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THE IMPACT OF THE COMPETENCY BASED APPROACH ON PUPILS' MOTIVATION

A case study of second year pupils of Kamel Zemirline middle school

–Medea-

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THE IMPACT OF THE COMPETENCY BASED APPROACH ON PUPILS' MOTIVATION TO SECOND YEAR MIDDLE SCHOOL PUPILS OF KAMEL ZEMIRLINE MIDDLE SCHOOL- MEDEA-

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D E C L A R A T I O N

I hereby declare that the substance of this thesis is entirely the result of my investigation and that due reference or acknowledgement is made, whenever neccessary,to the work of other researchers.

Date : 15/09/2019

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Abstract

The Competency-Based Approach is a new approach which was adopted by the Algerian Educational system in 2003. This new approach is based on developing learners' competencies in order to help them face some problems in their daily life. It also aims to enable learners to put what they have learned in other life settings.The research at hand aims to investigate if Competency-Based Appraoch(CBA) is implemented in middle school classes and to what extent it effects the learners motivation in learning English as a foreign language.To reach the aim of our research,Two samples are put forwad: The first sample consists of 13 Middle school English teachers (03 teachers from Kamel Zemirline , 02 from Mahmoud Allal,05 teachers from Ziri Benmennad and 03 teachers from Djebara Boualam). The second sample consists of 41 second year Kamel Zemirline middle school pupils : (27 girls, 14 boys) .Data were collected by means of two instruments : Questionnaire delivered to Middle school English Teachers, about the implementation and application of CBA ,and Experiment made on one group of second year pupils of Kamel Zemirline Middle School.The findings of the study revealed that there was an actual use of CBA and that there was a positive impact of CBA on pupils' motivation in terms of performance in learning EFL

Key words :

Education- CBA - motivation-learning process- Middle school teachers,-Middle school pupils- EFL.

ملخص

ان مبدا المقاربة بالكفاءات مبدا جديد اعتمدته وزارة التربية والتعليم سنة 2003 بهدف تعزيز كفاءات التلاميذ و تطوير قدراتهم ن اجل تهيئتهم لمواجهة تداعيات الحياة اليومية. كما انه يهتم بالسماح لهم باستخدام مكتسباتهم القبلية في مجالات اخرى في الحياة. تهدف هذه الدراسة الى البحث فيم اذا كان مبدا المقاربة بالكفاءات متبنى في اقسام المتوسط و الى مدى تاثيره على تحفيز التلاميذ فيم يخص تعلم اللغة الانجليزية كلغة اجنبية. و من اجل تحقيق اهداف هذا البحث اعتمدنا على عينتين.

تحتوي العينة الاولى على ثلاثة عشر استاذ انجليزية في الطور المتوسط(ثلاثة اساتذة من متوسطة كمال زميرلين,استاذين من متوسطة محمود علال,خمسة اساتذة من متوسطة زيري بن مناد و ثلاثة اساتذة من متوسطة جبارة بوعلام).

تحتوي العينة الثانية على واحد و اربعين تلميذا في السنة الثانية متوسط من متوسطة كمال زميرلين (سبعة و عشرين انثى و اربعة عشر ذكرا)

تم جمع البيانات بالاعتماد على استبيان موجه الى اساتذة اللغة الانجيزية في الطور المتوسط بهدف معرفة مدى تطبيق الاساتذة لمبدا المقاربة بالكفاءات.و الاعتماد ايضا على تجربة ميدانية تخص قسم من اقسام السنة الثانية بكمال زميرلين.

وضحت نتائج هذا البحث ان الاساتذة يعتمدون فعلا على مبدا المقاربة بالكفاءات و انه يؤثر على تحفيز التلاميذ على مستوى ادائهم فيم يخص تعلم اللغة الانجليزية كلغة اجنبية

الكلمات المفتاحية

التعليم- مبدا المقاربة بالكفاءات- التحفيز- عملية التعلم-اساتذة الطور المتوسط-تلاميذ الطور المتوسط- اللغة الانجليزية كلغة اجنبية

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LIST OF ABBREVIATIONS

CBA : Competency Based Approach
CBE : Competency Based Education
CBLT : Competency Based Language and Teaching
KZMS : Kemel Zemirlin Middle School
MAMS Mahmoud Allel Middle School
ZBMMS Ziri Benmened Middle School
DJBMS Djbbara Bouelem Middle School
EFL : English Foreign Language
SDT : Self Determination Theory
ARCS : Attention,Relevance,Confidence and Satisfaction Attributes
ELT : English Learning and Teaching
OIT : Organismic Integration Theory
COT : Causality orientations Theory
BPNT : Basic Psychological Needs Theory
GCT : Goal Contents Theory
CST : Social Cognitive Theory
CET : Cognition Evaluation Theory
MAMS Mahmoud Alal Middle School

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CHAPTER ONE

GENERAL OVER VIEW

1.1.General overview :

Yousafzai(2014) stated:

« One child, one teacher, one book, one pen can change the world »

If there is anyone who is in a position to bring positive change into the world every day, It is a teacher. Do not ever think that the teacher's efforts are insignificant and make no difference. There is no telling what positive effects they will have on someone's life, especially a student's. He /she is not just a teacher but also a tutor, an enabler, and a caregiver combined, who can make a difference.

Education is a lifelong empowerment process, which should help citizens in their intra and interpersonal understanding, achieving personal development and becoming empathic individuals. The UNESCO has possibly summarised it best as "learning to be" - to enable individuals to develop to their fullest potential psycho-socially, affectively as well as physically, for an all-round "complete person." Education is not only the book of knowledge, but also the ability to make use of that knowledge outside the school framework. Education does not mean to just go to school daily and attend classes, it is meant for gathering knowledge and relating it to our lives. Even a robot can read and write but a human being uses knowledge wisely, hence , it makes a human being something more than actually what he is provided with. The purposes of education in pupils' life can be many: learning skills, developing curiosity and creativity, instilling discipline, developing strength and endurance, communicating, building confidence, inspiration, observation, competition and personality development.

Teaching is a key area where pupils are motivated and urged to learn, Teaching and learning in any curriculum require common goals, shared responsibilities and accountability between teachers and pupils, and supportive or enabling environments to maximize success in learning. Effective learning is learning which is lasting and capable of being put to use in different types of real life situations. This can be achieved through adapting different pedagogies. Teaching is an Art , it is not just reading from a book and reproducing in the classroom . One of the most difficult aspects of becoming a teacher is learning how to motivate your pupils. It is also one of the most important. Pupils who are not motivated will not learn effectively. They won't retain information, they won't participate and some of them may even become disruptive. A pupil may be unmotivated for a variety of reasons: They may feel that they have no interest in the subject, find the teacher's methods un-engaging or be distracted by external forces. It may even come to light that a pupil who appeared unmotivated actually has difficulty learning and is need of special attention. Some

pupils are self-motivated, with a natural love of learning. But even with the pupils who do not have this natural drive, a great teacher can make learning fun and inspire them to reach their full potential. For this reason, the requirement of applying diversified teaching pedagogies is highly crucial.

Competency based-approach (CBA), is one of the pedagogies that teachers in different parts in the world have been adapting within their classrooms following the recent changes in most of the educational systems throughout the last two decades. It is a sociocogni-constuctivist approach defined as system of internal and external mental structures and abilities assuming mobilization of knowledge, cognitive skills and also social behavioural components such as attitudes, emotions for successful realization of activity in a particular context.In this aspect, competence can be understood as a dynamic and organizing activity characterized by allowing a person to adapt to various situations on the basis of gained experience and practice . Rean and Bordovska (2008, quoted in Lobanova and Shunin) argue that the development of a person as a subject of activity necessarily includes the factors which form a socially mature person:

- Development of intelligence.
- Development of positive thinking, positive attitude.
- Development of autonomy, responsibility.
- Development of motivation leading to self-development, self-realization.

This is the case of Algeria where CBA was introduced in 2003 as a result of the educational reform in the primary, middle and secondary school. New books were published for the sake of adopting CBA in teaching English as foreign language in order to prepare the learners to be competent in both their school life and real life tasks, however, how will this be attainted if the teacher does not know how to apply this pedagogy accordingly within the classroom and is unable to get their pupils motivated and engaging during the lesson.

1.2. statement of the problem

Algeria has adopted a new educational system called “the educational reform” characterized by using the Competency Based Approach.The new approach aims to enhance learners' competencies in order to use them in their real life. Moreover, it focuses on learning and pupils' activities rather than the teacher 's role.It also emphasizes each individual student’s mastery of skills and subjects matter,it is

considered a more flexible and effective learing model because of its ability to deliver truly personalized learning paths. In response to that our research investigate whether CBA influences pupils' motivation to learn English as a foreign language or not.

1.3.Aims of the study

This study aims at going through the CBA Approach and its major components (sociocogni-constructivim).The research seeks to study the influence of CBA on motivating pupils in learning English as foreign language, and aims to explore the most effective thechniques that put CBA into practice by the teacher.

1.4.Research questions

In order to inform the aforementioned aims of this study, the following research questions are addressed:

1) To what extent can CBA improve pupils motivation towards second year English courses in middle schools?
2) What are the problems that learners face in the classroom that make them lose their motivation?

1.5.Research hypotheses

To address the questios above,the following hypotheses are put forward:

1. As the aim of the present study is to examine the effectiveness of CBA on improving pupils motivation towards English courses.We hypothesize that if Algerian teachers of English at middle school level knew how to apply the Competency-Based Approach, they would promote their pupils' motivation
2. Laziness, lack of concentration and feeling bored in class are some factors that lead learners to lose their motivation.

1.6. Research significance

This study is intended to offer deeper insights into theory and practice about the impact of the CBA on pupils'motivation,in Algeria. Concerning practice, this research project might serve as help to middle school teachers as well as a guide to future ones. Regarding theory, this research may contribute in filling a gap of references about the present subject.

1.7.Research methodology

To examine the previous hypotheses and answer the main research question and sub-questions, this study carried out an experimental design through which the researchers implemented the Competency Based Approach in teaching English to second year Kamel Zmerlin middle school.This study seeks to examine whether CBA improves(or not) students'motivation towards learning English.This method is applied on second year students where a group of 41 pupils is chosen to test the effectiveness of CBA.

To show that the assumption made in this study is built on solid ground and to accomplish the research aims, a questionnaire for middle school teachers was designed to know their views about the application of the Competency-Based Approach as a new Algerian one in teaching English.

1.8.Thesis structure

Our theis is devided into 5 chapters:

The first chapter is the Introduction where we provide a general overview about the importance of Education and the teachers'contributions concering the learning environment of the pupils . In addition, we present the issue of motivation as it is a crucial point in our research, Then we move on to introducing Comptency Based Appraoch as the new reform that was adopted in the Algerian education system since 2003, which leads to our main concern that is the effecitveness and impact of CBA on pupils'motivation. Second year EFL are taken as case study .

The second chapter is the Literature review.In this chapter we are going to deal with:First, the definition of : Approach, Method and Thechinque. Second, the historical background of motivation theories including: Self determination theory, ARCS model , the Social Congnitive theory and the Expectancy theory.Third, the historical background of CBA : A comparison between ' competence' and 'comptency' , definition of CBA.Then, we are going to introduce Comptency based language in teaching in Algeria.In addition to that, we are going to talk about both the teacher's and learner's role in CBA within classrooms.Besides, we are going to hint about the evaluation under CBA. Finally, we are going to present its characteristics and its principles that are most likely based on the sociocogni-constructivist approach established by Piaget and Vygotsky and is related to bloom's taxonomy.Plus, a comparison between the traditional educational model and Comptency-based Model is going to take place at the end of this chapter.

The third chapter is Methodology of the study in which we are going to describe and specify our research design, that is quantitative under experimental approach : Survey design is used for English Teachers's questionnaire in four middle schools: KZMS, ZBMMS, MAMS and DJBMS and Correlation design is used for experiment on one group of KZMS second year pupils of EFL . The first part of Methodolgy is

questionnaire . A questionnaire is designed to English Teachers in General and is given to different teachers in four middle schools mainly: KZMS, ZBMMS, MAMS and DJBMS, as to have a strong and solid proof of how knowledgeable teachers of English are about CBA and its importance.The questionnaire is devide into two sections : the first section is concened with CBA as a method of teaching and the second section is concerned with the impact of CBA on EFL pupils' motivation. The second part of Methodolgy is experiment. Random participants are chosen: a classroom of 41 participants, (14) boys and (27) girls , in Kamel Zemirline middle school in Médéa. The researchers are the ones to monitor the classroom with the help of a lesson plan prepared beforehand that includes the lesson presented in different activities and which is strictly guided by CBA principles. To conclude, the experiment will allow us to decide whether CBA effect pupil's motivation (or not).

The Forth chapter is Presentation of the data.In this chapter we are going to present the data,analyize it and discuss it.

The fifth chapter where we are going to summarize and interprete our findings with a general conclusion and recommend some additional studies.

CHAPTER TWO
LITERATURE REVIEW

2.1.Introduction:

Learing is fundamental throughout the development of human life. It is also known that motivation is a key factor to successful learning. Motivation is a force used within the educational system to encourage students learning and understanding .in the educational setting ,motivation , as suggested by Ames (1990) and Brophy (1983) that motivation is a process in which students value learning and involve themselves in classroom assignement and activities. However, the study of motivation is complex. Definitions vary widely and theories are diverse, influencing the indicators used to assess motivation and even the interpretation of the data obtained (Schunk , 2000). Added to this, the motivation of learners may vary in different domains, different context, with different teaching and learning strategies , and at different stages of learning interaction. Many definitions of motivation exist in the large volume of literature on the subject. The term motivation derives from the latin word for movement. Building on this concept lewin (1938) posits that motivation is the result of tensions or energy created in response to particular needs or goals. This implies that behaviour is necessary to fulfil needs or achieve goals . As defined by Weiner (1992), " Motivation is the study of the determinants of thought and action- It addresses why behaviour is initiated, persists and stops , as well as what choices are made" (p.17).

2.2.Definition of Approach, Method, and Technique

Many people cannot differentiate between approach, method, and technique and they consider it as one concept but each term has its own meaning. The three terms are defined in Richards and Schmidt (2002), as "Different theories about the nature of language and how languages are learned (The approach) imply different ways of teaching language (The method), and different methods makes use of different kinds of classroom activity (The technique)"(p.30) .

2.2.1.Approach

Anthony (1963) defines an approach as "a set of correlative assumptions dealing with the nature of language and learning" (cited in Krumaravadiveli, 2006, p. 48). Likewise, Harmer (2001) stated that an approach is about both how to use language and how its components overlap. According to Richards & Rodgers (2002) an approach refers to" theories about the nature of language and language learning that serves as the source of practices and principles in language teaching"(p. 78). Besides, Davies (2002) argues that an approach can help the teacher but it may not offer detailed information about the 5 teaching process and he said that " it is the realm of methods" (p. 186). It means that an approach is broader than a method which encompasses theories about language

and language learning and it is not about what the teaching process should include and this represented by a method.

2.2.2.Method

This term refers to " the practical realization of an approach"(Harmer, 2001, p. 78). It means that an approach is applied in a method and the latter represents the practical part of it. In other terms, the method is "an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon the selected approach. An approach is axiomatic, a method is procedural" (Anthony, 1963, p. 65 cited in Krumaravadiveli, 2006, p. 85). Moreover, for Davies (2002) a method includes a general approach but it is more detailed than an approach because it collects such things as syllabus, learning - teaching activities, materials and so on (p. 186).

