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CBLT[47] in the Large Classes of Ivorian Secondary Schools: Problems and Solutions

Résumé

Le but de cette étude était de réfléchir sur la mise en œuvre de l'approche par compétences (domaine des langues) dans nos classes à effectif pléthorique de l'enseignement secondaire. Notre préoccupation était la suivante: Etant donné les principes de l'approche par compétences (domaine des langues) et considérant les soucis liés à l'enseignement des langues dans les classes à effectif pléthorique, nous nous demandons comment on peut rendre l'approche par compétences (domaine des langues) plus profitable aux élèves de nos classes à effectif pléthorique. Cette préoccupation appelle les questions suivantes: Quel est la taille de l'effectif de nos classes? Quels soucis découlent du nombre d'élèves dans ces classes pendant la mise en œuvre de l'approche par compétences (domaine des langues). Quelles mesures didactiques peuvent aider à rendre l'approche par compétences (domaine des langues) plus profitable aux élèves dans un tel environnement ? Pour répondre à ces questions, nous avons mené une investigation qui a impliqué les enseignants, les conseillers pédagogiques et les élèves dans nos classes du secondaire. Les interprétations des résultats obtenus de notre recherche ont suggéré que nos classes à effectif pléthorique ne permettent pas aux enseignants de tenir compte des besoins personnels des élèves pendant les cours. Ils ont aussi révélé des faiblesses liées au matériel utilisé pour la mise en œuvre de l'approche par compétences (domaine des langues). Trois suggestions ont été faites en vue d'améliorer la situation: suppléer le matériel utilisé avec d'autres matériels qui intègrent des activités en rapport avec l'environnement immédiat des élèves (une occasion d'intégrer les réalités locales à la formation), encourager chaque enseignant à faire une analyse des besoins dans sa classe en vue d'avoir une image plus claire de ce à quoi ses élèves s'intéressent, et impliquer les élèves dans la recherche du matériel (textes, images, enregistrements, …) pour les activités de la classe. Outre ces suggestions liées aux activités de la classe, nos autorités ont été encouragées à ajouter aux instructions dans le cadre de l'approche par compétences (domaine des langues) l'idée de la promotion d'un environnement d'apprentissage plus flexible, lequel pourrait offrir les conditions idéales d'un épanouissement des enseignants et des élèves.

Mots clés: Approche par compétences (domaine des langues), Effectif de la classe, Classe à effectif pléthorique, Education globale, Apprenant, Enseignant.

Abstracts

My aim in this study was to reflect on the implementation of CBLT in the large classes of our secondary schools. My concern was as follows: *Given the principles of CBLT and considering the worries relating to language teaching in large classes, I wonder about the way one can make CBLT more profitable to the learners in our large classes.* This preoccupation calls for the following questions: *How large are our classes? What worries derive from the number of learners in these classes during the implementation of CBLT? What didactic measures can help make CBLT more profitable to the learners in such an environment?* In order to answer these questions I carried out an investigation which involved the teachers, the teacher advisors and the learners in our secondary schools. The interpretations of the results of the investigation suggested that our large classes do not allow teachers to take account of the learners' individual needs during classroom sessions. They also revealed some weaknesses relating to the materials used for the implementation of CBLT. Three suggestions were made to improve the situation: supplementing the materials in use with other materials which include some activities relating to the learner's immediate environment (an opportunity to integrate the learners' local realities into their training), encouraging individual teachers to carry out needs analysis in their own classes in order to have a clearer image of the kinds of thing their learners are interested in, and involving the learners in the provision of materials (texts, pictures, recordings …) for classroom activities. In addition to these suggestions relating to classroom activities, our authorities were encouraged to couple the assignments in the context of CBLT with the idea of promoting a more flexible learning environment, the one which might offer the ideal conditions for the teachers' and the learners' self-fulfillment.

Key Words: CBLT, Class Size, Large Classes, Global Education, Learner, Teacher.

