

Competency-Based Approach in EFL Speaking Classes: An Analysis of Teachers' and Students' View at Soran University

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Abstract

Competency-Based Approach (CBA), is an educational trend emphasising learning objectives or outputs in constructing language programs. The competency-based Approach focuses on building students' knowledge and enabling them to reuse it in new situations. It means that students should be able to take knowledge out of the class and apply it in their everyday lives to solve everyday problems. The research aims to explore Soran EFL teachers' understanding of the principles of the Competency-Based Approach, particularly in terms of speaking materials. Also, the study aims to investigate students' perceptions of competency-based approach materials and principles that are applied inside the classroom. The study was designed using a mixed-method approach. The tools used for data collection include teachers' interviews and student questionnaires. The sample of the study consists of 2 teachers and 100 students randomly chosen first and second years of the English Department- Faculty of Basic Education at Soran University. The quantitative and qualitative data were analyzed through SPSS and thematic data analyses, respectively. After a thorough analysis of the collected data, the findings demonstrated that speaking is taught through the communicative approach and mixed approaches. Meanwhile, the teachers' lack of understanding regarding the competency-based approach, tasks, and activities were not implemented based on the competency language learning approach; moreover, the shared techniques, such as group work, pair work, class discussion, small presentations, and role play not realized according to the principles and procedures of competency-based approach in the speaking classes. Above that, teachers had limited knowledge of competency-based. Thus, the study concluded that the speaking skill and the proper implementation of a competency-based further investigation due to its potential role in achieving improvements and modifications in teaching speaking as the study revealed that the participants of the study had a positive attitude towards the various techniques of this approach. Also, the teachers as the backbone of the process need training courses on CBA.

Keywords: Competency-Based Approach, Competency, EFL Teaching, Speaking Skills.

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Introduction:

In recent years, it has been noticed that communication language teaching (CLT) has become one of the common approaches in English as a foreign language and English as a second language. The main purpose of this method is to help students progress in communicative competence instead of being skilled in linguistic structure. Students' knowledge of communicative skills is still not up to the expectations, as seen by their struggles in examinations, tests, and job interviews. This difficulty arises mainly because students are still afraid to speak in English; they are still uncertain about their abilities and are scared to try; and they are mostly ashamed to speak throughout the teaching and learning process. Furthermore, the learners' English communication skills need improvement; they struggle with pronunciation, vocabulary, syntax, and so on. Finally, because English is not used in daily life, it is difficult for them to improve their speaking skills, and the learners lack the motivation to communicate in English. (Saadi, Rostami, & Karbalaei, 2016, Richard, 2006, Killo, 2016).

1. Literature Review

2.1 An Overview of the Competency-based Language Teaching

CBE systems were initially launched in the United States. In the late 1960s, it began in instructor teaching and developed into other higher programs in the 1970s in the United States. Furthermore, Competency-Based Language Teaching (CBLT) is based on the CBE philosophy. According to (Richards & Rodgers, 2001), CBLT is defined as "an application of the principles of CBE to language education." Since around the 1970s, CBLT was primarily employed in adult language instruction programs that were work-related and survival-

oriented. In the 1980s, CBE expanded to include technical training courses in the UK and Germany and professional training and technical skill recognition in Australia (Mazouz, 2014).

Since the 1970s, competency-based teaching has been widely used to design and deliver courses. A CBA is distinguished by its emphasis on learning achievements as the dynamic strength of teaching and the curriculum. It is the implementation of its concepts in language teaching. Because this method relies on teaching the skills needed to accomplish real-world tasks, it has been widely adopted since the 1980s as the foundation for many English language programs for refugees and migrants and a variety of work-related courses. It's a method used to create adult language learning programs that are both work-related and survival-oriented. It aims to teach learners the fundamental abilities they require to prepare them for circumstances they may encounter in everyday life. Competency-based models have recently gained acceptance in several nations, particularly in vocational and technical education. They're also becoming more widely acknowledged in national language curricula (Wong, 2008).

The CBA's theoretical foundations have been traced back to behaviourist theories of human psychology since the 1950s. This is predicated on the belief that CBA is about drawing competent inferences based on performance. Some critics draw parallels with Frederick Taylor's (1947) scientific management philosophy, which raised the job procedure to a science. He was the one who invented and tested the competency-based method.

2.2 The Notion of Competence Versus Competency Language Teaching

According to (Weigel and Mulder,(2006), as cited in Mazouz, (2014), the earliest advance in the educational area of competence returned to the 1970s; nonetheless, this was far from the beginning of the history and usage of the notion of competence. Plato's work contains the earliest use of the term (380 B.C.). The word derives from the root 'ikano,' which is a derivative of 'iknoumai,' which means to arrive. The term 'ikanótis' (v) was used in ancient Greek to describe competence. It is defined as the characteristic of being 'ikanos' (able), or the capacity to do anything. According to Weigel and Mulder, competence first emerged in the Latin language as 'Competent,' which was seen as being capable and permitted by law/regulation, and then in the form of 'Competentia,' which was viewed as (cap)ability and permission. By the sixteenth century, the notion had been acknowledged in English, French, and Dutch. The idea of competence has a long history, which is predictable. Being knowledgeable and skilled, that is, being adequately qualified and authorized to undertake particular jobs, has been an inspiration.

The terms "competence" and "competency" are used interchangeably in the literature. It has been described from various perspectives, and much ink has been spilt on accurately defining the difference between competencies and competencies. Many authors have written on competence and competency using one of these concepts, and in some cases, both, in the same article, assuming that both concepts have the same meaning. The variety of definitions of competency continues to rise, making the various points of view from different scholars. Those studying the field and practitioners have developed many purposes that are the primary focus of their efforts to apply the competency approach to their work (Hoffmann, 1999).

