Ministry of Higher Education and Scientific Research

University of Ghardaïa

Faculty of Letters and Languages

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English Speaking Skills Development

A Study of Instructional Inconsistencies Across Public and Private Schools: The case of 4th students at Fassail El Amel and Mouloud Kacem middle schools, Berriane"Ghardaia"

Dissertation Submitted in Partial Fulfilment of the Requirements for the Degree of Master in Didactics of Foreign Languages

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Academic year:2024/2025

Dedication

I dedicate this work to my loving husband and my family whose unwavering support and love have been the foundation of my success. Their sacrifice, encouragement and belief in me have inspired me every day to strive for greatness. This accomplishment is as much theirs as it is mine.

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Acknowledgements

I would like to express my sincere gratitude to all those who have supported me throughout the course of this work.

My heartfelt thanks go to my supervisor, Dr Malika KOUTI whose invaluable guidance, knowledge and encouragement were instrumental to the success of this work. Moreover, I thank the members of the jury for having accepted to read and discuss my dissertation. Besides, I would like to thank all my pupils, and colleagues for their important contributions.

Finally, I would like to acknowledge the institutions of Fassail El - Amel , and Mouloud Kacem Neit Belkacem for providing the necessary resources and support without all of your contributions, this work would not have been possible.

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Abstract

This study investigates the inconsistencies in teaching the English speaking skill in private and public schools. It aims to identify key differences in teaching methods, teacher qualification classroom environments and student outcomes. Using a comparative qualitative and quantitative approach, data were collected through teachers' semi-structured interviews in both school types. The findings revealed that private schools tend to adopt more communicative and student-centred approaches supported by better resources and smaller class sizes, while public schools often relie on traditional methods due to limited infra structure and large class populations. The study concluded that factors such as founding teacher training and curriculum flexibility significantly influence the effectiveness of speaking instruction. Recommendations were made to bridge the gap and enhance speaking skills teaching across both sectors.

Keywords: speaking, skill, inconsistencies, private, public, schools, pupils, middle school

List of abbreviations

CBLT: Competency-Based Language Teaching

CLT: Communicative Language Teaching

EFL: English as a Foreign Language

ESL: English as a Second Language

L1: First Language

L2: Second Language

SLA: Second Language Acquisition

TBLT: Task-Based Language Teaching

TEFL: Teaching English as a Foreign Language

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General Introduction

Introduction

Language is first and foremost a spoken and not a written entity. Human beings talked and listened for ages before there was anything for them to read. That is why it is said that in the long history of the human race, the invention of writing was an event of yesterday. Speaking is a major skill in communication, and since we are living in the age of globalization where everything seems to be digitized, and although, every year universities produce high number of graduates, yet many students remain stagnant in spite of excelling academically. The primary reason is the inability to communicate effectively. Interestingly, most of the examination patterns evaluate the writing skills which seems to be the by-product of rote-learning/memorization. In this regard, little or no attention is given to the speaking skill in the present scenario. This situation needs to be considered with all possible solutions. Then there have been private schools in many parts and cities in Algeria that aimed to foster and improve the students' English learning process including the speaking skill. It has been noticed that private school students progress faster in improving their speaking skill. This topic about the distinction between public school and private school students in terms of speaking school performance, etc. has been under study.

Background to the Study

A language is a system which we use to communicate, to give opinion, to express our feelings and needs and to convey information. English language teaching has witnessed evolution over the years as the attention shifted from traditional approaches like the Grammar Translation Method, which focused on rote learning of grammar rules and vocabulary (ElKouti, 2017), toward more communicative approaches that has given priority to context and sociolinguistic features to conversations and that has focused on discourse as the basic unit of analysis rather than the sentence (ElKouti, 2017. Kouti, 2023). In post modern period Algeria, English has assumed greater importance owing to its globalization. Learning, understanding and speaking English language for Algerians is important due to its social, economical, scientific and commercial significance. Ignoring English language means to be ignored in the world. To communicate in English fluently and proficiently is symbol of prestige and progress. And as said:

"English is a symbol of power and high social status" (Rehman, 2003).

''English language not only belongs to English people but to the people all over the world. English is considered as a secondary passport. If you know English well, you can go to any part of the world."

A considerable amount of time and money has been invested in English language education around the world, especially in countries where English is a Foreign (EFL) or Second Language (ESL), but despite unremitting efforts in many countries, English language education ELE is still facing the problem of low average English skills. How to improve English speaking ability, including teaching and learning approaches, influencing factors, and other related issues, have always been a focus of researchers. Thus, in view of the profound changes in society, politics, economics, and technologies, this study aims to give an overview of the current situation and trends regarding English speaking studies based on Scopus from 2010 to 2021. According to the

researches on the field, the overall trend of the English speaking education literature in Scopus was on the rise from 2010 to 2021. The number of publications in 2021 was six times more than that in 2010, indicating that ES education was gradually beginning to be taken seriously by researchers.

compared with studies on English writing and reading, studies on ES education are relatively very small in scale. And we can notice that counties such as Algeria were excluded from these researches. This is why its vital to investigate such topics in our country, and this is what we are intending to do in our study.

Since speaking is a central component is second language acquisition, often regarded as the most complex skill to teach and learn. Brown (2004) defined speaking as an interactive process of constructing meaning that involves producing and receiving information. In English as a foreign language (EFL) contexts, particularly in countries like Algeria, teaching speaking is influenced by sociocultural constraints and institutional practices (Richards, 2008).

From all what preceded we can come to ask ourselves about the factors enhancing, and the ones hindering the English speaking ability. And how can we use them in our institutions?

Statement of Purpose

This research is three-fold. It aims to:

- identify the inconsistencies in teaching speaking skill in English language.

- compare and contrast the teaching methods and techniques used in both private and public institution.

- evaluate the effectiveness of these techniques, and their impact on students` performance in speaking.

Statement of Problem

There is no doubt and its for-sure that both public and private teachers aim to achieve learners' speaking fluency and by so communicative efficiency , they however encounter different challenges and obstacles , this is why , in this study The researchers aim to draw a comparison of teaching practices of English language teachers by analyzing teaching methods used in private and government schools and then analyzing whether these teaching methods develop communication skills in learners or they produce just handicapped English learners , and if so how to solve this problem ?

Research Questions

1) Do the public and private schools develop the same communicative efficiency in their learners?

2) And if not to what extent do they differ?

Hypothesis

It is hypothesized that students of private schools are better speakers than those of public ones.

Rationale and motivations of the study

Because I have been teaching English for many years, I have noticed that the pupils who study in private schools speak English better than the ones who study in public schools. This is the reason that made research this topic.

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Limitations of the Study

It is important to acknowledge the limitations of this study. Due to time constraints and resource limitations, the research was conducted in a specific region with a small number of middle schools. Additionally, the teachers showed reluctance in providing responses and co-operating, which caused the survey to take more time than planned to get the relevant number of responses and start work on data analysis.

Structure of Dissertation

This dissertation is structured, as follows:

• Chapter 1: Literature Review - This chapter reviews the existing literature on teaching English to young learners, explores relevant theoretical frameworks, and examines previous studies conducted in similar contexts.

• Chapter 2: Methodology and Results - This chapter is dealt with in two parts. Part one presents the research design, data collection methods, and data analysis techniques employed in this study. Part two presents the findings of the research, analyzes the collected data, discusses the key themes and insights that emerged from the analysis and considers the implications and recommendations for improving English language teaching of the speaking skill for young learners in Algerian middle schools.

Significance of the study

The motivations behind this research arise from the recognition of the importance of English language proficiency in the speaking skill for young learners and the need to optimize English language instruction in Algerian middle schools. By examining the challenges and opportunities of teaching English to young learners, this research seeks to contribute to the improvement of language teaching practices, teacher training programs, and curriculum development in the Algerian educational context.

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Definition of Terms

  In this study we are merely interested in two main categories so we will deal with two variables, the private schools, and the public ones. We will see the topic from different point of views. First, from the teachers` point of view , then from the student` s perspective .Throughout this thesis certain terms are used consistently and have specific meanings within the context of the research. To ensure clarity, the following terms are defined:

• Young learners: Refers to primary school students, typically aged between 12 and 15 years old.

• English as a foreign language (EFL): Refers to the learning and use of the English language in a non-English-speaking country where English is not widely used in daily life.

• English as a second language (ESL): Refers to the learning and use of the English language in a country where English is an official or widely spoken language.

• Language policy and planning: Refers to the deliberate actions, decisions, and strategies implemented by educational institutions, governments, and policymakers to regulate language use, teaching, and learning within a particular context.

• Language proficiency: Refers to the level of language competence or skills that an individual possesses in a particular language, such as listening, speaking, reading, and writing.

• Teaching methodologies and strategies: Refers to the approaches, techniques, and instructional methods used by teachers to facilitate language learning and promote effective language acquisition.

• Curriculum development: Refers to the process of designing, organizing, and implementing a comprehensive plan for teaching and learning, including the selection of appropriate learning objectives, content, and assessment methods.

• Teacher training programs: Refers to the professional development programs and initiatives aimed at enhancing the knowledge, skills, and competencies of teachers in their instructional practices and pedagogical approaches.

  It is essential to establish a common understanding of these terms to ensure clarity and consistency in the subsequent discussions and analysis conducted in this dissertation.

  In conclusion, this thesis aims to examine the challenges and opportunities of teaching speaking skill of English to young learners in Algerian middle schools. By exploring the policy of teaching English, analyzing the introduction of English language instruction, and investigating the experiences and perspectives of teachers, this research seeks to contribute to the understanding of effective language teaching practices and to add to future curriculum development and teacher training programs. The subsequent chapters will look into the literature review, methodology,

  findings and analysis, implications and recommendations, and conclude with reflections on the research conducted.

