

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH
UNIVERSITY OF MOHAMED BOUDIAF

Faculty of letters and Languages

Department of English

N°



ST

DOMAIN: FOREIGN LANGUAGES

ISHLANGUAGE

OF جامعة محمد بوضياف - المسيلة **ISTICS**
Université Mohamed Boudiaf - M'sila

**Improving learners' paragraph writing through the
competency based approach.**

*A Dissertation Submitted in Partial Fulfillment of the Requirements for the Degree of
Master in Linguistics*

Submitted by: Supervised by:

-Dairasa liha Dr. Barkani oumsaad

- Yatou hassan

Board of Examiners

Dr Mohammed Boudiaf M'sila

Chairperson

University

Dr. barkani oumsaad Mohammed Boudiaf M'sila

Supervisor

University

Dr Mohammed Boudiaf M'sila

Examiner

University

Dedication

I Would like to dedicate this work first to the soul of my futher (god

 bless him)

 to dear mom

 to my wonderful husband and children

 to my dear brothers and sisters

 to my best friends and students

 and who loved me .

Acknowledgements

First, we would like to thank our supervisor Mrs. BARKANI OUM SAAD, for being their for us when needed.

A special thanks for the jury members for their time and effort in examining our work.

We would like to thank the English department staff of Msila University. Their insightful guidance and constant support will always be remembered and acknowledged

Abstract

This study addresses the effectiveness of implementing the Competency-based approach to paragraph writing proficiency. CBA is an approach to education that focuses on the student's demonstration of desired learning outcomes as central to the learning process. This research aims at investigating the impact of using Competency Based Approach to improve Baadji Mohammed Secondary school - Ouled Derradj' students paragraph writing. In addition, the study aims at highlighting the awareness of EFL teachers in Baadji Mohammed Secondary school of Competency based approach since it was implemented in Algerian curriculum within 2005. The study used a descriptive method as research design as far as the means of data collection, a questionnaire along with a class observation were used to obtain the desired data. These were administered to five teachers of English language at Baadji Mohamed secondary school at Ouled Derradj: it also includes students of scientific stream of third year. The findings of this Research implies that teachers are very aware of the Competency Based Approach principles as they apply them to their courses; and that students written compositions and performance improve when using CBA to writing lessons. The research also reveals that teachers face many difficulties with CBA implementation in writing such as time and resources limitations.

Key words: Competency-based Approach (CBA), EFL teacher and learners, Paragraph writing, proficiency

List of Abbreviations

CBA: Competency – Based Approach

EFL: English as a Foreign Language

List of Figures

Figure(1): The Process Wheel.....	20
Figure(2): Peer Responding Checklist.....	24

List of Graphs

Graph 01.....	63
Graph 02.....	64
Graph 03.....	65
Graph 04.....	66
Graph 05.....	67
Graph 06.....	68
Graph 07.....	69
Graph 08.....	70
Graph 09.....	71
Graph 10.....	72

List of Tables

Table 01. Teachers perceptions about the effectiveness of using CBA on improving Students' writing proficiency.....	62
Table 02. Teachers views about the difference between CBA and traditional methods in paragraph writing.....	63
Table 03. Key Principles to CBA in paragraph writing	64
Table 04. Teachers answers about Designing learning activities that align with the competencies required for proficient paragraph writing.....	65
Table 05. Teachers' challenges when using CBA in teaching paragraph writing.....	67
Table 06. Skills targeted in writing a paragraph when using CBA.....	68
Table 07. The role of technology in supporting CBA to paragraphwriting.....	69
Table 08. The table above, referring to the eighth question results, shows that all the teachers assured the positive impact of CBA on students.....	70
Table 09. differences in paragraph writing proficiency based on students' language backgrounds when utilizing a competency-based approach.....	71
Table 10. The use of CBA in writing in Algerian context.....	72

Table of Content

Dedication	I
Abstract	III
List of Abbreviations	IV
List of Figures	V
List of Graphs	VI
List of Tables	VII

Introduction And Background of Study

1. Introduction	1
2. Statement of the problem	3
3. Aims of the Study	3
4. Research questions	4
5. ResearchMethodology	4
6. Dissertation structure	4

CHAPTER ONE

PARAGRAPH WRITING

1. Introduction	8
2. Definition of a paragraph	8
2. The topic sentence	9
3. kinds of paragraphs	11
4. The characteristics of an effective paragraph	14
5. Paragraph process writing:	19
6. Techniques of Teaching Writing under the CBA	25
Conclusion	30

Chapter Two

the Competency Based Approach

1. Introduction	23
2. Basic Definitions of Approach, Method, Technique	23
3. Historical background of the Competency Based Approach	24
4. Definition of the Competency Based Approach	25
Conclusion:.....	43

Chapter Three

methodology, Findings, and Discussion

1. Introduction	55
2. Section one: Research Methodology	55
3. Data Collection Tools.....	56
4. Data Analysis technique	62
5. Section Two: Results Analysis and Interpretation.....	62
6. Discussion of the Teachers Questionnaire Results.....	73
7. Discussion of Classroom Observation	74
General Conclusion	55
Bibliography.....	56

Introduction And Background of Study

1. Introduction

The recent changes in the international community, its new dynamism , and mobility have changed the demands for the educational field. Over a short period of Globalisation time, learning and professional competency had a vital role. Because of its positive effects on the individual's life in many aspects (*viz.*,social, economic, political ...etc.), the CBA imposed itself as the most appropriate Pedagogy to meet the new generation's needs and to integrate... what ? into the world community.

Being a part of the globalized world, Algeria has implemented the CBA to/ in its educational setting. The reform aims at preparing learners to the future life. Schools are required to develop competencies in order to have successful professionals. The design of a new project that would take all the functions of education into consideration was then a necessity. Among the objectives of the new curriculum laid out by the National Committee of the Ministry of National Education“ interests and gifts, explaining the concept of citizenship to them and educating young people to become free, responsible, thoughtful and enterprising citizens in the future (Programmedangles de DeuxièmeAnnéeSecondaire, 2006,p. 8)

The revolutionary reform of the educational system is based on three elements: a-the teacher, b-the learner, and c- the curriculum. it considers teachers as the main applicators of this reform in classrooms. Therefore, many teachers fail to reach the target objectives in developing the language skills; (a semi-colon is used as a full stop) including writing because of the inappropriate implementation the principles of the CBA and the lack of a sufficient theoretical background about the new approach.

Writing is an important skill in transforming information and creating knowledge. Despite this importance, it is a challenging task for many EFL Algerian learners. They still find difficulties in interpreting correct pieces of writing. EFL teachers complain the poor performance of their students and consider the CBA as inadequate for various reasons such as

the availability of the teaching materials, classroom over- crowdedness (or class size) , shortage of time designed to the programmed layouts.

This study tends to project the improvement of paragraph writing among learners of the secondary school under the CBA. The following studies have been found to fit close to this research:

Firstly, in her study, Bader (2007) projected the position given to learners' writing skills. She emphasized the relationship between the orally taught language resources and the writing task among pupils of the middle schools in Algeria. Secondly, in order to check how far does the collaborative would work help learners to interpret correct pieces of writing if compared to the individual tasks, Basher (2012) (incomplete). He concluded that the group work has helped learners to produce written messages that were much more accurate in terms of development, coherence , and cohesion. However, this strategy did not enhance their mechanics and structural skills of writing. The idea was that the pedagogy of integration and involvement would better help learners to develop positive attitudes towards writing tasks using the English language.

Secondly, in his doctorate study in Algiers university, Slimane Boukhentache (2018) exposed the curriculum of the national education used for EFL teaching under the CBA in secondary schools. He reviewed the curricula applied in Algeria since 2002. During his study, 06 English language teaching inspectors answered a questionnaire, 04 sessions were observed to investigate the competency based classroom practises, 03 teachers participated in an interview based on dealing with the patterns noticed during the classrooms observations.

The study resulted that the curriculum and the strategy used to implement the CBA for the Algerian educational system show ambitious targeted objectives for instance developing social, professional and high cognitive skills. However, it has been found that learners do not attain the learning objectives mentioned in the exist profiles. They are unable to produce

correct written paragraphs or to interpret a heart /read text into writing. For him, this situation among the secondary school pupils is due to the unreadiness and the unpreparedness of teachers and inspectors to implement the CBA as they frequent neglect the supports given to them in the syllabus

2. Statement of the problem

The CBA claims that learners should mobilize their values, knowledge, attitudes and behaviour in a personal way to address their daily lives challenges successfully.

In Algeria, multiple researchers likefound that this new approach has proved to be more workable in improving listening, speaking , and reading skills than any other previous adopted method. However, little concern has been given to paragraph writing among secondary school pupils. Teachers almost have a general agreement about the fact agree that the CBA shows effective features of a successful pedagogy in improving writing proficiency, while others held a negative attitude about it. For them, despite that writing is the only yardstick of measuring learners' academic achievements in Algeria, however pupils fear to make spelling, grammatical and punctuation mistakes. This study investigates the effectiveness of CBA in improving paragraph writing among EFL learners.

3. Aims of the Study

The present research aims at:

- Identifying the CBA as a new approach adopted for L2 teaching and learning
- Identifying the importance of the CBA pedagogy in improving paragraph writing among learners
- Investigating the main problems that L2 teachers and learners face in developing paragraph writing

4. Research questions

Does the CBA help English second language (L2) learners to improve their paragraph writing skills?

- ❖ How do teachers evaluate the implementation of the CBA?
- ❖ What are the difficulties that face L2 teachers in teaching paragraph writing under the CBA?
- ❖ What are the difficulties that face the students to write correctly?
- ❖ How does the CBA increase learners' writing proficiency?

5. ResearchMethodology

In order to answer the research questions and to achieve the aim of the study, we use the descriptive method which seems more appropriate. The selected Data gathering tools are questionnaires for teachers and learners of Baadji Mohamed secondary school to confirm the hypotheses as well as a classroom observation to third year secondary school scientific stream Baadji Mohamed secondary school to observe the process of the writing lessons under the competency based approach and to know learners' attitudes about the used method.

6. Dissertation structure

The present study is a descriptive work. It is divided into a general introduction, three chapters and a general conclusion. The general conclusion contains a summary of the research framework: The Statement of the problem, The aims of the Study, The Research questions, The Hypothesis, The Research Methodology, Dissertation structure and The literature review.

The first chapter is devoted to details about the Competency Based Approach. It provides a brief definitions of the terms: approach, method , and technique and presents the historical background of the implementation of the CBA, its principles and characteristics. It deals with the theories related to CBA including cognitive, constructivism assumptions, and Bloom's taxonomy.it identifies EFL teachers' and learners' roles in classrooms and exposes the target objectives of the adoption of the CBA for the educational system in Algeria. It affords a full description of a lesson plan design following the PDP framework

The second chapter deals with learners' paragraph writing skill. It contains the definition of a paragraph, its organization , and its kinds. It demonstrates the three phases of paragraph writing: prewriting, during writing and post writing(i.e.,publishing). It reviews the causes of problems in paragraph writing which are classified into a- learners' related factors and b- teachers' related ones.

The third chapter outlines the field of investigation.it is based on the analysis/ analyses the data collected from the two administered questionnaires and classrooms observation.

CHAPTER ONE

PARAGRAPH WRITING

1. Introduction

Writing is a basic skill in the English language. It is a natural skill because learners can not acquire this ability automatically and easily. It is a developmental process that can be observed and encouraged. Therefore, EFL should get sufficient writing practices which respond to the student's skill in writing and express thoughts in a good passage. There are many kinds of writing. One of them is writing paragraph. This task should be done with a great care and should be thought to effectively communicate with the reader.

This chapter is devoted to the paragraph writing skill. It exposes the definition and the organisation of a paragraph. It also deals with the different kinds of paragraphs including descriptive, narrative, expository, and persuasive ones. It demonstrates a complete CBA writing lesson plan using the PDP framework (pre, during and post writing phases). In addition, it identifies the characteristics of an effective paragraph. Finally, it examines the difficulties that learners and teachers encounter during developing language competence and paragraph writing proficiency.

2. Definition of a paragraph

Dictionary describes a paragraph as "a subdivision of a written composition that consists of one or more sentences, deals with one point or gives the words of one speaker. In the Britannica dictionary, it is defined as a part of a piece of writing that usually deals with one subject, that begins on a new line, and that is made up of one or more sentences (p:74). In addition, in writer's reference by Diana Hacker, a paragraph is considered as "a group of sentences that focuses on one main point or example". Basically, a paragraph is a set of more than two related sentences. It develops a single topic. It starts with a new line which is generally indented.

It is a building block of essay development, and paragraphs provide the structure needed to develop the thesis of a paper, Diana Hacker also explains that with the exception of special-purpose paragraphs (introductions and conclusions, for example), paragraphs develop and support an essay's main point, or thesis and should be "well developed, organized, coherent, and neither too long nor too short for easy reading" (42). (Lunsford and Connors 1984: p116) argued that " a paragraph is defined as "a group of sentences or a single sentence that forms a unit".