According to (Schenck, 1978, as cited in Youcef, 2019), a competency-based approach in education is outcome-based instruction adaptable to the changing requirements of learners, instructors, and the community. Competencies explain a student's capacity to apply fundamental and other abilities based on outputs determined from an investigation of regular tasks expected of learners in life role circumstances. Two factors should be addressed concerning the CBA; according to (Richards, 2006), outcome-based teaching tries to increase accountability in education by explaining what a course of instruction tries to accomplish. It moves the focus away from methodology or classroom practices toward educational objectives. Using this approach, it doesn't matter what methodology is used as long as it produces the anticipated outcomes. Richards and Rodgers, 2001 cite Docking, 1994), who defines competency as:

An element of competency can be defined as an attribute of an individual that contributes to the successful performance of a task, job, function, or activity in an academic setting and a work setting. This includes specific knowledge, thinking processes, attitudes, and perceptual and physical skills (Bataineh & Tasnimi, 2014). According to educational experts, competency-based education is a strategy that allows students to grow depending on their ability to learn a skill or competency at their speed, independent of their surroundings. Competence is classified into three types: knowledge, skill, and attitude.

1. Knowledge: subject-specific content such as concepts, theories, and foundational facts. Involve low-demand cognitive abilities.
2. Skill: applying theory through a hands-on practical activity. Repeated practice and repetition form lasting neural connections in the brain, allowing us to accomplish tasks automatically. Incorporate a mid-demand thinking skill.
3. Values and attitudes: personal perspectives impacted by society, friends, family, and educators. These vary depending on the learner's motives, goals, and self-concept (Toe & Ohn, 2019).

According to (Schneck,1978, as cited in Rambe, 2013), competencies represent students' capacity to apply fundamental and other abilities in circumstances observed in everyday situations. Furthermore, Nunan (2008) asserts that competence is closely related to performance objectives and is firmly rooted in the behavioural tradition. It should be noted that behavioural objectives (competency) in CBA or CBLT refer to application, behaviours, or performances, not to an educational philosophy based on behaviourist psychology (content-based). In summary, competence refers to instructional goals in terms of real-world actions or interpretations. It is about producing rather than learning, doing rather than knowing, and output rather than input.

2.3 Characteristics and Features of Competency-Based Approach in Language Teaching

CBLT's primary goal is to create performances that meet a range of social concerns. Instructions are given by having learners practice the performances as they would ideally occur in the actual world. The practice of performance is constantly evaluated to gauge learners' achievement. According to ELT studies (Auerbach,1986; Richards, 2006), CBA contains numerous features, including the following:

First and foremost, CBA is action-oriented. In other words; it connects language learning to the development of fixed-function knowledge and abilities. It enables students to be successful and competent language users in non-classroom circumstances.

Second, it is an approach to solving problems. It places students where they must assess and test their ability to overcome barriers and issues. Problems cause students to think, and thinking causes them to learn. CBLT attempts to learn about learners' problem-solving skills by placing them in various settings. Third, CBA is a social constructivist strategy, meaning language is utilized for communicating and engaging. CBLT's purpose is to enhance learners' abilities and enable them to perform effectively in society. In other words, learning may take place outside of the pages of a notebook or the confines of a classroom through social contact. CBA encourages students to work with each other to construct knowledge by establishing the Zone of Proximal Development (ZPD), which Vygotsky (1978) defined as the zone where students obtain new techniques and understanding while engaging in group projects and internalizing the impacts of knowledge together.

Fourth, it is based on Bloom's taxonomy and is a cognitive approach. Bloom says that all educational goals are related to attitudes, beliefs, and feelings. Those mental goals constitute a hierarchy where students must attain lower-order goals before moving to higher-order destinations.

Fifth, performance-based assessment is required under CBA. It might be either formative or summative. The formative evaluation is utilized consistently throughout achieving the desired competency. On the other hand, the summative assessment indicates competency proficiency. It is given as a final examination and is objectively measurable. The CBA requires that evaluation considers not just what students know but also how well they can satisfy the criteria of the specific activities. It is also criterion-based rather than norm-based.

Sixth, A strong emphasis on practical skills. CBLT teaches language as a communication function about actual activities instead of teaching language in isolation. Learners are only taught the language forms/skills necessary for the settings in which they will operate. The "empirical estimate of language necessary" determines these forms.

Seventh, Instructional modules. Language acquisition is divided into digestible and instantly relevant portions. Objectives are broken down into tightly defined sub-objectives so that both teachers and students can see where they are going—a priori outcomes. Outcomes are widely understood and agreed upon by both the student and the instructor. They are defined in behavioral objectives, so students understand exactly what actions are expected of them.

Eighth, Ongoing and continuous evaluation. Learners are pre-tested to discover which abilities they lack and then post-tested after receiving education in that area. If they do not attain the necessary mastery, they are retested and continue to work on the aim. Because program assessment is based on test results, it is deemed objectively measurable.

Finally, training is personalized and student-centred in context, level, and pace. Previous learning and accomplishment are considered when establishing curricula; goals are specified in terms of individual requirements. Teaching is not timed, and students develop at their own pace, focusing only on the areas in which they are weak (Auerbach, 1986: Rambe, 2013: Richards & Rodger, 2014, 2006: Boutaghane, 2017 & Amel & Nabila, 2018).

