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**Department of English**

**TEACHERS' ATTITUDES TOWARDS COMPETENCY BASED APPROACH**

**(CBA)**

**CASE STUDY TEACHERS OF SECONDARY SCHOOL AT KHENCHELA**

**Dissertation submitted in partial fulfillment of the requirements for Master**

**Degree in Didactics of Cultures and Foreign languages**

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## Dedication

### Hamitouche Leila

I dedicate this work:

- To the loving memory of my father whom I sorely miss, I never forget you.  
You are always beside me forever in my heart.
- To my mother who has given me what nobody else would have.
- To my beloved husband who has always encouraged me to reach the best and to finish my studies.

This work is also dedicated:

- To all my teachers, especially our supervisor **Mr.Ounis** and our teacher **Mr. Friteh**, all my sisters, all my friends, and all who know me.

### Mahfoudh Asma

In The Name of “Allah” ,The Most Gracious, The Most Merciful.

I would like to start by my dear parents, who are the pearl of my life, my father “SADAK” thank you for what you did for me, I love you, my mother what I’m saying now never reflect my feeling about you, thank you mom.

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### **Abstract**

The present study aims at observing the different attitudes of teachers at Khenchela secondary schools, the main objectives are to see if teachers understand what is meant by the competency based approach, to deduce the different attitudes of teachers about the competency based approach, and to know the reasons behind choosing or avoiding the implementation of CBA. A questionnaire is used with English' teachers at Khenchela secondary schools. Also an interview is done with inspectors from different regions. Results showed that the majority of English teachers of secondary school at Khenchela understand the concept of "competency based approach" but unfortunately they did not find the suitable condition that can help them apply it, then we found that teachers of English have different aspects and views towards the competency based approach, some teachers claimed that it cannot be applied in the Algerian schools since it contain a huge number. in other hand there are teachers who affirmed that competency based approach is so useful, successful and effective. Then, teachers who prefer to use competency based approach justify that to make the learner more independent and active to improve her/himself without relying on the teacher. While others assumed that they avoid using it because of various reasons as learner's level, numbers of classrooms, lack of many conditions.

**Key words: CBA, Teachers' attitudes.**

**List of Abbreviations**

**TPB:** Theory of Planned Behavior.

**CBA:** Competency Based Approach.

**CBE:** Competency Based Education.

**CLT:** Communicative Language Teaching.

**GTM:** Grammar Translation Method.

**FL:** Foreign Languages.

**DM:** Direct Method.

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## **General Introduction**

It is evident for every one that teaching is not a stable field, as a result there were various approaches that we may notice, each method has its own condition, advantages and disadvantages, and this later pushes the Ministry of Education to change the program. Previously there were what we call Grammar Translation Method or GTM, Audio-lingual Method, Direct Method(DM) and Communicative approach which was the last approach, this approach was misused by teachers since there were a lot of weaknesses which do not fit learner's capacities that's why, the Ministry of Education decided to create a new approach which may help or become more functional, it is known "the Competency Based Approach" which is considered to be as a reform in the Algerian schools, considering it useful and comprehensible and this is our aim through this work.

### **1. Problem statement**

Teaching is the most sensitive field that should be applied in appropriate way, the key elements in this process are the teacher, learner and the knowledge then, the way of transmitting this knowledge(it means the method). Concerning the method, there are various ones, through the beginning there were what is called the Grammar Translation Method or (G.T.M), Direct method, Audio-lingual method and so one, till the Communicative method which is known as (CLT) communicative language teaching, teachers through this approach encountered a lot of difficulties the same that what happened with the previous methods, so that the Ministry of Education proposed a new approach which is known as a reform in the Algerian schools in 2002-2003 in terms of competency based approach, as it seems in its name. The competency based approach is the learner-centred in which learners are expected to do everything; check, participate and bring the information

and the teacher's role here is to guide them, to show them what is wrong and what is true. Consequently, the teaching-learning process will be improved and successful, focusing on the difficult competencies that every learner has. But what is noticed is that in the Algerian secondary schools, especially at Khenchela there are teachers who find it difficult to use this approach because of many reasons, since the learner used to have everything by the teacher, so it becomes as a habit. That is why we will explore the attitudes and views of teachers towards CBA.

## **2. Research questions**

- How well do teachers understand CBA concept?
- What are the different aspects and views of teachers on CBA implementation?
- For what practical reasons do teachers choose or avoid implementing CBA?

## **3. Objectives**

- To check if teachers understand what is meant by CBA.
- To see the different aspects (views) of teachers on CBA implementation.
- To understand why teachers choose or avoid CBA implementation.

## **4. Significance of the study**

Our research is important because we will try to see if teachers understand the CBA concept or if they are capable to apply it in their courses when teaching, and we will deal with English teachers of secondary school at Khenchela, because they are more aware about CBA.

## **5. Definition of terms**

**Attitude:** according to Oxford Advanced Learner's dictionary is a settled way of thinking or feeling about someone or something, typically one that is reflected in a person's behavior.

**CBA: Competency Based Approach.** It is an approach that focuses on useable information, valuable skills and abilities, it enables learners to develop the proficiency of each competency or skill that they have since s/he is the center of this approach, the learner is considered to be the crucial element that we based on it, competency based approach involves the important knowledge and capacities of such solution requires, we say that competency is a final stage of the learner's development, because CBA gives opportunities for each individuals to take a part through the lessons.

## **6. Limitation of the study**

Our results cannot be generalized because we are concerned only with English teachers of secondary schools at Khenchela. Our study will be also limited only at six secondary schools simply due to the lack of time, and we would use only a questionnaire with English teachers of secondary schools at Khenchela and and an interview with English inspectors from different regions, because it is an easy and quick way to collect information from our population.

## **7. Basic Assumptions**

We assume that teachers have different views that is why some of them choose applying CBA because they understand its meaning and other avoid it because they are not aware about it and they do not find the appropriate circumstances.

## **8. RESEARCH METHODOLOGY**

### **a. Choice of the method**

We will opt for the descriptive design(exploratory)because we will deal with the attitudes of teachers, that we do not know yet (positive or negative).We will not use experimental design because we have not hypothesis to be tested, for that reason we will not need an experiment (attitudes don't need experimentation).

### **b. Population**

Teachers of English of secondary schools khenchela will be our chosen sample, because we find them more useful on our dissertation. Teachers that we could possibly contact are between 27 to 30.

### **c. Data Gathering Tools:**

A questionnaire is designed to reach our objectives and to collect the needed data. They will be delivered to teachers of secondary schools. And an interview with inspectors.

## **9. Structure of the Dissertation**

The present study consists of two parts, the first part which is the theoretical part. It includes two chapters and one chapter in the practical part that includes the data analyses of both inspector's interview and teacher's questionnaire.

## **10. Pilot study**

A pilot study was done by giving the questionnaire to five English teachers of English that are not from our population; this allowed us to do some modifications before giving the final questionnaire to our participants.

## **Chapter I**

### **ATTITUDE**

#### **Introduction**

People sometimes find it difficult to wrap up the difference between many terms that have very similar relation if not the same meaning, words such attitude, opinion and belief considered to be interchangeable apparently, but in fact there is a difference between them. Attitude is your way of thinking or behaving, in exact word it is the predisposition to act in a specific way (the influence) towards something. In another hand, opinion is to express your judgement about specific set of facts (your thought or feeling). Then, belief is to accept or feel that something is true or real, but you trust it. Also, it is more longer than opinion; so that the three element are diverge. In this chapter we will explain and define the first term which is attitude.

#### **I.1 DEFINITION OF ATTITUDE**

According to OXFORD dictionary attitude is a settled way of thinking or feeling about someone or something, typically one that is reflected in a person's behavior.

Attitude is a position of the body proper to or implying an action or mental state.

Many researchers defined the word "ATTITUDE" in different ways. One of them was Allport (1935:810) who offered 16 definitions:

The first definition is "a mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related.

Another researcher who is McGuire (1968:142) regarded definitions to be "stifling and yet, since we have to use words when we talk, it probably helps to sketch out occasionally what we mean by our terms. But McGuire build his theory focusing on

Allport's definition and analyzing each of its terms and phases not only to focus on the various meaning of "mental and neural" but also to riff on the philosophical orientation

Eagly(1993:1) & Chaiken (1998) provided a simple and intuition definition an attitude is "a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor"?

There are some researchers (Petty, Wegener, & Fabrigar, 1997:611) claimed that the concept of evaluation is central to the definition of attitude noting that "attitudes have been defined in a variety of ways, but at the core is the notion of evaluation".

Crano & Prislín (2006:343) brought together diverse characterizations of attitude through their definition "attitudes are the evaluative judgments that integrate and summarize ... cognitive/ affective reaction".

Schwarz & Bohner (2001) affirmed that attitude theorists have traditionally defined their construct as if it represents fixed "things" that sit in memory waiting to be pulled out, used & back in place. Instead, Schwarz and Bohner claim that attitudes are more parsimoniously conceived of as evaluations that are "formed when needed, rather than enduring personal dispositions"(Schwarz,2007:639). The intuitive appeal of the standard definition that attitudes represent "a tendency," that is, a thing of stability, he argues, comes from the appeal of all dispositional accounts such as the fundamental attribution error(Ross, 1977). Instead, in line with other commentariesthat are consistent in their rendition of the attitude concept(e.g., Lord &Lepper, 1999; Smith & DeCoster, 2000;Zaller&Feldman, 1992), Schwarz favors the idea of attitude construal-the view that attitudes do not necessarily exist in some preformed state, but can be built, created, generated, on the spot, in fine-tuned response to contextual demands. Attitudes, conceived of in this way, are viewed as potentially adaptive reactions to environmental demands. Such a view is in relation with mounting empirical evidence pointing toward

attitude variability across time and situations, often producing large differences with minimal variation in the instantiation of the attitude object. Mischel (1968) offered concerning the concept of personality. Mischel argued that, to a large extent, the idea of personality, the very essence of a person, the dimensions that are assumed to lie in the disposition of the person and that seemingly provide stability, may be a mirage created by other factors inherent in the viewer's perceptual and reasoning systems.

Attitudes are extraordinarily flexible: Implicit preference for Whites decreases in the presence of a Black experimenter (Lowery, Hardin, & Sinclair, 2001) and a likable experimenter who is perceived as holding egalitarian views (Sinclair, Lowery, Hardin, & Colangelo, 2005). Fazio (2007) has offered a persuasive counterpoint to the radical notion of attitudes as constructions.

Although he believed in the idea of flexibility of attitudes, he points out that an extreme "attitudes as on the spot constructions" view must deal with the opposing evidence that some attitudes seem to consistently pop out in the same form across time and situations. Since human beings learn and when they come to learn, it means you remember, so why should attitudes not reveal some stability?

He claimed that those attitudes are products of repeated experiences that reinforce particular objects, attribute pairings and provide similar responses to the same stimulus over repetitions. Thus, a strong constructionist view must answer the question of why saving in memory would explain other aspects of mental function, but not involve simple learning and retrieval of preferences.

An attitude can be defined as "a psychological tendency to view a particular object or behavior with a degree of favor or disfavor". Attitudes are generally understood to be formed through a process of individual subjective evaluation (involving a rational

assessment of costs and benefits), but also influenced by affective and emotional responses and related beliefs. Attitudes are defined as being specific to an object or behavior while beliefs are more generic, relating to a wider world view, and tend to be more stable. (Roger. Jowell, 2005).

A whole set of definitions clustering around central theme that attitude is a manner of thinking or feeling towards something or someone in relation with someone's behaviors, it means when you think or feel either positive or negative about someone or something including the mental state of human being, as an example given to clarify what is meant by mental state is that when someone is disappointing from something he will have a negative attitude. While if s/he appreciates something, he will have a positive attitude.

## **I.2 The attitude toward oneself**

Human beings have a capacity that is the desire of every chimpanzee, the ability to look into and evaluate the contents of their own minds. Remarkably, these capacities can be turned on not only when evaluating all possible entities that exist in the world “out there” but also to evaluate one “s own worth along a subjectively meaningful good-bad continuum. Self-esteem, can be considered as a primary attitude, an evaluation of oneself. How good am I? Do I approve of what I have done? These questions can be posed and answered by engaging a conscious and third person like feeling for oneself, an experience about which the self-esteem literature has taught scientists a great deal (Baumeister, 1993; Crocker & Major, 1989; Gray-Little &Hafdahl, 2000; Leary, 1999, 2004; Major, Kaiser, & McCoy, 2003; Rosenberg, 1965; Swann, Chang-Schneider, & Larsen McClarty, 2007; Twenge & Campbell, 2001). Swann and Bosson thoroughly review the self-esteem literature. The research findings detailed in the articles referenced earlier overwhelmingly demonstrate that if there is a single object toward

which attitude is resoundingly positive, that object is the self. Self-evaluations achieve consistency during early adulthood and remain high before declining after age 60 (Trzesniewski, Donnellan, & Robins, 2003).

Additional variations across people and within the same person from circumstance to circumstance, perhaps even moment to moment, have been investigated thoroughly, making self-esteem a topic from which it is possible to learn much about the nature of attitudes. As with the measurement of attitudes in general, attempts to create new measures of implicit self-esteem have also grown in recent years. One such family of measures involves looking at the degree to which one imbues the things and people who have come to be associated with oneself with positive regard (Greenwald & Banaji, 1995). Known as the name “letter effect”, one technique measures the unconscious liking people show for the letters, and especially the initials, of their own name (developed by Nuttin, 1985; Krizan & Suls, 2008). Such preference can lead people to prefer products whose brand name starts with the same letter as their own name (Brendl, Chattopadhyay, Pelham, & Carvallo, 2005) and even to marry people whose first or last name resembles their own (Jones, Pelham, Carvallo, & Mirenberg, 2004). People are not only attracted to those who share their names but also to individuals with the same birth dates. One study showed that participants judged historical characters such as Rasputin less harshly when led to believe that they shared a birthday with the unsavory character (Finch & Cialdini, 1989).

Although some researchers have found high correlations between implicit and explicit self-esteem, most others report that two constructs are unrelated, and there are cases in which the two forms of self-attitude are sharply dissociated.

