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**The Role of CBA in Promoting EFL Learners’
Autonomy**

**Case Study of Second year students (literary and language stream) at
Saib Boualrbah Secondary School in Sidi Okba**

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Fulfillments of the Requirements for the Master Degree in Sciences of the
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DEDICATION

In the Name of Allah, Most Gracious, Most Merciful

All the praise is due to Allah alone, the Sustainer of all the worlds.

I dedicate this work to the dearest people to my heart:

*My parents Houcine and Noura who switched candles of hope around
me and devoted their lives to see me succeed*

To my fiancé Rachid for being a source of inspiration and support,

*To my dear sisters and brothers: Nour Elhouda, Dounia, Rania, Sadek
and Yahia,*

To my lovely nephews Yaakoub and Ayoub,

*To my best friends: Amel, Alaa, and Brahim for their support and
assistance,*

To my dear uncles, aunts and cousins,

*Special dedication goes to my favorite and beloved supervisor Mrs.
Bencharef Sakina,*

*To all my friends and colleagues; to all those who helped me in
my education as well as in my life, without any exception I dedicate this
work.*

*This dissertation is dedicated also to all my teachers from the
primary school to the university and to all my pupils, classmates and
colleagues.*

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Abstract

The current research attempts to investigate the role of the Competency-based Approach (CBA) in promoting EFL learners' autonomy. It aims at providing teachers with useful strategies and recommendations about the effective implementation of CBA and at changing learners' attitudes towards the English class to make them assume more responsibility in learning. Therefore, we hypothesized that if secondary school teachers implement the Competency-Based Approach accurately and effectively, their learners' autonomy will be promoted. To conduct this study, we have used the descriptive method based on two data gathering tools: A questionnaire which one was addressed to 2nd year secondary school pupils and another was distributed to five teachers of English at Saib Boularbah secondary school in Sidi Okba. Besides, a classroom observation was conducted with 2nd year secondary school English class (literary and languages stream). The results obtained from the questionnaires and the classroom observation revealed that secondary school learners are not autonomous because of the ineffective implementation of CBA. Indeed, teachers were just following the textbook theoretical procedures and did not make the least effort for further research to improve learners' skills and enhance their autonomy. In fact, the circumstances do not help since the overcrowded classes prevent teachers to apply the CBA effectively, and the lack of materials does not motivate learners to be independent. Therefore, it is recommended that teachers should be well prepared (through pre-service training) to implement the CBA.

List of Acronyms and Abbreviations

ALM: Audio-Lingual Method

AM: Année Moyenne

AS: Année Secondaire

CA: Communicative Approach

CBA: Competency-Based Approach

CBC: Competency-Based Curriculum

CBE: Competency-Based Education

CBLT: Competency-Based Language Teaching

CLT: Communicative Language Teaching

CRAL: Centre de Recherche et d'Applications

CRALEL: Centre de Recherches et d'Applications en Langues

EFL: English as a Foreign Language

ELLs: English Language Learners

FL: Foreign Language

GTM: Grammar Translation Method

ICTs: Information Communication Technologies

L2: Second Language

SL: Second Language

UK: United Kingdom

USA: United State America

WWII: Second World War

ZPD: Zone of Proximal Development

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General Introduction

Introduction

For any responsible authorities in the world, enhancing the educational system is a priority since education is the tool by which the leaders can form the future generations. However, in order to bridge the gap between the knowledge acquired at school and real life, new approaches have been introduced in language teaching throughout the world, mainly because the traditional ones have proved to be inadequate to meet the requirements of modern society.

In Competency-Based Approach (CBA), the unit of progression is the mastery of specific knowledge and skills and it is learner-centered. CBA is a popular approach; it focuses on measurable and usable knowledge, skills and objectives that help learners to reach higher levels mainly through analysis, synthesis and even evaluation rather than to stop at low level like merely knowing information, understanding them, or applying rules. Also, this approach claims that learners should mobilize their values, knowledge, skills, attitude and behaviors in a personal independent way because one of the fundamental objectives of CBA is helping the learners to be independent, which means taking charge of one's own learning, making decisions and having a self-management. In other words, the Competency-Based Approach encourages and motivates the learners to learn autonomously.

CBA aims at producing responsibility and autonomous learners who are expected to take charge of their learning .Nevertheless, learner autonomy does not aim at marginalizing the teacher; on contrary the teacher' role is essential in setting a suitable atmosphere that encourages learners to be gradually autonomous in English learning. Hence, this study is conducted to investigate the role of CBA and to prove its effectiveness in enhancing EFL learners' autonomy.

1. Statement of the Problem

Since the independence of Algeria in 1962, the Algerian educational system has witnessed many changes and has adopted the most efficient teaching methods in the world like The Audio Lingual Method, the stimulus-response principle, or the Communicative Approach, but none of them proved to be really successful in developing EFL learners' skills and enhancing their self-independency and responsibility towards their own learning process (Chelli, 2010). Indeed, students were passive and had little opportunities to fully engage in the teaching process. Thus, an urgent change happened to the whole educational system to remedy to the problems found in the previous ones.

In the Academic year 2002-2003, Algeria has adopted a new educational system called the "Educational Reform" characterized by using the Competency-based Approach (CBA) as a new method to teach English as a foreign language (Chelli, 2010). Its goal is to modernize and to develop education in order to face globalization requirements. Despite its importance and effectiveness, some Algerian secondary school teachers still fail to implement this approach appropriately especially when it comes to promote pupils' autonomy. In fact, autonomy is considered as the most important ability that helps learners master some cognitive and meta-cognitive strategies that enable them to learn by themselves.

2. Significance of the Study

This research is significant as it would help teachers and students to get deep insights into the theory and the practice about using the Competency-based Approach in changing learners' attitudes towards learning where they would depend much more on themselves than on their teachers; i.e., become more autonomous learners.

3. Aims of the Study

This work aims at

- To produce responsible and autonomous learners who are expected to take charge of their own learning.
- To provide teachers with useful strategies and recommendations about effective implementation of the Competency-based Approach in the EFL teaching process.
- To investigate the effectiveness of CBA by describing its strategies and techniques in developing learners' skills.
- To make the teacher's role essential in setting a suitable atmosphere that encourages learners to be gradually autonomous.
- To change learners' attitude towards the English class and to make them assume more responsibility in learning.

4. Research Questions

Through our work, we tried to answer the following questions:

- What are the different approaches and methods used to teach EFL?
- Are secondary school learners ready to accept learners' autonomy?
- Why are secondary school learners not enough autonomous?
- How does Competency-based Approach contribute in developing learners' autonomy?
- What is the role of the teacher in the CBA?
- Do secondary school teachers apply the CBA accurately and effectively in English classes?

5. Hypothesis

Since the aim of the present study is to examine the effectiveness of implementing the Competency-based Approach in promoting learners' autonomy, we hypothesize that if secondary school teachers of English apply the Competency-based Approach appropriately and effectively, they would promote learners' autonomy.

6. Research Methodology

6.1. Choice of the Method

We found it appropriate to use the descriptive method because we attempted to describe the competency-based approach and its effects in enhancing learners' autonomy.

6.2. Sample of Study

We have decided to choose the secondary school level because pupils are mature enough to take charge to learn by themselves. Therefore, our participants were a sample of secondary school pupils at Saib Boularbah Secondary School in Sidi Okba, Biskra. From the total population of second year of secondary school, forty (40) pupils were chosen randomly.

Moreover, five teachers of English were chosen randomly to give their opinion on the subject: The role of competency-based approach in promoting learners' autonomy.

6.3. Data Gathering Tools

The questionnaires were chosen for secondary school teachers and learners to know their views about the implementation of the Competency-based Approach (CBA) in fostering learners' independent learning. In addition, we attempted to add a classroom observation with our sample in Saib Boularbah Secondary School in Sidi Okba to observe how this approach is implemented in EFL classes as well as to check to what extent

learners are autonomous in class (participation, answering questions, making decisions, etc.).

Chapter One:

An Overview about

Competency-Based

Approach

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Introduction

Language teaching field has witnessed the emergence of various approaches which rose either as an extension or as a reaction to one another. The current chapter examines the effectiveness of one of these approaches that is Competency Based Approach (CBA) in the Algerian secondary education. Through this chapter, the researcher tries to give an overview about CBA as a method of teaching a foreign language and to describe its relationship with the development of English Language Learners' (ELLs) autonomy.

1.1 Distinction between Approach, Method and Technique

Language teaching is concerned with how the knowledge of language is represented and conveyed from one generation to another. A number of linguists elaborated principles and approaches to design language teaching programs, courses and materials. Anthony (1963) identified three levels of conceptualization and organization. He referred to them as approach, method and technique.

1.1.1 Approach

In the context of foreign language education, the term "approach" refers to a set of correlative assumptions that deal with the nature of language and language learning. It is axiomatic, and it describes the nature of the subject matter to be taught (Anthony, 1963 as cited in Richards and Rodgers, 1986, p. 15). Moreover, Davis (2002) argued that an approach can help the teacher, but it may not offer detailed information about the teaching process. He considered it to be the realm of methods which means that an approach is broader than a method. It includes theories about language and language teaching (cited in Boudouda and Khelkhal, 2012, p.5).

1.1.2 Method

According to Aanthony (1963) a method refers to the practical realization of an approach. It is an overall plan for the orderly representation of language material. No part of which contradicts and all of which is based upon the selected approach (cited in Richards and Rodgers, 1986, p. 15). He added that an approach is axiomatic and a method is procedural, and that within one approach there can be many methods.

1.1.3 Technique

A technique is the practical side of an approach. It takes place in the classroom which means that it is one of the teachers' responsibilities. In this sense, The American applied linguist Anthony (1963) stated:

A technique is the implementation which actually takes a place in a classroom.

It is particular trick, stratagem or contrivance used to accomplish an immediate objective. Techniques must be consistent with a method and therefore in harmony with an approach as well.

(Cited in Richards & Rodgers, 1986, p. 15).

1.2 Language Teaching Approaches and Methods

Constant changes and developments of teaching methods and approaches have been experienced by the field of language teaching. Richards and Rodgers (1986) stated, "Approaches and methods in language teaching are designed to provide a detailed account of major Twentieth century trends in language teaching" (p. 4). According to them, these changes are due to the different types of language skills.

Each new approach or method is built on the limitations or as a completion of the preceding one. Richards and Rodgers (1986) have described all the teaching approaches and methods that have been used around the world. Segueni (2014) summarized the most common ones. These are described in the following points.

1.2.1 Grammar Translation Method (GTM)

Grammar Translation Method (GTM) has been the most common method to language teaching that stresses a repetitive practice and drilling of the grammatical structure (Richards and Rodgers, 2001, p. 05). It is characterized by translating sentences into and out of the target language. However, this method has been criticized in the point that learners are completely passive.

1.2.2 The Direct Method

This method became popular during the early years of the Twentieth century. Mart (2013, p. 182) pointed out that this method was developed as a reaction against GTM. It was designed to overcome the short comings of GTM. He also added that one of the characteristics of the direct method is that grammatical rules are not taught explicitly, but are rather acquired unconsciously through listening and imitation. Moreover, memorization of grammar conjugations is rejected. This method has been criticized because all its language activities are not related to real life situations. In brief, it is a teacher-centered rather than a learner -centered approach (Mart, 2013, p. 182).

1.3.3 The Aural-Oral Approach/The Audio Lingual Method (ALM)

Richards and Rodgers (2001) stated that Audio lingual Method (ALM) "was a reaction to the Grammar Translation Method and a modification of the Direct Method because of the need for international communication after the Second World War (WWII)". This approach implies that the learner needs to develop listening and speaking before reading and writing. Therefore, its practice is based on the repetition and learning by analogy.

ALM emphasizes on teaching a language not about language (teaching pupils a set of habits rather than a set of rules). However, it encourages successful response,

manipulation of language, but it disregarded meaning; i.e., it fails to prepare learners to use the foreign language in meaningful communication.

1.2.4 The Communicative Approach (CA)

According to Savignon (1983), the Communicative Approach (CA) was primarily designed to meet the needs of adult learners (p. 322). However, it is back to the work of Chomsky in 1960s when he presented the two notions of "competence and performance" as a reaction to the audio lingual method. CA is mainly characterized by:

- Implying knowledge of the grammatical system of language as well as performance (grammar is taught as a language tool rather than a language aim),
- Setting realistic learning tasks and activities that create situations,
- Giving priority to semantic content of language learning and
- Helping the learner to become a center of the learning process.

(as cited in Segueni, 2014, p. 6).

The main goal of CA is to prepare learners for meaningful communication. Since this approach emphasizes on learners needs, the teacher would modify the syllabus in order to fit them.

1.2.5 Competency-Based Approach (CBA)

Competency-Based Approach (CBA) is considered to be an extension of the Communicative Approach. It is a learner-centered approach which helps learners to become responsible for their learning process becomes autonomous learners' (Richards, 2006).

1.2.6 Eclecticism

According to Harmer (1991, p. 296), 'Eclecticism' is a framework that includes techniques from different methods; i.e., it is a flexible approach. It has been designed because there is no method which is comprehensive enough to meet the needs of effective teaching and learning. However, the main principle of this approach is that the teaching process should serve the learners not particular methods (as cited in Segueni, 2014).

To conclude, one can say that there is no particular method or approach that is more effective than the others because each approach/method has its strengths and weaknesses. Hence, the teacher should be selective in order to choose the best techniques that fit the learners' needs and the teaching learning process.

1.3 Background of Competency Based Education (CBE)/Competency Based Approach (CBA)

The concept of Competency-Based Education (CBE) is both an old and evolving idea. Richards (2006) gave an explanation about the development of this approach. He considered CBA as an extension of communicative language teaching (CLT). This latter emerged in the 1970's and has a great influence on language teaching around the world, especially approaches of language teaching that appeared today.

CBA came in attempt to bridge the gap between school life and real life by relating school acquisition to varied and pertinent contexts of use inside as well outside school. This approach was first applied in the United States military field then in the educational one as a response to the problems this field has witnessed.

Moreover, Chelli (2010) stated that the notion of CBE was first introduced in:

- ❖ The USA in the late 1960's and evolved through application to other professional educational programs,

- ❖ In vocational training programs in UK and Germany in the 1980's,
- ❖ In vocational professional skills recognition in Australia in the 1990's.

Chelli added that commentators have argued that CBA developed in ways that were influenced by more than one narrow approach to learning. Moreover, the emergence and the application of this approach in teaching foreign languages was in recent years.

1.3.1 Definition of Competency Based Approach (CBA)

Learning a foreign language is not only about learning grammar and vocabulary, but it is also about developing certain competencies such as the autonomous competence. Chelli and Khouni (2011) claimed that CBA is a learner centered approach and some of its principles is the development of autonomy, responsibility and motivation. These latter lead to self-regulation and self-realization. This means that learners should mobilize their values, knowledge, skills, attitudes and behaviors in personal independent way to address challenge successfully. Additionally, they should apply their knowledge acquired in one situation to a new situation (transferring knowledge from one situation to another or to a life situation).

CBA is an outcome based instruction which focuses on the output rather than on the teaching learning process. It appears to develop learners' abilities, knowledge and skills with the view of becoming proficient in the working place. Consequently, CBA is what the learners are expected to do with a language instead of what they are expected to learn about. To conclude, one can say that CBA came to relate school life with the real life setting to help the learners become autonomously competent in their society.

