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An exploratory study on the Impact of the Competency Based Approach on Scaffolding Middle school Pupils' writing:

A Case Study of fourth Year Pupils at Brahim Ben Hami Middle School El-Alia, Biskra

A Dissertation Submitted in Fulfillment of the Requirements for the Master Degree in Science of the Language.

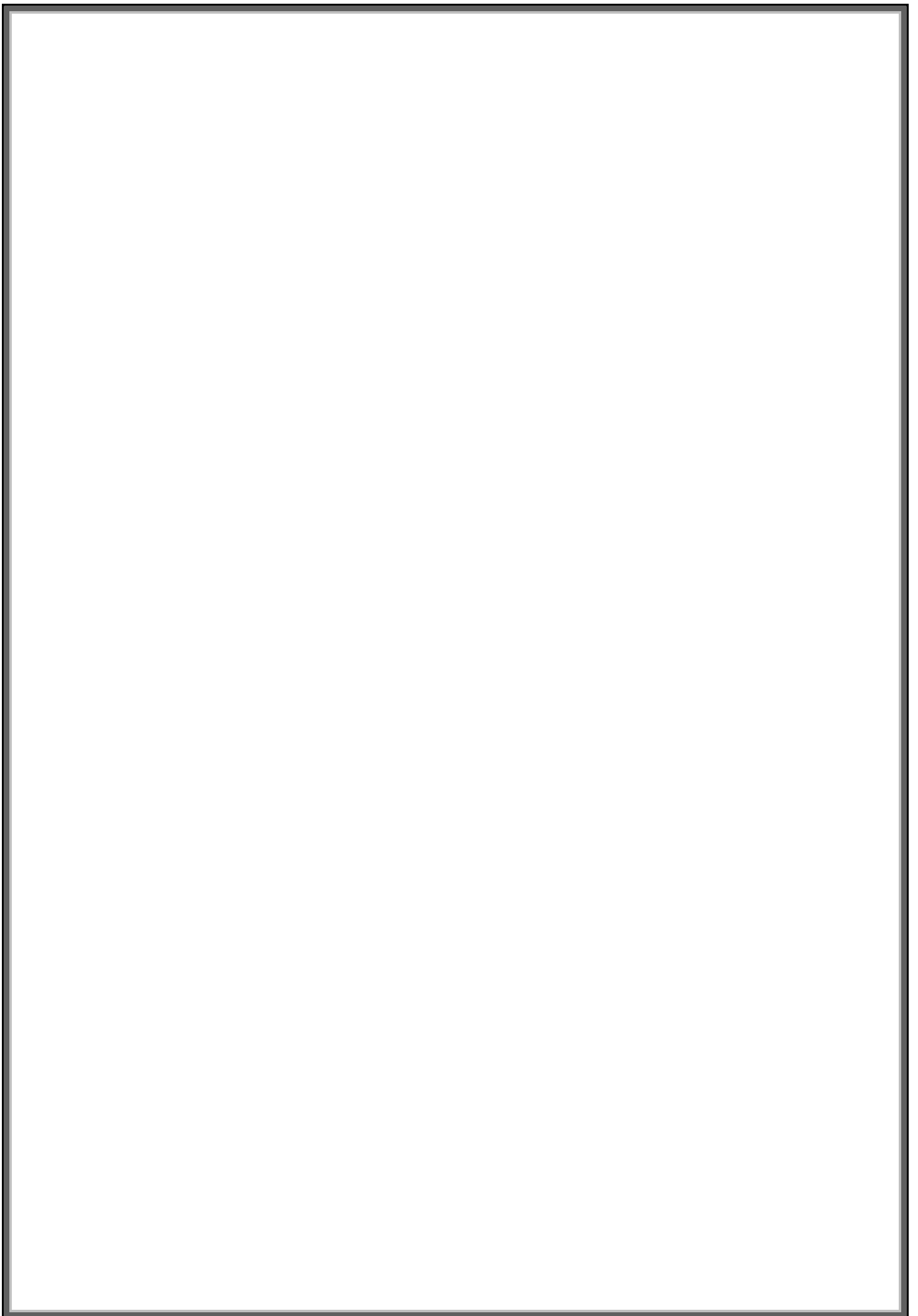**Supervisor:** Dr.Saliha CHELLI   **candidate:** Hadjer Ben Alia

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Dedication

This work is dedicated to:

➕ *To the holy land of Palestine ….to the capital of Islam*
…… to Al-Quds I first dedicate my humble work

➕ *To my mother, father ,my Grand mother and my friends*
" the big boss Ala, Zahra ,Linda , My leader Madam
Nadia , my beloved friend Sara and Mabrouka".

➕ *I would like to express my deepest thanks to my beloved*
Palestinian friends for their constant love and endless
support .

Acknowledgments

First and foremost praise be to Our Lord, Allah

" In The Name of Allah, The Most Gracious, The Most Merciful

"Exalted is He who took His Servant by night from al-Masjid al-Haram to al-Masjid al- Aqsa, whose surroundings We have blessed, to show him of Our signs. Indeed, He is the Hearing, the Seeing." Surah Al-Isra [17:1] - Al-Qur'an al-Kareem

Abstract

Teaching writing to middle school pupils under the newest educational reforms in the Algerian schools remains crucial. This is due to the difficulty of the process of writing. This study attempts to explore the impacts of the Competency – Based Approach on scaffolding fourth year middle school pupils' writing proficiency in Brahimi Ben Hami middle school at El-Alia. Bsikra. The assumption is based on the attempt that the teachers' assistance and support using the principles of the Competency Based Approach would improve pupils' writing in terms of accuracy. In order to test the hypothesis that says the Competency Based Approach have an impact on scaffolding fourth year middle school pupils' writing in terms of accuracy. The school contain ninety-nine (N :99) pupils of fourth year. A convenient sample of fifty pupils . The first surveyed classroom contains thirty three pupils (N:33) and the rest surveyed population of pupils were from the class which contains twenty seven pupils (N:27) were selected to make the number of the sampling population representative . In the other hand, the number of teachers at Brahimi Ben Hami middle school were only three and this number is was not representative. Consequently, we have investigated other ten teachers from other middle schools in El-Alia. This exploratory study was carried out by the administration of two questionnaires, one for thirteen teachers of English at various middle in El-Alia.Bsikra, and the other one to a non-probable sampling of the fourth year pupils (N:50) to check the relationship between the implementations of the Competency Based Approach at the middle school and scaffolding the pupils' writing production. The findings revealed from the data collected indicate that the Competency Based Approach have an impact on scaffolding middle school pupils' writing in terms of accuracy because they start working on improving accurate pieces of writing at very early stage with the help of the teacher under a well-organized teaching strategy, they can learn grammatical structures ,vocabulary , and strengthen the sematic abilities. Finally, the results achieved from this exploratory study can pave the way to further experimental studies.

List of abbreviations

CBA: Competency-Based Approach

CBE: Competency-Based Education

CBI: Competency –Based Instruction

CBL: Competency-Based learning

CBLT: Competency-Based language teaching

CBP: Competency-Based Programs

EFL: English as a foreign language

ELT : English language teaching

MS: Middle School

PBA: performance –Based Approach

ZPD : zone of proximal development

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General Introduction

Introduction

1.Statement of the Problem

   Despite of all the changes that have been undergone in the Algerian Educational system , teaching writing remains traditional because the English Foreign Language (EFL) teachers focus on teaching the language rather than its skills . In Biskra middle schools and more precisely at Brahmi Ben Hami middle school in El-Alia, The fourth year pupils face a difficulty to produce an accurate piece of writing whether it is a paragraph, an exam written expression or a project work assignments.

   First, according to "the educational objectives" middle school teachers are supposed to get the learning and the teaching process integrated with the pupils' real life situations. That is, the support provided by the teacher will immerse the pupils in the community of practice mainly the skill of writing which requires an individual effort from the pupil, a considerable and constructive support from the teacher.

   Second, developing an accurate piece of writing is a difficult process for an intermediate pupil because it requires a systematic strategy, enough amount of time for practice and fruitful feedback by the teacher. Middle school teachers play an important role in preparing a competent young writer. They have to provide the pupils with enough understanding of the process of writing, and how the simple sentence is correctly structured grammatically and semantically?

   Finally, the significance interaction between the teacher-pupil and the pupil – pupil should have an important part during the process of writing. The collaborative work during generating ideas, planning an outline, drafting and revising helps the pupils to achieve better results.

   Hence, the main purpose of this study is to investigate the relationship between the implementation of impact of the competency Based approach on scaffolding the fourth year pupils writing in terms of accuracy.

2. Aim of the study

   The present study has been designed to explore the impact of the Competency based approach on scaffolding middle school pupils' writing competency for some reasons. First, the Competency based approach should be surrounded by an instructional technique that focuses more on creating independent and self- motivated writers, and EFL teachers are

supposed to provide enough support and guidance to facilitate the task for the pupils. Thus scaffolding the pupils' writing proficiency is an instructional technique that seen to be helpful to guide pupils to be more independent and competent writers. Finally , we will investigate the relationship between those two variables in order to explore the impact of the Competency based approach on scaffolding fourth year pupils' writing , and to pave the way for further studies.

3. Research Questions

The objectives of the investigation are guided by the following research questions:

1- Would the implementation of the principles of the Competency Based Approach have an impact on scaffolding middle school pupils' writing in terms of accuracy ?

2- The implementation of the principles of the Competency Based Approach might influence middle school pupils' writing in terms of fluency ?

3- What impacts would the implementation of the principles of the Competency Based Approach have on moving school pupils' writing into more accurate pieces?

The research question :would the implementation of the principles of the Competency Based Approach have an impact on scaffolding middle school pupils' writing in terms of accuracy ?

4. Hypothesis

1. Hypothesis 1:

It is hypothesized that the use of the Competency Based Approach have an impact on scaffolding middle school pupils writing n terms of accuracy.

The current dissertation carries one main hypothesis that describes the relationship between the independent variable" the impact of the competency Based Approach, and the dependent variable "Scaffolding" to test whether to accept or reject it.

5. Methodology

This study is a mixed research ,we tend to explore the impact of the Competency Based Approach on scaffolding middle school pupils' writing figuring out the relationship between the principles of the Competency Based approach and scaffolding competencies mainly the writing skill. We carried out an exploratory study to investigate a new angle in teaching writing at the Brahimi Ben Hami Middle school ,and then to decode if the study is worth carrying out in more detailed research. In the descriptive phase we have outlined the teachers' experiences in teaching under the principles of the Competency based approach trying to understand how they follow its principles in order to investigate the impact of implementing the principles of the CBA on the pupils' writing skill .And the pupils' understating of the approach and their experience in writing . At the interpretive phase , we have outlined the interpretation of the surveyed population using charts analyzed using percentages to illustrate the results that we have reached after posting the questionnaires.

6. Population and Sampling

Our interest have been oriented from the beginning to explore and report the impact of the Competency Based Approach on scaffolding the fourth year Middle School writing proficiency in terms of accuracy. For sampling, we opted for a convenient sampling (non-probability sampling) thirteen middle school teachers(N:13) and fifty pupils from fourth year classes(N:50).The surveyed population belong to the same region of Biskra " El-Alia".The population will help us to identify whether the principles of the Competency Based Approach that are implemented in Brahimi Ben Hami middle school have an impact on moving pupils towards stronger independence with the guidance of adults or teachers (scaffolding) or not.

7. Data gathering tool

The current study aims first at exploring the impact of the Competency Based Approach on scaffolding middle school pupils' writing .As a researcher and to obtain the targeted aims; we opted for a descriptive-interpretive research method . First, we have used a kind of mixed research tool to test the hypothesis ,so we have conducted a combination of closed-ended and

open-ended questionnaires (semi-structured).Two semi structured questionnaires have been designed , piloted, re-administered and analyzed. Since we have used only one gathering tool, we were cautious to have the attention of the participants while answering the question-items, which were simple, direct, and specific. Furthermore, we began with closed questions, with boxes to tick, and scales to rank, then we ended the questionnaires with open questions for more detail responses. Finally, after a two weeks of preparing the question-items and consulting the middle school teachers, we have distributed the questionnaires ;one to middle school teachers (thirteen teachers from various schools to get representative results),and the other one to fourth year middle school pupils (fifty pupils). Objectively, we had explained to the potential respondents our objectives and the method of the completion of the questionnaire without patronizing the respondents.

8. Structure of the Dissertation

This dissertation is presented in three chapters divided into two parts. The first tow chapters are devoted to the theoretical framework. The Competency based approach to teaching English is the independent variable in this study. Scaffolding middle school pupils writing achievement which represents the dependent variable. The relation between those chapters led to the practical phase in this research.

The first chapter, entitled " An overview on the Competency based approach". It consists of the most important sequences and sub-sequences related to the Competency based approach starting by English language teaching methodological context, the definition of Competency based approach , the notion of competency , background to Competency Based Approach, characteristics ,Auerbach's 8 Key Factors ,and the implementation of the CBA according to Richards and Rodgers 'taxonomy.

The second chapter, "Scaffolding middle school pupils writing achievement" this chapter contains the coming sequences: the definition of scaffolding, theories of learning development, instructional scaffolding, scaffolding literacy, difficulties with writing and spelling ,the writers' work shop , and the usefulness of scaffolding as a teaching strategy.

The third chapter, "Interpretation & Data Analysis" describes the methodology of the study , population and sampling, objectives of the questionnaire , the structure of the questionnaire,

the data analysis and discussion of the results. Finally, a general conclusion on the findings and the recommendations for further studies.

Chapter One:

An overview on The Competency based approach

Introduction

Introduction

Current approaches to teaching English as a foreign language focus more on the pupils' competencies and try to solve educational issues using real life situations. The Competency – Based Approach is one of the educational reforms during the recent century , many non-native English societies opted for it . In 2003; the Algerian Ministry of education have adopted this alternative system of instructions to develop a set educational values ,to realize the academic expectations , and to integrate the pupils' competencies with real life tasks . Throughout this chapter, we shall tackle the various aspects of the Competency based approach to teaching English as foreign language which represents the independent variable that exists to determine its effects on the dependent variable.

1.1 Competency based approach

Competency Based Approach is one of the school reforms that came as an alternative to overcome the structural weaknesses that have been criticized. Chelli, (2010) asserted that it a systematic approach relies on the pupils' competencies, and how to develop those competencies regardless to how long the process of teaching will take time. The core issue of the Competency Based Approach is the notion of competency which is a set of skills, attitudes, and behaviours of the EFL learners towards acquiring the foreign language. Students will use their individual capacity to carry out a successful educational career. Finally, the Competency based Approach is designed to give more emphasis on the learners' competencies that are enhanced to enable the foreign language leaner to participate successfully in society.

1.1.1 English Language Teaching(ELT) Methodological context

Prior to the twentieth century, teaching methodologies developed as linguistics develop. Traditional approaches focused more on the input of the language learning. They gave more attention to the content, the structure, and memorizing the grammatical roles using techniques like translation, repetition, and drilling without considering the complex connection between intervening factors such as: social demands, institutional resources, instructional effectiveness and the learners' needs.

Historically; the notion of the competency based education was first introduced in the USA in the late 1960's. It is a way for learners to make progress towards degrees based on what they know and what they are able to do with language. The critical difference in implementing the CBA is that it focuses on the outcomes which represent a real opportunity to improve the educational movement.

According to Richards & Rodgers (2001)." Competency-Based Language Teaching (CBLT) is an application of the principles of Competency-Based Education to language teaching."(p.141). In education, any programme that doesn't fundamentally start from the relation between time and learning ; probably will not fit the educational goals which focus on the pupils' outcomes regardless the amount of time spent , therefore the CBLT allows students to learn the material at his/her own pace.

1.1.2 Definition of the Competency Based Approach

Competency based approach is a recent approach to teaching English as a foreign language; it focuses on the students' competencies that are needed inside and outside the classroom regardless to how much time it take. The focus on competencies or learning outcomes underpins the curriculum framework and syllabus specification, teaching strategies and assessment (Richards and Rodgers, 2001,p.144).in which educationalists use authentic materials to solve problems using real-life tasks. Furthermore, teachers integrate those skills to help pupils to achieve educational goals "It seeks to teach language in relation to the social contexts in which it is used". (Richards and Rodgers, 2001,p. 143).By comparison to the traditional approaches; the Competency Based Approach is based on the assumption of teaching the language in its social context the focus is on the learning outcomes.

Chelli (2012,p.46) stated that:

> "The CBA has become a privileged topic in curriculum discourse as it
> claims that learners should mobilize their values, knowledge, skills,
> attitudes and behaviours in a personal and independent way to address
> challenges successfully. Challenges are present everywhere, and they
> can be academic, but also practical and life- oriented The CBA in
> education and learning requires a focus not only on input but also on
> outcomes or results"

This alternative approach to teaching English as a foreign language became a positive agent of change because it carries a set of instructions that immerse the pupil in tasks designed around the leaners' values, knowledge, skills, attitudes and behaviours, preparing them to perform effectively and successively in-side and out-side the classroom. Under the instructions of the Competency Based Approach ,pupils are engaged in challenges related to real-life tasks to determine academic expectations . Finally , the main focus of such an approach is based on the learning outcomes that reflect the learners' competencies not only the learning inputs provided by the teacher solely.

1.1.3. The notion of competency

Bowden ,(2004,p.6). competency as" a term, which derives from competence, and it constitutes its diminutive". Therefore, Competency refers to the learner's demonstrated skills, knowledge and behaviours. In the Algerian Guideline for Teachers of English" the term competency is defined as "the ability to do something well. A skill, an ability that we need in particular job for a particular task .The competency is a know – how – to do .It integrates capacities ,skills and knowledge."(pp,4).

Ameziane (2005:12) defines the term 'competency' as "a system of conceptual and procedural parts of knowledge organized into schemes that help identify a problem task and its solution through an efficient action within a set of situations"

Chelli (2012:42) set that:

> "The concept 'competency' can be used in different fields, but while dealing with language learning, it is communicative language competence which is dominant in communicative language teaching and which includes a set of competencies to develop to make learners proficient."

In other words, the notion competency is a wide concept refers to the capacity of the individual student to perform tasks adequately and successfully, and it can be developed through the activity of both rules of grammar and rules of language appropriate to a given context consequently; this is the essence of communicative language competence

1.1.4. Background of Competency Based Approach

Traditional approaches to teaching English as a foreign language focused on the learning inputs the assumption is that improving syllabuses, materials, and activities or changing the role of learners and teachers, more effective language learning will take place. Richards and Rodgers (2001, 141) .Whereas the educational movement that comes later put more focus on the learning outcomes. Any educational reform should be based on pedagogical values that are required to achieve fruitful results by the end of the curricula.

From a conceptual perspective, the terminologies used to refer to the Competency Based Approach utilized by educationalists are various, and they refer to the approach that integrates the curriculum finalities with the learners' competencies. Bashar(2013, 68) highlighted that the stakeholders use various concepts to refer to the pedagogy that takes learners' abilities and skills as the target of the teaching –learning process.According to Bashar .A, (2013, 68).the Competency –based approach may count for : "Competency Based Education (CBE),Competency –based Education and Training (CBE/T), Competency-Based Approach (CBA), Competency-Based learning (CBL), Competency-Based Instruction (CBI), Competency-Based Programs (CBP), and Competency-Based Language Teaching (CBLT)". In addition to those concepts the Competency Based approach can be used interchangeably with the Performance Based Approach (PBA)"

These umbrella terms may refer to a particular categorization of the concept of competency within the context of education. For example, the notion of Competency Based Education (CBE) which was first introduced in the US in the 1970's referring to an educational reform that advocates defining educational goals in terms of precise measureable descriptions of the knowledge, skills and behaviours students should possess at the end of a course of study .