For example, stressful life events may influence implicit and explicit self-esteem differently, at least under some circumstances. Recent Asian American immigrants, for

instance, show a quick recovery in explicit self-esteem, but persistently lowered implicit self-esteem after arriving in the United States (Hetts, Sakuma, & Pelham, 1999). Thus, it seems safest to say that, on average, implicit and explicit self-esteem are weakly correlated. As with other attitudes in the intergroup context, where this weak correlation has also been found, the conclusion is that implicit and explicit forms of self-esteem are related but sufficiently unique to be regarded as distinct. The debate on whether attitudes are stable or constructed lives on in debates about self-attitudes, with evidence on both sides. On the one hand, attitudes toward the self do show stability, as well as individual differences that are reliable. On the other hand, however, self-esteem is critically influenced by people and events in the social world, in predictable and lawful ways. From reading most of the work on self-attitudes, it is easy to draw the conclusion that increasing positive self-regard is something to which all should strive.

In conclusion, although psychologists have not traditionally considered self-esteem an attitude, it does, indeed fall into this category. Scientists have learned that self-attitudes are likely to be robustly positive; that self-esteem, like other attitudes, has both implicit and explicit components; and that these factors may differentially influence behavioral outcomes. Self-esteem can vary within as well as between individuals, and those people with high explicit self-esteem do not necessarily show correspondingly high levels of implicit self-esteem.

### **I.3 Methods for capturing attitude**

According to Roger Jowell (2005) a recent mapping exercise of the collection and use of attitudinal data across the Scottish Government found that most SG studies on attitudes used quantitative methods. This included standalone surveys, questions in omnibus surveys and questions or modules on larger, existing surveys (most commonly Scottish Household Survey and the Scottish Social Attitudes Survey).

In such studies, attitudes are typically measured using two main types of scales either **Likert Scales**, where there are five response categories ranging between two extreme positions. Quantitative approaches to attitudinal data collection are used widely by national government because they are the only way to assess the prevalence of attitudes across a population. Another advantage of quantitative attitudinal data is that it allows us to track changes in societal attitudes over time, e.g. by asking the same questions in the annual Scottish Social Attitudes Survey, as well as compare differences across space, e.g. through asking same questions in different countries using (for example) the British Social Attitudes Survey and European Social Survey.

A potential disadvantage of quantitative surveys is that it requires respondents to consider and make judgements about often complex or emotive issues in a relatively short space of time. A consequence of this is that surveys can over simplify the issues under examination as well as the nature of public opinion with respect to those issues. Nonetheless, qualitative methods can effectively complement quantitative methods by examining more deeply the factors underlying attitudes. A number of studies in the mapping exercise took a mixed method approaches. A smaller number of projects employed a purely qualitative approach.

#### **I.4 Uses of Attitudinal data**

One of the key uses of attitudinal data in government is in the design, development and evaluation of behavioral interventions. Based on the perceived link between attitudes and behaviors, attitudinal data can provide a framework for examining the attitudinal influences that precede the behavior change that the intervention seeks by investigating factors, which might inhibit and or encourage the desired behaviors.

Attitudinal data can also help identify the social influences and actors that have the biggest impact on the attitudes of groups targeted for behavioral change, thereby allowing for indirect targeting of interventions. For example, policies aiming to reduce challenging behaviors among children may more usefully direct efforts at parents, through parenting skills training and support rather than the children themselves, through anti-social behavior orders.

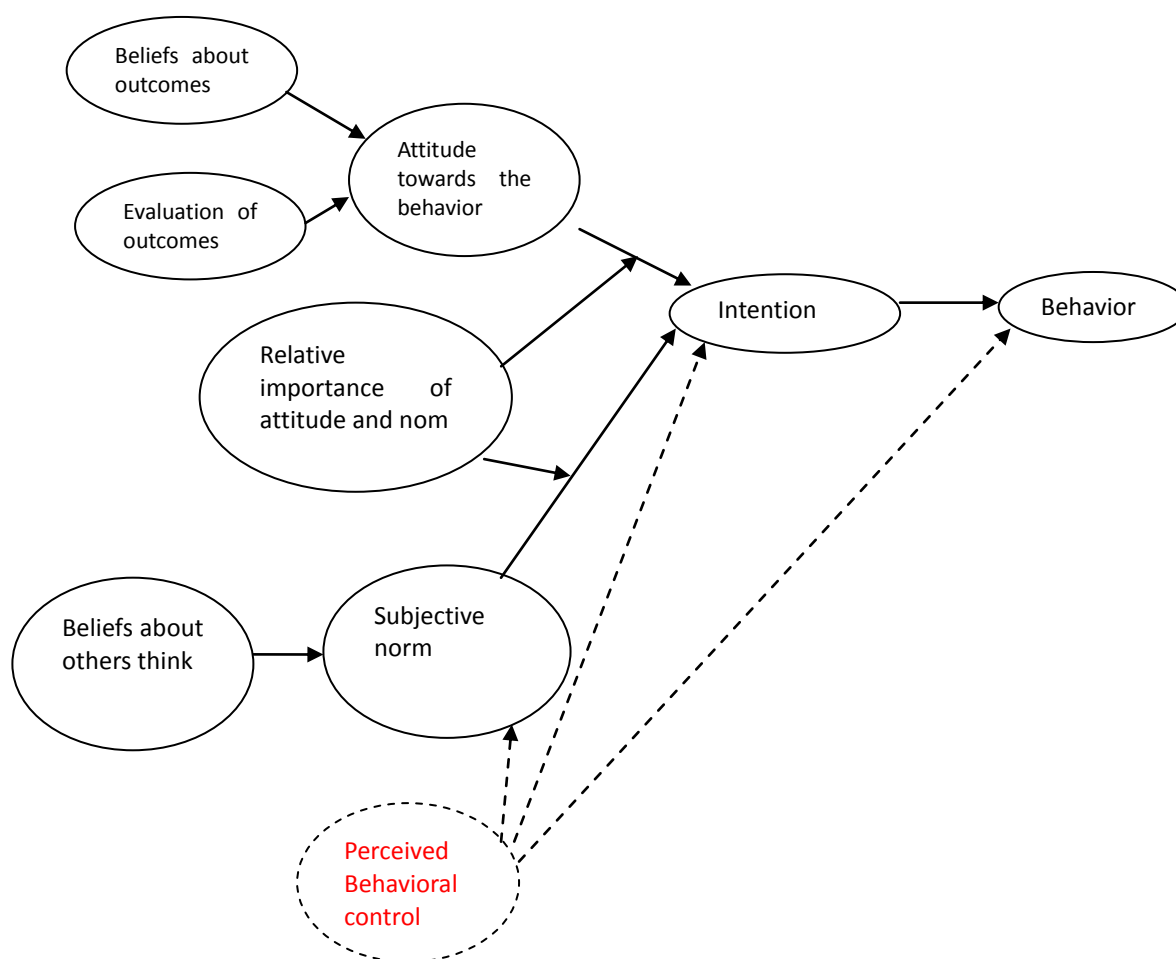
Public attitudes data can also identify individual differences within target groups, thereby alerting government to the potential need to provide different interventions for different groups in society. For example, attitudinal data on mental health and depression shows that there are significant age and gender effects, with older people and males holding the least positive attitudes towards people with depression.

Finally, attitudinal data can be used in policy evaluation and subsequent policy improvements. This is where such data is currently most widely used by governments. Interventions seeking to effect behavior change can be evaluated in terms of impact on attitudinal target variables as well as in terms of change at the behavior itself.

### **I.5 Attitudes and behaviors**

As we discussed above, the use of attitudinal data in the design and evaluation of behavioral interventions is based on a belief that attitudes and behaviors are linked. While empirical research does not support the use of attitudes as a *direct* proxy for behaviors, it is generally accepted that attitudes do have an *indirect* impact on behavior along side ‘third’ variables such as social norms. There are a number of theories seeking to model the process whereby attitudes might be translated into behaviors. One of the most commonly used and accessible of these is Ajzen’s Theory of Planned Behavior (TPB), which is formed on the basic premise that attitudes are significantly correlated to

behavioral intentions, which in turn are the proximal determinants of behavior. The model is shown in Figure 1.



**Figure n°01:** Theory of Planned Behavior model (Ajzen, 1991)

When we want to measure the influence of attitude on behavior, we should first consider the concept of principle of compatibility as shown by Ajzen, it means, attitude and behavior work in combination, and this concept holds that when attempting to predict behaviors from attitudes, the behavior and attitude in question should be defined at the same level of generality or specificity. This is because general attitudes towards an object tend to be poor predictors of any specific behavior directed at that object, as the same general attitude may be expressed through a variety of quite different behaviors.

A final theoretical issue is the influence of behaviors on attitudes. When there is a correlation between the two concept attitude and behavior. It is confirmed that the attitude 'came first' and influenced behavior. Behaviors can contribute to attitude building, for example when you let your friends use your things at school, here you will have appositve attitudes towards friendship.

Behaviors also may change peoples pre-existing attitudes through a different mechanisms, most of which can be explained by the theory of dissonance. This theory holds that people prefer harmonious associations between their attitudes, beliefs and behaviors and that when there is an inconsistency, or dissonance, people experience psychological discomfort. Either this discomfort motivates people to reduce the inconsistency, by changing their behavior or, where this would be too difficult or the action is irrevocable, changing their attitudes. This involves avoiding or disregarding information that supports the old, dissonant attitude, and finding support for the new attitude.

The two ways relationship between behaviors and attitudes is also evident in government policy. Government policy is sometimes about updating the statute book to reflect wider societal changes (including attitudinal changes) which have already occurred. An example of this is the range of family law legislation in recent years in Scotland covering issues such as cohabitation, civil partnership and parental rights. However, policy may also drive changes in attitude through effecting behavior change. An example of this is the smoking ban. Two years prior to the introduction of the ban, most people in Scotland thought smoking should be restricted, but only a quarter that it should be banned. By the time the ban was introduced in 2006, the figure supporting a complete ban had doubled to over 50%, increasing slightly further again by 2007. Arguably this shows that in some cases public policy can lead public opinion.

## **I.6 Perceptions and satisfaction data**

Perceptions, which have relation with attitudes and two concepts can be difficult to combine between them i.e. they diverge, in simple words we may say that perceptions, can be defined as a process of interpretation by which individuals say or consider that something is caused by something else different from the evaluation process involved in attitudes.

Measures of public perceptions of social policies, government institutions, and the quality of public services are used widely in government. The area where perceptions data is currently most widely used is in policy evaluation as an outcome indicator. Typically, measures focus on a particular type of perception, satisfaction. This is entirely appropriate where the policy goal is to specifically improve people's perceptions, as, for example, in a number of the indicators in the National Performance Framework, e.g. 'public perception of the general crime rate in local area'; 'percentage of adults who rate their neighborhood as a good place to live'. However, using satisfaction data as a proxy for more 'objective' effectiveness/performance indicators in evaluating public services is more problematic for the following key reasons.

First, there is a 'perceptions gap' between people's generally positive perceptions of what is happening in their local area compared with consistently more negative perceptions of the equivalent service nationally. For example, a 2005 survey found that 68% of respondents were satisfied with their local NHS service, but only 47% with the NHS nationally<sup>10</sup>. One reason for this effect may be the sources of information that inform perceptions at different levels. Perceptions of the neighborhood are more likely to be based on personal experience or contacts, while information on the nation tends to come from national media coverage, which is more likely to focus on the negative.

A second issue with satisfaction measures is that satisfaction with public services does not only reflect perceptions of performance, but also crucially depends on citizen's expectations. There is evidence that good perceived performance raises expectations for the future, which in turn can have a negative impact on satisfaction ratings. Better information provision can also lead to higher expectations, although evidence shows a positive correlation between satisfaction and feeling informed, showing the complexity in the relationship between expectations and satisfaction.

Government use of attitudinal data is currently focused mainly on policy evaluation and the subsequent further development of policies. One area where there remains significant scope for attitudinal research to be used more extensively is in the initial stages policy development that requires behavior change – and clearly most government interventions require behavior change at individual, household, business, community or national level. Attitudinal data can help us understand attitudes and behavioral intentions which influence the relevant behaviors; identify social influences and actors in the groups targeted for behavior change; as well as highlight key differences within target groups.

To best support the design and evaluation of policy interventions, research should focus on relating specific attitudes to specific behaviors. Quantitative survey data can also usefully be combined with qualitative elements providing in depth information on the relationship between attitudes and behaviors and the attitudes of particular sub groups. Investment in longer term studies and interventions which allow for the capture of attitudes as well as associated behavior change will also help improve policy development.

## **Conclusion**

We have discussed in the previous chapter the definition of attitude and all what have relation with this concept from the definition till the perceptions and the satisfaction data. In the next chapter we will discuss the competency based approach (history, definition, features ...).

## **Chapter II**

### **Competency Based Approach**

#### **Introduction**

Previously, there are many languages which were known or described as the dead languages, because at that time people were not able to speak in a coherent way; and in order to make interactive communication, they suggest and tried to create some languages or methods to carry on their life, and one of these methods was the Grammar Translation Method. So in this chapter, we will talk about the competency based approach (history, definition, components...etc), and the methods of teaching used before it.

#### **II.1 Methods of teaching**

##### **II.1.1 Grammar Translation Method (GTM).**

Grammar Translation Method known as the classical method that appeared in 1780s, it focuses on the different types of knowledge which are situated in various sections of the brain.

Studying different subjects is the best way of refreshing our brains and develop part of it. The crucial purpose for learning a language was communication and the main thing was to use the mind and the ability to read the language learned.

The grammar translation method and as it is appeared in its name "grammar" it is based on the grammatical aspects of language and "translation "the use of translation, and here there is no emphasis on communication, teachers at that time used to teach in their native language ,and they didn't pay attention on correct pronunciation because grammar was the centre of the lessons and this is done with memorization of grammatical aspects (direct speech, passive voice...).

Another thing that can be noticed is that people were not able to speak because the importance was based on learning about language and not about language itself.

### **II.1.2 The direct method**

The direct method is very different from the grammar translation method. It was originated in 1884 by the German scholar and psychologist F. Frankle. In addition, it is focused on Gouin's work who observed children learning language in natural setting. The characteristics of this method is that to put students between objects, concepts and the appropriate words in the target language, and here the use of target language. Students in this method are expected to think and speak the language. In this method, teachers use objects, visuals to make things clear and comprehensive. Aspects of grammar are taught inductively. It means from the specific to reach the general besides that, teachers include cultural aspects during the lesson.

### **II.1.3 Audio-lingual method (A.L.M)**

This method was suggested first time in United States during the second World War, because people think that grammar translation method did not prepare pupils who were able to speak the language and thus, they tried to create a method which helps people to learn a language itself, as the first step done, was by the U.S.A government who asked universities to make a reform for the programs of foreign language that helps student communicate effectively.

