

RESEARCH ARTICLE	Incidental Competencies and Their Role in Developing Linguistic and Cognitive Abilities and Utilizing Them in the Written Production of Fourth-Year Middle School Learners	
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Doi Serial	https://doi.org/10.56334/sei/8.5.14	
Keywords	Incidental competency, written production, middle school education, cognitive knowledge, linguistic abilities.	
Abstract		
<p>This study aims to examine the utilization of incidental competencies in developing linguistic abilities in written production for fourth-year middle school students. It focuses on linguistic skills and capacities as an essential requirement for every teacher, since their ability to convey knowledge largely depends on their mastery of these competencies. By exploring the relationship between the use of incidental competencies and the improvement of written production, it becomes evident that leveraging these competencies plays a crucial role in enhancing linguistic abilities, expanding cognitive knowledge, and applying them effectively in students' written output.</p>		
Citation		
<p>Fatma A, Ouaghed W. (2025). Incidental Competencies and Their Role in Developing Linguistic and Cognitive Abilities and Utilizing Them in the Written Production of Fourth-Year Middle School Learners. <i>Science, Education and Innovations in the Context of Modern Problems</i>, 8(5), 121-132; doi:10.56352/sei/8.5.14. https://imcra-az.org/archive/362-science-education-and-innovations-in-the-context-of-modern-problems-issue-4-volviii-2025.html</p>		
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Received: 07.01.2025	Accepted: 05.03.2025	Published: 18.05.2025 (available online)

Introduction

In the field of language education, the development of students' linguistic and cognitive abilities remains a core objective, particularly in the context of written expression. Among the various approaches to enhancing these skills, the concept of incidental competencies those not explicitly targeted in the curriculum but acquired through exposure and context has gained increasing attention. These competencies can emerge naturally through diverse classroom interactions, reading activities, or interdisciplinary learning, contributing significantly to a learner's linguistic enrichment.

For fourth-year middle school learners, the ability to express themselves clearly and effectively in writing is a fundamental milestone. However, traditional teaching methods often focus narrowly on formal instruction, overlooking the broader, indirect influences that shape language development. This study seeks to shed light on the role of incidental competencies in reinforcing students' language skills and enriching their cognitive resources, ultimately improving their written production. By recognizing and strategically integrating these competencies into the learning process, educators can unlock new potential in their students' academic performance and communicative abilities. Thank you for sharing this detailed theoretical section. Here's an English translation of the theoretical framework and the definition of incidental competency, maintaining an academic tone and clarity suitable for research or publication:

I. Theoretical Framework

Incidental competencies play a prominent and vital role in developing linguistic and cognitive abilities in written production. This domain serves as the space where learners consolidate all their prior knowledge and actively invest it in a meaningful and successful manner. Considering the noticeable weakness in students' written production a challenge that hinders the success of the educational process and negatively impacts students' performance it has become necessary to link the Arabic language subject with other subjects through coordination between related units.

This article explores the role of incidental competencies in enhancing learners' linguistic and cognitive resources and how these can be effectively utilized in written production.

1. The Concept of Incidental Competency

The term competency has become widely used in the field of education—our focus here—though it is also relevant in various other fields, particularly vocational, military, and economic sectors. Many countries have incorporated the notion of competency into their educational systems to align with the demands of contemporary transformations and the spirit of the times (Musabeh, 2014, p. 241).

While the concept initially emerged in the context of employment, professions, and human resource management, it has since expanded to include all participants in the educational process—teachers, professionals, and students alike. Therefore, the competency-based approach is no longer limited to preparing professional cadres, including educators, but has become a framework for curriculum development and educational practices.

Below, we present various definitions of the concept of competency drawn from different academic and disciplinary perspectives. Before that, however, it is essential to clarify its linguistic meaning.

1.1 Definition of Competency

1.1.1 Linguistically

In Arabic, the root of the word is كَفَأَ, and in *Lisān al-'Arab* (a classical Arabic dictionary), it appears as follows: *kuf'* (كُفْء), *mukāfā'a* (مُكَافَأَة), meaning equivalence or parity. The term refers to someone who is a match or peer, as in the Qur'anic verse: "And there is none coequal unto Him." The term also implies balance, equivalence in power and honor, and the ability to perform tasks competently and skillfully (Ibn Manzur, 2003, pp. 139–145).