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[47]Competency-Based Language Teaching

INTRODUCTION

Currently used in Ivorian secondary schools, CBLT entered its generalization phase in our educational system in the year 2006. It encourages the global development of learners during language classes. Apparently, this new approach is a gleam of hope for both teachers and learners. However, the implementation of CBLT raises the following relevant issue: *Given the principles of CBLT and considering the worries relating to language teaching in large classes, I wonder about the way one can make CBLT more profitable to the learners in our large classes*. This preoccupation calls for the following questions: *How large are our classes*? *What worries derive from the number of learners in these classes during the implementation of CBLT? What didactic measures can help make CBLT more profitable to the learners in such an environment?* In order to have more insight into the issue, a survey of the situation will be carried out through the use of a questionnaire and an interview. It will focus essentially on the views of some of our secondary school teachers and teacher advisors, and learners. My personal experience as an English language teacher who worked in the large classes of our secondary schools for about fourteen years would help suggest some relevant ideas for the successful implementation of CBLT in our large classes.

I. THEORETICAL FRAMEWORK

The theory of constructivism with its developmental approach (Jean Piaget) and its interactional dimension (Jerome Bruner) emerged in the middle of the twentieth century. For Piaget, the construction of new knowledge is dependent on the availability of the learner's mental structures which allow it. His idea that the intellectual development is an internal and autonomous process explains his view that knowledge is not provided but constructed by the learner. Bruner sustains that knowledge construction is a dynamic process during which the learner resorts to former knowledge in order to construct new knowledge. Despite their specificities, both approaches stress the outstanding role of the learner in the learning process.

This study focuses on the impact of class size on the implementation of CBLT. CBLT, as an approach to language learning, is rooted in constructivism. Therefore, the relevance of carrying out this reflection in this theoretical framework clearly stands out. The aim is to provide more insight into the extent to which the construction of knowledge by our learners is influenced by the size of their classes. Attention will then be given to the way they can be helped to construct knowledge despite the influence of class size. Such an endeavor calls for a twofold reflection: the possible gap between the praised theory of constructivism and its implementation in the context of school instruction, and the way one can make this implementation more effective.

II. CBLT IN LARGE CLASSES: INDIVIDUAL DIFFERENCES, THE MAIN OBSTACLE

2.1.   The Global Perspectives of CBLT

Competency-based education (CBE) emerged in the 1970s in the United States of America. From its emergence up to now there has been an abundant literature on relevant issues concerning language

education. They range from CBLT and vocational training (Chyung et al., 2006) to the impact of CBLT on general education (Sampson et al., 2007) through CBLT and information technology (Chang, 2006).

According to Cates (2002), global education as a new approach to language teaching attempts to answer a question about the way one can prepare our students to cope with serious global issues such as terrorism, ethnic conflicts and social inequality among others. He goes on as to say that 'it aims to enable students to effectively acquire a foreign language while empowering them with the knowledge, skills, and commitment required by world citizens to solve global problems.' (P.41) Auerbach, in Richards and Rodgers (2001:145), gives a review of factors involved in the implementation of CBE programs in ESL:

1.   A focus on successful functioning society;

2.   A focus on life skill;

3.   Task-or performance-centered orientation;

4.   Modularized instructions;

5.   Outcomes that are made explicit a priori;

6.   Continuous and ongoing assessment;

7.   Demonstrated mastery of performance objectives;

8.   Individualized, student-centered instruction.

9.

The global perspectives of CBLT clearly stand out. Though not all the lessons in the language classroom are expected to address global issues, language teachers are encouraged to infuse global education into their classes by providing a connection between their learners and the world outside the classroom. The main concern of practitioners should not be to train their learners to acquire the language for its own sake but rather to help them perceive it as a developmental tool. However, being aware of the gap between theoretical ideas and their successful implementation, my apprehensions can be summarized in the following questions: *Can one implement CBLT regardless of classroom environmental factors*? *Global education implying the individual development of the learner, how can one integrate the individual preferences and interests of all our learners into the learning materials*?

2.2.   The Harmful Effects of Individual Differences on Language Learning in Large Classes: implications for CBLT

Wang and Zhang (2011), Kennedy and Kennedy (1996), Hayes (1997) and Locastro (2001) among others share the view that individual differences are more acute in large classes where teachers have to train a big number of learners in the same classroom. This characteristic, they think, is harmful to language learning for it makes it difficult to discipline the class, satisfy all the needs of students who have different interests, personalities and capabilities, organize efficient class activities due to the constraints of time and space, provide equal chances for the students to participate and practice, and give timely and effective feedback and evaluation. This logically raises the issue of the way one can reduce the harmful effects of individual differences on language learning in large classes.

