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**Motivating EFL Learners Through the Competency Based
Approach to Enhance Learning: Fourth Year Ibn Khaldoun
Aougrouit Middle School as a Case Study**

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Dedication

I would like to dedicate this modest
work to my parents, who have
always been supportive of my
academic studies at the university and
whose love and patience get me
through the most difficult stages of this work

Thank you.

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I would like to express my sincere gratitude to everyone who helped me achieve this goal. To people who stood beside me in time of need; to everyone who participated in this work. A very special thanks to my supervisor Mr Benyagoub, the head of the English department miss Kerthiou, and all teachers of English department.

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Abstract

This research concerns the study of motivation problems among EFL learners and teachers at the level of middle school Ibn Khaldoun Aougroun Timimoun region. It attempts to investigate this issue through discussing factors that impede learners progress toward successful learning. Another view that this research focuses on is teachers' use of Competency Based Approach (CBA) as a factor for enhancing their learner interaction. Thus, this research is a combination of studying motivational aspects and the implementation of the CBA as a motivational factor. In this research it is believed that the descriptive method is the most appropriated to get proper conclusions about the research issue. This is made through the distribution of questionnaires for teachers and learners seeking to find appropriate solution to learners' lack of classroom interaction. After analyses are made, the research results declare that most of EFL learners encounter problem about motivation. Thus, the research attempts at the end to provide some recommendations and suggestions to solve the research problems.

Keywords: Competency Based Approach (CBA) ,EFL Learners, Motivational Strategies, implementation and Learning process

ملخص

يختص هذا البحث بدراسة مشكل التحفيز بالنسبة لمتعلمي الانجليزية كلغة اجنبية على مستوى الطور التعليمي المتوسط، بمتوسطة ابن خلدون او قروت تيميمون. اذ يهدف هذا البحث الى التحقيق في ظاهرة العوامل التي تقلل من تفاعل التلاميذ مع الاساتذة داخل المحيط الدراسي وخارجه، ومن جهة اخرى هذا البحث يهتم بدراسة مدى انتهاج وتطبيق اساتذة التعليم المتوسط لنظام المقاربة بالكفاءات باعتباره منهج محفز . وبالتالي يعد هذا البحث كدمج لدراسة ظاهرة التحفيز بالنسبة للتلاميذ من جهة مع تطبيق نظام المقاربة بالكفاءات بالنسبة للاساتذة من جهة اخرى. اعتمدت دراسة هذا البحث على المنهج الوصفي في تحليل المعطيات واستنباط النتائج باعتبار المنهج الامثل لدراسة مشاكل التعليم. وقد قامت هذه الدراسة عن طريق توزيع الاستمارات الموجهة لكل من الاساتذة والتلاميذ حول قضايا البحث ، وبعد القيام بتحليل المعطيات توصل البحث الى ان نسبة كبيرة من متعلمي الانجليزية كلغة اجنبية يعانون من مشاكل متعلقة بالتحفيز في التعليم ، ولهذا جاء البحث في الاخير ليقدم بعض الارشادات والحلول حول المشكل المعالج.

List of abbreviations

ALM: Audio Lingual Method

CBA: Competency Based Approach

CLT: Communicative Language Teaching

EFL: English as a Foreign language.

GTM: Grammar Translation Method

L2: Second Language

VET: Vocational Education and Training

VS: Versus

WW II: World War Two

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General Introduction

Teaching and learning foreign languages have become a privileged issue among educational researchers and scholars. One of the aspects that they give much interest to is how to teach and learn foreign languages. They also seek to provide a path about the most appropriate and suitable atmosphere that fits both teachers and learners for a better education. This research paper attempts to highlight on an important educational aspects that play an effective role in learning /teaching success; to that extent focus is given to motivation as a basic element of classroom interaction through the implementation of the Competency Based Approach.

This research aims to tackle the issue of the lack of interaction among EFL learners in relation to the Competency Based Approach. One of the objectives this research seeks to achieve is to know how far this approach is implemented into the Algerian educational system. It aims also to see how far CBA enhances learning through the motivational process. When speaking about classroom interaction, focus is given to both teachers and learners. First, the teacher as he is the one who controls and guides the classroom whether he/she uses proper methods that enable his/her learners to interact. The role of the teacher also occurs in assessing the level of his learners. Additionally, a teacher in classroom is not only an information provider, but also a psychological caretaker who knows about his /her learners' psychology. The second aspect is the learners and their participation inside the classroom whether it is positive or negative. Moreover it is the learner deed inside the classroom that enables the teacher to come up and follow the proper method to motivate learners.

Aims of the Study

The main aim of this research is to discover the reasons of EFL learners' motivational problems that impede their learning success. It also attempts to investigate the teachers' view toward their learners' interaction at the middle school level. This research seeks to achieve these objectives through answering the following questions.

- * Do EFL learners face problems concerning classroom interaction?
- * What factors make EFL learners weak when participating in classroom activities?
- * What is the role of the teacher toward motivating learners?
- * Do teachers consider CBA as an appropriate approach for motivating their learners?
- * What kind of strategies can a teacher use to enhance his learner's participation?
- * Which suggestion do teachers provide to solve the problem of learners' motivation?

2. Hypothesis

This research paper hypothesizes that if teachers consider the use of motivation strategies in their teaching , learners' participation and performance will improve . On the other hand, in case they give much interest to the implementation of the CBA students will find the task of learning easier .

3. Structure of The Research

The first chapter of this research is a general idea about the environment of the teaching-learning process in relation to the Competency Based Approach .At first, it highlights the notion of learning and teaching. This chapter focuses on the various differences among approaches adopted in past time and nowadays teaching .It is also a clarification and a description of the relationship between learner's learning and teacher's teaching. At last the interest is put on the role of the teacher in the classroom to enhance students' learning.

The second chapter concerns the study of the issue of motivation in relation to learning .Since motivation plays an important role in language learning success a noticeable interest is given to enhancing learning through motivation .At first ,the research provides a definition of motivation .Additionally, types of motivation are shown in detail .Because the main aim of this research is to show the role of motivation in enhancing students learning, motivational strategies are addressed as a final point.

This research consists of a practical study about the various issues of motivation and implementing CBA discussed in the two theoretical chapters. This practice is made through the distribution of questionnaires among both learners and teachers .For learners ,the questionnaire is intended to know about the factors that reduce their classroom interaction. However, the teachers' questionnaire is intended to conclude which proper method they can use to enhance their learners' motivation.

Chapter One

Chapter One: Competency Based Approach and Classroom Learning / Teaching Process

Introduction

Every learning and teaching process goes through an approach or a method which makes the task of reaching the designed teaching objectives much easier. An approach can be seen as a means that guides the process of gaining or providing knowledge .One of the educational approaches that notice recently wide implementation among world schools and academies is Competency Based Approach (CBA). In this chapter, focus is given to the study of the previously mentioned approach from its different aspects. It also basically tries to provide a historical view about the existence of this approach. Additionally, various concepts are tackled such as what CBA is, what are its basics. Moreover, this chapter highlights this approach as an educational system and a motivational factor. To this extent, a comparison between classical approaches and CBA is addressed in addition to the characteristics that make this approach differs from the other teaching methods.

1.1. An Overview about Language Teaching and Learning

In general, learning foreign languages may appear an easy task, but in fact it is not, pedagogically learning a second language enquires the involvement and transformation of several elements of the target language to the task of learning. Among these element are: the culture and the way in which people of target language live, their feeling , emotions and even their daily activities. Thus , learning a second language is characterized by bringing new life elements to our already life style .All these facts tell that learning a second language is not an arbitrary activity ,but rather it is a set of based learning steps .(Brown2007 :1)

1.1.1. Teaching versus Learning

Generally the ultimate goal of educational schools is to graduate competent teachers, who are capable of facing the new challenges brought up with the new development. A teacher having high behavior skills is very necessary, in addition to his background knowledge and vocabulary in both social and educational contexts. The teacher should be able to shift from one competency to another so that he would find it easier to meet his learners' needs, and at the same time, to avoid possible educational problems. Since the issue knowing what and how to learn and teach are essential in the learning process, more attention is given for answering the question, what is learning? And what is teaching? (Brown 2007:7-8)

Learning can be generalized to any situation in life in which we learn something with no intention of doing so, because our whole life can be seen as simply a group of experiences which we encounter every day. So learning is the combination of what is learnt in school and what you learn from your daily life, inside or outside the classroom or factual life experience. For a better learning success, three important educational elements are to be present. The learner, as the most important factor in the learning process whether he is native or a foreign learner, the material to be taught whether it is academic or not, and finally the situation or the context in which the teaching process takes place in correlation to the teaching method whether it is used directly or indirectly. (Harmer1998: 24)

However, teaching is the opposite of general learning, meaning that it is totally an intentional and organized behavior with clearly highlighted goals, this process is limited to specialized educational contexts like schools, academies, faculties, and universitiesetc. The teaching process is supervised by the teacher in order to help the students/learners achieve some already planned goals.(Harmer 2001:56)

We can distinguish between teaching and learning by knowing the educational behavior, the educational aspects, the environment, and the person who provides knowledge. Teaching requires that the teacher to be academically qualified with a diploma, the material to be taught should be also academic and guided by a program and a methodology of work in addition to the learner who receives that material in an atmosphere which is adequate to his needs .

The modern theories of language consider the learner as the most essential part in the process of teaching and learning since his role developed gradually from a receiver of knowledge to actually a participant providing and searching knowledge.(Scarino and Liddicoat 2009:24).

1.2 Definition of Approach, Method and Technique

During the period (1880-1980) language teaching witnessed a movement of research and investigation .These various researches were objectively done to come up with corresponding ways of teaching generally and learning foreign languages particularly. Actually, any teaching method has its own history and background from which its principles are formed .Because the main aim of an approach is to show the accurate way of learning a given matter, we can refer to it as a stream or a tunnel that guides both teachers and learners for better performance. In this regard, we need to identify the real nature of the term approach (Richard and Rodgers1986:14) .

Historically, defining the terms approach, method and technique takes us back to Edward Anthony's Definitions, Anthony states that “ *an approach is a set of correlative assumptions dealing with the nature of language learning and teaching .An approach is axiomatic. It describes the nature of the subject matter to be taught*”(Anthony1963:63-67)(as quoted in Richard and Rodgers1986:15). This definition

explains that an approach is the level at which concepts and assumptions about how to teach a specific subject matter are determined .It shows the raw ideas and theories about how to deal with something .An approach is axiomatic because it is still theoretical to reach practical conclusions.(Richard and Rodgers 1986:15)

On the other hand “*a method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon the selected approach . An approach is axiomatic, a method is procedural. Within an approach there can be many methods*”(Anthony1963:63-7) (as quoted in Richard and Rodgers1986:15) . At the method level , an approach theory is put into practice .It is usually the level at which a teacher decides which particular language skill to teach ,which kind of content to teach and which way the subject matter to be taught is presented. Finally , Anthony states that:

“a technique is implementational -that which actually takes place in classroom .it is a particular trick , stratagem or contrivance used to accomplish an immediate objective .A Technique must be consistent with a method and therefore in harmony with an approach as well”(Anthony1963:63-7) (as quoted in Richard and Rodgers1986:15) .

At the technique level, the teaching material is presented in the classroom through the various activities .A technique is considered as the smallest and last unit of a teaching method since it takes place in the practical field of teaching(classroom) .

Till nowadays Anthony’s definition of a method is occasionally used and implemented in educational systems .As a clarification, at the approach level, a teacher

tries to deal with the nature of teaching through creating an atmosphere that serves the teaching needs .At the method level, he can use some ways of teaching that are derived from an approach .At last, techniques come to serve the objective of an approach through the application in classroom (Richard and Rodgers 1986 :16).

Due to new researches in the field of teaching, Anthony's definition of method was modified and reformulated by Richard and Rodgers (1986). While Anthony defines a method as the combination of the element approach , method and technique , Richard and Rodgers renamed it to be the combination of approach ,design and procedure .According to Richard and Rodgers an approach is the level at which the nature of language teaching is specified. It is also the level in which theories of teaching are studied .A design is the application of those theories to classroom teaching . The actual classroom application of teaching activities refer to teaching techniques (Richard and Rodgers 1986:16-17).

1.3 Classical vs Modern Language Teaching Methods

In the past, the only measurement of the learners' success or failure was related to his fluency in reading and to his accuracy in writing. This measurement did not give any importance to the other two skills of listening and speaking. Consequently, that was not sufficient to master the language, so the focus shifts to the oral skills to make learners able to communicate using the language and to be competent also in matter of speaking.

The classical language teaching was teacher centered. It looked to the teacher as the only source of knowledge and information while the learner is always passive as he reads, listens, and writes what the teacher provides, memorizes it and prepares it for examination.

However, Modern Language Teaching (MLT) is considered as learner centered. The latter makes sure that the learner is always active in the classroom, while the teacher is more like a controller and a facilitator.

Both classical and modern language teaching were an application of some approaches that were mainly designed for a successful process of teaching and learning a language (Brown 2007:16-8). The following study concerns tackling the most implemented classical approaches in past education.

1.3.1 Grammar Translation Method (GTM)

Grammar translation method is considered among the oldest classical methods that were used by teachers in the past. This method is generally known by memorization of vocabulary and various declensions, translation of texts, and doing written exercises. This classical method was adopted as the chief way for teaching foreign languages in the eighteenth and nineteenth century. The latter has withstood in time and up to this day is practiced in many educational contexts.(Brown 2001:18-9).

Additional characteristics of this method revealed that GTM teaches words individually, providing the grammatical rules for joining the words taught in terms of forms and the change of word meaning in each context, to make the learner familiar to classical texts at an early age. Furthermore, it is characterized by giving less importance to pronouncing words or to the content of the translated texts. (Prator and Muricia 1979 as cited in Brown 2001:19).

1.3.2 Audio-Lingual Method (ALM)

Audio-lingual method is basically a reading based approach dedicated for learning foreign languages. It was first recommended for use in the American colleges and schools by the Coleman report in 1929(Richards & Rodgers 2001:50).

After W.W.II, US was involved in a worldwide conflict, which emphasized the need for training the American soldiers orally in a short period of time, so that they could understand both the language of their allies and their enemies. The audio-lingual at that time was founded by US military, and was known as the army method. It was a set of special and intensive language courses that focused mainly on oral skills. These specialized courses gave much importance to pronunciation, pattern drills, and conversation practice. The army method was successfully effective, and soon was adopted as a teaching methodology in foreign languages educational institutions, but in 1950s this approach was given a new appropriate term that suits the field of education, so it was known as the audio-lingual method. The ALM tends to teach learners new materials and vocabulary by including them in a form of a dialogue which would make it simpler to know its meaning and easy to remember .Because the human being always tends to link new learnt things with situation related materials which would make the process of retrieving easier. ALM gives much importance to imitation, memorization of set phrases, and drills, while the grammar rules are taught inductively rather than using deductive explanation(Brown2001:22).

