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The Effectiveness of the Competency-Based Approach in Enhancing Learners' Motivation:

The Case of Third Year Pupils at El-Kerma Secondary School, Oran

Dissertation Submitted to the Department of English in Partial Fulfillment for the Requirement of the Degree of Magister in Didactics

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To those who sparked my interest and eagerness to

Wonder, ponder and then learn; my late parents
(May Allah bless them)

To my family members and my friends wherever they are

Acknowledgements

Abstract

Numerous governments around the world launched reforms in their educational systems to meet the ever-evolving challenges and demands of an increasingly globalised world. In Algeria, the competency-based approach (CBA) has been recently adopted. The present dissertation aims at studying the effect of the competency-based approach on learners' motivation, in other words, the role of the so called competency-based methodology in enhancing the secondary school pupils' motivation and the extent to which this could be achieved in the Algerian EFL classroom. To reach this end, a case study research was conducted in EL-Kerma secondary school (Oran) relying on a number of sources and research instruments for data collection. A questionnaire for pupils, another one for teachers, a classroom observation, and an interview with a general inspector of English were used. The data collected from these research instruments were analysed quantitatively and qualitatively. The triangulation of results revealed that competency-based instructions which are inspired from real life situations and pupils' needs would enhance pupils' rate of interest and motivation to learn and promote their rate of commitment to the learning process. Moreover, the findings revealed that teachers' integration of motivational practices in CBA courses was of paramount importance indeed. Accordingly, understanding in depth the theoretical underpinnings of the CBA was crucial to achieve the objectives of this work.

Key to Abbreviations and Acronyms

3AS: Troisieme Annee Secondaire

ADEP: Accompanying Document of English Programme

AEF: Algerian English Framework

AF : Absolute Frequency

ALM: Audio-Lingual Method

BAC: Baccalaureate Exam

BEM: Brevet D´enseignement Moyen

CALL: Computer Assisted Language Teaching

CBA: Competency-Based Approach

CBE: Competency-Based Education

CBLT: Competency-Based Language Teaching

CBT: Competency-Based Teaching

CLL: Cooperative Language Learning

CLT: Communicative Language Teaching

DM: Direct Method

EFL: English as a Foreign Language

ELT: English Language Teaching

ESL: English as a Second Language

ESP: English for Specific Purposes

FL: Foreign Languages Stream

L&PH: Literary and Philosophy Stream

L2: Second Language

MS1: Middle School Year One

Key to Abbreviations and Acronyms

PBL: Project-Based Learning

RF : Relative Frequency

SBI: Strategy-Based Instruction

SS1: Secondary School Year One

SS2: Secondary School Year Two

SS3: Secondary School Year Three

TPR: Total-Physical Response

ZPD: Zone of Proximal Development

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General Introduction

General Introduction

Learning English as a foreign language seems challenging, motivating and interesting at the same time for learners who come to the secondary school. Depending on what they have learnt previously in the middle school, pupils feel more motivated and confident to perform better in the secondary school. In a teaching/learning environment, it is important to assist the learners to keep their motivation and efforts as driving forces to achieve their success.

Previous research has identified motivation as a determinant factor in learning a second or a foreign language. Motivation is a desire to achieve a goal, combined with the energy to work towards the goal. Many researchers consider motivation as one of the main elements that determine success in developing a second or a foreign language; « it determines the extent of active, personal involvement in L2 learning». [1]

Indeed secondary school teachers have noticed that the majority of pupils who come to the secondary school are highly interested and motivated to study English at least in their first year. Pupils do their best to speak and write the language through active participation in the class, doing homework and working on projects. Yes, with the passage to the second and third year, and with the involved changes, pupils start to lose their desire which fades away along their secondary course.

It is currently assumed that the success or failure in learning a foreign language depends on some fundamental factors such as : The pupils social context, the pupils personal characteristics, the learning process and the language teaching approach with conditions under which learning takes place, the latter factors are our concern in this research.

Teaching English as a foreign language and as a compulsory curriculum subject in a non-supportive environment seems to depend very much on the didactic treatment applied by the teacher and the strategies and techniques employed in the classroom. Recently, the competency based approach has been widely recognised as a leading force that shapes educational reform everywhere around an increasingly globalised world.

In this new era, the role of education is no more concerned with the learner memorisation of information, but rather with his preparation for real life problems and situations. Furthermore, CBA is largely adopted by educational authorities as it acknowledges the basic

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[1] Oxford, R.L. & Shearin, J. (1994). *Language Learning Motivation: Expanding the theoretical framework.* The modern language journal of social sciences7 (2):, p12.

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principle that learning is a process of knowledge constructions requiring the learners' active engagement and participation, while the teacher's primary role is not only to transmit factual knowledge, but also to create an effective environment for learning to take place and leading to enhance pupils' motivation and interest in learning foreign languages and English in particular.

Within this context and being confronted with unprecedented challenges and demands imposed by globalisation, Algeria launched a general reform of its educational system on the ground of CBA methodology. In the last two years, it is noticed that the reform is giving its anticipated goals mainly in terms of pupils' interest and motivation in learning the English language. Furthermore, in the Algerian secondary school teachers traditional practices ares starting to disappear in secondary school classrooms; learners show an interest and willingness to learn English under the models that have developed from CBA.

Thus, this research is an attempt to explore the extent to which theory meets practice in the Algerian EFL classroom. In other words, this work could contribute to the current pedagogical reform by settling two goals. First it aims to investigate the advantages of adopting CBA in teaching English as a foreign language and analyse the extent to which CBA contributes to arise pupils' motivation to learn English. In addition, it seeks to explore the relation between the motivational practices of English language teachers under CBA and pupils' motivation. It intends to shed light on the benefits of adopting a competency-based approach to enhance pupils' motivation. The main purpose of this research is not to analyse deeply the CBA theory, but rather to focus on the classroom teaching models that have developed from it, and to highlight the role of motivation. Ritchie (1998) has emphasized the importance of using CBA as a referent for classroom practice. Then, and on the basis of that investigation, some solutions will be suggested so that CBA would be more prevalent in the Algerian secondary schools and how it should be applied to bring a wide range of motivation among secondary pupils.

Indeed the foreseen objectives of this research are deeply rooted and go beyond the teaching approach (CBA) since the researcher will extend the focus to spot some light on the underlying theory upon which the newly designed educational systems is based. Therefore, the endeavour throughout this work is to examine the extent to which Algerian EFL learners can be motivated.

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Moreover, the researcher will investigate the benefits of the adoption of CBA to language teaching and learning (CBLT) in the Algerian secondary education as a very important step towards a change in the way language is taught. With this huge step, a shift towards learner-centeredness took place and learning in pairs and groups became inevitable in order to give equal opportunities to all the pupils to get actively involved in the learning process and encourage peer interaction as well as to create real life situations.

This study will remain incomplete without paying some attention to the place where learners and teachers meet; the Algerian EFL classroom and its appropriateness for such new orientation in education inspired by CBA will be also explored as a final step.

Consequently, the present investigation is carried out under three research questions:

1. To what extent does the competency-based approach contribute in enhancing pupils' motivation and interests?
2. Is there a significant relation between the motivation practices of English language teachers in competency-based courses and pupils' motivation?
3. Are Algerian secondary school pupils motivated and, therefore, capable to handle their learning process as required by the CBA?

These are but a few questions that arise when one addresses the notion of pupils' motivation under CBA in English learning. The answers to these questions concerns two levels: the first one is concerned with a brief description and an analysis of ELT in Algeria with reference to teachers and learners attitudes and roles. The second concerns the requirements and ways for enhancing pupils motivation in secondary education and how to make it a reality. These two elements govern the general layout of this dissertation. Therefore, out of the above questions, the following hypotheses were put forward:

1. Pupils who reveive instruction according to the competency-based approach would better be motivated if compared to those who received instruction according to the traditional approaches.
2. In EFL competency-based courses, pupils are highly motivated if teachers' motivational practices are used on the basis of pupils' needs and interests in a pleasant classroom atmosphere.
3. Secondary school pupils are motivated and show some interest in learning English in the era of globalisation after having been exposed to CBA.

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In fact, the eagerness to reach the previously set objectives drives the researcher to design an exploratory case study research dealing with third year literary classrooms in EL-Kerma Djadida secondary school (ORAN).

This case study will collect qualitative and quantitative data from different sources relying on a set of research instruments: a questionnaire for pupils, a second one for teachers, classroom observation, and an interview with a general inspector of English. The results will be analysed and triangulated on the basis of a mixed approach combining qualitative and quantitative methods.

To carry out this case study research, the present work is purposefully divided into five interrelated chapters. The first chapter reviews the literature on CBA and provides the theoretical background for the issue under investigation. It seeks to draw a clear description of CBA as it relates to learners, teachers, and the learning/teaching environment. The second chapter is devoted to the notion of pupils motivation under CBA.

The third chapter is devoted to the description of the Algerian educational situation in accordance with CBA considering the Algerian EFL secondary education and the case under study (third year literary classrooms).It also deals with the research design and methodology through a detailed description of the data collection procedures and the research instruments.

The fourth chapter is concerned with the analysis and interpretation of data. Furthermore, the chapter seeks to answer the research questions by confirming or disconfirming the research hypotheses, and then concludes with the research results.

The fifth chapter considers some general guidelines and suggestions to make the reform more effective and the Algerian EFL classroom reflecting the principles of CBA. In addition, it highlights some solutions and strategies to promote pupils' motivation as a pre-requisite for learning in the competency-based approach, and to prepare teachers for CBA as a theoretical framework as well as its pedagogical practice. Moreover, these suggestions seek to ensure that the Algerian EFL classroom provides an appropriate place for creating CBA motivational learning/teaching environments.

Chapter One
A Literature Review

1. 1. Introduction

A number of methods and approaches in second and foreign language learning were used in the last century.They came and went, influenced by new ones in a cycle that could be described as a competition in the methodology underlying foreign language teaching. Finally, by the end of the mid-eighties or so, there was an increasing move towards the concepts of a broad approach that encompasses various methods, motivation for learning English, types of teachers and students. The one which has become the accepted norm in this field was communicative language teaching which is claimed to be the origins of the competency based approach, the core of this research. Such a teaching methodology i.e the competency – based approach, was required because of the students need to attain a high level of fluency and accuracy, or in other words to master different competencies to cope with the real life situations. This was also a prerequisiter for success and advancement in many fields including the world of work in which the fact of mastering English competencies is one of the most important requirements. In this chapter, we will examine the methodology known as competency – based teaching (CBT), its background and most importantly its characteristics and the major theories underlying this approach starting with an overview of the main traditional methods.

1. 2. Language Teaching Approaches : An overview Within the Context of More Efficient Teaching

This section provides an overview about different approaches and methods in language teaching focusing on the traditional ones. The purpose of this section is mainly to provide a general description about how different teaching approaches and methods have changed. It is important for the present research because it traces back the evolution of teaching and provides a framework of past successes and failures, aiming at fostering potential improvements in the future in teaching and learning.

1. 2. 1. The Grammar - Translation Method

The Grammar - Translation method was one of the earliest methods used to teach classical languages such as Greek and Latin. In the early 19th century, it was used to teach some modern languages like English and Frensh, and it is still used in many under developed countries [1]. The Grammar - Translation method was developed mainly to improve learners ability to read and understand L2 literature. It was believed that learners would benefit from learning L2 literature by means of memorising vocabulary [2]. The main aim was to consolidate native language learning through an understanding of L2 literature[3]. The Grammar - Translation method analyses the language Rather than uses it. In other words, it isolates the

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[1] Richards, J.C. et al. (1992). *Longman Dictionary of Language Teaching and Applied Linguistics*. (Second edition) Harlow, Essex: Longman Group UK Limited., p161
[2] Richards, J. C. & Rodgers, T. (1986). *Approaches and Methods in Language Teaching*. Cambridge University Press, p3
[3] Larsen-Freeman, D. (2000). *Techniques and principles in language teaching* (2nd Ed.) Oxford: Oxford University Press, p11

grammatical rules to be taught to the learners to achieve accuracy, as opposed to using the language for comprehension and speaking[4].

Elaborate explorations of grammar are always provided. Grammar instruction provides the rules for putting words together in sentences; instruction always focuses on the forms of the L2. Reading of difficult texts begins early in the course of study. Little attention is paid to the contexts in which grammatical rules are presented. The entire system does not take into account whether or not the learner makes his/her meaning clear but focuses primarily on whether or not the grammatical rules have been observed and used correctly.

It is questionable whether the grammar- translation method is appropriate for ESL instruction because it emphasizes the structural aspects of language learning while neglecting the communicative role of language. Although memorization is pedagogically important for L2 learners, it does not help learners to internalize vocabulary or grammar to be retrieved when needed. Practice alone does not result in successful communication, and some learners may find it tiresome, boring and debilitating[5]. This approach is probably easier to teach than some other methods. It requires little involvement and skills from teachers who concentrate or teaching grammatical forms which results in failure to develop learners abilities to communicate in the L2[6]. Those shortcomings have led language teachers to seek other methods of teaching to develop learners speaking abilities.

1.2.2. The Direct Method

The direct method bears its name to a "natural method" that emerged out of the ideas of the reform movement early in the twentieth century. The relative success of the direct method was almost restricted exclusively to private schools which were not very numerous. In this method there was a distinct avoidance of using the native language, the harvard psychologist brown states that one feels frustrates in observing a teacher performing verbal gymnastics in an attempt to convey the meaning of Japanese words, when translation would have been a much more efficient technique[7]. Many academics considered this method as lacking rigorous basis in applied linguistics theory. It was largely dependent on the teacher's skills, rather than on a text-book, and not all teachers were proficient enough in the foreign language to adhere to the principles of the method.

Because of all these limitations and constraints, the direct method lost its popularity and started to be replaced by new insights that could serve as the basis for teaching. According to

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[4] Celce-Murcia, M. (1991). *Grammar pedagogy in second and foreign language teaching. TESOL Quarterly* 25(3), p3

[5] Lightbown, F, C. (1985). *An anthology of language approaches*. Cambridge University Press, p174

[6] Celce-Murcia, M. (1991). *Grammar pedagogy in second and foreign language teaching. TESOL Quarterly* 25(3), p6

[7] Brown, H. D. (1973). *Teaching by Principles, an Interactive Approach to Language Pedagogy*. Prentice Hall.p5

Stern the DM is characterized by the use of the target language as a means of instruction and communication in the language classroom, and by the avoidance of the use of the first language and of translation as a technique[8]. The idea that the teachers should never tell the children anything they can find out themselves was suggested by Jesperin.

Its aims are only speaking, reading, understanding and having good pronunciation. The learners are encouraged to speak. Writing is postponed as much as possible and four skills are not practised in balance. The books in the DM are not important during teaching.

The grammar is not taught directly but only inductively, furthermore, there is a disadvantage for the teacher for whom the lesson planning is very, demanding. Nevertheless, the students may find very interesting and refreshing using some features of the DM in classes.

1.2.3. The Audio-Lingual Method

This method was developed by professors at Michigan and Pennsylvania university and it became known as oral, Aural- Oral or structural approach[9].

Nunan's opinion is that the Audio-Lingual method "has probably had a greater impact on second and foreign language teaching than any other method. It was, in fact, the first approach which could be said to have developed a 'technology' of teaching and based on 'Scientific' principles"[10].

Nunan meant the principles of drills and several kinds of drills. Stern points out that "the audio-lingual method has been described in some books which appeared from about 1960, such as Brooks (1960/1964), Stack (1966), Lado (1964), Rivers (1964), traced by Moulton (1963). But detailed analytical and critical studies of the origins, development and impact of audiolingualism are lacking"[11].

Stern continues his description of the ALM that "the dominant emphasis is placed on listening and speaking. While reading and writing are not neglected, they are given priority. The Audiolingualism tries to develop target language skills without reference to the mother tongue"[12]. It could be said that the ALM enhanced using only the target language in the classroom in order to reach its overall goal which is to create communicative competence in learners.

The ALM was regarded to be a suitable method for beginners to become acquainted with the target language and to listen to how the new language sounds. Therefore, there is a

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[8] Stern, H. H. (1983). *Fundamental Concepts of Language Teaching*. Oxford: Oxford University Press.
[9] English teaching methodology. *The audio-lingual method* in Richard and Theodore's Frame work. The Pennsylvania state university.
[10] Nunan, D. 1989. *Designing Tasks for the Communicative Classroom*. Cambridge University Press. p229
[11] Stern, H. H. (1983). *Fundamental Concepts of Language Teaching*. Oxford: Oxford University Press, p462
[12] Ibid.

need for a wide use of language laboratories, tapes and visual aids which have a positive influence on the process of picking up a foreign language.

Its objectives are accurate, precise native like pronunciation and grammar, an ability to respond quickly and accurately in any speech situations and knowledge of sufficient vocabulary to use the grammar patterns. The ALM resembles the DM in favour, mainly in focus on communication and avoidance of the learners' native language.

The ALM is based on drill which can be considered boring, e.g. the repetition drill; the brief alternative activities to intersperse short periods of drill. The role of a teacher in the ALM seems to be quite similar to the roles of teachers who use some other methods, mainly the communicative approach, he/she should move around the room standing next to as many different learners as possible to monitor their work.

1.2.4. The Total -Physical Response

The total physical response is based on Asher's[13] idea that the more active the learning the more effective it is. Asher believed that adult target language learning was quite similar to children's acquisition of mother tongue. As this latter consisted of commands directed to children, he thought, so should adult target language learning. This teaching method was based on grammar and vocabulary. Asher writes:

> *Most of the grammatical structure of the*
> *target language and hundreds of vocabulary*
> *items can be learned from the skillful use of the*
> *imperative by the instructor* [14].

When we take a look at this learning theory, we realize that there was a return to stimulus-response procedures- a belief that was totally abandoned.

In the TPR language learning is more effective when it is connected with some physical movement to stimulate the right side of the brain in addition to the left side which is used for language; a view that needed to be proved scientifically.[15] The teacher directs all learners' actions and learning, they are directed by using commands total physical approach enjoyed some popularity in the 1970s and 1980s especially with the support of researchers who advocated comprehension-based teaching materials in the second and foreign language.

However, and though this particular method seems useful in many respects, it is rather very limited in terms of theory of language and its implementation is very demanding.

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[13] Asher, J. (1977), "*The total physical response*: Approach to second language learning", p4

[14] Ibid.

[15] Brown, H. D. (2002). *Teaching by Principles, an Interactive Approach to Language Pedagogy*. Prentice Hall,p2

Asher tried to recreate the conditions in foreign language classrooms and the students received their initial input in the form of instructions which required them to make physical responses[16].

Asher statement is supported by a modern scientist named Nunan who notes that in this technique, "the target vocabulary items are 'paired' with relevant physical actions"[17]. This method suits the kinesthetic learners who need to be active in the class. In TPR, the teacher's preparation is demanding, time consuming and done in great detail.

There are several negatives to this method, is for example, only imperatives are used and learners who are not used to that might feel embarrassed and demotivated. The TPR is a typical "language-body conversation".

1.3 Current Approaches to Language Teaching

The ever-growing need for good communication skills in English has created a huge demand for English teaching around the world. This gave birth to new teaching methodologies.

1.3.1 Communicative Language Teaching

Communicative Language Teaching (CLT)[18], referred to as the Communicative Approach, is an approach which emphasizes interaction as both the means and ultimate goal of learning a language. Historically, it has been seen as a response to the Audio-Lingual Method (ALM), and as an extension to the Notional-Functional Syllabus. CLT makes use of real-life situations that necessitate communication; therefore, the teacher' goal role is to set up situations that students are likely to encounter in real life through various activities. Unlike the ALM which relies on repetition and drills[19], CLT views that language is interaction, it is an interpersonal activity and has a clear relationship with society. In this light, language has to emphasize the use (function) of language in context both its linguistic context and its social, or situational context (who is speaking, what their social roles are, why they have come together to speak).[20]

The Communicative Approach does a lot to expand on the goal of creating 'communicative competence'. Teaching students how to use the language is considered to be at least as important as learning a language itself. Brown describes the 'march' towards CLT stating that:

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[16] Nunan, D. 1989. *Designing Tasks for the Communicative Classroom*. Cambridge University Press. p 134
[17] Ibid, 135.
[18] The CLT was developed particularly by British applied linguists in the 1980s as a reaction away from traditional approaches.
[19] A technique commonly used in language teaching used for practising sounds or sentence patterns.
[20] Byrnes, H. (1984), "The Role of Listening Comprehension: A Theoretical Base', *Foreign Language Annals,* p5.

Beyond grammatical discourse elements in communication, we are probing the nature of social, cultural, and pragmatic features of language. We are exploring pedagogical means for 'real-life' communication in the classroom. We are trying to get our learners develop linguistic fluency, not just the accuracy that has consumed our journey. We are equipping our students with tools for generating unrehearsed language performance 'out there' when they leave the womb of our classrooms. We are concerned with how to facilitate lifelong learning among our students, not just with the immediate classroom task. We are looking for learners as partners in a cooperative venture. And our classroom practices seek to draw on whatever intrinsically sparks between learners to reach their fullest potential.[21]

This is clarified in the table below in which Finnochiaro and Brumfit compared CLT to the Audio-Lingual Method as follows:

Audio-lingual Method	Communicative Language Teaching
Attends to structure more than meaning	Meaning is paramount
	Dialogs, if used, centre around communicative function and not normally memorized
Language items are not necessarily contextualized	Contextualization is a basic premise
Language learning is learning structures, sound or words	Language learning is learning to communicate
Mastery of 'over learning' is sought	Effective communication is sought
Drilling is a central technique	Drilling may occur
Native-like pronunciation is sought	Comprehensive pronunciation is sought
Grammatical explanation is avoided	Any device which helps the learners is accepted varying according to their age
Communicative activities only come after a long process of rigid drills and exercises	Attempts to communicate may be encouraged from the very beginning
The use of the students' native language is forbidden	Judicious use of native language is accepted where feasible
Translation is forbidden at early level	Translation may be used where the students need or benefit from it
Reading and writing are deferred until speech is mastered	Reading and writing can start from the first day

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[21] Brown, H. D. (2001a). *Principles of Language Learning and Teaching*. Prentice Hall, p18

The target linguistic system will be learned through the over teaching of the over teaching of the patterns of the system	The target linguistic system will be learned best through the process of struggling to communicate
Linguistic competence is the desired goal	Communicative competence is the desired goal
Varieties of language are required but not emphasized	Linguistic variation is a central concept in materials and methods
The sequence of units is determined solely on principles of linguistic complexity	Sequencing is determined by any consideration of content function, or meaning which maintains interest
The teacher controls the learners and prevents them from doing anything that conflicts with theory	Teachers help learners in any way that motivates them to work with language
"Language is habit" so error must be prevented at all costs	Language is created by the individual often through trial and error
Accuracy, in terms of correctness, is the primary goal	"Fluency and acceptable language is the primary goal : accuracy is judged not in the abstract but in context
Students are expected to interact with the language embodied in machines or controlled materials	Students are expected to interact with the people, either in the flesh, through pair and group work, or their writings
The teacher is expected to specify the language that students are to use	The teacher cannot know exactly what language the students will use
Intrinsic motivation will spring from an interest in the structure of the Language	Intrinsic motivation will spring from an interest in what is being communicated by the language

Table 1.1: Comparison between the Audio-lingual Method and Communicative Language Teaching according to Finnochiaro and Brumfit [22]

If we refer to the history of language teaching, we will find that linguistics has been one the most influential disciplines. Furthemore, given the fact that the central concern of linguistics for the past 50 years has been on the structure of the language, it is not surprising that the emphasis in second language or foreign language has been on the mastery of the structures of language. The ALM influenced by Structural Linguistics and Behavioural Psychology, focuses on the inductive learning of grammar via repetition, practice and memorization, later the Cognitive-Code Approach influenced by Cognitive Psychology and

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[22] Finocchiaro, M. & Brumfit, C. (1983). *The Functional-Notional Approach: From Theory to Practice*. New York: Oxford University Press, p91-93.

Transformational Grammar was based on deductive learning principles associated with rule-learning and hypothesis-testing. Although the two methods represented fundamentally different views of linguistics, they both emphasized language structure sometimes to the virtual exclusion of other features of language.

We can also add that methods such as the ALM, based upon a behaviourist theory of learning and on Bloomfieldian linguistics, were challenged by the theories of language and language learning of Chomsky. He argued that it was impossible for people to acquire a language by simple repetition and reinforcement[23]. The idea that the over learning of typical structures would lead to the mastery of a foreign language seemed to be very doubtful in the light of Chomsky's critique of the behaviourist approaches to language learning[24]. However, Chomsky's own model came under fire. This was because it appears to construct an ideal and unreal image of a language user. Chomsky's extended distinction between De Saussure's 'langue', and 'parole' resulted into the proposition of two alternative concepts 'competence' and 'performance' by Chomsky[25]. The proper object of study for the linguist, he says, is not language as it is produced in everyday situations- that is performance- but the inner and the ultimately innate knowledge of grammar that everyone has in mind[26].

One of the most critiques was made by the sociolinguist Hymes who draws attention to the image of the ideal speaker that Chomsky's model draws. He finds that even this image is misleading, it abstracts the child as a learner and the adult as a language user from the social context within which acquisition and use are achieved[27]. He adds that a child with just this ability (Chomsky's competence) will be handicapped because some occasions call for being ungrammatical[28]. This leads us to say that a child acquires sentences not only as grammatical but also as appropriate. He acquires competence as to when to speak and when not. In short, a child becomes able to accomplish a repertoire of speech acts, to take part in speech events and to evaluate their accomplishment by others.

From Finnochiaro and Brumfit's comparison, we deduce that the Communicative Approach to Language Teaching includes several distinct aspects. Applying these aspects means that language teaching and learning become far more than a series of grammar lessons and vocabulary lists. For language teaching and learning to be truly communicative, it must be used in context to convey ideas, preferences, thoughts, feelings and information in a way that is addressed to reach others.

CLT is usually characterized as a broad approach to teaching, rather than a method, with a clearly defined set of principles. According to Nunan ,five principles of CLT are:

1. Learners learn a language through using it to communicate.

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[23] Chomsky, N. (1957). *A review of B. F. Skinner's Verbal Behavior*. Language 35(1):26-58.
[24] Ibid.
[25] Chomsky, N. (1965). *Aspects of the Theory of Syntax*. Cambridge, Mass.: MIT Press.
[26] Ibid, 42.
[27] Hymes, D. H. (1972). On *communicative competence*. In Brumfit, C. & Johnson, K. (eds.), *Communicative Approach to Language Teaching*. Oxford University Press.
[28] Ibid.

2. Authenticity and meaningful communication should be the Goal of classroom activities.

3. Fluency is an important dimension of communication.

4. Communication involves the integration of different skill.

5. Learning is a process of creative construction and involves trial and error[29].

This is also supported by Brown who offered six interconnected characteristics as a description of CLT:

1. Classroom goals are focused on all the components (grammatical, discursive, functional, sociolinguistic, and strategic) of communicative competence. Goals therefore must intertwine the organizational aspects of language with pragmatics.

2. Languages are designed to engage learners in the pragmatic, authentic and functional use of language for meaningful purposes. Organizational language forms are not the central focus, but rather aspects of language that enable the learner to accomplish those purposes.

3. Fluency and accuracy are seen as complementary principles underlying communicative techniques. At times fluency may have to meaningfully engaged in language use.

4. Students in a communicative class ultimately have to use the language, productively and receptively, in unrehearsed contexts outside the classroom. Classroom tasks must therefore equip students with the skills necessary for communication in those contexts.

5. Students are given opportunities to focus on their own learning process through an understanding of their own styles of learning and through the development of appropriate strategies for autonomous learning.

6. The role of the teacher is that of a facilitator and guide, not an all-knowing bestower of knowledge. Students are therefore encouraged to construct meaning through genuine linguistic interaction with other[30].

This shows that learner's needs are very important, and the connection between the language as it is taught in the classroom and as it is used outside the classroom is also of paramount importance. In the classroom, CLT engages learners in pair and group activities requiring negotiation and cooperation between learners to develop their fluency.

1.3.2 Product-Based Language Teaching Approaches

A number of approaches have been implemented in CLT depending on whether they are process or product-based. Both the Text-based approach and the competency-based approach belong to the second category.

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[29] Nunan, D. 1999. *Designing Tasks for the Communicative Classroom.* Cambridge University Press, p98

[30] Brown, H. D. (2001a). *Principles of Language Learning and Teaching.* Prentice Hall, p43

1.3.2.1 Text-Based Instruction

Text-Based Instruction, also known as a 'Genre-Based Approach'[31] is an approach which consists of using different types of texts to develop learners' communicative competence. It is claimed that "language happens as text and not as isolated words and sentences"[32]. Therefore, learning foreign languages should be based on handling texts, either written or oral. It is assumed that learners approach texts from different directions and different expectations. Thus, teachers need to bear in mind that the text on the page may generate very different texts in the mind of learners[33]. To be comprehensive, texts should be cohesive, coherent and they should also make sense. Moreover, the selection of texts should be based on learners' needs as it is used in different settings in order to be efficient.

1.3.2.1.1 Contents of the Text-Based Syllabus

The Text-Based Syllabus has much in common with the ESP approach to language teaching. However, the syllabus also usually specifies other components as grammar, vocabulary, topics and functions; hence it is a type of mixed syllabus which integrates reading, writing and oral communication.

1.3.2.1.2 Implementation of the Text-Based Approach

The Text-Based Approach has been implemented in teaching according to some stages as suggested by Feez and Joyce which are: Developing control of the test, modeling, joint construction and individual construction as shown in figure 1.1. In the first phase, the teacher sets the context helping learners to recognize the genre purposes to be used in the course. Thus, they develop control of the text through selected activities. In the second stage, the learners analyze a representative sample or a model trying to identify its feature, assisted by the teacher. In the third stage called, joint construction, the learners construct a text guided by the teacher who provides them with appropriate tasks focusing on the different stages of writing. In the fourth stage, each learner constructs a text individually, relying on the knowledge acquired in the previous stages. Finally, learners may receive feedback from the teacher through conferencing in order to correct any deficiency in the final draft[34].

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[31] An approach to the teaching of writing which bases a writing curriculum on different types of text structures.
[32] Thorburry, S. (2005). *Beyond the Sentence: Introducing Discourse Analysis*. Oxford: MacMillian Education, p5
[33] Ibid, 7- 14.
[34] Feez, S. and Joyce, H. (1998). *Text-Based Syllabus Design*. Sydney: Macquary University, 28 ;29

Building knowledge of Field
-cultural context
-cultural context
-shared experience
-control of relevant vocabulary
- grammatical patterns

Modelling of text
-cultural context
-social function
-schematic structure
-linguistic features
-using spoken language
-focus on written text

Increasing approximation to control of written and spoken texts

Independent Construction of Text
- schematic structure
- schematic structure
-linguistic features

Joint Construction of Text
-schematic structure
-schematic structure
-knowledge of field

Figure 1.1: Teaching and Learning Cycles According to Feez & Joyce (1998: 28)

After having presented an overview of the Text-Based Approach which is regarded as a product-based approach, and how it can be implemented in language teaching, it is worth mentioning that emphasis on individual creativity and personal expression is missing and the fear is that repetition throughout the implementation of such an approach may lead to boredom.

1.3.2.2 Competency Based Instruction

The Competency-Based Approach is considered as another product-based approach which is designed not around the notion of knowledge, but around the notion of competency. The Focus on competencies or learning outcomes underpins the curriculum framework and syllabus specification, teaching strategies and assessment[35]. However, after having

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[35] Richards, J.C. & T.S. Rodgers. (2001). *Approaches and Methods in Language*

investigated on the CBA, we realize that it is eclectic in nature in that it can rely on problem solving through different tasks and draws from other approaches such as the Text-Based Approach. CBA, being the core of our research, will be deeply examined later on.

Summing up, Communicative language teaching has passed through different stages, from classical to current trends and undergone a marked development from the Product-Based Approaches to the Process-Based Approaches. The theory underlying the former focuses on communicative performance and social issues of language, while the latter lays stress on procedural capacity for relating functions and forms and is much concerned with individual growth. The goal of language learning in product-based approaches is the mastery of rules and conventions of communication and appropriate practice of the four skills; but on the contrast, process-based approaches aim at fostering negotiation of rules and conventions of communication. We can also add that the Product-Based Syllabus is based on language functions, while the Process-Based Syllabus is activity-based.

1.4 The Competency-Based Approach

There is a change in most of the educational systems in the World in term of implementation of new curricula and a new approach based on competencies. This is the case of Algeria in which the Competency-Based Approach was introduced in 2002 as a result of the educational reform in primary, middle and secondary education; new books were published for this aim for all the levels. The CBA has been adopted in teaching English as a foreign language in order to prepare learners to be competent in real life tasks. However, in spite of the government's plan for teacher development in the language, a large number of teachers are just using new books and ignoring the theoretical aspects of the CBA and the objectives of using such an approach. Thus, we find it useful to shed light on its theoretical side, to trace its history and development and the reasons for its implementation in the Algerian educational system. The terms 'competence' and 'competency' should be clearly defined as they are two confusing terms usually used interchangeably.

1.4.1 Definition of Competence, Competency and Communicative Competence

Before we embark on an overview of the competency-based approach, three terms are generally confused and need to be defined.

1.4.2 The Notion of Competence and its Numerous Interpretations

Over the last two decades, discourse around education and training has shifted towards the use of pseudo-commercial language of markets, investment and products. The interest in competence and competency has been part of this move. These two terms remain difficult to define in a satisfactory way and are often used interchangeably. The former is the quality of being adequately or well-qualified physically and intellectually, or the ability to do something

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Teaching. Cambridge: Cambridge University Press, p 144.

well measured against a standard, especially the ability acquired through experience or training.

"The term competence focuses attention on learning outcomes. It is what people can do. It involves both the ability to perform in a given context and the capacity to transfer knowledge"[36]. Competence indicates sufficiency (state of being good enough) of knowledge and skills that enable one to act in a variety of situations because each level of personality has its own requirements. A competency is defined simply as 'a combination of skills, abilities and knowledge to perform a specific task[37]. Kouwenhoven presents a comprehensive definition of competency, according to him:

> *It is the capability to choose and use an integrated combination of knowledge, skills abilities with the intention to realize a task in a certain context, white personal characteristics such as motivation, self-confidence and will power are part of that context, and competence, is the capacity to accomplish up to a standard the key occupational tasks that characterize a profession[38].*

De Se Co (2002; cited in Lobanova and Shunin), defines competence as ''a system internal and external mental structures and abilities assuming mobilization of knowledge, cognitive skills and also social behavioural components such as attitudes, emotions tor successful realization of activity in a particular context"[39]. In this respect, competence can be understood as a dynamic, organizing the structure of activity characteristic allowing a person to adapt to various situations on the basis of gained experience and practice.

Competency refers to superior performance. It is a skill or characteristic of a person which enables him or her to carry out specific or superior actions at a superior level of performance. However, we can say that competency is not the same as performance, but it is what enables performance to occur. Armstrong supports this by saying that "competence as a fully human attribute has been reduced to competencies- a series of discrete activities that people possess, the necessary skills, knowledge and understanding to engage in effectively"[40]. We can also add that the term competency varies from a school of thought to another. According to behaviourism, it is used to design an in observation and measurable behaviour resulting from a certain training while in constructivism it is used to illustrate the construction

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[36] Harris et. Al., (1995). *Competency-Based Approach and Training*: Between a Rock and a Whirlpool. South Melbourne:Macmillian Education, Australia, p16.

[37] U.S. Department of Education, National Center for Education Statistics. (2002).*Defining and assessing learning*: Exploring competency-based initiatives. Washington,DC.

[38] Kouwenhoven, W. (2003). *Competence –based curriculum development in higher education: same African experiences,* P36.

[39] Lobanova, T. & Shunin, Y. (2008) Competence-based education- A common european strategy, p47.

[40] Armstrong, M. (1995). Demystifying competence. In *Human Resources*, Nov/Dec, p 49.

of capacities acquired from an interaction between individuals engaged in the same situation[41].

Another definition has been provided about teaching English in Algeria which considers 'competency' as "a system of conceptual and procedural parts of knowledge organised into schemes that help identify a problem task and its solution through an efficient action within a set of situations"[42]. A competency a "Know-how to act process which integrates and mobilizes a set of capacities, skills and an amount of knowledge that will be used effectively in various problem-solving situations in circumstances that have never occurred before"[43]. In other words, 'a competency' may be simply defined as the ability of a student or worker to accomplish tasks adequately, to find solutions and to realize them in real life situations. Besides, competencies are the various skills learners have to be taught; this may lead them to acquire the four skills (listening, speaking, reading and writing) in a interactional way to be able to use them later on either in their jobs or in the demanding daily life. For more precision, an analysis of the term 'competence' and 'competency' has been illustrated in the form of a ladder (figure 1.2.) or an ascending scale by Schneckenberg and Wildt .

According to them, the process of competency achievement is complex because it requires the development of necessary skills, knowledge and attitudes to carry out successfully specific or superior tasks. This process begins with the perception of information which accommodates and adapts in mental structures and leads to the second step; i.e. to knowledge. If this knowledge is applied adequately in a certain context, it may enable the learner to do a certain task provided he is motivated enough and has a positive attitude towards it. This can lead to competence if the task is adequate to the required level. But on the way to competency achievement, the learner may become proficient in doing that task through much experience in order to reach a superior level of performance. All this requires from him much effort and involvement[44].

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[41] Ertmer, P. & Newby, T. (1993). Behaviourism, cognitivism, constructivism:Comparing critical features from an instructional perspective. *Performance Improvement Quaterly,* 6(4), 50-72.
[42] Ameziane, H., (2005). *At the Crossroads, Secondary Education/ Year One: Teacher's Book.* Algiers: p 12. The National Authority for School Publications.
[43] Ibid.
[44] Lobanova, T. & Shunin, Y. (2008) Competence-based education- A common european strategy, p 12.
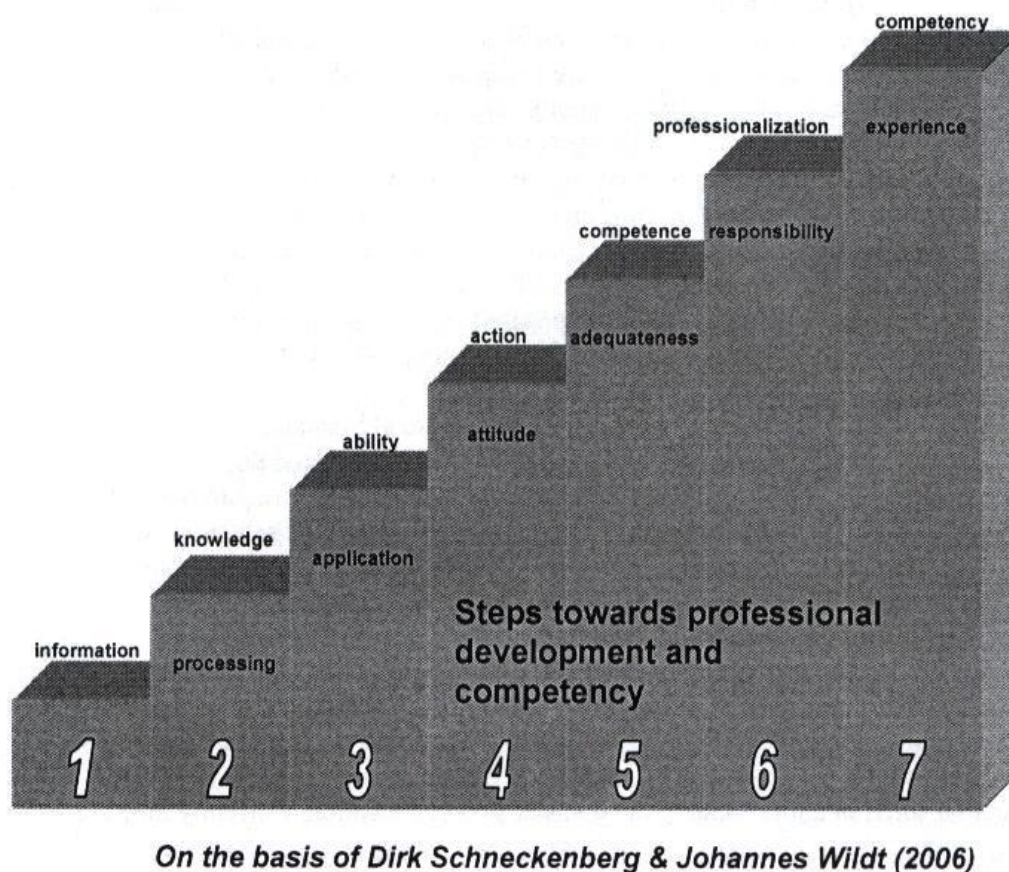
Figure 1.2: Competence Development Model

As we have already emphasized, 'competence' is a dynamic, objective characteristic which is strongly rooted in experience and situational practice. Through activities in various situations, a person constructs competency. We conclude that competency as a realization of a need for self-development and self-actualization is a basic component of a social mature person. The meaning of the term 'competency' becomes clearer than before and confirms the definition relating it with superior performance or ability relating it to excellence in a specific activity. The concept 'competency' can be used in different fields, but while dealing with language learning, it is communicative language competence and which includes a set of competencies to develop to make learners proficient.

1.4.3 Definition of Communicative Competence

As mentioned above 'competence' is developed through activity in contextual situations. So, we will attempt to define the nature and the essence of communicative language competence. Many linguists enrich the contents and features of communicative competence, starting with Chomsky's who made the distinction between competence and performance. By 'competence' Chomsky means the unconscious knowledge of the ideal

speaker-listener set in a completely homogeneous speech community. Such underlying knowledge enables the user of language to produce and understand an infinite set of sentences out of a finite set of rules. 'Performance', on the other hand, is concerned with the process of applying the underlying knowledge to the actual language use[45]. However, 'performance' cannot reflect competence except under the ideal circumstances because it can be affected by such variables as memory limitations, distractions, shift of attention and interest, errors and some other variables[46].

Hymes finds Chomsky's distinction of competence and performance too narrow to describe language behaviour as a whole. He points out that the theory does not account for socio-cultural factors[47]. He deems it necessary to distinguish two kinds of competence, 'linguistic competence' that deals with producing and understanding grammatically correct sentences and 'communicative competence' that deals with producing and' understanding sentences that are appropriate and acceptable to a particular situation[48]. In developing his theory of language teaching and learning, he considered language as social behaviour as well as the interrogation of language, communication and culture. The core of his theory constitutes a definition of what the user of language has to know to be a competent communicator in a social group.

According to Widdowson , "communicative abilities have to be developed at the same time as the linguistic skills; otherwise the mere acquisition of the linguistic skills may inhibit the development of communicative abilities"[49]. He strongly suggests that we have to teach communicative competence along with linguistic competence. He also distinguishes two aspects of performance: 'usage' and 'use'; He explains that 'usage' makes evident the extent to which the language user demonstrates his knowledge of linguistic rules, whereas 'use' makes evident the extent to which the language user demonstrates his ability to use his knowledge of linguistic rules for effective communication. He suggests that grammar must be based on the semantic concepts and must help a learner to acquire a practical mastery of' language for the natural communicative use of language[50].

Canale and Swain believe that the sociolinguistic work of Hymes is important to the development of a communicative approach to language learning. Their work focuses on the

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[45] Chomsky, N. (1965). *Aspects of the Theory of Syntax*. Massachussets: The MIT Press, p4
[46] Ibid, 3
[47] Hymes, D. (1972). *On Communicative competence*. In J. B. Pride & Holmes (eds). *Sociolinguistics*. Harmondsorth: Penguin.
[48] Ibid, 10.
[49] Widdowson, H.G. (1978) *Teaching Language as Communication*. London: Oxford University Press, p10.

[50] Ibid, 3.

interaction of social context, grammar and meaning (more precisely, social meaning)[51]. However, just as Hymes says that there are values of grammar that would be useless without rules of use[52]. Canale and Swain maintain that there are rules of use that would be useless without rules of grammar. They strongly believe that the study of grammatical competence is as essential as the study of socio-linguistic competence. They define 'communicative competence' as integrating at least three main competences: grammatical, sociolinguist and strategic competence[53] Grammatical competence includes knowledge of lexical items and of rules of morphology, syntax, sentence-grammar and phonology. They point out that grammatical competence will be an important concern for any communication approach[54]. Sociolinguistic competence is made up of two sets of rules: sociolinguistic rules and rules of discourse. Knowledge of language alone does not adequately prepare learners for effective and appropriate use of the target language. They must have knowledge which involves what is expected from them socially and culturally. Besides EFL learners must develop discourse competence, which is concerned with intersentencial relationships. Therefore, effective speakers should acquire a large repertoire of structures and discourse markers to express ideas, show relationships of time and indicate cause, contrast and emphasis. Finally, strategic competence, which is "the way learners manipulate language in order to meet communicative goals"[55], is perhaps the most important of all communicative competence elements. It is made up of verbal and non-verbal communication strategies that may be called into action to compensate for breakdowns in communication due to performance variables or to insufficient grammatical competence[56].

The discussion of communicative competence is mainly based on the recent version from Bachman. He divided communicative competence into: organizational competence, pragmatic competence and strategic competence. Organizational competence consists of two types of abilities: grammatical and contextual[57]. As Bachman defines, grammatical competence comprises the competencies involved in language use, while textual competence includes the knowledge of joining utterances together to form a unit of language by applying the rules of cohesion and rethorical organization[58]. All this can be generalized as linguistic competence. Pragmatic competence is broadly defined as the ability to use language appropriately in social context[59]. It includes the knowledge of sociolinguistic conventions to perform language functions. To sum up, language competence consists of two types of competence,

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[51] Canale, M. & Swain, M. (1980). *Theoretical bases of communicative approaches to Second Language Teaching and Testing.* Applied Linguistics 1, 1-47.

[52] Hymes, D. (1972). On Communicative competence. In J. B. Pride & Holmes (eds). *Sociolinguistics.* Harmondsorth: Penguin,p3.

[53] Ibid.

[54] Ibid.

[55] Brown, H.D. (1994). *Principles of Language Learning and Teaching.* Englewood Ciffs, NJ: Prentice Hall Regents, p228.

[56] Ibid.

[57] Bachman, F. L. (1990). *Fundamental Considerations in Language Testing.* Oxford: Oxford University Press.

[58] Ibid, 87-88.

[59] Taguchi, N. *(2009). Pragmatic Competence.* New York: Mouton de Gruyter, Berlin, p1.

organizational and pragmatic[60]. Having competence means that learners are capable of applying knowledge of grammatical rules and cultural patterns to a particular context to achieve particular communicative goals appropriately, effectively and successfully. Finally strategic competence is "the way learners manipulate language in order to meet communicative goals"[61]. It is regarded as an important part of communicative competence because it enables learners to compensate for imperfect knowledge of linguistic, sociolinguistic and discourse rules[62]. Strategic competence is considered as a general ability (a technique or a tool). It can be considered as a technique or a tool to make the most effective use of verbal or non- verbal tasks as he said[63].

Richards supports this by simply saying that communicative competence includes the following aspects of language: [64]

> - Knowing how to use language for a range of different purposes and functions.
> - Knowing how to vary our use of language according to the setting and the participants (e.g., knowing when to use formal and informal speech or when to use language appropriately for written as opposed to spoken communication).
> - knowing how to produce and understand different types of texts (e.g., narratives, reports, interviews, conversations)
> - knowing how to maintain communication despite having limitation in one's language knowledge (e.g., through using different kinds of communication strategies).

In the epoch of 'global communication', it is necessary to consider communicative competence in reference to international communication. In this case, numerous opportunities of interactions are required in professional, political and other domains such as business negotiations, in-trainings, conferences, professional and cultural symposiums. Such kinds of communication require the acquisition of a variety of communication strategies.

Therefore, key competencies should be determined according to the analysis of external demands and the careful consideration of learners' needs to provide them with a stance that gives them firm grounding and ability to coordinate their actions with high-speed changes in the world in a highly synchronized fashion. Based on the definitions of De Se Co (2002); cited in Lobanova and Shunin, six key competencies have been worked out: [65]

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[60] Bachman, *op.cit*.

[61] Brown, *op.cit:* 228.

[62] Berns, M. (1990). *Contents of Competence: Social and Cultural Considerations in Communicative Language Teaching*. New York: Plenum.

[63] Ibid, 106.

[64] Richards, J.C. (2006). *Communicative Language Teaching Today*. Cambridge:Cambridge University Press, p13.

[65] Lobanova, T. & Shunin, Y. (2008) *Competence-based education-* A common european strategy. P 54-57.

-**Autonomous competence**: This involves cognitive strategies needed to perform cognitive activities and apply the gained knowledge and skills to processing information, adapting and transforming knowledge, to construct knowledge and judgments. This is viewed as a central feature of modernity, democracy and individualism.

- **Interactive competence** which assumes effective use of communication tools and personal resources. The English language, for example, as well as knowledge, strategies, laws information, new technologies according requirements of a modern society for the solution of everyday-routine and professional tasks.

- **Social competence**: which is an integral personal system of knowledge, skills, verbal and non-verbal communicative strategies that provide the capacity to form, join and function effectively and democratically within complex and socially heterogeneous groups.

-**Linguistic competence** as mentioned before and which includes: lexical competence, grammatical competence, semantic competence, phonological competence, and orthographic competence.

- **Strategic competence**: is an integrated personal system of knowledge and skills to solve (unexpectedly occurred) communicative problems, to organize and purposefully regulate a line of verbal and non-verbal actions selected for the achievement of communicative linguistic and socio-cultural knowledge.

- **Pragmatic competence** is an integrated personal system of personal system of principles according to which messages are:
- organized, structured and organized in coherent messages (thematically, logically, stylistically) - discursive competence.
- used in oral and written form to perform a certain communicative functional competence.
- sequenced according to interactional and transactional communicative design (question, answer, statement-agreement/disagreement, request/ offer/ apology...).

1.5 Definition of the Competency-Based Approach

After having defined such concepts, 'the Competency-Based Approach' will be examined to understand its theoretical principles. There are different models of curriculum development, some focusing on knowledge transmission and assessment of such knowledge and others more on skills and personal development. The CBA is a very recent approach which focuses on outcomes of learning. Rodgers et.al, argue that "the broader general outcomes associated with education can be described in competency terms, measured and effected through learning experience"[66]. It addresses what the learners are expected to do

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[66] Rogers et . al (1995). *Competency-Based Education and Training: Between a Rock and a Whirlpool.* Mac Millian Publishers: Australia PTY Limited.

rather than on what they are expected to learn about[67]. It consists of teachers basing their instructions on concepts expecting to foster deeper and broader understanding.

The CBA has become a privileged topic in curriculum discourse as it claims that learners should mobilize their values, knowledge, skills, attitudes and behaviours in a personal and independent way to address challenges successfully. Challenges are present everywhere, and they can be academic, but also practical and life-oriented. The CBA in education and learning requires a focus not only on input but also on outcomes or results. Such results, however, do not pertain only to academic knowledge, as in traditional testing where rote memorization[68] of pre-fabricated knowledge is required. Competencies are not just skills as opposed to knowledge, but represent a complex articulation of knowledge, attitudes and skills that learners can use whenever they are needed not just in examination. The CBA curricula fostering learner-friendly teaching and learning strategies could engender a shift from sheer memorization to the development of higher order intellectual skills and life skills, including communication, social, emotional and other relevant skills. Competency-Based Education (CBE) focuses on outcomes of learning. "It refers to an educational movement that advocates defining educational goals in terms of precise measurable descriptions of knowledge, skills and behaviours students should possess at the end of a course of study"[69]

CBE is a functional approach to education that emphasized life skills and evaluates mastery of those skills according to actual learner performance. It was defined by the U.S. Office of Education as a performance-based process leading to a demonstrated mastery of basic life skills necessary for the individual to function proficiently in society [70]. We can simply say the CBA is an outcome-based instruction which is adaptive to the changing needs of learners, teachers and the community. Competencies describe the ability to apply basic and other skills in situations that are commonly encountered in everyday life. Thus, CBE is based on a set of outcomes that are derived from an analysis of tasks typically required of learners in life situations.

1.5.1 Background to the Competency-Based Approach

Differences in the values of various systems of education are what is worth exploring rather than historical details because we need to make values more explicit. Values are, however; relative things and one person's construction of the inherent values of any

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[67] Richards, J.C. & T.S. Rodgers. (2001). *Approaches and Methods in LanguageTeaching*. Cambridge: Cambridge University Press, p 141.

[68] The learning of material by repeating it until it is memorized, meaning is not important.

[69] Ibid.

[70] Savage, L. (1993). *Literacy through a Competency-Based Education*: An Approach to Adult ESL Literacy Instruction. Washington, D C: Center for Applied Linguistics, p15.

educational system or curriculum offering may not ring true for another. The concept of the CBE is both an old and an evolving idea; details of which are still being worked out. The thought pattern that gave us CBE was Experimentalism. There are three fundamental ideas associated with experimentalism: 1) the word is in constant change. 2) Educational practice should be based on evidence provided by psychological data. 3) Man's psychological and social behariour is based on an economic and well-being motive[71].

The notion of CBE was first introduced in the USA in the late 1960s and evolved through applications to other professional education programmers in the USA in the 1970s, vocational professional skills recognition in Australia in 1990s[72]. It has been argued that the theoretical roots of the CBA lie in the behaviourist models of human psychology from the 1950s. This is based on the view that CBA is about making inferences about competency on the basis of performance. The CBE has its roots in teacher education, later development extended applications of the idea to elementary schools, to minimum competency standards for high school graduation and vocational education[73]. The genesis of the Competency-Based Education and Training, as a distinct response to social changes, was fuelled by the US Office of Education in 1968 when it gave ten grants to colleges and universities to develop training programmes for the preparation of elementary school teachers.

The experimentalists, among whom John Dewey (1960) stands as the central figure, believing that man is a biological animal and as such controlled to some extent by economic and well-being motives[74]. These motives are the force behind one's sociological and psychological behaviour. The CBA developed that were influenced by more than one narrow approach to learning. For example, Harris et al., like Bowden and Master, have argued that: "In the 1970s there were five approaches related to the design of CBE teaching. These were: mastery learning (Bloom 1974), criterion-reference testing (Propham, 1978), minimum-competency testing (Jaegan, 1980), competence in education (Burke et. Al., 1975) and programmed learning (Skinner 1952)"[75]-[76]. These movements shared three things in common: modules design and assessment around a list of observable behaviours and the concept of mastery[77].

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[71] Richards et. Al (1973) *Competency-Based Education: An Introduction*. Englewood Cliffs: New Jersey, p9.
[72] Velde, C. (1999). *An alternative conception of competence*: Implication for vocational education. *Journal of Vocational Education and Training*. London: Triangle.
[73] Burke, J. (1989). *Competency-Based Education and Training*. London and New York: Falmer Press, p10.
[74] Dewey, J. (1960). *From Absolutism to Experimentalism: On Experience, Nature and Freedom*. Indiana Polis, IN:Bobbs-Merrill.

[75] Harris et. Al (1995). *Competency-Based Approach and Training*: Between a Rock and a Whirlpool. South Melbourne: Macmillian Education, Australia, p36.
[76] Bowden, J. A. & Master, G. N. (1993). *Implications for Higher education of a Competency-Based Approach to Education and Training*. Australian Government Publishing Service: Camberra.
[77] Harris et. Al . *op.cit. p396.*

Although CBE has its roots in experimentalism, il is the latest educational approach, and is claimed by the extravagant to be the panacea of educational issues. Others who are driven by economic rationalism see it as the reform agenda that will lift the workforce to productivity levels of internationally competitive standards[78]. All countries which have introduced CBE in the last two decades have done so in the recognition that international economic competitiveness has shaped the need to have a well-educated innovative workforce at all occupational levels[79].

1.5.2 Characteristics of the Competency-Based Approach

The fact that society has changed its world views, values and norms urges educational institutions to search and establish the most suitable way to educate young people in a way that enables them to take responsibility for managing their own lives and acting autonomously. The CBA is considered as the panacea of educational issues because it is characterized by the following features which enable citizens to interact effectively in the modern life:

- The CBA is action-oriented in that it gears learning to the acquisition of know how embedded in functions and skills. These will allow the learner to become an effective competent user in real- life situations outside the classroom.
- It is a problem-solving approach in that it places learners in situations that test/ check their capacity to overcome obstacles and problems, make learners think and they learn by doing.
- It is social constructivist in that it regards leaning as occurring through social interaction with other people. In other words, learning is not concerned with the transmission of pre-determined knowledge and Know-how to be reproduced in vitro, but as a creative use of a newly constructive knowledge through the process of social interaction with other people.
- Finally and most importantly, the CBA is a cognitive approach. It is indebted to Bloom's taxonomy[80]. They have claimed that all the educational objectives can be classified as cognitive (to do with information) and affective (to do with attitudes, values and emotions) or psychomotor (to do with bodily movements…). According to them, cognitive objectives form a hierarchy by which the learner must achieve lower order objectives. Before he/she can achieve higher ones.[81]

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[78] Ibid, 7.
[79] Arguelles, A. (2000). *Competency- Based Education and Training: A World of Perspective*. Mexico: Grupo Noriega Editors, p10.

[80] Bloom, B.S., & Crathwohl, D.R. (1956). *Taxonomy of Educational Objective: The classification of Educational Goals*. New-York: David McKay Co Inc.
[81] Ameziane, H., Hami, H. & Louadji, K. (2005). *At the Crossroads, Secondary Education/ Year One: Teacher's Book*. Algiers: p 12-13. The National Authority for School Publications.

One of the most distinctive features of the CBA is its integration of the project work as part of the learning strategy. Over all, if CBA expands on the communicative approach, it is in the sense that it seeks to make the attainment visible; i.e, concrete through the realization of projects. It also makes cooperative learning a concrete reality and opens new avenues for action, interaction and the construction of new knowledge. In short, it is only through carrying project work that we and our learners can live the basic principles of the CBA. In addition, the use of portfolio in assessing learners' development is widely used in teaching English under this approach.

After having presented the characteristics of the CBA in order to be acquainted with such an approach, we find it essential to examine the most important concepts seen above such as 'constructivism', 'Bloom's taxonomy', 'project', 'cooperative learning' and 'portfolio'.

1.5.2.1 Constructivism

"Constructivism is basically a theory of learning that attempts to show that Knowledge can and can only generated from experience"[82]. It advocates that people construct their own understanding and knowledge of the world through experiencing things and reflecting on those experiences. It is claimed by Piaget and Garcia that ''What has not been acquired through experience and personal reflection can be superficially assimilated and does not modify any way of thinking''[83]. These constructivist views of learning inform us that there is a shift from knowledge transmission to knowledge construction by learners themselves. (Kanselaar et. al.,) support this by saying, that:

> *Constructivism implies that learners are encouraged to construct their own knowledge instead of copying it from authority, be it a book or a teacher, in realistic situations instead of decontextualised, formal situations such as propagated in traditional textbooks and together with others instead of their own [84].*

This means that learners should be encouraged to be autonomous. When they encounter something new, they have to reconcile it with their previous ideas and experience, may be changing what they believe in or may be discarding the new information as irrelevant. In any case, they are active creators of their own knowledge in context while interacting with others and receiving feedback from the teacher, their peers in the classroom or from other people.

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[82] Steffe, L.P & Thompson, P.W. (2000). *Radical Constructivism in Action: Building on the Pioneering Work of Von Glassersfeld.* London: Routledge Falmer, p6.

[83] Piaget, J. & Garcia, R. (1989). *Psychogenesis and the History of Science.* New York:Columbia University Press, p 252.

[84] Kanselaar,G., et. al., (2000). *NewTechnologies.* Robert-Jan Simons, Jos vander Linden, and Tom Duffy (eds). Dorrdrecht: Kluwer Academic Publishers, p55-83.

Constructivist learning has emerged as a prominent approach to learning. It stems from the work of Dewey, Piaget and Vygotsky among others in cognitive psychology[85]. According to Dewey, "No thought, no idea can possibly be conveyed as an idea from one person to another. Learners interpret new ideas in the context of their present interest and understanding if they are to have thoughts at all"[86]. So, constructivism is a view of learning based on the belief that it is not a thing that can be simply given by the teacher at the front of the room to learners. Rather, knowledge is constructed by learners through active mental processes of development; learners are the builders and creators of meaning and knowledge. Jonassen proposed eight characteristics of the constructivist learning environment[87]:

1- They provide multiple representations of reality.
2- Multiple representations avoid oversimplification and represent the complexity of the real world.
3- They emphasize knowledge construction instead of knowledge reproduction.
4- They emphasize authentic tasks in a meaningful context rather than an abstract instruction out of context.
5- They provide learning environments such as real-world settings or case-based learning instead of predetermined sequences of instruction.
6- They encourage thoughtful reflection on experience.
7- They enable context and content- dependent knowledge construction.
8- They support collaborative construction of knowledge through social negotiation, not competition among learners for recognition.