2.2.3.Technique

According to the American applied linguist, Edward Anthony, a technique is ”implementational which actually takes place in a classroom…Techniques must be consistent with a method, and therefore in harmony with an approach as well" (cited in Richards & Rodgers, 2002, p. 19). An approach is the broadest one since it involves theories about both language and language learning. In addition, a method is the practical side of an approach but it involves detailed elements about teaching language such as a syllabus, objectives, the textbook, and so on. Finally, a technique is more specific because it takes place inside the classroom

2.3. Motivation in Learning :

The will power associates students with academic activities(Di Serio et al ,2013,pp.586-596). Besides that, students’ level of motivation reflects on their engagement and contribution in a learning environment. Active and highly motivated students will spontaneously involve in activities without expecting any external rewards(Skinner and Belmont,1993,p.571).Meanwhile to encourage a low motivated student, external rewards are needed to convince students to participate in activities. According Malone & Lepper(1987),there are seven factors that endorse motivation, namely; challenge, curiosity, control, fantasy, competition, cooperation and recognition(p.223).Currently, the standpoint of learning not only draws attention to the cognition, but also the students' motivation and preference are among the fundamental factors for effective and useful learning and achievement(Di serio et al,2013,pp.586-596),(Dermitzaki et al,2012,pp.1-20). Motivation is able to initiate to succeed in our choices and at the same time lack of motivation can initiate to major barrier that prevents the success(Jeanu,Kim and Lee,2008,pp.185-194).Due to lack of motivation,

the feeling of frustration and annoyance can hinder productivity and wellbeing(Legault et al,2006,p.567). There are several reasons that influence the motivation level in learning such as the ability to believe in the effort, the unawareness of the worth and characteristic of the academic tasks (Legault et al,2006,p.567).

The question is ‘ what do current theories of motivation offer to teachers who wants to enhance the purposeful engagement of their students’? Before we answer this question, some assumptions need to be clarified , so that we can effectively apply the theories to practice.

First , students can be motivated to greater involvement and higher achievement. Theoritical prescriptives have been translated into applied research to show that appropriate instructional behaviours and course structures will enhance students’ motivation.

Second, motivation concerns three fundamental questions: what originates or initiates students’ arousal or activity? What causes a student to move toward a goal? What causes a student to persist in striving toward a goal? Theories of motivation may be concerned with one or all three questions.

Third, motivational theories tend to emphasize factors within individuals or factors in the environment .Factors within individuals are traits that students bring to the classroom, such as fear of failure and its accompanying anxiety or the strong need to achieve high grades and get into graduate school. Other theories are concerned with environmental factors , such as the manner in which lectures are given , the competitiveness of the grading system, or the rapport the instructor establishes with students.

2.4.Motivation Theories:

Motivation theories may also been broadly differenciated into behaviourist, humanist, congnitive and social learning theories.This is not an absolute categorization as theories may overlap.For example: cognitive social theories; expectancy – Value theories explain motivation in the aspect of cognitive processes but the theories are still similar to the mechanistic / behavioural theories (De Vicente , 2003) . The source of motivation is differentiated as either intrinsic (doing something for its own sake) or extrinsic (doing something for some other reason) . The underlying idea in these theories is that activities will be performed based on the reasons for the action or on the beliefs of the person doing those activities.

	Behavioural	Humanistic	cognitive	Social learning
Source of motivation	Extrinsic reinforcement	Intrinsic reinforecement	Intrinsic reinforecemnt	Extrinsic and intrinsic reinforecement
Important influences	Operant behaviour reinforced by rewards, incentives; punishers	Need for self – esteem, self-fulfilement and self-determination	Beliefs, attributions for success and failure, expectations	Value of goals expectancy of reaching goals

One of the earliest behavioural theories by Skinner maintained that all behaviours are motivated by rewards which hence reinforce learning. According to Skinner, having the correct answer will motivate the student to go on to the next level, working through all levels until the desired behaviour is achieved : and as the student works through the task, the desired final behaviour is progressively shaped.

The cognitive view is based on Jean Piaget's principles of equilibration, assimilation, accommodation, and schema formation, Hence motivational behaviour is construed as being based on thoughts ,beliefs and choices .The "expectancy" theory Vroom(1964) is based on the premise that people are motivated by likelihood of success at a task (expectancy) . The construct is one of the most important mediators of achievemenent . The expectancy –value theory Eccles and Wigfield(2002) additionally stresses a second cognitive influence which is the reason for engaging in the task(value).This theory led the way in explaining motivation In cognitive terms. Current research on the expectancy –value construct continues to emphasize the two beliefs of the individuals but contextual influences are included in the later models.

Social learning suggests that imitating and observing others are important motivators of behaviour.In the learning environment ,students can see, enact, and practise with the help from the tutor and peers in the group. Also, group activities allow participants, with different skills and levels of skills , to practise interacting within a socially organized units similar to research teams in the workplace where they learn from the task as well as from each other.

In social cognition theory, the environment, an individual's behaviour and his/her attributes (e.g. knowledge, emotions, cognitive development) influence and are influenced by the other two components.

According to Bandura(1987) self-efficacy is a self-judgment of one's ability to perform a task in a specific domain and is therefore situation specific . Zimmerman(1989) pointed out that students can be decribed as self-regulated in that the establish their goals, develop plans to attain these goals,commit to and implement the plan, reflect on their actions and redirect behaviour. He describes these students as metacognitively, motivationally and behaviorally active participants in their own learning processes. Corno (1994), states that such individuals have' volition ' in that they tend 'to maintain focus and effort toward goals despite potential distractions'(p.229).

Basically, motivation can be categorized as intrinsic motivation, extrinsic motivationandamotivation(Rayan&Deci,2000,pp.54-67)
,(Mitchel et al,2012).Moreover, there are several theories that could be implemented, especially in the education domain. They are intrinsic anxtrinsic motivation theory(Rayan&deci,2000,pp.54-67),self-determination theory(SDT), the ARCS model, social cognitive theory(Bandura,1989)and expectancy theory(Vane Eearde and Thierry,1996).These theories are able to stand alone to contribute to the outcome in the learning process without being dependent on any other theories in the education domain.

2.4.1.Self-determination theory: Intrinsic and Extrinsic motivation.

Individuals differ from one another in terms of PLOC (personal locus of causality). Some will feel that their behavior is self-determined; they are the initiators and sustainers of their actions and their PLOC will be internal. Others will see external forces as determinants of their lives; coercing them into actions. These people's PLOC will be external. The internal locus is connected with intrinsic motivation, whilst the external locus is connected with extrinsic motivation.

According to Rayan & deci(2000) intrinsic motivation depicts an activity done only for own contentment without any external anticipation(pp.54-67). The challenge, curiosity, control and fantasy are the key factors to trigger up intrinsic motivation. In education, lots of will power and positive attitude is very much required to sustain the motivation. Moreover,Lopez and Contero(2013),Lopper and Iyengar(2005) claim that intrinsic motivation and academic achievement share significant and positive bonding (p.19). Intrinsic motivation directs an individual to participate in academic activities only to experience the fun, challenging and uniqueness without any external pressure or compulsion rather than expecting external rewards, gifts or under any compulsion or pressure (Rayan and deci,2000,p54),(Legault,2005),(Deci and Rayan,2016).Attitude in learning is considered prominent and it influences the academic achievement(Akgault,2006,p.334),(Tarng,Ou,Leou and Lieou,2015,p.253). Intrinsic motivation is able to spread the positivity and make the gained knowledge to sustain

for a long time. In contrast, extrinsic motivation depicts external activities such as a reward (Rayan and deci,2000,p.54), (Legault,2005),(Deci&Rayan,2016),compulsion(Tohidi&Jabbari,2012,p.820) ,(Tarng,Ou,Leou&Lieou,2015,253).and punishment).An individual is extrinsically motivated if they are receiving any reward or under any pressure or compulsion. According to Tohidi and Jabbar(2012), the motivation can be cultivated extrinsically at the initial stage and transform it as intrinsic motivation in the learning process as it goes deeper. This kind of motivation provides a high level of will power and engagement

yet it would not able to sustain longer than the intrinsic motivation can do. If they are continuously motivated through the use of external rewards or compliments, it could be habitual for students to perform only to gain the rewards and not for own sake or to mastery skills or knowledge. Other than that, when an individual is not able to perform either intrinsically motivate or extrinsically motivate, then amotivation occurs. Amotivation is a state where intrinsic motivation and extrinsic motivation is no longer exist (Rayan and Deci,2000,p.54). Either intrinsic motivation or extrinsic motivation, both have its own unique features to motivate students. Both intrinsic and extrinsic motivation is needed in a learning process (Li, and Lynch,2016,p.1), (Ozcelik et al,2013,pp.12-20), (Liu et al,2011,pp.1907-1918). Learning is a complicated process and motivation is the hard rock of this process(Li Lynch,2016,p.1). Hence, students have to be highly motivated to face the challenges, understand the process and able to apply in real circumstances. Intrinsic motivation leads to self-motivation in pursuing the learning meanwhile extrinsic motivation gives the purpose to pursue the learning (Li and Lynch,2016,p.1).

2.4.2.Self-determination theory

Self-determination theory, also known as SDT evolves from the intrinsic and extrinsic motivations(Rayan&deci,2000,p.54), (Ross, Perkins and Bodey,2016,pp.2-9),(Vansteenkiste,Lens and Deci,2006,pp.19-31). In this case, the intrinsic motivation illustrates the human's natural tendency to encompass several features in the learning process; meanwhile extrinsic motivation depicts a different considerable in its relative sovereignty. Hence, it only can reflect either its external control or true self-regulation. In short, autonomy is related to volition and liberty (Rayan and deci,2000,p.54), competence is related to the feeling of effectiveness and self-confident in pursuing and accomplish a task meanwhile relatedness provides the feeling of protected and connected in a learning environment(Ulstad, Halvari, Sorebo, and Deci,2016,p.27). The aforementioned learning environment is able to enhance the students' academic performance and motivation (Ulstad, Halvari, Sorebo, and Deci,2016,27). Other than that, the self-determination theory is comprised of five sub-theories. Firstly, the Cognitive evaluation theory (CET) is a theory in psychology, which is designed to explain the effects of external consequences on internal motivation (Deci, 1975).CET draws the attention to the critical autonomy and competences' role that supports in fostering intrinsic motivation, which is vital in education, arts, sports, and many other

domains.Ten years later, Deci & Ryan(1985) have included Organismic Integration Theory (OIT) and Causality Orientations Theory (COT) as sub-theory of self-determination theory.OIT is a spectrum of motivational states with three primary divisions.In this impersonalor amotivational stage,the focus is towards the competence. Followed by basic psychological needs theory (BPNT) where humans' needs are classified into three main psychological needs likely need for autonomy, competence and relatedness(Gagné & Deci ,2014). A research identified that the need for the satisfactionis crucial in order to gain engaged, motivated, healthy progress and well-being among individuals(Gagné& Deci ,2014). Finally, Goal Contents Theory (GCT) shows the difference between the basic need for satisfaction and well-being based on intrinsic motivation and extrinsic motivation (Rayan and Deci,2000,p.54). The intrinsic goals within the social setting is pertinent to the educational environment and more useful for students to focus on intrinsic goals compared to extrinsic goals in order to achieve and present a better academic performance (Rayan and Deci,2000,p.54).

2.4.3.ARCS Model :

Fundamentally, humans' motivation associated with the behaviour and emotion (Wlodkowski,1978). It is a prominent strength to deal with the learning process and succeed (Balog and Pribeanu,2019,p.319) Students' can be motivated directly through the use of attractive, satisfying and stimulating learning material(Wlod & Kowski,1978),(Plon, Ali, and Halim,2014). According to Keller(2008) ARCS model is a systematic way to determine and deal with learning motivation. ARCS abbreviated from Attention, Relevance, Confidence and Satisfaction attributes. Firstly, catch the attention of students is very crucial to gain and sustain the students' engagement in learning (Keller,2008,p.175). Secondly, students' experiences and the needs related relevance (Keller,2008,p.175) . Then,Confidence related to the students' emotion and anticipation(Keller,2008,p.175). Lastly, the positive feeling regarding the learning process and the gained knowledge leads to satisfaction as completing the wholelearning process (Keller,2008,p.175). According to(Wlodkowski,p.319), students can be motivated directly by grabbing the students' attention through the use of attractive and stimulating medium or learning material. It is important to sustain and arouse the student's attention and curiosity in the learning process.

2.4.4.Social Cognitive Theory:

Social cognitive theory (SCT) has been proposed by(Bandura,2002,94). This theory has been implemented in various domains such as education, communication and psychology. SCT refers to the acquisition of knowledge by direct observation, interaction, experiences and outside media influence. SCT is derived from constructing meaning and knowledge from the social influences.

Bandura(2002), conducted an experiment to prove that social influences affect people including children. The continuous learning and constructing meaning are from communication among the community and transform to internet now.SCT depicts the interrelationship between behaviour, environment factor and personal factor. They are

connected and there is consequence action for every action. SCT illustrates how people gain and maintain several behaviour patterns and providing basic intervention strategies(Bandura,1997). Environment factor can influence people and classified as social and physical environment. The social environment refers to family and friends while physical environment refers to the comforts(Bandura,1997). According to SCT, interactive learning allows students to gain confidence through practices.

2.4.5.Expectancy Theory:

Expectancy theory was developed by(Vane Eearde and Thierry,1996). This theory was developed based on the working environment to motivate employees and later it was expanded and revised by ,(Hamamalini and Wachington,2014). Expectancy theory is more on motivation and the way it is connected to everyone),(Hamamalini and Wachington,2014).It is believed that there are relationship between the amount of effort put into a task and the performance that can be achieved from the effort and receive appreciation for the effort and performance,(Hamamalini and Wachington,2014). This theory depicts that strong effort will lead to better performance and lead to rewards. Hence, it would motivate to accomplish an effort even though has to face difficulties(Vane Eearde andThierry,1996).According to Vroom, effort, performance and intrinsic attractiveness are interrelated to human motivation (Vane Eearde& Thierry,1996),(Hamamalini and Wachington,2014). This theory is more to external rewards and appreciation. There are several stages before receiving the reward theory(Hamamalini and Wachington,2014).. First of all, the student has to be fully motivated and believe that he/she only will receive the acceptable performance if he/she puts a genuine and maximum effort theory(Hamamalini and Wachington,2014). Then, the performance will be rewarded and this stage is known as an instrumentality. Lastly, the value of the rewards is fully positive and known as intrinsic attractiveness at the final stage of expectancy theory theory(Hamamalini and Wachington,2014).

Previously, self-determination theory (SDT) and ARCS model are widely utilized in the motivation domain for learning discipline. The implementation level of theories such as social cognitive theory and expectancy theory is still in initial stages. The entire idea was to determine the theories that are able to contribute to motivation in learning. Learning is a complicated process and it needs guidance to successfully achieve the objective. Theories play a vital role in accomplishing the committed efforts. If not, the effort would stray far from the objective that needs to fulfil. Therefore, researchers have designed conceptual theories to guide the path of these efforts. The theories are beneficial in conducting a learning process yet they also provide guidance to face the challenges in real life.

The growing need for learning foreign languages during the last century led to the emergency of various teaching methods and different approaches that attempt to provide the students with the most efficient and appropriate ways to make foreign language learning acquisition as efficacious and successful as possible. The CBA is among the most recent teaching approaches that revolutionized the field by its principles . it is an educational movement that aims to define the precise knowledge, behaviours and skills the students would acquire at the end of each learning sequence. Thus, it is reffered to as an outcome approach
(Chilly, Ibid) . it focuses on what students are expected to be able to do with the target language rather than the learning process. In CBA ‘’the focus moves from what students know about language to what they can do with it’’ (Wong p.2008).Since klein(2013:88) stated ‘’ an educated person is one who not only knows a lot of information but can also put that knowledge to work’’

To this end, it is necessary to set the learning goals before designing the curriculum , text books, teaching aids and all the learning conditions that enable the students to attain the expected learning outcomes. Nkwetisama (2012:519) stated that “ CBA is also reffered to as the pedagogy of integration or to an outecomes approach . This approach entails the putting together of all the knowledge, know- how and attitudes required for the solution of real life problems or situations “.

2.5.The Competency Based Approach:

2.5.1.Competence Vs Competency:

In studying competency, one is faced by the lack of unified definitions, and this leads to confusion between terms such as competence, competency, competencies, and competences. For example, the New Oxford Advanced Learner’s Dictionary (2005) defines competence as ‘’the ability to do something well’’ (p. 294). Oxford further states that competence and competency are synonymous as are competences and competencies. This view is also shared by Dobson (2003) in his definition. ‘’Competency (Also competence) the ability to perform tasks and duties to the standard expected in employment’’(p. 62).