Most reflections on the issue suggest providing more variety in learning materials and activities. In so doing, there is a chance to incorporate the needs and preferences of most, if not all the classroom members. Gregory and Kuzmich (2004), Boyd-Batstone (2006) and Tomlinson (2003) among others encourage differentiated learning, an alternative to individualized instruction. Unlike the individualized instruction of the 1970's, differentiated learning does not entail using individualized materials or lessons in the classroom. Teachers are rather encouraged to create a balance between academic content and learners' individual needs. Learning opportunities should allow every learner to learn the same thing but in different ways. Learning materials and activities should reflect individual learner characteristics and needs. Despite all, researchers in the field seem to share the view that worries relating to individual differences are not on the point of disappearing and need to be addressed with special care, especially in the context of large classes.

The worries relating to increased individual differences in large classes are likely to be more acute in the context of CBLT and its global perspectives. In fact, learners' individual development being the main preoccupation, one can rightly infer that large classes, which reduce the chances of taking account of the individual needs of learners might not be the ideal environment for ensuring their personal development. This uncomfortable situation raises the following questions: *Given the large number of learners in the classroom, what didactic choices can help teachers overcome the obstacle caused by the impossibility to take into account learners' individual needs and preferences*? *What are the implications of such choices for materials development on the one hand, and the roles of learners and teachers on the other*?

The didactic choices that most specialists suggest encourage the use of activities which allow autonomous learning and enhance learner participation in classroom activities. These ideas provide a strong contribution to the field. However, with the requirements of CBLT, I feel more is still left to be done. For the particular characteristics of large classes might call for some adapted didactic strategies.

III. CBLT in the Large Classes of Ivorian Secondary Schools: Problems and solutions

3.1. The Context

Objective-Based Education (OBE) which was formerly praised in the Ivorian context has now been replaced by CBE. This shift from OBE to CBE is justified by educational authorities' effort to redefine the educational system in order to meet the requirements of our contemporary society: a successful development of the youth in all areas of social activities. In this perspective, CBLT has been adopted in our language classes to train the learners for their future active participation in all aspects of social life. There has been a shift from the mere communicative dimension to language learning to its dynamic dimension which emphasizes developing the learner's ability to use the language to cope with diverse situations in social life.

Many seminars and workshops have been organized in the country for the in-service training of teachers so that they will have more insight into the underlying rationale of the new approach to language teaching. Despite sustained efforts, there still exist some worries relating to the implementation of CBLT in our

language classes. These worries are many-fold. They range from some teachers' reluctance to use the new approach to the poor training environment in which CBLT is implemented.

This paper focuses on environmental issues with a particular interest in class size. The Ivorian educational authorities' concern about class size is not something new. Practitioners have been complaining about large classes but up to now no reliable remedy has been found. With the introduction of CBLT, a pressing question to answer is what chances are there to successfully train our learners in such difficult circumstances. Besides, a report of ROCARE[48] (2009) on the difficulties relating to the implementation of CBE in general and particularly CBLT in Ivorian classes mentioned the harmful effects of our large classes.

3.2. Research Design and Field Study

3.2.1. The Variables in the Study

My intention in this research was to reflect on the negative influence of the size of our classes on the implementation of CBLT in order to make some suggestions for the improvement of the situation. My reflection, therefore, was essentially concerned with two variables: class size (independent variable) and CBLT (dependent variable).

3.2.2. Research Methodology

Considering my initial intention mentioned earlier in this paper and taking account of the necessity to adopt a strategy which can lead to some useful suggestions, an experimental approach would have helped identify the causal relations between the two variables described in this paper. The ideal would have been to observe the effects of the independent variable on the dependent one under some conditions. The capacity to identify the causation makes the experimental approach the prototype of scientific method encouraged in the context of problem-solving. However, the particular conditions of its implementation make it unrealistic in our context. I therefore chose to carry out a survey involving Ivorian secondary school teachers of English, teacher advisors and learners.

3.2.2.1. Data Collection

A. Data Collection Technique and Instruments

During this study I adopted the technique of triangulation which allowed me to collect data from different perspectives. With the data collected from teachers, teacher advisors and learners I hoped to increase reliability and validity.

The instruments used for the investigation are the questionnaire and the interview. The questionnaire (see appendix1) consisted of qualitative variables. For the interview guide I used a semi-structured form consisting of three questions: *Are there worries relating to class size during the implementation of CBLT*? *How do you relate the materials in use to these worries*? *What do you think can be done to improve the situation*? The responses of the interviewees called for some sub-questions that helped me get the specific information I expected. This relatively flexible approach allowed the interviewees to express themselves as freely as possible while adding some information that provided more insight into the issue.

