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Evaluation of the Communicative Competence in English as a Foreign Language Writing Classroom:

The Case of Third Year Students at the Department of English Language and Literature

Thesis Submitted to the Department of English in Candidacy for the Degree of "Doctorate es-science" in Applied Linguistics

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Abstract

The purpose of this study is first to evaluate the presence degree of the communicative competence in EFL writing classes, then, it explores the extent to which the communicative competence is significant in the EFL writing classes, and last, it seeks potential solutions to the communicative difficulties noticed in the students' writings. Hence, it was hypothesised that the students' writings would not reflect a good command of the communicative competence. To seek answers to the aforementioned questions and hypothesis, an exploratory methodology was used with two questionnaires, one for the students and the other for the teachers, and a corpus rating scale for the students' essays evaluation. The tools were used to collect data from a sample of ninety-six (96) third year EFL students and their three (03) written expression teachers at Setif 2 University in Algeria. The data gathered was analysed quantitatively with the SPSS package. With means, standard deviations, one-sample T-test, and Cohen's effect size "D", the students' questionnaire results show that the students' attitudes towards the communicative competence were positive; this suggests that the students should be able to communicate effectively via writing. However, the teachers' questionnaire results along with the corpus rating scale showed that the students are notably weak at all the sub-competences of the communicative competence. Furthermore, the weakest sub-competence noticed is discourse competence, underlining an urging need for development in this area, then, the other areas being the linguistic competence, the strategic competence, the pragmatic competence, and the intercultural competence respectively. Moreover, the corpus rating scale results showed that the students' writing performance is not an exception. The latter is weak and needs significant improvement. Overall, this study highlights how crucial it is to address the communicative competence in educational settings, especially to foster the students' communicative skill via writing.

I

Dedication

To my beloved ones!

Acknowledgements

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List of Abbreviations

AC	Actional Competence
CC	Communicative Competence
CLT	Communicative Language Teaching
D	Distinguished
DF	Degrees of Freedom
DI	Discourse Competence
DP	Developing Performer
EE	Exceeds Expectations
FL	Foreign Language
HVP	Highly Valued Performer
IC	Intercultural Competence
L2	Second Language
LI	Linguistic Competence
LP	Low Performer
MD	Median Difference
ME	Meets Expectations
N	Neutral
NI	Needs Improvement
P C	Pragmatic Competence
SC	Socio-cultural Competence
SD	Standard Deviation
SPSS	Statistical Package for the Social Sciences

TL	Target Language
TP	Top Performer
U	Unsatisfactory
WP	Writing Performance

General Introduction

General Introduction

Background for the Study

Teaching has never been static; from its emergence in human societies, it was subjected to many changes and mostly to many improvements. Teaching foreign languages is a vivid example, and it best shows the different views and angles it was looked at from.

Traditionally, teaching foreign languages aims at acquiring the ability to read generally literary works of a particular language or acquiring the ability to write it. In our present time, such an aim would be considered out of date and not sufficient because of the shift in foreign languages pedagogy's aims and needs.

At present, daily needs for sharing information among speakers of different languages has become a necessity because of globalisation, business, wars ...etc. Now, people learn a foreign language mainly to communicate with it either via writing or speaking. For this reason, a new phrase has come to existence; it is the "Communicative Competence".

In Bagaric's (2007) article entitled *Defining Communicative Competence*, the author has given a very detailed overview of this concept ranging from definitions to models. Bagaric (2007, p. 94) argues that this phrase is made up of two words saying: "the combination of which means 'competence to communicate'. This simple lexico-semantical analysis uncovers the fact that the central word in the syntagm 'the communicative competence' is the word 'competence'."

In addition, The communicative competence has appeared in the early seventies partly as a response to Chomsky's (1965) notions of "Performance" and "Competence". For him, competence is: "the abstract knowledge a native speaker has about the linguistic system of

her/his language which enables her/ him to produce and to understand an infinite number of well-formed sentences that s/he has never previously encountered in her/his environment." (Cited in Atamna, 2008, p. 50)

However, Chomsky's (1965) view of competence was disputed by other scholars like Widdowson (1989) in that he asserts that knowing the rules for how sentences should be put together and being able to use those rules to create expressions from scratch does not constitute the communicative competence. The key to effective communication is adaptation, because norms are only regulative and servile rather than generative.

Widdowson suggests that language is not about gaining a good mastery of its rules but also takes into account the context, the surroundings in which something is said, and even the speakers' intentions because with the same grammatically correct sentence, one can express different meanings when put in different contexts.

Byram (1997) quotes Bachman and Palmer where they summarise the different views of the communicative competence. According to them, for some, it simply refers to the capacity to communicate a message, independent of the linguistic precision of the chosen language. Others interpret it as the conventions of language use in society. Others define it as a set of skills that includes understanding of dialogue, sociolinguistic, and linguistic rules.

Hence, Bachman and Palmer (n. d) brought three distinct definitions of the term communicative competence. The first consists of the message regardless of the way it was communicated. The second gives more importance to the context in which a language is spoken rather than the language itself. The latter is an attempt to gather both of the previously mentioned definitions. It sees it as the sum of rules which come from language, the society in which it is used, and the ways the members of that society use the language.

Furthermore, to avoid all this unwanted ambiguity of the term, scholars like Canale and Swain (1980), Canale (1983); Bachman (1990) and Bachman and Palmer (in preparation) and lately Celce-Murcia along with Dornyei and Thurrel (1995) proposed some models of the communicative competence. They hold that this term embraces too many components or sub-competences.

Bachman and Palmer's Model of the communicative competence views the latter as consisting of two main categories which in turn are broken into subcategories. Moreover, these scholars use the term "language knowledge" to refer to the communicative competence and believe that to better represent it; they need to break it into "organizational knowledge" as the first main category which in turn is divided into: "grammatical knowledge" and "textual knowledge". The second main category "pragmatic knowledge" contains three subcategories which are: "lexical knowledge", "functional knowledge", and finally "sociolinguistic knowledge" (Cited in Celce-Murcia, Dornyei and Thurrel, Pp. 8-9, 1995).

In trying to propose their own model of the communicative competence, Celce-Murcia, Dorneyei and Thurrel (p. 9-29, 1995) represented the term in a detailed and very effective way. The following is their conception of the term.

Celce-Murcia, Dorneyei and Thurrel's Model (p. 9-29, 1995):

- Discourse Competence: it deals with cohesion, deixis, coherence, genre/generic structure and conversational structure.
- Linguistic Competence: it comprises the basic elements of communication like syntax, morphology, lexicon, phonology and orthography (for spelling).
- Actional Competence: it deals with the communicative intent. It includes knowledge of speech act sets and knowledge of language functions in which one may find

interpersonal exchange, information, opinions, feelings, suasion, problems and future

scenarios.

- Socio-cultural Competence: it is concerned with social contextual factors, stylistic

  appropriateness factors, cultura factors and non-verbal communicative factors.

- Strategic Competence: it tackles some strategies of communication like avoidance or

  reduction strategies, achievement or compensatory strategies, stalling or time-gaining

  strategies, self-monitoring strategies and interactional strategies.

Yano (2003) and Kachru (1985) claimed that English can be used under three

categories which are: "Inner Circle, where English is spoken as a first (native) language

(ENL); the Outer Circle, where it is spoken as a second or additional language (ESL); and the

Expanding Circle, where it is used as a foreign language (EFL)." This is to say that in this

study, English is looked at from the expanding circle because it is a foreign language in the

Algerian context.

One of the most problematic issues English as a Foreign Language (EFL) students

face daily is to find where to practise English since they are in contact with it just inside the

classroom. However, writing allows them to practise English even outside the classroom. For

this reason and others, it is deemed necessary for them to learn how to write effectively.

Hyland (2003) believes that effective writing in classrooms needs to be based on five

orientations: content knowledge, system knowledge, process knowledge, genre knowledge,

context knowledge.

If looked at neatly, one can easily notice that these orientations are linked to the

communicative competence. This is to say, all the five components work for allowing the

writer to write a communicative and accurate text. This is why it is worthy teaching the

communicative competence in the Algerian EFL writing classrooms.

D'Andrea (2010) elaborated further the aforementioned orientations in his article *Using Writing to Develop Communicative Competence in the Foreign Language Classroom* stating the following features in need to be developed in EFL students:

- Knowledge of the topics proposed;

- Language that students need to carry on the task;

- The basic tools for producing this kind of writing and genre and structure knowledge necessary for the students to write it;

- The purpose of the writing piece, objectives that students may achieve through the writing production and the appropriate genre for its purpose;

- Knowledge and empathy towards the audience.

D'Andrea (2010) proposed features show clearly that writing is meant for communicative purposes. As a result, teaching it requires teaching the communicative competence.

Statement of the Problem

From informal discussions with third year students' and their teachers, and after conducting an FGD with twenty third year English language students, an interview with three teachers at Mohamed Lamine Debaghine University- Setif 2, and an observation of the students' essays, it has become evident that the students have difficulties in some components of the communicative competence.

The results of the preliminary tools (see appendix A, and appendix B) showed that only a small percentage of the students (5%) expressed very high levels of confidence in their ability to utilise proper grammar and vocabulary in their writings, compared to the majority of the students (60%) who reported low to moderate levels of confidence.

In addition, the students value each of grammar and vocabulary, organization and structure, clarity and conciseness, and cultural sensitivity equally, with 25% of them citing each as a crucial area for development. Moreover, the teachers do not think their students have fully mastered the necessary skills of the five sub-competences.

Besides, writing is a very demanding and effortful task. As a result of this, the present study is limited only to the evaluation of the communicative competence sub-competences in the third year students' writings at Mohamed Lamine Debaghine University, Setif 2.

Aims of the Research

Conducting such a study aims at evaluating the communicative competence in third year EFL writing classroom at the department of English at Setif 2 University. The study aims at determining the students' communicative competence by examining discourse competence, linguistic competence, pragmatic competence, intercultural competence, and finally strategic competence. This study is an attempt to show to what extent the communicative competence is taken into account in EFL classrooms, why and how to give it a better place in the teaching of writing.

Research Questions and Hypothesis

This research seeks answers to the following questions.

- To what extent the teaching or learning of the communicative competence is present in the Algerian EFL writing classroom? Why?
- How is the communicative competence manifested?
- To what extent implementing the communicative competence in an EFL writing classroom is important?

- What is the effective way to better implement it?

Departing from the fact that the writing skill can show to what extent a person is competent in communication, and on the basis of the research questions, it can be hypothesised that:

- The students' writings do not reflect a good command of the communicative competence.

Rationale of the Study

The teaching and the learning of foreign languages' ultimate goal in the world has recently become communication. The latter occurs in different verbal and non-verbal ways. To communicate verbally, one ought to use the productive skills, namely, the speaking and writing skill. The present thesis concerns itself with communication through third year students' writings at Mohamed Lamine Debaghine University, Setif 2, Algeria.

The rationale of the study is to address an issue noticed among third-year Setif 2 university students, namely, challenges with various aspects of the communicative competence as shown in their writings. The goal of the study is to show the students' degree of mastery in using the communicative competence and to suggest solutions for future stakeholders to better implement it in educational settings.

Besides, Writing requires a lot of work, so this study looks at discourse competence, linguistic competence, pragmatic competence, intercultural competence, strategic competence and finally the writing performance to evaluate third-year EFL students' writings communicative competence at Setif 2 University. In order to enhance the students' writing

abilities and general communication competence, the study's main goal is to find strategies to provide the communicative competence an unrivalled place while teaching writing.

Methodology Design and Tools

The methodology adopted in this study is exploratory. The present thesis attempts to identify and describe the extent to which the communicative competence is present in EFL writing classrooms at Mohamed Lamine Debaghine University, Setif 2. Then, it attempts to suggest the most effective ways to implement the communicative competence in the writing classroom. The data was gathered during 2021/2022 academic year with third year students and their written expression teachers at the department of English language and literature at Setif 2 University.

Triangulation is the combination of more than two different research methods in the study of the same subject. As Sabina and khan Ferdousour (2012) state that "…It refers to the combination of two or more theories, data sources, methods or investigators in one study of a single phenomenon to converge on a single construct, and can be employed in both quantitative and qualitative studies". They go on arguing that triangulated techniques are helpful for confirmation and completeness, and are helpful to increase the credibility and validity of the results (Sabina and khan Ferdousour, 2012).

Hence, to achieve the study's objectives, a questionnaire was directed to third year EFL students and another questionnaire was held with their teachers of writing. In addition to this, the students' essays were examined on the basis of the communicative competence components to evaluate their CC in writing using a corpus rating scale. The data gathered through the aforementioned tools was analysed quantitatively using the SPSS package.

Population and Sampling

This study was conducted in Mohamed Lamine Debaghine University –Setif 2- in Setif, Algeria. The population of the study is third year students of the department of English Language and Literature at Setif 2 University approximating 480 students and their three written expression teachers.

At this academic level, the students are supposed to be in the intermediate level of English language proficiency. Hence, they are expected to have the ability to use the language fluently. Besides, the choice of third year students and their written expression teachers as a population of the present thesis is backed up by the fact that at this level, the population has enough knowledge concerning English as a foreign language.

According to Singh (2006) "descriptive research typically uses large samples; it is sometimes suggested that one should select 10-20 percent of the accessible population for the sample". Hence, a sample of the population equating one fifth (1/5th) was randomly chosen. One fifth of the students is the equivalent of 96 students; for the teachers, no sampling was operated because dealing with them is possible. The sampling technique used in here is simple random sampling to give all the participants an equal chance of being represented.

Structure of the Thesis

This thesis embodies five chapters. Chapter one attempts to cover the communicative competence; its definitions, main contributions, and main models. Chapter two deals with writing; its definitions, historical development, and approaches to teaching it in EFL contexts. Chapter three gives detailed information about the methodology adopted, the population and sample involved in the study, the procedures followed, and the criteria used to gather data. Chapter four presents, analyses, and discusses the research findings. Chapter five presents

some pedagogical implications, suggestions, limitations of the study and recommendations

for future research.

Chapter One

Communicative Competence, Sub-competences, Models, and

Related Studies

Chapter One: Communicative Competence, Sub-competences, Models, and Related

Studies

Introduction

The idea of speaking English or any other foreign language is both the ability to formulate sentences orally in the target language, and the ability to effectively deliver the written messages. Thus, the aim behind studying language is not only studying its use, but also studying the development of this language proficiency that is guided by the learner's ability to communicate. Therefore, the communicative competence (CC) was adopted in language education over the years, and it became a key notion in applied linguistics because the ability of people to reach their goals in social life depends to a large extent on their communicative competence. Thus, this chapter provides an overview of the concept of the communicative competence and its sub - competences, it deals with the development of CC through five models, it tackles the distinctions between competence and performance, and it also tackles the communicative approach and provides information about previous research studies regarding the communicative competence being one of the variables of the present study.

1.1 Communicative Competence Overview

The works of many scholars in the 1960s such as Austin (1962), Halliday, McIntosh and Strevens (1964) paved the way for the emergence of the communicative competence; which began as a reaction to what, the American linguist, Chomsky (1965) introduced as "linguistic competence". Alongside with the works of early 1970s scholars such as Hymes (1972) Halliday (1973, 1975) and many others in the fields of language studies and language

teaching that reacted against an overly grammar-based paradigm for language studies (Constant, 2005).

In addition, the communicative competence slowly took its shape, first with Clyne (1979) and Schmidt and Richards (1980) and then, most importantly, Canale and Swain (1980), Canale (1983) and Celce-Murcia, Ddrnyei and Thurrell (1995)(Gilmore, 2007). McDonough and Shaw (1993) agree with Wilkins (1976) when asserting that: "the concept of being communicative has to do with what a language has the potential to mean, as well as with its formal grammatical properties."

This suggests that in order to communicate, one needs both 'correctness' that is represented in grammar and intention and meaning that is associated with 'language functions'. Furthermore, Johnson (1981) sets an effective distinction between the terms 'notions' and 'function'. For him, notions are "rather abstract concepts- frequency, duration, dimension, location, quantity and so on- which in English are closely related to grammatical categories". Whereas, functions refer to "the practical uses to which we put language, most usually in interaction with other people". He goes on saying: "to find out the function of any particular utterance, we can simply ask 'what was the speaker's intention in saying it?'"

Moreover, Chomsky's study of language acquisition changed linguistic structuralism to a different perspective where the speaker's competence was the basic element for linguistic study, for the process of learning a language according to him is a hard-wired brain function capable of dealing with complexity of grammatical acquisition (Janel and Lawrence, 2014). He suggested that Linguistic theory deals essentially with the ideal listener speaker who knows the language perfectly and who is not affected by memory limitations, shifts of attention and errors when it comes to actually perform his/her knowledge of the language. Chomsky (1965) asserts that:

> Linguistic theory is concerned primarily with an ideal speaker-listener, in a completely homogeneous speech community, who knows its language perfectly and is unaffected by such grammatically irrelevant conditions as memory limitations, distractions, shifts of attention and interest, and errors (random or characteristic) in applying his knowledge of the language in actual performance.

Therefore, He based linguistic theory on an ideal speaker-listener with perfect linguistic knowledge without being affected by the cognitive or situational factors during actual linguistic performance, and he proposed a narrow basis of the mono-logical linguistic competence in which general semantics cannot be sufficiently and adequately developed. Thus, Chomsky viewed competence as a certain mental state excluding ability (Brian, 2017).

Concerned on the one hand with the linguistic theory and on the other hand with the socio-cultural aspect of language, the linguist and anthropologist Hymes was the first one to point out that the notion of competence presented by Chomsky provides no place for competence for language use. He argued that linguistic theory, presented by Chomsky, divided human life between only grammatical competence and performance, and it considered the individual not as a person in a social world, but as an abstract, isolated individual and a cognitive mechanism.

This led him to coin the term communicative competence, for when a child learns sentences, he/she learns not only grammatical rules, but also acquires the competence to accomplish a range of speech acts and participate in speech events. For instance, the child learns when, what, how, where and in what way to speak. On the other hand, this competence is an integral part of the language, its characteristics and uses (Brian, 2017).

For this, Hymes proposed a broader definition to what Chomsky suggested, for it was not clear as to what competence actually he meant beyond a concern for what language is

possible, feasible and appropriate in a given situation. Hymes defined the communicative competence as what enables a member of the community to know when to speak and when to remain silent, which code to use, when, where and to whom, etc. He suggested that competence accounts for a speaker's knowledge of the language itself as well as this speaker's ability to use the language in a social context. This can be illustrated through figure 1.1.

Figure 1.1 Hymes's Model of Communicative Competence
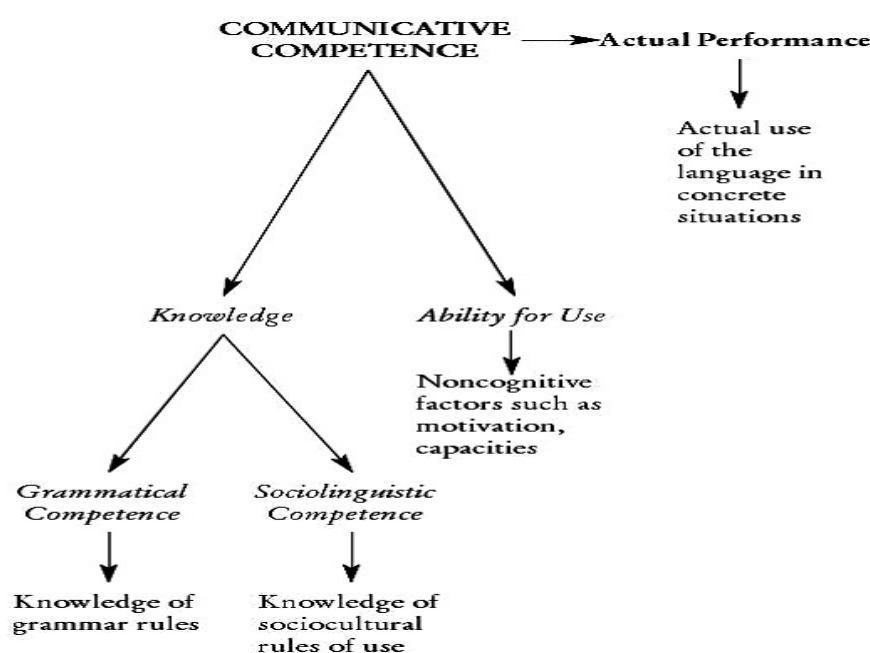
Moreover, the communicative competence is comprised of two words; "communicative" and "competence", this combination means "the competence to communicate", and the central word in the syntagm "communicative competence" is the word "competence". The latter is considered to be one of the most controversial term that was introduced by Chomsky in his book "*Aspects of the Theory of Syntax*" (1965) in the field of general and applied linguistics, the introduction of competence to linguistic discourse. He drew a distinction between competence (the monolingual speaker-listener's knowledge of

language) and performance (the actual use of language in real situations) (Bagarić, and Djigunović, 2017).

Therefore, rather than describing the reality, competence is "knowing what" needs to be done, "knowing how" to be done, and "when" to be done; which means the immediate reason for existence of competence is to modify reality (Lópeza, Soutob and Noblejas, 2019).

Additionally, the communicative competence is assumed to be very important for both the teachers and learners. It is noteworthy that society demands future teachers to demonstrate that they have acquired the skill to write and read texts at both the academic and social levels in order to adequately communicate with their students, and to sufficiently master writing with morph syntax.

In this sense, the communicative competence must be taken into consideration in the training of future teachers to advance in the development of their studies. A study done by (Wilt, Veen, Kruistum, and Oers, 2018) showed that children with poorer oral communicative competence experienced higher levels of peer rejection. Therefore, second language learners (L2) must be competent communicators, and they must be able to process and interact with the language they experience in order to succeed in the socio-cultural contexts in which they find themselves (López, González and Martínez, 2020).

1.2 Models of Communicative Competence

The evolution of the term communicative competence started with its original source (Hymes 1967, 1972), and continued through the contributions of Canale and Swain (1980), Canale (1983), and Celce-Murcia et al. (1995). Although Bachman and Palmer (1996) proposed other models of the communicative competence, these models were developed with language assessment in mind rather than language teaching.

Therefore, the model proposed by Canale and Swain along with the developed model of Canale and the model of Celce-Murcia et al. are the key sources for discussions of the communicative competence and related applications in applied linguistics and language pedagogy (Soler and Jordà, 2007). This can be presented via figure 1.2.

Figure1.2 Schematic Representation of Communicative Competence Models' Evolution
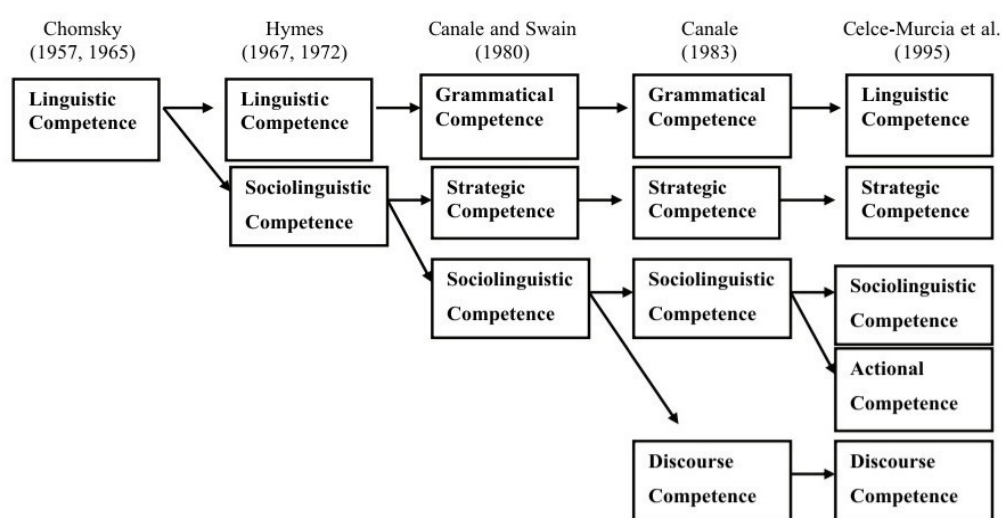
1.2.1 Canale and Swain's Model (1980)

The earliest applied linguists to present a developed and an elaborated model of the communicative competence that course designers and language teachers could apply for both instructional and assessment purposes were the two Canadian applied linguists, Michael Canale and Merrill Swain in 1980.

Canale and Swain drew on Hymes in creating their model that involved three components of the communicative competence; *a)strategic competence* that was for them, the ability to compensate for problems or deficits in communication, and do various types of planning (Soler and Jordà, 2007). *b)grammatical competence*, they referred to 'linguistic competence' as 'grammatical competence' and finally *c) sociolinguistic competence* (Linda, 2014).

Thus, 'knowledge' to them refers to an individual conscious or unconscious knowledge about language and aspects of language use. In addition, they suggested three types of knowledge which are the knowledge of grammatical principles, the knowledge of how to use certain language in a social context to fulfill communicative functions and the knowledge of how to combine utterances and actual communication with respect to discourse principles (Lasala, 2014). Figure 1.3 serves as an illustration of Canale and Swain's (1980) model of the communicative competence.

Figure1.3 Schematic Representation of Canale and Swain's (1980) Model of Communicative Competence
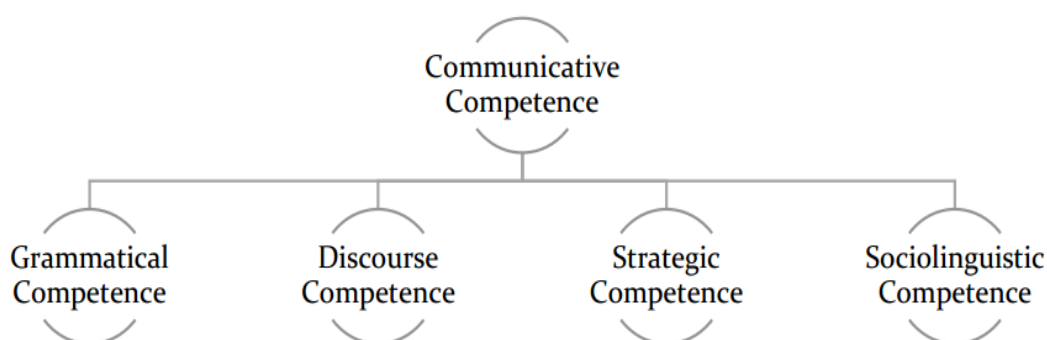
Moreover, Canale and Swain agreed with Hymes' criticism of Chomsky's notion of competence performance distinction, for it provides no place for consideration of the appropriateness of socio-cultural significance of an utterance in the situational and verbal context in which it is used. They agreed that the grammatical competence is a subpart of the communicative competence and not something separate from it.

Although, they shared with Hymes the same opinion that there are grammar rules which would be useless without language use rules, they believed their notion of the communicative competence is different from Hymes' one because the notion of ability to use is not included in their definition of the communicative competence (Ahmad, 2017).

1.2.2 Canale's Model (1983)

In Canale and Swain's model of the communicative competence, the grammatical competence had similarities with the linguistic competence introduced by Chomsky (1965) that included knowledge of phonology, morphology, lexical items, syntax and semantics. The socio-linguistic competence covered the aspect of social situations, style, register, social conventions and different modes of language; and the strategic competence included the aspects of negotiation, breakdown of speech etc.

Therefore, three years later, Canale (1983) revised this model by adding discourse competence (see Figure 1.4) which included the mastery of cohesion, coherence and aspects of smaller grammatical forms to combine into unified texts. This model helped broaden the boundaries and included the aspects of verbal and non-verbal strategic communication (Aleem, 2019).

Figure 1.4 Schematic Representation of Canale's Revised Model
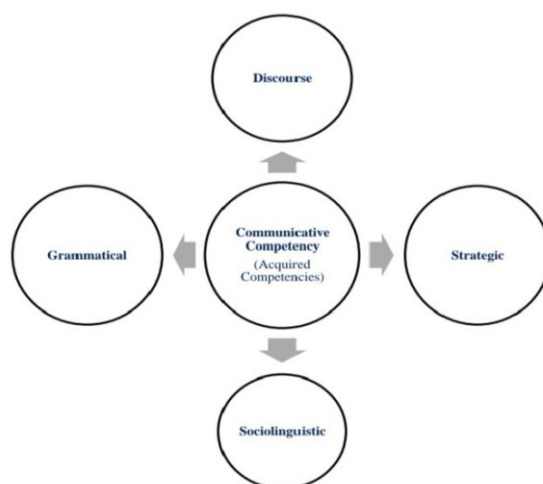
Canale (1983) suggests that in the communicative competence model, communication is meant to be "the exchange and negotiation of information between at least two individuals through the use of verbal and non-verbal symbols, oral and written/visual modes, and

production and comprehension processes". His revised model of the communicative competence consists of four components which are:

 a) **Grammatical Competence** that shared the same concerns as the previous model such as "features and rules of the language such as vocabulary, word formation, sentence formation, pronunciation, spelling and linguistic semantics" (Aleem, 2019).

b) **Sociolinguistic Competence** that was unlike the Canale and Swain's model, for it addressed both socio-cultural rules and discourse rules, it addressed appropriateness of both form and meaning and it "addressed the extent to which utterances are produced and understood appropriately in different sociolinguistic contexts depending on contextual factors such as status of participants, purposes of the interaction, and norms or conventions of interaction" (Aleem, 2019).

c) **Discourse Competence** that was concerned with the mastery of how to combine coherence and cohesive grammatical forms and meanings to have a unified spoken or written texts in different types (Aleem, 2019).

d) **Strategic Competence** that was expanded to include the mastery of verbal and non-verbal communication strategies which can be called into action to both compensate for breakdowns in communication, and enhance the effectiveness of communication (Aleem, 2019).

1.2.3 Celce-Murcia's et al. Model (1995)

The linguists Celce-Murcia, Ddrnyei and Thurrell (1995) proposed a model of the communicative competence that was the continuation of Canale and Swain's and Canale's models. This model as shown in (figure 1.5) is a pyramid enclosing a circle surrounded by another circle. The circle is the discourse competence, and the three points of the triangle are socio-cultural competence, linguistic competence, and actional competence.

Thus, Celce-Murcia et al. narrowed the socio-linguistic competence by specifying the actional competence in its own right, so they added the actional competence to Canale and Swain's model which can be defined as the ability to convey and understand communicative intent by performing and interpreting speech acts and speech act sets.

