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Improving essay writing under the Competency- Based Approach:

The case of third year literature and foreign languages' learners at Jijel secondary schools.

Dissertation submitted in Partial Fulfilment of the Requirements for Master Degree in Language Sciences Studies

Submitted by: **Supervised by:**

Miss. Alima Bourouis   Mr. Boutkhil Guemide

Miss. Leila Boumaza

Members of the Jury:

Dr. Salima Maouche	President	University of Abd Errahmane Mira- Bejaia
Mrs. Fadela Kaci	Examiner	University of Abd Errahmane Mira- Bejaia
Mr. Boutkhil Guemide	Supervisor	University of Mohammed Seddik Benyahia- Jijel

Academic Year: 2015/ 2016

Declaration:

I hereby declare that this thesis is my own original work, which I have created myself.

All the literature I used is properly quoted and is listed in Bibliography.

I declare that I worked on my final master's dissertation on my own using only cited literary sources, other information and sources in agreement with the disciplinary regulations for the Faculty of Letters and Languages at the University of Mohammed Seddik Ben Yahia in Jijel and with the regulations and laws of research of the Ministry of Higher Education and Scientific Research in Algeria.

I agree with the storage of this work in the library of the Faculty of Letters and Languages at the University Mohammed Seddik Ben Yahia in Jijel and making it accessible for study purposes.

Alima Bourouis   Leila Boumaza

………………………   ………………………

Jijel, ………………………

Dedications

In the name of God the most merciful and the most
compassionate

I dedicate this work to:

My dear parents for their unflagging support, understanding,
and patience,

My sisters and brothers for encouraging me,

My wonderful nephew; Fadi,

My elegant nieces; Malek, Meriem, and Sirine,

To all my relatives and friends especially Alima,

To all those who prayed for me and be sought to help me.

In the Name of God, most Gracious, most merciful

All the praise is due to god alone, the sustainer of the entire world

I dedicate this work to the memory of the dearest person to my heart my sister (Aicha) whose absence today brought me a lot of pain.

To the most precious people to my heart: my dear mother and my beloved father who guided me in every step, and provided me with their endless love, help, and support.

To my brothers and sisters: Amine, Daoud, Malak

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Abstract

The Competency- Based Approach (C. B. A.) is a new teaching approach which was adopted by the Algerian Educational system in 2003. It aims to enhance the learners' competencies in order to use them in their real lives. Despite its importance, some Algerian secondary schools' teachers fail to absorb real implementation of this new approach especially in teaching the writing skill; for it is amongst the important EFL skills in English education. The present study aims at improving essay writing on EFL learners under the Competency– Based Approach. In this research, we hypothesized that if the Algerian secondary schools' EFL teachers know how to integrate useful strategies in teaching essay writing skills within C. B. A.; they will be able to promote pupils' writing proficiency.

In order to achieve the aforementioned aim, an observational study and two questionnaires have been used. Classroom observation took place at *Darra Mohamed Essadek* secondary school, and the questionnaires were administered to both teachers and pupils in three various secondary schools: *Darra Mohamed Essadek*, and *Abd El Hamid Ibn Badis, and Mati Ahcen.* The main purpose behind these questionnaires is to get teachers and learners' perceptions about the implementation of C. B. A in teaching essay writing, as well as the main difficulties that both teachers and learners encountered when implementing the said approach.

The results obtained showed that essay writing can be improved if C. B. A. is thoroughly implemented with its appropriate settings; however, there are some issues and difficulties that hinder EFL learners from developing their

essay writing skills. These obstacles; namely, overcrowded classes, lack of authentic materials, insufficient time, and lack of teachers' training must be seriously dealt with by policy- makers.

List of abbreviations

C. B. A.: Competency – Based Approach

EFL: English as a Foreign Language

ESL: English as a Second Language

ICTs: Information Communication Technologies

CBE: Competency – Based Education

CBLT: Competency – Based Language Teaching

QEP: Quebec Education Program

CBET: Competency Based Education Training

ZPD: The Zone of Proximal Development

L2: Second Language

PPs: Pupils

DESOCO: Definition and Selection of Competencies

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General Introduction

1. Background information

The world has recently witnessed rapid changes in regard to globalization, which has increased the mobility of individuals and thoughts. Also, it rendered the world acting as a small village. Education, like other fields, has been influenced by these changes. The English language teaching tradition has been subject to noticeable changes, especially throughout the Twentieth century. The search for appropriate methods and approaches of teaching English as a foreign language has been the concern of researchers. Consequently, a recent approach; namely, the Competency- Based Approach, to language teaching, (C. B. A.) emerged and has been implemented in some educational settings.

Algeria, like other countries in the world, has, accordingly, responded to educational changes and adopted C. B. A. to its educational settings. The new approach aims to enhance learners' competencies. Moreover, it focuses on pupils' role activities rather than teachers' role. i.e. it centers on making the learner the core of the learning process, and, thus, turning it into learner- centered rather than teacher- centered approach. Despite its importance, some Algerian secondary schools' teachers still fail to implement appropriately this approach in teaching English competencies, and the writing competence in particular; for the writing skill is the most difficult skill for EF learners to master. Adopting the C. B. A. in teaching EFL has been considered by some specialists as inadequate for various reasons; such as, the unskilled teachers in using the aforementioned approach, large class sized, and the lack of appropriate materials.

2.　The literature review

Although there has been a vast literature in regard to teaching essay writing under the C. B. A., this issue should be explored in other different areas. This study focuses on the improvement of essay writing under the C. B. A. Through reading the literature, the following studies have been found to quite closely related to the present study.

Wong (2007) conducted a study in which he investigated the effectiveness of the implementation of Competency- Based Approach in ESL teaching and learning situation of a group of 70 pre-service teachers of Chinese in a Hong Kong tertiary institute. The main issues that he analyzed in his study were: (1) How did tertiary students respond to Competency- Based Approach in ESL teaching and learning, (2) What were the difficulties in implementing Competency- Based Approach, and (3) What implications has Competency- Based ESL teaching and learning drawn to assessment and material design in Hong Kong context.

His study concluded that students held strong preference for learning English; therefore, curriculum planner should take into account students' need at certain point of time when implementing Competency- Based Approach to ESL Teaching. Also, he strongly recommended collaboration across departments. On the other hand, students revealed that assessment was not useful in helping them to achieve the assessment targets, or get a high grade because the descriptors were in relative form. To solve this problem, pedagogical adjustment was strongly recommended. Teachers may consider showing students sample scripts of different grades while explaining the assessment descriptors in details so that students can easily internalize the assessment criteria.

According to him, to enhance the effectiveness of competency-based language teaching, the language program must be locally developed so that curriculum, instruction and assessment can be correlated with each other. Competency-based language education should also have an instructional emphasis so that the program is not another form of standardized testing.

Tritton (2008) conducted a study in the Victorian Office of Higher Education with the intention to ascertain if there was a place for the formalization of Competency-based Learning in Higher Education. He relied on a qualitative methodology using principles of grounded theory. The data examined suggested that competency-based learning has a place in the higher education sector and can be effective. Its suitability was acknowledged as a component part of an integrated curriculum. Results also suggest that the nature of competency-based programs in the Victorian Office sector tends to produce a rigidity of thinking which can be described as 'protocolic' and based on the ability to following specific procedures, whereas the aims of the HE sector require graduates to acquire functional knowledge based on analytic inquiry. He recommends that the HE sector needs to look 'beyond competency' to an approach; such as, 'capability' to produce graduates with the required generic skills and graduate attributes considered to be both employable and possessing acceptable qualities within the broader community.

In his study, Nkwetisama (2012) examined critically the current syllabus used for teaching English for EFL Cameroonian students. His examination revealed that English language teaching in Cameroon is a matter of teacher talk and chalk and course books; which are not adapted to the learners' needs and interests. He asserted that English as a foreign language teaching in the classrooms at all the levels of education is not adapted to the everyday communication needs of the

Cameroonian learners. In fact, walls seem to exist between the knowledge these learners get in the classrooms, and the implementation of the knowledge in the real world society for which that knowledge is destined.

As the Competency- Based Approach has several advantages in English education, he called for adopting the aforementioned approach because of the learning outcomes/ or expectations that is holds. In addition, C. B. A. contains some important, adequate recommendations for a post-methods era English language teacher. So, according to him, the implementation of the competency-based approach can solve the problem; since it seeks for linguistic and sociolinguistic competence in the language.

Besher (2012) conducted an action research which aimed to investigate the effectiveness of using collaborative learning so as to improve the writing skills of ESL students. Through his study, his purpose was to determine whether students who were involved in collaborative leaning produced better written texts in terms of organization, development, coherence, structure, vocabulary and mechanics than students who wrote individually, and whether engaging in collaborative learning had a positive effect on the attitudes and perceptions of learners.

The subjects of the study were 48 male Saudi Arabian university students distributed randomly in two groups: 23 were assigned to the experimental group and were taught to write essays collaboratively, while the other 25 were assigned to the control group and taught to write essays individually. The study results' indicated that collaborative writing benefitted the students a great deal in terms of the quality of their writing (development, cohesion and organization); however, it was also found that collaborative writing did not help them much in terms of the accuracy of their writing (mechanics and structure).

The analysis of the data obtained from the questionnaires and interviews revealed that the attitudes of students in the experimental group had improved after their involvement in collaborative learning settings. The overall conclusions were therefore that not only did students who wrote their essays in collaboration with each other produce better written texts than those who wrote their essays by themselves, but also that involvement in collaborative learning had a positive effect on the students' attitudes towards writing in English.

Benadla (2013) investigated the Competency- Based Language Teaching in the Algerian Middle School in order to shed light a thorough view on EFL policy in the Algerian educational system, with focus on the middle school level, and its different objectives seen by policy makers. She analyzed the general situation of EFL teaching/learning in the Algerian educational system after the adoption of the Competency- Based Language Teaching and eventually unveiled some practical problems faced in the Algerian classroom. She summarized the problems in the learners' effective variables, and socio- political variables.

Laraib, Naqvi, and Bhamani (2013) conducted an action research for the purpose of improving written expression skills of 5th grade students of an elite private school. The research relied on a sample of 39 students. The baseline assessment was carried out to explore the pre-intervention writing skill score of the students. Later, intervention and writing skill support strategies were carried out for eight weeks. In the end, post-test was carried out to explore the differences occurred in the writing score of the students as a post intervention effect. The findings obtained showed an improvement in the written expression skills of the students. It was observed that through taking the above mentioned measures, the teachers can help students improve their writing skills.

Guemide, Benachaiba, and Bedri (2015) used an action research in order to analyze the different factors affecting Algerian EFL learners in their essay writing. They proposed a helpful strategy for improving their essay writing through integrating ICTs and Task- Based Approach which was conducted as an action research with second year EFL students at the English department at Jijel University during the second semester of 2014- 2015 academic year. The results showed an improvement in students' writing skills after conducting the aforementioned strategy of task- based learning approach together with ICTs. Moreover, the results showed a noticeable influence of Task- Based Approach on EFL students' class performance. Also, the students were satisfied with pre-task lessons and with task activities within this said strategy.

3. Statement of the problem

Since C. B. A. to language teaching is a novel approach used in the Algerian educational context, researchers and educators have conducted various studies to investigate the effectiveness of this innovation in teaching English, in general, but with a little concern to essay writing. Some researchers found that teachers held positive attitudes and good perception about the C. B. A.'s implementation which is a necessity in the era of globalization; while other teachers held negative attitudes towards this approach, since most of them do not have sufficient training for implementing it adequately. Essay writing is considered to be one of the four basic language skills that are given emphasis in second and foreign language learning. Therefore, this study intends to investigate the effectiveness of C. B. A. in improving essay writing on EFL pupils.

4. Aims of the study

The present study attempts to shed light on the Competency– Based Approach as a new approach to English teaching and learning in the Algerian secondary schools with specific focus on teaching essay writing within this approach. This study aims at investigating the following points:

- Identifying the importance of C. B. A. in improving learners' essay writing proficiency.

- Investigating the main problems that face teachers in teaching essay writing under this approach to secondary school pupils.

- Providing teachers with some recommendations which may help them in implementing their knowledge about teaching essay writing using the Competency– Based Approach.

5. Research questions

The present study addresses to the following questions:

- How do the Algerian EFL secondary schools' teachers of implement this approach?

- How do the Algerian EFL secondary school teachers evaluate the implementation of C. B. A?

- To what extent did the implementation of C. B. A. yield improvement in the learners' essay writing proficiency?

- What are the problems faced by secondary school teachers in teaching essay writing skill under the C. B. A?

- What kind of recommendations, or strategies, that should be adopted so as to improve essay writing skill under C. B. A?

6. Hypothesis

Enhancing the essay writing skills is one of the primary goals with which both teachers and pupils are concerned. This study tries to investigate whether the Competency- Based Approach improves pupils' essay writing skills or not. In the light of these research questions, the piece of research in hand hypothesizes that:

- If the principles of the C. B. A. are applied appropriately, learners will develop their writing proficiency.

7. Means of research

In order to test the research hypothesis and achieve the aims of research, the appropriate data gathering tools are: Questionnaires and classroom observation.

This study took place at three secondary schools: *Darra Mohamed Essadek, Abd El Hamid Ibn Badis*, and *Mati Ahcen* secondary schools.

Throughout this study, different data collection tools are used: pupils' questionnaires were administered in both *Darra Mohamed Essadak* and *Abd El Hamid Ibn Badis* secondary schools. Teacher's questionnaire was administered in *Darra Mohamed Essadek, Abd El Hamid IbnBadis*, and *Mati Ahcen* secondary schools. Furthermore, a classroom observation of two Third Year Literature and Foreign Languages classes took place at *Darra Mohamed Essadek* secondary schools.

8. Structure of the dissertation

The present study is a descriptive research work; it is divided into three main chapters. The first and second chapters are devoted to the theoretical framework of the study, and the third one is concerned with the practical part of the study.

The first chapter provides a thorough overview of the Competency- Based Approach and its related issues: definitions, key terms, and historical background of C. B. A. Also, it deals with the major theories underlying the C. B. A., and its characteristics and objectives. In addition, it discusses the C. B. A.'s implementation in the Algerian educational system, with focus on the difficulties and problems of C. B. A.'s implementation.

The second chapter presents a review of some theoretical issues on essay writing. It defines essay writing and its importance on EFL learning. Also, it describes the stages, types, and approaches used in teaching essay writing, in addition to the characteristics of well- written essays in EFL. Moreover, it reviews the importance of essay writing under the Competency- Based Approach and the techniques used in teaching writing under the Competency- Based Approach. Finally, this chapter illustrates the affective factors that hinder the process of writing good compositions.

The last chapter is based on the analysis of data collected and the discussion of pupils' and teachers' questionnaires and classroom observation. It also exposes some pedagogical recommendations and suggestions for further research.

Chapter one: An overview of the Competency- Based Approach

Introduction

The field of English language teaching, and learning too, has recently undergone evolution and changes in its teaching methods and process, often recognized as being learner– centered approach. The Competency- Based Approach is a new approach adopted in the teaching field where the learner is responsible for the learning process; whereas the teacher is merely seen as a facilitator, or a guide.

This chapter provides a general overview on the Competency- Based Approach. It takes into account the definition of C. B. A. and its key terms; namely, competence, competency, transfer of knowledge, and problem– situation. Also, it deals with general issues about C. B. A., including its historical background and the theories underlying the aforementioned approach. In addition, this chapter takes into account the characteristics and objectives of C. B. A., the roles of both teacher and learner. Moreover, a short history of C. B. A.'s implementation in the Algerian educational system is recounted.

1. **Definition of the Competency- Based Approach**

The Competency- Based Approach (C. B. A.) Emerged in 1970's in the United States of America (USA). Competency- Based Education (C. B. E) is an institutional process that moves education from focusing on what academics believes graduates need to know (teacher– focused) to what students need to know and be able to do in varying and complex situations (student– focus) (Boukelab & Bouhana, 2013, p. 6).

The application of the principles of Competency– Based Education to Language Teaching is called Competency– Based Language Teaching (C. B. L. T.), an approach that has widely used as the basics for the design of work– related and survival– oriented language teaching programs for adults. It seeks to teach students the basic skills they need in order to prepare them for situations which they commonly encounter in everyday life (Boukelab & Bouhana, 2013, p. 7).

Ruth (2008) defined CBLT as a system that focused on a clear and pre– stated set of outcomes around which all of the system's components could be focused, and establishing the conditions and opportunities within the system that enabled and encouraged all students to achieve those essential outcomes. He defined the aforementioned as follows:

> CBLT is a teaching approach which focuses on the outcomes of language learning. CBLT emphasizes what learners are expected to achieve with the target language. In other words, the approach sees output very importantly rather than the learning process. i. e. starting with a clear picture of what is important for students to be able to do, then organizing curriculum, instruction and assessment to make sure this learning ultimately happen. (p. 180)

According to the learning theory, CBLT is based on function and interaction of language, what means that language is taught taking into account the social context and the communicative needs of the students. On the other hand, it is based on the behaviorist view, since it shares the principles that learners can infer language from function (Boukelab & Bouhana, 2013, p. 7).

Thus, CBLT competencies' designers know exactly the vocabulary and the structures that can be found in different situation and they strategically place them in the different teaching/ learning unit.

The Competency– Based Approach is referred to pedagogy of integration, or as an outcomes approach. This approach entails the fact of putting together all knowledge, know- how and attitudes required for the solution of real life problems or situations. That is, to put simply, and with reference to, language learning using all the grammar, vocabulary, punctuation and pronunciation to communicate effectively in listening, speaking, reading, writing situations. Furthermore, it consists of knowing what to do, where, when and with whom; or, being linguistically and communicatively competent with the acquired language (Boukelab & Bouhana, 2013, p. 7).

The C. B. A. seeks to bridge the wall between school, or the classroom, and everyday life seeking and giving information through interaction with people in the market, hospital, schools and offices using the four skills: listening, speaking, reading and writing.

Docking (1994) stated what CBLT is 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 is on competencies or learning outcomes underpin 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. (p. 16)

According to Savage (1993), the Competency-Based Approach was defined by the U.S office of education as "a performance–based process leading to demonstrate mastery of basic and life skills necessary for the individual to function proficiently in the society" (p. 32). The C. B. A. seeks to provide the necessary knowledge and abilities for producing learners ready for social and professional integration.

Richards and Rodgers (2001) asserted in their definition to C. B. A. that this new approach seems to be:

> an educational movement that focuses on the outcomes or outputs of learning in the development language programs. CBE addresses what the learners are expected to do with the language rather than what they expected to learn about. It advocated defining educational goals in terms of measurable descriptions of knowledge, skills, and behaviors that students should possess at the end of a course study. (p. 141)

Sheneck (1978) believed that C. B. A. is an outcome based instruction that is adaptive to the needs of students, teachers and the community. Competencies describe the student's ability to apply basic and other skills to situation of everyday life (p. 48). Therefore, C. B. A. is based on a set of outcomes that are derived from an analysis of tasks typically required of student in life role situations. Thus, C. B. A. seeks to enhance the learner's competencies to transfer their acquired knowledge in the school environment and find solutions to problems in real life situations.

2. Key terms in C. B. A.

The Competency- Based Approach is an approach that revolves around the main concepts of competence, competency, transfer of knowledge, and problem-situation. These key terms are of great importance in the said approach.

