An Investigation of Teachers’ and Pupils’ Perceptions of the Competency-Based Approach

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DEDICATION

In the Name of Allah, the Most Merciful, the Most Compassionate

This work is dedicated to all the members of my family, particularly my parents,

my brothers and sisters. I thank you all for your endless help

and encouragement along my studies.

This work is also dedicated to my dear friends and classmates for their fun, sympathy

and kindness.

My special dedication goes to Khlifi Soumia

For being a source of inspiration and

tenderness
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Abstract

This study contends that EFL is not adapted to the everyday needs of Algerian learners at the level of secondary schools. As a matter of fact, walls seem to exist between the knowledge these learners get in the classroom and the investment of this knowledge in the real world society for which it is destined. The Competency-Based Approach, otherwise known as the outcome-based approach, can solve this problem via building a bridge between the classroom life and the real life. This work attempted to investigate Algerian EFL teachers’ and pupils’ perceptions of the Competency-Based Approach. Two main hypotheses were formulated. The first hypothesis stated that Algerian EFL teachers would show a consistent understanding of CBA, its principles and techniques. The second hypothesis said that pupils would display an understanding of the role they are required to play in the framework of CBA. In order to test these two hypotheses, two questionnaires were designed. The results gained from the teachers’ questionnaire partially confirm the first hypothesis, in the sense that 69.33% of the teachers displayed a consistent understanding of CBA in what relates to theory while 41.02% of them appeared to be unaware of what constitutes CBA in practice. On the other hand, the results obtained from the pupils’ questionnaire confirm the second hypothesis, that is, 61.67% of the pupils demonstrated an awareness of the role they are required to play within CBA.

Keywords: Competency-Based Approach (CBA), teachers’ and pupils’ perceptions, principles and techniques.
LIST OF ABBREVIATIONS

CBA: Competency-Based Approach.

GTM: Grammar Translation Method.

ALM: Audio-Lingual Method.

CLT: Communicative Language Teaching.

CBE: Competency-Based Education.

CBLT: Competency-Based Language Teaching.

VET: Vocational Education and Training.

NVQ: National Vocational Qualifications.

GNVQ: General National Vocational Qualifications.

QEP: Québec Education Programme.

ZPD: Zone of Proximal Development.

ICT: Information and Communications Technology.
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1. Statement of the Problem

Over the past decades, there has been an obsession with discovering a ‘best method’, one that fits every learner in every context in order to make language teaching / learning more effective. In recent years, the communicative approach has taken the floor as the main stream in English as a second language (ESL) and English as a foreign language (EFL). The ultimate goal of this approach is to make learners develop communicative competence rather than master discrete grammatical structures.

Unfortunately, however, the experiment of the communicative approach in the Algerian school has shown that even if the pupils have reached a certain mastery of the language, the fact is that in practice, their performance remains at a very low level. This is why a change in the teaching of English has become a priority. Evidently, as a result of the educational reform in the primary, middle and secondary schools, the Competency-Based Approach (CBA) has been adopted in Algeria since 2002 in teaching EFL. The CBA focuses not only on building pupils’ knowledge but helping them to re-use this knowledge in original and new situations, in other words, take the knowledge out of the classroom and apply it to solve everyday problems. In a word, to prepare the learners to be competent in their real life tasks. Although the competency-based program is a novelty, its objectives are not new. Actually, educationists have always been interested in developing general “know-how” processes and in fixing knowledge acquired in class (competency-based approach, 2013).

Over the years, a great deal of research has been carried out into learner variables which might affect the language learning process, such as nationality, age, gender, and motivation among many others. Issues related to teachers’/pupils’ perceptions of language learning have not attracted the same degree of attention, although language learners’ beliefs surrounding the language learning process have an undeniable impact on their learning. In
the light of this, this study seeks to investigate EFL teachers’/pupils’ perceptions of the CBA as applied in EFL classes.

2. Purpose of the Study

In this study, our first purpose is to have a better understanding of the CBA. We aim in particular at investigating Algerian EFL teachers’ understanding of the CBA, its underlying principles and classroom procedures. We believe that teachers’ good understanding of this approach can lead them to change their attitudes towards knowledge and towards teaching, in the sense that they would not only attempt to build pupils’ knowledge, but also help them reinvest this knowledge while performing tasks at school level, as well as at social and professional levels, in order to make their learning more sustainable and viable.

We also aim at exploring pupils’ views and perceptions of the CBA, on the premise that pupils’ awareness of the goals and the methodology would help them to mobilize their values, knowledge and attitudes in a personal way to address the real world’s challenges successfully. Another important aspect of this study is to examine the effectiveness of the CBA as it is implemented in Algerian EFL classes.

3. Research Question and Hypothesis

As stated above, the present study is an attempt to investigate teachers’/learners’ perceptions of CBA. For this purpose the following questions are formulated to be pursued:

1) How well do EFL teachers understand CBA, its principles and techniques?

2) What are the pupils’ views on CBA and their required role in the framework of this approach?
In the light of these research questions, we hypothesize that:

- Teachers would show a consistent understanding of the CBA principles and implementation.
- Pupils would display an understanding of the role they are required to play in the framework of the CBA.

4. Research Methodology

4.1. Participants

The population of this study is both Algerian EFL teachers and pupils from secondary schools. Unlike teachers, who are selected randomly with different teaching levels (23 teachers), the sample of pupils consists of 1230 pupil from all secondary schools in Oum El Bouaghi city which are 5 in total. We targeted third year level pupils, on the basis that third year pupils are, assumably, expected to have background knowledge of the CBA.

4.2. Research Instrument

In this study, two questionnaires are used: one for teachers and one for pupils in order to measure their perceptions of CBA. The questionnaire of teachers includes some open-ended items and likert-type ones. It is divided into three sections. The first section contains demographic questions in order to gain information about teachers’ teaching level, gender, age and teaching experience. The second section asks questions about the CBA, its principles and techniques in order to review teachers’ understandings of the CBA. The third section seeks to find the teachers’ viewpoints about the effectiveness of the CBA as it is implemented in the Algerian secondary schools. Teachers are asked to answer each question using a 5-point scale ranging from 'strongly disagree' to 'strongly agree'.

The pupils’ questionnaire includes some closed-ended items. It is divided into two sections. The first section includes questions to collect information about the pupils’ background information as well as their learning level. The second section seeks to find out pupils’ views of the CBA and its classroom activities.
5. Structure of the Study

This research is based on three chapters: the first chapter is the theoretical part, the second and the third chapters constitute the practical part.

Chapter one is devoted to the background study of CBA including a historical account, principles, objectives. It also covers its development and the reasons why it has been implemented in the Algerian educational system.

Chapter two deals with the teachers’ views of the CBA as implemented in the Algerian secondary school.

Chapter three examines the pupils’ perceptions of CBA and the role they are required to play within this approach. Both chapters tackle the analysis and the interpretation of the questionnaires’ findings.
CHAPTER ONE

The Competency-Based Approach to Language Teaching

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Introduction

The language teaching field has undergone various approaches and methods which have arisen either as an extension or a reaction to one another. In this chapter, we briefly shed light on the major approaches and methods that have emerged in the language teaching field. We also extensively examine one of these approaches, that is, the Competency-Based Approach (CBA), proceeding from a background study of this approach which includes a historical account, definition, principles, objectives, to the reasons why it has been implemented in the Algerian educational system.

1.1. An overview of Major Language Teaching Methods and Approaches

Debate around the methods of language teaching and learning has been ongoing since the time of Comenius in the 17th century, if not before. Since then, these methods have undergone many shifts reflecting changes in the proficiency learners needed and in theories of the nature of language and language learning. Each method has emanated as a reaction to the previous method’s weaknesses but took with it some of the positive aspects of the previous practices. What follows is a blueprint of the changes among the major language teaching methods and approaches over years.

1.1.1. The Grammar-Translation Method

The Classical or Grammar-Translation Method (GTM) represents the tradition of language teaching adopted in the western society and developed over centuries of teaching not only the classical languages such as Latin and Greek, but also foreign languages. The focus was on studying grammatical rules and morphology, doing written exercises, memorizing vocabulary, translating texts and prose passages from the target language into the mother tongue. It remains popular in the language teaching field even after the introduction of newer methods.
Prator and Celce-Murcia (1979, p.3) mention some of the major characteristics of this method. Language teaching was restricted to abstract grammatical rules, lists of vocabulary and disconnected sentences to be translated from the target language into the mother tongue. Furthermore, the deductive approach was followed in grammar teaching, i.e., grammatical rules were presented and explained first then practiced through translation exercises. Moreover, writing and reading were given much priority over speaking, and the only oral practice consisted in reading the translated sentences. In other words, grammar was regarded as more important than communication.

Led by the 19th century reformers namely: Henry Sweet in England, Wilhelm Vietor in Germany, and Paul Passy in France (Richards and Rodgers (1986, p.7), there was a call to promote speech patterns over grammar which led to the rejection of the GTM. Parallely, there was also an interest to apply principles derived from first language (L1) acquisition to second language (L2) learning. This led to what came to be known as the Direct Method.

### 1.1.2. The Direct Method

The Direct Method was a complete departure from the grammar-translation method. This method dates back to 1884 when the German scholar and psychologist F. Frankle provided a theoretical justification for the method by writing about the direct association between forms and meanings in the target language. The Direct Method is also based on the work of Gouin, who in the 1880s observed children learning language in natural settings. The basic premise of the Direct Method is that one should attempt to learn a second language in much the same way as children learn their first language.

Richards and Rodgers (2001, p.12) summarize the principles of the Direct Method as follows. Unlike the GTM, grammar was taught inductively and reading/writing were delayed in order not to interfere with the learners’ acquisition of sounds. Communication
skills were built up around questions-and-answers exchanges between teachers and students. Another principle of the Direct Method is learning by demonstration. In other words, target language items and vocabulary were taught through association to real objects rather than to their native language counterparts. Moreover, classroom instructions were exclusively conducted in the target language.

Although The Direct Method became very popular at the beginning of the twentieth century, it started to decline since it was difficult to use. It lacked a strong theoretical basis though it suggested innovations at the level of teaching procedures. Further refinements of the teaching principles proposed by the Reform Movement led to the foundation of the Audio-lingual Method in the United States.

1.1.3. The Audio-lingual Method (ALM)

The Audio-lingual Method derived from the so called "Army Method" because it was developed through a U.S. Army programme devised after World War II to produce speakers proficient in the languages of friends and foes. This method is grounded on the habit formation model of behaviourist psychology and on a Structural Linguistics theory of language. The emphasis is on memorisation through pattern drills and conversation practices rather than promoting the learners’ communicative ability.

Prator & Celce-Murcia (1979) cite some key features of this method. Language is mainly based on structure as well as sentence patterns and grammar rules that govern speech. Hence, early practice should concentrate on grammatical and phonological structures of the language rather than its lexis. Like the Direct Method, great importance is given to pronunciation. Language teaching should be mainly based on speech, and writing put off until complete mastery of speech was attained. Moreover, grammar is taught by inductive analogy, i.e., there is little or no grammatical explanation. The ALM was based on techniques such as dialogues representing one or more structure to be memorized and
repeated in a native-like pronunciation. Besides, structural patterns are taught using repetitive drills.

The goal of the ALM was to develop communicative competence in learners. The ALM had many years of popularity, and even to this day, its adaptations are found in contemporary methodologies. The popularity of the ALM decreased, however, because of its ultimate failure to teach long-term communicative proficiency.

1.1.4. The Natural Approach

The Natural Approach, with echoes of the ‘naturalistic’ approach of the Direct Method, was developed by Krashen and Terrell (1983). The focus is on meaning, not form (structure, grammar).

Nunan’s (1989, pp.194-195) overview of the Natural Approach outlines its characteristics:

- **Theory of language:** Meaning is the core of language. Vocabulary is the heart of language rather than grammar.

- **Theory of learning:** L2 language develops in two ways: acquisition (a natural sub-conscious process) and learning (a conscious process) Learning cannot lead to acquisition.

- **Objectives:** the approach provides basic (oral/written) personal and academic communicative skills to beginners/intermediate learners.

- **Syllabus:** It is built on a selection of communicative activities and topics drawn from learners’ needs.

- **Activities:** Selection of activities that allow comprehensible input about things in the “here-and-now”. The focus should be on meaning rather than on form.

- **Learner’s role:** The learner should try and lose him/her self in meaningful communicative activities.
- **Teacher’s role:** The primary source of comprehensible input is the teacher. He must create positive low-anxiety climate.

- **Roles’ of materials:** Realia is the source of materials rather than textbooks. The aim is to promote comprehension and communication.

The Natural Approach led naturally into the new English language teaching approach which is Communicative Language Teaching.

### 1.1.5. Communicative Language Teaching (CLT)

Influenced by Krashen (1983), approaches emerged during the 1980s and 1990s which concentrated on the communicative functions of language.

Communicative Language Teaching (CLT) has emerged as the norm in second language teaching. As a broadly-based approach, there are many numbers of definitions and interpretations, but the following interconnected characteristics offered by Brown (2001, p. 43) provide a useful overview:

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

- Techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes.

