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Investigating the Writing Difficulties of Fourth Year Middle School Students under the Implementation of Competency-Based Approach

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in Language Sciences

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Dedication

In the Name of Allah, Most Gracious, Most Merciful

All the Praise is due to God Alone, the Sustainer of the Entire World

This work is dedicated

to my beloved parents…the dearest persons to my heart…Thank you for all your never-ending encouragement, and above all your love.

to my brothers and sisters…Thank you for your patience and support

to my fiancé…Thank you for your never-ending support

to my niece and nephews

to all my relatives, friends, and teachers

to all those who participated in the elaboration of this work

~Khadidja~

DEDICATION

In the Name of Allah, Most Gracious, Most Merciful

All the Praise is due to God Alone, the Sustainer of the Entire World

To the most precious people to my heart, my dear mother and my beloved father who have always supported me in every step of my life and who would have been proud of me for achieving this stage

to all my brothers, sisters especially my twin, and to my sweaty nieces and nephews

to my uncle, aunts, and their children

to my real friends who shared with me the hardest and the fruitful time

to my relatives and my teachers from primary school to university

to you khadidja, my right hand

to everyone who has been supportive to me even with a simple word, I dedicate this work

~ Meryem~

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Abstract

Writing is an extremely difficult skill to be mastered by learners, particularly for beginners at middle schools. As a result, many students struggle to compose good pieces of writing. The present research is an attempt to investigate the writing difficulties that fourth year middle school students (MS4) encounter. The main objective of this study is to shed light on the areas of difficulty in writing that MS4 students face under the implementation of Competency-Based approach (CBA) with consideration of teachers' perceptions of them as well. In the current study, it has been hypothesized that if the writing skill is taught appropriately according to the principle of the CBA, students would find less problems in writing. The dissertation is organized in the form of three chapters. Two theoretical chapters discussing the writing skill and the CBA principles as key parts in that research. Moreover, the third chapter is about the research methodology and aims at collecting the data meant to achieve the aforementioned aim. Thus, to achieve such an aim, the study was carried out through a test and two questionnaires designed for both teachers and students. Students' questionnaire and the test were addressed to all MS4 students in Laouar Ammar Middle School. However, Teacher' questionnaire was administered to ten (10) belonging to that school and other seven middle schools. Consequently, the results have confirmed the research hypothesis as they reveal that MS4 students actually face enormous problems while writing under the application of CBA. These problems are chiefly concerned with clarity, accuracy, spelling, vocabulary, mechanics, steps of the writing process, handwriting and motivation. In addition, the results evoked that the CBA is not appropriately implemented. On account of these findings, some recommendations have been suggested as an attempt to overcome those difficulties.

List of Abbreviations and Symbols

CBA: Competency-Based Approach

CBE: Competency Based Education

CBLT: Competency-Based Language Teaching

EFL: English as a Foreign Language

FL: Foreign Language

L2: Second Language

MS4: Fourth Year Middle School

NA: No Answer

N: Number

Q: Question

%: Percentage

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General Introduction

1. Background of the Study

In the early years of Second Language (L2) studies, the dominance of the audio-lingual method, which focused on oral proficiency, took place for a long time. In this method, writing has been seen as a fostering tool only for teaching grammar and vocabulary regardless to its importance as one of the four skills; for that, Richard and Rodgers (2001, p. 51) stated, "language skills are learned effectively if the items to be learned in the target language are presented in spoken form before they are seen in the written form. Aural-oral training is needed to provide the foundation for the development of other language skills" .Writing did not become an important component of L2 teaching until the late of 1960's, where many trainers and methodologists have proved its importance as one of the language skills which deserves attention. According to Brown (2007), in order to master the English language, learners have to be adequately exposed to all the four skills, namely listening, speaking, reading, and writing. That is to say, writing plays a predominant role in language learning. However, most researchers, such as Byrne, Westwood , Emmons, and others claimed that writing is among the most complex human activities. It is a productive skill for it plays a major role in producing and expressing people's ideas, thoughts, and opinions.

Acquiring the competence to express oneself in a foreign language (FL), mainly through writing, is considered as a necessity either for native or non-native speakers. However, learning how to write accurately and fluently in a FL seems to be a difficult task for the majority of Second language learners, where they have to produce good pieces of writing being a letter, a paragraph, or an essay in a limited period of time. Hedge (2005) claimed

> Effective writing requires a number of things: a high degree of organization in the development of information, ideas or

> arguments; a high degree of accuracy so that there is no ambiguity of meaning; the use of complex grammatical devices for focus and emphasis; and a careful choice of vocabulary, grammatical patterns and sentence structures to create a style which is appropriate to the subject matter and the eventual readers. It is these demands which present particular problems to learners of English as an additional or foreign language. (p. 7)

In the fourth year middle school courses, huge numbers of tasks about different topics are designed by teachers to help students enhance and develop their abilities and skills in writing, as it is stated by Harmer (2004) "teaching students to write thus demands the care and attention of language teachers" (p. 4). However, many students at this level face problems that hinder them to produce good and correct pieces of writing. Instead, they produce poor and incoherent pieces of writing.

2. Statement of the Problem

Writing is considered as one of the skills that is used to assess students' performance whether in middle school, secondary school or even at university level. Algerian students, particularly fourth year middle school students (MS4), encounter enormous problems while composing simple paragraphs. Writing for them has always been a difficult task. Thus, understanding students' writing problems is a crucial process for improving the quality of their writing. For that, this study is an attempt to identify writing problems that MS4 students face in relation to classroom environment.

3. Aims of the Study

Many students of different levels face serious obstacles while writing. These problems occur due to different factors. Thus, the aim of the current research is to investigate the difficulties faced by MS4 students in writing. It aims at finding out what those difficulties are and what the teachers' perceptions toward them are. Furthermore, some procedures and techniques are suggested to help students overcome these writing problems.

4. Research Questions

Based on the aims of the study, the following questions are raised:

1. What are the problems MS4 students face while writing?
2. What are the teachers' perceptions of these difficulties?
3. What is the teachers' feedback and effort on the students' writing?
4. What are the procedures that can be suggested to overcome these problems?

5. Hypothesis

The current research study is primarily based on the following research hypothesis: If the writing skill is taught appropriately according to the principle of the Competency-Based Approach (CBA), MS4 students would find less problems in learning writing.

6. Means of Research

Since the study aims at finding out the difficulties in writing skills that MS4 students frequently face, a questionnaire for both MS4 students and teachers will be designed for the sake of identifying these problems. Besides the questionnaire, a test was displayed to demonstrate the major areas of difficulty encountered by MS4 students while writing.

7. Structure of the Study

This research runs into three main chapters, the first two chapters are devoted to the theoretical framework, and the third chapter relates to the fieldwork.

The first chapter gives an overview of the writing skill and its teaching and discusses the major areas of difficulty students mostly encounter while writing. The second chapter provides a review of the CBA principles and sheds light on writing under CBA. The third chapter is devoted to the field work. It discusses the research instruments and analyses the results. The third chapter ends with interpretation of the results and provides some recommendations and limitations of the study.

Chapter One: Teaching the Writing Skill and the Writing Difficulties

Introduction

Success in FL learning depends on student's proficiency in mastering both the productive as well as the receptive skills. One of the most important of these skills is writing. Writing as a productive skill plays a predominant role in language learning. It represents the formal face of the language. However, learning and developing the writing skill is considered as a challenging and difficult task; particularly for FL learners, which demands a careful approaching to its principles.

This chapter provides an overview of the writing skill, points out to its definition, paragraph writing, the importance of writing, the steps of writing process, the types of writing, the common approaches to teaching writing, characteristics of good writing, assessing the writing skill and the classifications of the writing difficulties students may encounter in the process of learning that skill.

1. Writing Skill

1.1.Definition of Writing

The simple meaning that comes to mind about writing is the representation of people's ideas, thoughts, and feelings in graphic symbols. As Brown (2000, p. 335) stated, "a simplistic view of writing would assume that written language is simply the graphic representation of spoken language…" Nevertheless, Byrne further stated that writing is much more than graphic symbols as he declared, "The symbols have to be arranged, according to certain conventions, to form words, and words have to be arranged to form sentences" (1988, p. 1)

For many scholars and researchers, writing is considered as an act in which the writer uses it as a medium of transmitting messages to the audience for certain purposes. About the same

content, Weigle (2002, p. 19) argued that "writing is an act that takes place within a context, that accomplishes a particular purpose, and that is appropriately shaped for its intended audience". Furthermore, writing is one of the four skills that is considered to be the fundamental representation of language and the formal face of speech. However, the aim of any piece of writing is to convey a message and get a meaning. For this message to be decoded by the reader correctly, the writer must follow specific rules and agreements that correspond to. According to Swailes and Feak, "Writing is a complex socio-cognitive process involving the construction of recorded messages on paper or on some other material, and more recently, on a computer screen, to anticipating the reactions of the intended readers." (1994, p. 34)

1.2.Definition of Paragraph Writing

A paragraph is a group of related statements and sentences that a writer develops about the subject. A further definition proposed by Jordan (1999, p. 13) is that

> A paragraph normally contains several sentences but they are all concerned with the theme contained in the topic or key sentence (i.e. the main sentence). The key sentence is usually the first one, which contains the main idea or topic. The other sentences support it by adding further information or examples.

A paragraph must discuss one topic and solely one main idea as Reinking and Osten pointed out "A paragraph with unity develops one, and only one, key controlling idea" (2000, p. 85).

Paragraph writing is regarded as the building block of an essay development. In order to develop a typical paragraph, the writer must take into account the three basic types of

sentences consisting of "…a topic sentence, supporting sentences, and a concluding sentence" (Savage and Shafiei, 2007, p. 5).

Another definition of paragraph is provided by Wang (2013, p. 21) as follows:

> A paragraph is a basic unit of organization in writing in which a group of sentences develops one main idea. This general idea is expressed in a topic sentence, and four or five supporting sentences will expand this idea by giving explanations, details and/or examples to support the main idea…The concluding sentence in a paragraph indicates that the paragraph is ending and summarises important points to remember or reprises the main idea…

1.3. Importance of Writing

In the context of education, tests or exams are the main tools used to evaluate students writing abilities or their knowledge about courses. Thus, it is necessary to teach and learn writing as a skill. According to Harmer (2004), in the case of writing-for-learning, writing is used as a practice tool to help students practise and work with language they have been studying. Through several activities that are designed by the teacher, they reinforce what they have been learning. However, in the case of writing-for-writing, writing is directed at developing the students' skills as writer. In other words, the main purpose for activities of this type is that students should become better at writing. Raimes (1983, p. 3) summarized the benefits of teaching writing as follows:

> …writing helps our students learn. How? First, writing reinforces the grammatical structures, idioms and vocabulary that we have teaching our students. Second, when our students write, they also have a chance to be adventurous with language, to go beyond what they

> have just learned to say, to take risks. Third, when they write, they necessarily become very involved with the new language; the effort to express ideas and the constant use of eye, hand and brain is unique way to reinforce learning.

Another area of importance is that writing gives the chance to convey any piece of information in any type, a letter, an invitation, an email or even an exam paper focusing on the main reason which is attracting the reader's attention. Harmer (1998) stressed the importance of writing as "it is a basic language skill, just as important as speaking, listening and reading. Students need to know how to write letters, how to put written reports together, how to reply to advertisement – and increasingly, how to write using electronic media." (pp. 79-80).

1.4.Steps of the Writing Process

Good writers follow certain steps and stages in order to produce a well-structured, coherent, and a high degree quality composition. Writing is a progressive activity. It is never a one-step action; it is a process that has several steps. Westwood (2008) in this sense declared that "Competence in writing in different genres and for different purposes relies heavily on possession of adequate vocabulary, knowledge of syntactical structures and appropriate strategies for planning, composing, reviewing and revising written language" (p. 57). He (2008) added, "Effective writing usually has to pass through a number of stages starting with the initial formulation of ideas through to the first written draft, with subsequent editing and revising to yield the final product." (p. 61)

1.4.1. Pre-writing

It is the very first step in the writing process. Pre-writing receives its name from the fact that the writers before starting to write have to prepare themselves through thinking, taking

notes, gathering information, generating ideas and brainstorming. It is considered as a crucial step for the writers because according to Harmer (2004, p. 4):

> Experienced writers plan what they are going to write. Before starting to write or type, they try and decide what is they are going to say. For some writers this may involve making detailed notes, for others a few jotted words may be enough….still others may not actually write down any preliminary notes at all since they may do all their planning in their heads. But they will have planned, nevertheless.

Writers, before they start writing, prepare themselves following certain rules. These rules include brainstorming, speed writing, asking "WH" questions, getting ideas into order, using models or examples about certain subjects and making points to mention in reply such as writing a letter (Brown & Hood, 1989).

1.4.2. Drafting

After generating and listing ideas in the pre-writing stage, in the following stage, namely drafting, writers are required to put down these ideas into a set of meaningful and related sentences particularly into written-texts. The writer in this stage has to write anything that is seemed to be related to the topic without considering the accuracy or the structure. According to Brown and Hood (1989), drafting is an important stage for it is an attempt to record ideas and thoughts on paper regardless of spelling, grammar, punctuation or the best wording, since the writer is allowed to change, omit or add any additional ideas.

1.4.3. Revising

It is the pre-final stage that comes before finishing writing the final draft. Elbow provided a simple definition to it as follows "… is to turn out a clean, clear, professional final draft"

(1981, p. 32). Moreover, for Harmer (2004, p. 5) “Once writers have produces a draft they then, usually, through what they have written to see where it works and where it doesn’t. Perhaps the order of the information is not clear. Perhaps the way something is written is ambiguous or confusing”. This stage tends to revise the previous drafts, i.e., concerning with the small details. In this sense, Brown and Hood (1989), the revising stage is the most important stage in the writing process. It gives the writers the chance to check and examine whether the content is relevant to the topic to be discussed in the piece of writing as well as to examine spelling, punctuation and grammar. This stage involves arranging, adding, leaving out words and irrelevant ideas.

When you revise what you write, you are going to verify that the ideas are expressed clearly, logically, as well as at the point. According to Raimes (1983),

> “the purpose of the revising aspect of writing is to make sure that you have actually said what you intended to say. The focus is still primarily on ideas. Though (as compared with pre-writing activities), you have to be more critical of the way in which the ideas are expressed.” (p. 107)

1.4.4. Final Version

After moving through the preceding phases, the final one which calls ‘final version’ comes to terminate the writing process**.** It is then, the step where the writer fully has fixed the necessary changes about grammar, mechanics, spelling, and the structure, and the style of ideas that are expressed as well. Harmer (2004, p. 5) stated,

> Once writers have edited their draft, making the changes they consider to be necessary, they produce their final version. This may look considerably different from both the original plan and the first draft,

> because things have changed in the editing process. But the writer is now ready to send the written text to its intended audience"

Harmer (2004, p.5) first presented these stages in which they are occurred in a linear way as follows:

Planning ⟶ Drafting ⟶ Editing ⟶ Final draft

Then, he claimed that "the process of writing is not linear, as indicated above, but rather **recursive**. This means that writers plan, draft, and edit but then often re-plan, re-draft, and re-edit" (Harmer, 2004, p. 5). For that, the following figure represents the directions that writers must follow, namely the process wheel.

The following figure represents the four main stages of the writing process

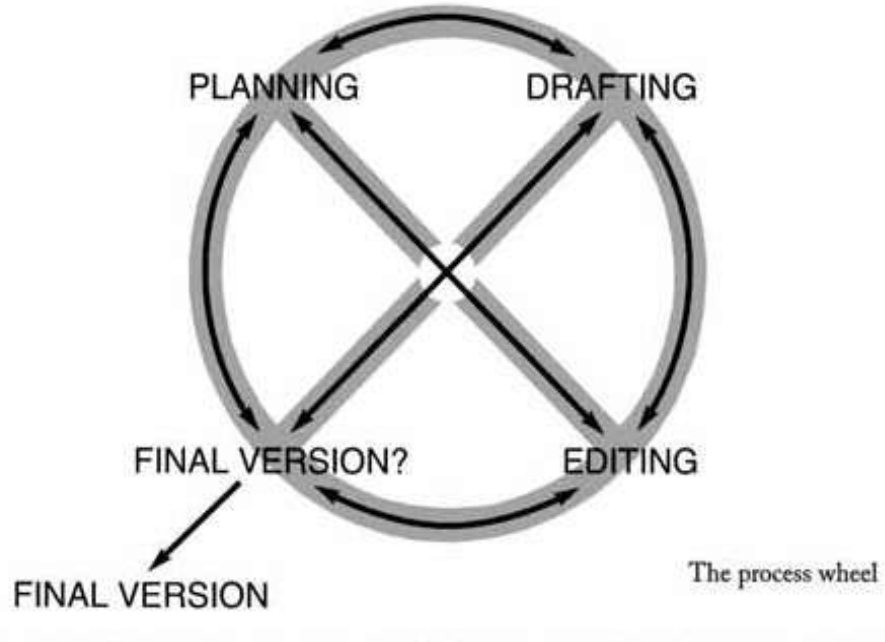

Figure 1.1. The Process Wheel (Harmer, 2004, p. 6)

1.5.Types of Writing

There are several types of writing which are practised by learners to achieve certain purposes and convey particular messages. They may tell a story, provide information, describe something, explain an issue, or compare things. The following types are the most common and used patterns of development.

1.5.1. Narrative Writing

The writer in this type intends to tell a story or to report a sequence of actions. It usually follows a sequence of events. It can be fiction or non-fiction. However, the product that follows this type written in the first person. Reinking and Osten stated that "a narrative, like other kind of writing, makes a point or has a purpose. The point can either be stated or left unstated, but it always shapes the writing. Some narratives simply tell what happened or establish an interesting or useful fact." (2000, p. 145)

That is to say, in this style of writing, the narrator tends to convey something. However, his purpose behind writing determines his words; whether he wants to give and advice, a fact, an opinion, or whatever he tends, and whether he directs his speech or just turns around and let the reader interprets.

1.5.2. Argumentative Writing

An argumentative or persuasive writing, basically, expresses an opinion. The writer, adopting this type, provides set of arguments as an attempt to convince the reader (statistics, facts, proofs…). Reinking and Osten (2000, p. 269) stated that

> In writing, an argument is a paper, governed on logical, structured evidence, that attempts to convince the reader to accept a claim, take some action, or do both. Argument is also a process during which

> you explore an issue fully, considering different perspectives, assumptions, reasons and evidence to reach your own informed position.

1.5.3. Descriptive Writing

The writer adopting a descriptive writing provides a vivid and a bright picture. The goal is to give a hand for the readers to make a picture in their mind's eye about the thing that is being described. Savage and Shafiei (2007) claimed that "using specific language in descriptive writing helps give the reader a clear mental image of what something looks, feels, sounds or smells like."(p. 39)

1.5.4. Cause and Effect Writing

In cause and effect compositions, the writer tries to analyze the reasons and the consequences behind certain events or actions. Reinking and Osten (2000, p. 237) identified the definition and the importance of cause and effect writing as follows,

> Cause and effect are inseparably and together make causation. Cause probes the reasons why actions, events, attitudes, and conditions exist. Effect examines their consequences. Causation is important to us because it can explain historical events, natural happenings and the action and attitudes of individuals and groups. It can help us anticipate the consequences of personal action; natural phenomenon; or government policies.

1.6.Characteristics of Good writing

Being a process of transmitting and transforming ideas to the audience, writing has become an essential means of communication inside and outside the instructional settings. Therefore,

while writing, people are expected to produce a correct, neat and good piece of writing. Hence, an effective piece of writing for Starkey (2004) is the one that is organized, clear and contains effective word choice. Additionally, Raimes (1983, p. 6), in his model represented in Figure 2, claimed that clear, fluent and effective piece of writing takes into account content, syntax, grammar, mechanics, organization, word choice, purpose, audience and writer's process.

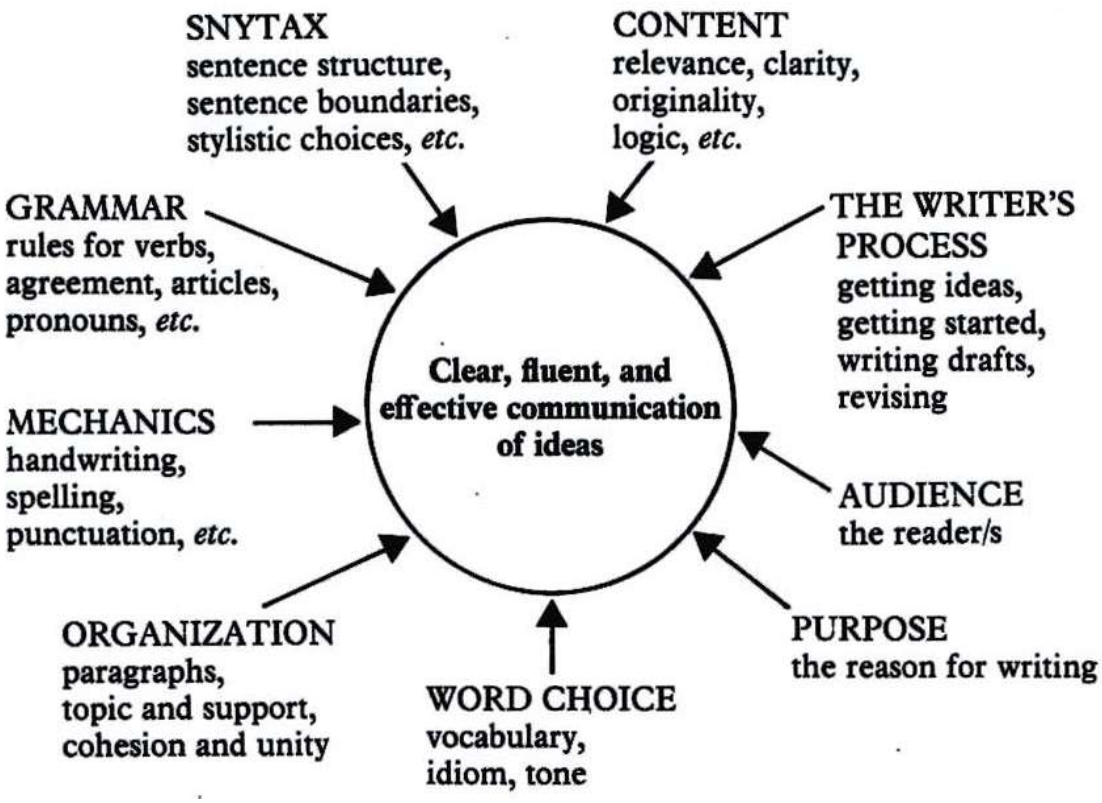

Figure 1.2.Processing a Piece of Writing. (Raimes, 1983, p. 6)

Owing to Raimes's figure (1983, p. 6), some characteristics of a good writing have been selected including organization, coherence and unity, cohesion, clarity, and word choice (vocabulary).

1.6.1. Organization

Organization is an essential step for writers to follow. It is the internal structure of the piece and the logical order of ideas. Furthermore, it is considered as a crucial step because without organization, ideas would remain without a logical meaning and thus, this would result in the confusion of the audience or the reader. Starkey (2004, p. 2) stressed the importance of organization, "Organization also benefits the reader… you will guide your reader from your first to last sentence. He or she will be able to see how the various points make in your essay work together and how they support your thesis".

According to Nunan (1989, p. 37), "organizing the content at the level of the paragraph and the complete text to reflect given/new information and topic/comment structures" is important for producing a successful piece of writing.

1.6.2. Clarity

The intended purpose of writing is to convey meaning and ideas to audience. Thus, it is important for the writing composition to be clear and understood for the readers in order for them to grasp the intended meaning. For that, Starkey stated that "Learning how to be clear and accurate writer help make your essay readable, and will guarantee that those who read it understand exactly what you mean to say" (2004, p. 11)

Moreover, Starkey proposes five guide lines in his book that may lead the writers to clarify their writing as follows:

- ✓ Eliminate Ambiguity: Ambiguity means having two or more possible meanings. Ambiguous language can either be words and phrases that have more than one meaning, or word order that conveys a meaning different from the one intended by the writer.

- ✓ Modifiers add precision: Clarity in any piece of writing also involves the thoughtful use of modifiers, which make the idea clear and add meaning and originality.
- ✓ Powerful, Precise Adjectives and Adverbs: One way to accomplish clarity is to use powerful, precise adjectives and adverbs.
- ✓ Be Concise: The writer will not score points with his reader by using five sentences that express an idea that could have been stated in one. Wordiness is boring, and it takes up valuable time and space. (2004, pp. 12-15).