ALM was very popular for a number of years due to its remarkable results in many linguistic and psychological theories, and to this day it still functions but in a low rate. Through the years it was becoming obvious that this method can not teach you everything you need about the language, but it helps in making you orally competent in learning a language(Brown2001:22).

1.3.3 Direct Method

Direct method at first was Guinn's idea in his attempt to construct a methodology of teaching a foreign language based on observation of how a child learns his first language. Moreover, other advocates of this "natural" method, in the nineteenth century who had similar ideas to those of Guinn's about how a foreign language should be taught, all of them agreed that a second language learning should follow the stages of that of the first language(mother language)(Richards & Rodgers 1986) (as cited in Brown 2001 :21).

Direct method was tested for the first time by L. Sauveur (1826-1907), using the application of the natural principles like intensive oral interaction in the target language, and the use of questions as a means of presenting language. The nature of this method suggests that translation is not always necessary when acquiring or learning a second or a foreign language, since we can use demonstrations, gestures, and actions to help convey the meaning properly. The direct method was widely known in various countries of Europe such as France, Germany, and US, and was officially approved as a teaching method at the turn of the nineteenth century. The reason behind its spread in the United States is due to the fact of its use for successful commercial language schools, namely by Sauveur and Maximilian Berlitz. The practical use of this method insured the application of some essential principles like introducing classroom instruction exclusively, using the target language, teaching only everyday vocabulary and sentences, and the use of objects, and pictures associated with previously taught ideas to give a clear meaning to new abstract vocabulary (Richard & Rodgers 1986) (as cited in Brown 2001 :21).

The direct method was relatively successful in private language schools. But because of the pressure of proponents of this method, the latter found difficulties in implementing its principles into public school of language teaching. It faced some sort of

criticism concerning its beliefs about the existence of similarities between the naturalistic first language learning and classroom foreign language learning, in addition to the fact of its failure in taking into consideration the influence of the classroom environment on the learner (Richards & Rodgers 1986) (as cited in Brown 2001:21)

1.3.4 Communicative Language Teaching

Communicative Language Teaching (CLT) dates back to the 1960s in Britain when the application of the audio-lingual method was rejected. For this reason linguists started to think about new ways to deal with the nature of language in relation to specific context. (Richards & Rodgers 2001:153).

According to Nunan (2004) *“Everything we do in the classroom is underpinned by beliefs about the nature of language, the nature of learning process, and the nature of the teaching act”*(Nunan 2004:6). These elements do affect our acquisition of knowledge either positively or negatively. These recent days, views towards language have changed due to the emergence of the new perspective about the importance of language, and giving more importance to the psychology of the learner, to determine which atmosphere is more suitable for acquiring knowledge (Nunan 2004:6).

The changing perspective towards language has led automatically to new perspectives about the learning process to be more than just a process of habit formation, and to the learner psychology as the most important elements into the learning process. The communicative language teaching method tends to shed light on transforming the learning process into a social process in which the focus on moving from the sense of "knowing what" to actually "knowing how" is highly emphasized. From the notion of this approach it is clear that it has a great deal with effective communication, since it aims to make use of what learners know in various different social contexts (Richards & Rodgers 2001:153).

CLT insures that everything being studied is previously directed for social use, so there is no more teaching for the sake of teaching. The need for language for communication can differ from one situation to another due to the existence of various social contexts; thus, one of the insights of CLT led to the emergence of English for specific purposes, for example language taught to general English learners differs from the one taught to specialized students. (Nunan2004:7)

Up to the recent time CLT has withstood in time and it is still being used in its "classic" form without any changes on its characteristics or principles. Since the latter has proven over the past years to be a very successful approach. CLT is classified in numerous classical and modern course books and teaching resources based on the humanistic view of researchers and linguists towards the learners of language(Richards& Rodgers2001:153).

However, some problems also appeared in the construction of the communicative language teaching method. For example, this method can be applied in all fields of teaching? How can we evaluate such approach? Is it suitable for non-native teachers? Of course, these issues will help us having a better application of the communicative method.

1.4 Definition of Competency Based Approach

Competency Based Approach (CBA) is considered as one of the modern approaches that is applied in our present time. This latter was defined by different scholars because it shows to be applicable in many fields of life mainly education.

Richard and Rodgers (2001) see CBA from the point of view that it gives more importance to the goals and objectives that are intended from learning rather than the process itself. Moreover this approach tends to give the learner a clear understanding of how to act when facing a specific situation, using in the process real life examples in the

form of dialogues and conversation. Finally it seeks to enhance learners' mastery of skills with the adequate behaviors to prepare them for real application.

Mrowicki's (1986) opinion about CBA is similar to that of Richard and Rodgers (2001). He states that the basic skills of an individual are the main elements that define his level of competencies, in addition to his knowledge about the situations that can be encountered in real life. CBA attempts to relate these skills and knowledge with the appropriate way of acting, in order to prepare learners for what is already coming. Thus, CBA mastery is to be able to apply what you learned about one life situation in others different ones.

In the field of education, there are various types of curriculum. A type of which simply deals with passing the information and instructions to the learner to evaluate them depending on how far they acquire those information, while the other type focuses more on learners' development in terms of applying language skills. CBA is one of the approaches that focuses on learners using their knowledge, using different skills depending on the situation. So that each learner discovers the limits of his abilities. It encourages learners autonomy to face obstacles and to overcome them using previously taught materials and logical thinking. These obstacles can be related to the field of study or in real life matters (Richard and Rodgers 2001:143).

1.4.1 CBA and Language Learning

In teaching and learning, teachers as information providers usually seek to find the most teaching methods and approaches that serve their learners needs .One of the main advantages that an approach provides for learning a language is to enable teachers to know what their learners really need and how to satisfy those needs .The Competency Based Approach as a recent approach is considered as one of the approaches that help for

effective and noticeable learning improvement. This approach is based on the idea of integrating classroom learning with real life situations .It means, it focuses on the application of what learners encounter in school into real-life situation. The main objective of CBA is to solve real life problems through the use of language skills and competencies. (Nkwetisama 2012 :519).

On the same perspective, CBA enables learners to communicate effectively when it makes them linguistically and even sociolinguistically competent. This approach works through making a bridge between what learners acquire at school and how they transfer this knowledge into real practice .This works effectively when learners use efficiently their language skills to communicate with members out of their school environment (society). Moreover, CBA also enables learners to know how and when to communicate with people in real life situation. . (Nkwetisama 2012:519).

1.4.2The Notion of Competence and Standards

Generally the study of the nature of CBA leads us to identify the real meaning of the term competency .This complex term is defined by different authors , they seek to show when competency occurs and how it can be used .According to Le Boterf (as cited in Cora 2011) competency can be identified as the ability to face , change and solve problems through self reliance .It means that it is the capability to encounter life or job problem by using self experience .In order to use competency proficiently, Le Boterf(as cited in Cora 2011:23) states that trained people must be examined to solve a given situation using their own capacity, not relying on already acquired experiences planned programs.

Depending on the authors of schools of thoughts, it is crucial to show how they consider the notion of competency .According to the constructivist Jonnaert (as cited in

Cora 2011:23) the term competency refers to situations in which a person or a group of people deal with a specific situation .It is mostly the case of how do we consider an issue and try to solve it. In other words, competency is how do members view and deal with a specific problem or situation.

Another definition of competency is that it is the measurement of an individuals' ability to face a situation through three important elements .First, an individual ought to know how to deal with a specific problem .This depends on using his already acquired language capacities involving language skills ...etc. Second, an individual ought to carry a sense of willingness about facing a given context .This depends on his degree of motivation to deal with a given matter .At last, an individual must consider his force of solving a specific problem .In such case, the force here refers to respecting the social conditions when facing a given situation.(Le Boterf, cited in Cora 2011:23).

Competence and standards are considered as crucial elements that are required in Vocational Education and Training (VET). These two concepts do influence each other in the sense that knowing the real meaning and function of competence would then help as to specify what kind of standards are required in any job or occupation. The new resulted standards are compared to individual's performance in that field of work in order to measure whether these standards can be generalized or not. Because sometimes the performance may differ from one individual to another both physically or mentally, the role of VET is to extract systems which are applicable and useful at the same time depending on the two previous parameters; competence and standards (Burke 1989:23).

1.4.3 Characteristics of CBA

Competency Based Approach is considered as one of the modern educational methods used in teaching learning process .This approach is characterized by some

features which make it different from other approaches .Among these characteristics is that the Competency Based Approach is an action oriented approach .It means that CBA enables the learners to learn through using their own and personal language skills .This use results in having a competent learner and language user outside the classroom .Secondly ,the Competency Based Approach is a problem solving approach .This occurs when CBA succeeds in making learners competent by solving real life problems and facing real obstacles . CBA is also an effective approach because it is based on real doing action and tasks .It means, it works with real context and skills application .Moreover ,it is a social constructivist approach in that it focuses on language learning used as it occurs in society(Richard and Rodgers 2001:141).

On the same perspective, Tardif (as cited in Cora 2011:23) identified five different features of CBA .These features are that CBA is integrative, combinatorial, developmental, contextual and evolutionary. First, CBA is integrative, in such case integration refers to the various resources of competency that an individual gains to attain a specific objective . For instance, in a learning process a learner uses different capacities consisting of his cognitive capacities integrated with his physical ones .This approach integrates these various competencies to facilitate any learning. Second, the Competency Based Approach is characterized by being combinatorial as it mixes between features occur in a specific context (cognitive ,physicaletc) .These features are derived from several resources to serve an objective .Additionally ,Based Approach competencies are developmental .It means every individual capacity in CBA evolves through life experience and goes with time to become competent .Moreover , in CBA competencies work within a specific context .For example ,cognitive abilities work in an educational environment while physical capacities are involved in a different domain. At last , CBA is evolutionary .It is

flexible as it faces and solves real life obstacles through a developmental scope. Tardif (as cited in Cora 2011:23)

1.4.4 The Role of the Teacher in CBA

The teacher's role in Competency Based Approach is different from that of the classical approaches and methods in a way that its role shifts from being the only source of knowledge to be simply a teaching facilitator. This change does not mean that the teacher can no longer provide information, but he does provide them in different ways like identifying the competencies and providing the appropriate materials that go with their specific activities. The teacher also has to provide information about his/her students progress in the competencies learned and the skills used in the classroom, in addition to grading learners for each assignment based on the efficacy in using a certain skill. Moreover the teacher focuses on achieving objectives and outcomes which can be easily measured. Thus specific strategies are implemented to serve these new objectives, along with the assessment and reporting (Griffith & Lim2014).

The teacher is less active in the classroom which would leave the opportunity to the learner to experience his competencies and to apply his skills of the target language.

1.4.5 The Role of the Learner in CBA

Since CBA is a learner-centered approach, the focus is highly on the learner' being active as much as possible in terms of participating, asking questions, interacting with his classmates, and providing feedback when necessary. The learner is expected to master each competency separately so that he could adjust it in different cases, and eventually to be able to perform or interact using the language skills acquired during the process (Griffith & Lim 2014).

The main aim or objective of CBA is what learners can do more than what they know. The learner should be able to practice his competencies and skills both inside the classroom and in real life situations and find solutions to real life problems using the target language.

1.5 Rationale of Implementing CBA in Educational System

It is noticeable that the world nowadays undergoes some changes and improvements among all the parts of life .Education as a crucial social component is the major element that witnesses a wide movement among educational systems. CBA is one of the modern educational developments that aims to find an effective and suitable guide that fits the requirement of life change involving politics, science and learning. Additionally, these educational requirements occur due to the need of exchanging experiences among world countries. Education is considered as one of the important factors of world development, since it is the interest of most world countries .In fact, there are some factors that lead to the need of such educational requirement .Among them is the issue of globalization and improvement of political movements. Thus, learners have to be aware of this by being competent educationally .Moreover, in order to reach such objectives, learners ought to have some features such as proficiency in technology use that enables them to interact effectively in society (Burke 1989:119).

In foreign language teaching, new educational programs are set with the aim to guide foreign learners with the requisite instructions which will improve their competency. The implementation of these modern approaches occurs due to the failure of the communicative approach .It is CBA that aims to graduate competent learners through the application of some steps.

First, CBA makes learners active by giving them the opportunity to play an active role through the assimilation of real life experiences .Thus CBA is the most suitable for learners' autonomous competency. Second, it guides learners to have a reliable self conduct by making them encounter real life conduct contexts ie (teacherlearner conduct) (father son conduct). CBA would perform better in case it is applied in real contexts and in case it is used generally and uniquely .Moreover, CBA is the best way to transform skills ,knowledge ,and even experiences into successful competency. Thus scientists and scholars consider the use of this approach necessary to undergo with daily life problems (Burke 1989:119).

Conclusion

The notion of Competency Based Approach is considered as an evolving idea and one of the newest approaches used nowadays in the field of education. Thus this chapter included a brief history about the teaching and learning process with clarifying some of the confusions that exist between the two terms; teaching and learning by showing their aspects of similarities and differences. In addition, it highlights some old and new methods and approaches in comparison to CBA.

Moreover, the focus was also on both of the teacher and learner in the former approach showing the characteristics of each one, then a part was devoted for making a relationship between CBA and learner's motivation. Finally the chapter concludes by providing some of the reasons and factors that led to the implementation of CBA into the educational system.

Chapter Two

Chapter Two: Motivation in Language Teaching and Learning

Introduction

The learning and teaching process mostly requires a conscious positive and continuous performance to get better results .This process occurs into a space known as the teaching situation which could be either internal or external .In both cases the teaching environment ought to carry some features which push both information provider (the teacher) and information receiver (the learner) perform in the appropriate atmosphere .Even in case learners are active they still need to be encouraged when they get along with their learning task .Thus , teachers have to consider providing their learners with the requisite motivators and the relevant material that make their learners always active.(Dailey 2009:3)

This chapter is an attempt to study the issue of motivation among EFL learners and the obstacles that impede their interaction inside and outside the learning environment. It begins with describing the notion of motivation through providing definition about elements of classroom interaction .This chapter also concerns providing a number of motivational strategies which seek to enhance learners' participation. Finally the importance of motivation is highlighted as the most vital element in facilitating students learning.

2.1 Definition of Motivation

Motivation has several names since its importance and reasons vary from one individual to another. Motivation can be seen as inspiration to do something, ambition to accomplish another, excitement to challenge, or determination to simply succeed in doing something you like. For example, in the field of education motivation can be generated

from unexpected reasons which the teachers sometimes do not give importance to such as complement, reward, feedback, and challenging tasks. (Gavin,2007). Motivation is the driving force that pushes a person to do something. *“motivation is an abstract, hypothetical concept that we use to explain why people think and behave as they do ” (Dornyei 2001 :1)*

Generally, the term motivation can be defined as the motives that push someone to act. It is the factor that enables us to strongly perform to reach a specific goal or target .However, in the field of language learning, motivation is the element that makes us want to learn or teach a language .Additionally, learning a language can even extend to make integrate with people speaking other languages.(Brophy 2004 :4)

Motivation can be measured depending on how good are the results that you are intending to get at the end, and for how long have you been planning for it, because motivation is the set of motives that surround and escort you while doing something that you already planned for, and you need to be as persistent and intense as possible to meet the planned results (Maehr & Meyer,1997)(as cited in Brophy 2004:3).