Attempts by researchers, such as Blakemore, to define the term competency have resulted in various definitions. Blakemore (2008) from his part coined the term of competency as follow: “A competency is a skill

performed to a specific standard under particular conditions". Then, he describes Competencies as "result from breaking down a job or role into the specific and observable skills that are needed to do it well'' (p. 2). We notice that the writer in his definition emphasizes about some key words which represent the main elements that distinguish between the two terms competence and competency which are specific and particular condition; therefore, we can consider the competency as superior level in mastery and accuracy to do thing in comparison to competence, also the competency can be realized in specific condition

2.5.2. Definition of the Competency Based Approach

Implementing the CBA is an important issue in the Algerian education system since most of the teachers mainly the novice ones are unaware of its principles. Therefore, it is worth presenting this approach. Many researchers seek to facilitate and to explain this educational change; for instance, Richards and Rodgers (2002) define this new approach as "an educational movement that focuses on the outcomes or outputs of learning in the development of language programs. CBE address what the learners are expected to do with the language, however they learned to do it. The focus on outputs rather than on inputs to learning is central to the competencies perspective " (p. 141). In addition, the U. S. Office Education (1978) defines CBE as a functional approach that focuses on life skills and evaluates those skills according to learner performance (Savage, 1993; cited in Kathleen, 2006) .

As a conclusion, this new approach is based on developing learners' competencies in order to help them to face some problems in their daily life. It aims to enable learners to put what they have learned in other life settings. For that reason, the CBA come to relate the tow settings: school life and real life setting, to help learners become competent in their society.

2.5.3.Competency Based Language Teaching in Algeria :

The competency based instruction extended to language teaching is dubbed Competency based Language Teaching or CBLT. CBLT in Algeria targets three competencies as stated in the Official Accompanying Documents of 2nd year Middle School (2003); to interact orally, to interpret, and to produce authentic oral and written messages. So as to achieve those competences, learners are placed in front of problem situations that stimulate their cognitive abilities and whose resolution requires the integration of knowledge, skills and attitudes. The socio-constructivist view of learning, advocated here, is promoted through project work which is the pillar of CBA,

as stated in the official documents. In a group work, learners throughout a real life task performance display the targeted competencies. Assessment is also criterion-referenced.

2.6.Teacher's role in CBA:

The common role of the teacher under the Competency Based Approach is the role of facilitator. In this context Dobson (2003) claims that he is facilitator ‘’a person who helps learners learn by discovering things for themselves’’ (p. 64).

According to Harmer (2001) the role of the teacher changes according to the task ,and an effective teacher knows how to choose the relevant role in the appropriate position, and he further said that the role of facilitator is wide in meaning .Thus, he suggested a set of precise roles that go in harmony with the term facilitator (p. 57).

Controller, when teacher act as controller he expected act in different way in comparison to his role in the state where students are working in group (ibid, 2001, p. 58).

Davies and Pearse (2000) add some explanations about this role. He said that he transmits information, controls occurrence of activities from the front, motivates to participate in the class with the correction of errors (p. 127).

Organizer : "The teacher has to initiate students to collaboration through pair and group work " (Bader, 2007, p. 47). The teacher has to organize students in pair or in group .He has to initiate, to explain the content of activities, and end tasks when time is finished (Harmer, 2001, p. 58)

Assessor: Dobson (2003) thinks that "the Assessor A person qualified to carry out assessment" (p. 62). Therefore, his role is to give feedback, correction, and grading to their students (Harmer, 2001, p. 59). He also informs the learners about their progress, trying to combine encouragement with honest evaluation and useful feedback (Davies & Pearse, 2000, p. 127).

Prompter: ”Prompter could refer to the teacher's role in helping a student to remember and formulate a point" (Hedge, 2000, p. 29). Prompter supply students with a clarification question or information when they could no longer follow what are doing (Harmer, 2001, p. 60). Participant Sometime the teacher chooses sharing his students some activities. When it goes well, students feel satisfied (ibid, 2001, p. 61).

Resource :"Person who provides students with materials beyond the textbook" (Dubin & Olshtain, 1986, p. 48). According to Harmer (2001) Teacher source guides his

students to look for information instead of providing them with the desired information (p. 61).

Tutor:teacher behave as tutor when he approach from his students in more personal contact ,thus the student feel supported and helped from their teacher. This usually occurs when students organized in group and the teacher work with individuals and small group (ibid, 2001, p. 62).

Observer:the teacher expects to use his ability to observe and listen to his students (Chelli, 2010, p. 26). In order to help the teacher to respect the learning styles of his students and to select to them the appropriate activities (Dubin & Olshtain, 1986, p. 48). We can infer that this entire role fit the application of competency based approach in teaching writing, since it help learner in realize autonomy learning ,and the teacher in this state only help the ongoing of the learning process.

2.7. Learner's role in CBA :

The competency-based approach focuses on the learner's role rather than on the teacher's role. The learner plays the central element inside the classroom who learns through a series of activities that are proposed by the teacher. Therefore, learners in the CBA are characterized as active persons who can search to develop themselves and make self assessment in order to be successful learners. Thus, they will be able to face problems in their daily life.

According to the Algerian Partnership Schools Programs (2005) learners obtain and retain language best when the topic accumulate their interests and when they are active participants in their learning; for example, finding personal meaning, learning cooperatively with peers, and making connections to life outside of class (p. 4). At this level, Chelli (2010, p. 80) argues that this program is developed according to socioconstructivism and learners are responsible in their learning. She states that :

> The learner should go through a process of personal appropriation,
>
> Questioning his own convictions. This leads the learner to revise his
>
> Prior knowledge and its scope to compare his own representations
>
> With those of his classmates, to search for information and valide
>
> It through consulting various sources of documentation and people
>
> In possession of information.
>
> (Chelli,2010,p.80)

2.8.Evaluation under the CBA :

Evaluation under the CBA needs to be performance based. It is of two types, formative or summative. The formative is ongoing and continuously used all along the route toward the prescribed competency. Summative assessment, on the other hand, determines competency mastery; it is administered as a final test. Failure in summative tests equals retaking the same module and not moving on to the next competency. The summative assessment, as stated by Griffith and Lim (2014), needs to involve performance based tests not fill –in- the-blank, and multiple choice tests. Docking (1994) shares the same stand when he says that "instead of norm-referencing assessment, criterion-based assessment procedures are used in which learners are assessed according to how well they can perform on specific tasks." (p.16). Assessment under the CBA needs to consider not what they know, but how far they can meet the standards of the specific tasks. Assessment under the CBA is criterion-referenced instead of norm-referenced.

2.9.Characteristics of the Competency Based Approach:

The first apparent characteristic of the CBA is the focus on learning and pupils' activities (learner's centered) rather than on the teacher's role. The CBA is socio constructivist approach based on training students to construct their own knowledge to be able to use it in the daily life. According to Auerbach (1986, cited in Richards and Rodgers, 2002, p. 146) the essential features that included in implementing the CBA syllabus are :

- A focus on successful functioning in society. It aims to give students a chance of learning with themselves to encounter problems in the society.

- A focus on life skills. The CBA not only interest on teaching knowledge but also teaching a function of communication in real life.

- Task or performance-oriented instruction. The focus on clear behaviors rather than on the ability talk about language.

- Outcomes that are made explicit a prior. Outcomes are recognized and decided by both learner and teacher.

- Continuous and ongoing assessment. Assessment is the important integrated part in implementing the CBA which considered not only in exams but also in an ongoing instruction

- Individualized, student-centered instruction. According to the content, level, and space, objectives of the lessons are stated via individual requirements

In addition to these characteristics, there are additional ones that are relevent to this approach :

- Regarding the competency-based approach, all the types of syllabuses, the grammatical, the lexical, the functional, the situational, and the task based syllabi, are important in teaching foreign language because their aim is to enhance the learner's role. So, they are important in developing the program of the CBA.

- Richards (2006) identified the nature of objectives according to the competency based approach. He said that "Objectives are broken into narrowly focused sub objectives, so 11 that both teachers and students can get a clear sense of progress" (p. 42).In the CBA the objectives must be realized in the learner production as competencies, other way the teacher cannot move to other item till the learner achieves proficiency in learning the item was studied.

2.10.What is Constructivism?

Constructivism is basically a theory – based on observation and scientific study- about how people learn. It says that people construct their own understanding and knowledge of the world through experiencing things and reflecting on those experiences

Constructivist learning has emerged as a prominent approach to teaching. The work of Dewey, Montessou, Piaget, Bruner and Vigotsky among others provide historical precedents for constructivist learning theory. As mentioned before constructivism is a view of learning based on the belief that is not a thing that can be simply given by the teacher at the front of the room to students. Rather , knowledge is constructed by learners through active mental process of development; learners are the builders and

creators of meaning and knowledge.. Constructivism represents a paradigm shift from education based on behaviourism to education based on cognitive theory. Knowledge is physically constructed by learners who are involved in active leaning.

Piaget (1977) asserts that learning occurs by an active construction of meaning rather than by recipiences. He explains that learners, encounter an experience or a situation that conflicts with their current way of thinking, a state of equilibrium is created. To do this they make sense of the new information by associating what they already know, that is attempting to assimilate it into their existing knowledge. When they are unable to do this, they accommodate the new information to their old way of thinking by restructuring their present knowledge

Constructivism has brought with it a whole new set of terms –learning has become 'knowledge construction'; a class of students has become a ' community of learners'; learning by doing has become a ' process approach' or ' experiential learning'

Social constructivism is one of the characteristics of CBA therefor the presentation of this concept is needed.

Lev Vigotsky shared many of Piaget's assumptions about how children learn, but he placed more emphasis on the social context of learning. He added that learning is greatly enhanced by the collaborative social interaction and communication- in other words, discussion, feedback and sharing ideas are powerful influences on learning. Vygotsy's view has been termed social constructivism to differentiate it from Piaget's view that is often called cognitive constructivism or structuralism and is less concerned with language and social interaction .

A pervading assumption of the constructivist rationale is that children are self-motivated and self-regulating beings who will acquire the fundamental skills of reading, writing, speaking, calculating and problem solving as by product of encouraging and communicating about age appropriate, meaningful activities.

2.10.1.Why is Constructivism important?

One component of the current redevelopment of all subject area curricula is the change of instruction from the transmission curriculum to a transactional curriculum. In a traditional classroom, a teacher transmits information to students who passively listen and acquire facts. In a transactional classroom, students are actively involved in

their learning to reach new understanding. Constructivism teaching fosters critical thinking and creates active and motivated learners. Zemelman, Daniels and Hyde (1993) tell us that learning in all subjects areas involves inventing and constructing new ideas. They suggest that constructivist theory be incorporated into the curriculum and advocate that teachers create environments in which children can construct their own understanding. Fosnot (1989) recommends that a constructivist approach be used to create learners who are autonomous, inquisitive thinkers who question, investigate and reason.

A constructivist approach frees teachers to make decisions that will enhance and enrich students development in these areas. This demonstrates that constructivism is evident in current educational change.

2.11.Blooms Taxonomy :

As mentioned above CBA is a cognitive approach indebted to Blooms taxonomy, let us now examine this taxonomy to know how it is used in teaching/learning English.

“Taxonomy” simply means “classification” . Blooms taxonomy refers to a classification of the different objectives that educators set for students. So, the well-known taxonomy of learning objectives is an attempt to classify forms and levels of learning. Blooms taxonomy divides educational objectives into three domains “ cognitive”, “ affective “ and “ psychomotor” within the taxonomy learning at higher levels is dependent on having attained prerequisite knowledge and skills at lower level A goal of Blooms Taxonomy is to motivate educators to focus on all three domains, creating a more holistic form of education.

Blooms identified six levels within the cognitive domain, from the lowest level to the highest level, starting from knowledge to evaluation as they are listed below :

• Knowledge represents the lowest level of learning and is the fact of remembering the previously learned material.

• Comprehension is defined as the ability to grasp the meaning of material by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas.

• Application refers to the ability of using new knowledge in new and concrete situations or in other words to solve problems by applying acquired knowledge.

• Analysis refers to the ability to examine and break down material into parts so that its organizational structure may be understood.

• Synthesis refers to put parts together to form a new whole. It may be explained as the phase of production.

• Evaluation refers to the ability to make judgments about information.

According to ELT articles:

Blooms taxonomy hierarchical model of cognitive thinking is illustrated in the importance that the competency-based approach in SEI syllabus accords to the mobilisation of knowledge and skills, their gradual integration at higher levels (from level 1to level 6),their application to new situations of learning or use, the integration of new knowledge and skills and finally the evaluation of the process of product of thinking. This is the ideal route to the acquisition of competency called, a savoir agir in the syllabus. For instance, a learner will need to know a principle before s/he can understand it. S/he must understand it before s/he can apply it. S/he should be able to cut it into smaller fragments and relate it to other principles (analysis) before s/he can summarize it and draw conclusions, and thus evaluate it.

Blooms taxonomy can be helpful to teachers in devising a lesson taking into consideration the different phases learners can pass through to reach construction of knowledge leading to the ability to solve problems in new situation and to creativity.

2.12.A comparison of traditional and Competency-Based Educational Models :

Variable educational model	**Traditional**	**Competency-Based**
Goal of educational encounter	Acquisition of knowledge	Application of knowledge
Responsible for driving the educational process	Teacher	Learner
Resbosible for content	Teacher	Student and Teacher
Timing of Assessment	Emphasis on summative(high-tasks final evaluation)	Emphasis on formative (on going feed-back facilitating improvement of profession)
Typical assessment	Indirect,proxy assessment	Direct assessment with observation of real taskes of profesion

Evaluation standards	Relative to peers(norm-referenced)	Relative to objective measures (criterion-referenced)
Programe completion	Fixed time	Variable time

2.13.Conclusion:

The review of literature in this chapter highlighted, first , the importance of education and learing within and outside classrooms, specifically,learning English as a foreign language .Second, motivation is a key component to which students are able to learn and achieve better results and for this reason, many theories have been developed such as : Self determination theory, ARCS model , the Social Congnitive theory and the Expectancy theory. For which their aim is solely to understand how motivation works and what it can do to improve the quality of education.Third, Comptency based approach is considered as an alternative and efficient method that the Algerian educational system has adapted and which can be of high influency on the students's motivation.Finally, above all what was said, CBA is believed to be a huge contribution to edcution for, it is not only concerned with teaching methods, but also, its main interest and only is the learner's role in all this.For this reason, both Teachers and students are involved in the classroom.This process can help student feel important and that they do better if everyone of them has something to contribute with during the lesson.

CHAPTER THREE

RESEARCH METHODS AND PROCEDURES

3.1.Introduction :

The presented research is conducted to investigate the effectiveness of Competency Based Approach on motivation by applying it on Kamel Zemirline second year pupils'

3.2.Purpose:

The purpose of this chapter is to explain in detail the research methods and the methodology implemented for this study. The chapter will explain first , the choice of the research design followed by the research approach, as well as the advantages and disadvantages of the research tools chosen. This will be followed by a discussion on their ability to produce valid results, meeting the aims and objectives set by this thesis. The chapter then goes on to discuss the sample size and the sampling strategy applied by the researchers, and the data analysis methods which have been used. It concludes with a brief discussion on the ethical considerations and limitations posed by the research methodology, as well as problems encountered during the research.

3.3.Research Design:

This research makes use of a quanitative research strategy under the experimental approach in the sense that there will be numeric data or quantitative data . Anup Surendran stated that Quantitative research,is defined as the systematic investigation of phenomena by gathering quantifiable data and performing statistical, mathematical or computational techniques. Quantitative research gathers information from existing and potential customers etc., the results of which can be depicted in the form of numericals. After careful understanding of these numbers to predict the future of a product or service and make changes accordingly.

The reason behind choosing the quantitative research is :

- **To collect reliable and accurate data:** As data is collected, analyzed and presented in numbers, the results obtained will be extremely reliable. Numbers do not lie. They present an honest picture of the conducted research without discrepancies and is also extremely accurate. In situations where a researcher predicts conflict, quantitative research is conducted.
- **To collect data quickly:** A quantitative research is carried out with a group of respondents who represent a population. A survey or any other quantitative research method applied to these respondents and the involvement of statistics, conducting and analyzing results is quite straightforward and less time-consuming.

- **To have a wider scope of data analysis:** Due to the statistics, this research method provides a wide scope of data collection.
- **To eliminate bias:** This research method offers no scope for personal comments or biasing of results. The results achieved are numerical and are thus, fair in most cases.