Figure 1.5 Schematic Representation of Communicative Competence of Celce-Murcia's

Model

Their model differed from Canale and Swain's one in the use of the term "linguistic competence" rather than using the term "grammatical competence" in order to indicate unambiguously that this component also includes lexis and phonology, morphology and syntax. Furthermore, it differed in the use of the term socio-cultural competence" rather than using the socio-linguistic competence" to distinguish it from the actional competence, and to highlight that language resources are in the linguistic, actional, and discourse components while socio-cultural knowledge is necessary for the appropriate deployment of the resources in other components (Celce-Murcia et al. 1995).

1.2.4 Bachman and Palmer (1996)

Later on, Bachman (1990) described the framework that involved three main components: language competence (the knowledge-related items), strategic competence (the

capacity for implementing these items in communication), and psycho-physiological factors (the mental processes affecting the actual implementation) as illustrated through figure 1.6.

Figure 1.6 Schematic Representation of Communicative Competence of Bachman and

Palmer's Model
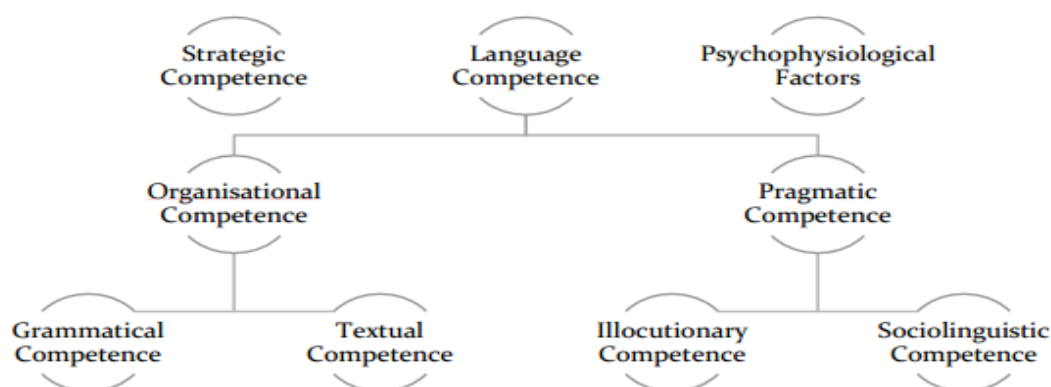
In addition, Bachman and Palmer proposed strategic competence as a set of meta-cognitive components or strategies that can be higher order executive processes which provide a cognitive management function in language use.

Thus, three general areas in which meta-cognitive components play a major role are goal setting by deciding what is going to be done, assessment by taking stock of what is needed, what has to be worked with, and how well has to be communicated, and planning by deciding how to use what one has.

Moreover, on the one hand, Bachman (1990) and Palmer (1996) did not present the same definition for description of the strategic competence. They suggested that strategic competence is considered as meta-cognitive strategies in which individual use the available online resources to regulate emerging cognitive process to achieve their communicative goals (Fereshteh, & Hamdollah, 2016). On the other hand, Bachman combined both abstract pieces of knowledge and performance under the heading of communicative language ability, which refers to not only, knowing, but also, doing (Tunay and Özlem, 2020).

1.3 Sub – Competences

As shown earlier, there are different models of the communicative competence, in this section; the model of Celce-Murcia's et al (1995) will be presented. The latter comprises five sub-competences namely: the linguistic competence, the socio-cultural competence, the discourse competence, the strategic competence, and finally, the actional competence (Alejandra, 2013).Therefore, the five communicative components would be developed in the following sections.

1.3. 1 Linguistic Competence

Linguistic competence includes the basic elements needed for a person to communicate effectively, whether in written speech or oral speech. Table 1.1 explains these elements which are: sentence patterns (subject, verb and clauses), sentence types (simple, compound, complex and compound complex sentence), constituent structure (which is a word or a group of words that works as one unit), morphological inflections (agreement and concord), and the lexical resources (words, collocations, idioms...etc. in addition to, the phonological (segmentals and supra-segmantals) and orthographic systems (rules of spelling…etc.) (Celce-Murcia, et al. 1995).

Moreover, Littlewood (1981) argues that the learner "must attain as high a degree as possible of linguistic competence. That is, he must develop skill in manipulating the linguistic system, to the point where he can use it spontaneously and flexibly in order to express his intended message." In table 1.1, a an efficient presentation of the linguistic competence components is presented.

Table 1.1 *Suggested Components of Linguistic Competence*

SYNTAX
- Constituent/phrase structure
- Word order (canonical and marked)
- Sentence types
  - statements, negatives, questions, imperatives, exclamations
- Special constructions
  - existentials (*there + BE...*)
  - clefts (*It's X that/who...; What + sub. + verb + BE*)
  - question tags, etc.
- Modifiers/intensifiers
  - quantifiers, comparing and equating
- Coordination (and, or, etc.) and correlation (*both X and Y; either X or Y*)
- Subordination (e.g., adverbial clauses, conditionals)
- Embedding
  - noun clauses, relative clauses (e.g., restrictive and non-restrictive)
  - reported speech

MORPHOLOGY
- Parts of speech
- Inflections (e.g., agreement and concord)
- Derivational processes (productive ones)
  - compounding, affixation, conversion/incorporation

LEXICON (receptive and productive)
- Words
  - content words (Ns, Vs, ADJs)
  - function words (pronouns, prepositions, verbal auxiliaries, etc.)
- Routines
  - word-like fixed phrases (e.g., *of course, all of a sudden*)
  - formulaic and semi-formulaic chunks (e.g., *how do you do?*)
- Collocations
  - V-Obj (e.g., *spend money*), Adv-Adj (e.g., *mutually intelligible*), Adj-N (e.g., *tall building*)
- Idioms (e.g., *kick the bucket*)

PHONOLOGY (for pronunciation)
- Segmentals
  - vowels, consonants, syllable types, sandhi variation (changes and reductions between adjacent sounds in the stream of speech)
- Suprasegmentals
  - prominence, stress, intonation, rhythm

ORTHOGRAPHY (for spelling)
- Letters (if writing system is alphabetic)
- Phoneme-grapheme correspondences
- Rules of spelling
- Conventions for mechanics and punctuation

Therefore, linguistic competence refers to the speaker's lexical, morphological, orthographical, syntactical and phonological knowledge of the language, so it refers to how to build up morphemes into words and words into clauses and sentences, how to spell them in the written form, and how to pronounce them in a speech situation. (Alexander, 2007) In

addition, it implies knowledge of vocabulary units and grammar rules which convert lexical units into meaningful statements. (Ospanova, Timokhina and Kassenova, 2013)

Example: Students were given a task and asked to complete the sentence like the example below:

(1) A dog run [s] fast but a horse is **faster**

(2) A bear is [a] big animal, but an elephant is**.......** (Source of the example: Wati, Fauziati, and Nugroho. 2013)

1.3.2 Socio-cultural Competence

Socio-cultural competence is the speaker's ability to express messages appropriately and effectively in socio-cultural contexts of communication, along with the pragmatic factors related to variation in language use. Thus, second language learners must pay great attention to both social and cultural errors, for these errors may lead to serious communication breakdowns. Socio-cultural competence can be divided into four main categories (as shown in table 1.2) social contextual factors, stylistic appropriateness factors, cultural factors, and non-verbal communicative factors. (Celce-Murcia, et al. 1995)

Table 1.2 *Suggested Components of Socio-cultural Competence*

SOCIAL CONTEXTUAL FACTORS
- Participant variables
  - age, gender, office and status, social distance, relations (power and affective)
- Situational variables
  - time, place, social situation

STYLISTIC APPROPRIATENESS FACTORS
- Politeness conventions and strategies
- Stylistic variation
  - degrees of formality
  - field-specific registers

CULTURAL FACTORS
- Sociocultural background knowledge of the target language community
  - living conditions (way of living, living standards); social and institutional structure; social conventions and rituals; major values, beliefs, and norms; taboo topics; historical background; cultural aspects including literature and arts
- Awareness of major dialect or regional differences
- Cross-cultural awareness
  - differences; similarities; strategies for cross-cultural communication

NON-VERBAL COMMUNICATIVE FACTORS
- Kinesic factors (body language)
  - discourse controlling behaviors (non-verbal turn-taking signals)
  - backchannel behaviors
  - affective markers (facial expressions), gestures, eye contact
- Proxemic factors (use of space)
- Haptic factors (touching)
- Paralinguistic factors
  - acoustical sounds, nonvocal noises
- Silence

It is therefore, the speaker's knowledge and understanding of what is socially or culturally appropriate and inappropriate in a particular speech community, and this might include an appreciation of politeness and social conventions, taboo topics and non-verbal factors (Alexander, 2007). In addition, it implies the ability to select and use adequate linguistic forms and means depending on the aim and situation of communication (Revovna, et al, 2013).

Example: Students were given a task in the form of dialogue that can develop the component of social contextual factor and stylistic factor.

Nita: Do you want to come to my house? We can do our homework together

Leo: Yes, certainly. We can discuss it together.

Someone: Excuse me. Could you tell me where the restroom?

You: Yes, it is near the record store (Wati, et al. 2013).

1.3.3 Discourse Competence

The discourse competence is concerned with words' selection, sequencing, and arrangement, in addition to the structures, sentences and utterances that give an effective speech or written text. Table 1.3 shows that the discourse competence includes cohesion (it includes preferences ellipses, conjunctions…etc.), deixis (for example: personal, spatial, temporal deixis…etc.), coherence (the quality of forming unified wholes), generic structure, and conversational structure needed in conversations (Celce-Murcia, et al. 1995).

Table 1.3 *Suggested Components of Discourse Competence*

COHESION
- Reference (anaphora, cataphora)
- Substitution/ellipsis
- Conjunction
- Lexical chains (related to content schemata), parallel structure

DEIXIS
- Personal (pronouns)
- Spatial (*here, there; this, that*)
- Temporal (*now, then; before, after*)
- Textual (*the following chart; the example above*)

COHERENCE
- Organized expression and interpretation of content and purpose (content schemata)
- Thematization and staging (theme-rheme development)
- Management of old and new information
- Propositional structures and their organizational sequences
    - temporal, spatial, cause-effect, condition-result, etc.
- Temporal continuity/shift (sequence of tenses)

GENRE/GENERIC STRUCTURE (formal schemata)
    - narrative, interview, service encounter, research report, sermon, etc.

CONVERSATIONAL STRUCTURE (inherent to the turn-taking system in conversation but may extend to a variety of oral genres)
- How to perform openings & reopenings
- Topic establishment & change
- How to hold & relinquish the floor
- How to interrupt
- How to collaborate & backchannel
- How to do preclosings and closings
- Adjacency pairs (related to actional competence)
    - first and second pair parts (knowing preferred and dispreferred responses)

The discourse competence refers to the speaker's ability to produce unified, cohesive and coherent spoken (the knowledge of how to develop a conversation naturally) or written (the knowledge of the correct layout for a letter or how to use anaphoric reference in a text) discourse of different genres. It also refers to the knowledge of gossip, jokes or discourse intonation (Alexander, 2007).

Furthermore, speaking of discourse analysis, Hamada (2007) states: "language is analysed according to what it means in a certain context." This suggests that, one cannot decontextualize the language. That is to say, discourse is viewed in terms of its context of occurrence, meaning that many factors ought to be considered before getting to analyse it.

Hence, the discourse competence implies the ability to understand various types of communicative statements to build integrated, coherent, logical statements of various functional styles (Revovna, et al, 2013).

Example: Students were asked to identify the structure by listening to the happenings according to these categories: Orientation, events, re-orientation.

(1) ….I could not forget it. "It" refers to….. (Wati, et al. 2013).

1.3.4 Strategic Competence

Oxford (2003) states that in order to consider a strategy useful, it needs to be characterised by the following conditions: "a) the strategy relates well to the L2 task at hand.", "b) the strategy fits the particular student's learning style preferences to one degree or another.", last, "c) the student employs the strategy effectively and links it with other relevant strategies." Hence, Oxford (1990) admits that strategies fulfilling these conditions "make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations."

The strategic competence is the knowledge of communication strategies and knowledge of using them. These strategies include verbal plans used by speakers to overcome problems reaching a communicative purpose. They include appeals for help and cooperative problem-solving behaviors and various types of negotiation of meaning and repair

mechanisms, and they include ways and techniques that keep the communication channel open when facing problems.

So, the strategic competence refers to the speaker's ability to take advantage of verbal or nonverbal communication strategies when facing communication problems, and to compensate for deficiencies in other competences. These include four common types:

a. Avoidance or Reduction Strategies: when the speaker avoids the topic or abandons the message to try to keep conversation inside areas where she /he feels in control;

b. Compensatory Strategies: when the speaker uses circumlocution or mimes when a word is not known;

c. Stalling Strategies: when the speaker uses hesitation devices or repetition to hold the turn in conversation while a message is formulated;

d. Interactional Strategies: when the speaker asks for repetition or clarification, and uses the linguistic resources of other interlocutors to maintain conversation. (Celce - Murcia etal.1995)

Therefore, table 1.4 shows the components of the strategic competence.

Table 1.4 *Suggested Components of Strategic Competence*

AVOIDANCE or REDUCTION STRATEGIES
- Message replacement
- Topic avoidance
- Message abandonment

ACHIEVEMENT or COMPENSATORY STRATEGIES
- Circumlocution (e.g., *the thing you open bottles with* for *corkscrew*)
- Approximation (e.g., *fish* for *carp*)
- All-purpose words (e.g., *thingy, thingamajig*)
- Non-linguistic means (mime, pointing, gestures, drawing pictures)
- Restructuring (e.g., *The bus was very... there were a lot of people on it*)
- Word-coinage (e.g., *vegetarianist*)
- Literal translation from L1
- Foreignizing (e.g., L1 word with L2 pronunciation)
- Code switching to L1 or L3
- Retrieval (e.g., *bro... bron... bronze*)

STALLING or TIME-GAINING STRATEGIES
- Fillers, hesitation devices and gambits (e.g., *well, actually..., where was I...?*)
- Self and other-repetition

SELF-MONITORING STRATEGIES
- Self-initiated repair (e.g., *I mean...*)
- Self-rephrasing (over-elaboration) (e.g., *This is for students... pupils... when you're at school...*)

INTERACTIONAL STRATEGIES
- Appeals for help
  - direct (e.g., *What do you call...?*)
  - indirect (e.g., *I don't know the word in English...* or puzzled expression)
- Meaning negotiation strategies
  Indicators of non/mis-understanding
  - requests
    - repetition requests (e.g., *Pardon?* or *Could you say that again please?*)
    - clarification requests (e.g., *What do you mean by...?*)
    - confirmation requests (e.g., *Did you say...?*)
  - expressions of non-understanding
    - verbal (e.g., *Sorry, I'm not sure I understand...*)
    - non-verbal (raised eyebrows, blank look)
  - interpretive summary (e.g., *You mean...?/So what you're saying is...?*)
  Responses
  - repetition, rephrasing, expansion, reduction, confirmation, rejection, repair
  Comprehension checks
  - whether the interlocutor can follow you (e.g., *Am I making sense?*)
  - whether what you said was correct or grammatical (e.g., *Can I/you say that?*)
  - whether the interlocutor is listening (e.g., on the phone: *Are you still there?*)
  - whether the interlocutor can hear you

Example: The tasks developing this competence appear in the form of dialogue. They only develop one component of this competence that is 'time gaining strategy'. It appears through filler and hesitation word such as Umm.

Father: Rian, the plants are dead. I've told you to water them. Did you water them yesterday?

Rian: Umm…..yes, I did.

Dewi: Hi, Nisa! What are you doing?

Nissa: Well, I am reading an English book. We're having a test tomorrow, remember? (Wati, et al. 2013)

1.3.5 Actional Competence

The actional competence is defined as the ability of conveying and understanding communicative intentions; thus, it is the competence of matching actional intention with linguistic forms based on the knowledge of an inventory of verbal schemata that carry illocutionary force.

Therefore, the actional competence is divided into two main components, knowledge of language function and knowledge of speech act, and it involves knowledge of how speech act and language function can be pattern and sequenced in real life situation (Celce-Murcia, et al. 1995)

Table 1.5 *Suggested Components of Actional Competence*

KNOWLEDGE OF LANGUAGE FUNCTIONS
- INTERPERSONAL EXCHANGE
  - Greeting and leavetaking
  - Making introductions, identifying oneself
  - Extending, accepting and declining invitations and offers
  - Making and breaking engagements
  - Expressing and acknowledging gratitude
  - Complimenting and congratulating
  - Reacting to the interlocutor's speech
    - showing attention, interest, surprise, sympathy, happiness, disbelief, disappointment
- INFORMATION
  - Asking for and giving information
  - Reporting (describing and narrating)
  - Remembering
  - Explaining and discussing
- OPINIONS
  - Expressing and finding out about opinions and attitudes
  - Agreeing and disagreeing
  - Approving and disapproving
  - Showing satisfaction and dissatisfaction
- FEELINGS
  - Expressing and finding out about feelings
    - love, happiness, sadness, pleasure, anxiety, anger, embarrassment, pain, relief, fear,
    - annoyance, surprise, etc.
- SUASION
  - Suggesting, requesting and instructing
  - Giving orders, advising and warning
  - Persuading, encouraging and discouraging
  - Asking for, granting and withholding permission
- PROBLEMS
  - Complaining and criticizing
  - Blaming and accusing
  - Admitting and denying
  - Regretting
  - Apologizing and forgiving
- FUTURE SCENARIOS
  - Expressing and finding out about wishes, hopes, and desires
  - Expressing and eliciting plans, goals, and intentions
  - Promising
  - Predicting and speculating
  - Discussing possibilities and capabilities of doing something

KNOWLEDGE OF SPEECH ACT SETS

Example: The tasks related to this competence were in the form of dialogues; students were asked to complete the dialogues with suitable response, role-play, and listening or reading certain task of dialogues which concern certain language function.

Bram: Would you like to come and watch the football game with me? The Indonesian team is going to play against the all-star team.

Benny: I would very much.

Cyntia: What do you think of Indonesian movie today?

Sita: In my opinion, it is good (Wati, et al. 2013)

1.4 Communicative Competence in Language Learning Materials

Authentic materials, especially audiovisual samples are very important, for they provide students with a richer source of input in the classroom, they raise their awareness of discourse features and they develop the students' communicative competence. "Noticing" has a great role in inter-language development on the one hand.

On other hand, language learning materials were designed and invented by writers to clarify and explain special points in detailed structural syllabi, yet the reliance on these authors and their anticipations produced misguiding models of the target language because although writers are very good at noticing unusual patterns in their mother tongue, they are still highly unreliable of typical speech patterns (Conrad and Reppen, 1994)

Hence, to avoid these issues, language learning materials and models must be based on authentic discourse which is the language produced by a native speaker or a native writer for a certain audience in order to deliver a certain message. For example, ELT textbooks are considered very important means of teaching language, and scholars tried over the last decades to improve their quality; yet, they provide EFL learners with poor and low sample of the target language and fail to meet many communicative needs (Gilmore, 2007). English

language descriptions were mainly centered on sentence-level, and lexico-grammatical features; in addition, teachers teach only what they understand.

Moreover, the language that was produced to communicate and deliver a message is different from the one designed by material writers to display particular lexico - grammatical items. For instance, a composed textbook dialogue by a writer is not authentic because it is neither produced contingently by two real speakers who collaborated together to construct a conversation (Brown and Levinson, 1987), nor is it intended to convey a real message, for it aims to display specific language features (Gilmore, 2011).

1.5 Writing Performance

The French Swiss linguist Ferdinand de Saussure, in his posthumously published book *Course in General Linguistics* (1916), regarded language as an ability to speak possessed by human beings hereditarily. He introduced two aspects of language; 'langue' which implies the language system, and 'parole' which implies the act of speaking. To him langue includes all aspects and features of a language as a whole; these features could be found out through an examination of the memories of all the users of language, and parole presents the act of speaking on the part of an individual. Thus, 'parole' is the observed speech-utterances while 'Langue' is something supra-individual; it is a store of signs each speaker received from the other speakers of the community.

In an attempt to clarify the concept of the communicative competence, Widdowson (1983) is said to be the first one to give more attention to performance (real language use) in his reflections on the relationship between competence and performance (Bagarić and Mihaljević, 2007). These two terms were introduced by Chomsky (1965) in modern linguistics and were the focus of discussions of second language. Chomsky (1965) referred to

one's intuitive knowledge of the rules and structure of his language he called competence, and to his actual use of these rules and structures he called performance.

On the one hand, he suggested that competence is the tacit knowledge of the language whereas performance is the use of the language in concrete situations, and the native speaker of any language is competent for s/he possesses an internalized set of rules that enable him/her to understand and speak. For example, when reading a new book for the first time s/he can understand its sentences easily. Moreover, his/her competence also makes him/her reject the ungrammatical constructions, recognize an expression as command, request etc.

On the other hand, he suggested that performance is what a speaker says and the substance of his competence (Neo English, 2010).Thus, while competence refers to grammatical knowledge and language aspects and while it is concerned with linguistic system, performance refers to actual use of language, and focuses on psychological factors during speech production (Çağrı, 2018).

It is important to mention that writing is considered as one of the most difficult skills to master, for the writer needs many skills and conventions to be skillful. These skills embody writing readiness, grammatical rules, patterns and devices, organisation of ideas and high degree of word choice accuracy…etc (Awg, BT, Chikh, Kamaruzaman and Bin Hasbollah, 2010).

Furthermore, Byrne (1988) asserts that writing is a means of communicating something to the reader: "any piece of writing is an attempt to communicate something: that the writer has a goal or purpose in mind; that he has to establish and maintain contact with his reader." He goes on saying that: "[the writer] has to organize his material and that he does this through the use of certain logical and grammatical devices."

The students' writing performance depends mainly on content, organisation, vocabulary and language use. Thus, at the end of learning the writing skill, EFL student writers must have an understanding of the presented events, actions, findings, and views. They must also be capable of commanding attention from the readers by the good use of vocabulary and language. In addition, they must be able to clearly structure their piece of writing with a beginning, middle and an end. (Awg et al. 2010)

Moreover, the teachers should provide their students with the right feedback, for its effect on the students' performance is highly variable. Feedback directs the students' attention; it motivates them, and it provides writing strategies for performance improvement. Such strategies includes planning, drafting, revising, editing. In addition, providing the students with feedback enhances their writing performance, for it evokes reflection on the writing process and content (Duijnhouwer, Prins and Stokking 2012).

Furthermore, there are certain challenges that affect EFL students writing performance and lead to writing failure. Among these challenges there are first language (L1) interference, lack of motivation, lack of writing feedback, lack of vocabulary and anxiety. In addition to the status of the students in the learning process such as learners' attitudes, empathy, inhibition that lower the writing performance (Jebreila, Azizifara and Gowharya, 2015).

1.6 Communicative Approach

The communicative approach is an approach that seeks to make the learners able to understand the intention and expression of the writers and speakers as Littlewood (1981) stated "one of the most characteristics features of communicative language teaching is that it pays systematic attention to functional as well as structural aspects of language, combine these into a more fully communicative view".

Hence, one of the effective ways to enhance the acquisition and learning of the language is through communicative skills, for language is considered as a system of communication, and it is acquired by using it in real communication. In addition, because teaching is responsive to learners' needs and interests, the teachers' role, in Communicative Language Teaching (CLT), is to help, advise, and facilitate the communication process.

Therefore, the communicative approach helps learners to discover the forms and structures of language for themselves. It emphasizes interaction as means of learning a language and it helps learners to gain confidence in using the target language step by step. "At the level of language theory, Communicative Language Teaching has a rich, if somewhat eclectic, theoretical base" (Richards and Rodgers, 2001).

The communicative approach is, hence, a language featured project, and an effective way that trains the students' language. It aims to cultivate the interpersonal skills, to improve the communicative competence of language learners, to develop the four skills in language learning (listening, speaking, reading, and writing), and to develop the communicative competence as opposed to the purely linguistic competence of learners (Tianzhu, 2013).

The communicative approach, Thus, came as a reaction to the old methods of teaching; namely, the grammar-translation method, the audio - lingual method and the direct method because the students were not learning the language in the right way, did not learn the 'whole language' and realistic language, did not know how to communicate in real life situations and were unable to communicate in the culture of the language studied. In addition, the focus of these methods was on form rather than meaning, and the learners were passive. Learners lacked real communication competences outside the classroom (Azimova, S. 2019).

1.7 Related Studies

The following is a table summarizing the most prominent studies conducted on the communicative competence on its own in the first part, and the communicative competence along with the writing skill in the second part. The related studies are reported with respect to their date of conduction, starting from the older ones to the newer.

1. Studies on the Communicative Competence				
EFL Teachers' Perception of the Concept of Communicative Competence				
Author/ Citation	Type of Study	Sample	Data Collection Approach	Key Findings
Ahmad Nazari (2007)	Article	3 EFL teachers of a high school. and 9 EFL classes each, class held from 30 to 40 students	Interviews and observations	The results showed that some high school EFL teachers have an indistinct view about the concept of communicative competence and do not seem to distinguish between the broader and narrower meanings of the concept.
English Task to Develop the Students' Communicative Competence: a Study of Edukatif Work Book For Junior High School Students				
Author/ Citation	Type of Study	Sample	Data Collection Approach	Key Findings

| Dyah Rohma Wati, Endang Fauziati & dan Abdillah Nugroho 2013 | Article | 8 grade students | Documentation method (Edukatif work books of the first and second semester) | The results revealed that among the communicative competence and its five components, some components are not well developed in the work books. The tasks develop all components of discourse competence except one aspect in linguistic competence, that is, phonology. The tasks develop all components of actional competence except the speech act. The tasks develop components of sociolinguistic competence except the cultural and non-verbal communicative factor. The tasks develop only one component of strategic competence, that is, time gaining strategy. |

Exploring Factors Affecting Listening Skills and their Implications for the Development of the Communicative Competence

Author/ Citation	Type of Study	Sample	Data Collection Approach	Key Findings
Mayra Alejandra& Camacho Ardila (2013)	Article	3 English intermediate level students	Observations and semi-structured interviews	Findings revealed that factors affecting EFL participants' listening skills are motivation, paralinguistic features (such as the accent, noise, rate of delivery, pronunciation, and intonation), known vocabulary, concentration, teacher's methodology, use of materials and learner's background, and it was found that these factors are directly or indirectly implied in the development of communicative competence.

Communicative Competence of Secondary Senior Students: Language Instructional Pocket

Author/ Citation	Type of Study	Sample	Data Collection Approach	Key Findings

Charita B. Lasala (2014)	Article	The selected graduating high school students were utilized as the research respondents and cluster sampling was used.	Focus group discussions and a structured oral interview	The results showed that level of communicative competence in oral and writing skills of the students is both acceptable, and they differ in their numerical values. In terms of grammatical competence in oral skill, the average rate is 3.10 while the respondents obtained an average rate of 2.91 in their writing skill. In terms of discourse competence in oral skill, the average rate is 3.10, while the respondents obtained an average rate of 2.68 in their writing skill. In sociolinguistic competence in their oral skill, the respondents obtained an average rate of 3.29 and 3.01 in their speaking skill. For the strategic competence, the respondents got an average rate of 3.12 in their oral skill and an average

				rate of 2.73 in their writing skill.
Promoting Communicative Competence within EFL Contexts: A UAE Case Study				
Author/ Citation	**Type of Study**	**Sample**	**Data Collection Approach**	**Key Findings**
Suhair Eyad Al Alami (2014)	Article	34 students studying at a private university	A pre-post test	The results showed that as far as enhancement of communicative critical reading competence is concerned, both groups could achieve progress towards the end of the academic semester, as indicated by their achievement on the communicative critical reading competence pre-posttest. However, the experimental group students could achieve a significant progress.
Development of an English Communicative Competence Diagnostic Approach				
Author/ Citation	**Type of Study**	**Sample**	**Data Collection Approach**	**Key Findings**

Kullaporn Poolsawad, Sirichai Kanjanawase e, &Jirada Wudthayagor n (2015)	Article	Group for ninth grade students	Teacher's questionnair e, student self-assessment, VDO recording, checklist and descriptors	The results showed that most of students' errors fall in the aspects of grammatical knowledge and sociolinguistic knowledge.

Being 'a Competent Language User' in a world of Others – Adult Migrants' Perceptions and Constructions of Communicative Competence

Author/ Citation	Type of Study	Sample	Data Collection Approach	Key Findings
Mariya Rydell (2018)	Article	6 groups of 5 to 7participants in each group	Focus group discussions	The results showed that perceptions of competence that influenced how the adult migrants were positioned by others as well as by themselves which consequently had an impact on their participation in communicative events and contributed to their feelings of

				entitlement to being or not being 'a competent language user.

Why Can't I Join? Peer Rejection in Early Childhood Education and the Role of Oral Communicative Competence

Author/ Citation	Type of Study	Sample	Data Collection Approach	Key Findings
Femke van der Wilt, Chiel Van Der Veen, Claudia Van Kruistum, & Bert van Oers (2018)	Article	447 childrenaged 4 - 6 years	Test for Pragmatics and a sociometric method with peer nominations	The results showed that after controlling for gender, and age, oral communicative competence accounted for unique variance in peer rejection and was negatively related to the extent to which children were rejected by peers: children with poorer oral communicative competence experienced higher levels of peer rejection. No gender differences in this relation were found.

Improving Teaching Capacity to Increase Student Achievement: the Key Role of Communication Competences in Higher Education

Author/ Citation	Type of Study	Sample	Data Collection Approach	Key Findings
Ángel Rodríguez López, Jaime E. Souto, & María Luisa Arroyo Noblejas (2019)	Article	236 students, 124 women and 112 men	Questionnaire	The results support the existence of differences between the two blocks of analyzed competences, as well as the importance of communication competences and the relationships of competences related to communication with all other competences with highest differences.