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[48] Réseau Ouest et Centre Africain de Recherche en Education

B. Sampling

It was neither convenient nor practical to use the general population in this study. I therefore chose to work with a sample. The target population in this study being more or less homogenous (same initial training, same interests …), I showed no particular interest in the size of the sample. The investigation involved 147 learners randomly selected from three different schools for the questionnaire and 10 teachers and teacher advisors randomly selected for the interview.

3.2.2.2. Data Analysis and Interpretation of the Results

A. Analysis of the Data from the Questionnaire Devoted to Learners and Interpretations of the Results

I carried out a frequency analysis for questions number 4 and number 5 (see Appendix 1) which concern the effect of class size on learner training in the context of CBLT. The analysis gave the results presented in the following tables.

In the tables used for the presentation of the results, A, B, C, D, E, and F stand respectively for questions 4a, 4b, 4c, 5a, 5b, and 5c.

For each question, the respondent had to select the number (1, 2, 3, or 4) corresponding to his choice.

1= Totally disagree, 2= Disagree, 3= Agree, 4= Totally agree

During the analysis I decided that the choices 1 and 2 mean the respondent disagrees while 3 and 4 mean he agrees (1 and 2= Disagree, 3 and 4= Agree)

5= Non Response

Frequency Tables 1, 2, 3: The results of the analysis of the responses for question number 4

Frequency Table 1: Class Size and Learners' Individual Needs

A-The size of our class allows taking account of my needs			
	Frequency	Percent	Valid Percent
1	79	53.7	53.7
2	40	27.2	27.2
3	11	7.5	7.5
4	8	5.4	5.4
5	9	6.1	6.1
Total	147	100.0	100.0

Frequency Table 2: Class Size and Individual Learners' Tutoring

B- The size of our class allows teacher's tutoring of each learner			
	Frequency	Percent	Valid Percent
1	48	32.7	32.7
2	52	35.4	35.4
3	**26**	**17.7**	**17.7**
4	11	7.5	7.5
5	10	6.8	6.8
Total	147	100.0	100.0

Frequency Table 3: Class Size and Individual Learners' Active Participation

C- The size of our class allows the teacher to make sure that each learner participates actively in the activities			
	Frequency	Percent	Valid Percent
1	65	44.2	44.2
2	38	25.9	25.9
3	26	17.7	17.7
4	8	5.4	5.4
5	10	6.8	6.8
Total	147	100.0	100.0

Frequency Table 1 shows that most respondents (119 out of 147 representing 80.9 per cent) disagree on the view that the size of their class allows taking account of their individual needs. Frequency Table 2 indicates that most respondents (100 out of 147 representing 68.1 per cent) disagree on the view that the size of their class allows individual supervision during activities. Frequency Table 3 shows that most respondents (103 out of 147 representing 70.1 per cent) disagree on the view that the size of their class allows the teacher to make sure that each learner participates actively in the activities.

Frequency Table 4, 5, 6: The results of the analysis of the responses for question number 5

Frequency Table 4: Opinions on the Implementation of CBLT in Smaller Class Size

D- I feel that the implementation of CBLT would be more profitable to me if the size of our class was more reduced			
	Frequency	Percent	Valid Percent
1	1	0.7	0.7
2	1	0.7	0.7
3	26	17.7	17.7
4	111	75.5	75.5
5	8	5.4	5.4
Total	147	100.0	100.0

Frequency Table 5: Individual Tutoring as a Condition for Successful Implementation of CBLT

E- I feel that the implementation of CBLT would be more profitable to me if our teacher could provide me with personal tutoring during classroom activities			
	Frequency	Percent	Valid Percent
1	4	2.7	2.7
2	4	2.7	2.7
3	61	41.5	41.5
4	69	46.9	46.9
5	9	6.1	6.1
Total	147	100.0	100.0

Frequency Table 6: *Taking Account of Personal Needs as a Condition for Successful Implementation of CBLT*

F- I feel that the implementation of CBLT would be more profitable to me if the activities organized could effectively take account of my personal needs			
	Frequency	Percent	Valid Percent
1	1	0.7	.7
2	1	0.7	.7
3	38	25.9	25.9
4	99	67.3	67.3
5	8	5.4	5.4
Total	147	100.0	100.0

Frequency Table 4 shows that most respondents (137 out of 147 representing 93.2 per cent) agree on the view that the implementation of CBLT would be more profitable to them if the size of their class was more reduced. Frequency Table 5 indicates that most respondents (130 out of 147 representing 88.4 per cent) share the view that the implementation of CBLT would be more profitable to them if their teachers could provide them with individual tutoring during the activities. Frequency Table 6 shows that most respondents (137 out of 147 representing 93.2 per cent) agree on the view that the implementation of CBLT would be more profitable to them if the activities could effectively take account of their personal needs.

