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DJILLALI LIABES University –Sidi Bel Abbès
Faculty of Letters, Languages and Arts
Department of English Language



**Factors Impeding Communication in our Schools within
CBA:
*the case study of NADJAH Secondary School in Sidi Bel
Abbés***

*Thesis Submitted to the Department of English Language in Candidacy for the
Degree of Doctorate Es- Sciences in TEFL and Educational Psychology*

Written by :

Ms. Hadjila ZOULIM

Supervised by :

Dr. Mohamed GRAZIB

Jury Board :

President :	Dr. Fewzia BEDJAOU	(Prof)University of Sidi Bel Abbés
Supervisor :	Dr. Mohamed GRAZIB	(MCA)University of Saida
Examiner (1) :	Dr.Belabbas OUERRAD	Prof University of Sidi Bel Abbes
Examiner(2) :	Dr. Mohamed MELOUK	(Prof)University of Sidi Bel Abbes
Examiner(3) :	Dr. BENADLA Djamel	(MCA)University of Saida
Examiner(4) :	Dr. Habib YAHIAOUI	(Prof)University of Mascara

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Dedication

I dedicate this work to the memories of my :

Father Mohamed, (passed away on Monday, July 7th, 2008) a well educated man, who guided my education from primary school to post-graduation and taught me how to become an autonomous woman

Brother Mourad (passed away on Saturday, August 8th, 2015) who kept telling never give up my rights and who contributed greatly in my magister documentation and resources

Mother Sidi Said Tassadit (passed away on Tuesday, November 24th, 2020) who has always been a fighter woman a symbol of strong character and patience

I also dedicate this work to all my family members and friends

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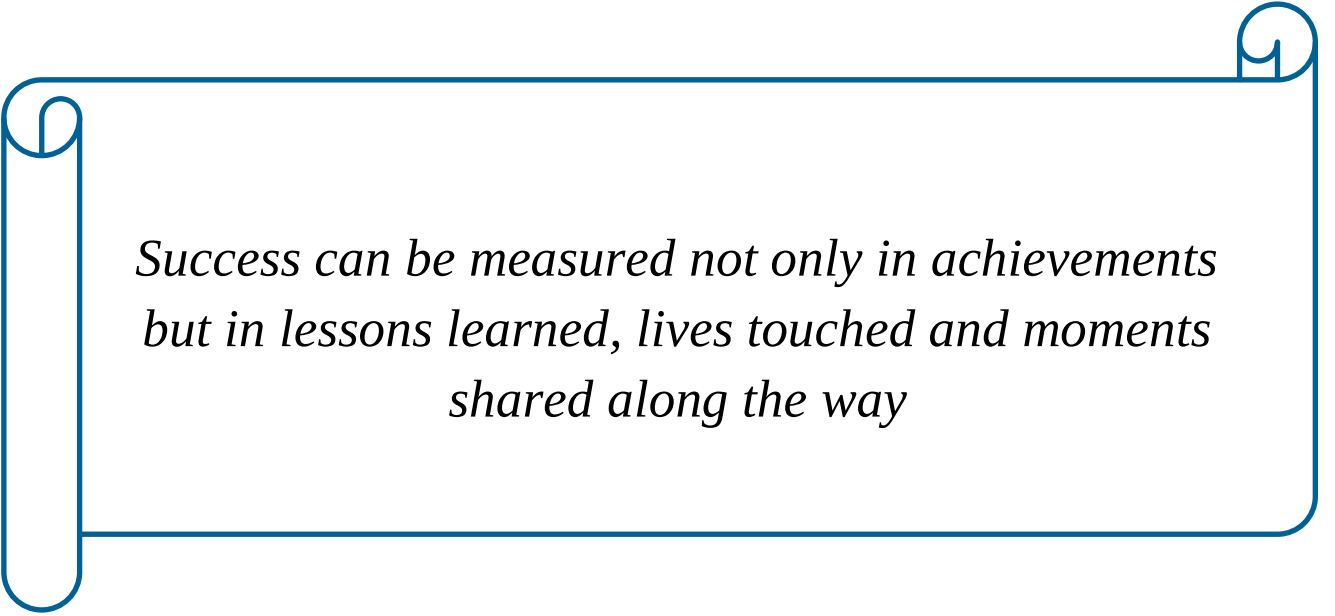
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*Success can be measured not only in achievements
but in lessons learned, lives touched and moments
shared along the way*

ABSTRACT

English language teaching has become of great value for educationists, parents, secondary school teachers and English language learners. Being a worldwide communication tool in conferences, colloquia, publications and business, English has attracted the interest of the Algerian Ministry of Education to establish it as a compulsory subject matter in middle and secondary schools. The present study consists of investigating the Competency-Based-Approach and the factors that impede communication in the secondary third year classrooms. This is a humble attempt to examine the psycho-educational setting in three secondary schools in Sidi Bel Abbas (Algeria) where 300 pupils were handed out questionnaires. Likewise, 30 EFL teachers, in six secondary schools, were given questionnaires as well. There was a trial to test pupils 'Multiple Intelligences through a survey of 09 sections in which pupils had to score themselves. In addition, seven classroom observations were devised. The purpose was to collect data about the degree of pupils involvement in class situations: participation, goal setting, self-regulation, motivation and intelligence tasks. It also tried to observe teachers' lesson presentation in classes of more than 35 learners constituting a dependent variable impeding fruitful communication in the classroom. The primary objective of CBA aims at integrating the EFL learner in the world of communicating with native speakers of English. The study endeavoured to answer four research questions while four equivalent hypotheses were formulated to be proved valid or non valid. The present work is divided into five chapters. The first one is about teaching methodology and EFL in Algeria. The second one consists of the review of literature about Competency-Based-Approach. The third one represents teacher education and CBA. And, chapter four deals with research methods, data analysis and discussions of obtained results. Then, chapter five contains practical recommendations for secondary school teachers. The two first hypotheses were validated, hypothesis three was half validated but hypothesis four was not proved true. The primary results obtained reflect the teachers' attitudes towards promoting multiple intelligences so that to respond to CBA immediate and intermediate requirements for 3AS classes. Unfortunately, such quality seemed, most of the time, absent because the establishment of teacher / learner communication codes has half-failed.

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General Introduction

The age of widespread globalization, we live in, is full of amazing technological progress making economic, cultural and political decisions to the primary feature of social and educational priorities in many parts of the world. The quality of academic achievement is shaped by other characteristics that impact on the individual's progress such as the family, the teachers and the administration as well as the whole educational system.

The Algerian educational system adopted a definite policy, mainly in the 1970s, which takes into consideration English as a foreign language learning priorities. It has undertaken a series of reforms to overcome hindrances and weaknesses thus, enabled the Algerian learner attain an acceptable instruction level. Nowadays, there is an urgent need to explore many areas of world knowledge through exploiting varied skills and competencies. The basic objective is to prepare the present learner to function in tomorrow's world as a matter of fact, the teaching operation needs to respond to collaboration, language proficiency, digital literacy, critical thinking and problem-solving tasks.

The Competency-Based Approach (CBA) denotes a challenge which is how to integrate our secondary school learners in a competitive teaching-learning process and ensure fruitful results and positive feedback. The present study is an attempt to investigate one of the major concerns of teacher educationists which is establishing teacher –learner communication parameters in the classroom within a specific teaching-learning policy : Competency-Based-Approach. All organisms connected with the educational field are expected to be primarily involved in the procedure of how to put forward some learning strategies and teaching tools to direct teaching-learning and maintain pupils' motivation to study English as a foreign language .

The type of our target learners are in their late adolescence, that is why understanding this period in order to help them achieve their learning potential ,guide their behaviour towards a specific goal and free their innate energy to make them responsive to the acquisition of new linguistic skills is becoming the duty of educators. The new teaching approach consists of educating a future

individual who will be able to easily integrate the society safely and use English language in daily life situations. Yet, our learners undergo specific psychological constraints vis-à-vis the school and their family environment. The role of the teacher is very crucial to guide this category of learners during their academic achievement. Whatever our behaviour, as adults, seems to have significant implications on their future job choices and career opportunities.

Competency-Based-Approach practical side often show that many adolescent learners in secondary schools find themselves in states where they do not have the desire to go through different classroom assignments nor even they have the will to carry on their studies. In the classroom, some of them show little interest in what the teacher is speaking about and some of them are often caught playing with their belongings or doing other activities

The main objective of the present thesis is to study the context of English language teaching –learning in secondary school education in Algeria. The focus is on investigating the different factors that impact negatively on establishing an adequate communication atmosphere in the classroom on the one hand. It aims to present an EFL learning situation according to Competency-Based-Approach in a secondary school setting on the other hand. This involves other basic elements which are supposed to contribute directly to the whole secondary school teaching –learning curriculum based competencies instruction.

Historically, teaching pedagogy has known many changes concerning both form and content. Moving from Grammar-Translation to Audio-Lingualism, Communicative Language Teaching, Suggestopedia, Eclecticism, and Competency-Based-Approach. The latter approach cannot be considered as an isolated entity, i.e, it should not be regarded as a teaching method to be practiced without the contribution of other strategies such as : constructivism, self-regulation, motivation, autonomy, multiple intelligences tests. We should also mention the importance of various transversal competencies that are shaping pupils' academic learning evolution in EFL to name, Geography, History, Philosophy, Arabic Letters, Natural Sciences, etc.....

Above all, any secondary school teacher is required to have an overview about the psychology of adolescence and make a clear distinction between its three steps : primary adolescence, middle adolescence and late adolescence. Meanwhile, EFL teachers should try to consider the relationship between adolescence peculiarities and competencies which involve other factors like autonomy, psychological engineering, constructivism, motivation and self-regulation.

The cognitive approach is one of main constituents of Competency-Based-Approach. That is to say, the pupil is taught how to think critically, paraphrase where personal vocabulary is scarce, synthesize after having reached a conclusion about an assignment and react to a question where no direct answer is required but deduce the meaning according to the context or a key word. The context of teaching English in Algeria is considered at first, along with the role of the teacher and teaching methods in enhancing foreign language learning classroom communication within an approach that encourages participatory and collaborative teaching-learning pedagogy. The present study is guided by the Competency-Based- Approach which aims at unveiling individual learners 'hidden capacities that are gradually framed in terms of constructive competencies in the field of foreign language learning, mainly the goal achievement which advances that certain perceived characteristics of our pupils 'goal setting affect their classroom communication and motivation either positively or negatively. Thereby, they may lead them to higher or lower levels of both linguistic competence and language performance.

Paradoxally, other transversal elements may be included in the socio-educational model which emphasizes the drastic roles of pupils' attitudes and their motivation to learn new issues, to come to school free from any psychological pressure. The cited factors among others mentioned earlier may be determinant in the English language learning process. The current research studies the degree to which secondary school adolescent pupils learn a foreign language using a competency approach which relies on self-regulation,

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motivation, cognitive attitudes towards the target language, teachers' educational aspirations, class participation and to what extent their basic intelligences are explored and respected. We should also mention that English as a Foreign language teachers should constantly remind their pupils of the strong belief that they are capable of constructing their achievable goals through CBA.

The investigation attempts to answer four research questions having a link with the topic under study :

- 1-What does the relationship between CBA and academic achievement in EFL learning imply for third year secondary school pupils?
- 2-To what extent can EFL classroom communication atmosphere affect third year adolescent secondary school learners?
- 3-How do secondary school teachers test their pupils' multiple intelligences in order to cope with CBA requirements?
- 4-How are third year secondary school learners self-regulating their learning and their goal settings?

For the sake to keep the research course going on, four related research hypotheses are formulated, as proposed answers to the research questions above, as follows:

1-The relation between CBA and academic achievement in EFL learning has a tremendous impact on third year secondary school learners. Their motivation to do better in class and in tests is reflected on their attitudes towards their grades during term evaluations such as exams, tests or quizzes. At the same time, cognitive features contribute to reflect CBA learning.

2-We assume that the classroom supportive climate can be of great help to adolescent third year learners because teachers are supposed to be equipped with psychological notions about adolescence and to know how to manage the classroom life

3-Multiple intelligences should be tested via available teaching-learning pedagogical materials such as textbook, quizzes, Information Communication Technologies, workshops, proposals..... by using particular scoring to permit both teacher and learner locate the intelligence focus area to suit CBA parameters

4-The degree of academic awareness of third year secondary school learners should be high, yet, their autonomy resides in the fact that they will attend a final national examination called the ‘Baccalaureate’ and they are conscious about the importance of this exam....They are also tutored on how to construct knowledge, for instance.

The focal point of this study is to investigate the relationship between CBA as well as classroom communication and what happens if the latter is broken or absent in the teaching-learning process. Its implementations in the field of education are almost of great help to both the teachers and the secondary school third year learners. A great bulk of literature in the Western world has investigated this topic . In Algeria for instance, very few studies in the role of communication in enhancing pupils ‘academic achievement within CBA, including self-regulation, constructivism, autonomy,etc, have been launched to enrich both educational and methodological knowledge.

Concerning the actual gap in local research, related to late adolescence and Multiple Intelligences Tests, communication hindrances and Competency-Based-Approach, constitute the main objective of our study . The present work concentrates on third year secondary pupils and the subject matter being observed is English language. Some of the preliminary results deduced from previous pilot studies revealed that there was a disconnection between pupils-teachers and classroom life. This situation is “alarming”because after having observed 03 classes in Ennadjah and Azza Abdelkader secondaryschools (2013),we deduced through a report that *the adolescent pupils who were not academically successful were a source of annoyance and disturbance to both their classmates and their teachers.*

Research Instrumentation and Methods

The purpose of the thesis is to investigate the dependence of communication in EFL learning on CBA and all factors that contribute to secondary school academic achievement. To respond to this objective four research tools were used in order to gather appropriate data : a questionnaire for secondary school pupils containing 27 questions, a teachers' questionnaire containing 32 questions, a Multiple Intelligences Survey (by GARDNER) divided into 09 sections, Classroom Observation Grid which is about classroom interaction during lesson presentation. We adopted a mixed methods research , i.e, quantitative and qualitative research methods. More than that, we used Harvard style (British Standards Institution, April 2013) for both writing and referencing our sources

Target Research Population

A total of 300 (three hundred) respondents, belonging to three secondary schools in Sidi Bel Abbés (Ennadjah, El Haouès, Azza Abdelkader). The targeted pupils belong to 3AS SNV and 3AS LSH streams. Another questionnaire was distributed to 30 (thirty) English language teachers from six (06) secondary schools in Sidi Bel Abbés. The Multiple Intelligence Survey was very much grounded. It was divided into 9 (nine) sections and learners were asked to score themselves by putting a '1' number in their choices. While the Observation took place 3 schools and only 10(ten) teachers among 30 were observed .

Thesis Design and Structure

This study is divided into five chapters. The first one is about research methodology, the research approaches, and the situation of the English language in the World and in Algeria. This theoretical framework helps to define the research objective within the Competency-Based-Approach. The second chapter is about the historical background of CBA being the core of this study. There is a reference to other thematic concepts such as motivation, autonomy and constructivism because they are considered, in this thesis, to contribute to the

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understanding CBA and EFL in our secondary school education. The third chapter refers to the relationship between the secondary school teacher academic education and CBA. The fourth chapter consists of data analysis and discussion of the results obtained. Last, the fifth chapter is devoted to tentative recommendations and future research issues basically tied to the current study topic.

Results Obtained

After having analysed the data, the three first hypotheses have been validated but the fourth one was not because teachers do not test their pupils' intelligences this was crystal clear in teachers' answers to the questionnaire and the pupils scoring their own intelligences in the 09 sections of the Multiple Intelligences Survey.

Final Objective

The objective of the study was attained because the expected number of research population was satisfactory. This aspect permitted the course of the study to be going on without disturbing hindrances. The link between CBA and communication parameters was proved to constitute a drastic part in the EFL teaching –learning in secondary school education. Likewise, the research, fundamental objective was a modest attempt to advance a new educational perspective thus, implement some of its salient aspects. That is, the mixture of the investigated elements reflected on ,in this thesis, and think of the Multiple Intelligences Based Teaching.

Pilot Study

It is also referred to as feasibility study. It was carried on a small scale as a preliminary observational study in Ennadjah Secondary School in 2011-2012. Prior to gathering information, two 3AS classes (3SNV2 and 3LSH3) have been observed during October /November 2011 and February/March2012. The number of pupils in both groups reached respectively 30 and 28. The observation sessions

General Introduction

aimed at testing the general research question linked to the main topic of the present thesis (communication and competency-based approach) which is: Does CBA encourage teacher –learner communication basics in secondary school classes? The small scale choice was expected to be more credible in case the research population would become larger. The objective of the pilot student undertaken by the researcher was to reveal potential errors when elaborating investigation tools meant for collecting data for the greater study population

Study Limitations

The study has potential weaknesses that have influenced ,somehow , our model estimates

1-The number of analysis units within the study were dictated by the type of the problematic through the small scale (pilot study) and the large population scale being investigated unveiled a difficulty to reach communication-competency-intelligences in a secondary school classroom situation as an entity.

2-The lack of background knowledge about learners‘ mental health, adolescence characteristics and cognition capacities among educationists and administration staff.

3-The limited scope of study days as far as multidisciplinary teaching led to a significant obstacle to find out trends and/or meaningful relationships between: psychology, pedagogy, teaching methodology and linguistic dimension

4-We expected more feedback sessions after classroom observations this resulted in short span comments made by teachers in charge of the observed groups

5-The course of the thesis writing would have been ended too much earlier yet, extra non- participatory attitudes have impeded realizing the objective

6-Non-equitable balance between teaching objectives and learning capacities .

Strengths of the Study

Also referred to as ‘delimitations of the study’. The strength of the present study consist of the explanation of the scope of the study ,for instance, why certain elements of the theme have been chosen and why others have been excluded .

1-The research topic helped us get more in touch with the secondary school education again, taking into account definite parameters method(CBA), classes (3AS), teachers (secondary school), learners (adolescents) and geographical distinction (Sidi Bel Abbès)

2-The core of the research objective has been covered totally within the theme boundaries, i;e, it has been under control during a couple of years (2011/2018)

3-Four hypotheses were advanced, three (03) of them were fully validated while the fourth one was not due (point -2- in Study Limitations)

4-The scope of the study focused on a particular geographical area in SBA. The research instruments were confined to: secondary school teachers and pupils while the class observation responded to a longitudinal process.

5-The study limited its boundaries to the parameters (objective, motivation, research questions and research hypotheses) that the reader might reasonably expect us to do but not the ones, for explained reasons in Limitations, have decided not to do.

CHAPTER-1-
Teaching Methodology and
Language Learning Environment

Chapter One : Teaching Methodology and Language Learning Environment

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1.1.Introduction

In this chapter, we will try to introduce the main teaching methods which seem fundamental to the professional practice of an English language teacher while there will be a reference to aspects of the educational system in Algeria through globalization, highlighting some social and educational factors which may advantage or disadvantage both learners and teachers classroom interaction and academic achievement.

1.2. Description of Basic Teaching Methods

Teaching pedagogy has undergone a process-like evolution of different methods. In the following we will attempt to present three of which have influenced language teaching in general and English as a foreign language in particular

1.2.1.Grammar-Translation Method

Some critics advance that Grammar –Translation was first known in the United States of America as the Prussian Method. According to a book published in 1845 by B.SEARS (an American classics teacher) entitled ***The Prussian Method of Teaching the Elements of the Latin Language***. The main characteristics of the Grammar-Translation Method are:

- 1-It is a way of studying a language that approaches the first language through a detailed analysis of its grammar rules , followed by an application of the knowledge to the task of translating sentences and texts into and out of the target language.
- 2-Reading and writing are the major focuses, little or no systematic attention is paid to speaking or listening.
- 3- Vocabulary selection is based mainly on the reading texts used, and words are taught through bilingual word lists, dictionary study, and memorization.

4-The sentence is the basic unit of teaching and language practice because much of the lessons is devoted to translating sentences into and out of the target language.

5-Accuracy is emphasized on students who are expected to attain high standard in translation.

6-Grammar is taught deductively, i.e., by presentation and study of grammar rules which are then practiced through translation exercises.

7-The student's native language is the medium of instruction.

1.2.2.Audio-Lingual Teaching Method

The Audio-Lingual Method, often referred to as the 'Army Method' or the 'New Key', is used in teaching foreign languages. It relies on the behaviourist theory professing that certain traits of human beings could be trained via a system of reinforcement. This approach to language learning is similar to an earlier approach called the Direct Method. While the latter encouraged teaching vocabulary, the former, ALM, drilled learners in grammar exercises. It is most of the time applied in the context of language laboratory. In audio-lingualism, there is no explicit grammar instruction everything is memorized in form.

Based on the principles of Behaviourist of Psychology, which stressed habit-formation and imitation, the Army Method employed two teachers. First, there was a native speaker of the language who taught the new dialogue and conducted repetition exercises and pattern practice drills. During this phase, the learners were given opportunities to grasp the new material through imitation and repetition. The native speaker used only the second language. S/he introduced new vocabulary and grammatical rules through oral illustrations, pictures, charts, taps, and film strips. Then, a linguist came into the classroom to provide explanations of the new grammar in the native language. This was followed by remedial exercises. The learning outcomes were so impressive that the Army Method was introduced into regular classrooms right after WWII but it was found to be less successful in schools. The reasons for this seemed fairly obvious to all, the classes were larger, the motivation on the part of the learners was not

CHAPTER-1- Teaching Methodology and Language Learning Environment

the same and only one teacher was hired to do all the activities. The criteria of ALM were:

- 1-It stressed imitation , repetition drills, and other kinds of habit-formation techniques.
- 2-It emphasized the development of the four language skills (listening, speaking, reading, and writing)
- 3-I t insisted on the formation of proper pronunciation habits from the very outset.
- 4-It encouraged the use of the target language , like in the Army Prigram, for everything except for the explanation of grammar .
- 5-It introduced the ‘language laboratory’ into second language teaching. This allowed students to listen to pre-recorded tapesand respond to cues. In this way, they could compare their pronunciations to the native speaker’s.

1.2.3.Communicative Language Teaching Method

The history of curriculum developmentin languageteaching starts with syllabus design which is one aspect of curriculum development but is not identical with it. A syllabus is a specification of the content of a course of instructions and lists what will be taught and tested. That is to say, the syllabus for a speaking course might specify the kinds of oral skills that will be taught and practiced during the session, the functions,topics or other aspects of conversation that appear in the course.

On the one hand, syllabus design is the process of developing a teaching syllabus; on the other hand, a curriculum development is a more comprehensive process than syllabus design. It includes the processes that are used to determine the needs of a group of learners, to develop aims or objectives for a program to address those needs, to structure an appropriate syllabus, course structure, teaching methods , convenient materials, and carry out an evaluation of the language program that results from these processes. Curriculum development in language teaching basically began in the 1960s, though issues of syllabus design emerged as a major factor in language teaching much earlier.

In the 1970s, teachers began to observe that some of their learners could produce sentences when they were unable to use them communicatively outside the classroom. This led scholars to conclude that classroom communication required more than linguistic competence but it needed communicative competence as well.

1.2.4.Communicative Language Teaching Approach

The communicative approach in language teaching is partly a response to criticism of Noam CHOMSKY of structural linguistics. He has demonstrated that the current standard structural theories of language are incapable of accounting for the fundamental characteristics of language,i.e, the creativity or the uniqueness of individual sentences. British applied linguists (CANDLIN, WIDDOWSON, FIRTH, HALLIDAY) wrote about the need to focus on communicative proficiency rather mastery of structures.

The fundamental criteria of a lesson outline in Communicative Language Teaching, according to M. FINOCHIARO and Y.BRUMFIT(19....), are:

1-Presentation of a brief dialogue or several mini-dialogues, preceded by a warm up and the discussion of the function and situation (people, roles, setting, topic, formality or the informality of the language required by the function and the situation.

2-Oral practices of each utterance of the dialogue segment to be presented that day (entire class repetition, half-class, groups, individuals) a pre-model is used to introduce the lesson.

3-Questions and answers are directly related to the dialogue theme and the pupils'personal experiences but having a link with the dialogue topics as well.

4-Communicative expressions on the dialogue are studied in order to explain the structure function through introducing other examples in mini dialogue

5-Learners gradually discover rules underlyingthe functions of the the dialogue expressions or rules.

1.3.Language Learning Knowledge

How languages are learned is the interest of all teachers and educationists. Wherever we seek to know how foreign languages are taught and learned we encounter a great deal of theories(as cited earlier). Yet, some of them may be more suitable to the ELT profession than others because they may prove their appropriateness within communicative classroom situations or they can be easily assimilated into current teaching approaches. We should regard four distinguished areas of investigation in relationship with foreign language teaching.

1.3.1.Input Provided to Learners

The two last decades of the 20th century have known the emergence of “comprehensible input”. In 1985 KRASHEN advanced “input hypothesis” which considered that language is “picked up” or “acquired”, i.e., when the language learners receive “input”, from “messages” which go beyond their exciting understanding and the sources from which they can infer meaning. The initial hypotheses make a distinction between acquiring a language and learning it through conscious attention to language study. The acquisition process usually referred to as “creative construction process” parallels with the case of a child learning its first language. When experts undertook studies on children’s errors they discovered that the latters use “operating strategies” by paying attention to words endings, formulating hypotheses about language rules later these hypotheses are tested out through their personal attempts to produce language. They are revised step by step/gradually when they receive feedback on their attempts.

FAERCH and KASPER (1983) have suggested that once a language learner has formulated a hypothesis, it can be assessed out in various ways. For instance, one manner would be to check it a dictionary or a grammar book, or with a teacher or a native speaker. Another way to verify its credibility would be to wait for further examples in given language input, to analyze them and

compare them with the stated hypothesis. Alternatively, the foreign language learner would observe the nature of feedback given in the classroom study situation about a language form. Through the formulation and testing of hypothesis the language learners get the opportunity to make sense of creating a developmental system known as “interlanguage” which under a number of stages it may approximate to the rules of the target language or it just stabilizes, or fossilizes, in ways that deviate from initial languages rules.

The limitations of hypothesis testing and the creature constructions process as a full expression of language acquisition have been always debated. CHOMSKY’s original work in linguistics (1965) studied an aspect of language which admits there are “universal language properties”. That is to say, there is a set of principles that govern all languages and that their knowledge is inherent in the human mind called “Universal Grammar”. Also, according to N. CHOMSKY, we are genetically pre-programmed for language learning so we are constrained by the kinds of hypotheses we make.

1.3.2.Process of Intake and Language Assimilation

This process is the reference to the techniques used by the foreign language learners to join language forms to their interlanguage system. Of course, they may not process all the input available to them since some of what they hear or read may not be understood while some parts of input will receive more attention because of many reasons. These particles seem more important or salient to the pupils/learners at a specific step in the learning process. We can say that the nature of input is required if language acquisition is to occur. How to facilitate the learning process we should study, as teachers, the kind of input necessary to guide teaching-learning operation. So we should observe the following points:

1-Control input in the traditional ways of English language classroom.

2-Language learners notice some items more than others refer to factors of frequency

3-Consider input coming from an authority “teacher” or from “learners” in the classroom.

4-Psychological factors of motivation and emotion influence the process of intake. As language teachers, we should work to understand these issues. We should give crucial answers to reach an effective teaching of the foreign language learning curriculum.

5-The methodology we use to teach new vocabulary words, we should also consider the learners’ efforts to comprehend them and assimilate them.

6- If learners encounter items which occur frequently in input, these should be basic implications for the presentation of grammatical structures. Then, classroom management is influenced when input from the teacher receives a high attention.

1.3.3.Impact of Output on Classroom Interaction

The notion of input is linked to that of output. Language learners need classroom practice in order to produce a “comprehensible output” using internalized language resources they have already acquired. When learners get feedback from their teachers and from their classmates, they become able to test their hypotheses and refine the progress of their knowledge of the given language system. Language specialists, like (SWAIN & CANALE 1985) and others, have claimed that being pushed to produce output compels learners to cope with their lack of language competence by struggling to make themselves understood, by speaking slowly (whispering), repeating, clarifying their ideas through rephrasing and using their mother tongue. This is called “negotiation of meaning”. This learning situation makes “output” more comprehensible. Current ELT classrooms carry a basic feature that is “interaction” which drives learners to produce more concise, accurate and appropriate language learning situations which in turn provide “input” for other learners. For that reason, contemporary language teachers encourage pair and group work in their classrooms. This led many

researchers like (PICA and DOUGHTY1985) and others since then, mentioned the relative value of pair work information-gap tasks or group work discussion tasks during which participation from all group members is needed as a result, the negotiation of meaning is encouraged.

The importance of small-group interaction in language acquisition classroom has brought attractive support for educators' views about the value of collaborative work and the importance of decreasing dependence on teachers. These teaching techniques best suit some objectives of a communicative language teaching. This may help language learners develop their ability to participate actively and effectively in different conversations but being a member of a group may imply risk-taking, i.e., being face-to-face demands assertiveness. However, this quality may be difficult for some individuals, the role of teachers then is to take into account their pupils personalities to some extent and their educational background.

1.3.4.Learning Language through Error

If language learning is portrayed as a creative construction process, error is, then, an inevitable/an unavoidable positive part of that process. Between the 1950s and 1960s the behaviourists viewed “errors” as something to be prevented as far as possible through intensive “modeling” and eradicated through intensive drilling. Contemporary educationists see errors as reflections linked to the learner's stage of interlanguage development. The role of error correction in the classroom was subject to conflicting views. According to KRASHEN's interest in the comparative parameters between children's acquisition of their first language (mother tongue) and adult's second language learning conducted him to suggest that error correction had “dubious” value in the classroom. That is to say, children rarely receive explicit negative feedback on their errors and accuracy of their language production. Analogically, adult or pupils require less constant corrections because this may be source of distraction or demotivation. A responsible language teacher should encourage his/her learners to process error correction in useful ways. Our role is to provide feedback which permit our

learners to work on so that to improve understanding, then, moves to the next stage of interlanguage.

Error correction is not as easy we may think. The treatment requires a deep consideration of many issues. We can play the role of diagnose or corrector of errors in our classrooms but we need to adopt a specific policy towards our learners individual personalities thus, make decisions about what, when and how to correct errors.

1.4.Communication a Carrier of Knowledge

Communication is commonly defined as a process of transmitting information and shared understanding from one person to another (KEYTON, 2011). It is important to study communication in the case EFL because every single activity of the class situation involves an aspect of direct or indirect communication.

1.4.1.Communicative Language Classroom

The ability to communicate effectively in ELT has become well-established. For instance, adults can identify their communication in English language in spoken and written skills. In contrast, our pupils are gradually becoming aware of future needs of international English language communication and mobility. We should review basic statements from syllabus designers and course books specifications and to demonstrate the extent to which the English language communicative ability has grown up and that communication practice is becoming a part of our classroom procedures. Our pupils are individuals who need to communicate their ideas, opinions and emotions. They also need to operate effectively in the real world and look for different opportunities to practice English as a foreign language, in plenty of situations. As CLARK, SCARINIO, and BROWNELL, 1994, said:

to develop an ever improving capability to use English to communicate with others; to acquire, develop and apply

knowledge; to think and solve problems' to respond and give expressions to experience; and within these contexts, to develop and apply an even increasing understanding how English is organized, used and learned

We can comment that, English language practice should be close to real life situations with genuine exchange of ideas, information and opinions. We should mention that spoken and written English language as well as to produce and receive language. Paradoxally, ELT communicative movement encompasses all modes of language use: based on the knowledge of the English language (linguistic competence) and how learners use this language potential in a variety of setting (communicative competence) this was the focus of CHOMSKY (1965:4):

We, thus make fundamental distinction between competence (the speaker-hearer's knowledge of the language), and performance, the actual use of the language in concrete situations.

According to HYMES (1972: 278) it was necessary to include the concept “communicative” to reinforce “competence” as follows:

... adding rules of use without which the rules of grammar would be useless. Just as rules of syntax can control aspects of phonology, and just as rules of semantics perhaps control aspects of syntax, so rules of speech acts enter as a controlling factor for linguistic form as a whole.

We should remind ourselves that Hymes ,a sociolinguist, was concerned with the social and cultural knowledge which speakers need in order to understand and use linguistic forms. We should mention that Hymes advanced that language is not just knowledge we have about that language, English in our case, but our ability to transform that knowledge into different practical situations. This concerns the role of teachers, educationists and programme designers and language learners motivation in order to create a communicative classroom.

1.4.2.Communication and Foreign Language Learning

Both teachers and learners personal communicative skills affect the outcome of a good classroom atmosphere and a healthy tutoring characteristics (BRUN,2010 and SUMMERS,2010). The “sender” and the o“receiver” constitute two fundamental parameters that guide the communication process exchange. That is to say ,the “sender” initiates the communication. In the case of a classroom situation, the sender is first the teacher who intends to convey an idea or a message to the pupils. Then, the “receiver” becomes the learners who welcome what is transmitted to them while they “encode” the idea by locating words, symbols or gestures that form the the sender’s message. The latter, that is the “message”, become the outcome of the encoding which can be recognized in the forms of verbal, non-verbal , or written language.

To be more precise, the message is sent through a “channel” or a “medium” which is the carrier of the communication. The “medium” could be a face-to-face conversation,telephone call, e-mail, or written report ,....The receiver ,who in our case ,is the third year secondary school learner “decodes” the received message into meaningful information .There is an element that may impede classroom communication from becoming positive. It is referred to as “noise” .This can be interpreted through various perceptions of the same message, language, repeated interruptions ,individual or group emotions and attitudes towards the message. The last point governing communication process is “feedback” which is the response given by the “receiver” or the “learner” to the “sender” or teacher’s message and returns the message or the information to the teacher or the sender. In that case, the sender who is the teacher will judge whether the message received by the learner has been understood or not.

1.4.3.Classroom Communication Effectiveness

If any of the elements included in the process is missed or badly used,the whole quality of classroom is disturbed and its natural effectiveness is reduced or spoiled between teacherand their pupils mainly in an approach that requires

teaching-learning partnership in all forms. At school, educationists may select communicative written media by using ICTs, portfolios, letters, reports, newsletters, blogs, bulletin papers, advertisements boards. Paradoxically, verbal communication leads both teachers and EFL learners to find their choices in :tape –recordings, sound and slide shows, , face-to-face conversations, e-mails, public addresses, closed circuit television, telephone, computers, etc. While non-verbal communication in classroom situation is important as well such as facial expression, body position , clothing, hairstyle, make up, , exotic outfit, etc may be interpreted as messages by the learners either within the lesson presentation or not. This leads to say that learners are more likely to perceive information favourably when it corresponds to their knowledge, their motivation and their needs.

If feedback is, subsequently, absent all the communicative process becomes a one-way communication. This impeaches the desirable occurrence of the teacher-learner two-way communication in the classroom.

1.5.Communicative Language Features

It has become necessary to set up a syllabus based on functional situational views of English language. Our expectations should increase the usefulness of classroom work and relevance of teacher-learner collaborative work based on pedagogical material designs. For that, some researchers like (CANALE & SWAIN, FAERCH) cited earlier, put forward some key components to help locate competency tasks for English language learners and the practical issues which are supposed to come out for language teachers. These can be listed as: linguistic competence, pragmatic competence, discourse competence, strategic competence and fluency.

1.5.1.Linguistic Competence

Linguistic competence consists of the knowledge of the language itself including its form and content or meaning. The native language user is aware of

the rules which govern his/her language so s/he can apply them easily without really paying attention to these rules. STERN (1983: 343) said then:

“The native speaker has an intuitive grasp of the linguistic, cognitive and socio-cultural meanings expressed by language”

Linguistic competence embodies different skills which the language user should master these as: spelling, pronunciation, vocabulary, word formation, grammatical structure, sentence structure, and linguistic semantics. For example, if a foreign language learner adds appropriate prefixes to the adjectives: “happy”, “legal”, “perfect”, “nature”, “useful”.... in order to obtain the negative equivalents means that the language learner has developed a competence in using word-formation rules correctly. When a learner, similarly, can describe events in the past which are continued until the present by using the auxiliary have/has + past participle of the main verb denotes that the learner is progressing in using a grammatical competence in forming the present perfect tense.

Linguistic competence plays an integral part of the communicative competence. according to experts who said that it was possible to conceive of a person being communicatively competent without being linguistically competent. English language teachers should understand the incompatibility to reach correctness in the use of rules as an ultimate objective, at the same time, to tolerate risk-taking and errors in the classroom as an element to achieve communicative competence process.

Formal accuracy through the role of grammar is being a major concern of ELT in Algerian secondary school curricula and syllabuses to design lessons and classroom activities for our learners. However, it may seem a bit difficult for us to achieve a balance between “focused” or “form-focused” classroom. In that way, we engage our learners in the negotiation of meaning to attain an objective which is fluency.

1.5.2. Pragmatic Competence

It usually involves two types of ability: illocutionary competence and sociolinguistic competence. The former means to know how to use English as a foreign language so that to reach given communicative or intentions. To illustrate this we give the following example: (**It is too cold today**) this may carry a number of “illocutionary forces”. This statement may interpret either to elicit the offer of a hot drink or a request to shut the door or the window or a direct reference to climate or temperature of a physical atmosphere. Teaching methodology attempts to ensure that learners are submitted realistic presentations of English as a foreign language. Yet, the communicative intentions may be deduced from readings and speaking situations in the classroom. As in the case of *present progressive* or *present continuous* which usually carries various functions? We can cite the following statements:

- 1- Mohamed's coming up the steps.
- 2- I am leaving in a couple of minutes.
- 3- Our neighbour is always complaining.

The above illustrations may be interpreted as follows:

- 1- This may be said to another person both observing the man walking in the direction of footsteps of burglars; it could be understood as a *warning*.
- 2- If said by a father or a mother to a dawdling child, it could be a kind of *reprimand*.
- 3- The neighbor may be a very old man or woman who is never satisfied about anything. Could be a *criticism*.

One important aspect of pragmatic competence is to guide the foreign language learner to perform a particular function or express a language intention clearly. For communication to be successful, competency based approach has put forward the appropriateness of the social context in which spoken and written messages are originally produced. We should, then, teach our learners socio-cultural conventions about the target language.

After considering “illocutionary competence”, we should refer to “sociolinguistic competence” which consists of the learner’s social knowledge for selecting the linguistic forms to be employed in different settings. This competence guides the pupils to prepare themselves to interact with different groups of people belonging to the target language. There are cases of non-verbal rather than verbal communication situations. Just as, if you are used to/accustomed in your own society to summon a waiter or a hotel worker by clicking your fingers would be little success in English-speaking countries or would be regarded as an offence. Sociolinguistic competence should involve various situations such as when to speak and when to keep silent or rather what to say in certain circumstances.

1.5.3.Discourse Competence

We may consider the classroom situation in which the teacher asks pupils in an English class about the Tsunami /Storm/ Earthquake .Teacher: What did the ... do?

The students answered as follows:

Student –A-: The Tsunami /storm..... uprooted the trees./.....

Student –B-: The trees were uprooted.

Student –C-: Thousands of trees were uprooted by the Tsunami.

Student –D-: It uprooted thousands of trees./.....

When we read the four responses, they are grammatically acceptable. Students B and C put new information first. As WIDDOWSON (1978) points out, it is more normal the discourse case that shared information (about the Tsunami) comes before/precedes new information (about the effects). Furthermore, student D used a reference item “it” as a cohesive device to relate the answer to the question and this fits/ suits in with the normal pattern of oral discourse. In this way a unified spoken text is achieved.

We should train our learners to become aware of how discourse works in terms of the common cohesive devices used in English. They should also understand how to perform the turns in discourse, the techniques to maintain the conversation using a specific rhythm and how to develop the discourse topic. Our learners, within communication in competency-based approach, will need to acquire useful English language strategies such as imitating, entering, interrupting, checking, and confirming in conversation. We should help our language learners to develop similar competences for the written discourse or texts.

1.6.English Language Situation in Algeria

English language is reported to be the most widespread used language in the world either as a mother tongue or a second language or even as a foreign language like the case of Algeria. Globally, it has become a tool of economic growth and technological advancement. It is the language of international conferences, scientific research and ICTs.

In Algeria, English is taught as a foreign language. Our country is a « linguistic diversity ». On the one hand, Classical Arabic and Tamazight as two national languages, on the other hand, dialectal Arabic and some Berber dialects which are spoken in everyday situations in different regions of Algeria. We should also mention the impact of French as a colonial heritage which still occupy an important part in our community.

English language is used in a very restrained environment which is the school classroom. That is to say, our EFL learners have no other opportunity to practice English, they are deprived of socio- natural environment to use English as a means of communication outside the classroom. This can be qualified as a limited exposure to the target language this seems to impede our secondary school pupils from developing their linguistic skills taught in the classroom.

1.7.Objectives of Teaching English Language in Algeria

English language begun its rise as a universal language after WWII as a language of economic development first in Europe then it has become a language of technological advances and a worldwide subject matter at different levels of school syllabuses. In addition to that, nearly one third 1/3 world population(around 2 billion) use English as their L2. Algerian educational system provides students (from Primary to Higher levels) with opportunities to study English as a Foreign Language(L3) . The Ministry of National Education along with expert pedagogical committees worked on syllabuses to meet the needs of ELT in Algerian secondary school education by providing a pupils with the Coursebook New Prospects and a Teacher' Lesson Preparation Guide both of them include CBA guidelines to suit that level of instruction. The Ministry in question has set up major objectives for teaching- learning English within CBA in Algeria in the following text :

Teaching English in Algeria aims at setting up and developing communicative, linguistic, cultural and methodological competencies that would permit to the learner to face situations of oral or written communication that have to take into consideration his or her future needs and those of the society in which he evolves.

Original text in French :

L'enseignement de la langue anglaise se propose d'asseoir et de développer des compétences d'ordre communicatif, linguistique, culturel et méthodologique qui permettront à l'apprenant de faire face à des situations de communication orale et/ou écrite compte tenu de ses besoins et ceux de la société dans laquelle il évolue

1.7.1.Communicative and Linguistic Objectives

We can mention three basic ones as follows:

- 1-To consolidate and develop the fundamental linguistic notions acquired in intermediate schooling;
- 2-To help secondary school pupils carry on English language learning
- 3-To pursue their academic training and equip them with pedagogical tools.

1.7.2.Methodological Objectives

The points below the methodology applied in relation to EFL

- 1-To develop pupils'prior learning strategies
- 2-To consolidate self-evaluation techniques already acquired inintermediate shool
- 3-To reinforce study skills teaching
- 4-To strengthen language levels analysis already acquired.

1.7.3.Syllabus Cultural Objectives

They may be summarized in the points below:

- 1-To put pupils in situations where they learn about British and American civilization.
- 2-To use English language as a tool to understand the target culture.
- 3-To create an appropriate psycho- pedagogical environment where EFL learners can make differences between their own culture and British and American cultures.
- 4-To guide EFL learners ,within CBA , plan activities adequate to real-life situations.
- 5-To locate EFL learners' interests and target language cultural perceptions.

1.8.Competency-Based Approach in Algeria

It is a new approach which has been introduced in our country by the Ministry of National Education in 2003 ,commonly abbreviated as CBA . Its main objective is to teach secondary school pupils some study skills which are related to daily life practices and how to develop their intellectual competencies,i.e, adapt the criteria of Competency-Based Approach to the outside environment by immersing EFL learners in real world tasks . For that, syllabus designers worked hard to submit to secondary school teachers guidelines on how to help their pupils transfer the knowledge they acquire during lessons beyond the classroom sphere.Through CBLT, competency carries a big dimension as DOCKING (1996 :16) wrote :

CBLT is designed not around the notion of subject Knowledge but Around the notion of competency. The focus moves from what Students know about the language to what they can do with it The Focus on competencies or learning outcomes underpins the curriculum Framework and syllabus specification, teaching strategies and assessment

We would understand ,through this quote, that learning is basically attained by acquiring competencies that would gradually develop the know-how by means of various functions by applying CBLT syllabus guidelines . Any English language learner under CBA should be able to : use learned language forms in real life situations, acquire strategies that enable him/her to share knowledge and negotiate meaning, know how to cooperate with other people like friends, native speakers,.....etc . Nevertheless, CBA hides some practical difficulties due to some of the following reasons :

- 1-Decision-makers neglect English language teachers' opinion.
- 2-Difficulties of teaching English in our schools.
- 3-Controversial teaching aims and learning needs.
- 4-Lack of efficient teacher training.

- 5-The burden of overcrowded classes.
- 6-Heavy concentration on marks and final success.
- 7-Scarce teaching materials.
- 8-Poor classrom conditions.

1.9.Presentation of Textbook « New Prospects »

New Prospects is the 3rd Year Secondary School textbook. We will attempt to present some information about it and shed light on the main objectives of this document and how it is organized. The textbook is designed for 17 to 18 years-old learners who have already studied English in the Middle School for 4 years and 2 years tuition in the Secondary school. The Foreword section explains that *New Prospects* was elaborated to respond to CBA demands and the English language syllabus for SE3 by the National Curriculum Committee of the Ministry of National Education in March 2006. The new syllabus covers three basic features :

- 1-The Baccalaureate is exclusively of the written mode
- 2-The emphasis on a thematic orientation
- 3-The need to cater for pedagogical requirements of all Baccalaureate streams

New Prospects is composed of 06 (six) Units each one them contain language functions , grammar structures and strategic skills. Each stream should engage in studying 04 Units only. It is mandatory that teachers follow the content provided by the syllabus for every unit. The scientific stream's are:

- Unit-1- : Ethics in Business: fighting fraud and corruption
- Unit-2- :Advertising, Safety and Consumers
- Unit-3- : Astronomy and the Solar System
- Unit- 4- Feelings, Emotions and Humour

The Literary Stream's pedagogical units are :

CHAPTER-1- Teaching Methodology and Language Learning Environment

- Unit-1- : Ethics in Business: fighting fraud and corruption
- Unit-2- : Feelings, Emotions and Humour
- Unit-3- : Ancient Civilizations.
- Unit-4- : Education in the World: comparing educational systems.

The five units are officially supposed to be taught and covered during a 81 hours in the school year. Each unit is divided into two parts and every part contains two sequences. The first part *Language Outcomes* which is divided into *Listen and Consider* then, *Read and Consider*. The purpose of the two sequences according to the author, S.A.Arab, is to work on the language dimension of the texts by the study of the grammatical structures, vocabulary, pronunciation and spelling with the aim to get the students internalise the thematic and linguistic tools they will make use of in the second part of the unit. Both sequences close with a rubric entitled *Think, Pair, Share*, it contains tasks aiming at getting the learners to re-invest in speaking or writing the thematic and language elements acquired through the sequence by fulfilling a particular function like : advising, comparing, informing,.....).

The second part of the unit ,*Skills and Strategies Outcomes*, is mainly concerned with the structural and the discursive aspects of the texts. The basic interest shift to be on compositional skills and communication strategies. This part comprises two sequences *Listening and Speaking* and *Reading and Writing*. They focus on the practice of the primary skills (listening, speaking, reading, and writing) as well as social skills (collaborative work, peer assessment, responding to problem-solving situation,.....). By closing with *Saying it in Writing* and *Writing Development Rubrics*, both sequences target objective is to put into concrete learning what has been learned during the whole unit « the integration terminal objective » in the author's words.

Apart from the cited major sequences, the Pedagogical Unit contains other parts which are: *Research and Report* and *Project Outcomes Assignments*. That is to say,instructed are instructed to undertake a research on a particular topic having a relation with the theme of the current unit.

Teaching-learning units are subject to two kinds of evaluation. The first one is *Language Assessment* which is a checklist of language items that the students have already learnt along the unit outcome . The learner checks whether s/he has assimilated what s/he has learned during the Unit . The second one is *Skills and Strategic Assessment* in which the teacher is supposed to select suitable texts from the *Resource Portfolio* to check the students' progress in terms language skills and strategies.

1.10.Overview of Learning Theories

Many researchers, theorists, educationists and other practitioners have attempted to define learning because a universal agreement on a single/sole definition rarely exists. We can encounter some definitions which carry common words or elements/share the same concepts. This can be justified through the following definition by SHUELL that has been interpreted by SCHUNK,1991

« learning is an enduring change in behaviour , or in the capacity to behave in a given fashion , which results from practice or other forms of experience. »

Of course, some learning theorists would/might on the definition of learning presented in the context. The major differences among theories lie more on interpretations than they do in definitions. These differences revolve around a number of key issues that ultimately delineate the instructional prescriptions that flow from each theoretical perspective. (SCHUNK,1991) lists five definite questions that serve to distinguish each learning theory from the others :

- 1/How does learning occur ?
- 2/Which factors influence learning ?
- 3/ What is the role of memory ?
- 4/How does transfer occur ?
- 5/What types of learning are best explained by the theory ?

Other researchers have included two additional questions to suit the instructional designer :

6/What basic assumptions/principles of this theory are relevant to instructional design ?

7/How should instruction be structured to facilitate learning ?

Many studies have attempted to answer the seven questions with reference to three points of view : **behaviourism, cognitivism ,and constructivism** . The third point was added in order to stress modern Instructional Design Literature by (Cunningham& Perry,1991 ; Duffy & Jonassen,1991). These three particular positions were chosen because of their importance, both historically and currently, to the field of instructional design. The answers to the first five questions may differ while the answers to the two last questions will translate the differences into practical suggestions and recommendations for the implementation of these principles in the design of instructions.

1.10.1.Historical Background and Foundations

Current learning theories have roots extending to the past .The problems with which today's theorists and researchers grapple and struggle are not new but simply variations on a timeless theme : where does knowledge come from and how do people come to know ? There exist two opposing positions on the origins of knowledge which are: empiricism and rationalism. The two contrasting poles have existed for centuries, and are still evident, to varying degrees, of course in learning nowadays.

1 .10.1.1.Empiricism Theory

This view experiences the primary source of knowledge (SCHUNK,1991). To be more precise « organisms » are born without basic knowledge and that anything individuals learn is the result of interactions with the environment and associated to their experience in life. Beginning with **ARISTOTLE** (384-322 B.C), empiricists have espoused the view that

knowledge is derived from sensory impressions. Those impressions when associated contiguously in time and/ or space, can be hooked together to form complex ideas. For example, the complex idea of a tree as illustrated by HULSE, EGETH and DEESE (1980) can be built from the less complex ideas of branches and leaves , which in turn are built from the ideas of wood and fiber which are built from basic sensations such as greenness, fruits, beauty wood odor, and so forth. From this perspective, critical instructional design issues focus on how to manipulate the environment in order to improve and ensure the occurrence of proper associations.

1 .10.1.2.Rationalism Theory

Rationalism claims that knowledge derives from reason without the help of the senses (SCHUNK, 1991). This fundamental belief in the distinction between mind and matter originated with PLATO (c.427-347.B.C) and is reflected in the viewpoint that humans learn by recalling or discovering what already exists in the mind.

The direct experience with a tree during one's lifetime, simply serves to reveal that which is already in the mind. The « real » nature of the tree (greenness, woodiness, and other characteristics) have become known not through the experience ,but through a reflection on one's idea about the given instance of a tree. Conversely, later rationalists differed on some of PLATO's other ideas, the central belief remained the same : knowledge arises from **the mind**.From this perspective, instructional design issues focus on how best to structure new information in order to facilitate :

1-The learner's encoding of this new information

2-The recalling the knowledge is already assimilated

In other words, the empiricist or associationist mindset provided the framework for many learning theories during the first half of the twentieth century, and it was against this background that behaviourism became the

leading psychological viewpoint (SCHUNK, 1991). Namely, behaviourism was dominant when instructional theory was initiated around 1950. The IDT (Instructional Design Technology) that arose alongside was naturally influenced by many of its basic assumptions and features. Since IDT has its roots in the behavioural theory, it seems appropriate that we turn our attention to behaviourism first.

1.10.1.3. Behaviourism Theory

This approach equates learning with either the form or frequency of observable performance. Learning is accomplished when a proper response is demonstrated following the presentation of a specific environmental stimulus. One such, when presented with a math flashcard showing the equation « $3+7 = ?$ » the learner replies with the answer of « 10 ». The equation is the *stimulus* and the proper answer is the *associated response*. The key elements are the stimulus, the response, and the association between the two. Of primary concern is how the stimulus and response are made, strengthened, and maintained.

Behaviourism focuses on the importance of the consequences of these performances and contends that responses that are followed by reinforcement are more likely to recur in the future. No attempt is made to determine the structure of the learner's knowledge nor to assess which mental processes it is necessary for them to use (WINN, 1990). The learner is characterised as being reactive to conditions in the environment as opposed to taking an active role in discovering the environment.

Although both learner and environmental factors are considered important by behaviourists. The assessment conditions of the learners should determine at what point to begin instruction as well as to select which reinforcers are most effective for a particular learner. The most critical factor, however, is the arrangement of stimuli and consequences within the environment.

Memory plays an important role in behaviourism. Memory is commonly defined by the « layman », is not typically addressed by behaviourists. Alternatively, the acquisition of « habits » is discussed, little attention is given as to how these habits are stored or recalled for future use. Forgetting is attributed to « nonuse » of a response over time. The use of periodic practice or review serves to maintain a learner's readiness to respond (SCHUNK,1991)

In behavioral theories, transfer refers to the application of learned knowledge in new ways of situation as well as to know prior learning affects new learning. The learning theories transfer is the result of generalisations, i.e, situations involving identical or similar features allow behaviours to transfer across common elements.

1.10.1.3.a.Behaviourism and Learning Strategies

Behaviourists attempt to prescribe strategies that are most useful for building and strengthening stimulus-response associations (WINN,1990), including the use of instructional cues, practice, and reinforcement. These prescriptions have generally been proved reliable and effective in facilitating learning that involves discriminations (recalling facts), generalisations (defining and illustrating concepts), associations (applying explanations), and chaining (automatically performing a specified procedure). Even though, it is generally agreed that behavioural principles cannot adequately explain the acquisition of higher level skills or those that require a greater depth of processing (e.g, language development, problem-solving, inference generating, critical thinking) (SCHUNK,1991)

1.10.1.3.b.Structured Instruction in Behaviourism

Many of the basic assumptions and characteristics of behaviourism are embedded in current instructional design practices. Behaviourism was used as the basis for designing many of the early audio-visual materials and give rise to related teaching strategies, such as SKINNER's TMPT (Teaching Machines and

Programmed Texts). More recent examples include principles utilised within CAI (Computer-Assisted Instruction) and mastery learning.

The specific assumptions or principles which have direct relevance to instructional design include the following possible current ID applications which are listed between square brackets [...]

1-An emphasis on producing observable and measurable outcomes in learners [behavioural objectives, task analysis, criterion-referenced assessment]

2-Pre-assessment of learners to determine where instruction should begin [learner analysis]

3-Emphasis on mastering early steps before progressing to more complex levels of performance [sequencing of instructional presentation, mastery learning]

4-Use of reinforcement to impact performance [tangible rewards informative feedback]

5-Use of cues, shaping and practice to ensure a strong stimulus-response association [simple to complex sequencing of practice, use of prompts]

1.10.1.3.c.Objective of Classroom Instruction in Behaviourism

The goal of instruction for the behaviourist is to elicit the desired response from the learner who is endowed with a target stimulus. To accomplish this, the learner must know how to put into practice the proper response as well as the conditions under which that response should be delivered. Therefore, instruction is structured around the presentation of the target stimulus and the provision of opportunities for the learner to practice making the proper response .To facilitate the linking of stimulus-response pairs, instructions frequently uses cues(to initially prompt the delivery of the response) and reinforcement (to strengthen correct responding in the presence of the target stimulus).

According to behaviourist theories, the teacher's duty is to design courses by following the selected steps below:

- 1-To determine which cues can elicit the desired responses
- 2-To arrange practice situations in which prompts are paired with the target stimuli that initially have no eliciting power.
- 3-To consider expectations that elicit the responses in the « natural » (performance) setting
- 4-To arrange environmental conditions so that learners can make the correct responses in the presence of those target stimuli and receive reinforcement for those responses (GROPPER, 1987). To illustrate this:

A newly-hired manager of human resources may be expected to organize a meeting agenda according to the company's specific format. The target stimulus(the verbal command « to format a meeting agenda ») does not initially elicit the correct response nor does the new manager have the capability to make the correct response. However,with the repeated presentation of cues(e.g.,completed templates of past agendas,blank templates arranged in standard format) paired with the verbal command stimulus ,the manager begins to make the appropriate responses.....

Although the initial responses may not be in the final proper form,i.e, try then fail constituting repeated practice . As a result, steady reinforcement would shape the response until it is correctly executed. Finally, learning is demonstrated when, upon the command to format a meeting agenda, the manager, in our case, could be the novice teacher, reliably organizes the agenda according to company standards and does so without the use of previous examples or models.

1.10.1.4.Cognitivism Theory

In the late 1950s, the learning theory began to make a shift away from the use of behavioural models to an approach that relied on learning 'theories' derived from the Cognitive Sciences. Psychologists and educators began to deviate the concern with overt, observable behaviour and put stress on more complex cognitive processes such as thinking, problem-solving, language concept-formation, and information-processing (SNELBECKER,1983). In the first part of the 20th century, a number of scholars, in the field of instructional design, have openly and consciously rejected many of IDs traditional behaviouristic assumptions in favour of a new set of psychological assumptions about learning derived from the cognitive sciences. Whether viewed as an open revolution or simply a gradual evolutionary process, there seems to be the general agreement that the Cognitive Theory has moved to the forefront of current learning theories (BEDNAR et al.,1991)

This shift from a behavioural orientation (where the emphasis is on promoting a learner's overt performance by the manipulation of stimulus material) to a cognitive orientation (where the emphasis is on promoting mental processing) has created an identical shift from procedures which manipulate the materials to be presented by an instructional system to procedures for directing language learner's processing information and interacting with the instructional design system (MERRILL,KOWALIS & WILSON , 1988)

1.11.Knowledge Acquisition and Learning

Internal mental structures along with the acquisition of knowledge are rather emphasized by the rationalism of the Epistemology Continuum in BOWEN & HILGARD,1981). Even, there is equity within implicit changes occurring between "states of knowledge" themselves apart from the ones in "probability of response". Cognitive theories focus on the conceptualization of pupils' learning process and tackle the issues of how information is received, organized, stored, and retrieved by the mind. Learning is concerned not so much with what learners

DO but with WHAT they know and HOW they come to acquire it (JONASSEN,1991 b). Knowledge acquisition is described as a mental activity that entails internal coding and structuring done by the learner. The latter is viewed as a very active participant in the learning process.

1.11.1. Factors Influencing Learning

Like behaviourism, cognitivism emphasizes the role environment conditions play in facilitating learning. Instructional explanations, demonstrations and illustrative examples are all considered to be instrumental in guiding pupils' learning. Similarly, stress is placed on the role of practice with corrective feedback. Up to this point, little difference can be detected between these two theories. However, the « active » nature of the learner is perceived quite differently. The cognitive approach focuses on the mental activities of the learner that lead up to a response and acknowledges the processes of mental planning, goal-setting, and organizational strategies (SHWELL, 1986). Cognitive theories contend that environmental « cues » and instructional components alone cannot account for all the learning that results from an instructional situation. Above all, there are key elements such as the way learners attend to, transform, rehearse, store and retrieve information. Learners' thoughts, beliefs, attitudes, and values are also considered to be influential in the learning process (WINNE, 1985). The real focus of the cognitive approach is on changing the learner by encouraging him/her to use appropriate learning strategies.

1.11.2. Role of Memory in Learning

As indicated above, memory is given a prominent role in the learning process. Learning results when information is stored in memory in an organized meaningful manner. Teachers/designers are responsible for assisting learners that information in some optimal way. Designers use techniques such as advance organizers, analogies, hierarchical relationships, and matrices to help learners relate information to prior knowledge. Forgetting is the inability to retrieve

information from memory because of interference, memory loss, or missing or inadequate cues needed to access information.

1.11.3. Information Transfer Occurrence

According to cognitive theories, transfer is a function of how information is stored in memory (SCHUNK, 1991). When a learner understands how to apply knowledge in different contexts, then transfer has occurred. Understanding is seen as being composed of a knowledge base in the form of rules, concepts and discrimination (DUFFY & JONASSEN, 1991). Prior knowledge is used to establish boundary constraints for identifying the similarities and differences of novel information. Not only must the knowledge itself be stored in memory but the uses of that knowledge as well. Specific instructional or real-world events will trigger particular responses, but the learner must believe that the knowledge is useful in a given situation s/he will activate it.

1.11.4. Learning within Cognitive Theory

Because of the emphasis on mental structures, cognitive theories are usually considered more appropriate for explaining complex forms of learning (reasoning, problem-solving, information-processing) than are those of a more behavioural perspective (SCHUNK, 1991). Paradoxically, it is important to indicate, at this point, that the actual goal of instruction for both of these view points is often the same to communicate or transfer knowledge to the language learners in the most efficient, effective manner possible (BEDNAR et al, 1991). Two techniques used by both camps in achieving this effectiveness and efficiency of knowledge transfer are simplification and standardization. All in all, knowledge can be analysed, decomposed and simplified into basic building blocks. To cite, trainees attending a workshop on effective management skills would be presented with information that is « sized » and « chunked » in such a way that they can assimilate and/or accommodate the new information as quickly and as easily as possible. Behaviourists would focus on the design of the environment to optimize that transfer, while cognitivists would stress efficient processing strategies.

1.11.5. Assumptions Relevant to Instructional Design

Many of the instructional strategies advocated and utilized by cognitivists are also emphasized by behaviourists, yet usually for different reasons. An obvious commonality is the use of feedback: a behaviourist uses feedback (reinforcement) to modify behaviour in the desired direction, while the cognivist makes use of feedback (knowledge of results) to guide and support accurate mental connections (THOMPSON, SIMONSON & HARGRAVE, 1992).

Learner and task analyses are also critical to both cognitivists and behaviourists, but once again, for various reasons. Cognitivists look at the learner to determine his/her predisposition to learning, i.e., How does the language learner activate, maintain, and direct his/her learning? (THOMPSON et al., 1992). Additionally, cognitivists examine the learner to determine how to design instruction so that it can be readily assimilated, i.e., What are the learner's existing mental structures? In contrast, the behaviourists look at learners to determine where the lesson should begin, i.e., At what level are they currently performing successfully? and which reinforcements should be most effective? That is to say, what consequences specific assumptions or principles that have direct relevance to instructional design include the following (possible current ID applications are listed in rounded brackets...)

1-Emphasis on the active involvement of the learner in the learning process (learner control, metacognitive training e.g., self-planning, monitoring, and revising techniques)

2-Use of hierarchical analyses to identify and illustrate prerequisite relationships (cognitive task procedures)

3-Emphasis on structuring, organizing, and sequencing information to facilitate optimal processing (use of cognitive strategies such as outlining, summaries, synthesizers, advanced organizers, etc)

4-Creation of learning environments that allow and encourage « students » to make connections with previously learned material (recall of prerequisite skills, use of relevant examples, analogies, ...)

1.11.6. Techniques Structuring Instruction

Behavioural theories imply that teachers ought to arrange environmental conditions so that « students » respond properly to presented stimuli. Cognitive theories emphasize making knowledge meaningful and helping learners organize and relate new information to existing knowledge in memory. Instruction must be based on a language learner's existing mental structures, or schema, to be effective. It should organize information in such a manner that learners are able to connect new information with existing knowledge in some meaningful way. Analogies and metaphors are examples of this type of cognitive strategy. For example, instructional design (ID) textbooks frequently draw an analogy between the familiar architect's profession and the unfamiliar instructional design profession to help the novice language learner conceptualize, organize and retain the major duties and functions of an instructional designer (REIGELUTH, 1983). Other cognitive strategies may include the use of framing, mnemonics, concept mapping, advance organizers, and so forth (WEST, FARMER & WOLFF, 1991). Such cognitive emphasis implies that major tasks of the teacher include three points:

1-Understanding that individuals bring various learning experiences to the learning situation which can impact learning outcomes.

2-Determining the most effective manner in which to organize and structure new information to tap the learners' previously acquired knowledge, abilities, and experiences.

3-Arranging practice with feedback so that the new information is effectively and efficiently assimilated and/or accommodated within the learners' cognitive structure (STEPICH & NEWBY, 1988)

We may consider a learning structure using a cognitive approach

a manager in the training department of a large corporation had been asked to teach a new intern to complete a cost –benefit analysis for an upcoming development project. In this case, it is assumed that the intern has no previous experience with cost-benefit in a business setting. However,by relating this new task to highlysimilar procedures with which the intern has had more experience ,the manager can facilitate a smooth and efficient assimilation of new procedure into memory.These familiar procedures may include the process by which the individual allocates his monthly pay-check,how s/he make a buy /no- buy decision regardingthe purchase of a luxury item, or even how one's week end spending activities might be determined and prioritized. The procedures for such activities may not exactly match those of the cost-benefit analysis , but the similarity between the activities allows for the unfamiliar information to be put within a familiar context. Thus,processing requirements are reduced and the potential effectiveness of recall cues is increased.

1.12. Constructivism

The philosophical assumptions underlying both the cognitive and behavioural theories are primarily objectivistic ;that is, the world is real ,external to the learners. The goal of instruction is to map the structure of the world onto the learner(JONASSEN,1991 b). A number of contemporary cognitive theorists have begun to question this basic objectivistic assumption and are startingto adopt amore costructivist approach to learning and understanding ; knowledge « is a function of how the individual creates meaning from his /her own experience ». Constructivism is not a totally new approach to learning ,like most other learning theories ,it has multiple roots in the philosophical and psychological viewpoints of the twentieth century especially, in the works of PIAGET, BRUNER and GOODMAN (PERKINS,1991). In the end of the last century; conversely, constructivism has become a « hot » issue as it has begun to

receive increased attention in a number of different disciplines, including instructional design (BEDNAR et al., 1991)

1.12.1. Learning Process Occurrence

Constructivism is a theory that equates learning with creating meaning from experience (BEDNAR et al., 1991). Even though constructivism is considered to be a branch of cognitivism (both conceive learning as a mental activity), it distinguishes itself from traditional cognitive theories in a number of ways. Most cognitive psychologists think of the mind as a reference tool to the real world; constructivists believe that the mind filters input from the world to produce its own unique reality (JONASSEN, 1991 b). As with the rationalists of PLATO's time, the mind is believed to be the source of all meaning, yet like the empiricists, individuals' direct experiences with the environment are considered critical. Constructivism crosses both categories by emphasizing the interaction between these two variables.

Constructivists do not share with cognitivists and behaviourists the belief that knowledge is mind-independent and can be «mapped» onto a learner. Constructivists do not deny the existence of the real world but contend that what we know of the world stems from our own interpretation of our experience. Humans create meaning as opposed to acquiring it. Since there are many possible meanings to glean from any experience, we cannot achieve a predetermined «correct» meaning. Learners do not transfer knowledge from the external world into their memories; rather they build personal interpretations of the world based on individual experiences and interactions. Thus, the internal representation of knowledge is constantly open to change; there is not an objective reality that learners strive to know. Knowledge emerges in contexts within which it is relevant. Therefore, in order to understand the learning which has taken place within an individual, the actual experience must be examined (BEDNAR et al., 1991).

1.12.2. Factors Influencing Learning

Both learner and environmental factors are critical to the constructivist, as it is the specific interaction between these two variables that create knowledge. Constructivists agree that behaviour is situationally determined (JONASSEN,1991 a). Just as the learning of new vocabulary words is enhanced by exposure and subsequent interactions with those words in context-as opposed to learning their meanings from a dictionary),likewise it is essential that content knowledge be embedded in the situation in which it is used. BROWN and COLLINS (1989) suggest that situations actually co-produce knowledge (along with cognition) through activity. Every action is viewed as an « interpretation of the current situation based on an entire history of previous interactions »(CLANCEY,1986). Just as shades of meaning of given words are constantly changing a learner's « current » understanding of a word, so too with concepts continually evolve with each new use. For this reason, it is critical that learning occur in realistic settings and that the selected the selected learning tasks be relevant to the pupils'learned experiences.

1.12.3. Important Role of Memory

The goal of instruction is not to ensure that individuals know particular facts but rather they elaborate on and interpret information « understanding is developed through continued ,situated use.....and does not crystallize into categorical definitions »that can be called up from memory(BROWN et al.,1989,p.33). As mentioned earlier,a concept will continue to evolve/progress with each new use as new situations, negotiations,and activities recast it in a different ,more densely and textured form .Therefore, memory is always under construction as a cumulative history of interactions. Representations of experiencesare not formalized or structured into a single piece of declarative knowledge and then, stored in the heads. The emphasis is not in retrieving «intact» knowledge structures,but on providing learners with the means to create novel and situation-specific understandings by assembling prior knowledge from diverse sources appropriate to the problem at hand.For example,the knowledge of

« design » activities has to be used by a practitioner in too many different ways for them all to be anticipated in advance. Constructivists emphasize the flexible use of pre-existing knowledge rather than the recall pre-packaged schemas (SPIRO,FELTOVICK&JAKOBSON, 1991).

Mental representations developed through task-engagements are likely to increase the efficiency with which subsequent tasks are performed to the extent that parts of the environment remain the same « Recurring features of the environment may thus afford recurring sequences of actions » (BROWN et al.,p. 37). Memory, then, is not a context – independent process.

Clearly speaking, the focus of constructivism is on creating cognitive tools which reflect the wisdom of the culture in which they are used as well as the insights and experiences of individuals. There is no need for the mere acquisition of fixed, abstract, self-contained concepts or details . To be successful , meaningful, and lasting, learning must include all of these crucial factors :activity(practice), concept(knowledge) and culture(context) (BROWN et al.,1989)

1.12.4. Meaning Transfer Occurrence

The constructivist position assumes that transfer can be facilitated by the involvement in authentic tasks, anchored in meaningful contexts. Since understanding is «indexed» by experience (just as word meanings are tied to specific instances of use), the authenticity of the experience becomes critical to the individual's stability to use ideas (BROWN et al.,1989). An essential concept in the constructivist view is that learning always takes place in a context and that the context forms an « inextinguishable » link with the knowledge embedded in it (BEDNAR et al.,1989). Therefore, the goal of instruction is to accurately portray tasks, not to define the structure of learning required to achieve a task. If learning is decontextualized, there is little hope for transfer to occur. One does not learn to use a set of tools simply by following a list of rules .Appropriate and effective use comes from engaging the learner in the actual use of the tools in real-

world situations. Thus, the ultimate measure of learning is based on how effective the learner's knowledge structure is in facilitating thinking and performing in the system in which those tools are used.

The constructivist position explains that types of learning cannot be identified independently from the content and the context of learning. The constructivists believe that it is not possible to isolate information units or to divide up knowledge domains according to a hierarchical analysis of relationships. Even if the emphasis is put on performance and instruction has proved effective in teaching basic skills in relatively structured knowledge domains, much of what needs to be learned involves advanced knowledge in ill-structured domains. JONASSEN (1991a) has described three stages of knowledge acquisition (introductory, advanced, and expert) he also argues that constructive learning environments are most effective for the stage of advanced knowledge acquisition, where initial misconception and biases acquired during the introductory stage can be discovered, negotiated, and if necessary modified and/or removed. He agrees that introductory knowledge acquisition is better supported by more objectivistic approaches (behavioural and/or cognitive) but suggests a transition to constructivistic approaches as learners acquire more knowledge which provides them with the conceptual power needed to deal with complex and ill-structured problems.

1.12.5. Instructional Design Assumptions

There are basic assumptions or principles that are relevant to an instructional design. The constructivist approach tends to design specific instructional methods and strategies that will assist learners in actively exploring complex topics /environment and that will move them into thinking in a given content area as an expert user of that domain might think. Knowledge is not abstract but is linked to the context under study and to the experiences that the participants bring to the context. As such, learners are encouraged to construct their own understanding and then to validate, through social negotiation, these new perspectives. Content is not pre-specified; information from many sources is

essential . For example, a topical constructivist's goal would not be to teach novice ID pupils straight facts about Instructional Design, but to prepare them. As such, performance objectives are not related so much to the content as they are to the processes of construction.

Some of the specific utilized by constructivists include situation task in real world contexts ,use of cognitive apprenticeships (modeling and coaching/ learner toward expert performance), presentation of multiple perspectives (collaborative learning to develop and share alternative views), social negotiation (debate,discussion, evidence –giving), use of examples as real « slices of life »,reflective awareness ,and providing considerable guidance on the use of constructive processes. There are some specific assumptions or principles derived from the constructivist position which have a direct relevance for the instructional designer (possible ID application listed in brackets [...] as follows :

- 1-An emphasis on the identification of the context in which the skills will be learned and subsequently applied [anchoring learning in meaningful contexts]
- 2-A stress on learner control and the capability of the learner to manipulate information [actively using what is learned]
- 3-The need for information to be presented in a variety of different ways[revisiting content at different times, in re-arranged contexts, for different purposes, and from different conceptual perspectives]
- 4-Supporting the use of problem-solving skills that allow learners to go « beyond the information given » [developing pattern recognition skills, preparing/ presenting alternative ways of representing problems]
- 5-Assessment focussed on transfer of knowledge and skills [presenting new problems and situations that differ from conditions of the initial instruction.

1.13. Structured Instruction within Competency-Based Approach

When moving along the behaviourist-cognitivist-constructivist continuum, the focus of instruction shifts from teaching to learning, from passive transfer of facts and routines to the active application of ideas to problems. Both cognitivists and constructivists view the learner as being actively involved in the learning process. Yet, the constructivists look at the learner as more than just an active processor of information; the learner elaborates upon and interprets the given information (DUFFY & JONASSEN, 1991). Meaning is created by the learner: learning objectives are not pre-specified nor is instruction predesigned. This may be justified by CUNNINGHAM, 1991, p.14) in the following :

The role of instruction in the constructivist view is to show students how to construct, to promote collaboration with others to show the multiple perspectives that can be brought to bear on a particular problem, and to arrive at self-chosen position to which they can commit themselves, while realising the basis of other views with which they may disagree.

Even though the emphasis is on the learner construction, the instructional designer / teacher's role is still critical (REIGELUTH, 1989). Here, the tasks of the designer are two-fold:

- 1-To instruct the language learner on how to construct meaning as well as how to effectively monitor, evaluate, and update those constructions.
- 2-To align and design experiences for the learner so that authentic, relevant contexts can be experienced.

Although constructivist approaches are used quite frequently in the preparation of lawyers, doctors, architects and businessmen through the use of apprenticeships and on the job training, they are typically not applied in the educational arena (RESNICK, 1987). If they were, however, a learner placed in the hands of a constructivist would likely be immersed in an « apprenticeship » experience. For example, a novice instructional design learner

who desires to learn about needs assessment would be placed in a situation that requires such an assessment to be completed. Through the modeling and coaching of experts involved of authentic cases, the novice designer would experience the process embedded in in the true context of an actual problem situation. Over time, several additional situations would be experienced by the language learner, all requiring similar needs assessment abilities. Each experience would serve to build on and adapt that which has been previously experienced and constructed. As the learner gained more confidence and experience s/he would move into a collaborative phase of learning where discussion becomes crucial. By talking with others(peers, advanced students,lecturers, and syllabus designers,.....),language learners are better able to formulate their own understandings of the needs assessment process. As they unveil their spontaneous theories, they begin to see such activities in a new light that guides them towards a conceptual reframing of their leaning in the whole. They acquire familiarity with analysis and action in complex situations and, consequently, they begin to expand their horizons. They encounter relevant books, attend conferences and seminars, discuss issues with other learners and use their knowledge to interpret numerous situations around them. Of course, these cannot be related to specific design issues. Learners in general,and language learners in particular,not only have become involved in different types of learning as they moved from being « novices » to « budding experts »,but the nature of the learning process has changed as well.

1.14. Instructional Approaches and Competency-Based Approach

If language learners are exposed to the three definite approaches (described briefly above) may acquire various competencies. That is why some instructors would often ask questions such as : Do we have one single good approach inteaching ? Or Can we evaluate one approach being more efficient than the other ones ?.....etc. Starting from the idea that learning is a complex, drawn out processthat seems to be drastically influenced by one's prior knowledge as well as the of teacher-learner integration in various educational

operations . This may be an appropriate answer to the two previous questions. Given that learning is influenced by many sources. The learning process itself is constantly changing, both in nature and diversity, as it progresses (SHUELL,1990). What might be most effective for novice learners encountering a complex body of knowledge for the first time, would not be effective, efficient or stimulating for a learner who is more familiar with the content. Typically, one does not teach facts the same way that concepts or problem-solving are taught ; likewise, one teaches differently depending on the proficiency level of the learners involvement. Both the instructional strategies employed and the content addressed (in both depth and breadth) would vary based on the level of the learners. The primary role of a syllabus and course designers is to be able to join and match three basic factors: learner, context and strategies. We should take into consideration, first, learners' knowledge changes as they become more familiar with a given content, i.e, as long as people acquire more experience with a given content; they progress from low-to-high knowledge continuum as follows:

1-Being able to recognise and apply the standard rules, facts, and operations of a profession « know what »

2-Thinking like a professional to extrapolate from these general rules to particular, problematic cases « know how »

3-Developing and testing new forms of understanding and actions ,when familiar categories and ways of thinking fail « reflection-in- action » (SHON,1987)

That is to say, the points in this continuum, i.e, and these points of the learning theory continuum described earlier. Depending on where the learners « sit » on the continuum in terms of the development of their professional knowledge (knowing what vs. knowing how vs. reflection in action) ,the most appropriate instructional approach for advancing the learner's knowledge at that particular level would be the one advocated by the theory that corresponds to that point on the continuum. That is, a behavioural approach can

effectively facilitate mastery of the content for a profession « know what » ; cognitive strategies are useful in teaching problem-solving tactics where defined facts and rules are applied in unfamiliar situations « know how », and constructivist are especially suited to deal with ill-defined problems through « reflection in action ».