According to the characteristics stated above, constructivism represents a paradigm shift from education based on behaviourism, relying on knowledge transmission to education based on cognitive theory, relying on knowledge construction by the learners themselves. Dewey asserts that "Education is not an affair of telling and being told, but an active and constructive process"[88]. Other authors confirm this such as Innes who says that "Constructivist views of learning include a range of theories that share the general perspective that knowledge is constructed by learners rather than transmitted to them"[89]. According to Von Glasserfled, "children are not repositories for adult's knowledge, but organisms, which like all of us, are

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[85] Danielson, C. (1996). *Enhancing Professional Practice: A Framework for Teaching.*Alewandria: Association for Supervision and Curriculum Development, p23.
[86] Dewey, J. (1916). *Democracy and Education*. New York: Macmillian, p188.
[87] Jonassen, D.H. (1994). Objectivism versus constructivism. Do we need a new philosophical paradigm? *Educational Technology Research and development*, 39 (3),5-4., 95.

[88] Dewey (ibid: 46).
[89] Ines, R.B. (2004). *Reconstructing Undergraduate Education: Using Learning Science to Design Effective Courses.* Mahwah, NJ: Lawrence Erlbaum Association, p1.

constantly trying to make sense and to understand their experience"[90]. This shows that there is a tendency to shift from knowledge transmitted by the teacher to learners though drilling and repetitions to construction of knowledge by the children themselves through problem solving and experience. Two main approaches to constructivism are well-known in the field of education: cognitive constructivism and social constructivism. The former is associated with the work of Piaget and the latter with that of Vygotsky. These two approaches are not mutually exclusive as both admit that learners construct their own knowledge. However, the main emphasis in the two approaches is different as it will be shown below:

1.5.2.2 Cognitive Constructivism

Piaget is considered as the pioneer and parent of the constructivist thought. "The beginning of the constructivist approach is considered to be the work of Piaget which led to the expansion of understanding of child development and learning as a process of construction"[91]. His theory of cognitive development is based on the idea that childrens' active development with their environment leads them to the construction of meaning and to learning[92]. According to Piaget, the development of human intellect proceeds through adaptation and organization. He expressed this by saying that "knowledge does not attempt to produce a copy of reality but, instead, serves the purpose of adaptation"[93]. Piaget used the terms accommodation and assimilation to describe the interplay of mind and environment in the learning process[94]. Adaptation is a process of assimilation and accommodation, where, on the one hand, external events are assimilated into thoughts and, on the other hand, new and unusual mental structures are accommodated into the mental environment. In other words, learners use their cognitive structures to interpret the environment; and as a result, they assimilate new information only to the extent allowed by the existing one[95].

This asserts that learning occurs by an active construction of meaning rather than by transmission. This gave rise to statements such as "it's obvious after all the children don't simply swallow all adult's knowledge, they have to construct it". (La Rochelle et. al)[96]. (Piaget)[97]; (cited in Jordan et. al.,) says that:

> *Children must go through the process of reconfiguration of their own mental schemes for themselves. Teachers must not interfere with this*

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[90] Von Glasserfield, E. (1989). Constructivism in education. In T. Husen & N. Postlethuwane (eds), *International Encyclopedia of Education*. Oxford: Perganon Press, p12.

[91] Pritchard, A. & Woolard. J. (2010). *Psychology for the Classroom: Constructivism and Social Learning.* London and New York: Routledge, p5.

[92] Jordan, A., et. al (2008). *Approaches to Learning: A Guide for Teachers. Mc Graw Hill: Open Unuversity Press, p57.*

[93] Piaget, J. *(1965). The Moral Judgment of the Child*. New York: Free Press, p28.

[94] Ibid.

[95] Harris, R., et. al (1995). *Competency-Based Approach and Training*: Between a Rock and a Whirlpool. South Melbourne: Macmillian Education, Australia.

[96] Larochelle, M., Bernardz, N., & Garison, J (1998). *Constructivism and Education.*Cambridge: Cambridge University Press, p4.

[97] Piaget, J. (1970). *Genetic epistemology*. In A. Jordan *et al. (eds) Approaches to Learning: A Guide for Teachers.* Mc Graw Hill: Open University Press.

process by imposing their ready-made solutions because children will accept authority without making the knowledge themselves [98].

However, he adds that when learners encounter an experience or a situation that conflicts with their current way of thinking, a state of equilibrium is created[99]. To do this, they make sense of the new information by associating what they already know, that is attempting to assimilate it into their existing knowledge. When they are unable to do this, they accommodate the new information to their old way of thinking by restructuring their present knowledge to a higher level of thinking. This evolution depends precisely on this progressive equilibrium of assimilation and accommodation[100]. Piaget's cognitive theory contributed to the reformulation of educational perspectives based on learner's individual construction of knowledge.

1.5.2.3 Socio-Constructivism

Vygotsky shared many of Piaget's assumptions about how children learn, but he placed emphasis on the social context of learning. According to him, learning is greatly enhanced by the collaborative social interaction and communication; in other words, discussion, feedback and sharing ideas are powerful influences on learning[101]. Vygotsky's view[102] has been termed social constructivism to differentiate it from Piaget's view that is often called cognitive constructivism and is less concerned with language and social interaction. "Like Piaget, Vygotsky claimed that infants are born with the basic materials/abilities for intellectual development. Eventually, through interaction within the socio-cultural environment, these are developed into more sophisticated and effective mental processes/strategies which he refers to as Higher Mental Functions"[103]. This informs us that cognitive constructivism is most concerned with the mechanism of intellectual development and the acquisition of knowledge and underestimates the effects of social factors on cognitive development. The table below shows the difference between cognitive constructivism and social constructivism:

	Cognitive Development Theory **(Piaget)**	**Social Constructivism** **(Vygotsky)**
Knowledge	Knowledge of cognitive structures are actively constructed by learners	Knowledge is socially constructed

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[98] Jordan, et. al (2008). *Approaches to Learning: A Guide for Teachers. Mc Graw Hill: Open Unuversity Press, p57.*
[99] Ibid.
[100] Piaget, J. (1971). *Psychology and Epistemology.* New York: The Viking Press, p108.
[101] Vygotsky, L. (1978) *Mind in Society. The development of higher Psychological Processes.* Cambridge: Harvard University Press.
[102] Ibid.
[103] Pritchard, A. & Woolard. J. (2010). *Psychology for the Classroom: Constructivism and Social Learning.* London and New York: Routledge, p6.

	themselves based on existing structures	
Learning	Active assimilation and accommodation of new information to existing cognitive structures. Discovery by learners	Integration of students into knowledge community, collaborative assimilation and accommodation of new information
Motivation	Intrinsic: learners set their own goals, motivate themselves to learn	Intrinsic and extrinsic: learning goals and motives are determined by learners and extrinsic rewards provided by the knowledge society

Table 1.2 : Comparison of Cognitive Constructivism and Social Constructivism

(adapted from Larochelle et. al., 1998)[104]

Social constructivism considers knowledge as a human creation which is constructed by social and cultural means, whereas cognitive constructivism views knowledge construction as something individual. Thus, according to Vygotsky, learning is a social process resulting from collaborative assimilation and accommodation of new information; it is neither simply an individual process, nor a passive process[105]. Pritchard and Woolard support this by saying that "Effective and lasting learning takes place for the individual when engaged in social activity with a range of others"[106].

Considering the effect of social interaction in shaping cognitive development, it is worth mentioning the 'Zone of Proximal Development' (ZPD), a concept created by vygotsky (1978) and defined as "the level of development above a person's present level "[107]. As learners work in groups, members have different level of ability so more advanced peers can help less advanced ones. This operation is called 'scaffolding', another concept coined by Bruner[108]; i.e., ''a knowledgeable participant can create supportive conditions in which a

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[104] Larochelle, M., Bernardz, N., & Garison, J (1998). *Constructivism and Education*. Cambridge: Cambridge University Press.

[105] Vygotsky, L. (1978) *Mind in Society*. *The development of higher Psychological Processes*. Cambridge: Harvard University Press.
[106] Pritchard and Woolard (op.cit: 7)
[107] Slavin, R.E. (2003). *Educational Psychology: Theory and Practice (third edn)*. Boston: Pearson Education, p44.
[108] Bruner, J., et . al (1976). The role of tutoring in problem solving. *Journal of Child Pshychology and Psychiatry, 17(2), 89-100.*

novice can participate and extend his knowledge to higher levels of competence"[109]. Pupils can also be assisted by the teacher who designs activities that enable them to achieve higher cognitive abilities. Writing, which is the focus of this research, is both a cognitive process that involves comprehension of ideas, expressive language and mechanical skills[110]. It is also a social process during which students learn how to become writers through meaningful interactions with more knowledgeable people. Therefore, it is the teacher's duty to design structured tasks to make interaction beneficial. It is supported by Dorn and Stoffos who say that the "writing environment is structured to allow for the transfer of knowledge, skills and strategies from assisted to unassisted learning zones"[111].

According to social constructivism, ideal learning involves negotiating understanding through dialogue or discourse shared by two or more students. In school settings, the social construction of understanding occurs in whole class or group discussions or in dialogue between pairs[112] . This is what differentiates this approach to learning if compared to traditional ones. Taking a social constructivist stance can enable teachers to create classrooms in which pupils can become intrinsically and extrinsically motivated to learn. Social constructivist teachers take into account the role of classroom culture in supporting students' intrinsic motivation. Such teachers deliberately create classroom environments that are responsive to the needs, ideas, dreams and belies of their pupils. They also take into consideration pupils' learning styles by providing them with a variety of tasks which facilitate social interaction and self expression. This can, eventually, foster their extrinsic motivation.

1.5.2.4 Importance of Constructivism

Many educators have agreed that constructivist pedagogies that are advocated in the reform vision of learning represent a synthesis of cognitive and social perspectives, where knowledge is seen personally constructed and socially mediated (Tobbin & Tippins 1993; Driver et. al., 1994; Shephard 2000; cited in Le Cornu & Peters[113]. One component of the current redevelopment of all subject area curricula is the change of instruction from the transmission curriculum to the transactional curriculum. In a traditional classroom, a teacher transmits information to learners who passively listen And acquire facts. In a transactional classroom, pupils are actively involved in their learning to reach new understanding. Constructivism teaching fosters critical thinking and creates active and motivated learners. (Zemelman et.al.,) tell us that learning in all subject areas involves inventing and constructing

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[109] Donato, R. (1994). Collective scaffolding in second language learning , *Vygotskyan Approach to Second Language Research.* Norwood, p5.

[110] Dorn, L. J. & Stoffos, C. (2001). *Shaping Literate Minds: Developing Self-Regulated Learners.* Portsmouth, M.E: Stenhouse: XI.

[111] Ibid.

[112] Brophy, J. (2002). *Social Constructivist Teaching*: *Affordances and Constraints*. USA: Emerauld Group Publishing Limited: IX.

[113] Lecornu, R., & Peter, J. (2005). Towards constructivist classes: The role of the reflective teacher. *Journal of Educational Inquiry* 6 (1). School of Education: University of South Australia.

new ideas. They suggest that the constructivist theory be incorporated into the curriculum and advocate that teachers create environments in which pupils can construct their own understanding. The constructivist approach is efficient in that it creates learners who are autonomous, inquisitive thinkers who question, investigate and reason[114]. The act of teaching, according to Windschitl, is being reframed as ''co-constructing knowledge with students, acting as conceptual change agent, monitoring apprenticeship through the zone of proximal development and supporting a community of learners''[115].

1.5.2.5 Bloom's Taxonomy

The CBA is a cognitive approach indebted to bloom's taxonomy[116]. Let us now examine this taxonomy to know how it is used in teaching/learning English. ''Taxonomy'' simply means ''classification''. Bloom's taxonomy refers to a classification of the different objectives that educators set for learners. So, the well-known taxonomy of educational learning objectives is an attempt to classify forms and levels of learning. (Bloom et.al) divided educational objectives into three domains - ''cognitive'', and ''psychomotor''[117]. Valett offered a summary of each of these domains:

- **Cognitive-** conceptual and language skill- symbolic development (thinking, verbal expression), conscious awareness. During this stage, students learn to manipulate symbols to control the environment: reality comes to be represented through pictures, words and numbers.
- **Affective-** social and personal skills- Emotive development (personal transcendence, self-identification and expression, feeling and intuiting). This stage is characterized by the awareness of feeling and emotions and their expressions in ever-refined interests, attitudes, beliefs and value orientation.
- **Psycho-motor-** perceptual, Sensory and Cross-Motor Skills- Motor development (concrete relations, sensory exploration, unconscious stimulation), characterized by the struggle to develop body movement and control of one's body in a given environment[118].

Bloom's taxonomy can be helpful to teachers in devising a lesson taking into consideration the different phases learners can pass through to reach construction of knowledge leading to the ability to solve problems in new situations and to creativity. Six levels have been identified within the cognitive domain, from the lowest level to the highest level, starting from knowledge to evaluation as they are listed below:

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[114] Zemenlman, S., et. al (1993). *Best Practice: New Standards for Teaching and Learning in America's Schools.* Portsmouth, N.H: Reed Publishing.

[115] Windshitl. M. (2002). Framing constructivism in practice as the negociation of dilemmas: In *Review of Educational Research, 72(2), 131-175.*

[116] Ameziane, H., et, al (2005). *At the Crossroads, Secondary Education/ Year One: Teacher's Book.* Algiers: The National Authority for School Publications, p12.

[117] Bloom, B.S., et. al. (1956). *Taxonomy of Educational Objective: The classification of Educational Goals.* New-York: David McKay Co Inc.

[118] Valett, R. E. (1974). *Affectiv-Humanistic Education.* Belmont: Lear Siegle Inc,p12-16.

- **Knowledge** represents the lowest level of learning and is the fact of remembering the Previously learned material.
- **Comprehension** is defined as the ability to grasp the meaning of material by organizing comparing, translating, interpreting, giving descriptions, and stating main ideas.
- **Application** refers to the ability of using new knowledge in new and concrete situations; or in other words, to solve problems by applying acquired knowledge.
- **Analysis** refers to the ability to examine and break down material into parts so that its organizational structure may be understood.
- **Synthes**is refers to put parts together to form a new whole. It may be explained as the phase of production.
- **Evaluation** refers to the ability to make judgments about information[119].

Bloom's taxonomy hierarchical model of cognitive thinking is illustrated in the importance that the CBA accords to the mobilization of knowledge and skills, their gradual integration at higher levels (from level 1 to level 6), their application to new situations of learning or use, the integration of new knowledge and skills and finally the evaluation of the process and product of thinking[120]. This means that acquiring a certain competency requires from the learner to pass through different cognitive stages in order to be able to do well in a certain area.

The affective domain[121] includes the manner which we deal with things emotionally, such as feeling, values, appreciation, enthusiasm, motivation and attitudes. This domain is very important as it describes the way people react emotionally. This concerns the awareness and growth in attitudes, emotions and feelings. Five levels have been identified in this domain from the simplest behaviour to the most complex:

- **Receiving:** learners pay attention
- **Responding**: they actively participate in the learning. Process
- **Valuing**: they attach value to what they are learning
- **Organizing**: they can put together different values, information and ideas and accomodate them within his/her schema, relating, and elaborating on what they have been learned
- **Characterizing:** they hold a particular value or belief that now exert influence on his/her behaviour so that it becomes a characteristics[122].

The five levels above indicate that learning takes place gradually in that learners start by paying attention to their teacher while giving them instructions or presenting a certain activity. Then, being aware of the importance of what they are learning, they take part in the learning process trying to accommodate the new information with the existing one.

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[119] Bloom, B.S., & Crathwohl, D.R. (1956). *Taxonomy of Educational Objective: The classification of Educational Goals*. New-York: David McKay Co Inc.p186-193.
[120] Ameziane et. al.; 2005(op.cit: 13).
[121] Krathwohl, D. R. et. al. (1973). *Taxonomy of Educational Objectives, the Classification of Educational Goals*. Handbook II: Affective Domain. New York:David McKay, CO., Inc.
[122] Ibid: 27.

In order for learning to occur, other components of the affective domain are essential in the learning process. This domain is characterized in terms of motivation as it affects the direction and intensity of behaviour, Gagne and Driscoll state ''it is a truism that in order for change to occur, one must have a motivated individual''[123]. Therefore, this domain should be taken into consideration in any kind of learning because motivation as stressed by (Ringness) intiates, maintains and controls the direction of behaviour[124]. In addition, Bandura and Schunk provide evidence that self-efficacy and self-regulation deserve attention as important variables related to success[125]-[126]. The former is defined as "beliefs in one's capabilities to do something" and is related to academic achievement, while the latter means "to adapt and occasionally invent tactics for making progress."[127]. To sum up, being motivated, believing in one's success and one's skills in directing it are essential factors for meeting one's goals in learning and for meeting our goals in the rapidly changing context in which we live.

The psychomotor domain is the third one in Bloom's educational objectives. This domain (Sympson,) includes physical movements, coordination and use of motor-skills areas. Development of these skills requires practice. The mastery of certain skills is realized through steps as it is shown in table 1.3:

Level	**Behaviours**
Perception	Sensory cues guide motor activity
Set	Mental, physical emotional dispositions that make one respond in a certain way to a situation
Guided response	First attempts at a physical skill. Trial and error coupled with practice lead to better performance
Mechanism	The intermediate stage I learning a physical skill. Responses are habitual a medium level of assurance and proficiency
Complex overt response	Complex movements are possible with a minimum of wasted effort at a high level of assurance will be successful

[123] Gagne, R.M. & Driscoll, M.P. (1988a). *The Essentials of learning for instruction* (second edn). Englecliffs, NJ: Prentice Hall, p25.
[124] Ringness, T. (1975). *The Affective Domain in Education.* Boston: Little and Brown Company.
[125] Bandura, A. (1997). *Self-Efficacy: The Exercise of Self-Control.* New York: W.H. Freeman and Co.
[126] Schunk, D. (1991). Self-efficacy in academic motivation. Educational Psychology, 26; 207-231.
[127] Pagares, F. (1996). Self-efficacy: Beliefs in academic setting. *Review of Educational Researc,25,* 66 (4), 543-578.

	Movements can be modified for special movements
Adaptation	
Origination	New movements can be created': for special situations

Table 1.3: Stages in the Psychomotor Domain according to Sympson (1972)[128]

Another combination of three taxonomies proposed by (Dave, 1970, Harrow, 1972 and Sympson, 1972) includes the following steps: observing, imitating, practicing and adapting, based on Bloom and krathwohl's psychomotor domain[129]-[130]. This shows how the mastery of any skill is reached. Bloom's taxonomy has been used to guide curriculum planning. Knowing about the cognitive domain, behaviours and the process leads to skill mastery and helps teachers to prepare lessons and to devise learning activities without neglecting the effective side.

1.5.2.6 The Project

Interest in project work and its integration into ELT instruction is growing around the world. This approach lends itself to focus on language at the discourse rather than the sentence level, authentic language use and learner-centeredness. The project work is an important activity in the CBA. It is creative and allows the pupils to face the unknown[131].

A project in the Algerian educational syllabus is defined as "a carefully planned long term undertaking. It is a creative way for learners to apply what they have learnt in class"[132]. During the realization of a project, learners show their capacities when demonstrating that they have mastered the objectives assigned. A project is a divided and complementary task where pupils learn how to work in groups, how to cooperate and how to feel that they can do something. If we consider the syllabus of any educational level in Algeria, we find a project at the end of every unit. A learning project is realized through a process including a number of stages:

1. **The preparation Stage:**
   - Define clearly the project (nature, aim)
   - Adjust it t the competencies aimed for
   - Consider the theme, duration, the teacher's role, the grouping of the   pupils and the assessment procedure

2. **The realization Stage:**
   - The teacher becomes an advisor, a facilitator, a resource person
   - Assist pupils in collecting ideas, planning actions

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[128] Sympson, E.J. (1972). *The Classification of Educational Objectives in the Psychomotor Domain.* Washingnton, DC: Gryphon House.
[129] Dave, R.H. (1970). Psychomotor levels. In R.J. Armstrong (ed*.), Developing and Writing Behavioral Objectives.* Tucson, AZ: Educational Innovators Press.
[130] Harrow, A. J. (1972). *A Taxonomy of the Psychomotor Domain.* New York: David Mckay Co.

[131] Roumadi, B. (2004). Guidelines for Teachers of English in Charge of Second AM Classes. Algiers: National Institute of Staff Training, p6.
[132] Ameziane, H., (2005). *At the Crossroads, Secondary Education/ Year One: Teacher's Book.* Algiers: p14.

3. The Presentation Stage
   Pupils write the final draft
   - Present their product in front of a large audience
   - Ask pupils to review their previous actions and discuss them among themselves (pupils' feedback)
   - Discuss honestly the pupils' performance (teacher's feedback)[133]

While working on a project, the teacher has to remind the learners about the project right at the beginnings of the unit by focusing, on classroom planning, both pupils and teachers discuss the content and scope of the project as well as its requirements. Besides, he should provide them with the necessary strategies and materials required to accomplish the project. Moreover, he should make the students aware that when they will be equipped in terms of skills provided in the different courses, they have to realize the project and then present it to their classmates. This is why we can say that through projects and pupils' performance in the final phase or the presentation, which can take different forms, the competencies they have developed become to a certain extent observable and measurable. In other words, a project seeks to make the attainment of objectives visible and measurable. To sum up, the project work makes learning more meaningful. It also makes cooperative learning a concrete reality and opens up entirely new avenues for action, interaction and the construction of new knowledge. It is also worth presenting the concept of 'portfolio' and stressing its importance in learning as it can be used either as leaning or assessment tools.

1.5.2.7 The Portfolio

There has been a growing body of research which documents the importance of portfolios which can be used as learning or assessment tools. Paulson, Paulson and Meyer gave an extensive definition of portfolio as "a purposeful collection of students' work not only exhibiting students' effort, progress and achievement but also demonstrating pupils' participation in selecting contents and selecting contents and selecting the criteria for assessment and evidence of pupils' participation in selecting contents and selecting the criteria for assessment and evidence of pupils' self-reflection''[134]. Another definition suggested by (Jones and Shelton) states that "Portfolios are purposeful organized documents which represent connections between actions and beliefs, thinking and doing, and evidence through which the builder (learner) constructs meaning"[135]. In other words, the portfolio is "a purposeful collection of pupils' work that demonstrates to students and others efforts, progress and achievement in given areas''[136]. For some teachers, the portfolio is part of an alternative assessment, for others, it documents the pupils' learning process; still others use it as a means of promoting learners' reflection.

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[133] Ibid: 6-7.
[134] Paulson, F.L., Peal R. Paulson, & Meyer, A. (1991).What makes a portfolio a portfolio. *Educational Leadership*, 6-48(5), 66-63.
[135] Jones, M. & Shelton, M. (2006). *Developing your Portfolio: Enhancing your Learning and Showing your Stuff*. New York: Routledge, P18.
[136] Genessee, F. & Upshur, J. A. (1996). *Classroom-Based Evaluation in Second Language Education*. Cambridge: Cambridge University Press,P99.

The Portfolio has several benefits. For example, it promotes pupils' involvement in assessment, responsibility for assessment, interaction with teachers and pupils about learning, collaborative and sharing classrooms, pupils' ownership of their own work, pupils' ability to think critically and excitement about learning[137]. Thus, the teacher's role is to guide learners in developing portfolios because ''a well-developed portfolio emphasizes what students can do to participate in an ongoing modified instruction in which assessment takes place all the time''[138]. By planning and organising learning, monitoring, observing and reflecting on their own learning, learners become motivated and more autonomous individuals.

Portfolios have become a desired tool because they provide authentic evidence of what learners know, believe and are able to achieve. There is a strong link between portfolios and constructivism as a teaching/ learning orientation and human development[139] because the core of constructivism is also authentic learning. It gives us awareness of what we know and how we happen to know it, what it is to know something and how developmental stages in our capacity to learn change from one to another. By fostering the necessary conditions that encourage an active stance toward learning, constructivism represents a means of observing the learning itself. From an educational angle, looking at development is embedded in constructivism which asks for the learners' exact, conscious, purposeful engagement with the world surrounding them[140].

In order to develop a portfolio, learners need to follow certain procedures before reaching the final phase. This process includes the following stages:

- **Collection:** save artefacts that represent the day-to day results of learning.
- **Selection:** review and evaluate the artefact saved and identify those that demonstrate achievement of specific standards or goals.
- **Reflection:** reflect on the significance of the artefacts chosen for the portfolio in relationship to specific learning goals.
- **Projection:** compare the reflection to the standards, goals and performance indicators and set learning goals for the future[141].

One advantage of portfolio assessment is that it leaves learners a chance to reflect upon their development growth and progress over time. It also offers teachers a chance to think about s their pupils' problems thoroughly[142]. It is a good opportunity to give pupils feedback and advice after having identified their strengths and weaknesses. The overall purpose of portfolios is to enable pupils to demonstrate to others learning and progress. Their greatest value is that, in building them, pupils became active participants in the learning process and

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[137] Ibid.
[138] Valentia, S. (1990). A portfolio approach to classroom reading assessment: The whys, what and hows. *The Reading Teacher, 43(4), 76,338-340.*

[139] Jones, M. & Shelton, M. (2006). *Developing your Portfolio: Enhancing your Learning and Showing your Stuff.* New York: Routledge, p13.
[140] Fosnot, C. (1996). *Constructivism: A psychological theory of learning.* In C.T. Fosnot (ed.), *Constructivism, Perspectives, and Practice.* New York: Teachers College Press, p16.
[141] Danielson, C. & Abrutyn, L. (1997). *An Introduction to Using Portfolios in the Classroom.* Alexandria: Association for Supervision and Curriculum Development,p17.
[142] Nolet, V. (1992). Classroom-based measurement and portfolio assessment. *Diagnostic*, 18 (1), 5-23, p14.

assessment. Thus, portfolios promote leaner-centred learning and make the learning process more visible as they give a more significant picture of the pupils' growth.

1.5.2.8 Cooperative Learning

Traditionally, the classroom is predominated by teacher talk and relies heavily on textbooks. Information is directly aligned with the information offered by them, providing, pupils with only one view of complex issues. However, "education must invite students to experience the world's richness, empowering them to ask their own questions and seek their own answers, and challenge them to understand the world's complexities"[143]. This can occur through cooperative learning advocated by social constructivism and largely used in CBA teaching in ESL and EFL. This strategy used in teaching requires pupils to work together in small groups to support each to improve their own learning and that of others to accomplish shared goals[144]. Cooperative learning does not encourage competition between learners; nevertheless, it may be contrasted with competitive learning in which pupils work against each other to achieve an academic goal (Johnson et. al., l994; in Richards & Rodgers)[145]. Vygotsky argues that "what a child can do in cooperation today will enable him to do it alone tomorrow"[146]. This shows the positive effects of cooperative learning in developing learners' motivation and autonomy. According to Jolliffe "Cooperative learning has three advantages: achievement, interpersonal relationships, psychological health and social competence[147].

Through cooperation, learners develop higher-order thinking enabling them to be achievers due to the opportunity offered by social interaction with peers and the teacher. In addition, this type of learning establishes friendships between peers and promotes a greater sense of belonging. This leads to improvement in learners' psychological health and social competence as they develop not only self- confidence and self-esteem, but also a sense of sharing responsibility in problem-solving.

Cooperative learning and collaborative learning are often used interchangeably. However, there are differences between them. Cooperative learning is considered to be the most structured approach to learning in groups while collaborative learning is less structured[148] . In cooperative learning, the structure is imposed by the teacher, whereas collaborative learning represents a different philosophy of interaction whereby pupils are given more power over their learning[149] . We can also add that in cooperative learning each

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[143] Brooks, J.G. & Brooks, M.G. (1999). *In Search of Understanding: The Case of a Constructivist Classroom.* Alexandria, Virginia, USA, p5.

[144] Jolliffe, W. (2007). *Cooperative Learning in the Classroom: Putting it into Practice.* London: Sage Publications, Inc, p3.

[145] Richards, J.C. & T.S. Rodgers. (2001). *Approaches and Methods in LanguageTeaching.* Cambridge: Cambridge University Press, p 195.

[146] Vygotsky, L. (1997). *Thought and Language.* Cambridge: The MIT Press, p188.

[147] Jolliffe (op.cit: 6).

[148] Paritz, T. (1997). Collaborative versus cooperative learning: Comparing two definitions help understand the nature of interactive learning, 8(2), 5-7.

[149] Abrami, P.C. et. al (1995). *Classroom Connections: Understanding Cooperative Learning.* Toronto: Harcourt Brace.

pupil works on a part of the task to accomplish the shared goal while in collaborative learning all the pupils work together to do the task. These two kinds of learning are useful in teaching that they develop learners' psychological health and promote learning through interaction.

1.6 Teacher's Role in the Competency-Based Approach

The CBA is built upon the philosophy that almost all learners can learn equally well if they receive the kind of instruction they need[150]. So, it is the teachers' responsibility to analyze their pupils' needs seeking a kind of improvement appropriate to the changing world as it is stated in (Farid, 2005):

> *This requires from the teacher to acquire competences in addition to the traditional aptitude in search of scientific, educational and cultural information. These aptitudes include the ability to discuss, to consult others and not to impose his /her opinion and to be able to evaluate and criticize him/ herself[151].*

Since the CBA is learner-centred, it does not require teacher's subservience. As it is action-oriented, it requires teachers' in action, teachers who draw on their professional skills in subject matter, methodology, decision-making and social skill to enable learners to be achievers. This also requires a style based on reflection on what, why and how to teach fixing objectives and adjusting teaching strategies to learning strategies.

The teachers' role is to facilitate the process of language acquisition through the development of appropriate learning like hypothesis making or hypothesis testing. We can also say that the teacher in a classroom is a researcher. An important aspect of his job is watching, listening and asking questions in order to learn more about how pupils learn so that he may be more helpful to them. pupils also teach teachers because they show them how they learn. Thus, they have to carefully watch them and listen to them. This kind of watching and listening may contribute to teachers' ability to use what the classroom experience provides them to create contextualized and meaningful lessons. The ability to observe and listen to pupils and their experiences in the classroom contribute to their ability to use a competency-based approach.

Another fundamental concept in social constructivism is the idea of 'scaffolding' which refers to the support provided to students by others –parents, peers, teachers or other reference sources. (Hammond and Gibbons) interpret scaffolding as "high challenge, high support

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[150] Ameziane et. al.; 2005(op.cit: 12).

[151] Farid, A. (2005). L'élaboration des nouveaux programmes scolaires. *In La Refonte de la Pédagogie en Algerie . UNECO,ONPS :Ministère de l'Education Nationale,* p49.

enabling students to achieve beyond their abilities"[152]. In other words, teachers need to set up tasks which challenge students to perform beyond their current capacity because if the tasks are not challenging enough, learners will get bored and become de-motivated. This scaffolding enables learners to achieve great improvement in language learning.

The concept of scaffolding is also linked with what Vygotsky calls the learners' Zone of Proximal Development (ZPD)[153]. This refers to the tasks and activities which may be beyond the learners' current abilities. This requires from teachers great skills in assessing and then exploiting their pupils' ZPD. Teachers know that "Learning is no longer primarily about reaching specific learning objectives, but about the ability to flexibly apply what has been learned"[154]; therefore, they have to focus on complex skills and competencies, which imply the integration of knowledge, skills, and attitudes in such a way that transfer of learning is enhanced .[155]

1.7 Learner's Role in the Competency-Based Approach

The CBA has a considerable impact on the role of learners who must become self-motivated playing an active role in their own education. They have to demonstrate satisfactory performance and competency in order to fulfill the requirements of the curriculum, they cannot be regarded simply as receivers of information[156] . As the CBA is based on socio-constructivism, the learner should go through a process of personal appropriation, questioning his own convictions. This leads him to revise his prior knowledge and its scope to compare his own representations with those of his classmates, to search for information and validate it through consulting various sources of documentation and people in possession of information. In doing so, the learner will appeal to cognitive, affective and motivational strategies in order to set a balance between his previous knowledge and his newly acquired knowledge. The reflection of the learner will operate on his own processes, assure the quality of his acquisition and facilitate his retention.

It is essential to note that negotiation is an important aspect of a CBA classroom, It unites teachers and students in a common purpose. Another quality of a CBA classroom is its interactive nature in that learners interact either with their peers or with the teacher through dialogue in order to construct knowledge. Social interaction in learning facilitates and encourages the use of new skills to create meaning and build understanding through

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[152] Hammond, J. & Gibbons, P. (2001). What is scaffolding. In J. Hammond (ed.), *Scaffolding* . Sidney: Primary English Teaching Association, p14.
[153] Vygotsky. (op. cit).
[154] Merienboer, J.G. & Stoyanoo, S. (2008). Learners in a changing learning landscape: Reflections from an instructional design perspective. Florida: Learning Development Institute, p70.
[155] Ibid.
[156] Forest, J. & Kinser, K. (2002). *Higher Education in the United States*. California,p127.

communication[157] . Interaction with the teacher and peers helps learners' develop self reflection and positive attitude towards criticism. In addition, "the collaboration and dialogic action with others is a key to developing awareness, experience and opportunities for reflection" [158].

1.8 Conclusion

Educational reform in many parts of the world is expressed in terms of competencies to develop in learners. Competencies are attained after various activities to excellence in doing specific skills enabling people to adapt to the changing world. One of the approaches seen appropriate to the educational content is the Competency-Based Approach , an outcome based approach which focuses on measurable useable skills and abilities. It claims that learners should mobilize their values, knowledge, attitudes and behaviour in a personal way to address the challenges successfully. This alternative approach applied in the Algerian educational system allows learners to attain a level that makes them motivated and rely on themselves and compete with other people around the world either in the field of work or in other situations. However, we should note on the one hand that it is considered by many advocates as the panacea for all the ills of education and training and the solution to various problems faced by education for many decades. On the other hand many antagonists have denounced the approach as overly product-oriented, narrowly mechanic and too fragmenting. Thus, what is required is more reflection and discussion about its efficacy and appropriateness, contexts and issues, motivation, planning and implementation.

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[157] Ashton-Hay, S. & Pillay, H. (2010). Case study of collaborative learning in two contexts . New York: Nova Science Publishers, Inc, p343.
[158] Ibid.

Chapter Two
Learners' Motivation Under the Competency-Based Approach

Chapter Two
Learners' Motivation under the Competency-Based Approach

2.1. Introduction

"Tell me and I forget, show me and I remember, involve me and I learn"[1]. As this Chinese saying indicates, pupils are motivated to learn when being actively involved in constructing meaning. Motivation has emerged as a key element in determining success or failure in learning. Many researchers and educationalists have emphasized the necessity to understand and explain motivations and to understand what factors affect it. One of the objectives behind endorsing the competency-based approach is to prepare learners to be motivated and competent to cope with real-life tasks. According to CBA principles, motivation is recognized as a crucial factor for learners to communicate and construct knowledge and ideas in the globalised world.

This chapter intends to shed light on the benefits of adopting a competency-based approach to enhance language learners' motivation. The main purpose of this chapter is not to analyse deeply the CBA theory, but rather to focus on the classroom teaching models that have developed from it, and to highlight the role of motivation. Numerous scholars have emphasized the importance of using CBA as a referent for classroom practice.

2.2. A Prelude to Motivation

The definitions of motivation are numerous and diverse. They are usually connected to different schools. Motivation is basically regarded as a very complex concept whose definition is very difficult to approach. This complexity is mainly due to the inherent characteristics of motivation which are regarded as very to disentangle, and also to the fact that motivation is not actually directly observed; it is rather manifested through behaviours and emotions.

Motivation has been defined as the level of efforts an individual is willing to expend toward the achievement of a certain goal.

(Behler and Snow-man) state that motivation is typically defined as the forces that account for the arousal, selection, direction, and continuation of behaviour[2]. Both definitions imply that motivation comes from within a person; therefore, schools' responsibility is to create the conditions that will enhance pupils' motivation to pursue academic goals actively over a long period of time.

Theorists have developed several approaches to motivation, including the constructivist theory.

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[1] A Chinese saying, inspired from the wisdom and philosophy of the spiritual father, Confauchious.
[2] Behler and Snow-man (1993). , *Psychological dimensions of Motivation*, Monterrey, C.A: Brooks/Cole, p13-14.

(Scheidecker and Freeman) argue that the main problem with motivation is that most people whose interest pedagogical or else try to reduce the concept to a simple meaning[3]. They write:

> *The real problem with motivation, of course, is that everyone is looking for a single and simple answer. Teachers search for that one pedagogy that, when exercised, will make all students want to do their homework, come in for after school help, and score well on their tests and report cards. Unfortunately, and realistically, motivating students yesterday, today, and tomorrow will never be a singular and simplistic processs [4].*

Simply stated, then, the field of motivation explores all aspects of an organism's needs and the processes and structures that relate those needs to behaviour.

2.3. A Brief Survey about Some Major Contemporary Theories of Motivation

The approaches and theories of motivation are numerous and diverse. We saw above how motivation was conceived of in many ideas and thoughts. However, from the beginning of the twentieth century onwards, there have been differing theories of motivation according to the main currents of ideas and thoughts. During the first half of the 20th century, behavioural ideas were dominant, giving rise to a couple of approaches and theories such as Skinner's, Pavlov's, etc. These approaches and theories of motivation were characterized by their focus on external behaviour and their disregard of internal factors.

Following this, appeared drive theories which were mainly based on internal processes related to physiological needs such as hunger, thirst, etc. By the 1970s, new trends of thought in connection with motivation reacted violently against behavioural and drive reduction thoughts. Such new ideas introduced the cognitive aspect as a key element in determining motivation. The table below gives a very concise picture of some of those approaches and theories. Our purpose in this research is not to undertake a deep study of motivation, nor is it an opportunity to describe all approaches and theories with reference to their similarities and differences. Rather, it is just a light trip over the main currents which have more or less undertaken the study of motivation.

2.3.1. Approaches and Theories of Motivation

Dornyei argues in the table below that all approaches to motivation are convincing and defensible. On the whole, all the different theories make a lot sense; the only problem with

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[3] Scheidecker and Freeman,(2006).Motivating young language learners:A classroom oriented investigation. TESOL Quarterly 33(1), p38-41.
[4] Ibid, 46

them is that they largely ignore each other and very often do not even try to achieve a synthesis. This leaves us with a rather overall picture.

(Dornyei) summarizes the most outstanding contemporary theories and approaches in the table below [5]:

	Good Summaries	Main Motivational Components	Main motivational tenets and principles
Expectancy-value theories	Brophy (1999), Eccles and Wigfield (1995)	Expectancy of success; the value attached to success on task	Motivation to perform various tasks is the product of two key factors the individual's expectancy of success in a given task and the value the individual attaches to success on the task. The greater the perceived likelihood of success and the greater the incentive value of the goal, the higher the degree of the individual's positive motivation.
Achievement Motivation theory	Atkinson and Raynor (1974)	Expectancy of success; incentive value; need for achievement; fear of failure	Achievement motivation is determined by conflicting approach and avoidance tendencies. The positive influences are the expectancy (or perceived probability) of success, the incentive value of successful task fulfillment and need for achievement. The negative influences involve fear of failure, the incentive to avoid failure and the probability of failure.
Self-efficacy theory	Bandura (1997)	Perceived self-efficacy	Self-efficacy refers to people's judgments of their capabilities to carry out certain specific tasks, and, accordingly, their sense of efficacy will determine their choice of the activities attempted,

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[5] Dornyei,Z.(2001).Teaching and researching motivation.Harlow: Longman, p10-11.

			the amount of effort exerted and the persistence displayed.
Attribution theory	Weiner (1992)	Attributions about past Successes or failures	The individual's explanations (or 'causal attributions') of way past successes and failures have occurred have consequences on the person's motivation to initiate future action. In school contexts ability and effort have been identified as the most dominant causes, and it has been shown that past failure that is ascribed by the learner to low ability hinders future achievement behaviour more than failure that is ascribed to insufficient effort.
Self-worth theory	Covington (1998)	Perceived self-worth	People are highly motivated to behave in ways that enhance their sense of personal value and worth. When these perceptions are threatened, they struggle desperately to protect them, which results in a number of unique patterns of face-saving behaviours in schools setting.
Goal setting theory	Locke and Latham (1990)	Goal properties: Specificity, difficulty and commitment	Human action is caused by purpose, and for action to take place, goals have to be set and pursued by choice. Goals that are both specific and difficult (within reason) lead to the highest performance provided the individual shows goal commitment.
Goal orientation theory	Ames (1992)	Mastery goals and performance goals	Mastery goals (focusing on learning the content) are superior to performance goals (focusing on demonstrating ability and getting good grades) in that they are associated with a preference for

			challenging work, an intrinsic interest in learning activities, and positive attitudes towards learning.
Self-determination theory	Deci and Ryan (1985), Vallerand (1997)	Intrinsic motivation and extrinsic motivation	Intrinsic motivation concerns behaviour performed for its own sake in order to experience pleasure and satisfaction such as the joy of doing a particular activity or satisfying one's curiosity. Extrinsic motivation involves performing a beahviour as a means to an end, that is, to receive some extrinsic reward (e.g., good grades) or to avoid punishment. Human motives can be placed on a continuum between self-determined (intrinsic) and controlled (extrinsic) forms of motivation.
Social-motivational theory	Weiner (1994), Wentzel (1999)	Environmental influence	A great deal of human motivation stems from the socio-cultural context rather than from the individual.
Theory of planned behaviour	Ajzen (1988), Eagly and Chaiken (1993)	Attitudes; subjective norms; perceived behavioural control	Attitudes exert a directive influence on behaviour, because someone's attitude towards a target influences the overall pattern of the person's responses to the target. Their impact is modified by the person's subjective norms (perceived social pressures) and perceived behavioural control (perceived ease or difficulty of performing the behaviour).

Table 2.1: Contemporary Theories and Approaches of Motivation

2.4. Importance of Motivation in EFL Context

Motivation could be defined as a reason that inspires a behaviour of willingness and volition. Motivation involves beliefs, values , interests, perceptions, and actions. (Yule 2006) states that "motivation may be as much a result of success as a cause" [6]. Volition, According to (Eccles and Wigfield) refers to "both the strength of will needed to complete a task and the diligence of pursuit" [7] .

Educational psychologists recognize the importance of motivation to support pupil learning in general and language acquisition in particular. They concentrate on using it as a very important cause to involve the affective goals in order to influence the degree of effort that learner makes to learn English. Affective goals are concerned with the pupils' attitudes toward themselves, learning, and English language as a subject at school in the EFL context.

Motivation is not only a major factor but also has a powerful influence on English learning and acquisition. This is true whether intrinsic or extrinsic or instrumental and integrative motivation. For example, (Gardner and Lambert) show that success in a foreign language is likely to be lower if the underlying motivational orientation is instrumental rather than integrative. They think that an integrative orientation would sustain better the long-term motivation needed for the very demanding task of language learning[8].

It is a matter of fact that motivation is seen as an effective element in both teaching and learning English. It contributes to language achievement and linguistic products that usually embrace the structure of the language such as vocabulary, spelling, grammar, pronunciation, and the four skills of the language, including listening, understanding, writing and reading. ((Gardner) considers motivation as a goal directed and defines it as "the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes toward learning the language"[9].

In EFL context, there is neither enough English input outside the classroom nor opportunities for interaction with native English speakers. Most of the circumstances to successful English language acquisition are lacking. Therefore, motivation in EFL settings is the center of language teaching. This is precisely as Eccles and Wigfield state that "it is difficult, if not impossible, to understand students' motivation without understanding the contexts they are experiencing" [10] . (Zhou) argues that motivation is affected by the learning setting in China, as an EFL context, and if the learners are well guided, they will attain high levels of proficiency in English and progress greatly[11]. Algerian pupils study English[12] as a

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[6] Yule.G(2006) The Study of Language.Cambridge: Cambridge University Press&US,office, p168-169.
[7] Eccles and Wigfield (2002). Integrative motivation in a globalizing world. System, 32: 3-126.
[8] Gardner,RC.,and Lambert,W.E.(1972). Attitudes and motivation in second language learning. Rowly,MA:NewburyHouse.
[9] Gardner, R.C. (1985).Social psychology and second language learning. Rowley,MA:Newbury House,p10.
[10] Eccles and Wigfield, (op. cit), p128.
[11] Zhou.X (2008). *English for Vocational Schools.* Beijing: Beijing Normal University Press.
[12] English in Algeria is the second foreign language after the French language.

compulsory subject. They do not choose to study it, and do not find real-life objectives and uses for it in their society. Therefore, Algerian EFL learners lack the internal force and desire for learning it and have to depend on other external drivers, as it shall be discussed later.

In order to increase and maintain pupils' motivation in Algerian schools, consequently, teachers endeavour to create a supportive context. We have to understand that the role of context becomes increasingly essential to motivation theories as well as in many areas of psychology. Recent research shows that the kinds of classroom and school situation are pupils exposed to greatly influence their motivation and achievement in complex ways[13]. Some proposals in language acquisition research clarify teachers' understanding of motivation and the specific psychological and behavioural components of motivation that we can influence.

It is unworkable here to include the enormous role of motivation in EFL teaching and learning or to review its large body of literature. However, the previous concise description of the importance of motivation is enough to move into the second phase of the chapter.

2.4.1. Motivation: The Key to Classroom Management Success in EFL Classrooms

Motivation is a key to classroom management and success in the EFL classroom, especially for young learners.

This is because unmotivated and demotivated pupils do not learn. Bowing to external pressures, learners may pack away into short-term memory enough information to pass an exam but, without internal motivation, there will be no on-going context in which to wrap and nurture a growing body of knowledge and experience. It is therefore imperative that teachers first understand what does motivate the pupils and then strategize how to turn this understanding into actual behaviours and activities that touch the motivational core of each pupil. This is especially necessary for the EFL teacher of young learners who must convince the adolescent learners of the relevancy and usefulness of the targeted subject (English).

Classroom management is often an issue for EFL teachers, especially those teaching in cultures which emphasize heavy external control instead of development of internal control. Young EFL pupils, unlike adult students, rarely make a choice when it comes to studying English. Consequently, the unmotivated and demotivated young pupils may disengage or disrupt the class as a way to register their discontent. Again, no learning takes place.

Abraham Maslow's hierarchy of needs (1943) states that if a lower need is not met, then the motivation to go to a «higher» stage is absent [14]:

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[13] Eccles and Wigfield, (op. cit), p128.
[14] Maslow, A. (1943). 'A Theory of Human Motivation'. *Psychological Review, 50(4),* 370-96. Retrieved from http://psychclassics.yorku.ca/Maslow/motivation.htm.
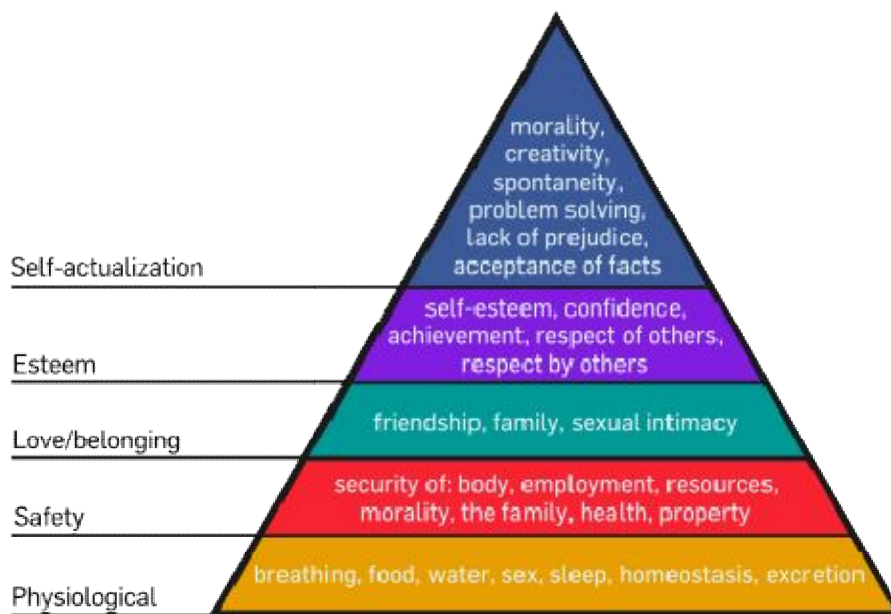
Figure 2.1: Maslow's Hierarchy of needs

For example, if the pupil is extremely hungry (physiological need) then the pupil feels no motivation to encounter any other input until this basic need is met.[15] This example, of course, is obvious but the same is also true for the "higher" and more abstract need of safety, love/belonging and esteem. To address these needs specialists suggest that teachers must understand the importance of their relational role in what David Hawkins Called the «I-Thou-It» triangle[16]. «I» is the teacher; «Thou» is the pupil and «It» is the subject Matter.

Once a teacher understands what learners' felt (and real) needs, he/she is ready to remove barriers to learning and enhance motivation by pursuing strategies and behaviours that will address those needs, thus greatly increasing the probability that true learning takes place.

2.4.2 Motivation: Cause or Effect

It is not clear whether motivation improves the desire to learn or successful learning enhances motivation. The question then needs to be asked is: which is the cause and which is the result. In other words, does success in foreign language learning give birth to motivation, or does motivation lead to success? Or both?

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[15] Sprint. H, (1981), Motivation and Self-esteem in Human nature, New York: Plenum. P327.
[16] Hawkins, D. 1967. *The Informed Vision: Essays and Learning and Human Nature.* Algora Publishing..

In fact, research literature is slightly in support of the causal interpretation of motivation. Support for motivation as a cause was strongly made by Gardner.[17] It seems that at least most of the time motivation has an independent causative role. But what is needed is more evidence which takes a longer time and complex methods to measure the progress of a single group of learners' overtime.

On the other side of the balance stand researches who favour the idea of motivation as a result and not as a cause. (Crookes and Schmidt) were some of the first to question Gardner's approach stating that motivation is a cause and foreign language achievement the effect.[18] Researchers like Strong, Savignon, Hermann and Burstall (1974), for instance, made an experiment with a sample of primary school pupils learning French where the results showed that it is achievement which is primary and motivation the consequence[19]. In other words, it was the motivation that was engendered by the learning process itself. As when someone is told he has done a task very well, motivation is likely to increase. By contrast, events that lead to feeling of incompetence are likely to undermine motivation. Dornyei rather perceives motivation as cyclic, going up and down, affecting language achievement and being affected by it. Learners may use motivation to reach a goal or take the achieved goal to increase motivation[20].

2.5. A Motivational View of Competency- Based Teaching

Constructivist and conceptual change perspectives on learning have given rise to number of models of constructivist classroom teaching. In the competency-based classroom, motivation has been recognized as an important factor in the construction of knowledge and the process of conceptual change, so one could expect that motivation strategies would be integral components of competency-based teaching.

Classroom language teaching practice is likely to be more effective when it is informed by an understanding of how pupils learn. It is therefore important that the major implications of learning theory should be reflected in classroom practice. The competency- based approach is the dominant paradigm of learning in EFL settings, and a huge amount of language education research has been carried out from a constructivist perspective.

Recent research in EFL education has been dominated by a constructivist view of learning characterized by the CBA.

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[17] Gardner, R.C. (1985). Social Psychology and Second Language Learning: The Role of Attitudes and Motivation. London: Arnold.

[18] Crookes, G. & Schmidt, R. W. (1991). Motivation: Reopening the Research Agenda. Language Learning, 41, 469-512.

[19] Burstall, C. (1974). Primary French in the balance. London: NFER Publishing.

[20] Dornyei, Z. (2001 a). Teaching and Researching Motivation. Harlow, England: Longman.

According to this view, pupils do not passively absorb information but, rather, meaningful learning involves the active creation and modification of knowledge structures [21].

When pupils are learning about a foreign language like English, they use their existing knowledge, beliefs, interests, and goals to interpret any new information, and this may result in their ideas becoming modified or revised. In this way, learning proceeds as each individual's conceptual schemes are progressively "reconstructed" as he or she becomes exposed to new experiences and ideas. [22]

"Social constructivism" developed from the ideas of Lev vygotsky, emphasizes the importance of society, culture, and language[23]-[24]. According to this perspective, knowledge is socially constructed and learning takes place in particular social and cultural contexts. This kind of interaction provides pupils with ways of interpreting the physical and social world, and pupils thus become enculturated into ways of thinking that are common practice in that specific community. Much motivation to learn occurs when pupils interact with more competent individuals such as peers and teachers. Through a process of scaffolding[25], a teacher can gradually guide pupils to develop their knowledge and skills while making connections with pupils' existing schemes.

Through language, pupilss are able to share ideas and seek clarification until they understand.

The emphasis is on a communication-rich environment in which pupils are given opportunities to interact with adults and peers in order to negotiate meaning. Teachers have an important role in the CBA providing guidance and support to learners.

Learning is seen as an active rather than a passive process, as ultimately each individual reconstructs his/her own understandings in response to environmental stimuli. Regardless of whether the environmental stimulus is teacher scaffolding or direct experience with everyday life phenomena, the learners are still required to access their pre-existing knowledge and beliefs, link these to what is currently being experienced, and modify them if necessary (Driver & Oldham[26] ; Phillips[27] ; Roth[28]). Thus, the reconstruction of meaning requires effort on the part of the learner.

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[21] Carey, S. (1985). *Conceptual change in childhood.* Cambridge, MA: MIT Press.

[22] Driver, R. (1989). Students' conceptions and the learning of science. *International Journal of Science Education, 11,* 481–490.

[23] Lemke, J. L. (2001). Articulating communities: Sociocultural perspectives on science education. *Journal of Research in Science Teaching, 38,* 296–316.

[24] Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes.* Cambridge, MA: Harvard University Press.

[25] The support provided to learners to enable them to perform tasks which are beyond their capacity.

[26] Driver, R., & Oldham, V. (1986). A constructivist approach to curriculum development in science. *Studies in Science Education, 13,* 105–122.

[27] Phillips, D. C. (1995). The good, the bad, and the ugly: The many faces of constructivism. *Educational Researcher, 24,* 5–12.

[28] Roth, W.-M. (1994). Experimenting in a constructivist high school physics laboratory. *Journal of*

If effort is required for learning then it follows that motivation is also required, because learners will not make that effort unless they are motivated to do so. In CBA motivation would therefore be required to initially arouse learners to want to participate in learning, and it would also be needed throughout the whole process until knowledge construction has been completed.

The competency based theory thus implicates motivation as a necessary prerequisite and co-requisite for learning.

2.6. Preparing EFL Pupils for Motivation in a CBA Environment

Innovation in language teaching in Algeria in general is applied without consideration of teachers and pupils in the field. Before there should be a preparation for both so that the change can be easily accepted and applied. For this reason, we can blame neither teachers nor pupils for their resistance to change and their unreadiness for the notion of learner motivation. All what pupils need is to raise their awareness, motivate them to learn English and train them using strategies that make them learning a language somehow independently from the teacher. They should be at the centre of the teaching process.

2.6.1. Creating Basic Motivational Conditions in a CBA Classroom

Learning English successfully is based on the motivation of the learner himself. The teacher strives to make the learner learns in vain if the learner is uninterested as Scharle and Szabo invoke the saying: **"you can bring the horse to the water, but you cannot make him drink". [29]** If the English teacher seeks effectiveness in his teaching, he should start first by motivating the learners as put by Dornyei: "teacher skill in motivating learners should be seen as central to teaching effectiveness"[30]. Before any attempt to motivate learners according to Thanasoulas certain conditions should be available such as: a good teacher pupil rapport and a pleasant supportive classroom atmosphere, cooperativeness and increasing pupil self-confidence[31] (see the figure 2.2 below) :

Research in Science Teaching, 31, 197–223.

[29] Scharles.A A Szabo(2000) Learner Autonomy : a guide to developing learner responsibility. Cambridge : Cambridge university press, p4.

[30] Dörnyei, Z. (2001). Teaching and Researching Motivation. Harlow: Longman Pearson Education Ltd. P116.

[31] Thanasoulas, D. (2000). *Learner Autonomy*. http://www.eltnewsletter.com/Learn erautonomy.pdf. (6th November, 2014).

Basic Motivational Conditions

Good teacher pupil Rapport   Pleasant and supportive classroom atmosphere   Cooperativeness   Increasing learner's self-confidence
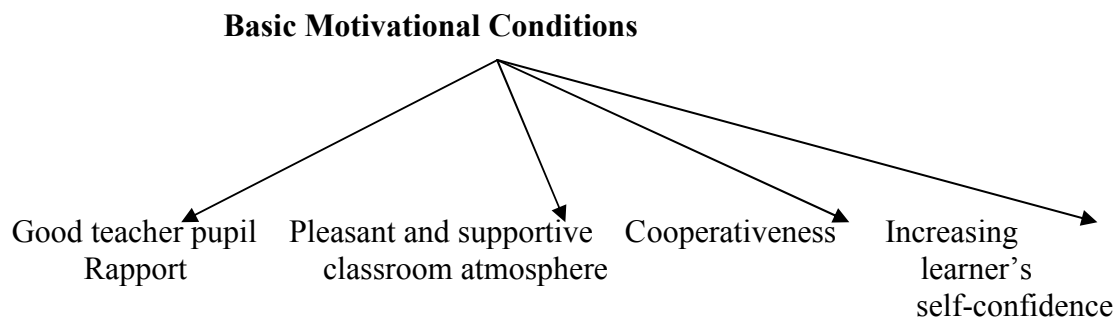
Figure 2.2: Creating Basic Motivational conditions. (Source: Thanasoulas, 2000).

First, teacher's behaviour can either motivate learners or demotivate them in learning a language, in fact: "Teacher's behaviour is a powerful motivational tool."[32] To foster learner autonomy in CBA, the language teacher motivates the learners first. But this aim cannot be attained unless the teacher establishes a good rapport with learners. A rapport based on trust and mutual respect. He or she will lose nothing if he discusses with the learners from time to time in a personal level, some teachers ask pupils about the difficulties they encounter, which study skill interest them best, etc. In this way learners will hopefully become enthusiastic and interested in language learning.

Second, just as the teacher's behaviour, the classroom atmosphere also can demotivate learners and undermine learning. For Thanasoulas, motivation will reach its peak in a safe classroom climate in which pupils can express themselves freely without fear of being ridiculed.[33]

Third, cooperativeness, learner autonomy is not only individual but also collaborative and entails some "capacity and willingness to act independently and in cooperation with others."[34] Learning does not necessarily imply learning individually, in fact, interaction, negotiation and collaboration are important factors in motivating learners and promoting learner autonomy as it is required by CBA principles.

Fourth. Increasing the learner's self-confidence is based on convincing learners that their level in English learning can be developed. Learners feel themselves confident when they perform tasks effectively. Teachers' supportive words and encouragement are greatly helpful in making self-confident learners who can engage in their learning independently. To increase learners' self-confidence according to Dornyei, Everyone is more interested in a task

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[32] Dorneyei, 2001. (op.cit) : p120.
[33] Thanasoulas, D. (2000). (op.cit).
[34] Dam.L.(2003). Developing Learner Autonomy: The Teacher's Responsibility , Dublin : Authentik. p1.

if they fell make a contribution. A small personal word of encouragement is sufficient[35]. Teachers can reduce classroom anxiety by making the learning context less stressful.

Motivating learners according to Thanasoulas, is based on the teacher's behaviour; the teaching method, the classroom atmosphere, cooperativeness and raising learner's self-confidence[36]. Similarly, Fukuda & Hiroshi maintain that teachers can motivate learners in learning English as a basic step in fostering learner autonomy. This can be achieved through the C.L.A.S.S. philosophy[37]. Such philosophy can be incorporated throughout several learning situations inside and outside the classroom. This philosophy aims not only at enhancing motivation but also learner autonomy. (See the table 2.2 below):

C	Confidence	Algerian pupils with a low sense of confidence need to feel the possibility to learn English effectively and use it comfortably.
L	Link	There should be a link between the language learning and the language use, a sense of purpose in the process of learning.
A	Association	Security and association with classmates: for example, connection with teachers, and social concern; collaboration, personal relationships are motivating factors.
S	Security	Building a climate of trust and an environment in which students do not fear mistakes or feel anxiety.
S	Self-Governance	Guided-autonomy starting with courses focused on a transfer of responsibility, such as creating own study goals and introducing self-assessment.

Table 2.2: C.L.A.S.S. philosophy (source: Fukuda & Hiroshi S, 2011)

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[35] Dornyei, 2011. (op.cit): p130.
[36] Thanasoulas (2000), (op.cit).
[37] Fukuda & Hiroshi S, (2011). *Enhancing motivation through the C.L.A.S.S. philosophy*, Nanning: Guangxi Education Press.

C.L.A.S.S. philosophy can positively provide counter measures for certain demotivating factors in language learning.[38] for example teaching style, characteristics of the classroom insecurity, disappointment from a past experience of failure. Insufficient and unsuitable materials in the class and lack of interest in English in general. The C.L.A.S.S. principles are conceived as a counter measure against these de-motivating factors (see Table 2.3 below):

De-motivators	C.L.A.S.S Counter Measures
Teachers	Association: Trusting relationships with teacher and classmates Self-Governance: autonomous learning making the teacher a facilitator.
Class Characteristics	Link: Studying to achieve a clear goal in the near future making content meaningful. Self-Governance: autonomous learning will let the student decide the pace of study.
Past experiences of failure	Competence: activities should promote cooperation as opposed to competition. Association: trusting relation to promote the feeling of competence.
Class Environment	Security: a secure classroom environment Association: a trusting relationship with teachers and pupils.
Class Materials	Self-Governance: autonomously selected material Competence: promote a better feeling of doing any self-assigned material.
Lack of Interest	Link: studying for one's own goal makes content interesting Self-Governance: autonomous learning which calls for own material selection raises interest in material chosen.