Richards and Rodgers(2001,p.141) ,and the concept of competency based language teaching (CBLT) refers to the application of the principles of the CBE. Advocates of CBLT see it as a powerful and positive agent of change .Richards and Rodgers (2001,p.42). More precisely, the CBLT is based on a functional perspective .It puts much emphasis on the life skills and assesses learners performances. Chelli(2012) pointed out that" the CBA is an outcome-based instruction" .The outputs are shared and known by both teachers and students ,and they are specified in terms of behavioural objectives so students know exactly what behaviors are expected of them(Auerbach,1986). From the early beginnings of the Competency –Based Approach , it has been seen as a teaching approach that will improve the quality of the

learning outcomes because it revitalizes the teaching opportunities and the training programs.

Docking (1994,p. 1) stated that:"Competency-based approaches[…]the quality of teaching and student learning will be enhanced by the clear specification of expected outcomes and the continuous feedback that competency-based assessment can offer" . Not only the quality of assessment will be improved, but the quality of teaching and student learning will be ameliorated through this criterion-referenced approach .

1.1.5. Characteristics of Competency Based Approach

The most important characteristic of the Competency Based approach as teaching system is it demonstrates the pupils' competencies and progress regardless of how long the process of learning takes time. In other words, the Competency Based Approach gives more importance to the process of learning rather than time. In the same context, scholars believe that the Competency Based Approach differ from the structural approaches that focuses on the learning inputs such as syllabuses, materials, and activities rather than the pupils' competencies. Deborah (2014) .claims that traditionally, educational curricula are based on content areas structured by courses, credit hours, and students' learning outcomes vary based on how much they learn in a given amount of time whereas the competency based approach programmes start with a well-defined learning outcomes and then finish with analysis of how to scaffold learning activities towards achievements of these outcomes.

In the Algerian pedagogical context, Chelli(2012,p.48)highlighted that " the CBA is characterized by some features that help society to integrate in modernity .Thus, the CBA is considered as action –oriented in that it encourages learners to be effective components. It is problem – solving approach engages the learners in situations that test and check their capacity to deal with such problems and overcome the communication breakdowns. Then it is social constructivist it regard learning as occurring through social interaction. Finally, the CBA is a cognitive approach; it is indebted to bloom's taxonomy. "In that , the Competency Based Approach is characterized by functional and interactional perspectives which encompasses socio-constructivist theory through which the classroom knowledge is socially constructed using problem –solving techniques that resolves communicative breakdowns to achieve educational goals.

1.1.6Auerbach's 8 Key Factors

According to Richards and Rodgers' classificationof the notion of approach ,and mainly the concept of design, Auerbach's(1986,p. 414–415) has set eight key factors andessential elements that can develop syllabuses basing on the pupils' needs and competencies. To start with, a focus on successful functioning of society to enhance the pupils' self-autonomy and to enable them to rely on their capacities. Second ,a focus on life skills language is taught using real life tasks that help the learner to improve a set of functional and interactional competencies. Third, task or performance-centered orientation, the Competency Based Approach has an outcome based orientation in that it is based on the learners' behaviours and how well learners perform during and after the process of learning. Fourth, Modularized instruction ,the learning objectives are subdivided in way that is clear , meaningful and manageable to fit the teachers' and pupils' progress. Fifth, outcomes that are made explicit a priori to help learners know what is expected of them. Sixth, continuous and ongoing assessment, pupils are assessed and evaluated before and after they get the instructions to see whether they have achieved the desired objectives or not. Seventh, demonstrated mastery of performance objectives, assessment is based on the ability to demonstrate behaviours rather than a set of complex and structural activities. Eighth, individualized, learner-centered instruction in that the learning objectives are set according to the pupils' needs. To sum up , "Auerbach (1986) provides a useful review of factors involved in the implementation of CBE programs in ESL, and identifies eight key features" Richards and Rodgers(2001,p.145) , in other words these eight key factors can help the English Foreign language (EFL) teachers to apply the Competency Based approach programmes easily and for a successful teaching career.

1.1.7.Anthony's classification of the notions " approach, method and technique"

According to Anthony,E (1965)model there are three main concepts to classify the language teaching methodologies that are arranged hierarchically . First, approach " is a set of correlative assumptions dealing with the nature of language and the nature of language teaching". It is an axiomatic term built on two main things :the nature of language "theory of language" in that language d described from various views structuralism, interactionalism, and from a communicative view . And the nature of language teaching and learning which is

based on the psychological perspective (behaviourism, and cognitivism views). Second , method or procedure it is described as the level at which the theory of language is put into practice , and at which choices are made about particular skill to be taught. Third, technique "is implementation –it is the level at which classroom procedures are described." This model represents a well – organized proposal for the language teaching methodologies.

 Another model has been proposed by Richards and Rodgers the difference is on the arrangement of the lexis. They used the term method as an initial in the classification and t is subdivide into: approach, design, and procedure. To start by, approach it is based on the theory of the nature of language and the theory of the nature of language teaching and learning. Then ; the term design which carries a set of general and specific objectives of the method, it contains the syllabus model types of learning and teaching activities the learners' role and the teachers' role . Finally, procedure which contains the classroom techniques ,practices and behaviours.It also involves the resources for example time space and equipment used by the teacher, interactional patterns observed in the lessons and finally tactics and strategies used by the teacher and the learner when the method is being used. This short overview can make the English language Teaching Methodologies more clear and well arranged.

1.1.7.1The implementation of the Competency Based Approach in the Algerian middle schools according to Richards and Rodgers' taxonomy

   After the emergence of Global English, it become an interest for the non-native communities to be a part of the world English The foreign language teaching policies around the world, and mainly in Algeria felt that need ,so they shared the educational reforms basically the implementation of the competency based approach that has been introduced in the Algerian educational system since 2002 in order to prepare competent users of that language. Bader(2007,p.37-49)has introduced the implementation of the Competency Based Approach in the Algerian middle schools according to Richards and Rodgers' classification of the notions " approach, design and procedure".

    Firstly, among the three theoretical views of language, the competency- based approach subscribes to the functional and interactional views.The functional view insinuates that

language is a means for communicating functional meaning. Whereas the interactional view considers language as a tool for the realization of interpersonal relations, and for the fulfilment of social transactions between persons. The Competency – based Approach is conceived as an extension of the communicative approach, thus the theory underlying it ascertains that language communication and language teaching seeks to develop what Hymes coins "communicative competence"(2007,p.38). " Richards and Rodgers claim that a theory of learning underlying an approach should answer two questions: what are the cognitive and psychological processes involved in learning a language? What conditions need to be met so that learning can take place?" The Competency- based Approach relies on a conception of learning and teaching which is both cognitive and socio- constructive ,in the same context Bader(2007,38-39).claimed that "Language learning, for the adherents of this cognitive or rationalist theory, is an active process of internalizing the system of the language." From the socio-constructivist view" the Competency- based Approach stipulates that learners must face problem situations and obstacles that need to be challenging yet within learners' capacities. Social interaction, according to the socio- constructive view, promotes learning.

Secondly ,Bader(2007,p.39) thought about the notion of Design which involves the objectives, organization and content of the particular syllabus type, teaching and learning activities, teachers and learners' roles, and the role of instructional materials. First, objectives, the competency based approach seeks to develop communicative skills in learners: to enable them use English to express themselves meaningfully, and make themselves understood. Furthermore, the Competency Based Approach seeks "to relate school acquisitions to varied and pertinent contexts of use"(p,40). In other words, "knowledge acquired at school is useful and long-lasting if it is transferred to varied situations." The approach also seeks "to set up language forms, functions, and social skills that help learners act as effective users of language in real- world contexts". The approach aims at the establishment of a know-how-to-do, and a know-how-to-be in learners.Finally,Badar(2007) advocates that :"the Competency-based Approach aspires to inter-disciplinarity. Pupils are engaged in activities that help them to perform effectively in various disciplines"(p.41).Second, the syllabus, this sub part of the curriculum that is concerned with specification of what units will be taught.Moreover, she set that "the syllabus relies on a communicative and Competency- based Approach, in which learning sections are organized and specified in terms of topics, and where five main aspects are stressed: know-how–to- do – related to competences, socio- cultural themes, grammar forms, lexical forms and pronunciation." (2007,p. 42)In other words, those syllabuses aim at

integrating leaners in real-life tasks, communicating and interacting with peers to help them participating in the English speaking community. Therefore, helping our society to get integrated in modernity. Third, types of learning and teaching activities, Learners are supposed to be equipped with basic amount of language materials that are specified in various tasks that drive the second language acquisition process. Learners are engaged in communicative tasks like: listing, ordering and sorting, comparing, problem – solving ,and creative tasks, often called projects which are very important activity in the Competency Based Approach because if follow a set of organized stages stating by preparation then realization, and the presentation stage(p.43).According to Bader,(2007) 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(p.47).Next, the role of instructional material which seek to facilitate and promote communication between learners. The textbook uses short dialogues, passages and, as much as possible, authentic texts. Different activities and task-based materials are also used.

Provenzo et al ,(2010,p.311) state:

> "The content of textbooks is highly sensitive issue in any culture. They serve as one of the most traditional means by which a society preserves its values, traditions, and beliefs. More often than not they mirror what is considered acceptable or unacceptable by the society at large. Ultimately, they are the reflection of the culture of whom they are written."

Furthermore, Bashar (2013,p.132) stated that :"text book content is political issue as much as it is cultural , educational, and social." According to him there themes such as racism, wars, sexism, stereotypes, and armament have always heated debates what schoolchildren should or should not learn in schools. Therefore, the content of textbooks should be structured appropriately fitting the cultural ,social and educational norms.

Thirdly, the notion of procedure which is related to the classroom practices and techniques. Bader(2007,p.7) has stated:

> "The textbook follows a topical / functional format that includes five topical files. Each file includes three sequences, Learn about culture, Check, a project and a self-evaluation grid to complete. Each sequence

starts with an input that exposes learners to authentic language involving a communicative function.”

An example of this principle is a competency-based curriculum that was introduced in the Algerian middle schools , “Spotlight on English Book 3”, which is an instructional material ‘aims at the identification of the learners’ lifelong potential to seek to acquire knowledge.’Bashar,(2013,p.130). “Spotlight on English Book 3”is divided into sequences in which each sequence starts with an input that exposes learners to authentic language involving a communicative function”(Bader,2007p.48)Pupils practice the foreign language from its various aspects .linguistically, they are provided with comprehensible texts that will elaborate their fluency and accuracy of the language, and they study the grammatical rules; the composition of words, clauses, phrases, sentences .furthermore, the phonological study of sounds which introduce the EFL learners to the Received Pronunciation of the English language. Finally, vocabulary and lexis which are the basis of learning a language .the mastery of lexical items means that the learner can communicate perfectly well in the classroom tasks.

To conclude, the notions “approach, design and procedure” are arranged in hierarchy according to the pupils’ need .Fluctuating from one extreme to an other to demonstrate the relationship between the theoretical and the practical teaching methodologies and to relate the learning tasks to the pupils’ real life. Indeed, the teaching methodologies that are based on a specific classification help the teacher to perform his role perfectly, and it help the pupil to understand the tasks and to be an active participant in the teaching-learning process.

Conclusion

To conclude,the Competency –Based Approach is a teaching system linked to various and relevant context-of- use. Unlike the purely structural approaches, the Competency based approach is a deductive approach that is based on the pupils' competencies using problem-solving situations that are relevant to real life tasks, and it aims at bringing some change to the pupils' role in which it is considered as a "learner –centered" approach where the pupil takes an active part in the learning process. Furthermore, the classroom activities are articulated around the pupils' competencies; teachers engage pupils in comprehending, manipulating and interacting activities related to the pupils' surrounding environment. Then, pupils are provided with systematic inputs, but the main focus of the teacher is on the learning outcomes. Finally, the principles of the Competency Based Approach that has been considered as a failure in the Algerian educational system and mainly at middle and secondary schools,but through organized set programmes for practicing ,seminars and the implementation of new methods and techniques   the English Foreign Language(EFL) teachers make the process of teaching under the Competency Based Approach more successful.

Chapter two: Scaffolding middle school pupils writing achievement

Introduction

Scaffolding as a teaching process,refers to the instructional techniques used to guide the pupils' understanding. In the English foreign language (EFL) classes, teachers provide direct instruction and support over the course of the teaching session; they adjust lessons using authentic materials that accomplishes learning within the child's Zone of Proximal Development to help them to master difficult tasks. Since teaching the writing skill for the EFL classes is a challenging process, teachers guide nurturing activities through which they evaluate the pupils' progress. "The writing workshop model" is a motivating activity whereby pupils foster their writing ability through different stages with the guidance of the teacher. This chapter is devoted to clarify the notion of scaffolding focusing on the difficulties with writing. It contains the coming sequences: the definition of scaffolding, theories of learning development, instructional scaffolding, scaffolding literacy, difficulties with writing,the writers' work shop , and the usefulness of scaffolding as a teaching strategy.

2.1. Definitions of scaffolding

The pedagogical concept of "scaffolding" lies on the work of   the Russian psychologist Lev Vygotsky on the child's Zone of Proximal Development (ZPD), which is a term, refers to the range of tasks that are very difficult for the child to master alone but they can be learned by the guidance of more-skilled adults. Then Burner introduced the term "scaffolding" to describe the type of interaction that occurs within the child's ZPD. According to Burner scaffolding is the support that is provided by the teachers in the EFL classrooms to help the learners to move progressively towards stronger understanding and greater independence in the learning process. Burner (1978) created the concept of "scaffolding" based on his reading of Vygotsky's' ZPD.Vygotosky agreed that what the learners could achieve with support was more sensitive measure of the children's intellectual potential.Martyn et al(2011,p.187).Then , the basic theme of his theory in cognitive development is that the child's thinking develop through social interaction mediated by language 'Dixon-Krauss,1996; Vygotosky1934).Thus the language children build , is built of their understanding of their own environment.

Hammer (2013, p.17) has presented two examples to illustrate the concept of scaffolding "People who talk about scaffolding say it is like a "Music teacher" guiding a child's arm as they move the violin bow from side to side until the child can make the correct movement alone or like parents helping their children to ride bicycles; they hold on until the child can keep upright on their own, they stay close to provide "emotional support" until the child is truly independent." Moreover, Martyn et al,(2011,p.187)present Scaffolding as a metaphoric term that is used to describe the teachers' support and guidance to progress the learners' ZPD.

2.2.Theories of Learning Development

Many theories have influenced the way we think about the child's development. First,Piaget(1896-1980) said that children move from egocentrism (thinking of themselves only) to socio-centrism (thinking of themselves and others) and that this maturation process involves basic stages of sense monitor stage when the children experience every thing through touch, smell ,sound and sight. Through the formal operational stage when they can think in an abstract way and consider the practical and hypothetical consequences of their actions. The strong belief that children construct personal meaning through action for example: playing or moving things. Second, Vygotsky(1886-1934)suggested that children gradually develop understanding of abstract meaning through playing .Children learn social rules with the help of adults and language becomes a tool for organizing their thought (through inner speech) and for interacting with the world(external speech). Third, Maslow(1908-1970) asserted that there is a hierarchy of needs that learners have , feeling of safety, being loved, belonging and self-esteem, are essential for learning to take place. Finally, Burner (1915-) said that e should realize that any leaner (even at a young age) is capable of learning almost anything provided that the interaction is organized properly. He developed the idea of instructional scaffolding as the way in which we can best help children to learn . In some way this is similar to Vygotsky's theory of supporting learners' understanding on their ZPD.

2.3. Instructional scaffolding

A teaching strategy that means simplifying the task or concept during the learning experience or event where the teacher provides varying degrees of support according to how well the child is doing on the task or with the new learning (Dorn &Soffos, 2001,p.16-60).

Hammer (2013,p.147) believes that when parents or teachers use instructional scaffolding they make the children interested in the task, they break a big task down into smaller steps ,then they keep children focused on the task by reminding them what the goal of the task is. Moreover, when the teacher describes the purpose of a learning activity, students can understand the learning goals they are expected to achieve. EFL teachers may use various strategies of instructional scaffolding to simplify the learning tasks and to achieve successive learning outcomes**.**

2.4. Scaffolding Literacy

Scaffolding literacy is an approach to teach reading ,spelling and writing through which EFL teachers provide assistance and support to their learners in content areas. The goal of teaching writing is to create independent and self-motivated writers. Writing is surrounded by various instructional techniques which provide support for learners to complete the task.

2.4.1. Scaffolding the Writing skill

The scaffolded writing enables writers to work independently and facilitates their development in becoming proficient writers(Yau,2007,P.5). When students write more often, they become better at writing. They acquire habits, skills, and strategies that enable them to learn more about the craft of writing. Yet, they require the guidance and support of a more knowledgeable person who understands the writing process, the changes over time in writing development, and specific techniques and procedures for teaching writing. This kind of instruction motivates learners to learn more and it can minimize the level of frustration the learner may face. Such support encourages EFL learners to participate in further learning during that particular setting. Scaffolding is one process that allows teachers to organize a writing activity systematically to meet the needs of all students(Yau,2007,p.1). Regardless to the difficulties of writing, scaffolding the students writing can involve them in an easy tasks related to their habitual life. EFL teachers would use such a process, scaffolding, in order to develop a set of sophisticated and highly complicated writing activities in very early stages.

Writing is by nature a social process ….children learn how to become writers through meaningful instructions with more knowledgeable people. Dorn and Soffos (2001), those two

schoolers who worked primarily with elementary school children, suggest that children must master three interrelated skills: comprehension of ideas, expressive language and facility with mechanics. "The ultimate goal of teaching is to promote an orchestration process." According to Dorn and soffos (2001,p.36-60) teachers should ask four simple questions before they begin: what is easy for the writer to do? What is hard for the writer to do? What does the teacher expect the writer to do? What the teacher is expected to do to the writer? That is the teacher provides support to guide learners writing achievement. Dorn and Soffos adopt an apprenticeship model for scaffolding the young writers' writing process .They show how explicit teaching ,good models ,established routines, assisted teaching followed by independent practice ,and self-regulated learning are all fundamentals in establishing a successful writers' work shop.

2.4.2. Scaffolding young writers

In the EFL classrooms, teachers should structure and manage time to ensure that children have the opportunity to plan, organize, and carry out writing projects. Teaching writing to young writers need to be simplified by which teachers apply a kind of cooperative learning, and hands-on experience .This can be presented in "a writers' workshop" which is a new integral technique that gives pupils the opportunity to revise, publish and share their views whether they write two or three sentences or a well-organized paragraph .

