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***Investigating EFL Learners' Communicative Competence: A Comparative  
Study of Algerian Baccalaureate Foreign Languages Stream and CEFR  
Intermediate Level***

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## ***Dedication & Acknowledgment***

*First and foremost, we humbly offer all praise and thanks to Allah for the unwavering guidance and boundless blessings.*

*To the cherished memories of our 8 academic years as classmates, where we grew, learned, and triumphed together.*

*To being cousins, who have not only been family, but also the closest companions on this remarkable journey.*

*To our loving family, our future wives, and dear friends, whose unwavering support and encouragement have been the pillars of strength throughout this endeavor.*

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## **Abstract**

English language, like any other language, tends to fulfill communication between people. Therefore, Communicative Competence is crucial for effective communication. This study compares and investigates analytically the Communicative competence in the Algerian secondary schools (ASS) 3<sup>rd</sup> year, and the CEFR intermediate level. We adopted the qualitative approach, in which structured interviews were conducted with 10 students and 10 teachers from both parties involved in this research study. Our study shows a remarkable difference in communicative competence between the ASS 3<sup>rd</sup> year EFL learners and CEFR intermediate EFL learners. We conclude that CEFR intermediate EFL learners are more communicatively competent, compared to ASS 3<sup>rd</sup> year EFL learners, due to the divergence in curricula, approaches to language teaching, and materials. We highly recommend that future research studies on this subject matter encompass larger samples for wider generalizability of results and findings.

**Keywords:** communicative competence, EFL, ASS 3<sup>rd</sup> year, CEFR intermediate level.

## List of Acronyms

<b>EFL:</b> English as a Foreign Language
<b>CLT:</b> Communicative Language Teaching
<b>CBA:</b> Competency Based Approach
<b>CBE:</b> Competency Based Education
<b>CEFR:</b> Common European Framework of Reference for Languages
<b>ASS:</b> Algerian Secondary Schools
<b>EASS:</b> English in Algerian Secondary Schools
<b>LAD:</b> Language Acquisition Device
<b>CUP:</b> Cambridge University Press

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# **General Introduction**

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## **General Introduction**

### **Introduction**

Communication is an essential aspect of human interaction, and the ability to communicate effectively in a foreign language is becoming increasingly important in today's globalized world. As such, English as a foreign language (EFL) education has become a crucial part of many countries' educational systems. Algeria is one such country where EFL education is mandatory, and it's a core subject in the Algerian educational system. However, despite the emphasis on EFL education, many students still struggle to communicate effectively in English.

### **1. Background of the Study**

Communication in English is a crucial aspect of daily life for millions of people around the world. English has become the language of education, business, science, technology and diplomacy. In today's interconnected world, being able to communicate effectively in English is essential for success in many areas.

Having had the chance to experience teaching EFL learners in both the Algerian educational system and CEFR system, was very enlightening in terms of observing students' communication abilities and their language learning strategies. The Algerian educational system is based on a more traditional approach to teaching English as a foreign language, with a heavy emphasis on grammar rules and rote memorization of vocabulary lists. In contrast, the CEFR system adopts a communicative approach, focusing on the practical use of language in real-life situations.

### **2. Statement of Purpose**

Our goal is to conduct an analytical comparison of the communicative competence of EFL learners at two different levels: 3rd year secondary school in the Algerian educational system and intermediate level in the Common European Framework of Reference for Languages (CEFR).

# **General Introduction**

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## **3. Statement of Problem**

Issues in communication arise when individuals lack the necessary skills to communicate effectively in different situations. One of the most common issues with communicative competence is the lack of proficiency in the language being used. Individuals who are not fluent in a language may struggle to communicate their ideas clearly or understand others, leading to misunderstandings and miscommunications. In this regard, EFL learners often have difficulties with their communicative abilities and competences.

## **4. Motivations**

- Assessing language proficiency.
- Meeting communication needs.
- Advancing language teaching research.

## **5. Structure of the Dissertation**

This dissertation falls into the following parts: **general introduction, theoretical part, practical part** and **general conclusion**. **The general introduction** summarises the framework of the research, including the background of the study, statement of purpose, statement of problem, motivations to this work, limitations of the study and definition of terms. **The theoretical part** represents the theoretical underpinnings upon which this study is based and developed, this part is segmented into three major sections presented in sequential order, based on the variables that constitute this work. **The practical part** deals with the practical undertakings of this research, starting with introduction of the sample and presentation of data collection methods used to getting findings which are analysed and discussed. This dissertation is finally brought to an end by a **general conclusion**.

## **6. Limitation of the Study**

This study is a small-scale endeavor that stems from personal observations and common educational issues that have been openly discussed.

## **General Introduction**

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- Sample size: The study may have a limited number of participants, which could affect the representativeness and generalizability of the results.
- Selection bias: The participants may not be representative of the target population. For example, the study may only include high-achieving students or those who have chosen to study foreign languages.
- The department's scientific committee specified a required length for the thesis paper, which resulted in us having to limit the practical part to the analysis and comparison of two components of communicative competence: linguistic and sociolinguistic competences. This is a change from our original plan to cover all the four components.

### **7. Definition of Terms**

*Note: While this work extensively discusses the following terms, it is necessary to provide a short explanation for the purpose of clarification and guidance.*

**EFL;** refers to teaching and learning English in non-English speaking countries.

**Communicative Competence;** refers to the ability to use language effectively and appropriately in real-life situations

**Educational system;** is a set of institutions, policies, and practices that govern the delivery of education and training.

**Common European Framework of Reference for Languages (CEFR);** is a widely recognized framework for language learning, teaching, and assessment in Europe. It was developed by the Council of Europe.

**Communicative Language Teaching;** is an approach to language teaching that emphasizes communication and interaction as the primary goals of language learning.

**Competency-based Approach;** is an approach that focuses on the development and demonstration of specific knowledge, skills, and attitudes required to perform tasks or roles effectively. It emphasizes real-world experiences based on defined competencies.

**Part One: Literature Review****Introduction**

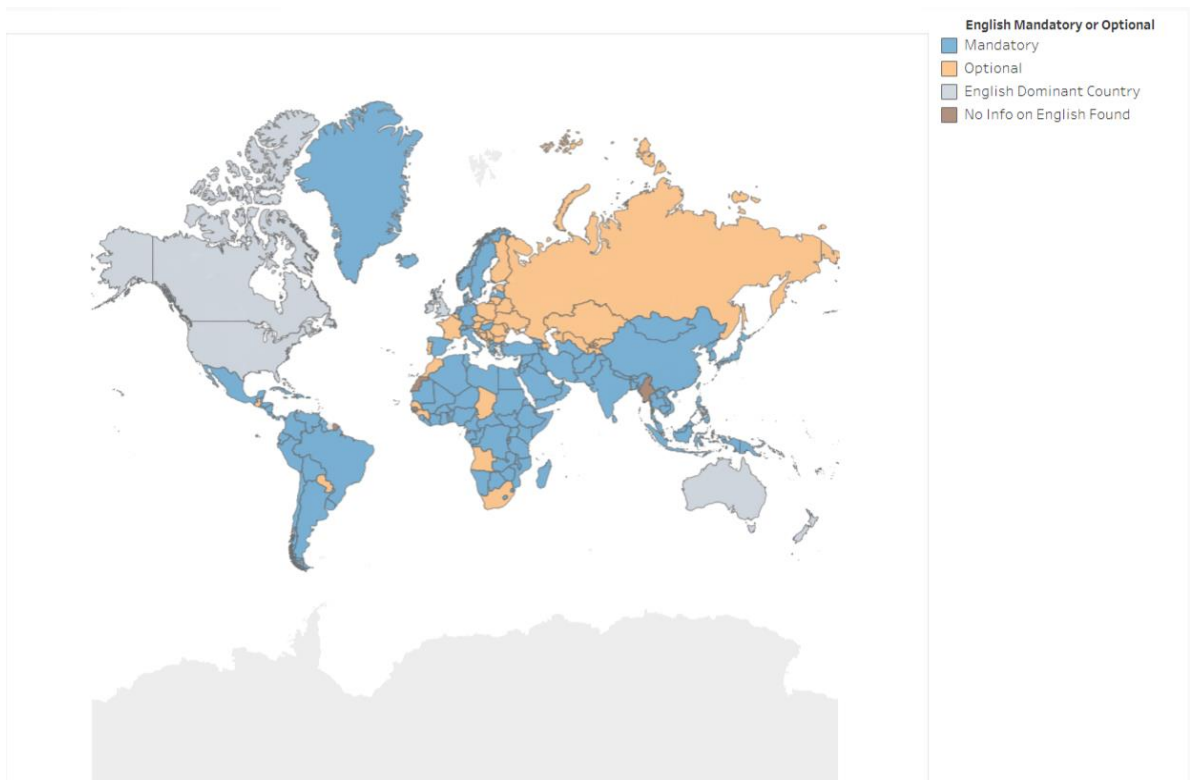
This part consists of the various works of literature that underline this research, including a presentation of highlighted key concepts, underpinning theories required for a thorough comprehension of this work and a review of related experimental studies. This part follows a systematic presentation of the previously mentioned items in accordance with the logical progression of the work; in this respect, this part was divided into three main sections.

**Section One****1. English in the World****1.1. English as a Global Language of Communication**

English is a widely spoken language in the world and is used as a second language by millions of people. (Yadav, A, 2023, para. 7) “English is spoken by 1,453 million (native and non-native), it is the most spoken language in the world by number of speakers”. Furthermore, it’s the most commonly used language in international communication, business, science, technology and entertainment. It is the official language in many countries, including the United Kingdom, the United States, Australia, Canada and South Africa. Additionally, it is widely used as a lingua franca in many other countries where it’s not an official language.

The widespread use of English as a second language has made it one of the most influential languages in the world. It is unquestionably the language of internet, with a significant web content being in English. English is also the language of many international organizations, such as the United Nations Organization. It certainly has a rich history and has been influenced by many other languages, including Latin, French and German. All in all, the English language plays a significant role in today’s world, shaping international communication and fostering cultural exchange and understanding.

**1.2. English Education in the World**



**Figure 1. Illustrative Map of English Language Education Spread Around the World (The University of Winnipeg, 2023)**

As illustrated in the map, there are 142 countries (covered in blue) in the world where English is a mandatory element of the national education system when it comes to public education. There are 41 countries (in yellow) in which English language is a possible optional subject or is taught in merely some schools (often as the most popular option to fulfill a ‘foreign language’ requirement). There are many countries like China, Indonesia, Colombia and Sweden in which English is mandatory in some grades, but optional in others.

As the map depicts the spread of English usage through public education systems, countries where English is dominant to such an extent that the role of the public education systems is much more complex are excluded, such as (Australia, Canada, Ireland, New Zealand, the United Kingdom and the United States). (The University of Winnipeg, 2023).

**2. English as a Foreign Language (EFL)**

EFL stands for English as a Foreign Language. It's mainly teaching English language to non-native learners (generally in countries where English is not the primary language). EFL is often used in contexts where English is not an official language, and students typically learn it as a second or third language for academic or professional purposes, communication with native English speakers, or personal growth. EFL is commonly taught in schools, universities and language institutes. There are various materials, methods and approaches available to facilitate English language learning and teaching process.

The focus of EFL courses is to enable learners to communicate effectively in English and improve their reading, writing, listening and speaking skills. EFL is taught worldwide, with many different approaches and methods depending on the context, level and goals of the learners.

**2.1. Noam Chomsky's View on Language**

Chomsky (2003) claimed that "Language is a process of free creation; its laws and principles are fixed, but the manner in which the principles of generation are used is free and infinitely varied. Even the interpretation and use of words involves a process of free creation" (p. 402). This quote by Noam Chomsky highlights the creative nature of language. While there are rules and principles that govern how language is constructed and used, there is also a great deal of freedom in how those rules are applied, and how words are interpreted.

Language is not a static system, but rather a dynamic and ever-changing process that reflects the needs and experiences of its users. Speakers and writers have the ability to create new words, meanings and grammatical structures that enable them to express their ideas and emotions in unique and creative ways. Moreover, the interpretation of words and language is highly dependent on context and individual perspective, which further underscores the flexibility and subjectivity of language. This is why communication can sometimes be

challenging, as people may have different interpretations of the same words or phrases based on their own experiences and beliefs.

Overall, language is a complex and fascinating phenomenon that reflects the creativity and diversity of human thought and expression.

### **2.1.1. Universal Grammar**

The idea of universal grammar suggested by Noam Chomsky has undoubtedly contributed to linguistics field of study. Whether linguists agree with it or not, they have defined their views by their reactions to it. From the 1960s to the 1980s, universal grammar became a flashpoint for disciplines outside linguistics such as psychology and first language acquisition (Cook & Newson, 2007, p. 1).

Chomsky (2006) stated that “The grammar of any language contains devices that make it possible to form sentences of arbitrary complexity, each with its intrinsic semantic interpretation. It is important to realize that this is no mere logical nicety. The normal use of language relies in an essential way on this unboundedness, on the fact that language contains devices for generating sentences of arbitrary complexity.” (p. 104).

In fact, one of the defining features of natural languages is their ability to generate an infinite number of sentences with varying levels of complexity. This is made possible by the grammatical rules and structures that are built into each language, allowing speakers to combine words and phrases in different ways in order to express their thoughts and ideas. The ability to generate such complex sentences is crucial for effective communication, as it allows speakers to convey increasingly nuanced meanings and convey complex thoughts and ideas. Without this unboundedness, language would be limited in its expressive power and would not be able to meet the diverse needs of human communication.

### **2.2. Krashen’s Theory of Second Language Acquisition**

Krashen's theory is a theory of second language acquisition propounded by the linguist

Stephen Krashen. The theory suggests that language acquisition occurs when learners receive comprehensible input, which is language that is slightly above their current level of understanding. According to Krashen, there are five main hypotheses that explain how language acquisition occurs.

### **2.2.1. The Acquisition-Learning Distinction Hypothesis**

Krashen (2013) asserted that “We have two very different ways of developing ability in another language. We can acquire language, and we can learn language.” (p. 01). According to Krashen, **Language acquisition** occurs subconsciously. It happens while we are not aware that it is happening. We rather think that we are having a conversation, or reading a book. Of course, we are, but at the same time, we might be acquiring language therefore the knowledge is stored in our brains subconsciously.

As opposed to what has been discussed earlier, **Language learning** is a conscious process. When we are learning, we know we are learning, and we are trying to learn. Language learning generally takes place at school, when we talk about "rules" and "grammar," we are talking about learning. (Krashen,2013, p. 1).

### **2.2.2. The Natural Order Hypothesis**

Krashen (2013) stated that “We acquire (not learn) the parts of language in a predictable order. Some grammatical items, for example, are acquired early while others are acquired later. The order is not exact. Not every acquirer proceeds in exactly the same order, but the variation among acquirers is not extreme.” (p. 01)

The acquisition of language follows a predictable order, and some grammatical items are acquired earlier than others. For example, children typically acquire basic vocabulary and simple grammatical structures, such as nouns, verbs and simple sentences, before more complex structures like subordinate clauses and complex sentence constructions.