Second, a point which depends upon the requirements of the task to be learned. Based on the level of cognitive processing required, strategies from different theoretical perspectives may be needed. For example, tasks requiring a low degree of processing such as : basic-paired associations, discriminations, rote memorization seem to be facilitated by strategies most frequently associated with a behavioural outlook to name stimulus-response, contiguity of feedback, information reinforcement etc. Tasks requiring an increased level of processing like classifications, rule for/or procedural executions which are primarily associated with strategies, a stronger cognitive emphasis (e.g., schematic organizations, analytical reasoning ,algorithmic problem-solving). Tasks demanding high levels of processing (e.g., heuristic problem-solving, personal selection and monitoring of cognitive strategies) are frequently best learned with strategies advanced by the constructivist perspective (e.g., situated learning, cognitive apprenticeship, social motivation).

We believe that the critical question instructional designers must ask is not « Which is the best theory ? » but « Which theory is the most effective mastery of specific tasks by specific learners ? » Prior to strategies selection, considerations must be made of both the learners and the task [An attempt is needed to depict these two continua-learners' knowledge and cognitive processing demands] and to illustrate the degree to which strategies offered by each of the theoretical perspectives appear applicable. This operation seems useful in demonstrating:

a/ The strategies promoted by the different perspectives overlap in certain instances (i.e., one strategy may be relevant for each of the different perspectives, given the proper amount of learning and the corresponding knowledge

b/ Strategies are concentrated along different points of the continua due to the unique focus of the learning theories.

This means that when integrating any strategies into the instructional design process, the nature of the learning task (i.e, the level of cognitive processing required) and the proficiency level of the learners involved must both be considered before selecting one approach over another depending on the demands of the task and where the learners are in terms of the content to be delivered and/or discovered ,different strategies based on different theories appear to be necessary.

Powerful frameworks for instructions have ben developed by designers inspired by each of these perspectives. In fact, successful instructional practices have features that are supported by virtually all three perspectives (e.g., active participation and interaction, practice and feedback). For this reason, we have consciously chosen not to advocate one theory over the others, but to stress instead the usefulness of being well-versed in each. This is not to suggest that one should work without a theory, but rather one must be able to intelligently choose, on the basis of information gathered about the learners'present level of competence and the type of learning task, the appropriate methods for achieving optimal instructional outcomes in that situation. As stated by SMITH and RAGAN (1993,P. VIII) :

Reasons and validated theoretical eclecticism has been a key strength of our field because no singletheoretical base provides complete perspective principles for the entire design process

Some of the most crucial design tasks involve being able to decide which strategy to use , for what content, for which learners, and at what poit during the instruction. Knowledge of this sort is an example of conditional knowledge, where « thinking-like » a designer becomes a necessary competency. It should be noted ; however, that to be an eclectic, one must know a lot not a little, abut the theories being combined. A thorough understanding of the learning theories presented above seems to be essential for professional designers who must

constantly make decisions for which no design model provides precise rules. Being knowledgeable about each of these theories provides designers with the flexibility to be spontaneous and creative when a first attempt does not work or when they find themselves limited by time, budget and/ or personnel constraints. The practitioner cannot afford any theories that might provide practical implications. Given the myriad of potential design situations, the designer's « best » approach may not ever be identical to any previous approach, but will truly »depend upon the context ». This type of instructional « cherry-picking » has been termed « systematic eclecticism » and has great deal of support in the instructional design literature (SNELBECKER, 1989)

We would like to expand on a quote by P.B. DRUCKER cited in SNELBECKER, 1983)

These old controversies have been phonies all along. We need the behaviourist's trial of practice/ reinforcement/ feedback to enlarge learning and memory. We need purpose, decision, values, understanding-the cognitive categories- lest learning be mere behaviour- al activities rather than action (p.203)

1.15. Adolescence in our Educational System

Generally speaking, adolescence is the period of puberty all individuals have to experience. When this transition happens, the « hypothalamus » controls the given changes by stimulating the « pituitary gland » to produce hormones and messages that start such revolution in the individual's body : a time of sexual maturity, big emotions and high stress. Anyway, adolescence is recognized to be a period of high stress, great emotions and sexual maturity. It is also tied with apparent increase in size, strength and assertiveness. The adolescent then must :

- 1-Come in terms with his/her physical appearance
- 2-Develop to sexual maturity
- 3-Establish a sense of identity as an individual

4-Develop a value system

5-Prepare to make many decisions which will affect his/her adult life (e.g.choosing an occupation)

1.15.1. Adolescence Stages

Experts and many psychologists have divided adolescence into three basic stages which are represented in the following table:

Stages of Adolescence	Approximate Age	Characteristics of each Stage
Early	11-13	<i>A rapid change in growth and physical appearance. Need time to cope with these sudden changes. Adolescents prepare for independence while peer groups participate in promoting development/ progress</i>
Middle	14-16	<i>Experimentation with various roles and ideologies. Trying out risky behaviours which make adults unable to understand such excitement . They try out parents' / adults' behaviour but they want to follow peer group standards(smoking, drugs,...) Peer groups are source of support in this stage. Interest in the opposite sex and developing complex social skills</i>
Late	17-adult	<i>Facing how to attain independence ,develop intimate relationships, make decisions about their future ,i.e, may create conflicts with parents in case schooling /university period takes a long time to be completed .Peer groups disappear substituted by intimate relationships</i>

Table 1.14.1. Faculty of Health, University of Yale, 2000

1.15.2. Adolescent's Brain Development

Secondary school teachers should know the steps of adolescence progress and that they are concerned with the third step. They should endeavour, with the help of the families sometimes, to understand how teenager's brain actually functions. In the third adolescence stage, as in middle stage, the

teenagers are more exposed to a great number of activities and experiences such as : sports, languages, art, music, history, culture, religion, ICTs .

The school is an important part of the adolescent's environment while the family is a source of security. The teachers and administration staff collaborate for the benefit of the adolescent learner to reach moderate activities planning, high thinking and gradual problem-solving skills once realized, the adolescent learner will cope with daily interactive situations . The student's 3rd Year School Book(New Prospects) is endowed with some tips to guide learners become creative and expressive and find guidelines to vehicle their learning strategies. There are also pedagogical aspects which teachers use in order to help adolescent learners explore immediate and long-term consequences of their choices.(to be developed in Chapter-3-)There are other means to orient our adolescents so that to build healthy brain capacities like : reactions to different events from individuals who may be emotionally dependent on circumstances.Educationists should play positive roles in front of their teenager learners,mainly in the secondary school, their brains process information easily, enjoy challenges and react to emotion. The following table explains how the external environment impacts on the adolescent's brain:

Relationships & and belonging	Developing resilience
<i>Adeliberate approach to developing relationships and belonging with all members of the school community can improve student engagement in school</i>	<i>Developing resilience skills can help students respond directly to the challenges of school as well as manage their emotional responses to day to day.</i>
Empowering students	Meeting parents'information needs
<i>Genuine opportunities for student led initiatives,with skilled support ,can help individuals mature and develop their executive function</i>	<i>Making sense of an adolescent can be challenging and schools can fulfill a valuable role in helping families sustain a positive, supportive relationship with their young members</i>

Table 1.14.2. Mind Matters Support of Brain Development in Adolescent Leaners University of Yale, USA

1.15.3. Adolescent Learning Style Differences

Educational psychology has focused on learning styles in EFL classes. Learning styles hide inventories that drive teachers to ask questions such as : Are my pupils « visual » or « verbal learners » ?,i.e,they respectively listen to the information or just read what is written. In 1990,Mc CARTHY located four learning style types whichhe designed as the 4MAT system of instructionas a way to accommodate differences in students'preferences and strengths to improve theirmotivation and achievemen. He categorized students into two parts :perceiving (concrete sensing/feeling versus more abstract thinking) and processing (active doing versus reflective watching). This gave birth to four learning styles :

- 1- Imaginative learners perceive information concretely and process it reflectively .They listen,share,and seekto integrate both school and self experiences
- 2- Analytic learners perceive information abstractly and process it reflectively. They appreciate both details and ideas, tend to think sequentially, and value ideas more than people.
- 3- Commonsense learners perceive information abstractly and process it actively .They tend to be pragmatic learners who value concrete problem-solving and like to « tinker » and experiment to learn by discovery.
- 4- Dynamic learners perceive information concretely and process it actively. They tend to integrate experience and application, are enthusiastic about new learning , ready to engage in trial-and-error learning ,and adept at risk-taking.

1.16. Conclusion

An important insight may be that a big number of teachers and textbooks attempt/endeavour to control what is learned in the classroom. Actually, foreign language learners will acquire and learn things at different rates according to individual competences from an input and practice. We can say, there is no easygoing relationship between the various teaching objectives of our lessons and lectures as well as the learning outcomes for our pupils. Understanding this issue, in the following chapter, would help us become aware that our major role, as educators, is to provide teaching-learning conditions to conduct objective learning. Nevertheless, we notice “somehow” increasing evidence that our learners are progressing faster with meaningful language practice in a rich linguistic environment and as well-founded policy of class-management on the part of the teacher.

Chapter -2-

Literature Review of

Competency-Based Approach

and Connected Concepts

Chapter Two : Literature Review of Competency-Based Approach and Connected Concepts

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2.1. Introduction

The present chapter is about the historical background of the Competency-Based Approach. There will be a reference to the basic elements that contribute to make CBA a more practical teaching approach. The concepts include: autonomy, constructivism, motivation, self-determination and classroom communication

2.2. Origins of Competency-Based Approach

In the following, there will be a description of Competency-Based Approach and its modern implementations

2.2.1. Definition of Competency

Competencies refer to skills or knowledge that lead to superior performance. These are formed through an individual organization's knowledge, skills and abilities, to provide a framework for distinguishing between poor performances through to exceptional performance. Competencies can apply at organizational, individual, team, occupational and functional levels. They are individual abilities or characteristics that are key to effectiveness in work.

Competencies are only a way of talking about what helps people get results in their jobs. Some of the competencies usually required in various domains are: adaptability, commitment, creativity, motivation, foresight, leadership, independence, emotional stability, analytical reasoning and communication skills.

Some specialists have the tendency to think of competencies in terms of an "iceberg". Technical competencies are at the tip-the portion above the waterline that is clearly visible therefore easier to assess

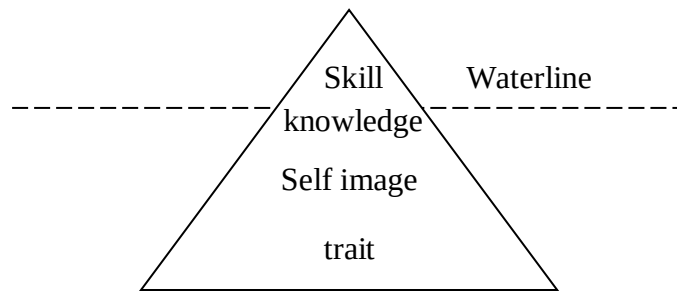


Figure 2.2.1 Competency Iceberg

Behavioural competencies are below the water-line so they are more difficult to assess and often harder to develop. They can be understood as manifestations of how a person views him/herself (self-image), how s/he typically behaves (traits), hidden driver (motives).

2.2.2. Definition of Key Competencies

In 1997, OECD member countries launched the Programme for International Student Assessment (PISA), with the aim of monitoring the extent, to which students near the end of compulsory schooling have acquired the knowledge and skills essential for full participation in society as follows:

- a) Its policy orientation, with design and reporting methods determined by the need of governments to draw policy lessons.
- b) Its innovative “literacy” concept concerned with the capacity of students to analyse, reason and communicate effectively as they pose, solve and interpret problems in a variety of subject matter areas.
- c) Its relevance to lifelong learning, which does not limit PISA to assessing students’ curricular and cross-curricular competences but also asks them to report on their own motivation to learn, beliefs about themselves and learning strategies.
- d) Its regularity, which will enable countries to monitor their progress in meeting key learning objectives.

Chapter -2- Literature Review Of Competency-Based Approach And Connected Concepts

Assessments began with comparing students' knowledge and skills in the areas of reading, mathematics, science and problem solving, though the students success in life depends on a much wider range of competencies. The OECD's Definition and Selection of Competencies (De CE Co) Project, provides a framework that can guide the longer term extension of assessments into new competency domains.

Nowadays, societies place challenging demands on individuals, who are confronted with complexity in many parts of their lives. Defining such competencies can improve assessments of how well prepared young people and adults are for life's challenges, as well as identify overarching goals for education, systems and lifelong learning.

A competency is more than just knowledge and skills. It involves the ability to meet complex demands, by drawing on and mobilizing psychosocial resources (including skills and attitudes) in a particular context.

Individuals need a wide range of competencies, in order to face the complex challenges of today's world, but it would be of limited practical value to produce very long lists of everything that they may need to be able to do in various contexts at some point in their lives. Through the De Se Co Project, the OECD has collaborated with a wide range of scholars, experts, and institutions to identify a small set of key competencies rooted in a theoretical understanding of how such competencies are defined. Each one of them should:

- a) Contribute to valued outcomes for societies and individuals.
- b) Help individuals meet important demands in a wide variety of contexts.
- c) Be important not just for specialists but for ordinary individuals or lay people.

2.2.3.Competencies Importance in Globalization

Globalization and modernization are creating an increasingly diverse and interconnected world. For that, individuals need, for instance, to master changing technologies and large amounts of available information. They also face collective changes, such as balancing economic growth with environmental sustainability and prosperity with social equity. In these contexts, the competencies that individuals need to meet their goals have become more complex, requiring more than the mastery of certain narrowly defined skills.

2.2.4.Broad Key Competencies

A conceptual framework by the De Se Co Project classified competencies in 03 broad categories (see **Figure 2.2.4** p 64). First, individuals should be able to employ a wide range of tools to interact effectively with their environment: physical, information technology and socio-cultural factors in language use, i.e, to use them interactively. Second, we are in an increasingly interdependent world, as individuals, we always need to interact with others, and since we may often encounter people from several backgrounds, it seems important for us to be able to integrate heterogeneous groups. Third, learners as social individuals, should be able to take responsibility for managing their own lives, situating themselves in the broader context of their society and act autonomously.

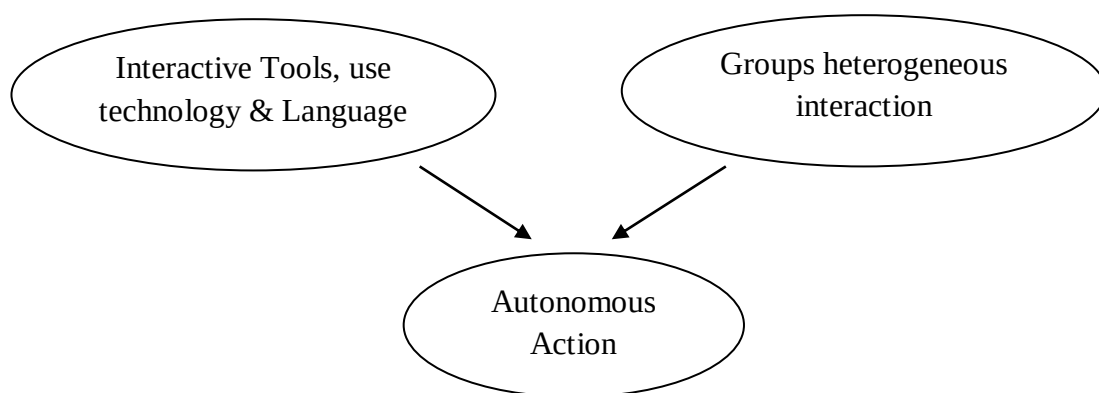


Figure 2.2.4.OECD Interrelated Key Competencies

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Each one of the cited categories carries a specific focus. They are all interrelated and form a collective basis for identifying and mapping key competencies. The frame of competencies is to guide the individual (in our case the foreign language learner) to think and act reflectively. This is not just applying blindly a formula for confronting a situation but also the ability to deal with changes, learn from experience, and think objectively with a critical stance.

In late 1997, the OECD under the leadership of Switzerland provided a sound conceptual framework to identify key competencies. Its objective was to strengthen international survey on measuring the competence level of young people as well as adults. The project in question acknowledged diversity in values and priorities across countries and cultures. The OECD countries members stressed the universal challenge of the global economy and culture, including common values that guide the selection of the most important competencies.

2.3.Parameters for Key Competencies

There should be a reference to fundamental factors that constitute competencies in what follows:

2.3.1.Competencies and Modern Life Demands

Key competencies are not determined by arbitrary decisions about desirable personal qualities and cognitive skills but by cautious consideration of the psychosocial prerequisites for a successful life and a well-functioning society. Today's society places specific demands on its citizens such as basic needs rooted in as coherent concepts. To mention, the kind of competencies people need in order to behave and interact in their society and adaptive qualities required to cope with a changing technology.

The following diagram illustrates how individual competencies affect the ability to achieve shared goals:

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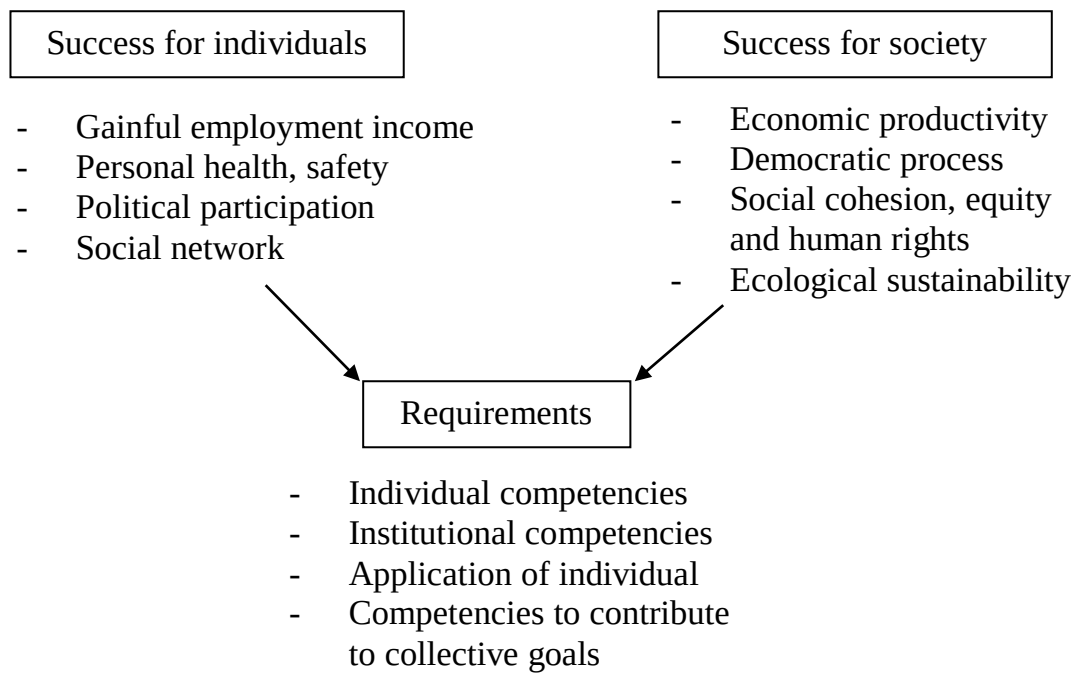


Figure 2.3.1.Competencies, Individuals and Collective Goals (adapted from OECD, Switzerland p6, 1997)

2.3.2.Individual and Global Challenges

Our world is characterized by change, sophistication and interdependence so, we need to draw specific key competencies in order to adapt them to our environment. They should respond to:

- Technology is changing rapidly and continuously, and learning to deal with it requires mastery of processes and ability adaptation .
- Societies are becoming more diverse and compartmentalized, with interpersonal relationships therefore requiring more contact with different people.
- Globalization is creating new forms of interdependence, and actions are subject both to influences (such as economic competition) and consequences (such as pollution) that stretch well beyond an individual's local or national community.

2.3.3.Common Values and Competencies

To help accomplish collective goals, competencies are needed the selection of competencies needs to some extent to be informed by an understanding of shared values. The competency framework is thus anchored in push at a general level . All OECD societies agree on the importance of democratic values and achieving sustainable development. These values imply that individuals should be able to achieve their potential and that they should respect others and contribute to produce an equitable society. This complementarity of individual and collective goals needs to be reflected in a framework of competencies that acknowledge both individuals autonomous development ant their interaction with others.

2.4.Selecting Key Competencies

Key competencies carry particular values that have multiple areas of usefulness under specific conditions. First, competencies should be valued, applied in relation to measurable benefits for both economic and social purposes. Recent research reinforces the view that human capital not only plays a critical role in economic performance, but also brings key individual and social benefits such as better health, improved well being, better parenting, increased social and political engagement. Second, competencies should bring benefits in a wide spectrum of contexts, i.e., they should apply to multiple areas of life. As a results, certain areas of competence are needed not only in the labour market but also in private relationships and political engagement. It is these transversal competencies that are defined as key. Third, the key competencies should be important for all individuals selecting those which, are of use only in a particular trade and emphasize transversal competencies to help everyone aspire development and maintenance starting from the educational field which requires more than one source of effort or endeavor.

2.4.1. Teaching Knowledge and Skills

Most OECD countries value flexibility, entrepreneurship and personal responsibility. Individuals /learners should not only be adaptive but also innovative, creative, self-directed and self-motivated. Many scholars, experts and educationists agree that coping with today's challenges calls for better development of learners' abilities to tackle complex mental tasks, going well beyond the basic reproduction of accumulated knowledge. To build up basic competencies, concise efforts should be put into practice for both cognitive and practical skills mainly creative skills, psychosocial, educational and economical resources as well as personal motivation and values. That is to say, competencies should be learned through a favourable educational environment. The latter breeds the ability of different individuals to think for themselves to express their moral and intellectual maturity. When this is applied in academic educations, pupils and/or learners take responsibility for their learning and for their daily actions.

2.4.2. Basic Competencies and Reflectiveness

The heart of this framework is put under reflective thought and action which should require complex mental processes. For instance, when language learners engage to master a particular/ a specific mental technique, to think deeply about it, assimilate its content, link it to other aspects of their previous experiences with the foreign language or adapt it to present situations within transversal competencies. Then, the core of reflectiveness and competency implies the use of metacognitive skills, i.e., thinking about thinking, adapting a learning critical stance and selecting teaching learning-teaching abilities. The teacher's role is to supervise how their pupils construct their learning experience including their actual thoughts, deep feelings and social interactions. If the educational system succeeds to install a high level of social maturity among both teachers and learners, the latter may distance themselves from hard socio-economic pressures thus sort out different teaching-learning perspectives which

in due time can help both teachers and learners and/or pupils make independent judgments about the teaching-learning process while teachers take responsibility of their psycho-pedagogical actions and reflect positively on them.

2.5.Interactive Use of Competency Tools

To use learning tools interactively is not the same as having access to the technical skills requires to both teachers and learners need to create skills and adapt knowledge to given situations. To accomplish broader goals the competency tool-users should be familiar with the target learning material therefore understand how to use the tools to interact with the world outside. That is to say, a learning tool within CBA should constitute a passive mediate on and an active dialogue between the language learner as an individual and his/her environment, i.e., how learners become competent in their world, deal with transformations and daily changes and respond to long-term challenges at the same time open up new possibilities to perceive different aspects of our world within globalization.

2.5.1.Interactive Use of Knowledge Competency

Different organisms and services play a central role to manage information and knowledge in modern societies thus; they facilitate to people the ability to explore news, data and different important resources interactively. The nature of information as a key competency requires deep reflection on its social, cultural, ideological contexts and their impact on foreign language learners. The technical infrastructure, associated to the whole process, such as forming opinions, making decisions and unveiling responsible actions. This may be put under the following points:

- a) Recognize and determine what is unknown.
- b) Identify and locate information sources.
- c) Have access to necessary information.
- d) Assemble information in cyberspace.

- e) Evaluate the nature, suitability and value of information.
- f) Verify the sources of the information.
- g) Organize knowledge and information.

The main illustrations of such key competency is scientific literacy, a framework which explores the degree to which learners or students are ready to interact within scientific enquiry, i.e., how they are interested in scientific questions rather than just to exercise cognitive skills as required to be put into practice .

2.5.2.Interactive Technology and Competency

Urgent demands are put on individuals by today's technological innovations inside and outside both studies' environment and workplace. At the same time, meanwhile, technological advances, progress provide people new opportunities to face demands related to daily life. If technology is used interactively, it will engender the following:

- a) Modify the way people work together by reducing the importance of location.
- b) Access information sources and make them available instantly.
- c) Facilitate interaction of networks of people all over the world regularly.
- d) Go beyond basic technical skills of just use the internet or send an e-mail.

2.5.3.Heterogeneous Group Interactions

For both material and psychological instances, human beings find themselves dependent on each other for better survival throughout their lives. As a consequence, new forms of co-operation at every level of our life, including educational system, emerge in parallel with the diversity and fragmentation of societies and communities in order to reach solid management of interpersonal relationships for the benefit of human beings in general. There are attempts to implement this policy within the heterogeneity of individual and group learners in secondary school education mainly in Western countries. In Algeria, deep

efforts are undertaken at official level and among the teaching staff in order to install the heterogeneity of group interaction yet, socio-economic factors and even policy-decision-making impede the realization of this competency. How to build a social capital depends greatly on individuals whose main ability to form solid/stbrong networks since a lot of existing social rituals or bonds seem weakening hence, new abilities emerge to demonstrate that there is an inequity which will govern future generations competence discrepancies allowing groups to construct and benefit from basic social welfare, i.e., educational system should endeavour to establish common and legal regulations to settle groups heterogeneity justice. Secondary school learners should be trained to learn, live and work with others in the future. This may be explained as follows.

2.5.4.Cooperation Ability Competency

In order to reach a common goal a lot of tasks and demands cannot be done by an individual on its own. Instead efforts shared by other people carrying the same interests join respective groups to enrich civic movements, trade unions, volunteer campaigns, political parties ,etc,...Collaborative or co-operative work requires individuals to be endowed with certain qualities such as the ability to balance personal priorities and commitment to the group and its objectives. This competency is composed of the following guidelines:

- a) The individual must be able to share leadership and to support others.
- b) S/he must show the ability to present ideas and listen to those of others.
- c) S/he should be endowed with a deep understanding of the dynamics of debate by following an agenda.
- d) S/he must have the ability to negotiate at any level of interest.
- e) The individual must be able to consolidate relationships with others for the benefit of his/her own group.
- f) S/he must be able to open discussions and debates to gather new opinions.

2.5.5.Management Conflicts Competency

It is rare to encounter a domain in our life where there is no conflict whether at home, at school, at work or in any place in our community. Conflicts are part of the social reality it is considered as an inherent aspect of human relationships and nature. To deal with conflict, we should understand that this a process/phenomenon that should be managed not negated this needs a constructive approach for later solutions. We should train our learners to take part in conflicts management and its resolution and install in them they need to be able to:

- a) Investigate present issues and interests such as power, recognitions or merit, distribution of work, equity level ...
- b) Analyse the origins of conflict and reasoning sides, i.e., there are different possible positions
- c) Locate areas of agreement and/or disagreement
- d) Attempt to reframe the conflicting problem
- e) Classify goals and needs and decide on their circumstances and occurrences.

2.6.Competency and Autonomy

Autonomy does not mean to act away from society. Conversely, this requires a deep consciousness of one's environment including awareness of social dynamics, individual particularities and determine one's role in the society and objectives in life. We should train our learners to be ready to act autonomously in order to take part in the progress of the society effectively and gradually integrate different domains of life, work place, family life and social life. They should understand that they need to develop an independent personality and attempt not just follow others' opinions and decisions but make their own choices. Of course, they will always be confronted with traditions and religions values. But there are aspects of life which may be negotiated.

2.6.1.Context Competency

This is also referred to as the “big society” or “big picture”. As individuals, we should consider the wider context or sphere of our behavior, actions and decisions. This competency demands any individual to enquire how his/her ideas are linked to social norms different socio-economic institutions and to past events. To enlarge one’s knowledge about the larger picture some points should be considered:

- a) Observe and understand different patterns.
- b) Have an idea about the system in which one lives including cultural practices, the formality and informality of rules.
- c) Be aware of unwritten social norms and moral codes.
- d) Have a broad knowledge of rights and their constraints on actions.
- e) Study and identify the direct and indirect consequences of one’s actions in daily life.
- f) Reflect on the potential results/consequences concerning different aspects of actions having a link with individuals.
- g) Take into consideration the community’s shared norms and objectives.

2.6.2.Individual Projects Competency

We should awaken our learners’ ability to build and conduct different life plans. Such competency demands the application of project management to different individuals, i.e., they should learn to interpret life in term of an organized narrative carrying a meaningful purpose in order to portray life changing aspects where the environment is often fragmented. Optimism and potential are joined to form a future plan based on the following criteria:

- a) Establish an objective to define a project.
- b) Identify all elements and other resources one needs such as time and money.
- c) Select goals according to priorities.

- d) Balance past actions and future outcomes.
- e) Supervise progress stations.
- f) Make necessary/appropriate adjustments in the course of the project.

2.6.3.Lifelong Learning Competency

Some experts have attempted to measure the degree to which both young and adults people are conscious of their skills, the knowledge of their rights as well as the many capacities they need in order to face life's challenges. Even if assessment is carried out mainly through pen and paper tests which its focus to a large extent on the ability to interact with language, symbols and text then, considerable progress has already been made towards measuring whether young people and adults possess necessary competencies.

We should mention that it is not always easy to fully assess the point to which our foreign language learners are motivated to use knowledge reflectively. We may tend to assess their capacities to reflect deeply on the meaning and constructions of written texts, i.e., not only located information or interpret then but learn how to evaluate what they read (1st, 2nd, 3rd course books in our secondary schools). For that reason, we should try to refer to three types of literacies: reading literacy, mathematical literacy and scientific literacy to sustain balanced learning-teaching in a communicative classroom within CBA.

The study measures of key competencies should constitute a reference point for further progress in three categories including using tools interactively, interacting in heterogeneous groups, acting autonomously. These issues open wider research possibilities for both teaching-learning situations in CBA methods as follows:

- a) Construct profiles of competencies to show that each competency is not used in isolation, i.e., the teacher should review the FL learner's portfolio outcomes.

- b) Use of ICTs during testing in order to produce/obtain better interactive listening instruments
- c) Explore how key competencies contribute to socio-economic well being.

2.6.4.Life Competencies Framework

The competencies cited above are a framework that could be applied to the ones that may be nurtured at school and to these that can be developed throughout individual's course of life, we could argue that the concept of lifelong learning may denote that not all life-relevant competencies can be provided by initial academic education for the reasons below:

- 1- Individual competencies develop a change during our lifespan; we encounter possibilities to acquire new competencies or to lose some of them as we grow older.
- 2- Many individuals are expected to undergo changes throughout their adult lives due to the influence of technology and socio-economic structures.
- 3- Competence development, according to development psychology, does not end at adolescence but continues throughout adult years mainly the ability to think and act reflectively grows with maturity.

This interpretation is supposed to have important implications for both education and assessment. Yet, a basic theoretical foundation for adult education that constitute an evolutionary model for human progress. Furthermore, it presents an assessment rationale for the competencies of individuals throughout their life interests against a common set of features. Meanwhile, to design a coherent a whole assessment strategy that spans people and adults.

The following diagram is used to illustrate that such process began by bringing existing research potential together with experts' opinions. This has been enriched by national perspectives and international symposia in order to consolidate a common agreed framework in late 1997 and publication of the final report in 2003.

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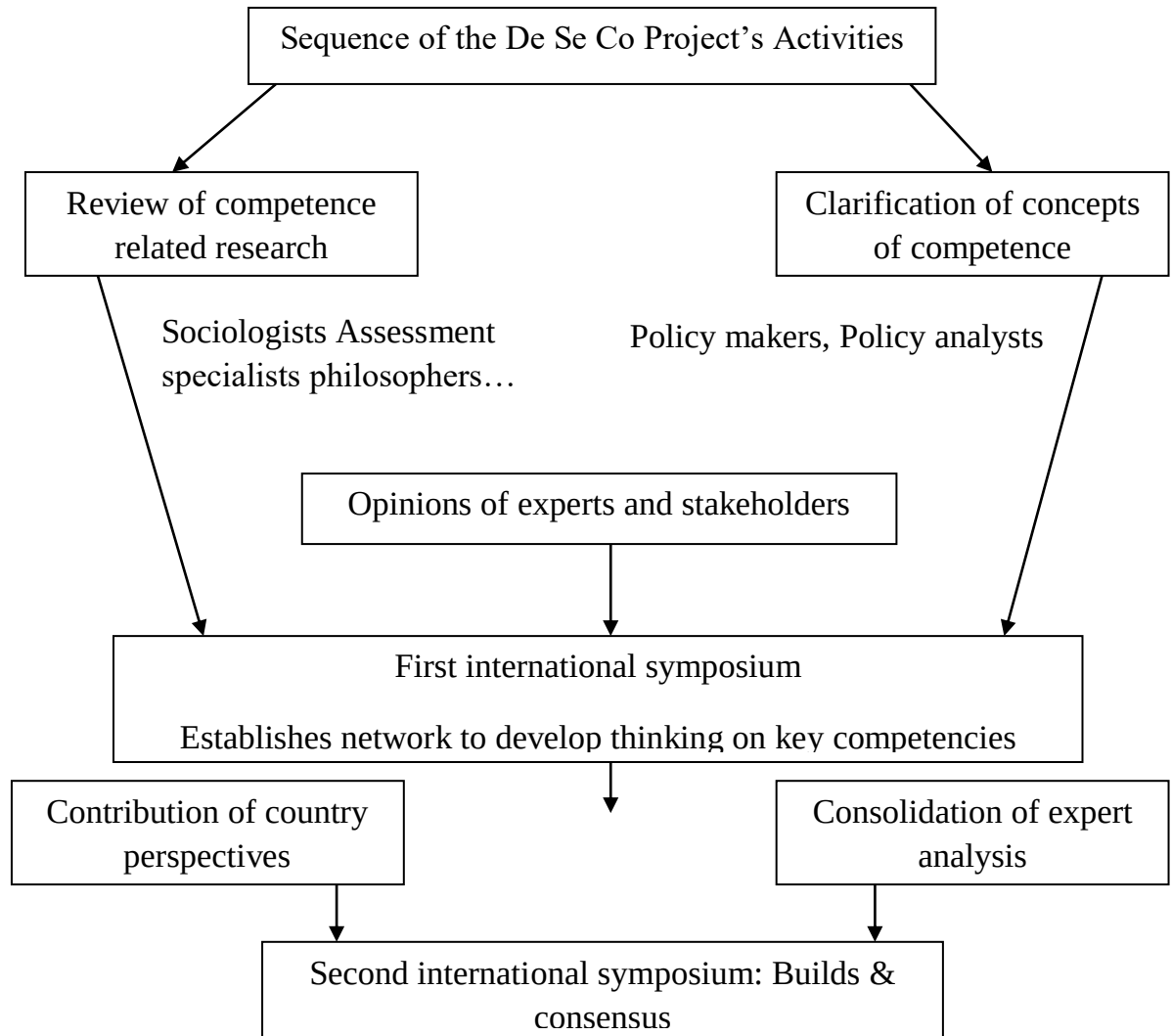


Figure 2.6.4. Process of Competencies according to OECD

Reports: Austria, Belgium, Denmark, Finland, Germany, France, Norway, The Netherlands, Sweden, Switzerland. and the United States.

There was a debate to identify competencies across countries that differ in culture and perspectives then, two dimensions shaped the process. On the one hand, the necessity to acknowledge to what extent even common values can be interpreted differently in various cultures. On the other hand, members of the De Se Co Project stressed that certain countries showed their ability to identify shared values even if they acknowledge their differences.

2.7. Competency-Based Approach and English Language

Competency-Based Approach is similar to Communicative Language Teaching. It issued mainly to teach English as a foreign language

2.7.1. Competency-Based Approach and ELT

Competency-based approach is similar to communicative language teaching it is used mainly to teach English as a Foreign Language using some identical tools, and criteria. Competency-Based Approach can be regarded as an extension of FLT components in order to make sure that our learners can apply what they learn in class to real-life situations, i.e., outside the classroom. The new teaching approach helps pupils study English language, in our case, within situations and contexts that are varied and relevant. In other words:

The language is introduced and practiced in different situations that are similar to situations that could occur in real-life. The aim is that learners develop language and problem-solving abilities that they can use in new and challenging situations in school and out of school. Therefore, learners will see learning English as useful to their student life and future.

(The Guide Curriculum, document section and the World , 2006)

The Competency-Based Approach clearly describes learner competencies. A competency then is:

- a) The ability to act in English using a range of skills and knowledge.
- b) The ability to use English in various situations that may be different from the situations in which the skills and knowledge were learned.

The competencies are linked to learners' needs in and out of school. They learn to speak, read, listen and write, and re-use language in new situations. We are required to teach these skills in an integrated way, not separately. It is crucial that teachers help learners to practice English in varied contexts or situations and

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guide them they to remember and use what they have learned when they need it. It takes a lot of practice using English in different contexts such as real life situations. Competency-Based Approach emphasizes productive, interpretive and interactive competences.

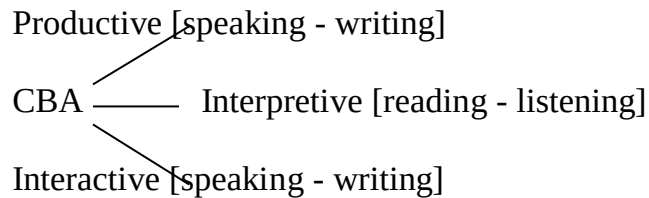


Figure 2.8.1. Primary CBA Skills

The linguistic competency (vocabulary, grammar, and pronunciation) and strategic competency (strategies to help learn and use the language better) are viewed as “supporting competences”. Such competences help English language learners, they are tools which are used by them to better speak, listen, read and write in English.

Main points	Criteria
1-The goal	-Learners act in English using a range of skills and knowledge; they use English in various real-life communicative situations that may be different from the situations in which the skills and knowledge were learned. Focus: Learners should be able to use in English.
2-The Role of learners	-Learners regularly speak, read and listen within communicative situations in order to exchange ideas, information or messages. -They figure out the rules and patterns of language. -They plan for and use strategies to help them learn and communicate better. Focus: Learners are actively involved in all aspects of the lesson.
3-The Role of teachers	-Teachers are responsible for facilitating what happens in the classroom. -They create a comfortable, supportive and collaborative

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	environment where learners can work actively, free from fear of making mistakes and where they want to use English and have a “real” purpose in using it. -Presenting language so that learners can figure out the rules and patterns and learn from their mistakes. -Providing communicative practice using English that supports learners in developing listening, reading, writing and speaking skills they need to exchange ideas and information to meet needs and interests. Focus: Teachers support learners in taking active roles in the classroom by providing them with experiences that meet their interests and needs.
4-The Types of tasks	-They require learners to take an active role by thinking about the language. -Learners think profoundly about the situations. -They participate to mobilize the language. -They play a role in using strategies to aid communications. Focus: The types of tasks used in CBI (Competency-Based Instruction) are focused on the communicative purpose.

Table 2.8.1. Competency-Based English Teaching Criteria (source unknown)

2.7.2. Definition of Constructivism

Language learners construct their own knowledge .e, they take into account structures based on situations they encounter and the problems they solve or they attempt to solve. Such problems are connected to the amount of knowledge brought by the learner to the actual learning situation. There are various forms of constructivism moving from radical constructivism to social constructivism. The latter, governs CLT according to (SCHUNDT, 1988). Yet, some learning instances are more active. Constructivism, then, is a philosophical approach to knowledge which was argued to be socially constructed rather than having its own independent existence (NUNAN, 1999). Other experts advance that language learners discover knowledge as much as they construct or create it.

2.7.3.Vygotsky's Social Constructivism

Lev VYGOTSKY is the scholar who has developed many ideas about social constructivism and the ZPD (Zone of Proximal Development). He said « *what thechild can do in cooperation today he can do alone tomorrow* ». He believed that the keys to constructive principles of higher mental functions are through mediated activity such as the role of psychological tools and interpersonal relations. The first key is the interpersonal relations which take place through collaboration and dialogic action with others in solving problems, discussing a subject or producing goods. The second key is the psychological tools, which are considered artificial formations, semiotic in nature and could be represented by gestures, language sign system, mnemonic techniques and/or decision-making systems such as throwing a dice techniques (VYGOTSKY,1997). The psychological tools can include some simple activities such as notetaking. These instruments were considered by VYGOTSKY as fundamental elements for « constructing » higher mental functions. If both keys work in coordination, they may encourage the development of higher- order thinking skills.

Learning is most effective and productive if it is goal-oriented, self-regulated, interactive, collaborative with others and is based on constructive processes of knowledge and skill acquisition (BUCHBERGER,2001). Within CBA there should be an increasing recognition of the benefits of interactive and collaborative and collaborative learning. Constructivism which has impacted on CLT seems to emphasize, again, learner-centered teaching strategies as well as the importance of using language for communicative situations and create meaningful linguistic constructions or advanced structures when interacting with native speakers.

2.7.4.Linguistic Communicative Competence

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English language teaching requires a good communicative competence because the basic goal of the foreign language teacher is to help learners become able to use the language effectively and meaningfully by avoiding the traditional memorising of grammatical rules and phrases without being able to use them in contextual socio-cultural activities. These ideas have influenced educational reforms in several ways. Among them :

1-The notion of language as an external body of grammatical structures or lexical items has changed particularly through communicative language teaching approaches which focus on making meaning in the language.

2- The development of the notion of communicative competence or knowing when and how to say what to whom

3-The advent of Communicative Language Teaching through competencies in teaching education and foreign language teaching has far-reaching objectives which encourage learners to speak and use the target language meaningfully.

4- Learning in general is increasingly seen as an important goal for the European Union in order to develop a society of active , critical thinkers and self-regulated citizens by enhancing human resource capacity (KINZER,2001 ;NIEMI,2002),developing economic progress through democratic and innovative leaders (COPE, 2005 ; SATYAL, 2005).

5- Globalisation has increased the popularity of English as an international language. That is why many innovative strategies for teaching and learning are expanding in order to inquire about authentic teaching and educational experiences.

6-The case of CBA is shaped by constructivist principles based on an open-minded educational philosophy.

7-A powerful FLL environment should rely on basic educational reforms. Even if it seems difficult to find a clear definition about learning environments

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because they are novel and not common in the literature. They are most of the time associated to computer technology as an interpretation that language learning goes beyond current practice.

8-There may be a widespread recognition that foreign learning can happen in many different ways, mainly if learners are more engaged and active. Although powerful learning environments are usually linked with technology, researchers claim that technology is not required.

9-Technology is not required in some recent research studies which demonstrate the potential for powerful learning environments where active learners learn better through communicative language teaching strategies.

2.7.5.European Educational Reform Model

The difference between a powerful learning environment and a traditional or a weak learning environment is that in the latter, language learners, or rather learners in general, are required to memorise or digest facts. This distinguishes teaching-learning meant for knowledge transmission as well as educational frameworks. There exist basic differences between the behaviourist model and a more experiential and constructivist model of education across a range of dimensions that have been charted by (KOHONEN,1992). The behaviourist model has a transmission view of knowledge learning while the experiential constructivists view learning as a transformation of knowledge. In the behaviourist model, emphasizes the teacher's authority but the constructivists view the teacher as a learner among learners (NUNAN,1999 ;PALINSCAR& HERRENKOHL,2002) in a less formal power relation. The behaviorist teacher's role provides mainly class-fronted instruction with learners as passive recipients of information; LARSEN-FREEMAN,2000 ; NUNAN,1999) while the constructivist model facilitates learning usually in small groups (De CORTE, VERSCHAFFEL, ,Van MERRIENBOER,2003).

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There are reasons that make learning environments so powerful and are attributed high educational qualities. We can cite them as follows:

1-Active learning which drives learners to be engaged in problem-solving, designing a product or discussing a topic rather than only listening to a lecture or taking notes. This kind of actions can likely stimulate language use and meaning related to target languages.

2-Quality involves recognition of prior learning or the experiences that learners bring to a learning situation. Such experiences can be activated on focus questions, sharing with peers or group discussions. When previous learning is linked with actual lesson topics, interest is stimulated and learning becomes cumulative or additive.

3-Skills are developed and enhanced. In a similar way, VYGOTSKY's ZPD along with the ripening skills of learners rather than the ripe for developed skills.

4- Any powerful learning environment relates to a goal-directed outcome of a learning experience. Students should be able to understand a new topic or process better to produce a research report, for instance. The steps toward the goal can be made clear with feedback on the progress made, either from a teacher or other significant adult, or from peers. They can also provide diagnostics to point out learner limitations or weaknesses.

5-Language learners become more aware of their own skill gaps and what remedial action may be required through diagnostic response.

6-Through reflections, language learners, all types of learners may develop a deeper understanding, cognitive and metacognitive awareness as well as increased opportunities to ameliorate their own skills and self-efficacy through collaborations with others.

The cited characteristics drive the language learners to enrich their reflection opportunities. More than that, learning environments have become powerful due to different technological applications and communicative language strategies . There are some educational innovations that induce active and constructive learning behaviour including simulation environments. Intelligent tutors (ALEVEN,2004) and virtual synthetic worlds and avatars (DEDE, 1995) are other examples of these powerful learning environment innovations which are often linked with technology.

2.8.Self-Regulation Impact on the Individual

Self-regulation is the situation of taking in charge one's learning and studies by selecting objectives and coping with behaviour features.

2.8.1.Self-Individualised Goal Selection

There seem valuable aspects that determine people's choices in order to manage their lives. In a classroom situation ,in particular, or rather in the educational system in general, decision-makers ,teachers and learners should share a common point which is the syllabus content choice likelihood or any other positive value that may guide the course of action in the classroom including lesson presentation and the degree of learners involvement in class and after class .More than that, the level of learners 'participation in trying to trace their objectives after each lesson and extract the basic vocabulary ,grammar and other language skills that may help them control their learning within CBA. In the following, there will be a reference to how people's thoughts and feelings about themselves basically impact their motivation and behaviour in general.

2.8.2.Learners' Goal Selection Achievement

The expectancy parameters are directly related to self-efficacy installed beliefs. This relevance appears nearly the same to people's attitudes about the goals they select as being the ones they can achieve. As a matter of fact, language learners with high self-efficacy beliefs always talk about their high ability and

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that they adopt more challenging goals than their classmates or friends with low self-efficacy goals.

In a classroom setting, the EFL learners in superior performance pupils use very difficult goals because of their high self-efficacy and perform more positively in tasks than their classmates who often doubt their abilities to do better or to succeed in the same tasks. This can be justified through SWANN, 1990 as follows:

What people value in life is tied to how they think about themselves. The person who thinks of herself as an intellectual values intellectual pursuits; the person who regards herself as an athlete values athletic pursuits. In more general terms, we can say that people value activities that match or reaffirm what they think they are like.

The quote by SWANN refers to self-regulation which is implicitly linked to motivation as well as to the establishment of the individual's desired identity. Classroom goal attainment seems double-edged then. The teaching techniques and the learning self-regulation processes constitute the conception of the whole educational system unless level hierarchy does not demonstrate both teacher – learner involvement in Competency-Based Approach parameters and syllabus design content in 3rd year secondary school classes.

2.8.3. Individualised Behavioural Practice

It is sometimes believed that a lot of people who have high self-efficacy and are highly self-confident in succeeding in all their projects spend a longer time in planning and preparing their tasks. Any difficulty of the assignments or a familiarity with the tasks done in class or memorized from the previous term or year is directly related to an apparent controversy within the official program, teacher ability to motivate the EFL learners as well as the degree of pupils' awareness to grasp what is taught and transmitted to them via an

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approach supposed to encourage self-regulation and self-efficacy. This may be illustrated through CROSS,1990:

....tasks that are familiar or well-learned with high self- efficacy beliefs do not necessarily lead to greater preparation .But when a task is difficult or is being approached for the first time ,people who believe they have what it takes to succeed spend more time and energy preparingto attain their goals than to those who are beset by doubt

2.8.4.Individuals and Cybernetic Process

Depending on the fact that a goal has been formulated and adopted through a plan of action , one settles out in order to reach it. Some scholars like HEIDEN ,1958; WHITE, 1982; MARKUS, 1990 have mentioned that the success of learning tasks in educational systems is based on four factors: ability, effort, strategy, and luck. This can be managed by the presence of the following factors:

2.8.4.1.Individual Efforts and Practical Objectives

Self-efficacy judgment demonstrate the hard efforts undertaken by people so that to attain their goals. Provided that foreign language learners have a high self-esteem, they usually work harder to reach their objectives than when they are doubtful about their language capacities (BANDURA, 1986). Some people are determined to exploit all their energy as to put into practice their projects. For instance, the novelist James JOYCE's book , “ Dubliners” has been rejected by 20 publishers but this did not make him surrender ,on the contrary, a lot of famous people have been subject to many hindrances .Thereby, they have constantly tried to do better and succeed in their lives.

2.8.4.2.Problem –Solving Strategies Adoption

The category of individuals who strongly believe that they are endowed with an internal ability to succeed are the ones who use effective and complex strategies

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or techniques so as to solve any problematic situation that face them. Contrary to some other individuals who easily lose self-confidence and cannot find solutions to some difficulties that may impede them from pursuing their goals because they doubt their ability to succeed or do better in their tasks. As in BANDURA and WOOD (1986)'s analysis:

High self-efficacy reduces anxiety and keeps one's attraction focused on the task anxiety itself can be deliberating and impair performance ,the link between self-efficacy and anxiety reduction provides another means by which self-efficacy beliefs promote success.

In an attempt to be more precise, a classroom situation in which an EFL learner endeavours to finish answering inference questions about a “reading text session” s/he will try to keep in mind previous information about the reading process at the same time s/he will try to concentrate on the topic of the text by erasing any element that may disturb succeeding in doing such task. According to BANDURA (1986)” ***people who are self-confident of their abilities to succeed are better able to shield their intentions than are those who are plagued by doubt***”. This kind of learners ,then, are usually less entertained by challenging tasks or assignments. That is to say, individual learners self-efficacy beliefs influence on learning achievement and performance.

2.8.4.3. Self-Monitoring Learning Value

One of the most salient features of self-regulation is to compare the learning performance with a given reference value or standard. This comparison operation contributes to the reinforcement of self-regulation among EFL learners. Of course, the teacher plays a crucial role in evaluating the learners' progress toward their learning goals. In addition, there are other parameters which may affect the learning comparison process such as: self-awareness, self- concentration and environment –focus. As CARVER and SCHEIER (1981) put it: ***“people are more apt to compare their current behaviour with a relevant standard when their***

attention is focused on the environment". They made an experiment on a focus group. The participants were asked to reproduce geometric figures 'shapes from their memories. Prior to this step, they were allowed to see the figures many times. Then, participants (A) did the operation or the task in front of a mirror, i.e; they could see their own reflection. While participants (B) did not face a mirror. Their assumption was that performing such task when being visually exposed leads their self-awareness to be criticized by people or rather the "environment" and be compared with a relevant standard and that their concentration on themselves in front of a mirror would increase their "self-focus".

2.8.4.4.Planning Strategies and Goals Expectancy

It has been mentioned earlier that learners who have high self-efficacy beliefs in their academic success often work harder in order to reach their goals. There are some self-relevant factors that measure expectancy in front of future efforts that may conduct success. Goal expectancies and behavioural adjustment take place within intentional processes. The two variables, self-awareness and expectancies, interact according to adequate teaching-learning environments. To name, if the learners have been administered a test and that those learners did not expect the degree of difficulty of the given test , their expectancy of getting good grades depends on the discrepancy between the learning goal(s) and the strategies being used by the learners themselves. Then, the future techniques being taught and assimilated by the EFL learners would explain the level of self-regulation among those learners.

2.9.Reciprocal Teaching Approach

It is based on constructivist principles but it does not mainly rely on technology use. Its main objective is to create a learning community through the social aspects of learning and the role that interaction with others play in academic engagement. The emergence of social constructivist learning is recognised despite the acknowledgement that facilitating productive peer learning remain a complex enterprise. Research teaching was designed as

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an « educational intervention for students who demonstrate significant disparities between their ability to decode and comprehend texts. The rationale behind RTA is that students and teachers take turns to lead discussions about a shared text . Reciprocal Teaching Approach is based upon constructivism that creates a shared social world through the social process of learning.

Academic researchers such as PALINCAR & HERRENKOHL 2002 found that « *students who participated in groups that were heterogeneous with regard to comprehension ability attained competence more quickly than students in groups that were homogeneous.*» Although such observations raise further questions regarding how such positive collaboration occurs and how it actually influences cognitive development, other researchers like (KING, 2002) believe that if group interaction is at a high cognitive level characterised by the exchange of ideas , information , perspectives, attitudes and opinions. Then, peer interaction influences cognitive processing. These researchers also indicate that without teacher intervention to influence group interaction, high levels of cognitive thinking may not be achieved. This strategy demonstrates a commitment toward finding a common ground and focuses on guiding students to use strategies that expert readers use. The benefits are intervention for poor comprehension, interdependence because everyone contributes, and interactive collaboration.

2.9.1. Cooperative Small Groups Learning

It is becoming widely practical teaching strategy to promote learning and socialisation across a range of curriculum areas (GILLIES, 2003). Research studies have documented the benefits of greater participation and socialization (JOHNSON & JOHNSON, 2002, 2003, 2004), higher academic outcomes (CALADERON, HERTZ-LAZAROWITZ & SLAVIN , 1988 ; FALL & WEBB, 2000) ; and more positive interaction including cross-ethnic, cross-gender and learning disability peer relationship . (SHARAN, 1990 ; PUTNAM, 1996).

The notion of cooperative learning has proved to be very successful with delinquent youths in terms of social communicative, achieved and enhanced self-esteem (RUTHERFORD, MARTHUS & QUINN, 1998 ; GILLIES, 2003). With these remedial and inclusive educational benefits, argue that cooperative group work may be one of the most valuable teaching practices because of so many positive and diverse outcomes (JOHNSON & JOHNSON, 2001).

2.9.2. Motivation Evolving Views

We can mention the traditional advice offered to different teachers about motivating their learners as follows (JOHNSON & JOHNSON, 2008):

Learning is fun and exciting at least when the curriculum is well matched to students' interests and abilities and the teacher emphasizes hands-on activities. When you teach the right things the right way, motivations take care of itself. If students are not enjoying learning, something is wrong with your curriculum, and instructions you have somehow turned an inherently enjoyable activity into drudgery.

Also, the teacher can shape his/her learners' behavior in the same time they guide them to appreciate different learning occasions in the following:

Schools inherently boring and frustrating. We require students to come, then try to teach them stuff that they don't see a need for and don't find meaningful. There is little support for academic achievement in the peer culture, and frequently in the home as well. A few students may be enthusiastic about learning, but most of them require the grading system and the carrots and sticks that we connect to it to pressure them to do at least enough to get by. (id)

Both the cited views are frequently expressed even if they are contradictory, but they hide some aspects of truth and they do not prove their

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validity as well. The first view unveils the romantic side of the human nature and somehow the unrealistic expectations about the students' learning of school subjects in classroom setting. We, as teachers, usually expect our learners to experience worthwhile academic and pedagogical activities because learning requires sustained concentration and effort.

The second view early incorporates cynical or hedonistic aspects of human nature as well as negative expectations about the instructor's or teacher's potential for inducing their learners to participate/engage in classroom activities carrying motivation factors to learn and to assimilate lesson elements. Besides, educationists often look for reasons to increase pleasure and decrease pain to guide students (at any level) feel satisfaction to work for specific goals such as acquiring new knowledge, developing individual skills, enriching curiosity in specific issues,... . Among the teachers' roles: the ability to shape their learners' behaviours by manipulating and reinforcing the contingencies, they can also guide students to enjoy various learning opportunities through meaningful pedagogical activities embodying intrinsic motivation and self-actualization.

2.10. Motivation Overview

There are related constructs which differ from motives. These are goals which reflect immediate objectives of particular sequences of behaviour and strategies represent the methods used to achieve goals and thus to satisfy motives». To explain this practically, we respond to thirst, (motive) by taking a glass of water (strategy) to drink (goal) according to THRASH and ELLIOT, 2001:

Motives are usually constructed relatively general needs or desires that energize people to initiate purposeful action sequences. In contrast, goals (and related strategies) tend to be more specific and to be used to explain the direction and quality of action sequences in particular situations.

2.10.1 Behaviour Reinforcement Theories

Most of students' motivation is stressed by a lot of contemporary views to define its cognitive and goal-oriented features. The progress of earlier views represented by the conception of specialists in motivation yet, most of it was done on animals rather than on human beings. The behaviourists defined individual needs or drives by focusing on reinforcement to be the primary mechanism to establish and maintain behavior. For instance, if you work carefully on an assignment which leads to a successful task completions, this operation might be reinforced by giving “verbal or written praise”, “awarding high grades”, “affixing symbols like stars or others for excellence, pave the way to more privileges, awarding points to install competition in the classroom, and providing valuable rewards for learners accomplishments.

A lot of behaviourists refer to “control” rather than to “motivation” when they attempt to explain the settlement and maintenance of target behavior patterns by strengthening stimulus control. The stimulus, here, is associated to situational cues which remind language learners that performing certain “tasks” in a given situation will bring them access to reinforcement. In case our learners feel or demonstrate an incapacity to perform the target behaviours quickly, the target performance is shaped to attain some approximation . To keep different classroom behaviours healthy, Jere BROPHY (2013) said:

Once the desired performance level is established, it is maintained by reinforcing it often enough to ensure its continuation. Any behaviours that are incompatible with the desired pattern are extinguished through non reinforcement on (if necessary) suppressed through punishment.

The majority of culture about schooling reflects the behavioural views including elements of grading, report card systems, conduct codes, award ceremonies and honor rolls with respect to classroom daily motivation status such behavioural views may lead to “carrot-and-stick approaches, that is to say,

teachers are required to encourage the language learners when they display desired learning efforts and suppress reinforcement in case they become lazy.

2.10.2. Abraham MASLOW's Hierarchy of Human Needs

Need theories have emerged as alternatives to behaviour reinforcement. In 1962, he suggested that our needs as human beings function within a hierarchy classified according priority order as follows:

- 1- Psychological needs (sleep, thirst).
- 2- Safety needs (freedom from danger, anxiety, or psychological threat).
- 3- Love needs (acceptance from parents, teachers, peers).
- 4- Esteem needs (mastery experiences, confidence in one's ability).
- 5- Needs for self-actualization (creative self-expression, satisfaction of curiosity).

He reflects the hierarchy, in the classroom, implying pupils comes to school tired or hungry are unlikely to become engrossed in lessons. More than that,, those who feel anxious or rejected are unlikely to take the intellectual risks involved in searching/seeking to overcome confusion and construct clear understandings, and even less likely to try to be creative when working on assignments this is specially the case when need frustration is chronic.

Practically speaking, foreign language learners do not really apply Maslow's hierarchy. For instance, they may skip a day meal in order to come to school on time or they may deprive themselves of sleep or entertainment in order to revise their lessons or to prepare a test. Most of the time, they become so concentrated in an important activity that they forget about their hunger, thirst or fatigue and even personal problems.

2.10.3.Strength of Goal Theories

There are discrepancies between reactive and proactive situations. The former refers to "pressures" issued from "extrinsic incentives" or from

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“internally felt needs”. The latter is linked to the decisions we take about what we want to do and why we want to do it. Jere BROPHY said:

As biological organisms, we are naturally active (except when sleeping), so motivational concepts usually are not needed to explain the energization of behavior (e.g. why is the person doing something instead of nothing?). They are needed, however, to explain the direction, intensity, persistence, and quality of behaviour.

The majority of motivational theorists have moved from talking about our basic needs to putting emphasis on our goals being the objectives on the outcomes of planned behavioural sequences. We would say that most of human activities are based on purposes, when free from pressing needs, such as watching television, sightseeing, taking a bath to refresh ourselves, reading books/magazines/ surfing the net to enrich our culture or information...etc. In our classroom language learners are expected to attend lessons and engage in studying as well as doing activities because their goal is to achieve intended learning outcomes even if they do not always adopt such goal thus, they may pursue different goals in parallel or instead. J. BROPHY(2013) said:

The existence of a goal indicates that the person has made a commitment to achieve some state or outcome, that progress in doing so can be monitored and assessed, and that the person can use the resulting feedback to make any needed adjustments... strategies uses to pursue the goal.

He also added that, the field of goals varies from primitive or concrete goals like grasping an object through somehow more abstract ones (attempt to realize the person you want to be). Whatever its domain, CARVER and SCHEIR (1999) wrote on learning:

The existence of a goal indicates that the person has made a commitment to achieve some state or outcome, that progress in

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doing so can be monitored and assessed and that the person can use the resulting feedback to make any needed adjustments in the strategies used to pursue the goal.

According to the cited quotations, even, if we advance our goals, there are somewhat sophisticated activities which should be played out across extended periods of time. For instance, the goal of swimming implies not only wanting to experience jumping in the water but experiencing all of the steps involved in doing the swimming. In this case, the main goal of the activity not the “swimming”. (CARVER & SCHEIER, 1999).

In 1992, Martin FORD developed the theory of Human Motivation that includes a taxonomy of 24 goals arranged within 06 categories:

1- **Affective goals:** entertainment, tranquility, happiness, pleasurable bodily sensations, and physical well being.

2- **Cognitive goals:** exploration to satisfy one’s curiosity, attaining understanding, engaging in intellectual creativity, and maintaining positive self-evaluations.

3- **Subjective organization goals:** unity (experiencing a spiritual sense of harmony or oneness with people, nature or a greater power) and transcendence (experiencing optimal or extraordinary states of functioning that go beyond ordinary experience).

4- **Self-assertive social relationship goals:** experiencing a sense of individuality, self-determination, superiority (in comparison with others), and resource acquisitions (obtaining material and social support from others).

5- **Integrative socialrelationship goals:** belongingness, social responsibility (meeting one’s ethical and social obligations), equity (promoting fairness and justice) and resource provision (giving material and social support to others).

6- **Task goals:** mastery, task, creativity, management (handling everyday tasks with organization and efficiency), material gain and safety.

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If we are to comment on FORD's list, we would say that list is unusually long because goal theorists advance simpler taxonomies curtaining convenient and flexible goals. While longer lists, like FORD's, are cognized as important reminders of the many competing agendas facing teachers who look for techniques to motivate their pupils to concentrate on learning goals. If this happens successfully, learners would have the chance to coordinate their efforts in order to satisfy their goals during classroom activities.

In ordinary learning situations, goal theory framework has moved from quantitative aspects of motivation to qualitative aspects of the goals which are usually adopted by foreign language learners to achieve study situations along with the different strategies they employ to pursue these goals as follows:

1- **Learning goals:** they are also called mastery goals or task-involvement goals, they concentrate on the attempt to learn anything the given task "is designed to teach them".

2- **Performance goals:** they are also called ego-involvement goals, contrary to the previous goals (see –p 97-). They focus on preserving their self-perceptions and public reputations as capable individuals than on learning what the task is designed to teach.

3- **Work-avoidant goals:** are adopted by learners who refuse to accept the achievement challenge, inherent in the task and instead seek to minimize the time and effort they devote to it.

We can deduce from the above aspects that whenever goal theorists conditions are well settled in the classroom, our pupils would be able to concentrate their efforts and energies on their learning without feeling embarrassed by thinking of failure and resentment of school tasks.

2.11. Intrinsic Motivation Theories

When people move from motivation as a reaction to the different pressures they feel to motivation as a self-determination of goals and self-regulation of

actions is most obvious in theories of intrinsic motivation. The latter, include need concepts which depict people who “pursue” their “agendas” or “plannings”, i.e., they do something because they want to do it rather than because they need to do it.

2.11.1. Self-Determination Theory

This is a prominent theory by Edward DECI and Richard RYAN (1985, 2002). Learners intend to accomplish activities and undertake goal-oriented tasks when they are really motivated. This means that self-determined actions emerge from a strictly personal initiative and free choice. It is not the result of any internal or external force or pressure. To justify this:

Intrinsically motivated actions require no separate motivating consequences; the only necessary “reward” for them is the spontaneous interest and enjoyment that we experience as we do them. They often feature curiosity, exploration, spontaneity, and interest in our surroundings.

Intrinsic motivation is promoted by the social setting when they respond to three innate psychological needs which are **autonomy** (self-determination when learners decide on what to do and how to do), **competence** (to develop and to exercise skills in order to manipulate and to control their environment), and **relatedness** (affiliation with others through pro-social relationships). As far as pupils are concerned, they are likely to experience intrinsic motivation, in real classroom settings to satisfy the basic needs: autonomy, competence, and relatedness.

2.11.2. CSIKSZENTMIHALYI Flow

In 1993 he located the kind of peak experiences of intrinsic motivation in the concept of “flow”. For that reason, he interviewed different people about their subjective experiences during the moments when they deeply absorbed in

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doing activities they enjoyed meanwhile, entertainment situations reinforce the occurrence of flow experiences. The latter, take place where people are actively involved in some challenging activities that enlarge our physical or mental abilities. Then, he advanced eight (08) criterial dimensions concerning the flow experience.

- 1- The activity has clear goals : provides immediate feedback about the effectiveness of our responses to it.
- 2- There are frequent opportunities for acting decisively: and these are matched by our perceived ability to act effectively. In other words, our personal skills are well suited to the activity's challenges.
- 3- Actions and awareness merge: we experience one-pointedness of mind.
- 4- Concentration on the task at hand: irrelevant stimuli disappear from consciousness, worries and concerns are temporarily suspended.
- 5- A sense of potential control: presentation of partial domination of one's goals
- 6- Loss of self-consciousness: transcendence of ego boundaries, a sense of growth and of being part of some greater entity.
- 7- Altered sense of time: which usually seems to pass.
- 8- Experience becomes auto-telic: the activity becomes worth doing for its own sake.

2.11.3. Flow Personality Situations

Some individuals develop a "flow personality". Such people look for challenges by "relishing" stretching their limits, when they are about to engage in a "routine" activity like writing composition or practicing an assignment at school), they tend to make the task too complex by trying to do it artistically, seeking to increase their efficiency or even setting goals that will make the task more interesting and challenging for them. While there are other people who seldom «experience flow because they fear failure and therefore try to avoid challenging situations.

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We would remark that our pupils report flow experiences most frequently during activities that offer high degrees of challenge in areas in which they perceive themselves to be endowed with high skills. If the skill is high and the task is not challenging, the language learner may experience boredom; when both challenge and skills have low levels, we experience apathy. There are cases where we encounter a challenging task for which we think we have low levels of skill, we, then, experience anxiety. The latter is the main threat to flow potential according to TURNER et al., 1998:

If students are routinely faced with overly challenging situations that are beyond their abilities to handle effectively, they may come to prefer the boredom of “safe” routines to the flow opportunities of challenging activities.

In 1993, CSICKSZENTMIHALYI suggested that teachers can encourage flow experiences in three ways by:

- 1- Being knowledgeable about their subjects teaching them enthusiastically, and acting as models pursuing the intrinsic rewards of learning.
- 2- Maintaining an optimal match between what is demanded and what students are prepared to accomplish but also helping students to achieve challenging but reasonable goals.
- 3- Providing a combination of instructional and emotional support that enables students to approach learning tasks confidently and without anxiety.

In 1997, CSICKSZENTMIHALYI included the concept of “modeling” which is supposed to stimulate the learners’ intrinsic motivation to study. For him, the ideal teachers are the ones who are intrinsically motivated to investigate their subjects and to teach them well. If they display this operation in a good way they would spread enthusiasm among their learners and encourage them to enjoy studying better and learning more by themselves mainly through the new approach which is competency-based.

2.12.Motivation in the Classroom

Both concepts intrinsic motivation and flow are primary elements in of motivation in education thus, are applied when people or learners ,in particular, are freely engaged in self-chosen activities such as recreational or entertainment activities but not formal learning or work activities. Even though, individuals are intrinsically motivated to learn. Then, even if intrinsically motivated learning is more goal-oriented, it generally occurs under autonomous and self-determined conditions. Unfortunately, for several reasons, these conditions are difficult to be established in our classrooms; these are:

- First, school attendance is compulsory and curriculum content and learning activities are selected on the basis of what society believes students need to learn, not on the basis of what students would choose if given the opportunity to do so. Schools are established for the benefit of students, but from the students' point of view, their time in the classroom is devoted to enforced attempts to meet externally imposed demands.
- Second, teachers usually must work with classes of 38 or more students and; therefore, cannot always meet each individual's needs. As a result, certain students sometimes are bored and others are confused or frustrated.
- Third, classrooms are social settings, so that failures often produce not only personal disappointment but public embarrassment.
- Finally, students' work on assignments and performance on tests are graded, and periodic reports are sent home to their parents.

According to practical experience, some classes present a degree of the fear of failure is reduced, both teachers and pupils establish familiar routines as long as the school year progresses. So, the pedagogical attention is focused on what must be done to achieve the activities rather than on the knowledge potential or basic skills that given activities were designed to develop. The teacher is not a camp counselor or a recreational worker whose job is to provide

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experiences that are enjoyable but not necessarily educational. The teacher is not a private tutor who can individualize the curriculum to a single learner's needs and interest. At the same time, we should concentrate on helping our learners to accomplish curricular goals.

It will remain true that students are required to come to your class to try to master a largely externally imposed curriculum, and that their effort will be evaluated and graded. Under these conditions, intrinsic motivation will be the exception rather than the rule.(HANSON: 1989)

As far as flow experience is concerned, the same as intrinsic motivation, for learners who, are under- challenged and bored much of the time or over-challenged and anxious much of the time. Even if there are some learners who show a consistent link between the teachers' demands on them and their actual readiness to meet those demands would vary in their desire for flow experiences.

We would notice, according to our experience, that teachers or educators are not the only people who encounter "constraints" on about their options/choices as motivators. Most leadership roles can be played by families, parents, coach, policies and executive organisms...etc) in environments where supervisees rarely share their superiors' objectives.

2.12.1.Goal of Learners' Motivation

Motivation to learn differs from both extrinsic reinforcement driven motivation and from intrinsic-enjoyment-driven motivation. There are cases where it can coexist with either of them. The distinction between motivation to learn and extrinsic motivation is closely linked to the difference between learning and performance. Learning presents the information processing, meaning production and comprehension advancement; it also refers to mastery of knowledge acquisition or skills development. Performance can be understood through the demonstration of that knowledge or skill after it has been fully

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acquired or assimilated. The strategies used to stimulate the pupils' motivation to learn are implemented/applied not only to performance such as working on tests or assignments but also to instances of information processing involved in the syllabus content or learning skills such as attending lessons, reading for skimming or scanning, comprehending understanding instructions, expressing ideas using one's own words or vocabulary. Consequently to stimulate learners' motivation to learn then, encourage them to employ thoughtful information-processing and skill-building strategies when they are learning. This is quite different from merely offering them incentives for good performance later.

Highly motivated learners, having a disposition, show the tendency to do these tasks routinely, as if they are equipped with motivated learning schema that is triggered whenever they confront a learning situation. It is generally agreed that even if some learners are highly motivated to learn, they may display a surprising degree of motivation in special situations since their teacher in has arisen their hidden interest to assimilate the importance of the content as a skill. Learners who seem motivated to learn may not necessarily find classroom activities intensely pleasing or exciting, but they will find them meaningful and worthwhile, and will take them seriously by trying to get the intended benefits from them.

2.12.2. Quality of Motivation

We should concentrate on the quality and nature of motivation more than and its quantity. Motivation to learn is measured by the quality of pupils' cognitive engagement during a learning activity, not the intensity of the physical effort they devote to it "motivation" on the amount of time they spend on it "motivations". In many activities, there is a curved-line or relationship between motivational intensity and degree of success achieved. Consequently, performance is highest when motivation is at an optimal level rather than either below or above the optimal level. Furthermore, the optimal level, varies with the nature of the task. High levels of arousal maximize performance on tasks, which

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call for extraordinary effort, but lower levels maximize performance on tasks that call for controlled application of refined techniques.

Activities that require a degree of mental concentration and deep thinking most of the time interfere with high arousal and performance of tasks derived from courses in classrooms.

Students are likely to handle these tasks most successfully when their motivation is positive (they are engaged in the task and free from distractions, anxieties and fear of failure) but not overly high in an absolute sense.(id)

In this case, language learners are not psychologically involved or psyched up on obtaining a reward or winning a competition. Hence, we cannot often maximize our learners' full motivation to learn. At the same time, we do our best to increase successful achievement outcomes. Provided that the teacher-educator supplies, every now and then, good rewards instead of reprimands. We should struggle to educate our language learners to progress in terms of life-enhancing dispositions not to develop neurotic needs.

2.13.Socializing Motivation and Learning

The majority of teachers are confronted with a typical motivational advice which is the necessity to locate what topics our learners are interested to learn or discuss and the type of activities they enjoy doing them include them into our curriculum whenever possible.

If you confine yourself to responding to the motivational orientations you're your students living with them, you will limit your options and fail to capitalize on opportunities to guide your students' motivational developments in desirable directions.(id)

All human beings are born with potential of motivations pre-dispositions in order to develop a range of operations in many domains of life. Motivation to

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learn, which is considered a high level dispositional, is explored gradually as long as the individual learner is exposed to different learning opportunities and social influence or impact.

The teachers are significant monitors who play a significant role in the lives of their learners, thus, influence their motivational development. In this respect, we would mention:

It is helpful to view motivation to learn as a schema- a network of connected insights, skills, values, and dispositions that enable students to understand what it means to engage in academic activities with the intention of accomplishing their learning goals and with awareness of the strategies they use in attempting to do so.(id)

We can say that, some pedagogical expectations, communications models and value components can be exploited in order to integrate our learners cohesively into a learning social environment. Key insights and cognitive strategies are combined as a consequence of serious instruction at school and sophisticated socialization. Paradoxally, learners who have not been exposed to appropriate cognitive aspects may view classroom tasks as imposed demands rather than as learning opportunities. As a result, they engage them as work-avoidant goals ,and perhaps performance goals, but not as learning goals.

2.13.1.Motivation and Value Reasoning

Much of what researchers have learned about motivating, including implications for teachers, can be organized within an expectancy value model (PEKRUN, 1993; WIGFIELD & ECCLES, 2001). The expectancy value model of motivation is about the product of (a) the degree to which they expect to be able to perform the task successfully if they apply themselves and (b) the degree to which they value the rewards this may bring as well as the opportunity to engage in the processes involved in performing the task itself.

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People, in general, consider the effort they invest as the product rather than the entity of the expectancy, and value factors since it is advanced that there is no effort investment in a task when one factor is missing. People rarely or rather never invest efforts in tasks they do not like or do not lead to valued results even if they are aware they can perform the given tasks successfully. If language learners are unwilling to engage in such activities, they may experience a high degree of negative affective and cognitive reactions. We can mention what (HANSON: 1989) wrote:

The expectancy value model of motivation implies that teachers need to (a) help students appreciate the value of school activities and (b) make sure that students can achieve success in these activities if they apply reasonable effort.

Classrooms are distinguished social contexts that complicate individual learners' expectancy to value reasoning enormously. HANSON, suggested that learners tend to adopt one of four general techniques to cope with classroom tasks as follows.

2.13.1.1. Engaging Technique

When language learners recognise value in the task and are reasonably confident of their ability to meet its demands. If well- engaged, they seek to make sense of the task by discovering meanings, grasping new insights, and generating integrative interpretations. The task's unfamiliar aspects are viewed as challenging but are valued because they provide a basis for extending one's understandings.

2.13.1.2. Dissembling Technique

When pupils locate value in the task but do not feel capable of meeting its demands. They would like to complete the task successfully, but are uncertain of what to do, how to do it or whether they can do it. These uncertainties threaten their identity and self-esteem, so they pretend to understand, make excuses, deny

their difficulties, or engage in other behavior focused more in protecting their ego than on developing task-related knowledge and skill.

