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**Faculty of Letters and Languages**  
**Department of Letters and English Language**



**Dissertation**

**Academic Master**

Domain: Letters and Foreign Languages

Field: English Language and Literature and Civilization

Specialty: Applied Linguistics and English for Specific Purposes

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**Title**

**The Impact of Competency-Based Language Teaching in Developing EFL  
Learners' Communicative Competence**

**Case study: Ouargla and Ghardaia Secondary School**

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**Academic Year: 2014/2015**

## **Dedication**

This work is dedicated

To our Parents

To our Brothers and Sisters

To our best Friends

To all our Relatives

## **Acknowledgements**

First, we would like to express our sincere gratitude and respect to *Our Dear Parents*

Then, we owe special thanks and gratitude to our supervisor Mr. *BENCHEIKH Youcef*

who helped us finishing this work and sacrificed much of his time

to supervise and guide us.

We would like to thank to Dr. *BOUSBAI Abdel-Aziz*, Mr. *HOUTIA Yacin*, Mr. *GAROU*

*Mustapha*, Mr. *RAMDHANI Ahmed*, and Mr. *SLIMAN Abdel-Hakem*

for their contribution.

We are extremely thankful to those EFL teachers at secondary schools of Ouargla and

Ghardaia.

Special thanks go to the EFL inspector Mr. *HEROUINI Mohammed* who accepted to

participate in this study.

## **List of Abbreviations**

**AES:** Algerian Educational System

**CBA:** Competency-Based Approach

**CBE:** Competency-Based Education

**CBLT:** Competency-Based Language Teaching

**CBT:** Content-Based Teaching

**CC:** Communicative Competence

**CLT:** Communicative Language Teaching

**EFL:** English as a Foreign Language

**ESL:** English as a Second language

**FL:** Foreign Language

**KMUO:** Kasdi Merbah University –Ouargla

**L:** Listening

**LTC:** Language Teacher Competence

**L2:** Second Language

**R:** Reading

**S:** Speaking

**TBT:** Task-Based Teaching

**TEFL:** Teaching English as Foreign Language

**W:** Writing

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**Abstract**

# **Chapter One**

## **Introduction**

### **1. Background to the Study**

Due to the fact that language is a system of communication (Meyer, 2009) and the attainment of communication is the intrinsic purpose for the existence of any language, language teaching has witnessed many changes for the purpose of establishing an appropriate approach. Today English becomes the most dominant language as a result of political changes in Europe in the 16<sup>th</sup> century (Richards & Rodgers, 2001). Richards and Rodgers (1986) pointed out that “the communicative approach in language teaching starts from a theory of language as communication. The goal of language teaching is to develop what Hymes (1972) referred to as ‘communicative competence’.” (p. 69).

Therefore, learners who study English as a second language (henceforth, ESL) or as a foreign language (henceforth, EFL) seek to develop their communicative competence (henceforth, CC) that is defined by Patten and Benati (2010) as an essential knowledge involved in language use. Learners look to be fluent as native speakers and use English for communicative purposes. For that, the main difficulty that Foreign Language (henceforth, FL) teachers face during teaching process is the failure of teaching methods. The solutions are proposed by applied linguists embodied in presenting more effective approaches. And for the needs of learners, they put their interest in establishing the suitable approach that serves communication.

As mentioned before, several approaches appeared during the development of language teaching, amongst Competency-Based Language Teaching (henceforth, CBLT). Richards and Rodgers (2001) asserted that CBLT pursues to increase learners’ functional communication skills. Thus, CBLT can serve the development of EFL learners’ CC. Additionally, during 2002,

the Algerian Educational System (henceforth, AES) decided to adopt CBLT as an approach to language teaching like many countries over the world (Harqaas, 2010).

## **2. Statement of the Problem**

EFL learners do not need only the mastery of pronunciation, grammar and vocabulary, but they search for what is more important which is developing CC. For that reason, the attainment of CC is fundamental in learning FLs. As a result, EFL teachers should keep an eye on the approach that serves the needs of their learners. The question that would raised here: what is the appropriate approach that will help learners to meet their aim?

## **2. Purpose of the Study**

As it is argued, CC is the objective of teaching/learning languages; the present study aims to find out the extent to which CBLT is way to arrive at communicatively competent learners. Thus, the main goal is to investigate the role of CBLT in developing EFL learners' CC in this context. Firstly it attempts to shed light on the forces and the reasons that drove the AES to make a major paradigm shift towards CBLT and its efforts in improving teaching English. Besides, this study aims at exploring EFL teachers' attitudes towards the implementation of CBLT in the Algerian schools and the constraints that may prevent them in doing so.

The present study has two variables:

**The independent variable:** Competency-Based Language Teaching.

**The dependent variable:** Communicative Competence.

### **3. Research Questions**

The present study aims at answering the following main question:

1. To what extent is the shift in the Algerian Secondary School towards CBLT a safe way to arrive at communicatively competent EFL learners?

Under this main question two sub-questions are formulated:

1.1. What are EFL teachers' attitudes towards adopting CBLT in the Algerian secondary school?

1.2. What are the main constraints that may prevent EFL teachers to apply CBLT in the Algerian secondary school?

### **4. Research Hypotheses**

The present study hypothesizes that CBLT enhances EFL learners' CC, if it is thoroughly applied in the Algerian secondary schools. However, EFL teachers may fail in doing so for certain constraints such as: the lack of the CBLT requirements in the Algerian schools, the lack of the teachers' awareness of this approach, and the absence of training in teaching FLs.

### **5. Outline of the Dissertation**

The present study consists of five chapters. Chapter One, introduction, introduces the background to the study, statement of the problem, the purpose of the study, research questions and the research hypotheses. Afterwards, Chapter Two is dedicated to the approaches of language teaching in particular CBLT. Communicative competence, its models, its components, and relationship with CBLT are discussed as well. Chapter Three presents the methodology. It clarifies the research methods and the population of the study. Then, data collection, validity and reliability are discussed in detail. Next, Chapter Four is divided into two

parts. Part one introduces the results of both the questionnaire and the interview. Then, the second part presents the interpretation of these results. Finally, Chapter Five deals with summary of the major findings, limitations and the suggestions for further research, then the implications of the study.

## **Chapter Two**

### **Review of Literature**

#### **1. Introduction**

This chapter presents the theoretical part of the study that investigates the role of CBLT in developing EFL learners' CC. It identifies the approaches to language teaching. Then, CC, its models, its components, and the relationship between CC and CBLT are discussed in detail. Finally, the present chapter spots the light on the application of CBLT in the Algerian secondary school.

#### **2. Approaches to Language Teaching**

Language teaching has undergone many shifts over the years for the sake of establishing an appropriate approach. Celce-Murcia (2001) postulated two types of approaches that appeared prior to the twentieth century, the former concerned with getting learners to use a language (i.e., to speak and understand it), and the latter tackled the analysis of language by learners (i.e., to learn its grammatical rules). Accordingly, many approaches have succeeded and failed throughout history of language teaching and each one came to handle the shortcomings of the previous one. The following paragraphs discuss the pre and the post communicative approach eras.

##### **2.1. Pre-Communicative Approach Era**

Richards and Rodgers (2001) noticed that the development in language teaching during the early part of the twentieth century influences the change in the approaches to language teaching. Historically, several approaches and methods were proposed for the purpose of establishing more effective ways of teaching. Celce-Murcia (2001) declared that approaches to language teaching developed successively: Grammar-Translation, Direct, Reading,

Audiolingualism, Oral-situational, cognitive, Affective-Humanistic, Comprehension-Based, and Communicative approach. But, all the approaches that emerged before the Communicative one focused on the form rather than the function. In the other words, they idealized the linguistic competence and ignored the communicative one. Larsen-Freeman (2000) mentioned that most of educators deduced that students could realize accuracy while producing sentences, but they could not use those sentences appropriately for communicative purposes. Second language researchers were convinced that students need more than mastering linguistic structures to communicate well. Thus, they toiled to find out the appropriate approach that can serve communication and attain the learner's CC. This objective led to the emergence of communicative approaches.

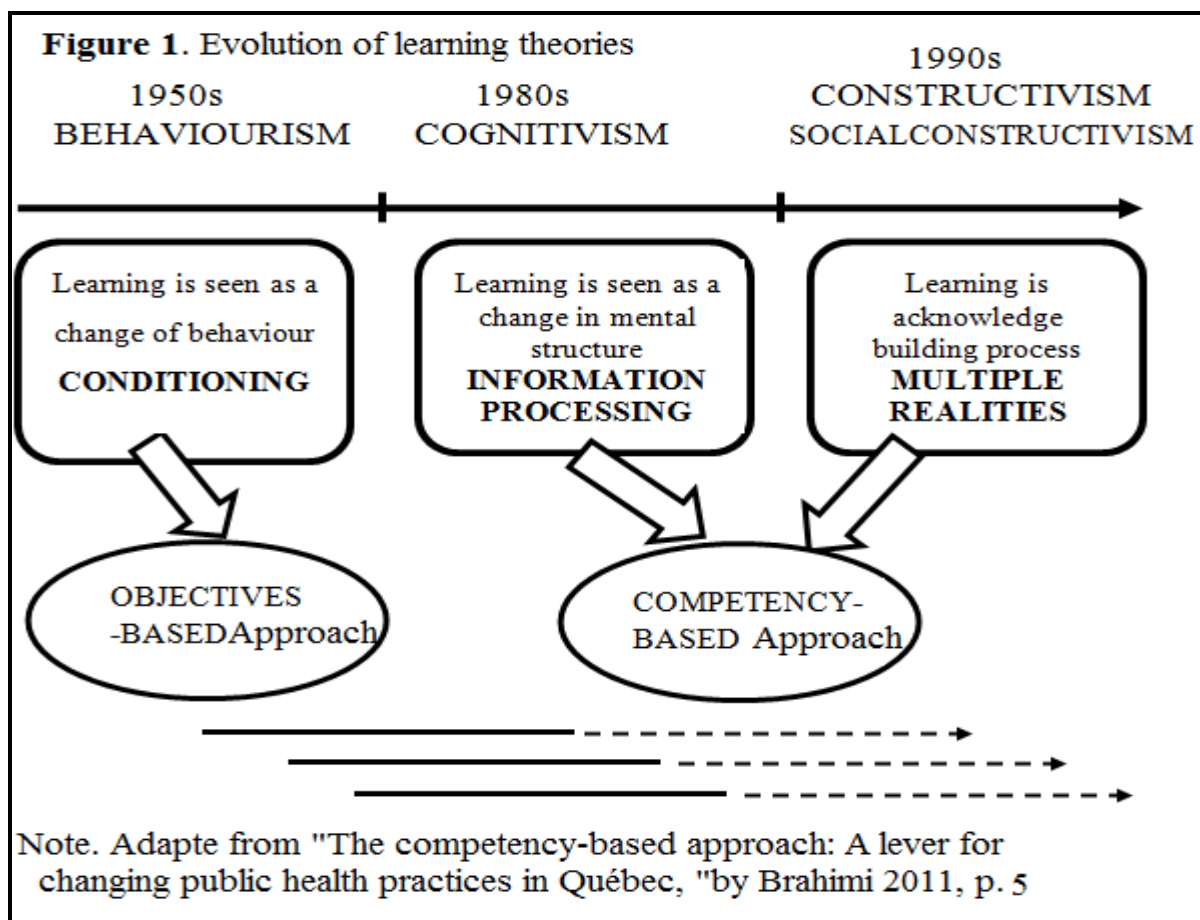
## **2.2. Post-Communicative Approach Era**