2.1. Competence

Competence, as defined in *Oxford Advanced Learner's Dictionary*, "is the ability to do something well" (p. 294). Accordingly, it refers to the skills that one needs to do a particular job, or for a particular task. Competence is a notion that is also borrowed from the business field, including markets, investments, and products. The Business Dictionary defined competence as "a cluster of related abilities, commitments, knowledge, and skills that enable a person, or an organization, to act effectively in a job, or a situation, in comparison to competencies which refer to a cluster of abilities relating to excellence in a specific activity" (p.). Competence emphasizes sufficiency of knowledge and skills that enable any person to act in variety of situations because each level of personality has its own requirement.

Desoco (2005) defined competence as:

> A system of internal and external structures and abilities assuming mobilization of knowledge, cognitive skills, and also social behavioral components such as attitudes, emotions, for successful realization of activity in a particular context. (as cited in Chelli, 2010, p. 58)

Gentile and Bencini (2002) reported Perenoud's definition of competence as "the faculty of mobilizing a set of cognitive resources such as knowledge, capacities, and information to face with efficacy and pertinence a family of situations" (as cited in Bader, 2007, p. 33).

In spite the various definitions, they all stress the fact that competence is both a physical and/ or intellectual ability to do something well through repeated experiences.

2.2. Competency

'Competency', or 'competencies', has a similar meaning with the terms 'student learning outcomes', or 'objectives', or 'skills'. The U.S. Department of Education (2001) defined competency as "a combination of skills, abilities and knowledge needed to perform a specific task" (as cited in Anothai and Kulaporn, 2012. p. 2).

Competency is the capability to choose and use an integrated combination of knowledge, skills, and attitudes with the intention to realize a task in certain context, while personal characteristics; such as, motivation, self- confidence, and will- power are of that ability to context. Thus, competency means to act using a range of skills and knowledge in various situations that may differ from those in which they were learned. An individual's competency in a certain area develops overtime. A competency is firmly linked to a context- of- use, or in other words, students will be prepared to use English effectively in real- life situations by drawing on and manipulating what they have learned in school.

Louznadji (2003) defines competency as:

> A know- how- to- act process which integrates and mobilizes a set of
> capacities, skills and an account of knowledge that will be used in
> various problem- solving situations and circumstances that have never
> occurred before, i.e. a competency continues throughout and beyond
> the school curriculum. (as cited in Boukelab & Bouhana, 2013, p. 12)

In the educational setting, the Quebec Education Program (QEP) defines competency as a set of behaviors based on the effective mobilization of a range of resources. The set of behaviors refers to the capacity to use appropriately a variety of resources both internal and external. In particular learning acquired in school or in everyday life. The concept of resources refers not only to their experiences, skills, interests, … etc. Students may rely on many resources; such as, their classmates, their teachers, and documentation (as cited in Saliha, 2010, p. 4).

According to Venderklink and Boom (2002), Competency has many interpretations according to the educational system in which it is used. In this context, they stated that:

> There is considerable confusion about what competency actually
> means… . First, differences can be observed between nations along the
> lines of different national educational policies and different types of
> relations between education and the labor market … . In the British
> approach it refers to the ability to meet the performance standards for
> functions and professions such as those developed for National
> Vocational Qualifications (NVQS) in UK. In the USA, competencies
> refer to the skills, knowledge, and characteristics of person that are

traits, motives, and self –concept which contribute to performance excellence. These differences are evident even in the words themselves: competence (UK) and competencies (USA). To put it simply, competence refer to work and its achievements; competencies concern with people who do the work… . More than in UK or USA, the German perspectives stress a holistic view of competency. It is just a not random collection of skills and knowledge. Competencies are defined as integrated action program that enable individuals to perform adequately in various job contexts with in specific profession. (pp. 125-137)

2.3. Transfer of knowledge

According to Ingram (1975), transfer "…has to do with the effect of past learning on present learning, and with the effect of interviewing learning on the recall of past learning" (p. 264).

The application of knowledge acquired in one situation to new situation is one of the main objectives of the Competency- Based Approach, but this transfer of knowledge from one situation to another, or to real- life situation, should not be taken for granted. It is not because students do well on tests that their teachers can ensure that they can transfer to real life contexts what they have learned (Bader, 2007, p. 36).

Slavin (2003) believed that "students must receive specific instruction in how to use their skills and information to solve problems and encounter a variety of problem-solving experiences if they are able to apply much of what they learned in school" (p. 241).

Accordingly, problem- based learning provides training in transfer of what has been learned to other contexts. Thus, transfer occurs within two factors that are taken into account: (1) how the skills were learned in the initial situation, and (2) how similar this initial situation is in regard to the situation to which the skills are to be applied (Slavin, 2003, p. 242). The meaning is that the new situation to which the acquired knowledge is to be transferred should correspond to the previous one and learners should know how to deal with it.

2.4. Problem- situation

The C. B. A. is a problem- solving situation in the sense that it places learners in situations what they can test, or check their capacity to overcome obstacles and problems make learners think and they learn by doing.

Problem- situation refers to an issue to be treated by learners on the basic of their previous experiences. In this aspect, advocates of C. B. A. argue that learners should be placed in front of problems to reflect on, instead of being passive recipients to the information provided by the teacher. This is because learners in front of problems make use of their previously acquired knowledge to find a solution, and this will result in the construction of new knowledge (Bader, 2007, p. 35).

Astolfi stated that problem- situation is centered on an obstacle to overcome through hypothesis generation, the obstacle to overcome needs to be challenging but not insurmountable to the learner in order to activate his cognitive capacities and enhances its development (as cited in Bader, 2007, p. 35). He also viewed that problem- situation pedagogy is a question of soliciting learners in their zone of proximal development which means, according to Vygotsky (1986), the conceptual

distance between what learners can do on their own, and what they can do with assistance of more competent adults or peers (as cited in Bader, 2007, pp. 35- 6).

3. Historical background of C. B. A.

The notion of C. B. A. was first introduced in the USA in the late 1960's. Public debate and government initiatives centered on the idea that there was a problem with the quality of education in the United States. One of the responses to this crisis was the Performance- Based Teacher Education movement which synthesized the theory of education that becomes CBET referring to this crisis. Tuscworth (1990) stated that "the 60's were tumultuous times in education in USA: demands for curriculum reform, dissatisfaction with teacher training where features of the climate when emerged the CBET (p.11).

It has also been argued by the ELT article (2008) that the American forces in the 1950's, were influenced by Frederick Taylor (1947), one of the founders of Industrial Psychology who elevated job analysis to a science, first developed and tried C. B. A. as it is nowadays.

Some commentators have argued that C. B. A. developed in ways that were influenced by more than one narrow approach to learning. For example, Harris et al (1995), like Bowden and Master (1993), have argued that in 1970's there were five related to the design of CBA teaching. These were mastery learning (Bloom, 1956), criterion reference testing (Propham, 1978), minimum- competency testing (Jaegon, 1980), competence in education (Burke et al. 1975) and programmed learning (Skinner, 1952). These movements shared three things in common: modules design, assessment around a list of observable behaviors and the concept of mastery (as cited in Harris et al., 1995, p. 396).

Throughout the 1970s and 1980s, the Competency- Based Approach was widely adopted not only in the field of education, but also in many other fields; such as, business, industry, health, economics … etc. Many developed countries, including Great Britain, Germany, and New Zealand, and even developing countries; such as, Algeria and Jordan adopted the Competency-Based Approach. These countries implemented the C. B. A. with its principles in order to upgrade their educational systems into global context; for the purpose of achieving improvements in education, in particular, and success and prosperity of the country, in general.

4. Theories underlying C. B. A.

In reviewing the history of the Competency- Based Approach, the key learning theories and their educational applications have played an imoprtant part in the evolution of the aforementioned approach. Behaviourism, cognitivism, and constructivism are the major paradigms that have shaped the world of education since the mid- twentieth century. Accordingly, these paradigms are the frameworks that standardize knowledge building. Also, it is important to refer to these paradigms because they underpin learning theories under the C. B. A.

4.1. Cognitive Theory

The theory came as a reaction to the behaviorist evolution whereby language learning is restricted to the learner behavioral responses to stimuli provided by the environment. It has been introduced by Chomsky who emphasized the power of the mind in learning. He claimed that the human brain is innately or biologically predisposed with a linguistic faculty that renders learning possible, and without such genetic endowment learning would be impossible.

In this context, Chomsky (1965) asserted that:

> The rationalist approach holds that beyond the peripheral processing mechanics, there are innate ideas and principles of various kinds that determine the form of the acquired knowledge in what may be a rather restricted and highly organized way. (p. 48)

Therefore, language learning is not a habit formation; there is an active involvement the learner inferring principles and rules then testing them out. Language learning for the adherents of this cognitive or rationalist theory is an active process of internalizing the system of language (Bader, 2007, p. 38-9). These are considered as the main principles of Competency-Based Education (CBE) that devotes great deal to learner's creativity in tasks and projects basing on their mental abilities.

4.2. The Constructivism Theory

Mahoney stated that the term constructivism has emerged at the beginning of the second half of the twentieth century (as cited in Pitchards& Woollard, 2010, p. 2). This theory focuses on both the way of teaching and learning a language. Likewise, Kroll (2004) points out that "Constructivism, or constructivist theories, represent a multiplicity of ways to think about learning and development, and consequently about teaching" (p. 200).

According to Westwood (2008), the learning process considers more the learner who can construct and invent his own interpretation and understanding of the world around him. Also he claimed that "Since the 1990s, constructivism has spread as a strong influential force, shaping education reform across many areas of the school

curriculum and spawning many new learner-centered approaches to teaching" (p. 3).

The Competency- Based Approach is based on the constructivist theory since it focuses on the learners and their own learning development. At this level, Pitchards and Woollard (2010) stated that the constructivist is a theory which focuses more on the learner who creates his own understanding and chooses or transforms information into new knowledge (p. 8).

Indeed, constructivism as a new theory emerged in the last quarter of the twentieth century. It encompasses two main branches: the cognitive, which was developed by Piaget, and the social, which was developed by Vygotsky.

5. 2. 1. Cognitive Constructivism

Cognitive constructivism is also called Piagetian cognitive theory. According to Williams and Burden (1997), this theory "is based on learners passing through a series of stages" (p. 16). In her book, 'The Competency- Based Approach Manual', Elaoubida believed that cognitive constructivism emphasizes on the learner who, through his learning process, may encounter some problems in his environment. This, in fact, leads him to understand and acquire new information (assimilation). Then, he will develop this new information and his ways of thinking into another new information (accommodation) (Boudada & Khalkhal, 2012, p. 15).

Piaget's theory of cognitive constructivism is based on the three main concepts of assimilation, accommodation, and equilibration, in addition to the concept a schema. This term is defined as "a collection of organized and interrelated ideas, concepts and prior knowledge structures that are abstract representations of objects, events and relationships in the real world" (Richards & Schmidt, 2002, p. 468). Within this context, schema is seen as a prior knowledge that is used to interpret our

surrounding environment.

Pitchards and Woollard (2010) explained more the three concepts of the cognitive theory. For them the term assimilation means collecting and classifying of new information (p. 12). Likewise, it is the stage of adapting new knowledge. Accommodation is "the alteration of schema in order for new and contradictory information to be allowed" (p. 12).

This, in return, means that the prior information is adjusted to grasp the new one. Finally, equilibration is "the state of having no contradictions present in our mental representations of our environment. The linked process of assimilation and accommodation are the means by which a state of equilibration is sought" (p. 13). Certainly, these three terms represent the basic stages which we move through when we acquire a new knowledge.

In this situation, Williams and Burden (1997) indicated that for Piaget, the young infant moves towards four stages; namely, sensory- motor, pre- operational, concrete operation, and finally formal operation stage (p. 16). Indeed, according to him, the child, or the learner, is an active person who can construct his own understanding through the process of assimilation, accommodation and equilibration without any help from others in the society. These stages are considered as very important for learners as knowledge is constructed progressively.

4.2.2. Social Constructivism

Social constructivism is the second trend of the constructivist theory which was developed by Vygotsky (1978). His theory completed the Piagetian one that added the effect of society or the external factors on the learning process. Therefore, this theory focuses on the importance of social interaction and peer learning to promote

learners' competencies. In fact, the Competency- Based Approach is based on social constructivist theory, since it gives the importance to the learner who can learn better through the process of social interaction with other people.

Pitchards and Woollard (2010) stated that "Vygotsky considers that social interaction is a fundamental aspect of successful cognitive and intellectual growth" (p.14). Amongst the most important concepts used in Vygotskys' theory is Zone of Proximal Development (ZPD). The latter, is clarified by Pitchards and Woollard (2010) book, in their book, as:

> The ZPD is the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers…what children can do with the assistance of others might be in some sense even more indicative of their mental development then what they can do alone. (p. 15)

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

4.3. Bloom's Taxonomy

Bloom's Taxonomy refers to the classification of the education goals that could be used in the construction of test item and in the formulation of instructional objectives. It is an attempt to classify forms and levels of learning. Bloom divided the educational objectives into five categories which organized from the lowest to the highest level. These are: knowledge, comprehension, application, analysis,

synthesis, and evaluation.

- **Knowledge:** it is the lowest level of learning. "It refers to behaviors and test situations which emphasize the remembering, either by recognition or recall of the previously learned material" (Bloom, 1956, p. 62). Learners at this level will be asked the lowest level of question that requires just recalling information such as: "who", "what"," where"," define"," list" and other.

- **Comprehension:** it is the ability to grasp the meaning of material by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas (Saliha, 2010, p. 20). Comprehension questions are those activities which ask students to put several bits of information in a single category such as: "describe", "use of your own words", "explain", and "compare".

- **Application:** it refers to the use of rule, principle, or a concept to solve problems. At this level the teacher ask his learners to apply the already acquired knowledge to new situations.

- **Analysis:** it is "the breakdown of materials into its constituent parts and detection of the relationships of the parts and the way they are organized" (Bloom, 1956, p. 144). Analysis questions ask learners to examine a material into its components to identify the reasons, causes, motives, reaching conclusion and generalization (analyze, why, what, draw conclusions, distinguish, and others).

- **Synthesis:** it requires students to put parts together to form new whole. It may explain as the phase of production (Saliha, 2010, p. 20). Synthesis questions challenge learners to engage in creative and original thinking such as writing a paragraph.

- **Evaluation:** it is considered as the highest level of learning. It refers to the ability to make judgment and comment about information. When learners are engaged in decision- making or problem- solving, they make use of their mental processes. Evaluation questions do not have single right answer because they are related to opinion.

The above categories, which belong to the learner's cognitive processes, are directly related to the C. B. A. objectives in English language teaching. The latter emphasizes the mobilization of knowledge and skills, their classification from lower to higher levels, their application to new situations of learning, the integration of new knowledge and skills, and the evaluation of the process of product of thinking. This is the objective of the C. B. A. where learners need to know a principle before they can understand it in order to apply it in appropriate situations. Accordingly, "They should be able to cut it into smaller parts and relate it to other principles (analysis) before they can summarize it and draw conclusions, and thus evaluate it" (Saliha, 2010, p. 21).

Bloom's classification of the educational objectives helps teachers to graduate lessons and classroom practices to learner's level, taking into account the fact that learners go through different developmental stages to create their own knowledge and construct the ability to solve problems in real life situations.

5. Characteristics and principles of C. B. A.

The C. B. A. is known as a *Know– how* approach where the focus shifts from what students know about language to what they can do with it. The starting point in a course planning is therefore an identification of the tasks the learner will need to carry out within a specific setting and the language needed for those tasks.

Field & Drysdak (1991) listed the characteristics of the Competency– Based Approach as follows:

➕ Action- oriented

The process of language learning occurs through the acquisition of know- how embedded in functions and skills. Thus, the learner becomes an effective/ a competent language user in real life situations outside the classroom.

➕ Problem- solving approach

This feature places learners in situations that test/ check their capacity to overcome obstacles and problems. In other words, languages are learned most effectively and lastingly when they are used to solve problems through hypothesis testing. Accordingly, the learners can word their thinking in English for the purpose of solving the problems.

➕ Social constructivist

This aspect of C. B. A. regards learning as a social interaction with other people. Learning is not concerned with the transmission of predetermined knowledge and know- how to be reproduced in vitro, but as a creative process where newly contrastive knowledge is used through interaction with other people.

♣ Cognitive approach

It is indebted to Bloom's Taxonomy, in which Bloom has claimed that all educational objectives can be classified as *cognitive* to do within information and effective (to do with attitudes, values, and emotions). Cognitive objectives form a hierarchy by which the learner must achieve lower order objectives before he can achieve higher ones.

♣ Project work

Being a component of C. B. A., it is a part of learning strategy. Over all, if C. B. A. expands on the communicative approach, it is in the sense that it seeks to the achievement of objectives visible. In other words, to make it concrete through the realization of project. Also, it makes co-operate learning through a concrete reality and opens new avenues of interaction and concentration of new knowledge. In short, it is only through carrying projects that teachers and learners can live basic principles of C. B. A.

♣ Professional practice- oriented

This aspect is based on the future occupational practice of the learner. The curriculum, therefore, has an integral set up in which the professions is central.

♣ Learner- centered approach

A learner- centered approach in C. B. A. is the use of individual materials, flexible learning time and a continuous approach to the learner. Within the learner- centered approach, the individual worker is central and based on his competence status.

⬇ Teacher's role: "cognitive guide"

Within the C. B. A., teachers encourage students to engage in active inquiry and make explicit their tacit assumptions. A constructivist teacher is more interested in uncovering meaning than in covering prescribed material;

⬇ Developing competencies

As a matter of fact, disciplinary context, in the C. B. A., is not any more the criterion for arranging the curriculum, but the competencies that should have been acquired and developed by the end of the education program. The competencies should be stated in specific and measurable behavioral terms.

⬇ Assessment on competencies

It focuses on the assessment of competencies, rather than knowledge and skills. Assessment is both formative and summative; it forms an integral part of the process of development of competencies (as cited in Saliha, 2010, p. 15- 7).

6. Objectives of implementing C. B. A.

In the Algerian context and according to the ministry of education, the Competency- Based Approach was implemented to meet the following objectives:

6. 1. Linguistic/ Communicative objectives

- To consolidate and develop the basic knowledge acquired with intermediate school to help the learners carry on with their learning of English language;

- Providing learners with the necessary tools needed for university and professional life;

6. 2. Methodological/ technical objectives

- To consolidate and develop the strategies and of self- education that the learners have already required in the intermediate school;

- Strengthening mental and intellectual abilities such as analysis, synthesis, and evaluation through relevant activities;

- Emphasizing the use of tools like computer, and internet to encourage research and documentation;

6. 3. Cultural objectives

- To make the learner know more about the various context of culture and civilization of the English language and help them develop their minds to stimulate their response towards that culture;

- Develop positive attitudes towards others;

- To place the learners in an environment that suite their needs and interest in conceiving and planning activities in real life situations;

6.4. Socio/ professional objectives

- To help the learners to benefit from the resources (literary, technical, scientific, economics, cultural productions) that they might consult in their professional life, and at the university. (Semoud, 2012, p. 7)

7. The role of the learner in C. B. A.

The Competency- Based Approach focuses on the learner's role rather than on teacher's role. The learner plays central element inside the classroom who learns through a series of activation that are proposed by the teacher. Therefore, learners in the C. B. A. are characterized as active person who can search for develop themselves and make self-assessment in order to be successful learners. Thus, they will be able to face problems in their life.

According to the Algerian Partnerships School Program (2005) learners obtain and retain language best when the topic accumulates their interest and when they are active participants in their learning; for example, finding personal meaning, learning cooperatively with peers, and making connection to life outside of class (p. 4).