1.6.3. Coherence and Unity

It is important for writing a composition to be unified and coherent. According to Savage and Shafiei, "…good writers look for unity, coherence and grammatical problems." (2007, p. 12). Coherence then, tends to be a vital characteristic to generate good pieces of writing. Therefore, coherence has been defined by many researchers as how ideas are linked and stuck together. Pollard defined it as "the way a piece of writing is organized; a logical progression of ideas and careful organization within and between paragraphs." (2008, p. 50)

Additionally, coherence in writing according to Wang (2013, p. 16) means that "all the ideas in a sentence flow smoothly from one idea to the next thanks to the effective use of connectors". He (2013) further added that a composition with coherence assist for understanding ideas that the reader intended to express.

One way a paragraph or a composition that maintains coherence requires unity. Unity, thus, is considered as a vital characteristic which a coherent paragraph should contain. Moreover, Wang (2013) stated that in order for a sentence to be unified, its ideas should be related, clear and discuss only one thought. Accordingly, it is the same for a unified paragraph.

1.6.4. Cohesion

Concerning cohesion characteristic, Richard and Schmidt (2002, p. 86) provided a definition to cohesion as follows "the grammatical and/or lexical relationships between the different elements of a text. This may be the relationship between different sentences or between different parts of a sentence."

However, Harmer (2004) stated that "When we write we have a number of linguistic techniques at our disposal to make sure that our prose stick together" (p. 22). Harmer (2004) divided linguistic techniques into two types, lexical cohesion and grammatical cohesion. Lexical cohesion according to is the repetition of words and lexical set chains; however; grammatical cohesion represented in pronoun and possessive reference, article reference, linkers, as well as situation and ellipsis.

In this concern Halliday and Hassan (1976, pp. 310-311) gave a brief description of the cohesive devices:

- ✓ Reference is a device that is used to refer back to something that is mentioned before or will be mentioned before in the text (anaphoric reference) or refers to an element that will be mentioned later (cataphoric reference).
- ✓ Substitution refers to the replacements of an element in the text by one of the items; one, ones, so, do and so.
- ✓ Ellipsis refers to pre supposed anaphoric item which is understood through it structural link
- ✓ Conjunction is device that makes explicit the semantic relations which exist in a text
- ✓ Lexical cohesion occurs when two elements are systematically in some way.

1.6.5. Word Choice

According to Starkey (2004), one of the best ways to convey the meaning of ideas is to choose the appropriate words. Furthermore, Starkey (2004, p. 21) identified certain criteria that the writer should rely on as they choose their words

> Saying what the writer means takes more than just an understanding of the denotation or literal meaning of word […] the connotation is a word's implied meaning in which involves emotions, cultural assumption, and suggestion. Both meaning must be considered when making word choice.

That is to say, the writers are free to convey the meaning of their ideas using literal words or just using the hidden meaning.

1.7.Approaches to Teaching Writing

Writing is one of the most important skills. The fact that writing is a vital and a tough skill urges writers to finding out an ideal approach to better teaching writing. Each of which has its central focus. However, the following are the most common approaches to teaching writing; these approaches include the controlled-to-free approach, the free-writing approach, the product approach, the process approach and the genre approach.

1.7.1. The Controlled-to-Free Approach

This approach is concerned with the form and the structure, and neglecting the fluency and ideas. Raimes (1983) claimed that when the audio-lingual method was implemented in the 1950s and the 1960s, its major focus was on speech, whereas the writing skill served to reinforce it. In other words, focusing on grammatical and syntactic forms was in order to master the spoken form of the foreign language. In the controlled-to-free approach, students

are supplied with sentences or paragraphs which they are supposed to reformulate or to make some changing in terms of the grammatical or lexical forms such as changing questions to statements, past to present or vocabulary. However, these controlled compositions are to be corrected by the teachers. Afterward, when they become intermediate or advanced learners they will be allowed to produce free compositions. All in all, Raimes (1983) identified three features of the controlled-to-free approach including grammar, syntax and mechanics and sets the emphasis on accuracy rather than fluency.

1.7.2. The Free Writing Approach

The free writing approach, in contrast to the controlled-to-free approach, makes central focus on the fluency and the content of the product. Raimes (1983, p. 7) claimed that "The emphasis in this approach is that intermediate-level students should put content and fluency first and not worry about form. Once ideas are down in the page, grammatical accuracy, organization, and the rest will gradually follow." Consequently, students are free to write their compositions about any topic they are interested in without taking into account the organization of ideas. Instead, they are merely required to put their ideas on the paper because the teachers' role is to assess their composition in terms of quantity instead of quality, regardless of error correction.

1.7.3. The Product Approach

This approach emerged in the mid of 1960s. The central emphasis of the product approach is given to the shape of the final product, without giving attention to the writing process. Writers following this approach are expected to focus on the grammatical and syntactic forms. Nunan (1989, p. 36) stated that "the product approach to writing focuses on the end result of the act of composition, i.e. the letter, essay, story and so on". According to Badger and White (2000, p. 53), this approach is concerned primarily with linguistic knowledge as well as with

an attention to the appropriate use of vocabulary, syntax and cohesive devices. The teachers, who adopt the product approach, while evaluating the students' final product, are supposed to concentrate whether their piece of writing, as Nunan (1989, p. 36) pointed, is "…grammatically correct and obeys discourse conventions relating to main points, supporting details and so on". Consequently, the teacher's role in this approach is solely to correct errors that students commit in their final products.

1.7.4. The Process Approach

In the 1970s, the major focus in traditional approaches to the teaching of writing was on the product. However, the focus shifted from product to process. Thus, the central focus is no longer on the final product, but on the stages and steps that the writer follows to produce a good piece of writing. According to Badger and White (2000, p. 54), "writing in process approaches is seen as predominantly to do with linguistic skills, such as planning and drafting, and there is much less emphasis on linguistic knowledge, such as about grammar and text structure." The process approach, then, stresses the importance of the four stages of the writing process including prewriting, drafting, revising and editing. Unlike the product approach, the process approach is not a linear process. That is, steps in the process approach do not occur in a neat linear sequence, as Hyland (2004, p. 11) showed in his model represented in Figure 2. On the contrary, they are recursive. By adopting this approach, the teacher is then expected to be the guide and facilitator. Additionally, Hyland (2004, p. 12) stressed the teacher's role in this approach as follow "… to guide students through the writing process, avoiding an emphasis form to help them develop strategies for generating, drafting, and refining ideas."

1.7.5. The Genre Approach

The genre approach emerged in the mid-eighties. It occurred as a result of the shortcomings of both product and process approach. Hence, genre approach emerged to focus on different underlying goals and objectives. It is mainly concerned with teaching students different genres to fit their needs in different situations. The central concern is to achieve certain purposes in specific contexts. In other words, the writers write to get things done or to achieve a given purpose, whether this purpose is to tell a story, to convey a message or even to describe a process (Hyland, 2003). To make it crystal clear, it is important to define the term of 'genre'. Thus, Lynch defined it as follows

> A genre is a type of text (e.g. recipe, prayer, advertisement), which is recognized as a "type" by its overall content, structure, and function. The notion of genre is closely connected with that of an audience, and in particular, with the idea that readers (and writers) of a specific genre are members of a community of people sharing interests and expectations about its communicative purpose. (as cited in Maarek, 2009, p. 14).

Concerning this definition, the fundamental characteristic of the genre approach is the interrelated relationship between the language and its social function. Thus, writers while composing their piece of writing, adopting the genre approach, employ the language as a medium of achieving their goals and purposes in certain social context. Teachers, then, who implement this approach according to Hyland (2003, p. 18) "…look beyond subject content, composing processes and textual forms to see writing as an attempt to communicate with readers". Furthermore, according to him (2003), the focus on texts does not neglect the importance of grammar. Rather, linguistic patterns are seen as pointing to contexts beyond the

page, implying a range of social constraints and choices that operate on writers in practical context.

1.8.Assessing the Writing Skill

Richards and Schmidt (2002, p. 35) defined assessment as "A systematic approach to collecting information and making interferences about the ability of a student or the quality or success of a teaching course on the basis of various sources of evidence." Assessment, therefore, is considered as a crucial process for evaluating students' performance in every task they are engaged in, particularly in writing. Hyland (2006, p. 99) further defined assessment as follows "the way used to evaluate information about a learner's language ability or achievement… skills and understanding." Therefore, it is important for teachers to assess their students because as Hyland wrote, "Without the information gained from assessments, it would be difficult to identify the gap between students' current and target performances and to help them progress." (2003, p. 212)

Assessments help teachers draw inferences about students' language abilities and make classroom decisions based on these. More specifically, there are five main reasons for evaluating learners:

- ✓ **Diagnostic:** to identify students' strengths and weaknesses, often for needs assessment or to indicate where remedial action is needed as a course progresses.
- ✓ **Achievement:** to enable learners to demonstrate the progress they have made in a course.
- ✓ **Performance:** to indicate students' ability to perform target academic tasks.
- ✓ **Proficiency:** to assess general competence for certification or university study, etc.

Hyland (2006, pp. 99-100)

Assessing the writing skill is a crucial process since writing is related to the other skills of language, "assessing the writing abilities of non-native English speakers (NNES) becomes an

increasingly complex issue as one explores both its root meaning and its current uses." (Kroll,1998, p. 219) Kroll (1998)further added"if it is "writing" that is being assessed, and not merely the assessment of "language" embedded in written formats, then factors critical to successful writing assessment practices for LI students are also critical for L2 students."(p. 220)

Additionally, one way for teachers to assess students' writing is through providing them with written tests. A test generally refers to "any procedure for measuring ability, knowledge or performance." (Richards and Schmidt, 2002, p. 546). Teachers often utilize test devices to enhance students' learning, or to evaluate their language performance. A test can be direct or indirect as it is asserted by kroll (1998) "While a direct test in writing would clearly require the production of complete texts, an indirect test could ask test takers to demonstrate knowledge of such writing subskills as grammar and sentence construction, which are presumed to underlie the ability to write." (p. 220)

1.9.Feedback in Writing

Teachers are required to provide feedback for students' written compositions. It is a crucial task in order to reinforce and enhance students' writing skills .Whenever students write, the teacher monitors. He has to correct and direct them each time they commit mistakes. So, he always reacts towards student's performance. (Raimes, 1983)

Before identifying the types of teachers' feedback, it is important to define the term of 'feedback' first. Hence, according to Dulay, Burt and Krashen "Feedback generally refers to the listener's or reader's response given to the learner's speech or writing" (cited in Maarek, 2009, p. 20).

According to Ferris (as cited in Kroll, 2003, p. 119), "For students, the feedback they receive from both instructors and peers may be the most significant component in their

successful developments as writers." Consequently, there exist three main types of feedback including teacher-student conferencing, peer feedback and teacher written feedback.

1.9.1. Teacher-Student Conferencing

Teacher-student conferencing is a one-to-one strategy that occurs in an instructional setting between the teacher and the students with the aim of evaluating students' writing compositions. As Hyland (2003, p. 192) stated, "Teachers can also give feedback on student writing through face-to-face conferencing". It is an effective and important strategy for evaluating students writing. Its importance can be discerned from the fact that it gives the chance for students to have a deeper knowledge about their writing, particularly in terms of errors they commit. According to Hyland (2003), writing conferences have advantages for both teachers and students. For students, writing conferences; according to Hyland (2000) and Riley (1997), "… give them clearer idea of their strengths and weaknesses, develop their autonomy skills, allow them to raise questions on their written feedback, and help them construct a revision plan". (Hyland, 2003, p. 192)

1.9.2. Peer Feedback

In ESL context, the form of teachers' response to students' compositions shifted from teacher-based to peer feedback (Hyland, 2003). The strategy of peer feedback basically refers to the students themselves giving feedback to their peers' writing compositions. According to Hyland (2003, p. 198), "Peer response is said to provide a means of both improving writers' drafts and developing readers' understanding of good writing" Moreover, Hyland (2003) stated that the major advantage while adopting such a strategy, is that writing and learning are seen as social processes as he declared that, "Collaborative peer review helps learners engage in community of equals who respond to each others' work and together create an authentic social context for interaction and learning" (2003, p. 198).

1.9.3. Teacher Written Feedback

Teacher written feedback has a massive effect on the students' writing development in the writing skills. Teacher written feedback, according to Hyland, (2006, p. 102) is defined as "important way by which students acquire the literacy skills and epistemological understandings of their disciplines is through the written responses they receive on their writing or on their spoken presentations."

As it is an evaluation of the students' written performance, a great deal of research according to Hyland (2003) has questioned the effectiveness of the teacher's written feedback

> Research suggests that teacher written feedback is highly valued by second language writers… The effect of written feedback on student revisions in subsequent drafts has not been extensively studied, although it seems that student try to use most of the usable feedback they are given. (p. 179)

In other words, since students are often related to the written feedback provided by their teachers, it is an extremely crucial for teachers to supply them with the right feedback. However, teachers need to take into account the students' objective towards feedback as Hyland (2003) stated

> It is also important to note that what individual students want from feedback – and the use they make of it – varies considerably. Some students want praise, others see it as condescending; some want a response to their ideas, others demand to have all their errors marked; some use teacher commentary effectively, others ignore it altogether. (p. 180)

Generally speaking, teacher written feedback, according to Hyland (2006), is considered as an effective strategy that is generally welcomed and highly valued by second language

writers. However, when the teacher chooses to give direct feedback, in this case, according to Hyland there exist several forms of given written feedback.

- **Commentary**

This is the most used type of teacher written feedback where the teacher directly crosses the error or underlines it, and writes the correct one in the same location. Hyland (2003) stated that, "this kind of feedback is best seen as responding to students' work rather than evaluating what they have done…" (p. 180). This form works with beginners' level because they do not yet know all the types of language.

- **Rubrics**

According to Richard and Schmidt (2002, p. 463) rubric in instructional settings refers to as "the instructions which indicate to the student what he or she has to do to complete a task or activity."

Hyland claimed "Is the use of cover sheets which set out the criteria that have been used to assess the assignment and how the student performed in relation to these criteria" (2003, p. 181)

- **Minimal marking**

The teacher just underlines or crosses the error to refer to the existence of an error. This type is more effective with advanced level who are deeper thinking and more knowledgeable.

> This refers to a type in-text; form-based feedback. It follows research which suggests that indicating the location and perhaps type of error, rather than direct correction, is more effective in stimulating a student response (e.g. Bates et al, 1993; Ferris, 1997) and also perhaps in developing self-editing strategies. (Hyland, 2003, p. 181)

- **Taped commentary**

Instead of putting the comments on the left side, the teacher prefers to tape them. Each paper is numerated in order to find the indicated one easily when the teacher reads the comments from the tape.

According to Hyland taped commentary is

> "An alternative to marginal comments is recording remarks on a tape recorder and writing a number on the student paper to indicate that the comment refers to, this not only saves time and adds novelty, it provides listening practice for learners and assists those with an auditory learning style preference." (2003, p. 182)

- **Electronic feedback**

According to Hyland (2003, p. 183) "Teacher can provide comments on electronic submissions by email or by using the comment function, which allows feedback to be displayed in a separate window while reading a word processed text". These comments are so beneficial for improving the students' level in writing and for consuming the time teacher. Kroll (1990) stated that "written comments are time consuming , but teachers continue to write comments on students 'papers because we sense that our comments help writers improve; because written comments *seem* more feasible and more thorough than conferences on every paper…"(P. 58)

1.10. The Writing Difficulties

Through the mastery of academic writing processes, there are many principles and agreements that should be learned and achieved. However, most learners have problems and

obstacles that hinder their learning processes. Having a difficulty while doing something means that learners are lacking the ability to do it easily, but also with effort and hardness.

Mastering writing is the most difficult task for both native and non-native speakers. Many students, particularly L2 learners, struggle and encounter various obstacles while writing. Thus, understanding students' writing problems is a very crucial step to overcome these difficulties and improve students' writing quality as well. As a result, a large number of research studies namely Nunan (1989), Byrne (1988), Westwood (2008), Hyland (2003), Sadler (2006, as cited in Westwood, 2008), Emmons (2003) (cited in Bani Younes and Albani, 2015) laid emphasis on the writing difficulties encountered by EFL students.

For that, Emmons (2003) stated that

> writing is a basic skill that needs to be mastered by all English language major students. It is believed that writing demands a great deal of skills and conventions such as writing readiness and grammatical rules for the students to become proficient and effective writers. (as cited in Bani Younes and Albalawi, 2015)

Hence, producing a coherent and fluent piece of writing is considered as a challenge for second language learners as argued by Nunan (1989): "learning to write fluently and expressively is the most difficult of the macroskills for all language users regardless of whether the language in question is a first, second, or foreign language." (p. 35) For Westwood (2008), writing is the most difficult of all skills to acquire because it demands an effective coordination of many different cognitive, linguistic and psychomotor processes. Thus, the difficulties students encounter while writing are related to these processes, and students also exhibit less awareness of the aspects of the writing process such as generating ideas, planning scope and sequence and drafting and revising as well. However, Hyland (2003) argued that second language learners face enormous problems that hinder them from

producing a cohesive and fluent piece of writing, claiming that "Numerous studies suggest that tests produced by L2 writers are generally shorter, less cohesive, less fluent, and contain more errors" (p. 34) Furthermore, he added up that "Students themselves commonly identify language difficulties, particularly an inadequate grasp of vocabulary or grammar, as their main problems with writing and frequently express their frustrations at being unable to convey their ideas in appropriate and correct English"(2003, p.34)

Other areas of difficulty are identified by Byrne (1988) in his book 'Teaching Writing Skills'. He brought up three major factors influencing students' writing ability as he stated that "we shall look at the problems which are caused by writing under three headings – psychological, linguistic and cognitive" (1988, p. 4). First, in terms of psychological problems, Byrne (1988) claimed that writing is a difficult task since writers have to write on their own without the ability to interact with others or return to any feedback. Second, linguistic problems include incomplete and ungrammatical utterances which the writers should compensate through "our choice of sentence structure and by the way our sentences are linked together and sequenced…" (p. 4) Third, cognitive problems include the need to learn certain structures and "we also have to learn how to organize our ideas in such away can be understood by a reader…" (p. 4)

Sadler (2006), however identified the students' writing problems in terms of two levels comprising low level and higher level as he clarifies "… poor writers typically exhibit major difficulties at two levels, namely coping with grammar spelling, punctuation and handwriting (lower level), and generating ideas, sequencing the content and revising (higher level)." (cited in Westwood, 2008, p. 58)

1.10.1. Areas of Difficulty

Westwood (2008, p. 6) pointed to the written language difficulties claiming that "Developing clear and accurate expression through writing presents major problems for most

students with learning difficulties. Westwood (2008) focused on identifying the areas of difficulty that beginners or as he said ‘weak writers’ struggle with, in order to implement the support for them about these areas. “In order to plan and implement support for struggling writers, it is necessary to identify their areas of specific difficulty.” (Westwood, 2008, p. 60)

Westwood (2008) determined some areas of difficulty that most weak writers have

- ✓ Weak writers produce a much smaller amount of work than .more proficient writers.
- ✓ Weak writers spend little or no time thinking and planning before they start to write.
- ✓ Weak writers are usually reluctant to review, edit and polish a first draft.
- ✓ Weaker writers tend to be preoccupied with the mechanical aspects of writing
- ✓ Weaker writers have problems with spelling (pp. 60-63)

Owing to what Westwood has mentioned, we can classify those difficulties into five areas.

1.10.1.1. Clarity

Most students encounter various difficulties when they compose a piece of writing. For them, expressing their ideas about uncommon topics or difficult tasks is extremely hard. They lack the ability to answer clearly, directly without turning around. Westwood (2008) in this sense stated that competent and proficient writers exhibit a high level while writing; they present their ideas in a clear, detailed and interesting manner. Less competent writers, on the other hand, “display none of these traits and abilities” (2008, p. 59). Instead, they produce unclear and vague pieces of writing.

Clarity is extremely significant in order to satisfy the reader and present him to understand the exact meaning. As stated by the oxford essential guide to writing, “Sentences are important; paragraphing and clear organization are important… words that are simple and

concise will be clear" (Kane, 2000, pp. 262-263). He added, "Ambiguity means that a word can be read in either of two ways and the context does not make clear which way is intended." (2000, p. 266)

Williams (2002) further asserted that "A clear text is a simple but fundamental requirement if the message is to be understood and misunderstandings avoided." (p. 15)

1.10.1.2. Accuracy

In order to write effectively, students need to use accurate grammar, vocabulary, spelling and punctuation. According to Byrne (1988, p. 123) "Accuracy is normally measured in terms of correct grammar, spelling, etc., since these are the areas which tend to get the most attention when a piece of written work is being corrected."

Nevertheless, it seems to be a difficult task for them. As Westwood (2008, p. 56) stated, "Developing clear and accurate expression through writing presents major problems for most students with learning difficulties". Accuracy thus, is said to be one of the main problems that may hinder students from producing an effective piece of writing and considered as an important phase that must be adhered by students to convey the intended correct meaning "You are expected to be able to use wide range of structures with flexibility and accuracy. The aspects of grammar include correct grammar, unity and coherence, brevity and appropriateness, varieties and complexities of structures, and correct use of punctuation." (Wang, 2013, p. 14) Williams (2002) added that "Incorrect information can mislead the reader and cause confusion. It will also affect the credibility of the writer and may cast doubt on the validity of judgments in other matters" (p. 15)

1.10.1.3. Small Amount of Work

Weak writers according to Westwood (2008) often produce smaller amount of work than more proficient writers. Because they lack vocabulary related to the subject matter, they tend to produce short compositions. As Yigzaw (n.d, p. 53) stated, "lack of words usually creates a

breakdown in communication." Hence, it is vitally important, as Westwood (2008) stated, to simplify writing tasks through providing students with "… key words, phrases and opening sentences on the whiteboard; using gapped paragraphs in which the student only needs to add material; teaching the student a strategy for expanding upon basic ideas." (p. 60)

1.10.1.4. Problems Related to Steps of Writing

Westwood (2008) claimed that most of the weak writers while producing a piece of writing face various problems in terms of the steps of the writing process. They often spend little time thinking and planning. Besides, they are reluctant to review, edit and polish the first draft.

- **Little time thinking and planning**

Through the writing process, it is helpful to put a plan first before writing. However, "lack of planning is one of the reasons why some students write very little, and why their ideas are not presented in a logical order or with sufficient detail" (Hess & Wheldall, 1999; Saddler & Graham, 2007) (as cited in Westwood, 2008, p. 61).It is beneficial for both teachers and students to adopt and follow the adequate steps of writing process in order to save time and effort, and achieve satisfaction with production. The teacher should implement all the steps of writing process and makes his students train many times. "Effective writing requires the writer to spend adequate time generating ideas and sequencing these ideas into the best order before starting to write". (Westwood, 2008, p. 61)

- **Reluctance to reviewing, editing and polishing the first draft**

Students face a great difficulty while writing. However, "effective writing usually has to pass through a number of stages, starting with the initial formulation of ideas through to the first written draft, with subsequent editing and revising to yield the final product (Hess & Wheldall, 1999; Saddler & Graham, 2007) (as cited in Westwood, 2008, p. 61).

The teacher controls his students' compositions. Sometimes, he corrects their mistakes, some others he gives feedback, ignores their mistakes, or asks them to rewrite. "This planning, composing, editing and publishing sequence must be made clear to students, and they must have many opportunities to go through the stages with feedback. (Westwood, 2008, p. 61)

For those teachers who follow the process approach, they use many forms of feedback. Either the teacher gives feedback directly, or peer feedback, or makes conferences with them. "In the process approach, students confer with the teacher and with their peers to obtain comments and suggestions on their written work as it progresses". (Westwood, 2008, p. 61)

1.10.1.5. Writing Mechanics

According to Richard and Schmidt (2002, p. 325), writing mechanics refer to

> those aspects of writing such as spelling, use of apostrophes, hyphens, capitals, abbreviations and numbers, which are often dealt with in the revision or editing stages of writing. These may be compared with more global or higher level dimensions of writing, such as organization, COHERENCE, or rhetorical structure

However, writing mechanics, according to Connelly et al. (2006), "has been identified as one of the main characteristics of students with a specific learning disability in writing" (as cited in Westwood, 2008, p. 62).Through the writing process, students think about many things .They focus on bringing ideas about the task, correctness, as well mechanics of writing. "While transcription skills are reasonably important, they are certainly not as important as the creation and expression of good ideas during the composing stage of the task." (Westwood, 2008, p.62).