- Fluency and accuracy are seen as complementary principles underlying communicative techniques. Fluency may take on more importance than accuracy in order to keep learners meaningfully engaged in language use.

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

The complexity of contexts and the greater appreciation of the issues related to language teaching / learning lead us to the conclusion that the panacea of a single, universal optimum method for teaching and learning modern languages does not exist. On the other hand, there is a need to adopt an informed eclectic approach as well as incorporating elements from the range of methods available.

**1.2. Background of Competency-Based Approach**

**1.2.1. A Historical account**

It has been argued, from the 1950s, that the theoretical roots of the CBA lie in the behaviourist models of human psychology. This is based on the view that CBA is about making inferences about competency on the basis of performance (Cheli, 2010). Some commentators also point to parallels with the scientific management theory of Fredrik Taylor (1947), in which he elevated the work process to a science. He was the first to develop and test the CBA.

The concept of CBE system is both an old and an evolving idea, especially in relation to higher education institutions and professions. The notion of CBE programmes was first introduced in the USA. It began in teacher education in the late 1960s, and evolved through applications to other professional education programmes in the USA in the 1970s. Additionally, Competency-Based Language Teaching (CBLT) follows the ideology of CBE. According to Richards & Rodgers (2001, p.141), CBLT is “an application of the principles of Competency-Based Education to language teaching”. By the end of the 1970s, CBLT was mostly used in “work-related and survival-oriented language teaching programs for adults” (Richards & Rodgers, 141). CBE also evolved to vocational training programmes in the UK and Germany among others in the 1980s, and vocational training and professional skills recognition in Australia in the 1990s (Bowden, 1993).
1.2.2. The Notion of Competence versus Competency

Over the last two decades, the discussion around education and training has shifted considerably. We now tend to use a pseudo commercial language of markets, investment and products such as: transaction, trade, competition, advertising, auction coverage, over the counter…etc. The interest in competence and competency has been part of this move. They remain difficult to define in a satisfactory way.

1.2.2.1. What is Competence?

During the 1980s, the CBA was introduced in the UK and Germany as a new approach to Vocational Education and Training (VET). It refers to education that prepares people for specific trades, crafts and careers at various levels from a trade, a craft, technician, or a professional position in engineering, accountancy, nursing, medicine, architecture etc. For example in the UK, the system of vocational education initially developed independently of the state setting examinations for technical subjects. Consequently, the Conservative Government promoted the National Vocational Qualifications (NVQ) and General National Vocational Qualifications (GNVQ). According to Eraut (2003), the main characteristic of the NVQs is that they are defined in terms of outcomes, demonstration and assessment rather than in terms of the learning process leading up to them.

Weigel and Mulder (2006, pp.65-85) indicate that “the first contributions to the academic field of competence dated back to the 1970s; however, this was, by no means, the starting point of the history and use of the concept of competence.” The first use of the concept occurs in the work of Plato (380 B.C.). The root of the word is ‘ikano’, a derivative of ‘iknoumai’, which is to arrive. The ancient Greek language had an equivalent for competence, which is ‘ikanótis’ (ικανότης). It is translated as the quality of being ‘ikanos’ (capable), to have the ability to achieve something. According to Weigel and Mulder, competence appeared in the Latin language in the form of ‘Competens’, which was conceived of as being able and allowed by law/regulation, and in the form of
‘Competentia’ perceived as (cap)ability and permission. By the Sixteenth Century the concept was already recognised in English, French and Dutch. It is clear that the concept of competence has quite a history, and unsurprisingly so, since to be professionally competent, being sufficiently capable and allowed to perform certain tasks, has been an inspiration throughout the ages.

In his distinction between competence and performance, Chomsky (1965) describes ‘competence’ as an idealized capacity that is located as a psychological or mental property or function, and ‘performance’ as the production of actual utterances. In short, competence involves “knowing” the language and performance involves “doing” something with the language. For Chomsky, the difficulty with this construct is that it is very difficult to assess competence without assessing performance. For Rolle Boumelic (2002), a competence is the integration of knowledge and capacities for the sake of a problem resolution. Black and Wolf (1990) describe competence as the ability to perform in effective ways on different occasions including differing and unexpected contexts (cited in While, 1994).

Perrenoud (2007) urges teachers to create the conditions that lead to the establishment of competences in learners. The latter have to face problem-situations which require the mobilization of school acquisitions:

Learners can be confronted to an enigma to elucidate, a problem to solve, a decision to take, or a project to conceive. Accordingly, Gentile and Bencini (2001) report Perrenoud's (1999) definition of competence as “the faculty of mobilizing a set of cognitive resources such as knowledge, capacities, and information, to face with efficacy and pertinence a family of situations.” Philippe Perrenoud gives the example of knowing how to treat an ill child as a competence which does not only mobilize capacities such as taking the temperature, knowing how to observe the physiological signs, and how to administer a remedy, but also requires knowledge of pathologies and their symptoms, some emergency measures, what medicines to dispense, and some medical and pharmaceutical services.
Dirk Schneckenberg and Johannes Wildt (2006) also tried to represent, as shown in the Figure 1 below, the various components that subdivide the key components of the competence term by assigning a range of characteristics to these components and allocates them to three levels of observation. All in all, there is no consensual definition of competence. It is a subject to controversies.

<table>
<thead>
<tr>
<th>COMPONENTS</th>
<th>CHARACTERISTICS</th>
<th>LEVELS OF OBSERVATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>individual dispositions to act in context-bound situations according to consensual standards</td>
<td>abilities, aptitudes, motivations attitudes, values complex, undefined, not routinised dynamic appropriateness, responsibility</td>
<td>psychological theory action theory sociological theory</td>
</tr>
</tbody>
</table>

Figure 1: Competence Definition

The model visually differentiates the level of competence that represents the dispositions of the acting individual. The characteristics represent a set of relevant influence factors in the competence-performance process. The levels of observation demonstrate the predominance of psychological theory approaches to competence on the individual disposition level, of sociological theory approaches on the contextual level of relevant standards and of the merging of both domains in the middle level.
1.2.2.2. What is Competency?

Less frequent but also used is ‘competency’. Early in the 1970s, McClelland (1973) proposed the idea of competency as a term used to challenge traditional criteria of assessment which had emphasized intelligence evaluation in the higher education system. His theme provided a conceptual framework that led to many subsequent studies in other fields such as teacher education, vocational education, business management, and human resource management (Spencer & Spencer, 1993).

The concept of ‘Competency’ was defined in the literature from various perspectives. Hoffmann (1999) analyzed past literature and summarized three key points in defining a competency: “(a) underlying qualification and attributes of a person, (b) observable behaviours, and (c) standard of individual performance outcomes” (as cited in Chin Hsieh, Shin Lin and Chun Lee, 2012).

The most general and detailed definition was proposed by Parry (1996, p.50). Parry’s definition has been accepted by numerous scholars (Lucia & Lepsinger, 1999, p.5):

A competency is a cluster of related knowledge, skills, and attitudes that affects a major part of one’s job (a role or responsibility), that correlates with performance on the job, that can be measured against well-accepted standards, and that can be improved via training and development.

Another definition among many others has been provided by ELTArticles (“Introducing the CBA”, 2013) which considers a competency as “a system of conceptual and procedural parts of knowledge organized into schemes that help identify a problem-task and its solution through an efficient action within a set of situations.” In relation with performance, Hedge (1996) defines a competency as “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.” (as cited in Hyde, 1996, p.4). However, we can say that competency is not the same as performance, but it is what enables performance to occur. Supporting this idea, Armstrong (1995, p.45), argues 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.”

On the basis of Schneckenberg & Wildt (2006), the terms ‘competence’ and ‘competency’ have been analyzed as a kind of a process in a form of a ‘ladder’, i.e. ascending steps (see Figure 2).

Figure 2: Steps towards Professional Development and Competency

Schneckenberg and Wildt (2006)

According to them, the process begins with perception of information. Information that is connected in a network of meaning leads, in the second step, to knowledge. If this knowledge is applied in a certain context, it can reach ability step (mental ability). Ability should be combined with a certain attitude which presupposes a value and motivational orientation and is finally realized in the activity performance. If at the fifth step the activity is adequate to the required level then this adequate action leads to competence. It is clear, thus, that a variety of resources will be mobilized in activity for competence realization on the way to competency achievement.
All in all, competence refers to a potential ability and/or a capability to function in a given situation. Competency focuses on one’s actual performance in a situation. This means that competence is required before one can expect to achieve competency.

1.2.3. Definition of Competency-Based Approach

There are different models of curriculum development, some focusing on knowledge transmission and assessment of such knowledge and others focusing more on skills and personal development.

The CBA is a very popular approach which focuses on measurable and useable knowledge, skills and abilities. This new approach in education and learning requires an emphasis not only on input, but also on outcomes or results. According to the Business Dictionary (2013), the CBA is a human resource management model which addresses job performance. This approach fosters increased training, skill building, job satisfaction and other measurements, and leads to improved hiring practices. Québec Education Programme (QEP) views the CBA as an approach that consists of organizing the content of a curriculum in terms of competencies using specific pedagogical practices that correspond to the main orientations of QEP (QEP, 2001, p.5).

Employers, among others, denounce schools and universities' incapacity to form effective adults, able to transfer to real-life situations what they have been inculcated, an opinion backed by Slavin (2003, p.241), who also views that:

If a student can fill in blanks on a language arts test but cannot write a clear letter to a friend or a prospective employer, or can multiply with decimals and percents on a math test but cannot figure sales tax, then that student's education has been sadly misdirected.
For Slavin, if a student cannot apply what has been acquired in school, then his or her education needs reconsideration. In a word, the CBA came in an attempt to bridge the gap between school life and real life by relating school acquisitions to varied and pertinent contexts of use inside as well outside school.

Besides ‘Competence’ and ‘Competency’, CBA revolves around other two main concepts which are problem-situation and knowledge transfer.

1.2.3.1. Definition of problem-situation

As its name suggests, a problem-situation alludes to an obstacle to surmount, or a problem to solve. In this respect, advocates of the CBA urge teachers to place learners in front of problems to reflect on, instead of requiring them to regurgitate information presented by the teacher. In front of problem-situations, learners capitalize on their previously acquired knowledge to find a solution, and this will result in the construction of new knowledge.

Perrenoud (2001) refers to Astolfi's (1993) description of a problem-situation when he states that a problem-situation is centred on an obstacle to overcome through hypothesis generation, the obstacle to overcome needs to be challenging but not insurmountable. In the problem-situation pedagogy, it is a question of soliciting learners in their Zone of Proximal Development (ZPD) (ibid). According to Vygotsky (1978, p.86), the ZPD is the conceptual distance between what learners can do on their own, and what they can do with assistance of more competent adults or peers.

1.2.3.2. knowledge Transfer

Transfer, for Ingram (1975, p.264) “has to do with the effect of past learning on present learning and with the effect of intervening learning on the recall of past learning”. The application of knowledge acquired in one situation to new situations is one of the main objectives of the CBA, but this transfer of knowledge from one situation to another, or to real-life situations should not be taken for granted. It is not because students do well on
tests that their teachers can ensure that they can transfer to real life contexts what they have learned.

Slavin (2003, p.241) beholds that “students must receive specific instruction in how to use their skills and information to solve problems and encounter a variety of problem-solving experiences if they are to be able to apply much of what they learned in school.” Accordingly, problem-based learning provides training in transfer of what has been learnt to other contexts. Slavin Robert also concludes that transfer can take place when two factors are taken into account. First, how well the skills or information were learned in the initial situation. Second, how similar is this initial situation to the situation to which this information is to be applied.

1.2.4. Components of the CBA

Weddel (2006) outlines the components of CBE and says that the approach consists of the following:

- An assessment of the learners’ needs.
- The selection of the competencies.
- The target instruction.
- An evaluation of the competency attainment.

![Figure 3: Components of the CBA (Weddel, 2006)](image_url)
In (Figure 3) above, it is observed that the four components do not function in isolation. The approach starts with the assessment of the needs of the students, moves to the selection of the expected competencies, then to the target instruction, and finally it moves over to the evaluation of the rate of attainment of the competence, and then back to the assessment of the needs. It is thus a cyclical approach.

1.2.4.1. Principles of the CBA

Although the introduction of CBE was done in different countries at different times, and the ways in which it was operationalised have changed over time, the basic principles and intentions of CBE have remained essentially unchanged since the 1960s. Bowden (1993) states the following principles:

1.2.4.1.1. A focus on outcomes

The first characteristic of CBE is its emphasis on the specification and assessment of outcomes (referred to as competencies). This focus on outcomes is often contrasted with more traditional concerns of educational programmes with inputs such as methods of student/trainee selection, lengths of courses and training programmes, class sizes, teacher-pupil ratios and so on (Johnston, 1992).

CBE, according to John Bowden, is not unique in its intention to focus more sharply on educational outcomes. This intention is central to many current initiatives in education in many countries, including the development of educational performance indicators, the setting of national educational goals, the introduction of statements and profiles for key areas of the curriculum, and the development of programmes to assess and report levels of student achievement and to monitor educational standards over time.
These initiatives share an intention to clarify and to communicate educational outcomes and to establish frameworks for setting goals and monitoring progress towards the achievement of those outcomes. This kind of framework applies both to the system and the individual level. What distinguishes CBE from this broader orientation towards the clearer specification and monitoring of outcomes is its concern with outcomes relevant to employment.

