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***The Role of Motivation in EFL
Teaching/Learning Process in the Light
of Competency Based Approach in
middle school***

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Master in Linguistics

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Dedication

I dedicate this dissertation to my family: my Father Mahmoud and my Mother Fatiha who have shown me solid support and love throughout this whole process and who have provided me with more inspiration than I can articulate here.

I dedicate this work to my wonderful brothers Abdelghani, Mohammed Walid and treasured sister Amina, for their encouragement and excellent suggestions.

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Abstract

In order to witness a great educational development and well educated learners, the psychologists have advised the teachers to treat the learner as a “complete person” and give a big appreciation to his emotional requirements and create a suitable environment for the English language teaching and learning to foster his speaking capacities. Moreover, the teacher’s nice and caring treatment reflects on the learners’ relationship inside the classroom and creates a good harmony between the learners and that fosters their educational outcomes. This dissertation clarifies the motivation in EFL Teaching/Learning process in the light of the competency based approach chapter one includes definition of motivation and the teaching methods that used before the competency based approach. Then, the competency based approach, chapter two consists questionnaire for teachers. The sample of this study its supposed to be with teachers in middle school. In addition to that the research instruments that were used are eight questions for the teachers, as a result of this investigation I couldn’t have the opportunity to have meetings with teachers for doing the questionnaire because of the coronavirus “covid-19”, this pendemic change the whole world and Algeria one of countries that has been touched from the coronavirus.

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General Introduction

General Introduction:

For psychologists and teachers alike ‘motivation’ has been one of the key concepts used to explain different levels of performance. It purports to explain differences in the amount of effort applied to learning tasks and is thus expected to be strongly related to amount of intellectual energy typically used in learning activities, and this led to a belief that motivation could be seen as a stable characteristic of the individual, on a par with personality. Which is the process that initiates, guides, and maintains goal-oriented behaviors. Different types of motivation are frequently described as being either extrinsic or intrinsic.

There are different models of curriculum development, some focusing on knowledge transmission and assessment of such knowledge and others more on skills and personal development. The competency based-approach is very popular approach which focuses on measurable and useable knowledge, skills and abilities .this is the case of Algeria in which the competency-based approach was introduced in 2002 as a result of the educational reform in schools especially middle school.

The aims of this study is to improve discipline and with pride and confidence in comprehensive manner so that the goal of an organization are achieved effectively. The competency-based approach education is to prepare individuals for the challenges of the future; empower students with knowledge and skills in various fields.

To reach the research aims, the question are following:

1. Does motivation affects learning and behavior?
2. Why is motivation so important for learning success?

Thus, the suggested hypotheses by the researcher for the sub- research questions are the following:

1. Motivation has a great impact on the learning process, it can determine if the person will pass or fail. While some people learn more by outside influences, others may achieve more by their personal aspiration. Whatever the situation, everyone involved in any learning process should know how motivation affects learning. It can affect how student’s approach school in general, how they relate to teacher, how much time and effort they devote to their studies, how much support they seek when they’re struggling.

2. Student motivation both typically and naturally has to do with the student's desire to participate in the learning process. The purpose and importance of motivation should be clearly understood by the teacher, the fundamental aim of motivation is to stimulate and to facilitate learning activity process that needs to be motivated and guided towards desirable ends.

This research is divided into two chapters, chapter one include definition of motivation and some examples of teaching methods then we get into the competency based-approach. Chapter two include questionnaire (teacher's questionnaire).

Chapter I

Review of literature

1.1. Introduction

The question of educational contents corresponding to tomorrow's demands has become a vital issue in educational reforms all over the world. It is also the case of the Algerian educational system which adopted the competency-based approach as part of reform.

1.2. Definition of motivation

Motivation refers to “the reasons underlying behavior” (Guay et al, 2010, p. 712).