However, the order of acquisition can vary slightly among individual language acquirers, and there is some variation in the rate at which different language features are acquired. Nonetheless, the overall order of acquisition tends to be consistent across different learners and languages. This suggests that there are universal patterns underlying language acquisition that are influenced by biological and cognitive factors.

Krashen (2013) believed that “The natural order cannot be changed. We cannot alter the order in which students acquire language by providing explanations, drills and exercises. A teacher can drill the third person singular for weeks, but it will not be acquired until the acquirer is ready for it.” (p. 02). The statement suggests that while language learning has a natural order, providing instruction and practice can still have a positive impact on the process. However, it is also acknowledged that learners will only acquire language when they are developmentally ready to do so, as there are certain limits to what can be achieved through explicit teaching alone. Overall, the natural order of language acquisition cannot be entirely changed, but instruction and practice can still be beneficial in facilitating the process.

### **2.2.3. The Monitor Hypothesis**

Krashen (2013) stated that “Consciously learned language is only available to us as a Monitor, or editor. The ability to produce language fluently and easily comes from what we have acquired. The grammar rules that we learned in school have only one function: They act as a Monitor, or editor.” (p. 02). Conscious learning, as the statement suggests, involves studying the rules of grammar and other aspects of language explicitly, usually in a formal setting such as a classroom. The conscious knowledge gained through this process can then be used to monitor our own language production and make corrections when necessary.

### **2.2.4. The Comprehension Hypothesis**

The comprehension hypothesis is the central hypotheses in the language acquisition theory. It aims to provide answers to an important question in the fields of language acquisition

and language education: How do we acquire language? (Krashen, 2013). Krashen then noted that “the answer is simple, we acquire language when we understand what people tell us or when we understand what we read, and there is no other way it can happen. While people differ in many important ways, they do not differ in the way they acquire language.” (Krashen, 2013, p. 03). This statement suggests that humans are capable of acquiring language when they are exposed to messages that contain aspects of language they have not yet acquired, but are developmentally ready to learn.

Illustratively, a child who has not yet learned the word "cat" may hear an adult say "look at the cat" and understand that the word "cat" refers to the animal they see. The child's brain is able to process and understand this message because it is developmentally ready to acquire new vocabulary words.

Similarly, as we learn new words, we also learn the grammatical structures that go with them, such as how to form sentences, use tenses and express complex ideas. As we are exposed to more and more messages containing these aspects of language, our understanding and ability to use them grows.

### **2.2.5. The Affective Filter Hypothesis**

Krashen (2013) claimed that “Affective variables do not impact language acquisition directly but prevent input from reaching what Chomsky has called the language acquisition device” (p. 04). Affective variables refer to emotional and motivational factors that can impact language acquisition, such as anxiety, self-confidence, motivation and attitudes towards the language being learned. While affective variables may not directly impact language acquisition, they can hinder the input that reaches the LAD, thus impeding the process of language acquisition.

Krashen's theory has been influential in the field of second language acquisition and has been used to develop teaching approaches that emphasize the importance of providing

comprehensible input to language learners. This theory can be applied to language learning as well as language acquisition. The distinction between language acquisition and language learning is important in Krashen's theory, with acquisition being the process of unconsciously acquiring language through exposure to comprehensible input, while learning involves the conscious study of language rules.

### **2.3. Operant Conditioning in Language**

According to Skinner (1957) certain consequences typically follow certain responses in a verbal community. For instance, when someone says "Wait!", another person will typically wait, and when someone says "Sh-h!", there will usually be silence. This type of verbal behavior is common in young children, such as when they say "Candy!" and receive candy or say "Out!" and a door opens. These effects are not always inevitable, but we can usually identify the most common consequence of each response. This pattern is also present in nonverbal behavior, such as turning a knob or pushing a door to go out. This behavior is acquired through operant conditioning, which means that certain responses are reinforced in a particular way, making them more likely to occur in the future. For example, if someone has been deprived of candy, they are more likely to say "Candy!" than if they have just had some, while saying "Quiet!" is reinforced by the reduction of an aversive condition, such as noise. We can increase the likelihood of someone saying "Quiet!" by creating such a condition, such as by making a noise.

This passage is discussing how certain verbal and nonverbal responses in a community have specific consequences that are typically expected to follow. For example, if someone says "Wait!" to another person, the expected response is for that person to pause or hold off on what they were doing. Similarly, if someone says "Sh-h!" to others, the expected response is to have silence. This pattern is often seen in young children, who learn through operant conditioning that certain behaviors lead to certain outcomes. For instance, if a child says "Candy!" and receives candy, they are likely to repeat that behavior in the future.

Operant conditioning is a type of learning that involves reinforcement, where certain behaviors are either strengthened or weakened depending on the consequences that follow. In this context, if a particular response is reinforced in a particular way, it becomes more likely to occur in the future.

## **Section Two**

### **1. Communicative Competence**

#### **1.1. Communication**

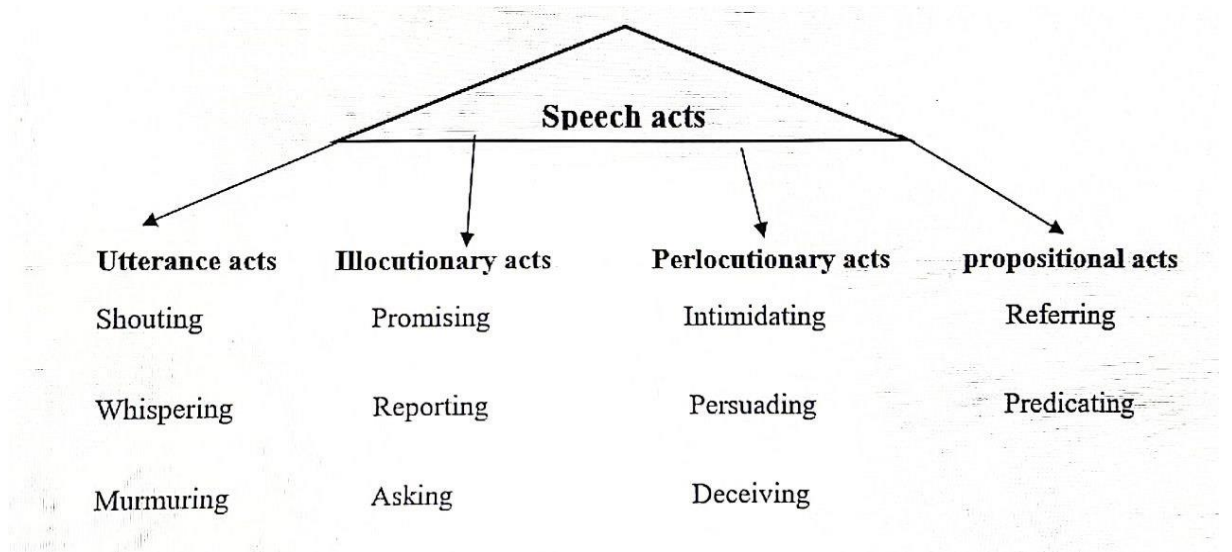
Communication may seem like a simple term that doesn't require a formal definition, yet there is often disagreement among scholars who specialize in studying communication about its exact meaning. According to a group of researchers; Beebe, S, A., Beebe, S, J and Ivy, D, K. (2016) “communication is the process of acting on information. Someone does or says something, and others think or do something in response to the action or the words as they understand them.” (p.05). They additionally state that “Human communication is the process of making sense out of the world and sharing that sense with others by creating meaning through verbal and nonverbal messages.” (p.05).

Human communication is indicative of the exchange of information, ideas and feelings between individuals or groups. It involves the creation and interpretation of messages using both verbal and nonverbal cues. Communication is a fundamental aspect of human interaction, and it has a vital role in socialization, relationships and the functioning of society.

The process of communication involves two or more individuals who share a common language and a shared understanding of the meaning behind certain symbols and signals. These symbols can take the form of spoken or written language, gestures, facial expressions, or other nonverbal cues. Through the exchange of messages, individuals can convey their thoughts, feelings and intentions to others.

**1.2. Speech Acts**

Adrian, Richard, Ann, & Robert (2001) wrote “Speech acts are acts performed in uttering expressions. Utterance acts are simply acts of uttering sounds, syllables, words, phrases. from the work of Austin (1962) and Searle (1969). According to the theory they have developed, there are four important categories of speech acts.” (p. 394). The four categories of speech acts are shown in the figure below.



**Figure 2. Types of Speech Acts. From (Linguistics: An Introduction to Language and Communication.) By (Akmajian, A et al., 2001)**

Simply put, speech acts refer to the intention and meaning behind the words we use when we speak. When we make a statement, ask a question, or give a command, we are performing a speech act. On the other hand, utterance acts are the physical act of producing sounds or words, regardless of their intended meaning. For example, saying "uh-uh" or clearing your throat are considered utterance acts, but they don't necessarily convey a speech act.

**1.3. Communicative Competence**

To gain a better understanding of the concept of communicative competence, one can begin by defining the term competence itself. While the term competence is often associated with education, it has a broader meaning and it's commonly used nowadays. In essence, it means “the ability to do something well” (Oxford Dictionaries [online]). This definition

suggests that communicative competence pertains to the capacity to communicate effectively. Below is a concise summary of what scholars in the field have stated about it.

One of the early scholars who connected the term "competence" with language learning was Chomsky, who was an American linguist and cognitive scientist. Chomsky (1965) distinguishes between two concepts, competence and performance. In his view, competence is "the speaker-hearer's knowledge of his language" and performance is "the actual use of language in concrete situations." (p. 4).

Accordingly, competence and performance are two distinct concepts that describe different aspects of language ability. Competence refers to an individual's internalized knowledge of a language, including grammar rules, vocabulary and syntax. It encompasses the ability to recognize and produce grammatically correct sentences, even if they have never been encountered before. In other words, competence is the potential or capacity to use a language.

On the other hand, performance refers to the actual use of language in real-life situations. It involves the practical application of linguistic knowledge, such as speaking, writing, reading and listening. Performance is affected by various external factors, including the social context, audience and the speaker's mental and physical state. It can be influenced by factors such as stress, anxiety and distractions that may impact a person's ability to use language effectively.

Dell H. Hymes coined the term of "communicative competence" in 1972, referring to the essential knowledge of grammar and its practical application in different communication scenarios. He claimed back then that "He or she acquires Competence as to when to speak, when not, and as to what to talk about with whom, when, where, in what manner. In short, a child becomes able to accomplish a repertoire of speech acts, to take part in speech events, and to evaluate their accomplishment by others." (p. 277).

In 1983, Henry G. Widdowson made a distinction between two terms: competence and capacity. According to his differentiation, competence refers to knowledge of linguistic and sociolinguistic conventions, while capacity denotes the skill to use this knowledge in combining words to convey a particular meaning. Widdowson believed capacity is not a component of competence, however capacity and competence are separate concepts and that capacity remains “an active force for continuing creativity.” (Widdowson in Bagarić and Mihaljević 2007, p.95).

The concept of communicative competence, as presented in Michael Canale and Merrill Swain's work (1980), involves combining knowledge with the ability to apply it effectively during communication. Canale and Swain, who are responsible for developing a significant model of communicative competence, are discussed further in the upcoming subheading.

Besides the concept of communicative competence, Lyle f. Bachman (1990) introduced the concept of communicative language ability, which encompasses both language proficiency and the ability to use language effectively in different contexts. Later in this thesis, Bachman's model of communicative competence will be broadly discussed.

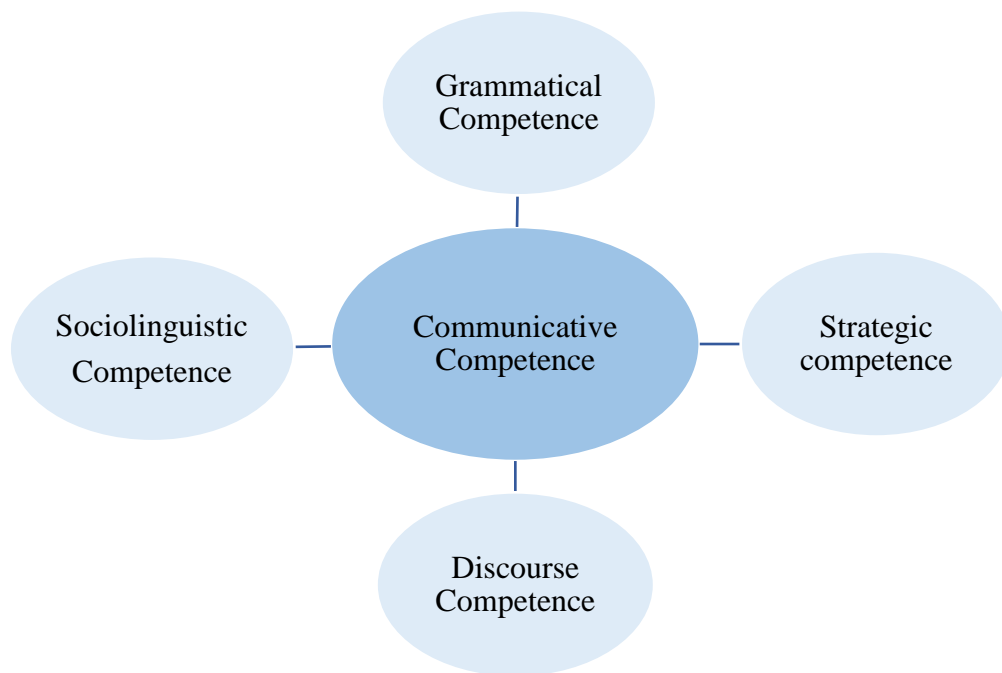
#### **1.4. Models of Communicative Competence**

The following paragraphs outline three distinct communicative competence models. The first one is Canale and Swain's (1980) model, which was subsequently revised and adapted by Bachman (1990). The third and final model, developed by Usó-Juan and Martínez-Flor (2006), is the most recent of the three mentioned models.

##### **1.4.1. Canale & Swain's Model**

Canale and Swain (1980) proposed a model that consisted of three competences: grammatical, sociolinguistic and strategic. Later in (1983) Canale modified the model by adding a fourth competence, which he called discourse competence. The four competences are defined as follows: grammatical (linguistic) competence refers to an individual's knowledge of language, including its grammatical rules, vocabulary, spelling and pronunciation.

Sociolinguistic competence involves mastering the social and cultural aspects of the language, such as appropriate register, politeness and style. Strategic competence involves a speaker's ability to use verbal and nonverbal strategies to overcome communication difficulties that arise from inadequate grammatical or sociolinguistic competence. Finally, discourse competence pertains to the ability to combine language structures to create cohesive (i.e., using grammatical links) and coherent (i.e., combining language structures effectively) utterances.