The audio lingual method focuses on the memorization of dialogues and role plays and so on and the basic of these tasks is that the language is speech (through, listening and speaking), and the language here considered as a series of habits (you repeat what you have listened or heard) and from these habits we develop oral language proficiency, and by contrast to the grammar translation method the audio lingual method avoid

completely the use of motive language. This method starts in the 1860 and students here were listening to audiotapes and repeat dialogues, another practice were drills which helps students to memorize the structure and to give substitution in many times.

The main goal of this method is that through the practice student would speak the language when needed, but the fact was a little but different because even if student were able to bear dialogues but they could not speak the language and from this constant, we may so it was not successful.

#### **II.1.4 The communicative approach**

It is also as the communicative language teaching (CLT), the main goal in this approach is the communication it means the learners develops competency in using language in the appropriate way the focus here is designed to the activity that allow the learner negotiate meaning in tasks that require oral communication .

Activities is the communicative approach must be various and must include interactive language games or other social activities and especially the use of authentic materials which defined as the original source rich allow us to learn the pure language such as newspapers .

The communicative approach based on what we call “learning by doing” i.e. learning from the beginning of instruction. Communicative approach is based on many theoretical aspects:

- The communication principle it means using activates that allow learns to communicate acquire to language.
- The task principle using activities that encourage students to talk apart in the completion of oral word task.

The meaning foulness principle learns focus or the authentic use of language.

## II.2 History of CBA

Modern competency-based education and training movements here and abroad began with U.S. efforts to reform teacher education and training in the 1960s (Brown, 1994; Hodges & Harris, 2012; and Tuxworth, 1994/1989). In fact, Brown (1994) described sequential “generations” of competency-based learning and suggested that the models that emerged in the 1980s and early 1990s actually represented the fifth generation of the competency model.

Brown’s historical account, largely informed by Australia’s competency-based vocational education model, traced the development through the first generation, the application of scientific management to work roles, then the second, the development of mastery learning models in the U.S. during the 1920s and 1930s. He suggested that the third generation of competency-based approaches was primarily concerned with formative vocational education and training, and reflected instructional design informed by psychology: namely the work of B.F. Skinner, hence the association with behaviorism.

CBLT was an application of the principle of CBE to language teaching, it is an approach, which based on the result of language that means learners are expected to achieve with the language.

### **Competency Vs Competence**

If we are wondering about the difference between the two concepts competence and competency, we may say they seem to be the same, but in fact there is a difference between them. To clarify that we are concerned with competency and not competence, we suggest to give the definition of them.

According to **David Dubois** the definition of **Competency** as those characteristics,

knowledge, skills, mindsets, thought patterns, and the like that when used whether singularly or in various combination, results in successful performance, Dubois, D (ed)(1988), the competency casebook. Amberst, MA: HRD& Silver spring MD: international society for performance improvement.

While Thomas Gilbert's definition of human **competence** as a worthy performance which is a function of the ratio of valuable accomplishments to effective behaviour, measuring specific and objective milestones describing what people have to accomplish to consistently achieve or exceed the goals for their role, terms, division and whole organization, Gilbert, Thomas; human competence: Engineering worthy performance, P Feiffer, March 1, 1996.

**Competence** is an ability or capacity acquired through learning, exposures to the tasks and series of training, this ability is engaged to suffice the performance of a particular job. However, **competency** is an in-born skills or talents of a person, competency is a skill or knowledge given by God, it is within the inner self, the ability to be clean, organized, decisive, pro-active, etc which all these form an attitude.

### **II.2.1 Reasons of adapting CBA**

In the light of the reform proposed by the Ministry of Education in Algerian schools, CBA was adopted in 2002, inspectors in collaboration with the ministry of education saw that learners should be given the best quality of education in which, they have to take an active role through learning process, making efforts, and helping teachers in classes because the learner was just a receiver of knowledge, without doing anything, and in order to organize, direct and accelerate this process which will shape the individuals who will participate.

Also competency based approach aims at facing the effect of globalization whatever it is economic, cultural or other emphasis on the interdisciplinary coherence between school syllabuses. Also to acquire and master the mean of communication.

## II.2.2 Definition of CBA

- ✓ According to **Sewage** CBE is a functional approach to education that stresses life skills and evaluation of the expertise of those skills according to the current learner performance.
- ✓ **Richard and Rodgers** (2001) affirmed that the competency booded approach based on the outcomes of learning. It refers to the importance of how learners act more than how they are learning, i.e. the manner or the way of their learning.

He asserted that the aim of CBA is that every beamer at the end of the course should have measurable descriptions of knowledge, skill and behaviour.

- ✓ **Schneck** (1978) considered CBA as a result that is based on instruction that feats to the needs of students, Teachers and community.

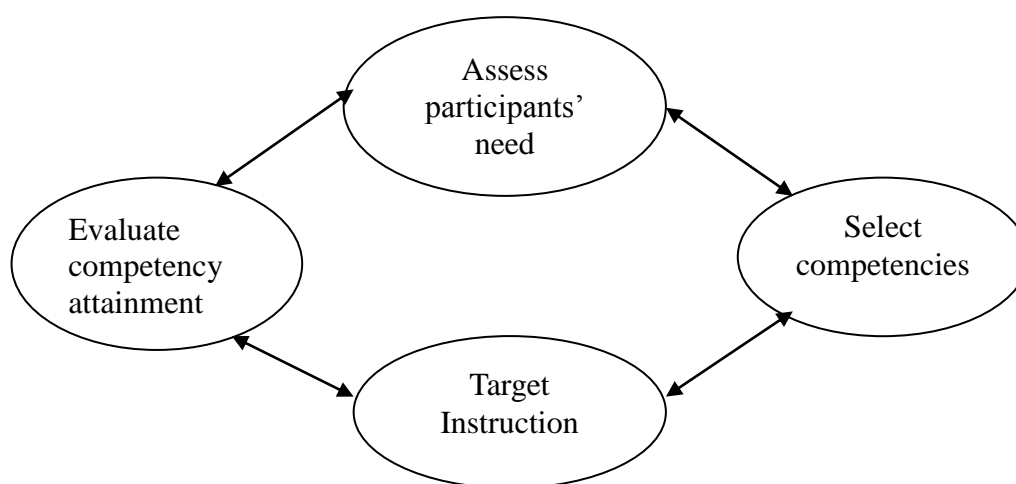
CBA which was launched in2003, as a reform it was implemented firstly in middle schools between(2003-2004) and then two years after in secondary school competency based approach as it's name shows, based on competencies so that, learners can apply those skills that have been acquired in classrooms outside(in real life). This reform have been emerged in algerian schools for many reasons:

- For making learners speak and use language effectively through the oral skill.
- To explain, analyse the original materials (authentic) ones.
- To be creative through producing different things.
- So that the main point in CBA is to make learners more autonomous.

### II.2.3 Components of Competency Based Approach

Weddel (2006) stated the components of competency Based Education and the clarified that the approach consists of 4 main elements:

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



**Figure n°02:** The components of the competency Based Approach

From *Figure n°02* above we notice that the competency Based Approach based on the four elements which are interrelated and thus the approach begins with the assessments of student s needs, stirs to the selection of the expected competencies, and then return to the assessment of needs.

### II.2.4 Features of the competency Based Approach

According to Weddel there are many elements that characterize CBA:

- 1) The competencies are stated in a specific, measurable and behavioural terms.
- 2) The contents are based on the learner's goal.
- 3) The learners continue learning until mastery is demonstrated.

- 4) The Approach makes use of an unlimited variety of instructional technique and group work.
- 5) It centres on what the learners needs to learn, which is the application of basic skills in life skill, language context such as listening, reading or writing.
- 6) The approach makes extensive use of texts, media, and real life materials adapted to targeted competencies,
- 7) It provides learners with immediate feedback on assessment performance.
- 8) The instruction or teaching is passed to the needs of the learners.
- 9) It gets to demonstrate mastery of the specific competency statements or objectives.

### **II.3 Teacher's role**

Teacher role is a method of teaching that uses techniques of dram facilitate education; it means teacher helps student to get knowledge and to receive concepts.

An emergent interest in teacher's role in classroom is that the teacher considered to be as a facilitation, it means he/she makes concepts, knowledge and learning in general easy for them, as Dobson defined this concept by saying facilitation is "a person who helps learners learn by discovering think for themselves (2003:64).

In order to give a clear picture we start citing a various roles that the teacher can take:

**Controller** when learners are working, the teacher must guide them as it is mentioned in (2001:58). Also Davies and Pearse in (2000) stated that controller is the teacher who helps their learners to participate during the lessons with the transmittion of knowledge.

**Organizer:** according to Bader (2007:47) organizer is to introduce learners to the information that you are dealing with and help them to collaborate through different tasks and also explain the content of each activity.

**Assessor:** is the teacher who is able to give an assessment to his students i.e gives feedback or correction and s/he tells them about their development with encouraging them to improve their level.

**Prompter:** here the teacher expected to help and organize his learner to get a formulate such point, it means leads and direct them to the different source of information.

**Participant:** the teacher talks part in the lesson it means s/she shares his learner during learning and teaching process. s/he interacts where necessary and not learn from learner.

**Resource:** the teacher helps student with the appropriate material as Dubin and Olshtain (1986:48) and here the teacher guides his student s to look for information it mean he guides them how to check or search for knowledge by themselves and not providing them with the needed information.

**Tutor:** when the teacher becomes as a friend to his learners, he will be familiar with their personal things and thus learners feel that they have a great value in their teacher's mind.

**Observer:** the teacher in this kind remarks his learners by seeing every that happens inside classrooms in order to comment on them i.e, s/he observes both the lesson how it works and the effectiveness of the activity.

## **II.4 Learner's role**

As we have defined teaching-learning process by saying that the learner is the center of the class. So that, the role of learners is the main point that we want to reach. Generally in FL our aim is to work individually (independently), so learners diverge in their level; as we can classify them into two categories in which we find the stronger and weaker ones. However, in CBA, learner is the dominant part in the class so that, we

call it "learner centered" who learn from the variety of activities suggested by the teacher, by contrast, to the previous method when the learner used to take a passive role (just receive knowledge without checking or looking for information) ; whereas in the CBA learners are active, when they do efforts (they check, analyse and practice by themselves) and specially when the lesson or the activity fit their needs, it means when the lesson is interesting for them, they will be so motivated.

All the efforts must be done for the teacher in order to refresh him through the actions done as an active partner, of course we will notice that the learner will have mistakes during his learning. However as teachers, we have to take in consideration all this because those mistakes are proof that learner is working as researchers claimed that errors done are part of learning "there are similarities between children learning their native language and foreign speakers learning the same languages". So that it is preferable to give a learner all the autonomy to work and do every thing even with mistakes to let him/her evaluate themselves and discover their weakness.

## **II.5 Classroom management in CBA**

Since the competency based approach added some changes in teaching/learning foreign languages, it focuses on sharing responsibilities between either the teacher or the learner or the learner and his/her colleague, because the learner is considered to be the most active role in acquiring the language, the teacher as a first step done, can provide his learner by some rules which every one must speak English as possible, that's why teachers are allowed to let learners use their mother tongue when teaching that can be difficult or complicated for them through group work which is an important step in classroom and here we mention that four elements in each group is a best way done to obtain good results especially when learners facing each other you are organizing your learners into

groups in order to build the interaction and thus they will communicate between them as a result of cooperation work, and the main aim is to teach them how they can help each other outside and really this is what happens outside when learners are working outside too, in their project and looking for certain information and here, teacher's role appears, when it is motivating pupil's performance, mistakes, presentation and the teacher can give a feedback when it is necessary.

### **Conclusion**

In the previous chapter, we have discussed the competency based approach; reasons of adopting CBA, its definition, characteristics, teachers and learners' role..... The next chapter will be devoted to data analyses and interpretation.

## **Chapter III**

### **Data Analyses and Interpretation**

#### **Introduction**

In this chapter we will discuss and explore teachers attitudes towards the Competency Based Approach, it is concerned with the analysis of the teachers'questionnaire who were from Khenchela and inspectors'interviews, from different places : Algiers, Setif, Gualma, Souk ahras, Batna, Khenchela, Telemcen, the seventh one was our teacher of didactics "Mr.Friteh" who was an inspector too. Also a description of both the questionnaire and the interview with their different sections are provided. The results of the questionnaire are presented following the quantitative method in form of tables, figures, and percentages (followed by analyses) and those of the interview are presented in the form of tables, percentages following the qualitative method. Both of the interview and the questionnaire are followed by the analysis of the results.

#### **III. 1 Teachers'questionnaire.**

##### **III. 1.1 Description of Teachers'questinnaire.**

The teachers'questionnaire consists of 21 open-ended and multiple choice questions devided into 4 parts : the background information and three sections: the first section is related to our first research questions the second section related to our second research question and the third one is related to the third question too that will be answered at the end.

### **Background information (Q01-Q05)**

In this section, we ask teachers few questions to get general information about teachers' gender, age, qualification and teaching experience.

### **Section one: The method of teaching CBA (Q06-Q10)**

This section search information about the way of teaching; the method used by teachers when teaching(Q06). We asked them if CBA relies on learner-centered teaching, teacher-centered teaching or both of them (Q07). Also, they are asked if CBA is easy for student or no and they have to justify their answers(Q08). In addition, we asked them about the way they prefer to use when applying CBA(Q09).

The last question of this section is if teachers accept students to be as volunteers to present the course and they have to explain if they say no.

### **Section two: The effectiveness of CBA (Q11-Q15)**

In this section we asked about the effectiveness of CBA in classrooms, the first question of this section (Q11) is if CBA leads to encourage student to rely on themselves, the next question (Q12) is how much did they think that CBA can prepare students to be future teachers. After that they are asked if CBA helps students to be motivated and to say why(Q13). Also they are asked about the extent that CBA makes students creative and work independently(Q14).In the last question teachers are asked about the way they make the lesson more effective(Q15).

### **Section three: The teacher's role in CBA**

This section tends to check if teachers follow the Competency Based Approach and if they are importante in classrooms when teaching. They are asked if teachers have a

crucial role in the CBA process(Q16), then they are asked about their opinion if the role of the teacher in CBA is the same as in the traditional method and why(Q17).After that, we asked them how should learners be: self-reliant, dependent or independent, but guided by the teacher(Q18).Also, we asked them how often do they use visual aids when teaching(Q19).In the two last questions (Q20-Q21) they are asked if a lesson plan is necessary in teaching through CBA and about their opinion in CBA.