In addition to frequency tables, Table 7 provides information about the central tendencies: mean median, mode and standard deviation. This allows more insight into the statistical significance of the results obtained.

Frequency Table 7: *Central Tendency Measures*

		A-The size of our class allows taking account of my personal needs	B-The size of our class allows teacher's tutoring of the production of each learner	C-The size of our class allows our teacher to make sure of the active participation of all the learners during the activities	D-I feel that CBLT would be more profitable to me if the size of our class was more reduced	E-I feel that CBLT would be more profitable to me if our teacher could provide me with personal assistance	F-I feel that CBLT would be more profitable to me if the activities could take account of my personal needs
N	Valid	147	147	147	147	147	147
	Missing	0	0	0	0	0	0
Mean		1.83	2.20	2.05	3.84	3.51	3.76
Median		1.00	2.00	2.00	4.00	4.00	4.00
Mode		1	2	1	4	4	4
Std. Deviation		1.167	1.176	1.207	.545	.771	.589

Mode and median are either 1or 2 for questions A, B and C on the one hand, and 4 for questions D, E and F on the other. These figures, which represent the most frequent values, provide more evidence about the learners' feelings against large classes as shown in tables 1, 2 and 3. They also confirm learners' preference for reduced class size, personal tutoring and personal needs as indicated in tables 4 and 5.

Mean scores for questions A, B and C are respectively 1.83, 2.20, 2.05 whereas they are 3.84, 3.51 and 3.76 for questions D, E and F. These numbers represent the average performance of the respondents on each question. They clearly indicate respondents' tendency for response '3' or 'Agree' as regards reduced class size, personal tutoring and personal needs.

Standard deviation scores for the six questions are respectively 1.167, 1.176 and 1.207 for questions A, B, and C on the one hand and .545, .771 and .589 for questions D, E, and F on the other. It appears that standard deviation for D, E, and F is weaker than A, B, and C. This may mean that answers for A, B, and C are more varied whereas there is more homogeneity in the answers regarding D, E and F. This provides more consistency to the scores about learners' answers to question D, E, and F than their answers to questions A, B, and C.

The above results from frequency analysis call for two main remarks. On the one hand, most learners complain about class size, the average class size during this investigation being 70. The large number of learners in the classroom prevents them from receiving individual assistance from their teachers who cannot take account of their personal needs. Moreover, the fact that the average size of the ideal class suggested by the respondents is 35 provides strong evidence about their worries in their current classroom environment. On the other hand, most learners show a preference for smaller classes and activities that integrate their personal needs. This, they feel, will offer them a chance to be assisted individually by their teachers and thereby take more advantage of the activities in the context of the implementation of CBLT.

B. Analysis of the Data from the Interview of Teachers and Teacher Advisors and Interpretations of the Results

In general, the teachers and teacher advisors interviewed think that conceptually CBLT is not adapted for large classes. For them, this approach is designed and suitable for classrooms which contain around 25 learners. First, they denounce the fact that our large classes do not allow the discovery of learners' individual competences in order to provide better tutoring, monitoring and management. Secondly, they deplore the fact that most activities in Go For English and English For Success, the imposed text-books, are too general and thereby not adapted for the implementation of CBLT in large classes. This, they think, reduces the chances to take account of learners' individual interests and needs. Moreover, they feel that both the teachers and the learners have to face some difficulties relating to the learning material 'Mon Cahier d'intégration' designed for the implementation of CBLT. These difficulties include a poor mastery of the material in use, the presence of activities that are not adapted for this kind of training, and the existence of numerous errors. This might explain the current decision to get rid of it and plan the introduction of a new material 'Let's Keep in Touch', which, the interviewees feel, might provide some improvement without giving a definite solution to the existing problems. Finally, they complain about the fact that the large size of their classes makes it difficult and sometimes impossible to get enough extra-material for the whole class.