*Figure 3. Canale & Swain's Concept of Communicative Competence*

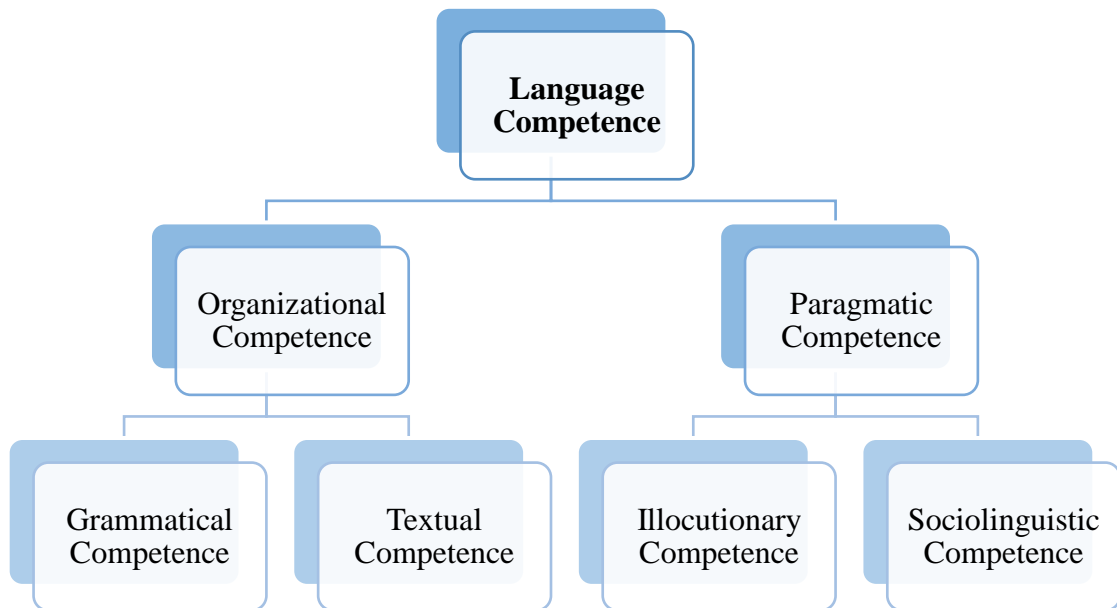
#### **1.4.2. Bachman's Model**

Bachman's (1990) model appears to be much more comprehensive compared to Canale and Swain's model. Even though Bachman substitutes the term communicative competence with his own concept of communicative language ability, he maintains that his work is in line with earlier research on communicative competence. However, he also asserts that his approach goes beyond previous models by explaining the processes involved. Bachman (1990) believed that the framework he presented "...extends earlier models, in that it attempts to characterize the processes by which the various components interact with each other and with the context in which language use occurs." (p.81). According to Bachman (1990)



“Communicative language ability consists of language competence, strategic competence and psychophysiological mechanisms.” (p.107).

The first mentioned component, language competence, is quite complex concept which is further divided into several categories. The divisions can be better comprehended with the aid of the picture below.



**Figure 4. Bachman’s Concept of Language Competence**

As depicted in the image, language competence is divided into two primary categories: organizational and pragmatic competence. Organizational competence includes grammatical and textual competence, while pragmatic competence is further classified into illocutionary and sociolinguistic competence.

According to Bachman (1990), Organizational competence as the first category includes the skills necessary for managing the official structure of language to create or understand grammatically correct sentences, grasp their meaning and arrange them in a cohesive manner. These abilities can be categorized into two types: grammatical and textual. (p. 87).

Firstly, Grammatical competence as Bachman (1990) defined it, “...it consists of a number of relatively independent competencies such as the knowledge of vocabulary, morphology, syntax and phonology/graphology. These govern the choice of words to express

specific significations, their forms, their arrangement in utterances to express propositions and their physical realizations, either as sounds or as written symbols.” (p.87).

Secondly, Bachman (1990) provided a definition for textual competence, he stated that “...includes the knowledge of the conventions for joining utterances together to form a text, which is essentially a unit of language - spoken or written - consisting of two or more utterances or sentences that are structured according to rules of cohesion and rhetorical organization.” (p.88). According to the same scholar, textual competence plays a role in the way we use language during conversations. In fact, a significant portion of discourse analysis research focuses on elements of textual competence that are relevant to conversational language.

Pragmatic competence as the second category, according to Bachman it relates to how language signals are arranged and utilized in communication to reference individuals, entities, concepts and emotions. Bachman (1990) claimed that “...they concern the relationships among signs and their referents. Equally important, in communicative language use, are the relationships between these signs and referents on the one hand, and the language users and the context of communication, on the other.” (p.89). Pragmatic competence is also subcategorized into two types, illocutionary and sociolinguistic competences.

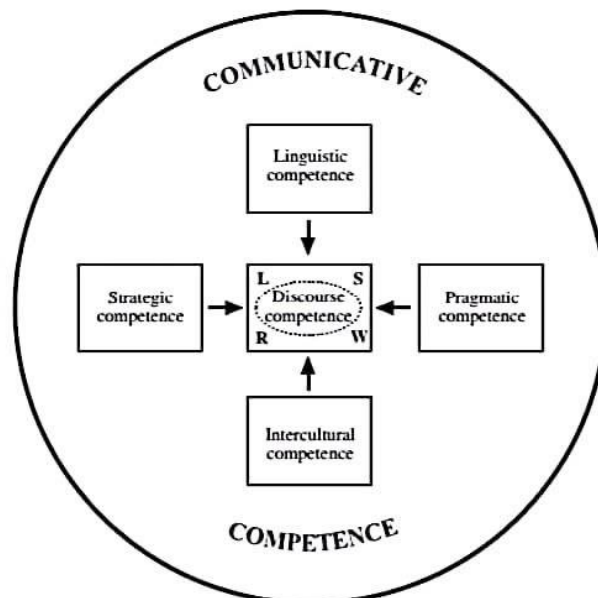
Illocutionary competence, on the one hand “enables us to use language to express a wide range of functions, and to interpret the illocutionary force of utterances or discourse, the appropriateness of these functions and how they are performed varies from one language use context to the next.” (Bachman, 1990, p. 94).

Sociolinguistic competence, on the other hand “it enables us to perform language functions in ways that are appropriate to that context. Without attempting to identify and discuss the features of the language use situation that determine the conventions of language use.” (Bachman, 1990, p. 94).

In order to clear up any confusion in Bachman’s (1990) model, it is possible to compare it to Canale and Swain’s (1980) model discussed above where they distinguish between three competences: grammatical, sociolinguistic and discourse, whereas in Bachman’s model they are all parts of one competence that he called language competence which is further classified into six categories and subcategories. Bachman’s model then also includes strategic competence that basically corresponds to one of the same name in Canale and Swain’s model. While Canale and Swain’s model is complete now, Bachman adds one more category named psychophysiological mechanisms that takes into account, according to him neurological and physiological processes involved in language use. (Bachman, 1990, p. 107).

**1.4.3. Usó-Juan and Martínez-Flor**

The authors refer to this model as the communicative competence framework, which consists of five elements: discourse, linguistic, pragmatic, intercultural and strategic competence. These elements are visually represented as individual boxes, with discourse competence located in the center, as shown in the accompanying picture.



*Figure 5. Úso-Juan and Martínez-Flor’s framework of communicative competence*

Úso and Martínez provided definitions for the five components that they introduced in their work of (2006). “*Discourse competence* is defined as the selection and sequencing of utterances or sentences to achieve a cohesive and coherent spoken or written text given a particular purpose and situational context. *Linguistic competence* refers to all the elements of the linguistic system, such as aspects concerning phonology, grammar and vocabulary which are needed to interpret or produce a spoken or written text. *Pragmatic competence* concerns the knowledge of the function or illocutionary force implied in the utterance that is intended to be understood or produced, as well as the contextual factors that affect its appropriacy. *Intercultural competence* refers to the knowledge of how to interpret and produce a spoken or written piece of discourse within a particular sociocultural context. Therefore, it involves knowledge of cultural factors such as the rules of behavior that exist in the target language community as well as cross-cultural awareness, including differences and similarities in cross-cultural communication. Finally, *strategic competence* is conceptualized as knowledge of both learning and communication strategies.” (Úso & Martínez, 2008, p. 161).

The authors (2008) also put emphasis on the four language skills since they are viewed as “the manifestations of interpreting and producing a spoken or written piece of discourse” (p. 161), which according to them is the core competence of the model.

## **2. Communicative Language Teaching (CLT)**

Communicative language teaching as viewed by Jack C. Richards in (2006) is “a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom.” (p. 02). According to Richards, the primary goal for communicative language teaching is teaching the communicative competence (p. 02).

**2.1. The Background to CLT**

Over the past 50 years, there have been various changes in the notions concerning syllabus design and methodology in language teaching, and the advent of CLT led to a reconsideration of these aspects. (Richard, 2006, p. 6). Richard conveniently grouped trends in language teaching in the last 50 years into three phases:

**Phase 1:** traditional approaches (up to the late 1960s)

**Phase 2:** classic communicative language teaching (1970s to 1990s)

**Phase 3:** current communicative language teaching (late 1990s to the present)

**2.2. The Roles of Teachers and Learners in the Classroom**

The advent of CLT led to changes in the classroom dynamic and roles for both teachers and learners. Learners were required to engage in learning activities that were based on cooperative rather than individualistic approach. This necessitated the development of their ability to actively listen to their peers during group or pair work tasks, instead of solely relying on the teacher's guidance. Students were also expected to take greater responsibility for their own learning. Meanwhile, teachers had to adapt to a new role as a facilitator and monitor, rather than being a model for correct language. This shift in focus meant that teachers had to develop different perspective towards errors made by learners and their own role in facilitating language learning (Richard, 2006).

**2.3. Classroom Activities in CLT**

The introduction of CLT marked a shift from traditional lesson formats that prioritized memorization of grammatical rules through controlled activities like drills and dialogues to master language skills. Toward collaborative activities like pair work, role plays, group work activities and project work (Richard, 2006). In keeping with Richard, material designers have attempted to devise strategies for creating in-class activities that align with the principles of communicative teaching approach.

**2.3.1. Accuracy Versus Fluency Activities**

Richard (2006) defined fluency as follows “Fluency is natural language use occurring when a speaker engages in meaningful interaction and maintains comprehensible and ongoing communication despite limitations in his or her communicative competence.” (p. 14). Richard sets the development of fluency in language use as one of the goals of CLT.

In Richard’s view, activities that focus on fluency are designed to reflect the natural use of language and emphasize achieving communication. They require the meaningful use of language and the use of communication strategies to facilitate effective communication. These activities aim to produce language that may not be predictable and seek to link language use to context. Through these activities, learners can enhance their fluency in using the language, develop their communication skills and become more confident in expressing themselves in a natural and contextualized way. In this regard, Richard (2006) highly recommended activities like roleplay and dialogues to take place in EFL classrooms (p.15).

In contrast to fluency, accuracy focuses on creating correct examples of language use, including the use of grammar, pronunciation and vocabulary. Activities that focus on accuracy are those that prioritize the correct use of language over other factors such as communication or fluency. These activities often involve reflecting on the language used in the classroom, practicing the formation of correct language examples, and practicing small samples of language out of context. They also typically involve controlling the choice of language used and do not require meaningful communication between participants. An example of accuracy activities is as follows: students work in groups of three or four to complete grammar exercises, previously presented and practiced by the teacher, by choosing the correct grammatical form and reading out their answers in turns (Richard, 2006).

**2.3.2. Information Gap Activities**

In the context of CLT, the notion of information holds significant value in communication. It highlights the fact that individuals engage in communication with the primary aim of acquiring information that they currently lack. (Richard, 2006, p. 18). Therefore, by creating opportunities for learners to encounter information gaps, teachers can help them develop their communicative competence and improve their language proficiency. In so doing, students will utilize the vocabulary, grammar and communication techniques that are at their disposal to finish a task.

**2.3.3. Other Activity Types in CLT**

Richard introduced various additional types of activities that have been implemented in CLT, including but not limited to the following examples.

**Task-completion Activities:** tasks that require the use of one's language resources to achieve a specific goal. Such activities include puzzles, games, map-reading and other similar tasks.

**Opinion-sharing Activities:** activities where students compare their values, opinions, or beliefs.

**Information-gathering Activities:** students are given a task in which they must collect information using their linguistic competence through conducting surveys, interviews and searches.

**Section Three****1. English in Algerian Secondary Schools (Third Year)****1.1. Third Year Course Book**

Arab, Riche, & Bensemmane (2016) wrote “**New Prospects** complies with the new English Syllabus for **SE3** as laid out by the National Curriculum Committee of the Ministry of National Education in March 2006.” (p. 4). As claimed by the authors, the course book (**New**

**Prospects**) has been designed with careful consideration given to three major features of the syllabus.

- “1. The fact that the Baccalauréat is exclusively of the written mode;
- 2.The emphasis on a thematic orientation;
- 3.The need to cater for the pedagogical requirements of all Baccalauréat streams”.

We tended to summarize the foreword in the **New Prospects** book, as it gives a clear idea about the whole curriculum. In summary, **New Prospects** is a teaching resource consisting of six units that cover the six main themes of the syllabus, with language functions, grammar, skills and strategies. The units contain Language and Skills and Strategies outcomes, and are followed by Listening Scripts, a Grammar Reference and a Resource Portfolio. The purpose of the Resource Portfolio is to provide useful information for students, texts for assessment, and to encourage further reading. Each unit is divided into two parts, with Language outcomes focusing on the study of grammatical structures, vocabulary, pronunciation and spelling. Skills and Strategies outcomes focus on communication strategies and the awareness and practice of primary and social skills. The Research and report section serves as a training ground for designing the project proper, with reminders throughout the unit. The evaluation consists of self-assessment and objective assessment. The teacher selects a suitable text from the Resource Portfolio for objective assessment (Arab et al., 2016).

The approach implemented to teaching English is competency based. “The overall approach remains basically competency based, learner-centred, and project-gearred.” (Arab et al., 2016, p. 4).

### **1.2. Competency-based Approach (CBA)**

Jack C. Richards and Richard Schmidt (2010) plainly defined CBA. They considered it to be “An approach to teaching that focuses on teaching the skills and behaviours needed to perform competencies. Competencies refer to the student’s ability to apply different kinds of



basic skills in situations that are commonly encountered in everyday life. Competency Based Education is based on a set of outcomes that are derived from an analysis of tasks learners are typically required to perform in real-life situations. Competency Based Language Teaching is an application of the principles of CBE to language teaching and has been widely used for the development and teaching of work-related and survival-orientated language teaching programmes for adults. CBE is believed to improve the quality of teaching and learning because of its focus on learning outcomes.” (p. 104).