In foreign languages, the term "competency" is derived from the Latin root *competentia* (Al-Jawhari, 2009, p. 1002), appearing in European languages in the mid-20th century with various meanings (Academy of the Arabic Language, 2004, p. 791). According to Gaston Mialaret's 1979 dictionary, *compétence* (French) comes from *competetia*, meaning correct relation or readiness (Musabeh, 2014, p. 242), closely associated with ability and preparedness (Qali & Hannash, 2009, p. 140).

1.1.2 Terminologically

Before defining the term in its technical sense, it is important to acknowledge the confusion and overlap between related terms, especially "competency" and "proficiency". Although the two are often used interchangeably, our study adopts the term competency in line with its widespread use in the Algerian educational system (Boudaoud & Daoudi, 2006, pp. 92, 122).

Many educators and researchers prefer "competency" (الكفاءة) over "proficiency" (الكفاية), even though linguistic analysis suggests the latter may be more accurate and comprehensive. Nevertheless, such variation in terminology is generally acceptable, and the choice of wording should not hinder understanding (Farhaoui, 2011, p. 188).

It is also worth noting that some Arabic references use "proficiency" instead of "competency," asserting that "proficiency" is broader and more expressive, especially in the context of teaching and learning.

As the term *competence* (French) or *competency* (English) entered the field of education, various scholars began interpreting it based on their own disciplinary frameworks. This has led to conceptual ambiguity, with over 100 definitions depending on the context of use. In this study, we focus on the educational meaning of the term, setting aside its other uses in linguistics, psychology, etc.

Professor Abdelkarim Gharib points out that the term "proficiency" is a relatively recent addition to educational and pedagogical discourse and reflects a new educational perspective aimed at enhancing learning outcomes and improving learner performance (Ghrib, 2003, pp. 54–55).

Some illustrative definitions include:

- Competency is the ability to mobilize a structured set of knowledge, skills, and attitudes to perform specific tasks. It is a performance-based ability involving the efficient use of various resources (acquired knowledge, skills, values, abilities) to solve meaningful, real-life problems (National Curriculum Committee, 2016, p. 54).
- Philippe Perrenoud defines it as the capacity to act effectively in a specific type of situation, supported by knowledge but not reducible to it (Perrenoud, 2004, p. 12). It entails the ability to face everyday situations (home, school) and manage them by developing independent thinking.

Certain competencies rely on multiple types of knowledge some drawn from formal school learning, others linked to practical, contextual experiences.

Narrowing the scope to the educational context, a competency can be defined as an integrated set of knowledge, concepts, skills, and abilities acquired through engagement with a structured learning program. It guides behavior and enhances performance toward mastery (Boukrama, 2008, p. 61).

So, competency is an integrative knowledge construct developed through the activation of skills, knowledge, and capacities to successfully achieve a goal, solve a problem, or complete a personal, social, or professional task.

2.1 Definition of Incidental Competency

2.1.1 Linguistically

According to Lisān al-‘Arab, under the root ‘‘aradha’ (عَرَضَ), the term ‘‘arḍ’ (عرض) is the opposite of ‘‘tūl’ (طول), meaning “width” versus “length.” Its plural form is ‘‘a‘rāḍ’ (أعراض) (Ibn Manzur, 2003, pp. 166, 168–169). ‘‘Araḍtu al-shay’ means to make something horizontal or broad. Al-Layth notes: ‘‘a‘raḍtu’ means making something wide. The verb ta‘rīḍ (تعريض) also means to make something broad. In a Hadith about the Battle of Uhud, the Prophet said to those fleeing, “You went off broadly,” meaning far or wide. The verb also conveys the sense of something emerging or appearing. For example, ‘‘araḍa lahu amrun’ means “something occurred to him” or “became apparent.” Similarly, ‘ist‘raḍa’ means to ask someone to show what they have.

The phrase ‘‘araḍa al-shay’ ‘arīḍan wa ‘irāḍah’ implies the object has grown wide, its edges have expanded. In the Qur’anic verse: “And when adversity touches him, he is extensive in prayer” (Fussilat: 51), the term ‘‘arīḍ’ means broad or intense. Likewise, ‘‘a‘raḍa al-thawb’ means the cloth has become wide.