Paraphrasing Gredler, Broussard and Garrison(2004) broadly define motivation as “the attribute that moves us to do or not to do something” (p. 106). Intrinsic motivation is motivation that is animated by personal enjoyment, interest, or pleasure. As Deci et al. (1999) observe, “intrinsic motivation energizes and sustains activities through the spontaneous satisfactions inherent in effective volitional action. It is manifest in behaviors such as play, exploration, and challenge seeking that people often do for external rewards” (p. 658). Researchers often contrast intrinsic motivation with extrinsic motivation, which is motivation governed by reinforcement contingencies. Traditionally, educators consider intrinsic motivation to be more desirable and to result in better learning outcomes than extrinsic motivation (Deci et al., 1999).

Motivation involves a constellation of beliefs, perceptions, values, interests, and actions that are all closely related. As a result, various approaches to motivation can focus on cognitive behaviors (such as monitoring and strategy use), non-cognitive aspects (such as perceptions, beliefs, and attitudes), or both. For example, Gottfried (1990) defines academic motivation as “enjoyment of school learning characterized by a mastery orientation; curiosity; persistence; task-endogeny; and the learning of challenging, difficult, and novel tasks” (p. 525). On the other hand, Turner (1995) considers motivation to be synonymous with cognitive engagement, which he defines as “voluntary uses of high-level self-regulated learning strategies, such as playing attention, connection, planning, and monitoring” (p. 413).

1.2.1 Theoretical Approaches

According to Stipek (1996), early approaches to the study of motivation were rooted in the literature on extrinsic reinforcement. Within this literature, all behavior, including achievement, was believed to be governed by reinforcement contingencies. Proponents of this approach included B.F. Skinner, who identified different types of reinforcers, or rewards, are consequences that increase the probability of a given behavior they were made contingent on, whereas negative reinforcers are consequences that increase the probability of a given behavior by removing or reducing some negative external stimulus. Punishment, on the other hand, refers to unpleasant consequences that decrease the probability of a given behavior. Under this framework, the teacher's job is clear: to use good grades and praise to reward desired behavior and bad grades or loss of privileges as punishment. As Stipek notes, this approach is limited to the extent that rewards and punishments are not equally effective for all students, and desired behaviors (such as paying attention) are difficult to reinforce. Moreover, the benefits of extrinsic rewards tend to decay over time (Stipek, 1996).

As Stipek (1996) explains, the limitations of extrinsic reinforcement led to the development of new approaches to motivate people, including cognitive behavior modification (CBM). This approach recognizes that the effects of reward contingencies are mediated by cognitive variables, such as verbal ability. Thus, the goal of CBM is to change overt behavior by manipulating cognitive processes. Under this approach, students take more responsibility for their own learning by monitoring their behavior, setting goals, deploying metacognitive strategies, and administering their own rewards. Giving students such control over their own learning is believed to result in maintenance of learning behaviors over time, the transfer of learning behaviors to new contexts, and more independence in the exercise of such behaviors.

1.2.2 Teaching methods

The traditional language teaching still has a influential role in many parts of the world.

A) Grammar translation method GTM

Is the oldest approach used for the teaching of foreign languages. This approach in the 60's when Latin was the most taught foreign. GTM advocates the use of translation as a teaching procedure in order to make the student understands the grammar of foreign language.

The emphasis was put on accuracy rather than fluency. In typical grammar translation class, the main focus is on reading and writing, with little attention being given to speaking and listening. The central text for such lesson is literary passages are taken from “Charles Dickens” and “Chinua Achebe”. These are answered first orally then in writing. Grammar is taught deductively through presentation of rules followed by practice through translation and exercises.

B) The direct method

The direct method developed in 19th century at the time educationalists argued that foreign language could be taught without translation or the use of the mother tongue. The direct method insists on thinking and communicating directly in the target language and does not allow translation. Special emphasis is put on speaking. Classes often start with reading text aloud which introduces the vocabulary of the lesson and grammatical structure. Practice consists of exercises such as guided conversation where the teacher asks questions on the text and students answer using full sentences. Other practice exercises include: dictation, controlled composition, listening and comprehensive exercises. Grammar is taught inductively that is to say, language patterns are presented and practiced, but the rules are not explicitly given. The direct method is a method where the teacher uses body language, demonstrations, and visual aids, pictures, drawing, diagrams to help students issue. Teachers complain that it is sometimes consuming to mine vocabulary when simple translation would do.

