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**Problems Facing Teachers in Implementing the Competency-
Based Approach in Algerian Secondary School in
Teaching Writing**

Case Study:

Third Year Secondary School at Malek Ben Nabi (Youb) Saïda

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

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Dedication

It is the end of this long trip in our educational life,

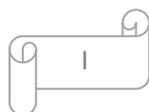
We have the honor to dedicate this to all who gave us the hand of help,

Especially our dear parents, our lovely brothers, our sisters, and to our friends and all family.

To our very near classmates and all who know us.

We are very proud to be among who will be graduated from this university.

Special thanks to my supervisor Mr.GRAZIB and to all my classmates.

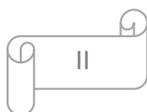


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Many thanks also go to all the staff of Department of Foreign Languages at the University of Doctor Moulay Taher and more precisely those of English for their help and their precious support.

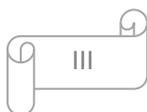
We will not forget, of course, to express our gratitude to all secondary school teachers and students who filled in the questionnaire.



Abstract

The present study aims at investigating and analyzing the obstacles and the position of writing under the Competency-Based Approach. Since is an approach which was adopted by the Algerian Educational system in 2003. Its goal is to modernize and develop education to face globalization requirement; whereas some Algerian secondary school teachers fail to implement this new approach especially in teaching writing since it is the most difficult skill for learners. The objective of this study is to help the teachers to diagnose the problems faced by the learners in learning written expression and to find solutions to improve the teaching of writing in secondary Schools. To achieve this aim, we relied on two questionnaires which have been submitted to teachers and learners to gather the necessary data about their views and gain insights about their knowledge .In this sense, we can ask: Why are secondary school teachers unable to adopt this approach in teaching written courses? We hypothesized in this study that if Algerian teachers of secondary schools knew how to apply the competency-based approach; they would promote students writing proficiency. The result show that the majority of teachers faced problems in applying the CBA and this problems is due to the crowded classes, lack of motivation, time is not sufficient for written expression, and low level of student because they not interested at all in written, for this reasons we suggest some useful suggestion are reduced student number, increase motivation, allocated enough time for writing, increase vocabulary and reading.

Key words: CBA, Implementing CBA, Algerian secondary school, Problems, Written expression



List of Figures

Figure 01: The Prerequisite of Writing

Figure 02: The Approach of Teaching

Figure 03: The Student Level in Written Expression

Figure 04: Problems Facing Teachers in Implementing the CBA

Figure 05: Students Attitudes toward Learning English.

Figure 06: The Reasons for Learning English.

Figure 07: Students Enjoyment for Learning to Write.

Figure 08: Written Lesson at Third Year Secondary School.

Figure 09: The Benefits of Writing.

Figure10: Evaluation of Student's Level in Writing.

Figure 11: Writing Paragraphs after Lessons by Students.

Figure 12: Student's Interest.

Figure 13: Written form Difficulties.

Figure 14: Causes behind Students Difficulties.

Figure 15: Students' Interest while Writing.

Figure 16: Strategies Used by Students to Write Correctly.

Figure 17: The Importance of Revising.

Figure 18: Students' Kind of Mistakes.

Figure 19: Kinds of Effective Correction.

Figure 20: Learning from Mistakes.

Figure 21: Written Activities Proposed by the Teacher.

Figure 22: Extra Activities outside and inside the Classroom.

Figure 23: The Reasons behind Students' Difficulties in Writing.

Figure 24: Distinctive Time of Reading

List of Tables

Table 01: Teachers Gender

Table 02: Time of Experienced Teaching

Table 03: The Number of Student in Class

Table 04: The Prerequisites of Writing

Table05: The Implementation of Teaching Writing

Table06: The Use of Text Book

Table07: The Approach Used to Teach Writing

Table08: The Time Allocated To Written Expression

Table09: The Use of Materials to Simplify Lessons

Table09.1: The Appreciated Materials

Table11: Good Writing Means

Table12: The Problems Facing Teachers in Implementing the CBA

Table13: The Ability of Student's to Express Ideas

Table14: How much Let your Student Work

Table15: The Student Level in Written Expression

Table16: Suggestions of Solutions to Overcome these Difficulties

Table 2.1: Students' Attitudes toward Learning English.

Table 2. 2: The Reasons for Learning English.

Table 2 .3: Students' Enjoyment for Learning to Write.

Table 2 .4: Written Lesson at Third Year Secondary School.

Table 2 .5: The Benefits of Writing.

Table .2.6: Evaluation of Student's Level in Writing.

Table 2. 7: Writing Paragraphs after Lessons by Students.

Table 2.8: Student's Interest.

Table 2.9: Written form Difficulties.

Table 2.10: Causes behind Students Difficulties.

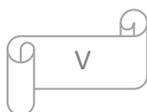


Table 2.11: Students' Interest while Writing.

Table 2.12: Strategies Used by Students to Write Correctly.

Table 2.13: The Importance of Revising.

Table 2.14: Students' Kind of Mistakes.

Table 2.15: Kinds of Effective Correction.

Table 2.16: Learning from Mistakes.

Table 2.17: Written Activities Proposed by the Teacher.

Table 2.18: Extra Activities outside and inside the Classroom.

Table 2.19: The Reasons behind Students' Difficulties in Writing.

Table 2.20: Distinctive Time of Reading.

List of Abbreviations

FLL: Foreign Language Learning.

CBA: Competency Based Approach.

1st, 2nd, 3rd: First, Second and Third.

L1: First Language.

L2: Second Language.

TL: Target Language.

I.e.: that is to say.

CBLT: Competency Based Language Teaching

DeSeCo: Definition and Selection of Competencies

ZPD: Zone of Proximal Development

Table of Contents

| | |
|-----------------------------|-----|
| Dedication..... | I |
| Acknowledgment..... | II |
| Abstract | III |
| List of Figures | IV |
| List of Tables | V |
| List of Abbreviations | VII |
| General Introduction..... | 1 |

Chapter One: An Overview of Writing

| | |
|---|---|
| Introduction..... | 5 |
| 1. Definition of Learning..... | 6 |
| 1.1. Definition of Learning to Write..... | 6 |
| 1.2. Definition of Writing..... | 6 |
| 2.1. The Nature of Writing..... | 6 |
| 2.2. Writing Skill..... | 7 |
| 3. Mechanics of Writing..... | 7 |
| 3.1. Choice of the Words..... | 7 |
| 3.2. Sentence..... | 7 |
| 3.3. Paragraph..... | 8 |
| 3.4. Punctuation..... | 8 |
| 3.5. Capitalization..... | 8 |
| 3.6. Hand Writing..... | 8 |
| 3.7. Spelling | 8 |
| 4. Act of Writing..... | 9 |
| 4.1. Psychological Problems..... | 9 |
| 4.2. Linguistic Problems..... | 9 |
| 4.3. The Cognitive Problems..... | 9 |

| | |
|--|----|
| 5. Aspects of Writing..... | 9 |
| 5.2. The Mechanical Components... .. | 9 |
| 5.3. Cohesion and Coherence..... | 10 |
| 6. Components of Writing..... | 10 |
| 7. Difference between Writing and Speaking..... | 11 |
| 8. Connection between Writing and Reading..... | 12 |
| 9. Approaches to Teaching Writing..... | 13 |
| 9.1. The Product Approach..... | 13 |
| 9.2.1. The Process of Writing..... | 13 |
| 9.2.2. The Process Approach..... | 14 |
| 9.3. Genre -Based Approach..... | 15 |
| 9.4. Implementation of Process Genre Approach..... | 16 |
| 10. Teaching Writing Course within CBA..... | 17 |
| 10.1. Steps in Planning Writing Course... .. | 18 |
| 10.2. Motivation..... | 19 |
| 11. Techniques of Teaching under Competency Based -Approach..... | 19 |
| 11.1. Project Work and Competency Based -Approach..... | 20 |
| 11.1.1. Definition of Project Work..... | 20 |
| 11.1.1.2. Characteristics of Project Work..... | 21 |
| 11.1.1.3. Stages of the Project Work..... | 21 |
| 11.1.1.4. Types of Project Work..... | 22 |
| 11.2. Portfolio..... | 23 |
| 11.2.2. Components of Portfolio..... | 23 |
| 11.2.3. Types of Portfolio..... | 24 |
| 11.3. Group Work..... | 25 |
| 11.3.2 Advantages of Group Work..... | 25 |
| 11.3.3. Problems of Using a Group Work..... | 25 |

| | |
|--|----|
| 12. Assessment, Feedback and Correction..... | 25 |
| 12.1. Assessment..... | 25 |
| 12.2. Feedback..... | 25 |
| 12.3. 1. Correction..... | 26 |
| 12.3.2. Ways of Correction..... | 27 |
| Conclusion | 28 |

Chapter Two: The Background of the Competency-Based Approach

| | |
|---|----|
| Literature Review..... | 31 |
| 2. Introduction..... | 32 |
| 2.2. Definitions of Approach, Method, Technique..... | 32 |
| 2.2.1. Approach..... | 32 |
| 2.2.2. Method..... | 32 |
| 2.2.3. Technique..... | 33 |
| 2.1. Background of the Competency-Based Approach..... | 33 |
| 2.3. Definition of Competency-Based Approach..... | 33 |
| 2.3.1. Definition of Competence..... | 33 |
| 2.3.2. Definition of Competency..... | 34 |
| 2.3.3 Definition of Problem-Situation..... | 35 |
| 2.3.4 Definition of Transfer Knowledge..... | 36 |
| 2.4. Characteristics of Competency -Based Approach..... | 36 |
| 2.5. Theories Related to Competency Based Approach..... | 37 |
| 2.5.1. Behaviorism..... | 38 |
| 2.5.2. Constructivism..... | 38 |
| 2.5.3. Social Constructivism..... | 38 |
| 2.5.4. Bloom’s Taxonomy..... | 39 |
| 2.6. Types of Teaching and Learning Activities..... | 40 |
| 2. 6.1. Teacher’s Role..... | 41 |

| | |
|--------------------------|----|
| 2.6.2Learner’s Role..... | 42 |
| Conclusion..... | 43 |

Chapter Three: Field Investigation and Recommendations

| | |
|---|----|
| 3. Introduction..... | 44 |
| 3.1. Choice of Method..... | 44 |
| 3.2. Population..... | 44 |
| 3.2. Sample..... | 44 |
| 3.3. Definition of Questionnaire..... | 45 |
| 3.4. Advantages of Questionnaire..... | 45 |
| 3.5. Questionnaire Design..... | 45 |
| 3.6. Teachers Questionnaire..... | 46 |
| 3.7.1. Analysis of Teachers Questionnaire | 46 |
| 3.7.2. Learners Questionnaire..... | 53 |
| 3.7.3. Analysis of Learners Questionnaire..... | 53 |
| 3.8. General Discussion of the Results | 66 |
| 3.9. Suggestions and Recommendation..... | 66 |
| Conclusion | 68 |
| General conclusion..... | 69 |
| Appendix I..... | 70 |
| Appendix II..... | 73 |
| Glossary..... | 78 |
| References..... | 79 |

General Introduction

Learning English as a foreign language generally entails the exposure of learners the four skills that are listening, speaking, reading, and writing. The amount of exposure to any of these skills varies according to the objectives set for the teaching procedure .The educational system and the type of teaching is changed over time is not like the past, new approach are used and others are neglected. There is a change in most of the educational systems in the world in terms of the implementation of new curricula and a new approach based on competencies. This is the case of Algeria in which the Competency-Based Approach was introduced in 2002 as a result of the educational reform in the primary, middle and secondary school; new books were published for this aim for all the levels.CBA has been adopted in teaching English as a foreign language in order to prepare the learners to be competent in their real life tasks, and to help learners gain proficiency in foreign languages.

This change encourages us to search for the teaching of English in Algerian Secondary School, looking for the deficiencies of teaching writing skill within this new approach.

Research Question

1. What are the main obstacles that hamper teachers in implementing the Competency - Based Approach?
2. Why secondary school teachers still unable to implement the Competency- Based Approach?
3. How do secondary school teachers of English implement this approach?
4. How do we teach writing under the Competency -Based Approach?

Hypothesis

There is either a lack of awareness among student or a lack of motivation of using the appropriate learning strategies.

If teachers of English at secondary school level knew how to apply the Competency-Based Approach, they would promote their student writing proficiency.

Aims of the Study

The present study deals with the obstacles that face teachers in implementing writing under the Competency -Based Approach with the purpose:

1. To recognize the real situation of secondary school teachers/learners.
2. To identify some factors which markedly restrict learner ability to write correctly when reach third year.
3. To translate the findings into suggestions and recommendations.

Research Question

The investigation will place the interest by clearing up the different factors affecting the student learning of written expression at the level third year secondary school. Therefore, to determine the purpose of the study we suggest possible solutions by taking literary stream class have been chosen as a case study to investigate this problematic.

The choice of Method

The present research is about eliciting teacher and student opinion about the effect of selected methods and strategies in order to develop writing skill. Since the teachers and learners are the main variables of this study, their views and opinions are very crucial to test the stated hypothesis and the most appropriate tool to investigate that is through addressing questionnaire to learners and teachers, also we use since it is effective to this subject.

Population

The population of the study consists of secondary school student of English in academic year (2015/2016) we have chosen secondary school teachers and learners of English at Malek Ben Nabi in Saida to be used in our study because both have relation with subject as they can recognize the problems that face them in implementing writing skill under competency-based approach.

Sampling

The sampling of the study focus on both Literary and Scientific classes, we try to select amount of student that contains different levels (low and high level) to get deeply about their knowledge and their views when they encounter this difficulties and face this obstacles since they are the source of real situation.

Structure of the Dissertation

The present research is divided into three chapters. The first chapter deals with an overview of writing it present the background information of this skill, it deals with teaching writing we define this skill and compare it to other skills. Then we give an overview of writing and the main mechanism of this skill. Then, we try to give suggestion to enhance student production in writing skill.

The second chapter deals with the background of the competency-based approach ,it present the main information of this approach and clarified by defining the main terms approach, method, technique .This chapter also deals with teaching under the competency- based approach by showing teacher's role and learner's role and learning activities.

The third chapter outlines the findings and analyzes the problems that face teachers in teaching writing to achieve their objectives under this approach and transform it into suggestions. And we try to suggest some pedagogical recommendation related to writing under this approach as observed and analyzed in the previous one

chapter one

Introduction

Writing is one of the most important and complex skills, it is a communicative way that draw a direct connection between teacher and his students. In this connection, students of English have to develop their ability to write in English. This can reflect their use of English in everyday life .Moreover, writing is considered as basic language skill, of course it is not easy but it is less difficult than many teachers and their students imagine. This depends mainly on motivation as a first stimulus to write, then to students needs to learn the rules of writing.In fact, several causes can lead to bad results such as psycho pedagogical problems, luck of reading, lack of proficiency and luck of awareness among students in one side and teachers background about methods, approaches and techniques of teaching writing. This chapter contains deep identification for both teachers and learners’ role so as to reach successful writing results under the “learner centered” approach .In other words, our aim is to make a journey of discovery through analysis of teaching writing in secondary school under the competency based approach. we will proceed from a general definition of learning ,to a specific definition of learning to write .Then we will shed light on nature ,acts, aspects ,mechanics and components of writing in comparison with speaking and reading . Moving to the main approaches to teach writing which is differentiates according to their time, purpose and circumstances .The main focus is to find solution to students’ problems within the proposed approaches under Competency Based Approach. The final station includes assessment, feedback and correction as a key to measure the students ‘competency and teachers’ response on teaching writing.

1. Definition of Learning

Davis et al conceive learning as an active process of transforming new knowledge and skills into behavior (12).Ingram¹, on her part, views that an individual is learning if s/he manages to do what s/he could not do before (218).

1.1 Definition of Learning to Write

Learning to write “entails learning to differentiate and manipulate the elements of the written system (e.g. letters and words) in order to engage with, and manipulate the social world (Dyson126).Furthermore, writing as reported by Byrne, does not develop naturally like speech, it is a skill which cannot be acquired but through a process of instruction (5).

1.2 .Definition of Writing

Writing has been defined as using graphic symbols ;letters or combination of letters related to the sounds one makes when he speaks .The symbols are set to form words which ;in their turn “are arranged to make ,coherent ,whole a text».

while Byrne (1979:16) ²saw it as a means to promote thinking ,a rational activity that the minds solves by thinking “transforming our thoughts into language ”.it is a very complex skill that requires both physical and mental activity on the part of writer. In other words, it can be said that writing is encoding of message of some kind that is, we translate our thoughts and ideas “*what one thinks lead to one’s writing in the form of sentence and by organizing the sentences into a cohesive text, where we are able to communicate with readers, successfully*”.

2. The Nature of Writing

Writing is not a natural activity; all physically and mentally normal people learn to speak a language .Yet all people have to be thought how to write .Writing unlike speech is displaced in time ,indeed this must be one reason why writing originally involves since it makes possible transmission of a message from one place to another .A written language can be received ,stored and referred back to any time .Thus speaking and writing process are not identical .Successful writing in the world of Nunan (1989-37) ³involves six elements : The first is to master the mechanics of letter formation. The second is to master and obey

¹ Ingram(2002)

² Byrne (1979:16)

³ Nunan (1989-37)

conventions of spelling and punctuation. Thirdly, using the grammatical system to convey ones intended meaning. Fourthly, Organizing content at the level of paragraph and the complex is given /new information and topic / comments structures. Fifthly, polishing and revising one's initial efforts. Finally, selecting an appropriate style for the audience.