Competency Based Education (CBE) is an approach to teaching that is centered on equipping students with the skills and behaviors required to demonstrate their competencies. In this context, competencies refer to a student's ability to apply various basic skills in situations that are commonly encountered in everyday life. CBE is founded on a set of outcomes that are derived from an analysis of the tasks that learners are typically required to perform in real-life situations. By focusing on these outcomes, CBE aims to ensure that students develop the skills and knowledge they need to be successful in their future endeavors.

CBE improves the quality of teaching and learning because of its emphasis on learning outcomes. By focusing on the skills and behaviors that are required to demonstrate competencies, CBE helps students to develop a deeper understanding of the material and to retain that knowledge over time. Additionally, CBE allows educators to tailor their teaching methods to the needs of individual learners, thereby improving the overall effectiveness of the teaching process.

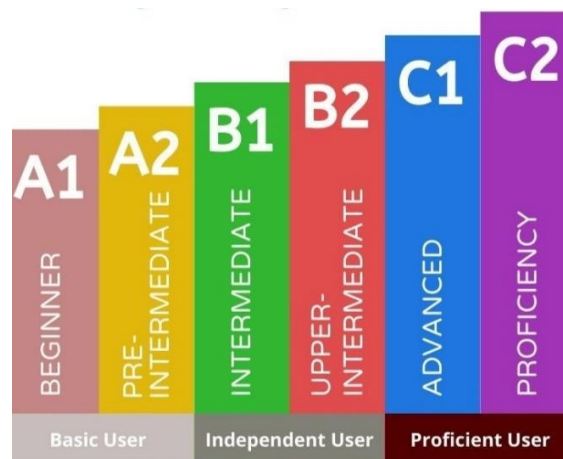
### **1.2.1. The Competency-based Approach Strategies**

According to Deborah L. Norland and Pruet-Said (2006), the competency-based approach stands out from other approaches due to its distinctive strategies. These strategies are: “✓The teacher conducts a needs assessment to see how and where students will need to use English to be successful in the future.

- ✓ The teacher defines tasks, or competencies, that students will need to accomplish. Examples of competencies might include requesting and giving personal information, asking for the time, practicing transactions in the post office, and making a doctor’s appointment.
- ✓ The teacher creates lessons and activities that will teach students how to accomplish the tasks, or competencies, that have been prescribed. Lessons might include new vocabulary, understanding and practicing dialogues, reading and filling out forms, and discussing previous experiences and future problems that might occur.
- ✓ Students are evaluated on their ability to perform the designated task or competency.” (p. 57).

## 2. Common European Framework of References for Languages (CEFR)

The Council of Europe established the Common European Framework of Reference for Languages (CEFR) in 2001, with the purpose of serving as a shared foundation for developing language syllabuses, curriculum guidelines, examinations, textbooks and other materials throughout Europe. The framework was designed to primarily function as a planning aid, with the intention of fostering transparency and consistency in language education (University of Cambridge, 2011). CEFR defines language learners' proficiency in the four skills “...which describes language learners’ ability in terms of speaking, reading, listening and writing at six reference levels.” (University of Cambridge, 2011, p. 4).



*Figure 6. CEFR Levels of Language Proficiency*

**2.1. The Intermediate Level (B1)**

The intermediate level is a crucial step in the process of learning English, as it signifies a significant advancement from the beginner level, while also laying the foundation for further development towards advanced proficiency. In this regard, understanding what the intermediate level entails and how to approach it can be instrumental in achieving mastery in any given area. The language user/ learner in this level “Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.” (University of Cambridge, 2011, p. 8). To it, there exist many book series in this regard, such as Cutting Edge by Sarah Cunningham & Peter Moor, New Headway by Liz Soars & John Soars and **Interchange** by Jack C. Richards which we introduce in the following subheading.

**2.2. Interchange Book Series**

The Interchange book series is a highly regarded English language teaching program that has been developed by Cambridge University Press. With a focus on developing students' four skills, the series have become a popular choice for teachers and students in language classrooms around the world. Through its communicative approach, the Interchange series encourages students to engage in authentic, real-life communication, helping them to build their fluency in English. “Interchange is a four-level, American English course that has been used by over 50 million students worldwide. This edition has been developed with insights from thousands of experienced teachers. The series delivers a communicative approach, flexible unit structure and easy to use digital support, giving teachers the tools, they need, and empowering students to achieve their goals. Teachers choose Interchange because it works.” (CUP, n.d.).

The course has been improved with new reading, listening, conversations, and 'Snapshots' while retaining its key components. The students' book comes with free online self-study resources, including exercises to reinforce classroom learning and an online Workbook with automatic marking and progress reporting. The Grammar plus section in the book provides in-depth grammar exploration and controlled exercises for homework or classroom completion. The listening activities personalize learning, while updated reading develop reading skills such as inferring and identifying main ideas. Conversations serve as models for real-world conversations that students can use in their daily lives. (CUP, n.d.)

### **3. Comparison between (EASS-3<sup>RD</sup> year) & (CEFR-intermediate level)**

English language has been of a significant importance in Algeria. English as any language tends to fulfill communication as primary objective. thus, learners are in need to learn it for the development of their careers, whether academic or occupational. In this regard, we tended to introduce two different systems to teaching English in Algeria, EASS and CEFR. In our study, we have sampled two levels from the system as parts of our comparison. EASS 3rd year and CEFR intermediate level.

<b>Parts of comparison</b>	<b>EASS-3<sup>RD</sup> year</b>	<b>CEFR-intermediate level</b>
<b>Aspects of comparison</b>		
<b>Learning vs acquisition</b>	Learning	Learning
<b>Language</b>	EGP (simple language)	EGP (simple language)
<b>Approach</b>	CBA	CLT
<b>Age group</b>	Young learners	Young & adult learners
<b>Content</b>	Four skills + Grammar	Four skills + Grammar

<b>Curriculum</b>	Predesigned coursebook and materials	Predesigned coursebook and materials
<b>Time</b>	No less than 400 hours. (4 years in middle school and 3 years in secondary school).	No less than 350 hours. (A1, A2 and B1). From <i>Cambridge English</i> .

**Table 1. A Comparison between English Teaching in ASS-3RD year & CEFR-intermediate level**

The ultimate goal of any educational system is to equip students with communicative competence in English, as this is essential for effective communication. To achieve this, we have carefully chosen two areas of comparison. Firstly, we will be examining the final year of the Algerian educational system, as students at this stage would have been exposed to various language aspects in middle and secondary school. Secondly, we will be considering the CEFR intermediate level, which denotes a language learner's ability to independently use the language. With this in mind, we believe that our comparison is fair and equitable.

## **Conclusion**

As we approach the conclusion of this theoretical part, it is important to briefly reiterate the position taken by this study. In the first section, we provided an overview of English as a global language for communication and discussed the relevance of EFL and language acquisition/learning theories. In the following section we broadly defined communicative competence and related concepts, then explored three major models in this area. Furthermore, we delved into the Communicative Language Teaching (CLT) approach, which targets the development of communicative competence in language learning. As for the last section, we presented two independent variables: **EASS-3<sup>RD</sup> year & CEFR-intermediate level**, as parts of comparison and analysis in the upcoming practical part.

**Part Two: Research Methodology and Analysis****Introduction**

Having shed light on the main theoretical foundations related to the subject matter of this research, this second part is dedicated to the description of the various practical endeavours that were put into function to investigate EFL learners' communicative competence and teachers' expertise in the field of EFL teaching. In this regard, our work goes through a comprehensive exploration of key elements, including research methodology, research setting, sample introduction, data collection, data analysis, discussion of the findings, and finally recommendations.

**1. Research Method**

A qualitative research method was considered suitable to carry out this study, regarding the nature of the problem itself, the research purpose, the data sought after and the analysis methods.

**2. Research Setting**

The research setting refers to the environment in which a research study takes place. It includes factors such as location, time period, participants, and equipment. This research study took place during the academic year 2022/2023 in (April, 2023) at El-Imam Aflah Ben Abdelwahab secondary school and Harmony School - ITTI Ghardaia.

**3. The Sample**

Sharon L. Lohr (1999) coined the term sample as “a subset of a population.” (p. 3). The population is the complete set of individuals, objects and events that are meant to be studied, while the sample is only a portion of that set. Population is usually larger than the selected sample, but the systemization of the research allows the researcher to standardize results by generalizing results and findings from a smaller group (sample) to a larger one (population).

The effectiveness of educational programs and initiatives is often evaluated through research studies that involve the participation of teachers and students. In this dissertation thesis, we examine the perspectives and experiences of EFL teachers and students from two distinct parts, with the aim of providing insights into our research study.

### **3.1. EFL Teachers**

The first part of the population targeted in this research comprises EFL teachers in the Algerian secondary schools (third year) and EFL teachers in CEFR (intermediate level). The study explores the concept of communicative competence, which has broader application than the specific group being studied. However, the research is constrained by its focus and expertise, and thus, the participants are restricted to EFL teachers. Giving the primary purpose for engaging teachers in our work that's about investigating the insights of EFL teachers regarding their students' communicative competence, we tended to deliberately select five teachers from both **Algerian secondary schools (third year)** and **CEFR (intermediate level)** who have gained experience during their careers in the field of English language teaching.

The decision to select teachers with experience in English language teaching was based on the premise that these teachers would have a better understanding of teaching English as a second language. Furthermore, selecting a sample of five teachers allowed for a manageable sample size, which would ensure that the data collected was both reliable and valid. This sample size was deemed appropriate given the scope and purpose of the research. The rationale for selecting these teachers was that they were considered to be qualified to represent the targeted population.

### **3.2. EFL Learners**

The focal point of this research comprises of EFL learners as they constitute a crucial segment of the target population. The research in question is primarily centred around the target population of EFL learners, as they hold a paramount position in the study. This subset of

individuals is being accorded great importance owing to the fact that they are the ones for whom English is a second language and therefore, face unique communicative challenges that require a specific focus. It is important to note that the population of interest is divided into two categories that form the whole population: on the one hand, EFL learners from the Algerian secondary school (third year), on the other hand, EFL learners from CEFR (intermediate level).

### **3.2.1. EFL Learners from ASS (3<sup>RD</sup> Year)**

EFL learners from this category learn English through competency-based approach to language teaching. The focus is on developing their skills in speaking, listening, reading, and writing, as well as understanding grammar rules. At this stage (third year) learners will have been studying English for seven years. (No less than 400 hours).

### **3.2.2. EFL Learners from CEFR (Intermediate Level)**

EFL learners in the intermediate level learn English through communicative language teaching (CLT) approach in their language learning journey. The focus is on enhancing their speaking, listening, reading, and writing skills, while also consolidating their grasp of English grammar. Having completed their A1 and A2 levels, and progressed through the B1 level, intermediate learners will have already spent approximately 350 hours studying English. By the time they reach this stage, they will have acquired solid foundation in the language and are well-prepared to further expand their linguistic knowledge and skills.

Taking the two categories into consideration, we selected a sample of five EFL learners from each. The selection was based on the premise that these learners would provide valuable insights into our topic. This sample size was deemed appropriate given the scope and purpose of the research. The selection of these learners ensures the reliability and validity of the data collected as they are representative of the target population. Criteria for selecting these learners included their language proficiency levels and other relevant factors. Overall, selecting this sample of learners will allow for an in-depth exploration of their communicative competence.



#### **4. Data Collection**

Data collection is a critical component of any research study, as it enables researchers to gather information and evidence to support their research questions or hypotheses. Without adequate data, it would be impossible to draw accurate conclusions or make informed decisions. In our work, we employed structured interviews as a data collection method, in which we interviewed five EFL teachers from both ASS (3<sup>rd</sup> year) and CEFR (intermediate level). In addition, five EFL learners were interviewed from both parties in hand. Structured interviews are an effective way to collect data as they allow for standardized questions and responses, ensuring consistency and reliability in the data collected. Additionally, structured interviews enabled us to ask follow-up questions and clarify responses, providing deeper insights into the perspectives and experiences of the participants.

##### **4.1. Teachers' Interviews**

As we begin to explore teachers' experiences with their students regarding communicative competence, it is crucial to recognize the vital role that questions play in an interview. Questions serve as a fundamental tool for eliciting information, probing deeper into teachers' experiences. Specifically, in the context of communicative competence, thoughtful and well-crafted questions can help teachers reflect on their own teaching practices, and identify areas for improvement. By encouraging teachers to share their experiences and insights through strategic questioning, we can gain valuable insights into our subject matter. Ultimately, questions are critical to ensuring that our interview process is both informative and meaningful, and that we can glean the most value from the experiences and expertise of the teachers we are engaging with. The questions we asked during the interviews are presented here with a brief explication for each.

*Question 1: How would you measure your students' communicative competence? 1. high, 2. medium or 3. low (With regard to the majority). What are the reasons for your choice?*

This question explores the criteria used by teachers to assess students' communication skills, providing insights into the factors considered significant in evaluating communicative competence.

**Question 2:** *Do you think that the social class to which your students belong can affect their communicative competence?* This question investigates the potential correlation between social class and the development of communication skills, prompting reflection on the impact of socioeconomic factors on students' ability to effectively communicate in English.

**Question 3:** *Do you teach classes with a large number of students or with a small number of students? How many students? Do you think that it affects students' communicative competence?* By gathering information on class sizes and teachers' perceptions, this threefold question explores whether class size has an impact on students' communicative competence, offering insights into the relationship between class size and communicative competence.

**Question 4:** *Are there any opportunities for spoken interaction and communication for students during their English classes?* This question explores the presence of activities that encourage spoken interaction and communication, highlighting the importance of creating situations where students actively engage with their peers to develop their communicative competence

**Question 5:** *How often do you explain lessons in English?* By examining the frequency of English instruction, this question assesses the extent of language exposure in the classroom, which can influence students' communicative competence.

**Question 6:** *Do you rely on the course book only, or do you use additional materials for developing communicative competence for your students?* This question investigates the use of instructional materials beyond the course book to enhance students' communication skills, emphasizing the role of creativity in fostering communicative competence beyond the standard curriculum.

**4.2. Students' Interviews**

As part of our research study on communicative competence, we conducted interviews with a total of ten EFL learners. These learners were selected from two parties, CEFR intermediate level & ASS 3<sup>rd</sup> year. Our main objective was to measure their communicative competence, and to do so, we asked them a series of questions during the interviews. The questions were carefully crafted to assess their ability to communicate effectively and engage in meaningful interactions. The insights we gained from these interviews were paramount to our study and provided valuable data for our research. In the following paragraphs we explore the questions we asked during the interviews and how they helped us to measure communicative competence.

**Question 1:** *Tell me about yourself?* This question assesses the learner's ability to provide personal information, including background, interests, and experiences.

**Question 2:** *What are some of your strengths and weaknesses?* This question measures the learner's ability to discuss personal attributes, both positive (strengths) and negative (weaknesses), showcasing self-awareness and self-reflection.