C) The audio lingual method

During the ww2, many programs were set up to teach American military person (staff) languages such as German, French and Japanese... Strong emphasis was placed on aural-oral training (hearing and speaking). This method was influenced by behavioral psychologists who believe that foreign language learning is basically the process of mechanical habit formation (Pavlov). The audio lingual method skills are taught in the natural order of acquisition (learning, speaking, reading and writing).

Audio lingual method classes begin with a dialogue which introduce the lesson's patterns. The student memorize the dialogue then practice grammar patterns in drills (way of learning something by means of repeating exercises such as: listen and repeat and substitution and transformation). The pronunciation is emphasized through minimal pair drills where student learns to differentiate between sounds such as vowel in: “bit/beat, sit/seat”.

Lessons where audio lingual method is applied are sequenced according to grammatical complexity. Translation is not allowed. Learning is tightly controlled by the teacher who follows the text closely.

The grammar translation method, the direct method and the audio lingual method belong to the traditional language teaching trend. They have been mentioned in this present paper not to give a historical account but to show that they still strongly influence English instruction in many parts of the world

D) Communicative language teaching

The late of the 60s saw a shift from audio lingual method to communicative language teaching which aims to make communication the goal of language teaching. Several models have emphasized the importance of communication; we name the following ones:

1. Communicative approach: it is approach which focus on using the target language to accomplish a function such as asking for information, complaining, offering advice. Attention is also paid to the social context in which this function takes place for example different language forms are used when complaining to parents than when complaining to teacher.

Main features:

- a- The priority is given to speaking skills.
- b- It is not a must to have a native-like pronunciation.
- c- Priority is given to learner's needs.
- d- Learner's usually work in pairs or groups for role playing, problem solving and information sharing.

2. Total physical response: such method attempts to teach language via physical activity.

Main features:

- a- Language skills are taught in the natural order of acquisition (listening, speaking, reading and writing).
- b- It focus on the importance of language acquisition.
- c- It claims that language is acquired not learned; learners acquire language in an unconscious process which involves using the language for meaningful communication.

d-The learner's mother tongue is often used.-Meaning is made clear by imitation and drawing...etc...

1.3 The competency based approach

The competency-based approach has become a privileged topic in curriculum discourses as it claims that learners should mobilize their values, knowledge, skills, attitudes and behaviors in a personal, independent way, to address challenges successfully, challenges are present everywhere and they can be academic, but also practical and life-oriented. This new approach in education and learning requires a focus not only in input, but also on outcomes or results. Such results, however, do not pertain only to the academic knowledge, as in traditional testing where rote memorization of pre-fabricated knowledge is required. Competencies are not just skills as opposed to knowledge, but present it has been argued that theoretical roots of the CBA lie in the behaviorists models of human a complex articulation of knowledge, attitudes and skills that learners can use whenever they are needed not just in examination. CBA curricula fostering learner-friendly teaching and learning strategies, could engender a shift from sheer memorization to the development of higher order intellectual skills and life skills, including communication, social and emotional and other relevant skills. Competencies could be seen as opposed to labor market and the society.

Competency-based education focuses on outcomes of learning. It addresses what the learners are expected to do rather than on what they are expected to learn about. It refers to an educational movement that advocates defining educational goals in terms of precise measurable descriptions of knowledge, skills and behaviors students should possess at the end of a course of study (Richards and Rodgers, 2001).

CBA is a function approach to education that emphasis life skills and evaluates mastery of those skills according to actual learners performance. It was defined by the U.S office of education as a performance-based process leading to demonstrated mastery of basic life skills necessary for the individual to function proficiently in society (U.S office of education, 1978).

We can simply say that competency-based education is an outcome based instruction and is adaptive to the changing needs of students, teachers and the community. Competencies describe the ability to apply basic and other skills in situation that are commonly encountered

in everyday life. Thus CBA is based on a set of outcomes that are derived from an analysis of tasks typically required of students in life situations.

1.3.1 A brief history of the competency-based approach

It is appreciated that some would agree that the differences in the values of different systems of education are what is worth exploring rather than historical details because we need to make values explicit. Values are, however, relative things and one person's construction of the inherent values of any educational system or curriculum offering may not ring true for another.