The interviewees' suggestions for the improvement of the situation are fourfold. First, they suggest carrying out a needs analysis session which might help include in the text-books activities that correspond to the learners' aspirations and the realities of their daily life. Secondly, they feel that more pragmatic texts might offer the learners more opportunity to learn by doing. Thirdly, they encourage using a variety of learning activities so that the learners can have a choice. Their fourth and last suggestion concerns the introduction of technology of information and communication (TIC) in the classrooms.

3.2.2.3. CBLT in Ivorian Secondary Schools: large classes, an obstacle

My interpretations of the results obtained from both quantitative and qualitative data are twofold. First, individual differences are an unquestionable obstacle to individual learner's personal development during the implementation of CBLT in large classes. All the participants in the investigations recognize that the large classes of Ivorian secondary schools expose the learners to difficulties relating to individual differences. These differences, which are more important in the context of our large classes, do not allow taking account of the learners' personal needs and interests. In fact, as most participants admit, this impedes their global education in the context of CBLT to the extent that the reduced opportunity for personal contacts between teacher and learner does not allow the former to have a clearer idea of the personal development of the latter. *How can a teacher take a learner further if he does not even know where he is? How is it possible to help a learner develop personally if one cannot share his worries during the training process*? *With the large size of our classes, is it realistic to think of taking account of individual differences during classroom activities*? These are as many issues which need to be addressed in the perspective of a successful implementation of CBLT in the Ivorian context.

Secondly, the learning materials in use do not fit the requirements of language learning in large classes. The respondents' reactions to question number 3 about the books in use indicate that Go for English, English for Success and 'Mon cahier d'intégration' (which has now been removed) are the books used in their classrooms. These expose the learners to a variety of activities, themes and situations. Though there is no evidence that they incorporate all the personal needs and interests of individual learners, the effort of the materials writers to increase the chances of individual involvement needs to be mentioned. Despite this undeniable effort, all the participants recognize that there is something left to be done. For instance, a quick assessment of the contents of the three books in use clearly shows that the activities do not allow individual learners to work at their own pace and to use different learning strategies. In general, the activities they are presented with do not offer different paths for learners to follow. I feel the issue of choice needs to be addressed with special care in a context which encourages training the individual to achieve personal development while developing some competences for his successful integration into society. Moreover, most learning tasks lack authenticity. This keeps the learners distant from the material they work on and reduces their chances of participation in the different activities. For the learners are likely to show more interests in activities relating to situations that effectively occurred or are likely to occur in their immediate environment. The classes are large and the teachers cannot make sure that all their learners effectively engage in the activities. Unfortunately, the artificial nature of the material in use adds to the difficulty. This uncomfortable situation raises the following issues: *How can one improve the existing materials so that they will allow the use of a variety of learning strategies? Can the creation or the provision of extra or new materials help make*

CBLT more profitable to the learners in our large classes? The answers to these two questions might offer innovative paths for better material choices for our large classes.

IV. Some Ideas for a Successful Implementation of CBLT in Large Classes

4.1. Using Materials that Foster More Attention and Interest on the Part of Learners

The conclusions of the investigation show that though the materials used provide some variety, there is still a need to increase the chances of incorporating most, if not all the individual needs and interests of the learners. In order to meet this requirement I suggest supplementing the materials in use with other materials which include some activities relating to the learner's immediate environment. This might give him a chance to work on or talk about things that he is familiar with.

The classes are large and teachers cannot assist individual learners. Any practice that can allow the learner to feel concerned with classroom activities and thereby enhance his involvement in the activities is welcome. It is true that the materials in use do not only concern things that happen exclusively elsewhere. Equally true is the fact that with the advent of globalization, the learners are expected to know about world realities. Nevertheless, I feel that putting more stress on local realities while providing global education might help the learners get rid of the impression that their own realities cannot contribute to their global development. Talking about local realities in artificial situations is good but using situations that effectively occurred might help individual learners lost in the crowd to feel concerned with the activities and thereby participate without necessarily expecting constant assistance.

The idea of needs analysis suggested by the interviewees seems unrealistic for the design of a nationally used text-book. However, I feel individual teachers might carry out needs analysis in their own classes in order to have a clearer image of the kinds of thing their learners are interested in. In doing so, they will be able to think of ways of incorporating their learners' needs and interests into the existing material. This might increase their learners' motivation to provide effort and energy for the completion of the different tasks.