2.2 Types of Motivation

There are different types of motivation which are divided based on the kind of goals or objectives that someone wants to achieve. In any field of life the individual can be motivated to do something which he/she likes or is forced upon him/her depending on the surrounding circumstances. Thus, we can identify two distinctive types of motivation which are extrinsic and intrinsic motivation. While the extrinsic motivation is the outcome of external factors over the psychology of the learner, the intrinsic motivation is the

outcome of the internal factors of the classroom environment and the learners himself over his psychology to learn (Brophy 2004).

2.2.1 Intrinsic Motivation

This type of motivation is considered as a very important element in the learner's path toward the acquirement of a given language. This sort of motivation is the result of internal factors that effect the learner motivation inside the classroom. Within the intrinsic motivation we can identify two kinds of factors for motivation; factors that are classroom based, namely: the teacher, classmates, the classroom environment, rewards and reinforcements. While the other factors are derived from the learner himself, like curiosity, ambition, and self esteem. These most recent kinds of factors are the reason of what is called self-motivation which is highly appreciated by scholars and teachers, and they always tend to sustain and encourage it by offering the appropriate conditions for those self-motivated learners. Because the learner who is already intrinsically motivated does help in the process of motivating his classmates extrinsically with one way or another (Brown 2007:172).

Intrinsically motivated learner considers achieving the goal or completing the activity lesson related tasks in a correct and proper way to be the only expected reward, because that was his main purpose for engaging in such a goal or activity. So the internal rewards like gaining self-confidence, fulfillment, and competency are more valuable than apparent or concrete ones, since the internal rewards help in building the learner's psychology by giving him the sense of feeling competent, self-determination and building his self-confidence (Deci 1975:23).

2.2.2 Extrinsic Motivation

The need for motivation in the teaching learning process these days is crucial. Scholars over the years were and still to this day are looking for the appropriate way for motivating the learners whom are not intrinsically motivated. Researchers found that sometimes concrete rewards like presents, prizes and sometimes a good compliment can affect the extrinsic motivation of the learner. The extrinsic motivation as one stream of motivation is influenced by external factors that help either in increasing or decreasing motivation. There is no limitation to such factors, but sometimes it is hard fail to distinguish between what we want , and what is forced on us. For example, what we are taught in primary and elementary schools about the value of parents and the wishes or beliefs of our society, without giving any importance to our view in the matter being taught. The extrinsic motivation is highly effective and successful in all the educational stages; primary, elementary, secondary, and even in the university level (Brown 2007:172).

The research showed that the use of extrinsic rewards can have a positive effect on the learner's intrinsic motivation, specially rewards in form of a feedback or compliment by the teacher, which can affect the learner's motivation either positively or negatively. But intrinsically motivated learners are more independent and self confident without any former anticipation of outside rewards rather than the psychological rewards which last longer and encourage more on learning. Extrinsically motivated behaviors are driven by the force of anticipating a reward from an external source rather than ourselves. It is possible for the educational institutions to transform the extrinsic elements gradually into intrinsic ones, by simply modifying the curriculum to include more a student-centered learning and teaching, to give students the opportunity to set some of their own learning goals, this would result in developing students' self-esteem, self dependence, and the ability of their own decisions (Brown 2007:172)

2.2.3 Instrumental and Integrative Motivation

The study of motivation results in providing two additional important types of motivation defined by Gardner and Lambert (1972). These types are instrumental and integrative motivation. According to Gardner and Lambert instrumental motivation is the case in which someone intends to do something to reach an objective such as a job or an institutional position. In the field of education, it is usually when researchers for example seek to be qualified to give speeches in university ceremonies. Instrumental motivation occurs also when students aim to get a job or to reach an academic degree through learning.

On the other hand, integrative motivation in learning is when students seek to learn a language to integrate with its people. It is usually the case when learners are curious to know about a particular culture and to communicate with its people. These communication occurs through language in an integrative process when someone deals with a new culture using a language. Researchers prove that both instrumental and integrative motivation are important and vital for learning a second language. Additionally, they state that integrative motivation is more effective since it deals with the context of learning directly. (Gardner & Lambert 1972) (as cited in Tengku 2012:232)

2.3 Motivation and Language Skills

These days the use of motivation in the teaching/learning process is very essential, for it helps learners to stay always focused and as a result not getting bored. Motivation can be supported in various forms inside and outside the teaching/learning field. Many teachers use specific techniques in order to keep their students engaged in the lesson as much as possible, without knowing that this latter is considered as one type of motivational strategies (Harmer 2001:51).

The teacher can use certain ways to motivate his students to master better language skills. The most accurate and necessary language skill that needs to be grasped properly is the listening skill. This latter is very important because it affects the acquisition of the remaining three skills. So the teacher can make his session enjoyable by providing some audio instruments with contents that are relevant and interesting to his students age, like T.V shows, songs, and personal real life dialogue that we may encounter in our life. After mastering the listening skill, the learner in this case is able to use the language orally by almost 20% percent, and the teacher role here is to strengthen this new speaking skill by offering oral activities like pronunciation, dialogues, and to give the learner the opportunity to speak freely with his classmates, but only using the target language. There are many strategies that the teacher can use in order to develop his students' reading skill, like teaching them how to predict the meaning of words, and try to guess from the context. But in most cases we notice that reading can be such a difficult task for some students due to various factors, so the teacher can overcome this difficulty by involving all students in a work that concerns everyone in the classroom, to do pair-work oral activities and trying to correct each other's mistakes, so that it would not be shameful to commit mistakes in front of all your classmates (Harmer 2001 :51).

Finally comes the writing skill, this skill can be also difficult to master, because there are many related rules and standards to be respected, but step by step we can be able to express our selves by writing. The teacher's job in this case is to teach his students grammar rules, sentence structure, punctuation, common spelling mistakesetc., but first which type of writing is to be used and in which case. The teacher should give his students the freedom to choose a topic of their own and to write about it, rather than following the teaching program which can be de-motivating (Harmer2001:51).

2.4 Strategies Toward Motivational Language Learning

In any learning, learners usually come with different levels of motivation .The level of each student varies depends on some features which either enhance or diminish their motivation . The Teacher as classroom controller in schools ought to consider this issue by investigating his learners' motivation levels .It is the teacher who can effectively do so since he /she goes along with his /her learners .Moreover, another step teachers can do is to evaluate their learners' individual classroom interaction through tasks .The main concern of the research is the case in which learners still need the teacher's guiding and encouragement to perform better in classroom .Consequently, their classroom good performance might lead them to an effective outside language application to achieve a learner with reliable competence. To achieve such objective the implementation of some motivational guidelines is vital for enhancing learner motivation in classroom particularly and outside classroom generally.

2.4.1 Make Content Relevant to Students Values and Goals

Through the application of such strategy , a teacher may teach in a way that serves learners' immediate needs .For instance, if students aim to be competent at speaking, the teacher ought to use dialogue form .On the other hand, it is the learners' interest that leads the teacher to build up teaching courses. Additionally, when a teacher relates courses with learners interests it will be easier for him to enable students to achieve their goals and objectives by real application .Another point that a teacher can do to enhance students interaction is to relate tasks to learner's daily experience through making them come up with personal life examples to illustrate the subject matter being tackled (Malouff et al .2008).

2.4.2 Provide Potent Models of Learning.

This strategy is based on codes of conducts which surely and positively change learners' interaction .It is mostly correlated to the teachers' behavior as he is the model of the learners .Among the steps a teacher in such case follows is to come early to class with well prepared lessons and courses. Doing so will lead student to conclude time importance .Such strategy is mostly behavioral oriented goal since it seeks to strengthen the appropriate paths of motivation behavior .To that extent a teacher can also mean to treat learners enthusiastically to show them how to be sympathetic toward each other .He can also provide learners with prior model of students who worked hard and succeeded to make them try to be acceptable (Malouff et al. 2008).

2.4.3 Prompt and Persuade Learners to Learn

Persuasion is also an important factor in the learning process, especially when it is derived from self decision .It usually works effectively when a teacher convinces his learners to get engaged into learning .A teacher can achieve this first by informing learners about the reason why learning is important .He can also provide his learners with resources which may positively push them to practice out of school environment. When learners are self- convinced to learn they are usually expected to come to class with extra efforts supported with their curiosity to engage better in learning (Malouff et al. 2008).

2.4.4 Establish Positive Relationship with Students

Since every learning teaching process is based on a teacher and a learner, good interaction and relationship among teachers and learners is vital for better learning success. Sometimes classroom interaction level is low due to teacher's wrong treatment toward his learners .Thus ,a teacher ought to consider his distance zone with learners, To do so, several steps can be applied for building up strong and powerful relations between teachers and learners .First, one of the motivational steps that a teacher can apply is to greet his

learners each time he starts a class which leads the learners to consider their teachers' care and interest. Learners at an early age especially teenagers widely consider other people's treatment and the teacher as he spends most of the time with them should consider every simple treatment which can negatively affect learner's performance. Thus he should show sympathy and warmth toward students to make them feel at ease (Malouff et al. 2008).

2.5 Importance of Motivation

In education, motivation is considered an essential and effective element in the teaching learning process, since it is considered to be the answer to efficient language learning by many researchers. Thus, great importance was given to describing, measuring and classifying the role of motivation in the theoretical models of language learning process.

Moreover motivation recently has become as one of the key factors that affect the degree of learner's success in a foreign language learning, because motivation is the first thing that pushes us to learn a foreign language, especially when our main goal is learning. It is motivation that simply leads us to integrate in other customs and cultures, and it is at the same time the force that enables us to sustain concentration and interest all along the learning process. Motivation can be used to measure the extent of personal involvement in a foreign language learning through noticing their persistence and excitement when learning more about the target language. Therefore the extent of one's involvement in language does somehow influence the frequency of his use of the foreign language learning strategies and language skills both while learning the target language and in real life application (Harmer 2007:20).

Motivation can be described as the driving force for long term goals, because sometimes one's abilities are not enough for resisting against the circumstances and

obstacles while learning the foreign language, but a motivated learner will face any problem as a new language experience and challenge difficult occasions. That would help the learner in future to remember better, and this would give him the feeling of integration within the language learned. In addition, overcoming such problems is generally conceived by the motivated learner as psychological rewards that would strengthen his self-confidence and sense of self-fulfillment (Harmer 2007:20).

Motivation in the teaching learning process is important for both the teacher and learner in a way that one's motivation status affects the other's, otherwise it would be like any other kind of work which would be gradually hard and difficult to handle .(Harmer2007:20).

2.6 Reasons Reducing Learners Motivation

It is common that the learner's personality does influence somehow his successful acquisition of a foreign language, while the truth is that successful learners can hold different characteristics and attitudes and their characteristics did not seem to influence their acquisition of a foreign language. In one classroom there can be different learners with different levels of motivation toward the matter being taught, but those learners are not static. Because sometimes the method of teaching and the classroom setting used by the teacher can result in various drawbacks that can lower the learners motivation. These drawbacks can be the result of many reasons among these reasons we mention :

2.6.1 Inhibition

Inhibition can be described as one of the first reasons reducing learners motivation, for it does not allow the learner to interact freely and actively in the classroom even when they have something to say about the subject. Generally, this term can be defined as the

state of someone being shy or nervous which prevents him from expressing real thoughts and ideas. Inhibition can be seen both as a reason and a consequence for other reasons influencing learners' motivation. It mostly occurs due to fear of the judgment of classmates, and of the teachers' evaluation, in addition to other external factors or inability to solve a certain problem in the past. Consequently, learner's psychology in such case may present him as a lazy or a passive learner, besides distracting him from concentrating and remembering new items. Thus, the teacher ought to consider this situation by encouraging his learners to be more interactive. (Brown 2007:160).

2.6.2 Risk Taking

Another important parameter that influences learners' motivation is the learners' sensitivity to risk taking. This latter has a huge effect on the learners' use of the speaking skills in and outside the classroom, because it constitutes such a challenge for foreign language learners to confront others using the target language. Risk taking is seen as doing something dangerous with uncertainty of its results. Beebe (1983) sees risk taking as *“a situation where an individual has to make a decision involving choice between alternatives of different desirability; the outcome of the choice is uncertain; there is a possibility of failure”*(Beebe p 433). While on the other hand Ely (1986) assumed that though risk taking has multiple negative outcomes like pain, criticism.....etc, such case can be changed into positive results if risk taking is managed positively.

Risk taking learners are seen as good students which language teachers seek to find in the classroom, and it is claimed to be totally related to language learning improvement, since it enables learners to overcome participation fear.(Skehan.1989) (as cited in Bouhnik 2015:85) .

2.6.3 Anxiety

Anxiety is a feature that exists in every teaching classroom. This latter can be found even when expressing ideas using our mother tongue, not to mention the attempt of expressing thoughts using a foreign language. Besides just the fact of learning a foreign language can result in serious stress (Hewitt & Stefenson, 2011). The role of anxiety in language learning was the centre of focus for many researchers since early 1970s, researchers like Gardner & Macintyre Philips, ...etc

Macintyre (1999) defines foreign language anxiety as “*worry and negative emotional reaction aroused when learning or using a second language*”(p.27). while Horwitz and Cope(1986) identify three different kinds of foreign language anxiety, which are communication apprehension, fear of negative evaluation, and test anxiety. These three kinds were selected by developing a questionnaire that is composed of 33-items to measure learners’ language anxiety. This questionnaire was known under the name of Foreign Language Classroom Anxiety Scale (FLCAS). Through the findings of the conducted studies about the previous scale of anxiety, researchers found that few studies have shown a positive relationship between language anxiety and language achievement, while most of them showed that language anxiety is negatively related to language achievement .Thus, it is up to the teacher to invest his learners anxiety and energy by guiding it toward positive outcomes.

2.6.4 Extroversion and Introversion

Learner’s introversion or extroversion is highly misinterpreted in a sense that sometimes teachers may see an introvert learner to be more like an extrovert person who is talkative, always attending parties, and who enjoy the company and complements of others. While the truth is that an extrovert learner is not always talkative and active in the

classroom , but he /she shares one feature with an extrovert person which increase their care for others' ego complement which would increase their self esteem and sense of wholeness (Brown 2007:166).

