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**Writing Skill under the Competency Based
Approach:
The Case of the First Year Secondary School,
Mechria, Naama Brothers Hamidat**

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for the requirement of the degree of 'Master' in Linguistics**

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Dedications

In the name of ALLAH, most gracious, most merciful all the prays is due to ALLAH alone, the Sustainer of all the worlds.

This work is dedicated to:

All my family, especially my parents who have devoted their lives for my succees.
My sister's brothers and all my friends. And to all my teachers.

Chaimaa

I dedicate this thesis to:

My Parents:

My father Miloud, who can be proud and find here the result of long years of sacrifice and hardship to help me move forward in life. May God ensure that this work bears fruit; thank you for the noble values, the education and the permanent support from you.

My mother, who worked for my success, with her love, her support, all the sacrifices made and her precious advice, for all her assistance and her presence in my life, however modest it may be the expression of my feelings and my eternal gratitude.

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Abstract

Most Algerian students find it difficult to master all aspects of writing and to produce acceptable paragraphs or articles. This research includes writing under the competency based approach, and what are the difficulties faced the pupils in the Algerian secondary school. The case of first year pupils of Brothers Hamidat in Mechria, Naama, was selected for the current study. It aims to see if this teaching approach is beneficial for learners to improve writing skill. Some Algerian teachers reject its importance because they fail to grasp the true implementation of this new approach especially in teaching writing. This skill is the most difficult skill for both teachers and foreign learners to master. To achieve this objective, the researchers relied on two research methods questionnaire and interview. The questionnaire is handing over to learners in order to collect general information's about writing and the difficulties that are faced them. The researchers focused on investigating the role of a competency-based approach in correcting student problems. Moreover it is set in order to have more direct and real information and accurate data on how to write teaching under the competency-based approach .Additionally, the interview handing over to teachers in order to check whether they use this approach or not. The results obtained from this investigation confirmed the hypotheses and it is revealing that first year secondary school pupils have difficulties in writing and a competency-based approach helps them reduce those difficulties.

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List of Abbreviations

CBA: Competency based approach

EFL: English as a foreign language

General Introduction

General Introduction

Recently, the whole world has witnessed rapid changes because of the globalization which has affected all the aspects in life. Education, as the rest of fields, has been touched by this change in terms of implementation of a new curricula and a new approach based on competencies. Algeria like the other countries has undergone this change by reforming the educational system in 2003/2004 and adopts the competency based approach as a first change. This new approach helps learners to develop their abilities and build their competence and use it in their life. Moreover, it has been adopted in teaching English in order to enable learners to be autonomous and competent in their learning process. It also focuses on the learning process and pupils' activities rather than the teachers' role. Despite its importance, some Algerian secondary school teachers rely on the new approach in teaching English language especially in writing which is considered as the most difficult subject in educational, but some of them still fail to implement appropriately this new approach.

On the other hand, writing in the new educational system is playing a big role in teaching the English language, in much the same way as the other skills. This is particularly the case of Algerian educational system where internal and external writing examinations are the means of the teachers and examiners to determine learners' acceptance to upper classes.

The following work will try to answer the following questions regarding writing under the competency based approach. Thus, the objectives of this work are guided by the following research questions:

1. Does the competency based approach affect the writing skill?
2. What are the main difficulties that students face in writing?

The investigation of this work will attempt to provide arguments for the following hypotheses

- A. The competency based approach has a positive effect on teaching writing skill.
- B. Students may face some difficulties in writing skill as grammar, spelling and punctuation

The present work consists of two chapters which are linked to enlighten the reader of this work. The first chapter provides a theoretical overview of writing and CBA as a new approach in the Algerian educational system and it presents some definitions of the writing skill as well as the competency based approach and their types. It additionally shows their importance and difficulties which face the students when they write. Also, the characteristics of CBA are tackled. On the other hand, the second chapter sheds light on the research methodology and the research instruments used for data collection, and sampling techniques. It also presents the analysis of the results of the questionnaire, and the interview of the teacher.

Chapter One: Literature Review

- 1.1. Introduction
- 1.2. Definition of Writing Skill
- 1.3. The Importance of Writing
- 1.4. Types of Writing
 - 1.4.1. Notation
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1.1. Introduction

Generally speaking, foreign language students learn the skills of listening, speaking, reading and writing. Writing is a medium of human communication that involves the representing of language with written symbols. Therefore, this chapter tackles one of the most difficult basic subjects in teaching foreign languages, which is writing skill.

1.2. Definition of Writing

Rivers (1981, 294) defines writing as a conveying information or expression of original ideas in a consecutive way in the new language. According to Whlte and Armdt (1991) in Hammed (2013, 1):

Writing is a thinking process which demands intellectual efforts, and it involves generating ideas planning, goals, setting, monitoring, and evaluating what is going to be written as well as what has been written, and using language for expressing a good meaning. It means that writing consist of some stages that should be doing by the writer in coving the message of writing.

On other hand that mean writing refers to the ability to think and understand ideas, planning thoughts, setting goals, observation and evaluating the use of language for a good expression, therefore, writing must contains some important steps before process.

1.3. The Importance of Writing

Writing subject is one of the important skills that foreign language students must master, because it helps them to think critically and deeply to build a good writing. Writing is also essential to the educational and functional foundations of our society, students will gain knowledge of how to write effectively, and how express and share ideas with the others through writing. Harmer (2004, 31-33) said that there are some important of writing those can be seen in the following points:

- a. Writing encourage students to focus on accurate language use because they think as they write , it may provoke well development as they resolve problems wish writing puts in their minds.

- b. Writing has always been used as a means of reinforcing language that has been taught. Teacher use writing skill to make a note about recently learnt grammar in learning process.
- c. Writing is frequently useful as preparation for some other activities, in particular when students write sentences. Students are given the time to think the ideas and asked to write a sentence
- d. Writing can also be used as an integral part of a larger activity where the focus on something else such as language practice, acting out, or speaking.
- e. Writing is used to help students in questionnaire type activities, they may be asked to design a questionnaire by asking their friends some questions.