Table 2.3 Counter measures against de-motivating factors (source: Fukuda & Hiroshi, 2011)

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[38] Fukuda & Hiroshi 2011, (op.cit).

Both Thanasoulas (2000) and Fukuda and Sakata (2011) have insisted on the necessity of motivating learners in learning English to pave the way for learner autonomy. EFL teachers in Algeria are to a certain extent aware of the demotivating factors that undermine English learning. Some of which are illustrated in the table 2.3 above. The teachers᾿ duty is to apply counter-measures against demotivating factors and build a secured classroom environment characterized by a good rapport with learners. In such circumstances the learners will develop their self-confidence and interest in English learning and become gradually motivated and in a later stage autonomous in their English learning.

In CBA, a good way to arouse pupils' interest is to create an appropriate environment in which pupils realize the importance of English as a language and as a tool for communication. Teachers can broaden pupils' horizon in learning English by providing pupils with not only grammar and vocabulary, but also knowledge like culture, literature and history related to the target language. On the other hand, Thanasoulas stresses the fact that teachers may also create a learning environment outside the classroom, such as English song contest, English corner, English speech, etc. A teacher's recommendation of certain magazines, films or web-sites has a great impact on enhancing pupils motivation[39].

2.6.2 Persuasive Communication for Altering Learner᾿ Beliefs and Attitudes

Factors such as pupils' motivation, their desire to learn, and the beliefs they hold about themselves as learners, are basic requirements for developing autonomous motivated learning and thus language competency. The language teacher starts first by altering these negative attitudes before any intervention aiming at promoting motivation and autonomy.

Changing some negative beliefs and attitudes is bound to facilitate learning. "Attitude change is basically achieved through exposure to a persuasive communication [between the teacher and the learners]"[40]. There are several ways of bringing about this change; however, our concern will only be with persuasive communication.

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[39] Thanasoulas, D. (2000). *Learner Autonomy*. http://www.eltnewsletter.com/Learn erautonomy.pdf. (6th November, 2014).

[40] Wenden,A,L(1998):Learner Strategies in Language learning UK, Pentice Hall. p126.

A persuasive communication according to Thanasoulas, is a discussion presenting information and arguments to change a learner's evaluation of a topic, situation, task, and so on[41]. These arguments could be either explicit or implicit, especially when the topic is deemed of importance. If, for instance, a deep fear or belief prevents the learner from engaging in the learning process successfully, persuasive communication helps bring these facts to light and identify the causes that underlie them, **"**the communication comprises facts that show what learners can do to attain autonomy and that learners who do so are successful**"**[42]**.** This approach is based on the assumption that when learners are faced with convincing information about a situation: **"**they can be led to re-examine existing evaluations they hold about it and revise or change them completely.**"**[43] Attitudes can be changed through persuasion which can be a response to a communication between teachers and learners.

Since human nature is dialogic, EFL teachers in Algeria will not find it a hard task to communicate with their learners and try to persuade them that certain attitudes they hold about English learning are not valid. And if they want to engage in English learning successfully and their level to improve continuously, they should be to certain extent independent from the teacher and take some responsibility for their learning. Teachers may organize a session in class devoted to persuasive communication in which he or she relies on his artistry in finding techniques and strategies for convincing learners.

EFL teachers while trying to convince learners, they should focus on the followings:

1- Convincing learners that responsibility in English learning almost lays on the learner not entirely on the teacher as they believe. The teacher in CBA is a facilitator and guide.

2- Evaluation of learning is on learners hands because self-evaluation is one of the autonomous strategies that help learners becoming motivated and self-reliant, not on teachers scores and comments only.

3- Success and failure in English learning is due to the learner first and in a later stage on pedagogical and methodological matters. So learners ought to stop reproaching teachers for their failure in English learning.

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[41] Thanasoulas (2000), (op.cit).
[42] Wenden,A,L(1998):Learner Strategies in Language learning UK, Pentice Hall. p126
[43] Ibid:127

4- English learning is vast to be dealt with in class sessions only, teachers role is to convince learners to change their attitude of satisfaction of the knowledge provided in the class and do self-study tasks for the sake of becoming autonomous and successful in English learning.

In secondary education, pupils feel not secured while working far from the teacher, so he may convince them that the teacher is always present with them however, his roles have changed, and that motivation and autonomy in English learning is highly beneficial for them so as to achieve a high level of proficiency. Pupils in this level, have to be convinced not to be so much dependent on the teacher in English learning to the degree that if he stops teaching they stop learning. Convincing learners about autonomy differs from one another, intelligent and brilliant pupils may be easily persuaded while others not. Because successful learners usually tend to use learning strategies that make them somehow motivated. So what other pupils need is strategy based instruction.

2.7. The CBA and Motivation in the EFL Classroom

Theories of Piaget and Vygotsky focused on how learners learn, they are primarily responsible for the move to learner-centred learning which means reversing the traditional teacher-centred understanding of the learning process and putting learners at the centre of the learning process.

To achieve these objectives a new teaching approach was adopted in many schools around the world: the competency-based approach.

To overcome the challenges faced by learners inside and outside the school and in order to make a coherent link between all the acquired skills and competencies, the CBA was adopted in numerous educational systems. This new approach is meant to help the learner not only to acquire knowledge for its memorization and retention when needed, but to be motivated, share exchange and cooperate with others.

As it is noted in the Accompanying Document of English Programme (ADEP), this approach is inspired from and grounded on cognitivist and social constructivist conceptions of learning and teaching[44]. The syllabus designers further argue that this approach is learner-centered and, therefore, it is crucial to:

√ Respect the learner's needs and interests;

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[44] *Accompanying Document of English Programme* (2011). Secondary Education: Year Three. Ministry of National Education, p83.

√Take into accountthe different learning styles by providing varied learning situations;

√Consider the language as a tool or means for communication so to motivate and provide the learner with the opportunity to use it in a significant context;

√Provide activities responding to a need for authentic or real communication by emphasizing the meaning of the message rather than its from;

√Tolerate from mistakes that do not interrupt transmitting and receiving the message;

√Insist on authentic and real language practice rather than repetitive and monotonic activities;

√Emphasise comprehension and understanding on production by providing various and multiple reading and listening situations;

√Stimulate the learner to search meaning through the whole message rather than being limited to words and isolated utterances.

As it was mentioned previously, the CBA is a learner-centered approach not teacher-centered requiring deep changes in the roles performed by learners and teachers alike as it will be illustrated next.

2.7.1. Privileging Learner-Centeredness upon Teacher-Centeredness

The CBA requires deep changes in both teacher's and learner's roles and a challenging shift from a teacher-centered environment to a learner-centered one. Furthermore, the syllabus designers argue that this approach is based on learning not teaching; however, it does not aim to reduce the role of the teacher. The teacher will not be the transmitter of knowledge but to guide, help and encourage the learner in building his own understanding. Moreover, the teacher creates a supportive motivational environment for the learner by providing positive situations for the target language. Then, the teacher's primary role is to teach his pupils how to learn in terms of appropriate learning strategies. The syllabus designers provide a comparison between the teacher's roles in previous approaches used in traditional classrooms and the new approach (CBA):

Teacher's Role		
The previous approaches and Methods (Grammar-Translation, Method, the Direct Method, and the Audiolingual Approach)	The new approach (CBA)	What has changed

● Knowledge holder	● Guide / Help	● Less authoritarian attitude
● Knowledge provider	● Counselor	● Open to discussion and negotiation
● Omnipresent in the classroom	● Facilitator	● More awareness of learner's problems and needs
● Decision-maker	● Co-learner	
● Authoritarian	● Participator	
	● Developer of learner autonomy and motivation	

Table 2.4: Teacher's Roles in Previous and New Approaches [45]

Moving from a teacher-centered approach to a learner-centered approach necessitates changes in the learner's characteristics and roles. The learner; indeed, is no more regarded as a passive recipient of knowledge transmitted by the teacher. The learner is challenged by adopting new roles as he is supposed to:

√Know what to learn.

√Be responsible of his learning.

√Construct his strategies.

√Know the procedures of working.

√Solve problems.

√Assess his learning.

Nunan compares teacher and learner-centeredness and finds that:

> *The key difference is that in a learner-centered curriculum, key decisions about what will be taught, how it will be taught, when it will be taught, and how it will be assessed will be made with reference to the learner.*[46]

Algerian secondary education (see chapter three) is supposed to witness a shift from teacher centeredness to learner-centeredness, and a gradual implementation of autonomous learning, though not all secondary classes in the country are typically learner-centered ones. The table 2.5 below compares in details between the two environments:

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[45] *Accompanying Document of English Programme* (2011). Secondary Education: Year Three. Ministry of National Education, p90.

[46] Nunan, D. (1995). *Self-assessment as a tool for learning*. Hong Kong: Department of Curriculum Studies, University of Hong Kong, p134.

Teacher-centered	Learner-centered
Knowledge is transmitted from professor to pupils	pupils construct knowledge through gathering, synthesizing information, problem solving and so on
pupils passively receive information	pupils are actively involved and motivated
Emphasis on acquisition of knowledge outside the context in which it will be used	Emphasis is on using and communicating knowledge effectively to address emerging issues and problems in real life contexts
Professor's role is to be primary information giver and an evaluator	Professor's role is to coach and facilitate. Professor and pupils evaluate learning together
Teaching and assessing are separated	Teaching and assessing are intertwined
Emphasis is on right answers	Emphasis is on generating better questions and learning from errors
Desired learning is assessed through the use of objectively scored tests	Desired learning is assessed through papers, projects, performances, portfolios and the like.
Culture is competitive and individualistic	Culture is cooperative, collaborative and supportive
Only pupils are viewed as learners	Professor and pupils learn together

Table 2.5 comparison of teacher-centered and learner-centered (adapted from Huba and Freed, 2000)[47]

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[47] Huba, M.E., & Freed, J.E. (2000). Teacher-centered vs. learner-centered paradigms. Retrieved from: http://assessment.uconn.edu/docs/TeacherCenteredVsLearnerCenteredParadigms. pdf

The above table has illustrated basic differences between teacher-centered and learner-centeredness. Learner motivation is highlighted and esteemed in the learner-centered classroom unlike the teacher-centered one where knowledge is transferred from the teacher to pupils which would not result in effective learning; rather, learners have "to discover things or research things for themselves"[48]. In addition, this type of instruction does not meet the principles of CBLT with its emphasis on motivations and interactions between learners which would be a hard task when we have many pupils in one classroom.

Traditional teaching methods came to be criticized for a number of reasons. At the affective level, pupils get bored, and lose motivation for learning, moreover, their academic achievement may not be high. In fact, "It is quite possible for a teacher to be putting great effort into his or her teaching and for no learning to be taking place; similarly, a teacher could apparently be doing almost nothing, but the pupils be learning a great deal"[49]. however, the shift from traditional to learner-centered instructions is a gradual and long-term process, and even when teachers are willing to change to the new type of instruction, they sometimes revert to traditional way of teaching.

2.7.2. Engaging Pupils in Active Learning

Active learning emphasizes the importance of supporting pupils in taking control of their own learning[50]. Active learning is referred to as being learner-centered, a concept based on constructivist and motivational theory. In the CBA, the emphasis is on meaning making that is built upon what the learner already knows while negotiating with new ideas [51]. The prior knowledge, skills, beliefs, and concepts the pupils bring to the learning environment significantly influence what they notice about the environment and how they organize and interpret it. Consequently, "it affect their abilities to remember, reason, solve problems and acquire knew knowledge" [52].

A related concept, motivational theory, was developed from the expectancy-value theory, which maintains that the strength of motivation is determined jointly by learner's expectancy for success and the incentive value of the objective. "It is assumed that no effort will be invested in learning activity if either factors are missing entirely"[53]. Motivation is believed to be the most prominent factor affecting the learning of a new language, and at the same time, it is a complicated issue in second language acquisition research. Researchers have not yet identified specific motivational factors that point to learning a new language[54].

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[48] Ibid.p.115.

[49] Scrivener, J. (1998).Learning Teaching. Macmillan Publisher Limited, p2.

[50] Bransford &Stowman, H,F, (2000), *Group Work in the Classroom*. Hong Kong: Longman, p10.

[51] Crawford, J. (2003). Explorations in language teaching. *In English as a Second or Foreign language* (second edn). Boston, Mass: Heinle and Heinle.

[52] Bransford et al., (op.cit)., p10.

[53] Hootstein,. (1994). *English Teaching Methodology*. Beijing: Higher Education Press, p476.

[54] Shrum&Glisan, (2000). Adopting motivational techniques to foster students autonomy. In Gibsons et al. (eds.).*At the chalk-face.* Cambridge University Press,. P134-136.

However, the CBA view of learning that places pupils as controllers of their own learning can be considered to be a motivating factor. The constructive paradigm is also linked with the communicative approach to second-language acquisition, like the ZPD theory that emphasizes the social dimension of learning and the scaffolding which grows out of cooperative or interactive learning with teachers, parents, siblings and other care givers. Scaffolding is a gradual release of responsibility in problem-solving, through the use of scaffolding strategies such as questioning, prompts, rephrasing, illustrations, graphic organizers, demonstrations, dramatization, gestures and comprehension monitoring. These strategies sustain active participation in learning[55]. In addition, CBA designers view learning as a self-regulated process of resolving inner cognitive conflicts that often become apparent through concrete experiences, collaborative discussion, and reflection. It involves learners' abilities to predict their performances on various tasks, promotes inquiry-based learning and encourages pupil creativity, creative and critical thinking and motivation [56].

Suggestions for teachers to engage pupils in active motivational learning are first to understand that pupils need to be in control of their own learning, and that the teacher's role is facilitation. For this reason, teachers should assist pupils in the development of metacognition strategies.

Metacognition includes the ability to predict one's performance on various tasks[57]. Secondly, pupils should actively be engaged in learning tasks that they find to be interesting and engaging. Tasks of this kind require a focus on the whole pupil; that is, taking into consideration the affective, physical, social and cognitive needs of each pupil[58]. As Krashen stated in the "Affective Filter Hypothesis", acquisition of a second language can only occur in an emotionally secure environment that allows pupils to take risks in attempting to speak the new language without fear of embarrassment or humiliation[59]. Thirdly, when children see the connection between what they are learning with life outside the school, they are motivated to be actively engaged. In addition, cooperative language learning is expected to produce active student participation, although there are no studies to back this proposition. There are no easy answers for engaging pupils to learn actively apart from the teacher's creativity in using contextually appropriate methodology [60]. In addition, it should be noted that active engagement should not only apply to observable behaviours; it is a simultaneous operation of two mechanisms: interpersonal verbal and intrapersonal mental processes[61] .

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[55] Crawford, J. (2003). *Explorations in language teaching. In English as a Second or Foreign language* (second edn). Boston, Mass: Heinle and Heinle.
[56] Vacca,.G, (2000),.Developing creativity in language learners, Oxford: Oxford University Press,. P156.
[57] Bransford &Stowman, H,F, (2000), *Group Work in the Classroom*. Hong Kong: Longman, p10.
[58] Hootstein,. (1994). *English Teaching Methodology*. Beijing: Higher Education Press, p476.
[59] Shrum&Glisan, (2000). Adopting motivational techniques to foster students autonomy. In Gibsons et al.
[60] Hootstein,. (1994). *English Teaching Methodology*. Beijing: Higher Education Press, p476
[61] Gunter, Estes & Schwab, (2003). *Autonomy in english as a foreign language.* Oxford: Pergamon., p23-32

2.7.3. Cooperative Language Learning in CBA and its Motivational Elements

In recent years, there has been a shift from more traditional classes where the teacher plays the central role to more learner-centered instruction in which the learner is responsible for the learning process whereas the teacher is merely a guide and facilitator.

Cooperative language learning (CLL) has emerged over the past ten years as one of the learner-centered techniques in CBA[62].

The CBA environment offers learners a space wherein they can work cooperatively and provide support and help to one another.

Although the notion of cooperative learning is not a new one, it has only been examined in the last three decades[63]. Roughly speaking, it is the use of small groups or task-based instruction "which affords students the opportunity to develop a range of cognitive, metacognitive and social as well as linguistic skills while interacting and negotiating in the classroom."[64]

Learning styles and strategies have been the subjects of many studies (e.g, Cohen, 2003; Gan et al, 2004; Mori, 1999; Wenden, 1998). Wallace argues that the former naturally come to them and that they have to do with the learner's personality and personal ways of learning, whereas the latter can be said to be the adoption of various learning styles to the corresponding learning situation and have to be experimented with[65]. He emphasizes the necessity of training pupils to use some learning strategies and that "teacher educators should focus on the concept of *learning strategies* rather than learning styles."[66]

O'Malley & Chamot classify learning strategies used by learners into three: metacognitive, cognitive and social/affective strategies. The latter type strategies includes: Questioning for clarification, cooperation, self-talk and self-reinforcement[67]. They, therefore, consider cooperation both as a social and affective strategy defining it as "working together with peers to solve a problem, pool[68] information, check a learning task, model a language activity, or get feedback on oral or written performance" [69]. They encourage teachers to train their pupils on the use of different strategies, including cooperation, and "stress the utility of learning strategies as aids to motivation."[70]. Strategy use aims at affecting "the learner's

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[62] Richards, J.C. &Rodgers, T.S. (2001). Approaches and methods in language teaching. Cambridge University Press.
[63] Woolfolk, A. (2004). Educational psychology. Pearson Education, Inc.
[64] Crandall. J.,(1999)., Cooperative language learning and affective factors. In Arnold, J. p227.
[65] Wallace, M.J. (1991). Training foreign language teachers. A reflective approach.
[66] Ibid., p25.
[67] O'Malley, J.M. and Chamot, A.U. (1999). Learning strategies in second language acquisition. Cambridge University Press. (First Pub 1990).
[68] A transitive verb: to collect things and information together for shared use by people or organizations.
[69] O'Malley, J.M. and Chamot, A.U., (op.cit.), p139.
[70] Ibid., p200

motivational or affective state, or the way in which the learner selects, acquires, organizes, or integrates new knowledge" .[71]

Paris (1988a; cited in O'Malley&Chamot, names four instructional techniques "that lend themselves to the integration of motivational and cognitive strategy instruction." [72]. These strategies are: *Modeling*, *direct explanation*, *scaffolding instruction* and *cooperative learning*, in which "heterogeneous student teams work together to solve a problem or complete a task." [73] and problem solving is one of the characteristics of CBA.

Oxford discusses three sets of social strategies that learners use: asking questions, cooperating with others, and empathizing with other[74]. She further divides cooperating with others into two categories: cooperating with peers, and cooperating with proficient users of the new language. Cooperation, then, is a social indirect strategy that learners use in learning, and the following figure shows the place of cooperative learning according to Oxford's classification:

Language learning strategies

Direct   **Indirect**

Metacognitive   Affective   **Social**

Asking questions   **cooperating with others**   Empathizing with others

Cooperating with other peers   **Cooperating with proficient users**
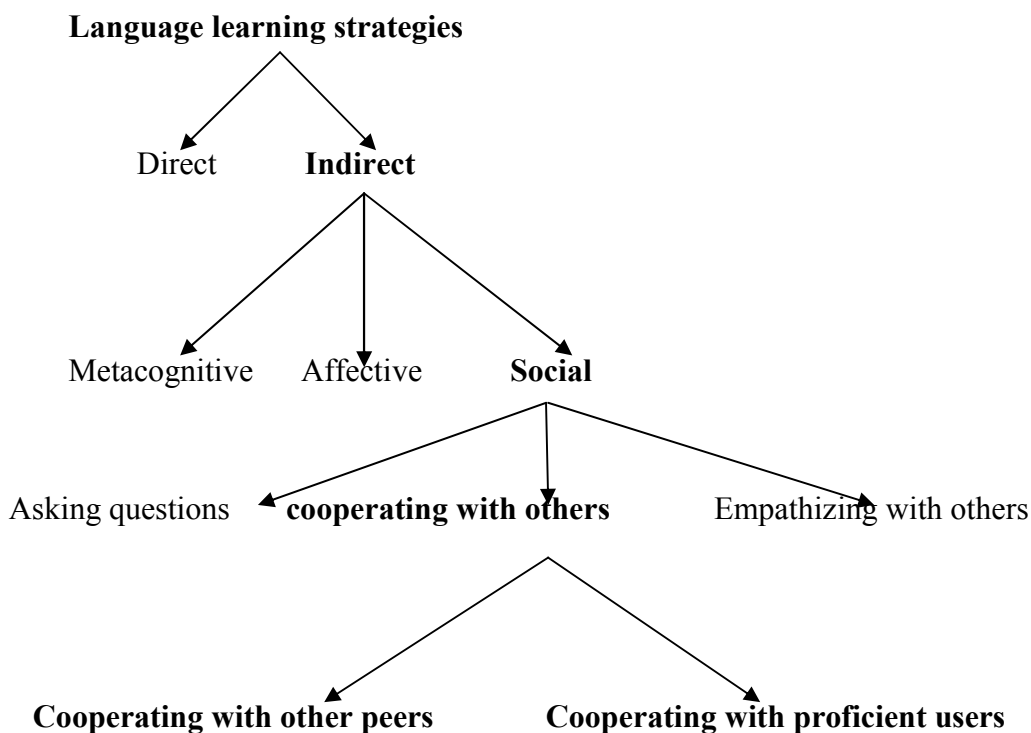
Figure 2.3: Language learning Strategies (as classified by Oxford, ibid.)[75]

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[71] Ibid., p43.
[72] Ibid., p161.
[73] Ibid.
[74] Oxford, R.L. (1990). Language learning strategies. Heinle &Heinle Publishers, a division of Wadsworth, Inc.
[75] Ibid.

The theoretical basis of social strategies is that "language is a form of social behaviour."[76]. She views CLL as a social strategy on the basis that it involves interaction with other people.

CLL meets the principles of CBA. Cooperative Language Learning originates outside of language teaching, but because it is compatible with many of the assumption of competency based teaching it has become a popular and relatively uncontroversial approach to the organization of classroom teaching in many parts of the world.

CLL can be classified under the teaching methods in which the language learners are more motivated and autonomous. The steps learners go through to achieve their goals are considered as important as the outcome itself. In other words, what matters are not the goals only but also the way learners struggle in order to perform the assigned tasks. Nunan reveals that, in its core, CLL has much to do with process-oriented models of second language acquisition and he states that "Those tasks in which learners are required to negotiate meaning among themselves in the course of completing an interactive task are particularly suitable to language development." [77].

CLL has been defined by many researchers each of whom spotting light on a particular aspect but in essence, all definitions; more or less, fall within the same scope. One definition of CLL is that:

Cooperative learning is group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others. [78]

Johnson & Johnson (1994; in Dale, 1997; cited in Richards & Rodger) emphasize the role of cooperation in enhancing learning and motivation, and provide the following definition:

Cooperation is working together to accomplish shared goals. Within cooperative situations, individuals seek outcomes beneficial to themselves and all other group members. Cooperative learning is the instructional use of small groups through which students work together to maximize their own and each other's learning.[79]

Similary, Woolfolk views CLL as "arrangement in which students work in mixed-ability groups and are rewarded on the basis of the success of the group." [80]

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[76]Ibid., p144.
[77] Nunan, D. (1992). Research methods in education. Cambridge University Press., p4.
[78] Richards & Rodgers, op.cit, p. 192).
[79] Ibid.
[80] . Woolfolk, A. (2004). Educational psychology. Pearson Education, Inc., p492.

2.7.3.1. Group Composition

CLL can take the form of group work or pair work. In discussing possible ways of arranging pupils in class, Harmer considers group work and pair work cooperative activities the advantages of which are mainly giving pupils equal opportunities for using and practicing the language and more independence from the teacher[81]. Moreover, both group work and pair work assign more responsibility to the learner as Harmer puts it "Decisions are cooperatively arrived at, responsibilities are shared"[82]. Sharing more responsibility can further increase the learner's self-esteem and motivation.

2.7.3.2. Role of the Learner

CLL "promotes learning through communication in pairs or small groups".[83] , and its major concern is to enable pupils to be motivated and to learn from each other through their contribution to the group. In this regard, each pupil would take the role that goes with his/her personality. As Crandall reports: "For example, in an activity requiring individual roles, an extroverted or more confident pupil who likes to speak in class may be assigned the role of Reporter, while one who prefers to write may be named the Recorder." [84]. In his turn, Cohen (1994 a; cited in Dörnyei&Malderez, 1999) claims that in group work, students are assigned the roles traditionally done by the teacher. They, therefore, take charge of the learning process and check that all the group members are on task. In CLL, learners are highly responsible for their own learning[85]. This does not imply that teachers have no role to perform in CBT; rather they delegate their authority to students who try to solve their own problems, and correct each other's mistakes. [86]

Woolfolk states that in order to promote cooperation between pupils the teacher can assign roles to each member of the group. The following table demonstrates the possible role that learners can perform:

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[81] Harmer, J. (2005). The practice of English language teaching. Pearson Education Limited. (First Pub 2001).
[82] Ibid., p21
[83] Richards & Rodgers, 2001, (op.cit)., p 174.
[84] Crandall. J. Cooperative language learning and affective factors. In Arnold, J. (1999). Affect in Language learning (pp226-244). Cambridge University Press., p2-3.
[85] Dörnyei, Z & Malderez, A. The role of group dynamics in foreign language learning and teaching. In Arnold, J. (1999).Affect in Language learning (pp 155-169). Cambridge University Press.
[86] Ibid.

Role	Description
Encourager	Encourages reluctant or shy students to participate
Praiser/Cheerleader	Shows appreciation of other's contribution and recognizes accomplishment
Gate keeper	Equalizes participation and makes sure no one dominates
Coach	Helps with the academic content, explains concepts
Question commander	Make sure all students' questions are asked and answered
Taskmaster	Keeps the group on task
Recorder	Writes down ideas, decisions and plans
Reflector	Keeps group aware of progress (or lack of progress)
Quiet captain	Monitors noise level
Materials monitor	Picks up and return materials
Motivator	Keeps all peers motivated and eager to learn

Table 2.6: Possible Student Roles in Cooperative Learning Groups
(Kagan, 1994; cited in Woolfolk, 2003, p. 496)[87]

2.7.3.3. Benefits of Cooperative Language Learning

Christison asks two questions on the introduction of cooperative learning in EFL contexts:

1. What good results from a change to cooperative methods?
2. Why should we go to the trouble?[88]

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[87] Woolfolk, A. (2003). Educational psychology. Pearson Education, Inc., p496.

These two questions are likely to be asked by every teacher before he accepts to change to cooperative language learning under the CBA.

In fact, most research on the effects of CLL on learners' achievement motivation and the influential nature of peers on each other indicate that the results are significantly positive. CLL, then, has many advantages for language learning. Oxford claims that "many studies outside of the language learning field have strongly demonstrated the utility of cooperative learning strategies" [89]. Add to this, Woolfolk states that "truly cooperative groups have positive effects on students' empathy, tolerance for differences, feelings of acceptance, friendships self-confidence, motivation and even school attendance." [90]

Dörnyei & Malderez summarize the advantages of group work on many levels stating that this strategy is mainly responsible for:

• The participants' attitudes toward and affective perception of the learning process ;

• The quantity and quality of interaction between group members

• The extent of cooperation between pupils and the degree of individual involvement

• The order and discipline in the classroom

• Students' relationships with their peers and the teacher

• A significant proportion of student's motivation to learn the foreign language

• Student and teacher confidence and satisfaction.[91]

CLL differs from teacher-centered instruction in many ways, and the following psychological characteristics would give a clearer image of this type of learning and teaching.

2.7.3.4. Psychological Dimension

Brown claims that "no successful cognitive or affective activity can be carried out without some degree of self-esteem, self-confidence, knowledge of yourself, and belief in

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[88] Christison, M.A. (1990). Cooperative learning in the EFL classroom. English language forum. (pp 139-146).

[89] Oxford, R.L. (1990). Language learning strategies. Heinle &Heinle Publishers, a division of Wadsworth, Inc., p146.

[90] Woolfolk (*op.cit).,* p498.

[91] Dörnyei, Z & Malderez, A. The role of group dynamics in foreign language learning and teaching. In Arnold, J. (1999).Affect in Language learning.. Cambridge University Press. p156.

your own capabilities for that activity"[92]. This implies the role of each of these in successful learning.

Research on the effects of CLL on second language learning has shown many advantages and more particularly on the affective side such as : higher self-esteem, increased confidence, lowering anxiety, and stronger language learning motivation[93]. In addition, CLL is "a strategy for the classroom that is used to increase motivation and retention, to help students develop a positive image of self and others," [94]

Crandall discusses the positive correlation between cooperative learning and the affective climate of the language learning classroom. He promotes the role of CLL in encouraging and supporting many affective aspects of language learning including: reducing anxiety, enhancing motivation, leading to the development of positive attitudes towards the target language and promoting self-esteem[95], and he puts it "cooperative learning, like other group work, creates a more positive affective climate in the classroom, while it also individualizes instruction and raises student motivation."[96]. Similarly, Richards & Rodgers state that CLL is used "to enhance learner motivation and reduce learner stress and to create a positive affective classroom climate"[97].

2.7.3.5. Motivation

Most scholars claim that the notion of motivation is complex (e.g. Csizér & Dörnyei, 2005; Dörnyei, 2003; Feldman, 1997; Masgoret & Gardner, 2003; Spolsky, 2000). Motivation is considered as "a component of metacognition in so far as it plays a self-regulatory role in learning." [98] and it has been found to have great effect on enhancing pupil's performance in the target language[99]. In fact, "the will to learn appears to be essential for developing the skill to the learner."[100]. (Kunda ; in Myers,) puts it also that "Experiments confirm that a motivational engine powers our cognitive machinery."[101]

In teaching foreign language the teacher comes across many problems of which motivation is one. In their study of the difficulties EFL teachers may encounter in introducing

[92] Brown, H.D. (2000). Principles of language learning and teaching. Longman. p145.
[93] Oxford, R.L. (1990). Language learning strategies. Heinle &Heinle Publishers, a division of Wadsworth, Inc.
[94] Christison, M.A. (1990). Cooperative learning in the EFL classroom. English language forum. p140.
[95] Crandall. J.,(1999)., Cooperative language learning and affective factors. In Arnold, J. p227
[96] ibid. p. 233
[97] Richards & Rodgers, 2001, (op.cit)., p 193.
[98] O'Malley, J.M. and Chamot, A.U. (1999). Learning strategies in second language acquisition. Cambridge University Press. (First Pub 1990)., p160.
[99] Woolfolk, (op.cit).
[100] O'Malley & Chamot, (op.cit). p. 184
[101] Myers, D.G. (1999). Social psychology. Von Hoffmann Press, Inc., p65.

CLL in their classes, Gwyn-Paquette & Tochon state that"... Equally important to the level of difficulty for the teacher is the mindset of the learners. Are they motivated or recalcitrant?"[102].

The power motivation exerts on language learning is tremendous. In the first place, motivation has much to do with the choice of learning strategies by learners. Oxford argues that the strategies used by highly motivated students outnumbered and are more significant than those used by less motivated students[103]. She further exemplifies in order to strengthen her point: "For instance, individuals who want to learn a new language mainly for interpersonal communication will use different strategies than learners who want to learn a new language mainly to fulfill a graduation requirement" [104].

It is claimed that the learning situation in CBA can greatly influence students' motivation[105]. In the CBA, the role of CLL in enhancing pupils motivation has proved to be a major one. Slavin recognizes the importance of CLL in enhancing intrinsic motivation. In his words, "If all students are put on mixed-ability teams, all have a good chance of success."[106] Good & Brophy cited in Nunan, 1992, suggest that"...[Although] the effects of cooperative learning on achievement appear to be basically motivational, the key is not motivation to win competitions against other teams but motivation to assist one teammates to meet their individual goals and thus insure that the team as a whole will do well."[107]. On this part Slavin 1983; cited in Nunan, highlights the motivational effect of CLL arguing that the peer group's power being "perhaps the only remaining free resource for improving schools."[108], on fostering learning is undeniable. For this reason, traditional classes have to be reconsidered and tasks restructured taking into account peer grouping. As for the motivational power of CLL, he states that "on the other hand, at least for achievement, we now know that simply allowing students to work together is unlikely to capture the power of the peer group to motivate students to perform." [109].

According to Crandall, in cooperative groups, students receive peer support and assistance[110]. This will encourage them and subsequently they would be better motivated to learn. In his words "this, in turn, can motivate them to continue to try, especially when peers encourage and support their contributions."[111]. Long & Porter ,1985; cited in Crandall, state that motivation can be increased via group work. He further reports that out of 122 studies

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[102] Gwyn-Paquette, C. & Tochon, F.V. (2002). The role of reflective conversations and feedback in helping preservice teachers learn to use cooperative activities in their second language classrooms. The Modern Language Journal, 86, ii, p205.
[103] Oxford, R.L. (1990). Language learning strategies. Heinle &Heinle Publishers, a division of Wadsworth, Inc.
[104] ibid. p. 13
[105] Skehan, P. (1996). A Framework for the implementation of task-based instruction. *Applied Linguistics*, 17, 38-62.
[106] Slavin, R.E. (2003). Educational psychology: theory and practice. Pearson Education, Inc.p12-18.
[107] Nunan, D. (1992). Research methods in education. Cambridge University Press., p5.
[108] Ibid., p5.
[109] Ibid.
[110] Crandall. J.,(1999)., Cooperative language learning and affective factors. In Arnold, J. p227
[111] ibid. p. 235

carried out by Johnson and his colleagues in 1981, 65 were in favour of cooperation[112]. "Competitiveness is not much of a motivation." [113]

Moreover, in the competency-based classroom, sharing one's work with the entire class makes pupils feel better about the learning process, "Strengthens the bonding in the class, and motivates students to work hard." [114].

Another finding is that CLL seems to offer greater opportunities for learners to use the target language with each other. [115]

2.8. Strategy-Based Instruction

One quality of constructivist self-regulated learners is their ability to adopt and use effective strategies to reach their goals. It is therefore significant for Algerian secondary school teachers to recognize that their role is not to transmit factual knowledge to the heads of their learners; rather they are required to empower pupils to acquire strategies they need to become motivated autonomous learners.

Strategy-based instruction is seen as an effective practice of pedagogy in classroom instructional situations. As the field of language teaching has become more learner-centered (based on the competency-based approach principles) and interactive, a great emphasis is put on helping learners take more responsibility for meeting their own language learning needs.

Recent research and practice suggest that learning strategies are basically defined as the "specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information". [116] These strategies are of paramount importance in foreign language learning and teaching. In fact "language strategies will be facilitated if learners become more aware of the range of possible strategies that they consciously select during language learning and teaching" [117]

Strategy-based instruction is widely recognised as a learner-centered approach emphasising learning strategies in language teaching, aiming at creating and promoting learner autonomy and motivation and increasing proficiency among learners[118]. Moreover,

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[112] Ibid.
[113] Ibid.
[114] Williams, J.D. (2003). Preparing to teach writing: research, theory, and practice. Lawrence Erlbaum associates, Inc., p132.
[115] Gwyn-Paquette, C. & Tochon, F.V. (2002). The role of reflective conversations and feedback in helping preservice teachers learn to use cooperative activities in their second language classrooms. The Modern Language Journal, 86, ii, p205.
[116] Brown, H.D. (2000). *Principles of language learning and teaching*. Longman. p113.
[117] Cohen, A. D. (1998). *Strategies in learning and using a second language.* White Plains, NY: Addison Wesley Longman., p65.
[118] Ibid.

SBI aims at fostering the development of learner autonomy and increasing the development of learning skills and skills in learning how to learn [119].

Yang, explains that number of models were developed over the years to guide SBI (O'Malley and Chamot, 1990; Oxford; 1990; Weinstein and Underwood; 1985; Grenfell and Harris; 1999). These models differ in some steps and principles; however they commonly share the following general procedures as it is summarised byYang:

• **Diagnosis:** at this first level, the teacher is required to identify and assess his pupils' learning strategies through the use of observation, interviews, questionnaires, diaries, or think-aloud procedures.

• **Preparation** / **Awareness-raising**: the teacher assist in raising his learners' awareness of different learning strategies; developing goals for strategy use and affective control for individuals and the entire class.

• **Instruction:** the teacher provides direct and informed instruction on learning strategies through explanation, modeling, practice, and integration; providing different practice opportunities with varied learning tasks and contents.

• **Evaluation:** the teacher helps learners in evaluating their own strategy use through an evaluation of the whole process and revising it if necessary[120].

However, McIntyre and Noles (qtd. in Brown) maintain that learners will benefit from SBI only if they:

• Understand the strategy itself;

• Perceive it to be effective; and

• Do not consider its implementation to be overly difficult[121].

Furthermore, teachers need to ensure that SBI is not limited to teaching an approved set of strategies; instead, learners need to be taught how to use those strategies flexibly, appropriately and independently to become more autonomous and motivated[122]. Thus, pupils are engaged and motivated in the learning process.

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[119] Nunan, D. (1991). *Language teaching methodology: A textbook for teachers.* NewYork: Prentice-Hall.
[120] Yang, N. D. (2003). Integrating portfolios into learning strategy-based instruction for EFL college students. *International Journal of Applied Linguistics, 41,* 293-317.
[121] Brown, H. D. (2000) *Principles of language learning and teaching* (4th ed.). London: Longman.,p131.
[122] Benson, P. (2001) *Teaching and researching autonomy in language learning.* Applied Linguistics in Action Series. London: Longman

2.9. The CBA Environment and ICTs Integration

It is commonly documented by eminent scholars and researchers on the competency-based approach and its environments that it is technology rich or based. In this line of thought, Collins argues that "technology seems to be coming down on the side of constructivists, who have been trying-unsuccessfully to date- to change the prevailing societal view of education"[123]. Moreover, Mann argues that new attention in the field of education has been directed towards constructivism due to its reliance on technologies[124]. Furthermore, linking CBA and ICTs will empower pupils with access to real data and provide them with the opportunity to work on authentic problems and this leads to increase their motivation to learn. Indeed, "if we wish to prepare students for life-long learning, we must begin to introduce them to the tools which they will use in the process they pursue after their formal education is completed" [125].

The importance of integrating ICTs in the CBA classroom is not restricted to their utility in providing learners with large amounts of information, but goes beyond this and helps learners to become actively engaged and motivated in the learning process and be autonomous. In addition to the vital role it plays in enhancing collaboration between learners, ICTs change the role of the learner from one to be taught to one who learns and the teacher as a guide instead of an expert[126]. These technologies "provide language teachers and learners with effective means to make language acquisition in the classroom viable in a way that has not been possible before" [127].

Generally, ICTs can be used for teaching and learning, to facilitate communication between those who are engaged in the learning process, to evaluate learners, and to manage learning activities[128]. However, Compoy, warns that ICTs are a means to end, not an end in itself and it serves as tools to facilitate learning not for the sake of using it[129]. ICTs may include computers alone or with internet access, Audiovisual aids, White Interactive Boards, iPods, recorders, MP3s to note only a few.

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[123] Collins, A. (1991). The role of computer technology in restructuring schools. Phi Delta Kappan, p31.

[124] Mann, C. (1994). New technologies and gifted education. Roeper Review, p16.

[125] Barr, D. (1990). A solution in search of a problem: The role of technology in educational reform. *Journal for the Education of the Gifted, p84.*

[126] Negroponte, N. et al. (1997). *Creating a learning revolution.*

[127] Tschirner, E. (2001). Language acquisition in the classroom: The role of digital video. *Computer Assisted Language Learning, p305.*

[128] Tschirner, E. (2001). Language acquisition in the classroom: The role of digital video. *Computer Assisted Language Learning, 14,* 305–319.

[129] Compoy, R. (1992). The role of technology in the school reform movement. *Educational Technology, 32,* 17-22.

In an attempt to draw a clear picture of how the CBA learning / teaching environment looks like and to distinguish it from the traditional one, Brooks and Brooks, provide the following table which they entitled "A Look at School Environments":

Traditional Classroom	CBA Classroom
Curriculum begins with the parts of the whole. Emphasises basic skills.	Curriculum emphasises big concepts, beginning with the whole and expanding to include the parts.
Strict adherence to fixed curriculum is highly valued.	Pursuit of student questions and interests is valued.
Materials are primarily textbooks and workbooks	Materials include primary sources and manipulative materials.
Learning is based on repetition.	Learning is interactive, building on what the student already knows.
Teachers disseminate information to students; students are recipients of knowledge.	Teachers have a dialogue with students, helping students construct their own knowledge. The teacher is a facilitator.
Teacher's role is directive, rooted in authority.	Teacher's role is interactive, rooted in negotiation.
Assessment is through testing, correct answers.	Assessment includes student works, observations, and points of view, as well as tests. Process is as important as product.
Knowledge is seen as inert.	Knowledge is seen as dynamic, ever changing with our experiences.
Students work primarily alone.	Students work primarily in groups. They are highly motivated.

Table 2.7 Traditional and CBA Classrooms Compared (Brooks and Brooks,)[130]

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[130] Brooks, M. & Brooks, J. (1993) *In search for understanding: The case for constructivist classrooms.* Alexandria, VA: Association for Supervision and Curriculum Development., p17.

CBA learning environments provide a place for knowledge construction, collaboration, and developing learners' responsibility and motivation.

2.9.1. Benefits of Computer Assisted Language Learning (CALL) in Enhancing Learners´ Motivation

The ongoing development of technology and the derivation of ICT devices have gradually changed the form of education. Consequently, the EFL setting has expanded to involve e-learning i.e., learning from electronic materials, which includes the use of various technological devises such as computers.

The use of computers for educational purposes in general and in English language education in particular remains a new field of study, mainly because of the quickly changing nature of the technological advances that everyday provide new instructional possibilities. Its early foundation in schools has witnessed computer assisted approaches moving from a group of pupils in front of one machine trying to complete a gapped text, to communication between students via computers to network multimedia software in which learners can hear authentic language situations[131].

In fact, the rapid spread of the computer in schools and at home has dramatically changed the way teachers teach, students learn and administrators work. As it is illustrated by McClintock, "the advent of computers and computer-literate children produced many changes in the teaching and learning strategies used by educators." (qtd. in Moreno)[132]. As outcomes, multimedia computing (as its name indicates, it integrates a variety of media such as text graphics, animation, video, sounds and photos in one presentation), the Internet, and the World Wide Web have become new pedagogical tools in foreign language teaching [133]. In fact, the use of computers as part of the language course is referred to as CALL which is an acronym stands for Computer Assisted Language Learning. CALL is defined by Brown (cited in murray) as, "computer programs designed especially to teach language".[134]

Currently, the advanced technologies have made CALL a broad teaching strategy that incorporates the employment of the internet in learning like the access to multimedia resources and online dictionaries; communication tools such as email, chat rooms, and audio/video conferencing; specific software and applications designed for language learning, digital audio and video materials, all of these aim at promoting and enhancing language learning [135].

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[131] Murray, Denise E., "Creating a Technology-Rich English Language Learning Environment", *International Handbook of English Language Teaching*, Ed, Cummins, Jim, and Davison, Chris, USA: Springer Science+ Business Media LLC, 2007, 747-762

[132] Moreno, Roxana,(2010), *Educational Psychology*, United States of America: John Wiley and Sons, p538.

[133] Brett, David, and Gonzàlez-Lloret, "Technology-Enhanced Materials", *The Handbook of Language Teaching*, Ed, Long, Michael H., and Doughty, Catherine J., UK: Blackwell Publishing Ltd, 2009, 351-370

[134] Murray, 2007: (op.cit)., p748.

[135] Brett, David, and Gonzàlez-Lloret. (op.cit).

Warschauer argued that CALL is an effective method for delivering learning materials by stating that it can provide a space for collaborative identity creation[136]. CALL is used in classrooms to engage pupils to search their own interests in order to motivate them.

A well designed CALL program is the one that engage pupils in problem solving activities and constructivism. This goal cannot be accomplished only if the programe provides immediate feedback after each response. There are two types of presenting feedback: providing a model answer; or providing an explanation of why the pupil's answer is incorrect. Hence, if relevant feedback is considered, CALL is more likely to result in enhanced learning.

It is widely accepted for most fields of learning that motivation is a fundamental element for success. Without motivation pupils will certainly fail to make the necessary efforts to learn. It can be something internal to the pupil which pushes him to practise a course of action or external to him caused by a number of outside factors and/or environmental circumstances.

In an EFL classroom, the teacher may be faced by a range of motivation. Some pupils set goals, stimulated by external reinforcement to achieve it; while others have internal drives that prompt them to move and few among them have low motivation, whatever its type is. Increasing and sustaining pupils' motivation is one of the major challenges that educators and researchers attempt to deal with through the introduction of computer based materials in CBA environments. As educational psychologists Eloff and Ebersöhn propose that "Learners can be assigned to computerized programs to increase motivation"[137]. In addition, Seifert and Sutton agree with them since they expect from a single computer to enhance the learning of individual pupils with interest and motivation [138]. Rather, Donaldson and Haggstrom pointed to an important link between motivation, CALL programs and feedback by stating, "Motivation is an important element in language learning which can be fostered in software, courseware and language web pages through appropriate feedback". [139]

If motivation is the key to successful learning, then, Hendricks posits that it has to be an essential element carefully addressed in CALL programs.[140] The latter should, then, be interesting to the pupils and attractive in its design in order to motivate pupils to take full advantage of the presented material. The pupils show increased motivation when learning English using computers.

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[136] Warschauer, Mark, "Technology and Writing", *International Handbook of English Language Teaching*, Ed, Cummins, Jim, and Davison, Chris, USA:Springer Science+ Business Media LLC, 2007, 907-918
[137] Eloff, Irma, and Ebersohn, Liesel, *Keys to Educational Psychology*, Cape town: UCT, 2004., p139.
[138] Seifert, Kelvin, and Sutton, Rosemary(2009), *Educational Psychology*, Switzerland: Jacobs Foundation,
[139] Donaldson, P.Randall, and Haggstorm, A.,(2006), Margaret, *Changing Language Education Through CALL* UK, Taylor and Francis e-library, p37.
[140] Ibid.

2.10. The Competency-Based Approach and Project Work

In Algeria, CBA is the approach which has been adopted for the teaching of English in secondary schools. The new Syllabus of English advocates the implementation of project-based learning (PBL). One of the key features which makes CBA distinct from the previous approaches is its integration of project work [141].

The latter, is grounded in the constructivist learning theory which in turns underpins CBA. In fact, project work sets into operation the principles of CBA and makes the attainments of objectives visible. In other words, it is through project work that teachers can see and measure how well learners succeeded in attaining the defined Competencies. In short, as Riche et al maintain, "it is only through carrying out project work that we and our learners can live up to the basic principles of the Competency-Based Approach" [142].

2.10.1 Characteristics of Project-Based Learning

Project work may be defined as a learner-oriented activity which can be carried out individually, in pairs or in groups. In secondary schools, teachers advocate that pupils work in groups in order to arouse their motivation to learn and search for information. According to Stoller, the value of project work does not lie only in the final outcome, but in the process of working towards the end point[143]. Indeed, in PBL focus is put on both the experience of the process and the end-product. PBL allows enough room for learners to exercise and develop their cognitive skills both within and beyond the classroom situation, and results in increasing their sense of responsibility and also their motivation toward the learning of English as a foreign language. In this regard Skehan, says that "project work enables the gradual development of autonomy and motivation with progressively greater responsibility being taken by learners" [144]. PBL shares a number of features:

- A project moves through three stages: beginning in the classroom, moving out into the world and returning to the classroom [145].
- It focuses on learners products, performances and investigations [146].
- It makes learning experiential
- It is learner-centred despite the fact that the teacher plays a crucial role in the process
- It is cooperative rather than competitive in that learners can work on their own, in pairs or in small groups to complete the project, sharing resources and ideas

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[141]Riche,B et al.,(2005), *At the crossroads*, Teachers Book,Algiers: O.N.P.S.
[142] ibid., p17.
[143] Stoller Fredricks. L, (1997). Project work: a means to promote language and content , in english teaching Forum, vol 35, pp. 2-9,37.
[144] Skehan, P. (1998). A Framework for the implementation of task-based instruction. *Applied Linguistics*, p273.
[145] Fried-Booth Diana, (1986). Project work. Oxford:oxford university press.
[146] Fleming Douglas and Walter.p,(2004).Linking Teacher Professionalism and Learner Autonomy, in TESL,Canada Journal.N, 4, pp.58-72.

- It presents a problem or a question which serves to drive learners to seek for solutions.
- It increases pupils' self directedness and motivation.

Stoller, advocates a ten-step process which, in her opinion, is effective for maximizing the benefits of project work[147]. Westwood, argues that advocacy of PBL is due to many reasons. There is an enormous ability to use it in most curricular areas, it poses real world issues and problems that can allow learners to make meaningful link between new and previous knowledge and experiences and thus deepen their knowledge about the issue or topic being tackled. In addition, it increases learners' self-directedness and motivation since it puts responsibility in the hands of learners together with strengthening their collaborative skills. It also provides learners with the opportunity to interact with each other and to access different views and representations. Finally, learners will be able to acquire a set of skills about collecting and analyzing data with the ability of using higher-order and critical thinking[148].

To make the pupil autonomous and motivated and carry out these roles, and in order to make him elaborate his cognitive structures and construct his personal view of the world, the Project-Based Pedagogy is so beneficial as it is believed by the designers of the syllabus of English [149].

2.11. Conclusion

This chapter provides an insight on the notion of learners motivation under the competency-based approach. In a globalised world, traditional classrooms are unable to prepare learners for real life situations and motivate them to learn foreign languages where the individual is required to bring a wide range of knowledge, skills abilities, and competencies. In CBA, learners are given the opportunity to take charge of their learning and work in collaborative and authentic environments which create an atmosphere of interest and motivation in learners. CBA opens an interaction between learners and teachers for the achievement of particular aims. In addition, it provides developmental benefits by setting individual aims and assessment performance by clarifying and raising the bar on what is expected. Moreover, it centers on what the pupil needs to learn. Besides, it develops the cultural dimension by facing the learner with fundamental and universal values in which the teacher should satisfy and propose a progression of the learning process.

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[147] Stoller Fredricks. L, (1997). Project work: a means to promote language and content , in english teaching Forum, vol 35, pp. 2-9,37.
[148] Westwood, P. (2008). *What teachers need to know about teaching methods*. Camberwell: Acer Press.
[149] *Accompanying Document of English Programme,(ADEP).* (2011). Secondary Education: Year Three. Ministry of National Education.

Chapter Three
Situation Analysis and Research Design

3.1 Introduction

Being part of a globalised world imposes challenges and demands on each country. Within such context, researchers and practitioners in various fields argue that it becomes a necessity for the educational system to adapt itself to these evolving requirements. Indeed, Algeria struggled to meet this stimulating situation by launching an educational reform by the beginning of the twenty-first century. This reform is characterised by adopting a new teaching approach (CBA) which is based on constructivist learning theory. Moreover, more interest was directed towards the learning/teaching of English due to its importance in different life domains, and as a global language.

The first part of this chapter will give some attention to the Algerian EFL context by referring to ELT (English Language Teaching) in the Algerian secondary schools through an attempt to draw a clear picture of the place of CBA in the newly designed educational system. Then, the second part of this chapter will be devoted to the research methodology and design focusing on data collection procedures and instruments.

3.2 ELT and Reform in the Algerian Educational System

English enjoys an eminent status around the world because of the utility it provides for anyone who seeks access to a highly globalised world. Moreover, English is already considered as the language of international communication and diplomacy, economy, science, technology, tourism, and so many other fields.

Algeria is a country where a number of languages co-exist as a result of cultural, historical, religious, political, and economic reasons. Indeed, Algerian policy makers and language planners have long worried about the appropriate way to select the language that better fits the needs of the country and the individuals as well. Thus, the history of Algeria as an independent nation shows a change of emphasis from one language to another. Recently, Algeria follows a policy which favours English as a global language and shows more tendencies towards it for different reasons. In this vein, Miliani states:

> *In a situation where the French language has lost much of its ground in the sociocultural and educational environments of the country; the introduction of English is being heralded as the magic solution to all possible ills -including economic, technological and educational ones.*[1]

However, throughout the history of ELT, the apparatus of educationalists' views has swung against or for teaching English relying on one or another methodology. In Algeria, behavioural and information processing models were adopted as it is represented in the Grammar-Translation Method, the Direct Method, and the Audio-lingual Approach which were used in ELT for a long period of time. However, these methodologies brought about a

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[1] Milliani (2000). Teaching English in a multilingual context: The Algerian case. *Mediterranean Journal of Educational Studies*, p13.

large movement of dissatisfaction among teachers, learners, educational authorities, and parents for its highly mechanical nature and its focus on repetition and drilling rather than communication which is crucial for language learning.

To meet this human necessity of communication, the Algerian educational system was reformed during the 1980's as Communicative Language Teaching emerged to promote fluency besides accuracy in language teaching and learning. During this phase, a number of ELT textbooks were designed with reference to CLT: *Newlines, Midlines, Think it Over during the 1980's*, then *My New Book of English, New Midlines, and COMET (Communicative English Teaching) during the 1990's*[2].

However, CLT was challenged by new demands of globalisation where pupils are required to master a number of skills, strategies, and competencies inside and outside the school setting. This view was expressed by the former Minister of Education Benbouzid who declares: "a global reform aims to build a coherent and efficient educational system which is needed at present to allow the Algerian society to cope with many challenges of the 21st century".[3]

As far as the English language is concerned, the syllabus designers declare that the purpose of its introduction in the Algerian educational system is to help the Algerian society to integrate harmoniously into modernity through full and entire participation in the linguistic community that utilises the English language for all types of interaction[4].

Moreover, participation in the linguistic community of English which is based on sharing and exchanging ideas and scientific, cultural and civilisational experiences, will allow for better understanding of one's self and the target language identity[5] . However, the designers of English syllabus go further to claim that ELT does not imply solely the acquisition of linguistic and communicative competencies, but in addition and in an equal pace to develop transversal competencies of a methodological/technological, cultural, and social nature such as the competencies of critical and analytical thinking, attachment to national values, openness and respect of universal values which are based on tolerance and respect of one's personal identity as well as of the other[6]. These objectives will be illustrated with more details in the following section.

3.3 Objectives of ELT in the Algerian Secondary Schools

The objectives of teaching/learning English in secondary schools rest upon the general objectives of reform of the Algerian educational system introduced in 2003. In addition,

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[2] Hadi, K. (2012). *Promoting learner autonomy in an EFL context: Learners' readiness and teachers' roles; the case of first year pupils in secondary education in Algeria.* (Magister Dissertation). Abu Bekr Belkaid University, Tlemcen.p13.
[3] Aimeur, R. (2011). Project-based learning in the Algerian secondary school syllabuses and textbooks. (Magister Dissertation). Mouloud Mammeri University, Tizi-Ouzou.p38.
[4] *Syllabus of English* (2011). Secondary Education: Year Three. Ministry of National Education.p56.
[5] Ibid.
[6] Ibid.

teaching English as a second foreign language seeks to give the learner a World vision which allows him to share knowledge, science, and technologies and to become tomorrow's citizen who is respectful and able to integrate harmoniously and efficaciously in the process of globalisation[7]. These objectives can be divided into four interrelated categories: linguistic, methodological, cultural, and socio-professional.[8]-[9]-[10].

3.3.1 Linguistic Objectives

- ✓ Provide the learner with a solid linguistic basis of grammar, vocabulary, syntax, and pronunciation.
- ✓ Allow the learner to understand and communicate easily in the target language.
- ✓ Allow the learner pursuit successfully studies at university or in a professional milieu.

3.3.2 Methodological Objectives

- ✓ Promote the learner's strategies of autonomous learning to allow him deepen and expand his knowledge.
- ✓ Develop the learner's mental and intellectual abilities of analysing, synthesising, and evaluating through a number of pertinent activities.
- ✓ Prepare the learner for professional life through learning the rational use of English texts.
- ✓ Enable the learner to use ICTs due to their importance in the learning process.

It is worth noting that Algerian policy makers and educational authorities attempt not to introduce ICTs as a separate topic, but as an integral part in each subject matter in all streams and at all levels. That is to say, each teacher whatever his or her specialism is expected to benefit from ICTs as tools for the delivery of instruction.

3.3.3 Cultural Objectives

- ✓ Raise the learner's intercultural awareness through exposing him to diverse civilisations and cultures.
- ✓ Stimulate the learner's curiosity and open-mindedness.
- ✓ Encourage interdisciplinary learning by bringing themes studied in other subject matters to integrate all the acquisitions together.

3.3.4 Socio-professional Objectives

- ✓ Allow the learner to be an active participant in life after finishing his studies.

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[7] Ibid, p57.
[8] *Syllabus of English* (2005). Secondary Education: Year One. Ministry of National Education.
[9] *Syllabus of English* (2006). Secondary Education: Year Two. Ministry of National Education.
[10] *Syllabus of English* (2011). Secondary Education: Year Three. Ministry of National Education.

To achieve these objectives a new teaching approach was adopted in Algerian secondary schools: the Competency-Based Approach.

3.4 EFL at the Secondary School

Unlike in middle school, pupils in secondary education have the choice to specialize in one of the different streams. The first year includes three main streams which are literary, scientific and technological stream which in turn give access to other streams in the second year. The choice of the stream is decided on the basis of the pupils' result at the BEM, and later on in the first year. English is taught as a compulsory subject to all streams. However, different syllabi are designed to meet the needs of the different streams within each grade. In addition, the amount of time devoted to English varies depending on the streams as illustrated in the following tables:

1SS	Number of hours studied	
Common Core	Per week	Per School year
1.Literary streams	4 h	108 h
2. Sciences /Technology streams	3 h	81 h

Table 3.1: Time allowance of ELT for First Year Secondary School

	Number of hours studied			
Grade	2SS		3SS	
Stream	Per week	Per school year	Per week	Per school year
LE	05	135	04	108
L&Ph	04	108	04	108
M/TM/SE/GE	03	81	03	81

Table 3.2: Time allowance of ELT for Second and Third Year Secondary School

By the end of the school year and depending on the stream, first year pupils would have spent from 81 to 108 hours learning English, the second year from 81 to 135 as the highest time allowance for the foreign languages stream (FL), and from 81 to 108 for the third year which represents the pre-university level. Once again, and referring to figure 3.2, the time devoted to English learning in secondary school is limited. Therefore, it constitutes one of the factors that hamper the achievement of English learning objectives. The Algerian English Framework[11] (see appendix E) defines the general objective of English teaching in secondary

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[11] It is a guideline or a language reference tool designed by the Algerian Ministry of Education to provide EFL teachers with a general description of the expected level of attainment in English.

school as:

> *To support Algerian students of English in achieving English*
> *language proficiency that meets the challenges and requirements of*
> *communicating in the international community* [12]

Hence, the general aim of English teaching is the same along the seven years of middle and secondary school which is to develop the learners' competencies in each of the following areas of English language learning: oral interaction, listening, reading, productive speaking, writing and linguistics. In other words, it aims at consolidating and extending the competencies acquired at the middle school level "making the notion of competency an on-going process"[13].

3.4.1 The Approach: The Competency-Based Approach

The Algerian Ministry of Education has recently launched a series of educational reforms by introducing the Competency-Based Approach, which paved its way to the secondary education, as a result of the educational reforms initiated in the academic year (2005/2006). Thus, a transition from teacher to learner-centred instruction for all subjects including English was highly recommended. Such shift was targeted towards developing in learners to some extents a communicative ability in English to meet the needs of globalization. This change implies that the teacher should centre the teaching process on his learners.

Experiencing the communicative approach, during the last few years, has shown that "Even if the pupil has reached a certain mastery of the language, the fact is that in practice his performance has remained at a very low level"[14]. Such circumstances have urged educationalists to reconsider the English language teachings approach and consequently gave birth to the CBA approach. The approach by competencies consists in helping the pupil acquire intellectual competencies and develop various processes that are necessary to the assimilation and the use of his/her knowledge. It also makes the learner become aware of the resources he/she develops and teaches him/her how to re-invest the learning acquired at school in problem-situations he/she may face outside school.

Consequently, the CBA induces teachers to make the learner the true centre of the teaching and learning process. In such approach, pupils learn by doing and construct their own knowledge base. Thus, they are supposed to be responsible for their own learning. On the other hand, the teacher is required to become: "a mediator between the pupil and knowledge... His task is to guide, help, simulate, accompany and encourage the pupil throughout this training" [15]

The main tenets of the CBA approach requires teachers to strive hard to guarantee the learner the mastery of the English language, because "the greater the language mastery, the

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[12] AEF, p2., retrieved from : www.ELTAlgeria.com.
[13] At the Crossroad: Teachers' Book, p:4.
[14] Programme of English as a foreign language, 2003: p5.
[15] Ibid, p6

better the pupil's achievement and development in a professional and academic world that is getting more and more demanding**"**[16]. Thus, the teacher's task has become a difficult one, particularly on what concerns shaping the approach objectives into teaching acts.