Within this context, Saliha (2010) stated that:

> Learning requires from the learner to go through a process of personal appropriation. Because of this conception of learning, the learner continually questions his own convictions. This; permanent questioning leads the learner to revise his prior- knowledge and its scope to compare his own representations with those of his classmates, to search for information and validate it through consulting various sources of documentation or people possession of information. (p. 26)

This presupposes that the learner creates situations of learning and assessment relating both to the process and the results.

The interactions with his classmates and his teacher help the learner to:

✓ Make a representation of situations.

✓ Find different ways for performing tasks.

✓ Construct and call up on various sources.

✓ Proceed to an assessment of his progress during the activities and at the end of activities. (Idoui, 2013, p.11)

To do so, the learner will appeal to cognitive, affective, and motivational strategies in order to set a balance between his previous and newly acquired knowledge. The reflection of the learner will operate on his own learning process. Ensure the quality his acquisition and facilitates his retention.

So, the learner's role in C. B. A. is to decide whether the competencies are useful and relevant for him (Richards& Rodgers, 2001, p. 146). This shows that the learner has an active role in his classroom which is underlined by the fact the learner is expected to perform the skills learned (Richards& Rodgers, 2001, p. 146).

The competencies that the learner acquired, they are clearly defined and presented in public. So that" the learners know exactly what to be learned and for which purpose they have to use the competencies" (Richards & Rodgers, 2001, p. 147). In this regard, it is vital that every competency is mastered at a time because this makes sure that the learner knows what he has already learned and what the next steps will look like (Richards & Rodgers, 2001, p. 147).

Moreover, the learner has to stay in the actual program until he improves. When succeeds to master his skills, he moves into a more proficient group of learners. The main goal of the learner in C. B. A. is to be able to adopt and transfer knowledge from one setting to another.

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

8. The role of the teacher in the C. B. A.

Teacher's role in any approach is closely related to the assumption about language theory and language learning theory. The teacher's role under the Competency- Based Approach is parallel the demands of the new methods. The role of the teacher is viewed as a facilitator of the learning process. He is also considered as a guide of the teaching process. His role is to make learners believe that the classroom is not a place to learn the grammatical components of a language by memorizing information from the teacher. It is important to show them that they are responsible for acquiring in addition to the grammatical features, how to use this knowledge in real life situations to communicate and exchange information with people rather than his/ her teachers.

Since the Competency- Based Approach is a learner- centered approach; it does not require teacher's subservience. Being an action- oriented process, it requires teachers to engage into action, teachers who will draw on their professional skills in subject matter, methodology, in decision- making, and in social skills in order to enable the learners to be achievers. This also requires a style based on reflection

on what, why, and how to teach fixing objectives and adjusting teaching strategies to learning strategies (Saliha, 2010, p. 27).

The project is one of the most distinctive feature of C. B. A., the teacher as facilitator, helps the learners by organizing and activating them to work in pairs or groups which will foster cooperation, participation, competition, and interaction between them. For example, he may give to her/ his student projects that contain writing papers, essays, reports, publishing web pages, conducting research, answering open- ended questions, creating art work that requires active engagement and collaboration from the students and thus makes the teacher "guide on the side".

Bright and McGregor (1970) reported that "Stop teaching and let them learn" (p. 4). These words summarize the role of the teacher in developing the communicative competence of the learner. In other words, the teacher needs just to help learners feel responsible for their learning and learn by themselves.

According to Harmer (2001a) the role of the teacher changes according to the task. Thus, an effective teacher knows how to choose the relevant role in the appropriate position. For this reason, he suggested a set of precise roles that go in harmony with the term facilitator (p. 57). These are as follows:

- **Controller:** when teacher act as controller, he expected act in different way in comparison to his role in the state where students are working in groups (Harmer, 2001a, p. 58);

- **Organizer**: "The teacher has to initiate students to collaboration through pair and group work" (Bader, 2007, p. 47). The teacher has to organize students in pair and group work. He has to initiate, to explain the content of activities, and end tasks when time is finished (Harmer, 2001a, p. 58);

- **Assessor:** Dobson (2003) defined the assessor as "… a person qualified to carry out assessment" (p. 62). Therefore, his role is to give feedback, correction, and grading to their students (Harmer, 2001a, p. 59). He also informs the learners about their progress, trying to combine encouragement with honest evaluation and useful feedback (Davies & Pearse, 2000, p. 127);

- **Prompter:** Prompter refers to the teacher's role in helping a student to remember and formulate a point" (Hedge, 2000, p. 29). As a prompter, he supplies students with a clarification question or information when they could no longer follow what are doing (Harmer, 2001a, p. 60);

- **Participant:** The teacher sometimes chooses to share activities with his students. When it goes well, students feel satisfied (Harmer, 2001a, p. 61);

- **Resource:** It is commonly agreed that a resourceful is a "person who provides students with materials beyond the textbook" (Dubin & Olshtain, 1986, p. 48). Accordingly, Harmer (2001a) believed that a teacher acts as a source who guides his students to look for information instead of providing them with the desired information (p. 61);

- **Tutor:** The teacher behaves as a tutor when he approaches from his students in more personal contact, thus the students feel supported and helped from their teacher. This usually occurs when students organized in group and the teacher work with individuals and small group (Harmer, 2001a, p. 62);

- **Observer:** The teacher expects to use his ability to observe and listen to his students (Saliha, 2010, p. 26). In order to help the teacher to respect the learning styles of his students and to select to them the appropriate activities (Dubson & Olshtain, 1986, p. 48).

This entire role fit the application of Competency- Based Approach in teaching writing, since it helps learner in realize autonomy learning, and the teacher in this state only help the ongoing of the learning process.

9. The Implementation of C. B. A. in the Algerian secondary school

The Competency- Based Approach has been developed and implemented the United States of America since 1980, because of the success that has been achieved; it has been adopted in many ESL program worldwide school. In Algeria, it has been adopted by the Algerian's Ministry of Education in 2005 since the introduction of the course, books and English curricula to develop intellectual competencies among the learners.

This approach focuses on acquiring life coping skills while developing the language to perform these skills. This approach is based on theories of adults learning which state that for effective learning to take place, adults need to acknowledge the fact that what they are studying will improve their lives.

Within this context, Docking (1994) asserted that:

> Competency– Based Language Teaching (CBLT) is designed not around the notion of knowledge but around the notion of competency. The focus moves from what students know about the language to what they can do with it. The focus on competencies or learning outcomes underpins the curriculum framework, syllabus specification, teaching strategies and assessment. (p. 16)

Competencies are not only the knowledge of the grammar, language, but also the capabilities to perform the language functions at least the functions to survive in society. However, before learners can perform the functions successfully. They should have the knowledge about certain aspects of the grammar of the language. The acquisition of the knowledge about the grammar of the language is best obtained through communicative exercise.

For the sake of ensuring sustainable and viable learning, the ministry of education has established curricula that centered on competencies. This curriculum is based on worldwide research that highlight the importance of the links between learning and context of use, that is to say, helping the learner to use whet he learns at school in real life situations outside classroom (Saliha, 2010, p. 30).

Although the Competency–Based Curricula is novel, its objectives are not new. Actually, educationists have always been interested in developing general "Know – How "process and in fixing knowledge acquired in class. This curriculum will allow the Algerian learner to develop capacity to think and act according to a vision of a world that he will construct day by day. This logic has a series of pedagogic implication which are as follows:

- **Making the schools acquisitions viable and sustainable**: Under the Competency –Based Approach, the school will help the learner to give sense to what he is learning by teaching him how to make benefit from the acquired knowledge in class in real life situations; not only in school contexts i.e. From one disciplinary context to another, but also outside context such as hospital, offices, markets…etc;

- **Developing the thinking process of learner:** To achieve this aim, it is vital to reinforce cognitive function of school by establishing tight relationship between acquiring knowledge and developing thinking processes. The emphasis put on the development of competencies makes it impossible to focus exclusively on acquiring disciplinary knowledge, but enhances the development of thinking processes necessary for assimilating them in real life;

- **Presenting learning context and relation to the needs of the learner:** the learner must grasp the usefulness of the resources he develops in relation to the problems he meets in everyday life. The C. B. A. Makes it possible to link the development of personal resources and the meaningful situations which called for such resources. With this approach, the learner will acquire abilities to use the language for communication thanks to the interwoven processes of learning reading, listening, speaking, and writing. Since language is central to all forms of communication, its mastery is necessary and basic to all school learning as well as interpersonal relationships. Thus, the learner becomes able to get in touch with schoolmates and adults around him, to express his own vision of the world;

- **Putting an end to disciplinary barriers:** The curricula recommend focusing on basic learning that the pupils will have to master during their course. This curriculum will take part in the setting of transversal competencies in various fields: intellectual, methodological, personal, social, and communicational. It aims at developing competencies in various real life situations, appealing to various sources that are related to disciplinary field. These transversal competencies will be implemented in a gradually widening field as they get used and developed in various contexts;

- **Choosing a personalized pedagogy:** To facilitate the development of the learner's competencies, it will be necessary to help on the resources that have to be explicated, developed and enriched. To achieve this aim, various pedagogical approaches will be preferred, keeping individual differences in mind. (Saliha, 2010, p. 30)

10. Difficulties in implementing the C. B. A. in the Algerian context

The process of implementing the C. B. A. may not be easy as it may be seen; the teacher may find many obstacles and difficulties in their teaching under C. B. A. This implies either that the theoretical suggestions are not appropriate to the Algerian context or that they are not applied in the right way.

These difficulties can be cited as follows:

10.1. Neglecting the teachers' role in decision making

All the educationalist theoreticians agree on the role of the teacher as being the most important member of educational unity. He/ she is the only member supposed to apply and put into practice all previously planned teaching theories and approaches with his/ her students. The teacher is also supposed to be aware of all hazardous obstacles that may occur in the achievement of the different teaching theories when being practiced in classrooms. Thus, the teacher needs much freedom to decide up on which learning theories and strategies are suitable for each class he /she is working with.

However, this is not the case for the teacher in Algeria as far as the Algerian schools are concerned. The teacher's views are simply neglected by the highly centralized decision– making in Algeria and this is one of the problems of

centralization which often does not take into consideration the specialists views. In this context, Bouabdessalam (2001) stated that:

> The educational system is still highly centralized, although several suggestions have been voiced by skilled teacher, and are still being attempted towards decentralization. In vain, the general education policy is ultimately decided at the top. (as cited in Semoud, 2012, p. 4)

10.2. Teaching aims and learner's special needs

All most all the Algerian learners come to school without knowing what they are going to learn or the purpose of learning English. They come to the classroom to receive pieces of knowledge, memorize them then give them back in the exams to move to the next year. They do not know what they will benefit from what they learn in their real lives.

On the other hand, teachers do not know what their learners need to know or what they will do with what they learn. Here, the gap widens between the partners who are supposed to work in collaboration to achieve success and development. Thus, the learner's needs must be taken into account in order to give them more motivation to learn English; since, they know what they will do with it. Hence, teachers and learners should agree that the success of an English course should start first from a common need and interest of attending an English class. It is this shared need that gear the English language teaching courses.

10.3. Teachers' lack of training

In the absence of specialized institution devoted to the training of teachers. Each teacher relies on his own experiences in deciding about the strategies and improves himself individually. Observations shows that many Algerian English teachers teach just the same way they were taught.

10.4. Large- class size

Algerian secondary school classroom is generally made up of 30 to 45 pupils. This big number of students in one class made it overcrowded and leads teachers to work in chaotic state. Instead of concentrating on the achievement of their lessons objectives, teachers lose much of their time and effort to calm down the students. This situation also does not allow the teacher to work with students as individuals (each one with different attitudes, capacities, and motivation) but rather as a mass of brains which must acquire whatever teaching task they are involved in.

Harmer (1991) clarified that in large sized classes, it is difficult for the teacher to make contact with his students, meanwhile it is difficult for students to ask and receive individual attention. Within this context, he stated that:

> It is clearly the case that physical conditions have a great effect on learning and can alter a student's motivation either positively or negatively. Classrooms that are badly lit and overcrowded can be excessively de-motivating, but unfortunately many of them exist in schools. (as cited in Medjahed, 2011, p. 75)

Moreover, the fact of having a great number of pupils in small classrooms will hinder the possibility of working in groups. Experience shows that if the teacher tries to divide his class into small groups, he will devote more energy to control the process. Yet, these activities will not take place. The problem of large–size classes is widening in the Algerian secondary schools and is creating discipline problems among learners and demanding more efforts from the teacher to control the situation. This fact is having a negative influence on the teaching- learning process as a whole.

10.5. Lack of communication

The Competency- based approach failed partly in developing communicative competence in learners because teachers did not work in an adequate manner with its principles. They misunderstood the nature of teaching the language for communication. Although they used materials meant for communicative activities, they fall in the trap of using traditional teacher- centered routine. Teachers do not give chances for students to communicate with each other or with them as teachers; they teach them just to answer the exams questions to pass the year.

10.6. Lack of novel teaching materials

The majority of the Algerian secondary schools are concerned; teaching materials are confined to traditional ones such as the board, the chalk, and the textbook or (handouts). The absences of the audio- visual aids which are supposed to facilitate language learning contribute as well in the less of interest and motivation among the Algerian students to learn the English language. Visual aids are incorporated to help clarifying meaning and make English learning easy for students and as the famous saying goes one picture is worth one thousand words.

10.7. Focus on grades rather than on language acquisition

Another drawback which has a direct negative impact on the English language learning in the Algerian secondary school is the concentration on marks. A teacher's aim is to prepare his/ her students for the examination scheduled at the end of each school term. In reality, students care only about their final success in the examination, and the teacher's sole problem is to see that the pass percentage does not go down. The importance given to marks has many drawbacks: It makes the learner concerned with exams and marks rather than the value he gets from what he is learning; it decreases his curiosity and thirst to learn things apart from the syllabus; it can urge the weak pupils to cheat in exams; it transforms knowledge from a precious thing to be sought into numbers and scores.

Conclusion

Throughout the foregoing chapter, we have dealt with the Competency- Based Approach as it is the current approach applied in Algerian educational system to give the learners a chance to develop their competencies by creating new knowledge and skills necessary for them in everyday life with special reference to C. B. A.'s definition, its key terms; competence, competency, transfer of knowledge, and problem- situation. A historical background of the growth and the underlying theories of C. B. A. have also provided. Besides, its characteristics, and objectives. Then, we tried to discuss the implementation of C. B. A. In the Algerian educational system as well as difficulties and problems when implementing it.

Chapter two: An overview of essay writing

Introduction

Writing is a necessary and important area of literacy that supports comprehension, creativity and critical thinking across content areas. Thus, developing writing proficiency in EFL settings is widely acknowledged as an important skill, and teaching writing is, therefore, assuming an outstanding position in foreign language learning. On the other hand, the development in language teaching has contributed to an evolution of numerous approaches to teaching writing. The latter, similarly, has shared the changing role and status of writing within English language syllabi and curricula.

This current chapter presents an overview of essay writing skill and its importance in developing language competence. Also, it describes the different stages of developing essay writing: from pre-writing to editing stage. In addition, some types of essay writing skills will be dealt with, and the major approaches that are related to the practice of essay writing skill. Then, it provides some techniques of teaching essay writing under the C. B. A. approach. Moreover, it shed lights on the importance of essay writing under the C. B. A. approach. Next, it discusses the main characteristics of good essay writing. Finally, it highlights the factors affecting essay writing.

1. Definition of essay writing

An essay is a group of paragraphs written about a single topic and central main ideas. It must have at least three paragraphs, but five paragraphs of a written composition are considered as a common length for an academic essay.

According to Connely and Forsyth (2012), an essay is "… a piece of writing that attempts to explore in detail a particular subject. It is not the only form of writing that does this (p. 08).

However, there are three aspects which distinguish the essay from other forms of writing. These can be mentioned as follows:

- An essay is a formal piece of writing and as such it has certain conventions. Many of these will be implicit and not be spelt out in detail by your lectures; you will be expected to be aware of them. It is critically important that you understand this. You are not being asked to jot down your personnel views in an ad hoc manner, but to demonstrate your knowledge and skills in a very specific way.

- It is a piece of assessed coursework. It is a way for your lectures to judge your progress and understanding and to give a grade or mark accordingly. You will be writing it in response to a particular question set for you (or, usually, a list of questions from which you will select one), not randomly, but very carefully to test your knowledge and skills.

- As well as being used to assess you, writing essays is used by your lecturers to develop your academic skills in order to: (1) explore a particular topic in great detail, (2) consider the academic debate on the subject, (3) reflect on this debate and the facts you uncover to develop your own views, and (4) improve your reading and writing skills (Connely and Forsyth, 2012, p. 8).

The word essay is derived from the French term "essayer", which means "to attempt". Kane (1988) pointed out;

> An essay is relatively a short composition. It does not claim scholarly thoroughness, but it does exhibit great variety essays can be almost anything; they can be speculative or factual or emotional; they can personal or objective, serious or humorous. (p. 45)

Kane further stated that "an essay is a prose composition with a focused subject of discussion or a 'long', systematic discourse" (p. 45). Generally, essays are scholarly pieces of writing which give the author's own argument. They have become a major part of the formal education. University students are thought structured essay format to improve their written skills. Essay is generally used as a way of assessing the performance of students during exams. But lately, the concept of an essay has been extended to other medium beyond writing such as; film essay or photographic essay.

Rivers and Temperly (1978) pointed out "to write so that one is really communicating a message isolated in place and time is an art that requires consciously directed effort and deliberate choice in language" (p. 262). In other words, writing needs conscious and mental efforts so that, it is not spontaneous activity. We do not bear with this skill we have to be taught how to write systematically.

2. The Importance of essay writing

The mastery of the essay writing skill is a crucial factor on EFL learning. Teachers, as well as scholars, consider writing as the most effective and appropriate representation of learner's competencies and abilities in a given language. On that basis, they can assess the student's competencies in various aspects of language; such as, grammar, semantics …etc.

Writing is largely considered as a multifunctional tool in higher education teaching and learning contexts. Writing is used by instructors to find out what students have understood and learned about a particular academic subject. Thus, it is a tool used to judge the quality of student's thinking and learning. Brown (2001) stated that writing in the EFL classroom is less varied than for L1 users. Moreover, writing needs vary depending on the level of L2 and reasons for learning English, which usually affect the way teaching is approached (p. 310). Similarly, Raines (as cited in Nunan, 1999c) identified two kinds of writing in the EFL classroom, namely "writing for learning", which includes pre writing, drafting, revising and editing, and "writing for display" such as examination writing (p. 273).

So, essay writing is so important for the following reasons:

- It involves are essential for developing a range of academic skills that you will need to succeed in your course;

- It provides the stepping stones that take you towards a good result, a degree or qualification;

- It is a systematic process which is designed to allow you to complete the task more quickly than will an ad hoc approach

- It has a direct effect on learning: Psychologists assert that learning is reinforced and made more permanent if things are written down; the act of writing actually promotes the brain to remember and do so more easily;

- The skills that make for good essay writing can also form the basis of more broad-based writing skills that are useful in whole variety of ways.

Getting on top of the whole study process is vital. Keep up to date, maximize the use of your time, work in an effective and disciplined way and you will work successfully and have time for the other things you want to do. Get behind, or waste time and catching up becomes difficult, achieving the results you want becomes less likely and the problem escalates as the time available to catch up is limited, there will also be a real clash between work and your social or home life. Good essay- writing technique is an important part of this whole process and getting on top of that can help disproportionately in your search for good grades (Connely and Forsyth, 2012, pp. 3- 4).

3. The stages of essay writing

The writing process has stages that learners have to follow in order to produce a well-structured and coherent composition. These are planning, drafting, revising, and editing.

