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Assessing the Impact of Competency-Based Approach on
Integrating Literacy Skills
Case of: Fifth Year Primary School pupils at Abdelhamid
Ibn Badis primary school-Ghardaia

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Dedication

I dedicate this modest work,
To my father's soul, Rachid Belalmi, may Allah grant him mercy
to my mother, my husband Kouidri Ammar, my daughters Ghania and Fatima
for their help, support, and encouragement.

To my sons Mohammed Amine, Yacine and Moheiddine.

To all my sisters and brothers and to all my family members.

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Abstract

This study investigates the cognitive and pedagogical integration of reading and writing skills within the primary education sector, specifically exploring how deep reading comprehension functions as a primary catalyst for enhancing learners' written production. Structurally framed within the Competency-Based Approach (CBA), the research examines the transition from fragmented skill teaching toward a holistic, integrated instructional model. The theoretical framework draws upon Louise Rosenblatt's transactional theory, Jay Samuels' automaticity model, and Scardamalia's knowledge-telling model to explain how receptive language skills inform productive capabilities. Utilizing a descriptive-analytical methodology, the empirical phase involved a meticulous textual analysis of primary school pupils' written productions. Contrary to common assumptions regarding high error density, the results revealed highly positive outcomes, characterized by a significant decrease in linguistic, orthographic, and organizational error rates. The findings demonstrate that deep text comprehension facilitates the transition of structural and grammatical rules into cognitive automaticity. By reducing the lower-level cognitive load, learners were able to efficiently redirect their mental capacity toward higher-order composition and structural quality. Ultimately, this thesis confirms that integrating literacy skills within a communicative framework significantly optimizes instructional efficiency and fosters baseline competencies. Consequently, these findings underscore the imperative need for pedagogical training and professional development, ensuring that primary school teachers possess a comprehensive understanding and deep awareness of the Competency-Based Approach to effectively implement these integrated literacy practices in the classroom.

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List of Abbreviations

CBA	= Competency Based Approach.....
CBE	= Competency Based Education.....
CBI	= Competency Based Instruction.....
CBO	= Competency Based Objective.....
CBLT	= Competency Based Language Teaching.....
TEFL	= Teaching English as a Foreign Language.....

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General Introduction

General Introduction

Background of the Study

Teaching English as a Foreign Language (TEFL) in Algerian primary school has been adopted since the school year 2021/2022 under the Competency-Based approach. By providing an overview of the annual syllabuses of the third, fourth and the fifth years, we can observe that the integration of literacy skills was highly prioritized since two sessions are devoted to integrate literacy skills in each sequence for the third and the fourth year, while in the fifth year, it extended into four sessions in each sequence. In terms of figures, there are twelve sessions per year for 3rd and 4th year, ten sessions per year for 5th year. (see appendix 3)

A great debate about the implementation of Competency-Based Approach which is considered one of the most prominent transformations witnessed by educational systems in recent decades; however, its implementation still sparks a wide debate among educational actors and researchers. This debate emerged as a result of field challenges and discrepancy between theory and practice.

The fifth-year primary school learners are expected to shift ID card information into three or four sentences. This integration is procedurally manifested in fifth-grade practices. Although these learners have moved beyond the mechanical stage of letter recognition and formal mechanics, they have not yet reached deep cognitive processing; rather, their production aligns with the Knowledge-Telling model proposed by Scardamalia and Bereiter (1987). Here lies the significance of the strategy of deconstruction and reconstruction using tables. In reading sessions, learners deconstruct a short text into its core elements and organize them into a table. To develop this competence, they undergo a phase of "Modeling and Guided Practice" emphasized in the works of Scaffolding (2002), collaboratively transforming three or four data tables into a paragraph. Finally, in the independent situation, learners reverse this process by individually reconstructing a given data table into a coherent paragraph that mirrors the trained models. This scaffolded progression serves as the transitional bridge for integrating reading and writing, systematically building written competence in alignment with the learners' cognitive capacities."

Statement of the purpose

The purpose of this research is to assess the impact of CBA on the integration of literacy skills in primary schools.

Case of: fifth-year primary school pupils

Statement of problem

1. How does a competency-based approach affect integrating literacy skills?
2. What aspect of writing is affected the most

Hypothesis

CBA may contribute to improving 5th-year pupils' writing performance.

Structure of the Dissertation

This dissertation falls into the following parts: general introduction, three chapters, and general conclusion.

The general introduction summarizes the framework of the research design, including the statement of problem, hypothesis, motivation, and methodology.

Part One: The Theoretical Part

The first part is the theoretical part, which contains two chapters:

ChapterOne: Will be devoted to literacy skills, providing their definitions, characteristics, and types, and describing the connection between them.

ChapterTwo: Is an overview of the CBA (Competency-Based Approach). Defining CBA and the key concepts related to it, the characteristics, the principles of CBA, teacher's and learner's role, CBA theories related to CBA, finally the advantages and disadvantages of CBA.

Part Two: The Practical Part

It includes the last chapter that deals with the methods procedures for data collection. It describes the instrument used in this study. It also provides data analysis and its interpretation and discusses it.

Limitations of the Study

Despite the careful design and implementation of this research, several factors were beyond control: some related to learners and others to teachers.

1. Limitations Related to Learners

- 1) This study was conducted with a specific group of fifth-year primary school learners in a limited number of classrooms. Therefore, the findings may not be fully representative of all primary learners.
- 2) Also, the duration of the study was limited to a single semester/term, while developing literacy skills through CBA is a long-term process. Achieving the aim is at the end of the academic year, not at the beginning.
- 3) In addition, the time prevented using extra tools like an exit profile interview.

2. Limitations Related to the Teachers

- 1) Time limitation: During the training session, the questionnaire was distributed and explained under significant time pressure. As a result, some trainee teachers were unable to complete or return the forms, resulting in a lower response rate than initially anticipated.
- 2) Furthermore, a significant limitation was the lack of familiarity among some trainee teachers with terms like "literacy skills" or "linguistic competence" and the relationship between them. Thus, they couldn't answer related questions.

Another limitation is answering questions related to their learners' weaknesses. However, they have large numbers of learners, all in all, making it difficult for teachers to track the learners' progress.

Literature Review

This study is grounded in an integrated cognitive and pedagogical perspective that views reading and writing as two intertwined processes that cannot be separated; deep reading and the profound comprehension of meaning serve as the primary catalyst and natural launching pad for written production. Within this holistic framework, which is substantiated by cognitive models of language skills integration, the learner implicitly internalizes linguistic structures and textual schemata during reading, which the mind subsequently retrieves and deploys during the formulation of ideas. This aligns seamlessly with Louise Rosenblatt's (1978) transactional theory of reading, where the reader actively interacts with the text to construct deep meaning, which later forms the raw material for their own production. Structurally, this cognitive interconnectedness is operationally mirrored in classroom practices through the Competency-Based Approach (CBA), which moves beyond the fragmentation of language skills toward a model based on the integration of skills, where the reading text is leveraged as a functional tool to solve communicative problem-solving situations that necessitate meaningful written output. The empirical findings of this study strongly support this theoretical and pedagogical framework; text analysis of the learners' written production revealed positive indicators manifested in a significant decrease in linguistic and organizational error rates. Meticulously interpreted through cognitive processing frameworks, this empirical success is attributed to Jay Samuels' (1974) automaticity model, demonstrating that conscious, guided reading facilitates the transition of structural and orthographic rules to the stage of automaticity in the mind. Consequently, this reduces the cognitive load expended on monitoring lower-level errors—as further explained by Scardamalia's (1987) knowledge-telling model regarding the management of cognitive strain—allowing learners to direct their mental energy toward higher-order composition, structural quality, and overall text refinement, in perfect harmony with the applied pedagogical insights emphasized by researchers like Penny Ur (1996) regarding the integration of language activities within the classroom.

Chapter One

Chapter One: Literacy Skills

1.1 Reading

1.1.2 Definition of Reading

In a Simple View, Reading has been defined as a cognitive process of decoding symbols to determine the meaning of the text, which means that the text itself is a collection of symbols (letters) that the reader decodes them through combining letters to a sound, then to get a meaningful word, sentence, and text.

In the same context, Gough & Tunmer (1986) state that "Reading is the product of decoding and comprehension." Hoover and Gough (1990) also explain that "Because reading is the product of decoding and comprehension, it follows that if either is zero, reading itself is zero—you cannot have reading without both components."

In other words, they considered it as a mathematical process:

$$\text{Reading} = \text{Decoding} \times \text{Comprehension} (R = D \times C)$$

It is a multiplicative, not additive process. Perfetti (1985) goes further more to define Reading in a deeper view. He states that "Reading is a complex cognitive skill that involves the coordination of many sub-skills from low-level visual process to high-level comprehension." He focuses that reading is a competency that needs coordination of many sub-skills moving from low-level visual process to high-level comprehension. This view is close to Scarborough (2001).

Says that "Skilled reading is the fluent execution and utilization of lexical retrieval and word recognition processes, interwoven with language comprehension processes." She emphasizes that reading proficiency is a result of integration between word recognition and lexical retrieval which interwoven with language comprehension process. She illustrates it according to her "Reading Rope"

National Reading panel define «Reading as a complex process» where attention, memory, language and motivation are integrated. (2000, p. 1-1).

For primary school students, reading is most effective when integrated with writing so, it is not an isolated act where learners read a text about certain topic and then use the vocabulary and structures they found to produce their own short paragraph. This reinforces literacy as a cohesive competency.

In this context, Harmer (2007) notes that: "The best way to help student write is to provide them with models. Reading provides the best possible models for writing, it provides the vocabulary, the grammar, and the punctuation" (p. 252).

According to Harmer, reading should serve as a springboard for productive skills. Integration of reading and writing allows students to move from language "input" to creative "output" through scaffolding, modeling and integration.

He adds: "writing is not just a separate skill but is often a natural follow up to a reading activity. When students write based on what they have read, they process the language at a deeper level." Harmer (2001).

1.1.2.Characteristics of Reading

Reading is recognized as a complex, multi-dimensional cognitive process that extends far beyond simple decoding.

1.1.2.1 An Interactive Process:

Goodman (1967) described it as a "psycholinguistic guessing game." It involves an interaction between thought and language " (p.127) where the reader "selects the fewest most productive cues necessary to produce guesses about the text's meaning.

1.1.2.2 Constructive Process:

As Rumelhart (1980) asserts, "Reading is a constructive process in which the reader uses their prior knowledge (schemata) and the information in the text to create a meaning" (p. 33). So, the creation of meaning is based on integration of text information and prior knowledge.

1.1.2.3 Strategic Process:

Paris et al (1983) state that strategic reading involves the "intentional use of scripts and strategies to guide comprehension and recall" (p. 295). According to him, the reader is not a passive recipient of information; rather, they are an active manager of the reading process who uses intentionality to monitor comprehension. They apply deliberate repair strategies to fix any breakdown in understanding. So strategic process characterized by intentionality and self-control over one's own understanding.

1.1.2.4 Fluent Process:

Success in reading depends on it being a fluent process. Samuels (1974) argues that "automaticity in word recognition" is essential because it allows the reader to focus on meaning. "Fluent reader... automaticity in word recognition allows the reader to shift limited attention resources from decoding to high-level comprehension" (p. 50). He argues that since human attention is limited, readers who struggle with decoding cannot focus on meaning. By achieving automaticity in word recognition, a fluent reader frees up cognitive energy to focus entirely on comprehension.

1.1.2.5 Purposeful Process:

Rosenblatt (1978) states "the reader's stance is not a fixed thing, but is dictated by the reader's purpose in the particular reading situation. The reader may shift from an efferent to an aesthetic stance or vice versa during the reading of a single text." That means, the primary driver of reading process is reader's purpose which determines how the reader interacts with text.

1.1.2.6 Evaluative Process:

Grabe & Stoller (2002) assert that "the reader must also evaluate the information being read, determining whether it is useful, logical, or credible in relation to the reader's goals and prior

knowledge." They consider the advanced reading requires the reader to be critically judge the value, logic, and credibility of the text transforming the reader into an active critic of information received.

1.1.3 Types of Reading

Reading is a flexible process that changes according to our purpose. To handle different texts effectively, we use four main types of reading: **skimming, scanning, intensive, and extensive.**

1.1.3.1 Skimming

Is a speed-reading technique used to get a quick overview of the material without reading every word. **Gallet (1981)** defines skimming as "quickly running one's eye over a text to get the gist of it" (p. 4). **Scrivener(2011)** explains, "Skimming means going through the text very quickly to get a gist of it" p. 265. Also **Brown** shared the same definition, he considered skimming as a speed covering of reading to determine the main idea or its gist (2001, p.).

1.1.3.2 Scanning

Its purpose is looking for specific information such as dates, names, or numbers. Brown (2001) considered scanning as a device used by the reader when he/she wants to find a particular information (p. 308). Also, he adds: "Scanning is a strategy used by all readers to find specific information (name, date, a static) without reading the entire text" (p. 308).

In the same way, Grellet states: "Scanning is a reading technique used when the reader wanted to locate a particular piece of information without reading the whole text" (p. 4).

Both Brown and Grellet focus on the purpose of scanning, which is looking for prioritized information that the learner wants or needs.

Grellet (1981) argues: "Scanning is quickly going through a text to find a particular piece of information" (p. 4). Here, he focuses on the rapidity and the dynamic nature of the reading process.

Skimming and scanning are not just reading techniques but essential competencies that allow learners to navigate informational texts effectively. In this context, Rosenblatt (1994) argues: "The reader determines the nature of the transaction by the stance he or she adopts."

She classifies them as literal reading. She states: "In efferent reading, the reader's attention is primarily focused on what will remain as the residue after the reading – the information to be acquired".

1.1.3.3 Intensive Reading

Intensive reading is a meticulous and highly structured classroom activity, often teacher-led, that requires students to examine a text in great detail to ensure full comprehension (Harmer, 2007, p. 283). As a strategic cognitive exercise, it is characterized by what Alderson (2000) describes as a "slow, careful reading" process applied to shorter passages. This deliberate pace

is essential because it allows the learner to move beyond surface-level decoding toward building a complete mental representation of the text, a goal emphasized by Urquhart and Weir (1998). Furthermore, Brown (1989) argues that this approach necessitates a rigorous focus on "grammatical forms, discourse markers and other surface structure details" to unlock deeper rhetorical relationships. By engaging in such a microscopic analysis, the reader achieves the ultimate objective of this strategy: to "absorb all the new information that is presented" (Macleod, 2013, p. 5). Consequently, intensive reading serves as a critical bridge that enables learners to transition from mere recognition to a profound, holistic mastery of the text's core message.

1.1.3.4 Extensive Reading

Extensive reading is a fundamental approach to language learning that involves reading large quantities of material and longer texts for general understanding and enjoyment (Richards & Schmidt, 2002). According to Nuttall (1996), while the ideal way to master a foreign language is to live among its native speakers, extensive reading serves as the most effective alternative in a classroom setting, famously stating that "the best way to improve your knowledge of a foreign language is to go and live among its speakers. The next best way is to read extensively in it" (p. 128). Beyond mere academic acquisition, this technique is recognized as a vital tool for fostering learner autonomy and motivation. Day and Bamford (1998) argue that such an approach is the key to developing a "positive attitude" toward the target language, as it liberates students from the pressure of linguistic perfection. This perspective is further supported by Krashen (2004), who posits that free voluntary reading is the most effective way to naturally build vocabulary and complex grammatical mastery through subconscious acquisition. Therefore, by prioritizing overall meaning over minute grammatical details, extensive reading allows learners to transition from analyzing the language to truly living within it.