1.2.4.1.2. Greater workplace relevance

Running through the literature on CBE is an ongoing concern over the workplace relevance of much of the content of formal educational programmes. “There is a commonly expressed belief that institution-based courses too often emphasise theoretical or ‘book’ knowledge at the expense of the ability to apply knowledge to perform practical tasks and to fulfil workplace roles” (Jessup, 1989, p.66).

1.2.4.1.3. Outcomes as observable competencies

The third principle of competency-based approaches is to express outcomes as explicit, observable workplace performances. According to Bowden (2010), the goal is to express outcomes in the form of clear and precise ‘competencies’, so that the needs of employment can be better communicated, the goals of educational programmes can be re-defined and communicated with greater precision and straightforward judgements can be made about the extent to which any particular competency has been attained. Mansfield also stated that:

Rather than designing curricula to meet assumed needs, representative occupational bodies identify ‘occupational standards’ which are clear and precise statements which describe what effective performance means in distinct occupational areas. The standards are then used to develop ‘new’ vocational qualifications and the assessment which underpins them; plus learning programmes which deliver the achievements identified in the standards (Mansfield, 1989, p.26).
Explicitness and precision are recurring themes in discussions of competency-based outcomes. If outcomes can be expressed in precise, observable terms, it is argued, these can then be used to set clear goals for educational programmes. For Jessup, precision in the specification of competencies is the key to accurately communicate in the workplace:

For accurate communication of the outcomes of competence and attainment, a precision in the use of language in such statements will need to be established, approaching that of a science (Jessup, 1991, p.131).

1.2.4.2. Objectives of the CBA

As stated before, the CBA focuses on outcomes of learning. It addresses what the learners are expected to do rather than what they are expected to learn about. 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 (Richards and Rodgers, 2001).

ELT Articles, introducing the CBA, 2013, stated some of these attainable objectives such as: developing the thinking process of the learner, enhancing learners’ communicative abilities, putting an end to disciplinary barriers and choosing a personalized pedagogy.

The CBA aims at establishing tight relationships between acquiring knowledge and developing thinking processes. The CBA put much emphasis on the development of competencies rather than focusing exclusively on acquiring knowledge. Consequently, learners will enhance the thinking processes necessary for assimilating these competencies and using them in real life.

With this approach, the learner will acquire abilities to use the language for communication thanks to the interwoven processes of learning reading, listening, speaking and writing. Thus, the learner will be able to communicate with schoolmates and adults
around him, to express his own vision of the world, to understand the others’ culture and transmit his own culture.

The CBA recommends focusing on basic learning that the pupils will have to master during their course. The CBA aims at developing competencies in various real life situations, appealing to various sources that are related to disciplinary fields. Going beyond the disciplinary field, these transversal competencies will be implemented in a gradually widening fields as they get used and developed in various contexts such as : intellectual, methodological, personal, social and communicational.

To facilitate the development of the learner’s competencies, it is necessary to rely on the resources that have to be developed and enriched. To achieve this aim, various pedagogical approaches will be preferred, keeping individual differences in mind.

1.3. The Competency-Based Approach: An Approach to Language Teaching/Learning

Drawing on Richards’ and Rogers’ (1986) notions of ‘approach’, ‘design’ and ‘method’, approach refers to the beliefs and theories about language, language learning and teaching that underlie a method; design involves the objectives, organization and content of a particular syllabus type, teaching and learning activities, teachers and learners' roles, and the role of instructional materials. Lastly, a procedure relates to the techniques and practices employed in the classroom as consequences of particular approaches and designs.

1.3.1. Approach

1.3.1.1. Theory of language

Among the three theoretical views of language, structural, functional and interactional, the competency- based approach subscribes to the functional and interactional views.

The functional view claims that language is a means for communicating functional meaning. This view stresses the semantic and communicative elements of language
(Richards and Rodgers, p.17). Furthermore, Finocchiaro and Brumfit (1983, p.13) point out that “a functional notional approach to language learning places major emphasis on the communicative purpose(s). It focuses on what people want to do or what they want to accomplish through speech.”

The interactional view considers language as a tool for the realization of interpersonal relations, and for the fulfilment of social transactions between persons. Language, through this interactional view, helps create and preserve social relations (Richards and Rodgers, p.17).

The CBA is conceived as an extension of the communicative approach; thus, the theory underlying it asserts that language is communication and language teaching seeks to develop what Hymes coins “communicative competence”.

1.3.1.2. Theory of Learning

According to Richards and Rodgers (1986), a learning theory underlying an approach or a method responds to two questions: what are the psycholinguistic and cognitive processes involved in language learning? What are the conditions that need to be met in order for these learning processes to be activated?

The CBA relies on a conception of learning and teaching which is both cognitive and socio-constructive. What is meant by cognitivism, constructivism and socio-constructivism?

- Cognitivism

Cognitivism is traced back to Plato and Descartes 17th c, it is deeply rooted in the belief that mind is the source of knowledge. This theory has been reintroduced by Chomsky (1959), and came as a reaction to what was expounded by behaviourists whereby language learning is a connection between stimulus inputs and behavioural responses. For Chomsky (1965, p.48), “the rationalist approach holds that beyond the peripheral processing mechanisms, there are innate ideas and principles of various kinds that determine the form
of the acquired knowledge in what may be a rather restricted and highly organized way.” Language learning is not habit formation; there is an active involvement of the learner in inferring principles and rules and then testing them out. In other words, language learning, for the adherents of this cognitive or rationalist theory, is an active process of internalizing the system of the language.

- **Constructivism**

Constructivist learning has emerged as a prominent approach to teaching in the 1990s. The work of Dewey (1938), Piaget (1977), Bruner (1960) and Vygotsky (1986) among others provides historical precedents for constructivist learning theory. It upholds that learning is not a passive reception of information. Learning is constructed in that learners build new knowledge upon previous experiences and knowledge.

Constructivism represents a paradigm shift from education based on behaviourism to education based on cognitive theory. Knowledge is physically constructed by learners who are involved in active leaning. Piaget (1977) affirms that learning takes place through an active construction of meaning rather than passive recipience. He explains that learners encounter an experience or a situation that conflicts with their current way of thinking; a state of disequilibrium or imbalance is created. Learners must then alter our thinking to restore equilibrium or balance. To do this, they make sense of the new information by associating what they already know, that is, they attempt to assimilate this new information into their existing knowledge.

Vygotsky (1986) shares many of Piaget’s assumptions about how children learn, but he placed more emphasis on the social context of learning. He added that learning is greatly enhanced by collaborative social interaction and communication. In other words, discussion, feedback and sharing ideas are powerful influences on learning. Vygotsky’s view has been termed *socio-constructivism* to differentiate it from Piaget’s view that is often called cognitive constructivism or structuralism and is less concerned with language and social interaction.
• **Socio-constructivism**

Classroom knowledge, through the socio-constructive perception of learning, is not transmitted from teacher to learner, but is socially constructed. Social interaction according to Vygotsky (1978), the leader of this theory, plays an important role in cognitive development. According to this theory of learning, learners will advance beyond their present level of development to a higher one if they interact with more competent peers, teachers or parents.

Project-work is a teaching device that fosters interaction, collaboration and teamwork skills among learners. Sometimes parents and teachers are solicited to help in the achievement of projects. According to Vygotsky's theory, social interaction promotes the learners' cognitive capacities; there is a social construction of knowledge in which both teachers and learners are co-constructers of knowledge.

With regard to the conditions that need to be met so that the learning processes can take place, The CBA states that learners must face problem situations and obstacles that need to be challenging yet within learners' capacities.

1.3.2. Design

1.3.2.1. Objectives

Since the CBA is based on a functional and interactional view of language, it seeks to develop communicative skills in learners, i.e., to enable them to use the target language to express themselves meaningfully, and make themselves understood.

The CBA aims at establishing three competencies in Algerian EFL learners:

- To interact fluently in English.
- To interpret authentic, oral or written documents.
- To produce simple, oral or written messages.

In addition, the CBA is a learner-centred approach. Therefore, the learner’s social and personal development is emphasized. Hence the aim is to make him/her reinvest his/her knowledge while performing tasks at school level as well as social and professional levels.
The CBA is conceived with the purpose of ensuring sustainable and viable learning (ELTArticles, Introducing CBA, 2013). The approach also seeks to develop mastery of basic life skills necessary for the learners to function proficiently in society.

1.3.2.2. The Syllabus

The syllabus builds on a communicative and a competency-based Approach, in which learning sections are organized and specified in terms of topics, and where four main aspects must be covered: “know-how-to do” which is related to competences, socio-cultural themes, grammar and lexical forms and pronunciation.

First, the “Know-how-to do”, related to competencies, refers to the functions and notions pupils need to communicate and interact with others. Second, the socio-cultural themes invite pupils to consider some cultural aspects all over the world through texts and documents related to the topic of everyday file-situations. Third, the grammar and lexical forms deal with the grammar and lexis needed to cover the topic of each file. Fourth, pronunciation is stressed through sounds identification, stress and intonation.

1.3.2.3. Types of learning and teaching activities

The CBA is an action-oriented approach where learners engage in communicative tasks. According to Nunan (1989, p.10), a task is “a piece of work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form.”

Learners under the CBA are required to develop communicative skills. CLT theoreticians endorse the use of tasks that comprise ‘an information gap’ and ‘information transfer’: learners will do the same task, but each learner has different types of information necessary to complete the task (Richards and Rodgers, p.22). The selected tasks rely on a cognitive classification “based on the cognitive operations different types of tasks involve” (Ellis, 2003, p.213). Prabhu (1987) dubbed the following notions: ‘information-gap activities’, ‘reasoning-gap activities’, and ‘opinion-gap activities’.
Information-gap activities involve a transfer of given information from one person to another, or from one form to another, or from one place to another; reasoning-gap activities subsume deriving some new information from given information through processes of inference, deduction, practical reasoning, or perception of relationships or patterns; opinion-gap activities encompass identifying and articulating a personal preference, feeling, or attitude in response to a given situation.

Willis’ (1996) typology deals with the tasks learners are asked to perform. These tasks are classified as follows: listing/or brainstorming, ordering and sorting, comparing, Problem-solving, Sharing personal experiences and storytelling and creative tasks (projects).

First, in “listing/or brainstorming” task, learners can list people, places, things, actions, reasons, everyday problems, and things to do in various circumstances. Second, ordering and sorting task can be sequencing, ranking, or classifying. Third, the comparing task can be based on two quite similar texts or pictures (a classic example is ‘Spot the Differences’) or places or events that learners have experience of. Learners can also compare their own work with that of another learner or another pair or group. Fourth, Text-books often contain problem-solving tasks or activities based on common pollution problems, relationships, and noisy neighbours and so on. Last but not least, sharing personal experiences and storytelling is an important task. Learners, in this task, are asked to recount their personal experiences and tell stories are valuable because they give learners a chance to speak for longer and in a more sustained way. It is something they often do in real-life. Finally, creative tasks which are often called projects. According to Cheli (2012), 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. During the realization of a project, learners show their capacities when demonstrating that they have achieved the planned objectives. Project work makes learning more meaningful.
In addition to all the above mentioned activities, the CBA favours group work activities. According to Prabhu (1987: 81), a group work “will generate spontaneous interaction between members of a group, creating opportunities for the deployment of their emerging internal systems.” In his book ‘The Practice of English’, Harmer (2001, p.117) views that group work fosters learners' autonomy in that it makes them responsible for their decisions: there is no teacher to tell them what to do. Furthermore, Paulston and Britanik (1995, pp. 79-80) view that group work provides learners with more chances to practice language. It also contributes to a positive, affective climate and promotes cognitive development.

1.3.2.4. Teachers’ role

In any approach, teacher roles are closely related to assumptions about language and language learning (Richards and Rodgers, p. 23).

The teachers’ role in the CBA has to cope with the requirements of the new method. Since the CBA is an action-oriented approach, it requires teachers in action, teachers who draw on their professional skills in subject matter and methodology, in decision-making, and in social skills to enable learners to be achievers. The teacher is a counselor in that s/he exemplifies “an effective communicator seeking to maximize the meshing of speaker intention and hearer interpretation, through the use of paraphrase, confirmation and feedback” (Richards and Rodgers, p.78).

The teachers’ role is also to facilitate the process of language acquisition through an appropriate learning like hypothesis making or hypothesis testing. We can also say that teachers in a CBA classroom are researchers; an important aspect of their role is watching, listening and asking questions in order to learn about how pupils learn. In brief, the teacher should do more than merely communicating knowledge.
1.3.2.5. Learners’ role

Learning requires from the learner to go through a process of personal appropriation. Because of this conception of learning, the learner continually questions his own convictions. These repeated questions lead him to revise his own prior knowledge with the one of his classmates. He also searches for information and validate it through consulting various sources and documents.

Consequently, the learner will create different situations of learning in which he interacts with his teacher and classmates. This interaction will help him to find various ways of performing tasks and to assess his progress during the activities and at the end of these activities. Furthermore, since the CBA is learner-centred, learners are no more passive receivers of knowledge; they play an active rather than a reactive role in the learning process. Students are expected to interact primarily with each other rather than with the teacher (Richards and Rodgers, p.77).