Brown (2000) summarized the stages of the written production as follows:

Written production are often the results of thinking, drafting, and revising procedures that require specialized skills … the upshot of the compositional nature of writing has produced writing pedagogy that focuses students on how to generate ideas, how to organize

them coherently, how to use discourse markers and rhetorical
conventions to put them cohesively into a written text, how to revise
text for clearer meaning , how to edit text for appropriate grammar,
and how to produce a final product. (p. 335)

Hence, essay writing or learning to write, especially in second language, is not
simply a matter of writing ideas down into paper without prior thinking and planning.

3. 1. The pre- writing stage (planning)

It is the initial stage of essay writing process. It is the stage where the writer
searches for ideas and thought in his or her brain as well as writing down any
relevant ideas that cross his or her mind.

Seow (2002) supported this idea when he pointed out that "pre – writing is an
activity in the classroom that encourages students to write. It stimulates thoughts for
getting started. In fact, it moves students away from facing a blank page toward
generating tentative ideas and gathering information for writing" (p. 316).

For Richards (1990) pre- writing means "… to think about a topic, find ideas
about it and then organize them" (pp. 108- 9). Moreover, it represents an outline of
the main points and sub- points for what the written piece will be about. Thus, the
planning stage is like an enquiry research, the learner collects data from different
sources to become the most knowledgeable writer about the subject.

Fulwiler (2002) stated that "When you write, you explore your memory, texts,
neighborhoods, the news, the internet, and the library" (p. 16). In addition to that,
some writing activities may be provided to support the learning experience. According
to Seow (2002), at the planning the stage, teachers can help students to generate

ideas, through such activities of group brainstorming, clustering, rapid free thinking, and *Wh* questions (p. 316).

Determining for whom, what and how you write is important in the pre- writing process. Therefore, planning involves the consideration of three main issues: the purpose which allows the learner to be aware of the choice of language that she/ he should use, the audience which specifies the type of styles whether it is formal or informal, and context structure that is the organization of ideas (Harmer, 2004, pp. 4-5).

The planning stage is not the final stage and students have the ability to modify it whenever they want. So, they can add, delete, or substitute to fit the context of writing.

3. 2. The drafting stage

Drafting is where the formal writing begins. That is to say, it is the stage in which the writer puts pen into paper and starts really writing. She/ he develops the main ideas which are written in the planning stage into sentences and paragraphs. Brown and Hood (1989) stated that drafting is "the stage where you really begin writing, it is not the time to worry about spelling, grammar, punctuation or best wording" (p. 14).

Galko (2002) defined briefly the drafting stage as follows:

> Drafting means writing a rough, starch, form of your paper. It is a time to really focus on the main ideas you want to get across in your paper. When drafting, you might skip section or makes notes to yourself to comeback and add more examples in certain spots or to check your facts later. As you draft, you do not need to worry about

grammar, spelling, or punctuation, you will have time to refine these

mechanical parts of your paper at the latter stage. (p. 49)

The writer can try out his ideas, he can add, omit, or replace them to produce a well- organized and coherent piece of writing. Drafting does not mean the final written production; for the writer always changes the form as well as the content in his piece of writing. So, she/ he is not obliged to complete the product till the end. This phase is more appropriate to be an opportunity for the writer to engage in risk free exploration.

3. 3. The revising stage

Revising is a phase which follows writing the first draft. It is examining what is written with fresh eyes and ears for the purpose of making it better. In other words, it is the evaluation of texts in terms of coherence, unity, content, and organization. Also, whenever there is something wrong, the learner has to modify it; she/ he can omit, adjust, or add ideas for the purpose of delivering a clear and appropriate text (Oshima & Hogue, 1998, p. 11).

Harmer (2004) claimed that "Once writers have produced a draft then they usually read through what they have written to see where it works and where it does not" (p. 5).

If drafting is for the writer, revising is for the reader. In other words, during the revising stage, the writer considers his/ her writing from audience's points of view. In fact, the writer gets through this stage for the sake of changing the order of his/ her information, expending certain sections, or cutting details in other. He needs to go back to the drafting stage and reword some parts of his/ her paper. Brown and Hood (1989) believed that "The revising stage is where you check that you have said what

you intend to say and you have said it in a clear and appropriate way" (p. 20). Thus, in revising pupils are mostly concerned with how well ideas fit together into a clear piece of writing, they reexamine the composed text to improve and polish the structure and content to ensure that it expresses their ideas in the most effective manner. So, revising seems to be a cyclic process that never ends. Flower (2006) declared that "revision needs never stop; every time you re-read a piece of writing and see possible improvement, you should probably make them" (p. 136).

3. 4. The editing stage

It is the final stage, or it is simply the stage where the last draft needs to look perfect. Starkey (2004) pointed out that "Editing takes a closer look at your writing, through a stronger lens that highlights words and sentences" (p. 55). When editing, the writer makes two basic kinds of changes:(1) she/ he fixes errors in grammar, punctuation, spelling, and formatting, and (2) she/ he improves the way the text ideas are expressed; this will help his/ her writing to be more exciting, clear, specific, and more direct.

Editing can be done by the individual or with the help of peers or a teacher to achieve correctness. In addition, Starkey (2004) believed that "When you edit you read through each paragraph of your essay a number of times; paying careful attention to your sentences and the words that comprises them" (p. 57).

Fulwiler (2002) defined editing as follows:
You edit in the later stage of writing to recheck your whole text, to make sure it reads as you intend it to read, you want to see that everything works, from the clarity of ideas to the logic of paragraphs, the validity of sentences, the precision of words and

the correctness and accuracy of everything, from facts and references to spelling and punctuation. (p. 21)

The following below explains the stages of essay writing:

PLANNING   DRAFTING

FINAL VERSION?   EDITING

The

FINAL VERSION
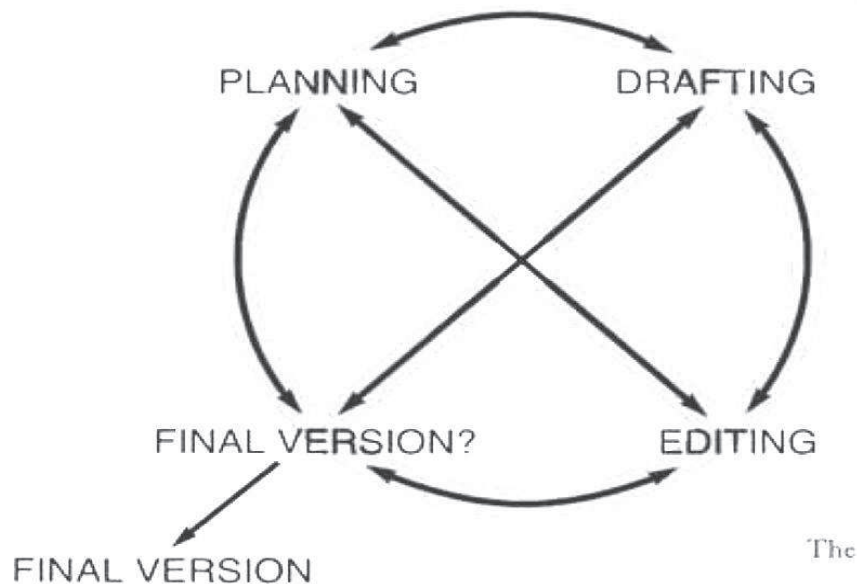
Figure1. The Process Wheel. (Harmer, 2004, p. 06).

As shown in the figure above, the process of writing is not linear but rather recursive. This means that writers can move backwards and forwards at any of these stages. The whole work can be reviewed, evaluated, and revised even before any composition has been produced in its final version.

4. Types of essay writing

Learners generally write according to a specific purpose. They may tell a story, provide information, or describe something. The following are the most used types of essay writing:

6. 1. Argumentative (persuasive) essay

An essay of persuasion presents evidence intended to convince the reader that the writers' position is valid. Evidence can include facts, statistics, testimony, and the support of recognized authorities. The writer may appeal to logic, emotion, and worthiness (Scarry, 2010, p. 579). This type of essay will be similar to an expository essay in which you will be exploring a topic and collecting and evaluating evidence. However, unlike an expository essay, you will be taking a stand for, or against this topic. In an argumentative essay, one attempts to change the readers' mind and convince the reader to agree with the point of view or claim of the writer, support the opinion by means of giving evidence: facts, examples, physical, physical description, support of authority, and statistics, and present counterarguments to the thesis and refute them respectfully and critically (Guemide, 2015).

The table below illustrates the types of model outlines that are used and adopted for writing an effective argumentative essay (Boutkhil, 2015).

Model A	Model B	Model C	Model D
Thesis statement	Thesis statement	Thesis statement	Thesis statement
Pro argument I	Counter argument& refutation I	Counter argument& refutation I	Counter argument& refutation I
Pro argument II	Pro argument II	Counter argument& refutation II	Counter argument& refutation II
Pro argument III	Pro argument III	Counter argument& refutation III	Counter argument & refutation III
Counter argument& refutation IV	Pro argument IV	Pro argument IV	Pro argument IV
Conclusion	Conclusion	Conclusion	Conclusion

Table 1: Model outlines for writing argumentative essays. Source: (Guemide, 2015)

4. 2. The cause and effect essay

A cause and Effect essay provides reasons and explanations for events, conditions, or behaviors. It involves tracing probable or known effects of a certain cause or examining one or more effects and discussing the reasonable or known cause(s). It can be used for the purpose of making pupils understand the relation between the causes and effects of a particular issue/ or an event, the development of the rational faculty of the mind and also making people use their brains to study the relation between various things. Basic and foremost thing of concern is to choose the topic which suits you and is also of your interest (Boutkhil, 2015).

4. 3. The Comparison/ and contrast essay

The term Comparison differs from the term Contrast in which the first one refers to the discussions in which a pupil finds similarities between two or more ideas or things. While the second one refers to the differences that pupils find between two or more ideas or things. From these definitions, the similarities and differences lead to a convincing conclusion. This is an important feature in a comparison and contrast essay. Comparison/ Contrast essays can be very dull without the use of some imagination. Its main purpose is to examine the similarities (compare) and/ or differences (contrast) between two things in order to make a point (Boutkhil, 2015). It has two forms:

🞣 **Subject by Subject: (Block-by- Block):**

> Saying everything in details about your first subject and then say everything about your second subject. You should take into consideration the same points for both subjects in the same order.

Point-by- Point (Topic-by- Topic):

Supporting and explaining your thesis statement by discussing each point of comparison or contrast, switching back and forth between subjects (Boutkhil, 2015).

4.4. The narrative essay

A narrative essay discusses something that happened in the authors' past, in addition to telling a story, a narrative essay typically involves making a point to express an opinion, to help the reader understand something better, or to simply give the reader to reflect upon. When writing a narrative essay, the primary objective is to tell a story to the reader by exploring the authors' values or by the author reflecting on specific memory, thought, or event. This kind of essay can include other purposes by creating a sense of shared history, providing entertainment, offering instruction, and providing insights (Boutkhil, 2015).

4.5. The Classification essay

A Classification essay is better defined as a type of essay that deals with a classification of organized logical connections in it. It is also known as a logical division essay because a larger, more complex subject into smaller ones that makes the subject easier to understand. There are three important things to take into consideration when writing a classification essay which are: sorting things into useful categories, making sure all the categories follow a single organizing principle, and giving examples that fit into each category (Boutkhil, 2015).

4.6. The process essay

Generally speaking, process may be a series of actions, specific changes, or certain steps, operations, or functions. All of these meant to demonstrate how to achieve a particular result. Thus, the process essay in particular, can either provide steps on how to do something or provide information. It is characterized in clarity which is very important, strict chronological and fixed order, and transitions (Boutkhil, 2015).

The process Essay has two types which are: directional process or instructions; is a process which enables readers to perform a process, a recipe, a handout, and an operating manual are examples of instruction writing. The other one is called Informational process; a process that helps the reader understands how a process is carried out (Boutkhil, 2015).

5. Approaches to teaching essay writing

In the last few decades, great attention was placed as an essential element of learning, therefore, a number of approaches have emerged for the purpose of enhancing its teaching. The main approaches to the practice of essay writing are: Product Approach, Process Approach, and Genre Approach.

5. 1. The Product Approach

This approach was emerged in the mid of 1960s, it focuses and gives importance to the final product which means a production of well product composition.

Nunan (1991a) identified the Product approach to the teaching of writing as "a product oriented approach, as the title indicates focuses on the end result of the learning process, what is the learner is expected to be able to do as a fluent and component user of the language" (p. 86).

The main concern of the product approach is how well the writer knows the structure of the language without giving importance to learner's needs and the stages of the writing process. The emphasis is lead learners to achieve pre-determined objectives; as White (1988) put it "learner's needs are carefully specified and the work of the materials designers and the teacher is to provide the means of enabling these needs to be realized" (p. 5).

The product approach focuses on the following three important orientations:

- **Language structure:** It stresses how words, sentences and clauses are joined and arranged to form a readable product as Hyland (2003) claimed "… writing is seen as a product constructed from the writer's command of grammatical and lexical knowledge" (p. 3).

- **Text functions:** It relates structures to meaning as language forms perform communicative functions as Hyland (2003) stated "functions are the means for achieving the ends (or purpose) of writing "(p. 6).

- **Creative expression:** It gives more importance to the writer and the reader. The idea behind it is to get the learners express their own views about a topic as the teachers have to be creative and take opportunities through free-writing.

Escholez (1980) and Walson (1982) claimed that it is too remote from learner's own writing problems since learners are just duplicating someone else's (as cited in Biad, 2012, p. 10). Furthermore, Elscholez (1980) pointed out that the product approach encourages learners to use the same plan in a multitude of settings, applying the same form, regardless of content, thereby, inhibiting writers rather than empowering them or liberating them (as cited in Biad, 2012, p. 10).

5.2. The process Approach

Because of the shortcomings of the product approach, a new approach to writing composition emerged; namely, the process approach. While the former stresses the product of writing, the latter puts emphasis on the process followed in writing regardless of its products. i.e. the final written composition. Within this context, Montages (1995) believed that the process approach, through its defined stages, helps and guides students in their writing process through strategies (pp. 3- 4).

Kroll (2004), therefore, defined process approach as follows:

> The process approach serves today as umbrella term for many types of writing courses…what the term captures is the fact that student writers engage in their writing tasks through a cyclical approach rather than a single-short approach. They are not expected to produce. They are not expected to produce and submit complete and polished responses to their writing assignments without going through stages of drafting and receiving feedback on their drafts, be it from peers and/ or from the teachers followed by revision of their evolving texts. (pp. 220- 1)

Hence, in the process approach favors the different classroom activities which contribute to the development of skilled language use as argued by Nunan (1991, p. 86). Then, this approach aims to get students to the heart of the various steps and skills that should be used when writing rather than concentrating on the texts produced by students and giving comments on them (Harmer, 2001a, p. 257).

For Zamel (1983), in this approach, writing is viewed as being "non-linear, exploratory, and generative process whereby writers discover and reformulate their ideas as they attempt to approximate to move backwards and forwards at any particular stage to make necessary changes before any text have been produced at all (as cited in Hyland, 2003, p. 11).

Nunan (1991a) defined the primary emphasis of the process approach in terms of quantity rather than quality; the most important thing is to help students to write as much as possible ideas without being anxious about making mistakes (p. 87). The Process approach encourages cooperation among students through giving and receiving comments from other colleagues at any point of writing process. This may have positive influence on their motivation and help them to build positive attitudes towards writing (Nunan, 1991a, p. 87). Therefore, writing will certainly become an enjoyable and pleasant experience that students cannot deprive themselves of. Then, one of the significant tasks of the teacher under this approach is to motivate students and enthusing them about the value of the task, being available to help them overcome difficulties they may encounter.

Brown (2000) summarized the characteristics of the process approach as follows:

- Focus on the process of writing which leads to the final product;

- Help students/writers to understand their own composition process;

- Give the students time to think to write and rewrite;

- Encourage feedback from both instructors and peers;

- Help students to build repertoire of strategies for pre writing, drafting, and rewriting;

- Place central importance on the process of revision;

- Let students discover what they want to say as they write;

- Give students feedback throughout the composing process;

- Include individual conference between teachers and students during the process of composition. (pp. 335- 6)

Tribble (1996) stated that the process approach is "an approach to the teaching which stresses the creativity of the individual writer, and which pays attention to the development of good writing practices rather than the imitation of models" (p. 160).

5.3. The Genre Approach

This approach emerged in reaction to critics to both the product and the process approaches. It emerged in the mid-eighties to advocate learner's study of a text within a specific genre before proceeding to writing (Harmer, 2001a, p. 258).

Swales (1990) identified "genre" as "a class of communicative events, the members of which share some set of communicative purposes" (p. 58). Likewise, Hyland (2003) pointed out that under a genre-based approach, the writer writes something to reach some purpose (p.18). The learners could start writing by imitating the given model which leads the students to "see writing as a form of 'reproduction' rather than as a creative act" (2003, p. 259). Here, the learners have to develop their ideas in relation to the social context in which the genre is used.

The genre approach to writing emphasis on the context and the purpose for which the writing is produced. In addition, it provides input to the learner and improves his/her writing skill (Badger & White, 2000, pp. 157- 8).

By "genre" is meant different types of writing such as narrative, reports, and informal letters…etc. Each of these types has specific features in terms of organization and language. Badger and White (2000) argued that the genre theory is "an extension to the product approach" (p. 155).

The genre approach views writing as predominantly concerned with knowledge of the language, and as being tied closely to a social purpose, which the development of writing is largely viewed as the analysis and imitation of input in the form of texts provided by the teacher.

In the EFL field, Dudley-Evans (1997) identified the three stages in genre approach as follows: (1) a model of a particular genre to work on is introduced and analyzed, (2) learners carry out exercises which manipulate relevant language forms, and (3) a short text is produced (p. 154).

Writing, then, is perceived as a form of production rather than as a creative act. In the first stage, learners might be asked to imitate to enforce adherence to strict genre rules. Later might be free to decide what to do with data they have collected. In the following table, the main characteristic of the product, the process and the genre approaches are summed up and compared as follows:

The productApproach	The ProcessApproach	The Genre Approach
• A model is followed: controlled writing.	• No model to follow: Free and creative writing.	• A model is followed: controlled writing.
• The final product is the most important thing.	• The process of writing is the most important thing.	• The Genre is the most important thing.
• Interest in linguisticknowledge.	• Interest in the functions and skills of the language.	• Interest in the rhetorical style and linguistic features of genre.
• Individual.	• Cooperative.	• Cooperativethenindividual.
• The teacher is the only feedbacks' provider.	• Peer review and teachers' feedback.	• Peer review and teachers' feedback. The learners' needs that serve the genre are emphasized.
• The learners' needs' are neglected.	• The learners' needs are satisfied.	• Linear.
• Linear.	• Recursive.	Errors' correction is important
• Continuous correction of errors.	Errors' correction is at the end	

Table 2: A comparison between the Product, the Process, and the Genre Approach. Source: Biad, C. (2012), p. 12

6. Techniques of teaching essay writing under the C. B. A.

The Competency- Based Approach is based on learner autonomy. i.e. the learner constructs his own knowledge. In order to form this kind of learners, there are some techniques in teaching that can help to realize this purpose; such as, group work, problem solving, and project work.

6. 1. Group work

A group work is an important type of activities in teaching writing with the Competency– Based Approach. It allows learners to interact and communicate in order to enhance their learning process. In the group work students are organized in

such way in order to help them work better. Choosing relevant grouping organization go parallel with the kinds of learning task selected.