However, on the other side introversion is generally related to the first impression that we have about an introvert person which is *“introverts, conversely, are thought of as quiet and reserved, with tendencies toward reclusiveness ”*(Brown 2007. P 166).But introvert learners are considered to be the opposite of extrovert ones, because introverts can have an inner sense of strong character which extroverts do not have (Brown,2007:166).

Ausubel (1968) noted that introversion and extroversion are generally misunderstood from a social point of view which sometimes cause the teacher to misjudge an introvert or extrovert learner depending on his way of interacting in the classroom. For example introvert learners may be seen by the teacher as lazy learners who do not participate, while an extrovert learner may be judged as a noisy and trouble making learner. Thus this would lead the teacher to use measurements that can affect the learner's motivation and grades.

2.7 Competency Based Approach and Learners Motivation

Effective learning can be a hard task to be fulfilled. The teacher needs to apply certain disciplines in order to keep his students involved and interested, so that they are not inclined to misbehave in the classroom.”You are able to act in an acceptable manner, you will no longer have to stand outside in the hallway" is one of the disciplines that are implemented by many teachers. Sometimes though the teaching is effective, still there is no guarantee that there will be no discipline problems. To that extent, even effective teachers must have a backup system for such cases. (Tauber2007:13)

2.7.1 Group Working

There are numerous ways in which teachers can group their students, one of these grouping is the whole-class teaching in which the teacher sees all students as one group . This latter may have both advantages and disadvantages. Whole-class teaching gives the learner a sense of belonging among his classmates, and this is something that needs to be fostered by teachers, like situations in which we are involved all together in one activity. This would create common features that help in strengthening the bond between students. Furthermore whole-class teaching makes the task of sharing emotions like happiness and amusement much easier. It is especially good for giving explanations and instructions. Beside it is an ideal way of showing materials whether in pictures, texts, audio or videotape. This is also an economic way both in terms of material production and organization. However, this way is sometimes not adequate because everyone is forced to do the same thing as his classmates, at the same time and the same pace. Which demands that all students master each competency in addition to its language skills, and this is not the case in any classroom, because the level of students differs from one to another. Whole-class teaching may sometimes push the students to rely on their active classmates without being responsible for their own learning. (Harmer2001:115)

2.7.2 Pair Working

One of the classroom settings that teachers usually use in teaching is pair working.

“in pair work students can practice language together, study a text, research language or take part in information-gap activities. They can write dialogues, predict the content of reading texts, or

compare notes on what they have listened to or seen”(Harmer,2001:116)

Pair work can also be positive and negative, because it increases the amount of speaking in the classroom which helps in developing both the listening and speaking skills of students. This method helps the teacher to control the class easily, and to correct the pairs answers quickly. It also generates an atmosphere of challenge among students to find the right answer first . However, pair work environment can be very noisy sometimes and this can be both distracting for some students and unacceptable for some teachers. In addition , students in pair work setting sometimes tend to change the topic of the exercise into something completely different, and mostly misbehaving in the process. Moreover some students think that doing pair work is not successful in developing language skills since your classmate may be as linguistically weak as you are (Harmer 2001:116) .

2.7.3 Individual Learning: Students on Their Own

Individual learning is the opposite of that of whole-class setting in many aspects. Individual learning can be held both inside and outside the classroom in a sense that learners inside the classroom try to answer tasks given to them without the help of neither the teacher or classmates and that is applied on all the learners, using in the process their pure knowledge and language competencies. Individual learning is the first step toward the learner's autonomy. This latter cannot be achieved unless the learner has previous knowledge and alternative sources of information beside the teacher, which are related to subject or specialty he is studying. while outside the classroom individual learning is more likely autonomous because at this stage the learner is involved in extensive reading , meaning that he/she already has an idea about what he wants to learn and about the methods of obtaining extra information about it without the need for any help. This kind

of individual learning is considered very rare due to the fact that it costs too much time and effort.(Harmer2001:117)

The teacher's role in individual learning is to use some ways such as asking learners to read a passage of text for a limited time, and then answering questions related to this passage individually; or to provide them with different worksheets that contain different tasks according to their tastes and abilities. The teacher's responsibility is to provide his learners with enough instructions and sources of information when needed, so that the learner would be encouraged and motivated. The most important aspect for an effective individual classroom setting is mutual feedback between the teacher and learners, this feedback helps the teacher in selecting the appropriate subjects which are related to his learners needs (Harmer2001:117).

Conclusion

This chapter started by providing definitions and types of motivation from different point views of scholars, and attempted to make a relationship between what we call motivation and language skills in a way that one completes the other. In addition, it highlights different techniques and strategies for motivating learners to study a foreign language. Finally this chapter ended by giving a general view over various reasons that reduces one's motivation to learn a foreign language, with the inclusion of some effective solutions that teachers can apply in order to recover learners' motivation.

Chapter Three

Chapter Three: Data Analysis and Results Interpretation

Introduction

This chapter concerns the practical study of this research. It aims to tackle the issue of learner's motivation at the level of fourth year at IBN khaldoun Ougrout middle school in Adrar as a case study. It seeks also to investigate problems that students encounter in classroom motivation and participation. This chapter is also an attempt to discuss the motivational obstacles that teachers usually face with their learners during teaching. Additionally, part of the chapter gives interest to the aspects of teachers using the CBA for facilitating learners' interaction. Thus, the focus is put on teachers' view of the nature of an approach. At last, solutions and recommendations are provided as an attempt to solve these research problems.

3.1 The Research Design

One of the research methods that are usually followed to study educational issues is the descriptive method. Scientists and scholars claim that this method is based on the observations and descriptions of the problem being tackled. There are several steps that this method is based on. These steps are hypothesis, observation and conclusion. In this research, the hypothesis firstly seeks to investigate the problem of whether pupils are motivated to learn English language through the implementation of CBA. The hypothetical study also attempts to conclude to which extent do teachers implement the CBA. Secondly, the study observation is made through the investigation of learners' and teachers' responses. At last, the analysis of both learners and teachers responses would lead to describe to which extent the studied issue is found either positive or negative among the participants. Consequently,

the questionnaire results and conclusions will be the major key to come up with the appropriate alternative solutions for the problem.

3.1.1 Research Instrument

There are different research instruments in which a researcher can use to study educational, social and even political problem. Among these instruments are questionnaires, surveys, participant observations, recordings, etc. This research is based on the analysis of questionnaires distributed among both teachers and learners to reach its objective. Learners' questionnaire is a total of fifteen questions composed of yes /no questions and multiple choice questions which attempts to study the motivation among pupils. On the other hand, teachers' questionnaire also consists of yes /no and multiple choice questions which seek to investigate the implementation of CBA among teachers.

3.1.2 The Sample

The sample of this research consists of both teachers and learners. Concerning learners, there are a total of 52 pupils both from girls and boys of fourth year at Ibn Khaldoun middle school at Adrar region. The learners' sample is the fourth year level because they are enough experienced in English language at the middle school level. However, 10 teachers' responses are chosen from various middle schools at Adrar.

3.2 Learners' Questionnaire

As mentioned previously, learners' questionnaire was distributed among a total number of 52, among 38 girls and 14 boys of fourth year learner at Ibn Khaldoun middle school. This questionnaire consists of 15 questions containing yes /no and multiple choice questions. The main objective of these questions is to investigate the problem of motivation among the fourth year learners at this level.

3.2.1 Analysis of the questionnaire

Table3.1. Learner's Gender

Participants	Frequency	Percentage
Male	14	27 %
Female	38	73%
Total	52	100 %

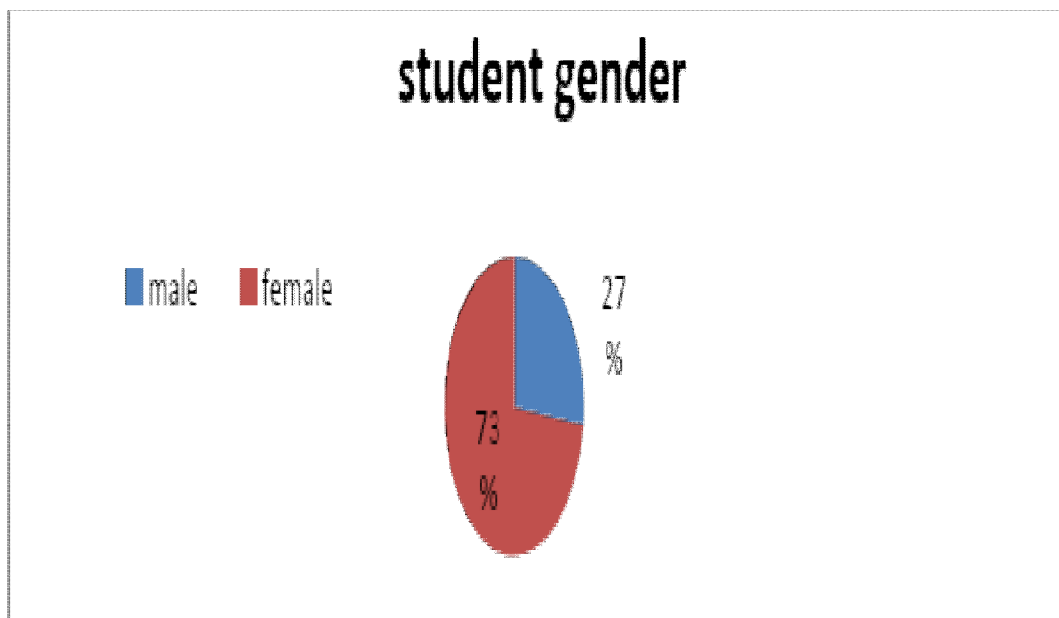


Figure 3.1. Participants' Gender

Figure 3.1 shows that the total number of participants is 52 which indicate the full percentage 100%. Among them are 14 boys representing 27% and 38 girls which represent 73%.

Question 01: What is your favorite foreign language?

Table3.2: Learners' Favorite language

Responces	Frequency	Percentage
English	28	54%
French	24	46%
Total	52	100%

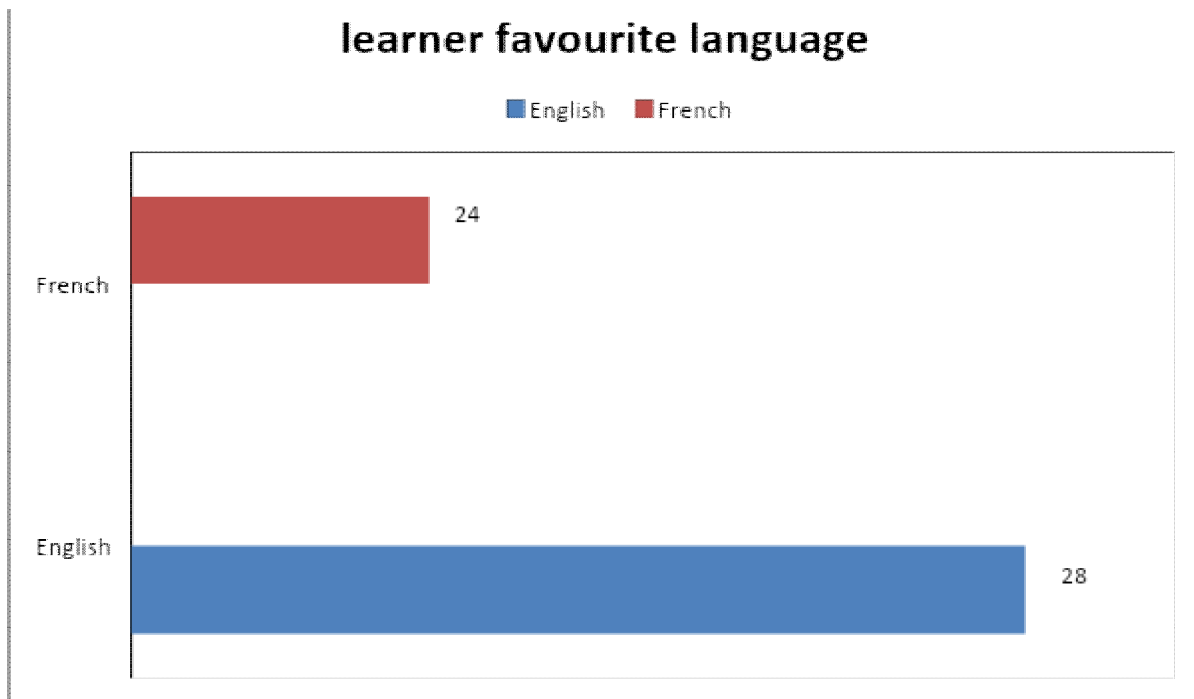


Figure3.2 Participants' Favourite Language

This question seeks to conclude whether pupils are basically motivated to learn English as a foreign language. Table3.2 shows that 28 learners state that they favour English as a foreign language, the rest 24 learners affirmed that their favourite foreign language is French.

Question 02: What is your level in English?

Table 3.3 : Pupils' English Level

Responses	Frequency	Percentage
Good	13	25%
Average	24	46%
Weak	15	29%
Total	52	100%

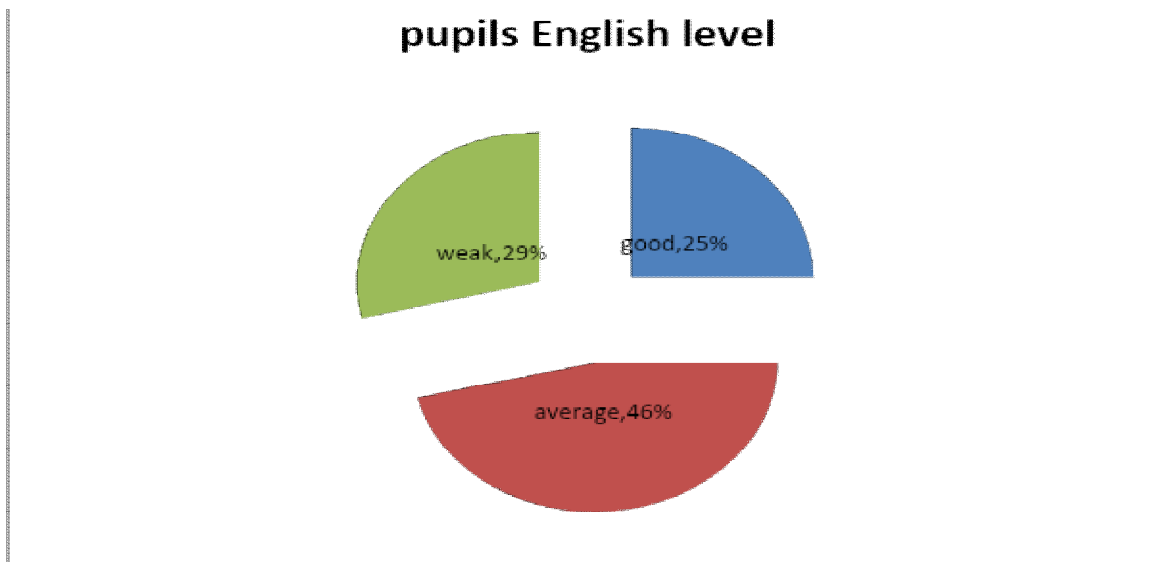


Figure 3.3 learners' English Level

Table 3.3 shows that 24 learner representing 46 %out of 52 pupils assert that their level in English is average, 13 representing 25% state that their level is good. Whereas 15 pupils affirm that their level is weak.