3.4.1.1 The Rationale for Implementing the Competency-Based Approach in the Algerian Educational System

The transformational processes observed nowadays in social life concern all the fields of social activity and existence, in particular the field of education as a basic component of the formation of a person's world outcome. Over the last decades, the requirements placed upon education systems have been influenced by rapid progression often unpredictable processes of public transformations, disintegration of states, changes in the geopolitical map of the word, scientific discoveries and their implementations.

Modern society is characterized by rapid changes in all spheres of life- a feature characteristic of societies in transition –changes take place quickly due to the factors which stimulate the economy and industrial development and which affect the development of international relations, global processes of migration and the field of education. Therefore, the re-formulation of educational goals in both developed and developing countries becomes a necessity because the world which is being formed due to a collision of new values and technologies, new geopolitical relation, new life styles and communication requires brand new ideas. It is why education at present is subject to great changes taking place in modern society. The development of education was influenced by such features of social development as globalization, democratization, disintegration of the union of the nuclear power blocs and the formation of a unified information space.

In this respect, first, pupils need to be able to use a wide range of tools for interacting effectively with the environment: both physical ones such as information technology, and socio-cultural ones such as the use of language. Second, in an increasingly interdependent world, pupils need to be able to engage with others, and since they will encounter people from a range of backgrounds, it is important that they are able to interact in heterogeneous groups. Third, pupils need to be able to take responsibility for managing their own lives, situate their lives in much broader social contexts and act autonomously.

Similarly, according to the general objectives assigned to the teaching of English in the Algerian Educational system, a socio-constructivist and efficient cognitive design has been set with the purpose to install competencies in the learner. This is due to the failure of the Communicative Approach[17] to enable learners to reach an acceptable level performance

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[16] Ibid, p2.
[17] For further details about CLT, refer to chapter 1.

which allows them to communicate whenever it is needed, especially in the era of globalization and job requirement.

Educational experience in many countries shows that one way of updating the content of education is the orientation of the training programmers towards the CBA. Scientists in European countries consider that knowledge, skills, working habits acquired by young people if transformed into competencies would enable intellectual development of an individual and the formation of the ability to quickly respond to the demands of the time. Thus, in order to integrate in the globalized world, Algeria opted for such a reform to enable young people to be motivated to learn foreign languages and reach an international level in terms of required competencies.

3.4.1.2 Pedagogical Objectives of the CBA

Most educationalists believe that the objectives of language learning should be geared towards learners' needs. That is why for the newly introduced approach (CBA), stating particular needs via an imposed methodology, as well as the way to cater for these needs were usually targeted by syllabus designers. This could be achieved by "making him(the pupil) acquire, as efficiently as possible, a functional knowledge of English corresponding to his needs within and outside school" [18].

Such approach requires the teacher to adapt his new role as a helper and facilitator of his/her learners' learning process to enable them to achieve a number of targets; namely: play an active role in their learning; make themselves feel responsible for their training' by giving them opportunities to find answers to questions resulting from their daily experience; and adopt increasingly autonomous conducts and responsible behaviours. The learners' role in the CBA [19]

This, in effect, promotes the development of learner autonomy and encourages learners to take responsibility for their own learning: the two important requirements of university education. Thus, the main objective of the CBA approach is the formation of a new generation of learners, ready to take charge of its own learning. But unfortunately, this is far from being realistic in the absence of adequate training for teachers and in the presence of a whole range of negative attitudes that accompanied the introduction of the CBA in the Algerian secondary school, particularly for 3AS classes, with regard to the importance of such year for the majority of learners.

3.4.1.3 Facts about the Introduction of the CBA in the Algerian Secondary School

The educational scene has suffered an important change in recent years, as a result both the learning process and the learning environment become subject to variation. From one part the pupils' role has turned into an active one and from the other the teacher is no more the centre of the teaching /learning act. Taking the change requirements into account, EFL teachers who are required to implement this learner-centred policy may face a number of

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[18] Programme of English as a foreign language, 2003: p4.
[19] Programme of English as a foreign language, 2003: p5

challenges in the educational context in which they work and related to the new goals they want to achieve. Not only they have to teach, but also learn what and how to teach, while applying the new approach principles.

Because, **"Teachers who are the products of the old educational system may find it difficult to manage the role reversal required in the new classroom where learners are the main players"** [20]. It is worthwhile considering that in spite of the reforms, most EFL teachers are still used to the teaching methods they were familiar with. In addition to that, and taking into account the learners level and the limitation of using the English language outside the classroom setting, it seems unrealistic to assume in advance that all learners will be able to make their own choices and take the responsibility of their own learning process. Accordingly, **"There seems to be a clear discrepancy between the stated objectives and the educational conditions that prevail in EFI teaching settings to accomplish the desired objectives"** [21].

That is why; teachers need to be given a chance to reflect on how they are required to implement the CBA approach in such circumstances. Since, they were often left behind without a special training on what constitutes the main tenets of the new approach and the most effective ways of implementing them. In addition to their insufficient training, teachers were also concerned about inadequate resources and professional support. Some teachers claim that the reform's principles were not suitable for teaching English, when taking account of the learners' level. Findings also point to numerous confusions among teachers as well as learners concerning using the CBA, a reality which lead to a new way of teaching, far from being called the CBA approach. Consequently, both teachers and learners felt but lost in this new realm.

3.5 The Algerian English Framework

The Algerian English Framework (see appendix E) is a guideline or a language reference tool designed by the Algerian Ministry of Education to provide EFL teachers with a general description of the expected level of attainment in English in each of the seven grades, starting from MS1 till SS3. The Algerian English Framework is organized around competences that correspond to those in the Common European Framework of Reference (200l) and which are categorized as follows:

1) Interaction (speaking)
2) Interpretive Listening
3) Interpretive Reading
4) Productive Writing
5) Productive Speaking
6) Linguistic Competence
            (Algerian English Framework (A37), 2005.1)[22]

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[20] Richards,J.(2006).Communicative Language Teaching Today. Cambridge University Press., p2.
[21] Benmoussat,S.(2003).Mediating Language and Culture.Unpublished Doctoral Thesis.University of Tlemcen.
[22] AEF, p1., retrieved from : www.ELTAlgeria.com

The Common European Framework of Reference (CEFR) is a guideline designed to describe achievements of foreign language learners of the European countries and which was adopted afterwards by other countries among which Algeria. It resulted from the collaborative work of outstanding linguists, researchers, specialists, and educators appointed by the Council of Europe. CEFR has been introduced to establish regular standards for foreign language teaching, learning, and assessment and is therefore described as a *'global' scale of reference*[23]. The CEFR identifies three general divisions of language performance: Basic, Independent, and Proficient.

Proficient User	C2
	C1
Independent User	B2
	Bl
Basic User	A2
	A1

Table 3.3: CEFR Global Scale (adapted from Saskatchewan)[24]

As illustrated in the table above, the three general divisions are further subdivided, each in two levels, resulting in a framework of six levels of performance. These levels are, in turn, subdivided into a detailed description of what EFL learners are supposed to be able to do particularly in relation to "academic language required within the subject areas" [25]. The above levels have been adapted to reflect the Algerian middle school and secondary school context as stated in the AEF. They are listed as follows:

l. MSI corresponds to level Al (Basic Users)

2. MS2 corresponds to level A2 (Basic User)

3. MS3 corresponds to level A2+ (Basic User)

4. MS4 and ISS correspond to level Bl (Independent User)

5. 2SS and 3SS to B1+ (Independent User) [26]

3.6 Description of the Teaching/Learning Situation

Secondary education lasts three years and is directed towards preparing pupils to a formal exam (the BAC) held at the end of the third year. A target, which many pupils aim to achieve, with regard to the importance of such exam for their future. This latter constitutes a door key to higher education and the degree of success in such exam shapes somehow these

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[23] Saskatchewan Common Framework of Reference (SCFR), 2013: p1-13.
[24] Saskatchewan Common Framework of Reference .(SCFR), 2013: p2.
[25] Ibid, p1-2.
[26] AEF, (2005), p1., retrieved from : www.ELTAlgeria.com

pupils' future. It is generally expected that the success in fulfillment of such objective requires the participation of a broad number of agents from the educational scene, namely, the teacher, the syllabus, the teaching conditions inside the one classroom, and the range of materials used to achieve such goal. But above all, the teacher's task and his teaching are stressed, since **"Teaching is more or less effective on how 'directly' or 'indirectly' teaching influenced learners"** behaviour[27]. In this sense, the teacher should not cease to play an active role in his/her learners' learning process, directing them to some extent towards a more or less general acceptability of the supposed shift in teacher's/learner's roles and why not towards adopting the principles of their newly perceived role.

3.6.1 The School

The conditions in which the teacher fulfils his/her task have always played a crucial role both in the teaching process and in motivating pupils. These may include the size of the class which, if large, can present the teacher with problems of management and organization, the whiteboard, the light, heating in winter, decoration, etc. In fact, as stated by Dubin and Olshtain , **"The actual physical environment of the classroom (light, shape of the room, etc) is also significant and may affect the learning process positively or negatively"** [28] For a better clarification of the research objectives, it seems paramount to speak about the teaching conditions inside School, the school chosen for our case study. A choice was made on the school in question, for many reasons: First of all for its diversity nature in terms of the available streams that can constitute a basis for a research population selection. And second-because of the investigator's familiarity with the school surrounding, particularly the working conditions characterizing it. This was possible since the investigator taught English at the school in question. Such fact can eliminate the host of factors that may result from pupils and observed teachers' unfamiliarity with the investigator. As they may also exclude anxiety from both parts, either during the pre research step (submitting the questionnaires) or during the observation stage (classroom observation). The investigator has also the advantage of having both time and colleagues cooperation at his hand, on what concerns planning the class observation sessions, submitting and clarifying the objectives of the questionnaires and organizing meetings with the teachers in question as well. On what concerns the teaching/ learning conditions inside School, the researcher reports the following situation: The whole school staff is required to meet the demands of five hundred and twenty-six (526) pupils, distributed in twenty three (23) classrooms. Fourty two (42) teachers are taking charge of their teaching. Among them only 6 teachers are concerned with technical subjects. There are four English teachers in this school. They are all full-time teachers, but they differ in the length of their teaching experience.

As far as the physical conditions are concerned, they seem quite satisfactory: the classes are large and well lightened. In addition to that, most windows are constructed in a way to capture the sun's light, ensuring another source of lightening and a fairly well source of

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[27] Allwright,D K.M. and Bailey. (1996). Focus on Language Classroom.UK. CUP, p10.
[28] Dubin,F.and Olshtain,E;(1988).Course Design, Cambridge University Press, p32.

warming in winter. Add to that, the 3AS pupils have the advantage to study in a block of classes completely separate from that of the SS1 and SS2 classes. In such a way, pupils are supposed to work in a quite calm and competitive atmosphere.

3.6.2. Time Load

The subjects (3AS learners) have to learn English in accordance with other subjects, during the three years of their secondary education. Needless to say that, the time available for the acquisition of the target language is of a paramount importance, as it "… is a key factor and can easily be determined since any planning takes into account the available hours per week in the school year." [29].

On what concerns the 3AS Philosophy and Literary stream classes, the weekly teaching time is officially of four hours a week for the last year, (Table 3.4) illustrates the time allotted to the teaching of English in the learners' time table.

Hours	Sunday	Monday	Tuesday	Wednesday	Thursday
8-9	**English**	Arabic	History	Philosophy	Philosophy
9-l0	Arabic	Maths	Philosophy	Maths	Arabic
10- 11	History	History	French	Arabic	Islamic. S
11-12	Philosophy	French	**English**	Arabic	Arabic
14-15	Sports	Arabic		French	History
l5- 16	Sports	Philosophy		Islamic. S	French
l6- 17		**English**		Philosophy	**English**

Table 3.4: Time allotted to the Teaching of English for 3 AS Learners (LPh stream).

3.6.3 The syllabus

The term Syllabus is open to a variety of definitions. It can be broadly defined as "a plan of what is to be achieved through teaching and learning" (Breen, 1984 quoted in Carter& Nunan)[30], It can also be seen at its simplest level as "a statement of what is to be learnt" [31]. As for Cunningsworth, he describes the concept as being "a specification of the work to be covered over a period of time; with a starting point and a final goal" [32].

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[29] Dubin,F.and Olshtain,E;(1988).Course Design, Cambridge University Press, p32.

[30] Carter ,Ronald .,and Nunan, David, Eds.(2001) The Cambridge Guide to TESOL, Cambridge: Cambridge University Press.p151.
[31] Hutchinson ,Tom., and Waters, Alan.(1987). English for Specific Purposes, Cambridge: Cambridge University Press.p80.
[32] Cunningsworth, Alan.(1995). Choosing your Course book, Oxford: Heinemann.p54.

Indeed, a language syllabus reflects a view of language and language learning. It should be noted that some authors use the terms curriculum and Syllabus interchangeably. Some others, on the other hand differentiate between the two.

The current English Syllabus has been recently designed by the ministry of Education in 2005. It consists of a list of units based upon selected themes according to the needs and interests of 3AS pupils' streams. Throughout these themes, the pupils will develop the overall competencies as worded in the Syllabus:
- Interacting orally in English.
- Interpreting oral and written texts.
- Producing oral and written texts. [33]

It has to be noticed that the concept of competency in the 3AS Syllabus is viewed as an on-going process extending from the middle school level to the third secondary education.
It comprises of six units; each of them deals with a particular theme drawn from literary and scientific points mentioned in (Table 3.5) which describes the common themes dispatched for 3AS for both literary and scientific streams.

Themes of the units	Scientific streams	Literary streams
Ancient civilizations		✸
Ethics in business	✸	✸
Education in the world		✸
Advertising, consumers and safety	✸	
Astronomy and the solar system	✸	
Feelings and emotions	✸	✸

Table 3.5: 3AS Themes Distribution for all streams

3.6.4 Physical Conditions

The physical conditions involve the size and conditions of the classroom, as well the learning facilities. The size of the classroom, as it has been referred to earlier, has undeniably great effect on the language learning/teaching process. The CBA, in essence, requires a limited number of pupils [34]. The number of pupils in Algerian classrooms is relatively very high; in most cases it exceeds forty pupils. There are on average forty-two pupils per class in Middle and Secondary Schools in the area of Oran. The pupils sit in four rows on shared benches so that their arms rub and their textbooks and notebooks overlap. There is barely room to walk between the rows of tables. This 'overload' presents the teacher with problems of management and discipline. Many teachers have expressed their inability to introduce CBA in the reality of classroom with forty plus pupils. Language inspectors often complain about

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[33] The teacher's guide . Secondary education : year 3, 2005.
[34] Littlewood,W.(1989). Foreign Language Learning. Language performance, Implications for the Classroom. (8th printing). Acart. Cambridge University Press.

the reluctance of many teachers to adopt the CBA. In effect, it is very difficult for teachers who usually have to cope with overcrowded classrooms, to implement CBA based on more egalitarian and decentralized ways of interacting and learning.

What is more, the deterioration of the conditions of some classrooms (black-board, tables, chairs, light, etc.) represents serious set-backs. What is more, resources such as school library, duplicating facilities and audio-visual equipment are available only in some regions or non-existent in many institutions. This implies that there is a heavy use of the blackboard and no other audio-visual aids are employed.

3.6.5 Pupils Indiscipline

Another background issue concerns pupils' indiscipline. The major problem before the teacher in most Middle and Secondary schools is to establish discipline. Many teachers report with disgust that the forms of indiscipline that they see among pupils are unprecedented. They also note that the amount of time and energy spent on establishing discipline represents more than one third of the allocated teaching time. An important challenge for teachers is to utilize their energy in teaching or disciplining pupils. The root cause of this is perhaps the large number of pupils in each class. There are other reasons, too, which are worth taking note of.

Some teachers confirm that coeducation also has a hand in today's classroom indiscipline. A thirty-eight years old English teacher, reports that in a mixed classroom where all the s are teenagers (highly influenced by satellite channels), the classroom is no longer the realm of learning but rather a place for dating. Another old teacher notes that the Algerian School has totally lost some fundamental qualities like moral conduct, humility and civility. He adds that in the past when the teacher enters the classroom at the beginning of a lesson, pupils stand at attention, and sit down to wait for instructions. When they wish to ask a question, they raise their hand. When asked a question, they stand up to give the answer. At the end of the lesson, they wait the teacher to dismiss them before leaving the classroom.

The issue of classroom indiscipline has been raised in several pedagogical training reports. This is seen in the following statements:

> *Except a few pupils who are really interested in learning English, many others take this language as a subject for joking. They either make noise to disturb the teacher. The problem of indiscipline is one of the factors that affect negatively the learning and teaching process. So, we realize that this problem is increasing and the role of the teacher is becoming more and more difficult.*[35]

3.6.6 Teaching Materials

On what concerns the English lessons in general , most of the 3AS teachers rely on two main resources: the pupils' textbook and the Teachers' Guide which would "not only provide

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[35] Benmoussat,S.(2003).Mediating Language and Culture. Unpublished Doctoral Thesis. University of Tlemcen.p146.

procedures for the lesson in the pupil's book, but also offer suggestions and alternatives, extra activities, and resources" [36].

On the other hand, although the pupils' textbook is said to be reach in terms of "effective learning tasks through which pupils are brought to notice, reflect and analyse how English is used" [37], it can not be considered as a purely practice book. For this reason, the number of proposed activities for a particular grammatical structure is generally limited to two or three activities. One devoted to the direct application of the studied structure and two others seemingly devised to providing pupils with "ample opportunities to interact in the classroom and negotiate meaning" [38]. The ideal solution for some teachers seems to plan remedial sessions or make resort to home works to practice and revise grammatical structures, but they sometimes bother at the overloaded programme and time constraint.

The library is another important teaching aid in this case. This latter provides teachers as well as learners with extra resources apart from their own and thus, gives them the chance to vary their ways of assessments. It may at the same time constitute a great source of knowledge, if pupils are trained to benefit from the books available at the level of the library. But, indeed, this is sometimes far from being realistic. The school statistics have proved that the number of pupils interested in English books at the level of the library was too limited, compared to the other subject-matters. Such fact may be justified by the influence that primary subjects such as History, Philosophy and so on exert on pupils.

Another fact which needs not to be denied is that although the library constitutes an access to a wide range of books for both pupils and their teachers, most of these books seem to be geared towards fostering in pupils an ability to score well in an examination. Few are meant to enhance a communicative ability and motivation in learners.

3.6.6.1 The Textbook

Likewise to the teachers' and pupils' roles is the role of the textbook material in providing both edges of the educational scene with the necessary tools, to accomplish and complement a favourable teaching/learning process. In this respect, Ur, states that: "The textbook represents a clear frame work, and helps teachers to regulate and time the programme; perhaps paradoxically provides a firm jumping-off point for the creation of imaginative supplementary teaching ideas".[39]

Although, one cannot deny the fact that most textbook materials place more emphasis on the teaching process rather on the learning process, they usually offer a grammatical and a functional framework, which supposedly covers pupils' needs. On his turn, Grant, sees the textbook as both a provider and facilitator of learning. In this respect he posits that: "Like a map for a traveller in an unknown territory, a textbook is a reassurance for most students. It

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[36] Harmer,J.(2001).The Practice of English Language Teaching.
Third Edition, Longman: Pearson Educational Limited.p304.
[37] Teacher's Guide,secondary school, year 3, 2007:p59.
[38] Ibid.
[39] Ur, P. (1996). A Course in Language Teaching (Practice and Theory). C.U.P, p193.

offers a systematic revision of what they have done, and a guide to what they are going to do".[40] In this sense, it at once guarantees a systematic revision of the studied structures and constitutes the learners' major source for a thorough preparation of the intended grammatical structure.

New Prospects, the official textbook of 3AS pupils is the final stage of a series of three textbooks, designed to meet the requirements of the new approach (CBA) at the secondary school level: At the Crossroads, Getting Through and New Prospects for first, second and third year secondary classes. It is presumed to be the material representation of the CBA philosophy. New Prospects is then devised to implement the National Curriculum for English issued by the Ministry of Education in June, 2006. It is said that New Prospects follows the guiding principles which frame the curriculum, and which take account of the social and educational background of the Algerian learners. The major aim of this teaching tool is to enhance in pupils the three train competencies: interpreting, interacting and producing. It is based on a thematic approach that allows both teachers and learners to treat various familiar topics. In New Prospects pupils may come across a rich density of new vocabulary extremely useful in speaking and writing tasks, while dealing with the various suggested topics, presented respectfully in accordance with the pupils' streams.

On what concerns, grammar, learners are supposed to have acquired the necessary language forms at the level of SS1 and SS2 which are repeated slightly throughout the textbook, to allow a more or less an appropriate recycling of grammatical knowledge through repeated practice. Thus, "...there will be necessary returns to previously studied aspects of language, ...approached during the first and second years. Teachers will expect their students to revise, practice and consolidate their knowledge in so doing" [41]

Although grammar is stressed and got its explicit share in the pupils textbook, some teachers do not even feel constrained nor need to spend time focussing on grammatical structures, the thing which may justify these teachers' negative attitudes towards grammar. They naively expect that assessing the grammatical knowledge of pupils during tests and exams is the sole objective of the target language grammar teaching to these pupils. They in this sense, exclude the communicative competence and objective behind such learning.

Grammar in New Prospects is purposefully inculcated through listening and reading passages. But being both long and complex, the listening and reading texts which constitute the main frame work on which grammar teaching is based may add but confusion to the pupils' vision and tend to exert a negative influence either on their linguistic, their cognitive, or their learning development. Since most of these contexts are over loaded with new difficult words and thus, represent a handicap for these pupils. On what concerns practice activities in the pupils' textbook, syllabus designers assume that:

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[40] Grant, N. (1987). *Making the Most of Your Textbook.* Longman,p8.
[41] Teacher's Guide,secondary school, year 3, 2007:p60.

> *New Prospects provides a large number of effective learning tasks through which students are brought to notice, reflect and analyse how English is used... Most of these tasks involve the use of 'discovery learning' (inductive learning), and are intended to enhance individual learning as well as learning with peers*[42]

Few are the teachers who make resort to any form of adapting concerning the proposed tasks, with regard to the short span experience with both the new approach and its teaching aids. Consequently, they find themselves in a situation, where content of the textbook is transferred to pupils, in the absence of any sort of training and namely the field's specialists' guidance.

3.6.6.1.1 New Prospects Design

New Prospects is the official text-book for 3AS pupils who have undergone reforms. Its main principles rest on

> *...communicative language teaching competencies, which engage learners in real and meaningful communication. By real, we mean that the learners are given opportunities to process content relating to their lives and backgrounds and to develop both fluency and accuracy* [43]

New Prospects is meant to fit the different streams' needs. This is taken into consideration; through the fact that it includes teaching units more particularly addressed to 'science and technology' streams, or 'language and literature' streams. The pupils' textbook is organised in six didactic units. Through four out of six thematic units designed for each stream, pupils are supposed to undergo different real-life experiences. In each of those themes, pupils independently explore and reflect on some of the linguistic features that characterize English namely in grammar, vocabulary and pronunciation. Each single unit deals with a specific topic suggested by the curriculum designers and contains four main sequences. Each sequence in turn is made of a number of rubrics. Figure (3.1), in the next page, sets in details the unit design as a whole:

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[42] Teacher's Guide,secondary school, year 3, 2007:p59.
[43] Teacher's Guide,secondary school, year 3, 2006:p59.

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┌─────────────────────────────────────────┐
│  Unit Organisation in New prospects      │
└─────────────────────────────────────────┘
                    ↓
┌─────────────────────────────────────────┐
│  Presentation of the Project Outcomes    │
└─────────────────────────────────────────┘

┌───────────────┐                    ┌───────────────┐
│  Sequence 1   │                    │  Sequence 2   │
└───────────────┘                    └───────────────┘

              ┌─────────────────┐
              │    Sections     │
              └─────────────────┘
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Section 1 Listen & Consider	Section 2 Read & Consider	Section 1 Listening &Speaking	Section 2 Reading & Writing	Section 3 Research & Report

Rubrics

- -Language outcomes (to state linguistic objectives)
- -Getting Started
- -Let's hear it (for the Listen & Consider Section)
- -Taking a closer look (for the Read & Consider Section)
- -Around the text (comprises Gr & Vocab tasks)
- -Pronunciation & Spelling
- -Think, Pair, Share

Rubrics

- -Skills & Strategies outcomes
- -Bofore Listening or Before Reading
- -As you Listen or As you Read
- -After Listening or After Reading
- -Say it in Writing or Writing Development

Figure 3.1: A Unit's Design in New Prospects (English Siminar, 2007)

Taking account of all these considerations, New Prospects was designed to meet future university needs. It is also meant to cater for the needs of the major Baccalaureate [44] streams. Thus, for a better analysis of the grammar teaching /learning situation in the secondary

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[44] Also called the BAC exam, it is the entrance examination for the university in Algeria.

school in question, it is worth considering the place of grammar in the pupils' textbook in an attempt to attain such objectives. What kinds of activities are proposed? Whether they enhance grammar learning? And whether the proposed activities include the teaching of the meaning, since this tends to be neglected in favour of an emphasis on accuracy of form? In short the analysis aims to see if grammar has its appropriate and convenient share in the pupils' text book according to CBA principles?

3.6.6.1.2. Grammar in <u>New Prospects</u>

Throughout the textbook, pupils are exposed to different language forms that aim at raising their awareness about how the English language is used. To reach such target, pupils are introduced to a number of grammatical structures that have already been inculcated in listening and reading passages, to help them notice the grammatical structure under study in advance and thus, recognise it to its appropriate function.

Accordingly, the introduction of pupils to any particular grammatical point follows a listening or a reading passage so as to allow a convenient demonstration of the use of the grammatical structure in question. That presentation draws pupils' attention to grammatical terms and forms. This is purposefully intended to help them improve on spoken and written production.

Apparently, it seems that grammar is well stressed in the pupils textbook. Such idea is clearly corroborated by syllabus designers in the <u>Teachers' Guide</u> , who state that: "…we haven't made it an end itself, but a means to an end particularly through a constant 'translating' of grammar rules into language functions" [45]

With <u>New Prospect</u>, pupils have the opportunity to revise grammatical structures on their own. They are allowed to do so by coming back to the Grammar Reference rubric 5 "a section contains in fact all grammatical lessons" [46]

What is remarkable in <u>New Prospects</u> is that some grammatical points are repeated periodically in the same units. This constitutes a valuable opportunity to pupils, to revise and practise them repeatedly.

An instance of the grammatical points related to one of the proposed units in <u>New Prospects</u> are as follows:

Themes :	Functions :	Grammatical structures :
2. Ethics in Business	Describing	-Passive -Present Continuous -Passive
	Advertising	-Should/ Ought to/Could/Had better + infinitive
	Expressing Obligation	Must /' Musn't/ Have to + Stem
	Expressing Causes	-Due to /A For/ As / Since
		-So + adj + that

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[45] <u>Teacher's Guide</u>,secondary school, year 3, 2007:p59.
[46] the foreword of (SS3) learners' book : <u>New Prospects</u> , p5.

	Expressing Results	-Such + adj + that -So /As a result / Consequently/ Thus
	Making Hypotheses	-As long as / Provided that -If type 2 conditional statement
	Expressing Opinion	-I think / I believe -For me / In my opinion +

Table 3.6: A sample of Language outcomes [47]

On the other hand, the types of grammar activities related to the 3AS-L&ph1 syllabus are as follows:

Grammar Activities	Typical Instruction
a-Combining statements with connectors provided	Connect each pair of sentences with one of the words given. Make changes were necessary
b-Asking questions to the underlined words	Ask the questions which the underlined words answer
c-Paraphrasing with prompts given	Rewrite sentence B so that it means the same as sentence A
d-Supplying the correct form (s) of the verbs in a given passage	Give the correct form(s) of the verbs in brackets

Table (3.7) The Type of Grammar Activities related to the 3AS-LPh Syllabus [48]

As far as teaching grammar in the CBA is concerned, most teachers claimed that teaching inductive grammar to pupils who have undergone reforms seems to be most appropriate. Yet, dealing with grammar as such differs from one teacher to another. For some getting pupils to rely on their own competencies in answering grammar desk questions and referring to the grammar reference for more understanding of the point before moving to practise seems the ideal method. While others see that it would be more convenient to lead their pupils slowly dealing with the pattern, i.e., going throughout presentation tasks that enable them to deduce a reminder on their own. This diverging points of viewing grammar teaching can be justified by the fact that, teachers were led behind untrained in what constitutes the main principles for teaching grammar of the target language to their pupils, and they appear to be unable to agree on a single method for teaching that grammar.

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[47] English Curriculum (3 year secondary school), (2007): p19.
[48] Official Documents,ss3 secondary school syllabus, 2008.

Another idea which deserves consideration here is that albeit the fact that the course book designers assume that: "The graded tasks are of the type to be found in the English paper of the Baccalaureate examination, and thus provide the pupils with the examination requirements for English" [49], most of the proposed practise activities which are meant to introduce and attract the pupil's attention to certain grammatical structures do not fully comply with the ones existing in the pupils' textbook. Apart from formative assessment, grammar is also checked throughout an evaluation grid which "reviews pupils' knowledge of the language items presented in the unit and tests their ability to use the skills and strategies..." [50]. It is expected that by using such evaluation procedure, the pupil would take responsibility for his own self-evaluation and become aware of his own progress.

In the light of all the already mentioned realities, New Prospects remains a largely functional textbook rich with authentic texts that are in most cases full in lexical density.

3.6.6.1.3 CBLT and Motivation within the Text Book New Prospects

Achieving the objectives of the reform necessitates designing new textbooks which are consistent with the CBLT as a guiding theory. (Table 3.8) provides a general overview of English textbooks, with the time load and coefficient of English for the three secondary school levels in all streams:

Level	Stream	Time Load of the English Course	Coefficient of English	Textbook
1st Year	• Literary Stream	4 hours	3	At the Crossroads
	• Science and Technology	3 hours	2	
2nd Year	• Experimental Science • Economy and Management • Technique and Mathematics	3 hours	2	Getting Through
	• Literary and Philosophy	4 hours	3	
	• Literary and Foreign Languages	4 hours	4	
3rd Year	• Experimental Science • Economy and Management • Technique and Mathematics	3 hours	2	New Prospects
	• Literary and Philosophy	4 hours	3	
	• Literary and Foreign	4 hours	5	

Table 3.8: English Time Load, Coefficient, and Textbooks.[51]

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[49] Teacher's Guide,(secondary school year three), 2007:p60.
[50] Ibid.
[51] Teacher's Guide,(secondary school year three), 2007:p60.

As it is shown in the previous table, <u>New Prospects</u> is the last of a series of three textbooks designed for secondary school pupils. The textbook reflects CBLT principles in the sense that it:

Provides a large number of effective learning tasks through which pupils are brought to notice, reflect and analyse how English is used. The tasks devised provide ample opportunities for learners to interact in the classroom and negotiate meaning. Most of these tasks involve the use of 'discovery learning', and are intended to enhance pupils' motivation, individual learning as well as learning with peers. [52]

<u>New Prospects</u> is the official English textbook designed by the Ministry of National Education for third year pupils in the secondary school. The textbook complies with new Syllabus for 3AS developed within the recent reforms which aimed at adopting the Competency-Based Language Teaching (CBLT).

<u>New Prospects</u> encompasses six units dealing with distinct topics: Ancient Civilisations; Ethics in Business; Education in the World; Comparing Educational Systems; Advertising, Consumers and Safety; Astronomy and the Solar System; and Feelings and Emotions. The diversity of the topics is intended to meet the different needs and interests of pupils in both streams: literary and scientific or technical. Thus, pupils in each stream will have the opportunity to choose (with the inspector and their teacher) four compulsory units among the sex relying on the units' relatedness to their field of study [53]. The division of units according to streams is represented in Table 3.9 below:

Units	Scientific or technical streams	Literary Streams
Ancient Civilisations		*
Ethics in Business	*	*
Education in the World		*
Advertising, Consumers and Safety	*	
Astronomy and the Solar System	*	
Feelings and Emotions	*	*

Table 3.9: Division of Units According to the Stream [54]

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[52] Teacher's book of secondary school,3rd year, 2011:p9.
[53] Teacher's book of secondary school,3rd year, 2011:p10.
[54] Syllabus of English of 3rd year, 2011: p64.

The textbook has a cyclical design in the sense that all its units are made up of similar sequences which in their turn are structured in the same way. The general structure (after a number of revisions and modifications that the textbook was subject to) of each unit revolves around the following parts:

- Presentation of the Project Outcomes;
- Two parts: each one containing two sequences which are subdivided into rubrics;
- Take a Break: which is a section wherein pupils can relax to better start the next part;
- Research and Report: in this section pupils will individually or in groups re-invest what they learned in the first part;
- Project Outcomes;
- Assessment; and
- Time for…

Part One:

The first part of each unit contains two sequences: 'Listen and Consider' and 'Read and Consider', the focus of which is to study grammatical structures, vocabulary building, pronunciation and spelling. Both 'Listen and Consider' and 'Read and Consider' are subdivided into more or less the following similar rubrics:

✓ **Language Outcomes:** this rubric does not contain any tasks; it only reviews the main language objectives that are to be attained by the end of the sequence.

✓ **Getting Started:** the aim of this rubric is to introduce the pupil to the topic through activating and accessing his prior knowledge as he first looks at the thematic pictures, discuss the topic with his peers and answer comprehension questions. It also prepares him to the next phase;

✓ **Let's Hear It (in Listen and Consider):** this rubric provides a number of listening tasks and exercises such as 'Listen +re-order', 'Listen + answer questions', etc.

✓ **Taking a Closer Look (in Read and Consider):** a rubric which requires pupils to read a text silently and individually, then to answer some questions of comprehension.

✓ **Around the Text:** in this rubric the emphasis is made on the grammatical and lexical content of the text. Moreover, the pupils are asked to focus on specific grammar features, vocabulary, pronunciation and spelling. The kind of tasks included in this rubric may include matching sentences, identifying the functions of words, etc. the rubric contains two types of exploring activities: Grammar Explorer and Vocabulary Explorer.

✓ **Pronunciation and Spelling:** this rubric is devoted to develop the pupils' understanding of the sound-spelling relationships that are specific to the English language. Activities such as 'Listen for stress' and 'Listen for syllable division' are introduced to achieve a good listening (then speaking) ability.

✓ **Think, Pair, Share:** this rubric emphasizes individual-work, pair-work then group-work to allow for personal thinking then interaction between a group and even the whole classroom. The pupils are requested to produce a piece of writing in the form of descriptions, narrations, poems, dialogues; etc.

The second sequence of the first part, i.e, 'Read and Consider' ends with the 'Take a Break' section which provides a space for relaxation and leisure through jokes, proverbs, songs, etc. 'Take a Break' section is followed by another section called 'Research and Report' wherein pupils are asked to work individually or collaboratively outside the classroom to prepare some written or oral pieces like poems, short stories and speeches.

Part two:

The second part of the unit comprises two more sequences entitled 'Listening and Speaking' and 'Reading and Writing'. 'Listening and Speaking' which is the first sequence in the second part is made up of the following rubrics:

✓ **Skills and Strategies Outcomes**: this rubric does not include tasks or activities as it just presents the main objectives of this sequence which are communicative at the first place.

✓ **Before Listening:** through this rubric pupils are made prepared to understand an aural text relying on pre-listening activities which help the pupils in predicting the content.

✓ **As you Listen**: along this rubric pupils will be asked to listen to the teacher and try to confirm or disconfirm the expectations and predictions made in the previous rubric.

✓ **After Listening:** this post-listening stage differs from the pre-listening stage in the sense that it helps the pupils shape their understanding of the text not only to predict its content. Indeed, after listening pupils will be able to practise the skills of speaking, reading and writing.

✓ **Saying it in Writing:** in this rubric pupils will be prepared to the 'Reading and Writing' sequence through producing written materials from what they were listening to.

The second sequence in part two is entitled 'Reading and Writing' since pupils will be engaged in activities and tasks that develop and reinforce their reading and writing abilities. This sequence is subdivided into the following rubrics:

✓ **Skills and Strategies Outcomes**: it defines the objectives that pupils need to achieve in terms of linguistic, communicative and cognitive ones.

✓ **Before Reading:** pupils will be predicting the content of the topic through their answers to a number of questions.

✓ **As you Read:** a rubric which focuses on pupils' use of skimming and scanning skills to make sense of the text.

✓ **After Reading:** at this level pupils will be asked to identify the structure of the text. It also prepares them for the next rubric through the use of writing activities.

✓ **Writing Development:** this final rubric in the second sequence provides pupils with an opportunity of expressing their opinions, giving reasons, presenting arguments, etc. [55]

The second sequence of the unit's second part is followed by the 'Project Outcomes' section providing suggestions and guidelines on how to realize the project-work. The last section concerns 'Assessment' and it contains a number of activities for pupils to assess their outcomes and achievements. Indeed, assessment in the newly designed syllabuses and textbooks is part of the learning and teaching processes not separated from them.

3.6.7 Project-Based work in the Algerian EFL Classroom

According to the syllabus designers, the project-work represents the visible and assessable manifestation of the pupils' competencies as it reflects their command of language and of the skills and strategies they have acquired throughout the unit [56]. Moreover, "the project boots the learners' sense of achievement resulting in an increasing sense of achievement, responsibility, self-esteem, self-confidence, motivation and autonomy in learning".[57]

Project-Based Methodology is grounded on CBA and draws heavily on interdisciplinary learning and collaboration; it aims at making knowledge functional and motivating pupil's interests. It is a creative process involving both individual and collaborative work.[58] Moreover, PBL implies the following:

✓ Learner autonomy as an objective and a pre-requisite at the same time;
✓ Learner motivation as a condition and an objective for functioning; and
✓ Great suppleness even for the suppression of the hierarchy that may exist in teacher-learner rapports.[59]

The syllabus designers [60] propose six themes for projects in both scientific and literary streams which are: (1) Ancient Civilisation; (2) Ethics in Business; (3) Education in the World: Comparing Educational Systems; (4) Advertising, Consumers and Safety; (5) Astronomy and the Solar System; and (6) Feeling and Emotions. These themes and projects are realized under six rubrics or resources: project outcomes, pupils' outcomes, language outcomes, skills and strategy outcomes, intercultural outcomes, and technology skills. Table

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[55] English Curriculum (3 year secondary school), (2007): p20-29.

[56] Teacher's book of secondary school,3rd year, 2011.
[57] Teacher's book of secondary school,1st year, 2005:p21.
[58] Syllabus of English of 3rd year, 2011: p69.
[59] Accompanying Document of English Programme (2011). Secondary Education: Year Three. Ministry of National Education. p82.
[60] Syllabus of English of 3rd year, 2011.

3.10 provides some guidelines for teachers concerning the outcomes of Project-Based Methodology. The researcher took the example of a unit that the teacher dealt with during the classroom observation sessions. The syllabus designers argue that the goal of this project entitled 'Education in the World: Comparing Educational Systems' is to increase pupils' understanding of educational systems in the world: [61]

Theme	Education in the World: Comparing Education Systems
Project outcomes	Pupils will: ▪ Be involved in a panel discussion. ▪ Make a survey on different systems of education in the same country and in countries from northern and southern hemispheres. ▪ Write reports comparing different systems in the world. ▪ Make 'commercial' flyers on this theme.
Learners' outcomes	Pupils will: ▪ Discuss issues related to the differences between educational systems.
Language outcomes	Pupils will learn: ▪ Function (describing, expressing wish and desire, comparing, expressing result, and expressing purpose). ▪ Grammatical structures. ▪ Vocabulary. ▪ Pronunciation and spelling.
Skills and strategy outcomes	Pupils will: ▪ Identify the characters of different educational systems. ▪ Take notes, compare, synthesise, draw conclusions and evaluate. ▪ Use critical judgment.
Intercultural outcomes	Pupils will: ▪ Be made aware of what educational systems have in common at world level. ▪ Be made aware of the differences and the specificity of each country.
Technology skills	Pupils will use technology to search for information related to the topic on the net. It motivates pupils' interests.

Table 3.10 Project-Based Methodology Outcomes [62]

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[61] Ibid.

[62] Syllabus of English of 3rd year, 2001: p69-70.

To achieve valuable outcomes, the project-work needs to have the following characteristics (ADEP, 2011: 84-85):

- ✓ A creative process;
- ✓ A definite period of time;
- ✓ An accessible result;
- ✓ Individual phases;
- ✓ Collective phases;
- ✓ Specific skills and knowledge;
- ✓ Periodic confrontation; and
- ✓ Realisation.[63]

The project-work requires some changes in teachers' and pupils' roles as well as the reorganization of classroom spaces to meet the different steps and phases of realizing the final product[64]. The six projects are supported by a textbook which reflects the same principles.

3.6.8 Teacher In-Service Training

Though studies about EFL teachers´ preparation saw a shift of focus, in the 1990's to the present day, from teacher training to teacher development, in-service training preserves its paramount importance in many studies as being a necessity for EFL teachers. In Algeria the government has invested a lot in teacher development in addition to the reform undertaken in middle and secondary education seeking improvement to catch up with the economic boom. In-service teacher training constitutes a great help for secondary school teachers, it is expected to furnish secondary school teachers with the required knowledge to be able to handle the world for EFL teaching by providing opportunities to approach the teaching profession in real settings by providing ample space for teaching practice. This fact compels the responsible of programmes design to handle with care the pedagogy of in-service education, and well determine its purposes.

Algerian EFL secondary school teachers are provided with in-service training through attending seminars and workshops by which they seek to cater for a better professional development. In the same line of thought Savas, writes: "Language teachers and prospective language teachers can attend professional development workshops to let themselves acquire a second field of expertise…. ". [65]

While taking part in such training, EFL teachers may benefit a lot; "new teachers learn from veterans. They become oriented more quickly and effectively." [66]. In secondary schools,

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[63] *Accompanying Document of English Programme* (2011). Secondary Education: Year Three. Ministry of National Education, p84-85.

[64] Ibid.

[65] Savas, B. (2009). "Role of Functional Academic Literacy in ESP Teaching:ESP Teacher Training in Turkey for sustainable Development". Journal of International Social Research. www.sosyalarastirmalar.com/cilt2/sayi9pdf/savas_beki r.pdf>. *October 2014., p402.*

[66] Buckley, F, J (2000). Team Teaching: What, Why and How? California: Sage Publications, Inc.p12.

in-service training also includes coordination and cooperation between teachers inside the schools where novice teachers can learn from experienced teachers. Therefore, team-teaching may constitute a support to teachers. In-service class visitations by inspectors of English constitute another type of training; teachers receive recommendations on the necessity to adapt themselves to the principles of the new approach (CBA). During the last years, some EFL teachers received training from the British council. Teachers attended and still attend workshops in different provinces in the country, teachers can develop their reflective analysis skills and interact with the school team, they develop their professional identity.

During seminars and workshops, secondary school teachers are provided with techniques and strategies so as to apply the principles of the new constructivist approach (CBA) and promote pupils' motivation and autonomy. In-service training enables teachers to develop their career as teachers. In-service training and teacher development should be given importance because they contribute to help teachers develop their teaching competence in the Era of globalization.

3.7 Perspectives on EFL Teaching in Algeria

After exposing the implementation of CBA in the educational system one might wonder about the future of teaching in Algeria, particularly that of EFL. How can the responsible authorities solve these problems? How can policy makers design solutions by which the learners become motivated about learning EFL in an integrative way? What can make learners rely on themselves, be responsible of their learning, and avoid ready made projects? How can policy make parents interested in their children's learning without leaving the whole task to the school? Which solution can we provide to make teachers convinced in the change in the teaching approach? What can motivate them to develop themselves keeping up with the world development using technologies and new teaching methods? These questions do not have watertight answers because their solving means changing the Algerian character at once, which is not an easy task to do overnight.

Semmouk, A., an Algerian sociologist noticed that accepting what is cited from above without a critical thinking or discussion is deeply rooted in the Algerian psyche. Indeed, if one has a sociologist eye, s/he may attest this behaviour in the Algerian society. This begins from the level of the family, accepting the parents' orders with no discussion, to higher layers of the Algerian society. This explains the pupils' behaviour of avoiding autonomous work and always wondering what to do for pleasing the teacher to get a good grade. It may explain also the teachers' behaviour, being part of the Algerian society, who do not adopt the change in method and do their jobs to apply the authorities' words. This character is deeply rooted in our society and it might take much time and much effort to be changed.[67]

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[67] Semmouk, A. (2005), almashroue attarbawi aljazairi bayna muàwwiqat alazma wa waqie al-àwlama. *Revue des Sciences Humaines n 07*, Algeria, Ain Mlila: Alhoudda, p113-126.

3.8 Research Design and Methodology

The present study is based on quantitative and a qualitative research where the researcher aimed at determining the relationship between the competency-based approach and learners' motivation and to highlight the benefits of CBA in enhancing secondary school pupils' motivation.

The researcher will rely on competency-based assumptions as it relates to the research methodology and design.

In this regard, Lincoln and Grubor, assert that reality is socially constructed and, thus, every person brings his personal understanding and view point to a given situation or setting relying on his previous experience, knowledge, and back ground.[68] Hence, "The researcher must attempt to understand the complex and often multiple realities from the perspectives of the participants" [69]. For this reason a case study is a suitable method to reflect the complexity and multiplicity of perspectives and truths about learners' motivations and attitudes toward learning English in high schools under the CBA in Algeria because this type of research is "a hybrid in that it generally utilizes a range of methods for collecting and analyzing data, rather than being restricted to a single procedure" [70].

A case study is also appropriate to have a thorough investigation of a specific situation, and it can provide an in-depth understanding of a given phenomenon. Moreover, the rationale behind the use of a case study lies in the emphasis it puts on the context of the studied unit.

In order to carry out this case study, data were collected from different sources. Additionally, Two questionnaires were administered to the participants, teachers and pupils, aiming at eliciting their opinion about the different issues related to the current study. Besides, the researcher opted for a classroom based-observation, and an interview with the general inspector of secondary education. In fact, each research instrument offers unique advantages. The researcher has managed to make sure the teachers understood the general purpose of the study and the procedures used to collect data before he began his observations.

3.9 Sampling and Research Informants

As mentioned before, the problematic tackled in this research is the impact of the CBA on pupils´ motivation in EFL classes, particularly 3SS pupils. For this reason, a sample of informants was taken from a larger population through the use of a number of sampling techniques.

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[68] Lincoln, Y. S. & Guba, E. G. (1985) *Naturalistic inquiry*. Newbury Park, CA: Sage Publications.

[69] Lodico, M. G. et al. (2006) *Methods in educational research: From theory to practice.* San Francisco, CA: Jossey-Bass.p9.

[70] Nunan. D, (1997). *Research methods in language learning*. Cambridge: Cambridge University Press. p94.

3.9.1 Sampling Techniques

Informants were secondary school pupils and teachers in the Wilaya of Oran who were targeted to respond to the research instruments addressed to them. However, from this larger population, we have drawn a sample of fifteen (15) teachers and eighty one (81) pupils to represent the whole population. In fact, a probability sampling technique was used which means that members of the whole population had the same chance of being chosen, and there was no specific feature upon which the fifteen teachers and the eighty one pupils were selected amongst the total population; they were included in this study through random sampling in order to make data more accurate and generalisable.

3.9.2 Teachers' Profile

The informants are fifteen (15) teachers of English (males and females), in the Wilaya of Oran. Their teaching experience varies from one another, they are in charge of different levels. SS1, SS2, SS3, including the four (4) English teachers at El Kerma [71] secondary school where the classroom observation was conducted. The fifteen teachers who were chosen randomly are holders of a 'licence' degree in English and they are all full time teachers with varying experience ranging between three and twenty six years. All of these four (4) teachers have been assigned to be observed during a number of sessions, which can constitute the basis for the data collected, during the class observations sessions.

The choice of secondary school teachers stems from the belief that they are more aware of the importance of raising motivated learners under the CBA, who are autonomous and motivated and can handle their learning process as far. In middle school, learners are still beginners or intermediate and the task of introducing the CBA seems to be difficult since learners need greater support from the teacher. Secondary school teachers are also supposed to be aware of the challenge put on their shoulders that is preparing pupils for the baccalaureate exam and/or professional life where learners need to apply equally what they have acquired in school to real-life situations. Again, these teachers are said to rely on the CBA including PBL.

These teachers attitude vis-à-vis the situation of English teaching to SS3 pupils differs from one another, but most of them claim that despite the unsatisfactory results at the baccalaureate exam, pupils show a kind of interest in learning English after the introduction of CBA and PBL.

The questionnaire is administered to the teachers inside the secondary schools in the staff-rooms in April 2015. All of them have filled in and handed the researcher the questionnaire back.

3.9.3 Pupils' Profile

The pupils are said to be the centre of any teaching/learning situation. Likewise, their contribution in the investigative study is paramount. By the same token, Allwright and Bailey,

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[71] A small town, situated in the south east of the province of Oran.

state that: "Learners collaboration is one way of ensuring a variety of perspectives on the situation being investigated"[72]. Thus, to achieve such target, third year pupils have been chosen. Third year pupils in the secondary school are exposed to basic knowledge in English along the lines of the CBA. It is worth pointing that these pupils are supposed to start developing a sense of self-reliance through the project works and a sense of awareness of what they are learning. They have been chosen precisely because they have been learning English through the CBA for seven years. Moreover, these pupils are actually taking lessons in computing in school, which would normally allow them to do researches on internet for their projects. The subjects of the study are eighty one (81) literary and Philosophy stream BAC candidates (49 girls and 32 boys), from El Kerma Secondary School in Oran. Almost all the subjects belonged to the same age group (18-20) years old, except two males and one female pupil (22 years old). They also study eight (8) subject-matters with a different coefficient and a different in time load for each subject matter.

The investigator made choice of secondary school pupils instead of university students for two reasons. First of all, it was decided that a secondary school population was more likely to guarantee a larger sample size than a university population. Second, while university students could choose whether or not to attend classes, secondary school pupils were obliged to do so. The pupils intended for the present study were randomly selected. But, were chosen, because "Many classroom investigations could benefit greatly from the insights the learners themselves might be able to provide" [73].

It should be necessary to note that although these pupils have undergone similar kind of formal instruction, during their secondary education, they surprisingly differ in many areas of their language abilities and consequently are said to differ in their language proficiency level that ranges from low to high intermediate. It is also important to mention that the selection of the research sample was notably based on the administrative organization of classes. Such organization characterized the mixed ability nature of these classes.

3.9.4 The General Inspector's Profile

The general inspector of English is a fifty-four years male who has been a secondary school English teacher for twenty years. In addition, he has fifteen years of experience as an inspector. Our choice of interviewing the general inspector is twofold; first, the answers will reflect the position hold by the educational authorities in Algeria and will provide a view on how the competency-based approach theoretical framework and as a practice is implemented in the Algerian educational system. Second, the interview will give insightful ideas about the situation encountered in the Algerian EFL classroom, focusing on pupils interest and motivation after the official implementation of the CBA in the Algerian secondary schools because of his long experience in the field and his regular visits to these classrooms.

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[72] Allwright,D K.M. and Bailey. (1996). Focus on Language Classroom.UK. CUP, p73.
[73] Ibid, p72.

3.10 Instruments for Data Gathering

As it is noted earlier, our purpose is to investigate in depth pupils interest and motivations to learn English under the models that have developed from the competency-based approach and this can only be achieved through an exploratory case study within the actual Algerian EFL context experienced by the participants day-to-day. Through this work our endeavour will be to draw a cause-effect relationship by trying to identify the reasons behind the current situation of the Algerian EFL classroom, and its impact on pupils, teachers, and the larger society. The selection of the type of research is based mainly on the nature of the research itself. Learner motivation is a phenomenon that actually happens both inside and outside the classroom. Yin [74] states that: "a case study is an empirical inquiry that investigates a contemporary phenomenon within the real-life context". (Yin 1984 in Nunan)[75]

Through the use of case study me have tried to discover pupil's view of motivation as well as their perception of their role as well as that of their teachers in learning. In order to achieve this aims, the investigator has used several data collection tools, precisely a class observation, two questionnaires administered to both poles of the research population: teachers and pupils and an interview with the general inspector of English in secondary school to allow the investigator "to compile a more complete picture of the activity or event being described"[76]. The data collection concerning the present research has involved a urban area in the wilaya (province) of Oran to provide evidence for the hypotheses and uncover the contextual variables, capable of exerting any kind of influence, on the agents of the educational scene, namely pupils' attitudes, needs, lacks and preferences, teacher's method and motivation to learn.

In order to carry out this study and achieve its objectives effectively, the most convenient research methodology seems to be the triangulation, because of "The value of multiple perspectives in data collection and analysis"[77]. In essence, using more than one research tools has been proved to be more advantageous to gear the needs of the investigative study. Simply, because "…considering a panoply of assessment measures and possibly adopting more than one in any given study would allow for greater rigour than if only one approach is used" [78]. Such variation in research tools is meant to investigate the many variables surrounding the teaching/ learning of EFL and facilitate its validation.

For all these reasons the data collection procedure has included a classroom based-observation coupled with two questionnaires administered to the informants in question and an interview with the general inspector of English.

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[74] Yin, R. K. (1984). *Case study research: design and methods.* Beverly Hills, Calif: Sage Publications.

[75] Nunan. D,(1997). *Research methods in language learning.* Cambridge: Cambridge University Press.p76.

[76] Silinger, H.W & Shohamy, E. (2000). Second Language Research Methods.New York: Oxford, (Oxford Applied Linguistics), p122.

[77] Allwright,D K.M. and Bailey. (1996). Focus on Language Classroom.UK. CUP, p73.

[78] Cohen, A. D. (1998). *Strategies in learning and using a second language.* White Plains, NY: Addison Wesley Longman.p95.

In fact, each research instrument offers unique advantages as well as disadvantages. Actually, many researches claim that methods for data collection in research studies carried out on the CBA, its models and its pedagogical and educational practice tend to be more qualitative than quantitative. These methods utilize a host of instruments including portfolios, journal writings, recordings, interviews, and classroom observations[79]. Nonetheless, other researchers such as Taylor and Fraser (1991), Taylor et al. (1995) and Taylor (1995) as noted by Kesal (2003), have developed measures and models to evaluate learning and teaching practices that have developed from the CBA approach[80].

As far as this work is concerned, a mixed approach using together qualitative and quantitative methods is adopted to ensure reliability and generalisability of the findings. The resulting combination of different sources through a triangulation technique is likely to be more effective as data collected from different research instruments will corroborate, strengthen and inform each other. It is true that the findings may not be easily generalised, but still it would provide suitable suggestions and recommendations for CBA to be a dominant feature of Algerian EFL pupils and teachers and, thus, in the Algerian EFL classroom. Therefore and for our purposes, a questionnaire for pupils, another one for teachers, classroom observation and an interview with a general inspector of English were used.

Interaction between all these poles including the role of learners, teachers, education authority (represented in the person of the general inspector) and the context (the EFL classroom), will bring some insights for better understanding and answer the issues raised in this work. This interaction is illustrated in the following figure which represents the procedures of data collection and the multiplicity of perspectives taken into account:

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[79] Kesal, F. (2003). *An investigation on constructivist classroom characteristics in ELT methodology II courses.* (Doctoral Thesis).http://etd.lib.metu.edu.tr/upload/541417/index.pdf (9th October,2012).
[80] Ibid.
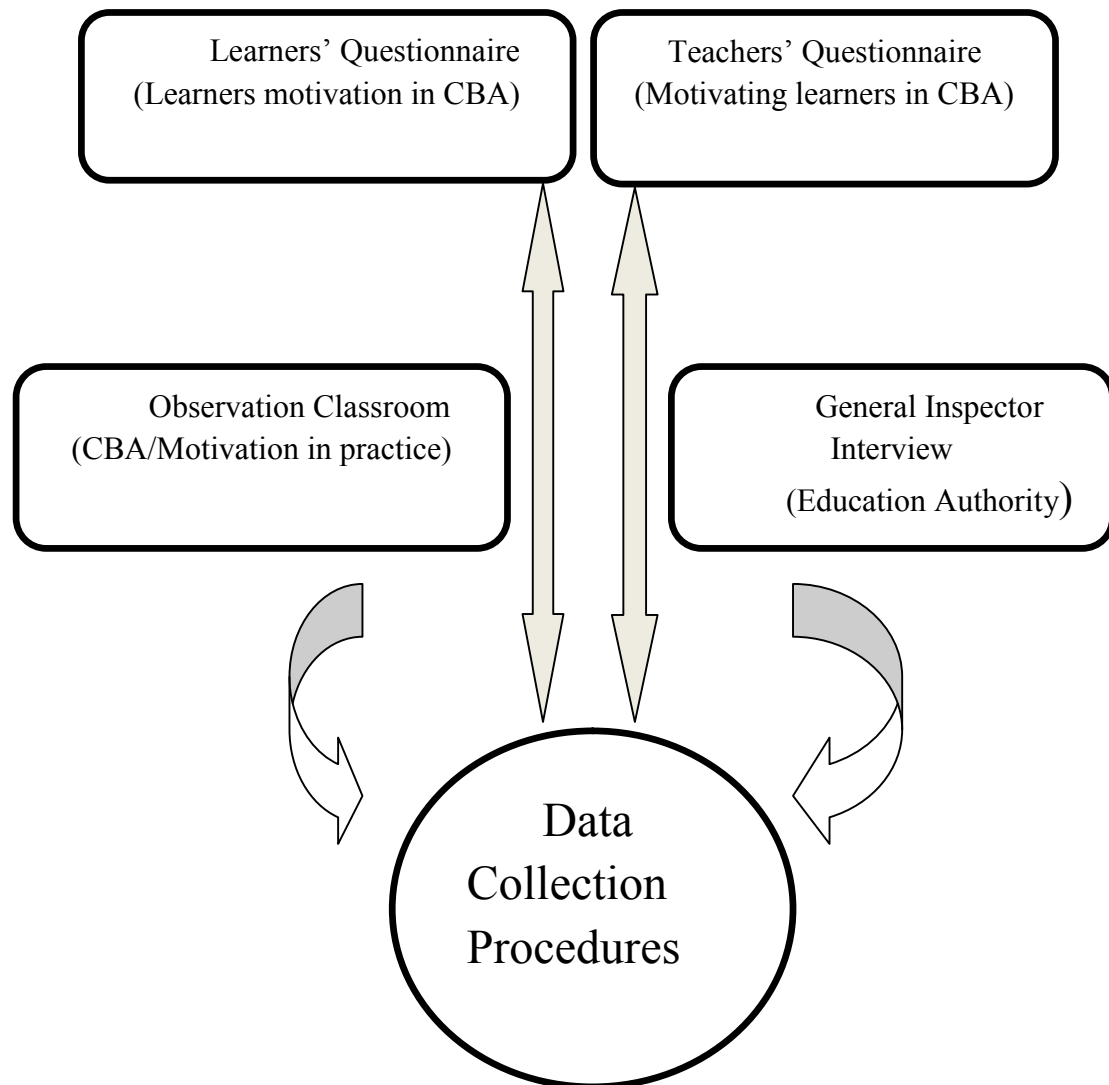
Figure 3.2: Data collection procedures

The following parts describe in detail each research instrument, its objectives and the reasons why it was utilised in this case study.

3.10.1 Pupils' Questionnaire

The questionnaire is a tool of data collection which is thought to give the researcher the advantage to collect a large amount of diverse data within a short period of time and with less energy. This view is clearly highlighted by Dörnyei who believes that "the popularity of questionnaires is due to the fact that they are relatively easy to construct, extremely versatile and uniquely capable of gathering a large amount of information quickly in a form that is readily accessible"[81]. It is also useful in getting detailed answers about the topic under investigation without referring to other issues which may be the case with interviews.

Since the pupil is the central figure of CBA, pupils' views and impressions are crucial to be considered in this work. Indeed, pupils' viewpoints are important in identifying if they are motivated to learn English under the CBA, and the way their teachers' behaviour, attitudes and practices in the classroom affect their willingness to be motivated. At another level, their views will reveal some of the Algerian EFL classroom characteristics.

The pupils' questionnaire (see Appendix A) consist of twenty four (24) questions, put forward to help the researcher a lot in collecting relevant information about pupils. Twenty four questions seemed to be much for a pupils' questionnaire, but it is believed that the "one way by which reliability can be increased is through lengthening data collection instruments by adding more items and questions". [82] For this purpose, the primary objectives of the pupils' questionnaire were to collect self-report data about:

- The subjects background (age, gender, EFL learning situation and social background).
- The pupils' affective orientation: Motivation and attitudes towards English learning and teaching to uncover the effect of such variables on the informants' learning process in general.
- Their level, their preferences, and namely their awareness of using strategies in learning the target language.
- Part of the goals of using this research tool was meant to identify if CBA models are beneficial in raising pupils' motivation.

