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**Fostering EFL Learners' Speaking Skills: Bridging the Gap
between the Middle School and the Rural Society of Adrar**

Dissertation Submitted to the Department of English Language in Candidacy for the
Degree of "Doctorate" in Linguistics

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Adrar, on 2018.

(2018/2019 graduation)

PRONOUNCEMENT

I, hereby, declare that this thesis entitled “***Fostering EFL Learners’ Speaking Skills: Bridging the Gap between the Middle School and Rural Society of Adrar***”, submitted in fulfilment of requirements for the degree of Doctorate in Linguistics, is entirely the result of my own investigation and has been composed solely by me.

I deliberately pronounce that it is an authentic work, not plagiarized or written by others. Anything related to others’ works are either quoted in the full text or cited in the bibliography. Hence, if this pronouncement proves not true, I will accept any consequences or academic punishment.

DEDICATION

To my mother and father, source of my happiness and success in life, May Allah bless them,

To my sympathetic wife whose love has always been strengthening my will,

To my dearest sons and lovely daughters, the driving forces of my ambitions,

To my extended family, my brother and sisters who flavored my life

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Abstract

*“He who knows no foreign languages, knows
nothing of his own”*

**Johann Wolfgang Von Goethe,
(German writer; 1749-1832)**

Providing learners with the ability to use English effectively and accurately in genuine communication is, without fail, the major goal of English Language Teaching (ELT). As far as Competency Based Language Teaching (CBLT) tenets are concerned, to attain this goal many factors, incontrovertibly, intervene including parental involvement, environmental home conditions, the adequacy of the teaching materials, English as a Foreign Language (EFL) learners' attitudes, and teachers' expertise.

Hence, in an attempt to bridge the gap between the EFL classroom practices and the society in the rural areas of Adrar, this research aims basically at investigating the extent to which parental involvement and home environment influence EFL learners' speaking performance, and exploring how teachers' positive attitudes toward the use of the course book have heavy impact on the speaking skills teaching outcomes. To testify our hypotheses, we opted for three research techniques: (1) A Four-Likert scale questionnaire addressed to 50 students from three different middle schools of the rural areas and one school in the city centre to collect data about their education at home, motivation to learn English, and their parents' attitudes toward English Language Learning (ELL), (2) A course book evaluation checklist meant for 60 EFL teachers to explore their attitudes and investigate the efficiency of the current course book in enhancing the teaching of speaking skills, and (3) a proficiency test to measure 4th year middle school student's English oral performance. The findings provide evidence of how focal positive environmental conditions and parent involvement in shaping their children school achievement in general and English learning in particular. At the end of the research, some suggestions are made with the hope of helping EFL rural students to improve the quality of their speaking performance. Providing them with adequate communicative tasks and a number of effective learning strategies, some pedagogical recommendations are also proposed to both teachers and students to overcome oral classroom's challenges.

It is hoped that the findings of this study, with its probable limitations, endeavor to make important contributions by providing interesting outcomes and affording a solid foundation for future researches in the field of ELT. On one hand, it will propose practical techniques and effective procedures for EFL classrooms. On the other hand, this work would hopefully bridge the gap left by our educational system to foster students' speaking skills in a non-English speaking environment.

List of Abbreviations

❖ The following abbreviations are featured throughout the thesis:

- **ALM:** Audio-Lingual Method.
- **APA:** American Psychological Association.
- **BEM:** Brevet d'Enseignement Moyen.
- **CBA:** Competency Based Approach.
- **CBE:** Competency Based Education.
- **CBET:** Competency Based Education and Training.
- **CBI:** Competency Based Instruction.
- **CBLT:** Competency Based Language Teaching.
- **CBP:** Competency Based Programs.
- **CDs:** Compact Disks.
- **CEFR:** Common European Framework of Reference for Languages.
- **CDI:** Capabilities Driven Instruction.
- **CLT:** Competency Language Teaching.
- **CRL:** Criterion Reference Learning.
- **EFL –** English as a Foreign Language
- **ELL:** English Language Learning.
- **ELLs:** English Language Learners.
- **ELT:** English Language Teaching.
- **ESL:** English as a Second Language.
- **ESOL:** English for Speakers of Other Languages.

- **FL:** Foreign Language.
- **FLL:** Foreign Language Learning.
- **GTM:** Grammar Translation Method.
- **ICTs:** Information and Communication Technologies.
- **IELTS:** International English Language Testing System.
- **LAD:** Language Acquisition Device.
- **MLA:** Modern Language Association.
- **NCLB:** No Child Left Behind.
- **OBA:** Outcomes Based Approach.
- **ONEC:** Office National d'Examens et Concours.
- **OPI:** Oral Performance Interview.
- **PBA:** Performance Based Approach.
- **PBL:** Performance Based Learning.
- **PhD:** Doctor of Philosophy.
- **SLA:** Second Language Acquisition.
- **SOPI:** Simulated Oral Performance Interview.
- **TEFL:** Teaching English as a Foreign Language.
- **TESOL:** Teaching English to Speakers of Other Languages.
- **TOEFL:** Test of English as a Foreign Language.
- **TOEIC:** Test of English for International Communication.
- **TSE:** Test of Spoken English.
- **4th YMS:** Fourth Year Middle School.

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Mr. Mohamed

LAHMAR



Introduction

Algeria has long put forth tremendous endeavours since its independence to establish an educational system tailored to the Algerian society's needs. To catch up with the demands of globalization, decision makers, curriculum designers and educators have made considerable efforts by proposing several approaches and methods to promote teaching. Consequently, approaches to teaching and learning foreign languages have been favoured and have gained noticeable priority.

Early in the 2000s, and in order to develop education to cope with globalization requirements and meet the socioeconomic changes and the extensively rapid demands of modernization, Algerian policy makers adopted the «Educational Reforms» which have implemented the Competency Based Approach (CBA) (Mami, 2013; Bouhania, 2016). The application of the principles of this approach to language teaching and learning paves the way to employ Competency Based Language Teaching (CBLT) to teach English in Algeria.

From CBLT's perspective, it is noteworthy to mention that English as a Foreign Language (EFL) students should display the ability to accomplish communicative tasks that are likely to be faced in the real world outside the classroom by using an authentic language. In this regard, CBLT focuses on society-related issues and the goal is to teach the foreign language in order to prepare the students for the diverse needs of the world (Auerbach, 1986: 425).

Speaking English in a context where the mother tongue is the most dominant vehicle of communication would probably bring students to face unexpected embarrassing situations. As a result, they would feel reluctant if given an opportunity to carry on a conversation in English. In such uncomfortable setting, students prefer to keep silent rather than run the risk of making mistakes or being embarrassed. In spite of the acceptable gains CBLT has brought forth to the Algerian schools by helping students have access to different subjects such as: science, technology, arts...etc and paving the way for them to use the ICTs (Information and Communication Technologies) more easily (Bouhadiba, 2015), it has hardly equipped them with the ability to confidently take a simple conversation in English

outside the classroom. This is the case of students of the region of Adrar, in southern Algeria, who still lack confidence in participating in a natural conversation and who show a considerable deficiency in their oral performance. Contrariwise, in the city centre of Adrar, 4th year middle school students fluently display a good mastery of oral language. From this point on, tackling the speaking skill as the most crucial skill in EFL learning, our study is heading toward highlighting the reasons behind such deficiency.

Rationale for the Study

This research was inspired by three concepts. First, the study came into existence in response to the decent status the speaking skill has gained and its importance in EFL contexts. Many second or foreign language learners prioritize speaking skill at the expense of other skills because they believe that being able to master the speaking skill of a given language is a sign of mastery of all the other skills. Accordingly, one would argue that the ability to speak a language is synonymous with knowing that language since speech is basically the most effective and convincing means of communication. In this scope, Bailey (2006) states: "*speaking in a second or foreign language has often been viewed as the most demanding of the four skills*".

Besides, when we query for one's mastery of language, we spontaneously ask him or her "*do you speak that language?*" and not "*do you read or write it ...?*". Additionally, Arnold (2000) asserts that to know about the language is to speak that language; hence speaking is central to our thinking about language usage. Furthermore, some researchers such as: Harmer (2001) & Richards (1990) evaluate learners' success with regard to their effectiveness as far as their spoken language proficiency is concerned. Nunan (1991), in this regard, argues:

To most people, mastering the art of speaking is the single most important factor of learning a second or foreign language and success is measured in terms of the ability to carry out a normal conversation in the language.

GENERAL INTRODUCTION

The second trigger for conducting this research was the researcher's personal experience as a non-native teacher (21 years) as well as an EFL learner (24 years). In both roles, we have always brainstormed speaking-related issues; we have particularly had this question in mind: how to turn our students into fluent speakers, i.e., how to effectively produce an accurate, smooth flow of speech, according to Luoma's (2004) definition of fluency?

As part of our professional development and in order to assess our teaching, tracking back the results of 4th year middle school students in BEM exam and their achievement in English language since the first official exam within the actual reforms (2008), have always been our paramount preoccupations. A nine years' time-span tracking was the third prompting factor which inspired us to carry out this research.

Throughout this decade, we noticed that students of Ali Ben Abi Talib Middle School were always among the first 10 ranks (among, actually, 86 middle schools). The table below shows an in-depth detail of BEM results (ranks of English & French) of the four middle schools under investigation:

Note: We included the French language to emphasise the concept of *Foreign Language*.

GENERAL INTRODUCTION

School Year	Dahmani Hammadi Middle School, <i>Brinkane</i>		Ben Abderrahmane Mimouni School, <i>Mimoune</i>		Ben Cheikh Mohamed Middle <i>Boufadi</i>		Ali Ben Abi Talib Middle School, <i>Adrar</i>	
	<i>English</i>	<i>French</i>	<i>English</i>	<i>French</i>	<i>English</i>	<i>French</i>	<i>English</i>	<i>French</i>
2008	50 th	40 th	42 nd	24 th	41 st	34 th	1 st	2 nd
2009	33 rd	48 th	28 th	45 th	39 th	17 th	2 nd	3 rd
2010	30 th	25 th	55 th	10 th	38 th	06 th	3 rd	1 st
2011	48 th	37 th	33 rd	48 th	42 nd	24 th	6 th	3 rd
2012	72 nd	20 th	50 th	40 th	28 th	45 th	10 th	5 th
2013	44 th	60 th	64 th	64 th	49 th	38 th	9 th	13 th
2014	73 rd	38 th	80 th	67 th	55 th	43 rd	5 th	9 th
2015	70 th	64 th	29 th	38 th	56 th	32 nd	1 st	1 st
2016	61 st	72 nd	45 th	33 rd	57 th	36 th	9 th	4 th
2017	80 th	56 th	71 st	51 st	84 th	54 th	9 th	3 rd
2018	79 th	83 rd	15 th	14 th	28 th	44 th	7 th	1 st

Table1: Schools Ranking According to Foreign Languages

In a nutshell, the writing of the present PhD dissertation is triggered by our *emotional* attitudes toward the status of EFL in the south of Algeria which has perpetually witnessed several downfalls. To meet the changing demands within a globalized world heavily tied to the rapid development of ICTs, our concern and self-awareness that English is undoubtedly the ultimate rescue, have always been the driving forces for carrying out a reliable research which may provide the educational community with prospective solutions to improve Teaching English as a Foreign Language (TEFL) not only in the rural areas of Adrar but to the south of Algeria as well as the whole country.

Aims of the Study

The ultimate purpose of this research is to explore the reasons behind the poor quality of oral performance of EFL rural students of the region of Adrar compared to their peers of the city centre. In a clearer picture, our research's main objectives are:

- ✓ To investigate the importance of parents' involvement (contribution) in enhancing their children's EFL learning.
- ✓ To examine how focal home environment is in shaping this learning by suggesting a communicatively motivating basis upon which EFL learners practice the speaking skill, and then, better their oral performance.
- ✓ To highlight the efficacy of the current 4th year middle school textbook in fostering students' speaking skill.

Additionally, this study aims at considering ways of providing effective and practical response to the problem of teaching speaking in Algerian schools. Hopefully, the fifth chapter of this dissertation will offer effective and authentic remedies to the aforementioned issue.

Statement of the Problem

Basically, our problem was posited in terms of considering a number of features that have been observed in students' EFL speaking skill in middle school classroom situations in Adrar; their oral performance was noticeably poor. Then, our attention was captured by the

fact that there is a remarkable difference in such performance compared to students of the city centre.

In EFL context, a significant challenge is explicitly presented outside the classroom where an authentic language learning atmosphere is nearly absent, especially in the rural areas of Adrar where foreign languages are passively (negatively) perceived. Thus, EFL students outside the classroom would certainly feel lost and confused when trying to put into practice what they have learnt at school. Furthermore, TEFL in the south of Algeria, especially in cut off areas where the current study is held, faces a swelling challenge that yields students' low oral proficiency in English. A discouraging environment where students of this area are in a genuine need of verbal (oral) communication with their parents and the other community members even in their mother tongue, inhibits their motivation to use English outside the classroom. How could they, therefore, speak English in such situations? Hence, the classroom remains the sole place where EFL students are invited, with the help of their teachers as facilitators, to practise English within a collaborative environment.

Because they are the core of the teaching-learning process, careful scrutiny and considerable attentions to the learners' social and cultural background is inevitably required to understand their cognitive development as well as their school achievement. Their education at home and the environment where they grow up are fundamentally determinant factors in shaping their foreign language learning. Hence, language should be taught within a social context rather than taught in isolation. Accordingly, language and culture play essential roles both in human intellectual development and in how humans perceive the world (Vygotsky, 1978). Adults, according to Vygotsky, are an important source of children's cognitive and linguistic development. They transmit their culture's tools to their kids. Vygotsky's views have long contributed to language learning by proposing applicable methods which deal with learning as a social and collaborative activity. In this sense, language learning should extend to the home and other out-of-school environment (Wertsch, 1985).

In this vein, because EFL teachers often complain of low achievements, low scores and linguistic inadequacies in oral performance either in their normal daily classroom sessions or during examination sessions, if they ever occur, other factors such as home

environment, parents' involvement in their children learning, and the use of adequate approaches and methodologies including teaching materials are decisively efficient in promoting EFL speaking skill.

Research Questions

Overwhelming three broad axes: *rural students' EFL oral performance, impact of parental involvement and home environment on learners' school achievements, and effectiveness of textbooks in fostering the students' speaking skill*, our study attempts to address the following questions:

- 1- Do the CBA principles implemented in the curriculum genuinely meet the fourth-year middle school rural students' needs within an Algerian context?
- 2- Are the CBLT tenets adequate to fostering fourth year middle school students' speaking skill in the rural areas of Adrar?
- 3- Does the current course book "*On the Move*" favour the oral communicative objectives addressed in the curriculum?
- 4- To what extent is the course book effective regarding the speaking skill?
- 5- Is the absence of parent's involvement at home determinant to improve their oral performance?
- 6- How is home environment focal in shaping students' English language learning?
- 7- Are students of the city centre of Adrar more fluent and communicatively more competent than the students of rural areas?

Hypotheses

It is worth mentioning that hypotheses are not necessarily true all the time; they may prove to be false. However, this would, in no other way, devalue the significance and worth of the research. By definition, a hypothesis is "*an idea or explanation of something that is based on a few known facts but that has not yet been proved to be true or correct*" (Oxford Dictionary).

Accordingly, because finding an authentic English language learning situation outside the classroom could hardly be reached, it is hypothesized that if we bring real-life situations into the classroom by providing interactive strategies that get students involved and prompt them practise English on a communicative-based ground, the learners' oral performance will consequently be improved. We suggest creating simulation of the students' society inside the classroom as an attempt to bridge the gap between the classroom and the out-of-school world. By establishing a relaxed and friendly environment, such simulation should go hand in hand with both: the syllabus and the course book.

Parents' contribution to their children schooling should be seen as a backbone of the teaching-learning process since they act as providers of resources and knowledge, assistants and support for studying during homework time. Homework, therefore, is an absolute procedure and sole technique to backup EFL learning with parental involvement. Kukk et al. (2014), in this sense, suggest that parents assume part of the responsibility for their children's learning development when they assist them by providing efforts in completing homework tasks.

Stated differently, parent-teachers' cooperation is necessary to increase the usefulness of homework. "*teachers and parents should work together in creating a supportive homework environment*" (Kukk et al., 2014). Hence, we hypothesize that by getting the out-of-school environment involved in the learning process and suggesting communicative-based homework that links both settings (home and classroom), students' oral production in the target language will eventually ameliorate.

Bearing in mind the decisive role EFL teachers play in teaching English, another main assumption is raised. The teachers' commitment to their job depends considerably upon their involvement in the development of the EFL course program, syllabus design, and instructional materials.

Collecting of Data & Research Tools

Coercively, the investigating nature of the present study has driven the researcher to adopt a descriptive survey method which conveniently determines the nature of the

phenomenon under investigation and hopefully helps achieve the aforementioned research objectives.

Hence, the methodology chosen to address the research questions of this study was fundamentally quantitative while exploring the nature of students' oral proficiency and partly qualitative as it investigates teachers' attitudes vis-à-vis the adequacy of the current 4th year textbook in fostering learners' oral performance.

By definition, data collection is the gathering of specific evidence that will enable the researcher to properly analyse the results of all activities by his/her research design and procedures (Singh, 2006). The main purpose of data collection is to verify the research hypotheses. As far as our study is concerned, we attempt to gather data from different schools scattered in the three rural areas (as it is clarified in the following pages) and compare them with the data gathered from the school of the city centre of Adrar. Hopefully, these data will find out the causes which inhibit rural students to perform better orally.

Tools of Investigation

This study was conducted in some rural areas of Adrar (Tsabit, Tamentit, and Bouda). To check the validity of our hypothesis, as an attempt to gather as much data as possible on EFL fourth year middle school learner's weak performance in speaking, we decided to select ten (10) students (who ranked first in their class) each of the aforementioned schools; thirty (30) students, then, represent the rural sample of our study. In comparison to those rural students, we adopted a sample of twenty (20) students from a school in the city centre of Adrar (in-depth details about the sample are clearly referenced in the chapter on methodology (see table 11). The whole sample had an oral proficiency test to examine their oral performance in the target language.

Due to the nature of the current dissertation, which is descriptive, the reliance on questionnaires seems to be the appropriate process for gathering information on the targeted sample. A Four-Likert scale questionnaire was administered to students under investigation; it is, on one hand, about exploring their EFL speaking skill proficiency, and about checking

parental involvement and assistance to their learning and how parents perceive home environment as vital in prompting the learning of their children, on the other.

A Five-Likert questionnaire (checklist) was also used in our research for the purpose of examining teachers' attitudes and responses to the current 4th year middle school course book, particularly to its efficiency in fostering EFL speaking skills. Moreover, checking the applicability of CBLT' principles in Algerian rural schools was among the main issues addressed in this tool of research.

In the present study, an oral proficiency test was implemented to measure the learners' mastery of the speaking skills.

Significance of the Study

Assuming that the majority of EFL students encounter significant difficulties when conducting a natural conversation with their peers in an English class or outside with their teachers or friends, the need to solve this problematic situation is necessarily our ultimate goal.

Hopefully, this research will provide not only the Algerian educational system but stakeholders of various fields and sectors with fruitful suggestions and inspirations that might well germinate a solid foundation to further academic and scientific studies.

As such, we list down some reasons which seem focal in this research work and call attention to our concerns:

1. We target, through this study, a major section of the Algerian society by involving all the staff engaged in public education (students, parents, teachers, headmasters, supervisors, curriculum designers, researchers and even decision makers).
2. The study does not concern only the field of education; it may without fail exceed to various sciences such as: sociology, sociolinguistics, ethnolinguistics ...etc.
3. In a globalized world knowing perpetual changes at all levels, this piece of research would probably make our teachers and all the rest of the teaching community aware

of the change that is taking place, and hence prettify the quality of teaching in our country.

Limitations of the Study

The major limitations in the present research might be summarised in the following points:

- ❖ This study is limited to EFL teachers and students in the urban region of Adrar (city centre) in Algeria. Therefore, conclusions need to be verified by conducting similar studies across different cities in the country, more particularly in the cities of the south.
- ❖ Students were not engaged in the checklist evaluation of the course book, because they may not be as expressive in EFL as their teachers. So, assuming that only teachers' evaluations will be more accurate, may trap our research.
- ❖ We confirm that the size of the sample involved in the study (50 EFL students) is not large enough and that it is difficult to extract thick and rich data from it. Subsequently, the generalisability of the findings to larger populations may undoubtedly be restricted.
- ❖ Considering the pivotal role time plays in educational researches, the results obtained in this study are related to a limited time-span; they may have been distinct if the study has been carried out in a different period of time.
- ❖ The grades pupils get during the oral proficiency test we set may unconsciously be influenced by the researcher' subjective inference and may not mirror the true value of the students' performance.
- ❖ Besides, it would be worth enough if we set a questionnaire for parents to methodologically triangulate our research. Yet, it was not possible to meet all the students' parents in person and explore their responses which would give another dimension and consideration to the work; parents could have brought further more information regarding their contribution to students' EFL learning.
- ❖ Since the data collection was conducted by means of questionnaires as a measuring tool, the validity and credibility of the findings will eventually be influenced by many factors:
 1. The mood of the respondents while completing the questionnaire.

2. Since the participants are human beings, we could not really control them or know whether what they picked as answers is genuinely what they feel though we assured them that their names and opinions will be kept confidential.
3. The adequate return of the questionnaires by the respondents.

To put it in a nutshell, this research work is not limitation free; it has advantages and disadvantages like any other experimental research. Greater depth and understanding, then, is needed to further clarify the issue under investigation. Possible studies based on large samples and statistical testing may help reach the generalisation of the findings.

Key Concepts of the Study

Starting by the title, the thesis contains some terms which we necessarily assume that potential readers should be aware of to make the picture clearer for them. Some readers may not be familiar with such educational words. For this purpose, definitions of the terms, which we assume they are key words, are smoothly and clearly listed in this section.

Middle school: School phase which comes directly after the primary school. Students (also called: pupils) of this stage of education are normally aged ten (10) to occasionally sixteen (16); they progress from the *first year* :1st YMS (the *5th grade of middle school* in USA and....*7th grade* of comprehensive school in UK) through the *fourth year*: 4th YMS (*year 9* in USA and *year 11* in UK).

EFL students: This is mainly used to talk about students (whose first language is not English) learning English while living in their country. (For example, an Algerian person learning English in Algeria). In Algeria, students of middle and secondary school study English as a second foreign language after French.

Rural: unlike “urban”, rural is connected to countryside. The term is used here, in this study, to differentiate students of the rural areas chosen for the research (Tsabit, Bouda and Boufadi) and those of the city centre of Adrar.

Parental involvement: The parents who are involved in their children's schooling. Assuming the fact that parents are the first source of knowledge for their children, their involvement in children's learning is fundamentally required. This involvement includes actions such as checking homework, communicating with teachers, participating in a student's school activities, supervising children's behaviour outside the school.

Home cultural environment: To be enclosed within the educational scope, home environment refers to the parents' cultural capital (educational ranks & academic degrees) and the adequate atmosphere they provide to their children.

Speaking skills: The essential skills required for being a good English speaker. These skills are summarized as follows:

- **Grammar:** It is needed for students to arrange meaningful and correct sentences in a given dialogic situation or a natural conversation. To avoid misunderstanding, grammar is very crucial for both: the speaker and the hearer.
- **Vocabulary:** It is a paramount key in a successful and intelligible communication. Good speakers should contextually know when and how to use the appropriate lexeme (a basic lexical unit of a language, consisting of one word or several words). Furthermore, knowing many vocabularies, students will easily be able to express their ideas, feelings and thoughts.
- **Pronunciation:** It is the way students produce clearer language when they speak. It deals with the phonological aspects of language. Students can probably be communicatively intelligible when they have good pronunciation and intonation even though they have limited vocabulary and grammar. Pronunciation includes many aspects such as: articulation, stress, rhythm, intonation, and more peripherally gestures, body language and eye contact.
- **Fluency:** Fluency is defined as the ability to speak communicatively, fluently and accurately. In teaching-learning process, if teachers want to check students' fluency, they should allow them to express themselves freely without hesitation or interruption. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and “*ums*” or “*ers*”. These signs indicate that the speaker

does not have to spend a lot of time searching for the language items needed to express the message (Brown, 2001).

- *Comprehension*: It is the ability to carry on a conversation by processing and perceiving the oral utterances being produced. Because it is a two-way process, speaking skill imposes the involvement not only a speaker but an active hearer as well. Since the hearer's interpretation does not necessarily correspond to the speaker's intended meaning, comprehension remains a vital skill to maintain communication.

Course book: According to several English dictionaries, course book (also called *textbook*) is a book used by students when they do a particular course of study. Though they are slightly different, both terms are interchangeably used to refer to a specific book or manual of instructions chosen for students and teachers to be used in teaching as the basis of a course of study.

Technical Notes on the Language Usage

In this section, some technical usages of the language and mechanics rules are used as lubricating guidelines to get readers' mind enthusiastically involved and interactively interested in the study. In addition to the assistance afforded to readers, it eventually strengthens the credibility and reliability of the present paper.

- ✓ To start with, the humble pronoun "we" has permanently been utilised throughout the whole research work. Avoiding using "I" is an endeavour to decrease the redundancy of the *self-conceit* (ego). In this regard, potential readers increase and subsequently we gain their sympathy.
- ✓ The usage of (*italics* or **bold type**) was used deliberately to emphasise the idea being stated or next to the citation being reported. In this way, the prospective reader's attention is easily brought to the particular use of the terms.
- ✓ We deliberately adopted the British writing mechanics such as punctuation, capitalisation. As far as spelling and orthography are concerned, we favoured the British English though most of the recent academic and scientific documents and researches are

written and printed in USA. Such choice is due to our inclination to the authentic British pronunciation (RP) and spelling.

- ✓ Both *passive voice* and *active voice* were used with careful inclination to the passive voice. The preference is rather academic than aesthetic.
- ✓ Throughout chapters 4 to 5, we used two terms (participants, respondents) to refer to the students or teachers who took part in this study. We approve that both terms are synonymous; yet, we utilised them for the sake of avoiding redundant repetition.
- ✓ Respecting the norms and standards in writing academic papers and to give credit to every source we have used in our research, we have adopted the APA (American Psychological Association) style reference. Like many other referencing styles (MLA, Chicago Style...), APA provide readers with cues that allow them to easily follow the paper's objectives, ideas and points of view more efficiently. In this regard, we hopefully expect to bring trustiness to our readership and therefore establishing credibility to the present thesis.
- ✓ For the purpose of rendering this work more forcefully vivid, we utilised the present tenses (present simple & present perfect). We are, therefore, calling the honourable members of the jury to sense the present-day impact of the issue in question and draw readers' attention toward the actual research and its promising findings. On the other side, we utilised the past simple mostly in the third chapter (chapter of methodology & research design) in an attempt to report the manner and the method we processed to gathering data and the research tools we employed throughout the research.

Organisation of the Dissertation

To examine the aforementioned hypotheses, we counted on six major chapters. Considering the general introduction and general conclusion as one independent chapter, the other five chapters form the gist of the present text.

In the introducing chapter (virtually labelled a chapter), we introduce the research topic by setting the framework of the current thesis; it endeavours at systematically presenting the thorough work by clarifying all phases of the research makeup. After stating the problem at first, this chapter attempts to describe the rationale of the study, its objectives, its significance, its research questions and hypotheses; it also highlights the restrictions that

shackle the progress of our work. Finally, particular terms which typify the focus of the thesis are crystallised to readers to help them grasp the general intent of the research.

As far as literature review is concerned, chapter one and two form the theoretical background of the current dissertation: chapter one is mainly concerned with the various theories and approaches to language learning that have recently predominated the field of education; whereas, chapter two provides an analytic overview of speaking skills, focusing on the factors that foster and/or inhibit EFL learners from improving their oral performance in class or out of school settings.

Practically, the third chapter outlines the methodological stand of the study. A detailed description of the methods employed to meet the research objectives is plainly provided. Additionally, the research procedure is discussed in regard to the research issues such as participants, data collection, ethical considerations, and the setting of the work.

By presenting the findings of the research in a lengthy detailed manner, the fourth chapter provides a ground of discussion of the obtained results. Readers, in this part of the study, may possibly find out the answers of the research questions we have already set.

The concluding chapter (chapter five), summarises the most important findings and discusses the pedagogical and educational implications not only to teachers, but also to researchers, syllabus designers as well as stakeholders and decision makers. Students as the main pivot of the teaching-learning process are also concerned with such pedagogical implications which we believe hopefully help students better their oral productions in classroom or outside classroom situations. In addition, it proposes a number of recommendations and suggestions for further research.

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Introduction

The concept of learning can never be indivisible from teaching. Efficient teaching would certainly take place when the teacher knows what is meant by learning. It is only then she/he can understand the nature of output we expect the students to achieve. If for example, learning, in a given context, aims at preparing students to pass a large scale exam such as 'BEM' or 'BAC', the teacher is bound to adopt an approach which copes with this goal. If learning aims at preparing the student for the present and future life, then a different approach to teaching is to be taken. Teachers are bound by Learners' expectations and potentials which impose the choice of the teaching approach whenever planning their lessons. Are they going to focus on increase in knowledge, problem solving tasks, skills acquisitions or communicative competence?

Language learning has often been described as one of the most impressive mental operations of the human mind in regard of the complexity of grammatical structures, the size of the mental lexicon, and multiple functions language disposes to learners (Thornbury, 2012). Consequently, a lot of controversy has arisen as to how a language can best be learned. In the coming up, we will present an overview of the main learning theories and their implications.

1.1. Theories of Learning

Theories on how people learn are numerous and varied. Some are complementary and others deny the validity of all that preceded and claim their primacy. Which one should we adhere to? Which one is more valid? One would assert that "space and time" are the two elements which select the theory or theories that are suitable to a given learning situation.

1.1.1. Behaviourism

In a simple and clear picture, Behaviourism is a doctrine interested in human and animal behaviour. Learning according to behaviourists relies on the principle of stimulus-response.

Behaviourism is a theory that only focuses on objectively observable behaviours and discounts mental activities. Behaviourists define learning as nothing more than the acquisition of new behaviour (Skinner 1968 in Brown 2000).

Behaviourists argue that the inner experiences which were the focus of psychology could not be studied as they were not observable. Instead, they turned to laboratory experimentation. The result was the generation of the Stimulus-Response model. Here, the environment provides stimuli to which individuals develop responses. According to Merriam and Caffarella (1991), three key assumptions underpin this view:

- *Observable* behaviour is the focus of study. Learning is manifested by a change in behaviour.
- The behaviour is shaped by the *environment*. The individual learner does not determine what s/he learns but this is determined by the elements in the environment.
- The principles of *contiguity* (how close in time two events must be for a bond to be formed) and *reinforcement* (any means of increasing the likelihood that an event will be repeated) are central to explaining the learning process.

Edward Thorndike (in Brown, 2000) pointed out these foundations and developed Stimulus-Response theory of learning. He noted that responses or behaviours were strengthened or weakened by the consequences of behaviour. This notion was refined by Skinner (in Brown, 2000) to be better known as Operant-Conditioning that is reinforcing what you want people to do again, and ignoring or punishing what you want them to stop doing.

Skinner (in Brown, Benkowitz & Urban, 2010) developed the idea that we behave the way we do because this kind of behaviour has had certain consequences in the past. He denied that the mind plays any part in determining behaviour. Rather, people's experience of reinforcement determines their behaviour. We tend to avoid what is painful and to welcome what is pleasant. This is why we can speak of negative reinforcement (punishment) and positive reinforcement (reward).

1.1.1.1. The Main Presuppositions of Behaviourism

1. Behaviourism considers man as no more than a machine that responds to conditioning. Behaviourists believe that thoughts, feelings, and mental processes do not determine what we do. We are biological unconscious machines responsive to the only stimulus.
2. Behaviourism is naturalistic. Everything can be explained in terms of natural laws, and the material world is the ultimate reality. Man has no soul and no mind, but only a brain that responds to external stimuli.
3. Behaviourism is manipulative. It seeks not only to understand human behaviour, but to predict and control it as well. Skinner (in Brown, 2000) used his theory to develop the idea of shaping. By controlling rewards and punishments, we can shape the behaviour of another person.
4. Consistently, behaviourism teaches that individuals are not responsible for their actions. Since they are mere machines, without minds or souls, reacting to stimuli and operating on their environment to attain certain ends, then anything they do is inevitable.

Pedagogically speaking, James Hartley (1998) states that four key principles come to the fore in learning:

- 1- Learning is *objective-based* (teaching with objectives): Those who look to behaviourism in teaching will generally frame their activities by behavioural objectives, e.g. “By the end of this session participants will be able to ...”.
- 2- *Activity* is important: Learning is more efficient when the learner is active, fully involved, rather than passive; ‘Learning by doing’ is an example.
- 3- *Repetition* and *generalization* are important notions. Frequent practice and practice in varied contexts is necessary for learning to take place.
- 4- *Reinforcement* is the cardinal motivator: Positive reinforcers (rewards and successes) are preferable than negative events (punishments and failures).

1.1.1.2. Language Learning from Behaviourist Perspective

The language habits are acquired through pattern drills, memorisation and repetition of structural patterns. The learners are required to simply repeat the presented structures without understanding the meaning of words. Behaviourism denies the importance of the cognitive processes in learning to concentrate only on what is observable. Learners use a wide repertoire of mental strategies to deal with the operating system in the language they are learning. This led language researchers to turn to the field of cognitive psychology for further exploration of learning.

In learning, language is seen as a behaviour to be taught. Sequential steps act as stimulus to which learners respond either by repetition or substitution followed by the teacher's reinforcement. M. Williams and R.L. Burden (1997) pointed out that: "*Learning a language is seen as acquiring a set of appropriate mechanical habits, and errors are frowned upon as reinforcing 'bad habits'.*" (p. 12)

Criticisms of Behaviourism include:

- 1- Behaviourism does not account for all kinds of learning for it disregards the cognitive and psychological activities of the mind.
- 2- Behaviourism does not explain some aspects of learning without reinforcement such as acquisition and recognition of new language patterns by young children.

1.1.2. Cognitivism

Cognitivists suggest that perceptions or images should be approached as a pattern or as a whole rather than as a sum of the component parts. They are concerned with cognition: the act or process of knowing. T. Good & J. Brophy (2002) explained Cognitivism in the following words:

"Cognitive theorists recognize that much learning involves associations established through contiguity and repetition. They also acknowledge the importance of reinforcement, although they stress its role in providing feedback about the correctness of responses over its role as a motivator. However, even while accepting such behaviouristic

concepts, cognitive theorists view learning as involving the acquisition or reorganization of the cognitive structures through which humans process and store information." (p.187)

Cognitivists assert that learners, instead of acquiring habits, they acquire plans and strategies. In this regard, James Hartley (1998) explored how mental processes could be linked to teaching and explained that learning is the result of inferences, expectations and making connections. He identified the following principles:

- Instruction should be clearly structured.
- Instruction should be well-organised because it is easier to learn and remember well-organised materials.
- The perpetual features of the task are important. Learners attend selectively to different aspects of the environment. Thus, the way a problem is displayed is important if learners are to understand it. Prior knowledge is important. Things must fit what is already known if it is to be learnt.
- Learning is influenced by different cognitive styles or methods. Differences between individuals are key elements as they affect learning.
- Reinforcement can come through giving information to remain a knowledge of results rather than simply a reward. Cognitive feedback gives information to learners about their success or failure concerning the task at hand.

1.1.2.1. Language Learning from Cognitivist Perspective

while behaviourists consider learners as passive participants in the learning process, cognitivists see them as active users of different mental strategies in language learning. M. Williams and R.L. Burden (1997) highlighted this difference by stressing cognitive activities: *"They are required to use their minds to observe, think, categorise and hypothesise, and in this way to gradually work out how the language operates".(p. 15)*

As a reaction to Behaviourism, strong criticism came from Gestalt psychologists (Gestalt meaning pattern or configuration in German). The behaviourists have put much focus on single events, stimuli and overt behaviours. For them, perceptions or images should be approached as a pattern or a whole rather than the sum of the component parts. While the behaviourists' focus was on the environment, Gestalt theorists turned to the individual's mental processes. Their concern was cognition: the act or process of knowing.

According to Chomsky's (1980) theory of competence and performance, language cannot be a form of behaviour. It is rather an intricate rule-based system resulting from the child's innate ability to acquire language which is called Language Acquisition Device (LAD). Language is a matter of making sense of the data which the brain receives through the senses. It is more mental than physical. The individual's ability to respond to new situations is more likely to overdo stimulus-responses patterns.

Stating the major assumptions of learning in regard to cognitive psychology, James Hartley (1998) quoted: "Learning results from inferences, expectations and making connections. Instead of acquiring habits, learners acquire plans and strategies, and prior knowledge is important."

1.1.3. Humanistic Perspectives to Learning

In reaction to the two previous theories, humanists are concerned with the human growth potential rather than treating humans as objects. Instead the affective and subjective world was to be reaffirmed. Stated differently, the humanistic approach gives more credit to personal freedom, choice, motivation and feelings.

The best-known example is Abraham Maslow's (in Huitt, W. 2007) hierarchy of motivation where physiological needs are at the lowest level and self-actualization at the highest one. Huitt (1997) summarized Maslow's hierarchy of needs in the following points:

- Level 1: Physiological needs such as hunger, thirst, sleep, relaxation, sex and bodily integrity.
- Level 2: Satisfy needs call for a predictable and orderly world, and safety and security.
- Level 3: Love and the need to belong.

- Level 4: Self-esteem like desire for strength, achievement, adequacy, mastery and competence.
- Level 5: Self-actualization as a full use and expression of talents, capacities and potentialities.

Learning can be seen as a form of self-actualization. It contributes to psychological health (Merriam and Caffarella, 1991). The humanistic tendency provided some hope for educators. It valued more the individual's capacity. A persuasive exploration of humanistic orientations to learning came from Carl Rogers (1983). He saw the following elements involved in significant or experimental learning:

- 1- Quality of personal involvement.
- 2- Sense of discovery, grasping and comprehending.
- 3- Difference in behaviour.
- 4- Self-evaluation.
- 5- Building meaning and making sense.

All these factors engage the individual as an actor using his intrinsic capacities to make sense of this surrounding world.

1.1.3.1. Language Learning from Humanist Perspective

As far as the learner's personality is concerned, the best way to facilitate learning is to establish an interpersonal relationship with the learner who should be respected and appreciated as a human being. The teacher should place himself among learners just to create a less formal leaning context. The teacher plays the role of a mere facilitator.

Accordingly, language learning is interpersonal. Learners refer to the integrated or eclectic strategies. The interpersonal and student-centred approach is influenced by Rogers (1983) who maintains the importance of the learner's personality in the teaching-learning process. Learners' tendency to realise their potential and to function autonomously will flourish under condition of acceptance and warmth by others and by oneself.

Language learning tasks may require behaviouristic, cognitive or interpersonal theories. Consequently, teachers call for eclecticism and flexibility in language teaching methods.

1.1.4. Constructivism

The constructivist view of learning can be traced to Piaget who believed that learning is not transmitted passively, but attained through well-defined stages by active participation of a learner. The theory of constructivism defines teaching and learning as a process where learners are actively involved in construction of their own knowledge rather than being passive receivers of information. Constructivism, as another face of the same coin, was developed almost simultaneously with Cognitivism. Jonassen (1991) wrote:

"learners construct their own reality or at least interpret it based upon their perceptions of experiences, so an individual's knowledge is a function of one's prior experiences, mental structures, and beliefs that are used to interpret objects and events."

Constructivist learning theory sought to improve on what behaviourist learning theory had already established by focussing on human motivation and ability to construct learning. Behaviourism is viewed as centred and directed. Constructivists, however, saw that teaching values individual work more than group work. They believe that humans have the ability to construct knowledge in their own minds through a process of discovery and problem solving (Jonassen, 1991).

From another perspective, it is worth mentioning that within constructivism there are two main schools of thought:

- *Cognitive constructivism*: this theory involves a Holistic approach. It emphasizes research and spontaneity. It fosters classrooms with authentic opportunities that challenge students. Today, Constructivist teaching is gaining much efficiency thanks to the recent research about the brain and how learning occurs.
- *Social constructivism*: it is based on Lev Vygotsky's theories and emphasizes both social and cultural learning contexts. According to Vygotsky, learning is a social and cooperative activity where the teacher acts as facilitator and the student is responsible

for constructing his own understanding in his own mind. This theory places the teacher in an active role with the students developing their mental abilities through a discovery process.

1.1.4.1. Principles of Constructivism

Constructivists prone the following principles:

- 1- In learning, the search is focused on meaning. Therefore, learning must start with the issues around which students are actively trying to construct meaning.
- 2- In teaching, we must understand the mental models that students use to perceive the world and the assumptions they make to support those models.
- 3- Since meaning is paramount in the learning process, understanding parts is as important as Meaning requires understanding wholes. Therefore, the learning process focuses on primary concepts, not isolated facts.
- 4- The purpose of learning is for an individual to construct her/his own meaning, not just memorize the right answers and regurgitate someone else's meaning. Education is inherently interdisciplinary and the only valuable way to measure learning is to make the assessment part of the learning process ensuring it provides students with information on the quality of their learning.

1.1.4.2. Language Learning from Constructivist Perspective

The constructivist approach urges language learners to develop their understanding of the conventions of language use in real situations. This is why Williams and Burden (1997) consider that: "learning is influenced by the situation in which it occurs" (p. 19). In other words, language learning is a dynamic and interactive learning process where understanding of vocabulary and structures, and learning competence and awareness coexist.

Learning activities based on constructivist theory allow individuals to form their own representations of knowledge, uncover inconsistencies between current knowledge representation and their own experiences and allow learning to occur within a social context, where interaction between learners, peers and other members of the learning community takes place (Gredler, 2001).