1.3.2.6. Role of Instructional Material

In EFL settings, materials are of paramount importance as they may be the only means of contact that learners can have with the target language and provide them with the only opportunities to study target texts (Hyland, 2003).

The instructional materials seek to facilitate and promote communication between learners. The focus is on the communicative abilities of interaction, interpretation and production. The stress is on meaningful and pertinent exchanges of information, rather than on the exclusive presentation of structures. The textbook uses short dialogues, passages and, as much as possible, authentic texts. Different activities and task-based materials are also used.

1.3.3. Procedures

The project work depicts a clear manifestation of the transfer and mobilization of pupils' acquired knowledge to solve a problem -situation. The project is a real - world task because, as brought by Nunan (1989), learners through the project work, iterate some kinds
of behaviours in class that are required from them in the real-world. On the other hand, in pedagogic tasks, learners are required to perform tasks unlikely to be performed outside the classroom.

A project is a suitable teaching method that links knowing with doing. It is, also, a tangible evidence of learners' mastery of the abilities they require to act in the real-world.

1.4. Reasons for the Implementation of CBA in the Algerian Educational System

Education is critical to a nation’s growth because it develops the minds of the young to be useful citizens. Reform in education is vital as it plays a central role in the development of a society. With the creation of the Algerian Ministry of Education in 1963, the process of building an inclusive and open national education system, the so called ‘Educational Reform’, was set in motion. Consequently, in 2002, Algeria adopted the CBA as a new teaching approach in the primary, middle and secondary school.

This educational reform took place due to several reasons. First, there was a necessity to modernise and develop education to face globalisation requirements. Over the last decades, the requirements placed upon the educational systems have been influenced by rapid progression, often unpredictable processes of public transformations, disintegration of states, changes in the geopolitical map of the world, scientific discoveries and their implementations (Cheli, 2010). This reform, thus, introduces new dimensions related to globalisation like introducing the Information and Communications Technology (ICT) and focusing on teaching foreign languages without falling into the trap of losing one’s identity. Commentators who analysed the phenomenon of modern societies undergoing such transformations state that the world, which is being formed due to a collision of new values and technologies, new geopolitical relations, new life styles and communication, requires brand new ideas and analogies, classifications and frameworks (Cheli).

Second, the introduction of the CBA was a response to the failure of the previous teaching methods. The Algerian educational system has undergone many changes according to the most claimed efficient teaching methods in the world. The Grammar
Translation Method typically creates a teacher-centred classroom, with no opportunity for speaking practice. Besides, learning tedious grammar rules and long lists of vocabulary does not prepare students to communicate in real-world situations. The Audio lingual Method was soon adopted in. Its behaviouristic approach which relied on the principle of stimulus-response treated the pupil as a ‘machine’ that responds to the teacher’s stimuli to learn. This failed to form learners who can communicate effectively. For this reason, recourse was called from the communicative approach in the 1980s. On the one hand, the communicative approach has shown that even if the pupils have reached a certain mastery of the language, their performance remains at a very low level (ELTAlgeria@TEFLCourses, 2010). On the other hand, little was done to prepare the Algerian classrooms to adopt this teaching method, mainly in terms of classroom density and teaching tools. As a result, it proved to be a failure.

Third, there was a call to renovate, why not rejuvenate, the whole teaching methodology. In the framework of the CBA, the programme is to be centred on the pupil and on building up his/ her competencies. This programme will help pupils learn how to listen, read and re-use what they know in original and new situations (ELTArticles). In other words, students need to be able to use a wide range of tools in order to effectively interact with the environment. Furthermore, in an increasingly interdependent world, students encounter people from a range of socio-cultural backgrounds, so it is crucial for them to be able to interact in heterogeneous groups.

In a word, in order to cope with the rapid changes in the era of globalisation, Algeria underwent a serious reform to reach an international level in teaching EFL. However, there still exists a remarkable stagnation and major hiccups that hinder the successful implementation of the CBA. Considering this, one can have an optimistic view and expect positive results in the long term future.
Conclusion

As we have seen so far, this chapter has, briefly, traced back the history of the major language teaching approaches and methods. Then, a rigorous study of the background of CBA has been provided. Furthermore, a detailed description of the elements of this approach has been dealt with. Finally, the reasons behind the application of CBA in the Algerian context have also been discussed from different angles. The information obtained in this chapter build a solid ground for carrying out an empirical study which consists of two questionnaires: one secondary school teachers and another for secondary school pupils. The analysis and the findings of these questionnaires will be dealt with in detail in chapter two and three.
CHAPTER TWO

ALGERIAN EFL TEACHERS’ UNDERSTANDING OF

COMPTENECY-BASED APPROACH

Introduction

2.1. Means of Data Collection

2.1.1. Teachers’ Questionnaire

2.1.1.1. Sample

2.1.1.2. Description of the Questionnaire

2.1.1.3. Analysis of the Results

2.2. Synthesis of the Results of the Questionnaire

Conclusion
Introduction

This chapter represents the first part of the empirical study of our work. It consists of a questionnaire which is delivered to English teachers at the level of secondary school in order to test their understanding of CBA, its principles and techniques as well.

It describes in details the means of data collection, the results and their analysis as well as the discussion. It also forms a synthesis of the whole work, and accordingly, a set of implications and pedagogical recommendations for secondary school teachers are included.

2.1. Means of Data Collection

The present field work involves two questionnaires. The first one is submitted to English teachers at the secondary school. The second one address 3rd year pupils at the same level.

2.1.1. Teachers’ Questionnaire

This questionnaire is designed to extract data from secondary school teachers of English. In this section, the description of the sample and the questionnaire, and the analysis of the results are inspected in details.

2.1.1.1. Sample

Our target population involves all Algerian teachers of English at the secondary school. The sample encompasses 23 teachers who work in Oum El Bouaghi city. Unfortunately, not all the distributed questionnaires were returned. The table below recapitulates the names of institutions that took part in this study as well as the number of distributed and returned questionnaires in each secondary school.
Table 1: Distributed and Returned Questionnaires across Oum El Bouaghi Secondary Schools

<table>
<thead>
<tr>
<th>Town</th>
<th>Institution’s Name</th>
<th>N of Distributed Questionnaires</th>
<th>N of Returned Questionnaires</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oum</td>
<td>Boukhalfa Sebti</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>El</td>
<td>Boukharoba Mohamed Lakhdar</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Bouaghi</td>
<td>Zeghdani Belkasm</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Ferhati Hmida</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>El Amir Salhi</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>5</td>
<td>23</td>
</tr>
</tbody>
</table>

As noted on the table above, only 13 questionnaires out of 23 were returned. Therefore, our sample comprises of 13 teachers of English. The reason might be the lack of commitment of some teachers.

The process of delivering and retrieving this questionnaire was exhausting. The inaccessibility of some institutions and the rejection of others made it very difficult for us to carry out our research.

2.1.1.2. Description of the Questionnaire

The teachers’ questionnaire contains twenty-four questions which are distributed into 4 sections: background Information, perceptions of CBA and its principles, effectiveness of CBA as implemented in the Algerian secondary schools and further comments/suggestions. The nature of these questions is of varied types: multiple choice, likert-type and open-ended. The aim of the questionnaire is plainly illustrated.
Section One: Background Information (Q1-Q3)

This section seeks fundamentally to elicit general information about the participants: gender (Q1), educational qualifications (Q2) and teaching experience (Q3).

Section Two (Q4-Q16): Perceptions of CBA and its Principles

In this section, the aim is to explore teachers’ viewpoints about CBA as well as their understanding of its principles. Teachers are asked about whether they use CBA in teaching English or not (Q4) and to mention for how many years in case of ‘‘yes answer’’ (Q5). A direct question is given to teachers to examine their opinion about whether or not they are sufficiently prepared to teach English using CBA (Q6). The case of a negative answer, a justification is required (Q7). After that, teachers are requested to state the degree of their agreement about CBA’s principles (Q8,Q9 and Q10). Next, series of direct questions are presented to teachers in order to check their understanding of CBA. They are asked to determine: CBA’s conception of learning and teaching (Q11); CBA’s view of language (Q12); The way of teaching grammar in CBA (Q13); The relationship between CBA and CLT (Q14); and the relevance of the competencies to learners’ needs (Q15).

Section Three (Q16-Q23): Effectiveness of CBA as implemented in the Algerian Secondary School

The aim of this section is to examine the teachers’ view points about the efficiency of CBA as carried out in the Algerian context. They are asked to state their opinion about whether CBA is suitable to teach English at the secondary school (Q16). To justify their answers, teachers are provided with an open-ended question (Q17). Moreover, teachers are given a set of activities and are asked to select the ones they employ in the classroom (Q18). After that, teachers are required to give their point of views about whether pupils’ response to the same proposed activities meets their satisfaction or not (Q19). Then, participants are given a question about the language four skills and asked to determine
whether CBA is useful for developing them or not (Q20). The following question is about whether or not CBA is effectively applied in schools (Q21). In case teachers took ‘No’ for their answers to Q21, they are given a number of problems and asked to point out the ones they find pertinent to their situation (Q22). The last question of this section is an open-ended question which requires from teachers to state any further limitations that hinder their successful application of CBA (Q23).

- **Section Four: Further Comments/Suggestions (Q24)**

In this section, teachers are asked to add any further comments or suggestion concerning the topic of the study.

**2.1.1.3. Analysis of the Results**

- **Section One: Background Information**

**Q1:** Specify the following: Male/Female

**Table 2: Teachers’ Gender**

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
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</thead>
<tbody>
<tr>
<td>Male</td>
<td>1</td>
<td>7.69</td>
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<tr>
<td>Female</td>
<td>12</td>
<td>92.31</td>
</tr>
<tr>
<td>Total</td>
<td>13</td>
<td>100%</td>
</tr>
</tbody>
</table>

Most teachers (92.31%), as indicated in Table 2, are women. It is not surprising simply because, on the one hand, in the Algerian society the number of women dramatically exceeds the number of men. On the other hand, learning and teaching FLs attracts more females than males.
Q2: Educational Qualifications: Licence/Master/Magistere

Table 3: Educational Qualifications

<table>
<thead>
<tr>
<th>Options</th>
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<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Licence</td>
<td>10</td>
<td>69.23</td>
</tr>
<tr>
<td>Master</td>
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</tr>
<tr>
<td>Total</td>
<td>13</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 3 shows that the majority of teachers (69.23%) hold Licence degree while 15.39% of them hold master degree. Two teachers added that they have ENS (Ecole Normal Supérieure) diploma which indicates that they have received training for 5 years. Another one stated that she preparing her Ph.d thesis (LMD).

Q3: Teaching Experience

Table 4: Teaching Experience

<table>
<thead>
<tr>
<th>N of Years</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-5</td>
<td>3</td>
<td>23.07</td>
</tr>
<tr>
<td>6-10</td>
<td>1</td>
<td>07.69</td>
</tr>
<tr>
<td>Over 10</td>
<td>9</td>
<td>69.24</td>
</tr>
<tr>
<td>Total</td>
<td>13</td>
<td>100%</td>
</tr>
</tbody>
</table>
Table 4 and Figure 4 reveal that the majority of teachers have a teaching experience that surpasses 10 years (69.24%). Less than a third of them (23.07%) have been teaching English for 1-5 years and 7.69% (1 teacher) has been teaching English for 6-10 years. As an important factor, teaching experience makes the data gained from teachers more reliable.

**Figure 4: Teaching Experience**

- **Section Two: Perceptions of CBA and its Principles**

Q4: Do you use CBA in teaching English?

- Yes
- No

All of the teachers mentioned that they use CBA in teaching English.
Q5: If “Yes”, for how many years?

Table 5: Years of Teaching English Using CBA

<table>
<thead>
<tr>
<th>Options (In years)</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 – 5</td>
<td>5</td>
<td>38.46</td>
</tr>
<tr>
<td>6 – 10</td>
<td>7</td>
<td>53.84</td>
</tr>
<tr>
<td>Over 10</td>
<td>1</td>
<td>07.69</td>
</tr>
<tr>
<td>Total</td>
<td>13</td>
<td>100%</td>
</tr>
</tbody>
</table>

More than half of the teachers (53.84%), as pointed out in Table 5, have been using CBA for 6-10 years. Less than half of them (38.46%) have been applying CBA for 1-5 years. What is remarkably strange is that 1 teacher stated that she has been using CBA for 20 years while the approach has been introduced in the Algerian educational system since 2002. Doing a simple math calculation, we find that CBA is 12 years old by now. This teacher may have misunderstood the question.

Q6: Do you think that you are adequately prepared for teaching English in the framework of CBA.

- Yes
- No

Table 6: Teachers’ Training to Apply CBA

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
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<td>10</td>
<td>76.93</td>
</tr>
<tr>
<td>No</td>
<td>3</td>
<td>23.07</td>
</tr>
<tr>
<td>Total</td>
<td>13</td>
<td>100%</td>
</tr>
</tbody>
</table>
Table 6 shows that 76.93% of teachers believe that they are well prepared to teach English in the framework of CBA. 23.07% of them think otherwise.