2.4 The Role of the Teacher, Students, and Materials in CBA

In a competency-based paradigm, particular phrases do not specify the teacher's function. The instructor must offer both positive and critical comments to assist learners and develop their abilities. They must be aware of the requirements of the students for everyone to feel at ease in the classroom. The considerable skills covered in class necessitate detailed instructions for the various learning activities. As a result, the instructor must provide clear instructions and explanations to ensure that each student comprehends the task. However, because the instructions are not time-based, the instructor does not pressure the learners, and the student's growth is essential (Richards & Rodgers,

2001). Another function of the CBLT instructor is to choose learning activities and create a syllabus based on the competency that the students will gain. The teacher's role shifts from an information provider to that of a facilitator. This is not to say that instructors no longer provide information; they provide different knowledge in various ways. Teachers supply their learners with material, exercises, and practice changes. The authenticity and quality of these resources are critical to the lesson's success.

In a competency-based approach, the learner must determine if the competencies are valuable and relevant. This demonstrates that the learner plays an active part in the classroom, as seen by the fact that learners are prepared to put what they've learned into practice. The skills students will learn are specified and made available to the public so that the learner understands precisely what must be taught and the competencies that must be used. In this respect, each skill must be mastered one at a time, as this ensures that learners are aware of what they have already learned and what the following stages will involve. Furthermore, learners must remain in the program until they have improved. They go to a more advanced set of learners once they have mastered their skills. In Competency-Based Language Teaching, the learner's primary aim is to be able to adapt and transfer information from one environment to another (Richards & Rogers, 2001).

The student's position must also shift. Students will no longer be able to rely only on the teacher and the classroom for primary knowledge sources. Instead, pupils are trained as apprentices. Their duty will be to combine, create, and disseminate knowledge. Students actively participate in their learning and try to become self-directed learners. They learn to think critically, adapt, and transmit information in various contexts. Because the goals and requirements are clear and explicit, students must commit to working on each ability, mastering it, and then moving on to the next (Richards & Rogers, 2014). Students may resist this technique at first, particularly if they do not identify a compelling need to learn the language. Student engagement is essential for successful classroom interaction. Students must discover ways to encourage themselves and apply what they learn in the classroom to their own lives. In the CBLT classroom, students must be willing to confront, question, and initiate.

The materials selected by the instructor primarily consist of sample texts and assessment activities that give examples of texts and assessment tasks that correspond to the skill. These resources teach students "the key skills, information, attitudes, and behaviours necessary to effectively complete a real-world task or activity." These assignments should help you enhance a wide range of skills. On the one hand, knowledge, and learning skills, as well as speaking skills, are addressed. On the other hand, the resources provide

exercises to help students develop their reading and writing skills (Richards & Rodgers, 2001, 2014).

Although teachers are allowed to choose the ideas and tactics that will work best in their classrooms, the design of a CBLT curriculum differs from that of regular classes. Rather than being arranged around specific language themes, CBLT courses are built around the competencies and skills needed to learn the language. Each day and unit focuses on the abilities students will need to progress along the road to mastery. Performance tasks that allow the student to practice the required capabilities must be included in the syllabus (Richards & Rogers, 2001; Wong, 2008).

This may necessitate a mental and organizational transformation. Lessons are likely to be structured by subjects such as present tense, past tense, irregular past tense, future tense heading to, and so on in many conventional classes. While these subjects will still be covered, they will not be the primary emphasis of the course. Instead, if a particular ability necessitates using the past tense, instructors will introduce that form and the vocabulary required for the job. The tense and pertinent vocabulary, register, and pronunciation would be taught as part of the lesson. This means that, rather than being introduced as a unit, the past tense may be presented in many units depending on the needs of the students. This allows students to practice skills they learned previously while also allowing modules to develop on one another.

2. Methodology

3.1 Research Design and Participants

To achieve the aims of the study the researcher implemented a qualitative and quantitative research design. To gain the quantitative data 100 first and second-year students at Soran University faculty of Basic Education participated in a survey. The researcher purposefully decided to pick first and second-year students as they have communication skills modules in their years of study. Consequently, depending on the nature of quantitative research, the probability simple random sampling method was used as everyone had a right to participate. As for the interview, 2 teachers at Soran University who were teaching communication for the academic year (2021–2022) participated in an interview.

3.2 Data Collection Tools

The data for answering the research questions were collected through multiple instruments teachers' interviews and students' questionnaires for the qualitative and quantitative parts, respectively. Semi-structured interviews as the first instrument used either face-to-face or virtually through Zoom Meeting and Google Meet. Moreover, depending on the teachers' time and availability,

the interviews were implemented to determine the understanding of the teachers about the competency-based approach. The second instrument of data collecting in this study is the students' questionnaire, which is made up of (22) mixed items and is categorized into seven main types. The researcher administered a questionnaire to involve a larger number of participants. The participants were asked to pick their answers to 22 items ranging from strongly agree to strongly disagree through a five-point Likert scale. Hence, the researcher used that to determine the students' perceptions of CBA materials and principles applied inside the classroom.

3.3 Approach of Analyses

To analyze the collected data, the researcher used descriptive analysis for qualitative data and SPSS for quantitative. Quantitative data were entered into a Microsoft Excel sheet and then analyzed using the software. The data of the study were analyzed by using descriptive statistical techniques such as frequencies, and percentages, and the mean was used to analyze the quantitative data.

3.4 Research Validity and Reliability

Before use, the instruments were given to a jury committee of 8 members, senior academics and PhD holders from KR universities specializing in TESOL, applied linguistics, and ELT. This was done to ensure the tools' validity. The jury committee's agreement rating was 85% as a consequence, and all things were kept except suggestions for small phrasing modifications. After discussing their suggestions, the researcher and the supervisor updated the content tools and modified them.

Testing for reliability is important since it relates to the consistency of the pieces of a measuring device. As a result, the researcher employed a triangulation method to confirm the reliability of the data and results. Methodological triangulation, according to Bekht and Zauszniewski (2012), entails using more than one method to provide more objective results. Consequently, the researcher used two data gathering methods: interview and questionnaire.