2.13.1.3. Avoiding Technique

When success expectations are high but task value perceptions are low. The learners feel confident of their ability to meet task demands but do not see a reason to do so. In response to the grading system and other pressures, they may go through the motions by focusing sufficiently on the task to avoid teacher interventions and perhaps even to accomplish the task goal. On the contrary, their attention is scattered, frequently, drifting to competing interests such as day dreaming, interacting with classmates, or thinking about their personal lives.

2.13.1.4. Rejecting Technique

When both success expectation and task value perceptions are low. Lacking both reasons to care about succeeding on the task and confidence that they could do so if they tried. Language learners, and learners in general, in such situations withdraw from the task. Some become passive and psychologically numbed. Others smolder with anger or alienation. Rejecting the task completely, they not only refuse to engage in it but do not even feel the need to dissemble by pretending to themselves or others that they are capable of meeting its demands.

2.14. Self-Determination Theory Intrinsic Motivation

External constraints and factors generally regulate pupils learning and the degree to which they correspond the goals of national education atmosphere and own their culture aspiration. RYAN et al., 1992 said:

While learning can be wholly controlled and prompted from the outside (i.e., externally regulated), the goal of education is, from the alternative view, the development of self-regulation for learning. This is conceptualized as a movement away from heteronomy and toward autonomy in the acquisition of knowledge,

away from reliance on others for the incentives to learn and toward internal satisfaction with accomplishment and the learning process itself

According to the previous quote by RYAN ,there is an alternative perspective that could be rather complex or subtle that regard motivation to learn as an issue that needs to be studied as being developmental .

2.14.1. Learners' Conceptions of Intrinsic Motivation

When motivation is purely extrinsic, the activity in question is not valued expect as an instrument that learners can use to obtain rewards that they do value. Despite this, intrinsic motivation strategies are applied when learners value or are supposed to learn to value participation in the activity. Such strategies are based on the idea that the teacher should emphasize academic activities that learners feel traditionally interesting and enjoyable. As a result, they can engage in such activities on their own and they do not need extrinsic incentives. Of course, as teachers, we are not required to devote our everyday efforts to connect with learner's present intrinsic motivation. Instead, we should develop intrinsic motivation by using three strategies to encourage classroom experience: a) use classroom management and teaching styles that address students' needs for autonomy, competence and relatedness; b) plan learning activities that students are likely to find enjoyable or intrinsically regarding; c) modify the design of other learning activities to include features that will enhance the activities appeal.

There are some treatments of intrinsic motivation that emphasize the affective quality of learner's engagement in a task, i.e., the point to which they enjoy or derive pleasure from the learning experience. Such activities are most of the time play activities or recreational activities rather than learning ones. While others put more stress on its cognitive side- when learners find participation in an activity self-actualizing, competence-enhancing, meaningful and worthwhile. (RYAN:2000) wrote:

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Most intrinsic motivation theorists do not directly address distinctions between its affective and/ or fun aspects and its cognitive-learning aspects. Instead they focus on the issue of control emphasizing that actions must be experiences as self-determined if intrinsic motivation is to develop.

Most intrinsic motivation theorists now concede that extrinsic incentives can be used in ways that complement other motivation strategies and do not undermine students' intrinsic motivation. Even so, theorists still argue that intrinsic motivation approaches to teaching are preferable to extrinsic approaches. DECI and RYAN (2000) reviewed several studies indicating that self-determined learning tends to be higher quality than extrinsically motivated learning.

The concept of intrinsic motivation began as a reaction to drive-reduction or need theories. Its emergence was part of the attempt to balance the notion that people are driven to respond to felt needs with the notion that we often engage in activities because we want to rather than because we feel a need to do given tasks. (COLLER, 1994)

Abraham MASLOW (1962) spoke of self-actualization needs that we begin to express when our lower needs are satisfied. These include needs for creative self-expression, satisfaction of curiosity and other exploratory or skill-enhancing activities that appear to be intrinsically motivated.

We often act out of competence motivation. Robert WHITE (1959) suggested:

we want to deal effectively with the environment and master and control the things around us. This energizes activities such as exploration, attention, thought, and play. It also causes us to seek new challenges rather than wait for events to happen, and to experience such challenges as intrinsically motivating.

For practical purposes, we are self-determined, even if extrinsic incentives are in effect within our behaviour, they are constrained in various ways. As an extreme example, consider a murderer sentenced to life - prison without possibility of becoming free again. This man has the opportunity to exercise autonomy in making decisions about how to manage those aspects of his life over which he still has control rather than sink into rage or depression. For example, he can decide to make the best of the situation by keeping fit, cultivating friendships and engaging in a variety of educational and recreational activities .

Other conceptions of intrinsic motivation also emphasize our subjective experiences during task engagement. In discussing flow, for example, CSIKSZENTMIHAYLI (1993) emphasized the experience of the becoming absorbed in a task. He noted that this can occur with any task that offers challenges that are well matched to our current knowledge and skills.

An extrinsically motivated activity is an action where there is a clear differentiation in awareness between means and ends (ECKBLAD ,1981). In contrast, intrinsically motivated activity is not experienced as a means undertaken to achieve some goal. In a pure state of intrinsic motivation, there is no awareness of means-end separation, of the self, or of striving to achieve some goal separate from the ongoing activity.

2.14.2. Self-Determination Theory

Self-determination theory, by DECI and RYAN, has been the inspiration for much of the research on motivation in education done in recent decades. Research on its value aspects is about a full understanding of goal-directed behaviour, of psychological development and individuals' well-being. This requires addressing the needs that give goals their psychological potential and influence people's self-regulated activities. They have identified three psychological needs for autonomy as: universal, fundamental, and board ranging. To satisfy the three basic needs, necessary conditions should be available and

permit people the freedom to engage in self-determined activities. Free from concern about satisfying these needs, they can do something they find interesting or important, such as read a book or play a piece of music. When their fundamental needs are being thwarted, however, they are less likely to be self-determined. Instead of intrinsically motivated pursuits, they somewhat focus on getting their needs met, or if that cannot be done easily, by developing defenses or need substitutes (such as pursuing wealth, fame or popularity).

2.15. Extrinsic and Intrinsic Motivation Similarities

It is crystal clear that the original version of self-determination theory has been elaborated by DECI and RYAN. It includes a developmental analysis of extrinsic motivation. This analysis differentiates subtypes of extrinsic motivation, and explains how extrinsically motivated actions can become self-determined through the developmental processes of internalization and integration. Both researchers have identified four (04) types of extrinsic regulation that can be ordered along a continuous from external control to autonomous self-regulation.

a. External Regulation

It occurs when our actions are regulated by external rewards, pressures, or constraints. In the classroom, pupils are externally regulated when they attend lessons or work on assignments solely because they will be rewarded if they do or punished if they do not.

b. Introjected Regulation

This happens when individuals think they would feel guilty if they do not do something. Such regulation is internalized to the extent that they have learned to produce the expected behavior and no longer require external prodding to do so. In the classroom situations, introjected regulation is spread among learners who attend lessons or work on assignments primarily so that not to get bad grades or to disappoint their parents if they do not.

c. Identified Regulation

This occurs when the regulation or value is adopted by the self as personality important and valuable. In the classroom, identified regulation is seen in learners who attend lessons and work on assignments because they view their activities as important for their self-selected goal of attending college or entering a particular occupation.

d. Integrated Regulation

The most self-determined form of extrinsic motivation. It results from the integration of identified values and regulations into one's coherent sense of self. Any conflicts between different values and associated action tendencies (e.g., the desire to be both a good student and a famous musician) are eliminated by making whatever adjustments might be needed to achieve harmonious co existence.

These distinctions are in represented in items developed for learners to rate the degree to which the items correspond to their reasons for participating in physical education activities:

- 1- Intrinsic motivation to know ("For the fun of discovering new skills or techniques").
- 2- Intrinsic motivation toward accomplishments ("For the satisfaction I experience while I am perfecting my abilities").
- 3- Intrinsic motivation to experience stimulation ("For the excitement I feel when I am really involved in the activity").
- 4- Identified regulation ("Because it is one of the best ways I have chosen to develop other aspects of myself").
- 5- Introjected regulation ("Because I must do Physical Education to feel good about myself").
- 6- External regulation ("To show others that I am good at Physical Education").

- 7- A motivation (“I used to have good reasons for doing Physical Education, but now I am asking myself I have to”).

At first glance, there appears to be contradictions between the need for autonomy and the need for relatedness. That is, to the extent that a teacher requires students to do things that they would not choose to do spontaneously, the students’ desire to please the teacher % which is part of their need for relatedness would motivate them to adopt the teacher’s agenda rather than pursue their own.

We should take into consideration that the key feature of intrinsic motivation is the learners’ subjective sense of self-determination, not the degree to which extrinsic incentives or pressures may be present.

There are suggestions to teachers to emphasize socializing and instructing their students in ways that encourage self-determined learning initiatives and , result in intrinsically motivated learning.

2.15.1. Responding to Learners’ Competence Needs

Intrinsic motivation theorists have pointed out that people tend to enjoy being absorbed in activities that are well matched to their current levels of knowledge and skill and thus provide optimal challenges that allow them to develop their competence. This principle has several potential applications in classrooms. Hereby, as a pre-requisite, make sure that learning activities are in fact well-matched in your learners’ levels, and especially if they are too difficult for them, there will be no potential for intrinsic motivation.

Within the range of activities that are optimally challenging, some are especially enjoyable or absorbing because they offer good opportunities for learners to satisfy their competence needs. Examples include activities that allow learners to make active responses and get immediate feedback, incorporate game-like features that most students find appealing , and incorporate features that

most students find enjoyable, and incorporate features that are associated with job satisfaction in the work place. Teachers should emphasize some activities that give learners opportunities to make active responses and get immediate feedback.

2.15.2. Job Characteristics and Competency-Based-Approach

Industrial psychologists have studied workplace conditions and job characteristics that affect workers' job satisfaction and work motivation . Their findings concerning leadership and workplace conditions overlap considerably with classroom findings concerning teacher leadership style and classroom climate. Also, their findings concerning job satisfaction overlap with much of what is said in this chapter about characteristics of school tasks that support intrinsic motivation (autonomy, active responses that yield immediate feedback, collaboration with peers).Meanwhile, the job characteristics literature also points to certain features of work that have not yet received much attention in educational research: skill variety, task, identity, and task significance. All three have implications for designing school activities that respond to students' competence needs as follows:

2.15.2.1. Skill Variety

It refers to the range of different activities needed to carry out a task, as well as the range of skills that these activities entail. According to DECI and RYAN (2013)

Workers tend to enjoy jobs that include a variety of activities and provide them with opportunities to use a variety of skills. In contrast most workers find jobs that involve constant repetition of the same task to be boring and aversive. Students show the same preferences.

2.15.2.2. Task Identity

This refers to a complete job from beginning to end.

Workers tend to enjoy jobs that allow them to create a product that they can point to and identify with more than jobs that do not yield such tangible evidence of the fruits of their labour. Students probably respond similarly to academic tasks(id)

That is to say, they are likely to prefer tasks that have meaning or integrity in their own right over tasks that are mere subparts of some larger entity. Moreover, they are likely to experience a satisfying sense of accomplishment when they finish such tasks. Ideally, task completion will yield a finished product that students can use or display (a map, diagram, or other illustration as essay or report; a scale model; or something other than just another ditto or work-book page).

Scholars who have studied learning in home and job settings believe that it is a mistake to separate knowing from doing, or what is learned from how it is learned and used (LAVE & WENGER, 1991; TURKANIS & BARTLETT, 2001). They believe that:

Learning is situated; that is, that knowledge is adapted to the settings, purposes, and tasks to which it is applied (and for which it was constructed in the first place). Consequently, they argue, if we want students to learn and retain knowledge in a form that makes it usable for application.

We need to make it possible for them to develop that knowledge in the natural setting, using methods and tasks suited to that setting. In his view, the ideal model for schooling is in the job training that occurs as experienced mentors work with novices or apprentices. Obviously, there are limits to the degree to which in-school learning can be shifted to out-of-school settings.

2.15.1.3. Task Significance

This consists of classroom application to life outside of school. You can enhance your students' perceptions of the significance of everyday activities by structuring them as opportunities to develop and apply big ideas. In addition, you can occasionally incorporate activities of special significance such as service learning projects, student-led assessment conferences (in which learners present their work portfolios to their families), or science or social studies projects that culminate in some service to the community or lobbying of local authorities to adopt some policy or take some action.

2.16. Self-Determination Theory

It has been highly successful as both an inspiration and an organizer for much recent research about the value aspects of motivation, particularly intrinsic motivation. In its early stages, the theory appeared to have limited potential for classroom applications, because it was focused on comparison of intrinsic with extrinsic motivation without considering mixed forms of motivation that lie between these extremes. In contrast, this deficiency was remedied with the addition of the continuum of extrinsic regulation that ranges from external regulation through introjected regulation and identified regulation to integrated regulation. This addition, the theory explicitly recognized that students might willingly engage in academic activities and pursue their learning goals because they realize that they are important, even though they may not find them intrinsically interesting enjoyable. It also opens the way more clearly for investigations of ways that socializers. REIS et al. (2008)

It also opens the way more clearly for investigations of ways those socializers might affect students' motivation, especially by helping them to appreciate the value or importance of social regulations and expectations that apply to them including expectations that they learn the school's curriculum.

2.16.1. Basic Needs for Self-determination Theory

Self-determination theory is subject to some objections that focus on **DECI** and **RYAN**'s identification of autonomy, competence and relatedness as three basic needs. Critics have suggested that this list ought to be expanded to include such possibilities as self-preservation needs, self-esteem needs, or self-actualization needs. **DECI** and **RYAN** (2000) have responded by clarifying that their theory focuses on psychological needs (so it assumes people's physical well-being while investigating factors affecting their psychological well-being), and that needs for self-esteem and self-actualization are implied in their treatment of the need for competence especially, needs or autonomy and relatedness. Their attitude is understandable. So far, a great deal of research has accumulated supporting the notion that autonomy competence, and relatedness as basic needs that must be satisfied to allow people to enjoy a sense of psychological well-being and position than to engage in intrinsically motivated pursuits. Additional support for these assumptions has been generated by **SHELDON ELLIOT & KIM** (2001,) in a study entitled "***What is satisfying about satisfying events?***" These authors used samples of American and Korean college students to think about the single most personally satisfying event that had occurred in their lives recently and rate their feelings during this event using:

Descriptions reflecting satisfaction of 10 potential needs: self-esteem, relatedness, autonomy, competence, pleasure-stimulation, physical thriving, self-actualization-meaning security, popularity-influence, and money-luxury.(id)

For American students, the ordering of those needs were likely to indicate that highly satisfying experiences were related to satisfaction of needs for self-esteem, relatedness, autonomy, or competence. The South Korean students' responses were similar, except that relatedness needs replaced self-esteem needs at the top of the list (reflecting a difference between a collectivist and an individual society). These data were supportive of **MASLOW**'s list of basic

needs and even more supportive of DECI and RYAN'S identification of autonomy, competence, and relatedness as universal fundamental needs. They also suggested that self-esteem might be worth treating as a separate basic need, not just as an extension of the need for competence.

The students had focused on things that they personally viewed as interesting, important, or enjoyable, but were less invested in pursuits that they had listed as goals primarily because someone (parents, instructors) or something else ("ought" feelings associated with potential shame, guilt or anxiety) was compelling them to do so.

2.16.2. Learners' Value of Choice

Several recent studies indicate the need to qualify **DECI** and **RYAN'S** claims about the value of providing students with choices. First, several studies have indicated that although providing students with opportunities to choose a reading selection or other learning task can enhance their reported enjoyment of the task or their sense of confidence or control as they engage in it. These affective benefits usually are not accompanied by cognitive benefits. A review of relevant literature indicated that although choice is related positively to affective aspects of engagement such as intrinsic motivation, feelings of satisfaction and reduced anxiety. A second qualification is that the choice set should feature options that will allow learners to engage in activities with autonomous (intrinsic or identified) motivation, ASSOR, KAPLAN, and ROTH2002 found that students in grades 3 to 8 in Israel could differentiate among three types of autonomy-enhancing teacher behaviours (fostering relevance, allowing criticism and providing choice), as well as three types of autonomy-suppressing behaviours (suppressing criticism, intruding, and foreign meaningful acts).

. The authors emphasized the importance of both making sure that the choices so in fact have value (i.e., are authentic activities) and helping students to

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perceive that value and thus appreciate the importance of the activities. As they put it in the little of their article «choice is good, but relevance is excellent».

A third qualification on providing students with choices is that the number and variety of choices available needs to be calibrated to the students' current readiness to choose sensibly. **SCHWARTZ** (2000) argued:

Opportunities for autonomy, self-determination, and choice can become excessive to the point that they are experienced as a kind of tyranny. This implies that an optimal number of choices is best in a given situation, rather than that's more is better.

There are some generated data supporting studies by **JYENGER** and **LEPPER** (2000) in which people were presented with an extensive array of choices. In each case, people presented with multiple choices were supposed to express more initial satisfaction than the ones presented with a limited setting, but follow-up data indicated more positive results for the limited choice condition.

To start with, 3/7 students involved in opportunities to sample and purchase goods (fruit juice or chocolates). In each case, they were more likely to purchase something if they were shown only 03 choices, and also more likely to express satisfaction with their choices later. Another study was done in a college classroom. The students were given the opportunity to write a two-page essay as an extra credit assignment, selecting from either 04 or 15 potential essay topics. The data indicated that students given 04 options were more likely to complete the assignment than students given 15 options, and their essays were of higher quality. The authors concluded that “too many” choices may be initially appealing but nevertheless undermine “individuals” subsequent satisfaction and motivation.

A fourth qualification is cultural. **JYEGER** and **LEPPER** (1999) have shown that motivation and performance are optimized for people with

independent selves (eg, most Americans when allowed to make personal choices, but optimized for people with interdependent selves. Americans were interpreted an individualized society. The case was opposite for Asians who were more representing a culture where people share ideas and respect (eg, most Asians were asked to make given choices on some topics but they valued them in-group members).

2.16.3. Supporting Learners' Intrinsic Motivation

We should talk about how to encourage learners' intrinsic motivation which is derived from different origins, mainly theory and research about interest and curiosity, and teachers' suggestions based on their practical experience. **RENNINGER** (2002) undertook an investigation on student's interest in most subjects. When asked to describe the school subjects he liked best, he wrote:

«I have several favourite subjects: reading, math, history, science, sports, woodshop, art, and music. What I like about reading is the fact that I can get a picture in my mind of a story without it being visual.

«I like math because I am pretty good at it/ I like the challenge of though math problems. I also like history because I like learning about what life was like in the past years and we (probably) can learn some lessons from it. I like science because I like seeing how things work. I like sports because I like getting my energy out and I am pretty good at them. I like woodshop because I like building things. I like art because I like working with my hands and creating objects out of clay. I like music because I like playing all kinds of instruments and I like learning about the different kinds of music in the world».

The student's preferences were really globalised, that is to say, it seemed difficult for him to make a clear-cut choice because, for him, all subject matters were beneficial.

2.17. Theory of Interest

Interest implies focused attention on a lesson, text passage, or learning activity that occurs because the learner values or has positive affective responses to its content or processes. Some authors treat interest as a form of intrinsic motivation, but others distinguish it by virtue of the fact that interest is focused on particular content or activities according to **RENNINGER& HIDI**, 2002):

“Interesting activities provide learners with forms of input or opportunities for response that they find rewarding and want to pursue”.

There are possible sources of intrinsic interest in activities that include the following:

- 1- Genetically based temperament or predispositions (e.g., high arousal people are more likely to prefer active pursuits, whereas low-arousal people are more likely to prefer quicker ones).
- 2- Fun, enjoyment moments.
- 3- Relevance and/or utility to one’s agendas.
- 4- Self-actualization potential (allows one to feel empowered, creative).
- 5- Meaningful, satisfying (allows one to experience new understanding, take satisfaction in achieving new insights or syntheses of knowledge).
- 6- Identification, self-projection (allows one to project oneself into a situation, such as by identifying with a central character in a story, stimulation, or historical text).
- 7- Identification, assimilation to self (experience with an activity or exposure to modeling or information about it makes one want to engage in it, to learn more it, etc)

2.17.1. Individual Interest

Research on relationships between interest and achievement provides some support for the frequently recommended strategy that focuses on language

learners existing motivation. The adaption of the curriculum to their individual interests offers them choices that help them to pursue their interests. Another way is to use stable individual interests (e.g., in sports, drawing or music) to provide contexts for mathematical problems, writing assignments, or other skill-development activities (RENNUNGER 2002). When reading in areas of individual interest, learners display high attention, concentration, positive effect, immediate comprehension of the material, and subsequent text performance. Our language learners, usually, have large and better organized networks of prior knowledge available in their areas of individual interest than in other content domains, which makes it easier for them to assimilate new information in their high-interest areas. For example, the student quoted (see p-123- said that he enjoyed reading because he enjoyed depicting the events of stories in his mind. This individual interest should serve him well during literacy activities that call for comprehending stories and relating personal reactions to them. Instead, it may not provide much motivation for activities that call for analyzing stories with respect to formal constructions or genre characteristics. For these aspects of literary instructions, the given situation is likely to need assistance in forming appropriate learning goals and maintaining attention to learning strategies.

2.17.2. Factors Affecting Classroom Communication

Other motivational strategies call for manipulating learning content or activities so as to stimulate situational interest. The classroom environment is reckoned to be the natural place where teachers and learners use English language and exchange information and ideas about topics linked to the national syllabus. There are five obstacles or rather barriers that may stop communication to take place or just disturb its natural course. They can be cited in the following points.

2.17.2.1. Process Barriers

There are six points which are recognized as blocking factors for both “sender” or teacher and “receiver” or learner.

Process Barriers	1.Sender barrier
	2.Encoding barrier
	3.Medium barrier
	4.Decoding barrier
	5.Receiver barrier
	6.Feedback barrier

Table 2.18.2.1. Presentation of Communication Process Barriers

2.17.2.2. Physical Barriers

There may be a number of physical distractions that can intervene to shape the communication effectiveness such as: distances between individuals, drop-in visitors, telephone calls, walls and static on the radio. Unfortunately, there are many people who give any importance to physical barriers,i.e ,they take them for granted. The lack of communication can be sometimes removed or fixed according to the nature of the situation. For instance, an inconveniently positioned wall can be removed. Interruptions such as phone calls and unexpected visitors can be omitted by issuing instructions to a secretary . That is to say, an appropriate choice of the media can overcome distance barriers between people.

2.17.2.3. Semantic Barriers

This consists of the words or expressions individuals choose for their communication necessities. On the contrary, the meaning we attribute to them and how we use them may unveil some communication barriers. This is the semantic side of the language used in its both formal and informal aspects. The utterance of the same word may transmit different meanings or interpretations to different people. To name, words and phrases like “efficacy”, “increased

productivity”, “management prerogatives” and “perseverance” may transmit one meaning to a principal or administrator , however, an educationist or subject specialist such concepts would mean different situational interpretations.

The spread of technological progress has contributed to reinforce communication barriers everywhere and in the educational system in particular. The only people who can understand computer advanced language are either young or technical experts.

2.17.2.4. Psycho- Social Barriers

There are three fundamental elements that are directly related to either psychological or social obstacles to the success of communication in a school environment. They are developed by (ANTOS 2011,) as first field of experience embodying people’s backgrounds, values, perceptions, biases, needs and expectations. This drives one to say that “senders” can encode messages and “receivers” decode them unless the context of their experience fields is the same. Whenever the sender’s field of experience overlaps very little with the receiver’s experience, communication becomes difficult. Even though, a second factor which is filtering engendered by the individual’s personal needs and interests that guide one’s listening.

This can be explained as people see and hear what they are emotionally tuned in to see and hear. Third the psychological distance which could be identical to physical distance that may be interpreted in the situation of the teacher talking to a learner who often forgets his/her homeworks but the learner in question resents the teacher’s attitude. This resentment creates teacher-learner effective communication opportunity block.

There are communication theorists like ABRELL,2004 and LARSON,2011who have attempted to advance their focus on the major areas where communication frequently fails. The following constitute the basic fields of communication breakdowns everywhere and in the classroom in particular:

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Psycho-social Barriers	Empathy, Sincerity, Self-perception, Role-perception, Effort distortion, Images, Vehicle for message, Communication ability, Listening ability, Culture, Traditions, Conditioning, Noise, Feedback
------------------------	--

Table 2.18.2.4. Presentation of Psycho-social Barriers to Communication

2.18. Conclusion

The study of Competency-Based –Approach cannot be tackled without reference to other fundamental factors that contribute to its efficiency. In this chapter competency was defined along with autonomy, motivation and self-regulation as well as the basic factors that contribute to lack of teacher-learner communication in the classroom .The next chapter will be concerned with the study of the role of the teacher in Competency-Based Approach.

Chapter-3-

Teacher Education within Competency-Based Approach

Chapter Three : Teacher Education within Competency-Based Approach

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3.1. Introduction

In the present chapter, there will be a focus on research study relations concerning modern theoretical attitudes, models of teachers education, solid formal education, skills for competency performance, the knowledge of cognitive language theories, legal obligations according to the current educational atmosphere in our country and the de facto situation in our secondary schools.

3.2. Hidden Teaching-Learning Potentials

Teacher education, in the past twenty years, revealed new understandings of English language teaching. There has been an appreciation of how, in a globalised world, English can no longer be associated simplistically with Anglo-Saxon origins (e.g. SARACENI 2010). A critical cosmopolitan sociology, which looks at how the world fits together rather than how it is divided, has been focussing on cultural realities which have long been unrecognised by a Western establishment (e.g. DELANTY, 2006). Now research, which looks at the deeper meanings of everyday life, has shown us rich and creative modes of students' learning which, out of the sight of teachers, have also been unrecognised by established professional practices. Critical applied linguistics studies have unveiled the politics of so-called native-speaker models. New ideas in inter-cultural communication look differently at the relationship between English and culture (KUMARAVADIVELU, 2007). It has been argued that a cosmopolitan world existed across a broad network of local communities long before European colonialism and nationalism divided the world with modernist boundaries (CANAGARAJAH, 1999; RAJAGOPALAN, 1999). There are some instances where teachers can bring rich cultural and linguistic resources to the learning of a foreign language, English in our case. There has been a great bulk of ethnographic research that views a different learning environment. This is an appealing situation permitting teacher-researchers to investigate what their learners do during new linguistic situations away from their tutors' control.

3.2.1. English Language Learning Context

Our teaching environment could constitute the beginning to develop appropriate ELT programmes containing goals, processes and content. Starting from the point that any educational context is a complex entity. We, then, need to establish a special framework which is supposed to help us describe our educational contexts systematically. This may be the main possibility which guides us to understand the primary factors that might influence our secondary school classroom education in English language teachers' work.

Different factors can be considered in order to study the educational context and the teacher education the : physical place, working environment, and chronological time. The first one suggests the school where the teacher works, the second one refers to people working in the school and learners studying there, and the third one refers to the chronology of time ,i.e, elements cited change at particular points in time. There are aspects which can be considered as visible or invisible according to WEDELL and MALDEREZ (2013 :17)

N°	Visible Aspects of the Context of PLACE	Invisible Aspects of the Context of PLACE
1	Classroom	Group dynamics
2	School/Institution	Institutional culture
3	Village/Town/City	Local attitude
4	Region	Regional educational culture
5	Country	National educational culture & socio-political beliefs system
6	Part of the world	Balance of power philosophical tradition

Table 3.2.1.Representation of English Language Learning Context

In any educational context, there are diverse environments for which we intend to prepare an English language teacher. Such contexts include people working in one layer or more associated to the visible place setting at a given point in time. Their different experiences and conceptions of how to understand education system , teaching –learning , the suitable behaviour of learners,

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teachers, school-heads, administration staff, school psychology and medical service,etc. This may shape teacher education and competency –based school curricula at different levels. In Table 3.2.1(id 2013) there is a presentation of some factors that may contribute to classroom environment at different layers of educational context.

N°	Layers of Educational Context	Factors Affecting Classroom Environment
1	Home/family	-Nucleus family(father,mother,children) -Divorced parents(child living with either parent/child living with mother or father-in-law) -Large family living in a small flat(difficulty to revise lessons,.....) -Small family living in a big house -Both parents working/ only father working -Parents academic education level
2	Classroom/school	-Physical space,number , access to materials /resources -Levels(primary/middle/secondary) -Ownership(public/private) -Influence of different technologies(learner frustration / integration)
3	Village/town/city/region	-Range of mother tongue(s) -Socio-economic environment and funding available -Local roles of English-local geographyand building design -Class size and institutional size -Ethnic and/or religious background of learners -Degree of multilingualism
4	Country/part of theworld	-Geography and climate affecting building design ,eg. how easily noise carries -Proportion of age group attending school regularly -School learning ages -Gender balance in classrooms -Socio-economic situations affecting educational funding -Official goals for education and English language -English education policies : when learners start learning English/ whether learning English is compulsory/ importance of English exams within the education system

Table3.2.2.Educational Context and Classroom Environment

3.2.3. Competency-Based Teaching

If teachers are asked to speak about their working context ,they most of the time answer in relation to their classroom,i.e, number of learners , their assimilation level, access or non-access to pedagogical resources, exams) ; or their school,i.e, size, number of classrooms, distance from home, infrastructures,etc. These classroom-school features are supposed to be influenced by the fact that the school is located in an urban or a rural area or any other region of if globalised. Within a single country, some parts may vary ethnically, linguistically, socio-economically or sometimes « religiously »as well as their attitude towards the role of English language and its relevance to school-based English language learning.

Competency-based teaching would consider the situation of large classes,for instance, to what extent does the norm « large classes » affect what is going to be done or adapted in the classroom and refer to techniques to face possible hindrances this may emerge. Then, teacher's education may attempt to the awareness of expected significant beliefs in case English language learners and/or their parents belong to a given ethnic group.

3.3. Individual Educational Fullfilment

Different parts of the world differ in terms of power over time at the same time a lot of others have developed specific philosophical ideas regarding some aspects of human life, social organisation which has become influenced by the emphasis on beliefs such as: Does truth basically derive from religion, science or the individual ? We can mention the degree of the desirability of society (x)to encourage some behaviours in favour of group harmony or of those which install individual fullfilment or creates new system to make people's everyday's lives better including education which represents a part of the national identity. There are views and interpretations that may affect the beliefs of members of a society strongly what is supposed to happen in the classroom. The following table refers

to invisible beliefs and expectations that influence different layers of a place context.

N°	Geography	Expectations and Beliefs
1	Region	Regional history,geography,religious/ethnic composition and economic profile may have over time, resulted in the interpretations of and views about education and classroom teaching and learning that differ from elsewhere in the country
2	City/Town/Village	Local variations regarding any of the above norms, expectations and priorities , or differences in urban and rural mentalities ,may lead to more or less differing educational
3	Institutions	The above together with different ages, experiences,characteristics and biographies of people who lead or work in each educational institution(and often those of the learners' parents)
4	Classrooms	The experiences,beliefs and behaviours of teachers and learners in classrooms have probably been affected by many of the above factors. This will affect what they will do in the classroom, what they consider to be appropriate behaviour, what they expect theoutcomes of learning to be and forms ofinteractions are encouraged

Table.3.3. Factors Influencing Education Fulfillment

3.3.1. Main Goals of Teacher Education

A great bulk of a growing literature in favour of demonstrating the objectives of teacher education-learning taking into consideration classroom setting and internal-external environment factors have denoted a complex area of investigation according to some experts(among others) **MALDEREZ** and **WEDDELL**(2007) and **SHARMA** (2012). Nevertheless, the latters have proposed (06) goals of teacher-education training. Of course, they overlap when we apply them in ELTE in CBA context.

3.3.2. Good Teachers

One the main objectives of an ELTE program at the university is to « produce » or to educate (a) good teacher(s). That is, teacher trainers guide student-trainees to become responsible teachers. For the future teacher, this would mean mainly how to develop his/her self-belief to face learners and to stand up in front of them, be self-confident about mastering the subject matter they are supposed to teach, using their voice and their body language to transmit to transmit knowledge to their learners. But when non-teachers are asked to give their opinion about what makes of an individual (X) a good teacher, they immediately describe the personal qualities like being knowledgeable, cheerful, kind, dedicated, patient,...etc .These are sometimes far from the teacher's real behaviour in the classroom. Then , an ELTE curriculum containing some basic opportunities teacher-trainees should develop as follows :

1/Self-confidence in their teacher identity.

2/The ability to understand learners' feelings about their whole learning experiences which will influence/affect their feelings about learning English

3/Teachers need specific skills to make their classrooms positive learning environments including advising learners(interpersonal skills)

3.3.2. Conception of Good Teaching

This objective consists of learning the activity of teaching .Even if learning to teach varies according to the theories applied in the learning and studying at the university and training schools. Anyway, teaching-learning is linked to understanding the context in which ELTE program and other associated goals are required to complete each other to respond to the process of English language teaching curriculum. As a matter of fact, the operation should attempt to include the following three criteria that learning-teaching is/would be/may be :

- a- **A craft** :the possible opportunities to spend your time learning from observing and being mentioned by experts

- b- **A science** :to understand the theoretical side of learning-teaching and ideas underpinning,i.e, whether teaching methods ,approaches or techniques have been recommended and how to apply them
- c- **A complexopen skill** :the occasion to observe experience ,practise, discuss the parts and whole of the skill through ,for example, educator modelling, classroom observation ,micro teaching and « real » teaching

3.3.4. Professional Teachers

In this context the teachers are regarded as professionals. This goal, in most of societies, suggest that people view teachers as professionals because they should have a high salary, are expected to keep themselves well-versed in their domains and up-to-date in their field, and that they are accountable for their work. Teachers are supposed to have received some specialised professional training after their initial degree and take part in a professional body. They are acknowledged autonomous and able to use their acquired professional knowledge and skills in order to undertake appropriate decisions concerning any/whenever critical situation may rise. In order to educate English language professional , the ELTE curriculum goal should include (04) learning opportunities :

a-Provide teacher-trainees with a somehow personal responsibility to enrich their learning and become autonomous in terms of developing real classroom situations and methodological flexible decision-making

b-Become well-versed by promoting access to up-to-date knowledge and thoughts in the future teacher's target field at the same time do one's best to seek information for implementing it to ameliorate knowledge in the future.

c-Investigate further training opportunities and follow their authenticity throughout one's professional career.

3.3.5. Teacher as a Reflective Practitioner

The various layers of the place of context in English as a foreign language would be taught denotes that the teachers need help in order to develop self-

confidence in building their own judgements according to their classroom situation. That is to say, the teacher as a reflective practitioner, refers to the one who endeavours so that to ameliorate his/her own understanding of (what/when/why) they do such a pedagogical activity. This means that the importance of thinking before any teaching behaviour denotes that teachers are people who reflect on what they do, throughout this continuous thinking. They carry on to learn teaching better during their professional lives, i.e., teaching, then, becomes/ is viewed as life-time learning process. The ELTE program concerning teacher-trainees should embody the following opportunities to enable them :

- a-Develop their observation skills and personal experiences and how to use them in practical and real classroom situations

- b-Think and work in groups to discuss what has been observed and how it influences teaching understanding and learning behaviours

- c-Learn how to attain other peoples' thoughts via conferences, literature and various networks. At the same time, work on the features for decision-making of whether and how to integrate/adapt or reject such thinking

3.3.6. Teachers as Technicists

The primary role of the technicist is to carry out plans devised by others. The national education systems in countries where human and material resources are limited or where the society puts emphasis on standardisation or accountability, technicists are considered desirable goal for an ELTE curriculum in our secondary school education, for that, we should guide teacher trainees to :

- a-Learn about different thoughts and understand factors underlying the syllabus as well as the pedagogical material future teachers are expected to do

- b-Ameliorate behaviours and consolidate the skills required to respond to the syllabus context respecting the allocated time using techniques, activities and teaching aids recommended by the syllabus.

3.3.7. Guru Conception in Teaching

In 2012, SCHARMA referred to the idea of a « guru » not in terms of teacher education but he described a « guru » as an individual who constantly strives to join the person and the teacher, i.e., the one who has an on-going commitment to the progress of his/her learners. More than that, such conception views teachers as the ones who work hard to support their education and their pupils' learning. In addition, this kind of teachers, considered as « gurus », is very much interested in the well-being of their society. We can say that, the characteristics of a teacher-guru would best characterize the goals of an ELTE curriculum: professionalism, reflections and good teaching are implicitly represented in speaking about the teacher as a « guru ».

3.4. Teacher Education Implications

English language is perceived by most of people in Algeria as the language that will pave the way for social and economic mobility as well as a language required for international communication. Our language policy-makers seem to consider English in the similarly. Languages do not exist mutually in either exclusive environments or live in complementary distribution. If a language is powerful or dominant it may ignore, recognise or respect another language it comes in contact with. In some contexts it can even nurture other languages and minds. In the critical examination of the relationship between languages nothing falls within the context of either theoretical linguistics which studies the influence or interference of one language system on another, or sociolinguistics which investigates who speaks (X language), to whom ? in what context ? how codes are mixed and/or switched ? May be neither of them is able to account for various priorities (eg : attitudes) of language use in bilingual or multilingual contexts. It means that **VYGOTSKY's** socio-cultural perspective (learning happens through socialisation) or that (learning happens through apprenticeship in communities of practice) do not seem of great necessity.

Languages, then, are more than mere communicative tools. They may be learnt and used without any formal teaching, but they are also taught in educational contexts. Language is the medium through which different subjects are taught and explained in schools. In situations where more than one language is used, the importance of the foreign language is conditioned by the value that is given to it by the government, society and educational institutions.

3.4.1. Language Learning and Socialisation

Neither learning in general nor language learning in particular, happens instinctively, all learning occurs within communities of practice through social participation and apprenticeship (LAVE,1991). The development of language proficiency is also socially and culturally mediated. The speech community, that a language learner belongs to, plays a big part in this mediation. The family and other caregivers are the primary speech community ; more than, the wider speech community at large, the school is the secondary speech community, for a child's language life is shaped by it. The shift from oracy to literacy happens in school and this acquisition of literacy also modifies ways of thinking and being. Oral context-dependent ways of thinking give way to free logical thinking, reasoning, problem solving and ,eventually, critical thinking skills are added. Thus, a child's attitudes, discourses and language literacy practices are affected and reshaped through discursive practices in school. In contexts where different languages are included, along with learning how to learn, attitudes to languages are also influenced and shaped by these schooling practices, but these influences are never perceived or accounted for. One tenet yet, tangible but rarely accounted method of attitude shaping is the school timetable, teachers and students also carry their own baggage of attitudes.

3.4.2. Research and the Language Teacher

When most of teachers are asked about the main source of their professional teaching knowledge, they usually give you the traditional answer « reflection on classroom experience ». There is a support for this

literature on the development of professional expertise in general as in **Donald SCHON's** classic The Reflective Practitioner(1983).While an academic expert in ELT, (NIEMI, 2008) said the following :

The teaching profession, as with all high-standard professions, the best available academic knowledge in order to fulfil its commitments to society..... Teachers have to be familiar with the latest knowledge and research about the subject matter

We may say that a great number of foreign language teachers do not read published research in their domains,i.e, they do not avail themselves to read written literature in order to ameliorate their teaching capacities . Even if secondary school teachers attend seminars on course planning, exam and test preparation a fewer of them practice further reading after the seminar or study day is over.The main reason for that is the lack of time (**BORG**, 2009), preparing lessons and teaching them, correcting exam papers, checking learners' assignments,...take up the majority of their day so they are naturally reluctant to give up leisure for work-related activities.

Time for professional learning is not built into the job description of most teachers. A lot of people would convey the message that teachers did not waste their time on conferences and reading, but devoted all their energies to their classroom-teaching duties. With the advent of the Internet,a problem has been alleviated to some extent :teachers,today,can search for or read at least abstracts of topics they are interested in by a simple click of a mouse,more than that,hundreds of articles are available on the Net and can be downloaded. A lot of teachers think thatsubstantial research lacks relevance for classroom actual practice .They sustains their beliefs by some arguments like:

a /Journals such as TESOL rarely deal with pedagogical issues such as classroom management and discipline, homework, interest and motivation, teaching heterogeneous classes,using the coursebook,exams and so on.

b/Many studies,even if,they address language acquisition and/or learning problems that most of teachers are interested in solving ,may not be directly relevant to a specific teaching context. Teachers find that most classroom

research is based on groups of young academic adults (these are mostly accessible for university-based « researchers ») and their conclusions may not be easily applied to classes of unruly teenagers.

c/ Different studies sometimes reach different, even contradictory, conclusions. One example is the literature on grammar, where some researchers claim it has little value (ELLIS, 2001) and others think the opposite (SALLABERRY, 2008)

d/ Researchers are not practitioners, many have limited or non-existent teaching experience. Their ideas on pedagogical implications concerning their results may not be, therefore, very practical and need to be handled with caution.

3.4.3. Contribution of Research to Teacher Knowledge

Even if we acknowledge the reservations expressed above, there remains a huge body of research into English learning and teaching which insights to the practitioner under the following forms:

a) Research may provide underlying theory that can explain or predict common classroom phenomena. For instance, there has been extensive study of types of error correction which can tell us why learners often do not seem to perceive and implement corrective feedback on their mistakes, and suggest why some kinds of correction are likely to be more effective than others (LYSTER & RANTA, 1997)

b) It may investigate specific popular practices and reveal unexpected weaknesses. For example, there is a substantial body of researches knowing that inferencing new vocabulary items from context is usually unreliable as a means to access meaning (NASSAJI, 2003). Another illustration is the demonstrated inefficiency of learning lexical sets (such as colours or parts of the body) or all together (ERTEN and TEKIN, 2008 ; PAPATHANASIOU, 2009).

c) It may provide overviews of areas of language teaching, and give us some example, NORRIS & ORTEGA (2001) on the clear benefits, in most cases of the use of explicit grammar teaching or MACARO et al. (2012) which concluded

that there was little evidence on the use of computers in language teaching to enhance learning.

d)It may examine underlying assumptions of language policy makers or curriculum writers. After that, subject these to rigorous research procedures and suggest modifications. To cite, the issue of the age of starting English in schools in non-English-speaking countries: the popular assumption is the younger the better, but the research would indicate that this at best an over-simplification and at worst simply wrong (MUNOZ and SINGLETON, 2011)

3.5 Selective and Critical Reading

The teacher who wishes to read the research in order to develop further expertise will need to do so selectively and critically. Below are some tips found helpful. Concerning selection, none of us has the time or enough energy to read the enormous amount of such literature published everyday. There are various ways of selecting topics that interest you :

a)Look up key words representing your interest on Google Scholar . It allows you to define your search using words, phrases, names of authors, journals' references...

b)Register your name on Google Scholar and ask for regular up dates on the topic that interests you: references to recent publications on this topic will be emailed to you.

c)Check the conference web sites such as : TEC, IATEFL, TESOL, TOFL, ILELTS, ...which often show recordings of sessions in the form of Youtube clips, as well as summaries of talks.

A critical approach is included, i.e, once you have located articles or books that interest you, you then need to read them critically as follows :

a)Check for clarity :if you find that the article is very difficult to understand , this is probably the fault of the writer rather than your own. If it is too time-consuming to wade through just skip it.

b)Check for applicability to your teaching : the context and population studied may be quite different from your own , results and conclusions may or may not apply to your own situation. It is up to you to decide

c) Draw your own conclusions : very often the writer will have a section entitled « Implications for Teaching » or something similar . The content of this section may or may not be useful ,in general, researchers' recommendations for classroom practice are very often impractical demanding time, money and effort from the teacher that are normally not available . In any case, the most important implications for teaching are those which you, the reader, work out for yourself.

Language is the main tool through which education is imparted in classrooms. Language as both subject and medium of instruction, together with the pedagogy used govern the effectiveness and efficiency of classroom interaction which in return regulate the comprehension and achievement of learners. The medium of instruction as well as the textbook are key constraints that hamper learning in our classrooms- and this is, mainly, the case with learners from marginalised communities who do not speak of the formal classroom.

Fifty percent of the world's out of school children live in communities where the language of the schooling is rarely, if ever, used at home. This underscores the biggest challenge to achieving Education for All (EFA) : a legacy of non- productive practices that lead to low levels of learning and high levels of drop out and repetition. (World Bank, 2005)

Textbooks and teaching are often in a language these learners neither speak nor understand. The consequences for many children are predictable and have been described in many reseaches. Through the analysis of language policies and research literature , it can be said that the classroom pedagogy which excludes children's nature language and the monolingual policies in language speaking classroom has been a focal reason for their failure and poor comprehension. The Association for Language Awareness (ALA) defines language awareness as” ***explicit knowledge about language , and conscious perception and sensitivity in language learning , language teaching and language use***”. Below is J.CUMMINS' model of language awareness (p12)

Beneath the tip of the iceberg of L1, one can see a large area of academic underlying knowledge which later filters down to form the Common Underlying Proficiency (CUP) between L1 and L2. This CUP is interpreted to be largely consisting of language awareness. But we could also widen this out to consider what are the individuals on the path of learning and teaching.

3 .6. Developing CUMMINS Model

There is an underlying language awareness that a teacher has which can form a bridge between L1 , L2 and L3 :

a)**Phonological awareness** :the knowledge of the L1 and how sounds combine to make words

b)**Morphological awareness** : how words combine to make other words, how inflections allow for changes in words.

c)**Syntactical awareness** :how words combine to form sentences

d)**Semantics,pragmaticand socio-cultural awareness**: when to say acertain poem, stories and cultural knowledge

e) **Cognitive skills** :analysis,synthesis,comparison,translation,visualizing, creativity,...

Four learning quadrantshave been proposed by CUMMINS to interpret teacher education and consider how a pedagogical model based on language awareness of language along with the learning operation process

A.Cognitively Undemanding

B.Contextualised Embedded

C.Context Reduced

D.Cognitively Demanding

Figure 3.6. Range of Contextual Support and Degree of Cognitive Involvement in Communicative Activities (Cummins, 1984)

We can describe the model by **CUMMINS** for a multilingual pedagogy for teacher professional development as follows :

- **Quadrant (A)** describes language acquisition by the teacher due to certain circumstances which are specific to his/her family. There is a context, an environment of the language, motivation and survival need, which leads to acquisition of the language. The 'English' that is acquired is conversational not academic. It does not need any effort. It is mostly spoken 'English' but many also involve reading or writing
- **Quadrant (B)** this is when language learning happens through training which is traditional. When knowledge about the language is taught in classroom mode the trainee does acquire language and makes a conscious effort to learn the language. Since this training is context-reduced, the trainee does not get a chance to use what s/he learnt in the classroom situation. This learning is soon forgotten. It is thus of very little use to the teacher and her/his classroom
- **Quadrant (C)** when the teacher development incorporates the culture, context and environment of the learner. The latter learns the language in a cultural and contextual setting, which is stimulated but involves cognitively demanding material or situation. It poses a challenge to the learner through his or her previous knowledge. The learner develops his /her language awareness which makes him/her positively inclined to experiment with English in the classroom.
- **Quadrant (D)** this learning situation is where the learner/teacher becomes an autonomous learner when the context is not available and the learning experience is cognitively demanding. This happens when a teacher demonstrates metacognitive language awareness s/he explores the content and pedagogical knowledge of language to develop his/her target language. The teacher reads books, follows a learning path and his/ her teaching is informed by his /her learning.

Any pedagogical model for teacher education should aim at moving teachers from Quadrant A to Quadrant D. We propose a model which is culturally sensitive and contextually meaningful. The sample which should be at its simplest exercises academic cognitive skills and at its best is challenging metacognitive (Model for Multilingual Pedagogy)

3.7. Inspiration of English Language Teachers

There are implications of inspirations on teacher education. Most of us ,can remember our school teacher who inspired any one of us to study hard, to learn new things, who changed our relationships to a situation or a topic,to invest our efforts in learning inside and outside the school. In the times on how to make classes stimulating ,there is also an emerging line of research that examines the motivational strategies that teachers use in class. But genuine competence in a foreign language only develops through sustained effort over many years , and we need to know what kind of teaching can inspire such a lasting commitment. Motivational teaching relies on the huge amount of research that has been conducted on second language. Motivation in the last 50 years, as DORNYEI put it, “***had been no serious attempts in the L2 literature to design motivational strategies for classroom application***” . Researchers’attention in the past tended to focus on the level and type of motivation that the learners brought to class such as,whether their motivation was mainly intrinsic or extrinsic or whether they had positive attitudes to the people and culture whose language they were learning . This emphasis seems all the more surprising considering that a common complaint of teachers in the world over is that their pupils lack motivation to learn a second or a foreign in school (CHAMBERS,1999;LITTLEJOHN,2008).

Above all, the interest in learner motivation continues, there is now a new research initiative, in the horizon, that examines how learners’classroom involvement may change, and in particular how teachers can promote it. In his pioneering book ***Motivational Strategies in the Language Classroom***, ZoltanDORNYEI (2001) proposed a four-part framework for describing the methods that teachers can use to motivate learners:

a)Creating the basic motivational conditions (through building a pleasant /harmonious classroom atmosphere)

b)Generating initial motivation by(ensuring the learners all have their own goals for learning L2,i.e, English as a foreign language in or case)

c) Maintaining and protecting motivation (through giving enjoyable tasks in class,...)

d) Encouraging positive retrospective self-evaluation (by giving timely and constructive feedback,...)

Some observation attempts of language teachers in action, have been undertaken by GUILLOTEAUX & DORNYEI (2008) then, by PAPI & ABDOLLAZADEH (2012) and brought the results of their study : they showed that these teachers use of motivational techniques (manners to talk to their learners, the types of activities they devise) corresponded with their learners enthusiasm for their lessons, tasks,.....as measured by their alertness, participation and volunteering. Furthermore, MOSKOVSKY *et al.* (2012) trained 14 Saudi Arabia teachers in some basic motivational techniques and then, found that their learners demonstrated more motivation than excessive control tests after an eight week course. This proved that specific teacher behaviours do boost learner motivation, these studies offer encouragements for teacher educators in combatting the problem of demotivation . However, DORNYEI and USHIODA (2011) pointed out ***“there is a critical difference between motivating students and developing their motivation”***. That is to say, any teacher can successfully drive his/her learners to do what s/he wants them to do in class by stick or carrot , for instance, by providing positive experiences, or by threatening reprimands if they refuse to obey . Learners would not carry on to put efforts into learning English outside the classroom context unless the learner internalises this motivation.

3.7.1. Professional Development and Online Courses

The explosion of knowledge and scientific advancement in the recent years, i.e, the turn of the 20th century, has changed the goals of education. Information and Communication Technology has made the world a « global village ». Internet facilities have made it possible to explore different potentials in this global village. Teachers need to familiarise themselves with recent progress in their field of study, keeping in mind the transformations of classroom

practices as they continue their professional growth through such courses that provide strategies to suit 21st century language users.

Online Continuous Professional Development (CPD) programmes, with context-rich environments, help immensely in stimulating educational change and school improvement. Professional development reflects teachers' practices in evaluating school performance. CABIN (2013) argues that it **«is a resulted reflection, knowledge, and skills that is necessary for each classroom practionner to bring about changes in their own practices,enabling students to perform better in language learning »**. EVANS (2002,p131) calls it **« the process wherebyteachers'professional performance may be improved»**.DARLING and HAMMOND (1994:b)calls it **“restructuring teaching knowledge”** (as cited in EVANS idid.p3) . This process of restructuring should be the spontaneous initiative of an individual which WOODWARD (1991, p.147) describes as **“avoluntaryholistic, continuous process-oriented and long- term process..... “**. This initiative should exclusively be targeted towards teachers'personal growth for better classroom insights. For that, GUSKY(1995), BAILEY, CURTIS and NUNAN (2001) argued that CPD also **« occur as a result of self-directed ,collaborativeinquiry –based learning that is directly relevant to the teacher »** and on-line collaboration may be a better alternative in this regard. Self-study and attending seminars, conferences and workshops are of the most popular means of professional growth.Consequently, these acording to HARWELL(2003,p. III) are **« one-time events »** which should not be **« an event »**, but rather **« a process »**, and are limited to only a selected few professionals. Nevertheless, professional development seems a necessity for all teachers as **« the teacher is the ultimate key to educational and schoolimprovement »** according to HARGREAVES and FULLAN (1992).

Online courses are designed by keeping in mind the students'performance and the school's improvement. These courses provide participating teachers with opportunities to practice what they learn over a relatively extended period of time and an ideal environment for interaction among participants. Worldwide recognised bodies (TESOL, BC, IATEFL, IELTS,.....) offer courses and design them in such a

way that teacher professionals not only get access to recent theoretical input, but also hands-on teaching strategies for their classroom practices. Such materials develop a theoretical base; the threaded discussions held on them broaden participants' understanding and help professionals to solve problems and resolve issues. The content demands a lot of reading and systematic reflection. Hence, on-line courses provide teachers with an interesting way to develop professionally and to apply new strategies and techniques that engender learning in their own local contexts.

3.7.2. Competencies in the Second Millenium

All English language teachers need to make themselves familiar with 21st century skills and competencies. Successful 21st century educators have to be more than student- centric and holistic. They should also teach how to learn as much as teach about the subject area (CHURCHES, 2009). Nowadays, foreign language learners have different needs and their ways of thinking are completely different from the old generation. The traditional approach to teaching does not match with many students' learning styles and, as a result, teachers fail to realise their learning objectives ,thus, they most of the time fail to sustain pupils' interests in learning. Consequently, teachers' ways of handling classes, instead of yielding the desired impact ,demotivate and frustrate EFL learners. Alternatively, on-line courses provide a platform for sharing information, solving problems and resolving issues such as learners demotivation and frustration, low self-esteem etc...., through discussions and debates among participants taking part from different regions of the world. Therefore, professionals can overcome most of these challenges sitting at their own desks.

On-line courses provide necessary training for one to overcome the challenges of e-learning, which are especially evident at the initial stages. One such challenge is making oneself familiar with the virtual classroom, such as the Discussion Board Announcement (DBA), Course Materials (CM) ,... The most important of all these is finding threads so as to submit the assignments .All the same, such courses train teachers to meet those challenges by conducting tests and quizzes during the Pre-Course Orientation Programmes (PCOP). Other issues of on-

line courses get resolved as participants proceed with the course. Consequently, on-line courses not only enrich professionals with content and hands on experiences but also enable participants to learn technology skills and needed competences as well. Therefore, these courses constantly help them search for new strategies in their own learning and in turn develop 21st century learners' skills and competencies.

3.8. Teacher's Knowledge of Cognitive Psychology

There are many factors linked to the importance of cognitive psychology and make it effective through convenient management techniques and how teachers should help their pupils in order to succeed in their term exams and their final exam (Baccalaureate). The secondary school teacher, as an educator, should be well-versed or rather acquainted with the basic elements of both cognitive and educational psychology. According to CARPENTER, KANG and PASHLER (2012), *"it has been shown that students learn more when their studying is spread apart in time rather than crammed into one long session"*. The choice of learning strategies in Competency-Based Approach requires the participation of both teachers and pupils because the formers should orient the learners taking into account their cognitive capacities. DUNLOSKY *et al.*, 2013 noted:

....appropriate learning strategies encourage students to actively think about what they are learning and to do so in a deeper more meaningful way, while the ones who learn without thinking of suitable strategies often take more effort and time and may even appear to slow learning

The learners who use well-studied strategies assimilate ideas better and retain information for a long period of time. They are also able to retrieve this information or that knowledge, in general, and apply it to particular situations or problem-solving cases. There is another category of EFL learners who are over-confident, i.e., the knowledge they have about a given topic is unveiled to be insufficient than their beliefs in case they are confronted to a class test or quiz (DUNLOSKY *et al.*, 2013). The cognitive aspect of an EFL learning class is

based on specific strategies guided by the teachers and described in such a way to help EFL learners assess their knowledge accurately. Teachers should encourage them to be actively engaged with any study material (text, grammar structure or vocabulary items)

3.8.1. Cognitive Psychology and Teaching

The role of the teacher is to provide a guided tutorial in order to optimize pupils' learning in class. Our task as educators should be based on research, organization, time management and peer suggestions. This will be referred throughout the following points that will attempt to explain better the link between teaching- learning and cognitive psychology.

3.8.1.1. Teaching and Learning Time-Management

Teachers should help their 3AS pupils to make good time management decisions. When the school year begins, pupils should be instructed to establish key habits for revising lessons, doing homeworks, and preparing their exams. The secondary school teacher is required to hand out the syllabus to their learners, identify major assignments and discuss the lessons' goals. The classroom learning situation starts by organizing one's time. More than that, there should be a habit which is reviewing everything concerning the upcoming month at least once a week. The learners should be taught to visualize all the chronological landscape of the term so as to help them select elements needed to be tackled for lesson revisions like: reading assignments, grammar structures, writing sessions, etc.....In case your pupils time-management come easily, may be for some of them, you can provide them with the One-Minute To Do List by LINENBERGER (2014) or encourage taking part in time-management meetings and workshops offered by the school administration and teachers.

The pupils, mainly the third year secondary school classes, should be often reminded to buy or rent books and documents that accompany their studies

and exam preparations. The teachers' duty is to orient their learners' choices and topic priorities. Teachers, sometimes, collaborate with their pupils' families in order to help their children find quiet places where to study by reducing entertainments and many distractions through facebook and cybercafés or coffee shops. Teachers are conscious about the fact when pupils' attention is repeatedly switching from one point to another, their learning and concentration on their tasks becomes less effective. This could be interpreted as serious studying takes place when social media are put off.

3.8.1.2. Teaching and Class Management

Teachers usually tell their learners to prepare the next lesson on a specific theme before coming to school. The four skills (reading, writing, listening and speaking) may be all included or only two of them are the target of the learning situation such as 'reading skill' and 'writing skill'. The cognitive side of any of the skills should be the concern of the language teacher. Some learners read quickly, some others stutter when reading while others do not read at all. All in all, pupils who do not read or that reading is neither an academic skill nor a hobby would affect the assimilation and the understanding of a reading 'text' or 'poem', for instance. Teachers might encounter some hindrances linked to the writing skill among EFL learners. The comprehension as a sub-skill would fall into a speed- comprehension trade off (MASSON and POTTER, 2016)

The cognitive tips that help learners remember the taught material may guide them memorise information such as highlighting or underlining necessary ideas or by writing the summaries of the paragraphs of the text, generating questions about the basic points of a topic, recalling information from memory, apply the read-recite-review method (Mc DANIEL&EINSTEIN, 2009), not rely on duplicated lessons instead of naturally attending your classes, try not to bring any ICT instrument to school such as laptop , tablet or smart phone.

3.8.2. Cognitive Psychology and Teaching

The information structured by the human brain constitute the human processing of the cognition of a certain thing that explains the psychological process and attitude activity through language performance of individuals in the cognitive operation by acquisition, information storage , information retrieval , modifications, learning methods, attention, language points and other senior psychological behaviour like psychological research object and content. Besides, the human psychological mechanisms are guided by information transfer, human perception process and comprehension methods. The core area of psychology is based on the analysis steps and the speculation of human psychological characters, the input and output of the individuals as well.

English language teaching embodies several thoughts and concepts. The whole teaching, then, should reflect the EFL classroom situation in a narrative way. If the teacher helps learners' language skills and memory to be improved, their learners' initiatives could be driven to take part in the long term teaching operation. In addition, the use of multiple EFL teaching techniques would enhance both teacher-learners collaboration in class. Also, time –management and knowledge monitoring seem to be of great importance equally for teachers and pupils behaviour : pupils acquire English language knowledge and associated skills in order to be able to interact with each other and with the society in general. The teacher of English as a foreign language should have, at least, a moderate background about the cognitive theory. That is to say, the 3AS secondary school pupils learning curricula, along with the leaning environment and its content, need to be complementary.

3.8.3. Teachers and Secondary School Curricula

The third year textbook “New Prospects” was designed for 3AS pupils while the Teacher’s Book states the implementation of the “*National Curriculum for English issued by the Ministry of National Education in December 2005*” (Teacher’s Book New Prospects, 2005, p.3). The secondary school teachers are

required, according to the new program, to apply the so-called national curriculum including its new methodology, general objectives, syllabus content and evaluation techniques. We should notice that the same teachers have not received any previous tutoring on the new approach (CBA). They were not given enough time to assimilate the basic differences between ‘teaching through objectives’ and ‘teaching through competencies’. In addition, teachers found themselves compelled to take into account the socio-educational background of their pupils as well as the religious and cultural values of our country. More than that, the teachers felt themselves not only encountering a new pedagogical challenge Competency-Based Approach but a curriculum that hides double-edged dimensions: learner-centred teaching and project-oriented tasks. The textbook assignments become gradually more sophisticated so teachers are supposed to prepare their lessons by taking into consideration: devising the session’s steps according to the pupils cognitive capacities in assimilating language items from the simplest to the most complex.

The secondary school teacher status has been subject to basic positive changes among them the new rank as Teacher Tutor or Trainer since 2008 (see Appendix -5-). This pedagogical responsibility has made some teacher more engaging in supervising study days, coaching newly recruited teachers, taking part in seminars and conferences. More than that, Teacher Trainers have the duty of giving their points of view about the national education programmes, undertaking quantitative-qualitative research in workshops according to their specialties.

3.8.4. Cognitive Psychology and EFL Teaching

The knowledge acquired by the learners make them flexible according to the situation in which the learning takes place. The features of original cognitive structure are the main factors that impact learning. The EFL teacher is recommended to handle the case features of textbooks as the key points,

create teaching situations by using some more intuitive teaching methods, tools and supply perceptual experiences.

The learners' achievement interest besides, the whole teaching process would become more communicative by the creation of suitable teaching situation. Nevertheless, this may seem incomplete without the establishment of a healthy ELT environment for the pupils to improve their English language fluency and accuracy, enhance ELT effects and ameliorate the teaching quality. As a result, the third year secondary school learners would be tutored to, gradually, master topic concepts as well as language structures being taught.

3.8.5. Teaching and Cognitive Approaches

There are three points that characterize cognitive approaches and learning –teaching these are: methodology, target human learning to be achieved and types of learning being examined as opposed to behavioural approaches to language learning. To start with, cognitive approaches to learning basically deal with human learning achievement. For that, cognitive psychology scholars employ techniques paving the way to individuals to learn in an appropriate environment on the one hand, and infer what the learners are studying and thinking about on the other hand. The secondary school teachers' learning population are adolescents who rarely accept authority and close guidance , however, teachers should provide some tasks which help them measure variables like time used to react to a question or to accomplish a given task, eye movement and concentration, self- reporting of learners' attitudes to their learning, establishing physical lists of events, words or pictures memorized by the learners themselves.

How learners construct their knowledge taking into account strategy learning, decision-making and problem –solving is the concern of cognitive psychologists and educationists. In that case, teachers should not concentrate

only on motor responses, right or wrong or mere observable learners' behaviours and attitudes.

3.8.5.1. Educating Good School Thinkers

Teachers cannot see good thinking among pupils nor could they visualize its content or its processes. Cognitive researchers often find difficulties in explaining abstract things that is why they use “metaphors” as if telling us “*if you cannot touch something or see it, just imagine it*”. For instance, “*life is like a box of chocolate*” or “*speech is a river*” are intentions to make the reader or the listener grasp meanings of messages or ideas that are too abstract to be described literally or precisely. It is often said “*since you can't see or touch good thinking, why not think of it as a computer, or a filling system, or as an information management system*”

Almost all classroom cognitive approaches to learning are concerned with how everyday experiences are transformed or processed into mental images or sounds and stored for later use. In other words, they are concerned with how information is processed. A number of beliefs and assumptions seem to guide the cognitive approach to learning such as: outcomes, performance, learner characteristics, instructional manipulations and cognitive processes. The cognitive psychologists advise EFL teachers to not be interested only in what learners do, i.e, learners behaviour at the end of each lesson (outcome performance) but also in their thoughts or rather in the content of their thinking process (cognitive outcomes). Moreover, the teacher' role is to observe and examine the specificities of their learners mainly cognitive development and memory capacities. At the same time, educationists should review actual teaching practices that are supposed to reflect Competency-Based Approach such as instructional manipulations that influence good classroom thinking.

3.8.5.2. Good Thinking Education Philosophy

Scholars and experts have agreed on three basic elements: strategies, metacognition and knowledge which compose good thinking among secondary school learners. Teachers of English who would like to encourage good thinking among their pupils should be well-versed in the three areas, mentioned earlier, throughout their lessons preparation and presentation.

The cognitive psychologists often refer to the fact that language learners who use specific cognitive strategies are usually called “good thinkers”. The teachers should be conscious that some of their foreign language learners are aware and knowledgeable about their thinking and their academic achievement. Such learners are guided by the teachers in order to remember information, organize them, then, find out solutions to learning problems, try to employ appropriate strategies ,i.e, good thinkers , then think of their own way of manipulating the acquired knowledge about English language.

3.9. Cognitive Strategies Teaching Importance

They are considered, by experts, that such strategies go beyond the processes that are naturally required for carrying on a task. Just as, when a teacher is presenting a lesson and writes notes or key words on the white board , the pupils, at least, many of them, are engaged in decoding lesson steps: moving eyes from left to right, trying to memorise a few basic words or expressions, asking questions, completing answers given by classmates, etc. These are regarded as normal requirements for such skill ‘listening’. Nevertheless, when the pupils negotiate meaning, ask questions about specific points of the lesson to check their understanding, take notes about the main points of the topic and so on, these are cognitive learning strategies . The teacher’s role is not only to prepare a lesson and to present it in front of the class. S/he should seek fundamental techniques to improve his/her pupils’ memory capacities. Among these cognitive learning strategies: different problem-solving language tasks,

matching ideas tasks, guided reading comprehension, focus –listening passages, etc. Moreover, secondary school teachers are required to inculcate to their pupils the use of mental organizers in order to give them creative alternatives on how to manipulate their ideas and information, thus, reinforce their own learning.

3.9.1. Cognitive Teaching –Learning Intelligence

The development of instructional methods used by language teachers remain the goal of understanding how the mind functions. This operation guides educationists to help their learners become better thinkers . Conversely, a question may be asked by EFL teachers: can pupils be taught to become intelligent as they are being taught to be good thinkers ? For these reasons, teachers should acquire basic knowledge about the link between ‘good thinking’ and ‘information processing’ then the meaning of ‘good intelligence.’ There are two famous psychologists Howard GARDNER and Robert STERNBERG who fundamentally studied human intelligence from the cognitive processing view.

3.9.2. Major Views of Intelligence

Scholars have designed two distinctive conceptions of intelligence. First, the Classical Tradition tried to understand the core or the structure of intelligence. Second, the Revisionist Tradition attempted to investigate intelligence processes. This will be explained, briefly, in the following points:

3.9.2.1. Structure of Human Intelligence

The study of human intelligence in the twentieth century led psychologists; the majority of them, to elaborate specific tests in order to orient language teachers grasp their learners ‘capacities that make up intelligence. Among the points raised: whether intelligence includes definite abilities or, just one general intelligence such as quantitative ability, verbal ability or spatial ability. This has been explained by scholars in the four following aspects:

1-Tests that contain questions to which there are clearly right and wrong answers are the best way to learn about intelligence.

2-Ability that underlies intelligence, i.e, the structure of the intelligence, exists within the person and it is largely inherited.

3-Intelligence is largely neuro-physiological, involving such factors as the speed of transmission of nerve impulses.

4-Intelligence cannot be significantly improved through instruction or training.

3.9.2.2. Human Intelligence Process

Experts in this domain prefer to observe how people combine knowledge, strategies and metacognitive processes so that to bring solutions to learning problems of any language learning situation. That is to say, some psychologists devoted themselves to grasp people's behaviour when they are engaged in intelligence tasks. There are five common beliefs that are considered to be shared by experts, psychologists and educationists these are:

1-Intelligence may have astructure, i.e, abilities, skills, etc,but what is more important in studying and describing it is an understanding of its underlying processes.

2-Intelligence can be significantly improved by education and training such as using surveys.

3-Standardized tests are not the best way to explore the nature of intelligence. Instead, it would be better to measure intelligence by having people to solve problems that are culturally relevant and to guide them examine the techniques they used to reach such processes.

4-Recognizing the genetic component or factor to intelligence, but it does not account for the majority of intelligent behaviour.

5-Intelligence is strongly influenced by one's cultural environment. The study of intelligence should take into account the different situations to which people should adapt.

There are two well known experts, H. GARDNER and R. STERNBERG who worked on human intelligence and information processing (more information to be read in Scholars Biographical Notes Appendix p- -)

3.9.2.3. Multiple Intelligences of Howard GARDNER

This involves the ability to solve problems or fashion products using one's intelligence capacities in, for instance, writing poetry, dance choreography, composing music, clothes designing, gardening ideas, etc....having a link with a particular culture. GARDNER (1993) strongly rejected that educationists or other experts could learn big things about intelligence only by studying how people or rather learners answer questions in class or during written tests. He added that we could learn about intelligence by studying the cognitive processes which people use whenever they are confronted to solving basic cultural issues or creating cultural products.

Secondary school teachers should be well-versed in identifying their learners' intelligences. That is why, they are required to acquire some knowledge about the types of intelligences identified by GARDNER (to be referred to in Chapter -4- All in all, he developed a definite curriculum called: Project Spectrum which is intended to be translated into a school program. Educationists, then, should attempt to associate GARDNER's Multiple Intelligences principles and Competency-Based Approach at any level of academic education.

3.9.2.4. Triachic Theory of Intelligence of R. STERNBERG

STERNBERG agreed with GARDNER on the point that the best way to study people's intelligence is to observe them when they are about to solve target problems when they are in their natural environments ***“study the cognitive processes by which people shape themselves and their environments to meet their needs”***. STERNBERG disagreed with GARDNER in that the former believed that regardless of the types of problems people are confronted with, they use a common act of cognitive processes to solve them. He added that

solutions could be true whether the problems involve spatial, mathematical, linguistic or interpersonal issues.

He identified three components which are: meta- components, performance components and knowledge acquisition components. STERNBERG also advised teachers to:

1-To give their learners real-world problems that are important in their culture and their environment to solve.

2-To teach their pupils general cognitive strategies that they can use in order to solve any problem.

3-To help their learners to regulate their use of cognitive strategies by teaching them meta-cognitive strategies skills.

4-To show their learners how to acquire knowledge ,and provide them practical situations that permit them make these skills become automatic in their academic performance and achievements.

3.10. Knowledge of Cognitive Psychology Theories

In the following ,we present the main theories that may help EFL teachers understand how their pedagogical mission and duty should be carried out.

3.10.1. Traditional Psychology of W.A.LAY

The traditional psychology has the perception of motor responses to stimuli and concentrated its attention on the impact which people get from their environment. **LAY**'s works were based on two discoveries which have become notably important by the end of the 19th century these are: reflexes acts and kinesthetic sensation. The former represents the full reaction towards the perception of the sensorial stimulus and of the given motor response. The simplest perception acts contain motor elements ,for example, when a visual stimulus gets in contact with the eye , the latter reacts through a motor accommodation . At the same time , motor relations provide the learner with a

new type of sensations which are called kinesthetic,i.e, the learner is able to perceive his/her own sensations without seeing them.

According to LAY , the natural element of the psychic life is neither the sensation nor any other isolated function , but it is the whole reaction which consists of receiving specific impressions from the milieu of the individual then respond to them reactively. The vital acts are mostly characterized by the unity of both the impression and the reaction. As a result, LAY has formulated some pedagogical conclusions as follows:

1-The learner is inserted in a living environment which acts upon him/her and on which s/he reacts on his/her turn

2-The assimilated and elaborated perception , in all domains and all levels of education, should be interpreted through class expression channel

The same scholar mentioned some categories of expressions as follows:

1-Body expressions including: modeling experimentation, caring about others, taking care of animals, cultivating plants,...

2-Drawing expressions including :natural scenes, emotions,...

3-Mathematic expressions including: arithmetics, geometry,...

Such categorization may seem curious or even daring.Paradoxally, LAY has already demonstrated that the human being is not just a silent thinker or a spectator , as defined by traditional psychology. His eminent theory has contributed to enrich psychopedagogy.

3.10.2. Psychological Perception of Emile CLAPAREDE

Most important to mention that the psychological and philosophical conceptions of CLAPAREDE have many common traits with DEWEY's pedagogical system.Yet, CLAPAREDE concentrated mainly to demonstrate that teaching should respond drastically to the pupils'needs. He advanced a functional conception of childhood which he summarized under five main laws:

1-**Genetic succession law**: the child grows up naturally going through a number of certain successive and ordered steps

2-**Genetico-functional exercise law**: firstly, the function under activity or exercise and its development condition; secondly, the emergence of other functions under other specific conditions.

3-**Functional adaptation law**: an action emerges in case it aims to satisfy an immediate need or interest

4-**Functional autonomy law**: the child, the learner, is adapted to circumstances which are convenient to his/her environment ,i.e, his/her mental activity should be suitable to his/her needs while his/her mental life should constitute one unit.

5-**Individuality law**: individuals differ from each other in terms of physiological and psychological characteristics.

For practical considerations, it seems reasonable to attribute more prominence to the third and fourth points studied by E.CLAPAREDE unveiling functional principles and needs as well as autonomy and school adaptation. In foreign language learning, whatever the quality of tasks that the pupil is required to accomplish, may unveil the learner's hidden energy if the teacher presents (a) given task (s) in the form of a language game or any other motivating intellectual activity. The educational process could be framed as follows:

1-Awakening a need , an interest or a desire when you put the pupils in a situation where they can explore their desires and needs.

2-Learning needs would release satisfactory reactions towards more knowledge to be pursued.

3-Acquisition of appropriate knowledge in order to to control such reactions and supervise them so that they reach formulated objectives.

The main observation we can make right now is that CLAPAREDE's pedagogical conception is purely active then, it should be inspiring many English language teachers.

3.10.3. Education Doctrine of G.KERCHENSTEINER

His education doctrine relies on the philosophy of values. According to him , any education theory should be based on the theory of culture which is a critical judgement of the notion of values as well as the system they constitute. Education, then, is an introduction to this system of values.

The three tasks of the school deontology are supposed to be professional education, moralization of the profession and moralization of the society inside which the profession is practiced. Beside, this operation should be varied progressively to install a professional culture within the pupils' minds as future adult citizens in their society.

The pedagogical action itself, for KERCHENSTEINER, is an operation through which the human being is driven to a certain kind of life which is conform to one's capacities allowing the individual to discover social values. It is a double-edged pedagogy: first, it carries a comprehension side because teachers and educators should understand and grasp their pupils' personalities in the whole and sort out their individual criteria; second, a theoretical act is necessary in any academic education objective, i.e, cohesion leads to success. He also added that the school cannot contribute to the formation of the pupils' character unless it leaves room for a convenient amount of freedom. Both teachers and administration staff should endeavour to develop pupils' activity qualities. For that, KERCHENSTEINER's pedagogical theory may be summarized into the general principles of education:

1-Individuality and wholeness principles: they are the whole or entire criteria of individual learners that should be transformed into a reasonable human being.

2- **Active school:** should be a working community, it is a powerful means for the moral education of the learners' character.

3-**Actuality principle:** the best way to prepare a child is to work on the satisfaction of his/her actual needs of development

4-**Activity principle:** the education objective does not encourage exterior conformism but it should rather supervise the pupil's active assimilation of different values.

5-**Authority and freedom principles:** the teacher's authority must be purely pedagogical to leave room to a guided degree of freedom of expression for the language learners

3.10.4 John DEWEY Progressive Education Theory 1944

He was an American psychologist and philosopher who gave an importance to personal experience in learning. The individual maturation factors were relatively emphasized by the scholar who taught that human beings understand the world through interaction with their environment thus; knowledge is constructed by the individual. He proposed that the primary function of schooling was to prepare young people to live in a democratic society and that one's reflection on personal experiences would provide the foundation for the development of the necessary attributes for a successful living.

John DEWEY believed in the dualistic conceptualization of thinking and doing to be false. Rather he advanced a reciprocal, continuous relationship between thinking and doing that is demonstrated in the works of other researchers such as (BIESTA and VANDERSTRAETEN, 1998).

3.10.5. Jean PIAGET Behavioural Scientist Theory 1963

He was a Swiss biologist, philosopher and behavioural scientist who developed a distinctive cognitive philosophy theory which was well-spread during the 1960s and 1970s. All his works have been translated into English

language and promoted by one of the most influential American psychologists called FLAVELL (1963). Piaget put forward four sequential stages of cognitive development. They can be listed as follows:

1-In case each stage is progressive so each one of them must represent a qualitative change in cognition ,or there must be an obvious , substantial improvement or change when a child moves from one stage into the next.

2-Stages of progression must be consistent for all children across all cultures and societies (cognitive development is biologically based ,according to , so cultural and societal factors should not impact that development

3-Preceding stages must be integrated into later stages of development, i.e, as growth occurs in a stage theory model , the abilities and structures from all previous stages should be present and operational at all higher levels.

4-A child's mental structure or schemes and his/her physical operations join to a whole unit and as development occurs this unit becomes more complex.