According to Richards and Schmidt (2002), different group arrangements for teaching include:

- **Whole– group instruction:** all number of students is taught as one group; i.e. there is only one group (class as a whole).

- **Small– group discussion:** the classroom divided into small group. Each group involves between six and eight students working on a discussed topic.

- **Tutorial discussion group:** a small group involved of less than five students. This kind of grouping aims to facilitate real communication and naturalistic language use and to help these students solving their learning difficulties. (p. 234)

6.1.1. Advantages of group work

Harmer (2002) proposed some advantages of using group working:

- ✓ It increases the amount of talking for individual students;

- ✓ There is a greater chance of different opinion and varied contributions;

- ✓ It encourages broader skills of co– operation and negotiation;

- ✓ It promotes learners' autonomy ;

- ✓ Some students can choose their level of participation more readily then in whole class or pair work situation.

Applying a group work can help both the teacher and the learner to do their task effectively. This technique creates interaction atmosphere, and allows the learner to overcome some psychological problems (as cited in Boudada& Khalkhal, 2012, p. 40).

6. 2. Project work

One of the most important elements in applying the competency- based approach is the project work.

Project work is defined in the Algerian educational syllabus at the crossroads' (2005) as "carefully planned long term undertaking" (p. 17). According to assessment in Competency- Based Education (2006) a project work is "any exercise or investigation in which the time constraints have been relaxed" (p. 33).

According to Richards and Schmidt (2002) a project in the teaching process is "an activity which centers around the completion of a task, and which usually requires an extended amount of independent work either by individual student or by a group of students" (as cited in Boudada & khalkhel, 2012, p. 41).

Indeed, in the Algerian educational syllabus we find the project at the end of each unit. The teacher asks his students to search outside the classroom about some topic related to what they have been learned. Before starting the next unit, the students should complete their project and discuss it with the teacher and their peers.

6.2.1. Characteristics of the project work

The project work is an important integrated part in the learning process has some features that distinguished from other learning materials.

In assessment in *Competency– Based Education (2007),* the characteristics of the project work are:

a) The project should be practical and useful.

b) The project should be understandable than the other task.

c) The project is related to what students have been learned.

d) The project collects a wide range of competencies and knowledge that will be assessed (as cited in Boudada & khalkhal, 2012, p. 41).

6. 3. Problem- Solving

According to Richards and Schmidt (2002) problem solving is a task used to motivate interaction among pairs or groups (p. 420).

Barker and Gaut (2002) defined problem- solving as follow:

> A problem- solving group is a group of people who work together to solve a problem by collecting information about the problem, reviewing that information, and making a decision based on their findings. (p. 160)

In this respect, the teacher identifies an interested topic to his students. This topic should state problems with different solutions. Moreover, "students analyze, make suggestions, give reasons, accept, modify, or reject suggestions and reasons given by others" (Boussiadia, 2010, p. 21).

The problem underlying and inquiring solutions through interaction. Then, students generate vocabularies that teachers record them on the board. Therefore, the information recorded consider as a basis for the rest of the lesson.

Problem– solving can be classified into two types: short– term task and long–term task, or project. Teachers can achieve short term – task in one class session; whereas, in long– term task the teacher devote much time that may take sessions. For instance, a short– term problem solving task can be involve setting items in categories while long – term task can be project work (Boussadia, 2010, p. 21).

7. Characteristics of good essay writing

Writing is a means of consolidating and reinforcing what has been learnt such as: Grammar, vocabulary…etc. These elements, in addition to others, are considered to be the features of a good essay.

7.1. Coherence

According to Halliday and Hassan (1976), coherence is a feature of the text that indicates "The property of hanging together" (p. 183). Coherence, is then, related to the unity of a text. Celce- Murcia (1991), asserted that "this unity and relatedness is partially a results of recognizable organization pattern for the preposition and ideas in the passage." (p. 5). Coherence depends on the presence of linguistic devices that strengthen global unity and create local connectedness. Coherence is also understood to be the product of collaboration between the writer and the reader. It also helps it helps the reader understand the text with the least effort possible.

According to Robitaille and Connely (2007) a coherent paragraph must satisfy two criteria; relevance and effective order. Relevance means that all ideas must be relevant or related to the topic. i.e. if an idea does not fit into the topic discussed, it must not be included. Relevance alone is not enough to establish coherence. The idea in a paragraph can relate the topic but they can be poorly arranged. So, the effective order or order of thoughts refers to the idea's arrangement according to their logic or their importance (p. 66).

The same methods used to create coherent paragraph can be used to link paragraphs. So, that a whole piece of writing flows smoothly, and the link between paragraphs can be made by repeating or paraphrasing key words and phrases.

7.2. Cohesion

Cohesion refers to a set of linguistics devices which connect ideas and makes explicit the semantic relation underlying them. Cohesion is a matter of style, it exists in specific words and grammatical patterns tying one sentence to another. So, cohesion refers to the visible links which bind the sentences of a paragraph (Halliday & Hassan, 1976, p. 2).

For an essay to be cohesive, the writer should master the introduction, body and conclusion of the paper and ties all three parts same less together. It means that all parts of essay should stick together as a whole. Without cohesive devices readers feel like they are reading a long list of unrelated ideas, they often have problems in remarking what the writer said. They have also troubles to understand how ideas are connected, which may mean that they misunderstand the main point of the essay (Taylor, 2009, p. 216). So, for writing a cohesive essay, the writer writes down his ideas in an appropriate way using connecting words and phrases to ensure better understanding and avoid ambiguity. Halliday and Hassan (1976) provided a typology of cohesive devices, which are described as reference, substitution, ellipsis, conjunction, and lexical cohesion.

> ➢ Reference is a device that is used to refer back to something that is mentioned before or will be mentioned. This device reminds the reader of an element that has been mentioned before in the text (anaphoric reference or refers to an element that will be mentioned later (cataphoric reference).

> ➢ Substitution refers to the replacement of an element in the text by one of the items; one, ones, some, do, and so.

➢ Ellipsis refers to pre supposed anaphoric item which is understood through it structural link.

➢ Conjunction is a device that makes explicit the semantic relations which exist in a text.

➢ Lexical cohesion occurs when two elements are semantically in some way. (p. 310- 1)

7.3. Grammar

Grammar is one of language basic components. It is composed of the rules that direct the formation of words and structuring of sentences. It is also composed of forms that are used to address different functions depending on the context where they are used (Greenbaum, 1991, p. 1).

Grammar is an essential composed of any language learning and any language cannot be established without learning its grammar. Grammar gains a great importance in writing because of its inevitable role. So, grammar has an essential role for writing. It provides information about forms and functions of words. It is known that any written text or passage is composed of grammatical sentences which are in turn composed at least, of a verb and a subject and sometimes an object complete or modifier is added.

Grammar of written productions insists on expressing ideas in full sentences, in addition to avoiding repetition and unnecessary details. Written essay also need clarity and the straight forward style which are considered to be the dominant factors for writing any written discourse, in order to avoid misunderstanding that cannot be corrected at the moment. As Swan (2005) suggested, "written discourse is produced as monologue, where there is no instant classification or correction" (p. 40).

Writing usually used in formal situation thus, utilizes formal language which is reflected in vocabulary and also in grammar. Foreign language students should be aware of the grammar they are using in writing, because even if they become proficient in writing, they still have linguistic problems which are related to sentence structures and grammar, so that grammar quality should not be ignored in any kind of writing.

7.4. Vocabulary

Vocabulary has a great importance in effective writing and the ability to write effectively hinges upon having an adequate vocabulary. It is stated that it would be impossible to learn a language without learning its vocabulary. Furthermore, Harmer (2004) stated that if the language structure made up the skeleton of the language, it is vocabulary that provides the vital organ and the flesh. Therefore, the use of grammatical structure does not have any potential for expressing meaning unless words are used.

Pupils often manage to communicate in English using individual words. They can most of the time convey meaning without necessary acquired grammar. As far as the importance of vocabulary is concerned, David Wilkins (1972) summarized it as follows: "Without grammar little can be conveyed, without vocabulary nothing can be conveyed" (p. 14). So, for pupils, to write good essays and communicate their ideas, they need exposure to vocabulary.

7.5. Organization

This means that the ideas should be stated in a logical and how the whole piece of writing is designed. For example, if the learners are asked to write letters, they have to follow the conventions of the general layout. This will make the reader praise the structure of the text.

Starkey (2004) stated that organization benefits the reader in the following context:

By following one the organization methods of writing, you will guide your reader from first to last sentence. He or she will be able to see how the various points you make in your piece of writing work together and how they support your thesis. (p. 2)

So, in order to write organized script, learners have to plan their writing through a pre-writing step by brainstorming ideas and writing that comes to their minds in a draft and they can organize their ideas easily.

7.6. Clarity

Generally speaking, writing's composition has the intention to satisfy the reader and thus, a writing script should be clear, simple, concise enough in order not to present the reader from understanding what you mean exactly because vagueness which "is a matter of using a word or expression whose meaning is not precise" (Kroll, 1990, p. 4).

According to Murry and Hughes (2008) the key to achieve clarity is to lake sentences short and the paint, the learner (writer) should be relevant, make every word count, and try not to express more than one idea in each sentence. In order to achieve clarity in writing (p. 86).

Starkey (2004) also suggested some tips to achieve clarity. Accordingly, the learner should:

- **Eliminate ambiguity:** element which have two or more possible meaning; ambiguous language can be words or phrases that have more than one interpretation.

- **Use powerful precise adjectives and adverbs:** One way to accomplish clarity is to use powerful and specific adjectives and adverbs. The right modifies (adjectives and adverbs) help out the learner to convey his message across in fewer, more accurate words.

- **Be concise:** this means getting right to the point without unnecessary spinning around, worthless repetition or wordiness. (pp. 9- 12)

7.7. Capitalization and Punctuation

Knowing how to stop, and when to capitalize is a sign of mastering the mechanics of writing. Therefore, the knowledge about the usage of the different punctuation marks has a significant role on one's own writing.

Capitalization is to use big letters at the beginning of a sentence, or certain types of words. According to Starkey (2004), Capitalization is needful for some particular words and at the beginning of sentence. However, the over use of

capitalization leads to excessiveness. This capitalization is required and obliged to be used under six main cases:

- The first word of a sentence;
- Proper nouns (names of people, places, and things);
- The first word of a complete quotation, but not a partial quotation;
- The first, last, and any important words of little;
- Languages ;
- The pronoun "I". (p. 52)

Punctuation is to use different kinds of marks like a full stop, comma, when…etc. In order to make one's essay more glazed; "with proper punctuation your writing will be more published and technically correct, and will convey your voice more directly" (Starkey, 2004, p. 48).

There are many types of punctuation marks, and mastering them show good and related piece of writing. Eight kinds of punctuation marks will be illustrated as follows:

- Apostrophe is used to show possessions or concentrations like in the case of possessive "s" or in the contracted forms of some verbs in the negative or positive form e.g. to be, to have, to do.

- Commas usage (,) is used to express one's voice by showing down or speeding up the pace of sentences. However, there are two kinds of commas which distort one's writing if were misused or absent: a comma splice (the incorrect use of comma to connect two complete sentences) and serial comma (a serial comma: the one used last in a list of items after the word and).

- Colon is two dots which appear at the end of clause and can introduce: a list when the clause before the colon can stand alone as a complete sentence, and a restatement and elaboration of the previous one.

- Semi colons (;) can be used in two ways: to separate independent clauses and to separate the item in a list when those items contain commas.

- Periods are used after the end of a declarative sentence (a sentence that makes a statement, at the end of a command or request at the end of an indirect question and after an abbreviation).

- Question marks are used at the end of a question and inside question marks when the quote is a question.

- Quotation marks are used when directly quoting, for titles of chapters, articles, short stories, poems, song, and periodicals.

- Exclamation marks are used at the end of a word, phrase, or sentence filled with emotion.

In addition, there are kinds of punctuation marks like Hyphens, Parentheses, and Brackets…etc which are not widely spread in writing (Starkey, 2004, pp. 48- 51).

8. Factors affecting essay writing

Writing in second or foreign language is an acknowledged difficulty for the majority of English language learners. This difficulty may not only result from the cognitive aspect of language, but also from the affective ones as stated by Brown

(2000), language is not an independent system that writers can take without the involvement of their feelings and emotions (p. 141). Then, affective factors are very significant in determining learners' success or failure.

8.1. Cognitive factors

English language learning especially the writing process tends to be cognitively a difficult task for EFL learners. The lack of linguistic knowledge seems to be one of the serious problems pupils my face during the writing process.

8.1. 1. Content knowledge

Content, or linguistic knowledge, is referred simply to as the knowledge that a teacher teaches, and the learners learn in a given subject or course. The knowledge that the teacher provides in the classroom seems to be very interesting and beneficial for learners; nevertheless, it all depends on their willingness to learn the knowledge as well as the teacher's competence to convey and explain the information and the theories related to the subject matter. In general, learner's problems about content knowledge could sum up in transforming information and ideas into comprehensible passage.

According to Wang (2010) "research is reporting uncertainly about textual difficulties in translating declarative knowledge about academic writing requirements into actual practice" (as cited in Tang, 2012, p. 6). In addition to other problems like: The lack of grammar rules, vocabulary, and the ability of constructing well-structured sentences (Tang, 2012, p. 6).

8.1.2. Mechanics of writing

The complexity of the writing skills requires a crucial awareness of its rules like spelling, punctuation, and cohesive devices. According to Richard and Renandya (2002), "The skills involved in writing are highly complex. L2 writers have pay attention to higher level skills of planning and organization, as well as lower level skills like spelling, punctuation, word voice, and so on (p. 303).

8.2. Psychological factors

Research has shown that psychological factors such as motivation, anxiety, and self-esteem are important aspects that can affect the writing process in a foreign language. Harmer (2004) stated that "learner's feelings are as important as their mental or cognitive abilities. If students feel hostile towards the subject of study, the materials, or the teaching methods, they will be unlikely to achieve much success" (p. 74).

8. 2. 1. Motivation

Motivation is considered by most of researchers as an important factor that can affect the learning process. It is defined by Harmer (2004) as the internal power that drives an individual to engage to do something in order to reach the goal (p. 51). Motivation is a strong factor which is associated with achievement and, accordingly, learner's motivation makes the process easier and pleasant. In other words, motivation makes writing pleasant and enjoyable.

According to Boscolo and Hidi (2008), EFL teachers always inquire about two facts student's demotivation to write, and how to increase their motivation to write (as cited in Guemide, 2015, p. 13). It is another affective factor that has a strong impact on student's ESL/EFL learning.

Brown (2000) considers motivation on one of the most complicated problems of second language learning and teaching. If students are motivated, they will write better, and if not, they will certainly fail to accomplish the writing task successfully (p. 72). Accordingly, it is the responsibility of teachers to make students feel comfortable when they attempt to write in the English language and information to complete the writing task properly (Harmer, 2004b, p. 61).

Harmer (2006) believed that are many hidden factors which demotivate students improve their writing. Amongst these factors, the fear of failure: being afraid of not achieving one's goals or value in the context of competence or efficacy. One EFL students are afraid of making serious mistakes. So, they become haunted by failure (as cited in Guemide, 2015, p. 13).

8.2.2. Anxiety

Anxiety is a natural phenomenon that can negatively affect the acquisition of the language. It prevents the writer from being successful in his or her writing. It causes negative attitudes and hinders students from doing their best. In addition, it causes self-doubt and hesitation which makes students less confident about their writing level. According to Harmer (2006), writing anxieties are very dangerous since they cause negative attitudes on students towards their writing.

Furthermore, he believed that students are afraid of writing because of:

- The lack of practice,

- Having nothing to say in English, and

- Students are not interested in the writing activity. So, without teacher's help and feedback, the students can never develop self-confidence and build "the writing habit" (as cited in Guemide, 2015, p. 13).

8.2.3. Self-esteem

Research about the psychological factors that affect the acquisition of language shows that there is a relationship between self-esteem and achievement in learning. It is an aspect that can either inhibit or improve the learning process as well as carrying out a task or activity. He pointed out that "self-esteem is probably the most pervasive of any human behavior. It could easily be claimed that no successful cognitive or affective activity can be carried out without some degree of self-confidence, knowledge of yourself, and belief in your own capabilities for that activity" (p. 145).

As a matter of fact, this psychological concept has a strong influence on EFL learner's achievement. It is argued that high self-esteem students tend to achieve well in foreign language classes. In fact, many researchers (Brown 2000, Alpay, kumar et al, 2009; James 2000, Rubio; 2007 and Branden; 1992) have emphasized the role which self-esteem plays in the learner's academic achievement. They agreed that self-esteem helps students in risk taking as well as learning new skills. On the other hand, Brown (2000) added that the relationship between the two variables is interchangeable. That is, self-esteem helps students to achieve more in their learning

of foreign languages, and if ELF learners are successful in the process of their FL learning their self-esteem will be raised.

8.3. Mother tongue interference in English writing

In addition to the lack of both reading and interest in writing. Students face another obstacle that hinders their writing abilities. The majority of the students claim that when composing their writing in English, they usually think in Arabic.

Many studies have concerned with this problem. EFL teachers emphasize the need for EFL students to a linguistic competence: to think and write as far as possible in English, Friedlander (1997) reported, "Writers do any of their work in their first language" (as cited in Guemide, 2015, p. 14). This practice of writing will inhibit the acquisition of English due to transfer of structures and vocabulary from first language in an incorrect way.

In our case, few of EFL students write in Arabic and then practice translating into English what they have written. This, for sure, can be a motivating activity towards the acquisition on English competence (as cited in Guemide, 2015, p.14).

Conclusion

In conclusion, essay writing competency in English as a foreign language tends to be among the difficult skills for EFL learners to master. In this chapter, we identified essay writing skills an important issue in EFL teaching and learning. Also, we discussed types of essay writing as well as the main approaches to teaching essay writing. In addition, we presented techniques of teaching essay writing under the C. B. A. Moreover, we highlighted the characteristics of good compositions and exposed the effective factors that hinder essay writing among EFL learners.

Chapter three: Field investigation

Introduction

The present study has dealt with improving essay writing skills on EFL learners under the Competency- Based Approach. Additionally, this study aims to get teachers' and pupils' attitudes toward teaching essay writing under C. B. A. This chapter is practical in nature. For the purpose of data collection, teachers' and pupils' questionnaires and classroom observation were used.

1. Method

The present study is both qualitative and quantitative in nature in the sense that counting and measuring of numerical data is done in this study. As long as our research aims to describe teacher's and pupils' attitudes towards the use of C. B. A. in enhancing essay writing skill. Then, the suitable method is the descriptive one. Class & Hopkins (1984) argued that descriptive research involves gathering data that describes events and organizes, tabulates, depicts, and describes the data collection, i.e, it is the nature of data that makes the researcher to decide about the adopted process and method of his data gathering and collection. Hence, since the dissertation in hand aims at eliciting information about teacher's and learner's attitudes and perspectives about the implementation of C. B. A. in teaching essay writing, the appropriate tool used to gather the adequate data for the current study is the questionnaire and classroom observation.

2. Pupils' questionnaire

The pupils' questionnaire was directed to sixty pupils in the secondary school of Darra Mohamed Sadek which was founded in 2000, and Ebd El Hamid Ibn badis which was founded in 2009, in order to gather data about their attitudes toward the use of C. B. A. in improving essay writing skill. They are requested to describe their feeling, preferences and satisfaction from using C. B. A.