The pupils' questionnaire includes three types of questions: closed, open and semi-closed questions. The former type of questions requires pupils to select choices from a limited range of answers.

According to Dörnyei, researchers refer to closed-ended questions as "objective items". He then justified this description by the fact that: "their coding and tabulation is straight forward and leaves no room for rater's subjectivity". [83]

Whereas, the open questions are generally useful in exploratory research, especially when facing some difficulties in anticipating the range of responses. This kind of questions, indeed, is more likely to yield more unexpected and interesting data. Semi-closed questions

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[81] Dornyei, Z. (2007). *Research methods in applied linguistics*. Oxford: Oxford University Press.p101.

[82] Silinger, H.W & Shohamy, E. (2000). Second Language Research Methods.New York: Oxford, (Oxford Applied Linguistics), p187.

[83] Dornyei, Z. (2003). *Research methods in applied linguistics*. Oxford: Oxford University Press.p35.

are in fact a combination of two types of questions (open and closed). They are usually in the sense that they allow explanation of the obtained data.

To facilitate the pupils' task the questionnaire was introduced and discussed in the class and then completed out of class by selecting the answers that best suited their own views and experiences. It is important to note that most of informants answered willingly.

Indeed, pupils appeared to be motivated; being very pleased to have a teacher takes personal interest in their opinions, reflections and expectations on the prospects of becoming better learners. Since, "Second language learners may become more motivated simply because they are told that they are participating in a study that will help the researchers understand the process of language learning" [84].

It is also hopefully estimated that such research tool will clearly eliminate the host of factors that interfere and somehow shape the pupils' learning process.

3.10.2 Teachers' Questionnaire

Data collection through questionnaires are said to provide only a first step or an entry into research. But "perhaps the most important value of questionnaires is that they help the investigator to know the target audience better"[85]. In the like manner, the teacher's questionnaire (See appendix B) aims at finding out the problems EFL teachers encounter when teaching English mainly those related to pupils' motivation to learn inside and outside the classroom. besides, it tried to elicit information about their attitudes towards the benefits of adopting the CBA for communication and motivation, and about the techniques they use to enhance their pupils' interest and motivation. Some questions aimed at investigating teachers' awareness and beliefs about the CBA. Some questions intended to induce teachers to share their views and comments about the difficulties that might obstruct pupils from learning English and their suggested solutions to overcome such difficulties.

The focus is on the research participants' own experiences, interpretations, insights regarding the CBA, the models that have developed from it and pupils' response and feedback toward this approach.

The teachers' questionnaire consists of twenty nine (29) questions. It was a combination of closed-ended and open-ended questions. It was addressed to fifteen (15) randomly chosen teachers across the secondary schools in the wilaya (province) of Oran. The questionnaire was administered to the teachers and all of them handed it back. The first objective was to provide the researcher with specific information about the investigated issues.

The second objective was to enable the teachers to express freely their opinion as they are the pivot of the educational system and thus can be a reliable source of data collection.

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[84] Silinger, H.W & Shohamy, E. (2000). Second Language Research Methods.New York: Oxford, (Oxford Applied Linguistics),p108.
[85] Dubin,F.and Olshtain,E;(1988).Course Design, Cambridge University Press,p17.

3.10.3 Classroom Observation

Questionnaires are most of the time provided at the beginning of the investigation study and are said to provide only a first step or an entry into research. Thus, it seems convenient to pilot them with other research tools such as a classroom observation.

Classroom observation has always been considered as a major data collection tool in qualitative research. It is also potentially the most useful and practical means to study classroom phenomena. In this respect, Seliger and Shohamy, posit that: "Observations are most often used to collect data on how learners use language in a variety of settings, to study language learning and teaching processes in the classroom, and to study teachers' and students' behaviour".[86]

Thus, the purpose of the class observation is to identify how the procedures are going on in the field itself, as it allows the observer to record information about the lessons' content, the teaching materials involved in such lesson and the different steps constituting that lesson. Furthermore, classroom observation allows the researcher to observe several aspects such as the participants, their behaviour, and their interaction. The classroom observation will allow the researcher to examine the real-life situation and to discover if secondary school pupils are really motivated to learn English, and finally considering the availability of ICTs and pupils' reactions to them.

Because it seems necessary for the investigator to take account of a number of considerations in planning the observational phase, the researcher needed to consider a variety of factors such as: "The number of observers and observed, the frequency and duration of observations, and how the observational data are collected, tabulated, and analyzed" [87].Hence, in the present research the class was observed for a number of times over the regular school year (for more than eight 08) weeks: one hour a week. This was targeted towards making pupils more familiar and less distracted, because"...If the observer... is present during several lessons, students may become accustomed and consequently revert back to their normal classroom behaviour"[88]. In essence, such research instrument would enable the researcher to establish fixed ideas about the teaching situation being investigated through the direct contact with the class.

The number of informants under investigation was eighty one (81), during the eight weeks experiment. To collect the necessary data, the investigator had recourse to note taking. By sitting at the end of the class and taking notes about the following criteria: pupils' interest and motivation, teacher's methodology and used materials, pupils' employed strategies, as Well as teachers' employed instructional strategies. The investigator has also found it appropriate to use an observation grid (see appendix C) to tabulate both informants' (teacher and pupils) behaviour in the classroom and also analyzing the classroom setting . It is hoped

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[86] Silinger, H.W & Shohamy, E. (2000). Second Language Research Methods.New York: Oxford, (Oxford Applied Linguistics),p162.
[87] Cohen, A. D. (1998). *Strategies in learning and using a second language.* White Plains, NY: Addison Wesley Longman.p31.
[88] Ibid, p33.

that the direct information allows the investigator to confirm the assumptions of the present research and thus, test the variability of the research hypotheses as well.

3.10.4 The General Inspector's Interview

In order to broaden the scope of research we have added an interview with the general inspector of English (See appendix D) in the wilaya of Oran. He has been asked open-ended questions in order to collect data in his general understanding of pupil motivation in current learning methodologies (CBA). Whether or not it is included in teacher training programs, and how can it be fostered both inside and outside of it. He has been questioned about how much motivated the pupils in the secondary school are. Some questions have already been prepared by the researcher so as to be answered by the English inspector, though the questions have been modified according to the inspector answers and comments.

The interview was carried out in March, 2015 in his office. The general inspector provided this research with a holistic overview about teacher education programmes and their consistency with the CBA as a learning methodology which guides and informs teaching practices.

The interview included twelve (12) questions (see Appendix D). The first two questions aimed at generating data on the notions of learning and teaching the educational reform was grounded on. The purpose behind the third question was to draw out the informant's understanding of the CBA. The next question was meant to see whether CBA principles are applied in the Algerian EFL classroom. Then, the interviewee was asked about learner's and teachers' motivation under the competency-based approach. The inspector was asked whether CBA and motivation are included in teacher education programmes and which principals are emphasised.

Finally, the last question were intended to draw out the general inspector's view about the appropriateness of the Algerian EFL classroom for competency-based language teaching, then to furnish our study with some suggestions on how to successfully implement the CBA in the Algerian educational system, and how to increase pupils' motivation in our schools.

After collecting data from the previously mentioned research instruments, i.e., pupils' questionnaire, teachers' questionnaire, classroom observation, and the general inspector's interview a quantitative and qualitative procedure of data analysis was carried out.

3.11. Conclusion

This chapter was solely devoted to describe the educational content where English is taught, and to uncover the many variables surrounding the teaching and learning of the English language, stressing in particular. The other target leading the central believe of the present chapter was the presentation of the research design and the employed instruments. The researcher has also purposefully placed some emphasis on clarifying the intended objectives of using every single research tool. The entry to the research was provided by the use of questionnaires addressed to both teachers and learners. This latter was considered as the main instrument of data collection. It is hoped that interpretation of the main results of the questionnaire would provide a better understanding of the research procedure and a better clarification of the research main concerns. Conducting a whole research using only one research instrument would be subjectively oriented that is why the questionnaires were coupled with other investigation tools; a classroom based observation, and an interview with the general inspector of English. It is expected that these latter would pave the way for a more thorough analysis of the case under study.

The following chapter will attempt to analyse in details the data obtained from single research instruments, hoping that such data will provide a thorough analysis of the problematic leading the present dissertation.

Chapter Four
Data Analysis and Interpretation of Results

4.1. Introduction

This chapter is merely devoted to the empirical phase of this dissertation. After collecting data from different sources throughout the use of a set of research instruments including a questionnaire administered to pupils, another one for teachers, classroom observation and an interview with the general inspector of English in Oran, the data were analysed relying on a mixed approach which combines both quantitative and qualitative methods.

Correspondingly, the present chapter is devoted to the procedures of data analysis, and the interpretation of the results gathered from each instrument. It, further, spots light on the main results and conclusions drawn from this case study after the triangulation of data.

4.2. Data Analysis Procedures

To arrive at conclusions and attain the purposes of this work, a process of data analysis is to be undertaken. Data analysis, similar to data collection, will draw upon a mixture of qualitative and quantitative methods so as to have multi-levels of analysis as it was made by many researchers who claim that:

> *We again better understanding of complex phenomenon by converging numeric trends from qualitative data and specific details from qualitative data. Words can be used to add meaning to numbers can be used to add precision to words.[1]*

On the one hand, the collected data will be quantitatively analysed through shifting, organising, summarising and synthesising it. Further, the attempt, is to make sense of the participants' definitions of the situation, noting patterns, themes, categories and regularities[2]. On the other hand, the researcher will employ statistically and mathematically based techniques and methods in analysing data quantitatively. In a more detailed way, Wallace points out that:

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[1] Cohen, L. et al. (2007) *Research methods in education* (6th ed.). New York: Routledge.
[2] Ibid, p184.

Quantitative is broadly used to describe what can be counted or measured and can therefore be considered objective. Qualitative is used to describe data which are not amenable to being counted or measured in an objective way, and are therefore 'subjective' "[3].

Indeed, pupils' questionnaire, teachers' questionnaire, and classroom observation will be analysed both quantitatively, while the general inspector's interview will be analysed qualitatively in the following sections.

4.3. Questionnaire Addressed to 3 A.S. Pupils

As it has been mentioned in the previous sections, a questionnaire was administered to eighty one (81) third year literary pupils (Literary and philosophy) in El Kerma secondary school in Oran. The participants are aged between 18 to 20 years old. Indeed, they had enough time to think about the questions without any anxiety or stress. The main objectives of this research instrument were to explore the relevant areas with reference to secondary school pupils and to elicit information about their perceptions and views concerning their motivation to learn English under the models of the competency-based approach. It seems therefore essential that pupils reflect on their learning situation.

The questionnaire was delivered and handed back in March 2015. Then, the data collected from the questionnaire were quantitatively and qualitatively analysed.

4.3.1. Pupils' Responses and Results

Pupils' questionnaire was targeted towards collecting reliable information. It is made of twenty-four (24) questions (See Appendix A). Effectively, the many questions used in the questionnaire shape the investigation hypotheses in order to help the testing of their validity.

Before asking any questions concerning our topic of interest, the research, designed three questions in order to identify pupils' age, gender, and, third year repetition. The results showed that pupils' ages range between 18 and 20 years. Their gender distribution and number are shown in the following table (Table 4.1) according to their stream:

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[3]Wallace,M.J.(1998).Action Research For Language Teachers.UK. Cambridge University Press,p38

Gender	AF of Pupils		Total	RF of Pupils
	Literary and Philosophy Stream			
	Repetitive	Not Repetitive		
Male	08	24	32	39,50%
Female	07	42	49	60,49%
Total	15	66	81	100%

AF: Absolute Frequency

RF: Relative Frequency

Table 4.1: Pupils age and Grender

It was noticed that the number of female pupils is superior to the number of male pupils. This difference in the number of pupils in terms of gender is represented in Pie-chart 4.1:
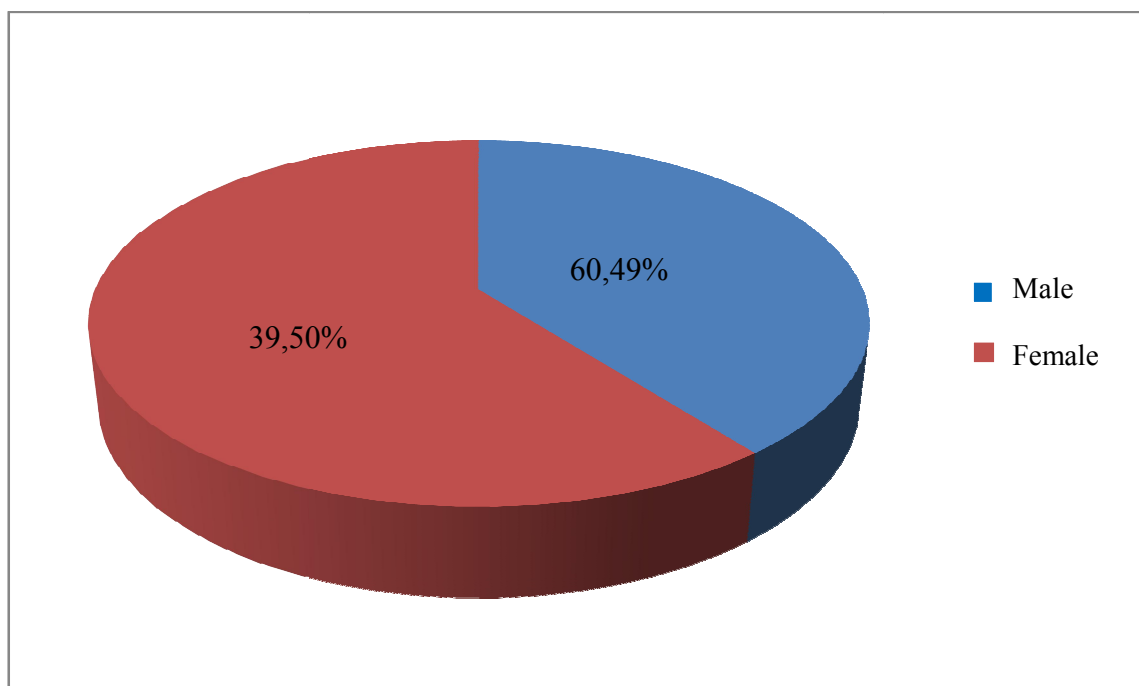
Pie-chart 4.1 Pupils' Grender

Third year pupils are teenagers, they try to rely on themselves, and they want to be successful learners, because the three years of language learning in secondary school are crucial in determining the future of learning.

Question One: Pupils' Attitudes Towards English Learning

The aim of the first question addressed to third year literary pupils is to discover pupils' attitudes towards English learning and to find out what were the reasons and motives behind their responses 75.30% (61 pupils) of pupils expressed a positive attitude towards learning English believing that it is important to learn this language. The moset quoted reason was that English is an important subject matter in their field of study and they have to learn it in order to have good marks in the Baccalaureate exam. Some of the pupils reported that the importance of English for them lives in its universality as the language of the whole planet. In addition, they showed more interest in learning the language due to its utility in their lives especially in relation to technology in general and the internet in particular. Thirty pupils expressed an ambition to become English teachers in the future because they love the language and teaching as well. On the contrary, 24.69% (20 pupils) (see table 4.2) of the pupils showed negative attitudes towards learning English because this foreign language has nothing to do with their future lives as it was declared by seven male pupils. Furthermore, nine other pupils expressed their embarrassment because they cannot interact through English which seems to them a strange and useless language. Additionally, four informants commented that they are learning English only because it is a compulsory subject matter.

Options	AF	RF
Yes	61	75.30%
No	20	24.69%
Total	81	100%

Table 4.2: Pupils' Attitudes towards English Learning

Question Two: Pupils' Reasons for Learning English

To reveal such objectives, the informants were requested to select their objectives from a suggested list of possibilities. Regarding this questions, through which the investigator tented to uncover research population objectives of learning the target language, thirty-six (36 pupils) that is a ratio (44.44%) seemed willing to learn the target language to improve their level in English, were as a ratio of (30.86%) that is 25 pupils appear to be directing their language learning objectives to towards mastering spoken and written English. In this sense, all pupils (25 + 36) seem willing to possess a communicative ability that may enable them to fulfill their needs. On the contrary, (20) informants have reported being extrinsically motivated by Baccalaureate exam.

Results were as follow:

Learners' Reasons for Learning English	AF	RF
-To speak and write English well	25	30.86%
- To improve your level in English	36	44.44%
- To prepare yourself for the BAC exam	20	24.69%

Table 4.3: Pupils' Reasons for Learning English

Question three: Pupils' Views about English Sessions

Bar-graph 4.1 below represents the results obtained while inquiring about learners' views concerning what they learn in English sessions; if it is interesting, relevant, realistic, and/or authentic. The purpose behind asking this question was to know how the content and experiences in English sessions may affect the pupils' orientedness towards effective learning

since interesting, realistic, relevant, and authentic experiences make learners more motivated
and willing to learn and take charge for their learning process.
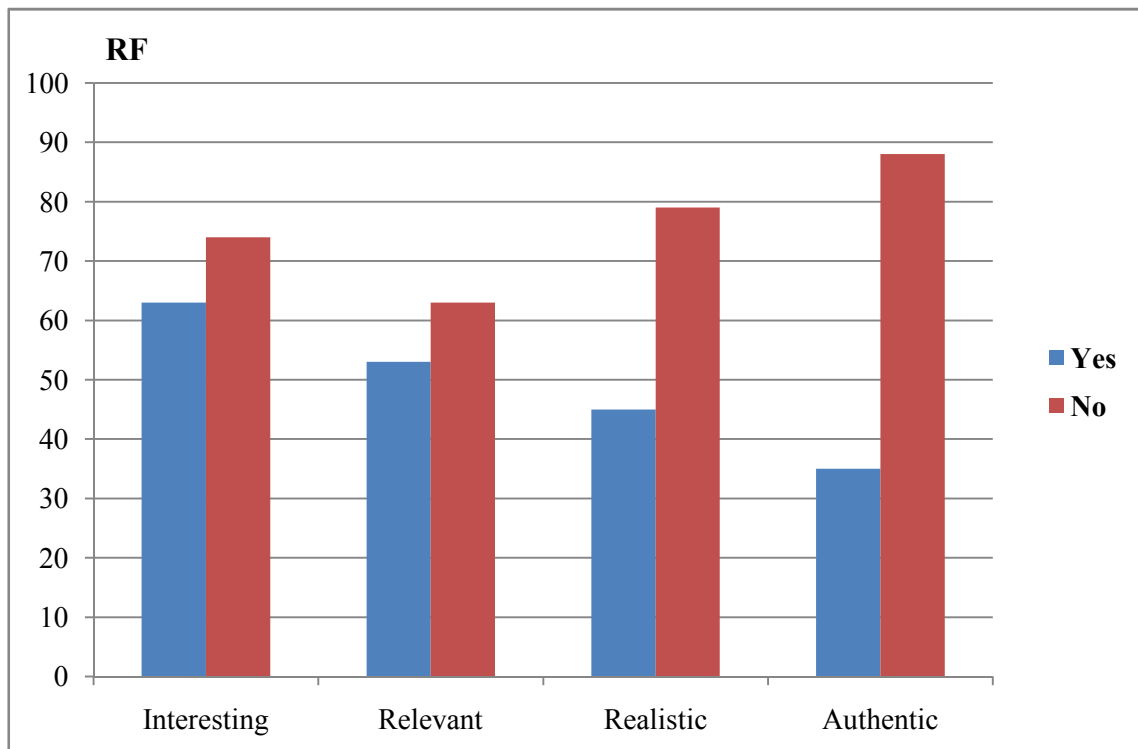
Bar-graph 4.1 Pupils' Views about English Sessions

The results clearly showed that the majority of pupils (60.49%) perceive what they learn
in English sessions as interesting, (53.08%) of them perceive it as relevant, however (51.85%)
perceive it as unrealistic and (61.72%) as non-authentic.

Question Four: Pupils' Perceptions of Responsibility in Learning

For the sake of eliciting data on how pupils perceive responsibility in the learning
process and who should take the lion's share, the fourth question was asked and the results are
represented in pie-chart 4.2 below:
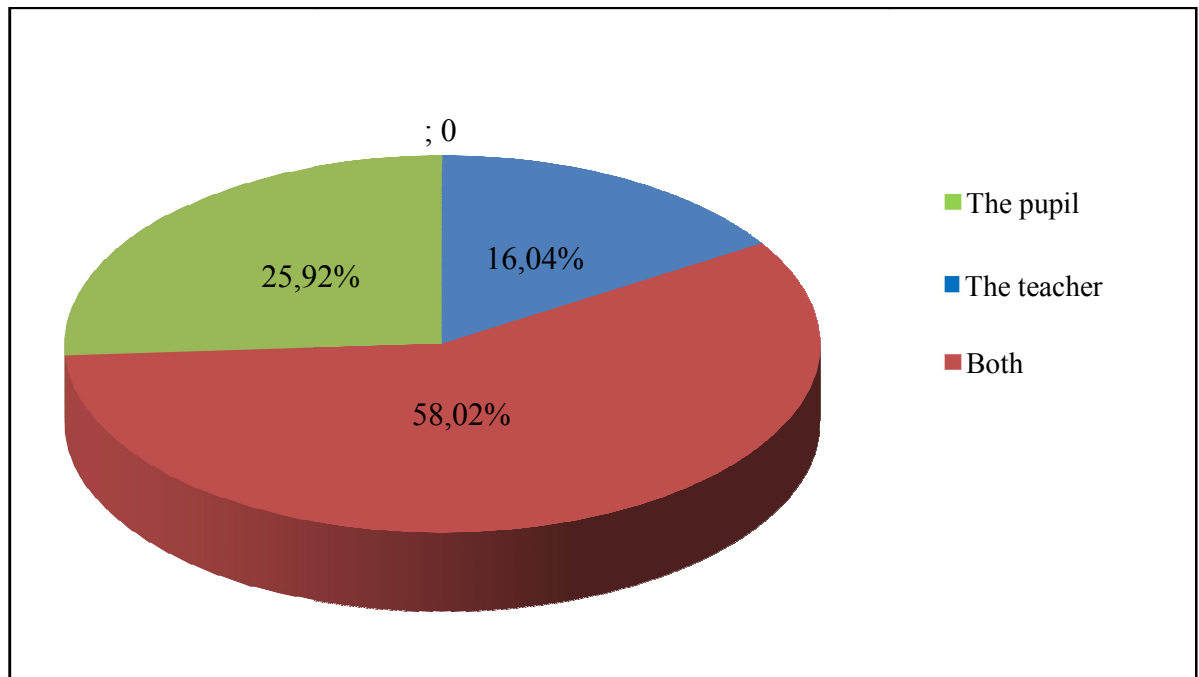
Pie-chart 4.2: Pupils' Perceptions of Responsibility in Learning

As pie-chart shows, 58.02% of pupils perceive the learning process as a shared responsibility between the learner and the teacher. While 25.92% of them believe that learning is their personal responsibility, less than a quarter of the total number (13 pupils out of 81) considers learning as purely the teachers' responsibility.

Question Five: Pupils' Attitudes towards their Classroom Atmosphere

a. Boring

b. Funny

c. Neutral

Options	AF	RF
A	15	18.51%
B	41	50.61%
C	25	30.86%
Total	81	100%

Table 4.4: Pupils' Attitudes towards their Classroom Atmosphere
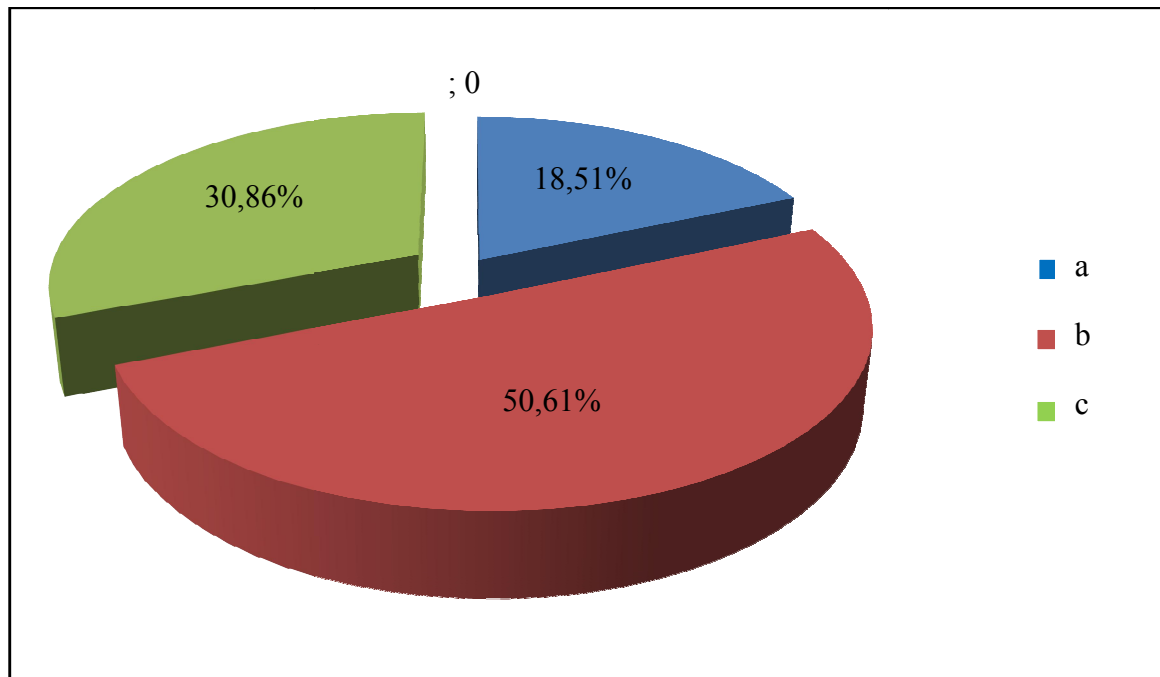
Pie-chart 4.3: Pupils' Descriptions for their classroom Atmosphere

Half of the questioned pupils (50.61%) said that their classroom atmosphere is 'funny'. This indicates that most pupils feel relaxed during the learning process and this can raise their motivation, (30.86%) of the pupils, see that the classroom atmosphere is 'neutral', and (18.51%) opted for 'boring'.

Question six: Teacher's techniques of creating a good learning atmosphere

Options	AF	RF
a-Praisepupils	06	07,40%
b-Acknowledge what pupils can do	15	18,51%
c-Check that pupils are comfortable with learning	07	08,64%
d-Encourage pupils to write	20	24,69%
e-Establish good rapport with pupils	11	13,58%
f-None	09	11,11%

a+c	01	01,23%
a+d	03	03,70%
b+c	01	01,23%
c+d	05	06,17%
c+e	02	02,46%
d+e	01	01,23%
Total	81	100%

Table 4.5: Teachers' techniques of creating a good learning atmosphere

Teachers can do so many things in order to create a good learning atmosphere in the classroom, and table 4.5 shows some of those techniques. The statistics, therefore, indicates that 07,40% of pupils in the sample claim that their teachers praise them. This means that some teachers only tell their pupils that they are doing well in a given task as a form of encouragement and support. 18,51% of our pupils opted for 'b'. In other words, other teachers equally depend on reminding pupils of their capacities as a way of making them believe that they can do a lot of things to enhance their language learning and their motivation. Another part of pupils which constitutes 08,64% state that their teachers check that they are comfortable with learning. These teachers, therefore, very much care about pupils learning conditions. The biggest number of our pupils' awareness towards the importance of writing. Finally, other teachers tend to establish good relationships with their pupils in order to assure them and make learning fun to them.

As table 4.5 also shows, some teachers adopt more than one way to create a good learning atmosphere depending on their knowledge as well as their pupils' needs. The table equally indicates that some teachers, as reported by 11,11% of our pupils do not use any of the techniques suggested here. It is possible that they use other ways to establish an affective learning context. Another explanation is that these teachers teach without taking into account the learning situation or what their pupils feel in the classroom.

Question seven: Pupils' perception of their teachers' embarrassment

Options	AF	RF
Yes	20	24.69
No	61	75.30
Total	81	100%

Table 4.6: Pupils' perception of their teachers' embarrassment

Analysing this question shows that a small percentage of pupils (24.69%) say that their teachers embarrass them when they do not perform well. It seems that these teachers do not consider the affective side of their pupils and prioritize their achievement over anything else.In effect, embarrassing pupils continuously may result in them lacking interest in learning.However, the vast majority (75.30%) of our pupils state that their teachers do not embarrass them.This category of teachers, by contrast, take into consideration both what the pupil feels in the classroom and his achievement, and try not to hurt their feelings if they misperform in the writing task.

Question eight: Teacher's acceptance of learners' initiatives

A teacher adopting the competency –based approach is the one who accepts pupils' initiatives and encourages their autonomy by giving them the opportunity to share their proposals, comments, extra information, and extra work.The results obtained from the pupils showed that learners' initiatives are sometimes welcome in the classroom. Indeed, 40,74% of pupils expressed that their teachers gives them the opportunity to propose something in the classroom, while 71,60% of pupils expressed a positive answer about their teacher's acceptance of comments. Nineteen pupils said that the teacher accepts their extra information; however, 86,41% of pupils expressed a negative answer as their extra works are not accepted by the teacher (See bar-graph 4.2).
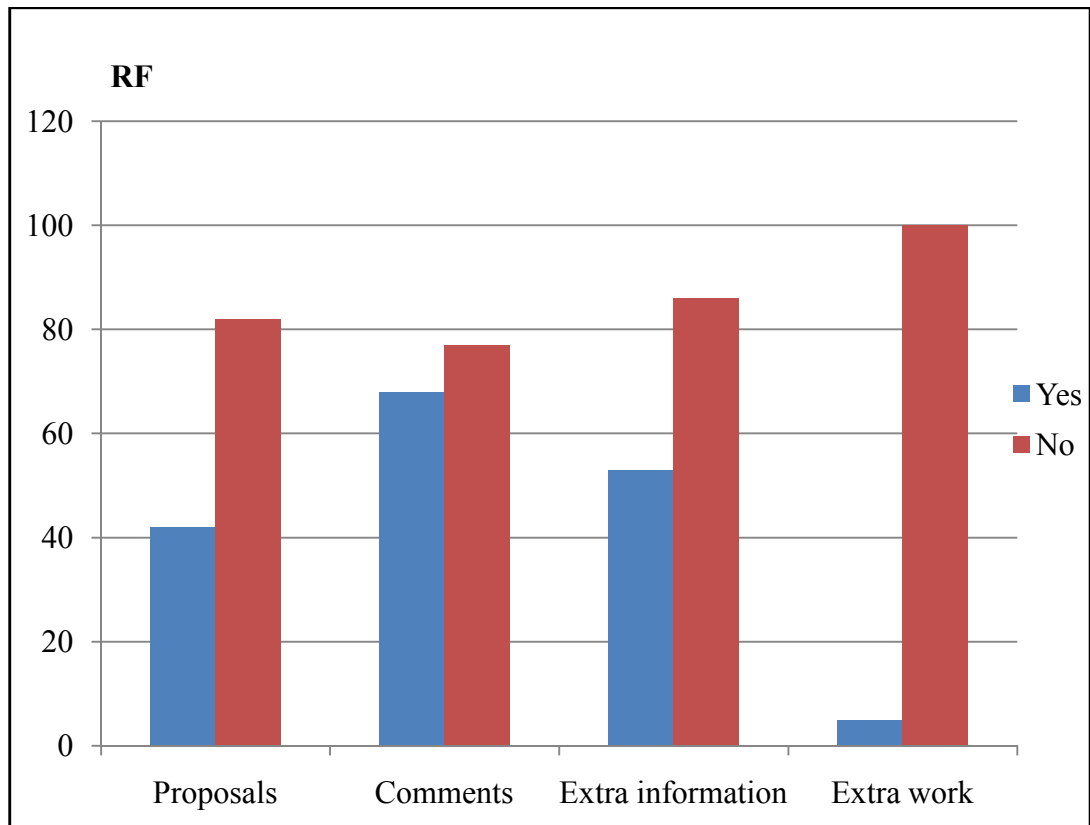
Bar-graph 4.2: Teacher's acceptance of pupils' initiatives

Question nine: Pupils' perception of their teachers' method

a. Yes   b. No

Options	AF	RF
a	52	64,19%
b	29	35,80%
Total	81	100%

Table 4.7: The pupils' attitudes towards their teachers' method
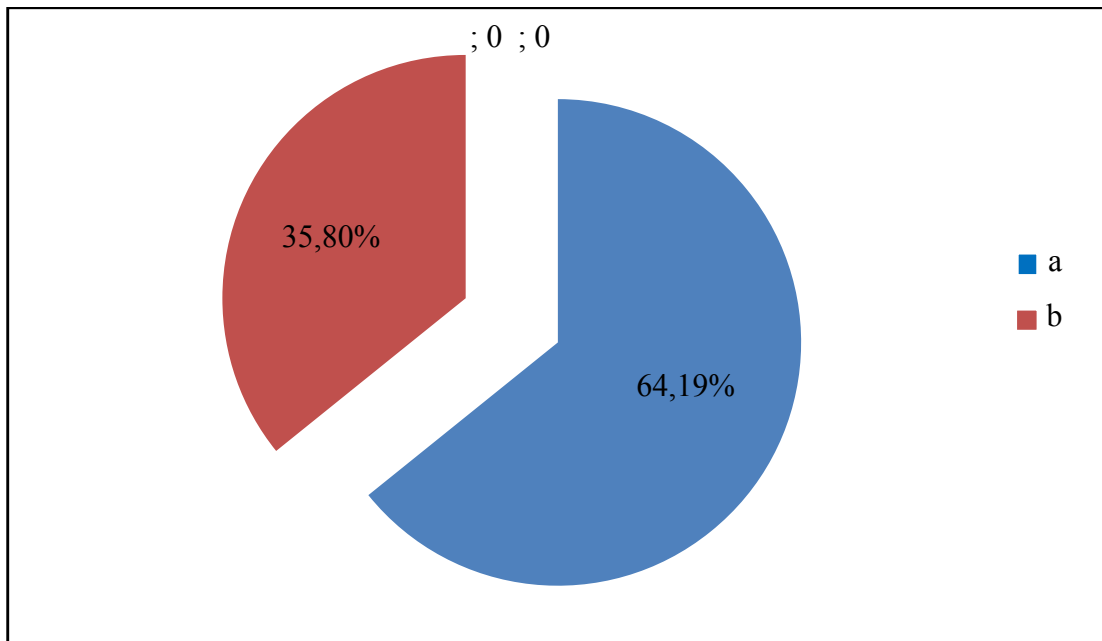
Pie-chart 4.4: The pupils' attitudes towards their teachers' method

The findings of this question strive hard to identify the pupils' attitudes to their teacher's methodology. As shown in the table 4.7, (64,19%) of pupils hold positive attitudes towards their teacher's teaching methodology, they argue that that their teacher's method represents a source of their motivation, while the attitudes of 35,80% of the research sampling were negative.

Those holding positive attitudes gave manifold reasons. Some of them are listed below:

- Teacher's easy way of explanation.
- Teacher's confidence in explaining his lessons.
- The teacher encourages his pupils to work in groups.
- The teacher sometimes uses ICTs in his courses.
- The teacher encourages pupils to prepare project works.
- The teacher respects our interests and needs.

Question ten: Pupils' reasons of participation:

a- Motivated to learn.

b- Pupils like the teacher.

c- Pupils are risk takers.

Options	AF	RF
A	49	60,49%
B	24	29,62%
C	08	09,87%
Total	81	100%

Table 4.8: The pupils' causes for participation
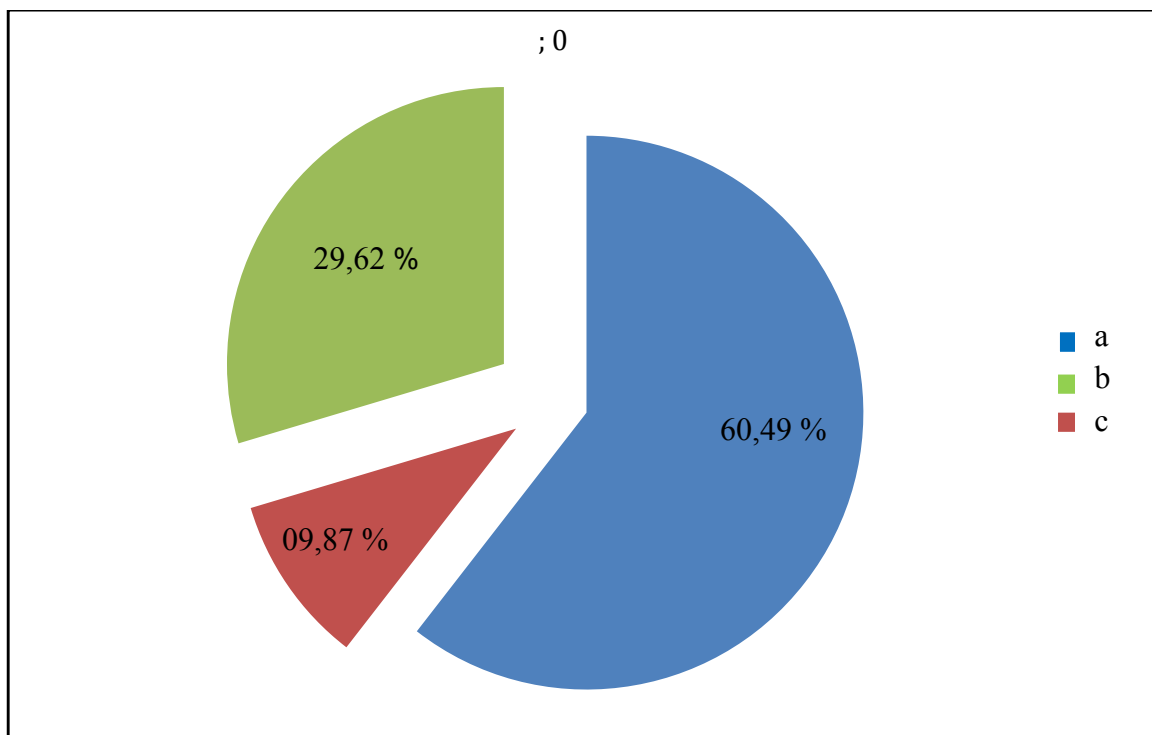
Pie-chart 4.5: The pupils' causes for participation

The majority of pupils (69,49%) argue that they participate because they are motivated i.e they are enjoying the learning task and have an internal interest to learn more. (09,87%) of

pupils claim that they are risk taker ; however, (29,62%) said that they participate because they like the teacher.

Question eleven: Pupils' perception of the teachers' reaction against their mistakes

a. Motivate you to speak.

b. Do not motivate you.

c. You are indifferent.

Options	AF	RF
a	62	76,54%
b	03	03,70%
c	16	19,75%
Total	81	100%

Table 4.9: The teachers' reaction against the pupils' mistakes
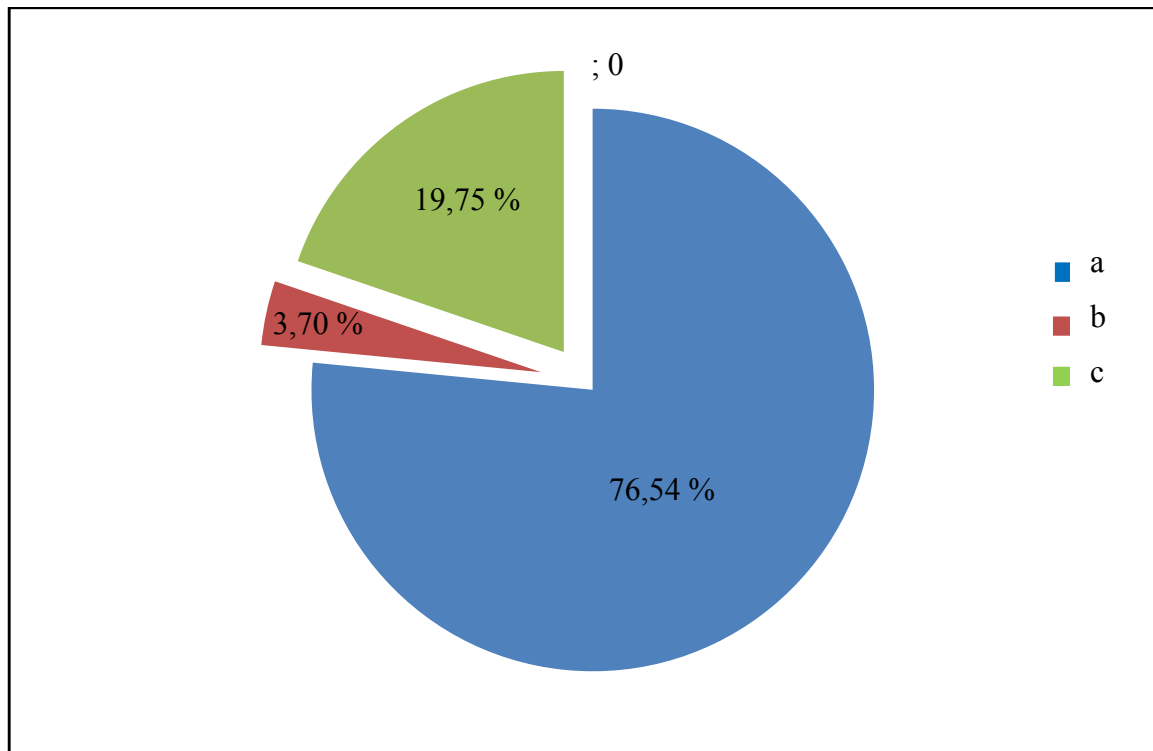
Pie-chart 4.6: The teachers' reaction against the pupils' mistakes

(76,54%) of pupils report, that their teacher's intervention is motivating for them. This reveals that they are motivated, and they consider interruption as being effective when erring. (30,70%) consider that interruption do not encourage them to participate i.e. they perceive it as a kind of inhibition. The rest of pupils (19,75%) claim that they are indifferent.

Question Twelve: What pupils do after the English class

The autonomous motivated learner is never satisfied with what he learns in the classroom instead he makes efforts outside the classroom instead he makes efforts outside the classroom and makes further research. Numerous informants 61.72% are not satisfied with the knowledge provided by the teacher and some of them try to enrich it.

S / NS	AF	RF
Satisfied	50	61.72%
Not satisfied	31	38.27%
Total	81	100%

Table 4.10: pupils' satisfaction about knowledge in the classroom

38.27% of the informants point out that they are satisfied with the knowledge provided by the teacher but some of them claim that they are not capable to assess their learning and find their strengths and weaknesses especially, in the writing skill which they find the most difficult for them.

English learning should not stop as the session finishes. The competency-based approach advocates that successful language learners tend to work out, doing independent research.

Invite pupils: How often does the teacher invite pupils to speak.

a.Always   b. Often   c. Sometimes   d. Rarely

Option	AF	RF
a	30	37.03%
b	26	32.09%
c	11	13.58%
d	11	13.58%
e	03	03.70%
Total	81	100%

Table 4.11: Frequency of pupils being invited to speak
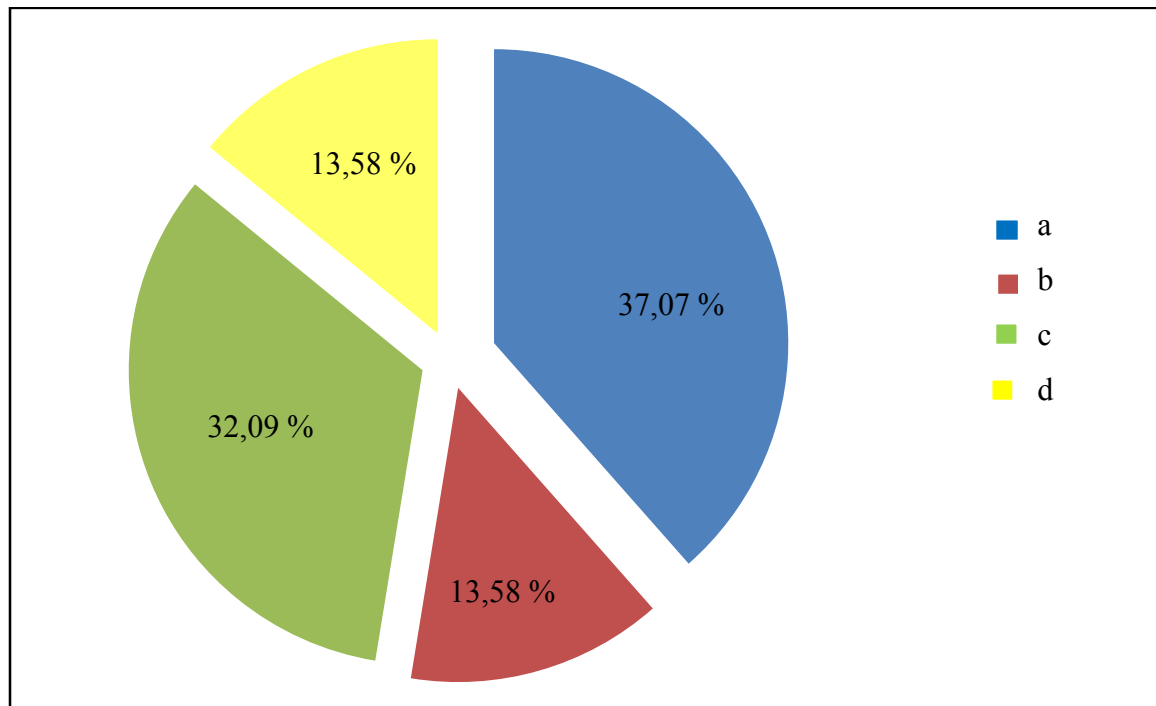
Pie-Chart 4.7: Frequency of pupils being invited to speak

The results as shown in the table above reveal that (37.03%) of the respondents claim that they are always encouraged to speak by their teachers. (32.09%) opted for 'often'; (13.58%) is the percentage obtained by the participants who opted for sometimes and 'rarely'. However, the rest of the students (03.70%) opted for 'never'.

Question Fourteen: The content of the text book and pupils' motivation and aims

Yes	No
55	26
67.90%	32.09%

Table 4.12: The course book and the aims of the learners

The aim of this evaluation attempted to canvass pupils' general views on the course book 'New Prospects'. There was a very clear statement that the text book meets with the pupils' approval: 55 pupils responded that the text book met their aims / objectives and 26 felt

it did not. Generally, we can say that the pupils do not consider the course book from a negative point of view since pupils like the content and activities suggested in the text book.

Question Fifteen: The course-book and real life situations

   45 pupils said 'often'. 26 'sometimes', 10 responded for 'never'. There was a very clear statement that the text book teach the learners the language that they can use in real situations.

Frequency	AF	RF
Often	45	55.55%
Sometimes	26	32.09%
Never	10	12.34%
Total	81	100%

Table 4.13: The course book and real life situations (From the pupil's point of view)

The results are represented in Pie-chart 4.8 below:
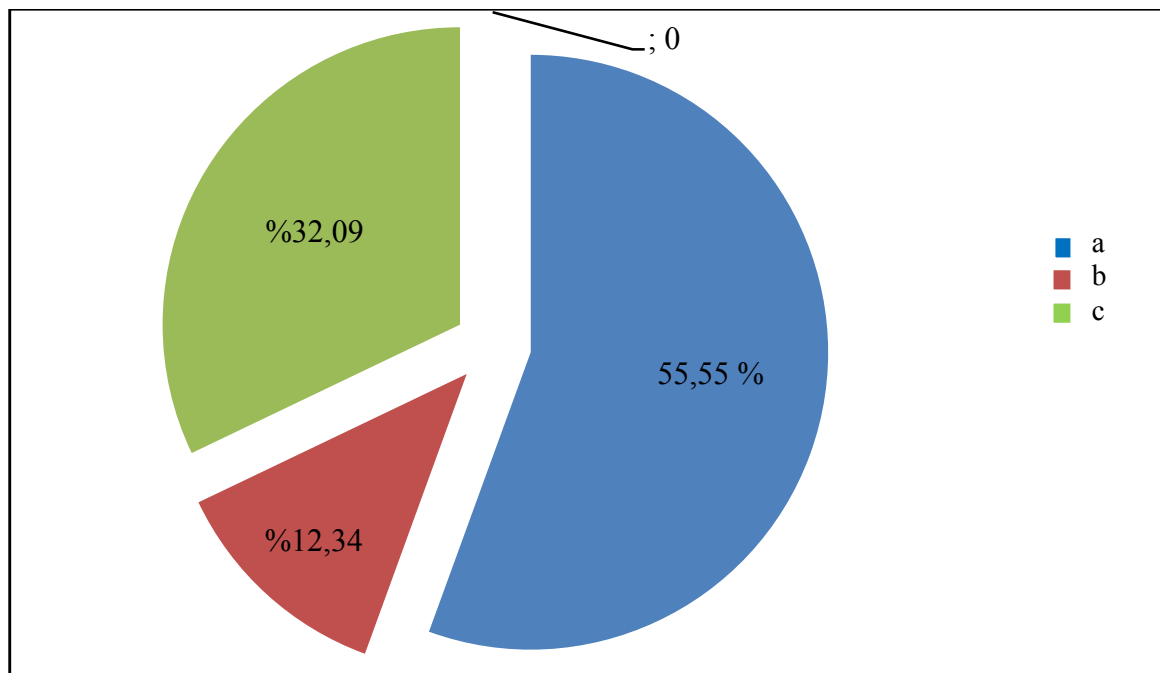
Pie-chart 4.8: The text book and real life situations

It can be said that a clear positive response on the basis of the respondents impressions which is overwhelming favorable in the area of language that can be used in real situations.

Question Sixteen: Teacher's Encouragement of Discussion

Discussion among pupils in the CBA environment is crucial since it helps pupils in building their understanding and knowledge by testing their hypotheses against other representations, and the teacher in CBA should encourage it. The results of this question indicated that many pupils are given such opportunity as it is represented in Bar-Graph 4.3.
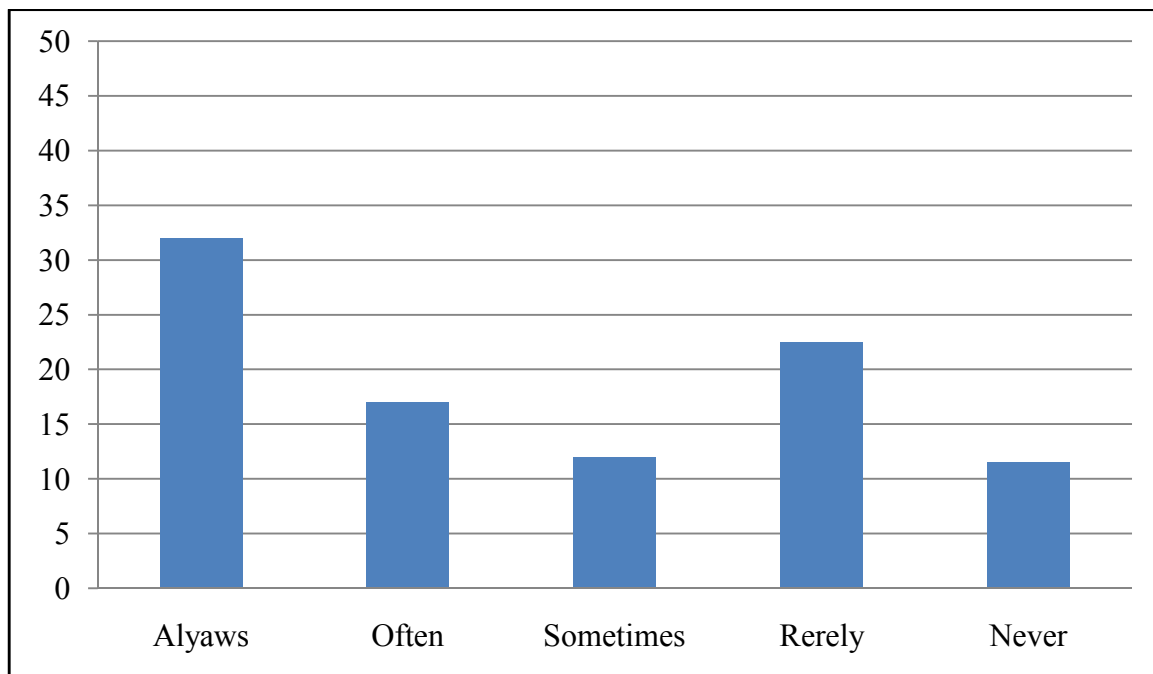
Bar-Graph 4.3: Teacher's Encouragement of Discussion

Question Seventeen: pupils' preferences of writing Techniques

Options	AF	RF
a- working individually	16	19.75%
b- working in pairs	15	18.51%

c- working in group	38	46.91%
a + b	05	06.17%
a + c	03	03.70%
b + c	04	04.93%
Total	81	100%

Table 4.14: Pupils' preferences of writing

The results of this question show that pupils generally prefer to work in groups (46.91%) working in groups seems to be beneficial to them, where as pair work does not attract them a lot (18.51%). Some pupils prefer to work individually (19.75%). Some pupils, however, opted for more than one choice indicating that their preferences vary according to some factors.

Some pupils further argue that group work teaches them how to respect different ideas and opinions and also how to ask and respond to more questions; they acknowledge the importance of group work in giving them the opportunity to discuss their ideas and their eers, and learn from each other.

Question Eighteen: Frequency of Group use

Options	AF	RF
Never	00	00%
Rarely	01	01.23%
Sometimes	50	61.72%
Often	20	24.69%
Always	10	12.34%
Total	81	100%

Table 4.15: Frenquency of Group work use

It is noted from table 4.15 that more than half of pupils in the sample maitain that their teachers sometimes set them to work in groups. The often respondents, however, opted for the other choices with varying percentages.

Therefore, it can be admitted that our teachers use group work in writing classes as a means of implementing tasks as required by CBA, and pupils clained that they are very motivated when working in groups (See questions 20).

In fact, no pupil said that their teachers never ask them to work in groups. This implies that most of teachers Encourage group work.

Question nineteen: pupils' Feeling when working cooperatively

Options	AF	RF
- Feel that you are satified with yourself	09	11.11%
- Take a positive attitude toward yourself	13	16.04%
- Feel that you are not good at all	06	07.40%
- Feel more confident	13	16.04%
a + b	28	34.56%
a + c	02	02.46%
a + e	01	01.23%
a + b + e	02	02.46%
Total	81	100%

Table 4.16 : Pupils' Feeling when working cooperatively

The results point out that confidence is highly raised in a great number of our pupils (34.56%). Others (16.04%) take a positive attitude towards themselves. In effect, working

together reveals pupils' that their level is not very far from that of their peers. This can encourage them one way or another. For sure all pupils make mistakes and sharing the same thing can make them feel less embarrassed. Only 11.11% of pupils say that they feel satisfied with themselves. Feeling of self-satisfaction indicates that these pupils contribute to the groups and are recognized by other peers.

Question Twenty: pupils' reaction to group work

Options	AF	RF
a- Very motivated	10	12.34%
b- Motivated	60	74.07%
c- Less Motivated	06	07.40%
d- Not motivated	05	06.17%
Total	81	100%

Table 4.17: pupils' reaction to group work

This item seeks to explore pupils reactions to group work, and the results show that the majority of the pupils (74.07%) are motivated to work with other peers. The others, however, react with more or less degrees of motivation: (12.34%) are very motivated, (07.40%) are less motivated, and only (06.17%) are not motivated at all. The conclusion that can be drawn from these results is that in CBA, pupils' attitudes towards group work are generally positive which motivates them to learn. However, it should be noted that the degree of motivation can be affected by the way the teacher proceeds with this technique.

Question Twenty one: Teacher's encouragement of project realization

To see whether the teacher encourages and helps the pupils in preparing projects this question was formulated. Surprisingly, the result showed that the teacher encourages his

pupils to prepare projects at the end of each unit. In CBA such a methodology is very beneficial as it was observed during classroom observation (see appendix c).

Question Twenty two: pupils' attitudes project work

Options	AF	RF
Yes	66	81.48%
No	15	18.51%
Total	81	100%

Table 4.18: Pupils' attitudes towards project work

The vast majority (66 pupils) opted for 'Yes' and they found that preparing a project work enables them to communicate with their peers, exchange ideas and opinions, besides, project work motivate pupils to do research using various sources like: the internet, libraries, drawings and technology devices.

Question Twenty three: Teachers' use of ICTs in the classroom

The bar-graph 4.4 below represents the results obtained while inquiring about pupils' views. Concerning the frequency of their teachers' use of ICTs since technology devices make pupils more motivated and willing to learn and take charge for their learning process.
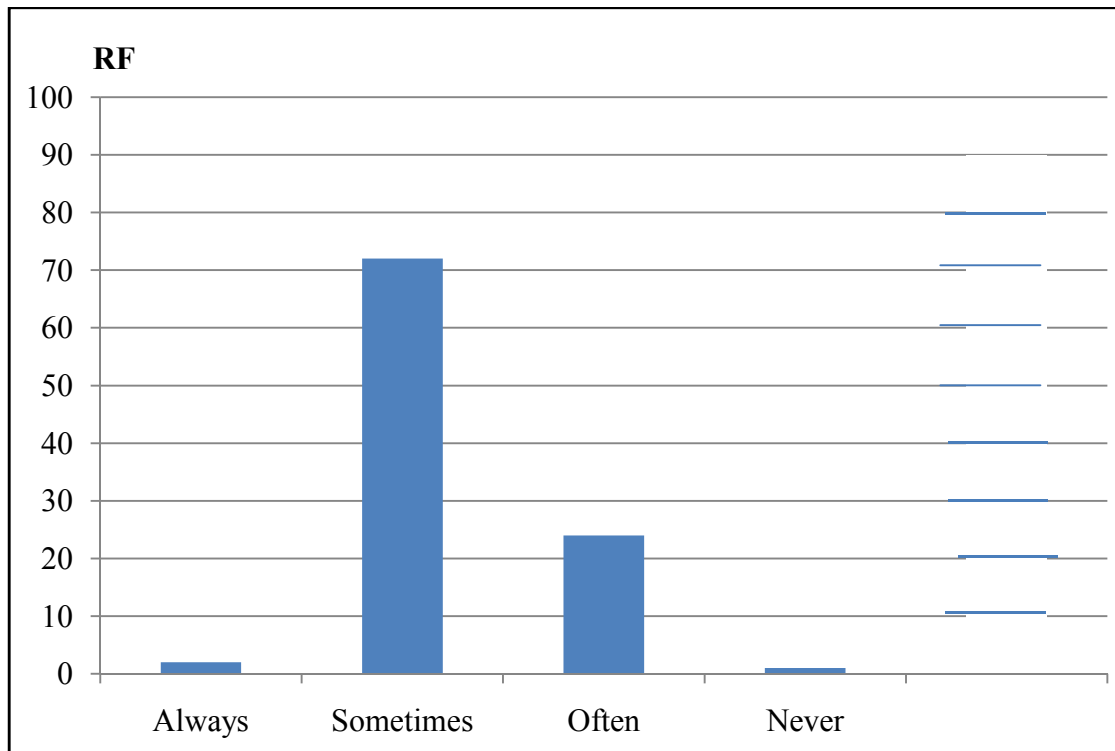
Bar-graph 4.4: Teachers' use of ICTs in the classroom

The results clearly showed that the great majority of pupils claim that their teachers sometimes use ICTs like computers, data projectors, Internet, videos, songs, and voice recording.

Question twenty four: pupils' reaction to ICTS

Options	AF	RF
a- Very motivated	60	74,07%
b- Motivated	15	18,51%
c- Not Motivated	06	07,40%
Total	81	100%

Table4.19: Pupils Reaction to technology devices

This last question seeks to explore pupils reactions to technology devices, and the results show that the vast majority of pupils (74,07%) are very motivated to learn with ICTS, the others, however, react with more or less degrees of motivation (see table 4.19 above).

Pupils replied that it is very useful to use such tools and it is one of the best strategies that create an enjoyable learning environment, they motivate them and provide a relaxing ambiance profitable for language learning.

4.3.2 Interpretation and Discussion of the Results

Moving from a tradition teacher-centered paradigm to competency-based learner-centered one is not an easy task: this shift requires pupils themselves to be at the first place responsible for their learning process. According to the obtained results, most pupils seem to hold positive attitudes towards the English language. They are also aware of its importance at personal, national and international levels. Pupils responses to the questionnaire show that they are motivated to learn English under the competency-based approach. Various pupils argue that their teachers' Method represents a source of their motivation. This right attitude in learning English lead pupils to deal with learning English in an interesting manner pupils' weakness in certain skills is due to a lack of self-learning at home. Within an approach (CBA) aiming at autonomy, it is by no means necessary to motivate and prepare pupils for self-learning at home (i.e, outside the classroom).

Pupils argue that they like their classroom atmosphere (see question 5), and they describe it as 'funny'. This indicates that most pupils feel relaxed during the learning process and this can raise their motivation.

All this indicates that some teachers can do so many things in order to create an interesting learning atmosphere inside the classroom. The statistics indicate that some teachers adopt more than one way to create a good learning environment in CBA depending on their knowledge as well as their pupils' needs and interests.