From these linguistic definitions, we understand that ‘‘arḍ’ conveys meanings of expansion, abundance, and manifestation, and it may also refer to a broad or horizontal space (Academy of the Arabic Language, 2004, p. 594). For this reason, incidental competencies are often referred to as horizontal, transversal, or cross-disciplinary competencies.

2.1.2 Terminologically

Incidental (or transversal) competencies refer to a set of subsidiary competencies within a subject or curriculum, composed of values, attitudes, intellectual and methodological approaches that are shared across various subjects. These are competencies that should be acquired and employed during the process of building diverse forms of knowledge, skills, and values we aim to develop in learners. The more incidental competencies are employed and transferred across subjects, the greater their development since linking subject-specific competencies to incidental ones helps break the isolation of disciplines and reinforces integration activities (National Curriculum Committee, 2016, p. 55).

These competencies represent tools of various kinds, considered essential by the educational system to enable learners to adapt to different situations and pursue lifelong learning. They are interdependent and complementary: any complex situation necessarily requires the simultaneous mobilization of several of them. Transversal competencies thus constitute the backbone of the curriculum, encompassing intellectual, methodological, communicative, social, and personal dimensions (p. 9).

Such competencies may be discipline-specific (acquired within a particular subject), or transversal formed through shared cognitive and methodological dispositions applicable across multiple subjects. Transversal competencies involve not just the mastery of content but the application of concepts, ideas, and methods that transcend subject boundaries (p.7).

Each competency corresponds to a specific level of mastery that a learner attains at a given stage within a subject. However, transversal competencies are not tied to a single subject; they cut across all areas of learning. Therefore, learning the Arabic language is one of the key foundations for realizing these competencies, as it serves as a bridge to understanding and acquiring other knowledge. Arabic becomes the vehicle through which competencies are communicated, given that language is the tool for explanation, interaction, and discussion.

3.1 Types of Incidental (Transversal) Competencies

According to the 2016 curriculum for Arabic Language and Islamic Education, incidental competencies are classified into four main categories:

3.1.1 Intellectual Competencies

These involve a set of abilities tied to cognitive capacities, such as understanding phenomena and contexts, developing critical thinking, and the ability to analyze, synthesize, and solve problems. They also include the capacity to initiate and manage projects, engage creative memory, appreciate aesthetics, communicate effectively, and perform both assessment and self-assessment (Lahia, n.d., p. 118).

3.1.2 Methodological Competencies

These refer to procedural knowledge and abilities, aimed at mobilizing cognitive resources to apply specific procedures in solving problem situations and adapting or developing new strategies to resolve unfamiliar challenges. They also encourage learners to adopt values and attitudes such as responsibility, diligence, organizational skills, honesty, accuracy, and perseverance. For example, designing an appropriate strategy to solve a simple problem is an application of this competency (Ministry of National Education, 2016, p. 13).

3.1.3 Communicative Competencies

This encompasses all forms of communication—verbal and non-verbal expression and interaction—across various expressive languages. Arabic, in particular, is regarded as the primary key learners must possess to access other fields of learning. Arabic is not only a carrier of content, but also a tool for creating and sustaining harmonious relationships within social and environmental contexts. It is thus considered the core transversal competency, allowing students to interact with others consciously and responsibly (Lahia, n.d., p. 118).

3.1.4 Personal and Social Competencies

These relate to the learner's ability to mobilize personal and social resources to achieve specific goals or projects. These competencies are associated with socialization and are expressed through daily life applications (Ibn Manzur, 2003, p. 274). They are educational and cultural in nature, fostering the development of critical and aesthetic sensibilities.

At the end of this section, we can affirm based on the curriculum that incidental (transversal) competencies, in all their forms, reflect the attitudes, values, and intellectual, methodological, and social approaches shared across all educational subjects. These competencies go beyond the classroom and school to include all aspects of daily human life.

Ultimately, incidental competency in the Arabic language involves the ability to use language effectively in diverse linguistic contexts. It includes a range of skills and is composed of various elements, such as linguistic knowledge, interaction, and comprehension. Several factors influence its development, including individual learner characteristics, teacher quality, and the learning environment.

4.1 Definition of Linguistic Ability:

Linguistic ability occupies a prominent place in the mental organization of human beings, as research and studies have confirmed that linguistic ability is one of the most significant factors responsible for individual differences in mental activity. God has endowed us with various mental abilities aimed at helping individuals develop and fulfill their goals and needs.