2.1.   Aim of the questionnaire

The questionnaire was addressed to pupils in order to identify and explore their attitudes about the use of C. B. A. as a method to enhance essay writing skill, and to discover whether the C. B. A. is and affective method in essay writing.

2.2.   Administration of the questionnaire

The questionnaire was given directly to sixty pupils of the third year of Letters and Foreign Language at both Darra Mohamed Sadek and Abd El Hamid IbnBadis secondary schools during the academic year 2015/ 2016. These two classes were chosen carefully because of the fact that their pupils study English as a Foreign Language five hours per week.

2.3.   Description of the questionnaire

Pupil's questionnaire includes many closed questions and only one open-ended question. In the closed questions, pupils were requested to answer by "Yes" or "No", or tick one or more answer(s) from a number of suggestions. The questions are wholly made up of thirteen questions. These questions, in turn, are grouped into two main sections and each section focuses on a particular aspect.

Section one: Background information (Question 1 to 3)

This section contains three questions investigating pupil's background information. They are asked to specify their age, gender, and years of studying English.

Section two: Writing component (Question 4 to13)

This section involves nine questions. It aims at gathering information about pupil's abilities, preferences, practices and opinions about essay writing skills and whether they received feedback about their essay writing. In the fourth and the fifth questions pupils are asked about their interest and their rate in essay writing. In Question 6, pupils are asked about the difficulties encountered while practicing essay writing.

Then, in Question 7, pupils are asked to describe their lexicon. In addition, in Question 8, pupils are asked about the most difficult part in which they find difficulties. Pupils are asked in Question 9 about the frequency of engagement in essay writing. The tenth Question asked pupils whether the time devoted for teaching essay writing is sufficient.

In Question 11, pupils are asked whether they receive feedback in their essay writing. In Question 12, pupils are asked to describe their perception whether the current curriculum develop their essay writing. Finally, in Question 13, pupils are asked to judge their essay writing abilities.

2.4. Analysis of pupil's questionnaire:

Section one: General background:

Question 01: Gender

Option	Number	Percentage%
Female	50	83.33
Male	10	16.67
Total	60	100

Table 3: Pupils' gender.

The results in this table revealed that 50 secondary school's pupils are female presenting (83.33%) of the whole sample while only 10 pupils are male presenting (16. 67%).

Question 02 : Age

Option	Number	Percentage %
17	09	15
18	26	43.33
19	16	26.67
20	06	10
21	02	03.33
22	01	1.67
Total	60	100

Table 4: Pupils' age.

This question aims at knowing pupils' age. The table above shows that the highest proportion of the respondents is 43.33%given the age of 18. Next, 26.67% of the population answer that they have 19 years old. In addition, 15% OF pp's said that they have only 17years old. Then, 6 pupils representing 10% said that they have 20

years while 3.33% of pp's have the age of 21. Finally, only one pp representing 1.67% said that she has 22years old.

Question 03: How long have you been studying English?

Option	Number	Percentage%
07 years	35	58.33
08 years	16	26.67
09 years	06	10
10 years	02	03.83
11 years	01	01.67
Total	60	100

Table 5: Period of studying English.

In this item, pupils are asked how long they have been studying English. It is observed from this table that more than half of the respondent (58.33%) have learned English for seven (7) years. Next, 26.67% of the population answer that they have received English courses for eight (8) years. Another proportion of the population (10%) responds that their period of studying English is about nine (9) years. 3.83% of the pupils answer that their period of studying English for ten (10) years. Finally, only one pupil (1.67%) responds that she has studied English for eleven (11) years.

Section two: Essay writing component

Question 04: Do you think that acquiring essay writing is:

Option	Number	Percentage%
Interesting	38	63.33
Obligatory	14	23.33
Boring	08	13.33
Total	60	100

Table 6: Pupils' interest in essay writing.

This question aims at investigating whether acquiring essay writing can be interesting, obligatory, or boring activity. 63.33% of the pupils thought that essay could be an interesting activity. 14% saw it as an obligatory activity. Whereas, 13.33% stated that essay writing was a boring activity. From the pupils' answers we concluded that almost half of the pupils involved in this piece of study are motivated to practice writing activity.

Question 05: How do you rate English essay writing?

Option	Number	Percentage%
Best	14	23.33
Good	40	66.67
Worst	06	10
Total	60	100

Table 7: Pupil's rate in essay writing.

This question aims at checking whether the pupil's rate is best, good, or worst in their essay writing. As it is shown in the table above, 66.67% of pps considered themselves as a good writers and this may be due to some background knowledge. While 14pps representing the percentage 23.33% are best writers means that they have enough vocabulary, and grammar rules are mastered. Finally, only 10% of pupils considered themselves as worst writers because they did not have background knowledge previously in the middle school.

Question 06: What are the difficulties do you encounter when you practice essay writing?

Option	Number	Percentage%
Lack of grammatical rules	20	33.33
Lack of vocabulary	30	50
Lack of writing conventions	08	13.33
No answer	02	03.33
Total	60	100

Table 8: Difficulties encountered by pupils' while practicing essay writing.

This question aims at finding out the most frequent type of difficulties encountered by pupils when practicing essay writing. The results show that 50% of pupils got difficulty on the lack of vocabulary; they cannot find the appropriate words. In the second answer, 33.33% of pupils lack the grammatical rules; they find difficulty to conjugate verbs. However, 13.33% of pupils got difficulty in writing conventions and appropriate connectors. Yet 3.33% of pupils gave no answer.

Question 07: How is your lexicon?

Option	Number	Percentage%
Rich	02	3.33
Medium	55	91.67
Poor	03	05
Total	60	100

Table 9: Pupils' lexicon.

This question aims at seeing whether pupil's lexicon is poor, rich, or medium.i.e. The aim is to discover whether they know a large number of words. The results show that 55 pupils representing 61.67% saw that their lexicon was medium. Whereas, 3 pupils representing 5% saw that their English vocabulary was poor i.e. they just knew

some few words. Finally, 3.33% of pupils saw that their lexicon was rich i.e. they knew a considerable number of English words, and vocabulary.

Question 08: Which part of the essay writing process is difficult?

Option	Number	Percentage%
a.Pre-writing	19	31.67
b. Drafting	19	31.67
c. Revising	14	23.33
d. Editing	05	08.33
a+b	02	03.33
No answer	01	01.67
Total	60	100

Table 10: The most difficult part in essay writing.

This question aims at seeing which part of the essay writing process is difficult for pps. The result in this table revealed that 31.67% of pps found difficulty in pre-writing step. Equally, 31.67% of them found difficulties in drafting step. Next, other pupils representing 23.33% said that they found difficulties in revising step. While 08.33% of them found difficulties in editing step. Some of them representing 3.33% found difficulties in both pre-writing and drafting step. Finally, 1.67% of pps gave no answer to this question.

Question 09: How often do you engage in practicing essay writing?

Option	Number	Percentage%
Sometimes	31	51.67
Often	11	18.33
Rarely	11	18.33
Never	07	11.67
Total	60	100

Table 11: Pupils' engagement in practicing essay writing.

This question was directed to pupils in order to gather information about the frequency of engaging in essay writing. The result above show that (51.67%) from the whole population declared that they sometimes engaged in writing, and only (11) of representing (18.33) stated that they often engaged in essay writing. Also only 18.33% from the whole declared that rarely engaged in essay writing. Finally, 11.67% show that they never engaged in essay writing.

Question 10: Is the time devoted for teaching essay writing sufficient to cover most of the aspect needed to develop your writing?

Option	Number	Percentage%
Yes	37	61. 67
No	23	38.33
Total	60	100

Table 12: Pupils' perception about time devoted to teach essay writing.

This question aims at ensuring whether the time teachers provided with to present the essay writing skill is enough to enhance the pupils' ways of writing. According to the table above, more than half of pupils 61.67% thought that the time devoted for teaching essay writing was sufficient. While 38.33% viewed that the time devoted for teaching essay writing was not sufficient.

Question 11: Does your teacher give you feedback in writing?

Option	Number	Percentage%
Yes	58	96.67
No	02	3.33
Total	60	100

Table 13: Pupils' perception about teachers' feedback in writing.

This question aims at checking whether teachers give feedback to pp's essay writing. The data on the table showed that 96.67% said yes i.e. Teachers correct pupil's essays and give them feedback. While only 2 pupils representing (3.33%) stated that they did not received feedback from teachers.

Question 12: Does the current curriculum develop your essay writing?

Option	Number	Percentage%
Yes	43	71.67
No	16	26.67
No answer	01	01.67
Total	60	100

Table14: Pupils' perception about the current curriculum of essay writing.

It is clear from the table that 43% presenting 71.67% see that the current curriculum develops their essay writing. While 26.67% of them think the opposite.

Question 13: Have you ever tried to judge your own essay writing abilities?

Option	Number	Percentage%
Yes	42	70
No	18	30
Total	60	100

Table 15: Pupils' judgement of their essay writing abilities.

It is observed from the table that the number of pupils who judge their own essay writing is 42 pupils representing 70%. It is concluded that they have tried to judge their own essay writing abilities. It is considered to be the key to enhance learner's essay writing. While only 30% said 'No'.

2.5. Discussion of pupils' questionnaire results

The discussion of pupils' questionnaire has revealed many facts about the pupils' views towards essay writing. The present study is dealt with third year Literature and Foreign Languages secondary school pupils. The learners who were involved in this piece of research thought that essay writing was very important and worthy in learning English as a foreign language. Consequently, essay writing was considered to be the very heart of academic life and one of the four basic language skills that foreign language learners need to master in order to learn language successfully and properly. However, there were certain difficulties that might prevent pupils from being successful in their essay writing among them; lack of grammatical, lack of vocabulary, and lack of writing conventions.

From the obtained results, most third year pupils have problem in their composition exactly in the pre – writing and drafting stages because they are unable to find appropriate words that comply with their composition, it means most pupils' lexicon is still limited to just few English words.

The results revealed that pupils are sometimes engaged in practicing essay writing because of the difficulties that were mentioned before, which hindered them from achieving good writing compositions.

From the obtained results, the majority of pupils are satisfied with the time devoted for teaching essay writing and this concerned with pupils who had good levels. However, the low level pupils claimed that the time devoted for teaching essay writing is not sufficient because they needed more time to arrange their ideas.

 The results also indicated that most teachers play the role of correcting the pupils' composition; this means that teachers have sufficient time to teach and correct pupils' writing compositions.

From the results, we noticed that pupils' writing compositions are developed under the C. B. A. This means that they are satisfied with the implementation of this approach.

3. Teachers' questionnaire

The teachers' questionnaire was directed to nine teachers from three secondary schools in different district of Jijel. It aims to gather data about teachers' attitudes and perceptions towards the use of C. B. A. in enhancing pupils' essay writing skill.

3.1. Aims of the questionnaire

The questionnaire was conducted to explore and identify teachers' attitudes towards the use of C. B. A. in enhancing essay writing skill. Also, it aims at investigating teachers' evaluation of C. B. A. when teaching essay writing.

3.2. Administration of the questionnaire

The questionnaire was administered to nine teachers at three schools from different districts in Jijel city. The involved secondary schools in this piece of research were: Darraa Mohammed Essadak, Abd el HAmmid Ibn Badiss, and *Mati Ahcene.*

Some teachers were given a period of one day to answer the questionnaire. However, some of them took one week simply because they wanted to concentrate more when answering.

3.3.   Description of the questionnaire

This questionnaire is a whole of 26 items which are grouped into three main sections. The questions are a mixture of closed questions where the teachers were requested to answer by "Yes" or "No", or tick the answers from a number of choices, and open- ended questions where the teachers were asked to give other suggestions when necessary.

Section one: General background

This section is devoted to get background information about chosen sample of teachers. They are asked in question 01to specify their gender, the second question is about degree of held. Teachers are also asked how many years they have been teaching English in question 03. Finally, teachers are asked about their experience at the ancient syllabus in question 04.

Section two: Teaching essay writing skills

The aim of this section is to obtain information from teachers concerning teaching essay writing skills. First of all, they are asked about the importance of essay writing in question05. In question 06, teachers are asked about their perceptions towards the pupils' feelings when they attempted to write. Then, in question 07, teachers are asked about what are the major causes of pupils' essay writing.

Also, in question 08 teachers are asked about where pupils meet problems in essay writing. Next, teachers are asked whether pupils' composition lack content knowledge, grammatical accuracy, and cohesion and coherence with justifications of the answers in question 09, 10, 11.

In addition, the question 12) is about teachers' correction of pupils' essay writing in the classroom. In question 13 teachers are asked about their reaction to pupils' errors in essay writing. Respondents are asked what types of criteria they focus on more while assessing pupils essay writing in question14. They are asked about factors affecting pupils' performance in question15.

Section three: Teaching under the Competency- Based Approach

This section's aim is about teaching Competency- Based Approach. Teachers are asked about the role of C. B. A. in enhancing learner's essay writing in question16. In question17, they are asked whether they fully agree with the principles of C. B. A. Thequestion18 aims to describe teacher's opinion about C. B. A. success in the Algerian secondary school. The respondents are asked whether they find teaching with competencies very motivating in question19. Then, in question 20, the teachers are asked about the reasons behind C. B. A. implementation. In addition, the subjects are asked about how often they teach English using competencies in question 21. In question 22, they are asked about the importance of training the learners to take responsibilities of their own learning. Next, the teachers are asked about whether the learner-centered approach affects their teaching with justification in question 23.

In question 24, the subjects are asked whether they set their writing tasks along with C. B. A. The teachers are asked about the difficulties they face in implementing C. B. A. in their classes, if their answers are yes what types of difficulties they encountered in question 25. Finally, they are asked to suggest any solutions, or recommendations to improve essay writing.

3.4.   Analysis of the teachers' questionnaire

Section one: General background

Question 01: Gender

Option	Number	Percentage%
Male	07	77.78
Female	02	22.22
Total	09	100

Table 16: Teachers' gender.

The above table shows that more than half of the sample teachers are females (77.87%) and (22.22%) are males.

Question 02 : Degree of qualification

Option	Number	Percentage %
Licence (BA)	05	55.56
Master(MA)	04	44.44
Doctorat(PHD)	00	00
Total	09	100

Table17: Teachers' academic degrees.

The table above shows that more than half of the sample has got a license (BA) degree (55. 56%). Next, (44. 44%) of the sample teachers hold a master (MA) degree. Finally, as it is mentioned on the table none of the teachers (0%) has a PhD degree and it is quite normal since subjects are teachers in the secondary school.

Question 03: How long have you been teaching English?

Option	Number	Percentage%
Lessthan 2 years	02	22.22
From 2 to 5 years	03	33.33
More than 5 years	04	44.44
Total	09	100

Table 18: Teaching experience.

This question aims at assessing the teachers' experience in teaching English at secondary school. The majority of the sample is experienced teachers with the percentage (44. 44%). In the next position teachers who have been teaching from 2 to 5 years (33. 33). Finally, only (22. 22%) of the study sample teachers are those who have teaching for less than 2 years**.**

Question 04: have you been teaching the years related to the ancient syllabus?

Option	Number	Percentage%
Yes	03	33.33
No	06	66.67
Total	09	100

Table 19: Teaching experience with old syllabus.

The aim of this question is to know whether teachers have already taught English using the previous syllabus. According to their answers, most of teachers (66. 67%) said no means they do not teach with the ancient syllabus and only (33. 33) said yes, they had taught the years relate to the ancient syllabus.

Section two: Teaching essay writing

Question 05: Do you think that learning to write essays in English language is:

Option	Number	Percentage %
Important	09	100
Little	00	00
Not important	00	00
Total	09	100

Table 20: The importance of essay writing for teachers.

This question aims at eliciting information about the degree of the importance of essay writing for teachers. As the table indicates the whole sample said that the essay writing is important (100%).

Question 06: Do think that your pupils are anxious about essay writing in that English language?

Option	Number	Percentage%
Yes	07	77.78
No	01	11.11
No+Yes	01	11.11
Total	09	100

Table 21: Teachers' perception of pupils' anxiety about essay writing.

Teachers were asked about their perceptions toward the pupils' feeling when they attempted to write, particularly anxiety which inhibited them from being good writers. Almost all teachers (77. 78%) reported that pupils were anxious about writing. While only (11. 11%) said that pupils were not anxious. Finally, (11.11%) said both "Yes" and "No"; yes for weak pupils and it depends on the stream and on the background knowledge of the learner, and no for good learners.

Question 07: What are the major causes of your pupils' error in essay writing?

Option	Number	Percentage%
a.Firstlanguageinterference	00	0
b.The lack of appropriate vocabulary	02	22.22
c.They do not master grammar rules	00	0
a+ b+c	03	33.33
a+b	02	22.22
b+c	02	22.22
Total	09	100

Table 22: Major causes of pupils' errors in essay writing.

Essay writings' errors differ from one pupil to another. Thus, this question aims at finding out the major causes behind the pupils' erroneous patterns in their essay writing productions. Teachers 'views vary according to the level of pupils they are teaching. (33.33%) of teachers turned the pupils' errors to first language interference, lack of appropriate vocabulary, and lack of grammar rules. Next, (22.22%) of teachers thought that pupils made mistakes because they do not have appropriate vocabulary and enough words to build a coherent paragraph. Equally, (22.22%) they thought that pupils' errors are linked to both first language interference and the lack of appropriate vocabulary. Finally, (22.22%) of the respondents said that made mistakes due to the lack of appropriate vocabulary and the lack of grammar rules.

Within this question, teachers were given the chance to state other causes were behind pupils' errors. One teacher said that they did not have a strong basis of writing. Another teacher claimed that pupils spoke English very well but they could not write in that language.

Question 08: Where do your pupils' meet problems in essay writing?

Option	Number	Percentage%
a.Grammar	01	11.11
b.Cohesion	00	00
c.Style	01	11.11
d.Coherence	00	00
a+b+c+d	03	33.33
a+b+d	01	11.11
a+b	01	11.11
a+d	02	22.22
Total	09	100

Table 23: Pupils' problem in essay writing.

The aim of this question is to know where pupils meet problems in essay writing. According to the table above 33.33% of teachers claimed that pupils' problems are linked to grammar, cohesion, style, and coherence. Next, (22.22%) of teachers said that pupils' errors are turned to both grammar and coherence. In addition, only one teacher (11.11%) claims that pupils meet problems in grammar, cohesion, and coherence. Equally, (11.11%) of teachers said that both grammar and cohesion are problems that pupils found when writing. Then, one teacher (11.11%) claims that pupils meet problems in style. Finally, (11.11%) of teacher said that pupils' problems are linked to grammar.

From these results, we concluded that the major reasons of pupils' poor writing are due to the grammatical errors.

Question 09: Do your pupils' EFL composition lack content knowledge? If yes, why do you think it is limited?

Option	Number	Percentage%
Yes	03	33.33
No	06	66.67
Total	09	100

Table 24: Teachers' perception about pupils' compositions (Lack Content Knowledge).

From teachers' answers, we notice that pupils still have problems with what should be included in their essay writing and what should not be included. The majority of teachers (66.67%) said that pupils' EFL composition do not lack content knowledge because the teacher provides the learners with appropriate content knowledge before asking them to write. i.e. ideas plus vocabulary item. While, the rest teachers presenting (33.33%) said that pupils' EFL composition lack content knowledge. Only one teacher proves it by linking the lack of content knowledge to the lack of interest with language, the lack of training / practice, and pupils do not read books and documents written in English.

Question 10: Do your pupils' EFL composition lack grammatical accuracy? If yes, give example, please.

Option	Number	Percentage%
Yes	08	89.89
No	01	11.11
Total	09	100

Table 25: Teachers' perception about pupils' compositions (Lack Grammatical Accuracy).