According to Barras (2005, 1):

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

That is mean the writing is to use in education. And the students who do not know express themselves in writing.

1.4. Types of Writing

There are four main types of writing: notation, spelling, writing practice, and composition.

1.4.1. Notation

It is a type of writing, it involves the graphic presentation of sounds According to Rivers (242-3) states that “*it is a type of writing too beneficial for the learners required to discriminate between different sounds*”.

1.4.2. Spelling

In written language spelling is the choice and arrangement of letters that form words.

1.4.3. Writing Practice: The third types subsume the combination of letters to form words, the writing practice as noted by Rivers. Gives rise to a conventional graphics, combination of words that conveys meaning with special focus on the necessity control the structure of the language.

1.4.4. Composition

This type is means a letter of the expression of ones ideas in a conventional graphic through some frees selection of vocabulary, and sentence structures.

1.5. Writing and other Skills

Language skills are classified as either sensory or productive, the first category includes listening and reading while the second category encompasses speaking and writing. The writing skill should go hand in hand with the other skills.

1.5.1. Writing and speaking

Fluent speakers of English (whether it is their first language, or a language that they speak very well) often assume that if they can speak English competently than they can writ competently in English too. However, these are two very deferent skills. As children we acquire our native language through speaking and listening skills that are learned naturally without being taught.

Writing and reading are not acquired in the same way; they have to be specifically taught and only then are they learned. Some people, in fact, never learn to read and consequently, never learn to writ either.

Once we have learnt to read fluently we can read almost anything that is not too technical in terms of our own skills. In other words, we can, for example, read anything in newspaper but we might find it difficult to understand and economics research paper (unless we are economists) because of the technical language. In contrast, many people find that writing remains a challenge throughout their lives. Many of us are faced with many of us faced with many different writing challenges throughout our lives as our priorities and our careers change, and we take on more challenges. One of these, of course, is the challenge many under-graduates face when they writ academic essay, but others includes the need to write a good CV. White (1981) declares that ‘writing is not a natural

activity. All physically and mentally normal people learn to speak a language. Yet, all people have to be taught how to write.’ (Cited in Nuna, 1989).

1.5.2 Writing and Reading

Writing and reading are two different types of skills, However they have a strong relationship, and they complement each other. They are called reading and writing skill, and they are said to be tow skills that mirror each other.

Williams (2003: 166) suggests that “*writing is acquired through reading but not proportionally through listening*” and he asserted that the method of achievement proficiency in speaking, Moreover Krashen (1984) declares that “*it is reading that gives the writer the ‘feeling’ of the look and feel of reader-based prose*” (quoted in Kroll ,1990,88) which means that the skill of reading gives the reader, and the writer the meaning of prose , in other words, the meaning of the writer when writing prose. Thus, Stotsky (1983) founds the following : *the better writers tent to be reader, better writer read more than poorer writer , and better readers tend to produce more syntactically mature writing than poorer readers (Ibid ,1990)*. Which means the learners when they write better they will be a better reader?

Byrne (1979) stated that the actual reason of writing difficulty is that ‘*we are writing for a reader*’. In other words Byrne said that the writer write for the reader which that mean the writer has to buy some laws to avoid mistakes, so if the reader makes a mistake, he will take the information wrong. According to Hanson ET. Al, (199) “*Reading and Writing intersect in natural ways when literate persons are actively using reading and writing to learn*”.

1.6. Difficulties of Writing

Shoebottom (2014) classifies four main linguistic problems which faced the EFL learners as follows:

1.6.1. Punctuation

It is the use of spacing, conventional sings (called punctuation marks), and certain typographical device as aids to the understanding and correct reading of reading text. Moreover, it is the practice, action or system of inserting points or other small marks into text in order to aid interpretation; division of text into sentences, clauses, etc., by means of

such marks. As an example ‘woman, without her man, is nothing’ (emphasizing the importance of men to woman) and, ‘woman without her, man is nothing’ (emphasizing the importance of woman to men) have a very different meanings.

- Full stop : at the end of sentence
- Comma : to separate items in a series
- Colon : to introduce a list
- Semicolon: to join independent clauses
- Question mark : to show that it is a question
- Exclamation after an exclamation
- Slash to separate letter, number
- Apostrophe : to show when a letter or a number has been left out
- At sing :for email address
- Ellipse mark : one or more words have been intentionally left out
- Round brackets : to add extra information to a sentences
- Quotation marks: to indicate a phrase to show that someone else has written or said it

1.6.2. Spelling

Is a set of convention that regulate the way of using graphemes ‘writing system’ to represent a language in its written form, in other words , spelling is the rending of speech sounds ‘phoneme’ into writing ‘grapheme’. Spelling is one of the elements of orthography, and highly standardized spelling is a prescriptive element.

1.6.3. Vocabulary

Is a set of familiar words within a person’s language? A vocabulary usually developed with age, server as useful and fundamental tool for communication and acquiring knowledge. Acquiring an extensive vocabulary is one largest challenge in learning a second language.

1.6.4. Grammar

Grammar is the system of a language. People sometimes describe grammar as the rules of a language but in fact no language has rules. If we use the word of ‘rules’, we suggest that somebody created the rules first and then spoke the language, like a new

game. But language did not start like that, language started by people making sounds which evolved into words, phrases and sentences. No commonly-spoken language is fixed. All languages changed over time. What we call ‘grammar’ is simply a reflection of a language of a particular time.

Do we need to study grammar to learn a language? The short answer is ‘NO’. Very many people in the world speak their own native language without having studied its grammar. Children start to speak before they even know the word grammar. But if you are serious about learning a foreign language, the long answer will be YES, grammar can help you to learn a language more quickly and more efficiently. It is important to think of grammar as something that can help you, like a friend when understand the grammar or system of a language, you can understand many things about yourself, without having to ask a teacher or look in a book.

So think of grammar as something good, something positive, and something you can use it to find your way, like a signpost or a map.

According to Seely (2005) declares that the most difficult aspect in writing is grammar because when the learner start write an essay he/she found his/herself in a big treble for example with the types of sentences (compound sentences/ complex sentences), also faced problem in misusing the coordinating and subordinating conjunctions.