3.4.Research methods:

The practical part is devided into two major methods.The first method is Survey research based on questionnaire , and the second method is Correlational research based on experiment .For instance, the reason why these two methods are adequate to the research problem that is chosen is because , first, each instrument (questionnaire, experiment) requires a different type of research.Second, when studying the impact of CBA on second year EFL students' motivation in class in KZMS , the process may seem a bit vague and demands at least two distinctive methods based on two distinctive research designs that allow the researchers to grasp the situation on a larger scale and thus, allow the researcher to achieve better and precised results.

3.5.Settings of the research :

the questionnaires is carried out in four middle schools in Médéa: KZMS, ZBMMS, MAMS and DJBMS

the experiment is carried out in the mixed gender Kamel zemirline Middle school in Médéa , on one group of EFL second year pupils of the first trismester of the academic year 2018/2019.

3.6. Survey Research based on Questionnaire:

Survey research is the most fundamental tool for all quantitative research methodologies and studies. Surveys used to ask questions to a sample of respondents, using various types such as such as online polls, online surveys, paper questionnaires , web-intercept surveys etc. Every small and big organization intends to understand what their customers think about their products and services, how well are new features faring in the market and other such details.

By conducting survey research, an organization can ask multiple survey questions ,collect data from a pool of customers and analyze this collected data to produce numerical results. It is the first step towards collecting data for any research.

3.6.1.Questionnaires

Questionnaires are chosen for this research because they are a reliable and quick method to collect information from multiple respondents in an efficient and timely manner. This is especially important when it comes to large projects, with several complex objectives, where time is one of the major constraints Greenfield (2002),Silverman(2004) ,Bell(2005). This study is no exception and questionnaires are a quick and effective way for the researcher to reach multiple respondents within several weeks. A general disadvantage of the questionnaires however is their fixed and strict format, which eliminates the possibility for more in-depth or abstract observation Bell(2005), Sarantakos(2013). Again, this study was not an exception from this rule, as the questionnaires provided linear and clear results, but many elements from the research are left uncovered .

The type of questionnaire that is used in this research is :Multiple-choice questions.They are a close-ended question type in which a respondent has to select one (single select multiple choice question) or many (multiselect multiple choice question) responses from a given list of options. The multiple choice question is consisted of an incomplete stem (question), right answer or answers, incorrect answers, close alternatives and distractors. Not all questions would have all of the above and these guidelines can be used as deemed fit or that best matches the expected outcome of the question.

The questionnaire is mainly created to know how to set foot into the educational domain . It is deliverd to teachers of English of middle schools in general, because the purpose is not to target a specifc middle school but to have an overview of the subject in question that is the impact of CBA on students's motivation and how different teachers perceive this concept, Thus, different prescriptives are offered. This step will facilitate the process of the experiment later on.

The questionnaire contains two main parts, the first part is mainly dedicted to general knowledge about the Competency Based Approach and how knowledgeable teachers are.The first part includes questions such as: gender, age, the experience of each teacher, the establishment of CBA , how CBA is applied, the efficiency of CBA within classrooms,ect.The second part includes questions such as: the relation between CBA and motivation, the impact of CBA on motivation, the different tasks that fall within CBA that help students be motivated in the classroom, the two types of motivations (intrinsic and extrinsic), the role of the teacher in the classroom (his attitude , his knowledge about CBA, his knowledge about the different skills and intelligences of their students and how will this affect the students' motivation),etc.

Teachers are supposed to tick on the answers they think are the most appropriate or think they think are most suitable.

The questionnaire will be shown in the Appendix.

3.7.Correlational research based on Experiment:

3.7.1.Sampling strategy :

Sampling that is used in this in this research is probability sampling, more specifically : simple random simlping.

Cresswell (2004) stated that simple random sampling is the most popular and rigorous form of probability sampling from a population.In simple random sampling, the researcher selects participants (or units, such as schools) for the sample so that any individual has an equal probability of being selected from the population.The intent of simple random sampling is to choose individuals to be sampled who will be equally distributed among the people chosen.

For instance, a random middle school is chosen: Kamel Zemirline middle school (KZMS). Random participants are chosen: a classroom of 41 participants, (14) boys and (27) girls .

For the experiment, the reseachers have opted for a random classroom of group of EFL second year pupils of the KZMS. A permission is taken first from the headmaster and then from the teacher of English who is responsible for this classroom to allow researchers to assist their sessions .

A lesson plan is prepared beforehand, that is based on the curriculum of the second year pupils of the academic year 2018/2019, and which rests upon the principles of CBA and its characteristics through which pupils are going to be assessed and evaluated to see whether the impact of CBA is indeed effective on pupils' motivation in the classroom.The researcher are the ones who are going to monitor a few sessions using the same plan and to see for themselves and observe, if pupils are motivated during the lesson (or not)

The lesson plan will be shown in the Appendix

3.8.Methodes of Data Analysis:

The questionnaire will be analysed using descriptive statistics on Excel spreadsheet.

The experiment will be analysed and discussed.

These two methods will help us establish a solid proof on how to confirm or disconfirm whether using CBA is effective (or not) on second year pupils' motivation.

3.9.Ethical consideration :

There are several types of ethical issues, which will have to be taken into consideration for this project. The first one is asking for a consent form from the French department, that will allow the researchers to conduct their resreach outside of Univerity of Yahia Fares of Médéa. Second, and the most important one is related to the informed consent of the participants (headmasters, teachers of middle schools). All of the participants were informed in advance about the purposes of this project, and gave their informed consent .

Finally, all the information collected in the course of this dissertation has been used only for the purposes of the study, and will be kept confidential.

3.10.Problems and Limitations:

The problems and limitiations that occurred while doing the research are not as many as it was thought to be but nevertheless, there were certain obstacles that prevented the research to be as much accurate.The first obstacle was time: there was not enough time to collect all the data in a short period as the deadline was approaching and this led to doubting the validity and reliability of the results.Second, lack of teachers who wanted to contribute.They were not as many as they are supposed to be but less.Finally,lack of knowledge about certain areas which led to improvising at some point.

3.11.Conclusion:

This chapter has outlined and justified the research methodology implemented in this dissertation and its validity. Because of the nature of the research, the author opted for the quantitative strategy, bounded by the Survey based approach (Questionnaire) , and Correlational approach based on Experiment ,with one group of participants . The participants are randomly targeted and recruited through simple random sampling technique. The results of the questionnaire are analysed through statistical analysis or descriptive analysis , on Excel spreadsheet. Experiment, due to the small sample of participants ,is going to be analyzed and discussed. The major results and findings of this dissertation are going to be presented, analysed and discussed in the following chapter.

Chapter Four :

Presentation, Analysis,Discussion and Interpretation of the Results

4-1.Introduction

In this study quantitative data where collected through the use of two research instruments : English Teachers' questionnaire and experiment on KZMS second year pupils',in order to invstigate whether CBA effect pupils' motivaton when learning EFL.The independent variable in this study is CBA approach ,and the dependent variable is Motivation. The results obtained from each of the two research instrument will be first presented which will be then triangulated to answer the research questions and test the hypotheses put forward in this study .

4-2.Reporting Results of the study

In this section the results and findings obtained from English Teachers' questionnaire and experiment on KZMS second year pupils are presented to prove (or not) whether CBA helped to improve second year pupils motivation toward EFL The data gathered from afore mentioned instruments where analyzed and then triangulated to answer the main research question and sub-questions

- To what extent is CBA effective on pupils' motivation ?
    1- Do teachers use CBA ? and how effective is applying it to second year KZMS pupils ?
    2- To what extent can CBA improve pupils' motivation toward second year English courses at KZMS ?
    3- What are the problems that learners face in classroom that make them lose their motivation ?

4.2.1 Data obtained from the questionnaire :

The data obtained from the questionnaire were first calculated and tabulated in Excel spreadsheet. First, the results obtained from English teachers' questionnaire were converted into percentages(descreptive statistics) and then turned into figures usin Excel to confirm or disconfirm the problematic of this study :

Algeria has adopted a new educational system called: "the educational reform" characterized by using the Competency Based Approach.The new approach aims to enhance learners' competencies in order to use them in their real life. Moreover, it focuses on learning and pupils' activities rather than the teacher 's role.It also emphasizes each individual student's mastery of skills and subjects matter,it is considered a more flexible and effective learning model because of its ability to deliver truly personalized learning paths. In response to that our research proposes to investigate if teachers apply CBA within the Algerian middle school classrooms and, does it influence pupils' motivation to learn English as a foreign languge?

4.3.Results of English teachers' questionnaire

This section presents the results obtained from questionnaire administered to English Teachers in (two English teachers from MAMS)- (Five English teachers from ZBMMS)-(Three English teachers from DJBMS)-(Three English teachers from KZMS) results are discussed in relation to the main research problem for the present study.

4.4 .Presentation of the Results of English teachers's Questionnaire

The questionnaire was devided into two sections, the first one is devoted to gender , experience of the teacher and the implementation and use of CBA **,**to examine whether these elements effect the teaching and learning process of EFL. The percentage of each item are presented below for the total number .The second section (from the seventh question) is devoted to examine the characterestics of a motivated classroom under the implementation of CBA.

4.4.1.What is your gender?

	Number	Total number	percentage
Female	05	13	38.46%
Male	08	13	61.53%

Table 01: responses of MSET in terms of gender

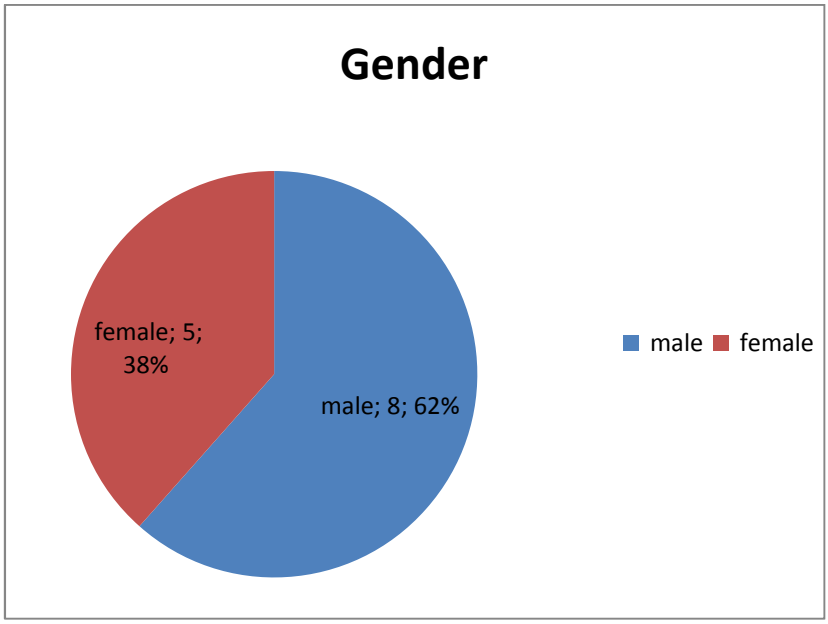


Figure 01 : **responses of MSET in terms of gender**

The first question seeks to take the participants' gender . We asked this question for the purpose of establishing gender equality between MSET and avoid a biased results The results grouped show that the majority of the participants 62% were males whereas 38% of them were females.

4.4.2.How longe have you been teaching ?

	Number	Total number	Percentage
Less than 16 years	07	13	53,84%
16 years	01	13	07 ,69%
More than 16 years	05	13	38.46%

Table02 : responses of MSET in terms of Experience

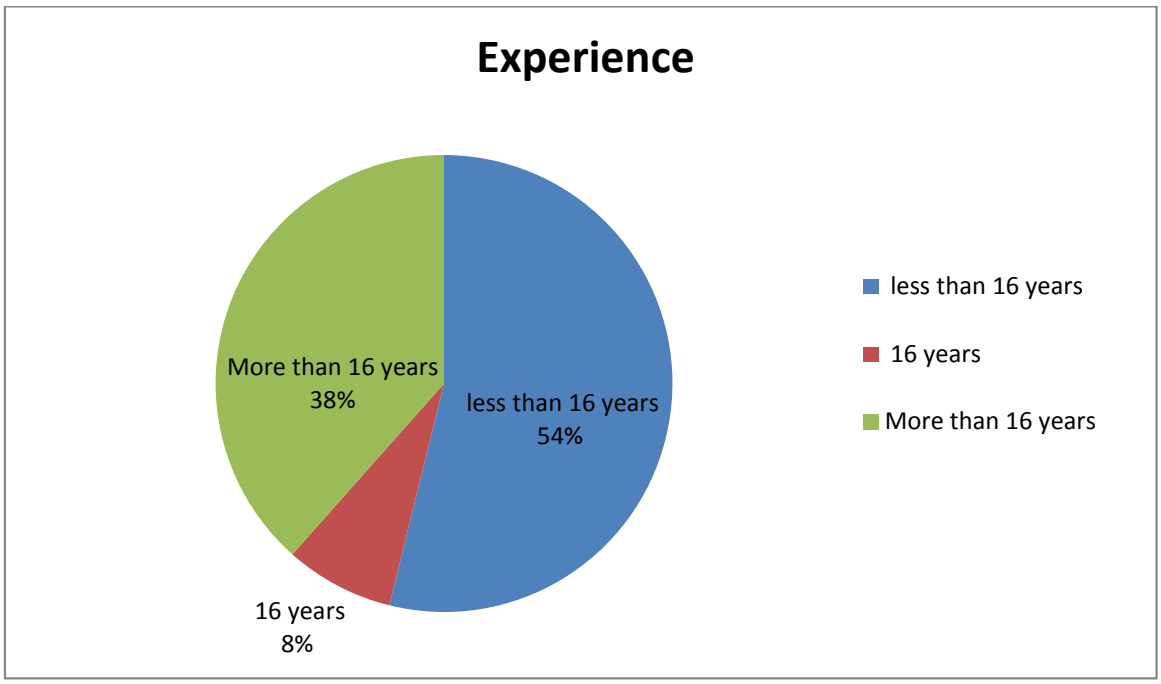


Figure02 : responses of MSET in terms of Experience

The second question seeks to take the participants' experience in the field of teaching ,relying on the establishment of CBA as an educational reform in Algeria in 2003. We asked this question for the purpose of evaluating today's MSET in Algeria.The results grouped show .First, that the majority of today's MSET 54% are keeping up pace with the new educational reform (CBA),However, 38% of today's MSET have more than 16years in the field .Also this showed that this category of today's MSET may take advantages of the traditonal pedagogies with the necessity of implementing CBA. Second,8% of the participants have 16 years of experience in the field of teaching which informs us that these teachers' experience matches exactly with the establishment of the new educational reform in Algeria .This category do not have difficulties in teaching because they are already aware of it in their pedagogical framing.

4.4.3.Do you know the Competency Based Approach?

	Number	Total Number	Percentage
Yes	13	13	100%
No	0	13	0%

Table03 : responses of MSET in terms of Their prior knowledge about CBA

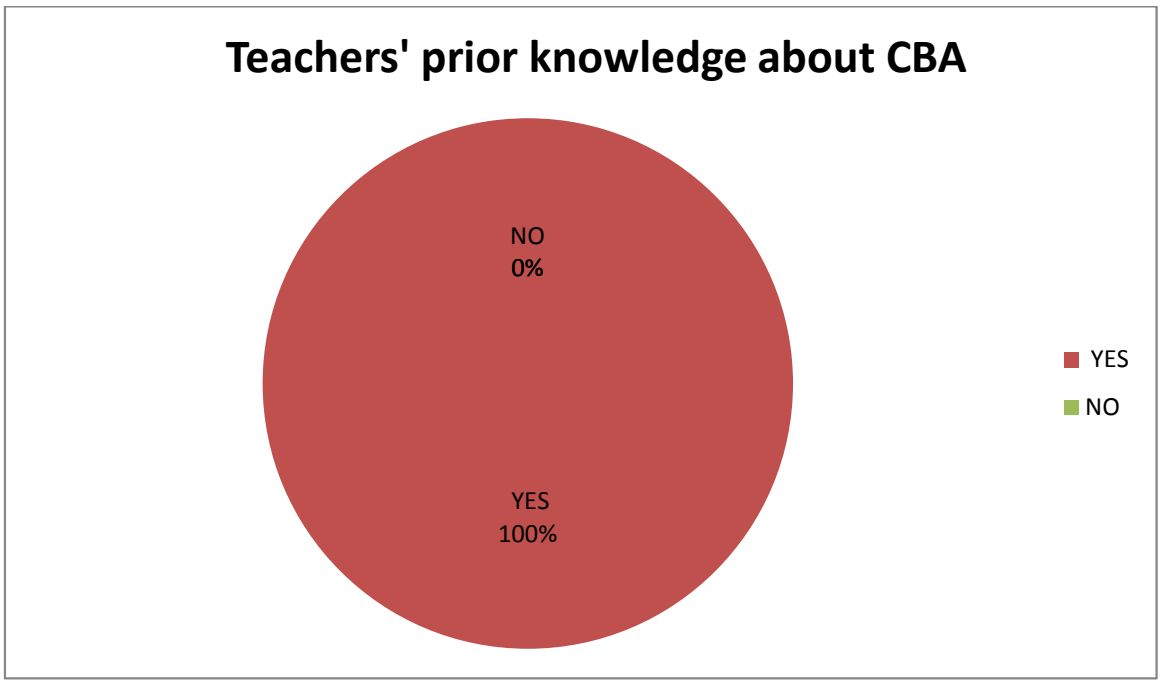


Figure03 : responses of MSET in terms of Their prior knowledge about CBA

The third question seeks to determine whether teachers are knwoledgable about CBA or not. 100% of the participants know what CBA is .The purpose of this question was to know the pedagogical framing of MSET.The results show that this can lead to a positive effect on the teaching process

4.4.4 If yes, are you using the Competency Based Approach in teaching?

	number	Total number	percentage
Yes	13	13	100%
No	0	13	0%

Table04 : responses of MSET in terms of Their implementation and their use of CBA.