3.10.6. Lev VYGOTSKY's Social Development Theory 1978

Cognitive development according to Vygotsky, a Russian scholar is linked to impactors: society and culture. In his work she usually referred to social interaction as a foundation for the development of the whole learning. He stressed:

The development of the mind is the interweaving of biological development of the human body and the appropriation of the cultural, ideal material heritage which exists in the present to coordinate people with each other and the physical world

There are basic principles underlying **VYGOTSKY's** theory and cognitive progress that can be mentioned in the following points:

1-Social interaction plays a critical role in cognitive development in relation to what is learned, when and how learning occurs. There is an assertion that:

Without the learning that occurs as a result of social interaction, without self-awareness or the use of signs and symbols that allow us to think in more complex ways, we would remain slaves to the situation, responding directly to the environment

2-The idea linked to this theory that any potential for cognitive development is restricted to a given time span

3-The study of learning in an environment where the learning process happens, is the only way to understand how humans come to know. And that, all higher mental functions must first, be filtered through an external stage in the form of social occurrences.

3.11. Teachers Coping with School Reforms

Before the adoption of Competency-Based Approach, secondary school teachers found difficulties to make their pedagogical objectives clear within the Objective-Based Approach (OBA) because the national syllabus designer did not define them as standardized classroom achievements. The official teaching objectives were too general or rather superficial, this has made the educator's task challenging in-class. This approach, and others before, have always considered the teacher as the 'holder' and the 'keeper' of knowledge, designed in textbooks, while the learners as the 'receivers' of that knowledge because the latter were not involved in the learning process. For that reason, the Ministry of National Education attempted to solve this issue in order to install an innovative programme. Such reform consisted of implementing a new educational project on September 2003, the teaching methods and techniques were expected to bring a better teacher –learner pedagogical participation under Competency- Based Approach.

Teachers had to face a new educational syllabus, i.e, none of them was prepared for such a sudden change. The teaching objectives were to form learners and future citizens who will be capable of intergrating the worldwide progress while being taught the necessity to believe in all our social –national values and protect them. The teachers who seemed impotent about how to: adapt the new teaching approach at the same time being cautious not to mix up CBA and OBA. It should be noted that the teachers were used to:

- 1-Lack of teacher, language inspectors and headmasters coaching
- 2-Inadequacy of the examinations assessment systems leading to learner failure in term and final exams
- 3-Absence of team-works and peer- teaching within secondary schools for long periods of time.
- 4-Limited teaching aids in some school and absence of such materials in others.
- 5-Lack of educational entertainment and opinion expression among both teachers and learners
- 6-Overcrowded classes impeding foreign language cultural discussions
- 7-Inappropriate educational orientation of learners and their professional profile.

3.12. Conclusion

The present chapter was concerned with the presentation of the English as a foreign languageteacher professional environment. There wasan attempt tocover some basic points such as: goals of teacher education, types of teachers, teacher education implications, researchcontribution and teacher knowledge, on-line professional development and teacher’s assimilation of cognitive psychology

in order to manage EFL classrooms. The next chapter will consist of the analysis of the data and interpretations of the results.

Chapter -4-

**Methods, Data Analysis and
Interpretations of the Results’
Findings**

Chapter 4 : Methods,Data Analysis and Interpretations of the Results' Findings

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4.1. Introduction

The fourth chapter consists of defining the research tools used in order to gather the information. The data collected using two questionnaires, a Multiple Intelligence Survey and one Classroom Observation will be analyzed both quantitatively and qualitatively. The results obtained will be interpreted through figures and tables and, then, they will be discussed separately to prove the validity of the advanced hypotheses.

4.2. Definition of the Survey Questionnaire

A survey questionnaire is a traditional technique of conducting surveys in cases such as: investigating prevalence or incidence of a specific condition, collect data on people’s attitudes and behavior. It is sometimes used in situations of classical experimental design, i.e., participants are chosen randomly to form an intervention group or a control group. Survey questionnaires usually take one of the following forms:

4.2.1. Cross-Sectional

They are carried out at a very specific point in time. That is to say, the research provides the public with elements or events appropriate to a specific research population at that point of time such as: students attitudes coming to the university for the first time, likewise, to measure some teachers’ depression in case their teaching environment is not suitable to their expectations.

4.2.2. Longitudinal

They are widely used in educational research because they allow teacher researchers to observe their learners or students and collect data during a rather long period of time. They fall into two forms: cohort or trend.

4.2.2.1. Cohort Surveys

In this research technique, one single group is being observed over time. The study ‘s main objective is to track the evolution of a specific group. This kind of investigation is complex to be undertaken because the researcher confronts ‘attrition’ due to loss of participants who refuse continuing to take part in the study, some may stop participation after serious health disability or some other die or move to another city ,etc....If this prevails there will be a very small study sample by the end of the survey.

4.2.2.2. Trend Surveys

The present study relied on a trend longitudinal survey because different class groups have been observed since 2011(details in General Introduction and Chapter 1). Actually, following the progress of many factors related to CBA in secondary school education as well as measuring the degree of teacher –learner awareness as to the challenges encountered in EFL classroom communication and other competencies. A big deal needed to be tackled even if each year new third year pupils were being met. Of course, this is one of the characteristics of longitudinal trend surveys.

4.2.2.3. Correlational Surveys

They are also referred to as explanatory surveys in which the research attempts to find out the relationship between two or more variables. This causal explanatory technique using survey data may be difficult to be investigated than experimental design cases.

4.2.3. Advantages of Surveys in Research

Five main points have been selected in favour of surveys as follows:

1-Surveys have internal and external validity,i.e, random sampling methods would produce a case which is suitable or represents a specific population

being investigated yet, the results obtained could be generalized to a wider public

2-Surveys are efficient,i.e, participant recruitment is based on a randomized sampling which is rather small in size and unable to generate results analyses and conclusions about the whole population. They are considered cost- effective to investigate people’s thoughts, behavior and needs

3-Surveys cover geographically spread samples,i.e, a wide range of techniques are employed in order to access a very big number of participants using posted or web questionnaires

4-Surveys carry ethical features,i.e, the participants are not exposed to withhold treatments or invasive techniques because they are usually exposed to real-life situations

5-Surveys are flexible,i.e,they may easily mix with other techniques such as: diaries, interviews or focus groups so that to obtain more data

4.2.4. Limitations of Surveys

Like many other research tools, surveys may be subject to some hindrances,among them:

-Surveys are deeply related to the selected frame sample, i.e, the more the sample is accurate, the most the survey is representative

-Surveys do not explain people’s thoughts and behaviours,i.e,in surveys we are able to provide the reader with the number of people ‘s attitudes or behavior concerning ICTs but we cannot provide exact numbers about how many of them are for or against the spread of ICTs among school children for instance.

-Interview surveys are only as good as the interviewers asking the questions,i.e,if the interviewer is influenced by a bias or commits an error, the

whole survey may be impacted. That is why any interviewer should receive appropriate coaching on how to undertake such surveys

4.3. Types of Questionnaires

There are generally two types of questionnaires: structured and unstructured. When the two questionnaires are mixed up we get the quasi-structured questionnaire used in social sciences research

4.3.1. Structured Questionnaires

They contain pre-coded questions with well-defined skipping patterns to follow the sequence of the questions. They are used in quantitative data collection investigations because answers are consistent to facilitate analysis and management, easy to administer more than that they demonstrate less discrepancies.

4.3.2. Unstructured Questionnaires

These questionnaires include open-ended and vague opinion-type questions that are not in an interrogative format . In this situation a moderator or an enumerator plays the role of shaping the meaning of the question. Unstructured questionnaires are usually used for qualitative data collection in focus group discussions

4.4. Questionnaire Ethics

If the questions are well designed: clear, precise and asked consistently among the research population; they will probably produce meaningful results. Then, special importance should be attributed to questionnaire design taking into account the following points:

1-Questionnaires can be administered face-to-face by an interviewer , the telephone or completed independently by the participants. The distinction between these methods is important since it has deep effects on the questionnaire

design because it has a direct influence on the questionnaire design if a questionnaire is completed by the participant directly, should be clearly laid out :simple instructions and no sophisticated filters contrary to the questionnaire that is administered by the interviewer then it should be structured in such a way containing specialist concepts and formal language

2-If respondents have a low literacy level they will face difficulties to fill out the self-completion or postal questionnaire. You should think of a telephone or a face-to-face interview in situation

3-The degree of the response rate is guided by the motivation of the participants especially when they return to you a postal survey quickly

4-The availability of research tools and resources help in reducing time constraints, i.e, you may take six months interviewing 500 people while another researcher will easily use a postal survey of the same number of respondents.

5-You are not required to undertake too much efforts because there are many ready questionnaires and scales used to measure peoples’ satisfaction about food ads or reckon how many people buy imported products.

4.4.1. Advantages of the Questionnaires

There are some points about the questionnaires which are considered positive to help the researcher collect data such as:

1-All the data collected are standardized so easy to be analysed

2-The researcher is able to obtain information from a large target population

3-Using questionnaires permits an immediate or long-term comparison with other studies and surveys in the same topic

4-Questionnaires lead to honest/credible answers because the respondents’ anonymity is protected

5-On-line questionnaire surveys are rather spread and not expensive

6-In case respondents are endowed with balanced skills, one individual can do the whole process

4.4.2. Limitations of the Questionnaire

There are some points that are considered negative or disadvantageous concerning questionnaires as follows:

- 1-Many misconceptions of questions formulation in self-completed questionnaires so answers may become inaccurate
- 2-A pilot questionnaire should be tested on a restricted respondent percentage before reaching the whole research population
- 3-Absence of competition leads to weak answer rate
- 4-Sometimes a prize may be thought of as an incentive to encourage participants answer the questions
- 5-Questionnaires are most of the time expensive and time consuming
- 6-Designing, elaborating, distributing and analyzing a questionnaire is sophisticated.
- 7-Quantitative data may not be sufficient to answer all your questions so you will need to use ‘focus groups’ or ‘in-depth interviews’

4.5. Analysis of Teachers’ Questionnaire

In the present investigation we have tried to reach the appropriate number of secondary school teachers. The purpose was to collect practical data to enrich our work. A number of **30 teachers** (**18 females** and **12males**) accepted to answer the questionnaire divided into 7 parts. We have distributed (see Appendix -1- /Page- -) in six (06) secondary schools which have been chosen as already mentioned in the General Introduction. The following table represents the number of teachers and their gender:

Number of teachers	Female	Percentage	Male	Percentage
30	18	60 %	12	40 %

Table 4.3.Description of the Number of Teachers according to their Gender

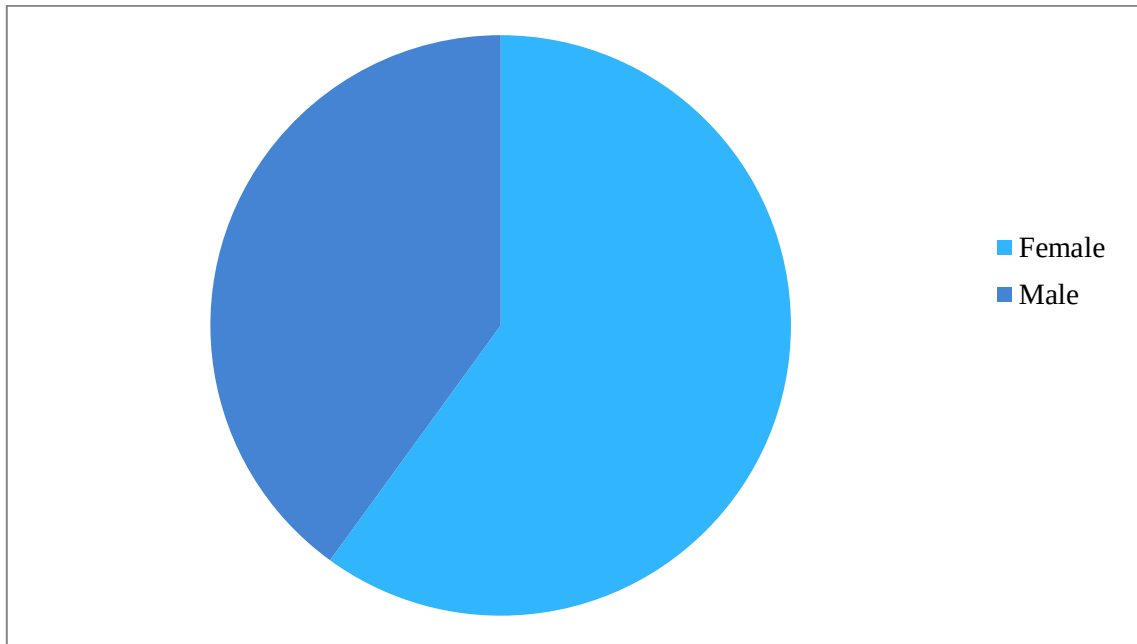


Figure 4.3. Teachers' Gender

4 .5.1. Professional Background

- Questionn°1

When did you graduate from the university?

Table 4.3.2 describes the number of teachers, the years of their graduation as well as their gender. Four teachers (**6F+ 2M**) graduated in **1992**, ten (10) teachers (**6F+4M**) graduated in **1997**, six (6) others (**3F+3M**) graduated in **2007** while six others (**4F+2M**) graduated in **2010**. Refer to the following table:

Graduation Year	Female(F)	Percentage	Male(M)	Percentage
1992	6	75 %	2	25 %
1997	6	60 %	4	40 %
2007	3	50 %	3	50 %
2010	4	66,66 %	2	33.33 %

Table 4.3.1 Teachers' Gender Graduation Percentage

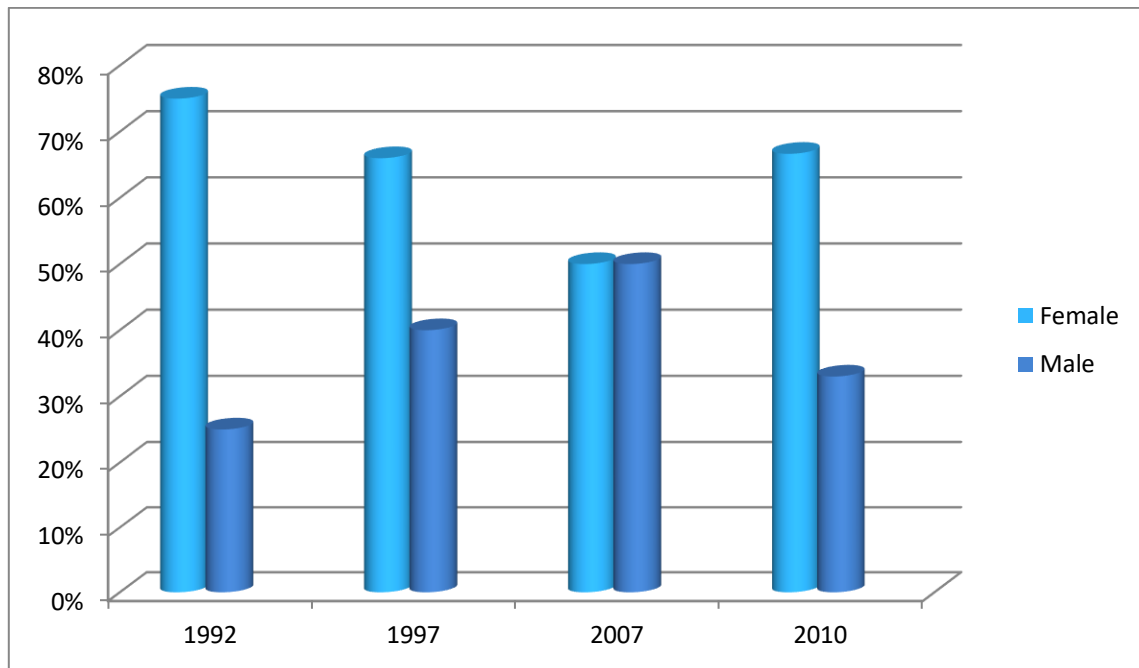


Figure 4.3.1. Teachers' Graduation Year Percentage

The figure 4.1.2 above shows that 18 teachers ,representing 60% of the whole participants number which is 30 teachers, graduated in the 1990s while 12 others, representing 40% of the target respondents graduated from the university in 2007 and 2010.

- Questionn°2

What is /are your qualifications(s)/degree(s)

The qualifications of the 30 selected teachers are clarified in the Table 4.3.4 below. There are 25 teachers representing 83.33% having a Licence degree in English (PES), 4 of them representing 13.33% hold a Master in Didactics and 1teacher representing 03.33% has a Magister in TEFL and Educational Psychology

Teachers' Qualifications	Respondents Number	Percentage
Licence in English	25	83.33 %
Master in Didactics	4	13.33 %
Magister in TEFL	1	03.33 %

Table 4.3.2 Representation of Teachers' Qualifications

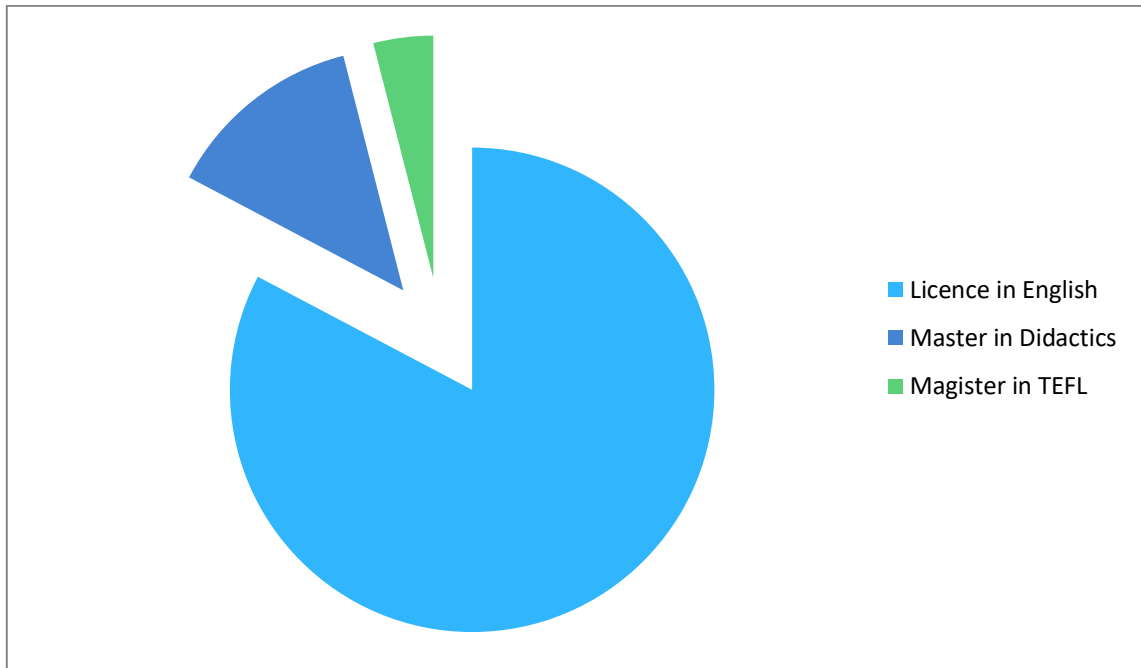


Figure 4.3.2.Teachers’ Qualifications Percentage

There are 25 teachers 83.33%, among the 30 involved in the present study, who hold a Licence Degree in English Language, 4 others 13.33 % have a Master Degree in Didactics while 1 teacher 3.33 % holds a Magister in TEFL

- Question n°3

When did you start teaching English language?

Teaching Year	Respondents Number	Percentage
1992	4	13.33 %
1994	4	13.33 %
1997	6	20 %
1999	4	13.33 %
2007	6	20 %
2010	4	13.33 %
2012	2	06.66 %

Table:4.3.3.Description of Years and Percentages Respondents’ started Teaching

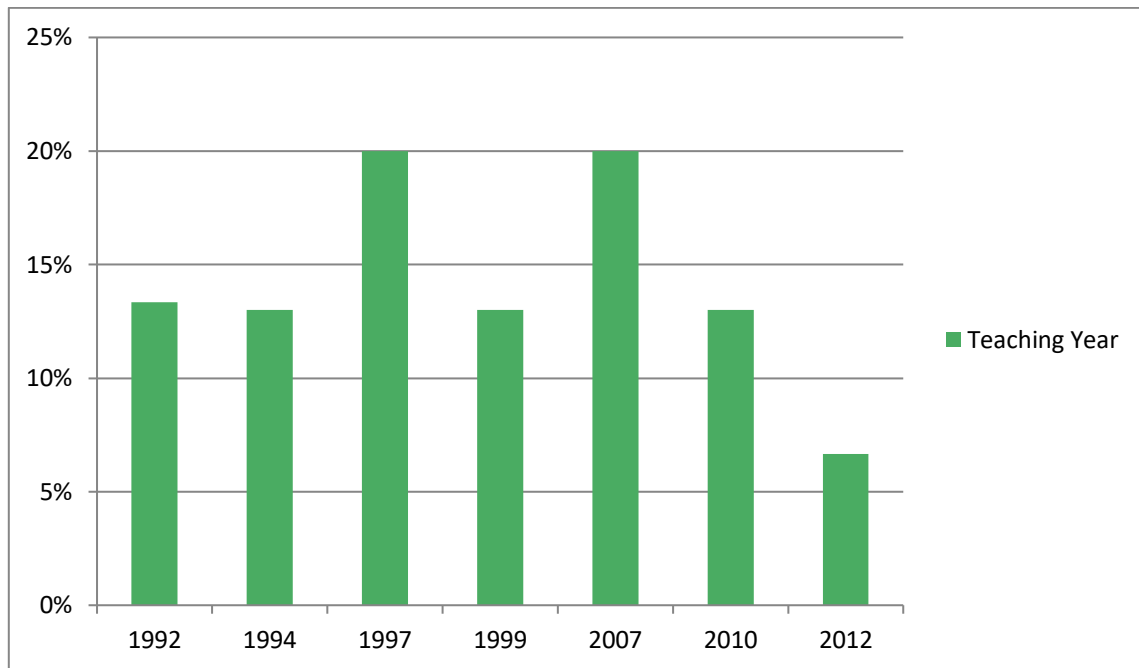


Figure 4.3.3. Representation of the Years Respondents began Teaching

The cited Fig 4.3.3 is about when the 30 targeted teachers began teaching. **Four** teachers representing 13.33% who graduated in 1992 started teaching English language in the same year but the **four** others representing 13.33% started teaching in 1994. **Six** teachers representing 20% who graduated in 1997 began teaching in 1997 while the **four** others representing 13.33% started teaching English in 1999. **Six** teachers representing 20% began teaching in 2007 and four representing 13.33 % among the teachers who graduated in 2010 started teaching English in the same year while **two** representing 06.66 % started teaching in 2012.

- Question n° 4

How long have you been teaching English?

Teachers' Experience	Respondents Number	Percentage
5 and 10 years	4	13.33 %
10 and 15 years	6	20 %
More than 15 years	16	53.33 %

Table 4.3.4. Percentage of Teachers' Experience

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Table 4.3.4 is concerned with the 30 teachers professional experience which was analysed as follows: 4 teachers representing 13.33 % have an experience between 5 and 10 years, 6 of them, that is, 20 % have a teaching experience from 10 to 15 years and 16 others representing 53.33 % have more than 15 years experience.

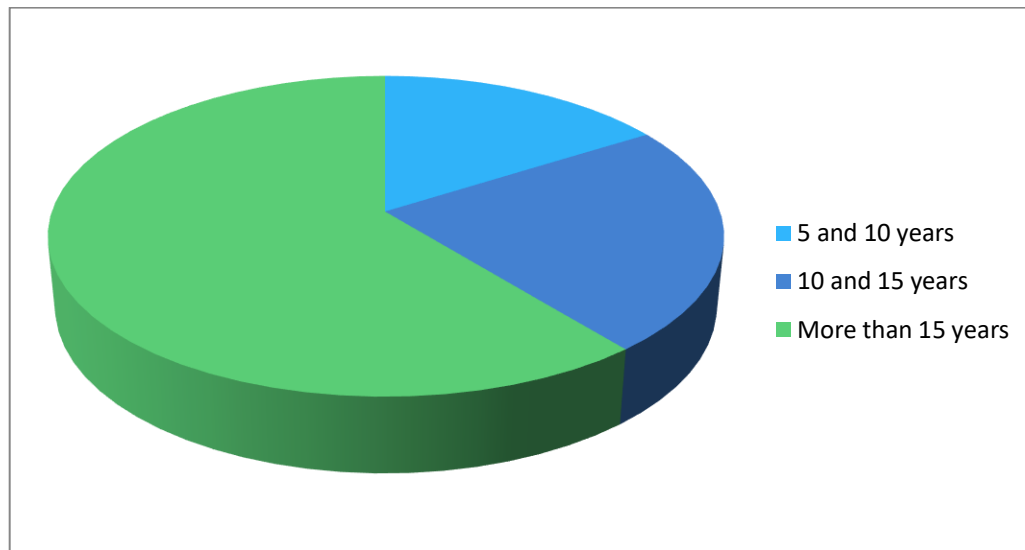


Figure 4.3.4. Representation of Teachers ‘Experience

Four teachers among the thirty questioned have an experience between 5 and 10 years 13.33 % while six of them 20 % have an experience between 10 and 15 years but 16 others 53.33 % have more than 15 years teaching experience. None of the teachers selected has less than 5 years teaching experience as shown in Figure 4.3.5.

- Questionn°5

What is the approximate number of pupils in your classes?

Number of Pupils per/ class	Respondents Number	Percentage
Between 25 and 35	12	40 %
Between 35 and 45	18	60 %
Less than 25	00	00 %

Table 4.3.5. Description of the Number of Pupils Per/Class.

The number of pupils in classes was represented in the form of a table. The number of learners in some classes varied between 25 and 35 according to 12 teachers representing 40% of the selected participants, 18 others representing 60% of the research population answered that their classes’ number was between 35 and 45 pupils. Whereas none of the questioned teachers answered that any of their classes had less than 25 pupils.

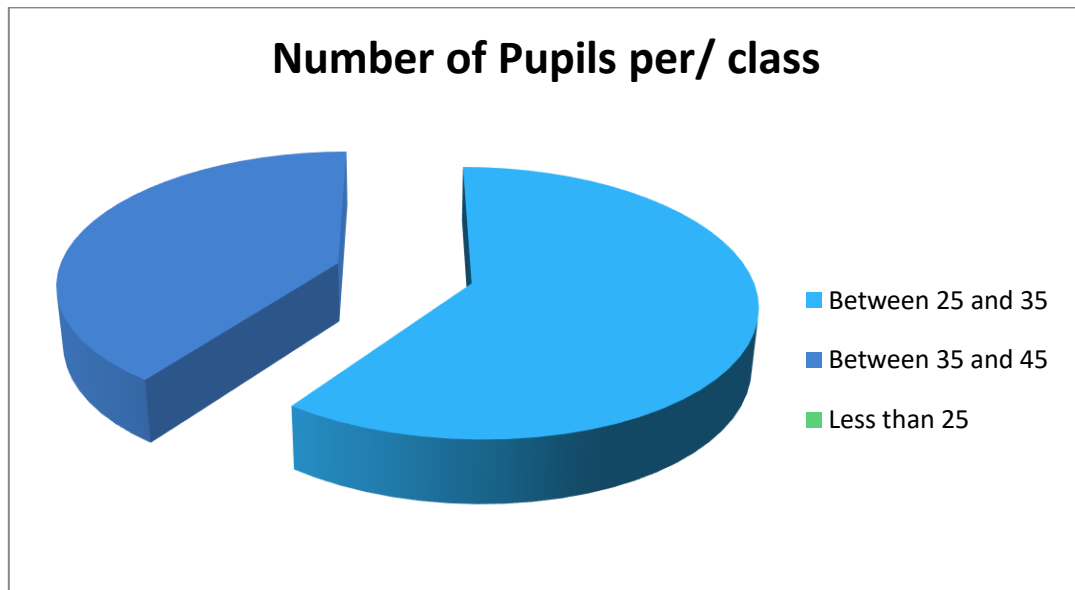


Figure 4.3.5.Representation of Pupils ‘Number Per/Class

Figure 4.3.5 puts a clear distinction concerning the three categories referring to the number of pupils in the classes as specified by the participant teachers.

- Question n° 6

Does the number of pupils per/class influence the quality of your lesson presentation and your learners ‘classroom participation?

Influence of Pupils’ Number	Respondents Number	Yes	No
Lesson Presentation	30	100 %	00 %
Pupils’ Participation	30	100 %	00 %

Table 4.3.6. Description of Influence of Number of Pupils Per/Class on Lessons

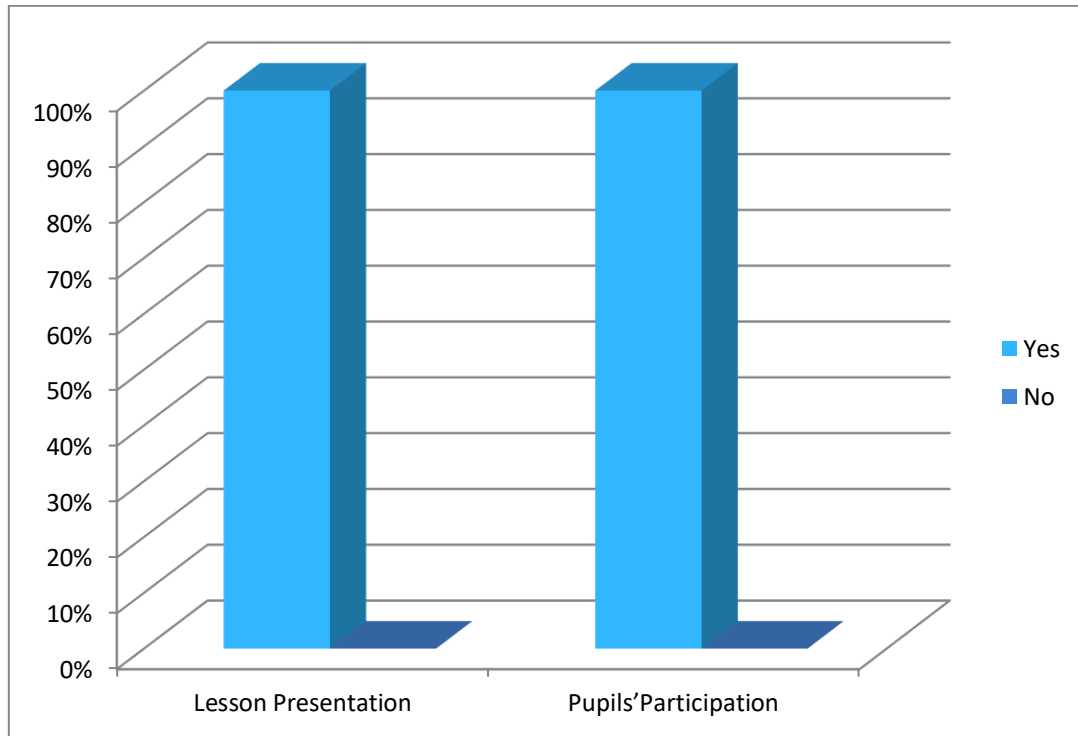


Figure 4.3.6. Percentage of Lesson Presentation and Lesson Participation

Table 4.3.6 is about whether the number of pupils per/class influenced teachers’ lesson presentation and their pupils’ classroom participation. Primarily, the 30 selected teachers representing 100% answered with ‘Yes’ for both items.

- Question n°7

Have you benefited from any training during your career?

Teacher Training	Respondents Number	Percentage
Local Seminars and Study Days	26	86.66 %
Regional Seminars Study Days	4	13.33 %
International Seminars	00	00 %

Table 4.3.7. Teachers’ Answers Concerning whether they benefited from Coaching

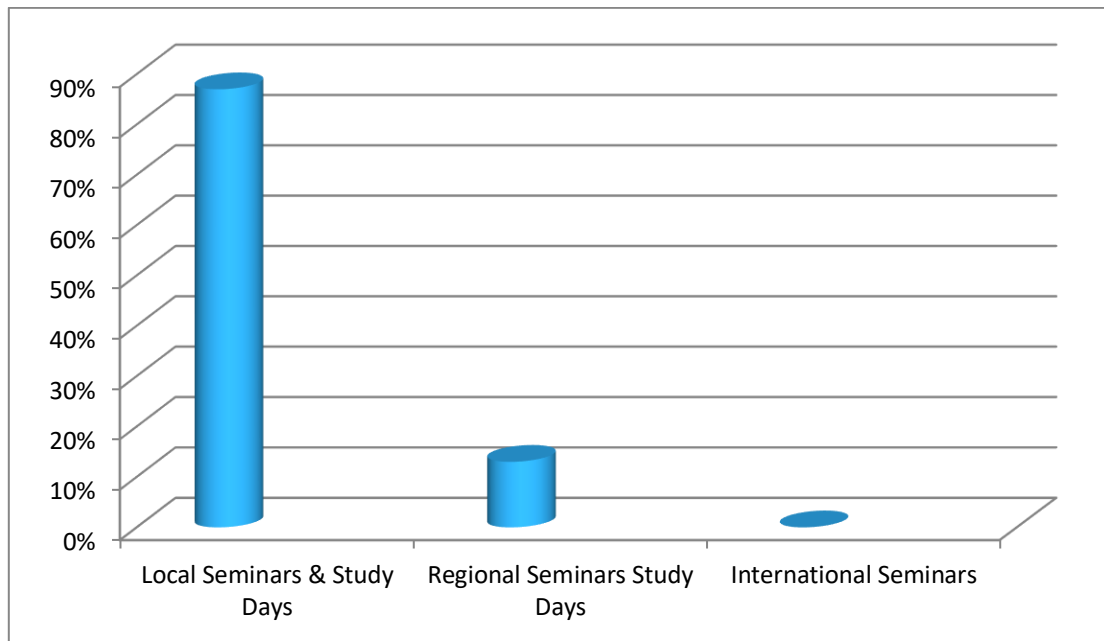


Figure 4.3.7. Percentage of Teachers’ Participation in Seminars

This Figure 4.3.7 describes clearly through three bars the percentages of the 30 teachers who were involved in the present study. 26 teachers are located between 80% and 90% while 4 of them can be read between 10% and 20% on the figure.

Table 4.3.7 consists of teachers’ academic career training. 26 teachers representing 86.66 % of the total research population attended local seminars and study days, only 4 of them, i.e, 13.33% participated in regional seminars and study days but none of them benefited from an international training.

- Question n°8

Are you concerned with your pupils ‘learning’?

Interest in Pupils’ Learning	Respondents Number	Percentage
I am always concerned	18	60 %
I am sometimes concerned	8	30 %
I am rarely concerned	4	13.33 %
I am never concerned	00	00 %

Table 4.3.8. Description of Teachers’Concern about their Pupils’ Learning

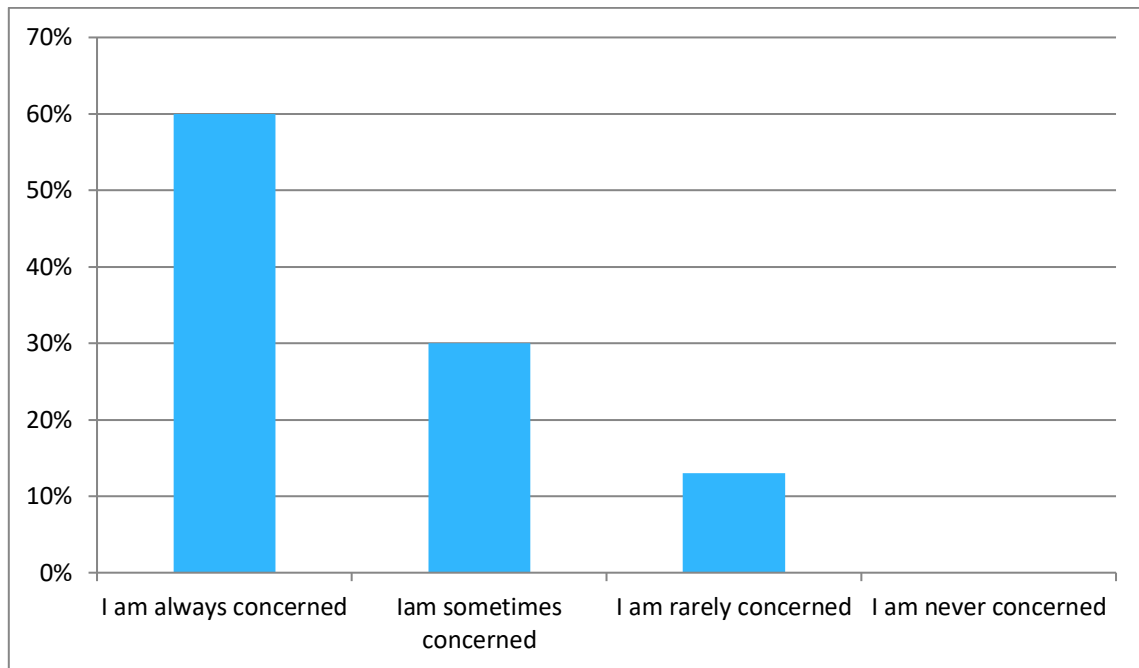


Figure 4.3.8Percentage of Teachers’ Concern with their Pupils’ Learning

Table 4.3.8 is about the question of teachers’ interest in their pupils’ learning. 18 of them representing 60% of the number of the selected teachers admitted that they were always interested in their pupils learning, 8 others ,i.e, 30% answered that they were sometimes interested in their pupils’ learning and only 4 teachers ,that is, 13.33 % answered that were rarely interested about their pupils learning. Yet, no one of the teachers answered that they were never interested in their pupils learning.

- Question n° 9

Are you interested in pupils’ family problems ?

Interest in Pupils’ Family Problems	Respondents Number	Percentage
I am always interested	10	33.33 %
I am sometimes interested	6	20 %
I am rarely interested	11	36.66 %
I am never interested	3	10 %

Table 4.3.9.Teachers’ Answers Percentages about their Interests in their
Learners’ Family Problems

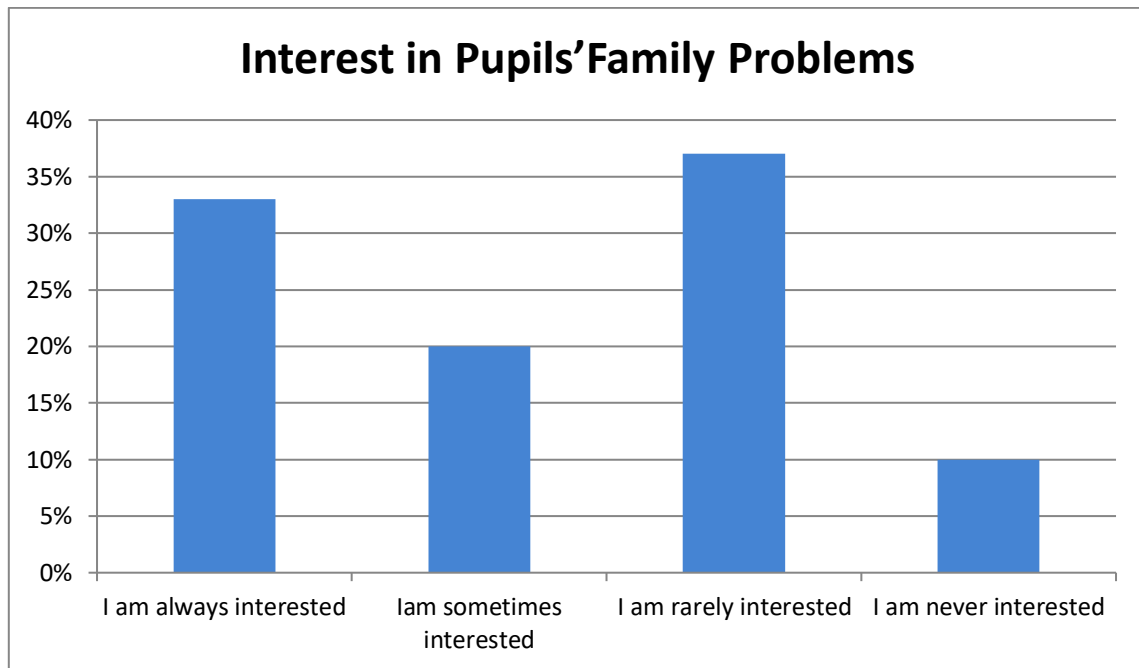


Figure 4.3.9. Teachers' Interests Percentage in their Pupils' Family Problems

Table 4.3.9 shows a clear teachers' attitude towards their learners 'family problems. 10 of them representing 33.33 % answered that they were always interested in their pupils'family problems , 6 teachers representing 20 % answered that they were sometimes interested in their pupils family problems ,however, 11 others representing 36.66 % of the whole number mentioned that they were rarely interested in their pupils family problems. Throughout Table 4.3.10 we notice that only 3 teachers 10% have answered that they never cared about their pupils family problems.

Figure 4.3.10 shows the clear difference between teachers concerning Question-9-Are you interested in your pupils family problems? The bar "I am rarely interested" is higher than "I am always interested" bar. The former is located between 35% and 40 % in the vertical line and the latter is located between 30 % and 35 % in the same line. But the two other bars in the same figure are located in 20 % for "I am sometimes interested" and 10 % for "I am never interested" in the same vertical line.

- Question n°10

How do you locate your pupils ‘class difficulties to follow your lesson?

Pupils’Class Difficulties	Respondents Answers	Percentage
Through daily class work	14	46.66 %
Through periodical Testing	12	40 %
Through homeworks	4	13.33 %
Other	00	00 %

Table 4.3.10. Representing Teachers’ Answers on Pupils Class Difficulties

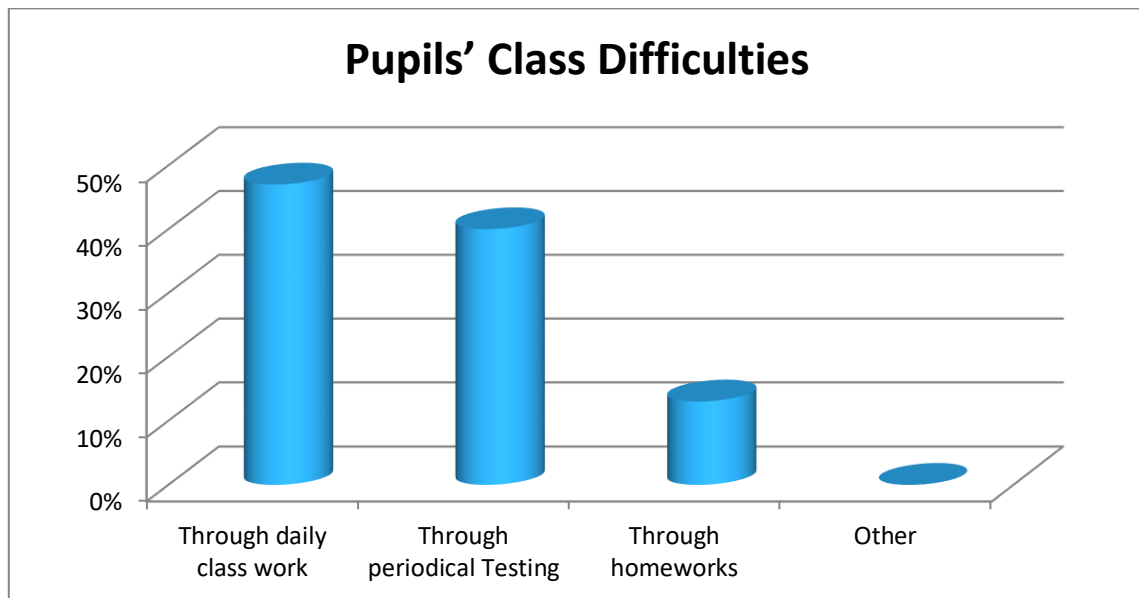


Figure 4.3.10. Percentage of Locating Pupils’ Learning Difficulties by Teachers

The analysis of Table 4.3.11 about the question “How do you locate your pupils’ class difficulties to follow your lesson” shows that 14 teachers representing 46,66% answered “through daily class work”, 12 others representing 40% of the whole teachers answered “ through periodical testing” and 4 respondents representing 13.33% answered “through homeworks”.

In Figure 4.3.11 we can see that the bars ‘percentages are represented in a gradual way according to the teachers’ answers to the question n°10 .

- Question n° 11

How do you help your pupils to participate in class ?

Help Pupils Participate in Class	Respondents Answers	Percentage
Designate PPs at random	8	26.66 %
Call PPs names using class lists	8	26.66 %
Designate good PPs only	8	26.66 %
Designate PPs who raise their hands to answer questions	6	20 %

Table 4.3.11.Teachers Attitudes towards Pupils ClassParticipation

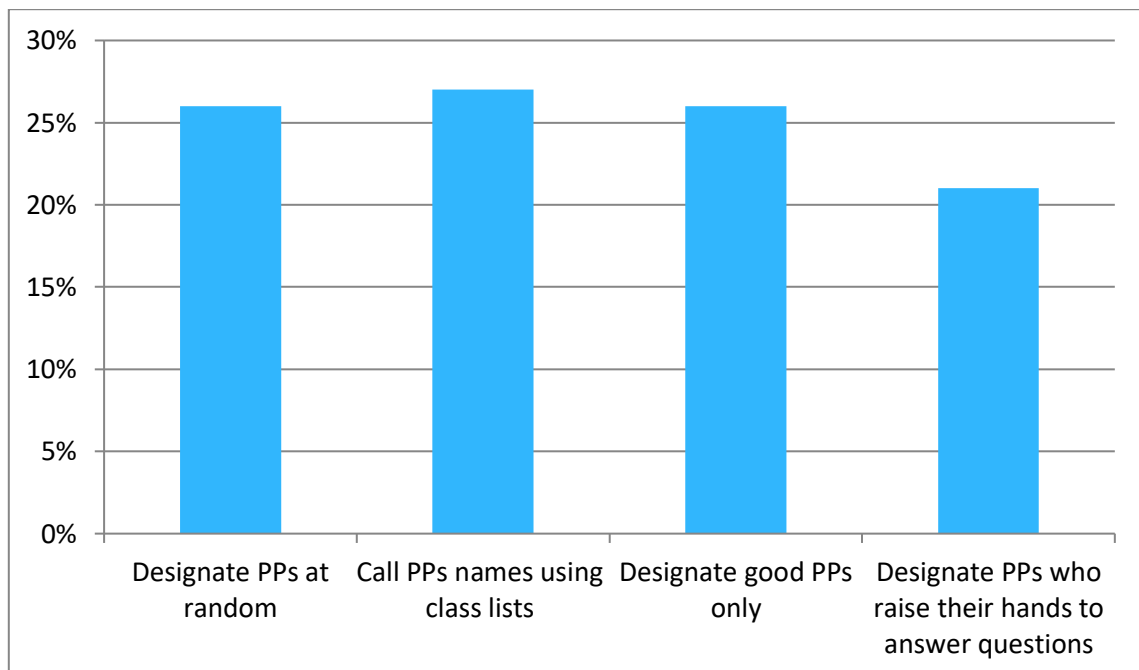


Figure 4.3.11.Percentage of how Teachers help Pupils’ Participate in Class

The data obtained from Table 4.3.12 show that the answer to the question “ How do you help your pupils to participate in class? 8 teachers among the 30 pupils selected for the study who represent 26.66 % answered the question by “designate pupils at random and the same number of teachers answered “ call pupils’names using class lists “ and “designate good pupils only” but 6 others representing 20% answered by “designate pupils who raise their hands to answer questions”

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As can be seen from Figure 4.3.12 the bars about the answers “designate pupils at random “, “ call pupils’ names using class lists” and “ designate good pupils only” are located at the same level on the vertical line which is between 25 % and 30% . Besides, the fourth bar of the answer “ designate pupils who raise their hands to answer the questions” is represented at a lower level than the three first ones ,that is, between 20% and 25 % the vertical line of the bar –graph.

- Question n°12

Do you face disruption problems in your classes?

Facing Disruption Problems	Respondents Answers	Percentage
I always face.....	14	46. 66 %
I sometimes face.....	10	33. 33 %
I rarely face.....	6	20 %
I never face.....	00	00 %

Table 4.3.12. Description of Teachers Answers Confirming Class Disruption

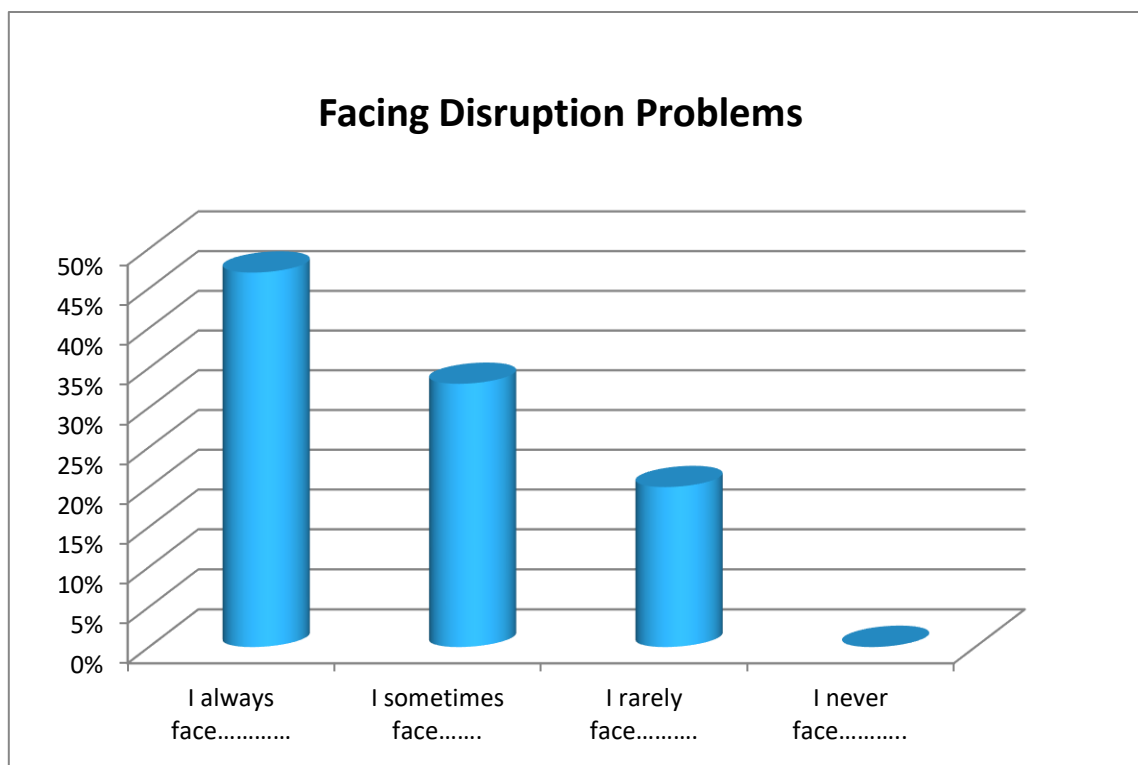


Figure 4.3.12. Percentage of whether Teachers face Discipline Problems in Class

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Table 4.3.12 about the question “Do you face disruption problems in your classes?” indicates that 14 teachers, that is, 46.66% answered that they always faced disruption problems in their classes ; 10 others representing 33.33% answered that they sometimes faced disruption problems in their classes but only 6 teachers among the selected ones who represent 20 % answered that they rarely faced disruption problems in their classes. The table also shows that no teacher mentioned that they have never faced disruption problems in their classes.

The question was clearly analysed through Figure 4.3.12. The bars denote a gradual description of the percentages linked with the teachers’ answers to the question “Do you face disruption problems in your classes ?” from the highest on the left to the lowest bar on the right.

- Question n°13

How do you handle disruptive pupils in your classes ?

Handle Disruptive Pupils	Respondents Answers	Percentage
Inform administration staff	12	40 %
Call pupils’parents	8	26.66 %
Talk to disruptive pupils	6	20 %
Ignore disruptive pupils	4	13.33 %

Table 4.3.13. Teachers Behaviour in Case of Learners Discipline Problems

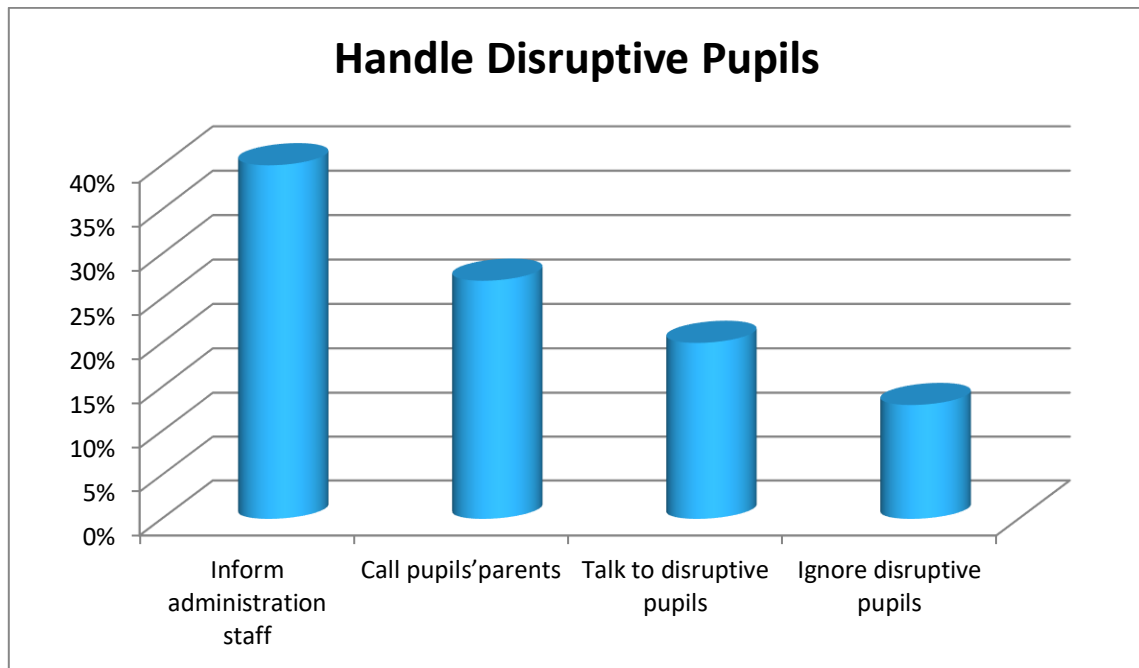


Figure 4.3.13. Percentage of how Teachers handle Discipline Problems in Class

The most significant finding from Table 4.3.13 was that the majority of the questioned teachers attempted to solve the classroom disruption issue by “informing the administration staff” as 12 of them 40 % did, while 8 others 26.66% “call pupils parents” and 6 informants 20 % only “talk to disruptive pupils”. Yet, 4 teachers among the whole population 13.33 % “ignore disruptive pupils”.

The most attractive aspect about Figure 4.3.13 about handling disruptive classroom situations is the steady decreasing dimension of the bars from right to left : the first bar shows 40% of the teachers’ answer, the second bar shows 26.66% to 30% , the third one denotes 20 % and the fourth one in located between 10 % and 15 %.

C/Parents ‘Involvement in theirChildren’s Education

- Question n° 14

Do you think that parents should be involved in their children’s learning process?

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Parents' Involvement in their Children's Schooling	Respondents Answers	Percentage
Yes	18	60 %
No	12	40 %

Table 4.3.14. Teachers Confirming Parents Participation in their Children's Learning

The majority of the questioned teachers 18 representing 60% answered by YES that the parents should be involved in their children's schooling by while 12 others 40% answered by NO according to them many parents come to visit school by the end of the year only or when their children obtain "low" grades in order "to fight with teachers"

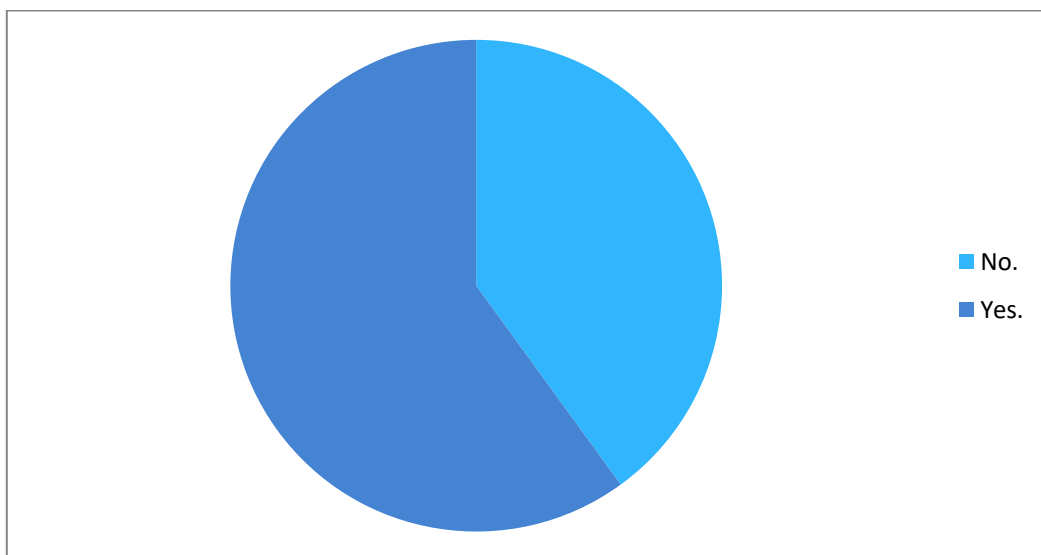


Figure 4.3.14.Percentage of Parents' Involvement in their Children's Schooling

Figure 4.3.14 **18/30** teachers 60% put a cross in "YES" Box and **12/30** others 40% put a cross in "NO" Box to answer the degree of parents involvement in their children's academic achievement.

- Question n°15

Do parents keep in touch with you in order to enquire about their children's school results?

Parents keep in touch with teachers	Respondents Answers	Percentage
They always do	4	13.33 %
They sometimes do	8	26.66 %
They rarely do	10	33.33 %
They never do	8	26.66 %

Table 4.3.15.Rate of ParentsEnquiry about theirChildren’s Schooling

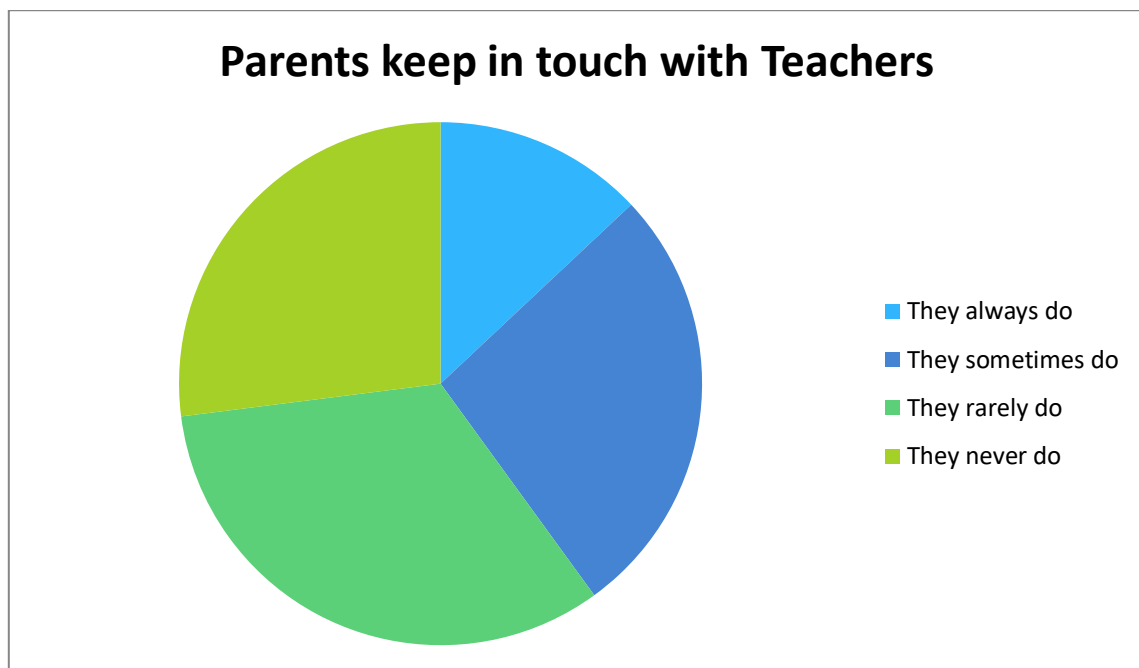


Figure 4.3.15. Percentage of Parents keeping in Touch with Teachers
Concerning their Children’s School Results

4/30 teachers 13.33% put a cross in “They always do” Box, 8/30 others 26.66% put a cross in “They sometimes do” Box, 10/30 other ones 33.33% put a cross in “They rarely do”Box and 8/30 other respondents 26.66 % put a cross in “They never do” Box

C/Teacher’s In-service Training Knowledge

- Question n°16

What is your primary conception of CBA (Competency-Based Approach)?

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CBA Conception	Respondents Answers	Percentage
No big difference between CBA and previous methods	12	40 %
CBA is interesting but for small groups	8	26.66 %
We just teach the programme	6	20 %
We have studied CBA and we did many research papers on it	4	13.33 %

Table 4.3.1. Description of Teachers' Conception of CBA

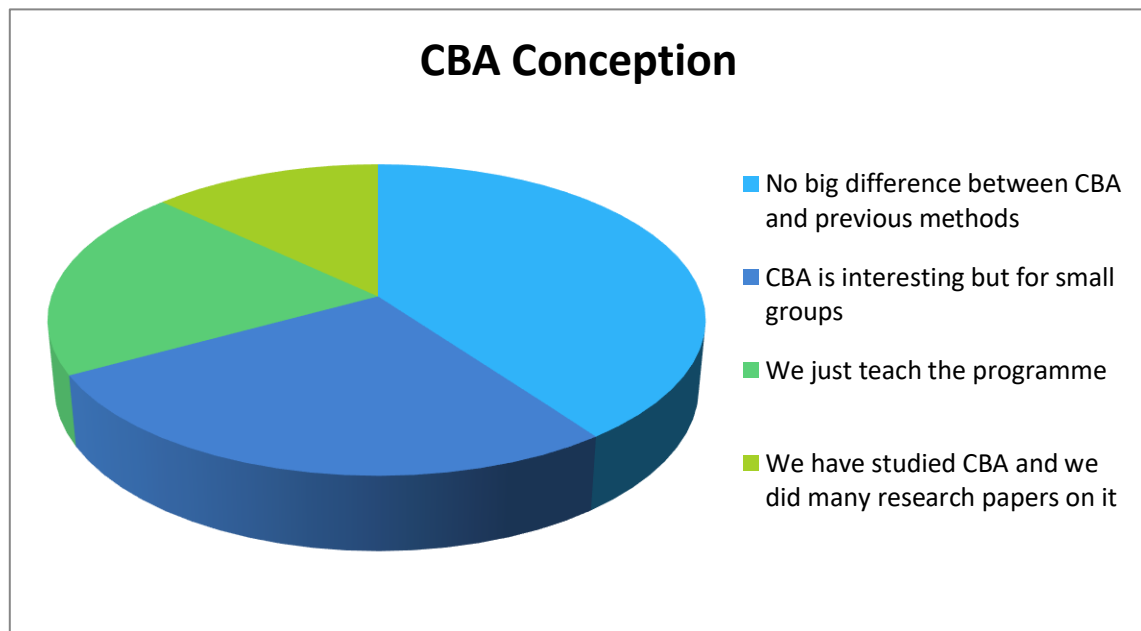


Figure 4.3.16. Representation of the Teachers 'Different Opinions about CBA

Table 4.3.16 was elaborated in order to show teachers' responses to the Question "What is your primary conception of Competency-Based Approach?. 12 teachers 40% answered that there was not a big difference between CBA and the previous teaching methods and approaches, 8 others 26.66 % added that CBA was interesting but for small groups ", and 6 teachers 20 % said that they just taught the programme they were given without thinking of the new approach but 4 teachers 13.33% admitted that they have already studied this new method at the university and that they did many research papers on it.

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The amount of the whole teachers' answers to Question -16- is well represented in Figure 4.3.16 because the colour distribution facilitates making the distinction between the gradual teachers' answers to the given question.

- Question n°17

Have you benefited from any psycho-pedagogical formation about the new teaching approach ?

Psychopedagogical Formation	Respondents Answers	Percentage
Yes	30	100 %
No	00	00 %

Table 4.3.17. Teachers have not been prepared for the New Approach CBA

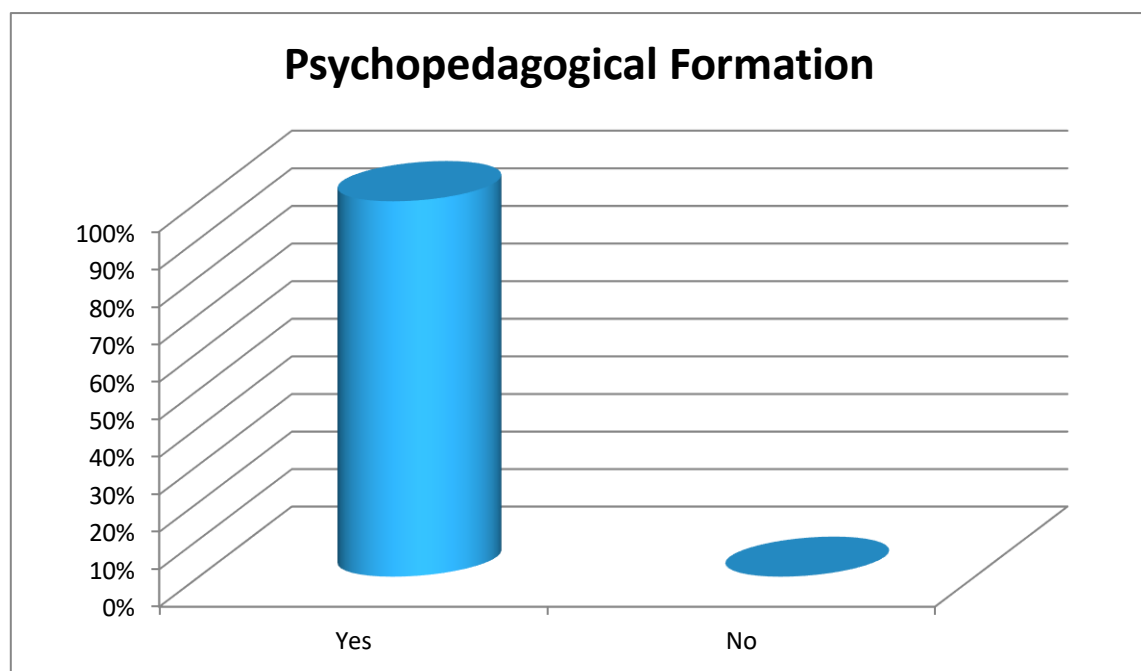


Figure 4.3.17. Percentage of Teachers' Answer to Pedagogical Formation about CBA

The most important finding represented in Table 4.3.17 concerning Question-15- was that the 30 teachers 100 % selected for the study benefited from a psycho-pedagogical formation about CBA (Competency-Based Approach) but they actually made a remark that such coaching was not sufficient

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and that some of it was not interesting at all because it does not suit their needs as well as theirs.

- Question n°18

How did you feel when your teaching suddenly shifted from CLT to CBA ?

Shift from CLT to CBA	Respondents Answers	Percentage
At the beginning, CBA was not clear many teachers opposed it	18	60 %
We didn't teach under CLT but we learned at the university about CBA	12	40 %

Table 4.3.18. Teachers' Attitude towards the New Teaching Approach

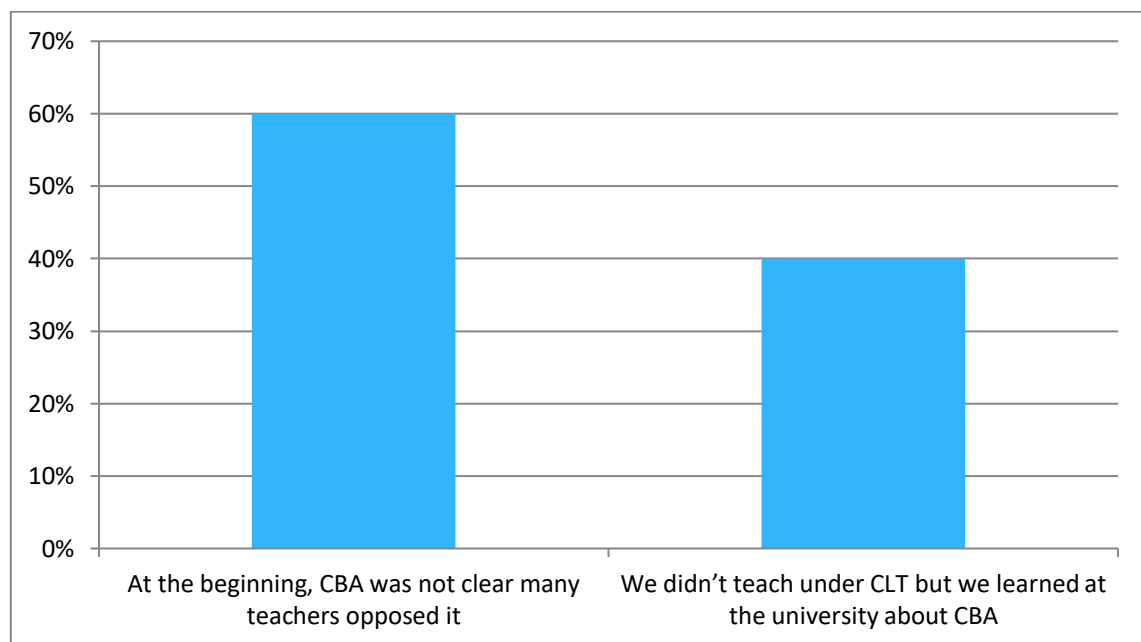


Figure 4.3.18. Representatin of the Teachers' Attitudes when Moving from CLT to CBA

The attitudes of teachers concerning their shift from CLT to CBA are clearly described in **Table 4.3.18**. The number of teachers who expressed their

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first opinion was 18 that is 60% ,they wrote “ at the beginning things were not clear ,we did not have an idea about how to prepare a lesson , during a seminar many teachers opposed the new approach because its objectives were ambiguous or that they were not appropriate to the Algerian school, some of us wanted to know the difference between communicative teaching and competency teaching,.....” and 12 others40%answered “ we didn’t teach using CLT but we have some knowledge about it but we think CBA requires the use of some technologies ‘Internet” to make learners closer to the external world , we have learned that CBA tests learners’ competencies in English and other subject matters, CBA helps the teachers to guide learners build their knowledge, communicate in English and be autonomous learners”

There are two bars represented in **Figure 4.3.18** which show the percentage of teachers opinions about shifting from teaching using CLT to teaching using CBA. The 18 teachers who graduated in 1992 and 1997 who represent 60% of the whole selected population taught under both CLT and CBA, however, 12 teachers who graduated in 2007 and 2010 representing 40% started teaching using CBA only since such approach was introduced in our schools in 2003.

- Question n° 19

Does the Integration Situation make learners do personal work?

Importance of Integration Situation	Respondents Answers	Percentage
It always does	6	20 %
It sometimes does	6	20 %
It rarely does	10	33.33 %
It never does	8	26.66 %

Table 4.3.19. Representation of the Importance of the Integration Situation in Language Classes

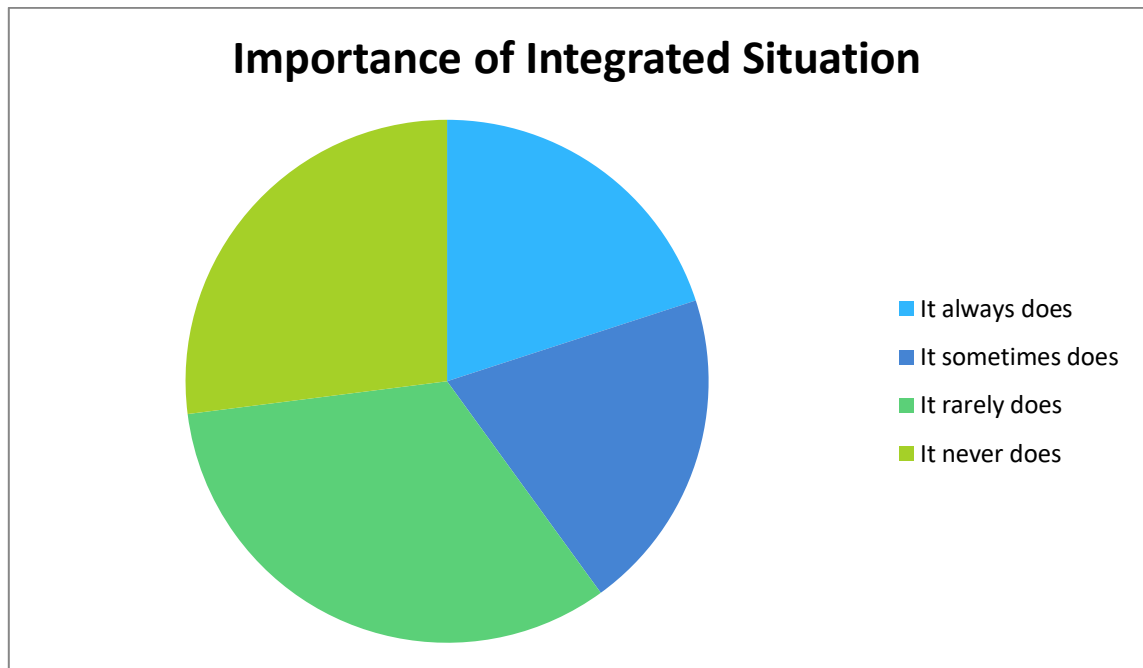


Figure 4.3.19. Representation of the Importance of the Integration Situation in Language Classes

In response to Question -19- about the learners personal work and the Integration Situation, 6 respondents 20 % from the 30 teachers selected for the present study have answered that “it always did”, 6 others 20% precised that “it sometimes did” and 10 teachers 33.33 % answered that “it rarely does” but 8 respondents 26.66 % confirmed that “ it never did”

The answers of the teachers to the question: Does the Integration Situation make learners do personal work? are clearly presented in Figure 4.3.19 in coloured pie-chart.

- Question n° 20

What is your opinion concerning the Third Year Secondary School Textbook” New Prospects”?

Textbook Format	Respondents Answers	Percentage
Inappropriate	15	50%
Appropriate	10	33.33 %
Interesting	3	10 %
Uninteresting	3	10 %

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Textbook Content	Respondents Answers	Percentage
Interesting	14	46.66 %
Unpractical	8	26.66 %
Uninteresting	4	13.33 %
Uninnovative	4	13.33 %
Textbook Programme	Respondents Answers	Percentage
Practical	6	20 %
Unpractical	8	26.66 %
Uninteresting	10	33.33 %
Uninnovative	6	20 %
Learners’ Assimilation	Respondents Answers	Percentage
Appropriate	6	20 %
Inappropriate	7	23.33 %
Interesting	10	33.33 %
Uninteresting	7	23.33 %

Table 4.3.20. Detailed Teachers’ Opinions about Textbook« New Prospects »

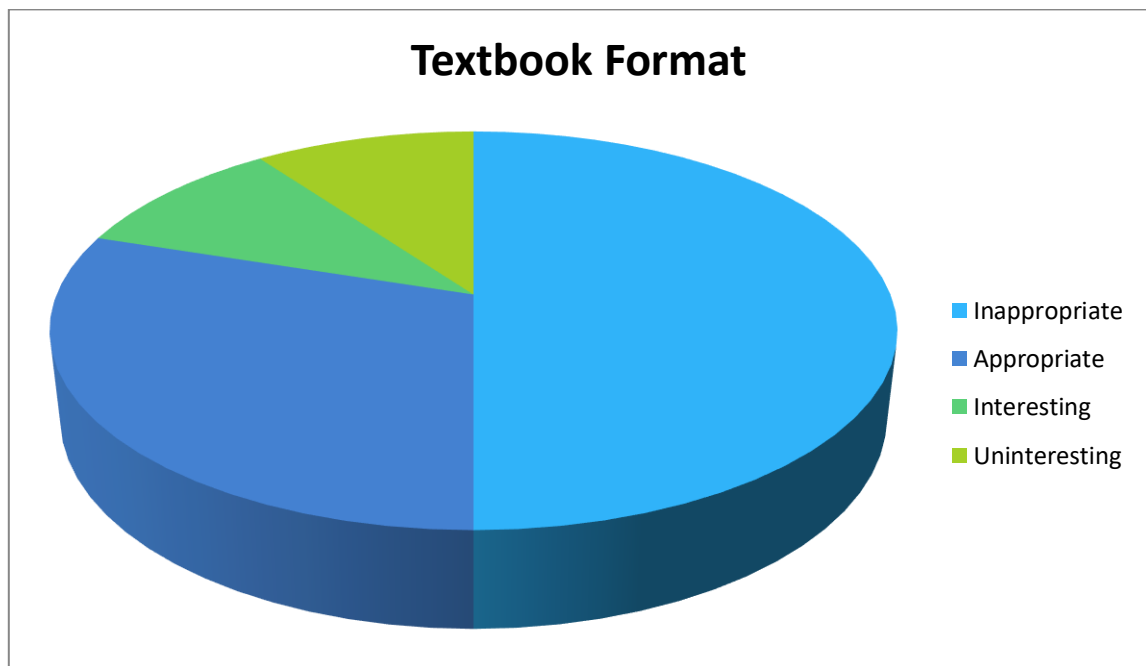


Figure 4 .3.20. Representation of Teachers’ Answer to Textbook Format

From Fig 4.3.20 we notice that half of the selected teachers 15 that is 50% found that the textbook format « inappropriate », 10 teachers 33.33% found it appropriate ,3 others 10% answered that the format was interesting but 3 others 10 % answered that it was uninteresting.