Part one: Theoretical Part

Chapter One: Speaking Skill

Introduction

Despite the fact that English has become the first language used in the world, Algerian teachers of English are making efforts to enable students and pupils to be proficient speakers of that language despite the challenges. The latter are due to the lack of serious investigation as well as the scientific gradation and sequencing other pedagogical input. But, in spite of the many constraints, difficulties and hardships, the Algerian teaching community is making huge efforts and sacrifice in order to make the teaching of English as a foreign language effective due to their good intentions and honest efforts and they managed to a good extent to discover the secrets of a successful teaching of that language.

1.1 Factors Enhancing English Speaking Ability

According to some researches, the factors which enhanced the students to be fluent in speaking English were their language learning styles, age, attitudes, family support, personality, exposure to the-language, and their English teachers, while personality and their exposure to the language were the most influential factors. The results of this studies will benefit both teachers and students in regard to getting insight on the factors that may have an influence on the students' English speaking ability. So regarding factors enhancing learners' English speaking ability, there are several factors that could affect English speaking ability which will be described as follows:

1.2 Learning styles

Learning style is a preference to learn a language (Oxford, 2003). It could refer to the learning perception that a learner is the most comfortable with. While visual learners prefer to learn things through their visual stimulations, auditory learners find it easy to use auditory stimulation to learn things. Also, learners who are called kinesthetic or tactile learners enjoy touching or moving while learning.

1.3 Age

Shumin (1997) mentioned that young learners were more likely to become proficient in speaking a second language than adults because they were less concerned about making mistakes. However, in terms of grammatical competence, adults may achieve faster and better than young learners (Lightbown & Spada, 2013).

1.4 Attitude

It refers to the feelings that the learners have toward the cultures and the people of that language (Rubin & Thompson, 1994). It could affect the learners' speaking ability since the learners who have positive attitudes tend to put more effort in learning; therefore, it would eventually bring about the success in learning.

1.5 Family support

Mahripah (2013) pointed out the importance of a family support in learning a second language. The study of Latha and Ramesh (2012) revealed that students whose parents had poor educational background were more likely to fail in oral performance than students whose parents had good educational background.

1.6 Personality

There are a range of personality which might affect the learners' speaking ability. Lightbown & Spada (2013) stated that good language learners should have high self-esteem, less anxious and risk taking.

1.7 Exposure to the language

Several scholars and researchers agreed that the exposure to the language both formal and informal could enhance speaking ability since it could improve sound, stress and intonation (Nillo, 2014).

1.8 Teacher

Teacher is also an influential factor affecting the learners' speaking ability since being in a class is only a chance for some language learners to experience using the language. Latha and Ramesh (2012) mentioned about the role of the English teacher that teachers should not only teach, but also create the rapport and good relationship with the learners in order to make the learners feel more relaxed and encourage them in learning.

1.9 Modern methods used in teaching speaking skill

1.9.1 Cooperative Learning

Cooperative learning (hereafter referred to as CL) is defined as set of instructional methods through which students are encouraged to work on academic tasks (Slavin, 1995). It also refers to a teaching technique where students work in groups on a certain activity in order to maximize one another's learning and to achieve certain goals (Johnson et al., 1998). In CL, students work in small

groups to help one another in learning academic content (Slavin, 1995). Teaching and learning process using CL techniques is a learner-centered paradigm which has gained popularity as alternative to the lecture-based paradigm. Much of the current research revolves around the notion that CL has positive effects on various outcomes (Johnson & Johnson,2002). Most studies on the effects of CL have consistently indicated that this method improves students' English oral skills (Pattanpichet, 2011); English reading comprehension (Bolukbas, Keskin, and Polat, 2011; Meng, 2010; Law, 2011) and English writing (Roddy, 2009). The role of teachers using CL method shif from transmitters of knowledge to mediators of learning (Calderon, 1990). This role involves facilitating, modeling and coaching. Teachers adopting this role should maintain a safe, non-threatening and learner centered environment. This environment of teaching will help students contribute positively in the cooperative activities assigned to their group (Ning, 2011). For the activities to be genuinely cooperative, each type of activity requires the presence of five basic components of the CL (Johnson et al., 1991). Given the centrality of this concept to the current study, CL basic components are given below:

There are five key components which differentiate CL from simply putting students into groups to learn (Johnson, et al. 2006).

The first one is Positive interdependence. It refers to the idea that students are required to work together in order to achieve common learning objectives. In this case, students must believe that they are linked and that they either sink or swim in such a way that one cannot succeed if others do not succeed. Students need each other for support, explanations, and guidance. Without the help of one member, the group will not able to achieve the desired objective.

The second one is individual accountability. It implies that each team member is responsible for his/her fair share to the group's success. It is important that the group knows who needs more assistance, support, and encouragement in completing the task. It is also vital that group members know they cannot "hitchhike" on the work of others (Jolliffe, 2007). It requires each student in the group to develop a sense of personal responsibility to learn and help the rest of the group to learn also.

The third component is promotive interaction. It refers to the interaction of students in order to help each other accomplish the task and the group's shared goals. Students are required to interact verbally with one another on learning tasks (Johnson & Johnson, 2008). They are also expected to explain things to each other, teach others, and provide each other with help, support, and encouragement.

The fourth component is interpersonal and social skills. It refers to the skills such as giving constructive feedback, reaching consensus, communication accurately and unambiguously and involving every member in the learning process. However, not all students know these skills. They taught and practiced such skills before the groups tackle a learning task. Therefore, teachers should carefully and explicitly teach their students the required skills. The teacher is not a person who measures the capacities of the students in terms of the final product, but somebody who acts as a friend, coordinator, director, guide, counselor, and facilitator (Cowei et al., 1994).

Finally, group processing is an important aspect of CL. It requires group members to assess their functions and contribution to the success of all tasks. It focuses on positive behaviours and actions rather than on negative ones and involves students thinking about how they learn. Additionally, the teacher may choose to spend time specifically focusing on improving a skill such as speaking. The teacher can then monitor the different groups during the learning activities and provide feedback on what has been observed.

1.9.2 Speaking Skill and its characteristics

Speaking is the verbal use of language and a medium through which human beings communicate with each other (Fulcher, 2003). It is the most demanding skill that people need to communicate in everyday situations. Generally, speaking is the ability to express something in a spoken language.

It is simply concerning putting ideas into words to make other people grasp the message that is conveyed. In this study, the term "speaking" is to one of the four skills related to language teaching and learning. At present, English has developed and expanded in the Arab world (Kharma, 1998; Zughoul, 2003). It is widely used as an instrumental language for various purposes and enjoys a higher status than in the past (Kharma, 1998). According to Zughoul (2003), English in the Arab world is now associated with advancement in technology, trade, tourism, the Internet, science, commerce, politics, and so forth which have made English the most important language in different aspects of life. As a result, the ability to speak is required in many of the above fields, if not in all of them. However, most of Arab EFL students have difficulties in speaking English. They have troubles with pronunciation, vocabularies, grammar, fluency and comprehension. Considering the foregoing problem, EFL teachers should train students to develop their oral communication. According to Brown (2007), oral communication can be maintained by having three components.

The first one is fluency which is the ability to speak spontaneously and eloquently with no pausing and with absence of disturbing hesitation markers. It also refers to some aspects like responding coherently within the turns of the conversation, using linking words and phrases, keeping in mind a comprehensible pronunciation and adequate intonation without too much hesitation (Richards, 2006).

The second component is accuracy. It refers to the mastery of phonology elements, grammar and discourse. It also refers to the linguistic competence that deals with the correction of the utterances to get a correct communication. According Thornbury (2005), speaking English accurately means doing without or with few errors on not only grammar but vocabulary and pronunciation.

The third component is pronunciation. It is "the production and perception of the significant sounds of a particular language in order to achieve meaning in context of language use. This comprises the production and perception of segmental sounds of stressed and unstressed syllables and of the speech melody or intonation" (Carter & Nunan, 2004:56). Without a good pronunciation, listeners cannot understand what another person says and this will make the communication process more difficult. Therefore, pronunciation has a central role in both academic and social fields in the way that students can be able to participate and integrate successfully in their

community. In conclusion, fluency, accuracy, and pronunciation are three important and complementary components in the development of students' speaking skill.

According to Brown, the ability to communicate effectively is the one that students will be evaluated on the most in the real world. Teaching effective communication skills has been overlooked despite its importance, with most EFL/ESL educators continuing to see it as little more than rote memorization of dialogues or drills. However, the 21st century calls for the development of students' communicative competence; therefore, ELLs' English instructors must provide them with the training they need to better handle everyday situations. One of the most challenging aspects of learning a new language is practising oral communication.

However, students typically experience a great deal of difficulty when it comes to speaking. According to studies by Putera et al., and A. Asakereh and H. S. Afshar , the most significant challenges students have when communicating in English may be broken down into three categories: linguistic, social, and affective.

1.9.3 Linguistically-related problems

- ✧ Grammar
- ✧ Vocabulary
- ✧ Pronunciation
- ✧ Fluency
- ✧ Fragmented sentence structure
- ✧ Expressions

1.9.4 Social-related problems

- ✧ Readiness for Real-World English Practice
- ✧ Speaking-Classroom Comprehension

1.9.5 The affective-related problems

- ✧ Motivation
- ✧ Attitude
- ✧ Time Spent Learning the Language
- ✧ Anxiety
- ✧ Classroom conditions
- ✧ Students and teachers' competencies

- ✧ Environnent
- ✧ low self-assurance
- ✧ Family background
- ✧ The Fear of Failure

Many students struggle with affective-related difficulties in speaking issues such as anxiety, low self-assurance, and tension. The causes of the speaking difficulties are low motivation, poor engagement, lack of general knowledge, infrequent dictionary use, reading laziness, unfamiliar word pronunciation, nervousness, insufficient exposure to language and grammar, fear of criticism, shyness, lack of speaking practice, and the Fear of Failure.