According to Klein (1985⁴): *writing is the ability to put pen and paper to express ideas through symbols .This way, representation on the paper will have meaning and content that could be communicated to other people by the writer.*

2.1. Writing Skill: is the ability to produce a piece of discourse which embodies correctness of form appropriateness of the style and unity of theme and topic.

3. Mechanics of Writing

Writing mechanics contains several elements which are words, sentence, paragraph, punctuation, capitalization, spelling, and hand writing:

3.1. The Choice of the Words: The reality behind the meaning of the word “word “ can appear in different ways ,in can be a single unit of language which means something can be spoken or written ,sometimes it can be a thing that you say, a remark or statements . Successful writing includes an accurate choice of the words that differs in quality, right tone and meaning clarity.

3.2. Sentence: as set of sounds expressing a statement, question, or an order, usually containing subject and verb. In written English sentences begins with capital letter and end with a full stop (.), question mark (?), or exclamation mark (!).Thus good writers have five basic preferences; they prefer verbs rather than nouns, active more than passive form and concrete to abstract. In addition, they consider that shorter and personal sentences are more effective then longer and impersonal ones .In fact, writing entices with list criteria lead to good writing.

3.3. Paragraph: a paragraph is a section of piece of writing, usually consisting of several sentences dealing with single subjects .It has a big role concerning writing process, because it presents the beginning and final parts of each topic. Through logic and imagination; paragraphs helps in organizing the information in the mind.

⁴ Klein (1985)

3.4. Punctuation: to punctuate is to divide writing into sentences and phrases by using special marks .The quality of what is written not just on the content but on the correct use of punctuation .In order to avoid problems when teaching writing and to make text easy to understand ,we need to know how to teach punctuation conventions ,correctly . An example: The colon: we use it when classifying, explaining, and quoting from a book /article .**Eg:** Animals are: birds, insects, mammals.

3.5. Capitalization: To capitalize is to write or print a letter of the alphabet as capital, to start a word with its first letter as a capital letter .Usually, it is writing a word with its first letter as a capital letter and the following letters in small letters. Students of English have to be aware about how to use capital letters with correct time and manner .Here is a rule about how to capitalization should be done :The names of people e.g.: Mohamed ,Jack.

3.6. Spelling: according to OXFORD Advances Learner dictionary ,spelling means the act of forming words correctly from individual letters ;the word that a word spelt simply ,we can say that to spell is to say or write the letters of a word in the correct order .According to Harmer’s book (2001)”an issue that makes spelling difficult for some students is the fact that not all varieties of English spell the same words in the same way (256).It help students to distinguish homophones and homographs .The former are words that are spelled the same but have different meaning ,whereas the latter are words that sound the same when you pronounce them but have different meanings e.g **Eight** do not means **Ate** ,similarly **for** is not **fore** and not **four** .Harmer(2001) ⁵said that students should read extensively in order to help students spelling.

3.7.Handwriting:Hand writing is defined according to Oxford Advanced Learners dictionary as writing that is done with a pen or pencil ,not printed or typed .It is more personal because any one has his specific hand writing as what Harmer (2001) confirmed when he said “*it is a personal issue*” (55).This difference in style of hand writing started from primary school, even if pupils have though the same activity of imitating the writing mode ,but each one of them writes differently .Some are easy to understand by all readers but the others are not. Hand writing is very important in our lives. Although computers presents a big challenging of development ;handwriting protects its value ,personal letters ;written assignment can be given as an example of the presence of writing by hands ,nowadays .

⁵ Harmer(2001)

4. Act of Writing

Language principally divided into four skills, which are categorized as either receptive or productive. While writing and speaking are the productive ones, the others are receptive (reading and listening).

According to Rivers⁶ “writing is the act of putting conventional graphic (symbol) from what has been spoken” (242). Byrne in his view said “writing involves the conventional arrangement of letters into words and words into sentences that need to flow smoothly to form a coherent whole. Writing is a complex skill that engages the writer in physical as well as mental efforts and added to this complexity even the problems writers’ face.

Byrnes classified a problem face writers into three categories:

4.1-Psychological Problems: there is a physical absence of a reader because of the lack of interaction and feedback between writers and readers.

4.2-Linguistic Problems: caused by necessity to compensate for the absence of certain devices that the spoken medium has a pitch, intonation through a clear and correct expression of ideas.

4.3-The cognitive Problems: it means that writing requires informal instruction to develop; unlike speech which can develop in a natural way.

5. Aspects of Writing

Writing skill has its special aspects which are: the mechanical components of writing, cohesion and coherence, and each aspect will be explained with details as follow:

5.1. The Mechanical Components

Mechanical components of writing are handwriting, spelling, punctuation and construction of well performed sentences and text .The teaching and learning process of writing should include the mechanical components as a condition to get successful writing result.

5.2. Cohesion and Coherence: both aspects are closely related to one another and cannot be separated in the process of writing. Every good paragraph has two qualities, unity and coherence.

⁶ Rivers

5.2.1. Unity (Cohesion): can be defined as linking relationships of a number of linguistic elements that can be seen in the structure of the text surface. It is related to broader concept of coherence. According to Harmer, cohesion divided into lexical and grammatical cohesion. They are lexical (repetition of words) and grammatical (pronoun, possessive, reference and article reference).

Hassan and Haliday 1976⁷ ensure that the difference between text and non-text is the cohesive relationship between sentences, they divide this relation to: temporal (then, finally ...), addition (moreover, also ...), usual (consequently, so ...) and opposition (however, but ...)

5.2.2. Coherence: in linguistics, it defined as what makes a text semantically meaningful. Oshima and Hogue (1999:40)⁸ states that to be able to have the coherence in writing, a writer need to focus on the sentence movement must be logically and smoothly delivered. Additionally, in order to achieve coherence, writer have four key ways which are: repeating key nouns, using pronouns, using transitional signals and arranging the sentences in logical order. On the other hand, coherence is achieved through syntactical features, Robert de Beauvoir and Wolf define *«coherence as a continuity of senses»* and *“the natural access and relevance within a configuration of concepts and relations”*.

6. Components of Writing

Writing has made by relating specific elements, researchers such as Raimes⁹ grouped writing components under six main headings:

- **Content or the message:** it means that content should be clear, logic and relevant.
- **Organization of ideas:** the content need to be organized in such a way to form a coherent whole.
- **Tools used to convey the message:** some tools are used to convey the intended meaning, and they consist of grammar, syntax, mechanics and word choice.
- **Purpose:** the other previous components deal with the purpose or the reason of writing.
- **Audience:** it means that writing is directed to adequate audience or the reader.

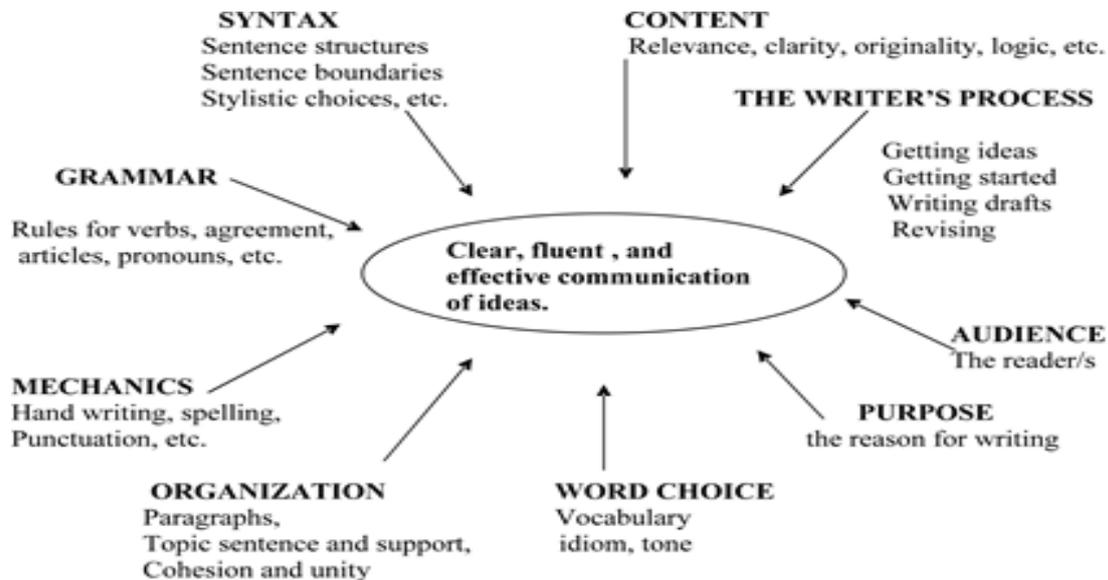
⁷ Hassan and Haliday 1976

⁸ Oshima and Hogue (1999:40)

⁹ Raimes(2002)

- **Process:** it is a process of writing which includes getting ideas, getting started, writing drafts and revising.

The diagram below, gives the reader an idea about the severe changes that occurred in the teaching and studying writing:



Producing a Piece of Writing (in Raimes 1990 : 38)

Figure 01: Elements of Writing

• **7. Difference between Writing and Speaking**

Writing and speaking are productive skills, so the relationship between them is very important. On the other hand, they have distinctive features. This distinction between them is a controversial issue when looking at linguistic point of view which differs from those of educational researchers. Linguists stated that speech is primary and written language is merely a reflection on the other hand, the educational researchers has taken the stance that the written form of language is more correct and should be more highly valued than oral language.

According to Brown (1994) ¹⁰written language differentiate from spoken language when consider permanence ,production ,time ,distance ,orthography ,complexity ,formality and vocabulary .Performance refers to lasting nature of the written medium .Brown consider it as permanent can be read and reread as often as likes .Whereas oral language is not permanent and must be process in real time (transitory).Production time ,on its part ,relates to the fact

¹⁰ Brown (1994)

that in speech the spontaneous nature of the medium makes that the flow of conversations has to be kept up with no enough time to totally monitor what is being said, writers on the other hand go through a whole process of planning, drafting and revising. Hence they have much more production time and space which eliminates much of the shared context that is present between speaker and listener in ordinary face to face contact and thus necessitates greater explicitness on the part of the writer. There is no immediate feedback. Consequently the text needs to be as clear and intelligible as possible. Furthermore and compounding the difficult nature of writing is the orthography which carries a limited amount of information compared to the richness of devices available. The last characteristic that distinguishes writing from speaking is the vocabulary in which a written text tends to contain a wider variety of words and more lower frequently words than oral texts.

8. Connection between Writing and Reading

Reading and writing are related to each other. Smith (1982¹¹) says, «*Reading and writing are two skills that mirror each other, and they ought to be taught in such a way as to complement each other.*»

In spite of the fact that writing and readings are dissimilar, the former is productive while the latter is receptive. They match each other. Stosky (1983, cited in Kroll, 1990, p. 89¹²) gives evidence that a relationship between reading and writing exists and he stated that these three key elements confirmed that they are connected: firstly, there are correlations between reading achievement and writing ability. Better writers tend to be better readers. Secondly, there are correlations between writing quality and reading experience. Better writers read more than poorer writers. Finally, there seem to be correlations between reading ability and measures of syntactic complexity in writing. Better readers tend to produce more syntactically writing than poorer reader's. In this respect, Stosky advances that:

Better writers tend to be better readers of their own writing as well as of other reading material), that better writers tend to read more than poorer writers, and that better readers tend to produce more systematically mature writing than poorer readers. (636)

¹¹ Smith (1982

Stosky (1983, cited in Kroll, 1990, p. 89

¹²

9. Approaches to Teaching Writing

Writing has its strong role in academic, second and foreign language choosing the appropriate approach is the interesting questions that face the majority of Algerian teachers. It plays the same role when we deal with constructivism on one side and as a medium of communication in other side.

9.1. The Product Approach

It has been applied by English teachers many years ago .The final product of writing are the main concern of this approach. It focuses more on the linguistic knowledge such as the appropriate use of vocabulary, grammar and language devices. Browns say that composing their works students must obey three main requirement .Every compositions must: firstly, go well with certain standard of English rhetorical style .Secondly, use accurate grammar. And finally be organized based on the connection to make the audience find it easy to understand the text. The content, organization, grammar, vocabulary and writing mechanics can be used as the scoring criteria that measure students work .Moving to the writing activities, Bedgar and white (2000)¹³ state that four stages are used by the students in this approach which are familiarization, controlled writing, guided writing and free writing.

While familiarization is aimed at making the students aware of certain features of particular text; controlled and guided writing, stages of the practice should be continued until the free production activity. The final product according to Hedge has to involve the following:

- Getting the grammar right.
- Having arranged of vocabulary.
- Punctuating meaningfully.
- Using the conventions of layout correctly.
- Spelling accurately.
- Using a range of vocabulary.
- Linking ideas and information across, to develop a topic.
- Developing and organizing the content clearly and convincingly.

In spite of the acceptance of this approach, it has been criticized as been unable to provide solution to all the issues involved in learning to write.

¹³ , Bedgar and white (2000)

9.2.1. The Process of Writing

It is the map that writer goes through it, by following these stages:

Pre-Writing: an activity that causes the writer to think about the subject the writer organizes his thought before he begins to write. The strategies that can be used are :drawing ,talking ,brainstorming ,graphic organizer, research listing ,field trips D’Aoust (1986: 7) ¹⁴said, *“Prewriting activities generate ideas; they encourage a free flow of thoughts and help students to discover what they want to say and how to say it on paper. In other words, prewriting activities facilitate the planning for both the product and the process.”*

Drafting: the process of putting ideas down on paper, the focus is on content not mechanics .The main strategies are: taking notes, organizing thoughts into paragraphs, writing a first draft.

Revising: the process of refining the piece of writing. The writer adds to a writing piece .He organizes it .He shares it and gets input from peers or teacher. Among the strategies used in this step: peer editing and conferencing. Revising is an important part of writing. Writing involves re-reading and re-writing, for writers look back at what they have already written and make changes.

Editing: Mechanical, grammatical and spelling errors are fixed in the writing piece. The suitable strategies are: checklists, rubrics, editing checklist, proof reading.

Publishing: the writing piece is prepared in final form (it is polished), including illustrations .The writer shares it with others. Reading aloud, reading to a group, displaying in the room, printing the books, web publishing are the suitable strategies for this stage.

9.2.2. The Process Approach

This approach concerns more on the process of how the students develop ideas and formulate them into affective writing works, students are given chances to experience the process of writing, try to organize and express their ideas clearly. for Brooks and Grundy¹⁵: *writing conceive process approach as the means by which the writer reaches the final product* (22).Almost all the definition of the process approach of teaching of writing claim for the priority of the stages writers go through in relation to final product and how accurate it is

¹⁴ Stosky (1983, cited in Kroll, 1990, p. 89

¹⁵ Brooks and Grundy(1986)

.With regard to the importance of linguistics skills or the planning, drafting, revising and editing skills in writing developments. Additionally the activities are intentionally designed to facilitate the students become the language creators .There are a list of typical writing activities done in the process approach mentioned by Brown (2004, 335)¹⁶:

- Focus on the process of writing that leads to final written products.
- Help students to understand their own composing process.
- Help them to build repertoires of strategies for preventing, drafting and rewriting.
- Give students time to write and rewrite.
- Let students discover what they want to say as they write.
- Give students feedback through the composing process (not just on final product) as they attempt to bring their expression closer and closer to intention.
- Include individual conferences between teacher and students during the process of composition.

As a conclusion, the process approach views writing as the knowledge of linguistic skills and writing development as unconscious process that occur when the teacher facilitates the students in learning the exercises of writing skill.

Once more, process approaches to the teaching of writing fell into low esteem by some. Bedgar and white for example view that not only insufficient importance is given to the text writers produce and why such texts are produced. But learners are also provided with insufficient linguistic knowledge to write successfully.

9.3. Genre-Based Approach

Teaching writing can take different orientation, each stressing a difference aspect stress can be laid on the final products on the process writers go through on a particular genre, and we saw the process and the product approach but what about Genre-Based Approach.

Genre Approach is the most recent one, it has been advanced as a solution due to the fact that more attention was paid to the nature of writing in various situation .Swales¹⁷ defined *genre as a class of communicative events, the members of which share some set of communicative purposes* “(58). The Genre Based-approach focuses on modals and key features of text

¹⁶ Brown (2004, 335)

¹⁷ Swales(1960)

written for a particular purpose. Hyland pointed out that under a competency-based approach, a writer writes something to reach some purpose (18). This latter means that writing under a Competency Based Approach involves a social context in which texts are produced to suit a particular purpose. Different genres such as recipes, reports, letters of apology and research articles can be given as some examples among many others. The competency-based approach sees writing as primarily concerned with knowledge of the language. It is sometimes considered as an extension of the product approach in its emphasis on the formal features and its neglect of the linguistic skills.

All these approaches have been criticized and no single approach fits all kinds of learners, that is why there is a tendency in the post-method area to combine more than one approach seeking better results in language learning and writing. Hyland asserts that writers need rational strategies for drafting and revising but they also have a clear understanding of genre to structure their writing experiences according to the demands and constraints of particular contexts. So this calls for the combination of the process and genre approach for more effective teaching of writing.

9.3. Implementation of Process Genre-Approach

To apply this approach, the stages followed are: joint deconstruction, joint construction and individual construction.

9.3.1.1. Preparation: In this stage, the teacher provides a situation in order to prepare the students for the writing task such as a descriptive or an argumentative paragraph. This activates the students' schemata and gets them involved in the chosen task. In this phase, the teacher can prepare activities related to the genre as building vocabulary lists or practicing a grammatical structure.

