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**Writing in English: Towards a
Genuine Application in the
Competency-Based Approach**

By

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**Ecrire en Anglais: Vers une
Application Réelle de l'Approche
par Compétences**

Par

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1. Learning Approaches used in the Algerian High School

- Audio-lingual method
- communicative approach
- Competency-based approach



2. WRITING IN HIGH SCHOOL IN ALGERIA

- ✗ form-focused
- ✗ EFL teachers, in particular, view themselves as language teachers rather than writing teachers.
- ✗ Compositions are seen as products to be judged solely for the assignment of grades.
- ✗ Heavy emphasis is put on examination as the only yardstick for measuring academic achievement



3. STATEMENT OF THE PROBLEM

- ✘ Writing is one of the biggest challenges for many Algerian students throughout their academic life in higher education.**
- ✘ Teaching it tends to be a much neglected part of the language programme in both middle and secondary education in spite of the reform.**
- ✘ Writing is also a complicated cognitive task because it is an activity that demands careful thought, discipline and concentration.**

3. AN APPROACH FITTING THE COMPETENCY-BASED APPROACH

- ✘ The process genre approach is cognitive, problem solving and social constructivist in that it encourages the students to construct new knowledge through social interaction.
- ✘ This is corroborated by Entwistle and Entwistle (1991: 19) who view learning as “a social activity either in an intellectual or professional context and suggest that a deep approach can be fostered when students are given the opportunity to discuss their work with other students in their small ‘intellectual community’”.



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- ✘ This social-cognitive approach promotes learners' intellectual abilities among them critical thinking as it is advocated by the CBA.

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- ✘ There are a number of studies (Badger and White (2000; Cheng, 2008; Lee *et. al.* (2009); Kim and Kim (2005); Gao (2007), Voon Foo (2007 Nihayah (2009)) that show how this social-cognitive approach to teaching writing can be translated into classroom activities with beneficial results.



AIM OF THE STUDY

This study aims to prove that the use of a writing approach which fits the Competency-Based Approach to teaching and learning would enable learners to develop their written productions.

RESEARCH QUESTIONS

- ✘ 1. Does teaching writing in high school fit the reform?
- ✘ 3. What is the writing approach or approaches which fit CBA?
- ✘ 4. What effects would the process genre approach have on students' writing in terms of accuracy, fluency and organization?



HYPOTHESIS

- ✘ Students who receive instruction according to the process genre approach would better develop their writing in terms of accuracy, fluency and organization.

4. METHODOLOGY

- × This research can be considered as quantitative because of the use of two structured questionnaires and the quasi-experimental design

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PARTICIPANTS



- ✘ a questionnaire was administered to a sample of 180 third- year students in Driss Omar High School ($n= 180$)
- ✘ and another one to the four teachers in that school ($n= 4$). In addition to that,
- ✘ a sample of thirty students ($n=30$) from the same population was taught writing according to the process genre approach.



DATA GATHERING TOOLS

- ✘ **A structured questionnaire to third year students**
- ✘ **A structured questionnaire to teachers**
- ✘ **Pre and post-tests**



THE TREATMENT

- × **1. Preparation**
- × **2. Modelling and reinforcing**
- × **3. Planning**
- × **4. Joint construction**
- × **5. Independent construction**
- × **6. Revision**



2. RESULTS OBTAINED FROM THE DEPENDENT T-TEST ACCURACY

N	Tests	Mean	S/Deviation	T-test	Critical value	P-value
	Post-test	0.40	0.45			
30	Pre-test	1.30	0.21	1.99	1.69	0.05
	Difference	- 0.90	- 0.24			

FLUENCY

N	Tests	mean	Standard Deviation	T-test	Critical value	P-value
	Post-test	14.81	0.36			
30	Pre-test	10.73	0.15	2.93	1.69	0.05
	difference	- 4.08	0.2 1			