Effectiveness of Educational Intervention on Communicative Competence in Pre-Service Teachers

Author/ Citation	Type of Study	Sample	Data Collection Approach	Key Findings
Rocío QuijanoLópez, Marcela Hernández González & InmaculadaG	Article	360 students	Pre-test and post-test	Results revealed deficiencies in the control and experimental groups concerning students' training in communicative competence at pre-university levels. Also, it is observed how

arcíaMartíne z (2020)				the experimental group has improved thanks to the application of the Affective e-Learning program.
2. Studies on Communicative Competence and Writing				
English and German Learners' Level of Communicative Competence in Writing and Speaking				
Author/ Citation	**Type of Study**	**Sample**	**Data Collection Approach**	**Key Findings**
Vesna Bagarić (2007)	Article	220 students including 107 grade 8 from fifteen primary schools and 113 grade from ten secondary schools	Tests and rating scales	The results showed no significant difference in either the level of communicative competence components between primary school English and German learners; however, secondary school English and German learners showed differences in both their overall level of CC in writing and speaking and level of attainment in almost all CC components.
The Flowering of EAP/ESP: Customized Support for the Development of Communicative Competence in Writing in the Disciplines				

Author/ Citation	Type of Study	Sample	Data Collection Approach	Key Findings
Eva Braidwood& Suzy McAnsh (2013)	Article	12 students of architecture and biochemistry	Two small corpora of academic/sci entific texts	The finding showed that although there were relatively few problems connected with cohesion and coherence, it appeared that the main challenge for both groups of students lay in the use of devices to link ideas within a sentence or paragraph. This was demonstrated, for example, in a lack of connectors, as well as the confusing substitution of one relative pronoun for another, such as which for who, or that for which. The students of architecture also made some inappropriate use of anaphoric reference
Process Writing and the Development of Grammatical Competence				

Author/ Citation	Type of Study	Sample	Data Collection Approach	Key Findings
Marco Tulio ArtunduagaCuéllar (2013)	Article	a group of 22 students of the third semester	Written production analysis	The results indicated that the use of writing activities to develop grammar generates a mutually enriching process as both linguistic elements are enhanced.

Improving Students' Writing Abilities through Content-Based Instruction: Effect of Skill Integration and Use of a Rubric

Author/ Citation	Type of Study	Sample	Data Collection Approach	Key Findings
Naoya SHIBATA (2016)	Article	28 students (10 males and 18 females)	flash writing activities, surveys, self-evaluation, both writing and speaking performance tests, and interviews	The results showed that some participants found the correlation between listening and writing abilities through taking CBI. participants found CBI helpful to improve their target language ability

Using Grounded Theory to Validate Bachman and Palmer's (1996) Strategic Competence in EFL Graph Writing

Author/ Citation	Type of Study	Sample	Data Collection Approach	Key Findings
Fereshteh Tadayon and Hamdollah Ravand (2016)	Article	8 English language students	Writing samples, interviews and observations	The results revealed that this model yielded the recursive core process in relation to different components of strategic competence and its credibility.

Conclusion

This chapter has attempted to shed light on the communicative competence. It first presented an overview of the term. Then, different models of the communicative competence were tackled namely: Canale and Swains Model (1980), Canale's Model (1983), Celce-Murcia's et al. Model (1995), and Bachman and Palmer's Model (1996). Next, all the five sub-competences of the communicative competence were presented namely: the linguistic competence, the socio-cultural competence, the discourse competence, the strategic competence, and the actional competence. The chapter discussed the communicative competence in the language learning materials. It, then, covered the notion of performance along with the notion of the writing performance. The communicative approach was highlighted within this chapter. The latter ended up with the related studies section in which studies on the communicative competence were reported first, then, studies including both the communicative competence and writing were presented. The information reported in the related studies table were: author/ citation, type of study, sample, data collection approach, and the key findings of the studies. According to the reviewed literature, the communicative competence seems to be essential in enhancing the individuals' life quality with all the complex communication needs; for it helps to attain personal, educational, vocational, and social goals; the matter that needs further research in a different context.

Chapter Two

Writing Skill and Communicative Competence

Introduction

After a period of neglecting writing during EFL classes to the detriment of speaking, the communicative principles in English methodology has reconsidered the importance of the writing skill for language acquisition. Therefore, this chapter deals mainly with an overview of writing and its nature and characteristics namely: organization, writer's process, purpose, mechanics, grammar, word choice, audience, syntax, and content. The chapter, then, tackles academic writing, foreign language writing, the concept of error in writing and the types of errors the students commit, and feedback in writing. Furthermore, approaches of teaching writing are covered namely: product based approach, process based approach, genre based approach, process genre based approach, and the process product approach. The chapter deals with teaching writing through the communicative competence components namely: writing and discourse competence, writing and linguistic competence, writing and pragmatic competence, writing and intercultural competence, and writing and strategic competence. Finally, the chapter ends up with a table summarizing the related studies first studies on the writing skill on its own, then, studies on the communicative competence and writing together.

2. 1 Writing Skill Overview

Considering writing as a productive skill through which a learner manifests his language, Belouahem (2008) states: "writing is an active means of communicating ideas, a major classroom procedure, an important language activity, and significant language skill that should be developed at an early stage of learning the foreign language."

Vygotsky (1978) stated that writing is a complex socio-historically created means of communication which is important for schooling, and he stressed the importance of teaching writing to children to be able to express clearly and easily their thoughts and ideas to others. Additionally, he viewed writing as a social activity that 'involves dialogic processes of invention such as texts, as artifacts in activity, and the inscription of linguistic signs in some medium and not just as an end product.

Therefore, writing was developed over thousands of years in the human history, and it is considered to be one of the complex mental processes that has a great role in developing the higher mental functions which help individuals to regulate others around them as Langer and Applebee (1987) argued more than three decades ago that writing typically involved careful thinking, and shaped human thinking process and how knowledge is presented to others.

Moreover, the process of writing is, on one hand, claimed by some researchers to be experienced as one of the most difficult of all skills because it involves starting, developing and finishing a complicated combination of tasks, and it requires different skills and orientations at different phases in the process. On the other hand, some researchers like Elbow and Belanoff (2000) claimed that even if writing makes complicated demands on the skills and abilities, it is possible to make it easy, or at least easy enough.

Hedge (2000) stated that the writing process involves different hard and non-spontaneous activities and steps to be managed by non-natives. For a writer to write a good piece of writing he/she must set a goal, generate the ideas, organize information, select the appropriate language, make a draft, read, revise and edit it. In the same path, writing is one of the most complex cognitive activities that involve a great number of cognitive components,

and it is a means of communication that enables people to expresses their feelings, thoughts, ideas and experiences (Akyol, 2000).

The National Commission on Writing (NCW) (2003) recommended that writing "at its best, it helped to transform the world. Revolutions have been started by it. Oppression has been toppled by it. And it has enlightened the human condition". In addition, it is considered as one of the most important methods of learning and teaching (Lengelle, Meijers, Poell, Post, 2013), for it transforms knowledge, advances consciousness, builds reflective problem solving, and enhances critical thinking skills (Bailey, Zanchetta, Velasco and Pon, 2015).

Although writing is one of the important types of speech activities along with reading, speaking and listening, many scholars tend to pay less attention to it because the exchange of information in a communicative situation is carried out mainly through speaking and listening (oral speech), and because writing (written speech) is formalized not only in terms of language, but also in terms of the text (Pavel, 2019).

However, two main raisons have increased the formalization of written speech. The first is the ability to produce clear conventional communicative messages that facilitates the correct perception and understanding of information; and the second is the ability to master different types of written texts' formal structures in the target language, that is a very important goal of learning written communication.

Therefore, Writing is an inherently creative process in which knowledge and thoughts are shared, transmitted, generated and developed. Pavel (2019) suggested that writing is a productive type of speech activity that provides expression and fixation of thought with the help of a system of graphic signs adopted in a particular language which includes the formation of graphic, calligraphic, spelling and phonetic skills, and it is also a process and result of communication in the form of text.

Louise and Anne (2019) stated that "writing works to de-comfort our subjectivities and provide critical approaches in which we recreate ourselves and our pedagogies, sciences, institutions and systems again and again not to lose force, to create on the basis of always, uncertain knowledge." People write for many reasons; for example, they write with an aim to share messages, create and continuously question or they write to de-comfort themselves.

2.2 Characteristics of Good Writing

Many scholars tried to explain the nature of writing. Some of them saw writing as an act of creation like building or carving, and some saw it as a discovery like exploring and mining; whereas, some saw it as cooking because it involves both the process and the product. Thus, the written speech has some characteristics which are seen often as challenging for EFL learners writers. These characteristics are presented below:

Figure 2.1 Producing a Piece of Writing
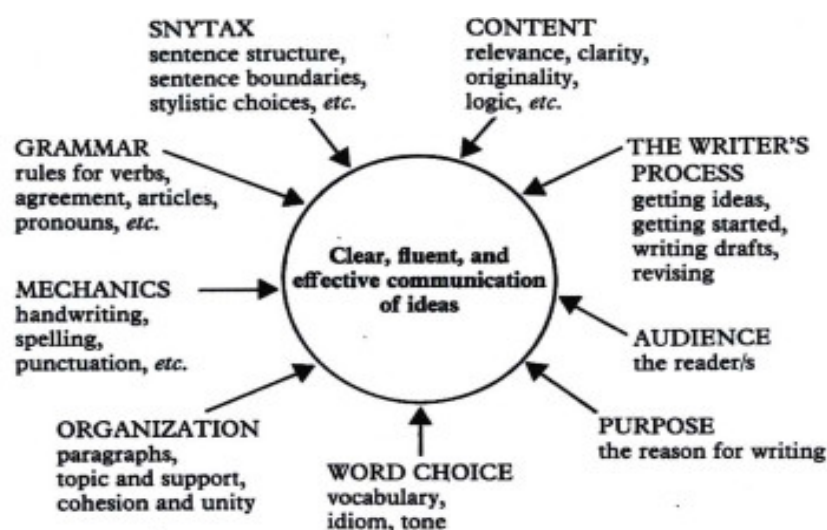
2.2.1 Organization

Academic writing follows a standard organizational pattern. There is an introduction, body and conclusion in academic writings and each paragraph logically leads to the next one.

a. Introduction: it has the thesis statement that provides background information, and it catches the readers' attention by letting him/her know what to expect.

b. Body Paragraphs: they are paragraphs that support the thesis statement with logical reasoning and evidence; each paragraph has a topic sentence, major supporting ideas and minor supporting ideas.

c. Conclusion: it summarizes the main points of thesis, and shows the reader the significance of the paper's findings (Whitaker, 2009).

2.2.2 Writer's Process

Every writer follows an instructional approach to write an effective piece of writing in an easy way. This approach or process comprises five recursive stages of writing which are pre-writing, drafting, revising, editing, and publishing. These stages of the writing process are explained as follows:

Prewriting in this stage, students start to plan their writing, define a purpose, target an audience, brainstorm ideas, narrow a topic, and organize information.

Drafting after prewriting, students start to make a piece of writing in this stage. Meaning, students start only to write the first draft without trying to make their writing look perfect.

Revising in this stage, teachers can provide their students with feedback, or students may read their work to their peers to see how it might be improved. Therefore, the students can add or delete information, rearrange sentences and paragraphs.

Editing in this stage, students polish their drafts. They reread and correct grammar and spelling mistakes.

Publishing in this stage, students make their final, clean and well organized pieces of writing. They also share their writing with others. (Owocki, 2013)

2.2.3 Purpose

Writers should target their audience before they start to write in order to deliver a message effectively. Thus, there are different genres of writing, and writers should choose a specific genre to target a specific purpose. Moreover, choosing a purpose will help writers to feel more comfortable about writing and to write effectively and easily. Thus, the main purposes from writing are to inform, to explain, to narrate, and to persuade. These purposes are explained as follows:

To Inform: when writers write to inform, their purpose is to share facts or to give information which are always supported by facts and truthful evidence.

To Explain: when writers write to explain, their purpose is to tell what, how, and why about a specific subject. Thus, writers will write about how to do something; for example, how to write an effective piece of writing.

To Narrate: when writers write to narrate, their purpose is to tell a story, an anecdote, a personal narrative or tell about a situation. The narrative writing can be true or imaginary, and it has a beginning, middle, and an ending.

To Persuade: when writers write to persuade, their purpose is to state an opinion or a goalto make certain audience agree or take an action. The writers' purpose is supported by reasons and supporting details (Owocki, 2013).

2.2.4 Mechanics

When writing, the students must pay attention to handwriting, grammar, spelling, vocabulary, punctuation, and capitalization to get an effective clear piece of writing. Some

students may face difficulties when trying to avoid these kinds of errors. Therefore, students must emphasize the correctness of pencil grip, motor memory for the letter formations, and practice for fluency. They must also go through the different stages of writing to edit the vocabulary usage, sentence, grammatical construction and to check their writing to avoid spelling mistakes. Moreover, teachers should provide their students with assignments that improve their writing (Wagner and Dip, 2015).

2.2.5 Grammar

Grammar is very important in writing, for it conveys precise meaning from the writer to the audience, and it provides the rules for the use of the spoken and written speech. Grammar comprises eight parts of speech which are verbs, nouns, pronouns, adjectives, adverbs, prepositions, conjunctions and interjections. Thus, a complete sentence must have a subject and a predicate (verb).

Moreover, Wilkins (1976) argues that: "a single grammatical form may be semantically quite complex. The learning of grammatical meaning needs to be planned no less than the learning of grammatical forms."

Furthermore, in *The Essential Chomsky* by Arnove (2008), the author states: "a fully adequate grammar must assign to each of an infinite range of sentences a structural description indicating how this sentence is understood by the ideal speaker-hearer." This suggests that grammar on its own without referring to the meaning expressed through it is not sufficient.

There are modifiers (adjective or adverb), phrases (two or more words without a subject and verb and acting as an adjective, and clauses (two or more words acting as an adjective or adverb and having a subject and predicate) which add information about the

subject and predicate. Therefore, writers should master grammar rules in order to produce an effective, clear, and correct piece of writing (Mackmillan, 2017).

2.2.6 Word Choice

After revising the final draft, the students start to make more choices. They start looking for words that capture the reader's attention and for words that convey the meaning to their audiences. Thus, word choice is a very important element when writing, for awkward, vague, unclear, or wordy words and sentences affect the writing (The Writing Sentence, 2021). Moreover some of word choice problems that usually face the writers are:

- **Misused words** it is when the written word means something and the writer wants to tell about something else.

  Example: Cree Indians were a monotonous culture until French and British settlers arrived.

  Revision: Cree Indians were a homogenous culture.

- Words with unwanted connotations or meanings.

  Example: I sprayed the ants in their private places.

  Revision: I sprayed the ants in their hiding places.

- The use of a pronoun when readers can't tell whom/what it refers to.

  Example: My cousin Jake hugged my brother Trey, even though he didn't like him very much.

  Revision: My cousin Jake hugged my brother Trey, even though Jake doesn't like Trey very much.

- **The use of Jargon or technical terms** which make it hard for the readers to get the idea.

  Example: The dialectical interface between Neo-Platonists and anti-disestablishment

Catholics offers an algorithm for deontological thought.

Revision: The dialogue between Neo-Platonists and certain Catholic thinkers is a model for deontological thought.

- **Wordiness** it is when the writer chooses extra or in efficient words

Example: I came to the realization that.

Revision: I realized (Source of the examples: The Writing Sentence, 2021)

2.2.7 Audience

Audience is a group of people that the writer intends to write for. Writers must consider their audiences, for writing for a specific audience will help the writer to structure the work, use a specific language, include specific information and better understand the audience. Therefore, writers should be helpful by using beneficial and useful information, they should be informative and they should be vivid by keeping the audience engaged and catch its interest. (Enrooth, 2021)

2.2.8 Syntax

English writers' writing must follow English rules for correct arrangement and coherent sentences. Thus, syntax is the format in which words, phrases and clauses are arranged to create a meaningful and clear sentence. Writers can use variety of sentence syntax to make the writing more interesting. An Example of syntax in a sentence is as follows:

- The boy jumped happily.
- The boy happily jumped.
- Happily, the boy jumped.

In addition to the correct arrangement of sentences, writers also must keep their ideas and sentences parallel (Writing Explained.org, 2021).

2.2.9 Content

Content involves the use of personal and clear ideas and words, the writer must avoid plagiarism, and he must be brief and concise. Thus, content depends on the purpose of the writer' piece of writing.

2.3 Writing Process

Seow (2002) suggested four major stages of the writing process as shown in Figure 2.2 which are planning, drafting, revising (redrafting), and editing. A study done by Jalaluddin (2011) showed that learners as writers could be involved in the process of planning, drafting, revising and editing which, allowed them to find direction in their writing, helped them to understand the process involved in the writing of their composition, and helped them foster their own creativity to produce effective piece of writing.

Figure 2.2 Stages of the Writing Process
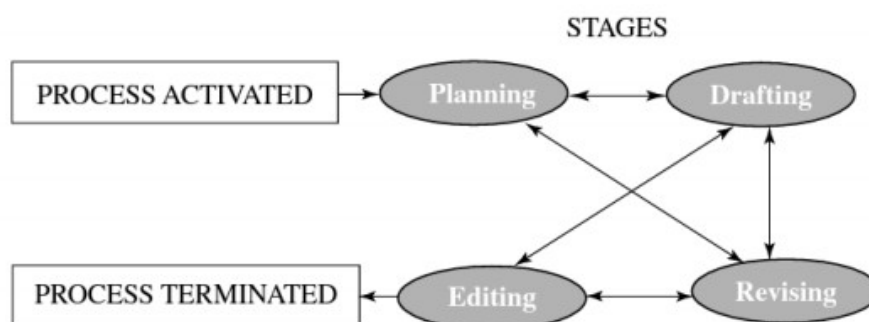
Planning or pre-writing is an activity, which consists of generating ideas and thoughts that prepare writers to write. Writers can be provided with different pre-writing activities such as brainstorming, free writing, or asking questions such as what, when, where, who, and how (Seow, 2002).

Drafting: Writers may start writing the first draft when they gather satisfactory amount of information. At this stage, writers should pay attention to fluency not to grammatical accuracy, and they should consider their audience when writing in order to adopt a well suited writing style and tone (Seow, 2002).

Revising: It is an activity done by the writers to ameliorate the content and the organization of ideas to be understood by the audience, at this stage, writers or student writers make some changes on their piece of writing at meaning and ideas level depending on the feedback they receive from their teacher or peers. They may check what was written to add new or more ideas (Seow, 2002).

Editing: This stage is about correcting errors such as grammar, spelling, punctuation, diction, and editing sentence structure. Writers edit their papers as they prepare to write the last draft to be evaluated by the teacher (Seow, 2002).

2.4 Academic Writing

Nordquist (2013) suggested that academic writing is precise, semi-formal, impersonal, objective, expository, and argumentative prose used by university students and researchers to convey messages and information about a particular subject. Academic writing is also a social activity in a disciplinary context used to communicate and participate in that disciplinary community (Coffin and Donohue, 2014).

Therefore, in one hand, teachers who see their principle role in the academic context as increasing the students' knowledge of the appropriate language forms, tend to see academic writing as the writing product ruled by existing norms and rules in the academe. On the other hand, teachers who stress the communicative nature of academic writing, and take a

social constructionist stance tend to see academic writing as a way of communicating with other members of academic community.

Thus, teaching academic writing effectively includes practice immersed in linguistic interaction which includes information exchange in certain social contexts, accurate use of language forms and following norms and elements of good writing (Salski, 2014).

2.5 Foreign Language Writing

EFL students writers are obliged to pay more attention whether consciously or not to the formal language aspects (Piotrowski, 2008). EFL students writers feel low motivated when it comes to developing higher competencies in foreign language writing, they perceive writing as a challenging and complex task to do regardless of the result or the quality of work (Bahous, Nabhani, Bacha, 2011).

Moreover, Hyland (2013) suggested that EFL learners may be very good in a specific domain, yet they may face challenges when applying their knowledge to writing. These challenges and difficulties include weak or absent evaluation of theoretical assumptions, weak arguments construction, lack of support for arguments, disorganized presentation of thought, lack of elaboration and integration, and lack of critical thinking (Bailey, et al. 2015).

In addition, Because of their limited writing experience, and their complete unfamiliarity with discourse community into a foreign language speech community, most of EFL student writers experience a degree of anxiety when it comes to writing. (Cronin and Hawthorne, 2019), and consider learning academic writing in a foreign language as one of the most difficult tasks. This make them feel demotivated, for they do not have the chance to engage in formative assessment or in self-assessment practices to improve their writings (Abdul Ghaffar, Khairallah, and Salloum, 2020).

2.6 Writing Errors

Errors can be defined as "morphological, syntactic, and lexical forms that deviate from rules of the target language, violating the expectations of literate adult native speakers" (Ferris, 2011). In one hand, errors are seen as negative signs of the students' learning, and thus should be prevented from happening by corrective feedback (Bitchner and Ferris, 2012). On the other hand, they are seen as signs of complex mental process, operating inside the learner's mind when the target language (TL) is acquired (Bitchner and Ferris, 2012).

2.6.1 Types of Errors Made by Student Writers

One of the common type of errors committed by EFL student writers are overt errors, which refer to ungrammatical sentences, and covert errors, which refer to grammatically well-formed sentences, yet not respecting the semantic context (Corder, 1981).

Ferris (2002) asserted that teachers should pay more attention to the students' most frequent errors and global errors for "errors that should receive the greatest attention should include errors that interfere with the comprehensibility of the text".

In addition to these types, there are treatable errors which are rule-based, and can be treated if the L2 or FL writers remember the rule; and there are untreatable errors which are related to the wrong word choice or the misunderstanding of usage such as preposition that need more extensive feedback unlike treatable errors (Ferris, 2009).

Thus, L2 and FL writers make both kinds, global and local errors (Craig, 2012). Global errors are those which affect the reader's understanding, and which include problems of clarity and organization whereas, local errors are those which are related to sentence-level errors, and do not result in misunderstanding.

2.6.2 Feedback

Peer feedback is very important, for it allows the students to know their strength and weakness through discussions; it allows them to comment and correct each other's writings Jiao (2007); and it generates positive impact among the students (Behin and Hamidi, 2011).

Moreover, a study done by Etemadzadeh, Seifi and Roohbakhsh (2013) showed that the use of questioning technique in teaching writing have a good impact on the students' writing; as it changes the students' perceptions towards writing from passive participation to actively participate in the questions and answers discussion session.

In addition, it helps the students to improve their critical thinking through stages as they learnt how to organise and develop their ideas in writing through their teachers' and peers support.

Additionally, because failure to recognise the communicative aspects of academic writing equals ignoring the student as a person; teachers should pay more attention to the content of the course and of the students' assignments; for the combination of academic writing instructions and foreign language learning is exceptionally a difficult task for EFL learners.

Therefore, the teachers' feedback in writing must be directed at the learner as a person not at the text; for feedback referring to form and to content provides the students with both evaluation of performance and a reader's reaction to the text being created (Salski, 2014).

In a study done by Abdul Ghaffar et al. (2020), it was claimed, in one hand, that the students can develop better understanding and awareness of the writing criteria and gain responsibility to enhance their writing competencies; by being engaged in collaborative co-

construction of writing rubrics; on the other hand, teachers can develop a deeper understanding of their students' assessment practices.

2.7 Teaching Writing

According to Booth, Luckett, and Mladenovic (1999) learning writing is a very complex process which takes many years to master; so, understanding the process of learning how to write would help the students and writers design good pieces of writing.

In the same path, Hyland (2002) suggested that writing is learned rather than taught, and the teacher's best methods are flexibility and support; which means, the teachers should consider the students' age, first language, their writing purposes, and their target writing communities while providing them encouragement in the form of feedback and guidance in the writing process.

Kellogg (2008) suggested that "the writing process is one that develops over two decades as students learn composition from late adolescence to young adulthood", and he portrayed a model of writing maturation that has three stages; (a) beginning which is telling what one knows, (b) intermediate in which writing is transformed for the author's benefit, and (c) final in which writing is for the reader's benefit. Thus, students learn writing through writing programs that emphasize practice (Huber, Leach-López, and Lee, 2020).

Moreover, the role of the teachers is developing the students' higher mental functioning to enable them to write in academic contexts, and materialize their academic writing abilities into reality, is considered crucial (Prithvi, 2020).

2.8. Approaches to Teaching Writing

Writing skill needs various approaches and strategies to be taught that are the ideas, rules and ethics related to writing process which are applied in the classrooms to teach

writing. Thus, EFL teachers must choose the appropriate approach to apply it in a particular lesson.

2.8.1 Product Based Approach

In this approach students copy their teachers' model text to produce theirs. For example, the teacher gives the students a written example and based on it, students produce similar compositions. In order to apply this approach in writing class, Steel (2004) suggested four steps to follow; first, students have to read the written example provided by the teacher and pay attention to ideas organization, language use and writing features. Second, they need to practice in order to apply the outlined elements in the teachers' text. Third, they need to try to copy the model through a collection of pre-set thoughts. Fourth, at last they need to do the task by using their skills.

This approach is considered to be advantageous because it helps the students to start learning how to systematically use certain pattern-product methods in writing narrative descriptive or persuasive essays, it helps them learn how to correct vocabulary and other sentence patterns and it improves their grammatical awareness (Tangpermpoon, 2008). Yet, focusing only on grammar structure and syntax, and focusing on mimicking the teacher' product rather than students' creativity is demotivating the students; for this reason, the product based approach has lost its popularity (Azlina, and Selvaraj).

2.8.2 Process Based Approach

Opposed to the product based approach, the process-based approach focuses a great deal on the process of getting the end product. In this approach, the writing process includes four processes; planning, drafting, revising and editing. Thus, Kroll (2001) claimed that one of the crucial steps in the process-based approach is when the teachers explain drafting to their students and give them feedback on their drafts, whether teachers' feedback or peers'

feedback, then revise their evolving texts. As shared by Maarof, Yamat, and Lili (2011) in "teacher feedback is regarded as a main requirement for improvement in students' essay writing".

This approach enables writers to improve their writing; it promotes writers' creativity when creating their own composition; it helps the students enhance their writing abilities in the classroom as scaffolding is present; and it provides feedback not only by the teachers but also by peer. Yet, it has some disadvantages; for instance, it consumes a lot of time, and it focuses on only the process instead of structures and grammar (Azlina, and Selvaraj, 2019).

2.8.3 Genre Based Approach

Badger and White (2000) suggested that genre based approach considers "writing as pre-dominantly linguistic, but emphasizes that writing varies with the social context in which it is produced; thus, producing texts is based on social context". The objective of this approach is enabling writers to communicate with the community" (Tangpermpoon, 2008).

Therefore, it helps the students to learn variety of sentence structures for different types of text as Elashri (2013) argued "Learners should be exposed to many examples of the same genre to develop their ability to write a particular genre", it teaches the students how to use language patterns to accomplish coherent, purposeful and meaningful writing, for every piece of writing has its purposes, (Tuan 2011) and it assists the learning process, by providing the students with a model text, that helps them reduce the anxiety. Yet, the genre based approach has limitations, for it underestimates the student's ability (Azlina andSelvaraj, 2019).

2.8.4 Process Genre-Based Approach

This approach is a combination of all the three above mentioned approaches, for it focused on the writing process, took account of social context knowledge and observed texts'

features (Rhalmi 2018). This approach emphasizes more the writing process, it helps the students to produce different types of writing, it helps the teachers to use different types of strategies such as "modeling, shared writing, guided writing, and interactive writing" (Lan et al. 2011 cited in Azlina and Selvaraj, 2019) in order to make writing teaching and learning easy and fruitful. Yet, process genre-based approach has its limitations also; for example, it needed a careful and tiresome planning, and it consumed a lot of time in planning and teaching (Azlina andSelvaraj, 2019).

2.8.5 Process Product Approach

This approach combines both product approach and process approach. It helps the students to develop and improve their writing skill; it helps them master writing mechanics and get familiar with sample texts and proceed with process writing; and it helps them use all the stages in the writing process which are prewriting, drafting, revising, editing and publishing to produce one's own writings. Yet, it is considered as a complex approach, for it takes much in achieving it (Azlina and Selvaraj, 2019).

2.9 Teaching Writing through the Communicative Competence

The writing skill plays a very important role in facilitating the communicative competence acquisition, and in increasing L2 learners' communicative ability; thus, Figure 2.2 describes how the different components of CC influence the development of the writing skill, and shows that writing skill is placed in a core position since it is the aspect of producing all the communicative competence components.

Figure 2.3 Teaching Writing through the Communicative Competence
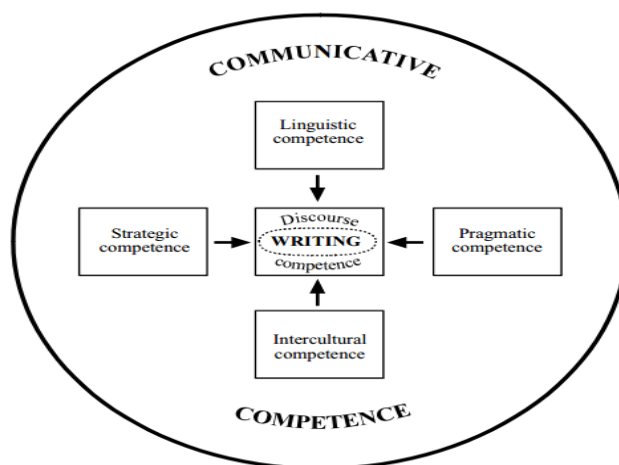
2.9.1 Writing and Discourse Competence

Celce-Murcia et al. 1995 suggest that discourse competence helps EFL student writers to utilize various discourse features such as cohesion, coherence and the knowledge of the structure of written genres. These discourse features enable EFL student writers also to produce a well-formed piece of writing that has a communicative goal and context in which it has to be written.

Thus, for a learner to be able to write a coherent written text, s/he needs to plan the discourse features to be used and then relate them to a given communicative goal and context; s/he needs to know how to produce linguistically and pragmatically accurate sentences given particular socio-cultural norms, and s/he needs to be able to use different strategies to allow effective communication (Esther et al. 2006).

2.9.2 Writing and Linguistic Competence

Linguistic competence is related to discourse competence, for difficulties in linguistic aspects, for instance, vocabulary, grammar and mechanics, leads to problems when producing cohesive and coherent texts.

Thus, linguistic competence includes the basic elements of a written communication such as vocabulary or lexicon and grammar rules. Writers need to become familiar with knowledge of the grammatical system in order to use words, they need to pay attention to form in order to learn the grammar rules and they need to know the essential mechanics in writing to avoid faulty punctuation and spelling mistakes that result in ambiguous written texts (Olshtain 2001).

Therefore, the mastery of linguistic competence is crucial element to the effectiveness of writing good understandable texts, for linguistic competence helps writers to construct well-formed accurate sentences without spelling errors or grammar mistakes in it (Esther and et al. 2006).

2.9.3 Writing and Pragmatic Competence

Pragmatic competence is also related to discourse competence, for written texts carry an intended meaning. According to Esther et al. (2006), pragmatic competence is the understanding of the illocutionary utterance force in harmony with the participant variables where the utterance takes place, in addition to politeness issues like formality degrees. It plays a great role in the spoken communication; however, in writing, the writer has to rely on a set of devices to convey the intended meaning of a written message.

Therefore, according to Kern (2000) these written devices include text layout and graphic devices such as punctuation and italics, syntactic devices such as cleft constructions, and linguistic devices such as the choice of verbs or adverbs.

So, the writer must be able to make readers achieve a full understanding of the written text, and must understand how texts are voiced by paying attention to their rhetorical situation (Esther et al. 2006).