1.7. Competency Based Approach

Generally, the areas of teaching methodology are constant changes and expansion of teaching process and approaches, in language teaching. Each process or approach is structure on the limitations of the preceding one. Nowadays, the Competency-Based Approach is a very popular approach to language teaching.

The competency- based approach is an approach to education that helps the learners to acquire a communicative competence by centering on the learner as the aim of the learning process. This approach was introduced in the education system since 2003. The principles of this approach apply to all the disciplines that are part of school curriculum. The CBA emerges in the United States in the 1970s, Richards & Rodgers (2001) mentions to “an educational movement that advocates defining educational goals in terms of accurate measurable adjectives of knowledge, skills, and behaviors learners should have at the ending of a course of study.” The competency-based approach is a very popular

approach which concentrates on the process learners go through whilst engage in a task as well as the final of product, empowerment them to solve the problems and make resolution throughout the learning method. It confirms on "*what learners are expected to do with language*" (Richards & Rodgers, 2001). This approach cans the learners to use their knowledge and apply skills in real situations. It differs from the traditional process to education and strives to develop the ability of knowing and skills.

1.8. Definition of Approach, Method, and Technique

Some students are probably to find it uncertain to make a difference between these three levels. Richards and Schmidt define these three terms (2002) as 'different theories about the nature of language'

1.8.1. Approach

This refers to theories about the nature if language and language learning that serve as the source of practices and principles in language teaching .It offers model of language competence. An approach describes how people acquire their knowledge of the language and makes statement about conditions which will promote successful language learning .Davies (2002: 168) described it as 'it is the realm of methods'. That is to say an approach is broader than a method which encompasses theories about language and language learning, and it is not about what the teaching process should include.

1.8.2. Method

Methods include various procedures and techniques as part of their standard fare. An approach is axiomatic, a method is procedural" (Anthony, 1963, cited in Krumaravadiveli, 2006). This expression involve with teacher and learner roles and behaviors and secondarily with such features as linguistic and subject matter objectives, and materials.

1.8.3. Technique

A technique refers to the design and practical ingredients of method, its particular types of activities, or tasks, use in class for the purpose of access pedagogical goals. Edward Anthony (1963), defines the term technique as "implementation which actually takes place in a classroom...Techniques must be compose with a method, and therefore in

accordance with an approach as well". That means, the technique is the level at which classroom steps are described.

1.9. Types of Teaching Method

A number of methods and approaches in second and foreign language teaching use the last century ago, mainly:

1.9.1. The Grammar- Translation Method

The Grammar- Translation Method or so called the Classical Method is the most ancient method in the teaching / learning field. These grammar–translation classes, students learn grammatical rules and after apply those rules by translating sentences between the objective language and the local language. Advanced students may be demand to translate complete texts word-for-word. This process has two main aims: can students to read and translate literature written in the source language and to additional the general students' intellectual development. It originated from the practice of teaching Latin .When teachers started teaching other foreign languages; they use the same translation-based approach as use for teaching Latin. The method criticizes for its shortcomings.

1.9.1.1.. Principals of Grammar Translation Method

The main principles which characterize the grammar translation method are summarizing as follows:

- Learning a foreign language is being able to read the literature written in it. Literary the language is a unique spoken language. If students can translate from one Language to language, they are successful language learners.
- The ability to communicate in the target language is not a aim of foreign language directive.
- The primary skills is to develop a reading and writing. Little attention is given to speaking and the teacher is the authority in the classroom.
- Learning is facilitate during attention to similarities between the objective language and the local language listening and almost none to pronunciation.

1.9.1.2. Writing and Grammar Translation Method

Richards and Rodgers (2001) state that the Grammar Translation Method approaches the language first through a specific analysis of its grammatical rules, and a follow-up by applying this knowledge to the task of translating sentences and texts into and from the target language. In other hands, the grammar translation method helps the students to get the grammatical rules of the second language, after that how to use this information or this basics in translation sentences and text to other languages which the learner wants to translate into. This method essentially focuses on the writing and reading skill. For that some scientists discuss that the grammar translation method disregard the speaking skill for that they produce a new method which called the direct method.

1.9.2. The Direct Method

The direct method is a pathway to present and prepare the proclamation of cash flows by listing the operation cash receipts and payments in the cash from process section. In other hand, the direct method calculates the net cash employment activities by subtracting the total operating cash payments from the total cash receipts.

1.9.3. The Audio-Lingual Method

The Audio-lingual Method is vastly use in the United States and other countries through the Second World War when there is a pressing need for American military personnel to become orally skilled in the language of both allies and enemies. It is known as the Oral method, Army method or the new method, because it helps to decipher shifts like French, German, Japanese and Chinese. This approach is also closely relate to the direct method in its view of the importance of teaching oral skills. However, it is very different in that rather than emphasizing vocabulary acquisition through exposure to its use in situations, it drills students in the use of grammatical sentence patterns (Larsen-Freeman, 2001). That is to say, the main focus is to put on the mastery of good grammatical habits rather than enhancing the students' communicative abilities.