Problems with writing mechanics encroach on the quality of the written compositions as it is asserted in following, "Mechanical difficulties, including difficulties with handwriting, can

mean that students with learning difficulties produce less written work and work that is lower in quality than that of their typically achieving peers" (*Writing and Spelling*, 2007, p. 177)

Being a crucial and important aspect of mechanics, Westwood (2008) specified spelling apart from other aspects considering it as an area of difficulty in writing.

1.10.1.6. Spelling Problems

Spelling is the most common problem that foreign students struggle with. "Learning to spell in a language like English is not an easy task, and many students have difficulties generating the correct spelling of the words they want to use in their writing" (Saddler, 2006; Thomson & Snow, 2002) (as cited in Westwood, 2008, p. 62). However,

> from the early years of schooling, children have been encouraged to invent their own spelling so that they can concentrate more on content and on writing interesting text….it is now believed that spelling skills should be explicitly taught as part of instruction in using the alphabetic code. (e.g., Edwards, 2003; Fresch, 2007; Medwell & Wray,2007; Thomson & Snow, 2002) (as cited in Westwood, 2008, p. 63).

Byrne (1988) confirmed the difficulty in spelling refers to as follows, "Mastery of the writing system includes the ability to spell. However, because in English the relationship between sound and symbol is a complex one, spelling is a problem for many users of the language, native and non-native speakers alike". (p. 15)

Spelling difficulties are present not only in students who exhibit general problems in writing but, also in some students who are otherwise very good readers and writers. (Westwood, 2008, p. 63)

Spelling is the arrangement and order of letters to make a meaningful word. However, some students suffer from learning disabilities which lead to the misspelling of words.

According to Westwood (2008), Dysgraphia and Dysorthographia are two specific disabilities that affected spelling.

- **Dysgraphia**

It is the disability to arrange and order the letters, words, and sentences. The Diagnostic and statistical manual of mental disorders refers to dysgraphia as a 'disorder of written expression' (Westwood, 2008, p. 67). Those students who have this impairment are more resistant to remediation, because they have neurological problems. "Dysgraphia is believed to be due primarily to neurological causes rather than to lack of teaching or practice." (Westwood, 2008, p. 67) Westwood mentioned that there is no solution for those Students only to keep practice and training. There are no 'special' or alternative methods for use with dysgraphic students. Teaching approaches that are designed to help all weaker writers improve are equally applicable for use with these students. Even those with the most severe writing problems can be helped to improve through direct teaching and opportunities to write each day with constructive and corrective feedback from teacher and peers (Westwood, 2008, p. 67).

- **Dysorthographia**

Dysothographia refers to the ignorance of the spelling words. Westwood (2008) defined it as follows

> "Their errors are often referred to as 'bizarre' in that there is little or no connection between the letters they write and the phonemes occurring within the word. It is argued that their problem stems from lack of ability in segmenting spoken words into separate sounds" (p.67)

1.10.1.7. Handwriting Problems

Within the relevant context, Harmer (2004) said "Handwriting can be particularly difficult for some students." (p. 44). He (2004) added "Areas of difficulty can include producing the

shapes of English letters, not only in upper case (capitals) but also in their lower case (non-capital) equivalents." (p. 44) Handwriting is considered an important issue in writing. "Handwriting is a potent influence on both writing and spelling"(Westwood, 2008, p. 66) As well as Graham et al. (2005) have observed that explicit instruction in handwriting and spelling improves not only those skills but also leads to improved quality and quantity of written work(as cited in Westwood, 2008, p. 66).

1.10.1.8. Motivation

Motivation is the will and the desire to do something"In general terms, student motivation 'refers to a student's willingness, need, desire and compulsion to participate in, and be successful in, the learning process". (Bomia et al., 1997, p. 1) (as cited in Brewester & Fager, 2000, p. 7)

Yet, it is regarded as a severe problem that may negatively interfere students' performance while writing as Lindstorm (2007) stated, "Motivation and anxiety problems often accompany the process of writing for those who are not proficient, and can seriously interfere with the quality and quantity of text the student produces" (cited in Westwood, 2008, p. 59). In other words, when students lack motivation to write or the desire to engage with composing, the result will be negative and the quantity will be insufficient.

Hidi and Borcolo (2007, p. 259) besides claimed, "… most all of us struggle with motivation at times". They further added that the lack of students' motivation is due to many reasons as they assert "Students' motivation to cxwrite is problematic for many different reasons. These can stem from the nature of writing itself, the characteristics, knowledge, and skill levels of the individual learner, and the context of the writing effort."(2007, pp. 259-260)

Conclusion

Mastering the writing skill tends to be one of the most difficult task to do for EFL learners. In this chapter, we dealt with the writing process as a crucial and important issue in teaching writing in EFL context, where we put our main concern on the writing difficulties that are encountered by EFL students, as well as the teacher's role in testing and giving the necessary feedback to improve the quality of writing.

Chapter Two: Competency Based Approach

Introduction

The field of English language teaching and learning witnessed the emergence of various methods, CBA is one of these approaches. It is a learner-centered approach in which the learner is the main concern. Hence, it focuses on bringing up a competent learner inside an outside classroom environment.

This chapter provides an overview on the CBA. It starts with a background of the aforementioned approach, followed by its definition and its key terms, then, the characteristics and the features of the CBA. In addition, this chapter determines the teachers and the students' role, also, the reasons for adopting this approach. Furthermore, it deals with the project work, as a main technique in this approach, its characteristics, and advantages. Moreover, it offers a shorter view of CBA's implementation and its difficulties. The last part in this chapter evokes the description and the activities of the textbook "*On the Move*".

2.1.Background of Competency Based Approach

Numerous approaches have dominated the field of language teaching, one follows another, either as an extension or as a reaction to the previous one. One of these approaches is the Competency Based Language Teaching (CBLT). It is an educational movement approach in the USA in the early 1970s and then in the UK in 1980s. It is the application of the principles of Competency Based Education (CBE) to language teaching. CBA is not actually a new approach as Bruke (1989, p. 9) stated

> The competency based movement, under that label, has been around for 20 years or more in the USA. Its origins can, however, be traced further back to the 1920s, to ideas of educational reform linked to

> industrial/business models centred on specification of outcomes in behavioural objectives form.

In USA, there were an emergency for reformation concerning the educational field as it is claimed by Bruke (1989) "The emphasis on competence as the necessary outcome of training was clear and it was not long before the notion was applied to some stages of education." (p. 10) He added "Although it would be an exaggeration to claim that it has been universally adopted in the USA, there is considerable evidence that the movement has had pervasive effects in many parts of the diverse system of that nation."(p. 10)

USA government adapted its administrations, policies, and agencies with the notion of competence. "Thus, by the early 1970s it seems that competency based teacher education had become almost a self-sustaining movement, apparently carrying a great deal of face validity as far as some administrators, politicians and state certification agencies were concerned (Lindsey, 1976)." (cited in Bruke, 1989, p. 10) The same notion extended in UK "The emphasis on competence as the necessary outcome of training was clear and it was not long before the notion was applied to some stages of education." (Bruke, 1989, P. 15)

Unlike traditional approaches that focus on input and time, CBA aims at teaching students' skills and providing them with the knowledge they need outside classroom in order to cope with different real-world situations. CBE as an educational movement focuses on defining students' competencies, not goals and objectives, which they should possess at the end of the course of a study, because "Competency-based education has much in common with such approaches to learning as performance-based instruction, mastery learning and individualized Instruction." (Richards & Rodgers, 2001, p. 141)

Since it is considered one of the most approaches known to meet the needs and challenges of today's society, CBA has been adopted as a central approach in the majority of education

systems (Rodgiers, 2008). Thus, many countries adopt CBA in their educational systems. Algeria is one of these countries which tend to shift to CBA.

After 1960s, Algeria is one of the countries which tended to shift to CBA. As a result, The Algerian Educational System (AES) voted for a series of changes in the teaching and learning field through a new scheme, namely "Educational Reform", which affected all the levels. This is done to accomplish the demands and the needs of the 21st century students. Therefore, CBA was adopted in the Algerian educational system in 2002 as a result to the failure of the Communicative Language Teaching Approach that is applied before.

2.2.Definition Competency Based Approach

CBLT is an application of the principles of CBE. It basically focuses on outcomes and outputs of learning rather than on inputs. Hence, it enhances the quality of teaching and learning and enables the learners to develop their capacities to think, act and construct their own knowledge gradually.

Richard and Rodgers (2001) stressed the major focus of the competency based approach and define it as follows,

> CBA focuses on outcomes of learning. It addresses what 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 description, of knowledge, skills, and behaviors students should possess at the end of a course of study. (as cited in Chelli and khouni, n.d. p. 99)

According to Richard and Schmidt (2002, pp. 94-95), competency based teaching also competency based education/instruction is "an approach to teaching the skills and behaviours needed to perform COMPETENCIES." Furthermore, they (2002) stated that CBA "… has

been widely used for the development and teaching of work-related and survival-orientated language teaching programmes for adults." That is to say, it guides learners in how to act outside instructional settings and prepares them to adjust with different contexts.
All in all, Docking (1994, p. 16) summarized the definition of CBLT as follows

> It is designed not around the notion of subject knowledge but around the notion of competency. The focus moves from what students know about language to what they can do with it. The focus on competencies or learning outcomes underpins the curriculum framework and syllabus specification, teaching strategies, assessment and reporting. Instead of norm-referencing assessment, criterion-based assessment procedures are used in which learners are assessed according to how well they can perform on specific learning tasks (cited in Richard and Rodgers 2001, p. 144)

This approach is based on a functional and interactional perspective on the nature of language. Thus, it aims at teaching language as means to interact within different social contexts. (Richard and Rodgers, 2001)

2.3.Key Terms Related to CBA

2.3.1. Competency

The comprehensive definition of the concept of 'competency' is a "know how to act" or "know how to do". In this sense, Le Boterf (2006) stated that,

> Competency is based on three key factors: **knowing how to act**, which involves combining and bringing together relevant resources (knowledge, skills and networks); the **willingness to act**, which refers to the subject's personal motivation and engagement; and the **power**

> **to act**, which refers to the context, organization of work and social conditions that make it possible and legitimate for an individual to take responsibility and take chances. (as cited in Brahimi, 2013, p.23)

Richard and Schmidt (2002, p. 94) defined competencies as "…descriptions of essential skills, knowledge and behaviours required for the effective performance of a real world tasks of activity" In other words, competency is the result of the combination of capacities, skills and knowledge which are effectively used in similar situations.

However; Ameziane (2005) provided another definition to the term competency as follows "a system of conceptual and procedural parts of knowledge organized into schemes that help identify a problem task and its solution through an efficient action within a set of situations" (as cited in Chelli, 2009) That is, competencies that are acquired inside classrooms are effective and valuable merely if they meet the students' needs and enable them to solve problems in real-world situations.

2.3.2. Competence

A competence is the ability to organize and use different skills in order to cope with different situations. It is then, as De Se Co declared "a skills and also behavioural components such as attitudes, emotions for successful realization of activity in a particular context" (as cited in Chelli, 2009)

According to Sultana, "There is often a double meaning associated with the concept, in terms of both capacity and authority: i.e. not just having the skill or ability to do something, but also having the permission to use it" (2009, p. 19)

Along with De Se Co (2002), six key competencies have been worked out:

- ✓ **Autonomous Competence**: This involves cognitive strategies needed to perform cognitive activities and apply the gained knowledge and skills to processing

information, adapting and transforming knowledge, to construct knowledge and judgments. This is viewed as a central feature of modernity, democracy and individualism.

- ✓ **Interactive Competence** which assumes effective use of communication tools and personal resources. The English language, for example, as well as knowledge, strategies, laws information, new technologies according to the requirements of a modern society for the solution of everyday-routine and professional tasks.
- ✓ **Social Competence** which is an integral personal system of knowledge, skills, verbal and non-verbal communicative strategies that provide the capacity to form, join and function effectively and democratically within complex and socially heterogeneous groups
- ✓ **Linguistic Competence** as mentioned before and which includes: lexical competence, grammatical competence, semantic competence, phonological competence, and orthographic competence.
- ✓ **Strategic Competence**: is an integrated personal system of knowledge and skills to solve (unexpectedly occurred) communicative problems, to organize and purposefully regulate a line of verbal and non –verbal actions selected for the achievement of communicative goals in a certain context and in specific conditions, especially if there is insufficiency in linguistic and socio-cultural knowledge.
- ✓ **Pragmatic Competence** is an integrated personal system of personal system of principles according to which messages are the following way
  - organized, structured and organized in coherent messages (thematically, logically,stylistically**)_**discursive competence.
  - used in oral and written form to perform a certain communicative functional competence.

- sequenced according to interactional and transactional communicative design (question, answer, statement- agreement/ disagreement, request/ offer/ apology…). (as cited in Chelli, 2012, p. 45)

2.3.3. Skill

According to Richard and Schmidt (2002, p. 489), skill refers to "An acquired ability to perform an activity well, usually one that is made up of a number of co-ordinated processes and actions."

Another definition of skill is provided by Winterton et al (2006, p. 7) as follows "Skill is usually used to refer to a level of performance, in the sense of accuracy and speed in performing particular tasks"

However Dutta (1995) distinguishes four types of skills including:

- ✓ Perceptual skills: are concerned with the ability to make distinctions and judgments.
- ✓ Skill in setting the appropriate response: the ability to choose the appropriate answer, it can be developed through practice.
- ✓ Motor skills: are the manual aspects of performance.
- ✓ Problem-solving skills: dependent upon intellect and mental models and can be developed through practice. (as cited in Winterton et al., 2006, pp. 28-29)

2.3.4. Knowledge

According to Winterton et al. knowledge "…is actually the result of an interaction between intelligence (capacity to learn) and situation (opportunity to learn), so is more socially-constructed than intelligence." (2006, p. 7). Hence, Knowledge can be defined as the comprehension and understanding of a situation or condition.

2.3.5. Problem Solving Strategy

As its name suggests, a problem-solving strategy refers to the ability to overcome a difficulty, or to defeat an obstacle. Richard and Schmidt (2008) referred to this concept as a strategy and gave the following definition "A learning strategy which involves selecting from several alternatives in order to reach a desired goal. In second and foreign language learning, problem solving strategies are often used, for example; in choosing whether to use 'a' or 'the' before a noun" (p. 421). This strategy, in CBA, teaches the learners how to treat and behave towards social life problems. It fosters them to become active, flexible, as well more fluent outside classroom.

2.3.6. Situation of Integration

Teachers set certain competencies at the beginning of the course where students are obliged to achieve them later. In the situation of integration, activities are designed for the purpose of engaging and enabling students to produce a piece of writing in a given situation of communication. This phase is meant to the reinvest of the resources, i.e., learners reinvest their knowledge when performing tasks at school level as well as at social and professional level, in terms of the "know" and the "know how to do". However, the activities suggested in the previous phase should be build up towards the final output and help the learners to be ready to produce a piece of writing in accordance with the situation of communication. . An integration situation allows learners to explore, gather, process, refine and present information about topics they want to investigate conform to the official current approach CBA. However, there are some significant characteristics related to situation of integration.

- Problem solving situation: The learner is faced with a problem he has to solve.
- Formulation instruction: Avoid using questions, rather opt for statement of key elements to include in the production.

- Task: A task to accomplish and not drills for restitution.
- Context of use: The situation must deal with real life context which will help learners exercise easily and use such context once they are faced to the outside classroom.

Describe exactly what the learner should do: The aim must be clearly determined, it must be observable, measurable behavior. (In www.slideshare.com)

2.4.Characteristics and Features of the Competency Based Approach

Pertaining to CBA (ELT articles: what is CBA?) distinguished it from other previous approaches by the following characteristics

- ✓ It is action oriented in that it gears learning to the acquisition of know how embedded in 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 knowhow 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 with information) 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.(as cited in Chelli and Khouni, pp. 100-101)

With reference to the features of the CBA or Competency-Based Language Teaching (CBLT) that define the factors involved in implementing this approach in most academic systems, Auerbach (1986, pp. 414-415) identified the following features:

1. *A focus on successful functioning in society. The goal is to enable students to become autonomous individuals capable of coping with the demands of the world.*

2. *A focus on life skills*. Rather than teaching language in isolation, CBLT teaches language as a function of communication about concrete tasks. Students are taught just those language forms/skills required by the situations in which they will function. These forms are determined by "empirical assessment of language required" (Findley and Nathan 1980: 224).

3. *Task or performance-centred orientation*. What counts is what students can do as a result of instruction. The emphasis is on overt behaviors rather than on knowledge or the ability to talk about language and skills.

4. *Modularized instruction*. "Language learning is broken down into manageable and immediately meaningful chunks" (Center for Applied Linguistics 1983: 2). Objectives are broken into narrowly focused subobjectives so that both teachers and students can get a clear sense of progress.

5. *Outcomes that are made explicit a priori*. Outcomes are public knowledge, known and agreed upon by both learner and teacher. They are specified in terms of behavioral objectives so that students know exactly what behaviors are expected from them.

6. *Continuous and ongoing assessment*. Students are pretested to determine what skills they lack and posttested after instruction in that skill. If they do not achieve the desired level of

mastery, they continue to work on the objective and are retested. Program evaluation is based on test results and, as such, is considered objectively quantifiable.

7. *Mastery of performance objectives*. Rather than the traditional paper- and pencil tests, assessment is based on the ability to demonstrate prespecified behaviors.

8. *Individualized, student-centered instruction*. In content, level, and pace, objectives are defined in terms of individual needs; prior learning and achievement are taken into account in developing curricula. Instruction is not time-based; students progress at their own rates and concentrate on just those areas in which they lack competence. (as cited in Richard and Rodgers 2001, p. 146)

2.5. The Teacher's Role

The teacher's role under CBA is viewed as a facilitator of the learning process who has to provide constructive feedback in order to help the students improve their skills. S/he is also considered as a guide of the teaching process; whether in getting the knowledge or transforming this knowledge into behaviours and competencies which are needed outside the academic settings. Accordingly, s/he needs to be aware of the learners' needs so that learners feel satisfied and welcome in class.

> 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. (Chelli, p. 21)

The different competencies dealt with in class directed to prepare students for acquiring the ability to exchange information with people rather than with their teachers and for real life situations in general. Those competencies require exact directions and information for the numerous learning activities. Thus, the teacher has to give clear instructions and explanations

to make sure that each learner understands the task they are going to deal with. Another role of the teacher is to opt for learning activities according to students' requirements. To come to the point, the role of the teacher is determined according to the task.

However, for Harmer (2001, pp. 58-62), a teacher implementing CBLT can be a;

- **Controller**: when teacher acts as controller, he is expected to act in different ways exemplify the qualities of teacher-fronted classroom where students are working in groups. However, this ability ignores students' access to their own experiential learning; they are less active since the whole authority is the teacher.
- **Organizer**: the teacher has to organize students to do various activities in pair and group work. This often through involving students by giving them information, telling them how they are going to do the activity, putting them into pairs or groups, and finally closing things up when necessary to stop. Bader (2007) added "the teacher has to initiate students to collaboration through pair and group work" (p. 47).
- **Assessor:** It is necessary for students to be assessed and evaluated by their teacher whether their English is right or not. The teacher as an assessor then, is to offer feedback, correct and grade students in various ways.
- **Prompter**: The teacher's role is to help students but not to take charge in order to foster them to be creative rather than being dependent on the teacher. Hence, a prompter's role is to provide students with explanations and clarifications when needed.
- **Observer**: the teacher is expected to use his ability to observe and listen to his students. This role reveals the application of CBLT principles in term of writing, which is favorable for building student autonomy.

2.6. The Student's Role

Since CBA is a learner-centered approach the role of the student then, is to decide whether the competencies are practical and valuable for him/her or not. That is to say, Students have the right to comment on what they are learning and decide if it suits their needs and desires. For that, the learner has an active role in the classroom. "The learner can judge whether the competencies seem relevant and useful". (Richards and Rodgers, 2001, p. 146) The competencies the students will learn are evidently defined from the beginning of the course; thus, that the learner knows accurately what needs to be learned and for which reason he/she has to use those competencies. "Because competencies are designed to enable learners to participate effectively in society, Tollefson and others have pointed out that they typically represent value judgments about what such participation involves" (Richards & Rodgers, 2001, p. 148) Moreover, it is very important that every competency is mastered one at a time because this allows the learners identify what they have already learned and what the next steps will look like "Others have pointed out that dividing activities up into sets of competencies is a reductionist approach" (Richards & Rodgers, 2001, p.148). The main target of the learner in Competency-Based Language Teaching is to be able to settle in and remove knowledge from one location to another.

Griffith and Lim (2014) declared that the student role in the aforementioned approach as follows "The role of the student must change. Students will no longer be able to rely only on the teacher and the classroom to be the primary sources of information. Instead, students become apprentices. Their role will be to integrate, produce, and extend knowledge" (Jones et al., 1994). Students take an active part in their own learning and work toward being autonomous learners. They learn to think critically and to adapt and transfer knowledge across a variety of settings. Because expectations and standards are clear and precise, students have

to be committed to continuing to work on each competency, mastering it, and then progressing to another (Richards & Rogers, 2001; Sturgis, 2012, p. 4).

The focus in CBA is given to the learner rather than to teacher. So, the learner plays a central role inside the classroom, where he demonstrates his responsibility in doing most the activities and tasks proposed by the teacher. In CBA, students have a vigorous role; hence, they assess and improve themselves without much consideration to the teacher. Consequently, they train themselves how to treat the problems will be faced in their lives.

In describing the role, the learner in learner-centered methods of teaching and learning, Freeman (1986, p. 131) stated that

> Students are above all communicators. They are actively engaged in negotiating meaning, in trying to make them understood even when their knowledge of the target language is incomplete. Since the teacher's role is less dominant than in a teacher-centered method, learners are seen as more responsible managers of their own learning. (cited in Boucheche, 2010, p. 17).

2.7.Reasons for Adopting a Competency-Based Approach

The CBA was firstly adopted in the Algerian educational system in 2002, and is still applied in EFL classrooms. Its implementation is too obvious because it has given increase to a major transform in the national curriculum guiding principles and amplification of new textbooks. The acceptance of CBA is in order to help students make their learning meaningful, i.e., students would have the ability to link between what they learn and the context of using this knowledge. Since the stress is on the learner's personal and social improvement, the plan of this approach is to make him reinvest his knowledge when performing tasks at school level as well as social and professional level.

That approach looks for workable and feasible learning. For more precision, that approach has been adopted in all levels of education, primary, middle and secondary schools to allow learners attaining an acceptable level of performance which allows them to communicate in a written form whenever it is needed, especially to feed the demands of globalization and job requirements.

The Algerian Educational System implemented CBLT in the response to the demands of globalization. This is confirmed by Chelli (2010) since she considered globalization as a feature of social development that leads to develop education. CBLT is an approach that is based on the practical face. It aims not merely at what students recognize about language but also at what they perform with language 'the outcomes'. It is a learner centered-approach and looks to build up some competencies and skills on the learner at the end of the course. The reasons behind implementing CBLT were the following:

- ✓ To cope with the notion of globalization.
- ✓ The traditional approaches proved to be insufficient and have a number of weaknesses.
- ✓ CBLT is based on communication which is the main goal of learning a language, while the traditional approaches failed in making pupils communicative. (Bekkari & Saadet, 2015, p. 36)

2.8.Project Work

There are many devices used to teaching writing and the other skills under the CBA. In order to apply its principles through teaching; problem-solving technique, group work, and the project work are considered the major tools that are used. Project work is one of the main techniques that is practised inside classrooms for its benefits in improving the writing quality not just quantity.

2.8.1. Definition of Project Work

The project approach, the project work, project oriented approach, the project method, the project based learning and the project teaching are different terms serve for one meaning to refer to project. The project work is a teaching method often used for communicative purposes for it focuses on engaging students in real-world situations. Hence, it is a learner-based method.

According to Richard and Schmidt (2002, p. 428) project work refers to "an activity which centers around the completion of a task, and which usually requires an extended amount of independent work either by an individual student or by a group of students. Much of this work takes place outside the classroom". They (2002) further stated that "…is thought to be an activity which promotes CO-OPERATIVE LEARNING, reflects the principles of STUDENTCENTRED TEACHING, and promotes language learning through using the language for authentic communicative purposes."(p. 428)

Haines identified 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" (cited in Bader, 2007, p. 19).