Question03: How often do you practise English outside school?

Table3.4: Learners' English Practice Outside Classroom

Responses	Frequency	Percentage
Always	4	8%
Sometimes	37	71%
Never	11	21%
Total	52	100%

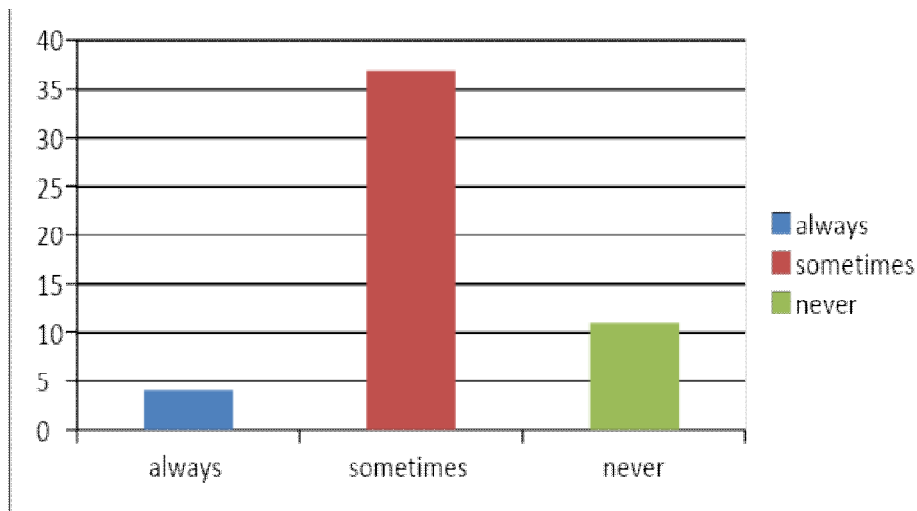


Figure 3.4: Learners' English Practice Outside Classroom

This question attempts to investigate learners' English practice out of school. It shows that 37 pupils presenting 71 % state that they sometimes practise English, 11 pupils admit their lack of practice. At last only 4 pupils admit that they always practise English.

Question04: Do you participate during English courses ?

Table 3.5: Learners' Participation in English Courses

Responses	Frequency	Percentage
Yes	38	73%
No	14	27%
Total	52	100%

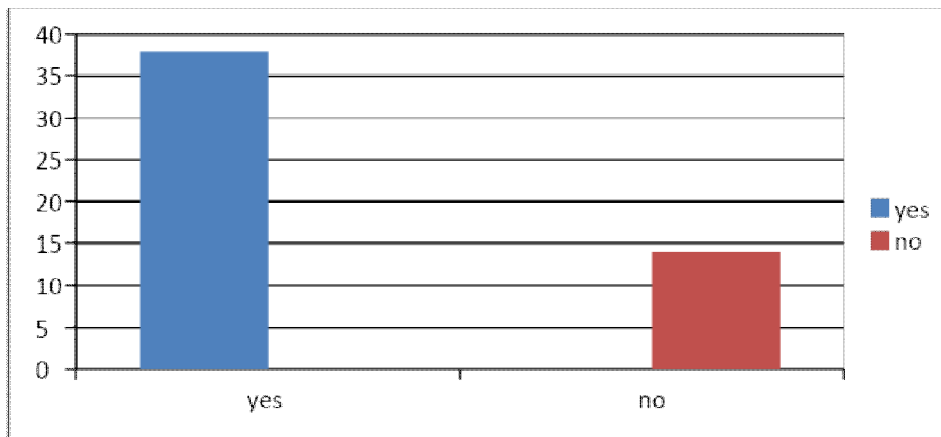


Figure 3.5: Learners' Participation During English Courses?

Learners' answers in tables 3.5 represent learners' English participation in classroom. It expresses that 38 out of 52 assert that they participate in English courses. Only 14 state that they do not participate in English lessons. There are several reasons behind learners' lack of participation. Among these factors we mention anxiety, inhibition, risk taking.....etc.

Question05: Do you feel that your teacher of English does not give you the opportunity to participate?

Table 3.6: Learners' Participation Opportunity

Responses	Frequency	Percentage
Yes	46	88%
No	6	12%
Total	52	100%

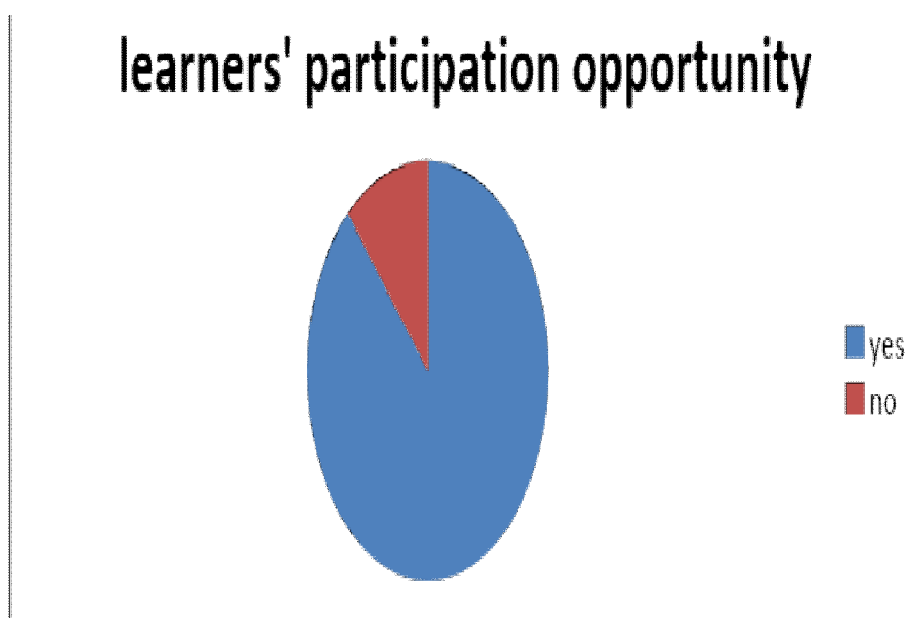


Figure 3. Learners' Participation Opportunity

From table 3.6, we notice that it seeks to know whether teachers give their learners equal chance to participate in classroom (participation opportunity) or not. It is found that 46 pupils indicated that they were given the opportunity of classroom participation. Whereas only 6 pupils affirmed the opposite.

Question 06: Does your Teacher of English use visual aids or teaching tools?

Table 3.7: Teachers' Audio Visual Use

Responses	Frequency	Percentage
Yes	43	83%
No	9	17%
Total	52	100%

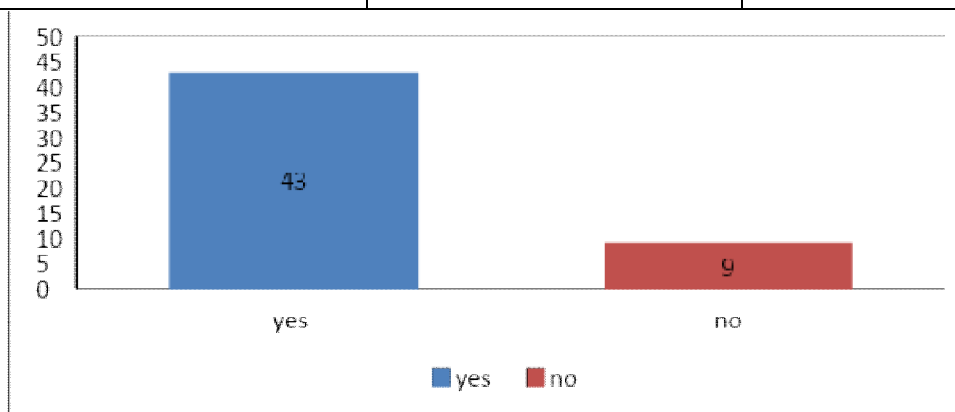


Figure 3.7: Teachers' Use of Audio Visual Aids

From table 3.7 we can see that 43 pupils out of 52 admit that their teachers use audio visual aids in classroom, while only 9 pupils denied their teachers use of audio visual aids.

Question07: Do you like watching / listening English programs?

Table3.8: Learners' Listening to English Programs

Responses	Frequency	Percentage
Yes	38	73%
No	14	27%
Total	52	100%

listening to English programs

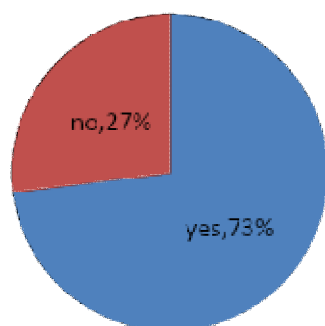


Figure 3.8: Learners' Listening to English Programs

Figure 3.8 shows learners' answers when asked whether they listen or watch English programs. 38 pupil say that they listen and watch English programs. While 14 pupil admit that they do not listen or watch English programs.

Question08: Do you usually practice English in your school?

Table 3.9: Learners' English Practice at School

Responses	Frequency	Percentage
Yes	21	40%
No	31	60%
Total	52	100%

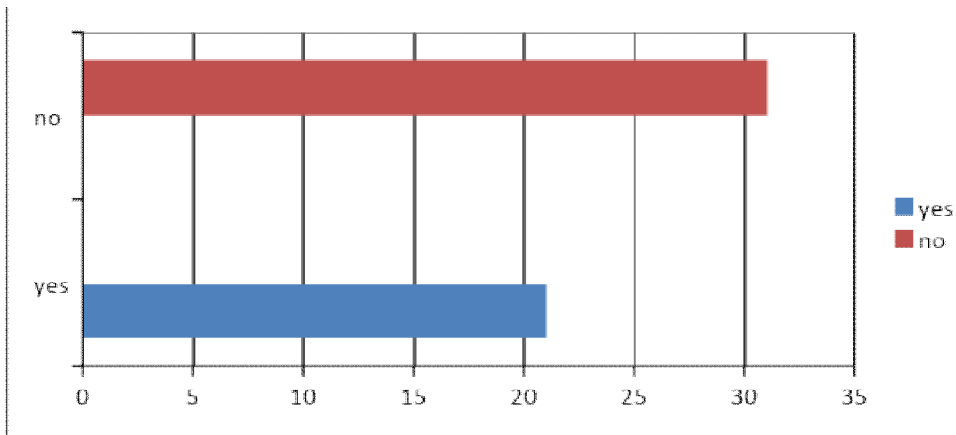


Figure 3.9: Learners' English Practice at School

Table 3.9 shows pupils answers about their English practice at school. 31 out of 52 pupil indicate that they do not practise English at school (answered no). While 21 pupils admit their practice of English at school.

Question 09: Do you try to learn new vocabulary about your real life?

Table 3.10: Learning Vocabulary about Real Life

Responses	Frequency	Percentage
Yes	40	77 %
No	12	23 %
Total	52	100 %

learning vocabulary about real life

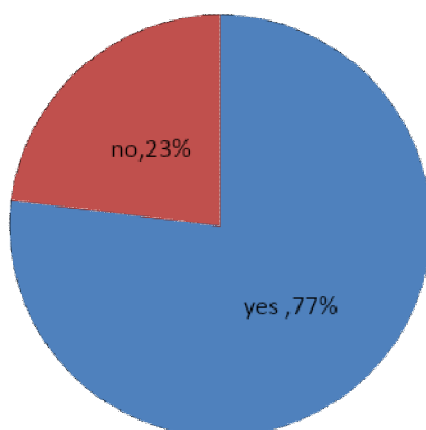


Figure 3.10: Learners' Learning Vocabulary about Real Life

Table 3.10 and figure 3.10 is about pupils vocabulary learning. Their answers express that 40 out of 52 pupils presenting 77 % admit that they learn new vocabulary about real life; however, only 12 participants reveal the contrary.

Question 10: Which of the following classroom settings encourages you more to participate in English?

Table 3.11: Classroom Setting

Responses	Frequency	Percentage
Group Work	32	62 %
Pair Work	16	31 %
Individual Work	4	7 %
Total	52	100 %

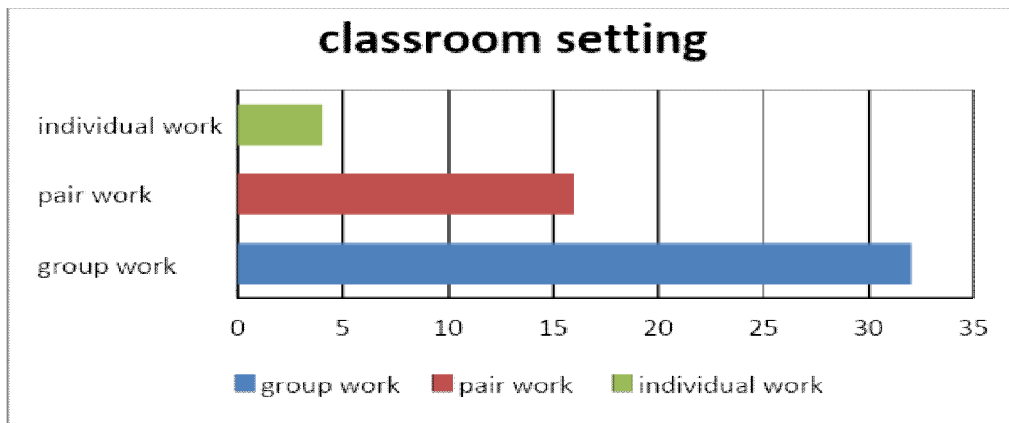


Figure3.11: Skills Helps Learners More to Learn English?

When we ask learners about which classroom setting helps them more to participate in classroom, their answers are as follows: 62 % of them state that they feel at ease when they work in groups, 31 % affirm that they prefer to work in pairs, while only 7 % of learners like to work individually.

Question11: Which of the following skills helps you more to learn English?