Rumisek(2005 :p 11) claimed that" the sentences of a paragraph explain the writer's main idea (the most important idea) about the topic." Paragraphs serve several purposes. In (Diana Hacker 2021: pages 42-54), Hacker mentioned that the main aims are to introduce or conclude an essay, to emphasize an important point or to indicate a significant transition between points, to shift approach—from pros to cons, or from problem to solution and to mark movement in a sequence. An effective, meaningful, and well-structured paragraph should contain the topic sentence, supporting sentences, and the concluding or the bridge sentence to what follows it.

2. The topic sentence

It contains the main idea in a paragraph. Usually, it is the first or second sentence of a paragraph. This will help the reader understand the paragraph's point before reading it.

Stanford and Smith (1980) stated that:

"The topic sentence can be developed when putting specific ideas and the general statement in order in a paragraph, ' because it gives the audience an idea about the paragraph." (p:60).

There is normally only one idea in each paragraph and this is expressed in a topic sentence. The other sentences support and expand on the idea in the topic sentence in different ways. The last sentence can often be important too, as it can be used to summarize the gist of the paragraph. (Treacher et al 2000).

"A successful topic sentence usually contains an opinion that will be proved or supported in the paragraph, or a statement of intent that the writer will explain in detail in the paragraph." (Reid 1988: 11) .The Topic sentences should be specific and have a narrower focus on the subject discussed. It Appears in or near the first sentence of the paragraph. It Introduce the topic of the paragraph.

a. The supporting sentence(s)

"These are sentences that talk about or explain the topic sentence. They are more detailed ideas that follow the topic sentence".(Rumisek 2005:12). They are used to support, explain, illustrate, or provide evidence for the idea expressed in the topic sentence. They give a reader detail to understand a main idea. Besides, they develop the central idea by providing additional detailed information about it.

"When crafting a paragraph, it's essential to go beyond the title and focus on developing the topic sentence. Each sentence within the paragraph should provide specific details related to the topic sentence, enhancing the reader's comprehension of the subject in a more comprehensive manner than the topic sentence alone could achieve." (Idrees &Hago2:2006:105)

In short, the supporting sentences provide information that strengthens the topic sentence.They elucidate the main idea by explaining, describing, stating a consequence or providing examples. In deed, there are different methods for developing paragraphs. EFL learners can give descriptive details. They use specific, descriptive details to create images of people, scenes, and events. Another example

is developing facts and statistics. Students may use truthful information and facts that contain numbers. Besides, Cause and effect is an important way of supporting a topic sentence. Cause-effect paragraphs tend to answer the question “why” does a given event happen? what are its consequences? ...etc. Comparison and contrast is an other way of paragraph development. In this case, writers of paragraphs expose similarities and differences between people or places, ideas, opinions, points of view...etc.

b. The concluding sentence

The concluding sentence tells the reader that the paragraph is ending.it summarizes the discussion of the paragraph about the main topic. Frequently, it creates a transition to the next paragraph. Generally, it is the last sentence of a paragraph.

“The final sentence of a paragraph is called the concluding sentence. It sums up the main points or restates the main idea in a different way. A sentence that sums up the paragraph reminds the reader of what the writer’s main idea and supporting points were.” (Rumisek 2005: 11)

The concluding sentence is a crucial element of any well-structured paragraph. It serves as a concise and powerful summary, effectively encapsulating the main ideas discussed within the paragraph. This sentence not only reinforces the primary point but also helps to ensure that the reader retains a clear understanding of the writer's message. In essence, it's like the anchor that keeps the paragraph firmly connected to its purpose and leaves a lasting impression on the reader.

3. kinds of paragraphs

Paragraphs differ from one type to another according to their functions. (Rebecca Stott and Peter, 2001). In fact, the types of writing are usually determined by the

purpose of the writers as well as by their audience. Paragraphs can be classified into descriptive, narrative, expository, and persuasive.

4.1 The Descriptive paragraph

Wyrick (1979) defined it as a means of giving a picture in words which could be vivid and real as possible, requiring sharp and colour. It is used to describe something, a place, a character...etc. the topic sentence states an impression on the subject developed. The other sentences support this impression and provide details about (the place, the character or the thing described).in several occasions, it can be artistic and may deviate from grammatical norms.the writer uses language that appeals to the reader's five senses: sight, smell, sound, taste, and touch.

4.2 The narrative paragraph

(Cathcart et al 2003:3) claimed that "the main goal of narrative writing is to narrate a sequence of events and scenes with sensory details and appropriate strategies to develop plot and character. The writer presents an action or a series of actions in such a way that the reader has a sense of being present at that time and place".

Therefore, the narrative paragraph can be considered as a meaningful sequences of events which are chronologically told in words. Basically, it is used to tell a story. It is much used in fiction.It contains all the necessary components of development such as setting, goal, climax, resolution and obstacles.The can use dialogues, voices, specifications and comparisons and contrasts of characters.

Writers observe, explore and reflect upon a wide range of experiences."As a writer and as a reader, I really believe in the power of a narrative to allow us ways to experience life beyond our own, ways to reflect on things that have happened

to us and a chance to engage with the world in ways that transcend time and gender and all sorts of things.”— Kim Edwards.

4.3 The expository paragraph

(Rebecca Stott and Peter, 2001, p.129-132) stated that “expository paragraph aims to present facts and ideas, situations and problems”.The main purpose of expository writing is to inform or to explain. The writer formulates a topic sentence and supports it with relevant facts and ideas to provide the reader with some answers about different issues, for example: “who, what, where, when, why, or how” questions”.it requires objective language, evidences usage and cause and effect development strategy.

4.4 The persuasive paragraph

Guillain, Charlotte (2016).in *What is Persuasive Writing?* Claimed that “Persuasive writing intends to convince readers to believe in an idea or opinion and to do an action”.

(Cathcart et al 2003:42) argued that’*The most successful persuasive compositions provide the reader with convincing evidence. Clear and persuasive support is shared through a confident authoritative voice, giving the reader the impression that the writer is truly knowledgeable about the topic. The writer knows the topic, creates a convincing thesis, and appeals to the reader’s interest in the introduction.*

Accordingly, the writer’s main objective is to convince the reader to adopt a new belief or behaviour. The writer supports his point of view through the use of appropriate evidences such as quotations, examples, statistics, expert opinions, or other facts. He uses a very subjective language, organizes his arguments in a convincing order.

4. The characteristics of an effective paragraph

Writing is a tool of consolidation what has been learnt such as: Grammar, vocabulary...etc. These element, as well as other ideas, are considered the features of a good paragraph

5.1 Coherence

Rebecca Stott and Peter (2001, p.129-132) defined coherence as “the first essential in a text, recognizable structure of thought and ideas”. refers to the extent to which the flow of ideas in a paragraph is easily understood by the reader. Van Dijk (1980) stated that “it is derived from the two Latin morphemes 'Co' and 'hearer' which mean to stick together”. The writer should show how all of the ideas contained in a paragraph are relevant to the main unique topic.

Thus, a coherent paragraph is easy and understandable by the reader. All details or example used for developing the topic sentence should be arranged in a logical order. (Kane 2000 p 95) argued that “To be coherent, a paragraph must satisfy two criteria: first, relevance – every idea must relate to the topic. Second, effective order – ideas must be arranged in a way that clarifies their logic or their importance.” A paragraph that has a continuous line of thought that passes from sentence to sentence is coherent.” (O’Donnell & Judith 1993 p4).

According to Robitaille and Connely (2007 P 66) “a coherent paragraph must satisfy two criteria; relevance and effective order”. All supporting ideas must be related to the topic. Thoughts must be arranged according to their logic and their importance.

5.2 Cohesion

Cohesion means linking phrases together so that the whole text is clear and readable. The writer develops the topic sentence in an appropriate way using

connecting words, linguistic devices and phrases to ensure better understanding and avoid ambiguity. Halliday and Hassan (1976) classified the cohesive devices into 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 its 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. Halliday and Hassan (1976 p. 310- 1)

5.3 Unity

Unity in a paragraph means that the entire paragraph is centered and concerned with a single idea. "Paragraph unity involves two related but distinct concepts: coherence and follow. Coherence means that the ideas fit together. Follow means that the sentences link up so that readers are not conscious of gaps." (Kane 2000 p 95). Unity is singleness of purpose; it means that everything mentioned is essentially about developing the idea of the topic sentence.

*“To achieve unity, the writer must select one **topic** and then treat it with singleness of purpose, without digressing into unrelated or loosely related paths. The logical*

*sequence provided by a good **outline** is essential to achieving unity". (Viades 2002p83).*

5.4 Capitalization

Capitalizations in writing is the use of big letters at the beginning of sentences and in some specific cases. Mastering the usage of Capitalization is a part of the knowledge of the mechanics of the learnt language. According to Starkey (2004 p52), capitalization in academic writing must be used in 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".

Dorothy E. Zymachliza A Rumisek in (Academic Writing from paragraph to essay p106) argued that the writer must always capitalize:

- The first word of every sentence
- Days of the week (Tuesday) and months of the year (April)
- The first letter (only) of the names of people and places (Bangkok, Ayaka Seo)
- The main words of a title, but not articles (a, an, the) or prepositions (words like to, of, for) or conjunctions (and, but) unless they are the first word in the title:

The Three Things I Do in the Morning

5.5 Punctuation

According to the Oxford dictionary, punctuation is concerned with "the marks, such as full stop, comma, and brackets, used in writing to separate sentences and

their elements and to clarify meaning''It is used to make the meaning clearer and well conveyed. "with proper punctuation your writing will be more published and technically correct, and will convey your voice more directly" (Starkey, 2004, p. 48).

5.5.1 The full stop (.)

It is used at the end of a statement:

An electronic dictionary is more convenient than a paper one.

It is also often used after an abbreviation:

e.g. Ten o'clock a.m.

5.5.2 The comma (,)

- It is used to separate a series of three or more items:

I take a dictionary, a notebook and some paper to class every day.

- It is used before words like and, but, or, so and yet to separate two parts of a sentence that each has a subject and a verb

e.g. She needed some work experience, so she got a part-time job.

- It is used after an introductory word or expression, such as However, Therefore and in conclusion.

However, the high price of electric cars means that most people can not have one.

5.5.3 The quotation marks ("")

They are used when the writer types the title of a book or a film.

e.g. 'Hamlet' was written by Shakespeare.

Quotation marks are used to show a word processor, italics can be used instead.

Hamlet was written by Shakespeare.

They are used to show the exact words someone said or wrote.

The teacher announced: " we are going to have an exam next week ". Doronthy E z ymachliza A Rumisek in (Academic Writing from paragraph to essay p106).

5.5.4 The apostrophe (')

The apostrophe has two types. one is used to show omission of letters in some contracted forms of verbs as in: to be, to have, to do. The other kind is to show possession as in: the toys possessed by Jane / Jane's toys.

5.5.5 The colon (:)

Two dots that appear at the end of a clause are called a colon. It is used to introduce statements, to explain, to give details, to exemplify or to summarize the adjacent independent clause. the clause before the colon can stand alone as a complete sentence.

5.5.6 The Semicolon (;)

It is used instead of a comma to separate every two contrasting sentence parts from each other or to separate items in a list where commas have already been used:

The school uniform consists of navy skirt or trousers; grey, white or pale blue shirt; navy jumper or cardigan; grey, blue or white socks.

5.5.7 The Question mark (?)

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

5.5.8 The exclamation mark (!)

Exclamation marks are used at the end of a word, phrase, or sentence that contain emotion.

Furthermore, there are other kinds of punctuation that the writer can use as periods, parentheses, brackets ...etc.

5. Paragraph process writing:

Byrne (1993, p. 7) stated that "writing enables us to provide the learners with more tangible evidence that they are making progress in the language learning process increasing the amount of language contact through work that can be set out of class."

Therefore, according to Macmillan (1989, p. 77) writing can be considered as "recording of human communication using signs or symbols to represent the spoken words" and "a communicative event" from a functional perspective.

Teaching writing is not an easy task. Richards and Renandya (2002) advocate that there is no doubt that writing is the most difficult skill for L2 learners to master. The stages of paragraph writing can be described in the model below. It consists of planning, drafting, revising and editing.



Figure: The Process Wheel. (Harmer, 2004, p. 06).

As shown in the figure, the process is recursive. It is not linear. During each stage, the writer can move forward or backward in order to review, to evaluate, or to revise his paragraph before the production of the final version of writing.

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)

Therefore, interpreting written paragraphs is not a matter of writing ideas but a task that is preceded by thinking and planning.

6.1 Planning

It is called the pre-writing phase. It is the first stage in paragraph writing. Pre-writing is any activity in the classroom that prompts students to write (Seow, 2002, p. 316). During this stage, the learner searches and writes any relevant idea that crosses his mind.