4. Data Analysis and Discussion of Results

4.1 Interview Analysis

A 'thematic' technique for data analysis, sometimes known as 'coding,' was utilized to analyze the data. According to Cohen et al. (2011), a code is just a name or label that the researcher assigns to a text representing an idea or a piece of information. Coding can be classified into four types: open, analytical, axial, and selective (Cohen et al, 2011). Open coding, which was chosen for this study, is defined as "the process of breaking down, evaluating, comparing, conceiving, and categorizing data" (Strauss & Corbin, 2007, cited in Boeije,

2010:96). The research must properly read the data to identify similar concepts and group them as a theme (Boeije, 2010).

A theme and/or code can be interpreted in various ways. The research questions are one method for identifying themes and/or codes (O'Leary, 2004). The research questions were used as a guideline in this study to identify the topics that are described in the following section. Finally, the argument for using this method for data analysis is that the obtained data is primarily qualitative, thus having a theme and discussing it aids in comprehending the data. Another reason is that having themes is seen to be a reasonable approach to explaining the research questions because the data was gathered to find answers to those questions, which are provided in the following section.

The interview data provided some important findings regarding the teachers' views and knowledge that were used to investigate the instructors' understanding of the principles of CBA. After transcribing the interview recordings, they were coded inductively, then categorized, and, consequently, the themes emerged from them. Therefore, below are some points that are taken out from the interviews and they are categorized as follows:

Theme 1: The basis of setting learning outcomes

In investigating on what basis, the teachers set their learning outcomes for the students, the interview explored that the competency-based language learning approach was not familiar to them. One of them believed that the learning outcomes of the course should be set according to the level of language of the learners. The other one argued that it should be set according to the final oral exam. In CBA teachers should set the course outcomes according to the student's interests, levels, needs, and abilities, to achieve the goals of teaching and learning. Meanwhile, when learning outcomes are set randomly the result will be negative.

Theme 2: The relationship between learning outcomes and speaking materials

It seems that the teachers do not have enough information about the principles of CBA as it is clear that this approach focuses on learning and teaching outcomes. As the researcher asked about the relation between the results of learning and those resources that the teachers use in speaking class, one of the participants replied” *If the outcomes of the course did not come aligned with the course materials, it means there is a problem with the materials. So, the materials should be chosen according to the expected outcomes.*” Meanwhile, the second interviewer claimed that had no information and did not have any answer, he said I don't know what relation should be found between learning outcomes and speaking materials.

To know whether the students have mastered the intended competencies and skills, the teacher should choose the speaking materials according to the learning outcomes, in that case, he/she can easily assess the student's progress. When the learning outcomes align with the speaking materials that are used in teaching, the objectives of the course will be achieved and teachers can develop learners' competencies and skills. So, in CBA teachers should select the materials according to the course outcomes.

Theme 3: Aligning the learning outcomes with the competency-based – approach

In asked to what extent the learning outcomes align with the CBA, both participants had a positive attitude and believed that learning outcomes should be aligned with CBA to a large extent. One of the interviewees added that at the end of the academic year the syllabus and specifically the outcomes should be assessed by an academic specialist then we realize whether they are aligned or not. The participant followed CBA without knowing and had a lack of knowledge about this approach.

Theme 4: The extent of speaking materials on a competency-based approach

Both participants stated that the “ competency-based approach” is important. One of them declared that to avoid cramming too much information into students’ minds and to enable them to participate to a large extent speaking class should be competency-based because he believed that when the teacher makes the whole class into small groups and makes discussing questions about a topic it helps the students to talk and the more “they talk the more competent they are” he said. The second interviewer stated: *Since I have very little knowledge about the competency-based approach, as far as I know, it is important for the speaking materials should be competency-based.*

Theme 5: Teachers’ perceptions of speaking materials to be competency-based

In investigating the teachers’ view of speaking materials as competency-based, both teachers had positive views and believed that it is essential to be CBA. The first interviewer said that focusing on CBA enables students to speak easier and sooner and it increases students’ self-confidence because he believed that many learners lack confidence in practicing their speaking skills. The second participant believed that: *‘ I think it's essential because it gives students a motive. They are more competent in speaking, and they get, motivated for other skills too ’.*

Theme 6: The objective of teaching speaking

One of the essential principles of CBA is that the teachers should clarify the main objectives of the lecture to the students and specify the aims of each lesson to them. In asking this question both participants said that the main purpose of their speaking class is to gain the ability of the learners to communicate and to debate a lot. It seemed that both participants were not familiar with how to specify the aim of each lesson because they stated that they didn't specify the aims of each lesson.

Theme 7: Teachers' Views on a learner-centred Approach and Procedure for Maximizing STT

The participants had different procedures to maximize students' talking time. The first teacher said he tries to use different methods like pair and group activities, group discussions, and presentations to increase the time for the students to communicate and decrease his/her speaking time inside the class. The second teacher stated that by asking about the teachers' views on learner-centred teaching and learning, which is a significant part of a CBA, both participants believed it must be a student centre. The first teacher said that when the class is student center it allows learners to express their ideas and gather more information about different topics which helps them to improve their speaking skills. The second teacher declared: *It's supposed to be like that because it is speaking about how students should learn if it is just teacher-centred that means the teacher tried to improve his English or her English. In this case, I think it must be a student centre.*

Easy questions, he tries to engage the learners in the talk and uses a lot of WH questions to help them to talk and make discussions.