Table 3.12: Most Used Language Skill

Responses	Frequency	Percentage
Listening	14	27 %
Speaking	27	52 %
Reading	10	19 %
Writing	1	2 %
Total	52	100 %

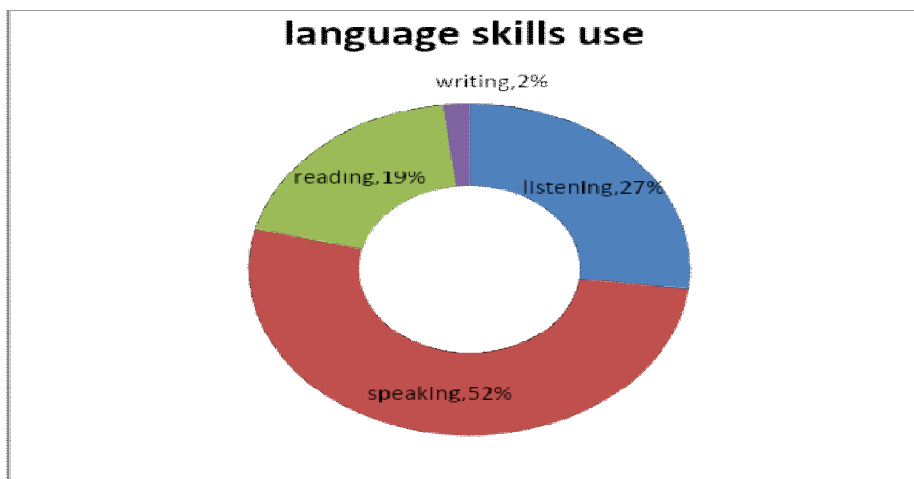


Figure 3.12: Most Used Language Skill Helps Pupils to Learn English

As shown in table3.12 and figure3.12, which is concerned with the skill that encourages learners to learn English, 27 Learners representing 52 % say that the speaking skill helps them more to learn English and 14 pupil representing 27 % admit that they use the listening skill the most. 10 of them representing 19 % state that they prefer reading than the other skills. At last only 1 pupil representing 2 % prefers to write.

Question 12: How often do you use the listening skill ?

Table 3.13: The Use of the Listening Skill

Responses	Frequency	Percentage
Always	8	16%
Usually	15	29%
Sometimes	24	47%
Rarely	4	8%
Total	52	100%

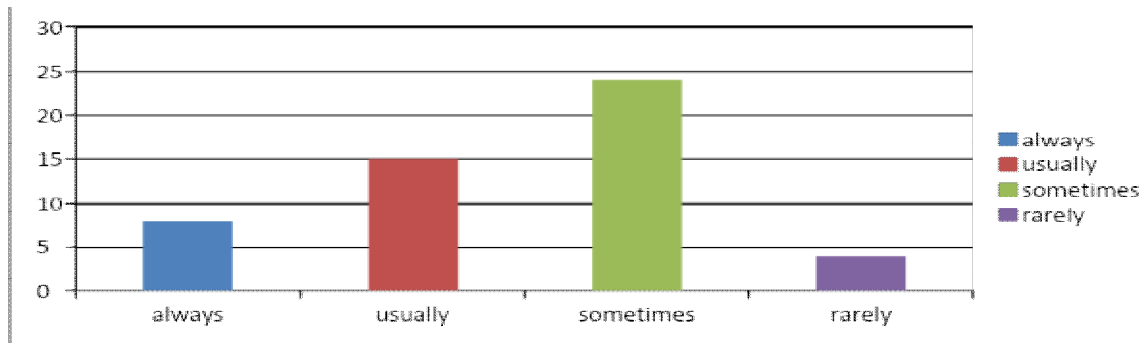


Figure 3.13 : The Use of the Listening Skill

Figure 3.13 reveals the use of the listening skill among learners to know how far they are motivated to listen English .It shows that only 8 pupils stated that they usually listen to English,15 answered that they usually listen to English, However , 24 pupils declared that they sometimes listen to English .At last only 4 members admitted that they rarely listen to English.

Question13: How often do you use the speaking skill ?

Table 3.14: The Use of the Speaking Skill

Responses	Frequency	Percentage
Always	5	10 %
Usually	5	10 %
Sometimes	32	61 %
Rarely	10	19 %
Total	52	100 %

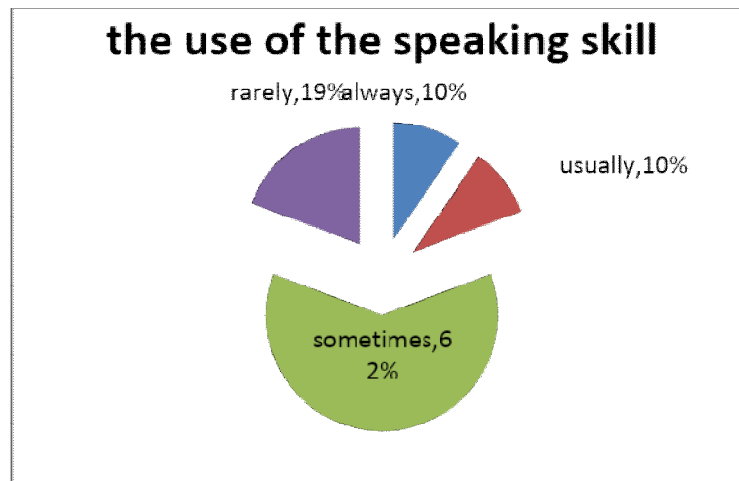


Figure3. 14: The Use of the Speaking Skill

Table 3.14 tackles the use of the speaking skill among pupils. It shows that only 5 learners declare that they always speak English; other 5 learners state their usual use. The highest percentage of sometimes went to those 23 pupils. Finally, 10 learners announce their rare practice.

Question14: How often do you use the reading skill?

Table 3.15: The Use of the Reading Skill

Responses	Frequency	Percentage
Always	5	10 %
Usually	7	13 %
Sometimes	30	58 %
Rarely	10	19 %
Total	52	100 %

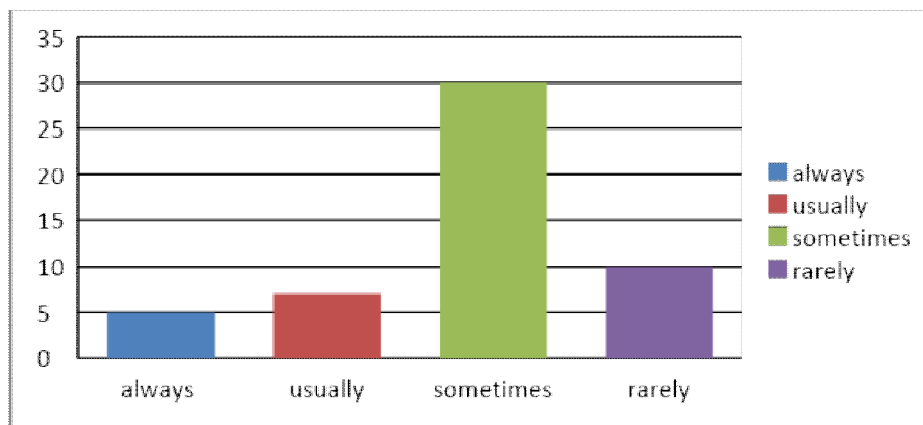


Figure3. 15: The Use of the Reading Skill

The discussion about the use of the reading skill is shown in table 3.15. It states that a high percentage went to 30 pupils who sometimes use the reading skill with 58 %, then 10 pupils admit that they rarely read in English. 5 learners say that they always read in English, while 7 stated that they usually practice the reading skill.

Question 15: How often do you use the writing skill?

Table 3.16: The Use of the Writing Skill

Responses	Frequency	Percentage
Always	12	23 %
Usually	8	16 %
Sometimes	22	42 %
Rarely	10	19 %
Total	52	100 %

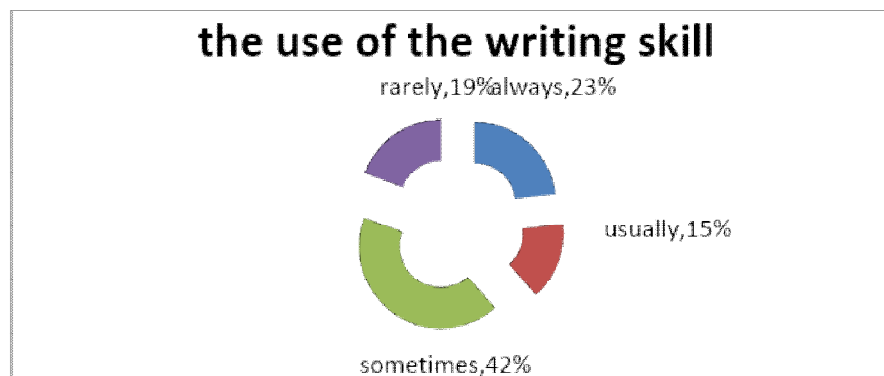


Figure3. 16: The Use of the Writing Skill

Table 3.16 represents the use of the writing skill among pupils. 22 learners say that they sometimes write and 12 learners state that they always use the writing skill, 8 learners say that they usually write in English. Whereas 10 of them admit that they rarely write in English.

3.2.2 Findings and Discussions

The analysis of students' Questionnaire reveals that the high percentage of participants are females with a percentage of 73% whereas boys represent only 27% of the total sample. At first the total number of the distributed questionnaire was 80 copies, but only 52 papers were taken back. On the other hand, when we asked pupils about their level in English language, we found that about 46% of pupils were average in English which represented about the half percentage of the learners who participated in the questionnaire. This demonstrates that learners still need to improve their level of English to perform better in classroom interaction. The next question was about pupils' English participation outside classroom. The results show that a very low percentage of learners practise English outside classroom. This leads us to think about the reasons behind this lack of practice and to come up with the appropriate solution for this problem. Because the main objective of this questionnaire is to study the issue of motivation among learners, questions about this

problem were addressed to learners to know how far they are motivated to learn and which problems reduce their interaction.

On the same perspective, the fact that pupils level is mostly average though they admit that they participate during English courses , guides us to ask about the motivational techniques that teachers use and whether they are effective or not. Among the motivational aspects meant in such case are: teachers' use of audio visual aids, teacher treatment toward learners, classroom setting used by teachers and the implementation of motivating rewards. Additionally, when pupils were asked about which language skill helps them more to learn English, their answers admit that 52% of them find the speaking skill as the most helpful. Consequently, teachers ought to inform their learners about the importance of the other skills, listening , reading and writing .

3.3 Teachers' Questionnaire

Teachers' questionnaire is a combination of 15 questions including yes /no and multiple choice questions .It was distributed among 10 teachers from a number of middle schools taken arbitrary at Adrar region. This questionnaire seeks to investigate teachers' view about the Competency Based Approach (CBA) as a motivational factor. It seeks to conclude to what extent do teachers implement this approach in their teaching

3.3.1 Analysis of the Questionnaire

Questions 01: How long have you been teaching English?

Table3.17: Teachers' Teaching Experience

Responses	Frequency	Percentage
From 1 to 3 years	2	20 %
From 4 to 7 years	3	30 %
From 7 to 15 years	2	20 %
More than 16 years	3	30 %
Total	10	100 %

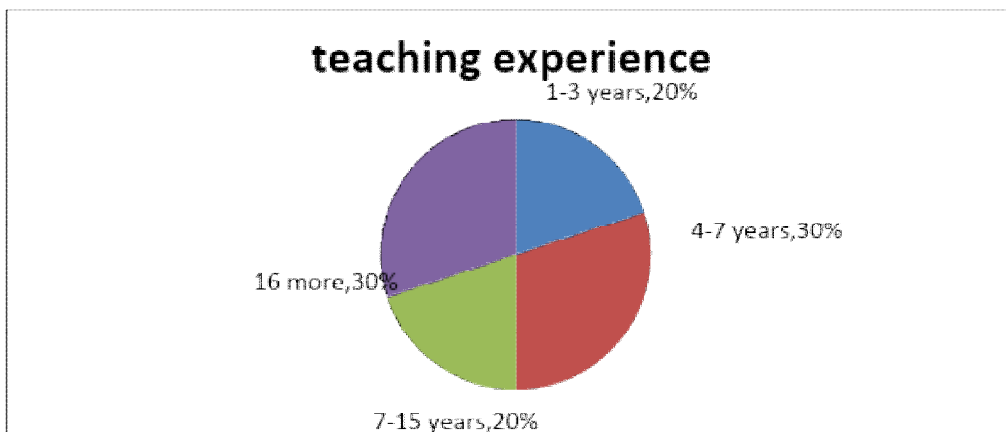


Figure 3.17: Teachers' Teaching Experience

According to table 3.17, we notice that the percentage of teachers' years of experience vary from one teacher to another, but still are close in terms of percentage. Besides, teachers who have been teaching for 3 years or less represents 20%, whereas teachers experience from 4 to 7 years is 30%, which is more than teachers from 7 to 15 that represents 20%, and the last percentage (30%) illustrates teachers who taught more than 16 years.

Question 02: Do you consider the teaching process?

Table 3.18: Teachers' Teaching View

Responses	Frequency	Percentage
An easy task	1	10 %
A difficult task	9	90 %
Total	10	100 %

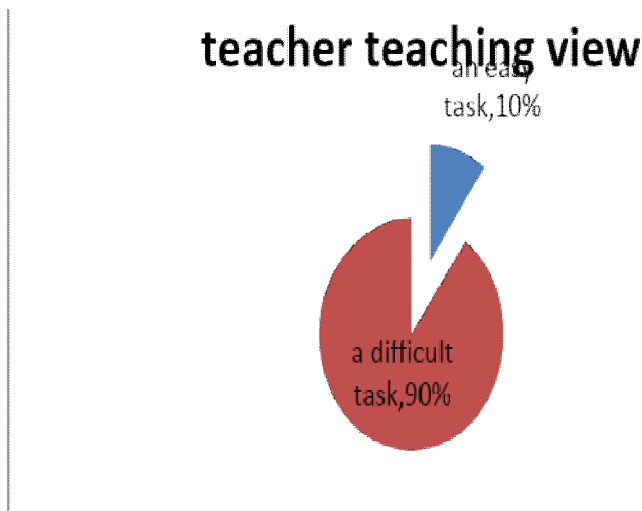


Figure 3.18: Teachers' Teaching View

From table 3.18 above, it is clear that the majority of teachers which equal 90% agree that teaching is a difficult task, whereas only 10% claim the easiness of the task.

Question 03: Do you enjoy teaching English language?