Similarly, Papandreou defined 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" (cited in Bader, 2007, p. 19)

More specifically, project work in the Algerian educational system, as identified by Chelli (2010, p. 24), is

> a carefully planned long term undertaking…It is a creative way for learners to apply what they have learnt in class. During the realization of a project learners show their capacities when demonstrating that they have mastered the objectives assigned. A project is a divided and

complementary task where students learn how to work in groups, how to cooperate and how to feel that they can do something.

2.8.2. Characteristics of Project Work

Project work has some typical features that distinguish it from other learning devices. In this respect, Stoller (1997) identified the following features:

- Project work focuses on content learning rather than on specific language targets. Real-world subject matter and topics of interest to students can become central to projects.
- Project work is student centered, though the teacher plays a major role in offering support and guidance throughout the process.
- Project work is cooperative rather than competitive. Students can work on their own, in small groups, or as a class to complete a project, sharing resources, ideas, and expertise along the way.
- Project work leads to the authentic integration of skills and processing of information from varied sources, mirroring real-life tasks
- Project work culminates in an end product (e.g., an oral presentation, a poster session, a bulletin board display, a report, or a stage performance) that can be shared with others, giving the project a real purpose. The value of the project, however, lies not just in the final product but in the process of working towards the end point. Thus, project work has both a process and product orientation, and provides students with opportunities to focus on fluency and accuracy at different project-work stages.
- Project work is potentially motivating, stimulating, empowering, and challenging. It usually results in building student confidence, self-esteem, and autonomy as well as improving students' language skills, content learning, and cognitive abilities

2.8.3. The Project Work in the Competency Based Approach

One of the most distinctive features of the CBA is incorporation of project work as part of learning strategy. This approach seeks to make the achievement of objectives visible, i.e., concrete through the realization of projects. In fact, fixing specific learning competencies will remain a far reaching dream if the outcome is not visible and measurable. (Richard and Rodgers, 2001)

Project work makes learning more meaningful. It also makes co-operative learning a concrete reality and opens up entirely new paths for action, interaction and the construction of new knowledge. In short, it is only through carrying out project work that the basic principles of the CBA can be made concrete.

Stoller (1997) argued that the aims behind integrating the project inside the classroom. Therefore, incorporating the project work into the classroom brings the following objectives:

1. To encourage students to use language to learn something new about topics of interest
2. To prepare students to learn subject matter through English
3. To expose students to content from a variety of informational sources to help students improve their academic language and study skills
4. To provide students with contextualized resources for understanding language and content
5. To simulate the rigors of academic courses in a sheltered environment
6. To promote students' self-reliance and engagement with learning

2.8.4. Advantages of Doing Projects

Project work has been studied by many educators, and all agree on its benefits. It helps learners to achieve concrete competencies and become more familiar with the language use.

As Fried-Booth (1986, p.7) said that "by encouraging students to move out of the classroom and into the world, project work helps to bridge the gap between language study and language use." (Mahrová, 2010, p. 16)

Mahrová (2010, p. 16), maintained that "it is, therefore, a valuable means of extending the communicative skills acquired in the classroom." She (2010) also claimed that "the motivation lies in the project itself" because the learner "is offered the opportunity of using the language skills already acquired, in a situation which is new, challenging, and real." (Fried-Booth 1986) (as cited in Mahrová, 2010, p. 16)

Students require the use of all language skills from reading to writing to speaking to listening. They gather information; so, they are obliged to read from different sources, write the adequate and relevant data in order to present them in front of other classmates, some present and some others listen and taking notes. In other words, it is confirmed by Fried-Booth (1986) "in project work the skills are not treated in isolation, but combined" (as cited in Mahrová, 2010, p. 17)

Projects encourage cooperation among students and sharing the ideas and the capacities. Richards and Rodger (2001) defined cooperation as, “Cooperation is working together to accomplish shared goals.” (p. 195)

2.9.The Implementation of CBA in Algerian Middle School

After the domination of Competency-Based Approach in the world, and the success that has been achieved in United State and United Kingdom, the Algerian’s Ministry of Education has adopted this new approach in 2002. Since Algeria has witnessed many approaches after its independence from Grammar Translation Method to Audio-lingual to communicative approach that proved their failure, it resorted to take the CBLT method in order to obtain more effective results.

Benadla (2013) clarified the benefit of the existing system as follows,

> One might dare to conclude that the EFL syllabus during the four years within the educational reform is said to enable the learners to learn English effectively if the teacher knows how to monitor his classroom and present his material attractively to raise his learners' motivation. (p. 160)

English in middle school is concerned with all levels from the first year to the fourth year. In this sense , Benadla(2013) stated ''EFL is compulsory for the four years of middle school, but with a coefficient that is less important than other subjects like mathematics, Arabic, and physics.''(p. 159). Moreover, the four skills are promoted to learn under the CBLT from the first year of schooling as asserted by Comission Nationale des Programmes (2004) "EFL teaching is promoted in CBLT in the sense that the learners should be able to use it to communicate and not to keep their linguistic knowledge passive. Learners are trained, since their first year of the middle school education, to communicate orally as well as in the written form."(as cited in Benadla, 2013, p. 160).

Writing is one of the four skills that is emphasized in the competency-based approach. The latter aims at developing competences that are crucial for the learner of the 21st century. Among these competences, there exist the ability to process written texts and the ability to write texts. Students under CBA are more likely to write compositions either to solve problem or for specific communicative purposes. Considering writing, students are trained to engage in different tasks foremost by the teacher then by themselves "They are, also, exposed to written texts in which they explore different functions and different linguistic forms which they should reproduce later."(Benadla, 2013, p. 160)

2.10. Difficulties in Implementing the CBA

Coming to the implementation of CBA, this brings a mist view about the ways it must be adopted and the results that have been achieved. It is not an easy task to process the aforementioned approach even though its principles and objectives are claimed and determined.

The Ministry of National Education in the national programme of English as a Second Foreign Language in the First Year Middle school teachers' guide (2003) carried the comprehensive meaning of CBA like "a know how to act process which interacts and mobilizes a set of capacities, skills and an amount of knowledge that will be used effectively in various problem- situations or in circumstances that have never occurred before". (Benadla, 2013, p. 159)

The teacher, while doing his/her job, may find many obstacles and difficulties in his/her teaching under CBA. ''Many teachers still do not know how to apply CBLT in concrete situations in spite of seminars, study days and training sessions organized by inspectors to solve this problem.'' (Benadla, 2013, p. 162) This means that Teachers' awareness of the basic principles of CBLT approach and how to implement them is absent. In other words, the teachers' background knowledge about CBLT in neglected, as well as the lack of pupils background knowledge. Students face numerous troubles while constructing their knowledge and progressing through learning processes. Unfortunately, CBA principles seem to be not clear and still vague to teachers. As a result, they do not apply this approach appropriately.

In the case of Algeria, the teacher acts all the roles inside classroom; this revealed the neglection of students' role. However, the fact that students lack motivation to learn foreign language can be explained by being a difficult language to learn because they consider it as an insignificant language to learn in their society, explain the status inside the Algerian

classrooms ‘‘Some, however, might reject it in a set of negative attitudes either for being a foreign language or because of being associated with French’’ (Benadla, 2013, p. 161)

The density of classes which is the reality of Algerian classrooms holds back the teachers and students abilities since each classroom consists of 30 to 40 students. This big number of students in only one class made it overcrowded, and then, the teacher is obliged to work in chaotic state. Therefore, teachers waste their times and efforts to calm down the group.

The teacher plays an important role as being an important member of educational unity. S/he is supposed to put into practice the theoretical part and to make the learning process viable and sustainable. Because, the CBA promotes developing the thinking process of learner, the teacher puts an emphasis on the development of students’ competencies. However, Marcellino (2005) confirmed, “Students may be resistant to this approach in the beginning, especially if they do not see any real need for learning the language.” (as cited in Griffith and Lim, 2014, p. 4).

2.11. The Description of *‘On the Move’* Textbook

The textbook *‘On the Move’* (2014-2015) organized to fit the approach that is implemented in the Algerian educational schools, which is CBA. It designed by Ch. Azouaoui. The illustration was by T. Beghdad, and Graphic editing was for Kaci Quali. It is a revised edition by the national authority for school publications. This book took up from spotlight on English book three while developing features of its own.

In this book, there are six files namely, ‘it’s my treat’, ‘you can do it’, ‘great expectations’, ‘then and now’, ‘dreams, dreams’, ‘fact and fiction’. In each file, there are two phases: language learning, and skills building. The first file is considered as the receptive phase which includes listen and consider (practice and write it up), read and consider (practice and write it out), words and sounds, and take a break, where students discover, analyze and practise

grammar in oral and written texts, and they use the grammar rules in the write it up and the write it out. Further, they acquire new vocabulary related to the topic of the file, practise word formation as well as pronunciation, stress, and intonation. However, the second file, which is the productive phase of the learning/teaching process, consists of research and report, listening and speaking (write it up), reading and writing (write it out), project round-up, where do we stand now? (Includes progress check for all skills), and time for. It is the phase of constructing the four skills of language learning; listening, speaking, reading, and writing. Additional, the achievement of such skills develops social skills that are designed before.

Those social skills look like competencies that help students to prepare themselves to the outside settings. Students engage in research tasks (via the internet, through interviewing, recording and transcribing) in order to be better acquainted with English-speaking countries and become more autonomous and more articulate (as Competency Based Approach aims to achieve). Also, students are expected to acquire a good command of listening, speaking, reading, and writing skills and strategies. When doing the projects at the end of each file, Students with their partners start thinking and follow some stages in order to realize them. After that, they compare their project with the model given by the teacher. And finally, as a group, they compare, discuss, and assess other groups' work. Before finishing the file, students enjoy with their teacher, sing a song, share a joke, or wisdoms.

From the book map table (pp. 10. 15), the primary skills in the second phase (skills building) are listed as follows; listening, speaking, reading, then writing. Students listen to their teacher instructions, peer conversations, and listen carefully to any word or action done related to the course. Through manipulating the speaking skill, the teacher talks about the topic, and ask students to express their ideas, opinions; and views about the same topic, or asking for clarification. While Practice the reading skill; it means reading the instructions written in the book, the dialogues, the paragraphs, or even the articles, letters, or newspapers.

However, the writing skill is considered so important even students always have a model to follow, they write instructions about a relevant topic, transforming a text giving advice into instructions, write an article, transposing information into a graph or vice versa, writing a short biography, or transforming headings into full sentences. Those activities are done according to the nature of the topic in the file.

2.12. Writing Activities in the Textbook

Writing plays an imperative role not only in conveying information, but also in transforming the information that is learned to create new knowledge needed in such a demanding life. Hence, it appears to be a demanding task for EFL learners including the fourth year middle school learners, who still find difficulties in producing an adequate piece of writing in spite of the implementation of the Competency-Based Approach based on the development of competencies among which writing is a crucial one.

The activities included in the textbook are suitable to manipulate the four skills especially writing skill for many times. The part of practice (write it up and write it out) comes after the first and second parts of both language learning and skills building. Starting with language learning phase; after the stage of listening and consider from each file, learners have to do some activities (practice and write it up) to foster what they have learned (pages 20, 45, 69, 94, 121, 145). The next stage is read and consider where learners also do some activities to train (practice and write it out) their knowledge (pages 23, 48, 72, 98, 124, 148). Moving to the next phase which is skills building, after listening and speaking stage from each file, there are activities proposed to do (pages 31, 56, 81, 106, 132, 155). The next stage is reading and writing, where few exercises are introduced (pages 34, 84, 109, 158). So, the teacher presents those activities and the learners are responsible to perform, manipulate, assess, and evaluate.

Conclusion

The principles that characterize the CBA lead to apply it in the Algerian Educational context. It is implemented in the Algerian schools since 2002. CBA focuses on students' competences and what they are able to do outside the classroom. Hence, CBA is an outcome-based approach. For that, the current chapter aimed at discussing CBA through providing its definition, some key terms related to the approach, major features and principles with regard to one of the most distinctive features of the CBA namely the project work.

Chapter Three: Field of Work

Introduction

In the previous two chapters, an attempt was made to shed light on the major difficulties encountered by MS4 students while writing as well as the teaching of the writing under the implementation of CBA. This chapter aims to present the research design of the current study and its procedures. It comprises three sections. The first section considers the research methodology used to carry out the current research, including the research paradigm, the setting, the population, and the research instruments. The second section imparts the findings obtained from MS4 students' written paragraphs, taken from the exam, in addition to teachers and students questionnaires with regard to the discussion of those findings. The third section provides some procedures that can be suggested to overcome the problems that MS4 students face, in addition to the limitations related to the research.

3.1. Research Methodology

The research methodology section aims at presenting the research paradigm, the setting, the participants involved in the study, and the research instruments used for data collection.

3.1.1. Research Paradigm

According to Dorneyi (2007, p. 34), "Quantitative proponents usually emphasize that at its best the quantitative inquiry is systematic, rigorous, focused, and tightly controlled, involving precise measurement and producing reliable and replicable data that is generalizable to other contexts."

Thus, the current research, basically, turns to quantitative research method. Quantitative data is resulted from both students and teachers questionnaires. Additionally, the test has to do with the analysis of students' paragraphs in which the results are numbers presented in tables.

3.1.2. Settings and Participants

The present study was conducted in Laouar Ammar Middle School, which is found in Bouraoui Belhadef City, El-ancer Department, Jijel.

The subjects of the study were eighty four (82) students and ten (10) teachers. For students, there were totally 3 groups for the fourth year in the target middle school. The researchers intended to take 84 students as a sample population of the study. To carry out a test analysis, students' papers of the second term exam, that was taken before is selected in order to gather the necessary information. The researchers dealt with the last part in the exam, which is a "situation of integration", in order to analyze areas of difficulty that are proposed in the literature review. On the other hand, students' questionnaire was distributed for all members of the three classes in the target school where they answered directly providing them with the necessary explanations about unclear questions. The students' questionnaire is actually translated from English into Arabic for better results. However, teachers' questionnaire was distributed in that school and in other seven schools in Jijel.

3.1.3. Research Instruments

This study engaged varied data gathering instruments, including a test as well as two questionnaires. The test is the major instrument, while the questionnaires are a complemental data gathering instrument in that they yield opinions and attitudes towards teaching writing under the CBA.

3.1.3.1. Test

Studying the difficulties that MS4 students may encounter during the writing process could be realized through the use of a test. Thus, the foremost data gathering instrument of this

study is the test. Richard and Schmidt (2002, p.591) generally refers to test as "any procedure for measuring ability, knowledge, or performance."

Accordingly, the test, in the current study, has to do with the analysis of students' paragraphs taken from the second part of the second term examination named "situation of integration". In this exam, students were asked to write a letter. The latter was actually corrected by the teacher. Nevertheless, the teacher mostly provided the mark without giving further correction of students' mistakes. While analyzing the test, the researchers provided two tables consisting of all problems faced by MS4 students in their written paragraphs, and classified them into three categories, consisting of good production, poor production, and no production. Later, the problems were analyzed and identified in relation to the areas of difficulty that have been discussed in the literature review.

3.1.3.2. Questionnaire

In order to obtain enough information relating to students' problems in writing, questionnaires for both teachers and students were designed, with the purpose of determining their points of view about their writing problems and their perceptions of writing under CBA, and the CBA in general.

Questionnaires, as being a popular instrument used by most researchers, are considered more effective, according to Dörnyei (2007), as they are said to save the researchers' time, effort, and financial resources. Besides, questionnaires are said to be versatile, i.e., researchers using this instrument can target a variety of people in different situations about different topics.

3.1.3.3. Students' Questionnaire

The study targets students facing writing problems, and MS4 students represent the target population. Hence, all the research instruments were yielded to them.

Students' questionnaire was distributed to eighty four (84) students of middle school in Jijel on April 24th. It was distributed and collected in the same day. All questionnaires were answered honestly with great efforts made by researchers to yield enough explanation for each single student. The questionnaire was answered anonymously and completely. It was a combination of closed and open-ended questions, and consists of two main sections.

The first section entitled "the writing skill". It contains questions from one to eleven. Those questions seek to identify the writing skill, the students' writing level, the writing process, the writing problems, and the teachers' feedback as well. However, the second section consists of questions from twelve to twenty. This section is entitled "writing under the CBA". It focuses on the students' role and their preference about the writing skill, and the project work as a main technique in CBA, in addition to the textbook and the textbook writing activities.

3.1.3.4. Teachers' Questionnaire

Even though the study is basically related to students' writing problems, teachers were also involved in order to have a clear insight about these problems by providing them a questionnaire to be answered.

This questionnaire was distributed for ten teachers, one from the target school, and other teachers from the other seven schools in Jijel. All teachers preferred to take the questionnaires with them, even though the researchers met them in their free time. Thus, collecting those questionnaires took two weeks. Moreover, some teachers did not answer all the questions mainly the open-ended ones. It contains thirty four questions. But, it is divided into four sections as follows;

Section one includes three questions. Those questions aim to collect general information about the teachers, such as their degrees, their experiences in teaching English at middle school and more specifically in teaching the fourth year middle school level. Section two

comprises questions from four to seventeen. This section is about the subject of writing skill and teacher's feedback. However, Section three is about writing under CBA. It holds sixteen questions that examine the ways teachers follow to teach writing. It also gives the teachers chance to give their opinions and their suggestions about the Competency-Based Approach. Finally, section Four contains one question in which teachers are asked to provide further information and comments about the implementation of CBA to teach writing.

3.1.4. Data Collection Procedures

In the current study, data could be collected through an analysis of the test results and the questionnaires. The researchers selected samples from students and teachers, but they did not manage all data gathering tools at the same time. Therefore, to initiate the study, and in order to carry out the test, the researchers collected the students' written paragraphs of the second term exam and analyzed them. As a second phase, both teachers and students' questionnaire were administered. The researchers distributed the questionnaires to both samples of students and teachers. The researchers carefully and repeatedly explained any vague question for the students in order to help them understand the intended meaning. Hence, the distribution and the collection were completed in one day.

3.2. Findings and Discussion of the Results

3.2.1. Test Analysis

A written test, made for MS4 students, is analyzed to recognize the areas of difficulty that they encounter while composing. The topic was writing a letter as a reply talking about students' souvenirs and their behaviors in the past.

3.2.1. General Analysis and Discussion

In this section, paragraphs taken from the second term exam papers which were written by MS4 students, were analyzed to identify the areas of difficulty they faced while writing. All written paragraphs (84) were analyzed appropriately and sorted out into categories. Table 3.1. offers the different categories of eighty four (84) paragraphs and the number of cases in each category.

Table 3.1.

The Categorization of 84 Students' Paragraphs

Category	All Cases	N	Total Paragraphs in Each Category	%
Good Production	**Students having acceptable paragraphs**	12	47	56
	Students having good paragraphs	35		
Poor Production	**Incomplete paragraphs**	5	29	34
	Out of topic paragraphs	8		
	Composing the question with new sentences	5		
	A combination of sentences from the text and students' own	11		
No Production	**The paper is left blank**	8	8	10
Total		84	84	100

The above table aims at categorizing students' paragraphs in relation to the problems they encountered while writing. As a result, students' paragraphs were classified into three categories, namely, good production, poor production, and no production. The former represents (47) case paragraphs, then, the second category involves (29) paragraphs. And the

last category covers 8 paragraphs. However, as to the category of good production, there are two cases in which students' writing level was classified into acceptable or good paragraphs, and poor production category, on the other hand, contains four cases. The reasons behind those classifications are the following:

- ✓ Students having good paragraphs: those students have the ability to be straight to the point, and discuss the topic as it is required, but, with few sorts of difficulties as well. They wrote enough information and brought more details.
- ✓ Students having acceptable paragraphs: this means that they have made mistakes and encountered difficulties while writing, and they wrote about the question asked with no much more detail (four or five) sentences. However, their paragraphs lost some necessary key words and sometimes turned around the point.
- ✓ Incomplete paragraphs: due to many reasons, mainly lack of vocabulary, students produce little amount of work. They tried to reform the question into ideas in two or three sentences in order to explicate the topic. However, they failed to give details and to clarify the topic. That is why; it is sorted out with the poor production category.
- ✓ Out of topic: students of this category did not write about the subject they are supposed to write about. Eight students whose paragraphs classified out of topic wrote something about their future dreams or introduced themselves. Those students are said to be weak writers.
- ✓ Composing the question with new words: Here, students tended to rewrite the question they are asked to answer in the form of a declarative sentence with other words of their own. Some of them put the question as it is with few words at the end as a sign of their own, and some others added some sentences of their own. As a result, it is poor production since the topic is not really discussed.

- ✓ Combination of sentences from the text and students' own words: instead of composing a paragraph discussing the subject, relying on themselves, students retrieved random sentences from the text rather than actually answering the main question in the form of a paragraph. This category also tends to be poor production because students, while answering the question, used the text.
- ✓ The paper is left blank: students here did not write anything. They left their papers white and without any word.

In the last part of the second term exam papers, which is labeled 'written expression' or the situation of integration, the topic is about writing a letter and the question is: "Your friend sent you a letter talking about what s/he used to do in the past (past reminiscences and souvenirs). As a reply, write a letter to your friend talking about what you used to do".

Consequently, the forty seven (47) paragraphs, that are considered good, involve two main cases: Thirty five (35) students discussed the topic as it is considered. They started with their primary school name, their teachers in each module, with focus on their home behaviors as a sign of souvenir, and what they liked or disliked. However, twelve (12) students have an acceptable level i.e. they discussed the topic appropriately, but, they wrote few sentences where they introduced themselves followed by two sentences or three where they tried to write something about the topic. What has been observed in that category is that those forty seven students showed a logical order of ideas, although; their paragraphs have some problems relating to accuracy, mechanics, spelling, and handwriting difficulties.

Concerning the twenty nine (29) paragraphs, they are considered poor and classified into poor production category. Five (5) students, who have incomplete paragraphs, wrote few sentences (less than four sentences). Some of them wrote complete sentences, but the others just wirte words one following another. Also, eleven (11) students rewrote sentences from the exam text as their own. Furthermore, five (5) students, who have repeated the question, did

not write enough about the topic. They just rewrote the question as a form of a letter. However, eight (8) of them wrote irrelevant ideas. Their paragraphs are classified out of topic. The last category, on the other hand, eight (8) students left their papers blank.

3.2.2.2. Detailed Analysis and Discussion

A classification of the written paragraphs has been made according to the areas of difficulty discussed in the literature review

Table 3.2.

Areas of Difficulty in 76 Paragraphs

Area of difficulty	Number of paragraphs	%
Clarity	37	48.68
Accuracy	74	97.36
Small amount of work	35	40.78
Steps of the writing process	29	38.15
Mechanics	76	100
Spelling	72	94.73
Handwriting	12	15.78

Table 3.2. shows the areas of difficulty that have been discerned in (76) written paragraphs. It seems obvious that most students have problems with mostly all the aforementioned areas. In other words, most students have difficulty in one or more than one area. The area that achieved the high number of paragraphs (76) is mechanics. Following by the accuracy which achieved (74) paragraphs and spelling, because its importance, it is classified alone as one area of difficulty covers (72) paragraphs. However, the clarity area has approximately half of the whole paragraphs, and the small amount of work area has 35out of 76 paragraphs, and it represents a high number in relation to the total number. Moreover, difficulties related to steps of the writing process and handwriting appeared in a somehow few number of paragraphs.

From the results obtained, it can be said that those seventy six students who have written their paragraphs face many obstacles when writing. The area of difficulty covered in all paragraphs is mechanics. All students (76) face mechanical problems. All of them have problems with capitalization, numbers, abbreviations, and punctuation. Concerning accuracy problems, all students, except for two, seem to have problems in writing accurate paragraphs. That is to say, most students have a difficulty in grammar and structure.

Regarding spelling area, mostly all paragraphs encompass this area of difficulty with a high rate of (94.73%). The number of spelling mistakes in each paragraph varies from one paper to another. Consequently, the results confirmed that most students have various problems to while writing with a priority to mechanics, accuracy, and spelling problems.

- **Discussion of the Results**

After analyzing the students' paragraphs, the results reveal that all students encounter serious problems in terms of mechanics. They have problems with providing the appropriate punctuation, capitalization and numbers. However, students' paragraphs that are categorized in the area of clarity represent a number of 37 paragraphs out of 76. It is a big number since the question or the topic to be written about is well explained. The teacher, also, provides detailed points on the question's exam in order to be mentioned in the paragraph. Unfortunately, nearly half of them lack the ability to express direct, clear, and precise sentences about the topic. Moreover, the paragraphs containing mistakes relating to accuracy embrace various errors of structure, grammar, word choice (vocabulary). Accuracy is a demanded area to produce good piece of writing and reach the intended meaning. However, most students have problems in writing structurally correct sentences, using correct English spelling and using capital letters and appropriate punctuation. It has been also revealed that most students did not write enough details about the subject they are asked to write about.