Q7: If “No”, please justify your answer

Only 2 out of 3 teachers who answered “No” justified their answers. One of them clearly stated that she received some days training with the inspector, and yet she believes that this is not enough and more training sessions about this new approach are needed. Another teacher gave a justification to her answer though she was not required to because she replied “Yes” to the previous question. She explained that the reason why she is well prepared to teaching English via CBA is due to the lessons and training she had during her five years in the teachers’ training school (ENS). On the other hand, a teacher claimed that she still uses the traditional approach which hinders her from applying CBA. We note that this teacher stated before (in Q5) that she has been using CBA for 5 years. Apparently, this
teacher was trying to explain that she was supposed to use CBA but actually she was not. So, she was just being frank.

Q8: To what extent do you agree with CBA’s philosophy that the gap between school life and real life must be bridged?

   a) Strongly agree  
   b) Agree  
   c) Disagree  
   d) Strongly disagree  
   e) Undecided  

   **Table 7: Agreement with CBA Philosophy**

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>8</td>
<td>61.63</td>
</tr>
<tr>
<td>b</td>
<td>4</td>
<td>30.77</td>
</tr>
<tr>
<td>c</td>
<td>1</td>
<td>07.70</td>
</tr>
<tr>
<td>d</td>
<td>0</td>
<td>00.00</td>
</tr>
<tr>
<td>e</td>
<td>0</td>
<td>00.00</td>
</tr>
<tr>
<td>Total</td>
<td>13</td>
<td>100%</td>
</tr>
</tbody>
</table>

   As Table 6 indicates, 61.63% of the teachers hold a strong agreement with CBA philosophy that the gap between school life and real life must be bridged. Others also agree with it (30.77%) and only 1 teacher does not.
Q9: To what extent do you agree with CBA’s principle that the focus of learning should be more on outcomes as observable competencies?

a) Strongly agree

b) Agree

c) Disagree

d) Strongly disagree

e) Undecided

Table 8: Teachers’ Degree of Agreement with CBA’s Focus on Outcome

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>8</td>
<td>61.63</td>
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<tr>
<td>B</td>
<td>2</td>
<td>15.39</td>
</tr>
<tr>
<td>C</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>D</td>
<td>2</td>
<td>15.39</td>
</tr>
<tr>
<td>E</td>
<td>1</td>
<td>07.69</td>
</tr>
<tr>
<td>Total</td>
<td>13</td>
<td>100%</td>
</tr>
</tbody>
</table>

Like Table 7, Table 8 shows that also 61.63% of the teachers displayed a strong agreement with CBA’s principle. Two of them also agreed (15.39%), and two others stated their strong disagreement. Only 1 teacher was undecided. It seems like teachers are familiar with one of CBA’s main principles.
Q10: Please Put (✓) in the column that matches your opinion most

1. Teaching should focus on fluency.
2. Teaching should focus on accuracy.
3. Teaching should focus on both fluency and accuracy.
4. The learner should be the centre of the learning.
5. The teacher should function as a monitor and evaluator.
6. The teacher should do more than merely communicating knowledge.
7. Competencies must be specified and assessed.
8. Learning should not emphasise theoretical knowledge over practical knowledge to address workplace roles.
9. The outcomes of learning should be relevant to employment.
10. The outcomes of learning should be expressed explicitly and clearly.

<table>
<thead>
<tr>
<th>Options</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Undecided</th>
</tr>
</thead>
<tbody>
<tr>
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<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
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<td>38.46</td>
<td>2</td>
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<tr>
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<td>4</td>
<td>30.76</td>
<td>4</td>
<td>30.76</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>5</td>
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<td>7</td>
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<td>2</td>
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<td>4</td>
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<td>46.15</td>
<td>/</td>
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<td>9</td>
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<td>2</td>
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<td>5</td>
<td>38.46</td>
<td>4</td>
<td>30.76</td>
<td>2</td>
</tr>
</tbody>
</table>
We note that statements (1,2,5) are made intentionally irrelevant.

As we notice on Table 9, most teachers agreed upon statements (3,4,6,7,8,9,10) which refer to the focus of teaching and learning as well as the nature of competencies as learning outcomes. On the other hand, others showed less agreement concerning statement (1,2,5) which are about the focus of teaching and the teachers’ job in a CBA class. Mathematically speaking, \((3' + 4' + 6' + 7' + 8' + 9' + 10') / 7 = 85\%\); \((1' + 2' + 5') / 3 = 73\%\).

Therefore, we deduce that teachers displayed a good understanding of CBA’s principles.

Q11: CBA relies on a conception of learning and teaching which is:

a) Cognitive

b) Constructive

c) Socio-constructive

<table>
<thead>
<tr>
<th>Table 10: Awareness of CBA’s Theory of Learning and Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Options</strong></td>
</tr>
<tr>
<td>a</td>
</tr>
<tr>
<td>b</td>
</tr>
<tr>
<td>c</td>
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<tr>
<td>ac</td>
</tr>
<tr>
<td>abc</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>
Figure 6: Awareness of CBA's Theory of Learning and Teaching

It seems that, as Table 10 and Figure 5 show, only 1 teacher is aware of the theory of learning and teaching of CBA, that is, cognitive and socio-constructive while, unfortunately, the majority of them (76.92%) think that CBA relies on a socio-cognitive view of learning and teaching. It is quite unexpected since the majority of them stated that they were taught or trained to use CBA.

Q12: In CBA, language is considered as:

a) A means of communicating functional meaning

b) A tool for the realization of interpersonal relations, and for the fulfilment of social transactions between persons.

c) A system of structurally related elements for the transmission of meaning.

d) Other: Please specify.
Table 11: Awareness of CBA’s View of Language

<table>
<thead>
<tr>
<th>Options</th>
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<th>%</th>
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<tbody>
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<td>A</td>
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<td>23.08%</td>
</tr>
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<td>7</td>
<td>53.85%</td>
</tr>
<tr>
<td>C</td>
<td>2</td>
<td>15.38%</td>
</tr>
<tr>
<td>ab</td>
<td>0</td>
<td>00.00%</td>
</tr>
<tr>
<td>abc</td>
<td>1</td>
<td>07.69%</td>
</tr>
<tr>
<td>D</td>
<td>0</td>
<td>00.00%</td>
</tr>
<tr>
<td>Total</td>
<td>13</td>
<td>100%</td>
</tr>
</tbody>
</table>

Figure 10: Awareness of CBA’s View of Language

Table 11 denotes that little more than the half of teachers (53.84%) chose option ‘b’, i.e., the interactional view of language whereas the options ‘a’ and ‘b’ (functional and interactional view), the appropriate ones, were not selected together at all (0%). Therefore, and again, all the teachers (100%) are unaware of CBA’s view of language.
Q13: In CBA, grammar is taught

a) Inductively
b) Deductively
c) Both inductively and deductively

Table 12: Grammar Teaching in CBA

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>3</td>
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<td>07.69</td>
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<tr>
<td>c</td>
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<td>69.23</td>
</tr>
<tr>
<td>Total</td>
<td>13</td>
<td>100%</td>
</tr>
</tbody>
</table>

Figure 11: Grammar Teaching in CBA
69.23% of the teachers, as shown on Table 12 and Figure 11, believe that, in a CBA class, grammar is taught in both ways: inductively and deductively. On the other hand, 3 teachers (23.07%) stated that CBA adopts the inductive teaching of grammar. Only 1 teacher thinks that grammar is taught deductively. The proponents of CBA advocate that the teaching of grammar should be done inductively and deductively. Thus, teachers are aware of the way grammar is taught in CBA class.

Q14: CBA is

a) Similar to CLT
b) Different from CLT
c) Similar but with one step further

Table 13: Teachers’ View about CBA/CLT Relationship

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>1</td>
<td>07.69%</td>
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<tr>
<td>B</td>
<td>5</td>
<td>38.46%</td>
</tr>
<tr>
<td>C</td>
<td>6</td>
<td>46.15%</td>
</tr>
<tr>
<td>Total</td>
<td>13</td>
<td>100%</td>
</tr>
</tbody>
</table>

Figure 12: Teachers’ View about CBA/CLT Relationship
As Table 13 and Figure 12 illustrate, teachers’ views are divided into two opposed positions with close percentages. Nearly half of them (46.15%) believe that CBA is similar but with one step further, which is the case. Up to 38.46% hold the idea that CBA is different from CLT and one teacher believes that CBA is similar to CLT.

Q15: If “c”, please explain

What hooked our attention is that only 5 teachers (38.46%) out of 13 explained their answers. Unfortunately, the provided explanations are irrelevant to the right answer. Two of them said that CBA is similar to CLT but with one step further because the basis of CBA is CLT’s principles. The other one claimed that it is because learners are responsible for their own learning. Only one teacher managed to give a correct illustration stating that CBA does not only aim at developing learners’ communicative abilities but also promoting successful persons in the society. Clearly, she means that CBA confers on learners an opportunity to utilise their acquired knowledge in the real life, and this makes them successful in the society. Therefore, most teachers acknowledge the similarity between CBA and CLT with its slight difference.

Q16: In CBA, the competencies are linked to learners’ needs

a) In school
b) Out of school
c) In and out of school

Table 14: Relationship Competencies/ Learners’ Needs

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
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<tr>
<td>b</td>
<td>1</td>
<td>07.69</td>
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<tr>
<td>c</td>
<td>12</td>
<td>92.31</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>13</td>
<td>100%</td>
</tr>
</tbody>
</table>
Figure 13: Relationship Competencies/ Learners’ Needs

It is quite clear that approximately all teachers (92.30%) picked up the right answer which is option ‘c’ (in and out of school). One teacher linked competencies to the learners’ needs out of the school which is only partly correct. This reveals that teachers understand CBA.
Section Three: Effectiveness of CBA as Implemented in the Algerian Secondary School

Q17: Do you think that CBA is appropriate to teach English at the secondary school?

- Yes
- No

Table 15: CBA’s Suitability to Teach English at Secondary School

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
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<td>9</td>
<td>69.23</td>
</tr>
<tr>
<td>No</td>
<td>4</td>
<td>30.76</td>
</tr>
<tr>
<td>Total</td>
<td>13</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 14 indicates that 9 teachers (up to 69.23%) agreed that CBA is a suitable approach to teach English at the secondary school. 30.76% of them did not regard CBA as an appropriate approach for teaching English at this level.

Q18: Please, justify your answer

Only eight teachers provided us with justifications. Those who answered “YES” mainly have two different explanations. First, some of them argued that pupils sooner or later would face the real world and get jobs, and CBA is the adequate approach that can appropriately prepare them for that. Second, others claimed that pupils have become more interested in learning the language in meaningful and authentic contexts rather than traditional, boring methods.
Q19: Which activities do you undertake in your classroom?

a) Group work  
b) Problem-solving  
c) Information-gap  

b)  
d) Listing Items  
e) Reasoning-gap  
f) Storytelling  
g) Opinion-gap  

h) Others: Please specify

Table 16: Teachers’ Choice of Activities in their Classes

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
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<td>69.23</td>
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</tbody>
</table>

As we can notice from Table 16, the most frequently used activities by teachers in the classroom are: Problem-solving (92.30%), Group work and information-gap (84.61%), Listing items and Reasoning-gap (76.92%). Less frequent activities are: Opinion-gap (69.23%) and Storytelling (61.53%). No teacher specified other activities (0%). Teachers, therefore, apply most of CBA activities.
Q20: Are you satisfied with the way pupils respond to the above mentioned activities?

- Yes
- No

Table 17: Teachers’ Evaluation of Pupils’ Responses to Activities

<table>
<thead>
<tr>
<th>Options</th>
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<th>%</th>
</tr>
</thead>
<tbody>
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<td>69.23</td>
</tr>
<tr>
<td>Total</td>
<td>13</td>
<td>100%</td>
</tr>
</tbody>
</table>

As stated on Table 17, most of the teachers (up to 69.23%) are not satisfied with their pupils’ way of responding to the activities they apply in the classroom. Yet, about a third (30.76%) of them is quite satisfied. Maybe these types of activities do not trigger pupils’ interest or they find it irrelevant and boring.

Q21: Do you think that CBA is useful for developing:

1. Listening
2. Speaking
3. Reading
4. Writing
Table 18: CBA’s usefulness for Developing the Four Language Skills

<table>
<thead>
<tr>
<th>Options</th>
<th>Yes</th>
<th>%</th>
<th>No</th>
<th>%</th>
</tr>
</thead>
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<td>07.69</td>
</tr>
<tr>
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<td>7</td>
<td>53.84</td>
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<td>15.38</td>
</tr>
<tr>
<td>3</td>
<td>9</td>
<td>69.23</td>
<td>0</td>
<td>00.00</td>
</tr>
<tr>
<td>4</td>
<td>8</td>
<td>61.53</td>
<td>2</td>
<td>15.38</td>
</tr>
</tbody>
</table>

In Table 18, high percentages go to listening, reading and writing. Thus, most teachers believe that CBA is useful to develop, at the first place, listening, reading, writing with 69.23% and 61.53% respectively, and to a lesser extent speaking (53.84%). Yet, the case here is quite the opposite. In other words, CBA promotes, to a great extent, the speaking skill over the rest of the skills. We wonder why teachers overlooked speaking though the majority of them (46.15%) showed in Q14 that they are aware of the similarity between CBA and CLT, knowing that CLT gives a due importance to speaking over the other skills.