1.4.1 Linguistically: It is said: "And he apportioned the sustenance," meaning he distributed it. *Qadr* (قدر), *qudrah* (قدرة), and *miqdār* (مقدار) all imply power or ability. "Qadara 'alayhi" means he was capable of it (Bin al-Hawari, 2012, p. 147). "Iqtidar" is the ability to do something. The word *qudrah* also means "capacity," and it reflects one's qualification to perform a task, such as the ability to compare, justify, compose, or organize. At its core, the term implies mastery and readiness (Dweidar, 1997, p. 52).

2.4.1 Terminologically: Ability can be defined as a set of conditions derived primarily from research and studies conducted on capacities, using correlations between performance in various school subjects (Al-Nuaimi, 1990, p. 166). Linguistic ability refers to a speaker's capacity to produce and immediately understand numerous sentences that do not necessarily resemble those previously heard whether in structure or meaning but are still logically connected (Al-Muhanna, 2015, pp. 75–77).

Linguistic ability encompasses the entire language, underlying the different modes of linguistic activity. It includes morphology, grammar, rhetoric, and literature, as well as language skills. This explains the shift in educational questions away from fixed textbook content. Linguistic ability plays a role in most forms of human thinking, as all kinds of reasoning require language to understand terms, perceive relationships, and recall relevant information (Al-Hashimi, 2011, p. 295).

Linguistic ability is of great importance, as it is closely tied to education and academic achievement across all subjects. Weak linguistic ability is often a root cause of students' struggles with language. Therefore, teachers must be aware of the objectives of teaching Arabic in order to align with the educational stage, understand students' developmental characteristics, and evaluate the curriculum effectively (Belarbi, 2012, p. 12).

The linguistic ability refers to the comprehensive understanding and use of language, including the ability to engage in linguistic interaction, generate texts, and comprehend linguistic messages. It greatly influences cross-curricular (transversal) competence.

5.1 Middle School Education in the Algerian Educational System:

The educational system is the foundation of all other systems in society. It reflects the aspirations of the nation and embodies its cultural, social, and even political choices. It is tasked with building the nation's capital—its people.

In Algeria, the educational system is structured into the following levels: preparatory education, basic education, secondary education, and higher education. Basic education is "a comprehensive system with a shared foundation aimed at educating all citizens by providing them at least with the minimum necessary values, attitudes, knowledge, and skills to become productive and beneficial members of society." It helps individuals and groups understand their personal and family problems, environmental issues, and their rights and duties (Ministry of National Education, 2008).

According to Orientation Law No. 08, dated January 23, 2008, basic education is compulsory and lasts for nine years: five years of primary education followed by four years of middle education (Abdulbari, 2010, p. 26).

The middle school phase is part of basic education, along with primary school. Basic education is a shared experience for all students, enabling them to acquire essential knowledge and competencies necessary for further studies, vocational training, or participation in society.

6.1 The Concept of Written Production:

Written production is generally defined as the translation of ideas, thoughts, emotions, and feelings using written language, observing the rules of grammar, idea organization, coherence, and the context in which the writing occurs to ensure successful communication. It is “a complex mental and creative process in which the writer plans and continuously revises their content to produce a final version that aligns with their writing purpose and the reader’s characteristics to create effective communication.” (Fattallah, 2007, pp. 123–124).

Pedagogically, it means: “students acquire the tools and logistical factors that support expressive writing of their ideas, emotions, needs, and desires using correct, error-free phrases appropriate to their linguistic level, practicing writing with artistic beauty, and training them to carefully choose suitable words, organize and connect ideas logically.” (Hussein, 2011, p. 77).

From these definitions, we conclude that written production is an artistic form of writing through which students express their ideas, feelings, and needs. It is a means of communication that connects individuals and societies, and a method for the individual to express thoughts, infused with personal character and consideration for the audience, aiming to persuade and influence.

Producing a written text is not a random or instantaneous act. Rather, it occurs in interconnected, overlapping stages. Expression involves three major skill sets:

- Emotional involvement with a topic or issue and the desire to express it.
- Idea formation or creativity, including skills such as reading, referencing information sources, and active listening.
- Formulating the topic or issue through suggestive verbal experimentation and writing it coherently and beautifully on a blank page (Ministry of National Education, 2009, p. 27).