Harmer (2004 p4) claimed that the writer would take into account three elements. First of all, the purpose of his writing which affects both his language to convey meaning, and the kind of information selected. Second, the audience who are affected by both the choice of language, formal or informal, and the layout of the page. Finally, the content structure which means the way the writer builds his piece of writing (p. 4).

For Richards (1990) pre-writing means "... to think about a topic, find ideas about it and then organize them" (pp. 108- 9). Therefore, in this period, the student collects ideas from different sources to become knowledgeable about the topic. According to Seow (2002), at the planning stage, teachers can help students to generate ideas, through such activities of group brainstorming, clustering, rapid free thinking, and *Wh* questions (p. 316).

6.1.1 Brain storming

It is defined by Brown & Hood, (1989) define Brain storming as "This means, 'storm' your brain for ideas" (p. 7). It allows the learner to think freely about the subject and helps him to easily find relevant ideas.

6.1.2 Clustering

Clustering, also called mind mapping or idea mapping, is a strategy that allows you to explore the relationships between ideas. The student makes circles, arrows, lines to constitute cluster form; for example, he circles the main idea then he draws the subtitles in other circles related with arrows or line to the main idea. It is particularly good for students who know what they want to say but just can't say it" (Proal & Grill, 1986 cited in Seow, 2002, p. 316).

6.1.3 Rapid free writing

It was developed by Peter Elbow in 1973. It is based on writing down the learners' thoughts without stopping, and without regard for spelling, grammatical rules. During this stage, the learner sets up a time limit (from 05 to 10 minutes, he is asked to generate a lot of information, sentences, single words, phrases...etc. without caring about the mistakes. (Brown & Hood, 1989, p. 7).

6.1.4 Asking questions

This stage is considered as a warming up phase. Learners set up different questions Who, When, Where, What, etc. (Brown & Hood, 1989, p. 8). It allows the student to ask questions to develop a perspective on the subject. It makes clear and determines how the subject is to be approached in the paragraph.

6.2 Drafting

It is also called the During writing phase. 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)

After collecting a sufficient amount of information, the learner starts to write the first draft. 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). the writer records the words which reflect his ideas during the planning stage. to ensure the flow of ideas, he continues writing his paragraph without taking care the rules of grammar and spelling. He has to use double-space technique in order to correct mistakes and add comments (Brown & Hood, 1989, p. 9).

6.3 Revising

It follows the drafting stage. It is the evaluation of texts in terms of coherence, unity, content, and organization. Sommers (1982) argued that revising is a “a process of making changes throughout the writing of a draft, changes that work to make the draft congruent with a writer's changing intentions “.It helps students to discover their mistakes and revise them easily. Seow (2002) suggested a checklist to revise drafts.

Table 1	peer responding checklist
When responding to your peer's draft, ask yourself these question:	
What is the greatest strength of this composition?	
What are its greatest weaknesses?	
What is the central idea of this composition?	
Where more details or examples should be added? Why?	
What are some of the questions that the writer has not answered?	
At which point does this composition fail to hold the reader's interest? Why?	
Where is the organization confusing?	
Where is the writing unclear or vague?	

Figure: Peer Responding Checklist. (Seow, 2002, p. 318)

therefore, whenever there is something wrong, the learner has to modify it; she/ he can omit, adjust, or add ideas in order to deliver a clear and appropriate text (Oshima & Hogue, 1998, p. 11). The writer changes information, add more explanations and may cut some details. In terms of the organisation, he can verify the smooth transition of ideas. He can also check the paragraph from an informative perspective by making sure that ideas are well developed. 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). 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). Thus, during this phase the writer re-examines his piece of writing and revises its structure in a continuous way.

6.4 The editing stage

At this stage, the student organizes his work in order to submit it to his teacher for evaluation. Ferris hypothesized that " editing is the process of detecting and correcting grammatical, lexical, and other mechanical errors before publishing a final written product" (Richards & Renandya, 2002, p. 304). He deals with the remarks of his teacher during the revising stage. therefore, the revision of the paragraph is from general to specific which means from global meaning to accurate grammatical rules. (Harmer (2004) p05).

It is worthy noting that the drafting, the revising and the editing phases are essential elements of the during-writing stage. They are followed by the post-writing which refers to any activity assigned by the teacher after writing paragraphs." (ibid, 2002, p. 199) claimed that post-writing can be " publishing, sharing, reading aloud, transforming text for stage performances, or display.

6. Techniques of Teaching Writing under the CBA

By nature, the CBA is a learner-centered approach. Learners are active partners in the learning process; they are responsible and productive. Therefore, there are some techniques that must be used to attain the objectives of this adopted pedagogy; such as group work, and project work.

7.1 Group work

" Positive group experiences, moreover, have been shown to contribute to student learning, retention and overall college success" (Astin, 1997; Tinto, 1998; National Survey of Student Engagement, 2006). therefore, it leads students to integrate in the classroom, to interact to to develop communication skills. It helps in acquiring skills that are relevant to both group and individual work. According to Richards and Schmidt (2002), different group arrangements for teaching include:

7. **Whole– group instruction:** all number of students is taught as one group; i.e. there is only one group (class as a whole).
8. **Small– group discussion:** the classroom divided into small group. Each group involves between six and eight students working on a discussed topic.
9. **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)

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

10. It increases the amount of talking for individual students;
11. There is a greater chance of different opinion and varied contributions;
12. It encourages broader skills of co– operation and negotiation;
13. It promotes learners’ autonomy;
14. Some students can choose their level of participation more readily than in whole class or pair work situation.

7.2Project work

The project work is “carefully planned long term undertaking” (p. 17). the Algerian educational syllabus at *the crossroads*’ (2005). It is “any exercise or investigation in which the time constraints have been relaxed” (assessment in Competency- Based Education,2006p. 33).According Richards & Schmidt (2002, p. 30) 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" (p. 17).

In the Algerian syllabus, the project work is found at the end of each sequence. Learners search outside classrooms about a topic which is relevant to what they have learnt. They discuss their projects with their teacher and their partners.

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

- ❖ The project should be practical and useful.
- ❖ The project should be understandable than the other task.
- ❖ The project is related to what students have been learned.
- ❖ The project collects a wide range of competencies and knowledge that will be assessed (as cited in Boudada&khalkhal, 2012, p. 41).

8. Factors influencing EFL learners in paragraph writing

Brown (2000), argued that “ language is not an independent system that writers can take without the involvement of their feelings and emotions” (p. 141). Paragraph writing is as easy as it can be seen. Learners may find many obstacles and difficulties in their learning under C. B. A. Mastering this skill constitutes a problem for many EFL students. the major factors which trigger the difficulties of effective paragraph are seen from two different perspectives: cognitive and psychological problems

8.1 Cognitive factors

Recent reforms in teaching writing give a great importance to cognition. Cognitive problems within EFL learners may include the lack of Content knowledge and the issue of the full knowledge of the mechanics of writing.

8.1.1 Content knowledge

Content knowledge refers to the linguistic items that the teacher teaches his students. The body of knowledge and information that students are expected to learn in a given subject is very beneficial for developing writing proficiency. 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). Though this problem is also related to teacher’s competence to convey and to explain the information and the theories about the subject matter, learners remain unable to transform information and ideas into comprehensible written passages.

8.1.2 Mechanics of writing

“The skills involved in writing are highly complex. L2 writers pay attention to higher level skills of planning and organization, as well as lower level skills like spelling, punctuation, word choice, and so on (p. 303). Therefore, effective paragraph writing requires a full mastery of its normal rules including spelling, punctuation, grammar and cohesive devices.

8.2 Psychological factors

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). Accordingly, psychological factors such as anxiety and motivation are important aspects that can affect writing abilities.

8.2.1 Anxiety

Harmer (2006), anxiety is very dangerous as it causes negative attitudes on students towards their writing. He claimed that learners 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).

“A high level of anxiety negatively affects the writing performance and achievement of students” (Daly & Miller, 1975; Nausheen & Richardson, 2010). “ It has been noted that students with low and moderate levels of writing anxiety produce more qualified writing” (Daly & Miller, 1975; Liu & Ni, 2015; Tekindal, 2009).

Anxiety is a factor which negatively effects writing. It is known the higher the writing anxiety level, the poorer the writing performance. It causes 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.

8.2.2 Motivation

Harmer (2004) defined it “ as the internal power that drives an individual to engage to do something in order to reach the goal” (p. 51). researchers found that motivation has an interesting impact on learning writing. It is considered that the higher the writing self-efficacy and writing achievement motivation level, the better the writing performance.

Besides, 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). The most important factors affecting student motivation are the field of teacher, classroom management skills and the field of teachers' teaching methods. Accordingly, it is the responsibility of teachers to make students feel comfortable when they attempt to write in the English language (Harmer,2004b, p. 61).

Conclusion

Writing is one of the skills that needs a special and a careful attention from both students and teachers. It has received great a concern from EFL/ESL researchers andinstructors. It is the ability to interpret meaningful and accurate written compositions that respect the rules of grammar and the linguistic mechanics of the target language. Teachers play an important role in developing paragraph writing proficiency. They are responsible for applying the implemented techniques and the assumptions of teaching writing in order to reduce the inhibiting factors of the effective teaching. Besides, learners have to adequately apply the linguistic items taught in classrooms as well as to follow the writing strategies used during lessons.

Chapter Two
the Competency Based Approach

1. Introduction

Language teaching has a long tortuous and fascination history. It witnessed important changes, evolutions and processes in the approaches and the methods used. The Competency Based Approach has been applied in the Algerian schools to reach the need of economy and to be abreast of globalization.

This chapter provides a general overview of the Competency Based Approach (CBA). First of all, we start with the definition of the key terms: approach, method and technique. It exposes the historical background of the CBA and its definition as well as identify the meaning of the assumptions of competence, competency and problem solving. In addition, it deals with the characteristics and the principles of the aforementioned approach. It deals with the cognitive, constructivist theories and Bloom's Taxonomy as related to the CBA. Besides, It identifies the roles of both learners and teachers and we make clear the objectives of implementing the CBA for L2 teaching. Finally, we shift to the CBA lesson plan.

2. Basic Definitions of Approach, Method, Technique

2.1 Definition of Approach

Approach refers to "theories about the nature of language and language learning that serve as the source of practices and principles in language teaching" (1) (Richards and Rodgers, 1986, p.16). Anthony defined it as (1963): "a set of correlative assumptions dealing with the nature of language teaching and learning. An approach is axiomatic. It describes the nature of the subject matter to be taught." (2) (cited in Richards and Rodgers, 2001, p:15). Therefore, an approach is the theory of language learning/teaching.

2.2 Definition of Method:

Anthony defined a method as "an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach.

An approach is axiomatic; a method is procedural. Within one approach, there can be many methods...’’ (3) (cited in Richards and Rodgers,2001,P:15). It refers to " the practical realization of an approach"(Harmer, 2001,p 78). It is the practical part of an approach. It specifies how a given language is to be taught. It involves syllabuses, textbooks, objectives...etc.as elements of teaching a target language

2.3 Definition of a technique:

For Edward Antony, a technique is ‘’ implemental – that which actually takes place in a classroom. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective. Techniques must be consistent with a method, and therefore in harmony with an approach as well. (4) (cited in Richards and Rodgers,2001: 15). It takes place inside the classroom it involves the lesson’s tasks and activities. Brown (2000)’’ agreed that a technique is any of a wide variety of exercises, activities, or tasks used in the language classroom for realizing lesson objectives’’ (p.16).

Absolutely, the concept of a technique in the language classroom is incredibly versatile and dynamic. It encompasses a vast array of methods, exercises, and activities that educators employ to achieve specific learning objectives. This adaptability is one of the strengths of modern language teaching, as it allows teachers to tailor their approaches to the unique needs and goals of their students. By recognizing the diverse range of techniques available, instructors can create engaging and effective learning experiences that cater to various learning styles and preferences.

3. Historical background of the Competency Based Approach

The CBA was formed as an educational trend in America.Chelli 1982, argued that the’’ theoretical roots of the competency based approach lie in the behaviorist model from the 1950s’’ (2010, p. 14).’ He thought that the CBA was a result of the Second World War after the rise was the USA as a world power and the rapid increase of the necessity of the English

language learning(p14). This approach emphasises the outputs/outcomes during the development of language programs. i.e.: what the learner is expected to do with the language. Richards & Rodgers (2001,p:141) stated that: "...Competency-Based Education (CBE) by comparison is an educational movement that focuses on the outcomes or outputs of learning in the development of language programs". it was introduced in the form of vocational training programmes in the United Kingdom and Germany in 1970s, and vocational training and professional skills recognition in Australia in the 1990s (Bowden, 1993).