As far as teaching is concerned, the teacher's role is to help the learner select and transform information, construct hypothesis and make decisions. A cognitive structure - schema - is to be relied upon. The learner should go beyond the information given and tries to discover principles by himself.

Jean Piaget (in Brown, 2000), like other constructivist researchers, explored changes in internal cognitive structure. He identified four stages of mental growth: Sensori-motor, Pre-Operational, Concrete Operational and Formal Operational. According to him, foreign language learners are not expected to reach the stage of abstract reasoning to deal with the rules of the foreign language. The main aspects of learning stem from Piaget's theory (1975) and can be considered as important for language learners.

First, language learners are involved in making their own sense of the language input surrounding them as well as of the tasks presented to them.

Second, Piaget's notions of assimilation and accommodation to learning a new language are clearly identified when, for instance, learners receive new language input. They should first change what they already know about the language and then fit the new information into their existing knowledge. These two activities are called accommodation and assimilation.

Hence, learners will be able to gradually develop their knowledge of how the system of the new language operates.

1.1.5. Learning and the Social /Situational View

Similar to Lev Vygotsky's point of view, this situational theory posits that people learn from observing other people. These observations take place in a social setting. The role of observation is to allow people to see the consequences of other's behaviours and gain some idea about what might happen from acting in this or that way. Hence, the key aspects of observational learning involve attending to a behaviour, remembering it as possible model and playing out how it may work in different situations. Lave and Wenger (1991) have put a radical model, situated learning, where rather than considering learning as the acquisition of knowledge, they have tried to orient it towards social relationships-situations of co-participation. In other words, instead of asking what kind of cognitive processes and

conceptual structures are involved, they ask what kind of social engagements provide the proper context for learning to take place. Thus, learning should involve full participation in the sociocultural practices of a community.

To sum up, this view focuses on the need to understand learning in context. It claims that situated learning depends on two major points:

- ✓ Talking of knowledge as abstract.
- ✓ Communities of practice are the place where new knowledge and learning occur.

In this sense, home environment is a crucial factor in determining the learner’s linguistic performance. Additionally, parents’ involvement in their children’s schooling is another parameter that would decisively influence one’s foreign language learning.

To get a more concise idea of the already mentioned learning views, Merriam and Caffarella (1991) suggested the following scheme:

Aspect	Behaviorist	Cognitivist	Humanist	Social & Situational	Constructivist
<i>Learning theories</i>	-Thorndike. -Pavlov. -Watson. -Tolam. -Skinner.	-Koffka. -Kohler. -Piaget . -Bruner. -Chomsky.	-Maslow. -Rogers .	-Bandura. - Land & Wenger . -Salomon .	-Kant. -Piaget . -Vygotsky.
<i>View of the learning process</i>	*Change in behaviour. *Stimulus-response process	*Internal mental process.	*A personal act to fulfil potential.	*Interaction /observation in social contexts.	*Focus on concepts *Knowledge is experience based.

<i>Purpose in education</i>	*Produce behavioural change.	*Develop capacity & skill.	*Become self-actualized, autonomous.	*Full participation in communities.	*Construct- ion of meaning.
<i>Educator's role</i>	*Arranges environm-ent.	*Structures content of learning.	*Facilitates development of the whole person.	*Establishes communities of conversat- ion practices.	*Prompts leaners to select info.
<i>Learner's manifesta- tions</i>	*Behavioural objectives . *CBE. *Skill. development	*Cognitive develop- ment. *Learning how to learn.	*Self-directed learning.	*Socializing. *Social participation. *Conversation	*Self- cons- tructed learning.

Table 2. Learning Theories and their Principles.

1.2. Approaches to Foreign Language Teaching

1.2.1. Brief Survey

Prior to the twentieth century, language teaching methodology swung between two types of approaches: *getting learners to use* a language (i.e., to speak and understand it) versus *getting learners to analyse* a language (i.e., to learn its grammatical rules).

During the 20th century, teaching foreign languages has witnessed tremendous changes and innovations. These have given birth to a variety of methods and approaches with different principles and techniques. In the history of language teaching approaches, there was a move away from methods that focus on writing and reading to methods that stronger concentrate on speaking and listening skills. Theoreticians and educators were pretty much concerned about the best method to teach speaking skill to English Language Learners (ELL). They put forward several methods to facilitate the foreign language

teaching and learning processes. Various methods, therefore, have been suggested for the sake of leading learners to be communicatively proficient speakers of English.

Various methodologies have mirrored the historical eras wherein a teaching methodology was at its climax. In the 19th century, Grammar Translation Method (GTM) was the core of the teaching methodology; Audio-lingual Method (ALM) was the trademark of the 60s and 70s, the Notional-Functional Approach (NFA) of the early 80s, the Communicative Approach in the mid-80s. In Algeria, and in order to cope with the excessive development of the teaching and learning theories, Competency-Based Approach (CBA) has been launched during the 2000s as the legal heir of the previous approaches.

1.2.2. English Teaching Approaches in Algeria

We cannot tackle, at least in this paper, all of the existing approaches and methods to language teaching. Only those, which influenced the mainstream language teaching adopted by the Algerian educational system, are discussed in detail.

Consequently, the light should be shed on the four cardinal approaches that have been implemented in the curricula to advocate the teaching of English in Algeria:

- Grammar-Translation Method (GMT)
- Audio-Lingual Method (ALM)
- Communicative Language Teaching (CLT)
- Competency-Based Language Teaching (CBLT)

Since independence (1962), the Algerian educational system has witnessed many changes according to the most “said-efficient” teaching methods in the world. The Grammar Translation Method (GTM) was inherited from the already prepared French colonization syllabi. The Audio-Lingual Method was soon adopted. Then, because of its behaviourist approach, relying on the principle of stimulus-response, the learner was treated as a machine that responds to the teacher stimuli to learn. Proved fiasco, this method failed to equip the learner with the ability to communicate effectively as far as language teaching is concerned. As a result, teaching with objectives was introduced in the implementation of the

Communicative Approach. Since its introduction into foreign language teaching literature in the early 1970s, communicative language teaching (CLT) had gained popularity (Benadla, 2013). It has been widely used in the 1990s as it describes a set of general principles grounded in the notion of *communicative competence* being the goal of language teaching. Moreover, CLT has continued to evolve giving rise to new approaches and methodologies which continued to make reference to CLT and that take different routes to achieve the goal of developing the learners' communicative competence (Richards, J. & Rodgers, T., 2007).

However, little was done to prepare the Algerian schools to adopt this teaching method, mainly in terms of classroom density, teaching materials, and teachers training programs. Consequently, it also proved to be a failure (Bouhadiba, 2015).

To keep up with the new trends and approaches to language teaching and learning as the world joins together in a "global village", the adoption of CBA has inevitably been a necessary option. CBA is one of the current methodologies that can be described as an extension of communicative language teaching movement (Richards & Rodgers *ibid.*). Richards and Schmidt (2002) define CBA, "An approach to teaching that focuses on teaching the skills and behaviours needed to perform *competences*. Competences refer to the students' ability to apply different kinds of basic skills in situations that are commonly encountered in everyday life." p 94.

1.2.2.1. Grammar-Translation Method (GTM)

In the 18th and 19th centuries Latin and Greek were taught by means of what has been called Classical Method. In the 19th century, the Classical Method came to be known as the Grammar-Translation Method. GTM focuses on developing students' appreciation of the target language's literature as well as teaching the language. Students are presented with target-language reading passages and then they answer questions that follow. Other activities include translating literary passages from one language into the other, memorizing grammar rules, and memorizing native language equivalents of target language vocabulary. Memorization is the main learning strategy and students spend their class time talking about the language instead of talking the language. Little thought was given to teaching someone how to speak the language.

As the name already suggests, grammar was seen as starting point for instruction (Thornbury, 2008). One of the main components of the Grammar-Translation Method was its focus on the detailed study of grammar rules, followed by the application of the learned rules in translation-exercises first into and then out of the target language (Dendrinos 1992, Richards & Rodgers 2007, Kumhuber, 2010).

Learning in a classroom in which principles of GTM were taught is:

“To understand the rules underlying the sentence constructions, to memorize paradigms, to analyse sentences in their constituent parts, to classify these in terms of grammatical categories and be able to produce new sentences on the basis of the grammar and vocabulary taught”.
(Dendrinos 1992: 106).

1.2.2.1.1 Speaking Skill in GTM’s View

The main principle of *grammar-translation method* was that students are trained to examine grammar and to translate it from one language to another in addition to reading the literature of a particular culture. In this sense, Bailey (2006:130) believes that this method:

does not prepare students to speak English, so it is not appropriate for non-academic ESOL adult students who want to improve their speaking skills. The method is not consistent with the goals of increasing fluency, oral production, or communicative competence of ESOL adult learners.

In terms of the four language skills, the main focus was on writing and reading, whereas little attention was paid to speaking or listening (Richards & Rodgers 2007: 6). Accuracy which was tested in written exams, since students were expected to achieve high standards in translating sentences, was an important feature of this method as well (Richards & Rodgers, *ibid*).

The grammar-translation method does not train students to speak the language; therefore, it appears irrelevant for learners whose goal is to improve their speaking skills. The method is not reliable when the goals set are to increase learners’ fluency, speaking production, or communicative abilities. In fact, this method has *“developed an intellectual understanding of language structure and maybe the ability to read, but instead of gaining oral fluency they suffered from what could be described as second language mutism”* Hammerly, (1991:1). Besides, in grammar-translation lessons, speaking consists largely of reading translations aloud or doing grammar exercises orally. In so doing, there are few

opportunities for expressing original thoughts or personal needs and feelings in English.

1.2.2.2 Audio-Lingual Method (ALM)

One of the reasons for the development of the Audio-Lingual Method was the entry of the United States in World War II. Personnel who spoke foreign languages like French or German fluently were needed. Thus, the government appointed American universities to develop foreign language programs for military personnel. One main aspect of this “Army Method” was intensive oral drilling (Richards & Rodgers 2007: 50-51).

The Audio-Lingual Method is based on the behaviourist belief that language learning is an acquisition of a set of correct language habits. A learner repeats language patterns until he is able to produce them spontaneously. Once a given pattern – for example, subject - verb - prepositional phrase – is learned, the speaker can substitute words to make his/her own sentences. The teacher directs and controls students’ behaviour, provides a model, and reinforces correct responses. It considered language simply as form of behaviour to be learned through the formation of correct speech habits (Thornbury, 2000).

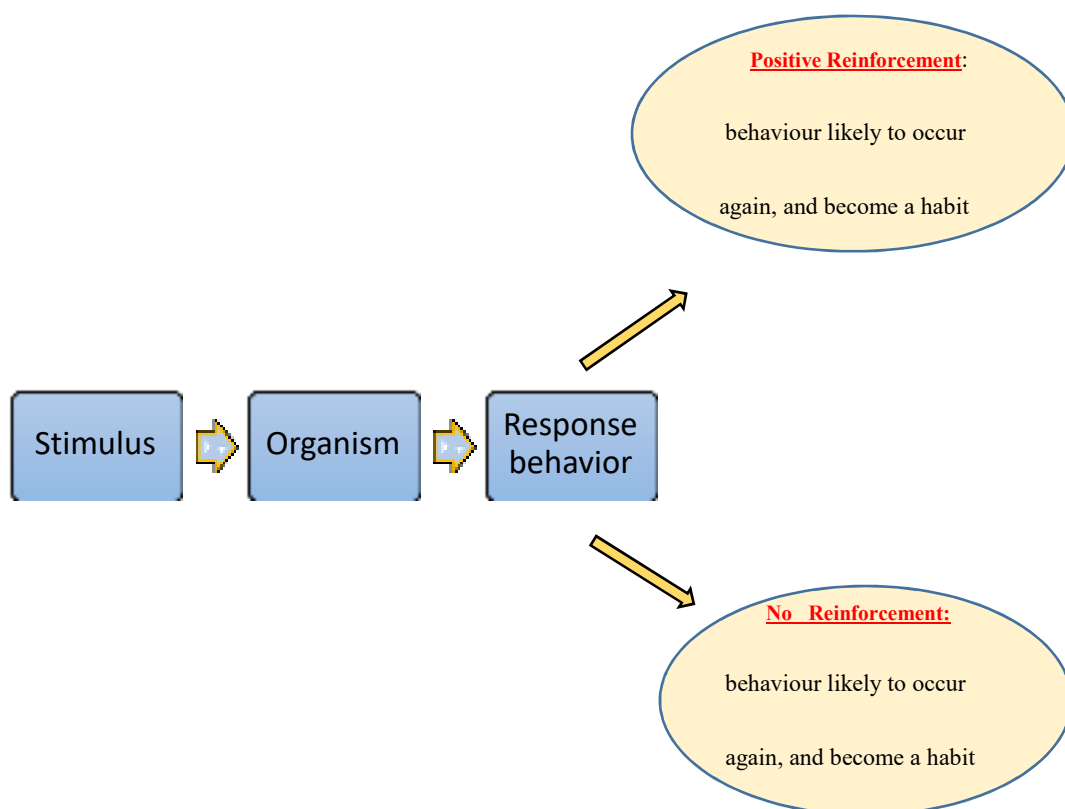


Figure 1. Stimulus-Response Process.

(Richards & Rodgers 2007: 57)

ALM, in some way, represents a return to the Direct Method, as its main goal is to develop natively-like speaking ability in its learners. It is an extension as well as a refinement of the Direct Method. Translation and reference to the mother tongue are not permitted. Some of the things which led to the spread and success of this method include: greater amount of time, smaller classes, and greater emphasis on oral practice which led to automatic production of sentences.

Here are the major characteristics of this method:

1. New material is presented in dialogues.
2. Grammar is taught inductively.
3. Little grammatical explanation.
4. Vocabulary is very limited and learned in context.
5. Much use of visual aids (video and audio tapes) and language labs.
6. Great importance is attached to pronunciation.
7. Very little use of the mother tongue.
8. Errors are to be avoided at all costs.
9. Memorization of set phrases is important.

1.2.2.2.1. Speaking Skill in ALM's View

The theory behind this method was that students learn to speak by practising automatically grammatical structures; this will lead them to be able to engage in conversation as put by Bygate (2001: 15): "*Teaching oral language was thought to require no more than engineering the repeated oral production of structures ... concentrating on the development of grammatical and phonological accuracy combined with fluency*". In the *Audio-Lingual Method*, speaking skills are taught based on drills, repetition of sentences and recite dialogues. In this sense, Shrum and Glisan (2000: 26) describe the techniques used in this method as: "*repeating after the teacher, reciting a memorized dialogue, or responding to a mechanical drill*". The most attractive feature of this method was drills which are designed mainly to introduce students with the sounds and structures of the target language.

In contrast, this theory is based on the assumption that in order to help learners form good habits, language lessons necessitate involving regular repetition and correction (Bailey, 2006). Teachers, at this level, correct spoken errors quickly in order to prevent students from forming bad habits; for the reason that it is believed that “*if errors are left untreated, both the speaker and the other students in class might internalize those erroneous forms*” Bailey (2006:131).

Moreover, the language laboratory is the central technological component of this method; students are supposed not only to attend classroom lessons and doing homework, but also to spend time in the lab, listening to CDs or audiotapes. Nevertheless, when learners practise speaking in the lab, there seem to be no opportunity for constructing their ideas in English or expressing their own intended meaning. This tightly controlled practice does not necessarily prepare learners for the spontaneous, fluid interaction which occurs outside the classroom. As a result, audio-lingualism rapidly lost its popularity because of the disappointing results obtained from classroom practice and the strong theoretical arguments that were advanced against it, which state that it “*did not lead to fluent and effective communication in real-life situations*” Ellis (1990:30).

1.2.2.3 Communicative Language Teaching (CLT)

This dissatisfaction with the audiolingual method led educators to reconsider some long-standing beliefs about how people learn a foreign language; consequently, communicative language teaching arose. This approach argues that merely knowing how to produce a grammatically correct sentence is not enough. A communicatively competent person must also know how to produce an appropriate, natural, and socially acceptable utterance in all contexts of communication.

At the time, British linguists further viewed the communicative and functional aspects of language as central in foreign language teaching and language teaching in general. They saw it more useful to focus primarily on communicative proficiency and not, as proposed in GTM and Audio-lingualism, on the mastery of grammatical structures (Richards & Rodgers 2007: 153). The utterance: ‘*Hey, buddy, you fix my car!*’ is grammatically correct but not as effective in most social contexts as ‘*Excuse me, sir could I have my car fixed today?*’.

According to Dendrinos, it was mainly criticized that predicting which language students would need to use in specific situations was extremely difficult. Further it is also very hard to say which specific situations students will be likely to encounter in their later life or which will be important in their later profession (Dendrinos 1992: 116). Moreover, Noam Chomsky stressed in his book *Syntactic Structures* the importance of the creative and unique potential of language (Richards & Rodgers 2007: 153).

Communicative competence includes having grammatical knowledge of the system, and knowledge of the appropriateness of language use, such as sociocultural and paralinguistic (facial and gestural) knowledge. The Communicative Approach stresses the need to teach communicative competence as opposed to linguistic competence; thus, functions are emphasized over forms. Students usually work with authentic materials in small groups on communicative tasks, during which they receive practice in negotiating meaning.

Hymes points out that “*there are rules of use without which the rules of grammar would be useless*” (1979: 278). For him rules of use are rules of appropriacy linking forms of language to contextual features. These rules depend on the roles and relationships of the participants, the physical setting, the psychological scene, the topic, the purpose, the attitudinal key, the channel of communication, the code of language variety, the norms of interaction, the physical distance, the norms of interpretation and the genre (Hymes, *ibid*); the aim is to develop learners’ communicative competence.

Referring to the role of grammar, Thornbury states that: “*Communicative competence involves knowing how to use the grammar and vocabulary of the language to achieve communicative goals, and knowing how to do this in a socially appropriate way*” (Thornbury 2000: 18).

Though it is not directly associated with CLT, Stephen Krashen’s theory of language learning and acquisition, stresses that language learning takes place by using language communicatively (Richards & Rodgers 2007: 161-162).

- ✓ The major characteristics of this approach are:
- Effective communication is sought,

- Language learning is communicative-based learning,
- Dialogues, if used, focus on communicative functions and are not normally memorized,
- Translation may be used where students need or benefit from it,
- Meaning is paramount,
- Attempts to communicate are encouraged from the very beginning,
- Language is created by the individual often through trial and error,
- Communicative competence is the desired goal,
- Teachers help learners in any way that motivates them to work with the language,
- The teacher cannot know exactly what language the students will use.
- Students are expected to interact with other people, either having hands-on experience, through pair and group work, or in their writings,
- Fluency and acceptable language is the primary goal,

1.2.2.3.1 Speaking Skill in CLT's View

Communicative language teaching method, predominantly moved from high beginner to more advanced levels; featuring more interaction-based activities, such as *role-plays*, *jigsaw*, and *information gap tasks* (activities in which learners are required to use English to convey information known to them but not to their classmates) (Bailey, 2006). Though they are likely to neglect reading and writing, such activities set an appropriate atmosphere in which learners feel comfortable to practice speaking and perform better orally.

Furthermore, task-based and project-based activities may endorse interaction; pair work and group work are also typically encouraged. In this method, teachers often downplay accuracy and emphasize students' ability to convey their messages (Hammerly, 1991).

1.2.2.4. Competency-Based Language Teaching (CBLT)

1.2.2.4.1. Historical Overview

Competency Based Education (CBE) has its roots firmly in the behaviourist tradition popularized in the United States of America during the 1950s and the 1960s by educators

such as Benjamin Bloom. Competency Based Approach becomes popular in the U.S. during the 1970s where it was used in the vocational training programs. It has been widely implemented as the basis for the design of work-related and survival-oriented programmes for adults. Its fundamental principles spread to Europe and other English speaking countries as a major approach to language teaching in the 1980s. By 1986, any refugee in the United States had to be enrolled in a competency-based programme (Richards and Rodgers, 2003); such programmes were based on a performance outline of language associated with specific skills that are necessary for individuals to function proficiently in the society. By the 1990s, it was being used in Australia to measure professional skills. In Algeria, CBA was introduced as a step forward to enhancing the English language teaching when the Algerian policy makers launched the 2000s educational reforms.

1.2.2.4.2. Origins of CBLT

This approach to teaching and learning is chameleon-like in nature. Throughout its evolution, it has been known by a variety of names. A simple review of literature reveals that various stakeholders utilize different labels to designate an approach to pedagogy that takes learners' abilities and skills as the target of the teaching-learning process. We may count: Performance-Based Learning (PBL), Competency-Based Education and Training (CBE /T), Competency-Based Instruction (CBI), Competency-based Programs (CBP), Competency-Based Language Teaching (CBLT), Criterion-Reference Learning (CRL), Capabilities-Driven Instruction (CDI) (Bowden, 2004).

From another angle, a deep insight of literature discloses that CBA may be used interchangeably and synonymously with Performance-Based Approach (PBA) or Outcomes-Based Approach (OBA). Early US sources show Performance-Based Education as an alternative to Competency-Based Education". In conclusion we may endeavour to claim that there are two versions of CBA: The Continental European (all except UK) and the Anglo-Saxon (Australia, Canada, New Zealand, UK, and USA) (Bowden, *ibid*).

1.2.2.4.3. What is CBLT?

CBLT is an application of fundamental CBA principles to language learning. CBLT is a teaching approach which focuses on the outcomes of language learning. In other words,

the approach sees outputs very importantly rather than the learning process focusing on the practical knowledge and performance of the foreign language. This probably accounts for the use of authentic materials and real-life tasks. As stated earlier, one might come across a diversity of definitions of the term CBA. We will try to give a comprehensive one as presented by the Ministry of National Education in the national programme of English as a second foreign language in the First Year Middle school teachers' guide (2003). In relation to the definition of Competency, CBA is defined as: “*a know how to act process which interact and mobilizes a set of capacities, skills and an amount of knowledge that will be used effectively in various problem-situations or in circumstances that have never occurred before*”. (p.4)

CBLT advocates assert that language should be connected to a social context rather than being taught in isolation. CBLT, then, requires learners to demonstrate that they can use the language to communicate effectively (Richard & Rogers, 2001).

According to Paul (2008), CBLT focuses on what learners can do with language rather than on what they know about it. He adds, “the main concern of CBLT is the *observable outcomes* which can be easily *measured*” (2008). In this sense, students demonstrate value-added skills which are assessed by looking at outcomes rather than process. Similarly, Docking (1995) defines CBLT as:

is designed not around the notion of subject knowledge but around the notion of competency. The focus moves from what students know about language to what they can do with it. The focus on competencies or learning outcomes underpins the curriculum framework and syllabus specification, teaching strategies, assessment and reporting. Instead of norm-referencing assessment, criterion-based assessment procedures are used in which learners are assessed according to how well they can perform on specific learning tasks. (p.16)

1.2.2.4.4. CBLT Syllabus

For a country like Algeria, which has witnessed turmoil in the choice of languages used in education, it has been hard to set appropriate objectives of studying English as a

foreign language. To set syllabi congruent with the ultimate goals implicated in the Algerian language teaching policy and meet the students' linguistic needs is not an easy task (Mami, 2013).

The kind of CBA content in the Algerian middle school textbooks of English is demanding, lengthy, and effortful. The teachers are required to furnish extra effort to help ELLs come to grips with the multifarious facets of learning foreign languages through situational interactions that resemble authentic native speaker interactions. Richards (2001: 157) lays out CBLT as “an approach to teaching that focuses on transactions that occur in particular situations and their related skills and behaviours”.

By definition, a syllabus is a list, and in the case of CBLT, it is considerably a long list of linguistic items, social skills, attitudes and behaviours. Thus, the CBLT syllabus proves to be *loaded* in order to resemble a genuine interaction that occurs in social settings of the foreign language currently being taught. Both teachers and ELLs need to consider all potential as well as possible behaviours and skills required to fit in a social act in a native-like manner.

Moreover, CBLT syllabus is criterion-based, which means that individual students need to feel progressing to attain the set criteria for achievement. Still, most teachers stick to the old practice: normative-based teaching and assessment. Without appropriate education and training programs, middle school teachers of English clearly face daunting challenges in the implementation of CBLT syllabus.

1.2.2.4.5. Speaking in CBLT' View

With the growing demands of this digital age, school of thoughts have come and go to satisfy current needs. Thus, language teaching profession has been subject to serious changes. *Competency-Based Approach* was one of the challenging shifts in language education. It is represented by Belmekki (2008:54) as:

Shifting from a knowledge-oriented education, essentially focusing on the question of what needs to be taught and learned in terms of concepts and conceptual structures, to a competency-based

education relying on questions of why something has to be learned and how it can be used in solving a complex problem.

Reflecting this approach on speaking skill, the aim is to help learners develop their knowledge and skills to be able to recognise and solve complex language problems, i.e., having the “know- how” skill to communicate effectively, consciously and with responsibility towards the learning process and progress. In this sense, Belmekki (ibid:55) states that, within this approach, a learner is in charge of: “*understanding what he is doing, and how he is doing it will probably increase in him a sense of self-confidence that often reduces his high level of anxiety*”.

1.2.2.5. The Call for an Eclectic Approach

At present, as the world is leading to globalization, teachers of English around the world prefer some form of communicative teaching and learning, rather than the audiolingual method and its derivatives. However, we must remember that a successful teacher is not necessarily biased in favour of one method or another. Teachers should be first of all competent in and comfortable with the methods they want to use. They tend to select different teaching strategies from different methods, and blend them to suit the needs of their materials and students. They think in terms of a number of possible methodological options at their disposal for tailoring classes to particular contexts.

Hard-working teachers continually learn new techniques from colleagues and students, as they interact with them. They need to know new directions in teaching of English which are debated in journals and demonstrated in new textbooks. Their own English speech, pronunciation, and writing should be as close to the “standard or native-like” as possible. Their writing in English should be simple, straightforward and plain. They should have a good command and conscious knowledge of the grammatical structures of the language. They should be sensitive to the needs of their class and energetic and enthusiastic so that the class will come alive in their presence. It is important for them to get all the students involved in the activities conducted in the class. In a word, good eclectic educational researchers they should be!

1.3. Language policy in Algeria

1.3.1. Historical background

Mapping the linguistic situation in Algeria, one would rank Algeria under the heading of “*linguistic plurality (or diversity)*” Medjahed (2011:73). Classical Arabic is used as the national language in the media, while Algerian Colloquial Arabic and Berber are spoken in informal daily life situations. Because of historical reasons, French is used as a second language or as a first foreign language. English, on the other hand, is considered as a foreign language or as a second foreign language; unlike French, it is not socially used.

The query of language education policies in Algeria appears to be among the most crucial issues involved in language and educational research. The teaching of foreign languages in Algeria cannot be taken out of its historical context. It is believed that Algeria absorbed heavy colonial impact not only on its social life but on its educational policy as well. Considering the historical connection with France, Algeria has always looked at the French language as a cultural imperative until late in the seventies (Mami, 2013). French controlled all aspects of life, namely government, business, economy and education for around 132 years. As a result, The French language policy in Algeria has been such coercive that it has enormously shaped the Algerians’ attitudes and left heavy impacts on the current Algerian educational system.

Consequently, the linguistic situation in Algeria is basically the amalgam of the historical conflicts of foreign languages policies with regard to the identity and culture of a newly independent nation. Baker (2006: 82) observes that “as one instrument of social control, languages can be components of social conflict”. Differently stated, it is highly probable that a foreign language can be the issue of contention when it is imposed on an indigenous people for political reasons (i.e., to substitute the indigenous language).

1.3.2. Foreign Language Policy in Algeria

In a world that has proved itself a global village, the teaching and learning of foreign languages has become a necessity that cannot be overlooked or delayed. To be part of a world of common political interests, trade exchanges, knowledge transfer through internet and books, art and entertainment, world sport competitions, and many more require a good

command of at least one foreign language that would facilitate the integration in global issues.

Algeria has never ceased to implement foreign languages in its educational system which is itself in conjunction with the overall policy of the nation to rebuild the country after 132 years of French colonization. At the beginning, the number of foreign languages in the Algerian middle and high schools counted four languages: English, French, German, and Spanish (alphabetical order). Later, foreign languages were more reserved to universities with degrees such as BA in French, English, German, Spanish and less frequently in Italian and Russian (Bouhadiba, 2006). It is worth mentioning that the two first foreign languages are more popular and hence more widespread, whereas the second pair, namely German and Spanish, is being taught in some high schools of the country. In the third phase, less importantly, the two last languages (Italian and Russian) are made part of the curriculum: In the *Ordonnance* of April 1976, five goals, within foreign languages framework, come to be articulated in the following terms:

1. To communicate with different parts of the world,
2. To have access to top modern sciences and technologies,
3. To encourage pupils' creativity in its universal dimension,
4. To make students autonomous and self-sufficient in exploiting and exploring material having relation with their field of study, and
5. To successfully sit for examinations. (Chibani 2003: 188).

These goals are in correlation with the very spirit of the *National Chart* of 1976, which was promulgated during the presidency of Houari Boumediene. Lakhdar-Barka (2002) quotes from the *National Chart* this:

« ... tout en nous **ouvrant** sur les autres et en maîtrisant ... la connaissance des langues étrangères qui nous faciliteraient la constante communication avec l'extérieur, c'est-à-dire avec les

*sciences et les techniques modernes et l'esprit créateur dans sa dimension universelle la plus féconde ».*¹

Two dimensions appear clearly in this quotation: (1) openness to the outside world and (2) access to modern sciences and technologies. Differently stated, the primary goals of the Algerian decision-makers are to promote the connection between Algeria, which belongs to two global phenomena - the Arab and Muslim nations- and the other civilizations worldwide and to empower Algerian students by being able to explore and exploit scientific and technological materials.

It is fairly thought to classify the goals stated in the National Chart of 1976 in a table that establishes their orientation. All curriculums produced by curriculum designers and textbooks writers ought to reflect and attain these goals:

<i>Openness-targeted goals of the National Chart (1976)</i>	<i>Science-and-Technology-targeted goals of the National chart (1976)</i>
<p>1. To communicate with different parts of the world.</p> <p>4. To make pupils autonomous and self-sufficient in exploiting and exploring material having relation with their field of study.</p> <p>5. to successfully sit for examinations.</p>	<p>2. To have access to top sciences and technologies.</p> <p>3. To encourage pupils' creativity in its universal dimension.</p>

Table 3. Classification of the National Chart Goals (1976).

¹ «...All by being open to others and mastering foreign languages would facilitate us the constant communication with the outside world, i.e. with sciences and modern technologies, and the innovating spirit of its fruitful universal dimension”.

The Algerian educational system has been influenced, according to Benrabah (2007:225-226), by three main phases as explained in the following table:

<i>Phase 1</i>	<i>Phase 2</i>	<i>Phase 3</i>
Characterized by the colonial legacies	The late 1960s to the late 1990s	Began in the early 2000s
A network of schools and an educational system dominated by the French language with Arabic growing steadily in importance.	Corresponded to the socialist era central planning economy, called the nationalist transition. The Arabic language was gradually imposed in the educational sector.	Corresponding to the Transition to the free economic market with less assertive Arabisation policies. During this phase, the authorities have encountered hostility to the reform of the schooling system.

Table 4. The Algerian Educational System.

Based on the three phases, it would be reasonable to examine the shift in the Algerian educational system. After independence (1962), Algeria has resisted a number of colonial attempts, whether culturally, politically or educationally. This resistance is explained by the power of Islam and Arabic as stated by (Gordon, 1966: 137, in Benrabah (2007:229): “*Islam and the Arabic language were effective forces of resistance against the attempt of the colonial regime to depersonalise Algeria*”. Ahmed Ben Bella as a first president of

Independent Algeria (1963-1965), encouraged “*the policy of linguistic Arabisation in primary schools*” Benrabah (2007:229) and later he stated that “*Literary Arabic was to be introduced to the educational system*” (Grandguillaume, 2004: 27).

During the presidency of Houari Boumediene (1965-1978), Arabisation received great attention, although it had no clear future, and this is well-explained by the declaration made by his first Minister of Education, Ahmed Taleb Ibrahimi: “*This [Arabisation] will not work, but we have to do it...*” (Grandguillaume, (1995: 18). Strangely enough, the Arabisation process was gradually narrowed in 1977, when Mostefa Lacheraf was selected as the Minister of Education. He believed that: “*French could serve as a ‘reference point’ or a ‘stimulant’ that would force the Arabic language ‘to be on the alert’* (Berri, 1973: 16). In 1979, Mohamed Cherif Kharroubi was appointed as Minister of Primary and Secondary Education. His major achievement was the establishment of French as the first foreign language in the fourth primary school grade and English as the second foreign language in the eighth middle school grade.

Thus, the major target was to establish an educational system tailored to the needs of Algeria’s population. Therefore, in a step towards the openness to the world, it was thought by the Algerian government in the late 1980s to introduce English as a subject at the primary level instead of French (it was not applied until the mid-90s). As stated by the British Council (2010:13):

It was felt that English as a historically neutral language in the Algerian context would be able to play the modernising role that was hoped for from French but without the colonialist and non-Islamic associations that French had.

From another angle, the socioeconomic situation turned to be opened to more worldwide connections, and thus, French domination was lessened due to the urgent need to use English as a means of communication in a would-be globalised Algeria. In this sense, Mami (2013: 243) believes that: “*disparities in the use of French started to fade away at the cross-roads leaving more space to the teaching of English as a second foreign language*”. Accordingly, Miliani (2000:13) states:

... In a situation where the French language has lost much of its ground in the sociocultural and educational environments of the country; the introduction of English is being heralded as the magic solution to all possible ills including economic, technological and education ones.

Oddly enough, this fundamental suggestion was not really put into practice and the experience failed to a certain extent due to the francophone orientation of the country's policy makers.

1.3.3. Educational Reforms of the 2000s

Because it was getting out of a bloody civil war known as the *black decade* "*la décennie noire*" and faced with heavy cultural, social and educational crises, Algeria had to engage in a process of adaptation to the current situation with the aim to improve the structure and quality of the educational system. The call for urgent reforms, then, was a must.

By the mid-2000s, the Algerian educational system has been subject to a number of reforms and has adopted a series of changes to develop not only the structure of the educational system but also the outcomes (Mami, 2013). With the advance of Information and Communication Technologies (ICTs) in this globalized age, the introduction of English into schools became more necessary than ever. "*Consequently, Algeria had to keep pace with time in order to stay in the unprecedented race of the developed and developing countries*" (ibid)

Therefore, English imposes itself as an international language which has been widely used for years and for different purposes, and implicitly becoming part of the Algerian sociocultural sphere. Seeing that the value of English is increasing day by day in different forms and in different contexts, awareness of its importance is of great interest, and it is currently taught in Algerian middle, secondary schools and most Algerian universities.

Admittedly, the national curriculum considers that the ability to communicate in English is regarded as part of the core competences students should acquire in their educational career, in a way to share in the country's global economy and engage effectively in the social and cultural environment of the 21st century as responsible citizens. The

curriculum stipulates that our EFL students are supposed to be taught the four skills (listening, speaking, reading, and writing) in an integrated way, so that they can improve their whole language proficiency.

1.3.4. ELT at Middle School Level

The *Ordonnance* of April 16th, 1976 outlines the goals of teaching foreign languages in the Algerian schools. The teaching of English has witnessed ups and downs: it started from the third-year middle school (i.e., 3e année moyenne and up) using textbooks that were aimed at teaching English in France. Then, in the seventies, textbooks from England were used (namely, *Success with English* and *Practice and Progress*). Later, Algerian-printed textbooks were introduced. The time allotted to the teaching of English was around 10 % of the total teaching time. Teachers were supposed to compensate the lack of audio-visual aids by bringing their own materials and use them to the best of their knowledge and means available at the time.

The beginning of the academic year 2002/2003 has witnessed the implementation of the newly educational reform and the adaptation of newly designed textbooks for all levels.

Year of the study	Textbook	Number of hours / week
<p><i>1st Year Middle School:</i> <i>1ère année moyenne,</i> <i>1MS (1^oAM)</i></p>	<p>➤ Spotlight on English</p>	<p>- 3hours (changed later into 2h 30 minutes)</p>
<p><i>2nd Year Middle School:</i> <i>2ème année moyenne,</i> <i>2MS (2^oAM)</i></p>	<p>➤ The Second English Course book</p>	<p>- 3hours (changed later into 2h 30 minutes)</p>

<p><i>3rd Year Middle School:</i></p> <p><i>3^{ème} année moyenne,</i></p> <p><i>3MS (3[°]AM)</i></p>	<p>➤ Spotlight on English</p>	<p>- 3hours (changed later into 4 hours)</p>
<p><i>4th Year Middle School:</i></p> <p><i>4^{ème} année moyenne,</i></p> <p><i>4MS (4[°]AM)</i></p>	<p>➤ On the Move</p>	<p>- 3hours (changed later into 4 hours)</p>

Table 5. English Course Books at Middle School.

During the four years of instruction, the Ministry of National Education in its revised version of the syllabus states that learners must receive the basic knowledge required to acquire a reasonable command of the basic structure of English. Evidently, the curriculum is based on CBA. It is meant to develop language awareness and skills; in addition to this, it is defined so as to develop learners' team work and collaboration through projects where learners are supposed to work together, discussing and solving language problems. This will lead them to use and enhance their speaking capacities and strategies. The programme also is rich in terms of amusing activities and units. Additionally, teaching values to students becomes the focus of CBA principles by raising awareness of citizenship among students to prepare them to be future responsible citizens.

The ministry of education put forward three broad objectives to the newly adopted teaching methodology, namely linguistic, methodological and cultural. They are put as follows:

Linguistic	Methodological	Cultural
<p>The syllabus aims at consolidating and developing:</p> <ul style="list-style-type: none"> • Grammar: the learners will be trained in discovering the rules of English. • Phonetics: improving the pronunciation and intonation. • Vocabulary: increasing the learner's stock of lexical words. • The four skills: more training in listening, speaking, reading and writing aiming at 	<p>Promoting the pupils' learning strategies aiming at autonomy.</p> <ul style="list-style-type: none"> • Making the pupils acquire methods for working and thinking. • Getting pupils acquire strategies of self-evaluation. • Getting pupils to be able to exploit various documents and feel interested in subjects that are not dealt with in class 	<p>-Making the pupil open up his mind through discovering the context of English civilization and culture. Thus, there is a necessity to:</p> <ul style="list-style-type: none"> • Identify the pupils' real needs. • Regard English as a real tool of communication. • Develop oral communication (listening and speaking) and written Communication (reading and writing) • Set up situations of real communication. • Choose topics according to pupils' age and interests. • Focus on the pupil (pupil centred teaching). • Learn values.

communication and interaction in a free and creative way.		
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Table 6. Middle School Curriculum Objectives

Adapted from (Guidelines for Teachers of English in Charge of 4th YMS Classes)

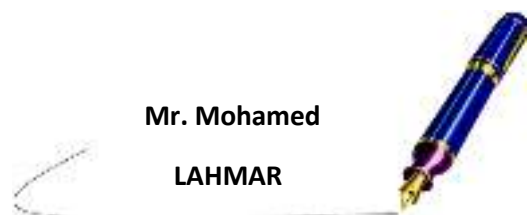
Conclusion

In a nutshell, we have reviewed in this chapter the most dominant and well-known learning theories by spotlighting their principles and how they perceive the speaking skills. Linguistic-oriented theories of language learning emphasize genetic mechanisms, called universal grammar, in explaining language learning. Behavioural theories argue that association, reinforcement, and imitation are the primary factors in language learning. Cognitive theories suggest that rule structures and meaning are the distinctive characteristic of language learning. Memory processes have been singled out as the basis for language comprehension. Theories of discourse present interaction with as a critical dimension in learning language. Finally, we ended up by focusing on CBLT as the current teaching method adopted by the Algerian educational system. However, we have to consider that EFL teachers should be eclectic in their teaching strategies taking into account the different students' learning styles.

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Introduction

The aim of teaching a foreign language is to enable learners to communicate in the target language. In traditional classes, learners communicate mostly with their teacher, and occasionally with their mates. In both situations, learners practice the target language in the classroom and rarely, if circumstances permit, in real-life.

One of the major responsibilities of any teacher working with English Language Learners (ELLs) is to enable them to communicate effectively through oral language. It is essential, therefore, that language teachers pay great attention to teaching speaking by providing a rich environment where meaningful communication takes place rather than leading learners to pure memorization. Teachers concerned with teaching the spoken language must address this question: why is it so difficult to teach oral proficiency, i.e. speaking? Creating situations, in which the use of a foreign language is justified, is one of the most challenging problems in foreign language teaching since the outside school environment does not help students use English. Because the target language in a non-English speaking environment is too demanding and effort consuming, EFL teachers are, therefore, asked to create favourable atmospheres and set motivating conditions where less extrinsically motivated students find genuine opportunities to practice the target language (Harmer, 2007).

A good command of the speaking skill in English is a priority for many second or foreign language learners. Thus, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they have improved in their spoken language proficiency.

This chapter aims at describing and analysing the different characteristics and aspects of the speaking skill. To achieve this aim, we divided it into three main sections. The first section defines speaking by highlighting all the features of its nature. We will deal with general issues about the importance of this vital skill within an EFL context. Additionally, this section is mainly devoted to explore the assessment of speaking skills as a crucial component in developing learners' foreign language proficiency. The second section examines the notion of communicative competence and its components as necessary

elements that a Foreign Language Learner (FLL) must acquire to be a good fluent speaker. Finally, we scrutinize the role of home environment and parents' involvement in enhancing students' EFL learning and shed light on the importance of learners' socio-cultural backgrounds in affecting their attitudes towards the foreign language.

2.1. Defining Speaking

Seeking for an appropriate definition to speaking skills is, in fact, a challenging task, because of its diverse dimensions. The content of the speaking discourse, the context where it occurs, the physical environment, the participants and their mood are all focal factors that shape the form of any oral communication. All these factors reveal the complexity of speaking as a language skill.