**Question 3:** *What personal achievement are you most proud of?* This question evaluates the learner's ability to talk about a specific accomplishment in their life and express pride, indicating their ability to share personal experiences and emotions.

**Question 4:** *Do you like studying English? Why?* This question assesses the learner's attitude towards studying English, their motivation, and their ability to express reasons and opinions.

**Question 5:** *Do you think English will be useful in your future life?* This question measures the learner's perception of the practical value of English in their future, evaluating their ability to express predictions, opinions, and reasoning.

*Question 6: Describe your daily routine?* This question evaluates the learner's ability to use appropriate verb tenses, sentence structures, and vocabulary to describe their daily activities, assessing their grammatical accuracy and fluency.

*Question 7: Have you ever traveled to another City in Algeria? What is it like?* This question measures the learner's ability to narrate a past experience by using appropriate verb tenses, descriptive language and engaging in conversation, assessing their grammatical accuracy, fluency and ability to provide detailed descriptions.

*Question 8: What are your future goals and plans? What do you hope to achieve?* This question assesses the learner's ability to discuss their future aspirations, expressing intentions and objectives, evaluating their use of future verb forms, vocabulary and coherence in communicating future plans.

## **5. Data Analysis**

As we come to a vital component of our research study; data analysis, we will be uncovering patterns and relationships within the collected data. Through comprehensive analysis, we can derive meaningful insights, and contribute to the existing knowledge in our field, ultimately enhancing the credibility and significance of our research.

*Note: Please be aware that in this stage of data analysis, we have incorporated only selected responses from the interviewees. For the complete transcripts of the interviews, please refer to the appendix.*

### **5.1. Teachers**

#### **5.1.1. Teachers from CEFR**

Through the analysis of responses from teachers in CEFR, we aim to uncover valuable insights and patterns that will shed light on their perspectives and experiences.

**5.1.1.1. Teachers' Measurement of Their Students' Communicative Competence**

We believe that the primary tool to measure students' communicative competence, is by engaging their teachers themselves into this matter in hand, thus we started the interviews by an essential question; "How would you measure your students' communicative competence? (With regard to the majority). High, Medium, or Low". The answers we received were very helpful to our research study.

**Interviewees 1, 2 and 5** are TESOL certified and full time English teachers in Harmony School of languages. Having their answers regarded; they all agreed that intermediate students' communicative competence is medium to high. **Interviewee 1** answered "Quite medium.", **Interviewee 2** stated "It's medium and at times it's high", while **Interviewee 5** said "I would claim that my students' communicative competence is medium to high". **Interviewees 3 and 4** are experienced high-school teachers and full time English teachers in Harmony School of languages, they both provided the same answer "medium". As a follow-up question, we asked them "What are the reasons for your choice?", interviewees **1, 2 and 5** put emphasis on the fact that intermediate students can speak English and communicate freely and openly, **interviewee 5** believed that their level is due to the fact that "they can express themselves openly and freely with no problems". **Interviewees 3 and 4** had a slightly different point of views, they believed that student may still make some grammatical mistakes. **Interviewee 4** stated "Students still make some grammatical mistakes, and have some difficulties forming fully coherent sentences.". All the Interviewees after all, had a mutual agreement on the fact that intermediate students may have some difficulties regarding new vocabulary, **interviewee 5** said "when it comes to some difficult or new vocabulary, that's when they sometimes have a problem".

**5.1.1.2. Social Class and Communicative Competence**

Social class is in a way or another relevant to the field of education, on this basis we asked the question "Do you think that the social class to which your students belong can affect

their communicative competence?”, in response to the question; we have noticed a remarkable variation of opinions. On the one hand, **interviewees 1, 3 and 5** shared the same opinion, as summed up in the response of **interviewee 1** “Their social class is irrelevant to their speaking skills and language learning skills. It totally depends on the students and their willingness to learn English. Students inside the classroom get along with English very well”. On the other hand, **interviewees 2 and 4** thought that communicative competence may be influenced by social class. To it, **interviewee 4** declared “While I think it is true that one's social class may play a role in setting the bar for his level of self-confidence, and thus effecting his communicative skills, I find that communicative competence is mostly subdued by individual differences”. In conclusion, the opinions regarding the impact of social class on communicative competence vary, with some interviewees emphasizing the students' personal determination and willingness to learn, while others acknowledge the potential influence of social class on self-confidence and subsequently learning English.

#### **5.1.1.3. Class Size**

Classrooms are vital for EFL learning as they serve as the primary setting where learning takes place, facilitating interaction, communication, and language exposure in a structured environment. We asked a threefold question “Do you teach classes with a large number of students or with a small number of students? How many students? Do you think that it affects students' communicative competence?”. One common theme that emerged from the responses is that teachers in CEFR have classes with both large number of students that generally contain 10 to 15 students, and small number of students that contain 5 to 9 students. **Interviewee 1** claimed “The largest contained 14.”, while **Interviewee 3** responded “I teach classes with 12 to 15 students. In CEFR it's considered a class with a large number of students. As for small classes they usually contain 5 to 7 students”.

The last part of the question was about the effect of class size on students' communicative competence. All **the interviewees**; except **interviewee 1** agreed that the number of students has effect on their communicative competence, in which **interviewee 3** explained "In large classrooms students have more opinions to share and insights on others' experiences, but some students learn English rapidly, so the other students feel intimidated and this can withdraw them from participating in communicative activities as they will be overshadowed by the other students.", in support to this, **interviewee 4** briefed us, saying "as the smaller the number is, the higher the communicative competence is". In contrast, **interviewee 1** believed that class size doesn't really affect communicative competence. He said "I don't think it affects me. Maybe we'll have more interaction when it's a bigger class. I'll need more time to explain, ... but in general it doesn't really have any effects on my teaching process".

#### **5.1.1.4. Communication in EFL Classrooms**

Having communication and communicative competence as our main concern in our research study, we asked the question "Are there any opportunities for spoken interaction and communication for students during their English classes?". Upon reviewing the answers, it's evident that all the teachers we interviewed give a great importance to communication within their classrooms. This idea was summed up in the response of the **interviewee 3** once he said "CEFR offers many options for speaking. I have materials such as speakers, screens and the course book, which contains speaking activities within each unit. I make them create a conversation or present a topic".

#### **5.1.1.5. The Use of English for Explanation**

It is common sense that English should be taught through only English, and that's for prompting fluency. With this in mind, we asked our interviewees this question "How often do you explain lessons in English?". All **the interviewees** insured the use of English; and only

English for explanation, as said by **interviewee 3** “I often use simple English, so I only use English for explanation”. **Interviewee 1** agreed to the latter fact, but he excepted the case when students have difficulties in understanding the language. To it, he declared “Sometimes I have students who struggle to understand what I say even though I speak clearly and simply. Some students expect translation from the teacher. I can't say that I always explain in English”.

#### **5.1.1.6. Instructional Materials in EFL Classrooms**

Instructional materials are essential for EFL learning, they provide learners with resources and tools to acquire language skills. This led us to include an important question in our interviews that is “Do you rely on course book only or do use additional materials for developing communicative competence for your students?”. It was clear that all **the interviewees** heavily depend on the course book, but this does not stop them from being creative and use extra material. **Interviewee 4** plainly said “I mostly rely on the course book. However, I use extra materials such as videos and audios from time to time”.

#### **5.1.2. Teachers from ASS**

Highlighting the significance of teachers from ASS is crucial for a thorough examination of their perspectives and insights, due to the nature of our research study; analytical comparison. Opinions and experiences of these teachers present a considerable part of this study, as they are compared to the previous part; teachers from CEFR, where we had emphasized the importance of the questions -which is the same for this part-, then analyzed their answers. Having this done, we aim to directly delve into the analysis without reiterating the questions and their significance.

##### **5.1.2.1. Teachers' Measurement of Their Students' Communicative Competence**

The five teachers we interviewed are English teachers in ASS, they have taught 3<sup>rd</sup> year students. In response to the question, they all agreed on the fact that their students may have a low communicative competence and at times medium. **Interviewees 1 & 3** answered “low”,



while **Interviewees 2, 4 & 5** answered “medium”. According to their answers, they all suggested that their students’ communicative competence ranges between low and medium. Reasons to their measurement were difficulties in speaking and lack of motivation as stated in the responses of **interviewee 1** “because most of them can’t express and convey the message in an appropriate way” and **Interviewee 5** “because of:

- The lack of language rules e.g.: formality, politeness, directness...).
- Lack of language patterns of organization.
- Language gaps (vocabulary, Grammar, Punctuation and Spelling).
- Being afraid of communication.
- Lack of background knowledge and some cultural references.
- Lack in cohesive and transitional devices”.

#### **5.1.2.2. Social Class and Communicative Competence**

In their own words, **interviewees 1 & 2** believed that social class has effect on students’ communicative competence, **interviewee 2** said “The social class to which a learner belongs to, is of a significant importance in learning English because a poor person wouldn't have the same opportunities as a rich or a middle-class student. For example, to enroll in extra evening courses or attend discussion clubs or travel to foreign countries to improve his level in English”. In contrast, the rest of **interviewees** didn’t see any correlation between social class and communicative competence, in which **interviewee 3** negatively responded to our question, saying “The social class to which my students belong does not affect their communicative competence”.

#### **5.1.2.3. Class Size**

Teachers in ASS considered large classrooms to contain more than 30 students, average classrooms to contain 25 to 30, as for small classrooms, they shouldn’t exceed 25 students. **Interviewee 1** said “I teach classes with a small number of students (max 23 students in the

class)”, **interviewee 2** told us “I teach average classes 25 to 30 students”, while **interviewee 3** said “I teach classes with a large number of students (30)”. Keeping with this area of investigation, some teachers believed that class size affects communicative competence, therefore they highlighted the drawbacks of large classrooms on the latter competence. **Interviewees 1, 2 & 4** stood for this point of view, in which **Interviewee 4** made it clear that “The number of students really affects their communicative competence. Classes with a large number of students can cause a lack of confidence for some students, when it comes to speaking, not to mention the noise made by some students”. Where as Classes with a small number of students have advantages, as explained by **interviewee 1** “the smaller number of students is, the more benefits they get. (Each student gets noticed, feedback, sharing ideas, working in pairs and less noise...)”. In opposition, **interviewee 3** claimed that “The number of students does not affect their communicative competence. Regardless of the students' number in the classroom, they are originally weak and they can't express themselves.”, in addition, **interviewee 5** had the same opinion.

#### **5.1.2.4. Communication in EFL Classrooms**

Coming to the most important question in our interview; which is about communication and interaction in classrooms, and upon observing the answers of ASS teachers, which were all "yeses", it was clear that teachers here are not different from CEFR teachers. Teachers here are also committed to providing opportunities for spoken interaction and communication. **Interviewee 3** answered “there are opportunities for speaking in the classroom. Having the course book regarded, there are many speaking activities in each unit.”, while the answer of **interviewee 2** was more detailed, he said “Yes, If the teacher is creative and doesn't rely on the course book only. Yes, I give great importance to speaking skills during my classes such as making dialogues, role plays, debating hot topics that have views and counter views...”.

**5.1.2.5. The Use of English for Explanation**

According to the answers of ASS teachers, we got the impression that the use of Arabic commonly exists in ASS; at different frequencies of course. One primary aspect that some teachers use Arabic in is teaching grammar, as showed in the answer of **interviewee 1** “I explain in English but I use Arabic in some important grammar lessons and key terms, if I tried all the possible ways (synonyms, gestures...), and they don’t get it”. **Interviewee 3** who we believe represents a considerable number of teachers, said “generally, lessons are explained in English. But I often explain in Arabic in order to make my students understand lessons as they are slow learners.”, this shows a high frequency of using Arabic for explanation, regardless of the reasons. **Interviewees 2, 4 & 5** also admitted the use of Arabic, but they tend to use it as a last resort. **Interviewee 4** explained “I explain lessons in English all the time. I'm totally against the use of the mother tongue in the classroom, I still use it as a last resort. I simplify, draw and use gestures as possible as I can”.

**5.1.2.6. Instructional Materials in EFL Classrooms**

Most of our **interviewees** assured that they occasionally adopt extra materials in their teaching process. To it, **interviewee 2** said “I use the SARS technique in my teaching. It stands for (Select, Adapt, Reject and Supplement) so I am selective in dealing with the different coursebook activities I sometimes reject difficult or unteachable materials, so I use additional materials that have the objective of the syllabus but well-designed in a way that engages my learners to express themselves freely”. **Interviewee 3** made a concession, he demonstrated the necessity of sticking to the curriculum, saying “I generally rely on the course book, as we are meant to follow the curriculum. But I hardly ever bring in extra activities”.

**5.2. EFL Learners**

Now, as we come to a principal part of our research study; EFL learners, we will be conducting a thorough analysis of their speech, which is about the answers they provided to our

questions throughout the interviews. Teachers in the previous part prepared us for this part with the initial measurement of their students' communicative competence. Our current focus is on proving or disproving their measurement. To assess the communicative competence of EFL learners, it is necessary to evaluate their linguistic and discourse competences, which are fundamental components of communicative competence.

*Note: Please note that an in-depth analysis will be undertaken. the analysis of EFL learners' speech transcripts in the appendix includes a thorough classification of their mistakes.*

### **5.2.1. EFL Learners from CEFR (Intermediate Level)**

#### **5.2.1.1. Linguistic Competence**

##### **Student one: Linda**

In Linda's responses we can observe her vocabulary use and word choice, such as using "like" and "something" repeatedly instead of providing specific details. She has made some vocabulary mistakes; she used the verb "guess" instead of "engage". Moreover, there was a confusion between the two words "not even" & "not only". Moving to grammar, she used a sentence with a double negative "I didn't know nothing", and she once disused verb to be in a sentence.

##### **Student two: Marina**

There are a few instances of incorrect grammar and word usage throughout the conversation. For example, "I'm kindergarten" should be "I'm a kindergarten teacher", Another example is "when I mastering English" should be "when I have mastered English." These mistakes indicate a lack of grammatical accuracy and may lead to misunderstanding.

The use of pronouns is inconsistent in some sentences. For instance, in response A5, the correct sentence would be "Because it is an international language and it's the most important for searches." The disuse of the definite pronoun "an" and the incorrect use of "it's" instead of "it is" show confusion in pronoun usage. Furthermore, there are instances of word choice errors.

For example, in response A3, "I can't do two things in the same time" should be "I can't do two things at the same time." This mistake demonstrates a lack of precision in selecting appropriate words and phrases.

**Student three: Emmy**

There are some instances of incorrect word usage, incorrect verb tense, incorrect preposition use, and disuse of necessary verbs. The speaker also struggles with word classification, as indicated by the phrase "working in laboratory center medical." resulting in inaccuracies.

**Student four: Angela**

Vocabulary: The speaker demonstrates a good vocabulary range, using words such as "nickname," "specialty," "mentality," "classified," and "establish."