4. Definition of the Competency Based Approach

It is an approach that stresses the measurable and the useable knowledge, skills, behaviours and abilities. It consists of teachers basing their instructions on concepts expecting to foster deeper and broader understanding (Chelli, 2010). Its primary concern is improving the processes of learning and competencies. It focuses on meaning rather than the form. With "a natural context for language use "(Larsen-Freeman, 2000, p :144), the CBA aims at equipping the learner with intellectual skills to be used in real life. It is a problem solving approach that puts the learners in situations through which the teacher tests their capacities to overcome real life issues. Therefore, it emphasizes the use of the new acquired constructive knowledge in social communicative engagements.

It **isa** learner-centered approach to teaching that was introduced in Algeria under the educational reform movement launched in July 2002 by the Algerian Ministry of National Education. The reform of 2002 was, in fact, initiated as a challenging process covering three main axes: planning, training, and contents and methods. The Ministry of National Education revisited the three educational levels, namely: primary, middle, and secondary education, in terms of years of schooling and age conditions of access, resulting in a new educational framework with new curricula, syllabi and textbooks being elaborated with the fruitful joint contribution of the UNESCO and the BIEF (Bureau d' Ingenierieen Education et en

Formation), under the leadership of the Algerian Ministry of National Education. (Tawil, 2006).

Docking (1994, p.16 ,as cited in Wong, 2008, p. 181), explained that the CBA the focuses on competencies/learning outcomes as being the basis of curriculum framework, syllabus specification, teaching strategies, assessment and reporting.

Competency Based Language Teaching (CBLT) is the application of the CBA. According to Richards and Rodgers (2001), Competency-Based Language Teaching is an application of the principles of Competency Based Education in language teaching. Such an approach had been widely adopted by the end of the 1970s, particularly as the basis for the design of work related and survival-oriented language teaching programs for adults (p.141).

In addition, Auerbach in (1986, pp. 414-415), exposed the features linked to teaching language under the CBA approach .He advocated that Rather than teaching language in isolation, competency-based language teaching teaches language as a function of communication about concrete tasks. Students are taught just those language forms/skills required by the situations in which they will function. These forms are determined by needs analysis (Findley & Nathan, 1980; as cited in Auerbach, 1986, p. 414). For him, prior learning and achievement are taken into account in developing curricula. Instruction is not time based; student or student's progress at their own rates and concentrate on just those areas in which they lack competence (Auerbach, 1986, pp. 414-415). Therefore, teaching L2 using the aforementioned approach should be a learner –centered instruction that mobilises the knowledge and skills learners gradually integrate them at higher order levels of thinking and apply them to new situations.

In (1993), **Savage** assumed that 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 CBA seeks to teach students the basic skills they need in everyday life.

4.1 Definition of competency

A language competency consists of knowledge, skills, and attitudes. Knowledge refers to information and facts; skills refer to the ability to do certain activities; and attitudes refer to positive manners that an individual should observe while carrying out a task (Scallon, 2004). Zinnyaya(2008)defined competency as “intellectual and personal ability of an individual to practical activities” (as cited in Labanova&shunin, 2008, p.46).it is the synonym of “learning outcomes”, or “skills”. It is “a combination of skills, abilities and knowledge needed to perform a specific task” (as cited in Anothai and Kulaporn, 2012. p. 2).

Kouwenhoven (2003, p. 71) assert that competency is the capability to choose and use (apply) an integrated combination of knowledge, skills and attitudes with the intention to realise a task in a certain context, while personal characteristics such as motivation, self-confidence, willpower are part of that context.

According to Richards and Rodgers (2001), Competencies consist of a description of the essential skills, knowledge, attitudes, and behaviors required for effective performance of a real-world task or activity. These activities may be related to any domain of life, though have typically been linked to the field of work and to social survival in a new environment. For example, areas for which competencies have been developed in a vocationally oriented ESL curriculum for immigrants and refugees include Task Performance, Safety, General Word Related, Work Schedules, Time Sheets, Paychecks, Social Language, Job Application, Job Interview (p.144). Thus, competency means to act using a combination of skills and knowledge in some situations that may differ from those in which they were learned.

In the field of education, competency is a task-based aim to be met by the learner. the Quebec Education Program (QEP) defines competency as a set of behaviors (US English) 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).

In the Algerian educational system competency is defined as follows : ‘‘La compétence est un savoir agir qui intègre un ensemble de savoirs (connaissances), savoir-faire (capacités) et savoir-être (attitudes) mobilisables pour résoudre une catégorie de situations problème’’. (SE1, p.7)

From this definition, competency is mainly composed of knowledge (savoir), know-how (savoir-faire), and know-how to behave (savoir-être). The Algerian Competency Based curriculum mention three competencies that should be targeted in each lesson:

A. Interact orally in English

The learner should produce oral messages by using appropriate intonation, pronunciation, structure, and vocabulary related to a specific communicative situation. This competency will enable the learner to interact, negotiate, persuade, and give opinions through collective ‘‘brainstorming’’ of negotiations and problem solving situations.

B. Interpret oral and written messages

The learner should treat and interpret oral or written messages in order to get information, answer questions, and justify answers in a given communicative situation.

C. Produce oral and written messages:

The learner should be able to produce a written message in order to inform, describe, relate, and prescribe by using the different types of discourse and the already acquired knowledge in a given communicative situation. (Teacher's Book Getting Through, 2006: p4).

4.2 Type of competency :

Competency is a broad term that can encompass various types of skills, knowledge, and attributes. Here are some common types of competency:

A. Technical Competency:

- This refers to specific technical or job-related skills and knowledge required to perform tasks effectively within a particular profession or industry.

B. Core Competency:

- These are fundamental skills and abilities that are essential for success in a wide range of roles and industries. Examples include communication skills, problem-solving, and adaptability.

C. Behavioral Competency:

- Behavioral competencies focus on an individual's behavior and include traits such as leadership, teamwork, adaptability, and conflict resolution.

D. Functional Competency:

- These competencies are specific to a particular job or role within an organization and relate directly to the duties and responsibilities of that position.

E. Managerial Competency:

- Managerial competencies are skills and attributes that are crucial for individuals in leadership and management roles. They include skills such as decision-making, delegation, and strategic planning.

4.3 Definition of competence

"Competence is the capability of a person or an organisation to reach specific achievements. Personal competencies comprise: integrated performance oriented capabilities, which consist of clusters of knowledge structures and also cognitive, interactive, affective and where necessary psychomotor capabilities, and attitudes and values, which are conditional for carrying out tasks, solving problems and more generally, effectively functioning in a certain profession, organisation, position or role." (Mulder, 2001)

Richards and Schmidt (2002) define the competence as **an** action which includes a person's ability to create and understand sentences, including sentences they have never heard before, knowledge of what are and what are not sentences of a particular language, and the ability to recognize ambiguous and deviant sentences.

4.3.1 Problem solving situation:

The CBA is a learner-centered approach. Students of L2 are put in situations set up by the teacher to lead them to combine reflectively and to integrate meaningfully some of the learning items they have covered in a course of study. For Astolfi "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). Supporters of the CBA consider that the assumption of problem solving situation makes learners to actively participate in the classrooms. "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).

4.4 Characteristics of the Competency Based Approach (CBA):

Auerbach (1986, pp. 414-415) listed the features involved in the process of implementing competency-based programs in language teaching as follows :

1. A focus on successful functioning in society: The goal is to enable students to become autonomous individuals capable of coping with the demands of the world.
2. A focus on life skills: Rather than teaching language in isolation, competency-based language teaching teaches language as a function of communication about concrete tasks. Students are taught just those language forms/skills required by the situations in which they will function. These forms are determined by needs analysis (Findley & Nathan, 1980; as cited in Auerbach, 1986, p. 414).
3. Task- or performance-centered orientation: What counts is what students can do as a result of instruction. The emphasis is on overt behaviours rather than on knowledge or the ability to talk about language and skills.
4. Modularized instruction: Language learning is broken down into manageable and immediately meaningful chunks (Center for Applied Linguistics, 1983; as cited in Auerbach, 1986, p. 415). Objectives are broken into narrowly focused sub-objectives so that both teachers and students can get a clear sense of progress.
5. Outcomes which are made explicit a priori: Outcomes are public knowledge, known and agreed upon by both learner and teacher. They are specified in terms of behavioural objectives so that students know exactly what behaviors are expected of them.
6. Continuous and ongoing assessment: Students are pretested to determine what skills they lack and post-tested after instruction in that skill. If they do not achieve the desired level of

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

7. Demonstrated mastery of performance objectives: Rather than the traditional paper-and-pencil tests, assessment is based on the ability to demonstrate pre-specified behaviors.

8. Individualized, student-centered instruction: In content, level, and pace, objectives are defined in terms of individual needs; prior learning and achievement are taken into account in developing curricula. Instruction is not time based; student's progress at their own rates and concentrate on just those areas in which they lack competence (Auerbach, 1986, pp. 414-415).

In this respect, the Algerian Ministry of Education (2005, p. 81) mentions "the CBA (Competency-Based Approach) aims to make a link between learning carried out at school and the context of use outside school".

So, The Competency-Based Approach (CBA) is a valuable educational framework that strives to bridge the gap between classroom learning and real-world application. It recognizes that education should not exist in isolation but should directly relate to the practical contexts in which knowledge and skills are applied beyond the school environment. This approach places a strong emphasis on equipping students with competencies and skills that are not only academically sound but also relevant and transferable to their daily lives and future careers. By establishing this connection between education and the broader context, the CBA helps ensure that what students learn in school has meaningful and practical implications, ultimately preparing them for success in the world beyond the classroom.

4.5 Theories related to the CBA:

Lenoir and Jean (2012) considered "The Competency Based Approach as a social construct that could neither be observed, nor measured directly" (p . 50)

Historically, the CBA is shaped by cognitivism, constructivism, and Bloom's Taxonomy.

4.5.1 The cognitive theory:

Cognition is the act of having knowledge. The cognitive theory focuses on the mental processes during “ the formation of all internal processes such as perception, intuition, and reasoning” :dictionary.com .

It was introduced by Noam Chomsky with the idea that human beings are imbued with the Language Acquisition Device (LAD) which renders acquisition possible. “Cognitive psychology concerns how people perceive, understand, evaluate and think. Cognitive psychologists argue that the mind is a processor of information we receive information through the senses, we try to understand that information and its relation to us, and we transmit information to others". (Fulcher, 2003)

Chomsky argued 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)

Thus, language acquisition is no more a habit formation. cognitive theory stands against the behaviourist movement. The learner is actively involved in the process of learning. His creativity and mental abilities are given a vital interest.

4.5.2 The constructivist theory:

Constructivism is ‘an approach to learning that holds that people actively construct or make their own knowledge and that reality is determined by the experiences of the learner’ (Elliott et al., 2000, p. 256). Kroll (2004) pointed out that "Constructivism, or constructivist theories, represent a multiplicity of ways to think about learning and development, and consequently about teaching" (p. 200). It is based on the belief that Knowledge is constructed, rather than innate, or passively absorbed. (Phillips, 1995) claimed that “ Constructivism's central idea is

that human learning is constructed, that learners build new knowledge upon the foundation of previous learning " .

This central idea, that learning is a process of constructing new knowledge on the foundation of what we already know, highlights the importance of personal experiences and prior learning in shaping our understanding of the world. It emphasizes that learners are not passive recipients of information but active participants in their learning journey. By recognizing and building upon their existing knowledge, individuals can create a more robust and meaningful understanding of various subjects. Constructivism, in this sense, empowers learners to take ownership of their education, fostering a deeper and more lasting comprehension of the material.

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). Therefore, The Competency- Based Approach is based on the constructivist theory since it focuses on the learners and their own learning development. It is divided into cognitive and social constructivism.

4.5.2.1 The cognitive constructivism:

Basically, it is represented the Swiss Jean Piaget.His theory is called “genetic epistemology” (Klahr, 2012) as he focuses on pointing out the adaptive function of cognition. According to Williams and Burden (1997), it is based on “ learners passing through a series of stages" (p. 16). 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).

For Piaget (1921), cognitive theory is based on assimilation, accommodation, and equilibration. According to Chen and Siegle (2000:p.95), Piaget started from the assumption that —human intelligence is a biological adaptation of a complex organization to a complex environment. Thus, the individual’s understanding of a given situation is part of the adaptation of that situation, and the cognitive development is the individual’s intelligence in making equilibration of the cognitive structures. Besides, schemata are "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).

For instance, Schemata: They —are the cognitive or mental structures by which individuals intellectually adapt to and organize the environment (Wadsworth, 1989:p.10). Assimilation: The external world is interpreted in terms of current schemes (Gupta & Frake, 2009: 20).

Accommodation: —old schemes are adjusted and new ones created to produce a better fit with the environment (ibid.) Furthermore, Richards and Woollard (2010) defined assimilation as collecting and classifying of new information (p. 12), Accommodation is "the alteration of schema in order for new and contradictory information to be allowed" (p. 12). 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). The old information is adjusted to grasp the new one. Williams and Burden (1997) indicated that Piaget identified four stages of the intellectual development from infancy to adulthood. **They are:** The Sensory Motor Stage, The preoperational stage, The elementary-grade years and The Formal Operational Stage.