Speaking is a basic skill that language learners should master. It is defined as a complex process of sending and receiving messages through the use of verbal expressions, but it also involves nonverbal symbols such as gestures and facial expressions. Similarly, Chaney (1998: 13) defines speaking as "*the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts*".

Hedge (2000: 261) defines speaking as "*a skill by which they [people] are judged while first impressions are being formed.*" That is to say, speaking is an important skill which deserves more attention in both first and second language because it reflects people's thoughts and personalities.

Stated differently, speaking is defined as an interactive process of constructing meaning that involves producing, receiving and processing information. It is often spontaneous, open-ended, and evolving, but sometimes unpredictable (Florez, 1999:1). Its form and meaning depend on the context in which it occurs, including the participants themselves, their experiences, the physical environment, and speaking purposes. Meaning in the spoken language is conveyed in part through supra-segmental phonemes including rhythm, stress, and intonation. To define speaking, Petrie (1987; in J. Lyons et al: 336) states that:

speaking is an activity which most of us spend a great deal of time engaged in, apparently without any effort and with not very much thought. Indeed, people all over the globe, produce thousands and thousands of words without making any remarkable effort.

2.1.1. Second Language Acquisition perspective

Speaking requires the capacity to know how to master specific features of language such as: grammar, pronunciation, and vocabulary. Speaking, indeed, has its own skills, structures and conventions that differ from the written language. A good speaker combines skills and knowledge to succeed in speech.

From an SLA perspective, speaking can be manifested in, at least, two levels: linguistic and communicative. At the linguistic level, speaking comprises three requisites: phonology, lexis and syntax (Weir, 2005, p.102). These requisites generate sound and meaning (Chomsky, 1995), and, in turn, support interactive communication. Widdowson (1978) describes this *linguistically-centred speaking construct* as “*speaking as usage*” (p.3); that is, speaking is seen as a manifestation of linguistic knowledge. According to Luoma (2004), this manifestation may be the most familiar speaking construct to language teachers as it is often adopted in learning materials in which a language is divided into different smaller units, where teaching and learning take place step by step.

At the communicative level, however, speaking is regarded as a verbal utterance carried out in order to establish communication (Fulcher, 2003). This *communication-centred construct* places a high value on the necessity of meaningful interaction in speaking in which each participant acts as both a speaker and a listener, managing meaning with each other (Luoma, 2004). Widdowson (1978), coins the term “*speaking as use*” to describe this construct, which emphasises the use of language (p.3), for example, speaking for a social purpose (e.g. chatting-related talk) or information exchange (e.g. information-oriented talk). The former requires social skills, which are closely linked to speakers’ personalities and social behaviours, whereas the latter focuses on the information that is intended to be conveyed (Brown & Bailey, 1984).

2.1.2. Socio-cultural perspective

From a socio-cultural perspective, based on Appel and Lantolf's (1994) interpretation of the work of Vygotsky (1978), speaking can be seen as a succession of interactive, mediated mental activities. These activities are triggered either by external stimuli (e.g. objects) or by internal needs (e.g. desire), and are driven by social purposes (James P. Lantolf, 2006). The activities can be accomplished *intra-personally*, through private speech (Lantolf, 2000a), or *interpersonally*, through dialogic processes (Lantolf, 2006). In the latter situation, the activities are initiated in collective collaboration (e.g. scaffolding) with other people. Speaking in this vein is regarded as a goal-driven activity, in which learners co-construct meaning and knowledge through either individually or socially mediated processes. Most importantly, speaking is the activity that learners themselves co-construct based on their individually or socially determined goals.

2.1.3. Nature of Speaking

Since speaking depends on several factors, it is difficult to foresee the flow of communication; speakers should be competent enough to respond to the interlocutor spontaneously.

The studies on speaking skill introduced a number of distinct features of the nature of speaking. Bygate (1987) distinguishes between spoken language and writing through two sets of conditions as "*processing*" and "*reciprocity*". Processing condition is related to time, in that writers and readers can take their time to check the written material as much as they want. However, this is not possible in speaking and listening. As highlighted by Hughes (2010: 208), "*whereas text can be edited and reacted, reread, analysed and objectified from outside. Spontaneous spoken discourse, however, unites speaker and content at the time of production*". Conversely, reciprocity, which Bygate sees as a solution to processing problems refers to speakers' corporation to overcome processing problems through reacting to each other by taking turns to produce the text of their speech together (Luoma; 2004). This cooperative nature reflects the social dimension of speaking as a language skill.

These two natures of speaking are confirmed by Thornbury (2005) who asserts that speaking takes place in real time where there is no time for detailed planning and it had interactive nature which necessitates the cooperation of speakers to deal with speaking problems. Further, he argues that there are noticeable differences in the grammar of spoken language and written language, therein spoken language involves more flexibility in grammar accuracy and word order compared to written language.

In addition to the aforementioned nature of speaking in terms of being spontaneous and dynamic, Hughes (2002) emphasises the dependent nature of the speaking discourse. She claims that speaking takes place not only between speakers but also between the discourse and what is happening around it. Differently stated, regardless the speakers, the concept of communication might differ in various contexts and situations.

Furthermore, speaking is desire- and purpose- driven because we communicate to achieve a particular end which can be expressing ideas, expressing a wish, agreeing or disagreeing, solving problems or maintaining and establishing relationship and friendship (McDonouhg and Shaw, 2003: 134). This requires effective use of body language, eye gaze (contact) and paralinguistic elements such as volume, intonation and prosody (Hall and Austin, 2004).

The number of the characteristics of spoken language discussed in the previous paragraphs confirms the complex nature of the speaking skill. This reflects the variety of factors influencing the success of speech. However, it is also possible to distinguish spoken language with regard to the “*content*” of speech. Accordingly, Brown and Yule (1983) categorize spoken language into two groups as ‘*transactional*’ and ‘*interactional*’. In transactional language, the language is mainly message-based, in that it contains factual or propositional language such as a policeman giving directions to a car driver (McDonough and Shaw, 2003). Conversely, in the interactional language, rather than the content, the importance is given to establishing and maintaining social relationship. They assert that non-native speakers need to develop both of these language skills considering the fact that language is not only used for information sharing but establishing and maintaining social relationship as well.

Moreover, whenever an oral communication takes place, there will always be a speaker and listener. They are interchangeably engaged in the process of speaking. Both of them have interest in the spoken discourse with the intention of fulfilling a communicative purpose; otherwise, each one would keep silent if they do not have a want to speak. According to Fedicheva (2011: 96), “oral communication between humans is an extremely complex and ever-changing phenomenon. There are certain generalizations that we can make about the majority of communicative events”. These generalisations are clarified in the figure below:



Figure 2. Nature of Speaking.

2.2. Importance of Speaking Skill in EFL Context

Today, many second/foreign language learners give the speaking skill priority in their learning because they believe that being able to master the speaking skill of a given language is a sign of mastery of all the other skills. Furthermore, the main question often given to foreign language learners is “do you speak English?” or “do you speak German?”, but not “do you write English?”. They consider speaking and knowing a language as synonyms. In this sense, Celce-Murcia (2001: 103) argues that for most people “*the ability to speak a language is synonymous with knowing that language since speech is the most basic means of human communication.*”

According to Ur (2000: 12), speaking is primary in learning a foreign language:

Of all the four skills (listening, speaking, reading, and writing), speaking skill seems intuitively the most important: people who know a language are referred to as ‘speakers’ of that language, as if speaking included all other kinds of knowing, and many if not most foreign language learners are primarily interested in learning to speak.

The importance of speaking is more revealed with the integration of the other language skills. For instance, speaking can help students develop their vocabulary and grammar and then improving their writing skill. Through speaking, learners can express their personal feeling, opinions or ideas, tell stories, inform or explain, request, and converse or discuss. Subsequently, different functions of language are displayed.

Outside classrooms, speaking English has prestigiously gained a remarkable status regarding the actual excessive use of social media. Additionally, getting jobs in multinational companies and seeking for further education in different universities is undoubtedly an easy access for those who speak English. Baker and Westrup (2003: 05) support that “*a student who can speak English well may have greater chance for further education, finding employment and gaining promotion.*”

On a more significant level, the mastery of the speaking skills seems to be a priority for many language learners. Consequently, a great number of researchers evaluate learners’ success with regard to their effectiveness as far as their spoken language proficiency is concerned (Harmer, 2001 & Richards, 1990). For instance, Nunan (1991:39) states:

To most people, mastering the art of speaking is the single most important factor of learning a second or foreign language and success is measured in terms of the ability to carry out a normal conversation in the target language.

On the other hand, there is a little doubt that learning a foreign language is a difficult process as it involves a number of challenges that learners need to overcome. EFL learners are expected to develop various skills each of which has distinct nature. Among those, some researchers view speaking as the most challenging skill considering the fact that it is closely

intertwined with other areas (Grainger, 2000; Hall & Austin, 2004; Littlewood, 1992; Nunan; 1991). This close connection is emphasised by Shumin (2002: 204) as follows:

Learning to speak a foreign language requires more than knowing its grammatical and semantic rules. Learners must also acquire the knowledge of how native speakers use the language in the context of structured interpersonal exchange, in which many factors interact.

Echoing Shumin's words, speaking involves a wide range of sub-skills which constitute spoken language competence (McDonough & Shaw, 2003). However, considering that English is nowadays wide spread as a 'lingua-franca', a distinction between a native and a non-native speaker seems problematic because English is no longer 'owned' by native speakers (Mesthrie & Bhatt, 2008). As pointed out by Seidlhofer (2011): "*Lingua franca has no native speakers, and therefore, targeting the development of English competencies that native speakers have may be both unachievable and undesirable for foreign language learners*".

In contexts where English is used as a foreign language, the teaching of English should put the emphasis on native speaker competency and more on developing the learners' abilities to use English as an international language.

2.3. Status of Speaking Skill in EFL Classrooms

It is a secret to none that English language teaching has long focused on written language at the expense of spoken. Actually, educators, researchers, and teachers acknowledged that even though some active students who can write sentences and simple passages correctly; they are incapable to interact in English inside the classroom; they are unable to utter a very simple question or answer correctly and sometimes they avoid uttering some English words which they sound funny to pronounce or they even mispronounce some others.

Therefore, teaching the speaking skill should not be perceived as a per se, but rather a medium through which EFL learners should be able to develop their oral proficiency and take an active part in an ordinary English conversation. Besides, they are expected to have

the benefit of practicing all the language skills in an integrated, natural, and communicative way, even if one skill is the main focus of a given session.

Speaking has often been called the neglected skill since compared with the reading and writing skills; it is the most easily cast aside. Besides, EFL learners are likely to avoid mastering this skill because they admit that their oral performance will not be tested in official exams. Therefore, it is frequently claimed that oral skills have usually been forgotten in EFL courses though there is a great deal of focus on the speaking methodological debate.

2.4. Teaching Speaking

The goal of teaching speaking skills is communicative efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that are applied in each communicative situation.

Lynch (1996) asserts that the main goal in teaching speaking is oral fluency or the ability to express oneself accurately and without hesitation. To attain this goal, students are required to use fixed elements of the language, mainly grammatical patterns and lexical items, to produce expressions of personal meaning.

Practically, teaching speaking mainly revolves around a number of skills. Nunan (2003) explains that correct speech sound patterns of English including word stress, intonation and rhythm patterns are a very important step for learners to master. In addition, Nunan (2003) argues that language fluency is reached through using the right words according to the social setting, audience and subject and by organizing one's thoughts logically and meaningfully and expressing them with few unnatural pauses.

Learning to speak in a second or foreign language will be facilitated when the learners are actively engaged in attempting to communicate. It is like the other skills of English, learning to read by reading, learning to write by writing, and of course learning to speak by speaking. Just the same when people learn to swim by swimming and learn to ride

a bicycle by riding the bicycle. Therefore, tasks for speaking should help learners use the language essential to real-life situations (ibid).

A significant proportion of class time is needed to develop the students' ability to speak; understanding the target language is the main task. Thus, speaking in a classroom entails interacting with the teacher and peers, depending on how classroom activities are organized. It follows that teachers who do more oral interaction activities in the classroom will have more opportunities to develop students' oral fluency. Activities should involve spontaneous practice of the target language.

According to Harmer (2007), teaching speaking can be beneficial for three reasons: Firstly, it gives students occasions for speaking the FL to know people namely teachers and classmates within the classroom. Secondly, in teaching speaking, students are given tasks where they take the advantage to express their knowledge freely in order for them to diagnose their strengths as well as their weaknesses. Thirdly, teaching speaking makes all of the kept information about language grammar structures practiced away by learners that, surely, lead them to speak fluently and without difficulty.

In teaching speaking, tasks must be set up by the teacher correctly, i.e., suitable for students in order to guarantee their contributions and make them benefit from those tasks.

2.5. Assessment in Language Teaching

Three types of assessment are commonly practiced in language learning: diagnostic (at the beginning of the school year), formative (along with the academic year) and summative (at the end of the course/term). In contrast, no official testing for oral production is set in the Algerian educational system though assessment is becoming recognized as being of great importance in second/foreign language learning and deemed cardinal in the teaching-learning process.

Bearing in mind that they will not be tested at the end of the academic year in terms of oral performance, fourth year middle school students (4th YMS) lose attention in learning speaking skills and, unsurprisingly therefore, orient their concerns to writing skill. Ur

(2012), suggests five main reasons why English oral proficiency assessment should be carried out in classrooms; in general terms, assessment is done in order to:

1. Be aware of students' strengths and weaknesses (diagnostic assessment).
2. Evaluate how well students have learnt specific material during a course.
3. Keep track of students' progress (formative assessment).
4. Evaluate students' overall level (summative assessment).
5. Learn some useful information about successes or failures in our own teaching.

2.5.1. Assessing Speaking

Speaking is a key to communication. By considering what good speakers do, what speaking tasks can be used in class, and what specific needs learners report, teachers can help learners improve their speaking and oral competence. In measuring students' oral production, teachers should make clear distinction between accuracy and

fluency. Additionally, a considerable attention should be oriented to certain aspects like pronunciation, vocabulary, grammar and the appropriate use of the spoken language since a good and effective oral assessment requires deep scrutiny to speaking sub-skills.

In the light of assessing oral skills, Canale and Swain (1980) make a clear distinction between communicative competence and performance. They stress that while paper-and-pencil testing may be able to show a learner's knowledge (communicative competence), such testing could not show a learner's ability to use language in context (performance).

Harmer (2007) sees a clear difference between feedback during non-communicative activities, which intends to measure correctness (e.g. grammar, vocabulary), and communicative activities, whose aim is to improve fluency. A clear difference is understood also by Brown (1983), who claims: "*when a student is trying to formulate and structure a long turn in a foreign language, the last thing a teacher should be thinking of is correcting that student's pronunciation*". (p.53)

The testing of speaking skills has increasingly become important, not only because progress in performance and achievement need to be recorded with educational institutions, but also because certain levels of language skills may be required for progression into further study or employment.

As far as assessment is concerned, some kinds of oral testing should have their place in English lessons, especially in basic schools where children are considered as beginners. Emphasis on oral production at the beginning of a learning process of a foreign language should be a natural part of learning, similarly to the learning process of mother tongue. Although oral testing may not seem so objective as testing written production, it gives learners an opportunity to have all the language skills tested and can serve as a tool which leads to paying more attention to its practice.

Two distinct components are very crucial of all oral communications: *building the speech* (all the things a speaker does before opening his or her mouth) and *performing the speech* (all the things a speaker does while speaking). Without that distinction, teachers will never be able to accurately evaluate students' ability to do either one (Palmer, 2014: 166)

2.5.2. Difficulties in Assessing Speaking

Thornbury (2006) comments, justifiably, that assessment of speaking is by no means straightforward. In comparison to assessment of grammar or writing, where responses can easily be recorded in written form, speaking must be assessed through speaking. The teacher must arrange time and opportunity for students to demonstrate their spoken skills, and also must devise tasks enabling them to do so. Therefore, it is particularly important that that criteria for speaking assessment should be clear.

Fortunately, one solution to the problem is that many of the activities used in class to practice speaking can be the same as those used to assess speaking. Formative assessment process, then, benefits in this sense.

It is possible to find people who can produce different sounds of a foreign language accurately; yet they lack the ability to communicate their ideas correctly. This is one of the

difficulties that testers encounter when testing oral production of learners. However, the opposite situation could occur as well; some people do have the ability of expressing their ideas clearly, but at the same time they cannot utter easily.

Accordingly, Ur (1996) mentions some advantages and disadvantages as well. She is persuaded that testing language knowledge should include all the language skills, including speaking, because some students can speak well but write badly. On the other hand, she admits that a successful testing of oral performance is time consuming and speaking is also very difficult to judge learners quickly and objectively.

Another difficulty is the administration of speaking skills testing. That is because it is hard to test large numbers of learners in a relatively short time. Therefore, the examiner of an oral production is put under great pressure (Heaton, 1988).

2.5.3. High Stakes Assessments

High stakes assessment are tests (often standardized) associated with high stakes decisions such as employment, graduation or access to further education. In many EFL or ESL contexts, English is a compulsory subject in the syllabus. In order to get into graduate schools, students must demonstrate English proficiency at particular levels (Heubert & Hauser, 1999).

No one can deny the pressure of high stakes assessments which is very often making it difficult for English teachers to deliver appropriate instruction and assessment for learners. Moreover, we should remind Algerian readers that there are other high stakes, international level standardized tests such as TOEFL, CESL, OPI and SIOP tests which are playing important roles in EFL countries for the purposes of career selection and education. In order to be admitted into graduate schools in English-speaking countries, students are usually required to have minimum level of English language proficiency pre-set by these standardized tests.

It is worth familiarizing students and teachers alike with currently famous and used English standardized tests at the international level, without focusing on the details of what these assessments are and how they function:

- ✓ The Test of English as a Foreign Language (TOEFL)
- ✓ The Test of English for International Communication (TOEIC)
- ✓ International English Language Testing System (IELTS)
- ✓ The Simulated Oral Performance Interview (SOPI)
- ✓ Test of Spoken English (TSE)

2.5.4. Criterion-Based Testing

At present, it remains an open question which type of assessment provides more accurate inferences about oral language proficiency of EFL learners with respect to their abilities to deal with the complex language demands of acquiring content-area knowledge in English (Abedi, J. 2007).

In testing oral proficiency (oral skills) of foreign language learning, four components should be emphasised: vocabulary, grammar, fluency, and phonology. A critical issue in the assessment is the selection of criteria for evaluating oral performance.

Bailey & Butler (2007) point out that the selection of these criteria should be one of the first steps in designing fruitful and adequate oral performance assessments. Students should understand beforehand what is expected of them and whenever possible, help them determine on what basis their performance will be judged. When students are actively involved in establishing assessment criteria for tasks, they do not only have a better understanding of what is expected of them when they perform the tasks, but they will also be able to fully appreciate why the criteria are important (Bailey & Butler, 2007).

Similarly, Coughlin (2006) mentioned that all types of speaking tests should measure at least the following: (1) *pronunciation*, (2) *fluency*, (3) *vocabulary knowledge*, and (4)

grammatical control. Each criterion - as well as an additional one labelled “*comprehension*” - has been described by Richards et al. (2005) as follows:

MINIMUM CRITERIA TO CONSIDER FOR SPOKEN EVALUATIONS
✓ Pronunciation: ability to use correct stress, rhythm, and intonation patterns.
✓ Fluency/Interactive ability: ability to speak naturally and without many pauses and hesitations/ ability to interact effectively and develop a discussion.
✓ Vocabulary: ability to understand and use a wide range of words and phrases.
✓ Grammar: ability to use correct grammar and sentence structures.
✓ comprehension: ability to understand and be understood.

Table7: Speaking Skills Assessment Criteria.

2.5.4.1. Types of Tasks for Oral Testing

In addition to the activities teachers have wisely selected to assess their groups of learners, Jones (2008) suggests two types of specific tasks for testing oral skills which teachers can also use. One of them is an interview (which in fact tests listening comprehension as well as speaking); the other, a picture description (which is particularly suitable for beginners). Both approaches can be compared as follows:

Interviews	Picture description
- Students ask and answer questions that are modelled on material presented	- Students describe or compare what they see in a picture or in a set of pictures. The pictures are also modelled

in the Student's textbook. The questions are designed to encourage discussion.	on material presented in the Student's textbook.
- Fewer guides or cues are given, and the interviewee must respond to each question with only his or her language ability.	- Basic vocabulary can be somewhat controlled, and the tense sequencing can be suggested.
- Interviews use and develop fluency in vocabulary.	- Picture-based speaking stresses vocabulary and grammatical control.

Table 8: Types of Tasks for Oral Testing.

(Adapted from Coughlin (2006) and Jones (2008))

2.5.4.2. Scoring Rubrics

In a speaking test, getting students to say something appropriate is only half the job. Scoring the test is equally challenging (Madsen, 1984: 166). However, Thornbury (2005: 127) suggests two main ways for scoring: either proving a single score on the basis of an overall impression (called *holistic scoring*) or giving a separate score for different aspects of the task (*analytic scoring*). The holistic scoring has the advantage of being quicker, and is probably adequate for informal testing of progress (formative assessment). Yet, analytic scoring takes longer, but obliges testers to take a variety of factors into account and, if these factors are well chosen, set and prepared, the scale is undoubtedly both fairer and reliable. In describing the criteria levels of scoring, Hughes (2003: 110) says that the description may be holistic or analytic and it is possible to use one method as a check on the other.

Additionally, Madsen (1983: 167-168) states that the advantage of holistic scoring is probably obvious. It concentrates on communication but not overlooking the components of

speech. It is used to evaluate various aspects simultaneously such as pronunciation, grammar, vocabulary, fluency, and comprehension. He adds “*this rating scale can be adapted for the use of the teachers, and they can prepare their own scale*”. Based on the aforementioned proposed methods, the scoring rubric used in this research is as follows:

critrion	score	Indicator
<u>Comprehension:</u> (ability to make her/himself understood)	17-20	- understands everything in normal conversation; rarely asks for clarification.
	13-16	- understands very well normal speech but sometimes needs repetition; rephrasing.
	09-12	- understands simplified speech/ dialogue but often needs repetition / rephrasing.
	05-08	- understands only slow, very simple speech but needs repetition/rephrasing
	01-04	- almost unable to understand simple speech; unable to make himself understood.
<u>Fluency:</u> (speed/lack of hesitation and ability to interact with a partner)	17-20	- speed of speech is as fluent as a native-like speaker without pauses or hesitations.
	13-16	- speed of speech seems to be slightly affected/some hesitations.
	09-12	- quite hesitant; limited range of vocabulary and structures.
	05-08	- often hesitant and forced silence by language limitation.
	01-04	- speech is so halting that makes communication impossible.
<u>Grammar :</u> (grammar-syntax– accurate Sentence structures)	17-20	- grammatical accuracy is very high.
	13-16	- few grammatical inaccuracies; some errors, but meaning is clear.
	09-12	- frequent errors, but do not seriously impede understanding.
	05-08	- very frequent errors; difficulty in making meaning clear.
	01-04	- uncontrolled grammar that makes understanding almost impossible.

Vocabulary: (use of wide range lexis)	17-20	- demonstrates full knowledge of studied vocabulary.
	13-16	- few times inadequate and inaccurate use of vocabulary.
	09-12	- uncomfortable with vocabulary; very basic knowledge.
	05-08	- inadequate and inaccurate that affects understanding & communication.
	01-04	- totally limited for effective communication.
Pronunciation: (stress - rhythm and intonation patterns)	17-20	- very clear; accurate and understandable pronunciation.
	13-16	- clear enough; reasonable control of stress & intonation.
	09-12	- frequent mispronounced words; not always clear enough to understand.
	05-08	- inaccuracy of pronunciation that seriously impedes understanding.
	01-04	- lots of errors; unclear stress & intonation; speech almost unintelligible.

Table 9: Speaking Skills Scoring Rubrics

Teachers could use individual scoring sheets as the ones adapted below from Richards et al. (2005), McCarthy et al. (2005), and Jones (2008). In alignment with the Common European Framework of Reference for Languages (CEFR), the scoring sheet for “oral interview” includes “interaction” (embedded with fluency)- ability to listen to and interact with a partner- as one more criterion for assessment (Council of Europe, 2003).

Criterion	Grading (scoring)				
	poor	fair	good	Very good	excellent
Fluency / Interaction ability: (speed, naturalness, lack of hesitation & pauses)					

Grammar: (grammar, syntax, and general structures)					
Vocabulary: (appropriate and accurate lexis)					
Pronunciation: (stress, rhythm, Intonation patterns)					
Comprehension: (ability to understand & respond to questions appropriately)					

Table 10: Suggested Oral Performance Scoring Sheet.

Harmer (2010) states that one way to make scoring scales more objective is, “*to write careful descriptions of what the different scores for each category actually represent*” (p.172).

2.6. The Notion of Speaking Competence

Speaking seems to be an interactive process of constructing meaning which involves producing, receiving and processing information (Brown, 1994; Burn & Joyce, 1997). Learning to speak a foreign language requires more than knowing its grammar and semantic rules, the context also plays a crucial role in determining speaking form and structures (Shumin, 2002). He states that:

In order to provide effective guidance in developing competent speakers of English, it is necessary to examine the factors affecting adult learners’ oral communication, components underlying speaking proficiency, and specific skills and strategies used in communication. (ibid, 2002:204).

2.6.1. Competence Vs Performance

If we look at the history of Communicative Language Teaching, we find that it was mainly influenced by Hymes's "Communicative Competence" which was based on the two Chomskyan notions of "*competence*" and "*performance*" (Al- Mutawa & Kailani, 1989).

According to Brown, competence is "a non-observable ability to do something, to perform something" (2001: 35). However, performance is "the actual doing of something". (2007: 35). Competent Students, for instance, know that the following sentence: "*The girl rides the horse*" can be decomposed into a Noun Phrase that contains the Determinant (the) in the first place followed by the Noun (girl), a Verb Phrase that contains the Verb (rides) and a Noun Phrase that, in turn, contains the Determinant (the) and a Noun (horse). Competent students are said to be good performers when they know how to produce this utterance appropriately in a given context (Harmer, 2001).

As a matter of fact, competence was linked to "an idealized speaker- hearer" who is not influenced by "memory limitations, distractions, shifts of attention and interest, errors, and hesitation phenomena" during production (Chomsky,1965; Brown, 2001: 36). While performance is the: "actual production (speaking, writing) or the comprehension (listening, reading) of linguistic events." (Brown, 2001:35).

2.6.2. Accuracy Vs Fluency

It is to mention that from the communicative point of view, speaking has manifold aspects, comprising two main classes, namely; *accuracy* and *fluency*. Accuracy entails the right use of grammar rules, vocabulary, and pronunciation; and *fluency*, which is '*the ability to keep going when speaking spontaneously*'. Gower et al. (1995: 99-100).

Competence may include the speakers themselves, their knowledge and experiences, the physical environment, and the purposes for speaking, i.e., competence in speaking may be defined as the capacity to communicate orally in clear, coherent, and persuasive language; suitable to purpose, occasion, and audience. Stated differently, to be a competent speaker,

one should be able to distinguish the topic, purpose, and the audience of the message he/she wishes to convey (Quianthy, 1990).

Speaking competence necessitates from learners to have the ability not only to know how to produce language skills such as grammar, vocabulary or pronunciation, but also recognize when, why and in what way to produce the language. Furthermore, effective oral communication involves generating messages and delivering them with attention to vocal variety, articulation, and nonverbal signals. It is crucial, at this level, to be familiar with the basic speaking sub skills, like fluency and accuracy. Usually, a distinction is made between fluency and accuracy. This distinction seems to be difficult to maintain. For instance, fluent speakers can express themselves accurately without hesitation, and accurate speakers do not make mistakes in grammar, vocabulary and pronunciation.

In the same viewpoint, Nation and Newton (2009:152) distinguish between the two terms as follows: *“fluency is typically measured by the speed of access of production and by the number of hesitations; accuracy by the amount of errors; and complexity by the presence of more complicated constructions”*.

The present study attempts to shed light on EFL learners’ speaking competence embracing a range of competencies; as language proficiency is multidimensional. Hymes (1971) believes that learners need more than linguistic knowledge but further, culturally accepted and interactive ways when communicating. His communicative competence theory encloses interaction between grammatical, psycholinguistic and sociolinguistic knowledge. Based on his theory, Canale & Swain (1980) proposed additional competences (we will tackle them later in this chapter) like discourse and strategic competences including the use of language in its functional aspect of communication.

Reflecting these elements on speaking competence, English learners need to use and understand English structures accurately and confidently which leads to their fluency (Shumin, 2002). Besides, competent speakers need to have a discourse competence, i.e., knowledge about discourse markers and a large repertoire of structures to express their ideas so that they can manage turn-taking conversation (Scarcella & Oxford, 1992).

2.6.2.1. Fluency in Speaking

Fluency is considered as the extent to which a speaker interacts with others with normal speed, apparent confidence, and freedom from, hesitations, excessive pauses, or vocabulary searches. Hammerly (1991) notes that fluency in its simplest definition means speaking rapidly.

Fluency in speaking is the aim of many language learners. A fluent speaker can participate in extended conversations, understand the language when spoken normally on TV, radio, film, etc., figure out meaning of words within context, and use and understand complicated grammatical structures with little or no difficulty.

Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and “*ums*” and “*ers*”. These signs indicate that the speaker does not have to spend a lot of time searching for the language items needed to express the message. In other terms, a fluent speaker may have some gaps in vocabulary, but is capable of figuring out these terms in context. Likewise, s/he can reword sentences in order to describe an object or explain an idea, even if s/he does not know the actual terms.

To develop fluency, teachers must be aware of the new teaching role addressed to them on how to generate in learners the need to speak and how to make them want to speak. The learners themselves must be convinced of the need to relate to the subject and communicate. They need to feel that they are the corner stone of the communicative task and the core of the learning process.

2.6.3. Communicative Competence

As mentioned above, Dell Hymes introduces “Communicative Competence” (1971) on the basis of Chomsky’s (1965) “*competence*” and “*performance*”. As many scholars, he agrees on the fact that learning a second language is not only a matter of knowing its rules, but also a matter of knowing how to communicate using those rules. He highlights that Communicative Competence is the ability to convey and interpret messages within concrete context. *We thus make a fundamental distinction between competence (the speaker’s*

knowledge of the language) and performance (the actual use of language in concrete situation). (Chomsky, 1965: 4 cited by Hedge, 2000: 45, Brown, 2001: 219)

Hymes states that speakers need to understand the language and to be able to use it according to the socio-cultural environment, i.e., speakers need to have that ability to communicate using the language in relation to the socio-cultural environment. This idea is interpreted by Bachman into “Communicative Language Ability” (Bachman, 1990; Hedge, 2000: 44-6). Brown (2001), Canale and Swain (1980), conceive Communicative Competence in terms of four components: grammatical competence, discourse competence, socio-cultural competence, and strategic competence.

2.6.3.1. Grammatical Competence

It refers to the knowledge of lexical items and rules of morphology, syntax, sentence-grammar semantics, and phonology. Brown states that grammatical competence “encompasses knowledge of lexical items and rules of morphology, syntax, sentence-grammar, semantics, and phonology (2007: 219; Canale & Swain, 1980, p29). In other words, the grammatical competence has not only to do with the recognition and mastery of the grammatical rules, but also with the ability of using them correctly (Savignon, 1972).

2.6.3.2. Discourse Competence

It is the ability to understand and create written and spoken forms of the language that are longer than sentences. Discourse competence includes understanding how texts relate to the context or situation in which they are used, and recognizes that what makes a text coherent often depends more on our background knowledge, or on overall text structure, than on the structure of individual sentences or the meanings of individual words.

Quoting Brown, discourse competence is “*the ability to connect sentences [...] and to form meaningful whole out of a series of utterances.*” (2001: 220). In other terms, discourse competence deals with the relationship that exists between words, phrases, series of utterances, and written words and phrases forming a text. The “identification” of isolated sounds and words helps in the “interpretation” of the text/speech meaning; this is known as “bottom-up processing”, while “understanding” the text/speech meaning contributes to the

“interpretation” of isolated sounds and words. This is known as “top-down processing” (Savignon, 1972: 17).

2.6.3.3. Sociolinguistic Competence

The ability to express, interpret and negotiate meaning according to cultural norms and expectations. In other words, the ability to use language appropriately in different contexts.

This type of competence helps the speakers to be “contextually appropriate”, i.e., to know whether the utterance is appropriate to the context or not. Savignon states that sociolinguistic competence has to do with “an understanding to the social context in which language is used” (Finocchiaro & Brumfit 1983: 37; Brown, 2001).

Sociolinguistic Competence in speaking refers to the ability to acquire, and thus use, the rules and norms governing appropriate timing and realisation of speech acts (Shumin, 2002). Moreover, before speaking, a competent speaker needs to be aware of when and how to keep a conversation going and how to end it; what to do to avoid communication breakdowns, in addition to comprehension problems (ibid).

Canale and Swain (1980) broke Sociolinguistic Competence into two different pragmatic categories: Illocutionary Competence (dealing with sending and receiving intended meanings) and Sociolinguistic competence (dealing with politeness, formality, register, and their relation with a given culture) (Brown, 2001).

2.6.3.4. Strategic Competence

It is referred to as the verbal and non-verbal communication strategies that may take place to compensate for breakdowns in communication to achieve a successful communication. For Canale and Swain, strategic competence is: “how to cope in an authentic communicative situation and how to keep the communicative channel open” (1980: 25; Hedge, 2000). Strategic competence is mainly related to communication strategies. The first strategy to be mentioned here is the “Achievement Strategy”. When students try to say

something and then fail, they tend to mime, use some gestures and use the structure “you know”, seeking to find the right word or sentence. The second strategy is called the “Reduction Strategy”. Students, sometimes, feel uncertain about their knowledge concerning a particular form, so they tend to avoid using it and select, for instance, “perhaps” (Hedge, 2000: 53).

Brown (2001) identifies communication strategies as; the “Avoidance Strategy”: when learners avoid using a given structure because they are uncertain about its correctness, and “Compensatory Strategies”: which is divided into: Code-Switching (when learners tend to use their mother tongue when they fail in expressing their opinion) and Appeal to Authority (when unable to transmit their ideas, they directly ask the teacher or the native speaker to translate their thoughts).

In short, strategic competence comes into use when students are uncertain or even unable to say what they want in the target language because they lack competence.

2.7. Oral communication

Oral communication is a two-way process involving speaker and listener, productive and receptive skills. From a communicative view of the language classroom, both skills are closely intertwined.

2.7.1. Listening – Speaking Relationship

There is “a natural link between speaking and listening” (Brown, 2001:275). Teachers, therefore, should pay attention to the interchangeable relationship between speaking and listening and should not hesitate to incorporate these two skills in the teaching process. In fact, both, listening and speaking happen simultaneously. When teachers focus their attention on speaking, listening is already there. The link is crystal clear in almost all the activities used to teach speaking; they both strengthen one another.

The interaction between speaker and listener is a complex process. The speaker has to encode the message he wishes to convey in an appropriate language, while the listener (no less

actively) has to decode (or interpret) the message. However, the listener's interpretation does not necessarily correspond to the speaker's intended meaning. The speaker's message usually contains more information that is redundant. Simultaneously, the listener is helped by prosodic features, such as stress and intonation as well as by facial and bodily movements like gestures. However, speech is often characterized by incomplete and sometimes ungrammatical utterances and by frequent false starts and repetitions.

Inside the classroom, speaking and listening are the most commonly used skills. They are recognized as critical for functioning in an English language context by teachers and learners.

2.8. Home Environment and Foreign Language Learning

It is worth mentioning that parents' beliefs (values, aspirations, goals, expectations...) about children's education and their involvement in their schooling (homework, school activities...) are significant factors of their academic achievements at school. Students whose parents are frequently involved in their schooling, tend to have fewer problems and better learning performance, and are more likely to achieve satisfactory results than students whose parents are not.

There seems to be (at least in the researcher's view) an apparent lack of studies that directly address the issue of home environment in terms of EFL contexts in Algeria. Very few studies have explored in depth how different home variables interact to influence children's second/foreign language learning.

2.8.1. Previous Studies

According to Li (2004) and Rogers (2003), parents with little educational background may have high aspirations for their children's language and literacy achievements just as parents of higher education levels. However, their education level may restrict their involvement in language and literacy learning activities with their children at home.

Spera's (2006) study reported that there is a strong correlation between parental practices and their children's educational achievement. The study showed that parental involvement such as helping out with the homework instills more interest about the study in the children.

There are also findings on how high expectations from the parents about the academic achievement of their children play significant predictors of good scores in school tests. Studies informed that parents' involvement in homework accomplishment of their children does have a positive effect in their academic success in the school. For example, Keith et al. (1993) reported that parental involvement in homework completion shows higher academic achievement in middle (elementary) school children regardless of student ability, socio-economic status or other demographic variables.

Trusty et al (2003) also reported strong correlation between parental influence and their children's academic success. The study confirmed that academic encouragement that parents provide has a more positive impact on the adolescents than their friends' support. They state that parental influence and expectation also contribute to the future educational accomplishments and achievements of the adolescents. The parents' value and counseling to their children about education impact the academic success of their children positively. In addition, the adolescent learners are driven strongly by their families' discussion of school issues, progress at home (Patrikakou, 2004; Sands & Plunkett, 2005).

There are also studies that confirm the influence of parents' attitude and practices on their adolescent children's academic success (Casper, Lopez, & Wolos, 2007; Weiss, Casper, & Lopez, 2006).

The studies discussed above show that there is a correlation of students' overall academic achievement and home environment. However, none of these studies scrutinized in details how home environment affects the learners' EFL learning behavior.

2.8.2. Roles of parents in EFL Learning

The scores learners obtain after each term/course of the school year do not reflect their performance at school only, but it extends to the outside environment including their parents' corporation as well.

Hence, parents can become a valuable source and support for children in their foreign second/foreign language learning. The way parents value and perceive education has heavy effects on children's schooling and academic achievement at school.

Kukk (2014), suggests that parents assume part of the responsibility for homework development when their help is added to children's efforts in completing homework tasks. Parents also act as providers of resources, locations, encouragement and support for studying during homework time. In this sense, parents-teachers cooperation is necessary to increase the usefulness of homework. *“Teachers and parents should work together in creating a supportive homework environment. A positive attitude from parents in regard to homework affects positively children's attitudes and increases the potential of higher academic outcomes”* (Kukk, 2014).

In the United States, the No-Child-Left-Behind (NCLB) legislation indicates that parents are seen as the child's first and most important teachers, and for children to be successful in school, parents and families need to be actively involved in their children's learning (U.S. Department of Education, 2007).

According to Henderson and Mapp (2002); Widding & Berge (2014), cooperation between parents and schools may be more helpful in obtaining better results in children's learning than parents and schools working separately.

Bakker and Denessen (2007) have also identified parental actions such as checking homework, communicating with teachers, participating in a student's school activities, supervising children's behaviour outside the school.

2.8.3. Bi-directional Learning

Instead of the classical way of teaching-learning process where the learner supposedly follows the teacher's instructions to process knowledge, language socialization, according to Vygotsky, takes place to maintain such role. Parents or any family member can help children acquire some of knowledge, including language, in what Vygotsky (1978) called the Zone of Proximal Development (ZPD). The ZPD represents the difference between what a child can learn independently and what a child can learn when provided with guidance and encouragement by a skilful person, be it an adult or a more capable peer.

Not only can learners benefit from school-home cooperation, their parents also can process knowledge through participating in their children's homework practices. In this sense, parents would guarantee the educational continuum from home to school to make the learning situation less stressful, especially for those students whose cultural capital is remarkably low (Spolsky & Hult, 2008).

2.8.4. The Importance of Parental Involvement in Language Learning

Events and environment outside the English language classroom may affect children's learning. For example, Sénéchal, LeFevre, Thomas, and Daley (1998) note that parents are able to support children's literacy learning through reading English storybooks at home. Avila Daza and Garabito (2009) find out that a parent's help with their children's homework has positive effects on a student's EFL learning. These kinds of events outside the EFL classroom, and more specifically in children's homes, may be a great opportunity for exploring the contributions that parental involvement may offer to student EFL learning.

From another perspective, Easterbrooks and Baker (2002, pp. 26, 36) propose that communication is learned and shared within the cultural contexts of the family, and that it will not develop normally without these pragmatic and social contexts in place. Their point is that families are an integral part of language development; they represent the child's first and foremost means to access language. Gunning (2007) restores this point by claiming that achieving educational outcomes cannot be done only at school. He maintains that it is a responsibility shared by all citizens and, most importantly, parents: "parents... need to become partners in their children's lives" (p.13).

Additionally, for Rosenbusch, (1987) "*parents' attitudes toward language and people play a major role in shaping their children's attitude toward another language and success as a student*" (p. 3). Similarly, Gao (2006) proposes that the family may influence children's L2 study directly and indirectly; directly when family members work as language learning advisors, coercers, and nurturers, training their children to be good language learners, and indirectly when family members act as language learning facilitators and teachers' collaborators, creating learning discourses and motivating students to learn English.

2.8.5. EFL Learners' Socio-Cultural Background

The students' social contexts, cultural background, beliefs and experiences, and even their affective states and personal characteristics help to understand the learning processes they undergo. Their EFL learning depends heavily on their social class, cultural level, home language (parents and siblings), environmental language (neighbouring members and peers), and religious context.

2.8.5.1. Home Cultural Environment

There is no doubt that the cultural situation of any family has a great impact in shaping children's personality and learning. Parents with high education provide the most conducive environment for their children to study, thus providing the necessary motivation for them to proceed to higher education.