Theme 8: Creating strategies to help students to perform in real- life tasks

Different tasks and activities are used in speaking classes to develop the learners' competencies and skills. The core competencies are; communication and collaboration, critical thinking and problem-solving, creativity and imagination, self-efficacy, learning to learn, debates, and analyzing ability. When the researcher asked which type of activities, they used to teach competencies and enable students to perform in real-life situations, both teachers emphasized using group and pair work activities, small class discussions in WH questions form, assignments, and presentations. Regarding the answers, it is obvious that both teachers used various strategies and activities to develop the learners to perform real-life tasks, but it seemed that their techniques were not completely based on CBA and that they didn't regard this approach to be the core. Additionally, they are not enough familiar with the type of CBA activities they randomly use activities not based on this approach.

However, in asking about the teachers' understanding of the term CBA one of the participants defined it as *"Competency-based learning is an approach to education that focuses on the student's demonstration of desired learning outcomes as central to the learning process. It is concerned mostly with a student's progress through the curriculum at their own pace. As competencies are proven, students continue to progress."* The other one stated it is *"In competency-based classes, some situations are specified in which students should be able to handle tasks competently. These situations are based on real-life work/world. In these classes, real-life situations are brought into the classroom, and role-play is considered one of the examples. In asking the interviewers whether they attended any seminars/workshops/conferences/ or training courses regarding this approach or whether the university or faculties held any activities in this field, both teachers replied they had never attended relevant activities and the university has not hosted any activities according to the CBA."*

4.2 Students' Questionnaires Analysis

Table 1. The Speaking Materials

Variables	Frequency		Percentage%
1. My teacher selected the speaking materials according to my level, need, and abilities.	Strongly agree	7	7.0
	Agree	20	20.0
	Neutral	18	18.0
	Disagree	33	33.0
	Strongly disagree	22	22.0
2. The speaking materials enable me to use English as a medium of instruction.	Strongly agree	4	4.0
	Agree	21	21.0
	Neutral	25	25.0
	Disagree	40	40.0
	Strongly disagree	10	10.0
3. The speaking materials develop my ability to think critically.	Strongly agree	7	7.0
	Agree	19	19.0
	Neutral	20	20.0
	Disagree	37	37.0
	Strongly disagree	17	17.0
	Strongly agree	5	5.0

	Agree	14	14.0
	Neutral	28	28.0
	Disagree	42	42.0
	Strongly disagree	11	11.0
4. The speaking materials develop my ability to solve problems in everyday situations.			

Table (1) represents the speaking materials that the teacher uses in communication class.

According to Table number (1), we can see that the majority of the respondents to the questionnaires disagreed. Item 1 in Table 1 demonstrates that only %7.0 of the students strongly agree that their teachers pay attention to the student's level, ability, and needs while selecting the materials. %20.0 students agreed, while %18.0 were neutral, %33.0 stated they disagreed, and the remaining respondents %22.0 showed strongly disagreed before choosing materials teachers should note students' needs and abilities. Item 2 in Table 1 shows that the majority of the participants are %40.0 students who believe that the speaking materials don't help them to use English as a medium of instruction. %25.0 said neutral, while %21.0 of them stated the speaking materials enable them to communicate in the English language. Before teaching the teachers need to focus on the type of materials and students' interest topics to help learners to engage in the tasks and activities. Regarding the response, it seems most of the participants were not interested in the speaking materials used by teachers.

In item 3 most of the students are %37.0 rejected that the speaking materials help them to become critical thinkers. A small number %7.0 students agreed that the materials enable them to think critically, while %20.0 became neutral, %19.0 agreed, and %17.0 strongly disagreed with the statement. One of the core competencies in CBA is that teachers should guide learners to become critical thinkers. Referring (Harmmer, 2001) asserts, that teachers should use different activities within a class period in CBA lessons, for learning and teaching language. The last item in Table 1 asks the learners how the speaking materials develop their ability to solve problems in everyday situations, the majority of the participants are %42.0 disagree, %28.0 neutral. CBA needs the use of various methods and techniques, in this regard, supporters of the CBA encourage teachers to give students challenges to think about rather than asking them to repeat what the teacher has said. When faced with problems, students use their prior learning to solve them, which leads to the production of new knowledge.

Table 2. Learners' Role

Variables	Frequency		Percentage%
5. I am autonomous in my learning process. It means that I can make decisions regarding my learning process.	Strongly agree	10	10.0
	Agree	12	12.0
	Neutral	32	32.0
	Disagree	39	39.0
	Strongly disagree	7	7.0
6. My role is active in the classroom. I can search the knowledge and make self-assessments to be a successful student.	Strongly agree	9	9.0
	Agree	22	22.0
	Neutral	24	24.0
	Disagree	36	36.0
	Strongly disagree	9	9.0
7. My collaboration abilities have grown.	Strongly agree	8	8.0
	Agree	18	18.0
	Neutral	25	25.0
	Disagree	43	43.0
	Strongly disagree	6	6.0
8. I am responsible for my learning.	Strongly agree	36	36.0
	Agree	23	23.0
	Neutral	16	16.0
	Disagree	15	15.0
	Strongly disagree	10	10.0

According to question number 5 in Table 2 nearly %39.0 of the students stated that they are not autonomous in their learning process, moreover, %32.0 indicated they were neutral. Moreover, a few students which are %10 strongly agreed that they can make decisions regarding their learning process. The results demonstrated that they are not autonomous in their learning process because one of the most important features of CBA is that the learners should have a chance to decide and make decisions. The results of item 6 show that the majority of the participants are %36.0 stated that they are not active in the classroom, %24.0 of the students selected neutral. Meanwhile, %22.0 of the learners agreed that they are active students in speaking classes they can search for knowledge and make self-assessments to be successful students. In asking whether the students' collaboration ability has grown or not most of the answers

which are about % 43.0 disagree, %25.0 showed they are neutral, %18.0 agreed, %8.0 strongly agreed, and %6.0 strongly disagreed, this is maybe because they cannot communicate well and they were not interested in speaking materials. The last question in Table 2 demonstrated that %36.0 strongly agreed that they are responsible for their learning, and %23.0 just agreed.