4.5.2.2 The social constructivism:

Vygotsky is representative of this theory. His theory emphasizes the contribution of the social and the cultural features to the cognitive development of the individuals. The central

concept of his theory is that the development of the individual cognitive is based first on social interaction which is adopted by the CBA. Vygotsky (1978) said "every function in the child's cultural development appears twice: first, on the social level, and later, on the individual level; first, between people (neuropsychological) and then inside the child (neuropsychological).

Learning- social interaction is considered to be cooperative. The learner should be encouraged to integrate with other learners, teachers, or other sources of knowledge such as books, journals, computers ...etc. These interactions provide the learner with the language used for learning communication. The teacher 's main role here is a facilitator or a mediator who just coordinates the learner 's concepts.

Vygotsky gives a great importance to culture, language, and zone of proximal development. Indeed, he considers culture and social environment as obligatory for the construction of knowledge. Therefore, 'the child learns through social interactions, but also through elements of his own culture such as language, songs, arts ...etc'' . (1978:p.86)

He sees that there is a close relationship between language development and cognitive development. 'The individual could encode and represent the world through the contribution of language'' (ibid.).

vygotsky (1978: 86) claims that the zone of proximal development is "the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers". He assumed that there is a difference between the learner who performs a task independently and the one who performs a task with assistance and guidance of someone else. His main idea is that " the most sensitive instruction or guidance , the child will be able to develop skills to use on his or her own to develop higher mental functions (Vygostky,1978).

4.5.2.3 Bloom's Taxonomy:

Basically, taxonomy and classification terms are synonyms. Bloom's Taxonomy refers to a particular model of classifying learning goals and thinking into six levels of complexity. The three levels of lower thought are: knowledge, comprehension and application. The three levels of higher thinking are: analysis, synthesis and evaluation. Later on terminology used has changed. From the lowest level to the highest one. **Remembering**, understanding, applying, analysing, evaluating and creating were new introduced terminological items.

According to (Anderson and Krathwohl, 2001.p67-68), the levels of thinking were defined as follows:

- **Remembering:** “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). It means retrieving, recognizing and recalling relevant knowledge from a long term memory. teachers are expected to ask the questions such as such as: “who”, “what”, “where”, “define”, “list” ...etc.
- **Understanding:It is** constructing meaning from oral, written and graphic messages through interpreting, exemplifying, classifying, summarizing, inferring and explaining.
- **Applying:It is** carrying out or using a procedure through executing or implementing.
- **Analysing:It is about** breaking material into constituent parts, determining how the parts relate to one another and to an overall structure or purpose through differentiating, organizing, and attributing. Learners can be asked to analyze, why, what, draw conclusions, distinguish, and others).

- **Evaluating: It is** making judgements based on criteria and standards through checking and critiquing. Evaluation questions do not have single right answer because they are related to opinion.
- **Creating:** putting elements together to form a coherent or a functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing.

4.6 The Teacher's role in the CBA:

In the context of the Competency-Based Approach (CBA), the teacher's role encompasses a range of critical responsibilities, including curriculum design, competency-based assessment development, provision of constructive feedback, and skillful instructional facilitation. This multifaceted role is aimed at fostering students' acquisition and demonstration of specific competencies aligned with predefined learning outcomes .

The theory of language and the assumption language learning determine teachers' roles.

According to Harmer (2001a), the teacher should be:

- ❖ **A 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);
- ❖ **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). So, Absolutely, fostering a personal and supportive connection between the teacher and students is essential for effective learning. Group organization and individual/small group interactions can create a conducive environment for this approach.
- ❖ **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).

He is assigned the role of facilitator who engages learners in tasks, and helps them develop learning strategies for an effective learning (Chelli, 2010). According to (Richards & Rodgers, 2014).'' Teachers guide learners and help them use appropriate learning strategies to be able

to cope with the requirements of the target situation''. Teachers should also target learners' autonomy in learning and may, if only needed, practice one-to-one teaching (Document d'Accompagnement du Programme d'Anglais de Première Année Secondaire, 2005, p. 11).

4.7 The learner's role in the CBA:

In the CBA, the learner role is much more focused on than that of the teacher. Learners in the CBA are characterized as active persons who can search to develop themselves and make self-assessment in order to be successful learners (Chelli, 2010). The main goal of the learner in the CBA is to be able to adopt and transfer knowledge from one setting to another (Richards & Rodgers, 2001). Richards and Rodgers (2001) advanced that the learner needs to practice and perform the skills taught; he has to do something with the language, not just knowing about the language.

In addition, Learners must be willing to challenge, to question, and to interact in the CBA classroom (Marcellion, 2005).

Algerian Partnerships School Program (2005) advocated that '' learners obtain and retain language best when the topic accumulates their interest and when they are active participants in their learning''. Besides, 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). the learner had to reflect by using his cognitive and motivational strategies when he/she actively engage by his own learning processes.

4.8 Objectives of implementing C. B. A:

According to the ENGLISH LANGUAGE CURRICULUM the CBA has the following targeted objectives:

4.8.1 Methodological objectives:

Basically, the main goal is to develop effective English learning strategies which will support their ability to transfer eventually to learning other languages. Next to that, Formulate and apply different learning methods and strategies to develop communicative competences in English inside and outside the classroom, manage learning time, and develop self-learning habits. Use a variety of learning strategies to manage learning time, apply information technology in learning , self-learning, consolidate self-learning and self-assessment methodology and take responsibility for learning outcomes, form lifelong learning habits.

- **Use comma well here to clarify the lists**

4.8.2 Communicative objectives:

The CBA is to enable students to have a new communication tool, formulate and develop communicative competences through listening, speaking, reading and writing skills. In addition, to develop the basic knowledge acquired with intermediate school to help the learners carry on with their learning of English language, to provide learners with the necessary tools needed for university and professional life.

4.8.3 Cultural objectives:

The CBA cultural goal is that the learner will have an overview of the landscape, people and cultures of some English speaking countries and other countries in the world; will have good attitudes and feelings towards others.

4.8.4 Professional objectives:

The CBA professional objectives are many ,(Semoud, 2012, p. 7) argued that the ultimate objective is ‘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. According to the US office of education, the aim is ‘to demonstrated mastery of basic life skills necessary for the individual to function proficiently in society (U.S. Office of Education, 1978).

Conclusion:

In this chapter, we have provided an overview of the competency-based approach (CBA) as the pedagogical framework implemented in the Algerian educational system. To begin, we introduced fundamental definitions related to the approach, distinguishing between approaches, methods, and techniques. Subsequently, we delved into the historical background of the CBA and explored essential concepts such as competence, competency, and problem-solving situations. Furthermore, we examined the characteristics of the CBA and its associated theories, including Blooms' Taxonomy and cognitive and constructive theories. Additionally, we elucidated the roles of both teachers and learners within this newly adopted teaching paradigm. Lastly, we outlined the primary objectives sought by educational reform initiatives in Algerian schools.

In short, This chapter provides a comprehensive exploration of the competency-based approach (CBA) in the Algerian educational system. It covers foundational definitions, historical context, key concepts, and associated theories, shedding light on the roles of teachers and learners while highlighting the overarching goals of educational reform.

Chapter Three
methodology, Findings, and Discussion

1. Introduction

The third chapter, the spot is oriented to Research Methodology and results discussion. First, it will examine the methodology used in this study. The chapter will shed the light on the research settings, the chosen methods , population and sample, and data gathering tools. Second, this chapter will focus on presenting, Interpreting and discussing the data collected. Finally, the third chapter will light some ethical considerations taken by the researchers in addition to further recommendations.

2. Section one: Research Methodology

This part is focused on explaining the method taken to conduct the research. To achieve a successful reserach results, it is important to have a structured and effective methodology.

2.1 Research Settings

This study is held in Baadji Mohammed Secondary School at Ouled Derradj_ Msila. The research is conducted during the first semester of the academic year 2022-2023

2.2 Method Choice

To determine the appropriate methodology to use when conducting research, it is necessary to analyze its nature. This research targets examining the effectiveness of using Competency based Approach in improving paragraph writing proficiency. Consequently, it is essential to proceed the study descriptively. The implementation of CBA has met many difficulties in the Algerian educational system as many teachers do not understand the approach and how to apply it to Algerian classrooms. Therefore, using the descriptive method will give the chance to EFL teachers in Algerian school to comprehend and meet the different ways in which CBA can be approached. On the other side, The research requires both quantitative and qualitative methods to be conducted due to its analytical nature. The quantitative approach is appropriate given the involvement of numerous teachers and statistical data in the research. Additionally,

the use of narratives and descriptions through the qualitative method assists researchers in studying the collected information's content and themes. The data gathered is to be presented in details.

2.3 Research Population and Sample

Essentially, researchers need to carefully consider the size of their chosen population when conducting research. It is important to favour a middle ground between excessively large or extremely small groups. To obtain a sample for a study, the researcher must select a limited number of participants. The sample chosen for this research involves teachers of English language at Baadji Mohammed Secondary School at Ouled Derradj. It also includes students of Scientific stream of third year. The secondary school, as any public secondary school in Algeria presents three sessions a week concerning English Language. The main concern for choosing the sample of teachers from the mentioned secondary school is that teachers have a considerable experience in teaching. Most of them have been teaching English for no less than 10 years. In addition, the goal behind adapting CBA to teaching writing for third level and scientific stream is that third year students are concerned with the Baccalaureate exam which include writing a composition for 5 points out of the whole mark. Scientific stream are generally good or medium when it comes to writing paragraphs. The sample contains 5 teachers of English language from Mohammed Baadji Secondary School and 15 students from experimental science and Mathematics stream.

3. Data Collection Tools.

To conduct their research, it is essential that the researchers acquire information through appropriate means. using correct methods to collect information in research means The success of a research project. Therefore, it is crucial for researchers to select suitable techniques to obtain information, such as surveys, interviews, observations, or experiments,

according to the research question and objectives. In this research two main tools have been chosen by the researchers to meet the research aims : questionnaire and observation.

3.1 The questionnaire

A questionnaire serves as a means of obtaining data for a particular study. It comprises a set of structured questions aimed at a particular group of individuals to examine a phenomenon. In this study, the questionnaire is made for EFL teachers at Baadji Mohammed Secondary School. The researchers have carefully chosen the questions targeted to teachers. The teachers questionnaire contains 10 questions about the use and effectiveness of CBA on teaching paragraph writing.

3.2 description of the Teachers Questionnaire

This questionnaire was made out of 10 questions targeting the interaction and perception of EFL teachers from Baadji Mohammed Secondary school about implementing CBA in teaching paragraph writing First, a small section was set to introduce the questionnaires topic to the teachers . Second, the remaining questions target the teachers perceptions and how to use CBA when teaching paragraphs writing

The first question concerns teachers' experience teaching EFL about the positive impact of using the competency-based approach on paragraph writing proficiency among students.

The second question targets the difference between the competency-based approach and the traditional approaches to paragraph writing instruction

The third question asks teachers about the key principles of the competency-based approach and how can they be applied to paragraph writing instruction

The fourth question indicates how teacher can design learning activities that align with the competencies required for proficient paragraph writing

The fifth question sheds the light on challenges that teachers have faced when implementing a competency-based approach to paragraph writing instruction

Concerning the skills of writing a paragraph, the sixth question impose the specific skills related to paragraph writing can be targeted through a competency-based approach, such as organization, coherence, or use of evidence

The seventh element questions the teachers of English language in Mohammed Baadji Secondary School about the role technology in supporting a competency-based approach to paragraph writing instruction

The questionnaire then moves smoothly to ask teachers, in the eighth question, if students are more engaged and motivated when learning paragraph writing through a competency-based approach

Then, the ninth question targets teachers' perceptions and notes about differences in paragraph writing proficiency based on students' language backgrounds or proficiency levels when utilizing a competency-based approach

The last question suggests that teacher can freely express their opinions about implementing CBA in Algerian context.

3.3 Classroom Observation as a data collection tool

Classroom observation is a data collection tool that involves systematic recording, documentation, and interpretation of a teacher's or students' actions, interactions, and behaviors in a classroom setting. It is an important tool for researchers to collect data about teaching and learning practices, classroom management strategies, instructional materials, and student engagement. In this study, Classroom observation is taking place with 3rd year students during writing lesson.