Hence, their papers were sorted to the area of vocabulary. This could be explained by the fact that students have a difficulty in providing the sufficient and appropriate words to accomplish their writing tasks. Following steps of the writing process is also a problem that students face while writing. Little time thinking and planning as well as being reluctant to reviewing the draft resulted in writing short paragraphs with no details and no logical order in relation to content. Other problems students encounter when they wrote their paragraphs are spelling and handwriting. The results show that nearly all of the students misspelled words; they write incorrect words in almost all paragraph sentences. Furthermore, students have illegible handwriting. In fact, illegible handwriting hinders the teacher to evaluate and give written feedback on student's paper; there would be no focus on the items to be corrected, but rather on the attempt to decipher letters.

Some paragraphs concerning the previous areas of difficulty are analyzed and illustrated as follows:

- **Clarity**

Two paragraphs, where students appear to have difficulties with clarity, are presented as examples as follows:

Student 1 (see appendix D) wrote a reply with the exact form of a letter. However, what is written in the content is difficult to be understood. That student uses the pronoun 'he' to express his/her souvenirs in the first two sentences. He turns around the point with no clear idea. Then, s/he uses the pronoun 'I' and tried to discuss the subject. However, other areas of difficulty are shown clearly. There is no accuracy in terms of structure as s/he wrote 'he used to primary school memories' instead 'I used to remember the primary school memories'), and no mechanics (no capitalization; 'he' and no punctuation).

Concerning the second paragraph, represents student 2, produces vague composition, i.e. there is no clarity to the paragraph, and the sentences are not interrelated. She/he puts

uncompleted sentences together, trying to construct a meaningful idea, but she/he does not succeed. The other areas appeared noticeably too; Handwriting appears from the first sight, no mechanics, no accuracy and no structure.

- **Accuracy**

As far as accuracy problem is concerned, two paragraphs are taken to illustrate this considering area.

Accuracy problem, in the paragraph of student 3 (see appendix D), occurs clearly from the first sentence. This student applied the subordinating word ‘when’ instead of using the verb in the past tense and completing the object, s/he used ‘was go going’. This indicates that s/he has a problem with accuracy particularly with grammar. Also, when s/he used the semi-model ‘used to’, s/he did not use the verb after it but the object directly (I used to hombrger), or used the gerund after it (I used to comping), or (I used to bene‘been’), or (I used to my become to play). Besides accuracy, sppeling problems also took place in the current paragraph such as (shool, favuuarite, braing,) instead of (school, favorite, bring). Moreover, the students’ handwriting is not clear and illegible.

Pertaining to student 4 (see appendix D), s/he started the paragraph by using wrong verbs which is (is have) instead of (has) and (I feeling worry and scarry) instead of (I was worried). There is also a mistake in selecting the appropriate vocabulary (I sausaging with my new friend). In this sentence (and he punish they every time) the student should use the object pronoun ‘them’ after the verb instead of using the personal pronoun ‘they’ and put an‘s’ or ‘ed’ for the verb. The sentence (when I go to middle school) normally takes the form of past as follow (when I went to middle school), and (I met some girls) is normally for (I meet some girls). The structure in (called the really friendship) is wrong so, it should be (we were real friends).

- **Small Amount of Work**

Concerning student 5 (see appendix D), there is no effort made by this student to compose even a short paragraph. This little amount of work could be related to the lack of vocabulary. Furthermore, the reason that leads this student to write only two sentences can be explained by the lack of adequate words related to the proposed topic. As it can be seen from her /his paper, the misuse of features of good paragraph such as, spelling, correct sentence structure, capitalization, and proper punctuation was apparent even in only two sentences.

The sixth example is for student 6. This paragraph embodies a small quantity of work. It is short without containing further details. It discusses the task, but with few points. That student talks about his/her teachers in primary school in two sentences and contains fragment. Unfortunately, the concerned paragraph is not only classified under the area of small amount of work, but under other areas such as, spelling (picturs for teachers, and francais for French), mechanics (no capitalization, no punctuation).

- **Steps of the Writing Process**

As far as students 7 and student 8 are concerned (see appendix D), paragraph of student 7 shows evidently the difficulty of little time thinking and planning, also reviewing and editing. The student wrote down the question and answered it directly one following another. When the student starts to write immediately without understanding the type of question, s/he will not find any idea to write, but will repeat what is mentioned in the question, similar to this paragraph (which primary school did you used to go to, and the answer was ‘I used to go to Boutine amar’). The student also has a difficulty in spelling s/he wrote ‘bo’ instead of ‘be’ and ‘ny’ instead of ‘my’. The same paragraph shows that the student has a problem with accuracy in term of structure such as writing ‘I’ of ‘my’. Student 8 also has problem in following the steps of the writing process. There is no logical order in the students’ ideas. S/he started to write about his/her childhood, but s/he used bizarre words and they are totally

irrelevant. S/he seems that s/he did not understand the topic because s/he was confused to write about ‘rewardi’ (as s/he wrote in his/her paragraph) or about herself/himself.

- **Mechanics**

Paragraphs of student 9 and student 10 (see appendix D) are examples of students facing mechanical problems. In the paragraph of students 9, mechanics criterion concerned with the lower level dimensions of writing as spelling, punctuation, capitalization, abbreviations, and numbers were absent to some extent. That student had problems using punctuation, and abbreviation. However, his/her paper did not contain a lot of spelling or capitalization mistakes. Instead of putting a period at the end of the following sentence (when in younger I used to go to school on foot, my school…) s/he used comma. Also, s/he did not use a period at the end of most all sentences.

Paragraph number 10 is another example that provides mechanical problems. That student took the appropriate form of a letter, but, in terms of the content, student 10 wrote irrelevant ideas and sentences. The first sight indicates that s/he did not respect rules of academic writing. In terms of capitalization; s/he never started his/her sentences with a capital letter (he), and did not use punctuation appropriately (instead of putting a period, s/he put a comma as follows ‘he used to eat meat and eat salad, he used to practice sports…).

- **Spelling**

There are two examples that represent the spelling area for its importance and its occurrence in students’ papers. Example 11 is for student 11 (see appendix D)

Spelling is the arrangement of letters to make a meaningful word. In this instance, the spelling mistakes occur from the first sentence of the paragraph. Instead of writing ‘dear’, s/he wrote ‘deare’, ‘etrey’ instead of ‘every’, ‘heure’ for ‘hour’, ‘past’ for ‘pass’, ‘pass’ for ‘past’, ‘butiful’ for ‘beautiful’, ‘wen’ for ‘when’, ‘slip’ for ‘sleep’, and ‘fraythay’ for ‘Friday’. For the area of mechanics, it is clear. There are no capitalizations, and no correct punctuations.

Student 12 (see appendix D) has the following example 12

This paper is somehow hard to be read in terms of handwriting and clarity, but directly, you deduce the wrong words in term of spelling. He/she wrote ‘me’ instead of ‘I’, ‘midde’ for ‘middle’, ‘Binshwihe’ for ‘Benchouyakhe’, ‘beutfeler’ instead for ‘beautiful’, ‘dis’ for ‘this’.

- **Handwriting**

Example 13 is for student 13 (see appendix D)

From the first view to this paragraph, you can indicate the handwriting difficulty. Concerning this difficulty; handwriting is so noticeable in student’s paper. S/he had illegible handwriting. But, there are some other difficulties of spelling mistakes. S/he wrote down ‘ago the doctiotor’ instead of write ‘go to the doctor’, and ‘redio’ instead of ‘radio’.

Example 14 represents student 14

Concerning this area of difficulty, this example brought another view about students who have a difficulty of handwriting. The teacher hardly could read this paper. When there is no good shape English letters, the reader either a teacher or a peer faces a problem in understanding what is written down, and even mistakes become hard to be discovered.

- **Motivation**

This area did not appear on the table, but, in that context, motivation, which is the desire to write about certain topic, can appear in those eighty four papers. However, motivation is hard to be measured since it is psychological in nature. Motivation could be measured using other data instruments to attain valid results. However, motivation affects the quantity and the quality of student’s production. Thus, the examples that are selected to cover the following area are related to the third area which is small amount of work. Hence, student 6 lacked the quality of good writing because there is no logical order in his/her ideas. It is a mixture of random ideas. Additionally, student 15 who did not write anything has no desire to write. This has been confirmed after checking his paper and looking for his question answers. This

absence of the desire affects the quantity of student's writing. Moreover, some other examples above also referred to the difficulty of motivation such as, paragraph number 5, and number 7, when the student directly answered the question in order to complete the task rapidly.

3.2.2. Analysis of Students' Questionnaire Results

SECTION ONE: The Writing Skill

Q1. In your opinion, which language skill is the most difficult to master?

a. Listening

b. Speaking

c. Reading

d. Writing

Table 3.3.

The Most Difficult Skill for Students

Options	Subjects	%
a	13	15.48
b	26	30.95
c	10	11.90
d	35	41.67
Total	84	100

The first question is considered as a vital question since it endeavors at finding out the most difficult skill for students to master. The results show that (41.67%) of students agreed that writing is the most difficult one. However, (26 out of 84) representing (30.95%) considered speaking as a complicated skill. Therefore, scores from this question appear to go in harmony with the literature, saying that writing is mostly regarded as a difficult skill for students.

Q2. Do you prefer learning writing as?

a. Lesson

b. Activity

c. Project work

Table 3.4.

Students' Preference the Way of Learning Writing

Options	Subjects	%
a	36	42.86
b	23	27.38
c	25	29.76
Total	84	100

Here, Q2 aims at finding out the way MS4 students prefer to learn writing. The results reveal that (42.86%) of students prefer to learn writing as a lesson. However, the rest of them prefer to learn it either as an activity (27.83%) or as a project work (29.76%).

Q3. Do you consider writing a motivating skill?

a. Yes

b. No

Table 3.5.

Students' Views about Writing as a Motivated Skill

Options	Subjects	%
a	53	63.10
b	31	36.90
Total	84	100

In this question students were asked if they consider writing as a motivated skill. (63.10%) of students' answers were positive by selecting 'yes'. The rest of the respondents, that represent a percentage of (36.90%), answer negatively by selecting 'no'. That is to say, the majority of students consider writing a motivating skill.

Q4: Which of the following describes your level of writing production in English?

a. High

b. Above average

c. Average

d. Below Average

e. Low

Table 3.6.

Students' Estimation of their Writing Production Levels

Options	Subjects	%
a	00	00
b	7	8.33
c	37	44.05
d	21	25
E	19	22.62
Total	84	100

This question aims at evaluating students' level in writing. The first look at this table reveals that students' level in writing is average. Indeed, the highest percentage of the respondents is (44.04 %) given to the level of average. (22.61%) of them deemed to have low level in the writing skill. Nonetheless, none of those students exhibit a high level.

Q5. After reading the topic of the composition, what do you generally do?

a. Start to write the composition immediately

b. Think for a while on which ideas to include

c. Make an outline to follow it

d. Write down sentences and phrases related to the topic

Table 3.7.

Students' Reaction towards the Composition's Topic

Options	Subjects	%
a	17	20.24
b	55	65.48
c	3	3.57
d	9	10.71
Total	84	100

Here the subjects were asked about the way they react towards the topic of the composition. The results show that the majority of them (65.48%) refer to their reactions as think for a while on which ideas to include. About (20.24%) of students describe their reaction as start to

write the composition immediately. A rate of (10.71%) of respondents who admits their reaction as write down sentences and phrases related to the topic, and (3.57%) has been found out for those who make an outline to follow it.

Q6. Are you aware about the steps of the writing process?

a. Yes

b. No

Table 3.8.

Students' Awareness of the Writing Steps

Options	Subjects	%
a	48	57.14
b	36	42.86
Total	84	100

This table sheds light on the awareness of students about the steps of the writing process. Nearly, more than half representing a rate of (57.14%) present the students that are aware about the steps of the writing process. However, a rate of (42.86%) is for those who do not know those steps.

Q7. How much do you think the following stages of the writing process will help you to produce better compositions (pre-writing/ drafting/ editing)

a. A lot

b. A little

c. Not at all

Table 3.9.

Students' Views about the Importance of Stages of the Writing Process

Options	Subjects	%
a	20	23.81
b	54	64.29
c	10	11.90
Total	84	100

The above question intends to know students' opinions about following the stages of writing process in producing better compositions. The results tend to complete the previous question about the awareness of writing steps. The high rate is (64.29%) reflected the choice of a little with comparison to the other rates (23.81%) for a lot, and (11.90%) for not at all.

Q8. What areas do you generally meet problems in when you write? (You may opt for more than one).

a. Clarity

b. Accuracy

c. Mechanics

d. Spelling

e. Vocabulary

f. Handwriting

Table 3.10.

Students' Writing Problems

Options	Subjects	%
a	3	3.57
b	4	4.77
c	5	5.95
d	7	8.33
e	30	35.72
f	2	2.38
a+d	2	2.38
a+e	3	3.57
b+e	7	8.33
d+e	16	19.05
c+d	3	3.57
b+d+e	2	2.38
Total	84	100

This question aims at finding out the most frequent types of difficulties encountered by MS4 students when writing. The results show that (35.72%) of the respondents got difficulty with vocabulary, i.e. they cannot find the enough and appropriate words. However, (19.05%)

of the respondents thought that vocabulary and spelling are the most difficult areas they face while they write paragraphs. They also found difficulty with accuracy and vocabulary in that they represent a percentage of (8.33%). Moreover, (5%) of MS4 students encountered mechanical problems while writing. The rest of them thought writing a difficult task in terms of clarity (3.57%) and handwriting (2.38%).

Q9. Do you think that you are not doing well in writing because?

a. You do not know equivalent words in English (lack of vocabulary)

b. You spend little or no time thinking and planning before you start to write

c. You are reluctant to reviewing, editing and polishing the first draft

d. You have problems spelling words correctly

e. You feel not motivated to write

Table 3.11.

Reasons of Students' Writing Problems

Options	Subjects	%
a	50	59.53
b	7	8.33
c	5	5.96
d	3	3.57
e	8	9.52
a+c	1	1.19
a+d	5	5.95
a+e	3	3.57
d+e	1	1.19
b+c+e	1	1.19
Total	84	100

This question was directed to students in order to gather information about the reason behind the disability to compose good pieces of writing. The result above is an evidence for the lack of vocabulary or the absence of the equivalent words representing (59.53%), hence, this question give more strength to the results of Q8. (9.52%) of the students are not motivated to writing, and Only 7 of the sample representing (8.33%) provide the answer of

spelling problems in writing. (8.33%) is for spending no time thinking and planning before starting to write. But, the rate of two combination skills (5.95%) reflects that students have problems with vocabulary and spelling. Besides to the last combination of three skills, a rate of (1.19%) is given to the steps of writing and motivation.

Q10. Does your teacher give feedback on your compositions in the classroom?

a. Yes

b. No

Table 3.12.

Teachers' Feedback on Students' Compositions

Options	Subjects	%
a	64	76.19
b	20	23.81
Total	84	100

This question seeks to check whether teachers give feedback for students' compositions in the classroom. The data on the table illustrates that (76.19%) of students claimed that their teachers give them feedback inside classroom. While only 20 of them representing (23.80%) stated that they do not receive feedback inside classroom.

Q11. If yes, what kind of feedback does the teacher opt for?

a. Teacher-Student Conferencing

b. Peer feedback

c. Teacher written feedback

Table 3.13.

Types of Teacher's Feedback

Options	Subjects	%
a	18	28.13
b	12	18.75
c	34	53.12
Total	64	100

The above table seeks to realize types of feedback teachers opt for while correcting their students' compositions. As a result, it is observed from that the number of students agreed that their teachers provide them with feedback by opting for 'yes', mostly all of them claimed that their teacher opts for the teacher written feedback method represented in a percentage of (53.12%).

Q12. When you receive teacher feedback, how do you react?

a. Take it into account and correct

b. Ignore it

Table 3.14.

Students' Reaction towards Teacher's Feedback

Options	Subjects	%
a	50	59.52
b	34	40.48
Total	84	100

Table (3.14) aims at recognizing students' reaction towards teachers' feedback. The results show that more than half students (59.52%) take into account the teacher's feedback of their writing compositions and correct their mistakes. However, the rest of them ignore it (40.48%).

SECTION TWO: Writing Under Competency-Based Approach (CBA)

Q13. How does your teacher act in the classroom? (You may opt for more than one).

a. Controller

b. Facilitator

c. Organizer

d. Prompter

e. Assessor

f. Observer

Table 3.15.

Students' Views about Teacher's Role

Options	Subjects	%
a	13	15.48
b	4	4.76
c	4	4.76
d	3	3.57
e	5	5.96
f	6	7.14
a+b	4	4.76
a+d	7	8.33
b+c	6	7.14
c+e	9	10.72
d+f	10	11.91
a+e+f	7	8.33
b+c+f	6	7.14
Total	84	100

The above table aims at finding out MS4 students' estimation about their teachers' role inside classroom. The findings reveal that (15.48%) of them considered their teacher as a controller this ability ignores students' access to their own experiential learning; hence, they are less active since the whole authority is the teacher. (11.91%) representing 10 out of 84 of students regarded their teacher as prompter and observer this shows that the teacher helps his/her students to be creative and independent, he also observes and listens to them; hence students are more active. However, (10.72%) of the respondents thought their teacher act as organizer and assessor inside classroom. 4 out of the 84 students considered the teacher as a facilitator.

Q14. Does your teacher talk more than you do when doing classroom activities?

a. Yes

b. No

Table 3.16.

Amount of Teacher's Talk

Options	Subjects	%
a	53	63.10
b	31	36.90
Total	84	100

Q14 is an attempt to discern whether the teacher talk more than students do during classroom activities. The results clearly indicate that most students (53 out of 84) making up (63.10%) asserted that their teacher talk more than they do. In other words, the teacher is more active than the students and this unfortunately goes contradictory with the CBA principles.

Q15. Does your teacher set and explain objectives of your writing lessons?

a. Yes

b. No

Table 3.17.

Teacher's Setting Explanation of the Objectives of the Writing Lessons

Options	Subjects	%
a	65	77.38
b	19	22.62
Total	84	100

In table (3.17) above, the students were asked if their teacher set and explain objectives of the writing lessons. The majority of students (77.38%) stated that their teacher set and explain the objectives of the writing lessons.

Q16. Does your teacher usually implement the projects of all the files?

a. Yes

b. No

c. Sometimes

Table 3.18.

The Teachers' Implementation of the projects

Options	Subjects	%
a	19	22.62
b	34	40.48
c	31	36.90
Total	84	100

The aim behind Q16 is to know whether the teacher usually implements projects of all the files. Students' responses to Q16 seem to show that teachers do not implement the projects of all the files as the percentage of the students responding with no is (40.48%). Whereas, (36.90%) of them reported that their teacher is sometimes implementing the projects.

Q17. How do you feel when doing project work?

a. Very Motivated

b. Motivated

c. Little motivated

d. Not motivated

Table 3.19.

Students' Motivation to Do Projects

Options	Subjects	%
a	16	19.04
b	29	34.53
c	18	21.43
d	21	25
Total	84	100

Q17 aims at recognizing the students' feelings while doing projects. However the results show that (29 out of 84) of the students are motivated and (16 out of 84) of them are very motivated to do projects. Nevertheless, 18 of them exhibit that they are little motivated while the rest seem to be not interested at all.

Q18. Do you think that the project work is an effective way to develop your writing skills?

a. Yes

b. No

Table 3.20.

The Effectiveness of the Project Work in the Students' Writing Skill

Options	Subjects	%
a	74	88.10
b	10	11.90
Total	84	100

As far as table (3.20) is concerned, it aims at finding out the students' views about the project work as an effective way to develop their writing skill. The majority of students (88.10%) agreed that the project work is an effective way to develop their writing skills.

Q19. Does your teacher introduce you to the project work when you first start a file?

a. Yes

b. No

Table 3.21.

Implementation of Projects at the Start of all Files

Options	Subjects	%
a	30	35.71
b	54	64.29
Total	84	100

Table (3.21) above seeks to realize whether teachers are implementing projects when they first start a file. The findings demonstrate that (64.29%) of students declared that teachers are not really introducing them to the project work when they first start a file. This result confirms the students' previous responses shown in table (3.18) where the results show that they disagree on the teacher's implementation of the project work.

Q20. Do you find the writing activities of the textbook appropriate to your level?

a. Yes

b. No

Table 3.22.

Students' Views about the Appropriateness of the Activities to their levels

Options	Subjects	%
a	60	71.43
b	24	28.57
Total	84	100

In Q20, students are asked whether they find the writing activities of the textbook appropriate to their levels. (71.43%) of the respondents assume that the writing activities of the textbook are appropriate to their levels. On the other hand, (24) of them making up (28.57%) disagree on the appropriateness of the writing activities to their levels.

Q21. What are the activities of writing you found difficulties doing? (write the page and the activity number)

Table 3.23.

The Most Difficult Activities for Students

	Activity and page	Subjects	%
Research and Report	Activity 4 page102 Activity 3 page 28 Activity 4 page 53 Activity 1 page 77 Activity 5 page 53 Activity 1 page 101 Activity 2 page 52	33	39.29
Reading and Writing	Activity 1 page 107 Activity 1 page 57 Activity 2 page 156 Activity 4 page 38 Activity 4 page 58	21	25
Listening and Speaking	Activity 2 page 56 Activity1 page 79	4	4.77
Read and Consider	Activity 2 page 96 Activity 1 page 146	3	3.57
Listening and Consider	Activity 1 page 93 Activity 2 page 44	5	5.95
All Activities are Easy		9	10.71
Writ about Biography		6	7.14
All activities are difficult		3	3.57
Total		84	100

The question aims at finding out the most difficult activities encountered by MS4 students. Students are asked to write the number of the activity they find difficult. The results reveal that nearly most of them struggle at building the writing skill. (39.29%) of the respondents find it difficult in the research and report activities. These activities call for researching about a certain topic and reporting the information found in the form of a paragraph. Also, (25%) of those students struggle in answering the activities of reading and writing where they are asked to write short paragraphs after reading. For instance, in activity 1 page 107, students are asked to write a short newspaper article following some notes that are already mentioned in this activity. Additionally, (6 out of 84) of the students seem to be reluctant to write about biography. However, (3.57%) of them find all the textbook activities are difficult and not

appropriate to their level. (10.71%) of students on the other hand, thought all activities are easy for them.

- **Discussion of the Results**

The participants in the present study have been studying English as a foreign language for four years. In EFL contexts, things seem harder and the writing skill is seen as the most complex skill. From the data obtained from the students' questionnaire, a large number of responses were quite positive in the sense that these answers are in the direction of our hypothesis. In other words, students' answers strengthened more our assumptions and reveal much more important points. Numerous facts about the writing skill as well as its difficulties have come into view. From the beginning of the analysis, the students who were engaged in this piece of research confirmed that writing is the most difficult skill for students to master. Consequently, their level in writing is average or low. However, the majority of students' reactions after reading the topic were logical since (64.57%) of them do not start writing immediately, but think for a while on which ideas to include. Unfortunately, this result implies that they neglect the other steps of writing and this is proved in Q5.

When the participants asked about the steps of writing process, (57.14%) their answers were positive, i.e., they are aware about them. While the majority of participants know the steps of writing, normally, they should agree on the importance of following such steps to produce better compositions, but this goes contradictory to what the Q6 has proved, which is the negligence of writing steps importance.

From the obtained results, most MS4 students have difficulties that prevented them from being successful in writing and in English in general. Among the six choices that are presented as the most areas of difficulty in the literature review, all the participants have difficulties with certain areas. Vocabulary got the highest rate; that is to say, most of students are unable to find appropriate words that comply with their compositions. It also means that

most pupils' lexicon is still limited to just few English words. Whereas, those who have chosen more than one area, considering spelling, clarity, and vocabulary are the most common areas of difficulty. This expresses why those students are weak and have low level.

According to the obtained results from the Q2, the majority of students (53 out of 84) considering writing as a motivating skill, but Q8 which seeks to know the reasons behind the weaknesses of writing recorded a result of (9.52%) due to the lack of motivation. So, we conclude that students can consider writing as motivating skill, but the way they are studying writing (teaching and textbook) is not appealing. From the same question Q8, the high rate which was given to the lack of vocabulary confirming the results of Q7.

