



People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
University of Chadli Bendjedid – El Tarf
Faculty of Letters and Languages
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Evaluating the Teaching of the Speaking Skills under the Competency-Based Approach

The Case Study of Fourth Year Pupils at Labreg Moussa Middle School, El-Tarf

Dissertation submitted to the Department of English in Partial Fulfilment of the
Requirement of the Master's Degree in "*Didactique de L'Anglais*"

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Academic Year

2021/2022

Statement of Original Authorship

We hereby declare that this dissertation entitled “Evaluating the Teaching of the Speaking Skills under the Competency-Based Approach”, supervised by Mr. Mohammed Amin Medjabra in the academic year (2021-2022), and submitted to the department of English at Chadli Benjedid University, El- Tarf, Candidate for the Master degree, has not been presented to any other examination board and has not been published before. The researchers certify that all the sources used are cited and acknowledged as references.

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Dedications

“Don’t let the sun go down without saying thank you to someone, and without admitting to yourself that absolutely no one gets this far alone.”

-Stephen King-

I dedicate this work to:

To me myself, who spent seventeen years of dreaming and working hard. Thank you for all the blood, sweat, and tears you went through. You did great.

*To the strongest woman I have ever known, my dear mother, **Mrs. Fatma Itaoua** who held the responsibility of being both the mother and the father to me. I wish words were enough to express my love and gratitude to her.*

*To my father who is watching me from the sky, and whom I wanted to make proud the most, **Mr. Mustapha Bouanani**. I know you will never get to see this dissertation, but you are in every page of it.*

To all the family; especially my second mother, my brothers, my cousins.

To all Sylva’s friends who were always there to wipe tears and give advice/.

*To the source of my euphoria and inspiration; **BANGTAN** and **ATEEZ**.*

*To the most organized and hardworking partner in this work, **Ms. Sabrina Fellah**.*

And to all whomever taught me a word and prayed for my success.

Thank you to the eternity

Khaoula Bouanani

Dedications

“No one walks alone, and when you are walking on the journey of life...you have to start to thank those that joined you, walked beside you, and helped you along the way”

David H. Hooker

I proudly and heartily dedicate this work to:

*To the two candles who always enlightened my life, who taught me the value of hard work, my source of happiness and success; dear father, **Mr. Azzeddine**; and dear mother, **Mrs. Malika**. May Allah protect them.*

To my dear grandmother Fatima and My aunt Djamila, who love me so much and stand beside me.

To my lovely sisters, Imen, Affef, Khaoula, Karima, Meriem, Ibtissem, and faithful brothers, Djamel, Toufik, Mohammed, and Hamid. Without them none of my success would be possible.

To the birds of my family, Ayoub, Iyed, Assil, Djannah, and Frah.

To my friends Souha, Maria, Yousra, Malak, Nourhane, Noor, Sondes, Ahlem, Safa, and Ikram, who have always helped me and believed that I could do it.

*To the charming, smart, and hardworking partner in this work **Ms. Khaoula Bouannani**.*

To all who believed in me, offered help, uphold and prayed for my success.

Thank you for being always in my back

Danke schön

Sabrina Fellah

Acknowledgements

“No one who achieve success does so without acknowledging the help of the others”

-Alfred North Whitehead-

Above all, praise be to almighty **Allah** for giving us the strength and wisdom to carry out this work.

Also, and because “a good teacher can inspire hope, ignite the imagination, and instill a love of learning” (Brad Henry), we are grateful to our supervisor, Mr. Mohammed Amin Medjabra for his thoughtful comments and broad-minded supervision during our academic work, as well as for his constant and beneficial feedback. We consider ourselves extremely fortunate to have the opportunity to work under his ideal supervision.

Our infinite appreciation is addressed to our beloved teacher and the chairwoman, Mrs. Hanifa Zarzouni and the examiner, Mrs. Imen Nouri for agreeing to serve on the jury.

We also owe a very special gratitude to all the fourth-year pupils at Labreg Moussa Middle School of El-Tarf for their collaboration, which enabled us to accomplish our research study successfully. Our gratitude extends to the middle school teachers who have helped us to conduct our research.

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List of Abbreviations and Acronyms

AMNE: Algerian Ministry of National Education

CBA: Competency-Based Approach

CBC: Competency Based Classroom

CBE: Competency-Based Education

CBLT: Competency-Based Language Teaching

EFL: English as a Foreign Language

OP: Oral Presentations

RP: Role Plays

%: Percentage

Abstract

Speaking is at the heart of any foreign language learning, which necessitates the adoption of a proper teaching method. This descriptive study evaluates the teaching of speaking skills of English under the Competency-Based Approach, which was adopted by the Algerian Ministry of Education in 2003. The research aims to investigate the implementation of the competency-based approach in speaking classrooms, to explore teachers' attitudes towards it, and to examine the extent to which it managed to ameliorate the pupils' speaking abilities. The research was conducted at Labreg Moussa Middle School in El-Tarf city. It dealt with 43 fourth-year middle school pupils of English and 10 fourth-year middle school teachers of English. The main hypothesis of this research was that the Competency-Based Approach is not duly implemented. To test this hypothesis and to achieve the aims of the study, the researchers adopted the descriptive approach based on a mixed methodology. Data was gathered through the use of two questionnaires and a classroom observation, which were then analyzed quantitatively and qualitatively. The results revealed that the principles of the Competency-Based Approach were not properly implemented when teaching speaking, and that there was no improvement in the pupils' speaking skills. Moreover, it was found that the teachers held negative attitudes towards the use of CBA in teaching speaking as they encountered many challenges in its application. In this regard, the researchers conclude the study with some pedagogical implications and recommendations that will help to improve the quality of the speaking teaching and learning process.