1.3.2 Definition of Competency and Competence

The Competency based approach aims at making students more competent through the acquisition of competencies and the further development of the newly acquired or already held competencies. Business Dictionary (n.d) defines competency as a cluster of abilities related to excellence in a specific activity. However, competence refers to a cluster of related abilities, commitments, knowledge and skills that enable a person or an organization to act effectively in a job or in a situation (cited in Chelli, 2010, p. 3).

In the same fashion, Kouwhoven (2003) presented a comprehensive definition of competency. He stated:

It is the capacity to choose and use an integrated combination of knowledge, skills and abilities with the intention to realize a task in a certain context. While personal characteristics such as motivation, self confidence and will power are part of that context, competence is the capacity to accomplish up to a standard the key occupational tasks that characterize a profession (p. 36).

According to "Programme de la Deuxième année Moyenne" (2003), competence is defined as a know-how- to act process which integrates a set of capacities, skills and knowledge mobilized to face problem-situation (p. 44).

From these definitions, it is noticed that the two terms are quite similar, but they differ in some points. Competence indicates sufficiency (state of being good enough) whereas competency is what makes superior performance occur, and students can use it whenever they need not just in examination.

1.4 The Implementation of CBA in the Algerian Educational System

The Algerian current program allows the learners to develop individual competencies that help them solve problems and transfer their knowledge to real life situations. Salvin (2003) argues:

If a student can fill in blanks on a language art test, but cannot write a clear letter to a friend or a prospective employer, or can multiply with decimals and percents on a math test, but cannot figure sales tax, then the student's education has been sadly misdirected (p. 241).

For him, if students cannot apply what they have acquired in school into extra school contexts, then their education needs some kind of reconsideration.

According to Chelli (2010), the implementation of CBA in the Algerian educational system is due to the failure of the communicative approach in reaching certain levels of performance. Students need to be able to take charge of managing their own learning process and to act autonomously. For this reason, CBA is implemented in the Algerian secondary schools because it helps students act effectively, develop their competencies and build a sense of responsibility about their learning process.

In fact, there are many reasons behind implementing CBA in Algeria. Chelli (2010, p 30) stated some of them:

- Choosing personalized pedagogy.
- Presenting learning context in relation to the learners' needs.
- Developing learners' thinking process.
- Making the school acquisition valuable and sustained.

To conclude, CBA is considered by many advocates to be a remedy for all the ills of education and training and a solution to various problems that hamper the success and the progress of the Algerian educational system.

1.5 The Role of the Teacher in CBA

The role of the teacher in any approach is closely related to the assumption about language theory and language learning theory. The teacher in CBA is no more just a transmitter of knowledge whose unique duty is to fill in empty vessels, but rather assigned the role of a facilitator. S/He has to provide positive and constructive feedback in order to help the students improve their skills. She/he has to be aware of the learners' needs so that everybody feels welcome in the class (Richards and Rodgers, 2001, p. 146). This shows that the teacher has to give clear instructions and explanations to make sure that every student understands the task he is going to deal with.

The teacher is a significant element in the teaching-learning operation under the competency based approach. According to "Le Document d'accompagnement" (2^{ème} AM, p. 80-81), the teacher must guide, help and encourage the learner to take part in his own learning. The following table describes the difference between traditional and newly attributed roles of the teacher:

Teacher's Roles in Traditional Approaches	Teacher's Roles in the CBA
1- Holds knowledge 2- Provides knowledge 3- Takes decisions 4- Authoritarian	1- Gives guidance 2- Facilitator, co-learner 3- Aware of learners' needs and strategies 4- Develops learners' autonomy

Table 1.1. Teacher's Roles According to Language Approaches (as cited in Document d'accompagnement de la 3^{ème} AM, p. 77)

From this table, we have noticed that the CBA brought a new role for language teachers which is developing learners' autonomy. Therefore, the teacher guides the learners

towards a specific result that helps them acquire knowledge, skills and attitudes and adapt it into a new context. That demands crucial initiative and autonomy.

1.5. The Role of the Learner in CBA

Since the CBA is a learner centered approach, the learner is required to go through a learning process of personal appropriation. Boudouda and Khelkhal (2012, p. 20) stated that according to the Algerian Partnership School Programs (2005),

Learners' obtain and retain language best when the topic accumulates their interests and when they are active participants in their learning. For example, when looking for personal meanings, when learning cooperatively with peers and when making connections to life outside of class (p. 4).

The learners, in the CBA, act as active participants who can develop and assess themselves in order to be successful learners. Edwards (1998, p. 80) argued "when students are compelled to assume greater responsibility for directing their learning, they will gradually learn to see themselves as the controllers of their own learning. Learning is seen as self-initiated and not other-initiated". In CBA, learners' roles can be summarised as follows:

- The learner has to know what to learn.
- He acts upon what he learns.
- He builds strategies.
- He solves problems.
- He learns to cooperate and to collaborate.
- He works autonomously and puts questions about his learning process.
- He assesses himself.

(as cited in "Le Programme de la 3^{ème} AM, 2006, p. 79).

This means that the learners in the CBA are no more passive receivers of knowledge; they are responsible for their own learning process.

1.6. Advantages of Implementing CBA in Teaching EFL

Implementing CBA in teaching EFL learners offers the improvement of an expected outcome. Blackmore (2008, p. 3) listed some advantages of the implementation of CBA in the following:

- CBA is a learner centred approach. Therefore, it is more likely to meet the learners' needs.
- It takes into account learners' prior experience and existing skill levels.
- It is more participative and therefore more enjoyable experience for learners. It facilitates learning rather than pushes in information.
- It is flexible; participants can learn at their own pace and can achieve all or some competencies.
- Overall weaknesses cannot be compensated by particular strengths. Learners are either deemed competent in a given area or not.
- Learning can continued to be measured beyond the training course.

CBA is an attractive approach since the emphasis is on developing competent learners who can depend on themselves in the learning process inside as well as outside the classroom.

1.7. Challenges Facing Teachers When Implementing the CBA

Teaching under the CBA has faced many problems. According to Makunja (2016), the challenges teachers face when implementing the CBA in the Teaching-learning process are the following:

- Lacks of In-service Training to Teachers on Competency Based Curriculum Teachers are mindful to apply Competency-based Curriculum (CBC), but they face a big problem which is the lack of knowledge. Most of them do not understand the CBA clearly because they did not get any training.
- Insufficient Teaching and Learning Resources. Textbooks are not sufficient to meet all the requirements of the teaching learning process within CBA. Moreover, the textbook content lacks clarity on how to teach students CBC requirements.
- The Overcrowded Classrooms. The large number of students per class is considered to be one of the main obstacles that hamper the teaching process. In such situation, the teacher cannot do his/her work correctly. She/he cannot even move around the class easily.
- Low Ability of Students Joining Secondary Education. Low quality of students is considered as a big problem since the majority of students who are selected to join secondary school, especially those of community based secondary schools, are not qualified particularly when it comes to autonomous learning.
- Students' Readiness to Accept Learner-Centered Approach. In traditional methods, students used to be spoon fed and do not like when teachers use participatory methods. This problem starts because students are taught everything without giving them the opportunity to construct their own knowledge. However, the reason behind the lack of readiness to accept the learner centered approach depends on their orientation from the primary school levels.

As a conclusion, teachers may encounter many problems during the implementation of CBA in the teaching learning process. Thus, educational institutions should make sure that all needed materials are available and developed to all secondary schools in order to overcome the different problems that take place in EFL classrooms.

1.8 Features of Competency-Based Language Teaching (CBLT)

Learning a second language (SL) or a foreign language (FL) under the competency-based language teaching (CBLT) is based on the Self-Determination Theory. According to Ryan & Doci (1996) CBLT is characterised by its self-paced, learner-centred and task-specific nature; therefore, learners are responsible of their success as well as their failure unlike the traditional system (as cited in Hadi, 2012, p. 64). The following table demonstrates the difference between the conventional/traditional system and the CBE:

Process or Issue	Conventional/Traditional	CBE/Non Traditional
Admission	Once a year	Any time during the year
Registration	Once a year and in some cases, biannual	Once a month, prior to the start of the program
Scheduling	<ul style="list-style-type: none"> • Fixed starting date for all students, • Rigid schedule to be maintained throughout the semester, • The Schedule set by school 	<ul style="list-style-type: none"> • Flexible schedule based on the availability of facilities and instructors, • Students must maintain a minimum rate of progress throughout the program
Teaching	Teacher-centred	Student-focused
Methodology	<ul style="list-style-type: none"> • Method to large group of students, • Students copy the notes written by the instructor on the board, • Quality of learning largely depends on the quality and commitment of the teacher, • Demonstration of practice skills may be effectively seen by few students when teaching large classes 	<ul style="list-style-type: none"> • The teacher serves as a resource when students require clarification of learning materials, • Demonstration of skills, • Quality instructional materials provide basis for students' learning, • Individual or small groups of students receive assistance from the teacher when such help is required
Evaluation	<ul style="list-style-type: none"> • Normative, according to 	<ul style="list-style-type: none"> • Objective criterion-based

	class averages and group performance, <ul style="list-style-type: none"> • Regardless of evaluation results, the teacher proceeds to the next topic in the program 	written examination, <ul style="list-style-type: none"> • Demonstrated competence, • Students must prove competency in each module before proceeding to new learning
Certification	<ul style="list-style-type: none"> • Awarded annually to successful students 	<ul style="list-style-type: none"> • Awarded when students complete all competency requirements for the program

Table 1.2. Conventional/Traditional Education VS Non-traditional /CBE

(Dennison, 1996, p. 250 as cited in Bashar, 2013)

CBE focuses more on the outcome and performance rather than on the teaching learning process. (Bowden 2003 as cited in Basher, 2013) suggested some features of the Competency-based language teaching (CBLT). They are summarized in the following table:

CBLT Focus	Features
The Outcomes	The specification and assessment of outcomes are relevant to employment.
Greater Workplace	Bridging the gap between book knowledge (i.e., theory) and actual application (i.e., practice). This phase is subsequent through the analysis and the identification of workplace competencies and classification into sets of competency standards for occupation.
Observable Competencies	<ul style="list-style-type: none"> • Clear expression of better communication needs redefinition and communication of education programs. • Assessment as judgment of competence • Improved skills • Improved articulation and credit transfer

Table 1.3. Features of CBLT drawn upon Bowden (2003 as cited in Bashar, 2013)

CBLT is an educational reform that attempts to emphasize on the learner's outcome or performance rather than teachers' input. It helps them develop their competencies that enable them to solve the different problems they may face inside or outside the classroom.

To conclude, we can say that CBLT emphasizes the learners' outcome and on their ability to develop certain competencies that enable them to reach a stage where they can depend much more on themselves.

1.9 Classroom Strategies under CBA

CBA is a learner-centered approach since it focuses more on the learners' competencies and outcomes. However, the teachers' role is just guiding and facilitating the teaching learning process. To reach their objectives, they have to use different strategies in the classroom to fulfill their students' needs and to develop their skills. In this sense, Dimmilich (1985) suggested a considerable number of teaching strategies that may help teachers achieve their goals and objectives. According to him, teachers have to:

- Identify the lesson/program competencies.
- Make the students aware of the competencies they are expected to achieve at the beginning of each class.
- Pay attention the individual differences.
- Give feedback to the students during learning and after the mastery of each competency.
- Use reinforcement theory (immediate reward) for success and no punishment for failure.
- Vary their activities according to the students' levels and learning styles.
- Choose strategies that allow students to perform most closely to real life situations.
- Move from general to specific (from how to why).

- Give the students the opportunity to choose the objectives and what they want to learn first.
- Teach the need to know (the most used skills) then teach the nice to know skills.
- Look for abilities, not for disabilities.
- Use peer assisted learning when appropriate (they have to make sure that the person helping has already mastered the task).
- Use conferences regularly (this allows students to evaluate their own progress and allows the teacher to determine the strengths and weaknesses of each student in addition to opening the channels of communication).
- Use group work (it helps to teach problem-solving).
- Integrate skills, attitudes, and knowledge into the class.
- Use media whenever it is necessary (demonstration on flip chart or on video tape These can be effective tools).

All in all, CBA provides basic strategies for teaching course program which is relevant to the learners' requirements. In clear, CBA does not depend upon a single instructional strategy which assists the student to achieve the desired competencies. For this, teachers have to be selective when using strategies that are relevant to the learners' needs and levels in order to produce successful independent learners who can take responsibility for their learning.

1.10 Assessment in the Competency-Based Approach

Competency-based assessment brings a change in the evaluation of the teaching learning process. Traditionally, the evaluation was focused on the how well the teacher holds his/her lecture or how much content has been transmitted to students. However, CBA examines what the students have learned and what they are able to do with what they

learned. Harris et al (1995) describes assessment as both an ongoing process and a final step in competency-based teaching (CBT) (cited in Djelil, 2012, p.46).

1.11.1 Forms of Assessment

Teachers, in foreign language classrooms, may use several forms of assessment to check their students' knowledge and progress. They may use:

1.11.1.1 Diagnostic Assessment

This form of assessment is used in all the Algerian educational institutions at the beginning of each academic year and at the beginning of some sessions. Dobson (2003, p.19) claimed that this kind of assessment aims at standing on the points of strength and weakness of students by collecting evidences the students' needs. This type also provides teachers with the needed information about the students' previous level.

1.11.1.2 Formative Assessment

Formative assessment takes place during instruction. According to McMillan (2007), it is what teachers do when they obtain information about students' understanding during instruction and provide feedback that includes correctives to help students learn (p. 17). This form provides an immediate feedback which helps learners develop their competencies and skills.

1.11.1.3 Summative Assessment

Summative assessment happens at the end of each term (trimester or semester) and even at the end of each final year. It is claimed that summative assessment aims at measuring the amount of knowledge assimilated by the students at the end of the instructional unit (Brown, 2004, p.6 as cited in Boudouda and Khelkhal, 2012, p.21). McMillan (2007, p. 17) added that this type of assessment is more formal.

1.11.2 Methods of Assessment

During the teaching learning operation, teachers use different methods/techniques in order to check their students' progress and understanding. These methods may serve for short or long term purposes. Teachers may use tests, portfolios, projects, etc.

1.11.2.1 Testing

Testing is the most important method that teachers use to assess the knowledge, understanding and the competence their students have achieved after certain period of learning. In educational terms, Richards et al (1985) defined tests as any procedure that can be used to measure one's ability, knowledge and performance (cited in Benmostefa, n.d.). Accordingly, Brown (2004, p. 3) stated that the term "Test" refers to any method of measuring a person's ability or knowledge in a given area.

Tests have a great role in the development and the amelioration of the teaching learning operation. However, they have a bad or a negative sounding for both teachers and students because they need great efforts, hard work and concentration before, during and after the measurement process.

1.11.2.2 Portfolio

The portfolio is an important means that is used for learning and for assessment as well. Richards and Schmidt (2002, p. 407) stated that a portfolio refers to the purposeful collection of work that provides information about someone's efforts, progress or achievement in a given are. It is learning as well as an assessment tool. Portfolios promote students' involvement in assessment, responsibility for assessment and the interaction between teachers and students about learning.

Portfolio promotes learner-centered learning and makes the learning process more visible. In addition to that, it makes the learners more active participants in their learning process and assessment.

1.11.2.3. Projects

Project works are considered to be the most distinctive feature of CBA. They involve group of learners working together to investigate their school acquisition. In the Algerian educational syllabus, the project is defined as a carefully planned long term undertaking. It is a creative way for learners to apply what they have learned in the class (Amziane, 2005, p. 14). In other words, a project work is a real world task which allows learners to transmit and to apply what they have learned in class (skills, knowledge, etc.) into a real life project.