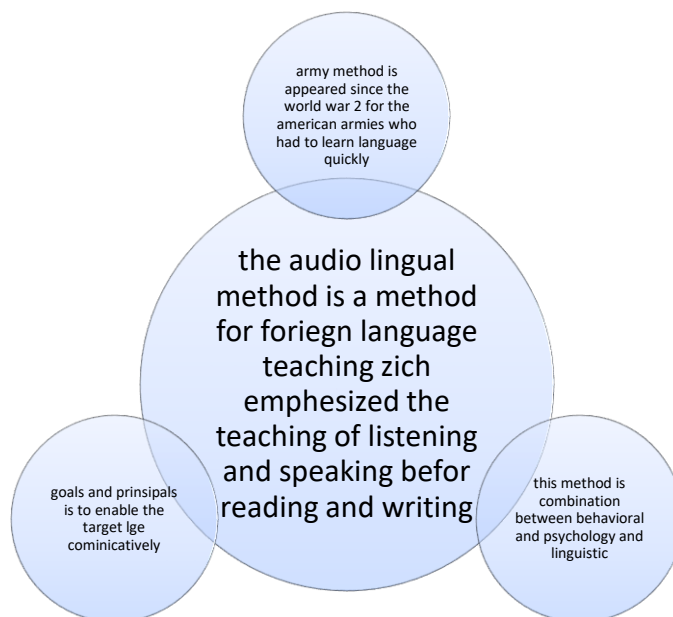


Figure 1.1: the audio lingual method

1.10. The Communicative Approach

The communicative approach, ruling as the communicative language teaching approach, began in Britain in the 1970s and 1980s. It is also base on the idea that the objective of learning second language is to attain communicative competence. In other hands, the communicative approaches concentrate on using language strictly and appropriately, and concentrate on empowerment learners to become communicatively competent. It is define by Littlewoods (1981:1) as “One of the generally characteristic lineaments of communicative language teaching is that it pays methodical attention to functional as well as structural aspects of language”. In other words, communicative language teaching means little more than an integration of grammatical and functional teaching.

1.11. The Competency Based Approach Strategies

The main strategies which Norland and Pruett-Said (2006) suggestion making competency based approach differs from other approaches are:

- The teacher conducts a needs assessment to find out how and where the students will do need to use English to be successful in the future.

- The teacher defines the tasks or competencies that students will need carrying out. Examples of competencies might include requesting and giving personal information, asking for time, and engaging in transactions in the mail the office, and set the doctor's appointment.
- The teacher creates lessons and activities that will teach students how to do this complete the tasks or competencies that have been identified. Lessons It may include new vocabulary, understanding and practicing dialogues and reading fill out the forms and discuss past experiences and future problems might happen.
- Students are evaluated on their ability to perform the designated task or competency.

1.12. Competence and Competency

The term competence and competency are often use interchangeably. However, they originally have different meanings. The Oxford Learners' Dictionary (2018) locate the term competence as "the ability to do something successfully and efficiently" while the competency is define in the Cambridge advances Learners' Dictionary and Thesaurus (2018) as "an important skill that need to do a job". Competence refers to a general person's ability whereas competency uses to describe a person's ability to perform a given task. According to Kouwenhoven (2003) provides a comprehensive definition of competency:

It is the capability to choose and use an unified combination of knowing, skills and abilities with the intention to recognize a task in a specific context, however personal characteristics such as motivation, self-confidence are fraction of that context, and competence, is the capacity to accomplish up to a basic the key Professional tasks that characterize a profession.

To comprehend more these two different definitions, Competence is a cumulating of theoretical and practical knowledge, behavior, and cognitive skills use to enhance achievement, while, competency is a combination of notice and commensurable knowledge, skills and abilities. It is also a rational process and thinking that completely relate to how to play act and solve problems.

1.13. Competence and Performs

Many linguists discuss that there is a relationship between the competence and the performance. In this respect, Chomsky (1965) mentions that

“Language performance data are believed to be an imperfect reflection of competence, partly because of the Processing complications which are involved in speaking or other forms of language output, and which lead to errors and slips.”
(Cited in Candling & Mercer, 2001),

On other hands, the competence may impact on the performance for example when someone is lesser competent of course his performance will be not perfect.

1.14. Characteristics of the Competency Based Approach

The Competency-Based Approach has a suitable substitution to other teaching methods and approaches. CBA is to characterize by the following feature:

- The CBA is a new approach to base on training learners to construct their own knowledge to be able to be used in the quotidian life.
- It is a problem-solving approach in which tests examine the capacity of students to get over hindrances and problems and make learners think.
- Competency-based approach is to motivate and to engage students.

Learners' improve ability to realize manage, and constantly build onto their own competencies and proof of learning. Competency-based education has many plusses. Still, it is worth taking a moment to get to know what to expect from this plan. Yes, let's talk about what competency-based education (CBE) is. Then, let's dig into a few quick pros and cons.

1.15. Advantages of the competency based approach

According to Blakemore (2008) advantages of the CBA in what follows:

- It is More participative and therefore a more enjoyable experience for learners.
- It is a learner centered approach and is therefore more likely to meet learner's need.
- It is fixable. Participant can learn at their own pace, achieving all further learning and improved performance.

- Behavioral changes that result from training are easier to measure.
- Learning can continue to measure beyond the training course.

1.16. Writing with competency based approach

If the aim after the teaching of writing to advanced learners is to writing articles which is symmetric with the level of content and mastery of the language skills required of the native speakers in an academic environment (Kroll, 1990:250), beginning learners, with attach to the confined quantity of language at their instruction, need to be introduced to this skill in a fitted way so as to favor. In later stages, effective communication of ideas through written medium. However, in the fourth year of middle school major writing tasks are rewriting answers, writing an essay or story writing a letter all of it in the situation of integration.

Competency based approach plays an important role in enhancing students independence of learning and raising their level awareness of their academic responsibilities. In addition to enabling those to do so are proficient users of English in real life situations. However, the teaching process writing skill through the CBA framework is a huge challenge for many Constraints facing teachers such as the lack of effective training that they can have to be familiar with the principles of CBA. Moreover, in both middle and secondary school.

A school in Algeria, CBA recommends that teachers update their teaching method competencies and techniques in a way that responds to the needs of the approach. Besides, teachers should raise their student's awareness of the importance of writing skill and should make them aware of their educational responsibilities

1.17. Evaluation of Writing under the Competency-Based Approach

The assessment of writing under to the competency-based approach emphasizes some criteria to be taken into account. They involve the pertinence of ideas, the cohesion and coherence from the text respect for presentation and textual organization, originality of the product and health information. Evaluation can include the comparison between present writing and previous writing.

1.18. Conclusion

The current study try to highlight the place of the writing under the competency based approach with a particular reference to Algerian first year secondary school. This study showed that writing is an important tool for learning English as a foreign language. It is a skill that can be acquired through official instructions. This chapter submitted an overview of the writing under the competency based approach that was adopted in the Algerian educational system. It gives general definitions about writing and CBA. It also focused of the characteristics and advantages of the CBA. This chapter discussed the implementation of the writing under the CBA in the Algerian secondary schools. In the next chapter we will see the collection data and the analyses of the interview and the questionnaire.