Historically, the writing process has been associated with five stages .first, prewriting: in which the writer identifies the purpose of his or her writing .for example if the pupil wants to write a letter to a friend inviting him or her to a birthday party , here the pupil will plan his writing based on a specific need to communicate the message. Second, Drafting :according to Dorn and Scoffs pupils are encouraged to transcribe their thought with fluency , the drafting stage consists of several attempts to construct an idea. For example, a writer can draft many sentences to introduce his or her topic. «Good writers use drafting an important tool for organizing, re-organizing and reflecting on the quality of their composition." Third ,Revising: here , the writer re-reads the message for clarity and best choice of words." He uses techniques such as :Carets(to add words and phrases).lines and crosses (to delete unnecessary information). Circles with connecting lines (to move pieces of text to a ne position) and finally Cut and paste (to re-arrange larger chunks of passage with the text).During revising , writers share their pieces of writing with the listeners who provide a constructive feedback on

the clearness of the message. The writer is expected to re-read what has been written in front of the whole class and waits for the criticism. Finally, publishing: after a constructive feedback, the pupil is asked to re-organize the piece of writing (the final draft) to present it once more time in front of the audience. Here the writer develops an understanding of acceptable conventions for preparing writing for audience.

Dorn and Soffos, (2001,p.34). presented a clear map for implementing a writers' workshop to support young children's understanding of the writing process. An example was given to teachers is that they can display a chart which out lines the steps of the writing process**.**

Figure 2.1. Display of different models of writing

2.4.3. The writers' workshop

The writers' workshop is a practical approach to teach the writing skill in a very organized way. Teachers assign mini-lessons that are short and tightly focused on real life situations. Dorn and soffos (2001) asserted" writing is a learned skill that is shaped through practice and

constructive feedback." This approach is totally different from the traditional approaches to teaching writing because they engage the students in some aspects of the language whether Grammar and sentence structure ,Semantics and the meanings of the phrases and the words, phonetics and the sound construction) for very long of time and followed by a test to evaluate their perception to the lessons. Whereas the mini-lesson technique applied in the workshop does not involve the students in such long and unmotivated activities , but in an entertaining tasks that are vital and addresses the students needs and those lessons are short and do not take too much time.

2.4.3.1 The Usefulness of Scaffolding as a Teaching Strategy

The usefulness of Scaffolding as a teaching strategy has to answer the question :how to build an independent and skillful learners ? Practically, the foreign language teachers can change the level of support over the course of teaching session through which they can adjust the amount of guidance that fits the child's current performance in order to make them more independent and self-reliant .Ki (2000) set that "most agree that scaffolding is particularly effective area in which learners need to be more self-reliant" .Applying scaffolding as a strategy in the EFL classrooms , provides pupils' understanding with a clear image about what they are learning   motivates and encourages them to build a sense of self reliance .Based on theory and research of successful scaffolding (McKenzie, 1999) a teacher can expect the following outcomes when using scaffolding as an instructional method:

Lawson (2002,p. 11):

• Pupils should be able to appreciate directions and expectations after the teacher introduces the lesson

• Second, pupils should be challenged to share enough expectation of success as long as the lesson has been planned with the child's ZPD.

• Finally, teachers and students should recognize increased efficiency because teachers introduce, demonstrate, and guide the lesson and the pupils explore, internalize self-motivation and then understand.

EFL teachers may encounter many deficiencies while teaching the writing skill to the teenage pupils; scaffolding the young writers' writing using this approach, the writers' workshop, will engage the pupils in a highly organized way that encourages the children to know more about writing and to practice it inside and outside the class room.

2.4.3.2 Organizing for a writers' workshop

The writing process represents a challenge for the pupils to move on progressively, successively and independently, thus educators should adjust the writing format according to the pupils' needs .During the writing workshop pupils write for real purposes about things that interest them. They learn the craft of writing through practice, conferring and sharing Joplin School(2011,p5) . Definitely, those are three main components to conduct a successful writing process ,and to develop an accurate pieces. A writer's workshop usually opens with a mini- lesson directed by the teacher to the whole class group. This is followed by an independent writing time during which the teacher conferences with either individuals or small groups of pupils. Additional instructions take place during this time where the teacher focuses on a single skill. Finally, the writer's workshop closes with sharing time, which includes the whole group and can be done any time during the writer's workshop.

According to Dorn and Scoffs teachers can use a flexible structure in implementing a writers' work shop . To start with, the mini-lessons: they play an important role in the writer's workshop. Teachers use them as opportunities to advance children's learning to a higher level (2001, p.48),A teacher conducts a mini lesson to warm up the pupils and to give additional support. Then,the independent writing, here the children begin to write on a topic of their own choice. Most children use a spiral – bound notebook with unlined pages. Teachers like the idea of spiral –bound notebook because the writing is kept together in one look and they study how pupils' writing has changed over time, and pupils like the idea because they can see how they are growing as writers. After that, conferences, Dorn and soffos stated that as children write; the teacher conducts individual conferences .Teacher begins by asking the child to point to the words and read the story after that he praises the child for the message , and finally he directs the child's attention to accurate sound or

letter relationship and words that the child has spelled correctly. Finally, sharing, pupils share their stories with their classmates. For example, an author's chair can become a special place where pupils share their written pieces with others.

To sum up, organizing for a writers' workshop is not a difficult process. Educationalists see that those techniques are systematic and they can be used effectively during the writing assignments. A mini lesson that does not take more then fifteen minutes can help the pupils to absorb the lesson better than a lesson that is carried on for more then a week. Then, an independent writing that crystallizes the pupils' thoughts and creativity will take place. Next, conferring the piece of writing gives the pupil a sense of belongings to the whole class activities. Finally, the sharing activity and the idea of   the author's chair will motivate the pupil to produce more accurate pieces of writing that will be appreciated by the teacher and the classmates.

2.4.3.3. An example for a successful writers' workshop

Vital examples have been given by Dorn and Soffos to describe the organization of such a process .We have selected one sample to explain the way the teacher guides a successful writers' workshop. First, he asks the pupils to be organized and to keep the materials and the pieces of writing in a special place,and then he gives them a writing folder. In the final instruction, the teacher gives a clear picture that bounds the pupils to be well – organized during the writing process (this will be demonstrated in the figure N 2). He says" on the front of your writing note book s your name, and when you open it your zipper pouch is right on the onside. It holds your pencil and your markers that you will need when you write. In the back of your note book is a section called the draft section. A draft means a piece of writing that you are still working on. You are just getting your ideas in a paper" (2001. p51). After these constructive instructions the teacher can conduct a successful lesson using a practical strategy that saves time and energy and keeps the pupils engaged in the task.
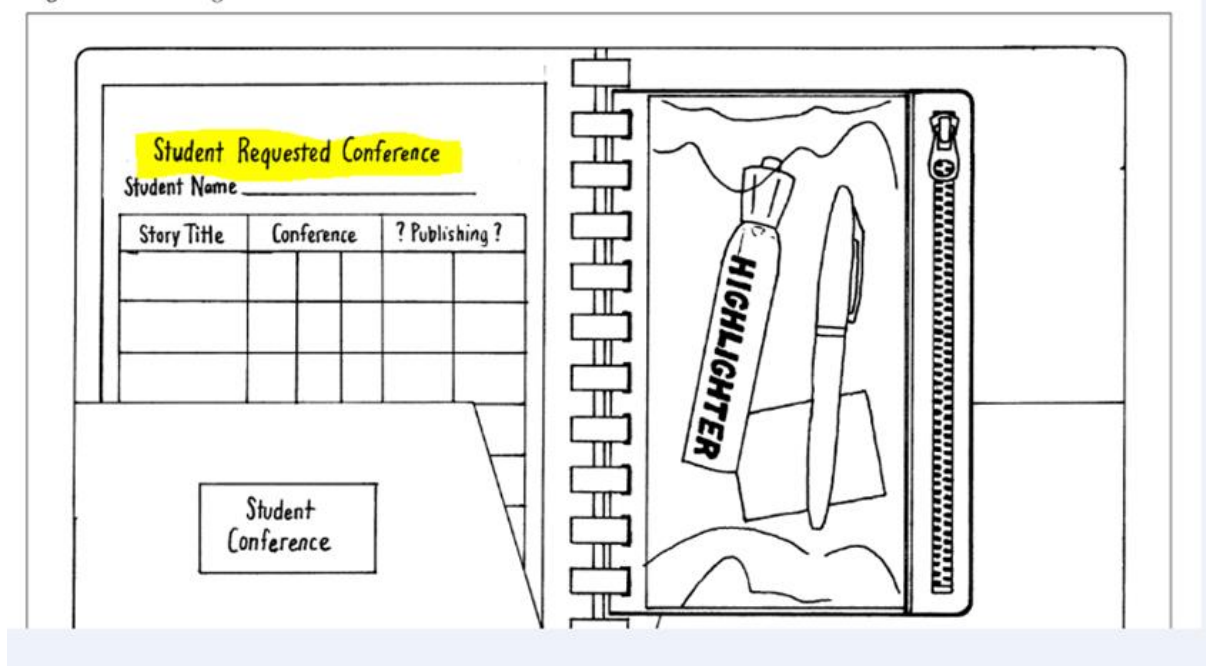
Figure.2.2.a writing notebook

2.5. Reading and writing together for better language learning

Reading and writing are two complementary activities. Scholars believe that the students can achieve an acceptable level in writing through a combination of the writing practices and the extensive reading, as a result of the integration of those skills EFL learners can develop a set of the target language abilities. During the writers' workshop, teachers may apply an extensive reading program that integrates the writing production with the reading comprehension. Such a program will be beneficial for the students to be an effective readers and writers in a very short period of time.

2.6. Improving the Writing Skill

Writing is a medium of communication that represents language through decoding symbols and signs. Despite of all the difficulties of the writing skill, pupils can be involved in easy tasks related to their habitual life practices in which teachers provide effective strategies for planning, composing and refining the pupils' pieces

of writing and texts.Therefore, strategies for teaching writing in a well - organized conditions require appropriate instructions that guide the pupils to know the stone basis of the process and enjoy every practice they are engaged in, To start with, teachers should writing every day writing activities to immerse the pupils into the language. For example, the teacher can assign topics like writing an invitation card for a birthday party to a friend, a congratulation card for the mothers' day , or to give them the chance to think about they like to write about . Furthermore, The National Commission on Writing (2006)" has stressed the need for schools to devote more time each day to activities that require students to engage in meaningful writing."(2008,p. 69) pupils are supposed to practice the writing skill to become competent writers whatever the difficulties of the process ,but it still an intellectual challenging skill especially when the pupil is integrated in interesting topics. An other important strategy to improve writing in English is to have a wide range of vocabulary this comes through the extensive reading. Han,(2010,p. 31) stated that Acquisition of vocabulary can occur through reading written contexts."An excellent opportunity for the pupils to know and widen the lexical treasure comes through reading, and expanded through the writing activities, consequently this makes the relation between reading and writing complementary. Then, writing is language system that relies on grammatical structures, rich semantic meaning and accurate spelling. A careful study of how the eight basic parts of speech work together like : nouns ,verbs, adjectives, adverbs, interjections , pronouns, conjunctions and prepositions ,and to master the use of the punctuation marks to build a correct sentence will absolutely improve the pupils' writing production. Finally, the writing within groups under the support of the teacher is an important stage in improving the pupils' writing.

Westwood asserted that:

> "Group sharing and peer editing are essential elements in writers' workshop; so too is collaborative writing– two students working together to produce a story or report, sometimes referred to as 'paired writing'. "

(2008,p. 71)

The collaborative writing is a beneficial strategy for the improvement of the writing production of the pupils who are engaged in various writing activities and are supported by the teacher and the classmates.

2.7. Authentic writing activities and writing prompts

Authentic writing activities are mainly concerned by the children's personal experiences, and thoughts. Children learn the medium of writing as a tool to express their ideas using simple sentences that provide the listeners with a clear description to the writer's thought. Hence, authentic writing ultimately comes from the child's real experiences. During the class and mainly during the writing production the pupil shares his ideas and waits for a real responses (figure 1.3.An example of early authentic writing).As a complementary activity, the writing prompts are supportive devices that invite the child to create more authentic writing. The child uses simple and unfinished sentences that expands the limits of their thoughts and imagination in order to develop the writing production from an early stage.

Conclusion

Scaffolding is a metaphoric term used to refer to the support provided by the teacher within the pupil's Zone of Proximal Development (ZPD) to make understanding easier for young learners, develop a sense of self-reliance and to facilitate the tasks that are difficult for novice learners. Teaching writing to non-natives and namely in the Algerian middle schools represent a challenge for both teachers and pupils. This difficulty is remarked when the pupil is asked to develop a clear and accurate piece of writing.so, teachers are required to use a specific process to provide the pupils with enough support and motivation to build and strengthen their perception to the writing skill.

Chapter three: Fieldwork & Data Analysis

Introduction

3.1. Methodology

This study is descriptive in nature "qualitative" ,but it includes the quantitative methodology as well. We tend to explore the impact of the Competency Based Approach on scaffolding middle school pupils' writing figuring out the relationship between the principles of the Competency Based approach and scaffolding competencies mainly the writing skill. We carried out an exploratory study to investigate a new angle in teaching writing at the Brahimi Ben Hami Middle school ,and then to decode if the study is worth carrying out in more detailed research. In the descriptive phase we have outlined the teachers' experiences in teaching under the principles of the Competency based approach trying to understand how they follow its principles in order to investigate the impact of implementing the principles of the CBA on the pupils' writing skill .And the pupils' understating of the approach and their experience in writing . At the interpretive phase, we have outlined the interpretation of the surveyed population using charts analyzed using percentages to illustrate the results that we have reached after posting the questionnaires.

3.2. Population and Sampling

Our interest have been oriented from the beginning to explore and report the impact of the Competency Based Approach on scaffolding the fourth year MS writing proficiency in terms of accuracy. We opted for a convenience sampling (non-probability sampling) in which all the surveyed population belong to the same region of Biskra " El-Alia".Thus we have selected a convenient sampling of fifty pupils and thirteen middle school teachers to answer the questionnaire and identify whether the principles of the CBA that implemented in Brahimi Ben Hami middle school have an impact on moving pupils towards stronger independence with the guidance of adults or teachers (scaffolding).

3.3. Objectives of the Questionnaire

Questionnaires are widely used as a useful data gathering tool, and it is designed to investigate problematic considerations. Questionnaires should be constructed under a set of logical instructions starting by a well – prepared plan respecting the ethical issues. Moreover, the questions should not be too personal and it is preferable to give the respondents time to complete the questionnaire at home at leisure. In our research paper, we have selected to collect the survey information using "semi-structured questionnaire". This kind of questionnaires carries a combination of closed-ended and open-ended questions. First, the closed questions are highly structured question items they are designed to go straight to the point and they are quick to complete they do not take much time to think about the answers. Whereas the open-ended questions fit this kind of research "the exploratory study" Cohen, (2007,P.321) asserted that the open questions :"are useful if the possible answers are unknown or the questionnaire is exploratory" in that they enable respondents to answer as much they wish and they are suitable to investigate complex issues also they give the respondents the way to generate their answers. Consequently, we have chosen such a kind of questionnaires that begin by closed ended questions in which respondents select specific responses that closely represent their view .Furthermore, the type of the question items that have been used in the closed –ended questions are the multiple choice questions through which we could enable the respondent to interpret the questions in a way that is intended to reach specific result. An other type is the rank ordering, they tend to questions identify options according to the respondents' priorities. Then, we have ended with open questions for more detail response .Cohen,(2007,p.331). stated that :"an open-ended response is a window of opportunity for the respondent to shed light on an issue or course." Here the respondents are set free to give their own view and perceptions or suggestions. Finally, the questionnaire's general purpose that has been clarified in the introductory paragraph. Then , we have specified a particular case study to test the hypothesis that we have formulated previously. We have articulated a hypothesis that target only one aspect that is challenging at the level of middle schools.

1. Hypothesis 1: it is hypothesized that the use of the Competency Based Approach has an impact on scaffolding middle school pupils writing in terms of accuracy.

To check the hypothesis, two semi-structured questionnaires have been administrated one to Middle school teachers and the other one to the fourth year Middle school pupils.

3.4. Structure of the Questionnaire

Two semi structured questionnaire have been constructed, validated, piloted, administrated and analyzed. Both questionnaires contain a set of closed-ended and open-ended questions oriented to a particular targeted population. Once we have constructed the questionnaire , we checked the validity of the construction in terms of the content whether it represents the core topic of our study , then its appropriateness for the sample, were the questions comprehensible to help us to collect all the information. The next step was piloting the questionnaire, the construction; validation and piloting of the Teachers' and the pupils questionnaires took practically three weeks before it come to be administrated. To start by the teachers' questionnaire, a pilot form of the questionnaire was first administrated to some teachers. After the second pre -viva we re- administrated a refined final version to the target population. Before piloting the questionnaire, the respondents, middle school teachers,were asked to give us comments about the length, structure and wording of the questionnaire. During the piloting stage, we have taken into consideration all the comments that have been provided. We have changed some questions that were not relevant to the context of the study, we have added more questions concerning the formation of the teachers under the principles of the Competency Based Approach, and finally, we have corrected some grammatical and structural mistakes and the length of the questionnaire which was considered as a lengthy one.

3.4.1. Teachers' Questionnaire

3.4.1.1.Respondents' figures:

Section 1: Qualification and experience

Brahimi Ben Hami middle school teachers of English were kindly invited to answer this questionnaire according to their personal experience in teaching English and

mainly the writing skill under the CBA principles. Since there have been only three teachers, and this number is not representative, we expand the size of the surveyed population (of teachers) to a large population of the middle school teachers of English. First, three teachers were available at the school (two females and one gentile man) they are all native speakers of Arabic and they prefer to use Received Pronunciation (RP). The ladies have less than five years seniority in teaching The gentile man " SirLaraouiMourad" attended the ITE , it is worth mentioning that the ITE – educated teachers are decreasing because the institute have been closed and almost all the old generation of teachers have retired. As for the in- service years, Sir Laraoui has thirty five years experience in teaching English. Then we have expended the size of investigation to reach better results. what has been observed is that a new generation of teachers of English are the dominated at the middle schools .The qualifications and experience of the surveyed population such as the experience in teaching at middle school, teaching the fourth year MS, seniority and their favorite skill to teach were collected classified, analyzed, and finally they responses were approximately the same.

Section 2: The implementation of the principles of the CBA in the Algerian Middle schools

1. **The theoretical view of language concerning the Competency based approach is :**

A-Functional view

B-Interactional view

C- Competency Based Approach subscribes to functional and interactional views.
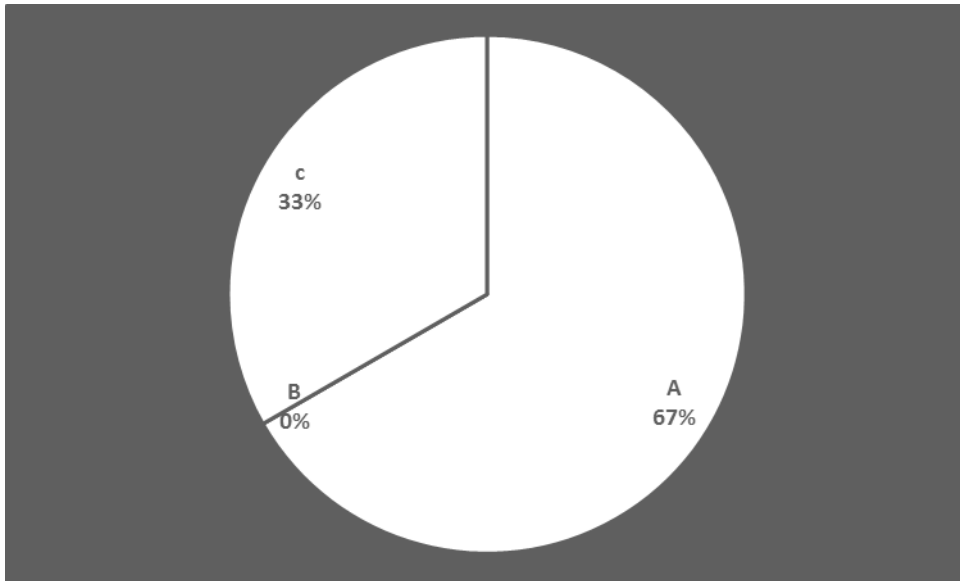
Figure.3.1 Teachers' view of the CBA

This question item attempts to test teachers' perception of the theoretical view of the competency based approach. One teacher tick the answer (a) : Functional view that insinuates that language as a mean for communicating functional meaning. The choice (b) Interactional view that considers language as a tool for the realization of interpersonal relations and for the fulfillment of social transactions between persons has no responses. Definitely 67% of the responses were given to the choice (c)The CBA subscribes to functional and interactional views that encompasses both views the functional and the interactional . we may put claim that the respondents have a clear image toward the principles of the competency based approach .