Bourdieu (1980) defines the *cultural capital* as those educational ranks and academic degrees that one can attain. Since the cultural level of family members is correlated with the educational level of parents, children whose parents are well educated have greater chances to easily achieve higher ranks at school (Bouhanaf, 2017). He argues that the higher educational level parents reach, the more convenient atmosphere they provide for their children. Ghazali (2008), who has investigated Malaysian EFL learners' attitude towards learning English, argues that the students whose parents read more and have a variety of books at home have positive attitudes towards English literary study. Similarly, Brown (2003) states that the utterances of children whose parents are highly cultured are longer and they possess a considerable capacity to control their speaking better than children who belong to a less educated family.

Accordingly, Hyland (2003) considers the cultural aspects as paramount factors in shaping students' understandings or schema knowledge and they have a considerable impact on their EFL speaking performance.

2.8.5.2. Socio-economic Status of the Family.

Academic achievement at school is not only linked with school-related factors but also with the socioeconomic environment in which students are raised. Child family socioeconomic status is measured by the parents' education as measured by years of formal schooling completed and *family wealth* El-Annani (in Bouhannaf, 2017). They assert that a comfortable financial situation of the family paves the way for better schooling and provides a good environment of social interaction in which children promote their language acquisition.

In such situations, as Duncan & Brooks-Gunn (2000) state, there is an easy access to various knowledge sources that enable learners of wealthy families to do better at schools; they have better chances to be exposed to foreign languages (French or English) since their parents are likely to use these languages in their daily communications. In addition, children with limited exposure to educational experiences and materials (often a consequence of constrained financial resources) are more likely to show deficiencies in EFL basic skills compared to children who live in wealthy environments. Hence, they inevitably improve their EFL learning. Bouhannaf (2017) adds that in a wealthy family, children are more capable to confront life issues and more daring to cope with new ones. *“the high economic level of family has a great impact on all aspects of life of children; it affects even the language they are learning”* (ibid).

Conversely, in a rural setting, people do not have access to much cash income, and income from farming varies from year to year. The availability of instant knowledge is rare considering the tough outlet to internet and other sources of technology and science. As a result, rural children lack the chance to be exposed to foreign languages except on television. Moreover, Essaarane (in Bouhannaf, 2017) highlights the idea of cold relationships between parents and children in poor families. Because their essential needs are not fully gratified in poor and unhealthy families, children seem unlikely to build warm relationships with family members especially parents. Consequently, lacking warm social conversations and ways of communicative dialogues, children stumble to attain a prospective social and linguistic development.

To end with, parents remain the paramount factor that contributes a big deal to their children's EFL learning by shaping their minds toward EFL in aspects such as attitudes to studying EFL, attitudes toward EFL homework, and views of EFL. This is done by providing cultural capital for children in the form of information and experiential knowledge within parents-students social interactions. Therefore, parents' provision of learning conditions in EFL learning include material and non-material resources for study and organising study time at home; they may gain confidence about accomplishing tasks and obtain better EFL learning outcomes.

Conclusion

In a few words, we mapped out throughout this chapter the speaking skill by assuming that it is the most difficult skill (compared to listening, reading or writing) if teachers do not use the right method and do not center their attention on the learners needs. It is commonly true that the Communicative Language Teaching is the best approach to teach oral expression because of its communicative characteristics and principles, but it would be good enough if teachers grasp the essences of CBLT in leading foreign language learners to be fluent English communicators outside the classrooms.

Learners should be encouraged to produce meaningful spoken messages with real communicative goals. To do so, they should be given genuine opportunities and solid platform upon which they perform oral practices to gain truly fluent use of language. In this sense, a well-designed and planned oral test, with communicative principles of the CBLT in mind, will eventually benefit teaching speaking as well as maximizing the learners' interests in foreign language learning.

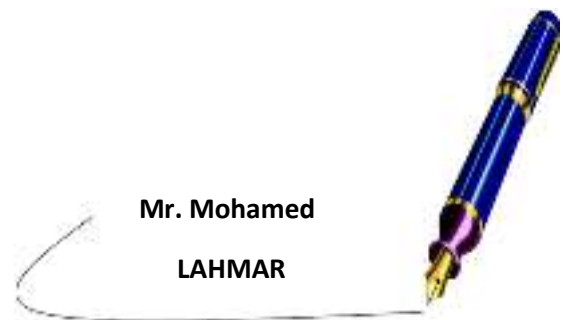
Within the scope of CBLT, this chapter explores the notion of communicative competence which is essentially the key issue of TEFL by highlighting its different components. The dichotomy accuracy-fluency, another dimensional feature of communicative competence, has been tackled in this chapter to fully grasp the communicative goals meant to be achieved in ELT.

Finally, we investigated the factors that influence the learners' foreign language learning outside the classroom. Predictors such as: home environment, parents' involvement, and socio-economic circumstances of the family play a remarkable role in shaping children's education including second/foreign language learning.

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Mr. Mohamed

LAHMAR



Introduction

This chapter outlines the methodology and research design for the present study. The first section where the research questions are presented, highlights the focus of this research work. Secondly, we scope the methods and participants employed in our investigation and describe the rationale of choosing the current sample. The instrumentations and techniques of collecting data are clearly presented in the third section. Lastly, issues related to ethical considerations and limitations of the study come into view in the fourth section.

Methodologically speaking, any prosperous research should undertake certain phases to attain prospective reliability and validity. Johnson (1994:172) identifies the following “*stages of activity which must be worked through in carrying out and completing an investigation*”.

- ✓ Establishing the focus of the study.
- ✓ Selecting the research method.
- ✓ Arranging research access.
- ✓ Developing the research instrument.
- ✓ Collecting, ordering, and analysing the data
- ✓ Considering the ethical issues of the research.
- ✓ Writing up.
- ✓ Enabling dissemination.

3.1. Focus of the Study

The relevant literature discussed in the previous chapters underpin the main assumptions of the present study. With reference to the complex nature of speaking as a language skill, this thesis supports the significance of regarding parents’ involvement in their children’s learning as a paramount factor in fostering their EFL oral performance. In this chapter, the researcher aims at achieving the following objectives: **a)** investigate the factors that hinder students from reaching acceptable and prospective levels in learning spoken English; **b)** highlight the focal role of parents and home environment in promoting EFL students learning; **c)** introduce the methodology, participants and the context where the study was carried out; and **d)** report quantitatively the data which have been collected and compiled

through the relevant research instruments (questionnaires, checklists evaluation, and speaking tests) to answer the research questions.

Among the various questions we set ourselves to answer in this research, we emphasise three central questions:

- 1- How determinant is home environment and parents' contributions in improving students' EFL speaking skill?
- 2- Does the current course book "*On the Move*" with its relevant CBLT principles assist 4th year middle school students to strengthen their oral proficiency?
- 3- Are students of the rural areas of Adrar really communicatively less competent than students of the city centre?

3.2. Method of the Research

It is obviously approved that we need some methodology without which the objective we aim to achieve would become impossible. According to Mouton & Marais (1996), the research methodology focuses on the manner in which the research was planned, structured and executed in order to comply with scientific criteria. Methodology, therefore, assists in explaining the nature of the data, and highlights the methods employed that will lead to the generation of appropriate conclusions and reliable outcomes.

As long as our research is concerned, the most suitable method is the descriptive one. As Gay, L. R. (1987) states that a descriptive method is designed to depict, explain and interpret the actual participants' conditions in an accurate way; it involves collecting information through data review, surveys, tests, observations or interviews. It is really necessary to employ most of these procedures and the choice will obviously depend on the aim of the research work, the sample under investigation, the time available, and the nature of the data compiled.

It is often believed that "*the backbone of any survey study is the instrument used for collecting data*" (Dörnyei, 2007). Thus, based on a multimethod approach, which requires multiple sources of data collection, the researcher has designed the present study. It includes the use of 1) *questionnaire* for EFL learners at the onset of the study to check their speaking difficulties and reasons behind their reluctance to take part in a normal English conversation

inside or outside classrooms, 2) a *checklist evaluation* administered to EFL teachers to explore the efficiency of the actual 4th Year Middle School course book in fostering students speaking skill, and 3) *speaking tests* are also used to check learners' oral proficiency.

3.2.1. Quantitative Research

The methodology chosen to address the research questions of this study as mentioned earlier was fundamentally quantitative. Quantitative data analysis has no greater or less importance than qualitative analysis. Its aim is to explain phenomena by collecting numerical data which are analysed using mathematically-based methods.

The specificity of quantitative research lies in the numerical data which are closely connected to using a mathematically-based method. Besides, this type of analysis seems to be statistically “*trusted*” and the results may be “*generalizable*” to a larger population (Selinger & Shohamy, 1989).

According to Leedy & Ormand (2010), quantitative research pertains to cold research that manipulates and controls variables; it employs numbers (statistics) in order to describe the characteristics of the topic being studied. For Mouton & Marais (1996) the quantitative approach displays the following characteristics:

- ✓ It displays a higher level of formalization and control,
- ✓ The range is defined in a more exact manner,
- ✓ It is relatively close to physical science.

In the same mood, Singh (2006) characterizes quantitative data as:

- They should be collected through standardized tests. If self-made test is used it should be reliable and valid.
- They are highly reliable and valid. Therefore, generalization and conclusions can be made easily with certain level of accuracy.
- The obtained results through quantitative data can be easily interpreted with scientific accuracy. The level of significance can also be determined.
- The scoring system of quantitative data is highly objective.

De Vos et al. (2002:79) define quantitative research as: “*an enquiry into a social or human problem, based on testing a theory composed of variables, measured with numbers, and analysed with statistical procedures*”.

Quantitative data analysis relies on numerical analysis, which can be performed using software such as the Statistical Package for Social Sciences (SPSS), which is a statistical analysis software package. Assuming that SPSS is probably the most common statistical data analysis software package used in educational research, in the present research work, the statistical SPSS software (version 25.0) has been used to calculate statistical scores.

3.2.2. Triangulation

Triangulation which has been carried out in our study is the term used when elements of a research are studied from two or more angles (Thurmond, 2001). If the study or parts of the study are approached from a variety of angles and perspectives the validity of the research outcomes will eventually increase (Morse, 1994). Hence, to get valid outcomes that can be generalised, we have used three research instruments: questionnaire, textbook evaluation checklist, and oral test. Furthermore, a deep scrutiny in terms of the four skills of the 4th year middle school course book has been carried out to investigate its efficacy in enhancing the EFL students’ speaking skill.

When considering the research questions, the researcher had a difficulty in selecting a single method that would answer all the research questions in a comprehensive manner. A triangulation methodological approach was chosen because the participants’ (students and teachers) perceptions, attitudes and behaviours could be studied from a multidimensional perspective. The quantitative perspective allowed for the study to reach all the participants of the research, (namely 60 teachers and 50 students), allowing a broad range of data to be collected.

3.3. The Target Population

We have chosen to work with fourth year middle school students for two reasons: the main reason is due to our long experience (22 years) as a teacher of this level. The second reason is that students at this stage have reached an acceptable linguistic knowledge about the English language which paves the way to elaborate prospective speaking test. Besides,

tracking the results of BEM exam was the trigger for this research since we could notice a remarkable spacing between the results (of foreign languages in general and English particularly) of rural students and that of the city of Adrar.

Our study has tackled middle school teachers as well since they are decisively focal and determinant in EFL contexts. Their views and attitudes toward the current course book have left heavy impacts on the actual study.

3.3.1. Research Participants

3.3.1.1. Learners' Sample

In this section, we attempt to briefly explain the rationale behind the choice of participants for our study. The decisions concerning the sample depend on factors such as the aims and objectives of the research, research questions as well as other factors such as expense, time and accessibility. Teachers were asked to choose the best 10 students of their classes; the choice was based on the students' oral proficiency.

We believe that the size of the sample (50 EFL students) is not too large and that it is difficult to extract thick and rich data. The participants of this research are 30 students from three different middle schools of rural areas of Adrar and 20 students from one school in the city centre of Adrar as clarified in the following table:

Total N° of students	N° of participants	percentage %	school	region
124	10	08.06	➤ Dahmani Hammadi Middle School, Brinkane.	Tsabit
65	10	15.38	➤ Ben Abderrahmane Mimouni Middle School, Mimoune.	Bouda
48	10	20.83	➤ Ben Chikh Mohamed Middle School, Boufadi.	Tamentit
117	20	17.09	➤ Ali Ben Abi Talib Middle School, Adrar.	Adrar (city)

Table11: Students' Sampling Statistics

One of the most challenging tasks a researcher faces in conducting a study is choosing an appropriate sample. Any investigation should be supported by subjects on which the experiment is built. A sample may be defined as a subset of a population; in this line of thought Dornyei (2007:96) establishes the difference between sample and population as: *“the sample is the group of participants whom the researcher actually examines in an empirical investigation and the population is the group of people whom the study is about”*.

It seems crucial to mention that sampling differs greatly according to the way of approaching research, whether qualitatively or quantitatively. In quantitative studies, the main aim is *“straightforward: we need a sizeable sample to be able to iron out idiosyncratic individual differences. Qualitative research, on the other hand, focuses on describing, understanding, and clarifying a human experience”*. Dornyei (2005:126).

Clearly enough, a frequently pressing issue which often researchers encounter when dealing with a piece of research is how large their samples for the research should be. It seems that there is no clear-cut answer, for the correct sample size depending on the purpose of the study and the nature of the population under investigation. In this sense, Cohen et al. (2005:92) point out that to accurately decide on the sampling strategy to be used, a researcher needs to consider the following key factors:

- The sample size.
- The representativeness and parameters of the sample.
- Access to the sample.
- The sampling.

Within a new perspective, and in their text directed at educational research, Fraenkel and Wallen (2003) provide the following minimum sample numbers as a suggested guideline: 100 for *descriptive studies*, 50 for *correlational studies*, and 15 to 30 per group in *experimental studies* depending on how strongly controlled they are. Dornyei (2012:82) currently adds: “*In the survey research literature a range of between 1% and 10% of the population is usually mentioned as the “magic” sampling fraction, depending on how careful the selection has been*”. In the present research, this view was adopted to decide on the suitable sample, i.e., **10%** of the population was selected.

3.3.1.2. Teachers’ Sample

The study concerns also the teachers of middle school of Adrar. The sample this time, unlike the learners’, was randomly selected. We attempted to scan the three main regions of Adrar, namely: Touat, Gourara, and Tidikalt. Sixty EFL teachers (as clarified in the table below) were chosen to investigate their attitudes toward the adequacy of the 4th year middle school course book in fostering students’ speaking skill. Through the checklist we have designed, teachers are requested to depict their opinion of the efficacy of the current CBLT in helping students improve their English oral performance.

Number of teachers	Region	Percentage
30	❖ Tuat (Adrar, Bouda, Tamentit, Fenoughil, Zaouat Kounta)	50%
18	❖ Gourara (Tsabit, Ougrout, Timimoun)	30%
12	❖ Tidikalt (Reggane and Aoulef)	20%
Total: 60		100%

Table 12: Teachers' Sampling Statistics.

Obviously, half of the teachers belongs to the region of Touat due to the easy access to their schools. Since the researcher had to personally hand in the questionnaires and because some schools (such as that of Aoulef and Tinarkouk) are more than 250 km far from Adrar, the choice of the sample was influenced by the factor of distance;

3.4. Schedule of the Research

N°	Activity	<u>Academic Year: 2015/2016</u>											
		Jan.	Feb.	Mar.	Apr.	May	Jun.	Jul.	Aug.	Sep.	Oct.	Nov.	Dec.
1	Enrolment as PhD student at the University										*	*	*

Table 13: Research Schedule (Academic Year: 2015/2016)

N ^o	Activity	<u>Academic Year: 2016/2017</u>											
		Jan.	Feb.	Mar.	Apr.	May	Jun.	Jul.	Aug.	Sep.	Oct.	Nov.	Dec
2	Writing the Proposal	*	*	*	*								
3	Reviewing Literature	*	*	*	*	*	*	*	*	*	*	*	*
4	Arranging Research access									*	*	*	*

Table 14: Research Schedule (Academic Year: 2016/2017)

N ^o	Activity	<u>Academic Year: 2017/2018</u>											
		Jan.	Feb.	Mar.	Apr.	May	Jun.	Jul.	Aug.	Sep.	Oct.	Nov.	Dec.
5	Collecting Data	*	*	*	*	*	*						
6	Ordering and Analysing data				*	*	*	*	*	*			
7	Enabling Dissemination										?	?	?

Table 15: Research Schedule (Academic Year: 2017/2018)

3.5. Data Collection

3.5.1. Research Access Permission

In order to gain access to the research sites (Ministry of Education, Department of Education of Adrar [Direction de l'Education], schools of the participants), we underwent tough circumstances. Hoping to grant easy inlet to those sites, we, first, submitted an official letter of application to the dean of faculty with a brief explanation of the focus of our research and the necessary attachments of data collection tools. Nevertheless, he stated that there is no official agreement between the university and the department of education of Adrar. Thus, we depended on our personal efforts and acquaintances. That is why, as mentioned previously, the choice of the schools was not made randomly in case we encounter probable refusals. However, we were provided with a letter from the dean to grant access to the ministry of education and ONEC (Office National des Examens et Concours).

3.5.2. Techniques of Collecting Data

Ferrance (2000: 11) states that the collection of data is an important step in deciding what actions need to be taken. Various sources of data are used to better explore and understand the scope of happenings in the classroom and school or out-of-school environment. There are many vehicles for collecting the data listed by Ferrance as follows:

Interviews	Diaries	Audio tapes
Memos	Focus groups	Checklists
Individual files	Videotapes	Surveys
Portfolios	Field notes	Photos
Questionnaires	Anecdotal records	Journals
Logs of meetings	Case studies	Self-assessment
Records-tests	Report cards	Attendance
Projects	Performance	

3.5.3. Research Instruments

In this research, the researcher is going to collect data from:

3.5.3.1. Questionnaire

One of the most common methods in collecting data in foreign language research is to use questionnaires of various kinds, since the essence of any scientific research is the attempt to find out answers to questions in a systematic manner. Therefore, questionnaires have gained considerable attention in the social sciences. In this sense, Dornyei (2003:3) states: *“questionnaires are certainly the most often employed data collection devices in statistical work, with the most well-known questionnaire type - the census - being the flagship of every national statistical office”*.

The first part of our data collection instrumentation is the questionnaire. Questionnaires are doubtless one of the primary sources of obtaining data in any research endeavour. However, the critical point is that when designing a questionnaire, the researcher should ensure that it is “valid, reliable and unambiguous” (Richards & Schmidt, 2002, p.438).

(Petter & Davis, 2002) define a questionnaire to be *“a form that people fill out to obtain demographic information, views and interests of those informed”* (page?). It is a more structural way as a method for the *elicitation, recording, and collecting* data (ibid).

Like any other research tool, merits and hindrances can both be present in its application. Questionnaires cannot be the perfect research instruments, they have some serious limitations, and some of these have led several researchers to claim that questionnaire data are not really reliable or valid. One should be aware of the advantages and disadvantages underlying questionnaire application as put by Dornyei (2003) in the following table:

Advantages	Disadvantages
<ul style="list-style-type: none"> • Non-time consuming when collecting data. 	<ul style="list-style-type: none"> • Easy-made and bad-structured quest. may cause invalidity.
<ul style="list-style-type: none"> • Huge amount of data can be quickly gathered. 	<ul style="list-style-type: none"> • Participants' answers may be shallow and simple which prompt unreliable data.
<ul style="list-style-type: none"> • Multi-functional and multi-dimensional instrumentation. 	<ul style="list-style-type: none"> • Unlike interviews, participants are not totally motivated.
<ul style="list-style-type: none"> • Very much appropriate for numerical data. 	<ul style="list-style-type: none"> • Lack of control over respondents make them unserious and uninterested.

Table16: Advantages & Disadvantages of Questionnaires.

3.5.3.1.1. Layout of the Questionnaire

For the purpose of measuring the research hypotheses, we designed a Four-Likert scale. The participants were requested to opt for one out of the four relevant items without commenting or adding remarks or notes. The student's designed questionnaire (see appendix 'A') was divided into two separate sections: 1) to elicit information about home environment of students and their parents' contribution to their English learning and 2) to check their motivation to speak English.

Likert Scale, largely used in social and human sciences, is the most commonly used scale; its name refers to its inventor Rensis Likert (1932). Its popularity is due to the fact that it is simple, versatile and reliable (Dornyei 2003). Likert scales are made up of a series of

statements all of which are linked to a particular target. Accordingly, McIver and Carmines (1981: 22-23) describe the Likert scale as follows:

A set of items, composed of approximately an equal number of favourable and unfavourable statements concerning the attitude object, is given to a group of subjects. They are asked to respond to each statement in terms of their own degree of agreement or disagreement.... The specific responses to the items are combined so that individuals with the most favourable attitudes will have the highest scores while individuals with the least favourable (or unfavourable) attitudes will have the lowest scores.

Rubrics in the questionnaire	Titles of the rubrics	Number of the items
❖ Rubric I	- <i>Parents' Educational Status</i>	• One (1) item.
❖ Rubric II	- <i>Parents' Attitudes Towards ELL</i>	• Six (6) items.
❖ Rubric III	- <i>Learners' Motivation to Learn English</i>	• Six (6) items.

Table17: Components Items of the Student's Questionnaire.

3.5.3.1.2. Administration of the Students' Questionnaire

In the present dissertation, the questionnaire was chosen for eliciting data from the informants to investigate the research questions and hypotheses. It was mainly designed to diagnose the parents' involvement in their children's EFL learning. Second, it also attempts to investigate the role of home environment in shaping the students' school achievement and improving their oral performance. It is worthy to mention that the questionnaire took place

in April, 2018. Regarding the distance of the participants' home land from the city centre of Adrar (Brinkane: 65 km, Mimoune: 12 km, Boufadi: 22 km), it took almost two weeks to administer all the questionnaires as we emphasised one-to-one administration. According to Dornyei (2003:81): "*One-to-one administration refers to a situation when someone delivers the questionnaire by hand to the designated person and arranges the completed form to be picked up later (e.g., handing out questionnaires to colleagues at work)*".

For the purpose of getting reliable and valid data, one-to-one administration method was followed in the present research, so that the contact with the respondents may help explain the aim of the enquiry and also urge them to provide seriousness since they would not be accompanied while filling the questionnaires. Furthermore, to accurately obtain reliable data, a pilot form of the questionnaire was predominantly administered to some teachers in the city centre of Adrar before finalising the actual version.

3.5.3.2. Checklist Evaluation

3.5.3.2.1. Importance of Textbook in EFL Context

In traditional English contexts, the role of materials is not only important but also inevitably determinant. The course book is considered the main source of materials. It is one of the crucial factors in determining the learners' success in EFL courses. Teachers, educators, curriculum developers, or syllabus designers, therefore, should select this teaching material carefully.

Course books are often considered by teachers and learners to be key elements of the language lecture. According to Mukundan (2010: 100), "*as a part of the materials used in the language classroom, the textbook can often play a crucial role in students' success or failure*". Hence, the learning outcome heavily depends on the quality of the chosen course book.

In this vein, many other theorists approve the importance of course book in EFL settings as Sheldon (1988) states that the textbooks not only represent the visible heart of any ELT program, but also offer considerable advantages – for both students and teachers – when they are being used in the EFL/ESL classroom. Moreover, he believes that published materials are more reliable for students because they have more credibility than teacher-generated or "in-house" materials.

3.5.3.2.2. Checklists as Evaluation Tools

Checklists are often used by experts in evaluating and selecting course books. Evaluation is made easier, more objective and valid when it is based on a reliable instrument. Using a checklist is the most common form of textbook evaluation and a number of scholars have proposed different evaluation checklists. For instance, Cunningsworth (1995) introduces a checklist comprising what he believes to be the most essential general criteria. His checklist covers various areas such as aims and approaches, design and organization, etc.

A checklist is an instrument that helps practitioners (teachers, educators, syllabus developers, ...etc) evaluate course books in an effective and practical way. According to Mukundan, (2011), checklists allow for a more sophisticated evaluation of the course book in reference to a set of generalizable evaluative criteria. As Cunningsworth (1995) states, one major benefit of using checklists is that they provide a very economic and systematic way to ensure that all relevant items are considered for evaluation. Checklists may be qualitative or quantitative. When designed in the form of quantitative scales, they allow for an objective evaluation of a given course book. Qualitative checklists, on the contrary, elicit subjective information on the quality of course books by directing open-ended questions (e.g., Richards, 2001).

According to McDonough & Shaw (2003), the study (Analysis) of the course book should tackle two major parts:

- *External Evaluation*: The first level proposed by McDonough and Shaw involves a brief external evaluation which includes criteria concerning the organizational foundation of the textbook.
- *Internal Evaluation*: Similarly, the second level involves an in-depth internal investigation of the textbook to see how far the materials in question match up to what the author claims as well as to the aims and objectives of a given teaching program. McDonough and Shaw propose a close investigation of at least two units of a textbook in order for effective internal inspection to take place.

At the same time, we agree with Cunningsworth (1995) that the number of criteria assessed should be restricted to manageable proportions, “*otherwise we risk being swamped in the sea of details*” (p. 5). Having analysed various checklists suggested by Cunningsworth (1995), Miekley (2005), Mukundan (2010), Rubdy (2003), Tok (2010), and Ur (1996), we have come up with the lists of criteria that fit our specific context and objectives (see **Appendix 8**)

This study aims at examining the efficiency of one type of TEFL materials which is the English language course book of the 4th year: “*On the Move*”, used in middle schools in Algeria. The sample of the research consists of sixty (60) EFL teachers chosen randomly from various middle schools in the region of Adrar as mentioned previously. A Five-Likert scale was used for this checklist evaluation. In this research, the evaluation addresses four main rubrics. The first rubric addresses how efficiently the communicative objectives of the course book meet the learners’ needs. The second one, scopes the speaking skill and the relevant communicative tasks and activities. Layout and design are set in the third rubric. Finally, we devoted the rubric for attitudinal aspects of the teacher toward the adequacy of the course book in promoting the learning of the speaking skill.

Rubrics in the checklist	Titles of the rubrics	Number of the items
❖ Rubric I	- General Information	• Three (3) items
❖ Rubric II	- Socio-cultural Contexts	• Two (2) items
❖ Rubric III	- Layout & Design	• Two (2) items
❖ Rubric IV	- The speaking skills	• Five (5) items
❖ Rubric V	- Teacher’s attitudinal aspects	• Three (3) items

Table18: Components Items of the Checklist Evaluation

3.5.3.3. Oral Proficiency Test

It is agreed among educationalists that language teaching is tied to a larger extent with testing, since learners need to be assessed in their linguistic ability, their progress and their achievements. Tests are very useful since they may be used according to Nation and Newton (2009) to: “...collect data about the subject ability and knowledge of the language in area such as vocabulary, grammar, reading metalinguistic awareness and general proficiency”.

In the present study, an oral proficiency test was implemented to measure the learners’ mastery of the speaking skills. According to Brown (1994: 385), “*Oral production tests can be tests of overall conversational fluency or pronunciation of a particular subset of phonology, and take the form of imitation, structured responses*”.

Like any test, satisfactory tests of speaking have to fulfil three criteria, as explained below:

- ✓ **Reliability:** A good test gives ‘consistent results’, i.e., reliability boosted by providing absolute clear instructions, with a limit in the area of testing to get a variety of answers and ensure that test conditions remain constant. In this vein, Nation and Newton (2009:166) define reliable test as: “*one whose results are not greatly affected by a change in the conditions under which it is given and marked*”.
- ✓ **Validity:** A test may be valid if it tests what it is supposed to test, for example, a test seems to be invalid if it goes beyond the learners’ background knowledge, but if the tested knowledge is shared by students before being tested, then it will be valid.
- ✓ **Practicality:** “*Tests have to be used in the real world where there are limitations of time, money, facilities and equipment, and willing helpers*”. Nation and Newton (2009:168).

3.5.3.3.1. Test Procedure

This Speaking test is designed for 4th year middle school students. Therefore, it takes into account the potential level students may achieve at this stage. Most importantly, there is consideration that children are unaccustomed to formal oral testing situations since such type of testing is not included in the official curriculum. In this vein, oral tests might well be inappropriate and anxiety-provoking. Consequently, and in order to take away this demotivating psychological factor, we attempted to assign their teachers as examiner-interlocutors (interviewers). Bearing in mind the benefits that would be brought by involving their teachers in the test, our main focus was inviting students to tackle the oral test in a friendly enthusiastic environment. And therefore, assessing fluency which is the corner stone of the oral test would gain promising credibility.

Our task in this case, as examiner-grader, is to consider the whole test being carried out and evaluate students' performance according to a speaking assessment sheet put in front of the researcher (**Appendix 8**). We were allowed to interfere once we notice the interlocutor emphasising Yes/No questions which do not display students' fluency and adversely prompt them to remain silent and stand by responding with "yes" or "no".

Generally speaking, the test was designed considering the following:

- Topics that children feel comfortable with are those which are familiar to them and related to their immediate environment (e.g. family, friends, the world of school and play). (see **Appendix 6**)
- It is most meaningful for them if they are asked to do things which they have experienced.
- To perform at their best, the test was presented in a lively, fun-like manner; we tried to the maximum not to make them feel our presence unless we interfere to enhance the conversation. Besides, we created a comfortable atmosphere providing them with sufficient encouragement.
- To double check the data, we relied during this test on our smart phone to record the conversations.

3.6. Ethical Concerns

Ethical issues play a focal role in creating a positive research environment through which mutual trust is built between researchers and participants. Neglecting ethical issues in a research study can obstruct participants' willingness to contribute. To avoid this, the

research should consider ethical issues because as highlighted by many authors (e.g. Cohen et al., 2007; Flick, 2006; Mackey & Gass, 2005), the quality and validity of research studies depend a great deal on the trust created between researchers and participants. For that reason, all researchers should address ethical issues in their research studies (Suter, 2006).

Obtaining the consent of the participants can be seen as the first step of ethical considerations. Diener and Crandall (1978, as cited in Cohen et al., 2007:52) define informed consent as “*the procedures in which individuals choose whether to participate in an investigation after being informed of facts that would likely to influence their decisions*”. Therefore, in addition to asking about the participants’ willingness to take part in the research, it is essential to inform them about the study.

Consequently, participants should be aware of the way the study is going to be undertaken. They should be informed about the general procedures of the study, its purpose, the preservation of the participants’ identities, researcher’s contact information, etc. Considering this, we included an introductory paragraph in the students and teachers’ questionnaires where we explained the general objectives of the current study. We informed the students in particular that their responses were not part of their course assessment. Additionally, they were assured that they could withdraw from the study at any time they wanted without providing reasons for their withdrawal. We asked for permission to audio record the speaking test and no questions were directed to cause harm or unrest. The data are stored in our computer only; the file will be deleted for the sake of ensuring confidentiality for the participants.

The language used in the data collection tools (interview consent, parental consent, participant assent, and questionnaire [see **Appendices 9, 10, and 11**]) addressed to students was Arabic. Writing the consent documents in Modern Standard Arabic (MSA) is preferable as to avoid any misunderstandings due to the lesser proficiency in the target language (Mackey & Gass, 2005).

Ethical concerns are not limited to receiving consents of participants and there are other issues that could be taken into consideration. Confidentiality is seen as the main ethical issue as it concerns protection of the rights and privacy of participants (Suter, 2006; Perry, 2008). It ensures that the identities of participants are not revealed to avoid being judged

negatively by colleagues or supervisors (Burns, 1999). The participants were provided with the researcher's personal email address and mobile phone number and the supervisor's email address as well; they were encouraged to discuss anything regarding research consent with the researcher. Throughout the entire data-gathering period, no participants raised any further issues regarding research consent with the researcher, apart from two students who withdrew their participation.

According to Wallace (1998), it is unethical to take students' time and energy for studies that do not introduce fruitful outcomes for their learning and success. Hence, during this study, students were informed that this research would bring useful solutions to EFL teaching which might well influence their future development and educational success.

Finally, in this paper, we are not accusing anyone of evading his/her work, nor are we criticizing for the sake of criticizing; it does not erect a case against anybody.

Here are ethical guidelines that have been respected while the research instruments were undertaken in the designing and administration phases:

1. The participant's identities have not been collected or revealed.
2. We attempted to avoid intimidating respondents: the questions are not too personal and the questionnaire is to be completed at home at leisure (respondents have been given sufficient time to respond to the questionnaire, i.e., one week).
3. Informing the participants of the focus of the study, we created a tempting and motivating atmosphere where participants were enthusiastically invited to collaborate in the research.
4. To avoid patronizing the respondents; we left participants feel free in answering the questions without being influenced by our views on the topic, nor urging them to adopt these views.
5. Interview consent forms were distributed to students' parents to allow their children take part in the oral test.
6. The respondents were invited to take part in the speaking test by explaining the procedures to create a motivating atmosphere which helps students to tackle the test at ease.

Note: A summary of the findings was sent to those teachers in charge of the students of the sample (all of them requested for a copy of present study).

In sum, the following diagram outlines the different stages that have been carried out to accomplish this research:

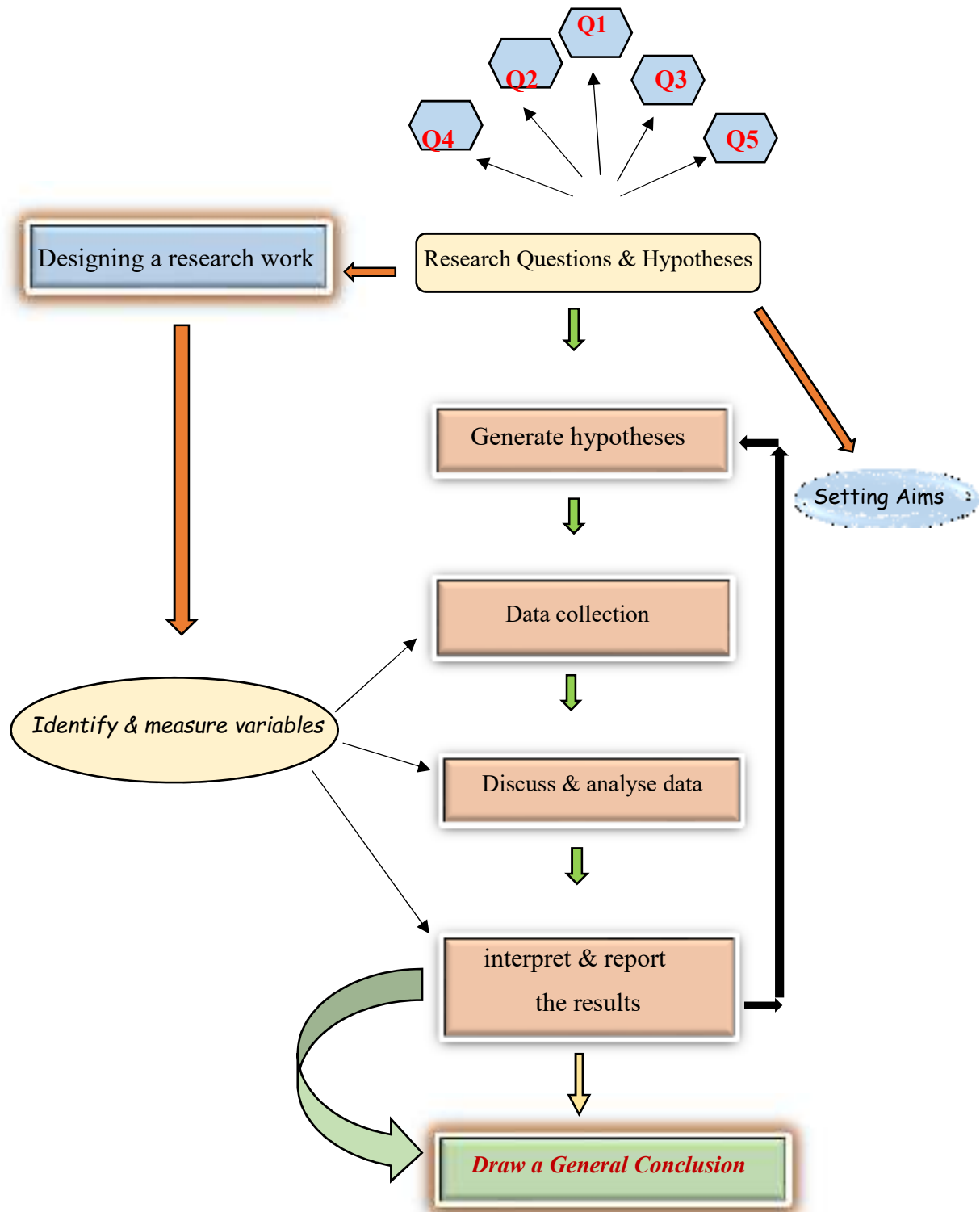


Figure 3: Research Procedure

Diagram adapted from: Kothari (2004).

Conclusion

In this chapter, the researcher has adopted a descriptive approach to carry out a systematic and in-depth investigation of oral proficiency of EFL students in the rural areas of the region of Adrar. It also describes the methodology, the instruments employed and the sample used to find out satisfactory answers to the research questions, and thus confirm or disprove the hypotheses set previously.

It is of paramount importance to conclude this chapter by saying that whatever method of gathering data is approached, the ultimate aim is to obtain answers to the aforementioned research questions. Still, these are just hints on the theoretical background which will best be clarified in the coming up chapters, i.e., when analysing the data being gathered. The focus, then, in the following chapters will be on the findings and the significance of the results obtained.

Considering all experiences and perspectives integrated in the study, the words of Bronfennbrenner and Morris (1998) seem quite fitting at this stage: *“The journey is far longer than expected, and at the end, little may be there. What counts is what one learns along the way and passes on to future explorers of the uncharted terrain”* (p. 1023).

- Introduction

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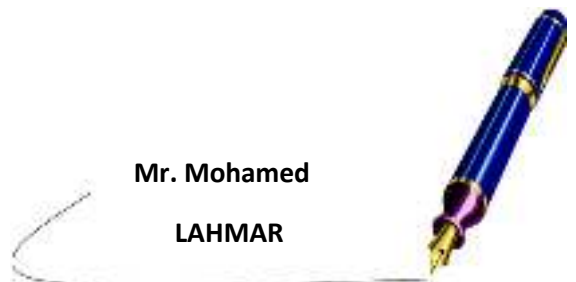
- 4.1.5. Descriptive Statistics**

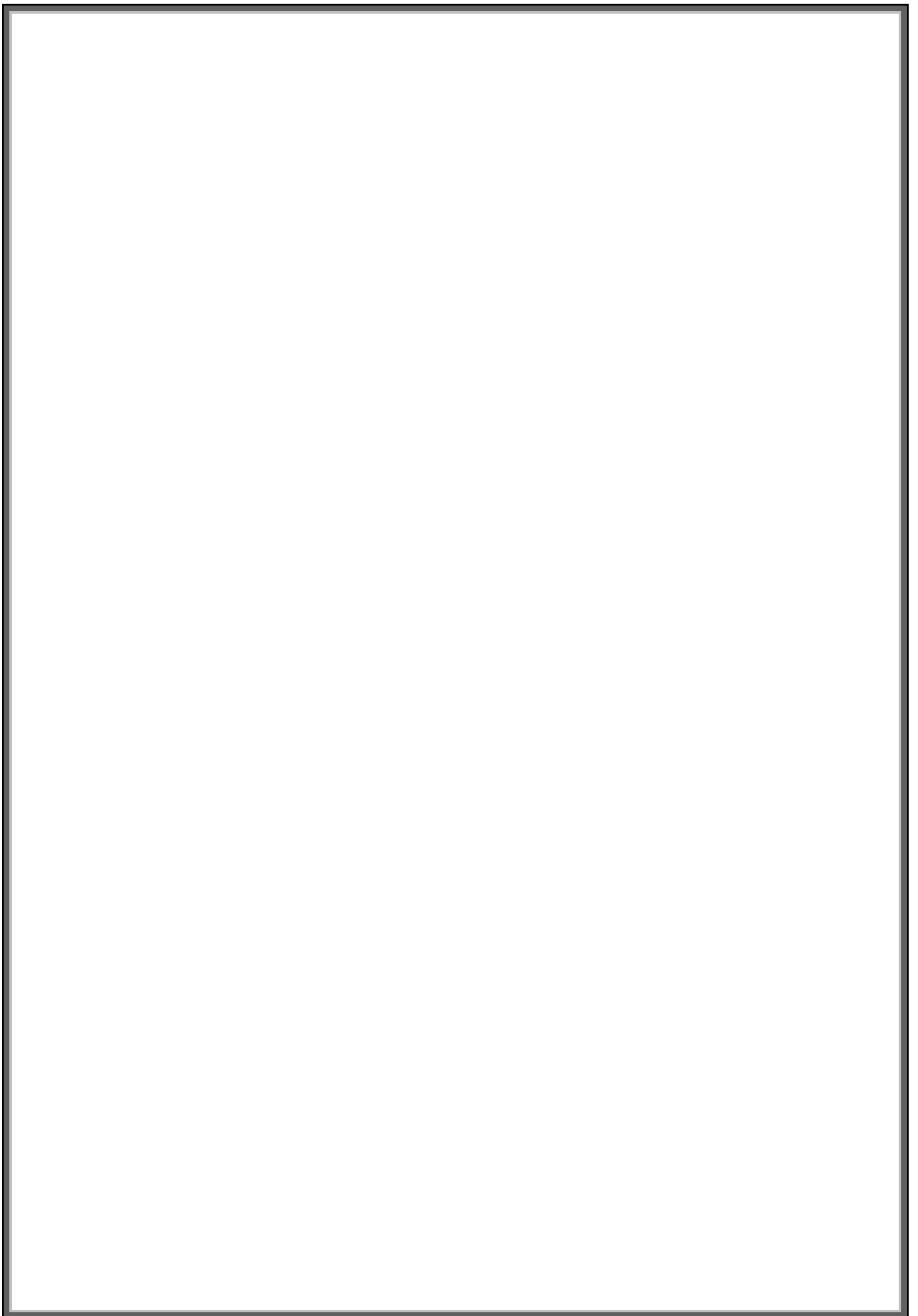
- 4.1.5.1. Discussing the Statistical Scores**

- Conclusion

Mr. Mohamed

LAHMAR





Introduction

The methodological process of this research was comprehensively discussed in details in the preceding chapter, and the findings and discussion will subsequently be reported in this chapter where the researcher tries to analyse and interpret the results obtained from the students' questionnaires, the checklist evaluation (teachers' questionnaire) and the oral proficiency test.