Chapter two: Research Design and Data Collection

2.1. Introduction

2.2. Research Methodology

2.2.1. Research design

2.2.2. Population and Sampling

2.2.3. The Research of Instruments

2.2.3.1. Description of Teacher Interview

2.2.3.2 Questionnaire

2.3. Data Analyses

2.3.1. Analyses of the Interview

2.3.2. Results of the Learner's Questionnaire

2.3.3. Suggestions and Recomondations

2.4. Conclusion

2.1. Introduction

This chapter is devoted to describe the research methodology. It aims to present a research design and population and sampling that gives details on profile of teachers and pupils. Additionally, this chapter gives an overview of the research tools that are used to collect data. Learners' questionnaire and teacher's interview were used to obtain data. Finally, this research has a try to explore some suggestions for further research.

2.2. Research Methodology

Research methodology is the theoretical and systematic analysis of procedures applied to a field of study (Kothari, 2004). This means that, it is a system of studying in science that involves procedure in order to obtain knowledge. Research methodology is also choosing a right method to collect information. It simply refers to the practical “how” of any given piece of research more specifically. It concerns how the researcher designs a systematic study to ensure correct and reliable results that address the goals and objectives of the research.

2.2.1. Research Design

Research design refers to the overall strategy that you choose to integrate the different components of the study in a cohesive and logical manner, thus guarantee that the research problem is effectively addressed. It forms a blueprint for gathering, measuring, and analyzing data. Note that the research problem determines the type of design you should use, and not the other way around. This research work is based on a case study, and it is one of the most popular tools. Thus, this approach is used in the current research. It uses both quantitative and qualitative methods.

Qualitative research is clarified as a market research method that focuses on getting data through open communicative and discussion. This method is not just about “what” people think but also “why” they think so. For example, consider a small store looking to improve their sponsorship. Systematic monitoring concluded that more men visit this store. A good way to determine why women do not visit a store is to conduct an in-depth interview with potential customers in this category.

On the other hand, quantitative research is the method of collecting and analyzing numeral data. It can be used to find patterns and averages, make Forecasts, test causal relationships, and generalize results to broader populations. Quantitative research is the opposite of qualitative research, which involves collecting and analyzing non-digital data (such as text, video, or audio).

2.2.2. Population and Sampling

In search terms, population can be explained as a comprehensive group of individuals, institutions, things, etc. that have common characteristics of interest to the researcher. The common characteristics of groups distinguish from individuals, organizations, other things, etc. The term universe is also used as a synonym for population. Sometimes the population can be easily counted which is called a limited population. The medical student population is an example of a limited population. The infinite or unknown number of the population may be called an infinite number of the population. Teens and young adults at MECHRIA can be treated as examples of an infinite population, although they can be counted but in complex procedures.

The population chosen for this research is the first year at The brothers Hamidat secondary school-Mechria, Naama. A class involves 30 pupils who they have studied English as a foreign language. Pupils and one teacher are the population of this study.

Secondly, when doing a research on a group of people, it is rarely possible to collect data from every person in that group. Alternatively, you can select a sample. The sample is a collection of individuals who will really participate in the research. To draw valid conclusions from your results, you need to carefully decide how you will choose a sample that is representative of the group as a whole. There are two types of sampling methods:

- **Probability Sampling:** It includes random selection, which allows you to make strong statistical inferences about the entire group.
- **Non-probability Sampling:** It includes non-random selection based on convenience or other criteria, allowing you to easily collect data.

2.2.3. The Research Instruments

The term research instrument refers to any tool you may use to collect or obtain data, measure data and analyze data relevant to your research topic. Research instrument are often used in the fields of social sciences and health sciences. These tools can also be found in education related to patients, staff, teachers and students. The form of a research instrument may consist of questionnaires, surveys, interviews, or simple tests. The choice of the specific research tool that will be used by the researcher will be determined. It will also be closely related to the actual methods that will be used in the specific study. In the current study, a questionnaire and an interview were used.

2.2.3.1. Description of Teacher Interview

A teacher's from the first year of the secondary school, at the Brothers of Hamidat in Mechria the stats of Naama was asked seven (07) questions which are as follows:

Question one: how long have you been teaching English language at secondary school?

This question was asked to discover the teacher experience through his period of teaching English language in secondary school.

Question two: how many sessions a week you teach English language?

This question for knowing how many hours the teacher teaches during one week.

Question three: do you support writing skill in EFL context?

In this question, we know if the teacher supports writing skill in the educational system

Question four: how can you define the writing skill?

This question attempt to highlight the teacher attitudes towards the meaning of writing to his point a view.

Question five: what stage of the writing process is most difficult for your students?

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

Question six: do you know what the competency based approach means?

Question seven: do you think that the competency based approach helps you to teach writing in effective way?

2.2.3.2. Questionnaire

A questionnaire is a research instrument consisting of a series of questions for the purpose of gathering information from respondents. Questionnaire can be thought of as a kind of written interview. They can be carried out face to face, by telephone, computer or post. Brown (2001,6) said that ‘ Any written instrument that presents respondents with a series of questions or statements to which they are to react either by writing out their answer or selecting from among existing answer’ that means the questionnaire is the most popular methods of collecting data in ELT research in particular.

There are two types of questions closed format question or multiple choice question and open ended questions , the first one embodies ‘yes’ or ‘no’ questions and for the second one give the participants the opportunity to express their opinions.

In this work, the researchers used this questionnaire with the pupils as a research tool in order to collect information. This questionnaire consists of 12 questions written in English. It is divided into two parts. The first part collects general information about writing and in the second part to get an idea about the difficulties faced by the students in writing and how to improve their writing skills.

2.3. Data Analyses

The questionnaire and the interview were analysed as follows :

2.3.1. Analyses of the Interview

The interview was conducted with one EFL teacher at secondary school. It aims at detecting out the teacher’s opinion about the teaching writing under the competency based approach in the secondary school. The interview includes (07) questions that were analysed qualitatively as followed:

Question One: how long have you been teaching English language at secondary school?