After the emergence of the communicative approaches, the goal behind language teaching shifted from the focus on mastery of structures to the emphasis on communicative proficiency (Richards & Rodgers, 2001). Communicative Language Teaching (henceforth, CLT) refers to communicative approaches, likewise Content-Based Teaching (CBT) and Task-Based Teaching (TBT). Richards and Rodgers (ibid) assumed that, from the late of 1960s, CLT was established because of the changes in the British language teaching tradition. The ultimate aim of this approach is to increase learner's CC. Larsen-Freeman (2000) stated "Communicative language Teaching aims broadly to apply the theoretical perspective of the Communicative Approach by making communicative competence the goal of language teaching and by acknowledging the interdependence of language and communication" (p.121). Richards and Rodgers (ibid) affirmed that a new approach appeared in the 1970s which is CBLT. This approach shares some features with CLT, and it seeks to achieve CC too.

### 3. Competency-Based Language Teaching

#### 3.1. Historical Overview

CBLT emerged in the United States in the 1970s as an application of the principles of Competency-Based Education (henceforth, CBE) to language teaching (Richards & Rodgers, 2001). Bowden (2004) maintained that CBE emerged during the 1970s and took a variety of names such as performance-based learning, criterion-referenced learning, and capabilities-driven instruction (as cited in Griffith & Lim, 2014). Competency-Based Approach (henceforth, CBA) came into sight after the behaviorism paradigm shift as Bowden (2009) claimed “competency-based education is most directly descended from the behavioral objectives movement of the 1950s in the United States. Its origins are found in the thinking of educators such as Benjamin Bloom.” (p.03). Figure 1 shows the evolution of learning theories that included the emergence of CBE.



Otherwise, Richards and Rodgers (2001) viewed that CBLT is used as an approach to language teaching that focuses on functional and interactional perspectives on the nature of language. They claimed that it has been used as a framework for language teaching in particular situations because language is used for communication between people (ibid). Thus, it is adopted to teach language in context. On the other hand, CBLT requires that teaching language must be related to the social context rather than being taught in isolation and focusing on what learners can do, which means classes should be learner-centered (Griffith & Lim, 2014).

CBLT depends on the outputs of language learning rather than the inputs; while the outputs are very significant rather than the learning process (Wong, 2008). Therefore, CBLT depends on the outcomes or outputs of language learning. Schneck (1978) asserted that CBLT is an approach to language teaching that focuses on a set of outcomes (as cited in Nkwetisama, 2012). The latter originated from an analysis of tasks which are related to the real world. In this matter, Docking (1994) wrote that CBLT:

....is designed not around the notion of subject knowledge but around the notion of competency. The focus on competencies or learning outcomes underpins the curriculum framework and syllabus specification, teaching strategies, assessment and reporting. 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 learning tasks. (p.16)

### **3.2. Characteristics of CBLT**

Competency-Based is an approach that is used in different domains as teaching, assessment, and training. On the other hand, what makes it common and mostly successful especially in teaching area is its principles that distinct it from the other approaches. Some of those characteristics are presented as:

## **I. Starting with the claim of Louznadji (2006):**

1. CBLT is an approach based on the process “know-how – to act”.
2. The goal of teaching is “a competent performing learner”, that is the ability to use the acquired knowledge in the real life situation.
3. The learner must be aware of the learning process, more autonomy, and required to look for the information from different sources not only the one given by the teacher.
4. The teacher’s role is somehow different than her/his role in the other approaches.
5. It is a “problem-solving” approach that looks for the required solutions through the content of the learning process.
6. The importance of the Project-based session in developing learners’ CC.
7. It focuses on the outcomes.

## **II. Bowden (2009, pp. 3-4) concluded the main principles as:**

1. “A focus on outcomes”: the content, the syllabus, the material, and the assessment are designed according to the expected outcomes related to employment.
2. “Greater workplace relevance”: by identifying the competencies, the course will be designed according to those competencies that are appropriate to the workplace requirement.
3. “Outcomes as observable ‘competencies’”: competencies are outcomes precisely and clearly defined, which produce communication in real life situations.

### **3.3. CBLT Lesson Format**

CBLT by comparison with traditional approaches is organized around the notion of competency rather than the notion of subject knowledge (Docking, 1994). Moreover, Smith and Patterson (1998) reported that CBLT focuses on what learners can do rather than on what they know about language (as cited in Griffith & Lim, 2014). Therefore, teachers design their

lessons according to the needs of the learners; they seek to make the learners do something with their knowledge about language which means planning the lesson will be a central part of the teaching process. Nkwetisama (2012) showed that CBLT lesson plan focus on:

- 1. Presentation of the problem-solving situation:** The teacher presents it. Then s/he motivates the learners in order to discover the new notions.
- 2. Systematisation:** After examining the relationship between the previous learned elements and elements found in the new problem solving situation, learners give hypotheses and compare their findings. On the other hand, teachers supervise the groups to help and enhance learners.
- 3. Application:** Teachers give tasks where learners apply the new knowledge that s/he extracted from the new problem solving situation.
- 4. Partial Integration Activities:** Teachers give complex problem solving situations to examine the mastery of competency, while the learners use the new knowledge in solving real life problems.

Table 1 explains more the lesson format that teachers focus on in the application of CBLT (See Appendix A).

### **3.4. The Role of Teacher**

CBLT is a newest approach that attempts to give different roles to the teacher and learner. Richards and Rodgers (2001) asserted that teacher's role changes in the application of CBE principles. Teacher will create activities related to the particular skills in order to accomplish the competency requirements. Besides, s/he assesses the learners and provides specific feedback. Paul (2008) contended that teachers help their learners by offering materials, activities, and practice opportunities (as cited in Griffith & Lim, 2014). In addition, teachers negotiate with their learners and encourage them to create co-operation between each other (ELT Article, 2013).

Moreover, Chelli (2010) emphasized that the teacher has been a researcher who simplifies the process of language acquisition through the development of learning. Teachers introduce questions, observe and listen to their learners. Consequently, the role of teacher changes from an information-giver to a resource person and facilitator. Griffith and Lim (2014) argued that teacher focuses on lesson planning in teaching process through deciding what and how learners should do in order to develop the competency. Commission Nationale des Programme (2004) declared that CBLT draws different roles to the teachers, because they become as planners rather than prompters. They facilitate the process of learning and motivate the learners to create and participate; besides they control learners through assessments. (Author translation)

### **3.5. The Role of Learner**

According to Jones et al (1994) the learner has been a producer of knowledge. S/he does not rely only on the teacher and the classroom to receive information (as cited in Griffith & Lim, 2014). Williams (2001) highlighted “the purpose of a lecture is probably to stimulate students to do work by themselves. The end result of a course must be to try to make a student autonomous, happy to find things out for himself.” (p.03). Learners search for information, then they contrast their performance with their classmates. Learners toil to make a balance between their previous knowledge and the acquired one (Chelli, 2010). Learners use the acquired language for the sake of real performance in social context (ELT Article, 2013).

### **3.6. Assessments in CBLT**

One of the roles that teachers play, when they adopt CBLT as an approach to language teaching, is an assessor to the learner. According to Docking competency-based approaches to teaching and assessment will improve the quality of assessment and the quality of teaching.

Besides, the student learning will be enhanced by the continuous feedback that competency-based assessment offers. On the other hand, under CBLT there are two forms of evaluation: summative and formative. Formative assessments are used to assess learner's progress and getting information about the strengths and weaknesses of learner, while summative assessments are used to determine if the learner has mastered the competency or not (Griffith & Lim, 2014).

## **4. Communicative Competence**

### **4.1. Historical Overview**

The notion of communicative competence was introduced by the sociolinguist Hymes (1972) in reaction to Chomsky's notion of linguistic competence (1965). Patten and Benati (2010) asserted that CC developed in the early 1970s as a response to those who focus on language form and ignore language function. They assumed that some of the researchers viewed that the mastery of linguistic competence does not lead to the appropriate use of language. In addition, Hymes (1972) affirmed that learners aim to communicate well in a language rather than only acquiring the elements of the linguistic system such as phonology, morphology, and syntax. For that purpose, learners need to know how language is used in the appropriate context. Bartels (2005) supported the same view, when he confirmed that according to teachers, learners need to develop both their speaking and writing skills in order to be able to use appropriate language in a given situation. They viewed that developing CC is necessary to communicate in a variety of contexts. Similarly, the rules of language use must be taken into account.

Usó-Juan and Martínez-Flor (2006) reported that: "the notion of CC accounted for both grammatical competence as well as the rules of language use that were neglected in Chomsky's view of language."(p.389). Additionally, Bussmann (1996) stated:

Communicative competence is the fundamental concept of a pragmalinguistic model of linguistic communication: it refers to the repertoire of know-how that individuals must develop if they are to be able to communicate with one another appropriately in the changing situations and conditions. (p.208)