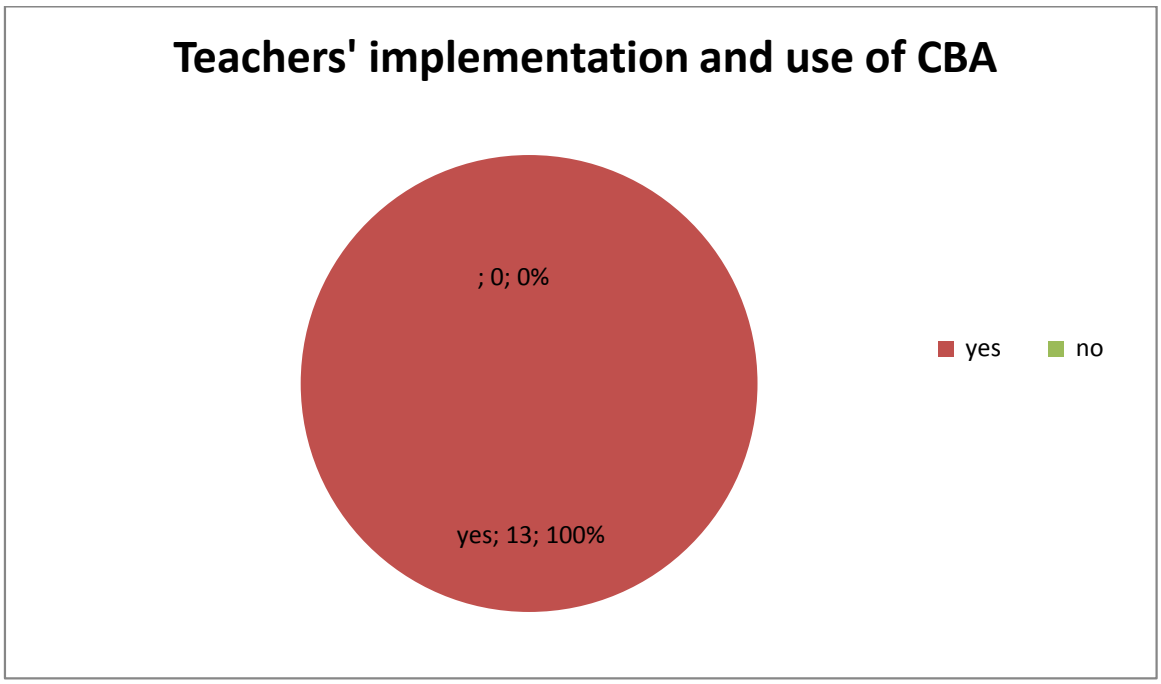


Figure04 : responses of MSET in terms of Their implementation and use of CBA

The fourth question seeks to know whether or not MSET implement CBA in the classroom.This question's main purpose serves on how the lessons are delivered to to middle school pupils of EFL .The results show that 100% of the participants 100% implement CBA in teaching EFL, this proves that the new educational reform is easily adapted and accepted by MSET.

4.4.5 To what extent do you think you are applying it in classroom ?

	Number	Total number	Percentage
100%	0	13	0%
Less than 50%	03	13	23.07%
More than 50%	10	13	76.29%

Table05 : responses of MSET in terms of their extent of applying CBA in clasroom

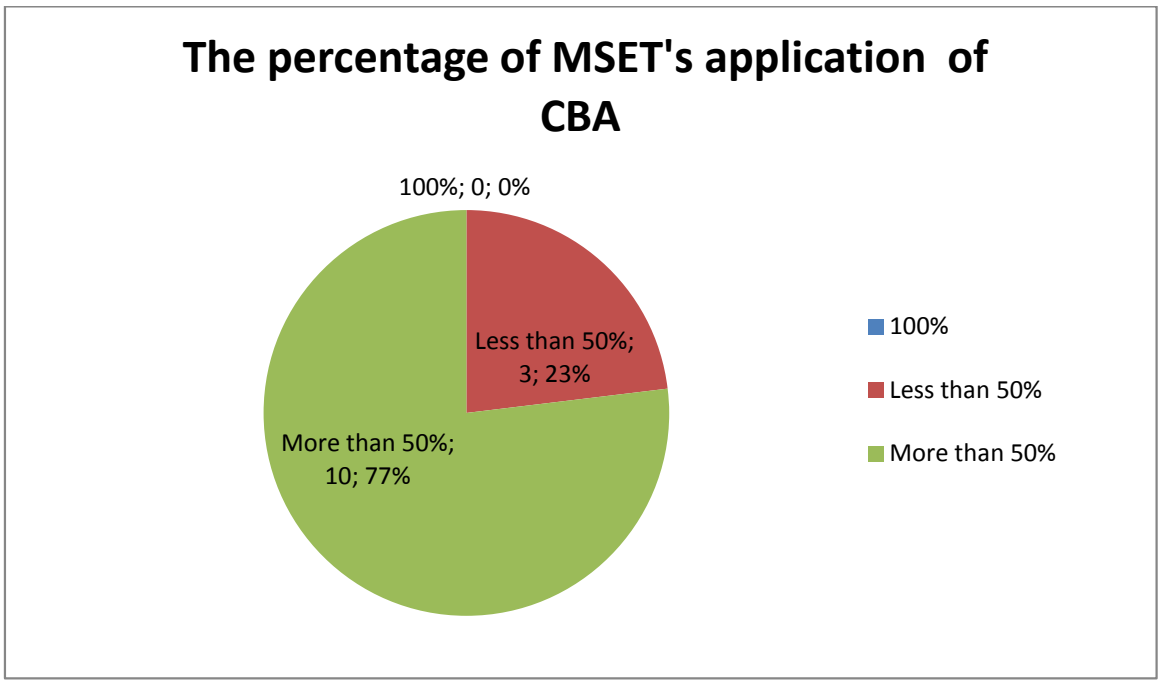


Figure05 : responses of MSET in terms of The percentage of their application of CBA

The fifth question is related to how much teachers use CBA in the classroom .The purpose of this question was to know to what extent CBA is adapted and used by MSET .The results show .First,that 0 % of the participants do not apply CBA 100% .Second, 77% of the participants apply CBA more than 50%, this demonstrates that CBA's positive outcomes are more than the negative outcomes, since only 23% of the participants use CBA less than 50%.

4.4.6 In which domain does CBA bring changes?

	Number	Total number	Percentage
The learner	03	13	23.07%
The teaching process	9	13	69.23%
The langnage	01	13	07.69
No changes	00	13	0%

Table06 : responses of MSET in terms of the different domains that CBA brings changes into

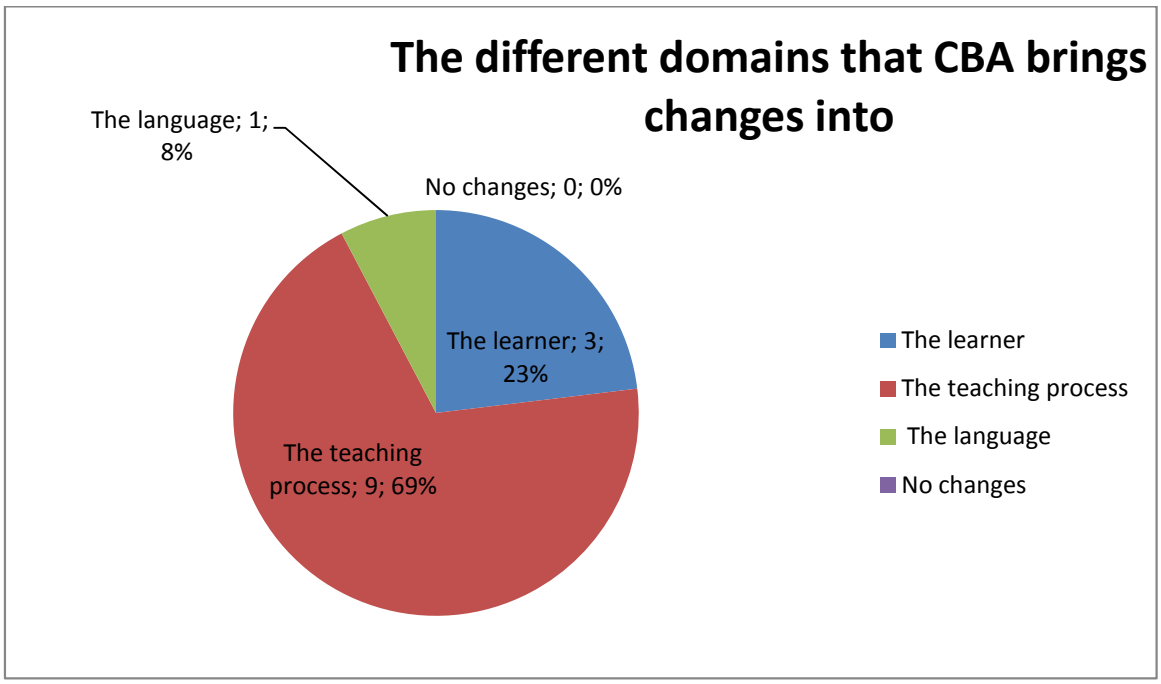


Figure06 : responses of MSET in terms of the different domains that CBA brings changes into

The sixth question examines the changes brought by CBA to the field of teaching EFL .We ask this question for the purpose of investigating the different areas that CBA Targetes and aims at bringing changes into.The results grouped present .First, that 69% of the participants agreed on the remarkable change brought by CBA.was in the teaching process. Second, 23% of the participants's answer was that CBA's changes target the learner ,that confirms the interest given to improve the learner's skill development .Third, less percentage (8%) was given to the changes brought to language.This means that without a good quality of a teaching process ,there in no change in terms of learner and language.

4.4.7 In which term does CBA effect the learner?

	Number	Total number	percentage
Fluency	0	13	0%
Accuracy	0	13	0%
Performance	03	13	23.07%
Motivation	10	13	76.92%

Table07 : responses of MSET in terms of the areas that CBA effect

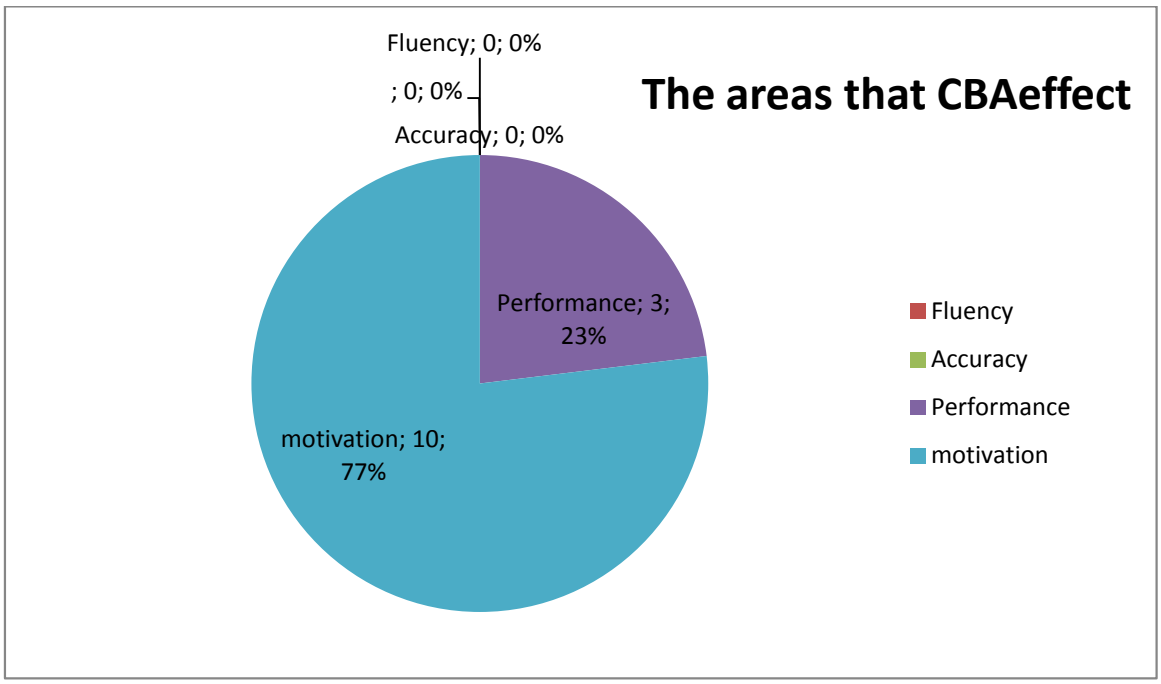


Figure07 : responses of MSET in terms of the areas that CBA

The seventh question intends to evaluate the participants' opinions about the areas that CBA effect, The purpose of this question is to investigate exactly which attitude does CBA effect the learner of EFL .The results grouped show.First, that 77% of the participants declare that motivation is the most learner's effected attitude By CBA, this shows the importance of motivation for the learning process .Second, 23% of the participants' answer was devoted to performance , this shows that a motivated learner results in a good learner's performance. Third ,0% of the participants respond that accuracy and fluency are not among the effected attitudes by CBA, this proves that CBA does not effects the language skills but the learner performance

4.4.8 The CBA as an educational reform was established to improve and facilitate the teaching process:

	Number	Total number	Percentage
Strongly Agree	03	13	23.07%
Agree	08	13	61.53%
Undecided	00	13	0%
Stongly disagree	00	13	0%
Disagree	02	13	15.38%

Table08: responses of MSET in terms of acceptance of establishing CBA

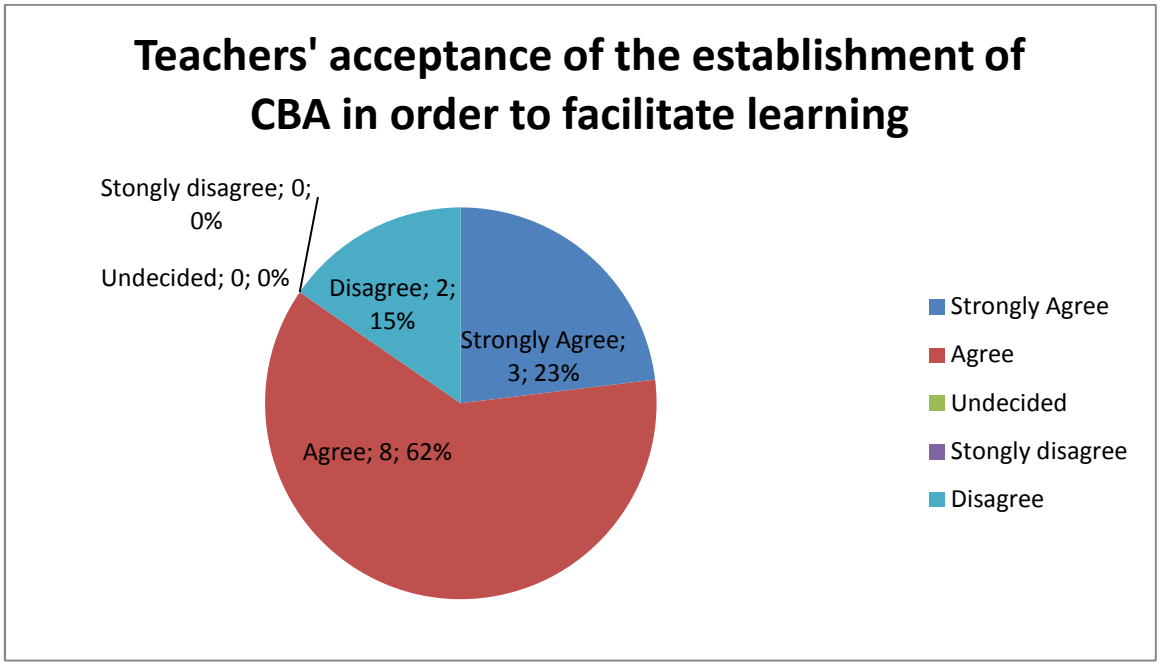


Figure08: responses of MSEN in terms of acceptance of establishing CBA

The eighth question intends to evaluate the participants' opinions about Teacher's acceptance of the establishmet of CBA in orer to facilitate learing .The purpose of this question is to know to what extent teachers accept CBA as a new educationl reform, in order to facilitate the learning process.The results grouped show, First, 62% of the participants agreed that the establishment of CBA facilitate the learning process , this confirm that the establishment of CBA facilitate the teaching process . Second, 23% of the participants strongly agreed that CBA is an appropriate approach for improving the learning process, this confirms that the establishment of CBA indeed facilitate the learning process. Third, 15% of the participants disagreed about the previous mentioned issue, this prove that even though there is a gap which CBA couldn't fill , this gap can be tackled by future studies.Third, 0% of undecided and strongly disagree about the issue presented above, this show there is uncertitude about the establishment of CBA to facilitate learning .