Projects are complementary tasks through which students learn how to work in groups and how to cooperate. Moreover, projects help students develop their autonomy, self confidence and self reliance in their learning process. Projects are also tools that teachers use to check whether or not learners have attained the desired objectives.

1.12 Autonomy and Competence Relatedness

In order to master a foreign language, learners need to have consolidated vocabulary, acquired basic structures and accumulated the necessary linguistic and communication skills. Mastering these skills puts the learners in an active control of their own learning process.

Chelli (2010) claims that learning a foreign language is not only learning grammar and vocabulary, but it is developing certain competences such as autonomous competence. This latter is characterized by relying on oneself in the use of strategies to perform

activities and to transfer knowledge in real contexts. She added that autonomous competence is referred to as a central feature not only in language learning, but also in modernity, democracy and individualism.

Conclusion

Unlike the other methods of teaching foreign languages, CBA clearly states autonomy as one of its main goals. This is due to the change from teacher centeredness to learner centeredness. However, Algeria like some other countries adopted CBA because it bridges the gap between school life and real life situation in addition to giving learners the chance to become responsible for their learning process. CBA is also called "Outcome-Based Approach" since it focuses on the learners' output rather on teachers' input. Consequently, the role of the teacher is reduced but is still essential as a facilitator and as a guide in order to develop learners' skills and competencies such as autonomy competence.

In this chapter, we attempted to shed the light on the implementation of the competency-based approach (CBA) in secondary schools and its effectiveness in promoting and fostering EFL learners' autonomy competence to help them depend on themselves inside and outside the school in order to succeed in their learning process.

Chapter Two:

Learners' Autonomy

in EFL Learning

Chapter Two: Learners' Autonomy in EFL Learning

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Introduction

There is a change in the view of language teaching and learning from a set of rules to be transmitted to learners from teachers to a process in which the learners take more responsibility in learning. Indeed, learners are expected to assume responsibility and to take charge of their learning. This does not mean that the teacher has less value. The teacher's role is necessary in promoting learners' autonomy by setting a suitable atmosphere that encourages learners to be gradually autonomous in language learning. In that context, Little (1996) says "in formal educational contexts, learners do not automatically accept responsibility for their learning; teachers must help them to do so" (p. 176). Consequently, teachers' role is essential in fostering learners' autonomy. Therefore, this chapter is an identification of the key terms that are related to learners' autonomy in order to provide a broad view of their meaning and use.

2. 1 Background of the Concept of Autonomy: Dominant Philosophies

The concept of "autonomy" was first developed in the field of politics. In the ancient Greek, some philosophers such as Aristotle and Socrates claimed for citizens' right to self-government. This means that citizens governed cities by their own laws. However, this concept was adopted in formal education in the 1970's (Hadi, 2012).

The theory of autonomy in language learning is essentially concerned with the organization of formal education. The concept of "autonomy" first entered the field of language teaching through the Council of Europe's Modern Language Project in 1971. The establishment of the "Centre de Recherches et d'Applications en Langues" (CARPEL) at the University of Nancy in France was one of the outcomes of that project. Yve Chalon, the CARPEL Founder is considered to be the father of autonomy in language learning.

After his death, leadership of CARPEL was passed on to Henri Holec who remains a prominent figure in the field of autonomy (Holic, 1981 as cited in Smith, 2015, p. 1).

According to Benson (2001, p. 8), the idea of autonomy first appeared in language learning and teaching along with the establishment of the Centre de Recherche et d'Applications en Langues (CRAL) which aimed at developing personal education. Since then, autonomy in language teaching and learning process became a necessity in the context of education.

The notion of autonomy in learning has long been a part of a wide range in educational psychology. However, it is related to three dominant approaches to knowledge and learning which are Positivism, Constructivism and Critical Theory. Benson & Voller (1997) discussed briefly these approaches with a view of examining how each one of them connects up with learners' autonomy.

2.1.1. Positivism

This approach is considered to be the most dominant approach in the Twentieth century. It was based on the assumption that knowledge reflects objective reality. According to Benson and Voller (1997), if teachers can hold this objective reality, learning can just consist simply in the transmission of knowledge from one individual to another.

They also added that positivism supports the idea that "new knowledge is discovered through the hypothesis testing model". This means that knowledge is more effectively acquired when it is discovered rather than when it is taught. This approach sees learners' autonomy as the act of learning a language outside the framework of an educational institution and without the intervention of the teacher (Benson & Voller, 1997, p. 19).

2.1.2 Constructivism

The term "constructivism" has been used in the context of adult learning by Candy (1989). In this approach, knowledge is represented as the construction of meaning. In contrast to positivism, constructivism posits the view of knowledge according to which individuals construct their own unique personal meaning system on the basis of the same objective reality. (Benson & Voller, 1997)

Constructivists propose that knowledge cannot be taught; it can be only learned because it is something built up by the learner. This approach tends to support the psychological version which appertains to learners' behavior, attitude, motivation and self-concept. Consequently, it encourages and promotes self-directed learning as a necessary condition for learners' autonomy. However, the psychological version defined autonomy as "a capacity or a construct of attitudes and abilities which allow learners to take more responsibility for their own learning" Benson and Voller (1997, p. 19).

2.1.3 The Critical Theory

This is an approach within Humanities and Social Sciences; it shares with constructivism the idea that knowledge is constructed rather than discovered or learned (Benson & Voller, 1997, p. 19). They also added that in this approach, knowledge is not neutral reflection of objective reality, but it rather comprises competing ideological versions of that reality. Furthermore, learning concerns issues of power and ideology and it is seen as a process of interaction with social context which entails the possibility of political action and social change.

Critical theory encourages the political version of learners' autonomy which defines the concept in terms of control over the process and the content of learning (Benson &

Voller, 1997, p. 19). Furthermore, they gave a thought about the relationship between theories of knowledge, approaches to learning and versions of autonomy. They argued that these theories put more emphasis on students' activity than on the teachers' teaching. In addition to that, when the learners' initial role is to act actively and to take responsibility of constructing knowledge, teachers' role is to guide the learners and to support their choices through the process of learning.

2.2 Definition of Autonomy

Since decades, the term "autonomy" has been used in many fields such as philosophy, religion and medicine before it was used in education. The word 'autonomous' comes from the Greek word 'Eautos' which means 'self' (qtd in Yahia, 2015, p. 6). It refers to someone or something which lives by his/her own rules.

In fact, autonomy has been defined by many theorists in slightly different ways and this is due to the fact that there are degrees of autonomy. According to PennyCook (1997, p. 45), autonomy refers to the process of developing strategies, techniques or materials in order to promote individual self-development (Cited in Kharaghani, 2013, p. 791). Furthermore, Dickinson (1987) defines autonomy as "a situation in which the learner takes over his/her own language learning" (cited in Oxford, 1999). For some other scholars such as Little (1996), "autonomy is not just an ability, but also a willingness to take responsibility". In the same fashion, Allright (1990) emphasizes that "autonomy involves not only an ability and a willingness but also an action in the direction of responsibility for learning" (as cited in Oxford, 1999, p. 110).

The concept autonomy becomes a buzz word in education. It first began to be used in the field of foreign language teaching and learning with the emergence of the

Communicative Approach in 1970s in order to distinguish between the different terms of autonomy in literature. Some of these terms are used synonymously and some others are used with separate meanings. Hadi (2012) listed some of these terms that were identified by Dickinson (1987) and Benson (1996) as follows:

- Individualized instruction: The teacher prepares materials, sets objectives and assesses the learners.
- Flexible learning: The learner has the right to choose what to do and when by the materials and facilities that are provided by the teacher.
- Self-access learning: It is a way of learning where the learner uses materials and facilities in order to facilitate learning.
- Self-direction: "refers to the process or the techniques which are used in directing one's own learning" (Dickinson, 1987, p. 11).
- Distance learning. Although there is a distance between the teacher and the learners, they still communicate by using technology.

2.3 Classroom Autonomy

Autonomy does not mean "alone". It can be individual as well as group autonomy within the classroom. In order to create the real autonomy of the classroom, teachers need to foster a truly learner-centered philosophy of education. In this sense, Reinder and Lamb (2006) argue, "While introducing autonomy in the classroom, teachers consider students' collaboration in the learning process (p. 47). Within autonomous classrooms, students share the responsibility with one another in a language learning process. In fact, this reveals that there are two types of classrooms: autonomous and non-autonomous classrooms. Each type has its own characteristics. Nunan (1996, as cited in Hadi, 2012, p. 28) differentiated between these two types in the following table:

Autonomous Classrooms	Non-Autonomous Classrooms
<ul style="list-style-type: none"> • Decisions are made with much reference to students. • The teacher introduces a range of activities by taking students' needs and interests into consideration. • Students are allowed to reflect on, assess and to evaluate their learning process. 	<ul style="list-style-type: none"> • Teachers make all decisions about the content and the classroom norms. • Students are exposed to the activities they are expected to perform. • Assessment and evaluation are structured in a traditional manner in a way that tests and exams are carried out.

Table 2.4. A Comparison between Autonomous and Non-Autonomous Classrooms

(Adapted from Nunan, 1996, p. 21 as cited in Hadi, 2012, p. 28)

In fact, the above characteristics of classroom autonomy are what the CBA advocates. Therefore, in order to promote autonomy, learners are required to take more responsibility in the classroom. Reinder (2010, p. 46-49) listed some ways and stages teachers use to encourage and to develop autonomy in the classroom as follows:

- Identifying students' needs and linking them with classroom activities.
- Setting Goals: It is to help learners set realistic learning goals.
- Planning Learning: It is to encompass the decisions that the learners take on their learning.
- Selecting Sources: It is to give learners the opportunity to bring sources to share with the rest of the class.
- Selecting Learning Strategies: Is the inclusion of strategy instruction with classroom activities.

- Practice: Is to offer choices; for example, learners use a language in ways that are relevant to them.
- Assessment and Revision: Is to provide different forms of assessment and activities in addition to self and peer assessment.

(Cited in Barillaro, 2011)

The stages mentioned above do not require to be followed step by step, but they should rather be used according to the learners' needs. Learners should be guided and supported by their teachers. In addition to that, there are some prerequisites that are needed for establishing a good learning environment. For this, Dam (2000) suggests the following:

- A willingness on the part of the teacher to let go and on the part of learners to take hold,
- An understanding of what to do, why and how to be done. This applies to the teacher as well as to the learners,
- An atmosphere of security, trust and respect,
- An experience-based insight into the learning process for both teachers and learners.

(Cited in Turloiu & Stefánsdóttir, 2001, p. 14)

2.4 The Role of the Teacher in Fostering Classroom Autonomy

In an autonomous classroom, the role of the teacher is more than imparting knowledge to the learners, but it is rather maintaining an appropriate atmosphere that may put his/her learners at ease. Accordingly, Powell (1988, p. 16) points out,

The role of the teacher is crucial in creating, from the beginning, an atmosphere of trust and confidence within which the learners are able to feel free to exercise their independent judgment and pursue their interests within fairly loose framework of content and procedures. The teacher must give a lead by providing starting point without subsequently transporting everyone to a pre-determined destination (Cited in Ikonen, 2013, p. 28).

To make students willing to take charge of their learning, the teacher must make them feel secure and confident in order to develop their autonomy. In other words, it is necessary for the teacher to build up an atmosphere that let the students feel comfortable to share their findings with their teacher and with their classmates.

In the learner-centered approach, the role of the teacher is reduced, but it is still crucial in promoting learners' autonomy. Benson (2001) argued, "Autonomy is a universal human capacity that cannot be created in the educational setting; it can only be encouraged, nurtured, promoted or fostered". In the same sense, La Ganza (2008) defines learner autonomy to be "an achievement attained interrelationally between the learner and the teacher". This reflects the great role that teachers play in the development of their students' autonomy (cited in Brillaro, 2001, p.11).

Moreover, Oxford (1999) mentioned that according to Vygotsky's theory, the goal of learning is to develop an independent and autonomous learning. This goal can be reached only with the help of more capable others (teachers, parents or competent peers). He added that assistance is known as 'scaffolding'; i.e., learners learn from the teacher or on more capable other shoulders. Scaffolding will gradually be removed bit by bit, which makes learners become increasingly independent and self-regulated.

Oxford (1999) also added that Vygotsky used another concept which is the Zone of Proximal Development (ZPD). This latter refers to the difference between the learners' performance level before and after the appropriate assistance from competent others. Learners have to move through the ZPD in order to reach optimal performance. For this sake, teachers need to adopt and to perform a variety of roles in order to promote learners' learning autonomy. Breen & Candline (n.d.) classified the different roles of the teacher in the following categories: the teacher as a manager and organizer, the teacher as a facilitator and the teacher as a counselor (as cited in Yan, 2012).

2.4.1. The Teacher as a Manager and an Organizer

The first and for most role a teacher has to play in the classroom is the role of a manager and organizer. In the learner-centered system, the teacher organizes the activities appropriately in order to meet the learners' needs and expectations. Moreover, the teacher needs to give clear instructions about the activities because the success of any activity depends on good organization.

2.4.2. The Teacher as a Facilitator

This role is essential for making students' progress more flexible and successful. According to Voller (n.d.), a facilitator provides a psych-social and a technical support to the learners. The first one refers to the capacity of motivating whereas the second refers to helping the learners organise their learning, assess themselves and gain skills and knowledge (cited in Yan, 2012, p.560).

2.4.3. The Teacher as a Counselor

This refers to helping the students by giving them pieces of advice in order to achieve more efficient learning. This helps them to become self-monitored and encourages them towards learning autonomously.

By playing this role, the teacher offers guidance to promote learners' autonomy. During the process of autonomous learning, the teachers and students are equal; i.e., teachers are responsible for promoting autonomous learning while students have to take charge of their own learning.

2.5 Learner Autonomy

Learner Autonomy has been a new term in the field of applied linguistics. It has grown and received much attention in research as well as it became one of the objectives of education. Holec (1981, p. 3), one of the earliest advocates of autonomy in language teaching, has defined learner autonomy as "the ability to take charge of one's own learning" (as cited in Benson & Voller, 1997, p. 1). The learner has to hold the responsibility for all the decisions concerning all the aspects of the learning process. In this sense, Holec (1981) listed a set of aspects that the learner should take in consideration.

- Determining the objectives,
- Defining contents and progressions,
- Selecting methods and techniques to be used,
- Monitoring the procedure of acquisition and
- Evaluating what has been acquired.

(cited in Hadi, 2012, p. 6).

The term 'learner autonomy' has been defined and used in at least five different ways:

- Situations in which learners study entirely on their own.
- A set of skills which can be learned and applied in self-directed learning.
- An inborn capacity (to learn) which is supported by institutional education.
- The exercise of learners' responsibility for their own learning.
- The right of learners to determine the direction of their own learning

(Benson & Voller, 1997, pp. 1-2).

Therefore, autonomous learners are those who understand the aims of their learning, accept to take charge for their learning and apply the appropriate learning strategies that work with their learning styles.

2.5.1 Characteristics of Autonomous Learners

Autonomous learners are not passive receivers of information; rather, they are students who are responsible for their learning process. Dam (1990) and Wenden (1998) listed some features that characterize autonomous learners. According to them, autonomous learners are those who are:

- Willing and have a capacity to control or to supervise learning.
- Knowing their own learning styles and strategies.
- Motivated to learn.
- Good guessers.
- Choosing materials, methods and tasks.