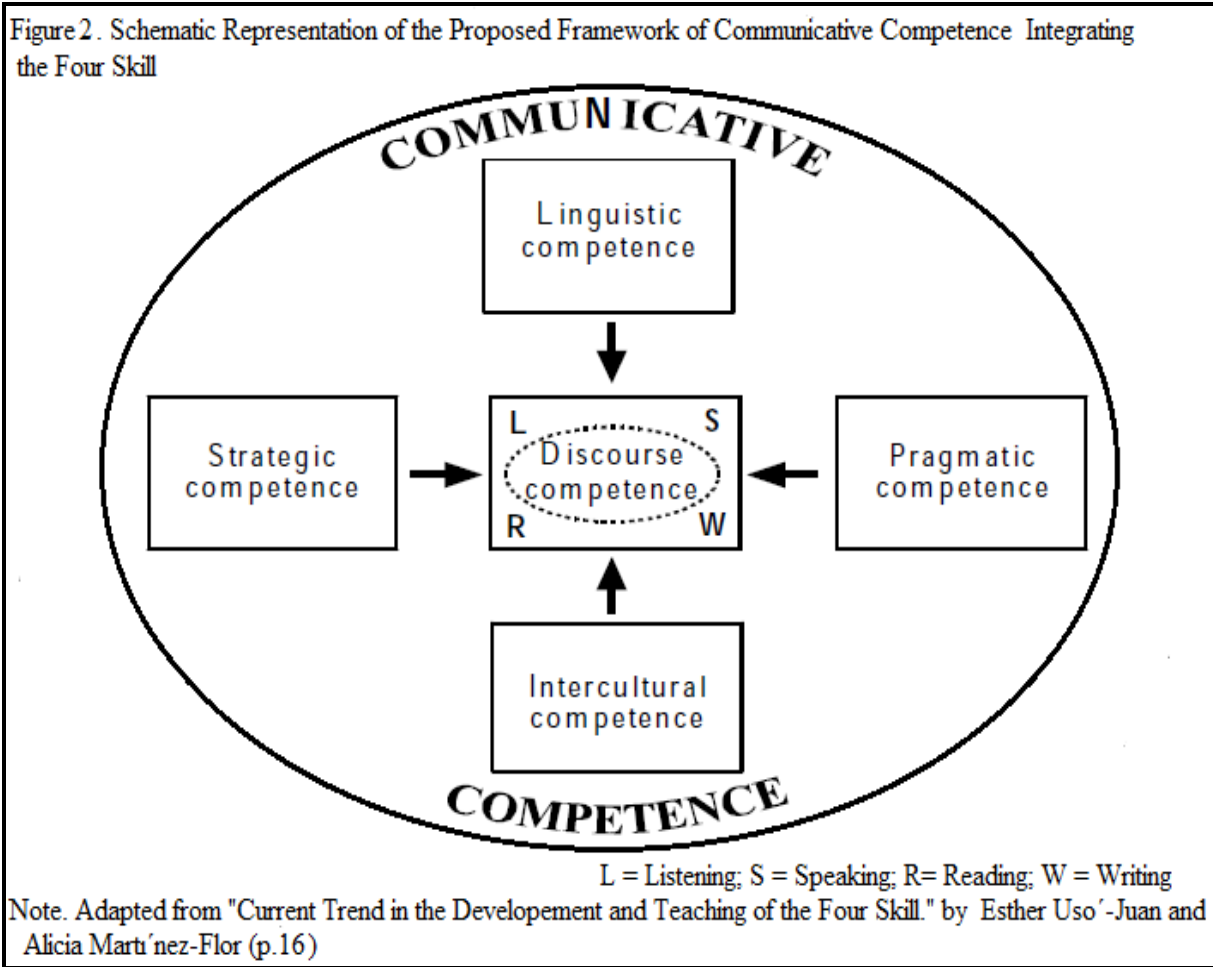
## **4.2. Models of CC**

Usó'-Juan and Martínez-Flor (2006) attempted to review all the models of CC, they began with the first model that refers to the work of Canal and Swain (1980), this model represent that CC comprises of four main components: grammatical, sociolinguistic, strategic, and discourse competence. They showed that these four components lead the learners to communicate well in L2. But, they ignored the relationship among these components which is considered as a way to arrive at the work of Savignon (1983) who represented the same four competencies, but she argued that all components are interrelated to each other in order to increase CC. These two models were criticized because they paid no attention to the pragmatic competence and the role of the four language skills.

Thus, in1987 Bachman developed a model of communicative language ability that consisted of three components: language competence, strategic competence, and psychomotor skills; but Bachman in his model did not pay attention to the relationship between these components. After few years, Celce-Murcia, Dörnyei, and Thurrell (1995) presented their own model which highlighted the connection existing among discourse competence, linguistic competence, sociocultural competence, strategic competence, and actional competence. This model was criticized because it gives a different degree of importance to the strategic competence. After that, Alcón (2000) developed his own model of CC which paid an interest to three aspects:1) Discourse competence is the core of the model, 2) An explicit function is given to the four psychomotor skills (speaking, listening, reading and writing), and 3)Strategic

competence is an important component. All of these models ignored another component which is intercultural competence.

Thus, after reviewing all the models of CC and presenting their shortcomings by Usó'-Juan and Martínez-Flor (2006), they presented their own framework that handles all these shortcomings. This model shows that all components cannot be developed in isolation (all competencies: linguistic, strategic, pragmatic, intercultural, and discourse competence besides to the psychomotor skills: speaking, listening, reading and writing). Rather, an increase in one component interacts with the other components to produce an increase in the whole construct of CC. Figure 2 shows the components of CC.



### **4.3. Components of CC**

Usó'-Juan and Martínez-Flor (2006) suggest five components of CC; discourse competence, linguistic competence, pragmatic competence, strategic competence, and intercultural competence. Those components are defined as:

#### **1. Discourse Competence**

Usó'-Juan and Martínez-Flor (2006) proposed that discourse competence is the core of CC and it refers to the knowledge of achieving a cohesive and coherent spoken or written text. Patten and Benati (2010) defined discourse competence as “the knowledge of cohesion and coherence; that is, knowledge about how sentences combine in either written form or spoken form to create meaning beyond the sentence level” (p.72).

#### **2. Linguistic Competence**

Usó'-Juan and Martínez-Flor (2006) advocated that linguistic competence refers to the grammatical competence and it includes all the elements in the linguistic system. It symbolizes accuracy and correctness. Bartels (2005) claimed that the linguist Thomas described Language Teacher Competence (LTC) as comprising language competence and pedagogic competence, whereas language competence consists of linguistic competence that signs to accuracy and CC that refers to the ability to communicate meaning appropriately. In addition, Stockwell and Trask (2007) asserted that, “In order to speak a language successfully, you need to have purely linguistic competence in that language: mastery of pronunciation, of grammar and of vocabulary” (p.43).

#### **3. Pragmatic Competence**

Usó'-Juan and Martínez-Flor (2006) advocated that pragmatic competence refers to the knowledge of illocutionary force of a spoken utterance in a given situation and the knowledge of sociolinguistic factors that are needed to recognize the form and the function of utterances.

It includes both illocutionary and sociolinguistic types of knowledge. Bartels (2005) wrote:

For learners of English, or any other language, sociocultural and pragmatic competence is crucial for those communicating regularly with native speakers, who may experience communication breakdown and hostility as a result of inappropriate or inadequate use of the kinds of strategies and devices used to mediate pragmatic intent. (p. 262)

#### **4. Strategic Competence**

Usó'-Juan and Martínez-Flor (2006) viewed that strategic competence refers to the knowledge of communication strategies and how to use them to avoid breakdowns in communication. It includes the mastery of both communication and learning strategies. Coulmas (1998) claimed that "Strategic competence refers to metacognitive abilities which are involved in planning, executing, and evaluating language behavior. Strategies are goal-directed cognitive operations used to facilitate performance."(para. 12)

#### **5. Intercultural Competence**

Usó'-Juan and Martínez-Flor (2006) claimed that intercultural competence comprises both cultural and non-verbal communicative factors. The cultural factors refer to the knowledge of the target language community, knowledge of dialects and cross-cultural awareness, whereas the non-verbal communicative factors refer to body language, facial expressions or eye contact. They suppose that the teacher should make the learners aware of the nature of intercultural competence in order to make them get background knowledge about different cultural frameworks (ibid).

## **4.4. CBLT and CC**

CBLT is adopted as an approach to language teaching in order to develop learners' CC. Richards and Rodgers (2001) affirmed that CBLT is a “mosaic” approach to language learning where CC is built. CBLT is constructed around the notion of CC and attempts to increase learners' functional communication skills. Therefore, Usó –Juan and Martínez-Flor (2006) presented a framework of CC integrating the four skills. This framework indicates that the different components influence the development of each skill in order to increase learners' CC in L2.

Nkwetisama (2012) maintained that CBLT tries to make learners employ what they learn in their real life which means they use the information that are obtained from the classroom in order to interact with people outside through listening, reading, writing, and speaking. Paul (2008) assumed that the implementation of CBLT leads learners to use language for communicative purposes (as cited in Griffith & Lim, 2014). Another property of CBLT is that it enhances learners' CC through the Project pedagogy, which is presented at the end of each unit. The project is a group of tasks where learners cooperate with their classmates under the help of the teacher (Comission Nationale des Programmes, 2014). According to Bardallo and Ginestet a project consists of giving the chance for the learners to communicate with each other (as cited in Comission Nationale des Programmes, 2014)

## **5. CBLT in the Algerian Schools**

### **5.1. Historical Overview**

Lakehal-Ayat-Benmati (2008) stated that “An educational system is a large and multifaceted organization which involves the coordination of many components: personnel, students, parents, curriculum, and learning materials directed to a common purpose” (p, 167).

After 1962, many transformations happened in Algeria in different domains such as economic, politic, and education is not an exception. As a result, AES passed through a series of changes in the process that touched all the levels and all the modules.

## **5.2 The Development of the AES**

Following the history of education in Algeria, the main development movements that the AES has undergone with are discussed successively:

### **1. From 1962 to 1970**

According to a recent government report (Institut National de Formation des Agents de l'Education et d'Amélioration de Leur Niveau, 2004) this period a rapport was prepared as a reform effort in 15/09/1962 which has been published later in 1964 but without any important results in the development of learning level. The learning process characterized with the “Arabisation” of materials and the establishment of three stages of learning:

- Primary school: this phase consists of 6 years, and it ends with an exam; that leads the pupils to secondary school. It characterized by 30 hours per week.
- Middle school: it is the first stage of secondary education or general learning. After four years, pupils pass to the secondary school. This school was divided into three levels.
- Secondary school: it lasts for three years; then pupils pass to the university after succeeding in the baccalaureate exam.

### **2. From 1970 to 1980**

Abdel-Hameed (2011) reported that in 1970 the Ministry of National Education has been separated into two “departments” for the purpose of working on the improvement of the teaching process. The first one for primary and secondary education and the second is devoted to higher education and scientific research. The first reform project happened in 1974, but it was applied later in April 1976. Moreover, this period witnessed many decisions that concern

the frame of the learning's phases. The three levels of middle school were gathered in one school; and French language was taught in the third year at the fundamental school.

### **3. From 1980 to 1990**

Abdel-Hameed (2011) mentioned that the main features of this period were:

- Starting the globalization of the fundamental school that is composed of two levels, the first six years and the second four years, but it was minimized later in the same period to three years.

- Many essays in order to integrate the two stages of the fundamental school by compound the content.

- The secondary school witnessed generalizing of teaching the module of history to all the specialties, in addition to including the module of Islamic education. Other changes were canceled after few years.

- At the end of this phase the two ministry departments were integrated in one that is called "Ministry of National Education"

- All the books were brought from other nations previously. In this period the books from the first year to the ninth scholar year become printed in Algeria.

### **4. From 1990 to 1999**

English is taught as a FL in the second level of fundamental school and delay teaching French to the fourth year in the primary school. Furthermore, other executions aim at making total integration between the two levels of the fundamental school in administrating, pedagogical, organizational and financier levels, that make this school composed of two integral unites.