3.3.1 Lesson plan for writing session

Generally, writing takes four sessions for each unit in Algerian curriculum of public secondary education. Mainly, teachers focus on brainstorming and planning for students to understand the main idea of the written composition. In this study, the lesson chosen was taken from the first unit of third year scientific stream "ethics in business" which tackle the issues of fraud and corruption. The topic of writing was about corruption. The researchers agreed on the following lesson plan for teaching writing using the Competency Based Approach about the topic of corruption:

Secondary School: Mohammed Baadji.	Academic year: 2022-2023
Skill: Writing. corruption.	Competency: Write a composition about
Materials Needed: Whiteboard and markers	
*video about corruption	
* Paper and pen for writing the composition	
Objectives: At the end of the lesson, students will be able to:	
*Define corruption and identify different types of corruption.	
*Write a composition about corruption by applying appropriate writing techniques and structures.	
Warming up: pre- writing (20 minutes)	
Brainstorming /planning	

Teacher Begins by asking students questions about corruption such as what they think it means, how it affects society, and any experiences with corruption. Teacher's writes down their responses on the whiteboard.

Then, teacher plays a video about corruption using Datashow and ask students to write down any vocabulary that has a relation to corruption.

Teacher asks students if they understand the video and asks them to retell some of the sentences they heard from the video

Then teacher writes the task on the board and asks students "if you are going to write a passage about corruption, what would you start with?"

Teacher then writes the list of ideas of students on the board.

During-writing: 1 hour

Break students into small groups and assign them a type of corruption to discuss. They should identify examples of this type of corruption in their community or country and how it affects society. Teacher asks student to start drafting.

First, teacher asks students to write a well structured topic sentence.

After the group discussions, ask students to share their findings with the class. As a group, discuss ways to combat corruption and the role of citizens in fighting it.

Students will then use the information gathered and discussed to write a composition about corruption. Provide guidelines on writing techniques and structures such as an introductory paragraph that captures the readers' attention and gives background information, main body paragraphs that discuss examples and effects of corruption, and a concluding paragraph that summarizes the main points.

Let students write their compositions individually, and provide support and feedback as necessary.

Post - writing: Sharing and publishing (20 minutes)

Teacher Asks students to share their compositions with the class.

Consider having a debate or group discussion on the best ways to combat corruption and the role of citizens in fighting it. Finally, summarize the key points of the lesson emphasizing why it is important to be aware of corruption and to work towards eradicating it.

Assessment:

Students will be assessed based on the following:

Understanding of the definition and types of corruption.

Ability to write a composition about corruption using proper writing techniques and structures.

Participation in group discussions and class activities

3.3.2 Ethical Consideration

To ensure its accuracy and credibility, a study must abide by ethical guidelines. the researchers made every effort to make questions objective and precise when designing the questionnaire and choosing the participants. . In the questionnaire, a detailed explanation was provided regarding the purpose and rationale for the study with the aim of ensuring that everyone involved had a clear understanding of it. When lesson planning, students' level of English was taken into consideration to choose the appropriate tool to present the lesson of writing.

4. Data Analysis technique

After collecting data, it is necessary to analyze it. Once the questionnaires were received from EFL teachers of Mohammed Baadji Secondary School, the researchers began reviewing them to test their hypotheses. Given the statistical nature of the research, the researchers utilized computer programs, specifically Excel, to organize and present the questionnaire data in a statistical format. This tool was a significant time and effort saver for the researchers. In addition, the researchers delivered their lesson, according to the plan, in three sessions with observation. As far as the lesson objectives were achieved, the researchers began to write their notes.

5. Section Two: Results Analysis and Interpretation

5.1 Description and interpretation of the Teachers Questionnaire Results :

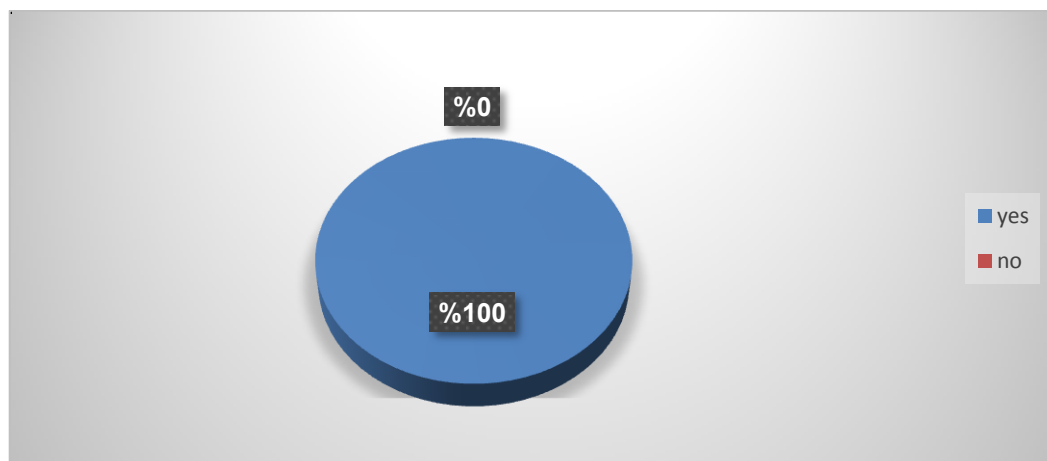
The teachers' Questionnaire was made of ten questions to be answered freely. The questions' main concern was about the effectiveness of implementing Competency-based Approach in teaching paragraph writing in Algeria.

The first question investigated if the use of CBA had improved paragraph writing proficiency for students.

The CBA improvement on students' paragraph writing proficiency	Yes	No
Teachers Answers	5	0

Table 01. Teachers perceptions about the effectiveness of using CBA on improving Students' writing proficiency.

As the table above shows, All the teachers answered positively for this question assuring the effectiveness of implementing Competency-based Approach on enhancing writing proficiency.



Graph 01

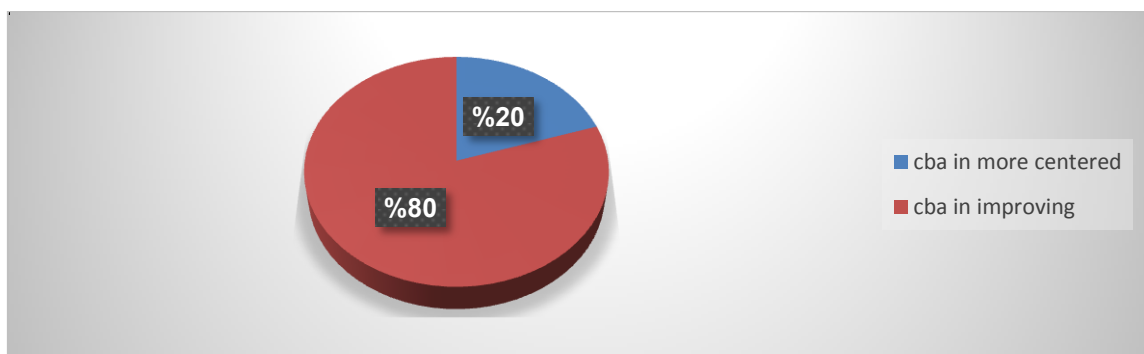
The graph shows that teachers, during their long EFL teaching experience, have used and applied CBA to paragraph writing instructions. As the teachers assure that it is effective on improving the quality writing of secondary school students, the CBA encourages active and self-directed learning, which can improve a student's ability to analyze information, think critically and solve Problems.

The second question approached the difference the traditional methods of teaching writing and the use of CBA during the process.

The difference between the CBA and traditional methods to teaching writing paragraph.	CBA is more learner-centered and personalized.	CBA focuses on improving writing skills
Teachers' Answers	1	4

Table 02. Teachers views about the difference between CBA and traditional methods in paragraph writing.

As the table above shows, one teacher claimed that competency-based approach to paragraph writing instruction is more individualized and student-centered. The other four teachers said that CBA focuses on developing specific skills in writing.



Graph 02.

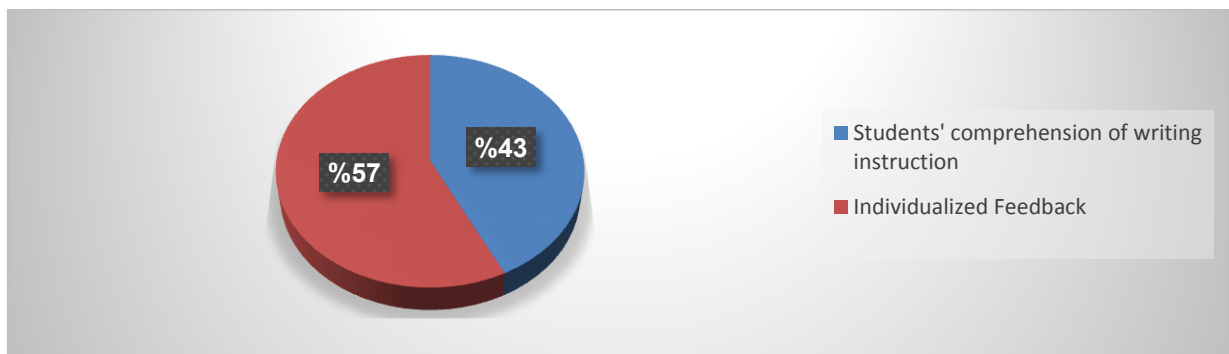
The graph shows that CBA plays an important role in paragraph writing. CBA is more learner-centered and targets students' individual skills and needs. Besides, it highlights competencies necessary for effective paragraph writing, such as identifying a topic sentence, providing supporting details, and constructing coherent sentences and paragraphs. Traditional approaches, on the other hand, tend to focus more on general rules and guidelines for writing, such as spelling, grammar, and punctuation.

The third question of the Teachers' Questionnaire was about the key principles of the competency-based approach and how they can be applied to paragraph writing instruction.

Key Principles of CBA	Students' comprehension of writing instruction	Individualized Feedback
Teachers' Answers	2	3

Table 03. Key Principles to CBA in paragraph writing

The table shows that two teachers said that main principles of CBA includes focusing on student comprehension of the writing topic and so, students will be able to write coherent paragraph with a topic sentence, supporting details and a conclusion sentence. Three teachers indicated that providing individualized feedback is necessary for each student has his own strengths when it comes to writing a paragraph.



Graph 03.

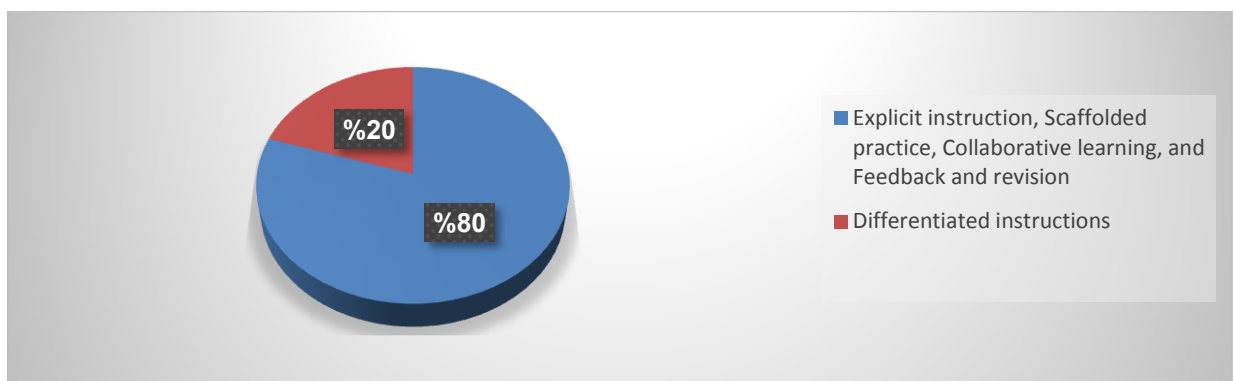
As the graph shows, Integrating competency-based approach to paragraph writing is based on focusing on specific competencies, regular practice and feedback. To apply these principles to paragraph writing instruction, teachers can provide students with specific writing prompts and guidelines, and provide regular opportunities for practice and feedback.

The fourth question concerned how teacher can design learning activities that align with the competencies required for proficient paragraph writing.

Designing learning activities that align with the competencies required for proficient paragraph writing.	Explicit instruction, Scaffolded practice, Collaborative learning, and Feedback and revision	Differentiated instructions
Teachers answers	4	1

Table 04. Teachers answers about Designing learning activities that align with the competencies required for proficient paragraph writing

The table shows that Four teachers, when asked about learning activities in CBA, mentioned Explicit instruction, Scaffolded practice, Collaborative learning, and Feedback and revision. One teacher shed the light on differentiated instruction.



Graph 04.