4.4.9 Does the application of CBA within the classroom help in motivating pupils?

	Numbers	Total number	Percentage
Yes	10	13	76.92%
No	03	13	23.07%

Table 08: responses of MSET in terms of whether the application of CBA help in motivating pupils

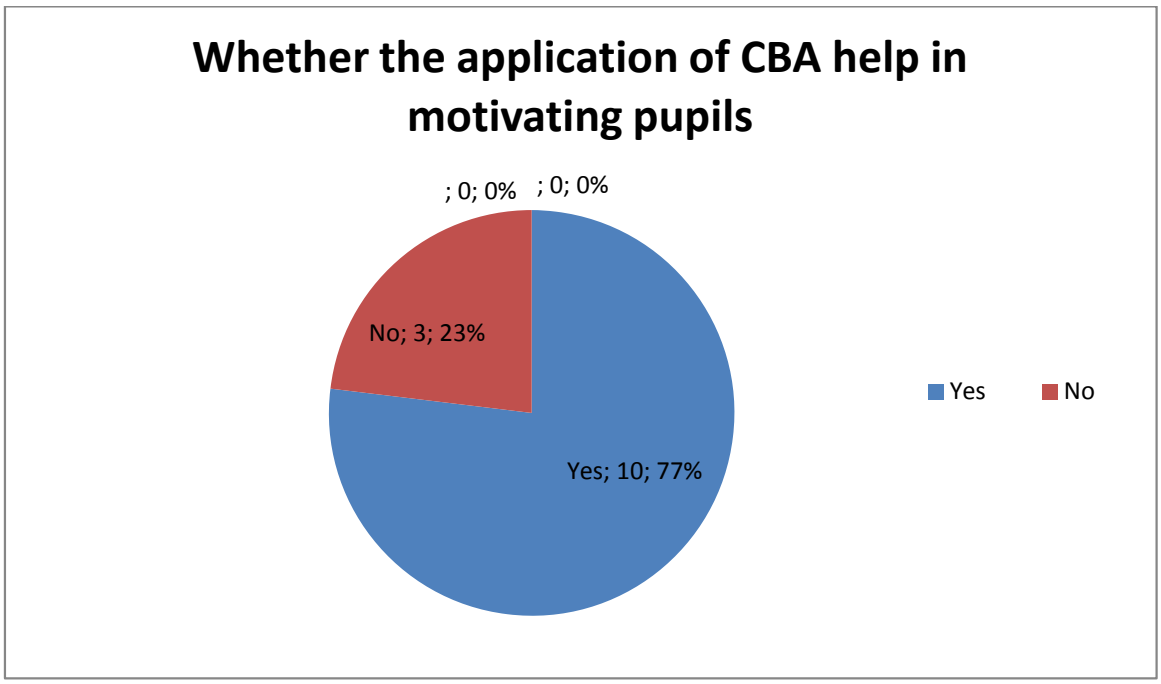


Figure09: responses to MSET in terms of whether the application of CBA helps in motivating pupils

The ninth question seeks to answer the participant's views about whether the application of CBA helps in motivating students or not. The purpose of this question is to have an overview about if CBA is an motivational approach or not.The results grouped showed that.First, the majority of the participants (77%) are with approving of CBA as a motivational approach.This proves that MSET analyzed learner's performance attitudes which proves that learners are well motivated.Second, 23% of the participants do not support the issue presented above , this shows MSET think that there are external factors that prevents the learners to be motivated

4.4.10 If yes how do you know that your pupils are motivated?

	Number	**Total number**	**Percentage**
They pay attention	02	13	15.38%
They begin working on tasks immediately	02	13	15.38%
They ask questions	03	13	23.08%
They give volunteer answers	04	13	30.77%
They appear to be happy and eager to learn	02	13	15.38%

Table10: responses of MSET in terms of how they know that pupils are motivated

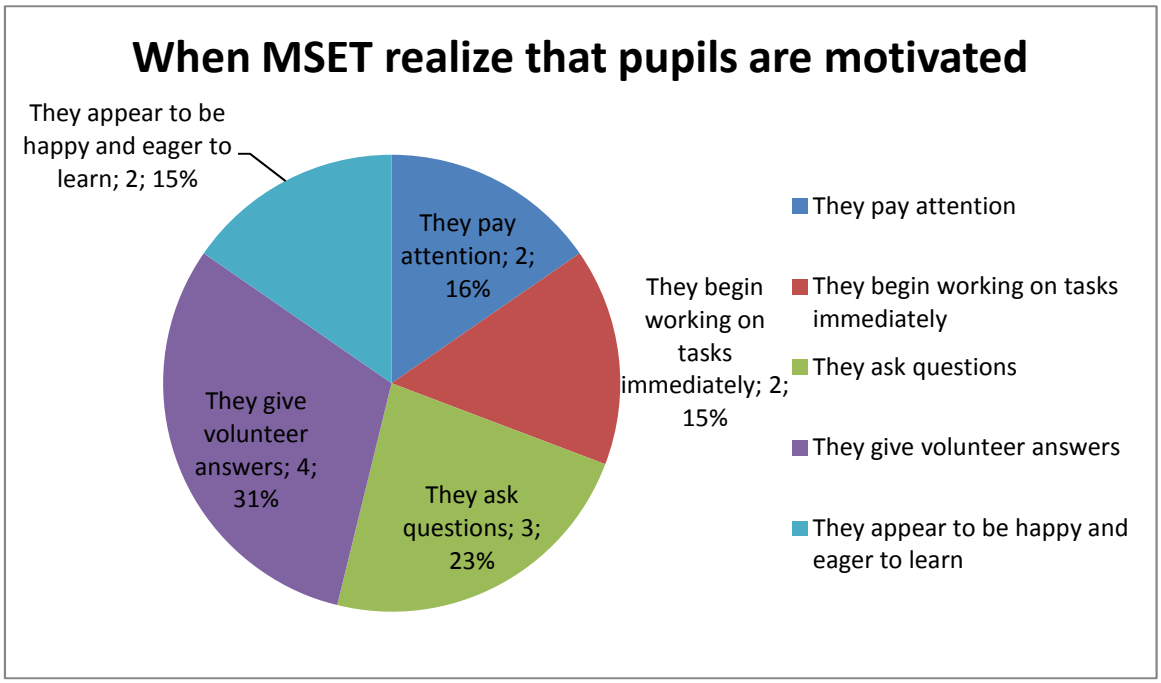


Figure10 : responses of MSET in terms of how they know that pupils are motivated

The tenth question was created to know how MSET realize that pupils are motivated through analyzing learner's performance in class .The purpose of this question is to investigate performance in different aspects that prove pupils' motivation.The results grouped show that .First 31% of participants consider that giving volunteer answers by the learners is the most notable performance's aspect that prove that learners are motivated.Second, 23% of the participants consider that aking questions during the lesson is less notable performance's aspect that prove that learners are motivated.Third, 16% of the participants consider that paying attention shows that learners are motivated .Fourth, 15% of the participants consider that working immediately on tasks shows that learners are motivated .Fifth, 15% of the participants consider that when the learner appear to be happy and eager to learn this means that he/ she is motivated.

4.4.11 Which technique do you think is the most effective when it comes to pupils' motivation?

	Number	Total number	Percentage
By using visual aids	5	13	38.46%
By working in groups	06	13	46.15%
By using teacher centered-oriented	00	13	0%
By using learner centered-oriented	02	13	15.38%

Table11: responses of MSET in terms of the most effective technique which motivate pupils

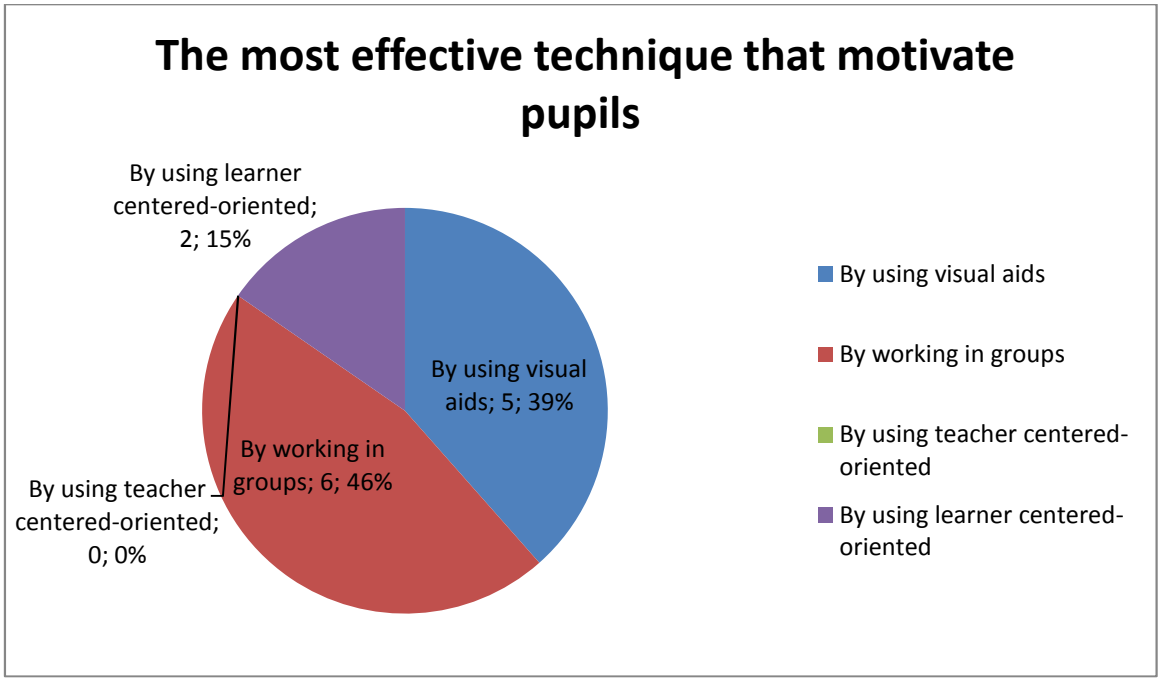


Figure 11 reponses of MSET in terms of the most effective technique that motivate pupils

The eleventh question seeks to examine the most effective technique that motivate pupils.The purpose of this question is to extract the most effective motivational technique .The results grouped show that .First, 46% of the participants adopte collaborative learning as the most effective technique that motivates pupils, this proves that the more the teacher is knowledgeable about the types of intelligences of learners the more CBA is implemented.Second, 39% of the participants use visual aids as a motivational strategy, this proves that the use of audio-visual aids attract learners' attention which drive them to be motivated .Third, 15% of the participants use learner

centerd-oriented as a motivational method, this proves that the socio-constructive cognitive abilities of the learners permit them to be motivated. Fourth, 0% of the participants use teacher-centered oriented,this proves that there is no longer learning that is based just on the teacher and make the learner passive who relies only on pereptive knowledge from the teacher

4.4.12 As a teacher how can you motivate pupils for effective learning

	Number	Totale number	Percentage
Encourage pupils	05	13	38.46%
Get them involved	03	13	23.07%
Offer incentive	00	13	0%
Draw connections to real life situations	05	13	38.46%

Table12:responses of MSET in terms of how can the teacher motivate pupils for effective learning

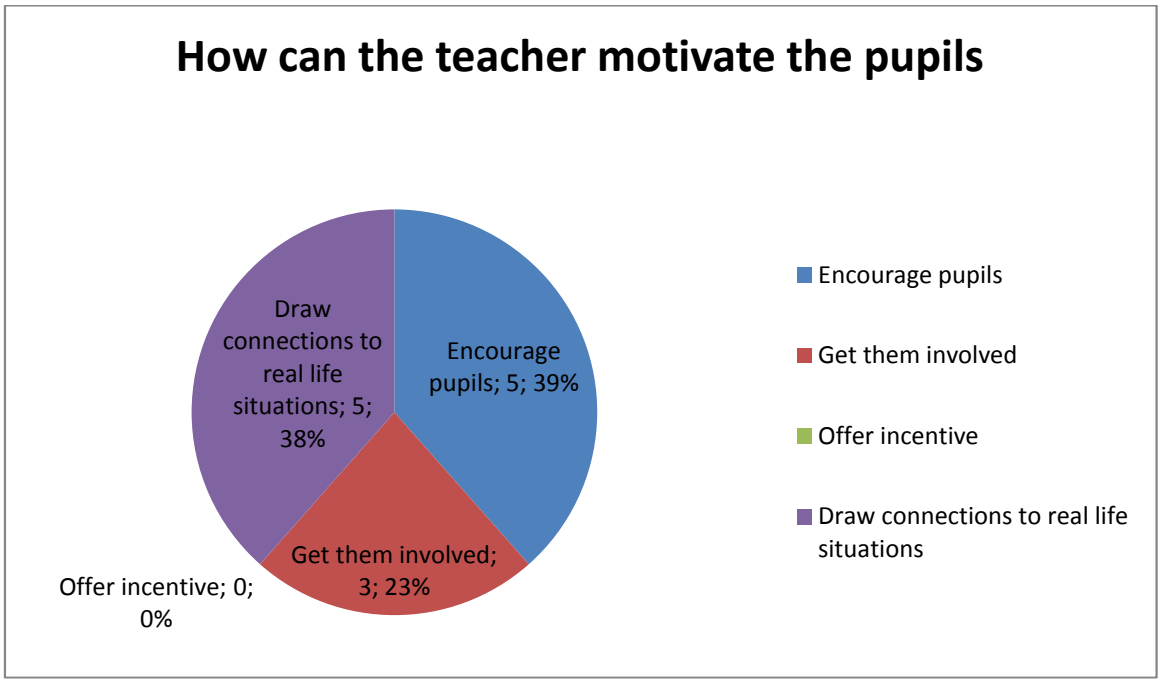


Figure12 :responses of MSET in terms of how they can motivate pupils

The twelvth question seeks to know how MSET motivate pupils.The purpose of this question is how the teacher facilitates the learning process of the pupils.The results show.First, 39% of the participants encourage pupils to facilitate the learning process,

this proves that teacher are aware of the fat that more pupils make interactions with their teacher,the more the learning process is less difficult. Second, 38% of participants draw attention to real life situations to make them interested in the lesson .Third, 23% of the participants get the learners involved.Fourth, 0% of the participants offer incentive .