Table 3. Teachers' Role

Variables	Frequency		Percentage%
9. My teacher's role in the classroom is as facilitator and evaluator. It means my teacher helps me to learn and discover things for myself.	Strongly agree	10	10.0
	Agree	18	18.0
	Neutral	14	14.0
	Disagree	48	48.0
	Strongly disagree	10	10.0

The Results in Table 3 show that the majority of respondents %48.0 disagree that the teacher's role in the classroom is as facilitator and evaluator. % 18.0 of the students stated they agreed, % 14.0 showed they were neutral, and % 10.0 students strongly agreed and strongly disagreed.

Table 4. Teaching Activities

Variables	Frequency		Percentage%
10. My teacher asks me to do discussion & debate activities on different topics in the speaking lecture.	Strongly agree	5	5.0
	Agree	16	16.0
	Neutral	36	36.0
	Disagree	31	31.0
	Strongly disagree	12	12.0
11. My teacher asks me to do information-gathering activities. It means I need to conduct surveys, interviews, and searches to collect information on a certain topic for presentation in small groups.	Strongly agree	2	2.0
	Agree	11	11.0
	Neutral	31	31.0
	Disagree	44	44.0
	Strongly disagree	12	12.0

12. My teacher asks me to cooperate and collaborate to solve problems in groups.	Strongly agree	19	19.0
	Agree	25	25.0
	Neutral	29	29.0
	Disagree	16	16.0
	Strongly disagree	11	11.0
13. My teacher uses role plays to encourage me to learn.	Strongly agree	18	18.0
	Agree	26	26.0
	Neutral	26	26.0
	Disagree	18	18.0
	Strongly disagree	12	12.0

Item 10 in Table number 4 is based on the assumption that the teacher asks students to do discussion & debate activities on different topics in the speaking lecture. Most of the students % 36.0 showed that they were neutral, %31.0 disagreed, and %16.0 agreed. Discussion and debates are important types of CBA activities because the teachers are involved less, and these activities promote competition and collaboration between students. The results showed that the teachers rarely use these types of activities. It has been noted during teachers' interviews that they didn't mention making debates. They stated that they were trying to have the discussion but the students' language proficiency level didn't let them do it. The teachers claimed that even the learners did not want to participate, the reasons may be lack of students' knowledge, feeling shy during speaking, anxiety, lack of self-confidence, and their language proficiency at a low level which is why they did not prefer to engage in the discussions.

In answer to item number 11, a high portion of the samples, which is %44.0 clarified that they disagree with the statement that teachers use gathering information activities, and %31.0 stated they are neutral. The result shows that the teacher does not follow all principles of CBA, one of the important activities is to help students not just present a presentation but the teacher should help learners to conduct surveys, interviews, and search to collect information on a certain topic for presentation in small groups. So, most of the respondents showed that the teacher doesn't ask them to collect information through surveys observation, etc. Item number 12 is based on the assumption that the teacher asks students to cooperate and collaborate to solve problems in groups. A large number of the sample, which is %29.0 claims that they are neutral, this is because maybe the teacher used pair and group work activities but not for solving daily problems. One of the most important

characteristics of CBA is to help learners solve everyday problems in different situations and to help them use the English language in different circumstances in society. Also, %25.0 of the students claim that they agreed. In asking whether the teacher uses role plays to encourage them to learn. The majority of the answers %26.0 agreed and the same percentage which is %26.0 showed neutral. To make students communicate in various situations in society teachers can ask students to do role play, which is significant in the CBA learning process. The results show that most of the students claimed that the teacher asked them to do and the same percentage of the respondents showed that they were not sure, and a few numbers of the answer stated they don't have role play. In teachers' interviews, the researcher asked the teacher to maximize students talking time and which procedures they follow one of the teachers stated that he asks students to make role play, and it seems that one of the teachers uses role-play.

Table 5. The Activities

Variables	Frequency		Percentage%
14. The activities in the speaking materials promote my cognitive abilities.	Strongly agree	20	20.0
	Agree	25	25.0
	Neutral	30	30.0
	Disagree	15	15.0
	Strongly disagree	10	10.0
15. The activities in the speaking materials correspond with the course learning outcomes.	Strongly agree	15	15.0
	Agree	25	25.0
	Neutral	32	32.0
	Disagree	19	19.0
	Strongly disagree	9	9.0
16. Tasks and activities are learner-centered and communicative, which allows me to share and process information.	Strongly agree	18	18.0
	Agree	22	22.0
	Neutral	28	28.0
	Disagree	23	23.0
	Strongly disagree	9	9.0
17. The activities in the speaking materials prepare	Strongly agree	17	17.0
	Agree	24	24.0
	Neutral	29	29.0
	Disagree	24	24.0
	Strongly disagree	6	6.0

me for activities outside the classroom.

Concerning item 14 “whether speaking activities promote their cognitive ability” the majority of the students chose neutral which is % 30.0, %25.0 agreed, %20.0 strongly agreed, %15.0 disagreed, and %10.0 strongly disagreed. As to item number 15 again most respondents were neutral regarding whether the activities in the speaking materials correspond with the course learning outcomes. While %25.0 of the learners agreed and believed the activities aligned with course outcomes. According to question number 16 in Table 5 nearly %28.0 all of the students were not sure whether the tasks and activities were learner-centred and communicative, this may be because they were not good at speaking or the teacher didn't use different techniques to help them participate. At the same time, a good number of the students agreed which is %22.0, and %23.0 disagreed. In asking “ The activities in the speaking materials prepare me for activities outside the classroom.” The result showed that %29.0 of the participants selected neutral, %24.0 of the respondents agreed and disagreed. This may be because the students could not communicate well outside the classroom, so they believe that the speaking materials don't help them perform outside the university.