### **5. From 2000 till now**

After thirteen years of reforming education, the results were not the intended ones and most of those reforms were either impermanent or superficial changes. According to Harqaas

(2010) the essential effort planned in May 2000, where the president decided to establish a National Commission for Reforming the Educational System that composed of 157 persons. After nine months, they presented a report of suggested global reform to the president (March 2001). Afterwards, in 30 April 2002, the reform presented to the Ministry Council, which declared many decisions before accepting it. It was executed in the scholar year 2003/2004 (Abdel-Hameed, 2011). The main rules of the report were:

- Preparing new books for all the levels.
- Changing the frame to: primary school five years, middle school four years, then secondary school three years.
- Advance learning the module of English to the first year middle school.
- Advance learning French to the third year primary school.
- In 2009, the weekend becomes on Friday and Saturday (it was just on Friday).
- Using universal symbols in teaching scientific modules.
- Preparing a strategy to reduce illiteracy among olds.
- A stepwise generalization of the preschool education.

As mentioned earlier, the reform covered the frame and the content, but the umbrella term of all the reforms is the initiated approach. According to Harqaas (2010) the AES adopted three approaches in the teaching process from 1962 until now: Content-Based Approach, Objectives-Based Approach and Competency-Based Approach, respectively.

### **5.3 Reasons behind Adopting CBLT**

The previous reforms of the AES were impermanent and partial. It adds no change to learning process or to teachers/learners feedback. Therefore, it was necessary to look for solution which lead the learners to meet their aims as the attainment of CC. The solution was

presented in a new approach to language teaching which is CBA. ELT Article (2013) mentioned that the main reasons behind implementing CBLT were:

- It is a pedagogy personalized in developing the learners' competencies.
- Making sense to what the learner acquire and relate it to the practical life.
- The school setting is defined according to the context of study.
- The content is adapted to what the learner needs.
- The competencies are derived from different contexts: intellectual, methodological,

personal, social and communicational.

In addition to the mentioned causes Chelli (2010) argued that “in order to integrate in the globalized world, Algeria underwent such a reform to enable young people to reach an international level in terms of required competencies” (p.30).

## **6. Conclusion**

This chapter reviewed the related literature of the present research. It summarized the approaches to language teaching. Moreover, CC, its models, and its components were identified. Also, this chapter attempted to discuss CBLT and its implementation in Algeria.

## **Chapter Three**

### **Methodology**

#### **1. Introduction**

This chapter is devoted to the methodology in conducting the present study. It introduces the research methods and the population. Then, it deals with data collection: questionnaire and interview. Finally, this chapter concludes with discussing the validity and the reliability of the present study.

#### **2. Research Methods**

The present study aims to identify and describe the correlation between two variables which are the application of CBLT, independent variable, and the attainment of EFL learners' communicative competence, dependent variable. Besides to clarify and analyze EFL teachers' attitudes towards the implementation of CBLT and the constraints those prevent them to apply it in the teaching process. Hence, the descriptive correlational and analytical methods were adopted. In addition, the questionnaire and the interview were selected as research tools to collect data.

#### **3. Population**

##### **3.1. Teachers**

The population of this study is composed of thirty EFL teachers at secondary schools. It focused on a sample of teachers who were selected randomly from different secondary schools at Ouargla (15) and Ghardaia (15), because they are the nearest locations that the researcher can administer the questionnaire in. They were divided to six males who represent

(20%) out of the total, and twenty four females who embody the rest ratio (80%). (See Table 2)

**Table 2. Participants' Profile**

<b>Gender</b>	<b>Number</b>	<b>Percentage</b>
<b>Males</b>	06	20 %
<b>Females</b>	24	80%
<b>Total</b>	30	100 %

From the results of part I (Background information) of the questionnaire, the majority of the participants graduated from university rather than higher institute of teachers. They are specialized in English language teaching. More than 43% of them have an experience in teaching English less than ten years, while the rest experienced teaching more than 10 years and less than 33 years.

### **3.2. Inspector**

To emphasize the results of the present study, the researchers used an interview as a support for this study with Mr. Mohammed Herouini who is working as an English language inspector of secondary education at Adrar. He has an experience of more than nine years of supervisions in different regions such as Tiaret, Laghouat, Media, and Ghardaia (Personal communication). The researchers choose to work with this sample in order to investigate the reasons behind initiating CBLT by the AES, besides to the inspector's opinion concerning the application of CBLT and whether the results are satisfactory or not after this new reform. The interview was recorded in English (it is attached with the dissertation).

## **4. Data Collection**

The data of the present study was collected through a questionnaire that was administered to EFL teachers of secondary schools at Ouargla and Ghardaia during the third semester of the academic year 2014/2015 (See Appendix B), besides to an interview that was accomplished with the inspector at the same time (See Appendix C) . The questionnaire was divided into four parts. The first part involved 04 questions that deal with the teachers' background information. The second part consisted of 05 questions concerning the teachers' knowledge about the different approaches to language teaching. Part three comprised 04 questions about teachers' attitudes towards adopting CBLT in the Algerian schools. The last part contained 18 questions about teachers' views towards the benefits of CBLT especially the ones concerning CC. Those participants were asked to answer 31 questions. On the other hand, the interview included 10 questions that investigate the inspector's opinion concerning CBLT. This recorded interview took 25 minutes. The questionnaire and the interview results will be discussed together in order to achieve the research goals.

## **5. Validity and Reliability**

This section introduces the validity and the reliability of the results of the present study. Matsuda and Silva (2005) argued that "It is important to remember that an instrument is valid if it measures what it purports to measure" (p. 192). On the other hand, the dependable measurement is referred to the reliability of the research (Marczyk et al, 2005). Thus, this study gathered data from the participants' different views through the questionnaire and the interview. Questionnaire consisted of 31 questions which were checked by two EFL teachers at UKMO and university of Ghardaia an EFL teacher at Filali secondary school, Ghardaia. Those teachers accepted the proposed questions and suggested others. Afterwards, the questionnaire was administered randomly at Ouargla and Ghardaia because they are the

closest locations to the researchers. In addition, an interview was done with an inspector who accepted to mention his name in order to analyze his answers and the responses of EFL teachers together. The participation of the subjects, teachers and inspector, was voluntary. Consequently, the outcome measures are valide and reliable.

## **6. Conclusion**

This Chapter presented the methodology. It discussed the research methods, the population of the study, data collection of the questionnaire and the interview. Then the validity and the reliability of the present research were discussed.

## Chapter Four

### Results and Discussion

#### 1. Introduction

The present chapter introduces the results obtained from the questionnaire and interprets them for answering the research questions that were proposed in Chapter One. Then, the interview will be analyzed in relation to the questionnaire results as well.

#### 2. Questionnaire Results

This section presents the results of the questionnaire. As stated in Chapter Three, the first part of this questionnaire i.e. background information is used for the participants' profile. The other three parts are discussed below.

##### 2.1. Teachers' Knowledge about Teaching Approaches

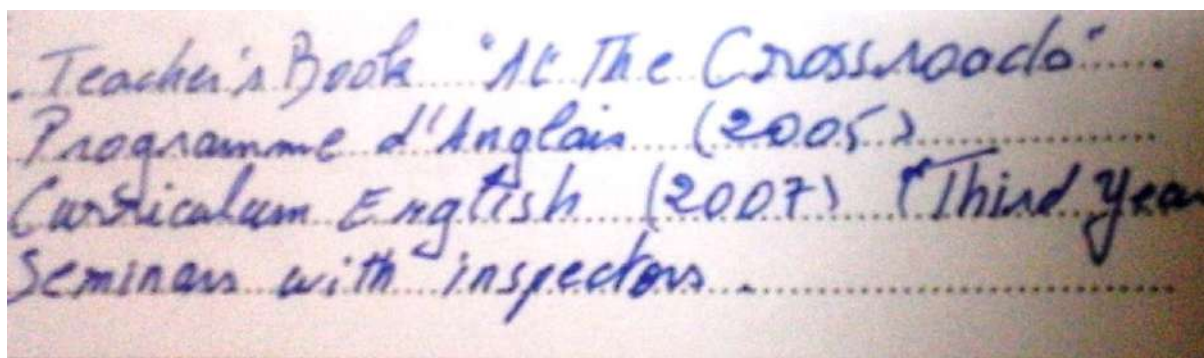
**Table 3.** Teachers' Knowledge about the Approaches

Questions	YES		No		Total	
	N	%	N	%	N	%
<b>Q5:</b> Did you study didactics?	26	86.67	4	13.33	30	100
<b>Q6:</b> Do you have any background knowledge concerning the approaches to language teaching?	27	90	3	10	30	100
<b>Q7:</b> Do you think that your knowledge about those approaches has any relation to the ones are adopted by the Algerian Educational System?	15	50	15	50	30	100
<b>Q9:</b> Did the ministry, the supervisor, or any official institution provide you with materials concerning CBLT?	15	50	15	50	30	100

N= Number of participants

Table 3 describes statistically the results that investigate teachers' knowledge about the approaches to language teaching. The respondents' answers of question 5 varied between 86.67 % who said 'Yes' and 13.33% who claimed 'No'. But, when asked about their background knowledge concerning the approaches to language teaching (question 6), their responses were divided into 90% commented 'Yes' and the rest percentage answered the opposite. On the other hand, the percentages of the answers of question 7 were equivalent between 'Yes' and 'No'. The latter means that half of the subjects (50%) said that their knowledge of the approaches has relation to the ones that are adopted by the AES, whereas the other half responded the opposite. The same for question 9. Half of them affirmed that they are provided with materials concerning CBLT (See Extract 1), but the others disapproved that.