2. **The theory of learning under the CBA is:**

A- Cognitivist

B-Constructivist

C-Socio-constructivist
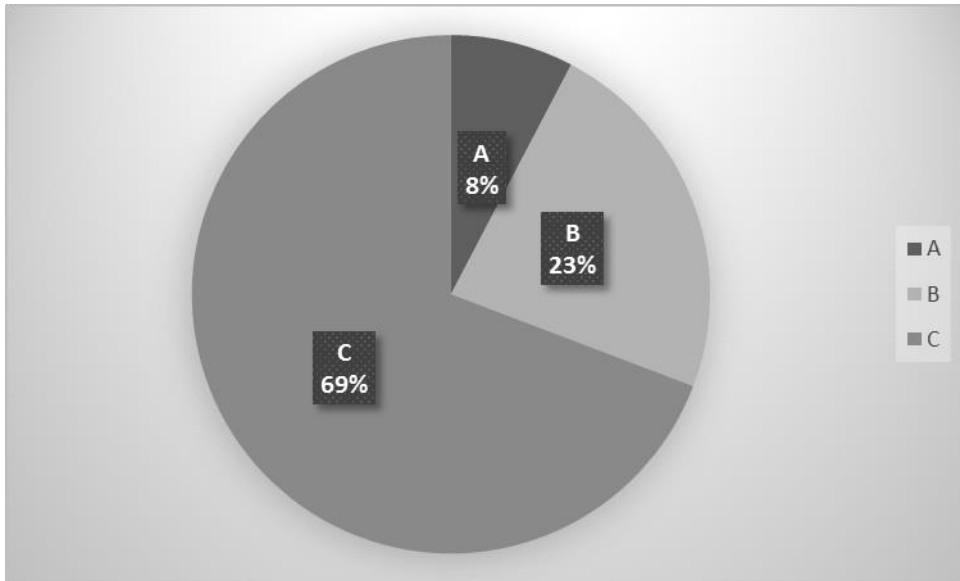
Figure.3.2. The theory of learning under the CBA

69% of the middle school teachers believe that the class room knowledge is socially constructed by using the problem solving techniques. The Competency Based Approach stipulates that the pupil must face problem tasks that are similar to real life situations. 23% of teachers see that learning is a constructed process in that pupils build new knowledge upon previous experiences and knowledge . Learning under the CBA involve the pupils in real life tasks to overcome the learning difficulties using their own competencies regardless to how long the process of learning takes time to solve those problems.

3. **The CBA aims at:**

A- Oral interaction in English?

B-Interpreting authentic , oral or written documents?

C-Producing simple oral or written messages?

D-All of them
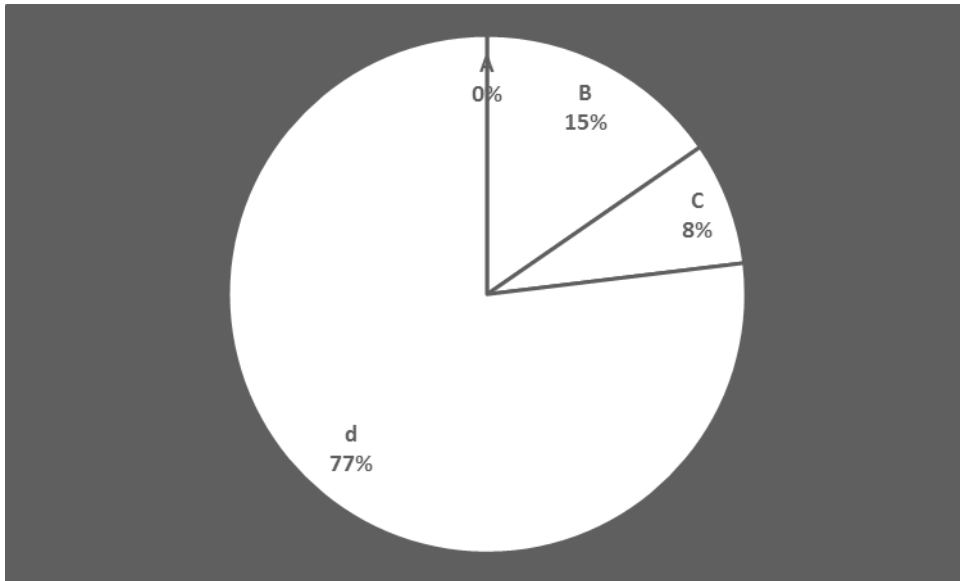
Figure 3.3 The teachers' view about the aim of the CBA

77% of the teachers thought that the CBA aims at developing the pupils' competencies by engaging them in the class room activities .Teachers see that the pupil takes an active role in the learning process (learner-centered approach). According to them, the pupil is gradually led to interact in English, interpret authentic material (oral and written)to produce simple and clear messages. Thus the pupil will be able to develop his capacities regardless to the amount of time given to achieve the goals (finalities) that are set by the decision makers .

4- The aspects of the syllabus:

A-Know-how-to-do related to competencies

B-Socio-cultural themes

C- Grammar forms

D-Lexical forms and pronunciation
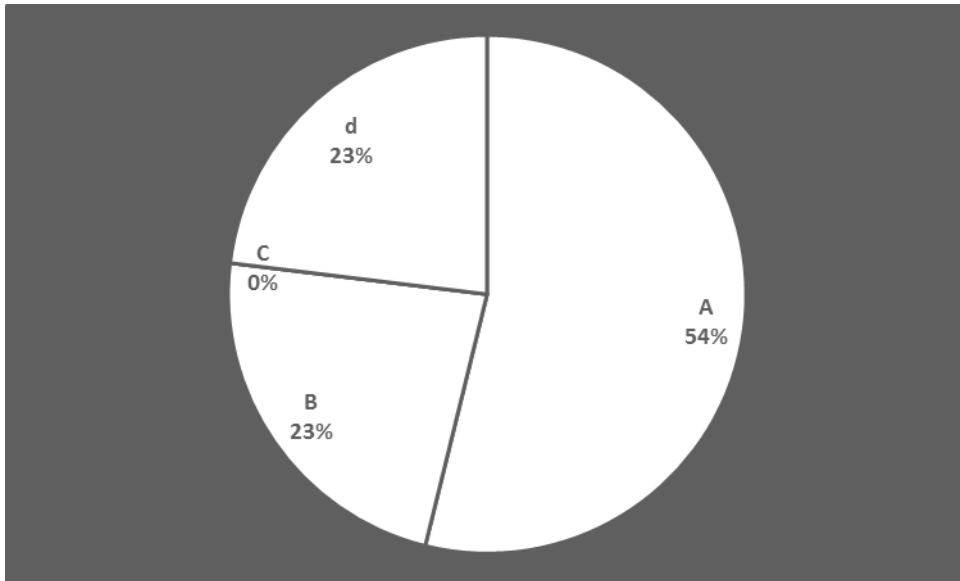
Figure 3.4. The teachers' view about the syllabus

54% of middle school teachers stressed that the syllabus should be based on "know-how-to-do related to competencies" to help the pupils to know what and how to perform effectively inside and outside the class. 23% o teachers believe that the syllabuses should contain socio-cultural themes which are mainly related to society and involve the pupils in meaningful interactions. The same percentage has been given (23%) to the lexical forms and pronunciation . what has been remarked is that the middle school teachers are no longer concerned by the syntactic structure of language whereas they focus more on lexical and interactional aspects of the language.

5-Syllabuses aim at integrating learners in real –life tasks mainly in teaching writing

Yes   No
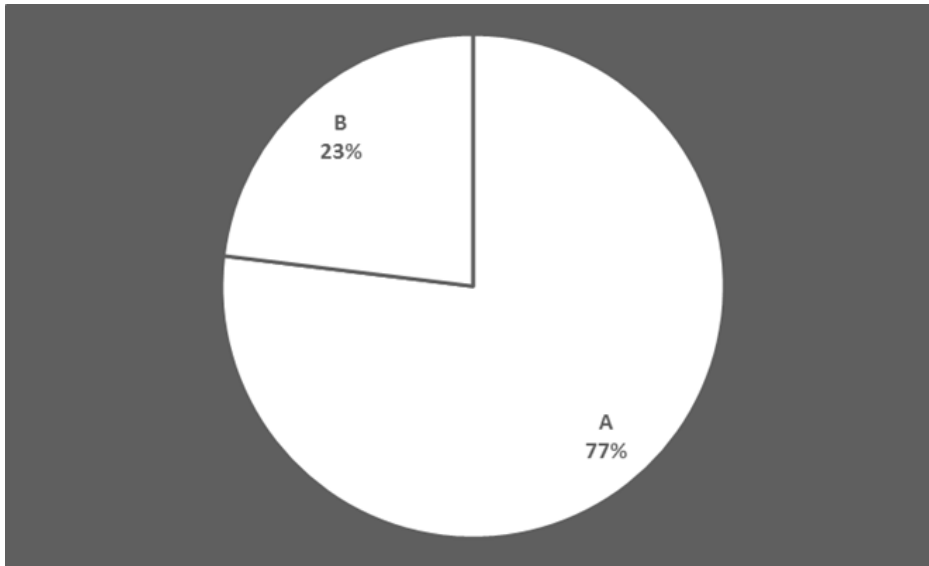
Figure3.5. Teachers' view towards the teaching writing tasks

Syllabuses aim at integrating learners in real life tasks. This question figures out the teachers' personal view concerning teaching the writing skill. 77% of the teachers answer by yes , and comments were given like : pupils can be assigned to write about topics such as : the first day at school , a birthday invitation , a sequel to fairy tale or to write an article in the school magazine. Whereas 23% of teachers have answered by No, and they suggestions to better apply writing tasks. Teachers suggest using some techniques as have been applied by Jeremy Hammer in his book Essential Teacher knowledge 2013. for example using the prompt cards which are small cards contains a written messages each with a point of view about the topic then the pupils work on groups or in pairs to develop and support those views .

Section 3: learning and teaching activities under the Competency Based Approach

1-The teachers' role during the creative tasks mainly the project work:

A- Assisted pupils in collecting data?

B- Reviewed their first draft before writing the final draft?

C- Discussed the pupils' performance and given them your feedback?

D-/others
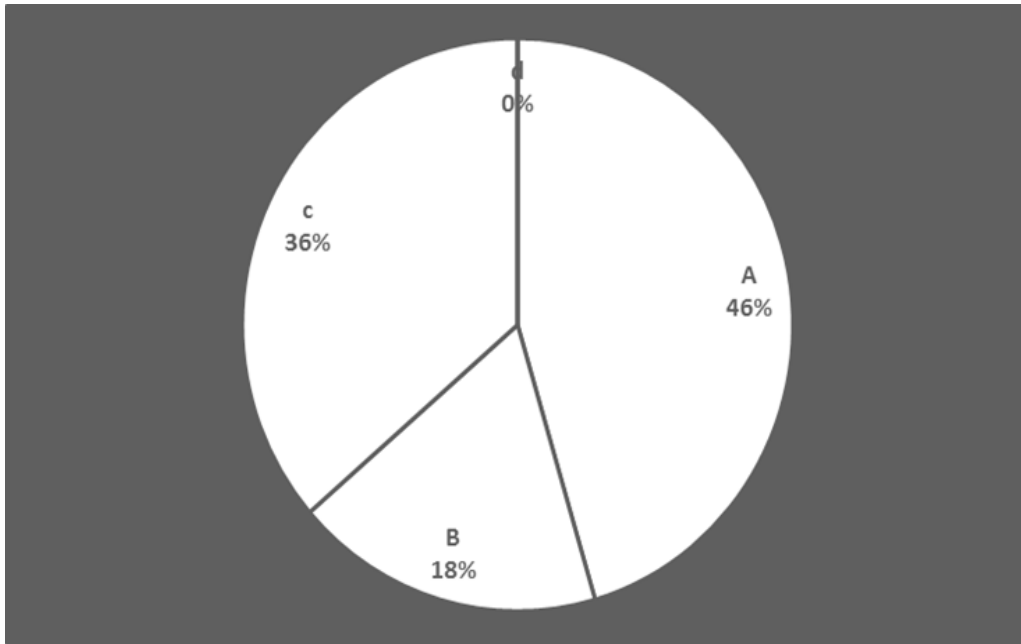
Figure 3.6. The teachers' role during the creative tasks

Teachers involve the pupils on creative tasks mainly in writing during the project work . The teachers' role is restricted only to observe how the pupils are working and to correct grammatical some mistakes. The answers of the surveyed population were as follows: 46% assist pupils in collecting data .teachers see that their pupils are not knowledgeable enough to better select what they need for their creative pieces of writing . 18% said that they review the pupils' first draft before the final draft. 36% asserted that they discuss the pupils' performance and then they give them their feedback. We left a space for the teachers to leave a fruitful comment , but they did not give any.

2-The task components that are assigned involve learners in:

A- Comprehending activities?

B- Manipulating activities?

C- Interacting activities that help them to reach satisfactory outcomes?

D- Others
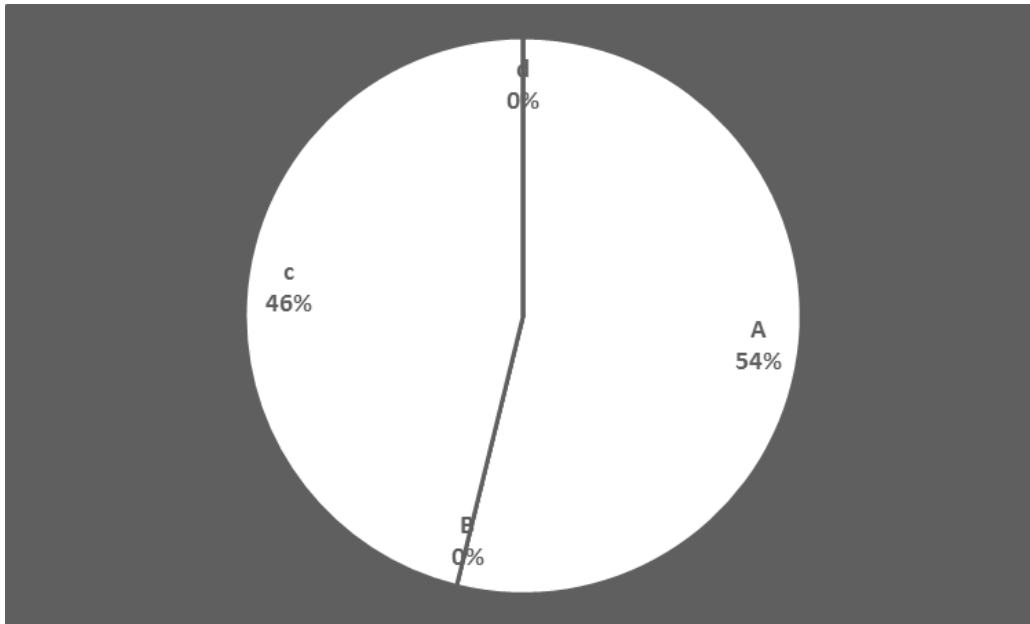
Figure.3.7. The teachers' view about the task components

54% of teachers think that the task components involve the pupil in comprehending activities ,and 46% believe that those tasks involve the pupils in interacting activities that help them to reach satisfactory outcomes through engaging them in real life tasks and No responses was given to manipulating activities.

Section 4:Teachers' opinion about the implementation of the CBA

1-The CBA is not applied appropriately because:

A- The principles of the CBA are not applied appropriately by the teachers?

B-Teachers are not informed about the CBA and its principles?

C-Teachers are using course books , but they are not really applying those principles
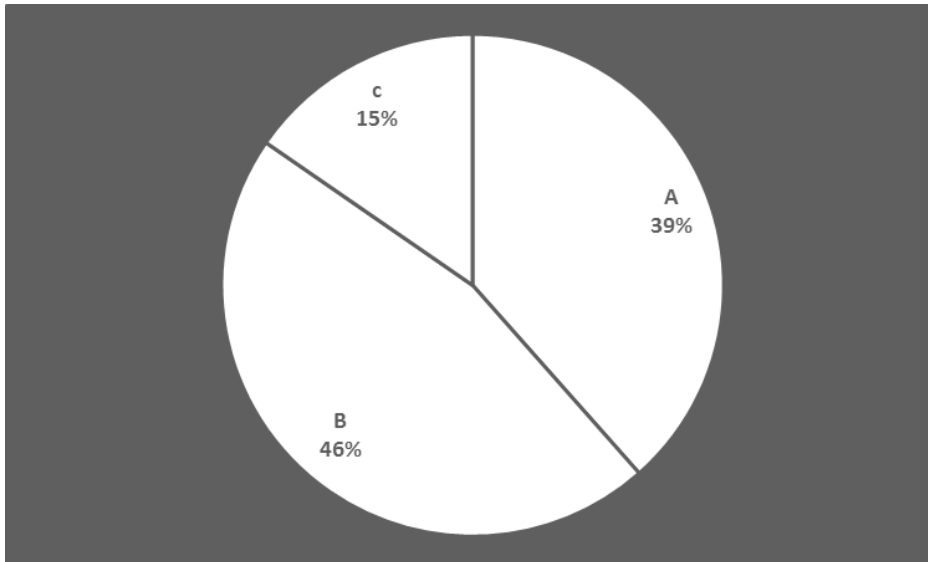
Figure.3.8.The teachers' view about the implementation of the CBA

   39% of the middle teachers think that the Competency based approach is not applied appropriately because teachers do not apply the principles of the CBA in their classes.Whereas 46% of teachers thought that the main cause is traced back to the formation and the training of the teachers there (teachers are not informed about the principles of the CBA. 15% of middle school teachers said that the cause is linked to the misuse of the textbook by the EFL teachers.