### **III.1.2 Administration of Teachers' Questionnaire**

Most teacher's questionnaires were handed from 17<sup>th</sup> to 21<sup>st</sup> of January 2016 to teachers from 7<sup>th</sup> secondary schools of Khenchela. We administered 30 questionnaires and received (27 ones). All the teachers who participated in this questionnaire teach English as a foreign language for students of different levels and streams in the academic year 2015/2016.

### **III.1.3 Data Analyses**

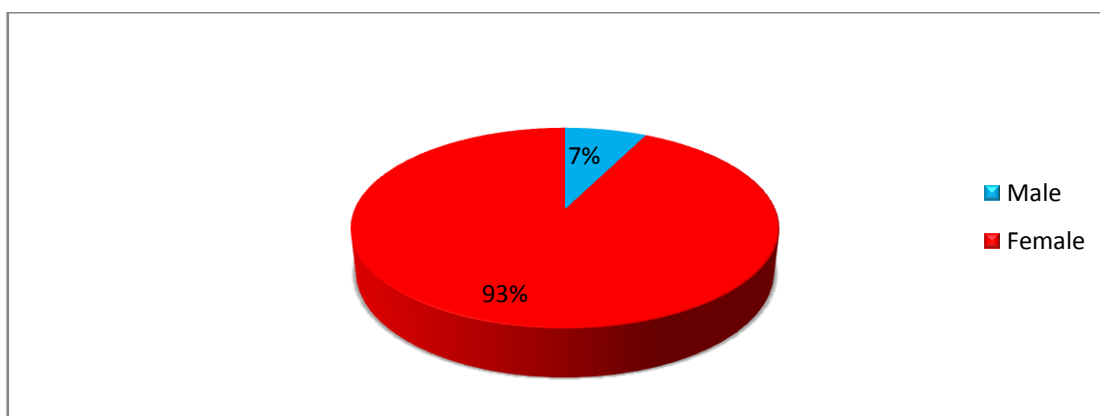
Data gathered will be presented on tables, percentages, graphs, and figures. The results that we obtained will be analyzed and ordered according to the order of the questions.

## Background information

### Item01 : Gender

| Gender | Number | Percentage |
|--------|--------|------------|
| Male   | 2      | 7%         |
| Female | 25     | 93%        |
| Total  | 27     | 100%       |

**Table n°01: Teacher's Gender**

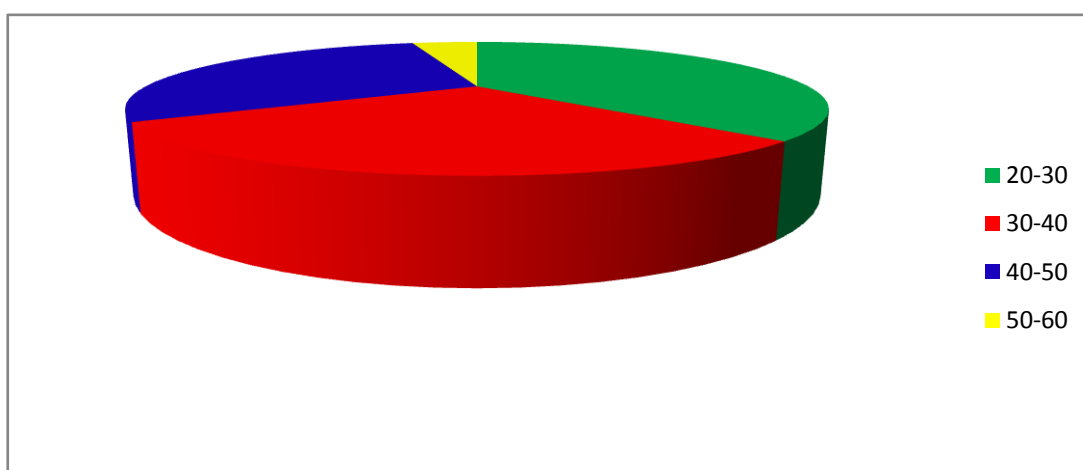


**Figure n°03: Pie Chart Represents Teachers' Gender.**

The table above shows that the majority of teachers in those secondary schools are females (93%) and only two teachers (7%) are males.

**Item 02 : Age**

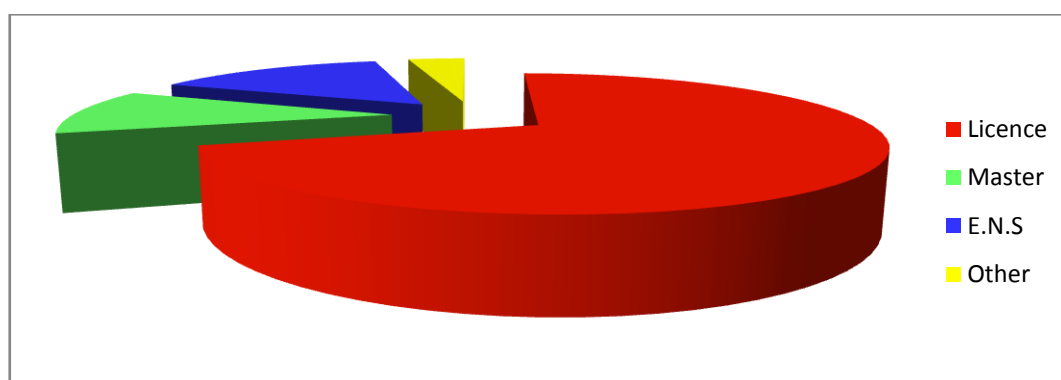
| Choices      | Number    | Percentage% |
|--------------|-----------|-------------|
| 20-30        | 9         | 38%         |
| 31-40        | 7         | 29%         |
| 41-50        | 7         | 29%         |
| 51-60        | 1         | 4%          |
| <b>Total</b> | <b>24</b> | <b>100%</b> |

**Table n°02: Teacher's Age****Figure n°04: Pie Chart Represents Teachers' Age.**

Teachers' age diverge, they are between 25 to 53 years, and thus we can say that, there are a young teachers at the same time there are the old ones, their age is approximately between 34 years, form this we may say they can give us a great information for our topic since people at that age may give a wize ideas.

**Item 03: Teacher's Qualification.**

| Choice  | Number | Percentages% |
|---------|--------|--------------|
| Licence | 19     | 81%          |
| Master  | 03     | 15%          |
| ENS     | 04     | 15%          |
| Other   | 01     | 04%          |
| Total   | 27     | 100%         |

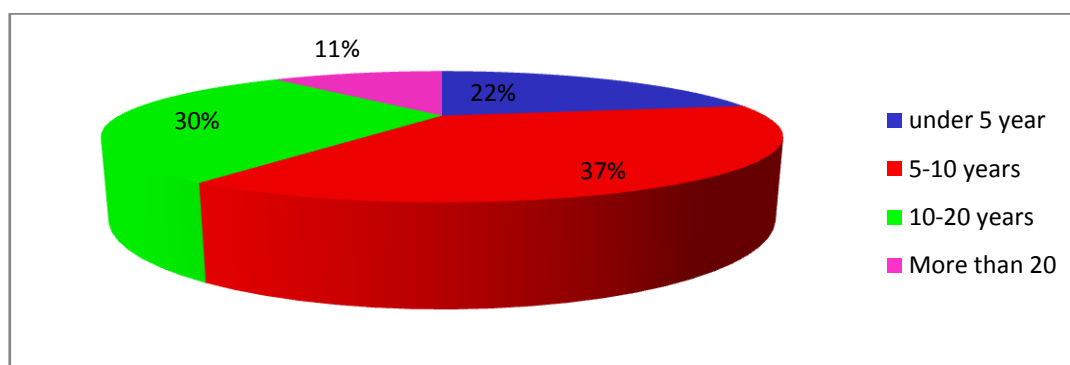
**Table n°03: Teacher's qualification.****Figure n°05: Pie Chart Represents Teacher's Qualification.**

Among the 27 teachers questioned, nineteen(81%) of them holds BA licence degree and three teachers(15%) hold a master degree, while four(15%) of them are teacher teacher training school graduates and only one(4%) who has a diploma in electronics.

**Item 04: How long have you been teaching English in secondary school?**

| Choices       | Number    | Percentage  |
|---------------|-----------|-------------|
| Under 5 years | 06        | 22%         |
| 5-10 years    | 10        | 37%         |
| 10-20 years   | 08        | 30%         |
| More than 20  | 03        | 11%         |
| <b>Total</b>  | <b>27</b> | <b>100%</b> |

**Table n°04: Teacher's Period of Teaching**



**Figure n°06: Pie chart Represents Teachers' Teaching Experience**

Among the 27 teachers who accepted to fill in our questionnaire (22%) have been exerting teaching for less than 5 years. The majority (37%) of them have been teaching from 5-10 years and some (30%) of them have been teaching from 10-20 years. Few (11%) of them have been teaching more than 20 years. From this, we assume that teachers of English at our secondary school in Khenchela have a good experience in teaching, so that they help us in collecting information about the competency Based Approach.

**Item 05: Are you teaching?**

| Choice          | Number    | Percentage% |
|-----------------|-----------|-------------|
| 1 <sup>st</sup> | 19        | 36%         |
| 2 <sup>nd</sup> | 18        | 34%         |
| 3 <sup>rd</sup> | 16        | 30%         |
| <b>Total</b>    | <b>53</b> | <b>100%</b> |

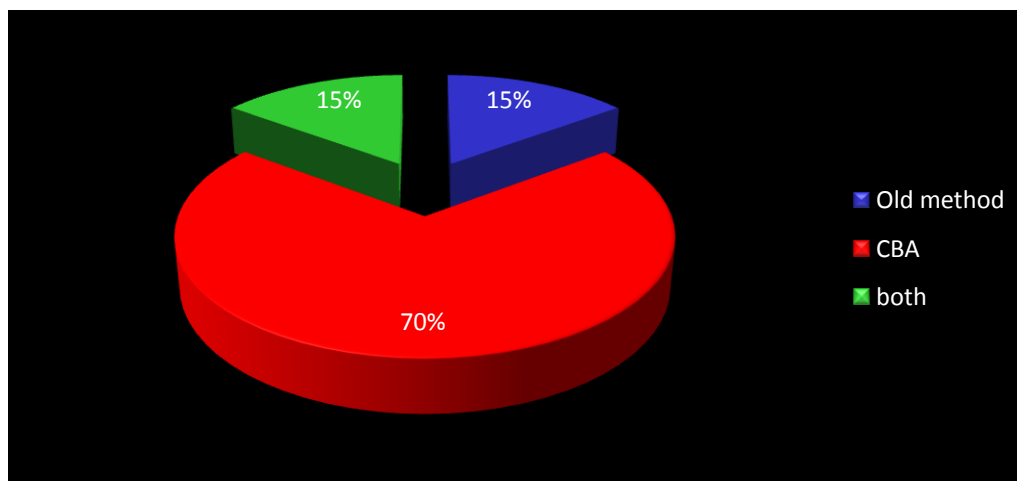
**Table n°05: The Levels That Teachers Teach.****Figure n° 07: Pie Chart Represents The Tevels Taught by Teachers.**

When we asked them which level they are teaching, they answers differs from one to another, 36% of tham taught 1<sup>st</sup> year, 34% taught 2<sup>nd</sup> year and the rest 30% taught 3<sup>rd</sup> year. There are teachers who are teaching 1<sup>st</sup> and 3<sup>rd</sup> year, 2<sup>nd</sup> and 3<sup>rd</sup> year, just 3<sup>rd</sup> year, or 1<sup>st</sup> year and 2<sup>nd</sup> year, the aim of this question is to see how this method is applied with young leaners or old ones.

**Item 06: Which method do you prefer to use when teaching?**

| Choices      | Number    | Percentage% |
|--------------|-----------|-------------|
| Old method   | 04        | 15%         |
| CBA          | 19        | 70%         |
| Both         | 04        | 15%         |
| <b>Total</b> | <b>27</b> | <b>100%</b> |

**Table n°06: The Method used by Teachers**



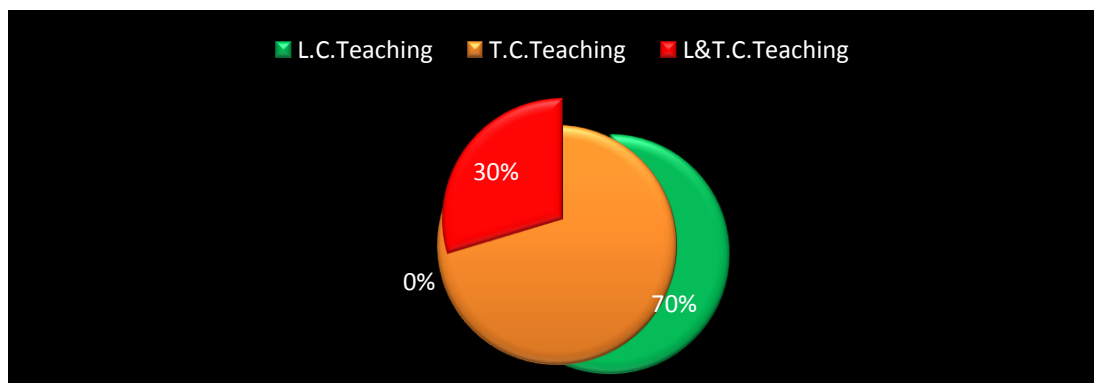
**Figure n°08: Pie chart Represents Method used by Teachers.**

The table shows that the majority of teachers 70% follow the CBA when teaching because they think that it motivates students and makes them more independent and creative. They added that learners are not passive any more, not just receives, by contrast they produce works. While 15% of them said that they use the old method, they are not ready to apply it, Besides that they saw that it is more beneficial than CBA, because the teacher can control and supply learners with all the information needed to understand the lesson. So the majority of teachers at secondary school at Khenchela use the competency based approach during their courses.