**Extract 1.**

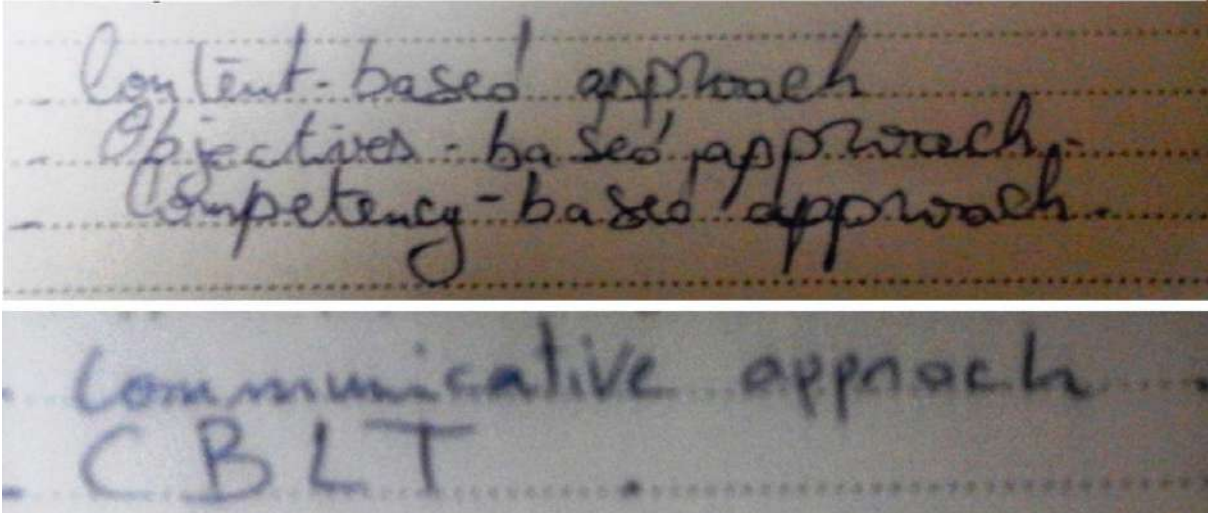


**Question 8:** What approach (es) has the AES used from 1962 until now?

This question was not provided with options because the researcher attempted to assess the extent of the teachers' awareness of the approaches that are adopted by the AES. For that, the answers differed dramatically between the participants. Twenty percent of the participants ignored those approaches, while the majority (40%) argued that from the 1962 until now, the approaches began with the CLT and finished with CBA. Surprisingly, just 2 teachers indicated that they are aware of the approaches that the AES applied. They suggested that Content-Based, Objective-Based, then Competency-Based were successively implemented in

the Algerian education. The latter corporates with Harqaas’s results (2010). The rest seems to differ in their answers (See Extract 2).

**Extract 2.**



**2.2. Teachers’ Attitudes towards CBLT**

**Table 4.** Teachers’ Attitudes towards Adopting CBLT

Questions	YES		No		Total	
	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>
<b>Q10:</b> Do you agree with the reform of 2003?	13	43.33	17	56.67	30	100
<b>Q11:</b> Have you got any background knowledge about CBLT?	18	60	12	40	30	100
<b>Q12:</b> Do you use CBLT while teaching?	22	73.33	8	26.67	30	100

**N=** Number of participants

This part tries to diagnose teachers’ attitudes towards adopting CBLT in the Algerian schools. Firstly, the researchers asked the participants whether or not they agree with the

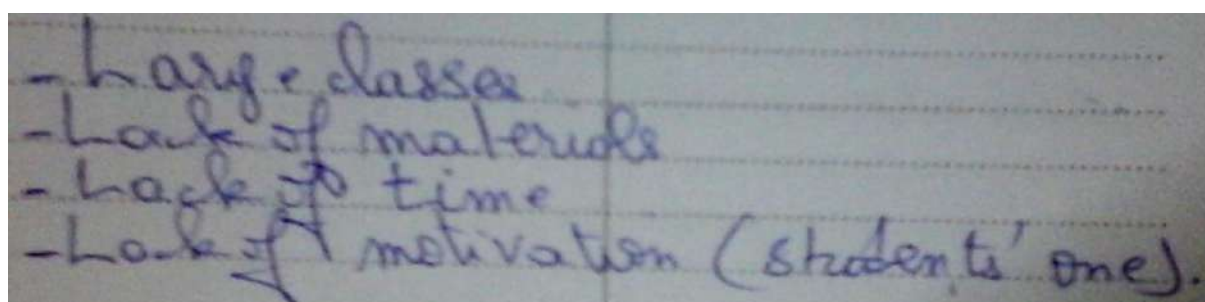
reform of 2003 (question 10). 56.67% of the respondents stated 'No', while 43.33% of them asserted 'Yes'. Then, concerning the teachers' knowledge about CBLT (question 11), the answers varied between 60% who replied that they have knowledge about this approach, and 40% responded the opposite. However, question 12 tackles the use of CBLT in TEFL. From their answers, the researchers found out that the majority (73.33%) adopted CBLT in teaching process and some of them (26.67%) do not focus on this approach. Table 4 (p.28) shows the results in detail.

**Question 13:** What are the difficulties or constraints you meet when applying CBLT?

No options were provided for this question. The aim was to unveil the different constraints that teachers face. Eight teachers who represent 26.67% out of the total did not answer this question, but some of them provide us with justifications. The other teachers (73.33%) agreed on the same point. They shared the same difficulties, when they apply CBLT (See Extract 3). The different constraints are as follow:

- The lack of materials especially the authentic one
- The lack of pupils' background knowledge
- The weak level of the pupils
- The crowded classes
- The lack of motivation
- The insufficient time
- Length of the syllabus

**Extract 3.**



### 2.3. Teachers' Views about the Benefits of CBLT

**Question 14:** Which language is preferred by pupils?

**Question 15:** Who are more interested in learning English?

The majority of pupils prefer the English language as what the 73.33% of the respondents answered. However, the rest differed between who answered Arabic, Tamazight and who claimed that there is no interest offered to any language. On the other hand, 90% of the subjects assumed that the females are more interested in learning English than the males, while only 10% of them viewed the contrary.

**Question 16:** The book of English has the huge part of reforms, how would you classify the new one in comparison with the old one?

In this question the answers varied between the participants. Some of them preferred the new book rather than the old one, because as they mentioned that it is “better”, “more helpful”, “interesting”, and “support both the pupils and the teachers”. On the other hand, the other participants viewed that the old book is better than the new one, because the latter is “so long” and “is not adapted to the level of the pupils” (See Extract 4).

**Extract 4.**

These reforms are beneficial because they relate pupils with what they will have at the university

The English books have the huge part of reforms, how would you classify the new ones in comparison with the old ones?  
Since I'm an old teacher, I think that the old books are more interesting. They stimulate and motivate more both teachers and learners.

**Question 17:** Is time sufficient to finish the whole programme of the module of English?

The results of the questionnaire affirmed that the majority of teachers 60% expressed that time is not sufficient to finish the whole programme of the module of English. On the other hand, 40% of those participants said ‘Yes’.

**Question 18:** Do pupils benefit from the new reform especially in English language?

The questionnaire results indicated that the ratios of the teachers’ answers are not divergent, when we questioned the participants whether their pupils benefit from the new reform or no. It mentions that 56.67% of teachers commented ‘Yes’ and 43.33% of them noted ‘No’.

**Question 19:** Do pupils interact and participate within topics of each unit?

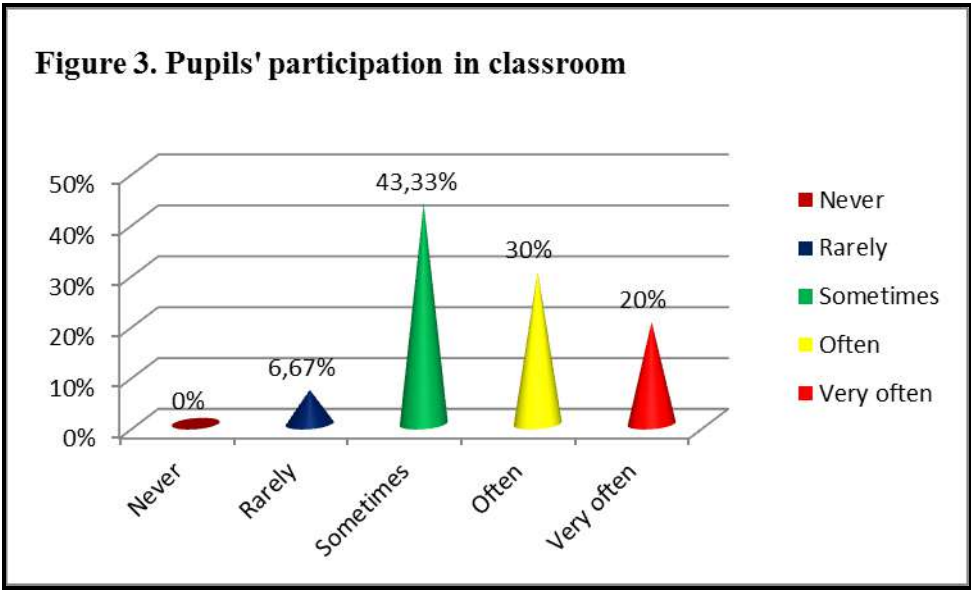
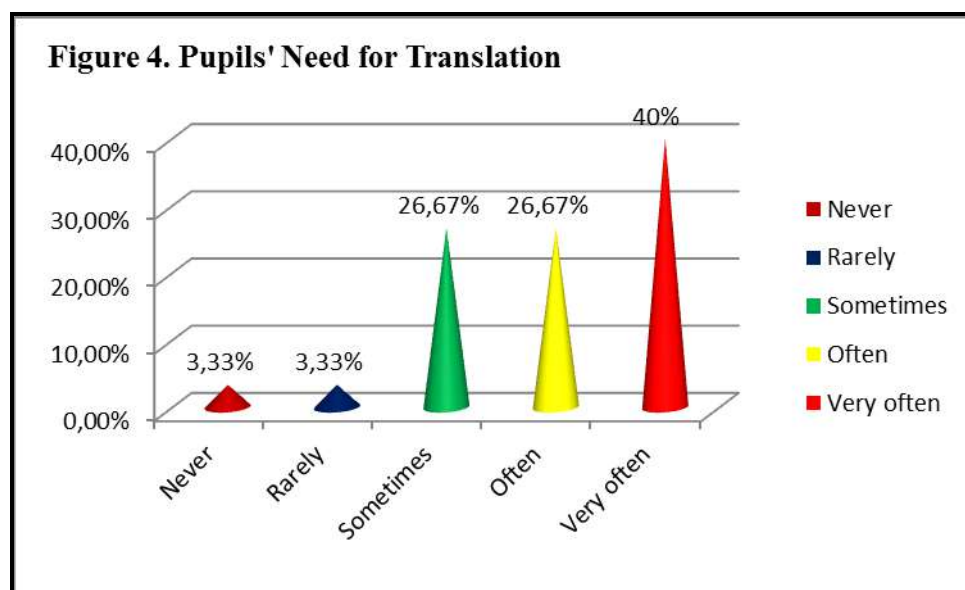


Figure 3 demonstrates that the largest ratio (43.33%) of the sample responded ‘Sometimes’, when asked about the participation of their pupils. In addition, 30% of the participants answered ‘Often’, 20% of them said ‘Very often’, while only 6.67% stated ‘Rarely’, and no one claimed ‘Never’ about the same question.