2-The implementation of the CBA has a positive impact on improving your pupils' writing

  Yes   no
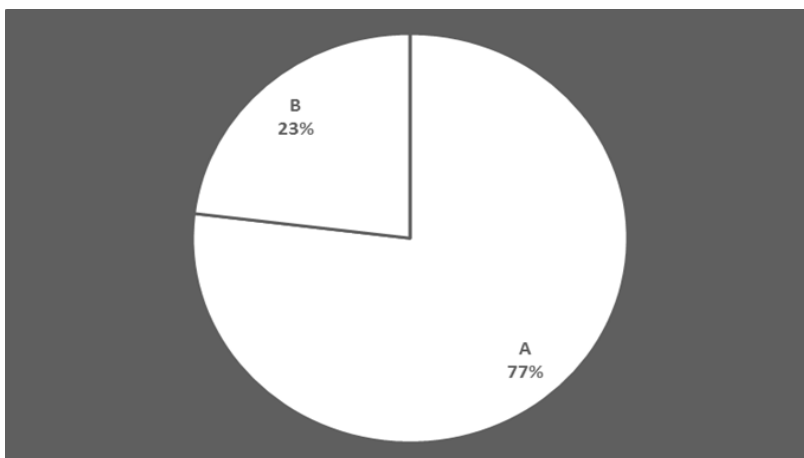
Figure.3.9 The teachers' view about the positive impact of the CBA

77% of the teachers believe that the implementation of the principles of the CBA have a positive impact on improving the pupils' writing proficiency. Sir LaraouiMourad has commented by :"yes, it helps the pupils improving their skills" . others see that the positive impact of the CBA can not be represented through the results achieved in each trimester where they can evaluate the pupils' gradual achievements .Whereas 23% of the teachers believe that the CBA has a negative impact the pupils' writing proficiency this is may be referred to the big failure that have been remarked on the middle and the secondary schools .teachers thought that the CBA was not a successful approach to be implemented and teachers do not really know the core subject of the principles of the Competency Based approach

Section 5: Teaching writing under the CBA

1- the level of the 4th MS pupils this year is:

A-Weak   B-Average   C-Good   D-Fairly good
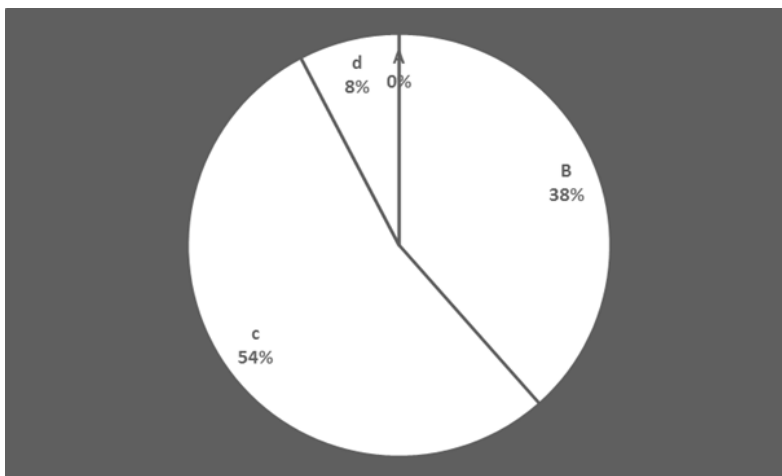
Figure3.10. the teachers' view about the level of the 4th MS pupils this year

The writing tasks cover a range of text types for example: e-mails, articles, short magazines, biography, letters and short stories .54% of the middle school teachers are totally convinced that their pupils' level of writing is Good   .38% believe that the pupils' level of writing is average . And 8% of fourth year MS teachers think that their pupils' level of writing is fairly good . definitely , the writing lessons that are stated in the book map is related to textbook units through which the pupil can develop a different set of skills in a given sequence, so that there has no teacher think that he or she has a weak pupil.

2-The way "Writing" is taught to middle school pupils can prepare them to perform successfully in real life tasks:

Yes   No   partly
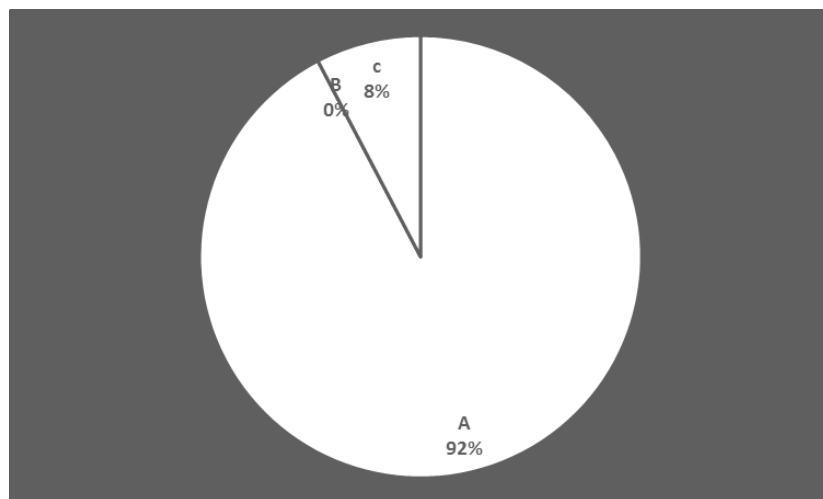
Figure3.11.The teachers' view about the way "Writing" is taught to middle school pupils

92% of the surveyed population assert that the way "Writing" is taught to middle school pupils can prepare them to perform successfully in real life tasks . the 8% left answered by No and no comments were given .

3/-The school reforms have a negative influence on the pupils' performance:

A- The pupils are involved in tasks that they don't understand ?

B-Teachers don't give enough assistance during the writing activities?

C-Writing is not taught collaboratively using the group work strategies ?
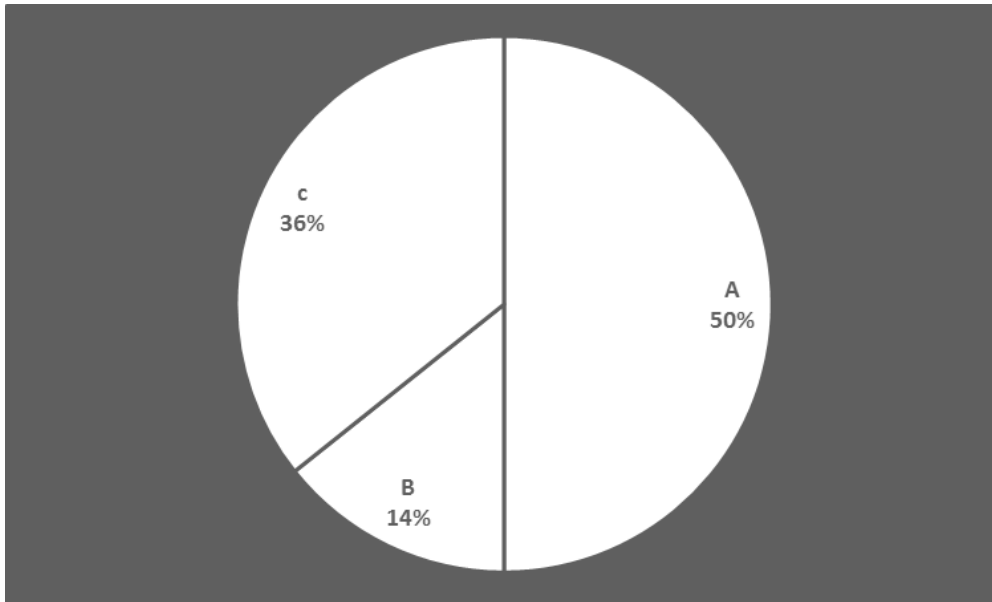
Figure3.12 The teachers' view about the school reforms

As we can observe in the figure above 50% of the teachers think that the school reforms have a negative influence on the pupils' performance this is because the pupils are involved in tasks they don't understand. 14% traced back the failure of the school reforms to teachers in that they do not give enough assistance during the writing activities. 36% believe that the cause is linked to the way writing is taught ,writing is not taught collaboratively using the group work strategies.

4-Teachers can't figure out the pupils' weaknesses and strengthens to achieve better results in writing tasks

a/ EFL learners are not motivated enough to write in English

b/Teachers don't provide enough support to their pupils

c/Time allocated to writing activities is not enough
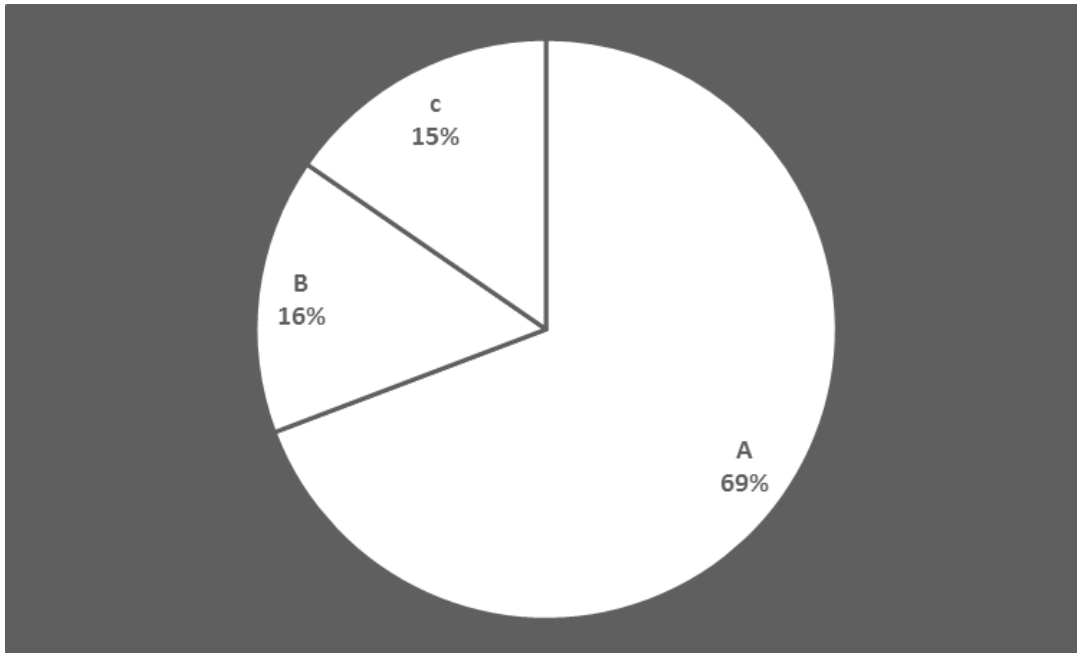
Figure 3.13 teachers' view about the pupils' weaknesses and strengthens

69% of the middle school teachers believe that the lack of motivation is main cause of the pupils' failure in achieving perfect pieces of writing . 16% think that the cause is related to teachers' support and guidance and no extra comment or addition were provided. 15% believe that the amount of time allocated to teach writing is not enough. Sir Laraoui has added an other point that may represent an obstacle for teachers to figure out the pupils' strengthens and weaknesses which the textbooks he might see that those books are not appropriate for the pupils.

5-Teachers' suggestions about improving the level of their pupils in writing

Teachers believe that " good writers tend to be good readers" it is through reading the pupils can write perfectly well. Using strategies that will enhance the pupils' writing and prepare them to write accurate pieces .others suggest that it will be fruitful if the teacher teaches his pupils "the nut and bolts" of writing this because the pupils need to learn a range of technical skills if they are supposed to achieve better results. Finally, the last suggestion was " free your pupils' it might be a good strategy used by an expert teacher , but for a novice teacher it will be difficult since he or she has no previous experience in teaching the writing skill.

Section 6: Scaffolding as process for teaching writing at middle school.

1-Scaffolding is seen as one process that allows teachers to organize a writing activity successfully:

a/It's a systematic process that meets the needs of the pupils

b/It creates independent writers

c/ It provides pupils with sufficient guidance

d/ It allows practical individualization for the writing lesson
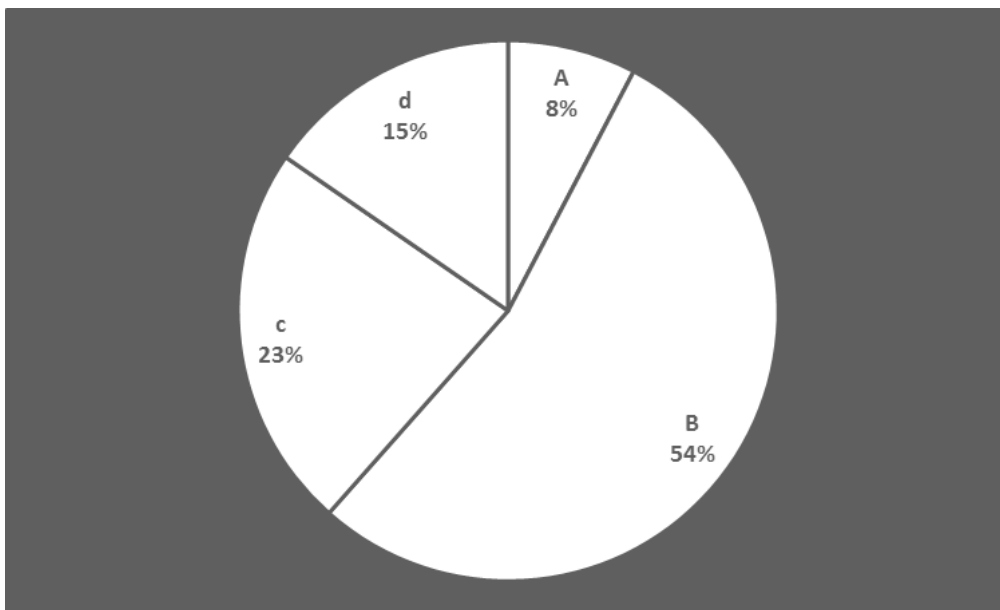
Figure 3.14 The teachers' view about the successfulness of scaffolding

In education, scaffolding refers to the instructional techniques used to move students towards stronger understanding and greater independence through the guidance of teachers.it is considered to be perfect strategy to teach EFL learners the language at early stages and to provide them with enough guidance . 54% of middle school teachers think that scaffolding middle school writing creates independent writers. 23% see that provides the pupils with sufficient guidance to perform perfectly well in a very advanced levels of education. 15% think that it allows practical individualization for the writing lesson. And only 8% think that scaffolding is a systematic process that meets the needs of the pupils.

2.EFL teachers can use some strategies that provide enough support to their pupils:

Teaching writing to adolescents is a challenging task for middle school teachers. It should be under a well organized spheres , through our reading we have think like teachers and we suggest some steps for teachers to use in order to provide more support to pupils. To start by

designing a writing plan , assessing the prior knowledge , identifying the writing task ,then composing the 1st draft ,and finally rethinking and revising. According to one of the teachers' comments : no seminars are designed for tackling the writing skill this because it is hard to discuss the poor writing performance of the Algerian pupils and students".

Section 7: The Writers' Workshop: An apprenticeship model for Scaffolding young writers' writing process

1-Your pupils write in the week :

a/Once: b/ twice: c/ three times:
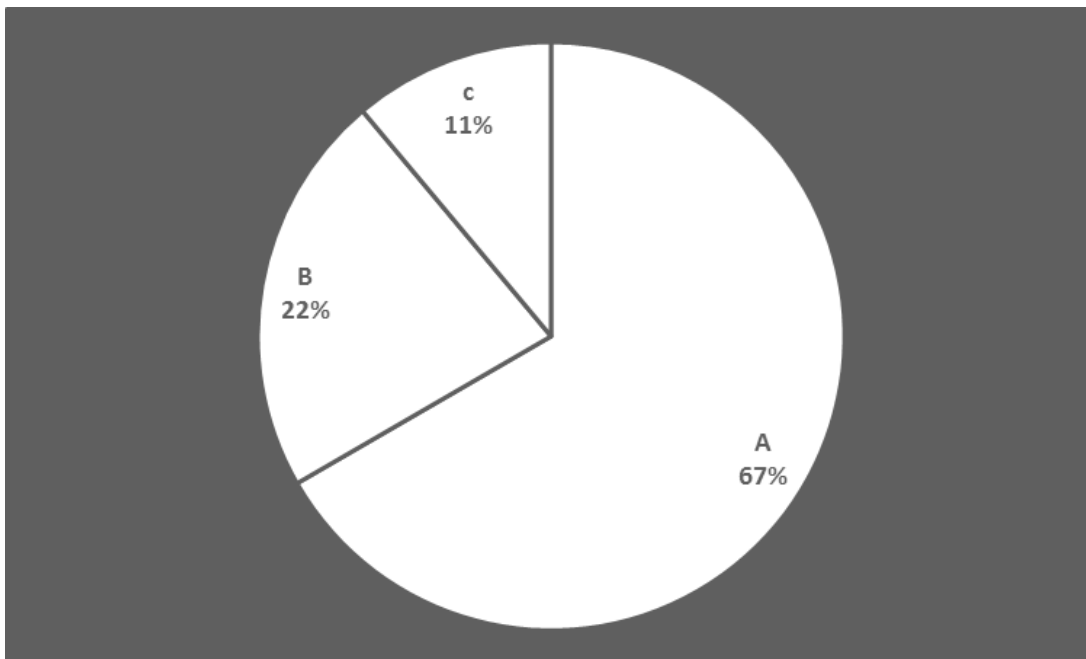
Figure.3.15. Teachers' view about the time allocated for writing in the week

67% said that they design only one session per week for the pupils to write .22% answered that they give their pupil the chance to write twice per week. And only 11% of the surveyed population said that they assign writing sessions a three times per week ,they give them home work to do at home and they discuss them in the class.

2-The pupils' writing performance using the writers' workshop:

A-Free   B-Creative   C-Cooperative
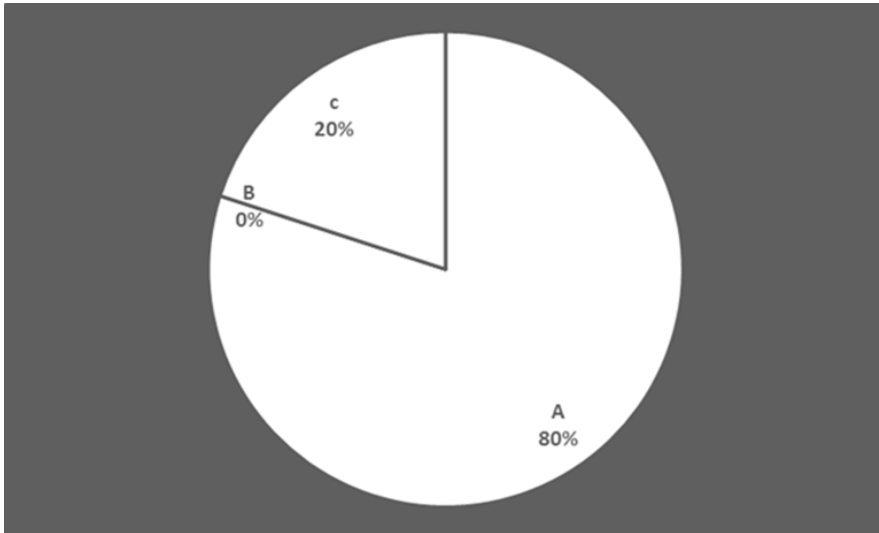
Figure 3. 16 Teachers' view about pupils' writing performance using the writers' workshop

80% believe that it is free because the pupils are motivated to be independent writers ,and 20% think that it should be cooperative since it is in group or pair work.