This question is asked to know the years that the teacher spent in secondary school. The corresponding table shows the experience of the teacher.

Teacher	Experience
(01)	From (10)-(28)

Table 2.1: Teacher Experience

The table shows the teacher experience in teaching English language in secondary school. In fact, he spent more than (18) years.

Question Two: how many sessions a week do you teach English?

The result of the interview shows that , he teaches English language four times a week . i.e (16) hour in a month.

Question Three: do you support writing skill in EFL context?

According to the teacher that we conduct the interview with, he said (yes) that he supports the writing skill in the EFL context.

Question Four: how can you define the writing skill?

As stated by the teacher, the writing skill is the ability to express ideas through the written words; the ability to clearly communicate ideas through writing is in high demand for pupils to get their BAC with high marks.

Question Five: what stage of the writing process is most difficult for your students?

- e- Generating ideas
- f- Writing first draft
- g- Revising
- h- Editing

Option	Teacher
Generating ideas	
Writing first draft	
Revising	
Editing	/

Table2.2: The Difficult Stage of Writing

This table shows that the editing stage is the most difficult for the pupils which means that editing is a process that involves revising the content, organizing grammar, and presenting of a piece of writing.

Question Six: do you know what the competency based approach means?

As the teacher said, the competency based approach means the conceptual and procedural part of knowledge organization that helps identify a problem task and find a solution through an efficient action.

Question Seven: do you think that the competency based approach helps you to teach writing in an effective way?

According to the teacher, the CBA helps them to teach writing skill; it makes learners more active in classroom. It also helps them overcome the difficulties and it enhances learners' competencies in writing skill.

All in all, the results of the interview have confirmed the first hypothesis which states that the competency based approach has a positive effect on teaching writing skill.

2.3.2. Results of the learner's Questionnaire

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

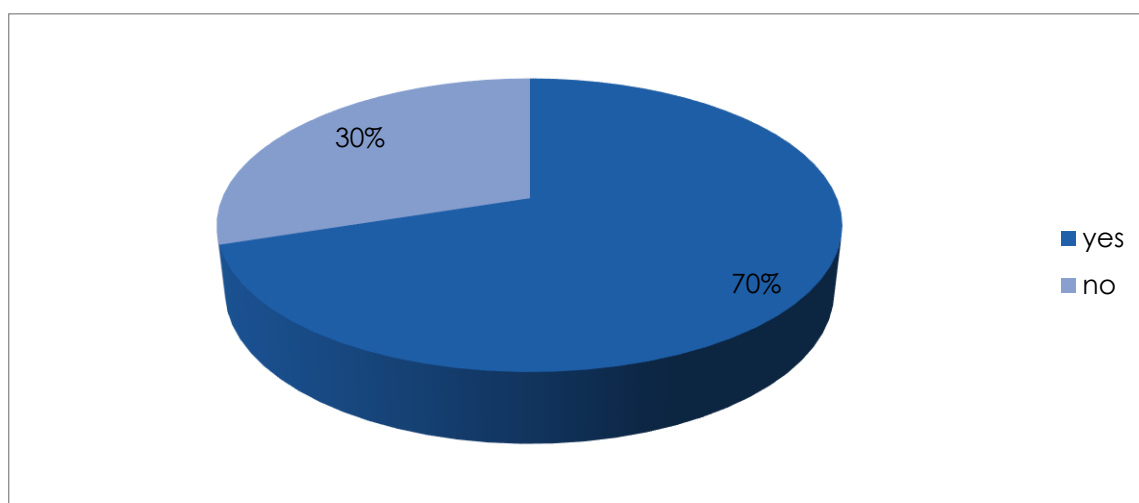
Part One:

The first part provides general information about pupils at Hamidat secondary school.

Question One: do you like writing skill?

Options	Number	Percentage %
Yes	27	70%
No	03	30%

Table 2.3: The Opinion of the Learners about Writing



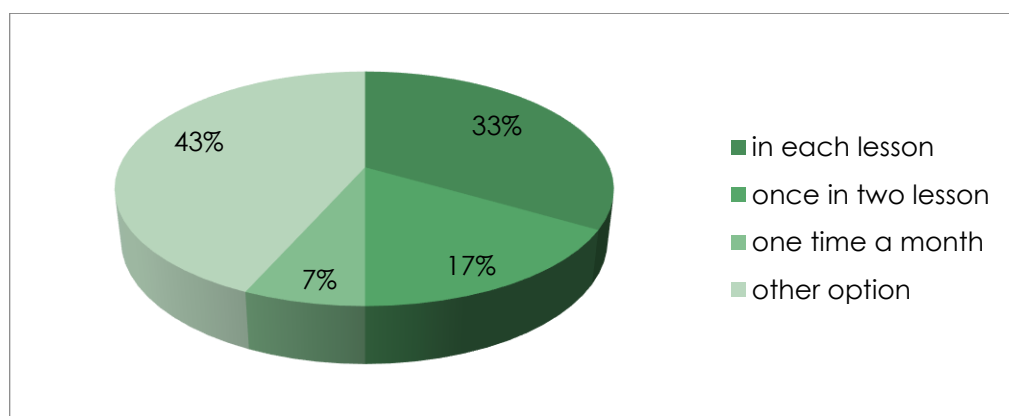
Pie-chart 2.3: The Opinion of the Learner about Writing

The result of this question shows that the majority of the learners (70%) like the writing skill, while only (30%) who say no, they responded negatively.

Question Two: how many times do you practice writing in your English class?