Each part will be analysed separately to clearly help the prospective audience snapshot the framework of our research. In this chapter we summarize, thus, the main results and discuss the research questions settled at the onset of this investigation. To examine our data, the use of tables and graph illustrations for each rubric of the research design seems justifiably adequate since it is the common technique through which descriptive data can often be presented. We stress the idea of how focal home environment is in shaping students' English language learning by clarifying the determinant role of parents' involvement at home to improve their children's speaking skills.

The present study aimed at examining the correlation between home environment (parental involvement) and speaking performance. Three research instruments were adopted to investigate the aforementioned research questions. The investigating process is clarified as follows:

Research Question	Research Instrument
<p>➤ Are students of the city centre of Adrar more fluent and communicatively more competent than the students of rural areas?</p>	<p>❖ <i>Oral Test</i></p>

<ul style="list-style-type: none"> ▪ Is the absence of parent’s involvement at home determinant to improve their oral performance? ▪ How is home environment focal in shaping students’ English language learning? 	❖ <i>Student’s Questionnaire</i>
<ul style="list-style-type: none"> ✓ Are the CBA principles adequate to fostering fourth year middle school students’ speaking skill in the rural areas of Adrar? ✓ Do the CBA principles implemented in the curriculum genuinely meet the fourth-year middle school rural students’ needs within an Algerian context? ✓ Does the current course book “<i>On the Move</i>” favour the oral communicative objectives addressed in the curriculum? ✓ To what extent is the course book effective according to the speaking skill? 	❖ <i>Checklist Evaluation</i>

Table 19: Investigation Process

Hopefully, the researcher will study each research question separately to draw clear conclusions that may be useful for further studies.

4.1. Data Analysis and Findings Discussion

4.1.1. Section One: Oral Test

This study was conducted to set out an overall understanding of the concept of parental involvement and home environment and tried to find out to what extent these factors influence EFL learners' speaking skills, along with identifying the major elements that contribute in increasing or decreasing learners' motivations to speak in the classroom or outside the classroom. The results demonstrated that there is a significant correlation between learners' home environment and their oral performance. Additionally, their parents' education level contributed a big deal in fostering their speaking abilities.

In order to identify the student's oral performance and speaking skills and measure their fluency, an oral proficiency test had been made and it was conducted in the form of interview. Their English teachers, as interlocutors (interviewers), were in charge of the interview through asking questions of different topics already prepared by the researcher who objectively took control over the conversation as an examiner. The decision of appointing the respondents' teachers to make the interviews was made to invite students for oral performance in a comfortable environment which might well exclude any annoying context or psychological block. Additionally, we took into account the level of students while choosing the topics of the test. To avoid ambiguity and probable difficulties, the topics chosen are those implemented in the fourth year middle school curriculum. (see appendix A).

The test was undertaken with fourth year middle school students to evaluate their speaking ability with regard to the different environments where they live. They were requested to describe some pictures (see appendix B) and answer some questions. Knowing that they are conducting an oral test, students at first hesitated to engage in the interview. However, they gradually adapted to the situation as a significant number of learners showed that they were willing to communicate to a certain extent, and find it pleasant to take part in the conversation. However, some of them were reluctant and silent. Picture description consisted of displaying a number of pictures in which full descriptions should be provided by students.

At first glance, rural students' utterances were in the form of brief ideas and just scattered words and incomplete sentences; their fluency was at stake. They made several mistakes notably at the level of grammar and pronunciation. Concerning their motivation,

except for informants of the city centre of Adrar who communicatively tend to show better participation, respondents of the rural areas were almost demotivated.

As already mentioned in chapter three, the test overwhelms several components that are essential in measuring learners' oral performance. During the interview, the researcher's focus was on grammar, vocabulary, fluency, pronunciation, and comprehension. (see appendix C)

4.1.1.1. Learners' Oral Performance Results

As long as oral communication is concerned, the researcher used an adapted scoring sheet with a little emphasis on fluency as a major indicator of a good English speaker (see appendix C). Conducting the test in four different middle schools and on fifty (50) EFL students, the results demonstrate a clear-cut difference between students of the rural areas: namely, Bouda, Brinkane, and Boufadi and those of the city centre of Adrar. The tables below provide an evident representation of students' oral performance:

N.B: Grading (scoring) is set out of twenty (..... /20).

Rural Areas :

Participant	A. M.	H. N.	M. A.	H. A.	B. L.	K. A.	K. A.	K.M.	K. I.	D. K.
Score	09/20	11/20	12/20	06/20	05/20	11/20	08/20	07/20	07/20	08/20
Place and date of the test	<p><i>April, 16th 2018, at Dahmani Hammadi Middle School.</i></p> <p><i>(Brinkane)</i></p>									

Table 20: Oral Test Results of Brinkane School Students.

Participant	B.DE	B. S.	B.MS	R. A.	O.D.	S. K.	G. A.	R. A.	B.M.	C. K.
Score	09/20	13/20	12/20	11/20	11/20	11/20	10/20	11/20	14/20	09/20
Place and date of the test	<p><i>April, 18th 2018, at Ben Abderrahmane Mimouni Middle School.</i></p> <p><i>(Mimoune)</i></p>									

Table 21: Oral Test Results of Mimoune School Students.

Participant	B.M.S.	B.S.A.	B.M.B.	M.A.	K. S.	B. R.	D. S.	Z. A	B.H.A.	Y. A
Score	10/20	09/20	10/20	09/20	09/20	11/20	09/20	11/20	10/20	08/20
Place and date of the test	<p><i>April, 26th 2018, at Ben Chikh Mohamed Middle School.</i></p> <p><i>(Boufadi)</i></p>									

Table 22: Oral Test Results of Boufadi School Students.

City centre (Adrar):

Participant	A. H.	S. L.	H.A.A.	M.N.	B.S.(1)	L. K.	B.I.(1)	B.I.(2)	T. L.	B. R.
Score	16/20	15/20	16/20	13/20	14/20	14/20	14/20	15/20	13/20	12/20
Place and date of the test	<p><i>April, 24th 2018, at Ali Ben Abi Talib Middle School.</i></p> <p><i>(Adrar)</i></p>									

Table 23: Oral Test Results of Adrar (city centre) School Students (group 1).

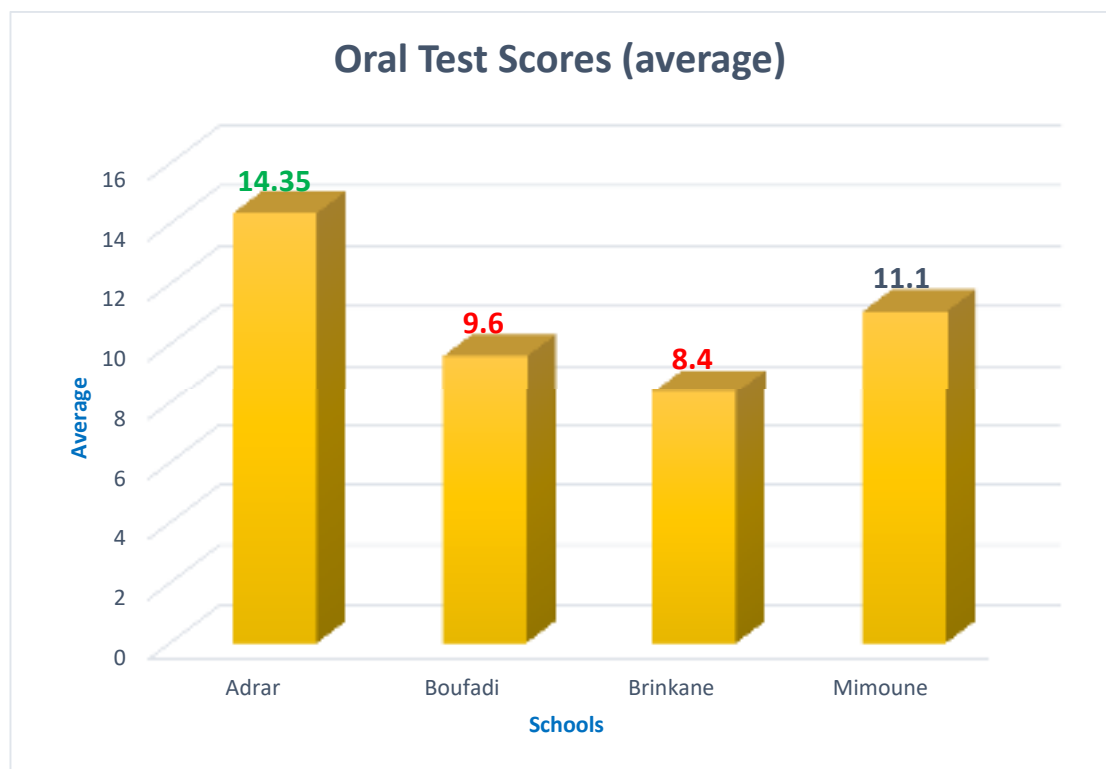
Participant	L.I.E.	M. S.	R. S.	A.M.	A. F.	D. H.	B.S.(2)	T. C.	M.Y.	T. A.
Score	15/20	13/20	17/20	16/20	13/20	13/20	14/20	15/20	14/20	15/20
Place and date of the test	<p><i>April, 25th 2018, at Ali Ben Abi Talib Middle School.</i></p> <p><i>(Adrar)</i></p>									

Table 24: Oral Test Results of Adrar (city centre) School Students (group 2).

As indicated in the previous tables, descriptions of students' oral performance are clearly representative. The results show at larger scale the weak performance of students of the rural areas. On the contrary, all respondents of the city centre performed well and displayed a remarkable level of fluency and mastery of speaking skills. Besides, **96%** of respondents who got more than **13/20** belong to Ali Ben Abi Talib School. Throughout the last eleven academic years (2008-2018), this evidence has always been proven. At the

level of foreign languages, BEM results of this school have remarkably been satisfactory (see table (1), methodology chapter). On the other hand,

all the **14** respondents who got below the average represent the rural schools. Not only their unsatisfactory performance needs special care and remedy but their self-confidence was well. Keeping silent most of the time during the interview, they were incapable to carry on a simple conversation and no signs of fluency were present in their speech.



Graph 1: Oral Test Scores (Average)

Clearly enough, students' performance in the two rural areas (Boufadi and Brinkane) is obviously low. Though they live in a rural area (Mimoune), students of Ben Abderrahman El-Mimouni Middle School show an acceptable mastery of speaking skills. We think that this amelioration is due to the motivating environment provided by their highly educated parents. **40%** of the respondent's parents (at least one parent) of this school have a university degree. Hence, knowing the indispensable call to learn foreign languages in this globalized world, parents provide the necessary motivation for their children to perform better in language learning.

Implementing the gender factor in our research would probably bring a debatable dimension for the study. Unsurprisingly, **76%** of the sample are girls who were so enthusiastic during the test and demonstrated a gleaming fluency.

4.1.2. Section Two: Students' Questionnaire

4.1.2.1. Rubric One: Learner's Background

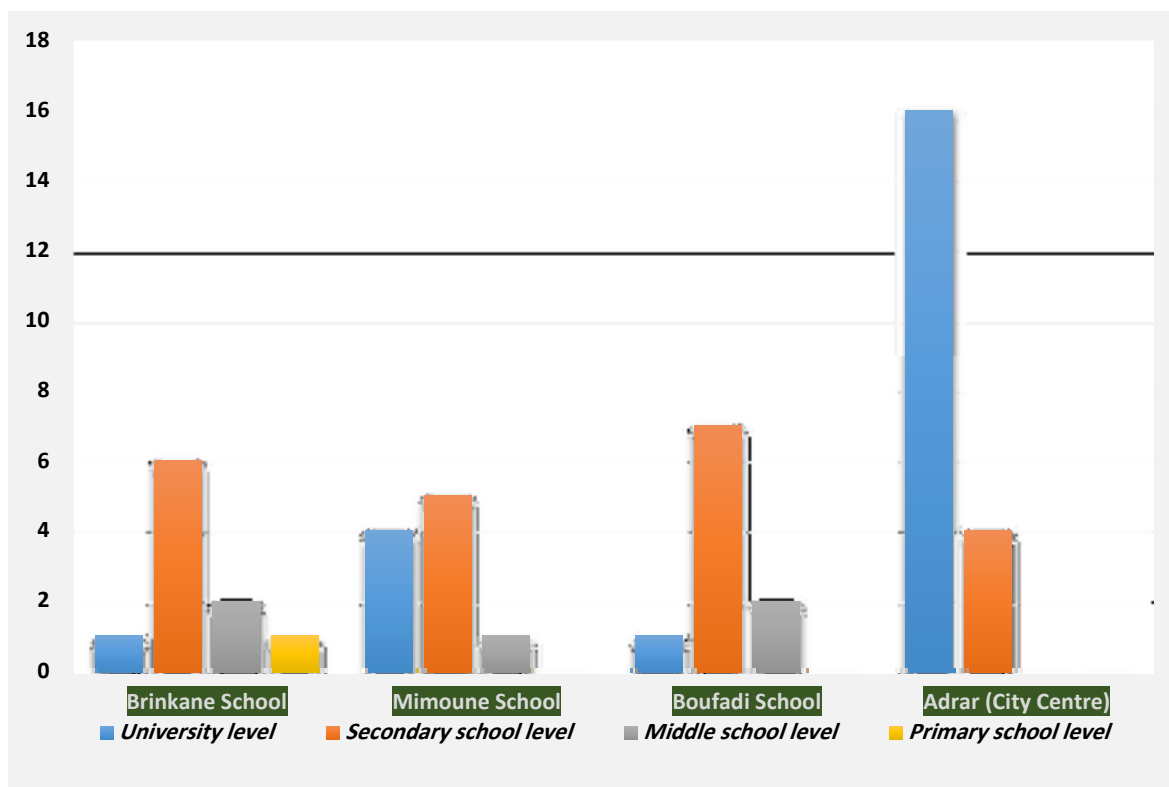
It is worth mentioning that the questionnaire was conducted in MSA (Modern Standard Arabic) so as to facilitate the process of understanding the questions and avoid any form of ambiguity. Split into three main rubrics, the questionnaire consisted of thirteen **(13)** items **(See Table 17)**.

4.1.2.1.1. Parent's Educational Status.

Results of the students' questionnaire are presented and analysed in terms of statistical frequencies in different tables followed by quietly interpretable graphs. We, without fail, think that the percentages, at first glance, would probably seem atypical as there was unbalance in selecting our sample. As explained already in chapter three, the number of participants of Ali Ben Abi Talib School in the city are twice bigger than each of the other schools. Yet, we took such decision to preserve homogeneity in the sampling **(See Table 10)**.

	Brinkane School		Mimoune School		Boufadi School		Adrar (City Centre)	
University	1	2%	4	8%	1	2%	16	32%
Secondary school	6	12%	5	10%	7	14%	4	8%
Middle school	2	4%	1	2%	2	4%	0	0%
Primary school	1	2%	0	0%	0	0%	0	0%

Table 25: Parent’s Educational Status.



Graph 2: Parent’s Educational Status.

The above graph (**Graph 2**) bars provide indicative data about the educational status of parents' respondents. As it is clearly seen, the highest proportion of parents who hold university certificate degree are those of Ali Ben Abi Talib School in the city centre. Less remarkably, parents of four students of Mimoune School (**40%**) carried on their studies at the university which is a justifiable indicator of their children's good oral performance.

Contrariwise, low oral performance of students of the two other schools (Boufadi & Brinkane) is probably, as we already hypothesized, linked to their parents' low educational level. In these two rural schools, parents who have university certificate degree represent only **4%** of the whole sample (**Table 2**).

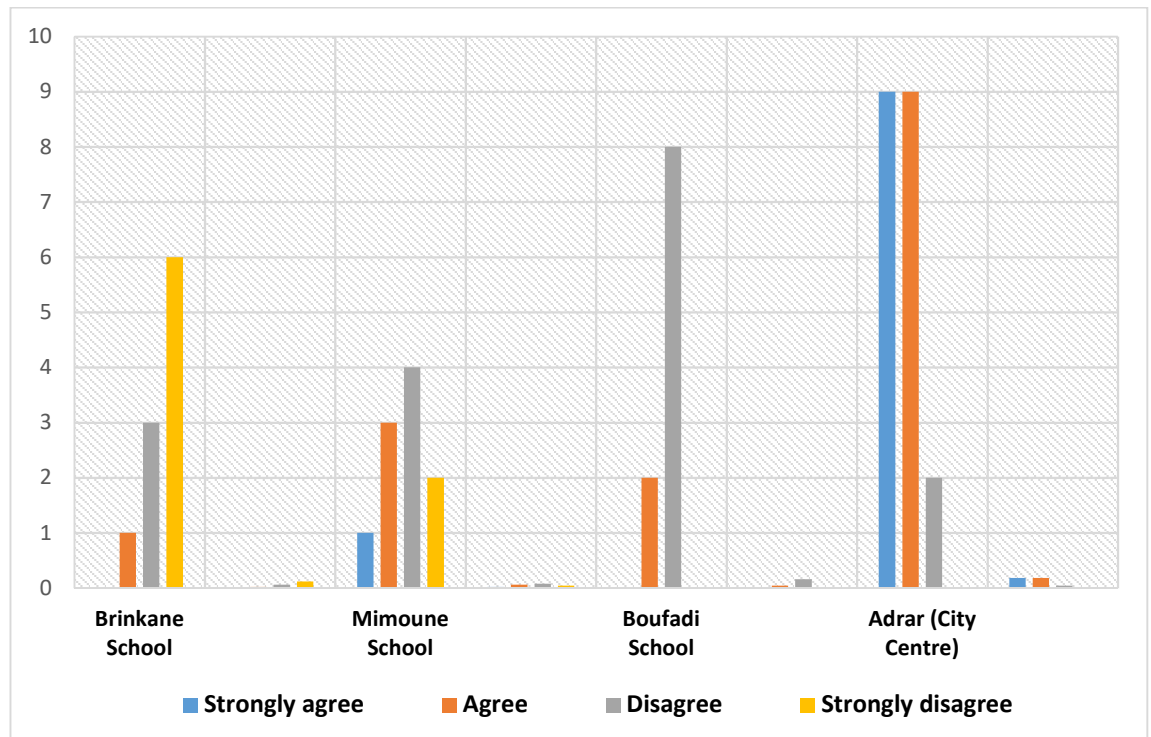
4.1.2.2. Rubric Two: Parents' Attitudes Towards ELL

Statement 1: *I am highly influenced by my parents' positive attitude and value towards English language.*

Unquestionably, high expectations from the parents about the academic achievement of their children play significant predictors of good scores in school tests and exams. The way parents value and perceive education will definitely shape their children's learning.

		Brinkane School		Mimoune School		Boufadi School		Adrar (City Centre)	
	Strongly agree	0	0%	1	2%	0	0%	9	18%
	Agree	1	2%	3	6%	2	4%	9	18%
	Disagree	3	6%	4	8%	8	16%	2	4%
	Strongly disagree	6	12%	2	4%	0	0%	0	0%

Table 26: Parents' Positive Attitude Impact on their Students.



Graph 3: Parents' Positive Attitude Impact on their Students.

By this statement, the researcher tried to gauge parents' attitudes towards their children's English learning. The data obtained (**Table 3 & Graph 3**) demonstrate that half of the respondents either agree or strongly agree on the positive impact of their parents vis a vis the English language. Not surprisingly, **72%** of them are students of Adrar (city centre) and only **2** students (**4%**) believe that their home environment does not boost their learning of this foreign language. On the other hand, **46%** of respondents of the three rural schools stated that they are not influenced by their parents' stance concerning foreign language learning. Accordingly, only seven students (**14%**) from these schools endorse statement 1.

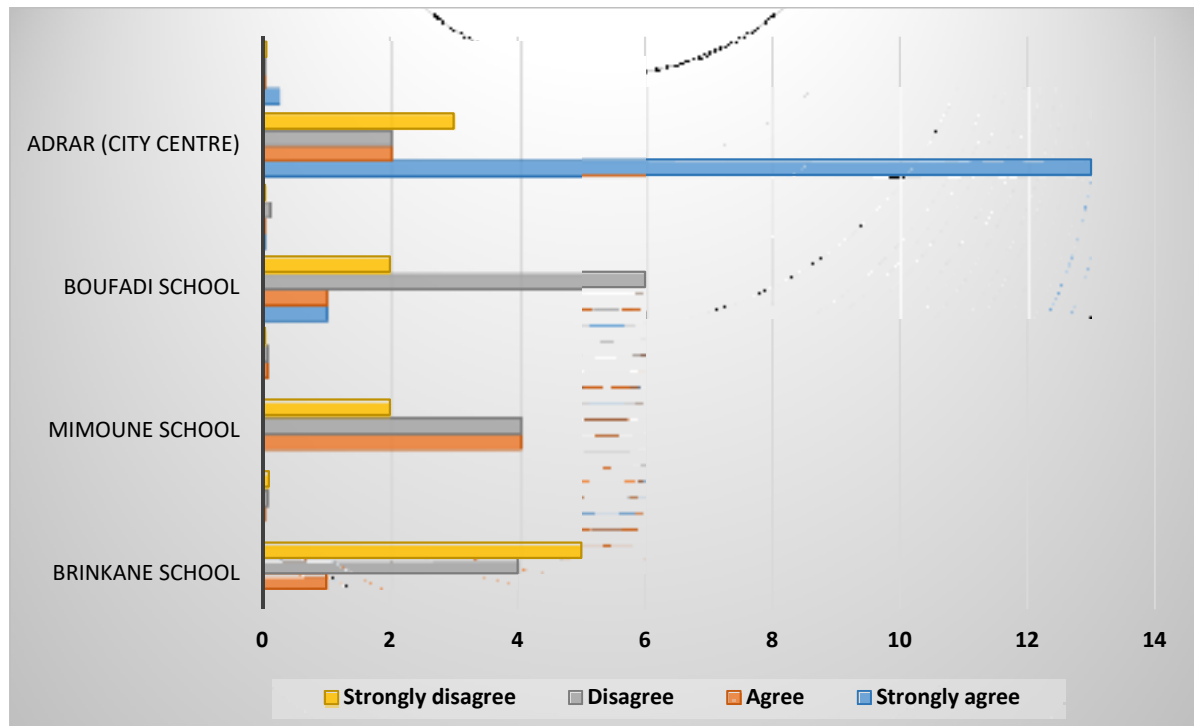
In a nut shell, unlike the highly educated parents of Ali Ben Abi Talib School's students, parents of the rural areas under investigation are not likely to get involved in their children's learning and perceive EFL negatively.

Statement 2: *My parents supply special budget to me to learn this language.*

In an attempt to know whether parents of the students under investigation are interested in their ELL, statement 2 was set with regard to the supportive environment offered to students to acquire this language. They usually show great interest and positive attitude towards English when they feel they are encouraged by their parents.

	Brinkane School		Mimoune School		Boufadi School		Adrar (City Centre)	
Strongly agree	0	0%	0	0%	1	2%	13	26%
Agree	1	2%	4	8%	1	2%	2	4%
Disagree	4	8%	4	8%	6	12%	2	4%
Strongly disagree	5	10%	2	4%	2	4%	3	6%

Table 27: Parents' Financial Support to Children's ELL.



Graph 4: Parents' Financial Support to Children's ELL.

Unlike respondents of the rural areas, the graph bar plainly shows that participants of the city centre confessed they are supported by their parents. **15** students among **20** (**75%**) in this school argued that their parents provide special budget for them to learn the English language. The other **25%** of the respondents claimed that they are not financially backed up which is not necessarily an indication of their parents' negative attitude as their oral performance scores were fairly satisfactory.

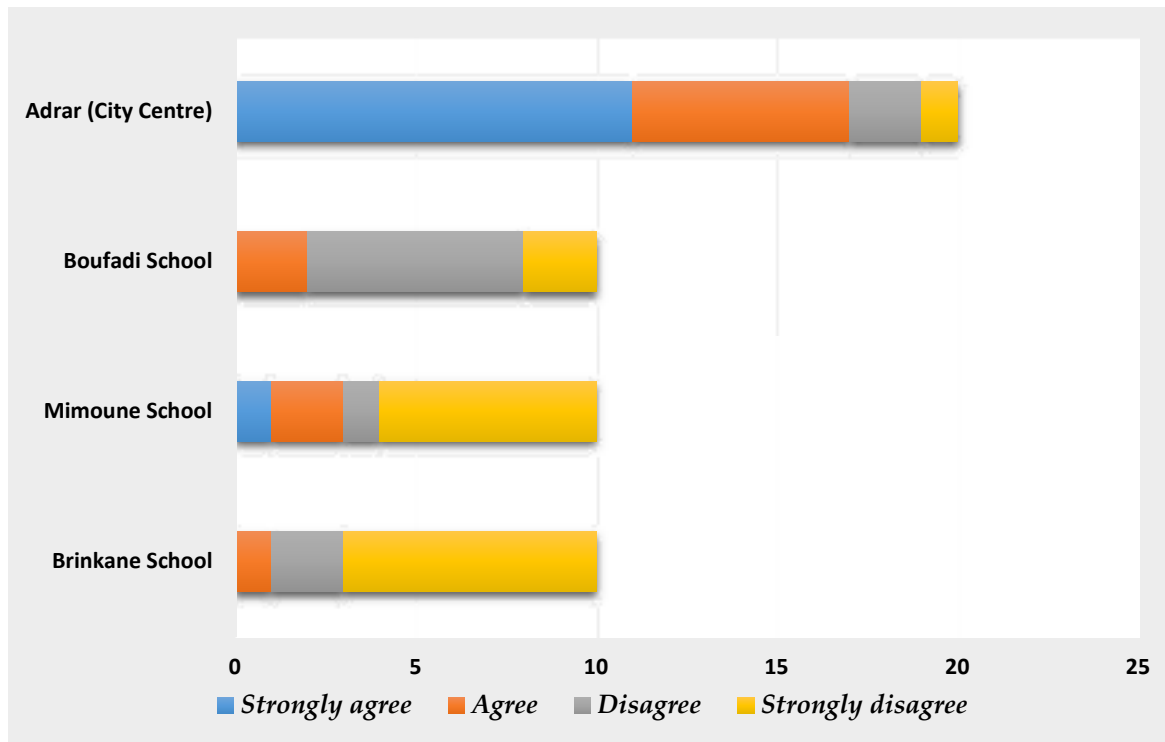
Again, rural students disagree with the fact that they are financially backed up to learn English. Almost half of the whole sample (**46%**) said that they don't get financial assistance to improve their English language. The socio-economic status and cultural background of their parents might well stand as a stumbling stone for good schooling and may create uncomfortable environment in which they promote their language acquisition.

Statement 3: *Parents regularly check my English progress in school tests and meet my English teacher to discuss my performance.*

Parents-teachers cooperation is necessary to increase the usefulness of homework. They should work together in creating a supportive homework environment (Kukk, 2014). In this sense, we suggested statement 3 to see how advantageous is the corporation between parents and school in enhancing children's EFL learning behavior.

	Brinkane School		Mimoune School		Boufadi School		Adrar (City Centre)	
Strongly agree	0	0%	1	2%	0	0%	11	22%
Agree	1	2%	2	4%	2	4%	6	12%
Disagree	2	4%	1	2%	6	12%	2	4%
Strongly disagree	7	14%	6	12%	2	4%	1	2%

Table 28: Parents' Involvement in Children's School Activities.



Graph 5: Parents' Involvement in Children's School Staff.

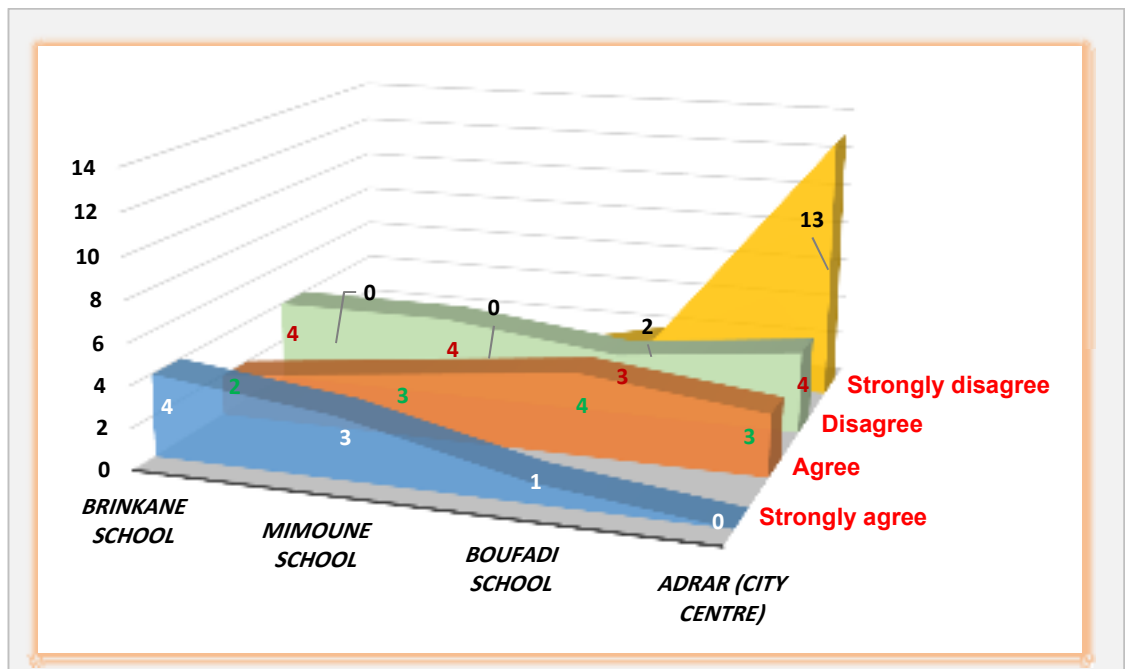
The obtained results (Table 28) show that 46% of all respondents demonstrated their agreement on the regular check of their parents to their learning. At first glance, the majority of respondents (74%) who agreed with this statement belong to Ali Ben Abi Talib School.

Statement 4 & 5: *My parents think TV shows/movies in English are inappropriate for my age & culture.*

The cultural background of the parents is another agent of influence on students' school achievements. The way parents perceive the world has either positive or negative impact on their children. The tables and graphs below reflect parents' attitudes vis-à-vis the western culture as far as the English language is concerned.

	Brinkane School		Mimoune School		Boufadi School		Adrar (City Centre)	
Strongly agree	4	8%	3	6%	1	2%	0	0%
Agree	2	4%	3	6%	4	8%	3	6%
Disagree	4	8%	4	8%	3	6%	4	8%
Strongly disagree	0	0%	0	0%	2	4%	13	26%

Table 29: Inappropriateness of English TV shows to Children’s Age According to Parents.

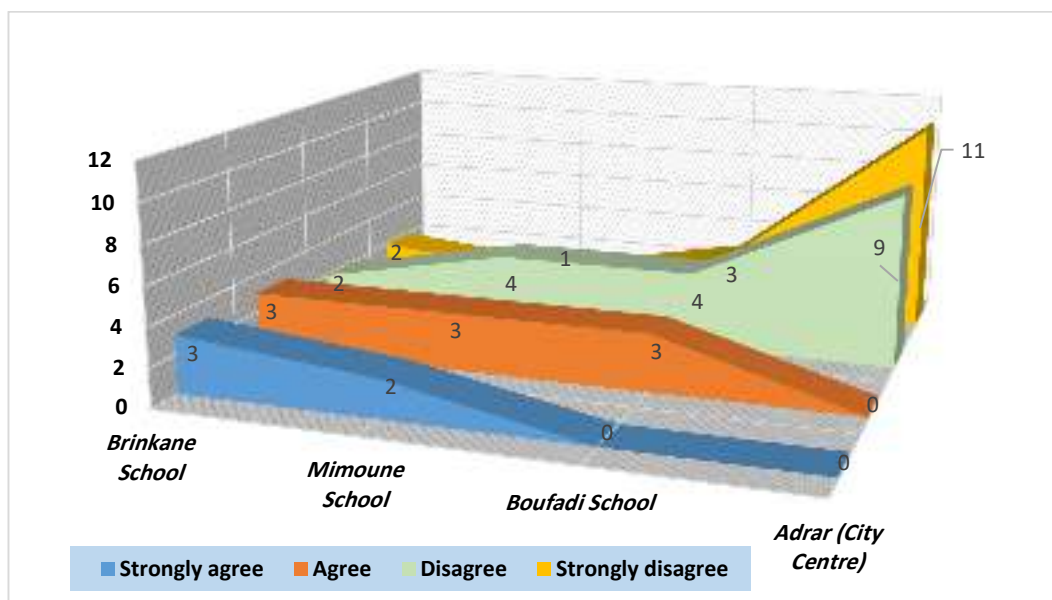


Graph 6: Inappropriateness of English TV shows to Children’s Age According to Parents.

Regardless parents' students represented in the yellow graph who do not think at all that English TV shows and movies are inappropriate for their children's age, the rest of the parents differ in their views. **40%** of the parents of the whole sample (including three parents form the city) think that watching English TV shows and movies seem to be inadequate for their children.

		Brinkane School		Mimoune School		Boufadi School		Adrar (City Centre)	
	Strongly agree	3	6%	2	4%	0	0%	0	0%
	Agree	3	6%	3	6%	3	6%	0	0%
	Disagree	2	4%	4	8%	4	8%	9	18%
	Strongly disagree	2	4%	1	2%	3	6%	11	22%

Table 30: Parents' Perception to ELL as Learning Distant Culture.



Graph 7: Parents' Perception to ELL as Learning Distant Culture.

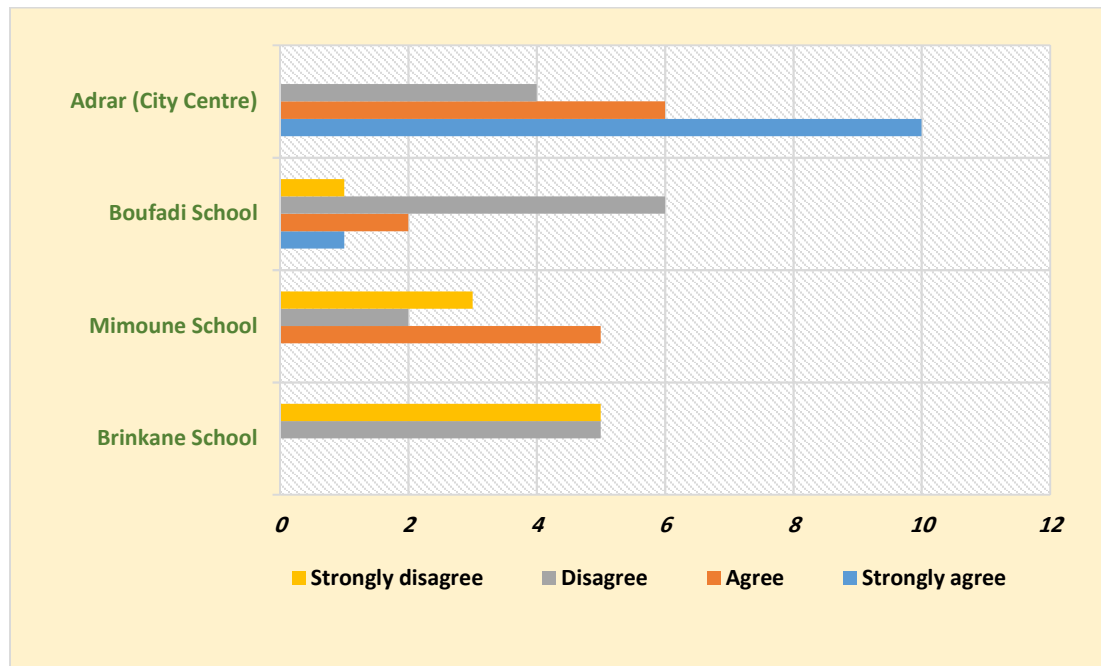
Quite similar to the previous graph bars, **40%** of the participants see that their parents are against allowing them to acquire the English culture through learning its language. They see English as a language of a distant and strange culture.

Statement 6: *My parents encourage me (by offering special gifts) if I perform well in English tests & exams.*

The scores learners obtain after each term of the school year do not reflect their performance at school only, but it extends to the outside environment including their parents' corporation as well.

		Brinkane School		Mimoune School		Boufadi School		Adrar (City Centre)	
	Strongly agree	0	0%	0	0%	1	2%	10	20%
	Agree	0	0%	5	10%	2	4%	6	12%
	Disagree	5	10%	2	4%	6	12%	4	8%
	Strongly disagree	5	10%	3	6%	1	2%	0	0%

Table31: Parents' Encouragement to Children Performance.



Graph 8: Parents' Encouragement to Children Performance.

The more the parents are involved in their children learning by providing extensive support, the better results they obtain along with their school achievements. Financial encouragement is one sort of parental support. With respect to the oral test scores, the results obtained (as shown in the graph) seem to be justifiable as participants of Brinkane and Boufadi particularly confessed that they are not encouraged for their performance in English. Only three students (6%) from these schools said that their parents often offer them special gifts if they obtain good scores in English.

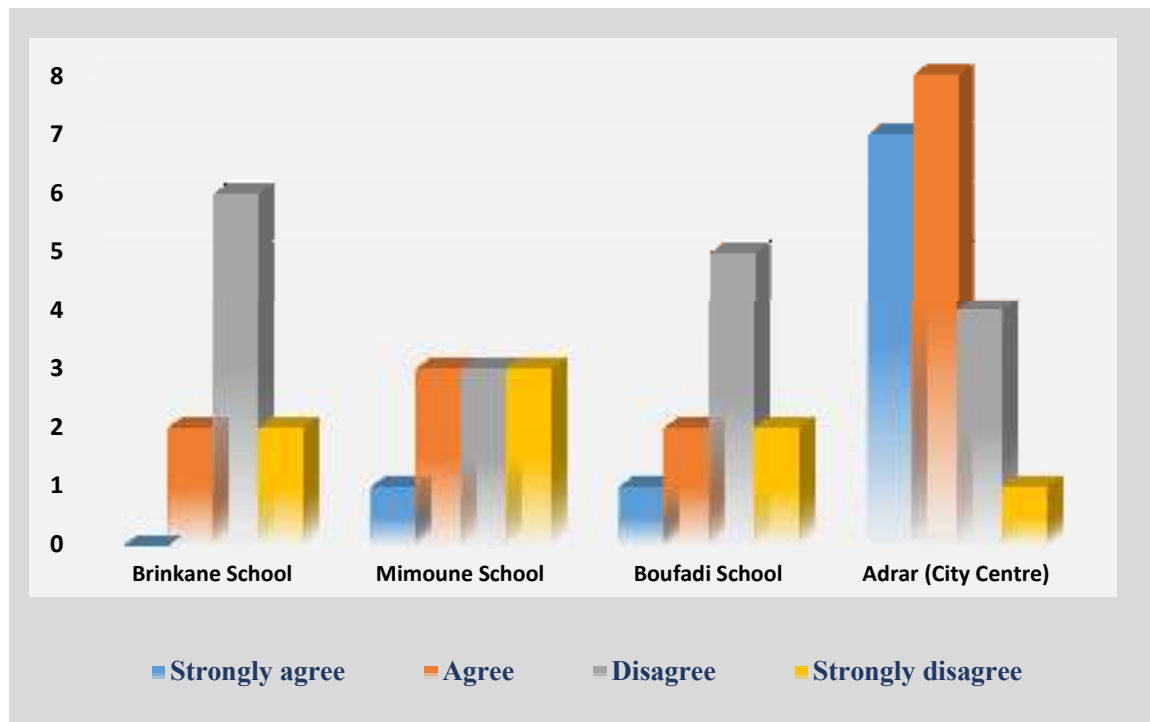
4.1.2.3. Rubric Three: Learners' Motivation to Learn English

Statement 7: *I speak English with my siblings at home.*

Investigating learners' attitudes towards learning English is one among the paramount axes of our research. To check respondent's motivation to learn English we elaborated the seventh statement which highlights the frequency of the use of English outside the classroom.

		Brinkane School		Mimoune School		Boufadi School		Adrar (City Centre)	
	Strongly agree	0	0%	1	2%	1	2%	7	14%
	Agree	2	4%	3	6%	2	4%	8	16%
	Disagree	6	12%	3	6%	5	10%	4	8%
	Strongly disagree	2	4%	3	6%	2	4%	1	2%

Table 32: Students' Motivation to Speak English.



Graph 9: Students' Motivation to Speak English.