- Exercising choice and purpose in organizing and carrying out the classroom tasks.
- Selecting the criteria for evaluation.
- Taking an active approach to the task.
- Making and rejecting hypotheses, paying attention to both form and content.

(cited in Louis, 2003, p. 2-3).

2.5.2 Levels of Autonomy

There are different models of levels of autonomy. Benson (2006) stated that in the late 1990's, a number of scholars claimed that the notion of "autonomy" is a matter of degrees or levels. First, Nunan (1997, p. 195) suggested a model of five levels of learner action. These levels include awareness, involvement, intervention, creation and transcendence. An example about awareness in this model is that students should be aware of pedagogical goals and the content of materials in addition to the awareness of pedagogical tasks and their learning strategies and styles (cited in Benson, 2006, p.23).

The second is a three stage model proposed by Littlewood (1997, p. 81). It identifies three stages that include dimensions of language acquisition, learning approach and personal development. Concerning language acquisition (autonomy as communicator), it involves the ability to act independently with language in order to communicate in real life situations. Classroom organization (autonomy as a learner) involves learner's ability to take charge of his/her learning and to implement active and personal relevant strategies. In a broader context (learner as person) involved a higher level goal of greater generalized autonomy as individual (cited in Benson, 2006, p. 23).

The third model is proposed by Macaro (1997, p. 170-172). It is quite similar to three stage model. It includes autonomy of language competence, autonomy of language learning and autonomy of choice and action (cited in Benson, 2006, p. 23) The last model is proposed by Scharle and Szabos (2000, p. 1). It identifies a three phase model that includes rising awareness, changing attitudes and transferring roles (cited in Benson, 2006, p. 23).

Benson (2001) also identifies his own attempt to model level of learner autonomy. It includes dimensions of control over language learning and teaching processes which are grouped under three main headings learning management, cognitive processing and the content of learning (cited in Benson, 2006, p. 24).

The implementation of these models is the possible progression from lower to higher autonomy. However, what is important in this study is in fact, as stated in Scarle and Szabos model, rising teachers and learners' awareness of the significance of learner autonomy, changing their negative attitude into positive towards autonomy and transferring the roles to the learner by changing the classroom management.

2.5.3 Learning Styles and Learning Strategies

2.5.3.1 Learning Styles

Oxford (2003) revealed that learning styles commonly operate on a continuum or on a multiple interesting continua. Ehrman (1996) stated that few if any people could be classified as having all or nothing in any of these categories. Moreover, he suggested the following categories of learning styles:

- **Sensory Preferences:** They refer to the physical perceptual learning channels with which the student is the most comfortable. However, sensory preferences can be

broken down into four main areas which are visual, auditory, kinesthetic (movement-oriented) and tactile (touch-oriented).

- **Personality Types:** These are often called "psychological types". They comprise of four stands (extroverted vs. introverted, intuitive-random vs. sensing sequential, thinking vs. feeling closure-oriented and judging vs. open-perceiving).
- **Desired Degree of Generality:** This constructs the learner who focuses on the main idea with the one who concentrates on details.
- **Biological Differences:** Differences in second language learning style can also be related to biological factors such as "Biorhythms" (deals with time of the day when students feel good to perform their best), "Sustenance" (refers to the need for food or drink during learning and "Location" (involves the nature of environment).

(as cited in Oxford 2003, p. 3-8).

2.5.3.2 Learning Strategies

Learning strategies play a key role in developing learners' autonomy. However, most secondary learners are not aware about learning strategies which enable them to become independent and autonomous learners. Cohen (2007) argued, "language learning and language use strategies can have a major role in helping shift the responsibility for learning off the shoulders of teachers to those of the learner" (as cited in Kharaghani, 2013, p. 791). Moreover, PennyCook (1997, p. 45) defined autonomy as developing strategies, techniques or materials in order to promote individual' self-development (as cited in Kharaghani, 2013, p. 797). Thus the learner needs to know what kind of learners s/he is and what role in the learning process s/he has.

Oxford (2003) listed six main categories of L2 learning strategies which are:

a) Cognitive Strategies

This type of strategies helps learners manipulate the language material in direct way. They include strategies such as analysis, note-taking, summarizing, synthesizing, outlining, recognizing, informing, practicing in naturalistic setting and practicing structures and sound formally.

b) Metacognitive Strategies

Purpura (1999) found that "metacognitive strategies had a significant, positive and direct effect on cognitive strategy use providing a clear evidence that metacognitive strategy use has an executive function over cognitive strategy use in task completion" (p. 61). These strategies include identifying one's own learning style preferences and needs, planning for an L2 task, gathering and organizing materials and evaluating the success of any type of learning strategy (cited in Oxford, 2003, p. 12).

c) Memory-Related Strategies

These are strategies that assist learners' link L2 item or concept with another. They also help learners learn and retrieve information in an orderly string such as "acronyms"; whereas other techniques create learning and retrieval through sounds "Rhyming" (Oxford, 2003, p. 13).

d) Compensatory Strategies

This type of strategies helps learners to make up missing knowledge, for example, guessing from the context in listening and reading, using synonyms, etc.

e) Affective Strategies

For Oxford (2003, p. 14), these have been shown to be significantly related to L2 proficiency. An example of these strategies is identifying one's mood and anxiety level,

talking about feelings, rewarding oneself for good performance or using deep breathing or positive self talk.

f) Social Strategies

This type of strategies helps and encourages learners to work with others to understand the target culture as well as the language. This can be through asking questions to get verification, asking for clarification of confusing points, asking for help when doing a language task, talking with a native speaker, and exploring culture and social norms (Oxford (2003, p. 14).

Therefore, secondary school teachers have to focus on teaching learning strategies because they are fundamental in making autonomous learners who depend on themselves in their learning process.

2.6 Conditions for Learner Autonomy

Learner autonomy is obtained when certain conditions are available. Bassou (2008) states that learner autonomy is not a product that is ready made for teachers to apply on or is it an article of faith. Consequently, in order to produce autonomous learners, there are some principles and strategies that should be taken in consideration.

Promoting autonomy in the classroom happens when the teacher provides the learners with opportunities to make significant choices and decisions about their learning in an informed way (Nunan, 2003, as cited in Turloiu & Stefánsdóttir, 2001, p. 12). In other words, in order to foster learners' autonomy, teachers need to support their learners by giving them opportunities to make decisions about their learning. This needs both choosing the appropriate materials and learning strategies.

Nation and Macalister (2010, p. 42); Cotteral (2000) suggested five principles that teachers and curriculum designers should consider when attempting to promote learners' autonomy. They listed the following:

- **Learner Goals**

Not all learners actually know what the aims of the lesson are or what the objective of particular exercise is. Therefore, the teachers may promote learner autonomy by rising learners' awareness about the ways of identifying goals, specifying objectives and identifying resources and necessary strategies in order to accomplish goals and to evaluate students' progress.

- **The language Learning Process:**

Autonomous learners need to be aware of their learning process and they would be able to manage learning by their own way using self-directed techniques.

- **Tasks:**

Tasks provided by the teacher may take the form of real world activities. However, there are two aspects of the curriculum that should be taken in consideration in order to promote learners' autonomy. These aspects are: classroom discourse about tasks and task design (Crabb, 1993 as cited in Kharaghani, 2013, p. 792-793).

- **Learning Strategies:**

Autonomous learners are expected to decide and to choose which strategies would be useful for their learning process. Indeed, they would:

- Select and implement appropriate learning strategies,

- Monitor and evaluate their own use of learning strategies and
- Monitor their own learning.
- **Reflection on Learning:**

Autonomous learning would be improved by individuals' learning awareness growth. Therefore, reflection is an integral part of the process of exercising autonomy. Moreover, it also helps students to think about their own strengths and weaknesses in order to make plan for future action.

In addition to these five principles, Ellis and Sinclair (1989, p. 10) added another principle which is "Learner training". They argued that teachers may have an active role in learner training. This can be realised by:

- Negotiating with learners about course content and methodology,
- Encouraging discussion about language learning in the classroom,
- Helping learners become aware of the wide range of alternative strategies,
- Creating a learning environment where learners feel that they may experiment with their language learning,
- Allowing learners to form their own views about language and respecting their points of view and
- Counseling and giving guidance to individual learners when possible.

(cited in Kharaghani, 2013, pp. 794-795).

To sum up, if the mentioned principles are used effectively by the teacher, learners' autonomy will be fostered and improved.

2.6.1 Teacher Autonomy

The concept of "teacher autonomy" would be as challenging as that of learner autonomy. Teachers need to be autonomous before they try to foster their students' autonomy. In this sense, Little (1995, p.47) argues that teachers need to start with themselves, reflecting on their own beliefs practices experiences and expectations of the teaching learning situation (cited in Lamb, 2008, p. 13).

Teacher autonomy refers to the teachers' freedom in curriculum implementation. Little (1995, p. 179) stated that

Genuinely successful teachers have always been autonomous in the sense of having strong personal responsibility for their teaching, exercising via continuous reflection and analysis of the highest degree of affective and cognitive control of the teaching process and exploring the freedom that this confers (as cited in Lamb, 2008, p. 13).

Teachers cannot foster the growth of autonomy in their learners if they themselves do not know what autonomy is. Similarly, Little (2000, p. 45) claims that "the development of learners' autonomy depends on the development of teachers' autonomy" (as cited in Lamb, 2008, p. 21).

2.6.2 Developing Responsibility and Autonomy

Scharle & Szabo (2000) identified some aspects and attitudes that help language learners develop their ability to take charge of their learning (independence and autonomy).

- **Motivation and Self-Confidence**

Learners need to be motivated intrinsically and extrinsically. Learners who are intrinsically motivated are able to set their learning goals that make them willing to take charge of their learning. Motivation and responsibility can mutually reinforce each other. Nevertheless, those who are extrinsically motivated cannot promote their learning by themselves. They will need guidance and support from their teachers.

Moreover, self-confidence has an interesting role in promoting and developing learners' responsibility. Learners have to believe that they are capable of managing their own learning and can depend on themselves not just on the teacher.

- **Monitoring and Evaluation**

Learners need to focus on their learning process because that helps them examine their own achievement. This is considered to be an essential step to develop autonomy and responsibility. Self-evaluation requires learners to take charge of their learning by judging their own work objectively. Consequently, they can have an idea about their level of proficiency.

- **Learning Strategies**

These are considered to be a means to improve learners' language competence. Therefore, teachers need to demonstrate to students the different learning strategies and have to assist them to find out the most appropriate strategies that fit their learning styles.

- **Cooperation and Group Cohesion**

Fostering cooperation in language classrooms encourages learners to depend on each other not only on the teacher. They will work as partners in order to accomplish their

goals, to select their tasks and to make decisions. This will offer opportunities for peer feedback.

- **Sharing Information with Learners**

This refers to sharing knowledge with learners through clarifications of the aims; for example, informing learners about the aim and the objective of a particular activity. Consequently, they will feel more responsible.

- **Consistent Control**

The control should be regular. Teachers need to implement the rules consistently and to make learners willing to play with these rules, but without exaggerating when applying them.

- **Delegating Tasks and Decisions**

These are considered to be crucial for the development of learners' autonomy. They may have more influence on the learning process and calls for a reallocation of some tasks and decisions in classroom work. Therefore, learners can get more involved in the learning process (when choosing materials and/or when correcting mistakes).

2.7 Using Information Communication Technologies (ICTs) to Promote Autonomy

Since 1980s, the interest in technology and in education has been grown. According to Davis and Hewer (2008), "Information communication technology (ICT) is a term that is currently favored by most businesses and educational institutions. It describes the new

technologies and reflects the important role that computers and the web play in educational context" (as cited in Hadi, 2012, p. 41).

For most learners, learning English through technology and internet may appear to be motivated and interesting. However, the relationship between technology and learner autonomy in language teaching learning process is viewed to be very significant in promoting learner autonomy. Warschauer, Turbee and Robert (1994) stated that "students are seen as becoming increasingly empowered when using such technology because they develop self-discipline and confidence through increased responsibility for their own learning process" (as cited in Hobrom, 2004, p. 1).

Furthermore, Benson & Voller (1997) discussed these issues stating that:

Computer software in language learning is an example of a technology which claims to promote autonomy simply by offering the possibility of self-study. Such claims are often dubious because of the limited range of options and roles offered to the learner (p. 10).

All educational materials including textbooks, computers, etc. can be perceived to be more or less supportive for autonomy. Technology-based approaches to autonomy are similar in many areas to other resource-based approaches, but can be differentiated from them through their emphasis on using technology to access resources (Benson, 2001 as cited in Smith, 2015, p. 85).

To sum up, one can say that the focus on learning via technology and internet helps students accelerate their self-directed learning and promote their autonomy.

Conclusion

As a conclusion, it has been noticed that autonomous learning is viewed as a competence that should be acquired and developed by the learner and promoted or fostered by the teacher. However, moving from teaching to learning a foreign language is not simple, but rather it requires a great effort from the learner and support from teachers who have to motivate their learners to become responsible for their learning. Consequently, for successful implementation of learner autonomy, it is important that both learners and teachers should be involved in the process. Moreover, learners need to be aware of their learning styles and strategies in order to develop their skills and competences (autonomy competence). Teachers also need to know their learners' needs in order to apply the principle for promoting their autonomy effectively.

The task of promoting learner autonomy in the Algerian EFL classrooms is not easy because the teacher would change his/her roles to become a facilitator and or a counselor not just as a transferor of knowledge. Therefore, by doing all the required techniques from the part of learners and teachers, learners will be able to take charge of their learning process and act as autonomous learners.

Chapter Three

Field Work

Chapter Three: Field work

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Introduction

The present chapter represents the field work of this research. It is an attempt to investigate the role of implementing CBA in EFL classrooms in promoting autonomous learning. Moreover, this part of the study is devoted to explain and to analyze the data that we have collected via two research instruments in order to achieve our objectives, to answer research question, and to validate our hypothesis which assumes that the more secondary school teachers of English implement the CBA with its principles, the more students become autonomous. We have chosen two tools: a questionnaire and a classroom observation. Furthermore, we have conducted the questionnaires with secondary school English teachers and second year secondary school pupils (literary and languages stream) of Saib Boularbah Secondary School. We have also used a classroom observation in order to get live data about the promotion of autonomy under CBA.

3.1 Review of Research Methodology

3.1.1 Research Method

The selection of the type of research method is based mainly on the nature of the research itself. This work adopts the descriptive method because it can determine the facts about the actual situation (why students are not enough autonomous), and to clarify that the effective implementation of CBA can promote EFL learners' autonomy as one of its main principles.

3.1.2 Sample of the Study

3.1.2.1 Pupils

The informants were second year students literary and languages Stream of Saib Boularbah Secondary School in Sidi Okba. Their ages were about (17-18) years old. They have learnt English since the first year in middle school where they were exposed to basic

knowledge in English under CBA. Moreover, second year have been chosen precisely because pupils have been learning English through the CBA for six years. Moreover, it is time for them to start developing a sense of self-reliance through project works and a sense of awareness of what they are learning by determining their strengths and weaknesses.

From the population of two-hundred (200) pupils we have dealt with forty (40) students of second year who are belonging to literary and language stream. They have been selected to represent our sample.