2.9.4 Writing and Intercultural Competence

The intercultural competence is also related to discourse competence, for written texts are produced within a culture and are considered as cultural manifestations. This competence deals with the knowledge and ability of the writer to produce written discourses within a particular culture. To achieve the latter, Celce Murcia et al. (1995) suggested that writers must understand and respect the rules, norms and behaviors that exist in a target language community, and must develop cross-cultural awareness, since each culture has its different rules and norms (Esther et al. 2006).

2.9.5 Writing and Strategic Competence

Strategic competence is also related to discourse competence, for writers have to use various strategies such as organizing ideas, providing connections, and revising the written text several times in order to create a coherent piece of writing, and they need also to possess communication strategies such as paraphrasing, restructuring or literal translation from the first language to overcome limitations in the language area (Celce-Murcia and Olshtain 2000). Thus, strategic competence refers to both learning and communicating strategies that enable writers to write effectively (Esther et al. 2006).

Learning strategies are key to the students' success and academic achievements. Hence, Labed (2007) states that learning strategies: "are tactics, specific actions, and in a practical context they include also the will to learn and to attain a particular goal they set as to learn to be fluent, accurate or even spontaneous to survive in an English environment." The author gives practical examples of the type of strategies one needs to survive with saying: "to take notes, write a straightforward business or application letter, to ask for direction, to read and understand direction in a manual, and the like letter."

2.10 Related Studies

The following is a table summarizing the most prominent studies conducted on the Writing Skill on its own in the first part, and the writing skill along with the communicative competence in the second part. The related studies are reported with respect to their date of conduction, starting from the older ones to the newer.

1. Studies on the Writing Skill				
Peer Correction: The Key to Improve the Iranian English as a Foreign Language Learners' Productive Writing Skill				
Author/ Citation	Type of Study	Sample	Data Collection Approach	Key Findings
Bahram Behin & Somayye Hamidi (2011)	Article	Writing pretests and posttest	60 students aged18-25	Findings showed that the statistical analyses of pre-test and post-test proved that peer correction was useful in improving the subjects' writing skill
Improving Malaysian Rural Learners' Writing Skill: A Case Study				
Author/ Citation	Type of Study	Sample	Data Collection Approach	Key Findings

				Findings showed that the learners improved in terms of vocabularies when the teacher provided interactive approach via writing process approach. Three aspects were identified as important in the in improving the writing process which were teacher's questioning, commenting and giving clues technique
Ilyana Jalaluddina, Melor Md Yunusa & Hamidah Yamat (2011)	Article	Three learners and an English teacher	A five-months of observation	

The Role of Questioning Technique in Developing Thinking Skills: the ongoing Effect on Writing Skill

Author/ Citation	Type of Study	Sample	Data Collection Approach	Key Findings
Atika Etemadzadeh & Samira Seifi & Hamid Roohbakhsh	Article	60 Malaysian secondary students	Pre-test and post test	The findings from T-test showed that participants who received two weeks treatment demonstrated 17% improvement in their writing skill. Thus, the findings suggested that questioning

Farc (2013)				technique is an effective technique in provoking students to write.

Improving Functional Texts Writing skill in English as a Foreign Language

Author/ Citation	Type of Study	Sample	Data Collection Approach	Key Findings
Corina Ileana Dumitrescu & Maria Lavinia Coman (Moldovan) & Ioana Claudia Nuţu (2015)	Article	19 seventh graders - 9 boys and 10 girls	questionnaire	The results confirmed that the usage of topics connected to the students' own interests increases their ability to write functional texts. This fact seems to be mostly due to a motivation increase. It also stimulated students' meta-cognitive awareness: they became more confident in expressing own views and opinions, and in appreciating own progress more

| | | | | appropriately. |

The Effect of Digital Storytelling on Visual Memory and Writing skill

Author/ Citation	Type of Study	Sample	Data Collection Approach	Key Findings
Hatice Çıralı Sarıca & Yasemin KoçakUsluel (2016)	Article	59 grade primary school students	"Benton Visual Retention Test" and "Composition (Written Narrative) Evaluation Scale" were applied as pretest and posttest	The findings showed a significant improvement in terms of the visual memory capacity and writing skill of students in both experimental and control groups, and the average gain scores were higher in the experimental group. Findings further demonstrated that digital storytelling created a significant difference in the writing skill of students.

Poetry in Motion' a Place in the Classroom: Using Poetry to Develop Writing Confidence and Reflective Skills.

Author/ Citation	Type of Study	Sample	Data Collection Approach	Key Findings

Camille Cronina & Caroline Hawthorne (2019)	Article	25 students undertaking a Health Science Foundation Degree	Students' poems Analysis	The findings revealed that students found the experience of writing poetry challenging at first, but ultimately rewarding. Compared with writing more formal academic reflections, many students valued the opportunity to express their emotions and experiences more freely. Analysis of the student poems also revealed a rich bank of data relating to key professional themes and students' lived experiences
An Analysis of the Orthographic Errors Found in University Students' Asynchronous Digital Writing				
Author/ Citation	**Type of Study**	**Sample**	**Data Collection Approach**	**Key Findings**
Esteban Vazquez-Cano1 &	Article	A statistical and lexico-metric	1237 digital interactions in discussion	The results showed that there is considerable room for improvement in the

Ana Isabel Holgueras Gonzalez & Jose Manuel Saez-Lopez (2019)		analysis of the written texts and multiple regression analysis.	forums and emails between students of the National University of Distance Learning on subjects	orthography of university students' asynchronous digital writing. A total of 71.3% of errors were not conditioned by independent variables but by ignorance of the orthographic rules or incorrect use of the language.

Co-Constructed Rubrics and Assessment for Learning: the Impact on Middle School Students' Attitudes and Writing skill

Author/ Citation	Type of Study	Sample	Data Collection Approach	Key Findings
May Abdu-lGhaffar & Megan Khairallah & Sara Salloum (2020)	Article	Two sections of G8 taught by the same teacher The section consisted of 28 students aged between 12 and 14. .	Pre and post writing assessments & classroom observations, & pre and post interviews & questionnaire	Results revealed that the intervention class's mean average increased significantly in the post writing assessment, while the comparison class's mean average decreased but with no statistical significance. Class observations noted positive changes in the class dynamics and enhanced levels

				of students' interaction and engagement.
Writing Errors in Deaf Children				
Author/ Citation	**Type of Study**	**Sample**	**Data Collection Approach**	**Key Findings**
Alejandra Herrera-Marmolejo & Fernando Marmolejo-Ramos & Eliana Katherine Gamboa García& César Mejía (2020)	Article	199 deaf users of sign language, 15 deaf with hearing prosthesis, and 44 hearing children	A task of word writing from the test battery SONAR	The results showed significant differences in type error (lexical vs. phonological) only in the deaf signer's group, with higher values in errors related to lexical route. Yet, it was also found that there is a positive correlation between phonological errors and the number of coded words in the deaf group.
Improving Accounting Student Writing skill Using Writing Circles				
Author/ Citation	**Type of Study**	**Sample**	**Data Collection Approach**	**Key Findings**

| Marsha M. Huber, Maria A. Leach López, Eunsuh Lee, & Shirine L. Mafi (2020) | Article | Four different accounting classes at three different universities | A peer review method, called writing circles (WCs) | The results showed that at University A, it was found comparable results except for students going to WCs scored higher in grammar. At University B, it was found that WCs helped students improve the writing of their one-page tax research memos, mainly in focus and style. At University C, it was found that WCs again helped students better organize and focus their papers. |

2. Studies on Communicative Competence and Writing

Technical Writing: from Communicative Competence to Performance

Author/ Citation	**Type of Study**	**Sample**	**Data Collection Approach**	**Key Findings**
Irina Orlova (2012)	Article	75 students of the Latvia University of Agriculture who study	Theoretical and empirical literature analysis, informal	The results showed that due to regular exposure to 'real-life' contexts, the students' writing became more 'natural' and correct. After having received

		Civil engineering and Mechanical engineering.	interviews, observation, testing, case study	the first official results, the author will continue the research in order to help the students of engineering sciences communicate effectively in learning and professional settings.

Developing Students' English Communicative Skills Through Diary Writing : A Case Study of Second Year Business English Majors, Faculty of Liberal Arts, SBC

Author/ Citation	Type of Study	Sample	Data Collection Approach	Key Findings

Process Writing and the Development of Grammatical Competence

Author/ Citation	Type of Study	Sample	Collection Approach	Key Findings
Marco Tulio Artunduaga Guéllar (2013)	Article	A group of students	Diagnostic stage through the analysis of 10 journal entries and 7 field notes and a survey	The data analysis showed that students level changed progressively and a positive change was noticed in lexical competence, punctuation and sentence structure, verb forms and writing.

Amporn Srisermbhok (2018)	Article	16students: 5 males and 11 females whose age ranged from 19 to 21	Participants' diaries	The findings revealed that diary writing was an effective way to develop the learners' communicative skills, especially writing.
An Analysis of Students' Writing skill: Focus on Grammatical and Discourse Competence				
Author/ Citation	**Type of Study**	**Sample**	**Data Collection Approach**	**Key Findings**
Dini Hadiani (2019)	Article	3 groups of students	Documentation of students' texts and interviews	The findings revealed the social function, the generic structure, the linguistic features, and also the grammatical and discourse competence in students' explanation texts. It was concluded that the students perceived the importance of the use of correct grammar and textual structure in their writing.

L2 Interactional Competence in Asynchronous Multiparty Text-Based Communication: Study of Online Collaborative Writing

Author/ Citation	Type of Study	Sample	Data Collection Approach	Key Findings
Makoto Abe (2019)	Article	A group of 9 or 10 English as a foreign language university learners	collaboratively written essay	The data analysis indicated that, over the course of the task, the participants used a greater number of methods to make their writing contribution to the entire essay more recognizable; these efforts included announcing the theme of the writing contribution, requesting corrections, and displaying alignment with an essay-in-progress by using a cohesive device in their writing, along with a variety of linguistic and semiotic repertoires.

Conclusion

The primary purpose of this chapter is to present the writing skill. The chapter deals mainly with an overview of writing and its nature and characteristics namely: organization, writer's process, purpose, mechanics, grammar, word choice, audience, syntax, and content. The chapter, then, tackles academic writing, foreign language writing, the concept of error in writing and the types of errors the students commit, and feedback in writing. Furthermore, approaches of teaching writing are covered namely: product based approach, process based approach, genre based approach, process genre based approach, and the process product approach. The chapter deals with teaching writing through the communicative competence components being the key features to the current study namely: writing and discourse competence, writing and linguistic competence, writing and pragmatic competence, writing and intercultural competence, and writing and strategic competence. Finally, the chapter ends up with a table summarizing the related studies first studies on the writing skill on its own, then, studies on the communicative competence and writing together.

Chapter Three

Research Methodology

Chapter Three: Research Methodology

Introduction

The present chapter provides an overview of the methodology plan. It gives a description of the study design being the quantitative approach with a case study. The chapter, then, presents the mixed method research, the quantitative research approach, the qualitative research approach, and the case study. Furthermore, it covers the data collection procedures and instruments used in the study in both the diagnostic stage and the exploratory stage. In the diagnostic stage, four preliminary tools were used namely: an observation of the students' essays, an informal discussion with different written expression teachers and third year students, an interview with five (05) written expression teachers, and a focus group discussion was done with twenty (20) third year students. As for the exploratory stage, a questionnaire was conducted with ninety-six (96) third year students of English, another questionnaire was done with three (03) written expression teachers, and a corpus rating scale was developed to evaluate ninety-six (96) third year students' essays. After undertaking pilot tests on all the three tools used in the study to ensure validity, the instruments were distributed among the study's sample.

3.1 Quantitative Approach with a Case Study Focus

3.1.1 Design

The research design is the schema of the various and different steps that are going to be presented in a research process in order to reach a particular objective. It begins with the hypothesis formulation and ends with the conclusion of the research.

The research steps differ for different types of studies; for instance, the steps to be followed in survey design are different from the ones to be followed in an experimental design. Therefore, having a general clear idea about the nature of the research, whether it is exploratory, experimental, or descriptive, will help in identifying the appropriate research steps (Sahu. 2013).

Moreover, a good research design must be a) objective and built on observations that are free from bias and from the observer's view point. b) It must be reliable in terms of consistency (means the respondent should not provide a different answer each time the same question is asked in different forms) and in terms of authenticity (means the information must be obtained from a source which has the authority and credential to report about the problem).

Moreover, c) a good research design must be also valid (means the selected research instruments must be valid), and d) it must be generalizable (means the generalization of the outcome of a research). These characteristics help in reaching the objective of a research in the best way (Sahu. 2013).

3.1.1.1 Mixed Method Research

Because the use of quantitative and qualitative approaches together in the same time provides a better understanding of the research problems, many researchers tend to use the mixed method research. The latter is a research design that comprises of gathering, analysing and interpreting both qualitative and quantitative data in one single study or in multiple studies (Roslyn, 2014).

Moreover, in order to utilize the mixed method effectively, the researcher must have a clear idea about the quantitative and the qualitative research approaches. The researcher must also understand what these approaches are.

3.1.1.2 Quantitative Research Approach

It is a type of research in which the researchers decides what to study, narrow down questions, collect quantifiable data from the population and analyse these data in an objective manner. It aims at providing evidences to a certain situation through the collection of numerical data, and it is used also to test relationships between different factors to examine cause-and-effect relationships.

Moreover, this approach allows the researcher to use a large sample of participants, which allow him/her to generalise the findings, and it enables the researcher to make judgments about the study usefulness through the use of statistics (Addo and Eboth, 2014).

3.1.1.3 Qualitative Research Approach

It is a type of research in which the researchers collect data from participants' views. The researcher asks general questions, analyses and interprets the data for themes and conducts the inquiry in a subjective manner. Thus, in order to understand a specific human behaviour, this type of research is utilized to explore human experiences in a particular context.

The qualitative research has some features. a) It is inductive, which means that the collected data are related to the phenomena under investigation. b) It is descriptive, which means that a detailed description of the phenomena is possible in the research. c) It is interpretive, which means that only one interpretation of the data can be offered (Addo and Eboth, 2014).

3.1.2 Case Study

The case study is a form of empirical social enquiry which investigates a social phenomenon not only in details but also in real life contexts (Yin 2014). The case study can be used in qualitative and quantitative studies. It can be used within disciplines such as

political science, law, public health, medicine, business, social science, and education and it can be used in exploratory, explanatory, and evaluation types of research.

The aim behind utilising the case study is to test and develop a theory, add to humanistic understanding and existing experiences, and uncover the intricacies of complex phenomena (Forrest, 2019).

3.2 Setting, Population, and Sample

3.2.1 Setting

The study was conducted in Mohamed Lamine Debaghine University, Setif 2, Algeria during 2021-2022 with third year students and their written expression teachers at the department of English language and literature.

3.2.2 Population

According to Polit and Hungler (1999), the term population refers to "the aggregate or totality of all the objects, subjects, or members that conform to a set of specifications." Cresswell (2012) agrees with Pilot's (2001) definition, he admits that "population is the group of individuals having one charactristic that distinguishes them from other groups". Furthermore, Walliman (2011) states that "population is a collective term used to describe the total quantity of cases of the type which are the subject of your research". Moreover, Mackey and Gass (2012) define it as "the larger group of people whom the survey is about." (Cited in Siyanova, 2012).

On the light of the pervious definitions, the target population is all third year students at the department of English language and literature. Besides to third year students, the population is extended to their written expression teachers at the same department in Mohamed Lamine Debaghine University, Setif 2, Algeria.

To obtain the necessary information concerning the students' communicative competence deficiencies in their writings at the department of English language and literature, the total number of four hundreds eighty (480) third year students with their three (03) written expression teachers were chosen to represent the population of the current study.

3.2.3 Sample and Sampling Techniques

According to Pilot 2001"research studies almost always rely on a sample of subjects, who are a subset of the population. It is clearly more practical and less costly to collect data from a sample than from an entire population". He goes further, and coins random sampling saying that "every member of the population has an equal probability of being included in the sample".

Conducting research with (03) written expression teachers is possible, this is why no sampling was operated on them. However, with a population of (480) students, it is impossible because of many reasons mainly availability, accessibility of participants, and time constraints. That is why this study opts for sampling. It is important to mention that there are many types of sampling techniques but, only random and purposeful samplings are believed to achieve the validity and reliability of the research results.

For a sample to be representative, one fifth (1/5th) of the whole population was randomly selected, the equivalent of ninety-six (96) students. Random sampling was operated on third year students in order to avoid bias whereas and in so doing; all the students have an equal chance of being selected. No sampling technique was operated on the teachers because they all have a direct relationship with the issue studied and their number is reduced and could be dealt with easily.

3.4 Data Collection Tools

To diagnose the problem, the current study included at first four preliminary tools which are an observation of the students' written essays, an informal discussion, a focus group discussion, and an interview.

3.4.1 Informal Discussion Overview

The informal discussion is a qualitative research tool that is free from organisational formalities. The term informal discussion has a number of synonyms such as informal interviewing, informal communication, unstructured interviewing, and ethnographic interviewing. Informal discussions are regarded as the elements of social and educational investigation, and important research techniques because they provide the researchers with the production of valuable data.

Therefore, the researcher uses informal discussion to fully understand a certain phenomenon, to establish a rapport and to form non-hierarchical set of relationships. The exchange of informal discussions messages can take place everywhere, for example; at home, at the work place, surrounding streets…etc. and the researcher can take notes or can record if needed. (Swain and Spire, 2020) In addition, the collected data through informal discussion are equally important and valid as the data gathered from formal interviews. (Swain and Spire, 2020)

3.4.1.1 Informal Discussion Advantages

Informal discussion has also various advantages that are worth considering, for example; it is done in a free environment because informal discussions can be done everywhere. The informants in an informal discussion are also free, for they are not restricted to specific time and they are not obliged to answer all the questions (Samikcha, 2020).

Therefore, it is more flexible than the formal one, and transmits the information rapidly. In addition, it can be used to encourage the exchange viewpoints, ideas, thoughts and feelings. Moreover, the informants will feel free to give their opinions, feelings, or ideas to the researcher and to the others without any hesitation or fear. They can even participate in providing a solution to the researcher proposed problem (The business communication 2020).

3.4.1. 2 Informal Discussion Disadvantages

Although informal discussion has many advantages, it is not free from limitations. Among the drawbacks of informal discussion there are: lack of secrecy, for there is no restricting rules when the informants interact with each other. Moreover, information gathered from discussion may sometimes be incomplete and this leads to a misunderstanding (Samikcha, 2020). In addition, contradicting to the formal discussion, the informal one does not always provide reliable, partial information (The business communication 2020).

3.4. 2 Focus Group Discussion Overview

Focus group discussion (FGD) is a type of interview in which a group of ten or less than ten people gather usually with a researcher to talk about a particular idea for one or two hours. After the researcher asks participants some questions, they are going to share their opinions and ideas freely (Alexis, 2019).

Therefore, focus group discussion is a qualitative evaluation research tool used by researcher to know about the differences between groups, to help the participants to reflect their minds, to help them organise their knowledge and to help them feel at ease when answering the researchers' questions (Lia, Hsien Huang and Min Huang, 2020).

3.4. 2.1 Focus Group Discussion Advantages

Focus group discussion has many advantages that are worth considering. It provides a significant amount of data about a topic in a short period of time; it enables the research to collect information without having any restriction.

It can further be conducted online which makes it easy for the researcher to talk to more people and to hold more discussions. It allows the researcher to build an idea and develop information through the many viewpoints of all the participants. In addition, it is money saving, for the researcher gather a group of people to get a large amount of information in a short period of time (Miller, 2020).

3.4. 2.2 Focus Group Discussion Disadvantages

Focus group discussion has also some disadvantages that must be taken into consideration. One of the main challenges that face FGD is that it does not provide the single participant the opportunity to talk much about the topic since the group members are discussing in the same time, and some member may dominate the talk (Miller, 2020).

Another challenge is that some members may impact the results of a focus group discussion because of the bias they bring with them. In addition, different opinions may lead to conflicts between the group members, especially if the topic is about religion, ethics or politics (Miller, 2020).

3.4. 2.3 Focus Group Discussion Results

Some results that show the students opinions about their level in the communicative competence are as follows:

- *How confident are you in your ability to use appropriate grammar and vocabulary in your writing?*

Figure 3.1 Students' level of confidence to use Appropriate Grammar and Vocabulary in Writing
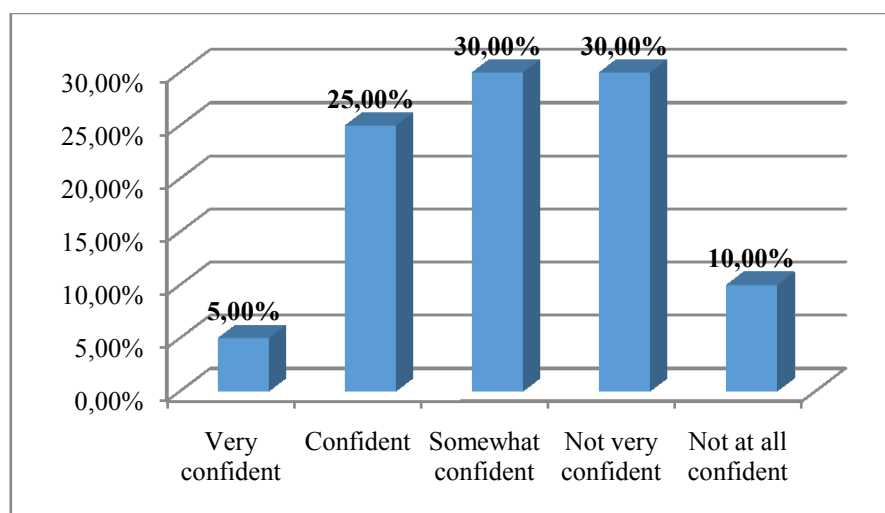
According to the figure 3.1, only 1 student (5.0%), 5 students (25.0%), 6 students (30.0%), 6 students (30.0%), and 6 students (5.0%) are very confident in their ability to use proper grammar and vocabulary in writing. Furthermore, 2 students (10.0%) stated that they have no confidence at all in their ability to employ proper grammar and language in their writing.

Only a tiny percentage of the students (5%) expressed very high levels of confidence in their ability to utilise proper grammar and vocabulary in their writing, compared to the majority of the students (60%) who reported low to moderate levels of confidence. This implies that more assistance and materials could be required to help children develop their language skills in writing.

- ***When talking with people from different cultures, how do you include cultural distinctions in your writing?***

Figure 3.2 Frequency of Including Cultural Distinctions in Students' Writing

- when Talking with People from Different Cultures
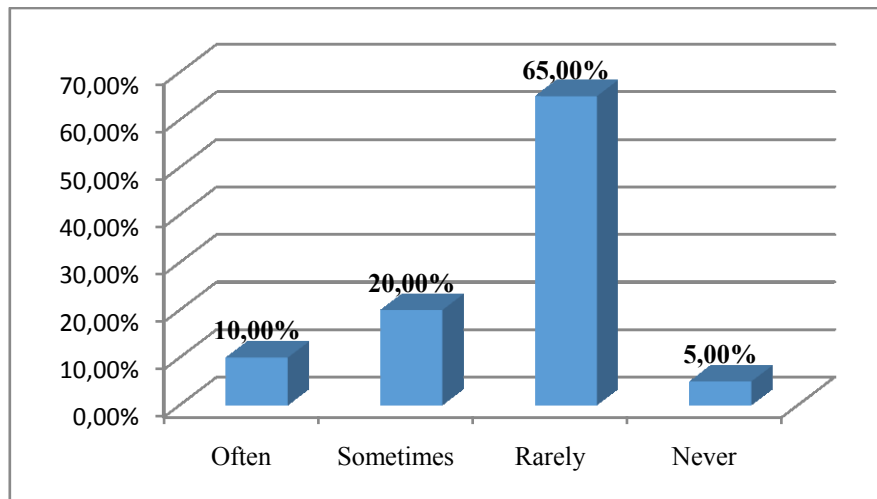
The statistics show that, when writing to people from other cultures, most of the students (65%) very rarely make cultural distinctions, whereas just 10% frequently do. Only 5% of the students never include cultural distinctions, whereas 20% do so occasionally. It is important to remember that just 20 of the students were questioned, which restricts the applicability of these findings to a larger population. However, the figure 3.2 indicates that many students might gain from additional instruction and training on how to successfully incorporate cultural distinctions in their writing.

• *How confident do you feel in your English writing abilities?*

Figure 3.3 Students' Confidence about their English Writing Abilities
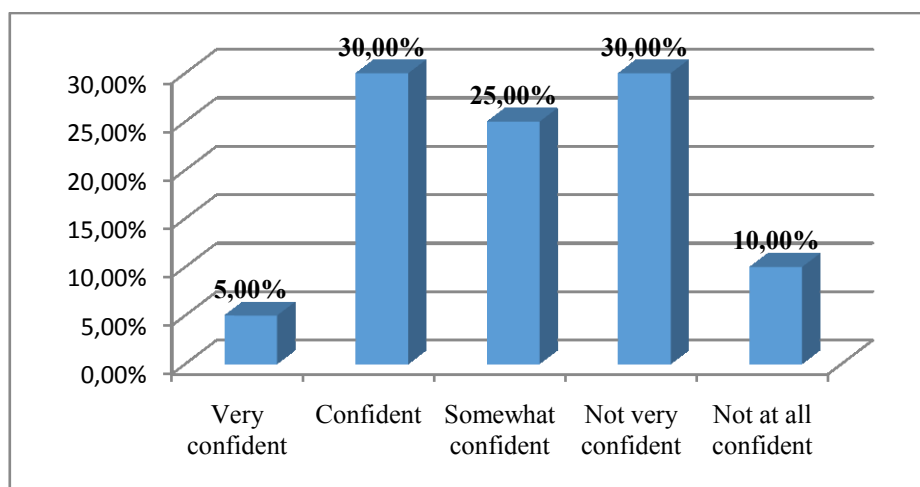
30% representing "not very confident" and "confident" with 30% were the most prevalent levels of confidence, followed by "somewhat confident" at 25%, "Very confident" at 5% and "not at all confident" at 10% were the least prevalent confidence levels. Overall, the findings imply that most of the students lack confidence in their ability to write in English, with just a tiny minority expressing high levels of confidence. This can suggest that the students could use more assistance and materials to hone their writing abilities.

• *Which skills do you believe you need to develop in order to communicate in written English effectively?*

Figure 3.4 Skills Students Believe they Need to Develop in order to Communicate in Written English Effectively
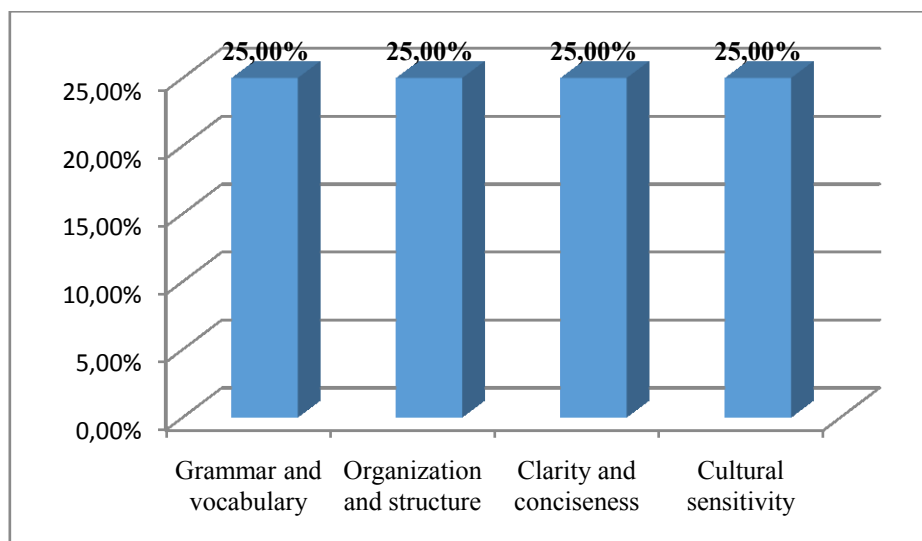
Based on Figure 3.4, it is clear that the students have highlighted four crucial areas for improvement in order to effectively communicate in written English:

- Grammar and vocabulary

- Organization and structure

- Clarity and conciseness

- Cultural sensitivity

The students value each of these categories equally, with 25% of them citing each as a crucial area for development. This implies that the students have a comprehensive awareness of the talents required to communicate successfully in written English and are aware that they must concentrate on each of these areas to enhance their writing abilities as a whole.

3.4. 3 Interview Overview

The interview is a qualitative data collection instrument which involves two or more people exchanging information, through the interviewers' questions and the interviewees' answers. The interviewers' questions are usually open ended question, and they are asked to get information about a certain topic, or set of topics.

Thus, the researchers use the interview to get in-depth or detailed information, to ask question that need a detailed explanation or to study a complex topic. The researcher may collect data provided by the participant through field notes that can be taken before, during or after the interview. Field notes are written recordings which help the interviewer documents what he/she observes. Furthermore, the interviewer may also collect data through audio recording which is easier and time saving than writing (Rebecca, 2020).

3.4.3.1 Interview Advantages

Interview is an excellent qualitative research instrument, for it gathers detailed data about any topic. Any topic can be explored in in-depth, participants are given the chance to talk freely and to share their opinions without any restrictions, introverts and shy people are able to talk easily because they are alone with the interviewer not like in focus group discussions. Moreover, the interviewer is able to observe the interviewees' body language, and that gives him/her the chance to understand beyond what the interviewee is trying to say (Rebecca, 2020).

3.4.3.2 Interview Disadvantages

Like any other research tool, the interview has some drawbacks. Interviews are time consuming, and they may be expensive. In addition, analysing the interview' data is a time consuming process, and it is a difficult task to do. Some of the interviewees may not be honest, and they might lie about their lives, opinions, or thoughts. Not all people would

accept to be interviewed, for they do not have much time. Some of the interviewees do not like to be recorded, thus, the interviewer would be obliged to write, and this is a difficult task (Rebecca, 2020).

3.4.3.3 Teachers' Interview Results

The teachers recommended using a variety of methods to assess the students' communicative skills, including oral and written tests, participation in class discussions, and observation of how they interact with one another. According to them, difficulties include a lack of exposure to the language, few opportunities for practise, cultural differences, and different learning styles. Additionally, they advised that their students' communicative competence levels needed to be improved.