A teacher adopting the CBA is the one who accepts pupils' interests and needs and encourages their autonomy by giving them the opportunity to share their proposals, comments and extra work, the results showed that pupils' initiatives are welcomed in the classroom. Pupils claim that they participate because they are motivated to learn and they enjoy the

learning tasks and have an interest to learn more. However, some of them said that they participate because they are risk takers and enjoy their knowledge and raise their level.

More than half of third year pupils like the text book New Prospects is meets their approval and aims, they like the content and activities suggested in the course book. In CBA, working in groups is a prerequisite working with peers indicates that the results are significantly positive. The results have strongly demonstrated the positive effects of groups work on pupils' motivation, empathy, tolerance for differences, feeling of acceptance, self-confidence, and even school attendance[4]. It means that there is a significant proposition of pupils' motivation to learn the English language.

The use of ICTs tools in our EFL settings has become a reality that has imposed itself in force within CBA, it is a useful motivational strategy used by teachers adopting the CBA methodology. The results indicate that a considerable number of pupils (74,07%) declared that they like studying with technology devices. This implies that third year pupils hold a positive attitude towards TCTs and they are highly motivated and aware of the importance of these technology tools. As such, the results of this questionnaire confirm the researcher's hypotheses concerning the causative relations between the competency-based approach and pupils' motivation. It also confirms that secondary pupils show an interest in learning English under the CBA and they are motivated. The results also confirm that the motivational practices of the teachers contribute to arise pupils' motivation especially if teachers are aware of their pupils needs and interests as it was noticed in the pupils' answers of the questionnaire. The even correspond to the findings results of the literature review, which revealed that CBA is a good method for validating the achievement of basic skills and arising pupils' motivation and interests in learning foreign languages.

4.4. Questionnaire Addressed to Secondary Teachers

The second tool used in this study was a questionnaire administered to fifteen EFL secondary school teachers in randomly selected schools including the teachers from EL-Kerma school in the wilaya of Oran. The results gathered were analysed both qualitatively and quantitatively.

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[4] Woolfolk, A. E. (2001). *Educational psychology*. Boston: Allyn and Bacon.

4.4.1. Teachers' Responses and Results

All of fifteen teachers to whom the questionnaire was administered, have handed the questionnaire back. The total number of these teachers includes eight females and seven males with their age ranging between twenty-six and forty-six years. Their teaching experience varies between three years and twenty six years which mean that some of them were teaching before reforming the educational system, while others started their career after the introduction of the competency-based approach.

Question one: How long have you been teaching English?

This question aims of gothering data from different experiences and to explore various opinions.

Number of teachers AF	Teaching experience
01	27 years
03	20 years
02	18 years
02	15 years
03	13 years
01	11 years
02	09 years
01	03 years

Table 4.20: Teaching experience of EFL teachers
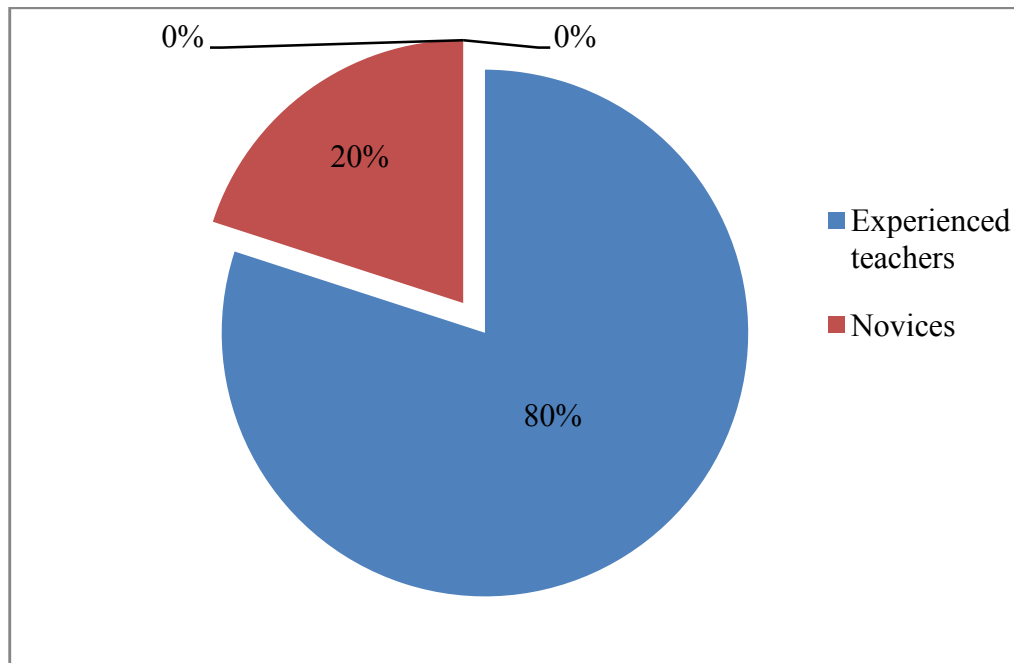
Pie-chart 4.9: Percentage of respondents' teaching experience

The above table and pie-chart show that the majority of the teachers, i.e. 12 out of 15 (80%) were experienced teachers. Their experience managed from 11 to 27 years. Only three teachers (20%) were novices. Indeede, the majority of the teachers are well trained to apply the reforms that have been introduced to the teaching of the English language in secondary schools.

Question two: How do you evaluate your pupils' level in English?

It has become a common belief in the educational field that the proficiency level of EFL pupils is weak. Thus, this question has been asked to seek information to this conviction among EFL teachers who are the eye witness in the field. Obviously, the majority of the teachers, i.e. ten out of fifteen, stated that the proficiency level of their pupils was weak. Besides, three teachers reported that it was average while only two teachers were satisfied with their pupils' level.
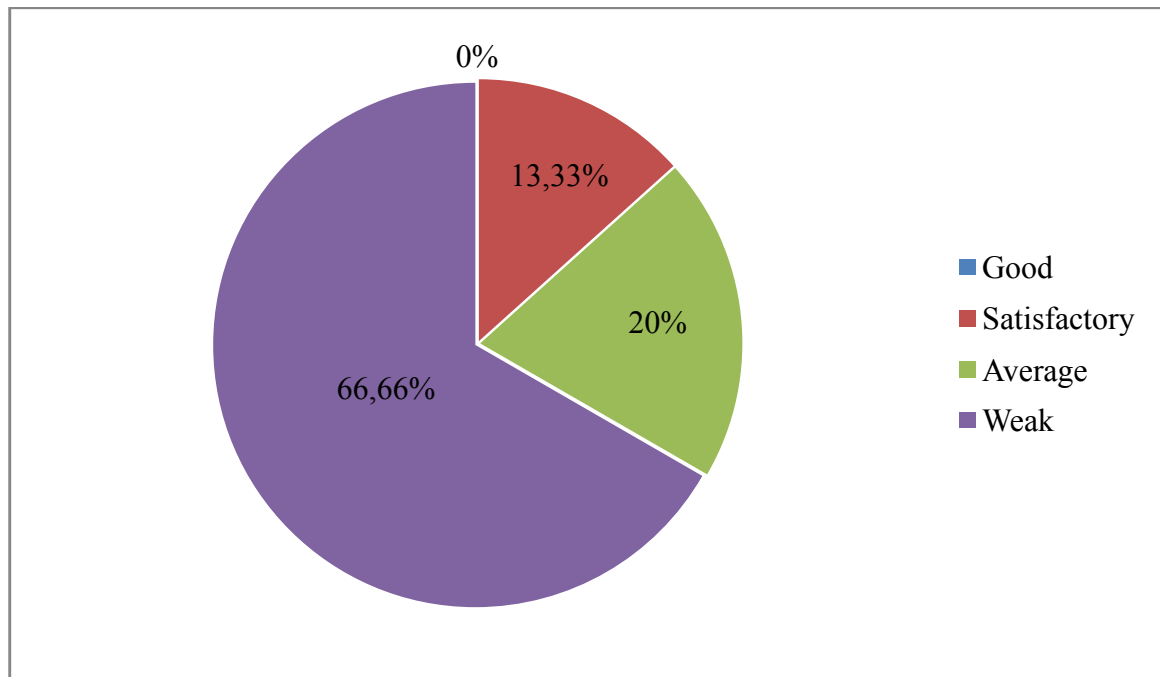
Pie-chart 4.10: Teachers' evaluation of pupils' English proficiency level

Eventually, none of the teachers regarded the pupils' level as good.

Question three: According to you, what is the objective of teaching english to third year classes?

This question was intended to tape information about the objectives behind teaching English to 3AS learners according to the majority of teachers' perspectives. According to the obtained results, six (06) teachers ; that is (40%) considered that the English language teaching should be targeted towards improving their pupils' proficiency level, three (03) respondents believed that having to some extent a good command of the target language is the real objective characterizing their teaching, while three (03) stated that the objective is preparing pupils to the Baccalaureate exam. Fortunately, three (03) others considered that teaching English should be targeted towards preparing pupils to become autonomous learners and acquire essential competencies to cope with real life situations, as required by CBA principles. Thus, one can conclude that while (03+06) of the informants have long term objectives for teaching the English language, astonishingly, nearly three teachers added that they are aware of the need to prepare autonomous motivated pupils.

Question four: How do you find the syllabus of English?

Question 4 is designed to have teachers' perceptions about the syllabus of the English language. In fact, they gave different answers which included different opinions. In this regard, 46,66% of the participants think that the syllabus of English is hard for pupils, 33,33% view that it is interesting, and only 20% see it suitable. This result may lead us to think over about the types of texts, activities, and language points that this syllabus consists of.

Moreover, we can say that a higher level of difficulty may not help pupils reach higher standards and their competencies should be taken into consideration in order to step up their learning abilities.
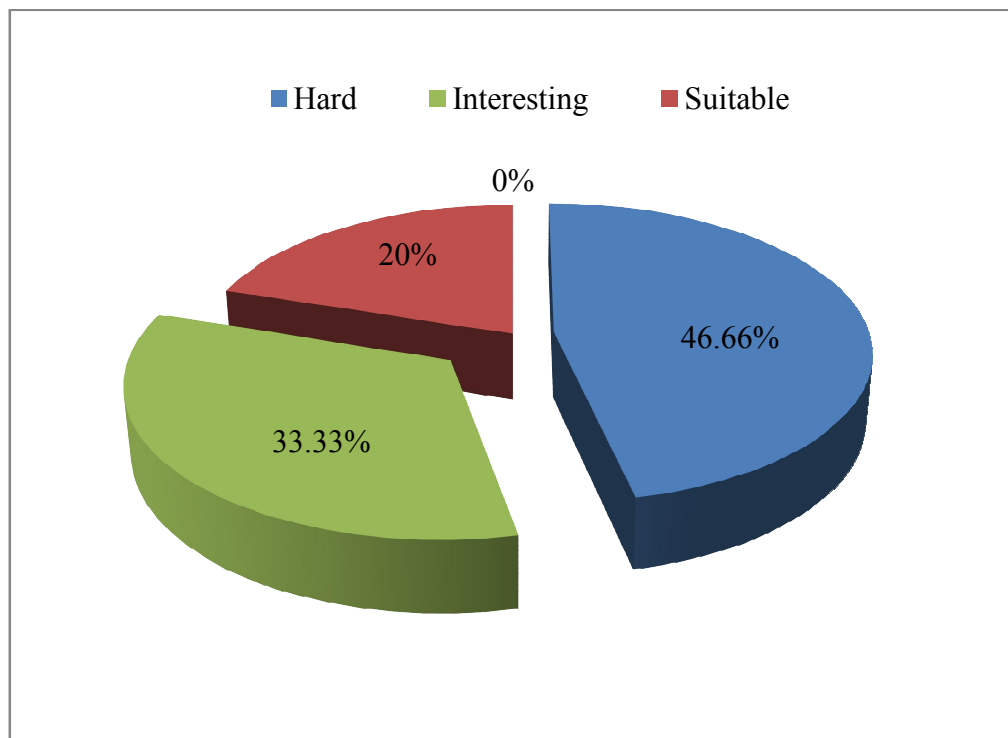
Pie-chart 4.11: Teachers' perception of the syllabus of English

Question five: Do your pupils like English?

As learners' motivation is an essential element to any successful learning, teachers need to know whether their pupils like the subject or not. Some of the teachers are sure that their pupils like English while some others think that their learners like the English language to some extent and one of them confess that his pupils dislike it. Some of teachers argued their answers by the fact that their pupils lack the required vocabulary to their learning while others

think that there are many reasons that make the learning of English complicated such as the teaching approach and the classroom material. Some other teachers pointed that their pupils do not give importance to some language skills whereas they are interested in other skills. These results may explain the attitudes of our pupils towards the English language. Therefore, one of the teachers' tasks is to facilitate their teaching methods in order to motivate their pupils and make them interested in the English language learning. In other words, teachers should be autonomous and self confident in presenting their courses.

Question six: What do you think teaching is?

Tightly related to the next one, this question attempted to discover how secondary school teachers of English conceptualise teaching. Asking this question appears relevant to this work since teachers' roles cannot be underestimated in the learning process and a teacher's understanding of the nature of teaching will influence his practices inside the classroom. As it is exposed in the Bar-graph 4.5 nine of the informants (09 teachers) possess a traditional knowledge-transmission view of teaching based on behaviourist and information processing theories. By contrast, six teachers (see bar-graph 4.5) hold a view of teaching that is informed by competency-based approach assumptions.
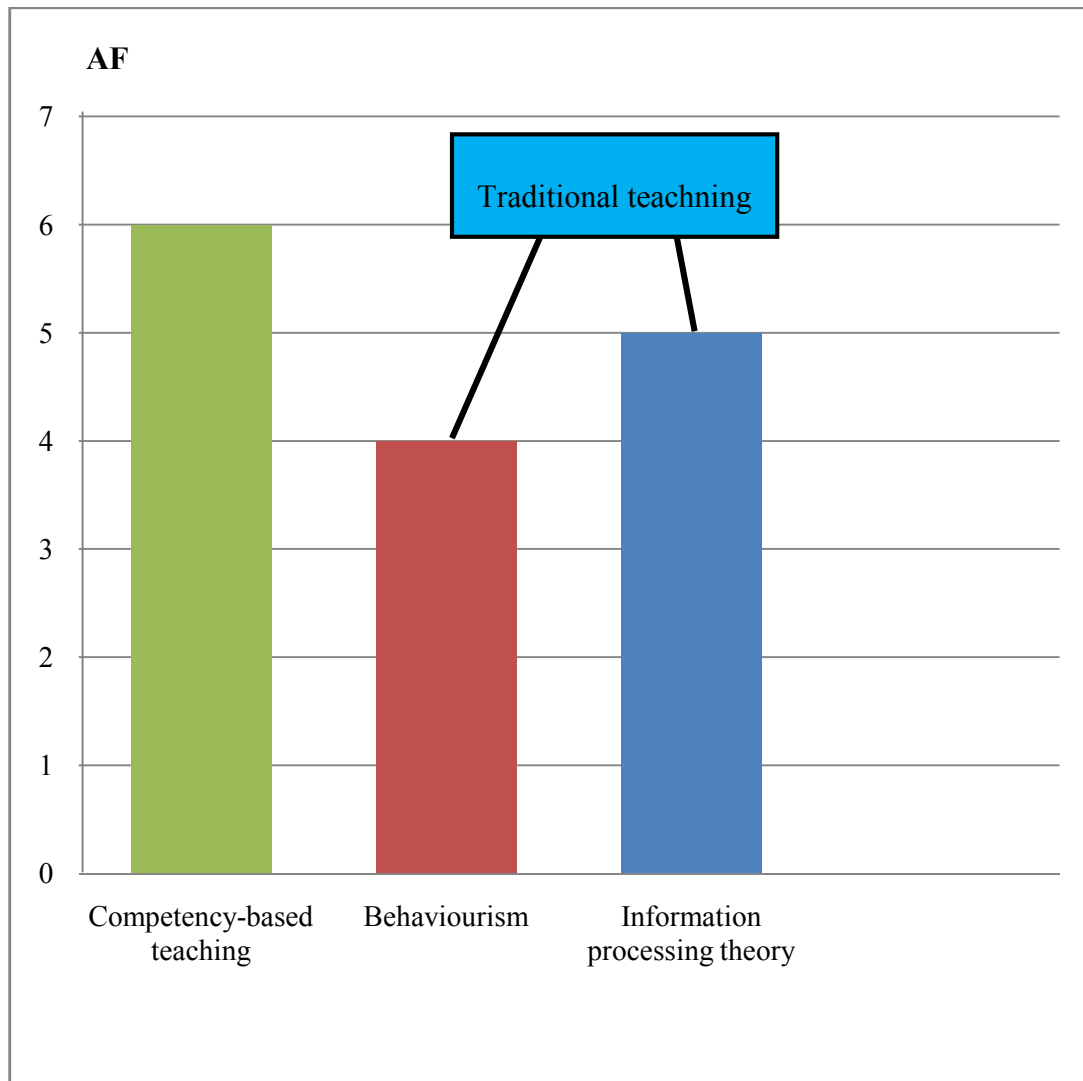
Bar-graph 4.5: Teachers' perceptions of teaching

Question seven: What do you think learning is?

For the sake of obtaining information on teachers' conceptualisations of the nature of learning and if it is in harmony with CBA as a learning approach, teachers were asked to choose their own definition of learning among a list containing three choices. The results showed that (nine teachers) hold either a behaviourist definition of learning (six teachers) or a definition inspired by information processing theory of learning (three teachers). The third definition which takes a CBA position was chosen only by six teachers.

Question eight: Do you feel that your pupils are motivated to learn English?

Options	AF	RF
Yes	07	46,66%
No	08	53,33%
Total	15	100%

Table 4.21: Teachers' perception of pupils' motivation

As the table indicates, nearly half of the teachers (53,33%) say that their pupils are not motivated to learn and write in the English language. This can be due to many factors, of which the most important are lack of interest in the topics themselves, and fear of committing grammatical mistakes. As most researchers found (cf. chapter two), motivation is extremely necessary for pupils in order to carry out their tasks, thus teachers should find their ways to motivate pupils. However, seven teachers (46,66%) state that their pupils show an interest in learning English. The following question would give us a clean image of teachers' perception of their roles so far as this component of learning is concerned.

Question nine: Do you think that it is the teacher's job to motivate pupils?

Options	AF	RF
Yes	13	86,66%
No	02	13,33%
Total	15	100%

Table 4.22: Teachers' beliefs about the task of motivating pupils
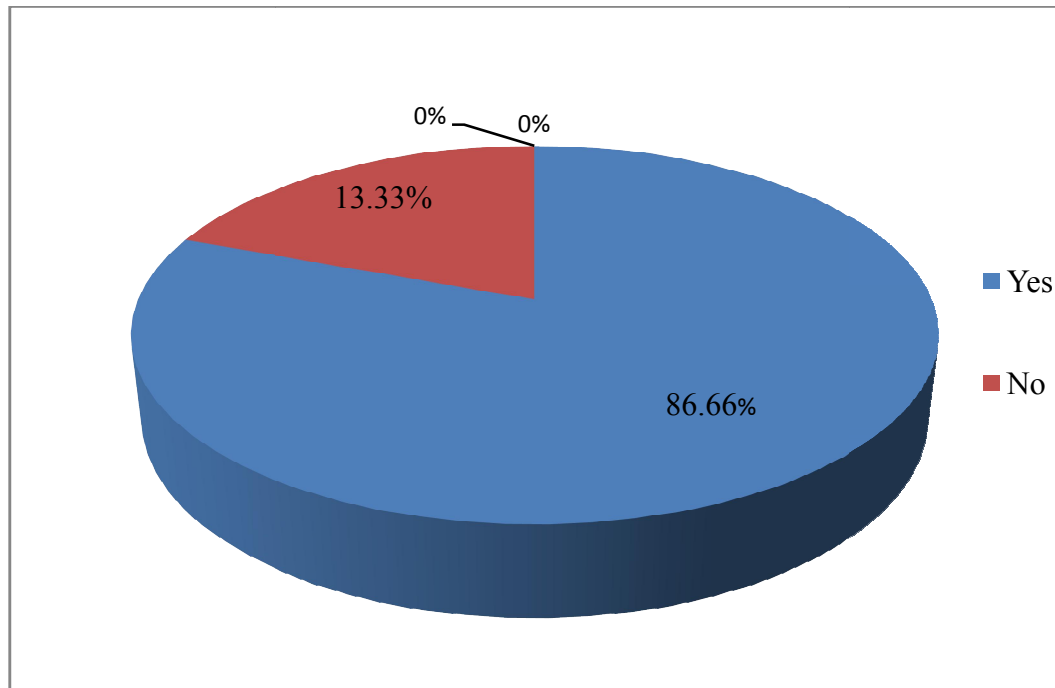
Pie-chart 4.12: Teachers' beliefs about the task of motivating pupils

All teachers (except two) state that it is their job to motivate pupils. This implies that our teachers are aware of the great role motivation plays in successful language learning and that beside giving knowledge, teaching should be seen as considering both the linguistic and the psychological side of the learner.

Question ten: Whatever your answer is, please explain

The thirteen teachers (86,66%) who said that it is their job to motivate pupils gave various ways of raising pupils' motivation.

In the first place, topics should be interesting in the sense that they should match pupils' needs. Moreover, creating a good learning atmosphere can be of major benefit to the pupils. Thus, they would feel comfortable with learning and be encouraged to write or speak even if their English is not that good. Some of the teachers refered to the competency-based approach as an effective method to raise pupils' motivation, they claimed that its principles are very beneficial if teachers receive adequate training programmes. One teacher is convinced that group work, project work, and the use of Technology in the classroom contribute to creating a

good learning atmosphere. Another one stated that teachers should encourage CBA activities like creative activities, debates, role playing, and collaborative group work.

The only two teachers who answered that it is not the teacher's job to motivate pupils argue that there are many factors that interfere in determining the pupils' motivation, and the teacher would not be able to fight these external factors. Another argument is that pupils' intrinsic motivation can be undermined if the teacher tries to motivate them, and that is in the form of extrinsic motivation.

Question eleven: Do you try to build self-esteem in your pupils?

Options	AF	RF
Yes	14	93,33%
No	01	06,66%
Total	15	100%

Table 4.23: Rate of building self-esteem in pupils

This question considers self-esteem and the rate of trying to build it in pupils. The results clearly show that all teachers (except one) see the image that pupils form about themselves as extremely important. Hence, they try to help them improve their self-concept for the sake of being successful in language learning.

The teacher who answers by 'No' seems to be completely convinced by the belief that teachers alone cannot change so many things in pupils and especialy on the psychological side which, according to her, is a matter of a number of factors put together. Indeed, high self-esteem is due to many elements including parental support and encouragement[5]. Nevertheless, we cannot shut an eye on the teacher's role in enhancing pupils' self-esteem.

Question twelve: Do you tend to establish a motivating atmosphere inside the classroom?

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[5] Fontana. D. (1995). Psychology for teachers. McMillan Press LTD (in association with the BPS).

Options	AF	RF
a	12	80%
b	03	20%
c	00	00%
d	00	00%
Total	15	100%

Table 4.24: Attempting to establish a motivating atmosphere
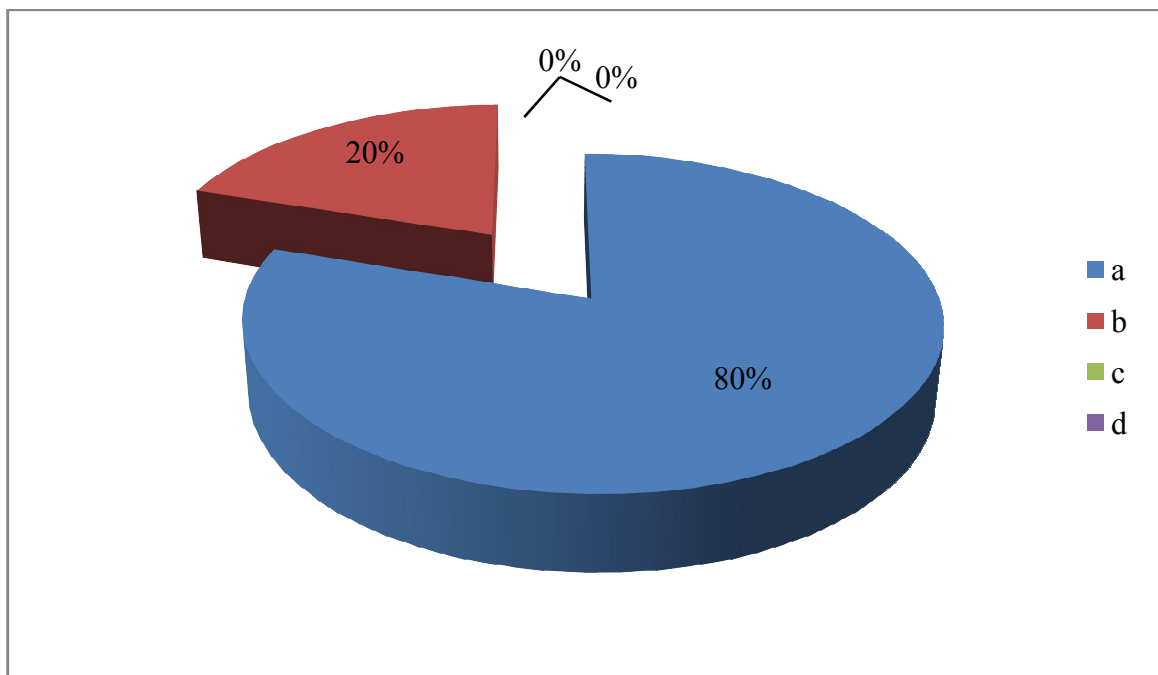
Pie-chart 4.13: Attempting to establish a motivating atmosphere

The table reveals that all most teachers (80%) affirm that they attempt to create a good motivating atmosphere in their classes, so that, those learners will have a relaxed environment for learning, this can be considered as a positive factor to develop pupils' oral and written proficiency. On the other hand, just three teachers opted for 'sometimes'.

The majority of teachers argue that they tend to establish good rapport with their pupils and get pupils to feel comfortable talking with one another. This clearly indicates that they think of the learning atmosphere as the relationship between them and their pupils and also they support encouraging pupils to talk to each other in order to feel comfortable during the learning process.

Question thirteen: According to you what is the competency-based approach?

As it was previously mentioned, the current Algerian educational system is grounded on the competenecy-based approach so this question aimed to elicit data on teachers' understanding of it. The result showed that some teachers (nearly the half) provided different definitions of CBA. Two teachers stated that CBA is inspired by constructivism and that learners cognitively construct their knowledge. One teacher reported that CBA is the help that teachers provide to their pupils in order to make them autonomous and motivated. Other two teachers stated that CBA seeks to establish competences in pupils so as they can put in practice what has been acquired in school, in other extra school settings. Another female teacher reported that in CBA, teachers place learners in front of problems to reflect on, instead of requiring them to regurgitate information presented by the teacher. One male teacher stated that CBA encourages pupils to work collaboratively in groups by doing creative activities and preparing project works. He also referred to the importance of using ICTs inside the classroom.

Suprisingly, four informants left the place where the question was supposed to be answered blank.

Question fourteen: Did you receive training or education on CBA?

Since the current educational system is grounded on CBA, it was necessary to ask the informants if they received education on such a methodology and its practical implications for teaching. The results revealed that ten (10) teachers were educated on CBA. Five (05) informants said 'No'. Their answers are displayed in Bar-graph 4.6 below:
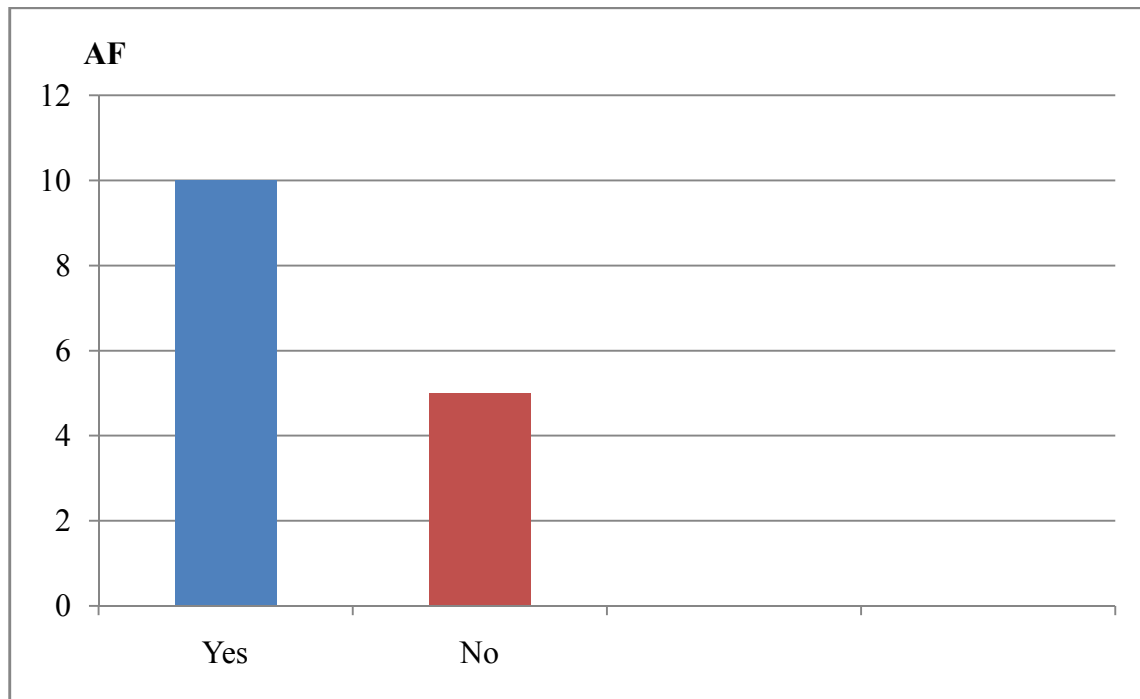
Bar-graph 4.6: Teachers' education on CBA

Question fifteen: What are the main CBA principles you have been educated on?

The ain of this question was to elicit information on CBA principles that are emphasised in preparing teachers for their job. Six (06) teachers reported that they have been educated on Project-Based methodology, collaborative group work, problem solving methods, task-based approach, the use of ICTs and learner-centered approach techniques. Four (04) informants stated that they were under in-service training for about one year about CBA and its principles, among them, they refered to group work, creative activities pupils' assessement of their learning, pupils' autonomy and motivational strategies. Five (05) informants left the dotted lives blank.

Question sixteen: Which one (s) among this principles you rely on in your classroom ?

The purpose of this question was to explore the extent to which secondary school teachers can bridge theory and practice through applying some CBA principles in their classrooms. The ten teachers who received education on CBA reported different answers but many answers were alike. The teachers reported that they rely on group work, project works, problem solving, peer interaction and the use of technology devices in the classroom like data projectors, computers and voice recordings. However, the informants added that the Algerian EFL classroom does not provide a supportive climate for collaborative activities due to the

large numbers of pupils in each classroom and the lack of space for such practices, and that they do their atmost to apply those principles despite of all obstacles.

Question seventeen: do you think that your teaching method helps in raising pupils' motivation?

Options	AF	RF
a	14	93,33%
b	01	06,66%
Total	15	100%

Table 4.25: The teachers' method and its impact on pupils' motivation
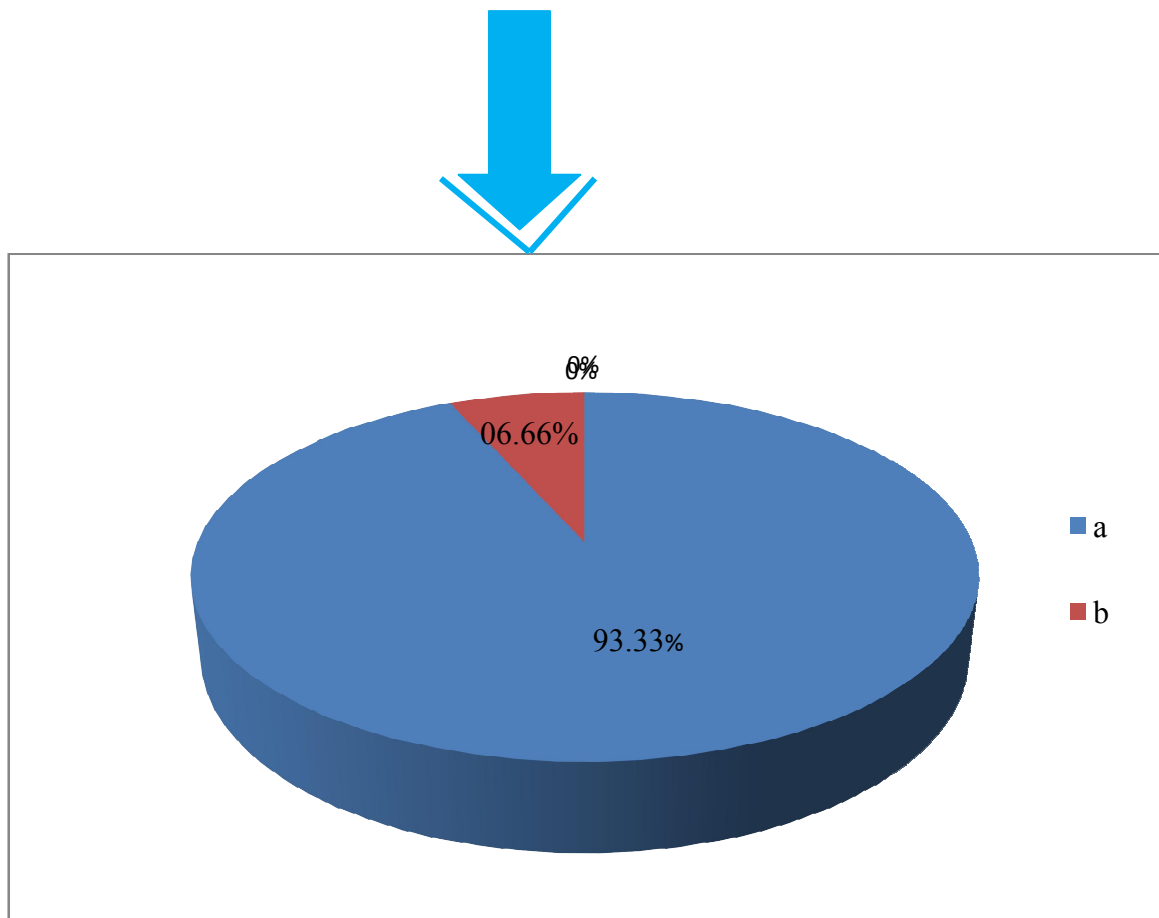
Pie-chart 4.14: The teachers' method and its impact on pupils' motivation

All the questioned teachers (except one) affirmed that their teaching method plays a role in promoting their pupils' motivation to learn, that is, teachers are aware of this affective factor and that they are trying to keep it raised.

Question eighteen: Do all your pupils show interest in your class?

Options	AF	RF
a	10	66,66%
b	05	33,33%
Total	15	100%

Table 4.26: The pupils' interest in the class
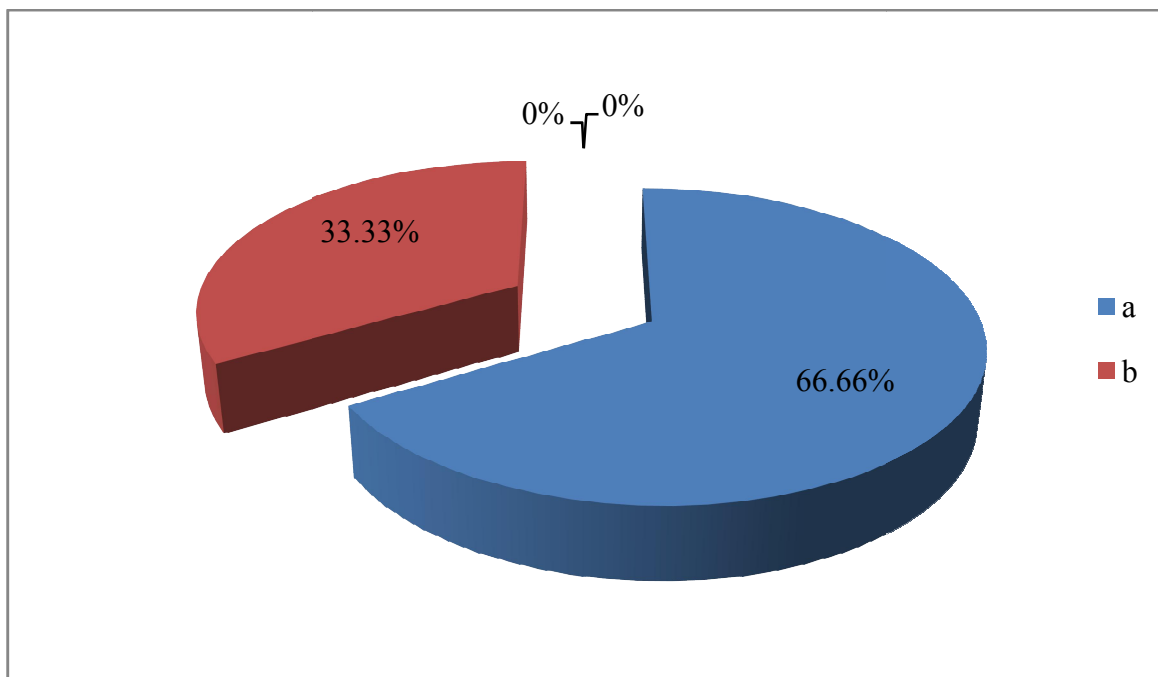
Pie-chart 4.15: The pupils' interest in the class

(66,66%) of the questioned teachers are of the same opinion that, pupils show interest in their classes ; However, five teachers claim that they are not.

Question nineteen: How often do you have your pupils work in groups?

Options	AF	RF
Never	00	00%
Rarely	01	06,66%
Sometimes	07	46,66%
Often	03	20%
Always	04	26,66%
Total	15	100%

Table 4.27: Frequency of group work in writing classes

Group work is a technique that teachers can use in class in order to carry out a writing activity. The analysis of the results shows that four (04) teachers are consistetin their use of group work. The other teachers, however, use it from time to time in the sense that : 06,66% of teachers rarely use it, 02% often use it, and a good part of our teachers (46,66%) sometimes use it. This indicates that in the first place, they are aware of it and second, they have the readiness to use it and may be they have certain knowledge about it.

In fact, group work has to be carefully planned and smartly used in order to get good results.

Question twenty: How do pupils react to cooperative learning?

Options	AF	RF
a-Very motivated	04	26,66%
b-Motivated	10	66,66%

c- Little motivated	01	06,66%
d- Not motivated	00	00%
Total	15	100%

Table 4.28: Pupils' reaction to the use of group work

Almost all teachers (66,66%) opted for the second choice. That is to say, they recognise their pupils as motivated when set to work in groups cooperatively. Accordingly, the motivational effect of CLL is acknowledged by our teachers despite the fact that their perception of the notion of motivation and its signs may differ from one respondent to another. (26,66%) of the respondents reported that their pupils are very motivated when working in groups.

In addition to motivation, we equally aim at investigating CLL effects on pupils' participation in writing, and that is in the question that follows.

Question twenty one: Does cooperative learning enhance pupils' participation in writing?
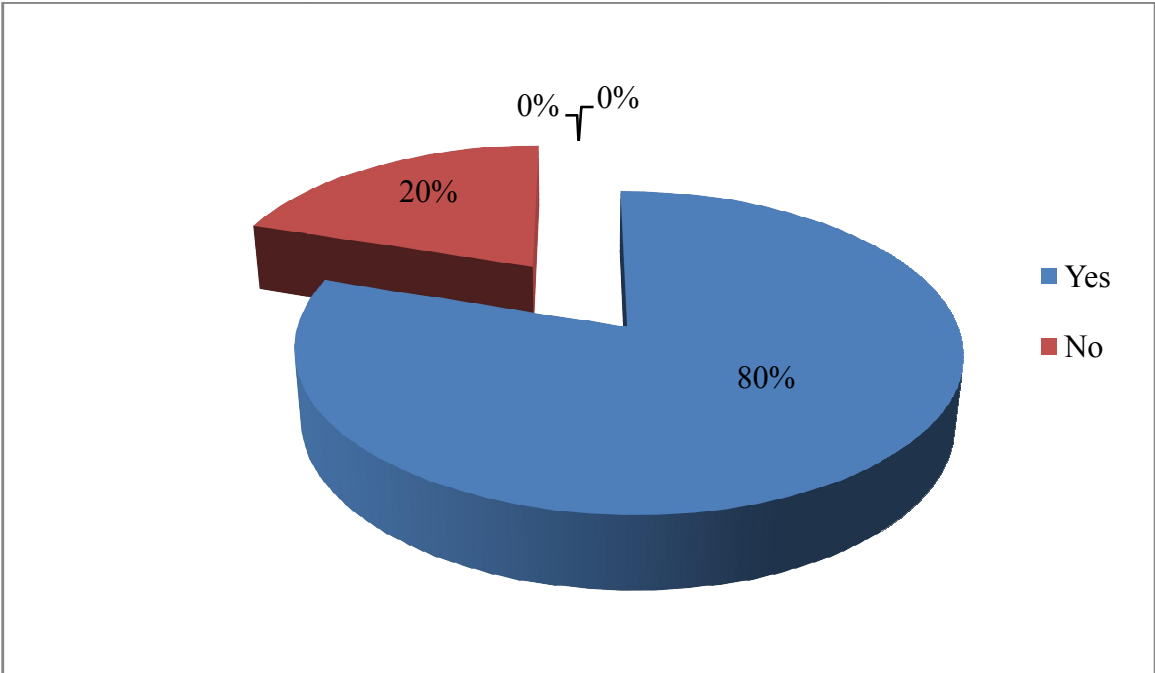
Pie-chart 4.16: Role of CLL in enhancing pupils' participation in writing

The majotity of teachers (80%) say that CLL enhancestheir pupils' participation in writing. Their recognition of the effectiveness of CLL differs from one teacher to another. As for the rest of teachers (20%) they deny any benefit from CLL in making pupils' particpation enhanced. This can be due to its misuse, and the lack of knowledge about CBA principles. The twelve teachers who claimed that CLL has some advantages, provided a variety of answers. To begin with, three teachers claim that CLL has very positive effects on pupils' self-confidence. The latter is raised and strengthenedas pupils have more opportunities to show what they know because they would feel less embarrassed than when they work individually. In other words, they feel at easesince everyone in the group shares the responsibility of the answers provided. In the same vein, other four teachers report that sharing knowledge with other group mates generats a feeling of comfort in pupils who would further enjoy the writing activity. It is further claimed by three other teachers that CLL enables some shy pupils to express themselves because working under such conditions creates a kind of challenge to them.

The seconde category of answers is provided by two teachers. One raises the issue of competition stating that grouping pupils together makes them feel that they are enduring a competition with other groups rather than implementing a writing task. The other teacher clarifies her view maintaining that when pupils work with other peers, they can be advised by one another, thus, keep in contact with what is going on in the group.

Question twenty two: Is the course book learner-centered as it claims, i.e., does is it encourage pupils to learn by interaction and cooperation?

As the teachers claimed, to encourage the pupils to learn by interaction and cooperations, the course book should cover a variety of interesting and useful learning activities such as information-gap tasks, role plays, pair, group and whole class activities. Concerning this point, two opposing views were noticed : eleven teachers said 'yes'. However, four teachers answered by 'no'.

Question twenty three: Does the text book teach your pupils the language they use in real situation?

As the teachers claimed, to teach the pupils the language they use in real situation can be achieved through the use of authentic materials such as : to expose them to the language of

the real world, and help them aquire an effective learning in the target language. The advantage of using authentic materials in the classroom is highly beneficial to the learning process and to the pupil him/herself who feels that he or she is learning the 'real' language as it is used by the community which speaks it.

Most of the teachers (11) said 'sometimes' and (04) said 'often'. According to the teachers, the language functions required to fulfill daily activities. For example, introduce the pupils to the following functions :

- Express their opinion, obligation, causes ;
- Express agreement and disagreement ;
- Describe a place, a person ;
- Express likes, dislikes, and preferences ;
- Ask for and give direction ;
- Advertising ;
- Express condition and result ;
- Narrate, … etc ;
- Making hypotheses ;

Question twenty four: Do you rely on project work?

Secondary school teachers in Algeria are supposed to apply the CBA through project-based methodology. In fact, this question aimed to know if project-work is used in the EFL classroom. The results (see bar-graph 4.7) showed that project methodology is followed by the majority of the informants (eleven teachers). These teachers argued that their pupils work collaboratively to prepare project works and they sometimes do a good job and they sometimes bring something which reflect their personal efforts. However, (four teachers) reported that they deliberately avoid project works referring to the phenomenon of ready-made project on the net whereby pupils can access an infinite number of prepared works without the less of effort. Further more, some teachers believe that the project-work is time consuming and pupils cannot prepare it for each unit in different subject matters.
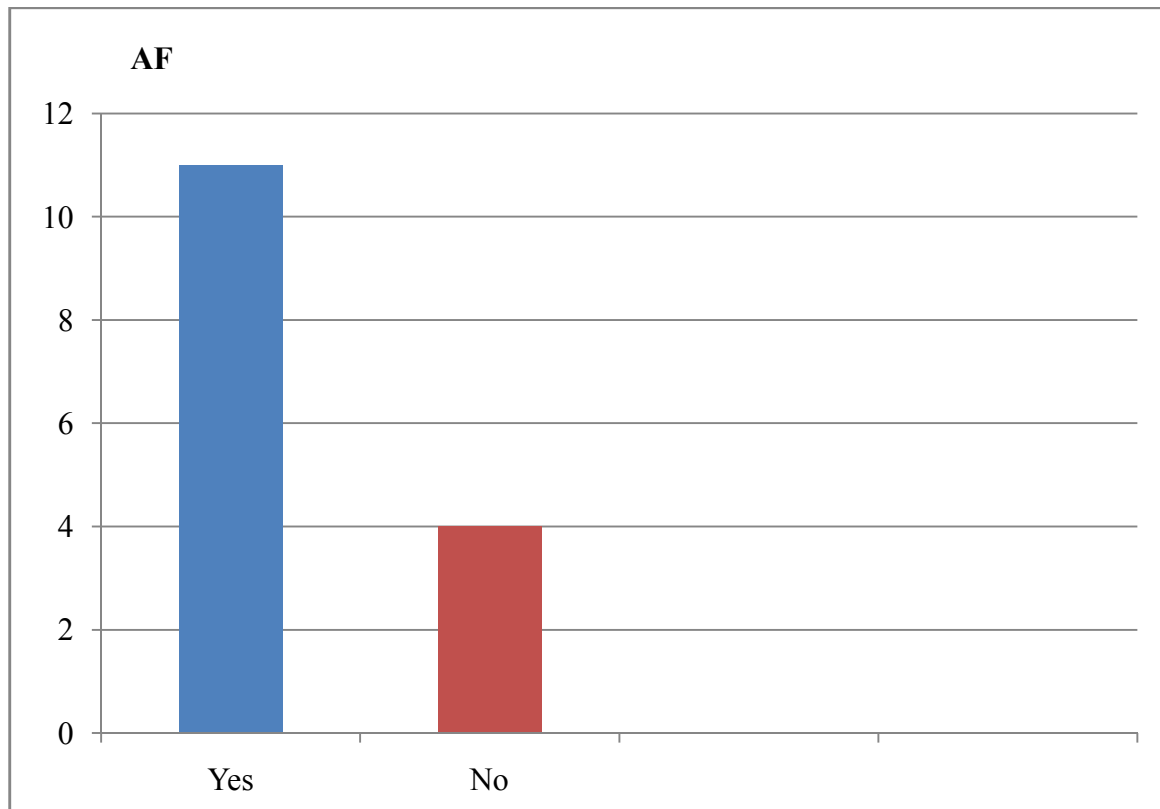
Bar-graph 4.7: Teachers' reliance on project-work

Question twenty five: How do your pupils react when working projects?

Options	AF	RF
a-Very motivated	03	20%
b-Motivated	11	73,33%
c-Less motivated	01	06,66%
d-Not motivated	00	00%
Total	15	100%

Table 4.29: Pupils' reaction to project-works

The vast majority of teachers (73,33%) opted for the second choice. That is to say, they recognise their pupils as motivated when preparing projects especially when working with their peers. Accordingly, the motivational effect of PBL is acknowledged by our teachers. (20%) of the respondents reported that their pupils are very motivated when working on projects.

Question twenty six: Do you use ICTs in your classroom?

The purpose of this question was to know if teachers use ICTs in their classrooms and to what extent they are aware of its advantages. Indeed, the results showed that nine teachers make use of technology in their teaching, whereas all other informants (see table 4.30) rarely use it or they do not use it completely. Teachers who do not integrate ICTs in their teaching exposed a number of reasons behind their behaviour. The most common reason was that ICTs are not available in their schools, and even they are available, they are used by teachers of science and physics only.

Options	AF
Yes	09
No	06
Total	15

Table 4.30: Teachers' use of ICTs

The teachers who opted for 'Yes', further reported that ICTs have positive impact on pupils' learning including:

- Increased motivation and engagement to stay on-task ; behave better and produce higher quality output ;

- Produce higher quality work ;

- Do things they cannot do using traditional methods and resources ;

Question twenty seven:

   The nine teachers in question stated in the prior question are using visuals as technique to motivate their pupils in teaching English. Some of them use voice recordings, power point slides, and the internet. The rest of teachers of the population of study use different techniques such as gestures, mimes, facial expression to motivate their pupils. This data implies that English teachers are using different techniques to motivate their pupils but in fact using technology is the best technique to motivate pupils because it is different, and our pupils like it.

Question twenty eight: Please indicate your reaction to each of the following statements (see appendix B)

Scale		SD	D	N	A	SA	Total
Affect	N°	0	1	5	25	14	45
	%	00	02,22	11,11	55,55	31,11	100%
Cognitive	N°	01	23	18	35	13	90
	%	01,11	25,55	20,00	38,88	14,44	100%
Behaviour	N°	0	02	10	35	13	60
	%	00	03,33	16,66	58,33	21,66	100%
Advantages	N°	0	01	11	37	11	60
	%	00	01,66	18,33	61,66	18,33	100%
Compatibility	N°	1	12	15	16	01	45
	%	02,22	26,66	33,33	35,55	02,22	100%
Mean Percent (%)		00,66	11,88	19,88	49,99	17,55	100%

(SD: strongly disagree; D: disagree; N: neutral; A: agree; SA: strongly agree)

Table 4.31: Teachers' Attitude toward using ICT in teaching English

From the above table, it is demonstrated that teachers overall attitudes towad ICTs were positive. The majority of the respondents had positive (55,55%) or highly positive (31,11%) affect toward computers (statement 1-3). These respondents reported that they considered using electronic devices enjoyable, felt comfortable about them, and liked to use them in teaching. Within the cognitive domain, (statement 4-9), most of the respondents agreed (38,88%) and strongly agreed (14,44%) that electronic devices save time and effort, motivate pupils to do more study, enhance pupils learning, are fast and efficient means of getting information, are worth the time spent on learning them, are needed in the classroom, and generally do more good than harm. In the behavioural domain, (statement 10-13), the half of the respondents expressed positive (58,33%) or highly positive (21,66%) behavioural intentions in terms of learning about them, and using them in the near future. Whereas, the remaining half of the respondents are disagree (03,33%) or neutral (16,66%). In addition, participants were asked to respond statements dealing with their perceptions about the relative advantage of electronic devices (statement 14-17), their compatibility with teachers current practices (statement 18-20). Teachers' responses were most positive about the relative advantage of electronic devices as an educational tool. Less positive were teachers perceptions of the compatibility of electronic devices with their current practices (D=26,66%)

While the majority of respondents indicated that using electronic devices is appropriate for many language learning activities, most of them were uncertain about class time is too limited for electronic devices use.

Question Twenty Nine: Will you please add any other comments you consider important for this issue?

Since the emphasis is put on the learner as the central figure by CBA specialists, teachers were asked to express their propositions and suggestions about arising pupils' motivation in the CBA in the Algerian EFL classroom. Broadly speaking, secondary school teachers propose that much effort should be devoted to:

- Prepare teachers on CBA and how to put it into practice.
- Since motivation and autonomy are strongly related, the latter one should be promoted as well as, self-reliance by teaching the pupil how to learn independently.

- Stop top-down decisions made by political and educational authorities and move to bottom-up models by engaging teachers and learners to decide on the syllabuses, curricula, and textbooks.

- Give teachers and pupils the chance to work freely without being inhibited by administrative and institutional norms and authoritative values.

- Equip the school and the classroom by sophisticated and necessary materials and language laboratories.

- Reduce the number of pupils in the classroom to foster collaborative group-work.

- Teachers should respect pupils' needs and interests.

- Teachers should integrate motivational techniques to the CBA in the classroom.

4.4.2 Interpretation and Discussion of the Results

Twelve years, after the educational reform witnessed by Algeria ; teachers are struggling and doing their utmost to cope with these changements and to apply the competency-based approach in the classroom in order to help learners to be autonomous and thus, motivated to learn foreign languages including the English language. This situation was clearly reflected in teachers' responses to the questionnaire.

Indeed, the study revealed divergent beliefs among the respondents concerning the different issues raised in this research. Yet, it reflected that these teachers, experienced as well as novices, are highly aware about the significant role of motivation in the EFL classroom. Most of the teachers are convinced that the comptency-based approach has positive impacts on pupils affective side and motivation. Most of the teachers consider themselves reponsible for motivating pupils one way or another. They also acknowledge their role in affecting some motivational elements such as self-esteem and anxiety.

The findings have also confirmed that part of the responsibility of the investigated issue falls on the teacher's methodology. Most of the teachers affirmed that CBA plays a role in promoting their pupils' motivation to learn. Teachers are aware of this affective factors and they are trying to keep it raised.

A large number of responses were quite positive ; that is, these answers are in the direction of our hypothesis. The results show that, a large number of teachers affirm that, the teacher's role is not restricted only to providing input, that is explaining lessons, but the teacher is a guide i.e. he helps pupils to decipher their capacities to communicate freely by providing a motivating atmosphere which paves the way for pupils to practise the language appropriately, since most of teachers claim that they are often attempting to create a motivating environment, hence ; this reveals the reality the pupils are enjoying the learning process, which gives them a good chance to achieve better results ; especially, that almost all the teachers affirm that their CBA methodology helps in raising pupils' interest and motivation, and they believe so, because most pupils participate in the classroom and they show interest to know more, other teachers say that they are always trying to make an intimate relationship with pupils, hence, they attempt to choose motivating activities, which are related to pupils' needs and interests.

The questioned teachers' evaluation of pupils' reaction to group work was clearly positive since all teachers claim that cooperative learning has very positive effects on pupils' motivation. The latter is raised and strengthened as pupils have more opportunities to show what they know because they would feel less embarrassed and every one in the group shares the responsibility of the answers provided and all this creates a kind of challenge among pupils. Working on projects is one of CBA principles, the majority of teachers recognise their pupils as motivated when preparing projects with their peers, the motivational effect of PBL is supported by our teachers. Using ICTs in CBA courses is a paramount, the majority of the respondents had positive affect toward technology devices. The teachers reported that they considered using electronic devices enjoyable, pupils feel comfortable and like to study when ICTs are available. Teachers strongly agree that ICTs save time, effort and motivate pupils to do more study, ICTs enhance pupils learning.

Finally, the CBA is a method of teaching which, according to the teachers succeeded in solving a number of problems and has positive impact on pupils' motivation. Teachers' evaluation of pupils' reaction to some of the CBA models, as applied by them, implies pupils' readiness for such an approach. The results obtained would help us in suggesting a list of recommendations which will be discussed further in the next chapter.

4.5. Classroom Observation

This section is concerned with the data gathered during classroom observation, which was meant to provide a thorough picture of what really happens inside the language learning classroom. The classroom observation conducted in this case study took place in EL-Kerma secondary school. This educational institution is situated in the province of EL-Kerma, 08 Kilometers far from Oran. It has an area of about 19335 square-meters. The school contains twenty three (23) classrooms and four laboratories; another room is equipped with twenty two (22) computers connected to internet, a library, a restaurant for semi-resident pupils, a stadium, and multi-sports space.

In addition to the head of school, forty agents are responsible for the administrative management.

As the teaching staff is concerned, forty two teachers are employed including four teachers who are in charge of English. The whole school staff is required to meet the demands of five hundred and twenty-six (526) pupils enrolled at the three levels : first, second, and third years.

It is hoped that this section would bring together data from classroom observations and from teachers' comments to help shed light on the questions surrounding the present investigation. It has also got interest in observing pupils motivation and feedback, during the planned observed sessions. To achieve the purposes of this work, our classroom observation was conducted in two separate third year literary classrooms.

4.5.1 Analysis of the Results

During classroom observation which lasted for two months (fifteen sessions in all), the researcher obtained the results from using a rating observation scale and note taking. The classroom observation was divided into three parts: one for pupils' behaviour, the second for teachers' behaviour and the last one for the classroom setting.

However, this does not mean by any way that there is no interaction between these aspects.

The results of the first part which was devoted to pupils' behaviour in the classroom were represented in table 4.32, with frequencies of event repetition in percentage (%):

Options	Always (%)	Often (%)	Sometimes (%)	Rarely (%)	Never (%)
Pupils' attitudes to their English language learning is positive.	2,43	51,21	24,39		21,95
The lesson's objectives are discussed with pupils.			100		
Pupils choose how long to spend on each activity.			9,76		90,24
Pupils are interested.		67,90	24,69		7,40
Pupils are motivated.		18,51	59,25	11,11	11,11
Pupils participate.	7,40	4,93	61,72	8,64	16,04
Pupils ask questions.	2,46	7,40	80,24	1,23	8,64
Pupils like their teachers' method.	4,34	67,90	24,69		7,40
Pupils enjoy themselves working collaboratively.	93,82	6,17			
Pupils interact with each other.		80,24	12,43		7,40
Pupils are disruptive.	12,34	19,75	61,72		
Pupils are motivated when working on the project.	91,35			8,64	
Pupils are motivated when the teacher uses ICTs.	91,35			8,64	
Pupils enjoy the activities in the text book "New prospects ".		9,87	80,24	3,70	6,17

Table 4.32: Pupils' behaviour in the EFL classroom.

During the first session, the researcher could observe that some pupils were active participants on the learning process. Evidence suggests that the type of attitudes each individual pupil possesses can play a crucial role in his learning process as the learner " … will reflect high personal motivation for learning the language… and is believed to bring about the best results in terms of language acquisition "[6]. As far as the informants' in question attitudes towards the English course are concerned, they were mainly positive to some extent. Many classroom behaviours have shown so ; the informants showed some interest, during English lessons in general, they were involved in classroom activities, it was the reaction of (67,90%) of pupils. Although, the percentage was unlike to those of pupils' questionnaire, observing pupils during several sessions showed that more than a half of them hold positive attitudes towards the English language learning. Pupils cleaned the board and wrote on the date and the titles of the unit and lecture.

Along the researcher's presence in the classroom, the objectives of the lessons were sometimes discussed with pupils. In fact, the pupils seemed interested in most sessions and they were often participating except for ten pupils who did not show any interest and motivational to learn rather than their peers. Due to time restriction, pupils didn't have the opportunity to discuss upon time to spend on each activity. During classroom observation, the researcher noticed that secondary school pupils show interest in learning English. The researcher also noticed that the teacher used humour in the sessions during which the observation took place, there was a positive feedback from pupils related to this item.

The analysis of the observation about the relationships EFL pupils with their teachers showed that pupils are, increasingly, interested in learning English when having positive reactions with their teachers. More than half of the pupils display positive emotions inside the classroom, they participate and sometimes ask questions which reveals that these pupils are interested to learn and to be in the core of the learning process. This motivation is interpreted through their involvement in learning English. In addition, it was observed that some of the teachers' positive attitudes towards them make them feel extremely attracted to learning English. The researcher noticed that positive interactions of pupils with their EFL teachers play a stimulating role in enhancing their want to learning English.

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[6] Dubin,F.and Olshtain,E;(1988).Course Design, Cambridge University Press,p14.

The classroom observation showed interesting results because more than half of the classrooms appear to be paying attention since they were not displaying any inattentive or disruptive behaviour.This was the case for both classes (a) and (b). Moreover, the pupils' attention was easily captured and most of them were involved in the discussion ; they showed willingness for participation, asked questions, sought more explanation of certain points, pupils seemed to like their teachers' method of teaching.

In a similar vein, observation revealed that pupils in both classes enjoyed working in groups and exchanging ideas with their peers which appeared to make pupils more interested. As far as the project work in concerned, the pupils seemed to enjoy working on projects ; it was noticed that pupils really like the moment when their teachers mention that they were required to prepare a project by the end of the unit and pupils were very motivated to do research especially in collaboration with their peers. The observation showed that pupils, when taught using ICTs tools, performed markedly better, teacher (a) used data projector and projected videos according to the topics, pupils were very motivated and they discussed the content with their teachers and peers. Teacher (a) also used visual aids, MP3 songs, and big posters. Some pupils helped their teachers to turn on and adjust the devices. Whereas, teacher (b) sometimes used ICT tools.