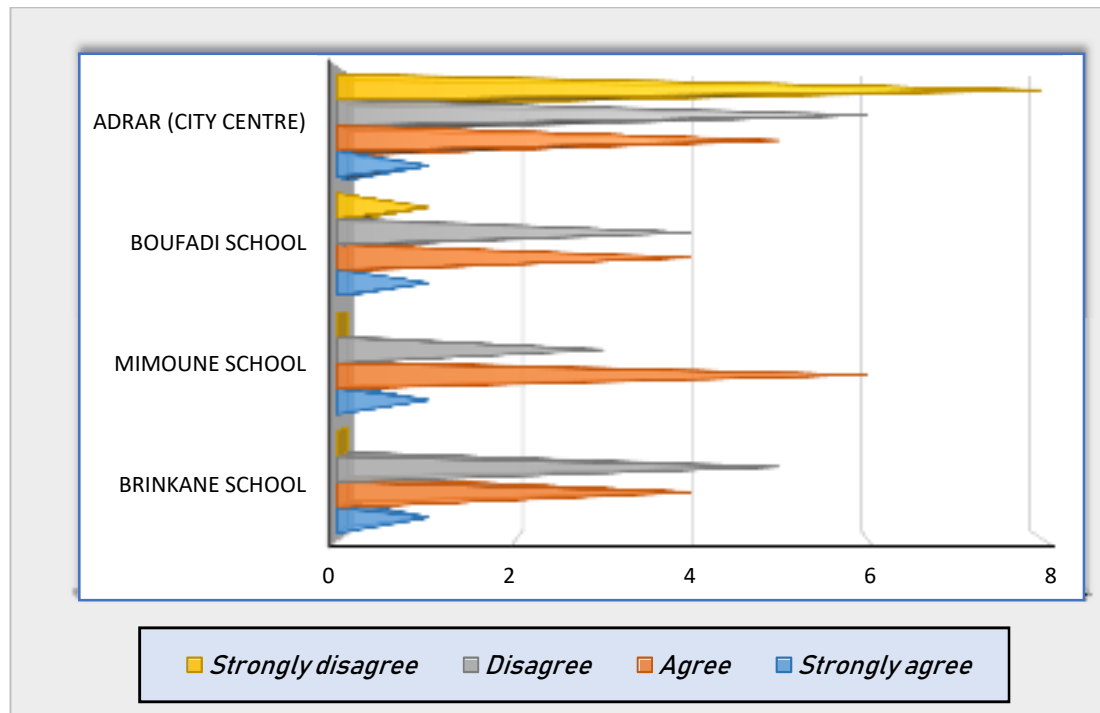
Fifteen (15) respondents (75%) of Adrar school, as clearly displayed in the graph, are motivated to speak English outside the classroom. This positive attitude, without fail, results from the motivating environment provided by their parents. On the other hand, only 9 respondents (18%) of the other schools declared they speak English with their siblings at home. Hence, this low percentage is an indicator of the negative attitude students of the rural areas have concerning ELL.

Statement 8: *My home environment stands as a stumbling block to my learning of English.*

Students whose parents are frequently involved in their schooling, tend to have fewer problems and better learning performance, and are more likely to achieve satisfactory results than students whose parents are not. In this regard, home environment predominantly remains a focal factor in enhancing students' ELL. Thereafter, their oral performance will eventually gain advanced improvement.

	Brinkane School		Mimoune School		Boufadi School		Adrar (City Centre)	
Strongly agree	1	2%	1	2%	1	2%	1	2%
Agree	4	8%	6	12%	4	8%	5	10%
Disagree	5	10%	3	6%	4	8%	6	12%
Strongly disagree	0	0%	0	0%	1	2%	8	16%

Table 33: Hindrance of Home Environment to Students' ELL.



Graph 10: Hindrance of Home Environment to Students' ELL.

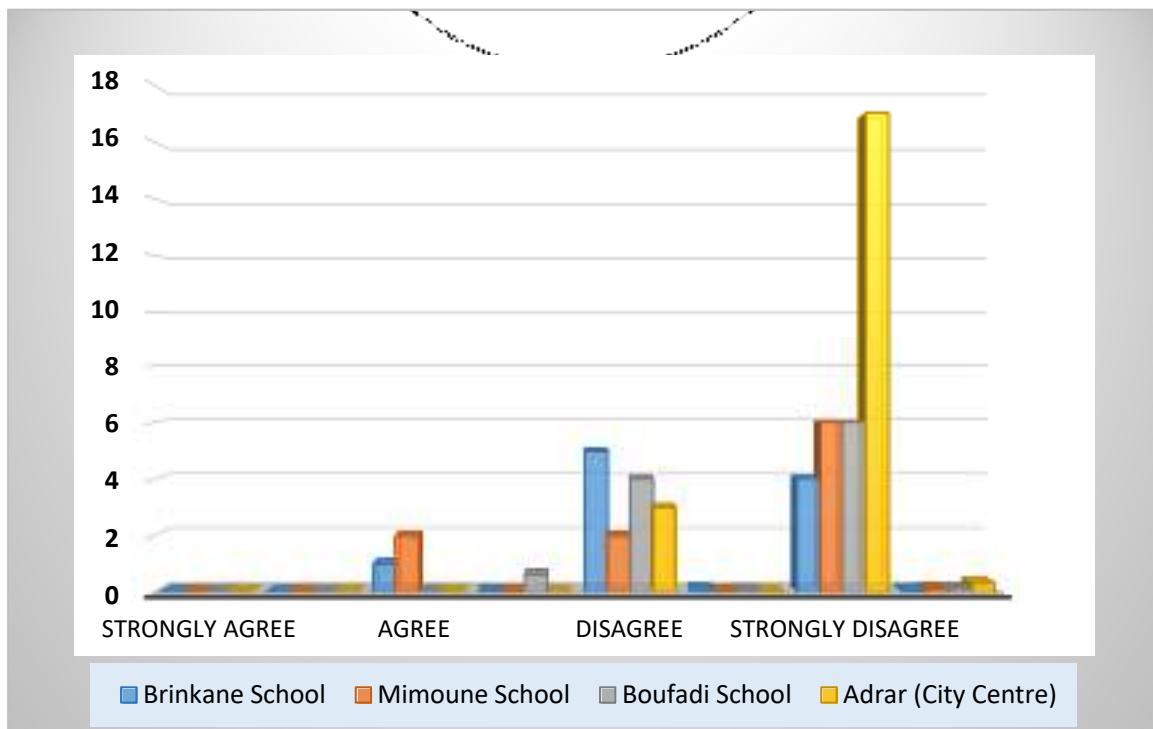
As a sign of their awareness to be responsible for their own learning, **46%** of the respondents agreed on the fact that home does not favour their English learning. The hardship they faced is justified by the reluctance of the parents to take part in their learning. Unpredictably, **6** respondents (**12%**) from Ali Ben Abi Talib who performed very well in the oral test professed that they find home environment as a stumbling block to their learning. On the other side, **54%** of respondents stated they do not think that conditions at home stumble their English learning though half of them study in the rural areas. Therefore, teachers and educationalists are called for future researches in the field to disclose and reveal prospective reasons behind such stumbling.

Statement 9: *English has no value in my life.*

Similar to statement 7 in that learners' attitudes towards ELL is among our main concern, the quest in this statement revolves on how valuable English language is in their life.

	Strongly Agree		Agree		Disagree		Strongly Disagree	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
Brinkane School	0	0%	1	2%	5	10%	4	8%
Mimoune School	0	0%	2	4%	2	4%	6	12%
Boufadi School	0	0%	0	60%	4	8%	6	12%
Adrar (City Centre)	0	0%	0	0%	3	6%	17	34%

Table 34: Importance of English in Students’ Life.



Graph 11: Hindrance of Home Environment to Students’ ELL.

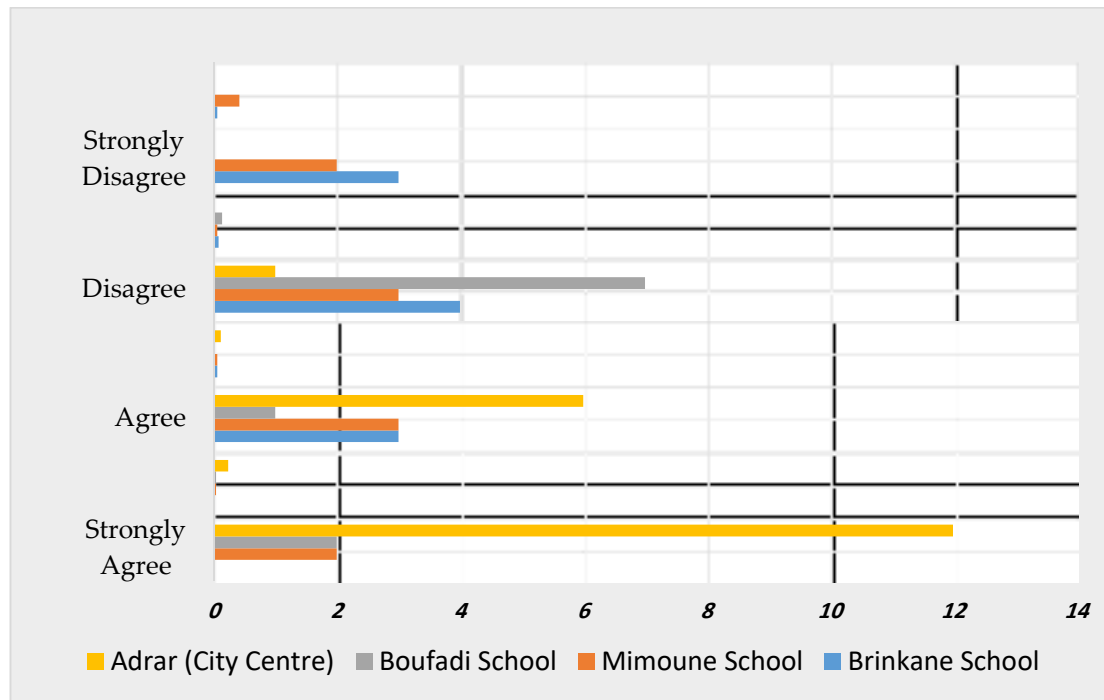
Plainly visible, just **6%** of respondents stated that English is not valuable for them. As a sign of a positive attitude, the majority of respondents (**74%**) perceive this foreign language as valuable in their lives. Again, a call for further research on the current topic is immediately addressed to stakeholders including teachers, educators, syllabus designers, and even decision makers to promote ELL in the region of Adrar by exploiting potential motivated learners.

Statement 10: *To improve my English, I use internet and social media to communicate with different people.*

In a globalized world where English is enormously used to communicate through different social media, the necessity to learn it is undoubtedly a must. Accordingly, Statement 9 is set to check how sensible respondents are about the urgent need to improve their English language if they want to be a member of this social net.

		Strongly Agree		Agree		Disagree		Strongly Disagree	
	Brinkane School	0	0%	3	6%	4	8%	3	6%
	Mimoune School	2	4%	3	6%	3	6%	2	42%
	Boufadi School	2	4%	1	2%	7	14%	0	0%
	Adrar (City Centre)	12	24%	6	12%	1	2%	0	0%

Table 35: Students' Use of Internet to Improve their ELL.



Graph 12: Students’ Use of Internet to Improve their ELL.

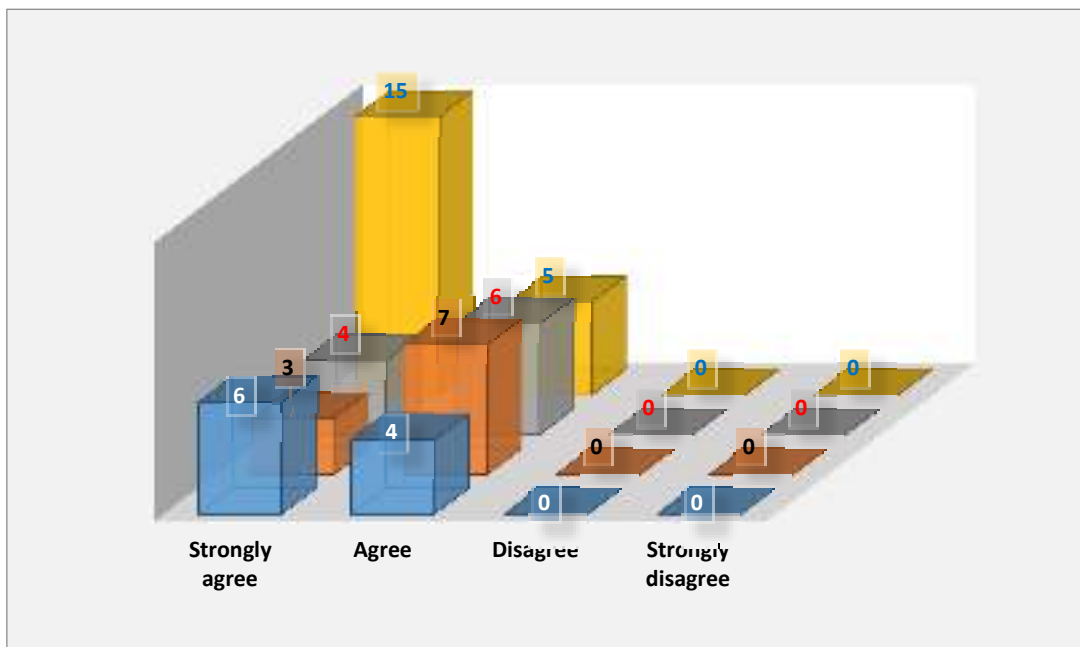
60% of respondents declared that they use the internet and social media to improve their English. Considering the characteristics of rural regions in having tough access to modernity and all aspects of technology, the answers of the other 40% seem rationally approved.

Statement 11: *I often think about how to ameliorate my English skills.*

To cross check respondents’ answers, we reformulate the statement which highlights their motivation and attitudes. To an extent rate, the results were acceptable:

	Strongly Agree		Agree		Disagree		Strongly Disagree	
Brinkane School	6	12%	4	8%	0	0%	0	0%
Mimoune School	3	6%	7	14%	0	0%	0	0%
Boufadi School	4	8%	6	12%	0	0%	0	0%
Adrar (City Centre)	15	30%	5	10%	0	0%	0	0%

Table 36: Students’ Intrinsic Motivation to Improve their Speaking Skills.



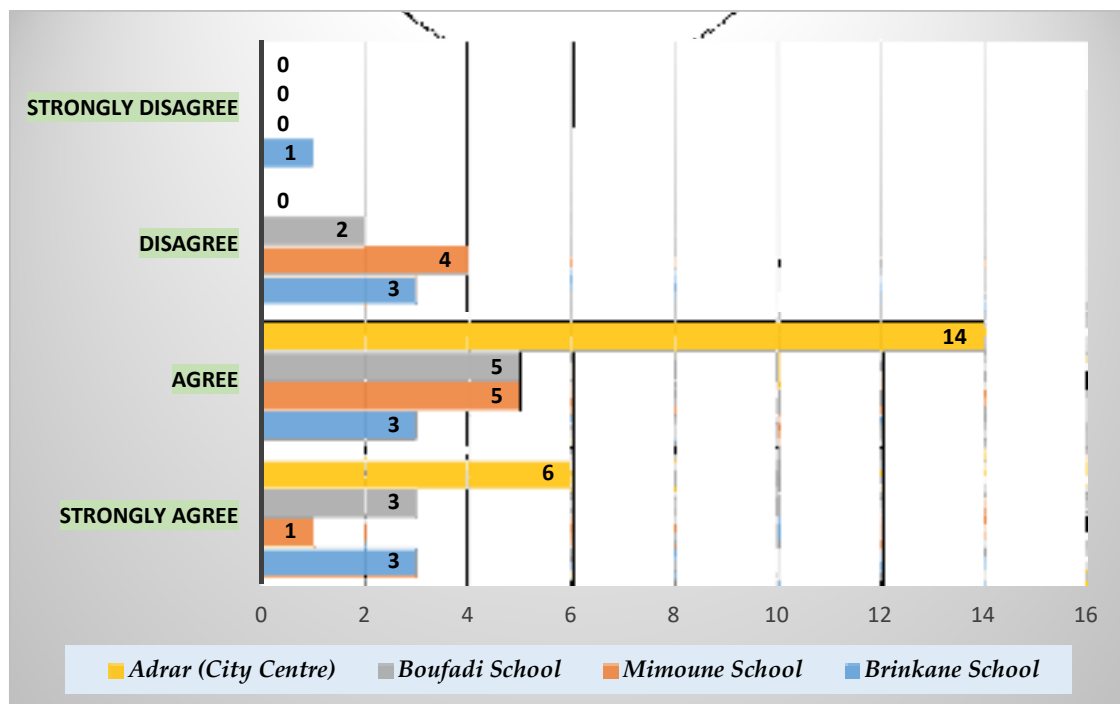
Graph 13: Students’ Intrinsic Motivation to Improve their English Speaking Skills.

Without exception, all the respondents (**100%**) either agree or strongly agree on the fact that they need to ameliorate their level of English. In spite of the good mastery of speaking skills the respondents of the city centre demonstrated, they expressed their eager thirst to acquire English.

Statement 12: *I like reading English stories/books at home.*

	Strongly Agree		Agree		Disagree		Strongly Disagree	
Brinkane School	3	6%	3	6%	3	6%	1	2%
Mimoune School	1	2%	5	10%	4	8%	0	0%
Boufadi School	3	6%	5	10%	2	4%	0	0%
Adrar (City Centre)	6	12%	14	28%	0	0%	0	0%

Table 37: Students' Fondness to Read English Books.



Graph 14: Students' Fondness to Read English Books.

40 respondents (80%) showed their willingness to learn the English language by stating that they like reading books and short stories in their free time. Excluding one respondent (2%) who studies in the city centre of Adrar from those who answered negatively, the rest (20%) of respondents are from the rural areas. Although this proportion represents only the one fifth (1/5) of the whole sample, we point out the determinant role parents play in exceeding their children's love of reading, and therefore, fostering their ELL.

Looking at the position of the researcher as an English teacher and as far as EFL is concerned, the data represented in the last chart are pleurably applauded. The results obtained display the crystal clear picture of the respondents' motivation and readiness to learn this language. Hopefully, with careful guidance and extensive remedial tasks students' speaking abilities will ameliorate.

4.1.3. Section Three: Checklist Evaluation

The questionnaire is used to evaluate the course book “On the Move” from teachers’ perspectives. Also, it seeks to investigate to what extent this teaching material enhances the communicative aspects of English language and improves the learners’ speaking abilities. Besides, it detects the extent of the suitability to the pupils’ levels and cultural backgrounds.

4.1.3.1. Procedure

While carrying out the study, the researcher did not focus on a specific level. All EFL middle school teachers were involved in evaluating the course book “*On the Move*”. As mentioned earlier in the chapter of Methodology and Research Design, the study was conducted at the wilaya of Adrar.

Sixty (60) ELT teachers took part in this checklist evaluation. A Five-Likert scale questionnaire was addressed to them to investigate their attitudes toward the adequacy of the 4th year middle school course book in fostering students’ speaking skill. Through the checklist we have designed, teachers are requested to depict their opinion of the efficacy of the current CBLT in helping students improve their English oral performance. Regardless the general information about the respondents as preliminary features of the questionnaire, four rubrics were carefully designed.

In order to collect data, the researcher used a questionnaire consisting of 12 Likert-type items split into five (5) main rubrics as follows:

<u>Rubric</u>	<u>Label</u>
• <i>Rubric I</i>	✓ General Information
• <i>Rubric II</i>	✓ Socio-cultural Contexts
• <i>Rubric III</i>	✓ Layout and design
• <i>Rubric IV</i>	✓ Speaking Skills
• <i>Rubric V</i>	✓ Teacher’s Attitudinal Aspects

Table 38: Checklist Scale Rubric Labelling.

The focus of the study was to determine the extent to which the aims of the course book correspond to the major principles of CBA and meet the communicative needs of the learners. Checking whether the variables like gender, teacher's language skills preference and length of ELT experience are determinant in influencing the evaluating process was another paramount aspect of our research. According to the results of the study, teachers' gender and especially their ELT experience have great impact on their way of evaluating the textbook.

4.1.3.2. Importance of Textbook Evaluation

No matter how well a textbook is written, it cannot fit all teaching and learning conditions. The decision that one textbook should be chosen over another can be considered one of the most important factors in the success or failure of the selected teaching materials in promoting learning. The teaching material can motivate both teachers and learners, if it is adequately tailored to their needs, interests, cultural background, or it can demotivate them if it is not.

Hence, before starting to elaborate and design teaching materials, it is necessary to envisage the balance between teachers' and learners' expectations, learners' purposes of learning a foreign language, the effect of contextual factors and, cultural considerations on both teachers and students.

4.1.3.3. Description of the Current Textbook: “*On the Move*”

In this section, we will provide a brief depiction of the textbook as to make prospective readers closer to this important teaching material. The reason for this is that the book itself is no doubt a participant in this study. The evaluations provided by the teachers through the questionnaires will hopefully become more fruitful and enrich the study with useful recommendations. Published by the Ministry of National Education, the textbook is composed of six (6) files covering several language aspects required for EFL middle school learners.

4.1.3.3.1. Distribution of language skills

McDonough and Shaw (1997) suggest an integrated multi-skills syllabus because it considers and incorporates several categories of both meaning and form. In this vein, it is possible to say that ‘On the Move’ is a multi-skills textbook and

therefore, covers and integrates both productive (speaking and writing) and receptive skills (listening and reading). However, it does place a larger emphasis on reading and writing.

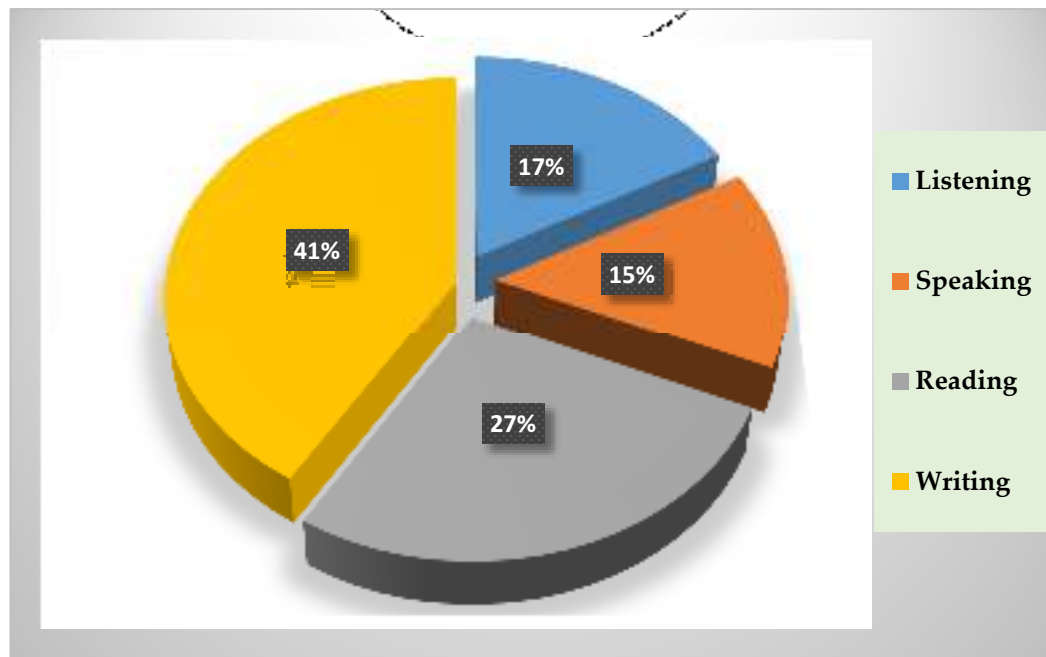
In an attempt to seek whether all language skills are emphasized adequately with regard to the final communicative goals implemented in the current educational reforms and, more importantly detect to what extent the course book fosters practicing those skills, we carried out an in-depth scan of this teaching material by counting the number of tasks and activities meant to advance learners' ELL.

Moreover, the table of content of "*On the Move*" does not provide exact information about the number of exercises and activities focusing on certain language skill. As a result, all the tasks must have been counted. Writing was considered only in a form of writing texts, dialogues, finishing stories but not answering sentences. Pronunciation tasks were considered as part of the listening skills. As for the speaking skill, only oral communication exercises which involve dialogues and conversations were counted. The results of the scan are clearly displayed in the following chart by measuring the proportion of each language skill:

	Listening	Speaking	Reading	Writing
	N° / %	N° / %	N° / %	N° / %
<i>File one</i>	12 → 3.82%	10 → 3.18%	15 → 4.77%	23 → 7.33%
<i>File two</i>	08 → 2.54%	09 → 2.86%	08 → 2.54%	25 → 7.96%
<i>File three</i>	09 → 2.86%	07 → 2.22%	13 → 4.14%	20 → 6.37%
<i>File four</i>	07 → 2.22%	03 → 0.95%	19 → 6.05%	25 → 7.96%
<i>File five</i>	08 → 2.54%	10 → 3.18%	15 → 4.77%	19 → 6.06%
<i>File six</i>	09 → 2.86%	07 → 2.22%	16 → 5.09%	17 → 5.41%
Total	53 → 16.8%	46 → 14.6%	86 → 27.4%	129 → 41.2%

Table 39: Language Skills Proportions in the Course Book.

Statistics data shown in the table are represented in the following chart pie:



Graph 15: The proportion of language Skills in “On the Move”.

At first glance, it is evident that there is an imbalance between speaking and the other skills (**Graph 15**). Writing seems to be given more importance throughout the course book with 129 tasks focusing on written practices. The chart pie above demonstrates in a clear-cut depiction to what extent language skills are emphatically distributed in the course book. As far as the final Middle School Brevet Examination (BEM) is concerned, we believe that much emphasis devoted to the writing skill is justifiably approved. During the discussions we made with participants (teachers), the majority declared that they give much importance and care to the writing skill at the expense of the other skills since they already know that an official oral exam is not included in the curriculum. Additionally, by excluding oral language proficiency, participants stated that they are responsible for the learners’ written performance as BEM exam results are concerned with the written form only.

Distinctly, a big deal of attention is dedicated to the productive skill: writing. **41%** of the learning tasks are consecrated to writing skills at the expense of reading and listening skills which represent **27%** and **17%** respectively. With the lowest proportion (**15%**), speaking skills, though perceived as primary skills to be learnt for most of the teachers, pretty little concern is devoted for them. In this vein, both teachers and students deliberately orient their focus to reading and writing as long as an official oral test is not included by the end of the middle school phase.

4.1.4. Teacher's Questionnaire

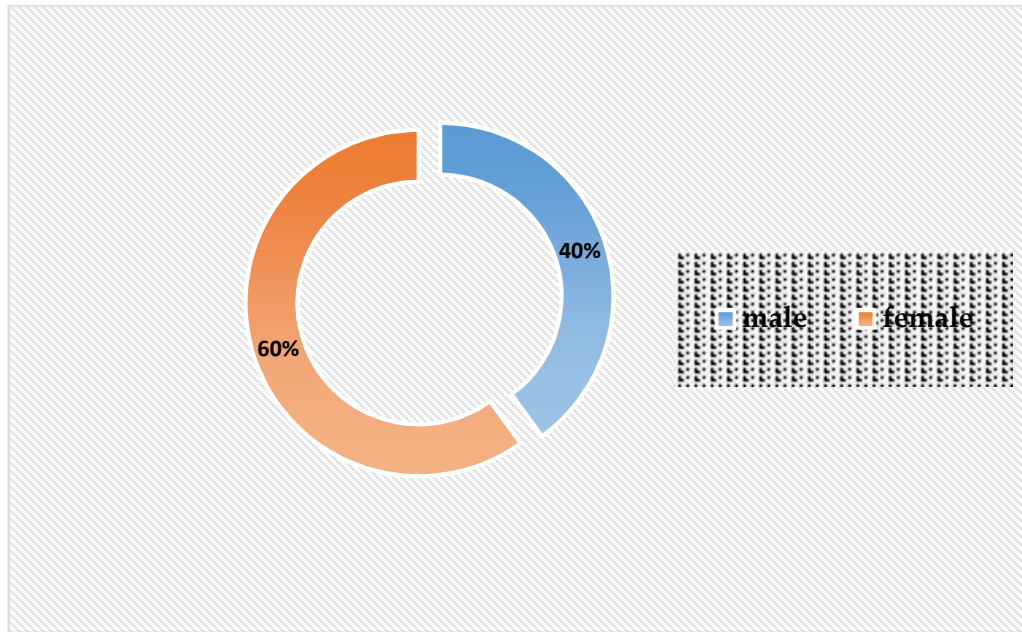
4.1.4.1. Rubric One: General Information

4.1.4.1.1. Gender.

	Frequency	Percent
<i>Female</i>	36	60.0
<i>Male</i>	24	40.0
<i>Total</i>	60	100.0

Table 40: Gender.

Among sixty respondents, **60%** are female teachers. However, **11** female teachers (**18.33%** are newly recruited while **5%** are males. On the other hand, those (**15%**) who have an experience of more than **16** years are all male teachers (see table **38**). A very indicating percentage if we are to count the variable of gender.

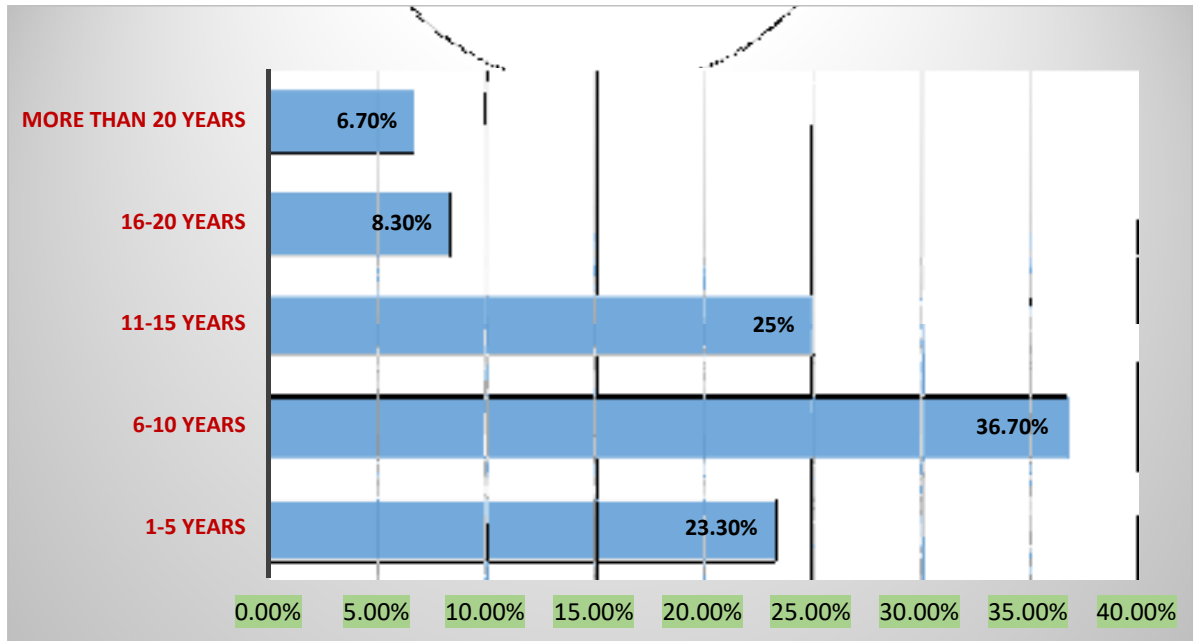


Graph 16: Gender.

4.1.4.1.2. Length of ELT Experience.

1-5 years		6-10 years		11-15 years		16-20 years		more than 20 years	
14		22		15		5		4	
F : 11	M : 3	F : 16	M : 6	F : 8	M : 7	F : 0	M : 5	F : 0	M : 4
18.33%	5%	26.66%	10%	13.33%	11.66%	0%	8.33%	0%	6.66%

Table 41: Length of ELT experience.



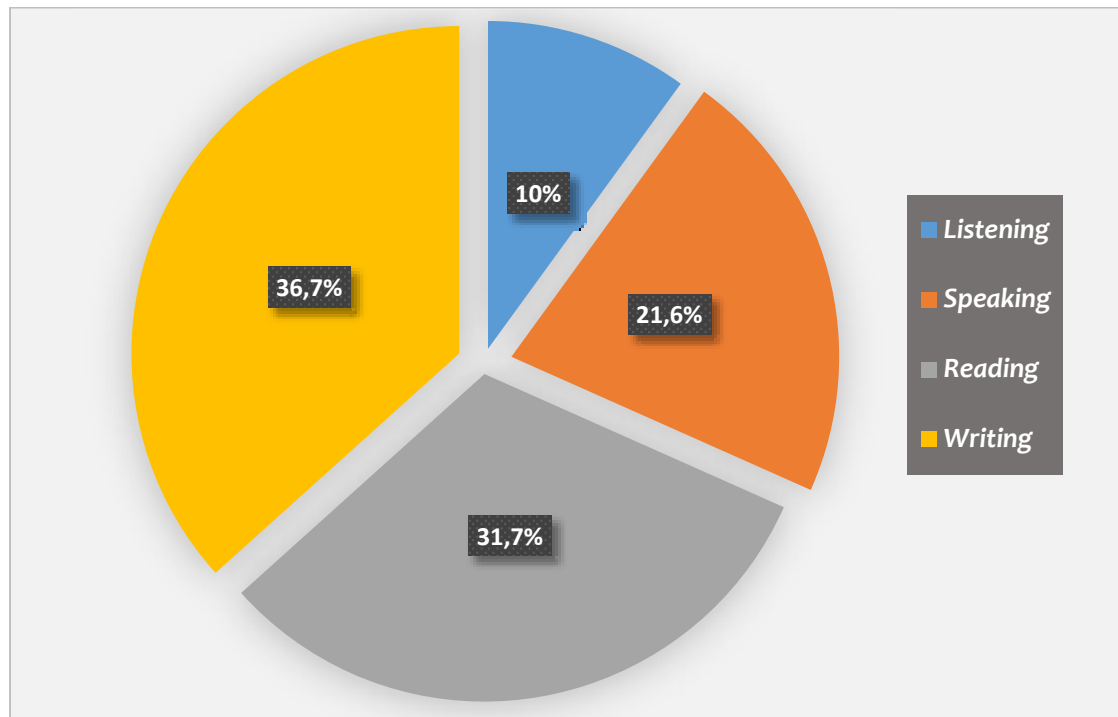
Graph 17: Length of ELT experience.

More than half of the respondents (60%) have an ELT experience less than 10 years. As far as EFL context is concerned, a ten years’ time-span, we assume, is not sufficient enough for teachers to grasp all the learning theories and teaching methodologies and be able to accurately evaluate and analyse a given textbook. Unsurprisingly therefore, the results obtained might well be influenced by the expertise factor.

4.1.4.1.1.3. Teacher’s Language Skill Preference.

	Frequency	Percent
Listening	6	10%
Speaking	13	21,6%
Reading	19	31,7%
Writing	22	36,7%

Table 42: Teacher’s Language Skill Preference.



Graph 18: Teacher's Language Skill Preference.

As clearly stated before, most respondents are not likely to emphasize their teaching on speaking skills. Only 13 teachers (21.6%) declared that they prefer teaching speaking in their classes. Six 6 teachers (10%) only are concerned with teaching listening. Though all the listening tasks are provided with audio recording and listening scripts at the final pages of the course book, teachers tend to avoid teaching such skill, probably because they do not favour using the ICTs in their lessons.

On the other side, more than 68% of the respondents have a remarkable preference to reading and writing. Their final objective is to improve learners' reading comprehension skills and help them do better in written practices.

4.1.4.2. Rubric Two: Socio-cultural Contexts

4.1.4.2.1. *The social and cultural contexts in the C.B.*

If language teaching materials are designed incorporating different aspects of society, culture and positive views of different social classes, learners can become socially, culturally and environmentally aware, and therefore, be able to cope with the possible challenges found in the course book.

Item	S. A	A	U	D	S. D
4. <i>The social and cultural contexts in the C.B are comprehensible.</i>	5 8.33%	20 33.33%	10 16.66%	20 33.33%	5 8.33%
5. <i>The speaking tasks in the C.B are relevant to students' cultural background and interests.</i>	2 3.33%	9 15%	18 30%	22 36.66%	9 15%

Table 43: *The Social and Cultural Contexts in the C.B.*

Table 43 investigates the criterion of social and cultural contexts which were measured through two items in the questionnaire. In response to item 4, the scores obtained seem to be typically homogenous; the number of respondents who agreed on this item is identical to those who disagreed (41.66% agreeing). Besides, 10 respondents (16.66%) expressed their uncertainty. However, more than 51% of the respondents displayed disagreement on the fifth item. 30% of them stated that they are uncertain. Only a minority responded positively to item 5.

Approving the negative teachers' attitudes, these results may well demonstrate the complex and delicate situations associated with social and cultural features of the course book.

4.1.4.3. Rubric three: Design and Layout

4.1.4.3.1. *To what extent is the C.B. effective according to the design & layout?*

Item	S. A	A	U	D	S. D
6. <i>Illustrations in the C.B are motivating and foster genuine communication.</i>	4 6.66%	21 35%	10 16.66%	18 30%	7 11.66%
7. <i>The layout and design of the communicative tasks encourage students to perform better orally.</i>	4 6.66 %	15 25%	16 26.66%	16 26.66%	9 15%

Table 44: Effectiveness of the C.B. according to the Layout & Design.

With respect to the aesthetic features of the course book, the criteria of design and illustrations were scaled through two statements in the present checklist. Similar to the scores obtained for item 4, the teachers' responses to item 6 indicate exactly the same ratio. 41% of the respondents expressed either agreement or disagreement. In addition, as Table 5 is indicating, more than 41% of the teachers (26.66% agreeing & 15% strongly agreeing with the sixth item) stated that the textbook layout and design are not appropriate and do not encourage students to foster their speaking skills. More than one fourth of the teachers (26.66%) declared uncertainty.

In a nutshell, the overall evaluation of the layout and design of the selected textbooks is relatively positive with the most negative aspect in this section being the considerable number of teachers (more than one forth: 26.66%) who are uncertain. Since the evaluation, in this rubric, overwhelms the aesthetic aspect of the textbook, such uncertainty seems rather justifiable.

4.1.4.4. Rubric Four: Speaking Skills

4.1.4.4.1. Effectiveness of the C.B. in terms of the Speaking Skills.

Item	S. A	A	U	D	S. D
8. <i>Activities which are transferable to real-life communication, are realistic and promote the learning of communicative skills and strategies.</i>	2 3.33%	15 25%	14 23.33%	19 31.66%	10 16.66%
9. <i>There is much emphasis on the spoken English in the C.B.</i>	7 11.66%	16 26.66%	13 21.66%	18 30%	6 10%
10. <i>The speaking activities in the C.B. are varied (role plays, dialogues, ...)</i>	8 13.33%	31 51.66%	6 10%	11 18.33%	4 6.66%
11. <i>Topics are interesting and invite students for genuine communication.</i>	2 3.33%	19 31.66%	17 28.33%	16 26.66%	6 10%

Table 45: Effectiveness of the C.B. according to the Speaking Skills.

The fourth rubric of the checklist endeavours to detect to what extent is the textbook effective in terms of the speaking skills. This was measured through items **8**, **9**, **10**, and **11** in the questionnaire and the responses are presented in (Table 45).

Visible enough, approximately **50%** of the participants responded negatively to item **8**. They think that the speaking activities in the present C.B. are not realistic and do not maintain the targeted communicative goals. While an acceptable number of the participants (**40%**) do not approve the fact that the current C.B. is not emphatically based on the spoken form. Unpredictably, though the majority of the teachers devote much time and effort to the writing skill, (**38.66%**) of the whole sample admit that there is much emphasis on the spoken form in the C.B.

Speaking practice takes place through oral presentation, some role plays, pair and group work, and open class discussion ...etc. In this sense, the variety of speaking

activities is a paramount factor in the development of learners' communicative competence. To lead learners to a genuine and meaningful oral communication, such activities must be varied. Accordingly, **65%** of the teachers favourably demonstrated that the speaking tasks in “*On the Move*” are varied in response to item **10**. As for the last item, the outcome is relatively homogenous. Authenticity and reliability of topics are unavoidable elements of the quality of any teaching material. In this respect, there was not clear divergence in respondents' answers. Roughly, the number of the teachers who answered positively countervails of that who disagreed. Noticeably, the number of uncertain teachers is fairly high; while (**41%**) of the respondents' thinking are positive that the topics of the book are interesting and authentic in a motivating way, the same ratio sees the contrary. So, in this respect, it can be considered that the textbook is relatively interesting and topics are fairly authentic.

To sum it up, the effectiveness of the speaking skills was positively perceived by most of the respondents in spite of the less attention this productive skill has gained.

4.1.4.5. Rubric Five: Teachers' Attitudinal Aspects

4.1.4.5.1. Teachers' Attitudes towards the Speaking Skills in the C.B.

In the last part of the questionnaire, the teachers were asked to express their opinions and attitudes on the textbook “*On the Move*”. This rubric depicts their views about syllabus designing, communicative objectives of CBLT, and editing the whole course book. It is worth mentioning that the outcome of this part is remarkably different when compared to the previous results.

Item	S. A	A	U	D	S. D
12. Involvement of teachers in syllabus designing and course book writing.	19 31.66%	24 40%	4 6.66%	8 13.33%	5 9.33%
13. The C.B does not foster students' speaking skills within the current CBLT.	30 50%	22 36.66%	4 6.66%	4 6.66%	0 0%

14. <i>The present C.B. needs to be revised or changed.</i>	22	22	4	11	1
	36.66%	36.66%	6.66%	18.33%	1.66%

Table 46: Teachers' Attitudes towards the Speaking Skills in the C.B.

Accordingly, the measurement of the criteria of teachers' attitudes was undertaken by means of three items: **12**, **13**, and **14**. As clearly visible without doubt, approximately **72%** of the respondents answered positively by declaring that they would like to be involved in syllabus designing and course book writing. This outcome is, without fail, a strong indicator of the necessity to integrate teachers in designing teaching materials. Whereas, only **13** respondents responded negatively. Furthermore, we assume it is noteworthy to mention that **8** respondents (**61.54%**) have an ELT experience of less than 10 years. Stated differently, teachers with little expertise in ELT are not likely to be involved in course book and syllabus designing.

In an attempt to gauge CBLT principles within the middle school textbook, the results obtained were unexpectedly and enormously expressive regarding the scores of the previous rubrics. The absolute majority of the respondents (**82%**) believed that the present textbook does not serve students to enhance their speaking ability and stated that it is not effective in terms of fostering EFL learners' oral performance.