According to Amoah and Yeboah , students have trouble speaking up in class because they worry about making mistakes that would reflect poorly on them. Some of them are worried about receiving negative feedback from peers or instructors, according to Afifah, the effects of speech suppression are exacerbated in conditions of increased anxiety. For this reason, some students opt to avoid making any verbal contributions in class altogether.

Some teachers also believe that placing greater attention on developing students' reading and writing skills is more important for language learning than developing speaking and listening skills (Emhamed and Krishnan, 2011), while others argue that speaking and listening skills can be learnt automatically over time. Soliman (2013). Also criticised teachers' regular and extensive use of the Arabic language during English speaking classes, as it has been argued that excessive use of the mother tongue in speaking classes leads to insufficient exposure to the target language.

Speaking difficulties are a common challenge for students; the students are at a loss for words, which indicates there is a lack of data for discussion in certain disciplines. Some pupils, for instance, struggle to follow discussions on geographical, historical, cultural, religious, etc.-related themes. Therefore, teachers have crucial responsibilities in creating a language environment in which students can practise speaking by providing them with a variety of linguistic settings or social contexts.

Nguyen and Pham claimed that speakers' pronunciation is influenced by a number of external circumstances. Lack of a sufficient vocabulary hinders a learner's ability to communicate their thoughts and ideas in a foreign language. Indeed, students have insightful ideas and a desire to share them, but they lack the linguistic competence to articulate those ideas effectively in the target language.

When it comes to issues that are connected to social interactions, students typically struggle to comprehend discourse when it takes place outside of the classroom. The English-language exercises are consistently finished as soon as the students have completed the class. When speaking with their close friends and relatives, they either employ their mother tongue or a regional dialect. Students additionally struggle with linguistic issues as a result of personal factors, such as a lack of motivation to read books and infrequent opportunities to engage in conversation at home.

According to Abu Alyan, students experience difficulties in communicating when they come across a lexical item they are unfamiliar with, a grammatical construction they are unsure about, or the realisation that they cannot express what they mean. Lack of self-confidence and anxiousness also manifest as speech issues among students. The insecurity, shyness, anxiety, nervousness, and worry that they typically experience when communicating in English may surface. Those are substantial issues that college students face nowadays. According to Putera et al., a person's emotional state might have an impact on their ability to convey ideas clearly.

Moreover, according to Aloreibi and Carey (2017, p. 10), "when some students practice English communicatively, their peers do not take them seriously. It is most often perceived as showing off, so it is therefore socially taboo to use English in public".

In addition, busy course schedules, as well as the pressure of examinations, do not afford teachers with enough windows to spend long periods of time interacting with students (Omar, 2012, 2013).

Some teachers rush to complete the curriculum, ignoring the quality of students' understanding and mastering of the taught elements (Diaab, 2016).

1.9.6 Some Other Factors that Affect Speaking Skill

If teachers want to help learners overcome their difficulties in learning speaking skill, they should identify some factors that influence their speaking performance. Learners' speaking performance are influenced by factors like performance conditions, affective factors, listening skill, and feedback during speaking tasks (Tuan & Mai, 2015).

The first factor is pertinent to performance conditions. Learners carry out a speaking activity under different conditions. Performance conditions impact speaking performance and these conditions involve time pressure, planning, the quality of performance, and the amount of support (Nation & Newton, 2009).

The second factor is related to affective ones. Oxford (1990) said that one of the important factors in learning a language is the affective side of students. According to Krashen (1982), a lot of affective variables have been connected to second language acquisition and motivation, self-confidence, and anxiety were the three main types that have been investigated by many researchers.

Listening ability is the third factor. Doff (1998) says that learners cannot improve their speaking ability unless they develop listening ability. Learners should comprehend what is uttered to them in order to have a successful dialogue. Shumin (1997) represented that when students talk, the other students answer through the listening process. Speakers have the role of both listeners and speakers. It can be concluded that students are not able to reply if they cannot comprehend what is told. That is to say, speaking is very closely related to listening.

Topical knowledge is the fourth factor. Bachman and Palmer (1996) defined it as the knowledge structures in long term memory. That is, topical knowledge is the speakers' knowledge of related topical information. It enables students to apply language with respect to the world in which they live. Bachman and Palmer (1996) assert that topical knowledge has a great impact on the learners' speaking performance.

The sixth factor is related to the feedback during speaking activities. A lot of learners expect their teachers to give them the necessary feedback on their speaking performance. According to Harmer (1991), the decisions that instructors adopt towards their learners' performance depend on the stages of the lesson, the tasks, and the kinds of mistakes they make. Harmer (1991) also continued that if instructors directly correct their students' problems, the flow of the dialogue and the aim of the speaking task will be spoiled. Baker and Westrup (2003) supported the above statement and said that if learners are always corrected, they will be demotivated and afraid of talking. It has been suggested that instructors should always correct their learners' mistakes positively and give them more support and persuasion while speaking.

Therefore, finally, and from what has been explained previously, one can see that, all these obstacles may hinder the production and performance of the learners, which pushes us as teachers to avoid such problems to enhance the speaking skill productivity. In this section, we reviewed the main factors that affect students' English speaking performance. The mentioned factors in this part have an important role in developing learners' speaking skill. The factors make learners less self-confident and less comfortable in their speaking classes. The findings indicated that learners with a low self-esteem, higher anxiety, and low motivation have serious difficulties in speaking skill in spite of having acceptable linguistic skills. It showed that students who have higher motivation and lower anxiety can speak easily and effectively.

Thus, students should have a friendly and cooperative environment that can help them overcome their difficulties in oral performance. Based on the review of the literature of the study, teachers should understand their students' interests and feelings, improve their learners' self-confidence, and choose the best teaching method to keep their learners' involved in the speaking activity. Teachers should praise their students to speak English. They should build a friendly relationship with their students, make them feel very happy in the class and have a feeling of great enthusiasm and eagerness to study English in general and speak English in particular. The literature review of this study represented that teachers should give their learners enough time for speaking skill, help them overcome their timidity through friendly behaviours to make them feel comfortable when speaking, remind their learners not to worry about making mistakes, and give them true instructions and enough guidance. Teachers should give their learners more opportunities to speak English through using some speaking tasks that help them to speak and urge them to take part in speaking activities. In addition, teachers should know when and how to correct their learners' mistakes so that they are not afraid of making mistakes.

1.10 New Methods of Teaching English

Today, it is not enough to limit yourself to textbooks in teaching English. Innovative technologies, interactive methods, the wide spread use of online platforms and social media tools make this process more effective. By modernizing existing methods and introducing new pedagogical approaches, it is possible to develop students' independent thinking skills, and to quickly and effectively teach not only written but also oral language. Here are some new and effective methods of teaching English, their role and benefits in the pedagogical process. It also

gives approaches that should be used to increase the effectiveness of teaching English using new methods. New methods of teaching English are based on modern pedagogical approaches, which are aimed at ensuring the active participation of students, increasing their interest in learning the language, and developing the skills of using the language effectively in various situations. Below we will talk about the most modern and effective methods used in teaching English.

Interactive teaching is a method based on ensuring the activity of students. In this method, students communicate with each other, work in groups, play various role-playing games, and find solutions to problem situations. This approach simultaneously develops students' communication, thinking, listening, and writing skills. For example, active methods such as role-playing teach students how to use the language in everyday situations. Modern technologies increase the effectiveness of English language teaching.

Material and methods: Computers, mobile applications, online courses, video lessons and other multimedia tools make learning more interesting and effective for students. Through various interactive programs for learning English, for example, mobile applications such as Duolingo, Babbel or Memrise, students consolidate their knowledge and learn new words. Also,tools such as watching films and videos in English, listening to audio books help develop the ability to hear and understand the language.

Experiential learning is a method based on students applying their knowledge and skills in real-life situations. In English learning, involving students in real-life situations, such as traveling in English, conducting an English interview, and completing other practical tasks,makes learning more effective. This approach allows for the application of the language in practice, not just theoretical learning.

  Today, social media and online resources play an important role in learning English.Through English blogs, websites, videos, and podcasts, students not only learn the language, but also understand the differences between different cultures and languages. For example, by watching English-language materials on platforms such as YouTube, students hear the language in real time and get acquainted with different accents of the language.

Creative approaches increase interest in learning English. For example, encouraging students to write stories, create poems, or make short videos in English can help develop their creative thinking skills. These methods teach students to express their thoughts freely and accurately.

Problem-based learning is an approach that allows students to learn by solving complex problems. In this method, students discuss real-life problems in English and try to find solutions. This teaching method develops students' analytical thinking and independent decision-making skills.

Blended Learning is based on combining traditional classes with online learning (Kouti, 2025). This approach allows students to master the material at their own time and in a convenient way.Blended learning allows students to learn more independently, but also to have live communication with teachers .

Formative assessment methods, i.e., methods of regular assessment of students' progress in the learning process and providing feedback, are effective methods. In this method, students constantly test their knowledge and skills and improve their mastery through feedback provided by teachers.

Gamification, i.e., introducing game elements into the teaching process, helps to motivate students and increase their interest in learning. For example, through English games and quizzes,students make the learning process more interesting and effective. With the help of games,students better master the educational material, and this method helps them concentrate.

Each student is unique and has a different learning style. Therefore, it is important to use an individual approach in teaching English. This allows students to learn in their own time and at their own pace. Identifying students' strengths and weaknesses and designing lesson plans accordingly can lead to effective results.

When we analyze new methods of teaching English, we can see that they have a great impact on the learning process of students. Today, the transition from traditional methods to modern and innovative approaches to teaching methods allows us to significantly increase the effectiveness of students in learning the language. As a result of the analysis, it is possible to distinguish the main aspects that show the impact of several effective methods of teaching English on students.