1.1.4 Reading Strategies

In the context of competency-based approach, reading is viewed as an interactive process of meaning construction rather than as a passive decoding of symbols. In order to enhance literacy integration among primary school learners, researchers advocate a three stages framework (pre-reading, while-reading, post-reading) that incorporates cognitive and meta-cognitive strategies.

1.1.4.1 Pre-reading strategy:

Its purpose is to activate background knowledge and set a purpose. In this context, Nuttall (1996) states that "the purpose of pre-reading is to help students to bring to the task the right kind of knowledge and expectations" (p.125). According to Grambe (2009), "pre-reading activities elicit prior knowledge, provide direction for reading and help motivate students". (p.221).

This stage activates learners' prior knowledge through schemata and making predictions which reduces cognitive load and prepares them for textual engagement and making the text meaningful. During this stage, in addition to schema, other strategies can be used such as realia box, picture walk, and (Think, Pair, Share).

1.1.4.2 During-reading Strategy:

This phase involves active engagement with the text to monitor comprehension. Hedge (2000) states that "while-reading activities are designed to encourage learners to be active as they read and to help them to the development of autonomous strategies".(P.210). Hedge argues that while-reading activities transform learners from passive readers to active participants. Furthermore, she emphasizes that the primary goal of this stage is to help learners develop autonomous strategies for handling a text.

Grellet (1981) adds another perspective; she defines reading as." an internal cognitive process of guessing and predicting"(P.7). The learner assesses his prediction that he set in pre-reading phase and check it, then ask self-questioning as the learner actively interrogates the text to extract meaning or correct.

1.1.4.3 Post-reading skill:

This stage serves as the bridge to productive skills as writing and speaking. In the same sense, Harmer (2007) states "post-reading tasks should be used to consolidate what has been read and to connect with other skills, especially writing and speaking" (p. 267). In the same way, Harmer adds that "reading should serve as a springboard for productive skills integrating reading and writing allows students to move from language input to creative output" (Harmer, 2001, p. 250). This view is also shared by Richards & Renandya (2002): "post-reading activities provide opportunities for students to reflect on the text and link it to other tasks".

In sum, these three stages embody the competency-based approach by shifting the focus from rote memorization to meaningful learning. This process ensures that learners are not just passive recipients but are fully aware of what they are learning and why, helping them to consciously mobilize their resources in real-life situations.

1.1.5 Assessment in Reading

Assessment has become a fundamental pillar within the Algerian educational system, focusing on three integrated dimensions: the learning process, instructional methodologies, and final outcomes. As an essential component of the educational journey, assessment aims to empower students by monitoring their ongoing progress and academic achievements.

Assessment tools serve as the instruments for data collection, while the "assessment process" refers to the strategic decisions made to administer these tools and analyze the resulting data. This information provides teachers with crucial insights for pedagogical decision-making and assists school leadership in refining reading curricula. In this context, **Hamilton (2009)** emphasizes the intrinsic value of assessment data, noting that using such data systematically to inquire about student progress is a logical way to monitor continuous improvement and tailor instruction to individual needs; when teachers possess and utilize data effectively, they can implement instructional changes that directly enhance student achievement (p. 5). Furthermore, **Grabe (2009)** explains that reading assessments are utilized to provide feedback

on the specific skills, processes, and cognitive resources that constitute reading abilities (p. 353).

He categorizes assessment into several types that serve various educational purposes:

- A)** Norm-referenced and Criterion-referenced tests.
- B)** Formative and Summative assessment.
- C)** Formal and informal (or alternative) assessment.
- D)** Proficiency, Achievement, Placement, and Diagnostic assessment.

Through these evaluations, educators can perform instructional adjustments aimed at boosting student performance, such as reprioritizing instructional time, providing targeted support for students struggling with specific topics, and evolving teaching techniques. Ultimately, assessment helps determine learners' proficiency levels and their ability to apply what they have learned while ensuring the delivery of high-quality training.

1.2. Writing

1.2.1 Definition

Writing is widely recognized as a productive or output skill, though scholars offer diverse perspectives on its precise nature. The essence of writing lies in the conventional arrangement of linguistic symbols, where letters form words and words transition into sentences to create a unified and coherent whole (Byrne, 1988). This view suggests that writing is a systematic process of assembling individual components into a meaningful piece of discourse. Similarly, Rivers (1968) describes writing as the transition of spoken language into a conventional graphic form, effectively acting as a visual representation of what has been articulated. Expanding on the structural aspect, Hyland (2003) defines writing as a series of marks on a page or a screen that are organized according to specific grammatical, syntactical, and semantic rules (p. 3). It is a complex system of clauses and sentences structured to convey a purposeful message. Beyond these technical definitions, the writing experience is often described through vivid metaphors; for instance, the intensity of good writing is compared to the focus required for swimming under water, while others emphasize the incremental nature of the craft—building a text one sentence at a time.

In an academic context, writing is viewed as a progressive and cognitive activity. It is a continuous process where the writer is constantly thinking ahead to the next idea while simultaneously reviewing and refining previous thoughts. Furthermore, Hedge (2005) notes that writing serves several pedagogical purposes, as it assists learners in mastering the language system, tracking their academic progress, and developing self-expression (p. 7). Ultimately, writing encourages students to reflect on language in a conscious manner, thereby enhancing their intellectual growth, self-esteem, and overall linguistic confidence.

1.2.2 Characteristics of Writing

According to Ur (2012), writing is defined by several key characteristics:

- 1) **Permanent**, as it serves as a "permanent record that can be read and re-read at any time"
- 2) **Dense**, being "lexically dense" and "packing more information into a smaller space"
- 3) **Asynchronous**, meaning there is a "delay between the production and the reception of the message"
- 4) **Audience absence**, where "the writer cannot see the reader's reaction, so everything must be explicit"
- 5) **Produced slowly**, which allows for "thinking time to plan, delete, and rewrite"
- 6) **A learnt skill**, because it is a "high-prestige form" that "must be consciously taught"; and
- 7) **Standard form**, as it "follows standard grammar and vocabulary more strictly than speech."

1.2.3 The need of writing

To develop writing proficiency, Tribble (1996) identifies four critical areas of knowledge:

- 1.2.3.1 Content Knowledge:** Understanding the specific concepts and information related to the topic being written about.
- 1.2.3.2 Context Knowledge:** Being aware of the specific environment and audience for whom the text is intended.
- 1.2.3.3 Language System Knowledge:** Mastering the linguistic elements (grammar, vocabulary, etc.) necessary to perform the writing task.
- 1.2.3.4 Writing Process Knowledge:** Knowing the most effective strategies and steps required to prepare and complete a writing assignment.

1.2.4 Writing Difficulties

Writing is a complex activity that presents various obstacles for learners. According to Seely (2005), these difficulties can be categorized as follows:

1.2.4.1 Punctuation

Seely (2005) describes punctuation as a framework of rules designed to clarify written English. For instance, sentences must start with capital letters. Improper use of punctuation often weakens a text's impact and structural integrity. Key functions include:

- a. Full stop:** Indicates the end of a sentence or follows certain abbreviations.
- b. Question mark:** Identifies a direct inquiry.
- c. Exclamation mark:** Highlights an exclamatory statement.
- d. Colon:** Signals the beginning of a list.

e. Semicolon: Connects two closely related independent clauses.

F. Comma: Acts as a separator for items within a series.

1.2.4.2 Spelling

Spelling remains a significant hurdle for many, often due to a lack of reading experience. English is particularly challenging because there is no 1-to-1 match between sounds and letters; while the alphabet has only 26 letters, the language contains over 40 distinct sounds.

1.2.4.3 Vocabulary

While we acquire vocabulary through reading and reference tools, learners often face limitations such as:

- Recognizing a word while reading but failing to recall it during writing.

- Needing a dictionary to verify the exact meaning of known words.

- Using casual spoken vocabulary in formal writing contexts.

- Encountering entirely unfamiliar words.

- Issues with word structure, including the correct use of stems, prefixes, and suffixes.

1.2.4.4 Grammar

Seely (2005) highlights grammar as one of the most taxing aspects of writing. Learners often struggle with:

- Construct complex or compound sentences.

- Misusing coordinating and subordinating conjunctions.

Hedge (2005) further notes that writing problems often involve:

- Using ambiguous cohesive ties.

- Misplacing cohesive markers or failing to use correct punctuation with them.

- Difficulties in paragraphing and building strong topic sentences with supporting details.

- Repetitive use of the same words, which can make the writing monotonous.

Shoebottom (2014) identifies four primary linguistic areas where EFL learners face trouble:

Spelling, punctuation, grammar, and Usage.

Additionally, Arnold (1999) emphasizes the psychological dimension, noting that emotions and language learning are deeply intertwined. A learner's psychological state—such as being angry versus being happy—can significantly influence the quality and output of their writing.

1.2.5 Types of Writing

Writing serves various functions in our everyday lives, ranging from private reflections to professional communication. Hedge (2005) categorizes these diverse purposes into six primary types:

1.2.5.1 Personal Writing This category involves documenting daily life and individual experiences. It is typically private and includes items such as personal diaries, journals, shopping lists, and culinary recipes.

1.2.5.2 Study Writing Also referred to as academic writing, this type is dedicated to educational purposes. It encompasses various classroom and independent tasks, including note-taking during lectures or reading, composing essays, and completing written examinations.

1.2.5.3 Public Writing This form of writing occurs when an individual communicates as a member of the general public to an organization or institution. Common examples include formal letters of complaint or official requests.

1.2.5.4 Creative Writing Driven by imagination, inspiration, and artistic ingenuity, this type of writing focuses on self-expression. It includes literary works such as poetry, short stories, song lyrics, and theatrical drama.

1.2.5.5 Social Writing This type is used to maintain and strengthen established social connections with family and friends. It involves personal correspondence, such as informal letters and social invitations.

1.2.5.6 Institutional Writing Conducted for professional or organizational objectives, this type is used within workplace environments. Examples include formal reports, business emails, legal contracts, speeches, and meeting agendas.

1.2.6 Assessment of Writing

1.2.6.1 Definition of Assessment

Assessment is fundamentally a systematic approach to collecting data. As defined by **Richards and Schmidt (2002)**, it involves gathering evidence to make informed deductions about a student's linguistic competence or the quality of a specific educational program. It serves as a vital indicator of academic achievement or instructional gaps.

1.2.6.2 Function of Assessment

According to **Ur (2012)**, the primary motivations for implementing assessment in the classroom are:

Identifying the current proficiency levels of learners.

Tracking individual progress over time.

Measuring the extent to which students have mastered the course content.

Diagnosing specific learning difficulties to provide targeted support.

1.2.6.3 Types of Assessment

Educational assessment is generally categorized into two main types:

1.2.6.3.1 Formative

Conducted during the learning process to provide ongoing feedback and improve future performance.

1.2.6.3.2 Summative

Carried out at the conclusion of a term or course, typically for the purpose of grading, certification, or final evaluation.

1.2.6.4 Assessmenttools

Ur (2012) suggests a variety of tools to evaluate a student's writing development effectively:

- 1) **Standardized Testing:** The most common evaluative method.
- 2) **Alternative Assessment:** Innovative approaches designed to bypass the limitations of traditional tests.
- 3) **Teacher Evaluation:** Long-term assessment based on observing student performance across various tasks.
- 4) **Continuous Assessment:** A cumulative evaluation of all work produced during the course.
- 5) **Self-Assessment:** Encouraging students to reflect on and judge their own output.
- 6) **Portfolio Assessment:** Evaluating a curated collection of a student's work over an extended period.

The assessment process is deeply embedded in the stages of writing. While students engage in self-correction during pre-writing and drafting, **Ur (2012)** notes that formal teacher intervention usually occurs after the completion of the final draft. At this point, the teacher reviews the work to measure progress and provide necessary corrections.

Chapter Two

Chapter Two: Competency-Based Approach

Introduction: this chapter sheds lights on first, competency-based approach and its relation to competency-based education, competency-based instruction and competency-based language learning through definitions and removes the ambiguity that covers their relationship between them, then introduce the theories that CBC based on, after that identifies the characteristics and objectives of CBA. Next presents the teacher learner and materials' roles in CBA. Finally, mentions the strong and weak points of CBA.

2. Competency based Approach

2.1 Definition of competency-based Approach

Competency based Approach is a teaching method that focuses on developing learners' competencies by encouraging them to apply language, skills and attitude to solve problems and communicate in real life situations. Many researchers, psychologists and educators take part in defining CBA, among them key figures in the development of CBA include pioneers Richard & Rodgers who outlined the principles of CBA and emphasized the importance of measurable educational goals and other educators and theorists contributed to the idea of aligning learning with real life competencies.

Through presenting different definitions of CBA, 3 terms emerged, such as Competency Based education (CBE), Competency Based language teaching (CBLT), and Competency Based instruction. In fact, these terms form a hierarchical relationship focused on mastery-based learning moving from philosophy to practical application. These elements are interconnected and work together.

CBA: is a broad philosophical framework for education that focus on what learners can do (outcome, competencies) rather than just what they know, prioritizing the life skills and real-world proficiency.

CBE: is a whole educational system based on CBA where learners progress based on their ability to master a skill, often at their own pace.

CBI: is a teaching method or the actual classroom methodology used to deliver CBE focusing functional performance-based activity.

CBLT: is the application of CBA/CBE principles, especially to language learned for practical, real life, or work-related tasks.

In sum, CBLT is an application of CBI, which is a method within the broader system of CBE, which is founded upon the philosophy of CBA.

- Richard & Rodger provided different definitions of CBA such as
- Richard & Ridger (2001) has defined CBA as “an educational movement that focuses on outcomes outputs of learning in the development of language programs. CBA
- addresses what learners are expected to do rather than what they are expected to learn about.

- Richard & Rodgers (2001) point out that CBA is called competency-based language teaching. Ibid, 142.
- competency based language teaching CBLT is an application of competency-based approach in language teaching. Richard (2006).
- Richard & Rodgers (2001) “competency-based language teaching CBLT is the application of principles of competency Based Education to language teaching” in competency-based education (CBE) the emphasis is on the “outcomes or outputs of education”

According to Docking (1994). CBLT is organized not around the notion of subject knowledge but around the notion of competency. In CBLT learners are expected to use the language in authentic situations that are likely to be encountered in real world.

Savage also defined CBA as “a functional approach to education that emphasizes life skills and evaluates mastery of those skills according to actual learner performance” (1993, p. 15). In the same way, Scheck (1978) argued that the notion of CBA can be defined as an “outcome-based instruction that is adaptive to the changing needs of students, teachers and the community” (p.s) through competencies describe the learner's ability to apply basic and other skills in situations that are generally faced in daily life.

According to De Ketel's (1996) definition of CBA is distinct from content-based teaching programs often known as time-based programs which are predicated on achieving “specific objectives”. It outlines the course materials in full including the knowledge needed to complete activities related to this topic and most importantly, the circumstances in which these activities are effective.