The study designed three research instruments which are: a corpus rating scale, a questionnaire for the students and a questionnaire for the written expression teachers. The three tools are introduced as follows:

3.4.4.1 Corpus Analysis Overview

Corpus analysis is a form of text analysis that allows the researcher to compare between textual documents at a large scale. In addition, it is also a qualitative method of an in-depth investigation of authentic language use. Therefore, the researcher collect documents in order to find grammatical use patterns, to find particular phrases or to document various contextual factors in which the language was produced in depth (Gibbs, Siddiqui and Sieczkiewicz, 2019).

3.4.4.2 Corpus Analysis Advantages

Corpus analysis is beneficial since it helps the researcher to collect data from both written and spoken texts, and it compiles for many purposes. The researcher will be able to

see the similarities and differences in word use between his/her students. In addition, the corpus can be used in dictionary settings, vocabulary, grammar, modal auxiliary verbs use, phrases use, study materials and also in reference materials (Youhayriska, 2019).

Moreover, it helps the researcher discover and analyse the characteristics and use of vocabulary and word frequencies in the students' productions. Additionally, corpus analysis is a better way to investigate the frequency distribution and syntactic functions of adjectives across literary and technical texts (Youhayriska, 2019).

3.4.4.3 Corpus Analysis Disadvantages

Although corpus analysis is a helpful tool for language analysing and learning, it has some disadvantages. Corpus analysis is a time consuming task, and the data collected from the collection of texts may not be accurate since they are collected or recorded for a specific period of time. In addition, the researcher may face difficulties when collecting the texts because it is somehow difficult to decide which text should or should not be collected (Wai, 2019).

3.4.5.1 Questionnaire Overview

Oxford advanced American Dictionary (2021) defines questionnaire as a group of written questions made by a researcher and sent to a certain sample of population to be answered in order to collect information. The questionnaire is usually a quantitative research instrument that consists of a mix of open ended questions, close ended questions, multiple choice questions and scaling questions…etc. addressed to the respondents.

The collected data from the questions through structured questionnaires are quantitative data, and the data collected through an unstructured questionnaire are qualitative data. Bermingham & Wilkinson (2003) state that: "Questionnaires are written in many

different ways, to be used in different situations and with many different data-gathering media" Nunan (1992) states that "a questionnaire is a popular tool of gathering information. It helps the investigator to gather data in field setting."

The researcher uses the questionnaire in order to gather exploratory information, to collect demographic information or to validate generated hypotheses. Moreover, the questionnaire can be administrated through online mediums such as emails, through telephone, or it can be administrated at home where the researcher goes to the respondents' houses.

3.4.5.2 Questionnaire Advantages

The questionnaire has many advantages that are worth considering. For example, it gathers large amount of information in a short period of time. In addition, it is quick and cost-effective since it can be administrated online via emails and social media.

It is also secure for the respondent's identities to be anonymous and not revealed because no personal information is needed from the respondents. Furthermore, the collected data from the questionnaire are easy to analyse, and the questionnaire can cover all aspects of the topic through the different types of asked questions (Johnson, 2020).

3.4.5.3 Questionnaire Disadvantages

Questionnaires have also some limitations; for example, some respondents do not answer some of the questionnaire items due to unclear words, irrelevant questions or confusing questions. They are also time consuming for the respondents to answer all the items.

Further, Cramer and Howitt (2000) also attempt to spotlight on some disadvantages of questionnaires as a data collection tool in the following points:

- The imposition of answer formats gives participants little opportunity to clarify or expand their answers

- Questionnaires may involve relatively little time on the part of the researcher since these can be distributed and collected later.

- These variables are studied solely through the words of individuals who may be unable to report accurately on their beliefs and behavior

3.4.6.1 Corpus Rating Scale Overview

Corpuses rating scales, rating scale evaluations, or simply rating scales are all terms used interchangeably to mean the same thing. Hence, Belz and Kow (2011) assert that "Rating-scale evaluations, where human evaluators assess system outputs by selecting a score on a discrete scale, are the most common form of human assessed evaluations."

Thus, a rating scale is frequently used in research to link a qualitative measure to various features of a product or service. Its primary objective is to assess performance in areas like staff abilities, customer satisfaction, a customer-first strategy, methods employed to accomplish a certain goal, and other areas of a like nature. A rating scale offers more information than a simple Yes/No response when compared to a checkbox question (Johnson, 2020).

3.4.6.2 Rating Scale Advantages

Rating scales have many advantages because questions using a rating system are simple to comprehend and use. It allows researchers to compare and contrast quantitative data from the target sample in order to make well-informed decisions. In addition, researchers can easily design surveys using visual rating scales since they take the least amount of time to configure. The examination of the responses given in response to rating scale questions is

quick and takes short time, and an evaluation scale is frequently regarded as a standard for gathering qualitative and quantitative data for research (Johnson, 2020).

3.4.6.3 Rating Scale Disadvantages

Rating scales have also some advantages such as low precision in response selection. The lack of precision in answer choices on rating scales, such as "sometimes" or "rarely" makes it difficult to understand a respondent's comments. It is desirable to give respondents more precise answer options, such as "once a day" or "twice a week," to make rating scale assessment simpler (Smith, 2020).

Other disadvantages include generosity error. The latter occurs when people overrate objects or locations that are dear to them. For instance, regardless of a cab driver's driving abilities, a passenger may give them a favourable rating if they open up about their difficulties. Generosity error is common and can harm research efforts (Smith, 2020).

3.5 Description of the Tools

Using a variety of instruments and gathering feedback from many viewpoints is required to evaluate the communicative competence in writing. Three instruments were used in this research: a rating scale, a questionnaire for the students, and a questionnaire for the teachers. The purpose of the students' questionnaire was to obtain feedback from the students regarding their writing skill. The purpose of the teachers' questionnaire was to get their opinions on the students' writing skill. A comparative examination of many components of communicative skill in writing was done using the rating scale. Using these three tools in tandem will allow in a comprehensive evaluation of the students' communicative competence in writing.

3.5.1 Students' Questionnaire Description

The students' Questionnaire is a study tool developed to gather data from EFL students regarding their writing communicative competence. Discourse Competence, Linguistic Competence, Pragmatic Competence, Intercultural Competence, and Strategic Competence are the five subheadings of the questionnaire. The students must score their degree of agreement with each of the five statements in each section on a scale ranging from Strongly Agree to Strongly Disagree.

The purpose of the questionnaire is to evaluate the students' ability to use a variety of coherent devices, preserve grammatical precision, express oneself clearly and naturally, comprehend the rules and expectations of the target language community, and employ a variety of writing techniques. The responses are kept confidential, and the students' participation is much valued.

Section One: Discourse Competence

Five statements about the students' comprehension and use of the discourse competence in writing are included in this section. The statements emphasise how crucial it is to pay attention to cohesive devices, text structure, and contextual considerations when writing. On a scale of strongly agree, agree, neutral, disagree, or strongly disagree, the students are asked to rate how much they agree or disagree with each statement.

Section Two: Linguistic Competence

Five statements in this section discuss the students' writing grammar and lexical skills. The statements highlight the effects of grammatical mistakes, the students' precision in using difficult grammatical structures, and their use of a variety of terminology. On a scale of

strongly agree, agree, neutral, disagree, or strongly disagree, the students are asked to rate how much they agree or disagree with each statement.

Section Three: Pragmatic Competence

Five statements in this section address the students' abilities to adapt to various contexts and interlocutors as well as use language in context. The statements emphasise the students' ability to rephrase concepts, select suitable words, make use of idioms, create coherent sentences, and speak clearly. On a scale of strongly agree, agree, neutral, disagree, or strongly disagree, the students are asked to rate how much they agree or disagree with each statement.

Section Four: Intercultural Competence

Five statements about the students' knowledge and awareness of cross-cultural written communication are found in this section. The statements emphasise the advantages of teaching writing through cross-cultural communication, the students' capacity to communicate their knowledge of various cultures, customs, and traditions, the influence of cross-cultural awareness on writing, and the students' comprehension and respect for the laws, customs, and behaviours of a target language community. On a scale of strongly agree, agree, neutral, disagree, or strongly disagree, the students are asked to rate how much they agree or disagree with each statement.

Section Five: Strategic Competence

Five statements about the students' writing strategy are included in this section. The statements highlight the students' capacity for idea generation, class debate, drafting of main concepts and titles, and attention to function words and grammar rules. On a scale of strongly

agree, agree, neutral, disagree, or strongly disagree, the students are asked to rate how much they agree or disagree with each statement.

3.5.2 Pilot Testing of Students' Questionnaire

Five students were chosen after completing the questionnaire. The participants were requested to answer the questionnaire items and offer comments on the relevance and clarity of each item. The questionnaire was revised based on the responses provided by the students, and the pilot testing was then conducted again with a smaller set of participants.

The questionnaire was continually modified and put through a pilot test until the researcher was certain that it was clear, pertinent, and trustworthy for the intended group. Additionally, a statistical analysis of the data gathered allowed the validity and reliability of the questionnaire to be confirmed.

3.5.3 Teachers' Questionnaire Description

The teachers' Questionnaire was created to ask EFL teachers on their students' writing performance. The study's objective is to evaluate the students' communicative competence in writing. Five sections of the questionnaire, namely, Discourse Competence, Linguistic Competence, Pragmatic Competence, Intercultural Competence, and Strategic Competence focus on various facets of writing skill.

The teachers are required to grade their students' writing abilities for each of the five statements in each section by choosing one response from five choices ranging from Low Performer (LP) to Top Performer (TP). The questionnaire guarantees that all answers will be treated in strict confidence.

Section One: Discourse Competence

This section of the questionnaire asks the teachers to assess how well their students can utilize specific discourse elements in their writing. The teachers are asked to assess how well their students used discourse features like cohesiveness, coherence, and written genre conventions. On a scale from "low performer" to "top performer," the teachers are asked to rank the performance of their students.

Section Two: Linguistic Competence

The questionnaire's Linguistic Competence section asks the teachers to assess how well their students performed in a number of linguistic areas, such as vocabulary, grammar, lexicon, writing mechanics, and creating complete, accurate sentences. In this section, the teachers are requested to score their students' performance on a scale from "low performer" to "top performer" in order to determine how well the students were able to use language.

Section Three: Pragmatic Competence

The teachers' assessments of their students' language proficiency for various purposes are the main emphasis of this section of the questionnaire. The teachers are asked to rate their students' performance in a variety of areas, including writing understandable texts with organisational patterns and connectors, expressing themselves clearly and spontaneously, retaining the reader's attention, being well-versed in discourse rules, and expressing their true intentions in writing. On a scale from "low performer" to "top performer," the teachers are asked to rank the performance of their students.

Section Four: Intercultural Competence

The purpose of the intercultural competence section of the questionnaire is to measure how well the teachers think their students can write about people and cultures that are

different from their own. The teachers are asked to rate the performance of their students in relation to various criteria, including demonstrating awareness of their own cultural worldviews, tolerating cultural differences, comprehending and respecting various cultural orientations and perspectives, and being willing to write about individuals from other cultures. On a scale from "low performer" to "top performer," the teachers are asked to rank the performance of their students.

Section Five: Strategic Competence

The questionnaire's last section, Strategic Competence, asks the teachers to assess how well their students can employ strategies for dealing with communication difficulties in their writing. The teachers are asked to rate their students' performance in a variety of areas, including the use of paraphrasing techniques, literal or restructuring interpretations from the first language, planning and outlining their writing, revising and proofreading their texts before turning them in to the teacher, and producing written texts free of communication breakdowns. On a scale from "low performer" to "top performer," the teachers are asked to rank the performance of their students.

3.5.4 Pilot Testing of Teachers Questionnaire

The researcher can ensure that the tool is useful for gathering data regarding teaching writing through the communicative competence by conducting a pilot testing to improve the tool's quality. The questionnaire was completed and, then, given to two teachers from the same department and with same speciality. The questionnaire was given to the teachers to complete. They were asked to comment on the following after completing the questionnaire:

- How clear were the instructions?
- Were the questions simple to grasp?

- Did they have any issues responding to any of the questions?

- Did any of the questions seem unclear or confusing to you?

- Were there any inquiries that didn't apply to them?

- Were there any significant facets of communication skills that weren't addressed in the questionnaire?

The teachers did not suggest any modification; this insinuates that the items were clear.

3.3.3 Corpus Rating Scale Description

A rating scale named the Corpus Rating Scale is designed to assess several elements of writing proficiency across numerous competences. Needs Improvement (N.I), Meets Expectations (M.E), and Exceeds Expectations (E.E) are the other three categories on the scale, which extends from Unsatisfactory (U) to Distinguished (D).

Discourse Competence, Linguistic Competence, Pragmatic Competence, Intercultural Competence, Strategic Competence, and Writing Performance are among the competences assessed with this scale. The Corpus Rating Scale is divided into six parts; these parts are described as follows:

Part One: Discourse Competence

This part of the rating scale evaluates a students' proficiency in structuring and controlling conversation. It assesses how well the student can apply logical ordering, maintain coherence and continuity throughout their work adapt their writing style and register to their audience and purpose, and use rhetorical devices to successfully communicate their argument.

Part Two: Linguistic Competence

The accuracy and appropriateness of a students' use of the English language are evaluated in this part. It assesses their ability to write clearly, consistently, and without orthographic errors, to utilise technical language appropriate to their field of study, to master both simple and complicated grammatical structures, to prevent errors that might result in misconceptions.

Part Three: Pragmatic Competence

This part evaluates the students' capacity for employing language skilfully in various situations. It assesses their ability to develop arguments methodically with supporting evidence, follow the traditional format of various communicative tasks, and link various writing elements to produce a coherent, linear sequence of points. It also assesses their capacity for using strategies to initiate, maintain, and close pieces of writing.

Part Four: Intercultural Competence

This part evaluates the students' capacity for intercultural understanding and communication. It assesses their capacity to explore cultural aspects of various issues, effectively communicate from the perspective of the target culture, use cultural topics to improve their language awareness, compose whole paragraphs with their ideas and experiences, and structure sentences in writing.

Part Five: Strategic Competence

This part evaluates a students' ability to successfully communicate using a variety of tactics. It assesses their capacity to use new words appropriately, avoid using unfamiliar words when uncertain, interpret meaning using contextual and schematic information, and apply a variety of communication techniques.

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Part Six: Writing Performance

The effectiveness of the students' writings is evaluated in this part. It assesses their capacity for producing strong academic paragraphs, be successful in various writing genres, such as creative or persuasive writing, make an efficient use of various organisational patterns, construct an outline of their thoughts, and write well under time restrictions.

3.3.3.1 Pilot Testing of Corpus Rating Scale

It is critical to think about each question's clarity and relevance when creating a corpus rating scale. The rating scale clarity and relevance, thus, were taken into account. It was made sure that the questions could easily be identified and understood. Before deploying the rating scale with a larger group, it was tested on a sample group and given comments on its clarity and efficacy.

Conclusion

This study employed a quantitative research design to diagnose and evaluate the communicative competence in EFL writing classes at the department of English Language and literature in Setif 2 University. A focus group discussion with third year students of English, informal discussions with third year students of English and written expression teachers, and interviews with five written expression teachers were the preliminary tools used in the present research to confirm the existence of the problem. Then, questionnaires with the teachers and the students were conducted, and a corpus rating scale was operated while evaluating the students' essays. The study's tools were discussed and were subjected to a pilot test. The chapter has discussed the tools' benefits, drawbacks, and results of pilot testing. Overall, the chapter has reported the different steps through which the data was collected.

Chapter Four

Data Analysis and Interpretation

Introduction

The present chapter presents a description of the data analysis procedures used in the study. Mainly the use of the Excel and the SPSS package for social sciences to analyse the data obtained through the research tools used. Descriptive statistics were used to report the data on tables and figures. The chapter, then, provides the students' questionnaire results' analysis, the teachers' questionnaire results analysis, and the corpus rating scale results analysis with tables of seven columns for details. Furthermore, the chapter brings forth summative figures to report the data in a general scope. Finally, the chapter ends up with a general discussion of the results. The goal of the chapter is to give readers an efficient representation of the research findings taken from the rating scale, the teachers and the students' questionnaires. Tables, graphs, and figures are used to help explain the analysis and aid in the interpretation of the data. The results are also discussed throughout the chapter, highlighting the key revelations of the investigation.

4.1 Data Analysis Procedures

In order to evaluate the sub-competences of the communicative competence, the study conducted has collected the data from three tools: the teachers' questionnaire, the students' questionnaire, and corpus rating scale. In an attempt to answer each research question, a variety of tools were used all of them targeting the five sub-competences, namely, the discourse competence, the linguistic competence, the pragmatic competence, the intercultural competence, and the strategic competence.

The data gathered from the three instruments was examined using the Statistical Package for the Social Sciences (SPSS) programme. The latter is a programme used for statistical analysis in the social sciences. A large variety of statistical analysis tools and methods are provided by the software, which can be used to analyse data. Statistical tools such as generating means, standard deviation (SD), t-values, and Cohen's d effect size were utilised. These techniques were based on the reference book Cohen, J. (1988).

The data obtained from the three tools were put in tables. The students' questionnaire includes five tables; one table for each sub-competence. In addition to a table that summarises the five tables of the five sub-competences. Moreover, the teachers' questionnaire alike includes five tables, one table for each sub-competence. In addition to a table that summarises the five tables of the five competences. Finally, the corpus rating scale includes six tables: one table for each sub-competence, plus a table for the writing performance in addition to a table that summarises the total six tables being the five competences' tables and the writing performance's table.

There are seven columns in the tables that were generated from the data. Each sub-competence is described in the first column, and the second column, Mean, shows the data's average value. The degree of variation between the means of two groups is shown by the T-value in the third column. The standard deviation (SD) in the fourth column indicates how variable or dispersed a set of data is Cohen's D, the sixth column, measures the effect size between two means, while MD, the fifth column, reflects the difference between two means. The level of significance is shown in the final column.

The centre value of a set of data is represented by the mean, a statistical measure. T-value, sometimes referred to as the t-test value, is a statistical measurement used to establish the significance of a difference between the means of two groups. A measure of variation in a

set of data, the standard deviation shows how far the data points deviate from the mean value. The difference between the means of two groups is known as the mean difference, and Cohen's "D" is a statistical measure of the size of the effect between two means. How likely it is that the results were the outcome of randomness is determined by the level of significance.

Figures, including box plots of the communicative competence for the students' questionnaire, the teachers' questionnaire, and the corpus rating scale were used to present the general discussion of the results. These figures were used to visually portray the data, displaying its distribution and emphasising any noteworthy differences. The analysis's primary objective was to illustrate how well the tools measured the sub-competences of the communicative competence and to point out any areas that needed improvement.

4.2 Students' Questionnaire Results' Analysis

| 1-1,89 | 1,9–2,79 | 2,8–3,69 | 3,7-4,59 | 4,6-5,49 | 5,5-6,39 | 6,4-7,29 | 7,3-8,19 | 8,2-9,09 | 9,1-10 |

Lowest   **Highest**
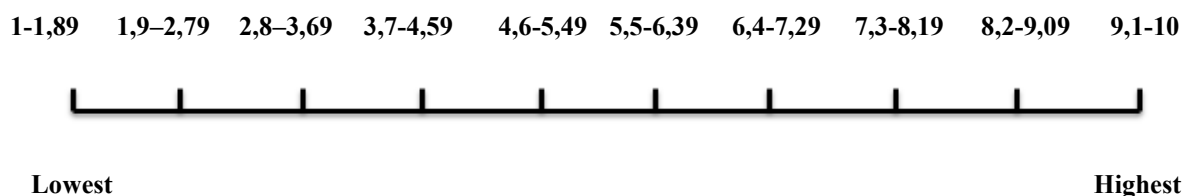
The tables that follow describe the Means, Standard Deviations, and T-values of the students'' responses to the five sub-competences using the scale that is provided above. Each range of the scale, from 1 to 10, corresponds to a certain value range. As an illustration, the ranges 1-1.89 and 9.1-10 denote values between 1 and 1.89 and 9.1 and 10, respectively.

Ten unique ranges, each representing a different range of values, have been designated on the scale. These numbers are used in tables to represent statistical information such the

mean, standard deviation, and T-values, which can be used to spot patterns and trends in the way that the students responded to the sub-competences.

In general, the scale offers a helpful framework for gathering and meaningfully organising data, enabling researchers and educators to make inferences and conclusions regarding student performance and learning outcomes.

Table 4.1 *Means, Standards Deviations and T-values of Students' Responses to the Discourse Competence*

Statements	*Mean*	*SD*	*T-value*	*MD*	*Cohen's D*	*Level*
1 .Contextual elements of the communicative event such as time, place, topic, and purpose are important to consider when writing.	4.34	0.62	**25.27	1.74	*2.83*	*Completely Agree*
2. I depend on the text structure of information e.g. cause and effect, compare and contrast to organise a written text.	3.93	1.04	**11.39	1.33	*1.27*	*Agree*
3. Conjunctions and transition words are important to create cohesion in a written text.	4.23	0.97	**14.91	1.63	*1.69*	*Agree*
4. I can create coherent and cohesive text making full and appropriate use of a variety of organisational patterns and a wide range of cohesive devices.	3.69	0.98	**9.97	1.09	*1.12*	*Agree*
5. I can link a series of shorter, discrete simple elements into a connected, linear sequence of points.	3.60	0.76	**11.64	1.00	*1.31*	*Agree*
Discourse Competence	**3.95**	**0.44**	**27.84	**1.35**	*3.11*	***Agree***

Test value = 2.60

**p< 0.001 (df = 79)

Table 4.1 results indicate a significant difference between the true mean (M = 2.60) and the overall mean discourse scores (M = 3.95; SD = 0.44), [t(79) = 27.84 ; p< 0.001], Cohen's D = 3.11 indicate a large effect size (D > 0.80).This indicated that the students agreed significantly with the existence of the discourse competence, mean range between 3.40 to 4.19.

Concerning the statements, which differ significantly from the test value 2.60,in the 1st statement the students completely agreed with *Contextual elements of the communicative event such as time, place, topic, and purpose are important to consider when writing* (M = 4.34 ; SD = 0.62) range from 4.25 to 5.00 ; t(79) = 25.27 ; p < 0.001, Cohen' D = 2.83.

The 2nd statement, t(79) = 11.39 ; p < 0.001 ; Cohen D = 1.33 ;the students agree with it (M = 3.93 ; SD = 1.04) range [3.40- 4.19]. In addition, 3rd statement, the students also significantly agreed (M = 4.23; SD = 0.97), t(77) = 14.91 ; p < 0.001 ; Cohen's D = 1.63 was large (D > 0.80).

For the 4th statement, the students agreed significantly with it (M = 3.69; SD = 0.98), t (79) = 3.69; p < 0.001; Cohen's D = 1.12. The 5th statement, the students agreed that they *can link a series of shorter, discrete simple elements into a connected, linear sequence of points*, (M = 3.60; SD = 0.76) range between (3.40-4.19), and T (78) = 11.64; p < 0.001; Cohen's D = 1.31 was also large (D > 0.80).

The results indicate the acceptance of the hypothesis that there is a difference between the true mean and the comparison value and conclude that the overall mean discourse competence score is significantly different from the true mean.

Table 4.2 *Means, Standards Deviations and T-values of Students' Responses to the*

Linguistic Competence

Statements	*Mean*	*SD*	*T-value*	*MD*	*Cohen's D*	*Level*
1. Grammatical errors interfere with communicative purposes when I try to write.	3.89	0.91	**12.60	1.29	*1.41*	*Agree*
2. I consistently maintains a high degree of grammatical accuracy.	3.46	0.98	**7.79	0.86	*0.88*	*Agree*
3. I can use a broad range of complex grammatical structures appropriately and with considerable flexibility.	3.18	1.07	**4.83	0.58	*0.54*	*Neutral*
4. I have a good command of a very broad lexical repertoire including idiomatic expressions and colloquialisms.	3.40	1.12	**6.39	0.80	*0.71*	*Agree*
5. I consistently use correct and appropriate vocabulary.	3.68	0.99	**9.71	1.08	*1.09*	*Agree*
Linguistic Competence	***3.52***	***0.56***	****14.77*	***0.92***	***1.65***	***Agree***

Test value = 2.60
**$p < 0.001$ (df = 79)

Table 4.2 reveals that the mean score for linguistic proficiency was 3.52 (SD = 0.56), and the difference between the real mean and the overall mean score was statistically significant (t-value: 14.77; df: 99; p 0.001). Cohen's D indicated a large effect size (D > 0.80) with the effect size of 1.65. With a mean score lying between 3.40 and 4.19, suggesting a high degree of the linguistic competence, this shows that the students agreed considerably with the existence of the linguistic competence.

For five statements about the students' linguistic proficiency, table 2 gives means, standard deviations, T-values, median difference (MD), Cohen's d, and the degree of agreement.

The majority of the students agree that grammatical mistakes when writing interfere with their communicative goals, as evidenced by the mean score of 3.89 for statement 1. This

statement has a high T-value of 12.60 and a sizable Cohen's d of 1.41, indicating that the outcome is very important and significant.

The average score for statement 2 is 3.46, which indicates that most of the students concur that they constantly uphold a high level of grammatical accuracy. The moderate effect size of 0.88 and the T-value of 7.79 indicate significance.

The average score for statement 3 is 3.18, which is neutral and shows that neither the majority nor the minority of the students believe they have the ability to apply a wide variety of complex grammatical structures effectively and with great flexibility. Although Cohen D's effect size is only 0.54, the T-value of 4.83 indicates that the relationship is significant.

The average score for statement 4, which includes idiomatic expressions and colloquialisms, is 3.40, indicating that most of the students concur that they have a strong grasp of a very broad lexical vocabulary. The moderate effect size of 0.71 and the T-value of 6.39 indicate significance.

The majority of the students feel that they consistently utilise acceptable and correct terminology, as is indicated by the mean score for statement 5 of 3.68. The modest effect size of 1.09 and the T-value of 9.71 indicate significance.

The majority of the students agree that they have linguistic competence, as evidenced by the overall mean score of 3.52 for linguistic competence. The T-value of 14.77 and the effect size of 1.65 are both very significant.

With 79 degrees of freedom (DF), the test value of 2.60 is significant at the p 0.001 level. It implies that the study's findings are trustworthy and that they can be utilised to make reliable inferences about the students' linguistic proficiency.

Table 4.3 *Means, Standards Deviations and T-values of Students' Responses to the*

Pragmatic Competence

Statements	*Mean*	*SD*	*T-value*	*MD*	*Cohen's D*	*Level*
1. *I show great flexibility in reformulating ideas in differing linguistic forms to give emphasis, differentiate according to the situation, interlocutor, and to eliminate ambiguity.*	3.54	1.01	**8.34	0.94	*0.93*	*Agree*
2. *I can select a suitable phrase from an available range of discourse functions to preface their remarks appropriately in order to get the floor, or to gain time and keep the floor while thinking.*	3.63	0.88	**10.46	1.03	*1.17*	*Agree*
3. *I can use the conventions of the type of text concerned to hold the target reader's attention and communicate complex ideas.*	3.48	1.03	**7.59	0.88	*0.85*	*Agree*
4. *I can produce clear, smoothly flowing, well-structured language, showing controlled use of organisational patterns, and connectors.*	3.62	0.90	**10.12	1.02	*1.14*	*Agree*
5. *I can express myself fluently and spontaneously, almost effortlessly.*	3.55	1.18	**7.21	0.95	*0.81*	*Agree*
Pragmatic Competence	**3.56**	**0.57**	**15.00	**0.96**	*1.68*	***Agree***

Test value = 2.60

**p< 0.001 (df = 79)

Cohen's D = 1.68 indicates a large effect size (D > 0.80), and the results show a significant difference between the true mean (M = 2.60) and the overall mean pragmatic scores (M = 3.56; SD = 0.57). This demonstrated that the students, with a mean range between 3.40 and 4.19, strongly agreed that pragmatic competence exists.

The averages, standard deviations, T-values, and other statistical measurements for the students' answers to the pragmatic competence question are shown in table 3. Five statements and the overall pragmatic competence score are included in the table.

The average ratings for each claim range from 3.48 to 3.63, proving that most of the students concur with the statements. The standard deviations, which vary from 0.88 to 1.18, show some variation in the students' responses.

Each sentence has a T-value between 7.21 and 10.46, a degree of freedom (df) of 79, and a p-value of less than 0.001. This shows that there is statistically substantial disagreement between the means of the responses to each statement and the null hypothesis (no difference between means).

Additionally, the Cohen's d effect size, which ranges from 0.81 to 1.17 for each statement, is reported. The difference between the means of the answers to each statement is practically important, as shown by the substantial effect sizes.

The mean and standard deviation of the overall pragmatic competence score are 3.56 and 0.57, respectively. The entire score's T-value is 15.00, which is quite important. The effect size, as determined by Cohen's d, is 1.68, indicating a significant practical impact.

As most of the students agree with the statements in the table, the overall findings imply that they have a high level of pragmatic competence. High effect sizes and statistically significant variations in the means of the responses to each statement point to the practical importance of the disparities in the students' degrees of pragmatic ability.

Table 4.4 *Means, Standards Deviations and T-values of Students' Responses to the*

Intercultural Competence

Statements	*Mean*	*SD*	*T-value*	*MD*	*Cohen's D*	*Level*
1. Learning writing through intercultural communication in English is of a great benefit.	4.29	0.75	**20.14	1.69	*2.25*	*Completely Agree*
2. I can share written criteria about different cultures, customs, and traditions.	3.75	0.95	**10.85	1.15	*1.21*	*Agree*
3. Having vast knowledge on intercultural communication would make me a better writer.	4.08	1.03	**12.68	1.48	*1.44*	*Agree*
4. I have a cross-cultural awareness of the target culture including its rules and norms.	3.63	0.92	**9.97	1.03	*1.12*	*Agree*
5. I understand and respect the rules, norms and behaviors that exist in a target language community.	3.74	0.95	**10.70	1.14	*1.20*	*Agree*
Intercultural Competence	**3.90**	**0.54**	**21.32	**1.30**	*2.38*	*Agree*

Test value = 2.60

**p< 0.001 (df = 79)

The findings in table 4.4 demonstrate a significant variance between the true mean (M = 3.40) and the overall mean intercultural competence scores (M = 3.90; SD = 0.54). Cohen's D = 2.38 indicates a strong effect size (D > 0.80). With a mean range between 3.40 and 4.19, this shows that the students strongly agreed that the intercultural competence exists.

The results of the students' answers to questions about the intercultural competence are in table 4.4 together with their averages, standard deviations, T-values, mean differences (MD), Cohen's D effect size, and degree of agreement.

With a standard deviation of 0.54 and an overall mean of 3.90 for the intercultural competence, it can be shown that the students generally agreed with the statements concerning this competence.