Grammar: There are a few instances where incorrect tenses and verb forms are used, such as "can devided" instead of "can divide" and "I have" instead of "I had" in A8. However, overall, the grammar is mostly accurate.

Sentence Structure: The speaker uses a variety of sentence structures, including simple and compound sentences, which shows a good command of sentence formation. Overall, the speaker demonstrates a good level of linguistic competence with some minor errors in grammar and word choice.

**Student five: Mona**

Mona's linguistic competence is moderate, with some noticeable grammatical mistakes. For instance, in her response, she says, "I was born in the 5th June" instead of "I was born on the 5th of June." She also uses awkward phrasing, such as saying, "Maybe my strength is cold heart" instead of "Maybe my strength lies in having a cold heart." Additionally, she mentions, "maybe finishing memorizing the Quran," which could be improved as "maybe completing the memorization of the Quran." Overall, Mona demonstrates a reasonable level of linguistic

competence, with minor errors or limitations in specific instances. She generally communicates her ideas effectively but may need to work on accuracy and clarity in some areas.

**5.2.1.2. Discourse Competence:****Student One: Linda**

Organization and Coherence: Linda's responses display some challenges in organizing her thoughts and presenting them in a coherent manner. She tends to provide fragmented or incomplete information, often using pauses and filler words (e.g., "like," "something") instead of providing specific details. This may indicate a need for improvement in organizing and structuring her responses. As for register and appropriateness, Linda's language use generally appears informal and lacks a consistent level of formality. While this may be influenced by the interview context.

**Student Two: Marina**

The responses lack coherence and organization. The information provided seems somehow disjointed, making it challenging to follow the flow of ideas. Some responses lack clarity and completeness. For example, in response A9, the statement "There are a lot of forests and beaches, ...and I didn't visit a lot of places" is vague and incomplete. It would be more informative if specific details about the visited places were provided. Overall, discourse competence demonstrates a need for improved organization, coherence, and clarity.

**Student Three: Emmy**

The speaker's discourse competence also demonstrates some weaknesses. The speech lacks cohesion and coherence, making it challenging to follow the speaker's intended message. There is a lack of clear organization and transitions between ideas. The discourse competence shows weaknesses in organization, coherence, and the ability to generate spontaneous speech. Improvement discourse competence would contribute to clearer and more effective communication.

**Student Four: Angela**

Coherence: The speaker maintains overall coherence by providing information in a logical sequence. They talk about their personal information, interests, daily routine, aspirations, and travel experiences.

Cohesion: The speaker uses cohesive devices like pronouns ("it," "them"), conjunctions ("and," "because"), and transitional markers ("after that," "in purpose to") to connect their ideas and make the discourse flow smoothly.

Topic Management: The speaker stays on topic by discussing various aspects of their life, including their education, job, family, hobbies, and future goals. The information is relevant and contributes to an understanding of their background and interests. Generally, the discourse competence is well-developed, as the speaker effectively conveys their thoughts and maintains coherence throughout the text.

**Student Five: Mona**

Mona's discourse competence appears to be somewhat limited. She provides brief and fragmented responses without elaborating on her thoughts or ideas. Her answers lack coherence and logical flow, making it difficult to follow her line of thinking. For instance, in A2, Mona simply states that her strength is having a cold heart without providing any explanation or examples to support her claim. Despite discourse mistakes, her speech demonstrates potential for development and ability to effectively communicate.

**5.2.2. EFL Learner from ASS (3<sup>RD</sup> Year)****5.2.2.1. Linguistic Competence****Student One: Ahmed**

Vocabulary: Ahmed demonstrates a limited vocabulary and occasionally uses incorrect or mispronounced words, such as "baccalaureaa" instead of "baccalaureate" and "baccalaureaa

by 18" instead of "baccalaureate at 18." Additionally, he uses the word "talks" instead of "speak".

**Grammar:** Ahmed's grammar is generally basic and contains errors. He often omits articles ("I'm a student in baccalaureaa," "I have 19 old") and uses incorrect verb tenses ("I loves playing football," "I talks Spanish"). He also struggles with subject-verb agreement ("I eats snack"). These deliberate errors indicate a limited grasp of grammatical structures.

**Sentence Structure:** Ahmed's sentences are generally short and lack complexity. He frequently uses simple sentences to convey his ideas, which limits the range and sophistication of his expression. Overall, Ahmed's linguistic competence shows limitations in vocabulary, grammar, and sentence structure.

### **Student Two: Lina**

**Sentence Structure:** Lina demonstrates some issues with sentence structure, such as the use of double subjects (e.g., "My weakness it is sometimes" in A3 and "I just I prepare" in A7). These errors suggest a lack of mastery in forming grammatically correct sentences.

**Vocabulary:** Lina makes a few vocabulary errors, like mispronouncing "college" (A7), and using the word "programmeurs" instead of "programmer" (A10). These mistakes indicate a limited vocabulary and possibly insufficient exposure to correct language usage.

**Pronunciation:** Lina mispronounces some words, such as "special" (A5). These mispronunciations suggest a need for improvement in phonetic accuracy.

### **Student Three: Ibtissam**

The speaker demonstrates a basic level of linguistic competence in English. She is able to convey her personal information and thoughts effectively, although there are some grammatical and pronunciation errors throughout her responses.

In terms of vocabulary, Ibtissam uses a range of words appropriate for her level of proficiency. However, there are instances where she inaccurately uses some words "stand"



instead of "sit", and she mispronounces words, such as "fear" and "fail." This indicates a need for improvement in her pronunciation skills. Her grammatical errors, such as the repeated disuse of verb "to be" and mispronunciation of certain words, suggest a need for further language development and practice.

**Student Four: Zahra**

Zahra's linguistic competence shows a mix of strengths and weaknesses. Her grammar and vocabulary usage are generally acceptable, although there are occasional errors such as the omission of conjunctions, disuse of verb to be, wrong prepositions, and mispronunciations. Her pronunciation is generally clear, but there are a few mispronounced words. She made one notable error "It was have" instead of "it had". Overall, Zahra demonstrates a basic level of linguistic competence, but there is room for improvement in terms of grammar accuracy and pronunciation.

**Student Five: Sarah**

Vocabulary: Sarah demonstrates a basic vocabulary range, although there are some errors and limitations in word choice and accuracy. For example, she uses "achieve" instead of "achievement". She also uses "goals" instead of "goal" and "traduction" instead of "translation." These errors suggest a need for improvement in her lexical knowledge.

Grammar: Sarah exhibits some grammatical errors throughout her responses. For instance, she says, "I have 18 years old" instead of "I am 18 years old." She also omits the conjunction "that" in her statement about her weaknesses. Additionally, she incorrectly uses the past tense "had written" instead of the present perfect "have written."

Sentence Structure: Sarah's sentences tend to be short and simple. She often uses incomplete sentences or fragments, as seen in A2: "Actually, I have nothing." This suggests a limited range of sentence structures and an occasional lack of clarity in her expression.

**5.2.2.2. Discourse Competence****Student One: Ahmed**

**Coherence:** Ahmed's responses lack coherence at times. For example, in A5, he starts a sentence by expressing the international nature of the English language but fails to complete his thought. Similarly, in A9, he begins talking about a beautiful city but leaves the sentence incomplete. These instances show a difficulty in maintaining logical connections between ideas.

**Organization:** Ahmed's responses lack a clear organizational structure. He jumps from one topic to another without providing transitions or establishing a clear flow of information. This lack of organization makes it challenging for the listener to follow his ideas effectively.

**Expressing Ideas:** Ahmed struggles to express his ideas clearly and concisely. In A10, he fails to articulate his desired career path as a Spanish teacher effectively. He uses incorrect prepositions ("in one of the best teachers") and doesn't provide a coherent explanation for his aspirations. These challenges may hinder effective communication and convey a need for further language development and practice.

**Student Two: Lina**

**Coherence:** Lina's responses lack cohesion and coherence at times. As for relevance; In A2 and A10, Lina's responses seem unrelated to the preceding or subsequent statements. This lack of relevance indicates a need to maintain logical connections within the discourse.

**Organization:** Lina's responses lack a clear organizational structure. The ideas are presented in a somewhat haphazard manner, without proper sequencing or logical progression. This lack of organization can make the discourse challenging to follow.

**Student Three: Ibtissam**

Ibtissam demonstrates a basic level of discourse competence. She is able to provide relevant information about her daily routine, aspirations, and motivations. Her responses are coherent and organized, allowing for a clear understanding of her thoughts. However, there are

instances where Ibtissam's responses lack detail and depth. For example, when asked about her weaknesses, she briefly mentions "darkness" and mispronouncing certain words but does not elaborate further. Similarly, in her response about being proud of herself, she struggles to articulate her thoughts, using the phrase "that make me...I don't know." This suggests a limitation in her ability to express complex ideas and reflect on her emotions.

**Student Four: Zahra**

In terms of discourse competence, Zahra's speech lacks organization and coherence. Her ideas are presented in a disjointed manner, without clear connections between statements or supporting details. She often fails to provide elaboration or examples, leading to incomplete and unclear responses. Zahra's discourse competence would benefit from better structuring of her ideas, providing more detailed explanations, and maintaining a coherent flow of information.

**Student Five: Sarah**

Coherence: Sarah's responses lack overall coherence and logical organization. Her ideas and statements appear disconnected and do not flow smoothly from one to another. For example, in A4, she abruptly transitions from talking about her novels to expressing pride in her achievements without a clear link. This lack of coherence makes her discourse less effective.

Cohesion: Sarah struggles with using cohesive devices to connect her ideas and create coherence within and between sentences. For instance, she fails to use appropriate conjunctions in A3: "My weaknesses is I can't keep when I want to do something I can't keep holding on until I finish it." This lack of cohesive devices hinders the clarity and coherence of her discourse.

**6. Discussion of the Findings****6.1. EFL Teachers**

The findings suggest that there may be variations in communicative competence of students between the two systems. The CEFR teachers generally considered their students to

have higher competence, with some acknowledging grammatical challenges and vocabulary difficulties. In contrast, the ASS teachers tended to view their students as having lower competence, attributing it to a range of factors including speaking difficulties, lack of motivation, and gaps in language skills. Moreover, there was a remarkable contrast in perspectives between the CEFR and ASS teachers. In CEFR, some teachers acknowledged the potential influence of social class on communicative competence, albeit in conjunction with personal determination and individual differences. Meanwhile, in ASS, there was a divide, with some teachers recognizing the impact of social class on students' language skills and opportunities, while others did not perceive any connection.

By discussing the data, we can explore the differing perspectives on class size and its potential influence on communicative competence among teachers from CEFR and ASS. This discussion provides insights into the perceived advantages and challenges associated with different class sizes within the institutional contexts. In addition, we were able to highlight a shared commitment of teachers from CEFR and ASS to promoting communication in their classrooms. This emphasis on spoken interaction underscores the importance of creating opportunities for students to practice and develop their communicative competence, which ultimately enhances their language learning experience.

Upon the analysis we conducted, we shed light on the different approaches to language explanation in EFL classrooms. The teachers from CEFR prioritize using English exclusively, aiming to promote fluency and create an immersive learning environment. In contrast, the teachers from ASS demonstrate a more nuanced approach, utilizing Arabic as a supportive tool when students face difficulties or have specific learning needs. These variations in language explanation strategies reflect the teachers' efforts to strike a balance between effective communication and ensuring comprehension for their students. In ASS, teachers may utilize Arabic in EFL classrooms as a result of discrepancies in students' proficiency levels.

Conversely, teachers in CEFR solely employ English since the students' proficiency level tends to be homogeneous. We think that under any circumstances, the use of mother tongue in EFL classrooms negatively affects students' communicative competence. Finally, there was a mutual recognition of the course book as a valuable resource in EFL classrooms. However, teachers also emphasize the need for creativity and flexibility by incorporating extra materials to enrich the learning experience. The selective use of supplemental resources aligns with the teachers' objectives, the syllabus, and the desire to promote communicative competence. This balanced approach ensures that students have access to a range of materials that support their language learning journey and foster active engagement in the classroom.

The differences we found highlighted variations in perspectives and practices between CEFR and ASS teachers regarding social class, class size, language use, and instructional materials. It is important to note that the findings are based on the provided interview excerpts and may not represent the entire CEFR and ASS teaching communities.

## **6.2. EFL Learners**

Based on the analysis of the interviews conducted with EFL learners from CEFR intermediate level and ASS third-year, it is evident that CEFR learners exhibit greater communicative competence compared to their counterparts from ASS. CEFR students, although prone to making occasional mistakes, demonstrate the ability to engage in extensive conversations in English, effectively conveying their ideas and comprehending their interlocutors. Moreover, they exhibit a proficiency in providing detailed responses rather than simply answering questions, reflecting their grasp of the language. It is important to note that B1 students cannot be expected to excel in every language aspect, considering that they have completed only three out of six levels in the CEFR framework. Nonetheless, CEFR students display a certain level of linguistic competency and employ appropriate vocabulary during their interactions. In contrast, ASS students often make deliberate errors, undermining their

communicative competence, such as stating incorrect age expressions. Additionally, some ASS students frequently pause throughout conversations, hindering their overall communicative effectiveness. Furthermore, the vocabulary employed by ASS students tends to be basic, further highlighting their lesser linguistic competency in comparison to CEFR learners.

## **7. Recommendations**

For CEFR students, it is important to continue emphasizing the adoption of Communicative Language Teaching (CLT) as an approach to language teaching. CLT promotes meaningful and authentic communication, encouraging students to engage in extended conversations and express their ideas effectively. Teachers should continue providing ample opportunities for CEFR students to practice their speaking skills, allowing them to make mistakes and learn from them while fostering a supportive learning environment.

As for ASS students, it is crucial to prioritize the adoption of competency-based approach (CBA) as an effective method of language teaching. CBA focuses on developing the communicative competence of students with specific learning needs, aiming to enhance their overall language skills and abilities. Teachers should create a supportive and inclusive learning environment that encourages ASS students to engage in meaningful communication, express their thoughts, and interact with others confidently.

In implementing the CBA, teachers should provide ample opportunities for ASS students to practice their speaking skills, allowing them to gradually build their proficiency through continuous practice. It is essential to create tasks and activities that cater to their specific needs, ensuring that they can participate actively and meaningfully in communicative exchanges. By emphasizing the development of their communicative competence, teachers can help ASS students overcome language barriers, improve their confidence, and enhance their overall language abilities.

**Conclusion**

This part focused on the practical aspect of our research, where we examined the communicative competence of EFL learners and the insights of EFL teachers in two distinct systems CEFR at the intermediate level, and ASS at the third-year level. We commenced by introducing the research methodology employed and provided insights into the research setting. Subsequently, we outlined the characteristics of the sample from which our data was gathered. Thorough data analysis was conducted, and the obtained results were thoroughly discussed. Finally, we concluded by presenting the key findings and offering recommendations based on the study's outcomes.