3.1.2.2 Teachers

The study is also concerned with teachers of English in Saib Boularbah Secondary School in Sidi Okba. Their teaching experience varies from one to another. Also, they are in charge of different levels (first, second, and third year). Therefore, a questionnaire was addressed to five (5) teachers selected randomly. Two (2) of them are part-time and three (3) of them are full time teachers. We have chosen Secondary school teachers to be our sample in order to know their view about the implementation of CBA in secondary school classrooms and its impact in promoting learners' autonomy. In addition, those teachers are aware of their pupil levels of autonomy in English learning..

3.1.3 Data Gathering Tools

This research attempted to reveal the role of implementing the CBA in encouraging the learners to take charge of their learning process. For this, we have used two main data gathering tools (a questionnaire for both teachers and learners) and classroom observation. First, teachers' responses in the questionnaire are very essential data because they help us to know their perspectives about the implementation of CBA in teaching EFL and its role in promoting learners' autonomy. Moreover, no one can be aware of pupils' level,

motivation, and their readiness for autonomy in learning more than the teachers themselves.

Second, second year pupils were also handed a questionnaire written in English and translated into Arabic to facilitate grasping the meaning of questions. Learners' responses are useful to know their view about teacher's implementation of CBA. Also, the questionnaire used to have an idea about pupils' level and readiness for autonomy.

Third, classroom observation was carried as a complementary research tool which provided us with extra empirical data of teachers' classroom practices. Its aim was to discover if teachers use CBA in teaching and whether classroom learners are really autonomous or not.

3.2 Teachers' Questionnaire

3.2.1 Aim of Teachers' Questionnaire

The aim of this questionnaire was to investigate the role of Competency-based Approach in fostering EFL learners to become autonomous in their learning. Moreover, it aimed to gather information the impact implementation of this approach in promoting and developing autonomy competence. Therefore, the questionnaire is designed to discover whether autonomy is promoted under CBA or not.

3.2.2 Description of Teachers' Questionnaire

Teachers' questionnaire was composed of fourteen (17) questions divided into three sections:

Section One: General Information: It contains three (3) questions, it aims to gather information about teachers.

Section Two: Competency- Based Approach: It consists of eight (8) questions; it aims to get information about teachers’ attitudes toward the implementation of CBA. In addition to data about students’ level because the teacher is considered to be one who is aware of students’ level.

Section Three: Autonomy under the CBA Method: It includes six (6) questions; it aims to collect information about students’ level and readiness for autonomy (taking charge for one’s own learning).

3.2.3 Administration of Teachers' Questionnaire

Teachers’ questionnaire was administered to English teachers at Saib Boularbah secondary school. It was distributed on March 9th, 2017 in the teachers’ room. However, the questionnaire was administered to ten teachers, but only seven (7) of them who accept to answer the question and just five (5) who answered all the questions perfectly. It took them thirty (30) minutes of their time.

3.2.4 Analysis of Teachers' Questionnaire

Item One: Teachers’ Gender Distribution

Responses	N	%
Male	2	40
Female	3	60
Total	5	100

Table 3.5: Teachers' Gender Distribution

From teachers' responses, we observe that female teachers are 3 (60%) whereas male teachers are 2 (40%). So we find that the number of female teachers in secondary school is higher than the number of males teachers. This result was expected because as in our country, the profession as language teacher is commonly considered a feminine job.

Item Two: Teaching Experience

Responses	N	%
1 to 5 years	1	20
5 to 15 years	2	40
More than 15 years	2	40
Total	5	100

Table 3.6: Teaching Experience

As for teaching experience, it is noticed through the table above that there is equal percentage from the teachers who have experience between five (5) to fifteen (15) and more than fifteen (15) years represented the ratio of (40%). Therefore, the majority of secondary school teachers are experienced teachers. However, only one teacher the ratio of (20%) was a novice teacher with less than 5 years experience.

Item Three: The Number of Pupils per Class

Responses	N	%
Less than 25	0	0
Between 30 and 35	3	60
More than 40	2	40
Total	5	100

Table 3.7: The Number of pupils per Class

Concerning the number of students in Saib Boularbah secondary school, from the above table one can notice that the majority of teachers (60%) admitted that the number of pupils were between 30 and 40. Two participants (40%), however, reported that there is more than 40 pupils in their classes. Consequently, some classes in Saib Boularbah secondary classes were crowded whereas in others were overcrowded. This situation may hinder the effective application of the Competency-based Approach. As it is known this approach supports group work but in such classes it is quite impossible to use it. Also, this approach is learner-centered, the learners are considered to be active participants and the teacher just a facilitator, but unfortunately, crowded classes prevent teachers and learners to achieve their tasks.

Item Four: The Implementation of CBA in EFL Classes

Responses	N	%
Yes	4	80
No	1	20
Total	5	100

Table 3.8: The Implementation of CBA in EFL Classes

This question was designed to know whether secondary school teachers were applying the competency based approach effectively or not. As it is shown in the table, four (4) (80%) of teachers were implementing CBA. In fact, they were applying the it both explicitly and implicitly by using the textbook because it contains texts and activities that develop pupils' skills, competencies and critical thinking whereas two (2) teachers claimed that the implementation of this approach arose in their lesson by allowing their students construct their own knowledge.

The teacher was just a guide in addition giving the pupils projects, workshops and activities which help them to take charge of their learning process (become autonomous). Here the role of the teacher is only to motivate and to create a problematic situation. Nevertheless, only one teacher (20%) was not implementing the CBA because she thought that her pupils were not qualified to be centered. Moreover, they are not motivated to be the most responsible for learning process.

Item Five: The Implementation of CBA Improves Learners' Language Skills

Responses	N	%
Yes	4	80
No	1	20
Total	5	100

Table 3.9: The Implementation of CBA Improves Learners' Language skills

The above table shows that the majority of teachers (80%) believe that the implementation of CBA improves learners' language skills because this approach is based on making pupils learn by practicing. Therefore, pupils have to listen to the teachers' instructions or to audio recordings (in case teacher uses ICT), in order to think, to analyze, and to solve problems than they use language orally based on real life situations. They have also to write production and read texts. So all the skills are engaged and developed. As a result obtained, the four skills are integrated within CBA, and a lot of techniques are used to foster their usage.

Item Six: Teachers' Evaluation of Pupils' Language Competence in English

Responses	N	%
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Good	1	20
Average	3	60
Weak	1	20
Total	5	100

Table 3.10: Teachers' Evaluation of Pupils' Language Competence in English

The reason behind asking this question was to know to what extent the second year pupils are actually competent in English. The table above represents teachers' evaluation of pupils' language competence in English. We have noticed that the majority of teachers (60%) admitted that the level of their pupils' language competence in English is average. This means that pupils are quite competent. However, one teacher reported to have good level, and another one respondent revealed that his pupils have a weak level. This explained that pupils were not competent at all and they do not make any effort to enhance their level in English.

Item Seven: Table 7: Giving Learners More Responsibility over Their Learning Process

Responses	N	%
Yes	5	100
No	0	0
Total	5	100

Table 3.11: Giving Learners More Responsibility over Their Learning Process

Since the general objective of this dissertation is looking for ways to promote learner autonomy under CBA, secondary school teachers were asked whether they give their learners more responsibility over their learning process or not. It is shown in the above table that all teachers (100%) admitted that they provide their learners more responsibility in their learning process. Some of them claimed that they do so by allowing learners to choose the activities and learning material, whereas, others believed that the good interaction between teachers and their learners helps them to be more responsible in addition to the focus on the skill/ competency they want to improve. As a result, using such techniques would help learners to take charge over their learning process, and gradually become autonomous.

Item Eight: Techniques Used to Develop Pupils' Skills

Response	N	%
Individual work	1	20
Pair work	3	60
Group work	1	20
Total	5	100

Table 3.12: Techniques Used to Develop Pupils' Skills

In this item, we have focused on the techniques the teacher use most (individual pair or group work). As it is mentioned in the above table, the majority of teachers (60%) were using pair work because it helps exchange ideas between learners in addition to allowing them to be independent from the teacher. One teacher (20%) admitted that she/he uses group work since it is one of the main strategies under CBA. Indeed, Group work helps learners to be more responsible for their learning where can develop a sense of self-reliance, self-monitoring, and self-evaluation.

Moreover, one teacher (20%) prefers the individual work most. She/he uses it to avoid the noise that may occur in pair and group work. All the techniques mentioned above are beneficial in language learning, but teachers should make sure to choose the right technique for the right activity. So, those techniques should be selected according to the type of activities and learners' needs.

Item Nine: The Effect of a Good Interaction (Teacher or Peer Interaction)

Responses	N	%
Yes	5	100
No	0	0
Total	5	100

Table 3.13: Item Nine: The Effect of a Good Interaction (Teacher or Peer Interaction)

A good interaction between the teacher and learners or peers with each others is needed in the learning process. As it is indicated above, we have asked the teachers whether a good interaction (teacher or peer interaction) affects pupils' learning achievement or not. Teachers' answers were totally positive, all of them (100%) believe that good interaction affect on the learners achievement positively and they justified their answer saying that good interaction motivates learners to be involved in the lesson and tasks. Also, when they communicate with the teacher or cooperate with their classmates, their self-confidence is enhanced and shyness decreased. Also, pupils would try to answer questions, agree or disagree about others' answer, give their opinion about a point etc. Hence, interaction affects positively learners' learning process and achievement.

Item Ten: Problems in Implementing CBA

Responses	N	%
Yes	5	100
No	0	0
Total	5	100

Table 3.14: Problems in Implementing CBA

As the above table indicates all the respondents (100%) agreed that there are problems encountered in implementing CBA. Most of them claimed that the main problem was crowded classes in addition to the lack of materials and long programs with limited time, For other teachers, the problem was that the new reform is not suitable for weak learners who do not work and make research to construct their own knowledge (pupils who want everything ready without effort). As a result, CBA needs to be applied in certain conditions which are not available in our society and schools.

Item Eleven: Teachers' Role in CBA to Foster Learners' Autonomy

Responses	N	%
Facilitator	4	80
Conventional information provider	1	20
Total	5	100

Table 3.15: Teachers' Role in CBA to Foster Learners' Autonomy

This question aimed at highlighting the teachers' role in the Competency-based Approach. Teachers were (to some extent) expressing their opinions about the role they perform in CBA. Statistically, 80% of teachers said that their main role is that of facilitator they help, check, correct mistakes as well as they guide students and help them to be independent learners and rely much more on themselves. Moreover, their role is to provide them with freedom to learn and to work collaboratively in order to achieve their goals (i.e., autonomy). Only one teacher said that his role is just conventional information provide, he justify his answer by saying that the pupils have weak level. However, teachers' role in fostering learners' autonomy is very essential, the teachers need to give homework and project work (they are generally tasks to be prepared outside the classroom) to learners to measure their autonomous.

Item Twelve: Teachers' Consideration of Autonomy in the Process of Learning EFL

Responses	N	%
Important	5	100
Not important	0	0
Total	5	100

Tale 3.16: Teachers' Consideration of Autonomy in the Process of Learning EFL

Autonomy is considered to be the final output of any teaching and learning process. From the table twelve one can observe that all the teachers five (5) (100%) have a positive answer they assert that autonomy in the process of learning English as a foreign language is important because autonomy pushes learners to take more responsibility over their learning process to have less reliance on the teacher As well as to encourage the learners to think, analyze, ask and answer, solve problems, and interact. Moreover, it helps the learners to be engaged in the course and to develop their language skills and competence. However, when being autonomous, learners feel a certain control which will increase their motivation, self-esteem and self- confidence. As a result obtained, learners can be successful and effective only when they become autonomous.

Item Thirteen: Pupils' Readiness for Autonomy

Responses	N	%
Yes	2	40
No	3	60
Total	5	100

Table 3.17: Pupils' Readiness for Autonomy

This question was addressed to teacher to know their perspective of the teachers about pupils' readiness for learning autonomously. As it is showed in the above table most of the teachers (60%) considered pupils not ready to take responsibility in English learning they think that they were so reliant on the teacher and have no readiness for relying on themselves. Some teachers justify that learners are not ready to be autonomous because they have not to be autonomous the previous years because even if they are pretending using CBA. They just using the content of textbook to control over learning; however, only two (40%) of the teachers think that pupils are ready to rely on themselves in English learning.

Items Fourteen: Promoting Learners' Autonomy

Responses	N	%
Teacher classroom activities	0	0
Pupils' readiness and engagement	1	20
The availability of learning materials and teaching aids	1	20
All of them	3	60
Total	5	100

Table 3.18: Promoting Learners' Autonomy

Promoting learners' autonomy is one of the main objectives of this research. Secondary school teachers are asked about the bases on which they should rely on promoting learners' autonomy. From the above table we noticed that the majority of teachers (60%) choose all of them. While only one teacher (20%) considered the availability of learning materials and teaching aids are the first condition that should be provided for learners, so that they become self-reliant and autonomous. 20% of teachers considered learners readiness and engagement as first basis. The result obtained is that promoting learner autonomy is not a simple task, but rather it needs a great effort from the teacher and the learner as well.

Item Fifteen: Textbook Activities Adequacy for Learner Autonomy

Responses	N	%
Yes	2	40
No	3	60
Total	5	100

Table 3.19: Textbook Activities Adequacy for Learner Autonomy

As it is indicated above, we have asked the teacher whether activities included in textbook may develop learners' autonomy or not, 60% of teachers' answered negatively they think that the textbook activities were no enough to develop learners' autonomy. Therefore, teachers have to be autonomous and select other activities. only 40% of them answered positively they believe that the textbook activities may develop learners' autonomy because they urge pupils to think critically through answering the activities. As a result obtained, textbook is beneficial in developing learners' autonomy, but it is not enough the teachers need to be autonomous and choose another activity to promote learners' autonomy.

Item Sixteen: The Availability of ICT Tools inside and Outside the Classroom to Foster Learners' Autonomy

Responses	N	%
Yes	5	100
No	0	0
Total	5	100

Table 3.20: The Availability of ICT Tools inside and Outside the Classroom to Foster Learners' Autonomy

The availability of material like ICT is useful for pupils in order to promote learners autonomy. As it is mentioned in the above table we notice that 100% of teachers answer were positive that the availability of ICT tools inside and outside the classroom necessary in fostering the learners to be independent because using technology in class does not only help to gain time and energy, attract pupils attention it also engage and involve them in the lesson and activities.

Pupils have to analyze the videos, the pictures, the text or the recording by themselves. Here the teacher works just as a guide. Pupils can use technology and ICT as well outside the class because they are very motivating; they provide the pupils with correct 'perfect' pronunciation, intonation, spelling, grammar, and vocabulary use. So pupils have to watch, read or listen by themselves. In addition, when they chat with their

friends through social media they may use English (they practice writing and grammar by themselves) and this would foster their autonomy.

Item Seventeen: Teachers' Suggestions as Useful Strategies That May Help Secondary School Learners' Foster Their Autonomy

The last question aimed at providing useful strategies that would help secondary school learners' foster their autonomy. The proposed suggestions vary enormously from one teacher to another. Some claimed that to foster learners' autonomy teachers need to know their learners' learning style and they should train them to use some learning strategies(refer to Rebecca Oxford,1990).

3.3 Pupils' Questionnaire

3.3.1 Aim of Pupils' Questionnaire

We have designed a questionnaire for second year Secondary School pupils to obtain data about their level and readiness for autonomy. Moreover, we looked for their attitudes towards the teacher's implementation of CBA in promoting their independent learning.

3.3.2 Description of Pupils' Questionnaire

Students' questionnaire was composed of twenty one (21) questions divided into three sections:

Section One: Background Information: It contains four (4) questions and aimed to gather information about students.