Interactive methods serve to ensure the active participation of students. In this method,students communicate directly with each other, which develops their speaking and listening skills. As a result of students' active participation in the lesson and work in different groups, the learning process becomes more effective and interesting. Active participation of students during the lesson has a positive effect on their consolidation and memorization processes.

The use of modern technologies and social media tools increases the effectiveness of English language learning. Online courses, mobile applications and video tutorials provide students with opportunities for independent learning. Also, through various English language resources (videos, blogs, podcasts) on the Internet, students not only learn the language, but also develop cultural, social and communicative skills. Such methods expand students' opportunities for self-assessment in the process of learning English.

Experiential learning and gamification methods bring students' learning process into practice. These methods allow students to use English in real-life situations. For example,activities such as role-playing, practical tasks, and problem-solving help students apply the knowledge they have learned in practice. Gamification also increases students' interest and motivation to learn.

It is important to take into account the individual characteristics of students and provide education in accordance with their interests and needs. Students can learn at their own pace,achieve their goals using different approaches. This method, in particular, helps students develop self-assessment and independent thinking skills. As a result of an individual approach, students feel free and learn more effectively.

Problem-based learning methods develop students' analytical thinking and creative decision-making skills. Providing students with solutions to real-life problems increases their motivation

and creates opportunities for them to use the language in practice. Through this method, students are prepared to use the language in realistic situations.

Blended learning, a method of combining traditional classes with online learning (Kouti, 2025), allows students to master the material in their own time and at their own pace. This method increases students' interest in the lesson and gives them the opportunity to use additional resources. The effectiveness of the blended learning method is explained by the ability of students to learn freely and independently (Kouti, 2025).

  Taking into account the above analysis, new methods of teaching English significantly increase the effectiveness of students in learning the language. Interactive methods, technology, experiential learning and gamification, as well as individual approaches make the language learning process more effective. They provide students with the opportunity to learn English not only theoretically, but also practically.

  Modern pedagogical approaches and technologies ensure high efficiency in teaching English and increase students' interest. These methods help students develop thinking skills, apply the language in real life, and ensure global communication. Also, new methods help students consolidate their knowledge, better master the studied material, and use the English language accurately and correctly.

   New methods of teaching English help make the educational process more effective and interesting. Modern technologies and pedagogical innovations make learning English not only more convenient, but also more useful and beneficial for students. Modern methods, such as interactive approaches, experiential learning, gamification, and social media resources, are important in increasing students' interest in learning the language, encouraging their active participation, and developing practical skills. With the widespread use of technology in the teaching process, online platforms, interactive programs, and mobile applications, students have the opportunity to consolidate and expand their knowledge. At the same time, an important aspect of modern teaching methods is that they allow students to develop independent thinking, creative approaches, and problem-solving skills. This helps students use the language effectively and uniquely not only in the classroom, but also in everyday life.

   Also, the pedagogical approaches and methodological skills of teachers play an important role in the success of the educational process. Teachers should effectively use new technologies and teaching methods and take into account the individual needs of students. Increasing students' interests, strengthening the learning process in interactive and practical situations leads to the successful use of new methods of learning English. In general, new approaches and methods in teaching English are the best tools that make the language learning process of students effective, interesting and practical. These methods allow students to learn English not only as theoretical knowledge, but also as a practical tool that can be successfully used in everyday life. Thus, new methods of teaching English help to educate students not only as knowledgeable individuals, but also as independent thinkers and ready to communicate successfully in the global world .

Conclusion

   The current study aims to address the gaps in the literature related to the challenges of teaching English speaking skills as a foreign language to young learners. Specifically, the study will explore the effectiveness of different teaching strategies and materials to address the needs of young learners with diverse learning styles. By doing so, this research will contribute to the existing knowledge by providing insights into how to improve the quality of English language education for young learners and promoting their language speaking development. The study will also help to identify areas that require further investigation and provide practical implications for English language teachers and curriculum designers.

Part Two: Practical Part

Chapter Two: Research Design and Methodology

Introduction

This chapter sets the foundation for the research study, providing a clear road-map for how the challenges of teaching English to middle school pupils were investigated. It establishes the framework within which data were collected, analyzed, and interpreted, ultimately contributing to the development of insightful conclusions and meaningful recommendations. It outlines the systematic approach and techniques employed to investigate the research problem. In the context of this research, this chapter serves to provide a clear and comprehensive description of the research design, methods, and procedures used to address the research questions. The research design and methodology for the study on the challenges of teaching speaking skill English to middle school pupils encompass a qualitative method. The choice of this approach is justified by the need to capture a comprehensive understanding of the challenges from multiple perspectives and to explore the experiences and perceptions of teachers in depth.

2.1.1 Research Design and Methods

The research design of this study on the challenges of teaching English speaking skill to middle school pupils is a method design of quantitative data collection and analysis techniques. This approach allowed for a comprehensive investigation of the research problem.

Quantitative data collection techniques were used to gather numerical data on language proficiency levels, student performance, and other relevant factors. Semi-structured interviews were administered to a small sample of teachers to collect quantitative data. Statistical analysis of these data helped identify patterns, trends, and relationships, providing a more objective understanding of the challenges and outcomes associated with teaching English speaking skill to middle school pupils.

2.1.2 Description of the Sample

The interview was created but most informants showed reluctance to take part in it, so printed copies were hand-delivered to them. Re- responses were received from a sample of only 4 teachers from different schools private and public.

2.1.3 Data Collection Methods

In this study on the challenges of teaching English speaking skills to middle school pupils, some data collection methods were employed to gather comprehensive and rich data. These methods included:

• Semi-structured interviews: Semi-structured interviews were administered to teachers, the thing that helped gather quantitative data on various aspects related to teaching English. These included

questions about professional experience and development, classroom management, motivation and parental Involvement, assessment practices, the challenges faced, teaching methods used and perceptions of language proficiency. By utilizing a combination of these data collection methods, the study aims to capture a comprehensive understanding of the challenges and experiences related to teaching English speaking skills to middle school pupils. The qualitative methods gave data from surveys or interviews added a broader perspective and allowed for statistical analysis. This enhanced the validity and reliability of the findings and provided a more comprehensive picture of the research topic.

2.1.4 Data Collection Tools

   In this study, several tools were utilized for data collection. These tools were specifically chosen to gather relevant and comprehensive data from teachers and potentially learners. The tools for data collection include:

• Semi-structured interviews: A semi-structured interview was designed to gather both qualitative and quantitative data from teachers. The interview included multiple-choice questions, and open-ended questions to assess various aspects related to teaching English, such as challenges faced, teaching strategies used, assessment practices, and perceptions of language proficiency. These tools were carefully selected to align with the research objectives and provide reliable and valid data for analysis. They helped in capturing the perspectives, practices, and experiences of teachers and potentially learners, shedding light on the challenges and strategies associated with teaching English speaking skills to young learners in middle schools.

2.1.5 Data Analysis Methods

  In this study, the collected data was analyzed using various data analysis methods. The specific methods chosen for analysis depended on the nature of the data and the research objectives. The data analysis was carried out through the following methods:

  Quantitative data analysis: The quantitative data collected through interviews were analyzed using descriptive and inferential statistical analysis. Descriptive statistics, such as frequencies, percentages, and means were calculated to summarize the responses. Inferential statistics, such as correlation analysis were employed to examine relationships or differences between variables of interest.

  Interpretation and synthesis: The analysis of quantitative data was synthesized and interpreted to draw meaningful conclusions. The findings were compared with existing literature and theoretical frameworks to provide insights into the challenges of teaching English to young learners. Connections and relationships between different themes or variables were explored, leading to a comprehensive interpretation of the research findings. The selected data analysis methods aim to provide a rigorous and systematic analysis of the collected data, ensuring that the research objectives are addressed and meaningful insights are gained from the study.

The chosen methodology and design provided a comprehensive understanding of the challenges of teaching English to middle school pupils in Algerian private and public schools. The methods approach, quantitative data collection tools, yielded valuable insights from the target sample and population. The findings contribute to the existing knowledge in foreign language teaching and offer a foundation for future research in similar educational contexts. This study's methodology and design serve as a framework to enhance English language instruction and improve learning outcomes for young learners.

2.2 Study Findings, Analysis and Discussion

In the present study, a "teachers' semi-structured interview" is used as a primary tool for gathering data related to the challenges encountered by middle school teachers of English. The interview aims at exploring the views and attitudes of middle school teachers of English concerning the different aspects involved in the teaching speaking skills process. The interview is intended to elicit information on their teaching experiences with middle school pupils and the daily difficulties they come across.