**Item: 07: CBA relies on?**

| Choice                 | Number | Percentage% |
|------------------------|--------|-------------|
| L.C.Teaching           | 19     | 70%         |
| T.C.Teaching           | 00     | 00%         |
| L & T.Centred Teaching | 08     | 30%         |
| Total                  | 27     | 100%        |

**Table n°07: The Center of CBA.**



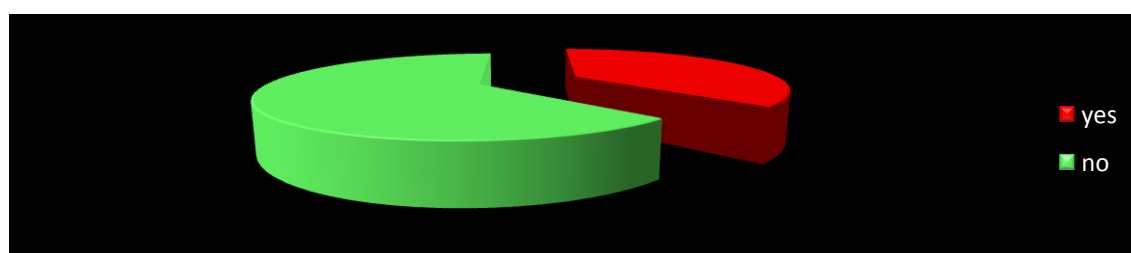
**Figure n°09: Pie Chart Represents The Center of CBA.**

When we asked teachers on what CBA relies, the majority of them (70%) said that it relies on learner centered teaching, so they understand what is meant by the competency based approach, while 30% of them chose to say competency based approach relies on teacher and learner, centered, which means that they still need the teacher to carry on this process.

**Item 08: Is CBA easy for Learners?**

| Choices      | Number    | Percentage% |
|--------------|-----------|-------------|
| Yes          | 10        | 37%         |
| No           | 17        | 63%         |
| <b>Total</b> | <b>27</b> | <b>100%</b> |

**Table n°08: The Easiness of CBA.**



**Figure n°10: Pie Chart Represents The Easiness of CBA.**

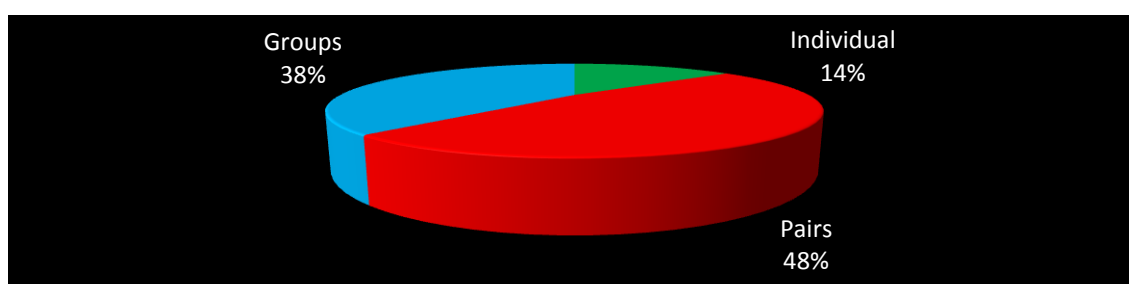
Moving to the next question that if the competency based approach easy for learners, the answer was diverge: 37% saw that competency based approach is easy for learners while the rest (63%) claimed that it is difficult for them. They see that they are working

with the way of acquisition of language, because they are dealing with slow learners. Also because of the lack of knowledge. The aim behind this question is to detect why teachers choose or avoid using this approach from these answers we decided what are those reasons.

**Item 09: How do you prefer applying CBA?**

| <b>Choices</b>    | <b>Number</b> | <b>Percentage%</b> |
|-------------------|---------------|--------------------|
| <b>Individual</b> | <b>06</b>     | <b>14%</b>         |
| <b>Pairs</b>      | <b>20</b>     | <b>45%</b>         |
| <b>Groups</b>     | <b>16</b>     | <b>38%</b>         |
| <b>Total</b>      | <b>42</b>     | <b>100%</b>        |

**Table n° 09: The Way of Applying CBA.**



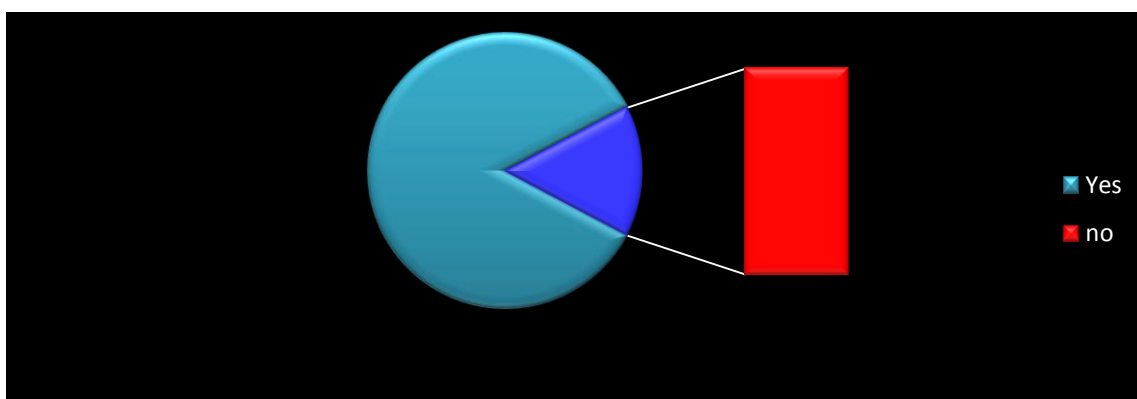
**Figure n°11: Pie Chart Represents The Way of Applying CBA.**

In term of applying CBA, we asked teachers how they prefer applying it (individual, pairs, or groups). Most of them(45%) claimed that they apply it in pairs, some(39%) of them use it in groups. while the rest(14%) apply it individually because of the large class.

**Item 10: Do you accept learners to be as volunteers to present the course?**

| Choices | Number | Percentage% |
|---------|--------|-------------|
| Yes     | 22     | 85%         |
| No      | 04     | 15%         |
| Total   | 26     | 100%        |

**Table n°10: The Acceptance of Learners To be Volunteers To Present The Course.**



**Figure n°12: Pie Chart Represents the Acceptance of learners to Present the Course.**

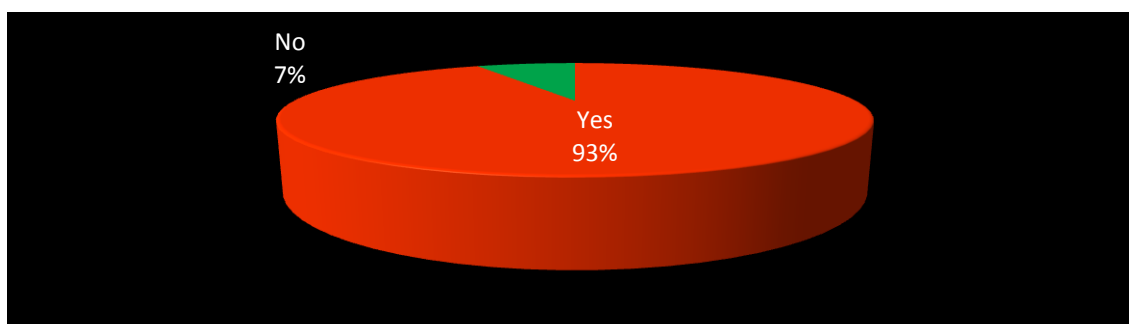
We asked teachers if they accept their learners to be volunteers to present the course. The majority(85%) of them find it something normal to present lessons, they say that why not, while who(15%) were against presentation of lessons by learners see they can not act as teachers, besides that they are ashamed of each other and the program is difficult for them, also they did not reach that level which enables learners to present the course. The aim of this question is to see if teachers really understood the meaning of the competency based approach, it means teachers have to give them an opportunity to present a lesson of course by the guidance of the teacher.

## Section 2: The effectiveness of CBA

### Item 11: Does CBA lead to encourage learners to rely on themselves?

| choices | Number | Percentage% |
|---------|--------|-------------|
| Yes     | 25     | 93%         |
| No      | 02     | 7%          |
| Total   | 26     | 100%        |

**Table n°11: CBA Encourage learners To Rely on Themselves.**



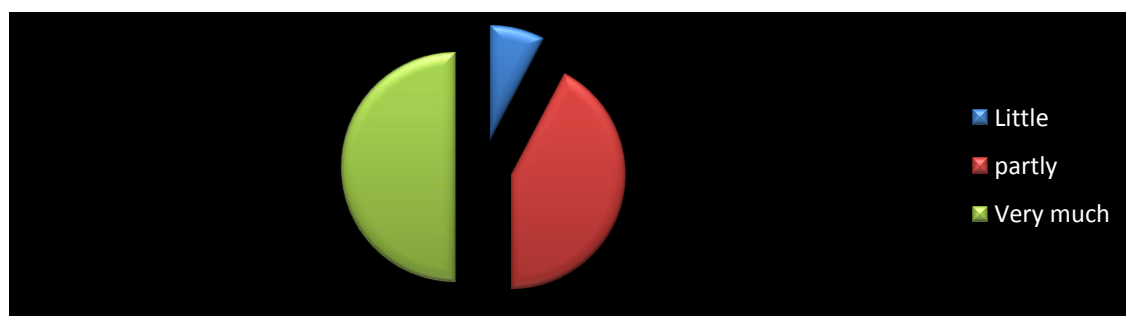
**Figure n°13: Pie Chart Represents CBA Encouragement for learners To Rely on Themselves.**

Teachers are asked about if CBA lead to encourage learners to rely on themselves, 93% of them answered that CBA encourages learners to rely on themselves. In their opinion, it focuses on developing competencies via an accumulative project in this way they gain self- confidence which leads learners or push them to work, produce, and bring answers by themselves to their teacher and to all the class.while 7% of them said that it does not lead to encourage learners to rely on themselves, for them learners need more time to learn this method,besides there are some learners who think they are in school to get knowledge and they expect teachers to do every thing.

**Item 12: How much do you think that CBA can prepare learners to be future teachers?**

| Choice       | Number    | Percentage% |
|--------------|-----------|-------------|
| Little       | 02        | 08%         |
| Partly       | 11        | 42%         |
| Very much    | 13        | 50%         |
| <b>Total</b> | <b>26</b> | <b>100%</b> |

**Table n°12: CBA Preparation For learners To Be Future Teachers**

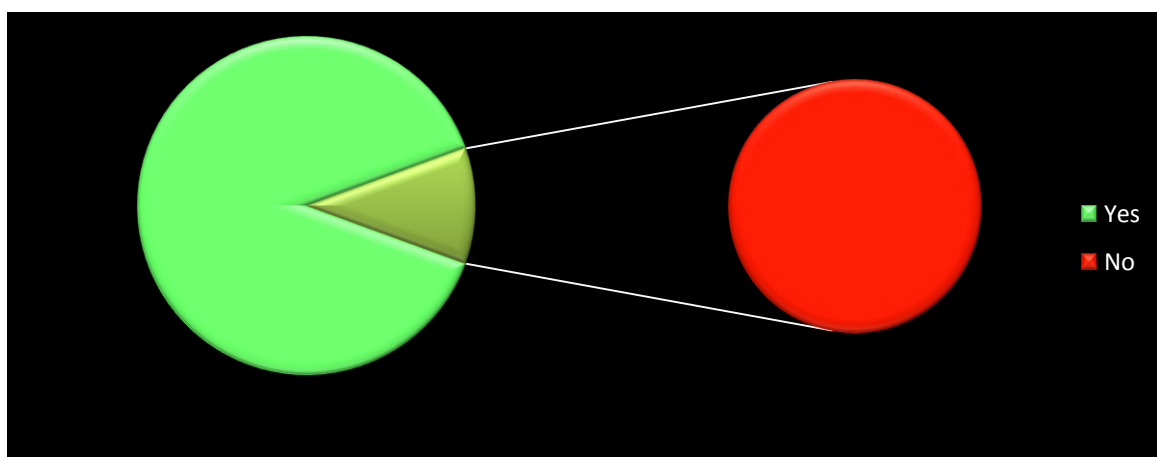


**Figure n°14: Pie Chart Represents CBA Preparation For learners To Be Future Teachers.**

With the relation to the previous question, we asked teachers if CBA can prepare learners to be future teachers, so we noticed that 50% of them said very much, but in some how they (42%) used the word partly to express their answers, while the rest (8%) affirmed little. It means that teachers saw that CBA can prepare and help learners a lot to act as future teachers. So we can say that the majority of teachers agree with the idea that CBA can prepare learners to be future teachers, but in certain degree they affirmed that it helps in a good way to prepare them.

**Item 13: Does CBA helps learners to be motivated?**

| Choices | Number | Percentage |
|---------|--------|------------|
| Yes     | 24     | 89%        |
| No      | 03     | 11%        |
| Total   | 27     | 100%       |

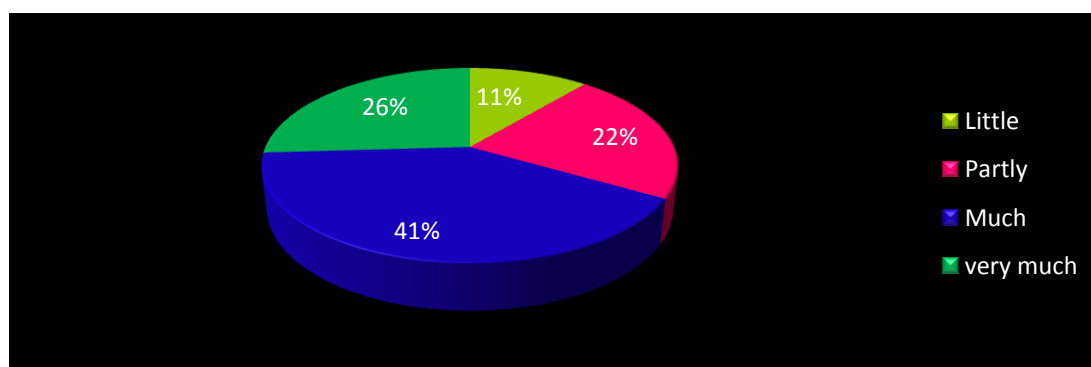
**Table n°13: CBA Motivation.****Figure n°15: Pie Chart Represents CBA Motivation.**

CBA helps learners to be motivated, this question was asked for teacher. 89% of them answered with yes, in their opinions teachers are just a guide and not a spoon feeder, then CBA is learner-centered means that the learner has to do 80% of the course when the learner know how to present the project work, so they can interact with their peers and learners to be self reliant, serious and stron. They added that it gives them such freedom. While 11% of the teachers disagree with this idea, and they see that CBA do not help learners to be motivated.