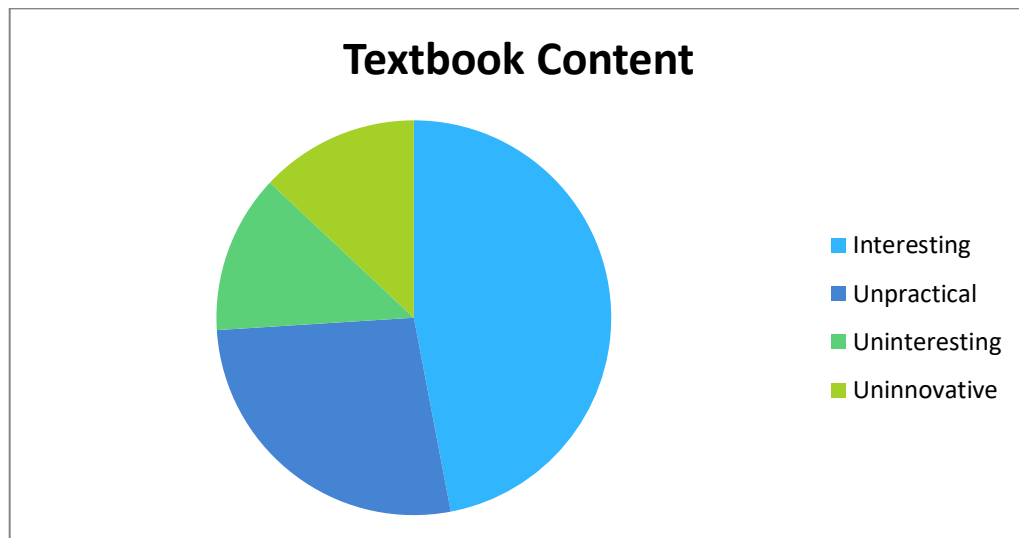


Figure 4.3.21.Representation of Teachers’ Answers to Textbook Content

From Fig 4.3.21 we deduce that 14 teachers 46.66 % have answered that the textbook’s was interesting , 8 others 26.66 % answered that it was unpractical, 4 respondents 13.33% answered that the content was uninteresting so did 4 others 13.33 % by confirming that the textbook content was uninnovative.

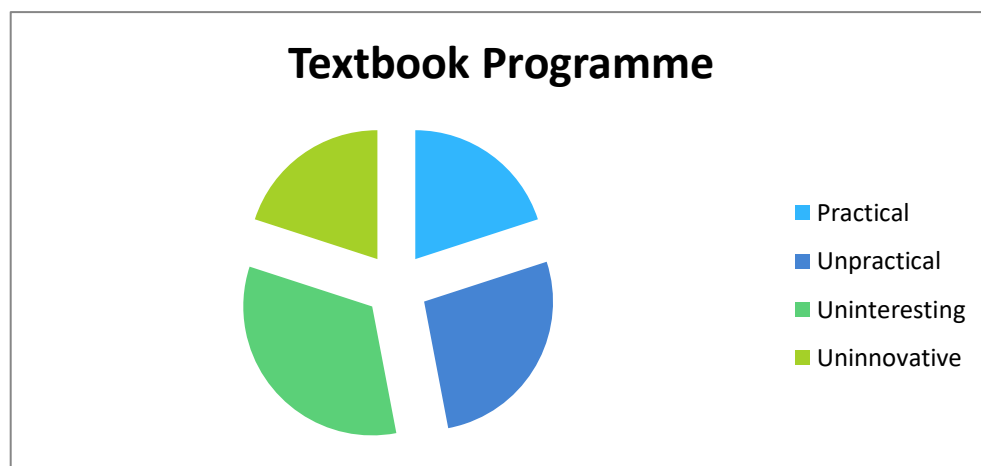


Figure 4.3.22. Representation of Teachers’ Answers to the Textbook Programme

The data in Figure 4.3.22 show that 6 teachers 20% among the selected ones have answered that the textbook programme was practical , 8 others 26.66 % answered that the programme was unpractical and 10 respondents 33.33 % answered that the textbook programme was uninteresting . Yet, 6 teachers 20% have mentioned that the programme was uninnovative.

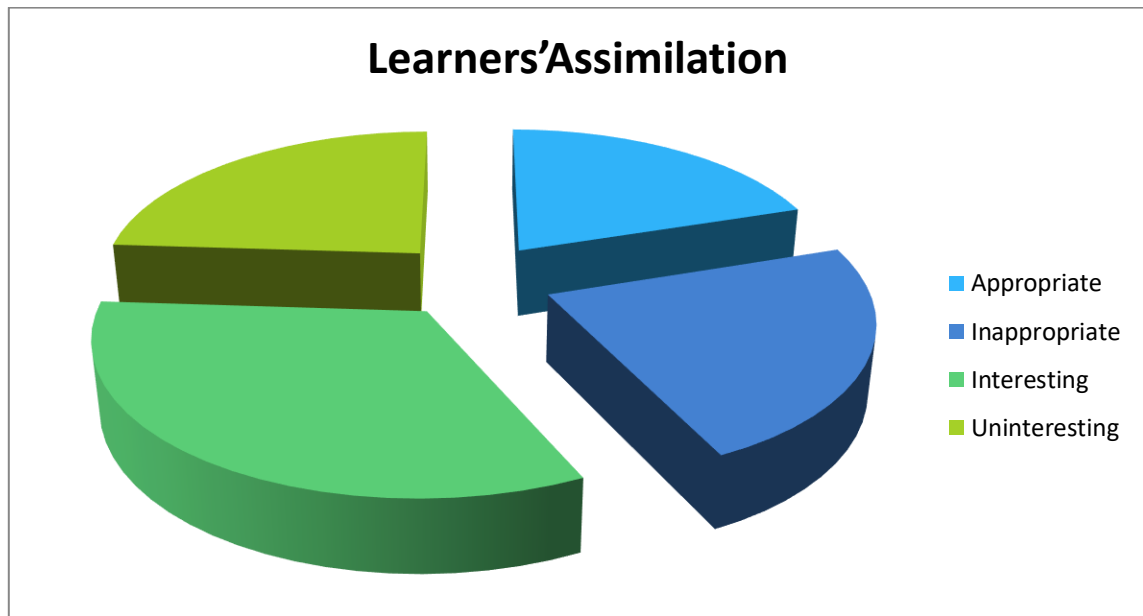


Figure 4 .3.23. Representation of Learners 'Assimilation of the Textbook Programme

According to Fig 4.3.23 the pupils' assimilation was « interesting » that is to say this factor was higher than the other ones, the answer to « inappropriate » and « uninteresting » was equal but the answer to « appropriate » factor was higher than the latter ones.

The results obtained from Table 4.3.20 reflected teachers' opinion about the 3AS textbook 'New Prospects'. Concerning the format 15 teachers 50% agreed that it was 'inappropriate', 10 others 33.33% answered that it was 'appropriate', while 3 teachers 10% put that it was 'interesting' but 3 respondents 10% answered that the format was 'Uninteresting'. We can deduce that concerning the textbook format is 'inappropriate' and 'uninteresting' according to 18 teachers 60%.

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14 respondents 46.66 % found the textbook content 'interesting' paradoxally, 16 teachers 52.33% answered that the textbook content was 'unpractical', 'uninteresting' and 'uninnovative'.

It is obvious from Table 4.3.20 that only 6 teachers 20% answered that the textbook programme was 'practical' but the majority of the participants 24,i.e,80%found that the textbook programme was 'unpractical', 'uninteresting' and 'uninnovative'.

The fourth parameter was about the learners'assimilation ,the answers given by the teachers can be divided into two categories: 6 of them 20% answered that their learners' assimilation was 'appropriate' but 7 others 23.33% answered that it was 'inappropriate'. Yet, 10 respondents 33.33% found that pupils' assimilation 'interesting' and 7 others 23.33 % answered that it was 'uninteresting.'

D/Secondary School Teacher and ICTs Section

- Questionn°21

Do you have a computer?

Do you have a computer at home?	Respondents Answers	Percentage
Yes	20	66.66 %
No	10	33.33 %

Table 4.3.21. Teachers' Answers Confirming Having Computers or Not at Home

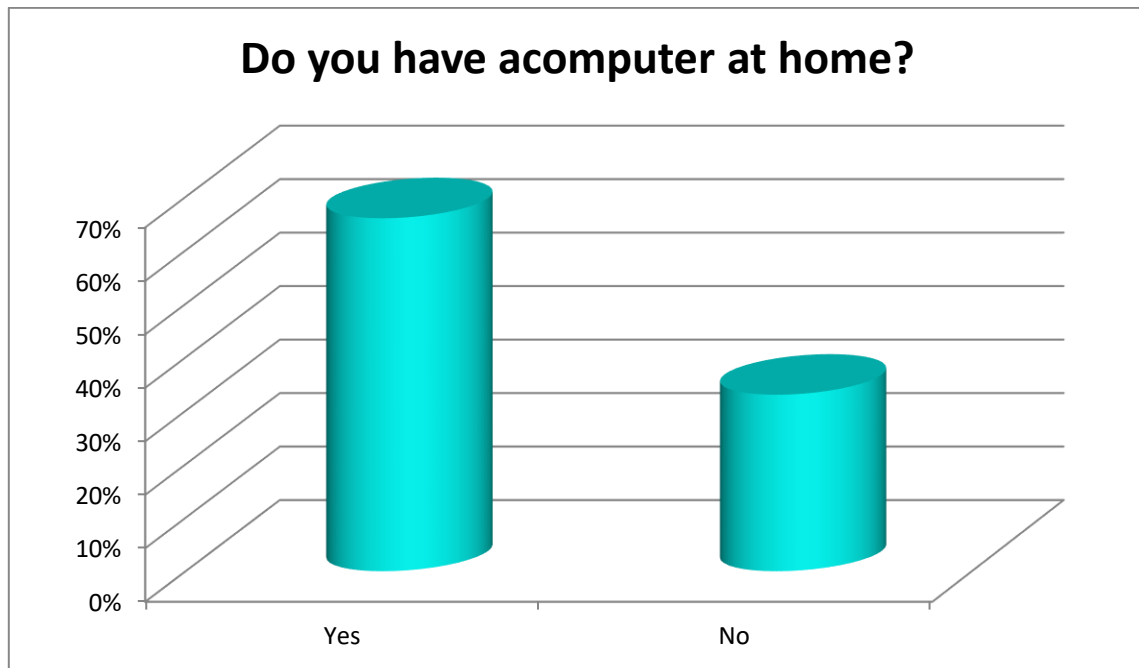


Figure 4.3.24. Representation of whether Secondary Teachers have Personal Computers or not

When we observe **Table 4.3.21** we deduce that the majority of the 30 selected teachers ,i.e, 20 of them 66.66% answered that they had personal computers and that only 10 teachers 33.33 % answered that they did not have computers at home.

According to**Figure 4.3.24**the highest percentage of teachers who possess personal computers is indicated by the answer 'Yes' instead, the lowest percentage of the respondents who did not have computers at home is shown by the answer 'No.'

- Question n° 22

Are computers available in your school?

Computer Availability	Respondents Answers	Percentage
Yes	30	100 %
No	00	00 %

Table 4.3.22.Teachers' Answers Computers Availability at School

The above **Table 4.3.22** demonstrates that all the selected 30 teachers for the present study representing 100 % of the whole research population have confirmed that there were computers in their schools.

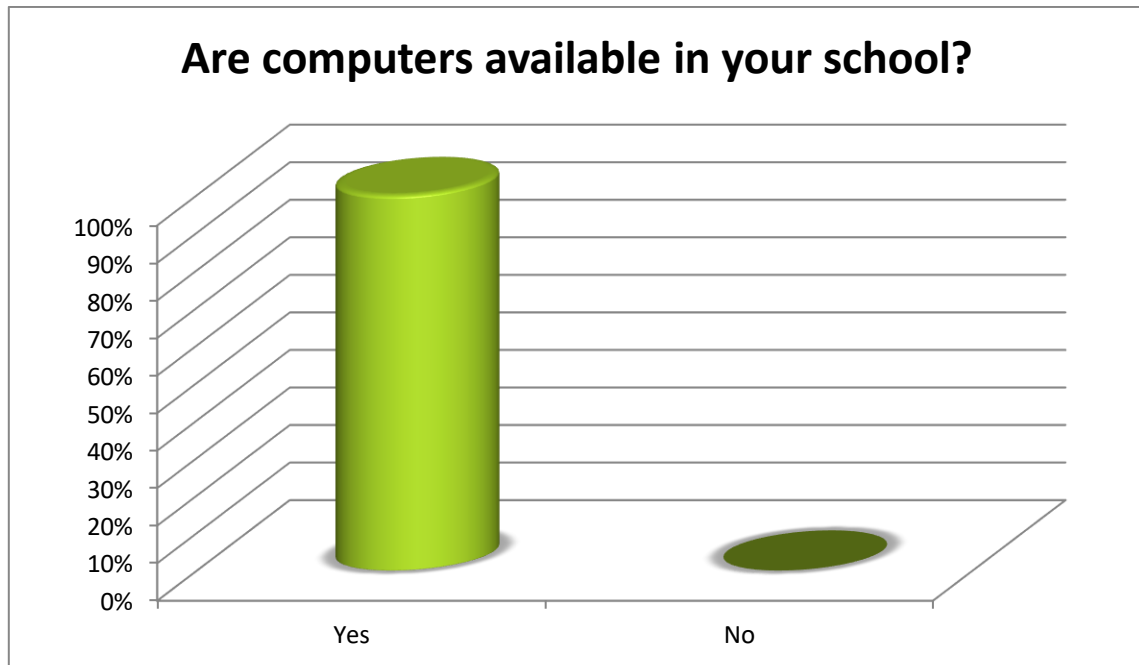


Figure 4.3.25. Percentage of the Teachers' Answers to Availability of Computers in their Schools.

When we look at **Figure 4.3.25a** a clear description of the whole teachers' answer to Question 20 is given in the form of 'Yes' high bar concerning, the availability of computers at school, representing 100% of the selected 30 respondents.

- Question n° 23

Are you always allowed to use your school computers?

Are you always allowed to use your school computers?	Respondents Answers	Percentage
Yes	00	00 %
No	23	76.66 %

Table 4.3.23 Representation of the Number of Teachers' Answer to the Use of School Computers

The most salient thing we can notice about **Table 4.3.23** that the 30 respondents included in this study 100 % answered that they were not allowed to use their school computers. Furthermore, 7 teachers 23.33 % among the whole population, commented that they never work on their school computers because the material was expensive or that the administration staff often told them that they were afraid the pupils might damage the computers.

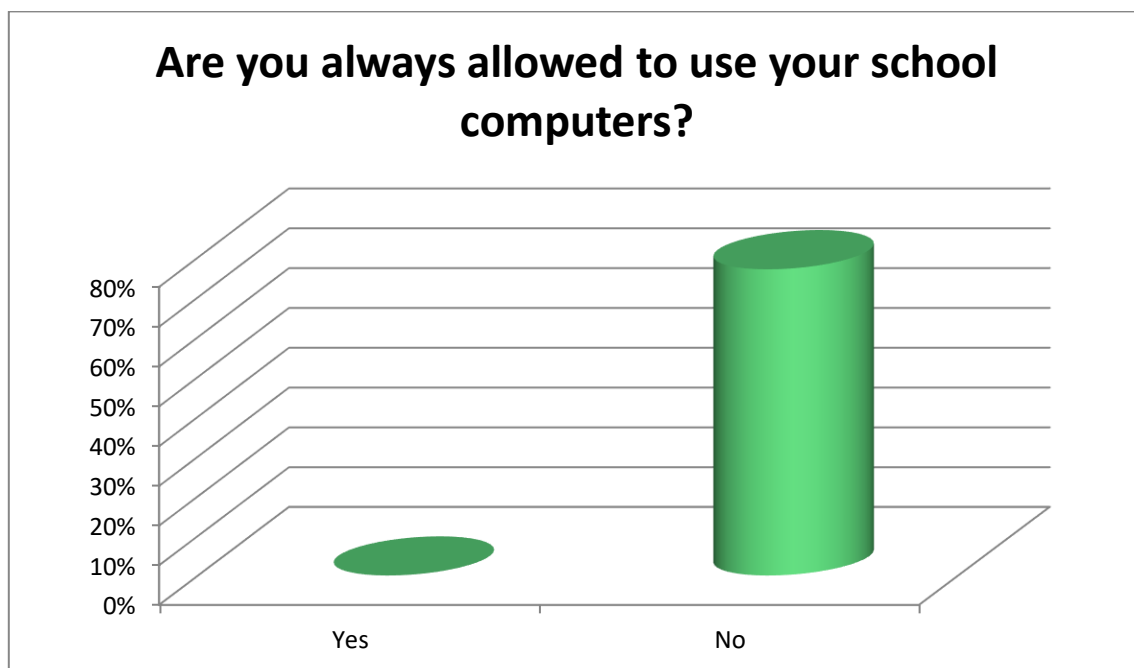


Figure 4.3.26. Percentage of Teachers 'Answer to Using School Cmputers

The Figure 4.3.26 presents clearly that all the targeted 30 teachers have answered 'No' to the Question : Are you always allowed to use your school computers?

E/Teacher Autonomy Section

This section contains 3 questions and each one of them requires to put a (+) symbol to the four frequency adverbs: always, sometimes, rarely and never. Teachers are also invited to include their comments, if any.

- Question n° 24

Do you.....participate in syllabus design elaboration?

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Participation in syllabus design	Respondents Answers	Percentage
Always	00	00 %
Sometimes	00	00 %
Rarely	5	16.66 %
Never	25	83.33 %

Table 4.3.24. Teachers Answers about their Participation in Syllabus Design

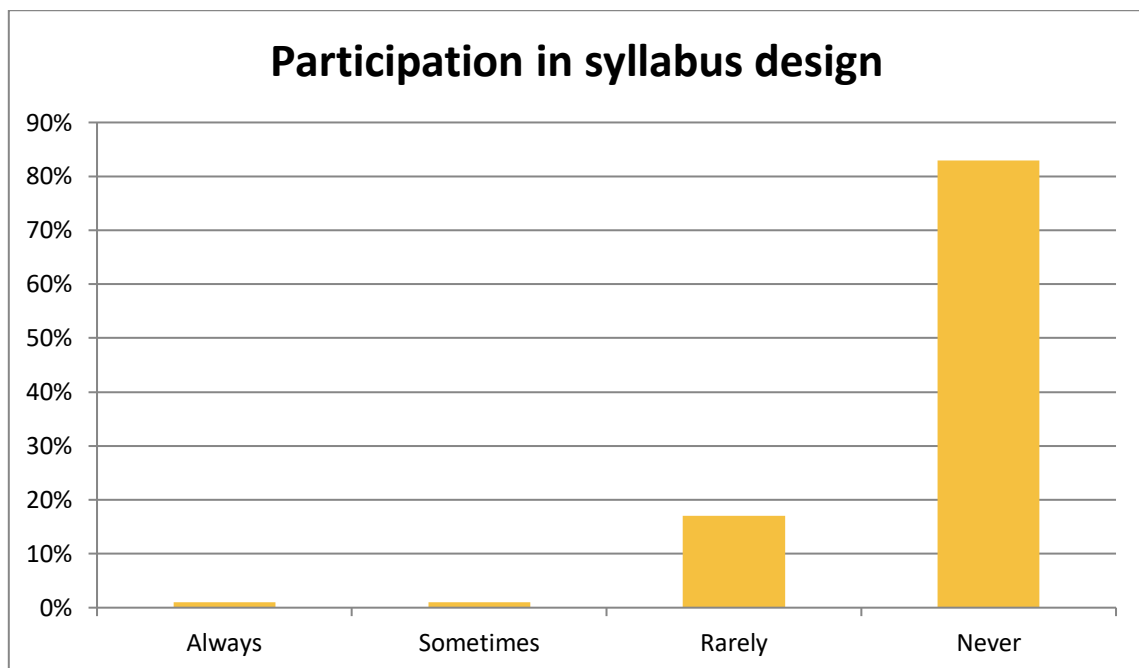


Figure 4.3.27. Percentage of Teachers’ Participation in EFL Syllabus Elaboration

The apparent description of Figure 4.3.27 shows that the highest bar is about 83.33 % of the whole percentage of teachers chosen for the study. In other words, the biggest majority of the secondary school teachers’ ‘Never’ contribute in the elaboration and design of the syllabus they actually teach. In short, a minority of teachers ,i.e, 16.66 % ‘Rarely’ participate in the syllabus design.

As follows, Table 4.3.24 the most important result about Question -22- was that 25 teachers 83.33% answered that they ‘Never’ participated in elaborating the syllabus and that only 5 respondents 16.66 % answered that they

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‘Rarely’ participated in designing the teaching syllabus. Resulting from that, none of the 30 selected teachers responded with ‘Always’ or ‘Sometimes’ regarding their participation in designing or elaborating the EFL syllabus. In the same way, 17 teachers 56.66% commented that they would have preferred to take part in important seminars and workshops so that to ameliorate their teaching and be more able to prepare their 3rd year pupils for their Bac Exam. Similarly, others suggested to bring experts from the Ministry of National Education to guide teachers implement CBA in better way.

This can be interpreted as a basic need to create collaborating ideas and efforts between different disciplines. If this is reached , CBA may be taught in our secondary schools without neglecting the teachers ‘crucial contribution in all pedagogical steps the reason why Table 4.3.24 appears to reject teachers’ full participation in designing the EFL syllabus they are supposed to teach.

- Questionn°25

Do you follow textbook ‘New Prospects’ content?

Following textbook content	Respondents’ Answers	Percentage
Always	24	80 %
Sometimes	6	20 %
Rarely	00	00 %
Never	00	00 %

Table 4.3.25. Teachers ‘Answer about the Use of the 3rd Year Textbook New Prospects

It is obvious from Table 4.3.25 that the majority of teachers 24 representing 80 % of the 30 selected participants ‘Always’ follow the textbook content and 6 others 20 % ‘Sometimes’ follow the textbook content. This implies that all the secondary school teachers selected for the investigation were confined to prepare their lessons relying on the official textbook ‘New

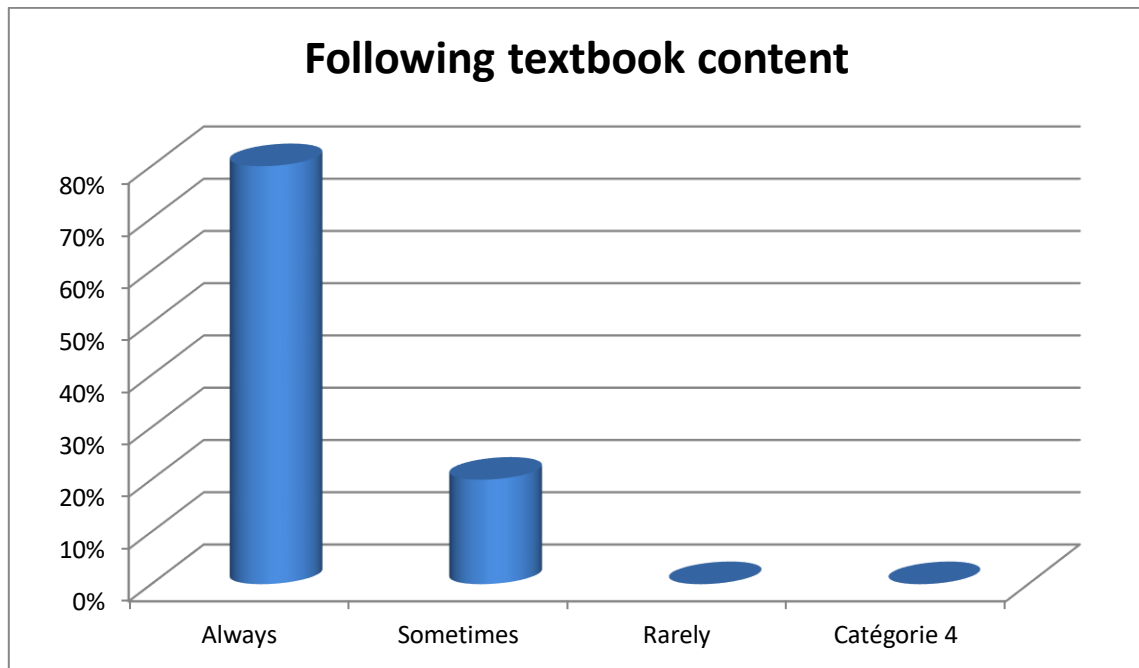


Figure 4.3.28. Percentage of the Teachers ‘Answer to Following Textbook Content

The most important finding about Figure 4.3.28 was that the biggest number of teachers 80 % ‘Always’ follow the 3AS Textbook. This is interpreted through the highest bar in the above figure then, 20 % of the respondents ‘sometimes’ follow the textbook content. Assuming this, the questioned teachers either ‘Always’ or ‘Sometimes’ applied New Prospects content but none of them answered that they ‘Rarely’ or that they ‘Never’ followed the 3AS official textbook. Owing to the cited finding, teachers are not free to select what should be taught or dealt with in class, i.e, the syllabus is imposed on secondary school teachers. In fact, some teachers 10 representing 33,33 % even suggested to change ‘New Prospects’ and include the teachers opinions and motivations.

- Question n° 26

How do you guide your pupils build their knowledge ?

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Help pupils construct their knowledge by.....	Respondents Answers	Percentage
Using textbook content	20	63.66 %
Providing extra learning tools	4	13.33 %
Tutoring daily classwork	4	13.33 %
Encouraging individual learners homeworks	2	06.66 %

Table 4.3.26. Teachers’ AnswerPercentageabout Guiding Pupils to Construct their knowledge

Table 4.3.26 indicates that 63.66% representing 20 teachers among the 30 chosen for the study have answered that they ‘ used textbook content’ in order to guide their pupils construct their knowledge, 4 others 13.33 % answered that ‘they provided their pupils with extra learning tools’ and 4 respondents added that they’tutored daily classwork’ but the remaining 2 teachers 06.66 % answered that they ‘encouraged individual learners’homeworks’

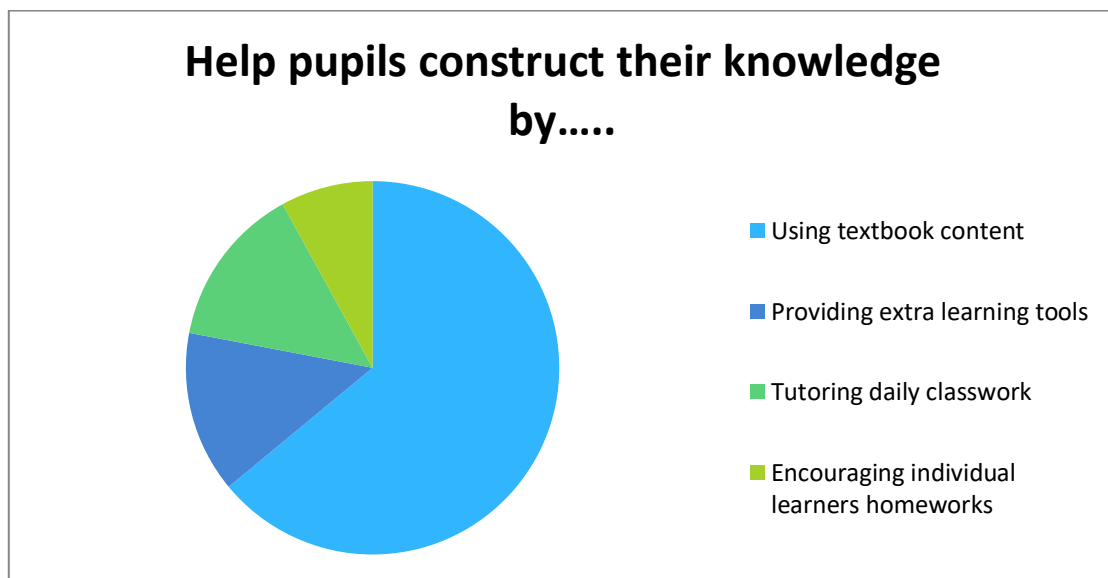


Figure 4.3.29. Representation of the Teachers Answers to help the Learners construct their Knowledge

Figure 4.3.29 shows a clear discrepancy concerning learners knowledge building. The blue colour represents the 20 teachers, 63.66% of the whole

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research population, who used the textbook content to help their pupils while the green and the red colours both share the same number of respondents, i.e., 4 of them 13.33 % answered that they provided their pupils with extra learning tools so did the 4 other teachers who answered that they tutored daily classwork. In fact, only 2 teachers 6.66 % admitted that they encouraged individual learners homeworks.

There seems, ultimately, a possible explanation of the results obtained from both Table 4.3.25 and Figure 4.3.28 that the biggest majority of secondary school teachers on the official Texbook New Prospects programme owing to guide their learners to build their ideas and knowledge.

G/Teacher's Participation in Enriching Syllabus Section

This section is divided into four (04) questions. The three first ones require the respondent to put the (+) symbol to the any four frequency adverbs selected for each question. Indeed, the fourth question consists of collecting the teachers' opinions and suggestions about ELT and CBA.

- Question n° 27

Do you seek new teaching techniques in order to ameliorate your teaching?

Seeking new teaching techniques	Respondents Answers	Percentage
Always	7	23.33 %
Sometimes	6	20 %
Rarely	11	36.66 %
Never	6	20 %

Table 4.3.27. Description of Teachers' Answer and Seeking New Teaching Techniques

The most important findings to appear in Table 4.3.27 from the data collected, it can be noticed that 13 teachers 43.33 % either 'Always' or

'Sometimes' searched for new techniques so that to make their teaching interesting . Furthermore, 17 other teachers 56, 66 % either 'Rarely' or 'Never' sought other techniques to make their teaching better. For this reason, if both numbers are put together the total 30 teachers selected for the actual study is obtained.

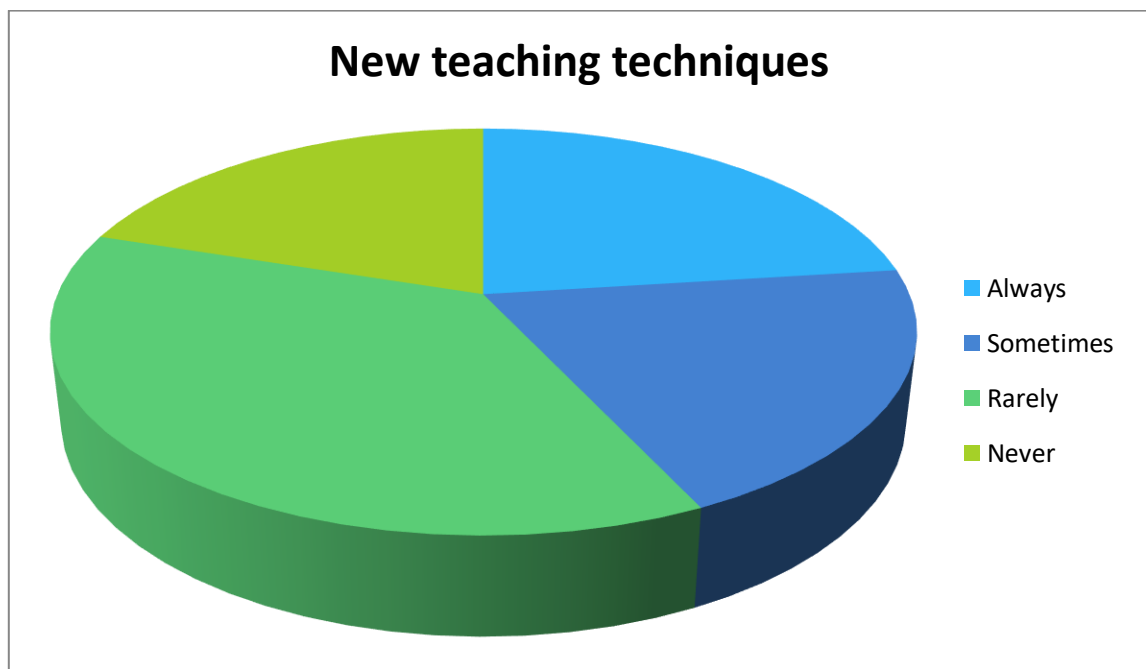


Figure 4.3.30. Representation of the Respondents Amelioration of their Teaching Techniques

The primary description of Figure 4.3.30 a big number of respondents 'Rarely' look for new methods to ameliorate their teaching, besides 'Never' and 'Sometimes' answers share the same dimensions in the figure while 'Always' answer is shown slightly in a bigger size than the two previous frequency adverbs.

The answer to Question -26- helped us conclude that the majority of teachers , the 30 selected ones at least, did not undertake much efforts to make their classroom motivating by attempting to include new techniques in their lesson preparation or their classroom activities. Some respondents confirmed this. Some them , commented that the official programme was already

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overloaded and that they were just trying to end their lessons before Mock Bac Exam in order to give 3AS pupils enough time to get ready for final revisions.

- Question n° 28

Are you interested in peer-teaching?

Interest in peer-teaching	Repondents Answers	Percentage
Always	4	18.33 %
Sometimes	6	26 %
Rarely	7	21.66 %
Never	13	34 %

Table 4.3.28. Representation of the Number of Teachers interested in Peer Teaching

Based on Table 4.3.28 , we can see that 4 teachers 18.33 % answered that they were ‘Always’ interested in peer teaching, 6 others 26 % answered that they were ‘Sometimes’ interested in peer teaching , 7 respondents 21.66 % answered that they were ‘Rarely’ interested in peer teaching and 13 other teachers 34 % answered that they were ‘Never’ interested in peer teaching.

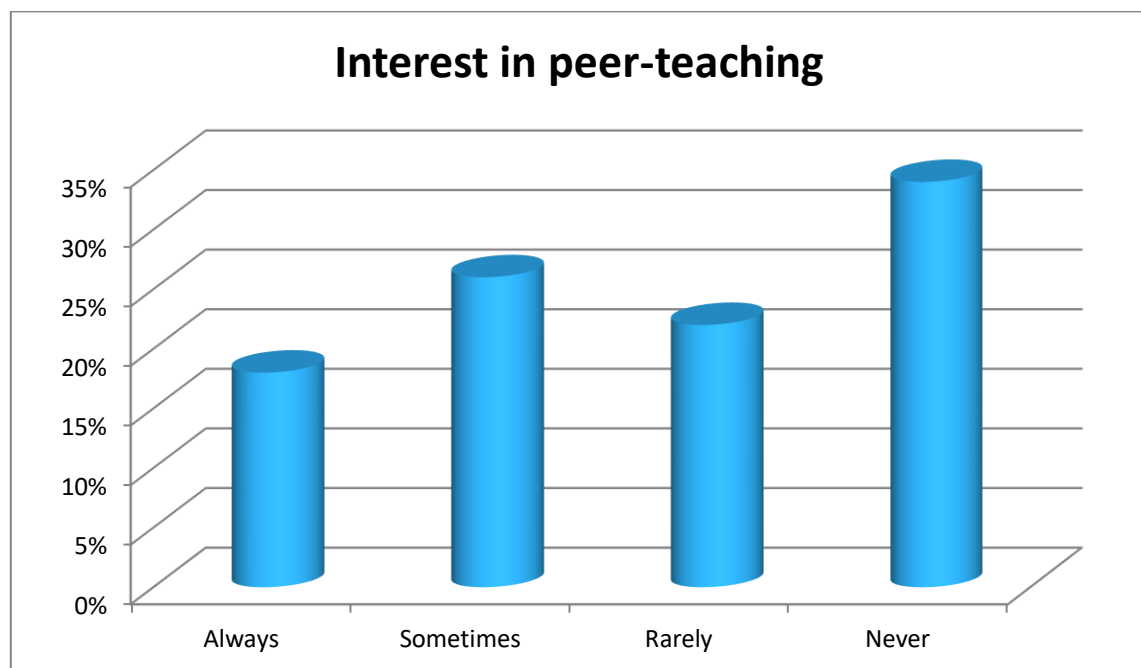


Figure 4.3.31. Percentage of Teachers Answers to their Interest in Peer Teaching

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The above Figure illustrates the percentages of the number of teachers who answered Question -26- in a vertical way while the frequency adverbs are shown in a horizontal way.

The results obtained from Table 4.3.28 and Figure 4.3.32 may lead us to advance that the majority of teachers 20 representing 55.66 % involved in this study either ‘Rarely’ or ‘Never’ showed an interest in peer teaching. Conversely, 10 teachers 44.33 % ‘Always’ or ‘Sometimes’ were interested in peer teaching. This implies that among the 30 selected for this research, only 10 of them admitted that they were interested in peer teaching.

Some of them,commented on their reluctance to the loss of interest in peer teaching because ,according to them, it was often difficult to establish a programme for attending each other’s class. Furthermore, some other respondents said that the primary reasons that made them lose interest in peer teaching was that some colleagues do not want to exchange their teaching techniques with other colleagues. They also added that many pupils become nervous or noisy when other teachers come to their classrooms to teach them.

- Question n° 29

Is your opinion about 3AS Syllabus taken into account?

Opinion about syllabus	Respondents Answers	Percentage
Always	2	6.66 %
Sometimes	3	10 %
Rarely	7	23.33 %
Never	18	60 %

Table 4.3.29. Presentation of the Teachers’ Answer to their Opinion about 3AS Syllabus

As shown in Table 4.3.29 the teachers answer to Question -27- is described as follows: 2 of them 6.66 % answered by ‘Always’, 3 others 10 %

answered by ‘Sometimes’ and 7 respondents 23.33 % answered by ‘Rarely’ . Nevertheless, 18 teachers 60 % by ‘Never’ to same question.

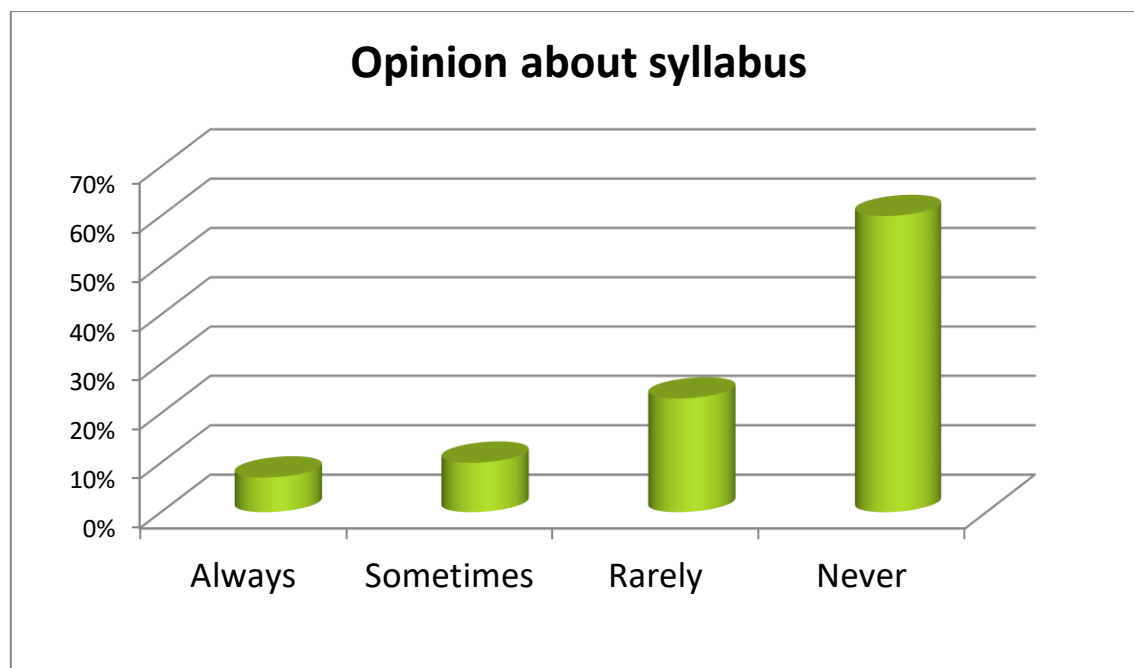


Figure 4.3.32. Percentage of Teachers’ Opinion about 3as Syllabus

It is obvious from Figure 4.3.32 the horizontal line shows the teachers’ answer to the question ‘Is your opinion about 3AS Syllabus taken into consideration?’ in the form of bars growing from the smallest on the left to the highest on the right. Yet , each one of them is associated to a given percentage on vertical line on the left part of Figure 4.3.31.

The interpretation of the results from Table 4.3.30 and Figure 4.3.33 would be : the majority of the teachers 25 representing 83.33 % of the whole 30 participants in this study denoted their opinions concerning Secondary School 3AS Syllabus were ‘Never’ or ‘Rarely’ taken into account . Even though, 5 teachers 16.66 % admitted that their opinions were ‘Always’ or ‘Sometimes’ taken into consideration. Assuming this, some teachers made additional comments such as: “*we are the ones who meet the pupils everyday in class so we know their levels and their learning needs*” or “ *we need a programme with guidelines only because we are capable of creating the syllabus*” some added

“our 3AS syllabus is not communicative and does not motivate third year pupils to study it and prepare their final Summer exam Bac”

4.6. Discussion of the Secondary School Teachers Questionnaire

The following will be a detailed interpretation of the data collected through the questionnaire submitted to thirty (30) teachers from six (06) secondary schools (already mentioned in the General Introduction). The questionnaire is divided into seven (07) sections. They will be studied as follows:

Section-A-

This section was about the professional background of the 30 selected teachers. There were 18/30 teachers (60%) who graduated in the 1990s while 12/30 (40%) others graduated from the university in 2007 and 2010. The number of females who graduated in 1992 was 06 (75%) and the number of males was 02 (25%). Then 06 females (60%) graduated in 1997 and 04 males (40%) graduated in the same year. In 2007 the same number of teachers graduated from the university, i.e, 3 females (50%) and 3 males (50%). However, 4 female teachers (66,66%) and 2 males (33,33 %) graduated in 2010. As a result, there were more female teachers than male teachers.

As far as the participants' qualifications are concerned, 25 (83,33 %) hold a Licence Degree in English (PES), 4 (13,33%) teachers have a Master in Didactics but only 1 (3,33 %) has got a Magister in TEFL and Educational Psychology.

There were 08 teachers who graduated in 1992 yet, only 4 (0.32%) of them started teaching in 1992. Among the 10 teachers who graduated in 1997, 6 of them (0.6%) began teaching in the same year while 4 (0.4%) started teaching two years later in 1999. Whereas, the 6 ones (0.36%) who graduated in 2007 got their jobs in the same year. In 2010, 06 teachers graduated 4 of

them (0.24%) started teaching in the same year whereas 2 (0.12%) of them began teaching officially two years later.

The majority of the selected participants have a rather long teaching experience varying between 10 and 15 years for 6 (20 %) teachers and 16 others (53,33 %) have more than 15 years. Thereby, 26 (73,33%) teachers are endowed with more than 10 years experience. This may be regarded an advantageous factor for both EFL learners and education in general. Yet, 4 teachers (13,33 %) only have a teaching experience between 5 and 10 years.

Section-B-

This section contains 9 questions. To start with, the number of pupils per/ class an issue that seems too problematic because the results can be interpreted that the majority of classes were overcrowded . According to 12 teachers representing 40% of the whole participants answered that their classes contained 25 to 35 pupils and 18 others 60% confirmed that all their classes numbers vary between 35 and 45 pupils. As it was expected , none of the 30 selected teachers answered that any of their classes contained less than 25 pupils.

Following the answers of the majority of teachers 18(60%) answered that their classes outnumbered the appropriate pedagogical norm, this had a direct impact on the quality of their lessons presentations. Some of them added that many pupils do not follow the lesson because of noise or that the teacher in question was unable to raise the voice either because of specific health difficulties or that the pupils sitting at the rear part of the classroom take profit of the teacher’s incapacity in such cases.

The teaching career is another significant element that shapes any teacher’s professional achievement in question n°7 . When the 30 teachers answered the question ‘whether they have benefited from any training in their

career’ , 26 (86,66 %) have participated in local seminars and study days but only 4 (13,33%) of them attended regional seminars and study days. Yet, none of the targeted teachers benefited from international seminars.

Any teacher should be interested in his/her pupils learning difficulties. The biggest number of the teachers 18/30 (60%) who answered question n°8 seemed caring about their learners ‘class academic achievement.

4.7. Analysis of Secondary School Pupils Questionnaire and

- Interpretation of Data

This questionnaire was designed for a qualitative purpose in order to collect massive data among secondary school learners. It was administered to 300 pupils studying in three secondary schools : Azza Abdelkader, El Haouès and Ennadjah. The questionnaire (see Appendix -2- p- -) is composed of 34 questions. The population ‘s age varied from 200 pupils aged 18, 20 others aged 17 while 50 learners aged 18 but only 30 pupils aged 20. It is divided into four sections and each one of them contains simple and direct questions so that to help the pupils answer easily by putting a symbol (+) to the appropriate answer or give an opinion about their answers where necessary. The analysis will be through tables and diagrams as follows:

A/Pupils ‘Social Background Section

It is composed of twelve 12 questions .The respondents were required to answer the questions by putting a plus (+) symbol for each question. The main purpose of this section is to present the pupils’ social background.

- Question n°1

Do you live in a / with.....? Put a (+) where necessary

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Do you live in/with.....?	Pupils’ Answers	Percentage
A one-parent family	70	23.33 %
Two parent-family	200	66.66 %
With relatives grandparents)	20	6.66 %
Didn’t answer	10	03.33 %

Table 4.5.1. Description of Pupils’ Social Background

The data obtained from Table 4.4.1 shows that 70 pupils 23.33 % answered that they lived in a one-parent family, 200 others 66.66 % answered that they lived in a two-parent family and 20 respondents 6.66 % answered that they lived with relatives ,mainly grandparents. Yet, 10 pupils 3.33% did not answer Question 1

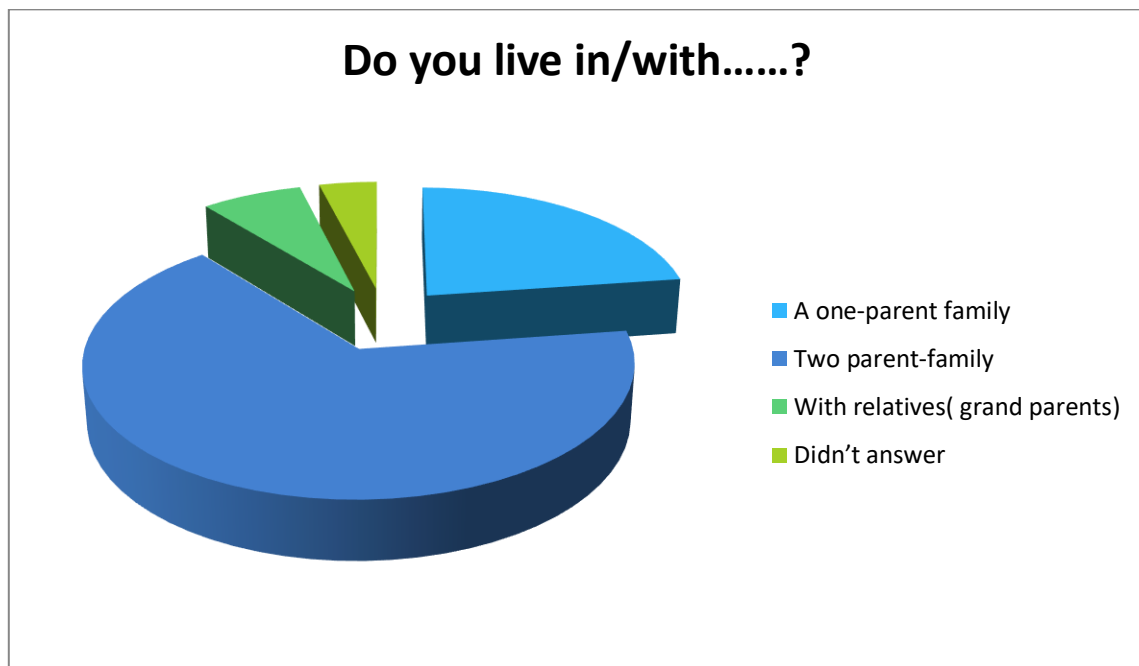


Figure 4.5.1. Repartition of Pupils’ Family Background

The figure above shows that the biggest majority of pupils live in a two-parents family in the red colour, the blue colour indicates that some pupils live in a one-parent family, the green colour refers to living with relatives but violet color represents no answer to Question -1-

When the results from the table and the figure were interpreted, it was deduced that the learning ad social stability might found among the 200 pupils

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who live in a two-parent family because both parents are present and that they are supposed to take care of their children' school achievement.

- Question n°2

Do (es) your parent(s) work?

Do/does your parent(s) work?	Pupils' Answers	Percentage
Both parents work	140	46.66 %
Only the father works	105	35 %
Only the mother works	50	16.66 %
Didn't answer the question	5	01.66 %

Table 4.5.2. Presentation of Pupils Number and their Answers to whether their Parents work or not

As shown in Table 4.5.2 , the number of pupils whom 'both parents work' is 140 represented as 46.66%, 105 respondents 35 % answered that only the father worked, and 50 others 16.66% answered that only the mother worked. We discovered that 5 pupils 1.66 % did not answer Question 2.

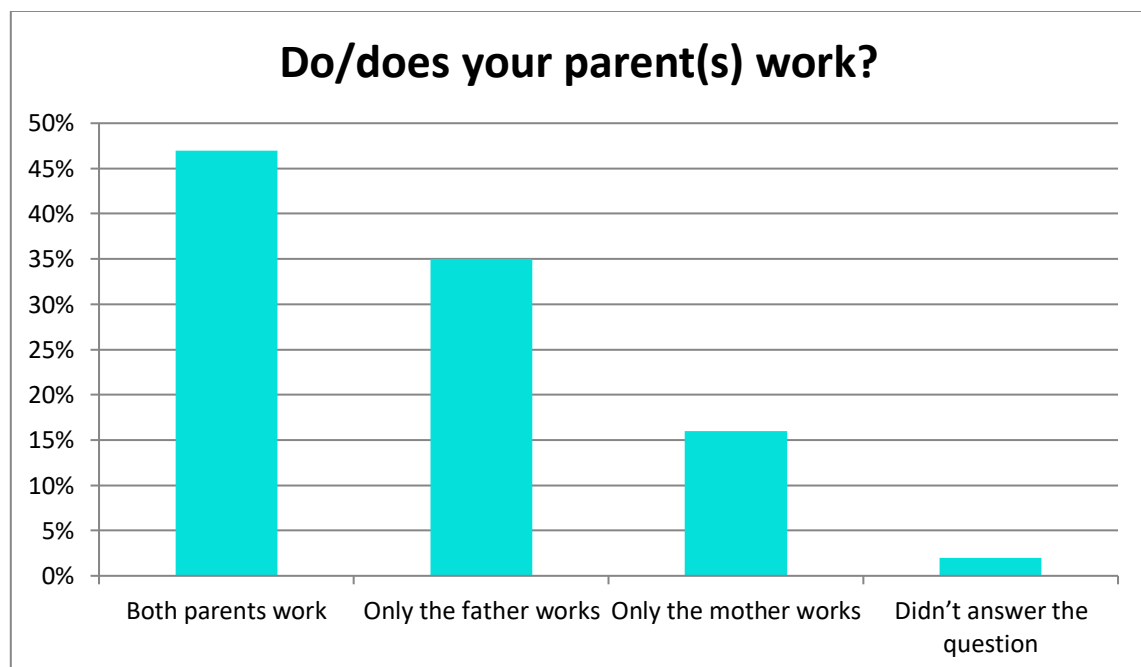


Figure 4.5.2.Percentage of Pupils' Answers to their Parents' Occupation

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It is obvious from Figure 4.5.2 that the pupils ‘percentage who answered Question -2- is represented vertically equally, the type of answers provided by the pupils is shown horizontally in the form of four bars moving from the highest percentage 46,66% on the left to the lowest 1,66 % ‘No answer’ on the right.

This can be interpreted that the biggest number of pupils’ parents have a job and that 50 respondents among them answered that mothers worked this means that either their parents divorced or that the father died.

- Question n°3

How many members are there in your family?

Number of Family Members	Pupils’ Answers	Percentage
Less than 5 members	45	15 %
Between 5 and 10 members	170	56.66 %
More than 10 members	80	26.66 %
No answer	5	01.66 %

Table 4.5.3.Description of Pupils’ Answers to the Number of their Families’
Members

The data obtained from Table 4.4.3 shows that 45 pupils 15 % answered that there were less than 5members in their families, 170 others 56. 66% answered that their families’ members were between 5 and 10, and 80 respondents 26.66 % answered that there were more than 80 members in their families, but 5 pupils 1.66 % did not provide any answer to Question-3-

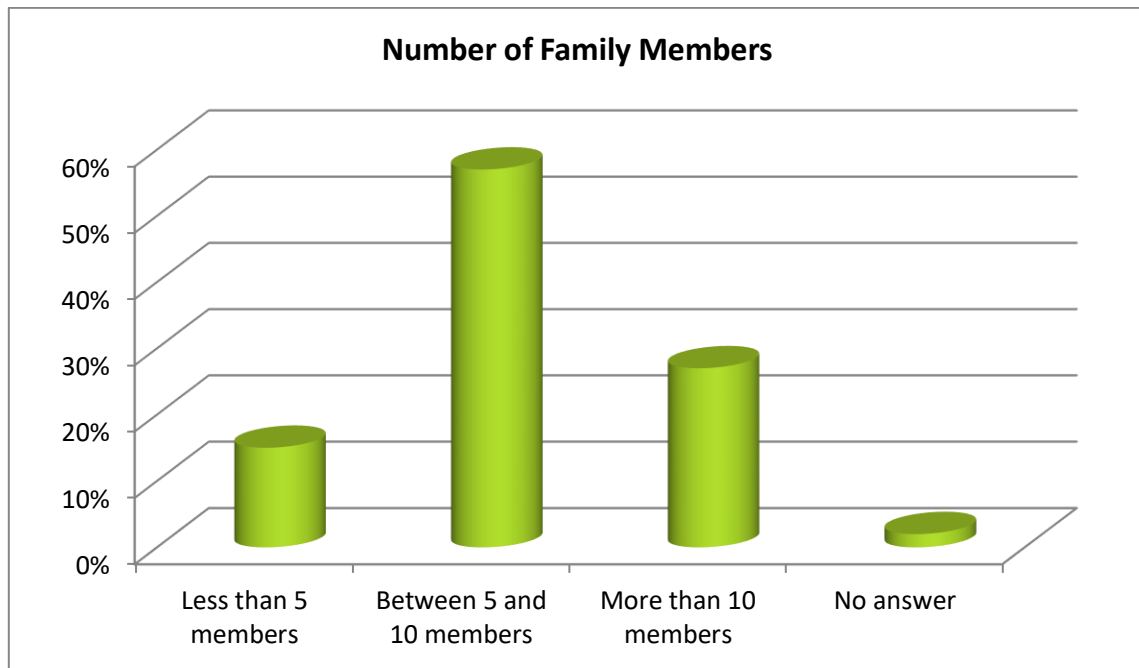


Figure 4.5.3. Percentage of Pupils’ Answers Concerning their Families Members

As can be seen from Figure 4.4.3 the majority of pupils 170 located in the highest bar representing 56.66 % on the vertical line answered that their families were composed of 5 to 10 members; however, 5 respondents 1.66 % among the 300 selected pupils for the present study did not answer the question.

Both Table 4.4.3 and Figure 4.4.3 that 80 pupils 26.66 % live in large families, 45 others 15 % live in small families and 170 respondents 56.66 % live in somehow large families.

- Question n°4

Do you live in a?

Do you live in a.....?	Pupils’Answers	Percentage
Two-rooms flat	60	20 %
Three-rooms flat	145	48.33 %
Four-rooms flat	40	13.33 %
A single house or a villa	40	13.33 %
No answer	15	5 %

Table 4.5.4.Presentation of Pupils Housing Quality

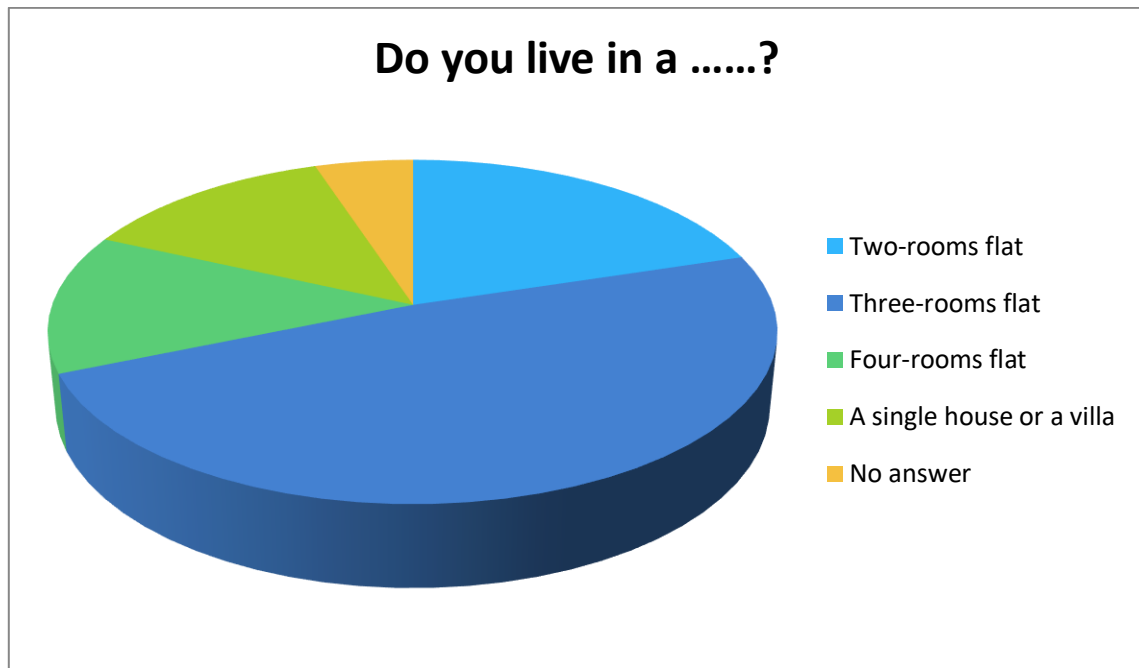


Figure 4.5.4. Representation of Pupils Answers to where they live

As can be seen in Table 4.5.4, 60 pupils 20 % answered that they lived in a two-rooms flat, 145 others 48.33 % answered that they lived in a three-rooms flat, 40 respondents 13.33 % answered that they lived in four-rooms flat and 40 other pupils 13.33 % answered that they lived in a villa or a single house. In fact, 15 participants 5 % did not provide any answer to Question -4-

The most important finding to appear in Figure 4.5.4 is that the Red colour represents the big number of pupils who live a three-rooms flat , while the Green and Violet colours seems to share the same surface that both reflect the same number of pupils who successively live in four-rooms and single houses. The slightly bigger surface in Blue colour, compared to Green and Violet colours, shows the number of respondents who live in a two-rooms flat. The light blue colour, in fact, refers to a 'no answer' it represents the smallest part in Figure4.5.4

- Question n°5

Do you have/share?

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Do you	Pupils' Answers	Percentage
Have personal room	65	21.66 %
Share a room with a brother or a sister	123	41 %
Share a room with two brothers or two sisters	100	33.33 %
No answer	12	4 %

Table 4.5.5. Description of whether Pupils have Individual Rooms or share Rooms with Brothers or Sisters

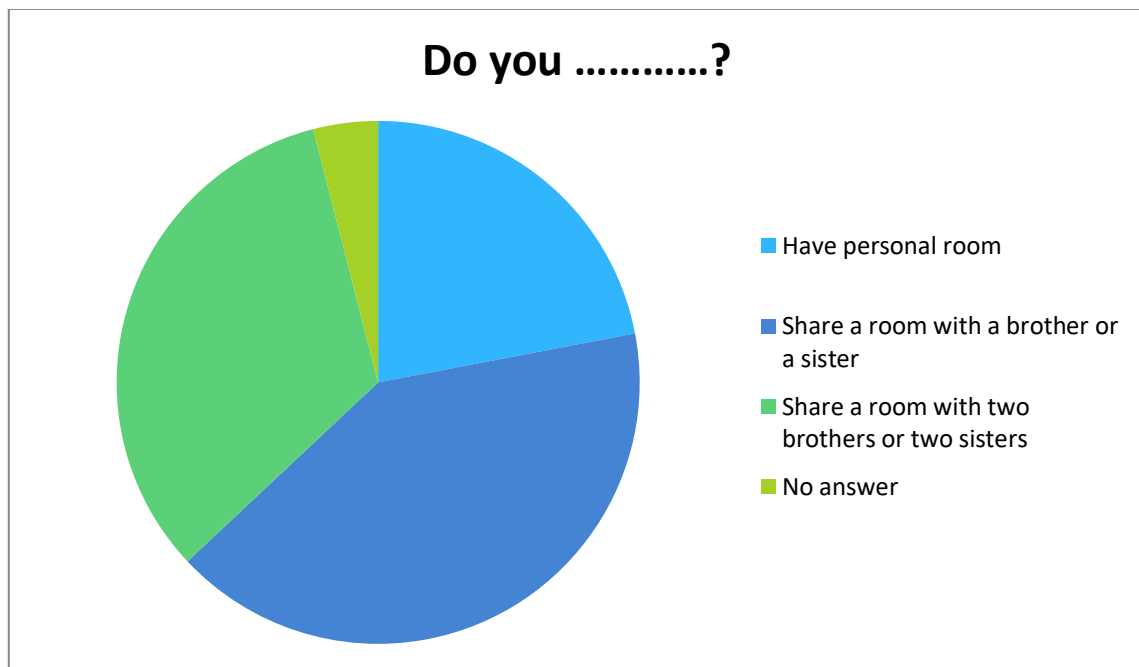


Figure 4.5.5. Representation of Pupils' Answers to whether they have Personal Rooms or they share Rooms with Brothers or Sisters

Table 4.5.5 indicates that 65 pupils 21.66 % have answered that they had 'personal rooms', 123 others 41 % answered that they 'shared a room with a brother or a sister' and 100 respondents 33.33 % admitted that they 'shared a room with two brothers or two sisters'. For all that, 12 pupils did not provide any answer to Question -5-

The Red colour in Figure 4.5.5 shows that the number of pupils who share a room with one brother or one sister is slightly bigger than the number of pupils

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who share a room with two brothers or two sisters represented in Green colour. That is to say, the answer provided to Question –5- revealed that 223 pupils 74,33 % either shared a room with a brother or a sister or with two brothers or two sisters . Paradoxally, 65 pupils 21.66 % ,among the 300 participants involved in this study ,had their own rooms. This influenced their freedom to revise their lessons for exams and do their homeworks at any time but this did not mean that the pupils in question did well in their exams, i.e, better than the ones who shared rooms with either brothers or sisters.'

- Question n°6

Do you watch television?

Watching television	Pupils' Answers	Percentage
Everyday	45	15 %
On weekends only	115	38 %
In holidays only	140	46.66 %

Table 4.5.6.Pupils Answers about Watching Television

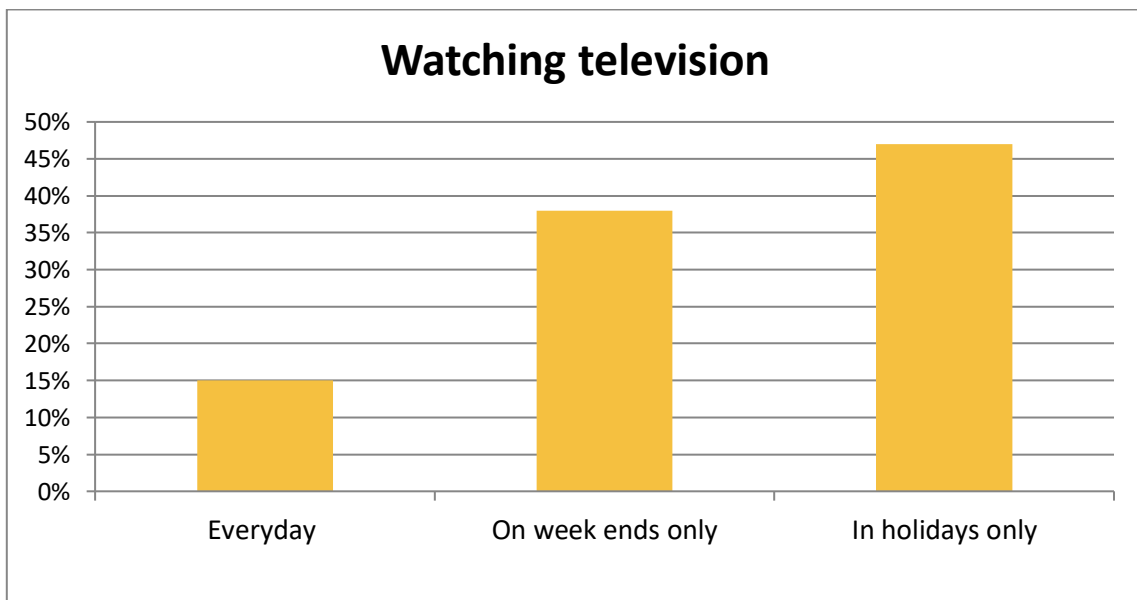


Figure 4.5.6. Percentage of Pupils' Answers Concerning Watching TV

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According to Table 4.5.6 , 45 pupils 15 % answered that they watched television ‘everyday’ , 115 others 38 % answered that they watched TV ‘on weekends only’ and 140 respondents 46.66 % answered that they watched TV’ in holidays only’.

Based on Figure 4.5.6 , we can see that the bar on the right side represents the highest percentage of the pupils 46.66% who watched TV in holidays only, the bar in the middle shows the percentage of respondents 38 % ,on the vertical line ,who watched TV on weekends only while the bar on the left ,i.e, the smallest which shows a low percentage of pupils 15% who watched TV every day.

The response to Question -6- leads to conclude that all the 300 pupils involved in this study have answered the question, the majority of them 140 watched TV in holidays only and 115 others confirmed that they watched TV on weekends only because parents controlled their children’s studies and planned their entertainments time according to many comments added by the pupils themselves on the questionnaires. Alternatively, a small number of pupils 45 used to watch TV everyday this might have a negative impact on their lessons revisions and homeworks.

- Question n°7

How much time do you spend on watching television?

Time spent on watching TV	Pupils’ Answers	Percentage
Less than 2 hours a day	25	08.33 %
Between 2 and 3 hours on week ends	110	36. 66 %
Between 4 and 6 hours in holidays	120	40 %
Parents rarely allow children to watch TV during academic year	45	15 %

Table 4.5.7.Presentation of Pupils’ Answers to Time they spend on Watching TV

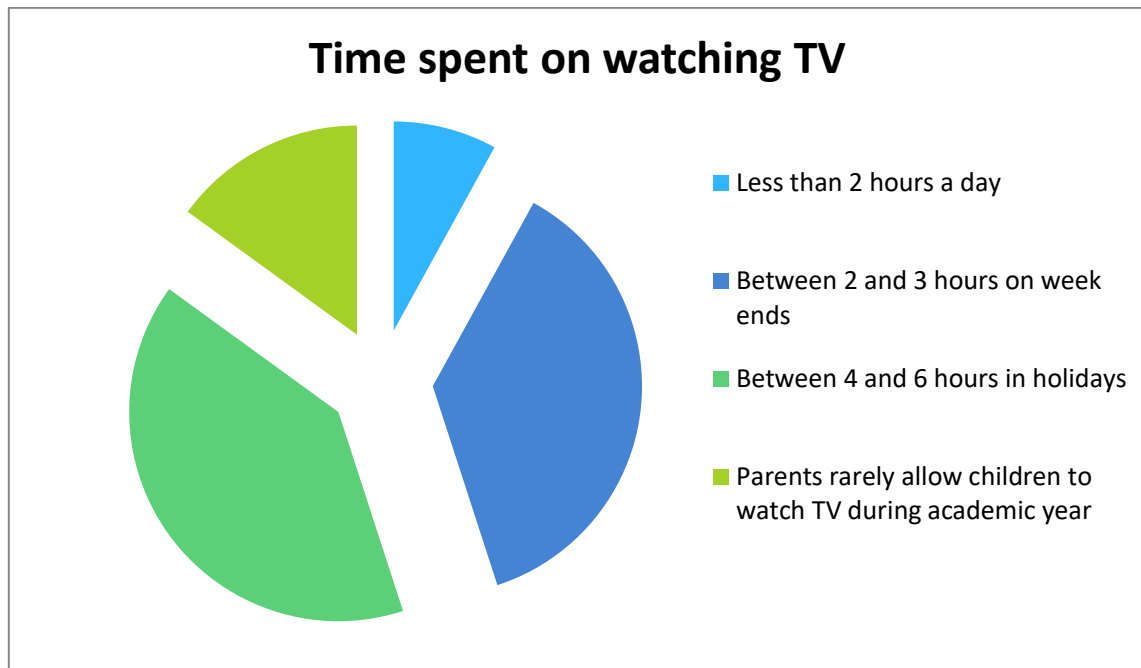


Figure 4.5.7. Repartition of the Time Spent by the Pupils on Watching Television

The analysis of Table 4.5.7 denotes that 25 pupils 8.33 % admitted that *they watched television less than 2 hours a day*, 110 others 36.66 % answered that *they watched television between 2 hours and 3 hours a day (on week ends only)* while 120 respondents 40 % added that *they watched television between 4 hours and 6 hours during a day in holidays*. There were 45 pupils 15 % who answered in “additional remark” that *their parents rarely allowed them to watch television during their academic year*.

Figure 4.5.7 illustrates the findings concerning Question-7- that the majority of pupils 230 representing 76.66 % among the 300 involved in this study either watched TV on weekends or in holidays. Instead, 25 pupils only 8.33 % answered that they watched TV every day, but 45 participants 15 % commented only by writing that their parents rarely permitted them to watch TV during school year.

- Question n°8

What is your favourite TV programme?

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Favourite TV Programmes	Pupils' Answers	Percentage
Like films	52	17.33 %
Like documentaries	40	13.33 %
Watch cartoons	30	10 %
Watch TV series	137	45.66 %
No favourite TV programme	41	13.66 %

Table 4.5.8. Presentation of Pupils' Favourite TV Programmes

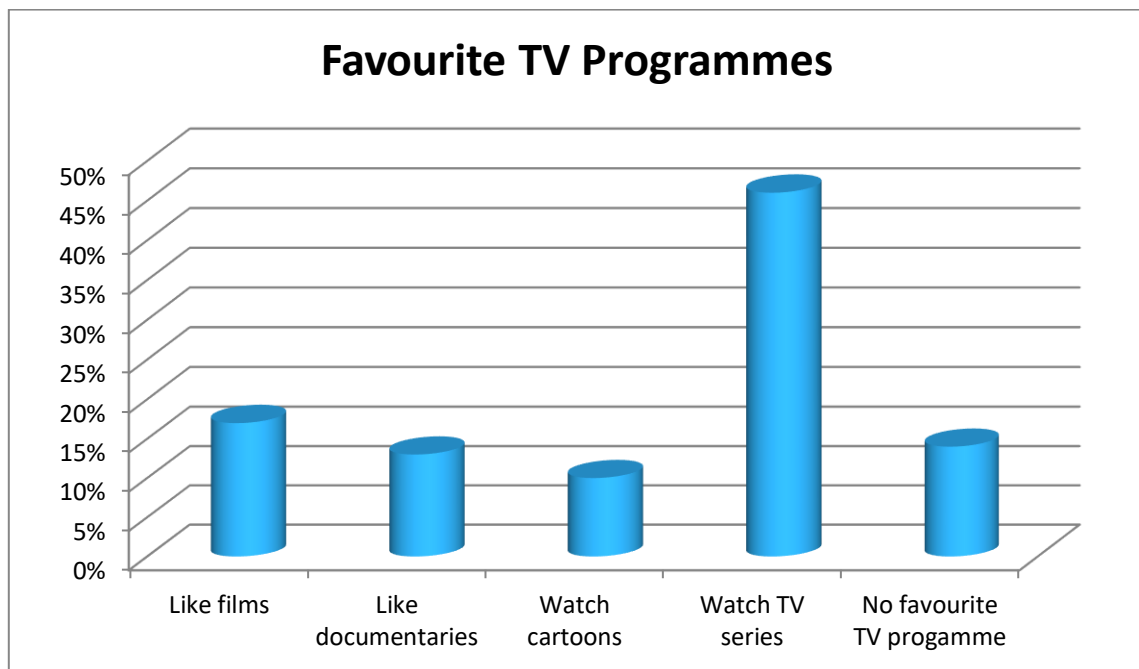


Figure 4.5.8. Percentage of the Pupils' Favourite Television Programmes

The number of pupils who answered Question -8- is clearly shown in Table 4.5.8; 52 of them 17.33 % answered that they liked films, 40 others 13.33 % answered that they liked documentaries, 30 respondents 10 % answered that they watched cartoons and 137 pupils 45.66 % answered that they watched TV series. As well, 41 participants 13.66 % wrote that they had no favourite programme.

Figure 4.5.8 shows a clear distinction among pupils as far as their favourite TV programs are concerned. The highest bar reflects the percentage of pupils who watch TV series on the vertical line of the figure. Notably, the other

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bars, from the left till the middle, show gradually pupils who like films, documentaries or watch cartoons . Likewise, the last bar on the left of Figure 4.4.8 indicates that there were some pupils who did not have a favourite programme.

The possible explanation of these findings about Question -8- was that all pupils watched television yet, 259 of them 86.98 % used to watch films, documentaries cartoons or TV series. There were , however, 41 pupils 13.66 % who did not have any particular preference towards television programmes because they could watch any of the cited programmes.

- Question n°9

Do you.....have your breakfast?

Having breakfast	Pupils' Answers	Percentage
Always have breakfast	115	33.33 %
Sometimes have breakfast	90	30 %
Rarely have breakfast	70	23.33 %
Never have breakfast but drink milk or juice	25	08,.33 %

Table 4.5.9. Description of Pupils' Answers Concerning Having Breakfast

As shown in Table 4.5.9, 115 pupils 33.33% answered that they always had breakfast, 90 others 30% admitted that they sometimes had breakfast while 70 respondents 23.33% answered that they rarely had breakfast. Yet, 25 respondents 8.33% wrote that they never had breakfast but they drank fruit juice or milk.

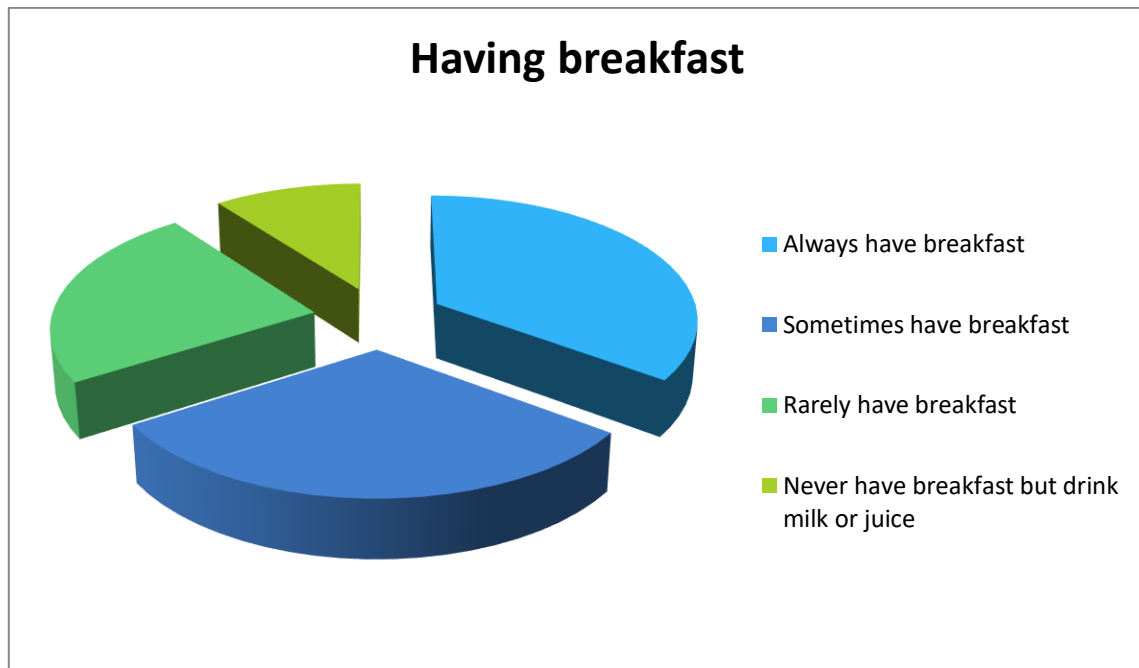


Figure 4.5.9. Distribution of Pupils' Answers to whether they have Breakfast or not.