2.2.1 Description of the Interview

The interview consists of 24 questions of different forms (open-ended, close-ended, and multiple-choice questions). They are sorted into five sections:

In this section we will deal with the questions attributed to this research:

1. The first section of the interview concerns background information about the teachers.

2. The second section is about the methods and approaches.

3. The third one has to do with teaching speaking skills.

4. The forth one is about the challenges and the support.

5. The last one includes the student factors.

2.2.2 Analysis of the Data Collected

**Section One: background information**

Q1: Teaching experience in years:

The participants' teaching years vary from 1 to 20 years. The distribution of the participants teaching years groups is shown in the Figure below:

Teaching experience
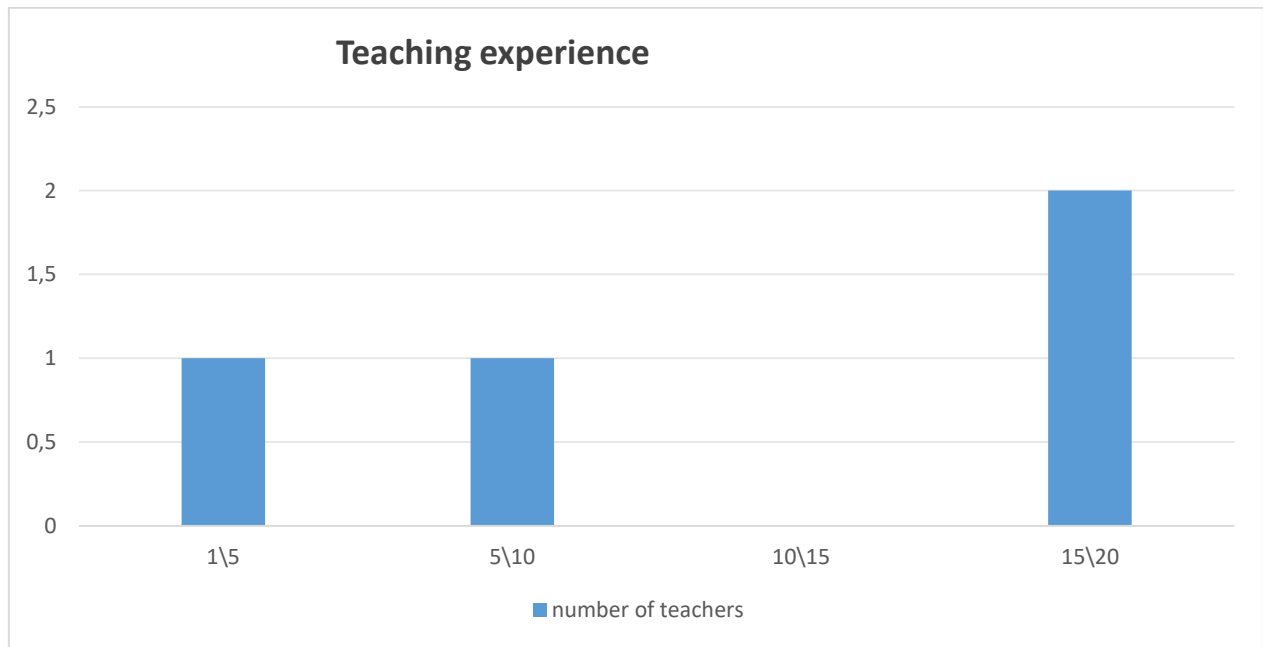
Figure 1 :Teaching experience

Q2: What is your educational degree/qualification?

   We asked this question to be able to recognize the educational background of our respondents and to try to identify whether there is a correlation between the revealed data and other factors surveyed in this research. Our findings show that4 participants (75%) hold a BA degree while only 1 (25%) have a Master's degree.
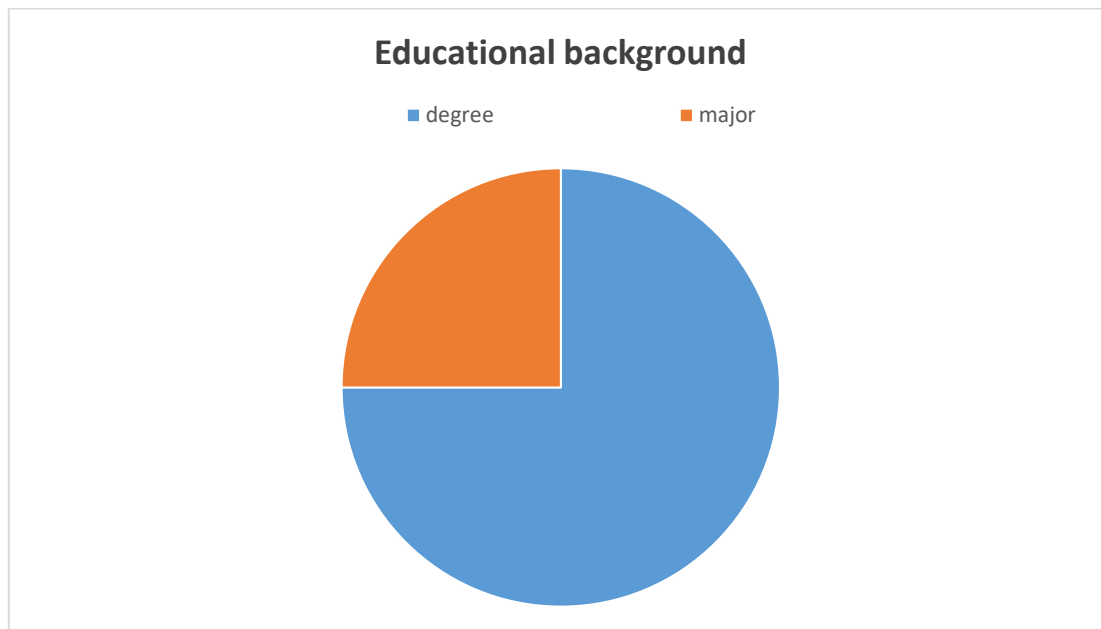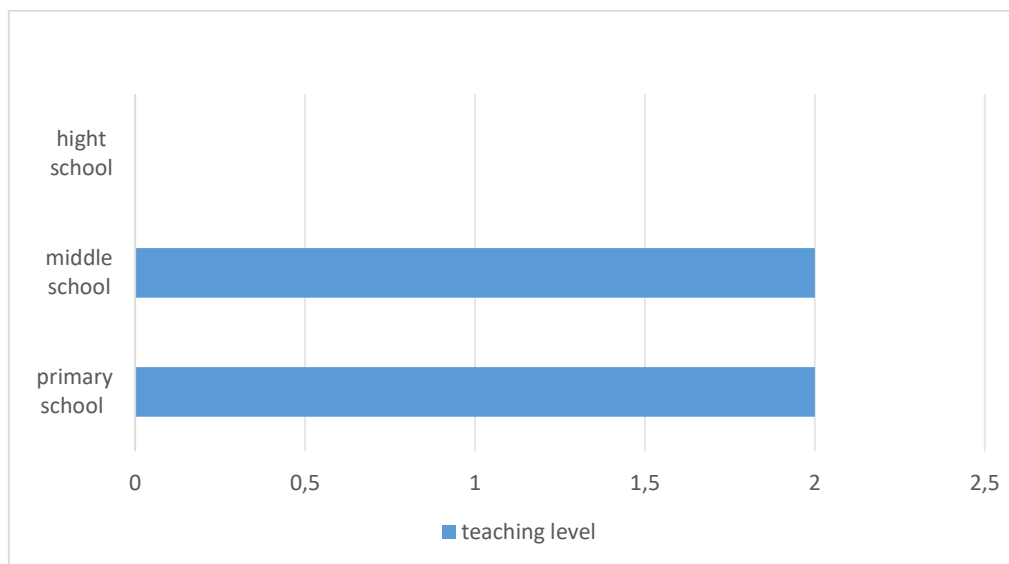

Educational background

Q3: What type of school do you currently teach in?

Type of school	Number of teachers
Public	1
Private	3

Q4 : What level of students do you teach?

Figure 3: **Level of teaching**

Section 2: Teaching methods and approaches

Q1: What methods do you use to teach speaking skills?

This question aims at showing the different methods used by teachers to teach the speaking skills.it appears that two teachers prefer using communicative language method, whereas, one uses task based leaning and the last one mixes between the two.

Methods	Number of participants
Communicative language teaching	2
Task-based learnings	1
Both methods	1

Q2: How often do you use authentic materials in your speaking classes:

This question aims at knowing the frequency of using authentic material in the speaking classes such as videos, podcasts, news articles …

It shows that no participants claimed that he never nor rarely uses them, and 25% is equally used for some times, twice a week, generally and always.
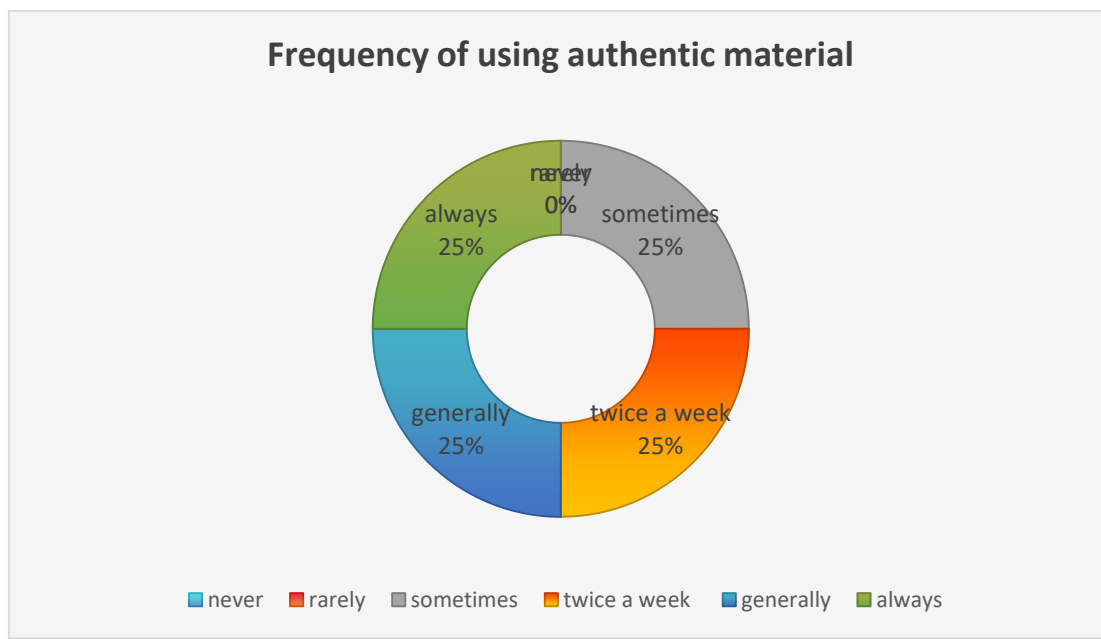
*Figure 4:* *Use of authentic materials*

Q3: Do you use technology to support speaking skills instruction?