4.2. Turning the Learner into a Material Resource

The conclusions of the investigation indicate that teachers complain about the impossibility to find enough extra-materials for all the learners. In order to overcome this difficulty I suggest asking the learners to provide their own materials (texts, pictures, recordings …), the ones they would like to work on. In so doing, the learners will feel proud to be involved in the finding of materials for their own training.

Our democratic societies discourage imposing things on people. Individual members should be offered the opportunity to make their own choices or to have a say. In a country like ours where citizenship education is encouraged in schools, I feel this kind of practice is likely to contribute to the training of the learners for their successful integration into the society they will have the responsibility to improve, transform and construct.

4.3. Encouraging New Roles for Both Learners and Teachers

For the implementation of CBLT to effectively contribute to learner's global development teachers and learners should have new perceptions of their different roles in the classroom. Teachers should get rid of the traditional out-dated role of instructor to those of facilitator, researcher and learner. As a facilitator, the teacher is expected to always show his readiness to find innovative ways and flexible didactic practices that can make learners feel concerned with classroom activities while increasing their involvement in the activities. The teacher's role as a researcher is often forgotten in our context. Should the necessity to know and understand the different phenomena that occur in the classroom be encouraged, then teachers need to add to their initial role that of researcher. In so doing, they are likely to adhere to alternative views of classroom activities. The most surprising role suggested is that of the learner. This does not entail that the roles in the classroom are inversed. The idea behind this is that the teacher should get rid of the complex of being the exclusive owner of knowledge. Learning from their learners might equip teachers with the knowledge that can help them make the right choice at the right moment.

As for learners, they need to effectively play their roles of participants and contributors to the learning process. Participatory learning requires on the part of the learner the willingness to rely on himself as being at the departure and by the end of his own training. Such a way of seeing things might increase his motivation to provide consistent contribution to classroom activities. In the context of CBLT, where the aim is to ensure learner's global development, one cannot reasonably devote passive roles to learners. For the success of global education depends essentially on the degree of learner involvement in his training. No global development can be expected unless the opportunities offered in the classroom allow individual learners to effectively play their roles. I feel that the assignments of our authorities in the context of CBLT should be coupled with the encouragement of a more flexible learning environment, the one which might offer the ideal conditions for teachers' and learners' self-fulfillment.

CONCLUSION

My aim in this study was to reflect on the implementation of CBLT in the large classes of our secondary schools. My concern was as follows: *Given the principles of CBLT and considering the worries relating to language teaching in large classes, I wonder about the way one can make CBLT more profitable to the learners in our large classes*. This preoccupation calls for the following questions: *How large are our classes*? *What worries derive from the number of learners in these classes during the implementation of CBLT? What didactic measures can help make CBLT more profitable to the learners in such an environment?* I based on the views of some teachers, teacher advisors and learners and my personal experience as a language teacher who worked in the large classes of Ivorian secondary schools for about fourteen years to provide more insight into the issue. The research consisted of an investigation of the situation through the use of a questionnaire and an interview. The interpretations of the results of the investigation suggested that our large classes do not allow teachers to take account of the learners' individual needs during classroom sessions. They also revealed some weaknesses relating to the materials used for the implementation of CBLT. In order to improve the situation my suggestions were threefold. First, I suggested supplementing the materials in use with other materials which include some activities relating to

the learner's immediate environment. I feel that taking account of local realities while providing global education might lead the learners to get rid of the impression that their own realities cannot contribute to their global development. Secondly, I proposed that individual teachers carry out needs analysis in their own classes in order to have a clearer image of the kinds of thing their learners are interested in. Finally, I suggested asking the learners to provide their own materials (texts, pictures, recordings …), the ones they would like to work on. In addition, I proposed that the assignments of our authorities in the context of CBLT be coupled with the encouragement of a more flexible learning environment, the one which might offer the ideal conditions for teachers' and learners' self-fulfillment. I feel that further reflections in the field might focus on a deep investigation of teachers' and learners' perceptions of the global perspectives of CBLT in the context of large classes.

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APPENDIX1: Questionnaire for learners in Ivorian Secondary Schools

Ce questionnaire a pour but de recueillir des données sur la mise en œuvre de l'Approche par Compétence (APC) dans les classes d'anglais du secondaire en Côte-d'Ivoire. Nous vous serions reconnaissant pour vos réponses sincères qui ne serviront qu'à des fins d'études.