Section Two: Autonomous Learning: It consists of nine (9) questions, and aimed to get information about students' level and readiness for autonomy as well as their responsibility in their learning process.

Section Three: Competency-Based Approach: It includes eight (8) questions. It aimed to collect information on the strategies and techniques that the teachers use in the classroom in order to promote autonomous learning.

3.3.3 Administration of Pupils' Questionnaire

Pupils' questionnaire was administered at Saib Boularbah Secondary School in Sidi Okba (Biskra) during two days from 4th April, 2017 to 6th April, 2017. Moreover, the questionnaire was distributed randomly to second year class literary and languages stream. Forty students have been chosen to be our sample. The students' questionnaire has been handed at the beginning of the session with our presence to make sure that all pupils understand the questions. To facilitate the process for them, we translated all the questions into Arabic. We requested them to carry the questionnaire and to complete it at home away from their classmates so as not to have the same answers.

3.3.4 Analysis of Pupils' Questionnaire

Item One: Pupils Gender Distribution

Gender	N	%
Male	6	15
Female	34	85

Total	40	100%
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Table 3.21: Pupils Gender Distribution

From the above table, out of forty (40) participants 34 (85 %) were females. And six (6) (15%) were males. These higher results about the numbers of females add nothing to the work, but we noticed that girls are expected to be more interested in studying foreign language than boys. For most of them, it is a means to a future career as language teachers or interpreters which are commonly considered as feminine job. On the other hand, boys in general tend to prefer scientific and technical branches (computing, technology, mechanics, etc).

Item Two: Pupils' Age Distribution

Age	N	%
16	7	17
17	20	50

18-19	13	33
Total	40	100

Table 3.22: Pupils' Age Distribution

The results shown in the table, reveal a diversity. There are three (3) age groups in our selected sample. The participants are teenage learners whose age varies between sixteen (16) and nineteen (19) years old. Indeed, one can notice that (17%) of pupils are sixteen (16) years old. This mean that they went to school early and never failed. The majority of pupils (50%) were seventeen (17) years old. Those pupils have entered the school at a normal age and never failed. Nevertheless, pupils whose age is between eighteen and nineteen years old are thirteen (13) pupils the ratio of (33%). This can be explained by either a previous failure (i.e., they repeated once or twice) or changed the streams.

Item Three: Pupils' Enjoyment in Studying English

Response	N	%
Yes	36	90
No	4	10
Total	40	100

Table 3.23: Pupils' Enjoyment in Studying English

From the above table, one can notice that (90%) of pupils like and enjoy learning English, some informants reported that they like learning English because they believed that English is a global language and it helps them in travelling (so they can communicate with people from different countries). another participants revealed that they love learning English because it is entertaining and easy compared to other languages and two asserted that like to learn English because they love their English teacher and they want to become English teachers in the future.

(10%) of pupils do not like learning English and justified their answer by saying that English is difficult and bored language and they cannot either communicate or understand it. In their point of view, they preferred to learn French rather than English because French is the language of love and prestige. The results showed that the pupils were expressing their attitude towards English as a language in general not as learning it.

Item Four: pupils' Consideration for their Level in English

Responses	N	%
Good	12	30

Average	20	50
Weak	8	20
Total	40	100

Table 3.24: pupils' Consideration for their Level in English

From the above table we notice that (30%) of pupils admitted that their level in English was good, Half of the sample (50%) believes that their level in English is average and, (20%) of students think that their level in English is weak.

pupils usually relate their level by either how well or how bad their understanding and performance in language is. Of course, pupils' own perception of their level does not reveal a reality. It is the role of the teachers to determine the real level of their pupils through effective assessment and evaluation.

Item Five: The Responsibility of Teaching and Learning Process

Responses	N	%
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Teacher	8	20
Learner	5	12
Both of them	27	68
Total	40	100

Table 3.25: Responsibility of Teaching and Learning Process

In this question, pupils were asked about the responsibility of teaching-learning process. Most pupils (68%) seemed to be somehow autonomous learners. As they claimed that the responsibility of the teaching-learning process is shared between pupils and teacher. (20%) of pupils, however, consider the teacher as the first and most responsible of the whole process of teaching and learning EFL. Those pupils are not autonomous at all because they totally used to rely on the teachers since they know best. Moreover, those learners are not aware of the learning strategies that help them to be independent and autonomous learners. Only (12%) of pupils believe in themselves to be responsible for their learning. Those are totally autonomous learners. One can deduce that the autonomous level in second year class is quite acceptable.

Item Six: Learners' Ability to Develop their English Level by Themselves

Response	N	%
Yes	20	50
No	20	50
Total	40	100

Table 3.26: Learners' Ability to Develop their English Level by Themselves

From the above table, it is noticed that half of students (50%) think that they have the ability to improve and develop their level in English independently, so those learners depend on themselves in learning to reach a certain level (i.e., be autonomous learners), the other half of pupils (50%) are incapable to develop their level in English. Some of them asserted that they cannot develop it because they used to depend on the teacher in everything, and others confessed that they are not aware of the different strategies and techniques of independent learning. Also, they related their inability of enhancing their level to the lack of necessary learning aids and materials that help them to learn autonomously.

Item Seven: Teacher's Implication in Encouraging Learners' Autonomy

Response	N	%
Yes	35	87
No	5	13
Total	40	100

Table 3.27: Teacher's Implication in Encouraging Learners' Autonomy

From the above table, we observe that the majority of students (87%) admitted that their teacher gave them the needed instructions and strategies that assist them to become autonomous gradually. However, (13%) of learners denied that their teacher gives them necessary strategies to learn by themselves.

All in all, the teachers are playing their role effectively by explaining to the learners how to learn by themselves. By doing this, autonomous learning would be promoted and would become a part of pupils' lives.

Item Eight: the Decision That Learners Are Capable to Take in the Classroom

Responses	N	%
Selecting the objectives of the course	9	22.5
Choosing the activities	7	17.5
Deciding how long have to spend in each activity	3	7.5
Choosing the materials you use when learn	11	27.5
Evaluating your learning performance	10	25
Total	40	100

Table 3.28: Decision that Learner Capable to Take in the Classroom

As for decision making in the classroom, (22%) of learners consider themselves able to set goals for the lesson. (17%) of informants believe that they can choose the activities and only (7.5%) of pupils think that they can decide the duration they have to spend in each of the activities. while (28%) of students think themselves capable of selecting materials used when learning English and for assessing and evaluating learning performance. (25%) of pupils think they can do all of them in the classroom.

Here the teacher gives learners the chance to be responsible for their learning starting by making those decisions in the classroom and transferring them it into real-life situations.

Item Nine: Using Dictionary in the Classroom

Responses	N	%
Yes	22	55
No	18	45
Total	40	100

Table 3.29: Using Dictionary in the Classroom

Dictionaries play an interesting role in making the pupils more aware about language. Furthermore, through the use of dictionaries, pupils can find the meaning of words by themselves without referring to the teacher. From the above table we have observed that (55%) of pupils bring dictionaries to the classroom and use them whenever they need. this means that those learners are independent and responsible and tend to rely much more on themselves rather than on the teacher. (45%) of pupils were not interesting in using the dictionaries because they used to depend on their teacher in the learning process.

Item Ten: Pupils' Strategies When Making Mistakes

Responses	N	%
Stop to correct by yourself	27	67
Wait for a correction from your teacher	13	33
Wait for a correction from classmates	0	0
Total	40	100

Table 3.30: Pupils' Strategies When Making Mistakes

In order to know whether or not pupils' mistakes are self-corrected and to what extent learners are reliant on their teacher in error correction, Pupils were asked whether they prefer their mistakes to be corrected by themselves, their teacher or their classmates. From the above table, we noticed that (67%) of learners were capable to stop themselves and correct their mistakes those are quite autonomous. (33%) of pupils asserted that they prefer to wait for the teacher to correct them because they believe that she/he knows well. No pupil said that they wait correction from their classmates because they do not trust their peers' information or correction.

Item Eleven: Pupils' Strategies to Understanding the Meaning of Words

Responses	N	%
Link it to the context in which it occurs.	13	32
Check for its meaning in the dictionary.	12	30
Ask teacher for its meaning.	15	38
Total	40	100

Table 3.31: Pupils' Strategies to Understanding the Meaning of Words

From the above table, we noticed that (32%) of learners understand the meaning of a word by linking it to the context in which it occurs. Those learners are the most intelligent and the most autonomous ones. (30%) of pupils admitted that they check for word meaning in the dictionary. Those learners seem to be quite independent tend to take charge for their learning. (38%) confessed that they depend on the teacher by asking him/her for the meaning. Those learners are predicted to have difficulties in their learning process because of their total reliance on the teacher.

Item Twelve: Preparing the Lesson at Home before Coming to School

Responses	N	%
Yes	24	60
No	16	40
Total	40	100

Table 3.32: Preparing the Lesson at Home before Coming to School

Since preparing lesson at home before coming to school is a sign for autonomous learning, this question has been asked to check this fact. The table above shows that the majority of second year pupils prepare their lesson at home. We have noticed that (60%) of pupils were active learners who depend on themselves in their learning process, starting by preparing their lesson at home. For some they prepare their lesson because it helps them for better understanding while the teacher is explaining the lesson. Indeed, learners come to class having already an idea about the topic; they do so to assimilate the lesson better in the classroom. It also develops their language skill which is the main step to reach their goal (autonomy and success). However, (40%) of participants do not prepare their lesson may be because they are not aware of how or what to prepare it or they might do not have time to do so.

Item Thirteen: Studying after English Class

RESPONSES	N	%
Feel satisfied of the knowledge presented by the teacher.	17	42.5
Try to develop this knowledge and enrich it outside the classroom.	23	57.5
Total	40	100

Table 3.33: Studying after English Class

The autonomous learners are never satisfied with what they learn in the classroom instead they try to make efforts outside the classroom and make future research. As it is clearly observed in the above table, the majority of students (58%) are responsible in developing their language skills outside the classroom in order to enrich their knowledge. Such a step is considered a crucial start for autonomous learning. Nevertheless, (42%) of pupils feel satisfied of the knowledge presented by the teacher in the classroom. In the future, these learners may find difficulties in their learning process and real life because their knowledge will be limited.

Item Fourteen: Learners' Opportunity to Choose What to Learn

Responses	N	%
Yes	24	60
No	16	40
Total	40	100

Table 3.34: Learners' Opportunity to choose what to Learn

As it is mentioned in the above table, (60%) of pupils' answers were positive that their teacher gives them a chance to select what to learn. Some of them pointed out that the teacher gives them the opportunity to choose the content of the course (this help in motivating the learners to can learn what they want). Others admitted that their teacher gives them the freedom to choose the type of teaching techniques (group work, pair work, or individual). Other students said that the teacher give them a space to select the teaching materials (texts, pictures, etc.). By doing this, the learners will learn how to be responsible in taking decision. However, (40%) of students' answers were negative. In their point of view, the teacher does not give them the chance to choose anything and he/she does and chooses everything by him/herself.

Item Fifteen: Teacher Stating the Lesson Objective at the Beginning of each Session

Responses	N	%
Yes	37	92
No	3	8
Total	40	100

Table 3.35: Teacher Stating the Lesson Objective at the Beginning of each Session.

As it is mentioned in the table, most of pupils (92%) admitted that the teacher state the lesson objective at the beginning of each session. By doing this, learners can determine and set realistic goals (being aware of what they are going study in order to achieve the aim of the lesson). However, only (8%) of learners confessed that the teacher does not state the objective of the lesson. Their answers may be explained by the fact that they were not paying attention in the classroom

Item Sixteen: Teaching Techniques

Responses	N	%
Individual work	8	20
Pair work	20	50
Group work	12	30

Total	100	100
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Table 3.36: Teaching Techniques

(30%) of pupils opted for group work. This technique is rarely used in class because of the noise caused during the group work. However, only (20%) of students prefer individual work, the individual work may be useful for some activities but not for all.

Autonomy does not mean being alone. In order to develop learner autonomy, learners need to work cooperatively in pair and group work. Group work is considered to be the most effective technique that develops autonomy competence because it helps the learners foster their knowledge, and responsibility. It also helps to develop peer assessment and evaluation. The table above reveals that the majority of informants (50%) said that the technique that their teacher uses most is pair work. This may be because pair work saves time and energy as well as it helps the learners to acquire and to share knowledge with each other without making so much noise. It is also an interesting way to develop responsibility and autonomy.

Item Seventeen: Teacher's Use of Different Materials to Present the Lesson

RESPONSES	N	%
Always	3	7
Often	11	27

Sometimes	13	33
Rarely	10	25
Never	3	8
Total	40	100

Table 3.37: Teacher's Use of Different Materials to Present the Lesson

Using materials in classroom is an effective way which helps the learner for better understanding. As it is showed in the table above, (7%) of students say always, (27%) of learners say often, (33%) of participants say sometimes, (25%) of informants say rarely and (8%) of pupils say never. The teacher uses materials because they are helpful for both teachers and learners. They help the teacher to explain the lesson better. Consequently learners understand the lesson well.

Item Eighteen: Pupils' Right for Asking Questions and Giving Opinion during the Session

Responses	N	%
Yes	38	95

No	2	5
Total	40	100

Table 3.38: Pupils' Right for Asking Questions and Giving Opinion during the Session

Asking questions and giving opinions during the session is considered to be one of characteristics of good language learner. It is also an evidence for learner centeredness. From the above table we noticed that the most of students (95%) are allowed to ask questions and giving their opinions about the course, by this, the learner feel safe and secure, as well as, he acts freely. It also helps them to be responsible learners who have a power to make their touch. However, only (5%) of students who answered in an opposite way by saying that they are not allowed either to ask questions or to give opinions.

Item Nineteen: pupils' Opinion about Teachers' Activities

Responses	N	%
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Related to the course content	12	30
Engaging / challenging	5	12
Related to your previous knowledge	6	15
Encourage language skills development and critical thinking	10	25
All of them	5	13
None of them	2	5
Total	40	100

Table 3.39: pupils' Opinion about Teachers' Activities

Activities design or selection should not be randomly, but rather they should fit the learners' needs. What is noticed from the above table is that (30%) of pupils think that the activities given by the teacher are related to the course content. These activities are designed to assess students' understanding about the course. (12%) of learners believe that the activities are engaging / challenging.

(15%) of the informants claimed that the activities were related to their previous knowledge or background. (25%) of pupils said that the activities encourage language skills development and critical thinking. However, (12%) learners think that the activities include all the above choices. Whereas, only two (5%) of students who assert the opposite.

The result obtained is that the teacher varies his/her activities to meet the learners need and to fit all students' requirement.

Item Twenty: The Relationship between Test Questions and what the Learners Have Learned

Responses	N	%
Yes	36	90
No	4	10
Total	40	100

Table 3.40: The Relationship between Test Questions and what the Learners Have Learned

Test is a final step, it used to assess and evaluate the students' performance. As it is showed in the table, (90%) of students find the test questions related to what they have learned. that helps the teacher to evaluate the students' levels, and achievements. Whereas only (10%) of learners who think that the test question is totally different and not related to what they have learnt.

Item Twenty-one: Teacher's Direct Constructive Feedback

Responses	N	%
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Yes	40	100
No	0	0
Total	40	100

Table 3.41: Teacher's Direct Constructive Feedback

We observe from the above table that entire sample has the same positive answer revealing that their teacher gives them a direct construction feedback. applying this strategy would help the learners to recognize strengths and weaknesses. Consequently, it also helps them to develop the learners' knowledge and skills which help them to deal or solve problems inside and outside the school.