The data obtained from Figure 4.5.9 demonstrates the chart distribution of the pupils' answer concerning having breakfast as a habit or skipping it. The blue and red colours refer to the fact that the majority of pupils 205 among the 300 ones questioned for this survey had breakfast . This number represented 63.33 % of the total cited number. Despite this, the green colour in the chart represents 23.33 %, i.e, 70 pupils who 'Rarely' had breakfast. The violet colour shows the amount of pupils who 'Never' had breakfast 8.33 % that is 25 respondents.

The answers provided by the pupils to Question -9- proved that 205 pupils 63.33% lead to conclude that the biggest majority of respondents had their breakfast before going to school. In addition, 70 pupils 23.33 % Rarely had their breakfast that is to say, these pupils did not care about the importance of breakfast before coming to school. Similarly, 25 pupils 8.33 % Never had breakfast so they skipped their breakfast.

- Question n°10

At what time do you have dinner?

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Dinner Time	Pupils’ Answers	Percentage
At 7:30 pm	60	20 %
At 8:30 pm	112	37.33 %
At 9:00 pm	48	16 %
Rarely have dinner	30	10 %
Never have dinner	50	16.66 %

Table 4.5.10.Description of Pupils’ Answers about their Dinner Time

From Table 4.5.10 ,we can see that 60 pupils 20 % answered that they had dinner ‘at 7:30 pm’, 112 others 37.33 % answered that they had dinner ‘at 8:30 pm’, then, 48 respondents 16 % answered that they had dinner ‘at 9:00 pm’, and 30 pupils 10 % answered that they ‘rarely had dinner’ but 50 others 16.66 % answered that they ‘never had dinner’. The whole 300 pupils who participated in this survey answered all the questions.

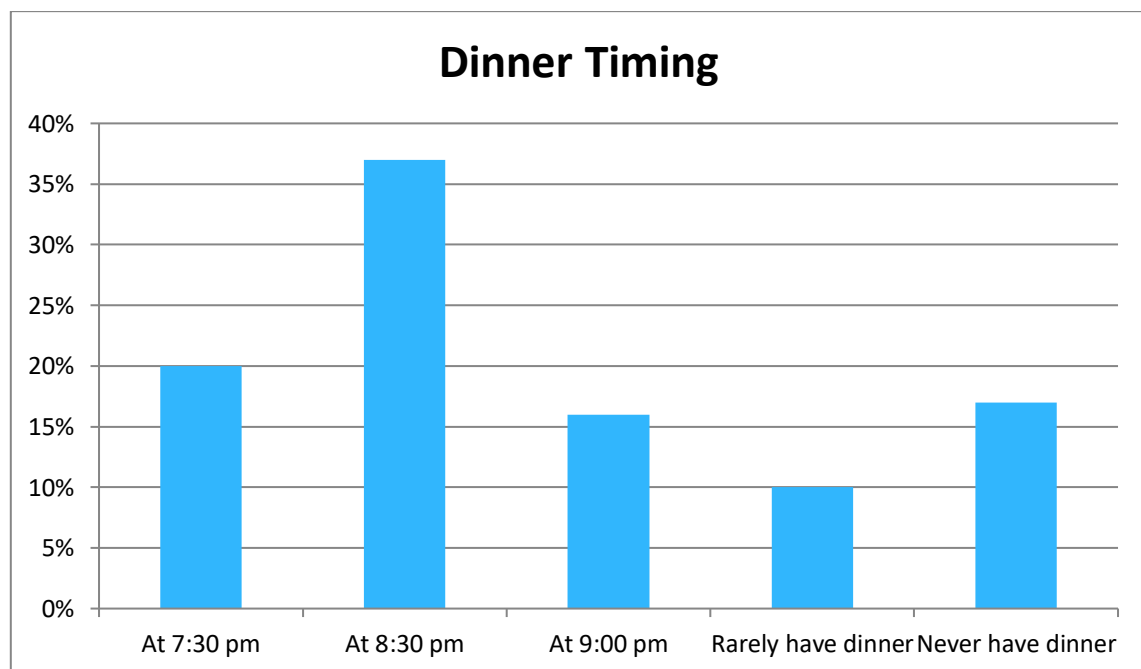


Figure 4.5.10.Percentage of Pupils’ Answers about their Dinner Time

The results from the analysis of Figure 4.5.10 present the highest bar that 37.33% of pupils had their dinner at 8:30 pm, the bar on the left shows the percentage of 20 % of the respondents who had their dinner at 7:30 pm and the

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bar in the middle of the horizontal line represents the 16% of the pupils who had their dinner at 9:00 pm . The smallest bar on the graph is about the 10% pupils who rarely had their dinner while the bar on the right of the figure is the percentage of learners 16.66 % who never had dinner.

The analysis of Question -10- brought into play the fact that the majority of questioned pupils 220 ,i.e, 73.33 % among 300 ones involved in this study used to have their dinner at three different periods of time and that 80 learners 26.66% either rarely or never had dinner. The interpretations of the answers provided by the participants led to the following points:

1-The majority of the schooling year is in Autumn and Winter seasons, that is to say days are shorter than nights.

2-The pupils who were used to having dinner at 7:30 pm or 8:30 pm would be facing 8 to 11 hours hunger during a long night in Autumn or Winter this may impact their following day studies.

3-This night hunger because of skipping dinner or having dinner early or just adopting an irregular habit concerning this meal is equivalent to a whole day not eating anything!

4-Many of this category of pupils could not follow lessons attentively because they often felt sleepy according to comments made by the pupils themselves

- Question n°11

At what time do you go to bed?

Going to bed timing	Pupils’ Answers	Percentage
At 10:00 pm	95	31.66 %
At 11:00 pm	70	23.33 %
At midnight	73	24.33 %
After midnight	62	20.66 %

Table4.5.11.Time of Sleeping

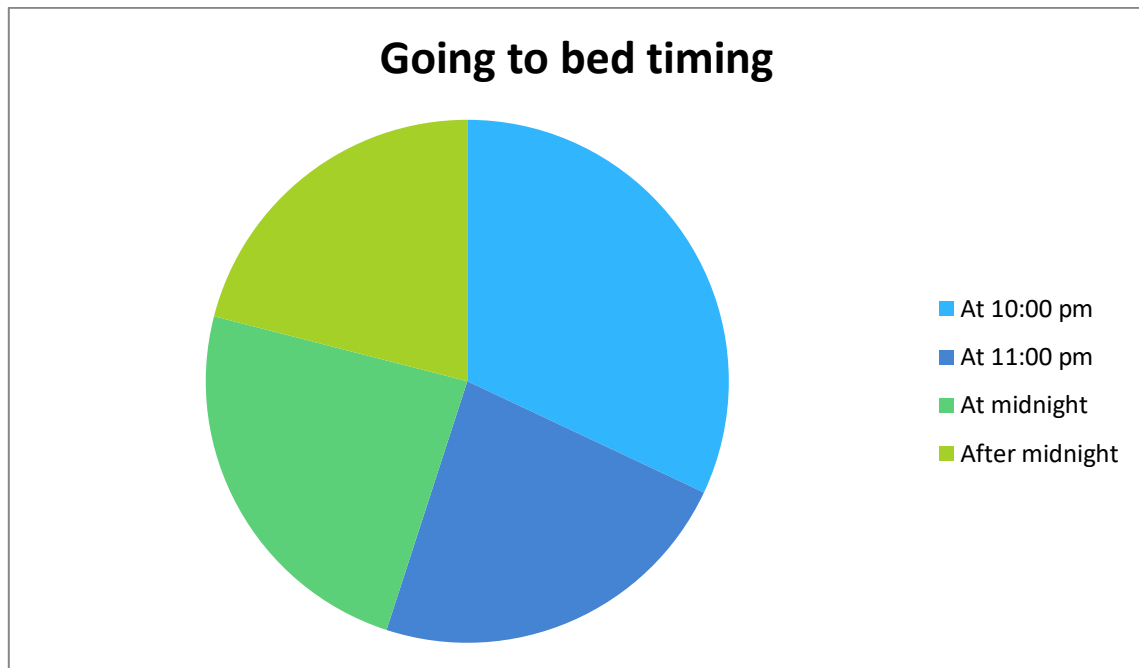


Figure 4.5.11 Distribution of the Pupils' Bed Timing

From the data obtained in Table 4.5.11 it could be seen that 95 pupils 31.66 % 'go to bed at 10:00 pm', 70 others 23.33 % 'go to bed at 11:00 pm' and 73 other respondents 24.33 % 'go to bed at midnight' but 62 pupils 20.66 % 'go to bed after midnight'.

The analysis of the data according to Figure 4.5.11 shows the repartition of the timing pupils go to bed. For instance, the blue colour refers to the number of pupils who go to bed 'at 10:00 pm', likewise, the three other colours violet, green and red denote a slight difference in size. They successively illustrate the number of the pupils who go to bed 'at 11:00 pm', 'at midnight' and 'after midnight'.

The data obtained from Table 4.5.11 might be interpreted as follows:

1-That 135 pupils 44.99 % go to bed either at midnight or after midnight this might effect on the duration of normal and healthy sleep for adolescents who are supposed to be active and dynamic

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2-There are 70 pupils 23.33 % who slept at 11:00 pm and this seems not sufficient mainly if the pupils are required to wake up early to start class at 8:00 am.

3-Only 95 pupils 31.66 % used to go to bed at 10:00 pm this may lead to make this category of pupils wake up early and be in a good mood for class.

- Question n°12

How long does your sleep last?

Sleep Duration	Pupils' Answers	Percentage %
Less than 5 hours	100	33.33 %
Between 4 to 6 hours	85	28. 33 %
More than 6 hours	29	09.66 %
Have a disturbed sleep	86	28.66 %

Table 4.5.12.Description of Pupils' Answers about the Duration of their Sleep

The results obtained from the analysis of Question -12- are described in Table 4.4.12. 100 pupils 33.33 % answered that their sleep lasted 5 hours, 85 others 28.33 % mentioned that their sleep duration was between 4 to 6 hours and 29 respondents 9.66 % answered that they slept more than 6 hours. Typical of this, 86 pupils 28.66 % affirmed that they experienced a disturbed sleep.

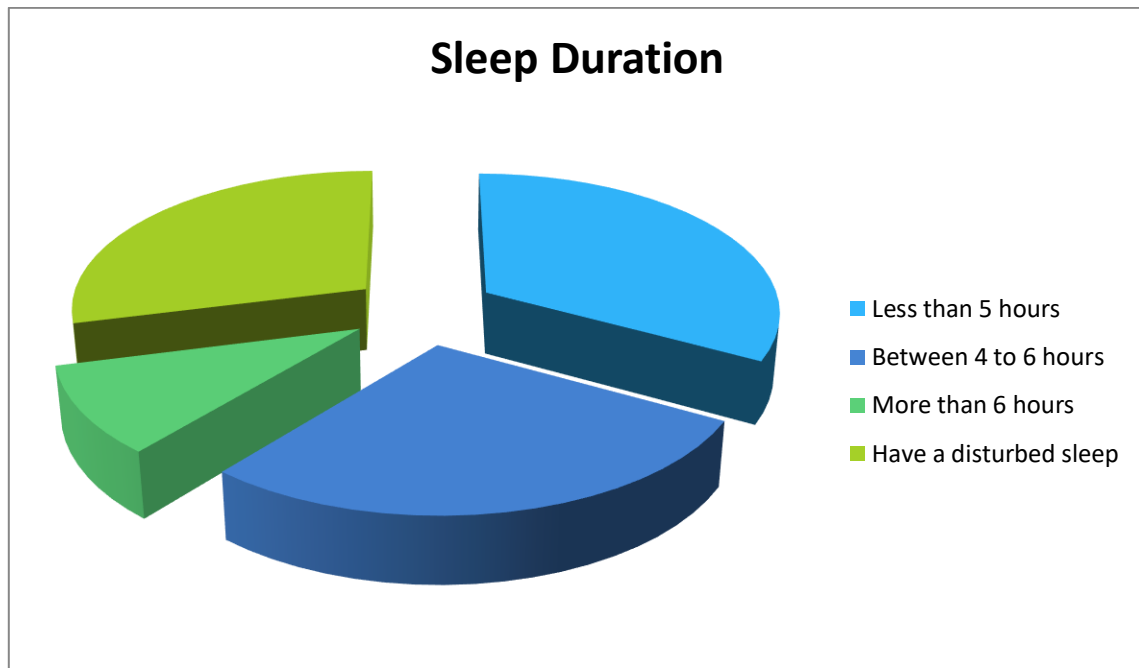


Figure 4.5.12.Distribution of the Pupils' Sleep Duration

The most significant feature about Figure 4.5.12 is that the green colour represents 29 pupils who slept more than 6 hours , the blue colour consists of 100 learners who slept less than 5 hours and the violet colour refers to 86 pupils who had a disturbed sleep.

Based on the findings, it could be concluded that all the 300 pupils involved in the present thesis have answered the questionnaire. This has facilitated the interpretations of the gathered data chiefly:

1-One third $\frac{1}{3}$ of the whole population **300** pupils who participated in this survey slept less than 5 hours so one could guess the insufficiency of rest for 3rd year pupils who are expected to attend lessons in the following day as well as adopting a negative habit of not getting ready for the final year Bac exam

2-The number of pupils who had a disturbed sleep was 86 this could be interpreted as not sleeping at all. Such phenomenon may drastically influence the learners academic achievement for the whole day class

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3- The discussions cited in (1-2) imply a direct link between lack of sleep or disturbed sleeping duration makes the learner's motivation and school exam results badly affected: difficulties to follow lessons in class as well as memorizing the short term lesson steps and content..

B /Memory Section

This section is devoted to study of the level of pupils' memorizing events and lessons particular elements or whole lessons. It contains five (5) questions which will be analysed and the results obtained will be interpreted.

- Question n°13

Do you remember an important event from your childhood?

Remember a childhood event	Pupils' Answers	Percentage
Yes	135	45 %
No	55	18.33 %
Remember only bad events	45	15 %
Remember good and funny events	50	16.66 %
Remember very BAD events only	15	5 %

Table 4.5.13. Pupils' Answers about their Childhood Important Events



Figure 4.5.13.Percentage of Pupils Remembering Events from their Childhood

The data obtained from Table 4.5.13 have been analysed ; 135 pupils 45% have answered 'Yes' that they remembered an important event from their childhood and 55 others 18.33% answered 'No' that they did not remember any important event from their childhood. When the respondents were asked to add precisions to 'Yes' or 'No' answer 45 learners 15% wrote that they remembered 'only bad events' ,50 others 16.66% answered that they remembered 'good and funny events' but 25 learners 15% wrote that they remembered 'very bad events only'.

As can be seen from Figure 4.5.13 the highest bar on the left represents the highest percentage 45% on the vertical line of the learners who confirmed that they remembered their childhood important events by choosing a 'Yes' answer while the next small bar, representing 18.33% ,is about the respondents who answered by 'No' that they did not remember any important from their childhood.

The answers given by the pupils, mainly the 110 respondents 36.66 % , allowed the research to get more precisions about the nature of events the third

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year secondary school pupils really remembered. This was clearly analysed and demonstrated through Table 4.5.13 and Figure 4.5.13 as well.

- Question n°14

Do you remember the name of your best friend (s) in the primary school?

Remember the name of the best friend in the primary school	Pupils’ Answers	Percentage
Yes	210	70 %
No	90	30 %

Table 4.5.14.Remember the Name of a Best Friend in the Primary School

The above Table 4.5.14 describes the number of pupils 210 that is 70% answered ‘Yes’ that they remembered the names of their best friends in the primary school while 90 representing 30% responded ‘No’ that they did not remember the names of their best friends in the primary school.

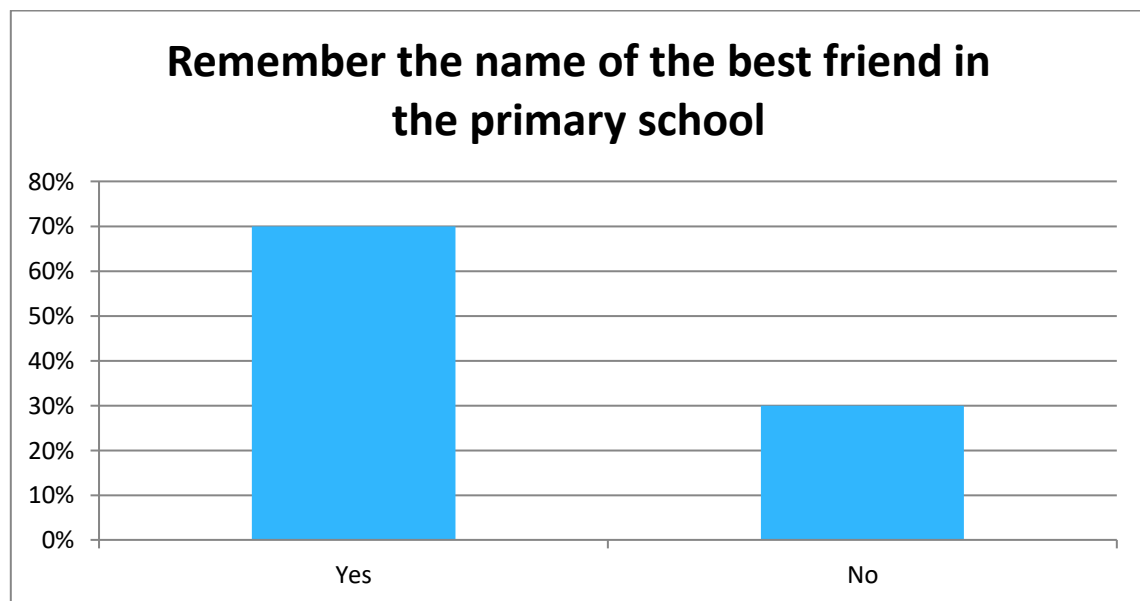


Figure 4.5.14.Distribution of Pupils’ Answers about their Best Friends in the Primary School

Among the 300 participants 210 (70%) pupils put a tick in Yes Box and 90 (30%) others put a tick in No Box

- Question n°15

Do you easily remember parts of the lessons you are taught?

Remember parts of a lesson easily	Pupils’ Answers	Percentage
Yes	120	40 %
No	110	36.66 %
Remember only specific elements of lessons	70	23.33 %

Table 4.5.15. Analysis of the Pupils’ Answer if they can remember Parts of Lessons

Table 4.5.15 shows the description of pupils’ answer about whether they remembered parts of lessons or not. 120 respondents 40 % answered ‘Yes’ that they easily remembered parts of lessons they were taught, 110 others 36.66 % answered ‘No’ that they did not easily remember parts of lessons they were taught . Besides, 70 learners 23.33 % confirmed that they remembered only specific elements of the lessons they were taught.

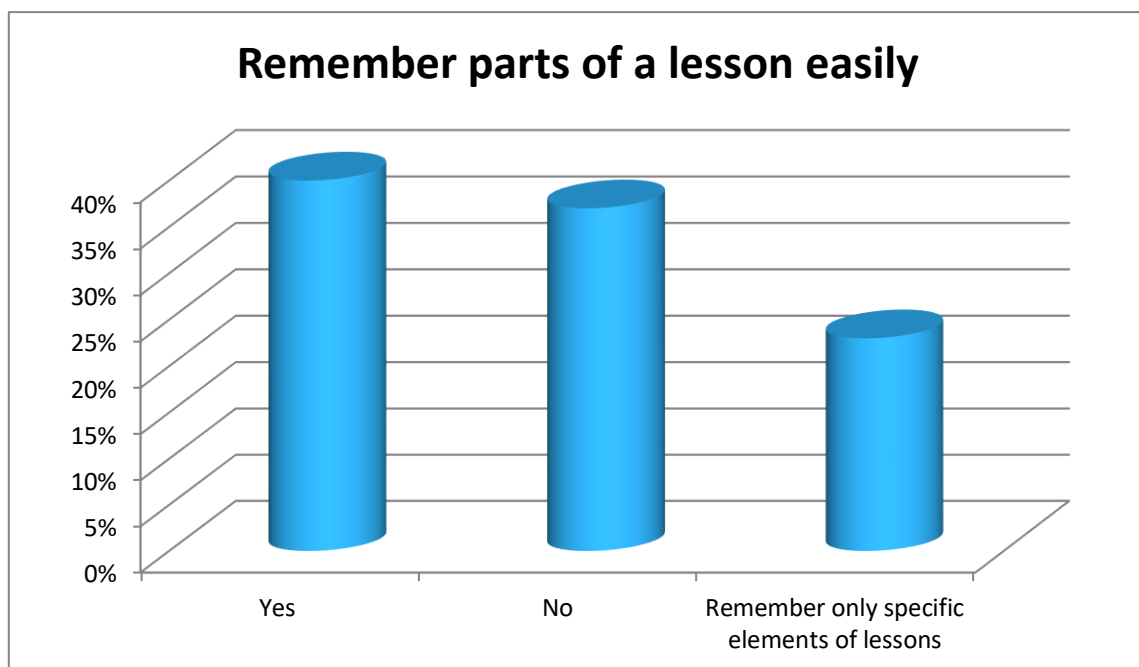


Figure 4.5.15. Percentage of the Pupils’ Answer about whether they remembered Parts of Lessons or Not

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It is obvious from Figure 4.5.15 that the percentage of learners who answered Question -15- does not show a big difference concerning the bar on the left representing ‘Yes’ answer and 40 % of the whole population and the middle concerned with ‘No’ answer with a 36.66 % on the vertical line. Alternatively, the smallest bar on the right of the figure is about 23.33 % of the respondents who admitted that they remembered only specific elements of the lessons.

The results gathered from the analysis of Question -15- led to deduce that 190 learners 63.33 % among the 300 pupils who received the questionnaire confirmed that they remembered either parts of lessons or specific points about the lessons they were taught in class while 110 others 36.66 % encountered difficulties to remember parts of lessons they were taught in class.

Question n°16

Do you find difficulties to memorize whole lessons?

Remember whole or long lessons	-	Percentage
Yes	120	40 %
No	115	38.33 %
Remember short lessons only	75	12 %

Table 4.5.16. Difficulties to remember Long and Short Lessons

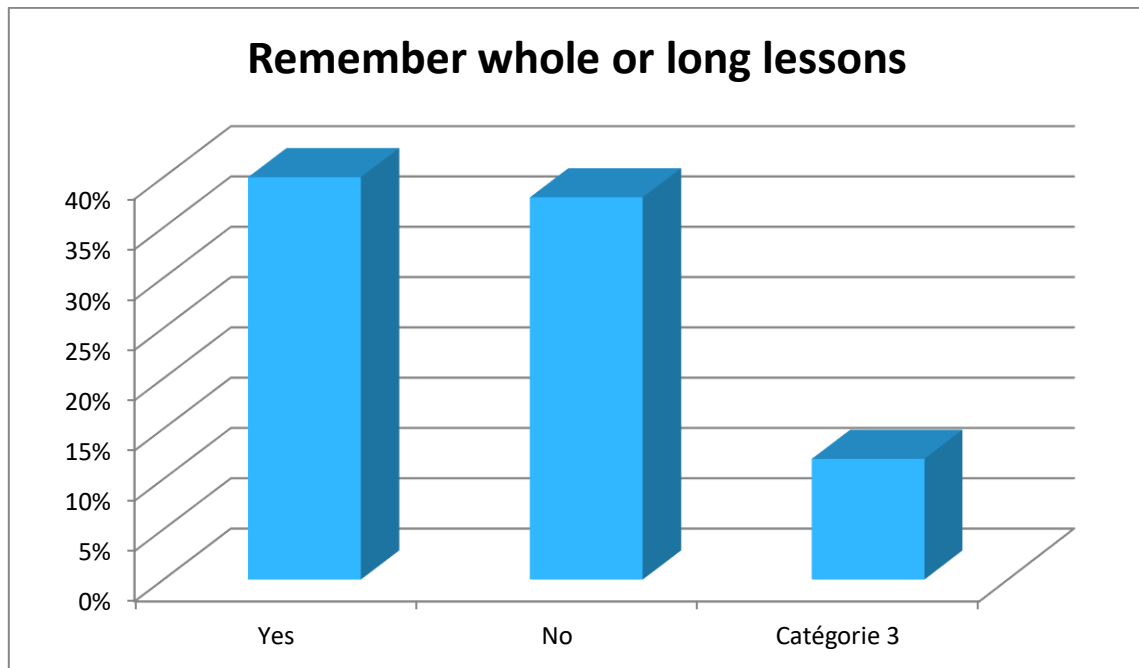


Figure 4.5.16. Percentage of Pupils' Answers to whether they remember whole Lessons or Not.

The most important findings that can be seen from Table 4.5.16 is that 120 learners 40 % answered 'Yes' that they did not find difficulties to remember whole lessons, 115 others 38.33% answered 'No' that they found difficulties to remember whole lessons and 75 respondents 12 % wrote that they remembered short lessons only.

The study of Question-16- using Figure 4.5.16 shows the percentage of learners' answers to Question-16-. That is to say, the bar on the left is about 40% of the pupils who answered that they remembered 'whole lessons', the bar in the middle of the figure represents 38,33 % of respondents who answered 'No' that they could not remember 'whole lessons' then, the smallest bar on the right reflects 12% of the learners who answered that they could remember short lessons only.

The results obtained from the analysis of Question-16- might support the idea that our 3AS pupils memory capacity revolves around either not being able to memorise whole lessons or just memorising short lessons only. This can be

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justified through Table 4.4.16 which presents 190 learners 50,33 % of the whole participants representing 300 learners.

Question n° 17

How much time do you spend on.....?

a)Revising your lessons	Pupils’Answers	Percentage
2 hours	99	33 %
3 hours	157	52.33 %
Often spend more than 4 hours	44	14. 66 %
b)Reading a book	Pupils’Answers	Percentage
2 hours	34	14.66 %
1 hour and half	50	16.66 %
Less than 45 mn	35	11.66 %
They never read a book	181	60. 33 %
c)Surfing the Net	Pupils’Answers	Percentage
No less than 5 hours a day	145	48.33 %
On weekends 6 hours (Friday and Saturday)	110	36.66 %
The whole week for 3 hours a day	45	15 %

Table 4.5.17.Description of Pupils’ Involvement in Revising Lessons, Reading Books and Surfing the Net

After having analysed pupils’ answers to Question-17- the data obtained was put in the Table 4.5.17 above. When the learners were asked about the time they devoted to revise their lessons 99 pupils 33% answered that they spent two hours on revising their lessons, 157 others 52.33 % mentioned that they spent 3 hours on revising their lessons .Besides, 44 learners 14.66 % answered that they often spent more than 4 hours for revising their lessons.

In the same way, 34 pupils 14.66 % answered that they spent 2 hours on reading a book, 50 others 16.66 % answered that they spent one hour and half on

reading a book and 35 participants 11,66 %. Paradoxally, 181 pupils 60.33 % added that they never read books.

Furthermore, 145 pupils 48.33 % answered that they spent' no less than 5 hours on surfing the Net'a day, 110 others 36.66 % added that they surfed the Net on week ends during 6 hours or 8 hours' and 45 respondents 15 % answered that they surfed the Net the whole week for 3 hours a day'

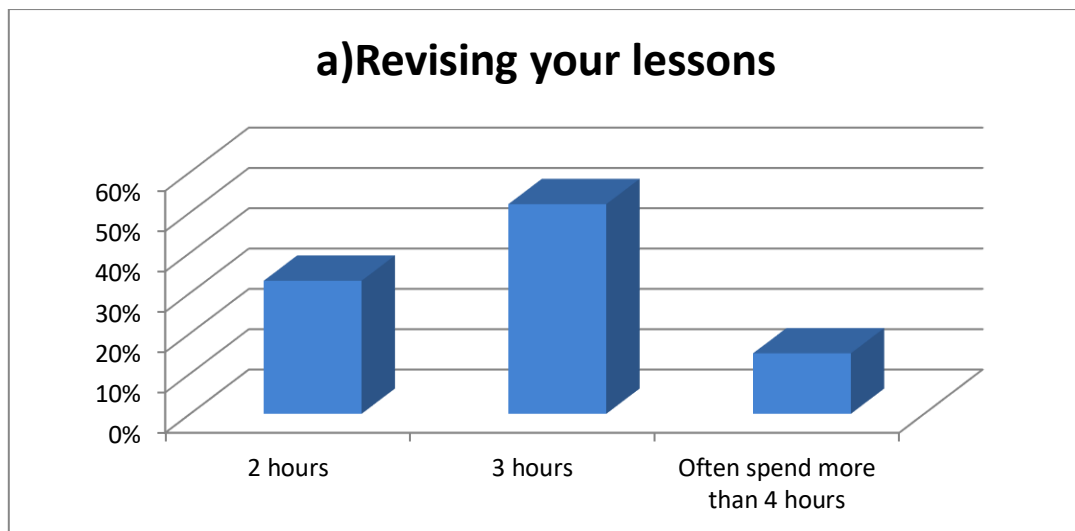


Figure 4.5.17(1) Time Spent by Pupils on Revising their Lessons

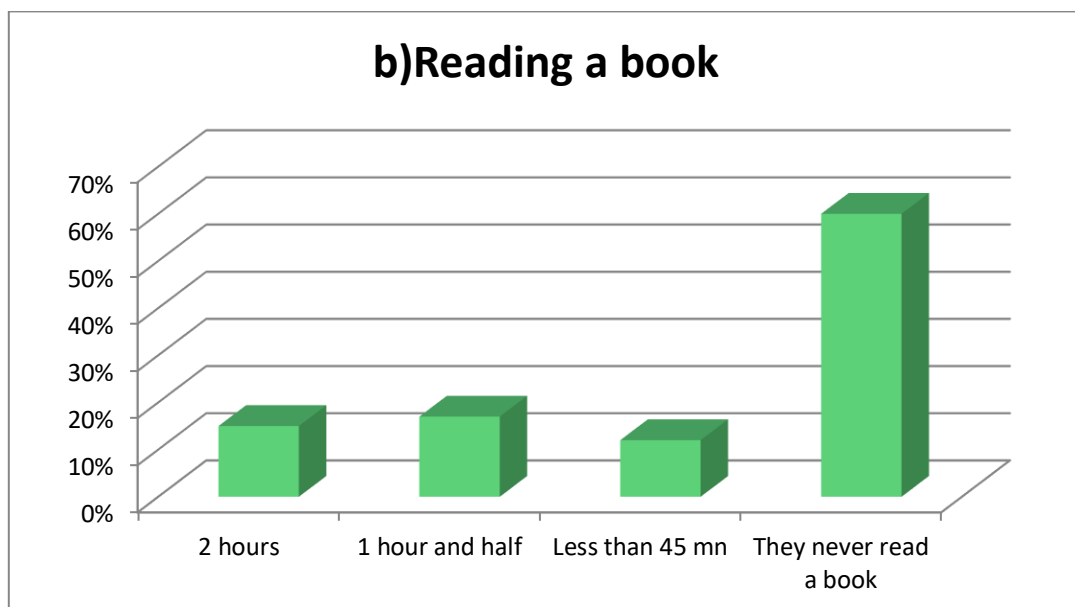


Figure 4.5.17 (2) Time Spent by Pupils in Reading a Book

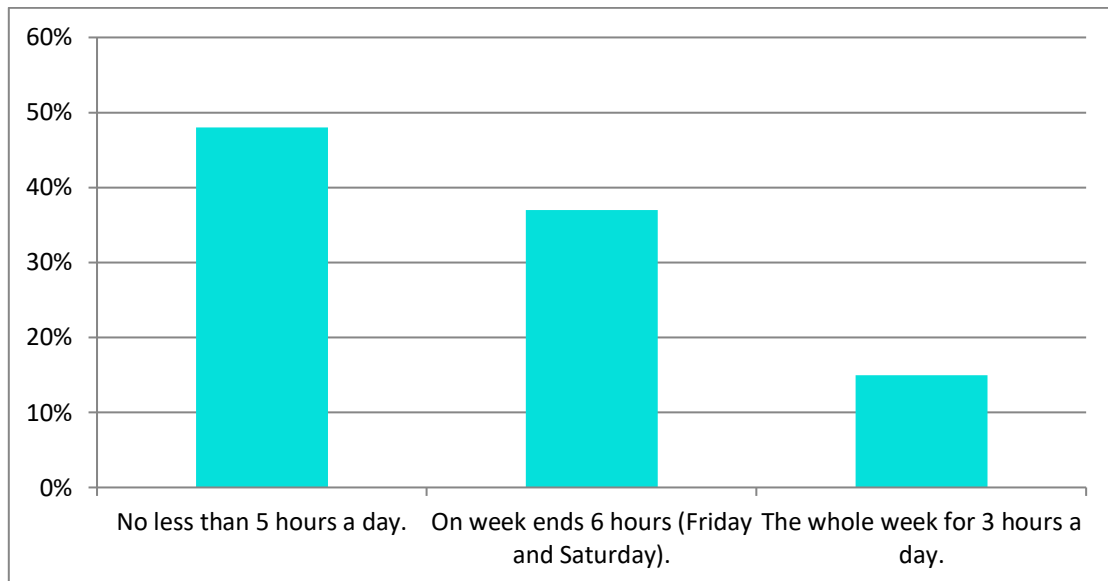


Figure 4.5.17 (3) Time spent by Pupils to surf the Net

1/Revising your lessons:**99 /300** pupils 33 % wrote 2 hours,**157/300** 52.33% wrote 3 hours but only **44/300** pupils 14.66 % wrote that they often spend more than 4 hours in revising their lessons

2/Reading a book :**34/300** learners 14.66% wrote 2hours,**50/300** pupils 16.66 % wrote 1h30,**35/300** others 11.66 % wrote that they read less than 45mn while **181/300** others 60.33 % wrote that they never read books

3/Surfing the Net:**145/300** respondents 48.33 % wrote that they spend no less than 5 hours surfing the Net,**110/300** respondents 36.66% wrote that surf the Net on weekends only but **45/300** others 15% answered that they surf the Net the whole week for three hours

C/Learning and Psychopedagogy Section

This section consists of an attempt to highlight the 3rd secondary school pupils’ learning and classroom life environment. Typical of this, it includes eleven (11) questions and each one of tackles a specific point related to the pupil’s learning situation before coming to school and once in class. More concern will be attributed to this issue in ‘Classroom Observations’ (see Appendix).

- Question n°18

Do you like English language?

Do you like English language?	Pupils’ Answers	Percentage
Yes	300	100 %
No	00	00 %

Table 4.5.18. Description of the Pupils’ Attitude towards English

From Table 4.5.18 we can notice that the 300 pupils who took part in the present research have confirmed that they liked English language by choosing ‘Yes’ to the Question -18- ‘ Do you like English language?’

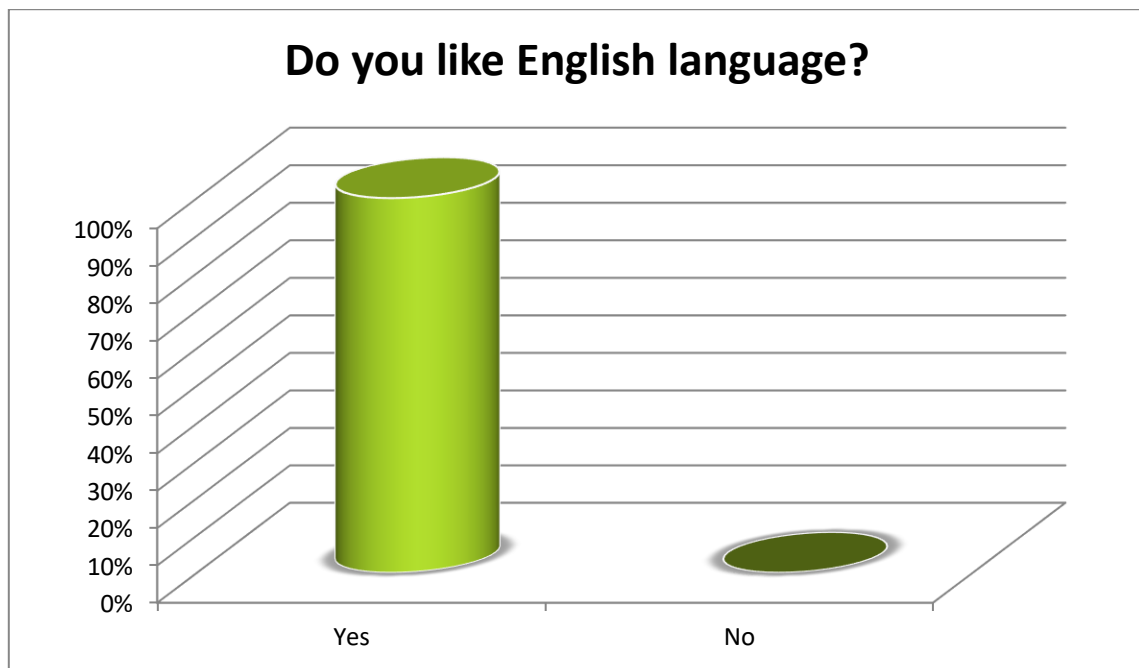


Figure 4.5.18. Percentage of Pupils’ Answers of whether they liked English Language or Not

The direct analysis of Question -18- shows the highest percentage 100 % on the left part of Figure 4.5.18 i.e, the 300 pupils involved in the present study, have answered ‘Yes’ that they liked English language.

- Question n°19

At what time do you start lessons in the morning?

You start lessons in the morning	Pupils’ Answers	Percentage
At 8:00 am	243	81 %
Sometimes at 9:00 am or 10:00 am	57	19 %
Wish to start lessons at 9:00 am everyday	50	16.66 %

Table 4.5.19.Description of the Time Pupils start their Classes in the Morning

The analysis of Question-19- is shown on Table 4.5.19. The most attractive thing one could notice is that 243 pupils 81 % answered that they started class at 8:00 am, 57 others 19% answered that they sometimes started class at 9:00 am or 10:00 am ,but 50 learners 16.66 % answered in the Comment line that they wished to start their lessons at 9:00 am everyday.

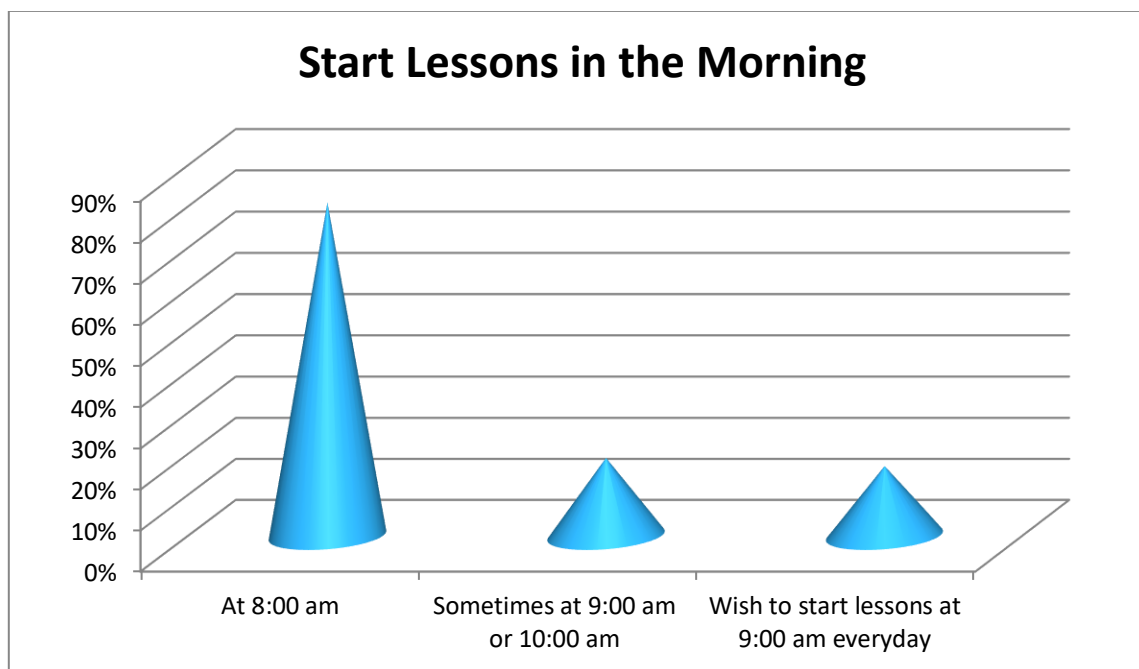


Figure 4.5.19. Percentage of Pupils’ Answer about the Time they start Class in the Morning

Based on Figure 4.5.19 we can see that the highest cone on the left represents the biggest percentage 81 % of pupils who answered Question -19-

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that they began studies at 8:00 am and the cone in the middle refers to the percentage of pupils 19 % who answered that they sometimes started their lessons at 9:00 am or 10:00 am. Yet, the smallest cone on the right is about the comment of 16,66 % learners who added that they *wanted to start lessons at 9:00 am everyday especially in Winter*

- Question n°20

How do you feel when you come to school in the morning?

Feeling when you come to school in the morning	Pupils’ Answers	Percentage
Calm	75	25 %
Nervous	95	31.66 %
Happy	60	20 %
Upset	55	18.33 %
Sometimes happy and sometimes nervous	15	5 %

Table 4.5.20.Description of Pupils’ Feelings when they come to School in the Morning

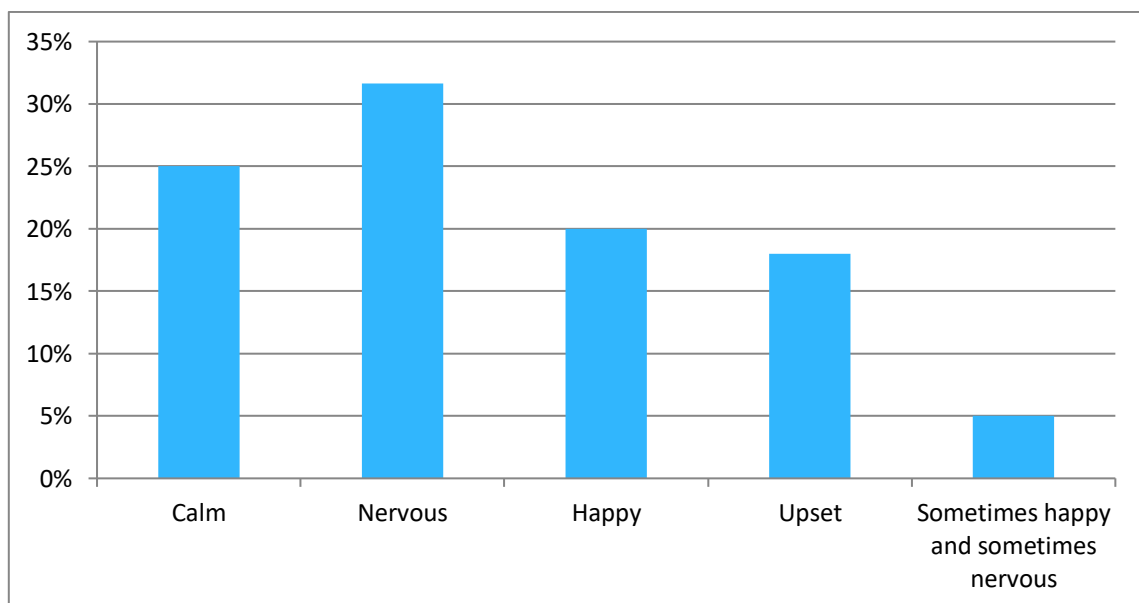


Figure 4.5.20. Percentage of Pupils ‘Feelings when they go to School in the Morning

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According to Figure 4.5.20 we notice that the highest Bar represents 95 pupils 31.66% who feel ‘Nervous’ when they come to school in the morning,

In response to Question -20- half of the 300 pupils, involved in this study, 150 learners 50 % answered that they felt either ‘Nervous’ or ‘Upset’ when they came to school in the morning, 75 others 25 % answered that they felt ‘Calm’ when they came to school in the morning and 60 learners 20 % confirmed that they were ‘Happy’ when they came to school in the morning. Finally, 15 respondents 5% wrote that they felt sometimes ‘Happy’ and sometimes ‘Nervous’ when they came to school in the morning.

- Question n°21

How do you feel when you leave school at 12:00 pm and you resume studies at 1:30 pm or 2:00pm

Feeling when you leave school at 12:00pm and start at 1:30 pm or 2:00 pm	Pupils’ Answers	Percentage
Tired	60	20 %
Hungry	40	13.33 %
Tired and Hungry	70	23.33 %
Very Tired and Very Hungry	130	43.33 %

Table 4.5.21. Description of Pupils’ Feelings when leaving School at 12:00 pm and coming back at 1:30 pm or 2:00 pm

The results from the analysis of Question -21- are shown in Table 4.5.21 as follows: 60 pupils 20% answered that they felt ‘Tired’ when they left school at 12:00 pm and that that they resumed lessons lessons at 1:30 pm or 2:00 pm, 40 others 13.33 % answered that they felt ‘Hungry’ , 70 learners 23.33 % confirmed that they felt ‘Tired and Hungry ‘ ,but 130 other pupils 43.33 % answered that they felt ‘Very Tired and Very Hungry’ when they left school at 12:00 pm and resumed lessons at 1:30 pm or 2:00 pm.

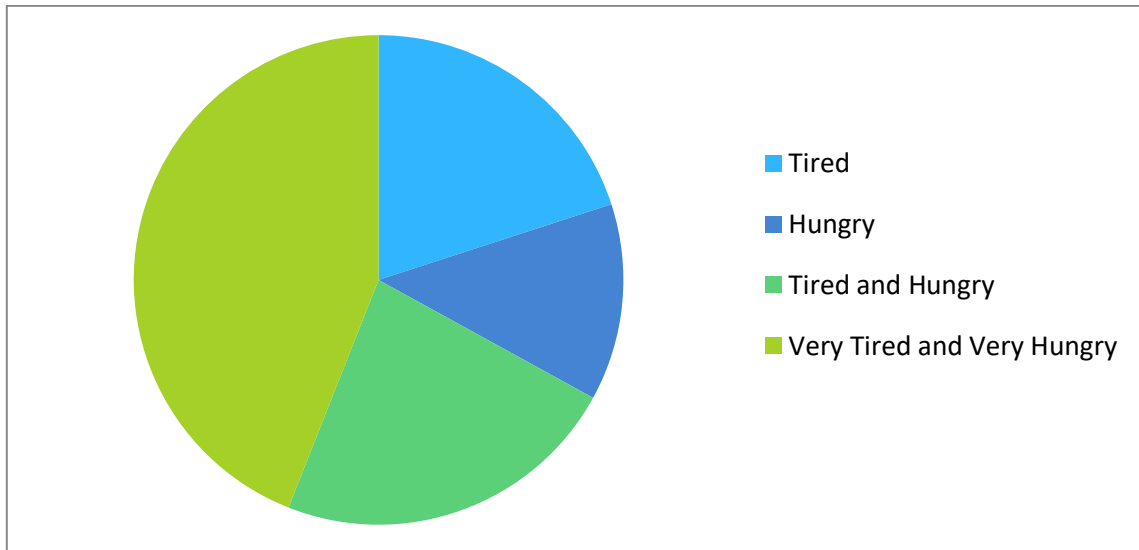


Figure 4.5.21. Repartition of Pupils’ Feelings when they leave School at 12:00 pm and resume Classes at 1:30 pm or 2:00 pm

As shown in Figure 4.5.21 there is an obvious between the rate of pupils who were ‘very tired and very hungry’ presented in the violet colour, then the green colour is about the learners who were ‘tired and hungry’ while the blue and red colour represent respectively pupils who were ‘tired’ or ‘hungry’ when they left school at midday and resumed lessons either at 1:30 pm or 2:00 pm.

Resulting from the analysis of Question -21- we can deduce that all the 300 pupils who received the survey questionnaire have answered the given question completely. Their answers led us to conclude that all the pupils were already hungry, tired or very tired and very hungry when they left school at 12:00 pm or rather before the end of the morning sessions. Some of them have skipped their breakfast or had drunk milk or juice only. In other words, this situation will directly affect their learning in terms of concentration, participation and motivation. The number of pupils who seemed to be directly linked to this disturbed eating habit ,i.e, not having breakfast or sometimes having breakfast was widespread among 180 learners 60% of the target population.

- Question n°22

Do you revise your lessons before coming to school in the afternoon?

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Revising lessons before coming back to school in the afternoon	Pupils’ Answers	Percentage
Always	70	23.33 %
Sometimes	110	36.66 %
Rarely	85	28.33 %
Never	30	10 %
No answer	5	1.66 %

Table 4.5.22. Description of Pupils’ Lessons ‘Revision before coming back to School in the Afternoon

The data obtained from pupils’ answers to Question-22- has been analysed as follows: 70 learners 23.33 % answered that they ‘Always’ revised their lessons before coming back to school in the afternoon, 110 others 36.66 % answered that they ‘Sometimes’ revised their lessons before coming back to school in the afternoon, 85 respondents 28.33 % learners answered that they ‘Rarely’ revised their lessons before coming back to school in the afternoon and 30 pupils answered that they ‘Never’ revised their lessons before coming back to school in the afternoon. Finally, 5 learners 1.66 % did not provide any answer concerning Question-22-

The important findings to appear in Figure 4.5.22 was that the big number of pupils who answered that they ‘sometimes’ revised their lessons before coming back to school in the afternoon this was represented on the vertical line 36.66 %. More than that, the bar on the left of the figure represents 23.33 % of the learners who ‘always’ revise their lessons before coming back to school in the afternoon while the bar in the middle shows 28.33 % of the pupils who ‘rarely’ revise their lessons before coming back to school in the afternoon. Furthermore, 10 % of the respondents ‘never’ revise their lessons before coming back to school in the afternoon.

The results from Question -22- may be interpreted in the form of 115 learners 38.33% who either ‘Rarely’ or ‘Never’ revise their lessons before

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coming back to school in the afternoon and 110 learners 36.66% only ‘Sometimes’ revise their lessons before coming back to school in the afternoon. Some pupils added comments such as: “we cannot revise our lessons because we don’t enough time” or “some lessons are very long we can’t revise them before returning to school” or that “we don’t understand some lessons so we don’t revise them”.

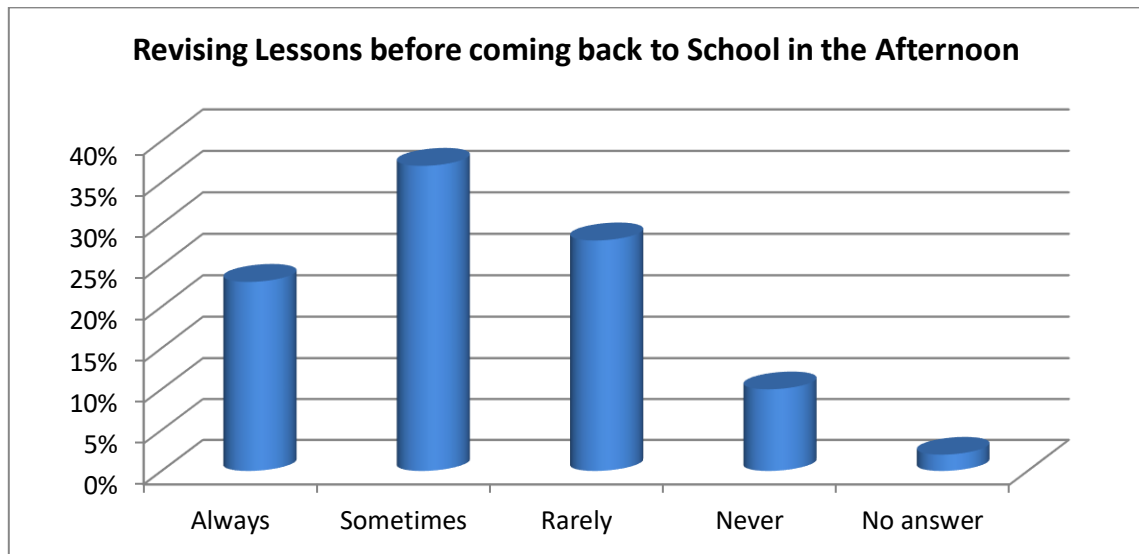


Figure 4.5.22. Percentage of Pupils’ Answers Concerning the Revision of their Lessons before coming back to School in the Afternoon

- Question n°23

Do you prepare your lessons before coming to school in the morning?

Preparing lessons before coming to school in the morning	Pupils ‘Answers	Percentage
Always	30	10 %
Sometimes	80	26.66 %
Rarely	100	33.33 %
Never	65	21.66 %
When not tired	25	8.33 %

Table 4.5.23. Description of the Pupils’ Answer about their Lessons Preparation before they come to School in the Morning

When Question -23- has been analysed, the data were presented as 30 pupils 10% answered that they ‘Always’ prepared their lessons in the evening before coming to school in the morning, 80 others 26.66 % added that they ‘Always’ prepared their lessons before coming to school in the morning, and 100 respondents 33.33% answered that they ‘Rarely’ prepared their lessons before coming to school in the morning. Namely, 65 learners 21.66 % answered that they ‘Never’ prepared their lessons before they came to school in the morning.

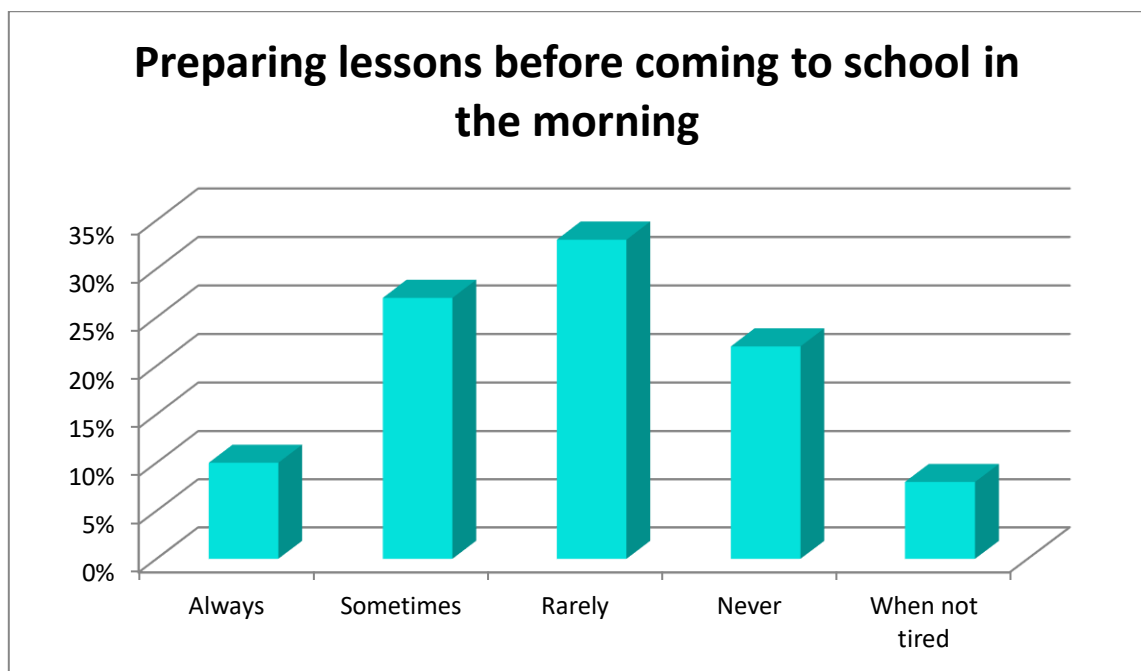


Figure 4.5.23.Percentage of 3AS Pupils ‘Answers about the Preparation of their Lessons before coming to School in the following Day

The graph in Figure 4.5.23 shows the highest percentage of the pupils 33.33 % who ‘rarely’ prepared their lessons before coming to school this is represented through the tallest bar in the middle of the figure. The percentage of pupils who ‘always’ revise their lessons before coming to school the following day is small according to the bar on the left that reflects 10% on the vertical line.

The results gathered from the analysis of Question -23- may be interpreted , namely that 190 pupils 64.33 % did not seem to be motivated to prepare their lessons before going to school the next day. This is a partial justification of

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hypothesis- . More than that, 25 pupils 8.33 % wrote in their comments that they *prepared their lessons only when they were not tired* . Similarly, 80 pupils 80 % among 100 who answered that they ‘Rarely’ prepared their lessons before coming to school in the morning that did so only when *their parents obliged them to prepare their lessons in the evening* or that *they were afraid to obtain low grades at school*. This is a proof that our secondary school pupils are not yet integrated in a competency- based learning on the one hand. On the other hand, teacher-learner negotiation does not seem to have reached a point where 3AS learners , who are supposed to be well-tutored right from the starting of the school-year,i.e, those learners seem either demotivated or stressed .

- Question 24

Do your teachers encourage you to participate in class?

Teachers encourage pupils to participate in class	Pupils’ Answers	Percentage
Always	120	40 %
Sometimes	85	28.33 %
Rarely	50	16.66 %
Never	45	15 %

Table 4.5.24. Description of Pupils’ Answer to whether Teachers encourage them to participate in Class or Not

As can be seen in Table 4.5.24, it shows that 120 pupils 40% answered that teachers ‘Always’ encouraged them to participate in class, 85 others 28.33 % answered that their teachers ‘Sometimes’ encouraged them to participate in class and 50 respondents 16.66% added that teachers ‘Rarely’ encouraged them to participate in class, but 45 learners 15% answered that teachers ‘Never’ encouraged them to participate in class.

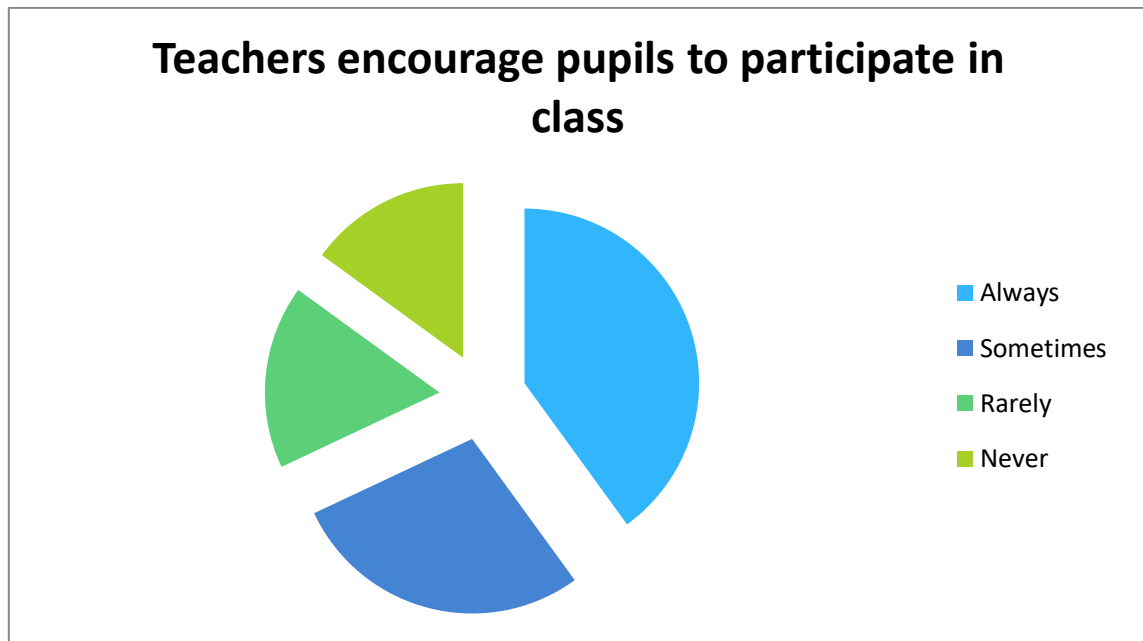


Figure 4.5.24. Repartition of Pupils' Answers t about their Participation in Class

It seems obvious from Figure 4.4.24 that the blue colour which forms the biggest part of the graph. It represents the rate of the pupils who answered that their teachers 'always' guided them to participate in class. The red colour refers to the number of pupils who answered that their teachers 'sometimes' encouraged them to participate in class and the green colour indicates the respondents answer that their teachers 'rarely' helped them to participate in class.

The interpretation of the results gathered from the analysis of Question 24 lead to take into account some of the comments made by the learners. Some of them, 89 learners, said that *the teachers didnt control the class because many pupils made a lot of noise in classroom* or that *the teacherspoke and explained the lesson and did not tell pupils to participate*. In the same way, 48 learners wrote that they *did not understand English so they did not wantto participate in the class* or that *the teacher worked with the pupils next to him or her only*.

The result of the discussion may lead to a partial justification of hypothesis - that *teacher –learner interaction* in the classroom is hardly present. Owing to this fact, *communication* which one of the basic parameters of CBA is, most of the time, missing in the secondary school classes. For this reason, the

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teacher is viewed the only responsible of pupils 'lack of participation or integration in classroom work.

- Question n°25

Do you participate in the class activities?

Pupils' classroom participation	Pupils' Answers	Percentage
Always	63	21 %
Sometimes	60	20 %
Rarely	64	21.33 %
Never	114	38 %

Table 4.5.25.Description of the Pupils' Answers about their Participation in the Classroom Activities

According to the data obtained from Table 4.5.25 ,the answers have been analysed as 63 pupils 21% responded that they 'Always' participated in the class activities, 60 others 20% answered that they 'Sometimes' participated in classroom activities and 64 other pupils 21.33 % responded that they 'Rarely' participated in classroom activities. In the same way, 114 learners 38 % answered that they 'Never' participated in classroom activities.

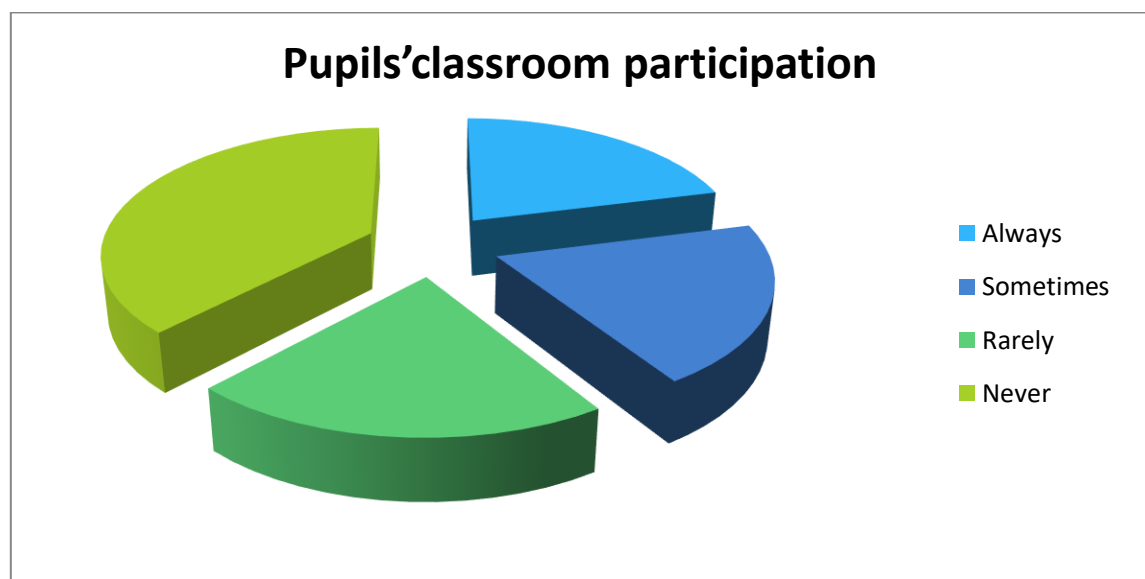


Figure 4.5.25.Distribution of 3AS Pupils about their Classroom Participation

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The chart in Figure 4.5.25 shows the distribution of pupils’ answers in the form of colours. For instance, the violet colour represents the biggest size of the learners 38 % who confirmed that they ‘Never’ participate in class, then, the green colour refers to the percentage of pupils 21.33% who answered that they ‘Rarely’ participate in class activities. Next, the blue colour is about 21 % of the pupils who answered that they ‘Always’ participate in class activities. Finally, the red colour reflects 20% of respondents who answered that they ‘Sometimes’ take part in class activities.

After having analysed the data related to Question -25-, it can, therefore, be assumed that 178 3AS pupils 59.33 % did not feel an internal need to take part in daily classroom activities. This implies more than half of the 300 participants involved in the present study. The basic deduction from such an interpretation resides in an absence of pupils interaction in the classroom while 20% ‘Sometimes’ participate when the *question is easy or the task is not long or detailed* according to comments made by 45 pupils. Some others added that *they were afraid to make mistakes in English when speaking or that the teachers always designated the same learner to answer questions or write on the board*. The role of teachers is crucial in such situations, i.e, they did not seem to guide their 3AS pupils to ‘construct’ their knowledge . Hence, Hypothesis - was validated. ...

- Question n° 26

Do you feel you need more time to answer the teacher’s questions?

More time needed to answer teachers’ questions	Pupils’ Answers	Percentage
When the question is not clear	70	23.33 %
If the answer requires details	100	33.33 %
When the class is noisy	80	26.66 %
In case the lesson is not well revised	50	16.66 %

Table 4.5.26. Description of the Time needed by Pupils to answer a Teacher’s Question

The results from the analysis of Question -26- are presented in Table 4.5.26. It shows that 70 learners 23.33 % answered that they needed more time to answer the teacher’s questions *in case the question was not clear*, then 100 others 33.33% mentioned if the answers required details and 80 pupils 26.66 % added that they needed more time to answer the teacher’s questions *when the class was noisy*. Yet, 50 respondents 16.66 % answered that they needed more time to answer the teacher’s questions *in case they did not revise their lessons well*.

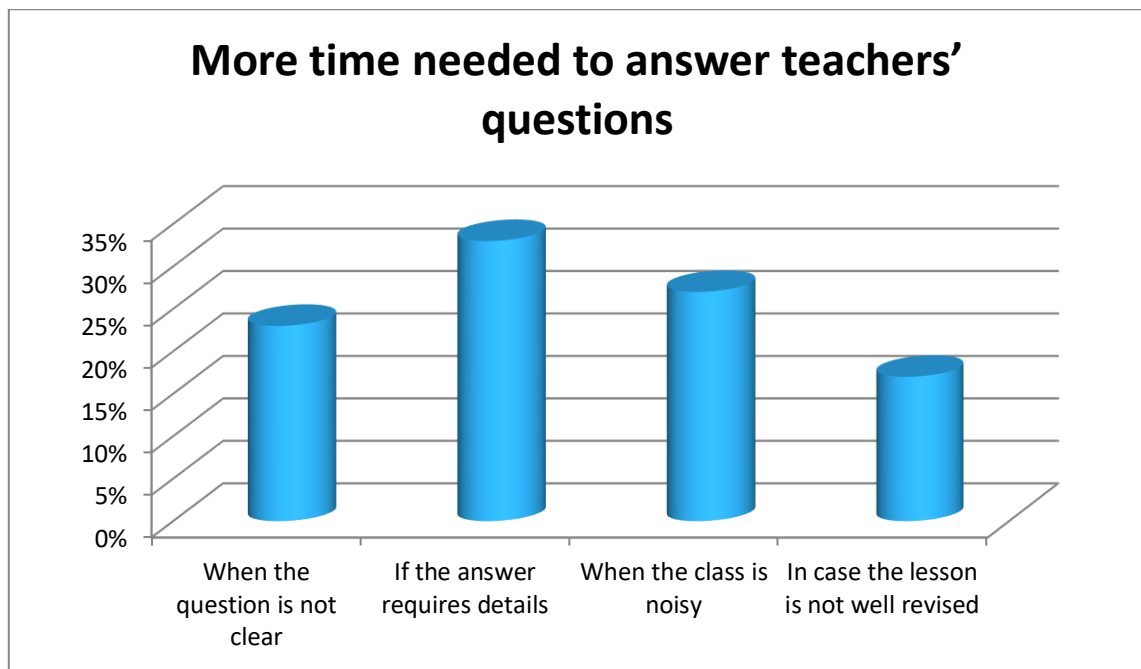


Figure 4.5.26. Presentation of the Percentage of Pupils’ Answers on Time Needed to respond to their Teachers’ Questions

The important findings that can be remarked in Figure 4.5.26 are : the highest bar refers to the highest percentage of the pupils 33.33% who answered that they needed more time to answer their teachers ‘questions *in case the answer required details*, the next bar is about the percentage of learners 26.66 % who could not answer their teachers’ questions immediately *when the class was noisy*. Furthermore, the bar on the left of the figure is about 23.33% of the learners who needed more time to answer their teachers’ questions ,mainly, *if the question was not clear* . Finally, the smallest bar on the right of Figure 4.5.26 shows the lowest

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percentage 16.66 % of the pupils who admitted that could not answer their teachers’ question quickly *if they did not revise their lessons in advance* .

The answers provided by the pupils concerning Question -26- helped the present study to sort out the types of learners teachers are generally confronted to in their classes. Due to this deduction , four personality-type learners have been located (more precision about this issue was left for classroom observations to be tackled later). Some learners needed *clear instructions*, others wanted *key words* and other pupils needed *calm atmosphere for better concentration*, however, the fourth type needed *to revise their lessons before being able to answer any question inclass*.

- Question n°27

What is your opinion about your Textbook” New Prospects”?

Opinion about textbook ‘New Prospects’	Pupils’ Answers	Percentage
Interesting	75	25 %
Boring	105	35 %
Needs changes	60	20 %
Make two books one for scientific classes and one for literary classes	60	20 %

Table 4.5.27. Description of Pupils’ Answers Concerning their Opinions about their Textbook ‘New Prospects’

The opinions of 300 pupils involved in this study varied, this can be read from Table 4.5.27. So, 75 learners 25% wrote that their 3 AS Textbook ‘New Prospects’ was ‘Interesting’, 105 others 35 % wrote that ‘New Prospects’ was ‘Boring’ and 60 respondents 20 % admitted that ‘New Prospects’ needed ‘Changes’ while 60 other pupils 20% wrote that *there should be two books one for scientific classes and one for literary classes*.

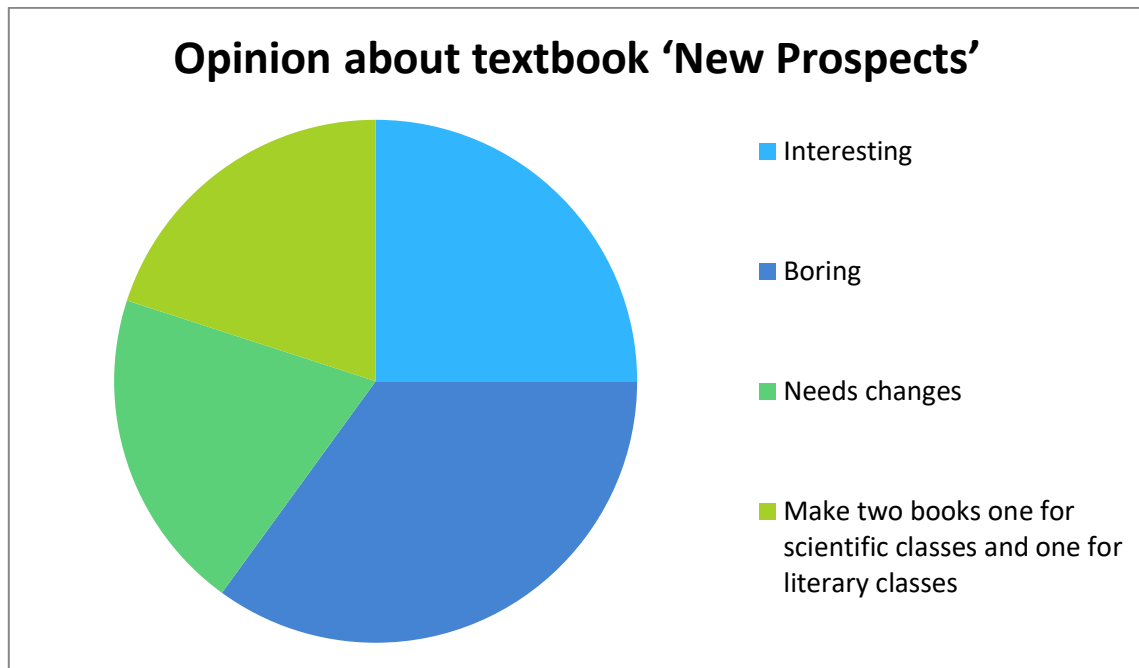


Figure 4.5.27. Distribution of the Pupils 'Answers about 3AS Textbook

The findings linked to the analysis of Question -27- are illustrated in Figure 4.5.27. For instance, the red colour represents 35 % pupils who found the textbook 'New Prospects' 'Boring', the blue colour represents 25 % the respondents who thought that 'New Prospects' was 'Interesting' while the green colour refers to 60 % of the learners who confirmed that 'New Prospects' needed changes. On the contrary, the violet colour unveiled the learners' opinion about 'New Prospects' that *two separate books should be devised : one for scientific classes and another one for literary classes*.

The interpretation of data gathered from the analysis of Question -27- gave rise to an important conclusion that the big majority of pupils 225 that is 75 % agreed that *they did not basically appreciate the 3AS textbook 'New Prospects' in terms of content and topic repartition related to scientific or literary streams*

- Question n°28

Do you have any idea about the Competency Based Approach? Write your opinion

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Idea about CBA	Pupils' Answers	Percentage
No idea	100	33.33 %
Administration explained it but it is not sufficient	75	25 %
Teachers don't explain this to us	55	18.33 %
Test learners competence in English	30	10 %
Why not explain CBA in Arabic or French	22	07.33 %
Not important to know it	18	06.33 %

Table 4.5.28. Description of Pupils' Answers about their Opinions on Competency-Based Approach

Interestingly, the pupils who answered Question 28 appeared as giving their opinions spontaneously about CBA. This was described in Table 4.5.28 as follows: 100 learners 33.33 % answered that *they had no specific idea about CBA*, then, 75 pupils 25% wrote *that the administration explained to them the meaning of CBA but they added that such an explanation was not sufficient*, next, 55 others 18.33 % wrote *that their teachers did not usually explain to them such things*, after that, 30 learners 10 % gave their opinion about CBA that *its purpose, according to them, was to test the learners competence in English language*, finally, 22 respondents 7.33 % suggested *to explain CBA in Arabic or French to make it clear for all pupils*. In the end, 18 learners 6.33 % answered that *it was not important for them to know anything about CBA*.