For this question we notice that the majority of teachers approve the use of technology to support speaking skills with (75%), and only one does not use it.

Use of technology	yes	No
Number of participants	3	1

Q4: How do assess students speaking skills?

This question aims to know the way teachers asses students' skills. It shows that only one teacher uses oral exams and one also uses both of presentations and group discussions and one other uses group discussions also one other uses presentations.

Number of teachers

■ number of teachers

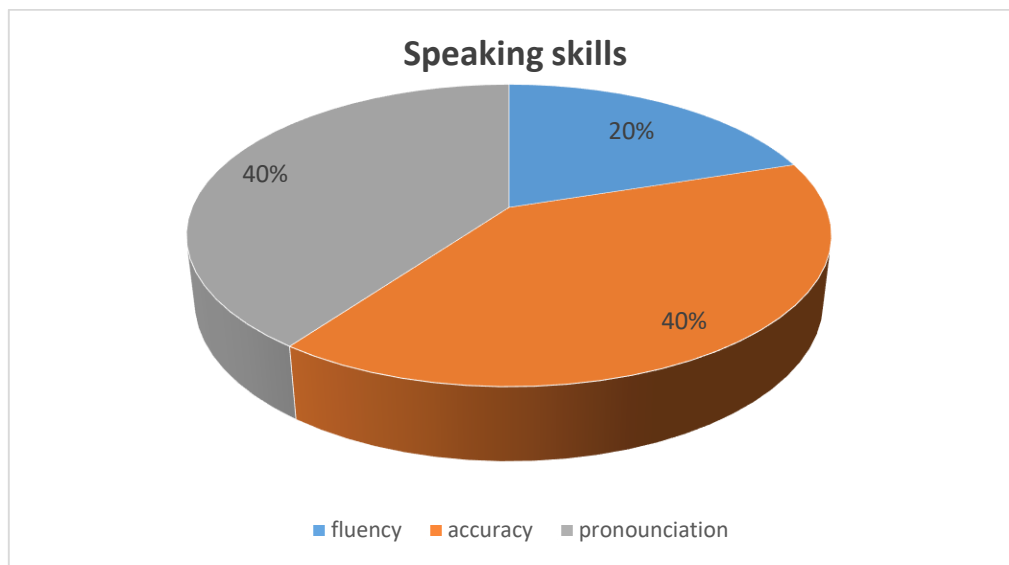|	orale exams	presentations	group discussions
■ number of teachers	1	2	2
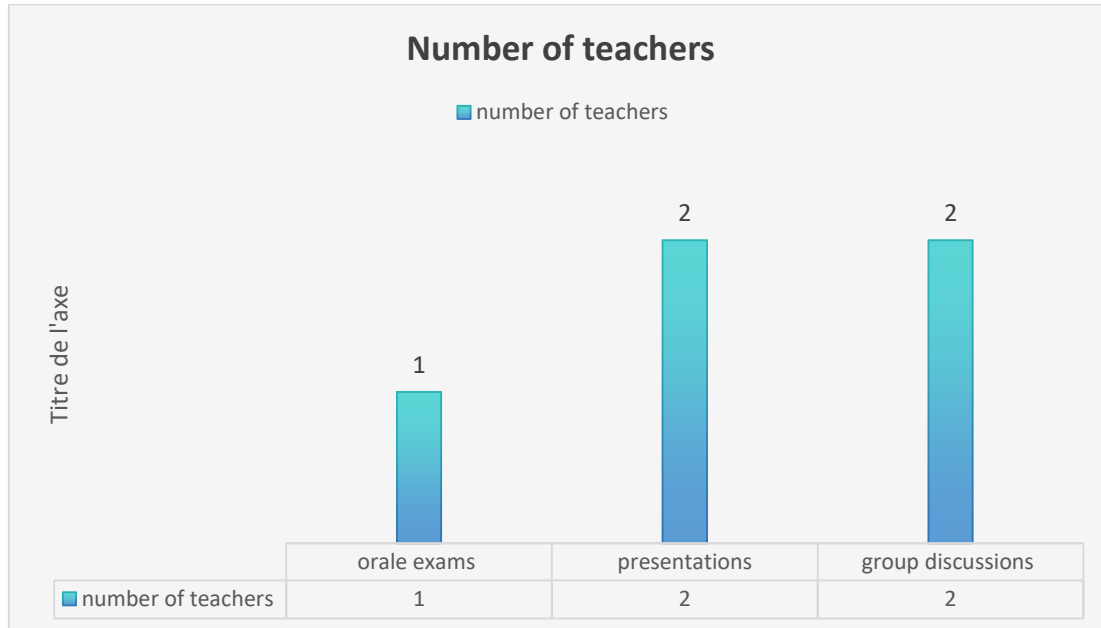
Figure 5: Assessment of speaking

Section 3: teaching speaking skills

Q1: What speaking skills do prioritize in your teaching?

Some speaking skills are prioritize by teachers then others such as fluency with 20% of teachers, accuracy 40%, and pronunciation with 40 % also.

Figure 6: Kinds of speaking skills

Q2: How do you encourage students to practice speaking in class?

This diagram illustrates how students are encouraged in speaking in class. We see that one teacher bases on group work and one other uses both debates and speaking games while another one uses both group work and debates, only one teacher role plays.
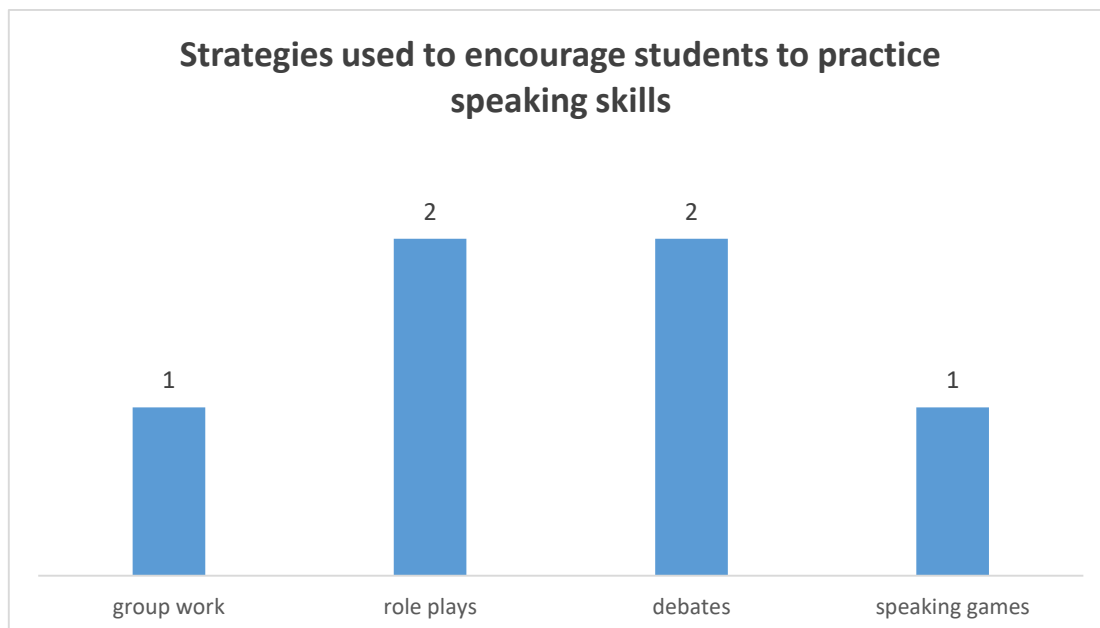
Figure 7: Tips to encourage students to practice speaking

Q3: What strategies do you use to support students who struggle with speaking?

This table shows how teachers support struggling students in speaking. It says that one teacher uses one-on-on feedback, one uses both visual aids and feedback and the last one uses extra practice feedback.

Strategies	Number of teachers
One-on-one feedback	1
Extra practice	1
Visual aids	3

Q5: How do you integrate speaking skills with other language skills?

This relative circle is used to show how do teachers integrate skills with other languages, it says that 25 % of teachers prefer combining it with listening skill and the other 25% prefer using it with reading while 50% of them uses this skill with all the other skills (reading, listening and writing) , but no one uses speaking skill with writing .
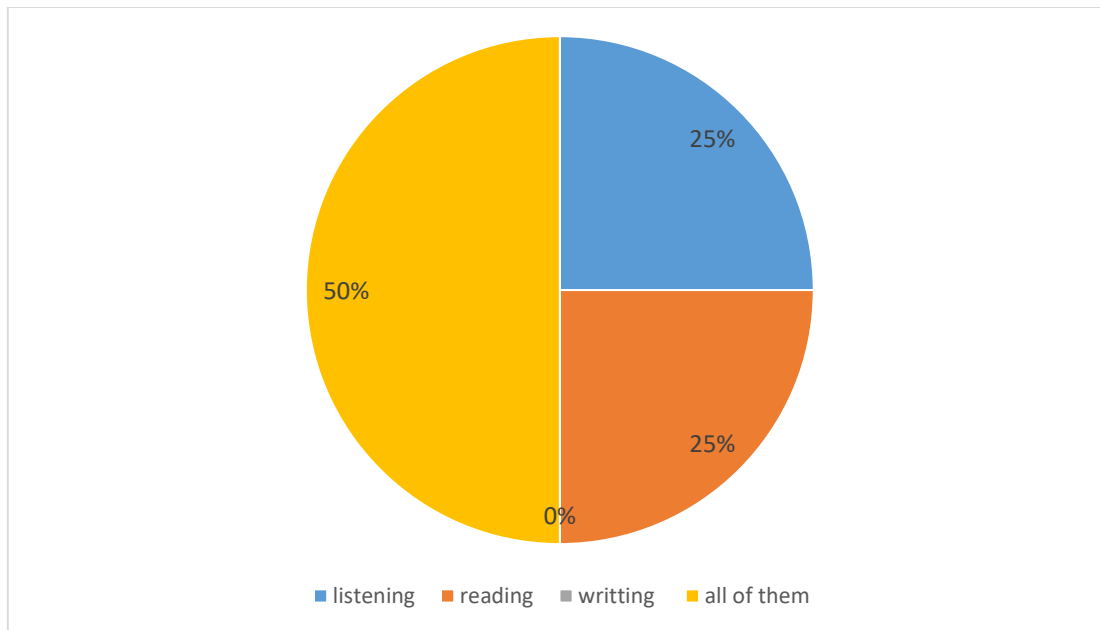

Figure 8:Integrating speaking skills with other language skills

2.2.6 Section 4 : Challenges and support

Q1: what challenges do you face when teaching speaking skills ?