**Item 14: To what extent CBA makes learners creative and work independently?**

| Choices      | Number    | Percentage  |
|--------------|-----------|-------------|
| Little       | 03        | 11%         |
| Partly       | 06        | 22%         |
| Much         | 11        | 41%         |
| Very much    | 07        | 26%         |
| <b>Total</b> | <b>27</b> | <b>100%</b> |

**Table n°14: Creativity of learners.**

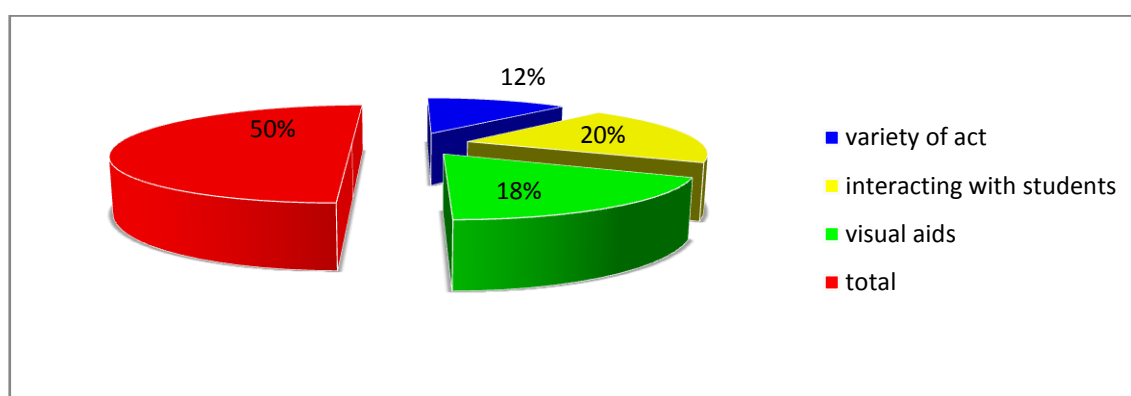


**Figure n°16: Pie Chart Represents learner's Creativity.**

We asked teachers to what extent CBA makes learners creative and work independently, the results were like this: 41% who are the majority see that CBA makes learners creative and work independently (much), while 22% of them think that CBA makes learners creative and work in independent way (partly) then 26% agree that it did not (very much), after that 11% think that CBA makes learners creative and work independently (little). As a result the majority of teachers agree that CBA helps learners to produce and work in freedom without dominance of the teacher, our aim is to see teachers' aspects and views about this approach.

**Item 15: How can you make an effective lesson?**

| Choice                    | Number | percentage |
|---------------------------|--------|------------|
| Variety of activity       | 14     | 24%        |
| Interacting with students | 23     | 40%        |
| Visual aids               | 21     | 36%        |
| Total                     | 58     | 100%       |

**Table n°15: The Tools That Make a Lesson Effective.****Figure n°17: Pie Chart Represents The Tools Used To Make The Lesson Effective.**

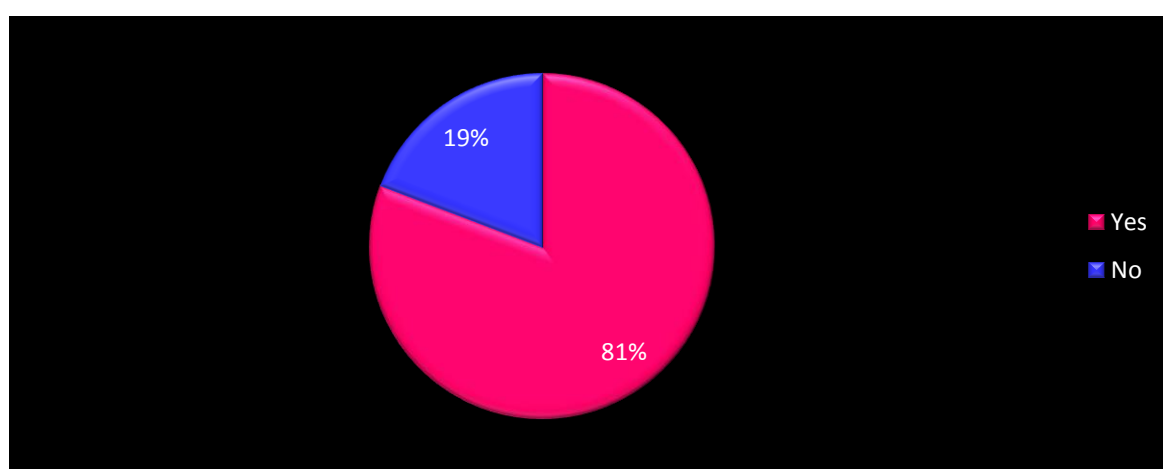
Concerning the lessons, we asked teachers about the way of presenting lessons, our aim is to see how this approach is applied, 40% of them assumed that we can make an effective lesson through interacting with learners, and 36% affirmed that is through the visual aids. While the rest(24%) saw that through the variety of activities. So we deduce that teachers of secondary school at khenchela use many techniques to make the lesson more effective.

### Section three: The Teacher's role in the CBA.

**Item 16: Has the teacher a crucial role in the CBA process?**

| Choice       | Number    | Percentage  |
|--------------|-----------|-------------|
| Yes          | 21        | 81%         |
| No           | 05        | 19%         |
| <b>Total</b> | <b>26</b> | <b>100%</b> |

**Table n°16: The Impotance of Teacher in CBA.**



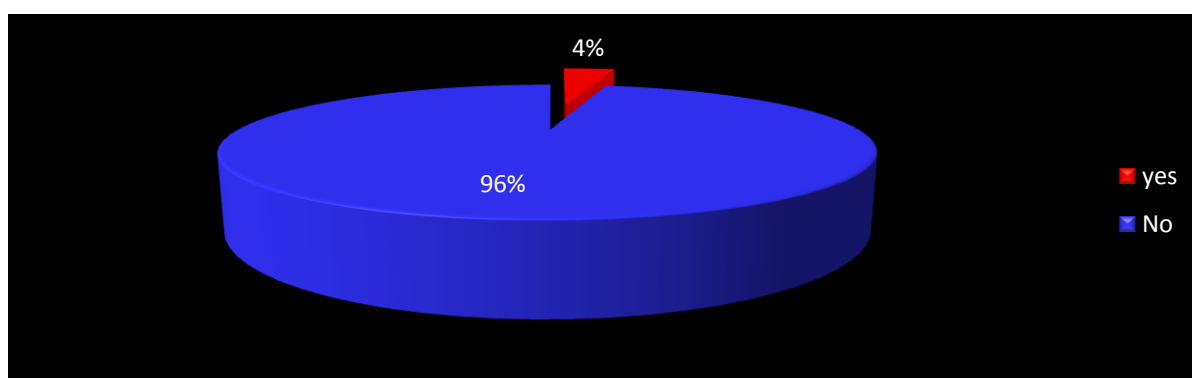
**Figure n°18: Pie Chart Represents The Importance of Teacher in CBA.**

We asked teachers about the importance of teachers in CBA, we noticed that the majority (81%) of them assumed that teachers still have an important role in CBA, while 19% claimed that normally the teacher has not an important role. The aim behind this question is to see if the learner has the ability to do things without relying on his teacher and as we see the answer was that we can not neglect the role of the teacher.

**Item 17: Do you think that the role of the teachers is the same as in the traditional method?**

| Choices | Number | Percentage |
|---------|--------|------------|
| Yes     | 01     | 04%        |
| No      | 26     | 96%        |
| Total   | 27     | 100%       |

**Table n°17: The Similarity of Teacher's Role in CBA and Old Method.**



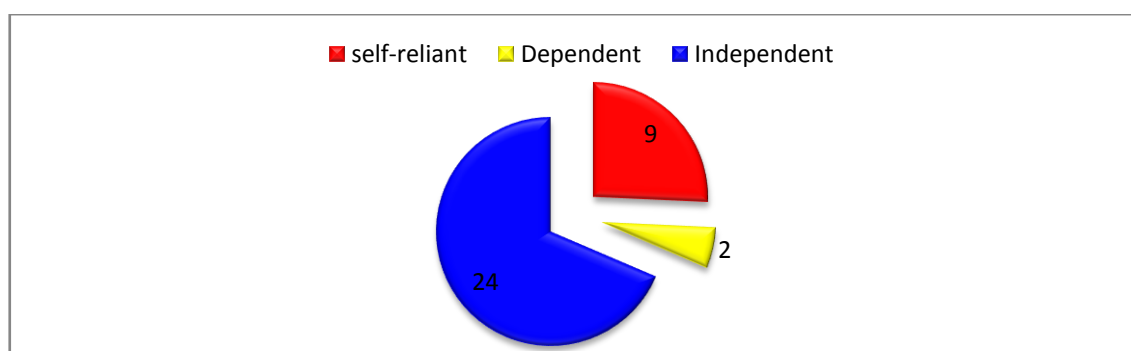
**Figure n°19: Pie Chart Represents the Similarity of Teacher's Role in CBA & Old Method.**

In comparison with the previous methods, we asked teachers if the role of teacher is the same as in the old method, 96% of teachers assumed that teachers role in CBA is not the same as it was, the aim of this question is to see if teachers understand what is meant by CBA since it focuses on the learner in which the teacher guides them, while in the previous methods he used to do everything, so the majority of teachers at kenchela secondary school understand what is meant by CBA.

**Item 18: According to you, the learner should be?**

| Choice       | Number | Percentage% |
|--------------|--------|-------------|
| Self-reliant | 09     | 26%         |
| Dependent    | 02     | 06%         |
| Independent  | 24     | 68%         |
| Total        | 35     | 100%        |

**Table n°18: The Outcomes of Learners in CBA.**



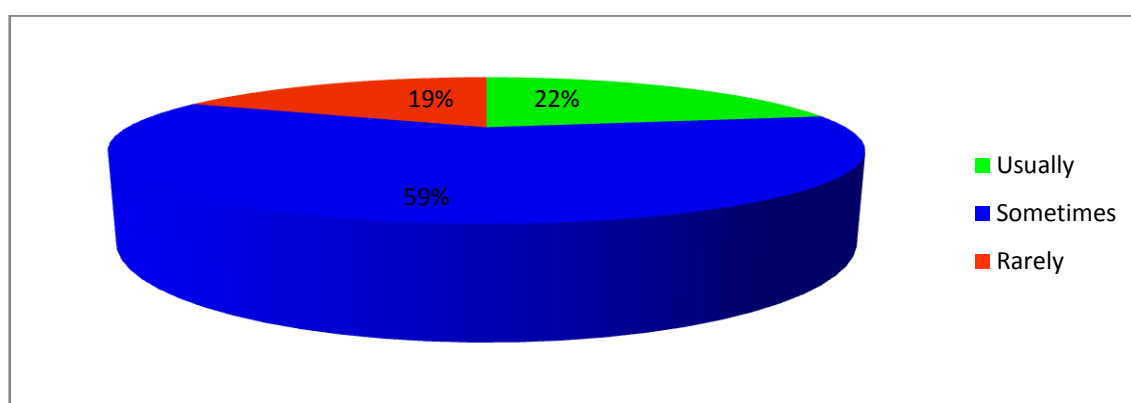
**Figure n° 20: Pie Chart Represents The Outcomes of Learners in CBA.**

Concerning learners, we asked teachers who learners should 86% said that the learner should be independent by guided but the teacher, it means the majority of our population assumed that learner should rely on himself, but s/he needs a teacher to guide him, so that we can not let the learner alone, while 26% answered that he should be self-reliant(do every thing alone), than just 6% saw that learner should be dependent.

**Item 19: How often do you use the visual aids when teaching?**

| Choice       | Number    | Percentage% |
|--------------|-----------|-------------|
| Usually      | 06        | 22%         |
| Sometimes    | 16        | 59%         |
| Rarely       | 05        | 19%         |
| <b>Total</b> | <b>27</b> | <b>100%</b> |

**Table n°19: The Times That Teachers Use Visual Aids.**



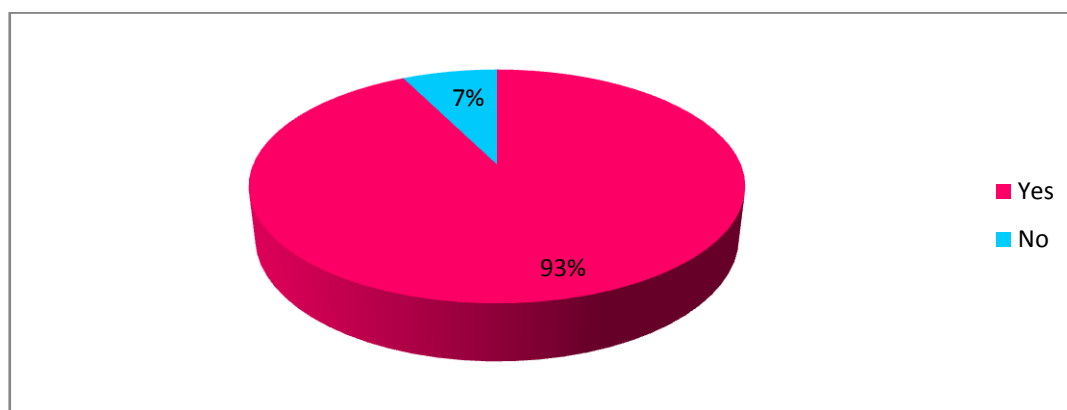
**Figure n°21: Pie Chart Represents The Times That Teachers Use Visual Aids.**

We asked teachers how often they use visual aids under the aim of seeing if teachers use techniques or tools that help learners receive the language especially with this method then if they use variety of methods to enrich their lesson, (59%) of teachers said that they use visual aids sometimes, while 22% claimed that they use them usually, and 19% of them assumed that they used this visual aids rarely. We deduced that the majority of teachers at khenchela secondary school use visual aids in sometimes.

**Item 20: Is Lesson Plan A Necessity In Teaching Through CBA?**

| Choices | Number | Percentage |
|---------|--------|------------|
| Yes     | 25     | 93%        |
| No      | 02     | 07%        |
| Total   | 27     | 100%       |

**Table n°20: The Necessity of Lesson Plan in CBA**



**Figure n°22: Pie Chart Represents The Necessity of Lesson Plan In CBA.**

We moved to ask teachers about the necessity of lesson plan through CBA 93% of them assumed that lesson plan is so important, while 7% said that it is not important. So from this we can say that the lesson is very important to plan the lesson.

**Item 21: What do you think about CBA?**

After all our questions, we asked teachers what do they think about CBA as a last question in order to sum up:

Teachers declared to us their attitudes about this method, we may say that, all of them agree that CBA is considered to be a good effective and successful, appropriate, functional approach that can encouraged creativity, sharing responsibilities and being autonomous and helping learners to link that they learn in their real life, however they affirmed that, they still need more information to apply it because they face a lot of difficulties, so it is still ambiguous for them and they saw that as teachers they did not

reach yet a satisfactory level of applying it.