This theoretical study focuses on an important aspect of Arabic language activities, written production; and its relation to various types of transversal competencies: cognitive, methodological, communicative, personal, and social. It also explores how these competencies contribute to improving students’ written production skills, which occupy an essential place in the educational unit for reinforcing learned content.

In the applied section of the study, we will examine the integration of different linguistic knowledge and extract indicators of students’ ability to transfer and apply that knowledge in new contexts, using the targeted competency to write various text types. Here is the English translation of your text:

II) Field Study

The accuracy of the results obtained by the researcher relies heavily on the validity of the procedures followed, as well as the tools and methods used throughout the research. These are considered among the most crucial means for collecting data related to the educational and learning process, aiming to reveal its reality in terms of strengths and weaknesses, and to support theoretical studies. The field study also seeks to answer the questions posed in the theoretical part and to verify the correctness or falsity of the hypotheses through practical investigation. In this case, the study aims to examine the development of cross-curricular (transversal) competencies and their contribution to enhancing linguistic ability in written expression among fourth-year middle school students, by analyzing the written texts produced by them.

However, before presenting the results, it is important to mention the method used in the process:

1.1 Methodological Procedures of the Study:

1.1.1 Study Areas:

- **Geographical Scope:** This refers to the physical location where the study was conducted. The main site was *Ghrissi Aloui El Djalani Middle School*, located in the municipality of Hassani Abdelkrim – El Oued. It was chosen due to its proximity to the researcher’s place of residence, and prior familiarity with the student population. However, due to the small size of the initial sample, it became necessary to include students from two additional neighboring middle schools: *Hamoudi Abdelrahman Middle School* (also in Hassani Abdelkrim – El Oued) and *Zaabi El Bachir Middle School* in the municipality of Debia – El Oued.

• **Time Frame:** This defines the period during which the study took place. The study was conducted during the 2023/2024 academic year. It began in March with the distribution of various integration writing tasks related to the studied units to fourth-year middle school students. These tasks were then collected from the students at the end of April.

- **Human Scope (Sample):** This refers to the subset of the study population selected to participate in the research. The sample consisted of 80 fourth-year middle school students from the aforementioned schools, as detailed in the following table:

Total Students	Ghrissi Aloui El Djilani Middle School	Hamoudi Abdelrahman Middle School	Zaabi El Bachir Middle School
80	27	23	30