The diagram below shows what are all the challenges that face teachers during teaching speaking skills, they vary from large class size to limited resources, and students motivation, which is the most common one.
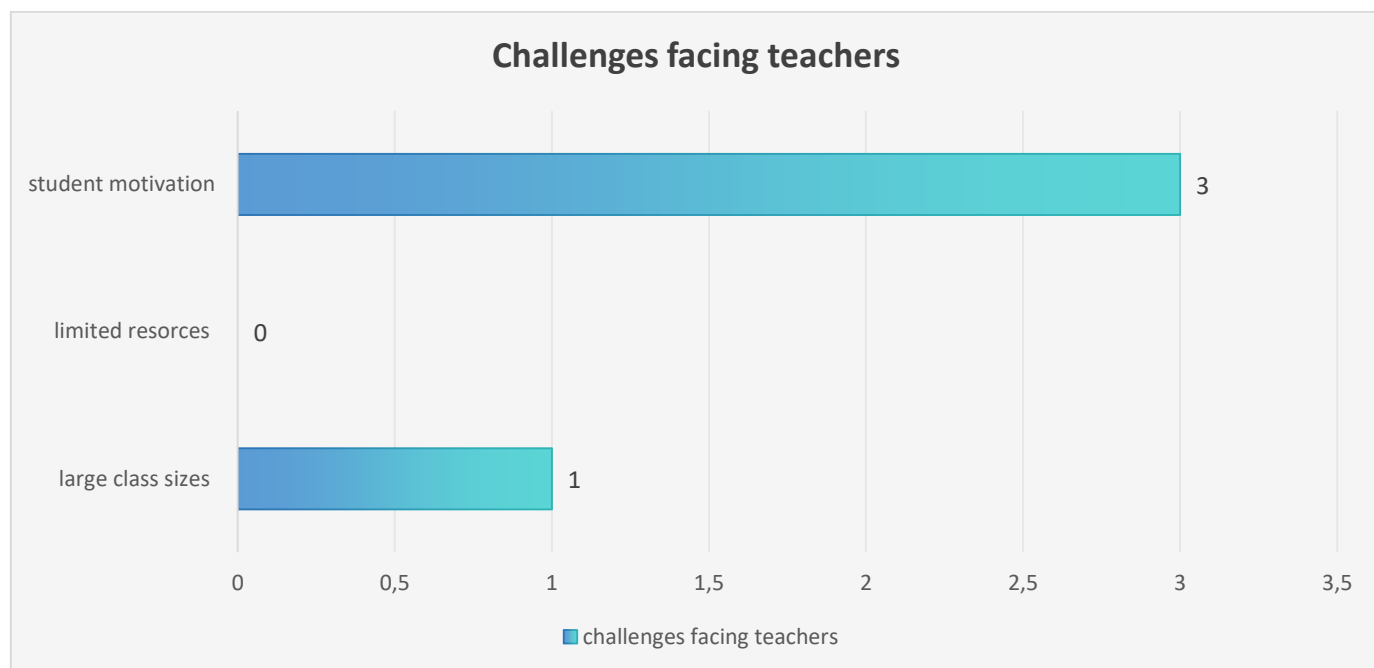
Figure 9: **Challenges facing teaching speaking skills**

Q2: How do you stay updated on new methods and approaches to teaching speaking skills ?

This table shows all the methods used by teachers to update their speaking skills which are equally divided between the methods

Methods	Number of participants
Professional development	1
workshops	1
conferences	1
Seminars with inspector	1

Q3: What support do you receive from your school or administration in teaching speaking skills ?:

We did this diagram to show all the different kinds of support used by the administrations or school to help teachers in teaching speaking skills , and e can see that resources and feedback have the same percentage of (50%).
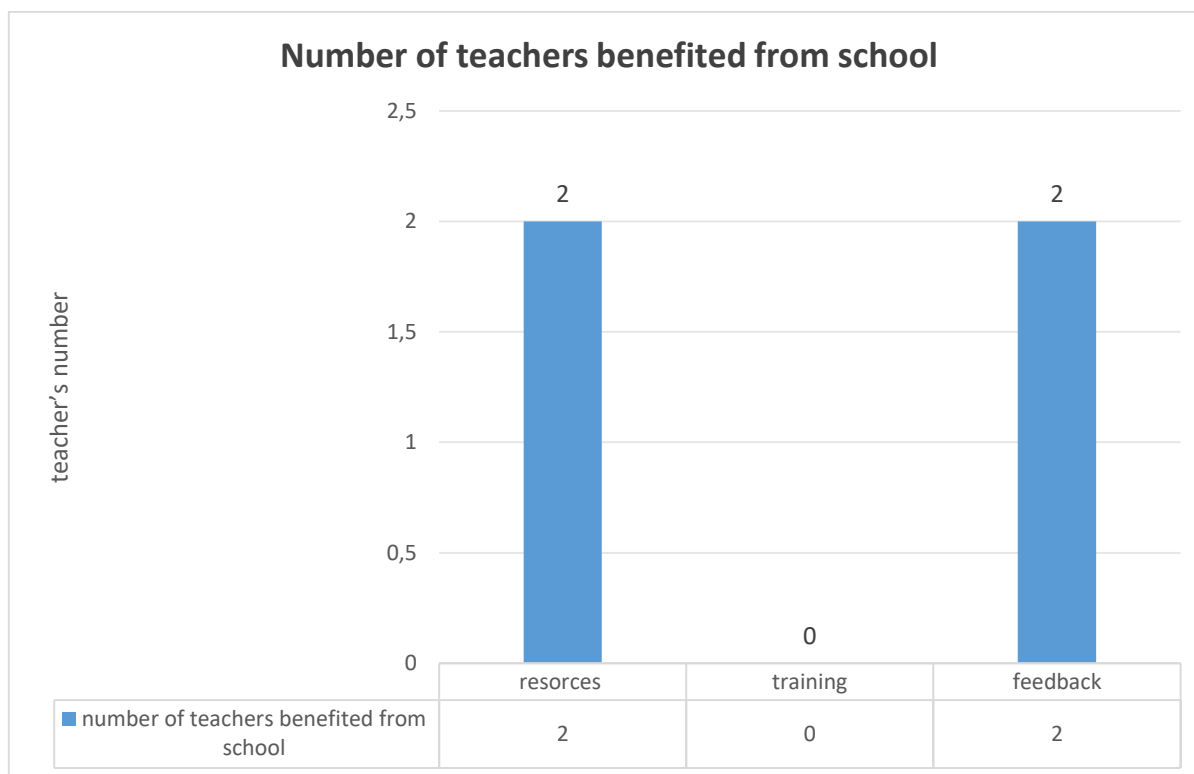
Figure 10:Support received from administrations

Q4: How do you collaborate with colleagues to develop speaking skills instructions?:

   This questions is used to show the different methods that teachers work on to collaborate with their colleagues by planning lessons together, sharing materials and observing each other classes

Section 5: Student factors

Q1: How do you think student's background?

The variable student's background are in the table below:

Students backgrounds	Number of teachers
Socio-economic status	3
Language proficiency	2

Q2: What role do you think motivation and interests play in students' speaking skills development?:

They both play a central role and this by the agreement of all the teachers.

Q3: How do you adapt your teaching to meet the diverse needs of your students?

I adapt my teaching to meet the diverse needs of my students by using different techniques and methods, another teacher said by data-show, flash cards, role-play or group-works, also by using interactive handouts especially for grammar lessons, by going slower for weak learners and giving extra challenges for good learners.

Q4: What strategies do you use to encourage students to take risks and speak in English?

The teacher answered by "According to my experience, I encourage my learners to take risks and speak in English by creating a friendly atmosphere to speak freely even they could make mistakes, using fun activities and working in pair or in small groups. this make students feel confident to speak".

The three other teachers agreed on the importance of creating a friendly atmosphere.

2.2.8 Discussion and Interpretation of the Study Results

The analysis of the data collected in this study revealed important insights into various aspects related to the challenges of teaching speaking skills to middle school pupils. Here are the key findings from the analysis:

2.2.9 Background information

The gender distribution among the participants of this study revealed that a majority are female teachers. This gender disparity suggests that there is a higher representation of female teachers in the study sample. The reasons behind this gender imbalance may be influenced by various factors, such as the overall gender composition of the teaching profession. Also, the participants in this study spanned ages 28 to 41 years old, providing a diverse range of perspectives and experiences.

Participants' educational degree/qualification was to understand their educational background and explore potential correlations with other factors in the study. The findings about the participants' educational qualification indicated that the majority of respondents hold a Bachelor's degree, while a few of them have a Master's degree. This suggests that the sample primarily consists of teachers with undergraduate qualifications, with a smaller proportion holding advanced degrees.