Throughout the whole classroom observation, the teacher and his behaviour were also observed and the results were summarised in table 4.33 as follows:

Options	Always (%)	Often (%)	Sometimes (%)	Rarely (%)	Never (%)
The teacher relies on CBA principles in teaching.		75	35		
The teacher accepts pupils' initiatives.		60	40		
The teacher gives time for thinking.		65	35		
The teacher encourages autonomy.		35	65		

The teacher encourages discussion.		60	40		
The teacher encourages learner-learner interaction.		30	70		
Peer teaching is allowed.			60	40	
The teacher provides guidance about how to do the task or the exercise.	10	90			
The teacher simplifies the lessons and make them interesting.	5	30	65		
The teacher allows pupils to participate actively.		70	30		
The teacher praises pupils.		60	40		
The teacher encourages creative and imaginative ideas.			100		
The teacher creates a good learning atmosphere.		70	30		
The teacher encourages collaborative group work.		70	30		
The teacher encourages pupils to work on projects collaboratively.		70	30		
The teacher uses ICTs to motivate his learners.		5	95		

Table 4.33: Teacher's behaviour in the EFL classroom

The first impression that the researcher had from the first session being observed was the fact that the teachers tried to maintain a learner-centered teaching environment as it was recommended by their inspectors and the ministry of education.

The results show that teacher (a) presented the topics in a logical sequence and she presented an over view of the lesson. In addition, she clarified and simplified the purpose of the lessons and responded to problems raised. It was observed that the lesson was often related to the previous ones. Teacher (a) encourages his pupils to discuss with her and peers. It was also observed that teacher (a) talked a little and gave tasks to her pupils to solve problems and she sometimes relied on collaborative group work. The teacher was moving around the rows and answered pupils' questions. However ; teacher (b) used an eclectic approach in his teaching.

The findings show that the teachers under investigation spoke with an easily heard voice, maintained eye contact and followed what was happening in the classroom, and he used humour appropriately especially teacher (a) who was trying to create an interesting learning atmosphere. Teachers did their best to make their courses more interesting, when the teacher was explaining and speaking, he used simple words and also used gestures, visual aids and sometimes data projectors to facilitate the tasks and motivate his pupils.

It was observed that teacher's encouragement is seen as the most motivating teacher's teaching style practice. This means that pupils want to be regarded as important individuals to be respected by their teachers to attract them.

As far as group work is concerned, teacher (a) was consistent in his use of group work. The other teacher, however, used it from time to time.

It was observed that both teachers encourage pupils to work on projects at the end of each unit, the teacher ask their pupils to form groups and work collaboratively and pupils were given sufficient time to do projects.

It was observed that some of the pupils' projects were pinned on the walls of the classroom.

During classrooom observation, teacher (a) sometimes used ICT devices to present her lessons including a data projector, visual aids, a computer and MP3 recordings. Teacher (b), however, used ICTs from time to time but did not really rely on them in the classroom.

The third part of the classroom observation was devoted to the Algerian EFL classroom and its appropriateness for CBA.

The results were represented in table 4.34 below:

Options		Yes (%)	No (%)
The classroom is organised		100	
The classroom is	Over-crowded		
	Large		
	Normal	100	
	Small		
The classroom is equipped with ICTs		100	

Table 4.34: The classroom setting

Unexpectedly both classrooms were not crowded ; however, the teachers maintained that this was an exception in their secondary school because the majority of secondary schools in the wilaya of Oran are over-crowded. Additionally, the school is equipped with ICTs.

It was observed that there was a separate room where there exist 22 computers (one for teachers and twenty one for pupils) and all teachers have access to them to use them in the classrooms.

Besides, three data projectors and 03 laptops available at the headmaster's office and all teachers have also access to them. In the same vein, some teachers rely on their own technology tools like tapes, MP3 devices and laptops in addition to those in the school.

4.5.2 Interpretation and Discussion of the Results

Seemingly, several observations have created the opportunity to reflect and develop ideas about the connections between teacher methodology (CBA) and pupils' motivation and also to highlight the relation between teachers' motivational strategies, developed from the competency-based approach, and pupils' interest in learning the English language. Thus, apparently, the regular class observations asserted that, what was remarkable about teachers' methodology is the variety in the instructional strategies used by the teachers to meet the diverse learning needs of pupils, namely, teachers' use of wait time and questioning strategies. Such questioning strategies were likely to enhance the development of the informants' conceptual understanding and problem solving. The teachers in question, mainly teacher (a) gave continuous feedback and support to her pupils.

Another point which deserves consideration is that the sessions were communicatively oriented to some extent. Thus, encouraging pupils' engagement and understanding through the use of concrete communicative use of the intended grammatical structure. We can dare to say that although, the observed classes were still not fully competency-based, more than half of the pupils are in general motivated and possess positive attitudes towards the English language learning. They seem quite interested in investing more efforts in learning. That might facilitate the teachers' task.

It is said if the lesson is the journey the lesson plan is the map, in fact, after having a look at the lesson plan, it is prepared in accordance with principles of the CBA. The teachers did their best to make their courses more interesting, they both encouraged questions, participation, discussion, volunteering, learner-learner interaction as well as to maintain pupils' attention and focus. In fact, pupils seemed active and were actively participating and asking for clarification.

Setting pupils to work in groups collaboratively is one of the principles of CBA, and it is not always as easy as many teachers may think. Fortunately, the observed classes were not over-crowded. The results of the observation revealed that pupils like to work in groups (pair or group work) and they were very motivated to work with their peers. Besides, pupils liked to work on projects in groups which they freely chose.

The observation findings revealed that the use of ICT devices in very beneficial in the CBA approach since the majority of pupils were interested and motivated to learn by watching and listening to audio-visual data.

The results of the classroom observation reveal that the use of the competency-based methodology and its models and principles has created a motivating atmosphere in which pupils felt at ease. Pupils' degree of participation has significantly increased ; they spent a large amount of time engaged in performing authentic actions. These results clearly confirm the hypotheses of our research and go in the same direction with the questionnaires' and the interview' results.

Pupils have clearly set their positive opinions and their self satisfactions about the method. Moreover, the CBA proved to promote the pupils' desire to be efficent and competent in the classroom, to solve problems and to accept challenges.

4.6 The General Inspector's Interview

In order to broaden the scope of research we have added an interview (see Appendix D) with the general inspector of English in the province of Oran. It was carried out in April, 2015 in his office after a demanding process to meet him. The purposes behind this interview were to collect data on his general understanding and views about the causative relation between CBA and pupils' motivation. He has been questioned about how much motivated the pupils in the secondary school are.

4.6.1 Types of Data Collected

Thanks to his experience as an inspector and his regular visits to teachers in classrooms, his observations to pupils' engagement in learning activities, make the general inspector in a good position to answer the questions and provide reliable data about this issue. Some of these questions (for details see Appendix D) are presented below:

1. What is the definition of learning upon which the Algerian educational system has been reformed?

2. What is the definition of teaching upon which the Algerian educational system has been reformed?

3. According to you, what is the Competency-Based Approach?

4. Do you think CBA models and principles are applied in the Algerian EFL classroom?

5. Is CBA included in teacher education programmes?

6. If yes, which principles and models are emphasised?

7. On the basis of your visits to several classes in the wilaya, how motivated are third year literary pupils in secondary schools?

8. Do you think that CBA models help pupils to be motivated to learn English in and outside the classroom?

9. Do project works and collaborative learning contribute in enhancing pupils' motivation and interest?

10. On the basis of your visits to secondary classes, do pupils enjoy learning English when teachers use ICTs and technology devices?

11. Do you provide teachers with techniques how to motivate their pupils and promote their autonomy? (during seminars and study days).

12. Which piece of advice would you give English teachers in order to promote and enhance their pupils' motivation within the CBA?

4.6.2. Data Analysis and Interpretation

First of all, the general inspector of English was asked about the notion of learning the Algerian authorities rely on as a platform for reforming the educational system. Among the three proposed definitions reflecting behaviourist, information-processing, and competency-based view, the last one was acknowledged by the general inspector asserting that learning is a process of knowledge building and problem solving based on pupils' previous knowledge and experiences.

In accordance with the previous question the general inspector was asked about the concept of teaching which better fits the reform. His answer was that teaching is to create a learning environment which facilitates and helps an individual to learn interact actively and work collaboratively with other peers.

The inspector was asked about the definition of CBA. The purpose was to draw out the informant's understanding of CBA. Indeed, the inspector preferred to define CBA as a methodology which advocates the use of techniques to foster learner's autonomy in a good learning atmosphere, pupils' work collaboratively on tasks in which they try to solve problems under the teacher guidance.

To elicit information on whether or not CBA principles are taking part in the Algerian EFL classroom a question was asked. The general inspector reported that CBA principles were not often applied in the EFL classroom. However, he claimed that some teachers rely on CBA models in teaching through the use of PBM, collaborative work and the use of ICTs. The majority of teachers keep relying on old practices to the extent that they still work with the Grammar-Translation method.

The general inspector was asked about whether CBA is included in teacher education programmes. Indeed, the interviewee asserted that CBA is included in teacher education programmes and also CBA practices are included. Furthermore, the inspector expressed that teachers need not only practices but also theories and theoretical frameworks for a better understanding of this approach. However, the interviewee expressed a deep dissatisfaction concerning the appropriateness of the Algerian EFL classroom for creating CBA environments arguing that the Algerian EFL classroom does not provide appropriate conditions for the competency-based language teaching and PBM. In fact, there are several handicaps and obstacles such as the problem of crowded classes in addition to the lack of equipment and materials including ICTs and laboratories. Moreover, in large classes it becomes so difficult for a teacher to rely on collaborative activities because pupils are disruptive and there is less space for interaction and movement.

On the basis of the interviewee visits to numerous classes, he believed that pupils' motivation in secondary school differ from school to another. He observed in some schools that some pupils are expressing a will and motivation to learn and try to take responsibility over their learning. In these classes, teachers are observed to rely on group works and projects which pupils like. Some teachers bring their laptops and project data according to their pupils needs. These teachers, added the inspector, always attend seminars and study days and often ask about techniques to arise their pupils' motivation. Whereas, in other schools, the interviewee asserted that pupils were to a large extent reliant and dependent on the teacher who spoon-feeds them. These pupils were not motivated. Moreover, teachers themselves were

responsible for not encouraging their pupils to be motivated. Nonetheless, the interviewee drew our attention to the fact that pupils lack motivation in the classroom but they express more motivation in other life domains and situations outside the classroom because they do not find what they learn in English sessions interesting or relevant, and this goes with the same line with the other research findings and also support our hypotheses.

The interview affirmed that CBA principles and models play a great role in enhancing pupils' motivation to learn if teachers are aware of the theories underlying this approach and also teachers should be aware of their pupils' interests and needs. He asserted that some of the models of this new approach are really effective in promoting teaching and learning in the EFL context.

The general inspector affirmed that the project work if suggested in an appropriate way can be a very interesting tool to make pupils motivated to learn, be enthusiastic in their learning and eager to learn more especially when associated with collaborative work through groups work and pair work tasks. The interviewee added that the use of ICTs inside the classroom is very beneficial. During his visits to the classrooms, the inspector observed that almost all pupils were motivated when their teachers were using technology devices and unfortunately, not all secondary schools are equipped with ICTs.

Enhancing pupils' motivation according to the inspector is at the heart of every teacher development program whether during seminars or during teacher conferences following an inspection visit to a teacher. Methods and techniques are provided to the teacher in order to 'stop teaching and let pupils learn'. Some of them put them into practice in their everyday teaching but many remain reluctant to operate changes claiming that pupils are week, unwilling to make efforts, too many in class and that will cause too much noise if the teacher applies these techniques. Much effort has to be made from the different stake holders: a more realistic and adequate schooling system, smaller classes, equipped classrooms and laboratories, rich libraries, more pertinent syllabuses and text books that develop pupils motivation and autonomy, more teacher development as well as a redefinition of the teacher's role.

Whether present or not, it is up to the teacher to motivate his pupils become active learners. One important factor to arise motivation is to make the learning objectives clear and

arousing the pupil's curiosity. It is only then that the pupil is given the tools and supports to work in a good motivational atmosphere.

4.7. Interpretation and Discussion of the Main Results

As put by Seliger and Shohamy (1989), once the data have been analysed and the results obtained, the last phase in the research process is to summarize the main findings. Pupils' questionnaire, teachers' questionnaire, classroom observation and the inspector's interview have enabled the researcher to collect a considerable amount of data concerning the causative relation between CBA and motivation. The analysis of these data allows the researcher to answer the research questions asked in the beginning of the study and then arrive to a conclusion.

The research findings reveal that the use of the competency-based methodology contribute to create a motivating atmosphere in the classroom in which pupils feel at ease.Pupils degree of participation a large amount of time engaged in performing authentic actions that are part of the tasks they are required to perform pupils' attention, also, has been significantly apparent; they demonstrate a positive response to the teacher's instruction and to their peer reactions as well. The results clearly confirm the hypothesis of our research. Moreover, the CBA proved to promote the pupils desire to study English outside the classroom, to revise their lessons at home which has significantly improved their level and strengthened their self-confidence.

The first research hypothesis assumes that pupils who receive instruction according to the CBA would better be motivated to learn if compared to those who were taught under traditional approaches. The pupils' questionnaire results, show that pupils are motivated. Pupils hold positive attitudes towards their teacher's teaching methodology, they argued that the techniques used by them teacher represent a source of their motivation while only (35.80%) of the research sampling expressed their dissatisfaction. However, teachers when questioned about their pupils' level of motivation, asserted that many pupils do not show interest in learning the English language whereas some other teachers expressed their satisfaction stating that when pupils' are exposed to some models of the CBA like collaborative language learning, working on projects, and the use of ICTs inside the classroom. Most of teachers are convinced that the competency-based approach has positive impacts on pupils' affective side and motivation. Some teachers consider themselves

responsible for motivating pupils one way or another. Most of teachers agree that CBA principles if are well applied, play a role in promoting their pupils' motivation to learn. That is these findings are in the direction of our hypothesis. Therefore, the first hypothesis is confirmed and states that pupils are really motivated under the models of the competency-based methodology.

Concerning the second hypothesis, it stipulates that in EFL competency-based courses, pupils show a highly arised degree of motivation if teachers motivational practices are used on the basis of pupils' needs and interests in a pleasant classroom atmosphere. Through the analysis of the teachers' questionnaire pupils' questionnaire and the classroom observation, the results reveal that pupils' motivation can be raised through the use of an appropriate method and motivational strategies of teaching to develop pupils' interest and their proficiency level and applying what corresponds to pupils' needs, using suitable teaching materials as audio-visual aids and ICTs, offering a pleasant classroom atmosphere, establishing a good teacher-pupil relationship, raising pupils' autonomy and awareness of needs, offering sufficient timing for learning English courses and offering training about CBA principles and models for secondary school teachers. In effect, the Inspector's interview reveals that motivation can be raised through variation, innovation and use of technology. It would thus interesting to think of improving the situation in the field of EFL by introducing the use of CBA models as group works, PBL, fostering autonomy and introducing the use of audiovisual and multimedia means. The pleasant classroom atmosphere can also raise pupils' motivation since it helps pupils better appreciate the course. The good teacher-pupil relationship is also recommended by informant teachers and also by the general inspector since the difficulties encountered by pupils in English are mostly related to the lack of communication between the teacher and the pupil. The most important thing is to teach what corresponds to pupils' needs. Furthermore, the non-availability of materials and clack of EFL teacher CBA related training do not help the teacher to improve his way of teaching to meet the challenges of globalization. The teacher deficient knowledge of teachers about CBA models that have developed from it also creates a gap in conducting the English course perfectly. Therefore, the second hypothesis is also confirmed.

The third hypothesis states that secondary school pupils are motivated and show some interest in learning English in the era of globalisation after having been exposed to CBA. Through the analysis of the data provided by the general inspector of English, secondary

school pupils have a low proficiency level in English and lack motivation to learn. According to the general inspector of English, this is due to inappropriate teaching method and strategies lack of materials suitable for learning, inadequate teacher-pupil relationship and lack of training, all these elements create an unpleasant classroom atmosphere. However, he expressed his satisfaction about some teachers who rely at least upon some CBA principles and models like collaborative language learning, pair work, project-based learning and the use of technology. In this kind of classes where learner-centeredness took place, it was observed (during classroom observation) that pupils were given equal opportunities in order to get actively involved in the learning process and peer interaction in encouraged to create real life like situations, pupils showed a motivation to learn especially when the teachers rely on some CBA principles, the findings reveal that the size of the class play a great role, it was observed that in small classes, the application of CBA principles, the findings reveal that the size of the class play a great role, it was observed that in small classes, the application of CBA principles is easier pupils were not disruptive and pupils' were engaged actively in doing tasks collaboratively.

The use of the CBA and its models creates a motivating atmosphere in which pupils feel eager to learn. Thus our secondary school pupils will be motivated only if pupils are exposed to an effective teaching methodology through the use of adequate strategies. Another critical issue was the absence of sufficient space for CBA related activities that require interaction and movement the view that was emphasized by the general inspector.

In fact, the triangulation of the above mentioned results revealed that moving towards a competency-based and learner-centered education is of a paramount importance in order to raise pupils' motivation to learn foreign languages. The ggod-teacher-pupil relationship will certainly increase communication and interaction inside the classroom, teachers should provide tasks which meet their pupils needs. Furthermore, the availability of materials and ICTs, English teachers in-service CBA- related training programmes will serve as a basis for creating pleasant learning atmosphere where peer interaction is encouraged. The school is no longer the place where to get knowledge but rather a space where learners acquire the ability to analyse, judge, collect and use the right information, make decisions, work in pairs and teams to solve real life like problems and become effective citizens in society.

4.8 Conclusion

This chapter has been mainly concerned with the quantitative and qualitative analysis of the different data which were gathered through several instruments from different sources in an attempt to find out the relation between CBA and pupils' motivation and analyse the extent to which CBA models contributes to enhance pupils' motivation to learn English. In fact, the analysis of pupils' questionnaire, teachers' questionnaire, classroom observation, and the general inspector's interview and the triangulation of results have enabled the researcher to arrive to valuable findings. The findings revealed that a shift towards a competency-based and learner-centered education is of a paramount importance. The use of the competency-based approach and an effective use of its models and principles create a pleasant motivating atmosphere in which pupils feel at ease. Pupils' degree of participations is significantly increased; pupils spend an amount of time engaged actively in performing authentic actions. At another level, the results showed that the motivational strategies within CBA can really increase pupils' motivation if they correspond to pupils' needs and interest, using suitable teaching materials offering a pleasant atmosphere where pupils interact collaboratively.

According, the next chapter represents an attempt to provide some suggestions and recommendations that can alleviate difficulties encountered by teachers in applying CBA and suggesting some directions to secondary teachers and pupils hopefully to improve learners' awareness and motivation in learning English within the CBA.

Chapter Five
Suggestions and Recommendations

5.1 Introduction

Most motivation theorists believe that a learned behaviour will not occur unless it is energized therefore the factors affecting learners motivation are of crucial importance because the empirical phase in the previous chapter enabled the investigator to shed fresh light on the causative relation be tureen the CBA and pupils motivations the present chapter will be targeted towards providing and highlighting some general guidelines and suggestions hopefully to improve pupils awareness and motivation in learning English under the principles of the competency-based approach. These suggestion would probably help and contribute in making both pupils and teachers motivated and move together towards CBA education and to become co-partners in creating an appropriate motivating atmosphere to take part in our educational system.

5.2 Preparing Teachers and Pupils for the CBA

It is commonly argued among researchers and practitioners that the CBA is a learner-centered theory favouring learner-centered approaches in teaching, yet the role of the teacher and his importance in such a context cannot be ignored or be underestimated Indeed, the teacher plays a crucial role in creating CBA environments where learners are called to be active and take greater responsibility and control of their leaning. In this line of thought, Feiman-Nemser, acknowledges the fact that:

> *The quality of our nation's schools depends on the quality of our nation's teachers. Policy makers and educators are coming to see that what students learn is directly related to what and how teachers teach; and what and how teachers teach depends on the knowledge, skills and commitments they bring to their teaching and the opportunities they have to continue learning in and from their practice.*[1]

Thus, our EFL teachers need to be well educated on how to do their jobs in the most appropriate way. This can be achieved through the adequacy of teacher education with the demands and requirements of teaching within new contexts dominated by CBA-related and progressive epistemologies. In addition, teachers may benefit a great deal from the discip-

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[1] Feiman-Nemser, S. (2001). From preparation to practice: Designing a continuum to strengthen a sustain teaching. *Teachers College Record, 103* (6), p1013.

line that concerns itself with learning theories and their pedagogical practice: educational psychology.

5.2.1 The Relevance of Educational Psychology to the Teacher

For the competency-based approach, a teacher is no longer seen as a 'sage on the stage' but a 'guide on the side'; however, this movement from teacher-centeredness to learner-centeredness needs deep understanding and knowledge of the nature of teaching and learning that goes beyond the linguistic mastery of the target language and linguistic theory. For instance, a teacher may benefit from educational psychology as a discipline which can supply him with knowledge of different learning theories and other related topics such as the ones of autonomy, motivation, and learning strategies.

Educational psychology is a vast landscape and a field of inquiry that draws its roots from psychology and directs itself to understanding the processes of learning and teaching within educational settings. Its relevance in teaching and learning were speculated for many centuries ago and long before its emergence as a separate field during the twentieth century [2]. Indeed, "the knowledge of educational psychology and its applications is very helpful in making the teaching-learning process interesting, inspirational and affective". [3]

Some years before, Blair (1947, qtd. in Aggarwal,) argued that the success of the teacher lies in his ability to be a specialist who can understand his learners, their growth, development, learning and adjustment. Moreover, he is recommended to be a diagnostician in discovering their particular difficulties and in providing them with appropriate remedies[4]. Blair (1947) went further to argue that someone who has no training in psychology would not accomplish the: tasks and expectations that teachers are supposed to handle[5].

Educational psychology provides the teacher with a holistic picture of his learners who differ from one another. In fact, every teacher faces a classroom where learners differ in their capacities, personalities, cultural and social backgrounds, and at many other levels.

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[2] Berliner, D. C. (1993). The 100-year journey of educational psychology. Washington, DC: American Psychological Association, p39.
[3] Aggarwal, G. C. (2005). *Essentials of educational psychology* (3rd ed.). New Delhi: Vikas Publishing House PVT, Ltd.,p15.

[4] Ibid, p17.
[5]Ibid.

Thus a teacher is supposed to meet his pupils' varying needs and he must have the knowledge of John and Latin as it has been put by Sir John Adams.

According to Aggarwal (2005), educational psychology helps the teacher in understanding the following:

- ✓ Whom to teach: the learner is to be taught and the teacher needs to understand his learners' abilities, needs, and interests.
- ✓ Who is to teach: the teacher is to teach and he must understand himself in terms of behaviour, attitudes, feelings... etc,
- ✓ What to teach: the teacher needs to know how to organise and present the content, experiences, and activities in a way that suits the learner's mental and intellectual level
- ✓ How to teach: educational psychology provides the teacher with necessary Knowledge of teaching approaches, methods, and techniques.
- ✓ When to teach: this point revolves around psychological and motivational aspects since educational psychology helps the teacher to identify if his learners are motivated or not, and whether they are ready to learn.

Additionally, educational psychology contributes in teaching in the sense that most of research and interest are devoted to questions of how people learn as it is embedded in the formulation, testing, and reformulation of learning theories and the study of its pedagogical implications and applications. Indeed, learning theories attempt to explain the nature of human learning and the mechanisms involved in the learning process. Furthermore, a learning theory will provide the teacher with a view of how learning takes place and how it is affected by the internal and external factors of the learner so that he takes it into account while teaching. In vein with this, Palmer (2005) emphasises that "classroom teaching practice is likely to be more effective when it is informed by an understanding of how students learn''.[6] Yet Brooks and Brooks (1993) took this idea even further as they propose that teaching should start from how learners learn not from how teachers teach[7], the principle which was strongly adopted by constructivists who made the focus of education turns away from teaching to learning and brought to the scene new changes and challenges on the conceptions of learning and teaching.

It is of the essence within this context to call for the introduction of educational psychology while preparing teachers who showed high degrees of resistance to change. In fact, reforming the Algerian educational system needs to be planned around the axe of implementing deep changes at the social, cultural, political, institutional, and personal levels

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[6] Palmer, D. (2005). A motivational view of constructivist-informed teaching. *International Journal of Science Education, 27* (15), 1853-1881.

[7] Brooks, M. & Brooks, J. (1993) *In search for understanding: The case for constructivist classrooms*. Alexandria, VA: Association for Supervision and Curriculum Development

rather than introducing change and new orientations without preparing soil for seeds through following some strategies that help in overcoming teacher resistance to change.

5.2.2 Strategies to Overcome Teacher Resistance to Change

Teachers play a crucial role in defining the success or failure of any attempt to introduce change and or reform in educational systems. In fact, many teachers may show resistance and reluctance to accept change and adopt new pedagogical orientations for several reasons. In such a case and as a first step, it is necessary to identify why change is resisted and by whom it is resisted [8] since moving towards change can be hindered by its initiators who are required therefore to show openness to change and understand the process of change as something related to them personally not only as a process of change in teachers' understanding, attitudes, and behaviour.

The second step towards change is to develop a clear view on and understanding of teachers' attitudes towards change without neglecting the social and cultural norms of the school or the educational institution[9].Indeed, a new culture of shared decision-making should be established where teachers are part of the process of change from its beginning and a space where decisions are taken through bottom-up and top-down processes simultaneously[10]. Within this new culture and by giving the opportunity and the chance to participate in making decisions, teachers will find a meaning for what they do as it has been acknowledged by Lambert, who asserts that "meaningful participation is cornerstone of professional and school communities –a stone that we often leave unturned"[11]. Moreover, creating such an atmosphere encourages teachers to be problem solvers and critical thinkers who would take risks and be open and willing to try new ideas and strategies. [12]

Another critical factor in overcoming teachers' resistance to change, according to Zimmerman, is to enhance their self-efficacy by supporting and helping them believe that change and control over new situations are possible.

Actually, through promoting self-efficacy among teachers their willingness and motivation to take risks and adopt new roles and strategies will be increased as they learn how to perceive change as a source of interest or challenge not as a threat or obstacle (Bandura, 1997, qtd. in Zimmerman, 2006)[13].

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[8] Duke, D. (2004). *The challenges of educational change.* Boston: Pearson education.

[9] Kennedy, C. & Kennedy, J. (1996). Teacher attitudes and change implementation. *System, 24* (3), p351.

[10] Duke, D. (2004). *The challenges of educational change.* Boston: Pearson education.

[11] Lambert, L. (2003). *Leadership capacity for lasting school improvement.* Alexandria, VA: Association for Supervision and Curriculum Development.,p11.

[12] Zimmerman, J. (2006). Why some teachers resist change and what principals can do about it. *NASSP Bulletin, 90* (3), p238.

[13] Ibid.

Another useful strategy in overcoming resistance to change is grounded on encouraging and supporting, those persons who show interest in change or are actually trying to adopt change in their understandings, attitudes and behaviours. This kind of encouragement or reward is likely to push other teachers to try new ideas and practices in their classrooms. Hence, this kind of support should also be given to those teachers and other agents involved in the process of change when they express their opinions and worries about change and the reasons behind its resistance which may help in understanding covert reasons [14].

(Pellert, qtd. in Attard et al,) suggests the following strategies to overcome resistance to change:

✓ Teachers' fear of learning something new must not overbalance their fear of what is going to happen by not opting for change.

✓ Teachers and all those engaged in the process of change need to realise that the status quo is no longer successful.

✓ All information concerning change which may create a sense of insecurity should be made transparent, convincing and accessible to everyone.

✓ Teachers need to understand that nothing is going to happen at their level unless they learn something new.

✓ Communication, participation, support, dialogue and cooperation are essential in the success of change.[15]

Among the reasons that contribute to teachers' resistance to change and hinders them to adopt the competency-based approach go back to the difficulty to bridge the gap between CBA as a theoretical framework and its pedagogical practice in the classroom reflecting a lack of teacher education on such new orientation in learning and teaching.

5.2.3 Promoting Pupils' Autonomy

Throughout this exploratory case study of the positive impacts of the CBA in increasing pupils' motivation to learn in the Algerian EFL classroom, it was found that secondary school pupils hold a positive attitude towards learning the English language. However, during numerous observations, these pupils are not yet autonomous and therefore to handle their learning process as a prerequisite for CBA learning and, thus, teaching.

Among the several reasons that were unveiled and which contributed to this situation are pupils' beliefs and attitudes towards responsibility over the learning process and

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[14] Duke, D. (2004). *The challenges of educational change.* Boston: Pearson education.

[15] Attard, A. et al. (2010). *Student centred learning: An insight into theory and practice.*,p18.

decisions in the classroom that are greatly perceived as teachers' duty. Indeed, "a learner-centered approach is based on a belief that learners will bring to the learning situation different beliefs and attitudes about the nature of language and learning and that these beliefs and attitudes need to be taken into consideration" [16], Thus, before initiating any effort to enhance learner autonomy in language learning and teaching, teachers need to start altering their learners' negative beliefs and attitudes. "Attitude change is assumed to be brought about through exposure to a persuasive communication between the teacher and the learners" [17].

In a persuasive communication, a teacher will be, implicitly or explicitly, presenting his pupils with information and arguments in a discussion in order to change a pupil's evaluation of a given topic, situation, task, and so on. With the existence of firmly held fears and beliefs which contribute to the preclusion of the learner to engage in the learning process, the role of persuasive communication is to spot light these hindering factors and to identify their underlying causes [18]. Moreover, Wenden, asserts that "the communication comprises facts that show what learners can do to attain autonomy and that those learners who do so are successful" [19]

The basic principle guiding this approach or strategy of altering pupils' beliefs and attitudes is that while presenting pupils with convincing information about a topic or situation for example, "they can be led to re-examine existing evaluations they hold about it and revise or change them completely". [20]

Referring to the Algerian EFL context, secondary school teachers need to open windows and opportunities for discussing and persuading pupils about their real and expected responsibilities and roles in the learning process and in their lives outside the school as future citizens who will be supposed to solve complicated problems in various domains.

Even so, it is worth mentioning that learners' beliefs and attitudes are to a great extent affected by their teachers' beliefs and attitudes towards the nature of learning and teaching as well as their roles in the classroom. In a CBA learner-centered environment, teachers' beliefs and attitudes would differ from those we may observe in more traditional teacher-centered environments. Hence, if teachers are to promote their pupils' autonomy

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[16] Nunan, D. (1991). *Language teaching methodology: A textbook for teachers.* New York: Prentice-Hall.,p17S.

[17] Wenden, A. L. (1998). *Learner strategies in language learning.* London: PPrentice- Hall ELT.,p126.

[18] Thanasoulas, D. (2000). *Learner Autonomy.* http://www.eltnewsletter.com/Learn erautonomy.pdf. (05th July, 2014).

[19] Wenden, A. L. (1998). *Learner strategies in language learning.* London: PPrentice- Hall ELT.,p126.

[20] Wenden, A. L. (1998). *Learner strategies in language learning.* London: PPrentice- Hall ELT.,p127.

and give them more responsibility in the process of learning they are recommended to check, evaluate, re-examine and then change those negative beliefs and attitudes they already have about learning and teaching and what does it entail. Brandes and Ginnis (1992) suggest the following grid (Table 5.1) for evaluating teachers' attitudes in a continuum of traditional teaching and CBA enhanced teaching.

Traditional Attitudes	My Attitude		CBA/Learner-Centered Attitudes
I have all the information.			The syllabus, the exam, and The information are here for Us to share.
It is my job to transmit Knowledge to you.			I am not the fount [21] of Knowledge.
I am responsible for your learning.			You are responsible for your learning.
It is my job to make sure that You work.			I am here to facilitate your Learning by providing Resources and support.
I have the expertise to make the right judgments and decisions about your learning,			I trust that you want to learn and take responsibility for your own learning.

Table 5.1: Teacher Attitudes' Evaluative Grid (Adapted from Brandes and Girmis,

1992, qtd in Scharle and Szabo,) [22]

However, even if teachers have positive attitudes and beliefs that are consistent with CBA, the task of assigning more responsibility to pupils and moving towards learner-centeredness in the Algerian EFL classroom remains hard and time-demanding since "people do not normally wake up to a fine day and find that they have become responsible overnight More likely, they go through a slow, gradual process as they are approaching adulthood" [23]. Thus, teachers need to be aware of this gradual process in developing learn-

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[21] Literary or humorous, the origin of something, or the source.
[22] Scharles, A. & Szabo, A. (2000) *Learner autonomy: a guide to developing learner responsibility.* Cambridge: Cambridge University Press.,p6.
[23] Ibid, p9.

er responsibility since any sudden attempt to promote responsibility would rather generate negative attitudes towards autonomous learning. To reach their end in developing responsibility hence autonomy among their pupils, teachers may follow the process summarised in Figure 5.1:

Raising awareness:

- Presenting new viewpoints and experiences to the learner.
- Activities are rather tightly structured and controlled by the teacher as learners are not yet very responsible and they need to be told what to do.

Changing attitudes:

- A slow stage requiring a lot of practice and patience.
- It takes time to go from understanding to practising new roles and habits.
- Activities are repeatable and tend to allow more room for learner initiative.

Transferring roles:

- A stage requiring deep change in classroom management thus, it is demanding for the teacher.
- Activities are loosely structured, giving more freedom to the learners in accomplishing tasks and even in deciding about tasks.

Figure5.1: Stages to Developing Learner Responsibility (Adapted from Scharle and Szabo,) [24]

While it seems that the lion's share in developing pupil responsibility and autonomy in the Algerian EFL classroom is ascribed to secondary school teachers, pupils themselves are requested to take part in changing their attitudes and behaviour from ones who are spoon-fed and passive to ones who are active participants in the learning process. This can be achieved through encouraging them to keep self-reports, diaries and evaluation

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[24] Scharles, A. & Szabo, A. (2000) *Learner autonomy: a guide to developing learner responsibility.* Cambridge: Cambridge University Press.

sheets which indeed help teachers and pupils alike to think and reflect on the problems encountered along the learning process and therefore to suggest appropriate solutions and remedies.

Wenden, argues that introspective self-reports represent an effective strategy for collecting data on how learners tackle a given task [25]. Furthermore, this kind of self-report raises pupils' awareness of their strategies as they report what they are thinking of during performing a task. For (Wenden), the introspective self-report in this sense reflects a "verbalization of one's stream of consciousness" [26]. On the other hand, in retrospective self-reports, learners are asked to retrospect or think back on their learning. Retrospective self-reports may take the form of a semi-structured interview or a structured questionnaire to elicit information on how learners feel towards particular skills like reading, listening, or problems they encounter and techniques they used to deal with such issues in learning, their view on optimal strategies or ways to acquire specific skills or to deal with learning tasks [27]. Serf-reports raise pupils' awareness of learning strategies without which "learners will remain trapped in their old patterns of beliefs and behaviours and never be fully autonomous". [28]

Diaries and evaluation sheets serve as tools to plan, monitor, evaluate the learning process, identify problems and provide solutions for learners. Through writing diaries pupils can greatly benefit from reporting and evaluating their expectations from a lesson and its outcomes. Moreover, writing diaries and evaluation sheets helps pupils to manage their learning more effectively by being aware of their strategies as teachers are "showing them that their putative failures or shortcomings can be ascribed to a lack of effective strategies rather than a lack of potential". [29]

The next section highlights some key points in helping pupils know how to use learning strategies through Strategy-Based Instruction.

5.2.4 Srategy-Based Instruction

One quality of self-regulated learners in the CBA is their ability to adopt and use effective strategies to reach their goals, it is therefore significant for Algerian secondary school teachers to recognise that their role is not to transmit factual knowledge to the heads of their learners; rather they are required to empower their pupils by assisting them acquire the knowledge, skills, and strategies they need to become motivated autonomous learners.

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[25] Wenden, A. L. (1998). *Learner strategies in language learning*. London: PPrentice- Hall ELT.,p127.

[26] Ibid, p81.

[27] Thanasoulas, D. (2000). *Learner Autonomy*. http://www.eltnewsletter.com/Learn erautonomy.pdf. (6th September, 2014).

[28] Wenden, A. L. (1998). *Learner strategies in language learning*. London: PPrentice- Hall ELT.,p90.

[29] Thanasoulas, D. (2000). *Learner Autonomy*. http://www.eltnewsletter.com/Learn erautonomy.pdf. (6th September, 2013., p9.

Recent research and practice suggest that learning strategies are basically defined as the "specific methods of approaching a problem or task, modes of operation for achieving a particular and, planned designs for controlling and manipulating certain information"[30] These strategies are of paramount importance in foreign language learning and teaching. In fact, "language learning will be facilitated if learners become more aware of the range of possible strategies that they consciously select during language learning and teaching". [31]

Strategy-Based Instruction is widely recognised as a learner-centered approach emphasising learning strategies in language teaching, aiming at creating and promoting learner autonomy and increasing proficiency and motivation among learners [32]. Moreover, SBI aims at fostering the development of learner autonomy and increasing the development of learning skills and skills in learning how to learn [33].

Yang (2003) explains that a number of models were developed over the years to guide SBI (O' Malley and Chamot, 1990; Oxford; 1990; Weinstein and Underwood; 19S5; Grenfell and Harris; 1999)[34]. These models differ in some steps and principles; however they commonly share the following general procedures as it is summarised by Yang :

- ✓ Diagnosis: at this first level, the teacher is required to identify and assess his pupils' learning strategies through the use of observation, interviews, questionnaires, diaries, or think-aloud procedures.

- ✓ Preparation/ Awareness-raising: the teacher assist in raising his learners' awareness of different learning strategies; explaining the concept and importance of learning strategies; developing goals for strategy use and affective control for individuals and the entire class.

- ✓ Instruction: the teacher provides direct and informed instruction on strategies through explanation, modeling, practice, and integration; providing different practice opportunities with varied learning tasks and contents.

- ✓ Evaluation: the teacher helps pupils in evaluating their own strategy use through an evaluation of the whole process and revising it if necessary.[35]

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[30] Brown, H. D. (2000) *Principles of language learning and teaching* (4th ed.).London: Longman.,p113.

[31] Cohen, A. D. (1998). *Strategies in learning and using a second language.* White Plains, NY: Addison Wesley Longman.,p65.

[32] Ibid.

[33] Nunan, D. (1991). *Language teaching methodology: A textbook for teachers.* New York: Prentice-Hall.

[34] Yang, N. D. (2003). Integrating portfolios into learning strategy-based instruction for EFL college students. *International Journal of Applied Linguistics, 41,* 293-317.

[35] Ibid, p296.

However, McIntyre and Noles (qtd. in Brown,) maintain that learners will benefit from SBI only if they:

✓ Understand the strategy itself;

✓ Perceive it to be effective; and

✓ Do not consider its implementation to be overly difficult.[36]

Furthermore, teachers need to ensure that SBI is not limited to teaching an approved set of strategies; instead, pupils need to be taught how to use those strategies flexibly, appropriately and independently to become more autonomous [37]. However, learner autonomy and SBI would remain ineffective unless learners are engaged and motivated in the learning process. Thus, the following part provides some strategies to engage and motivate learners.

5.2.4.1 A Step by Step Design of Strategy Training for Pupils

Several instructional steps in language strategy training have been developed and implemented in different educational settings. They are similar in the fact that they generally start by raising pupils awareness of the strategy training this is referred to as "consciousness raising" and "familiarization training". According to Oxford, this approach provides learners with a general idea of learner training. She describes it as: "a program in which participants become aware of and familiar with the general idea of language learning strategies, and the way such strategies can help them accomplish various language tasks" [38](Oxford, 1390:202).

The following seven steps are based largely on suggestions of strategy training by Oxford (1990). The model is especially useful because it can be adapted to the needs of various groups of learners, the resources available, and the length of the strategy training. (For a thorough description of these steps see the table 5.2 below)

1. Determine learners' needs and the resources available for training.

2. Select the strategies to be taught.

3. Consider the benefits of integrated strategy training.

4. Consider motivational issues.

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[36] Brown, H. D. (2000) *Principles of language learning and teaching* (4th ed.). London: Longman.,p131.
[37] Benson, P.(2001) *Teaching and researching autonomy in language learning.* Applied Linguistics in Action Series. London: Longman.
[38] Oxford, R. (1997). Constructivism: Shape-shifting, substance, and teacher education". *Pedagogy Journal of Education*, 1390:202.

5. Prepare the materials and activities.

6. Conduct explicit strategy training.

7. Evaluate and revise the strategy training [39]

According to Cohen (1997) SBI is based on the following series of components: strategy preparation, strategy awareness-raising, strategy training, strategy practice and personalization of strategies.

Steps of SBI Oxford (1990)	
Step1	Learners do a task without any strategy training.
Step2	They discuss how they did and the teacher asks them to reflect on how their strategies may have facilitated their learning
Step3	Teacher demonstrates other helpful strategies ,stressing the potential benefits.
Step4	Learners are provided with opportunities to practice the new strategies.
Step5	Learners are shown how the strategies can be transferred to other tasks
Step6	Learners are provided with further tasks and asked to make choices about which strategies they will use
Step7	Teacher helps learners to understand the success of their strategy use And assess their progress towards more self-directed learning

Table 5.2: Suggested steps for strategy based Instructor [40]

The models of strategy instruction have been clarified in details in the table 5.2 above. EFL teachers in Algeria can select the model that suits them and their pupils' best. As a first step, they should start raising their pupils' awareness and prepare them for the training. Later pupils are given tasks so as to apply the strategies and practice them in a meaningful context. Then expand and transfer strategy use to other tasks. And finally, pupils understand the success of their strategy use and assess their progress towards more self-directed and autonomous learning. Teachers need activities for (SBI) some examples are provided below.

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[39] Ibid.

[40] Ibid.

5.2.4.2 Activities for Strategy-Based Instruction

A knowledge of one's own learning style is essential in "learning to learn". Teachers should help pupils discover their own learning styles [1] because: **"**No two learners actually require the same kind of amount of training to master a language effectively**."** [41] in order to foster learner autonomy, the language teacher better identify first the learning styles of his learners, so as to vary the content as well as the techniques of his teaching procedure according to these styles, in order to reach good results.

Without strategy training EFL teachers in Algerian secondary education cannot foster their pupils' autonomy. They should not consider it as an "add-on" or a separate content area; rather, strategies instruction is used to support language learning and to accomplish authentic, meaningful language tasks [42]. They can conduct strategy training in their classes and designate activities for such aim, Several steps of strategy instruction have been dealt with in the table 5.2 above; they are to large extent similar. The main steps are briefly summarized below:

-Preparation: Preparing learners for strategy training is raising their awareness. Teachers may find ft beneficial to do that through small group interviews, in which the teacher gives learners the opportunity to discuss about their teaming. What goes well and what does not. According to Peterson, the SBI tasks are explicitly used to raise the students' general awareness about the learning process, their learning style preferences and the kinds of strategies that they already employ [43]. Learners should be explicitly taught how the strategy is used, in which context, and for which purpose (see the table 5.3 below).

-Practice: After being explicitly taught how, when and why to use a certain strategy, learners should be given opportunity to practice the learning strategy in instructional tasks.

-Evaluation: in this phase the teacher's role is to: "..Help learners evaluate their own success in using the learning strategy." [44], Learners discover how well they use the strategy, and to which extent it facilitates their learning. They can do this through self-questioning. The teacher can do this also through interviews.

-Expansion: in this phase learners can transfer the use of the learning strategy to other contexts, and even to other subject matters other than English.

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[41] Cotteral. S. (2000) Promoting Learner Autonomy Through the Curriculum Principles for Designing Language Courses" In EFL J ournal Vol 52/pp 2-11 2p109-117: Oxford University Press.
[42] Peterson. G. (2003) Strategy-based learning, .tips and perspectives. Prentice Hall.
[43] Ibid.
[44] Ibid, p5.

Name of the strategy	Its usefulness	Suggested activities
Note taking	-To understand difficult And long texts. -Organizing ideas -Analyzing a text	-Listening or reading a text -To organize the ideas According to the text -To analyze or summarize.
Key words	-Words for memory tech-niques. -To skim and scan a text, -to format a title general idea.	-Reading a text. -Identifying what is it about? -Finding key words. -Forming a title or an idea.
Self-monitoring	-Check one's Performance speaking -Become aware of one's weaknesses -Develop self-reliance through self-correction	-The teacher may repeat the utterance or stress the mi-spronounced or the wrong word. Or make learner writes it on the board
Self-evaluation	-Check how well one is teaming, -identify strengths and weaknesses -Notice the progress in English learning.	In writing tasks as an Example learners maybe Asked to: reflect on their Written essay through checking the tense used connectors. Punctuation, etc. Helping learners decide how well they master cer-tain tasks (good-fairly good-bad...)

Table 5.3: Suggested activities for strategy training. [45]

The researcher has proposed certain activities in the table above as clues for remov-ing the ambiguity EFL teachers in Algeria may have on strategy training in the English class. The above mentioned strategies have been randomly selected for illustrative purpose

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[45] Ibid, p7-8.

only. Teachers should start first by presenting the strategy through giving its name, and discuss its usefulness in the preparatory phase.

Pupils in the secondary education are less advanced learners , for this reason they need much explicit strategy training, unlike those in the university who are supposed to be advanced students. Strategy training is the basis of fostering learner autonomy in our schools because**: "**Promoting learner autonomy is a long-term process, and learners need plenty of opportunities for strategy training during foreign language classes." [46], in conclusion, SBI can help students attain tong term goats in foreign language learning, not just a specific, immediate goat. In other words, developing strategies can help them become effective and strategic learners and eventually become more autonomous.

5.2.4.3 Teacher's Role in Strategy Training

Dickinson {1992} acknowledges that developing learner autonomy is a long , painful and demanding process for teachers and learners alike, since according to him**: "**in service language teachers struggle with the ways to promote teamer autonomy, or at least to encourage the idea of autonomy in language classrooms," [47]**.** Thus, teachers are in real struggle so as to make learners more independent than they actually are. Nowadays, in many European countries, autonomy has become a goal in formal education this is the reason why pedagogical innovations are carried out by the Project for Autonomy in Learning, (PAL). The project focuses on teacher education for learner autonomy. It is not the case in Algeria; no pedagogical innovations are carried for the sake of preparing teachers how to foster and develop their learners' autonomy, in fact teachers have a plenty of roles to play in this context.

Benson and Voter (1997) use three terms facilitator, counselor and resource to describe the role of the teacher within this framework. Both facilitators and counselors provide psychology-social and technical supports, the difference between the two being that the former mostly work with groups and the tatter in one-to-one situations. And as a "resource" a teacher can be seen as a talking encyclopedia or a talking catalogue. That is to say, he should have a certain level of language mastery that allows him to be a model for his learners.[48]

The table 5.4 below matches Cohen's discussion of the different roles of the teacher during SBI (1998) and the steps of Grenfell and Hams (1999) (see table 5.3 above)

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[46] Ibid, p9

[47] Dickinson.L .(1987).Self Instruction in Language Learning ,Cambridge: Cambridge University Press.

[48] Benson, P. & Voller, P. (Eds) (1997). Autonomy and Independence. Harlow. Honk Kong: Longman.

	Grenfell and Harris (1999)	Cohen(1998)
1	Awareness raising	**Teacher as diagnostician;** makes the leaner more aware of current learning strategies, heightens awareness of how they learn best.
		Teachers language learner(a): puts self in role of learner in order to better understand learners' problems and needs
2	Modeling	**Teacher as language leaner (b):** shares experience of being an "expert language learner," externalizes thinking process to show how a strategy works.
3	General practice	Teacher as Learner trains, trainers learners in the use of strategies
	Action planning	**Teacher as coordinator ,** oversees individual's study programmer, areas causing problems.
4	Evaluation	**Teacher as coach;** provides guidance on an on-going basis conferencing about aspects of oral or written work, responding to comments in learners' diaries.

Table 5.4:   The teacher's role in strategy instruction [49]

Caring and motivating learners are important roe for teachers in the process of promoting learner autonomy since**:** "the ability to behave autonomously for students is dependent upon their teacher creating a classroom culture where autonomy is accepted." [50] a word, in a classroom in which a teacher provides learners with opportunity to do projects and present them in their own styles, to discuss, to select the materials they see suitable for their teaming, etc. by doing all this, the teacher with have established an environment that really encourages learners to be more autonomous.

EFL teachers in Algeria once engaging in strategy instruction start playing certain roles for the success of such framework. The table 5.4 above has clearly illustrated the roles teachers have to play in each step of strategy instruction. If learners are well prepared for strategy training a large step would have been taken towards fostering learner autonomy in our schools, Autonomy in language learning means are distribution of rotes and decision making between students and teacher. Teacher's rote is helping students find their

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[49] Source: Harris, 2003.

[50] Benson, P. & Voller, P. (Eds) (1997). Autonomy and Independence. Harlow. Honk Kong: Longman.p103

own balance between dependence (on the teacher and the textbook) and on themselves as independent learners. Because language classrooms now are supposed to be more learner-centered, in which students are no longer soldiers waiting for orders from their commander but actors and actress taking part in everything under the instruction of their "director". The importance of a good director can never be neglected. [51].

5.3 Preparing the Algerian EFL Classroom for CBA

The results of this case study revealed that the current Algerian EFL classroom should be appropriate for and support the creation of competency-based learning/teaching environments at different levels which are mainly affected by the sociocultural and the physical conditions of the EFL classroom itself.

5.3.1 Learning and Teaching within a Socio-Cultural Locus

CBA designers and constructivists strongly advocate the sociocultural environment within which learning and teaching will take place. Learning and thus teaching may be affected by the wider context of an educational system which goes beyond the classroom or the school. The learner does not come in vacuum, and he does not live in an island of isolated features and characteristics. Rather, "every function in the child's cultural development occurs twice: first, on the social level, and later on the individual level" [52]

While an eminent role was given to CBA-related teacher education in the previous sections, it is also important to "recognize that the problem of reform has political and institutional roots, not just intellectual and conceptual ones, Change is also needed in our work settings, in the way the schools and universities are linked, and a variety of other arenas" [53]. While considering the school as an institution where learning and teaching are intended to take place and the context within which reform is to be implemented, it is high time to consider and understand the forces that shape learning and teaching processes.

Creating appropriate conditions for CBA as a learning approach, which acknowledges and honours learner autonomy and responsibility and which favours teachers' roles as guides and facilitators should be rooted in the wider circles affecting the school or the classroom. We argue that careful, non-stereotyped, objective, empirical research and studies on the factors mentioned in the Figures should be carried out before any attempt to introduce any new educational theory and its pedagogical practice.

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[51] Teacher's Guide 1AS, 2005

[52] Vygotsky,L.S (1978) Mind in Society. Cambridge MA: Haward University Press, p57.

[53] Tom, A. (1997). *Redesigning teacher education*. Albany, NY: State University of New York Press. p2.

If the competency-based approach is to inspire our teachers' pedagogical practices and if schools are to graduate autonomous motivated learners, a safe, trustful, supportive, and non- authoritarian environment should be created in the larger community and inside schools allowing teachers and learners alike to express their views, share ideas, negotiate and discuss issues and above all feel free from any kind of imposed decisions which have political and sociocuttural roots instead of educational and pedagogical purposes.

Thus, community with all its players including policy-makers, educational authorities, schools' staff, and parents are called to work collaboratively to ensure that the purposes of newly adopted approaches are achieved/Indeed, each person is required to contribute in developing the sense of autonomy, responsibility, and lifelong learning among our children.

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┌─────────────────────────────────────────┐
│   Political, social community and economic│
│                 factors                   │
└─────────────────────────────────────────┘
                    ↓
┌─────────────────────────────────────────┐
│          School characteristics           │
│                                           │
│   Type                                    │
│   Ethos                                    │
│   Intake/catchment area                   │
│   Resources                               │
│   Timetable                               │
└─────────────────────────────────────────┘
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School characteristics

Type

Ethos

Intake/catchment area

Resources

Timetable

Class characteristics

Mixed ability

Year group

Group dynamics

Gender radio

Behaviour and motivation

Department Characteristics

Subject domain

Leadership

curriculum

Individul teatcher

Individul learner

Tasks and activitis

Teaching and learing processes

Learning outcomes

Figure 5.2 Influences on Secondary School Learning ,Adapted from Hallam and Ireson,[54]

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[54] Ireson, J. (2008). *Learners, learning and educational activity.* New York: Routledge.

At another level, the physical conditions of the Algerian EFL classroom needs to be re-fined to support CBA learning and teaching which is deeply reflected in collaborative and project work.

5.3.2 Classroom Physical Conditions for CBA

The Algerian stake holders have to find solutions to make the Algerian EFL class-room appropriate to create CBA learning/teaching environments where learners can en-gage in problem-solving, inquiry and collaborative work; thus, affecting teachers' attempt to introduce new pedagogical practices like the one advocated by CBA designers on the one hand, and learners' achievement and outcomes from the other. This goes in harmony with Earthman's view who argues that "there is sufficient research to stats without equivo-cation that the buildings in which students spend a good deal of their time learning does in fact influence how well they learn".[55] Moreover, the physical environment is regarded by some educationalists as a third teacher which can improve comfort, wellbeing, and hence attitude to learning, ultimately improving achievement [56]

Siegel (1999, qtd. in McGregor) goes further to argue that "the arrangement of space has immediate and far reaching consequences for teacher's ability to effectively and efficiently accomplish daily activities, the formation of social and professional relation-ships, and the sharing of information and knowledge"[57]. Besides, schools and classrooms may represent something beyond its nature as a place to learn in by acquiring an emotional significance to the learner as educators play a crucial role in constructing schools and classrooms, and hence learners' identities [58].

With many researchers and practitioners assuming that the physical conditions of the classroom have an impact on learners and teachers alike, the Algerian EFL classroom should be prepared to support and enhance learners' and teachers' directedness towards CBA learning and teaching. Furthermore the classroom should provide the necessary con-ditions which facilitate teachers' and learners' efforts to achieve their goals, "to provide different levels of distance or intimacy, different sizes of groups and different types of task" [59]

Many teachers' efforts to rely on group and pair work are impeded by the large number of pupils in the classroom creating discipline problems and issues in space man-

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[55] Earthman, G. I. (2004). Prioritization of 31 Criteria for School Building Adequacy, *American Civil Liber-ties Union Foundation of Maryland*. www.aclumd.org/aTop%20Issues/Education%20Reform/Earth manFinal10504.pdf.
[56] Walker, R. (2007). Peak physical conditions: ingredients for learning. *Curriculum Briefing, 5* (2), 24-27
[57] McGregor, J. (2004). Spatiality and the place of the material in schools. *Pedagogy,Culture and Society, 12* (3), p347.
[58] Ellis, J. (2005). Place and identity for children in classrooms and schools. *Journal of the Canadian Associ-ation for Curriculum Studies, 3* (2), 57-61.
[59] Walker, R. (2007). Peak physical conditions: ingredients for learning. *Curriculum Briefing, 5* ,p27.

agement. Thus, it is necessary to reduce the number of pupils per classroom; otherwise, teachers would probably continue their loyalty to traditional and authoritarian attitudes to keep order and discipline.[60]

Another crucial factor is that the classroom should contain clearly defined spaces with clearly defined purposes which guarantee that learners will know the appropriate beahviour or demands of a given area. Indeed, a classroom should provide for example spaces for individual work, pair work, group work, learners with special needs, personal desks or rows[61] without creating any kind of disturbance for the teacher, learners or other teachers coming next to teach the same class.

In addition, the classroom should provide teachers with the opportunity to have a clear view of all learners to make sure that eye contact, feedback, scaffolding, explanations and instructions are directed to all pupils without exception. Besides, the teacher will have the chance to observe who is working and contributing in a given task from the one who is doing nothing especially in group and project work. The way round is true; all pupils should have a clear view of their teacher. [62]

Motivating both teachers and learners and giving them meaning to what they do can be achieved through engaging them in the design of their schools and classrooms. While this seems difficult and hard reaching, "initiatives which aim to encourage young people to actively participate in the design process are enacting Citizenship rather than teaching it through transmission and are opportunities to re engage student with learning [63]

recently, researchers emphasis that learning opportunities can be woven into the structure of a school making it an active space rather than passive space housing a disarray of things[64] the school building indeed should contain all what contributes in the development and construction of knowledge by learners this includes language laboratories sophisticated libraries information systems and ICTS .

However it is of paramount importance for secondary school teachers to receive education on how to use these technologies in their classrooms and how to make it beneficial in the learning process

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[60] Quinn, M. M. et al. (2000) *Teaching and working with children who have emotional and behavioral challenges.* Longmont, CO: Sopris West.

[61] Ibid.

[62] Ibid.

[63] McGregor, J. (2004). Spatiality and the place of the material in schools. *Pedagogy,Culture and Society, 12* (3), 347–372.

[64] Keep, G. (2002). Buildings that teach, *The Educational Facilities Planner*,37 (2). http://sbw.cefpifoundation.org/pdf/BuildingsTeach22klmlll.pdf. (14th January, 2013).

5.4 Reviving the Secondary School Classes

Teachers and learners can easily settle into a heavy routine as the school year progresses. Therefore, teachers need to vary as many elements of the learning process like:

5.4.1   Making the Teaching Materials Relevant for Pupils

One of the demotivating factors for pupils in when they have to learn something that has no relevance what so ever to their lives as cited by doruyei , points to the pact that most school   curricular themes and activities are designed on the basis of what society believes learners need to learns not or the basis of the learners choices. Accordingly teachers are left with one option: find out what the learner's goals are and what topics they want to learn about such motivational advice offered by the educational literature is, to try to give sense and relevance to the teaching material. Pupils will learn if only they regard the material they are taught as worth learning.

5.4.2 Maintaining and Protecting Motivation

Language teachers are constantly faced with the most challenging task, which is low to capture the interest and to stimulate the imagination of their pupils to motivate them to learn.

5.4.2.1 Making Learning Stimulating and Enjoyable

In CBA courses if all teachers make the learning process more stimulating and enjoyable ,that would help pupil involvement in the language class. This assumption is mainly approved by most motivational psychologists to many practitioner , the word motivating would simple equate with the term interesting most theoreticians and practitioners agree on the importance of making learning stimulating and enjoyable however ,most research indicates that the classroom climate for learning just reveals the opposite second the increasing tension on teachers because of the long programmes and the increased pressure to prepare their pupils for official exams. Therefore the real focus becomes the outcome not the processed of learning third teachers are required to teacher the whole curriculum and certain parts are bound to be less enjoyable for some pupils than others.

Covington and tear (1996, cited by dornyei, 2001) indicate that teachers are not in the entrainment bossiness and it is difficult to expect of them to turn everything into fun in the classroom.[65]

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[65] Dörnyei, Z. (2001). Teaching and Researching Motivation. Harlow: Longman Pearson Education Ltd. Ellis.G& Sinclair. B(1989) Learning to Learn English

However, an impressive array of motivational strategies have been found to make learning more stimulating teachers can pursue three main types of strategies in order to reach this goal :

- Breaking the monotony of learning
- Making the tasks more interesting
- Increasing the involvement of the pupils

These three simulation goals overlap what breaks the monotony of learning an make the process more interesting. Pupils, a result will be involved since learning is enjoyable and stimulating.

5. 4. 3 Making the Tasks more Interesting

In CBA Courses, these motivating features of task content can help teachers:

- Challenge
- Interesting content
- The novelty element
- The exotic element
- The fantasy element
- The personal element
- Competition
- Tangible outcome
- Humor

5. 4. 4 Presenting Tasks in a Motivating Way

Pupils can enjoy a given task if they play an essential part in it. Involving pupils in class discussion make pupils active participants. Teachers need to select tasks which require mental and / or bodily involvement from each pupil. Specific roles and personalized assignment need to be created for everyone in the class. To make tasks more motivating, teachers need to:

1. Explain the purpose and the utility of task if they want their pupils to give their best. They need to see the importance of what they do.

   Every new unit, every venue of instruction, should be preceded by a justification of its presence [66].

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[66] Dörnyei, Z. (2001). Teaching and Researching Motivation. Harlow: Longman Pearson Education Ltd. Ellis.G& Sinclair. B(1989) Learning to Learn English., p79.

2. The teacher needs to raise the pupils' expectations of the task (whetting the pupil's appetite for learning by asking them to make guesses and predictions about the up-coming task or by pointing the important aspects to be learned.

3. Providing appropriate strategies to fulfill the task. The best way to provide the necessary strategy before any tasks is by modeling them .the teacher has to demonstrate not to explain. The teacher can pretend to be a learner by playing the roles himself or ask volunteers to act out the guidelines. In CBA, the teacher is an act who facilitates the tasks for this learner.

