 10th, 2012 was the date when the tragic happened, at 10:00 a.m. a headmaster died due to a fire at his house caused by his wife who forgot the cake she was baking for her husband in the oven at a high temperature, she said she was baking it as a gift for his retirement day but instead of celebrating with joy she shed the tears of sadness and guilt claiming the death of her husband was her fault.

and went out ←

Appendix 07

A cinderella story.

Once upon a time, there was an unhappy girl who lived with her father, stepmother and her 2 stepsisters. Her father don't live with them because of his work. Her life was so miserable, there was so much pain in her heart, because her step mom forced her to be their maid, all the nice stuff were for the step sisters, she only wear made outfits, and they call her cendrilla.

One day the prince decided to throw a ball, the mother heard the news, so she went out with her daughter to buy new dresses and she abandoned cendrilla from going to the ball. Cendrilla stayed at home crying all alone, suddenly a witch appeared and waved with her one at her and cendrilla changed to a beautiful princess and went to the party. When she arrived all the people were looking at her specially the prince, they danced all night long. It was 12 cendrilla has to go back, the prince followed but he didn't found her, he only saw her shoe. In the next morning, he wake up, his thought was only for cendrilla, he looked for all over the town till he found her, and they lived happily ever after.

Appendix 08

Reading Worksheet

Level : MS4

File : Six

Reading and Writing

Snow White and The Seven Dwarfs

Task one : Match the following terms with their right definitions :

Terms	Definitions
<i>Fairy tale</i>	Old, popular story which may be true or not
<i>Fiction</i>	A story about an imaginary creature with magical power
<i>Fables</i>	Type of story which is about imaginary characters and events not real people and facts
<i>Legend</i>	A fictitious story with animals characters to enforce some useful truth

Task two: Look at the coverpage on page 156 and complete the following table :

The authors	Title of the book	Publishing house	Story	characters

Appendix 09



READING AND WRITING



③ Re-order the sentences on the next page into a coherent paragraph by writing letters a-h in the box below. Then check your answer to exercise 2 above.

Order of sentences	1	2	3	4	5	6	7	8
Letters								

a. The king soon married another wife, who was very jealous of the princess's beauty.

b. One day when the queen went to consult it as usual, it told her that her stepdaughter was fairer than her.

c. The queen died when Snow White was just seven years old.

d. The new queen had a magic mirror, which could foresee the future and talk to people

e. As Snowwhite grew up, she became fairer than her stepmother.

f. As they were travelling to the forest, the princess begged the servant to save her life.

g. As soon as she heard this, she ordered one of her servants to take her to the forest and kill her.

h. The servant took pity on her. So he decided to leave her alive in the forest.



Appendix 10