Q22: Do you think that CBA is applied effectively in your school?

- Yes
- No

Table 19: CBA Effectiveness in their Schools

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1</td>
<td>07.69</td>
</tr>
<tr>
<td>No</td>
<td>12</td>
<td>92.30</td>
</tr>
<tr>
<td>Total</td>
<td>13</td>
<td>100%</td>
</tr>
</tbody>
</table>
Table 19 reveals that up to 92.30% of teachers declared that the application of CBA in their schools is not effective. Only one teacher stated the opposite.

Q23: If “No”, please tick any problems that you find relevant to your situation

a) The students are not comfortable with CBA.

b) The students’ English proficiency level is too low.

c) Students do not take responsibility for their own learning.

d) Class size is too big.

e) Textbook does not facilitate CBA implementation.

f) I am not clear what CBA expects me to do.
Table 20: Problems Hindering the Application of CBA

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>2</td>
<td>15.38</td>
</tr>
<tr>
<td>b</td>
<td>10</td>
<td>76.92</td>
</tr>
<tr>
<td>c</td>
<td>7</td>
<td>53.84</td>
</tr>
<tr>
<td>d</td>
<td>11</td>
<td>84.61</td>
</tr>
<tr>
<td>e</td>
<td>1</td>
<td>07.69</td>
</tr>
<tr>
<td>f</td>
<td>0</td>
<td>00.00%</td>
</tr>
</tbody>
</table>

Table 20 indicates that, options ‘d’ “Class size is too big”, was greatly highlighted by the majority of teachers (84.61%) as the most apparent problem they face in their classroom. Moreover, most teachers (up to 76.92%) also emphasized that pupils’ English proficiency level is too low, which makes it a very serious problem.

More than half of the teachers (53.84%) traced the reason behind the unsuccessful application of CBA back to the fact that. Others (15.38%) argued that pupils are not comfortable with CBA, which makes them unproductive. However, only one teacher signalled the incompatibility of the textbook with CBA, which makes it not easy to implement the approach in question.

Q24: Please use the space below to identify any other limitations that prevent you from successfully implementing CBA.

Only nine teachers (69.23%) out of 13 answered this question. Their discussion about the limitations they have experienced revolves mainly around three main ideas. Firstly, they claimed that, in practice, most of the teachers are still deeply rooted in traditional methods, in the sense that they are not able to get rid of the traditional way of teaching concerned only with the transmission of knowledge rather than making pupils know how
to reproduce it in vitro. Secondly, besides the textbook problem, teachers argued that what hinders them from successfully employing CBA is the lack of modern laboratories and materials like: computers, Internet access, libraries, data show...etc. Thirdly, and most importantly, one teacher made a valuable comment stating that the reason to be seriously taken into account is the fact that there is no place other than school to use what has been learnt and to consolidate or practise it.

- **Section Four: Further Suggestions and Comments**

Q25: Do you have any further comments or suggestions?

Only four teachers responded to this question. Their suggestions and comments turn around three main ideas which are:

- Teachers still need more training sessions especially abroad to enable them to be efficient in their educational practices.
- Authorities need to let teachers introduce what they think is best and suitable to be taught at the level of their schools.
- Technology has to take its place at the level of all secondary schools because CBA cannot succeed without it.

**2.2. Synthesis of the Questionnaires Results**

Teachers’ responses to Q8, Q9, Q10, Q13, Q14 and Q16 asserted that 69.33% of them have a good understanding of CBA. The results we obtained provided us with a good help to answer our first research question which is: how well do EFL teachers understand CBA, its principles and techniques? This question is answered clearly through what follows:
- Teachers’ answers to Q8, in which 61.63% of them showed a strong agreement with CBA philosophy that the gap must be bridged between school and real life.
- Teachers’ responses to Q9, in which 61.63% of the teachers agreed on CBA principle that the focus of learning should be more on outcomes as observable competencies.
- Teachers’ answers to Q10, in which 85% displayed a good understanding of CBA’s other principles (see appendix one for teachers’ questionnaire).
- Teachers’ answers to Q12, in which 0% of them exhibited understanding to CBA’s view of language.
- Teachers’ answers to Q13, in which 69.23% stated that grammar is taught inductively and deductively.
- Teachers’ answers to Q14, in which 46.15% chose the right answer, that is, CBA is similar to CLT but with one step further.
- Teachers’ answers to Q16, in which up to 92.31% of them confirmed that competencies obtained at the end of the learning process relate to the learners’ needs inside and outside the school.
- Q11, in which 76.92% failed to state that CBA’s theory of learning and teaching, is socio-constructive.
- Q12, in which all of them 100% failed to give the right answer about CBA’s view of language which is both functional and interactional.

However, 41.02% answered as follows:

- Teachers’ answers to Q19 showed that they apply most of CBA’s activities.
- Teachers’ answers to Q20, in which 69.23% of them stated that they are not satisfied with the way their pupils respond to the activities they use in the classroom.
- Teachers’ answers to Q21, in which they stressed listening and reading with 69.23% and 61.53% respectively over speaking with 53.84%.

To sum up, from the results showed above, we deduce that teachers (69.33%) understand what relates to theory (Q8,Q9,Q10,Q13,Q14,Q16), but (41.02%) of them are not actually aware of what is in practice (Q19,Q20,Q21). Therefore, our first hypothesis is partly confirmed, partly not.
Conclusion

In this chapter, we have extensively dealt with the teachers’ questionnaire, its results and analysis. Furthermore, we have also tackled the synthesis of the results obtained to address and answer our first question and hypothesis. The results revealed that teachers, in relation to theory, exhibited a good understanding of CBA; however in practice, it is quite the opposite.
CHAPTER THREE

ALGERIAN EFL PUPILS’ PERCEPTIONS OF

THE COMPETENCY-BASED APPROACH

Introduction

3.1. Means of Data Collection

3.1.2. Pupils’ Questionnaire

3.1.2.1. Sample

3.1.2.2. Description of the Questionnaire

3.1.2.3. Analysis of the Results

3.2. Synthesis of the Questionnaires Results

3.3. Comparison of Teachers’ questionnaire and Pupils’ questionnaire

3.4. Implications and Pedagogical Recommendations

3.4.1. Recommendations for Teachers

3.4.2. Recommendations for Pupils

Conclusion

GENERAL CONCLUSION
Introduction

This chapter represents the second part of our study which aims at investigating Algerian secondary school pupils’ perceptions of CBA and their awareness of their role within this approach. The means of data collection, the results and their analysis are discussed in details. After that, the analysis of the findings is synthesised, and accordingly, a number of implications and pedagogical recommendations for secondary school pupils are included.

3.1. Means of Data Collection

3.1.1. Pupils’ Questionnaire

The second means used in our field investigation is the pupils’ questionnaire. It is used to gather information from 3rd year secondary school pupils concerning their views of CBA and its classroom activities as well as the required role of learners under the framework of this approach. In what follows, we shall describe the chosen sample, and provide the results and their interpretation.

3.1.2.1. Sample

Our sample consists of sixty secondary school pupils of the third year level. At the beginning of our investigation, we intended to randomly select 12 pupils from each secondary school (which are five in total). Unfortunately, accomplishing this was impossible because 3rd year pupils were preparing the “Bac Blanc”, an important exam that precedes the BAC examination, which made them unavailable.

Despite these difficulties, and with the generous help of ‘Boukhalifa Sebti Secondary School’s Headmaster, who provided us with unlimited access to all available resources, we managed to gather all the required pupils from different streams: scientific, literary, experimental sciences, mathematics ...etc. The questionnaires were successfully completed in very good conditions.
3.1.2.2. Description of the Questionnaire

The questionnaire comprises three sections with the total of 8 questions of the multiple-choice and close ended type. To suit the pupils’ English level, we tried to make the questions simple and explicit as much as possible. Besides, we gave them choice to answer either in English or Arabic. There are three sections:

- **Section 1: Background information (Q1-Q3)**

  This part seeks to collect personal information about the pupils. This question is about the pupil’s gender (Q1). They are also asked about whether they enjoy the English class or not (Q2), with justifications (Q3).

- **Section two: Views of CBA and its Classroom Activities (Q4-Q7)**

  As its name indicates, this section aims at exploring the pupils’ views about CBA in general and its classroom activities in particular. First, a direct question is given to the pupils’ about whether they know/ have any idea about CBA or not (Q4). Next, they are given a list of activities and asked to select the ones their teachers use in the classroom (Q5). After that, from the same list of activities provided before, they are asked to pick out the ones they prefer (Q6). Finally, a table of several statements is given to the pupils’ and they are asked to assign “True-False” value to the statement that corresponds to their required role inside the classroom (Q7).

- **Section three: Further Suggestions (Q8)**

  This is the last section of the pupils’ questionnaire which contains one optional question (Q8). The pupils’ are required to add any remarks and suggestions.
3.1.2.3. Analysis of the Results

- Section one: Background Information

Q1: Specify your gender

Table 20: Pupils’ Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>32</td>
<td>53.33</td>
</tr>
<tr>
<td>Female</td>
<td>28</td>
<td>46.67</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100</td>
</tr>
</tbody>
</table>

The results of Table 20 show that the sample is balanced in terms of gender (53.33% and 46.67% for males and females, respectively).

Q2: Do you enjoy your English class?

- Yes
- No

Table 21: Pupils’ Attitudes towards their English Class

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>44</td>
<td>73.33</td>
</tr>
<tr>
<td>No</td>
<td>16</td>
<td>26.67</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100%</td>
</tr>
</tbody>
</table>
As indicated on Table 21 and Figure 15, the majority of the pupils (73.33%) responded positively to the question. They stated that they did enjoy the English class. However, 16 pupils (26.67%) answered this question negatively. Therefore, these results denote that secondary school pupils displayed two attitudes, positive and negative toward English learning.

Q3: If ‘No’, why?

Only 9 pupils out of 16 justified their answers. The majority claimed that they do not enjoy the English class because they do not understand the language itself. For some, the English class is boring. Others stated that English is the language of the enemy and they should not learn it at all.
Section two: Pupils’ views of CBA and its Classroom Activities

Q4: Do you know/have any idea about Competency-Based Approach?

- Yes
- No

Table 22: Pupils’ Awareness of CBA

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>4</td>
<td>06.67</td>
</tr>
<tr>
<td>No</td>
<td>56</td>
<td>93.33</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100</td>
</tr>
</tbody>
</table>

Figure 16: Pupils' Awareness of CBA

The results shown in Table 22 and Figure 16 indicate that the majority of the pupils (93.33 %) are unaware or have no idea about CBA. However, 6.67 % of them happened to know CBA.
Q5: Which of the following activities your teacher uses in the classroom?

a) Group work.
b) Problem-solving practice.
c) Information-gap.
d) Listing items.
e) Reasoning-gap.
f) Storytelling.
g) Opinion-gap.
h) Other: Please, specify.

Table 23: Types of Activities Used in Class

<table>
<thead>
<tr>
<th>Options</th>
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<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>45</td>
<td>75.00</td>
</tr>
<tr>
<td>B</td>
<td>24</td>
<td>40.00</td>
</tr>
<tr>
<td>C</td>
<td>25</td>
<td>41.67</td>
</tr>
<tr>
<td>D</td>
<td>22</td>
<td>36.67</td>
</tr>
<tr>
<td>E</td>
<td>10</td>
<td>16.67</td>
</tr>
<tr>
<td>F</td>
<td>30</td>
<td>50.00</td>
</tr>
<tr>
<td>G</td>
<td>31</td>
<td>51.67</td>
</tr>
<tr>
<td>H</td>
<td>1</td>
<td>01.67</td>
</tr>
</tbody>
</table>

According to the pupils’ opinions, the activity that is most frequently used by their teachers is group work activity (75%). Less frequent activities with close ratios by order are as follows: opinion-gap (51.67%), storytelling (50%), information-gap (41.67%), problem-solving practice (40%) and listing items activity (36.67%). The only activity with a very low use is reasoning-gap activity (16.67%). The reason is that maybe pupils did not
understand the nature of this activity. We notice that only one pupil specified another activity which is about civilization in the world, and this deals more with the content rather than the nature or type of the activity.

Q6: Which of the following activities do you prefer?

a) Group work.
b) Problem-solving practice.
c) Information-gap.
d) Listing items.
e) Reasoning-gap.
f) Storytelling.
g) Opinion-gap.
h) Other: Please, specify.