5.5 Creating a Pleasant Learning Atmosphere in the Classroom

It is in fact the teacher' duty to create an affective atmosphere inside the language classroom, a condition that may favour learning operation and encourage collaboration between peers as well as improve the teacher-learners relationship. Thus, the teacher should:

> *...encourage a friendly, relaxed environment. If there is a trusting, positive, supportive rapport amongst the learners and between the learners the teacher, then there is a much better chance of useful interaction happening.* [67]

In so doing, the teacher my undoubtedly give his pupils the opportunity to realize their potential and participate in the teaching/ learning tasks. This is equally recommended to make the classroom tasks more manageable for weak learners who deserve a special care and help from the part of their teacher.

During his teaching the teacher should not forget to create a warm simulating atmosphere in which pupils feel secure and confident and find themselves in an environment appropriate for increasing their motivation and improving their proficiency level.

> *Because It is important for the learners to feel very much at home with both their teachers and follow-learners, if they are to be expected to venture out into the deep waters of foreign language learning, to experiment with new and strange sounds, and to role-play in a language which they have barely begun to learn,* [68]

It has been proved that learning would never take place without a warm teacher-learner relationship and a supportive, but relaxed atmosphere where pupils can express their ideas freely without being penalized by their teacher. Likewise, teachers need to con-

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[67] Scrivener, J. (1998).Learning Teaching. Macmillan Publisher Limited.p15.
[68] *Papaeftkyntion,1993: p95.*

siderate their pupils' potential learning difficulties while planning their lessons. This will involve choosing the right, but the appropriate practice and assessment activities that seek to provide pupils with ample exposure to language instances. In so doing, the teacher is then highly recommended to increase his pupils own learning strategies use, so as to ensure successful language learning.

It has also been acknowledged that efficient teaching can only take place if the teacher gives a value to both learning and testing and keep critics to the minimum to avoid lack of interest and consequently loss of motivation among pupils'. "This implies global, qualitative. Evaluation of learners' achievement as opposed to quantitative assessment of discrete linguistic features" [69].

All in all the teacher needs to be committed to make learning as enjoyable as possible, create favorable learning conditions to the majority of pupils by increasing their motivation.

5.5.1 Increasing Pupils' Motivation

It may be difficult to argue that without motivation, is it possible to attain a certain competence in learning. The teacher has in effect a crucial role in learning process as whole and motivating his learners in particular. He is actually the best motivator for the success of any language learning. Many language specialists have pointed to the necessity of having a passion for teaching, because the teacher's self- motivation can directly stimulate his learners' own motivation. This can be achieved by finding out what most learners like through interactive activities that should not lack the elements of fun and language liveliness. He has then to build up profiles for his learners' preferences and make his class unique for that particular class. For if learners feel that that class was typically prepared for then\ they will without doubt manage to increase their interest and their efforts to get engaged in their own learning process. He should perfectly know that the most important aspect of teaching grammar is engagement. This cannot be achieved without raising learners' interest. Because "Humans learn when they are interested and involved in the subject matter" [70].Thus, the teacher is highly recommended to incorporate challenging language situations capable of helping learners increase their confidence to use the language. To increase such motivation, the teacher is advised to try to see lessons through his learners' eyes. He should not as well manage to seize any opportunity to vary the different tasks at hand and adapt the textbook activities m a way the learners can take better advantage of to enhance their own motivation.

To increase learners' motivation about grammatical structures, he should try to find

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[69] Savignon,S.(2002)."Communicative Curriculum Design for the 21st Century" in English Language Forum.Vol.40,N0 1,January 2002: p3.

[70] Brosnahan, I and J. Neuleib.(1995)."Teaching Grammar Affectively: Learning to Like Grammar." The Place of Grammar in Writing Instruction. Ed. Ray Wallace. New Hampshire: Cook Publishers.p206

convenient means to introduce the different grammatical points in a very objective and clear way. He should as well carefully select the context for their presentation. The teacher is also highly recommended to elucidate, as often as possible, the aim of each activity practiced in the classroom, so that learners become aware of what is being required of them. In the like manner, he should not forget to make his learners feel comfortable in asking questions concerning any language aspect, language usage, cultural aspects related to the language, and so on. Praising learners 'good performance from time to time has also proved to have a pivotal role in increasing learners' motivation.

An important factor that the teacher should be aware of is his learners' repeated absences as these latter can constitute a real obstacle to motivation. Consequently, he should not eliminate the host of factors' causing such absenteeism. One way of achieving this is by demonstrating his competence at every opportunity. According to specialists in the field, learners may develop to become self confident, if they have confidence in their teacher, in what he transmits for them and how he transmits it.

Finally, the teacher should perfectly know that the way he speaks, explains, exploits content and develop his learners' skills while teaching are very high motivation factors. Thus, if fee teacher's approach does not raise learners' interest in a particular group, he is then highly recommended to change it.

5.5.2 Teacher- Learner Relationship

The teacher and pupil relationship plays an important role in determining the atmosphere of the teaching environment and this combination influences the quality of learning which takes place. Elements which support pupil involvement in the classroom are "... discourse and student- teacher interaction" [71]. Better pupil-teacher relationships predict stronger motivation in pupil. Respect between pupil and teachers are also interesting when analyzing pupils' motivation. When pupils are anxious and worried about a teacher's reactions or the result of their mistakes, it is possible that they will not feel motivated to engage in their work. Thus, teacher reactions to pupils become increasingly important because pupils are able to read and understand the reaction of their teacher and may pick up on a teacher's perception of their success or failure. This dynamic between teachers and -Stated makes it increasingly important for teachers to be aware of their attributions, perceptions and opinions of pupils.

The teacher/learner relationship is challenged with power and status. For many, power plays a large part in the relationship. The rights and duties of teachers and learners are related to power. For example, many teachers might state that they have the right to punish those learners who misbehave, whatever the punishment is In any social encounter

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[71] Turner, J. C., Parkes, J., Cox, K., & Meyer, D. K. (1995). The influence of challenge on students' motivtion for literacy. C. J. Kinzer & D. J. Leu (Eds.),p134.

involving two or more people, there are certain power relationships "which are almost al-ways asymmetrical" [72].

Whatever is done by a teacher has a motivational, formative, influence on pupils In other words, teacher behaviour is a powerful "motivational tool" [73]. Teacher influences are various, ranging from the rapport with the pupils to teacher behaviours which attract pupils to engage in tasks. It is important to establish a relationship of reciprocal trust and respect with the pupils, by means of talking with them on a personal level. This reciprocal trust could lead to enthusiasm. At any rate, enthusiastic teachers communicate a sense of com-mitment and interest in, the subject matter that pupils take from them about how to behave.

5.5.3 Strategies for Motivating and Engaging Pupils

The competency based approach place the pupils at the heart of the learning process; thus any attempt to introduce new practices in the Algerian EFL classroom would remain fruitless without having learners motivated to take part in the learning process. In this vein, Palmer [74] asserts that:

> *Motivation would therefore be required to initially arouse students to want to par-ticipate in learning, and it would also be needed throughout the whole process until knowledge construction has been completed. Constructivist theory thus implicates motivation as a necessary prerequisite and co-requisite for learning.*

In order to motivate learners, a teacher may follow some strategies as suggested by Palmer:
- ✓ Challenge learners by setting tasks at a moderate level of difficulty so they can regularly experience success;
- ✓ Use novel or discrepant experiences to arouse curiosity;
- ✓ Increase the meaningfulness of content and tasks by relating them to the learn-er's lives (authentic, realistic, interesting and relevant);
- ✓ Use a variety of different types of activities and tasks;
- ✓ Allow learners to be active participants in the lesson;
- ✓ Allow learners a realistic level of choice in work partners, activities and task formats;
- ✓ Allow learners to work individually or collaboratively in situations that do not encourage competition;

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[72] Wright, T. (1987). Roles of Teachers & Learners. Oxford: Oxford University Press. P17.

[73] Dornyei, Z. 2001. Teaching and Researching Motivation. England: Pearson Education Limited.
[74] Palmer, D. (2005). A motivational view of constructivist-informed teaching. *International Journal of Science Education, 27* (15), 1853-1881.

- ✓ Provide assessment feedback, and use praise that rewards effort and improvement (these are given privately, to avoid social comparison);
- ✓ Model enthusiasm, thinking, dealing with errors, and dealing with challenge; and
- ✓ Be supportive, reassuring, and attentive to the learners. [75]

As it was mentioned earlier, constructivism acknowledges learners' participation in taking decisions in the learning process. Indeed, learners can be motivated and engaged in a given task by making them participate, discuss and negotiate their objectives and outcomes. A strategy was proposed by Clarke (2001) which allows for learners' participation and therefore engagement in the learning process. This strategy is based on making learners identify learning objectives, learning outcomes and the rationale behind learning something new as it is represented in the following table (Table 5.5):

WALT	We are learning to...	**Learning Objectives:** Explicit statements of the skills, competencies and understanding that will Occur during the lesson.
WILF	What I'm Looking for...	**Learning Outcomes:** Observable or assessable outcomes of the learning activities. Making these statements explicit supports teacher assessment, self- assessment and peer-assessment.
TIB	That is because…	**Learning Rationale:** It gives the learner a reason for doing something and helps him to identify alternative routes to achieving the learning outcomes.

Table 5.5: Engaging Learners through WALT, WILF and TIB[76].

Learners can also be motivated by engaging them in collaborative work which needs to be part of constructive learning/teaching environments.

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[75] Ibid., p1866.

[76] Pritchard, A. & Woollard, J. (2010) *Psychology for the classroom: Constructivism and social learning.* Oxon: Routledge

5.5.4 Meeting Pupils' Needs

Some of Algerian pupils do not know the aims of their learning, nor do they know the broad objectives of the English language curriculum. In fact, they attend the courses and receive knowledge for memorization.

In addition, they are not given sufficient information about how to benefit from their learning in their real lives .As a result; learners' needs are not easy to meet as far as the syllabus is concerned. Therefore, EFL teachers are required to seek what their learners really need to know so as to narrow the gap and break the barriers between them and their learners. Actually, the English language teaching depends on teachers who should be skilful enough to discover learners' needs so as to implement the effective techniques to reach better results.

Teachers of English as a foreign language have been giving more importance to the task of identifying the needs of their learners as they have become aware about the fact that the learners' needs identification is a major requirement of a successful teaching. Therefore, needs analysis which has to do with aims of teaching has received considerable attention and assumed a significant role in language learning.

Truly, analyzing learners' needs includes the criteria and the rational for selecting the course content, methodology, and course duration. In other words, the process of needs analyses aims at identifying the appropriate techniques that can be applied in setting the goals and objectives of both teaching and learning.

The task of identifying the learners' needs embraces various factors such as; level of proficiency, teachers and learners' goals and expectation, and the learning skills. These aspects help inform the methods and techniques used in class in order to provide specific tasks to remedy specific weaknesses. As for the Algerian teachers of English, their jobs lies in developing their learners' mental abilities and skills in order o make them able to interact, read interpret, and write in English. Therefore, the methods and techniques used in class should conform to these needs.

It is important to say that the Algerian syllabus designers integrate the basic objectives experienced by the pupils themselves such as the need to communicate affectively, to be familiar with the language system, and to take more responsible for their own learning.

Hence, the course designer should make a clear decision regarding how much information on the pupils is require for an effective course design. Too little information about the pupils can lead to an imbalance in program design. The course and material

should be designed in such a way that pupil interest and motivation will be maximized during the learning process.[77]

5.6 Teacher CBA- Related Training and Education Programs

Before proposing any interventions or highlighting some crucial points in this section, it is worth considering the nature of some concepts such as teacher training, teacher development continuous professional development and teacher education and explaining some of their similarities and dissimilarities. While these concepts have been and are used interchangeably by many researchers, some others argue that these concepts may overlap in their definitions or may differ entirely from one another

In Mann's view, teacher development is a bottom-up, continuo process guided by teachers themselves in their attempt to understand the kind of interactions existing between their internal and external worlds. However, teacher development is not an equivalent of continuous professional development which is planned and delivered by institutions aiming at career requirements rather than teacher personal values as the case in teacher development[78].

At another level, teacher training according to Roberts (1998) is top-down process based on knowledge imparting and transmission. Teacher training which is compulsory and product-oriented is regarded by some researchers (mainly constructivists) having connotations derived from behaviorism and its principles of animal training. Teacher development on the other side is more democratic and more reliable in enhancing autonomy, empowerment and self-determined long-life learning.

Still, Elliott argues that teacher training may be a component teacher development but not vice versa[79]. In addition, Head and Taylor (1997) claim that teacher training and teacher development are "complementary components of fully rounded teacher education" [80]. Indeed, and for our purposes, Elliott's position is taken as reference considering "any activity in which teachers participate in order to learn to teach or improve their teaching is Teacher Education" [81]

However, it was asserted by many researchers and educationalists that teachers teach the same way they were taught; a similar conclusion has been achieved through this work. Bearing this in mind, it has been recommended by those researchers that teacher

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[77] Hedge,T .(2003) .Teaching and Learning in the Language Classroom . UK : OUP .

[78] Elliott, D. (2009). Internet technologies and language teacher education. In M. Thomas (ed.), Handbook of research on Web 2.0 and second language learning (pp. 432-450). London: IGI Global

[79]Ibid, p209.

[80]Kennedy, C. & Kennedy, J. (1996). Teacher attitudes and change implementation. *System, 24* (3),78.

[81] [81] *Elliott, D. (2009). Internet technologies and language teacher education. In M. Thomas (ed.), Handbook of research on Web 2.0 and second language learning (pp. 432-450). London: IGI Global*

education should be consistent with what is supposed to be a CBA orientation in newly designed educational systems. In other words, if secondary school teachers in Algeria are to be CBA practitioners in their orientation and if they are to help and assist in pupils' motivated, self-regulated and autonomous learning they need to be educated in a constructivist fashion.

In line with this premise and to emphasis the urgent need to move towards CBA teacher education, Beckand Kosnik argue that "the competency-based approach is not an interesting theoretical idea; it can help significantly with challenges and tensions we face in teacher education today".[82] He goes further to contend that the influence CBA-related teacher education has on teacher education pupilss will be greater than that of traditional and transmissive ones.

Wood, [83] spotlights the idea that "the alternative perspective that constructivism offers by defining learning as a process of personal construction of meaning offers a potentially powerful way to rethink teacher education". In Algeria for instance, assessing, redeveloping and redesigning teacher education programmers is becoming a must more than any time before. However, among the questions that may arise in one's mind is that of what are the characteristics and the principles of CBA teacher education?

Bradford, distinguishes two forms or views of CBA teacher education. The first tradition focuses on enhancing teachers' understanding of CBA and its pedagogical implications and applications. The second view takes a constructivist standpoint and applies constructivist principles and methods in preparing teachers for CBA practices. Indeed, both practice and theory are important in CBA teacher education with one informing the other as it will be discussed later.

In CBA teacher education the relevance of teachers' personal beliefs and prior knowledge is acknowledged [84], Moreover, prospective teachers "should build their own theory and practice based on their experiences and observations rather than just applying the findings and principles of university- based researchers'(Beck and Kosnik, 2006: 17).

Generally, CBA teacher education in the twenty-first century is characterised by the following (B2011:216);

- ✓ A movement away from a 'training perspective' to an 'education perspective';
- ✓ Recognition that effective teaching involves higher-level cognitive processes, which cannot be taught directly;
- ✓ The need for teachers and prospective teachers to adopt a research orientation to their own classrooms and their own teaching;
- ✓ Less emphasis on prescriptions and top-down directives and more emphasis on an inquiry-based and discovery-based approach to learning (bottom-up);

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[82] Tatto, M. (1998). The influence of teacher education on teachers' beliefs about purposes of education, roles and practice. *Journal of Teacher Education 49* (1), 66-76.
[83] Wood (1995): p336.
[84] Lortie, D. (1975). *Schoolteacher: A sociological study.* Chicago: University of Chicago Press.

- ✓ Less dependence on linguistics and language theory as a source discipline for second language teacher education, and more of an attempt to integrate sound, educationally-based approaches;
- ✓ Use of procedures that involve teachers in gathering and analysing data about teaching; and
- ✓ A focus on devising experiences that require the student teacher to generate theories and hypotheses and to reflect critically on teaching;[85]

This final aspect of CBA teacher education, i.e., reflective practice is receiving wide currency nowadays especially in maintaining and sustaining teacher professional development.

5.6.1 Reflective Approaches for Sustaining Professional Development

Since the introduction of the notion of 'reflective practice' to the literature of language teacher education by Wallace, its importance and effectiveness in promoting and maintaining professional development has been reported by many researchers and practitioners. Reflective approaches foster the development of new conceptual knowledge and understanding instead of habitual practices [86]. In fact, Jaddallah, asserts that "knowledge about teaching and learning is constructed and reconstructed through the effective analysis of experiences". [87]

Reflective approaches engage teachers in an ongoing process of critical thinking, examination and evaluation of their understandings and actions for the purpose of promoting them [88]. Indeed, Barlett (1990: 203) asserts that:

> *If we want to improve our teaching through reflective inquiry, we accept that it does not involve some modification of behaviour by externally imposed directions or requirements, but that it requires deliberation and analysis of our ideas about teaching as a form of action based on our changed understandings.[89]*

Throughout the history of reflective approaches to professional development a number of models were proposed and have contributed to the effectiveness of teaching and therefore learning. Table 5.6 provides some models and activities that were collected by Richards and Farrell (2005: 14, qtd. in Elliott, 2009: 438) for sustaining professional de-

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[85] Beck, C. & Kosnik, C. (2006) *Innovations in teacher education: A social constructivist approach.* Albany, NY: State University of New York Press.

[86] Thompson, C., & Zeuli, J. (1999). The frame and the tapestry: Standards-based reform and professional development. In L. Darling-Hammond, & G. Sykes (eds.), *Teaching as the learning profession: Handbook of policy and practise* (pp. 341-375). San Francisco: Jossey-Bass.

[87] Jadallah, E. (1996). Reflective theory and practice: A constructivist process for curriculum and instructional decisions. *Action in Teacher Education, 18* (2), p83.

[88] Elliot, (op.cit).

[89] Barlett, L. (1990). Teacher development through reflective teaching. In J. C. Richards, & D. Nunan (eds.), *Second language teacher education* (pp. 202-214). Cambridge: Cambridge University Press.

velopment.

Individual	One-To-One	Group-Based	Institutional
▪ Self-monitoring	▪ Peer coaching	▪ Case studies	▪ Workshops
▪ Journal writing	▪ Peer Observation	▪ Action research	▪ Action research
▪ Critical incidents	▪ Critical friend-ships	▪ Journal writing	▪ Teacher support groups
▪ Teacher portfolios		▪ Teacher support groups	
▪ Action research	▪ Team teaching		

Table 5.6: Activities for Teacher Professional Development

To avoid teachers' subjectivity while reflecting on their teachings we suggest among the previous models, a Peer Coaching Model from which Algerian EFL teachers can benefit a great deal. Indeed, such a model implies two teachers reflecting, thinking critically, and giving feedback on the other's and one's personal practice which can help them to determine the strengths and weaknesses in their teaching. In addition to its reliability in giving an overview of how one's teaching looks like, peer coaching increases and promotes the effectiveness of teaching. Moreover, it helps in making appropriate changes and adopting new ideas and strategies within a safe and supportive environment built as a result of teachers working collaboratively with each other (Murray and Christison, 2011).

Following Murray and Christison (2011: 204), peer coaching permits teachers to:
- ✓ Develop skills with a new teaching strategy;
- ✓ Provide opportunities for checking performance
- ✓ Give accurate, specific, and non-evaluative feedback to another teacher;

- ✓ Encourage mutual examination of appropriate new teaching strategies;
- ✓ Transfer new information into effective classroom practice;
- ✓ Reorganise materials;
- ✓ Teach learners to-respond to new strategies;
- ✓ Teach learners a new-process; and Bring teachers together in collaborative prob-lem-solving sessions.

CBA teacher education programmers and reflective approaches to professional de-velopment may bring deep changes in the current Algerian educational system and it may facilitate the move towards constructivist and learner-centered education. However, these attempts "often ignore or give minimal attention to such issues as programmatic structure, institutional context, and change strategies" [90]. In fact, teachers' willingness to create con-structivist learning/teaching environments may be hindered, as it was revealed by this work, by many obstacles which need to be given specific attention and studied carefully to

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[90] Tom, (op.cit)., p113.

overcome any possible issues including the inappropriateness-'of the Algerian EFL class-room for constructivism**.**

5.6.2 Further Implications for Teacher Training

Because EFL Is a rapidly changing field, teachers are highly recommended to expand their roles and responsibilities over time to meet the, many requirements of each EFL teaching/learning situation- They need,, in feet, to take regular, opportunities to update their professional knowledge and skills and to meet their professional and learners' evolving needs. Such opportunities may be provided through.

· *English team meetings*: teachers both experienced and novice needs to cooperate and collaborate collectively to discuss the different issues arising from their everyday contact with the teaching/learning situation in prearranged meetings.
· *Internal pedagogical sessions:* regular observation of teachers by their colleagues, during presented sessions can open the realm to fruitful insights about teachers' professional development and can provide positive feedback on grammar teaching as well as help them identify areas that might need attention. This peer observation can also be used to enable teachers to share ideas, experience and teaching strategies
· *Observation:* the use of self-observation, (generally through audio or video recording) can enable the teacher to see what needs to be improved in his or her grammar teaching has also proved to be highly beneficial.
· *Collaborative planning:* many teachers often work in isolation. Thus, they miss the opportunity to benefit from the collective expertise of their colleague. One way to avoid this is by the identification of potential problems related to grammar teaching and resolving them collaboratively, because it has been proved that collaborative planning can guarantee lesson presentation.
· *Workshop and seminars:* specialists in the field EFL can always offer workshops and seminars on topics related to grammar from time to time. Teachers can seize the occasion to reflect on their teaching and their own grammar teaching strength and weaknesses.
· *Writing about* teaching*:* teachers can keep a reflective diary or journal and why no share it with colleague to be able to self reflects on their teaching and their learners' grammar learning process.
· *Project work: t*eachers should be self confidant enough to be involved in the opportunities to develop projects such as a course demonstration, classroom material, video and other teaching resource to improve language teaching in general and grammar in particular.
· *Action research:* teacher can conduct small scale classroom research on their teaching and why not sharing their findings with colleagues during previously arranged meetings.

These opportunities and many others that teachers have certainly experimented will

undoubtedly help them improve in the basic teacher have certainly experimented will un-
doubtedly help them improve in the basic teaching skills that are language awareness (4),
classroom management, planning and designing courses, developing resources and mate-
rials for teaching and for professional development.

5.7 Motivational Strategies for Collaborative Work

Collaborative learning is an integral part of CBA pedagogy and constitutes an es-
sential steppingstone towards interaction, motivation and language use. Yet, among the
issues that were expressed by many secondary school teachers is the difficulty to rely on
group work which seems to them demanding and time consuming. Pritchard and Wool lard
(2010: 63) suggest a model for promoting collaboration grounded on a number of skills,
knowledge, understandings and attitudes as it is summarized in table 5.7:

	Resources	**Curriculum**	**Structures**
Learners' skills	Knowing how to use the resources (e.g. specific software, information sources, etc.)	Possessing the prerequisite Experience to place them in the ZPD.	Being able to fulfill the role by having the necessary skills for the role expected of them.
Learners' knowledge	Knowing what resources are available.	Knowing the goals, outcomes or success criteria of the activity (WALT and WILF).	Knowing what role they have within the group and the responsibilities they have for the activity.
Learners' understanding	Understanding concepts of suitability, efficiency and appropriateness with regard to choosing resources	Understanding the rationale for the activity (TIB).	Understanding roles and responsibilities within group work.
Learners' attitudes	Respecting property and readiness to share, loan and hire resources.	Wanting to learn and being motivated by the subject matter.	Wanting to participate and contribute to the group.

Table 5.7: Aspects of Group Work [91]

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[91] Pritchard, A. & Woollard, J. (2010) *Psychology for the classroom: Constructivism and social learning.*
Oxon: Routledge. P63.

For achieving a high degree of success and effectiveness from the aspects mentioned in the previous table (Table 4.3) and to attain the objectives of collaborative work, teachers may follow some strategies like the ones proposed by Pritchard and woollard (2010. 65)

✓ Assigning names to groups to give a sense of identity and responsibility ;
✓ Celebrating a learner's achievements as a member of a group;
✓ Creating a group notice board or display area in order to promote identity and to highlight achievements;
✓ Dividing duties and tasks like scheduling or directing one person per group for each activity such as collecting resources handing in work, etc;
✓ Physically diving the class in group
✓ Designing a seating plan so that consistency of location is maintained and activities completed jointly in the previous lesson can be continued
✓ Creating starter by setting some activities that can be completed in pairs

Actually a crucial role should be attributed to pair work since it is the cornerstone in forming strong and effective groups. Teachers are therefore required to intervene in forming pairs on the ground of a number of criteria which define why these two pupils should work together or not. A teacher may ask two persons to work in pair because they share a commons interest they have the same need or one of them needs support or scaffolding from the other. Scaffolding can also be provided by the teacher to foster self-reliance

Thus, encouraging cooperation between pupils is a powerful mean of increasing pupil motivation all studies in foreign language learning are unanimous in claiming that learner develop more positive attitudes toward learning in a cooperative environment. Cooperation fosters class group cohesiveness, when pupils work together they share a common goal regardless of ethnic, cultural class or ability differences thus can enhance the feeling of solidarity and comradely supportiveness. Cooperative teams are autonomous since they work without the supervision of their teachers most of the time.

5.8 Project Work

With regard to projects, it would be. Preferable if they are hand written, not typed on a computer, so as to give pupils some practice in spelling and to raise their, conscious-

ness to the mistakes they can make. Typing on a computer will not allow such identification of mistakes. Whew evaluating pupils' projects teachers have to take into account, bow. Correctly and creatively they used what they have learnt along the file, and not how successful they were in reproducing what they have acquired. A whole group grade will reinforce the merits of collaboration, that's why teachers are required to assign the whole group only one grade. In CBA, the role of project work in enhansing pupils' motivation has proved to be a major one. For a successful realization of projects Stoller, has proposed steps for or chartering project work:

Step 1:

Agree on a theme for the project

Step 2:

Determine the final outcome

Step 3:

Structure the project

Step 4:
Prepare the learners
for the language
demands of step 5

Step 5:

Gather information

Step 6:
Prepare the learners for
the language demands
for step 7

Step 7:

Compile and analyse information

Step 9:

Present final product

Step 8:
Prepare the learners
for the language
demands of step 9

Step 10:

Evaluate the project

Figure 5.3: developing a project in a language classroom. (Source: stoller,). [92]

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[92] Stoller, Fredericka. "Project Work: a Means to Promote Language Content." English Teaching Forum 35. 4 (1997): p9.

The model is successful after being based in different language classrooms.

5.9 ICTs and Education

Today's education at large experience challenges is caused by new technologies, great number of information sources, thus being forced to search for new and effective methods of teaching delivery and learning. The application of ICT as a driving force in higher education means fundamental changes in the area of educational technologies .It is becoming one of the major issues of contemporary education. Search concerning ICT use for language learning is becoming a question of the day.

One of the most difficult problems that face teachers is how to capture the pupils' interest and stimulate their motivation to learn. With the advantage of the world websites, teachers and learners have a large quantity and a variety of materials available; texts, visual materials, newspapers, magazines, live radio and TV, video clips...etc. Easily accessible websites can help learners to find appropriate authentic task-based materials. The role of the learner as the text supplier in this case is important, because in the day to day learning/teaching the exposure to authentic materials can make the task more interesting and motivating. This role raises the feeling of autonomy and importance among pupils. This makes them feeling that they participate in the design of their courses and this can raise their motivation to learn.

The Internet search provides unlimited resources and specific topics. The communication online can successfully replace authentic printed materials used in the classroom and make the EFL classroom livelier. Face- to- face activities provide opportunities for pupils to access different online materials, take responsibility in the interaction and to develop independent learning skills. Furthermore, Computer-based information (e.g. TV and radio interviews, the news, video clips, advertising, TV copies on YouTube, etc) provides authentic resources to develop all skills in the classrooms and autonomy.

Technologies for reading authentic texts are ideal. "Whereas newspapers and any other printed materials, e.g. textbooks date very quickly, the internet is continuously updated, more visually stimulating and being interactive, therefore promoting a more active approach to reading rather than a passive one" [93]. Authentic materials online keep learners informed about what is happening in the world. The variety of internet based text type's means that it is easier to find something that will interest the learner and may even encourage for further reading, listening or watching. It can also promote other skills such as es-

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[93] Berardo, S. A., (2006). The Use of Authentic Materials in the Teaching of Reading. The Reading Matrox, 6(2). 27 August 2011 . (http://www.readingmatrix.com/articles/berardo/article.pdf)

say, email writing, outlining, mapping, adding information and may result in oral performance, such as conversations, interviews, presentations, lectures, reports, etc. The resources of authentic spoken English may stimulate and maintain motivation. The EFL teaching will go from teacher- centered to learner- centered teaching as long as they have access to technologies. As a result, it would be motivating for pupils to be taught using authentic materials via computer information tools.

The use of technology increases learner motivation for language study by helping them to choose activities, media sources and content topics most appropriate to their interests and learning styles. Technology also contributes to the authenticity of the learning process. Authentic resources in technology-based EFL learning context, besides the main language skills, encourage a more active approach to autonomous and motivating learning.

5 .10 Conclusion

This concluding chapter has been primarily concerned with providing some suggestions and recommendation for promoting pupil motivation under the features of competency based approach indeed this chapter emphasizes the importance of preparing both teacher and pupils for the CBA teachers should promote then pupils autonomy and motivation through showing them how the learn as part of SBI teachers can do this through raising pupils motivation, creating basic motivational conditions and establish a persuasive communications to alter pupils beliefs and attitudes. On the other hand teachers are required to be aware of the importance of learning theories in their teaching practices moreover teacher education needs to be consisted with CBA to give them necessary understanding and strategies for implementing CBA principles in their classrooms the EFL classroom in Algeria should provide a space for CBA learning and teaching as it relies or pair group and project works. The classroom should also be equipped writhe sophisticated and appropriate materials which are needed in a globalised world characterized by the large use of ICTs in individual's daily lives.

General conclusion

English enjoys a worldwide importance and interest in all fields of life. This left its print on the education field and that is why English is taught everywhere. In the era of globalization, it is highly recognised that the purpose of education goes beyond enabling learners to memorise de-contextualised information and retrieve it later for use; rather, education empowers the learner with the necessary tools, skills, and competencies that allow him to face challenges of real life situations and to be active and motivated to learn foreign languages.

For the sake of reaching these objectives, the Algerian education system was reformed on the ground of the competency-based approach as a learning methodology. CBA is based on the learner in order to develop his/her skills as it is said previously in a form of competencies applied in several contexts. The numerous features of CBA are thought to have positive impacts on learners' motivation and interest in learning foreign languages. Secondary school teachers are supposed to rely on CBA in their pedagogical practices aiming at fostering pupils' autonomy and increasing their motivation. The present study certainly does not cover all possible researchable futures regarding the issue of CBA and pupils' motivation especially in secondary schools. Yet it is gives some insights into the benefits of CBA principles in relation to the realization of increased motivation at the level of secondary education.

Therefore, to better understand the motivational value of CBA, a case study has been designed to answer the research questions and test the proposed hypotheses that we stated at the very beginning of the dissertation. The research was divided into five chapters; the first one dealt with theoretical considerations on CBA. It sought to draw a clear description of CBA as it relates to learners, teachers, and the learning/teacher environment. The second chapter was devoted to the motion of pupils' motivation under CBA. In the third chapter, the research gave a bird's eye view on the Algerian educational situation in accordance with CBA considering the Algerian EFL secondary education, it also dealt with the research design and methodology. In addition to the situation analysis, necessary data were collected and then analysed in the fourth chapter. The last chapter provided some suggestions and solutions to make the reform more effective and the Algerian EFL classroom reflecting the principles of CBA and their motivational elements. It also highlighted some strategies to promote pupils' motivation and create CBA motivational learning atmospheres.

Through designing and conducting an exploratory case study, and after the analysis and triangulation of data gathered from different sources using a set of research instruments (a questionnaire for pupils, a questionnaire for teachers, classroom observation, and an interview with, a general inspector of English), the three hypotheses put forward were confirmed. This research gives the impression that the competency-based approach will be effective in enhancing pupils' motivation, if there is a suitable environment mobilized for the teacher to set its principles and play his/her important role. Both pupils and teachers believe that when the teacher, develops a relationship with the pupils, creates a comfortable and relaxing environment for learning and encourages pupils, pupils are more motivated to learn. In line

with this, Patricia, et al (2011) has stated that many researchers emphasized that good relationships between pupils and teachers lead to increased pupil performance.[1]

The findings of this study suggest that in the competency-based approach, teachers should place more emphasis on strategies to foster pupil motivation, according to the results; they need to encourage interest between pupils themselves to make them depend on themselves and work collaboratively in pairs or in small groups. Teachers have also to be approachable and take into account the pupils' needs to make them feel that they are valued and that the teacher cares for them and for their learning, creating a pleasant atmosphere in the classroom. Being warm. The findings of the study also revealed that the behaviours and roles of teachers in the CBA might increase motivation in a language classroom. Teachers roles and the characteristics of the CBA embody the core external factors influencing pupils' learning and promoting motivation.

A teacher adopting the CBA is the one who accepts pupils' needs and interests and encourages their autonomy. The results showed that pupils enjoy the learning tasks and have an interest to learn more. CBA principles and characteristics seem to have positive impacts on pupils' motivation; pupils enjoy working in pairs and in small groups. As well as, working on projects collaboratively. The findings revealed that the use of ICTs in EFL settings has become a reality that has imposed itself within the CBA, it is a useful motivating strategy used by teachers adopting the CBA methodology. Pupils like to study with technology devices. Thus, the Algerian EFL classroom should be appropriate for creating CBA leaning/teaching environments. Our argument is attached to the belief that understanding the rationale underpinning the CBA and learner-centeredness would probably provide teachers and practitioners with the necessary knowledge to choose among a wide set of teaching strategies and methods to ensure the effectiveness of our teaching practices and therefore attain the goals of educational reform. In fact, preparing teachers, pupils and the EFL classroom are integral components to this research and constitute a steppingstone to enhance CBA and autonomous education in Algeria in order to create autonomous and motivated learners.

We believe that the present dissertation which was a humble trial to contribute to the current debate surrounding the CBA and its role in enhancing learners' motivation remains insufficient and incipient as the researcher has only skimmed superficially the issue under investigation. It is ethical to mention, however, that this research had limitations and that many aspects were neglected. One should bear in mind that there are many factors which could contribute to the limitation of data, including the nature of the topic being tackled, the choice of the research method, the instruments, the sample population, and the context of the study. Indeed, the notions of CBA and motivation are diverse, dynamic, and difficult concepts to define in only a few words, terms and entities as they are governed by a variety of principles provided by several research in this area of investigation, and as it is the case, this research could not probably cover each and every single aspect in this multidimensional topic.

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[1] Patricia.G.Lori.K.and Glenda.H(2011). Impact of teacher personality styles on academic excellencof secondary students.Article,volume 21, number 3.

General Conclusion

In fact, generalisations are not easily concluded especially when the sample population is approximately small, this does not guarantee any attempt to generalise the findings to include a larger population like the one of Algerian EFL teachers and learners. In addition, observing one or two EFL classrooms does not ensure that the same practices are common in other classes around the nation. Nonetheless, the results obtained gave insights into the benefits of the CBA principles in relation to the realization of increased motivation at the level of secondary education.

To conclude all what has been developed so far, one might argue that the competency-based approach, whatever its principles and objectives are; is likely to be effective in creating motivated learners when it is grounded on double-way (top-down and bottom-up) collaboration amongst all the agents in a community where shared visions are to orchestrate their efforts to construct the road to the future. Therefore; this research represents a prelude for further research which is required to better understand the motivational value of the CBA in the EFL classroom.

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Appendices

Appendix A : Pupils' Questionnaire

Dear pupils,

The following questionnaire seeks to gather your views concerning your motivation to learn English under your teacher's method of teaching.It also tries to investigate how your teacher's behaviour and the classroom setting may affect your motivation.You are therefore kindly requested to answer the following questions by putting a cross (x) and making your comments when necessary.

Age : ….. years old

Gender : Male ☐   Female ☐

Repititive :Yes ☐   No ☐

1/ Do you think learning English is?

Important ☐   Not important ☐

Why ?...
....

2/ What are your reasons for learning English?

a- To speak and write English well ☐

b- To improve your level in English ☐

c- To prepare yourself for the BAC exam ☐

3/ In this case what you learn in English sessions is:

Interesting   Yes ☐   No ☐

Relevant   Yes ☐   No ☐

Realistic   Yes [   ]   No   [   ]

Authentic   Yes [   ]   No   [   ]

4/ Which one according to you take more responsibility in the learning process ?

The pupil   [   ]

The teacher   [   ]

Both   [   ]

5/ How do you describe your classroom atmosphere? is it :

a- Boring   [   ]

b- Funny   [   ]

c- Neutral   [   ]

6/ what does your teacher do to create a good learning   atmosphere?

a- Praise pupils?   [   ]

b- Acknowledge what pupils can do?   [   ]

c- Check that pupils are comfortable with learning?   [   ]

d- Encourage pupils to write?   [   ]

e- Establish a good relationship with pupils?   [   ]

f- None?   [   ]

7/ When you do not do well, does your teacher embarrass you?

Yes   [   ]   No   [   ]

8/ Does your teacher respect your interests and accept your initiatives?

[   ]   [   ]

Proposals	Yes		No	
Comments	Yes	☐	No	☐
Extra information	Yes	☐	No	☐
Extra work (presenting something for example)	Yes	☐	No	☐

9/ Does your teacher's method motivate you ?

Yes ☐   No ☐

Why ?..

....

10/ Do you think that you participate because:

a- You are motivated to learn ☐

b- You like the teacher ☐

c- You are a risk taker ☐

11/ Does your teacher's reaction against your mistakes:

a- Motivate you to speak ☐

b- Do not motivate you ☐

c- You are indifferent ☐

12/ After the English class, do you:

a- Feel satisfied of the knowledge presented by the teacher ☐

b- Try to develop it and enrich it outside the classroom ☐

13/ How often does your teacher invite you to speak?

    a- Always ☐

    b- Often ☐

    c- Sometimes ☐

    d- Rarely ☐

14/ Does the content of the text book meet your aims so that you feel motivated to learn?

    Yes ☐   No ☐

15/ Does the course book teach you the language you can use in real situations?

    Often ☐   Sometimes ☐   Never ☐

16/ In the classroom, do you have the opportunity to discuss about the lesson with your peers?

Always ☐   Often ☐   Sometimes ☐   Rarely ☐   Never ☐

17/ When writing in class, do you prefer?

    a - Working individually? ☐

    b- Working in pairs? ☐

    c- Working in groups? ☐

18/ How often does your teacher ask you to work in groups?

Never ☐   Rarely ☐   Sometimes ☐   Often ☐   Always ☐

19/ When you work in groups, do you:

      a- Feel that you are satisfied with yourself? ☐

      b- Take a positive attitude toward yourself ? ☐

      c- Feel that you are not good at all ? ☐

      d- Feel less embarrassed to make mistakes? ☐

      e- Feel more confident? ☐

20/ When the teacher asks you to work in groups, are you:

      a- Very motivated ? ☐

      b- Motivated ? ☐

      c- Less motivated ? ☐

      d- Not motivated ? ☐

Whatever your answer is, please say why

21/ Does your teacher encourage you to prepare a project work?

      Yes ☐   No ☐

Why ?..

....

   22/ Do you like preparing a project work ?

Yes ☐   No ☐

Why ?..

....

23/ Does your teacher uses ICTs in the class?

    a- Always ☐

    b- Sometimes ☐

    d- Often ☐

    e- Never ☐

Why ?...
....

24/ When your teacher uses technology devices, are you:

    a- Very motivated ☐

    b- Motivated ☐

    c- Not motivated ☐

Why ?...
....

Thank you for your cooperation

<div align="center">

Appendix B: Teachers' Questionnaire

</div>

Dear teachers,

This questionnaire is part of a research work which is about the causative relation between CBA and pupils' motivation. It also tries to investigate how your behaviour and motivational strategies in CBA may affect your pupils' motivation. I would be grateful if you could answer the following questions by ticking the appropriate box, or by answering freely.

Age:……………years old.

Gender: Male ☐ Female ☐

1-How long have you been teaching English?

…………………………………………………………………………………………..

2- How do you evaluate your pupils' level in English?

Good ☐   Satisfactory ☐   average ☐   weak ☐

3- According to you, what is the objective of teaching English to third year classes?

a- Improve their proficiency in English ☐
b- Have to some extent a good command of English ☐
c- Prepare pupils for the BAC exam ☐

4- How do you find the syllabus of English?

Suitable ☐   Interesting ☐   Hard ☐

5- Do your pupils like English?

Yes ☐   No ☐   To some extent ☐

Please justify:

……………………………………………………………………………......

……………………………………………………………………………......

6- What do you think teaching is?

    a- To enable an individual to acquire the desired behaviour through shaping his behaviour with various reinforces and stimulus ☐

    b- To help the individual acquire various cognitive skills through pre-specified activities designed in a particular ☐

    c- To create a learning environment which facilitates and helps an individual to build his own knowledge and work collaboratively with other learners ☐

7- What do you think learning is?

    a- An observable change in an individual's behaviour as a result of a given stimulus

    b- The indiv☐'s to process and recognise the given knowledge in his mind ☐

    c- A process of active knowledge building based on previous knowledge and experiences ☐

8- Do you feel that your pupils are motivated to learn the English language?

    Yes ☐   No ☐

9- Do you think that it is the teacher's job to motivate pupils?

    Yes ☐   No ☐

10- Whatever your answer is, please explain.

………………………………………………………………………………….

………………………………………………………………………………….

11- Do you try to build self-esteem in you pupils?

Yes   ☐   No   ☐

Appendices

12- Do you tend establish a motivating atmosphere inside the classroom?

a- Always ☐   b- Sometimes ☐   c- Rarely ☐   Never ☐

How?...

……………………………………………………………………………………………..

13- According to you what is CBA?

……………………………………………………………………………………………

……………………………………………………………………………………………

14- Did you receive training or education on CBA?

Yes ☐   No ☐

15- What are the main CBA principles you have been educated on?

……………………………………………………………………………………………

…………………………………………………………………………………………..

16- Which one (s) among those principles you rely on in your classroom?

…………………………………………………………………………………………..

…………………………………………………………………………………………..

17- Do you think your teaching method (CBA) helps in raising pupils' motivation?

a- Yes ☐ : No   ☐

18- Do all you pupils show interest in you class?

a- Yes ☐   b- No ☐

19- How often do you have your pupils work in groups?

Never ☐   Rarely ☐   Sometimes ☐   Often ☐   Always ☐

20- How do pupils react to cooperative learning?

    a- Very motivated

    b- Motivated

    c- Little motivated

    d- Not motivated

21- Does cooperative learning enhance pupils' participation in writing?

    Yes ☐   No ☐

If yes, say how?...

……………………………………………………………………………………….

22- Is the course book learner-centered as it claims, i.e, does it encourage pupils to learn by interaction and cooperation/collaboration

    Yes ☐   No ☐

23- Does the text book teach your pupils the language they use in real situation?

    Often ☐   Sometimes ☐   Never ☐

24- Do you rely on project work?

    Yes ☐   No ☐

25- How do your pupils react when working on projects?

    a- Very motivated

    b- Motivated

    c- Less motivated

    d- Not motivated

26- Do you use ICTs (information and communication technologies) in your classroom?

    Yes ☐   No ☐

Appendices

27- What are the different techniques that you use to motivate your pupils in teaching English?

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

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

28- Please indicate your reaction to teach of the following statements by ticking the one that represents your level of agreement or disagreement with it. Make sure to respond to every statement:

<table>
<tr><td></td><td></td><td>Strongly disagree</td><td>Disagree</td><td>Neutral</td><td>Agree</td><td>Strongly agree</td></tr>
<tr><td rowspan="3">AF FE CT</td><td>1. The electronic devices (computer, data projector, etc.) make me feel comfortable</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>2. Using the electronic devices (computer, data projector, etc.) in teaching English is enjoyable</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>3. I like using the electronic devices (computer, data projector, etc.) in teaching English</td><td></td><td></td><td></td><td></td><td></td></tr>
</table>

C O G N I T I V E	4. The electronic devices (computer, data projector, etc.) save time and effort					
	5. The electronic devices (computer, data projector, etc.) would motivate pupils to do more study English					
	6. The electronic devices (computer, data projector, etc.) are a fast and efficient means of getting information					
	7. I think I need the electronic devices (computer, data projector, etc.) in my classroom					
	8. The electronic devices (computer, data projector, etc.) can enhance pupils learning English					

B E H A V I O U R		9. The electronic devices do more good than harm				
		10. I would rather do things with an electronic device than by hand in teaching English				
		11. I would use the electronic devices as much as possible in teaching				
		12. I would like to learn more about the electronic devices (computer, data, projector, etc.)				
		13. I have intention to use the electronic devices (computer, data, projector, etc.) in teaching English in the near future				

A D V A N T A G E	14. Teaching with the electronic devices (computer, data, projector, etc.) in the CBA approach offers real advantages over traditional methods of instruction					
	15. Technology can improve the quality of pupils learning English					
	16. Using technology in the English classroom would make the subject matter more interesting					
	17. The electronic devices (computer, data, projector, etc.) are useful for language					

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	learning					
CO MP ATI BIL ITY	18. I don't think that English class time is too limited for the electronic devices use					
	19. The electronic devices (computer, data, projector, etc.) use suits my pupils learning preferences of English and their level of computer knowledge					
	20. The electronic devices (computer, data, projector, etc.) use is appropriate for many language learning activities					

29/ Will you please add (below) any other comments you consider important for this issue?

Thanks you for your time and collaboration

Appendices

Appendix C: Classroom Observation

Place: El-Kerma Secondary School

Class:

Time: From   to

Observation:

I.   Pupils Behaviour in the EFL Classroom

Options	Always	Often	Sometimes	Rarely	Never
Pupils' attitudes to their English language learning is positive.					
The lesson's objectives are disaussed with pupils.					
Pupils choose how long to spend on each activity.					
Pupils are interested.					
Pupils are motivated.					
Pupils participate.					
Pupils ask questions.					
Pupils like their teachers' method.					
Pupils enjoy themselves working collaboratively.					
Pupils interact with each other.					
Pupils are disruptive.					

	Alway (%)	Often (%)	Sometimes (%)	Rarely (%)	Never (%)
Pupils are motivated when working on the project.					
Pupils are motivated when the teacher uses ICTs.					
Pupils enjoy the activities in the text book "New prospects ".					

II. Teachers Behaviour in the EFL Classroom

Options	Alway (%)	Often (%)	Sometimes (%)	Rarely (%)	Never (%)
The teacher relies on CBA principles in teaching.					
The teacher accepts pupils' initiatives.					
The teacher gives time for thinking.					
The teacher encourages autonomy.					
The teacher encourages discussion.					
The teacher encourages learner-learner interaction.					
Peer teaching is allowed.					
The teacher provides guidance about how to do the task or the exercise.					
The teacher simplifies the lessons and make them interesting.					

The teacher allows pupils to participate actively.					
The teacher praises pupils.					
The teacher encourages creative and imaginative ideas.					
The teacher creates a good learning atmosphere.					
The teacher encourages collaborative group work.					
The teacher encourages pupils to work on projects collaboratively.					
The teacher uses ICTs to motivate his learners.					

III. The Classroom Setting

Options		Yes (%)	No (%)
The classroom is organised			
The classroom is	Over-crowded		
	Large		
	Normal		
	Small		
The classroom is equipped with ICTs			

Appendices

<hr>

Appendix D: The General Inspector's Interview

1-What is the definition of learning upon which the Algerian educational system has been reformed?

    a-An observable change in an individual's behaviour as a result of a given stimulus ☐

    b- The individuals to process and reorganise the given knowledge in his mind ☐

    c- A process of active knowledge building and problem solving based on previous knowledge and experiences ☐

2- What is the definition of teaching upon which the Algerian educational system has been reformed?

    a- To enable an individual to acquire the desired behaviour through shaping his behaviour with various reinforces and stimulus ☐

    b- To help the individual acquire various cognitive skills through pre-specified activities designed in a particular sequence ☐

    c- To create a motivational learning environment which facilitates and helps an individual to interact actively and work collaboratively with other learners ☐

3- According to you, what is the competency-based approach?

4- Do you think CBA models and principles are applied in the Algerian EFL classroom?

    •Why?

    •How?

5- Is CBA included in teacher education programmes?

6- If yes, which principles are emphasised?

7- On the basis of your visits several classes in the wilaya, how motivated are third year literary pupils in secondary schools?

8- Do you think that CBA models help pupils to be motivated to learn English in and outside the classroom?

9- Do project works and collaborative learning contribute in enhancing pupils' motivation and interest?

10- On the basis of your visits to secondary classes, do pupils enjoy learning English when teachers use ICTs and technology devices?

11- Do you provide teachers with techniques how to motivate their pupils and promote their autonomy? (during seminars and study days).

12- Which piece of advice would you give English teachers in order to promote and enhance their pupils' motivation within the CBA?

Thank you for your time and collaboration

Appendices

Appendix E: The Algerian English Framework

Competenci-es	MS4	SS3
Interaction	Can interact orally to start and maintain short conversations (i.e. asking/ answering questions and responding to information and news of others) • on a range of familiar topics related to self and community • using both routine and simple, spontaneous sentences. Can carry out a small range of common functions in order to • make plans, give opinions and advice, give and follow directions and instructions, and ask for and offer things and assistance • using routine and simple spontaneous language. Can plan for, use and evaluate the effectiveness of Spoken Interaction Strategies used • to facilitate pair work in class • to convey the meaning of unknown words, phrases and structures • to gain time to plan and recall language	Can interact orally to start, maintain (e.g. greetings, asking questions and follow-up questions, answering in detail, giving and seeking facts, reasons, advice and opinions and agreeing and disagreeing) and close a conversation • on topics of interest and familiar matters (e.g. current events and contemporary issues, and concrete issues related to personal life and found in media such as film, books and music) • using a range of appropriate simple language Can carry out common functions involving two or more people (e.g. making plans, giving opinions and advice, apologizing, asking for and offering help,) • in a variety of contexts and situations • making use of a range of language Can help sustain a basic discussion and group decision making • on familiar topics and matters of interest • that includes the exchange of ideas and opinions Can plan for, use and evaluate the effectiveness of Spoken Interaction Strategies used • to get and give turns in conversations and discussions • to communicate and check understanding.
Interpretive listening	Can listen understand the gist and some important details of • medium-length monologs and dialogues between 30-60 second long • with key information presented in routine, but varied language • on regularly encountered matters (e.g. school, interests, places, health, personal experiences and stories.) Can listen to and understand routine	Can listen and understand main points and the important details of • Longer monologs and conversations with two or three people (over a minute) • on a range of topics of interest and well-known matters found in media (e.g. radio and film) such as plot, characters, themes and issues • that contain less common or more complex language • and that are delivered clearly, though

	classroom instructions • without supporting visuals; Can listen to and understand unfamiliar instructions and explanations that are • medium length (more than one simple sentence) and straightforward • accompanied by visuals (e.g. gestures, writing or drawing, modeling, demonstration) • broken down step-by-step. Can plan for, use and evaluate the effectiveness of several listening strategies used to • make reasonable guesses at meanings • to maintain a helpful state of mind.	with some variety in the nationalities of the speakers (e.g. users of English from Algeria, India, England, France, the US or Germany). Can listen and follow detailed directions and instructions • with some complex sentences and unknown words • that are familiar in nature and/or have at least one supporting visual.
Interpretive reading	Can read and understand the main points and some important details of • medium-length texts (e.g.: two - three paragraphs) • on familiar topics related to self and community (e.g.: school, interests, health, experiences and well-known events or issues) • that are straightforward and clearly written. Can read and understand the gist of • simple arguments or opinions that are • clearly written Can read and understand the main points of • simple personal letters • describing personal events, feelings/ opinions and wishes Can plan for, use and evaluate the effectiveness of several reading strategies to develop • reading efficiency and speed • guessing skills.	Can read and understand the gist and significant details • in texts of three or more paragraphs • on familiar matters of a more abstract nature such as cultural and contemporary issues • that contain some unexpected or complex language and ideas: political speeches, social commentaries, book or movie reviews. Can identify the line of argument in • clearly signaled and organized arguments. • dealing with familiar matters • that contain unexpected or complex language and ideas. Can read letters or email from friends and understand descriptions of events, feelings and wishes sufficiently to comment or respond appropriately and specifically. Can plan for, use, and evaluate the effectiveness of reading strategies • to use paratextual clues to aid comprehension and • acquire new language from reading
Productive writing	Can write short narratives and factual descriptions • on familiar topics of personal interest • as a loose paragraph of related ideas	Can write narratives, descriptions, expository texts or essays (e.g. articles for media, reports, essays, film reviews) • on a variety of concrete and more abstract subjects related to his/her

	• using common connectors (e.g. and, but, because, so, then, next, finally) Can write short, personal letters or email • on familiar topics of personal interest, • to provide description and ask questions • that follow a conventional format consisting of one main paragraph Can write basic instructions and directions • about routine matters (e.g. recipes, how to get to a site of interest, how to do something) that are • generally coherent Can plan for, use and evaluate the effectiveness of several writing strategies to • generate ideas and • create a draft.	interests and studies • that are relatively detailed • consist of three generally clear and cohesive paragraphs. Can write a simple factual argument • exhibiting a line of development which includes some subsidiary points and relevant examples, and a conclusion. Can write personal letters • giving news and expressing thoughts and opinions • about well-known abstract socio-cultural topics (films, music, well-known contemporary issues or news) and • commenting on the news and thoughts of his/her correspondent. Can plan for, use and evaluate the effectiveness of several writing strategies related to each step of the writing process.
Productive speaking	Can sustain a short oral narrative (story, experience or event) or a description • on topics of interest • as a series or sequence of connected points. Can plan for, use and evaluate the effectiveness of productive speaking strategies used • to maintain interest..	Can produce an oral narrative or description • on a variety of topics (e.g. dreams, hopes, ambitions, plots of books, unpredictable occurrences such as accidents) • consisting of more than one, somewhat cohesive paragraph • that includes some basic sensory details and vivid description Can give an oral report prepared from researched facts • on a familiar matter or topic of interest • as unified, coherent 2-3 three paragraphs.
Linguistic Competency	**Vocabulary:** Can effectively use the words and phrases needed to express one's ideas • within straightforward, familiar topics and situations • politely and appropriately • comprehensibly, • making use of strategies to convey concepts or adjust message when exact words are not known. **Grammar**: Can use	**Vocabulary:** Can effectively use the needed vocabulary to fully express his/her ideas • on matters connected to his/her interests and generally known topics • appropriately • with precision **Grammar:** Can use • Grammar needed to express ideas • on matters connected to his/her interests and generally known topics • with good accuracy and precision

	• common routines and patterns with general, but not complete control • with mistakes common within less familiar topics and situations, or when trying to express complex ideas. **Pronunciation** Can pronounce • familiar and some simpler new words, phrases and routine sentences • intelligibly • with a strong foreign accent • and mispronunciations present	• though minor mistakes may occur. **Pronunciation**: Can pronounce • language used • clearly and intelligibly • though a foreign accent is evident and • occasional mispronunciations occur.

Glossary

Bottom-up process: In psychology sciences, and information processing, it is a way that makes use of the information present in the input to achieve higher level meaning. The meaning of this term varies depending on the unit of analysis.

Competency Based Education: An approach to teaching that focuses on teaching the skills and behaviors needed to perform competencies. Competencies refer to the learner's ability to apply different kinds of basic skills in situation that are commonly encountered in everyday life. Competency based education is based on a set of outcomes that are derived from an analysis of tasks learners are typically required to perform in real-life situation. CBE is believed to improve the quality of teaching and learning.

Curriculum development: the study and development of the goals, content implementation, and evaluation of an educational system. In language teaching, curriculum development is also called syllabus design.

Expectancy-value theory: Refer to a variety of theories of motivation that assume that people are motivated to do things that they perceive to have value and at which they expect to succeed.

Inquiry-based learning: Also called discovery learning, an approach to teaching and learning which is based on principles in which learners develop processes associated with discovery and inquiry by observing, inferring, formulating hypotheses, predicting and communicating where text books are not the sole resources for learning.

Metacognition strategies: A category of learning strategy which involves thinking about the mental processes used in the learning process? monitoring learning while it is taking place, and evaluating after it has occurred for example, metacognative strategies a learner may use when he or she is beginning to learn a new language like planning ways of remembering new words.

Paradigm: A term used very widely and loosely to refer to conceptual frame work of beliefs, theoretical assumptions, accepted research methods, and standards that define legitimate work in a particular science or discipline. The scientist Kuhn described the process of change in the sciences as a paradigm shift.

Problem solving: tasks, often involving word puzzles or simple drawings, used to stimulate pair work, group work and oral discussion among small groups of foreign language learners. The use of such tasks is characteristic of some phrases of lessons in the competency-based approach.

Project work: An activity which centers around the completion of task, and which usually requires an extended amount of independent work either by an individual learner or by a group of learners. Much of this work takes place outside the classroom. Project work often involves three stages: a)Classroom planning. b)Carrying out the project c)Reviewing and monitoring.

Glossary

In language teaching, project work is through to be an activity which promotes cooperative learning, reflects the principles of learner-centered teaching.

Qualitative research: narrowly, any research that used procedures that make use of non-numerical data, such as interviews, case studies or participant observation. Data collected in qualitative form can often be converted into quantitative form.

Quantitative research: narrowly, any research that uses procedures that gathers data in numerical from. More broadly, the term often implies an approach to research that aims at causal explanation of phenomena through the identification of variables.

Scaffolding: 1) - It is the support provided to learners to enable them to perform tasks which are beyond their capacity. Scaffolding is through to be one way in which learners enquire new linguistic structures.

2) - teaching strategy where teacher and learners engage in a collaborative problem-solving activity with the teacher providing support, guidance and input.

Top-down process: in psychology sciences, and information processing is made between two different ways in which humans' analyses and process language as part of comprehension and learning. One way, known as top-down processing, makes use of "higher level" information that is present in the data. The meanings of this term vary depending on the unit of analysis.

Triangulation: In research, it is the process of collecting data from several different sources or in different ways in order to provide a fuller understanding of a phenomenon. Obtaining data from more than one source is the most commonly used type of triangulation.

Zone of proximal development: It is the distance between what a learner can do by himself or herself and what he or she can do with guidance from a teacher or a more capable peer. The theory assumes that learners use the techniques used during collaborative efforts when encountering similar problems in the future.

ملخص

شهدت المنظومة التربوية الجزائرية مع مطلع القرن الواحد و العشرين حركة إصلاح واسعة تم من خلالها تبني منهجية المقاربة بالكفاءات. باعتبارها طريقة فعالة بطبيعتها النموذجية. كان من المفترض أن تحدث تغييرات في أساليب تعلم اللغة الانجليزية بأكثر نجاعة. بناء عليه، تمثل هدف هذا العمل الذي اخذ شكل دراسة حالة في استقصاء مدى فعالية منهجية المقاربة بالكفاءات في تنمية حافز التعلم لدى التلاميذ. أفضى تحليل المعلومات المستقاة من وسائل جمع المعلومات إلى أن التلاميذ الذين يدرسون تحت تعاليم منهجية المقاربة بالكفاءات، اظهروا زيادة في دافعيتهم لتعلم اللغة الانجليزية. على أساس هاته النتائج تم اقتراح بعض الحلول لتجاوز المشاكل و العقبات التي تم إماطة اللثام عنها من خلال هذا العمل .

Summary

By the rise of the twenty first century, the Algerian educational system was reformed adopting the Competency-Based Approach. Being an effective approach, it was meant to enhance EFL teaching in the Algerian schools. Thus, the aim of this work was to explore, through a case study design, the effectiveness of the CBA in enhancing learners' motivation. The analysis of the data obtained from a set of research instruments, revealed that pupils display an increase in their motivation to learn English under the principles of the Competency-Based Approach. On the ground of these findings, some solutions and suggestions were proposed to overcome the issues and obstacles unveiled by this work.

Résumé

Au début du vingt et unième siècle, le système éducatif Algérien a été réformé adoptant l'Approche par Compétences. étant une approche effective par nature, ça devrait ramener l'apprentissage de la langue Anglaise vers un meilleur niveau. Ainsi, le but de cette recherche est d'explorer, à travers une étude de cas, l'efficacité de l'Approche par Compétences sur la motivation des élèves pour apprendre. L'analyse des données obtenues des instruments de recherche, ont révélé que les élèves qui apprennent en fonction de l'Approche par Compétences ont fait preuve d'un accroissement de leur motivation pour l'apprentissage de la langue Anglaise. Sur la base de ces résultats, certaines solutions et propositions ont été suggérées pour remédier les questions posées dans cette recherche.