The fourth graph indicates teachers exposure to the multiple activities used in CBA when teaching paragraph writing. This means that teachers are aware of the different ways to integrate CBA this includes support student learning. These activities include explicit instruction, which involves clear and direct teaching of specific skills and knowledge; scaffolded practice, which breaks down complex tasks into smaller steps and provides support as needed; collaborative learning, which encourages students to work together to enhance their understanding of course concepts; and feedback and revision, which help students to reflect on their progress and identify areas for improvement. In addition, differentiated

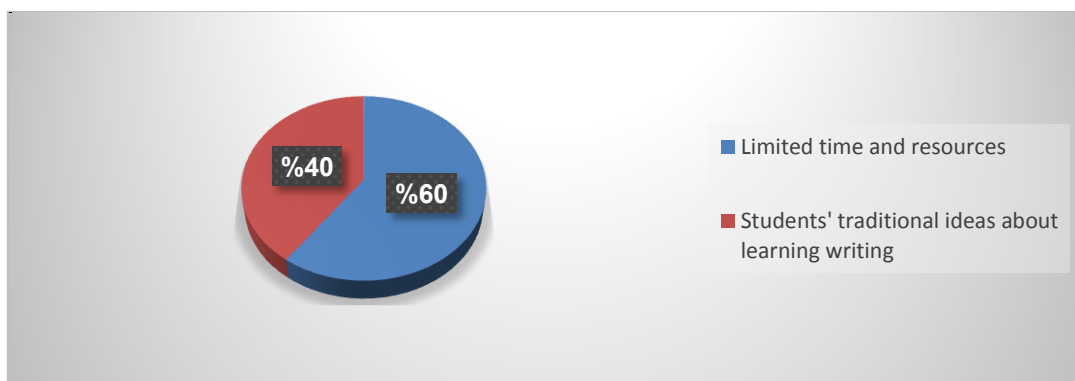
instruction, which involves adjusting instruction to meet the unique learning needs and abilities of each student

Next, the fifth question implemented the challenges that teachers faced when implementing a competency-based approach to paragraph writing instruction.

Challenges concerning CBA in paragraph writing proficiency.	Limited time and resources	Students' traditional ideas about learning writing
Teachers' answers	3	2

Table 05. Teachers' challenges when using CBA in teaching paragraph writing.

The table shows that Three teachers claimed that the limited time and resources and balancing the teaching of writing with other skills required by the curriculum are limiting the use of CBA to writing paragraphs. Two teachers implied the students resist to change in writing as they are familiar to the traditional way of receiving instructions and focusing on grammar and punctuation can be challenging.



Graph 05

The graph above shows The limited time and resources, as well as the need to balance teaching writing with other skills required by the curriculum, are significant barriers to the implementation of this approach. Additionally, some teachers note that students may resist

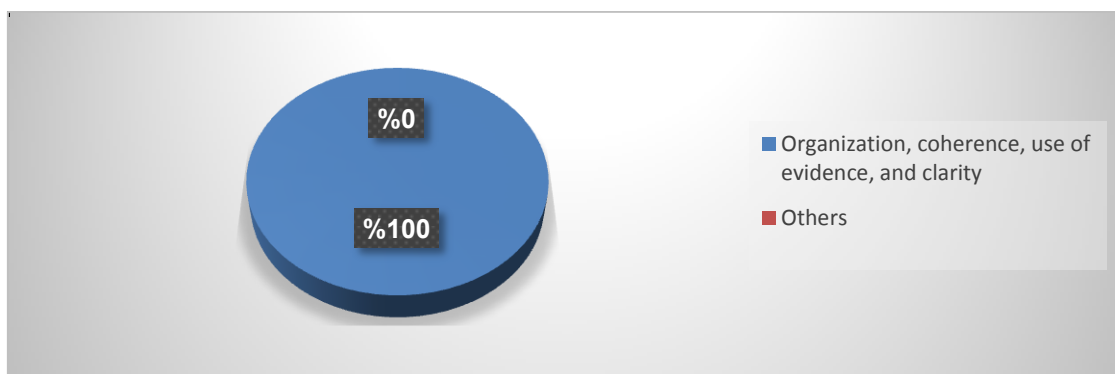
changes to the traditional way of receiving writing instruction, and that a focus on grammar and punctuation can be challenging to achieve within a competency-based framework.

The sixth element asked teachers about the specific skills related to paragraph writing can be targeted through a competency-based approach.

Skills related to paragraph writing with CBA	Organization, coherence, use of evidence, and clarity	Others
Teachers' answers	5	0

Table 06. Skills targeted in writing a paragraph when using CBA

The table above shows that All teachers mentioned organization, coherence, the use of evidence and supporting details, and clarity.



Graph 6

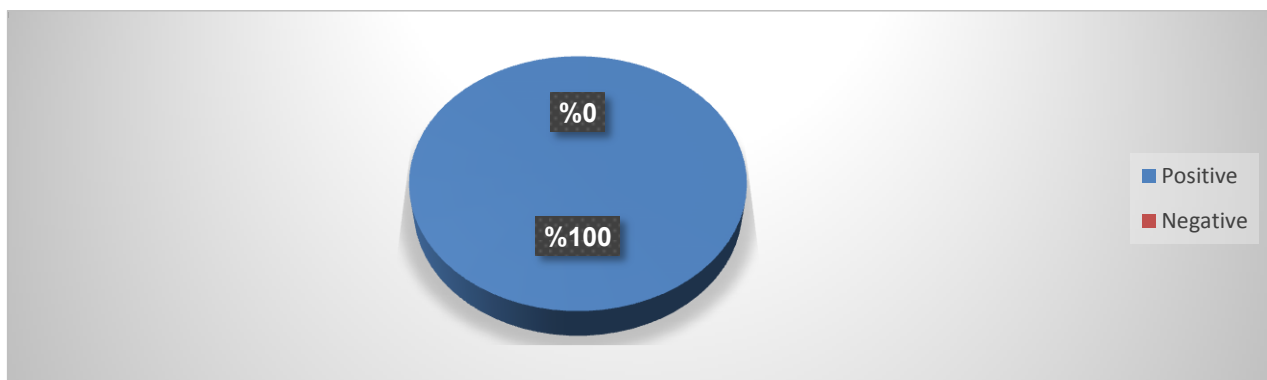
The sixth graph implies teachers awareness and focus on specific skills when teaching writing using competency-based approach which is a key aspect of this approach, as it involves breaking down writing into specific competencies or skills that students can work on and improve. By focusing on specific skills, teachers can identify areas where students may need extra support, and help students develop a more comprehensive and nuanced understanding of the writing process.

The seventh question of the teachers' Questionnaire was directed to the role of technology in supporting CBA to paragraph writing.

The role of Technology in supporting CBA to paragraph writing	Positive	Negative
Teachers' answers	5	0

Table 07. The role of technology in supporting CBA to paragraph writing

According to the table, All the teachers assured that technology has a positive effect when using it to integrate and support Competency-based approach in teaching writing.



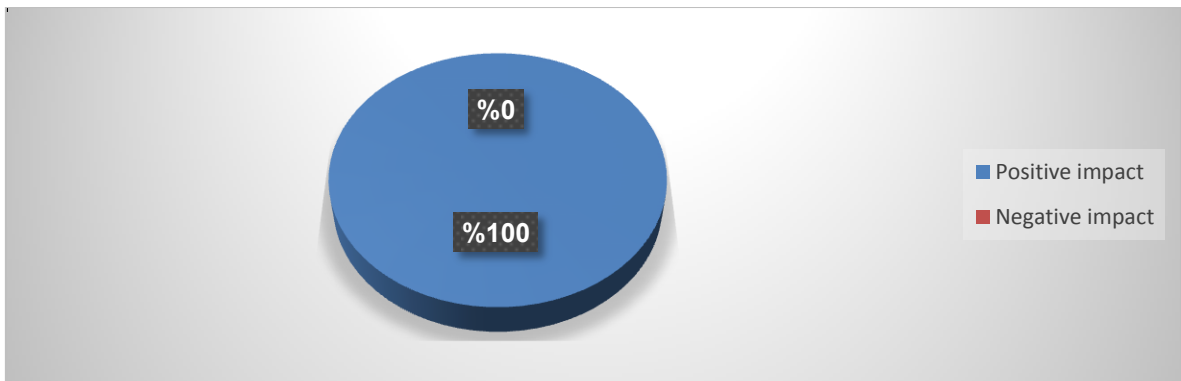
Graph 07.

The graph presents that teachers emphasized the importance and effectiveness of using technology tools to brainstorming and planning paragraph structure in addition to the role it plays to enhancing students package of vocabulary concerning the topic of writing.

The eighth question targets the impact of CBA on students' engagement and motivation when learning paragraph writing with CBA.

The impact of CBA on student's motivation in writing	Positive impact	Negative impact
Teachers' answers	5	0

Table 08. The table above, referring to the eighth question results, shows that all the teachers assured the positive impact of CBA on students



Graph 8.

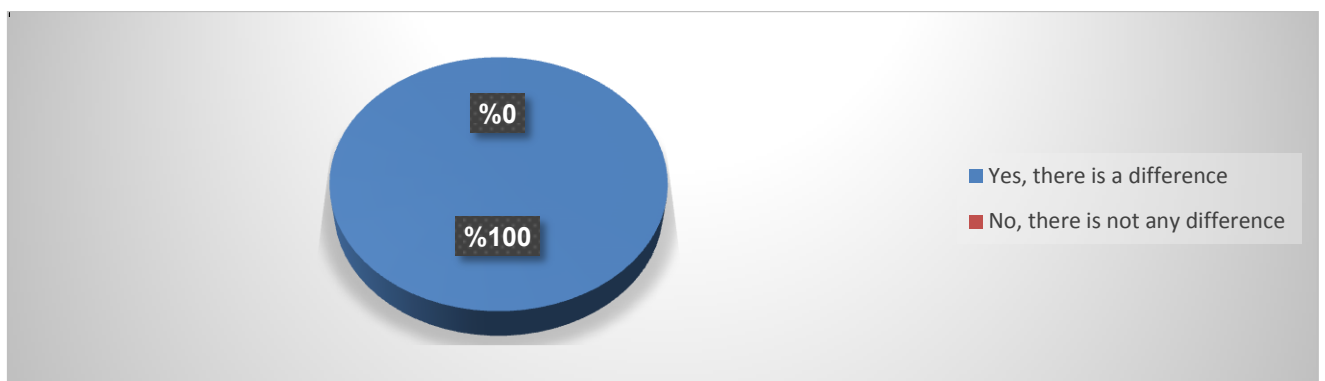
The eighth graph insists on the positive experience that competency-based approach leaves on students when used to teach paragraph writing. A Competency-Based Approach is an approach to education that focuses on mastery of skills and knowledge, rather than traditional measures like grades or standardized tests

The ninth question was targeted to differences in paragraph writing proficiency based on students' language backgrounds when utilizing a competency-based approach.

differences in paragraph writing proficiency based on students' language backgrounds when utilizing a competency-based approach	Yes, there is a difference	No, there is not any difference
Teachers' answers	5	0

Table 09. differences in paragraph writing proficiency based on students' language backgrounds when utilizing a competency-based approach

The ninth table shows that All the teachers agreed that there was difference when applying CBA to writing.



Graph 9.

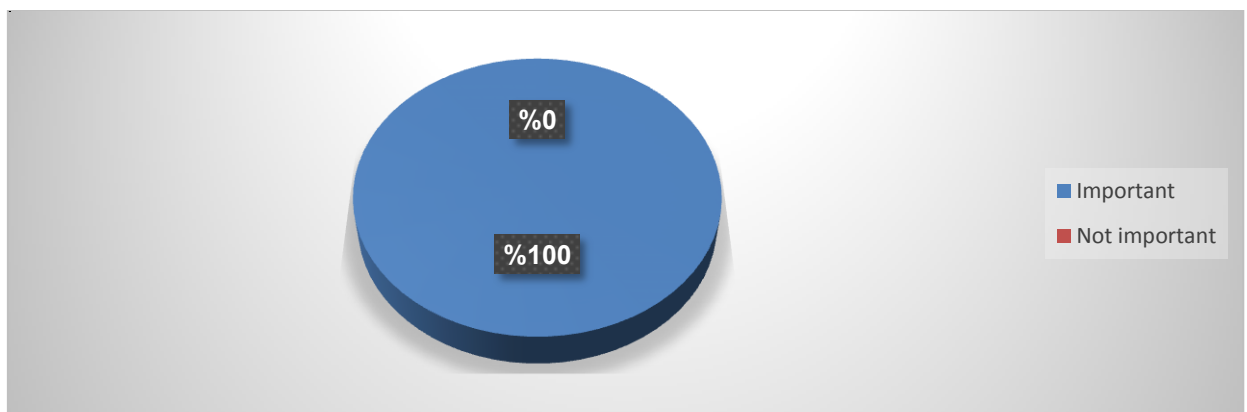
The graph shows teachers' notes about the differences in paragraph writing proficiency based on students' language backgrounds when utilizing a competency-based approach. In this context, the differences lied in coherence and clarity as students being exposed to CBA in writing a paragraph have much concentration on the content of the topic.

The last question had urged the EFL teachers participating in this study to express their views about the use of CBA in writing in Algerian context.

The use of CBA in writing in Algerian context	Important	Not important
Teachers' views	5	0

Table 10. The use of CBA in writing in Algerian context

The table above shows that All the teachers emphasized the importance of using Competency Based Approach in paragraph writing proficiency in Algerian schools.