On the other side, **73.67%** of the participants totally agree with the last item by confirming that the teaching material under investigation needs to be revised or changed. Again, the variable of ELT experience plays a paramount role in teachers' decisions. **100%** of the respondents who expressed disagreement are newly recruited teachers as they have less than 5 years ELT expertise.

4.1.5. Descriptive Statistics

As far as descriptive statistics are concerned, in this section, we present a brief data analysis in terms of mean score distributions based on the categories in the scale. Therefore, data were analysed descriptively and teachers' responses to the items of the scale were evaluated in terms of mean scores.

4.1.5.1. Discussing the Statistical Scores

Results of the study are presented according to the dimensions identified in the instrument of the study “Textbook Checklist Evaluation”. The results are clarified vis à vis the order of rubrics (Table 47)

Rubric 1: General Information

Items	N°	mean	median	mode	Std. Dev.	Variance	range
Item one:	60	1.40	1.00	1	0.494	0.244	1
Item two:	60	2.38	2.00	2	1.136	1.291	4
Item three:	60	2.95	4.00	4	0.999	0.997	4

Rubric 2: The Social and Cultural Contexts in the C.B.

	N°	mean	median	mode	Std. Dev.	Variance	range
Item four:	60	3.00	3.00	2	1.164	1.356	4
Item five:	60	3.45	4.00	4	1.032	1.404	4
Overall		3,22			1.098	1.38	

Table 48: The Social & Cultural Contexts in the C.B.

In this rubric, checklist items 4 & 5 focused on the social and cultural contexts of the book. As shown in (Table 48), participants expressed their views on the cultural dimension of the course book with a mean score 3,22.

Rubric 3: Effectiveness of the C.B. according to the Layout & Design.

	<i>N°</i>	<i>mean</i>	<i>median</i>	<i>mode</i>	<i>Std. Dev.</i>	<i>Variance</i>	<i>range</i>
Item six:	60	3.05	3.00	2	1.185	1.404	4
Item seven:	60	3.18	3.00	3	1.172	1.373	4
<i>Overall</i>		<i>3,11</i>			<i>1.178</i>	<i>1.388</i>	

Table 49: Effectiveness of the C.B. According to the Layout & Design.

Clearly demonstrated in Table 49, the 6th and 7th item in the checklist were about the efficiency of the layout and design of the teaching material in fostering the communicative aspects of oral language. According to the teachers' responses, this ELT course book received a mean point just above the average 3. To be precise, teachers expressed their views with a mean point 3,11.

Rubric 4: Effectiveness of the C.B. according to the Speaking Skills.

	<i>N°</i>	<i>mean</i>	<i>median</i>	<i>mode</i>	<i>Std. Dev.</i>	<i>Variance</i>	<i>range</i>
Item eight :	60	3.33	3.00	4	1.130	1.277	4
Item nine:	60	3.00	3.00	4	1.207	1.485	4
Item ten:	60	2.53	2.00	2	1.142	1.304	4
Item eleven:	60	3.08	3.00	2	1.062	1.129	4
<i>Overall</i>		2.98			1.135	1.298	

Table 50: Effectiveness of the C.B. According to the Speaking Skills.

Regardless the tenth item through which participants graded the course book in terms of variety of oral tasks and activities with a mean score below the average **2.53**, Checklist items **8**, **9**, and **11** were graded with scores just above the average: **3.33**, **3.00**, and **3.08** respectively. Positively impressed, teachers reflected their views on the course books they use in terms of speaking activities by scaling the balance between individual response, pair work, and group work as well as the development of activities to initiate meaningful communication. The data obtained reflects a mean score of **2.98** (Table 50).

Rubric 5: Teachers' Attitudinal Aspects.

	<i>N°</i>	<i>mean</i>	<i>median</i>	<i>mode</i>	<i>Std. Dev.</i>	<i>Variance</i>	<i>range</i>
Item twelve :	60	2.27	2.00	2	1.274	1.623	4
Item thirteen:	60	1.70	1.50	1	0.869	0.756	3
Item fourteen:	60	2.12	2.00	1	1.151	1.325	4
<i>Overall</i>		<i>2.03</i>			<i>1.098</i>	<i>1.234</i>	

Table 51: Teachers' Attitudinal Aspects.

Obviously, compared to the previous tables, **Table 51** displayed a clear-cut difference. The items **12**, **13**, and **14** were elaborated to measure teachers' attitudes and views towards their involvement in the choice of the teaching methods, course book designing, syllabus elaboration. Most participants actually responded unfavourably. This is because the arithmetic average score of the teachers' attitudinal part of evaluation scale is below the average **2.03**.

Conclusion

In the light of the findings it can be concluded that unlike the students of rural areas in Adrar (most particularly those under investigation), students of the city centre demonstrated a quite acceptable level of English. During the oral test, not only did they manifest brilliantly, but they showed a considerable amount of fluency as well. Furthermore, they rarely hesitated while conducting the interview with their teachers and

their speech lacked unnecessary pauses. On the contrary, though they are largely aware of the decent status English language has attained, students of the chosen rural areas performed badly. Their oral test scores were severely unsatisfactory bearing in mind that their results and achievements in other subjects are completely heartening.

Highly influenced by their parents' positive attitudes towards ELL, students' good performance, we believe, resulted from the motivating home environment and the involvement of the parents in their language learning activities. These activities include involvement in children's homework, checking their foreign language scores and progress, meeting their English teachers, and supplying special budget to improve their language learning. Socio-economic status of the family and the educational level of the parents were also pivotal agents enhancing students' foreign language learning and paved the way to better their oral performance.

On the other scale of the study, results indicate findings slightly in favour of the current course book used in teaching English at the Algerian middle school in some categories while suggesting less favourable results in some others. Excluding the last rubric in which the scores were obviously divergent where teachers unfavourably expressed their views and attitudes towards the textbook, the results in the rest of the rubrics were convergent and demonstrated a quite homogenous outcome. Meaning, participants suggested a negative overall appraisal of the last part of the evaluation scale. Considering the high number of participants who responded quite negatively to the two last items of rubric **5** in which they totally agreed with the idea that the present course book does not foster the speaking abilities of students, and then, it must be changed, teachers' responses seem to be contradictory. Consequently, the credibility of their answers call for questionable remarks.

Theoretically a mean score of **3** may be claimed to be enough for a course book to be chosen; however, ideally a course book is expected to get **4** or higher points from such an evaluation checklist to be used in class. Everyone wants "the best" course book, or at least a "good" one in the classroom.

A textbook is not an absolute and ultimate solution to the learners' needs. We should rather take whatever is beneficial to the teaching and learning and adapt, complement or modify what is not satisfactory. Parental involvement and adequate home environment are also decisively determinant in enhancing students' ELL, mainly their speaking skills.

CHAPTER FIVE: *Implications & Pedagogical Recommendations*

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Introduction

This chapter details the concluding remarks of this dissertation. The findings presented and discussed in the previous chapter are addressed in relation to their contributions to the field and implications are, therefore, generated for the language teaching in general and teaching of speaking in particular.

The aim of this research was, on one hand, to find out solutions to the rural students' failure to carry out a natural conversation in English and improve their speaking abilities as well as communicative classroom practices and, on the other hand, to detect the extent to which the current middle school course book and learners' home environment enhance those abilities and practices. Data extracted from this study revealed issues related to teaching speaking which are noteworthy to generate implications for stakeholders of education including policy makers, curriculum designers, educators, teachers, and even parents and provide pedagogical recommendations as well as suggestions for further researches.

5.1. Pedagogical Implications

Believing in the immense scope education can attain, it is difficult to outline all possible implications of any scientific research. However, we believe that the insights emerging from our study can be of particular value to the field ELT, more particularly to the teaching of speaking skills in Algerian middle schools.

5.1.1. Implications on Language Teaching

In the teaching and learning process, mainly in teaching speaking, it is necessary to implement an appropriate approach. Nevertheless, being obsessed with the search for the one "best" method of teaching second or foreign language, one would argue that there should not be a particular method that would work better than any other for EFL learners. From this perspective, Nunan stated:

...there must be a method that would work better than any other for learners everywhere regardless of biographical characteristics such as age, the language they are learning, whether they are learning English as a second language or as a foreign language, and so on. If such a method could be found, it was argued, the language teaching 'problem' would be solved once and for all. (D. Nunan, 2015: 09)

Thus, the teaching method used by EFL teachers should be based on the purpose of the related course, the different features of students, the environmental characteristics of the class, and the reason of the ELL.

Taking into account the noticeable number of EFL teachers who reported that CBA principles implemented in the course book failed to some extent to foster students' speaking skills, the necessity to connect curriculum with classroom practices becomes inevitably. The absence of authentic situations wherein English language should adequately be taught, drives the attention to adapt CBLT basics to conform with the cultural and socio-economic characteristics of rural students.

Furthermore, although developing learners' communicative skills, mainly speaking skills, is seen as paramount objectives of ELT, classroom practices are, in reality, based on the structural aspects of language. This indicates the lack of attention given to speaking skills in language classes. Besides, the absence of an official oral test may well aggravate the issue. In this vein, EFL teachers would probably lose interest in the oral form of language and disorient their focus in grasping the genuine communicative objectives addressed in teaching foreign languages. The gap between policy and practice should be the major concerns of stakeholders and curriculum designers and they need to become aware of classroom problems that obstruct promoting communicative language classes.

5.1.1.1. Implications on the Course Book Use

This research unveils that the current course book represents a major concern for teachers. The negative attitude they have toward this teaching material may be an outcome of the rush-to-print decision made by stakeholders during the 2000s. Lacking well-planned training, EFL teachers expressed disappointment on the use of the textbook and how to

effectively cope with CBLT basics addressed in it. Unsurprisingly therefore, we recommend intensive training programs to help teachers catch up with new directives of the Ministry of National Education.

5.1.1.2. Developing Classroom Activities

The link between students' classroom participation and their academic achievement is undeniable. Studies have shown that when students participate actively in class, their academic achievement seems to be higher than that of those who are passive in class participation (Lim, 1992; Zhou, 1991; Ellis, 1993; Chaudron, 1988; Flowerdew & Miller, 1995). Encouraging students to respond in a language classroom, however, is a problem that most language teachers face, particularly with those reluctant rural students, who are generally considered to be more reserved and reticent than their peers in the city centre.

EFL teachers should develop pedagogical practices and classroom activities that would foster communicative competences of students. The choice of adequate communicative activities seems rather a pressing challenge. So, teachers need to be methodologically selective in setting speaking activities.

5.1.1.2.1. Classroom Speaking Activities

In most EFL classes, teacher- pupil oral exchanges have little communicative value because there is no real information being exchanged. The question of how well speaking skills could be both taught and learnt is the concern of a number scholars and educational researchers in the field of language teaching and learning. Within the communicative approach, numerous interaction tasks are suggested and they vary according to several features, namely: communication, function, accuracy, or interaction.

Briefly, we advocate Thornbury's perspective in choosing the activities that enhance learners' oral communicative abilities. Thornbury (2006: 90-91), states that successful speaking activities which aim at increasing learners' autonomy and achieving higher communicative goals should be:

- 1- Productive:* A speaking activity needs to be productive to provide the best conditions for autonomous learners.

- 2- *Purposeful*: EFL learners should work together to achieve a common purpose.
- 3- *Challenging*: Speaking tasks should motivate learners use their available communicative resources.
- 4- *Interactive*: Classroom discussion is not dominated by minority of talkative participants; all get an opportunity to speak and discussion should be fairly distributed.
- 5- *Safe*: Safety increases learners' self-confidence, and therefore, helps them reach satisfactory interactive outcomes.
- 6- *Authentic*: These speaking tasks and activities should have resemblance to real-life use.

5.1.1.2.1.1. Classroom Discussion

In EFL classrooms, it is essential that the purpose of the discussion activity is set by the teacher before the debate starts. Discussion points should be relevant to the communicative purpose and learners' needs, so that they do not spend much time talking about irrelevant things. Methodologically speaking, group work, preferably 4 to 5 students in each group, is suitable for such situations. A further characteristic of successful discussion is the apparent motivation of the participants who will be encouraged to express agreement, disagreement, clarification, ...etc. The teacher proposes the topics and then splits learners into two mixed groups and helps them with some cues that belong to the topic (Harmer, 2001:113).

5.1.1.2.1.2. Information Gap Activities

So motivating and varied, this task where one student knows the information and the other does not, offers many chances for EFL students to perform better orally. In this activity, learners are supposed to work in pairs. Each partner, seeking to get the information, plays an important role, because the task cannot be accomplished if the other partner does not provide the right information. Enthusiastically involved in the task, learners will demonstrate an intensive use of information exchange and negotiation of meaning which eventually gives rise to genuine communicative use of the target language.

5.1.1.2.1.3. Role Play

Role playing gives the learners favourable occasions to process knowledge and demonstrate their oral skills on an emotional foundation. They take on roles of a particular character from a story, a play, or a novel. Immersed in real life contexts, they organize the necessary information for the role they play, and then, create meaningful situations. While playing roles, teacher's positive and constructive feedback is indispensable to ensure learners' self-confidence.

5.1.1.2.1.4. Simulations

Similar to role play, in simulations, learners can bring real objects to the classroom to create realistic environment. In an attempt to relate classroom teaching to real life, realia brings entertainment and motivation. As a result, learners' anxiety state is nearly insignificant. On the other hand, they are engaged in working through imagined and hypothetically situations quite similar to those occurring in real life.

5.1.1.2.1.5. Game-Based Activities

As far as EFL classroom are concerned, communication games are another type of activities which are, without fail, important in ELL context. They are designed to make students learn in an enjoyable and exciting atmosphere and encourage them to enhance both fluency and accuracy. As mentioned previously in literature chapters, games can be used as enjoyable change of pace while reinforcing language production. (Finocchiaro & Brimfit, 1983).

5.1.1.2.1.6. Interviews

According to Harmer (2001: 111), interviews are the other type of communication interaction activities. They are conducted in many shapes. In the first shape, the student stands up in the class where all of his classmates can notice him totally, and then he is asked simple questions by his classmates; the interviewee must reply to show if he/she gets or fails to get what others have said.

The teacher can give students questions to guarantee their contributions or he/she may give them just key words and let them formulating what they ask.

5.1.1.2.1.7. Oral Reports

For O'Malley & Chamot (1990), these activities are conducted by learners in the classroom, by presenting their reports orally. These activities are very interesting because they provide learners with occasions to listen to new information. They are used to benefit learners for ameliorating their general speaking abilities, by implementation, asking questions, giving agreement, disagreement, making discussion, and taking notes. In presenting their oral reports, learners present only notes that are paraphrased by them not making a complete reading of their reports. The role of the teacher is to give students pieces of advice about the permitted period of time of their presentation, the topic to be presented, as well as giving them full instructions on how the reports will be marked.

5.1.1.2.1.8. Storytelling

Storytelling is one of the traditional techniques that can be used with learners at EFL classrooms to enhance their proficiency language level. It is a powerful tool in education which integrates both the art of telling stories and the skill of listening, in other words speaking and listening skills. storytelling is one form of the intensive live listening that provides excellent listening material; the students can predict what is coming next, and they can be asked to feedback or comment on any part of the story. Students can enhance their speaking also by summarizing the tale they heard from their teacher or classmate, and use their own style and words to tell it in their own way. Story telling fosters imagination, language ability and creative thinking of students (Harmer 2007).

5.1.1.3. Implementing Oral Assessment

Assessment and evaluation are a chronically integral part of the teaching-learning process. Therefore, educational measurements of students' achievement are inevitable and should take tremendous attention. It is worth mentioning that future prospects depend fairly enough upon the outcomes of these measurements.

Assessment is one of our study's major concerns because we believe that its misuse will certainly cause "disaster" in class room practices. As students do not learn in the same way, they cannot be assessed in a uniform fashion; it is, therefore, illegal. Teachers must seek to assess their students' learning in ways which will give "an accurate overview of their

strengths and weaknesses". They should design an assessment which assesses learners' performance taking into account their different characteristics. Additionally, with regards to CBLT tenets, emphatic concern is prominently directed to formative assessment. Yet, decision makers have not yet adopted guidelines for teachers to embrace formative assessment as to measure learners' progress. Summative assessment, on the other hand, draws noticeably priority.

Throughout the collateral interviews we made with EFL teachers of the current study while retrieving the questionnaires, we noticed their continuous insistence to allocate official oral tests whether during the academic year or at the end of the middle school phase. Their arguments were based on the fact that students will give much attention and care to oral sessions once they know that they will be assessed on at the end of the term. Inversely, those who were against, asserted that as long as no official oral exam is set by the end of the school year, their focus has already been on writing. Moreover, they declared that some inspectors often do not recommend assessing students' oral abilities since they will not be assessed on in BEM exam.

5.1.2. Implications on Teachers and Students

5.1.2.1. Learners' Styles

To improve their speaking skills, students need to practice spoken language by taking part in all speaking classroom activities without hesitation. In this sense, teachers are carefully requested to perceive this distinct nature of speaking and speaking classes should aim at involving every student in classroom activities. Moreover, they should be aware of the roles addressed to students in such environments. This can be achieved through understanding each individual's emotions, potential abilities, and perceptions and through designing communicative tasks and activities appropriate to their needs, wants, tendencies, and cultural backgrounds.

At this stage, students should gain sufficient learning autonomy. Because they took it for granted that planning what, how, and when to learn is their teachers' responsibility, students failed to grasp their active roles in language learning. Responsible for their learning,

EFL students should be active, intrinsically engaged, and permanently involved to practise the spoken language.

Psychological factors should also take a considerable account in both parents and teachers' eyes. Self-confidence, anxiety, self-esteem, and so on, might well block learners' language learning progress. Deep scrutiny should be devoted to these emotional factors and probably each factor by itself requires parallel researches and intensive surveys to come up with satisfactory results which, in turn, give rise to fostering the teaching of English in the rural areas in the south of Algeria.

5.1.2.1.1. Extrovert Learners

Unlike introvert learners, extrovert learners are sociable in nature which is relevant to language learning; sociable learners are more likely to participate and interact with their peers in class. Ellis (1990) claims that extrovert learners feel less inhibited and they are likely to take risks which are related to over achievement and success. Therefore, they perform better and get greater input easily. With regard to the communicative and interactive goals embedded within CBLT directives as well as the characteristics of ELL, students should be sociably ready to cope with the different situations they may encounter.

5.1.2.1.2. Introvert Learners

Feeling unsafe, introvert learners are shy and inhibited; they feel almost reluctant to engage in classroom activities. They are not open to learning as Littlewood claims: *"They need a learning atmosphere where they feel secured and valued as individuals and where their sensitivity is respected and understood. They fear making errors and are keeping silence or reticent."* (Littlewood, 1992: 153).

In this vein, the addressed learners should be equipped with a motivating supportive environment in which their English language proficiency gradually progresses. To support them, the role of teachers in such climates is, without doubt, axial not only at the level of their linguistic acquisitions but their cognitive and psychological level as well. Because they are introvert does not mean they cannot exhibit high language proficiency, yet, EFL teachers, in this case, should be clever enough to carefully pave the way for smooth engagement and fruitful involvement.

5.1.2.2. Teacher's Role in EFL Context

The pivotal role teacher plays in EFL context is undoubtedly paramount. Students' academic achievements and tests and exams scores depend considerably on teachers' emotions and feelings. Owing to their pivotal roles, teachers need urgent and prompt action to save them from demotivation through meaningfully involving them in curriculum designing and decision making, from laziness by providing them with innovative materials and efficient training, and from disengagement by considering them as the focal axis of the teaching-learning processes.

Well trained teachers should bear in mind that their role is beyond presenting simple courses and lessons. They are the only ones to decide what method or technique to use when in class. They should not be slaves of the textbook or syllabus. They should play their entire role as responsible for the language teaching operations: understanding students (their learning styles), presenting lessons according to their students' needs, level, and preferences, guiding evaluating, improving, and so forth. No one can deny the fact EFL teacher knows his/her students and their preferred channels of learning better than the most efficient scholar in the world.

5.1.2.2.1. Teachers' Emotion and Attitudes

Accordingly, it has widely been assumed since the Greek and Latin periods that as learning has a solid emotional ground, similarly, teaching has an intensely emotional base. Emotions actually shape the way in which people learn. The neglect of teachers' emotions and their direct impact on students' achievement reached a climax that gave rise to gloomily alienated and frustrated teachers. As a result, their self-esteem and commitment have chipped away.

In this sense, teachers are emotionally eroded, and this is obviously mirrored in their unfavourable attitudes toward the usefulness of the course book. We have found in this research that **71.66%** of the checklist respondents think that they are eager to be involved in textbook designing.

We harbour a quiet hope that the findings of this investigation on teachers' attitudes encourage all stakeholders to highly appreciate the fact that teachers' affect may be driving

forces which enhance the teachers-students relationship, and therefore, promote the teaching-learning process.

The present work has unveiled a problematic situation: though an acceptable number of teachers responded quite favourably to the other rubrics of the checklist including speaking skills rubric, the majority, on the other hand, demonstrated an obvious rejection. Approximately, (73.16%) of the respondents suggested a thorough revision or alteration of the course book. Teachers' negative attitudes whether consciously or unconsciously are frustrating and can glimpse the actual worrisome teachers' feelings and emotions.

5.1.2.2.2. Teachers' Training and Professional Development

Arguably, theoretical knowledge alone can never gratify teachers' ambitions to reach higher standards in the field of teaching unless they put what they have learnt into reliable quest. To put knowledge into practice seems to be the hardest step in teachers' professional career as long as the age-old issue, theory-practice, remains unresolvable. One could learn most of the technical skills and theoretical assumptions and understand the concept down to the core. Yet, what is the point if he/she does not know what to do with it?

Hence, Teachers' education and training need to continue once they are employed and get in touch with learners. Theoretical knowledge is only meaningful when it materializes in the classrooms. Teachers need to be encouraged to codify their experience in the classrooms for further researching, seminars, meetings, and refereed journals. Despite the prevailing social media where they exchange experiences and opinions, it is of value to note that Algerian middle school teachers of English do not have special academic journal in which they can publish their thoughts, research, or expertise. In this vein, Ongoing teacher education and training should be an integral part of the seminars, in-service conferences, and formative training periods.

Backward, because we thoroughly and rigorously advocate the adoption of training programs as necessary for teachers' professional development, we are not trying to exclude theory from the prerequisite backups of EFL teachers. To quote Leonardo da Vinci: "*He who loves practice without theory is like the sailor who boards ship without a rudder and compass and never knows where he may cast.*"

In a nut shell, the findings of our study made well in disclosing the negative attitudes of EFL teachers, at least in the region of Adrar, toward the credibility and use of the current course book. Lack of experience and insufficient training programs could be one of the fundamental reasons of misunderstanding the principles of using teaching materials.

5.1.3. Learning Environment

5.1.3.1. Positive Classroom Environments

The teacher's role is unquestionably of a major importance in understanding students and helps them develop communicative competence. In fact, the classroom should necessarily be viewed as a place where effective communication can be learnt and fostered since it nearly is the only environment where they practise English.

His/her primary concern in the classroom is to promote students' EFL profits. Hence, he/she should make many efforts towards becoming effective member of the group and providing suitable learning environment. To be aware of the negative attitudes of parents of certain rural areas in addition to their low educational levels, equipping related students with highly communicative environment becomes rather final goals for EFL teachers. They need to be very realistic, yet humanistic in their daily encounters with students. This would characterise their relationships with them. These attributes do not, unfortunately, guarantee a healthy, positive learning environment unless they turn the EFL classroom sessions into joyful moments rather than painful threatening moments.

5.1.3.1.2. Positive Environmental Home Conditions

The quality of teaching and learning can be dramatically different depending on whether the classroom is characterized by a climate of support and trust or by a competitive, cut-throat atmosphere (Dörnyei 2007, 720). Similarly, home climate is not less supportive in boosting students' learning as well as enhancing their homework practices and strategies.

As home and school (classroom) are two major supportive milieus where learners boost their learning abilities. EFL learning contexts, therefore, require considerable care if we seek to ameliorate their ELL. Incorporating the role of family and parents as decisively determinant factors in students' learning should be grasped by all members of educational

institutions. Such incorporation can take many forms such as: parents' involvement in homework accomplishment of their children, frequent cordial family's discussion about school issues, periodic meetings with children's teachers, and official counselling sessions with school administration.

From this study, as the results are clearly demonstrated, we noticed that high proportions of the participants' parents of the three rural areas where we conducted the research are not involved in their children's English learning. Neither do they check their English exams scores nor they provide financial support to encourage their school achievements. Contrariwise, the results showed a noticeable sense of responsibility from parents of the students of the city centre of Adrar. Such disinterest in their children's education may be due to their low level of education.

Parents should understand that there is no bright and stupid pupil. They are totally wrong if they, while supervising their children's homework, accuse them of stupidity and ignorance. They must understand that their children need special assistance and guidance, especially in cut off areas where foreign languages are negatively perceived. These parents are to identify their children's preferred channels of learning and dispense their instructions accordingly.

Beside the above lines, our research has also some social implications and addresses the following question:

- 1- What will the impact of this research be on society, particularly on parents?
- 2- How should parents consider their children's school achievement?
- 3- How should they get involved in their children's improvement?

5.2. Pedagogical Recommendations

Some EFL teachers take many challenges during their carriers, especially, those who are interested in students' oral production. They are supposed to know how to overcome the difficulties that learners face to improve their speaking skills, and should cope effectively with them by following up appropriate methods and strategies. In parallel, to achieve acceptable level of oral proficiency, learners need to explore themselves, and figure out what boost their speaking abilities. Moreover, parents also paly fundamental role in promoting

these abilities by supporting their children at home and checking their academic scores and progress at school.

In the light of the findings of this investigation considering the existing conditions of teaching and learning the speaking skills in the Algerian middle schools, this section will provide some hopefully fruitful recommendations and suggestions to the teaching of oral production in EFL classrooms.

5.2.1. Perspectives for Curriculum Designers and Decision Makers

- Curriculum designers and decision makers should bear in mind before selecting teaching materials that syllabus design and related teaching approaches should acknowledge the cultural diversity and learning styles of learners in order to meet students' needs, tendencies, interests.
- Establishing specific educational and pedagogical journals for EFL teachers in which they publish their thoughts, researches, and suggestions, or express their opinions and exchanges their experiences.
- Effective teaching ought to assist EFL teachers through intensive training programs to discover their potential, learning styles, brain dominance and update their teaching strategies, thinking styles, attitudes, beliefs, and values not only about themselves and their students, but the school contexts and their profession as well.
- Decision-makers need to create a positive atmosphere where all stakeholders of education (teachers, students, parents, principals, and others) interact for the betterment of the teaching-learning process.
- As far as assessment is concerned, official English speaking test should be integrated in evaluating students' final exam and oral production performance ought to receive a higher coefficient.
- In order to achieve improved outcomes and better results to cope the rapid technological development and meet the society's economic and socio-cultural changes, Ministry of National Education needs to reconceptualise their preferential focus on the English language.
- Schools and Education Directorate can arrange inter-schools competitions particular for foreign languages to increase the awareness of learning these languages and encourage students to maximize their interest and concern to learn English.

5.2.2. Teachers' Tasks in EFL Oral Class

- ✓ In the classroom, teachers should speak the target language frequently in order to expose students more to English language and encourage them to use it very frequently.
- ✓ Cooperation in work, appropriate communicative activities, authentic tasks and shared knowledge make a rich environment and solid ground upon which students are enhanced to progress in oral production.
- ✓ It is advisable for teachers to include all students in every speaking activity by reducing their talking time (Teacher Talking Time) in order to increase talking time of students (STT). Raising the rate of STT can be attained via keeping TTT to a minimum since dominating teaching is not fruitful all the time, it is essential for teachers to leave the scene from time to time to students to speak up and express themselves in class by organizing interactively prompting tasks which heighten the amount of actual speaking practice of students.
- ✓ Teachers should, as far as research is concerned, diagnose students' difficulties in expressing themselves to find effective ways to help them overcome these problems.
- ✓ Teachers should deem speaking skill a corner stone in ELT and reinforce the students' oral proficiency through communicative activities. Accordingly, they should adopt special methods and adequate techniques to fulfil those communicative objectives.
- ✓ As humanistic theory's advocates favour the learner-centred pedagogy, teachers need to establish a good relationship with their students and provide a positive climate and cordial atmosphere inside classrooms by being friendly, caring and enthusiastic.
- ✓ To sparkle learner' intention and involve them in genuine communicative conversations in the classroom, authentic and interesting topics seem rather useful strategy and fruitful technique. In parallel, to achieve good results, leaving students choose topics of their own is preferably advised.
- ✓ Teachers need to incorporate technology in their teaching methods. Technology devices may provide different language learning environment. Language laboratories, mobile learning, video conferences and PowerPoint presentations can be used to enrich students' speaking abilities.

- ✓ Methodologically speaking, when providing feedback to learners in oral sessions, teachers are advisably recommended to halt correcting their students' mistakes, otherwise they aggravate their anxiety rate, block their flow of thoughts, and provoke them to opt for silence as rescue. Hence, whenever given an opportunity to talk, students would keep silent rather than taking risks of making mistakes.

5.2.3. Changing Learners' Attitudes

- To improve their speaking skills, learners should use the target language when undertaking classroom tasks and outside classroom without fear or anxiety and get the habit of speaking English at home with their siblings.
- Raising their awareness about the importance of acquiring the speaking skills is preferably recommended to improve their oral proficiency. They should be made aware of the efficiency of mastering EFL.
- They should participate foreign language clubs in which drama, poetry, debates and class discussions are proposed to them to practice English language in a more motivating and enjoyable atmosphere.
- Students need to speak out by avoiding all psychological, cultural and environmental barriers which inhibit them to boost their oral abilities.
- Self-confidence and self-esteem are two paramount psychological factors which students need to build up as they are major barriers which restrain their willingness to speak English. We advise them to try out talking to a mirror and be faced with public speaking to overcome these obstacles.

5.2.4. Parental Involvement and Home Environment

- ✚ Because foreign languages in general, and English in particular, in the rural areas of the region of Adrar are negatively perceived, changing learners' attitudes toward ELL, we assume, becomes a must. This could be done through sensitizing parents and involve them in periodic meeting with teachers and school administration and raise their awareness of the necessity to learn foreign languages.
- ✚ Parents need to be more conscious on encouraging their children in using English at home as frequently as possible through advising them to watch English TV shows and movies and listening to BBC radio if possible.

- ✚ It is most essential that parents talk to their children about their studies and school achievements and encourage and motivate them to go further ahead. In this sense, they are highly recommended to support their children's educational progress by getting engaged in their homework assignments and school issues.
- ✚ Parents' motivating procedures can take many forms: buying English stories, books, or novels, supplying special budgets for reinforcing English courses, and offering gifts if their children get good scores in English tests.

5.3. Suggestions for Further Research

Notwithstanding the findings obtained, we acknowledge that, as any other research, there were some unavoidable limitations to be considered in the current study. To begin with, and due to the large geographical area that characterizes Adrar which limited our access to the whole population, i.e. all rural students, similar future studies are, therefore, suggested to be undertaken in order to achieve global and reliable results.

In addition, another variable of great influence has not been tackled sufficiently in this research was gender of students. Other dimensions in the findings would have been emerged if we emphasized the study on this determinant variable. Yet, future studies on the issue will be of great value in the field of teaching speaking skills.

Moreover, because we conducted the assessment of the speaking test ourselves, it seems inevitable, to a certain extent, to be fully objective. In fact, it would objectively be a good idea for further studies if two or three examiners carry out the oral assessment rather than the researcher himself/herself.

The results achieved in this research work indicate, (hopefully), fascinating new pathways for research within the area of speaking performance and parental involvement in learners schooling. Therefore, it is of value to bear in mind that the findings of the present study might be regarded as a beginning of a new research investigation considering the limitations and shortcomings encountered. The researcher, therefore, would like to propose the establishment of a new self- confidence-based session to improve learners' psychological state and wellbeing.

Another issue that is worth investigating is the reasons behind which EFL teachers lessen their both confidence and use of the course book. Prospective studies on teachers' attitudes and reluctance in using English textbooks in this region of the south of Algeria, would probably offer new perspectives for decision makers and stakeholders to suggest specific course book tailored to the socio-cultural characteristics of the south of Adrar.

General Conclusion

Mr. Mohamed

LAHMAR



General Conclusion

Recently, though the Algerian educational authorities have noticeably put forth tremendous attempts and many reforms have been promoted to catch up with the demands of globalization and meet its inevitable rapid socio-economic changes by giving high importance to EFL teaching, learners, at least in the region of Adrar, have demonstrated a certain deficiency in the real use of language at the level of oral performance. In the light of this, a great deal of attention has been devoted to revising teaching materials and curricula addressed to improve teaching for the attainment of communicative goals.

Undoubtedly, the ultimate goal of learning a second or foreign language appears to be able to use the target language effectively, and to attain certain oral proficiency. Succinctly, then, teaching oral skills is of vital significance and important value in foreign language teaching/learning. To guarantee effective teaching/learning, policy makers and stakeholders should consider a number of paramount factors which are likely to shackle learners to efficiently acquire this language.

First, students in the CBLT's eyes should display the ability to accomplish specific tasks that are likely to be faced in the real world outside the classroom by using an authentic language. In this regard, CBLT focuses on society related issues and the goal is to teach the foreign language in order to prepare the students for the diverse needs of the world (Auebrach, 1986).

Second, in EFL context, a significant challenge is explicitly presented outside the classroom where an authentic language learning situation is nearly absent, especially in the rural

areas of Adrar where foreign languages are passively (negatively) perceived. Thus, EFL students outside the classroom would certainly feel lost and confused when trying to put what they have learnt at school into practice. Unsurprisingly therefore, speaking English in a context where the mother tongue is the most dominant vehicle of communication would probably bring students to face unexpected embarrassing situations. As a result, they would feel reluctant if given an opportunity to carry on a conversation in English. In such uncomfortable setting, students prefer to keep silent rather than run the risk of making mistakes or being embarrassed. In spite of the acceptable gains CBLT has brought forth to the Algerian schools by helping students have access to different subjects such as: science, technology, arts...etc, and paving the way for them to use the ICTs (Information and Communications Technologies) more easily (Bouhadiba, 2015), on the other hand, it has hardly equipped them with the ability to confidently take a simple conversation in English outside the classroom.

Third, because they are the core of the teaching-learning process, careful scrutiny and considerable attentions to the learners' social and cultural background is inevitably required to understand their cognitive development. Their education at home and the environment where they grow up are fundamentally determinant factors in shaping their foreign language learning, thus language should be taught within a social context rather than taught in isolation. Accordingly, language and culture play essential roles both in human intellectual development and in how humans perceive the world (Vygotsky, 1978). Adults, according to Vygotsky, are an important source of children's cognitive and linguistic development. They transmit their culture's tools to their kids. Vygotsky's views have long contributed to language learning by proposing applicable methods which deal with learning as a social and collaborative activity. In

this sense, language learning should extend to the home and other out-of-school environment. In this scope, Reyes & C. Moll (2007) argue that individuals, in the community where they live, participate in different social practices and interactions that influence their ways of thinking and speaking with each other. They collaboratively develop a social and linguistic knowledge. They, further, state that children develop their linguistic knowledge by recognizing the different social events that take place around them. As a result, they learn how to speak and act in a sensitive way to others and to the context itself. In addition, across communities and cultures, children acquire their first language with the help of adults (care-givers), i.e., parents, other relatives, community members, teachers, and so on; they provide them with instructions as to teach them how to say something in recurrent events (Reyes and Moll, 2007).

However, when we direct the focus to foreign languages, learning issues become more complex. Teaching EFL in the south of Algeria, especially in non-English Speaking cut off areas where the current study is held, faces a swelling challenge that yields students' low oral proficiency in English. A discouraging environment where students of this area are in a genuine need of verbal (oral) communication with their parents and the other community members, inhibits their motivation to use English outside the classroom. How could they, therefore, speak English in such situations? Hence, the classroom remains the sole place where EFL students are invited, with the help of their teachers as facilitators, to practise English within a collaborative environment.

Fourth, what further clouds the existing issue is the absence of an official oral assessment at the end of each term or at the end of the whole school year. The state of being not evaluated on their oral performance, would eventually affect 4th year middle school students' attitudes

towards the speaking skill as well as EFL teachers. So, when little time is devoted to the evaluation of oral language, the underlying message that oral language is not important becomes clear. Oral production, therefore, is an essential component of learning a foreign language. As such, it should have a central place in the foreign language classroom in both areas of instruction and assessment. Evaluation of oral language can and should be an integral part of language learning and teaching. Accordingly, focusing on the final official written examination that will be undertaken at the end of the academic year, teachers would, incontrovertibly, favour the writing skill at the expense of the oral production. However, if they devote enough time and provide appropriate communicative-based activities for oral performance, students' oral production will certainly improve. In this scope, there appear to be no doubt that assessing student's oral production will certainly bring forth significant learning gains. Formative Assessment (FA) and Diagnostic Assessment (DA) proved to be gainful on the participants, processes, and products of learning (Bachman, 1985).

Having highlighted such restricting factors, this dissertation strove primarily to investigate ELLs' oral performance at middle-school level, for 4th YMS students. It was targeted towards investigating the real causes behind this learners' failure to use the language for genuine oral communication. Then, the investigator managed to diagnose any variable capable of inhibiting the learning of speaking skills. This issue was undertaken through six chapters in which the researcher mainly focused on highlighting the current status of rural students' oral production by stressing the many variables that have directly or indirectly influenced learners' outcomes in English language speaking as well as on the constraints that EFL teachers usually face when dealing with speaking skills.

Considering the general introduction and conclusion as one independent chapter in which the whole present work is portrayed, the first and second chapters form the body of literature review; both chapters construct the theoretical background of the current dissertation. In chapter one, an overview of different approaches to language learning that have recently taken control over the Algerian educational system was clearly stated; whereas, in chapter two, the researcher dealt with several aspects of the speaking skill by shedding light on its various components as well as the factors that foster and/or inhibit EFL learners from improving their oral performance in class or out of school settings. Like any other scientific research, methodology chapter represents the backbone of our study as to clarify the procedures of collecting data and the way participants were investigated regarding the ethical considerations when carrying out a research. By presenting the findings of the research in a lengthy detailed manner, the fourth chapter provides a ground of discussion of the obtained results. In this this chapter we tried to check out the accuracy of the hypotheses we set beforehand. Some educational implications and pedagogical recommendations, at the end of whole text, were addressed to EFL teachers and learners as well as stakeholders and policy makers for the purpose of fostering the speaking skills in the rural areas of the region of Adrar.

The results obtained from this study provided interesting insights into the EFL students' speaking skills and enabled us to draw the following conclusions as far as the aforementioned research questions are concerned. Compared to students of the city centre of Adrar who showed a satisfactory level in their speaking skills, rural students of the three other chosen schools, however, demonstrated a remarkable deficiency in English speaking abilities.

Thus, this dissertation, calls attention to the factors behind such deficiency. In this context, parents' involvement and contribution to their children schooling is genuinely a backbone of the teaching-learning process since they act as providers of resources and knowledge, assistants and support for studying during homework time. Findings revealed that the majority of students who obtained good scores in the oral test asserted the contribution of their parents to their learning. Teaching materials such as textbooks are not less important in enhancing EFL students speaking skills. In this vein, EFL teachers demonstrated, according to the obtained results, a frustrating attitude toward the actual course book vis à vis its efficiency in promoting learners' oral performance.

Due to time constraint (3 years only) and because of the many dispersed rural schools and large area the region of Adrar covers, this study cannot, in no other way, be limitation free. The researcher carried out an investigation on four middle schools only; it would have been a more reliable study if the scope overwhelms as many schools as to generalisation would seem justifiable. With regard to teaching materials, our investigation dealt with one course book, i.e., the 4th year middle school textbook. An endeavour to explore the other levels (1st year, 2nd year, and 3rd year course books) would certainly minimize limitation issues of the current research. We suggest, then, further studies about the subject matter to hopefully pave the way for designing suitable course book in which speaking skills are particularly emphasized.

In spite of the above limitations, the current research is believed to have brought a limited but valuable contribution to the field of foreign language teaching and learning in the Algerian context. In this vein, the study could be tackled as a starting point in the field of research trying

to find solutions to the deficiency that characterises rural students' oral performance and how we can contribute to make EFL learners more communicatively competent speakers.

In conclusion, to reduce the learners' oral communication apprehension, this research will hopefully suggest useful techniques and strategies that might well foster their speaking self-confidence, and therefore get them involved in EFL oral classes. Achieving such goals requires specific task-based practices in the classroom where EFL teachers, shifting from teacher-centred to student-centred level, stand as the corner stone of the whole learning process. Teachers, in this array, become facilitators rather than knowledge providers. Because of the significant role of speaking in EFL context, methods should be carefully selected to enhance speaking skills by means of syllabus design, teaching principles, types of tasks and materials as well as motivating home environment where parents play a determinant role. Indeed, more practice and research are required to find out how to foster learners' speaking skills. Finally, the researcher is entirely persuaded that this thesis is far from being perfectly exhaustive. It is still a humble tentative and modest contribution to the field of education which needs much elaboration and in-depth scrutiny.

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Appendix 1

TEACHERS' QUESTIONNAIRE

Dear Fellow Teachers,

The present questionnaire attempts to shed light on the current 4th Year Middle School English course book “On the Move” by investigating its efficiency in fostering the EFL learners’ speaking skill. Thus, you are kindly requested to answer the following questions by selecting the answer that best reflects your opinion and making comments whenever necessary.

It should be also noted that I have taken every precaution to design a questionnaire that honors confidentiality and anonymity of the participants.

I am genuinely appreciative.

Mohamed LAHMAR

Rubric 1: General Information

❖ Please tick the appropriate item.