3- Teachers see that the mini lessons are very important in the writers' workshop

Because :

A-It provides teacher with a daily context for teaching pupils the writing skill

B-Teachers use clear examples which offer pupils with models for learning how to solve problems

C-It's an opportunity that promotes pupils' self –reliance
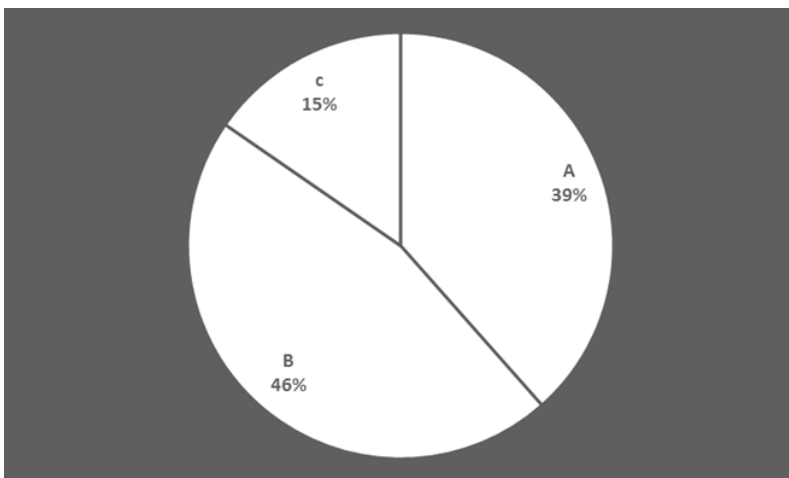
Figure 3 .17 Teachers' view about the importance of the mini lessons

46% of teachers think that the mini lessons are important because the teachers use clear examples which offer pupils with models for learning how to solve problems .39% believe it provides teacher with a daily context for teaching pupils the writing skill. And 15% assert that it is an opportunity that promotes pupils' self –reliance.

4-The teachers' guidance help pupils to perform better:

A- Yes   B- No
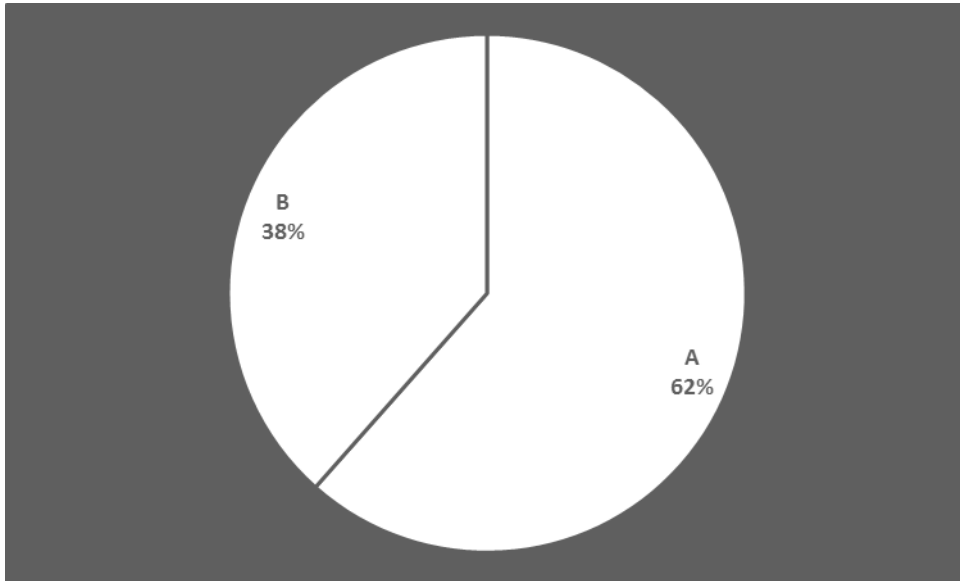
Figure3.18 The teachers' guidance help pupils

62% of the middle school teachers and mainly those who teach writing using the scaffolding strategies and workshop techniques believe that teachers' guidance help pupils to reach better performance. One of the teachers has commented with "be a monitor and let the teaching go on" he meant that the pupils need to assisted and supported by the teacher and this the core subject of the process of scaffolding. 38% answered with No , teachers' guidance help pupils to reach better performance this is because writing under the CBA require competent writers and not a teachers' guidance.

Section 8: The teachers' suggestions

Teachers know the importance of accuracy in writing, which is represented in the pupils' level in terms of grammar, syntax, spelling and punctuation. The young writers may have difficult time in thinking about the topic formulating simple accurate sentences and sometimes they have many ideas to write about, so that the teachers' suggestions focus more

on the way the teacher introduces the lesson . One of the suggestions was "introduce the topic list form as a resource for sharing good ideas that can be developed at later time . Then provide a sample of mini – lesson for example how to use capitalization in the beginning of the sentence .in this way the pupil can understand the core subject of the lesson " SirLaraoui.

We have conducted this study to explore whether the principles of the CBA that implemented in Brahimi Ben Hami middle school have an impact on moving pupils towards stronger independence with the guidance of adults or teachers

3.4.2. Pupils' Questionnaire

   Unlike the teachers' questionnaire, the pupils' questionnaire has been written in English and translated into Arabic. We have chosen a specific instance of convenience sampling (Non-probability sampling) .the members of the whole class were present (33 pupils) .we have distributed (50 questionnaires) to avoid patronizing the respondents. The questionnaire aimed at identifying the pupils' view and their future intentions towards the skill of writing. Since strong writing skill requires both practice and gradual assessment, are fourth year pupils interested in improving their writing production? Finally, to explore and investigate pupils' will to move towards stronger independence in order to emphasize one of the main aspects of the Competency Based Approach "A learner – centered approach" .

3.4.2.1.Structure of the pupils' Questionnaire

The current questionnaire has been divided into two sections . The first section contains a general information question items (5 questions) . The second section focuses on the pupils' experience on the writing skill at the middle school (thirteen question items) .A semi – structured questionnaire encompasses a combination of closed-ended and open-ended questions based on our reading of the fourth year textbook (On the Move MS4) has been constructed to figure out some aspects concerning the pupils' main interests in writing, how do they practice it? And their plans for practicing the writing skill for a gradual achievement.

3.4.2.2.Respondents' figures

Brahim Ben Hami Middle School includes levels 1 - 4 consisting of pupils aged 10 – 15 years old .We are mainly concerned by the fourth grade which consists of ninety nine pupils .We have selected one class only to distribute the questionnaire .The pupils were asked to tick the appropriate answer according to their priority . The first section was devoted to the pupils' general information : the name , gender, age ,residence and finally which skill they prefer . The fourth year middle school pupils are from both genders males and females .A Convenience sampling have been selected (a class of thirty three pupils). They are all peers of the same age fourteen years old , and they belong to the same region of Biskra .The pupils speak their mother tongue" The Arabic "and they like the English language and mainly the American accent. In the second section they have classified the skills according to their priority. What was remarkable is that all the pupils prefer the Receptive skills rather than the productive skills.

A: listening   B: speaking   C: reading   D: writing
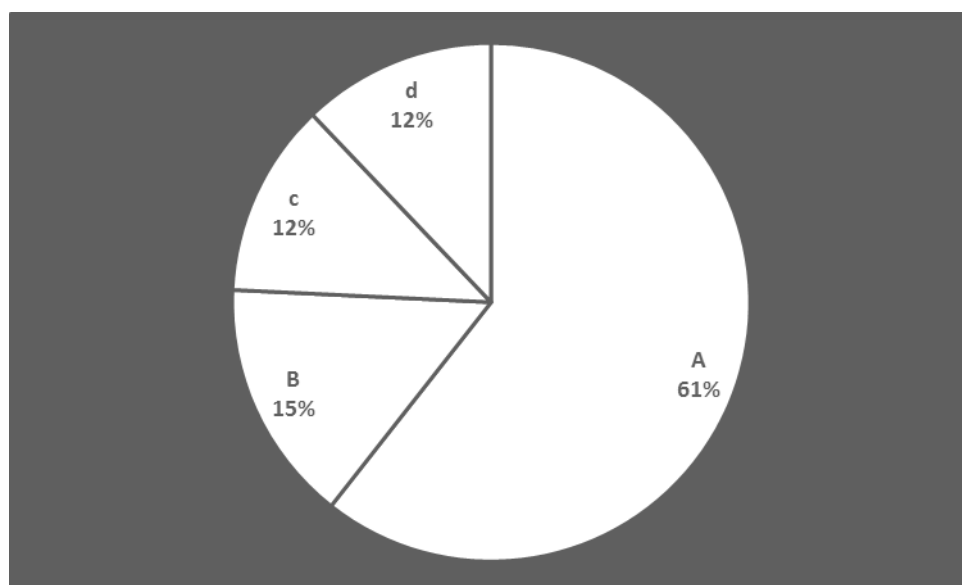
Figure 3. 19. The pupils' preferable skill

61% from the teenage pupils prefer the listening skill then it comes the speaking skill 15% of the pupils have selected it. where as both the reading and the writing skills have the same degree(12%) this may emphasize that the tow skills are complementary and they go together.

Section two: Writing in the middle school

1. Pupils write at the classroom:

A: sometimes   b: rarely   c: never
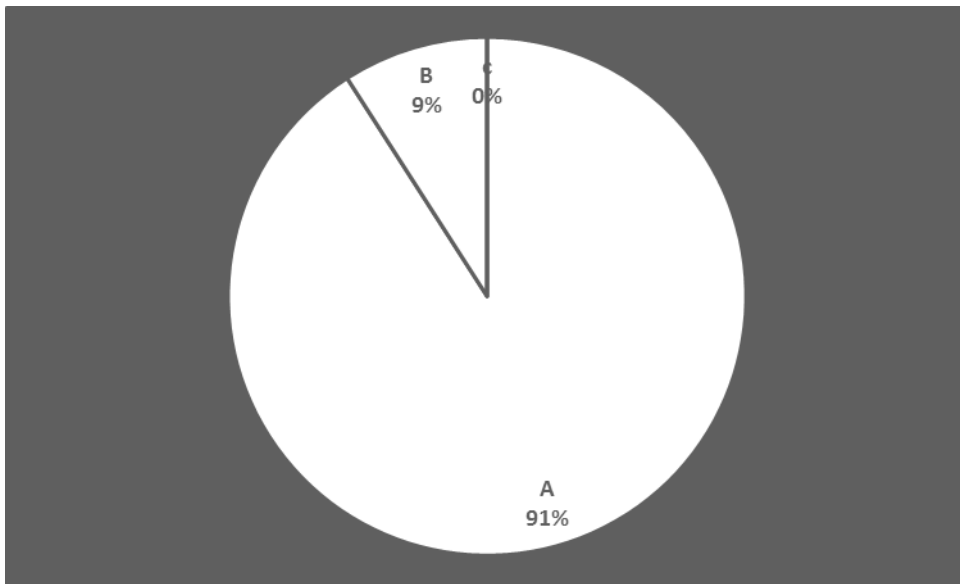
Figure.3.20 The pupils' duration for the writing production

The pupils writing production seem to be amount of time seem to acceptable in which 91% of the pupils sometimes write during the class , 8% rarely write and 0% answered by never.

2. The topics you are asked to write about :

a. very interesting   b. interesting   c. not interesting   d. not interesting at all.
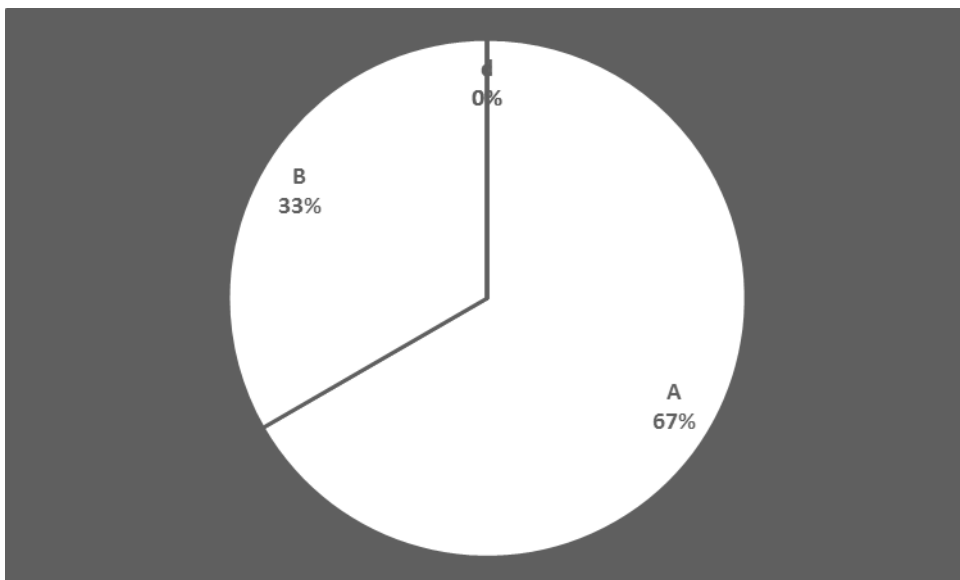
Figure3.21 The pupils' view about the topics they are assigned to write about

   As the informants were supposed to give us their view about the topics they are assigned to write about , we have remarked that the teacher makes his efforts to motivate the pupils to like

the topics . 67% of the pupils see that the topics are interested. In the same class, we have found that 33% of the pupils find the topics not interesting .this may refer to the interest to study the foreign language.

3.How do you use to write?

a. individually

b. in pairs

c. in groups
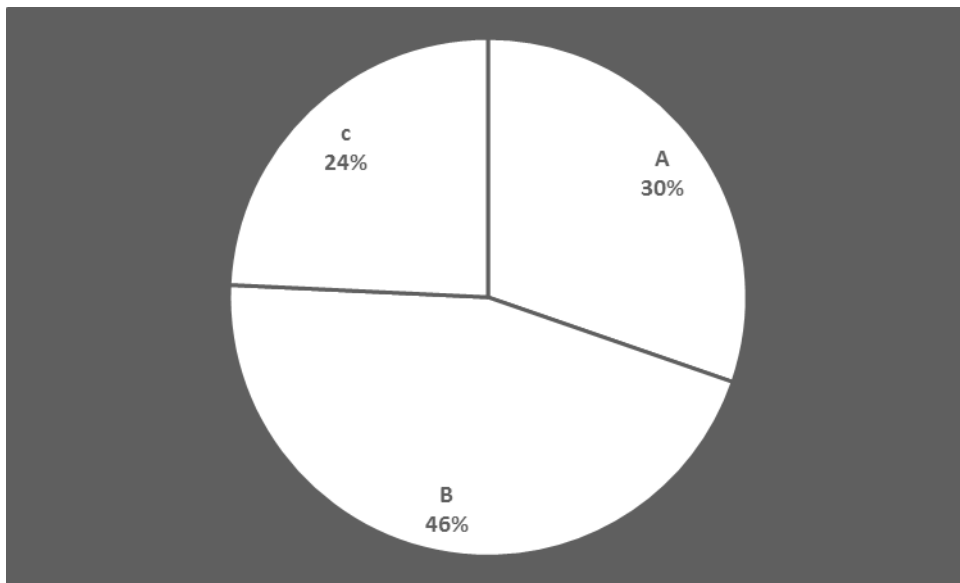
Figure3. .22. The way pupils prefer to write

The third question was in the same context , we have asked the pupils about the way they used to write .30% of the responses said that the pupils prefer to write individually where the rest 46% prefer to write in pairs . the individual writing said to be creative , people who prefer to write individually without sharing their ideas seek to be born gifted whereas the ones who prefer to write in pairs are seem to collaborative and they tend to develop a their writing production. And 24% prefer to write in groups.

4. Do you write the assignment given by the teacher?
A. In the classroom
B. At home
C. Sometimes in the classroom and sometimes at home.
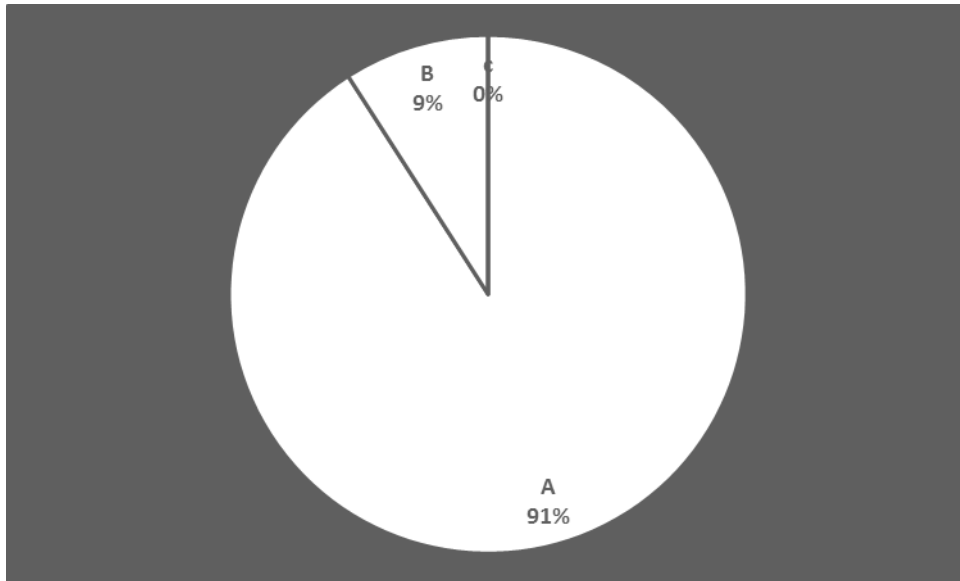
Figure3. .23. The writing of the assignment

Since the writing skill requires regular practice, the fourth questions was devoted to know where the pupils write. 91% of the pupils answered that they do the assignments that they are asked about sometimes at the class and other times at home .In that teachers' regular assignments may help the EFL(foreign language learners) to overcome the learning difficulties in literacy(reading and writing).

5 . Does the teacher turn round to help you with his/ her remarks to improve your writing?

a. yes   b. No
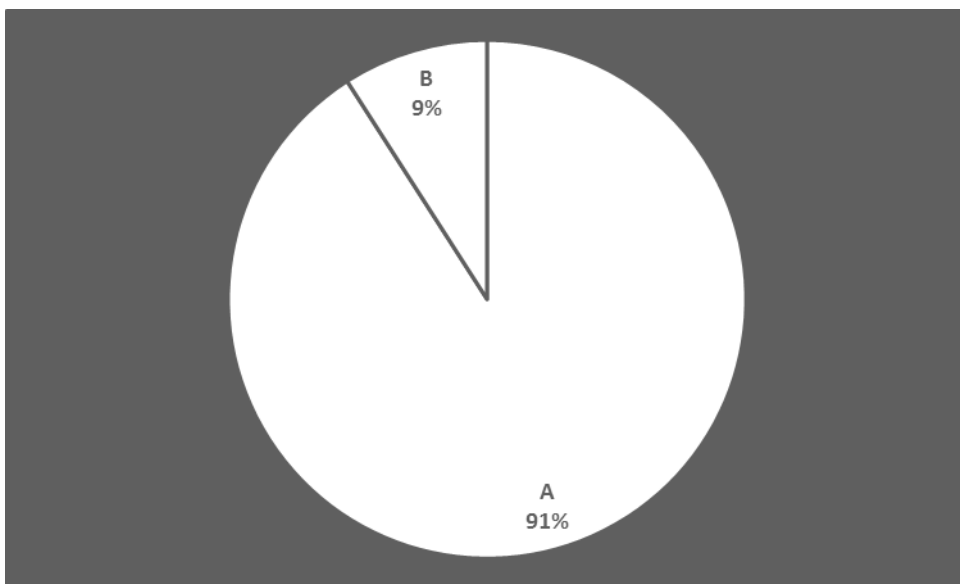
Figure3. .24. The pupils' view towards the teachers' support

The fifth question was oriented towards the teachers' role during the writing assignments .pupils where asked whether the teacher turn around the groups to give them a fruitful feedback. Unfortunately 91% answered by <u>No</u> . The lack of support supposed from the teacher does not reflect the ethics of a well-trained teachers who can use effective methods inorder to improve the pupils' writing production.