Table 6. Evaluation

Variables	Frequency		Percentage%
18. My teacher and I know and agree with the results. They are defined in behavioural objectives, so I know exactly what is expected of me.	Strongly agree	5	5.0
	Agree	7	7.0
	Neutral	24	24.0
	Disagree	39	39.0
	Strongly disagree	25	25.0
19. Continuous and ongoing evaluation: My teachers always make a pre-test to discover what abilities I lack.	Strongly agree	8	8.0
	Agree	8	8.0
	Neutral	21	21.0
	Disagree	37	37.0
	Strongly disagree	26	26.0
	Strongly agree	3	3.0
	Agree	8	8.0
	Neutral	22	22.0
	Disagree	36	36.0
	Strongly disagree	31	31.0

20. My teacher retests me when I need to reach mastery to work on the aims.

Strongly agree	5	5.0
Agree	6	6.0
Neutral	25	25.0
Disagree	34	34.0
Strongly disagree	30	30.0

21. Shown mastery of performance objectives: assessment is based on the ability to demonstrate and perform predetermine actions rather than typical paper-and-pencil assessments.

Strongly agree	1	1.0
Agree	9	9.0
Neutral	21	21.0
Disagree	40	40.0
Strongly disagree	29	29.0

22. My teacher assesses my progress using different assessment methods.

The items in Table 6 are based on the evaluation of learning outcomes based on CBA. The results show that the majority of respondents disagreed. Regarding item 18 which asks both teachers and students to know and agree with the results, %39.0 disagreed, and %25.0 strongly disagreed. Item 19 which is based on one of the essential principles of CBA, most of the students which are %37.0 disagreed that their teacher follows continuous and ongoing evaluation. %26.0 strongly disagreed, they believed that their teacher doesn't make a pre-test to discover what abilities they lack. In CBA the teacher needs to focus on individual skills and competencies to master them. Item 20 asked the students whether the teacher retests them when they need to reach mastery to work on the aims %36.0 of the students disagreed, %31.0 strongly disagreed, and %21.0 chose neutral. It means that the teachers lack information about the CBA types and techniques for evaluating students so they are not focusing on individual competencies. Item 21 is based on the assumption ‘ Shown mastery

of performance objectives: assessment is based on the ability to demonstrate and perform predetermine actions rather than typical paper-and-pencil assessments'' %34.0 disagreed, % 30.0 strongly disagreed, and %25.0 selected neutral. In the last item %, 40.0 of the students disagreed and they believed that to assess their development the teacher does not use different assessment tools. It is obvious from the teachers' interviews that both stated that they have a final oral exam at the end of each semester to assess their students' progress. One of the teachers said that he asked the students to present a seminar to assess them but it was based on a little mark.

5. Conclusion and Recommendations

The Competency-based Language Teaching (CBLT) approach is one of the most common and well-acknowledged methods in the teaching English sector. This approach emphasizes assisting students in acquiring the competencies required to communicate effectively in real-world settings through the diverse applications of the language. The results showed that teachers have a positive attitude toward CBA and they believe that this approach develops learners' abilities and skills. According to the teachers' understanding, it has been found that teachers lack knowledge about the principles, activities, and ways to assess students. Regarding the assessment, teachers replied to the seminars and final oral exams, and no one instance of the team working, project working, or ongoing assessment. The findings of the students' questionnaires revealed some important points. It seems that the majority of the participants believed that teachers do not pay attention to students' needs, abilities, interests, and levels of language proficiency while selecting speaking materials. Furthermore, most students believed that speaking materials did not help them become critical thinkers and solve everyday problems. Accordingly, the researcher recommends that FEL teachers increase their background in CBA and that the university hold necessary seminars, workshops, or training courses in this field to familiarize EFL teachers with the approach.

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الملخص:

النهج القائم على الكفاءة (CBA) اتجاه تعليمي يركز على أهداف التعلم أو مخرجاته عند تصميم برامج اللغة. يهدف النهج إلى بناء معرفة الطلاب وتمكينهم من إعادة استخدامها في مواقف جديدة. يعني ذلك أن الطلاب يجب أن يكونوا قادرين على تطبيق المعرفة المكتسبة في الصف على حياتهم اليومية لحل المشكلات اليومية. تهدف هذه الدراسة إلى استكشاف فهم معلمي اللغة الإنجليزية كلغة أجنبية (EFL) في سوران لمبادئ هذا النهج، لا سيما فيما يتعلق بمواد مهارة التحدث، كما تهدف إلى معرفة تصورات الطلاب حول مواد ومبادئ هذا النهج المطبقة داخل الصف.

تم تصميم الدراسة باستخدام منهج مختلط يجمع بين الكمية والنوعية، وشملت الأدوات المستخدمة لجمع البيانات مقابلات مع المعلمين واستبيانات للطلاب. تتألف عينة الدراسة من معلمين ومائة طالب تم اختيارهم عشوائياً من السنتين الأولى والثانية في قسم اللغة الإنجليزية - كلية التربية الأساسية بجامعة سوران. تم تحليل البيانات الكمية والنوعية باستخدام برنامج SPSS وتحليل البيانات الموضوعية على التوالي.