The results also indicate that most teachers give feedback for students' compositions inside classroom by selecting the appropriate kind of feedback which is teacher written feedback. Consequently, students take into account this feedback and try to correct their mistakes.

As far as the second section of students' questionnaire is concerned, some valuable remarks about writing under CBA are proposed. First, most of the participants admit that their teachers talk more than they do, and this does not go with the principles of CBA. From Q14, the majority of the students have stated that their teachers explain the objectives of writing lessons since most students preferred to learn writing as a lesson. Thus, this point also goes with the principle of CBA. The results also indicated that most teachers do not implement the projects in all the files. As a result, students are not motivated to do the projects. The results of Q18 seem illogical because students recognize that projects are effective in improving their writing skill. Also the teacher on the other hand does not introduce his students to the projects. This might mean that teachers have no sufficient time to teach writing through project work or do not know how to do it.

From the results of Q12, we deduce that the teachers play all the roles inside classroom and this negates the CBA. As a conclusion, with this much help from the teacher, students find the activities of the textbook appropriate as it is shown in table (3. 22.)

3.2.3. Analysis of Teachers' Questionnaire Results

SECTION ONE: General Information

Q1. What degree do you hold?

a. BA (License)

b. MA (Master)

c. ENS (Ecole Normale Superieure)

Table 3.24.

Teachers' Academic Degrees

Options	Subjects	%
a	7	70
b	00	00
c	2	20
NA	1	10
Total	10	100

The aim of Q1 is to ensure that all respondents hold a degree to teach English. Indeed, the results of table (3.24) indicate that more than half of the sample (70%) has got a license (BA) degree and (20%) of teachers hold an ENS degree. Nevertheless, one of the teachers provided no answer.

Q2. How long have you been teaching English in middle school?

Table 3.25.

Teachers Years of Expertise in Middle School

Options	Subjects	%
3 years	2	20
4 years	1	10
5 years	1	10
12 years	2	20
13 years	1	10
19 years	1	10
20 years	1	10
24 years	1	10
Total	10	100

This question seeks to identify teachers' years of expertise of middle school. The findings reveal that two (2) teachers have spent only three years in teaching English at middle school. However, the other teachers spent more than three, from 4 years to 24 years.

Q3. How long have you been teaching fourth year students?

Table 3.26.

Teachers' Experience in Teaching MS4 Students

Options	Subjects	%
1 year	2	20
3 years	1	10
5 years	2	20
7 years	1	10
10 years	2	20
11 years	1	10
24 years	1	10
Total	10	10

The question aims at finding out teachers' experience in teaching MS4 students. The results in the above table show that most teachers have been taught MS4 students for 5 years presented in (20%) of them. Similarly, teachers who have taught MS4 students for 1 year and 10 years got the score of (20%).

SECTION TWO: The Writing Skill

Q4. In your opinion, which language skill is the most difficult for students to master?

a. Listening

b. Speaking

c. Reading

d. Writing

Table 3.27.

Teachers' Views about the Most Difficult Skill for Students

Options	Subjects	%
a	1	10
b	2	20
c	0	0
d	7	70
Total	10	100

Q4 is an attempt to identify teachers' views about the most difficult skill for MS4 students to master. From the table results, (70%) of teachers thought that the most difficult task for students to master is writing followed by (20%) of them who believed that speaking is considered as a difficult skill .However, listening scores (10%) and reading receives no rate at all.

Q5. Can you say that the majority of your students are motivated to write?

a. Yes

b. No

Table 3.28.

Teachers' Views about Students' Motivation to Write

Options	Subjects	%
a	2	20
b	8	80
Total	10	100

Here, teachers are asked whether their students are motivated to write. Consequently, half of the respondents (50%) have a positive view about Q5. i.e. they claimed that the majority of

their students are motivated to write. Similarly, the rest of them (50%), claimed that their students are not motivated at all.

Q6. Are your students able to construct their own knowledge in Writing?

a. Yes

b. No

Table 3.29.

Teachers' Views about Their Students' Abilities in Writing

Options	Subjects	%
a	5	50
b	5	50
Total	10	100

This question aims at finding out teachers' views whether their students are able to construct their own knowledge in writing. Results from table (3.29) above demonstrate that half of teachers (50%) think that their students are able to construct their knowledge whereas, the other half assume that they are not.

Q7. Which of the following best describes your students' general level of writing production in English?

a. High

b. Above average

c. Average

d. Below Average

e. Low

Table 3.30.

Teachers' Views about Students' Level of Writing

Options	Subjects	%
a	00	00
b	1	10
c	5	50
d	3	30
e	1	10
Total	10	100

Here, teachers were asked to describe students' level in producing compositions in English ranking them from high, above average, average, below average, and low level. The results present that half (50%) of the sample refer to students' level as average and (30%) of teachers describe them as below average.

Q8. How much do you think following stages of the writing process will help your students produce better compositions (pre-writing/ drafting/ editing)

a. A lot

b. A little

c. Not at all

Table 3.31.

Teachers' Perceptions of Following Stages Importance in the Writing Process

Options	Subjects	%
a	9	90
b	1	10
c	00	00
Total	10	100

This question aims at eliciting information about the importance of following the writing steps for students to produce better compositions. As the table indicates the whole sample (90%) said that following those steps, pre-writing, drafting, editing are extremely helpful for better producing. On the other hand, none of the sample (0%) chose the last choice.

Q9. Are your students aware about the steps of the writing process?

a. Yes

b. No

Table 3.32.

Students' Awareness of the Writing Steps

Options	Subjects	%
a	4	40
b	6	60
Total	10	100

Teachers were asked about students' awareness towards writing steps. More than half representing (60%) declare that their students are not aware about the writing process, however, (40%) of them said that the students are aware about those steps.

Q10. If no, do you usually explain these steps to them?

a. Yes

b. No

Table 3.33.

Teachers' Explanation of the Writing Steps

Options	Subjects	%
a	6	100
b	00	00
Total	6	100

The above table represents all of the respondents who claimed before that their students are not aware about the steps of writing. Here, they claimed that they explain those steps for them with a rate of (100%).

Q11. How often do you ask your students to proceed through all the writing steps?

a. Always

b. Sometimes

c. Never

Table 3.34.

Frequency of Students Proceeding Through the Writing Steps

Options	Subjects	%
a	8	80
b	2	20
c	00	00
Total	10	100

In this question, teachers were requested if they ask to proceed through the writing step. A percentage of (80%) claimed that they always ask their students to proceed through all the writing process. The rest of them representing (20%) claimed that they sometimes ask their students to proceed through those steps.

Q12. What areas do your students generally meet problems in when writing? (You may opt for more than one).

a. Clarity

b. Accuracy

c. Mechanics

d. Spelling

e. Vocabulary

f. Handwriting

Table 3.35.

Teachers' Perceptions of Students' Areas of Difficulty

Options	Subjects	%
a	00	00
b	00	00
c	00	00
d	00	00
e	2	20
d	00	00
b+d+e	3	30
d+e+f	1	10
b+e	2	20
d+e	1	10
c+e	1	10
Total	10	100

Teachers were asked in Q12 about the students areas of difficulty while they write. From the results above, it is obvious that there is more than one area of difficulty. About one area of difficulty, students meet problems in vocabulary with a proportion of (20%). However, about accuracy with vocabulary, it also represents (20%). Whereas, the combination of three areas including accuracy, spelling and vocabulary represents in a rate of (30%).

Q13. What difficulties do you generally find when teaching writing?

Analyzing the results of this question based on different teachers perspectives as follows:

- Two teachers approximately have the same response: pupils are not motivated, and they do not have enough vocabulary. But, one of them adds; they do not understand the topic.
- One teacher said that the major difficult is that my students think in Arabic and write in English.
- One other said we cannot use media, as well as possible, students lack vocabularies.
- A teacher claims: they lack the appropriate vocabularies, they think in Arabic, they rely on translation, they find difficulties in combining correct and meaningful sentences.

- One other teacher acknowledged that generally, all the teachers faced many difficulties while teaching this part. Among these difficulties; misunderstanding the topic, lack of vocabularies, and mechanics of writing.
- Two others state that their pupils lack the vocabulary, have problems with grammar rules, as well as lacking the ability to comprehend different topics.
- One teacher listed different types of difficulties as following; students are not motivated, they lack vocabulary, have spelling problems, book's topics and activities are not appropriate.
- Finally, a teacher provides no answer.

Q14. Do you think that your students are not doing well in writing because?

a. They lack vocabulary abilities (small amount of work)

b. They spend little or no time thinking and planning before they start to write

c. Students are reluctant to reviewing, editing and polishing the first draft

d. Students have spelling problems

e. Students are not motivated to write

f. The activities of the textbook are not appropriate

Total 3.36. *Teachers' Views about Causes behind Students' Writing Difficulties*

Options	Subjects	%
a	3	30
b	00	00
c	00	00
d	00	00
e	00	00
f	00	00
a+b	2	20
a+d	1	10
a+d+e	2	20
a+b+c+d+f	1	10
a+d+e+f	1	10
Total	10	100

The current question aims at finding out teachers' views about causes that hinder students from composing good pieces of writing. The results obtained from table (3.36) show that teachers referred to the lack of vocabulary as the most problem faced by students while writing. Hence, teachers meet students' choices since the result of the students' answers were the same of teachers (see table 3.10).

Q15. Do you correct your students' compositions in the classroom?

a. Yes

b. No

Table 3.37.

The Teachers' Correction of Students' Compositions

Options	Subjects	%
a	9	90
b	1	10
Total	10	100

Here, teachers were asked whether they correct their students compositions inside classroom. Results from Q16 show that (90%) actually correct their students' compositions in the classroom. Nevertheless, only one teacher with a percentage of (10%) does not correct his/her students' compositions in the classroom.

Q16. If yes, which method do you implement to correct your students' compositions?

a. Teacher-Student Conferencing

b. Peer feedback

c. Teacher written feedback

Table 3.38.

The Teachers' Method of Correcting Students' Compositions

Options	Subjects
a	6
b	1
c	2
Total	9

Most teachers who answered with 'yes' prefer in Q16 to implement the teacher-student conferencing as a method to correct their students' composition as it is shown in the above table with a rate of (60%). However, only 2 teachers use the teacher written feedback. Only 1 teacher uses peer feedback method to correct students' composition.

Q17. What is your students' reaction to your feedback?

a. Take it into account and correct

b. Ignore it

Table 3.39.

Teachers' Views about Students' Reaction towards Feedback

Options	Subjects	%
a	8	80
b	2	20
Total	10	100

In this question teachers were asked if their students take care about the received feedback or they ignore it. The results at hand describe that the majority of the sample (80%) said that their students take the feedback into account and correct. However, only two teachers representing (20%) said that their students ignore it.

SECTION THREE: Writing Under CBA

Q18. Do you think you are appropriately implementing the Competency-Based Approach?

a. Yes

b. No

Table 3.40.

Teachers' Appropriateness of Implementation of CBA

Options	Subjects	%
a	6	60
b	4	40
Total	10	100

Since the current approach that is applied in the Algerian education system is CBA, Q19 seeks to find out whether teachers of MS4 are implementing its principles appropriately. The scores exhibit that the most of the respondents (6 out of 10) respond by saying that they are implement it appropriately.

Q19. What kind of teacher do you consider yourself when you teach writing under CBA? (You may opt for more than one).

a. Controller

b. Facilitator

c. Organizer

d. Prompter

e. Assessor

f. Observer

Table 3.41.

The Teachers' Role

Options	Subjects	%
a	1	00
b	2	20
c	00	00
d	00	00
e	00	00
f	00	00
a+b+c	2	10
a+b+f	1	10
b+c+f	1	10
a+b	1	10
a+c	1	10
a+e	1	10
Total	10	100

The present question aims at finding out the teachers' role when teaching writing. The results show that most teachers consider themselves as facilitators in the classroom represented by (20%). However, others responded differently. Each one of them replied with more than one option. Tow teachers answered that they play the role of controller, facilitator and organizer. Another teacher considered himself/herself as a controller, facilitator and observer. Nevertheless, nearly all teachers shared one option and consider themselves as controllers when teaching writing under CBA.

Q20. Do you think that the implementation of CBA can bring improvement to students' writing skills?

a. Yes

b. No

Table 3.42.

Teachers' Opinion about the CBA Implementation to Develop Writing

Options	Subjects	%
a	7	70
b	3	30
Total	10	100

Q20 seeks to know teachers' perceptions of whether the implementation of CBA can develop students' writing skill. Since most of the teachers implement CBA appropriately as it is revealed before (see table 3.40.), the majority of them (70%) agreed that its implementation really brings improvement to students' writing skills. Only (30%) of them responded differently.

Q21. If no, it is because the CBA

a. Is not an adequate approach

b. It is not applied appropriately by middle school teachers

c. Middle school teachers are not well informed about CBA

d. They are just using new course books but not really applying CBA

e. It is difficult to put it into practice

Table 3.43.

Alternative Causes for not Implementing CBA by Teachers

Options	Subjects	%
a	1	10
b	00	00
c	2	20
d	1	10
e	00	00
a+b+c	2	20
c+d	1	10
b+c	1	10
a+e	1	10
Total	9	100

For those teachers who responded differently justify their answers. (20%) said that middle school teachers are not well informed about CBA. Others (20%) replied by opting more than one answer saying that CBA is not an adequate approach, it is not applied appropriately by middle school teachers, and middle school teachers are not well informed about CBA as well.

However 1 teacher out of 10 declared that CBA is a difficult approach to put into practice. Another one believed that they are just using new course books but not really applying CBA.

Q22. Which of the following approaches do you think effective and in teaching writing in middle schools?

a. The controlled-to-free approach

b. The free writing approach

c. The product approach

d. The process approach

e. The genre approach

Table 3.44.

Teachers' Views about the Effective Approach to Teach Writing

Options	Subjects	%
a	0	00
b	4	40
c	3	30
d	1	10
e	2	20
Total	10	100

The above table aims at finding out teachers' views about the effective approach to teach writing. However, the results show that most of teachers of a rate of (40%) assume that the free approach is the most effective one. (30%) of them prefer to adopt the product approach. Two teachers opt for genre approach. However, only one teacher prefer the process approach as an effective approach.

Q23. Do you set and explain your objectives of your writing lessons?

a. Yes

b. No

Table 3.45.

Teachers' Setting of the Objectives of the Writing Lessons

Options	Subjects	%
a	9	90
b	1	10
Total	10	100

The question above aims at finding out whether teachers set and explain the objectives of the writing lessons. According to the results shown above in table (3.45) almost all teachers (90%) set and explain their objectives of the writing lessons.

Q24. Are you teaching writing as?

a. Lesson

b. Activity

c. Project work

Table 3.46.

The Way of Teaching Writing

Options	Subjects	%
a	7	70
b	1	10
c	2	20
Total	10	100

Q25 was an attempt to discern the way teachers prefer to teach writing. (70%) of the respondents prefer to teach writing as a lesson, project work was the choice of two teachers and only one teacher prefers to teach writing as an activity.

26. Do you usually implement the projects of all the files?

a. Yes

b. No

c. Sometimes

Table 3.47.

The Teachers' Implementation of Project Works

Options	Subjects	%
a	1	10
b	3	30
c	6	60
Total	10	100

The aim of this question is to distinguish the teachers' implementation of the project work of all the files. As the results shown in table (3.48) revealed that only 20% of teachers prefer to teach writing as project work only 1 (out of 10) teacher implements projects of all files. However, (60%) of them responded that they sometimes apply the projects and the rest of them do not implement them at all. These results go contradictory with the teachers' answers of Q19 where (60%) of them claimed that they are implementing CBA appropriately.

27. Do you ask your students to work in groups?

a. Yes

b. No

Table 3.48.

The Students' Engagement in Group Work

Options	Subjects	%
a	9	90
b	1	10
Total	10	100

Here, teachers were asked whether they ask their students to work in groups. The results show that most of the participants ask their students to work in groups with a highest proportion of (90%). Conversely, only (10%) do not practice this technique**.**

28. Do you think that the project work is an effective way to develop students' writing?

a. Yes

b. No

Table 3.49.

Teachers' Perceptions of the Effectiveness of Project Work in developing Writing

Options	Subjects	%
a	8	80
b	2	20
Total	10	100

Here, the question aims at assigning the teachers' perceptions to the effectiveness of project work on students' writing. Most of them (80%) assumed that project work indeed affect positively on students' writing and considered it as an effective way to improve the writing skill.

29. How do you find students when doing project work?

a. Very Motivated

b. Motivated

c. Little motivated

d. Not motivated

Table 3.50.

Teachers' Perceptions of Students' Reaction to Project Work

Options	Subjects	%
a	2	20
b	4	40
c	4	40
d	00	00
Total	10	100

The above question aims at distinguishing the students' reaction when doing project work. It has been found that (40%) of students are motivated, (20%) are very motivated, however, (40%) show less concern to do projects as they are little motivated.

30. Do you think the way you teach writing goes with the CBA principles?

a. Yes

b. No

Table 3.51.

The Appropriateness of Teaching Writing to CBA Principles

Options	Subjects	%
a	5	50
b	4	40
NA	1	10
Total	10	100

Teachers were asked whether the way they teach writing goes with the CBA principles. Half of the teachers (50%) thought the way they teach writing do not go with the CBA principles, however one teacher provide no answer concerning this question. The rest of teachers comprising of 40 thought they teach writing in accordance to the CBA principles.

31. Are you facing problems in implementing CBA?

a. Yes

b. No

Table 3.52.

Teachers' Problems in Implementing CBA

Options	Subjects	%
a	5	50
b	5	50
Total	10	100

CBA is a new approach, hence many teachers struggle while implement it especially for those who are expert teachers. Hence, this question aims to reveal whether teachers find it difficult to implement CBA appropriately. However, the result of Q31 show that 50 of teachers do not face any problem while implementing CBA but the other 50 provide contradictory answer.

If yes, Specify

Those who replied with yes justified their answers by the following explanations:

- One teacher explained reasons behind facing problems in implementing CBA is due to the lack of time, no motivation, no students' stability, and leisure activities.
- Three teachers out of five shared one answer by saying that implementing CBA in middle school is not very effective since teachers are teaching a foreign language with beginners. They all asserted that CBA is not suitable for beginners.
- However, one teacher assumed that pupils have weaknesses in learning a foreign language

32. Do you think that the textbook goes together with the principles of the CBA?

a. Yes

b. No

Table 3.53.

The Teachers' Views about the Appropriateness of the Textbook to CBA principles

Options	Subjects	%
a	1	10
b	9	90
Total	10	100

The above question aims at knowing whether teachers find the textbook appropriate to CBA principles. Nearly all teachers argue that the textbook does not go together with CBA principles as the results were (90%) saying yes and (10%) disagree by answering with no.

33. Do you find the writing activities of the textbook appropriate to your students' level?

a. Yes

b. No

Table 3.54.

Teachers' Views of the Appropriateness of the Textbook Activities to Students' Level

Options	Subjects	%
a	4	40
b	6	60
Total	10	100

The above question aims at finding out whether the textbook activities are appropriate to students' level. The results show that most (60%) of teachers claimed that they are not really appropriate. However, (40%) maintained the contrary.

34. Do you think the seminars you periodically attend help you better teach writing under the CBA?

a. Yes

b. No

Table 3.55.

Teachers' Views about the Importance of Seminars in Improving the Way to Teach Writing

Options	Subjects	%
a	5	50
b	3	30
NA	2	20
Total	10	100

Here, the teachers were asked whether the seminars are effective in developing teaching writing under the CBA. (50%) of them agreed with the seminars effectiveness and 30% think that they are not effective. However, two teachers did not provide any answer.

SECTION FOUR: Further Suggestions

35. What can you generally say about the implementation of the CBA to teach writing?

Most teachers (7 out of 10) hold various opinions about the implementation of CBA to teach writing. Three of them did not mark anything. It is indicated from the answers that all of them agree on the inappropriateness of CBA in middle school, especially for teaching writing because it is too difficult to implement.

The first teacher declares: "CBA is not suitable for low learners and most of them do not work and they want everything ready without effort in addition to the lack of materials, limited time, and long programs." However, the second teacher has another opinion, he/she

asserts, “the teaching of writing is a difficult task especially in countryside where pupils do not master and use English very often.” The third teacher explains the reason of difficulty of the implementation of CBA as follows, “It is hard to implement it inside the class to teach writing or other lessons. The reason is that here in Algeria the teacher plays all the roles and the pupils are too lazy and not motivated to improve their writing…etc, or other skills.” The fourth one argues in a different way saying, “I think it is not suitable because it cannot serve the student as it is (writing) relies on gathering information.”

The fifth teacher moves away from the CBA difficulties and says “Books’ topics are not sufficient. Teachers need to have a variety of materials especially the audio-visual for a best implementation.”The sixth one writes a sentence without explanation “It is not easy to apply CBA to teach writing lesson.” On the other hand, the seventh teacher maintains “As I said before, implementing CBA for a foreign language is so hard. Especially, with a group of none motivated learners and beginners. Besides, they depend on teachers in any skill: writing, reading…”

- **Discussion of the Results**

After analyzing the answers of the teachers’ questionnaire, it can be discerned that the writing skill for MS4 students is a demanding task with as was claimed by both teachers as well as students.

This analysis brings to light that most of the MS4 students who actually have average levels, in accordance to their teachers’ views, encounter various problems in terms of different aspects including the lack of vocabulary, spelling and motivation problems, accuracy problems and reluctance to follow steps of the writing process.

Both teachers and students agree that the most common problem that students themselves face while writing is the lack of vocabulary, which triggers them to produce small amount of

work. Besides vocabulary problems, teachers claim that spelling seems to be another problem that may hinder students from producing good pieces of writing. The results also were the same in the results of Q8. Consequently, these results go in harmony with the review of the literature where the researchers asserted the existence of these difficulties.

However, the findings show that teachers provide students with feedback on their written compositions in two different ways, including teacher-students conferencing as well as teacher written feedback approaches. Hence, they appear to be effective since students, according to the teachers' views, take into account the teachers' feedback and correct their mistakes. Thus, this will be beneficial for the students' writing quality.

Relating to all the results interpreted before, certain conclusions can be drawn. There are number of problems mostly encountered by MS4 students which are, small amount of work, spelling, reluctance of proceeding through the writing steps, mechanics, accuracy, motivation, and handwriting. All these problems are asserted to be encountered by students owing to the results obtained from students' questionnaire, teachers' questionnaires, and the test analysis as well. The results of questionnaires show that the lack of vocabulary is chiefly the most common problem. Students have problems in composing short paragraphs due to the lack of vocabulary. Hence, they tend to produce a little amount of work or even they leave their papers blank. Another problem to be classified the second is spelling as the major aspect of mechanics. Students who wrote paragraphs have problem in spelling word correctly. Although they write clear, ideas they tend to misspell words. This was confirmed from the results of the test. In addition to the mechanics' problems which occurred in all students' papers. The other areas of difficulty are found in all paragraphs, but with different rates.

Conclusion

This chapter is an overview of the writing difficulties with relation to CBA. It endeavored to identify students' difficulties and to recognize the teachers' perceptions towards them. Thus, two methodological tools were used namely test analysis and a questionnaire, for both students and teachers, in the sake of gathering as much data as possible. However, the data obtained from both test and questionnaires endorsed and confirmed the research hypothesis. Consequently, it has been found that MS4 students encounter various problems while writing and that CBA is not appropriately applied by most of teachers. That is to say, the disability to apply the principles of CBA in teaching writing increases the occurrence of difficulties in that skill. As a result, it is concluded that the majority of students as well as teachers do not have a clear idea about this new approach, its principles, and how to apply them.

Pedagogical Recommendations

From the results obtained, it is clear that most students have difficulties in various areas when writing under the CBA in the Algerian middle schools. Therefore, and owing to these results, the research work arrived at some significant recommendations that will result in useful insights for helping both students and teachers in practising writing.

- Minimizing the difficulties of MS4 students can only be achieved through adequate exposure to the written language by appropriate practice.
- Students are able to prepare best their compositions at home in order to express their ideas easily and correctly. It is considered as a training where their own knowledge is reinforced and strengthened.
- Students should train themselves with their teachers to follow the steps of the writing process in order to construct enough production in terms of quantity and quality.
- All students must take into account their teachers' feedback, especially the written one, in order to improve their writing style.
- Teachers are able to help their students to master words and their spellings. First, they can read words, and then, ask them to repeat and spell those problem words.
- Students have to write frequently at home with the purpose of promoting their handwriting, extend their ideas, and become familiar with the English words.
- Students should be aware that this foreign language is too important for their studies and their life as well.
- Teachers should give a great importance to the writing skill because of its complexity. They should be able to diagnose their students' areas of difficulty, and should care about all the aspects of the writing process.