The T-values for each statement are highly significant, demonstrating that the mean scores differ significantly from the predicted value of 3 for each statement (neutral response). This indicates that the comments received a more favourable than neutral response from the learners

Each statement's mean differences (MD) give an approximation of the difference between that statement's mean score and the intercultural competence statement's mean score. The MD values vary from 1.03 to 1.69, showing that the majority of the students gave positive answers to the statements.

The difference between the means of two groups is measured using Cohen's D effect size, which uses standard deviation units. The effect sizes, which are categorised as moderate to substantial impacts, range from 1.12 to 2.38. This demonstrates that the degree to which the students agreed or disagreed with the statements had a substantial impact on their level of agreement.

As it can be seen from the table's high mean scores, substantial T-values, and moderate to large effect sizes, the students appear to have a positive attitude towards the intercultural competence.

Table 4.5 *Means, Standards Deviations and T-values of Students' Responses to the Strategic Competence*

Statements	Mean	SD	T-value	MD	Cohen's D	Level
1.I generate ideas first prior to writing.	4.31	0.74	**20.72	1.71	2.32	Completely Agree
2. I provoke discussion with classmates about my thought and opinions on what to write.	3.47	1.00	**7.70	0.87	0.87	Agree
3. I write the draft of main concepts and the title later.	3.81	1.14	**9.35	1.21	1.06	Agree
4. I focus my reading on the right choice of function words.	3.78	1.02	**10.29	1.18	1.17	Agree
5. I focus my attention on grammar rules (subject-verb agreement, tense, etc.).	3.95	1.05	**11.45	1.35	1.28	Agree
Strategic Competence	**3.87**	**0.58**	****19.62**	**1.27**	**2.19**	**Agree**

Test value = 2.60

**p< 0.001 (df = 79)

The standard deviation is 0.58 and the mean score is 3.87. According to the data reported in table 4.5, the T-value is 19.62, which can denote a statistically significant deviation from the reference value or the hypothesis. The MD for this variable is 1.27, and it may be used to compare the mean score to a reference value or a comparison group. The last statistic, Cohen's d, which measures effect size and denotes a significant effect, is reported as 2.19.

The results of the students' answers to questions about their writing strategy competence are shown in the table together with their averages, standard deviations, T-values, mean differences (MD), Cohen's D effect size, and degree of agreement.

With a mean of 3.87 and a standard deviation of 0.58 for the strategic competence, the students' responses show that they largely agreed with the claims about this skill.

The T-values for each statement are highly significant, demonstrating that the mean scores differ significantly from the predicted value of 3 for each statement (neutral response). This indicates that the comments received a more favourable than neutral response from the students.

Each statement's mean differences (MD) give an estimate of the difference between that statement's mean score and the statement's mean score for the strategic competence. The MD values vary from 0.87 to 1.71, showing that the majority of the students gave positive answers to the statements.

The difference between the means of two groups is measured using Cohen's D effect size, which uses standard deviation units. The effect sizes, which are categorised as moderate to substantial impacts, range from 1.06 to 2.32.

This shows that the students' answers to the statements significantly influenced how much they agreed with the idea of the strategic competence. The high mean scores, substantial T-values, and moderate to large effect sizes in the table imply that the students have a favourable attitude towards strategic ability in writing.

The findings imply that the students engage in a range of strategic writing practises, including idea generation, class discussion of viewpoints, and attention to syntax and function terms.

Table 4.6 *Means, Standards Deviations and T-values of Students' Responses to the*

Communicative Competence

Communicative Competence	Mean	SD	T-value	MD	Cohen's D	Level
Discourse Competence	3.95	0.44	**27.84	1.35	*3.11*	*Agree*
Linguistic Competence	3.52	0.56	**14.77	0.92	*1.65*	*Agree*
Pragmatic Competence	3.56	0.57	**15.00	0.96	*1.68*	*Agree*
Intercultural Competence	3.90	0.54	**21.32	1.30	*2.38*	*Agree*
Strategic Competence	3.87	0.58	**19.62	1.27	2.19	**Agree**

Test value = 2.60

**p< 0.001 (df = 79)

The answers of the students to the statements about communicative writing skill are shown in the table 4.6 along with their averages, standard deviations, T-values, mean differences (MD), Cohen's D effect sizes, and degrees of agreement.

The majority of the students largely agreed with the statements pertaining to each of the five communicative sub-competences, as evidenced by the mean scores for all five of them being above 3 (neutral answer). The intercultural competence comes in second with a mean score of 3.90, followed by the strategic competence at 3.87, pragmatic competence at 3.56, and the discourse competence at 3.95. (3.52).

The T-values for each statement are highly significant, demonstrating that the mean scores differ significantly from the predicted value of 3 for each statement (neutral response). This indicates that the comments received a more favourable than neutral response from the students.

The mean differences (MD) for each competence give a rough idea of the variation between the mean score for that competence and the mean score for all the competences taken together. The students' reactions to the claims were generally favourable for all five communication competences, as shown by the MD values, which range from 0.92 to 1.35.

The difference between the means of two groups is expressed in standard deviation units by Cohen's D effect sizes. The impact sizes, which are between 1.65 and 3.11, are categorised as large effects. This suggests that the degree to which the students agreed with the concept of communicative abilities was significantly influenced by their replies to the assertions.

All in all, as it can be noticed from the tables' high mean scores, substantial T-values, and sizable effect sizes, the students appear to have a good attitude towards communicative writing skill. According to the findings, the students believe they possess discourse, intercultural, strategic, pragmatic, and linguistic writing skill.

4.3 Teachers' Questionnaire Results' Analysis

Responses Weighted means	Ranges	Levels
Low Performer (L.P)	1.00 - 1.79	Low
Developing Performer (D.P)	1.80 - 2.59	Slightly Low
Neutral (N)	2.60 - 3.39	Medium
Highly Valued Performer (H.V.P)	3.40 - 4.19	Slightly High
Top Performer (T.P)	4.20 - 5.00	High

Based on their respective weighted means, the replies are categorised in the table. The formula for calculating weighted means is to multiply each criterion's score by its associated weights, add together these results, and divide by the total weight.

The levels in this category are based on the range of weighted means. Poor Performer responses are those with a weighted mean between 1.00 and 1.79, suggesting subpar performance.

Results classified as Developing Performer indicate performance that requires improvement and have a weighted mean in the range of 1.80-2.59. Answers classified as Neutral, or satisfactory performance, have a weighted mean between 2.60 and 3.39.

Answers classified as Highly Valued Performer indicate performance that is above expectations and have a weighted mean in the range of 3.40-4.19. Last but not least, top performers are defined as responses with a weighted mean in the range of 4.20 to 5.00, signifying excellent performance.

Based on the weighted mean scores of the respondents, this categorization method offers a means to understand their performance level. Also, it can be used to highlight problem.

| **1-1,89** | 1,9–2,79 | **2,8–3,69** | 3,7-4,59 | **4,6-5,49** | 5,5-6,39 | **6,4-7,29** | 7,3-8,19 | **8,2-9,09** | 9,1-10 |

Lowest   **Highest**

Table 4.7 *Means, Standards Deviations and T-values of Teachers' Responses to the*

Discourse Competence

Statements	Mean	SD	T-value	MD	Cohen's D	Level
1. My students are able to utilise various discourse features such as: cohesion and coherence	1.73	0.65	**-4.48	-0.87	*1.35*	*Low*
2. My students are able to utilise various structures of written genres in their written productions	1.64	0.67	**-4.74	-0.96	*1.43*	*Low*
3. My students can use the conventions of the type of text concerned with sufficient flexibility to communicate complex ideas in an effective way	1.46	0.52	**-7.28	-1.15	*2.19*	*Low*
4. My students can use a variety of linking expressions efficiently to mark clearly the relationships between ideas	1.73	0.65	**-4.48	-0.87	*1.35*	*Low*
5. My students can link a series of shorter, discrete simple elements into a connected, linear sequence of points	1,46	0.52	**-7.28	-1.15	*2.19*	*Low*
Discourse Competence	***1.60***	***0.42***	****-7.91**	***-1.00***	***2.38***	***Low***

Test value = 2.60;

***p< 0.001 (df = 10)*

The results of the teachers' responses to the discourse competence are shown in table 4.7 along with their means, standard deviations, T-values, mean differences (MD), Cohen's D, and levels of significance. The data was gathered from the teachers' questionnaire responses.

The low means for all the items relating to the discourse competence, which range from 1.46 to 1.73, show that the teachers do not think their students have fully mastered the

necessary skills. There is some variance in the teachers' responses, as evidenced by the moderate standard deviations for each statement, which range from 0.52 to 0.67.

The teachers' replies to these items vary considerably from the expected mean of 2.5, as shown by the T-values for each statement being all negative and statistically significant ($p < 0.001$). The teachers' responses are less than the hypothetical mean, as shown by the negative MD for each statement, which ranges from -1.15 to -0.87.

Each statement has a Cohen's D effect size value that is more than 1.0 and ranges from 1.35 to 2.19, suggesting a large effect size. This shows that the differences are significant and that the teachers' responses are significantly less than the hypothetical mean.

The discourse competence has an overall mean of 1.60, which is lower than the fictitious mean of 2.5 and suggests that the teachers do not feel their students have completely mastered the discourse competence skills. As the test value of 2.60 is higher than the threshold T-value, it may be concluded that there are statistically significant variances between the teachers' answers and the mean.

Table 4.8 *Means, Standards Deviations and T-values of Teachers' Responses to the*

Linguistic Competence

Statements	*Mean*	*SD*	*T-value*	*MD*	*Cohen's D*	*Level*
1. My students face difficulties in vocabulary	2.00	1.10	-1.82	-0.60	0.55	*Slightly low*
2. My students face difficulties in grammar	2.00	1.27	-1.57	-0.60	0.47	*Slightly low*
3. My students face difficulties in lexicon	1.82	0.98	*-2.64	-0.78	0.80	*Slightly low*
4. My students face difficulties in the mechanics of writing	1.82	1.17	*-2.22	-0.78	0.67	*Slightly low*
5. My students face difficulties in constructing well-formed accurate sentences	1.64	0.92	**-3.46	-0.96	1.04	*Low*
Linguistic Competence	*1.86*	*0.93*	*-2.67	*-0.75*	*0.81*	**Slightly low**

Test value = 2.60
$^{**}p< 0.01; \ ^{*} p < 0.05 \ (df= 10)$

According to the teachers' responses, Table 4.8 displays averages, standard deviations, t-values, median differences (MD), Cohen's d, and levels of language proficiency.

The table lists five statements about linguistic proficiency together with their respective median differences (MD), means, standard deviations, t-values, and Cohen's D. The statements' average values fall between 1.64 and 2.00, which shows that the teachers have noted mild to moderate difficulty in their students' verbal proficiency. There is some variation in the teachers' responses, as seen by the standard deviations, which range from 0.92 to 1.27.

There is a considerable difference between the teachers' assessments of their students' language proficiency and the anticipated value of three, according to the t-values for four of

the claims, which are statistically significant (neutral perception). The Cohen's d values, which indicate a small to moderate impact size, range from 0.47 to 1.04.

The mean score for linguistic proficiency is 1.86, which shows that the teachers believe their students have a moderate level of linguistic proficiency. The test value is 2.60 and the p-value is significant at the level of p < 0.01, indicating that there is a considerable difference between the teachers' impression and the expected value.

Overall, the table demonstrates that the teachers believe their students have some linguistic competence issues, with the creation of well-formed, accurate sentences being the main issue.
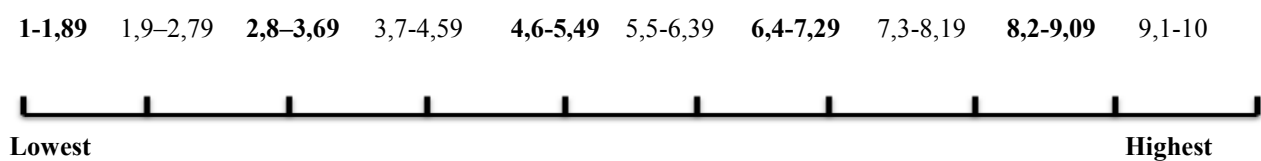
Table 4.9 *Means, Standards Deviations and T-values of Teachers' Responses to the*

Pragmatic Competence

Statements	*Mean*	*SD*	*T-value*	*MD*	*Cohen's D*	*Level*
1.My students can write fully understandable texts using organisational patterns, and connectors	1.46	0.69	***-5.53	-1.15	*1.67*	*Low*
2. My students can express themselves fluently and spontaneously for different purposes depending on the type of writing they produce	1.73	0.91	**-3.20	-0.87	*0.97*	*Low*
3. My students can hold the reader's attention with ease	1.73	0.91	**-3.20	-0.87	*0.97*	*Low*
4. My students have a good command of the rules by which utterances come together to create discourse	1.55	0.93	**-3.74	-1.06	*1.13*	*Low*
5. My students can express their real intentions through writing	1.64	0.67	**-4.74	-0.96	*1.43*	*Low*
Pragmatic Competence	***1.62***	***0.68***	****-4.80**	***-0.98***	***1.45***	***Low***

Test value = 2.60
*** *p< 0.001;* ** *p < 0.01 (df = 10)*

Together with the overall mean for the construct, table 4.9 illustrates the means, standard deviations, t-values, effect sizes (Cohen's d), and levels of five items linked to pragmatic competence. The results are based on a t-test with a test value of 2.60 (df = 10) and the responses were collected from the teachers. The t-values' level of significance is also shown in the table, with *** implying p < 0.001 and ** suggesting p < 0.01.

The teachers did not strongly agree with the statements, as seen by the means for all the statements and the general construct being below 2. The statement with the lowest mean is "My students can write fully understandable texts using organisational patterns, and connectors," and the statement with the highest mean is "My students can express themselves fluently and spontaneously for different purposes depending on the type of writing they produce," both of which have mean values of 1.73.

The means are significantly below the estimated population mean, as shown by the negative and significant t-values for each statement and the whole construct. All of the Cohen's d effect sizes are above 0.8, which signifies a sizable effect size.

According to the level column, the overall construct and all of the statements fall within the "Low" level. This shows that the teachers undervalued the pragmatic competence of their students. Overall, the findings imply that the teachers believed their students required to develop their pragmatic competence in a number of writing-related domains.

Table 4.10 *Means, Standards Deviations and T-values of Teachers' Responses to the*

Intercultural Competence

Statements	Mean	SD	T-value	MD	Cohen's D	Level
1. My students show awareness of their own cultural worldviews in their writing	1.73	1.01	**-2.87	-0.87	0.87	Low
2. My students can tolerate the cultural differences, rules, norms and behaviours while writing	2.09	0.94	-1.79	-0.51	0.54	Slightly low
3. My students show their knowledge of the different cultural practices and worldviews in their writing	2.00	0.89	*-2.23	-0.60	0.67	Slightly low
4. My students understand, respect, and can write about people who have different cultural orientations and perspectives from their own	1.82	1.08	*-2.40	-0.78	0.73	Slightly low
5. My students are curious and willing to write about people who are culturally different	1.82	0.98	*-2.64	-0.78	0.80	Slightly low
Intercultural Competence	*1.89*	*0.87*	**-2.69*	*-0.71*	*0.81*	*Slightly low*

Test value = 2.60
**$p < 0.01$; *$p < 0.05$ (df = 10)

Together with the overall mean for the construct, table 4.10 depicts the means, standard deviations, t-values, effect sizes (Cohen's d), and levels of five statements linked to the intercultural competence.

The results are based on a t-test with a test value of 2.60 (df = 10) and the answers were gathered from the teachers. The table also shows the t-values' level of significance, with ** denoting $p < 0.01$ and * indicating $p < 0.05$. The teachers did not strongly agree with the claims, as evidenced by the means for all the items and the general construct being less than 2.5.

The statement with the highest mean, "My students can tolerate the cultural differences, rules, norms, and behaviours while writing," has a mean of 2.09, and the statement with the lowest mean, "My students demonstrate knowledge of their own cultural worldviews in their writing," has a mean of 1.73.

The means are significantly below the estimated population mean, as shown by the negative and significant t-values for each statement and the overall construct. A moderate effect size is indicated by the effect sizes (Cohen's d), which vary from 0.54 to 0.81.

According to the level column, the overall construct and all of the sentences come within the "Slightly low" level. This shows that the teachers thought the intercultural competence of their students was not very high.

Overall, the findings imply that the teachers believed their students required to develop their intercultural competence in a number of writing-related domains.

Table 4.11 *Means, Standards Deviations and T-values of Teachers' Responses to the*

Strategic Competence

Statements	*Mean*	*SD*	*T-value*	*MD*	*Cohen's D*	*Level*
1. My students can use the paraphrasing strategy while writing	1.55	0.93	**-3.74	-1.06	*1.13*	*Low*
2. My students can use restructuring or literal translation from the first language to overcome limitations in the language area	1.82	0.98	*-2.64	-0.78	*0.80*	*Slightly low*
3. My students can plan and outline their writing to avoid communication breakdowns	1.82	0.87	**-2.97	-0.78	*0.90*	*Slightly low*
4. My students revise and proofread their text before they submit them to the teacher	1.82	0.98	*-2.64	-0.78	*0.80*	*Slightly low*
5. My students' written texts are free from communication breakdowns	1.73	1.01	**-2.87	-0.87	*0.87*	*Low*
Strategic Competence	*1.74*	*0.89*	***-3.18*	*-0.86*	*0.96*	*Low*

Test value = 2.60
**$p< 0.01$; *$p < 0.05$ (df = 10)*

The levels of the teachers' replies to the strategic competence are shown in Table 4.11 together with the means, standard deviations, T-values, mean differences (MD), Cohen's d effect sizes, and means.

The average ratings for all five items are greater than 1.5, showing that the teachers concur that their students are strategic thinkers. The statement that students can organise and structure their writing to prevent communication breakdowns received the highest mean score, with a mean of 1.82 and a relatively large effect size of 0.90.

With the exception of statement 2, which is significant at $p < 0.05$, all of the statements' T-values are significant at $p < 0.01$. The effect sizes range from 0.80 to 1.13, with

statement 1, which pertains to the employment of the paraphrasing method when writing, having the highest impact size. The mean differences range from -1.06 to -0.78.

The teachers' perception of their learners' strategic ability is low, as evidenced by the overall mean score for the strategic competence, which is 1.74. The overall score's Cohen's d effect size is 0.96, which indicates that it has a somewhat huge effect than the means for the individual statements.

In conclusion, the findings imply that the teachers think their students are competent in the strategic competence, particularly when it comes to preparing and outlining their work and employing the paraphrasing technique. Yet, the perception of overall the strategic competence is low.

Table 4.12 *Means, Standards Deviations and T-values of Teachers' Responses to Communicative Competence*

Communicative Competence	Mean	SD	T-value	MD	Cohen's D	Level
Discourse Competence	*1.60*	*0.42*	*[**]-7.91*	*-1.00*	*2.38*	*Low*
Linguistic Competence	*1.86*	*0.93*	*[*]-2.67*	*-0.75*	*0.81*	*Slightly low*
Pragmatic Competence	*1.62*	*0.68*	*[**]-4.80*	*-0.98*	*1.45*	*Low*
Intercultural Competence	*1.89*	*0.87*	*[*]-2.69*	*-0.71*	*0.81*	*Slightly low*
Strategic Competence	*1.74*	*0.89*	*[**]-3.18*	*-0.86*	*0.96*	*Low*

Test value = 2.60
[**]p< 0.01; [*] p < 0.05 (df= 10)

The results of the teachers' answers to the communicative competence are presented in Table 4.12 as averages, standard deviations, T-values, and effect size (Cohen's d). The degree of significance and the test value are also provided.

The lowest mean score, 1.60, for discourse competence among the students; this indicates that it is the least strong communicative skill. The effect size (Cohen's d) is high at 2.38 and the t-value of -7.91 is highly significant at the 0.01 level, indicating that there is a considerable difference between the mean and the reference value.

The mean score for linguistic competence is 1.86, and the T-value of -2.67 is significant at the 0.05 level. The difference between the mean and the reference value is not as significant as it is in the discourse competence, as indicated by the effect size (Cohen's d) of 0.81, which is significantly low.

The mean score for pragmatic competence is 1.62, and the t-value of -4.80 is highly significant at the level of 0.01. The large Cohen's d value of 1.45 indicates a significant discrepancy between the mean and the reference value.

With a mean score of 1.89, the intercultural competence is considered to be significant at the 0.05 level by the T-value of -2.69. The difference between the mean and the reference value is not as great as it is in pragmatic competence, as indicated by the effect size (Cohen's d) of 0.81, which is slightly low.

The mean score for the strategic competence is 1.74, and the T-value of -3.18 is highly significant at the level of 0.01. The difference between the mean and the reference value is noteworthy, but not as strongly as in the discourse competence and pragmatic competence, according to the modest effect size (Cohen's d) of 0.96.

Overall, the findings indicate that the students' discourse competence is their lowest aspect of competence, followed by linguistic competence and pragmatic competence. The students'' intercultural and the strategic competence is only somewhat above average.

4.4 Corpus Results' Analysis

The analysis's findings can be interpreted using the weighted means range and levels. The weighted means range in this context refers to the range of scores that represent various levels of performance. Unsatisfactory, Needs Improvement, Meets Expectations, Exceeds Expectations, and Distinguished are the five categories into which the levels are classified.

Weighted means range	Levels
1.00 – 1.79	Unsatisfactory
1.80 – 2.59	Needs Improvement
2.60 – 3.39	Meets Expectations
3.40 – 4.19	Exceeds Expectations
4.20 – 5.00	Distinguished

For instance, the students are categorised as needing improvement if their score falls between 1.80 and 2.59. This indicates that their performance is below average.

On the other hand, the effect size indicates how much the groups under evaluation differ from one another. The standardised difference between two means, or Cohen's d, is used to express the effect strength.

Effect size	Interpretation
0.00– 0.19	No Effect
0.20- 0.49	Small Effect
0.50- 0.79	Intermediate Effect
≥ 0.80	Large Effects

A Cohen's d between 0.00 and 0.19 signifies either no effect or a very minor effect, whereas a value of 0.80 or above suggests a significant effect. A Cohen's d between 0.50 and 0.79 denotes a moderate effect, while one between 0.20 and 0.49 denotes a slight effect.

Consequently, in addition to its statistical significance, the effect size can be used to understand the data' statistical value and significance.

1-1,89   1,9–2,79   **2,8–3,69**   3,7-4,59   **4,6-5,49**   5,5-6,39   **6,4-7,29**   7,3-8,19   **8,2-9,09**   9,1-10

Lowest   **Highest**

Table 4.13 *Means, Standards Deviations and T-values of the Discourse Competence*

Criteria	*Mean*	*SD*	*T-value*	*MD*	*Cohen's d*	*Level*
1. Students can structure and manage discourse in terms of thematic organisation.	2.37	0.84	**-7.53	-0.63	*0.75*	Needs Improvement
2. Students can structure and manage discourse in terms of coherence and cohesion.	2.61	0.76	**-5.11	-0.39	*0.51*	Meets Expectations
3. Students can structure and manage discourse in terms of logical ordering.	2.37	0.84	**-7.53	-0.63	*0.75*	Needs Improvement
4. Students can structure and manage discourse in terms of style and register.	2.33	0.65	**-10.27	-0.67	*1.03*	Needs Improvement
5. Students can structure and manage discourse in terms of rhetorical effectiveness.	1.52	0.63	**-23.59	-1.48	*2.36*	Unsatisfactory
Discourse Competence	**2.24**	**0.61**	**-12.43	**-0.76**	*1.24*	***Needs Improvement***

Test value = 3.00

**p< 0.001; (df = 99)

The students' means, standard deviations (SDs), T-values, mean differences (MD), Cohen's d, and level of the discourse competence are shown in the table 4.13. The

information is based on how the teachers answered several questions about the discourse competence.

The first column of the table shows the mean values for each criterion. The second column displays the standard deviations. The third and sixth columns, respectively, give the t-values and corresponding levels of significance. The fifth column displays Cohen's d, an effect size metric, while the fourth column displays the mean difference between the students' performance and the expected level.

The table4.13 shows that the five criteria's respective means are 2.37, 2.61, 2.37, 2.33, and 1.52. The range of the standard deviations for each criterion, from 0.61 to 0.84, shows some variation in the data.

The statistical significance of the contrasts between the students' performance and the predicted level is shown by the t-values for each criterion, which are all significant at $p < 0.001$. The levels of significance are classified as "Unsatisfactory," "Needs Improvement," "Meets Expectations," and "Exceeds Expectations," based on the mean differences and Cohen's d values.

The learners' performance on criteria 1 and 3, which deal with theme organisation and logical ordering, respectively, was rated as "Needs Improvement" in both cases. The students' performance on criterion 2, which deals with coherence and cohesion, was rated as "Meets Expectations," meaning that it was on line with expectations.

The students' performance on criterion 4, which deals with style and register, was rated as "Needs Improvement," which signifies that it fell under expectations. A grade of "Unsatisfactory" was given for criterion 5, which deals with rhetorical effectiveness, meaning that the students' performance was below the level of what was intended.

The average score for the discourse competence overall is 2.24, which is lower than what is expected. Given that the students' performance was significantly below expectations, the Cohen's d value for the discourse competence is 1.24, which suggests a large impact size.

The table 4.13 ends by showing that the students' performance in terms of the discourse competence is under expectations, notably in terms of criteria for thematic organisation, logical ordering, style and register, and rhetorical efficacy. The students' achievement on the coherence and cohesion criterion was rated as "Meets Expectations," which implies that it was on level with expectations.

Table 4.14 *Means, Standards Deviations and T-values of the Linguistic Competence*

Criteria	*Mean*	*SD*	*T-value*	*MD*	*Cohen's d*	*Level*
1. *Students can use technical terminology of their field when writing about their area of specialization with other specialists.*	1.94	0.75	**-14.14	-1.06	*1.41*	*Needs Improvement*
2. *Students have a good command of simple language structures and some complex grammatical forms.*	2.37	0.84	**-7.53	-0.63	*0.75*	*Needs Improvement*
3. *Students can write orthographically free of error.*	2.33	0.65	**-10.27	-0.67	*1.03*	*Needs Improvement*
4. *Students can produce continuous writing that is generally intelligible.*	2.37	0.84	**-7.53	-0.63	*0.75*	*Needs Improvement*
5. *Students do not make mistakes that lead to misunderstanding.*	2.33	0.65	**-10.27	-0.67	*1.03*	*Needs Improvement*
Linguistic Competence	**2.27**	**0.61**	**-12.08	**-0.73**	*1.21*	*Needs Improvement*

Test value = 3.00
**p< 0.001; (df = 99)

Based on five criteria, the table 4.14 includes data on averages, standard deviations, t-values, mean differences (MD), Cohen's d, and levels of the linguistic competence.

The range of mean scores for each criterion shows that the learners' linguistic competence has to be improved. The scores have some diversity around the mean, as indicated by the standard deviations, which range from 0.65 to 0.84.

The statistical significance of the T-values for each criterion is ** $p < 0.001$, suggesting that there is a significant difference between the sample mean and the population mean. The mean differences (MD), which vary from -1.06 to -0.63, show how much the sample mean differs from the population mean.

A substantial impact size is shown by the Cohen's d values, which range from 0.75 to 1.41. The linguistic competence level is "Needs Improvement." 99 degrees of freedom (df) and a test value of 3.00 are used.

Consequently, the table demonstrates that there an opportunity for improvement in the students' linguistic competence performance and that there is a big discrepancy between the sample mean and the population mean. The big impact size suggests that the two means differ significantly from one another.
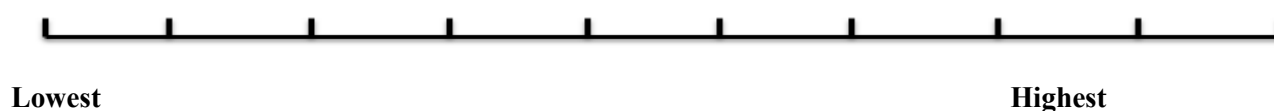
Table 4.15 *Means, Standards Deviations and T-values of the Pragmatic Competence*

Criteria	Mean	SD	T-value	MD	Cohen's d	Level
1. Students can use simple techniques to start, maintain or close a piece of writing.	2.09	0.64	**-14.28	-0.91	1.43	Needs Improvement
2. Students can write a suitable introduction and conclusion to a long, complex text.	2.61	0.76	**-5.11	-0.39	0.51	Meets Expectations
3. Students can develop an argument systematically with appropriate highlighting of significant point, and relevant supporting detail.	2.37	0.84	**-7.53	-0.63	0.75	Needs Improvement
4. Students can follow the conventional structure of the communicative task concerned when communicating their ideas.	2.61	0.76	**-5.11	-0.39	0.51	Meets Expectations
5. Students can link a series of shorter discrete simple elements into a connected. Linear sequence of points.	1.70	0.60	**-21.86	-1.30	2.19	Unsatisfactory
Pragmatic Competence	***2.28***	***0.64***	****-11.36**	**-0.72**	**1.14**	***Needs Improvement***

Test value = 3.00

**p< 0.001; (df = 99)

The data in the table 4.15 include the students' means, SDs, t-values, mean differences (MD), Cohen's d, and pragmatic skill level.

The students need to improve in this area, as the mean score for pragmatic competence is 2.28. Given that the standard deviation is 0.64, there may be some variation in the academic achievement of the learners. The mean score is considerably below the test value at p< 0.001, according to the t-value of -11.36.

With t-values of -14.28 and -21.86, correspondingly, criteria 1 and 5 have pragmatic competence ratings that are below the mean. This suggests that the students need to work on

using straightforward methods to start, extend, or finish a piece of writing as well as connecting a number of shorter, discrete straightforward pieces into a connected, linear sequence of ideas. These criteria have substantial Cohen's d effect sizes, with values of 1.43 and 2.19, respectively.

With t-values of -5.11 and Cohen's d values implying that the students are performing as expected in their ability to write an appropriate introduction and conclusion to a long, complex text and follow the traditional structure of the relevant communicative task when communicating their ideas, criteria 2 and 4 have scores for pragmatic competence above the mean.

With a score below the mean and a t-value of -7.53 for Criterion 3, it can be seen that the students still need to work on methodically building arguments with proper emphasis of key points and pertinent supporting information. At a value of 0.75, the Cohen's d effect size for this criterion is medium.

On the whole, the findings indicate that the students need to develop their pragmatic competence, particularly in using straightforward methods to start, proceed, or finished a piece of writing, connecting a number of brief, straightforward elements into a connected, linear sequence of points, and methodically developing an argument with appropriate highlighting of key points and pertinent supporting information.