The concept of CBA is both old and an evolving idea, details of which are still being worked out. The notion of CBA was first introduced in the USA in the late 1960s and evolved through applications to other professional education programs in the USA in the 1970s, vocational training programs in the UK and in Germany and many others in the 1980s and vocational professional skills recognition in Australia in 1990s.

Psychology from the 1950s. This is based on the view that CBA is about making inferences about competency on the basis of performance. It has also been argued that the American forces in the 1950s, influenced by Frederik Taylor (1947), one of the founders of industrial psychology, who elevated job analysis to a science, first developed and trailed CBA as we know it today.

Some commentators have argued that CBA developed in ways that were influenced by more than one narrow approach to learning, for example, Harris et al. (1995, p.36), like Bowden and Master (1993), have argued that: in the 1970s there were five related to the design of CBA teaching. These were: mastery learning (Bloom 1947), criterion-reference testing (Propham, 1978), minimum-competency testing (Jaegan, 1980), competence in education (Burke et al 1975) and programmed learning (Skinner 1952). These movements shared three things in common: modules design and assessment around a list of observable behaviors and the concept of mastery (Harris et al . 1995, p 396).

1.3.2 Characteristics of the competency-based approach

CBA is characterized by the following (ELT articles: what is CBA?)

A) It is action oriented in that it gears learning to the acquisition of know how embedded in functions and skills. There will allow the learner to become an effective competent user in real-life situation outside the classroom.

B) it is a problem-solving approach in that it places learners in situations that test/check their capacity to overcome obstacles and problems, make learners think and they learn by doing.

C) it is social constructivist in that it regards learning as occurring through social interaction with other people. In other word, learning is not concerned with the transmission of pre-determined knowledge and know- how to be reproduced in vitro, but as a creative use of a newly constructive knowledge through the process of social interaction with other people.

D) Finally and most importantly, the CBA is a cognitive approach. It is indebted to Bloom's taxonomy (Bloom, Bt al. Taxonomy of education objectives, vole 1, the cognitive domain in vol 2 and affective domain in New York, 1964). Bloom has claimed that all the educational objectives can be classified as cognitive (to do with information) and affective (to do with attitudes, values and emotions) or psychomotor (to do with bodily movements...). He said that cognitive objectives from a hierarchy by which the learner must achieve lower order objectives before he/she can achieve higher ones.

One of the most distinctive features of CBA is its integrations of project work as part of learning Strategy. Over all, if CBA expands on the communicative approach, it is in the sense that it seeks to make the attainment visible, i.e, concrete through the realization of projects. It also make co-operate learning a concrete reality and opens new avenues for action interaction and the construction of new knowledge. In short, it is only through carrying project work that we and our learner can live basic principles of CBA

-What is constructivism?

Constructivism is basically a theory-based on observation and scientific study-about how people learn. It says that people construct their own understanding and knowledge of the world through experiencing things and reflecting on those experiences. When we encounter something new, we have to reconcile it with our previous ideas and experience, may be

changing what we believe or may be discarding the new information as irrelevant. In any case, we are active creators of our own knowledge. To do this, we must ask question, explore and assess what we know.

Constructivism learning has emerged as a prominent approach to teaching. The work of Dewey, Montessou, Piaget, Bruner and Vygotsky among others provide historical precedents for constructivism is a view learning based on the belief that is not a thing that can be simply given by the teacher at the front of the room to students. Rather, knowledge is constructed by learners through active mental process of development; learners are the builders and creators of meaning and knowledge.. constructivism represents a paradigm shift from education based on behaviorism to education based on cognitive theory, knowledge is physically constructed by learners who are involved in active learning.

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

Constructivism had brought with it a whole new set of terms-learning has become ‘knowledge construction’; a class of students has become a ‘community of learners ‘; learning by doing has become a ‘ process approach’ or ‘experiential learning’ let us now present social constructivism as it mentioned as one of the characteristics of CBA

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

A pervading assumption of the constructivist rationale is that children are self-motivated and self-regulating beings who will acquire the fundamental skills of reading, writing, speaking,

calculating and problem solving as by product of encouraging and communicating about age appropriate, meaningful activities.