**Question 20:** Do they ask for translation?

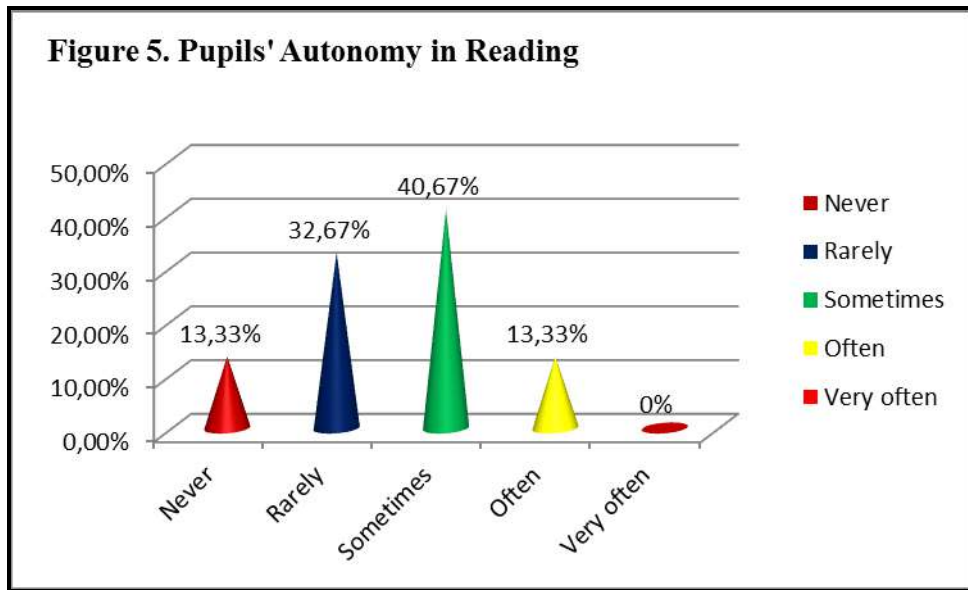
**Question 21:** Which language do they prefer while they ask for translation?



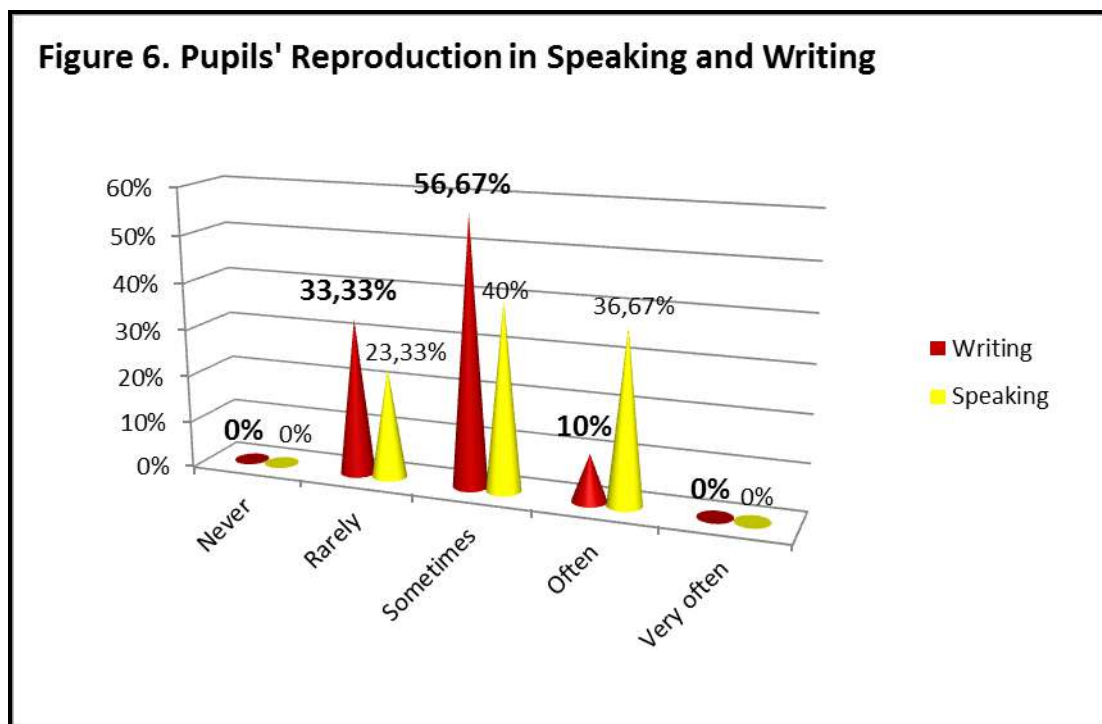
When the participants were asked whether their pupils demand translation or no, the researchers noticed that the percentages were equivalent between the respondents (26.67%) who claimed 'Very often' and (26.67%) who asserted 'Often' as it is presented in Figure 4. It is the same thing for those who replied 'Rarely' and 'Never', because they represent the same percentage (3,33%). The majority (40%) said 'sometimes'. In addition, most of the pupils (86.67%) prefer Arabic language, when they ask for translation (question 21). On the other hand, only (3.33%) answered Tamazight is the preferred one in translation according to the pupils and (10%) of the participants responded French.

**Question 22:** Can they read any type of texts without teacher's help?

When the researchers asked the subjects if the pupils need teacher when reading or no, 60% of their declarations wobbled between often and sometimes and 40% of them varied between rarely and never. Figure 5 (p.33) present the ratios in detail.



**Question 23:** Are they able to reproduce what they have learnt in listening and reading skills?



The subjects were asked whether their pupils are able to reproduce what they have learnt in listening and reading or no. Figure 6 shows that the answers of the participants differed between the participants. In writing, the answers percentages are presented as follow: 66.67% divided between who said sometimes and who claimed often, however 33.33% declared that it

is rarely. In speaking, the ratios distributed as follow: (40%) sometimes, (36.67%) often, (23.33%) rarely, and (0%) very often and never.

**Question 24:** Do they use appropriate language when you use visual aids?

**Question 25:** Do they respect the rules of pronunciation while speaking?

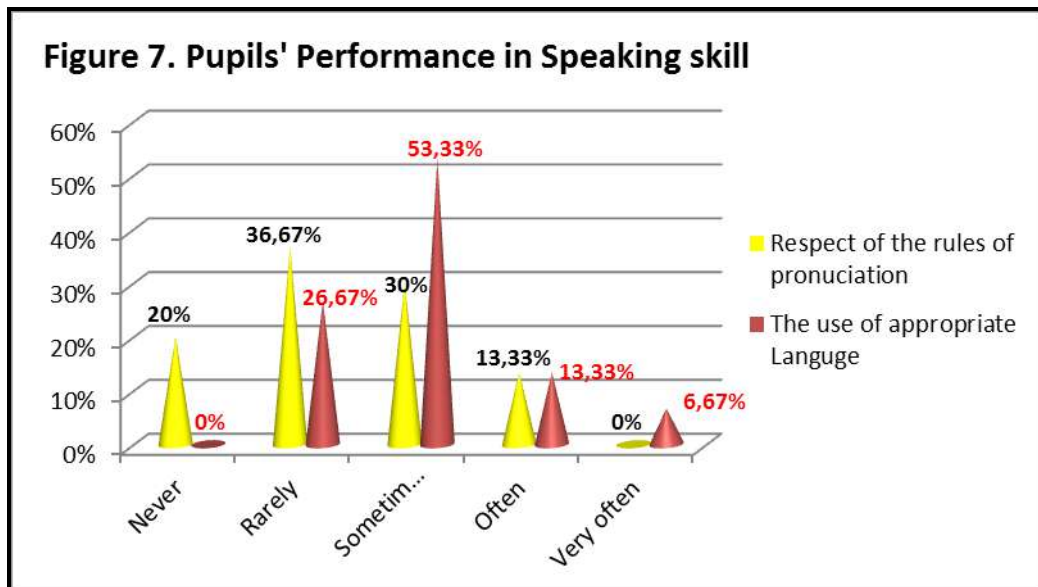


Figure 7 indicates that the pupils use appropriate language occasionally, because (53.33%) of the teachers affirmed Sometimes when asked about this. On the other hand, no one replied 'Never' according to the same inquiry and the rest ratio is divided successively to: (26.67%) rarely, (13.33%) 'Often', and (6.67%) Very often. Concerning the respect of the rules of pronunciation (question 25) (36.67%) of the teachers confessed that their pupils rarely respect the rules of pronunciation while speaking and (30%) of them said 'sometimes'. On the other hand, (20%) viewed that their pupils never respect the rules of pronunciation and (13.33%) of the respondents claimed that their pupils do so often. In this question, no one from teachers selected 'Very often'.

**Question 26:** Do they use body language while speaking?

In this question, 73.33% of the respondents affirmed that the pupils use body language, in contrary 26.67% claimed 'No'.

**Question 27:** Do they remember the punctuations and put them correctly in the written tasks?

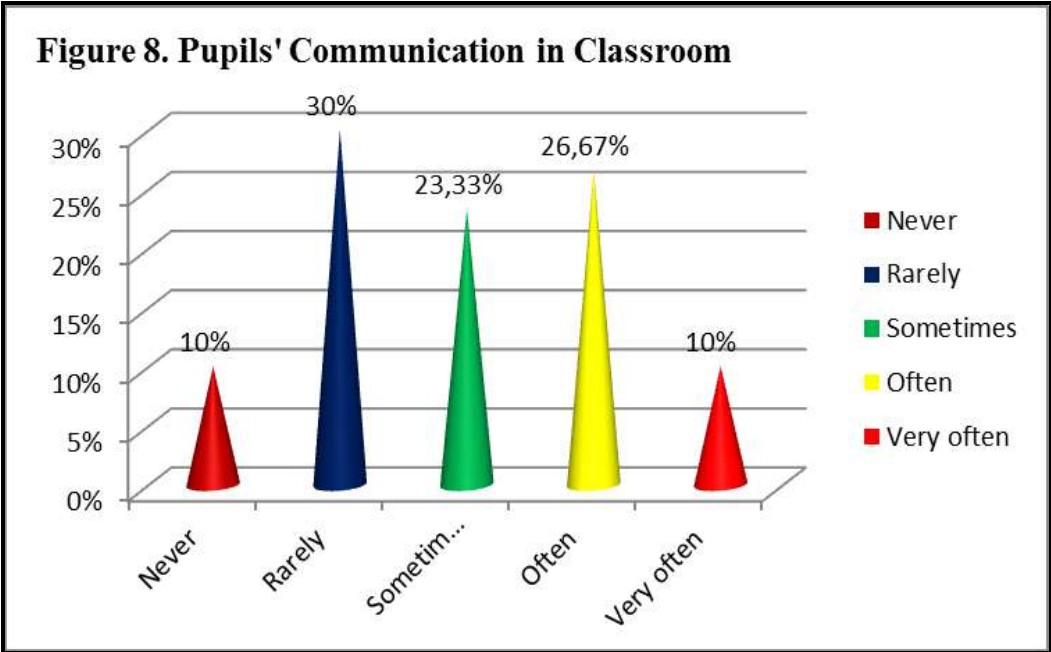
Most of the subjects (83.33%) viewed that their pupils forget the use of punctuations, when they are given written tasks. On the other hand, the rest of participants (16.67%) observed the contrary.