2.2. The characteristics of competency-based approach

The first characteristic of CBA emphasizing what learners can do with language rather than what they know about language. The curriculum, the syllabus, the teaching strategies and assessment tools are organized around competency development rather than language knowledge. According to Auerbach (1986) the essential features that are included in implementing the CBA syllabus are:

1. A focus on successful functioning in society: The goal is to enable students to become autonomous individuals capable of coping with the demand of the world.
2. A focus on life skills: Rather than teaching language in isolation, CBA/ESL, teaches language as a function of communication about concrete tasks. Students are taught just those skills required by situations in which they will function.
3. Task-or-performance centered orientation: What counts is what students can do as a result of instruction. The emphasis is on overt behaviors rather than on knowledge or the ability to talk about language and skills.
4. Modularized instruction: Objectives are broken 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 learners and teacher. They are specified in terms behavioral 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 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 context, level, and pace, objectives are defined in terms of individual needs; prior learning and achievement are taken into account in developing curricula. Instruction is not time-based; students' progress at their own rates and concentrate on just those areas in which they lack competence (414-415)

In addition to these characteristics, the ELT Articles, what is CBA, 2008 suggested that the CBA is characterized by the following:

The CBA is action-oriented in that it gears learning to the acquisition of know how to embedded in functions and skills. These will allow learners to become effective competent users of a FL in real life situations outside the classroom.

It is a problem-solving approach in that it places learners in situations that test/check their capacities to overcome obstacles and problems; make learners think and learn by doing.

1. It is social constructivist approach in that it regards learning as occurring through social interaction with other people. In other words, it is an approach which is based on training learners to construct their own knowledge to be able to use it in the daily life.
2. Finally, and most importantly, the CBA is a learned-centered approach which focuses on the learners' role rather than the teacher role.

2.3. Principles of the CBA

From the abovementioned characteristics, it is noticed that the principles of the CBA are divided into two sections, principles that have a relation with a learner and principles which concerned a teacher. The ELT Articles, introducing the CBA, 2009 suggested the following principles:

Principles Concerning the Learner

1. The learner should be motivated and creative.
2. Learners see each other as resources (turned for each other to for help).
3. Learners can make some decisions (regarding homework, subject matter.)
4. Learners ask questions and give answers of their own initiative.
5. Learners use English in the classroom more than the teacher.
6. Learners can summarize material acquired through research.
7. Learners must be aware of the strategies they can use to learn better.
8. Learners are not afraid of making errors and viewed them as learning opportunities.
9. Learners can work together to have the spirit group and learn from each other.

2.4. The teacher's role

Unlike the competency-based objective, CBA considered that the learner is the central element in learning. learning process not the teacher. The teacher's role has shifted from a knowledge transmitter to a facilitator that engages learners in tasks and help them to improve and develop learning strategies for a successful learning but, being a facilitator does not mean that the teacher no longer provides information to the learners, but instead he teaches them competences through providing information in different ways and provide in this context Robson (2003) claims that facilitator he is “a person who help learners learn by discovering things for themselves” (p64).

According to Harmer (2001) the role of the teacher changes according to the task, and effective teacher knows how to choose the relevant role in the appropriate position, and he said that the role of facilitator is wide in meaning Thus, he suggested a set of precise roles that go in harmony with the term facilitator (p. 57). The teacher can be

1. **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 group (ibid, 2001, p. 58)
2. **Organizer:** The most important and difficult role the teacher has to perform. It involves organizing the students to do various activities. This often involves giving the students information, telling them how they are going to do the activity, putting them into pairs or groups, and finally closing the activity when it is over.
3. **Assessor:** The teacher has to assess the students' performance. It has to be sensitive to students' problems. The teacher offers feedback and correction, and organizes students' reports in assessing their own work.
4. **Prompter:** When students are involved in any kind of activity, they may sometimes be at a loss for words or ideas, and the teacher may help them by prompting them in a supportive way.
5. **Participant:** The teacher can participate in activities along with the students. This can liven up the class and help motivate students.
6. **Resource:** The teacher is a resource for the students who can consult and ask for advice and help whenever they need it.
7. **Tutor:** This combines the roles of prompter and resource. The teacher acts as a tutor when students are working on longer projects and guides them step by step.
8. **Observer:** The teacher observes what happens in the classroom in order to give useful feedback and assessment to the students.
9. **Investigator/Researcher:** In this role, the teacher explores his classroom situation, assesses the students' strengths and weaknesses, and discovers new ways and techniques to improve the learning/teaching process.

2.5. Learner's role in the CBA

Learners' roles are significantly affected by the CBA; they need to develop motivation and take an active part in their own education. in order to meet the curriculum criteria, they must

exhibit adequate performance and proficiency; they cannot be taught if as uniform in formation recipients only (Forest Km ser, 2002, p 127). 78 in the same way (Chelli, 2010)

That CBA emphasizes on the learner's role rather than teacher's role the learner Plays The central element inside the classroom that learns through a series of activities that are proposed by the teacher so that learners in of the CBA are characterized as active persons who can search to develop themselves and make self-assessment in order to be successful learners they will be able to face problems in their daily life. They are no more passive receivers of knowledge; they play an active rather than a reactive role in the learning process and are required to construct and mobilize their resources to face with efficacy problem situation (Chelli, 2010).

As the socio constructivism is ii the foundation o' CBA, the learner should pass via a personal appropriation process and start doubling his own beliefs, this prompt him to check his prior knowledge and its applicability in order to compare his representations with those of his classmates. He also searches for information and verifies it by speaking with information holders and other sources of information. To do this, the learners will use cognitive, affective, and motivational strategies to set a balance between what he has already knows and what he has learned, the learner's reflection will influence his own learning process, helps and promote the application of new Stills (Ashton & Pillay,

2010p. 343).

According to Richard and Rodgers (ibid), in CBA, learners play an active role in the learning process. Among the roles, they monitor their learning in reference to the target competencies. They develop a range of learning strategies and they can transfer knowledge and skills to new Situations (p. 159). In addition, learners must be willing to challenge, to question, and to interact in the CBA classroom (Marcellion, 2005).

2.6. Role of instructional's materials

The competency-based approach is a rich source of materials and teaching ideas. The CBLT's teachers choose mainly the materials that are related to the competency such as sample Texts and assessment tasks in which the teacher provides examples of texts and assessment tasks. There are also other teaching useful tools help the learner to improve their abilities and different competencies in and out of the classroom as: maps, diagrams, audio track, videos, flashcards, data show, pictures, books...etc. since all these materials provide the students with the significant skills as knowledge, attitudes, behaviours which are required for effective performance of a real-world tasks or activities.

2.7. Language Theory

The major basis of CBLT is the “functional and interactional perspective on the mature of language” Richard & Rodgers, 2001, P.143) - CBLT views language as tool for communication. it occurs as a medium of interaction and communication between people for the achievement of specific goals and purposes. (opcit., p.143) in the same way, Bottonley et. all (1994, in Nunan 2006). Suggests emphasizing on language as a tool for communication rather than language as knowledge. In Addition, van Ek (1977) suggests foreign language ability as skill rather than

knowledge. (opcit, p.5) Language use is contextual. That is to say language occurs in situations when people communicate for reaching certain goals and purposes in the real-world.

Richards and Rodgers (2001) state said that CBLT seeks to teach language in relation to the social context in which it is used. (opcit, p. 143) Also, Richards and Rodgers point out that certain life encounters call for certain kinds of language. (Loc cit). Moreover, Wong (2008) points out that course designers should accurately predict the vocabulary and structures that are possibly to be encountered in that particular situation and they can be organized into teaching and learning units (p. 181).

In sum, CBLT views the language as "a medium of interaction and communication between people who want to achieve "specific goals and purposes" Richards & Rodgers (2001, p. 14). This specially applies to situations in which the learner has to fulfill a particular role with language skills which can be predicted or determined for the relevant context.

2.8. Learning Theory

The theories related to the competency-based approach are:

2.8.1. Behaviorism

According to Richards and Rodgers, CBLT (Competency-Based Language Teaching) shares with behaviorist views of learning the notion that language form can be inferred from language function; certain life encounters call for certain kinds of language (p. 143).

Another key aspect of both language and learning theory is also called "mosaic approach to language learning" Richards & Rodgers, 2001, p. 143), which assumes that language can be divided into appropriate parts and subparts.

2.8.2. Bloom's Taxonomy

The basis for Bloom's Taxonomy was a simple hypothesis: if you cannot remember a concept, you don't understand it. And if you do not understand the subject matter, you can not apply it.

Therefore, true expertise is impossible without first establishing foundations of Remembering and Understanding.

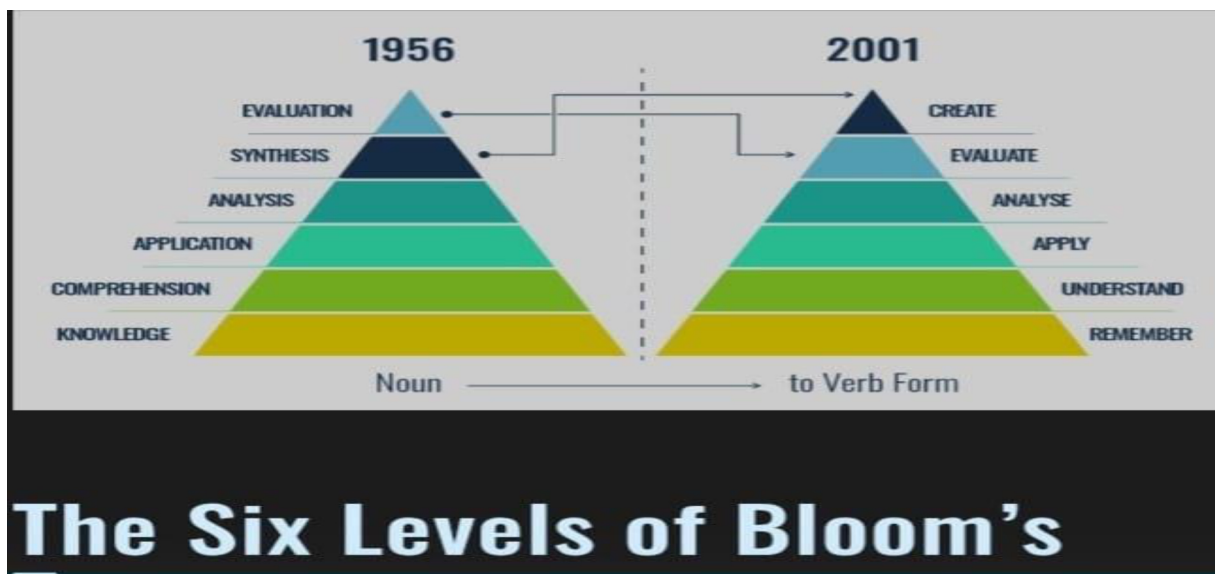
With that in mind, the framework is arranged into a continuum of cognition.

The shape of a pyramid helps to illustrate how each level is dependent upon one another. For instance, learners cannot jump from the first stage to the fourth. They need to understand before they can apply and analyse before they can evaluate.

Psychologists David Krathwohl and Lorin Anderson modified the original cognitive model in 2001. They published it with the title A Taxonomy for Teaching, Learning and Assessment: A Revision of Bloom's Taxonomy of Educational Objectives

The new version places a greater focus on a more dynamic approach to education. Krathwohl and Anderson realised that educational objectives shouldn't be shoehorned into fixed, unchanging spaces. Instead, the revised framework reflects a more active model of learning.

The updated framework replaces these nouns with verbs to take into account that learning is an active process.



2.8.3. Social Constructivism

The CBA regards learning as occurring through social interaction with other people. In other words, learning is not conceived of as the transmission of predetermined knowledge and know-how to be reproduced in-vitro (i.e., only within the pages of the copybook or the walls of the classroom), but as a creative use of newly-constructed knowledge through the process of social interaction with other learners.

2.8.4. Constructivism

This theory is based on the central notion that as learners we construct our own understand of the world around us based on experience as we live and grow. We select and transfer information from past and current knowledge and experience into new personal knowledge understanding (Richards & Woollard, 2010. p. 2).

2.9. Advantages and Disadvantages

2.9.1. Advantages

CBLT is considered as a powerful approach which has brought great attention over the years. Proponents have identified a number of strengths in the competency-based learning approach:

2.9.1.1. Flexibility: The focus of CBLT is on the learners' needs. Courses and activities are planned and materials are chosen according to the progress of learners while learning and developing their skills in order to achieve the desired level and mastery of competencies. In other words, competencies are precise, useful and connected to what students really need and to what is appealing to them. One of the key benefits of CBLT is that it focuses on real world skills and

competency development. It directs learners to use the language appropriately in different parts of their lives because it provides them with the necessary means to communicate effectively in real situations. Consequently, the learning outcomes are more long-term because the learner already understands the purposes.

2.9.1.2.Engaging:In CBLT, learners engage in the learning process, guide it and control their pacing as they wish. They can monitor their learning, so they become aware of what they have learned and what still need to be learned to achieve the desired level. Therefore, CBLT allows learners to judge relevant and useful competencies.

What is unique about CBLT is that it focuses on what students learn and not on the time spent in the classroom. In addition, it focuses on the success of each learner.

2.9.2. Disadvantages

Some have criticized this approach saying it may be impossible to identify every necessary competency for specific situations. This is because it is very difficult to make lists of competencies that would be used in real world putting into consideration that there are almost endless areas to be covered.

CBLT also has been criticized of being a reductionist approach. Some argue that it is not enough to divide an activity in terms of a set of different competencies in order to deal with the complexity of the activity as a whole (Richards & Rodgers, 2001, p.148).

Competency-based learning styles may not fit the preferred approach and style of many students. Teachers have to deal with it, and be properly trained. It requires students to be self-disciplined, self-motivated and able to plan and work independently, which might not be possible for all students.

2.10. Conclusion

The theoretical landscape explored in this chapter confirms that reading is a dynamic and multidimensional process, fundamentally defined by the transition from basic automaticity to advanced critical judgment. Drawing on Louise Rosenblatt's transactional theory, it is evident that reading and writing are inseparable processes that function within a reciprocal relationship to construct meaning. Under the Competency-Based Approach (CBA), this synergy becomes the cornerstone of literacy, shifting the focus from rote memorization to the development of functional skills. As evidenced in the pedagogical framework of CBA, this transition requires a profound understanding and application by teachers, who serve as the primary catalysts in the teaching-learning process. By moving away from traditional information-gathering and toward the integration of reading and writing, teachers can foster a skillful foreign language learner capable of mobilizing knowledge in authentic situations. Ultimately, this foundational understanding provides the necessary framework for the following chapter, which will examine the practical dimensions of assessing these integrated competencies.

Chapter Three

Chapter Three: Field of Investigation

Introduction

This chapter is an attempt to assess the impact of a competency-based approach on integrating literacy skills. In other words, how the competency-based approach will help the fifth-year primary school learners to integrate reading and writing. In this chapter, we will present the practical part of the research as it introduces the research design, which aimed at covering the approach and methods that were chosen to undertake this study. It is also devoted to the analysis of the data obtained.

3.1. Aim of the Research

This research aims to prove how a competency-based approach helps learners to integrate literacy skills, what obstacles teachers face in using CBA literacy skills, and what aspects of literacy are affected the most by the CBA approach.

3.2. Sample and Population

The population chosen for this research is the fifth year of learners of Abdelhamid Ibn Badis primary school-Ghardaïa, 138 learners distributed into 4 classes. class "D" is the sample that involves 29 learners; they have studied English as a foreign language for two years (third year and fourth year) and using their first term exam sheets. However, the teachers' questionnaire was distributed to 20 English teachers in primary schools in Ghardaïa during a training day.