Why is constructivism important?

One component of the current redevelopment of all subject area curricula is the change of instruction from the transmission curriculum to a transactional curriculum. In a traditional classroom, a teacher transmits information to students who passively listen and acquire facts. In a transactional classroom, students are actively involved in their learning to reach new understanding. Constructivism teaching fosters critical thinking and creates active and motivated learners. Zemelman, Daniels and Hyde (1993) tell us that learning in all subjects areas involves inventing and constructing new idea. They suggest that constructivist theory be incorporated into the curriculum and advocate that teachers create environments in which children can construct their own understanding. Fosnot (1989) recommends that a constructivist approach be used to create learners who are autonomous, inquisitive thinkers who question, investigate and reason. A constructivist approach frees teachers to make decisions that will enhance and enrich student development in these areas. This demonstrates that constructivism is evident in current education change.

Bloom Taxonomy:

As mentioned above CBA is a cognitive approach indebted to Blooms taxonomy, let us now examine this taxonomy to know how it is used in teaching/learning English. “Taxonomy” simply means “classification”. Blooms taxonomy refers to a classification of the different objectives that educators set for students. So, the well-know taxonomy of learning objectives is an attempt to classify forms and levels of learning. Blooms taxonomy divides educational objectives into three domains “cognitive”, “affective” and “psychomotor” within the taxonomy learning at higher levels in dependent on having attained prerequisite knowledge and skills at lower level a goal of Blooms Taxonomy is to motivate educators to focus on all three domains, creating a more holistic form of education.

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

A) Knowledge: represents the lowest level of learning and is the fact of remembering the previously learned material.

- B) Comprehension: is defined as the ability to grasp the meaning of material by organization, comparing, translating, interpreting, giving descriptions, and stating main ideas.
- C) Application: refers to the ability of using new knowledge in new and concrete situations or in other words to solve problems by applying acquired knowledge.
- D) Analysis: refers to the ability to examine and break down material into parts so that is organizational structure may be understood.
- E) Synthesis: refers to put parts together to form a new whole. It may be explained as the phase of production.
- F) Evaluation: refers to the ability to make judgments about information.

According to ELT articles:

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

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

The affective domain describes the way people react emotionally this concerns the awareness and growth in attitudes, emotions and feelings. Five levels in this domain have been identified.

- A) Receiving: students pay attention
- B) Responding: the student actively participate in the learning process.
- C) Valuing: the attach value to what they are learning

D) Organizing: the student put together different values, information and ideas and accommodate them within his/her own schema; comparing, relating and elaborating on what they have been learned.

E) Characterizing: the student holds a particular value or belief that now exert influence on his/her behavior so that it becomes a characteristic.

It is worth explaining that the psychomotor domain describes the ability to physically manipulate a tool or an instrument.

The affective domain is equally important in the achievement of competency. The importance attached to the affective domain in the syllabus shows the descriptors of the three competencies which emphasize, that of ‘listening attentively’ (corresponding to the category of receiving in Blooms taxonomy), and particularly in the adoption of the pedagogy of the project. The realization of the project develops, together with the psychomotor domain, the affective domain of the competency in a ‘bottom-up fashion’, leading ultimately to the internalization of such values as autonomy, creativity, initiative and responsibility.

What is a project?

Interest in project work and its integration into ELT instruction is growing around the world. This approach lends itself to focus on language at the discourse rather than the sentence level, authentic language use and learner-centeredness.

undertaking... It is creative way for learners to apply what they have learnt in class. During the realization of a project learners show their capacities when demonstrating that they have mastered the objectives assigned. A project is a divided and complementary task where students learn how to work in groups, how to cooperate and how to feel that they can do something. If we consider the syllabus of any educational level in Algeria, we find a project at the end of every unit. The teacher has to remind the learners about the project right at the beginning of the unit by focusing on classroom planning, both students and teacher discuss the content and scope of the project as well its requirements. Besides he should provide them with the necessary strategies and material required to accomplish the project. Moreover he should make the students aware that when they will be equipped in terms of skills provided in the different courses, they have to realize the project and then present it to their classmates. This is why we can say that through projects and students performance in the final phase or

the presentation, which can take different forms, the competencies they have developed become to a certain extent observable and measurable. In other word, a project seeks to make the attainment of objectives visible and measurable.