## **General Conclusion**

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### **General Conclusion**

In conclusion, this research study aimed to explore the communicative competence of EFL learners and the expertise of EFL teachers in ASS & CEFR. Through a comprehensive analysis of the literature and a practical investigation, we have gained valuable insights into our subject matter.

The literature review provided a solid foundation for understanding the significance of English as a global language and the theories underlying language acquisition and learning. We delved into the concept of communicative competence and explored various models, with a particular focus on the Communicative Language Teaching (CLT) approach. This theoretical framework laid the groundwork for our investigation into EFL learners' communicative competence.

The practical aspect of our research involved the application of research methodology and data analysis techniques to examine the communicative competence of EFL learners at the CEFR intermediate level and the ASS third-year level. We conducted our study in a carefully chosen research setting and gathered data from a specific sample of participants. Through rigorous data analysis, we obtained valuable findings that shed light on the strengths and weaknesses of EFL learners in their ability to communicate effectively in English.

Based on the results of our analysis, we have identified several key findings. These findings suggest that there are still areas that require further attention and improvement. Additionally, the insights provided by EFL teachers have highlighted the challenges they face in delivering effective EFL instruction and the need for ongoing professional development.

Overall, this research contributes to the existing body of knowledge on EFL education in Algeria. By addressing the challenges and offering recommendations for improvement, we hope that our findings will inform future initiatives aimed at enhancing EFL education and fostering effective communication skills among Algerian students in the globalized world.



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# Appendices

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## Appendices

### 1. Students' Interviews

#### Questions

**Q1:** Tell me about yourself.

**Q2:** What are some of your strengths and weaknesses? Let's start with strengths.

**Q3:** let's move on to weaknesses.

**Q4:** What personal achievement are you most proud of?

**Q5:** Do you like studying English? Why?

**Q6:** Do you think English will be useful in your future life?

**Q7:** Describe your daily routine.

**Q8:** Have you ever travelled to another city in Algeria?

**Q9:** What is it like?

**Q10:** What are your future goals and plans? / What do you hope to achieve?

#### Key of Mistakes

("..."): a pause in speech.

("-"): a longer pause.

(...): italicized sentences between parentheses are for explanations and comments

...: unwritten speech (unnecessary utterances such as explanations made by the interviewer or retractions made by the student.

**Words in red:** grammatical mistakes.

**Words in green:** vocabulary mistakes.

**Words in blue:** pronunciation mistakes (intonation & mispronunciation).

**Words in brown:** coherence mistakes.

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*Note: We asked some students follow-up questions, but not others. So, we didn't include those questions in the following scripts.*

### 1.1. CEFR Intermediate Students

#### 1.1.1. Linda

**A1:** I'm Linda, I'm 20 years old, I live in Ghardaia, I'm a student, (*disuse of conjunctions -and*) I'm studying two majors *at the same time*. (*Rising intonation at the end of declarative sentence*).

**A2:** I think I'm strong at studying, I could study for a long time, my concentration is so high and ("...") I can't stay without studying at all, I'm into studying. ("...") This is the main one (*the main strength, she meant.*) and I have a lot of subjects to... ("...") I'm not into something exact, only something... (*her speech was not comprehended, so she was asked to explain*) ...I mean some people like to do one thing, they *guess* into one thing (*she meant: engage into*). (*Her answers were still not comprehended; she was asked to summarize her idea*) ...I don't know how to say it in one word. (*Later on, it became clear that she meant she is interested in different fields of life*) ... I think I'm smart... because I got my baccalaureate without studying... everyone I tell *him* like this (*inaccurate use of object pronouns*) ...gets surprised or something. I didn't study, I was sick, I was so sick, and I wasn't attending all the sessions, sometimes I go, sometimes I don't... everyone told me that you wouldn't get your baccalaureate exam. Everyone was like ("...") I don't know, they didn't support me, nobody supported me.

**A3:** I think my first weakness and the main one that I'm always worried about is (*disuse of conjunctions -that-*) sometimes I don't pronounce a word in a correct way. Not *even* in English (*she meant: not only*) ...on my *own language* (*she meant: mother tongue*), like I said I can say it, but I just use an alternative or something like this. At the beginning it was like when I'm talking with someone they laugh or ("...") do some... (*I helped her to finish her idea*), but I didn't care, even now. I think it's ("...") I try to fix it but it's okey... and I think I'm lazy, I can't

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discipline myself (*she placed stress on the wrong syllable -/pline/-*) ... I'm messy, lazy, it's not..., everyone has his shames...

**A4:** I have joined the competition of ("...") studying (*she didn't have words to express her idea; she used Arabic instead, so I prompted her. she meant: a book reading competition established by the UAE*) ... I have joined them, when we finished and we summarized fifty books, they didn't accept us or something, something happened, politics...I summarized 50 books in two months and I was studying...I tried to do that many times but I couldn't, I didn't have the chance, I didn't have who to work with. Even now, I read a lot of books.

**A5:** Yeah, a lot. I hated English, but when I started learning it here (*she meant by here, Harmony School of languages*), I really loved it... I started from A1 (*level of language proficiency*). I didn't know **nothing** (*double negative*) ...

**A6:** Yes inshallah. And I mentioned that in the beginning, I said like it will help me in my job...

**A7:** I don't have a specific one, because I'm teaching and I'm studying two majors at the same time. Sometimes they say like, you have to study, and I just do some ("...") modification, but the main one, (*Disuse of verb to be*) & (*disuse of conjunction*). I study from 8 to ("...") sometimes to 3, and I come to harmony, I study until 5 sometimes 6, and then I go home, I get rest, then I teach...

**A8:** ...yes, I have. I think five cities...Blida, etc.

**A9:** ... it's not beautiful, because it doesn't have a lot beautiful sites..., but I love it...

**A10:** I want to be a writer... I want to write novels... I want to be an architect. Well, I want to memorize the Quran...

### 1.1.2. Marina

**A1:** I'm marina, I'm 27, I'm kindergarten (*mispronounced word*), (*she meant a teacher in kindergarten*) and I study in Harmony School, and then I'm a member of Enjoy Learning of beni yezgane. I live in Beni Yezgane.

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**A2:** ... I can work with kids... and be patient with them.

**A3:** I can't do two things **in** the same time (*using in instead of at*) like studying and working...  
I just focus on one thing, ... I'm sensitive...

**A4:** My achievement is that ("...") I'm still learning until now, I want to learn and I'm studying English... I want to start learning Spanish **before** (*wrong use of time indicator; she meant after.*) when I **mastering** English of course. (*Incorrect use of ing*).

**A5:** Yes of course. I like it. Because it is international language and it's the most important for searches, and it is easiest language. (*Disuse of definite pronoun*).

**A6:** Yes of course. It will be useful; I can help people and teach them.

**A7:** I get up in the morning ("...") early, and I go to work, I work in Beni Yezgane... I teach there, when I finish working, **then** I go to Harmony School, I study English then when I finish studying, I go home then I stay a little bit and take some rest, then I prepare my dinner. If I have some work I do (*disuse of object pronoun: it*).

**A8:** Yes, I have travelled... I went to Boumerdes last summer.

**A9:** It was good. There are a lot of forests and beaches, ...and I didn't visit a lot of places.

**A10:** I'm going to ("...") maybe **do** my own project, and master English...

### 1.1.3. Emmy

**A1:** I'm 28 years old, I'm ("...") working in laboratory **center medical**. (Wrong classification of words), and I study nutrition, ... but here in Algeria, there is no chance to work. I live here in Ghardaia.

**A2:** I can learn easily, ... I can **success** (*the use of noun instead of verb*), and I can cook...

**A3:** I feel like broken... I have a lot of problems... ("-") I feel sad...

**A4:** This question was not asked.

**A5:** Yes, a lot. Because I like this language, and I have a dream to travel **out** (*abroad*)...

**A6:** Yes, when I travel... (*she was prompted, in terms of the answer*). **and communication**.

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**A7:** I wake up always at 6, I make my bed, and I wash my hand, I pray, after that, I make my coffee, and I go (*she meant: I go out*) ("...") every day at 7 I take the bus... I work in the laboratory like I said...and I finish at 3, and (*repeated use of -and- instead of then...*) I came (*wrong use of tense*) here to study... then I pray ("...") then I have lunch (*she meant: dinner*), after that I go to bed because I'm so tired...

**A8:** Yes, I travel in Algeria (*incorrect use of proposition*) every year I go to the most ("...") Tlemcen...

**A9:** Yes, Tlemcen, I like Tlemcen because its civilization (*she disused of*) and the culture... it's a good wilayah, because people there help you and like the other people... generous... (*disuse of verb to be*).

**A10:** Have a lot of money like a car Audi, and travel abroad, and open my personal cabinet... I want to help people, ... and study a lot of my specialty (*wrong use of preposition*).

### 1.1.4. Angela

**A1:** My name is Aicha, and my nickname is Angela, I'm 22 years old, I'm second year at university (*she didn't use the word -student-*) ("...") specialty: English language. I have a part time job in summer; teaching Quran to kids. I'm from El Guerrara, and I live in Ghardaia...I go to El Guerrara in weekends to see my family, I miss them.

**A2:** Something that I'm sure about it, is I can learn new skills easily and perfectly. There is no much amount of efforts, the second one ("-") maybe I can manage my time, I can devided (*wrong use of tense*) my day to many parts in purpose to get new things life...

**A3:** I think I'm kind of an introvert person that I can't deal with people or speak in public, I get so stressed and nervous. I get disappointed easily...

**A4:** Maybe I memorized Quran in a short period...

**A5:** Yes, actually I do. Because of I'm interested in languages, I want to learn about languages, learn about different cultures, maybe different places, different mentality.

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**A6:** Yes, because it is science language, it is also international language...when I travel abroad, I need it for sure.

**A7:** I get up early in the morning, I prepare myself and my stuff to start a new day, I go to bus station to catch *bus students (wrong classification of words)*, then I go to university, after that, when I finish my studying I go to campus to have lunch and to pray, after that; I catch the bus again and I go to Harmony School to continue my study there in the afternoon, after that I go back home and I take a little rest or a nap, after that I take care of my homework from university and Harmony, and also my *homework (she meant housework)* at home, and at the end of the day I choose a movie to develop my English accent.

**A8:** Yes, I have.

**A9:** I used to go to Tiaret. Tiaret is a clean city and it has a cool weather, and a waterfall in Tagdemt.

**A10:** I want to be a translator...and I wish I **will** be ("-") a tour guide because I love **visit** new cities and discover new places. I want to establish my personal project which is I want to have my own business in *designer (design)*.

### **1.1.5. Mona**

**A1:** I'm Mona, I'm living in Ghardaia, I'm originally from Oran, I was born in the **5<sup>th</sup> June** (*disuse of preposition*), and I have baccalaureate exam this year...

**A2:** Maybe my strength is cold heart..., the way I treat people, and when I help them in finding solutions for their problems.

**A3:** I don't know, maybe darkness...because I'm afraid of dark places...

**A4:** ...maybe finishing memorizing the Quran...

**A5:** Yes, I do. Because I think it's the most popular language in the world, and I'm willing to be a teacher of English in the future...



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**A6:** Yes, because I'm willing to be a teacher; as I said, and maybe when I travel or change the country, I **can** (*may/ will*) need it.

**A7:** When I wake up, I prey, I prepare myself to school...I finish at 3, I go back to home and **preying** and stuff, and then ("...") I **use** to hours to study, and maybe **cooking** and then **prepare for bed**.

**A8:** Yes, I **did**. Oran.

**A9:** it's my favorite city, and it still... because it is beautiful and my family is there, and there are a lot of places to visit...

**A10:** Maybe start my own business and change the country...maybe make my parents proud...

### 1.2. ASS (3<sup>RD</sup> year) Students

#### 1.2.1. Ahmed

**A1:** My name is Ahmed, I'm a student in **baccalaureaa** (*mispronounced word*) ("...") I **have** 19 **old**. ("-") I live in Algeria, in Ghardaia exactly. I **loves** playing football that's all.

**A2:** I'm good player **in** football. Also ("...") I **talks** Spanish ("-").

**A3:** About weaknesses, I have phobia of horror movies.

**A4:** I have a certificate of **baccalaureaa** ("...") by 18.

**A5:** Yes, for sure. Because it's **language international** and also ("-").

**A6:** Yeah, maybe.

**A7:** So, in the morning I get up at 6 o'clock. I wash my face and brush my teeth, I eat breakfast at 7 o'clock, I go to school at **18** (*he meant 8*) and I **back** at 12 o'clock. **I'm eat** (*he pronounced it /ate/*) snack, then in the evening ("-") I go to gym, then **in the** night, I study the **program** of **baccalaureaa**.

**A8:** (*He misunderstood the question at the beginning*). Yes, Mostaganem.

**A9:** It's a beautiful city, **it is one city that** ("-").

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**A10:** I wish I will be a teacher of Spanish...*In (wrong use of preposition)* one of the best teachers of Spanish in Algeria. *(He didn't express his idea properly)*

### 1.2.2. Lina

**A1:** I'm Lina, I have 18 years old, I'm a student at El-Imam Aflah Ben Abdelwahab high school, that's my last year here. Ok that's all.

**A2:** I think when I want something, I get it...

**A3:** My weakness *it (double subject)* is sometimes, I'm afraid *about* what I will do in the future, about if I will *succe (she meant succeed)* in my future or not.

**A4:** I don't know, maybe my success in school, and my results. That's my strength, that's what I think.

**A5:** Yeah, because I want to learn new language, and also this *special (mispronounced word)* language *it's help (she meant -it helps-)* me in the future.

**A6:** Yeah, of course. It will help me in my future, I will be a *programmateur (programmer)* so it will help me.

**A7:** ... I stay in the *college (mispronounced word)* 10 hours and I return to my home, I just *I (double subject)* prepare to my bac, *to* do some *exercise* or something like that, *and* I go to sleep. That's it.

**A8:** Yeah, I *have go* to Tipaza.

**A9:** It is a wonderful place... it is a beautiful city, *really*. It has a beautiful beach and also ("...") that's all.

**A10:** I want to be a *programmateurs*, and *get* big companies and more money...

### 1.2.3. Ibtissam

**A1:** I'm Ibtissam, I'm a high school student, this is my last year, I have *baccalaureate (baccalaureate exam)* this year, and I wish I will get it, I live in Ghardaia with my small family.

**A2:** my strengths *(disuse of verb to be)* kindness, *I'm honest*, leadership.

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**A3:** for my weaknesses, (*disuse of verb to be*) darkness and I fear (*mispronounced word*) of losing my close people, like my family and my friends. I fear to fail (*mispronounced word*) in my baccalaureate exam.

**A4:** I'm always proud of myself, every moment I do something new or I loss someone that make me ("...") I don't know, every moment I do something good for myself...having the trust of my parents.