Table 4.16 *Means, Standards Deviations and T-values of the Intercultural Competence*

Criteria	*Mean*	*SD*	*T-value*	*MD*	*Cohen's d*	*Level*
Students can give a touch of cultural dimensions of the topics.	2.61	0.76	**-5.11	-0.39	*0.51*	*Meets Expectations*
Students can express their ideas effectively from the target culture.	2.09	0.64	**-14.28	-0.91	*1.43*	*Needs Improvement*
Students can give cultural topics that are functioned to increase their language awareness.	2.61	0.76	**-5.11	-0.39	*.51*	*Meets Expectations*
Students are easier to arrange sentences in writing and communicate with people when having a broad knowledge of those cultures.	2.37	0.84	**-7.53	-0.63	*0.75*	*Needs Improvement*
Students can construct their ideas and intercultural experiences in forms of complete paragraphs.	2.61	0.76	**-5.11	-0.39	*0.51*	*Needs Improvement*
Intercultural Competence	**2.46**	**0.72**	****-7.58**	**-0.54**	**0.76**	***Needs Improvement***

Test value = 3.00

**p< 0.001; (df = 99)

For the students' intercultural competence, Table 4.16 shows the averages, standard deviations, T-values, MD (mean difference), Cohen's d, and levels. The analysis's test value is 3.00. The students' intercultural competence has to be improved, as evidenced by their mean score of 2.46 and standard deviation of 0.72 in the test results.

Criterion 1 and 3 both earned levels of "Meets Expectations," with mean scores of 2.61, demonstrating that the students can touch on cultural aspects of the themes and cultural issues that are used to improve their language awareness.

The rating for Criterion 2, 4, and 5 was "Needs Improvement," with mean scores ranging from 2.09 to 2.61. These criteria draw attention to the students' shortcomings in

effectively communicating ideas from the target culture, structuring written sentences, creating ideas and intercultural experiences into complete paragraphs, and communicating with others while having an efficient understanding of those cultures.

The T-values range from -14.28 to -5.11, and they are all statistically significant at the level of $p<0.001$. The mean differences between the students' scores and the expected scores are measured using Cohen's d values, which vary from 0.51 to 1.43.

The findings of the linguistic and pragmatic competence analyses are consistent with the conclusion that the students' intercultural competence needs to be improved.

Table 4.17 *Means, Standards Deviations and T-values of the Strategic Competence*

Criteria	Mean	SD	T-value	MD	Cohen's d	Level
1. Students can use completely unknown new words.	2.37	0.84	**-7.53	-0.63	0.75	Needs Improvement
2. Students can use new words adequately.	2.61	0.76	**-5,11	-0.39	0.51	Meets Expectations
3. Students do not use a new word when they are not sure about it.	2.09	0.64	**-14.28	-0.91	1.43	Needs Improvement
4. Students use schematic and contextual knowledge before the grammatical one to achieve meaning.	2.33	0.65	**-10.27	-0.67	1.03	Needs Improvement
5. Students use different strategies in order to achieve the communicative efficiency.	2.37	0.84	**-7.53	-0.63	0.75	Needs Improvement
Strategic Competence	***2.35***	***0.68***	***-9.48**	***-0.65***	***0.95***	*Needs Improvement*

Test value = 3.00
**p< 0.001; (df = 99)

The levels of the strategic competence are shown in Table 4.17 together with the averages, standard deviations, t-values, mean differences (MD), and Cohen's d. The p-value is less than 0.001 and the test value is 3.01.

The students appear to need improvement in all the five strategic competence categories based on the data derived from the table. With a mean of 2.09, a standard deviation of 0.64, and a t-value of -14.28 for criteria 3, the students do not feel comfortable utilising new words. With a mean of 2.33, a standard deviation of 0.65, and a t-value of -10.27 for criterion 4, it is possible that the students must first rely on their conceptual and contextual knowledge before their grammatical knowledge in order to make sense.

The students' overall strategic competence scores fall into the "Needs Improvement" category, with a mean of 2.35, a standard deviation of 0.68, and a t-value of -9.48. All criteria have Cohen's d effect sizes that are less than 1, indicating that the treatments may have a minor to medium impact. In conclusion, the students need to become more strategic in all five criteria.

Table 4.18 *Means, Standards Deviations and T-values of Writing Performance*

Criteria	*Mean*	*SD*	*T-value*	*MD*	*Cohen's d*	*Level*
1. Students can write a good academic paragraph.	2.43	0.77	-7.41	-0.57	0.74	*Needs Improvement*
2. Students are successful in the different kinds of writing; for example, creative, persuasive…etc.	2.37	0.84	-7.53	-0.63	0.75	*Needs Improvement*
3. Students can write using various patterns of organisation (e.g. process, comparison, cause, effect).	2.43	0.77	-7.41	-0.57	0.74	*Needs Improvement*
4. Students can write an outline to logically organise their ideas while writing.	2.37	0.84	-7.53	-0.63	0..75	*Needs Improvement*
5. Students can effectively write under time constraints.	2.43	0.77	-7.41	-0.57	0.74	*Needs Improvement*
Writing Performance	***2.41***	***0.79***	***-7.54***	***-0.59***	***0.75***	***Needs Improvement***

Test value = 3.00

[**]$p< 0.001$; (df = 99)

The levels of the writing performance are shown in Table 4.18 together with the means, standard deviations, t-values, mean differences (MD), Cohen's D, and means. The table offers a summary metric for the writing performance as well as five performance criteria.

The overall measure of the writing performance and the mean scores for each of the five criteria, fall below the reasonably expected range, indicating a need for progress. The mean scores are far below what is anticipated, as shown by the fact that all criteria and the overall measure have negative t-values.

The statistical significance of the discrepancies between the mean scores and the expected level is shown by the t-values, which are significant at the 0.001 level.

The disparities between the mean scores and the predicted level have a modest effect size, according to the Cohen's d values, which range from 0.57 to 0.75. The overall metric and all criteria have a level of "Needs Improvement."

In summary, Table 4.18 findings show that the students' writing skill need to be improved because they do not meet expectations.

Table 4.19 *Means, Standards Deviations and T-values of Communicative Competence*

Communicative Competence	Mean	SD	T-value	MD	Cohen's d	Level
Discourse Competence	2.24	0.61	**-12.43	-0.76	1.24	Needs Improvement
Linguistic Competence	2.27	0.61	**-12.08	-0.73	1.21	Needs Improvement
Pragmatic Competence	2.28	0.64	**-11.36	-0.72	1.14	Needs Improvement
Intercultural Competence	2.46	0.72	**-7.58	-0.54	0.76	Needs Improvement
Strategic Competence	2.35	0.68	**-9.48	-0.65	0.95	Needs Improvement
Writing Performance	2.41	0.79	-7.54	-0.59	0.75	Needs Improvement

Test value = 3.00

**p< 0.001; (df = 99)

The levels of the students' communicative competence are shown in Table 4.19 together with their averages, standard deviations, t-values, mean differences (MD), and Cohen's d values. Discourse competence, linguistic competence, pragmatic competence, intercultural competence, strategic competence, and writing performance are among the communicative competence highlighted.

The findings indicate that since the mean scores are below 3.00, all the communicative sub-competences, aside from the writing performance, need improvements. The mean score for the discourse competence is 2.24, while the mean scores for the linguistic competence and the pragmatic competence are 2.27 and 2.28, correspondingly. The mean ratings for the intercultural and the strategic competence are slightly higher at 2.46 and 2.35, respectively.

The mean differences between the sample means and the expected population mean of 3.00 are statistically significant, as shown by all t-values being significant with p0.001. The effect sizes (Cohen's d), which are considerable and show that there are significant variations between the sample means and the population mean, range from 0.76 to 1.24.

In conclusion, the findings show that the students, with the exception of writing ability, need to improve in all areas of the communicative competence. These results point to the necessity of focused interventions to raise the students' communicative competence, particularly in discourse, linguistics, and pragmatics.

4.5 Figures of General Discussion of the Results

4.5.1 Box Plots of the Communicative Competence Students' Questionnaire

Figure 4.1 Box Plots of the Communicative Competence Students' Questionnaire
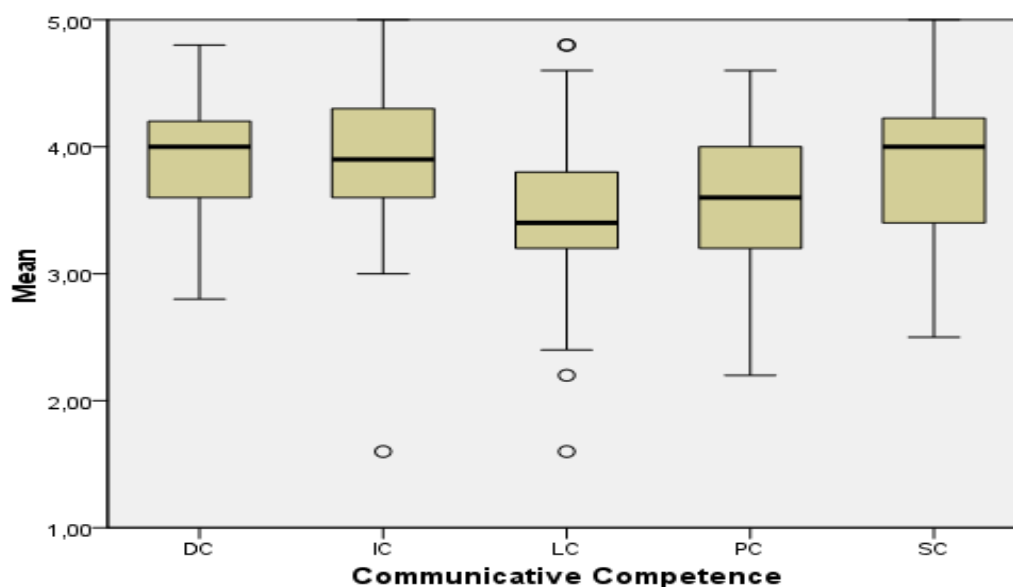
The figure 4.1 serves as a framework or paradigm for effective communication. Abbreviations for various aspects or elements of the communicative competence include DC, IC, LC, PC, and SC. The term discourse competence (DC) describes the capacity to create and understand coherent and cohesive stretches of language in a variety of situations and for a variety of objectives. The intercultural competence (IC) is the capacity to comprehend and accept cultural differences as well as to interact responsibly and successfully with individuals from other cultural backgrounds.

Linguistic competence (LC) is the understanding of grammar, vocabulary, pronunciation, and other linguistic features that support an efficient communication. The ability to use language effectively in various social circumstances while taking the intentions, beliefs, and expectations of the interlocutors is known as pragmatic competence (PC).The

term strategic competence (SC) describes the capacity to fill up linguistic or communicative knowledge gaps and negotiate meaning with interlocutors. The means or averages of each competence, which range from 1.00 to 5.00, are represented on the horizontal axis. Box plots, which show the means, reveal information about the distribution of answers for each competence.

DC has the highest mean of 3.95 out of all the competences, which shows that the students are most assured in their capacity to contribute to conversations and communicate effectively. The means for IC (3.90) and SC (3.87) are likewise rather high, suggesting that the students are fairly adept at navigating cross-cultural communication and customising their communication strategies to various circumstances. The fact that the means for LC (3.52) and PC (3.56) are lower than those for the other skills suggests that the students may lack confidence in their capacity to use language effectively, appropriately, and in socially acceptable ways.

All in all, the data suggests that the students who completed the questionnaire on the communicative competence scored quite highly across the range, with the discourse competence and the intercultural competence being the areas of greatest strength. Nonetheless, there is some variation in the results for each competence, indicating that different students may have distinct communicative competence strengths and weaknesses.

4.5.2 Box Plots of the Communicative Competence Teachers' Questionnaire.

Figure 4.2 Box Plots of the Communicative Competence Teachers' Questionnaire
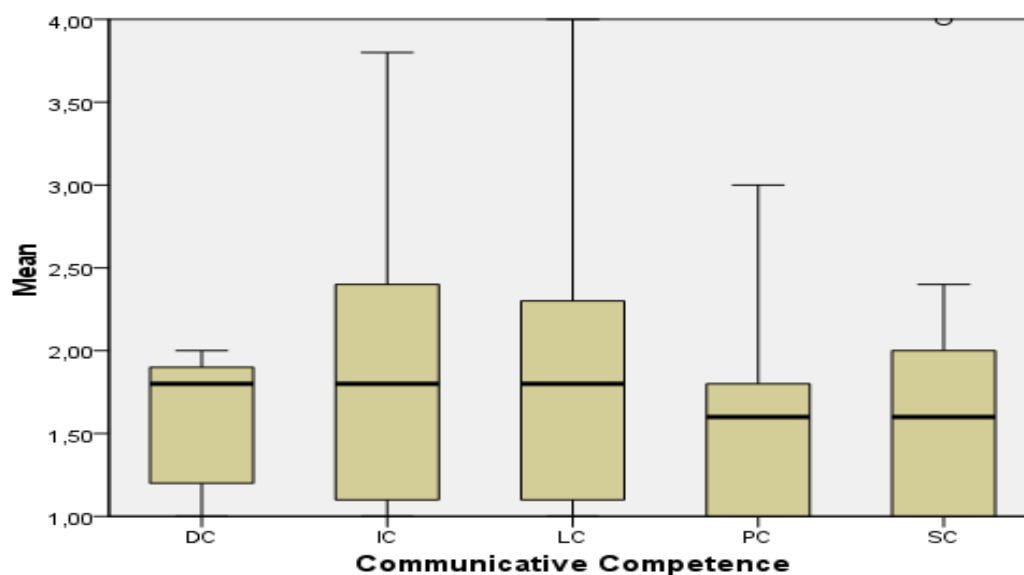
Based on a questionnaire that the teachers answered, figure 4.2 provides a visual picture of the methods for several elements of the communicative competence.

The means of each competence, which range from 1.00 to 4.00 with increments of 0.50, are shown on the horizontal axis. Box plots, which show the means, reveal information about the distribution of answers for each competence.

Discourse Competence has the lowest mean of all the competences (1.60), which shows that the teachers believe their students are least capable of participating in dialogues and communicating effectively. The means for PC (1.62) and SC (1.74) are also quite low, showing that the teachers think their students have trouble adapting their communication strategies to various contexts and using language in socially acceptable ways.

The means for LC (1.86) and IC (1.89) are marginally higher than those for the other competences but are still quite low, suggesting that the teachers believe their students have limited abilities in using language accurately and appropriately as well as navigating cross-cultural communication.

Consequently, the data indicate that, compared to the students themselves (in figure 1.1) or their peers; the teachers have a less positive perception of their students' communication competence (in figure 2.2). It draws attention to the areas where the students may require more assistance and implies that additional care may be required to help the students improve their communicative competence in all of the various areas assessed.

4.5.3 Box Plots of the Communicative Competence Corpus Rating Scale

Figure.4.3 Box Plots of the Communicative Competence Corpus Rating Scale
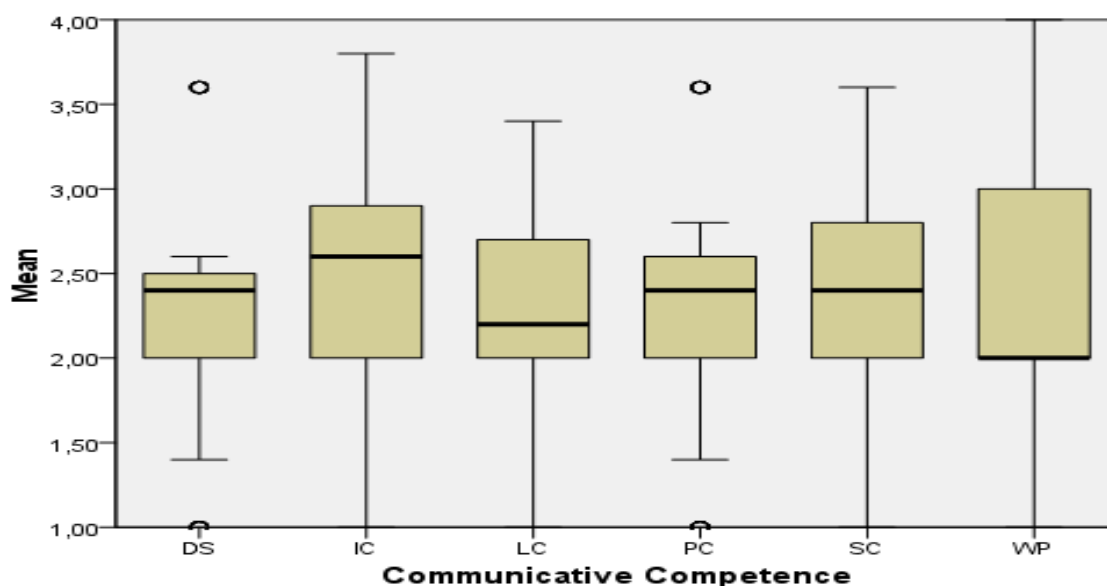
Based on a corpus of communication, the figure you provided is a visual representation of the methods for many aspects of the communicative competence and the writing performance.

The different facets of the communicative competence are represented on the vertical axis by the letters DC, IC, LC, PC, and SC, respectively. WP, which stands for The writing performance, is another option.

The means of each competence, which range from 1.00 to 4.00 with increments of 0.50, are shown on the horizontal axis. Box plots, which show the means, reveal information about the distribution of answers for each competence.

WP has a mean score (2.41) that is marginally higher than the norms for the other skills. This implies that the corpus contains writing examples with a mediocre level of written meaning communication.

The corpus contains communication samples that are less proficient in these areas, as evidenced by the comparatively low means for DC (2.24), LC (2.27), PC (2.28), and SC (2.35).

The highest mean for IC (2.46) indicates that the corpus comprises communication samples that are reasonably adept at negotiating cross-cultural communication.

The figure's overall interpretation is that the corpus contains communication samples with a moderate level of writing proficiency but a lower level of performance in the other areas of the communicative competence assessed.

It draws attention to areas where the students'' communication abilities may need to be developed and implies that assistance may be required to help the students become more communicatively competent in these areas.

4.5.4 Box Plots of the Communicative Competence (Students' and teachers' questionnaires and Corpus Rating Scale)

Figure 4.4 Box Plots of the Communicative Competence (Students' and Teachers'

Questionnaires and Corpus Rating Scale)
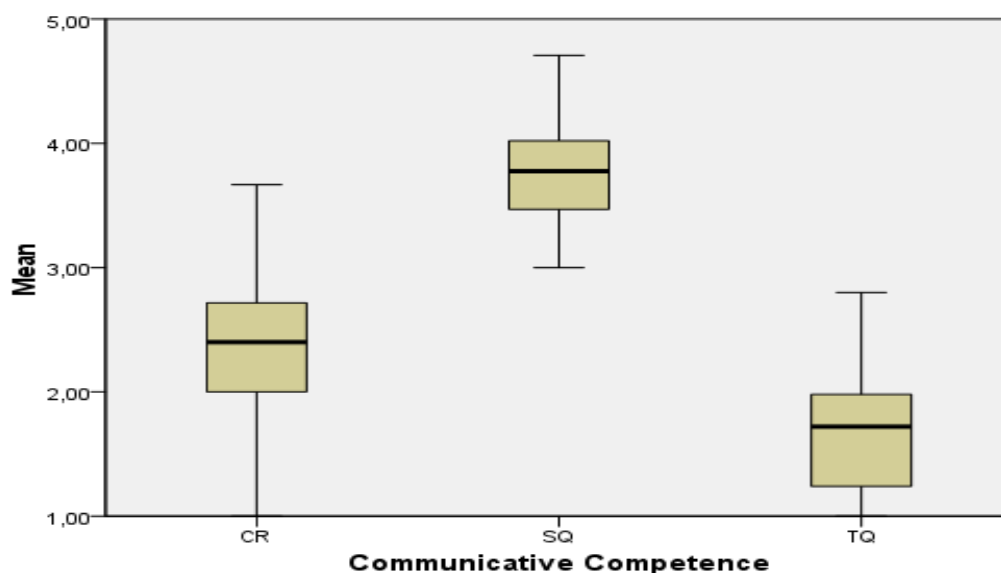
The communicative competence corpus (CR), the students' questionnaire (SQ), and

the teacher's questionnaire (TQ) mean comparisons are shown in figure 4.4. The horizontal

axis shows the means of each questionnaire, while the vertical axis lists the abbreviations CR,

SQ, and TQ.

Compared to the means of SQ and TQ, the mean of CR is 2.40, which is lower. Since

the students typically reported higher levels of the communicative competence than the

corpus as a whole, the mean of SQ is 3.70. The mean of TQ, on the other hand, is 1.70, which

is significantly lower than the means of CR and SQ. As opposed to the students''

questionnaire and the corpus rating scale of the communicative competence, this suggests

that the teachers have a less positive perspective of their students' communicative

competence.

All in all, the figure offers a helpful visual representation of the variations in means

across the three questionnaires and draws attention to potential discrepancies between the

students' and the teachers' perceptions of the communicative competence.

4.6 General Discussion of the Results

The study's findings imply that there are variations between how the students and the teachers, as well as how the corpus rating scale rates the communicative competence. In terms of the communicative competence, the students generally rated themselves higher than the teachers and the corpus evaluation scale. This can be an indication that the students have a self-serving bias and exaggerate their own skills.

The students ranked their own discourse competence as being the greatest, followed by intercultural competence, strategic competence, pragmatic competence, and linguistic competence, according to the means and standard deviations. All of the t-values were highly significant (p 0.01), indicating that the mean differences were statistically significant. This implies that the students think they are least skilled in linguistic competence and most competent in discourse and the intercultural competence.

The teachers, on the other hand, gave their students the weakest ratings for all the communicative sub-competences, with the lowest mean scores for pragmatic and discourse competences. Also statistically significant were the mean differences, with all t-values (p 0.05 or p 0.01) being significant. This implies that educators believe their students to be less proficient in all areas of the communicative competence, but particularly in discourse and pragmatic ability.

All the communicative competence were judged as needing improvement according to the corpus rating scale, with discourse competence, linguistic competence, and pragmatic competence is having the lowest mean scores. All of the t-values were highly significant (p 0.01), indicating that the mean differences were statistically significant. According to the corpus rating scale, this shows that the students' overall level of the communicative competence is low.

The students rate themselves far higher than the teachers, as can be observed when comparing the mean differences between the ratings of the students and the ratings of the teachers. This can be because the teachers and the students do not agree on what constitutes the communicative competence, or it might be because the students have a bias in favour of themselves.

Overall, the findings imply that schools need to strengthen their teaching of communication skills. The low ratings on the corpus rating scale imply that the students could not be receiving sufficient instruction in communicative abilities, and the differences in perceptions between the students and the teachers imply that there might not be universal agreement on what the communicative competence entails. Additional study might look into these problems in greater detail and look into approaches to enhance the teaching of the communicative competence in classrooms.

Conclusion

The findings were analysed in this chapter. With an emphasis on the communicative competence, the statistics showed that the latter differs from one tool to another. The chapter covered the corpus rating scale data analysis, as well as the questionnaires data analysis designed to the students and the teachers. The present chapter' reported data offered important insights on the communicative competence and writing. Furthermore, the chapter has displayed the data in a varied ways; namely through tables with statistical numbers and codes, with graphs and percentages, and finally with figures and percentages. The study's findings point out the weakest areas the students ought to develop.

Chapter Five: Recommendations, Implications, Suggestions, and

Limitations

Chapter Five: Recommendations, Implications, Suggestions, and Limitations

Introduction

Chapter five offers recommendations, pedagogical implications, limitations, and suggestions for further research. The aim of the study was to investigate the communicative competence of English as foreign language (EFL) students, thus, the present chapter pinpoints the students' strengths and weaknesses through what was obtained from the data. Furthermore, it proposes some solutions to remedy to the students' communicative skill deficiencies by recommending a list of guidelines to be considered while dealing with the communicative competence and the writing skill. Hence, the implications are for pedagogy, while the recommendations are for students, teachers, and curriculum designers. However, it is important to note that the present investigation is not free from shortcomings, this is the reason why the chapter presents the limitations encountered along with the delimitations set.

5.1 Recommendations

Based on the results of the study, some recommendations are suggested for students, teachers, and curriculum designers. The recommendations are as follows:

For Students

➢ Participating in class discussions or joining a debate club are two examples of options the students should look for to exercise and develop their discourse competence since it was identified as their weakest area.

➢ Students should also improve their linguistic competence through extensive reading and active participation in the writing assignments.

➢ Increase the pragmatic competence by observing how language is used in various social contexts.

➢ Develop their intercultural competence by actively interacting with persons from various racial, ethnic, and cultural backgrounds.

➢ Learn how to effectively set goals, plan, and organise their work to increase their strategic competence.

➢ Active listening exercises might help the students become more responsive.

➢ Students can participate in online language groups or language exchange programs to improve their intercultural skills.

➢ They can participate in classes or events aimed at enhancing public speaking skills.

➢ They can play role-playing games to enhance their pragmatic proficiency.

➢ They can take part in language immersion programs to boost the five competences at once.

➢ They can add technology to their language study, such as speech recognition software or language learning applications.

➢ They can maintain a language study journal to track their progress and make plans.

➢ They can participate in practical initiatives that call for the development of the communicative competence to enhance their strategic competence.

➢ They can ask for feedback from teachers to pinpoint problem areas and track development.

➢ They can use real resources, such news articles or videos, to help develop their language skills.

For Teachers

➢ Teachers should provide their students the chance to practise and enhance their discourse competence through activities like class discussions or debates.

➢ Provide a range of reading and writing activities to aid learners in improving their linguistic competence.

➢ To improve their pragmatic ability, teachers should teach the students how to use language effectively in various social circumstances.

➢ To promote intercultural skills, teachers should promote contact between the students from various backgrounds.

➢ To increase their strategic competence, teachers should teach the students how to successfully plan and arrange their work.

➢ Teachers can use formative evaluations to give the students feedback and direction as they improve their communicative competence.

➢ They can incorporate simulations or games into class plans to keep the students interested and offer chances for communicative practise.

➢ They can support peer-to-peer interaction to foster group learning and the growth of the communicative competence.

➢ They can offer opportunities for genuine conversation, such as discussions or role-playing, to help the students improve their contextual communication competence.

➢ They can use technology to foster the intercultural competence and link the students with diverse populations, such as video conferencing or social networking.

➢ As the students advance in their communicative competence, differentiated instruction should be used to match their requirements.

➢ Teachers can build self-reflection and self-evaluation activities into lesson plans to encourage metacognition.

> ➤ They can use sentence structures or graphic organisers to help the students as they develop their communicative competence.

> ➤ They can support a culture in the classroom that promotes dialogue and rewards taking risks.

For Curriculum Designers

> ➤ Curriculum designers should create a curriculum that places a strong emphasis on the value of each of the five communicative sub-competences.

> ➤ Use a variety of instructional techniques, such as interactive and group learning exercises, to target each of the sub-competences.

> ➤ To enhance the intercultural competence, curriculum designers should make sure the curriculum encourages a culture of inclusion and diversity.

> ➤ Provide teachers with opportunities for continual professional development so they can learn how to successfully teach the communicative competence.

> ➤ Create tests that assess each of the five communicative sub-competences to make sure the students are acquiring these competences.

5.2 Pedagogical Implications

Based on the results and the recommendations of the study, implications are suggested as follows:

> ➤ To increase their students' communicative competence, teachers should motivate them to actively engage in communication activities.

> ➤ More opportunities for the students to practise and improve their discourse competence, linguistic competence, pragmatic competence, intercultural competence, and strategic competence should be provided in EFL classrooms.

➢ It is crucial to show to the students the value of developing their communicative competence for both academic and future personal and professional goals.

➢ Teachers should give their students the chance to practise and improve their communicative skills.

➢ Improved discourse, language, and pragmatic ability among the students should be a primary concern for teachers.

➢ Teachers should give the students feedback and encouragement to help them become more proficient communicators.

➢ Opportunities for professional development should be made available to teachers so they can advance their own teaching and communicative abilities.

➢ While developing curricula, curriculum designers should make the communicative competence a priority.

➢ Curriculum designers should think about integrating the development of the communicative competence into disciplines besides language classes.

➢ To make sure the curriculum represents the most recent effective practices in the development of the communicative competence, curriculum designers should continuously evaluate and update the curriculum.

➢ In order to improve their communicative competence outside the classroom, teachers should encourage their students to use the target language outside the classroom.

➢ Teachers can also use task-based language teaching (TBLT) strategies to give the students authentic, in-depth communicative assignments that draw on all the five sub-competences.

➢ Teachers can incorporate technology to expand opportunities for communication practice and cross-cultural interaction, as using online forums or multimedia tools.

➢ They can create assessment standards that focus on each of the five communicative sub-competences in order to effectively assess student level enhancement and give individualised feedback.

➢ They can encourage the students to evaluate their own communicative competence and create improvement objectives.

➢ They can offer individualised education that takes into account each student's unique requirements and learning preferences.

➢ They can give the students the chance to interact with a variety of texts and resources that represent many cultural viewpoints.

➢ They can promote a safe learning atmosphere in the classroom that appreciates variety and encourages taking risks.

➢ They can promote teamwork and group projects to help the students improve their social and communication competencies.

➢ When developing courses, teachers should take into account the cultural and social environment of the students to make sure that the development of the communicative competence is appropriate and relevant to their life.

5.3 Suggestions for Further Research

The following are suggestions for further research related to the communicative competence. Hence, further research may:

• Explore the impact of various pedagogical approaches, such as task-based language education, on the communicative skills of EFL students.

• Investigate the relation between the development of the communicative competence and the characteristics of the individual learner, such as motivation and personality.

- Examine how a learner's academic performance and future personal and professional aspirations are impacted by the development of the communicative competence.

- Explore how cultural variance affects the students' communicative competence and ability to communicate effectively in multicultural classrooms.

- Investigate how technology might help EFL learners become more competent, especially in the context of online language instruction.

- Examine if teacher training programs are useful in helping the teachers encourage the growth of the communicative competence in their students.

- Assess whether employing real materials helps EFL students build their communicative competence.

- Explore the connection between a learner's confidence and self-esteem and the growth of their communicative competence.

- Investigate how peer feedback affects EFL students' communicative competence development.

- Examine if literature and role-playing exercises are beneficial in helping EFL students build their communicative competence.

- Examine how communication between generations and between cultures influences EFL communicative competence development.

- Explore how nonverbal communication affects EFL students' communicative competence.

- Test whether language exchange programs help EFL students become more communicatively competent.