Options	Number	Percentage %
In each lesson	10	33,3%
Once in two lesson	5	17%
One time a month	2	7%
Other option	13	43,3

Table 2.4: The Time of Practicing Writing in the Class



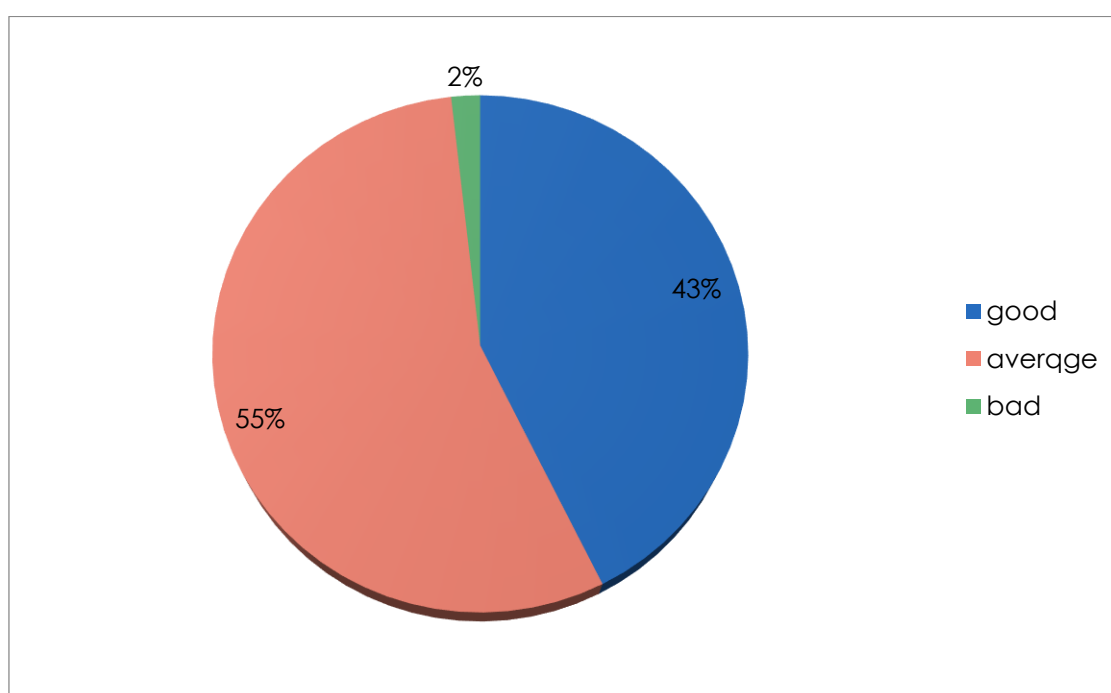
Pie-chart 2.4: The time of Practicing Writing in the Class

The result above presents the time participation in the classroom. The majority of pupils (43%) said other option, while (33, 3%) shows in each lesson, for (17%) shows once in two lesson and only (7%) participate writing one time a month.

Question Three: How do you consider your level in writing?

Option	Number	Percentage%
Good	10	43,%
Average	13	55%
Bad	7	2%

Table 2.5: pupils' level in writing



Pie-chart 2.5: Pupils' Level in Writing

As it is shown from the above table(43%) of learners have a good level in writing skill, while (55%) consider their level as average, and (7%) from the learner's said that their level is bad in writing. These results point out that the learners of the first year secondary school are still facing the same problems in writing skill.

Part Two

The second part is related to writing skill

Question One: what are the problems that you face in writing?

Most answers of the learners focused on the difficulty producing sufficient output, because they have a contradiction between what they think and what actually they can write down on the paper while the others have a problem with organizing their ideas and focusing more on the main idea rather than the necessary ideas.

Question Two: how can you improve your writing skill?

The learners interacted by this question, in particular most of them answer to improve their writing skill by expending their vocabulary by learning new words, and practicing English spelling by using flash cards , also by reading regularly, because reading is a good way to get ideas of the different styles of writing. Only some of them use the free writing at home and school.

Question three: what can teacher do to improve your writing skill abilities?

It was observed that most of the answers to this question believe that teachers can improve the writing skill

Question four: what can teacher do to improve your writing skill abilities?

As a result that we see the most of the answers to this question that the teacher is improving writing skill with reading as much give a permission to keep an English Dictionary and practice to organize a paragraph.

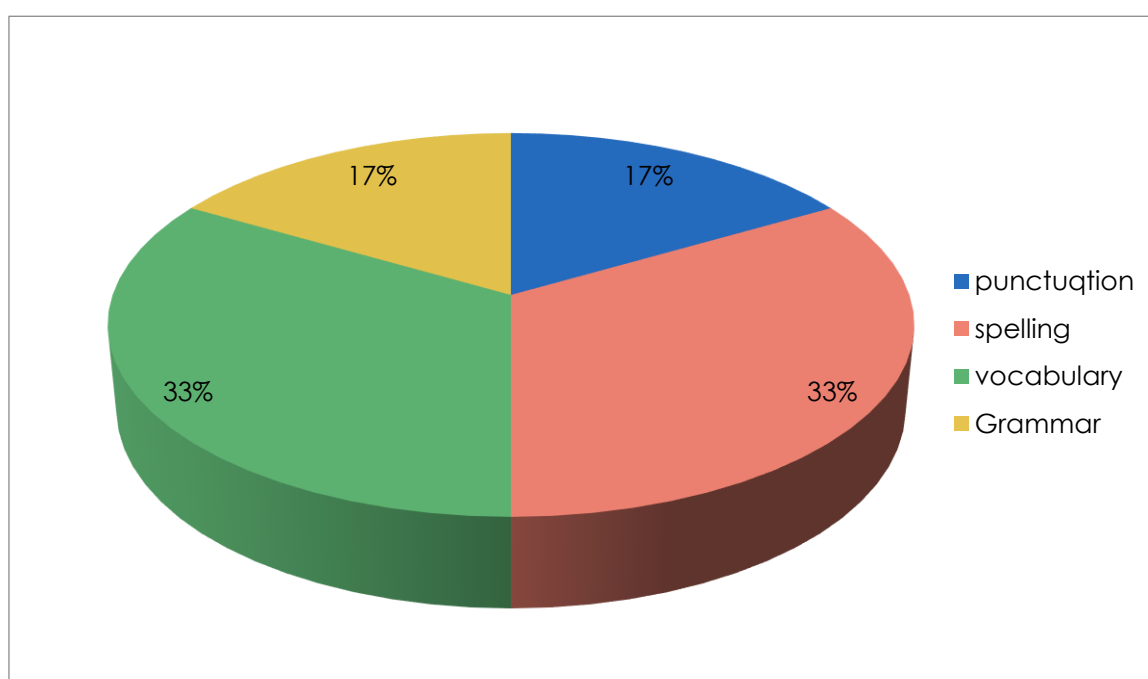
Question five: How do you evaluate your writing skill in English?