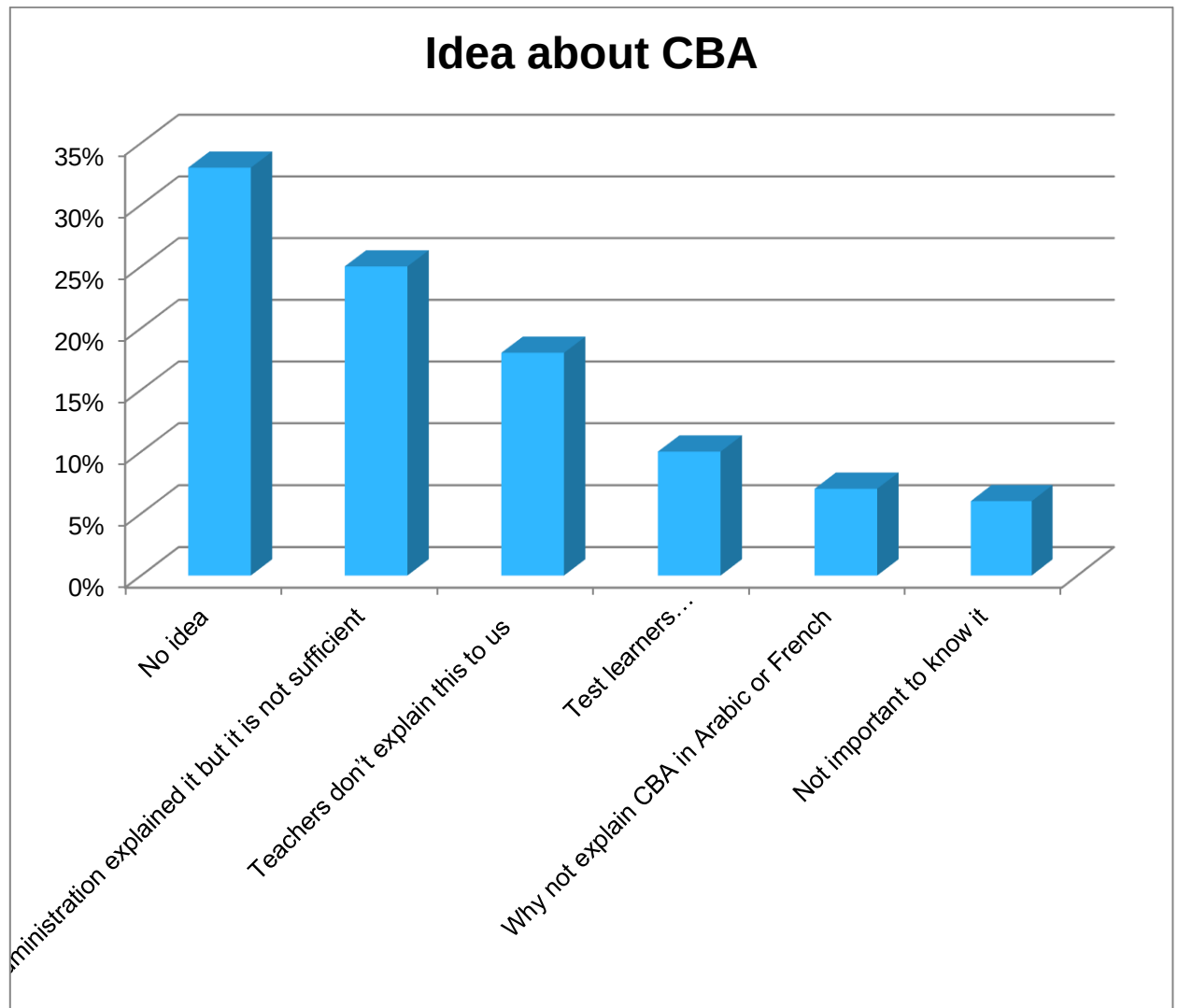


Figure 4.5.28.Percentage of 3AS Pupils' Answers about their Opinions Concerning Competency-Based Approach

Based on the findings obtained from the analysis of Question-28- about the pupils 'opinions on CBA, the results were represented in Figure 4.5.28. To start with, the bars indicate the gradual description of the pupils' answers from the highest on the left which carries 33.33 % of the respondents who had no idea about the Competency-Based Approach to the smallest on the right of the figure which shows 6.33 % of the learners who admitted that it was not so necessary to know what CBA was about.

There might be a possible explanation or rather interpretation of the data analysed from the responses given by 300 hundred pupils who answered

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Question -28- that the majority of the pupils 195 who represent 75.32 % answered that they had no idea about CBA and that they also recommended to explain CBA in French or Arabic in order to facilitate the understanding of CBA by all learners. Likewise, 75 learners 25 % wrote that they had a slight idea about CBA because the administration has already given them an idea about this approach but this was not sufficient, according to the respondents. In brief, there was an attempt by 30 pupils 10 % to define CBA as being a method to test pupils competencies in the English language. The table below describes learners opinions about Competency-Based Approach and that the majority of them either answered that they had no idea or that nobody explained to them the importance of that method. More than that, a few of suggested to explain to them CBA in Arabic or English languages while other answered that it was not so important to know anything about such teaching-learning method.

Number of Respondents	Opinions on CBA
100	Answered “No idea”
75	Answered”The administration explained it to us but it is not sufficient”
55	Answered”Teachers don’t explain things like that to us we just have lessons”
30	Answered”It is to test pupils competence in English”
22	Answered”Why not explain it in Arabic or French?”
18	Answered”It is not important to know it”
Total: 300	

Table 4.5.29.Number of Pupils Corresponding to their Opinions about CBA

D/Pupils’ Relationship with ICT Section

This section contains 5 questions about the time pupils spend on surfing the Net on the one hand. On the other hand , to elicit from 3AS pupils their preferences concerning reading books or surfing the Net.

- Question n°29

What do you like read a book or surf the Net?

Reading books or surfing the Net	Pupils’ Answers	Percentage
Surf the Net	177	59 %
Read a book	60	20 %
Both reading books and surfing the Net	58	13.33 %
Noanswer	5	01.66 %

Table 4.5.30. Description of Pupils’ Answers whether they like Surfing the Net
or Reading Books

As can be seen from Table 4.5.30 the learners answered the question about their preferences concerning surfing the Net or reading books: 177 pupils 59 % answered that they liked *surfing the Net* , 60 others 20 % mentioned that read books, alternatively, 58 respondents 13.33 % answered that they liked both reading books and surfing the Net. Yet, 5 learners 01.66 % did not provide any answer.

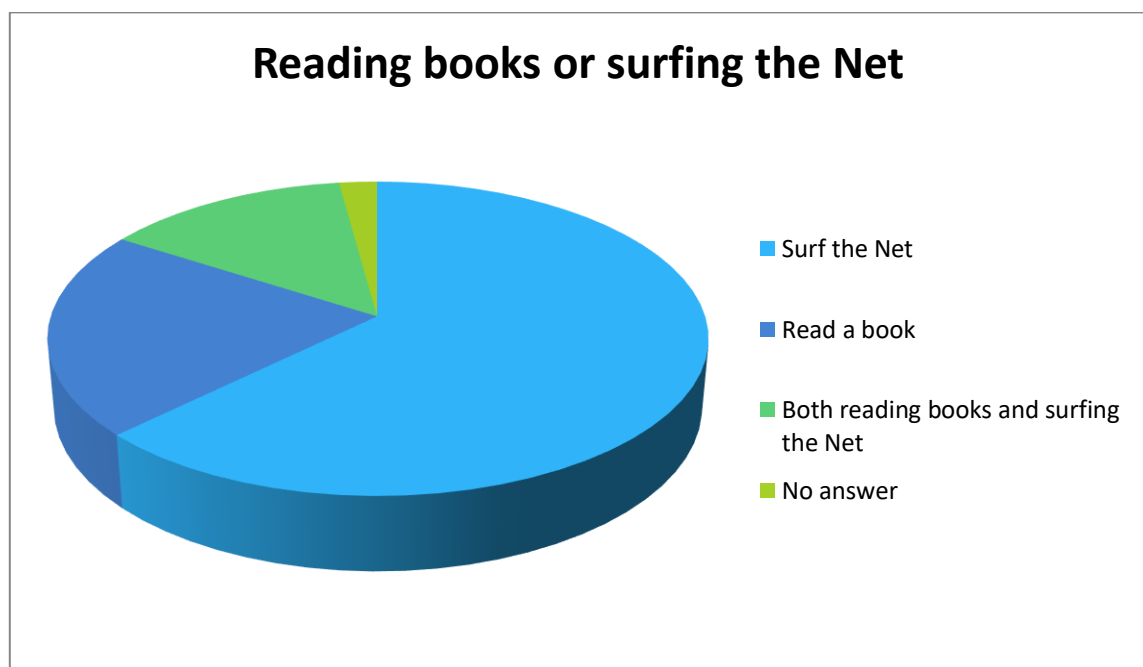


Figure 4.5.29.Repartition of the Pupils ‘Responses about their Preferences:
Reading Books or Surfing the Net

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A clear upward movement of participants answers of Questions -29- is shown in Figure 4.5.29 . At first glance, the blue colour dominates the majority of the chart in the figure and consists of 59 % of the 3AS pupils who preferred to surf the Net. Then, the red colour which reflects the 20 % of the learners who favoured reading books. Next, the chart presents the green colour which shows 13.33 % of the learners preference of both reading books and surfing the Net. Finally, the smallest part in the chart above is the violet colour but it consists only of 01.66 % of the whole number of participants,i.e, 300 pupils, who did not answer Question-29-

- Question n°30

Do you have a

You have a	Pupils' Answers	Percentage
Computer	91	30.33 %
Tablet	60	20 %
Smart Phone	102	34 %
All the three	10	03.33 %

Table 4.5.31.Description of Pupils' Answers about whether they have Computers, Tablets or Smart Phones **or All the Three**

There is a determining factor that could be seen in Table 4.5.31 which is all the 300 pupils who took part in this investigation that all of them have either computers, tablets, smart phones or both. For instance, 91 pupils 30.33 % answered that *they had computers*, 60 others 20 % mentioned that *they had tablets* and 102 participants answered that they had smart phones . Afterwards, 10 learners 03.33 % confirmed that they had computers, tablets and smart phones.

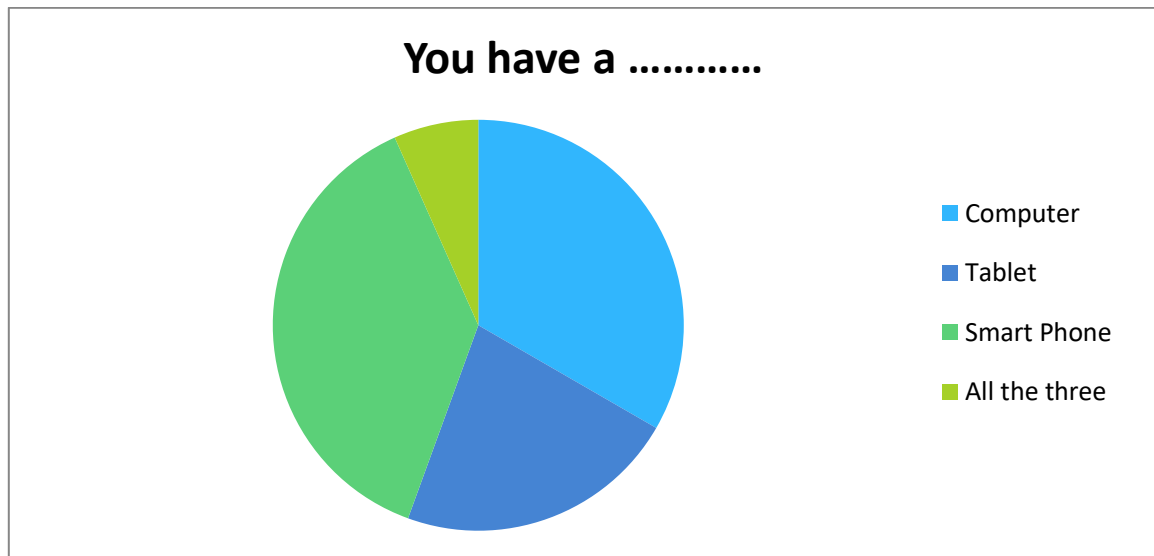


Figure 4.5.30.Chart Distribution of Pupils having :Computers, Tablets, Smart Phones or All the three

The results obtained from the analysis of Question-30- demonstrate their significant representation in Figure 4.5.30. The chart in question shows the distribution of pupils’ answers as follows: the blue colour 30.33 % of the learners responded that they possess Laptops or computers at home. The green colour, indeed, refers to 34 % of the learners who admitted that they owned Smart Phones. Likewise, the red colour includes 20 % of the pupils who answered that they had only tablets, but the violet colour which represents the smallest part 03.33 % of the 3AS pupils who answered that they had the three ICT means including: computer or Laptop, Tablet and Smart Phone.

- Question n°31

Do you surf the Net

Do you surf the Net.....?	Pupils’ Answers	Percentage
At home	105	35 %
In a Cybercafé	90	30 %
Both	91	30.33 %
Don’t surf the Net	14	04.66 %

Table 4.5.32.Description of Pupils’ Answers Concerning the Place where they surf the Net

In response to Question-31- , the majority of pupils answered that they surfed the Net. This has been analysed as follows in Table 4.5.32. First, 105 pupils 35 % have answered that they surfed the Net at home only. Second, 90 learners 30% used to go to the cybercafé in order to surf the Net. Third, 91 respondents 30.33% admitted that they sometimes surfed the Net at home but they sometimes went to cybercafé as well for the same purpose. Surprisingly, we discovered that 14 pupils 04,66 % answered that they did not surf the Net .

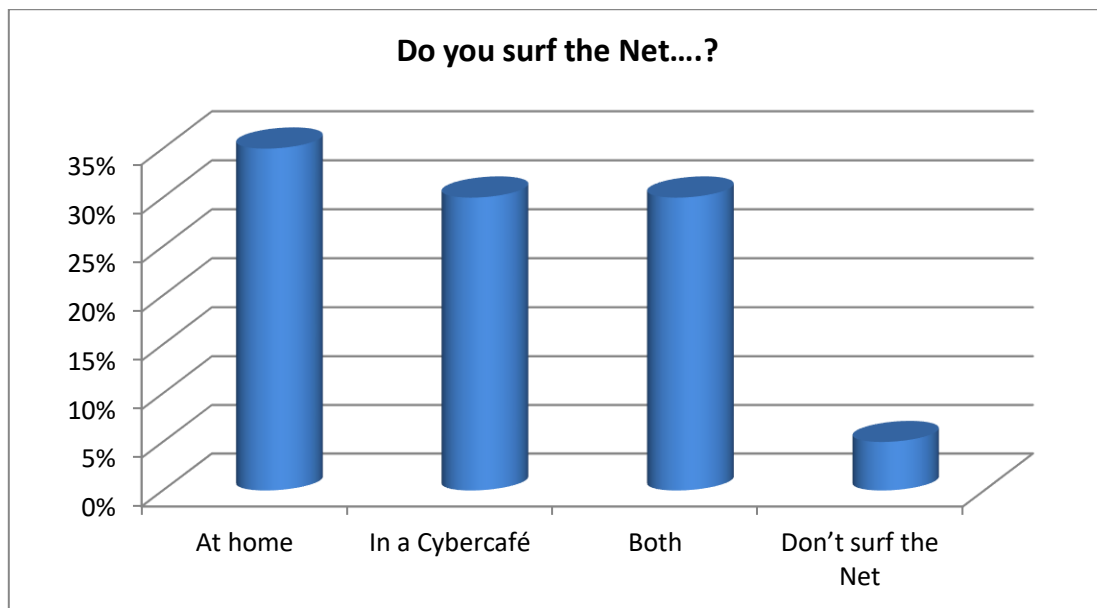


Figure 4.5.31. Presentation of the Pupils’ Answers Percentage Concerning where they surf the Net

The data obtained from the analysis of Question-31- are shown in Figure 4.5.31 in the form of a bar-chart. For example, the bar on the left of the figure denotes the highest percentage 35 % of the learners who admitted that they surfed the Net at home only while the second bar consists of 30 % of the pupils who answered that they surfed the Net when they went to a cybercafé. The pupils who surfed the Net both at home and in a cybercafé is represented in the next bar by 33.33%. The smallest bar on the right of Figure 4.5.31 namely unveiled that 04.66 % of the learners have never surfed the Net.

Based on the findings from the analysis of Question -31-, it has been concluded that 286 pupils 95,33% surfed the Net either at home or in a cybercafé

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or both. To be more precise, 91 learners 30.33 % spend a big amount of time surfing the Net both at home and in cybercafé this may influence their schooling in a negative way.

- Question n° 32

When do you surf the Net.....?

Surfing the Net timing	Pupils' Answers	Percentage
Everyday	55	18.33 %
Three times a week	77	25.66 %
One's a week	75	25 %
Surf the Net under parents' control	83	27.66 %

Table 4.5.33.Description of the Pupils' Answer about when they surf the Net

The basic findings from the analysis of Question -32- led to the presentation of the results in Table 4.5.33. At first, 55 pupils 18.33 % answered that they surfed the Net every day. Then, 77 others 25.66 % answered that they surfed the Net three times a week. Besides, 75 learners 25 % mentioned that they surfed the Net one's a week. Furthermore, 83 participants 27.66 % mentioned that they surfed the Net under their parents' control.

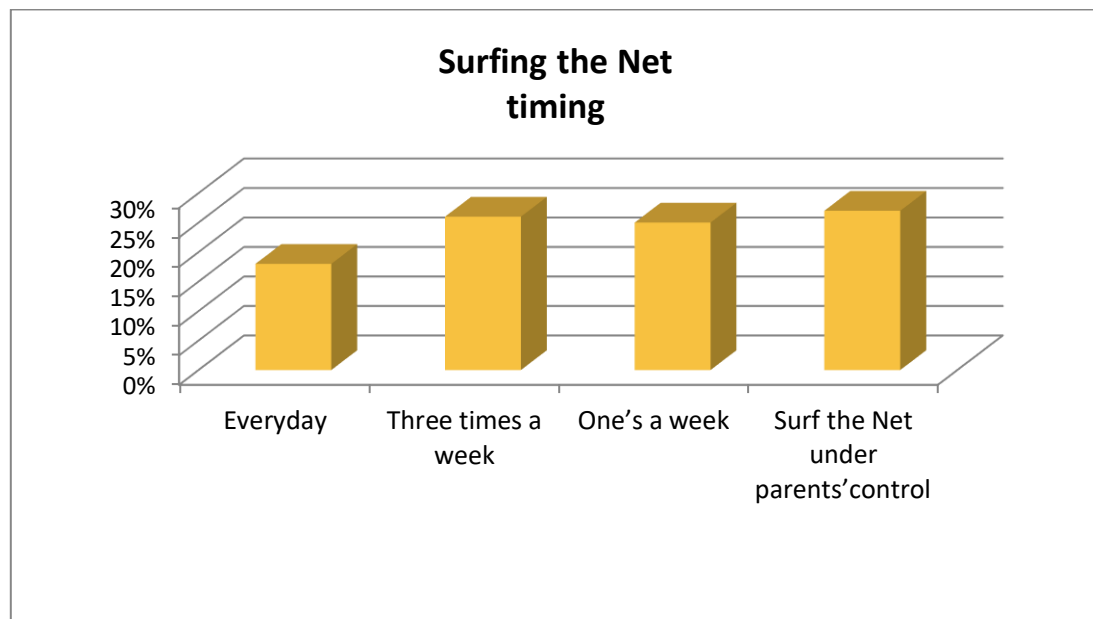


Figure 4.5.32.Presentation of the Learners' Percentage of their Answer about their Surfing Timing

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The results derived from the analysis of Question -32- which consists of when learners surf the Net were presented in Figure 4.5.32. That is to say, the smallest bar on the left of the figure shows 18.33% of the pupils who surf the Net ‘everyday’. Then, the second bar refers to 25.66% of the learners who surf the Net ‘three times a week’. Then, the third bar consists of the 25% of the respondents who surf the Net ‘once a week’. In spite of the previous answers of Question -32-, 27.66 % of the pupils answered that they surfed the Net when their parents are informed about it and that made some learners satisfied while some others commented that they felt too much control on the side of their parents. This implies that 207 learners 68,99% surfed the Net freely without parents control or protection.

- Question n°33

What is your objective in surfing the Net?

Objective in surfing the Net	Pupils’ Answers	Percentage
Entertainment	125	41.66 %
Having fun with friends	89	29.66 %
Looking for interesting topics	46	15.33 %
No objective	40	13.33 %

Table 4.5.34. Description of Pupils’ Answers about their Surfing the Net Objective

As shown in Table 4.5.34 there seems a gradual presentation of the pupils’ answers from the high rate to low one. That is to say, 125 learners 41.66% answered that their main objective in surfing the Net was ‘entertainment’ while 89 others 29.66 % added that they surfed the Net in order to have fun with their friends and 46 learners 15.33 % mentioned that they surfed the Net so that to look for interesting topics but 40 participants 13.33 % answered that they surfed the Net without a specific objective.

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- Question n°34

What do you wish to become in the future?

Pupil'wish for the future	Pupils' Answers	Percentage
Become a teacher of English	66	22 %
Become a doctor	56	18.66 %
Become a Chemist	41	13.66 %
Become an Interpreter	40	13.33 %
Become a businessman/ woman	26	08.66 %
Become a Lawyer	45	15 %
Become an Air-hostess	26	08.66 %

Table 4.5.35. Presentation of Pupils' Answers about what they want to become in the Future

The most significant aspect of the analysis of Question -34- is that all 300 pupils who participated in this study have mentioned what they wanted to become in the future. In other words, 66 learners 22 % wrote that they wanted to become teachers of English. Notably, 56 others wished to become doctors and 41 pupils 13.66 % wrote that they wanted to become chemists. In the same way, 40 respondents 13.33 % answered that they wished to become interpreters in the future . In the same way, 26 learners 8.66 % added that they wished to become businessmen or businesswomen. Then, 45 participants 15% answered that wanted to become lawyers and 26 others pupils 8.66 % wrote that they wished to be air-hostesses.

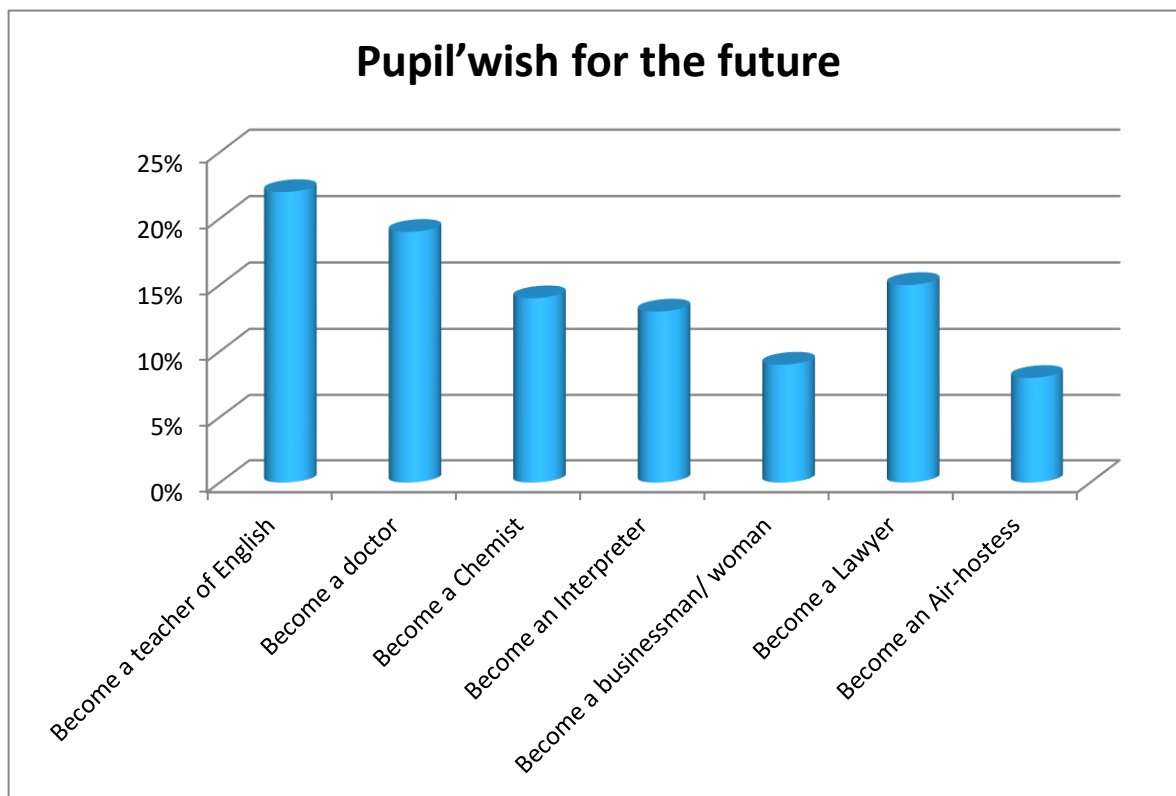


Figure 4.5.33. Pupils “Future Job Careers” Projects

The most important findings, about Question- 35-, to appear from the data collected is in Table 4.5.35 which represents 300 participants involved in this study. First, 22% pupils among the whole research population answered that they wanted to become “teachers of English language” then, 18.66% confirmed that they wished to become “doctors” while 13.33% respondents wrote that they wanted to become “chemists», next 13.33 % answered that they wished to become “interpreters” and 8.66 % mentioned that they wanted to become “businessmen or businesswomen”. The pupils who answered that they wanted to become “lawyers” represented 15% and 8.66 % respondents answered that they wanted to air-hostesses.

The results obtained from Question -34- What do you want to become in the future? Can be interpreted as the pupils attitudes and conceptions about their future jobs. Some of them even justified their choices. For instance, 40% pupils added that they wanted to teach English in the future because they “liked English language” or that “English is international” or that “English language is used in

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all domains” and “teaching is noble and good job”. Furthermore, 25 learners (T56) answered that they wanted to become doctors in order “to help people who are ill” or “to find vaccines or solutions for epidemics” and “to make people respect you” and “also to earn a lot of money”. In addition, 15 other learners (T 41) reinforced their answers to Question 35 on the reasons that encouraged them to become chemists in the future such as “to sell medicaments and have my own place or shop for work”, others added that they wanted to become chemists so that “to help people who do not have money to buy medicaments” or “being a chemist helps to know more about medicine and people.” Likewise, 22 respondents (T40) wrote that they wanted to become interpreters because “it is an interesting job, we learn about different people” also, “it is an occasion to learn other languages and travel” or “people need interpreters to write their documents into another language like letters and in conversations” they added “the interpreter meets famous people : presidents and celebrities.” Similarly, 15 learners (T 26) answered that they wished to become either businessmen or businesswomen for many reasons such as “to earn a lot of money” or “to be able to start a personal enterprise in what I like such as clothes or other products” some added “I don’t like to work in an office or administration and wait for a miserable salary every month” or that “salaries are not sufficient to buy a house or have a family , take care of children and their needs”. Then, 30 respondents agreed that they wished to study law at the university to become lawyers in order “to apply justice everywhere” or “to defend people and victims in the society” others added that they wanted to become layers in the future “to make people respect law ,communicate with different people and earn money.” Finally, 10 respondent girls (T 26) answered that their dream “is to work as an air-hostess in order to travel a lot and meet different people” they added as well that they wanted to work as air-hostesses in the future “to look beautiful and help passengers’ or “you need to speak foreign languages, I like it very much”. The general impression we could obtain from the pupils’ answers to Question

n°35 helped us assimilate the respondents’ awareness of their future jobs as well as the reasons and the motivations concerning their choices.

4.8 Analysis of the Multiple Intelligences Survey

Because of Competency-Based Approach demands, teaching in general and EFL teaching in particular require the use of specific teaching-learning strategies in order to test learners’ assimilation and creative level in English language as well as in relation with transversal competencies like Mathematics, Natural Science, History, Geography, Music ...). A test based on survey questions distributed to 140 pupils from 6 classes already chosen for the present study.

4.8.1 Definition of the Multiple Intelligence Survey

It is based on Howard Gardner’s Multiple Intelligences Test. It was completed by the 140 pupils 46.66 % among 300 participants selected for answering the Questionnaire. The survey paper was distributed to the target population on Wednesday, February 4th, 2016. The pupils belonging to 6 Third Year classes (3ASNVN and 3AS LSI) studying in the three secondary schools included in our study. The pupils were asked to read the survey paper carefully then put a “1” character in the “Score” column and it was returned at the beginning of the week. The aim of the investigation tool was to test 3AS learners understanding of Multiple Intelligences use during their schooling years. (see Appendix-C-p)

4.8.2 Analysis of Multiple Intelligences Survey

This section is about the analysis of the data obtained from the Multiple Intelligences Survey as well as the interpretation of the findings gathered from respondents’ participation. Depending on the nature of the research tool, four tables were elaborated in order to make the analysis of the 3 AS pupils’ answers to the Multiple Intelligence Survey accurate and credible.

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Number of Pupils	Percentage	Section Number
35	25 %	9
30	22.22 %	5
27	20 %	5
20	14.81 %	3
15	11.11 %	4
10	07.40 %	5
3	02.22 %	4

Table 4.6.2.36.Representation of Pupils’ Answers to MIS and Appropriate Sections

The data collected from Table 4.6.2.36 which consists of the number of pupils who answered the Multiple Intelligences Survey as well the number of sections they have chosen. First, 35 pupils 25 % answered all the (9) nine sections, next 30 others 22,22% have chosen (5) five sections . Then, 27 respondents 20 % have answered (5) five sections too and 20 learners 18 % have answered (3) sections and 15 learners 11,11% have selected (4) sections but 10 other pupils 7,40 % have answered (5) sections. Yet, only 3 pupils 2,22 % answered (4) sections.

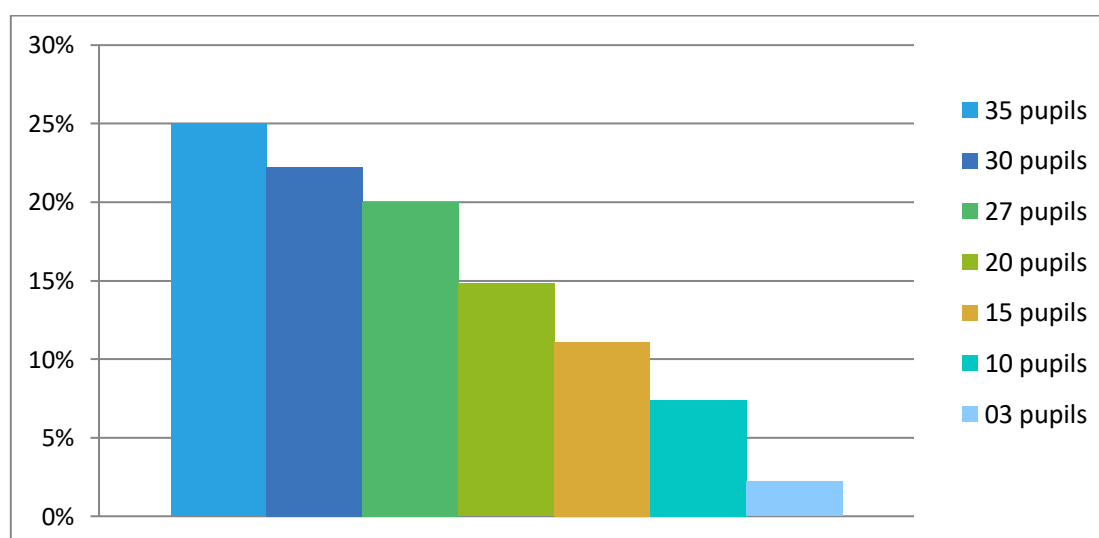


Figure 4.6.2.34.Description of Pupils’Numbers and their Answers to each Section

The target population included 140 3AS pupils who have received the document about Multiple Intelligences Survey. The Figure 4.6.2.34 above represents the distribution of the numbers of pupils who answered the nine (09) sections of the MIS in a clear gradual way,i.e, the description is done from the highest respondents number-percentage 35 pupils 25% to the lowest one 3 other pupils 02.22 %.

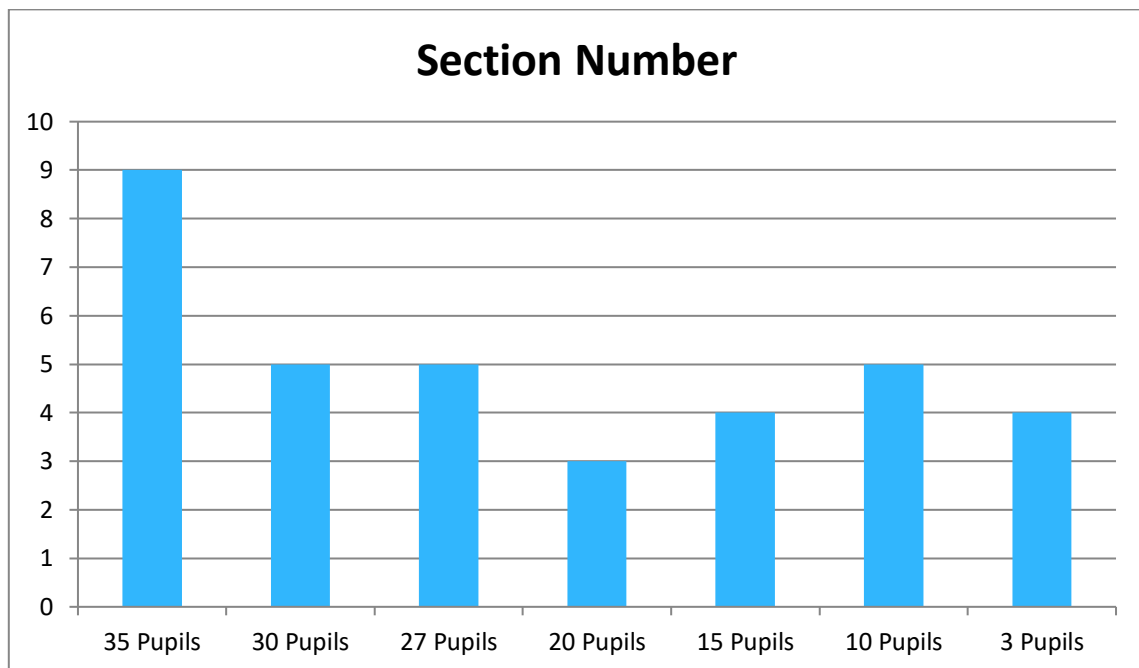


Figure 4.6.2.35. Representation of both Pupils Numbers and MIS Section

Figure 4.6.2.35 describes clearly the number of pupils who responded to a given number of sections of the Multiple Intelligences Survey. For example, the highest bar on the left represents 35 pupils 25 % of the whole population who answered the 09 sections of the MIS. Then, the next two bars and the one before the last are concerned with 67 other pupils 49.66% who have equally selected 05 sections. Finally, the last bar to the right of Figure 4.6.2.35 and the fifth bar starting from the left of the same figure show 18 pupils 13.33 % who responded to 04 sections included in the MIS.

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In the following table, we will present the numbers of pupils who answered the different sections, the percentage as well as the types of intelligences selected by the pupils and the number of points scored by the respondents.

Number of Pupils	Percentage	Section	Type of Intelligence	Score
35	25 %	1	Naturalist	10
		2	Musical	10
		3	Logical or Mathematical	10
		4	Existential or Metaphysical	10
		5	Interpersonal	10
		6	Kinesthetic or Bodily	10
		7	Verbal or Linguistic	10
		8	Intrapersonal	10
		9	Visual or Spatial	10
30	22.22 %	1	Naturalist	10
		2	Musical	10
		5	Logical or Mathematical	10
		6	Kinesthetic or Bodily	10
		9	Visual or Spatial	10
27	20 %	2	Musical	10
		3	Logical or Mathematical	10
		4	Existential or Metaphysical	10
		7	Verbal or Linguistic	10
		9	Visual or Spatial	10
20	14.81 %	3	Logical or Mathematical	10
		4	Existential or Metaphysical	10
		8	Intrapersonal	10
15	11.11 %	4	Existential or Metaphysical	10
		5	Interpersonal	10
		6	Kinesthetic or Bodily	10
		7	Verbal or Linguistic	10
10	07.40 %	5	Interpersonal	10
		6	Kinesthetic or Bodily	10
		7	Verbal or Linguistic	10
		8	Intrapersonal	10
		9	Visual or Spatial	10
3	02.22 %	1	Naturalist	10
		2	Musical	10
		7	Verbal or Linguistic	10
		9	Visual or Spatial	10

Table 4.6.2.37. Description of the Types of Intelligences Scored by 3AS Pupils

According to Table 4.6.2.37 first, we notice that 35 pupils 25 % of the selected population 140 informants scored 90 points each by answering the 09 (nine) sections within the Multiple Intelligence Survey next, 30 other pupils 22.22 % scored 50 points each by responding to five (05) sections of the MIS then, 27 others 20% selected five (05) sections of the MIS too, and gathered 50 points each as well after that, 20 learners 14.81 % responded to three (03) sections of the same survey scoring 30 points each and 15 other learners 11.11 % have chosen four (04) sections of the MIS thus, they scored 40 points each. Finally, 10 pupils 07.40 % have answered five (05) sections and they scored 50 points each. In the end, 3 learners 02.22 % have collected 40 points because they have responded to four (04) sections of the MIS.

After having described Table 4.6.2.37 we deduce that among 140 3AS pupils who have received the Multiple Intelligences Survey only 35 pupils 25 % answered the nine (09) sections that compose the Multiple Intelligences by H.GARDNER while 67 others 49.62 % have selected five (05) sections and 18 learners 13.33 % have selected only four (04) sections.

4.8.3 Discussion of Multiple Intelligences Survey Results

The results of the analysis of Table 4.6.2.38 showed that all 140 pupils who participated in the survey have answered either all the sections or some of the (09) sections included in the Multiple Intelligence Survey. According to Table 4.6.2.38, all the participants answered the MIS so there is a clear description of section numbers, pupils answer rates and percentages. This was represented in three definite columns. Concerning Section -1- , it was answered by 68 pupils 50,37% , 95 other learners 70,37 % responded to Section -2- and 82 pupils 60,74 % answered Section-3- while 97 other respondents answered Section-4-. Besides, 90 learners 66,66% answered Sections 5 , 6 and 7 then, 67 participants 48,14 % answered Section -8-. However, 105 pupils 77,77% answered Section -9-.

4.8.4 Analysis of the Number of Respondents to Sections

The following table represents the 09 (nine) sections of the Multiple Intelligence Survey as well as the number of 3AS learners who answered each section and the percentage for each type of intelligence.

Section	Number of Pupils	Percentage
1	68	50.37 %
2	95	70.37 %
3	82	60.74 %
4	97	71.85 %
5	90	66.66 %
6	90	66.66 %
7	90	66.66 %
8	65	48.14 %
9	105	77.77 %

Table 4.6.4.38. Description of 3AS Pupils Numbers and their Answers to each
Section

According to Table 4.6.2.38 we notice the number of students who answered each section about the MIS. First, 68 pupils 50.37 % answered Section-1- and 95 others 70.37 % have chosen Section-2-. Next, 82 learners 60.74 % scored Section-3- and 97 others 71.85 % responded to Section-4-. Then, 90pupils 66.66 % have selected Section-5- and 90 others 66.66 % answered Section-6- . After that, 90 learners 66.66 % scored Section-7- and 65 others have responded to Section-8-. In the end, 105 pupils 77.77 % have scored Section-9-.

4.8.5 Interpretations of the Results of the Multiple Intelligence Survey

Intelligence, being the potential for finding solutions to problems. During the survey, we have noticed that “working with others” through ‘Interpersonal Intelligence’, i.e, some

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learners favoured working in groups and enjoyed extra-curricular activities like (drawing and sports), some others preferred “leadership and communication” ,even if they often used Arabic and French but rarely English. Concerning “Intrapersonal Intelligence”, a few learners were self-motivated. Working alone seemed to be their criterion , however, they were ready to help classmates in trouble to solve problems and find solutions to some tasks. It was crystal clear, that the majority of the observed 3AS learners demonstrated weaknesses in the four language skills, that is to say, their “Linguistic and Verbal Itelligence”required better consolidation. Yet, “Spatial Intelligence” was not well perceived by the participant pupils, we deduced that they lacked (creation, modification, or visual conception of the world around them). The learners from scientific classes , some of them, enjoyed solving Maths problems,, experiments and brain teasers as “Logical or Mathematiccal Intelligence” . We also remarked that the majority of their class copybooks were well-organized .All in all, our participantsdid not wish to develop “Musical and Bodily Intelligences” while they did not show an interest in “Naturalistic Intelligence”because they were not encouraged (to spendoutdoor group time or to do group works together,.....) . We concluded that the “Natural World” did attract them basically since they are too much involved in the “Virtual World” within Social Media.

4.9 Definition of Classroom Observation Grid Use

It is considered a widespread qualitative method for collecting data. The basic aspect of this technique is the Participant Observer, i.e., the researcher’s role is somehow known to the group being observed. S/he may take part in the class activities but such engagement may be spasmodic or superficial because the role of the researcher is to observe the real classroom participants. The researcher, then, is an Observer as Participant.

4.9.1 Advantages and Disadvantages of Classroom Observation

The following table represents the positive and the negative points of classroom observation. They should be taken into account, by the researcher, beforehand and afterwards.

N°	Advantages	N°	Disadvantages
1	The researcher observes a situation and becomes surface of a participant in a special case	1	Objectivity may be reduced if the researcher becomes emotionally involved with the participants being observed
2	The researcher is aware of social factors that shape behaviour	2	Some people may become hostile if they doubt /suspect the motives for the research
3	The researcher observes the relationships between various variables	3	The researcher constitutes the “observer effect” then people tend to change their behaviour because they know they are being observed in “overt participation”
4	The researcher learns more about some cases which sometimes are not observed or neglected	4	It is sometimes difficult to have access to specific organizations in case of ‘overt participation’
5	The researcher is trusted by the group being observed if participation becomes overt	5	Time consuming and may generate big amount of data analyses and interpretations

Table 4.9.1. Presentation of Classroom Observation Advantages and Disadvantages

4.9.1.1 Analysis of Classroom Observation N°1

The observation took place in El Haouès Secondary School on Wednesday, November 5th, 2014 from 8:00am to 9:00 am, the targeted class was 3LSI 2 containing 40 pupils. It was a rainy morning. Our purpose was to attend a lesson : Expressing Cause/Effect and Expressing Condition/Opinion from the Pedagogical Unit- -: ***Ill Gotten Gains Never Prosper***. The primary observation focus was: Grammar. The teacher prepared a lesson about the use of : such +adjective+ noun+that / so, as... eg:.....

The first point we have remarked was that the classroom was well organized and the teaching file was up-to-date (points 1 and 2) were evaluated ‘satisfactory’. Then, points (3,4,5) concerning lesson planning, teacher’s mastery of the subject and respecting pupils’ individual learning needs were evaluated ‘inadequate’ because the lesson’s objectives were not clear. As a matter of fact, challenges spread among a small number of learners 4/40, i.e, 10% of the whole class number participated in the grammar lesson. Later on, points (7,8,9,10) were evaluated ‘inadequate’ since the teacher did not fully succeed to use accurate assessment in order to bridge two steps within the lesson. He also failed to impose discipline in class , pupils were noisy. While points (11 &12) were ‘good’ provided that the teacher did all his best to encourage to encourage pupils individual learning as a result 4 /40 more pupils 10% progressed in their learning. According to the teacher, there were only 5 /40 pupils 12.5% who often participated in class and that those 4 other pupils have started taking part in class activities since the two previous sessions. Added to that, points (13,14,15,16) seemed ‘inadequate’. First of all, the majority of pupils did not show a positive attitude in class and they did not unveil any interest in the lesson being presented. Second of all, a few pupils ,i.e, the ones sitting at the front tables demonstrated some interest toward what the teacher was writing and/or explaining. As a consequence, the teacher could not control the pupils activities correction on their copybooks due to the spread of noise.

4.9.1.2 Analysis of Classroom Observation N°2

The 3ASNV2 class (38) pupils were observed on Wednesday, November 5th, 2014 from 10:00am to 11:00am in El Haouès Secondary School. That is to say, the class resumed studies after recreation time which usually lasts 10 mn. The lesson was about learning new vocabulary and practicing sound system. The basic focus point was: adjective formation using suffixes (al, ive,...). As far as classroom organization and teaching file preparation in (points 1&2) they were considered “satisfactory”. While the lesson planning and objectives were evaluated “good” and the teacher mastered the subject and attempted to engage pupils to participate in the lesson in (points 3&4).

The teacher could not reach the pupils individually in order to check lesson assimilation such as giving more examples about adjective building or word formation for the Pedagogical Unit- -: ***Schools Different and Alike*** that is why challenging was nearly absent because the majority of the pupils were noisy. We have noticed that only 6 pupils were raising their hands to take part in the lesson presentation. This was evaluated as “inadequate” given that the lesson’s purpose was to explore 3AS pupils vocabulary competencies and skills on a focus : ***base form+ suffix(al /ive)*** to obtain an adjective ***formal*** or ***innovative*** or a noun : ***verb + ion like education*** in (points 5&6) .

In order to move to the next step of the lesson , the teacher tried to employ appropriate assessment clues so that to check whether pupils were following the lesson course or not in a “good” way in (point 7). Meanwhile, (point 8) unveiled that the teacher did not succeed to settle discipline in class because pupils were tired , noisy and not interested in a grammar lesson after a 2-hours sports session. The classroom atmosphere seemed “inadequate” for such a language competency; however, extra pedagogical resources, in a table format to be completed by pupils at home, were handed out to pupils to improve their learning and to reinforce assimilation of adjective formation and word building. This was a “good” technique used by the teacher in (point 9). Despite noise and pupils

demotivation, the teacher has undertaken efforts to guide the pupils become independent learners but a few of them showed an interest in the grammar-vocabulary lesson in a “good” manner in (points 11, 12, 13). Paradoxally, (points 14, 15, 16) were evaluated “inadequate” as the majority of the pupils did not show a positive attitude to the lesson being presented and the teacher could not monitor whether pupils were correcting the activities on their copybooks or not. We could conclude that grammar and vocabulary lessons should be programmed appropriately according to pedagogical circumstances that give the opportunity to a maximum of learners to communicate in class freely and use linguistic parts of speech contextually.

4.9.1.3 Analysis of Classroom Observation N°3

On Thursday, January 8th, 2015, we went to Azza Abdelkader Secondary School to observe 3ASNV1 (39 pupils) class from 1:30 pm to 2:30 pm. The Pedagogical Unit - to be dealt with was about **Advertising and Consumers Safety** and the lesson function included cause/effect by using **because/of, due to, owing to, as for, as a result**, probability using **may, might, can, could**, concession through **though, although, admittedly**, condition using **if- conditional** and deduction in **might have, must have**. Our primary observation focus was: grammar sequence. This was the first study week after Winter holidays, the classroom was very well-organised this was “satisfactory”. The teaching file was available and up-date, the lesson objectives were clear and the teacher showed a great motivation to make pupils participate in (points 2,3,4). Learning challenging and pupils individual learning needs were not respected so they could not communicate effectively because of ‘wrong’ programming of teaching a detailed grammar lesson leading the majority of pupils to not pay attention to the presentation in (points 5&6) which were evaluated “inadequate”.

The teacher selected accurate assessment techniques so that to join the end of the actual lesson with the next one, i.e, the steps of the lesson were well linked in (point 7). At the same time, she showed her learners a video on some

advertisements about ‘food’, ‘washing powder’ as additional resources to improve pupils learning in (point 9). Both observation points were considered “good”. Paradoxically, the teacher could not impose full discipline in class since the majority of the learners were either noisy or sleepy. Following that, the teacher did not expect such reactions from her learners because she told me later on, that 3ASNV1 class is usually calm. This meant it was inconvenient to introduce a series of grammatical skills that made learners communicative and linguistic competencies limited at such an afternoon timing 1:30 pm to 2:30 pm. The conclusion lies in the “inadequacy” of programming language functions just after lunch time, or at least divide the sequences into two parts to be presented in two different sessions. Even though , a few pupils demonstrated a positive attitude toward the grammar lesson and participated to make their learning progress so, the teacher encouraged them to communicate even if they were making a lot of language mistakes in (points 11,12,13).As mentioned earlier , the biggest number of 3ASNV1 pupils were totally uninterested in the lesson being presented , some of them were correcting the activities on their lesson copybooks while the teacher tried to check pupils’ copybooks sitting in the front (points 14,15,16)

4.9.1.4Analysis of Classroom Observation N°4

The class 3ASLSI 3 (40 pupils) was observed on Wednesday, February 2nd, 2015 from 11:00 am to 12:00 pm in Azza Abdelkader Secondary School. The Pedagogical Unit- - was about **Advertising and Consumers Safety** . The lesson prepared by the teacher was on Language Outcomes about: **word-building, pronunciation, skills and strategies**. The primary observation focus was on how pupils would form expressions using verb+preposition such as: **accuse/d+of=accused of, complain+about= complain about, suffer +from= suffer from**As well as forming adjectives: **noun+y= adjective** in **speed+y= speedy, milk+y=milky**. In addition to how to pronounce the reduced forms of **might have/ couldhave** . The teacher also, planned to guide pupils on how to

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summarize and synthesize information using a piece of writing in form of basics of study skills. Because of excessive noise, the teacher seemed unable to respond to his pupils individual learning needs, for that reason, a lot of them could not communicate effectively. This attitude impeded participation challenging among the learners mainly they were asked to summarize a paragraph and underline the main idea. This was evaluated as “inadequate” to ask pupils to undertake mental efforts, from 11:00am to 12:00 pm, and deep language thoughts were the majority of them were hungry in (points 5&6). Consequently, challenging was negative and only 06 pupils were participating in class.

The teacher used a “good” assessment technique in order to move from “word-building” to “language skills” in (point 7) but there was no feedback due to the noise in the classroom, the teacher could not settle discipline in class in (point 8). In addition, the teacher showed high expectations of his pupils behaviour but he was unable to negotiate with them an effective management of linguistic outcomes as a result of noise in class, as mentioned earlier, in (point 10). Following that, only 2/40 pupils were participating and denoted a positive attitude and interest in the lesson. For that, it was not easy to notice any progress among the 3ASLSI 3 as the rate of noise was augmenting in (points 11,12,13). Besides, only one pupil (1/40) was correcting the tasks on the white board while the teacher attempted to calm the noisy pupils who were playing with their smart phones , speaking loudly and others did not even open their lesson copybooks in (points 14,15,16).

We deduced that the primary observation focus, to cite language skills and reduced forms of modal auxiliaries were not well understood by the pupils (3LSI3) for the timing 11:00 am-12:00 pm, the excessive and “inadequacy” of introducing such language forms without preliminary task (s) . The learners’ linguistic intelligence capacities might not assimilate such condensed language lessons during one session. In the end , this led to noise, lack of concentration and absence of attention..

4.9.1.5 Analysis of Classroom Observation N°5

On Thursday, February 4th, 2016 we went to Ennadjah Secondary School in order to attend a lesson on “*Language Skills and Strategies*” from the Pedagogical Unit- - *Schools Different and Alike*. The class observed was 3ASLSI 1 (37 pupils) from 9:00 am to 10:00 am. The lesson *Skills and Strategies* prepared by the teacher consisted of: *predictions, speaking from notes and presenting a speech from one’s ideal school*. The primary observation focus was about: *note-taking, reading and writing (skimming, making logical links between sentences)*.

The first element we have noticed was that the classroom was clean and well-organized so was the teaching file. The latter was up-to-date and the lesson objectives were clearly set up (points 1,2,3) then, they were evaluated “good”. The teacher reviewed “prediction” structure from the previous lesson then, tried to engage pupils to participate by “speaking from notes”. Accordingly, the basic observation focus included: listening and speaking ,i.e, taking –notes and responding to a topical context. After that, the teacher asked the learners to read a passage from a long text leading to “skimming” and “making logical links” between sentences. In doing so, the teacher ordered pupils to a descriptive essay, as a homework, for the next session.

To sum up, the teacher has been speaking (40 mn) during the whole observation . She did not use assessment techniques so that to check whether her pupils have already assimilated the previous lesson steps. She did not move between the rows to verify if the learners were correcting the tasks on their copybooks or not. We have also remarked that 15 pupils did bring their textbooks.

4.9.1.6 Analysis of Classroom Observation N°6

On Wednesday, November 8th, 2017 to observe a class 3A SNV3 (40 pupils) from 2:30 pm to 3:30 pm in Ennadjah Secondary School. The lesson to be

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carried out was about “*Skills and Strategies Outcomes*” from the Pedagogical Unit - - *Schools Different and Alike*. Our primary observation focus was on: *Reading and Writing (correcting an expository article) and Intercultural Outcomes (comparing educational systems using present and past tenses)*.

To start with, the classroom was well-organised ,i.e, in a “good” way . Then, the teaching file was available and up-to-date . The lesson outline and objectives were clearly planned “satisfactory” in (points 2,3). It seemed that the teacher had a good knowledge about the learning subject and her pupils individual learning needs. She attempted to make the learners participate by making them read ,at least, three lines each from the text so this was evaluated “good” in (points 4,5).

Since the class was most of the time calm, the atmosphere helped the teacher to employ accurate assessment in order to move to the following step of the lesson (by writing topical vocabulary or appropriate tense) thus, guided many pupils to dare express their ideas and their language skills. This was considered “good” in observation points (7 ,8). Due to the nature of the lesson, “Reading and Writing” as a first observation focus, the teacher endeavoured to accept learners’ participation even if, some of them, were making serious grammar and vocabulary mistakes. This convenient pedagogical position encouraged some pupils to progress in their learning mainly when the teacher moved to “Intercultural Outcomes”. This was “good” in terms of guiding learners to compare educational systems “past” and “present” in observation points (12, 13,14).

Paradoxally, not all pupils were copying the corrected activities on their lesson copybooks; however, the teacher controlled learners’ copybooks randomly and warned the ones who were not correcting on their copybooks to be reprimanded, in case, their lessons are not completed for the next session. This was a “good” educator behaviour in (points 15,16). In the end, the teacher asked

her pupils to write a short essay ,at home, on “education system in Algeria: present and past”.

4.9.1.7. Analysis of Classroom Observation N°7

The seventh classroom observation took place in Ennadjah Secondary School as well on Sunday, December 11th,2017 from 10:00am to 11:00 am. The targeted class was 3AS LSI 3. The teacher was about to start a new Pedagogical Unit- -

Schools Different and Alike. He introduced Language Functions: “***Describing aProcess***” and “***Expressing Conditions***”. Our primary observation focus was centered on: present ***simple passive and If- conditional types (1,2 and 3)***.

Following that, the classroom was somehow well-organised , the teaching file was available and up-to-date whereas ,the lesson objectives were not clear in (points 1,2,3). As far as the lesson focus was concerned, the teacher did not use the appropriate techniques in order to engage his learners to participate by, for instance, giving their own examples. He has just written two sentences on the board one in the “active voice” and the other in “passive voice”. Then, ordered pupils to copy them on their copybooks. This led to a complete absence of respecting pupils’ learning needs, learning challenging and assessment bridging one step to move to the next lesson step in observation points(5,6,7). For that, we have evaluated the teacher’s attitude as “inadequate”.

The teacher tried to encourage pupils to give examples about “Conditional Sentence Type 1”. Three pupils tried to participate but the teacher did not comment on the pupils sentences. Thereby, he did not encourage them to progress in their learning (point 11) even if the class was a bit calm; the teacher was not ready to exploit such an opportunity which might have motivated many pupils to become engaged in giving more examples.

Most important to mention, some pupils were copying only what the teacher was writing on the board and they were asking questions in Arabic to enquire about the meaning of words or whole sentences. The teacher did not control what his pupils were copying and even if they were, actually, copying anything or not copying at all in (points 14,15,16).

4.10. General Discussion of Classroom Observations

Pupils’ progress and learning requires improvement because some learners unveil some language capacities and skills that need too much care. Lesson planning is not really problematic since the teachers, even novice ones use the Teacher’ Guide which is of a vital role in preparing their lessons .Theteachers tried to dominate the class but noise and class size constituted main factors that impeded the spread of a healthy teacher- learner communication during lesson presentations. When noise is reigning at the back of the classroom, some pupils were playing with their belongings such as Smart Phones, fighting Literacy and logical thinking was not easy to measure neither to observe at least a glimpse of interrelated elements of pupils’ concentration on grammar rules which are supposed to be integrated in an observation literacy parameter.This element consists of checking whether some lesson aspects have been well assimilated either by asking two or three direct question that do not require too much thinkingfrom pupils or prepare a small test in Quiz form to be answered during 15mn. The inadequacy of assessment except the fact Term (1) Test tended to reflect textbook sequences that unveiled: textbook curriculum does not basically promote secondary school learners intelligences practice. The observations undertaken have also revealed that the variety of themes included in the curriculum , types of texts and extended activities have definite objectives : develop the EFL learner’s basic skills such as listening, speaking , reading and writing in addition to secondary skills like word building, sentence construction , tense recognition, modal auxiliaries use, ...etc. More than that, classroom interaction is enriched by teaching modes like pair works, group works and

whole class activities. Even though, we have noticed during the many class observation done that teachers encounter many difficulties to implement Competency-Based Approach criteria fully in their classrooms. The basic factor to such problematic is the lack of efficient coaching. Then, the size of classes that impedes many teachers to transmit knowledge to learners and to guide them to feel autonomous in order to become self-regulated individuals. After that, the limited technological facilities in many of the schools being observed compared with the big number of pupils.

4.11. Conclusion

During this chapter we have tried to categorize the data collected by using basic methodological techniques appropriate to each research tool employed for the purpose of gathering information during the investigation. The data being analysed has been interpreted and discussed accordingly. The fifth and last chapter will be concerned with pedagogical recommendations and sharing teaching experience with other teachers in the form of some suggestions.

Chapter -5-

Pedagogical Recommendations and Practical Suggestions for Teachers

Chapter Five Pedagogical Recommendations and Practical Suggestions for Teachers

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5.1. Introduction

This chapter consists of educational recommendations and implementational suggestions for secondary school teachers. They embody English as a foreign language teachers to become academically more professional and give appropriate insight to both teaching as a mission and learners as individuals who are receiving knowledge.

5.2. Encourage Collaborative Autonomy

We expect our colleagues, and ourselves, to encourage our learners to tact-critically, cooperatively and autonomously in different foreign language classroom situations within CBA. Being an autonomous learner does not mean just learning alone, but use the ability to make decisions concerning the different means the foreign language learner uses to gather knowledge in a metacognitive and a critical manner thus, develop one's learning. According to our humble experience, pupils learn to become autonomous quickly through guided collaborative learning: they work with peers and they create instances of autonomous discussions and observations.

We can refer to the past, the 20th century, millions of people have endeavoured to go into gradual control over the decisions that affected their lives. Many countries that exist today were colonies in 1900, that is to say, most of their people did not go to school and had little or no access to outside sources of information. Today, in the 21st century, independent countries in the previous century, are witnessing widespread schooling that has become their norm, millions of their people are enjoying different forms and types of information technologies. This situation encourages teachers and educationists to promote foreign language learning by encouraging their learner's autonomy. The rationale for autonomous learning is the adoption of learner-centeredness.

5.2.1. Learner-Centeredness

Cognitive psychologists investigating the learning process emphasize the role of learners rather than teachers and pedagogical material . This emphasis has inspired a large number of related changes of focus in education, such as stress on process over product and on learners as active constructors of knowledge rather than empty brains to be filled with knowledge. Teachers working from learner-centered cognitivist perspectives attempt to facilitate their learners' academic achievement because they know they cannot control it.

Teachers who wish to create those conditions need learners' feedback because the latter not only construct their own knowledge, but they are also co-constructed with teachers of the environments in which their learning takes place. Furthermore, students have many opportunities to construct learning outside the classroom, either on their own initiative or with their teachers' guidance .

5.2.2. Necessity of Collaborative Autonomy

Collaboration offers many benefits in many areas of life, from sports to the workplace to the family. Collaboration with peers can be especially beneficial. Some experts maintain the fact that peer relations are important to the social and intellectual development of children, as well as to success in adulthood. The work world, where teams are becoming a more common organizational format and constitute advances in computer science have greatly facilitated collaboration, provides further evidence supporting teaching-learning efficacy .

Social learning theory describes how we learn from each other through imitation and vicarious experience. Besides, not all role models in our environment have equal influence. For instance, those who are close to us in terms of proximity, time, size, ethnicity, age, gender, interests, and learning level, referred to as near peer role models seem to have a bigger impact upon us. The idea is that students more easily identify with each other and try on new ways of

learning to become positive citizens in the world. When learners collaborate their efforts, they may often learn a great deal from each other simply because they are appropriate role models for each other and can identify with each other, providing comprehensible input and learnable information within each others' Zone of Proximal Development (L.VYGOTSKY, 1978).

5.2.3. Cooperative Learning Concepts

Cooperative learning can be defined as a set of concepts and strategies for enhancing learner-learner collaboration. We can mention two central concepts to Cooperative Learning which are ***positive interdependence*** and ***individual accountability***. The first one is the feeling among group members that they swim or sink together. If one member fails, all suffer in some way, if one succeeds, everybody benefits. The group realizes that each member's efforts benefit not only themselves but all other group members as well. The second one refers to each individual member feeling responsibility to learn, to demonstrate learning, and to contribute to the learning of group mates. The purpose of CL is to prepare each member to become a stronger individual in his/her own right. Therefore, groups do not measure their success by a particular group product, e.g., the ability of each member to write well and to give useful feedback on the writing of others. Individual accountability provides a feeling of pressure within the group, which hopefully, mixes well with the feeling of support offered by positive interdependence. This combination of peer support and peer pressure is one of the means by which CL attempts to avoid replacing domination by the teacher with domination by the group or by a dominant group member.

We can refer to another concept from collaborative learning literature which is called Collaborative Skills by (JOHNSON & JOHNSON, 1994). To create successful learner-learner collaboration a set of CSs are required such as: disagreeing politely, checking interlocutor's understanding-listening attentively.... The role of the teachers is to provide foreign language learners

with techniques to help them work with one another such as providing feedback checklists and guide them to give constructive criticism.

According to the **VYGOTSKY's** Socio-Cultural Theory (1978) there should be further support to the idea of collaborative autonomy with its clarifying description of how learning is first “inter-mentally” constructed between two or more minds and only later validated and used “intra-mentally” as one’s own tool to create more learning (WELLS, 1999).

5.3. Fostering Learner Autonomy in FL Classroom

We should attempt to establish an autonomy- based English curriculum among undergraduate learners. Our humble teaching experience has proved a significant body of research tasks which indicated both ‘in- going’ and ‘on-going’ interests in ways to help our pupils become autonomous learners in the classroom. Autonomous learners should be used to make significant decisions about what, how and when to learn .Teachers should drive their learners to assume responsibility for their own learning through the following ways:

- 1- Setting their own learning goals.
- 2- Identifying and developing learning strategies.
- 3- Developing study plans.
- 4- Locating and selecting relevant resources and support.
- 5- Evaluating their own progress.

We, as educators, should cope gradually with the requirements of an autonomous classroom environment that suit Competency-Based Approach by moving from teacher-directed teaching to learner-directed learning . In contrast , learning centredness provides a good basis for the development of learner autonomy . More than that, an individual learner may be autonomous in one situation but not in another. Teachers need to be aware of such individual differences to set up an autonomous foreign language programme based on agreement choices for intra-classroom and extra –classroom uses.

5.3.1. Contextual Objectives of Classroom Autonomy

Promoting learner autonomy requires teachers' time, effort, skill and patience. We should take into consideration that our secondary education is based on an exam-driven context (3 term exam, 6 term evaluation tests). This is an example of a teaching and learning environment that would be regarded as the anti-thesis of a context viewed as one where independence and individuality are neither required, valued nor nurtured. Thereby, our learners are labelled as dependent, reticent and passive, i.e, they are perceived as being used to the tradition of teacher-centred and didactic learning 'modes'. As a result, developing learner autonomy within a new teaching method (CBA) seems to be something far-fetched in the present context.

5.3.2. Procedures of Learning Tasks

We should struggle to design courses via a teaching approach to encourage learner autonomy. The procedure should alternate with different group, pair or even individual tasks to augment learners' involvement and participation in a foreign language classroom (English language sessions and in even in other subject matters as well). If we include group work in our English language courses, we are providing the learning environment to promote interaction, negotiation, and collaborative learning among the different group members. At the same time, we should instruct our learner groups to exercise the different responsibilities expected of an autonomous learner such as deciding what to cover, choosing what learning materials to use, planning how to carry out learning assessment and taking advantage of the group effect on the creativity and motivation of the group members.

We can program briefing sessions, the English language teacher should explain to the learners the autonomous nature of the program. This short introduction aims at orienting learners to the benefits of autonomous learning and the procedures of the autonomous learning approach. We should establish a course agenda containing the given learning tasks such as: short talks and

seminar discussions, group presentations, debates, newspaper project partnership (learner-teacher consultations). The group learning tasks should be put under a pre-course learning input to help English language learners discuss their learning preferences and expectations. The types of possible tasks techniques could be put in the following points.

5.3.2.1. Talks and Seminar Discussion

This is the first learner-centred task each learner is required a 5-10 mn short talk on a topic of his/her choice. The teacher may provide the group with suggestions for possible guidance. They are also allowed the freedom to choose other topics mainly linked to their study curriculum or of general interest. The importance of short talks is to help foster foreign language learners autonomy in specific ways: pupils are made responsible for selecting their own topics, they can judge their interests and the relevance of their topics, they search for different sources (books, internet, magazines, ...) to enrich their talks.

The derivation of the short talk is a subsequent 10-15 mn seminar discussion that involves the whole class. The teacher should divide the class into homogeneous groups of 5-6 members each, one pupil being the group reporter or the discussion leader. Then, each group is expected to conduct a seminar discussion related to the short talk. The objective of these discussion sessions is primarily designed to encourage exchanges of views and to develop debates and negotiation of skills. In addition, the pupils should be put in charge of their tasks.

5.3.2.2. Group Discussions

As learners become more familiar with the collaborative learning mode, they should be introduced to a more challenging task of the group presentations. In this activity, our learners should work in small groups, the class should discuss the nature and the purpose of an oral presentation, with the help of the teacher, the groups will decide on key features and discussion issues related to the selected topics as follows:

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- 1- Focus and rationale of the presentation.
- 2- Type of research to be undertaken, and the reference sources to be consulted (Net, books)
- 3- Structure of the presentation
- 4- Distribution of work among team members.
- 5- Use of audio-visual aids.
- 6- Agree on assessment criteria (content, delivery...)

To get ready for the presentation, the EFL learners should practise planning and organizing skills. They are asked to devise their own assessment agreement in order to raise their awareness of the criteria required to evaluate their talks. On the one hand, the learner generated evaluative checklist would help the audience give focused comments on the quality of their classmates, presentations. On the other hand, we encourage reflections on the whole-class review of individual learning experience in groups.

5.3.2.3. Group Debates

Group debating is a learner centred activity to enhance learner autonomy. The class should be divided into 05 or 08 debating teams (according to the number of the pupils in the classroom) of six learners each. The learners should select one leader or captain. The class drives up a list of possible debate notions linked principally to their current academic concerns. Then, three or four debate motions should be selected. Each debate team should focus discussions in and out-of class on various aspects of the debate ranging from developing the main line of argument to seek responsibility among individuals, to set out particular aspects. As in many group activities, the debate may include a learning evaluation element. The class has to design their own assessment criteria for evaluation. One group does not take part in the debate, its members should be the panel of adjudicatory (jury board). Their role is to give constructive feedback on the other teams' performance using the criteria that had been decided on with the teacher.

5.3.2.4. Newspaper Projects

It makes an important step in the development of learner autonomy. The learners are required to work collaboratively in four editorial groups to produce a class newspaper. Each group is responsible for a number of tasks such as: deciding what text types to include, drafting and revising the text, reading of other groups' drafts to help improve them, and doing the final editing and design of the newspaper. To manage and monitor the project, learners are required to hold editorial meetings (in and out of class) to plan and discuss the progress of the project.

One important aspect of the newspaper project is text analysis. Each group should select two text types from authentic newspapers to analyze and to present to the class. The chosen texts should range from commentaries to advertisements depending on the preferences of group members. Each group is attributed 30 mn presentation having for purpose (1) to raise the awareness of both the group and the audience of the specific features (content, style, tone...) of the text types that had been studied. (2) through the presentation, we hope our learners would better understand the main objectives, the intended audience, and the macro-structure of the range of texts in a newspaper. Consequently, we hope our English language learners would be able to write their own texts in the future more effectively. Again, to encourage learning evaluation and revision of writing, the learners will be asked to exchange their drafts for peer comments. To help individual writers read each other's texts critically, learners should be helped to develop a set of criteria in the form of completion prompts.

5.3.2.5. Teacher -Learner Tutoring

In the mid-term, 30 minute consultation sessions should be programmed between the teacher and individual learners. To give them a greater sense of purpose and responsibility, pupils are put in charge of the discussion. They are asked to set the agenda: they should come prepared, ready to talk about areas of major concern such as usefulness and relevance of the course, problems with

learning tasks, timing syllabus content,...), a set of questions should be provided to guide the discussion .

5.4. Suggestions for Organizing an Autonomous Classroom

In order to foster learner autonomy in our secondary schools a number of areas need to be addressed. There are some reflections which may provide useful suggestions for teachers who wish to develop their learners' autonomy in and out of the classroom.

5.4.1. Task Progression

Learning autonomously is a skill that takes time to master. As a matter of fact, in any autonomous-based language program it is important for the teacher to begin with the more structured tasks before moving on to the more difficult ones. Short talks cited before may be a good basis to raise EFL learners' confidence and motivation. Such group activity helps to provide a collaborative learning environment for learners to interact with one another. As the latters are provided the chance to initiate learning decisions yet, it gives them a greater sense of responsibility. Only when individual learners feel that they can learn autonomously in small ways (short talks, group discussions...) can fuller learner autonomy be achieved at later stages. When our pupils feel more comfortable with the collaboration learning mode, they can be introduced to the more challenging tasks such as the group presentations, debates, and the newspaper project described above. These tasks are progressively more challenging as they raise the level at which learners need to make decisions, helping them to move a step closer to learner autonomy.

5.4.2. Teacher's Role in an Autonomous Classroom

The teacher plays an important role in the autonomous classroom. The case mentioned above has proved that the teacher's guidance was indispensable. For instance, our learners generally tend to attempt the choice of topic areas that are either too broad or too narrow for their short talks on group presentations.

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Part of the teacher's role is to offer advice, if necessary, for its modification. During the task process, the teacher gradually becomes more aware of his/her learners' needs and academic achievement difficulties and weaknesses.

5.4.3. Peer Evaluation

This technique constitutes an essential follow-up activity in the autonomous classroom. It helps learners to contribute to the assessment process, as the teacher is no longer the sole judge. Peer feedback is also beneficial to the individual learner. It adds a more personal dimension to the whole assessment process and encourages individual learners develop expertise in reflection, self-assessment, and evaluation. In this way, they may be able to assess the extent of their own learning more effectively.

Evaluation can be done in pairs, in groups or with the whole class, depending on the demands of the task in question. It can also focus on specific areas as: (1) objectives of the task, (2) classroom interaction (3) relevance and usefulness of learning materials and activities (4) learning outcomes. Evaluation forms can be selected or developed. If learners adopt their own evaluation forms, they will become more aware of the criteria required for evaluating different task types and, hence, the essential elements that contribute to effective outcomes. The promotion of action research elements cited above concludes that learner autonomy is an achievable goal, even in settings that seem to discourage the acquisition of autonomy. Given an appropriate syllabus, instructional design, and teacher guidance, autonomous learning can be an interesting and rewarding experience for EFL learners

5.5. Parameters of Foreign Language Teacher Education

The education of foreign language teachers means a completely inclusive process during which some issues should be respected: the knowledge about theory and its application in foreign language teaching, the art of teaching foreign languages, the various conditions of teaching, and access to methodological

knowledge. At the same time, multiple external factors influence the preparation of foreign language teachers, for example, the pressure of globalization processes and the needs for language as a means of international communication, specific language politics national and supranational strategies about foreign language learning, establishing centralized control over learning and teaching foreign languages, as well as relevant learning standards and teacher education competencies.

The education of teachers is one of the most important tasks of educational systems in the modern world. Among multiple attitudes towards this question, most experts consider that the EFLT should include several main issues: excellent practical knowledge of the foreign language, knowledge of foreign language theory and related disciplines, and knowledge of conditions and contexts in which the teacher works. Documents that originate from that kind of effort, in which problems and mistakes from previous systems are recognized, are well known. From this attitude, it is clear that the main support for new viewpoints require a higher academic-scientific level for the teachers' profession.

There are multiple sources that label types of teacher education. Most of them mean that the teachers' profession supposes mastery of knowledge which is scientifically founded, solid formal education, a sense of social benefit, high standards for professional behaviour and skills for completely performing challenging and useful tasks. We should look for a lot of theoretical critical views and experienced and possible solutions in practical-methodical teaching, as well as implementation of required methodological practices.

5.5.1. Critical Classroom Thinking

It is equally difficult to be an attentive and interested learner in the class as well as a teacher attracting attention only with her/his knowledge and authority in the period of new technology challenges, dynamics and innovations of the contemporary world. In addition, living in an extremely complex circumstances including social problems of all the participants in the educational process, in a

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period of disturbed values and ideals, in modest environments confronting a new technological era , the teacher and the pupils are conforming or competing themselves, balancing in the constrained school space, mostly in parallel paths, searching for their future place in the inert educational system. In both situations, there is no constant, in compliant and maladjusted educational system that loses the step with the time. The profession of the teacher has become a hard missionary task of authentic educated, technologically trained, socially tolerant and flexible, dedicated individuals who use their pedagogical, psychological methodological knowledge in terms of the subject and foreign language learners.

The education of foreign language teachers,in Algeria as an example, comprises an integrally implied process in which acknowledgement is obtained about theoretical and practical knowledge of foreign language, theory of teaching foreign languages, pedagogical and psychological features, conditions for education and methodological knowledge. At the same time, numerous external factors influenced education of foreign language teachers, like the pressure of globalization processes and the need for English language as the language of international communication or a specific *Lingua Franca*.

Teaching mentoring represents one of the most important tasks of educational systems in the contemporary world. Among the numerous attitudes regarding this question, the greatest number of experts consider that education of future foreign language teachers should comprise several main problems: excellent practical knowledge of foreign language, mastery in foreign language education theory and similar disciplines along with acknowledgement of conditions and context in which the teacher acts.To mention,the importance of the need for high quality foreign language teachers in Europe was confirmed by great number of projects implemented by the Council of Europe at the end of the last century with intention to support the most appropriate model of teacher education. The problems and mistakes of previous systems are recognized and recommendations for changing concept and organization of education were given through the ***Green Paper on Teacher Education***, 2000. It is clear from these

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documents that the main supports of the new attitudes are compulsory academic level of teacher's education, high professionalization of teaching vocation arising from programs containing high level of subjects aimed to the acquisition of educational competence. The European Project Tuning Educational Structures in Europe coordinates the goals of academic education, establishes objectives, results and necessary competences. Three groups of generic competences were formed on the basis of empiric criteria: instrumental (cognitive, methodological, linguistic and technological competences), interpersonal (individual and social competences) and systematic competences (planning, entrepreneurship, creativity and adaptability). The concept of "critical" thinking is especially recognized in the contemporary "critical education of language teachers". Language, culture and identity should be an integral whole and, therefore, foreign language teachers have the key position in defining social disparity, due to the specificity of language learners that they address. The latter may be marginalized members of given environments. The teachers' attitudes should be applied in a wider sense to the foreign language teaching-learning as they have the key role in formation of learners' views, their understanding of new values, beliefs and social reality as well as their inclusion into the new social relations within the classroom.

The profession of teaching of any discipline, including English as a foreign language, implies restoring the preparation of teacher education period, the balance between the necessary theoretical knowledge and its implementations in natural settings. One of the greatest challenges in EFL teacher education is how to put into practice theoretical knowledge about language into the contemporary processes of using that knowledge in classrooms in order to promote successful learning. The use of critical teaching-learning is either purely theoretical activity or it can be considered only as practical process, as if the training of teachers should be concentrated only on behaviour in the classroom and teaching routines, i.e., by observing others in practice.

5.5.2. Educational Models of Future Foreign Language Teachers

Some scholars consider that the teaching profession comprises components such as: scientifically based knowledge, qualitative formal education, feeling of social usefulness, high standard of professional behaviour and ability for social competent performing of useful tasks. More than that, three models of teacher education. The first model considers the education as a craft. Such a manner of teacher education was traditionally accepted until the middle forties of the last century. Such a model is conservative and static; it is based on imitation. Future teachers learn by observing experienced teachers through following their advice in order to become independent practitioners. Regardless of overcoming of this model in its conservativeness, it contains also positive aspects referring to giving great attention to experience. Although the oldest model of teacher education, teaching as a craft is still, today, considered a target model even with highly educated people. The second model considers education as an application of science. The greatest part of contemporary teacher education programs is based on such an attitude relied on achievements of empirical researches. Teacher education is performed by knowledge transfer also with the type of teacher education model, but it is one way experts introduce scientific achievements to future teachers which they apply in practice later. This attitude has emphasized the difference between the theory and the practice in teaching foreign languages and has led to partition of experts in this area to those who create and think and to those who are practitioners. The third model, is regarded as a reflexive model of teacher education is the most adequate for the contemporary moment. Training future teachers for self-education by formal and empiric knowledge: ‘formal knowledge’ is theoretical, or scientifically based facts, while ‘empiric knowledge’ is gained not only by practice but also by thinking on practice. The contemporary idea about autonomy in teaching about training pupils for independent learning is in the basis of the reflexive mode, which gives equal significance both to theoretical knowledge and to practice experience.