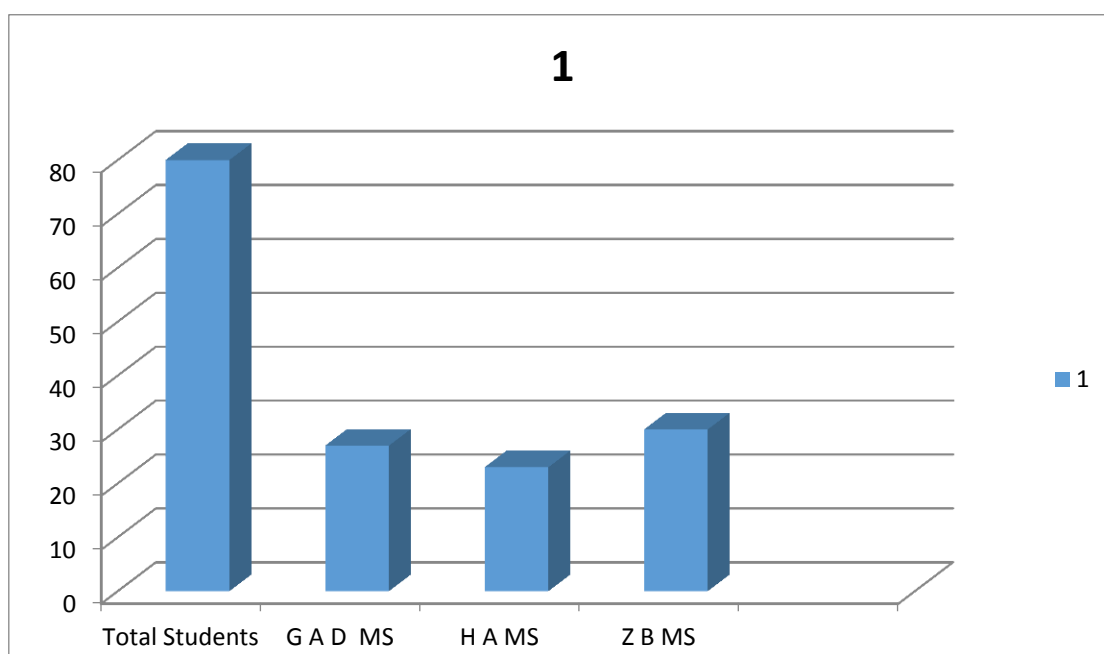


Figure (01): Distribution of Sample Members

2.1.1 Sample Selection Method

The sample was not chosen randomly; rather, it was intentional, considering that the fourth year of middle school is the final stage in this educational phase. It aims to equip learners with the foundational knowledge necessary to transition to secondary education or vocational and professional training. "The curriculum for this year seeks to enable learners to produce (both orally and in writing) all types of texts." Therefore, it is the most appropriate stage to study our topic.

3.1.1 Research Methodology

A research methodology is the approach a researcher follows to study a particular problem with the aim of discovering the truth and answering the research questions. It reflects both qualitative and quantitative dimensions of the phenomenon under study. Given the objectives of this study, the nature of the topic required the use of the descriptive method with an analytical approach, in addition to employing other techniques such as statistics and interpretation, in line with the steps of the scientific method. We relied on analyzing data obtained from students' written expressions, identifying the incidental competencies found in them, and then calculating their percentages.

4.1.1 Research Tools

The accuracy of scientific research largely depends on the accuracy of the information obtained, which cannot be achieved without reliable tools and appropriate methods. The most important tools used in our research include:

- **Integrative Writing Tasks:** We gave students three different integrative writing prompts and asked them to write expressions based on those situations. Students were allowed to complete more than one task. The purpose of this procedure was to assess the extent to which students invested incidental competencies and their role in enriching their linguistic abilities in written expression. The students' responses were collected and analyzed by identifying the most relevant incidental competencies utilized.
- **Statistical Method:** After collecting the completed tasks from students who chose prompts according to their preferences, the data was sorted, recorded, and tabulated. The data were also represented using charts to reflect proportional distributions.

2. Presentation and Analysis of Study Results

This stage is one of the most important in the field study as it reveals truths by collecting, analyzing, and interpreting data in order to achieve the desired research objectives.

2.1 Evaluation and Analysis of Students' Written Expressions

After collecting the written compositions from fourth-year middle school students, totaling 194 texts, we classified them into three levels based on pedagogical observations.

In correcting the compositions, we used a custom evaluation grid specifically targeting incidental competencies of cognitive, communicative, methodological, and social types within the integrative tasks.

Table No. 04: Classification of Students According to Pedagogical Observations

Written Expressions		Proficient (Good)		Partial Proficiency (Average)		Not Proficient (Below Average)	
Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
194	100%	119	61.34%	45	23.20%	30	15.50%

Figure No. (02): Distribution of Pedagogical Observations for Written Expressions

From the table, we observe that most students produced work at a *proficient* level (good) with a rate of 61.34%. The rest were distributed between *partial proficiency* at 23.20% and *non-proficient* at 15.50%.

Below is a detailed reading of each individual writing task, analyzing the results and identifying the reasons behind students' success or shortcomings. The analysis sheds light on the acquired incidental competencies in their cognitive, methodological, communicative, personal, and social aspects. However, it should first be noted that the cognitive competency is the only one that can be reliably measured in students' written expressions. The remaining competencies are difficult to assess in this context; they require real-life situations encountered by the student to be observed externally. Even when we attempt to approximate them, such measurements remain relative and cannot be solidly relied upon.

It is well known that Arabic, as the language of instruction, represents a cross-curricular (incidental) competency that contributes to the acquisition of other subjects. The different text types the student learns help them understand the concepts structuring these subjects. For instance:

- The narrative text allows them to grasp historical events and their sequence.
- The expository text aids in understanding lessons in science and technology.
- The descriptive text helps in understanding characteristics of many world regions in geography.
- The argumentative text builds logical thinking and facilitates understanding of many mathematical problems.

This will be illustrated in our analysis of the written tasks, particularly those that benefited from content in other subjects through specific text types.