3.4 Classroom Observation

3. 4.1 Aim of the Classroom Observation

Classroom observation is a research tool that we used to support the results obtained by teachers' and learners' questionnaires. Moreover, it offers the investigator the opportunity to gather "live" data from naturally occurring social situation. O'leary (2014) mentions that "...classroom observation is used as an instrument for observing and assessing classroom Teaching and learning". Therefore, the purpose of classroom observation was to see the class we work with is autonomous. In addition, it was done to see whether the teacher is implementing the CBA to improve learners' autonomy or not.

3.4.2 Description of Classroom Observation

Our classroom observation had been taking place on April 2017 with one class (2nd year literary and language stream) at Saib Boularbah Secondary School in Sidi Okba (Biskra). The classroom consisted of 40 pupils, 11 boys and 29 girls. Moreover, it lasted for two weeks in which we have attended five sessions.

We used non-participant observation in order to insure that pupils and teachers behave naturally. This means that we did not inform the teacher in advance in order to observe the session in its real setting without any preparation from the teacher in order to have more tangible evidences on the implementation of CBA in EFL classroom and to what extent the classroom is autonomous. The observation was covered and directed without using any recording or filming device. We just depend on structured observation using a check list that contains 31 items grouped into five (5) major categories (see appendix C).

During each session we sat in the back of the classroom where we could observe everything (teacher, learners, and teaching learning process). Moreover, we were passive participants; we did not interfere in the teaching-learning process.

We aimed at pointing to how autonomous learning can be fostered under CBA. In brief, the observation was full of enjoyment and got valuable data. Moreover, the teacher was quite helpful and kind which made us feel comfortable.

3.4.3 Analysis of Classroom Observation

During our observation, we aimed to tick all what have a relation with our study. Thus, we have focused on classroom aspects such as classroom management and environment, classroom interaction (teacher students' interaction), lesson structure,

assessment and feedback and Learners' Behavior. The analysis of this classroom observation is done globally since we observed the same behaviours group of the same teachers and students.

Section One: Classroom Management and Environment

We have observed the 2nd year literary and language stream classroom over a period of 2 weeks in which we attended 5 sessions in total. All these sessions have been conducted in a natural setting (classroom).

From our observation, we noticed that the seating arrangement of pupils was neither organized nor controlled. In Each session, some pupils change their places constantly, especially those who were sitting in the back. Therefore, the sitting was appropriate in terms of all pupils can see and hear well, but not appropriate in terms of the noise. This because all female students were sitting in front whereas all the males were sitting in the back where they exploited the opportunity to speak with each others about irrelevant topics (make noise). However, the noise caused by unmotivated pupils disturbed both the motivated pupils (brilliant ones) and the teacher. This prevented her of managing the class and imposing discipline. Consequently, implementing CAB to promote learners autonomy is quite impossible in such a situation. The teacher seemed respected and loved by most pupils. Indeed, some of the pupils claimed before that they like and enjoy learning English.

Section Two: Classroom Interaction (Teacher-Students Interaction)

At the beginning of each session, we noticed that the teacher greeted her pupils with a smile. Although the teacher started his lesson with reviewing the previous day's course content and providing an overview of the lesson, unfortunately her way presenting

the lesson was dull and didn't attract pupils' attention to be motivated. What was noticeable is that the teacher talked more than pupils did (teacher still centeredness) and only few pupils were actively engaged (about 8 to 10 pupils).

During the sessions, the teacher tried hard to simplify the sentences as much as possible, but her way of presenting the lesson prevented the students' stimulation; in addition, it makes them more reliant on her. Moreover, whenever the teacher asked their pupils to present a work in pair, most of them did not take it seriously (they were playing and speaking with each others) surprisingly, only the same (8-10) pupils who worked seriously, participated and interacted with the teacher. Even when she asked them to answer a question or to give their opinion about some task, most of them were avoiding participation; expect the few pupils mentioned before. Therefore the teacher was forced to target the question to certain pupils (unmotivated ones). At the end of the course, the teacher concluded without summarizing the course content (she ended it in a monotonous style).

Section Three: The Role of the Teacher and the Lesson Structure

Teachers' role under CBA to promote learners' autonomy is what this study is concerned with. It is important to know about the lesson structure and design of the teacher. It is said if the lesson is the journey the lesson plan is the map, in fact after having a look at the lesson plan, we found that it was prepared in accordance with the CBA principles.

All along our presence with the teacher, we noticed that at the beginning of each session she made a clear introduction about the objective of the course and activities. So, the learners knew what to expect, this would help the learners to set their goals and limit their current knowledge about the topic they will study.

During presenting any lesson, the teacher was relating the course content to real-life situation by giving them an activities and examples that have a relation with their real life, but for the sake of making pupils understand, she has talked a lot and explained every detail (sometimes she used mother tongue ‘Arabic’) and her pupils were just passive listeners who did not bother themselves to discuss, ask question or provide additions. This teaching method prevented the learners to have sense of self-reliance or sense of self-confidence that help them to depend on themselves much more rather than on the teacher.

Concerning the techniques, the teacher has not given any task where pupils work together, collaborate, negotiate, and discuss in group work, just few pair and individual work task have been given (she was avoiding the group work because of the noise).

Although the existence of technological materials in the classroom made the lesson more interesting since it break the routine and make the learning more enjoyable and memorable, the observed classroom did not contain those technological materials (ICT). The teacher presented her lesson using the ordinary materials such as whiteboard, pen, textbook, and sometimes some pictures. All in all, the lesson was designed to impart knowledge to the pupils rather than to develop their language skill and competencies.

Section Four: Assessment and feedback

All along our presence with the teacher, we have noticed that the she was following the textbook (she was totally depended on it). After she finishing presenting and explaining any lesson, she used to give the learners an activity where they worked in pairs. The activity was beneficial, but not enough to develop learners’ language skills and critical thinking. Therefore, the teacher needs to make further research in order to achieve these goals.

Moreover, learners were given 10 minutes to accomplish the activity. In fact this limited time was not sufficient to process, think and answer. Then, during the activity correction the teachers asked one of the pupils to go to the board to answer the activity orally, and write it down on the board. Meanwhile, she was stopping the learner and correcting him; even the smallest errors have been corrected by the teacher. Although the importance of self- and peer evaluation and correction in fostering learners' autonomy, the teacher did not give the learners the opportunity to correct each others' mistakes. Moreover, self-evaluation or correction is rarely used only by good interested pupils.

In the second session on April 6th the teacher has introduced the project. She asked pupils to open their textbook on the page (153) where the instructions were written. The project is about making a repertory of inventions and discoveries after referring them to textbook the teacher took about 15 minutes to read and explain the steps of the project. After this session neither the teacher has talked again about the project nor pupils have brought their works to be checked by the teacher until the last session of observation (the day of presentations) which was on April 13th, 2017. Surprisingly, during the presentation pupils were unaware of what they were reading. However, the teacher was just listening and maintaining order. It is true the aim behind introducing the project in the Algerian schools is fostering learners' autonomy but unfortunately most of pupils do not make sufficient efforts in doing so.

Section Five: Learners' Behavior

All along our presence with the teacher and pupils, we noticed that the majority of the learners were not motivated in learning by themselves. However, the teacher was still the center of instruction (she was doing all the work). Learners were passive participants,

and only some of them participated actively. Whenever she gave them a task and asked them to analyze, interpret or understand some concepts by themselves, most of pupils were avoiding doing such tasks.

We have also noticed that pupil's interest and motivation varied from an instructional task to another. They have been active in grammar lessons by giving examples, deriving rules and doing activities. In reading tasks, they seemed less motivated in answering comprehension questions and filling tables. In speaking tasks, they were poorly motivated since they seemed to feel embraced and were afraid to make errors. Furthermore, it was clearly noticed that writing tasks were difficult for them,; sometimes they asked the teacher to translate certain words for them from Arabic to English. This is because they do not bring dictionaries with them to the classroom except 3 or 4 who have brought bilingual dictionaries. So, the materials the most learners usually bring with them were just textbooks.

As a result, while observing the classroom we discover how much it was hard to introduce autonomy to pupils who are not motivated and not making the least of efforts to learn English.

3.5 Discussion of the Findings

The aim of this study was to prove the correctness of the hypothesis which assumed that the effective implementation of the CBA in EFL classroom would promote learners' autonomy. However, through the analysis obtained from the two questionnaires and classroom observation, the outcomes showed contradictory results.

Regarding the questionnaires (teachers and learners' questionnaire) the results obtained from them are summarized as follows:

- Most of the teachers admitted that they are implementing the CBA effectively in EFL classroom because the learners can develop language skills and competencies (autonomy).
- The majority of them claimed that they teach and use strategies under CBA in order to help the learners to develop much more on themselves rather than on the teacher.
- All of them assert that they interact with their students to reinforce their self-confidence and self-reliance.
- They confess that their role is to facilitate and guide the learners in the learning process
- All of them believe that autonomy is important in the learning process. In addition they stressed the need to foster autonomy.
- Most of them think that textbook activities are not enough to develop the learners' autonomy.
- Most of students claimed that they like and enjoy learning English.
- 50% of them believe that the teaching and learning process is a shared responsibility between the teacher and the learners.
- Most of them think that they can develop their level in English by themselves without teachers' help.
- The majority agreed that their teacher show them how to learn by themselves
- They claimed that their teacher gives them the opportunity to make decision about the course and the lesson.
- The majority of them they admitted that they bring dictionaries to classroom to can translate the new concepts.
- They claimed that the techniques that their teacher use most is pair work.

Moreover, based on the classroom observation results obtained also summarized as follow

- Lesson presentation was dull and did not motivate the learners to be involved in.
- During the lesson, the learners were not motivated and most of them were passive and did not participate.
- The teacher's class was centered, she took all the responsibilities of teaching and learning and learners avoided learner-centered; they did not bother themselves in making discussions, asking questions or even giving their opinion about tasks.
- Pupils did not make any effort to learn by themselves.
- The teacher followed the textbook only. She did not make further research to elaborate her sources in order to develop learners' language skills and critical thinking.
- Learners did not bring materials to develop their independent learning.
- Learners were passive listener and most of them made noise which disturbed the teacher and the few motivated learners.
- Pair work was rarely used; whereas, group work has never been used.
- Students did not avoid tasks where they analyzed, interpreted and understand things by themselves.

Conclusion

This chapter provided the analysis of the questionnaires and classroom observation in order to gather data about the implantation of CBA in EFL classroom and its role in promoting learners' autonomy. Therefore, as it has confirmed the hypothesis made so far in the introduction, neither the teacher aware of implementing CBA effectively to promote learners' autonomy nor the learners aware of importance of autonomy to engage in it.

Nevertheless, the outcomes have shown that the teacher is applying the CBA because they follow the textbook, and it is designed according to the principle of CBA. As a result, they denote apply it effectively in promoting autonomous learning. Since the classroom is not autonomous, neither teachers nor pupils can be blamed since both have been poorly trained.

General Conclusion

It is necessary to promote learners' autonomy in foreign language learning because the knowledge provided at schools is insufficient. People need to keep learning even when teaching stops in order to adapt to the changeable world of science and information. For this reason, responsible institutions need to implement the CBA accurately in order to foster and to develop learner autonomy. This dissertation has dealt with the promotion of learners' autonomy in secondary education in relation to teachers' role under CBA.

Moreover, we shed the light on the different strategies and principles the teachers should use in order to motivate and to encourage learners to be independent in their learning.

The dissertation included a theoretical part which was divided into two chapters: The first one was an overview of Competency-Based Approach whereas the second was about learners' autonomy. The practical part (field work) represented the analysis of two questionnaires and classroom observation. The first questionnaire has been administered to second year pupils while the second one has been distributed to secondary school teachers of English. The classroom observation was conducted with 2nd year pupils (literary and language stream).

After analyzing the data gathered, the research has reached certain findings. The findings have showed that the teachers do not have enough knowledge about the CBA and its implementation. They are applying it, in fact, since the text book is designed according to the CBA principle. So, they are applying it but they are not aware of the CBA strategies or principles. Moreover, it has been concluded that 2nd year classroom is not autonomous. This is due to the lack of motivation and to learners' negative attitudes towards English. We might say that the development of learner autonomy is hardly a reality in Algeria. Hence, autonomous learning could occur when the teacher assumes the role of facilitator of knowledge and supporter in order to help the learner to build self-confidence and take responsibilities. Furthermore, teachers cannot teach students to become autonomous but rather they can teach them learning strategies as well as to create the atmosphere and conditions in which they will feel encouraged to develop the autonomy they already have. Normally this can be easily achieved under CBA since one of its main principles is autonomy promotion.

Pedagogical Implications

From the theoretical part of this research study which is about promoting autonomy under CBA and from the result obtained from the field work, we suggested the following recommendations that may help in fostering and promoting learners' autonomy.

- Motivating the pupils and increasing their awareness of the importance of autonomous learning.

- Teachers need be creative and selecting activities develop learners' language skills and critical thinking.
- Teachers need to play the role of facilitator and guide in the learning process (learners centeredness, not teacher centeredness).
- Most of Algerian classrooms include more than 30 students in each class. However, implementing the CBA in such situation is quite impossible. For example, group work in overcrowded classes seemed to be impossible since it gives the chance to the students to increase the noise. The CBA entailed classes that contain 20 and 25 students per class.
- Providing seminar for teachers in order to get in depth in this approach in addition to preparing teachers to promote learner autonomy or what is generally refer to as (pre-service teacher training).
- Students' self-learning and self- assessment are considered to be the main steps in developing learners' autonomy; therefore, teachers should design some tasks and activities that encourage self-learning and self assessment.
- Using authentic material and ICTs in classroom in order to motivate the learners to have a sense of self- reliance and self- responsibility (so they will analyze , interpret, understand things by themselves).
- Giving the learners opportunity to be the center of the class by letting them choosing the objective of the lesson, the content, and the materials.
- The good interaction between teachers and their learners, relation between them should be a friendship rather than official relationship (learners need to feel safe).
- The basic step in fostering their autonomy is to raise their awareness of the importance of autonomy in their learning.

- Teachers need to Create basic motivational conditions and persuasive communication to alter learners believe and attitudes.
- Encouraging home work assignments and projects.
- Understanding one's own strengths and weakness.

All in all, change is a process that needs patience, time and efforts. That is why competency-based approach needs to take its time before one can decide about its effectiveness in promoting learners' autonomy.

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Appendix A

Teachers' Questionnaire

Dear teacher,

We will be so grateful if you could answer this questionnaire through which we seek to gather information for the accomplishment of a masters' dissertation. The purpose of this questionnaire is to know your opinions about the Competency Based Approach (CBA) and its effectiveness in the Algerian secondary schools as well its role in promoting EFL learners' autonomy.

Your answers are of great importance for the success of our study. Therefore, you are kindly requested to give as precise answers as you can. Please Tick ($\sqrt{\quad}$) your answer(s) in the corresponding box (es) and make a full statement whenever necessary.

Thank you for your time and for your collaboration

Section One: General Information

Q1- Would you specify your gender, please?

- a) Male
- b) Female

Q 2- How long have you been teaching English in secondary school?