I: Gender:

Female Male

II: Length of ELT experience:

1. 1-5 years
2. 6-10 years
3. 11-15 years
4. 16-20 years
5. More than 20 years

III: The skill you like most to teach is:

1. Listening _____
2. Speaking _____
3. Reading _____
4. Writing _____

❖ Read each item and indicate your opinion with a scale of 5. Tick the relevant column which best reflects your opinion.

Rubric 2: Socio-cultural Contexts

I. Communicative objectives of the course book	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
1. The aims of the course book correspond closely with the communicative needs of the learners.					
2. Activities are realistic and promote the learning of communicative skills and strategies which are transferable to real-life communication.					

Rubric 3: Layout & Design

III. Layout, gradation and design	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
3. The illustrations in the course book motivate students to engage in genuine communication.					
4. The layout of the communicative tasks encourages students to perform better orally.					

Rubric 4: Speaking Skills

II. The speaking skill	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
5. The speaking tasks in the course book are relevant to students' cultural background and interests.					
6. There is much emphasis on spoken English in the course book.					
7. The speaking activities in the course book are varied (dialogues, role plays, debating, information gap activities, game-based activities, ...etc.).					
8. Interesting topics are initiated to invites students for genuine English conversations.					
9. The material for spoken English (dialogues, role-plays, etc) is well designed to equip learners for real-life interactions.					

Rubric5: Teachers' Attitudinal Aspects

IV. Teacher Attitudinal Aspects	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
10. I would like to be involved in the syllabus design, course book writing and the choice of teaching methodology.					
11. CBLT principles do not foster students' oral Performance in the rural areas.					
12. I need to be empowered; I can alter, add or omit any part of the course book.					

Appendix 2

Student's Questionnaire

Dear student,

You are kindly requested to read this questionnaire and fill it by ticking the box that you think is appropriate for you without asking your family members or friends for assistance. This questionnaire is a real opportunity for you to express your opinion and attitude vis a vis English as a foreign language and a chance to talk about the obstacle that may hinder you to improve your oral performance (speaking skill).

We appreciatively thank you for your valuable corporation to elaborate this study.

❖ **You parents' educational level:**

University

Secondary

Middle

Primary

I - Parents Attitude towards the English Language.	Strongly agree	agree	disagree	Strongly disagree
1. I am highly influenced by my parents' positive attitude and value towards English language.				
2. My parents supply special budget to me to learn this language.				
3. Parents regularly check my English progress in school tests and meet my English teacher to discuss my progress/performance in the language.				
4. My parents think English TV shows/movies are culturally inappropriate for my age.				
5. To my parents, Learning English is regarded as learning language of a distant/strange culture.				
6. My parents encourage me (by offering special gifts) if I perform well in English tests/exams at school.				

II - Student's Motivation to Learn English.	strongly agree	agree	disagree	Strongly disagree
7. I speak English with my siblings at home.				
8. I am motivated to watch English movies/cartoons/animated movies to improve my English at home.				
9. My home environment stands as a stumbling block to my learning of English.				
10. English has no value in my life.				
11. To improve the English language, I use the internet and social media to communicate with people.				
12. I often think about how to improve my English skills.				
13. I like reading English stories/books at home.				

Appendix 3

Participant Assent Form

You are kindly invited to take part in this study that endeavors to check the influence of home factors including the parent's involvement in your learning English as a foreign language. You were selected as you are part of the 4th year middle school students in the region of Adrar. You are hopefully expected to inform the researcher about your thoughts on the impact of home environment to your English learning in general and your oral and communicative skills in particular.

Background Information and Purpose This study is to inquire about your feeling/attitude about English language/subject that you study at school and/or outside and how your parents feel about your English Language Learning. Furthermore, you will be asked questions on whether you discuss with your parents about language and about their involvement and contribution to your ELL.

Procedures As a participant of the study you will fill in the questionnaire which contains questions about the topic mentioned previously. The researcher will ask you to describe your perceptions of the influence of the home factors and your motivation to learn English. You may have to respond to a total of 13 questions. You will also be interviewed by your teacher of English (as an interlocuter) while I assess your oral performance. Please note that the entire interview will not take more than 10 minutes and will be recorded and transcribed for the purpose of the study.

Risks During the study you will be asked some questions about your personal life like your parents' contribution and involvement to your English language learning. However, your identity will not be revealed to anyone as it is an anonymous study. Nowhere in the study will your name be mentioned.

Benefits The study will measure the extent of home environment in influencing your English language learning. This may provide directions to the parents about how to guide their children in foreign language learning at home.

Confidentiality Throughout the course of the entire study and in the final paper your name will be kept private and will not be revealed.

Voluntary Participation/Withdrawal If during the study you decide that you do not want to continue to be a part of the study, you can email me about that. If you want to withdraw in the middle of the study you can also tell your English teacher about your wish.

Acceptance to Participate When you sign your name on the line, it means you understand this information and have agreed to be a part of the study.

Contact Us If you have any additional questions or suggestions, please request your parent/legitimate proxy to contact me at 0662002301 or email me at redmed73@hotmail.fr. You can also email my supervisor/advisor, *Pr. Bachir BOUHANIA* or email him at bachir_bouhania@hotmail.com

- Signature

- Name

Appendix 4

Parental Consent Form

My name is Mohammad LAHMAR and I am a doctoral student at Ahmed Draia University, Adrar. This form is being sent to ask your permission to allow your son/daughter to participate in a study being conducted for my Doctoral degree at this University. A consent form for you (the parents or legitimate proxy), and an assent form for your child. Both of these forms must be signed and returned to me.

Background Information and Purpose It is my intent to see how home environment like parents' attitude and value for English, involvement and contribution to their children's learning process influence their oral performance while learning English. In the survey questionnaire, there will be 13 questions which basically will ask about the extent of your involvement in the language learning experience of your son/daughter. Please be informed that there will be questions on your contribution like giving time to your child's English language acquisition in the form of supervision, giving encouragement in the form of rewards and gifts. He/she may be selected for a follow up interview (oral test to verify their speaking skill performance) with me as an examiner and his/her English teacher as an interlocutor (interviewer). Please note that the questionnaire and the interview will be conducted at their schools.

Procedures As part of this study, your son/daughter will participate in filling up the questionnaire which will consist of questions about their language learning as mentioned previously. He/she will do this in presence of the English teacher at school during the English session. Please note that the entire interview (oral test to verify their speaking skill performance) will be recorded and then transcribed for the analysis purpose of the study. The interview is to test and measure their oral performance (speaking skills) will be no longer than 15 minutes only.

Risks Apparent risks for the study could be self-disclosure. However, the data will be

collected only from the students whose parents and who have agreed to participate in the study being fully aware of the nature, scope and details of it.

Benefits After collecting data followed by deep analysis, the results of the study may assist in raising awareness of the influence of home environment and parents' involvement to English language learners in Adrar.

Confidentiality In addition to using data for the final paper that will remain on permanent file at Ahmed Draia University (library), the data may also be published in professional journals later on. At no time during the study or while reporting the findings will your child's name be used in any manner. The data drawn from the responses to the questionnaire and interview (recording) will only be used for educational purposes such as presentation of the study.

Voluntary Participation/Withdrawal Participation in the study is completely voluntary and your son/daughter can withdraw at any time without any penalty or harm to him/her. If your child decides to participate, he/she is free to withdraw at any time without penalty though it might influence the process of the research.

Acceptance to Participate Your signature indicates that you and your son/daughter have read the information provided here and have decided to participate. You or your child may withdraw from the study at any time without penalty even after signing this form. I look forward to having your child take part in this study and I thank you in advance for your cooperation which will eventually be part of the fulfillment of this work.

Contact Information If you have questions or concerns involving this study you may contact me at **0662002301** or email me at **redmed73@hotmail.fr**. You may also contact my supervisor/advisor,

Pr. Bachir BOUHANIA or email him at **bachir_bouhania@hotmail.com**

- Signature

-
- Name
-

Appendix 5

Interview Consent Form

I grant permission to have my son/daughter participate in this study conducted by Mohamed LAHMAR. I fully understand the following facts about the study:

- Involving my son/daughter to have an interview (oral test) with the researcher.
- I give my permission to record the interview that my child will be part of.
- I give total freedom to my child while answering the questionnaire.
- I approve that the results of the study may be used in professional publications and future academic researches later on.
- I understand that confidentiality will be maintained and that my child's name will not be used in any manner while conducting the study or reporting the results of the research.
- I further understand that my child can withdraw from the study at any time if he/she desires to without any harm in regards to his/her educational progress.

- Student Name and signature

- _____
Parent(s')/proxy(s') name and Signature

- _____
Date

Appendix 6

Suggested Topics for the Interview

- **Personal info and area where you live:**
 - ✓ Where are you from?
 - ✓ Could you tell me about your family?
 - ✓ Would you like to be an only child or have brothers and sisters? Why?
 - ✓ Could you tell me about the area where you grew up/lived?

- **Sport:**
 - ✓ Are you interested in sport?
 - ✓ Is there a sport you 'd really like to try?
 - ✓ What sport do people play most in your country?

- **Leisure:**
 - ✓ How often do you watch T.V a week?
 - ✓ Tell us about your favourite T.V show/programme?
 - ✓ What movie do you like best?
 - ✓ What do you do/like doing in your free time?
 - ✓ Do you enjoy playing video games? Give us some examples?

- **Daily life:**
 - ✓ How much time do you spend at home?
 - ✓ Do you like cooking?
 - ✓ What's your favourite food?
 - ✓ Have you got any plans for this weekend?
 - ✓ What's your favourite day of the week? Why?

- **Family and friends:**
 - ✓ Who do you spend your free time with?
 - ✓ Who are the most important people in your life?

- ✓ What is important about a friend for you?
- ✓ Tell me about your best friend?

- **Travel and holiday:**
 - ✓ What's your favourite means of transport?
 - ✓ Have you ever used your English on holiday?
 - ✓ Where would you really like to go on holiday in the future? Why?

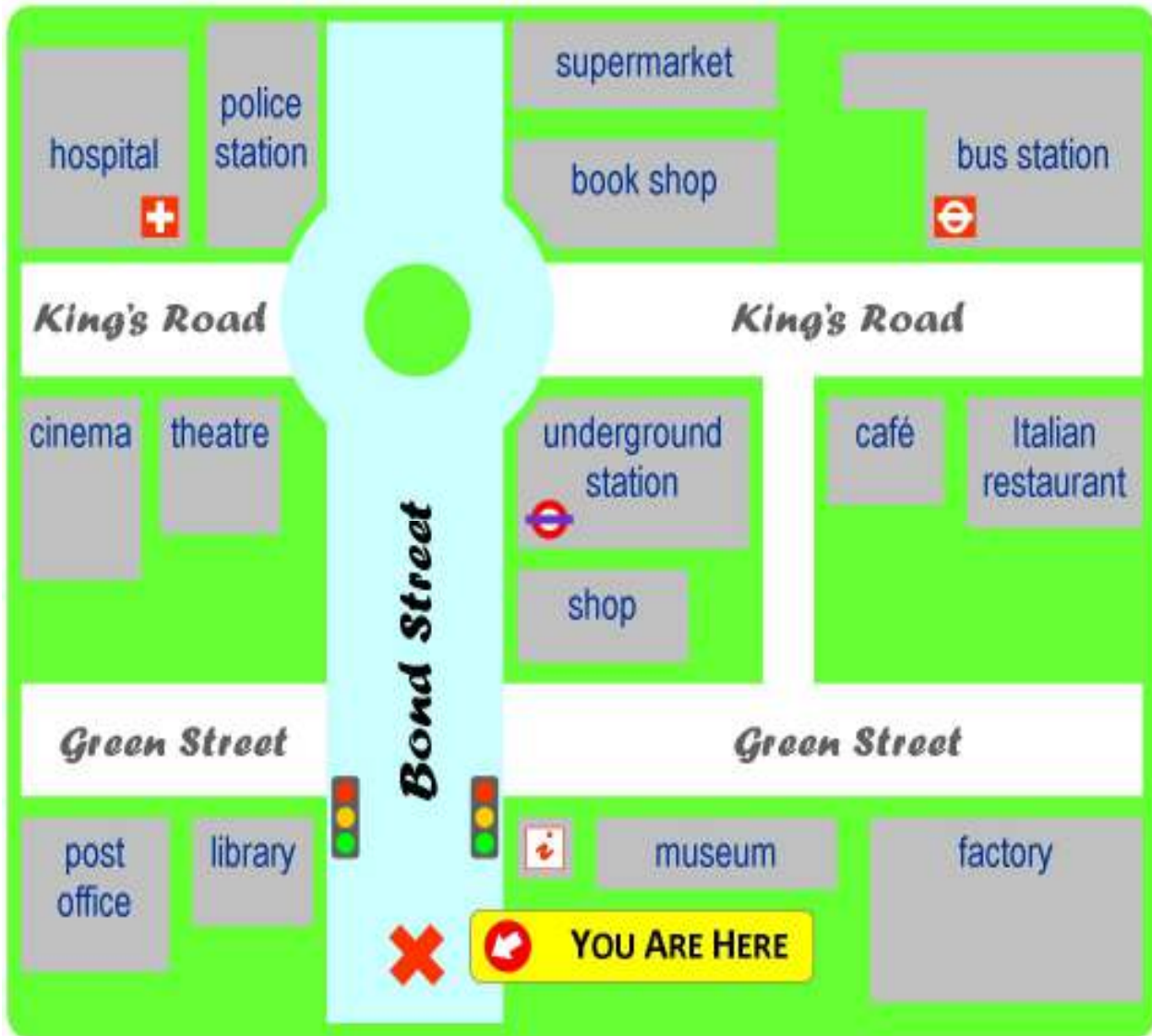
- **Entertainment:**
 - ✓ Do like listening to music?
 - ✓ What kind/sort of music do prefer?
 - ✓ Do you enjoy reading? If yes, what sort of books do you read?
 - ✓ What's your preferable hobby?
 - ✓ Who do you spend your free time with?

- **Work and study (school):**
 - ✓ Do you like your school? Why?
 - ✓ Do you use the internet to learn new things?
 - ✓ Do you prefer working on your own/individually or with people/in groups?
 - ✓ What are some of the things you would change about your school?
 - ✓ What kind of work/job would you really like to do in the future?
 - ✓ Can you remember your first English lessons? Could you tell us something about that?
 - ✓ What's your favourite subject at school?
 - ✓ What are your plans for the future?

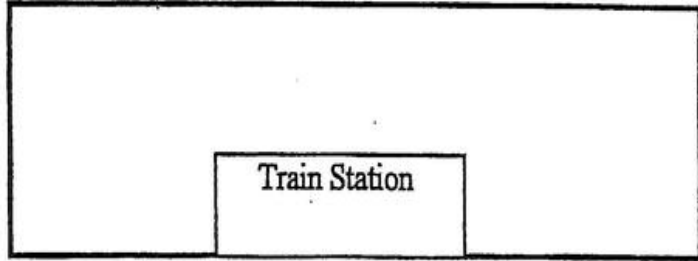
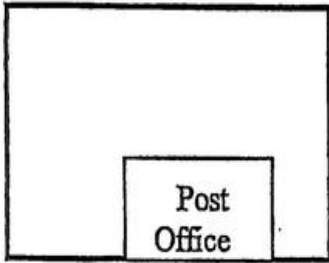
Appendix 7

Pictures Used During the Oral Test

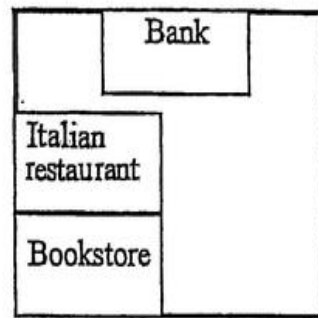
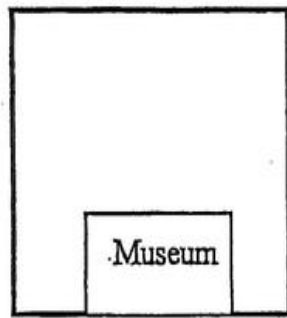
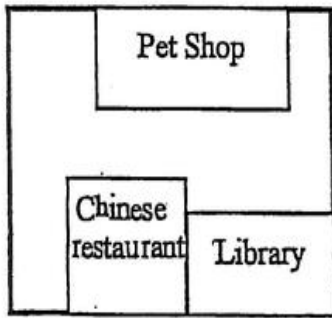
- **Showing the Way:**



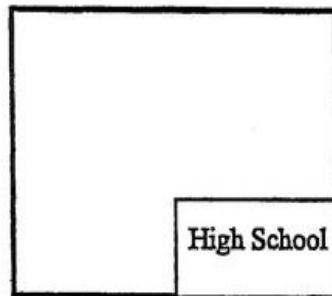




Green Street



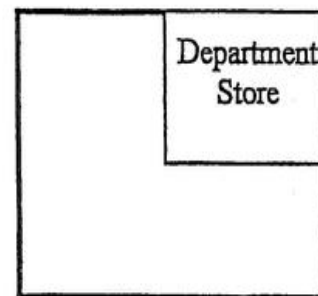
Black Street



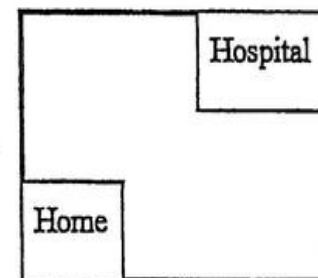
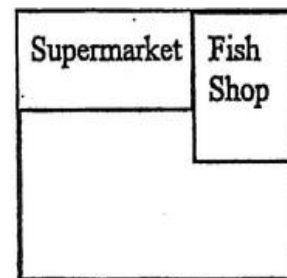
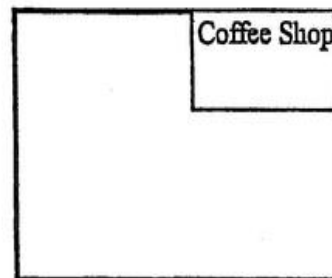
Yellow Street

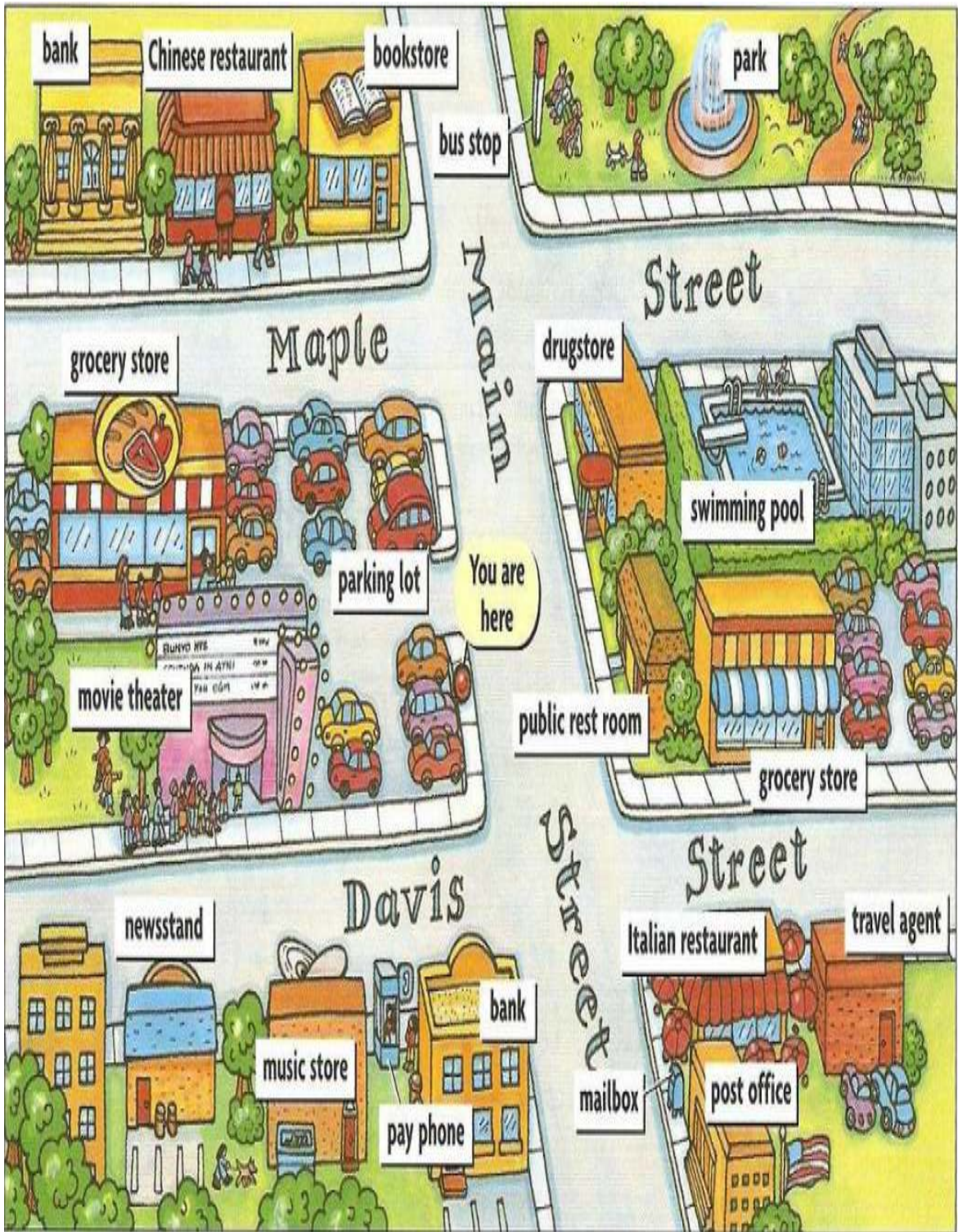


Blue Street



Red Street





• Find the Differences:



- Describing a Picture:





- What are they doing ?





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SPEAKING TEST ASSESSMENT SHEET

Name:

Date:

Grade: ____/20

School:

Criteria	Areas of Focus	Grading					
A. Fluency & communicative Ability	<ul style="list-style-type: none"> ✓ Hesitation before /while speaking. ✓ Is the student speaking fluently? ✓ Suitable speed and pauses. ✓ Is the student able to interact with the interviewer easily and effectively? ✓ Is he/she able to start and develop a discussion? ✓ How positively the student contributes to the conversation. 	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20px; text-align: center;">1</td> <td style="width: 20px; text-align: center;">2</td> <td style="width: 20px; text-align: center;">3</td> <td style="width: 20px; text-align: center;">4</td> <td style="width: 20px; text-align: center;">5</td> </tr> </table>	1	2	3	4	5
1	2	3	4	5			
B. Grammar/ Accuracy	<ul style="list-style-type: none"> ✓ Use of wide range of grammatical structures. ✓ Use of these structures correctly. ✓ Flexibility in the use of grammar. ✓ Correct use of tenses. 	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20px; text-align: center;">1</td> <td style="width: 20px; text-align: center;">2</td> <td style="width: 20px; text-align: center;">3</td> <td style="width: 20px; text-align: center;">4</td> <td style="width: 20px; text-align: center;">5</td> </tr> </table>	1	2	3	4	5
1	2	3	4	5			
C. Vocabulary	<ul style="list-style-type: none"> ✓ Use of wide range of vocabulary. ✓ The vocabulary is appropriate for the subject/topic. ✓ Accuracy in using this vocabulary. ✓ Word choice, idioms, and phrasal verbs 	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20px; text-align: center;">1</td> <td style="width: 20px; text-align: center;">2</td> <td style="width: 20px; text-align: center;">3</td> <td style="width: 20px; text-align: center;">4</td> </tr> </table>	1	2	3	4	
1	2	3	4				
D. Pronunciation	<ul style="list-style-type: none"> ✓ Clear pronunciation of individual sounds/words. ✓ Is the student's voice going up and down at the right times? ✓ Is the student stressing the right parts of words, and the right words in sentences? ✓ Does the student's pronunciation help convey the meaning in a clear and effective way? 	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20px; text-align: center;">1</td> <td style="width: 20px; text-align: center;">2</td> <td style="width: 20px; text-align: center;">3</td> <td style="width: 20px; text-align: center;">4</td> </tr> </table>	1	2	3	4	
1	2	3	4				
E. Content	<ul style="list-style-type: none"> ✓ Topic elaboration, organization, coherence & cohesion. ✓ Suitable linkers and connectors. 	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20px; text-align: center;">0</td> <td style="width: 20px; text-align: center;">1</td> <td style="width: 20px; text-align: center;">2</td> </tr> </table>	0	1	2		
0	1	2					

نموذج موافقة التلميذ المشارك

عزيزي التلميذ :

❖ ندعوك للمشاركة في هذه الدراسة و التي نسعى من خلالها الكشف عن مدى تأثير اشتراك الأولياء و المحيط الأسري في تعلم أبنائهم اللغة الإنجليزية كلغة أجنبية. تم اختيارك لأنك تمثل عينة الدراسة بما أنك تلميذ في السنة الرابعة متوسط بمنطقة أدرار. نأمل أن تتعاون معنا بالتعبير بكل صدق و إخلاص عن آراءك و و موافقتك حول تأثير محيطك الأسري على تعلم لغة أجنبية بصفة عامة و اللغة الإنجليزية بصفة خاصة.

• نظرة عامة حول الدراسة :

تتمحور هذه الدراسة حول آراءك و موافقتك تجاه مادة اللغة الإنجليزية و ما هو شعور والديك ازاء تعلمك لهذه اللغة, و سوف نقوم بطرح بعض الأسئلة بخصوص الدعم الأسري الذي تتلقاه لتعلم هذه اللغة.

• إجراءات الدراسة :

كمشارك فعال في هذه الدراسة يعطى لك استبيان تصف من خلاله بكل صراحة مواقف (ايجابية كانت أو سلبية) أبويك تجاه هذه اللغة و تجاه تعلمك لها و يطلب منك أيضا :

1- الأجابة على 13 سؤال في الاستبيان دون الاستعانة بأحد أفراد أسرتك.

2- المشاركة في مقابلة شفوية (امتحان شفهي) للوقوف على مستواك الحقيقي في التحدث و التواصل باللغة

الإنجليزية. (تأكد بأن مدة الأميخان لا تتجاوز ال 10 دقائق).

• مخاطر الدراسة :

قد تضطر للإجابة على اسئلة من شأنها الكشف عن بعض الحقائق الشخصية و العائلية لكن كن متاكدا بانه لا يتم البوح باسمك في هذه الدراسة اطلاقا

• منافعها :

يمكن للدراسة الحالية ان توضح جليا مدى التأثير الكبير الذي يمكن ان يتركه المحيط الاسري في تعلم اللغة الانجليزية كاللغة اجنبية , و هذا ما يمنح الاولياء توجيهات و التي يمكن ان تسهل عملية التعلم .

• امكانية الانسحاب :

نعلمك انه يمكنك الانسحاب من المشاركة متى اردت ذلك مع اعلامنا بذلك مسبقا دون التعرض لمسائلات او استفسارات

• قبول المشاركة :

عندما تمضي في الاسفل , تفهم من ذلك انك تتفهم جميع اجراءات الدراسة, وانك تقبل كونك جزء منها

• اتصل بنا :

اذا كانت لديك اي استفسارات او اسئلة, الرجاء منك الاتصال بنا على الهاتف المحمول الشخصي

0662002301 او على البريد الالكتروني : redmed73@hotmail. fr . يمكنك كذلك الاتصال مع المشرف

بوهنية بشير على العنوان التالي : bachir_bouhania@hotmail.com

❖ اسم و لقب الولي: (مع الأمضاء)

❖ اسم و لقب التلميذ : (مع الأمضاء)

❖ التاريخ :

نموذج موافقة الأولياء

أنا السيد محمد لاحمر طالب دكتوراه بجامعة أحمد دراية بأدرار نقدم لكم هذا التصريح بقبول مشاركة ابنكم/ابنتكم في الدراسة الحالية و التي تدرج ضمن التحضير لنيل شهادة الدكتوراه في اللغ الأنجليزية.

● هدف الدراسة:

معرفة مدى تأثير المحيط الأسري و تدخل الأولياء في عملية التعلم لدى أبنائهم من بين المحاور الأساسية لهذه الدراسة. ان الأستبيان الموجه لأبنكم/أبنتكم يتضمن 13 سؤال بهدف الكشف على موقفكم من اللغة الأنجليزية و الأهمية التي تكتسبها داخل أسرتكم , زد على ذلك العوامل المؤثرة في تطوير مهارة التحدث و تحسين أدائهم الشفهي. نعلمك أن أبنكم/أبنتكم سيجتاز مقابلة شفوية (امتحان شفهي) للتعرف على المستوى الحقيقي له/لها أثناء التحدث باللغة الأنجليزية , و هذه المقابلة ستجرى داخل المؤسسة التي يتمدرس/تتمدرس بها.

● الإجراءات :

قد تضطر للإجابة على اسئلة من شأنها الكشف عن بعض الحقائق الشخصية و العائلية لكن كن متاكدا بانه لا يتم البوح باسمك في هذه الدراسة اطلاقا .

● مخاطر الدراسة :

المشاركة في هذا البحث تطوعي و ليس اجباري و لاينك/لابنتك الحق الكامل في الأنسحاب وقتما شعر بعدم ضرورة المواصلة دون أن يؤثر ذلك على مساره/ها و تحصيله/ها الدراسي في المادة المعنية, كما أن اسمه/ها و هويته/ها لن يتم البوح بها بأي حال من الأحوال.

● قبول المشاركة :

امضاؤكم في الاسفل يعينان أبنكم/أبنتكم أقر/أقرت بفحوى هذه الدراسة و مستعد للمشاركة الفعالة, ننتظر بفارغ الصبر ردكم اليجابي بقبول مشاركة ابنكم/ابنتكم و نشكر حسن تفهمكم. مشاركتكم في هذا البحث فخر و شرف لنا.

● اتصلوا بنا :

إذا كانت لديك اي استفسارات او اسئلة, الرجاء منك الاتصال بنا على الهاتف المحمول الشخصي 0662002301 او على البريد الإلكتروني : redmed73@hotmail. fr . يمكنك كذلك الاتصال مع المشرف بوهنية بشير على العنوان التالي : bachir_bouhania@hotmail.com

❖ اسم و لقب الولي: (مع الأمضاء)

❖ اسم و لقب التلميذ : (مع الأمضاء)

❖ التاريخ :

التصريح بالموافقة على مشاركة ابنكم في المقابلة

أتعهد بالسماح لأبني/الأبنتي بالمشاركة في هذه الدراسة الأكاديمية و التي يقوم بانجازها السيد محمد لاحمر , طالب دكتوراه بجامعة أدرار و التي تتضمن الإجراءات الآتية :

- السماح له/لها باجراء المقابلة الشفهية مع الباحث.
- السماح للباحث بالتسجيل الصوتي لكامل أطوار و مراحل المقابلة.
- اعطاء الحرية التامة لأبني/الأبنتي بالأجابة على أسئلة الأستبيان بكل حرية دون التلأثير على آرائه.
- قبول استعمال نتائج هذه الدراسة في مناشير علمية و دراسات مستقبلية.
- أتفهم احترام شروط و بنود السرية.
- اتفهم فكرة قبول الأنسحاب من المشاركة حفاظا على نفسية ابني/ابنتي.

❖ اسم و لقب الولي: (مع الأمضاء)

.....

❖ اسم و لقب التلميذ : (مع الأمضاء)

.....

■ التاريخ :

.....

Résumé

Munir les apprenants d'une aptitude de parler en Anglais d'une manière efficace et juste dans une communication authentique est, sans aucun doute, l'objectif principal de l'enseignement de la langue anglaise (ELT) et le principe de l'enseignement des langues par compétence (CBLI) ; pour ce, de multiples facteurs interviennent d'une façon incontestable tels que :

- L'implication des parents.
- Les conditions de l'environnement familial.
- L'adéquation du matériel pédagogique.
- L'attitude des parents.
- La compétence des enseignants.

Afin de contribuer à pallier les lacunes qui existent entre la pratique de classe d'Anglais et la société dans les zones rurales d'Adrar, ce travail de recherche vise essentiellement à étudier la mesure dans laquelle le rôle des parents, leur implication ainsi que l'environnement familial influencent le discours des apprenants de (EFL). Aussi, nous avons tenté de comprendre comment l'attitude positive de l'enseignement envers le manuel scolaire a de l'impact sur les résultats de la compétence de l'oral.

Pour affirmer nos hypothèses, nous nous sommes appuyés sur trois techniques de recherche :

1. Un questionnaire « 4points-échelle de Likert » adressé à 50 apprenants appartenant à trois établissements différents de cycle moyen ; deux de la zone rurale et un du centre-ville d'Adrar. Nous avons collecté les données sur leur éducation à la maison, leur motivation d'apprendre l'Anglais et l'attitude de leurs parents vis-à-vis de cette langue étrangère.
2. Une liste de contrôle a été destinée à 60 enseignants afin d'évaluer le livre scolaire en enquêtant sur l'efficacité du manuel actuel, et ce, dans le but d'améliorer l'apprentissage de la production de l'oral.
3. Un test a été effectué pour évaluer la performance de l'oral chez les apprenants de 4AEM en langue anglaise.

Les résultats obtenus sont autour des conditions de l'environnement familial et l'implication des parents qui reflètent les résultats de leurs enfants en général et l'apprentissage de l'Anglais en particulier.

En fin de ce travail de recherche, quelques propositions sont fournies avec l'espérance d'améliorer l'apprentissage de l'Anglais dans les zones rurales, en leur fournissant des tâches de communication adéquates et un nombre de stratégies efficaces. Quelques recommandations pédagogiques sont aussi suggérées aussi pour les enseignants et les apprenants en vue d'apporter une plus-value de l'apprentissage de l'oral.

Il est souhaitable que cette étude avec ses limitations probables, soient comme fondation à d'autres recherches ultérieures dans le domaine de l'Anglais langue étrangère d'une part ; de vouloir combler les lacunes laissées par le système éducatif en boostant la compétence de l'oral chez l'élève dans un environnement où la pratique de l'Anglais est inexistante de l'autre.

الملخص

تمكين التلاميذ من استعمال الإنجليزية بطريقة صحيحة و فعالة بهدف تواصل حقيقي يعتبر ، دون أدنى شك، الهدف الرئيس من وراء تدريس اللغة الإنجليزية كلغة أجنبية. بأخذ مبدأ التدريس بالمقاربة بالكفاءات بعين الاعتبار يعتمد تحقيق هذا الهدف على العديد من العوامل المؤثرة نذكر منها : المشاركة الفعالة للأولياء، المحيط الأسري الإيجابي، استعمال وسائل التدريس المناسبة، موقف التلاميذ من تعلم هذه اللغة و خبرة الأساتذة.

و لذلك، و محاولة منا لسد الفجوة الكبيرة الموجودة بين المدرسة و المجتمع الريفي في أدرار، تهدف هذه الدراسة الى معرفة مدى تأثير المحيط الأسري و مشاركة الأولياء في تحسين مهارة التحدث باللغة الإنجليزية من جهة و كشف الى أي درجة يؤثر الموقف الإيجابي لأساتذة اللغة الإنجليزية من استعمال الكتاب المدرسي في تعزيز هذه المهارة. للتحقق من ذلك، اعتمدنا على ثلاث تقنيات للبحث أجريناها على 50 تلميذ من السنة الرابعة متوسط (30 تلميذ من مؤسسات بالمناطق الريفية ، و 20 تلميذ بوسط المدينة) زيادة على 60 استاذاً للغة الإنجليزية اختيروا من كامل أرجاء الولاية. أولاً، استعملنا استبيان ليكرت مقياس 4 مع عينة التلاميذ للتعرف على مدى تحفيزهم و جاهزيتهم لأكتساب هذه اللغة الأجنبية وموقف الأولياء منها و خصوصاً مدى مشاركتهم في مساعدة أبنائهم في تعلمها. ثانياً، قمنا بتقييم الكتاب المدرسي على مستوى فعاليته في تطوير كفاءة التحدث لدى تلاميذ السنة الرابعة متوسط و كشف موقف الأساتذة من استعماله في تحسينها. و قبل ذلك كنا قد أجرينا مقابلة مع عينة التلاميذ المختارة (على شكل امتحان شفهي) وقفنا من خلاله على مستوى تلاميذ المناطق الريفية مقارنة مع أقرانهم من وسط المدينة. أظهرت النتائج و بوضوح جلي الفارق الكبير بين تلاميذ العينتين، عينة المناطق الريفية و عينة وسط المدينة، حيث أبان تلاميذ هذه الأخيرة كفاءة عالية في التعبير الشفهي و تحكم معتبر في اللغة مما يدل على أن المحيط الأسري و التفاعل الإيجابي بين الأولياء و أبنائهم يؤثران و بشكل ملفت على نتائجهم الدراسية ناهيك عن اكتساب ثقة كبيرة في النفس عززت موقفهم من تعلم اللغة الإنجليزية كلغة أجنبية. بناءً على تلك المعطيات، قمنا بتقديم بعض النصائح التربوية و الإرشادات البيداغوجية للأساتذة و التلاميذ على حد سواء من أجل تحسين الأداء الشفهي لدى تلك العينة التي أظهرت نقصاً كبيراً في مهارة التحدث بالإنجليزية ، و منه نوجه من خلال هذه الدراسة رسالة الى أصحاب المصلحة و القرار في الدائرة التربوية من أجل العمل على تغيير نظرة الأولياء السلبية في المناطق الريفية تجاه اللغات الأجنبية بصفة عامة و الإنجليزية بصفة خاصة و التفكير الجدي في وضع كتاب مدرسي يراعي الفروق الثقافية و الاجتماعية للتلاميذ. و في الأخير، نأمل من نتائج هذه الدراسة، رغم النقائص الممكنة فيها، أن تهيأ أرضية صلبة لدراسات أخرى مستقبلية في مجال تدريس و تعليم اللغة الإنجليزية كلغة أجنبية من خلال التطبيقات و الإجراءات المقترحة في الأقسام أين تدرس اللغة الإنجليزية.

Résumé

الملخص

تمكين التلاميذ من استعمال الإنجليزية بطريقة صحيحة و فعالة بهدف تواصل حقيقي يعتبر ، دون أدنى شك، الهدف الرئيس من وراء تدريس اللغة الإنجليزية كلغة أجنبية. بأخذ مبدأ التدريس بالمقاربة بالكفاءات بعين الاعتبار يعتمد تحقيق هذا الهدف على العديد من العوامل المؤثرة نذكر منها : المشاركة الفعالة للأولياء، المحيط الأسري الإيجابي، استعمال وسائل التدريس المناسبة، موقف التلاميذ من تعلم هذه اللغة و خبرة الأساتذة.

ولذلك، و محاولة منا لسد الفجوة الكبيرة الموجودة بين المدرسة و المجتمع الريفي في أدرار، تهدف هذه الدراسة الى معرفة مدى تأثير المحيط الأسري و مشاركة الأولياء في تحسين مهارة التحدث باللغة الإنجليزية من جهة و كشف الى أي درجة يؤثر الموقف الإيجابي لأساتذة اللغة الإنجليزية من استعمال الكتاب المدرسي في تعزيز هذه المهارة. للتحقق من ذلك، اعتمدنا على ثلاث تقنيات للبحث أجريناها على 50 تلميذ من السنة الرابعة متوسط (30 تلميذ من مؤسسات بالمناطق الريفية ، و 20 تلميذ بوسط المدينة) زيادة على 60 استاذًا للغة الإنجليزية اختيروا من كامل أرجاء الولاية. أولاً، استعملنا استبيان ليكرت مقياس 4 مع عينة التلاميذ للتعرف على مدى تحفيزهم و جاهزيتهم لاكتساب هذه اللغة الأجنبية وموقف الأولياء منها و خصوصاً مدى مشاركتهم في مساعدة أبناءهم في تعلمها. ثانياً، قمنا بتقييم الكتاب المدرسي على مستوى فعاليته في تطوير كفاءة التحدث لدى تلاميذ السنة الرابعة متوسط و كشف موقف الأساتذة من استعماله في تحسينها. و قبل ذلك كنا قد أجرينا مقابلة مع عينة التلاميذ المختارة (على شكل امتحان شفهي) وقفنا من خلاله على مستوى تلاميذ المناطق الريفية مقارنة مع أقرانهم من وسط المدينة. أظهرت النتائج و بوضوح جلي الفارق الكبير بين تلاميذ العينتين، عينة المناطق الريفية و عينة وسط المدينة، حيث أبان تلاميذ هذه الأخيرة كفاءة عالية في التعبير الشفهي و تحكم معتبر في اللغة مما يدل على أن المحيط الأسري و التفاعل الإيجابي بين الأولياء و أبناءهم يؤثران و بشكل ملفت على نتائجهم الدراسية ناهيك عن اكتساب ثقة كبيرة في النفس عززت موقفهم من تعلم اللغة الإنجليزية كلغة أجنبية. بناء على تلك المعطيات، قمنا بتقديم بعض النصائح التربوية و الإرشادات البيداغوجية للأساتذة و التلاميذ على حد سواء من أجل تحسين الأداء الشفهي لدى تلك العينة التي أظهرت نقصاً كبيراً في مهارة التحدث بالإنجليزية ، و منه توجه من خلال هذه الدراسة رسالة الى أصحاب المصلحة و القرار في الدائرة التربوية من أجل العمل على تغيير نظرة الأولياء السلبية في المناطق الريفية تجاه اللغات الأجنبية بصفة عامة و الإنجليزية بصفة خاصة و التفكير الجدي في وضع كتاب مدرسي يراعي الفروق الثقافية و الاجتماعية للتلاميذ.

و في الأخير، نأمل من نتائج هذه الدراسة، رغم النقائص الممكنة فيها، أن تهيأ أرضية صلبة لدراسات أخرى مستقبلية في مجال تدريس و تعليم اللغة الإنجليزية كلغة أجنبية من خلال التطبيقات و الإجراءات المقترحة في الأقسام أين تدرس اللغة الإنجليزية.