1. Effectif de votre classe. ……………………….. élèves.
2. Effectif idéal. ……………………… élèves par classe.
3. Manuel(s) scolaire(s) utilisé(s) (Entourez la lettre correspondant à votre choix)
a. Go for English (GFE).
b. English for Success (EFS).
c. Autres manuels ou supports didactiques utilisés. (Prière, les lister dans l'espace disponible).
………
………
……
....
....

NB : Pour la question numéro 4 ci-dessous,

1 correspond à **pas du tout d'accord**

2 correspond à **pas d'accord**

3 correspond à **d'accord**

4 correspond à **tout à fait d'accord**

(Entourez le chiffre correspondant à votre choix)

4. L'effectif de notre classe permet à notre professeur de:
a. prendre en compte mes besoins personnels.   1 2 3 4
b. suivre la production de chaque élève pendant le cours   1 2 3 4
c. s'assurer de la participation active de chaque élève aux activités de la classe   1 2 3 4
5. J'ai le sentiment que la mise en œuvre de l'APC me serait plus profitable si :
a. l'effectif de notre classe était plus réduit.   1 2 3 4
b. notre professeur pouvait me suivre personnellement pendant les activités de la classe.   1 2 3 4
c. les activités de la classe pouvaient effectivement tenir compte de mes besoins personnels.   1 2 3 4

NB : Pour la question numéro 6 ci-dessous, entourez votre choix.

6. Niveau d'étude: 6 ème, 5 ème, 4 ème, 3 ème.

APPENDIX 2: List of choices

Order	A	B	C	D	E	F
1	1	2	2	4	3	4
2	1	1	1	4	4	4
3	1	1	1	4	4	4
4	2	3	1	4	3	4
5	2	2	2	3	4	1
6	3	4	1	4	2	3
7	3	3	1	4	4	4
8	1	4	1	4	3	4
9	1	4	4	4	3	4
10	1	3	1	4	3	4
11	1	4	1	4	3	4
12	1	2	1	4	3	4
13	1	2	1	4	3	4
14	1	2	2	3	4	3
15	2	4	5	4	1	4
16	2	3	1	4	3	4
17	1	2	1	4	3	4
18	1	2	1	4	3	4
19	1	2	1	4	4	3
20	1	2	1	4	4	3
21	2	1	1	4	1	3
22	1	2	1	4	4	3
23	2	4	4	3	3	4
24	1	2	1	4	3	4
25	1	1	1	4	4	3
26	1	2	1	4	3	3
27	1	1	1	4	4	4
28	1	2	2	4	3	4
29	2	1	2	4	4	3
30	1	1	2	4	3	4
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33	1	1	2	4	3	3
34	1	1	2	4	4	3
35	1	2	1	4	3	4
36	1	1	1	4	3	3
37	1	1	1	4	4	4
38	2	2	1	4	4	3
39	1	1	2	4	3	4
40	1	2	1	4	2	4
41	1	2	1	4	3	4
42	4	1	2	4	4	4
43	1	3	3	4	4	4
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49	1	1	2	4	4	3
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51	1	1	1	4	4	4
52	1	2	1	4	4	4

53	1	1	1	4	4	4
54	1	5	2	4	1	4
55	1	2	1	4	4	4
56	1	1	1	4	4	4
57	1	1	1	4	4	4
58	5	5	5	5	5	5
59	1	1	1	4	4	4
60	1	1	1	4	4	4
61	5	5	5	5	5	5
62	1	1	1	4	4	4
63	1	1	1	4	4	4
64	5	5	5	5	5	5
65	5	5	5	5	5	5
66	5	5	5	5	5	5
67	5	5	5	5	5	5
68	5	5	5	5	5	5
69	1	1	1	4	4	4
70	1	1	1	4	4	4
71	2	2	3	4	4	4
72	1	2	2	4	4	4
73	1	2	3	4	4	4
74	5	5	5	5	5	5
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77	1	2	1	4	4	4
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100	4	3	4	3	3	3
101	2	2	2	4	3	4
102	2	2	1	3	3	4
103	2	2	1	3	3	3
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105	2	3	3	4	3	2
106	2	1	1	4	3	4
107	5	2	3	4	5	3

108	2	2	3	4	1	3
109	3	3	3	3	3	3
110	3	2	3	3	2	3
111	3	2	3	4	4	3
112	2	5	3	4	4	4
113	2	1	2	4	3	4
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144	1	1	1	4	4	4
145	2	2	2	4	4	4
146	1	1	2	4	4	4
147	1	2	2	4	3	3