2.2 Analysis of Written Expressions for the First Task (Appendix No. 01)

This writing task targeted the theme of pollution and was the most frequently selected by students, with 47 written expressions, representing 24.23% of all submissions. The task was evaluated according to the following incidental competencies:

Table No. 05: Incidental Competencies in the First Writing Task

Writing Task	Cognitive and Intellectual Competencies	Methodological Competencies	Communicative Competencies	Personal and Social Competencies
Pollution (Waste)	- Understands the causes leading to waste accumulation and clarifies the harms of its spread. - Identifies different types of waste and recognizes their impact on the environment and public health.	- Analyzes the situation and identifies the root causes of waste accumulation. - Develops strategies for waste management and reducing its negative effects.	- Simplifies environmental concepts and explains the causes of waste accumulation clearly and understandably. - Communicates with others and is prepared to take action to address the problem.	- Commits to environmental preservation and promotes environmental awareness among others. - Shows creativity in proposing solutions and dedication in implementing them. - Collaborates with a diverse team to develop and carry out group solutions. - Cooperates with local, governmental, and community bodies to implement waste management strategies.

Through the table and analysis of the students' written expressions, we notice that their success in this task is due to their use of incidental competencies related to certain subjects. This is especially evident in the cognitive competency, as the expressions highlight the knowledge base the student possesses through the vocabulary used and the new expressions with scientific terms and scientific thinking. This shows their ability to understand the causal relationships between various factors contributing to waste formation, such as natural disasters, which are studied in social studies, or scientific terms related to natural sciences and their connection to diseases caused by waste, such as asthma, allergies, and skin rashes. These topics are addressed in the relevant subjects.

Incidental competencies also manifest in the student's ability to analyze the causes of the phenomenon and evaluate the proposed solutions, which is an indication of increased awareness and interest among students regarding such issues. We can also observe the methodological competency in the students' work through the organized presentation of the elements of the expression, starting with the topic, followed by presenting the issue, and finally discussing the topic in detail. Additionally, this is reflected in their ability to use information logically and in a sequential manner.

The success of the student in producing a written expression at this level can also be attributed to their acquisition of competencies from other subjects, as well as the success of the teachers in delivering these competencies, in addition to the content covered in the specific section itself.

Table No. 06: Represents the incidental competencies for the second task

Task	Cognitive and Intellectual Competencies	Methodological Competencies	Communicative Competencies	Personal and Social Competencies
Internal and External Migration	<ul style="list-style-type: none"> - Expresses an opinion and interacts with the migration phenomenon, defining and explaining it. - Seeks and searches for innovative solutions to the phenomenon. - Verifies the validity of the argument presented. - Recognizes the economic, social, and political factors causing the phenomenon. 	<ul style="list-style-type: none"> - Uses logic in analyzing the phenomenon and improves the use of the appropriate style and literary genre. - Presents their expression with a sequence of ideas that is coherent, clear, and free from ambiguity. - Arranges sentences correctly. - Uses appropriate sources. 	<ul style="list-style-type: none"> - Interacts with the migration phenomenon by clearly expressing its causes. - Applies their knowledge to communicate with others on the topic. - Responds and presents their idea convincingly. 	<ul style="list-style-type: none"> - Expresses their principle on migration without bias, respecting the opinions of others. - Has confidence in their choice not to migrate and in their love for their country. - Accepts opposing views from their classmates.

The results show a near-total mastery of the task, as 28 out of 42 expressions were rated as average. This indicates that the students were able to write on this topic, which was an opportunity for them to express their opinion, especially since they are living in a reality where they encounter real-life stories about migration. Additionally, their age stage makes them think about experiencing this situation. Thus, the expressions were personal opinions supported by cognitive competencies based on real statistics and ratios, sourced from what they learned in various subjects, especially social studies, through studying the economic aspects of Third World countries and the wars, economic crises, and natural conditions they endure. All this knowledge formed incidental competencies that the students applied, resulting in expressions that demonstrated their intellectual skill and how they portrayed the topic well. Additionally, their language ability was evident in making the written expression more engaging and interesting by using figurative language, metaphors, and other literary techniques.