ORGANIZATION

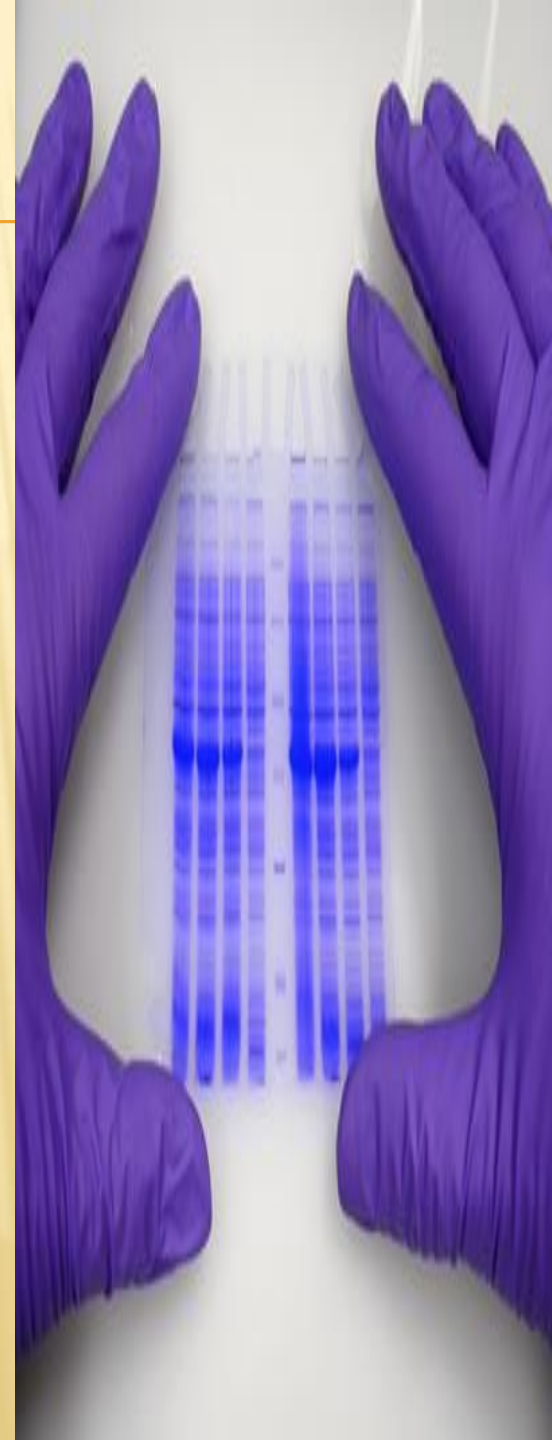
N	Tests	Mean	S/Deviation	T-test	Critical value	P-value
	Post-test	3.83	0.38			
30	Pre-test	1.55	0.34	3.05	1.69	0.05
	Difference	2.28	0.04			

THE RESULTS

- ✘ 1. The results obtained from both questionnaires:
- ✘ confirm that writing is neglected in this level.
- ✘ It is form focused and just used as home work activities to be graded.
- ✘ Teachers lack theoretical knowledge of both the CBA and writing approaches
- ✘ Much concern is given to the bac exam rather than to the development of learners' writing abilities

Thus,

- ✘ teacher training is required either in theory or in practice and
- ✘ writing needs to be taught in order to promote learners' writing abilities.



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- ✘ Descriptive and inferential statistics confirm the success of the treatment

CONCLUSION AND IMPLICATIONS

- ✘ The results drawn from this study confirm the effects of the Process-Genre.
- ✘ This approach enhanced students writing in terms of accuracy, fluency and organization as proved by descriptive and inferential statistics.
- ✘ On the one hand, the Genre Approach enables learners to understand different genres through direct and explicit techniques.
- ✘ The good influence can be identified in the enhancement of their participation in speaking and writing in joint construction and then in individual construction.

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- ✘ This approach offers the learner the opportunity to develop not only his linguistic competence, but also critical thinking through meaningful activities such as reading, questioning, classroom discussion, and written assignments, including revision and feedback;
 - ✘ Students gained much self-confidence and developed different writing strategies enabling them to produce more accurate, fluent, and organized paragraphs.

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- ✘ However, the implementation of such an integrated approach requires some preparation, not only in designing classroom activities that meet students' needs, but also in creating a relaxing atmosphere facilitating their engagement in learning by doing as advocated by the CBA and thus enabling them to develop their writing abilities.

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- ✘ Summing up, this approach can be used in teaching writing in the Algerian school, as it fits the requirements of the reform, in order to train learners before coming to the university where they cannot be good achievers without being able to write.

THANK YOU FOR YOUR ATTENTION

MERCI POUR VOTRE ATTENTION