- Determine how group dynamics and size affect the communicative competence of EFL students.

- Examine the connection between the linguistic competence and other sub-competence, such as discourse competence and strategic competence.

- Analyse how learners' age influence their communicative competence.

- Investigate how cultural attitudes and beliefs affect how well the communicative competence develops in EFL students.

- Determine whether teacher-led or student-led communication activities are more effective at enhancing EFL learners' communicative competence.

- Examine how improved empathy and cross-cultural understanding can result from the development of the communicative competence in EFL students.

- Look into how language anxiety affects EFL students' actional competence.

5.4 Limitations

Some limitations that might apply for the current study are as follows:

- **Sample size:** The study's conclusions might be constrained by the study's small sample size. Larger sample sizes are typically more reliable and more representative of the population.

- **Generalisation:** The results of the study may not be generalizable outside of the context in which it was done. The findings' transferability to other contexts may be constrained by the study's unique cultural, educational, and social setting.

- **Subjectivity:** Response bias may be present in the surveys used to gather information from the teachers and the students. Participants' responses might not accurately reflect their communicative competence or they might do so in a way that is socially acceptable.

- **Reliability and validity:** The study's conclusions may be impacted by the study's reliability and validity of the research techniques used. The results could be incorrect if the tools employed were not reliable or valid.

- **Multidimensionality**: The five sub-competences chosen in this study may not adequately represent the complex and multiple construct of the communicative competence. Future study may also need to take other sub-competences like media competence and emotional competence into account.

- **Self-reporting:** When self-reporting, students might not be entirely honest regarding their communication skills. This might affect how accurate the data that was gathered is.

Conclusion

The present chapter emphasises the importance of the communicative competence and its urgent need to be developed by the students. The recommendations propose different ways on how the discourse competence, the linguistic competence, the pragmatic competence, the intercultural competence, and the strategic competence can all be used to help the teachers and curriculum designers design the communicative competence related materials that will enhance the students' communicative skills in general and the writing skill in particular. The pedagogical implications highlight the necessity of giving EFL students additional chances to develop their communicative competence by actively participating in communication targeted activities. The chapter presents the study's shortcomings and makes suggestions for further studies on the communication competence.

General Conclusion

General Conclusion

The subject matter of the communicative competence in the teaching of writing in English as a foreign language is addressed in the current study. The focus of language instruction has switched from reading and writing in a foreign language to communicating in a globalised environment. Hence, the ability to communicate adequately in a language while taking into account the context, sociolinguistic norms, and communicative aim is referred to as the communicative competence.

The communicative competence model adopted in the present thesis embodies five sub-competences. According to this model, one can state: discourse competence, linguistic competence, intercultural competence, strategic competence, and pragmatic competence.

Thus, the objective of this study was to evaluate the communicative competence proficiency of third year EFL writing students at Setif 2 University. The study assessed the students' discourse competence, linguistic competence, intercultural competence, strategic competence, and pragmatic competence through the use of three research tools. The ultimate objective was to find techniques to strengthen the students' communicative competence manifested through their writings.

In our present time, communication is deemed necessary for everybody, students are no exception. Communication can occur verbally via the productive skills: speaking or writing. The present thesis concerns itself on writing as a means of communication. The thesis attempted to answer four research questions namely: First, to what extent is communicative competence present in Algerian EFL writing classrooms? Second, how is the communicative competence manifested? Third, to what extent implementing the communicative competence

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in an EFL writing classroom is important? Finally, what is the effective way to implement the communicative competence?

In an attempt to answer the aforementioned research questions, this study used a three research instruments: a questionnaire conducted with the students, another questionnaire was addressed to the written expression teachers, and a corpus rating scale was operated on the students' writings. The tools aimed at analysing the sub-competences of the communicative competence among third year writing students at Setif 2 University.

Four hundred eighty (480) third-year students in the department of English language and literature at Mohamed Lamine Debaghine University-Setif 2 in Setif, Algeria, as well as their three written expression teachers were the population of this study. Simple random sampling was used to select a sample of 96 students, equating one-fifth of the total, to guarantee that each participant is equally represented. Since all teachers were willing to take part in the study, there was no sample of them.

Statistical methods like Excel, SPSS and Cohen's D effect size were used to analyse the study's data. With high mean scores, noteworthy T-values, and sizeable effect sizes, the students' questionnaire results demonstrated that the students have good attitudes towards the communicative writing skill through all the five sub-competences.

Hence, the results reported in the SPSS tables showed that the students agreed significantly that they are comfortable with the use of all the five sub-competences mainly according the following respective ascending order: the linguistic competence, the pragmatic competence, the strategic competence, the intercultural competence, and the discourse competence.

However, the teachers' questionnaire replies revealed that all the sub-competences of the communicative competence require significant improvement. On the basis of the teachers answers reported in SPSS tables; it is evident that the students ought to make more efforts to remediate to their lacks in the communicative competence. The following is an ascending order of the students' sub-competences in accordance with the teachers' responses: the discourse competence, the pragmatic competence, the strategic competence, the linguistic competence, and the intercultural competence.

The last tool, the corpus rating scale, reported that most of the writings examined showed a very low performance with weighted means ranging (2.24-2.46) equating the "Needs Improvement" level. The next is a rising order of the students' sub-competences in accordance with the corpus rating scale: the discourse competence, the linguistic competence, the pragmatic competence, the strategic competence, the writing competence and the intercultural competence.

Overall, this study emphasises the value of addressing the communicative competence's sub-competencies in educational contexts, notably discourse competence. The results highlight the necessity for educators to concentrate on fostering the students' communication skill across a range of domains, including linguistic, pragmatic, intercultural, and strategic abilities. The study also emphasises the value of utilising a variety of research methodologies and statistical analysis methods to obtain an efficient picture of the students' communicative competence levels.

On the whole, the study's results pointed out that there is an eminent lack in the communicative competence in the students' writings. As a result of this, it is noteworthy to mention that the thesis's hypothesis is confirmed. Furthermore, one can say that all the four research questions were answered. The main answers lie in the low degree of the

communicative competence presence in the students' writings, and the urging need to implement it in the writing course. As far as the last research question is concerned, mainly the effective ways to implement the communicative competence, the present thesis presented a detailed answer in the pedagogical implications and recommendations.

In conclusion, this study establishes the framework for future research in this area and offers humble information about the state of the communicative competence among the students and the teachers today. Education professionals can assist the students in acquiring the communication skills required for success in both their academic and professional life by addressing the gaps found in this study.

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Appendices

Appendices

Appendix A: Focus Group Discussion

It would be highly appreciated if you answer all the questions. Be sure that any information will remain confidential.

Q1. What difficulties do you have with writing organisation?

…………………………………………………………………………………………..

Q.2 How do you make sure the organisation of your writing is simple and logical?

…………………………………………………………………………………………..

Q.3 How confident are you in your ability to use appropriate grammar and vocabulary in your writing?

…………………………………………………………………………………………..

Q.4 What strategies do you employ to sharpen your linguistic abilities?

…………………………………………………………………………………………..

Q.5 How do you modify your writing style according to the target audience and the objective of the piece?

…………………………………………………………………………………………..

Q.6 Can you mention an instance when you had to modify your writing to fit a certain situation?

…………………………………………………………………………………………..

Q.7 When talking with people from different cultures, how do you include cultural distinctions in your writing?

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

Q.8 Can you mention an instance where you had to write while taking cultural considerations into account?

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

Q.9 How do you go about writing a piece?

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

Q.10 What techniques do you employ to draught, edit, and revise your writing?

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

Q.11 How confident do you feel in your English writing abilities?

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

Q.12 Which skills do you believe you need to develop in order to communicate in written English effectively?

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

Appendix B: Teachers' Interview

This interview is part of a research work whose aim is to gather information about teaching writing through the communicative competence. It would be highly appreciated if you answer all the questions. Be sure that any information will remain confidential.

Q.1 How do you evaluate the communicative competence of your students?

……………………………………………………………………………………………..

Q.2 How do you evaluate your students' linguistics, discourse, pragmatic, intercultural, and strategic competencies?

……………………………………………………………………………………………..

Q.3 What obstacles do you see your students face as they work to strengthen their communicative competencies?

……………………………………………………………………………………………..

Q.4 How instruction should be differentiated for students with varied degrees of the communicative competence?

……………………………………………………………………………………………..

Q.5 How can you create a learning environment in the classroom that encourages the development of the communicative competence?

……………………………………………………………………………………………..

Q.6 What tools do you employ to help your students build their communicative competence?

……………………………………………………………………………………………..

Q.7 What connections do you perceive between more general learning objectives and the communicative competence?

…………………………………………………………………………………………..

Q.8 How do your overall curriculum and teaching goals involve the communicative competence?

…………………………………………………………………………………………..

Q.9 How do you motivate your students to examine their own the communicative competence and take responsibility for their education?

…………………………………………………………………………………………..

Appendix C: Students' Questionnaire

Dear EFL students,

This questionnaire is part of a research work whose aim is to gather information about teaching writing through the communicative competence. It would be highly appreciated if you answer all the questions. Be sure that your answers will remain anonymous.

Section One: Discourse Competence

- Please state your level of agreement for the following statements;
- Put (x) to only ONE answer.
- **Strongly Agree (SA) Agree (A) Neutral (N) Disagree (D) Strongly Disagree (SD)**

Statements	SA	A	N	D	SD
1. Contextual elements of the communicative event such as time, place, topic, and purpose are important to consider when writing.					
2. I depend on the text structure of information e.g. cause and effect, compare and contrast to organise a written text.					
3. Conjunctions and transition words are important to create cohesion in a written text.					
4. I can create coherent and cohesive text making full and appropriate use of a variety of organisational patterns and a wide range of cohesive devices.					
5. I can link a series of shorter, discrete simple elements into a connected, linear sequence of points.					

Section Two: Linguistic Competence

Statements	SA	A	N	D	SD
1. Grammatical errors interfere with communicative purposes when I try to write.					
2. I consistently maintains a high degree of grammatical accuracy.					
3. I can use a broad range of complex grammatical structures appropriately and with considerable flexibility.					
4. I have a good command of a very broad lexical repertoire including idiomatic expressions and colloquialisms.					
5. I consistently use correct and appropriate vocabulary.					

Section Three: Pragmatic Competence

Statements	SA	A	N	D	SD
1. I show great flexibility in reformulating ideas in differing linguistic forms to give emphasis, differentiate according to the situation, interlocutor, and to eliminate ambiguity.					
2. I can select a suitable phrase from an available range of discourse functions to preface their remarks appropriately in order to get the floor, or to gain time and keep the floor while thinking.					
3. I can use the conventions of the type of text concerned to hold the target reader's attention and communicate complex ideas.					
4. I can produce clear, smoothly flowing, well-structured language, showing controlled use of organisational patterns, and connectors.					
5. I can express myself fluently and spontaneously, almost effortlessly.					

Section Four: Intercultural Competence

Statements	SA	A	N	D	SD
1. Learning writing through intercultural communication in English is of a great benefit.					
2. I can share written criteria about different cultures, customs, and traditions.					
3. Having vast knowledge on intercultural communication would make me a better writer.					
4. I have a cross-cultural awareness of the target culture including its rules and norms.					
5. I understand and respect the rules, norms and behaviors that exist in a target language community.					

Section Five: Strategic Competence

Statements	SA	A	N	D	SD
1. I generate ideas first prior to writing.					
2. I provoke discussion with classmates about my thought and pinions on what to write.					
3. I write the draft of main concepts and the title later.					
4. I focus my reading on the right choice of function words.					
5. I focus my attention on grammar rules (subject-verb agreement, tense, etc.).					

Thank you for your collaboration!

Appendix D: Teachers' Questionnaire

Dear EFL teachers,

This questionnaire is part of a research work whose aim is to gather information about teaching writing through the communicative competence. It would be highly appreciated if you answer all the questions. Be sure that any information will remain strictly confidential.

- Please rate your students' performance in writing for the following statements;
- Put (x) to only ONE answer for each statement.
- **Low Performer (L.P), Developing Performer (D.P), Neutral (N), Highly Valued Performer (H.V.P), Top Performer (T.P)**

Section One: Discourse Competence

Statements	L.P	D.P	N	H.V.P	TP
1. My students are able to utilise various discourse features such as: cohesion and coherence.					
2. My students are able to utilise various structures of written genres in their written productions					
3. My students can use the conventions of the type of text concerned with sufficient flexibility to communicate complex ideas in an effective way					
4. My students can use a variety of linking expressions efficiently to mark clearly the relationships between ideas					
5. My students can link a series of shorter, discrete simple elements into a connected, linear sequence of points.					

Section Two: Linguistic Competence

Statements	L.P	D.P	N	H.V.P	TP
1. My students face difficulties in vocabulary.					
2. My students face difficulties in grammar.					
3 My students face difficulties in lexicon.					
4. My students face difficulties in the mechanics of writing.					
5. My students face difficulties in constructing well-formed accurate sentences.					

Section Three: Pragmatic Competence

Statements	L.P	D.P	N	H.V.P	TP
1. My students can write fully understandable texts using organisational patterns, and connectors.					
2. My students can express themselves fluently and spontaneously for different purposes depending on the type of writing they produce.					
3. My students can hold the reader's attention with ease.					
4. My students have a good command of the rules by which utterances come together to create discourse					
5. My students can express their real intentions through writing.					

Section Four: Intercultural Competence

Statements	L.P	D.P	N	H.V.P	TP
1. My students show awareness of their own cultural worldviews in their writing					
2. My students can tolerate the cultural differences, rules, norms and behaviors while writing.					
3. My students show their knowledge of the different cultural practices and worldviews in their writing.					
4. My students understand, respect, and can write about people who have different cultural orientations and perspectives from their own.					
5. My students are curious and willing to write about people who are culturally different.					

Section Five: Strategic Competence

Statements	L.P	D.P	N	H.V.P	TP
1. My students can use the paraphrasing strategy while writing.					
2. My students can use restructuring or literal translation from the first language to overcome limitations in the language area.					
3. My students can plan and outline their writing to avoid communication breakdowns.					
4. My students revise and proofread their text before they submit them to the teacher.					
5. My students' written texts are free from communication breakdowns.					

Thank you for your collaboration!

Appendix E: Corpus Rating Scale

Unsatisfactory (U), Needs Improvement (N.I), Meets Expectations (M.E), Exceeds Expectations (E.E), Distinguished (D)

Student Number: ………..	U	N.I	M.E	E.E	D
Discourse Competence					
1. Students can structure and manage discourse in terms of thematic organisation.					
2. Students can structure and manage discourse in terms of coherence and cohesion.					
3. Students can structure and manage discourse in terms of logical ordering.					
4. Students can structure and manage discourse in terms of style and register.					
5. Students can structure and manage discourse in terms of rhetorical effectiveness.					
Linguistic Competence					
6. Students can use technical terminology of their field when writing about their area of specialization with other specialists.					
7. Students have a good command of simple language structures and some complex grammatical forms.					
8. Students can write orthographically free of error.					
9. Students can produce continuous writing that is generally intelligible.					
10. Students do not make mistakes that lead to misunderstanding.					
Pragmatic Competence					
11. Students can use simple techniques to start, maintain or close a piece of writing.					
12. Students can write a suitable introduction and conclusion to a long, complex text.					
13. Students can develop an argument systematically with appropriate highlighting of significant points, and relevant supporting detail.					

14. Students can follow the conventional structure of the communicative task concerned when communicating their ideas.					
15. Students can link a series of shorter, discrete simple elements into a connected, linear sequence of points.					
Intercultural Competence					
16. Students can give a touch of cultural dimensions of the topics.					
17. Students can express their ideas effectively from the target culture.					
18. Students can give cultural topics that are functioned to increase their language awareness.					
19. Students are easier to arrange sentences in writing and communicate with people when having a broad knowledge of those cultures.					
20. Students can construct their ideas and intercultural experiences in forms of complete paragraphs.					
Strategic Competence					
21. Students can use completely unknown new words.					
22. Students can use new words adequately.					
23. Students do not use a new word when they are not sure about it.					
24. Students use schematic and contextual knowledge before the grammatical one to achieve meaning.					
25. Students use different strategies in order to achieve the communicative efficiency.					
Writing Performance					
26. Students can write a good academic paragraph.					
27. Students are successful in the different kinds of writing; for example, creative, persuasive…etc.					
28. Students can write using various patterns of organisation (e.g. process, comparison, cause, effect).					
29. Students can write an outline to logically organise their ideas while writing.					
30. Students can effectively write under time constraints.					

Appendix F: Corpus Samples

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University of Mohamed Lamine Debaghine-Setif 2
Faculty of Letters and Languages
Department of Letters and the English Language

Second Semester Examination in Written Expression

Develop an ***INTRODUCTION***, ***TWO*** *developmental paragraphs, and a* ***CONSLUSION*** for an essay discussing ***ONE*** *of the following topics :*

1. ***Explain the major consequences of wars on humanity.***
2. ***Illustrate why free speech is a fundamental human right.***
3. ***Compare or contrast two of your favorite personalities.***

The Introductory Paragraph (6 pts)

the first
in [illegible] occoon in 20th ~~f~~ Especially from 1940 to 1960,
The whole world faced catastrophic phenomenon stuck in the
minds of nation. civil wars and world war I and ~~II~~ waged up
around the countries. This explotion ~~lead~~ to big
distruction later. The wars in countries
~~can~~ have diffrent consequences on both psychologic
and psychical what
Aspects?

1/2

Punctuate

Developmental paragraph One (5 pts)

Homelessness Homelessness is considered as one of the major results that make people live in bad and miserable things such as the Syrians. After the destruction and decadence inside the country, people suffer from the problem of living because their house are destroyed, they and there is no one to take care of them, they start to settle everywhere in any country. They travel to different places settle and became as refugees there just moving to find peace.

Developmental paragraph Two (5 pts)

Regardless the homeless, illiteracy play an important role especially for children. child labor in which the children start working like slaves and they drop their education and the dominant country exploit them this so will lead them to be uneducated and have ... ... will depressed.

Conclusion (4 pts)

The wars that happen in these some countries can have results on both psychologically and physically in which people it become as settlements in other places, and saw them as revenges, live them for that reason the government should and other countries should help them to live in peace.

Good Luck

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Second Semester Examination in Written Expression

Develop an **INTRODUCTION**, **TWO** developmental paragraphs, and a **CONSLUSION** for an essay discussing **ONE** of the following topics :

1. Explain the major consequences of wars on humanity.

2. Illustrate why free speech is a fundamental human right.

3. Compare or contrast two of your favorite personalities.

The Introductory Paragraph (6 pts)

Did you have seen before a war in the direct life? or on T.V? Of course you did, and you have seen how much is beautiful and sunshine in Peace, in contrast, of being at war, you will see all the world in dark colors. A war has many effects on humanity such as financial and and Healthy consequences.

1/2

219

Developmental paragraph One (5 pts)

As we know, a war needs too much money to buy the (tools) needed for it . This can be one of the causes that make the country poor of every essential things in life like Food, clothes, schools, Hospitals because all of these become dark under (feets)

Developmental paragraph Two (5 pts)

TS "... When we said "war", directly became to our minds Attacking, blood, diseases dirty environement, (die) etc . All of these, make all people in the country suffer in and become Sick .

Conclusion (4 pts)

To Sum up,

Good Luck

University of Mohamed Lamine Debaghine-Setif 2
Faculty of Letters and Languages
Department of Letters and the English Language

Second Semester Examination in Written Expression

Develop an **INTRODUCTION**, **TWO** developmental paragraphs, and a **CONSLUSION** for an essay discussing **ONE** of the following topics :

1. Explain the major consequences of wars on humanity.

2. Illustrate why free speech is a fundamental human right.

3. Compare or contrast two of your favorite personalities.

The Introductory Paragraph (6 pts)

Why is free speech a fundamental human right? They said that X the free speech is like fighting by words". Free speech is the chance to say what 's in our minds without being afraid, shy or scared of our words result _____ One block !
Free speech is very important for human right because of social reasons and personnal reasons.

Elaborate more.

University of Mohamed Lamine Debaghine-Setif 2
Faculty of Letters and Languages
Department of Letters and the English Language

Second Semester Examination in Written Expression

Develop an **INTRODUCTION**, **TWO** developmental paragraphs, and a **CONSLUSION** for an essay discussing **ONE** of the following topics :

1. Explain the major consequences of wars on humanity.

2. Illustrate why free speech is a fundamental human right.

3. Compare or contrast two of your favorite personalities.

The Introductory Paragraph (6 pts)

Nowadays , we see that there is some contries in the world are at war for many years ; they suffer from the consequences of the wars . But they battle and defend and protect their countries as much as they can like in Palstine and Syria . As an example , this war had many consequences on human being and affects their life in worst way such as most of the children didn't go to school , and lost their childhood and didn't live it as they wanted

1/2

Developmental paragraph One (5 pts)

Indent First, the primary consequences that brought the war is the poverty. When the war broken the first thing that humanbeing think about it is how they live after? and what they should do to be alive? Because in each country, we have three social classes affected but the low classe is the most affected one. So after the wars they find them selves in a big problem of how they brough food? and how receive moneyed of course no solution, because they have no work in this period, so the poverty spread in this contries.

Developmental paragraph Two (5 pts)

Second, we have also another result that war leave it in society and specially humanity which is a big of death. Many people die to wars although they don't have any relation to this resolution, but the humanbeing is the first one which is affected and this act, of course, influenced for his families thats to the world. When any family faules his son, they entre in a sad period that makes him depression or specially parents one. Also the world influenced to this big number of death but as we said the humantit H... affected one

irr. [
to this [

Conclusion (4 pts)

The wars previously and nowaday leave a big consequences from the world in general and the humanity specifically, and one of the major results we have poverty, big number of death and the absence of Education. This consequences affected negatively to our societies and contries. So we hope that any président in the world when would broke a war you should look of the consequences and what the humanbeing do after this Catastrophic.

Good Luck

1/2

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University of Mohamed Lamine Debaghine-Setif 2
Faculty of Letters and Languages
Department of Letters and the English Language

2

Second Semester Examination in Written Expression

Develop an **INTRODUCTION**, **TWO** developmental paragraphs, and a **CONSLUSION** for an essay discussing **ONE** of the following topics :

1. Explain the major consequences of wars on humanity.

2. Illustrate why free speech is a fundamental human right.

3. Compare or contrast two of your favorite personalities.

The Introductory Paragraph (6 pts)

[handwritten student essay:]

Indent — Humanity (it's) one of the basic things in our life, what is the major consequences of wars on humanity? that all we know that humanity important thing in humain, it's a (habait) for some of them from every country and every personess. So if we put wars on humanity we can say that we recieve much of problems and wars (emple) black people they well never work or travel with white peoply reasons of racism, and we will see that the strong people (eat) the weak people from every thing. (food, comfort, life ... ett)

unclear

— Avoid ambiguity
— No clear Th-S -

1/2

224

Developmental paragraph One (5 pts)

Topic S ?   factors

Indent

First, the primary reason in social (reasons) is being afraid of getting abuse because in our society, the rich and strong person who gets his right. Second, the second reason in social reasons is who doesn't have the courage to talk, the people will use him in badly ways

Punctuate
ill-structured   ( )

Developmental paragraph Two (5 pts)

Second

factors

TS) First, the primary reason in personal (reasons) is shyness. When you kill the shyness and say what is in your mind, you can easily get what you want. Second, the second reason in personal factors following the actions of famous people.

Conclusion (4 pts)

Good Luck

1/2

225

Developmental paragraph One (5 pts)

TS ! First of all, the most and major consequence of wars on human beings is homiless people who were losing their homes in the war so they lived outside. Besides that, the increase of the diseases? between kids and the oldest people, so most of them died in their home or on the street because of the lack of hospitals and doctors who were working and they (faired) about their lives and left their jobs.

Discuss one aspect only

Developmental paragraph Two (5 pts)

Second

Otherwise, the most family lost their parents, kids, neighbors, they always see some of them died in front of them. Also, the fail of economics of the countries which leads to fail of the humanity and start the big fear, the poor and the lack of money and this is also a reason that children left their schools and start working anywhere and that helped the rise of child labor

Conclusion (4 pts)

At the end, we should stop this wars and help countries and be with them and help them to build new life and new government and strong economites and protect them from any danger.

Good Luck

1/2

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Appendix G: Consent Letter

Dear participants,

I am writing to ask you to take part in my Phd research, which is entitled Evaluating the Communicative Competence in Third year EFL Writing Classroom at the Department of English at Setif 2 University. The study aims at determining the students' and teachers' communicative writing competence by examining discourse competence, linguistic competence, actional competence, sociocultural competence, and finally strategic competence. This study is an attempt to show to what extent the communicative competence is taken into account in EFL classrooms, why and how to give it a better place in the teaching of writing.

To achieve the study's objectives and aims, the study will entail a questionnaire directed to third year EFL students and another questionnaire with their teachers of writing. In addition to this, students' essays will be examined on the basis of communicative competence components to evaluate their CC in writing using a corpus rating scale.

Your contributions will be kept completely private and anonymous, and only the researcher working on the project will have access to the information you submit. Your participation will be anonymous, and only an average of your responses will be revealed.

You are giving your informed permission to the above-described processes by deciding to take part in this study. If you agree to participate, please complete the study procedures as instructed, or simply sign and submit the included consent form.
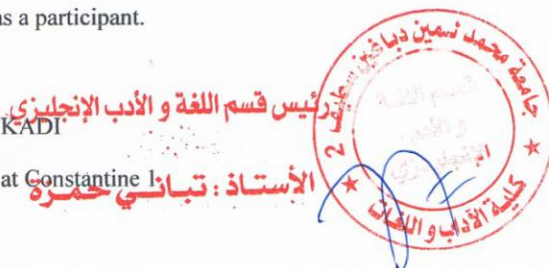
Thank you for considering participating in my study.

Contact me at seghirboukadi@gmail.com if you have any inquiries about the study or your rights as a participant.

Sincerely,

Seghir BOUKADI

Phd student at Constantine 1

رئيس قسم اللغة و الأدب الإنجليزي

الأستاذ: تبانـي حمـزة

The administration:

Résumé

Cette étude a pour objectifs d'évaluer dans un premier le degré de présence de la compétence communicative dans l'écriture en Anglais comme langue étrangère (EFL), puis d'explorer dans quelle mesure la compétence communicative est significative en Anglais comme langue étrangère (EFL), et enfin, de rechercher des solutions potentielles aux difficultés constatées au niveau de la compétence communicative dans les écrits des étudiants. Par conséquent, il a été émis l'hypothèse que les écrits des étudiants ne refléteraient pas une bonne maîtrise de la compétence communicative. Pour trouver des éléments de réponses aux questions et à l'hypothèse susmentionnées, une méthodologie exploratoire a été adoptée avec deux questionnaires, le premier était adressé aux étudiants et le deuxième aux enseignants, une échelle de notation de corpus pour l'évaluation des dissertations des étudiants a également été exploitée. Ces outils ont été utilisés pour collecter des données auprès d'un échantillon de quatre-vingt-seize (96) étudiants de troisième année dans le département d'Anglais et de leurs trois (03) enseignants d'expression écrite à l'Université de Sétif 2 en Algérie. Les données recueillies ont été analysées quantitativement avec le logiciel SPSS. Avec moyennes, écarts types, teste T à un échantillon, et taille d'effet de Cohen ' d', les résultats du questionnaire des étudiants ont montré que les attitudes des étudiants envers la compétence communicative étaient positives ce qui suggère que les étudiants devraient être capables de communiquer efficacement par écrit. Cependant, les résultats du questionnaire des enseignants ainsi que l'échelle d'évaluation du corpus ont clairement montré que les étudiants trouvent des difficultés à développer toutes les sous-compétences de la compétence communicative. Par ailleurs, la sous-compétence que les étudiants peinent le plus à développer est la compétence discursive, soulignant un besoin urgent de développement dans ce domaine en premier lieu et, ensuite, les autres domaines étant respectivement : la compétence linguistique, la compétence stratégique, la compétence pragmatique et la compétence interculturelle. De plus,

les résultats de l'échelle d'évaluation du corpus ont montré que la performance en écriture des étudiants ne fait pas exception. Leur performance reste insatisfaisante et nécessite une amélioration significative. En somme, cette étude met en évidence l'importance cruciale de prendre en compte la compétence communicative dans les contextes éducatifs, en particulier pour développer la compétence communicative des étudiants via l'écriture.

ملخص

هدفت هذه الدراسة في البداية إلى تقييم درجة الكفاءة التواصلية في الكتابة لدى طلبة الانجليزية كلغة أجنبية، ثم

إلى الكشف عن مدى أهمية الكفاءة التواصلية لديهم، وأخيراً إلى البحث عن الحلول الممكنة للصعوبات التي

تواجه كتابات الطلبة، ومن ثم افترضنا بأن كتابات الطلبة لا تعكس إتقان الكفاءة التواصلية. للتحقق من الأسئلة

والفرضيات تم استخدام طريقة استكشافية بالاعتماد على استبيانين، أحدهما للطلبة والآخر للأساتذة، وسلم تقدير

مقالات الطلبة. تم تطبيق أدوات جمع البيانات على عينة تكونت من (96) طالبًا للسنة الثالثة انجليزية كلغة

أجنبية، وثلاثة أساتذة مقيّمين للتعبير الكتابي بجامعة سطيف 2 (الجزائر). تم تحليل البيانات التي تم جمعها كميًا

باستخدام المتوسطات الحسابية والانحرافات المعيارية، واختبار " t " لعينة واحدة، وحجم الأثر " d " لـ "كوهين"

باستعمال برنامج SPSS. توصلت نتائج استبيان الطلبة إلى أن اتجاهات الطلبة نحو الكفاءة التواصلية ايجابية،

وهذا يدل على أنهم قادرين على التواصل بفعالية كتابيًا، في حين توصلت نتائج استبيان الأساتذة وسلم تقدير

مقالات الطلبة إلى ضعف ملحوظ في جميع الكفاءات التواصلية الفرعية. علاوة على ذلك، فان الكفاءة الأكثر

ضعفًا هي كفاءة الخطاب، مما يؤكد الحاجة إلى تطويرها ومن ثم تطوير الكفاءات اللغوية والإستراتيجية

والبراغماتية والبين ثقافية تواليًا. كما لا يُستثنى أداء الطلبة في نتائج سلم تقدير مقالات الطلبة من ذلك، والذي

يحتاج إلى تحسين كبير. وبشكل عام، أوضحت هذه الدراسة مدى أهمية معالجة الكفاءة التواصلية في مجال

التعليم، خصوصًا لتعزيز مهارات التواصل عن طريق الكتابة.