3.3. Description of the Research Tool

All the teachers' questionnaires were handed directly on the 25th of April 2026 to teachers from different primary schools in Ghardaïa at AL-Filali High School during the final day in the second phase of the training days. The teachers' questionnaire is used to gather information on the implementation of CBA and its impact on learners' literacy skills. It contains 13 questions (see appendix 1) divided into 4 sections.

3.3.1. Description of Teacher's Questionnaire

Section 1: Teacher Background

This section examines teacher background, focusing on their years of experience and training in the Competency-Based approach (CBA).

Section 2: CBA and learner Literacy Performance.

This section evaluates CBA and student literacy performance, assessing how this approach affects learners' independence and writing quality.

Section 3: Implementation, Obstacles and Challenges

This section addresses implementation obstacles and challenges, identifying difficulties such

as large class sizes, lack of resources, and time constraints.

Section 4: Deep Dive into Literacy Aspects

This section provides a deep dive into literacy aspects, exploring specific student struggles with grammar, writing structure, and language mastery.

The questionnaire is a **mixed-format tool**. It contains both **closed-ended** and **open-ended**

- 1. Closed-ended Questions:** These include multiple-choice questions to gather background data (Section 1), a **5-point Likert scale** (from *Strongly Agree* to *Strongly Disagree*) to measure opinions (Section 2), and a **1-to-5 Rating Scale** to evaluate obstacles (Section 3).
- 2. Open-ended Questions:** These are the questions with dotted lines (Items 7, 10, and 13). They allow teachers to write freely and explain the challenges of teaching CBA and literacy in their own words.

In short, this questionnaire combines numbers and scales for statistical analysis, along with written text for deeper understanding.

3.3.2. Description of Learner's Exam Sheet

Description of learners' Exam sheets "situation of integration"

The research tool is a **criteria-based assessment checklist** designed to evaluate student writing samples across specific literacy domains. The **checklist** is structured into three main analytical categories, moving from macro-level text organization to micro-level linguistic accuracy:

- 1) Learners' Adherence to Coherence:** This section of the **checklist** is designed to evaluate the macro-structural level of written production, specifically assessing the students' ability to logically organize and connect their ideas effectively within a short text.
- 2) Assessment of Linguistic Competence:** This section focuses on sentence-level syntax and grammar. It isolates specific structural items on the **checklist** for evaluation, including the correct usage of articles, subject-verb agreement, and the accuracy of vocabulary selection and word retrieval.
- 3) Orthography:** This final section of the **checklist** targets the mechanics of writing and surface-level errors. It breaks down the evaluation into four specific mechanical sub-categories: spelling accuracy, the correct positioning and use of capitalization, the appropriate placement of full stops, and the effective application of prepositions.

3.4. Evaluation and interpretation of results

3.4.1 Teacher's questionnaire

Analysis of results: The results show that all respondents in the file belong to the 0-5 years of experience category. This means that the sample mainly reflects the perceptions of teachers at the beginning of their professional career. Their answers may therefore be strongly linked to recent classroom experience with CBA.

Q2. Specific training received in the Competency-Based Approach (CBA)

Category / Response	Frequency	Percent	Valid Percent	Cumulative Percent
No training received	13	76.47%	76.47%	76.47%
Yes, basic training	2	11.76%	11.76%	88.24%
Yes, comprehensive training	2	11.76%	11.76%	100.00%
Total	17	100.00%	100.00%	

Q2. Specific training received in the Competency-Based Approach (CBA)

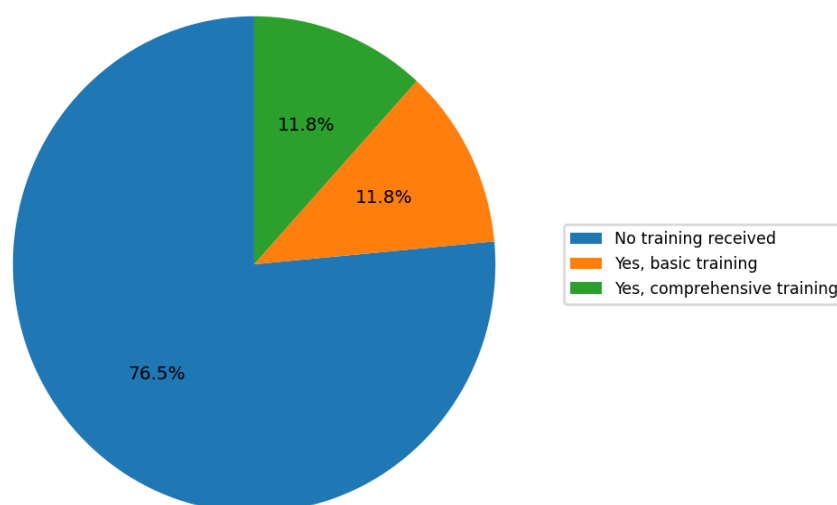


Figure: Pie chart for Q2 CBA Training

Analysis of results: The table shows that most respondents did not receive specific training in CBA, with this category representing 76.47%. This is an important indicator because it helps explain later difficulties in implementing the Situation-Problem and in teaching linguistic structure within a competency-based lesson.

Part Two: CBA and Pupils' Writing Performance

Q3. Since implementing CBA, pupils approach the Situation-Problem with more independence compared to traditional methods

Category / Response	Frequency	Percent	Valid Percent	Cumulative Percent
Agree	12	70.59%	70.59%	70.59%
Disagree	3	17.65%	17.65%	88.24%
Neutral	1	5.88%	5.88%	94.12%
Strongly agree	1	5.88%	5.88%	100.00%
Total	17	100.00%	100.00%	

Q3. Since implementing CBA, pupils approach the Situation-Problem with more independence compared to traditional methods

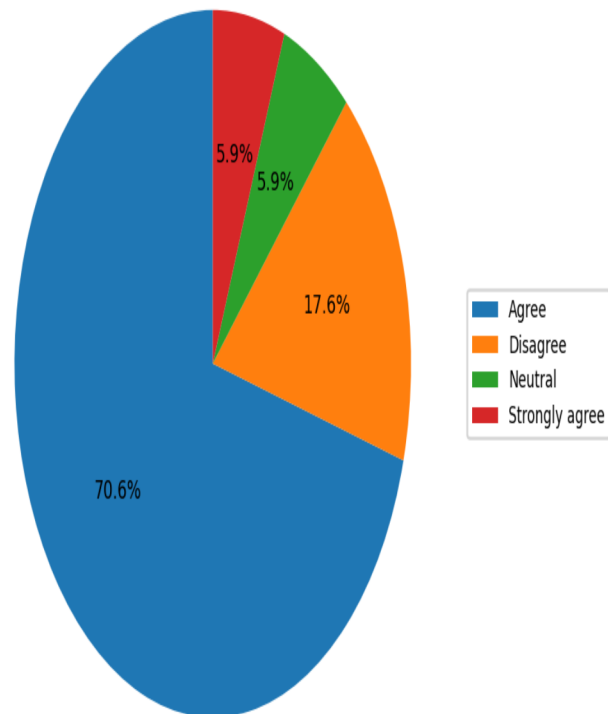


Figure: Pie chart for Q3 Independence

Analysis of results: The results indicate that 70.59% of respondents selected Agree, while 5.88% selected Strongly agree. This means that CBA helped pupils deal with the Situation-Problem with greater independence compared with traditional methods. However, the presence of 17.65% in the Disagree category shows that this effect is not uniform for all teachers.

Q4. Effectiveness of CBA in helping pupils stay on topic (Relevance)

Category / Response	Frequency	Percent	Valid Percent	Cumulative Percent
Effective	10	58.82%	58.82%	58.82%
Somewhat effective	4	23.53%	23.53%	82.35%
Very effective	3	17.65%	17.65%	100.00%
Total	17	100.00%	100.00%	

Q4. Effectiveness of CBA in helping pupils stay on topic (Relevance)

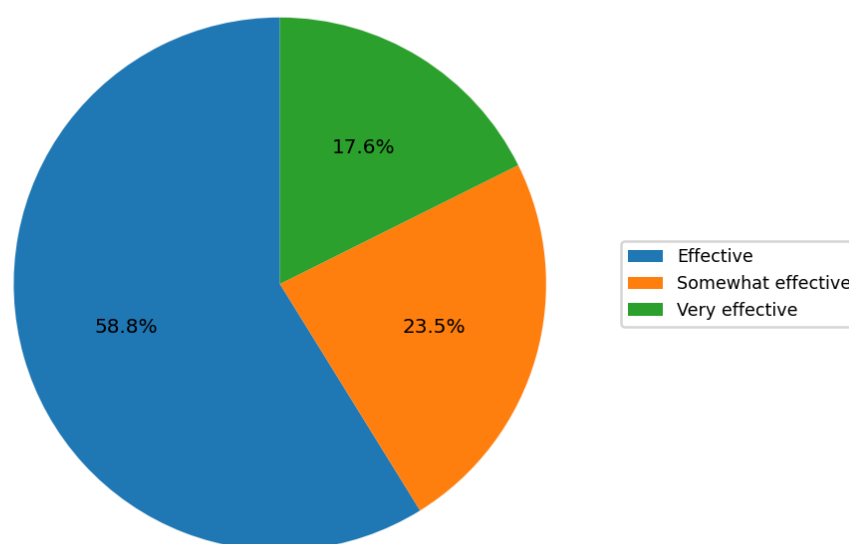


Figure: Pie chart for Q4 RelevanceEffectiveness

Analysis of results: The results show that 58.82% of teachers considered CBA effective in helping pupils stay on topic, while 17.65% rated it as Very effective. This reflects a clear positive effect on Relevance. Nevertheless, the 23.53% who selected Somewhat effective indicate that this aspect still needs stronger pedagogical support.

Q5. Observed change in pupils' writing in terms of Coherence

Category / Response	Frequency	Percent	Valid Percent	Cumulative Percent
Decline in coherence	1	5.88%	6.25%	6.25%
No change	1	5.88%	6.25%	12.50%
Significant improvement	3	17.65%	18.75%	31.25%
Slight improvement	11	64.71%	68.75%	100.00%
Missing / Not answered	1	5.88%	5.88%	
Total	17	100.00%	100.00%	

Q5. Observed change in pupils' writing in terms of Coherence

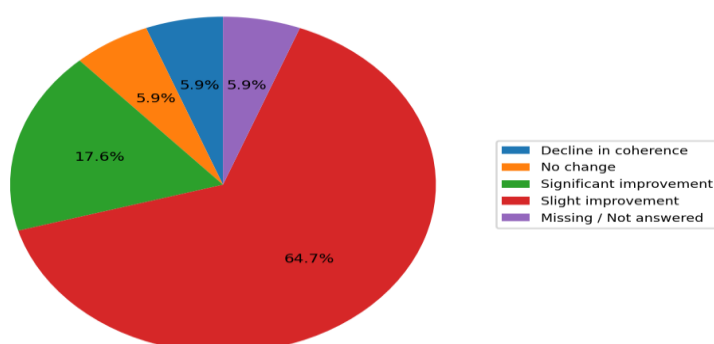


Figure: Pie chart for Q5 CoherenceChange

Analysis of results: The results show that 68.75% of valid responses indicate a slight improvement in coherence, and 18.75% indicate a significant improvement. This means that CBA helped improve Coherence, but for most respondents the improvement remains gradual rather than strong. This also agrees with the open answers that mention pupils' need for support in ordering ideas and linking sentences.

Q6. Literacy area showing the most significant improvement under the CBA framework

Category / Response	Frequency	Percent	Valid Percent	Cumulative Percent
Coherence (logical flow and organization)	6	35.29%	40.00%	40.00%
Linguistic competence (grammar and vocabulary)	2	11.76%	13.33%	53.33%
Orthography/Mechanics	1	5.88%	6.67%	60.00%
Relevance (addressing the task/situation-problem)	4	23.53%	26.67%	86.67%
Relevance and Linguistic competence	1	5.88%	6.67%	93.33%
Relevance and Orthography/Mechanics	1	5.88%	6.67%	100.00%
Missing / Not answered	2	11.76%		
Total	17	100.00%	100.00%	

Q6. Literacy area showing the most significant improvement under the CBA framework

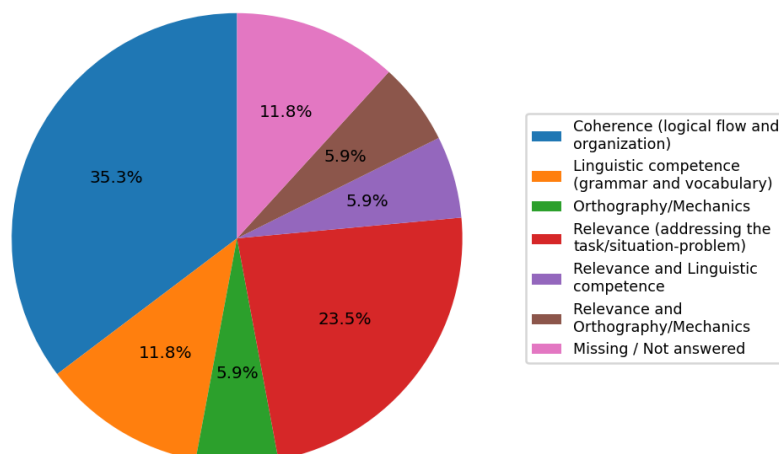


Figure: Pie chart for Q6 Most Improved Area

Analysis of results: The results show that the most improved area is Coherence, followed by Relevance, with weaker presence of linguistic competence and orthography/mechanics. This means that CBA first supports meaning organization and idea building, while formal and linguistic aspects remain more difficult for 5th-year pupils.

Q7. Specific changes noticed in pupils' two-line writing productions under CBA

Category / Response	Frequency	Percent	Valid Percent	Cumulative Percent
Better organization and coherence	11	64.71%	73.33%	73.33%
General improvement / other	1	5.88%	6.67%	80.00%

Improvement with need for support	1	5.88%	6.67%	86.67%
More independence and meaningful writing	2	11.76%	13.33%	100.00%
Missing / Not answered	2	11.76%		
Total	17	100.00%	100.00%	

Q7. Specific changes noticed in pupils' two-line writing productions under CBA

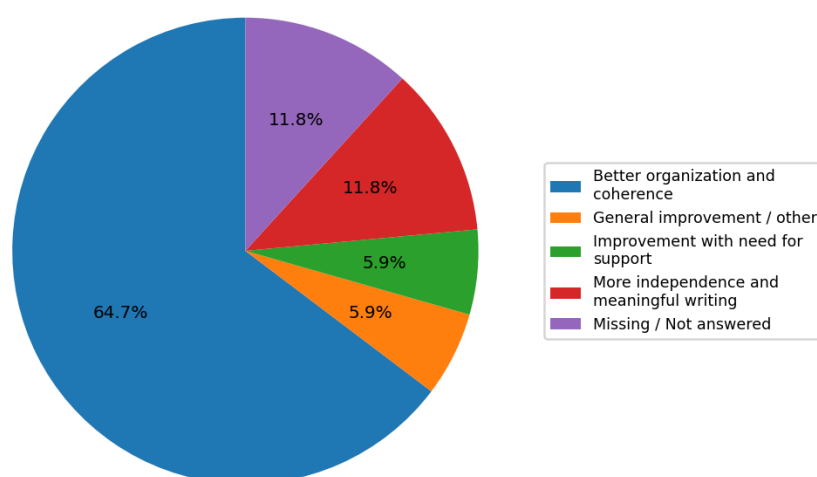


Figure: Pie chart for Q7 Structure Changes

Analysis of results: The open-ended responses were analyzed according to their content. Most responses focused on better organization and coherence, such as ordering ideas, using a clearer structure, and linking sentences. Some responses also referred to greater independence in writing production, but this improvement often remains linked to the need for continuous linguistic and pedagogical support.