4.4.13 What strategies do you think are the most important when it comes to motivating pupils and facilitating their self-motivation

	Number	Total number	Percentage
Promote growth mindset over fixed mindset	02	13	15.38%
Develop meaningful and respectful deep relationship with pupils	05	13	38.46%
Grow a community of learners in your classroom	04	13	30.76%
Establish high expectations and goals to reach at the end of the lesson	02	13	15.38%

Table 13 : responses of MSET in terms of what strategies teachers find it most important in motivating pupils and facilitating the learning process

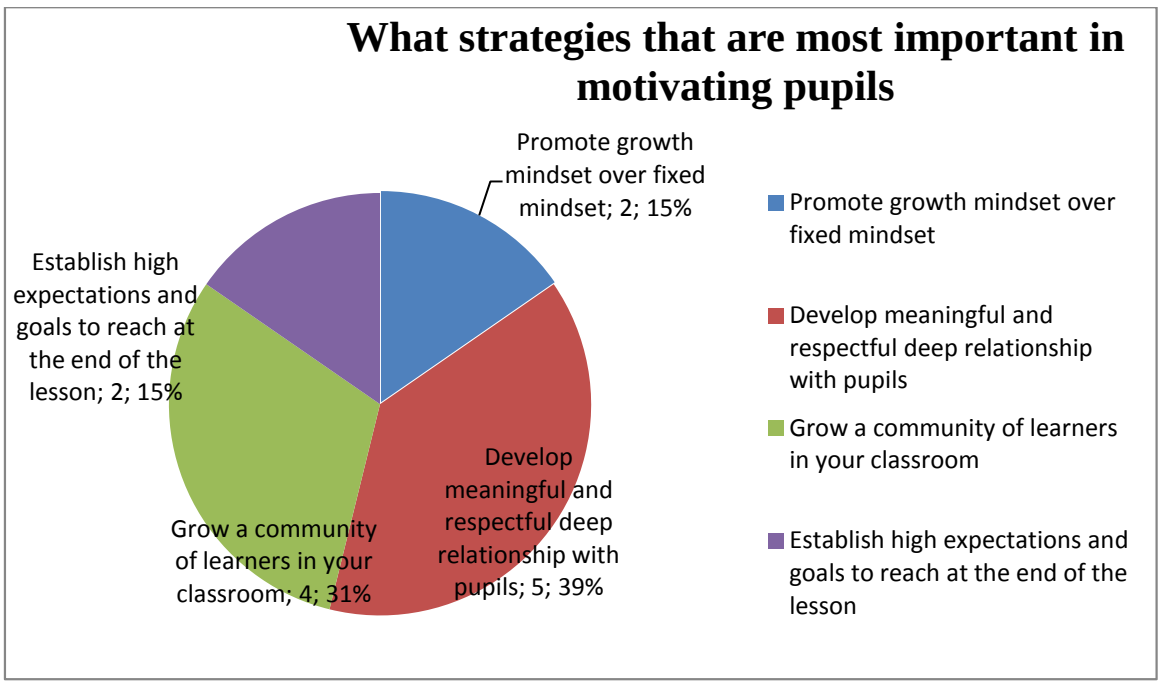


Figure13 responses of MSET in terms of what strategies that teachers find it important in motivating pupils and facilitating the learning process

The thirteenth question seeks to know what strategies are used by teachers for both motivating pupils and facilitating the learning process .The purpose of this question is to figure out the common strategy that both motivating pupils and facilitating the learning process have.The results grouped show .first, 39% of the participants 's were about developing meaningfuland respectful deep relationship with learners, this proves that motivation associated with behaviour and emotion.Second, 31% of participants' answers were about growing a community of learners in classroom.This shows that when learning, the teacher's aim is to make his learners depend on themselves in a social context, rather than depending on the teacher.This strategy helps improving the learning process in determining the type of motivation or learning style each learner has.When the learner knows more about himself when interacting with others, he/she would be motivated .Third, 15% of participants went for promoting growth mindset, over fixed mindest, and 15% of participants as well went for establishing high expectations and goals to reach at the end of the classroom..Both showst that, Unless, the learning process doesn't fulfill its aim, that is promoting growth mindest over fixed mindset, the expectations and goals to reach at the end would automatically fail, Thus, choosing a strategy that is motivational is very important for both the learning process and reaching the expected goals at the end.

4.4.14 As a teacher, before you begin your class what kind of questions do you ask your self to make sure that your pupils are going to be motivated during the lesson?

	Number	Total number	Percentage
Do I acknowledge little efforts and not final outcomes	01	13	7.69%
Do I encourage challenging questions and appreciate efforts	09	13	69.23%
Do I reflect on what happened today	03	13	23.07%
Is this the end of this challeng	0	13	0%

Table 14: responses of MSET in terms of what questions that they ask to themselves before begin the class to ensure that pupils are going to be motivated during the lesson

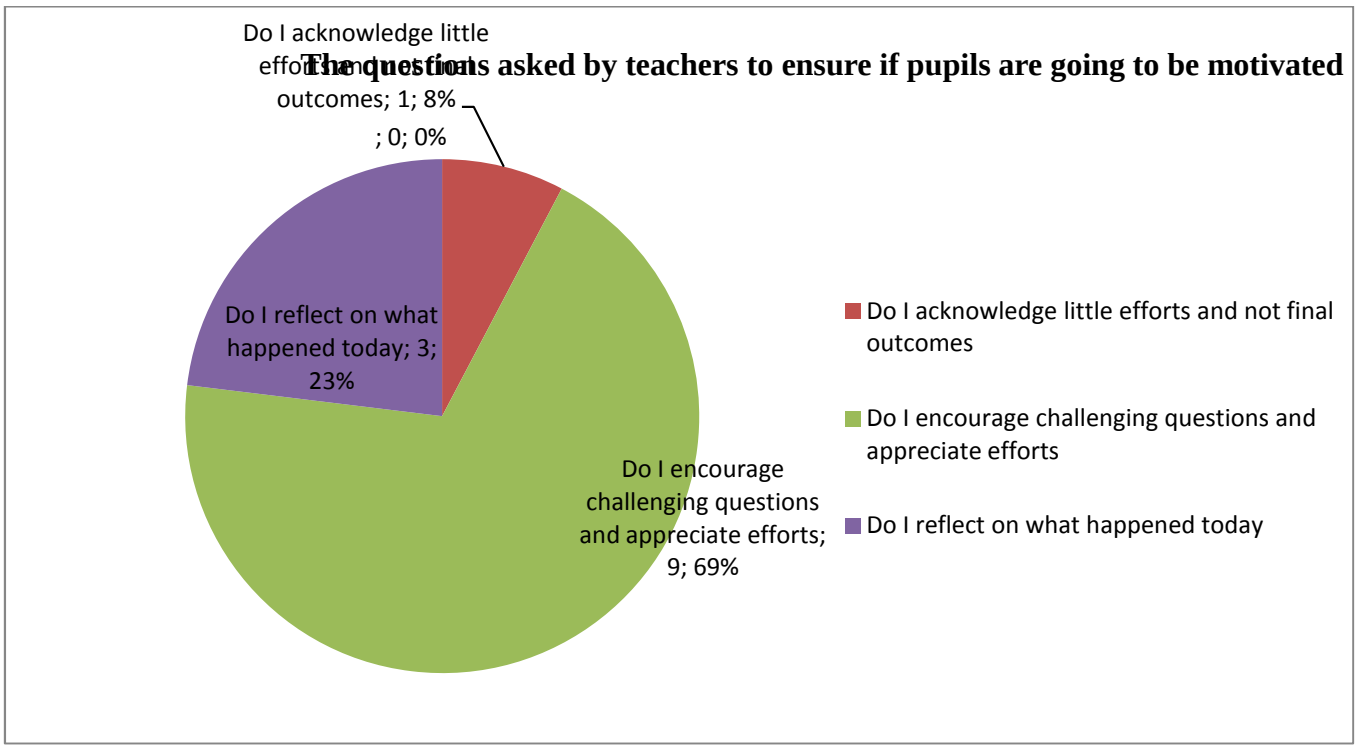


Figure14: responses of MSET in terms of questions that ensure pupils motivation before the beginning of the class

The fourteenth question seeks to examine the responses of MSET in terms of questions that ensure pupils motivation before the beginning of class.The purpose of this question is, before starting the class, the teacher has to be prepared about how he is going to asses his class to make sure that his students are motivated and for this reasons, he has to set a set of questions.The results grouped show.First,69% of participants'responses were with encouraging challenging questions and appreciating efforts.This shows that when the learner finds challenging or difficult questions, the teacher here intervenes and shows them that he appreciates their efforts even if the answers are wrong or half right.This make them feel confident and active in class.Second, 23% of participants were with reflecting to what happened during the session after the lesson is done.Third, 8% of participants were with acknowledging little efforts and not final outcomes.This means that, when the teacher wants to ensure that his learners stays motivated during the lesson, he's going to acknowledge every little efforts made by the learners evenf if it's little to motivated them and make them engage during the lesson.Fourth, 0% of participants concering the questioning whether it's the end of the challenge or not.

4.4.15 What types of learners do you mostly have in your classroom?

	Numbers	Total number	Percentage
Intrensic	06	13	46.15%
Extrensic	07	13	53.4%

Table 15: responses of MSET in terms of types of the motivation of lerner

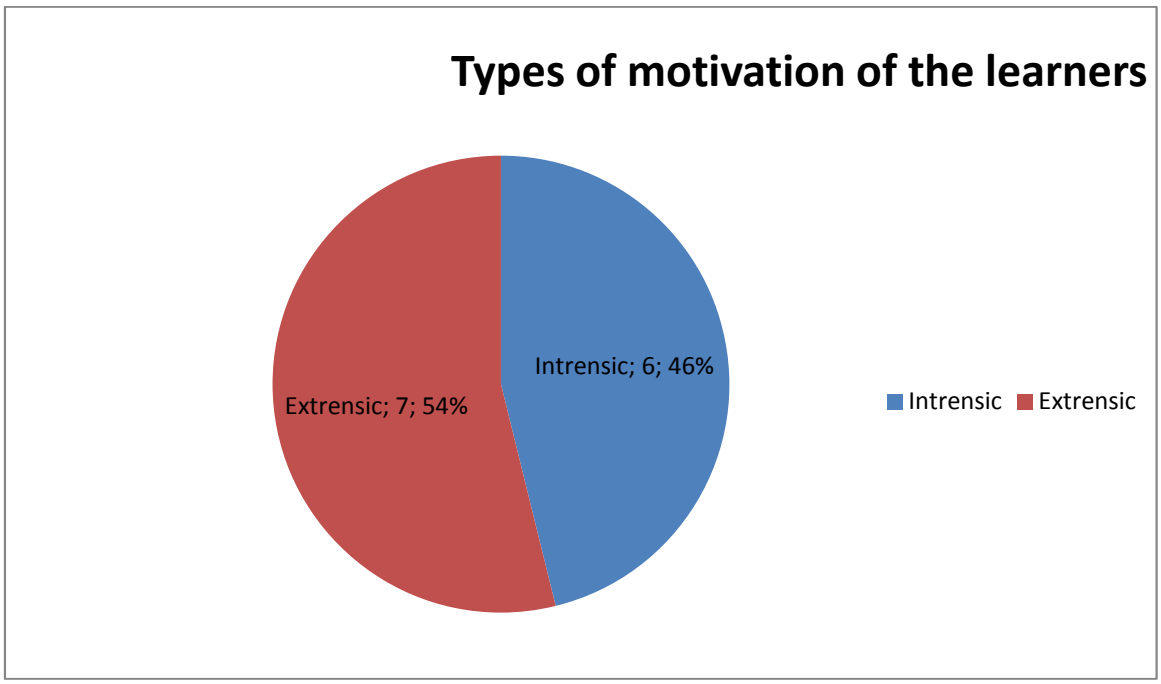


Figure15 : responses of MSET in terms of the types of motivation of learners

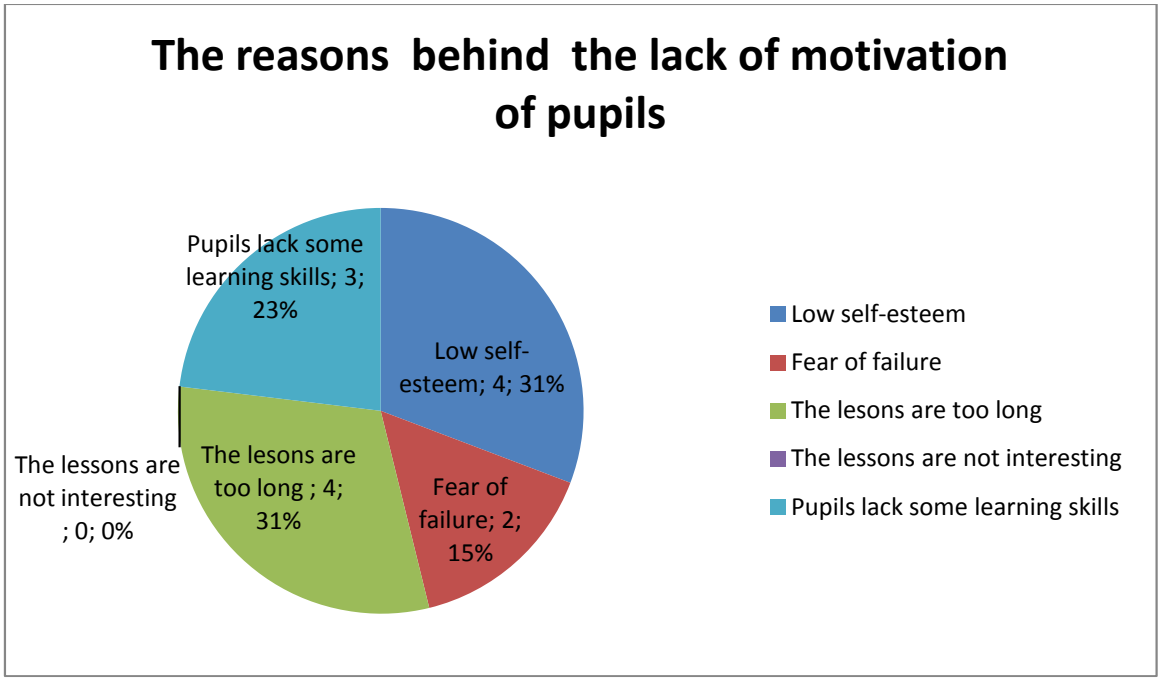
The fifteenth question seeks to know the types of motivation of learners.The purpose of this question is to distinguish between the two types of motivation of learners (Intrinsic and Extrinsic) according to SDT .The results grouped show.First that 54% of participants have extrinsic learners.In other words, the learners are motivated through external factors, which means unless the teacher helps with motivating them during the lesson, extrinsic learners cannot help but feel less motivated and lacking in some aspects.Second, 46% of participants have intrinsic.Intrinsic learners have the ability to create motivation internally.They are able to motivate themselves by themselves.Again, self-determination occurs when the learners are involved in the learning process.

4.4.16 Why pupils lack motivation ?

	Numbers	Total number	Percentage
Low self-esteem	4	13	30.76%
Fear of failure	2	13	15.38%
The lesons are too long	4	13	30.76%
The lessons are not interesting	0	13	0%
Pupils lack some	3	13	23.07%

learning skills			
The teacher lack some teaching skills	0	13	0%

Table 16: responses of MSET in terms of the reason behind the lack of motivation for pupils



.Figure16 responses of MSET in terms of the reasons behind the lack of motivation for pupils

The sixteenth question evaluates the reasons why pupils lack motivation.The purpose of this question is to analyze the reasons why pupils lack motivation.The results grouped show.First , 31% of participants agreed that pupils lack motivation because the lessons are too long.This shows, that learners don't enjoy lessons that are long even if the they are simple and easy to undertand, this is why they lose their motivation, besides, long lessons are not effective.Second, 31% of participants agreed that pupils lack motivation because they have low self-esteem.This shows that pupils who feel bad about themseve cannot perform well in class and their motivation will automatically decrease because no matter what they do, they would always think that they are not good enough .Third, 25 % of participants agreed that some learners lack some learning skills.This means that when a learner feels lacking in some skills, he/she would feel weak and his/her self-esteem and self-confidene decreas, thus the motivation will decrease .Fourth, 15% of the participants think that one the reasons why some learner lack motivation is beause they fear failure.In other words, the

learner's fear of failing and being a bad example to his peers.Besides, he/she constantly thinking about failing and this make him/her feel less motivated.Fifth, 0% of participants think that lessons are not interesting.