**A5:** Yeah. Because it is worldwide language and I'll need it my future.

**A6:** Yes, for sure.

**A7:** I wake up early at 5 o'clock, and I prey, then I prepare my breakfast, then I go to school and maybe spend 10 hours in school, almost 10 hours, ("...") then I go to my home, get the lunch, and stand with my family, maybe watch the TV or movies in my phone, maybe play games or something, and then I go to sleep.

**A8:** Yeah.

**A9:** It is beautiful and have special vibes.

**A10:** ("-") to do my small project, and achieve a lot of money, maybe make my parents happy.

### 1.2.4. Zahra

**A1:** So, I'm Zahra. I'm 17 years old. This is my last year in secondary school, and I enjoy learning languages like Spanish, English. That's all.

**A2:** So, my strength is (*disuse of conjunction: that*) I have a strong will (*mispronounced word*) like when I have a goal or something, I focus on it until I get it.

**A3:** My weaknesses (*disuse of verb to be*) maybe ghosts or I'm afraid of losing my family or lovers (*no parallelism*).

**A4:** So, my achievement, I don't have like ("..."), I'm always proud of my grades, and I have some certificate, like shaving, that's all.

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**A5:** Yes, I do. (*Disuse of conjunction: because*) I enjoy listening to different accents like; Australian, American, (*disuse of and*) British, and I love English because of the accent.

**A6:** Yeah, of course.

**A7:** My daily routine. So, I really wake up at 5 to pray, and go back to sleep, and wake up at 7 o'clock to prepare myself and have breakfast *to* (*disuse of time indicator*) go to school, and when I come back *to* (*wrong preposition*) school I have lunch, and go back to the school, *and* when I come back, I take a *sit* (*mispronounced word*) with my family, *and, or* (*confusing conjunctions*) *doing houseworks*, and *cooking*, or maybe I do my homework, watch a movie or something and go to sleep. That's all.

**A8:** Yes, *I did*.

**A9:** ... so in 1998 (*she meant 2018*) ("...") yes, I *gone* to kala, it was *what* a beautiful city. It *was have* a beautiful beach, good weather and beautiful mountains.

**A10:** My future goals (*disuse of verb to be*) I want to have a lot of money and travel all around the world. ("...") I don't have something special; I just want to be successful and satisfied.

### 1.2.5. Sarah

**A1:** My name is Sarah. I live in Ghardaia. I *have* 18 years old, that's all.

**A2:** Actually, I have nothing.

**A3:** My weaknesses *is* (*disuse of conjunction: that*) I can't keep ("...") when *I want to do something I can't keep holding on until I finish it* (*wrong intonation*).

**A4:** My novels; I *had written* 5 or 6 novels. *It* was my ideas and my production. It's my only *achieve*, so I *proud* of.

**A5:** I used to. Because I had tried many times to make myself better in English, but when ("...") I do the exam, I don't find the results.

**A6:** May be.

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**A7:** I like to wake up early, I go to my school. In the evening **taking** a little rest, **in the** night **studying** a little bit, then **I'm going to sleep**.

**A8:** One time (*she meant once*), to Bejaia.

**A9:** It was so beautiful, because it is the first time, I see the sea and beach.

**A10:** I **was want** to be a ("...") to study **traduction** (*she meant translation*), but now I have **another** goals, I didn't know them yet. Be a great writer, maybe.

## 2. Teachers' Interviews

### Questions

**Q1:** How would you measure your students' communicative competence? (With regard to the majority). • High      • Medium      • Low

What are the reasons for your choice?

**Q2:** Do you think that the social class to which your students belong can affect their communicative competence?

**Q3:** Do you teach classes with a large number of students or with a small number of students? How many students? Do you think that it affects students' communicative competence?

**Q4:** Are there any opportunities for spoken interaction and communication for students during their English classes?

**Q5:** How often do you explain lessons in English?

**Q6:** Do you rely on course book only or do use additional materials for developing communicative competence for your students? (Being creative).

*Note: The audio scripts presented here are transcriptions of interviews with EFL teachers. To improve readability, retractions made by the speakers, such as pauses or hesitations, have been omitted. This editing aims to provide concise and coherent information while preserving the intended message of the speakers.*

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### **2.1. Teachers from CEFR**

#### **2.1.1. Samy**

**A1:** Quite medium. Giving the fact that they are motivated to speak English as much as they can, of course they need help from time to time to translate few expressions but they try their best to speak English as the teacher might give them the instructions.

**A2:** I think it has no... Their social class is irrelevant to their speaking skills and language learning skills. It totally depends on the students and their willingness to learn English.

Students inside the classroom get along with English very well.

**A3:** I have taught classes with large numbers and small numbers. The largest contained 14. I don't think it affects me. Maybe we'll have more interaction when it's a bigger class. I'll need more time to explain, teach them properly and get them to grasp lessons, but in general it doesn't really have any effects on my teaching process.

It's pretty frustrating when half of the classroom don't really grasp my lessons. So, it's a bit of a challenge, but since I've personally been through this experience long enough, I don't think it's a problem at all, I just need more time and more energy to explain to large classrooms

**A4:** Sometimes in bigger classrooms.... Some students feel uncomfortable talking or trying to speak in English due to their fear of making mistakes and they feel embarrassed if they ever make mistakes around their classmates. something that I discourage, I don't want them to be shy and I urge them to make mistakes because it's the only way to learn (we have all made terrible mistakes). When it comes to students' communication, I would make them try to speak together and stay back to observe them and correct their mistakes ..... Sometimes the teacher struggles with students who don't wish to speak.

**A5:** I explain in English as often as possible. Sometimes I have students who struggle to understand what I say even though I speak clearly and simply. Some students expect translation from the teacher. (I can't say that I always explain in English.)

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**A6:** I try my best to be punctual towards time. If I ever have extra time in hand, I use extra materials such as games and videos. (Having a variety of materials is so helpful to any teacher).

### **2.1.2. Rami**

**A1:** It's medium and at times it's high. In speaking activities, I notice that they have the ability to speak freely, but they occasionally have difficulties with regards to vocabulary.

**A2:** I believe so. A student who has access to Internet is not like a one who doesn't.

**A3:** I generally teach classes with small number of students. (10). It does affect their communicative competence. Generally, in classes with large number some good students overshadow the other students and in which they discourage them to speak. Even though I try to poke them to speak.

**A4:** Yes, there are. I usually dedicate the last 10 minutes of the session to speaking activities. I make my students present a topic of their own choice.

**A5:** I only use English for explanation. Whenever there is a difficult or a new word, students explain it to one another.

**A6:** I just rely on the course book, but I try to do more in terms of creating new speaking activities. Whenever there is a speaking activity in the course book, I make sure that everyone participates.

### **2.1.3. Khadija**

**A1:** Medium. Because they are not that exposed to English since they started learning it. So, it takes time for them to develop the courage to speak.

**A2:** I don't think it really affects their communicative competence.

**A3:** I teach classes with 12 to 15 students. In CEFR it's considered a class with a large number of students. As for small classes they usually contain 5 to 7 students. In large classrooms students have more opinions to share and insights on others' experiences, but some students

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learn English rapidly, so the other students feel intimidated and this can withdraw them from participating in communicative activities as they will be overshadowed by the other students.

**A4:** CEFR offers many options for speaking. I have materials such as speakers, screens and the course book, which contains speaking activities within each unit. I make them create a conversation or present a topic.

**A5:** I often use simple English, so I only use English for explanation.

**A6:** I use the course book, and I bring up other activities that I personally chose.

### **2.1.4. Djamila**

**A1:** Medium. Students still make some grammatical mistakes, and have some difficulties forming fully coherent sentences.

**A2:** Not largely. While I think it is true that one's social class may play a role in setting the bar for his level of self-confidence, and thus effecting his communicative skills, I find that communicative competence is mostly subdued by individual differences.

**A3:** Small number of students (6 to 12 students). Yes, the number affects the communicative competence, as the smaller the number is, the higher the communicative competence is.

**A4:** Yes, there are several opportunities for spoken interaction during the class due to the speaking activities that we go through in the sessions. They evoke discussions between the students themselves, as well as, with me (the teacher).

**A5:** I always explain lessons in English.

**A6:** I mostly rely on the course book. However, I use extra materials such as videos and audios from time to time.

### **2.1.5. Abdennour**

**A1:** I would claim that my students' communicative competence is medium to high, and that's because of the fact that they can express themselves openly and freely with no problems except when it comes to some difficult or new vocabulary, that's when they sometimes have a problem.



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**A2:** I believe that my students belong to the same social class. However, that doesn't affect their communicative competence inside the classroom.

**A3:** I teach classes with a small number of students, most of the time (9 students). Yes, I do. I believe that the number of students is vital for their communicative competence and that classes with large numbers of students lack the chance; because of the number, and even too small classes lack variety of students experiences, etc.

**A4:** Yes, there are. Speaking is one of the most important parts of the lesson, where students share their ideas and discuss opinions about different topics.

**A5:** I always explain lessons in English.

**A6:** I don't depend only on the course book but, I use other materials of my own creation or readymade ones from different platforms and books.

### **2.2. Teachers from ASS (3<sup>rd</sup> year)**

#### **2.2.1. Boussalem**

**A1:** Low, because most of them can't express and convey the message in an appropriate way, and because I have literary classes, and their level is weak.

**A2:** Yes, of course, I strongly believe that the social class plays a major role in developing communicative competence.

**A3:** I teach classes with a small number of students (max 23 students in the class), and yes, the smaller number of students is, the more benefits they get. (Each student gets noticed, feedback, sharing ideas, working in pairs and less noise...).

**A4:** Yes, they have several oral and listening tasks so that they can enhance their communicative competence and speaking skills.

**A5:** I explain in English but I use Arabic in some important grammar lessons and key terms, if I tried all the possible ways (synonyms, gestures...), and they don't get it.

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**A6:** I sometimes use different materials except the textbook such as (audio-visual materials, printed tasks and listening scripts, etc).

### **2.2.2. Azzedine**

**A1:** Medium. Students still hesitate to express their ideas in English and find difficulties in speaking so sometimes they use gestures, facial expressions or Arabic.

**A2:** The social class to which a learner belongs to, is of a significant importance in learning English because a poor person wouldn't have the same opportunities as a rich or a middle-class student. For example, to enroll in extra evening courses or attend discussion clubs or travel to foreign countries to improve his level in English.

**A3:** I teach average classes 25 to 30 students. It affects, because once you have large classes the participation chances are shorter in regards to the timing allotted to each session, 55 minutes.

**A4:** Yes, If the teacher is creative and doesn't rely on the course book only. Yes, I give great importance to speaking skills during my classes such as making dialogues, role plays, debating hot topics that have views and counter views...

**A5:** I explain my lessons using pictures, gestures, facial expressions, games or anything that could be helpful to deliver my ideas, I rarely use the mother tongue only if my students didn't get my ideas.

**A6:** I use the SARS technique in my teaching. It stands for (Select, Adapt, Reject and Supplement) so I am selective in dealing with the different coursebook activities I sometimes reject difficult or unteachable materials, so I use additional materials that have the objective of the syllabus but well-designed in a way that engages my learners to express themselves freely.

### **2.2.3. Aissa**

**A1:** Low. Students are not motivated enough; they are not interested in the language and they don't make efforts to learn.

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**A2:** The social class to which my students belong does not affect their communicative competence.

**A3:** I teach classes with a large number of students (30). The number of students does not affect their communicative competence. Regardless of the students' number in the classroom, they are originally weak and they can't express themselves.

**A4:** Yes, there are opportunities for speaking in the classroom. Having the course book regarded, there are many speaking activities in each unit.

**A5:** Generally, lessons are explained in English. But I often explain in Arabic in order to make my students understand lessons as they are slow learners.

**A6:** I generally rely on the course book, as we are meant to follow the curriculum. But I hardly ever bring in extra activities.

### **2.2.4. Mounir**

**A1:** Medium to low. As they can confidently and unhesitatingly speak English.

**A2:** The social class generally does not affect students' communicative competence.

**A3:** I teach classes with 25 students, which I consider to be a classroom with a small number of students. The number of students really affects their communicative competence. Classes with a large number of students can cause a lack of confidence for some students, when it comes to speaking, not to mention the noise made by some students.

**A4:** Yes, there are opportunities for speaking in the classroom.

**A5:** I explain lessons in English all the time. I'm totally against the use of the mother tongue in the classroom, I still use it as a last resort. I simplify, draw and use gestures as possible as I can.

**A6:** The course book is very useful for some lessons, but I adopt suitable activities in some other lessons.

### **2.2.5. Mustapha**

**A1:** Medium because of:

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- The lack of language rules e.g.: formality, politeness, directness...).
- Lack of language patterns of organization.
- Language gaps (vocabulary, Grammar, Punctuation and Spelling).
- Being afraid of communication.
- Lack of background knowledge and some cultural references.
- Lack in cohesive and transitional devices.

**A2:** No, I don't.

**A3:** Large number of students but I don't think that it affects students CBA.

**A4:** Yes, there are many. We have a sequence under the title listening and speaking.

**A5:** Yes, sometimes we use Arabic to what extent exactly, I don't know. We have to do a study to give a reliable estimation; say 80% English, 20% Arabic. Each class with its own capacity of understanding as well.

**A6:** I use both textbook and extra sources.

## ملخص

تهدف اللغة الإنجليزية، كأى لغة أخرى، إلى تحقيق التواصل بين الناس. ومنه فإن الكفاءة التواصلية أمر بالغ الأهمية لضمان تواصل فعال. تقارن هذه الدراسة وتحقق بشكل تحليلي من الكفاءة التواصلية لمتعلمي اللغة الإنجليزية كلغة أجنبية في المستوى الثالث ثانوي ضمن نظام التعليم الجزائري بالمقارنة مع متعلمي اللغة الإنجليزية كلغة أجنبية في المستوى الثالث ضمن الإطار المرجعي الموحد للغات. اعتمدنا المنهج النوعي، حيث تم إجراء مقابلات منظمة مع 10 طلاب و10 مدرسين من كلا الطرفين المشاركين في هذه الدراسة البحثية. تُظهر دراستنا اختلافًا ملحوظًا في الكفاءة التواصلية بين متعلمي اللغة الإنجليزية من كلا الطرفين. نستنتج أن متعلمي اللغة الإنجليزية كلغة أجنبية في المستوى الثالث ضمن الإطار المرجعي الموحد للغات هم أكثر كفاءة في التواصل مقارنة بمتعلمي اللغة الإنجليزية كلغة أجنبية في المستوى الثالث ثانوي ضمن نظام التعليم الجزائري، وذلك نظرًا للاختلاف في المناهج وطرق تدريس اللغة والوسائل. نوصي بشدة بأن تشمل الدراسات البحثية المستقبلية حول هذا الموضوع عينات أكبر لتعميم النتائج على نطاق أوسع.