Table 24: Pupils’ Preferred Activities

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>46</td>
<td>76.67</td>
</tr>
<tr>
<td>B</td>
<td>10</td>
<td>16.67</td>
</tr>
<tr>
<td>C</td>
<td>19</td>
<td>31.67</td>
</tr>
<tr>
<td>D</td>
<td>28</td>
<td>46.67</td>
</tr>
<tr>
<td>E</td>
<td>12</td>
<td>20.00</td>
</tr>
<tr>
<td>F</td>
<td>38</td>
<td>63.33</td>
</tr>
<tr>
<td>G</td>
<td>22</td>
<td>36.67</td>
</tr>
<tr>
<td>H</td>
<td>1</td>
<td>01.67</td>
</tr>
</tbody>
</table>
According to the results of Table 24, it is obvious that pupils’ most preferred activities are group work (76.67 %) and storytelling (63.33 %). On the other hand, activities that come at the second place are: listing items (46.67 %), opinion-gap (36.67 %), and information-gap (31.67 %). Reasoning-gap and problem-solving practice activities constitute the very least of the pupils’ preferences. As the table shows, only one pupil mentioned that he preferred activities that deal with scientific research. Comparing the results obtained from Q5 and Q6, we can say that the activities which are done in the classroom and mostly preferred by pupils: group work, listing items and storytelling.

Q7: As a pupil, do you think your role in the classroom is to

   a) Participate in group work activities.

   b) Get involved in activities where there is communication.

   c) Be active and participate in the classroom.

   d) Be responsible for your own learning: create situations where you make conversations with your classmates more than with your teacher.

   e) Evaluate your own progress during and at the end of the activities.

   f) Compare your prior knowledge with the one of your classmates.

   g) Rely on your teacher to explain the content of a particular topic explicitly with examples.

   h) Focus more on reading and writing than listening and speaking.

   i) Speak in English with no mistakes even you don’t speak it quickly.

   j) Speak English quickly even you make mistakes.

   k) Work individually.
Table 25: Pupils’ Awareness of their Role in CBA

<table>
<thead>
<tr>
<th>Options</th>
<th>True</th>
<th>False</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>a</td>
<td>50</td>
<td>83.33</td>
</tr>
<tr>
<td>b</td>
<td>48</td>
<td>80.00</td>
</tr>
<tr>
<td>c</td>
<td>41</td>
<td>68.33</td>
</tr>
<tr>
<td>d</td>
<td>28</td>
<td>46.67</td>
</tr>
<tr>
<td>e</td>
<td>38</td>
<td>63.33</td>
</tr>
<tr>
<td>f</td>
<td>37</td>
<td>61.67</td>
</tr>
<tr>
<td>g</td>
<td>38</td>
<td>63.33</td>
</tr>
<tr>
<td>h</td>
<td>29</td>
<td>48.33</td>
</tr>
<tr>
<td>i</td>
<td>32</td>
<td>53.33</td>
</tr>
<tr>
<td>j</td>
<td>22</td>
<td>36.67</td>
</tr>
<tr>
<td>k</td>
<td>17</td>
<td>28.33</td>
</tr>
</tbody>
</table>
Figure 17: Pupils' Awareness of their Role

The results shown above, in Table 25, point out the options that were mostly agreed upon by pupils: ‘a’ (83.33%), ‘b’ (80%), ‘c’ (68.33%), ‘e’ (63.33%), ‘f’ (61.67%), ‘g’ (63.33%), ‘h’ (48.33%) and ‘I’ (53.33%). On the other hand, options that were mostly disregarded are: ‘d’ (56.67% ), ‘j’ (45% ), ‘k’ (60%). However, we should take into account that options ‘g’, ‘h’, ‘k’ are irrelevant to the pupils’ supposedly required role. Option (k) was rejected by most of the pupils, entails us to consider the other two options namely ‘g’ and ‘h’. Then, it seems like pupils understand their role in what relates to ‘a’, ‘b’, ‘c’, ‘d’, ‘e’, ‘f’, ‘i’ and ‘j’ (61.67%), but have some misunderstanding about ‘g’, ‘h’ and ‘k’ (46.66%).

Q8: Do you have any further comments or suggestions?

Only 10 pupils responded to this question. Five (5) of them stated that “everything is good” in their secondary school “Boukhalfa Sebti”, and they find English an interesting language to learn. Two (2) others mentioned that they enjoyed studying English in the middle school more than they did in the secondary school. Two (2) pupils argued that what drove English out of their area of interest is the fact that English teachers are neither
respectful nor permissive, and they do not display tolerance inside the classroom. One pupil commented that he finds English interesting, but he prefers young teachers over elder ones because, according to him, the latter hardly transmit and provide them with the information they want.

3.2. Synthesis of the Questionnaires Results

The second question of this study is: what are pupils’ views of CBA and their role in the framework of this approach? Answers are provided as follows:

- Pupils’ responses to Q5, in which they listed four activities that their teachers mainly use in the classroom namely: group work (75%); storytelling (53%); opinion-gap (51%); listing items (46%) lead us to deduce that pupils are aware of most of the activities their teachers use in the classroom.

- Pupils’ answers to Q7 reveal that only 46.66% of them misunderstood the role they are supposed to play while up to 61.67% are aware of it. This role has to do mainly with engaging in communicative activities; evaluating their own progress during and at the end of each activity and taking responsibility of their own learning.

All in all, as indicated in the findings above, most of the pupils have shown a great deal of awareness of CBA classroom activities as well as the required role they are meant to play. Thus, our second hypothesis is confirmed.

3.3. Comparison of Teachers’ questionnaire and Pupils’ questionnaire

In their answers to Q6, pupils specified their preferred activities as follows: group work (76%); storytelling (63%); listing items (46%). These activities were highly stressed by teachers in their answers to Q18: group work (84%); storytelling (61%); listing item (76%). We notice that there is kind of harmony between the two answers; thus, teachers can be said to fulfil their pupils’ needs in terms of the desired activities.
3.4. Implications and Pedagogical Recommendations

3.4.1. Recommendations for Teachers

To a great extent, teachers in the classroom are like parents at home. Thus, the teachers’ role is as sensitive as complex in various ways. This complexity lies mostly in preparing their pupils mentally and, most importantly, psychologically. Psychological readiness requires time, efforts, and above all, an understanding of the pupils’ nature, their ways of thinking and those of learning in order to up rise them to higher thinking orders and cognitive functions. Furthermore, teachers should:

- Be, by all means necessary, a source of motivation to pupils during their process of learning.
- Create various ways in which they interact with the pupils in order to integrate them positively in the classroom life.
- Display, as much as possible, positive, pleasant attitudes in order to lower their anxiety and to create a healthy atmosphere.

Teachers, in the framework of CBA, must bear in mind that an important aspect of their job is to listen, watch and observe how pupils learn in order to understand them and be of a great help for them. Moreover, teachers should also consider the fact that, unlike other classes, CBA classes require from teachers to be actively engaged in the learning process relying on their personal and social experiences, hence, to enable the pupils to be achievers rather than just passive receivers.

To dislike English means to dislike the English teacher and vice-versa. This entailment has been observed throughout pupils’ comments and remarks. Most of their comments are about teachers’ undesirable attitudes towards them. They claimed that teachers tend to humiliate them whatever the occasion is, and some of them mentioned that their teachers punish them especially when failing to do home works. Teachers must get rid of the belief
that their job rests solely in providing input and thinking low of their pupils. On the contrary, a good teacher is the one who thinks high of his pupils, expects less from them to reduce tension, see the good in them, and be cheerful and patient to accomplish all of this.

In brief, teaching in the framework of CBA, as a new approach in the Algerian context, is not an easy task as it is too demanding, in the sense that teachers should have a clear idea about what CBA expects them to do.

Accomplishing this, we highly recommend that teachers should call for more organised and sustained training sessions with the supervision of inspectors of English. We also advise them to have more readings about CBA and its theoretical fundamentals such as its theories and views of language and language learning.

**3.4.2. Recommendations for Pupils**

In general, pupils’ major issue is their disinterest in learning FLs. They often overlook English on the premise that it is a secondary subject. In other words, they tend to show a big interest in other subject matters at the expense of learning English. According to what teachers stated in their comments, most pupils’ English proficiency level is very low and this is not because they are unable to learn it, but rather they are not willing to.

Teachers, alongside with parents, have the upper hand and the appropriate means to pull their pupils back from their withdrawal and disinterest in learning FLs.

Above all, pupils should also be completely aware of the fact that English now is the language of the world they are part in, and that English is wide spreading like a virus in every corner and inch of this realm. In this way, pupils would be able to take responsibility and to forge their own ways of learning in this area of globalization.
Conclusion

This chapter represents part of the empirical study of the work. It consists of a questionnaire which is delivered to pupils at the level of secondary school in order to test their understanding of CBA, its principles and techniques as well.

In this chapter, we have extensively dealt with the questionnaire, its results and analysis. Furthermore, we have also tackled the synthesis of the results obtained to address and answer our second question problem and hypothesis. Additionally, a number of implications and pedagogical recommendations have been stated to teachers and pupils to improve their understanding of the CBA approach/method in order to build more rigorous and enhanced educational practices.
GENERAL CONCLUSION

The objective of this dissertation was to investigate both Algerian secondary school English teachers’ and pupils’ perceptions and views of CBA. This research was built upon three main chapters. The first chapter constituted the theoretical part of the study in which we reviewed shortly the major language teaching approaches and methods; we examined CBA background in details (historical account, definition, components, objectives, principles and reasons behind its implementation in our context.)

The second and the third chapters represented the practical part of this research. In both chapters, data collection was accomplished via two survey questionnaires. In chapter two, the questionnaire was administered to 13 English teachers at the level of secondary school. In chapter three, the questionnaire was given to 60 pupils from the same level. The analysis of both questionnaires findings reveal that most teachers have a good understanding of CBA in what relates to its theoretical cornerstones, yet, it is quite the opposite concerning the practice. On the other hand, most pupils also have an awareness of the role they are required to display in the framework of CBA. A set of implications and pedagogical recommendations were suggested for both teachers and pupils.
APPENDICES

APPENDIX ONE: Teachers’ Questionnaire

APPENDIX TWO: Pupils’ Questionnaire

APPENDIX THREE: Teachers’ Justifications and Suggestions

Appendix 2.1: Justifications for Q7: Teachers’ Training to Apply CBA
Appendix 2.2: Justifications for Q18: CBA’s Suitability to Teach English at Secondary School

Appendix 2.3: Justifications for Q23: Further Limitations that Teachers face in their situation.
Appendix 2.4: Answers to Q24: Further Suggestions and Comments.

APPENDIX FOUR: Pupils’ Justifications and Suggestions

Appendix 3.1: Justifications for Q3: Pupils’ Admiration of English Class
Appendix 3.2: Answers to Q8: Further Suggestions and Comments
APPENDIX ONE

Teachers’ Questionnaire

Dear teacher,

The purpose of this questionnaire is to collect information about your perceptions of the Competency-Based Approach (CBA), its principles and effectiveness as implemented in the Algerian secondary school. Please tick (✓) the appropriate box and make full statements whenever necessary. It will be appreciated if the questionnaire is returned within 10 days.

Please accept my gratitude in advance for your cooperation.

Mr. Djamel MAZOUZ
Department of English
Faculty of letters and languages
University of Oum El Bouaghi

2014/2015
Section 1: Background Information

1. Please specify the following.
   
   ☐ Female  ☐ Male

2. Educational Qualifications.
   a) Licence  ☐
   b) Master  ☐
   c) Magister  ☐
   d) Other (please specify)
   …………………………………………………………………………………………………………
   ..

3. Years of English teaching experience at the secondary school.
   a) 1 – 5 years  ☐
   b) 6 – 10 years  ☐
   c) Over 10 years  ☐

Section 2: Perceptions of CBA and its Principles

4. Do you use CBA in teaching English?
   Yes  ☐  No  ☐

5. If “Yes”, for how many years? ……… Years

6. Do you think that you are adequately prepared for teaching English in the framework of CBA?
   Yes  ☐  No  ☐

7. If ‘No’, please, justify your answer
   …………………………………………………………………………………………………………
   …………………………………………………………………………………………………………
   …………………………………………………………………………………………………………
8. To what extent do you agree with CBA’s philosophy that the gap between school life and real life must be bridged?

   a) strongly agree  
   b) agree  
   c) disagree  
   d) strongly disagree  
   e) undecided  

9. To what extent do you agree with CBA’s principle that the focus of learning should be more on outcomes as observable competencies?

   a) strongly agree  
   b) agree  
   c) disagree  
   d) strongly disagree  
   e) undecided
10. Please put (√) in a column that matches your opinion most

<table>
<thead>
<tr>
<th>Statements</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
<th>Undecided</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teaching should focus on fluency</td>
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<tr>
<td>2. Teaching should focus on accuracy</td>
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<tr>
<td>3. Teaching should focus on both fluency and accuracy</td>
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<td>4. The learner should be the center of the learning</td>
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<tr>
<td>5. The teacher should function as a monitor and evaluator</td>
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<tr>
<td>6. The teacher should do more than merely communicating knowledge</td>
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<tr>
<td>7. Competencies must be specified and assessed</td>
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<tr>
<td>8. Learning should not emphasise theoretical knowledge over practical knowledge to address workplace roles</td>
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<tr>
<td>9. The outcomes of learning should be relevant to employment</td>
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<tr>
<td>10. The outcomes of learning should be expressed explicitly and clearly</td>
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</tbody>
</table>
11. CBA relies on a conception of learning and teaching which is
   a) Cognitive
   b) Constructive
   c) socio-constructive

12. In CBA, language is considered as
   a) A means for communicating functional meaning
   b) A tool for the realization of interpersonal relations, and for the fulfillment of social transactions between persons
   c) A system of structurally related elements for the transmission of meaning
   d) Other: Please specify

13. In CBA, grammar is to be taught
   a) Inductively
   b) Deductively
   c) Both inductively and deductively

14. CBA is
   a) Similar to CLT
   b) Different from CLT
   c) Similar but with one step further
15. If ‘c’, please explain

………………………………………………………………………………………………
………………………………………………………………………………………………

16. In CBA, the competencies are linked to learners’ needs

   a) In the school
   b) Out of school
   c) In and out of school

Section 3: Effectiveness of CBA as implemented in the Algerian Secondary School

17. Do you think that CBA is appropriate to teach English at the secondary school?

   Yes ☐  No ☐

18. Please, justify your answer

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………………………………………………………………………………………………
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19. Which activities do you undertake in the classroom?

   a) Group work ☐  b) Problem-solving ☐  c) Information-gap ☐  d) Listing ☐
   Items
   e) Reasoning-gap ☐  f) Storytelling ☐  g) Opinion-gap ☐
   i) Others: please specify:

………………………………………………………………………………………………
………………………………………………………………………………………………
20. Are you satisfied with the way pupils respond to the above-mentioned activities?