9.3.1.2. Modeling and Reinforcing: In this stage, a model is presented to the students whose role is to find out the purpose of the text and the audience it is intended for. Then, they try to identify the different parts of that text and how it is structured. This is called deconstruction of the text. According to Hyland (2003, p.139)¹⁸ 'The model offers both teachers and students clear pathways in learning to write. It gives clear goals and a sense of how language, content, genre and process are connected and relate to their work in the writing class. During the modeling and deconstruction stage, the teacher's role is directive as he or she presents

¹⁸ Hyland (2003, p.139)

examples, identifies the stages of the text and introduces activities to practice salient language features (ibid, p.138).

9.3.1.3. Planning: In this step, the teacher provides the students with activities about the topic. This can be done through discussion, reading other texts of the same genre.

9.3.1.4. Joint Construction: In this stage, the teacher and students engage in the joint construction of a new text of the same genre. They work with the teacher and their peers following the process of writing which includes brainstorming, drafting, revising and editing. This paragraph provides a model for the students to rely on in the next step.

9.3.1.5. Independent Construction: In this step, students write a paragraph on their own on a topic either given by the teacher or suggested by them. This should be done in the classroom so that they will have the opportunity to receive feedback from their peers or the teacher who acts as a monitor, advisor and assistant. It is in this stage that the teacher has the ability to assess students' learning.

9.3.1.6. Revision: In this final stage, the students revise their drafts after having received feedback from either the teacher or their peers.

The focus must be on the process of writing first then on the final product because simply pointing out what is wrong does not correspond to the process of producing writing. Students must be given opportunities to work on successive drafts before coming up with a final.

10. Teaching Writing Course within CBA

It is not easy to teach writing for both teachers and students especially for beginners planning to teach writing involve students' level and amount of time to teach and to learn it at the same time.

10.1. Steps in Planning Writing Course

Raimes 2002 ¹⁹suggested ten steps of planning writing in order to help teacher and facilitate his task successfully:

10.1.1 Ascertaining Goals: teacher should take into consideration the purpose behind any writing activity, this helps students know what they are expected to do and facilitate writing for them.

¹⁹ Raimes 2002

10.1.2. Deciding on Theoretical Principles: the theoretical issue of teaching writing causes should be asked by the teacher himself .In this view Raimes said that teacher should recognize their perceptions of the relationship between the types of writing they teach and the roles are preparing students for academic and the wider world of work “cited an example would be: what are the best topics that are appropriate to the level of my students? What is the affective approach?

10.1.3.Planning Content :It is more affective step that help both teacher and his students .the former can understand clearly the input and the latter knows exactly what his task is ,so he can write easily and meaningfully .

10.1.4. Weighing the Elements: it is the teacher role to organize his parts from essential to the less important elements as content, organization, style, and fluency.

10.1.5. Planning up a Syllabus: the syllabus is very important in teaching writing, so the teacher should make the appropriate syllabus to his writing course. After selecting the content and weighing the elements.

10.1.6. Selecting Materials: selecting an appropriate material helps students to, understand more his tasks; for example, imitating a letter in a book. The teacher can vary using of the materials inside the classroom which can be: pictures, videos, and Books.

10.1.7. Preparing Activities and Roles: the teacher should not only prepare his role of the writing course but also he should state clearly the student's role. Besides, the teacher must prepare some activities for their students to do it in the classroom Otherwise at home. Thus, the teacher must think about promoting students' Competencies to apply it in their real lives and the learning progress not only the amount of information should students have.

10.1.8. Choosing Types and Methods of Feedback: Harmer (2001) ²⁰stated that the type of feedback is depending on the type of writing activity. He added that when Students do work book exercises; the teacher can mark just right or wrong works. However, when he gives feedback on good creative writing as a poem, he can clearly demonstrate his interest in the student's piece of writing (p. 109). So, giving an appropriate feedback can push the student to write more and more.

²⁰ Harmer (2001)

10.1.9. Evaluating the Course: the teacher can evaluate the writing course according to the content of students' work and then he can say that the course is successful or not. When students achieve to what they are expected to do, the teacher can evaluate his own success of teaching writing. .

10.1.20. Reflecting the Teacher's Experience: all the previous nine steps, goal, theories, content, syllabus, materials, activities, feedback, and course evaluation can reflect and promote the teacher's experience in teaching writing. In addition, the above steps help the teacher to get experience and success during his teaching process.

10.2. Motivation

It is the key of all learners as a necessary condition for successful language learning like what Harmer Jeremy supported “it is acceptable for most field of learning that motivation is essential to success” (1998:8).The term motivation includes the learners’ participation, feedback, and behaviors about the course. In addition to the relax atmosphere, topics can be a rich source of motivation such as: music, films, technology, sport or cooking.

According to Paul Devis and Eric Peace ²¹“personalities and relationships are important for motivation” (2000:14) so the teacher should modify or develop some things as cultivating himself in topics that are interest his learners such as sports teams, higher education, hopes so as an advice to all teachers they (Paul and Eric) confirm: “although, ideally learners should be motivated by an awareness of their own progress, many will rely on your feedback. It can be very motivating for them, if you tell them clearly that you are pleased with their efforts and progress” (2000:15).

The students did activities and the teacher listened to their answers just to have an idea about their level ,in a clear point of view stated :”motivation is some kind of internal drive which pushes someone to do things in order to achieve something .

11. Techniques of Teaching under Competency Based Approach

The Competency Based Approach has specific techniques of teaching such as project work, portfolio and group work .This latter explained with details as follow:

²¹ Paul Devis and Eric Peace(2000:14)

11.1. Project Work and Competency Based Approach

In 1970, an educational movement emerged in United States which called Competency Based Education. It is about out puts or outcomes of learning which are explicitly defined Richard saw that in order to prepare learners for situation they commonly encounter in everyday life. Teachers should use Competency-Based Approach to teach students the basic skills they need .According to Larson and Weninger (1980),²² there are three essential components in CBA which go hand in hand. The skills must be defined with precision then provide activities which allow learners to practice those skills clearly and assess learners ability to perform the skills at the end of instructions. In other words ,CBA includes the choice of competencies ,instructions directed to those competencies and evaluation of learners performance in those competencies .CBLT is the application of the principals of this learner-oriented approach .CBA focus on language learning which is both cognitive and social constructivist (Richard et al 2005) learning is regarded as the active participation of the learner on the one hand and the creative use of newly-built knowledge thought interaction with other learners on the other hand (ibid).The teacher role should be adequate to their learners needs and vice versa.

11.1.1. Definition of Project Work

Richet et al (2005) ²³maintain, it is only through carrying out project works that we and our learners can live up to the basic principles of Competency-Based Approach” (2005:17). One possible way of integrating all three approaches in the teaching of writing is through writing projects where the final product shares equal billing with the process learners goes through, and where a purpose is generally set behind what is written.

Haines identifies project work as “*an approach to learning which complements mainstream methods and which can be used with almost all ages, levels and abilities of Students*” (1). Similarly, Papandreou defines project work as “*an approach in which indirect teaching is employed, and evaluation focuses upon the process as well as the product of the students’ work*” (41).Fried-Booth recognizes project work as a student-centered activity, and specifies that what makes project work so worthwhile is the route to achieving such end product (6).As a synthesis to all the earlier definitions, project work can be considered as one possible way of approaching learning that fits all levels and abilities. It generally involves a group of

²² Larson and Weninger (1980),

²³ Richet et al (2005)

learners working together, and investing their school acquisitions so as to achieve a common end product that is put on the same footing as the route that led to it. E.g. an Ancient civilization writing a charter of ethics; those are project proposed in the text book “New Prospects” of Algerian secondary school (third year) according to the syllabus which include ancient civilization, ethics in businessect.

11.1.1.2. Characteristics and Types of Project Work

1. It collects a wide range of competencies and knowledge that will be assessed.
2. The project should be applied and useful.
3. It is connected to what students learned.
4. It is learner-center even if the teacher distributes considerable guidance and help. Still, project work fosters cooperation rather than competition; it seeks to introduce some social skills in learners.
5. Stoller views, is that project work increases learners’ motivation, and results in building more confidence, esteem, and autonomy in learners.
6. Project work results in an reliable incorporation of skills and engages learners in processing information from varied sources which is a task they might be called to perform one day or another in real-life.

-In like manner, Leki (Teaching Second Language) views that project work fosters collaboration among learners, and reduces the feeling of isolation encountered by Individual writers (10).

11.1 .1.3. Stages of the Project Work

In order to have a good project works, teachers should follow specific stages. Harmer (How to Teach) sets the following six steps for teachers and learners, alike, so as to sort out a project:

1. Learners and teachers agree on a project topic, and then define the aims of the Project. How data will be gathered, the timescale of the project and the stages to go through are also discussed at this stage.
2. Learners get involved in data gathering from different sources, ranging from encyclopedias, to the Internet, to books, or to questionnaires and interviews. Other sources can also be used.
3. Learners plan how the end product will be set out.

11.1.1.4. Types of Project Work

Project work can take altered forms depending on: the curricular objectives, course potentials, students’ proficiency level, students’ interests, time limitations, and availability of materials (Stoller 4). There are a number of taxonomies for project work, each stressing a different aspect.

Projects can be listed in terms of teachers’ involvement in the organization of projects, in terms of data collection techniques and sources of information, in terms of their relation to real-world concerns, or in terms of the ways of reporting that information.

Henry (qtd.in Stoller4) identifies three types of projects different in teachers’ involvement in project work:

| Structured Projects | Unstructured Projects | Semi- structured Projects |
|--|--|--|
| Are specified by the teacher in terms of topic, materials, methodology and presentation. | Are largely defined by learners themselves | Are defined in parts by the teacher, and in part by the learner. |

Haines also distinguishes four types of projects, but projects different in the ways used to gather information:

| Research Projects | Correspondence Projects | Survey Projects | Encounter Projects |
|--|--|--|---|
| Provoke the collection of data via library research, or other text projects. | necessitate communication with individuals to demand Information by means of electronic mail, letters, faxes, or phone calls | require the design of a survey instrument and then gathering and analyzing data from informants. | entail face to face interaction with guest speakers, or Individuals outside school, or guest speakers |

The information learners gather need to be reported to an audience, projects at this level are also classified by Haines as:

| Production Projects | Performance Projects | Organizational Projects |
|---|---|---|
| relate to the creation of a product that can be a video, a written report, a radio program, brochures, or letters | can involve an oral performance, or theatrical performances | can comprise the planning and formation of a club, or a Conversation table. |

11.2.1. Portfolio: a portfolio is defined as" purposeful collection of work that provides information about some one's efforts, progress or achievement in a given area, in education. The Oxford Advanced Learner’s Dictionary y defines portfolio as “a *thin flat case used for carrying documents, drawings etc.*” (981). Johnson (Portfolio Assessment) advances that the concept of portfolio is borrowed from the field of fine arts where portfolios are used to show “the depth and breadth” of an artist’s capacities. The collected samples have to be created and organized in such a way as to display certain competencies (143).

11.2.2. Components of Portfolio

Since production projects leave a touch of learners’ linguistic capacities and achievement, they have to be preserved for future use or conference. Portfolios can be used to serve this purpose. It is a learning as well as assessment tool’(Richards &Schmidt, 2002, p. 407²⁴). Brown (2004) cited the components of portfolio in the list below: Essays and compositions in draft and final forms/ Reports, projects, outline/Poetry and creative prose/ Arts works, photos, newspapers or magazine clipping/Audio and video recording of presentation, demonstration/Journal, diaries and other personal reflection/ Tests, test scores and written home works exercises/ Notes on lectures / Self and peer assessment or comment, evaluation and Checklist (p. 256).

11.2.3. Characteristics

There are several elements that characterize good portfolio. According to Brown (2004, p. 256) there are eight futures:

- mention clearly learning objectives.

²⁴ Richards &Schmidt, 2002, p. 407

- Systematic way of gathering students' products.
- State introductory outline for what will be involved.
- Students have opportunities to select the included products.
- Represents students' self-reflection and self-evaluation.
- Records students' development.
- situate specific principals for evaluation.

11.2.4. Types of Portfolios

It is not because portfolios are folders that enfold collected samples that they are all Similar, portfolios can be either process or product. Process portfolios involve all the stages learners go through whereas product portfolios enclose finished products only .

Crockett (qtd. in Nunes 327) identifies five types of portfolio:

1. **Found samples** comprise pieces fulfilling class assignments.
2. **Processed samples** include analyses and assessment of a work already marked by a teacher.
3. **Revisions** contain samples that have been graded, revised and rewritten.
4. **Portfolio projects** involve work designed for the sole purpose of inclusion in

Learners' portfolios.

11.3.1. Group Work: A collection work is the important type of activities in teaching writing with the Competency-based approach. It gives learners the opportunity to interact and communicate in order to improve their learning process. In the group work students are organized in such way in order to help them work better. Choosing relevant grouping organization go parallel with the kinds of learning tasks selected. According to Richards & Schmidt (2002, p. 234) different group arrangements for teaching include:

- **Whole-group instruction:** all number of the students is taught as one group, i.e. there is only one group (class as a whole).
- **Small-group discussion:** the classroom separated into small groups. Each group involves between six and eight students working together on a discussion topic.
- **Tutorial discussion group:** A small group involved of less than five students.

This kind of grouping aims to facilitate real communication and realistic language use and to help these students solving their learning difficulties.

11.3.2. Advantages of Group Work

Harmer (2002, p. 117) ²⁵proposed in his book, the Practice of English Language, five advantages of using this kind of tasks: It offers a greater chance of dissimilar opinions and diverse contributions.

- It boosts broader skills of co-operation and negotiation
- It encourages learner autonomy and independence.
- Instead of whole class or pair work situation, some students can choose their level of participation more freely in group work.
- Allows the learner to overcome some psychological problems like shyness.

11.3.3. Problems of Using a Group Work

Despite the importance of this technique in teaching writing under the CBA, its application in the Algerian schools is unworkable because of some problems.

- Noise is dominated in the work of the group, yet students appreciated this position and they are not bothered.
- It is problematic task for the teacher to correct to each student alone in one hand, and cannot join all the students to help them on the other hand.
- The teacher can only can give instruction and decide the starting and ending of the task but the member of the students seemed difficult to be controlled. Also he can guide them and increases their strength and decreases their weaknesses.

12. Assessment, Feedback and Correction

The three steps are closely related; assessment, feedback and correction cannot be separated from instruction.

12.1. Assessment

Assessment is the procedure that explains the amount to which educational objectives are achieved by learners. Formative and summative. The summative

²⁵ Harmer (2002, p. 117)

assessment, takes place at the end of a pre-set period, learning cycle, or study program; it is widely used to decide about learners' engagement in appropriate levels. Summative assessment considers the progress made, the amount of knowledge acquired, and the abilities shed so far by learners, in order to determine whether these learners can progress to upper classes. The formative assessment aims at informing teachers and pupils on levels grasped. It helps find out in what areas difficulties in learning lie, so as to offer strategies proposed to promote learning.

12.2. Feedback

Feedback is the information learners are provided with about how good or bad their performance is. According to Ur feedback is the “information that is given to the learner about his or her performance of a learning task, usually with the objective of improving this performance” (242). If some separate correction and assessment as two separate evaluation tools, Ur concerns them as two necessary constituents of feedback. For him, via assessment the learner is simply told how well or badly s/he has done, percentage grades can be an example, and via correction learners are provided with information on aspects of their performance, through explanation, or suggestion of better opportunities.

12.3. Correction

The reason behind correction is that there is a wrong thing which should be corrected. Mistake is an action or an opinion that is not correct. Moreover, it can be an apprehending wrongly, a misconception a misunderstanding, a fault in opinion or judgments, but what is the difference between error and mistake.

Learners make mistakes when they write or speak English. A mistake is a slip of a tongue, the learners knows the correct form but has temporarily forgotten it. A learner can probably correct his or her mistakes. An error on the other hand; occurs because the learner does not know the correct form so cannot produce it at this stage of learning. There are two main reasons why learners make errors.

12.3.2. Ways of Correction

Instead of the known way which refers to underlining, crossing out, and question mark. Among the many ways teachers can adopt to correct their learners' writing, Harmer (How to teach) proposes the following ways:

- Selective correction which is a technique whereby teachers avoid overcorrecting papers. Correction is restricted to only one aspect; it can be spelling or punctuation for example. To reduce this way of correcting more effectively, teachers should discuss in advance with learners what aspects will be looked for.
- Using marking scales involves teachers in marking, such as Grammar, coherence, or vocabulary. To concentrate on such features helps the teacher diagnose the areas that need to be worked out. This way helps students to not get bad marks.
- Using marking symbols: subsumes the categorization and coding of mistakes. Unless learners recognize the type of mistake they are making, they will continue to make it. A code correction can be applied by teachers while correcting, an **S** for example attracts learners' attention to a spelling mistake, a **G** to a grammar mistake, and a **T** to a wrong tense.
- Reformulation is another way of writing correctly what learners have already written. - referring learners to a dictionary or a grammar book entails the consultation of non human material such as dictionaries or grammar books, as an individual step on learners' part in correcting their mistakes.

All in all, approaches to marking writing vary from one teaching context to another and from one teacher to another, but what has to be taken into account is that assessment, feedback, or correction should not consider form and forget about the intended meaning, because writing is whole whose constituents are interrelated.