Part Three: Implementation Obstacles and Challenges

Q8. The current 5th-year curriculum provides enough time to move from memorization to integration of skills

Category / Response	Frequency	Percent	Valid Percent	Cumulative Percent
Mostly	10	58.82%	58.82%	58.82%
Not at all	1	5.88%	5.88%	64.71%
Rarely	5	29.41%	29.41%	94.12%
Yes, definitely	1	5.88%	5.88%	100.00%
Total	17	100.00%	100.00%	

Q8. The current 5th-year curriculum provides enough time to move from memorization to integration of skills

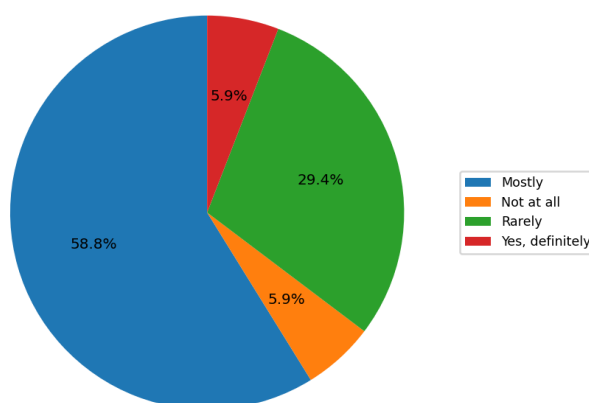


Figure: Pie chart for Q8 Curriculum Time

Analysis of results: The results show that most teachers believe the time available in the curriculum is mostly sufficient to move from memorization to skill integration, with a percentage of 58.82%. However, 29.41% selected Rarely, and 5.88% selected Not at all, which indicates that time remains a problem for a considerable part of the sample.

Q9. Obstacles hindering the implementation of CBA

Question 9 is a compound item that includes four obstacles. It was therefore divided, in line with the coding guide in the file, into four independent indicators: lack of resources, insufficient pedagogical training, large class sizes, and complexity of the Situation-Problem.

Lack of physical resources	Frequency	Percent	Valid Percent	Cumulative Percent
3 Moderate	7	58.33%	58.33%	58.33%
4 Important	1	8.33%	8.33%	66.67%
5 Major hurdle	4	33.33%	33.33%	100.00%

Lack of physical resources

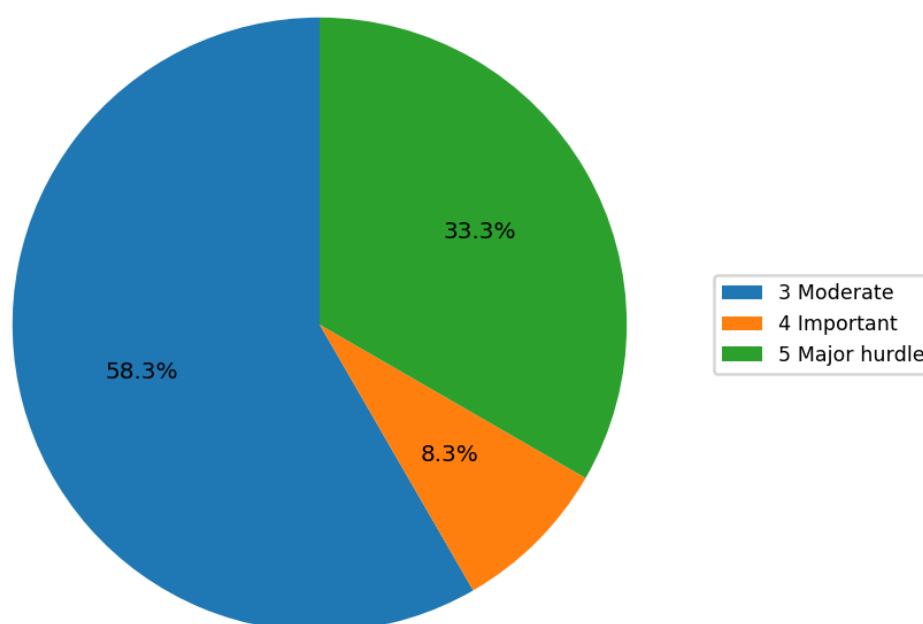


Figure: Pie chart for the indicator: Lack of physical resources

Analysis of results: The arithmetic mean for this obstacle reached 3.75, with a standard deviation of 0.97. This indicates that the factor is present in the implementation of CBA to a considerable degree, especially when values are close to 4 or higher.

Insufficient pedagogical training	Frequency	Percent	Valid Percent	Cumulative Percent
2 Low hurdle	3	25.00%	25.00%	25.00%
3 Moderate	3	25.00%	25.00%	50.00%
4 Important	3	25.00%	25.00%	75.00%
5 Major hurdle	3	25.00%	25.00%	100.00%

Insufficient pedagogical training

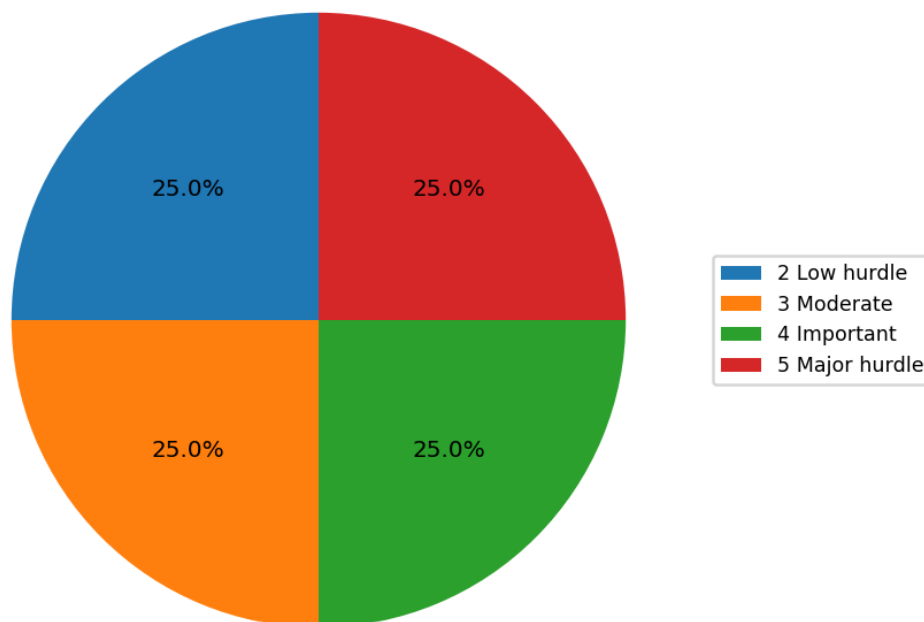


Figure: Pie chart for the indicator: Insufficient pedagogical training

Analysis of results: The arithmetic mean for this obstacle reached 3.50, with a standard deviation of 1.17. This indicates that the factor is present in the implementation of CBA to a considerable degree, especially when values are close to 4 or higher.

Large class sizes	Frequency	Percent	Valid Percent	Cumulative Percent
1 Not a hurdle	1	8.33%	8.33%	8.33%
2 Low hurdle	1	8.33%	8.33%	16.67%
3 Moderate	2	16.67%	16.67%	33.33%
4 Important	6	50.00%	50.00%	83.33%
5 Major hurdle	2	16.67%	16.67%	100.00%

Large class sizes

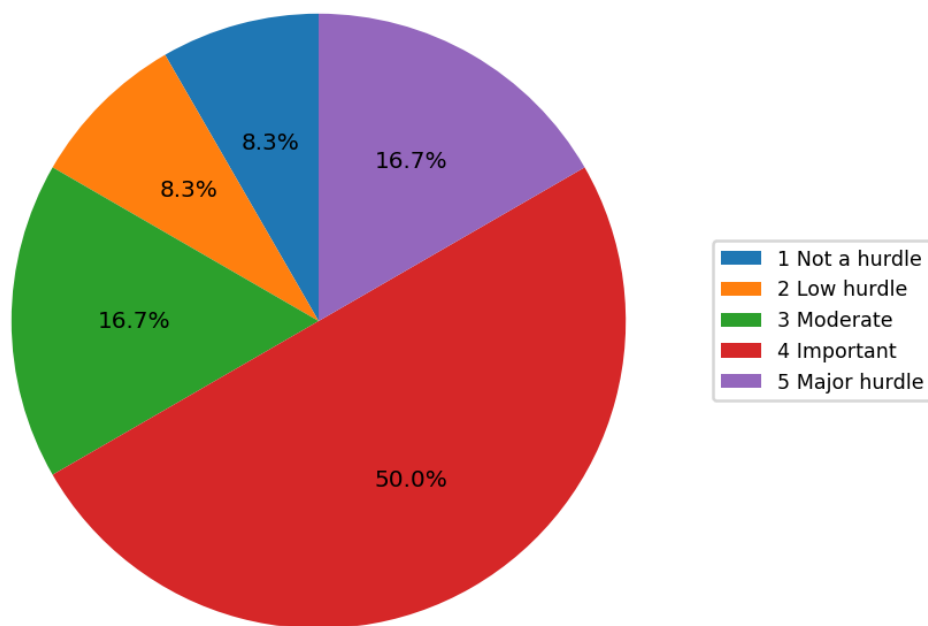


Figure: Pie chart for the indicator: Large class sizes

Analysis of results: The arithmetic mean for this obstacle reached 3.58, with a standard deviation of 1.16. This indicates that the factor is present in the implementation of CBA to a considerable degree, especially when values are close to 4 or higher.

Complexity of the Situation- Problem	Frequency	Percent	Valid Percent	Cumulative Percent
2 Low hurdle	4	33.33%	33.33%	33.33%
3 Moderate	3	25.00%	25.00%	58.33%
4 Important	5	41.67%	41.67%	100.00%

Complexity of the Situation-Problem

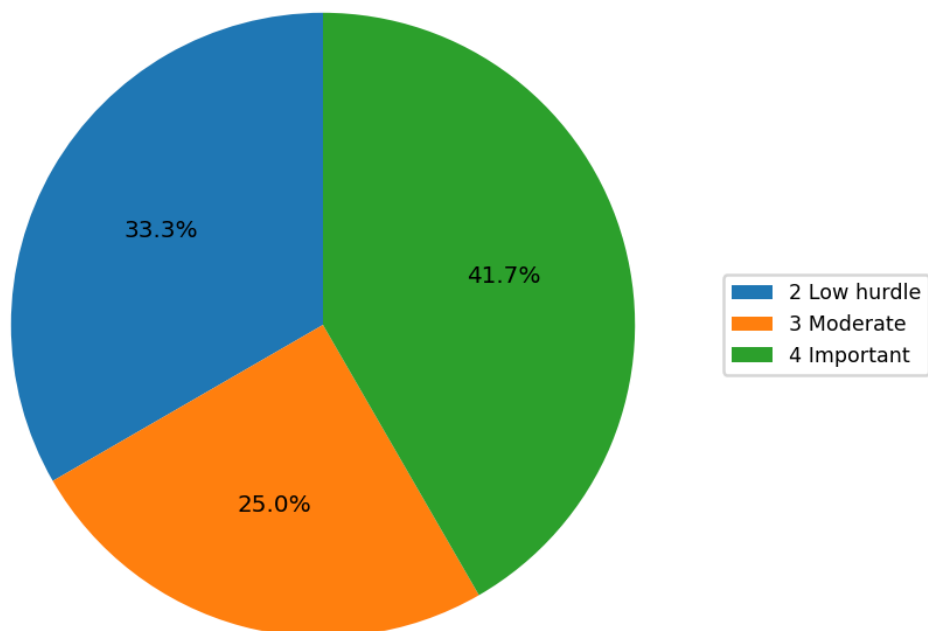


Figure: Pie chart for the indicator: Complexity of the Situation-Problem

Analysis of results: The arithmetic mean for this obstacle reached 3.08, with a standard deviation of 0.90. This indicates that the factor is present in the implementation of CBA to a considerable degree, especially when values are close to 4 or higher.

Q10. Biggest challenge when teaching SVO syntax within a competency-based lesson

Category / Response	Frequency	Percent	Valid Percent	Cumulative Percent
Grammar rules and subject-verb agreement	3	17.65%	17.65%	17.65%
Implicit teaching / classroom management	1	5.88%	5.88%	23.53%
Influence of native language translation	1	5.88%	5.88%	29.41%
Vocabulary and meaningful use	2	11.76%	11.76%	41.18%
Word order and sentence structure	10	58.82%	58.82%	100.00%
Total	17	100.00%	100.00%	

Q10. Biggest challenge when teaching SVO syntax within a competency-based lesson

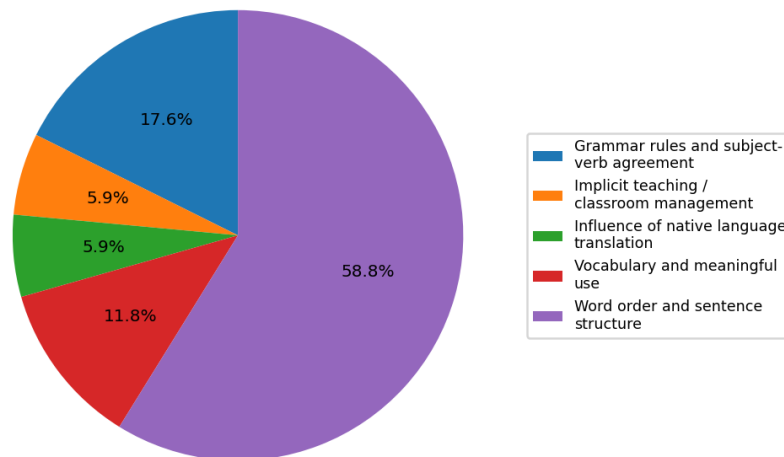


Figure: Pie chart for Q10 SVOChallenge

Analysis of results: The main difficulty in teaching SVO is concentrated around word order and sentence construction, followed by grammar rules and subject-verb agreement, limited vocabulary, and the influence of the native language. This shows that the issue is not only understanding the rule, but transferring the rule into a meaningful writing context.