To sum up, project work makes learning more meaningful. It also makes co-operative learning a concrete reality and opens up entirely new avenues for action, interaction the construction of new knowledge.

1.3.3 Teacher's role in the competency based approach

Since CBA is learner-centered, it does not require teachers subservience. As it is action-oriented, it requires teachers in action, teachers who will draw on their professional skills in subject matter, methodology, in decision-making and in social skill to enable the learners to be achievers. This also requires a style based on reflection on what, why and how to teach fixing objectives and adjusting teaching strategies to learning strategies. Their role is to facilitate the process of language acquisition through the development of appropriate learning like hypothesis making or hypothesis testing. We can also say that the teacher in a classroom is a researcher; an important aspect of his job is watching, listening and asking questions in order to learn more about how they learn so that teachers may be more helpful to students. At the same time that we teach students they also teach us because they show us how they learn. We just have to carefully watch them and listen to them. This kind of watching and listening may contribute to teacher's ability to use what the classroom experience provide him or her create contextualized and meaningful lessons. The ability to observe and listen to our student and their experiences in the classroom contributes to his or her ability to use a constructivist approach. Paradoxically, a constructivist approach contributes to our ability to observe and listen in the classroom. Thus, the process is circular.

1.3.4 Student's role in the competency-based approach

As the program is based on socio-constructivism, the learner should go through a process of personal appropriation, questioning his own convictions. This leads the learner to revise his prior knowledge and its scope to compare his own representations with those of his classmates, to search for information and validate it through consulting various sources of documentation and people in possession of information, in doing so, the learner will appeal to cognitive, affective and motivational strategies in order to set a balance between his

previous knowledge and his newly acquired knowledge. The reflection of the learner will operate on his own learning processes, assure the quality of his acquisition and facilitate his retention. It is essential to note that negotiation is an important aspect of a constructivist classroom. It unites teachers and students in a common purpose. Another quality of a constructivist classroom is its interactive nature.

1.3.5 The rationale for implementing the competency-based approach in the Algerian education system

The transformation processes observed nowadays in social life concern all fields of social activity and existence, in particular the field of education as a basic component of the formation of a person's world outcome. Over the last decades the requirements placed upon education systems have been influenced by rapid progression often unpredictable processes of public transformations, disintegration of states, changes in the geopolitical map of the world, scientific discoveries and their implementations.

Modern society is characterized by rapid changes in all spheres of life a feature characteristic of societies in transition-changes take place especially quickly due to the factors which stimulate the economy and industrial development and which affect the development of international relations, goal processes of migration, and especially when the impact of information usage and particularly the field of education. Information at the present time acquires the highest value and is strategic product of states. Commentators who analyzed the phenomenon of modern societies undergoing such transformations states that the world which is being formed due to a collision of new values and technologies, new geopolitical relation, new life styles and communication requires brand new ideas and analogies, classification and frameworks. This concept reflects the modern paradigm of public life and is a basis for the re-formation of educational goals in both the developed and developing countries. It is why education at present is subject to great changes taking place in modern society. The development of education was influenced by such features of social development as globalization, democratization, disintegration of the union of the nuclear power blocs and the formation of a unified information space.

This respect, first, students need to be able to use a wide range of tools for interacting effectively with the environment: both physical ones such information technology, and socio-culture ones such as the use of language. Second, In an increasingly interdependent world,

students need to be able to engage with others and since they will encounter people from a range of backgrounds, it is important that they are able to interact in heterogeneous groups. Third, students need to be able to take responsibility for managing their own lives, situate their lives in much broader social contexts and act autonomously.