Conclusion

To conclude this chapter, we can say that learning to write is a necessary element in successful language process. Since it is not acquired but through formal instruction, writing is a skill through which learners can have a big role in social situation. Sincerely, writing is the complex skill in contrast to other skills that's why teachers need to be aware about the appropriate way that can be effective while introducing this skill and purposeful to reach their objectives in one hand. On the other hand, teachers are responsible for guiding their students to develop their writing competence and differentiate its types. Not to forget that chosen approaches should be suitable to their learners needs and respond to their writing through assessment, feedback and correction. Writing is both a process and a product. A teacher should be eclectic and offer a balance of control and creativity. He should help the students in the process so that they will be able to come up with a better product. A deep examination of the evolution of the approaches used in teaching writing, we came to the conclusion that the process genre approach is the one which complies with the principles of both the competency-based approach and the LMD system because on the one hand they are cognitive, problem solving and social constructivist in that they encourage the students to construct new knowledge through social interaction. Students to construct new knowledge through social interaction. On the other hand, the process genre approach, a combination of two approaches: the approach and the genre approach, encourage students to improve their cognitive skills as they are involved in such higher skills as analysis, synthesis and evaluation of their pieces of writing or those of their peers in the process of writing. These skills are vital for problem solving and decision making. In addition to communication with the teacher and their peers, students deepen their knowledge and understanding of the subject matter and also of the different genres of writing needed in everyday life.

chapter two

Literature review

Nowadays, there are various models of programme developing some focusing on knowledge transmissions and assessment of such knowledge and others more in skills and personal development. The competency based approach is a very famous approach as some educators said it is an approach which focus on measurable and useable knowledge, skills, and abilities. It based on teachers to use their instructions on concepts expecting to encourage their students to use English as foreign language inside and outside classroom to be motivated to learn it deeper and broader understanding. The competency based approach instruction used in Algeria as an alternative way to modernize the educational system and ameliorate the level of student and motivate them to learn foreign language.

As earlier applied linguistics said, the CBA can define as the pedagogy of integration or to an outcome approach. This approach entails the putting together of all the knowledge, know-how and attitudes required for the solutions of real life problems or motivation. But simplistically and with the use and the reference to language learning, using all the grammar, vocabulary, punctuation, pronunciation to communicate effectively in real time listening, speaking, reading, and writing situation. It is the approach where teacher push his student to communicate in classroom with each other to do the task. In this view educational system teacher do not interest to teach his student how to produce grammatically student let them learn by discover thing by them self.

According to Algerian education programme (p.13) the CBA consists of organizing the content of a curriculum in terms of the development of competencies using specific pedagogical step sand practices that correspond to the main orientation of EAP. Competency based approach has become a powerful topic in curriculum discourse as it claims that learners should mobilize their values, knowledge, skills, attitudes and behaviors in a personal independent way, to address challenges successfully, student face challenge everywhere which can be academic, but also practical and life oriented.

Years ago, writing was characterized by an approach that put emphasis on linguistic forms. Speech was primary, and writing served to reinforce oral patterns of the language. Writing took the form of sentence drills, transformations, completions, imitations and substitutions. It tested the exact application of grammatical rules, and focused on the written products composed by the students.

Researchers and teachers realized that the focus on the product did not take into consideration the act of writing. Moreover the students were not allowed freedom to create their own compositions. In other words, content was neglected. Researchers noticed that emphasis was put in the form and structure of writing rather than on how writers create a written piece.

Now, the students in the English language classroom, no longer do the same types of activities that they did in the past. The attention to the writer as language learner and creator of a text, has led to a process approach with new classroom tasks and projects characterized by the use of journals, drafts, collaborative writing, revision and attention to content as much as form, and we should keep in mind that with the reform of the Algerian Educational system, the final objective is that, at the end of the Secondary Education (3rd year), the student should be able to produce a piece of writing of about 20 lines through the Competence based approach. And we all know that writing skills are essential for succeeding in high school, college

Introduction

In general manner learning a foreign language subject accomplish learners to the four skills that are listening, speaking, reading and writing. Learning to write is increasingly becoming a necessity in life .Language teaching field witnessed the emergence of various approaches which rise either as an extension or a reaction to another. In this chapter we will examine one of those approach, that is the Competency-Based Approach in Algerian third year secondary school.First of all, we will start with its background and we will define the main terms that are included with this approach competence, competency, and competency – based approach. Next, we will tackle the origin or the historical of competency-based approach. Third, at least we will know the problems that hamper the production of teachers. Before we embark an overview of the competency-based approach, three terms are generally confused and need to be defined are approach, method, and technique.

2.2. Definitions of Approach, Method, Technique

Many people cannot differentiate between approach, method, technique and they consider it as one concept but each term has its own meaning. Anthony defined them as “the arrangement is hierarchical .the organizational key is that technique carry out a method which is consistent with an approach ...an approach is a set of correlative assumptions dealing with the nature of language teaching and learning”

2.2.1. Approach

An approach is a set of correlative assumptions dealing with the nature of language teaching and learning. An approach is axiomatic; it describes the nature of the subject matter to be taught. (Richards and Rodgers)²⁶

Anthony model (1965) approach is the level at which assumptions and beliefs about language and language learning are specified. An approach describes how language is used and how its constituent parts interlock; in other word it offers a model of language competence.

2.2.2. Method

Is the plan of language teaching which consistent with the theories.(Edward Anthony1963)²⁷.According to Richards and Rodgers (2001) a method is theoretically related to an approach organized by the design and practically realized n procedure. An approach is axiomatic, a method is procedural. With one approach there can be many methods, method is practical realization of an approach.

²⁶ Richards and Rodgers,2001

²⁷ Edward Anthony1965

2.2.3. Technique

Technique is implemental that which actually takes place in classroom; it is particular trick, stratagem or contrivance used to accomplish an immediate objective. Technique must be consistent with a method ,and therefore in harmony with an approach as well.(Richards and Rodgers,2002.p19).Accordingly ,an approach is the broadest and encompasses theories of language and language learning ,a method specifies how a language ought to be taught such as syllabus ,textbook, a technique being the most specific which involves in the classroom activities .

2.1. Background of the Competency-Based Approach

Competency-based language focuses on what “learners are expected to do with the language “(Richards,2001).This approach emerged in the united state in the 1970 and can be described as “defining educational goals in terms of precise measurable description of the knowledge ,skills, and behaviors student should possess at the end of a course of study.(Richards , 2001.p141)²⁸

This approach came in an attempt to bridge the gap between school life and real life, by relating school acquisition to varied context to use inside as well as outside school.

The competency-based approach was first applied in USA military field; it has been extended to the professional training domain where it proved its worth. The application of the competency –based approach in USA educational field came as a response to the problems that this field has witnessed.

2.3. Definition of Competency-Based Approach

The competency-based approach as its name suggest to establish competences in learners so as they can put in practice what has been acquired in school .It consists of teachers basing their instructions on concept expecting to foster deeper and broader understanding . The competency-based approach consists of organizing the context of a curriculum in terms of the development of competencies using specific pedagogical practices .

First, we need to define competence and competency to differentiate between them

2.3.1. Competence

²⁸ -(Richards , 2001.p141

Definitions of selected competencies (DeSeCo) defines competence as a “system of internal and external mental structure and abilities assuming mobilization of knowledge, cognitive skills and also social behavioral components such as attitude, emotions for successful realization of activity in a particular context” cited in (Chelli, 2001, p.58).²⁹ In this respect competence can be understood as dynamic, organizing the structure of activity characteristic allowing a person to adept various situations on the basis of gained experience and practice. Competence is often considered an important concept in order to learn any language.

Knouwenhaven defines this term as “the capacity to accomplish up to standard the key occupational tasks that characterize a profession (p.126). In this sense we can say that competence is both a physical and an intellectual ability to do something well through repeated experiences.

2.3.2. Competency

Competency is a system of conceptual and procedural knowledge organized into operating schema that help identify a problem –task and its solution through an efficient action within set of situation. Also a competency is a “know-how to act” process which integrates and mobilizes a set of capacities, skills and an amount of knowledge that will be used effectively in various problem-solving situation in circumstances.

The National Postsecondary Education Cooperative (2002) defines competency as “the combination of skills, abilities, knowledge needed to perform a specific task «in this sense competence is different from competency and we consider it as superior performance. According to Hedge (1996)” it is skill or characteristic of a person which enable his or her to carry out specific or superior action at a superior level of performance.

We conclude that competency comes as a realization of a need for self-development and self-actualization is a basic component of a social nature person.

2.3.3. Competency-Based Approach

Competency -based approach is an approach to learning that focuses on student’s demonstration of desired learning outcomes as central to the learning process. It is concerned chiefly with a student’s progression through curriculum at their own pace, depth as competencies are proven student continue to progress.

The competency -based approach is a very popular approach which focuses on measurable and useable knowledge skills, abilities. It consists of teachers basing their instruction on concept expecting to foster deeper and broader understanding. The competency –based

²⁹ (Chelli, 2001, p.58).

approach consists of organizing the content of a curriculum in terms of development of competencies using specific pedagogical practices.

Competency-based education focuses on outcomes of learning. It addresses what the learners are expected to do rather than on what they are expected to learn about. It refers to an educational movement that advocates defining educational goals in terms of precise measurable descriptions of knowledge, skills and behaviors student should possess at the end of a course of study (Richards and Rodgers, 2001).

It was defined by the US Office of Education as a performance-based process leading to demonstrated mastery of basic life skills necessary for the individual to function proficiently in society. (US. Office, 1978). We can simply say that competency –based approach is outcomes based instruction and is adaptive to the changing needs of student, teachers and the community.

2.3.4. Definition of Problem Situation

As its name suggests, a problem-situation alludes to an obstacle to surmount, or a problem to solve. In these respect advocates of the Competency based Approach urge teachers to place learners in front of problems to reflection, instead of requiring them to regurgitate information presented by the teacher. In front of problem-situations, learners capitalize on their previously acquire knowledge to find a solution, and this will result in the construction of new knowledge.

Paranoid (Dix Nouvelles Competences) refers to As tolf's description of a problem – situation when he states that a problem-situation is centered on an obstacle to overcome through hypothesis generation, the obstacle to overcome needs to be challenging but not insurmountable. Astolfi, always³⁶quoted by Perrenoud, views that in the problem-situation pedagogy; it is question of soliciting learners in their Zone of Proximal Development (44-5).

Vygotsky termed the Zone of Proximal Development the conceptual distance between what learners can do on their own, and what they can do with assistance of more competent adults or peers (86).

2.3.5. Transfer of knowledge

Transfer for Ingram “has to do with the effect of past learning on present learning and with the effect of intervening learning on the recall of past learning” (264). The application of knowledge acquired in one situation to new situations is one of the main objectives of the

Competency-based Approach, but this transfer of knowledge from one situation to another, or to real-life situations should not be taken for granted; it is not because students do well on tests that their teachers can ensure that they can transfer to real life contexts what they have learned.

Slavin beholds that “students must receive specific instruction in how to use their skills and information to solve problems and encounter a variety of problem-solving experiences if they are to be able to apply much of what they learned in school” (241). Accordingly, problem-based learning provides training in transfer of what has been learnt to other contexts.

Slavin also concludes that transfer can take place when two factors are taken into account; first, how well the skills or information were learned in the initial situation, and second how similar is this initial situation to the situation to which this information is to be applied (242).

For Slavin “what is memorized by rote is unlikely to transfer to new situations no matter how thoroughly it was mastered” (242). Parrot learning does not help in transfer of knowledge.

2.4 Characteristics of Competency-Based Approach

First and foremost competency-based approach focuses on the learner as an individual(learner-centric) .It provides opportunities for each individual to develop skills at their own pace collaborative with others, collect evidence of learning and become successful lifelong learners.

Competency-based approach empowers learner to understand the competencies they need to master to achieve their goals reflect on their own learning achievement.

Competency-based approach started with well defined learning outcomes. The structure for competency based learning comes from creating, managing, and aligning sets of competencies to learning resources, assessments, and rubrics, with analytics to track performance. Focusing on outcomes empowers faculty and academic leaders to:

- Develop robust sets of learning outcomes and competencies
- Reorient curricular design to start with learning outcomes rather than starting with time/term structures
- Build high-quality sharable resources, assessments, and rubrics designed to support learning outcomes.

Also, there are many characteristics of competency-based approach in language teaching CBA is characterized by the following (FROM ELT articles: what is CBA?):

- It is action oriented in that it gears learning to the acquisition of know how embedded functions and skills. These will allow the learner to become an effective competent user in real- life situations outside the classroom.
- It is a problem-solving approach in that it places learners in situations that test/ check their capacity to overcome obstacles and problems, make learners think and they learn by doing.
- It is social constructivist in that it regards learning as occurring through social interaction with other people. In other words, learning is not concerned with the transmission of pre-determined knowledge and know-how to be reproduced in vitro, but as a creative use of a newly constructive knowledge through the process of social interaction with other people.

Finally and most importantly, the CBA is a cognitive approach. It is indebted to Bloom's taxonomy (Bloom, B et al. Taxonomy of Education Objectives, vol 1, The Cognitive Domain in vol 2 and the Affective Domain in New York, 1964). Bloom has claimed that all the educational objectives can be classified as cognitive (to do within formation) and affective (to do with attitudes, values and emotions) or psychomotor (to do with bodily movements ...). He said that cognitive objectives form a hierarchy by which the learner must achieve lower order objectives before he/she can achieve higher ones.

2.5. Theories Related to Competency Based Approach

There are many theories that attempt to describe how individuals (child/adult) learn, both formally and informally. The primary reason behind learning theories is an attempt to understanding the processes and complexities involved in learning; that is, how does one gain knowledge, move to understanding the meaning of that knowledge, and then acquire needed skills in order to demonstrate their learning? The most common learning theories include behaviorism and constructivist/cognitive learning. Others include the social learning theories. Each of these learning theories has specific characteristics that further define how individuals learn that have implications for how teachers can facilitate learning.

2.5.1. Behaviorism

Behaviorism is a learning theory that only focuses on objectively observable behaviors and discounts any independent activities of the mind. Behaviorism is a perspective on learning that focuses on changes in individuals' observable behaviors changes in what people say or do. Behavior theorists define learning as nothing more than the acquisition of new

behavior based on environmental conditions. It is a perspective on learning that focuses on changes in individuals' observable behaviors changes in what people say or do.

Behaviorism assumes that a learner is essentially passive, responding to environmental stimuli. Believes that a learner starts out with a clean slate, and behavior is shaped by positive and negative reinforcement. Behaviorism is often used by teachers who reward or punish student behaviors.

2.5.2. Constructivism

Constructivism is basically a theory based on observation and scientific study about how people learn. It says that people construct their own understanding and knowledge of the world through experiencing things and reflecting on those experiences. When we encounter something new, we have to reconcile it with our previous ideas and experience, may be changing what we believe or may be discarding the new information as irrelevant. Constructivist learning has emerged as a prominent approach to teaching. The works of Dewey, Montessou, Piaget, Bruner and Vygotsky among others provide historical precedents for constructivist learning theory. As mentioned before constructivism is a view of learning based on the belief that is not a thing that can be simply given by the teacher at the front of the room to students. Rather, knowledge is constructed by learners through active mental process of development of learning learners are the builders and creators of meaning and knowledge. Smith asserts that “constructivism finds expression through such activities as cooperative learning, teacher- student negotiated theme cycles, process writing and reading and portfolio assessment” (221). Consequently project-based learning, which is advocated by the Competency- based Approach, has at its foundation constructivist theory.

2.5.3. Social Constructivism

Social constructivism is second constructivist theory. It is a highly effective method of teaching that all students can benefit from, since collaboration and social interaction are incorporated. This type of constructivism was formed after Piaget had already described his theories involving individual or cognitive constructivism. Lev Vygotsky³⁰, the founding father of social constructivism believed in social interaction and that it was an integral part of learning. Social constructivism is based on the social interactions a student in the classroom along with a personal critical thinking process.

³⁰Lev Vygotsky(1962)

Understanding his theories or building a classroom where interaction is prominent helps develop effective classrooms. Vygotsky's theory of development and all of its language aspects are various concepts that are part of social constructivism. One of Vygotsky's main theories is the zone of proximal development that has been described as a zone where learning occurs when a child is helped in learning a concept in the class often children will learn easiest within this zone when others are involved. An example would be an activity where a student works on the assignment with aid from the teacher. Once students achieve the goal of the initial activity, their zone grows and the students can do more. This involves the social constructivist method where students act first on what they can do on their own and then with assistance from the teacher, they learn the new concept based on what they were doing individually. (Vygotsky, 1962).

The term ZPD means that learners can do a new activity just with the help of the environment such as the teacher's or peer's assistance. In other words, learners need the teacher who should facilitate their tasks which can then do it individually or in groups.

2.5.4. Blooms Taxonomy's

As mentioned above CBA is a cognitive approach indebted to Blooms taxonomy. Blooms taxonomy refers to a classification of the different objectives that educators set for students. So, the well-known taxonomy of learning objectives is an attempt to classify forms and levels of learning. Blooms taxonomy divides educational objectives into three domains "cognitive", "affective" and "psychomotor" within the taxonomy learning at higher levels is dependent on having attained prerequisite knowledge and skills at lower level.

A goal of Blooms Taxonomy is to motivate educators to focus on all three domains, creating a more holistic form of education. Blooms identified six levels within the cognitive domain, from the lowest level to the highest level, starting from knowledge to evaluation as they are listed below:

- **Knowledge** represents the lowest level of learning and is the fact of remembering the previously learned material.