6.Do you start directly writing after you have being given the subject or

a. You generate ideas

b. Prepare a planning

c. Then you start writing

The sixth question was mainly concerned by the writing strategies that the pupil follow during the writing process. The pupils were asked to indicate whether they start writing directly or not ,and then to organize them according to its importance. As we have previously designed the pupils have organized the strategies as follows : first they generate their ideas, second they prepare a panning and finally they start writing.

7. How long do you spend reading the question ,getting the ideas and writing the outline?

a/10 minutes

b/A quarter

c/ 20 minutes
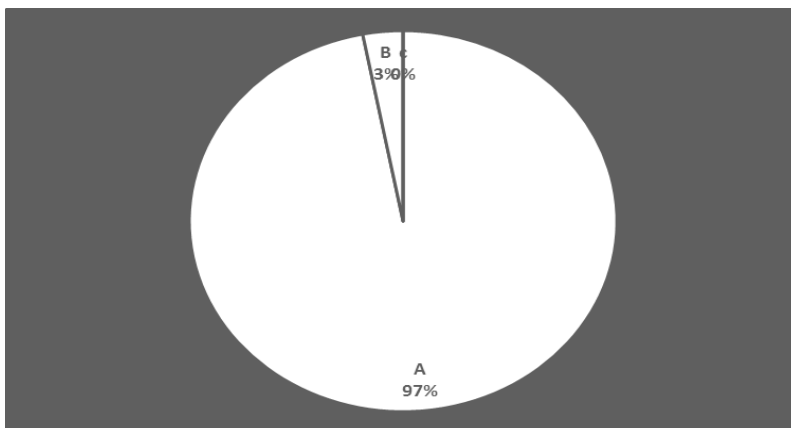
Figure3. 25. The amount of time pupils spent to write an out line

The seventh question , gives more focus to the amount of time that is typically spent during reading the question ,getting the ideas and writing the outline. 97% of the pupils said that they spend approximately ten minutes . In fact ten minutes does not seem to be enough for doing all those activities unless the instruction given is limited in time.

8.You write a simple sentences

A. Yes   B. No
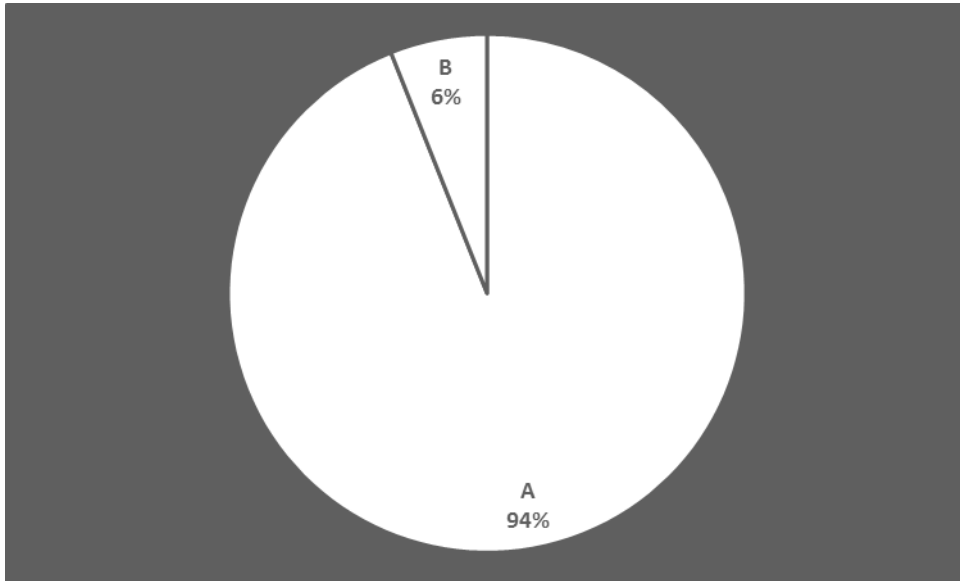
Figure3. .26. The use of the simple sentences

Since generating the ideas and writing the outline require a simple sentence ,the eighth question was devoted to ask the pupils whether they write a simple sentences or not . the majority of the informants answered by Yes. The more sentences are simple , the more the pieces of writing are organized and accurate.

9.After writing the outline and generating the ideasWhich of these strategies do use or rank them according to the priority from 1-5 (The writing strateges)

a/ Identifies the purpose of your writing .

b/ Draft many sentences to introduce your topic.

c/ Organizing and re-organizing your sentences after writing them

d/ Revise the sentences and share your pieces of writing with your peers

e/Organizing the piece of writing and present it in front of your classmates and teacher

In the ninth question we come back to the writing strategies used by the pupil during writing the outline and generating ideas . After we had selected the most strategical steps for writing an accurate outline, we have asked them to rank them according their preference.. The pupils keep the same classification given to them. First, they identify the purpose of writing " we meant the topic of writing production". Second, they draft many sentences to introduce the topic "writing the outline". Third, they organize and re-organize the sentences after writing them . Fourth, they revise the sentences and share their pieces of writing with their peers. Finally, they organize the piece of writing and present it in front of the classmates and the teacher. A writing method that is taught at the secondary schools "Think – Pair – Share" seem to be helpful for the intermediate learners to improve their writing that is why we have chosen this strategy and not any other strategy.

10. Who revises your drafts?

a. The teacher

b. Your peer or peers

c. You do the revision by yourself
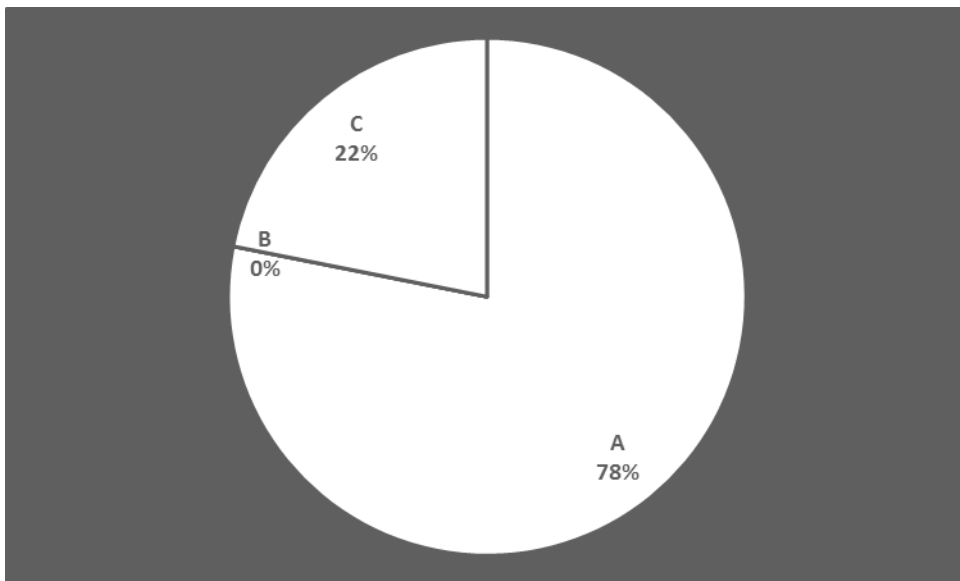
Figure3. 27. The drafts' revisers

The tenth question , was oriented to ask the pupils about who revises their darts. Definitely, the one who is expected to revise the drafts is the teacher because the teachers' feedback will be the guidelines for the pupils' writing achievements.

11. When you write do you make errors?

a. Grammar

b. Building sentences

c. In the choice of vocabulary
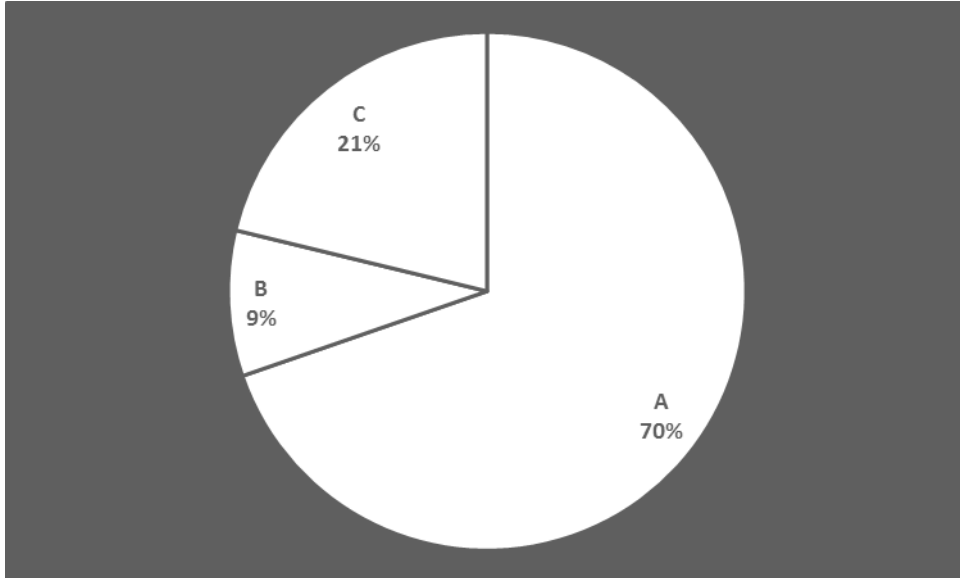
Figure3.28. The kind of errors in the pupils' writing

   The eleventh question is mainly concerned with the errors committed by the pupil after the final writing.70% of the pupils said that they make grammatical errors. 9% assert that theymake errors in building sentences. And 21% declare that they make errors in the choice of vocabulary.   Westwood, P (57 ,2008) believed that : "competence in writing in different genres and for different purposes relies heavily on possession of adequate vocabulary, knowledge of syntactical structures, and appropriate strategies for planning, composing, reviewing and revising written language." All in all , in writing we need to be more accurate because the written errors cannot be tolerated by people comparing to the spoken mistakes.

12.Considering the previous strategies, can you write independently and rely on your self during the writing tasks with the guidance of your teacher

Yes   No

a/ Identifies the purpose of your writing .

b/ Draft many sentences to introduce your topic.

c/ Organizing and re-organizing your sentences after writing them

d/ Revise the sentences and share your pieces of writing with your peers

e/Organizing the piece of writing and present it in front of your classmates and teacher
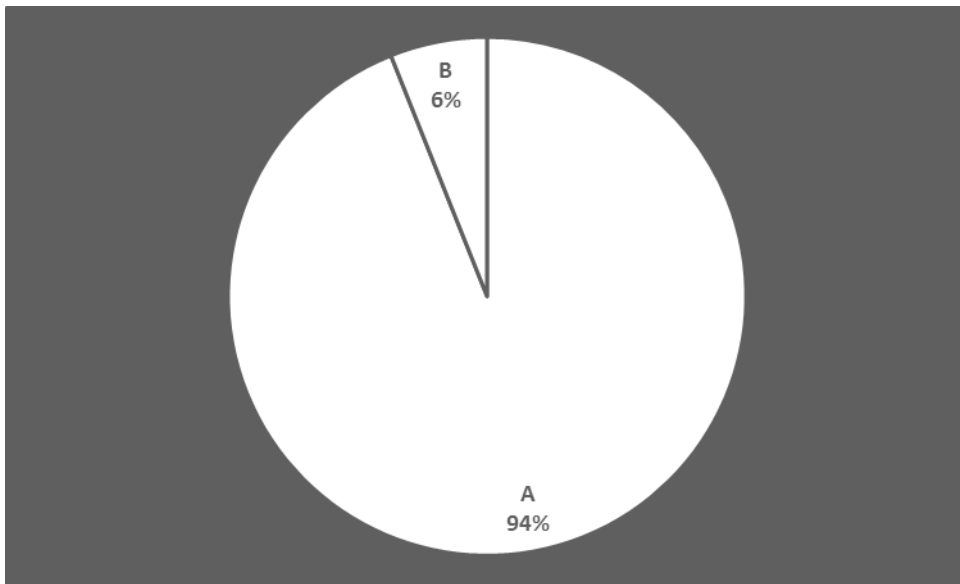
Figure3. 29. The writing strategies

The twelfth question is subdivided into tow sections the first is related to ninth question (the writing strategies) in which we have considered the previous strategies to be followed by the pupils if they can write independently and rely on themselves during the writing tasks with the guidance of the teacher . and the second section is a self-reflection form that we have suggested to help the pupils to achieve acceptable level in writing . 94% of the pupils answered by Yes in that they can follow the writing strategies to better develop their writing independently and thus they can follow the self-reflection form to achieve their goal. where as the rest 6% of the pupils answered by No in that they can not write alone .

The self-reflection form is a strategical way to help the pupil when doing the final revision. It does not take much time ,and it gives the pupil an opportunity to discover his or her mistakes alone as a result the young writer will develop an accurate piece of writing .

We have considered the following seven questions to be a part of "the Pupils' self-reflection form" .We have translated them into Arabic and then we distributed the form .Wishing from the pupils to follow the instructions that are given because it is a helpful strategy for them .

1-.Do your sentences show a good ideas?   Yes [   ]   No [   ]

2 - Did you use connections between ideas? Yes [   ]   No [   ]

3.How many minutes did you spend writing your ideas? 5 mn ☐ 10 mn ☐ 15mn
☐

4.-Did you revise and edit your work ?   Yes ☐   No ☐

5.-Have your revision and edits improve your writing ? Yes ☐   No ☐

6.-How much stress did you experience during your writing ?few ☐   much ☐

7-.If you are a teacher what grade (a score from 1 to 5) would you give to your writing ?

The question thirteen was about the pupils' perception about writing . 8% of the pupils think that writing is a gift .They may believe that the born gifted children are minority ,but they exist in our society. The rest 92% believe that writing is a skill that can be developed through practice.

The second part of this question was set as a final question to seek whether they have the will to improve the writing proficiency.
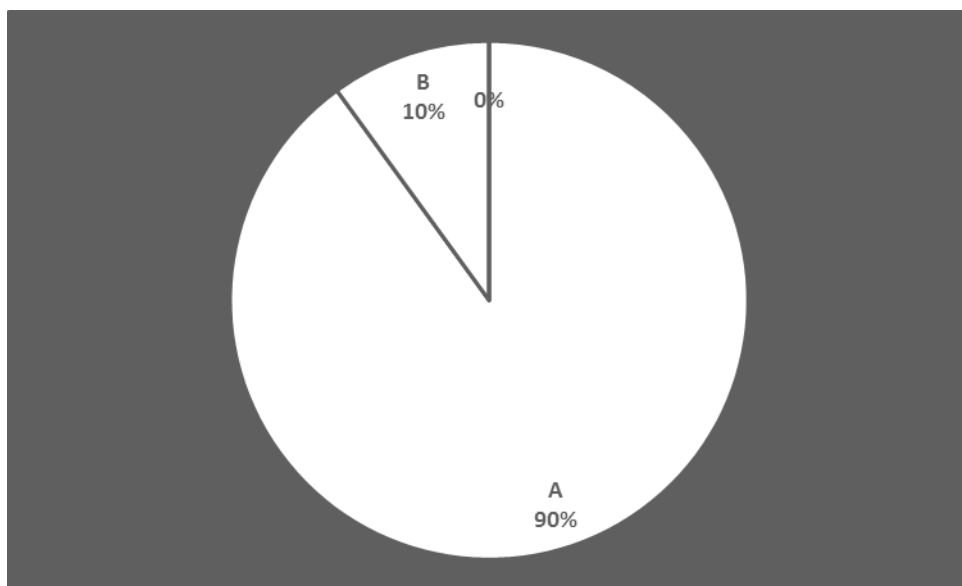
Figure3.30. The pupils' will to improve the writing production

a. Yes   b. not really   c. No

45 pupils have answered by Yes, and only 5 pupils answered by Not really where as no pupil has choosen No .   90% of the whole number of the informants want to improve their level of writing .It is an encouraging percentage for the teacher to apply a real writing strategies that will improve the pupils' production in writing. As in any class we have found

that 10% of the investigated population do not have the will to improve their writing skill. When we asked them orally about their careless towards improving the language , they answered that the learning of the foreign language is not important and they study it as module only.

14. If you are asked to add something in the lessons of writing ,what do you like to add?

Please tell me why?

An open –ended question item has been designed to get more details about the pupils' intention and future expectations in practicing the writing skill. We have get some answer that is motivating for the pupil for example ; some pupils suggest to have a session of writing imaginative stories " fiction" including the writing of fiction stories in the syllabus may elaborate a sense of self- autonomy for better achievement in the future. Others suggest writing articles and reports in English concerning the school events and present them from the radio of the middle school every week. Another interesting suggestion was exchanging post cards in English to share events. Also writing posters in English and present them all during the school parties. We would appreciate these ideas ,though it is considered as non-educational methods, but it seems to be motivating because it involves pupils in contexts that they like .

3.5. Discussion of the results

To sum up, the findings of the two semi-structured questionnaires revealed that the descriptive - interpretive analysis of the relationship between the implementation of the principles of the Competency Based Approach on Scaffolding fourth year middle school pupils' writing in terms of accuracy can have a positive impact on the pupils' writing proficiency using the writers' workshop as a teaching strategy. In this chapter we have analyzed both teachers' and pupils' views towards the writing skill under the Competency Based Approach. On the one side, the teachers' support can change the pupils' view towards the leaning of the foreign language. Al though the school reforms that are changing approximately every year, teachers still think that the principles of such an approach failed to prepare competent and skillful young writers. On the other side, the implementation of the writers' workshop as a teaching method under the principles of the Competency Based

Approach will provide well-organized plan for practicing the writing skill ,and positive guidance from the teacher will create a strong independent young writer. In other words , fourth year pupils at Brahimi Ben Hami middle school can reach a successful career through an extensive practice of the skill with the support of their teachers. By the end of this exploratory study, we can confirm the hypothesis that has been articulated previously. After we have finished the study , we paved the way for the future researchers to carry out a systematic study on the impact the Competency Based Approach on the middle school pupils' writing production.

General Conclusion

In the Algerian middle school classrooms and mainly in the Willya of Biskra .On the one hand, fourth year pupils at Brahimi Ben Hami Middle School face a difficulty on producing an accurate piece of writing. Even after three years of learning the English language under the principles of the Competency Based Approach that focus on the pupils' competencies, the majority of the pupils lack the basics of writing simple and meaningful sentences. Unfortunately, they think that the Learning of the foreign is set on the programme to fulfil some educational requirements; this perception towards the English language affects negatively the learning outcomes. Unwillingly, it leads to a real failure in the educational system. On the other hand, the majority of middle school teachers' still think that the principles of the Competency Based Approach imposed on them are vague and unclear. An example is the use of the text books (On the Move 4) ,where expert teachers can easily recognize that the objectives, methods, teacher guide, activities, content, and projects are challenging and difficult for an adolescent population, so they try many techniques to help pupils understand the courses ,and to realize the expectations set by the higher authorities.This study was devoted to explore the middle school teachers' support towards the fourth year pupils under the roles and the principles of the Competency Based Approach. Thus, to confirm or reject the hypothesis that has been articulated to investigate the use of the Competency Based Approach and its impact on scaffolding middle school pupils' writing in terms of accuracy.