4.5.1 Data obtained from KZMS experiment's on second year pupils

The data obtained from KZMS experiment's on second year pupils was first analyzed the CBA lesson plan then examined how the implementation of a CBA lesson plan effect pupils' motivation to confirm or disconfirm the research's problematic .

The experiment was conducted on one group of second year KZMS that is randomly chosen , The group is composed of 41 pupils (27 girls and 14 boys)

4.5.2Results obtained from KZMS experiment's on second year pupils

This section presents the results obtained from KZMS experiment's on second year pupils and are discussed in relation to the main research problem for the present study.

4.5.3 Presentation of the Results of KZMS experiment's on second year pupils

The experiment conducted on KZMS second year pupils was divided into two sections . The first section was devoted to analyze a CBA lesson plan .The second section was assigned to disccuss how the implementation of the lesson plan effects pupils' motivation .

4.5.3.1 The analysis of CBA lesson plan experiment

A CBA lesson plan is the instructor's road map of what pupils need to learn and how it will be done effectively during the class time .Then, the teacher can design appropriate learning activities and develop strategies to obtain feedback on pupils learning .Having a carefully constructed lesson plan allows the teacher to enter the classroom with more confidence and maximizes his/her chance of having a meagningful learning experience with pupils.A succsseful CBA lesson plan addresses and integrates three key components .First,learning objectives.Second,learning activities .Third,Assesment to check for student understanding.A CBA lesson plan provides the teacher with a general outline of his/her teaching objectives, and means to accomplish them. A productive CBA lesson plan is not one in which every thing goes exactly as planned, but one in which both pupils and instructor learn from each other.

4.5..3.1.1 CBA Lesson plan's learning objectives

Learning objectives are no different than goals, because they serve four main purposes.First,to establish the desired result.Second, to describe the purpose of an activity (or intervention).Third,to identify the methodology to be used to get there .Fourth,to determine how success will be measured **.**

4.5.3.1.2 The sequence

4.5.3.1.3 The lesson

4.5.3.1.4 The fram work

4.5.3.1.5 Targeted competencies and targeted structure

Enable the staff of an organization to have a clear understanding of the behaviours to be established organizational results .They provide the teacher with an indecation of the behaviours and actions that will be valued, recognized and rewarded.

4.5.3.1.6 Domain

In which the targeted competencies and the targeted structure are achieved .It can be oral or written.

4.5.3.1.7 Materials

4.5.3.1.8 Core values

Inserting the moral values in the lesson plan is important to be taught to the pupils, because moral values have an impact on the pupils' achievement and behaviour.The principles that education should lead to the development of the whole pupils-intelectually, personally and socially that all learners need to develop in order to engage in deeper learning –learning that encourages learners to look at things from different perspectives to see the relationship between their learning in different subjects and to make connections to their previous learning and to their own experience.

4.5.3.1.9 Warming-up stage

Starting with a warming up activity is important for a number of reasons. Pupils need a chance to settle down into the class and get their minds –focused on the lesson ahead.Delving straight into difficult subject matter isn't going to help them in the least bit.This is a great idea for many reasons. Pupils will have an idea of what to expect and the topic can be easily introduced to them**.**

4.5.3.1.10 Pres-listening stage

Pre-listening stage aims at helping pupils develop receptive skills, activating pupils' schemata or background knowledge of the topic through picture, exploration, elicitation… etc.The pre-listening stage help pupils to be prepared for what they are going to learn and this gives them a greater chance of success in any given task.Pre-listening tasks can help the teachers to find out about what pupils already know about the topic.Listening materials can come in different ways, according to ,First, their authenticity .Second, their level .Third their purpose.

4.5.3.1.11. While listening stage

During listening tasks are a series of activities that a learner does while listening to a passage in order to show their understanding of what was heard of. A well-designed activities can help pupils to identify what's important in a passage,perceive the text structure , keep themselves concentrated throughout the passage.

4.5.3.1.12 .Post/ After listening stage

Consists of tasks which their main aim is to help pupils reflect on the listening experience.These activities are carried out after teachers have carried out. Pre-listening and while listeningactivities .

4.5.3.2. The discussion of results obtained from the implementation of the CBA lesson plan in KZMS experiment

The experiment conducted on KZMS second year pupils is going to be discussed in this section. First by setting the characteristics of the sampeled KZMS second year group .Second by discussing the main observations that the researchers interprete.

4.5.3.2.1 The charcterestics of the sampled second year group of KZMS

The experiment was conducted on one group of second year KZMS that is randomly chosen . The group is composed of 41 pupils (27 girls and 14 boys) . The researchers attended three sessions for the same second year group of KZMS, for an effective implementation of the CBA plan.

4.5.3.2.2 The Discussion of the main observations obtained

The observations obtained from the sampeled KZMS second year group were build in terms of learner's performance and interactions in learning EFL and the teaching process through implementing the CBA lesson plan .

4.5.3.2.2.1. The performance and the interactions of the sampled KZMS second year group

4.5.3.2.2.1.1. Performance

First, the researchers observed that more than 50% of pupils were engaged and participated in the classroom, 27 girls were more active than 14 boys. Second, a well performance of the sampled KZMS second year group being observed was when pupils constructed their knowledge through collective work and when they were reinforced by the teacher .This proves that CBA indeed is a socio-cogni-constructivist approach that focuses on facilitating the learning process .

4.5.3.2.2.1.1.2 .interactions

First,the researchers observed that the more the teacher encourages pupils, gets them involved in classroom and draws connection to real life situations the more pupils make interactions with teacher and appear to be happy and eager to learn. Second, the researchers note that when the teacher code switches from English to Arabic language when he/she explained difficult words or repeated them when they were wrongly pronounced by the pupils .Things will be easier to be grasped, this proves that the teacher's attitudes help in defining learners' interactions .

4.5.3.2.2.3. The teaching process through implementing the CBA lesson plan :

The researchers firstly, observed that along the experiment the teacher's role confined between being essessor, tutor and observer, and the learner is a knowledge builder ,this proves that CBA relies on the socio-cogni-constructivist learner's skills to decreases the reliance on the teacher.Secondly, the teacher's awareness about the types of learners he/she has in the classroom helps in diversifiying the motivational teaching techniques for better results, this proves that to obtain a successful and effective teaching process both the teacher's method of teaching EFL and the learner's performance are interdependent .

4.5.3.2.2.4 Conclusion of the Fourth chapter

The researcher's findings of the study of investigating the impact of CBA on pupils' motivation by the use of two instruments : questionnaire devoted to (KZMS) (MAMS) (ZBMMS) (DJBMS) second year English teachers and an experiment conducted on a sampled second year group in KZMS in order to answer the two research sub-question of the study :

- To what extent can CBA improve pupils' motivation towards second year middle school English courses ?
- What are the problems that learners face in the classroom that make them lose their motivation?

Concluded that :

The findings mentioned above answered the first question of the research study about the impact of CBA on pupils' motivation .Through the implementation of the CBA lesson plan which was effective in facilitating teaching and the learning processes and hence, improving toward second year English courses in terms of:

- Paying attention
- Getting involved in class
- Appearing to be happy and eager to learn

Second, by the use of the two previous mentioned research tools (questionnaire and experiment) , researchers figured out a variety of reasons that lead second year middle school pupils to lose their motivation namely:

- Pupils have a low self-esteem.
- Pupils find the second year English courses too long .
- Pupils lack some learning skills .

The findings mentioned above answered the second question of the research study about the impact of CBA on pupils' motivation.

At the end. The results obtained from both the questionnaire and the experiment confirm that the establishement of CBA has a positive and effective impact on pupils' motivation and answered the main research problem.

CHAPTER FIVE

GENERAL CONCLUSION

GENERAL CONCLUSION

Teaching is the art and science of helping others to grow in their knowledge and understanding . But more than that, teaching is one of the most important tasks, for the teachers are the ones who are responsible for providing the learners with the necessary knowledge that can be used in everyday basic tasks . Also, Teachers must provide the learners with the appropriate environment, to enhance and improve both their performance and learning skills in class. Therefore ,Algeria has adopted a new educational system known as “the educational reform” in 2003.It is characterized by using the Competency Based Approach .The new approach aims to enhance learners' competencies in order to use them in their real life. Moreover, it focuses on learning and pupils' activities rather than the teacher's .It also emphasizes on each individual student’s mastery of skills and subjects matter, it is considered a more flexible and effective learning model because of its ability to deliver personalized learning paths .In addition to that, CBA’s main concern is learners’ motivation in classroom and how they can be motivated, by taking into consideration the leaners’ different abilities, skills and their final results, as how competent they are outside the classroom.

Our current research seeks to go through the CBA Approach and its major components (sociocogni -constructivim).The researchers’ aim is to investigate to what extent the Competency Based Approach is applied in second year Kamel Zemirline middle school classrooms and its influence on motivating pupils in learning English as a foreign language. This study aims at explorring the most effective techniques that put CBA into practice by the teacher.

To achieve the research goals and answer the main research questions, this study carried out an experimental design through which the researchers implemented the Competency Based Approach in teaching English to second year Kamel Zemirline middle school. This study seeks to examine whether CBA improves(or not) students ‘motivation towards learning English. This method is applied on second year students where a group of 41 pupils is chosen to test the effectiveness of CBA and study the results obtained from the experiment.

To show that the assumption made in this study is built on solid ground and to accomplish the research aims, a questionnaire for middle school teachers was designed to know their views about the application of the Competency-Based Approach as a new Algerian one in teaching English

The results grouped and analyzed through the aforementiond instruments, revealed that there was an actual use of Competency Based Approach and that there was a positive impact of CBA on pupils’ motivation in terms of learners performance in learning EFL. Thus , we concluded that CBA facilitates the teaching and the

learning process and it is a motivational pedagogy .Also , this study figured out a variety of reasons that lead second year pupils to lose their motivation such as : Having a low self-esteem ,finding the second year English courses too long and the lack of some learning skills .

RECOMMENDATIONS FOR FURTHER RESEARCHES

- Our research was made so that other researchers, when conducting their studies can benefit from it and take into consideration the shared knowledge that these studies have in common
- Our study hopes that this research can be useful for Middle school English teachers when it comes to CBA and its impact on pupils.
- Even though, our research focuses only the the good and positive aspect on CBA, it would be better if other future studies would focus more on the negative aspect of CBA, for it is improrant to look at it from both sides so that there would not be gap where the researcher questions if the results achieved are enough to reach a final conclusion about the goal of the study.

Appendix A

Middle English English Teachers' questionnaire

An investigation on the impact of tha Competency Based Appraoch (CBA) on pupils' motivation

Yahia Fares Medea University

Middle school English teachers' questionnaire

Deare teachers :

We would be highly grateful if you could clearly answer the following questions on the impact of the Competency Based Approach on pupils' motivation. Your answers will be helpful for the research project we are investigating.Be sure that any information you will supply us within this questionnaire will remain strictly anonymous.

Tick your answers

1-What is your gender ?

- Male.
- Female.

2-How long have you been teaching ?

- Less than 16 years .
- 16 years.
- More than 16 years.

3-Do you know the Competency Based Approach ?

- Yes.
- No.

4-If yes, are you using the Competency Based Approach in teaching ?

- Yes.
- No.

5-To what extent do you think you are applying it in

- Less than 50%
- Mort han 50%

6-Does it bring changes to :

- The learner.
- The teaching process.
- The language.
- No changes.

7- Does it effect the learner in terms of :

- Fluency.
- Accuracy.
- Performance.
- Motivation.

8-The CBA as an educational reform was established to improve and facilitate the teaching process :

- Strongly Agree .
- Agree.
- Undecided.
- Strongly disagree.
- Disagree.

9-Applying CBA withing the classroom helps in motivating your pupils :

- Yes
- No

10-If yes ,how do you know that your pupils are motivated ?

- They pay attention .
- They beging working on tasks immediately.
- They ask questions .
- They give volunteer answers .
- They appear to be happy and eager to learn .

11-which technique do you think is the most effective when it comes to pupils' motivation?

- By using visual aids.
- By working in groups.
- By using teacher centered-oriented.
- By using learner centered-oriented.

12-As a teacher,how can you motivate your pupils for effective learning ?

- Encourage pupils.
- Get them involved in classroom.
- Offer incentive.
- Draw connections to real life situations.

13-What strategies do you think are the most important,when it comes to motivating pupils and facilitate their self-motivation ?

- Promote growth mindest over fixed mindset
- Develop meaningful and respectful deep relationship with your pupils
- Grow a community of learners in your clasroom
- Establish high expectations and goals to reach at the end of the classroom

14-As a teacher before you begin your class what kind of questions do you ask your self to make sure that your pupils are going to be motivated during the lesson ?

- Do i acknowledge little efforts and not final outcomes ?
- Do i encourage challenging questions and appreciate efforts ?
- Do i reflect on what happened today ?
- Is this the end of this challenge ?

15- What type of motivation do learners have in your classroom ?

- Intrinsic learners : when the pupil already has an interest in learning the subject and is inspired internally
- Extrinsic learners : when learning is triggered by factors from the outside world such as reward recognition…that drive them to participate in the classroom.

16-Why pupils lack motivation ?

- Low self-esteem
- Fear of failure
- The lessons are too long.
- The lessons are not interesting
- Pupils lack some learning skills
- The teacher lack some teaching skills

Appendix B

Lesson plan

Sequence One Me, my friends and my family

Sequence: 01	**Lesson:** 01 (I listen and do)	**Framework**: P.D.P
Learning objectives: To enable the learners to describe their physical appearance.		
Targeted competencies: Interact/ Interpret/ Produce. **Target structure**: Simple present (to be/ have got)		**Domains**: Oral/ Written/ Both
Core values: Respecting the differences.		**Materials:** Board/ Flashcards
Cross curricular competencies		
Intellectual: They can interpret verbal messages to get information.	**Methodological**: They can use listening strategies in interpreting messages and work in pairs or in groups.	
Communicative: They can use a role play to communicate appropriately	**Social and Personal**: They can socialize through oral exchanges.	

Warming Up: (5min)

1-Focus : T

2-Aim : Interacting To make a quick review about colors

The teacher greets the learners and makes a quick review about colours by asking the following questions:

- What colour is my pen?

Pre-Listening: (10min)

1-Focus : L :L

2-Aim :

2-1 Presenting New lexis

2-2 Interpreting

3-Material : w board+flashcards

The teacher presents the following adjectives: (**big – small – short – tall – thin (slim) – fat – slanted – straight – wavy – frizzy – curly – bald) through flashcards.**













While Listening: (20 min)

1-Focus : T/L

***2* Aim:**

2-1Announcing the topic of the sequence.

2-2 Interpreting an oral message

2-3Checking the ls understanding

Task1 :

- The teacher invites his learners to listen to the 1st script and do Task 1page 11
- The teacher uses gestures when reading the script about the different parts of the body.

This is my head ,this is my hair.These are my eyes, this is my hand ,these are my fingers,I have two lips,this is my mouth,I have a small nose and big ears hhhhhhhhhh. The teacher invites his learners to listen again and check their answers (here the learner works with his partner)

Task 2: The teacher writes the following paragraph, pins a picture on the board and asks the learner to find the mistakes and correct them. The learners work in pairs.



Sara has got long straight hair. She is not wearing glasses. She has got small eyes, big noise, small ear and big mouth.

After Listening: (10 min)

1- Focus : L

2-Aime : Producing a short text in which they describe their physical appearance

Task 3: The teacher writes the following activity on the board and asks the learner to do it and then, they use the words given to describe themselves. Activity:

(A) Classify the following words in the chart below: (**big – green – straight – short – slim – brown – wavy – tall – black – long – fair – small – frizzy – fat – blue**)

Height	**Build**	**Eyes**	**Hairstyle**

b)I use the the table to describe myself :

My name is ……I'm ……..(height) and (build)(boy ,girl). I have……..hair and …… eyes The learners describe themselves in front of their classmates (their classmates correct the mistakes) .

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