- The time devoted for teaching the writing skill inside classrooms is not enough. Moreover, teaching English in middle school level takes only three hours per week. So, teaching English in general and writing as a main skill of English should take much more time. That is to say, language teachers ought to devote more time to writing composition.
- Teachers should be patient and tolerant with their students' errors. It is preferable to use those errors to plan ahead about what students need to work on next. Furthermore, they should give them time and opportunities to correct themselves and be autonomous.
- Teachers should encourage and support students to produce pieces of writing in any time by motivating them and developing their self-confidence to overcome the fear of writing.
- Unfortunately, teaching writing is often transferred to the end of the teaching lesson and used mainly for homework. As a result, this hinders students' motivation. However, teachers should be aware about the useful motivating strategies to teach the writing skill.
- Certain levels have adequate techniques and formats used by the teacher to teach writing. For example, letter writing is suitable for middle students. It enables them to practise their knowledge in different situations. The teacher inside the academic setting must deal with different techniques according to the activity proposed in order to achieve good results. Since, many techniques are effective in improving writing competence not just one.
- Teachers should encourage reading books in English in order to improve their performance in writing.

- Teachers should adopt the appropriate approach to teaching writing because following the adequate steps is too important at that level.
- The Ministry of Education should review English teaching syllabi in terms of quantity and quality and provide the schools with the necessary materials to expose learners to real English. Moreover, it is better for the Ministry of Education to involve EFL teachers in decision making simply because they are the ones who are in direct contact with the students and they are supposed to know more about students' needs as well as their difficulties.
- Teachers need to attend training programs and seminars to better understand the CBA principles and implement them successfully. They additionally need to devote enough time to explain the importance of writing either a paragraph, e-mail, or a letter.
- Project work is one of the vital principles of implementing the CBA. It helps both teachers to assess students' works working in groups and helps the students to increase self-assessment and widen opportunities to practise the language in their everyday life.
- The syllabus is too long and detailed. For that, it sometimes appears beyond the level of the students' abilities. Here, teachers must be creative enough in selecting the appropriate activities from the book but also to adapt the content of the writing activities to better relate to their level.
- Having large classes in Algerian middle schools is a major problem which makes teachers unable to apply the CBA appropriately. Still, group work is a main element that should be practised in studying under the CBA. But it is impossible to apply it since it gives the chance to increase noise. Hence, the teacher should focus on collaborative learning and giving students equal opportunities for practice.

Limitations of the Study

As any other research, the present study faced a number of limitations. Firstly, as far as both the teachers and students questionnaires are concerned, some questions needed some modifications. Unfortunately, because of time constraints, the researchers did not carry out a pilot study. As a result, both questionnaires were not piloted.

Secondly, since test analysis technique requires a deeper examination of MS4 students' paragraphs, it was extremely hard for the researchers to take them from the school administration in order to make photocopies of all paragraphs and scan a sample of them.

While the researchers were only required to analyze the students' paragraphs corrected by the teacher, they find themselves correcting mostly all of them since the teacher did not provide the written correction of the students' mistakes as she yielded solely the marks. Hence, the process of analyzing students' paragraphs in the purpose of carrying out a test analysis was time consuming. Additionally, teachers' questionnaires were submitted in eight schools in Jijel. In order for the teachers to fill in the questionnaires, they take the questionnaire with them. Hence, the process of collecting them was time consuming.

Furthermore, some areas of difficulty that are mentioned in literature review are found to be difficult to analyze through the used instruments, the questionnaire and the test.

General Conclusion

The current study is an attempt to investigate the writing difficulties that are encountered in the Algerian school with special reference to fourth year middle school students (MS4). Teaching the writing skill under CBA brings about some areas of difficulty that lead to minimize students' levels. This was confirmed from both teachers and students' point of view. Furthermore, the advent of the CBA as a teaching methodology that calls for competent learners, put forward the question of the status of fourth year students 'levels in writing under the aforementioned approach.

Accordingly, the study includes three chapters. The first two chapters represent the theoretical part which is devoted for the review of the literature. Foremost, the first chapter dealt with teaching the writing skill and its areas of difficulty. However, the second chapter discussed the implemented approach in the Algerian schools. Nevertheless, the third chapter was devoted for the practical part; it is based on the administration of two questionnaires and a test analysis as a major tool in conducting this piece of research.

Through the present study, it is hypothesized that if the writing skill is taught appropriately according to the principles of CBA, students would find less problems in writing.

In the light of the findings of the study, it is concluded that data went in harmony with the assumptions found in the literature review and in the direction of the research hypothesis. That is to say, according to what was found in the third chapter, most teachers and students confirm that MS4 students struggle to write a good piece of writing as they claim that writing is the most difficult skill for them to master. Teachers 'claim confirm that the implementation of CBA is not appropriate especially for that level. Thus, Middle school teachers are not satisfied with the application and the practice of this approach.

The results also show that the students' writing difficulties were due to various reasons including lack of vocabulary, and problems of spelling, clarity, accuracy, steps of the writing process, motivation, and handwriting.

The study also revealed a high reluctance of the implementation of CBA particularly while teaching writing. Most teachers sincerely claim that they are not teaching writing in accordance to CBA principles, referring to the reason that it is an inadequate approach or it is too hard to be applied to teach beginners.

On the basis of the results found in this study, which truly confirm that MS4 students in fact face serious problems relating to writing skill, a number of suggestions and recommendations were provided as an attempt to overcome those difficulties for both students and teachers.

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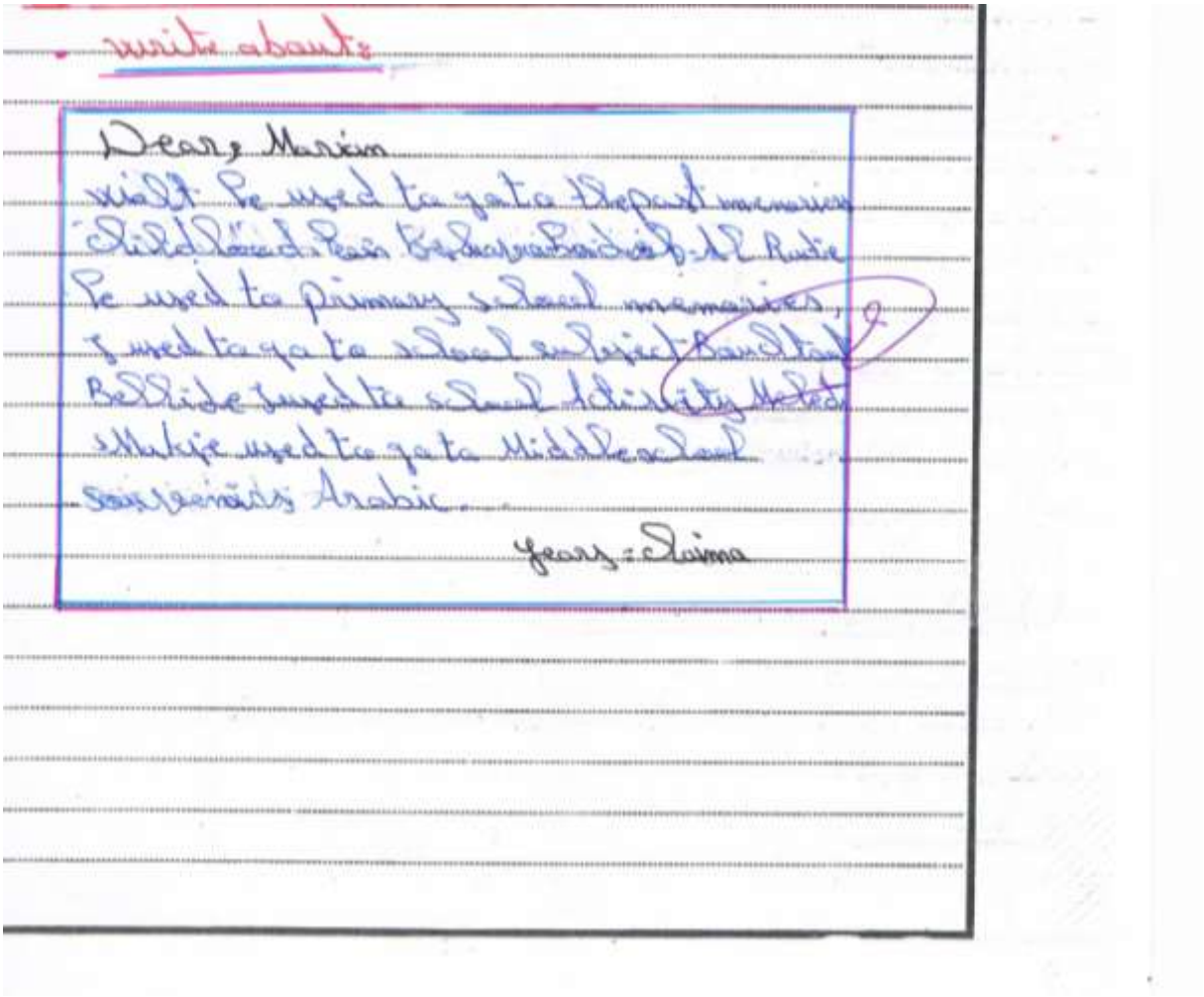
APPENDIX D

Student 1



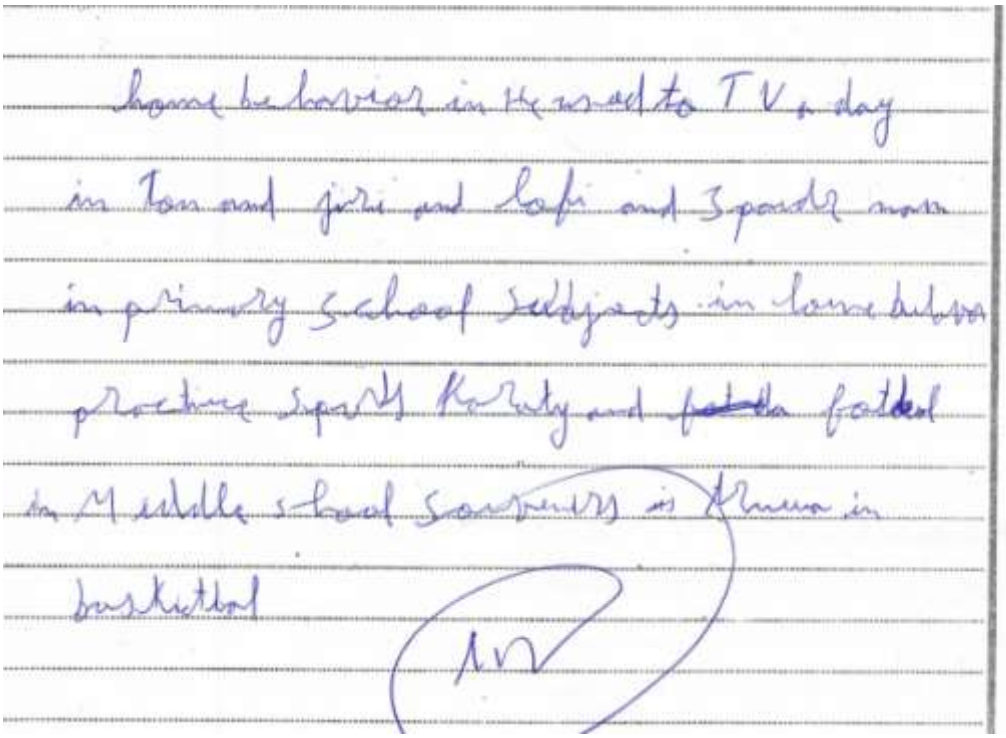
- write about:

Dear, Marian

Wiolt le used to go to the past memories
Childhood Lean Behavioral of Al Radie
le used to primary school memories,
I used to go to school subject Bouchtaal
Bellide I used to school Activity Meted
Makje used to go to Middle school
Sourvenirs Arabic.

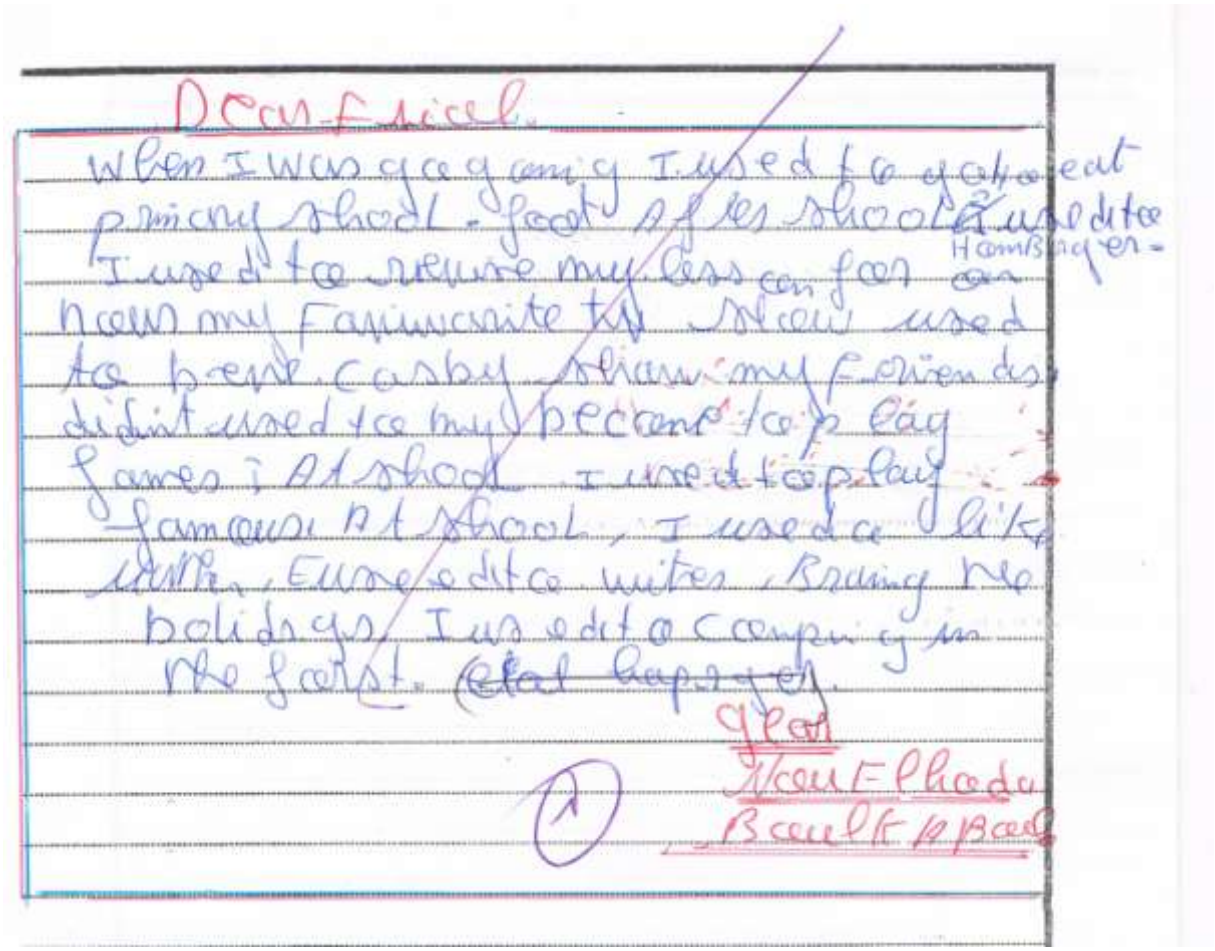
Years: Claima

Student 2



home behavior in He used to TV a day
in Tom and jiri and lofi and Spaidr man
in primary school subjects in home behavior
practice sports Karaty and ~~fotda~~ fotbal
in Middle school souvenirs is Arnua in
basketbal

Student 3



Dear Friel.
When I was gogoing I used to go to eat
primary shool - foot after shool I used to
I used to reuse my lesson for Hamburger.
now my Fanwarite tv show used
to bene cosby show my friends
didint used to my become to play
fames ; At shool I used to play
famous At shool, I used a like
water, Euse edito witer, Bruing the
bolidrgs, I used to comping in
the forst. ~~Etal hapryer~~.
Glar
Nou Elhoda
Boulk A Boul

Student 4

Situation of integration :

Darling : Lina

My past is have a many memories and souvenirs like the first time to me in primary school, I feeling worry and scarry, but with the time I sausaging with my new friend. and My teatcher is very sage and great Kit Terra Zayed and he punish they every time. but it is more cool and Corgues, and My teatcher of french is more beautiful and great woman. her name is terra Sihem, when I go to middle school I didn't know anyone is study there, but with time I meet some girls and we are now a friends, but when I gets my holidy's, I miss them because we pass a beautiful and wonderful times. and I love my girlfriends so much. that's called the really friendship

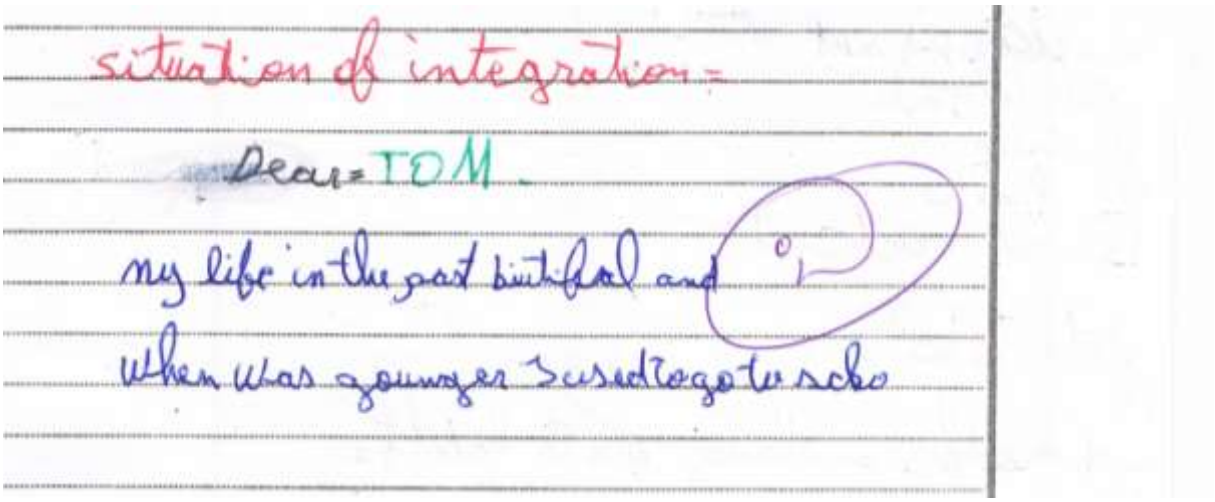
and I have a many memoires and souvenirs. I pass it in my life and I never forget these memoires.

Yours

Abir

5

Student 5



situation of integration =

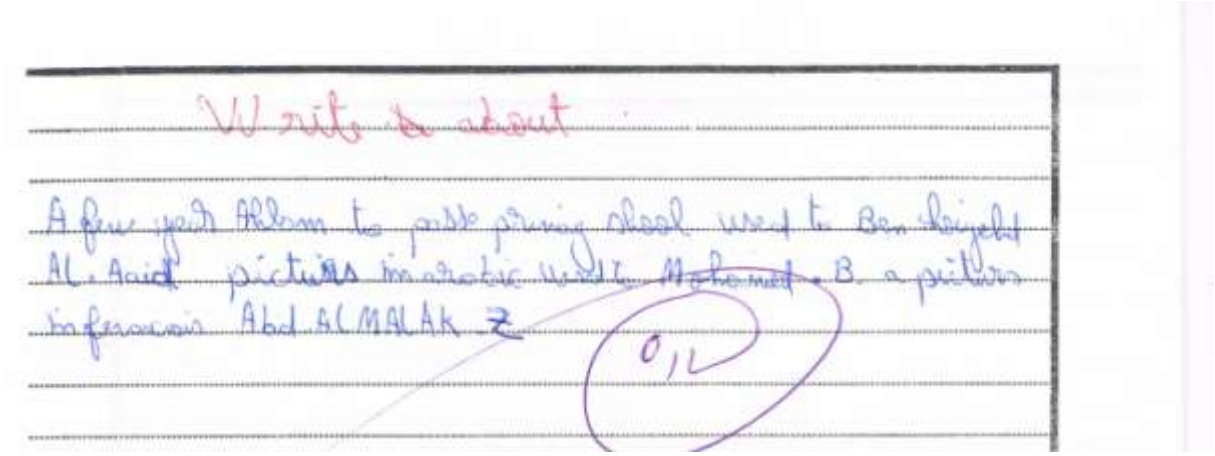
Dear = TOM.

my life in the past beautiful and

when was younger I used to go to scho

0,1

Student 6

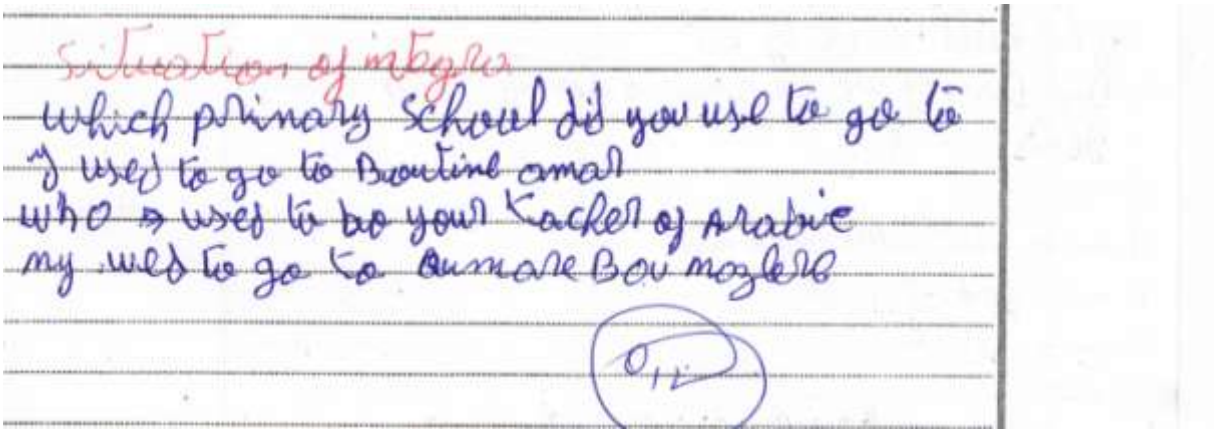


Write about

A few year Ahlam to pass primary school used to Ben Sheizeht AL. Aaid pictures in arabic used to Mohamed. B. a pictures in francais Abd ALMALAK Z