The present dissertation outlines one hypothesis that touch upon only one aspect in teaching English in Brahimi Ben Hami middle school at El-Alia ,Bsikra. It hypothesized that the use of the Competency Based Approach have an impact on scaffolding pupils' writing in terms of accuracy .The results of the investigation emphasize that the writing instructions require a structured support to pave the way for the pupils to overcome more difficult tasks in writing. Consequently, teenagers require a set of motivating practices and activities that are assisted by the teacher to improve their competencies. Moreover, the accidental mistakes committed by the pupils during the writing production in syntax, spelling and semantics can be corrected through a regulated series of practices. Whereas the solid majority of the surveyed teachers have claimed that the stakeholders do not provide enough techniques to encourage teachers and pupils to solve the difficulties they encounter during the process of writing. Teachers see that the middle years are crucial stage in schooling. Consequently, the teenage pupils need to be assisted by the teacher in order to achieve acceptable level in

literacy and to accelerate the process of writing . A constructive suggestion was supported by the middle school teachers towards more enthusiastic teaching method is providing integral techniques like the writers' workshop to improve the level of literacy at the elementary levels, and give it a top priority to reform the process of learning.

The principles of the Competency Based Approach implemented in the Algerian middle schools and based on the pupils' competencies have an impact on scaffolding pupils' writing skill because those competencies highlighted in the Competency Based Approach are linked to the pupils' needs in and out the classroom. Pupils learn to listen, to speak to read and write, they act in English using a range of skills and knowledge in various real-life communication situations. Finally, in the classroom ,teenage pupils are actively involved in all the aspects of the lesson ,they use their skills within communicative situations , also they exchange ideas and pieces of information ,and they plan for appropriate strategies to help them learn and communicate better.

Finally, writing under the Competency Based Approach can be motivating and inspiring for both teachers and pupils. Teachers can apply strategies and techniques to design tasks for pupils, mainly using the writers' workshop as a collaborative process in which the pupil can enhance the writing production through stages assisted by the teacher. Furthermore ,pupils will find the numerous components that are imposed on them to develop an accurate piece of writing .Such as :cohesion, coherence and all the grammatical and the semantic abilities are beneficial procedures to carry out correct and produce sentences . They can start by a simple topic sentence , select a perfect expending ideas , and use suitable developing sentences that represent a real challenge for them. Finally , the results revealed from the study confirm the relationship between the implementation of the principles of the competency based approach on scaffolding fourth year middle school pupils' writing in terms of accuracy.

3.6.Limitations of the Study

The limitations of the study identify the potential weaknesses of the study. For us the answers and comments provided by the surveyed population were approximately the same we would better investigated the issue using other data collecting tools.

3.7. Recommendations

1.   Pupils are required to be prepared to think like writers and to activate their cognitive skills and processes

2.   To be good writers , children need to read extensively because reading and writing are two complementary skills related together

3.   Middle school teachers , may use this book" Nancie Atwell's In the Middle school" which documented the successful use of both writers' and readers' workshop

4.   Stakeholders should provide enough strategical techniques to encourage middle school teachers and pupils to overcome to difficulty of the writing skill.

5.   Seminars , discussions and training meetings in writing are very important to improve the level of the written production and to get the community of middle school teachers and pupils engaged in interesting tasks.

6.   pupils should understand that the writing skill crystallizes the pupils' thought, and help them to express ideas , facts, and opinions easily.

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Appendices

Appendix 1: The Teachers' Questionnaire

Thesis Title: An exploratory study on the impact of the competency based approach on scaffolding middle school writing

Dear teachers:

This questionnaire serves as a data collection tool for the fulfillment of Master Degree in Applied Linguistics .This study is about The Impact of the Competency Based Approach on Scaffolding Middle School Pupils: a case study of the fourth year pupils. The results of this questionnaire may help EFL teachers to develop teaching the writing skill strategies. Hence, you are kindly invited to answer according to your personal experiences .Your responses will be great helpful for us.

Thank you ☺☺

Ben Alia Hadjer

I/ Qualification and experience:

1. Experience in teaching at Middle school:

2. Experience in teaching the fourth year classes:

3.Have been formulated in the Competency Based Approach?

Yes: ☐   No: ☐

II/the implementation of the principles of the CBA in the Algerian Middle schools

Please, read the following statements and choose what is appropriate for you

1/Do you think the theoretical view of language concerning the CBA is:

a/ Functional view that insinuates that language as a mean for communicating functional meaning. ☐

b/ Interactional view that considers language as a tool for the realization of interpersonal relations and for the fulfillment of social transactions between persons ☐

c/The CBA subscribes to functional and interactional views. ☐

2/Do you believe that the theory of learning under the Competency Based Approach is:

a/ Cognitivist which is an active involvement of the learner in inferring principles and rules and then testing them out. ☐

b/ Constructivist which sees Learning as a constructed process , in that learners build new knowledge upon previous experiences and knowledge. ☐

C/Socio-constructivist through which classroom knowledge is socially constructed using problem solving techniques ☐

3/ Does the Competency Based Approach aim at establishing:

1/ Oral interaction in English? ☐

2/Interpreting authentic , oral or written documents? ☐

3/Producing simple oral or written messages? ☐

4/ All of them ☐

4/Which aspect does the syllabus stress among those main aspects:

1/Know-how-to-do related to competencies ☐

2/Socio-cultural themes ☐

3/Grammar forms ☐

4/Lexical forms and pronunciation ☐

5/Others…………………………………………………………………………………
……………………………………………………………………………………………
……………………………………………………………………………………………

5/Does those syllabuses aim at integrating learners in real –life tasks mainly in teaching writing?

Yes: ☐

No: ☐

If no , please give suggestions on how to better apply writing tasks that cope with the pupils' real life tasks ?

………………………………………………………………………………………………………

………………………………………………………………………………………………………

………………………………………………………………………………………………………

III/ learning and teaching activities under the CBA

1/During the creative tasks mainly the project work , have you :

a/ Assisted pupils in collecting data? ☐

b/ Reviewed their first draft before writing the final draft? ☐

c/ Discussed the pupils' performance and given them your feedback? ☐

d/ If there are other strategies, please include them ☐

……

……

……………………………

2/Does the task components involve learners in:

a/ Comprehending activities? ☐

b/ Manipulating activities? ☐

c/ Interacting activities that help them to reach satisfactory outcomes? ☐

d/Others………………………………………………………………………………………………

…………………...

IV/ teachers' opinion about the implementation of the CBA

1/ Why do most teachers think that the CBA is not applied appropriately ?

Is it because:

a/ The principles of the CBA are not applied appropriately by the teachers? ☐

b/Teachers are not informed about the CBA and its principles? ☐

c/ Teachers are using course books , but they are not really applying those principles? ☐

d/Others…………………………………………………………………………………………

………………………………………………………………………………………………………

………………………………………………………………………………………………..

2/Do you think that the implementation of the Competency Based Approach have a positive impact on improving your pupils' writing

Yes :☐   No: ☐

If yes , how?

………………………………………………………………………………………………………

………………………………………………………………………………………………………

………………………………………………………………………………………………………

If No ,Why?

………………………………………………………………………………………………………

………………………………………………………………………………………………………

………………………………………………………………………………………………………

V/ Teaching writing under the CBA

Please, tick the right answer :

1/ The level of the 4th Middle School pupils this year is:

a/ Weak: ☐

b/ Average ☐

c/ Good ☐

d/ Fairly good ☐

2/ Do you think that the way "Writing" is taught to middle school pupils can prepare them to perform successfully in real life tasks:

Yes :☐   No: ☐   Partly: ☐

If you choose no, please say why

……

……

3/ Most teachers see that the school reforms have a negative influence on the pupils' performance

Is it because

a/ The pupils are involved in tasks that they don't understand ? ☐

b/ Teachers don't give enough assistance during the writing activities? ☐

c/ Writing is not taught collaboratively using the group work strategies ? ☐

d/Others:…………………………………………………………………………………………………

…………………………………………………………………………………………………

4/Teachers can't figure out the pupils' weaknesses and strengthens to achieve better results in writing tasks

Is it because

a/ EFL learners are not motivated enough to write in English ☐

b/Teachers don't provide enough support to their pupils ☐

c/Time allocated to writing activities is not enough ☐

d/Other

……

……

……

5/ Teachers' suggestions about improving the level of their pupils in writing

………

………

………

VI/ scaffolding as process for teaching writing at middle schools

See the definitions of these terms at the end of the questionnaire

1/ Why is scaffolding seen as one process that allows teachers to organize a writing activity successfully

Is it because

a/It's a systematic process that meets the needs of the pupils ☐

b/It creates independent writers ☐

c/ It provides pupils with sufficient guidance ☐

d/ It allows practical individualization for the writing lesson ☐

E/Others……………………………………………………………………………………………

………

………

2/ EFL teachers can use some strategies that provide enough support to their pupils.

which of these activities do you think provides more support to pupils in a writing task?

a/ Identifying the writing task ☐

b/ Assessing the prior knowledge ☐

c/ Designing a writing plan ☐

d/ Composing the 1st draft ☐

c/ Re-thinking and revising ☐

Your comments

………

………

………

VII/The Writers' Workshop: an apprenticeship model for scaffolding young writers' writing process

1/ How often do your pupils write in a week?

Once: ☐   Twice: ☐   Three times: ☐

2/How is your pupils' writing performance using the writers' workshop ?

- Free   ☐

- Creative   ☐

- Cooperative   ☐

3/ Teachers see that the mini lessons are very important in the writers' workshop

Is it because

1/ It provides teacher with a daily context for teaching pupils the writing skill   ☐

2/Teachers use clear examples which offer pupils with models for learning how to solve problems ☐

3/It's an opportunity that promotes pupils' self –reliance   ☐

4/Others

…....………………………………………………………………………………………………………

………

………

4/ Do you think that the teachers' guidance help pupils to perform better?

Yes   No

If yes how ?

………………………………………………………………………………………………………

………………………………………………………………………………………………………

VIII/The teachers' suggestions

1/ What do you suggest to support the 4th year pupils' writing in terms of accuracy?

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Definitions

scaffolding : In education, scaffolding refers to the instructional techniques used to move students towards stronger understanding and greater independence with the guidance of adults that are more knowledgeable or their teachers.

Thank you very much for your help

Appendix 2: The Pupils' Questionnaire

Dear fourth year pupils :

This questionnaire serves as a data collection tool for the Fulfillment of Master Degree in Applied Linguistics .It is an exploratory study on the impact of the competency based approach on scaffolding middle school pupils : a case study of the fourth year pupils . Your answers will be great helpful for us. Will you please tick the appropriate answer or give your own as truthfully as possible?

Thank you for you cooperation

Ben Alia Hadjer

☺☺

أعزائي تلاميذ الصف الرابع :

يقدم هذا الاستبيان كأداة لجمع بيانات "للحصول على درجة الماستر" في "اللغويات التطبيقية". عنوان الاطروحة " دراسة

استكشافية حول تأثير منهج المقاربة بالكفاءات على سقل المهارات الكتابية ل تلاميذ المدارس المتوسطة: دراسة حالة

لتلاميذ السنة الرابعة متوسط. سوف تكون إجاباتك مفيدة بالنسبة لنا. رجاءا ضع علامة على الإجابة المناسبة .

شكرا لك على التعاون

I. General information	معلومات عامة

1/Your Name	الاسم :
2/Gender	الجنس:
3/Age	السن:
4/Residence	الإقامة:

Please indicate your priorities by placing numbers in the boxes to indicate your views, 1= the highest priority; 2= the second highest priority and so on

يرجى ترتيب المهارات حسب الأولويات الخاصة بك من 1 الى 4

5/ Which skill do you prefer: أي مهارة تفضل اكثر

· Listing ☐   الاستماع

· Speaking ☐   الكلام

· Reading ☐   القراءة

· Writing ☐   الكتابة

II.Writing in the middle school	**الكتابة في المدرسة**

1. How often do you write at school?   **كم مرة تكتب في القسم؟**

a. Sometimes أحيانا ☐

b. Rarely نادرا ☐

c. Never‏ابدا

2.Are the topics you are asked to write about ‏هل كنت تكتب عنها التي المواضيع هل هي

a. Very interesting‏ممتعةجدا

b. Interesting‏ممتعة

c. Not interesting‏غير ممتعة

d. Not interesting at all ‏غير ممتعة اطلاقا.

3. How do you use to write? ‏كيف تكتب؟

a. Individually‏بمفردك

b. In pairs‏مع زميلك

c. In groups‏في مجموعات

4. Do you write the assignment given by the teacher? ‏هل تكتب واجبك المدرسي

a. In the classroom‏في القسم

b. At home‏في المنزل

c. Sometimes in the classroom and sometimes at home.‏أحيانا في البيت و أحيانا في القسم

5.. Does the teacher turn round to help you with his/ her remarks to improve your writing?

‏هل يراقبكم الأستاذ اثناء حلكم لواجباتكم ويقدم لكم المساعدة؟

a. Yes‏نعم
b. No ‏لا

6.Do you start directly writing after you have being given the subject or

‏هل تبدأ الكتابة مباشرة عندما يقدم لكم الأستاذ الموضوع او

Choose the appropraiteanswer ‏اختر الإجابة المناسبة لك

a. You generate ideas‏تجمع الأفكار

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b. Prepare a planning تحضر مخطط للكتابة ☐

c. Then you start writing ثم تبدأ الكتابة ☐

7. How long do you spend reading the question ,getting the ideas and writing the outline

كم تستغرق من الوقت في قراءة السؤال والحصول على الأفكار وكتابة المخطط التفصيلي

a/10 minutes ☐ 10دقائق

b/A quarter ☐ ربع ساعة

c/ 20 minutes ☐ عشرين دقيقة

8. Do you write a simple sentences **هل تكتب جمل بسيطة؟**

Yes ☐ No ☐

9.After writing the outline and generating the ideas

بعد كتابة المخطط التفصيلي وجمع الأفكار

Which of these strategies do use or rank them according to the priority from 1-

ايٌ من هذه الاستراتيجيات تستخدم؟ رتبها حسب الأولوية من 1 الى 5

a/ Identifies the purpose of your writing .

1 يحدد الغرض من الكتابة مثلا إذا كان التلميذ يريد أن يكتب رسالة إلى صديق له يدعوه الى حفلة عيد ميلاد.

b/ Draft many sentences to introduce your topic.

2. كتابة العديد من الجمل في مسودة من اجل التعريف بموضوعك

c/ Organizing and re-organizing your sentences after writing them

تنظيم وإعادة تنظيم الجمل والأفكار بعد قراءتها

d/ Revise the sentences and share your pieces of writing with your peers

مراجعة الجمل التي كتبتها ومشاركتها مع زملائك

e/Organizing the piece of writing and present it in front of your classmates and teacher

اعداد وترتيب الجمل في شكلها النهائي وتقديمها امام الأستاذ والزملاء

10. Whorevisesyourdrafts? **من يراجع مسوداتك؟**

a. The teacher ☐ الأستاذ

b. Yourpeer or peers ☐ زميلك او زملاؤك

c. You do the revision by yourself ☐ انت الذي تراجعها

11. Whenyouwrite do youmakeerrors in   عندما تكتب هل تقوم بأخطاء

a. Grammar ☐   نحوية

b. Building sentences ☐   في بناءالجمل

c. In the choice of vocabulary ☐   في اختيارالمفردات

12.Considering the previous strategies: اعتمادا على الاستراتيجيات السابقة

a/ Can you write independently and rely on your self during the writingtaskswith the guidance of your teacher

Yes   No

هل تستطيع ان تكتب لوحدك وتعتمد على نفسك بمساعدة الأستاذ

نعم   لا

b/ Can you follow a self-reflection form in order to achieve acceptable level in writing ?

يمكن تتبع" نموذج التأمل الذاتي" من أجل تحقيق مستوى مقبول في الكتابة؟

If youranswerisyes ,ﺍwouldyouconsiderthis "a self –reflectionform " to help you

اذاكانت الإجابة نعم , هل يمكنك ان تتبع هذا النموذج من اجل تحقيق مستوى احسن في الكتابة

1.Do your sentences show a good ideas?   Yes ☐   No ☐

1.هل تُظهرجملك أفكارمفيدة؟

2. . Did you use connections between ideas? Yes ☐   No ☐

2.هل استخدمت أدوات الربط؟.

3.How many minutes did you spend writing your ideas ?5mn   10 mn   15 mn

3.كم من الوقت استغرقت في كتابة افكارك؟

4.Did you revise and edit your work ? Yes ☐   No ☐

4.هل قمت بمراجعة وتحريرماكتبت؟.

5.Did your revision and edits improve your writing ? Yes ☐   No ☐

5. هل مراجعتك لما كتبت ساعدت في تطويركتابتك؟.

6. How much stress did you experience during your writing ?

few ☐ much ☐

<div dir="rtl">6. هل كنت متوتر اثناءالكتابة؟</div>

7.If you are a teacher hat grade (a score from 1 to 5) would you give to your writing ?

<div dir="rtl">7.إذاكنت مدرس ماالعلامة التي تعطيها لكتابتك (نقاط من 1 إلى 5) ؟ .</div>

| 1 | 2 | 3 | 4 | 5 |

| **13. The pupils' perception about writing** | **وجهة نظرالتلميذ تجاه الكتابة** |

1.Doyou think that writing is   **هل ترى ان الكتابة**

1.A gift موهبة

2. A skill that can be developed through practice مهارة يمكن ان تطور

2 . Do youwant to improve your level in writing?   **هل تريد تطويرمستواك في الكتابة**

a. Yes نعم

b. not really ليس تماما

c. 14. If you are asked to addsomething in the lessons of writing, what do youlike to add?

Please tell me why?

<div dir="rtl">لواتيحت لك الفرصةان تضيف شيئا لمحتوى دروس الكتابة،ماذاستضف؟ولماذا؟</div>

…………………………………………………………………………………………

Thankyou for yourcooperation

الملخص

تدريس الكتابة لتلاميذ المدارس المتوسطة في إطار أحدث الإصلاحات التعليمية في المدارس الجزائريةيعتبر أمرا بالغ الأهمية. تسعي هذه الدراسة إلى استكشاف آثار منهج المقاربة بالكفاءات في دعم و توجيهتلاميذ المدارس الإعدادية للسنة الرابعة في متوسطة ابراهيمي بن حمي،حي 300 مسكن العالية.ولاية بسكرة في تحسين مستوى كتابات التلاميذ من ناحية الدقة ..لكي تثبت أو ترفض الفرضية قمنا بهذه الدراسة الاستكشافية. حيث قمنا بتوزيع استبيان خاص بالأساتذة الذين كان عددهم ثلاثة عشر (13) أستاذا و استبيان خاص بالتلاميذ الذين اخترنا منهم خمسين تلميذا (50) من اصل تسع وتسعين تلميذا. تدل نتائج النموذجين على ان هناك علاقة بين منهج التدريس بالمقاربة بالكفاءات و دعم المدرسيين للتلاميذ وقدرتها على تحسين مستوى كتابتهم من ناحية الدقة .ومن خلال البيانات المتحصل عليها نستطيع ان نؤكد الفرضية وإعداد أرضية لإكمال دراسات تجريبية تسعى لتحليل علاقة تأثير منهج المقاربة بالكفاءات وتحسين مهارات التلاميذ في الكتابة من ناحية الدقة بالاستعانة باستراتيجية تربوية تعليمة و هي " ورشة الكتابة" التي تساعد التلاميذ على تطوير أنماط الكتابة المطلوبة منهم لأداء مهامهم بفعالية في الحياة الواقعية .