Table 3.19: Teachers' Opinion about Teaching English Language

Responses	Frequency	Percentage
Yes	10	100 %
No	0	0 %
Total	10	100 %

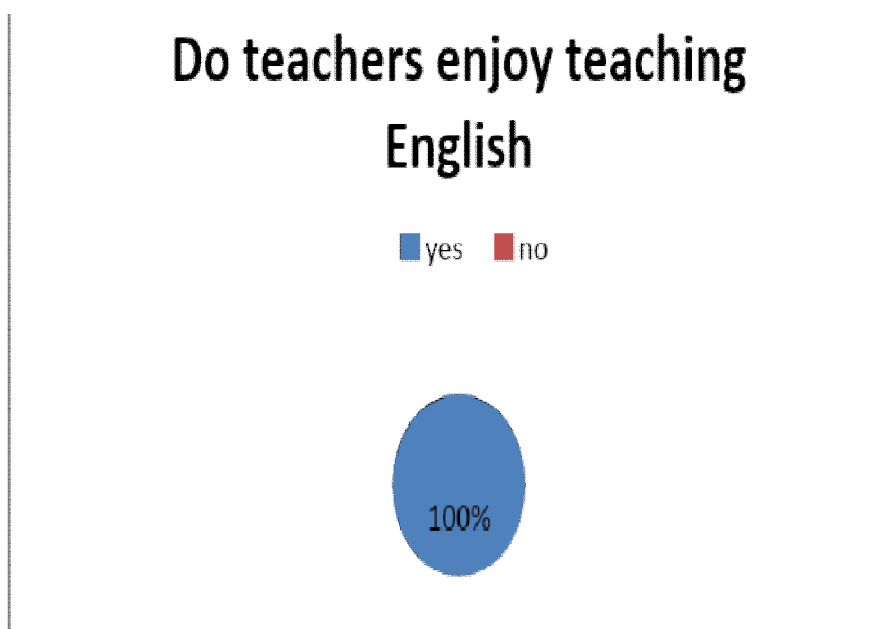


Figure 3.19: Teachers' Opinion about Teaching English Language

Table 3.19 states that the whole sample of participants (10 teachers), which is 100%, respond yes for English language teaching Enjoyment.

Question 04: According to you what is the role of an approach in the teaching process?

Table 3.20: Teachers' View about the Role of an Approach

Responses	Frequency	Percentage
Reaching an objective	8	80 %
A certain guide	0	0 %
Teaching facilitator	2	20 %
Total	10	100 %

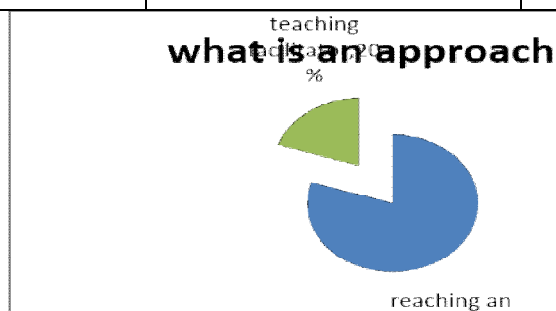


Figure 3.20: Teachers' View about an Approach

Table 3.20 shows that 80% of teachers saw an approach as a means of reaching an objective and 20% of them saw it as a teaching facilitator, whereas none of them (0%) consider it as a guide.

Question 05: Do you know what does the Competency Based Approach mean?

Table 3.21: Knowing the CBA Meaning

Responses	Frequency	Percentage
Yes	9	90 %
No	1	10 %
Total	10	100 %

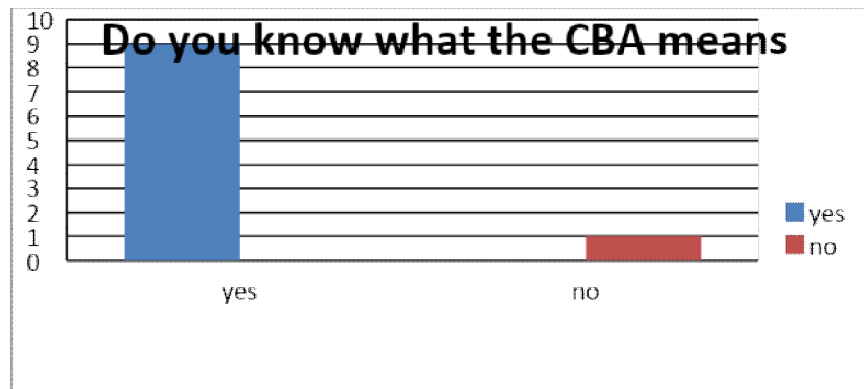


Figure 3.21: Teachers' View about CBA

The previous table 3.21 demonstrates that almost all participants (90%) of teachers asserted knowing the meaning of the CBA, while only 10% of them responded to this negatively.

Question 06: To what extent do you use the Competency Based Approach in your teaching?

Table 3.22: The Extent of Implementing CBA

Responses	Frequency	Percentage
Totally	0	0 %
Partly	9	90 %
Not at all	1	10 %
Total	10	100 %

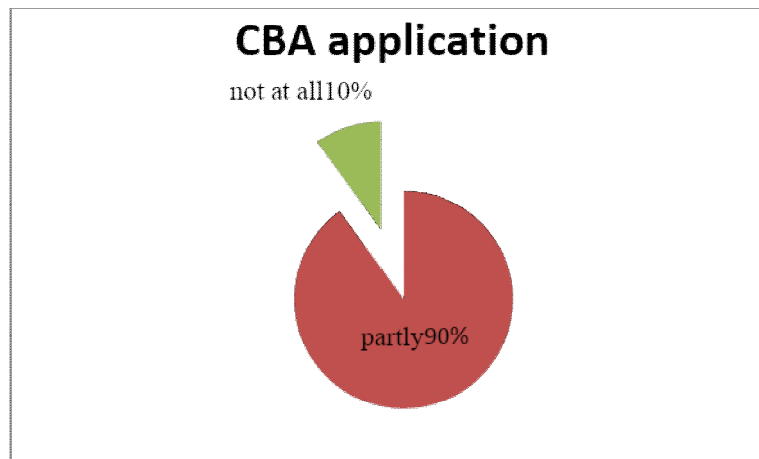


Figure 3.22: Teachers' CBA Implementation

From table 3.22, we conclude that 10% of teachers do not use the CBA in their teaching. Besides, 90% of teachers use the CBA partly in their teaching. While no one of them affirmed to use it totally.

Question 07: Do you think the competency based approach help you motivate your learners?

Table 3.23: CBA Learners' Motivation

Responses	Frequency	Percentage
Yes	8	80 %
No	2	20 %
Total	10	100 %

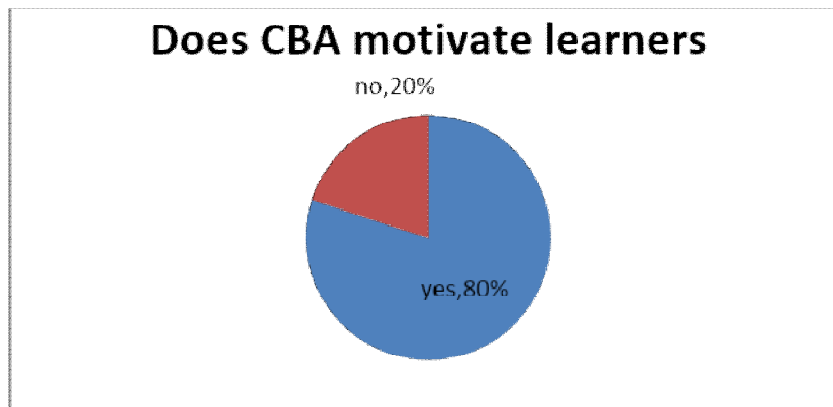


Figure 3.23: The Role of the CBA in Motivating Learners

Table 3.23 expresses that 80% of teachers agree that the CBA helps them in motivating their pupils, while only 20% denied its effectiveness.

Question 08: How much do you think the Competency Based Approach help you motivate your learners?

Table 3.24: Extent of the CBA Help in Motivating Learners

Responses	Frequency	Percentage
A lot	2	20 %
A little	7	70 %
Not at all	1	10 %
Total	10	100 %

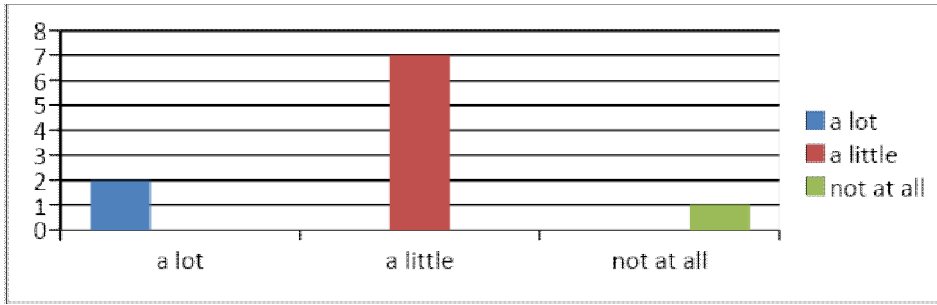


Figure 3.24: Extent of the CBA Help in Motivating Learners

Table 3.24 states that only 20% of teachers assert that using CBA helps them a lot to motivate their pupils. The majority (70%) of participants reveal that it helps a little. While the rest 10% which stands for one teacher declares that the CBA does not help at all in motivating pupils.

Question 09: Do your pupils often participate during the session?

Table 3.25: Pupils Participation

Responses	Frequency	Percentage
Yes	6	60 %
No	4	40 %
Total	10	100 %

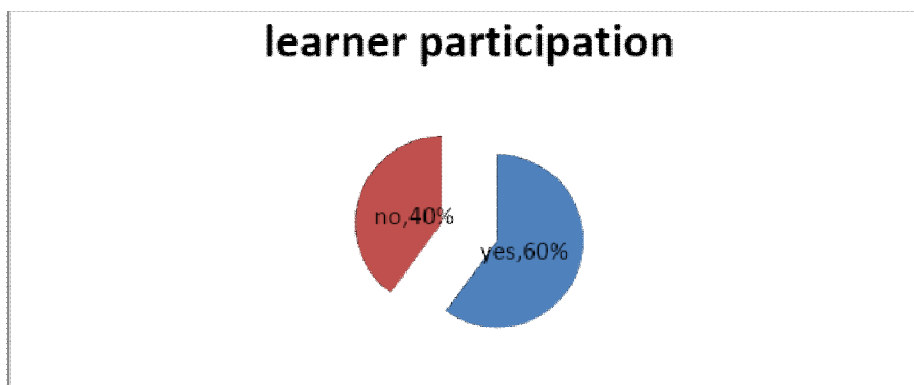


Figure 3.25: Learners' Participation

It is noticeable in Table 3.25 that the majority of learners (60%) do participate during English session, while 40% of teachers illustrate the frequency of pupils who do not participate.

Question 10: What type of classroom techniques do you usually use to motivate your pupils?

Table 3.26: Type of Classroom Setting Used

Responses	Frequency	Percentage
Pair Work	7	70 %
Group Work	2	20 %
Individual Work	1	10 %
Total	10	100 %

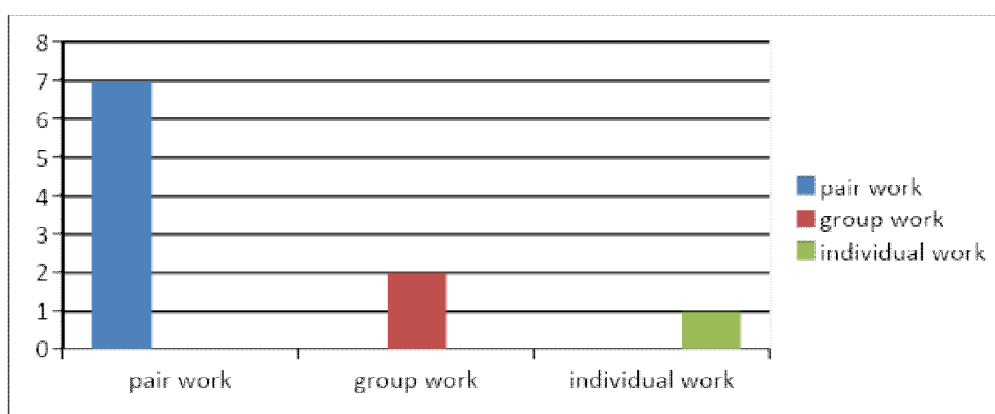


Figure 3.26: Use of Classroom Settings

Figure 3.26 shows a huge distinction in-between the variables of classroom setting used by teachers in our sample. 70% of teachers affirm their use of pair working. Besides, 20% declare using group working. And just 10 percent respond to using individual working strategy.

Question 11: Do you use audio visual aids in your teaching?

Table 3.27. Teachers' Use of Audio Visual Aids

Responses	Frequency	Percentage
Yes	8	80 %
No	2	20 %
Total	10	100 %

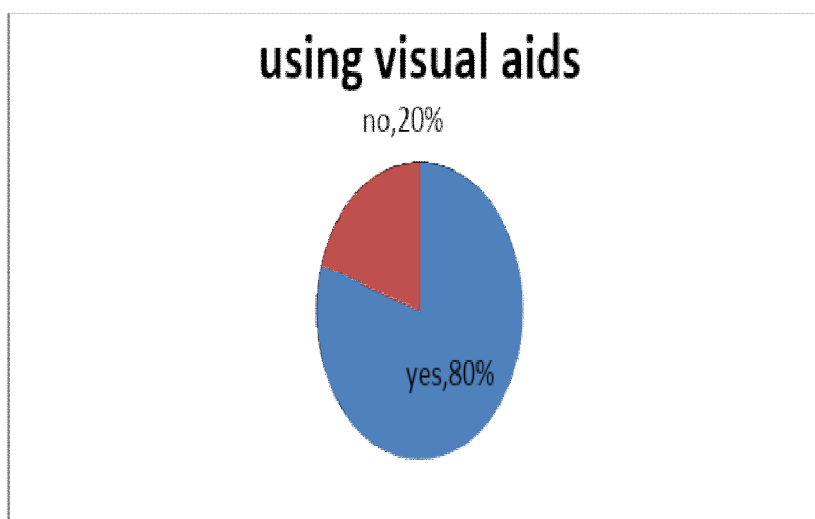


Figure 3.27: Teachers' Use of audio Visual Aids

From Table 3.27, we conclude that 70% of teachers use audio visual aids more often, and only 30% of them declare their use of audio visual aids in their teaching programs.

Question 12: Do you think your pupils' feedback about your lectures is important?

Table 3.28: The Importance of Pupils' Feedback

Responses	Frequency	Percentage
Yes	9	90 %
No	1	10 %
Total	10	100 %

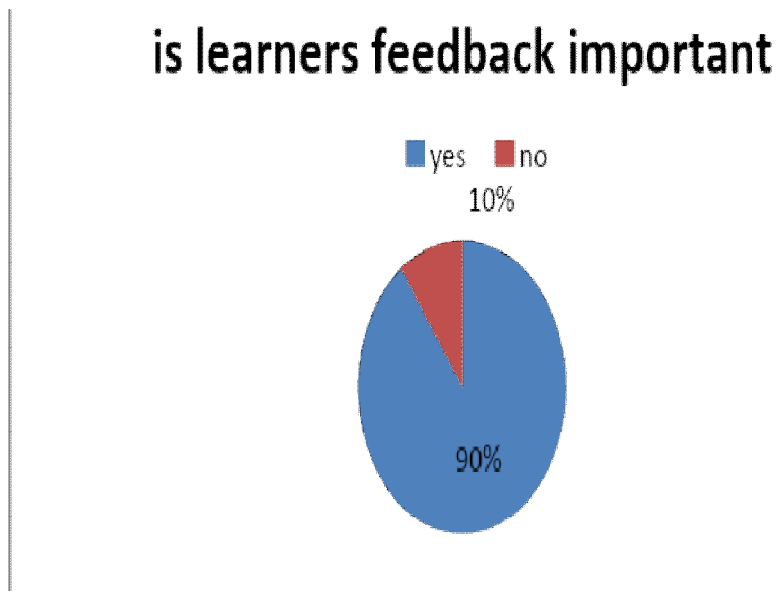


Figure 3.28: The Importance of Learners' Feedback for Teachers

The above table 3.28, indicates that 9 teachers out of 10 (90%) in our sample assert that their learners' feedback is necessary and important, when only one teacher (10%) claims that it is unnecessary.