0,1

Student 7



Situation of integra

which primary school did you use to go to

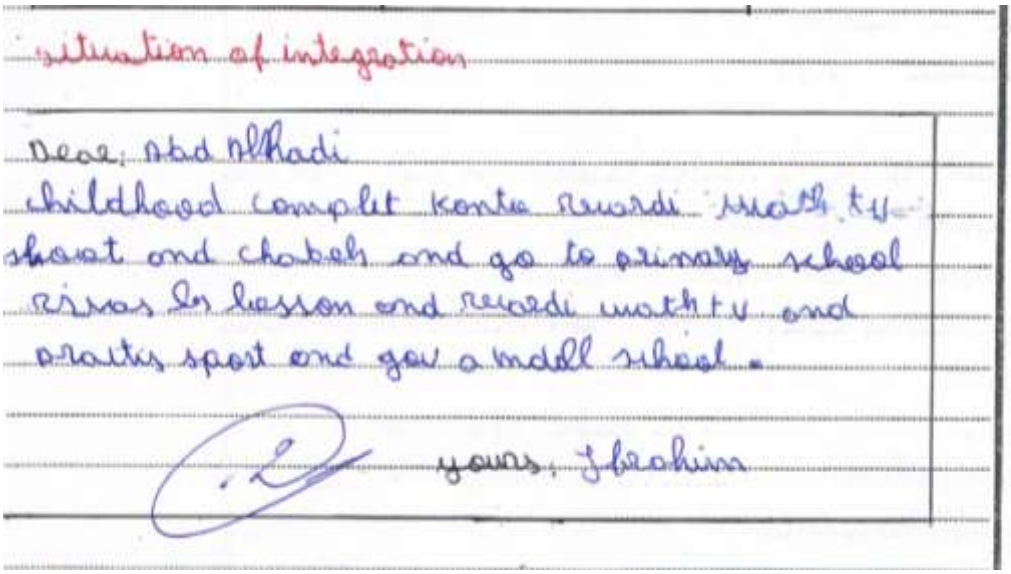
I used to go to Boutine amar

who ⇒ used to bo your Tacher of Arabic

my wed to go to Aumare Bou mazlere

0,1

Student 8

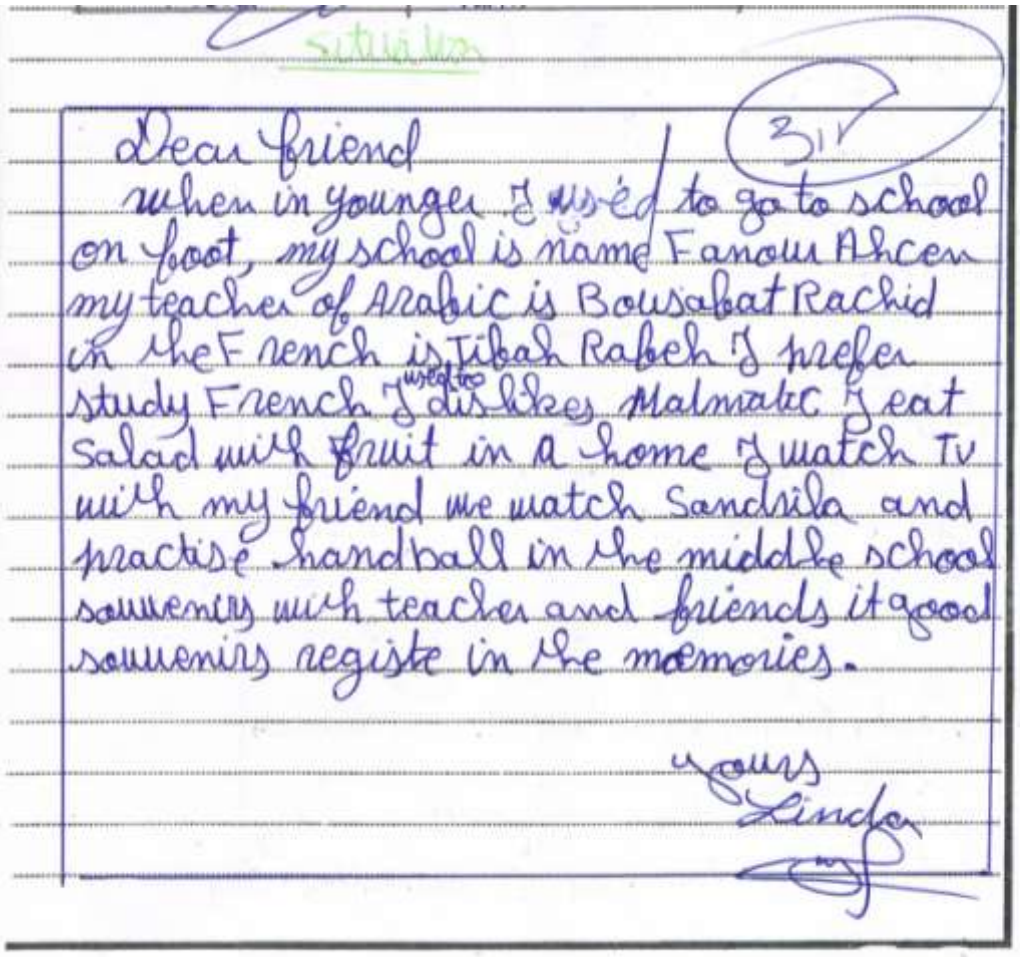


situation of integration

Dear: Abd Alhadi
childhood complet konta rwardi wath tv
shoot and chabeh and go to primary school
rivas lo lesson and rwardi wath tv and
practis sport and gov a middl school.

yours, Ibrahim

Student 9

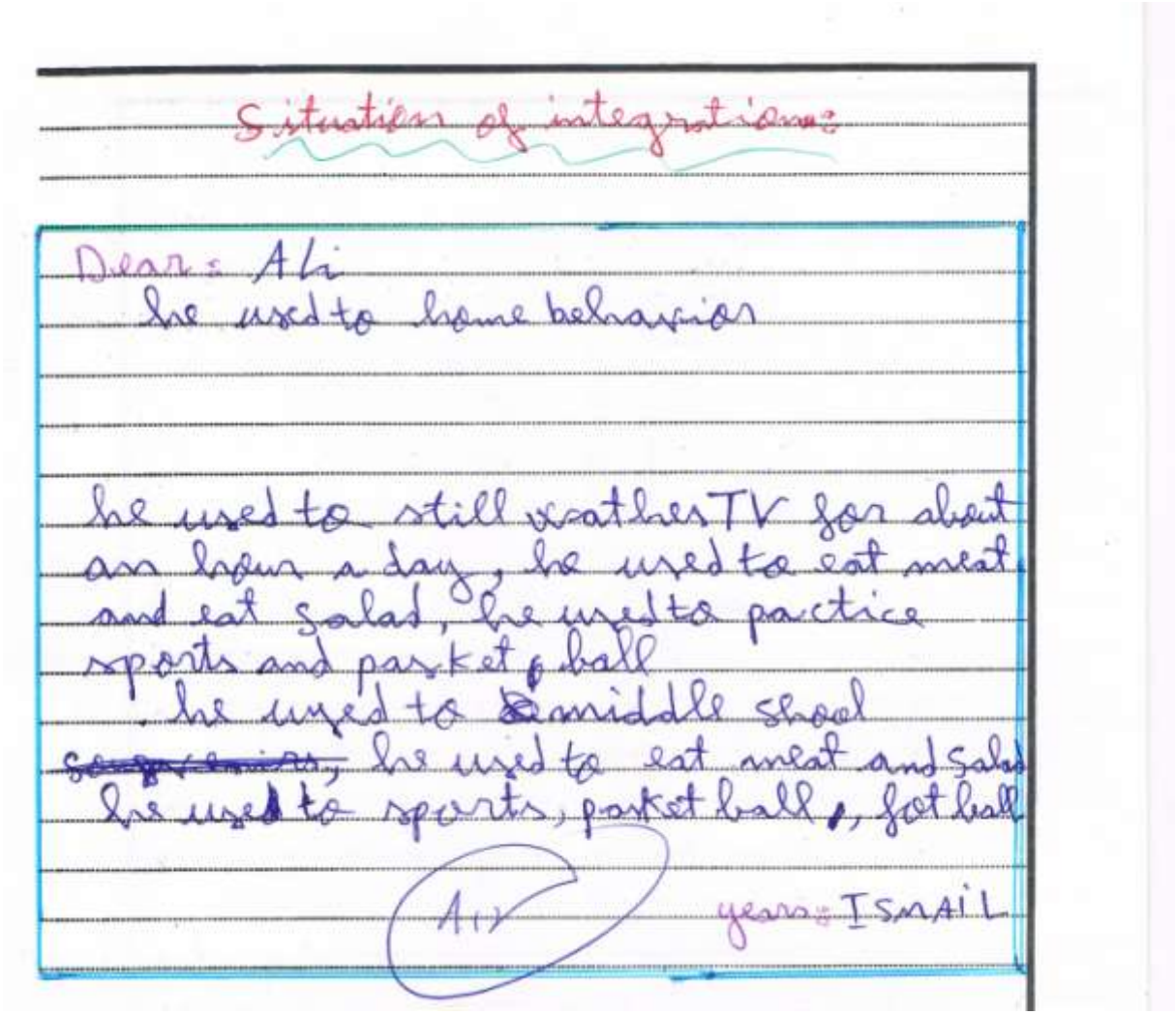


situation

Dear friend
when in younger I used to go to school
on foot, my school is name Fanour Ahcen
my teacher of Arabic is Bousabat Rachid
in the French is Tibah Rabeh I prefer
study French I used to dislikes Malmatic I eat
Salad with fruit in a home I watch Tv
with my friend we watch Sandrila and
practise handball in the middle school
souvenirs with teacher and friends it good
souvenirs registe in the memories.

yours
Linda

Student 10



Situation of integration:

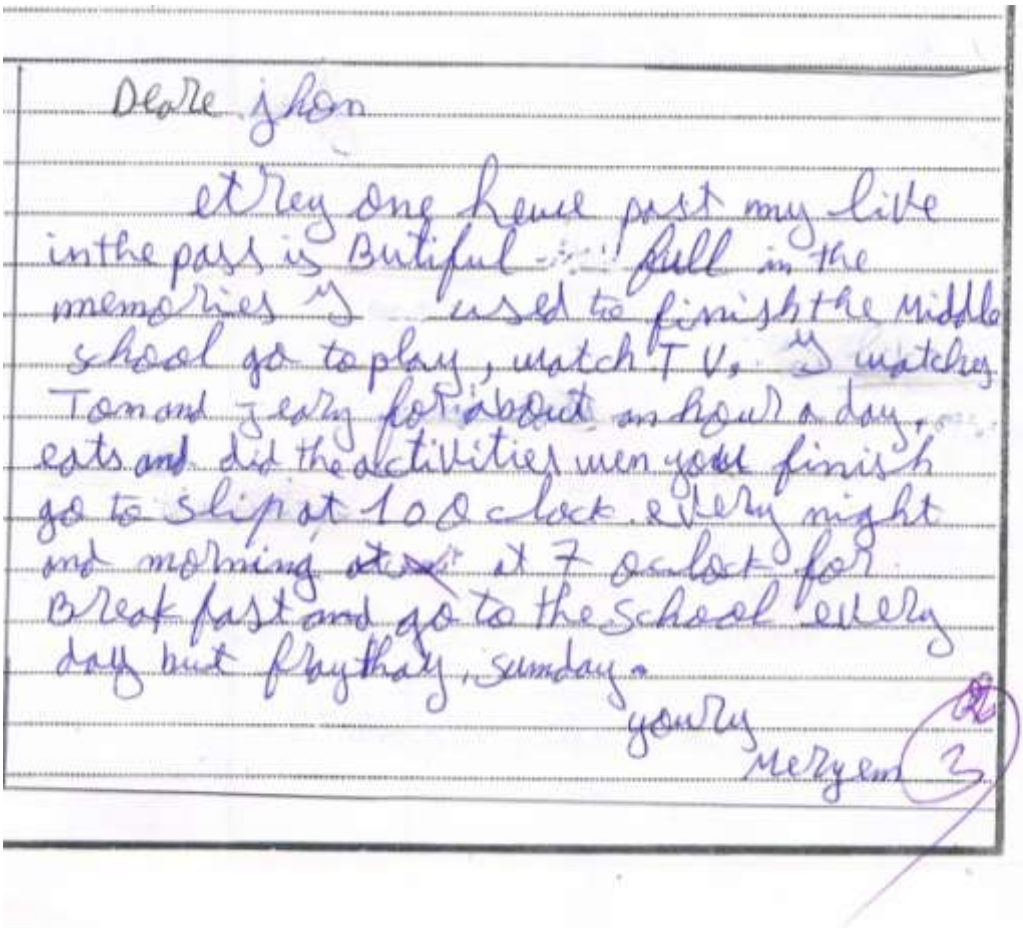
Dear: Ali
he used to home behavior

he used to still wathes TV for about an hour a day, he used to eat meat and eat salad, he used to practice sports and pasket ball
. he used to middle shool ~~souvenirs~~, he used to eat meat and salad he used to sports, pasket ball, fot ball

A.I.

years: ISMAIL

Student 11



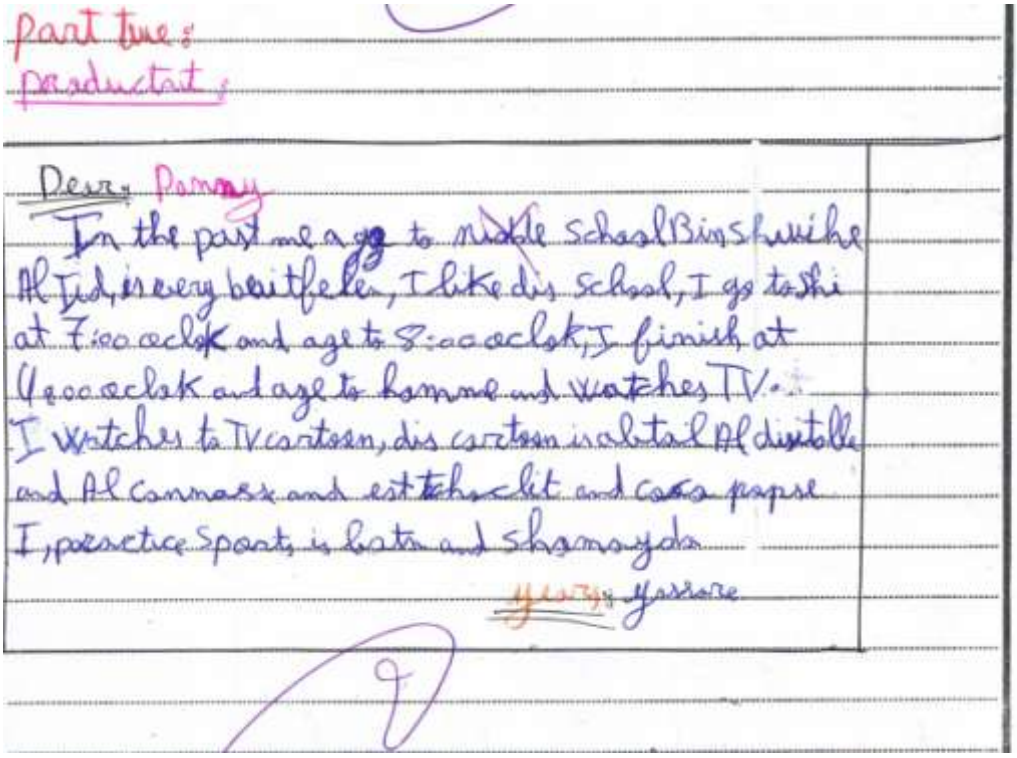
Deare jhon

etrey one hewe past my live in the pass is Butiful full in the memories I used to finish the Middle school go to play, watch TV. I watches Tom and Jeary for about an hour a day, eats and did the activities wen you finish go to slip at 10 oclock every night and morning at 7 oclock for Break fast and go to the school every day but fraythay, sunday.

yourly
Meryem

3

Student 12



part two:
productat:

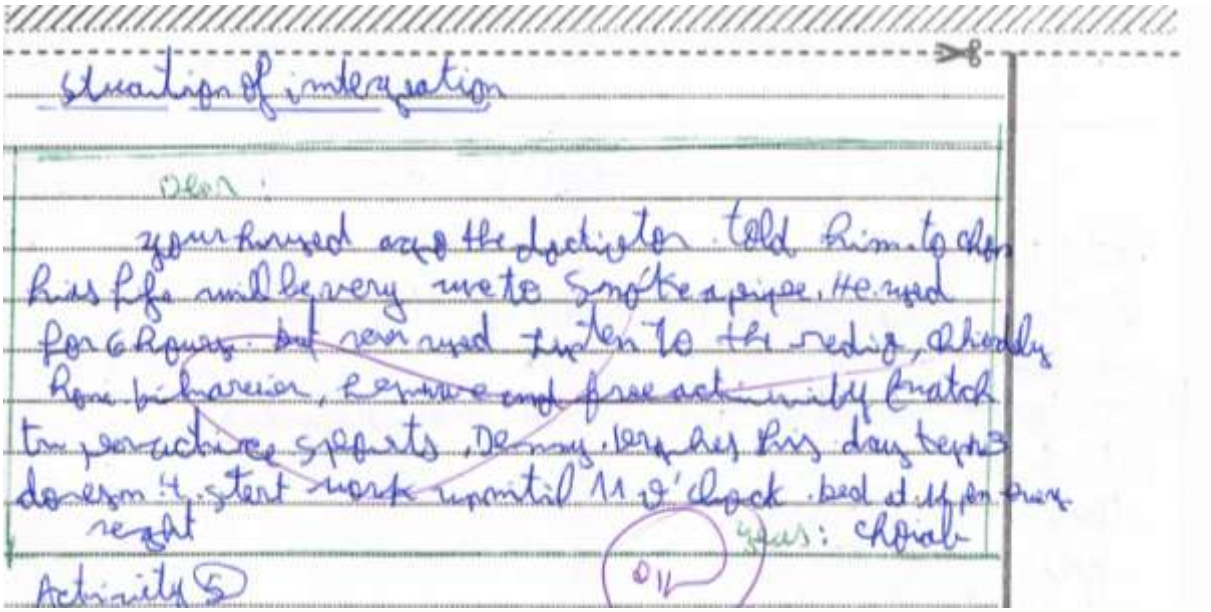
Dear: Danny

In the past me a go to ~~middle~~ School Binshwihe Al Jid, is very buitfeler, I like dis school, I go to shi at 7:00 oclok and age to 8:00 oclok, I finish at 4:00 oclok and age to homme and watches TV. I watches to TV cartoon, dis cartoon is abtail Al disitalle and Al cannass and est tchoclit and coca popse I, practice Sports is batn and shamayda

yeary: yassare

9

Student 13



Situation of integration

Dear:

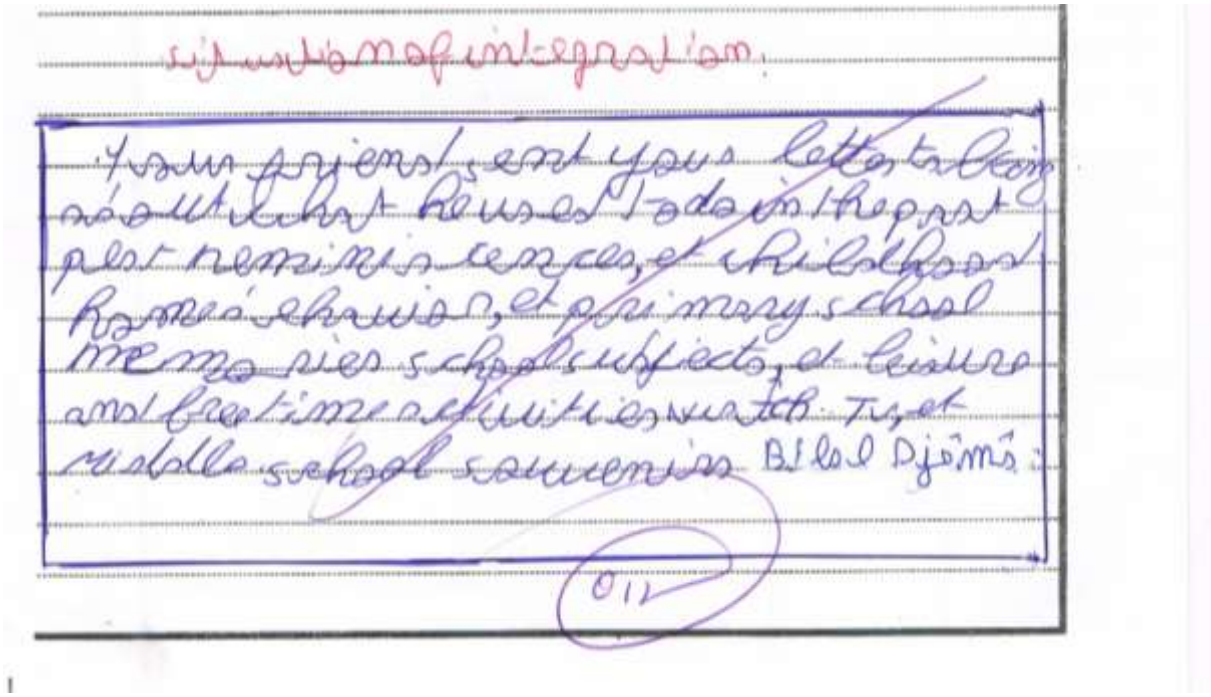
your housed ago the doctor told him to chose his life will be very use to smoke a pipe. He used for 6 hours but never used to listen to the redio, chiefly home bi-harvier, leisure and free activity watch tv per active sports. Denny. Very hes his day tepn3 doesn't start work until 11 o'clock. bed at 11 pm every night

Yours: Choiab

Activity 5

0/2

Student 14



Situation of integration:

Your friend sent you letter talking about what he used to do in the past past reminiscences, et childhood home's behavior, et primary school memories school subjects, et leisure and free time activities watch. Tv, et middle school souvenirs Bilal Djâmâ:

0/2

Résumé

L'écriture est une compétence extrêmement difficile à maîtriser par les apprenants, en particulier pour les débutants au collège. Par conséquent, beaucoup d'étudiants ont du mal à rédiger une bonne écriture. La recherche actuelle est une tentative d'enquêter sur les difficultés d'écriture rencontrées par les collèges de quatrième année du secondaire (4AM). L'objectif principal de cette étude est de mettre en lumière les problèmes de difficulté à écrire que le visage de (4AM) dans la mise en œuvre de l'approche axée sur les compétences, compte tenu des perceptions des enseignants à leur égard. Dans l'étude actuelle, on a émis l'hypothèse que si les compétences d'écriture sont enseignées de manière appropriée selon le principe de l'APC, les élèves trouveraient moins de problèmes d'écriture. Pour cela, deux chapitres théoriques discutent intentionnellement de la compétence en écriture et de l'APC comme éléments clés de cette recherche. En outre, le troisième chapitre était destiné à la collecte de données pour atteindre le but susmentionné. Ainsi, pour atteindre un tel objectif, l'étude a été réalisée par un test et deux questionnaires conçus pour les enseignants et les étudiants. Ces instruments de recherche étaient destinés à l'école Laouar Ammar. Cependant, le questionnaire de l'enseignant concernait cette école et d'autres sept collèges. Par conséquent, les résultats confirment l'hypothèse de recherche car ils révèlent que (4AM) fait face à d'énormes problèmes tout en rédigeant sous l'application de APC. Ces problèmes concernent principalement la clarté, l'exactitude, l'orthographe, le vocabulaire, la mécanique, l'écriture et la motivation. En raison de ces constatations, certaines nombre de recommandations ont été suggérées pour tenter de surmonter ces difficultés.

ملخص

تعتبر الكتابة من أصعب المهارات المتقنة من قبل المتعلمين و خاصة منهم المبتدئين في الطور المتوسط. و نتيجة لذلك يواجه العديد من التلاميذ صعوبات أثناء تحرير التعبير الكتابي. تهدف هذه الدراسة إلى محاولة البحث في الصعوبات التي يواجهها تلاميذ الطور المتوسط أثناء الكتابة. و الهدف الرئيسي من هذه الدراسة هو تسليط الضوء على هذه الصعوبات خاصة مع تطبيق منهج المقاربة بالكفاءات مع أخذ بعين الاعتبار آراء أساتذة الطور المتوسط. و في هذا السياق، تمثلت الفرضية المطروحة لهذه الدراسة انه إذا تم تدريس مهارة الكتابة بشكل مناسب وفقا لمبادئ منهج المقاربة بالكفاءات فإن تلاميذ الطور المتوسط سيجدون صعوبات أقل أثناء الكتابة.تنقسم الدراسة إلى ثلاثة فصول .فصلان نظريان وفصل تطبيقي. و لهذا، يهدف الفصلان النظريان لمناقشة مهارة الكتابة و كذا منهج المقاربة بالكفاءات.أما الفصل الثالث فيسعى لجمع إحصائيات البحث حول الهدف السالف الذكر. لتحقيق هذا الهدف، تم إجراء هذه الدراسة من خلال إجراء اختبار و كذا اعتماد استبيانين لكل تلاميذ و أساتذة الطور المتوسط. هذا و قد تم تطبيق كل من الاختبار و الاستبيان لفئة التلاميذ في مؤسسة لعور عمار. إلا أن استبيان الأساتذة تم توزيعه في المؤسسة السالفة الذكر بالإضافة إلى سبع مؤسسات أخرى. ونتيجة لذلك، تؤكد النتائج فرضية البحث إذ أنها تكشف أن تلاميذ الطور المتوسط في الواقع يواجهون مشاكل كبيرة أثناء الكتابة تحت تطبيق منهج المقاربة بالكفاءات. وتتعلق هذه المشاكل أساسا مع وضوح الأفكار، والدقة والهجاء، والمفردات، والميكانيكا، والكتابة اليدوية والتحفيز. بناء على هذه النتائج تم اقتراح عدد من الحلول كمحاولة لتجاوز الصعوبات.