According to table above, the majority of the respondent (88.89%) claim that pupils always commit grammatical when writing, means did not master grammar rules. While only (11.11%) of teachers believe that they do not lack grammatical accuracy.

Teachers give some examples to make their answers better understood:

They use different tenses in the same paragraph, most of them missed "S" of simple present with she/ he / it, irregular verbs, adjectives and noun (word formation), word order, correct tenses, preposition, articles. They do not know where to place adjectives (interference of mother tongue). They conjugate the verbs after the models. E. g.: He will work.

Question 11: Do your EFL pupils' essay writing lack cohesion and coherence? If yes, how?

Option	Number	Percentage %
Yes	08	88.89
NO	01	11.11
Total	09	100

Table 26: Teachers' perception about pupils' compositions (Lack Cohesion and Coherence).

According to table above, the majority of the teachers (88.89) claim that pupils' essay writing lack cohesion and coherence. While only (11.11%) of teachers say no.

Teachers explain how pupils essay lack cohesion and coherence: they do not know how to organize ideas in paragraph, and how to move from one idea to another, sometimes the introduction does not fit in the content, the lack of connectors and link words.

Question 12: Do you correct your pupils' essay in the classroom?

Option	Number	Percentage%
Yes	07	77.78
No	02	22.22
Total	09	100

Table 27: Teachers' correction of pupils' essay in Class.

This question aims at checking whether the teachers correct pupils' essays in the classroom or not. As the table above shows the highest percentage (77.78%) teachers correct pupils 'essay in the classroom. Only two teachers (22.22%) stated that they did not correct pupils' essay in the classroom.

Question 13: How do you generally respond to pupils' written errors?

Option	Number	Percentage%
a. you encourage peer feedback	01	11.11
b. you encourage self-correction	00	00
c. you supply them with the correct form	00	00
d. you ignore the errors	00	00
a+b	02	22.22
b+c	02	22.22
a+c	03	33.33
a+b+c	01	11.11
Total	09	100

Table 28: Teachers' reaction to pupils' errors.

Generally, teachers responded to learners 'errors in many different ways. Therefore, this question was directed to investigate teachers' reaction towards learners' errors. The data on the table showed that (33.33%) of the teachers chose (a+b), they encourage peer feedback then supplied the pupils with correct forms, and (22.22%) of the respondent chose (a+b) they encourage peer feedback and self-

correction. Equally, (22.22%) they encourage self-correction then supplied them with the correct form. Finally, (11.11%) of the respondent chose (a+b+c), they encourage peer feedback and self-correction then they supplied them with correct form. Equally, (11.11%) encourage peer feedback. No one opted for "ignore the errors" option. This implies that teachers do not give the correction directly or ignore the errors, rather they give a chance for student to think about the correction. They encourage learner to correct their errors by receiving feedback from each other.

Question 14: what types of criteria do you focus on more while assessing pupils' essay writing?

Option		Number	Percentage%
a.	Form	00	00
b.	Language aspects (grammar, punctuation, spelling)	00	00
c.	Content	00	00
d.	Organizationofideas	00	00
All of them		03	33.33
a+b		01	11.11
a+c		01	11.11
b+c		03	33.33
b+d		01	11.11
Total		09	100

Table 29: Teachers' criteria while assessing pupils' essays.

The aim of this question is to tackle the main standards criteria which the teacher puts on the emphasis while assessing pupils' essays writing. 33.33% of teachers took into consideration all the element (form, language aspects, content, organization of ideas). Equally, 33.33%of the respondents focused on the form and language aspects. In addition, only one teacher (11, 11%) focused on form and

content. Finally, (11, 11%) of the teachers focused on language aspects (grammar, punctuation, spelling, and organization of ideas).

Question 15: Do you think that your pupils are not doing well in writing because of:

Option	Number	Percentage%
a. Lack of practice	01	11.11
b. Large sized classes	00	00
c. Course density	00	00
d. Lack of interest and attention	00	00
e. Insufficient time	00	00
All of them	02	22.22
a+b+c	01	11.11
a+d	05	55.56
Total	09	100

Table 30: Factors affecting pupils' performance.

The aim of this is to determine the major factors, which make an obstacle for the pupils to do well in their essays writing. According to the table above, the majority of teachers (55.56%) thought that the lack of practice and insufficient time were the major obstacles that affected pp's performance. Next, insufficient time also affected the pps' performance for (22.22%) of the respondents. Only one teacher (11.11%) taught that the lack of practice is the major factor that affected pupils' performance. Finally, one teacher (11.11%) said that all of them (lack of practice, large sized classes, course density, lack of interest and attention, and insufficient time) were the major obstacles that affected pupils' performance.

Section three: Teaching Competency- based Approach

Question 16: Do you think that C. B. A. principles enhance learners' essay writing?

Option	Number	Percentage%
Yes	08	88.89
No	01	11.11
Total	100	100

Table 31: Teachers' perception on the role of CBA in enhancing learners' essay writing.

The examination of the item revealed that (08) teachers (88.89%) believe that C. B. A.s' principles enhance pupils 'essay writing. Only one teacher (11.11%) answered negatively i.e. denied any benefit from the C. B. A. in developing pupils' essay writing.

Question 17: Do you fully agree with the principles of C. B. A?

Option	Number	Percentage%
Yes	04	44.44
No	05	55.56
Total	09	100

Table 32: Teachers' perception of the CBA principles.

This question aims at determining whether teacher fully agree with principles of C. B. A. The above table indicates, more than half of teachers' (55.56%) have answered negatively. i.e. they do not agree with all principles of C. B. A. However, (44.44%) have answered positively. It is quite normal because each method has its advantages and disadvantages.

Question 18: In your opinion, the implementation of the C. B. A in the Algerian school has been:

Option		Number	Percentage%
a.	Verysuccessful	00	00
b.	Successful	00	00
c.	Neutral	06	66.66
d.	Unsuccessful	03	33.33
Total		09	100

Table 33: Teachers' opinion about C. B. A success in Algerian secondary schools.

The Algerian Ministry of Education has adopted a new reform by introducing Competency- Based Approach to schools. After 11 years of the implementation of this approach in the Algerian secondary schools, the Algerian teachers stand in different positions evaluating its success. The majority of the sample (66.66%) teachers have neutral towards CBA success. Next, (33.33%) of teachers consider the implementation of CBA as unsuccessful step towards developing competent learners. No one opted for very successful and successful.

Question 19: Do you find teaching with competencies very motivating?

Option	Number	Percentage%
Yes	01	11.11
Somehow	08	88.88
No	00	100
Total	09	100

Table 34: Teachers' motivation to teaching using competencies.

Concerning the teachers' motivation to teach relying on the C. B. A., the table above shows that only one teacher (11.11%) is motivated to use CBA in his classroom; he sees it effective for developing competent and responsible learners.

The biggest proportion in the sample is that (08) of teachers who are not totally motivated to teach using the CBA but somehow with the percentage of (88.89%). Finally, no one opted for "No".

Question 20: According to you what is the aim or reason behind implementing C. B. A.?

Option	Number	Percentage %
a. Preparing the learner to be competent in real life task	05	55.56
b. Politicalreason	00	00
c. Cultural reason	00	00
a+c	04	44.44
Total	09	100

Table 35: Teachers' perception of the reasons behind C. B. A's implementation.

The aim of this question is to discover what the Algerian teachers think about the reason of adopting completely new imported method to its system. In fact, more than half of the teachers (55.55%) believe that C. B. A prepares learners to be competent in real life task. Next, (44.44%) of the respondents said that preparing the learner to be competent in real life task and cultural reason. Cultural reason includes globalization and status that English enjoys all over the world. Finally, no one opted for "political reason".

Question 21: How do you teach English using competencies?

Option	Number	Percentage%
Always	01	11.11
Often	04	44.44
Occasionally	04	44.44
Never	00	00
Total	09	100

Table 36: Teachers' use of competencies.

The table above shows that the highest percentage is that the teachers who often use C. B. A. in their teaching (44.44%). Equally, (44.44%) of teachers said to use the C. B. A. occasionally in their teaching. Next, only one teacher (11. 11) uses C. B. A. in his teaching. No one opted for never.

Question 22: In C. B. A. training the learners to take responsibility of their learning is very important?

Option	Subject	Percentage%
a. Strongyagree	02	22.22
b.Agree	07	77.77
c.Neutral	00	00
d. Disagree	00	00
e.Stronglydesagree	00	00
Total	09	100

Table 37: The importance of making learners responsible of their own learning.

Responsible learners are successful one. Thus, in order to develop competent learners, the teacher has to train them to take the responsibility of their own learning; they will be more motivated to learn. As the table above indicates, the majority of teachers (77.78%) agree that training learners to take responsibility of their own learning is very important. (22.22%) of the sample, teachers are strongly agree with the learners' responsibility of their own learning. No one opted for "Neutral, Disagree, and Strongly Disagree".

Question 23: Since the C. B. A is learner-centered approach; does this affect your teaching? If your answer is yes, please tell us how?

Option	Subject	Percentage%
a.Yes	05	55.56
b.No	03	33.33
C .Somehow	01	11.11
Total	09	100

Table 38: Teachers' perception about the Learner-centered approach.

Since the Competency– Based Approach is a learner- centered approach, it affects the way teachers tend to use in their teaching, especially the old teacher who used to teach old methods in a teacher- centered approach. This question aims at knowing whether the learner- centeredness affects teachers teaching or not. The table above indicates that (33.33%) of teachers are affected negatively by learner– centeredness; they claimed that the teaching process will be more difficult.

It is unrealistic to assume that all learners will be able to make their learning process, especially young learners or those beginning levels they believe that it was not possible for their pupils to learn everything by themselves, and that teachers still play a major role in preparing the lesson, presenting the content, modeling examples, and creating activities foe their pupils.

More than half of the respondents (55.56%) claimed that they are affected positively by learner- centered approach as it requires learners to participate and negotiate actively in meaningful interaction in order to interpret and construct meaning by themselves. They claim that process is better and teachers are less dominant in the teaching learning process. Finally, (11. 11%) of the questioned teachers agree that learner- centeredness in teaching does not affect them so much but only somehow.

In order to make the teachers' answers clear they explain how learner-centered approach affects their teaching:

The teacher just guides / helps and corrects the mistakes, s/he facilitates the tasks, and the teacher monitor a task, besides learners cannot assess their work by themselves.

Question 24: Do you set your writing task along with C. B. A.?

Option	Number	Persentage%
Yes	08	88.89
No	01	11.11
Total	09	100

Table 39: Writing task in regard to C. B. A.

The aim of this question is to ensure that teachers really apply the competency based approach while setting writing task. Since, it is newly applied approach used in teaching. According to the table above, the majority of teachers (88,89%) revealed that they set their writing tasks with relevance to the C. B. A. (11.11%) of the respondent said that they did not apply the method when setting writing task.

Question 25: Do you face any difficulties in implementing the C. B. A. in your classes?

Option	Number	Percentage%
Yes	09	100
No	00	00
Total	09	100

Table 40: Teacher's Perception of Difficulties in Teaching under C. B. A.

This question aims at checking whether all secondary school teachers are facing problems in implementing the C. B. A. in their classes or not. The table above shows that all the sample teachers (100%) without exception are encountering difficulties when they teach using C. B. A. The next question will provide an in depth investigation of the main obstacles that teachers encounter in the implementation of C. B. A. in their teaching practice.

If your answer is yes, what type of difficulty do you encounter?

	Option	Number	Percentage%
a.	Large classes	04	44.44
b.	Absence of communication	00	00
c.	Lack of authentic materials	00	00
d.	Teachers' lack of training	00	00
a+b		01	11.11
a+b+c		01	11.11
a+c		02	22.22
a+d		01	11.11
Total		09	100

Table 41: Teachers' difficulties in working with C. B. A.

As it has been said before, all teachers encounter many obstacles in their teaching under the Competency –Based Approach; each teacher has his own difficulties depending on the situation in which he teaches. Concerning large size classes (44.44%) of the sample face this problem in their teaching classes, as the major one. Next, (22.22%) of teachers encounter large size classes plus lack of authentic materials in their classes. In addition, one teacher (11.11%) affirms that he suffers from large size classes and absence of communication in his class. One teacher (11.11%) encounter large size classes, absence of communication, and lack

of authentic materials problems in his class. Finally, one teacher affirms that he suffers from large size classes and lack of training problems.

3.5. Discussion of teachers' questionnaire results

After analyzing teachers' answers, it is deduced that teaching essay writing for the secondary school pupils' is a challenging task for teachers; because, neither teacher can do their best nor pupils would improve their performance in essay writing.

Essay writing was considered to be some important skills in learning the English language at secondary school. And from teachers' perspectives, most pupils were anxious while writing because it is basically a difficult task.

From the analysis, it is concluded that problems in essay writing are due to many reasons; such as, the lack of appropriate vocabulary on pupils and failure to master grammatical rules. More seriously, linking ideas is another problem in essay writing which pupils suffer from. So, teachers need to teach their students at this level how to use grammatical cohesive markers such as conjunctions to link ideas.

According to the analysis of the questionnaire, teachers claim that pupils are not doing well in writing because of insufficient time for both teachers and pupils, lack of practice, course density, lack of interest and attention, overcrowded classroom represent one of big problems that prevent pupils and teachers as well as from practicing writing in classroom.

From the obtained data, it implies that teachers do not give the correction directly or ignore the errors, rather than they give a chance for pupils to think about the correction. They encourage pupils to correct their errors by themselves or by receiving feedback from each other.

Even though the C. B. A. is normally the only adopted and then the only used approach in teaching English in the Algerian secondary schools, not all teachers work with it. Some teachers are still working with the old methods such as the communicative approach. Teachers contradict in responding a question concerning the C. B. A's principles in which they are divided into two groups; the first one has a negative point of view while the other one has a positive one in which they claim that C. B. A. has positive role in enhancing pupils' essay writing. Most of secondary school teachers are not motivated to teach using competencies; the Competency – Based Approach is a learner –centered approach and normally learners are autonomous and responsible of their own learning.

All the questioned teachers find many challenges in implementing C. B. A. in their class practices; large classes, absence of communication lack of authentic materials, and teachers' lack of training.

As far as teachers' satisfaction of using C. B. A. in their teaching, the majority of them are not satisfied and they see the implementation of this innovation in Algeria unsuccessful not because the approach itself is not adequate, but it may not suit the Algerian context because of the pre-mentioned challenges.

4. Classroom observation

In addition to pupils' and teachers' questionnaires, we decide to use another tool which is Classroom observation. The distinctive feature of observation as a research tool is that it offers us the opportunity to gather data from naturally occurring situation.

Our classroom observation took place at *Darra Mohamed Sadek* secondary school in Jijel, and it lasted for one month with Two Third YearLiterature and Foreign Languages classes.

Throughout this observation, we aimed at investigating how to improve Essay Writing under the C. B. A. and the difficulties that encounter both teachers and pupils when implementing the said approach. We did not use any recording or filming devices.

4.1.   Analysis of classroom observation

Pupils of the third year Literature and Foreign Language at *Darra Mohamed Sadek* have been the sample of our case study that we observed during a period of one month: from March 7, until April 10, 2016. During this time, two secondary school classes were under careful observation. Moreover, respectively these two classes were observed for four sessions: two sessions for class one and two sessions for class two.

What we have noticed in this observation can be summarized as follows:

➢　　From both classes, we have noticed that not all pupils were good in English language, similarly, it does not mean that those who were good in English were good in essay writing, some of them had good vocabulary, other were good in grammar, and other pupils were good in speaking;

➢　　Pupils of the first class were demotivated but when they needed concentration in some courses, it worked well with them. In contrast to pupils in the second class were motivated, but they neither concentrated nor cared about the writing assignment;

➢ The teacher explained the writing assignment in English whereas; pupils sometimes asked questions about the assigned topic using Arabic;

➢ The rate of participation in both classes was average; since pupils did not participate the teacher selected them in a random way;

➢ Half of pupils were absent minded; they did not care about the teachers' explanations;

➢ Pupils in both classes did not do their writing assignment only few of them; i.e., the brilliant ones;

➢ When the teacher asked pupils to write something, they did not work individually but in pairs or in groups to facilitate the task;

➢ The teacher from time to time used to say: some jokes to break down the routine of the lesson to make pupils funny;

➢ The teacher did not give much importance to essay writing skills because the assigned topics were already dealt with in listening and reading tasks;

➢ The teacher introduced the topics that were included in textbook and then asked pupils to write it as homework;

➢ Almost all the assigned topics are scientific ones in which foreign language pupils cannot write about them;

➢ Pupils' writing composition lacked correct spelling of words and enough vocabulary;

➢ The teacher did not correct the mistakes directly but, she encouraged peer and self– correction feedback, after that she supplied them with the correct form;

> ➢   Pupils did not do well in their writing composition because of the lack of interest and attention;

> ➢   The teacher provided the pupils with handouts to facilitate the comprehension;

> ➢   The teacher made are vision about different types of essays with specific characteristics of each one; narrative, descriptive, expository, and argumentative she let pupils to check whether there were problems or difficulties with them;

> ➢   The time devoted for essay writing was not sufficient to cover all aspects of writing;

> ➢   Both classes were overcrowded and noisy. These problems hinder the implementation of the Competency– Based Approach. As it is known this approach supports group work but in such classes it is impossible. Also, this approach considers the learner as an active participant and the teacher as a facilitator; however, overcrowded classes do not help neither the teacher nor the pupils to enhance their task;

> ➢   Although essay writing is an important and difficult task to achieve a high level of proficiency in English as foreign language, the teacher considered it as an activity or project work;

> ➢   When teaching the teacher did not require the lesson plan, rather she follows her pupils' needs;

> ➢   In order to motivate pupils, the teachers brought some videos for the pupils since computer motivates them and create a good learning atmosphere better than other materials;

> ➤   In the evaluation of pupils' essay writing, the teacher focused more on the form and content;

> ➤   Attracting pupils' interest is not an easy task. Thus, the teacher was obliged to move from English to French or Arabic in order to facilitate the comprehension of the task;

> ➤   Most of the activities that are included in the textbook are not relevant to the pupils' level;

> ➤   Teachers in preparing lesson plans, they do not put emphasis on writing in general. (Time constraint, large class size). In contrast, they focus on other activities: grammar, vocabulary … etc;

> ➤   Pupil's proficiency in English language do not help EFL learners to proceed with planning such writing assignment;

To sum up, these two foreign languages classes found some difficulties in improving essay writing under the Competency- Based Approach: overcrowded classes, lack of motivation, lack of interest and attention were the main causes that made pupils and teacher suffer from.

Conclusion

In the current chapter, the data gathered dealt with teachers' and pupils' attitudes and perspectives towards the implementation of C. B. A. in enhancing the essay writing skills. The data were gathered through two questionnaires. The first questionnaire was given to sixty secondary school pupils, whereas, the second one was submitted to nine English language teachers, and a classroom observation at *Darraa Mohamed Sadak* secondary school. Additionally, this chapter presented the

analysis and interpretation of both teachers' and pupils' questionnaires which revealed that pupils' essay writing skills would be greatly enhanced when C. B. A. is effectively implemented.