Part Four: DeeperAspects of Writing Skills

Q11. Main area of difficulty when pupils produce short texts

Category / Response	Frequency	Percent	Valid Percent	Cumulative Percent
Equally with both	2	11.76%	13.33%	13.33%
Linguistic competence	9	52.94%	60.00%	73.33%
Orthography/Mechanics	4	23.53%	26.67%	100.00%
Missing / Not answered	2	11.76%		
Total	17	100.00%	100.00%	

Q11. Main area of difficulty when pupils produce short texts

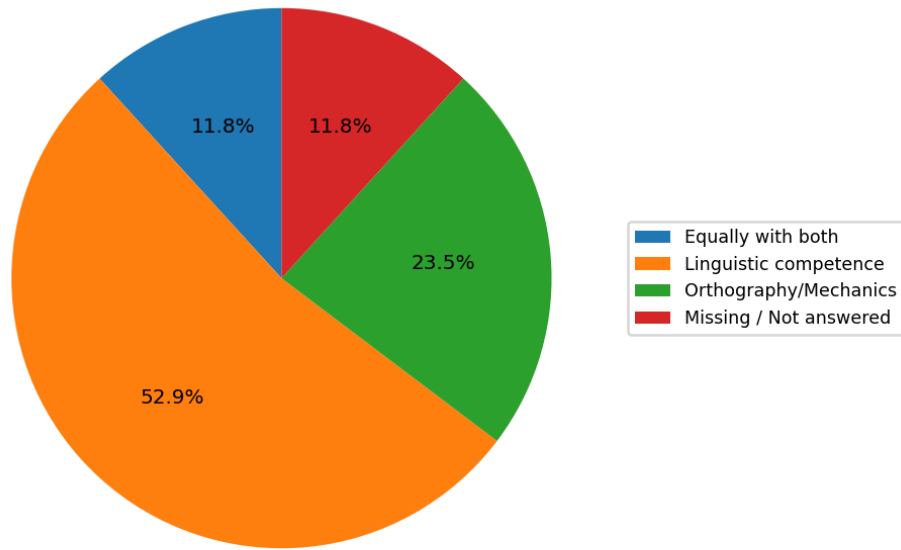


Figure: Pie chart for Q11 Struggle Area

Analysis of results: The results show that pupils' greatest difficulty lies in linguistic competence, representing 60.00% of valid responses, followed by orthography/mechanics with 26.67%. This means that pupils may understand the situation or generate an idea, but they face difficulty when choosing appropriate words and building correct sentences.

Q12. Balance between meaning-making and linguistic form in the CBA model

Category / Response	Frequency	Percent	Valid Percent	Cumulative Percent
The balance is appropriate	8	47.06%	53.33%	53.33%
Too much focus on meaning, not	7	41.18%	46.67%	100.00%

enough grammar				
Missing / Not answered	2	11.76%		
Total	17	100.00%	100.00%	

Q12. Balance between meaning-making and linguistic form in the CBA model

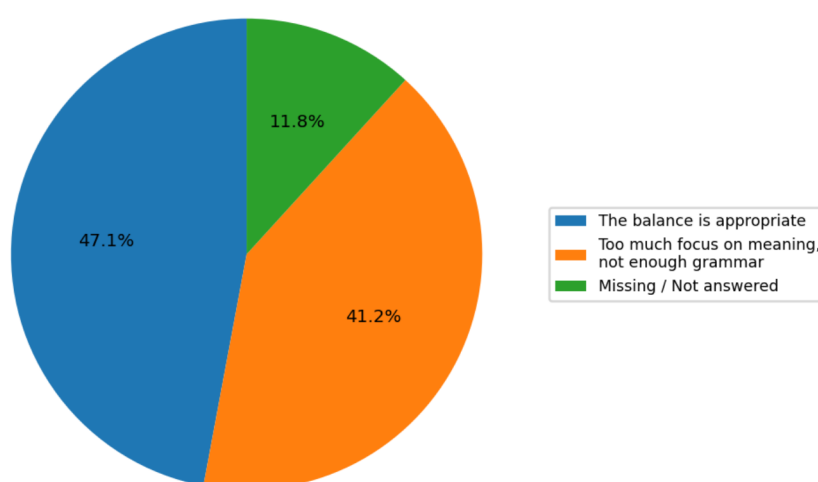


Figure: Pie chart for Q12 Balance RelevanceGrammar

Analysis of results: The results show that 53.33% believe the balance is appropriate for 5th-year pupils, while 46.67% believe that there is too much focus on meaning at the expense of grammar. This reveals a relative division in the evaluation of CBA: some respondents see it as balanced, while others believe it needs stronger support for linguistic form.

Q13. Hardest literacy aspect for a 5th-year pupil to master

Category / Response	Frequency	Percent	Valid Percent	Cumulative Percent
Coherence	2	11.76%	14.29%	14.29%
Linguistic competence	4	23.53%	28.57%	42.86%

Multiple aspects combined	8	47.06%	57.14%	100.00%
Missing / Not answered	3	17.65%		
Total	17	100.00%	100.00%	

Q13. Hardest literacy aspect for a 5th-year pupil to master

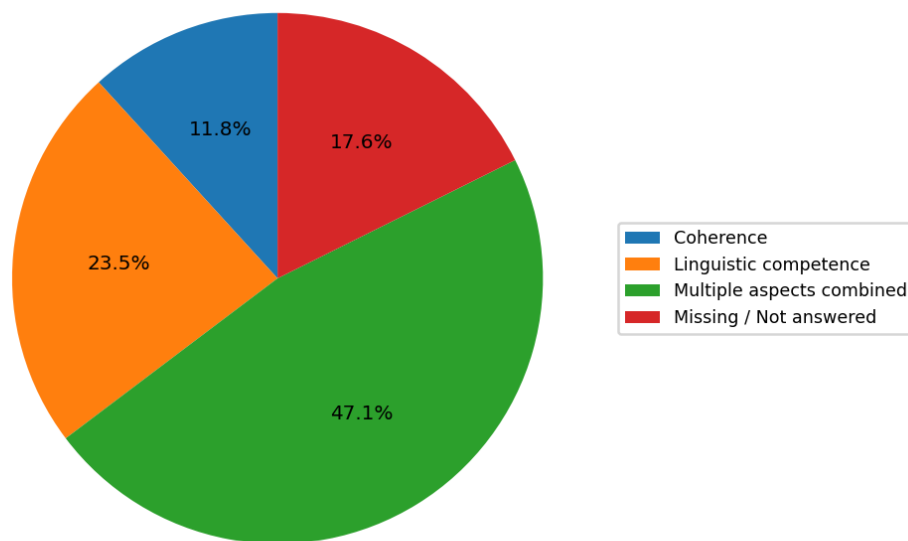


Figure: Pie chart for Q13 Hardest Aspect

Analysis of results: The open-ended answers confirm that the hardest aspects are often not limited to one dimension. They combine linguistic competence, coherence, and orthography. This reflects the nature of short writing, because it requires a relevant idea, logical flow, appropriate vocabulary, correct grammar, and accurate spelling at the same time.

Second: Hypothesis Testing

The hypotheses were tested using the One-Sample T Test. The study adopted a test value suitable for the nature of each scale: 3 for the five-point item, 2.5 for four-point items, and 3 for the Q9 obstacles scale from 1 to 5. The main hypothesis used a composite index formed from Q3, Q4, and Q5, with a composite test value of 2.67.

Main Hypothesis

Null hypothesis H0: CBA does not contribute to improving 5th-year pupils' writing performance.

Alternative hypothesis H1: CBA may contribute to improving 5th-year pupils' writing performance.

Mean	Std. Deviation	df	Calculated T value	Sig. value	Test value	Std. Error
3.2292	0.5802	15	3.878	0.0015	2.6667	0.14504

Analysis of the T-test results: The arithmetic mean of the composite writing-performance index reached 3.2292, which is higher than the test value 2.6667. The Sig. value reached 0.0015, which is lower than 0.05. This indicates a statistically significant difference in favor of the positive direction.

Conclusion of the analysis: The null hypothesis is rejected and the alternative hypothesis is accepted. Accordingly, the data in the file indicate that CBA has a statistically significant positive effect on improving some aspects of writing performance, especially independence, relevance, and coherence.

First Sub-Hypothesis: If CBA is applied effectively, it contributes to increasing pupils' independence when dealing with the Situation-Problem.

Null hypothesis H0: The application of CBA does not contribute to increasing pupils' independence when dealing with the Situation-Problem.

Alternative hypothesis H1: The application of CBA contributes to increasing pupils' independence when dealing with the Situation-Problem.

Mean	Std. Deviation	df	Calculated T value	Sig. value	Test value	Std. Error
3.6471	0.8618	16	3.096	0.0069	3.0000	0.20901

Analysis of the T-test results: The mean of Q3 reached 3.6471, which is higher than the test value 3.0000. The calculated T value was 3.096, with Sig. = 0.0069, which is significant at the 0.05 level.

Conclusion of the analysis: The results support the first sub-hypothesis. Most teachers consider that pupils have become more independent in dealing with the Situation-Problem.

Second Sub-Hypothesis: If CBA is applied clearly, it helps pupils stay on topic in terms of Relevance.

Null hypothesis H0: CBA does not help pupils stay on topic.

Alternative hypothesis H1: CBA helps pupils stay on topic.

Mean	Std. Deviation	df	Calculated T value	Sig. value	Test value	Std. Error
2.9412	0.6587	16	2.762	0.0139	2.5000	0.15975

Analysis of the T-test results: The mean of Q4 reached 2.9412 on a scale from 1 to 4, which is higher than the test value 2.5000. The Sig. value was 0.0139, which is lower than 0.05.

Conclusion of the analysis: The alternative hypothesis is accepted. This means that CBA shows significant effectiveness in guiding pupils toward writing that remains connected to the task.

Third Sub-Hypothesis: CBA contributes to improving logical Coherence in pupils' short writings.

Null hypothesis H0: CBA does not contribute to improving logical coherence in pupils' short writings.

Alternative hypothesis H1: CBA contributes to improving logical coherence in pupils' short writings.

Mean	Std. Deviation	df	Calculated T value	Sig. value	Test value	Std. Error
3.0000	0.7303	15	2.739	0.0152	2.5000	0.18257

Analysis of the T-test results: The mean of Q5 reached 3.0000, which is higher than the test value 2.5000. The calculated T value was 2.739, with Sig. = 0.0152, which indicates statistical significance.

Conclusion of the analysis: The results confirm that there is a significant improvement in Coherence. However, the improvement is mostly gradual or slight, as shown by the frequency and percentage tables.

Fourth Sub-Hypothesis: The difficulties of implementing CBA are due to obstacles related to resources, training, class size, and the complexity of the Situation-Problem.

Null hypothesis H0: These obstacles do not represent considerable difficulties in implementing CBA.

Alternative hypothesis H1: These obstacles represent considerable difficulties in implementing CBA.

Mean	Std. Deviation	df	Calculated T value	Sig. value	Test value	Std. Error
3.4792	0.7027	11	2.362	0.0377	3.0000	0.20286

Analysis of the T-test results: The mean of the obstacles index reached 3.4792, which is higher than the test value 3.0000. The Sig. value was 0.0377, which is lower than 0.05. This means that the mentioned obstacles are statistically present.

Conclusion of the analysis: The alternative hypothesis is accepted. This means that the success of CBA is not linked only to the pedagogical idea itself, but is also affected by resources, training, class size, and the difficulty level of the Situation-Problem.

Learners' Written Production Evaluation

This report presents a corrected and expanded analysis of learners' written production. The sample size is fixed at 29 learners. Therefore, all frequencies and percentages are recalculated on the basis of this corrected total.

The purpose is to describe learner performance, identify strengths and weaknesses, and provide practical recommendations for future teaching. The report also includes pie charts for each assessed question in order to make the quantitative results easier to read.

Purpose of the Report

- Correct the sample size and apply $N = 29$ consistently.
- Present the results in SPSS-like tables.
- Add pie charts for each assessed question.
- Interpret each result in clear academic language.
- Suggest useful classroom actions for improvement.

The analysis covers coherence, grammar, vocabulary, spelling, capitalization, punctuation, and prepositions. These elements represent the main components of short written production.

1. Methodological Framework

The corrected total number of learners is $N = 29$. This correction is essential because percentages must always be calculated from the real number of learners included in the assessment.

For each indicator, the number of learners who did not succeed was calculated by subtracting the number of successful learners from 29. For example, if 21 learners succeeded in capitalization, then 8 learners did not succeed.

Assessment Domains and Indicators

Domain	Indicator	Focus of Assessment
Written coherence	Q1 Coherence	Organization of ideas and logical sentence connection.
Grammar and vocabulary	Q2.1 Articles	Use of a, an, the, or zero article.
Grammar and vocabulary	Q2.2 Subject-verb agreement	Correct relation between subject and verb.
Grammar and vocabulary	Q2.3 Vocabulary retrieval	Appropriate word choice in context.
Writing mechanics	Q3.1 Spelling	Correct formation of words.
Writing mechanics	Q3.2 Capitalization	Correct use of capital letters.
Writing mechanics	Q3.3 Full stops	Correct marking of sentence boundaries.

Writing mechanics	Q3.4 Prepositions	Correct use of common prepositions.
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Calculation Procedure

Measure	Formula	Example
Success percentage	Succeeded / 29 x 100	$22 / 29 \times 100 = 75.9\%$
Non-success frequency	29 - Succeeded	$29 - 22 = 7$
Non-success percentage	Did not succeed / 29 x 100	$7 / 29 \times 100 = 24.1\%$

Since no missing cases were reported, the Percent and Valid Percent values are identical. The corrected calculations give a more reliable view of learner performance.

2. General Summary of Corrected Results

Item	Indicator	Succeeded	%	Did Not Succeed	%	Level
Q1	Coherence in written production	29	100.0%	0	0.0%	Excellent
Q2.1	Use of articles (a / an / the)	22	75.9%	7	24.1%	Good
Q2.2	Subject-verb agreement	21	72.4%	8	27.6%	Good
Q2.3	Vocabulary / word retrieval	25	86.2%	4	13.8%	Very Good
Q3.1	Spelling	26	89.7%	3	10.3%	Very Good
Q3.2	Capitalization	21	72.4%	8	27.6%	Good
Q3.3	Full stops / punctuation	20	69.0%	9	31.0%	Needs Work

Q3.4	Prepositions	26	89.7%	3	10.3%	Very Good
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Performance Classification

Level	SuccessRate	Indicators
Excellent	90-100%	Q1 Coherence (100.0%)
Very Good	80-89%	Q2.3 Vocabulary, Q3.1 Spelling, Q3.4 Prepositions
Good	70-79%	Q2.1 Articles, Q2.2 Subject-verb agreement, Q3.2 Capitalization
Needs Work	Below 70%	Q3.3 Full stops / punctuation

The corrected results show a generally good profile. The average success rate across the eight indicators is 81.9%. This means that the class has a solid basis in written production, but it still needs focused support in specific areas.

Reading the Summary

The strongest area is coherence. The weakest area is the use of full stops. Between these two points, learners show very good results in spelling, vocabulary, and prepositions, and good results in articles, agreement, and capitalization.

The results should not be read as a final judgment. They are a diagnostic tool. They help the teacher decide which skills should be maintained and which skills require immediate classroom practice.