**Question 28:** Do they work in group in the Project-Based session?

The respondents asserted that the majority of teachers who present the large ratio (90%) replied that their pupils work in group in the Project-Based session. In contrast, others refused and answered by 'No'.

**Question 29:** Do they communicate with each other in the classroom?

Figure 8 indicates that 30% of the participants answered 'Rarely' about their pupils' communication. In addition, 26.67% of them claimed that their pupils often communicate with each other in the classroom and 23.33% say 'Sometimes'. The remaining ratios are divided similarly between 10% suggested 'Never' and 10% supposed 'Very often'.



**Question 30:** After the reform of 2003, does CBLT improve learners' communicative competence?

The answers of this question are similar, 50% of teachers out of the total believed that the application of CBLT affect positively the attainment of communicative competence, while the other half assumed that CBLT failed to improve pupils' CC.

**Question 31:** Are pupils' results satisfactory?

The majority of the sample (70%) declared that the results of their pupils are average, while (26.67%) of them saw that the results are not well. On the other hand only one participant said that it is well and no one argued that it is very well.

### **3. The Interview results**

**Item 01:** How would you define CBLT?

**Item 02:** What are the reasons behind implementing CBLT?

The inspector believes that CBLT is an approach that insists on the practical side, that is to say, it aims not only on what learners know about language but also on what they do with language "the outcomes". The traditional approaches insist just on the inputs while they neglect communication which is "the major component of CBLT". He added that it is a learner centered-approach and aims to develop some competencies and skills on the learner at the end of the course. According to the inspector, the reasons behind implementing CBLT were:

- To cope with the notion of globalization.
- The traditional approaches proved to be insufficient and have a number of weaknesses.
- CBLT is based on communication which is the main goal of learning a language, while the traditional approaches failed in making pupils communicative.

**Item 03:** Do you take into consideration the teacher's knowledge about the approach such as in contests and inspection visits?

**Item 04:** Do you think that experienced teachers are aware of CBLT?

**Item 05:** Are the new appointed teachers more aware than the experienced ones?

**Item 06:** Do both of them apply it in the same manner?

The inspector thinks that teachers in general have an idea about CBLT, but "there is a kind of contradiction". They believe and understand CBLT, but they still implement the traditional approaches whereas CBLT is totally different from the previous ones. He concluded that teachers must be aware of the basic principles of CBLT and take them into consideration while teaching.

In addition, he claimed that a considerable number of experienced teachers are not aware, because they did not respond to the changes and keep teach as they used to do. However, there are a few ones who know it and use it in their teaching. For newly appointed teachers, the inspector believes that they are more aware than the experienced ones; because they teach for the first time and they were motivated to know more about this approach. When asked about the manner of application, he supposed that what matters is neither the experience nor the teachers' competency.

**Item 07:** As an inspector what is your role to solve problems, if any?

**Item 08:** Are there any seminars or training courses concerning CBLT?

**Item 09:** Do you provide teachers with any written summaries concerning CBLT?

The inspector pointed out that his role in general consists of guiding teachers, presenting the syllabus and explaining the principles of CBLT. However, in case he observes errors in applying this approach in class, he interferes and provides the concrete solution by representing the lesson in a simple way. While in seminars, he tries to provide teachers with

“useable and practical” materials. The latter demonstrates that he insists on the practice more than the theory because CBLT is “know how to do”.

Moreover, he said “I urge teachers to study carefully the syllabus which was adapted by the Ministry of Education”, when he noticed some problems in class. He advises teachers to read carefully the Teachers’ Guide and the preface of each text book. Doing so enables teachers to practice teaching successfully. Concerning seminars and/or training courses, the inspector mentioned that they are organized many times each year with different topics. In addition, one or two training courses are organized each year for the newly employed teachers. For item 9, the inspector indicated that when he started his work in 2006, he insisted on introducing and explaining CBLT. He supplied some documents, but now he does not supply them with any documents because it is no longer new.

**Item 10:** is the Ministry of Education satisfied with the results after initiating CBLT?

Despite the success and higher rate recorded in the BAC exams, the inspector was totally convinced that the ministry is not satisfied. The ministry believes that the results are not real and reflect neither the pupils’ level nor the teachers’ accomplishments.

#### **4. Interpretation of the Questionnaire Results**

The interpretation will focus on the questions that are interrelated to each other. The results of question six can be interpreted in relation to the question 05, that is the teachers’ knowledge about the approaches to language teaching was gained from studying didactics at the university, because the number who studied didactics (26) and the number who knew the approaches to language teaching (27) are approximately the same. Whereas, only 15% see that those approaches have relation to the AES, question 07. This can be explained only by the fact that they do not have the same background knowledge. However, in question 08 the participants are not aware about the previous implemented approaches in Algeria, despite the

fact that the half of the participants are experienced and taught using Objective-based and/or Content-based approach.

In question 09 half of the subjects claimed that they did not receive any materials concerning CBLT, but in fact they receive each year, at least, Teachers' Guide which contains a whole section devoted to CBLT. Thus, a part of responsibility is put on teachers in neglecting some documents. In addition, some teachers said honestly that they do not like to attend seminars. Furthermore, with reference to the answers of question 10 and to some experienced teachers' comments, it can be asserted that 43.33% were against the reform because they cannot change their way of teaching radically, in addition it can be interpreted in relation to the results of question 18.

The answers obtained from question 11 showed that the number of participants who have background knowledge about CBLT is more than ones who were provided with materials about CBLT. This means that they search by themselves. But, in question 12, there is a contradiction because some participants claimed that they have no background knowledge about CBLT, however they use it. For question thirteen, the answers were blames to teachers of middle schools, weaknesses in the syllabus structure, lack of materials, and crowded classes.

For question sixteen, the researchers can confirm that the new book is better than the old one, but without neglecting that the subjects reported its content to be long, which was asserted next in question 17. Most of them affirmed that just the 3<sup>rd</sup> year programme is long. The teachers' responses for question 19 (93.33%) emphasized that their learners are almost active in classroom and participate. Hence, it is an additional point to the effectiveness of CBLT.

Concerning the receptive skills, listening and reading, teachers' answers for questions 20 and 21 indicated that their listening is too weak, because they do not concentrate and depend

more on translation and in particular their mother tongue. Therefore, it is better to prevent pupils to ask for translation in order to make them rely more on the context. However, results of question 22 affirmed that the reading skill is somehow weak, because pupils do not give it its required importance.

Concerning the productive skills, the analyses of the answers of questions 24, 25 and 26 lead the researcher to deduce that pupils' performance in speaking is satisfactory. Question 27 aims to analyze pupils' performance in writing. The researchers inferred from the results of the question 27 that the performance of the pupils is unacceptable because of their carelessness about punctuation. Back to question 23 the results indicated that the four skills are not integrated. Thus, learners cannot develop their communicative competence, which is the ultimate goal of CBLT.

When we asked the participants about the Project-Based session, question 28, the vast majority answered that the pupils work in group, which is an advantage that leads to improve pupils' CC. Nevertheless, the teachers did not agree in the question 29 about pupils' communication with each other, some of the participants commented that the limited time and crowded classes prevent them to give pupils the chance to communicate and to follow all of them in the Project-Based session. Therefore, we assume that the pupils are not controlled in doing the Project-Based tasks with collective efforts, which needs communication.

Furthermore, in question 30 teachers confirmed that the implementation of CBLT contributed in improving pupils' CC. The contradiction in this part appears in the fact that the participants disparaged the pupils' performance in the four skills, while they supported their CC in general. This can be interpreted by confirming that those participants ignored the CC and thought that it is embodied just in the speaking skill. However, answers of question 31 confirmed that the subjects do not insist on the four skills when assessing their pupils. The

integration of the four skills during the assessment is pre-requisite for communicative competence.

## **5. Interpretation of the Interview Results**

In the first item, the inspector defined CBLT as Wong (2008) “CBLT is a teaching approach which focuses on the outcomes of language learning” (p.181). Moving to item 02, he asserted that the AES implemented CBLT in terms of globalization as what Chelli (2010) said “The development of education was influenced by such features of social development as globalization” (para. 3). In addition, the inspector revealed that the failure of the content-based approach is due to its failure to realize CC. Moreover, in the third item, he neglected the teachers’ theoretical knowledge about CBLT that they know it and do not apply it, but the teachers’ questionnaire confirmed that 40% of teachers have no idea about CBLT. Therefore, the inspector must take this point into consideration during the inspection visits and in the employment’s contests.

The inspector’s answer for item 04 shows that the experienced teachers are not aware of CBLT because they do not want to change the approach that they are accustomed to teach with. Then, in item 05, he declared that the newly employed teaches are more aware than the experienced ones and so did the questionnaire. From the inspector answer for the sixth item, we can deduce that the inspector’s continues control of teachers’ practices may sustain the application of CBLT principals.

The inspector, the item 07, saw that the effective way to solve the problems that the teachers may meet in the classroom can be indirectly expressed. However, some teachers have commented that even orally inspectors do not insist much in applying this approach. From his answer to the eighth item the researchers concluded that the seminars and the training courses are limited for the new recruited teachers. The latter was supported by teachers’ answers in the questionnaire. What explains the cause behind the fact that half of the subjects in the

questionnaire answered that they were not provided with materials concerning CBLT is found in the inspector' claim (item 9): "when I started my work as an inspector ...I gave teachers a few, to be honest, documents about CBA to make them aware of this approach which was new at that time. But now it is no longer new! It was implemented since a decade". Finally, in the item 10, according to the inspector's claim that the results of pupils and teachers' achievement are not sufficient. Consequently, the pupils' assessment is not designed to indicate their real level.

## **6. Conclusion**

The present chapter introduces the results of both the questionnaire and the interview. Then, a detailed interpretation of these results is provided and related to previous researches.

## **Chapter Five**

### **Conclusion and Recommendations**

#### **1. Introduction**

The present chapter is dedicated to introduce the summary of major findings, the limitations of the present study and suggestions for further research. It concludes with the implications of the study which are deduced from the results of the questionnaire and the interview.

#### **2. Summary of the Major Findings**

The interpretation of both the questionnaire and the interview indicated that CBLT failed relatively to improve EFL learners' CC in the Algerian secondary schools. However, most of EFL teachers who participated in this study supported the reform of 2003 in particular the implementation of CBLT. The relative success of CBLT in enhancing EFL learners' CC is due to a number of obstacles:

1. The lack of the CBLT materials in the Algerian secondary schools
2. The lack of teachers' awareness of this approach
3. The experienced teachers' resistance to change the accustomed approach.
4. The inspectors' negligence of the teachers' background knowledge about CBLT
5. The absence of trainings in TEFL
6. Crowded classes

#### **3. Limitations and Suggestions for Further Research**

A number of obstacles encountered the researchers while conducting the present research. To begin with; time was not sufficient to collect data from a large sample of EFL inspectors/teachers in Ouargla and Ghardaia. The researchers were able to conduct an

interview just with one inspector of secondary education. On the other hand, the questionnaire was administered only to thirty teachers divided equally between Ouargla and Ghardaia. Therefore, the results of this study cannot be generalized, because it does not represent all the EFL inspectors' and teachers' views at Algerian secondary schools.