Pedagogic recommendations

The results of the present study indicated that implementing C. B. A. in EFL classroom contributes to the development of pupils' essay writing skills. Therefore, this work reaches some important recommendations that will bring useful insights that help both EFL learners and teachers in practicing essay writing skills under the C. B. A. These can be cited as follows:

- Teachers should encourage reading books for learners in order to improve their performance in writing;
- Teachers should adopt the appropriate approach in their teaching process; such as, the process based approach because how to write is very important than what to write;
- 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;
- Adopting some useful strategies/ or methodologies in teaching the writing competence in order to motivate EFL learners for better results;
- Teachers need to attend training programs to better understand the principles underlying the C. B. A. in order to implement them more successfully;

- Teachers should interchange their ideas and perceptions towards writing during seminars and workshops concerning strategies for developing pupils' essay writing proficiency;

- It is better for the Ministry of Education to contribute EFL teachers in decision making. They should be consulted before adopting and implementing educational reforms;

- **Time allocation:** the time allotted to teach writing in secondary school classes is not sufficient for improving students' competencies. Like the other languages (Arabic and French), teaching English language should be take an available time which is more than four hours per week. Available time helps students to write effectively and achieve proficiency of this difficult skill;

- **Students' self- learning**: the CBA aims to build and develop learners' abilities in order to use it in real life. To realize this aims teachers should be aware of how he can help his learners to construct and to enhance their own knowledge and understanding of the world around them. Therefore, the teacher in his approach plays the facilitator role inside that classroom by facilitating and motivating his students in their learning process;

- **Teaching with Portfolios:** Portfolio is the vital integrated part in implementing the C. B. A. It also helps both the teacher to assess pupils' works and help the learner to improve his task (self- assessment). Despite its importance, some secondary school teachers do not know what is portfolio and how it can be used. Hence, teaching portfolio should apply it in order to reduce some problems in implementing this approach in the Algerian secondary schools.

- **Large class size and Collaborative Learning:** The crowded classroom is one of the major problems which unable the teacher to apply exactly the CBA. Moreover, groups work in such classes are impossible since they give the chance for the students to increase noise, carelessness, and irresponsibility of doing their tasks. The teacher must focus on activities which encourage collaborative learning since it helps pupils to generate more ideas and interact with each other. In addition, it helps them to overcome shyness especially those who never participate to share the whole class because they feel secure and ready to take their role.

  It is better to limit class size to no more than 20 pupils per class because it helps to facilitate the teachers' tasks. Moreover, reducing class size means also restricting working hours for EFL teachers at their secondary schools, and; thus, allowing them to research for better teaching strategies;

- **Creativity of the teacher:** syllabus is too long and detailed. Sometimes appears over the level of the learners' abilities. The teachers must be creative by selecting the appropriate activities and adapting the course book activities.

Based on the data of the research findings, teaching and learning writing under the C. B. A. can be improved through the integration of the Process Oriented Approach (POA) which can enhance the pupils' writing competence, especially for the secondary school pupils. It worth to mention that POA seems to be suitable approach to improve the pupils' writing competence step by step because it is flexible and it aims to improve the writing process continually.

In regard to our case study, we would like to give the following suggestions:

For teachers

- Before teaching writing, the teacher should be able to build the pupils' knowledge of field, the pupils' needs, potentials, and problems. Then, the teacher can implement the right and appropriate approach to apply in the classroom. It is done to give the suitable service to the pupils in order to be effective and efficient in conducting the learning process;

- The teacher should be more creative and innovative in using many kinds of various techniques in teaching writing for the secondary school pupils to avoid getting bored and to empower their writing competence so that teaching writing will be more meaningful for developing their ability in writing for daily lives;

For pupils

- Pupils should realize that writing is one of the language skills that is very important to apply in daily lives because expressing ideas through writing will bring a lot of benefits for the writersand the readers;

- Pupils should realize that they actually have good abilities to be writers because every person was to bring talented potentials. Being good writers brings the positive effects in self– correction and self– reflection so that the pupils will be cooperative and open minded people in the future;

- Pupils should build their psychology in expressing ideas to public bravely and admit that nothing is perfect. So, they will be motivated in writing something that is meaningful for everyone;

For school

- School should give the opportunities to teachers in term of developing their competence in writing activities through conducting classroom action research to improve their professionalism in teaching and learning process that can influence the pupils' quality in learning;

- School should have the programs of upgrading the teachers' competence in using many kinds of the learning models by inviting key note speakers from the university which have good reputation to discuss and share knowledge and skills that give good support for teachers to develop their ability in teaching.

Therefore, opening direct communication between teachers and higher authorities in the Algerian educational system will facilitate the process of teaching and learning since all sides are working in collaboration and coordination for the same goal in improving the educational system for more responsible learners at school and good citizens in society.

General conclusion

This study aims at improving essay writing skills on EFL learners under the Competency– Based Approach with special reference to Third Year Literature and Foreign Language secondary school pupils. Improving essay writing skills on EFL learners is a challenging task which requires considerable efforts and practice from the learners' part to master essay writing process. In addition, it requires employing useful strategies, methods, and tools from the part of teachers to facilitate its instruction.

The advent of the Competency – Based Approach as a teaching methodology that calls for the priority of essay writing skills, put forward the question of the status of the essay writing skills under this approach.

This present research is subdivided into three foremost; the first chapter represents a review of the Competency– Based Approach, its historical background, principles, also its key terms, the underlying theories. In addition, this chapter takes into account the main characteristics and objectives of C. B. A. The role of both teachers and learners. Finally, a short history of C. B. A.s' implementation in the Algerian educational system and the difficulties of its implementation.

The second chapter provides an overview about what essay writing is, and its importance on EFL learning, also it describes different stages of developing essay writing, some types of essay writing and the major approaches concerned with the practice of essay writing skill. Then, it shed light on the importance of essay writing in C. B. A. and techniques of teaching essay writing under the C. B. A. Moreover, it provides the main characteristics for developing good essay writing. Finally, it deals with factors affecting essay writing.

As far as the third chapter is concerned, it represents a field of investigation that is based on the administration of two questionnaires and a classroom observation as the major tools in conducting this piece of research. Two questionnaires were prepared and administered to both pupils and EFL teachers. Concerning pupils' questionnaire, it was administered to sixty pupils at *Darraa Mohammed Essadak* and *Abd el Hammid Ibn Badis* Secondary School. Concerning teachers' questionnaire, nine teachers from three different secondary schools were given the questionnaire to fill in. Moreover, a classroom observation was also conducted for the purpose of gathering more data. As part of the classroom observation procedure, two third year literature and foreign language classes at *Daraa Mohammed Asadak* were selected and observed for a period of one month.

Through the present study, it is hypothesized that if the Algerian teachers of English at secondary school level know how to apply the competency- Based approach, they would promote their pupils' writing proficiency, if teachers' awareness of the problems facing the implementation of the C. B. A. helps overcoming these problems.

In the light of the findings of the study, it is concluded that most of the Algerian secondary schools' teachers are not satisfied with the implementation of C. B. A. whereas teaching essay writing is enhanced under the said approach.

The analysis of teachers' questionnaire helped us to know the main problems of applying the C. B. A. in the Algerian educational system. The findings show that teachers are really facing difficulties which the findings show that teachers are really facing problems which affect the development of competencies of both teachers and pupils. C. B. A. is really a good approach to language teaching and learning; it helps pupils to be more active, responsible and autonomous in their learning. They do not

have to rely on their teacher all the time. Thus, its implementation in Algeria is unsuccessful not because it is not a good approach but due to the various challenges that prevent the success of the teaching process such as: teachers' lack of training, large size class, absence of communication, long syllabi, insufficient time, lack of authentic materials, learners' low level in English language, and the ignorance of some teachers of how they can implement the C. B. A. in their teaching.

This study showed that both pupils' motivation and engagement are affected as they lowered by many factors, among them the high level of noise that characterize overcrowded classes. The obtained results have shown that the time devoted for essay writing was not sufficient to cover all aspects of essay writing. In addition, as it is said before, both classes were overcrowded and noisy. The latter hinders the implementation of C. B. A. As it is known this approach supports group work but in such classes is impossible, also it considers the learners as an active participant and the teacher as a facilitator, however, overcrowded classes do not help neither the pupil nor the teacher to enhance their writing tasks. Finally, pupils did not do well in essay writing because of the lack of interest and attention.

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APPENDICES

APPENDIX 1: Pupils' Questionnaire

Dear pupils,

This questionnaire is a part of our research. It aims at improving essay writing skills under the Competency Based Approach. You are kindly requested to answer the following questions. Please tick (√) for the appropriate box (es) or make full statement when necessary.

May I thank you in advance for your cooperation and time devoted to answer the questionnaire.

Section one: General Background

1. Gender :   male ☐   Female ☐

2. Age :………………………

3. How long have you been studying English? …………………….years.

Section two: writing component

4. Do you Think that acquiring writing skills is :

   a. An interesting activity ☐

   b. An obligatory activity ☐

   c. A boring activity ☐

5. How do you rate your English writing skills?

   a. Better ☐

   b. Good ☐

   c. Worse ☐

6. What are the difficulties do you encounter when you practice writing?

    a. Lack of grammatical rule

    b. Lack of vocabulary

    c. Lack of writing conventions

    d. Others …………………………………………………………………………

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

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

7. How is your lexicon?

    a. Rich   b. Medium   c. poor

8. Which part of the writing process is difficult?

    a. Prewriting

    b. Drafting.

    c. Revising.

    d. Editing.

 9. How do often engage in practicing writing?

    a. Sometimes.

    b. Often.

    c. Rarely.

    d. Never.

10. Is the time devoted for teaching writing skills sufficient to cover most of the aspect

needed to develop your writing?

    a. Yes   b. No

11. Does your teacher give you feedback in writing?

a. Yes [____]   b. No [____]

12. Does the current curriculum develop your writing?

a. Yes [____]   b. No [____]

13. Have you ever try to judge your own writing abilities?

a. Yes [____]   b. No [____]

APPENDIX 2: Teachers' Questionnaire

Dear teachers,

We would be grateful if you could answer the following questions. This questionnaire aims at improving essays writing skills on EFL learners under the Competency- Based Approach.

Please tick (√) in the appropriate box (es) or give full answers on the broken lines whenever necessary.

I would like to thank you in advance for your cooperation.

Section one: **General background**

1. Gender: a. male ☐   b. female ☐

2. Degree of qualification:

     a. License (B.A) ☐

     b. Magister(M.A) ☐

     c. Doctorate (PHD) ☐

3. How long have been teaching English?

     a. Less than 2 years ☐

     b. From 2 to 5 years ☐

     c. More than 5 years ☐

4. Have you taught the years that relate to the ancient syllabus?

     a. yes ☐   b. No ☐

Section two: **Teaching the writing skills**

5. Do you think that learning to write in the English language is:

    a. Important ☐

    b. Little ☐

    c. Not important ☐

6. Do you think that your students are anxious about writing in that English language?

    a. yes ☐   b. No

7. What are the major causes of your learner's errors in writing?

    a. First language interference ☐

    b. The lack of appropriate vocabulary ☐

    c. They don't master grammar rules ☐

    d. other ☐

8. Where do your pupils generally meet problems in essay writing?

    a. Grammar ☐

    b. Cohesion ☐

    c. style ☐

    d. Coherence ☐

9. Do your student EFL composition lack content knowledge?

    a. yes ☐   b. No ☐

If yes, why do you think it is limited?

……

……

10. Do your student EFL composition lack grammatical accuracy?

        a. Yes ☐   b. No ☐

If yes, give examples, please.

……

……

……

11. Do your EFL pupil's essay writing lacks cohesion and coherence?

        a. yes ☐   b. No ☐

If yes, how?

……

……

12. Do you correct your pupil's essays in the classroom?

        a. yes ☐   b. No ☐

13. How do you generally respond to pupil's written errors?

        a. you encourage peer feedback   ☐

        b. you encourage self-correction   ☐

        c. you supply them with the correct form   ☐

        d. you ignore the errors   ☐

14. What type of criteria do you focus on more while assessing pupil's writing?

        a. Form   ☐

        b. Language aspects (grammar, punctuation, spelling) ☐

        c. Content   ☐

        d. Organization of ideas   ☐

15. Do you think that your pupils are not doing well in writing because of:

        a. lack of practice   ☐

        b. Overcrowded classroom   ☐

        c. Course density   ☐

        d. Lack of interest and attention   ☐

        e. Insufficient time   ☐

Section three: Teaching Competency Based Approach:

16. Do you think that CBA principles enhance learner's writing skills?

        a. yes ☐   b. No ☐

17. Do you fully agree with the principles of CBA?

        a. yes ☐   b. No ☐

18. In your opinion, the implementation of the Competency - Based Approach in the Algerian schools has been:

        a. Very successful   ☐

        b. successful   ☐

        c. Neutral   ☐

        d. Unsuccessful   ☐

19. Do you find teaching with competencies very motivating?

      a. yes   ☐

      b. somehow   ☐

      c. No   ☐

20. According to you, what is the aim or reason behind implementing CBA approach?

      a. Preparing the learner to be competent in real life tasks ☐

      b. Political reason   ☐

      c. Cultural reason   ☐

21. How often do you teach English using competencies?

      a. Always   ☐

      b. Often   ☐

      c. Occasionally   ☐

      d. Never   ☐

22. In CBA, training the learners to take responsibility of their learning is very important?

      a. Strongly agree   ☐

      b. Agree   ☐

      c. Neutral   ☐

      d. Disagree   ☐

      e. Strongly disagree ☐

23. Since the CBA is learner-centered approach, does this affect your teaching?

      a. Yes   ☐

      b. No   ☐

If your answer is yes, please tell us how?

……

……

……

……

24. Do you set your writing tasks along with the CBA?

      a. Yes ☐   b. No ☐

25. Do you face any difficulty in implementing the CBA in your classes?

      a. Yes ☐   b. No ☐

If your answer is yes, what type of difficulty do you encounter?

      a. Large classes   ☐

      b. Absence of communication ☐

      c. Lack of authentic materials ☐

      d. Teacher's lack of training ☐

26. Could you suggest any solutions, or recommendations to improve essay writing skills within C. B. A.?

……

……

……

Résumé :

L'approche par compétences du curriculum est un nouveau système éducatif qui a été adopté par l'Algérie au début du troisième millénaire. Cette approche vise à améliorer les compétences des apprenants dans le but de les utiliser dans leur vie quotidienne. Mais en dépit de l'importance de ce nouveau programme d'enseignement, les professeurs de l'enseignement secondaires d'anglais omis d'appliquer les principes, de cette approche, qui sous- tendent les techniques d'enseignement et l'apprentissage de l'anglais, et plus précisément l'expression écrite, qui est l'une des techniques les plus importantes de la langue anglaise.

Cette étude vise à améliorer l'enseignement et les étudiants des techniques d'expression écrite chez les apprenants au niveau secondaire en appliquant l'approche par compétences. L'hypothèse adoptée dans cette recherche est de savoir dans quelle mesure les professeurs de l'enseignement secondaires d'anglais ont optées pour l'adaptation de cette approche dans l'enseignement de l'expression écrite pour développer les performances des élèves de ce niveau secondaire.

A fin d'atteindre l'objectif de cette étude, deux techniques différentes de recherche ont été utilisées pour recueillir les données sur l'objet de l'étude. Ces techniques sont comme ceci : Le questionnaire et l'observation des classes terminales du filière littérature et des langues étrangères. En ce qui concerne l'observation, elle a eu lieu au niveau du lycée "Draa Mohammad Sadeq." En ce qui concerne le questionnaire, il a été distribué à des professeurs d'anglais et les apprenants du filière littérature et la langue étrangères anglaise dans les lycées "Abdelhamid Ien Badis," et "Mati Ahcen."

L'objectif de base de ces questionnaires est de connaître les points de vue et les opinions des élèves et les enseignants d'anglais sur l'adaptation de l'approche par

compétences dans l'enseignement de l'expression écrite, ainsi que de citer les obstacles rencontrés par les enseignants et les élèves en utilisent cette approche.

D'après les résultats obtenus, en pourraient améliorer les compétences d'expression écrite chez les apprenants à condition que les enseignants appliquent l'approche par compétences sur la bonne voie, et aussi trouver des solutions pratiques aux obstacles et problèmes qui entravent les étudiants de développer leurs compétences d'expression écrite. Parmi ces obstacles, on peut citer la surcharge des classes, le manque de moyens nécessaires, ainsi que le temps insuffisant pour enseigner de l'expression écrite et la réticence des enseignants à adapter l'approche par compétences.

Mots- clés : Approche par compétences, techniques de l'expression d'écrite, apprenants, enseignants d'anglais.

الملخص

يعتبر منهج المقاربة بالكفاءات، الذي تبنته الجزائر في مطلع الألفية الثالثة، نظام تربوي جديد يهدف الى تحسين كفاءات التلاميذ بغرض استعمالها في حياتهم اليومية. و لكن على الرغم من أهمية هذا المنهج التربوي الجديد، الا ان اساتذة اللغة الانجليزية في المرحلة الثانوية فشلوا في تطبيق المبادئ التي يرتكز عليها في تدريس و تعليم تقنيات اللغة الانجليزية، خاصة تقنية التعبير الكتابي التي تعتبر واحدة من اهم تقنيات اللغة الانجليزية.

تهدف هذه الدراسة الى تحسين تدريس و تعليم تقنية التعبير الكتابي عند تلاميذ المستوى الثانوي وهذا عن طريق تطبيق منهج المقاربة بالكفاءات. و الفرضية المتبناة في هذه الدراسة هي معرفة مدى تمكن اساتذة اللغة الانجليزية في المرحلة الثانوية في تطبيق هذا المنهج في تدريس مقياس التعبير الكتابي لتطوير اداء تلاميذ المستوى الثانوي. و من اجل تحقيق الهدف المذكور سلفا، تم الاعتماد على تقنيتين مختلفتين لجمع المعطيات حول موضوع الدراسة، و تتمثلان في الاستمارات الاستبيانية, و عملية معاينة و ملاحظة لقسمي الاداب واللغات الأجنبية. فيما يخص عملية المعاينة و الملاحظة، فقد تمت على مستوى ثانوية "دراع محمد الصادق". أما فيما يخص الاستمارات الاستبيانية، فقد تم توزيعها على أساتذة و تلاميذ السنة الثالثة ثانوي تخصص اداب ولغة انجليزية على مستوى نفس المؤسسة بالاضافة الى بعض نظرائهم من ثانويتي "عبد الحميد بن باديس", و"ماطي احسن". و الهدف الاساسي من وراء هذه الاستمارات الاستبيانية هو معرفة اراء ووجهات نظر كل من التلاميذ و الاساتذة حول استخدام منهج المقاربة بالكفاءات لتدريس مقياس التعبير الكتابي وكذلك رصد العراقيل التي يواجهها كل من الاساتذة والتلاميذ عند استخدام هذا المنهج.

ان النتائج المتحصل عليها أوضحت أنه من الممكن ان يتحسن مستوى التلاميذ في مقياس التعبير الكتابي شريطة قيام الاساتذة بتطبيق منهج المقاربة بالكفاءات على الأوجه الصحيحة و إيجاد الحلول المناسبة لبعض العراقيل والمشاكل التي تعيق التلاميذ في تطور قدراتهم الكتابية، و التي من بينها الاكتظاظ في الاقسام، نقص في الوسائل اللازمة، الوقت الغير الكافي في تدريس مقياس التعبير الكتابي، عدم استعداد الاساتذة للعمل تحت نظام المقاربة بالكفاءات. لذا، يجب على الجهات المختصة ايجاد الحلول المناسبة لهذه العراقيل و معالجة المسائل المتعلقة بنظام المقاربة بالكفاءات.

كلمات مفتاحية: منهج المقاربة بالكفاءات، مقياس التعبير الكتابي، اساتذة اللغة الإنجليزية، تلاميذ المستوى الثانوي.