- **Comprehension** is defined as the ability to grasp the meaning of material by organizing, comparing, translating, interpreting, giving descriptions, and stating

- **Application** refers to the ability of using new knowledge in new and concrete situations or in other words to solve problems by applying acquired knowledge.

- **Analysis** refers to the ability to examine and break down material into parts so that its organizational structure may be understood

- **Synthesis** refers to put parts together to form a new whole. It may be explained as the phase of production.

- **Evaluation** refers to the ability to make judgments about information.

Blooms taxonomy can be helpful to teachers in devising a lesson taking into consideration the different phase's learners can pass through to reach construction of knowledge leading to the ability to solve problems in new situation and to creativity.

Thus the teacher, in his task of teaching, cannot neglect some activities because this can affect the learner personality in negative way (Ohida, 2007, p. 11). In order to realize Bloom's Taxonomy in the educational scope Farrell (2002) describes the purpose from setting the objectives as follow: written objectives is effective step in the lesson plan, since it is fruitful to both the teacher and the student .The written objectives describe the aim we want to achieve. That is, we identify what we want from our students to learn; this helps us to select the appropriate activities. Also the written objectives help teacher to state effective evaluation to the student at the end of the lesson. Finally, written objectives help student to focus on what must to do (p. 32). He suggested some action verbs that fit each level, and which can be used by the teacher in stating the objectives which represent the cognitive domain.

2.6. Teaching and Learning Activities

Competency-Based Language Teaching (CBLT) focuses on what “learners are expected to do with the language” (Richards & Rodgers, 2001, p.141). ³¹Pupils in the Competency-based Approach are required to develop communicative skills.

Communicative language teaching theoreticians endorse the use of tasks that comprise ‘an information gap’ and ‘information transfer’: learners will do the same task, but each learner has different information necessary to complete the task (Richards and Rodgers22). The selected tasks rely on a cognitive classification “based on the cognitive operations different types of tasks involve” (Ellis 213) and which include what called ‘-gap activities’, ‘reasoning-gap activities’, and ‘opinion gap activities’.

- **Information- gap activities** involve a transfer of given information from one person to another – or from one form to another or from one place to another.

-**Reasoning – gap activities** subsume deriving some new information from given Information through processes of inference, deduction, practical reasoning, or

³¹ Richards & Rodgers, 2001, p.141).

perception of relationships or patterns.

-Opinion-gap activities encompass identifying and articulating a personal Preference, feeling, or attitude in response to a given situation (46 -7).

In addition to Prabhu's task types, Willis ' typology (23-4) deals with the operations

Learners are asked to effectuate. The tasks are classified as follows:

- Listing
- Ordering and sorting
- comparing
- Problem – solving
- Sharing personal experiences
- Creative tasks, often called projects

The Algerian Education system aims to enhance learning and promote learner's through different types of activities either can do it inside the classroom or outside the class, in groups or individually

2.6.1. Teacher's Role

Since CBA is learner-centered it does not require teachers 'subservience. As it is action oriented, it requires teachers' in action, teachers who will draw on their professional skills in subject matter, methodology, in decision-making and in social skill to enable the learners to be achievers. This also requires a style based on reflection on what, why and how to teach fixing objectives and adjusting teaching strategies to learning strategies. Their role is to facilitate the process of language acquisition through the development of appropriate learning like hypothesis making or hypothesis testing. We can also say that the teacher in a classroom is a researcher; an important aspect of his job is watching, listening and asking questions in order to learn more about how they learn so that teachers may be more helpful to students. At the same time that we teach children they also teach us because they show us how they learn. We just have to carefully watch them and listen to them. This kind of watching and listening may contribute to teacher's ability to use what the classroom experience provide him or her create contextualized and meaning full lessons. The ability to observe and listen to our students and their experiences in the classroom contributes to his or her ability to use a constructivist approach. Paradoxically, a constructivist approach contributes to our ability to observe and listen in the classroom. Thus, the process is circular.

2.6.2. The Learner's Role

Chelli (2010, p.80) ³²state that “the learner should go through a process of personal appropriation, questioning his own convictions. This leads the learner to revise his prior knowledge and its scope to compare his own representations with those of his classmates, to search for information and validate it through consulting various sources of documentation and people in possession of information. In doing, the learner will appeal to cognitive, affective and motivational strategies in order to set a balance between his previous knowledge and his newly acquired knowledge”. The reflection of the learner will operate on his own learning processes, assure the quality of his acquisition and facilitate his retention. It is essential to note that negotiation is an important aspect of a constructivist classroom. It unites teachers and students in a common purpose. Another quality of a constructivist classroom is its interactive nature.

The role of the learner in a competency-based framework is to decide whether the competencies are useful and relevant for him/her (Richards & Rodgers, 2001, p.146). This shows that the learner has an active role in the classroom which is underlined by the fact that the students are expected to perform the skills learned (Richards & Rodgers, 2001, p.146). The competencies the students will learn are clearly defined and present in the public so that “the learner knows exactly what needs to be learned” and for which purpose he/she has to use the competencies (Richards & Rodgers, 2001, p.147). In this regard it is vital that every competency is mastered one at a time because this makes sure that the learners know what they have already learned and what the next steps will look like (Richards & Rodgers, 2001, p.147). Moreover, the students have to stay in the actual program until they improve. After they mastered their skills, they move into a more proficient group of students. The main goal of the learner in Competency-Based Language Teaching is to be able to adapt and transfer knowledge from one setting to another

³² Chelli (2010, p.80)

Conclusion

As a conclusion, we can state that the Competency-based Approach emerged to bridge the gap that exists between school acquisitions and social practices. This approach emphasizes the learner's role in the learning process and his output rather than teacher input. It is based on developing learners' competencies in order to help them to face some problems in their daily life. It is an approach that revolves around three key notions that are; competence, transfer of knowledge, and problem-situation. Competence involves the integration of knowledge, skills, capacities, attitudes. Problem-situation is the obstacles that face learners to overcome these difficulties. Transfer of knowledge refers to the application of what has been learnt in other contexts of use. In an attempt to shed light on the implementation of the competency based approach in Algerian secondary school, an overview of this approach is provided and theories related to teaching writing under this approach, teaching learning activities, we mention the teacher's role and learner's role. This approach was adopted in the Algerian secondary school to give learners a chance to promote student learning and develop competencies in school life and real life setting,

Chapter Three

Introduction

As mentioned in the Introduction, this study deals with the problems that face teachers and students' 3AS achievement in writing under the competency –based approach. Hence, the aim of this study is to identify and analyze them. Then we will suggest ways that may help to solve this problem and improve students' writing. This chapter, then, is devoted to explaining the method used to carry out this study; it defines the population, the sample, the tools used to collect data. Then, analyzing the questionnaire designed to teachers and learners. Finally, we give detailed suggestions to students and teachers to overcome these difficulties.

3.1. Choice of a Research Method

To fulfill our objective to determine the problem we need to rely on a method. Cohen Manion and Morrison (2005) ³³defined methods as “range of approaches used in educational research to gather data which are to be used as a basis for inference and interpretation, for explanation and prediction.” (p. 44). In other words, methods are techniques and procedures used to gather data. Since our purpose is to analyze and analyzing presupposes identification, we opted for the descriptive method. Burns and Grove (2001, p. 248) stated that "descriptive design helps to identify problem in a current practice with a view to improve the outcomes. We need a research strategy to identify, analyze and interpret the problem under study Biggam (2008, p. 82) ³⁴described a research strategy as the one "Where you describe how you intend implementing your own research study, i.e., the strategy that you intend adopting to complete your empirical study ".

3.2. Population

Population is defined by Polit (2001, p. 233) ³⁵as “The entire aggregation of cases that meet a specified set of criteria”. To obtain the necessary information regarding the problem of 3rd year students in the writing skill at secondary school in classes literary stream. The population of students for this study is 39 third year students of English at secondary school. The population of teachers for this study equals 9 teachers from two secondary schools, all of them teach written expression.

3.3. Sample

Polit (2001, p. 235) stated that “Sampling involves selecting a group of people, events behaviors or other elements with which to conduct a study. When elements are persons, they

³³ Morrison (2005)

³⁴ Biggam (2008, p. 82)

³⁵ Polit (2001, p. 233)

are known as subjects. “selected from the delineated target population in a way that the individuals in the sample represent as nearly as possible”.

Under the normal conditions, it is neither possible nor desirable to study the whole population. For instance, dealing with 300 students of both Secondary’s School needs a lot of financial means, energy, and much time. Thus, randomization is the appropriate strategy to be used to choose the sample. According to Brown (2001, p.72), "each individual in the population must have an equal chance of being selected “, which reduces the effect of bias and enhances objectivity. Hence, we will use a random sampling corresponding the population. In this respect we’ll work with 39 students. Also, the sample is enlarged to include 9 third year teachers.

3.4. Definition of Questionnaire

The questionnaire might be the only instrument that can serve as a means of collecting a considerable amount of data with a minimum of time and effort. It is not only easy to administer, but provides also a general view of the investigated problem which is difficult to obtain by other means of investigation. Questionnaire as pointed out by Anderson (1990, p. 207), “Allow the gathering of reliable and valid data, relatively, in a short time”. It is an instrument which includes a number of questions that require a complete answer or selecting one among the existing answers as it is reported by Brown (2001, p. 6) who claimed that “Questionnaires are any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answer”.

3.5. Advantages of Questionnaire

Questionnaires have many advantages; the main attraction of questionnaires is their unprecedented efficiency. It requires less time less effort, energy, and financial resources. By administering a questionnaire to a group of people, one can collect a huge amount of information in less than an hour, and the personal investment required will be a fraction of what would have been needed for, say ,interviewing the same number of people.

Other advantages are summarized by Beiske (2003, p.16) in the following points:

- The majority of people is familiar with questionnaires, and knows how to complete them.
- The respondents’ opinions are not influenced by the researcher’s point of views

The respondents can fill the questionnaire at their own place.

- Questionnaires are easy to analyze.

3.6. Questionnaire Design

When designing the questionnaires, meticulous attention has to be paid to ensure that individual questions are relevant, appropriate, intelligible, precise, and unbiased. It is impossible even for experts to get it right the first time round. Thus, many drafts of our questionnaires have written before achieving the final version. They consist of close and open questions: The former is a restricted type which includes questions or statements where the respondents should select one or more choices such as “Yes” or “No”. They are easy and quick to fill in; however, they usually take a longer time to devise than needed for open questions, which are easier to design, but difficult to analyze and anticipate the range of responses (Wallace, 2000, p.135).

3.7. Analysis of Teachers’ Questionnaire

This part deals with the analysis and interpretation of teachers and learners questionnaire. Teachers questionnaire include three section, each one collect information on a particular aspects .The first section contain general information about teacher’s such as gender, their experience and the number of student in classes. Whereas, the second section aims to investigating teachers opinions on some aspect of this skill(writing).The section three, seek to know the problems that facing teachers in implementing the Competency Based Approach and to know their opinion in teaching writing under CBA. In The section four deals with suggestions to overcome these problems.

3.7.1. Teachers’ Questionnaire

1. Section One:

General Information:

Item01: Specify gender?

| Gender | Female | Male |
|------------|--------|------|
| Number | 7 | 2 |
| Percentage | 78% | 22% |

Table01: Teachers’ Genderr

The aim behind this question is to know the gender of teachers. The result show that the majority of teachers are female 7, only 2 teachers are male.

Item02: How long have you been teaching?

| Teachers Number | Teachers Experience | Percentage |
|-----------------|---------------------|------------|
| 0 | 5 years | 00 |
| 02 | 10 years | 20 |
| 03 | 15 years | 30 |
| 04 | More than 20 | 40 |

Table02: The Period of Experienced Teaching

The aim behind this question is to know how much teachers are experienced teaching. The result obtained show that 4 teachers have been teaching more than 20years, and only 3 teachers experienced teaching during 15 years, and 2 teachers teach during 10 years.

Item03: Number of the students in each class:

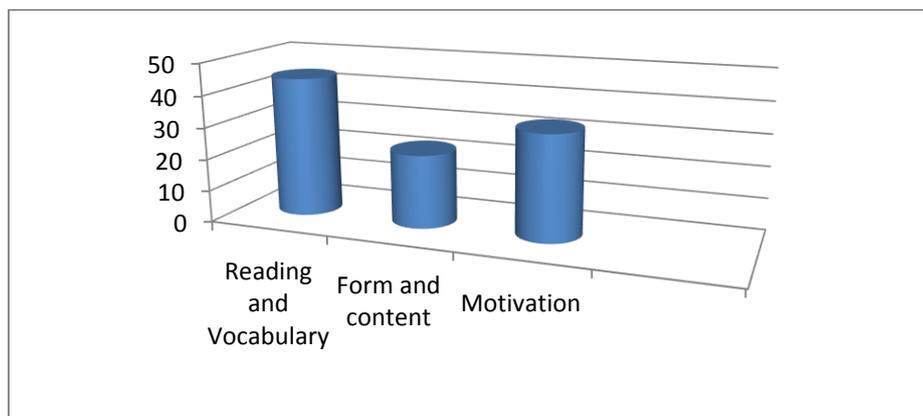
| Student Number | Number |
|----------------------|--------|
| More than 30 student | 30 |
| Less than 30 student | 00 |

Table03: Number of Student in each Class.

The result obtained, admit that all the teachers there are more than 30 students in each class.

Item04: What are the prerequisites for writing?

| Prerequisite | Vocabulary and reading | Form and content | Motivation |
|--------------|------------------------|------------------|------------|
| Students | 04 | 02 | 03 |
| Percentage | 44 | 23 | 33 |

Table04: The Prerequisite of Writing**Figure 01: The Prerequisites of Writing**

This item is meant to know the teacher's opinion's towards the prerequisites of writing that should be mastered by learners to write well.

The results show that 4 teachers admit that reading and vocabulary are the two main requirement of writing. Others (2) think that form and content are the prerequisite of writing .But (3) of them claim that motivation are the prerequisite of writing.

Section Two:

Investigation of teachers' opinion on some aspect:

Item05: Are you implementing the CBA in teaching writing?

| C BA implementation | Yes | No |
|---------------------|-----|-----|
| Teachers | 5 | 4 |
| Percentage | 55% | 45% |

Table05: The Implementation of CBA

Within this question, we want to know if teachers in secondary school they implement the CBA in teaching writing or not. The result obtained that 55% of teachers are implementing the CBA in teaching. In their opinion the implementation of this approach can be done by encouraging the student to construct their knowledge, and the role of teacher is only to guide (him/her) and show them the appropriate strategies. But others 45% of them claim that they don't implement this approach because it does not exist and can't be implemented in too crowded classes. And others admit that student are so weak and are not motivated enough.

Item06: Does the text book help you to develop the writing skill?

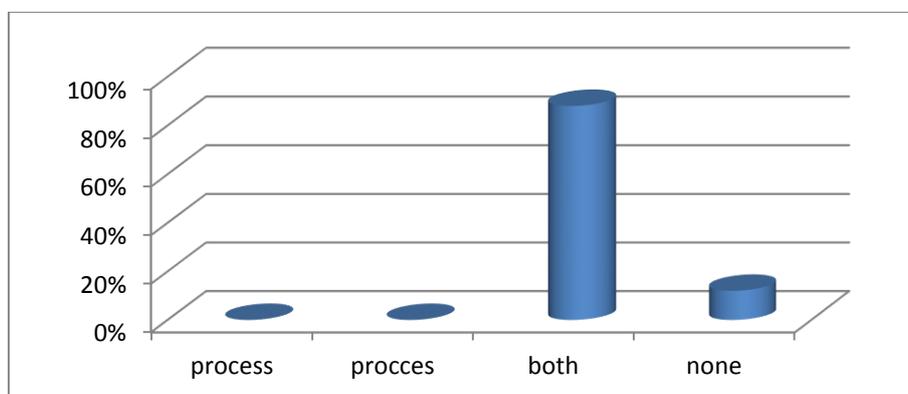
| The use of text book | Yes | No |
|----------------------|-----|-----|
| Teachers | 3 | 6 |
| Percentage | 33% | 67% |

Table06: The use of Text Book affectively

The aim behind this question is to know teacher's opinion if really they relaying on text book in teaching or not. The result obtained that only 33%are interested in the use of text book because they think that it can guide and control the course quality .It can show the student how they will learn and how can be assessed. Some of them said that it can be represent all the sequences and rubrics of the unit by reading each lesson and listening. It can improve student grammar and vocabulary. But the majority 67% of them neglect the role of text book and admit that the teacher adopt and adapt never being slave to the text book. They prepare topic related to their level.

Item07: Which approach do you use to teach writing?

| Approach | Process approach | Product approach | Both | None |
|------------|------------------|------------------|------|------|
| Teachers | 00 | 00 | 08 | 01 |
| Percentage | 00% | 00% | 88% | 12% |

Table 07: The Approach of Teaching**Figure02: The Approach of Teaching**

The aim behind this question is to know the different approaches and method that the teacher uses to enhance writing skill, and to analyze the main effective approach in teaching under CBA approach.

The result reveals that the majority of teachers 88% prefer to use both process approach and product approach. While one of teachers ignore completely this approach because he consider himself as “eclectic”.