بعد تحليل معمق للبيانات؛ أظهرت النتائج أن مهارة التحدث يتم تدريسها من خلال النهج التواصلية ومناهج مختلطة، ومع ذلك، تبين أن المعلمين يفتقرون إلى فهم النهج القائم على الكفاءة، حيث لم تُنفذ المهام والأنشطة بناءً على مبادئ تعلم اللغة المعتمد على الكفاءة، كما أن التقنيات المشتركة مثل: العمل الجماعي، العمل الثنائي، النقاشات الصفية، العروض التقديمية الصغيرة، ولعب الأدوار لم تُطبق وفقاً لمبادئ وإجراءات نهج الكفاءة في دروس التحدث. بالإضافة إلى ذلك، كانت لدى المعلمين معرفة محدودة حول هذا النهج.

خلصت الدراسة إلى أن مهارة التحدث والتطبيق السليم للنهج القائم على الكفاءة يتطلبان مزيداً من التحقيق نظراً لدورهما المحتمل في تحقيق تحسينات وتعديلات في تعليم التحدث. وأظهرت الدراسة أن للمشاركين موقفاً إيجابياً تجاه التقنيات المختلفة لهذا النهج. علاوة على ذلك، يحتاج المعلمون، باعتبارهم العمود الفقري للعملية التعليمية، إلى دورات تدريبية حول النهج القائم على الكفاءة.

الكلمات المفتاحية: النهج القائم على الكفاءة، الكفاءة، تعليم اللغة الإنجليزية كلغة أجنبية، مهارات التحدث.

پوخته:

رئبازی لیهایتووی بنهمادار (CBA)، ناراستیهکی پهروردهبیه که جهخت لهسر نهنجامهکان یان ناکامهکانی فیربوون دهکاتهوه له بنیاتنانی پرۆگرامهکانی زماندا. نهم ریبازه لهسر بنهمای لیهایتووی جهخت دهکاته سهر بنیاتنانی معرفیهی قوتابیان و توانادار کردنیان بۆ دووباره بهکارهینانهوهی زانیاری له بارودۆخی نویدا. نهمهش مانای ئهوهیه که قوتابیان دهبیت بتوانن سوود له زانیاری پۆل و مر بگرن و له ژبانی رۆژانهیاندا بهکاری بهینن بۆ چارهسهرکردنی کیشهکانی رۆژانه.

ئامانجی نهم توێژینهوهیه دۆزینهوهی تیگهیشتنی ماموستایانی زانکۆی سۆران له بنهماکانی لیهایتووی بنهماداردا، بهتایبهتی له رووی کهرستهکانی ناخوتن دا. ههروهها ئامانجی توێژینهوهکه لیکۆلینهوهیه له تیگهیشتنی قوتابیان لهم ریبازه و ئایا کهرستهکانی بابتهی ناخوتن له سهر بنهماکانی لیهایتووی له لایان ماموستایان دارپژراون وه ئایا له ناو پۆلدا جیهجیه دهکرین. توێژینهوهکه به شیوازی دیزاینی تیکهل کراوه. ئامرازهکانی داتا کوکراوهه بریتین له چاوپیکهوتنی ماموستایان و راپرسی بۆ قوتابیان.

نمونهی توێژینهوهکه له ۲ ماموستا و ۱۰۰ قوتابی پیکهاتوه که به ههرهههکی سالی یهکهه و دووهه می بهشی ئینگلیزی - کولێژی پهروردهی بنهرتی له زانکۆی سۆران ههلبژێردراون. داتای چهندایهتی و چۆنایهتی به ریزبهندی له ریگهی SPSS و شیکردنهوهی داتای بابتهیهوه شیکراوه . پاش شیکردنهوهیهکی ورد بۆ داتا کوکراوهکان، دهرنهجامهکان دهریان خست که له وانهی ناخوتن دا ماموستایان ریبازی جۆراو جۆریان بهکارهیناوه لهوانه ریبازی پهیهندی و ریبازی تیکهلاو .

له ههمان کاتدا، پلانی وانهی ماموستایان لهسر به ریبازی لیهایتووی بنهماداردا له رووی ئهرک و چالاکیهکانی ناو پۆل لهسر بنهماکانی نهم ریبازهدا دانهرپژراوون. لهگهل ئهوهشدا، که ماموستای ناخوتن له ناو پۆلدا تهکنیکه هاوبهشهکانی وهک کارکردن به گروپ، کارکردن به جووت، گفتوگۆی ناو پۆل، پشکهشکردنی سیمیناری کوورت و رۆل گیران نهجام دهدرا بهلام له سهر بنهما و ریشوینهکانی ریبازی لیهایتووی له پۆلهکانی قسهکردندا دانهرپژراون. لهسهرووی ئهوهشوه، ماموستایان زانیارییهکی سنوورداریان ههبوو لهسر ریبازی لیهایتووی. بهم شیوهیه، توێژینهوهکه گهیشه ئه نهجامهیهی که لیکۆلینهوهی زیاتر پیویسته نهجام بدریت لهسر ریبازی لیهایتووی بنهماداردا بههۆی رۆلی شاروهی له بهدهستهینانی چاکسازی و گۆرانکاری له فیرکردنی قسهکردندا چونکه توێژینهوهکه دهرخست که بهشداربووانی توێژینهوهکه تیروانینیکی ئهرینیان ههبووه بهرامبهر تهکنیکه جۆراو جۆرهکانی نهم شیوازه. له کوتایی دا، به پشت بهستن به دهرنهجامهکانی، نهم توێژینهوه ئهوه پیشنیار دهکات که ماموستایان بربرهی پشتی پرۆسهی فیربوونن، بۆیه پیویستیان به خولی راهینان ههیه لهسر نهم ریبازه.

وشه کللییهکان: ریبازی لیهایتووی بنهمادار، لیهایتووی، فیرکردنی ئاخوهرانی زمانی ئینگلیزی وهکو زمانی بێگانه، کارامهیهیهکانی قسهکردن