Another limitation is the administrative constraints. During the distribution of the questionnaire, the researchers faced some difficulties such as: teachers' engagement, lack of the administrative facilities at some secondary schools, and large distance between the secondary schools in Ouargla and Ghardaia. Besides, some of teachers opposed to answer the questionnaire for certain reasons while the ones who accepted to cooperate they took a great deal of time. In addition, the researchers faced another difficulty, when organizing the meeting with the inspector because of his commitments.

The lack of references that tackle CBLT and in particular the ones concerned with its implementation in the Algeria secondary schools are available in Arabic and French. The latter forced the researchers to translate them to English which somehow tiresome and time-consuming.

All of these limitations led to suggestions for further studies. Future research have to diagnose the extent to which CBLT is applied in the Algerian schools as a whole not just in secondary schools where the researchers could obtain data from. The present study recommends future studies to investigate the impact of CBLT in enhancing EFL learners' CC in Arabic and French as well. Further research should unveil the reasons behind the failure of CBLT through contacting the decision-makers and stake holders.

#### **4. Implications of the Study**

Based on the results of both the questionnaire and the interview, the researchers suggest some recommendations that should be taken into consideration. First of all, the module of didactics and the one of psycho-pedagogy should be included in the EFL curriculum at the university in order to raise the EFL students' awareness of this field.

Second, the researchers suggest that the AES should organize many training courses that assemble both the experienced and newly employed teachers. These courses enhance teachers' awareness and help them to be knowledgeable ones especially in teaching process.

Third, the Ministry of Education and the inspectors should keep providing teachers with materials that supplement the teaching process. The amelioration of the process will help learners to meet their aims and develop their level which leads to the increase of education level.

Finally, the constraints that the teachers suffer from must be tackled especially the one that concerning the crowded classes. Most of the teachers whom the researcher met during the administration of the questionnaire claim that the obstacle of the crowded classes prevents them to arrive at what they intended to do. They could not apply CBLT and supervise all the learners during the session which leads to unsatisfactory results.

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## Appendix A

**Table 1.** Lesson Format Based on the Competency- Based Approach

Stages	Intermediary Pedagogic Objectives	Teachers Activities	Learners Activities
1 Discovery (presentation of the problem solving situation)	-To clearly restate the problem	-Presents the problem solving situation through statements, drawing, questions, actions, mimed, etc. -Ensures that everybody understands the problem. -Gives instructions.	-Get acquainted with the situation by reading or by listening -Ask questions if any
2 Research (Individually or in groups seek solution(s) to problem) Hypotheses are put forth and analysed	-To posit and verify hypotheses	-Recalls the instruction so as to elicit the emission of hypotheses -Goes round the groups to help and encourage learners	-Give hypotheses -Work individually, and then in groups, compare their findings. -Call teachers attention in case of conflict
3 Comparison and validation of findings or results	-To present -To justify the results -To validate	-Recalls the instructions once more -Puts away wrong answers and retains justifiable answers which tie with the objectives	-Give the answers or solutions -Justify their answers or solutions -Get the final opinion or say of the teacher
4 Institutionalisation and formulating the new knowledge (generalisation)	-To formulate the new knowledge	-Generalizes one case -Identifies new knowledge -Introduce new vocabulary (concept)	-Use what they already know to come up with new knowledge
5 Consolidation (application)	-To use the new knowledge	-Gives exercises (written or oral) to verify if objectives have been attained	-Get used to new knowledge by using it accordingly
6 Partial integration activities	-To put together the new knowledge and know how to solve a complex problem situation	-Gives complex problem solving situations to verify the level of development of the skill.	-Get acquainted (more familiar) with the new leanings and use them in solving real life problems
7 Remediation activities	-To tackle cases of incomprehension	-Explains over and over that which was not understood.	-Discover their errors and rectify them.

Note. Adapted from “Theory and Practice in Language Studies,” by Nkwetisama (2012), p.522.

## Appendix B

### Teachers' Questionnaire

Dear teacher,

We are looking for the attainment of Master degree in Applied Linguistics and English for Specific Purposes. For that reason, we deliver to you this questionnaire that will be used to reach the purposes of our research, which investigates *The Impact of Competency- Based Language Teaching (CBLT) in Developing EFL Learners' Communicative Competence*.

Please put a cross (x) in the box that you choose, and write the answer if necessary.

Thank you in advance for your help and your precious time.

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#### **Part I:** Background Information

1. Your gender?

Male       Female

2. How long have you been teaching English? .....

3. Are you graduated in?

English       French       Translation

4. From which you graduated?

University       Higher Institute of Teachers

#### **Part II:** Teachers' Knowledge about the Approaches to Language Teaching

5. Did you study didactics?

Yes       No

6. Do you have any background knowledge concerning the approaches to language teaching?

Yes       No

7. Do you think that your knowledge about those approaches has any relation to the ones are adopted by the Algerian Educational System?

Yes  No

8. What approach (es) has the Algerian Educational System used from 1962 until now?

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

9. Did the ministry, the supervisor, or any official institution provide you with materials concerning CBLT?

Yes  No

If yes, what are they?

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

**Part III:** Teachers' Attitudes towards adopting CBLT in the Algerian schools

10. Do agree with the reform of 2003?

Yes  No

11. Have you got any background knowledge about CBLT?

Yes  No

12. Do you use CBLT while teaching?

Yes  No

13. What are the difficulties or constraints you meet when applying CBLT?

.....

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

**Part IV:** Teachers' Views about the Benefits of CBLT especially the ones concerning *Communicative Competence*

**14.** Which language is preferred by pupils?

English       French       Arabic       Tamazight       None

**15.** Who are more interested in learning English?

Males       Females

**16.** The book of English has the huge part of reforms, how would you classify the new one in comparison with the old one?

.....  
.....

**17.** Is time sufficient to finish the whole programme of the module of English?

Yes       No

**18.** Do pupils benefit from the new reforms especially in English language?

Yes       No

**19.** Do the pupils interact and participate within the new topics of each unit?

Never       Rarely       Sometimes       Often       Very Often

**20.** Do they ask for translation?

Never       Rarely       Sometimes       Often       Very Often

**21.** Which language do they prefer while they ask for translation?

Arabic       French       Tamazight

**22.** Can they read any type of texts without teacher's help?

Never  Rarely  Sometimes  Often  Very Often

**23.** Are they able to reproduce what they have learnt in listening and reading?

-In writing: Never  Rarely  Sometimes  Often  Very Often

-In speaking: Never  Rarely  Sometimes  Often  Very Often

**24.** Do they use appropriate language when you use visual aids?

Never  Rarely  Sometimes  Often  Very Often

**25.** Do they respect the rules of pronunciation while speaking?

Never  Rarely  Sometimes  Often  Very Often

**26.** Do they use body language while speaking?

Yes  No

**27.** Do they remember the punctuations and put them correctly in the written task?

Yes  No

**28.** Do they work in group in the Project-Based session?

Yes  No

**29.** Do they communicate with each other in the classroom?

Never  Rarely  Sometimes  Often  Very Often

**30.** After the reform of 2003, does CBLT improve pupils' communicative competence?

Yes  No

**31.** Are pupils' results satisfactory?

Very well  Well  Average  Not well

**Thank you very much for your contribution**

## **Appendix C**

### **The Inspector Interview**

- 1.** How would you define CBLT?
- 2.** What are the reasons behind implementing CBLT by the AES?
- 3.** Do you take into consideration the teacher's knowledge about the approach such as in contests and inspection visits?
- 4.** Do you think that experienced EFL teachers are aware of CBLT?
- 5.** Are the new appointed teachers more aware than the experienced ones?
- 6.** Do both of them apply it in the same manner?
- 7.** As an inspector what is your role to solve such problems, if there is any?
- 8.** Are there any seminars or training courses concerning CBLT?
- 9.** Do you provide teachers with any written summaries concerning CBLT?
- 10.** Is the Ministry of Education satisfied with the results after initiating CBLT?

## Abstract:

The present study aims to investigate the impact of CBLT in developing EFL learners' CC. It takes the Algerian secondary school as a case study. The researcher has hypothesized that CBLT enhances EFL learners' CC, if it is correctly applied in the Algerian secondary school; but EFL teachers fail in doing so because of certain constraints. In order to emphasize the above mentioned hypothesis, the researchers have selected a questionnaire and interview as instruments for collecting data. In one hand, the former is distributed to a sample consisted of 30 EFL teachers who are divided similarly between Ouargla and Ghardaia at different secondary schools. On the other hand, the latter is administered to one EFL inspector who works in Adrar. After the interpretation of the results, the researcher deduces that CBLT failed relatively to arrive at communicatively competent EFL learners in the Algerian context. Consequently, it is very significant to find out immediate solutions that tackle this obstacle.

**Key Words:** Competency-Based Language Teaching, Communicative Competence, EFL.

## ملخص الدراسة

تهدف الدراسة الحالية للتحقيق في تأثير المقاربة بالكفاءات على الكفاءة التواصلية لمتعلم اللغة الإنجليزية كلغة أجنبية. و تمحورت على مستوى التعليم الثانوي بالجزائر بهدف إثبات الفرضية المطروحة ألا و هي أن المقاربة بالكفاءات يمكنها إثراء الكفاءة التواصلية لمتعلم اللغة الإنجليزية إذا ما طبقت بحذافيرها, غير أن بعض المعوقات ستقف حاجزا في طريق أستاذ اللغة الإنجليزية للوصول إلى الغايات المرجوة وتفعيلها في المدرسة الثانوية بالوسط الجزائري. و من أجل الوصول إلى ما تم طرحه, قام الباحث بإعداد استبيان تم توزيعه على ثلاثون أستاذ لغة إنجليزية من عدة مدارس ثانوية مقسمين بين ورقلة وغرداية, إضافة للقيام بمقابلة شفوية مع مفتش لغة إنجليزية على مستوى التعليم الثانوي بأدرار. وبعد تحليل النتائج المتحصل عليها ثم التوصل إلى أن المنهج المذكور فشل نسبيا في إحرار الكفاءة التواصلية لمتعلم اللغة الإنجليزية بالجزائر . و نتيجة لكل هذا توصل الباحث بأنه من المهم جدا البحث على حلول سريعة لتخطي هذه العقبة.

## الكلمات المفتاحية:

المقاربة بالكفاءات, الكفاءة التواصلية, الإنجليزية كلغة أجنبية.