Item08: The time allocated to written expression:

| Time for written expression | Sufficient | Very sufficient | Insufficient |
|-----------------------------|------------|-----------------|--------------|
| Teachers | 03 | 00 | 06 |
| Percentage | 34% | 00% | 56% |

Table 08: The Time allocated to Written Expression

The aim behind this question is to know teachers opinion about the time allocated to written expression if the time is sufficient to make the student practiced more.

The result show the minority of teacher claim that the time is sufficient to written expression, but the majority of them admit that the time is insufficient to written expression.

Item09: Do you use materials to support and simplify your lesson?

| | | |
|------------|------|-----|
| Materials | Yes | No |
| Teachers | 09 | 00 |
| Percentage | 100% | 00% |

Table09: The Materials Used to Simplify Lessons**Item 9.1. Which materials are appreciated by student?**

| | | | | |
|------------|----------|-----------|--------------|----------|
| Materials | a. Board | b. Images | c. Computers | d .Video |
| Teachers | 09 | 09 | 00 | 00 |
| Percentage | 100% | 100% | 00 | 00 |

Table10: The Specification of Materials

This item show the materials used by teachers to simplify their lesson and make it easy. All of them use this material and they specify this material focused only on the board and images, they completely ignore the use of computers and video because it does not offer in the school.

Item10: What Writing Means?

| | | | | | | |
|--------------|--------------------|---------------|----------------------------------|-----------------------------|------------------------|----------------|
| Good writing | a .Correct grammar | b. Good ideas | c. Specific vocabulary ,spelling | d. Spelling and punctuation | e. Coherence and forms | f. All of them |
| Number | 00 | 00 | 00 | 00 | 00 | 09 |
| Percentage | 00% | 00% | 00% | 00% | 00% | 100% |

Table10: Good Writing Means

This question is meant to know what writing is according to teachers, to help student overcome this obstacles in written expression.

All of teachers assert that good writing mean correct grammar, good ideas, specify vocabulary, spelling and punctuation, coherence and forms ,they admit that all these aspect should be integrated to create a good piece of writing cohesion and coherence paragraphs.

Section Three: Problems facing in implementing the CBA:**Item12: Are your student able to express ideas in writing**

| | | |
|------------------|-----|-----|
| Ideas expression | Yes | No |
| Students | 01 | 08 |
| Percentage | 12% | 88% |

Table12: Students' Ability to Express Ideas

This item represent that majority of teachers (88%) affirm that their student are not able to express ideas in writing, they claim that because they don't have sufficient ideas, others argue because of they don't have enough vocabulary to write coherent paragraphs. Some of them

state that should the student read text to improve levels. But only one of teacher (12%) demonstrate that their student are able to express ideas in writing because, the role of teacher in the learning process is facilitator and resourceful.

Table13: How much do you let your student work together?

| How much Time student work | Always | Sometimes | Rarely |
|----------------------------|--------|-----------|--------|
| Number | 2 | 5 | 2 |
| Percentage | 22,5% | 55% | 22,5% |

Table14: The Time allocated to Student

In this item only (22,5%)of teacher claim that always let the student work together, same as some of them rarely let the student work together. But most of them (55%) sometimes let the student work together and claim that is according to the topic.

Item15: Can you tell us about student's level in written expression?

| Student level | a.0-2 | b. 2-3 | c.3-5 |
|---------------|-------|--------|-------|
| Number | 05 | 03 | 01 |
| Percentage | 55% | 33% | 12% |

Table15: Student Level in Written Expression.

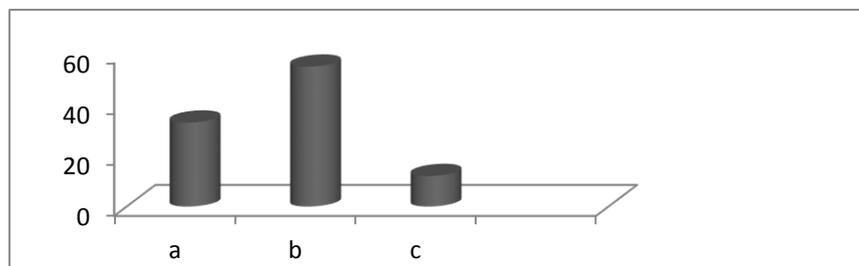


Figure04: Student Level in Written Expression

This item shows the level of student in written expression. It is clear that almost (55%)of student obtain the lowest mark in evaluation, and few of them we can say that they obtain the average marks(33%).But it is clear that few take the good mark in evaluation. Most of the answers approximately 50 % revealed that the level of students in English is good. Mainly 19 students consider themselves as good students among them 5 excellent writers but the others are interested on learning languages without caring about their background knowledge .Others around 25% persist that they are either average or near to the ground because they are bad readers. On the other hand we can see that the classroom environment (number and activities)

hamper their progress of learning not to forget that this low level can be the result of the lack of interest in the middle school from both teacher and students.

Item16: Are you facing problems in implementing the CBA?

Item 16.1.: What are these problems?

| Problems in implementing the CBA | Yes | No |
|----------------------------------|-----|-----|
| Number | 07 | 02 |
| Percentage | 77% | 23% |

Table16: The Problems in Implementing the CBA

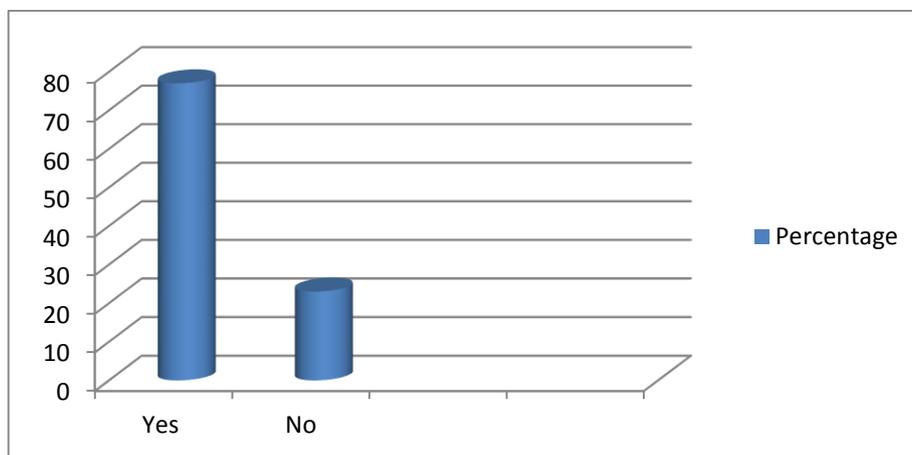


Figure04: The Problems in Implementing the CBA

In this item we want to know the opinions of teacher about the problems that face them in implementing the CBA in teaching writing.

This item show that the majority of them (77%) face problems in implementing the CBA, they affirm that CBA is an awesome idea more interesting than the previous approaches, but impossible to apply due to the confronting shortcomings .Others, assert that they fail to absorb this implementation in teaching writing since it is most difficult skill for teachers and student. While others admit that the main problems is in student level attention, most of them they don't care about language.

16. Suggestions to overcome these problems:

Teachers suggest some solutions to overcome these difficulties are,

Restrict the number of learners and classes

Availability of the learning and teaching materials as ICT

Reforming the official syllabus and curricula

Giving valuable importance to teaching on the part of the authorities.

Others suggest, hours of reinforcement to help learner have betterment in their learning of languages.

Some of them suggest that, learning to write is uniquely challenging. Writing requires the mastery and concurrent of skill from vocabulary and spelling to the ability to organize and convey ideas. With patience, understanding and targeted help, writing problems can be overcome.

3.7.2. Analysis of Students Questionnaire

This section is devoted to the analysis of data collected from students' questionnaire. However, the number of the students dealt with 39 questionnaires, and each question will be treated separately.

This questionnaire is addressed students in order to identify the difficulties they encounter when writing .Also have their point of view concerning the present teaching of writing .If they give interest or not and if they satisfy or not .

This questionnaire aims also to identify the weakness of students and to see the kind of mistakes that face them .Finally we want learners to provide some suggestion to modify the teaching of writing for better interaction and performance.39 students from the different class room answered the questionnaire, which consisted of 5 parts.

1-English learning objectives:

Section One: It includes three questions. It seeks to obtain details about learner's attitudes, and reasons for learning English.

Item01: What is your attitude towards learning English in general?

The results reveal that all the students (100%) have positive attitudes toward learning English in general. Within this item although that all the students said that writing is useful for achieving such purposes , we receive equal percentage from the students who enjoy writing and who do not .So we can say that is a more personal matter for students to learn writing.

| Attitudes or opinion | Positive | Indifferent | Negative |
|----------------------|----------|-------------|----------|
| Students | 39 | 0 | 0 |
| Percentage | 100% | 0% | 0% |

Table 2.1. Students' Attitudes toward Learning English.

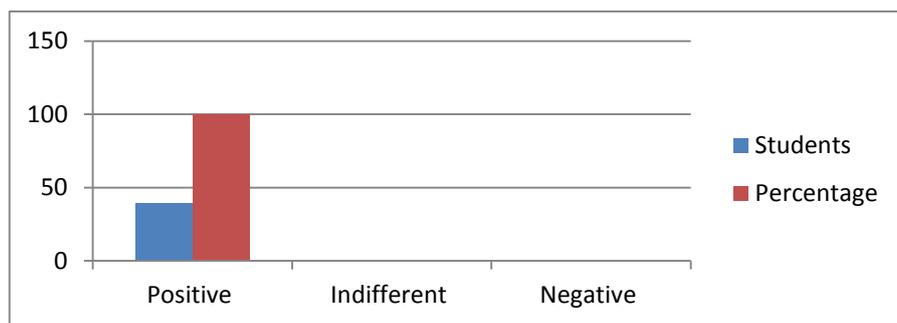


Figure 2.5. Students' Attitudes toward Learning English

Item02: What are your reasons for learning English?

| Reasons | Students | Percentage |
|---|----------|------------|
| Speak and write English well | 5 | 13% |
| Improve your level in English | 11 | 28% |
| Prepare yourself for the baccalaureate exam | 16 | 41% |
| All of them | 7 | 16% |

Table 2. 2: The Reasons for Learning English.

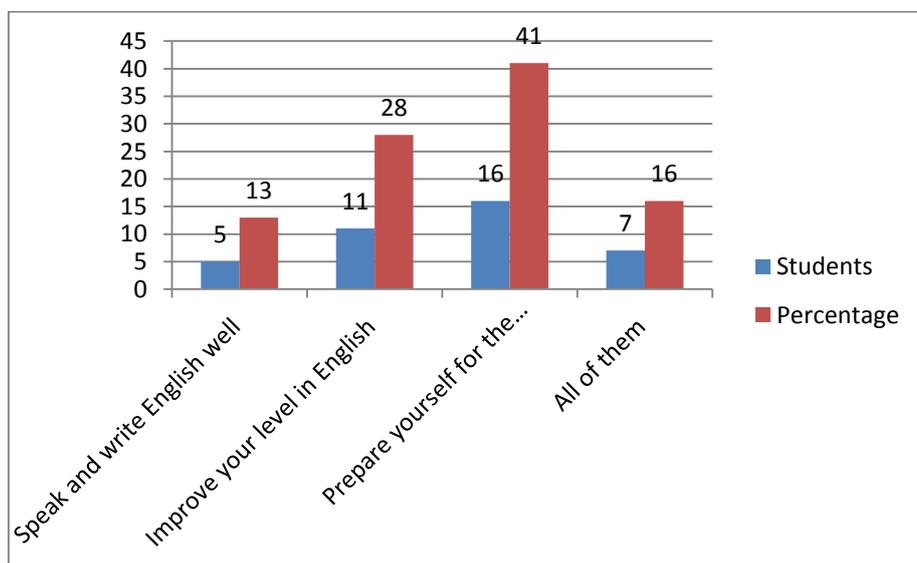


Figure 2.2. The Reason for Learning English.

From students' responses about the reasons that push them to learn English, we found that the majority of them nearly 41% learn it because they need to prepare themselves for the baccalaureate exam. Approximately 28 % learn it in order to improve their level in English while 13 % of them considered speaking and writing English well as the primary reason .On the hand 16 % agree that to learn English is to improve their level through speaking and

writing English very well in addition to use this abilities to prepare themselves for the baccalaureate exam .The diagram below will put you on the picture.

Item 03: How do you find written lesson at third level?

| 3rd year written lesson | Easy | Somehow | Difficult |
|-------------------------|------|---------|-----------|
| Students | 6 | 17 | 16 |
| Percentage | 15% | 44% | 41% |

Table 2 .3. Written Lesson at Third Year Secondary School.

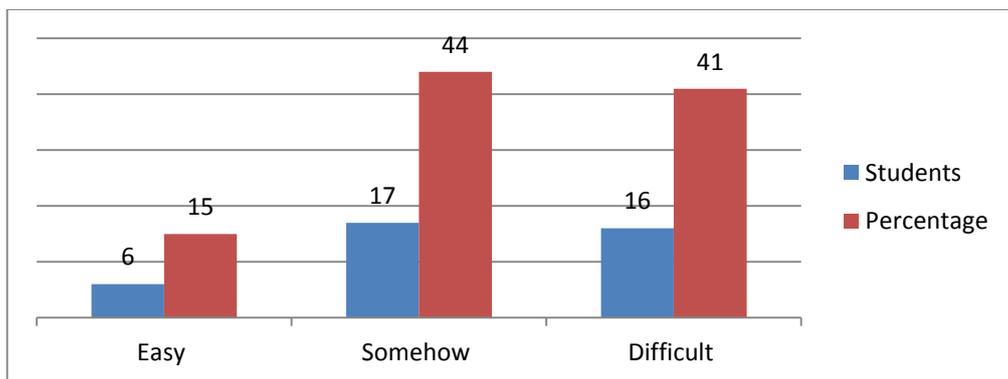


Figure 2.3. Written Lesson at Third Year Secondary School

The less rate of the students mainly 15 % consider written lesson as easy as it can be understood, grasped easily. However, the majority mainly 80 % of them are not able to concentrate with the teacher because they find it too difficult at all the stages (before, during and after).

3. The Awareness of the Objectives of Learning Written Expression:

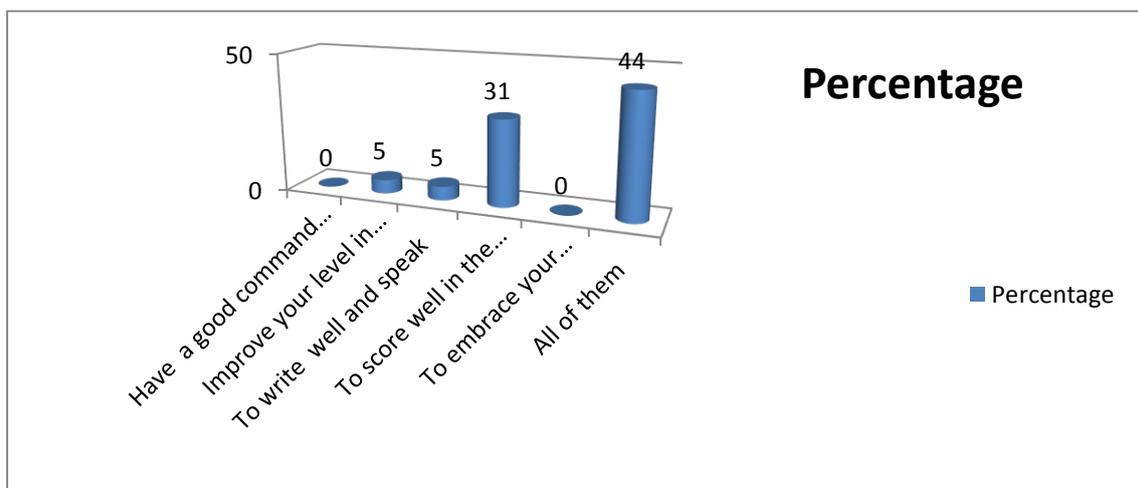
Item04: what does writing help you to do?

The third part contains three questions. It seeks to identify what write can help students to do. Finally, we check the students' interest in writing small paragraphs after lessons by following specific steps such as coherence.

| Benefits of writing | Students | Percentage |
|--|----------|------------|
| Have a good command in English | 0 | 0 % |
| Improve your level in English | 2 | 5% |
| To write well and speak | 2 | 5% |
| To score well in the baccalaureate examination | 12 | 31% |
| To embrace your vocabulary | 0 | 0% |
| All of them | 17 | 44% |

Table 2 .4. The Benefits of Writing.

From the table below we can say that the majority of the students convinced that writing can help them to improve their level in English and have a good command in English. These are away through which students can embrace their vocabulary and speak and write well.



This benefit can help them to score well in the baccalaureate examination.

Figure 2.4. The benefits of writing

Item 3.5: Do you like to write small paragraph after lesson?

| Writing small paragraphs after lessons | Yes | No |
|--|------|------|
| Students | 26 | 13 |
| Percentage | 66 % | 33 % |

Table 2. 5. Writing Paragraphs after Lessons by Students.