Moreover, for what concerns the years of teaching experience one can notice that all the participants are experienced teachers from the least one (5y) to the most experienced one (20y).

Most of the participants teach to private schools and only one teaches to the public school, while all of them teach in middle schools at the same time.

2.2.10 Teaching methods and approaches

For what concerns the methods, the teachers vary in use between communicative language teaching and task-based learning with the major use of the first one.

All the teachers agree on the importance of using authentic materials in their speaking classes with a deference in frequency.

Also, the use of technology is set to be important even if some teachers do not use it.

For the assessment of the speaking skills teachers use oral exams, group discussions, and presentation with a major preference for the last one.

2.2.11 Teaching Speaking Skills

The teachers prioritize pronunciation over fluency and accuracy. The ways of encouraging students to practice speaking in class vary between group work, role-plays and debates.

For the strategies used to support students who struggle with speaking teachers chose between one-one-one feedback, extra practice, and visual aids.

The participants integrate the speaking skill with listening and reading, and other teachers integrate it with writing too.

2.2.12 Challenges and Support

For the challenges facing the teaching speaking skills, large class sizes stand as a big handicap for the public schools together with limited resources, where us students motivation is found in both public and private schools.

Professional development, workshops, and conferences are used by teachers to stay updated on new methods and approaches to teaching speaking skills.

Teachers revive as support from their school administration in teaching speaking skills either resources, training, or feedback.

For collaboration with colleagues to develop speaking skills instruction teachers plan lessons together, share materials and attend each other's classes.

2.2.13 Student Factors

Some student's background such us socio- economic status, language proficiency affect their speaking skills development, in addition to the lack of reading and no practice of English in daily life can slow students' speaking development.

Motivation and interest both play a central role in students' speaking skills; indeed, without them there is no will and no development.

Teachers use many techniques to meet students' diverse needs like data-show, flash cards, group works and iterative handouts specially designed for either weak or good learners .

There are many strategies that can be used to encourage students to take risks and speak in English ; the most important of them is creating a friendly atmosphere with toleration of mistakes in order to make the students feel confident to speak .

2.2.14 Further Suggestions

The teachers indicated further challenges and problems encountered in teaching English speaking to middle school pupils. These included issues such as lack of motivation, limited resources, small class sizes, language confusion, time constraints, and inadequate practice opportunities. Additionally, factors like parental involvement, administrative support, and managing large numbers of learners contributed to the overall challenges faced for the public schools. It is important to address these obstacles to create a conducive learning environment and enhance English language speaking. The study emphasizes the need for targeted interventions, resource allocation, and support systems to overcome these challenges and improve the teaching and learning experience in the classroom.

2.2.15 Implications and Recommendations

Based on the findings of the study, several implications and recommendations can be

made:

• Enhanced curriculum: The study highlights the need for curriculum enhancements that

address the specific challenges faced by teachers in teaching English speaking skills. The curriculum should focus on more use of oral language vocabulary acquisition, sentence formation, and grammar, while also promoting student motivation and engagement.

• Resource allocation: Adequate allocation of resources, such as teaching materials, is crucial to support effective English language instruction. Policymakers and school administrators should prioritize the provision of sufficient resources to address the challenges identified in the study.

• Professional development: Teachers should be provided with ongoing professional development opportunities to enhance their pedagogical skills in teaching English. Training programs should focus on effective instructional strategies, differentiated instruction, and the use of technology to enhance language learning.

• Collaboration and support: Collaboration among teachers and support from school leader ship are essential in implementing effective teaching strategies and addressing challenges. Collaborative planning and sharing of best practices can help teachers overcome obstacles and improve the overall quality of English language use.

• Integration of technology: The study highlights the importance of integrating technology into language learning. Educational apps, games, audio and video recordings, and online resources can be valuable tools to enhance engagement and facilitate language acquisition. Teachers should be encouraged to explore and utilize appropriate technological resources.

• Individualized instruction: Given the varying levels of language proficiency among students, differentiated instruction should be emphasized. Teachers should adapt their teaching approaches and provide personalized support to meet the diverse learning needs of pupils.

• Continuous assessment: Effective assessment practices should be implemented to monitor students' progress and identify areas that require additional support. Formative assessments, such as regular check-ins and feedback, can help guide instructional decisions and ensure targeted language development. By implementing these implications and recommendations, educators and policymakers can work towards improving the quality of English language use for pupils, addressing the identified challenges, and promoting effective language learning outcomes.

Conclusion

In conclusion, the methodology and design employed in this study provided a robust framework for investigating the challenges faced by teachers in teaching English to pupils. The methods approach, combining surveys, interviews, allowed for a comprehensive understanding of the issues and effective practices in English language. The data collected from diverse middle school teachers and the subsequent analysis using quantitative techniques enhanced the validity and reliability of the findings. All in all, the chosen methodology and design contributed to the depth and breadth of insights generated, enabling valuable recommendations for improving English language speaking in school context.

General conclusion

In conclusion, this study explored the challenges of teaching English speaking to pupils in middle schools. Through a comprehensive analysis of various factors such as language speaking proficiency, curriculum constraints, assessment practices, and teaching strategies, valuable insights were gained into the difficulties faced by teachers in this context. The findings revealed the importance of addressing language transfer issues, providing targeted support, and promoting accurate and proficient English language skills among pupils. The data collected from a diverse group of teachers provided rich and varied perspectives on the topic. The study identified several significant challenges faced by teachers, including limited vocabulary acquisition, low motivation and engagement, and varying levels of language proficiency among students. These challenges were found to be influenced by factors such as inadequate resources, large class sizes, limited instructional time, and language. To address these challenges, teachers employed various strategies and pedagogical approaches, including interactive activities, differentiated instruction, the use of technology and multimedia resources, and creating a supportive classroom environment. The study emphasized the importance of ongoing teacher professional development and collaboration in effectively implementing these strategies.

The implications of the findings suggest the need for curriculum enhancements, resource allocation, and support for teachers in effectively teaching English to pupils. The study contributes to the existing literature on English language education in public and private schools and provides practical insights for policymakers, curriculum developers, and educators to improve the quality of English instruction at this stage. Overall, this dissertation sheds light on the challenges faced by teachers in teaching English speaking to pupils and offers evidence-based strategies and pedagogical approaches to overcome these challenges. The findings have practical implications for improving the teaching and learning of English in both private and public schools settings and enhancing pupils' language proficiency and communicative skills at a crucial stage of their education. Finally , the study confirm the previously stated hypothesis which claims that students of privet schools are speakers than the ones of public schools and this for the formerly explained reasons.

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Appendix

University of Ghardaia

Faculty of Letters and Languages

Department of English

Teachers' Interview

Section 1: Background Information

1. What is your teaching experience (in years)?

2. What is your educational background (degree, major)?

3. What type of school do you currently teach in (private, public)?

4. What level of students do you teach (primary, middle, high school)?

Section 2: Teaching Methods and Approaches

1. What methods do you use to teach speaking skills (e.g., communicative language teaching, task-based learning)?

2. How often do you use authentic materials (e.g., videos, podcasts, news articles) in your speaking classes?

3. Do you use technology (e.g., language learning apps, online resources) to support speaking skills instruction?

4. How do you assess students' speaking skills (e.g., oral exams, presentations, group discussions)?

Section 3: Teaching Speaking Skills

1. What speaking skills do you prioritize in your teaching (e.g., fluency, accuracy, pronunciation)?

2. How do you encourage students to practice speaking in class (e.g., group work, role-plays, debates)?

3. What strategies do you use to support students who struggle with speaking (e.g., one-on-one feedback, extra practice, visual aids)?

4. How do you integrate speaking skills with other language skills (e.g., listening, reading, writing)?

Section 4: Challenges and Support

1. What challenges do you face when teaching speaking skills (e.g., large class sizes, limited resources, student motivation)?

2. How do you stay updated on new methods and approaches to teaching speaking skills (e.g., professional development, workshops, conferences)?

3. What support do you receive from your school or administration in teaching speaking skills (e.g., resources, training, feedback)?

4. How do you collaborate with colleagues to develop speaking skills instruction?

Section 5: Student Factors

1. How do you think students' backgrounds (e.g., socio-economic status, language proficiency) affect their speaking skills development?

2. What role do you think motivation and interest play in students' speaking skills development?

3. How do you adapt your teaching to meet the diverse needs of your students?

4. What strategies do you use to encourage students to take risks and speak in English?

Thanks a lot for your collaboration.

الملخص

التفاوت في تعليم مهارات التحدث بين المدارس الحكومية والخاصــــــــــــــــــــــــــــــــــة

تُعد مهارة التحدث من أهم عناصر تعلم اللغة، لكن هناك تفاوتًا واضحًا في طريقة تعليمها . بين المدارس الحكومية والخاصة.

في المدارس الحكومية، غالبًا ما يتم التركيز على القواعد والقراءة، بينما يُهمل جانب التحدث بسبب كثافة الفصول، ونقص الوقت، وضعف تدريب المعلمين على الأساليب التفــاعلــة.

أما في المدارس الخاصة، فغالبًا ما تكون الأعداد أقل، والتعليم أكثر تفاعلية، مع استخدام أدوات حديثة مثل المعامل اللغوية والتكنولوجيا، مما يساعد على تنمية مهارات التحدث بشكل أفـصــل.

لكن رغم هذه الفروق، قد تواجه المدارس الخاصة أيضًا صعوبات تتعلق بكفاءة المعلمين أو جودة المناهج .ولهذا، يجب تحسين تعليم مهارات التحدث في جميع المدارس من خلال تدريب المعلمين، وتحديث المناهج، وتوفير فرص ممارسة اللغة للجميع..

الكلمات المفتاحية: الكلام، مهارة ،التناقضات ، خاصة، عمومية، مدارس، تلاميذ، متوسطة