3. Overall Quantitative Interpretation

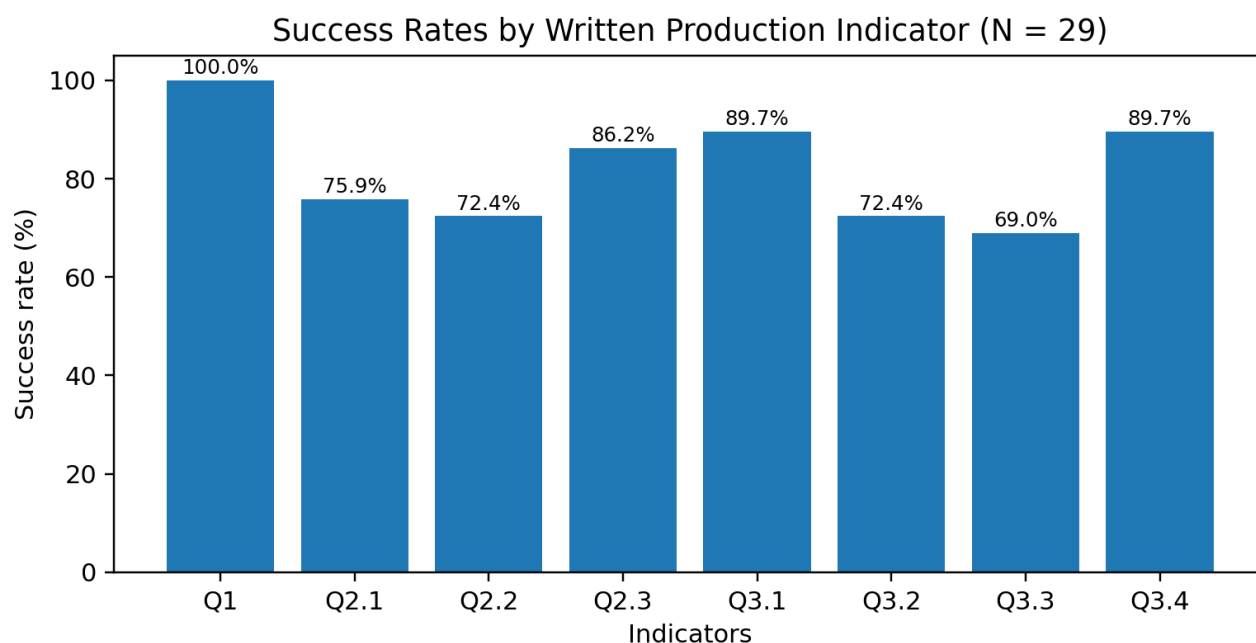


Figure 1. Success rates by written production indicator, calculated on the basis of N = 29 learners.

The bar chart shows a clear hierarchy of performance. Coherence is the strongest indicator. Spelling, prepositions, and vocabulary are also strong. Articles, agreement, and capitalization are acceptable but require consolidation.

Full stops represent the priority area for improvement. Although 69.0% is close to the 70% threshold, it remains the lowest result. This means learners need more practice in sentence boundaries and punctuation marks.

Key Messages

- Coherence is fully mastered by the group.
- Spelling, prepositions, and vocabulary represent strong support points.
- Articles, agreement, and capitalization need repeated correction.
- Full stops should become the main focus of short-term remediation.

The next pages present each question with its frequency table, pie chart, and pedagogical interpretation.

4. Detailed Analysis with Pie Charts: Q1 and Q2.1

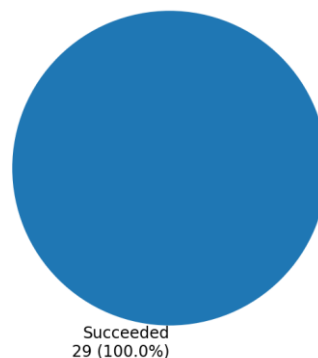
Q1 — Coherence in written production

Category	Freq.	%	Level
Succeeded	29	100.0%	Excellent
Did not succeed	0	0.0%	
Total	29	100.0%	

Result: 29 out of 29 learners succeeded (100.0%). 0 learners did not succeed (0.0%).

Interpretation: This excellent result confirms that the learners can organize ideas and link sentences logically.

Q1: Coherence in written production



Pie chart for Q1 (N = 29)

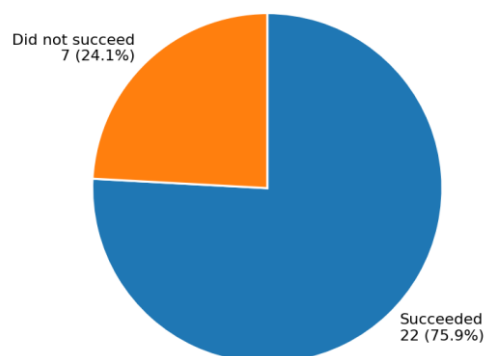
Q2.1 — Use of articles (a / an / the)

Category	Freq.	%	Level
Succeeded	22	75.9%	Good
Did not succeed	7	24.1%	
Total	29	100.0%	

Result: 22 out of 29 learners succeeded (75.9%). 7 learners did not succeed (24.1%).

Interpretation: This good result shows acceptable control of articles, but the remaining errors require targeted practice.

Q2.1: Use of articles (a / an / the)



Pie chart for Q2.1 (N = 29)

Page synthesis: Learners are very strong in coherence and generally good in article use. The main teaching action for this pair is to maintain text organization while strengthening the distinction between a, an, the, and zero article.

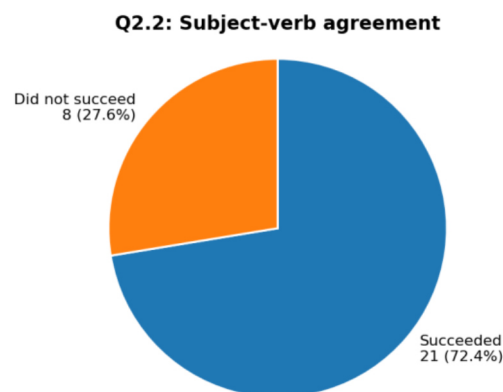
5. Detailed Analysis with Pie Charts: Q2.2 and Q2.3

Q2.2 — Subject-verb agreement

Category	Freq.	%	Level
Succeeded	21	72.4%	Good
Did not succeed	8	27.6%	
Total	29	100.0%	

Result: 21 out of 29 learners succeeded (72.4%). 8 learners did not succeed (27.6%).

Interpretation: This result indicates that agreement rules are understood by many learners but still need consolidation.



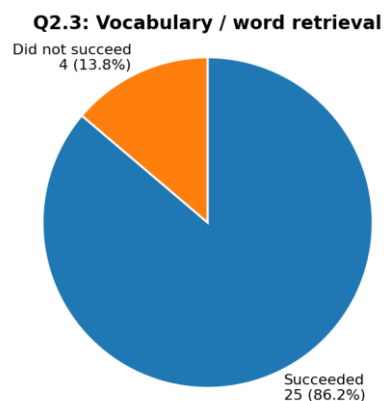
Pie chart for Q2.2 (N = 29)

Q2.3 — Vocabulary / word retrieval

Category	Freq.	%	Level
Succeeded	25	86.2%	Very Good
Did not succeed	4	13.8%	
Total	29	100.0%	

Result: 25 out of 29 learners succeeded (86.2%). 4 learners did not succeed (13.8%).

Interpretation: The high rate reflects a strong ability to retrieve and use appropriate vocabulary in context.



Pie chart for Q2.3 (N = 29)

Page synthesis: Agreement requires continued correction, while vocabulary is a clear strength. Grammar practice should be connected to meaningful written production rather than taught only as isolated rules.

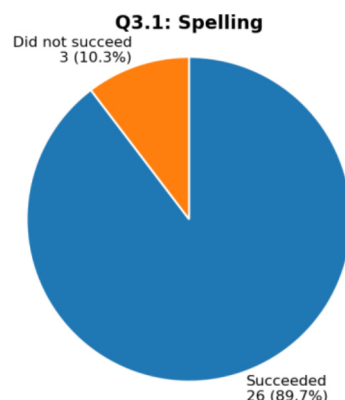
6. Detailed Analysis with Pie Charts: Q3.1 and Q3.2

Q3.1 — Spelling

Category	Freq.	%	Level
Succeeded	26	89.7%	Very Good
Did not succeed	3	10.3%	
Total	29	100.0%	

Result: 26 out of 29 learners succeeded (89.7%). 3 learners did not succeed (10.3%).

Interpretation: Spelling is a strong area. Only a small number of learners need individual support.



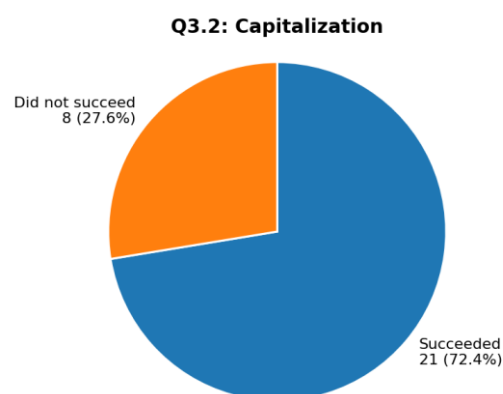
Pie chart for Q3.1 (N = 29)

Q3.2 — Capitalization

Category	Freq.	%	Level
Succeeded	21	72.4%	Good
Did not succeed	8	27.6%	
Total	29	100.0%	

Result: 21 out of 29 learners succeeded (72.4%). 8 learners did not succeed (27.6%).

Interpretation: Capitalization is generally good, but repeated correction is still needed for consistent application.



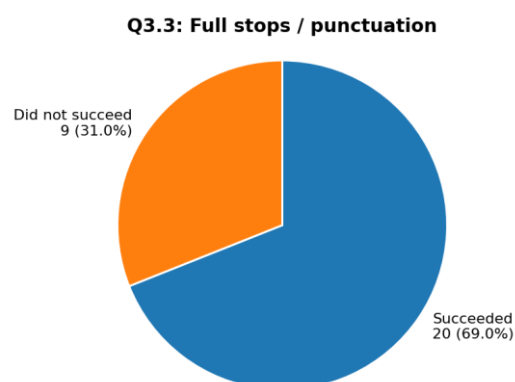
Pie chart for Q3.2 (N = 29)

Page synthesis: Spelling is very good, while capitalization still needs systematic revision. A simple checklist before submission can help learners apply capital letters more consistently.

7. Detailed Analysis with Pie Charts: Q3.3 and Q3.4

Q3.3 — Full stops/ punctuation

Category	Freq.	%	Level
Succeeded	20	69.0%	Needs Work
Did not succeed	9	31.0%	
Total	29	100.0%	



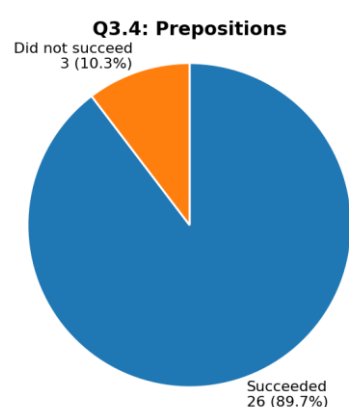
Pie chart for Q3.3 (N = 29)

Result: 20 out of 29 learners succeeded (69.0%). 9 learners did not succeed (31.0%).

Interpretation: This is the weakest indicator. Learners need explicit practice on sentence boundaries and full stops.

Q3.4 — Prepositions

Category	Freq.	%	Level
Succeeded	26	89.7%	Very Good
Did not succeed	3	10.3%	
Total	29	100.0%	



Pie chart for Q3.4 (N = 29)

Result: 26 out of 29 learners succeeded (89.7%). 3 learners did not succeed (10.3%).

Interpretation: This very good result shows strong control of common prepositions, with light revision needed only.

Page synthesis: Full stops are the priority area for intervention. Prepositions are strong and only require light revision. Therefore, punctuation should receive more attention in the next classroom sequence.

8. Pedagogical Intervention Plan

The following plan translates the statistical results into classroom actions. It gives priority to the weakest indicator while maintaining the strongest areas.

Time Frame	Target Skill	Classroom Action	Expected Outcome
Short term	Full stops	Insert punctuation in short unpunctuated texts.	Better sentence boundaries.
Short term	Capitalization	Use a checklist before submitting each task.	More consistent capital letters.
Short term	Agreement	Underline subjects and circle verbs in learner sentences.	Improved subject-verb relation.
Medium term	Articles	Choose a, an, the, or zero article in context.	Better article control.
Medium term	Vocabulary	Build thematic word banks before writing.	Richer word use.
Medium term	Spelling	Create individual spelling lists from learner errors.	Fewer repeated mistakes.
Long term	Integrated writing	Plan, draft, peer-correct, and rewrite.	Improved overall production.

Self-Correction Checklist

- Did I start each sentence with a capital letter?
- Did I finish each sentence with a full stop?
- Does each verb agree with its subject?
- Did I use articles correctly?
- Did I check spelling before submitting?
- Did I use suitable vocabulary for the topic?

Suggested Follow-Up

A short follow-up assessment can be administered after three or four weeks. The same eight indicators should be used again. The most important progress indicator would be an increase in the full stops score from 69.0% to at least 75.0%.

Based on the corrected sample size of 29 learners, the learners' written production can be described as generally good. The strongest result is coherence, where all learners succeeded. This shows that learners are able to organize ideas and produce understandable texts.

The very good results in spelling, prepositions, and vocabulary indicate that the group has important linguistic resources. These resources should be maintained through regular written production and short revision activities.

The indicators that require consolidation are articles, subject-verb agreement, and capitalization. These skills should be practiced inside real sentences and short paragraphs, not only through isolated rule explanation.

The priority area is full stops and punctuation. This is the only indicator below the 70% threshold. Learners need explicit practice in identifying complete sentences and separating ideas clearly.

- Maintain coherence through regular planning and sequencing activities.
- Use weekly punctuation tasks focused on full stops.
- Apply a compulsory checklist to all written production tasks.
- Use learners' real mistakes as correction material.
- Repeat the assessment after a short period to measure progress.

The corrected results do not indicate a weak group. They indicate a group with good writing potential and precise needs in editing accuracy. With focused practice, especially in punctuation and capitalization, learners are likely to improve the clarity and quality of their written production.

Conclusion

Based on the tables, pie charts, and hypothesis tests, the Competency-Based Approach (CBA) shows a positive effect on improving pupils' independence, connecting writing with the task, and developing logical coherence in short written productions. However, this effect does not appear with the same strength in all aspects, because linguistic competence, orthography, and sentence construction remain clear difficulties for 5th-year pupils.

The results also show that insufficient pedagogical training, lack of resources, large class sizes, and the complexity of the Situation-Problem are important obstacles to the full implementation of CBA. Therefore, improving outcomes requires clearer teacher training, sufficient instructional time, and short, gradual writing activities that help pupils move from the idea to the sentence and then to a coherent short text.

General Conclusion

This dissertation sought to investigate the critical cognitive and pedagogical interconnectedness between reading and writing within primary education, specifically examining how deep reading comprehension serves as a primary catalyst for enhancing learners' written production. Structurally framed within the Competency-Based Approach (CBA), the study aimed to move beyond traditional, fragmented methods of language teaching toward an integrated instructional model that leverages literacy skills holistically. By establishing a robust theoretical foundation drawing upon cognitive models of language integration, transactional reading theory, and cognitive processing frameworks, this research provided a comprehensive understanding of how receptive language skills directly inform and shape productive linguistic capabilities in young learners. The empirical phase of this research yielded significant insights through the rigorous textual analysis of learners' written production. Contrary to historical assumptions regarding the pervasiveness of mechanical errors in primary-level writing, the findings revealed highly positive outcomes, manifested in a substantial decrease in linguistic, orthographic, and organizational error rates. Meticulously interpreted through cognitive lenses, this empirical success underscores the fact that conscious, guided, and deep engagement with texts facilitates the transition of structural and grammatical rules into a stage of cognitive automaticity. By reducing the lower-level cognitive load expended on monitoring basic mechanics, learners were able to efficiently manage their mental capacity, shifting their focus toward higher-order composition, structural quality, and coherent textual organization. Ultimately, this study confirms that the deep processing of meaning during reading acts as a fundamental mechanism for error reduction and quality refinement in student writing. In alignment with contemporary pedagogical frameworks, these findings demonstrate that integrating language skills within a communicative, problem-solving matrix not only optimizes instructional efficiency but also successfully fosters the baseline competencies required in early literacy development. Consequently, the successful realization of these outcomes underscores an urgent pedagogical requirement: the necessity of providing rigorous professional training and continuous development for primary school teachers. It is imperative that educators possess a comprehensive understanding and a deep, practical awareness of the Competency-Based Approach (CBA). Without such specialized training, teachers cannot effectively design or implement the integrated, text-based instructional practices required to cultivate these meaningful literacy experiences. Moving forward, the outcomes of this dissertation provide curriculum designers and educators with a validated pedagogical pathway to enhance written proficiency across the primary education sector.