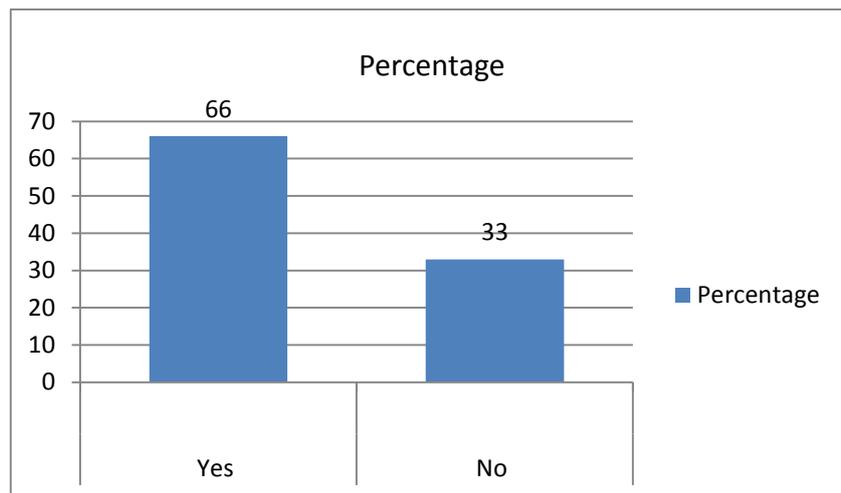


Figure 2.5. Writing Paragraphs after Lessons by Students

Within this item, the majority of the students nearly 66 %enjoy writing paragraphs after lessons in comparison with the minority approximately 33 % who do not care about developing their level of writing through practice writing after lessons. Those who write consider that writing a coherent paragraph focus more on the structure (introduction, development, and conclusion).

4. Attitudes to teachers' methodology:

This part started by asking students about their interest on their teacher's way of presenting written expression lesson .Then we try to look for students' interest while writing ,if they focus on form or ideas or both .Finally we try to look for the difficulties that face them in written form and the causes behind it .

Item 06: Are you interested in the way of teaching written expression of your teachers?

| Students interest | Yes | No |
|-------------------|------|------|
| Students | 21 | 18 |
| Percentage | 54 % | 46 % |

Table 2.6. Student's Interest.

Concerning the number of students who are interested on their teachers way of teaching written expression, we can see that nearly 54 % of them are satisfied with their teachers method whereas less percentage mainly 46 %are not .the reason behind this distinction can be

interpreted through analyzing teachers behaviors with their good students in comparison with those who have bad level in writing.

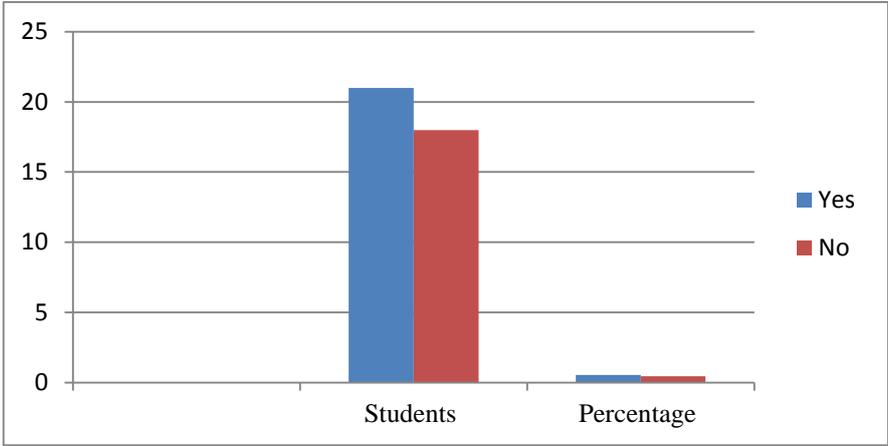


Figure 2.6. Students' Interest.

Item07: Do you find difficulties in written form?

| Written form difficulties | Yes | No |
|---------------------------|-----|----|
| Students | 37 | 2 |
| Percentage | 95% | 5% |

Table .2.7. Written form Difficulties.

According to the students' responses about written form difficulties, we can declare that all the students nearly 95 % have problems while writing a paragraph. This is due to the lack of interest.

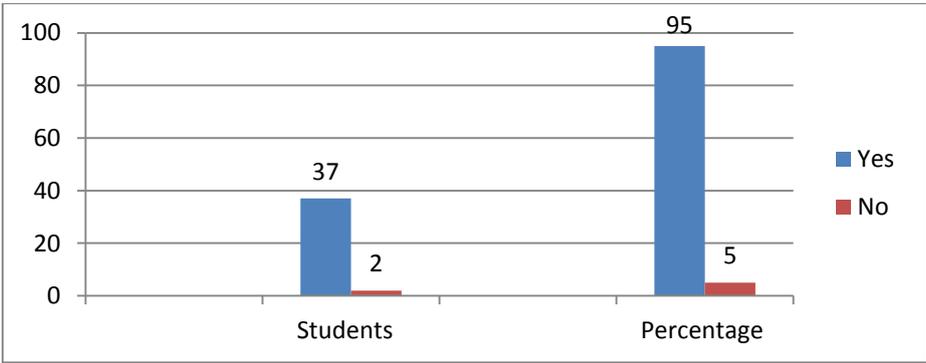


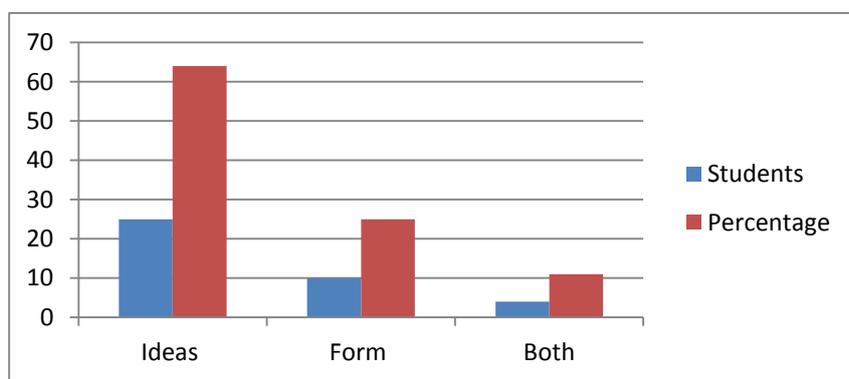
Figure .2.7. Written Form Difficulties

Item08: Students interest while writing?

| Students interest | Ideas | Form | Both |
|-------------------|-------|------|------|
| Students | 25 | 10 | 4 |
| Percentage | 64% | 25% | 11% |

Table 2.8. Students' Interest while Writing

According to students answers about their interest while writing we conclude that the majority (64 %) of them focus on their ideas more than caring about the correct form (25%). Except few students approximately 4 who do their best in order to focus on both form and form at the same time.

**Figure 2.8. Students' interest while writing****5. Learner learning strategies:**

In this final part we try to know the strategies that can help students to write correctly. The second question seek to obtain details about students revision of their piece of writing .and which kind of mistakes they did usually, with a great interest of learning from mistakes .Finally we try to measure how much students rely on teachers correction and those who prefer self correction in one hand, and distinctive type used by students in reading English books and articles.

Item 09: What are strategies do you use to write correctly?

| Strategies | Students | Percentage |
|--|----------|------------|
| Works with peers | 0 | 0 % |
| Ask your teacher help or clarification | 13 | 33% |
| Your own resources or check dictionaries | 26 | 66 % |

Table 2.9. Strategies Used by students to Write Correctly

From strategies that students accept to do in order to write correctly we find that a great percentage (66%) prefer to use their own resources or check dictionaries. Students are not interested by working collaboratively with their peers; they just rely on teachers ‘help or clarification.

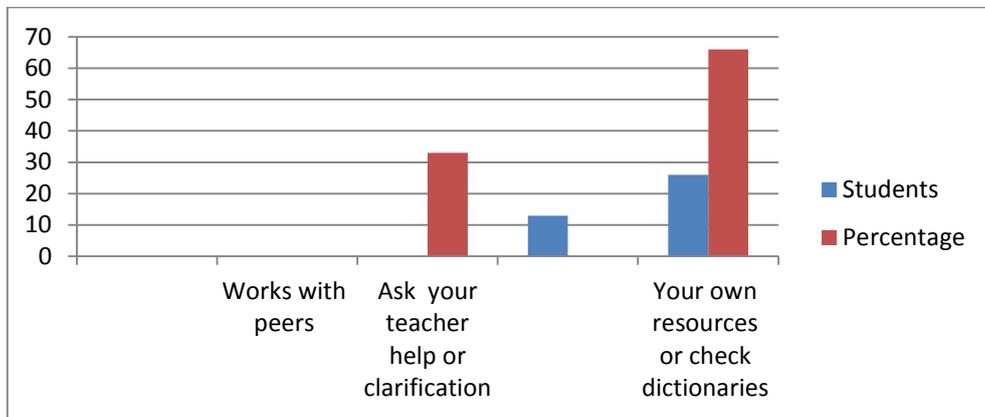


Figure 2.09. Strategies Used by Students to write correctly

Item09: Do you revise what you have written?

| Revision of writing | Yes | No |
|---------------------|------|------|
| Students | 16 | 23 |
| Percentage | 41 % | 59 % |

Table 2.10. The Importance of Revising.

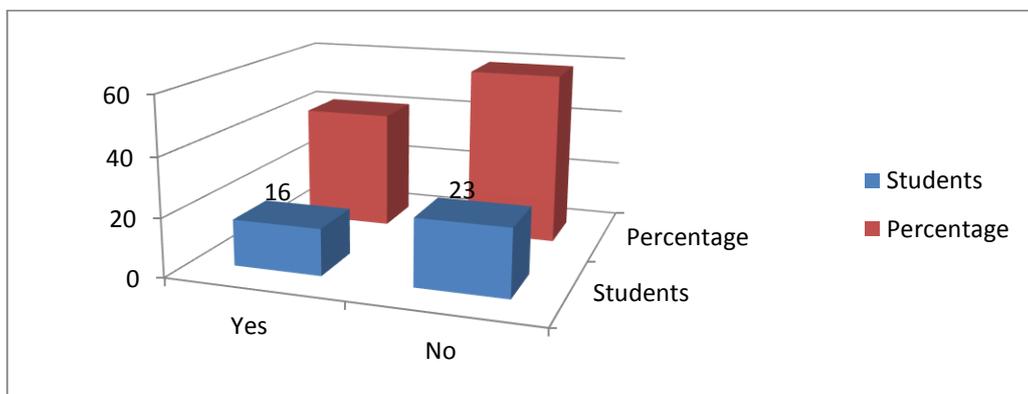


Figure 2.10. Students' Revision of their Writing.

Most students do not care about revising what they write nearly 60 % except few of them who try but do not know what is the reality of writing. Revising means making decisions about what to keep, add, omit, alter, rearrange and rethink. It allows the writer to reshape and refine thoughts the way they are expressed. As a professional writer, understands revising (1980:380-381), *“It is a matter of looking at the essential part of what I have written, the*

content, and then thinking about it, responding to it, making decisions and actually restructuring.”

Item10: Which kind of mistakes do you make usually?

| Kinds of mistakes | Students | Percentage |
|-------------------|----------|------------|
| Punctuation | 16 | 41 % |
| Capitalization | 5 | 13% |
| Tenses | 4 | 10% |
| Spelling | 1 | 3% |
| Translation | 10 | 25% |
| All of them | 3 | 8% |

Table .2.11. Students' Kind of Mistakes.

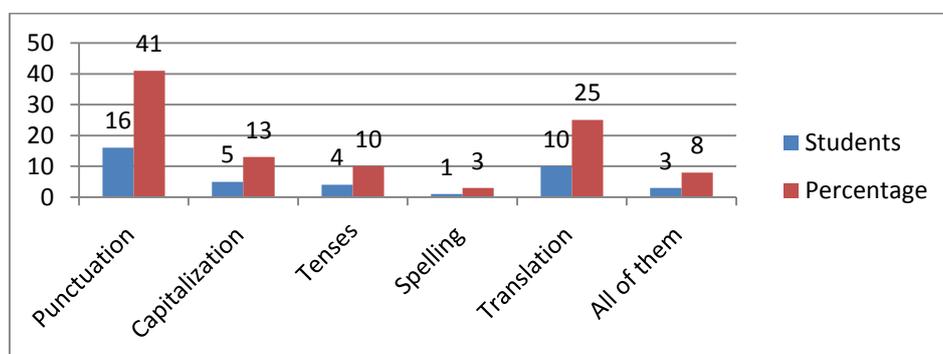


Figure .2.11. Students' Kind of Mistakes

According to students' responses about their mistakes kinds, we can say that the majority of students do not interested about writing mechanics (punctuation, capitalization, spelling).In fact 41 %do not know how and when to put punctuation marks ,even capitalization ignored totally (30 %). Spelling complete this catastrophic situation because they cannot distinguish between written form and pronunciation form .On the other hand, students has a bad habit, while writing they translate from Arabic to English nearly 25 % have difficulties while translating because they do not enough ideas and rich vocabulary ,in one hand and the influence by Arabic thinking (interference) while writing.

Item11: Do you prefer teacher correction or correct yourself?

| Correction | Teacher correction | Correcting yourself |
|------------|--------------------|---------------------|
| Students | 25 | 14 |
| Percentage | 64 % | 36 % |

Table .2.12. Kinds of Effective Correction.

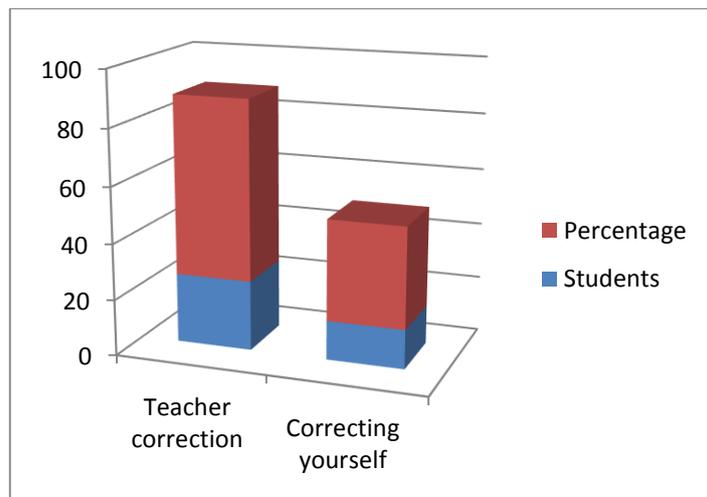


Figure .2.12. Kinds of Correction

Within this item, the majority of the students respond negatively mainly 64 %cannot correct themselves; they rely on teachers’ correction except 14 %students who try to try to make themselves responsible for their mistakes correction.

Item12: Do you learn from your mistakes?

| Mistakes learning | Yes | No |
|-------------------|------|------|
| Students | 21 | 18 |
| Percentage | 54 % | 46 % |

Table. 2.13. Learning from Mistakes.

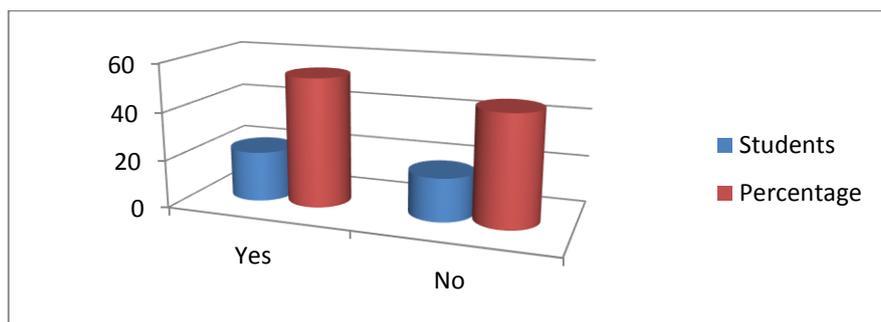
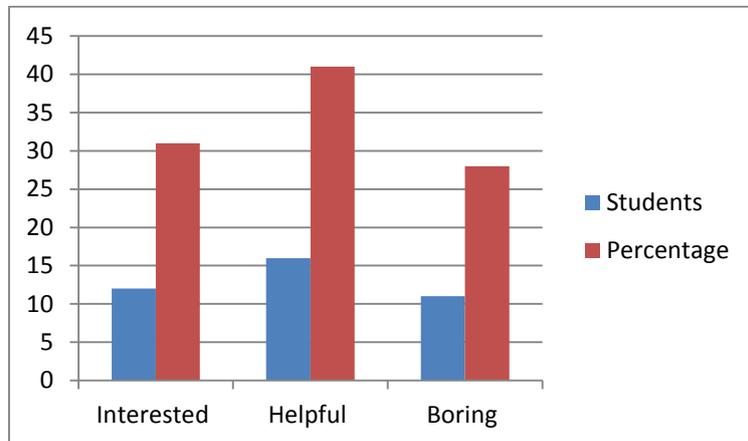


Figure 2.13. Learning from Mistakes

Mistake is part of learning, within this point we find that half percent of the students respond positively using their teachers’ correction as a mean to correct their mistakes and learn the correct form in order to avoid it in the next time. The rest percentages nearly 46 %of the student respond negatively.

Item13: How do you find the written text proposed by your teacher?

| Written activities | Interested | Helpful | Boring |
|--------------------|------------|---------|--------|
| Students | 12 | 16 | 11 |
| Percentage | 31 % | 41% | 28 % |

Table .2.14. Written Activities proposed by the Teacher.**Figure 2.14. Written Activities Proposed by the Teacher**

Concerning the written activities proposed by the teacher, we find that the majority of the students find it helpful nearly 41%. And mainly 31% express their interest on the way of presenting those activities. By contrast we receive equal percentage approximately 28% who do not care about teachers activities because they find it boring.