Graph 10

As the graph shows teachers' thoughts about the significance of applying Competency-based approach to teaching. They put more emphasis on the shift of students' and teachers' thinking when it comes to writing.

Classroom Observation

As the lesson proceeds according to the plan set by the teacher, the research notice that using technology tools has been an advantage for students to make a clear vision about their writing topic. In warming up, students are still invited to answer questions about corruption. However, when they watch the video, student become more motivated and have a better understanding. Further, they can catch words related to the topic of corruption and ask

about their meaning. After that, when teacher writes the task and asks students to form groups, students feel excited with their papers of notes. When teacher asks students to start writing topic sentence, the instruction seems considerably easy for students as they grabbed some sentences from the video and from their teaching in the warming up. When drafting details, each group is concerned with its own instruction. Students collaborate and show a good level of discussion within their groups members. When finishing drafting, teacher sets a criteria for paragraph using the main idea of the topic. Students share their paragraphs. They correct to each others' errors and mark points for each checklist element done. The group which obtains a high mark publishes their paragraph. Finally, teacher gives feedback to students about their writing and asks them to reflect on the process they have gone through.

6. Discussion of the Teachers Questionnaire Results.

The EFL teachers' response to the questionnaire show a considerable awareness of the Competency Based Approach and its implications in paragraph writing proficiency. Teachers can work one-on-one with students to identify their unique strengths and areas for improvement, and provide personalized feedback and support to help them develop the necessary skills and competencies for effective paragraph writing. By focusing on specific skills and competencies, providing regular practice and feedback, and individualizing instruction, teachers can help students develop strong writing skills that will serve them well in all areas of their academic and professional life.

Moreover, teachers face some challenges when trying to implement a competency-based approach to teaching writing paragraphs. The limited time and resources, as well as the need to balance teaching writing with other skills required by the curriculum, are significant barriers to the implementation of this approach. Additionally, some teachers note that students may resist changes to the traditional way of receiving writing instruction, and that a focus on

grammar and punctuation can be challenging to achieve within a competency-based framework.

Overall, this analysis suggests that the use of a competency-based approach to teaching writing paragraphs presents both opportunities and challenges for teachers. While it can provide a valuable tool for assessing and improving students' writing skills, it also requires careful consideration of how to effectively integrate it into the curriculum and address potential student resistance or difficulties with the approach.

7. Discussion of Classroom Observation

The lesson procedure mentioned above follows a competency-based approach where the focus is on the learning outcomes. The teacher has designed the lesson plan to align with the learning outcomes that students are expected to achieve. The lesson begins with a warm-up activity that sets the context for the topic of corruption, which is then supplemented by a video to enhance students' understanding and motivation. The use of technology tools has been identified as an advantage since it helps students to have a clear vision of their writing topic.

During the lesson, students are given opportunities to collaborate with one another and to work on the task in groups. The teacher facilitates the learning process by providing the necessary guidance and support to enable students to achieve their learning outcomes. The use of criteria for paragraph writing helps students to be clear on what is expected of them, and this encourages them to work towards meeting the set standards.

The lesson plan encourages students to be active participants in their learning, and this is evident from the various activities that they undertake. The teacher provides feedback and helps students to reflect on their learning process, which enables them to identify their strengths and weaknesses. This approach helps students to take ownership of their learning and to be more self-directed in their learning process.

Overall, the competency-based approach employed in the lesson plan is effective in achieving the intended learning outcomes. It provides opportunities for students to engage in active learning, collaborative work, and reflective practice, which are essential components of effective learning. The use of technology tools and clear criteria for assessment also ensure that students have a clear understanding of their learning goals and are capable of meeting the set standards

GENERAL CONCLUSION

General Conclusion

This work was divided into three chapters aimed at testing and proving the significance of competency-based-approach teaching method , and the utilization of this latter in the Algerian EFL classes in order to see how teachers apply it in their classes and how learners react to it .

In order to realize these objectives, there are methodological procedures used to check the hypotheses, if English foreign language teachers appropriately apply the principles of the CBA in their classes and learners' difficulties concerning writing process.

At the end of the study, the outcomes of the investigation were provided to be discussed to arrive at conclusion about:

- The role of teachers in implementing this approach was crucial. They needed to provide guidance, feedback, and support to students throughout the learning process, emphasizing the development of specific competencies.
- The skills and competencies developed through this approach are transferable beyond paragraph writing. They can benefit students in various academic and real-world contexts, enhancing their overall communication abilities.
- Implementing the competency-based approach had a positive and notable impact on the paragraph writing skills of the students. It provided a structured framework for teaching and learning, helping students develop and apply essential writing competencies.
- Students demonstrated improvements in the clarity and organization of their written work. The approach encouraged them to focus on coherence, cohesion, and logical progression within their paragraphs.

In conclusion, the competency-based approach has proven to be a valuable method for improving paragraph writing skills among third-year secondary students in the scientific stream at Baadji Mohamed Secondary School, M'sila. It not only enhances their writing abilities but also fosters critical thinking and prepares them for academic success. Further research and ongoing implementation can help fine-tune this approach and make it even more effective in nurturing competent writers.

Bibliography

- Auerbach, E. R. (1986). Competency-based ESL: One step forward or two steps back? TESOL Quarterly, 20(3).
- Docking, R (1994) Competency-based curricula-the big picture, Prospect 9(2), 8-17
- Dr. Saliha Chelli PhD ,Teachers' and Students' Attitudes Towards the Use of Educational Technology in the EFL Classe
- Findley, C. A, & Nathan, L. A. (1980). Functional based ESL language objectives in a competency curriculum. TESO Quarterly 14 (2).
- Halliday, M. A. K., & Hasan, R. (1976). Cohesion in English. English Language Series, London: Longman.
- Harmer, J. (2001). The Practice of English Language Teaching. (3rd Ed.) UK: Pearson :Education Limited.
- Harris, R., Guthrie, H., Hobart, B. & Lundberg, D. (1995) Competencybased education and training: between a rock and a whirlpool, South Melbourne: Macmillan Publishers Australia Pty. Ltd.
- Klein, A., & Starkey, P. (2004). Fostering preschool children's mathematical knowledge: Findings from the Berkeley MathReadiness Project. In D. H. Clements, J. Sarama, & A.-M. DiBiase (Eds.), Engaging young children in mathematics: Findings of the 2000 national conference on standards for preschool and kindergarten mathematics education. Mahway, NJ: Erlbaum
- Larsen-Freeman, D. (2000). Teaching Techniques in English as a Second Language.
- Reid, K., Hopkins, D., & Holly, P. (1988). Towards the Effective School. Oxford: Blackwell.

- Richards, J. C. and Rodgers, T. S. (2001). *Approaches and Methods in Language Teaching*. Cambridge University Press
- Richards, J. C., &Renandya, W. A. (2002). *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge: Cambridge University Press.
- Scallon, G. (2004). *L'évaluation des apprentissages dans une approche parcompétences*. Montréal : Renouveau pédagogique
- Seow, A. (2002). The writing process and process writing. In J. C. Richards & W. A. Renandya (eds.). *Methodology in language teaching: An anthology of current practice*, (pp. 315-320). Cambridge: Cambridge University Press.
- Tawil R, Figlewicz DA, Griggs RC, Weiffenbach B. Facioscapulohumeral dystrophy: a distinct regional myopathy with a novel molecular pathogenesis. *Ann Neurol* 1998.
- TT-BGDDT dated 26 December 2018 of the Minister of Education and Training.
- Zemach, D., &Rumisek, L. (2005). *Academic Writing from Paragraph to Essay* (1st ed.). Oxford: Macmillan.

Appendices :

Appendix 01: teacher's questionnaire

Dear teachers

You are kindly invited to answer this questionnaire which attempts investigate the importance of competency based approach in improving EFL learner's writing skill.

Your personnel information would be highly confidential. Indeed, your answer will help us enormously to achieve our purpose.

Section One: Back ground Information Question s

1- Gender: a. Male b. Femme

2- Age:

3- Your educational degree: a- licence

B- master

C- magister

D- doctorate

4- How many years have you been teaching?
.....

Section two: teacher's attitudes towards CBA and paragraph writing

1)- do you think implementing CBA in teaching had improved paragraph writing proficiency students?

Yes

No

2)- What is difference between traditional methods of teaching writing (paragraph) and the use of CBA

1- CBA is more-learner centred and personalized.

2- CBA focuses on improving writings skills

3- CBA largest student's individual skills and needs

3)- what are the main principals of CBA and how can be applied to paragraph writing instruction

4)- How teach can design learning activities that aligned with the competencies required for proficient paragraph writing

5) What are the challenges that teachers faced when implementing a competency- based approach to paragraph writing instruction

6)- What are specific skills related to paragraph writing can be targeted through a competency-based approach

7)- what is the role of technology in supporting CBA to paragraph writing

8)- What is the impact of CBA on student's engagement and motivation when learning paragraph writing

9)- what are the differences in paragraph writing proficiency based on student's languages back grounds when utilizing a competency-based approach

10)- what is your opinion about the use of CBA in writing in Algerian context

Appendix 02: Lesson plan

Secondary School: Mohammed Baadji.

Academic year: 2022-2023

Skill: Writing.

Competency: Write a composition about corruption.

Materials Needed: Whiteboard and markers

*video about corruption

* Paper and pen for writing the composition

Objectives: At the end of the lesson, students will be able to:

*Define corruption and identify different types of corruption.

*Write a composition about corruption by applying appropriate writing techniques and structures.

Stage	Procedures	objectives	timing
Warm-up	Teacher greets learners	To shed learners attention	5 min
pre- writing	<p>-Teacher Begins by asking students questions about corruption such as what they think it means, how it affects society, and any experiences with corruption. Teacher's writes down their responses on the whiteboard.</p> <p>-Then, teacher plays a video about corruption using Data show and ask students to write down any vocabulary that has a relation to corruption.</p> <p>-Teacher asks students if they understand the video and asks them to retell some of the sentences they heard from the video</p> <p>-Then teacher writes the task on the board and asks students "if you are going to write a passage about corruption, what would you start with?"</p> <p>-Teacher then writes the list of ideas of students on the board.</p>	To brainstorm, introduce, and plan the topic	20 minutes
During - writing	<p>Break students into small groups and assign them a type of corruption to discuss. They should identify examples of this type of corruption in their community or country and how it affects society. Teacher asks student to start drafting.</p> <p>First, teacher asks students to write a well structured topic sentence.</p> <p>After the group discussions, ask students to share their findings with the class. As a group, discuss ways to combat corruption and the role of citizens in fighting it.</p> <p>Students will then use the information gathered and discussed to write a composition about corruption. Provide guidelines on writing techniques and structures such as an introductory paragraph that captures the readers' attention and gives background information, main body paragraphs that discuss examples and effects of corruption, and a concluding paragraph that summarizes the main points.</p> <p>Let students write their compositions individually, and provide support and feedback as necessary.</p>		1 hour
Post – writing	<p>Teacher Asks students to share their compositions with the class.</p> <p>Consider having a debate or group discussion on the best ways to combat corruption and the role of citizens in fighting it. Finally, summarize the key points of the lesson emphasizing why it is important to be aware of corruption and to work towards eradicating it.</p>		20 minutes
Assessment:	<p>Students will be assessed based on the following:</p> <p>Understanding of the definition and types of corruption.</p> <p>Ability to write a composition about corruption using proper writing techniques and structures.</p> <p>Participation in group discussions and class activities</p>		

ملخص :

تتناول هذه الدراسة فعالية تنفيذ النهج المبني على الكفاءة في تعلم مهارة كتابة الفقرة. النهج المبني على الكفاءة هو نهج تعليمي يركز على تظاهر الطالب بتحقيق مخرجات التعلم المرغوبة كجزء أساسي من عملية التعلم. تهدف هذه البحث إلى دراسة تأثير استخدام النهج المبني على الكفاءة في تحسين مهارة كتابة الفقرة لطلاب المدرسة الثانوية بعجي محمد - أولاد دراج. بالإضافة إلى ذلك، تهدف الدراسة إلى إبراز وعي معلمي اللغة الإنجليزية في المدرسة الثانوية بعجي محمد بالنهج المبني على الكفاءة منذ تنفيذه في منهج الجزائر في عام 2005. تشير نتائج هذا البحث إلى أن المعلمين يدركون جيدًا مبادئ النهج المبني على الكفاءة وينطبقونها في دروسهم، وأن تحسين أداء الطلاب في كتابة الفقرات يحدث عند استخدام هذا النهج. كما تظهر البحث أن المعلمين يواجهون العديد من الصعوبات في تنفيذ النهج المبني على الكفاءة في كتابة الفقرات مثل قلة الوقت والموارد.

كلمات مفتاحية: النهج المبني على الكفاءة (CBA)، معلمي اللغة الإنجليزية والمتعلمين، كتابة الفقرة، الاجتياز.