### **III.1.4 Findings Discussion**

The analysis of the teacher's questionnaire affirmed the main notes:

- Through this analysis we concluded that the majority of teachers (70%) prefer to use CBA when teaching, while (15%) see that using old method is more functional.
- We noticed that the majority of teachers see that competency based Approach is not easy for learners because of many reasons, that means competency based approach needs more affords to be applied with learners who have the habit to have every thing from the teacher that result is very important, and the Ministry of Educations should take into consideration the learner's level, interest and average.
- To add something that is worth noticed that competency based approach help learners to be more creative, independent and encourages learners to do every thing by themselves, but if it is applied in the appropriate way.
- Through this results we claimed that teachers have different views and aspects towards competency based approach, majority of them saw that it is an effective method, but it need a hard word and some changes in many things to be improved.
- Also through this questionnaire, we deduced that teachers diverge in the way of applying CBA either individually, pairs or groups we noticed that (45%) saw that it is preferable to use it in pairs, they explained that when learners working in pairs they may exchange ideas.

## **III.2 Inspectors' Interview**

### **III.2.1 Description of Inspectors' Interview**

The inspectors' interview consists of nineteen (19) open ended and multiple choice questions divided into three sections plus the Background information as follows:

#### **Background Information(Q01-Q03)**

In this section, we asked inspectors some questions to seek general Information about the inspectors' Gender, qualification, teaching experience.

#### **Section one: The method of teaching CBA(Q4-Q8)**

This section seeks information about some aspects of teaching CBA, also to what CBA is relied on: Teacher, learner or both (Q05). In addition to that we ask them which method they follow when they were teaching(Q04) and if it is easy(Q06), the last two questions (Q07-Q08) in this section, Inspectors are asked how do they prefer applying CBA and if they accept pupils to be as volunteers to present the course.

#### **Section two: The effectiveness of CBA (Q9-Q13)**

In this section Inspectors are asked if CBA encourage student to rely on themselves (Q09), the second question is How much do you think that CBA can prepare students to be future teacher (Q10). After that we ask them how much do they think that CBA can prepare students to be future teachers and if it motivates students (Q11). Also, Inspectors are asked to what extent CBA makes students creative (Q12), and how teachers can make an effective lesson(Q13).

#### **Section three: The teacher role in the CBA (Q14-Q15)**

This section seeks information about the role of teacher if it is important (Q14) and if it is the same in both methods (Q15) with justification. In the next question, they are asked about how the learner should be(Q16) self-reliant, Dependent or independent but guided by the teacher. In addition, we asked them How often do teachers use the visual

aids when teaching (Q17) and if the lesson plan is a necessity in teaching through CBA(Q18).The last question was about their opinions about CBA(Q19).

### **III.2.2 Administration of Inspectors' interview**

The interview is done directly with one inspector at Khelaf Bachir secondary school on 1<sup>st</sup> march 2016. The second interview was done with another inspector who is our teacher of Didactics at university of Abbess Laghrour on 6<sup>th</sup> march 2016, and the rest of interviews were handed to other inspectors that are selected randomly by the first inspector on a meeting that was hold on 8<sup>th</sup> mars 2016. These inspectors are from different regions in Algeria.We take just 15 minutes to do the interview with the two inspectors that we do it directly.

### **III.2.3 Data Analyses**

After collecting data from inspectors'answers, we analyze the results to obtain information concerning our theme teaches'attitudes towards CBA . The data gathered will presented in tables that included numbers and percentages and the results will be ordered as the order of question.

### **Background Information**

#### **Item n°1: Gender**

| <b>Gender</b> | <b>Number</b> | <b>Percentage%</b> |
|---------------|---------------|--------------------|
| <b>Male</b>   | <b>07</b>     | <b>100%</b>        |
| <b>Female</b> | <b>00</b>     | <b>00%</b>         |
| <b>Total</b>  | <b>07</b>     | <b>100%</b>        |

**Table n°21: Inspectors' Gender.**

All of the inspectors (100%) are male, we have no female.

**Item n°2: Inspectors' Qualification.**

| Choices | Number | Percentage% |
|---------|--------|-------------|
| Licence | 07     | 100%        |
| Master  | 00     | 00%         |
| Other   | 00     | 00%         |
| Total   | 07     | 100%        |

**Table n°22: Inspectors' Qualification.**

All the inspectors (100%) have a licence (B.A).

**Item n°3: How long have you been teaching English in secondary school?**

| Choices       | Number | Percentage% |
|---------------|--------|-------------|
| Under 5 years | 00     | 00%         |
| 5-10 years    | 00     | 00%         |
| 10-20 years   | 00     | 00%         |
| More than 20  | 07     | 100%        |
| Total         | 07     | 100%        |

**Table n°23: Inspectors' Teaching Experience.**

100% of inspectors taught more than 20 years. So we can say that they have a good experience in the domain of teaching.

**Section one: The method of teaching CBA.****Item n°4: which method do you prefer to use when you were teaching?**

| Choice     | Number | Percentage% |
|------------|--------|-------------|
| Old method | 02     | 29%         |
| CBA        | 05     | 71%         |
| Total      | 07     | 100%        |

**Table n°24: The Method Used When Teaching.**

29% of Inspectors said that they followed the old method. In their opinion the old method has proved to be more efficient in their ease and their period was the period of communicative and GTM, while CBA appeared in 2001. 7% of them answered that they followed the CBA, they think that it gives more opportunities to learners to acquire new competencies and bad learners to be more active.

**Item n°05: CBA relies on what?**

| <b>Choice</b>                      | <b>Number</b> | <b>Percentage%</b> |
|------------------------------------|---------------|--------------------|
| <b>Learner-centered teaching</b>   | <b>07</b>     | <b>100%</b>        |
| <b>Teacher-centered teaching</b>   | <b>00</b>     | <b>00%</b>         |
| <b>L &amp; T centered Teaching</b> | <b>00</b>     | <b>00%</b>         |
| <b>Total</b>                       | <b>07</b>     | <b>100%</b>        |

**Table n°25: The Center of CBA.**

The results show that all the inspectors (100%) state that CBA relies on the learner-centered teaching.

**Item n°06: Is CBA Easy For learners?**

| <b>Choice</b> | <b>Number</b> | <b>Percentage%</b> |
|---------------|---------------|--------------------|
| <b>Yes</b>    | <b>04</b>     | <b>57%</b>         |
| <b>No</b>     | <b>03</b>     | <b>43%</b>         |
| <b>Total</b>  | <b>07</b>     | <b>100%</b>        |

**Table n°26: The Easiness of CBA.**

The results show that 57% claimed that CBA is easy for learners. According to them it depends on whether the teacher is himself well informed and well versed in this approach, and for learners is too easy because they learn all the aspects of English.

43% of them affirmed that CBA is difficult because it requires a high standard of living.

**Item n°07: How do you prefer applying CBA?**

| choices           | Number    | Percentage% |
|-------------------|-----------|-------------|
| <b>Individuel</b> | <b>01</b> | <b>11%</b>  |
| <b>Pairs</b>      | <b>01</b> | <b>11%</b>  |
| <b>Groups</b>     | <b>07</b> | <b>78%</b>  |
| <b>Total</b>      | <b>09</b> | <b>100%</b> |

**Table n°27: The Way of Applying CBA.**

The majority of inspectors 78% said that it is preferable to apply CBA in groups for collaboration, cooperation, they think that all pupils will together exchange, interact and get feel back from peers. 11% thought that it should be applied individually because an individual should construct his learning. The rest (11%) of inspectors affirmed that applying CBA in pairs is better.

**Item n°08: Do you accept learners to be as volunteers to present the course?**

| Choices      | Number    | Percentage% |
|--------------|-----------|-------------|
| <b>Yes</b>   | <b>05</b> | <b>83%</b>  |
| <b>No</b>    | <b>01</b> | <b>17%</b>  |
| <b>Total</b> | <b>06</b> | <b>100%</b> |

**Table n°28: The Acceptance of Learners To Present The Course.**

The results shows that most of the inspectors 83% accept to let learners to be as volunteers to present the course in their opinion it is useful why not it can be fun, they will come across the difficulties of being the one who teaches, also they will be more motivate and self confident. 17% said no, they don't accept because of their weak level.

**Section two: The effectiveness of CBA.**

**Item n°09: Does CBA lead to encourage learners to rely on themselves?**

| <b>Choices</b> | <b>Number</b> | <b>Percentage%</b> |
|----------------|---------------|--------------------|
| <b>yes</b>     | <b>07</b>     | <b>100%</b>        |
| <b>No</b>      | <b>00</b>     | <b>00%</b>         |
| <b>Total</b>   | <b>07</b>     | <b>100%</b>        |

**Table n°29: CBA Encouragement For Learners To Rely On Themselves.**

When we asked inspectors of CBA leads to encourage learners to rely on themselves. All of them (100%) answered with yes because they think that it is the main objective of CBA, learners were independently from teacher, and it encourages developing learning strategies and self-evaluation.

**Item n°10: How much do you think that CBA can prepare learners to be future teachers?**

| <b>Choices</b>   | <b>Number</b> | <b>Percentage%</b> |
|------------------|---------------|--------------------|
| <b>Little</b>    | <b>00</b>     | <b>00%</b>         |
| <b>Partly</b>    | <b>01</b>     | <b>12%</b>         |
| <b>Very much</b> | <b>07</b>     | <b>88%</b>         |
| <b>Total</b>     | <b>08</b>     | <b>100%</b>        |

**Table n°30: CBA Preparation For learners To be Future Teachers.**

The inspectors were asked how much do they think that CBA can prepare students to be future teachers, 88% said very much and only one(12%)of them said partly.

**Item n°11: Does CBA help learners to be motivated?**

| <b>Choice</b> | <b>Number</b> | <b>Percentage%</b> |
|---------------|---------------|--------------------|
| <b>Yes</b>    | <b>07</b>     | <b>100%</b>        |
| <b>No</b>     | <b>00</b>     | <b>00%</b>         |
| <b>Total</b>  | <b>07</b>     | <b>100%</b>        |

**Table n°31:CBA Motivation For Learners.**

The results shows that all inspectors(100%) claimed that CBA helps learners to be motivated, in their views it offers different methods and techniques when performing lesson, motivation is one vital element in putting CBA into practice positively. Also because every thing is done by learners, it is 90% or 80% of the work is done by the learners, so they must rely on themselves.

**Item n°12: To what extent CBA makes learners creative and work independently?**

| <b>Choice</b>    | <b>Number</b> | <b>Percentage%</b> |
|------------------|---------------|--------------------|
| <b>Little</b>    | <b>00</b>     | <b>00%</b>         |
| <b>Partly</b>    | <b>01</b>     | <b>14%</b>         |
| <b>Much</b>      | <b>03</b>     | <b>43%</b>         |
| <b>Very much</b> | <b>03</b>     | <b>43%</b>         |
| <b>Total</b>     | <b>07</b>     | <b>100%</b>        |

**Table n°32:Creativity of Learners.**

When we asked inspectors to what extent CBA makes learners creative and work independently 43% said very much and much,only one (14%) of them said partly, while no one(00%) of them said little. So according to their answers, we can say that CBA leads learners to be creative.

**Item n°13:How can you make an effective lesson?**

| <b>Choice</b>                    | <b>Number</b> | <b>Percentage%</b> |
|----------------------------------|---------------|--------------------|
| <b>Variety of activities</b>     | <b>04</b>     | <b>24%</b>         |
| <b>Interacting with students</b> | <b>07</b>     | <b>41%</b>         |
| <b>Visual aids</b>               | <b>06</b>     | <b>35%</b>         |
| <b>Total</b>                     | <b>17</b>     | <b>100%</b>        |

**Table n°33: The Tools That Make Lesson Effective.**

Inspectors were asked how can teachers make an effective lesson 41% of them answered that it is though interacting with students, 35% said with the use of visual aids and the rest (24%) claimed that a lesson becomes more effective with the use of a variety of activities.

**Section three: The teacher role in the CBA.**

**Item n°14: Has the teacher a crucial role in the CBA process?**

| <b>Choices</b> | <b>Number</b> | <b>Percentage%</b> |
|----------------|---------------|--------------------|
| <b>Yes</b>     | <b>06</b>     | <b>86%</b>         |
| <b>No</b>      | <b>01</b>     | <b>14%</b>         |
| <b>Total</b>   | <b>07</b>     | <b>100%</b>        |

**Table n°34: The Importance of The Teacher in CBA.**

The results shows that 86% of inspectors answered that the teacher has a crucial role in the CBA process, in their opinions teachers provide feed back, guide and encourage, also he facilitate the acquisition of knowledge, he is not a spoon feeder, he should stop teaching learners but letting them learn alone, while only one them (14%) said because in CBA the teachers role is reduced, it is just present for giving new information.

**Item n°15: Do you think that the role of the teachers is the same as in the traditional method?**

| <b>Choice</b> | <b>Number</b> | <b>Percentage%</b> |
|---------------|---------------|--------------------|
| <b>Yes</b>    | <b>00</b>     | <b>00%</b>         |
| <b>No</b>     | <b>07</b>     | <b>100%</b>        |
| <b>Total</b>  | <b>07</b>     | <b>100%</b>        |

**Table n°35: The Similarity of Teacher's Role in CBA and The Old Method.**

When we asked inspectors about their opinion on the role of the teachers if it is the same as in the traditional method, all (100%) of them said that it is different. They think that the teacher was once the center of the teaching operation, he gives the rules, he explains, thus he talks much and consider the students are as receptacles and teachers have to make themselves more unnecessary. Teaching focus on learning. Today, CBA learner centered, the teacher's goal is to make it possible for learners to get knowledge relying the maximum on their own capacities, while in the traditional method the teacher is the knowledge holders, i.e, that teachers did every thing.

**Item n°16: How should be the learner in CBA?**

| <b>Choice</b>          | <b>Number</b> | <b>Percentage%</b> |
|------------------------|---------------|--------------------|
| <b>Self-reliant</b>    | <b>03</b>     | <b>33%</b>         |
| <b>Dependent</b>       | <b>00</b>     | <b>00%</b>         |
| <b>Independent but</b> | <b>06</b>     | <b>67%</b>         |
| <b>Total</b>           | <b>09</b>     | <b>100%</b>        |

**Table n°36: The Outcomes of Learners in CBA.**

When we asked the inspectors 67% of them affirmed that learners should be independent, but guided by the teacher. While 33% said that they have to be self-reliant and no one(00%) said that they are dependent. So they are against this idea.