- a) 1 to 5 years
- b) 5 to 15 years
- c) More than 15 years

Q 3- How many students do you teach per class?

a) Less than 25 students

b) 30 to 40 students

c) More than 40 students

Section Two: Competency Based Approach

Q 4- Are you implementing CBA when teaching English as a foreign language?

a) Yes

b) No

- If 'yes', please explain how

.....

.....

.....

.....

Q5- Do you think that the implementation of CBA improves learners' language skills?

a) Yes

b) No

- If yes, explain how

.....

.....

.....

.....

Q6- How would you evaluate your 2nd AS pupils' language competence in English ?

a) good

b) Average

c) weak

Q7- Do you give your learners more responsibility over their learning process?

- a) Yes
- b) No

If 'yes', select the appropriate option (s)

(You can tick more than one option)

- a) choose the content of the lesson
- b) select activities
- c) interact with you (the teacher) and their classmates
- d) make changes in the lesson plan
- e) select the learning materials (they prefer to work with)
- f) focus on the skill/competency they want to be improved
- g) set learning objectives by themselves
- h) Other(s), please specify

.....
.....

Q8- What technique do you use most to develop your pupils' skills?

- a) Individual work
- b) Pair works
- c) Group work

Q9- Do you think that a good interaction (teacher or peer interaction) affects pupils' learning and achievement?

- a) Yes
- b) No

- If 'yes', please explain how?

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

Q10- Do you face any problems when implementing CBA?

c) Yes

d) No

- If 'yes', are they related to:

a) The teacher's and the learners' competence

b) To the large number of pupils per class/group

c) To the content being taught

d) Other(s):

Q11- what kind of teacher do you consider yourself? When do you teach EFL?

a) Facilitator teacher

b) Conventional- information provider

c) Others

Explain your choice

.....
.....

Section Three: Autonomy under the CBA Method

Q12- How do you consider autonomy in the process of learning English as a foreign language?

a) Important

b) Not Important

Please, justify

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

Q13- Do you think that 2nd AS pupils are ready to learn autonomously after six years of learning English?

- a) Yes
- b) No

Q14- According to you, promoting learners' autonomy is based most on:

- a) Teacher's classroom activities
- b) Pupils' readiness and engagement
- c) The availability of learning materials and and teaching aids
- d) All of them

Q15- Do you think that the activities included in the textbook may develop learners' autonomy?

- a) Yes
- b) No

- If 'yes', how ?

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

Q16- Is the availability of Information Communication Technology (ICT) tools inside and outside the classroom necessary for fostering learners' autonomy?

- a) Yes
- b) No

- Would you please explain how :

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

Q17- Relying on your experience as a foreign language teacher, what can you suggest as useful strategies that may help secondary school learners foster their autonomy?

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

Please feel free to add your comments or some additional suggestions

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

Thank you very much for your time, your efforts and your collaboration

Appendix B

Pupils' Questionnaire

Dear pupils,

This questionnaire is presented to you in order to collect information about your perception of autonomous learning as well as the role of the teacher in promoting this skill. It is also designed to check your readiness in taking charge of your learning. Therefore, you are kindly requested to answer the following questions by putting a (√) in the appropriate answer and by giving full statements whenever it is necessary.

"Thank you for your time and for your collaboration"

أعزائي التلاميذ

الاستبيان التالي يقدم لكم لغرض جمع معلومات بطريقة منهجية حول تصوركم لمفهوم المسؤولية الملقاة على عاتقكم في تعلم اللغة الإنجليزية وكذا مسؤولية الأستاذ التي تتمثل في تحفيز التلاميذ على ذلك. كهدف هذه الدراسة إلى اكتشاف قابليتكم واستعدادكم لتحمل مسؤولية أكبر في تعلم اللغة الإنجليزية وبالتالي تنمون استقلاليتكم في التعلم. هذا الاستبيان يقيم أيضا الاستراتيجيات المتبعة من أجل تحقيق ذلك. لذا نرجو منكم التكرم بالإجابة على الأسئلة التالية وذلك بوضع علامة (√) في الخانة المناسبة وتقسيم شروحات وتوضيحات عند الضرورة.

"تقبلو منا خالص الشكر والامتنان على وقتكم وتعاونكم".

Section One: Learners' Profile

Q1. Would you specify your gender please?

هلا قمت بتحديد جنسك؟

a) Male

ذكر

b) Female

أنثى

Q2. Would you specify your age please?

هلا قمت بتحديد عمرك؟

Q3. Do you like learning English?

هل تحب تعلم اللغة الإنجليزية؟

a) Yes

b) No

Whatever your answer is, please justify

مهما كان جوابك وضح السبب

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

Q4. How do you consider your level in English?

كيف تقدر مستواك في اللغة الإنجليزية؟

a) Good

جيد

b) Average

متوسط

c) Weak

ضعيف

Section Two: Autonomous Learning

Q5. According to you, which one takes more responsibility in the teaching-learning process?

حسب رأيك من يتحمل مسؤولية أكبر في عملية التعليم والتعلم؟

a) The teacher

الأستاذ

b) The learner

التلميذ

c) Both of them

كلاهما معا

Q6. Do you think that you can develop your level in English by yourself?

هل تعتقد أنه بإمكانك تطوير مستواك في اللغة الإنجليزية بمفردك؟

a) Yes

b) No

If your answer is 'No', is that because:

إذا كان جوابك "لا" فهل هذا لأنك:

- a) You used to rely on your teacher because he knows best
تعودت الاعتماد على الأستاذ لأنه يعرف أكثر
- b) You are not aware of the different strategies of learning independently
لست على دراية بمختلف استراتيجيات التعلم باستقلالية
- c) You do not have the necessary learning aids and materials
لا تملك الوسائل الضرورية للتعلم باستقلالية

Q7. Does your teacher show you how to learn by yourself

هل يوضح لكم أستاذكم كيفية الإعتتماد على أنفسكم

- a) Yes
- b) No

Q8. According to you, which of the following decisions you think that you are capable to take in the classroom?

أي من القرارات التالية ترى نفسك قادرا على اتخاذها داخل القسم؟

- a) Selecting the objectives of the course.
تحديد أهداف الدرس
- b) Choosing the activities.
إختيار النشاطات
- c) Deciding how long you have to spend in each activity
تحديد الوقت المستغرق في كل نشاط
- d) Choosing the materials you use when learning English
إختيار الوسائل التي تستعمل في تعليم اللغة الإنجليزية
- e) Evaluating your learning performance
تقييم مردودك الدراسي

Q9. Do you use dictionaries in the classroom?

هل تستخدمون القواميس داخل القسم؟

- a) Yes
- b) No

Q10. If you make a mistake when speaking in English, do you:

إذا أخطأت أثناء تحدثك باللغة الإنجليزية هل:

- a) Stop and correct by yourself
تتوقف وتصحح بنفسك
- b) Wait for a correction from your teacher
تنتظر تصحيحا من استاذك
- c) Wait for a correction from your classmates
تنتظر تصحيحا من زملاءك

Q11. If you do not understand the meaning of a word in the classroom, you:

إذا لم تفهم معنى كلمة ما أثناء القراءة في القسم هل

- a) Link it to the context in which it occurs
تربطها بالسياق الذي وردت فيه
- b) Check for its meaning in the dictionary
تبحث عن معناها في القاموس
- c) Ask the teacher for its meaning
تسأل الاستاذ عن معناها

Q12. Do you prepare your lessons at home before coming to school?

هل تقوم بتحضير الدروس في المنزل قبل المجيء إلى المدرسة؟

- a) Yes
- b) No

Whatever your answer, please explain the reason

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

Q13. After the English class, do you

بعد انتهاء درس اللغة الانجليزية

a) feel satisfied of the knowledge presented by the teacher

تشعر بالرضى وتكتفي بما قدمه الاستاذ من معلومات في القسم

b) Try to develop this knowledge and enrich it outside the classroom

تحاول تطويرها وإثرائها خارج القسم

Section Three: Competency-Based Approach (CBA)

Q14. Does your teacher give you the opportunity to choose what to learn?

هل يمنحك الاستاذ فرصة لاختيار ما ستتعلمون؟

a) Yes

b) No

If yes, what are you allowed to choose most?

إذا كان الجواب "نعم", ما الذي يسمح لكم باختياره أكثر؟

a) The content of the course

محتوى الدرس

b) The type of teaching materials (texts, pictures, etc)

نوع وسائل التدريس (نصوص, صور, ... الخ)

c) The type of activities

نوع النشاطات

d) The type of teaching techniques (individual works, peer works, etc)

نوع تقنيات التدريس (أعمال فردية, أعمال ثنائية, ... الخ)

Q15. Does your teacher state the lesson objectives at the begining of each session?

هل يقوم الاستاذ بوضع أهداف الدرس عند بداية كل حصة؟

a) Yes

b) No

Q16. From the following techniques, which one does your teacher use most?

- a) Individual work
أعمال فردية
- b) Pair work
أعمال ثنائية (مثنى مثنى)
- Group works
أعمال جماعية

Q17. Does your teacher use different materials to present his lesson?

- a) always
دائما
- b) Often
غالبا
- c) Sometimes
احيانا
- d) Rarely
نادرا
- e) Never
ابدا

Q18. Are you allowed to ask questions and to give your opinion during the session?

هل يسمح لكم بطرح الأسئلة وتقديم آرائكم أثناء الدرس؟

- a) Yes
- b) No

Q19. How do you find your teacher's activities?

كيف تجد نشاطات أستاذك؟

- a) Related to the course content
ذات ارتباط بمحتوى الدرس
- b) Engaging/challenging
مثيرة أو تحفيزية
- c) Related to your previous knowledge
ذات علاقة بمعرفتكم السابقة
- d) Encourage language skills development and critical thinking
تشجع تطوير المهارات اللغوية والتفكير النقدي
- e) All of them
جميع الاختيارات
- f) None of them
لا شيء من ذلك

Q20. During the evaluation process, do you find the test questions related to what you have learned?

أثناء مرحلة التقييم، هل تجدون أسئلة الاختبار مرتبطة بما درستموه سابقا؟

- a) Yes
- b) No

Q21. Does your teacher give you a direct constructive feedback?

هل يقيمكم أستاذكم تقييما مباشرا وبناء؟

- a) Yes
- b) No

Thank you very much for your time and collaboration

Appendix C

Classroom Observation Check list

Teacher:

Date:

Observer:

Time:

Class observed:

School:

Aspect	What to be observed	Observed	Not Observed	Comments
CLASSROOM MANAGEMENT AND ENVIRONEMNT	<ul style="list-style-type: none"> The teacher managed well his class/ imposed discipline. 			
	<ul style="list-style-type: none"> The sitting was appropriate /all pupils could see and listen well. 			
	<ul style="list-style-type: none"> The teacher established an atmosphere of respect. 			
	<ul style="list-style-type: none"> The teacher organized groups. 			
Classroom Interaction	<ul style="list-style-type: none"> The teacher greeted pupils. 			
	<ul style="list-style-type: none"> The teacher allowed pupils to ask questions and give their opinion. 			
	<ul style="list-style-type: none"> Pupils' behaviour was controlled. 			

	<ul style="list-style-type: none"> • Pupils' attention/motivation was maintained. 			

Teachers' role and Lesson Structure	<ul style="list-style-type: none"> • The teacher gave an over view of the day's course. 			
	<ul style="list-style-type: none"> • The objective of the lesson was clear. 			
	<ul style="list-style-type: none"> • The course content was related to real life situations. 			
	<ul style="list-style-type: none"> • The teacher used varied materials/ techniques to explain (picture gesture, textbooks,). 			
	<ul style="list-style-type: none"> • The teacher used technology (data show, computers, tablets...). 			
	<ul style="list-style-type: none"> • The lesson was well designed to develop pupils' competencies. 			
Assessment and Feedback	<ul style="list-style-type: none"> • Activities encouraged pupils' critical thinking. 			
	<ul style="list-style-type: none"> • Activities encouraged skills development. 			
	<ul style="list-style-type: none"> • Activities were engaging/challenging. 			
	<ul style="list-style-type: none"> • Pupils were given enough time to process, think and answer. 			
	<ul style="list-style-type: none"> • Activities were based on problem-solving, story completion, to enhance pupils' critical thinking. 			
	<ul style="list-style-type: none"> • Pupils were assessed according to their performance (individual/in pairs /groups). 			
	<ul style="list-style-type: none"> • The teacher gave constructive /formative feedback (to help pupils 			

	develop their competencies.			
	<ul style="list-style-type: none"> The teacher encouraged self feedback (evaluation of own work). 			
	<ul style="list-style-type: none"> The teacher used self feedback. 			
	<ul style="list-style-type: none"> The teacher and pupils discussed mistakes and correction. 			
	<ul style="list-style-type: none"> The teacher used peer feedback. 			
Learners' Behavior	<ul style="list-style-type: none"> Learners participated actively 			
	<ul style="list-style-type: none"> Pupils were passive/did not participate. 			
	<ul style="list-style-type: none"> Pupils analyzed, interpreted, and understood things by themselves. 			
	<ul style="list-style-type: none"> Pupils brought materials (pictures...) 			
	<ul style="list-style-type: none"> Pupils suggested topics for discussion. 			
	<ul style="list-style-type: none"> Pupils explained concepts/new vocabulary by themselves. 			

المخلص

قد حاول البحث الحالي دراسة دور نهج الكفاءة بالمقارنة في تعزيز استقلالية المتعلمين. هدفت هذه الدراسة إلى تزويد المعلمين باستراتيجيات وتوصيات مفيدة حول التطبيق الفعال لنهج الكفاءة بالمقارنة بالإضافة الي تغيير مواقف المتعلمين تجاه تعلم الانجليزية لجعلهم يتحملون المزيد من المسؤولية في التعلم. ومنه، افترضنا أنه في حالة تطبيق معلمي المدارس الثانوية المنهج القائم على الكفاءة بشكل دقيق وفعال، سيتم تعزيز استقلالية المتعلمين. . ولتحقيق هذه الدراسة اعتمدنا على الدراسة النوعية (وصفية) باستخدام أداتين مناسبتين : استبيانين احدهما موجه إلى طلاب السنة الثانية ثانوي والآخر وزع على معلمي اللغة الإنجليزية في ثانوية السايب بو لرباح بسيدي عقبة. إلى جانب الملاحظة الصفية التي أجريت مع طلاب السنة الثانية ثانوي (شعبة آداب و لغات أجنبية) واستنادا إلى النتائج التي تم الحصول عليها من الاستبيانات ومن الملاحظة الصفية، أظهرت النتائج أن المتعلمين في المدارس الثانوية ليسوا مستقلين بسبب عدم تطبيق الأساتذة لنهج الكفاءة بالمقارنة بفعالية . فالمعلمون يتبعون الكتاب المدرسي فقط. و لا يبذلون أدنى جهد لإجراء مزيد من البحوث. وعلاوة على ذلك، فإن الظروف لا تساعد. فالأقسام المكتظة تمنع المعلمين من تطبيق هذا النهج بفعالية، كما أن نقص المواد التكنولوجية لا تحفز المتعلمين على أن يكونوا مستقلين. و بالتالي، من خلال الجانب النظري و الجانب التطبيقي نقترح التوصيات التالية: يجب أن يكون المعلمون مدربين جيدا على مبادئ نهج الكفاءة بالمقارنة من اجل تطبيقه بفعالية، تخفيض عدد التلاميذ في كل قسم بحيث لا يتعدى عددهم 25 تلميذ، و توفير المواد الضرورية (تكنولوجيا الإعلام والاتصال) في كل قسم من أجل تحفيز التلاميذ للدراسة باستقلالية.