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Appendix 01

Research Questionnaire for Primary School Teachers

Study Title: Assessing the Impact of Competency-Based Approach (CBA) on the Integration of Literacy Skills in Algerian Primary Schools (5th Year)

Introduction: This questionnaire aims to gather data on the implementation of CBA and its impact on pupils' literacy skills. Your responses are anonymous and will be used for academic research purposes only.

Section 1: Teacher Background

Please check the appropriate box.

1. Years of experience in primary education:

- ☐ 0–5 years
- ☐ 6–10 years
- ☐ 11–20 years
- ☐ 20+ years

2. Have you received specific training in the Competency-Based Approach (CBA)?

- ☐ Yes, comprehensive training
- ☐ Yes, basic training
- ☐ No training received

Section 2: CBA and Student Literacy Performance

Please rate the following statements based on your experience with 5th-year pupils.

3. Since implementing CBA, pupils approach the "Situation-Problem" with more independence compared to traditional methods.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree

4. How would you rate the effectiveness of CBA in helping pupils stay on topic (Relevance)?

- ☐ Very Effective
- ☐ Effective
- ☐ Somewhat Effective
- ☐ Ineffective

5. In terms of "Coherence" (logical flow of ideas), what change have you observed in student writing?

- ☐ Significant Improvement
- ☐ Slight Improvement
- ☐ No Change
- ☐ Decline in Coherence

6. Which literacy area has shown the most significant improvement under the CBA framework? (Choose one)

- ☐ **Relevance** (Addressing the task/Situation-Problem)
- ☐ **Coherence** (Logical flow and organization)
- ☐ **Linguistic Competence** (Grammar and vocabulary)
- ☐ **Orthography/Mechanics** (Punctuation and spelling)

7. Please describe any specific changes you have noticed in how pupils structure their 2–3 line writing productions under CBA.

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

Section 3: Implementation Obstacles & Challenges

8. Do you feel the current 5th-year curriculum provides enough time to move from basic memorization to the full "integration of skills"?

- ☐ Yes, definitely
- ☐ Mostly
- ☐ Rarely

- ☐ Not at all

9. Rate the following obstacles based on how much they hinder your implementation of CBA (1 = Not a hurdle, 5 = Major hurdle):

- Lack of physical resources (textbooks, ICT): [1] [2] [3] [4] [5]
- Insufficient pedagogical training: [1] [2] [3] [4] [5]
- Large class sizes: [1] [2] [3] [4] [5]
- Complexity of the "Situation-Problem" for 5th graders: [1] [2] [3] [4] [5]

10. What is the biggest challenge you face when teaching the Subject-Verb-Object (SVO) syntax within a competency-based lesson?

.....

Section 4: Deep Dive into Literacy Aspects

11. When pupils produce short texts (2–3 lines), where do they struggle the most?

- ☐ **Linguistic Competence** (Choosing the right words/grammar)
- ☐ **Orthography/Mechanics** (Using capital letters, periods, and spelling)

Appendix 02

3.4.2. Learner's exam sheet(written production)

Task five: Write a short paragraph about Aymen Aymen is a journalist. He works at TV station ^{is a} was a TV station. He loves reading and fishing. He likes his job so much. (3)	Name: Aymen Job: Journalist Place of work: Tv station Hobbies: Reading and fishing
Task five: Write a short paragraph about Aymen Aymen is a journalist. He works at TV station. He loves reading and fishing. 2.11	Name: Aymen Job: Journalist Place of work: Tv station Hobbies: Reading and fishing
Task five: Write a short paragraph about Aymen uncle Aymen is a journalist. He works at TV station. He loves reading and fishing. He likes his job so much. 2.11	Name: Aymen Job: Journalist Place of work: Tv station Hobbies: Reading and fishing
Task five: Write a short paragraph about Aymen Aymen is a journalist. He works at TV station. He loves reading and fishing. 2.11	Name: Aymen Job: Journalist Place of work: Tv station Hobbies: Reading and fishing

Task five: Write a short paragraph about Aymen

Aymen is a journalist (place of) He
works in a TV station. He loves reading
and fishing.

Name: Aymen

Job: Journalist

Place of work: TV station

Hobbies: Reading and
fishing

Aymen is my brother. He is a (1) 3
journalist. He works in a TV station.
He loves reading and fishing. He

Name: Aymen

Job: Journalist

Place of work: TV station

Hobbies: Reading and
fishing

Task five: Write a short paragraph about Aymen

Aymen is a journalist. He works in
a TV station. He loves reading and
fishing. He likes his job so much.

Name: Aymen

Job: Journalist

Place of work: TV station

Hobbies: Reading and
fishing

Task five: Write a short paragraph about Aymen

My Aymen job is a journalist. He
works in a TV station. He loves reading
and fishing. He likes his job so much.

Name: Aymen

Job: Journalist

Place of work: TV station

Hobbies: Reading and
fishing

Task five: Write a short paragraph about Aymen

Aymen is a journalist. He works in the station. He loves Reading and fishing. He likes his job so much.

Name: Aymen

Job: Journalist

Place of work: Tv station

Hobbies: Reading and fishing

Task five: Write a short paragraph about Aymen

Uncle Aymen is a journalist. He works in a Tv station. He loves Reading and fishing.

Name: Aymen

Job: Journalist

Place of work: Tv station

Hobbies: Reading and fishing

Task five: Write a short paragraph about Aymen

Uncle Aymen is a journalist.

He is in station. Reading and fishing. He likes his job so much.

Name: Aymen

Job: Journalist

Place of work: Tv station

Hobbies: Reading and fishing

Task five: Write a short paragraph about Aymen

Aymen is a journalist. He works in a TV Station. He loves Reading and fishing.

Name: Aymen

Job: Journalist

Place of work: Tv station

Hobbies: Reading and fishing

Task five: Write a short paragraph about Aymen

Aymen is a journalist. He works in a TV station. He likes reading and fishing.

Name: Aymen

Job: Journalist

Place of work: TV station

Hobbies: Reading and fishing

Task five: Write a short paragraph about Aymen

Aymen is a journalist. He works in a TV station. He likes reading and fishing.

Name: Aymen

Job: Journalist

Place of work: TV station

Hobbies: Reading and fishing

Task five: Write a short paragraph about Aymen

Aymen is a journalist. He works in a TV station. He likes reading and fishing.

Name: Aymen

Job: Journalist

Place of work: TV station

Hobbies: Reading and fishing

Task five: Write a short paragraph about Aymen

Aymen is a journalist. He works in a TV station. He likes reading and fishing.

Name: Aymen

Job: Journalist

Place of work: TV station

Hobbies: Reading and fishing

Task five: Write a short paragraph about Aymen

unde Aymen is a journalist. He works
in a TV station. He loves Reading and fishing.

Name: Aymen

Job: Journalist

Place of work: TV station

Hobbies: Reading and
fishing

Task five: Write a short paragraph about Aymen

Aymen is a journalist. He works in a TV
station. He loves reading and fishing.
and He likes his job so much.

Name: Aymen

Job: Journalist

Place of work: TV station

Hobbies: Reading and
fishing

Name: Aymen

Job: Journalist

Place of work: TV station

Hobbies: Reading and
fishing

Task five: Write a short paragraph about Aymen

Uncle Aymen is a journalist. He works in a TV
station. He loves Reading and fishing. He likes his
job so much.

Name: Aymen

Job: Journalist

Place of work: TV station

Hobbies: Reading and
fishing

Task five: Write a short paragraph about Aymen

My cousin ~~Ayman~~ Aymen is a journalist.
He works in a TV station. He loves (swimming)
~~reading and fishing~~.

Name: Aymen

Job: Journalist

Place of work: TV station

Hobbies: Reading and
fishing

Task five: Write a short paragraph about Aymen

~~(On Sunday)~~ → ~~(On weekdays)~~
My uncle Aymen is a journalist. He
works in a TV station. He loves
Reading books and fishing. He likes his
job so much.

Name: Aymen

Job: Journalist

Place of work: TV station

Hobbies: Reading and
fishing

Task five: Write a short paragraph about Aymen

Aymen is a journalist. He works in
a TV station. He likes reading and fishing.

Name: Aymen

Job: Journalist

Place of work: TV station

Hobbies: Reading and
fishing

Task five: Write a short paragraph about Aymen

Uncle Aymen is a journalist. He works
in a TV station. He loves reading and
fishing.

Name: Aymen

Job: Journalist

Place of work: TV station

Hobbies: Reading and
fishing

Task five: Write a short paragraph about Aymen

Aymen is a journalist. He works
in TV station. He loves Reading and
fishing. He likes his job so much.

Name: Aymen

Job: Journalist

Place of work: Tv station

Hobbies: Reading and
fishing

Task five: Write a short paragraph about Aymen

Uncle Aymen is a journalist. He
works in a TV station. He loves
Reading and fishing. He likes his job so much.

Name: Aymen

Job: Journalist

Place of work: Tv station

Hobbies: Reading and
fishing

Task five: Write a short paragraph about Aymen

Aymen is a journalist. He works
in a TV Station. He loves Reading and
Fishing.

Name: Aymen

Job: Journalist

Place of work: Tv station

Hobbies: Reading and
fishing

Task five: Write a short paragraph about Aymen

Aymen is a journalist. He works in TV station.
He loves Reading and Fishing.

Name: Aymen

Job: Journalist

Place of work: Tv station

Hobbies: Reading and
fishing

Task five: Write a short paragraph about Aymen

Aymen is a journalist. He works in a
TV station. He likes Reading and fishing. He
loves his job so much.

Name: /

Job: Jc

Place o

Hobbl

3

Appendix 03

MINISTRY OF NATIONAL EDUCATION

MINISTRY OF NATIONAL EDUCATION

b. The SectionLayout: The section is the basic component of a sequence. It includes 5 sessions of 45 minutes each. In each session, there is either one or 2 communicative objectives to be achieved through a set of tasks.

Section	Session 1	I Sing & Have Fun	10 mn
		I Listen & Repeat	35 mn
	Session 2	I Read & Discover	45 mn
	Session 3	I Read & Enjoy	45 mn
	Session 4	I Read and Write	45 mn
	Session 5	I play Roles	45 mn

Table 4 : The SectionLayout - Year 4

b. The sectionLayout: The section is the basic component of a sequence, It includes **4 sessions** of 45 minutes each. In each session, there is either one or 2 communicative **objectives** to be achieved through a set of **tasks**.

Section	Session 1	I Sing & Have Fun	10 mn
		I Listen & Repeat	35 mn
	Session 2	I Read & Discover	45 mn
	Session 3	I Read and Write	45 mn
	Session 4	I play Roles	45 mn

Table 4 : **The SectionLayout – Year 3**

5.5 The Planing Learning Canvas

Sequences	Sections	Sessions	Lessons	Timing
SEQUENCE1 Jobs, Occupations and Hobbies	1 Jobs, Occupations	1	<i>I Get Ready</i>	45 mn
		2	I Listen & Interact	45 mn
		3	I Listen & Discover	45 mn
		4	I Read & Understand	45 mn
		5	I Read & Discover	45 mn
		6	I Learn & Enjoy	45 mn
		7	I Learn to Write	45 mn
		8	I Write	45 mn
	2 Hobbies	1	I Listen & Interact	45 mn
		2	I Listen & Discover	45 mn
		3	I Read & Understand	45 mn
		4	I Read & Discover	45 mn
		5	I Learn & Enjoy	45 mn
		6	I Learn to Write	45 mn
		7	I Write	45 mn
		8	<i>I Check my Progress</i>	45 mn
PAUSE:REMEDICATION & STANDARDISATION				2h
SEQUENCE2 Hometown/City/ Village	1 Amenities	1	<i>I Get Ready</i>	45 mn
		2	I Listen & Interact	45 mn
		3	I Listen & Discover	45 mn
		4	I Read & Understand	45 mn
		5	I Read & Discover	45 mn
		6	I Learn & Enjoy	45 mn
		7	I Learn to Write	45 mn
		8	I Write	45 mn
	2 Signs & Directions	1	I Listen & Interact	45 mn
		2	I Listen & Discover	45 mn
		3	I Read & Understand	45 mn
		4	I Read & Discover	45 mn
		5	I Learn & Enjoy	45 mn
		6	I Learn to Write	45 mn
		7	I Write	45 mn
		8	<i>I Check my Progress</i>	45 mn
PAUSE2 : REMEDIATION & STANDARDISATION				

ملخص

تتناول هذه الدراسة التكامل المعرفي والبيداغوجي بين مهارتي القراءة والكتابة في مرحلة التعليم الابتدائي، وتستقصي تحديداً كيف يعمل الفهم القرائي العميق كمحرك أساسي لتجويد الإنتاج الكتابي لدى ، يبحث هذا العمل في سبل (CBA) المتعلمين. وفي إطار بيداغوجي يستند إلى المقاربة بالكفاءات الانتقال من الطرق التقليدية القائمة على تجزيء المهارات نحو نموذج تعليمي تكاملي وشامل. يعتمد جاي "، ونموذج التلقائية لـ "لوجيز روزنبلات" الإطار النظري للدراسة على نظرية الاستجابة القرائية لـ لتفسير كيفية تأثير مهارات الاستقبال اللغوي على "سكار داماليا"، ونموذج سرد المعرفة لـ "سامويلز مهارات الإنتاج. واتباعاً للمنهج الوصفي التحليلي، شمل الجانب التطبيقي تحليلاً دقيقاً للإنتاج الكتابي لتلاميذ المرحلة الابتدائية. وعلى عكس الافتراضات الشائعة حول كثافة الأخطاء، أسفرت النتائج الميدانية عن معطيات إيجابية جداً تمثلت في تدنٍ ملحوظ في معدلات الأخطاء اللغوية، الإملائية، والتنظيمية. وأظهرت النتائج أن القراءة العميقة تساهم في نقل القواعد الهيكلية والنحوية إلى مرحلة التلقائية المعرفية في العقل، مما يقلل من العبء الذهني المستهلك في مراقبة الأخطاء البسيطة، ويُتيح للمتعلمين توجيه طاقتهم الفكرية نحو جودة الصياغة وتنظيم الأفكار. وتؤكد الدراسة في ختامها أن دمج مهارات اللغة وبناءً على ذلك، تُبرز هذه النتائج. ضمن سياقات تواصلية يعزز بفعالية الكفاءات الختامية المستهدفة الحاجة الملحة لتوفير تكوين بيداغوجي مستمر وتأهيل مهني للأساتذة، لضمان امتلاكهم دراية شاملة وفهماً عميقاً بآليات المقاربة بالكفاءات، بما يمكنهم من تطبيق هذه الممارسات القرائية والكتابية المدمجة داخل الصفوف بكفاءة واقتدار