4.2 Analysis of Written Expressions for the Third Task: (Appendix No. 03)

This task ranked third, with 40 expressions, representing 20.62%. The incidental competencies of the studied expressions can be derived from the following table:

Table No. 07: Represents the Incidental Competencies for the Third Task

Task	Intellectual and Cognitive Competencies	Methodological Competencies	Communicative Competencies	Personal and Social Competencies
Peoples of the World	<ul style="list-style-type: none"> - Understands Algeria's history and its cultural and geographical development accurately. - Identifies and organizes important information and interesting facts about Algeria in an engaging and captivating manner. - Uses visual imagery and modern technology to showcase Algeria's beauty and unique landmarks. 	<ul style="list-style-type: none"> - Searches for and gathers information from multiple reliable sources about Algeria, organizing it logically and appropriately. - Analyzes and critically evaluates the gathered information to present a comprehensive image of the country. 	<ul style="list-style-type: none"> - Expresses thoughts clearly and attractively to capture the attention and interest of foreigners. - Uses captivating and persuasive language to influence the emotions and opinions of others and convince them of Algeria's benefits and beauty. 	<ul style="list-style-type: none"> - Aware of the importance of representing Algeria positively and responsibly, showcasing an exciting and dignified image of the country. - Demonstrates commitment to national values and focuses on developing the country's history and traditions. - Collaborates with others to introduce foreigners to the beauty and history of Algeria.

The students' prior knowledge of the geographical and astronomical location of Algeria helped them to utilize it in their expression. Scientific and geographical terms dominated the task (climate, plateaus, coastal cities, countries of

North Africa), and they attempted to explore Algeria's geographical map. The students also relied on their prior knowledge in history by utilizing Algeria's rich history and the stages of the revolution. National pride and patriotism were clearly evident as students invested in their rights and duties studied in civic education, considering themselves responsible citizens, which enriched their expressions and ideas. They could also use what they had learned in computer science through electronic programs, such as determining Algeria's location in the world using modern techniques, and applying remote communication technology to attract visitors.

From the findings of the field study, after analyzing the students' written productions, the following conclusions were drawn: The current weakness in language and knowledge among students in our middle schools, as well as their lack of control over language skills, writing, and communication abilities, highlight the need to give more attention to incidental competencies. On the surface, and according to many beliefs, written production is seen as a simple, individual task. However, it is a complex task that results from several mental processes and cognitive operations, which was evident in most of the tasks presented to the students.

Written production is considered the true measure of students' progress in utilizing incidental competencies and acquiring linguistic and cognitive skills. It also serves as a scientific and methodological tool to address the problems they encounter. In the fourth year of middle school, written production is the best field for investing incidental competencies, as it is the result of other fields. The more the Arabic language teacher relies on various academic activities in written production, looking at other subjects such as history, geography, science, and Islamic education, the more the idea of integration between the components of the curriculum (incidental competencies) is achieved. This was observed in the students' expressions.

The greatest evidence of students' investment in other subjects' competencies is the integration task presented to them in the 2021/2022 Middle School Certificate in Arabic, which was unlike previous years. This task directly or indirectly targeted the studied units. However, the task addressed a general topic, and the student could not distinguish which segments were meant in the task. This caused a great stir among teachers and parents. But the surprising outcome was that the results were good, according to Mr. Hamadi Al-Aid, the inspector, and all the correcting teachers, including us. This reflects the effectiveness of incidental competencies. The students utilized the lesson on children's rights in civic education with all its elements, thus securing the task's mark. In fact, including such tasks is beneficial, as it encourages students to engage with and invest in all subjects.

Conclusion

This study has explored the theoretical foundations of incidental (transversal) competencies and their crucial role in developing linguistic abilities among fourth-year middle school students, particularly in the area of written production. Through an in-depth analysis of the educational context in Algeria, the research highlights that language development cannot rely solely on direct instruction. Instead, it must also draw from a broader network of intellectual, methodological, communicative, and socio-personal competencies that students acquire across disciplines and daily interactions.

The findings underscore that incidental competencies serve as essential tools that enrich students' linguistic repertoire, allowing for more meaningful, autonomous, and contextually appropriate written expression. Moreover, the integration of these competencies fosters deeper cognitive engagement and encourages learners to transfer knowledge and skills flexibly, enhancing not only their academic performance but also their communicative effectiveness in real-life situations.

Therefore, recognizing, supporting, and intentionally embedding incidental competencies into language instruction should be a pedagogical priority. This approach empowers educators to cultivate well-rounded learners who can think critically, express ideas clearly, and engage effectively with the world around them. As we transition to the practical component of the study, this foundation will serve as a lens through which we assess students' actual written production and their capacity to mobilize learned competencies in authentic tasks.

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