Yes ☐ No ☐

21. Do you think CBA is useful for developing:

<table>
<thead>
<tr>
<th>Skills</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Listening</td>
<td></td>
<td></td>
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<tr>
<td>2. Speaking</td>
<td></td>
<td></td>
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<tr>
<td>3. Reading</td>
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<tr>
<td>4. Writing</td>
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</tbody>
</table>

22. Do you think CBA is applied effectively in your school?

Yes ☐ No ☐

23. If ‘No’, please tick any problems that you find relevant to your situation

a) The students are not comfortable with CBA. ☐
b) The students’ English proficiency level is too low. ☐
c) Students do not take responsibility for their own learning. ☐
d) Class size is too big. ☐
e) Textbook does not facilitate CBA implementation ☐
f) I am not clear what CBA expects me to do. ☐
24. Please use the space below to identify any other limitations that prevent you from successfully implementing CBA

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Section 4: Further Suggestions:

25. Do you have any further comments or suggestions?

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Thank you for your cooperation.
Dear pupil,

This questionnaire is part of a research study which seeks to investigate your perceptions of the Competency-Based Approach (CBA). We would like to ask you to answer these questions. Please tick (✓) the appropriate box and make full statements whenever necessary (in English or in Arabic).

Thank you in advance for your cooperation.

Mr. Djamel MAZOUZ
Department of English
Faculty of letters and languages
University of Oum El Bouaghi

2014/2015
Section 1: Background Information

5. Sex
   - Male □
   - Female □

6. Do you enjoy your English class?
   Yes □ No □

7. If “No”, why?
   ………………………………………………………………………
   ………………………………………………………………………

Section 2: Views of CBA and its Classroom Activities

8. Do you know / have any idea about Competency-Based Approach?
   Yes □
   No □

9. Which of the following activities your teacher uses in the classroom?
   a) Group work. □
   b) Problem-solving practice. □
   c) Information-gap (role-play, spot-the-difference, …) □
   d) Listing (people, places, things, everyday problems, …) □
   e) Reasoning-gap (puzzles, quiz, problems, …) □
   f) Storytelling □
   g) Opinion-gap (personal difference, feeling, or attitude in response to a given situation) □
   h) Other: Please, specify
      ………………………………………………………………………
      ………………………………………………………………………

10. Which of the following activities do you prefer?

   a) Group work.
   b) Problem-solving practice.
   c) Information-gap (role-play, spot-the-difference, …)
   d) Listing (people, places, things, everyday problems, …)
   e) Reasoning-gap (puzzles, quiz, problems, …)
   f) Storytelling
   i) Opinion-gap (personal difference, feeling, or attitude in response to a given situation)
   g) Other: Please, specify

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

11. As a pupil, do you think your role in the classroom is to

<table>
<thead>
<tr>
<th>Statement</th>
<th>True</th>
<th>False</th>
</tr>
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<tbody>
<tr>
<td>- Participate in group work activities.</td>
<td></td>
<td></td>
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<tr>
<td>- Get involved in activities where there is communication.</td>
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<tr>
<td>- Be active and participate in the classroom.</td>
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<tr>
<td>- Be responsible for your own learning: create situations where you make conversations with your classmates more than with your teacher.</td>
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<tr>
<td>- Evaluate your own progress during and at the end of the activities.</td>
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<tr>
<td>- Compare your prior knowledge with the one of your classmates.</td>
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<td></td>
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<tr>
<td>- Rely on your teacher to explain the content of a particular topic explicitly with examples.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Focus more on reading and writing than listening</td>
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</tbody>
</table>
and speaking.

| - Speak in English with no mistakes even you don’t speak it quickly. |
| - Speak English quickly even you make mistakes. |
| - Work individually |

**Section 3: Further Suggestions:**

8) Do you have any further suggestions?

..................................................................................................................................................
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Thank you for your cooperation.
APPENDIX THREE

TEACHERS’ JUSTIFICATIONS AND SUGGESTIONS

Appendix 3.1: Justifications for Q7: Teachers’ Training to Apply CBA

1. Teachers who answered ‘NO’ (2 teachers)
   - We still use the traditional approach in our teaching and this hinders the application of CBA.
   - We have just received some days formation with our inspectors. It’s better to have more than one or two days formation with adequate program about the CBA.

2. Teachers who answered ‘YES’ (though she was not required to justify)
   - This is due to lessons and training which I’ve acquired during my five years in the Teachers’ Training School.

Appendix 3.2: Justifications for Q17: CBA’s Suitability to Teach English at Secondary School.

1. Teachers who answered ‘YES’:
   - I think it’s not enough since pupils do not really acquaint themselves in reality when they go out of the secondary schools, especially when they reach university level.
   - Because learners become more interested in learning the language in a meaningful context rather than drilling them (e.g., traditional methods).
   - If the learners get their bac exam, they will be specialized at the university, that’s why it’s high time to teach them English through the CBA, and they will get jobs, that means, they will need it in their practical life.
- Yes, it can be appropriate to teach any subject at any level, however, there are a number of reasons which do not make it practical in our schools. First, learners’ willing to study. Second, learners do not understand and are not aware of what purposes they are learning those contents. Third, teachers, starting from middle schools, are not guiding learners to how they should learn within the framework of the CBA.

- But there must be a change in the teachers’ attitudes towards teaching by creating various ways of learning, working on projects (he must have a perfect knowledge of the project procedures), and do more than merely communicating knwoldge.

2. Teachers who answered ‘NO’:

- Learners depend on teachers. Learners are too passive. The length of the syllabus especially for third classes.

- Class size is too big.

- The majority of the pupils are of a very low level.

Appendix 3.3: Justifications for Q24: Teachers’ Limitation when applying CBA

- There are many: First, the pupils level who come from CEM. Hate for studying the English language, they think that English will not meet their needs as a mean of communication outside school because their parents, the society do not use English to communicate in real life situations.

- Teachers do not implement the CBA. They are still teaching using traditional methods.

- The over crowded classes and the lack of materials prevent us from implementing the CBA successfully in our classes. For example, the
data show with a very limited number is reserved for all kinds of teachers that means science, physics, English and French.

- CBA encourages the reading and somehow the listening but it neglects the speaking phase which is very important for learning languages. It is much more focusing on clarity rather than fluency.

- The only problem in our schools is that some teachers are still teaching using the traditional approach (classique) because of time constraints in relation to the syllabus set by the ministry of education (lot of activities and tasks which require more practice and time) this doesn’t enable us to finish teaching the syllabus within the official time provided.

- Most of the teachers are not able to get rid of their traditional teaching method (teacher-centred). Their teaching is concerned with the transmission of knowledge and make learners know how to reproduce it in vitro. That is why a serious revision of the teachers’ profession is strongly needed. They have to forget their role as monitoring and evaluator and make their learners learn and accept their point of view.

- The use of traditional method. The length of the official syllabus. The type of the assignments provided in the textbook. The lack or the complete absence of tasks in the textbook (especially the third year textbook).

- The lack of: modern laboratories, material facilities (computers, internet, libraries), adequate programmes and updated methods of teaching.

- I think the obstacle that hinders us from successfully implementing the CBA approach is the fact that there is no place other than school to use what is learnt and to consolidate or practise it.
Appendix 3.4: Suggestions for Q25

- I think that it’s high time to let teachers introduces what they think suitable, appropriate to be taught at the level of their schools. Use the best approach which will help to emancipate their pupils if really we want to rise the pupils’ in this field.

- We need more appropriate formation in the abroad. Provide our schools with more materials: 2 data show in a school of 100 teachers and 1300 learners are unsatisfied.

- It can be more beneficial if it encourages the speaking skill.

- Teachers still need more training sessions to apply CBA effectively.
APPENDIX FOUR
PUPILS’ JUSTIFICATIONS AND SUGGESTIONS

Appendix 4.1: Justifications for Q3: Pupils' Attitude towards English Class

- لأن الاستاذ لا يوفر لنا الجو المناسب
- I’m not speak english.
- I don’t like it becase i don’t understand it very well.
- لأنني لا أجيد هذه اللغة
- Because it’s boring.
- لا أفهمها
- Because my tetcher

ثقيلة لا تستطيع ايصال المعلومة جيدا
لأنه لغة الكفار و نحن مسلمين و ماذا يفغلون باخواننا في فلسطين.
الرسول و نحن نتخذ لغتهم. من عرف لغة قوم اتخذ معرفتهم
أنني لا اجيد اللغة الانجليزية

Appendix 4.2: Justifications for Q8: Further suggestions

- عدم تسامح و تساهل الاستاذة
- كانت الانجليزية سنوات كثيرة
- سنوات كثيرة
- 3AS is a good class to me but must try to use youth teacher
  because an old canot give as info as we want, so we have to try
  studyingwell. Thank you sir
- كانت الانجليزية في القديم ظريفة و خفيفة و سهلة القراءة و لكن الآن صعوبتها و
- إن الانجليزية مادة ملهمية جدا
RÉSUMÉ

Cette étude soutient que EFL n'est pas adapté aux besoins quotidiens des apprenants algériens au niveau des écoles secondaires. En fait, murs semblent exister entre les connaissances de ces étudiants à obtenir dans la classe et l'investissement de ces connaissances dans la société du monde réel pour lequel il est destiné. Ce travail a essayé d'examiner les perceptions des professeurs EFL algériens et élèves de l'Approche À base de compétence. Deux hypothèses principales ont été formulées. La première hypothèse a déclaré que des professeurs EFL algériens montreraient une compréhension cohérente de CBA, ses principes et techniques. La deuxième hypothèse a dit que les élèves montreraient(afficheraient) une compréhension du rôle ils sont exigés pour jouer dans le cadre de CBA. Pour tester ces deux hypothèses, deux questionnaires ont été conçus. Les résultats gagnés du questionnaire des professeurs confirment partiellement la première hypothèse, dans le sens que 69.33 % des professeurs ont montré(affiché) une compréhension cohérente de CBA dans ce qui se rapporte à la pratique tandis qu'en hausse de 88.46 % d'entre eux a semblé ignorer de ce que constitue CBA en théorie. D'autre part, les résultats obtenus du questionnaire des élèves confirment la deuxième hypothèse, en somme, 61.67 % des élèves ont démontré une conscience du rôle qu'ils sont exigés pour jouer dans CBA.

Les mots clés : l'Approche À base de compétence (CBA), la perception des enseignants et des élèves, des principes et des techniques.
هذه الدراسة تفترض أن اللغة الإنجليزية كلغة أجنبية لا تتوازي مع الاحتياجات اليومية للطلاب الجزائريين لمدارس الثانوية. وفي الواقع، يبدو أن هناك نقصًا بين المستوى الذي يكتب له طلاب التلاميذ في الفصول الدراسية واستمراراً.

نتماكيم حل هذه المشكلة عبر بناء جسر بين الفصول الدراسية الحياة الحقيقية. هذا العمل يمثل من فهم أساتذة اللغة الإنجليزية والطلاب الجزائريين لهذه المقاربة. ولهذا الغرض افترضنا فرضيتين.

تفترض أن الأساتذة سيظهرون فيما جيدا لهذه المقاربة فيما فيها من أسسيات وتقنيات. الفرضية الثانية تصرح أن الطلاب سيبدون فيما جيدا للدور الذي ينبغي لهم أن يلعبوه في ظل هذه الفرضية.

من أجل التحقق من صحة هاتين الفرضيتين، تم تصميم استبيانات.

عليها من استبيان الأساتذة تدعم جزئيا صحة الفرضية الأولى. 93.33% أظهروا فيما جيدا للجانب التطبيقي للمقاربة بينما 88.46% منهم أبدوا العكس فيما يخص الجانب.

النتائج المتحصل عليها من استبيان الطلاب تؤكد صحة الفرضية الثانية. 61.67% من الطلاب برهنوا وعيهم فيما يتعلق بالدور الذي يجب أن يؤديه.

الكلمات الرئيسية: فهم أساتذة اللغة الإنجليزية والطلاب الجزائريين لهذه المقاربة. من أسسيات وتقنيات.