Most answers of the learners focused as their writing is a good but they are need the write as mush and reading books.

Question six: what are the difficulties do you face in writing?

Option	Number	Percentage
Punctuation	05	17%
Spelling	10	33%
Vocabulary	10	33%
Grammar	05	17%

Table 2.6: the Difficulties of Witting



Pie-chart 2.6: the Difficulties of Writing

As it shown in the table above the learners facing some difficulties (33%) of them face spelling and vocabulary, while the other (17%) facing punctuation and grammar. This result indicates the difficulties that faced the learners in writing skill.

Question six: please give your opinion and suggestion on the use of writing skill?

Learners answered this question positively, they said that the writing is one of the most important skills in teaching English, and it equips us with communication and thinking skill.

2.3.3. Suggestions and Recommendations

This study presents some educational suggestions and recommendations to Writing under the competency based approach in the case of the first year secondary school.

Teachers should encourage good writing in the classroom. However, some teachers expect good results, but they do nothing to motivate their students. Emphasize the fact that good, thoughtful, and clear writing will be greatly rewarded. Teachers inform students that bonus points will be available to those who do so make greater efforts to express themselves better on paper. On the other hand, let them understand that poor writing will achieve exactly the opposite result even if the article has good points and ideas, but the writing shows a little effort, and the degree will be so be less. Another thing you can do is tell them it is perfectly fine if they do it Start improving themselves using writing.

Teachers should make their students understand that writing is critical important in their lives, not just during college. Give some examples of individuals who have lost great opportunities in life and work because of them Bad writing skills. Teachers can also make them understand that writing is the will help them think better, connect things easily, and ultimately make their lives easier in many aspects.

Teachers should make a small change in the classroom routine and organization brief writing sessions every day. For examples, ask learners to write a relatively small amount of words on a particular topic each day. Perhaps, it could be painful for them at first, but the more they write, the better they write.

Teachers try to make their students understand the importance the writing, and the difficulties are facing with. However, there is a good way to facilitate that their student grants clear instructions.

2.4. Conclusion

In this chapter, was concerned with the description of the research design and the research instruments which includes the teacher interview and questionnaire for learners, it also attempt to analyzed and discusses the main results of the data tools that have given an idea about writing under the competency based approach.

In this chapter, the researcher discussed the results shown on the collection data used in this study, it started by the analysis of teachers' interview that helps to observe the effect of the competency based approach on writing skill at the first year secondary school, then, the pupils' questionnaire which obtains the difficulties that face the student in writing skill.

General Conclusion

General Conclusion

The current study aimed at realization the teaching of the writing skill under the competency based approach. In other words, it tried to highlight the advantages and the disadvantages of this approach in teaching writing with particular reference to Algerian first year secondary school . It has two main chapters. The first chapter includes the theoretical part of this research work and dealt with various aspects of the writing skill and the competency based approach.

The result obtained from this study provided interesting insights about writing under the competency based approach. The population chosen for this research is the first year class that includes (30) pupils at the Brother Hamidat secondary school in Mechria Naama. To collect data tow tools were used the interview for the teacher and the questionnaire for the learners, based on the results of the interview, the first hypothesis which stipulates that the competency based approach has a positive effect on the teaching writing skill was confirmed. A gain, through the use of the questionnaire the second hypothesis which states that the students may face some difficulties in writing skill as grammar, spelling, and punctuation was also confirmed. In which were briefly reviewed the most commonly used approaches and methods of language teaching, and tackled in details the theoretical aspects of the CBA. The second chapter dealt with data analysis and interpretation and provided some suggestions.

The results also found that the competency based approach helps to develop the thinking process of the pupil. It comes by creating a link between having knowledge and ameliorating thinking processes and using them in different contexts.

To conclude, this thesis has enabled us to draw significant conclusion regarding the teaching of the writing under the competency based approach framework in the Algerian secondary school.

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Appendix 01

Learners' Questionnaire

You are kindly requested to fill in this questionnaire to give us your opinion concerning writing under the competency-based approach. We would be very grateful if you could answer the following questions; you are required to put a pick (✓) in the correspondent to your answer. You have been selected as the best source of information to contribute to this study by responding to the attached questionnaire.

1-Gender

-Male ☐

-Female ☐

2-What is your age?

.....

Part one

A-Do you like writing skill? If yes say why? If no say why?

yes ☐

.....

.....

.....

No ☐

.....

.....

.....

B-How many times do you practice writing in your English class ?

-1-In each lesson ☐

-2-Once in tow lesson ☐

-3-One time a month ☐

-4-Other option ☐

Part tow

1-What are the problems that you face in writing?

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2-How can you improve your writing skill?

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3-What do you like from the teacher to do for helping you to improve your writing skill?

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4-How do you evaluate your writing skill in English?

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.....
.....

5- What are the difficulties do you face in writing?

- Punctuation
- Spelling
- Vocabulary
- Grammar

6- Please give your opinion and suggestions on the use of writing English in the classrooms.

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.....
.....

Thank you for your collaboration

Appendix 02

Teacher Interview

A teacher's from the first year of the secondary school, at the Brothers of Hamidat in Mecheria the stats of Naama was asked seven (07) questions which are as follows:

Question one: how long have you been teaching English language at secondary school?

This question was asked to discover the teacher experience through his period of teaching English language in secondary school.

Question two: how many sessions a week you teach English language?

This question for knowing how many hours the teacher teaches during one week.

Question three: do you support writing skill in EFL context?

In this question, we know if the teacher supports writing skill in the educational system

Question four: how can you define the writing skill?

This question attempt to highlight the teacher attitudes towards the meaning of writing to his point a view.

Question five: what stage of the writing process is most difficult for your students?

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

Question six: do you know what the competency based approach means?

Question seven: do you think that the competency based approach helps you to teach writing in effective way?