Item14: What are the main reasons for your written difficulties?

| Reasons | Students | Percentage |
|---|-----------|-------------|
| Understanding written lesson | 0 | 0 % |
| Difficulty of the structure of the text | 11 | 28% |
| Complex word and written form | 17 | 43 % |
| Lack of cooperation classroom | 0 | 0 % |
| Unclear words | 4 | 10 % |
| The inability to write | 11 | 28 % |

Table .2.15. The Reasons behind Students' Difficulties in Writing.

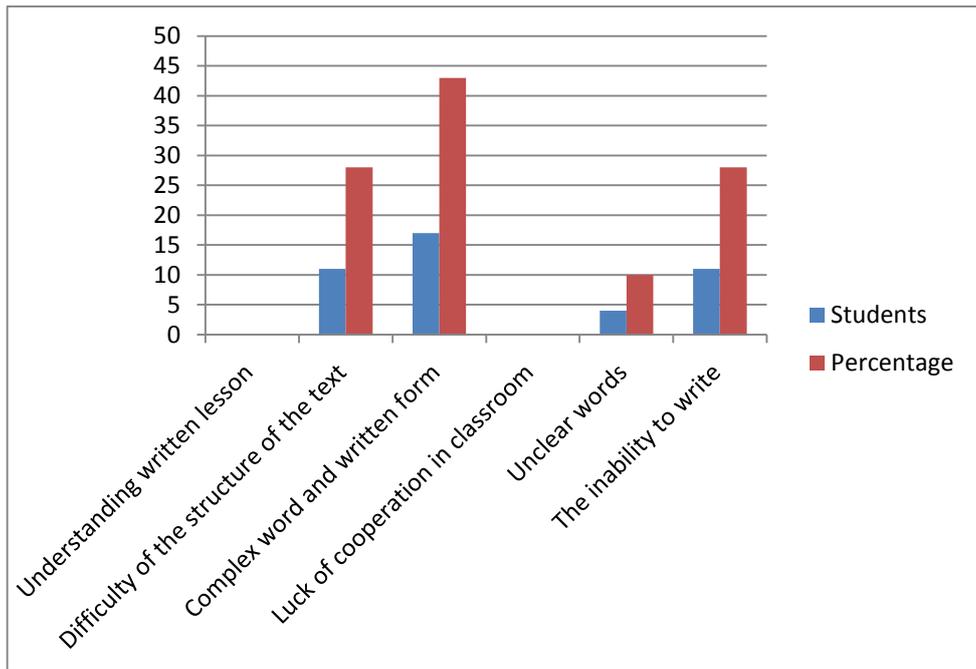


Figure 2.15. The Reasons behind Students' Difficulties in Writing.

According to students answers about the reasons behind difficulties that face them we find that the majority of the students suffer from complex words and do not know how to form at least a coherent paragraph without mistakes. Additionally, we receive equal percentage mainly 28% who express their inability to write in one hand and their deficiency in organizing the structure of the text .The rest percentage approximately (10 %) who said that English words are ambiguous and cannot be understood easily.

When we try to search for the main causes behind the difficulties that face learners, we found that the learners feel that they are the first responsible. While the rest said that the complex words of English language is the main cause that that push them to become bad in writing .On the other hand 25 % were blaming the teacher because they do not facilitate the way they use in teaching written expression.

Item16: Time proposed by learners to read English books, papers, and magazines:

| Time | Always | Sometimes | Never |
|------------|--------|-----------|-------|
| Students | 5 | 20 | 14 |
| Percentage | 13 % | 51 % | 36 % |

Table .2.20 .Distinctive Time of Reading

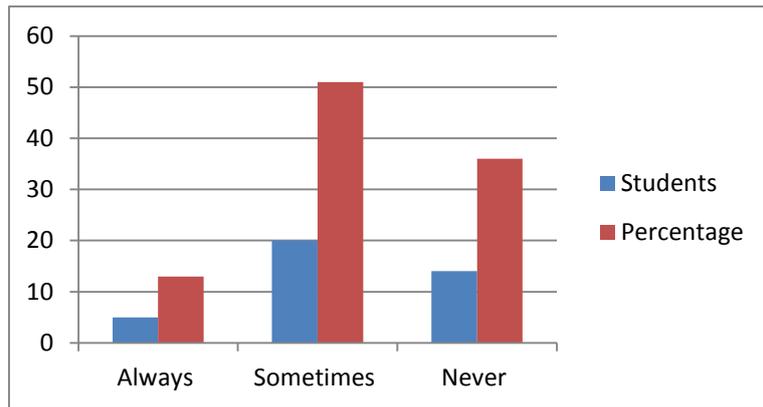


Figure 2.16. Distinctive Time of Reading.

Reading is an important tool for generating ideas. It could be used as a pre-writing activity that exposes the writer to vocabulary, conventions, idioms..... Besides, a story, a novel, a poem, can generate ideas for a topic in the writing class. According to students responses we found that the majority of the students do not read English books, papers and magazines consequently their level of writing become low. Except 5 excellent students who love reading when they have the suitable occasion.

The final question was about suggesting solutions that can reduce student's deficiency.

The majority of the students give their opinions about the deficiencies that they face when writings they have suggested some changes and given the following recommendations.

To Teachers:

- 1- To change subjects in relation to their culture and society.
- 2- To give more exercises as homework and correct them within the classroom to achieve more vocabulary.
- 3- Change the method of teaching for better understanding and ask teacher to be aware about grammar, phonetic, spelling, punctuation..... etc.

Whereas 5 students, that is 25% have no ideas about this items they recommend their classmates to follow their lectures by avoiding noise in order to reach their aims and needs

3.8. General Discussion of the Results

The aim of students and teachers questionnaire is to know the problems behind the obstacles that hamper them in writing under CBA. The result of teachers shows that they are aware of the importance of teaching writing and also its difficulty. The majority claims that the time devoted to written expression is not sufficient and crowded classes are also big problem that hinder student in writing. The teachers also state that the lack of motivation and lack of reading are problems that cause difficulties in writing. The result of students questionnaire show the majority of student don't interest about written expression, lack of reading.

3.9. Recommendations

The Algerian ministry of education adopted for new approach namely the CBA, supplied an official syllabus in 2003 and implemented the course with textbook for third year secondary school. In this part we shed light on some pedagogical implications to the learning and teaching of writing under the CBA. These recommendation aim to improve teaching and learning in writing.

Teacher's Seminars

Teachers need to know what the Competency- based Approach is, in terms of language theory, learning theory, design, and procedure so as not to feel insecure and under pressure. Seminars, on regular intervals, will be of great help for teachers, especially if mentors present model lessons, and collaborate with novice teachers.

Encourage Collaborative Work

This collaboration can help student to share ideas, check for writing with others or ask how to write. Collaborative teaching of writing is the task of all teachers at all levels and all modules.

Dictation

As far as writing is concerned, we recommend the reevaluation of dictation as a written activity that helps teachers check whether pupils arrive to discriminate certain sounds; dictation can also test pupils listening comprehension, i.e. whether they understand what the teacher says or not.

Increasing Motivation to Write

Motivation is extremely necessary for students to do their writing tasks. Thus, teachers should find ways to develop it. We believe that, among the various ways, writing topics should be interesting in the sense that they should match students' needs; levels, etc. Moreover, creating a good learning atmosphere can be of major benefit to the learners.

Therefore, they would feel secured and comfortable when learning and be encouraged to write even if their English is not that good. Another thing is that talking to students about the importance of writing skill can help and them to try writing especially during that the first year.

Crowded Classes

Reducing the number of students in each group. Hence, with small groups, both teachers and learners will feel at ease when teaching/ learning the writing skill

Sufficient Time

Enough time should be devoted to written expression for mastering the writing skill.

Extensive Reading

To write compositions based on reading, the students can follow guidelines for story completion, quoting, summarizing, paraphrasing, expanding ideas, journal writing, discussing, debating, and insight based on their own experience. They relate what they have read to what they know from experience. Throughout the course of reading, the students will be exploring ideas in discussion groups, and through a variety of writing activities. In writing about what the students have read, they can discuss an author's ideas and react to those ideas. They may develop a deeper understanding of a reading selection. They may discover why they agree or disagree with an author's experience or point of view.

Portfolio

Since it describes what the students have done in the class; the portfolio is a mirror image to the learning situation. For students, it is an occasion to show their writing performance in various genres and for diversity of readers and purposes.

Conclusion

It has been shown in this last chapter that many variables can affect the teaching of writing which means that such variables may conduct and help the E.F.L. learners to succeed or fail. In Algerian secondary schools, writing by using English Language is a difficult task for many students. Such factors, such the frequency of time allocated for learning as well as, the methods of teachers must be taken under account of teachers and the Ministry of education. Regarding to the approach use and the syllabus of 3rd year secondary school, the study shown that the socio- linguistic background and cultural items play an important role in teaching writing through C.B.A. This image is very clear in student's statements.

Besides, it was found that there are other factors such as the psycho pedagogical ones, the method and technique, the grammar use, spelling and meaning. So, some important and necessary suggestions and recommendation are improved for both teachers and students to develop their proficiency. Algeria education adopted new approach namely the CBA, supplied an official syllabus in 2003 and implemented the course with textbook for third year secondary school. In this part we shed light on some pedagogical implications to the learning and teaching of writing under the CBA .These recommendation aim to improve teaching and learning in writing.

General Conclusion

General Conclusion

The present research attempted to investigate the main problems that face teachers in implementing the competency-based approach in teaching writing in Algerian secondary school. Our purpose is to investigate and analyze the main obstacles that hinder teachers and student to applying writing under the CBA. Our purposes are to determine these obstacles and try to overcome these difficulties in secondary school.

The current research showed that writing is a powerful tool for learning English as a foreign language; it provides a relatively permanent record of information, opinions, beliefs, feelings, argument, and explanation. Writing is a skill that cannot be acquired but through practices and formal instruction that is why teachers consider writing as a complex skill, and consider the teaching of writing with great care since it entails series of difficulties for learners.

The field investigation carried out by two means of questionnaire designed to teachers and learners .This questionnaire helped us record the problems of writing in secondary school and shed light on the main problems of teaching writing under this approach. The analysis of teachers questionnaire helped us to know that the teachers in secondary school are really facing problems in applying the CBA. Some of these problems are lack of motivation, crowded classes, student attention, the time is not sufficient. The analysis of student questionnaire helped us to determine the obstacles that hamper them to write well, the result show that the student they don't care about written expression ,lack of awareness, lack of an appropriate strategies used by teacher.

In this respect, writing well is a process that must be learned and practiced. This means, taking time over writing, doing a lot of reading, practicing it are absolutely essential part of writing. However, we believe there is no miraculous panacea to overcome this difficulty but we try to suggest some useful pedagogical implication that will serve both teachers and learners in the future, to encourage collaborative learning, motivation among student, student's number, interested topic, and sufficient time.

Finally, we hope this simplest work to be beneficial to teachers and student to improve their ways in teaching and learning written expression under this approach.

Appendix I

Teacher's Questionnaire

Dear colleagues,

I submit you the following questionnaire, necessary for conducting a work of research concerning the problems facing teachers in implementing the competency-based approach in writing skill to terminal class in the Secondary School and wish your sincere collaboration. You are therefore kindly required to tick the appropriate answer according to yow own perspective and make comments when necessary. We are interested in the way you precede in dealing with written expression to terminal classes and the possible problems you encounter in the teaching of such classes. We would be very delighted to receive your sincere collaboration.

Section One:

1. Specify Gender:

- a. Male b. Female

2. How long have you been teaching?

- A.5 year's b.10years c.15years d. more than 20years

3. The number of the student in each class is:

- a. more than 30 student
b. less than 30 student

4. What are the prerequisites for writing?

.....
.....

Section Two:

5. Are you implementing the CBA in teaching writing?

- a. Yes b. No

How?

.....
.....

6. Does the text book help you to develop the writing skill?

- a. Yes b. No

How?.....
.....

7. Do your learners achieve a satisfactory level in writing with syllabus?

A .Yes

b .No

How?.....
.....

8. Which approach do you use to teach writing?

-The product approach

-The process approach

-both

9. The time allocated to written expression is:

A .Sufficient

b. Very sufficient

c. Insufficient

10. Do you use materials to support and simplify your lesson?

a. Yes

b .No

11. Which materials are appreciated by your student?

a .board

b .images

c. computers

d. video

12. Good writing means:

a. Correct grammar

b .Good ideas

c .Specify vocabulary

d. Spelling and punctuation

e. Coherence and forms

f .All of them

13. Do you find problems in facilitating topic to your student?

a .Yes

b. No

How?.....
.....

14. Are your student able to express ideas in writing?

a. Yes b.No

How?
.....
.....

15. How much you let your student work together?

a. Always b.Sometimes c. Rarely

16. Can you tell us about student's level in written expression?

0 _ 2

2 _ 3

3 _5

17. Are you facing problems in implementing the CBA?

a. Yes b. No

What are this problems, can you list them?
.....

18. Please, suggest some solutions to overcome these problems?

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

Appendix II

Third year (literary stream)

Dear Colleague,

This questionnaire is a part of research project .It aims at examining the problems facing teachers in implementing the CBA in writing skill in third year secondary school .We are interested to know the main problems that encounter you and we try to overcome these problems.

Please read each question carefully, then put a cross in the appropriate box and complete sentences when necessary. If you do not understand a given word, please ask for help and thanks for your cooperation.

1.English learning objectives:

1.1 What is your attitude towards learning English in general?

a Positive b. Indifferent c. Negative

2. What are your reasons for learning English?

a. To speak and write English well
b. To improve your level in English
c. To prepare yourself for the Baccalaureate exam

3. Do you enjoy writing?

a. Yes b .No

4. In this case do you find your written expression useful in achieving such purposes?

a .Yes b.

5. Motivation to written expression:

5.1 How do you find written lesson at third level?

a .Easy b. Somehow c. Difficult

5.2 Do you think that written expression in English is:

a. Very important b. important c. Not important at all

6. Awarness of the objectives of learning written expression:

6.1 what does writing help you to do?

a .Have a good command of English in general

- b. to improve level in English
- c. to write well and speak
- d. to score well in the baccalaureate examination
- e. to enhance your vocabularies.

7. How do you evaluate your level in writing?

- a. Good
- b. Average
- c. Low

7.1. Do you like to write small paragraph after lesson?

- a. yes
- b. No

-if yes do you know the steps to write coherent paragraph?

- a. yes
- b.No

If yes, please can you tell me what this step are?

.....

.....

8. Attitudes to teachers methodology:

8.1 Are you interested in the way of teaching written expression of your teachers?

- a. Yes
- b. No

When you write you are interested in:

- a. forms
- b. ideas
- c. both

8.2. Do you find difficulties in written form?

- a. Yes
- b. No

These difficulties are due to?

- a. Teacher
- c. Learner
- d. complex word
- e. others

Explain...

.....

.....

.....

9. Learner learning strategies :

9.1. What are strategies do you use to write correctly?

a. work with peers

b. ask your teachers help or clarification

c. use your own resource or check dictionaries

9.2. Do you revise what you have written?

a. Yes

b. No

9.3 Which kind of mistakes do you make usually?

a. Punctuation

b. Capitalization

c. Tenses

f. Spelling

e. Translation

9.4 Do you prefer teacher correction or correct yourself?

a. Yes

b. No

9.5 Do you learn from your mistakes?

a. Yes

b. No

10. how do you find the written text proposed by your teacher?

a. interested

b. helpful

c. boring

11. Do your teacher give you extra activities inside and outside classroom?

a. Yes

b. No

12. What are the main reasons for your written difficulties?

a. Uninteresting written lesson

b. Difficulty of the structure of text

c. Complex word written form

d. Lack of cooperation in classroom.

e. Unclear word

f. The inability to write

13. What do you suggest to overcome your written difficulties.?

.....

.....

.....

.....

Thanks

GLOSSARY

Free Writing

Provides an opportunity for students to practice using the priming skills and strategies supported through modeled, shared, interactive, and guided writing instruction.

Modeled Writing

Modeled writing allows the students to hear the thinking that accompanies the process of writing, such as topic choice, planning the piece, looking for a better word, revising and editing. The writing process is purposefully visible for students to enable them to see how writers think about their writing. This is the highest level of support.

Shared Writing

In the *Shared Writing* process students contribute ideas while the teacher scribes. As they write, teachers demonstrate how expert writers write while the children observe. Through shared writing, written text is created for the classroom that students could not write independently. The language experience approach (LEA) is one type of shared writing. Finished text can be use for additional shared and independent reading.

Guided writing

Provides an opportunity for teachers to Work with groups of students or an individual student on effective writing strategies that are determine to be important through observation of student behaviors and work

Interactive Writing

Interactive Writing occurs when the teacher and children “share the pen” to write and create text. Interactive writing is used to provide instruction and assistance to children as they engage in writing. The teacher provides a stimulus activity or sets the purpose prior to engaging students in the process of interactive writing.

Independent Writing:

Independent writing provides an opportunity for students to practice using the writing skills and strategies supported through modeled, shared, interactive, and guided writing instruction.

Brainstorming:

It is a method that helps to generate ideas. The students are asked to come up with as many ideas as possible in a given topic. The students are helped to develop their fluency since they are provided with opportunities to express their ideas orally or on paper. During discussion, for instance, the teacher acts as a facilitator and jots down all ideas on the blackboard making the students concentrate on content. Brainstorming encourages thinking and increases mental

flexibility and imagination. It lets an idea lead to another through free association and quick-follow up of words, thoughts and opinions that are related. It is a group activity and allows the students to share ideas, learn from one another and produce new ideas.

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