Question 13: Which of the following difficulties you usually face in your teaching?

Table 3.29: Teachers' Teaching Difficulties

Responses	Frequency	Percentage
Lack of participation	2	20 %
Lack of concentration	7	70 %
Lack of attendance	1	10 %
None of the above	0	0 %
Total	10	100 %

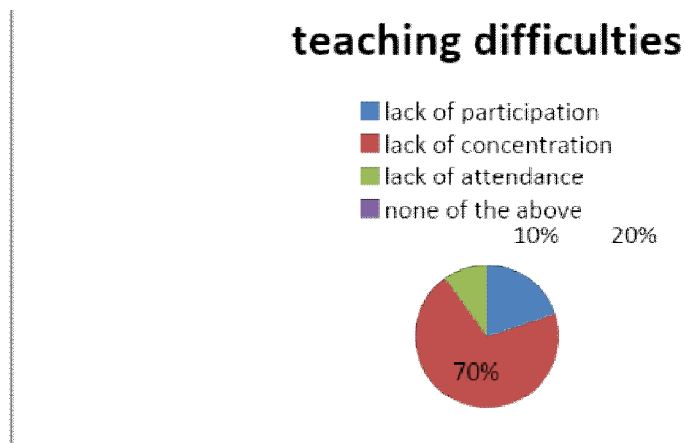


Figure 3.29: Teaching Difficulties

Depending on observation of table 3.29, we can notice that no one of the participants did choose the variable “none of the above”, which means that all teachers face teaching problems. They did not only complain about lack of participation (20%), but about the lack of attendance (10%) as well, while the majority which is 70% reported to have problems with pupils' concentration.

Question 14: How often do you give your pupils rewards to enhance their participation in classroom?

Table 3.30: The Frequency of Rewarding Pupils

Responses	Frequency	Percentage
Always	1	10 %
Usually	1	10 %
Sometimes	7	70 %
Never	1	10 %
Total	10	100 %

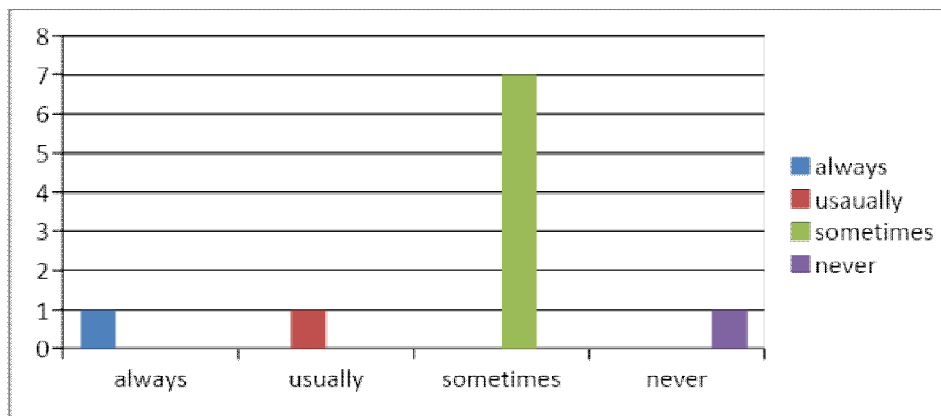


Figure 3.30: Teachers' Frequency of Using Rewards

As it is shown in table 3.30, 10% of teachers revealed that they always use rewards to enhance their pupils' participation, other 10% of them use it usually. While the last 10% presented a total absence of reward giving, and the highest percentage (70%) stands for those who sometimes use rewards.

Question (15): How often do you give your pupils rewards to enhance their participation in classroom?

Table 3.31: Strategies Used to Reward Learners

Responses	Frequency	Percentage
Providing extra marks	6	60 %
Using complements and praises	2	20 %
Giving presents and gifts	2	20 %
Others	0	0 %
Total	10	100 %

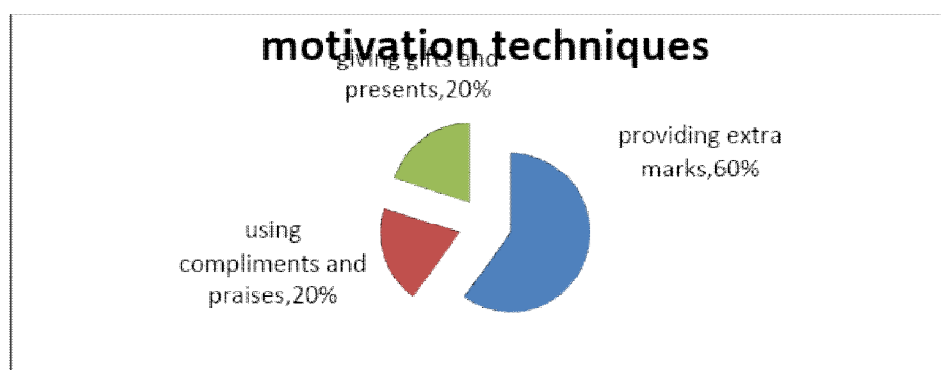


Figure 3.31: Teachers' Use of Motivation Techniques

Table 3.31, indicates that teachers' use of motivation techniques differs from one to another in terms of manner. The majority (60%) chooses providing extra marks as a reward. Beside 20% of them use compliments and praises, while the other 20% prefer to reward their pupils by giving them presents.

3.3.2 Findings and Discussion

It is worth mentioning that this questionnaire, which is devoted to teachers, included only 30% of well experienced teachers who asserted to have been teaching for more than 16 years, which appears to be the case of many teaching institutions nowadays. Thus, the teaching priorities and answers in this sample may seem to differ from one teacher to another.

Findings showed that 90% of teachers found teaching a difficult task, while for others 10% saw teaching as an easy task, and these results seemed to correspond perfectly to the results of question (13), which showed that all teachers had teaching problems. When our participants were asked about the role of an approach, 80% of them affirmed to use it as a means for reaching an objective, and 20% stated to use it as a teaching facilitator, but we conclude that most teachers tend to use a combination of approaches as one approach according to their learners' needs and capacities, because when asked about the extent of using CBA, no one of them affirmed to use it totally. While 9 teachers asserted to use it partly and only one teacher declared not to use it at all in his teaching.

Results of question (9) showed that 60% of learners do participate along the session, while 40% of them do not. And in comparison of question (9) with questions (11) and (14), we are to conclude that the use of audio visual aids and rewards have a great impact on learners participation and then in motivating them in the classroom.

From the analysis of this questionnaire, we were able to take a close look at some of the most common difficulties that teachers face every day, and introduced us to some of the techniques and strategies to motivate learners to study a foreign language.

Conclusion

This chapter has dealt with the practical study of the problem tackled in this research. It has discussed and analyzed data collection through the questionnaire previously distributed among learners and teachers. Its main objective is to provide a clear picture about the state of motivation among EFL learners in addition to showing difficulties that reduce their motivation. This chapter also concerns teachers' perspective about the use and implementation of the CBA as a motivational factor. Furthermore, it highlights teachers' perspective toward their learners classroom interaction. The main concern of this chapter is also to investigate practically the already highlighted theoretical issues. After analyzing data collection, this research concluded with some negative outcomes concerning EFL learning interaction. Among these facts, this research concluded that EFL are mostly facing Motivational obstacles into the learning process. On the other hand, the research study noticed some lack of interest concerning implementing the CBA among teachers. Thus, this research at last comes to provide some solutions in a form of strategies and guidelines.

Recommendations

Depending on the observation and the analysis of the previous findings related to our topic, which seek to facilitate the job of teachers, and at the same time keep learners motivated to study using a specific approach or method, some basic recommendations are to be given to both teachers and learners. First, in view of the fact that teachers are working under the authority of the Educational Academy, they are sometime obliged to apply a certain curriculum in their teaching. For this reason:

- 1) Teachers should update with the instructions of the educational academy.
- 2) The teacher should know about the modern methods of teaching.
- 3) The teacher should have access to all the necessary equipments of teaching.
- 4) The teacher should use rewards to encourage students.
- 5) The teacher should be friendly with students.

Second, since learners are considered to be a vital element in the process of teaching and learning, they sometimes find themselves under the pressure of teachers' attempts to achieve their educational goals at any cost. In this case it is up to the learner to make the course interesting by:

- 1) Thinking of each new course as a new experience.
- 2) Try to be active as much as possible during the session.
- 3) Try to make challenges on the level of education either inside or outside.
- 4) Foreign languages are not limited for classroom use.
- 5) No one can define you better than you do.

General Conclusion

This research study tackles the problem of motivation through the implementation of CBA among EFL middle school learners. It starts with the first chapter which concerns the study of the Competency Based Approach. It investigates this approach through the description of its notion. In addition, it shows the role of this approach in helping learner to be active in learning foreign languages. The second chapter highlights the notion of motivation in correlation with the learning process. Basically, it defines the term motivation and its types and how it can develop learners learning. At last, the third chapter concerns the investigation of all these issues practically. It attempts to discuss both the problem of learners' motivation and the issue of teachers' implementation of CBA.

From the results of both learners and teachers' questionnaire, we notice that both teachers and learners declare that EFL learners face the problem of motivation. The research indicate that learners face such problem due to some psychological factors such as inhibition, anxiety... etc. On the other hand, tackling the issue of implementing the CBA among teachers, the research considers the CBA as a helpful tool for learners' language learning. Consequently, the research finding encouraged the consideration of this approach as a motivational factor for education.

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Appendices

Appendices

Appendix 1:

Learners' Questionnaire

Dear students

This questionnaire aims to tackle the issue of enhancing learning English Language among EFL learners through motivation. We would be grateful if you could fill it intentionally.

Thank you in advance for your co-operation.

Male female

1-Among the following foreign languages which one you prefer the most?

English French

2-What is your level in English?

good average poor

3-How often do you practise English outside the classroom?

always sometimes never

4-Do you participate during English courses?

Yes no

*if no, why.....

You feel anxious risk taking you are afraid of inhibition

5-Do you feel that your teacher of English does not give you the opportunity to participate?

Yes no

6-Does your Teacher of English use visual aids or teaching tools?

Yes no

*if yes what are they

Appendix 2:

Learners' questionnaire Arabic version

أعزائي التلاميذ

هذه الاستمارة تهدف إلي القيام بدراسة حول دور التحفيز في تعلم اللغة الانجليزية .سنكون ممتنين ان أمكنكم ملء هذه الاستمارة بوضع علامة (X) في الخانة المناسبة بشكرا مسبقا على تعاونكم.

أنثى ذكر الجنس:

؟ من بين اللغات الأجنبية التالية ما هي اللغة التي تفضلها -1

الانجليزية الفرنسية

2- ما هو مستواك في اللغة الانجليزية ؟ جيد متوسط ضعيف

3- كم تمارس اللغة الانجليزية خارج القسم؟ دائما أحيانا أبدا

4- هل تشارك في حصة الانجليزية؟ نعم لا

؟ إذا أجبت بلا لماذا

الشعور بالقلق الخوف من النتيجة الخجل من الزملاء

5- هل يعطيك أستاذ الانجليزية فرصة المشاركة في حصة لانجليزية ؟ نعم لا

6- هل يستعمل أستاذك أدوات الإيضاح في القسم؟ نعم لا

7- هل تحب متابعة /الاستماع إلى البرامج باللغة الانجليزية؟

نعم لا

8- هل تجد من تتحدث معه بالإنجليزية داخل المدرسة؟

نعم لا

إذا أجبت ب(نعم) فمع من تتحدث؟

الأستاذ الزملاء

--9- هل تتعلم مفردات جديدة متعلقة بحياتك اليومية؟

أحيانا

لا

نعم

10- من بين النشاطات التالية ما هي الوسيلة التي تساعدك أكثر على المشاركة في القسم؟

العمل الفردي

العمل الثنائي

العمل الجماعي

11 - من بين هذه المهارات التالية ما هي المهارات التي تساعدك أكثر على تعلم الانجليزية؟

الكتابة

القراءة

التكلم

السمع

12- كم مرة تمارس مهارة السمع بالإنجليزية ؟

نادرا

أحيانا

غالبا

دائما

13- كم مرة تمارس مهارة التحدث بالإنجليزية؟

نادرا

أحيانا

غالبا

دائما

14- كم مرة تمارس مهارة القراءة بالإنجليزية؟

نادرا

أحيانا

غالبا

دائما

15- كم مرة تمارس مهارة الكتابة بالإنجليزية؟

نادرا

أحيانا

غالبا

دائما

Appendix 3:

Teachers' questionnaire

Dear teachers

This questionnaire aims to tackle the issue of enhancing the learning of English foreign learners through motivation. We would be very grateful if you could fill it carefully. Thank you in advance for your co-operation.

1-For how long have you been teaching English language?

From 1 -3 years	
From 4-7 years	
From 7-15 years	
More than 16	

2-How Do you consider the teaching process?

An easy task a difficult task

3-Do you enjoy teaching English language?

Yes no

4-According to you what is the role of an approach in the teaching process?

Reaching an objective a certain guide teaching facilitator

5-Do you know what does the Competency Based Approach mean?

Yes no

If yes what is it ?

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

6-- To which extent do you use the Competency Based Approach in your teaching?

totally partly not at all

7-Do you think the competency based approach help you motivate your learners?

Yes no

If no , say
why.....
.....
.....
.....

8-How much do you think the Competency Based Approach helps you motivate your learners?

-a lot -a little- not at all

8-Do your pupils often participate along the session?

Yes no

9-Which type of classroom technique you usually use to motivate your pupils?

-pair work -group work -Individual work

10-Do you use audio visual aids in your teaching ?

Yes no

If yes, does it help developing your pupils' skills

11-Do you think your pupils feedback about your lectures is important ?

yes no

if yes is it?

very important title important

12-Which of the following difficulties you usually face in your teaching ?

- Lack of participation
- Lack of concentration
- Lack of attendance and presence

- None of the above

13-How often do you give your pupils rewards to enhance their participation in classroom?

Always usually sometimes never

14 -What kind of strategies do you use to reward your pupils?

- Providing extra marks
- using compliments and praises
- giving presents and gifts
- others