**Item n°17: How often do teachers use the visual aids when teaching?**

| Choice       | Number    | Percentage% |
|--------------|-----------|-------------|
| Usually      | 02        | 29%         |
| Sometimes    | 05        | 71%         |
| Rarely       | 00        | 00%         |
| <b>Total</b> | <b>07</b> | <b>100%</b> |

**Table n°37: The Times That Teachers Use Visual Aids.**

We asked inspectors how often do teacher use the visual aids when teaching, 17% said that they have to use them sometimes and 29% said usually and only one choose usually.

**Item n°18: Is lesson plan a necessity in teaching through CBA?**

| Choice       | Number    | Percentage% |
|--------------|-----------|-------------|
| Yes          | 07        | 100%        |
| No           | 00        | 00%         |
| <b>Total</b> | <b>07</b> | <b>100%</b> |

**Table n°38: The Necessity of Lesson Plan in CBA.**

The results shows that all inspectors (100%) claimed that a lesson plan is important in teaching though CBA.

**Item 19: What do you think about CBA?**

When we asked inspectors about what do they think about CBA they affirmed that it has changed English teaching in many ways because new concepts in language were not taught before and this approach is meant to develop skills and abilities for life challenges, therefore it is important and it can be developed or enriched.

### III.2.4 Finding discussion

When we finished our interview with inspectors, we noticed that the majority (71%) of them prefer using CBA. while just 29% prefer using old method.

- An important thing that we notice it is that all our population (inspectors ) it means all of them (100%) affirmed that CBA is learner centered “that means they think that the learner is expected to do everything by contrast there are some teachers who saw that CBA is also teacher and learner centered, and we mention that there is a difference between inspectors and attitudes and teachers attitudes
- Through this interview, we mentioned that 57% of inspectors claimed that CBA is easy for student for them, CBA helps a lot in learning. While 43% affirmed that it is easy since it requires a high standard of living.
- Another thing that can be noticed is that 78% see that CBA should be done in groups in their thinking working in group is more effective.
- It has been noticed that 83% saw that it is normal to let the learner presents a lesson as a volunteers and this is explained in many terms.
- If it is useful why not, they will (learners) come across the difficulties of being the one who teachers, besides that motivation and especially if they are provided with enough basics, also they will train themselves to be self-confident and able to take responsibilities.
- All the inspectors claimed that CBA had to encourage learners to rely on themselves, it means 100% said that: this is the main aim of CBA and it is centered on learner through interaction.

### **III.2.5 Comparison between teachers' attitudes and inspectors' attitudes towards Competency Based Approach**

- Teachers and inspectors converge about the use of CBA, they agree that CBA is better than the other approaches.
- Teachers and inspectors diverge about reliance of CBA, inspectors say that CBA relies just on learner it means learner centered teaching while teachers still see that CBA relies on teacher and learner centered it means they see it something obligatory to keep relying on teachers
- Another important point that can be noticed is that inspector's attitudes about the easiness of CBA for student is extremely different for teachers attitudes, inspectors claimed that they learn all the aspects of English. while teachers see that it is not easy for student, they see it difficult since learners cannot deal with this approach and here we may say that inspectors because they have higher level. So that they see CBA is easy for learners. while teachers are in the domain ( in practice) they see everything, they face the reality and they encounter these difficulties.
- We noticed that inspectors agree with the idea of giving or accepting learners to be as volunteers to present the course, it means both, they see that we may give a chance to the learners to express themselves.
- Inspectors of English claimed that CBA: the long term objective is to prepare the individual schedule activities in real situation.
- They added that it is good method if we are well prepared for it since it develops skills and abilities for real life.
- Teachers also claimed that it is an effective approach which helps learners a lot in their real life. So that we deduced that: both teachers and inspectors agree that

CBA is successful approach, but it needs more preparation and training, it means we need a great awareness about it.

### **Conclusion**

In this chapter we have analyzed and interpreted the teachers' questionnaire and the inspectors' interview about teachers' attitudes towards competency based approach. so we noticed that English teachers and inspectors of English have different views on CBA as we mentioned it in the above comparison between teachers' attitudes and inspectors' attitudes toward the competency based approach.

### **General Conclusion**

This dissertation has deduced and discussed teachers attitudes towards competency based approach in teaching English in secondary school at Khenchela.

It was assumed school have understood what is meant by the concept "competency based approach", however, they did not find the appropriate conditions and the suitable materials to apply it, so that they have understand it theoretical but practicaly they do not apply it in the real sense, dispute the fat of using this approach theoritcally in classroom teachers of English Secondary school face a lot of challenges to carry on with this approach due to many reasons, as the huge number of learners, their level, besides the kind of lessons as an exemple given is that learner depends always on what is given by the teacher without making any efforts, also it is assumed that teacher of English at Khenchela secondary school have different aspects and various views about this approach, so that we claimed that majority of teacher converge about the idea that competency based approach is a good method, succesful one, they assumed that it is so functional, effective and motivated but it needs more efforts either by the teacher or the learner to make it more practical, so it needs a lot of condition that allow the learning process more effective besides that learner should be interested and aware about this

approach to reach its goal which is based on competencies.

Through the results gained from our analysis we assume that some teachers at Khenchela secondary school avoid applying competency based approach during their courses due to many factors, lack of enough information and background about the approach itself and the absence of the condition and materials and specially because this approach is new one for them.

### **Recommendations/Suggestions**

Through all what we have done and analyses, we noticed that there are a lot of weaknesses that make learning process failed and affected negatively; we decided to suggest some important points that can overcome to this problems:

- Training which is the most important point that can form teachers and provide them with the appropriate and the needed information.
- Raise the awareness for teachers about the competency based approach through giving more explanation and information from Ministry of Education.
- As a suggestion make this approach “competency based approach as a module to be taught at universities by teachers or inspectors”.
- Include this approach in teaching from the primary school it means, we make learners autonomous from the primary school in order to be ready when they move to middle/secondary school.
- Making meetings that insist and talk about the competency based approach.

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## Appendices

### Appendix I: Teachers' Questionnaire

We are students at Abbess Laghrour University and we are conducting this study to collect information on English secondary school teacher's attitudes towards CBA.

For this reason, we are administrating this questionnaire for English teachers in several secondary schools in Khenchela. We would like you to help us by giving your view and attitude about this method in secondary school.

We will be grateful and thank you.

Yours

➤ ASMA MAHFOUD

➤ HAMITOUCHE LEILA

#### I. Back ground information:

1. Gender:

Male

Female

2. Age:

3. What is your qualification?

Licence(B.A)  Master  ENS  other

Specify?.....

4. How long have you been teaching English in secondary school?

Under 5 years

5-10 years

10-20 years

More than 20

5. Are you teaching:

1<sup>st</sup> year

2<sup>nd</sup> year

3<sup>rd</sup> year

**Section one: The method of teaching CBA**

Please give your answers through putting cross(x) into the box which belongs to your appropriate choice.

**6.** Which method do you prefer to use when teaching?

Old method                       C                       E

Why? .....

.....  
.....

**7.** CBA relies on:

a).Learner centered teaching.

b).Teacher centered teaching.

c).Teacher and Learner centered.

**8.** Is CBA easy for Learners?

Yes                       No

Why ? .....

.....  
.....

**9.** How do you prefer applying CBA?

Individual                       Pairs                       Groups

Justify? .....

.....  
.....

**10.**Do you accept learners to be as volunteers to present the course?

Yes

No

If no explain, why? .....

.....

**Section two: The effectiveness of CBA**

**11.**Does CBA lead to encourage learners to rely on themselves?

Yes

No

Why?.....

.....

**12.**How much do you think that CBA can prepare learners to be future teachers?

Little

Partly

Very much

**13.** Does CBA helps learners to be motivated

Yes

No

If yes say why? .....

.....

**14.**To what extent CBA makes learners creative and work independently?

Little

Partly

Much

Very much

**15.**How can you make an effective lesson?

a).variety of activities

b).interacting with learners

c).visual aids

**Section three: The teacher role in the CBA:**

**16.**Has the teacher a crucial role in the CBA process?

Yes

No

**17.**Do you think that the role of the teacher is the same as in the traditional method?

Yes

No

**18.**According to you, the learner should be :

a) Self-reliant

b) Dependent

c) Independent, but guided by the teacher

**19.**How often do you use the visual aids when teaching?

a) Usually

b) sometimes

c) rarely

**20.**Is lesson plan a necessity in teaching through CBA?

Yes

No

**21.**What do you think about CBA?

.....

.....

.....

## Appendix II: Inspectors' Interview

We are students at Abbess Laghrour University and we are conducting this study to collect information on English secondary school teacher's attitudes towards CBA.

For this reason, we are doing this interview with English Inspectors of secondary school. We would like you to help us by giving your view and attitude about this method in secondary school.

We will be grateful and thank you.

Yours

➤ ASMA MAHFOUD

➤ HAMITOUCHE LEILA

### II. Back ground information:

1. Gender:

Male

Female

2. What is your qualification?

Licence (B.A)

Master

other

Specify? .....

3. How long have you been teaching English in secondary school?

Under 5 years

5-10 years

10-20 years

More than 20

**Section one: The method of teaching CBA**

Please give your answers through putting cross(x) into the box which belongs to your appropriate choice.

4. Which method do you prefer to use when you were teaching?

Old method  CBA

Why? .....

.....  
.....

5. CBA relies on:

a).Learner centered teaching.

b).Teacher centered teaching.

c).Teacher and Learner centered.

6. Is CBA easy for learner?

Yes  NO

Why?.....

.....  
.....

7. How do you prefer applying CBA?

Individual  Pairs  Groups

Justify? .....

.....  
.....

8. Do you accept learners to be as volunteers to present the course?

Yes

No

If no explain, explain why?

.....  
.....

**Section two: The effectiveness of CBA**

9. Does CBA lead to encourage learners to rely on themselves?

Yes

No

Why? .....

.....  
.....

10. How much do you think that CBA can prepare learners to be future teachers?

Little

Partly

Very much

11. Does CBA helps learners to be motivated?

Yes

No

If yes say why?

.....

12. To what extent CBA makes students creative and work independently?

Little

Partly

Much

Very much

13. How can teachers make an effective lesson?

a). variety of activities

b). interacting with students

c). visual aids

**Section three: The teacher role in the CBA:**

14. Has the teacher a crucial role in the CBA process?

Yes

No

Explain?.....  
.....

15. Do you think that the role of the teachers is the same as in the traditional method?

Yes

No

Why?.....  
.....  
.....

16. According to you, the learner should be :

a) Self-reliant

b) Dependent

c) Independent, but guided by the teacher

17. How often do teachers use the visual aids when teaching?

a) Usually

b) sometimes

c) rarely

6. Is lesson plan a necessity in teaching through CBA?

Yes

No

18. What do you think about CBA?

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

## ملخص

وتهدف هذه الدراسة إلى رصد المواقف المختلفة لمعلمي اللغة الإنجليزية بالتعليم الثانوي في خنشلة، الأهداف الرئيسية هي معرفة ما إذا فهم المعلمين ما هو المقصود بالنهج القائم على الكفاءة، للاستدلال على الجوانب المختلفة للمعلمين حول النهج القائم على أساس الكفاءة ، ومعرفة الأسباب وراء اختيار أو تجنب تنفيذ نهج الكفاءة وبناء. وأستخدم الاستبيان مع مدرسي اللغة الإنجليزية بثانويات خنشلة. كما تم القيام بمقابلة مع مفتشي اللغة الإنجليزية من مناطق مختلفة. وأظهرت النتائج أن غالبية مدرسي اللغة الإنجليزية بالثانويات في خنشلة فهم مفهوم "النهج القائم على الكفاءة" ولكن للأسف لم يجدوا في حالة مناسبة يمكن أن تساعدهم على تطبيقه، ثم وجدنا أن مدرسي اللغة الإنجليزية لديهم وجهات نظر مختلفة نحو النهج القائم على الكفاءة، وادعى بعض المعلمين أنه لا يمكن تطبيقها في المدارس الجزائرية لأنها تحتوي على عدد ضخم من التلاميذ. في ناحية أخرى هناك المعلمين الذين أكدوا أن النهج على أساس المقدر مفيدة جدا، ناجحة وفعالة. أما المعلمين الذين يفضلون استخدام النهج القائم على الكفاءة يبررون ذلك لجعل المتعلم أكثر استقلالية ونشاطا لتحسين مستواه العلمي واللغوي دون الاعتماد على المعلم. في حين يفترض آخرون أنهم يتجنبون استخدامه لأسباب مختلفة كتدني مستوى المتعلم، وعدد الاقسام الدراسية، وعدم وجود العديد من الظروف.

**الكلمات الرئيسية: النهج على أساس الكفاءة ، اتجاهات المعلمين.**

## **Résumé**

La présente étude vise à observer les différentes attitudes des enseignants dans les écoles secondaires à Khenchela, les principales objectives sont de voir si les enseignants ont compris ce que veut dire l'approche par compétence, pour en déduire les différents aspects des enseignants sur l'approche basée sur les compétences, et de savoir les raisons de choisir ou d'éviter la mise en œuvre de l'approche fondée sur les compétences. Un questionnaire est utilisé avec les enseignants d'anglais dans les écoles secondaires à Khenchela. Aussi un interview fait avec les inspecteurs d'anglais de différentes régions. Les résultats ont montré que la majorité des enseignants d'anglais de l'école secondaire à Khenchela ont compris le concept de «l'approche fondée sur les compétences», mais malheureusement, ils n'ont pas trouvé la condition appropriée qui peut les aider à l'appliquer, alors nous avons constaté que les enseignants d'anglais ont différents aspects et points de vue vers l'approche basée sur les compétences, certains enseignants ont affirmé qu'elle ne peut pas être appliquée dans les écoles algériennes, car il contient un énorme nombre. Dans un autre part, il y a des enseignants qui ont affirmé que l'approche fondée sur les compétences est si utile, efficace et réussie. Ensuite, les enseignants qui préfèrent utiliser l'approche fondée sur les compétences justifient que pour rendre l'apprenant plus indépendant et actif à son/sa perfection sans compter sur l'enseignant. Alors que d'autres ont supposé qu'ils évitent son utilisation en raison de diverses raisons telle que le niveau de l'apprenant, le nombre de salles, et le manque de nombreuses conditions.

**Mots clés: Approche fondée sur les compétences, les attitudes des enseignant**