Similarly, according to the general objectives assigned to the teaching of English in the Algerian educational system, a socio-constructivist and efficient cognitive design has been set with the purpose in mind to install competencies in the learner. This is due to the failure of the communicative approach to enable the learners to reach an acceptable level performance which allows them to communicate whenever it is needed, especially in the era of globalization and job requirement. Thus, one should from now on, help the Algerian learner to:

- A) Play an active role in his learning, make himself feel responsible for his training giving him opportunities to find answers to his questions resulting from his daily experiences.
- B) Adopt increasingly autonomous conducts and responsible behaviors (ELT articles : methodology) the Algerian suggested program will allow the Algerian learner to develop his capacity to think and act according to a vision of a world that he will construct day by day. This logic has a series of implications (why choose CBA? pp.1-2):
- C) Making the school acquisition viable and sustainable.
- D) Developing the thinking process of the learner.
- E) Presenting learning contexts in relation to the need of the learner.
- F) Putting an end to disciplinary barriers.
- G) Choosing a personalized pedagogy.

To sum up educational experience in many countries shows that one way of updating the content of education is the orientation of the training programs towards the competency-based approach. Scientists in European countries considers that knowledge skills, working habits acquired by young people if transformed into competencies would enable intellectual development of an individual and the formation of the ability to quickly respond to the demands of the time. Thus, in order to integrate in the globalized world, Algeria underwent such a reform to enable young people to reach an international level in terms of required competencies.

1.3.6 Conclusion

Educational experience in many countries shows that one way of updating the content of education is through the implementation of CBA as it is based on socio-constructivism, it encourages the development of independent learning skills, critical thinking, self-direction in learning.

Chapter II

Methodology and limitations

2.1 Introduction

This practical part is devoted for the explanations of the research outcomes, this chapter present teacher's questionnaire and ending up with limitations and conclusion.

2.2 The aim of the study

The purpose of this methodology is to collect data about the importance of motivation in classroom and outside for teachers, and taking into account the impact of the teacher's behaviors influence in the classroom.

2.3 research instrument

In the research methodology, exists three kinds of instruments, Which help the researcher to collect information concerning the investigated theme namely: interview, questionnaire and observation. I choose the questionnaire as a research instrument because it's helpful for the purpose of gathering a large amount of data.

2.4 the sample of population

This investigations researcher it was supposed to be with five teachers in "MALEK BENNABI MIDDLE SCHOOL" in Mecheria in the English language department.

2.5 limitations

As the whole world has gotten up on an incredible disaster which is " Covid-19 " (Coronavirus). This is the disease that was the weakness point and the deficit of the technology of the power Countries. The Coronavirus "Covid-19" pandemic is the defining global health crisis of our time and the greatest challenge we have faced since The Second World War. It emergence in Asia since last December; after that this virus has spread to every continent. Algeria is one of these countries that has been touched from "Coronavirus" which has the potential to create devastating social; economic and political effects that left and will leave deep and long standing scars. Because of this pandemic we couldn't have the opportunity to make and have meetings and go to schools for doing questionnaire with teachers and check and have ideas about their experience.

2.6 conclusion

This chapter sheds the light on providing a clear idea concerning the aims of this investigation, plus mentioning the kind of the research instruments, which have been used in order to obtain the needed data from both EFL teachers and learners.

General Conclusion

2.3 Conclusion

Education reform in many parts of the world is expressed in terms of competencies to develop in learners. As defined previously competencies are attained after various activities to reach excellence in doing specific skills enabling young people to adapt to the changing world. One of the approaches seen appropriate to the educational content is competency-based approach an outcome based approach which focuses on measurable and useable skills and abilities. It claims that learners should mobilize their values, knowledge, attitudes and behavior in a personal way to address the challenges successfully. In other words this alternative approach applied in the Algerian educational system is to allow learners to attain a level that makes them rely on themselves, and to compete with other people around the world either in the field of work or in other situations.

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Appendix

Questionnaire

Question1 is the CBA successful method?

Question2 is there interest and competition among student?

Question3 do you enjoy teaching with this method?

Question4 do you find difficulties in teaching this method in classroom?

Question5 when you are teaching in classroom, how do you affect to students?

Question6 what are the tools more useful in teaching this method?

Question7 does this method affect outside the classroom in the behavior?

Question8 what is the purpose of applying this method?