5.6. Psychopedagogical Content Characteristics

It implies a certain level of knowledge about the foreign language and theoretical contents referring to formal aspects of language like: syntax, phonology, morphology, grammar etc., but also knowledge that carries civilization and culture of the country where the target language is spoken. General pedagogical knowledge comprises working principles in the classroom. This should be more integrated into the course of language teaching methods than it is treated as a separate knowledge. Furthermore, the creation of study curricula is very important and this kind of knowledge is often neglected by legislators. There are seven categories of basic teaching knowledge which might be put as follows:

1/Knowledge of syllabus content

2/General pedagogical knowledge

3/Knowledge on the creation of curricula

4/Pedagogical knowledge related to teaching subject matter

5/Cognition of learners and their characteristics

6/Cognition of educational contexts and goals

7/Study of the perspectives of the science of the foreign language

Although the practice of ELT is recognized in a great bulk of literature, the theoretical aspects of applied linguistics should contribute to the application of contemporary teaching methods. The cognition of the educational context implies the influence of socio-cultural and institutional contexts on learning and teaching.

The education of future foreign language teachers implies four main aspects:

1/Practical knowledge of foreign language

2/Knowledge of foreign language teaching theory and disciplines tied with it.

3/Cognition of teaching conditions in which future teacher should work

4/Practical methodical knowledge without which the first three have no point

5.6.1. Motivation of the Future Teacher

A problem that arises when defining the curriculum of contemporary foreign language studies (English language in our case), along with the teaching orientation, is the fact that students have no clear perspective regarding their professional orientations when enrolling. Their motivation to study a foreign language, often led by affective reasons, without a clear idea if they are going to deal only with teaching or other knowledge branch. Therefore, we consider that the possibility to build preparation for their possible teaching career through simultaneous model during the studies is justified, parallel with knowledge from other areas, so that they can have another sound orientation.

5.6.2. Practical Knowledge of a Foreign Language

In the contemporary education of foreign language teachers, the practical knowledge of the target language necessarily implies communicative competence. In addition to the command of the formal linguistic rules, the teacher should know also sociolinguistic aspects of language use. Enriching standards in the world explicitly opt for the possibility of communication, cultural consciousness and connection with other areas of knowledge that might remain inaccessible to monolingual speakers. Knowledge of a foreign language comprises also contrasting, comparing and possibility of acknowledgement that the world may be seen under one point of view and that there are several ways for cognition and seeing the world and all these elements are contained together to prepare the future teacher. Throughout this vision, the teacher would guide

his/her learners to interact in a multi-lingual community. This may happen in numerous contexts that suit the area where the teacher lives.

5.7. Cognitive Foreign Language Education

Theoretical knowledge, in this context, is based on linguistic, psycholinguistic, sociolinguistic and glottodidactic knowledge and foundations of scientific research that enable independent improvement for the teachers. The need for the tendency of scientific performance in this area, are based on such a relation between theory and practice. In doing so, the permanent-improvement of educational work efficiency in all interdisciplinary fields would be promoted. On basis of attitudes, and experienced publications in trade literature, the following areas and disciplines should have a significant place: acquisition of other language, psychology of pedagogy and education, glottodidactics, communication sciences, teaching methods of English language and others. The function of the future of English as a foreign language requires language literature and intercultural studies.

Cognition of conditions in which education is performed may appear an important prerequisite of teacher's competence. A teacher should be equipped with the ability to adapt his/her lessons to the requirements of learners, i.e, their age, size of group, applying suitable educational strategies and techniques, making adequate selection of educational material, adjusting level of language in education, including elements of other subjects, applying elements of CBLT project .

There should be methodical knowledge of the school practice pursued during studies to afford the educational reality in which the pre-service teachers will find themselves when facing the class and taking over full responsibility for the results of the learners academic achievement. Even though, the coaching during the academic studies is a unique opportunity for foreign language learners: future teachers should learn how to implement theoretical pedagogical

principles to harmonize their knowledge with the reality of teaching situations and to set up guidelines appropriate to the specificities of the education.

5.7.1. Teacher Education and Teacher-Learner Autonomy

Teacher-learner autonomy might be defined as the ability to develop appropriate skills such as: knowledge of teaching techniques and pedagogical attitudes for oneself in cooperation with other colleagues. It is not easy for us, as teachers, to unveil what learners think. Yet, we can view just a limited aspect of their lives more clearly at the same time enabling us to adopt useful perspectives from recent discussions of language learner autonomy: the role of interdependence, issues of cross-cultural appropriateness and the relative merits of ‘deep’ and ‘shallow-end’ approaches. The enhancement of teacher-learner autonomy in relation to a variety of areas of pedagogical, attitudinal and content-related expertise can be argued to have an intrinsic value within teacher education programmes: aside from its value in preparing teachers to engage in a pedagogy for autonomy with learners because teacher-learning is inevitably a largely self-directed process. All in all, attempts to specify clearly autonomy, a rather possible meaning of the expression “teacher autonomy” has been nearly absent from many conferences and study days so far.

With regards to the recent emergence of the concept of teacher autonomy, in the field of foreign language education, it seems clear that the motivation arises largely from attempts to adopt elements connected with the promotion of learner autonomy. The teacher, then, would be making more and more efforts in this domain, partly as a corrective to earlier misconceptions that “learner autonomy” refers to a situation: that of learning without a teacher (at home, with a computer, in a self-access centre, etc.) or that it done away with the need for a teacher. Besides, it has been emphasized, by some scholars, that learner autonomy needs to be seen as a capacity for taking control of one’s learning which can be developed in a number of ways and situations, including in the classroom. Nowadays, more and more studies are promoting classroom-based

approaches for the development of learner autonomy. Likewise, the incorporation of autonomy has become a goal in national curricula in European countries and elsewhere in the world.

5.7.2 Teacher Autonomy Dimensions

Users of such term 'autonomy' should focus on the following dimensions:

1- Capacity for self-directed professional action

Teachers may be autonomous by having a strong sense of personal responsibility for their teaching by exercising via continuous reflection , analytical- affective and sound cognitive control of the teaching process.

2- Capacity for self-directed professional development

The autonomous teacher should be the one who is aware of why, when, where and how pedagogical skills can be acquired in the self-conscious awareness of teaching practice itself.

3- **Freedom from control by others over professional action or development** Teacher autonomy is being declined a long time ago, i.e, uniform staff development programmes based on research on effective teaching should become an integral part of imposed teacher evaluation.

5.7.3. Teaching Pedagogy and Learner Autonomy

In order to promote learner autonomy teachers may need to have:

1- A capacity for self-directed teaching

We, as teachers, must be able to apply reflective and self-management processes to their teaching in order to determine the initiatives we take in our classrooms.

2- Freedom from control over their teaching:

Freedom of learning should progress within the space that the language teacher is able to open up about the understanding of various learning constraints, however, EFL teachers working conditions often break granting learners enough room to control their learning.

3- A capacity for self-directed teacher-learning

If teachers do not know what is it being an autonomous learner, we cannot expect from EFL teachers to encourage the growth of autonomous learning in their classes. Teacher education programmes should aim at devising learner autonomy. Decision-makers should also focus on various parameters concerning language teacher's autonomy capacities.

5.7.4. Teachers Promoting Learner Autonomy

What teacher educators may need to adopt then is pedagogy for teacher learner autonomy in order to prepare future teachers appropriately for their own engagement in pedagogy for autonomy with their learners. This gives rise to a number of questions regarding the teacher educator's own ability to engage in such an approach: Do teacher educators have the requisite capacities for self-directed teaching and teacher-learning themselves? What degree of their freedom is really reckoned in practicing teaching? This issue was often, and still is, raised in discussions of some papers at different conferences with teacher-based education and competency-based approach techniques. Subsequently, there should be a deep scientific criticism on the way externally imported quality assurance regimes which, paradoxally, hinder engagement in pedagogy for teacher-learner autonomy due to the way they impose needs for transparency, accountability and definition ,in advance, of learning outcomes. Evidently, we need to be critical of ourselves and our own situations if we are to engage in credible pedagogies for teacher-learner autonomy. This should be done according to devotion rate in and reflection on pedagogy for learner autonomy which can be

a powerful means for the development of teachers' own autonomy. The same should be equally true for teacher educators embarked on pedagogy for teacher-learner autonomy. Despite this, in order to gain and impart such benefits, we may need to acknowledge and as far as possible address constraints on our own "teacher educator autonomy «in secondary school education.

5.8. Broader Considerations for Teacher Autonomy

Decision-makers should think seriously on how to make the link between the teacher and the learner autonomy and accommodate transmissive, authoritarian or even oppressive purposes. That is to say, we should reflect on the freedom of control over professional action. This may appear politically and economically undesirable for precisely this reason. In other words, constraints on independent action could involve the argument that self-directed "professional" action needs to drive learners benefit from their studies a more positive way.

This may be convenient for two reasons: firstly, a focus within teacher education on promoting pedagogy for autonomy might be seen as overly restrictive in some contexts, given the large number of other requirements for developing subject knowledge and general pedagogic skills; secondly, the promotion of particular notions and approaches towards learner autonomy that can be seen as an inappropriate imposition in non-western settings.

Learner autonomy and self-directed professional initiatives are highly relevant to the promotion of basic capacities of teaching autonomy. We could argue that both elements are fully consistent with classroom setting. They are, indeed, **sine qua non** of teachers' own development of appropriate methodology for their own classrooms. After all, if teachers are not willing to engage in self-directed teaching and teacher learning for their own benefit, and that of their students, they are, of necessity, the "victims" of received ideas. Most significantly, the role of the practitioner cannot be interpreted as that of a theorist. And, the professional status of teachers as mediators depends on the justification on an appropriate expertise of their own.

We may refer to how teacher-learner autonomy can be practically promoted in relation to teachers' life-long language learning and via appropriately designed in-service workshops and conferences. We, as teachers, should engage learners in critical reflection on the goals, contents and processes of their learning with regard to appropriateness or lack of appropriateness in their own contents. We should, also, attempt to enhance pre-service students' abilities to learn from their future teaching via 'simulated action research' strategies so as to prepare them for career-long learning in this area, in cooperation with others

5.9. Teacher Immediacy Classroom Behaviours

For many years theorists in educational psychology have viewed learners motivation as one of the important elements that contribute to the learning process. Numerous investigations have been conducted so that to examine the motivational conditions of learning. The underlying implication of foreign language motivation appears to be hidden in the process of "how" pupils are taught, rather than "what" they are taught.

5.9.1. Promoting Autonomous Learning

It is crucial to stress, at the outset, that whilst autonomous learning, as we tend to see it in the current work, is ultimately experienced exclusively by the individual learner. It may also be forged through interaction with peers or by reflection on the views of the educator. Knowledge that is socially constructed, therein, should be shaped and filtered via a personal construct system whereby there is scope for further development of personal nuances and insights. Thus, we choose to define autonomous learning as a type of learning which is characterized by personalization, self-directedness and less dependency on the educator. This will enhance rather than hinder the capacity for constructive collaborative participation in the workplace.

Given the plethora of highly consistent literature, by well-founded statistics, various syllabuses in the educational psychology literature have been

subject to criticisms. It may seem surprising that any statistician should wish to entertain the notion of a teacher safely engaging with, or worse still, becoming a self-directed learner within, the field of teaching-learning statistics. Poor interpretation of statistics can cause much damage to the reputation of statistics in secondary school education. In this way, tensions can run high as specialists become, increasingly, aware that statisticians alone are pathologically pre-conditioned to find statistics hard, i.e., not totally rejected and not fully accepted.

Having acknowledged these frustrations, we would argue that experts' expectations regarding that potential of secondary school education need to be raised considerably and that opportunities must be provided within the curricula to meet these expectations. Irrespective of whether or not they should choose to pursue a career in research within the workplace, all practicing teaching will be faced with the challenge of making classroom-syllabus-decisions through "interpreting the evidence" in the available literature with a considerable degree of autonomy and confidence. The requirements to differentiate between good and bad evidence and to be able to empower foreign language learners to make sound decisions based on good communication of findings are unavoidable. Moreover, foreign language teachers would expect their pupils to be effectively engaged in classroom activities. Optimistically speaking, the quality of learning will have a long-term impact on the learner so as to enhance the quality of the study design and the interpretation of statistics in future psycho-pedagogical investigations. With this sense of optimism and with a view to disseminate current knowledge and practical illustrations, we devised ten (10) tips for promoting autonomous learning engagement as follows:

5.9.2. Tips for Promoting Autonomous Learning

Many practical ideas may be suggested in order to make classroom environment motivating and agreeable among them the following:

1- Inhibiting facts and the need for stamina in the pupils' own learning

Apart from the subject area concerned, an essential part of the transformative learning entails maintaining contact with one's true self . During one-to-one sessions, the teacher-educator is in a prime position to facilitate a high encouraging authenticity on the part of the learner.

In the learning of English language, there's a key message to be communicated, i.e., it is normal to find the subject matter difficult. Pupils accustomed to learning other subject matters progressively or those who are less inclined to think “mathematically”, for a number of possible reasons such as genetic make-up or lack of practice, may need particular reassurance in this respect. Such learners, will frequently, have been in the habit of performing well and may, therefore, not have developed the emotional stamina to handle the time period which must elapse before they grasp the fundamental lesson concepts and processes relating to the statistical procedures which apply to their studies.

Questions regarding levels of confidence, motivation and enjoyment can be incorporated into a pre-meeting questionnaire. This approach to self-expression can facilitate discussion in relation to improving learners' comfort levels regarding the idea of engaging with studies and research within CBA. For instance, from this context, an emphasis can be placed on the need for progressive learning and pointers can be provided to sample reports submitted by pupils who started their study from an entirely similar perspective. An emphasis on the setting of realistic goals is critical at an early stage so as to ensure that the focus, for the foreign language learners, can be on what they have accomplished rather than on what has been left undone. The teachers' role is designated to fulfil the in-depth understanding of their learners and their capacity to engage in lifelong learning.

2-Validating your learners' knowledge capacity

As classroom observations results unveiled, the use of current knowledge and experience was not perceived as a “sign of respect” yet, simultaneously furnishing the learners with an awareness of their capacity to enhance their own learning. Likewise, citing a lesson's outline and/or content example, if the existent knowledge is applied, it would govern a new intellectual understanding.

It seems necessary to hand out questionnaires to your class at the beginning of the year or by the end of each term in order to deduce your learners' ability to calculate the degree of their success after having done a number of tasks. This permits you to perceive the variety of measures you should take to afford your learners' weaknesses. Follow up discussions may regularly lead to some degrees of recognition on the part of the foreign language learners as they begin to recognize concepts which they have learned and/or applied during their study career at the secondary school level. Invariably this knowledge will require to be complemented with a sound appreciation of how to choose between different measures according to different characteristics of the data and indeed as to relevant contexts for their application. Nevertheless, it is helpful at this stage to stress the value of the Integration Situation in exploring the characteristics of a study cohort to the reader (teacher- classmates) of the project report, thus reassuring the learners that they are already in a position to make a useful statistical contribution to their studies and get ready for the Baccalaureate Exam.

Within CBA, much can be said in favour of validating our learners capacities to contribute to their own and others' exciting knowledge. The latter validation procedure can be facilitated by implementing the strategies recommended under (point 1) above, if you adapt a more didactic teaching style sessions incorporating aids like: snapshots of previous pupils describing key transitions, disproved misconceptions and conquests in their personal learning experiences.

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We are supposed, as teacher-educators-researchers, to introduce foreign language learners in the world of uncertainty where opinions of different experts converge or diverge and hypotheses testing may lead to theory revision. They are gradually equipped with the correct working tools and skills of interpretation to reinforce their evidence base, learners are in a position to use their own field (yardstick) of experience to engage in knowledge construction within their future career as university students or at workplace.

3-Elaborating on-line data tutorials

We advise teachers, even foreign language learners, to plan in advance a method that will transfer raw data into a suitable lesson form for an eventual exam score analysis. After that, spreadsheets may be used by involving learners' individual columns containing progress variables. Furthermore, this "scenario" should occur within a context where the F.L.L has already been encouraged to collect additional data, in the form of a study classroom diary, for better lesson understanding. Above all, teachers should remind their learners to keep these data for future projects. The purpose of such procedure is to counteract any psychological obstacle that may impede a balanced classroom learning environment

4-Encouraging secondary school learners to embark on research

We should erase the difficulty of fundamental tasks which impede our English language learners from identifying questions for investigation as well as defining related hypotheses. Moreover, they are often unaware of the value of including group variables to differentiate between cases and controlled tasks. Furthermore, we should guide our pupils to visualise a tendency to create multiple spreadsheets with variations in which basic research parameters are included depending on the group to be considered.

5-Working on teacher-learner mutual data design tutorials

This involves a highly comprehensive (PPT) presentation covering a large set of motions in Excel spreadsheets related to the teacher's prior experience in

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working with secondary school pupils. There are cases where the nature of a learner-selected project need data to be collected ,gradually, and if not prepared in advance, pupils may feel concerned that they are at a disadvantage in case their peers in advancing with their project. We should teach them how to practice the techniques they can expect to be applied in their future data. We should guide the 3AS learners to become autonomous English language learners:

- a) less repetitive tasks provide individualized support
- b) satisfy learning requirements
- c)empower pupils to use further online resources to analyse their data and arrange an appointment with their teacher(s)
- d) help them eliminate various misconceptions concerning teacher-learner

research in secondary schools.

6-Instructing the English language learners about the background ownership of their projects

We should allow our learners to have greater control over their own learning and develop their self-directed study skills. In some cases, teachers should guide their pupils to self-propose a topic for a project and even approach any teacher who has a considerable field experience. At the same time, teachers should consider a scope for flexibility in terms of profound study of Competency-Based Approach. This should vary according to actual collaboration and/or partnerships between secondary schools and universities.

Our pupils should be informed about the final and intermediate objectives of the lesson to give them the opportunity to take responsibility of their own learning and become fully engaged with the given activity (ies). This should involve teacher-learner partnership collaboration planning.

7-Guiding our foreign language learners to formulate ideas and hypotheses for future projects

The teachers of English as a foreign language may be confronted with a plethora of different techniques being enticed to meet the learner's perceived needs. At this stage, then, it is tempting to offer suggestions as to meaningful associations to test effective and efficient means of presenting relationships "graphically".

If a learner's autonomy is to be realized, this technique is best eliminated by a pragmatic approach rather than dominated by more will power. We should teach our learners how to provide a comprehensive project summary, specifying their key objectives and hypotheses. The scene is, therefore, set for a productive first session in which the foreign language learner can be encouraged to set the agenda regarding the subject matter and the priorities for classroom discussions.

8-Promoting learners 'self-efficacy and self-directed education

Foreign English language learners vary considerably in their individual degrees of self –efficacy and self-directed learning. To measure how far they are ready for autonomous learning or engagement, the teacher-educator should emphasize versatility in terms of pedagogical groundwork that requires to be performed to successfully direct the learner towards more effective engagement or a more self-directed learning style. The Self-Directed Learning Readiness Scale (SDLRS), designed 1977 by GUGIELMINO, constructs a validity which has been confirmed through numerous studies. This technique involves a wide variety of adult learners and different statistical techniques which is generally accepted as the most valid and widely used instrument of its kind.

9-Measuring learners 'individual capacities for better self-management

The score forthcoming of the SDLRS inventory, if implemented, should be related to the learners' readiness for self-directed learning along with their

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individual potentialities. Prior to the teacher's research, it should be regarded as a "measure" to prepare EFL learners for activities involving a high degree of problem solving, creativity and change. The cited scale can serve as a diagnostic test for the educator to identify pupils who are likely to exhibit resistance or disorientation when confronted with a learning programme which, in our case (CBA), requires a high degree or a moderate level of personal self-management. We may also guide our learners to aspire to more advanced forms of learning provided the necessary teaching resources are in place to facilitate progression to higher level of self-directed learning. Subsequently, self-efficacy measures are understood to predict whether individual learners are likely to establish high goals. And, how they are likely to respond emotionally and organizationally to a desirable yet, potentially challenging activity like: devising group-observation grid.

Teachers should know that low self-efficacy scores can assist in promoting positive behavioural changes in individual learners identified as being vulnerable to discouragement. In designing a self-efficacy scale which is more effective in the preparation of English as a foreign language learners, for a deep approach in the learning about, for instance, 'Counterfeiting' PU - - is a crime. It is noteworthy that the lesson guidelines are available, in the GES ,for adoption or extension . That is to say, the secondary school teachers should feel free to incorporate subscale representation of their beliefs about the ability to perform target pupils linguistic behaviours within specific contexts.

10-Ensuring time constraints and efficiency dependency

The time limitation is frequently the parameter that augments dependency on others. For instance, to avoid being late for an appointment, we will pursue the most accessible individual who is qualified to provide directions to the train station or to the appropriate area in the department store. We may remind our learners that comprehensive content lists for learning materials can provide a

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sufficiently transparent medium for helping the inexperienced learner to know where relevant information should be accessed from.

According to this context, the scope for the foreign language learner autonomy and engagement may be severely constrained by the need for the learner to consult the teacher for more detailed advice than may seem appropriate if the learners are ever to appreciate their individual role in knowledge construction. In case online knowledge bases are to serve their initial purpose, therefore, supplementary work needs to be done to assist the pupil (mainly in 3rd year secondary education) along the pathway towards more self-directed learning.

11-Being sensitive to step by step representation of the learners autonomy

By the end of each Pedagogical Unit (PU) , our learners may embark on a research project as a required in CBA. They are most of the time unable to gauge the level of difficulty and the workload associated with the content of the P.U final objective(s). In addition, we should teach our pupils the process of model-building, including a careful “screening of potential predictors” to include in a pedagogical and scientific varied models. The requirements of testing whether ,the given self-directed models, are essential steps for which the learner has insufficient time within the context of a short research project.

The learners can then be provided with multiple stages which not only allow them to attribute meaning to the interpretation of their data but afford progressively greater insights into, for example, what can or cannot be inferred about the population based on the sample studied. This fact is an inevitable consequence of the foreign language learner having a lack of prior information to process from earlier learning experiences which could provide eliminations on their own options. Using GROW’s Stage of Self-Directed Learning to correspond to learning -teaching styles and learners’ roles that correspond appropriately to Competency-Based Approach Teaching (CBAT). The associated need for

identifying suitable teaching and learning styles, at an individual's level, can be tackled through the application of context specific inventories based on previously validated pedagogical designs.

12-Integrating communicative pedagogical activities within the learning capacities of our pupils

Scholarly activities should highlight the application of knowledge as an activity which promotes English as a foreign language learner communication by promoting the learner to ask the questions based on intelligent learning processing. When we install knowledge in the learner's brain, it can be implicitly assumed that the brain becomes a repository for future consultations. Besides, learners are exposed to multiple content perspectives that add richness to their academic insights and should impart freedom of choice regarding their personal beliefs.

The quality of the learning experience should be linked to the knowledge transmitted. In order to promote autonomous learning which is not purely assessment driven, it is necessary to protect the learner from treating the pedagogical content of their course as a separate entity. Indeed, English language teachers are invited to recognize that pupils with an intrinsic interest, that is to say, in a subject they can feel alienated if they are conditioned to focus on the "output orientation" of their degree, including exam performance without a sense of personal commitment. It is crystal clear, then, that the theoretical content being assessed is explicitly presented as part of a process which foreign language learners can expect to use in their future career as university students.

13- Ensuring that core learning material is carried over the formal assessment

We should help learners to reduce the pressure of competition with their peers in selecting their preferred majors or specialties in the future. Autonomous learning does not take off autonomously but rather is dependent on the initiative of the educator. We should involve our learners in short research projects through

the implementation of structured learning strategies to differentiate between good and bad practice. Furthermore, having a heightened awareness of the potential for misunderstanding concerning less familiar types of analyses should provide an incentive for the future citizen in the society under CBA to LMD at the university.

5.9.2. Emotion Implications and Learning Motivation

Teachers as educators are required to assimilate the divergence of theoretical approaches and preferred empirical methods, the nature and the interrelatedness of emotion, motivation and learning controversial nature. We should know how emotion and motivation are involved in different modes of learning: special attention should be given to the mechanisms responsible for assigning stimuli, events and behaviours, their emotional value and how this affects subsequent behavior in both experimental and real-world applications. In addition, explicit (declarative) and implicit (non-declarative) aspects of the learning of the foreign language learning process should be discussed through study days and peer teaching.

5.10. Learning and Motivation Manipulation

The study of learning, emotion and motivation is profoundly intertwined. Emotions, the closely related notion to motivation, bring reason, content and directionality to the learning process. They provide some of the basic components on which learning depends. As scientists have come to realize that the affective variables are present in the learning process, regardless of the level of analysis. More than that, a wider range of approaches have been implemented to better understand their impact on foreign language learners. This endeavour has been aided by the development of a new generation of techniques for both data sampling and experimental manipulations, along with new theoretical advances, such as models derived from evolutionary theory.

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While research on learning traditionally was (and to some degree still is) divided between those working within a behaviourist paradigm using animals, and pedagogists and organizational psychologists studying humans in specific applied settings. Psychologists, interested in basic human learning, have been occupied with what has been termed memory research. Trusting such perspective, it aims to :

1/Simplify fruitful lines of investigation, as well as individual issues that need further attention, in different research traditions and on different levels of analysis.

2/ Target specific topics that seem specifically promising to explore in the pursuit of integrating knowledge

3/Gain basic learning, with research in educational science, as well as extensive practical situations in education.

4/Establish paths of investigation ,and very few guiding directions to hold on to, nevertheless, over the last years an impressive body of new research on learning, emotion and motivation has emerged

5/Display many promising horizons for further integration and exciting time lines ahead for those who join the pursuit.

6/Stand out as particularly important for the understanding of the role of emotion and motivation in the learning process: the evolutionary, the cognitive and the social perspectives to be recognized below.

5.10.1. Spread Learning through Science

A great bulk of research has been concerned with learning progress and its modifications among human beings. In its most generic sense, it refers to the process of attaining and incorporating information in oneself-adapting in response to a changing world. For example, as long as “learning” was framed solely in terms of behavior, there was little effort to search for neural

explanations and cognitive components. Teachers of English as a foreign language should acquire basic knowledge that learning parameters require scientific research so that to integrate many aspects of lifestyles. Uncompromising theoretical convictions, such as behaviourism, when it was spread in educational systems, has somehow narrowed the scope of investigation. As a consequence, this hampered the explanatory expansion of psychological science for a few decades. Besides this, the enormous body of behavioural data that was produced by carefully developed, and experimentally well tested, learning environments are still of great value. There should be the presence of an analogous argument which could be make, somehow possible, the influence of other strong theoretical approaches to learning.

5.10.2. Interdisciplinary Learning Need

Empirical evidence has only recently begun to play a decisive role in the selection of successful theoretical accounts of what learning is, how it works and why it works. Successful accounts have often gained their power by integrating compatible features from different levels of explanation into a broader evolutionary framework such as behaviorism, cognitivism, constructivism and genetic epistemology. In this plethora of research traditions and methods, the delineating borders have aligned themselves with different levels of explanation and theoretical inclinations rather than the adaptive challenges that materialized the selection of various learning mechanisms.

As was noted above, a better understanding of the mechanisms underlying learning, including teaching, presupposes different levels of analysis and needs to ensure that theories proposed at one level are compatible with theories at another level. This view makes a strong case for an interdisciplinary approach, where the research problems of interest are focused on and evidence from various fields are brought together in the pursuit of a coherent understanding of the phenomena: learning- teaching educational interdisciplinarity. Although there is an integrative approach in gaining terrain in contemporary research both in

psychology and the cognitive neurosciences, there is an opposite accelerating specialization in the many subfields of learning research which appears to pull in the other direction encouraging the gap between the fields. It might be worthwhile, for educationists, to take into account a more programmatic framework to the science of learning guided by recommendations for how to communicate and integrate research conducted at different levels and implementing different study methods.

5.10.3. Controversial Quality of Learning

The study of human behavior and mind which is usually overlapped by the discrepancies between nativism and empiricism, i.e, “nature versus nurture” that have long dominated the research literature on learning. There has been a battle on grounds of the “domain specific” against the “domain general” views of human cognitive and emotional endowments. Although there is a claim that most researchers, today, would subscribe to the view that learning does not consist of a small number of mechanisms that are generally applicable to all situations and to all kinds of information . The crucial question to be asked is: To what extent do cognitive-emotional complexity and constraints reach the humans? Some scholars, for instance, propose that there exist a number of computational learning rules that are disposed to operate on complex social representations and linguistic meanings. When, more careful nativists, limit their claims about “hard-wired computations” to govern the processing of simple socio-emotional and certain abstract primitives, such as basic numbers. Again others, propose a more constructive approach to learning.

It is interesting to note that current research produces strong evidence in both the nativist and the empiricist-constructivist directions. An immense aim for the emerging field of cognitive neuroscience is to specify the relationship between autonomy and function and the constraints they impose on each other. A complicating factor in this pursuit is that the learning device itself is modified as a result of the interaction between organisms and their environment.

5.10.4. Evolutionary Learning Framework

No matter how scholars portray the interaction between biological and cultural influences on learning, it dwells advantageous to keep the evolutionary metacognition in the mind (Öhman, 1986). It provides a broad framework for understanding the many phenomena that make up the notion of learning, from “molecular mechanisms” of memory consolidation to the learning of associations between abstract concepts. It also gives a way of linking to “proximate learning mechanisms”, such as the motivational drive for reward at any particular point in time with the ultimate mechanism. This may be stated in terms of the maximum integration suitable learning over evolutionary time. In this perspective, scholars recognized the genes that most successfully optimize the proximate causes of our behavior by installing in human beings convenient reward and reprimand philosophy appropriate regulations to make such system function well.

Above all, the content of what is learned and taught today might be very different from the knowledge that our predecessors acquired yet, the basic mechanisms for learning are the same. Both biological and cultural evolution has employed these basic mechanisms to form new strategies. For example, the capacity to learn the meaning of symbols in a language such as colours, shapes, tenses, etc may illustrate how teaching and biological evolution used existing material to produce new, advantageous and productive traits among language learners. Despite these developments, the ultimate goals, as well as the basic mechanisms that serve these ends (including emotions and motivations), are uncharged and, henceforth, the importance of an encompassing evolutionary framework.

Although many learning mechanisms which have been delineated by science and backed by folk-psychological labeling. There is, sometimes, a discrete manipulation on a behavioral level. On the contrary, there have actually been some recent advances in the search of well-defined detailed neural mechanisms that parallel the classical learning mechanisms described by earlier

models solely on the bases of animal behavior. For example, the discovery of dopaminergic calls that behave in a manner that corresponds to what was predicted in the early 1970s as a model of classical conditioning.

5.11. Emotion and Motivation

The following points will be an attempt to explain the role of emotion and motivation in learning

5.11.1. Internal Emotion Motivation Learning

To start with, the content of emotion and motivation is directly linked to learning. Emotional and communicative states are integral parts of the adaptive process of learning by attaching value to objects and events (both outside and inside oneself), based on a set of needs. As with learning, however, the content of the notions “emotion” and “motivation” are far from unanimously agreed on. This attitude should come as no surprise if one considers the argument that man-made psychological concepts often carry a greater or lesser arbitrariness with them. Teacher-educationists are required to self-evaluate their assimilation level of basic pedagogical parameters that are constantly needed in class: communication, emotion, motivation and linguistic skills.

In short, emotion and motivation relate to internal states that are relevant in the management of the teaching-learning goals. For example, motivation has been defined as modulating and coordinating influence on the direction, vigor, and composition of behaviour. In line with this reasoning, emotion is seen as an evaluating response of an event as relevant to a goal, it is positive when the goal is advanced, negative when the goal is impeded. Thus, it has been argued that the key function of emotions, in foreign language learning perspectives, is to separate the individual learner from the necessity to respond additionally. We should remember that, emotions also embody a crucial part of the learning process by influencing the association between stimuli combinations and behavioural responses.

English language teachers and learners should be prepared ,in advance, so that to assimilate that emotion and motivation can be conceptualized as internal states in the organism that significantly mediate learning. They also constitute two variables that can be externally manipulated in order to investigate different aspects of learning processes in action. It is therefore not surprising that research on these topics provides us with steady streams of knowledge on how and why learning works, and the role of emotion and motivation in the process.

Because affective aspects are crucial in the learning process, it is important to review the major approaches that have been taken to the study of emotion. What perspective is taken on emotion and its functions also dictates what questions are being asked about learning. There are many ways emotion can be subdivided and subsequently assigned different roles in the learning process.

5.11.2. Decoding the Emotional Value

The mechanisms of emotions and motivation should be studied in order to acquire knowledge on how the brain functions when confronted with “primary reinforcers” like: happiness, food, entertainment, studies,...and “higher reinforcers” such as: grades, professional career, money,.....The brains of our foreign language learners are often playing an evaluative process ,either in class or at home , towards rewards and punishments. The role of teachers is to take advantageous decisions to determine if rewarding or reprimanding are goals for actions or not. There is another perspective on the nature of emotion and how it influences learning and stimuli evaluation, which had gained an increasing attention recently, is the Somatic Marker Hypothesis which has recently been criticized . Even though, its role is fundamental in spreading evaluative processes to extra-cerebral systems in : MRI, MIT , MIS,.....

Although, ultimately, interpreted by the individual, emotional cues can be distributed in a way that facilitates the learning process. For example, facial expressions, gestures,.... by distributing the feedback of one’s emotional reactors, the bodily signals could potentially also become more accessible to

metacognitive strategies. Targeted signal enhancement with technical devices has been argued to provide a promising future for the development of self-control planning supposed to accompany EFL teaching –learning in Competency-Based Approach.

5.11.3. Emotional Factors Impact on EFL Learning

Affective factors are essential for learning on different states in the process. Emotions exert their influence (1) indirectly by modifying the state of the cognitive machinery through selective attention (pre-encoding); (2) directly influencing the associations formed at the time of encoding (3) via a modulating impact on the way memories are consolidated over time (post-encoding). In addition, motivational factors make up the incentives to learn both simple associations and complex knowledge structures, as well as to explore the unknown. The different stages of emotional influence on English as a foreign language, all contain overlapping and interacting features in a natural environment (classroom or extra classroom). Studies also show that the emotional intensity, measured as arousal, of a stimuli or a situation increases the allocated attention . For example, the standard finding in a visual search task is that emotionally significant stimuli are detected faster than corresponding items with less emotional flavor. Hence, an angry face among many happy faces is shown to be more readily detected than a happy looking face in a sea of angry counterparts. As a result of increased attention, the respective information receives deep processing which results in better learning.

5.12. Further Practical Suggestions for Classroom Application

The classroom is the main environment where both teachers and pupils meet and share knowledge. The following ideas are guidelines for pedagogical practices.

5.12.1. Classroom Teaching Observation Indicators

This may constitute a fundamental in CBA reference, we thought of introducing the (CTOI) for teachers who are in favour of organization and updating their teaching process. More than that, this technique will help teachers evaluate their lessons and prepare for better assessment of their learners. Tables and evaluation grids make teaching easy and enjoyable at any level. The following table may guide secondary school educators to follow the progress of their teaching, locating teaching –learning weaknesses and building a professional consciousness.

Self –reflection Domains	Nbr of TeacherChoice	Percentage %
<i>1)Content and Basic Skills</i>		
a-I have an effective speech delivery		
b-I use a variety of communication strategies		
c-I am well-versed in discipline –specific knowledge and skills		
d-I am proficient in using ICTs to enhance instruction		
<i>2)Classroom Environment , Learners Engagement and Commitment to Learning</i>		
a-My classroom is responsive to the learning needs of all my students		
b-My classroom is convenient to learners with special needs and those with varying learning styles		
c-My classroom is conducive to learning: safe and orderly		
d-I provide explicit instructions, transitions , and individualized interactions		
e-I use proactive and positive behaviour intervention strategies		
<i>3)Active Learning Planning Procedure</i>		
a-I always rely on learners prior knowledge for building language assessment		
b-I always share a learning objective for each lesson		
c-I always use a variety of teaching strategies and resources so as to distinguish teaching instructions effectively		
d-I always search for interdisciplinary convergences for making		

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learning relevant and authentic		
4)Instructional Strategies for Active Learning		
a-I incorporate technology resources to engage learners and enhance instruction		
b-I always adjust instruction and monitor formative assessment for my learners		
c-I often use inquiry-based learning in my class		
d-I often encourage discourse sessions among my learners		
e-I often use high order intelligence thinking tasks in my class		
5)Planning Assessment for Better Learning		
a-I always employ different assessment strategies to help my pupils unveil mastery of their learning		
b-I often use formative and summative assessment to get better learning feedback		
c-Data collected from learners helps better decision- making		
6)Promoting Teacher Professional Leadership		
a-I always take part in study days in order to share the best practical teaching techniques		
b-I often introduce new knowledge based on my own researches		
c-I often serve as a coach and support all learners initiatives		
d-I always maintain good and respectful relationships with learners, their families and administration for better learning achievements		

Table 5.12.1. BasicClassroom Teaching Observation Indicators

5.12.2. Causes of Mental Health Problems in Adolescents

Teachers, administration staff and caregivers should be well-versed in how to handle teenager learners with mental health problems. The issue may seem ordinary for some people while some others view it as “taboo” circle. We are required ,as educationists , to know what causes mental illness according to selected points below:

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N°	Source of Mental Illness	Description
1	Genetics	genes control what we are and what we look like. The genes we get from our parents so we have no control over them,i.e, some children have a greater chance to develop a mental illness
2	Family history	children and adolescents become at risk of developing a depression or deep anxiety if a family member was subject to such a health problem
3	Health care quality	wrong eating habits, lack of physical activity, heavy smoking or drug addiction, absence of expressing oneself in a constructive manner
4	Reactions to negative events	growing up in a family with too much stress , abuse or neglect would trigger mental health problems

Table 512.2.Mental Health Problems among Adolescents

5.12.3.Preventing Mental Health Illness among Teenagers

Mental health problems can be prevented in the same way as we do for physical health problems. For instance, by eating healthy food, spend time with family and friends,or deal with stress in a positive way. As adults, we should take care of children and youths as well in case we notice any sign denoting skipping food, low school achievement, etc... .Using the following fact sheet, some answers can be given by teachers or even parents about teenagers mental difficulties.

N°	Question	Expected Answer
1	Do you represent a positive adult model?	
2	Do you always ask your children how their day was?	
3	Do you think you spend positive time with your children?	
4	Do you help teenagers see things from different angles?	
5	Do you guide adolescents to express their feelings freely?	
6	Do you always expect teenagers' behaviour in specific situations?	

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7	Do you make sure teenagers have a healthy living:food, sleep, exercise?	
8	Do you teach your children what type of people to talk to seek help?	
9	Do always help teenagers overcome stress and see it in a positive way?	
10	Do you always listen to adolescents worries seriously?	

Table 5.12.3. Mental Health Prevention among Adolescents

5.12.4. Multiple Intelligences Pedagogical Chart

1.Framework Recommendations

1.1.Teachers

1.2. Syllabus Designers

1.3.Teachers Working Plan

Age	Gender	Blood Group	Parents Occupation	Health Problems	Address	Previous School

1.4Observation Form about Pupils

Hobbies	Interests	Housing	Number of Brothers	Number of Sisters

1.5.Collabrative Teaching-Learning

1.6. Engaging in Periodical Assessment (samples)

1.7. Group Activities (extra- curricular tasks)

Conferences	Excursions	Volunteering (schools/hospitals)	Environment –centered campaigns (cleaning/drugs)

2.Breaking Ice and Communication Hindrances

Chapter -5- Pedagogical Recommendations and Practical Suggestions for Teachers

2.1. Importance of Youth Leadership

2.2. Necessity of Voting

2.3. Encouraging Interaction within/in:

2.3.1. Classroom

2.3.2. Families

2.3.3. City

2.3.4. Human Welfare Organisations

2.4. Reduce Mental Unrest and Stress among :

Pupils	Teachers	Parents	Administrative

2.5. Genuine Ideas for better Learning

2.5.1. Teachers

2.5.2. Administration Staff

2.5.3. Meetings

2.5.4. Diaries

What ?	When ?	How ?

3.Collaborative Efforts with Syllabus Designers

3.1. Heterogeneous Approach to ELT - ESP

3.2. Advantageous Teaching-Learning Approach

3.2.1. Study Days

3.2.2. Study Circles (round tables)

Chapter -5- Pedagogical Recommendations and Practical Suggestions for Teachers

Quality	Study Issues	Organisation	Leaders	Secretary

3.2.3. Workshops

Drafting	Planning	Tutoring	Learner	Administration

3.2.4. Theatre –Drama

True to life situations	Tutors	Learners	Administration	Parents

3.2.5. Open Learning Tasks

In-class	Homeworks	Peer correction	Peer-learning	Peer-teaching

3.2.6. Teachers or Decision Makers

Mentoring (a well-balanced citizen):

3.2.7. Video Shows (FLC) foreign lg culture

British Life	American Life	British Civilisation	American Civilisation	British Literature	American Literature

3.2.8. English a Worldwide Language

Scientific Research	Politics	Education	Social Media

3.2.9. Participatory Pedagogy

3.2.10. Self-regulation EFL

3.2.11. Teaching-Learning Partnership

Chapter -5- Pedagogical Recommendations and Practical Suggestions for Teachers

3.2.12. Teaching Performance and Competence

3.2.13. Exploiting Reading-Writing Skills

School Magazine	Reading Committee	Study Days	Topical Articals

4. Algeria is a rich country thus, endowed with high financial, economical means and resources

4.1. Explore other domains of academic education

4.2. Prepare secondary school pupils for students life at the university (LMD)

4.3. Manage better teaching-learning infrastructure

4.4. Fight hunger at school and promote :

Breakfast	Lunch	Casse-croute

4.5. Classroom Decoration and Organisation

Tall Pupils	Small Pupils	Vision Troubles	Hearing Problems	Gender	
				Boys N°	Girls N°

4.6. Term meetings including learners representatives

4.7. Study Skills

Teacher	Teacher-Assistant	Teaching Team	Teaching-Leaning

4.8. Install Humanistic Activities

.....

Chapter -5- Pedagogical Recommendations and Practical Suggestions for Teachers

4.9. Teach through Executive Skills

.....

4.10. Establish Extra-curricular Activities

Official Regulations:
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4.11. Re-consider the Integration Situation in:(to be written in Arabic)

Lessons	Homeworks	Evaluation Tests	Term Examinations	Bac Examination

5. Teaching-Learning Mentoring

Global Citizen Engineering :
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5.13. Conclusion

During chapter five, there was an attempt to shed light on some points which seemed problematic to the topic being studied. Teaching in a secondary school requires to master not only the language but also the ability to cope with any disruption which might arise in the classroom setting. For that purpose, some pedagogical recommendations were selected in order to help each other overcome both pedagogical and professional difficulties.

General conclusion

The current study was an attempt to investigate the link between EFL teaching –learning and Competency-Based-Approach in secondary school education. English language learners need to be motivated and trained to be autonomous in order to cope with CBA criteria which are : self-regulation, constructivism, autonomy, cognitivism. English language in Algeria has been taught using teaching methods such as : Grammar Translation, Audio-Lingual, Communicative Language Teaching, and Eclecticism.

In 2003, the Ministry of National Education has decided to adopt a new teaching method so-called CBA. According to some experts, the origins of this teaching approach were first in the USA in 1960s, to help immigrants cope with the new socio-cultural situation in the host country but it was not successful because immigrants' children could communicate better in English than their parents who used only their mother language. This led to the lack of deep communication and generation conflicts.

During the 1990s, this approach was applied in Canada in French-speaking regions. The purpose was to teach English to Canadian children to guide them through various competencies to use English language in daily life situations, such as shopping, interacting with peers, etc....Unfortunately, this was not a positive experience at all. When children were learning English at school aiming at using it in daily social and cultural communication, they encountered the hindrance that the shop-keeper or the policeman/woman, for instance, did not understand English when they were spoken to.

In 2003, a rather similar experience began in Algeria for an identical purpose with the exception that : teaching English in Algeria using CBA initially started to unveil English as a foreign language learners' competencies then guide them to use English independently from the teacher and classroom environment . For example, to communicate with classmates, friends and exchange knowledge with people from English –speaking countries as USA and UK. Another objective to tackle the issue CBA and communication difficulties in secondary school classrooms was to enquire about whether secondary school teachers were

versed in the new approach and if they were, from time to time, testing their pupils intelligences capacities. The result was that, the greatest majority of the participant teachers did not care about this issue and that they did not believe it was necessary to test their pupils' intelligences.

Many points needed specific clarifications then, the study was an opportunity to ask the general research question:

- 1- What does the relationship between CBA and EFL academic achievement imply for third year secondary school pupils?
- 2- To what extent can EFL communication classroom atmosphere affect third year adolescent secondary school learners ?
- 3- How do secondary school teachers test their pupils' multiple intelligences in order to cope with CBA requirements ?
- 4- How are third year secondary school learners self-regulating their learning and their goal settings ?

The attempt to answer the four research questions all along the whole study was based on hypothesizing as follows :

The relationship between CBA and EFL academic achievement in EFL learning has a big impact on third year secondary school learners. Their motivation to do better in class and in tests is reflected on their attitudes towards their grades during term evaluations such as exams , tests or quizzes .At the same time, cognitive features contribute to reflect CBA learning.We assume that the classroom supportive climate can be of great help to adolescent third year learners because teachers are supposed to be equipped with psychological background about adolescence and how to manage the classroom life.Multiple intelligences should be tested via available teaching- learning pedagogical materials such as text book, quizzes, ICTs, workshops, proposals,.....by using particular scoring to permit both teachers and learner locate the intelligence focus area to suit CBA parameters.The degree of academic awareness of third year secondary school learners should be high, their autonomy resides in the fact that they attend a final national examination' Baccalaureate' they are conscious about

the importance of this exam...They are also tutored on how to construct knowledge, for instance.

Competency-Based Approach therefore, was tackled to discover the influence of dependent variables such as : Multiple Intelligence Survey, autonomy, motivation, and constructivism in English as a foreign learning third year classroom setting. The correlation of the cited factors was supposed to contribute to the establishment of a better academic attainment and a successful classroom climate. There was also an effort to explain the adolescent learners low level of autonomy and motivation regarding classroom activities ,disinterest from school as well as their poor performance in EFL learning, in general, where competencies should be recognised and explored.

- The trial to seek answers and validate hypotheses led to the following division of the thesis :

- Chapter one provided a descriptive map of the current adolescent learner. Besides , the different basic teaching methods were presented ,their role to reinforce learners' academic achievement was given. There was also a reference to CBA which was the core of the actual study. We also included a description of English language subject matter in third year secondary school classes , the organization of the third year textbook '*New Prospects*' . The chapter also presented the importance of English language in Algeria and in the world.

- Chapter two reviewed the literature background of : the competency, types of competencies, autonomy, motivation, constructivism , cognitivism studied by scholars and experts. The aim was to prove the link between CBA and other paramaters, according to the selected theories, that convey meaning in the secondary school education

- Chapter three was about the presentation of the teacher academic education as far as CBA is concerned . The importance of teacher education was emphasized along with the adolescence psychology psychology and its direct link with the teaching-learning curriculum

- Chapter four, being the most important part of the present thesis was divided into two parts .The findings of both quantitative and qualitative research methods were analysed and discussed in the light of the formulated research questions and the advanced hypotheses. The first one was about the analyses of the secondary school teacher's questionnaire, the secondary school third year pupils' questionnaire, the MIS Model by H. GARDNER, a classroom observation using bar-graphs, pie-charts, and tables. The second one consisted of the interpretation and discussion of the results obtained . After having completed the two parts, we concluded that hypothesis(1) and hypothesis(2) have been proved ,thus validated. Unfortunately , hypothesis (3) was not proved so not validated but hypothesis (4) was half-validated .

- Chapter five summarized the study findings and endeavoured to make a set of pedagogical recommendations in order to improve teacher-learner third year secondary school education. The stress was put on the necessity to take into consideration 21st secondary school EFL education using CBA . The teachers are required to seek self-evaluation by updating their information and teaching potentials. In CBA, roles are inversed towards a learner-centered approach that encourages learner critical thinking, set their own achievement goals being self-regulated and responsible of their learning choices , construct their own learning and ideas inside and outside the classroom.

The study findings revealed an essential issue: a teacher –dominated classroom. The classroom observation helped the research to demonstrate that there was a large gap between the teachers and their third year pupils. This has been interpreted in the teachers 'lack to understand what really makes their pupils motivating, autonomous and competent . We could not think of what is motivating but what actually motivates our learners and helps them become able to manipulate various language tools thus unveil their hidden competencies. The questions which might be asked for future investigations, would be: What does the adolescent secondary school learner think of the teacher's excessive classroom authority ? or Is the secondary school learner really prepared for the

LMD university life ? Further research may also include motivational strategies in order to promote the social being of the secondary school learners because they are basically immersed in the adoption of new socio-cultural behaviours and thinking. We hope that this modest work will guide future university researches as well as secondary school teachers and learners to share knowledge, adopt new learning and pedagogical attitudes in classroom settings because the purpose does not lie in implementing the latest approaches or trends in our classrooms but the responsibility is common and it should be shared by the whole system.

There should be a self-contained and constructive thought on how to develop a new teaching approach based on extra-curricular activities and the scientific exploration of learners, EFL in particular, multiple intelligences potential in the future which should be particularly governed by incredible and unlimited advance in different technologies.

More studies are needed in order to capture the time flow that influences acquired knowledge memory, depending on its source and content, mainly for adolescent EFL learners. Throughout our investigation, we noticed that there was a lack of research on how the origin of the information and its specific content influence both teachers and learners and to what extent it is remembered over time.

On the one hand there is a very limited knowledge of socio-pedagogical impact on newly acquired knowledge about Competency-Based Approach. On the other hand, there is a considerable literature available for the socio-political impact on decision-making. For less is known regarding the ways social components affect prior acquired knowledge. In addition to the sophistication of the political philosophy and management, as well as, the economic availability of human resources, infrastructure and a qualified manipulation of emerging technologies. As a matter of fact, we can say that materials that could facilitate the teachers' job in the classroom is insufficient and most of the time not available in some schools. Despite this, it should be noted that CBA being a teaching method inadequate to overloaded classes, requires appropriate

pedagogical and technological tools as well as being well-versed in communication technologies including social media.

Although there has been a considerable progress in the research on human intelligences, communication, skills and competencies in language, and other domains, much of the studies have been carried out on superficial and redundant issues. The mapping of the different learning mechanisms is increasing that is why research, mainly in our country, should integrate fieldwork data, from our schools, and creates a rich body of database findings referring to global literature in various disciplines.

The secondary school pupils should be helped to understand the importance of ‘multiple intelligences’ through monthly, term then, final tests and exams which usually focus on a limited number of intelligences based on skills such as reading and writing. This can prevent students, in general, and EFL learners, in particular, from demonstrating the full scope of their capacities to expand their knowledge. We should guide our pupils to become their own learning advocates through giving them opportunities to assess their own multiple intelligences so that they gain the ownership of the progress of both their multiple intelligences and their academic achievement.

The Algerian secondary school system has demonstrated a lot of limits. That is to say, learners’ level in EFL has kept decreasing, discrepancy between pupils’ numbers and infrastructure capacities, poor results in English in national examinations and contests. It has become a national duty to review some educational practices which are no more appropriate to the present era. That is why teaching by competencies has been replaced by teaching by skills in what is referred to as the Second Generation Program in our national education. To be more explicit, such teaching technique aims at spreading, in the future, the Learner-Centered. Approach at all levels of the national education system.

The strategies of learning being promoted in the Second Generation Program in Algeria, sheds light on autonomous learning ,i.e, pupils are required

to create their own learning goals, generate their own tasks and encourage them to become ‘teachers’. Paradoxally, program developers and EFL textbook designers have not, practically, conceived secondary school learner-autonomy-oriented policy but there is a slight inference that it is the task of teacher to do so. Yet, the latter most of the time depends on textbook guidelines that is to say; no room for educators’ creativity is left.

The new teaching program drastically encourages ‘project works’ as extra class work. Learners are generally given “clear” instructions that they should undertake research via Internet on the topics linked to the Pedagogical Unit. However, the learners would simply do a ‘copy and paste’ operation. The result would be a work which is not personal because the purpose of the learner is just to hand in to his/her teacher a document and get a grade. This would bring about an ethical issue which is difficult to be tackled as it requires a sane learning environment where both teachers and learners would become really autonomous. Has the First Generation Program produced learners who practically used their competencies in EFL and transversal subject matters?

Did our national educational system within CBA succeed in responding to the requirements of world citizenship of our learners? Do the qualitative research improvements made on the First Generation Program produce skillful learners in a world governed by speedy changes in all domains of life? Is a comparative-analytical study needed, to be launched by experts, to investigate the difference between ‘competencies’ 2003 and ‘skills’ 2016 in Algeria?

These questions ,and may be others, would open doors for better research on the true objectives of education , communication- culture, teacher-mentoring and pedagogical teaching –sources alternatives in order to develop teaching-learning intelligences and multiple strengths that would englobe both our secondary school learners competencies and skills because individual specificities and capacities should be taken into account as well.

General Conclusion

Being conscious, as an English language teacher of the limitations of this research, it would be interesting to carry on investigating such related issues, as to CBA and university students /teachers with greater involvement degree as well as CBA and ICTs within secondary school education.

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Bibliographical Notes

1) Lev VYGOTSKY (1896-1934)

His full name Lev Semyonovich VYGOTSKY was a Russian psychologist who made a great contribution to the fields of 'child development' and 'cognitive psychology'. He was born in Western Russia (today Belarussia) in 1896 (same year as Jean PIAGET). He is known as the MOZART of 'Psychology' because like the famous composer, VYGOTSKY came out with several theories in a short span of time, demonstrating his ingenuity. However, his life was cut short by



Tuberculosis and he died at the age of 38 leaving many of his theories incomplete. He graduated with a degree in Law in 1917 from Moscow State University. There, he enrolled in a range of subjects including psychology, sociology and philosophy. He started his career in psychology and he became a research fellow at the Psychological Institute of Moscow.

To understand L. VYGOTSKY's theories we need to understand the political situation in Russia at that time. When he began working on his theories, Marxism had just replaced dictatorship. Individuals were expected to sacrifice their personal gains for the greater benefit of the nation: success of the individual was considered the success for the culture. It was this environment that helped VYGOTSKY to come up with the Socio-cultural Theory. It stressed the fundamental role of social interaction in the development of cognition. He believed that since the progress was greatly influenced by the culture, it varied from one society to another. In that way he contradicted the beliefs of PIAGET, who maintained that the elementary steps of cognition were universal.

Two of the main principles of VYGOTSKY's theories were the More Knowledgeable Other (MKO) and the Zone of Proximal Development (ZPD).

The former refers to someone who has greater understanding or a higher skill level than the learner. This may be the teacher, any other adult or it might be the child's peers. In recent times, MKO can be regarded as a machine or even a software. It may also be integrated with ZPD. More than that, there is a difference between what a child can achieve independently called Actual Development and what he can achieve with the guidance of an adult called Level of Potential Development. The distance between the two development levels is referred to as Zone of Proximal Development. He realized that what a person could be taught mattered more than what a person actually knew. Furthermore, L. VYGOTSKY was the first psychologist to document the importance of self-talk for cognitive development. Although psychologists at that time agreed of its existence, they assigned no cognitive value to private talk, or inner speech as it was known at period.

Lev VYGOTSKY was considered as an influential thinker in psychology, and much of his work is being discovered and translated even today. Though he was a contemporary of J. PIAGET and S. FREUD, he failed to gain prominence partly due to his early death and that the Communist Party tried to suppress his works. For that, his researches and books became accessible to the West only in the 1960s. Nevertheless, his achievements are regarded as very important contributions to the fields of Developmental Psychology and Education.

2) Jean PIAGET (1896-1980)

Born in August 9th, 1896 in Neuchâtel in Switzerland and died in September 16th, 1980 in Geneva. He was a Swiss psychologist and a great epistemologist. He is not famously known for his theory of Cognitive Development that looked at how children progress intellectually throughout the course of childhood. Prior to PIAGET's theory, children were often thought of simply as 'mini adults'. Instead, he suggested that the way children think is fundamentally different from the way that adults think.



His theory had a tremendous influence on the emergence of Development Psychology as a distinctive sub-branch within psychology and contributed greatly to the field of education. He is also credited to be the pioneer of the Constructivist Theory which advances that people actively construct their knowledge of the world based on interactions between their ideas and their experiences. He was ranked as the second most influential psychologist of the 20th century.

He began showing an interest in the natural sciences at a very early age. By 11 years-old, he had already started his career as a researcher by writing a short paper on an albino sparrow. Jean PIAGET continued the study of natural sciences and received his Ph.D in Zoology from the University of Neuchâtel in 1918. He later developed an interest in psycho-analysis and spent a year working at a boy's institution created by Alfred BINET. The latter is known as the first scholar who developed the world's first intelligence test and PIAGET took part in scoring these assessments.

In 1923, J. PIAGET married Valentine CHATENAY. It was his observations on his own three children that served as a basis for many of his later theories. He suggested that children sort out knowledge they acquire through their

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experiences and interactions into groupings known as ‘schemas’. When a new information is acquired , it can either be assimilated into existing schemas or accommodated through revising an existing schema or by creating an entirely new category of information using four stages PIAGET identified as :

1/Sensori-motor Satge (from birth to 2 years-old)

2/Pre-operational Stage (from 2 to 7 years-old)

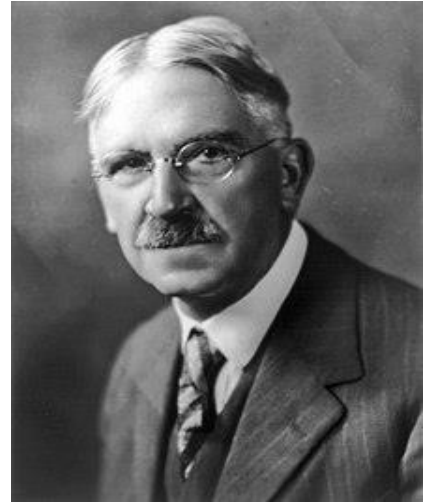
3/Concrete Operational Stage (from 7 to 11 years –old)

4/Formal Operational Stage (from 12 years-old to adulthood)

In the end, we should mention that J. PIAGET’s works have deeply influenced H. GARDNER and R. STERNBERG.

3) John DEWEY (1859- 1952)

An American progressive educationist considered the father of pragmatism. He was born in Burlington ,Vermont in 1859. He earned his BA at the University of Vermont. He took his Ph.D at the John Hopkins University, the theme of his thesis was on the philosophy of E.KANT. At the university, he was very influenced by the experimental psychology of G.STANLEY HALL but he was later on taken by the philosophy of HEGEL taught by George SYLVESTER MORRIS.



He held appointments at the Universities of Michigan and Minnesota then , he moved to the University of Chicago in 1894 where he became Head of the Department of Philosophy , Psychology and Pedagogy. This helped him to found the Laboratory School or The Dewey School where he introduced experimental educational practices. In 1904, he moved to Columbia University in New York City, he developed his mature philosophy . In 1930 he retired , however, he carried on teaching as Professor Emeritus at Columbia until 1939. Moreover , he continued to be active in New York City until he died in 1952.

When William JAMES died in 1910, no body could compete with DEWEY in philosophy in all the USA . He became a figure of exceptional national and international prominence. He was often invited to lecture in Mexico, China, Japan, Turkey, France, Scotland and former USSR. He also received honorary degrees from major universities . He founded the American Association of University Professors and the American Philosophical Association , he was president of both associations.

His Theory of Inquiry

The core of DEWEY's instrumentalism or pragmatism is called the theory of inquiry. Its significant point is that logical distinctions and methods of inquiry

develop after the process of problem-solving activities . The logic of inquiry is not a set of norms existing independently of and prior to our cognitive efforts. Science does not get its credentials from philosophy. Instead, the philosopher studies science for a number of worthy purposes to understand the nature of effective inquiry , the quality of the valid object of knowledge and the possible extensions of scientific methods to problem-solving that are not exclusively scientific.

- His Moral Philosophy

The most beneficent change that could be introduced into society the teaching and widespread adoption of experimental habits of thoughts . So we would not just address several problematic situations with greater promise of success but we would re-evaluate our economic and political behaviour with a view to what that behaviour really does and to what any alternatives to it might do.

Democratic life, as DEWEY conceived it , also implies respect for persons. This kind of respect does not entail policy prescriptions ,consequently, it means that every person has the right to participate in the formation of goods.

4) Robert Jeffrey STERNBERG (born 1949)

He was born on December 8th, 1949 in Newark, New Jersey, USA . STERNBERG is a Professor of Human Development in the College of Human Ecology at Cornell University. Recently, he became President and Professor of Psychology and Education at the University



of Wyoming . Before that, he was Provost, Senior Vice-President , Regents Professor of Psychology and Education, and George Kaiser Family Foundation Chair of Ethical Leadership at Oklahoma State University. He also is Honorary Professor of Psychology at Heidelberg University.

He is a Past President of the American Psychological Association, the Eastern Psychological Association, Federation of Associations in Behavioural and Brain Sciences, and the International Association for Cognitive Education and Psychology , as well as Treasurer of the Association of American Colleges and Universities. He currently is Associate Editor of Perspectives on Psychological Science and began his term as Editor on January 1st, 2015.

STERNBERG is the author of more than 1500 referred publications . His H value is 142 and his i10 value is 706. His main research interests are in : intelligence, creativity, wisdom, thinking styles, teaching and learning, ...

5) Howard GARDNER (born 1943)

He was born in 1943 in Scranton, Pennsylvania, USA. Many of us are familiar with three general categories in which people: visual learners, auditory learners, and kinesthetic learners. Beyond these three general types, many theories and approaches, toward human potential, have been developed. Among them is the theory of Multiple Intelligences developed by Howard GARDNER (Ph.D Professor of Education at Harvard University).



His early work in philosophy and later in human potential led to the development of the initial six (06) intelligences. Today, there are nine (09) intelligences and the possibility of others may eventually expand the list. These intelligences or competences relate to a person's unique aptitude, set of capabilities and ways they might prefer to demonstrate intellectual abilities.

Human Potential Importance

This can be tied to one's preferences to learning thus, GARDNER's focus on human hidden resources lies in the fact that people have a sole blend of capacities and skills (intelligences). This model can be used to understand overall personality preferences and strengths. He asserts that people who have an affinity towards one of the intelligences do so in concert with the other intelligences: they develop skills and solve problems.

People have different strengths and intelligences. For example, students who are interviewed as a means to gain access to a course may be mis-labeled as being less than desirable because of inappropriate assessment (poorly written interview questions, bias toward a perceived « perfect student » and other narrow criteria) « In life we need people who collectively are good at different things ». A well-balanced world, and a well-balanced organisation and teams are

necessarily comprised of people who possess different mixtures of intelligences. This gives that group a fuller collective capacity .

GARDNER's Multiple Intelligences can be used for curriculum ,planning instruction , selection of course activities and related assessment strategies. Instruction that is designed to help learners develop their study strengths can also trigger their confidence to promote areas in which they are not as strong. Students 'multiple learning preferences can be addressed when instruction includes a range of meaningful and appropriate methods, activities and assessments.

Appendices

Appendix –A-(1)

Secondary School Teachers’ Questionnaire

Dear Colleagues, you are kindly required to answer the following questions to help us undertake our doctoral research by putting a plus symbol (+) in your choice or comment where necessary. The cohesiveness and accuracy of your answers will certainly contribute to the credibility of our thesis investigations process

A/ Professional Background Section

N°	Question	Answer Symbol (+)
1	When did you graduate from the university ?	
2	What is / are your qualifications ?	
3	When did you start teaching English language ?	
4	How long have you been teaching English ?	

B/Classroom Environment Section

N°	Question	Answer Symbol (+)
5	What is the approximate number of pupils in your classes ?	
6	Does the number of pupils per /class influence the quality of your lesson presentation ?	
7	Have you benefited from any training during your career ?	
8	Are you concerned in your pupils’ learning difficulties ?	
9	Are you interested in your pupils family problems ?	
10	How do you locate your learners’ difficulties to follow your lessons ?	
11	How do you help your pupils to participate in class ?	
12	Do face disruptive problems in classes ?	
13	How do you handle disruptive pupils in your classes ?	

C /Parents’Involvement in their children’s Learning Process

N°	Question	Answer Symbol (+)
14	Do you think that parents should be involved in their children’s learning ?	
15	Do parents keep in touch with you to enquire about their children’s school results ?	

APPENDECICES

D/Teacher's In-service Training Knowledge Section

N°	Question	Answer Symbol (+)
16	What is your primary conception of CBA(Competency-Based Approach)	
17	Have you benefited from any psycho-pedagogical formation about the new teaching approach (CBA) ?	
18	How did you feel when your teaching shifted from CLT to CBA ?	
19	Does the « Integrated Situation » help your learners do personal work ?	
20	What is your opinion about 3AS Textbook « New Prospects » ? Complete the table included :	

E/Teachers' Familiarisation with ICT Section

N°	Question	Answer Symbol (+)
21	Do you have a personal computer ?	
22	Are computers available in your school ?	
23	Are you allowed to use your school computers ?	

F/Teacher Autonomy Section

N°	Question
24	Do you participate in syllabus design elaboration ? Put (+)
	Always Sometimes Rarely Never
25	Do you.....follow the text book 'New Prospects' content ?
	Always Sometimes Rarely Never
26	How do you guide your pupils build their knowledge ?
	Using textbook content Providing extra learning tools Tutoring daily classwork Encouraging individual learners homeworks

G/Teacher's Participation in Enriching 3AS Syllabus Section

N°	Question
27	Do you seek new techniques in order to ameliorate your teaching ?
	Always Sometimes Rarely Never
Comment :	

APPENDECICES

N°	Question			
28	Are you interested in peer teaching ?			
	Always	Sometimes	Rarely	Never
Comment :				

N°	Question			
29	Are your attitudes towards 3AS Syllabus taken into account ?			
	Always	Sometimes	Rarely	Never
Comment :				

Appendix-B – (1)

Secondary School Pupils Questionnaire

Dear pupils,

Would you ,please, answer the following questions in order to help us collect information about learning English and communication difficulties you may face in class within CBA (Competency-Based Approach). The quality of your answers will help us too much to make our research more credible. Put a plus (+) symbol in your answer choices.

A/Introductory Section

N°	Question			
1	Do you live in a/ with..... ?			
	One-parent family	Two parent - family	With relatives (grand parents)	Other

N°	Question			
2	Do(oes) your parent(s) work (s) ?			
	Both parents work	Only the father works	Only the mather works	Other

N°	Question			
3	How many members are there in your family ?			
	Less than 5 members	Between 5 and 10 members	More than 10 members	Other

N°	Question				
4	Do you live in a ?				
	Two-rooms flat	Three-rooms flat	Four –room flat	A single house or a villa	Other

APPENDECICES

N°	Question			
5	Do you ?			
	Have a personal room	Share a room with one brother or one sister	Share a room with two brothers or two sisters	Other

N°	Question			
6	Do you watch television ?			
	Everyday	On weekends only	In holidays only	Other

N°	Question			
7	How much time do you spend on watching television ?			
	Less than 2 hours a day	Between 2 hours and 3 hours on week ends	Between 4 hours and 6 hours in holidays	Other

N°	Question				
8	What is your favourite TV programme ?				
	Films	Documentaries	Cartoons	TV series	No favourite TV programme

N°	Question			
9	Do you.....have your breakfast ?			
	always	sometimes	rarely	Never

N°	Question				
10	At what time do you have dinner ?				
	At 7 :00 pm	At 8 :30 pm	At 9 :00 pm	Rarely have dinner	Never have dinner

APPENDECICES

N°	Question			
11	At what time do you go to bed			
	At 10 :00 pm	At 11 :00 pm	At midnight	After midnight

N°	Question			
12	How long does your sleep last ?			
	Less than 5 hours	Between 4 to 6 hours	More than 6 hours	Have a disturbed sleep

B/Memory Section

N°	Question	
13	Do you remember (an) important event (s) from your childhood ?	
	YES	NO
More precision :		

N°	Question	
14	Do you remember the name of your best friend(s) in the primary school ?	
	YES	NO

N°	Question	
15	Do you easily remember	
	YES	NO
More Precision :		

N°	Question	
16	Do you find difficulties to memorize whole lessons ?	
	YES	NO
More Precision :		

N°	Question		
17	How much time do you spend on ?		
	a)Revising your lessons		
	2 hours	3 hours	More than 4 hours

APPENDECICES

	b)Reading a book		
	2 hours	1 hour and half	Less than 45 mn
	c)Surfing the Net		
	No less than 5 hours	6 hours on week ends	The whole week 3 hours per/day

C/Learning and Pedagogy Section

N°	Question	
18	Do you like to study English language ?	
	YES	NO

N°	Question	
19	At what time do you start lessons in the morning ?	
	At 8 :00 am	Sometimes at 9 :00 am or 10 :00 am
Comment :		

N°	Question			
20	How do you feel when you come to school in the morning ?			
	Calm	Nervous	Happy	Upset
Comment :				

N°	Question			
21	How do you feel when you leave school at 12:00 pm and you resume lessons in the afternoon ?			
	Tired	Hungry	Tired and hungry	Very tired and Very hungry
Comment :				

APPENDECICES

N°	Question			
22	Do you revise your lessons before coming back to school in the afternoon ?			
	Always	Sometimes	Rarely	Never
Comment :				

N°	Question			
23	Do you prepare your lessons for the following school day ?			
	Always	Sometimes	Rarely	Never
Comment :				

N°	Question			
24	Do your teachers encourage you to participate in class ?			
	Always	Sometimes	Rarely	Never
Comment :				

N°	Question			
25	Do you feel the internal need to participate in classroom activities ?			
	Always	Sometimes	Rarely	Never
Comment :				

N°	Question			
26	Do you feel you need more time to answer the teacher's question (s) ?			
	When the question is not clear	If the answer requires details	When the class is noisy	In case the lesson is not well revised
Comment :				

N°	Question			
27	What is your opinion about your textbook « New Prospects » ?			

APPENDECICES

N°	Question
28	Do you have any idea about the Competency-Based Approach (CBA) ? Give your opinion
Opinion :	

D/Pupils' Relationship with ICT Section

N°	Question						
29	What do you like read a Book or surf the Net ?						
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="width: 33%;">Surf the Net</th> <th style="width: 33%;">Read a Book</th> <th style="width: 33%;">Both</th> </tr> <tr> <td style="height: 20px;"></td> <td></td> <td></td> </tr> </table>	Surf the Net	Read a Book	Both			
Surf the Net	Read a Book	Both					
Opinion :							

N°	Question								
30	Do you have a..... ?								
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="width: 25%;">Computer</th> <th style="width: 25%;">Tablet</th> <th style="width: 25%;">Smart phone</th> <th style="width: 25%;">All the three</th> </tr> <tr> <td style="height: 20px;"></td> <td></td> <td></td> <td></td> </tr> </table>	Computer	Tablet	Smart phone	All the three				
Computer	Tablet	Smart phone	All the three						

N°	Question								
31	Do you surf the Net ?								
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="width: 25%;">At home</th> <th style="width: 25%;">In a Cybercafé</th> <th style="width: 25%;">Both</th> <th style="width: 25%;">Don't surf the Net</th> </tr> <tr> <td style="height: 20px;"></td> <td></td> <td></td> <td></td> </tr> </table>	At home	In a Cybercafé	Both	Don't surf the Net				
At home	In a Cybercafé	Both	Don't surf the Net						

N°	Question								
32	How much time do you surf the Net ?								
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="width: 25%;">Everyday</th> <th style="width: 25%;">Three times per/week</th> <th style="width: 25%;">One's a week</th> <th style="width: 25%;">Under parents' control</th> </tr> <tr> <td style="height: 20px;"></td> <td></td> <td></td> <td></td> </tr> </table>	Everyday	Three times per/week	One's a week	Under parents' control				
Everyday	Three times per/week	One's a week	Under parents' control						

N°	Question								
33	What is your objective in surfing the Net ?								
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="width: 25%;">Entertainment</th> <th style="width: 25%;">Having fun with friends</th> <th style="width: 25%;">Looking for interesting topics</th> <th style="width: 25%;">No objective</th> </tr> <tr> <td style="height: 20px;"></td> <td></td> <td></td> <td></td> </tr> </table>	Entertainment	Having fun with friends	Looking for interesting topics	No objective				
Entertainment	Having fun with friends	Looking for interesting topics	No objective						
Comment :									

APPENDECICES

N°	Question
34	What do you wish to become in the future ?
	Profession/Career :

Strategies :are general methods of thinking that improve learning across a variety of subject areas

Avatar : a Sanskrit word meaning « descent ». It appeared in English in late 18th century, it referred to the descent of a « deity » to the Earth in some form and shape in Hindu Caste, i.e, it is the embodiment of a person or idea. In computer science, an « avatar » refers to a character that represents an on-line user where such user becomes an on-line community filled with other users.

Behavioural Approaches: study observable outcome performance as right and wrong language use/usage (tenses, vocabulary, answers to questions) and how to establish a healthy learning environment to produce more accurate class performance avoid giving wrong answers as well.

Chunking : refers to grouping bits of information into sets of five to seven discrete pieces. If the sets are chunked into logical categories, the information is then doubly processed in a mental framework for improved recall. A common example is memorizing a grocery list by splitting it into logical categories (dairy products, vegetables, drinks, etc) of several items each.

Cognitive Strategies: are general methods of thinking that improve learning across a variety of subject areas.

Elaboration :associate a particular image with something or a sound with an event or someone in case individuals encounter difficulties in memorising detailed information. The key word method by Lrvin(1985) is often used in high schools.

Grow's Stages of Self-directed Learning : the responsibility of educators to adopt their teaching style in such a way that the learners 'ability to manage their own learning. Grow's educational philosophy doctrine is that « the goal of the educational process is to produce self-directed lifelong learners ».

Illocutionary : a complete speech act made in a typical utterance and that consists of the delivery of the propositional content of the utterance including references ,a predicate and a particular illocutionary force whereby the speaker asserts information . The key word method by Levin (1985) is often used in high

Key Word Method : an elaboration strategy whereby the learner transforms one of the two related pieces of information into a keyword familiar to him/ herself , to help remember the other piece.

Knowledge –Acquisition Components : to solve real world problems , learners must perform cognitive strategies with automacity and regulate their use , acquire knowledge about the problem itself. The skills involved in this case are : forming internal connections with incoming information , so that concepts and principles can be formed, distinguishing relevant from irrelevant information while reading ,for instance, inserting external connections with prior learning referred to as « activation »

Knowledge: is the information that a person uses in a particular area, for example, this might differentiate the outstanding secretary who speaks many languages from his or her average counterpart in an enterprise with an international clientele or group

Long Term Memory : information storage capacity in which new information is integrated through rehearsal elaboration and organisation with information that is already known or residing within long-term memory.

Metacomponents : attempts to solve real-world problems , how much time to allocate to arrive at a solution, by using necessary resources, the best way to monitor a solution and how to set up a system for obtaining feedback , wash back, and making sense of it(Executive Skills, according to Sternberg)

Mnemonics (n) : a sytem such as a pattern of letters , ideas on associations which assist in remembering something. (the adjective without « s »)

Motive: it is what drives a person or someone's behaviour in a particular area like a deep underlying need for achievement, affiliation or power

Multiple Intelligences :A theory describing the different ways students learn and acquire information. These M I s range from the use of social interaction, intgrospection, Physical movement and being in tune with nature. Accordingly, an understanding of which type (s) of intelligencesa student may possess can help teachers adjust learning Styles, and suggest certain career paths for learners

Organisation : a strategy applied by learners in grouping or arranging information Being studied according to some system by : chunking is the technique the language learner uses to put information in related groups . While others prefer to organise their ideas in an outline format through headings and sub-headings

Performance Components : while metacomponents regulate planning, monitoring and Decision-making, Performance Components carry out the processes involved in Problem-solving including cognitive strategies such as attending to stimuli, storing them in long-term memory, analysing the features of problems and retrieving information from working-memory.

Project Spectrum : includes a lot of games based on intelligence assessment such as (Dinosaur Game, Assembly Game, Story Board Authority, Treasure Hunt, ReportingActivity,Art Portfolios, Classroom Model, Athletic Movement, Peer InstructionChecklist,.....)

Reflective Teaching : reflection on and learning from the experience of teaching and developing a capacity for self-directed professional action.

Rehearsal : involves repeating to yourself what you are reading ,listening to. This could involve reading the lines of a poem , text, vocabulary letters that compose ann item, list a step to be followed for realising a project.

Schools.

GLOSSARY

Self-image: is a person's view of him/herself , identity, personality and worth, for instance, seeing oneself as a group leader

Skill : is the person's ability to do something well as in the case of manipulating the computer

SomaticMarker Hypothesis (SMH) : they are somatic reactions and sensations that are distributed in the peripheral nervous system and given an important role in the process of learning evaluation and decision-making through their associations with external/internal events.

Tinker (n) : in former times , a person who makes a living by travelling from place to place mending pans and other metal utensils

Tinker (v) : an attempt to repair or improve something in a casual or desultory way (eg : He spent time tinkering with the car)

Trait: it is a typical aspect of a person's behaviour as being a good reader or listener