Keywords: Speaking skills, Competency-Based Approach, Speaking classrooms, Competencies, EFL.

ملخص

يعتبر التحدث في صميم تعلم أي لغة أجنبية، مما يستلزم اعتماد طريقة تدريس مناسبة. تقيّم هذه الدراسة الوصفية تدريس مهارات التحدث باللغة الإنجليزية وفقاً للنهج القائم على الكفاءة، والذي اعتمده وزارة التربية والتعليم الجزائرية في عام 2003. يهدف البحث إلى التحقيق في تنفيذ النهج القائم على الكفاءة في فصول التحدث، لاستكشاف مواقف المعلمين تجاهه، ولدراسة مدى نجاحه في تحسين قدرات التحدث لدى التلاميذ. تم إجراء البحث في مدرسة لبرق موسى الإعدادية بمدينة الطارف. لقد تعامل الباحثون مع 43 تلميذاً في الصف الرابع المتوسط من اللغة الإنجليزية و10 من معلمي اللغة الإنجليزية في الصف الرابع المتوسط. كانت الفرضية الرئيسية لهذا البحث أن النهج القائم على الكفاءة لم يتم تطبيقه على النحو الواجب. لاختبار هذه الفرضية ولتحقيق أهداف الدراسة، اعتمد الباحثون المنهج الوصفي القائم على منهجية مختلطة. تم جمع البيانات من خلال استخدام استبيانين والملاحظة الصفية والتي تم تحليلها بعد ذلك كمياً ونوعاً. كشفت النتائج أن مبادئ النهج القائم على الكفاءة لم يتم تنفيذها بشكل صحيح عند تدريس التحدث، وأنه لم يكن هناك تحسن في مهارات التحدث لدى التلاميذ. علاوة على ذلك، فقد وجد أن المعلمين لديهم مواقف سلبية تجاه استخدام هذا النهج في تدريس التحدث حيث واجهوا العديد من التحديات في تطبيقه. وفي هذا الصدد، اختتم الباحثون الدراسة ببعض الآثار التربوية والتوصيات التي من شأنها أن تساعد في تحسين جودة عملية التدريس والتعلم.

الكلمات المفتاحية: مهارات التحدث، النهج القائم على الكفاءة، فصول المحادثة، الكفاءات، اللغة الإنجليزية كلغة أجنبية.

Chapter One

Introductory Chapter to the Research

Chapter 1

Introductory Chapter to the Research

Introduction

Generally speaking, the majority of EFL learners are primarily interested in learning to speak as they believe that it is a must to develop their language competencies. Algeria is one of the countries that are aware of such necessity and thus introduced the competency-based approach as a teaching method in its language teaching classrooms. The Competency-Based approach focuses on both the input and, most importantly, the output of learning. Therefore, it is believed to be an effective method of improving the learners' four skills, including speaking.

This chapter is an introduction to the research study, which evaluates the teaching of the speaking skill under the competency-based approach. It attempts to display the statement of the problems, the aims, and the significance of the research. It also introduces the research questions and hypotheses, and describes the methodology embraced. It finally provides a brief caption about the organization of the study, as well as some of its limitations.

Statement of the Problem

Because of the growing importance of the English language in the era of globalization, there is an urgency to improve one's English four language skills to adapt with the requirement of the new world. In fact, people communicate the most through speaking. Seemingly, many EFL learners prioritize the speaking skill over the others. To serve learners' needs, the Algerian Ministry of National Education (AMNE) introduced the Competency-Based Approach (CBA) from 2003 as a new approach for teaching English. After years of implementing such approach; it is now necessary and interesting to evaluate the extent to which this approach succeeded in improving learners' speaking skill, to explore the teachers' attitudes towards teaching speaking under CBA, and to investigate how properly it is actually implemented.

Aims of the Study

The current study aims at examining the extent to which the Competency-Based Approach managed to ameliorate EFL pupils' speaking skill, and how this approach is actually implemented inside the classroom. Moreover, it seeks at exploring the teachers' attitudes towards teaching speaking under CBA, and whether they face any challenges in the application of such approach.

Research Significance

This research work is significant and serves both teachers and learners in terms of:

- Exploring educators' attitudes towards teaching speaking in CBA classrooms will shed light on their perception of this approach and the challenges they meet when teaching speaking.
- It shows how properly teachers implement this approach to teach speaking.
- It helps to discover how well EFL learners can speak inside the classroom.
- The research will aid decision makers to understand the current situation and think of the best pedagogical changes that can be brought to improve both the teaching and the learning of the speaking skill in EFL classrooms.

Research Questions

The major concern of the study is to answer the following questions:

Q.1: How properly do teachers implement CBA for teaching speaking?

Q.2: To what extent did the CBA improve learners' speaking skills?

Q.3: What are teachers' attitudes toward teaching speaking under CBA?

Research Hypotheses

Based on the previous research questions, this study seeks to examine the validity of the following hypotheses:

H.1: CBA is not properly implemented in the speaking classrooms.

H.2: The CBA did not improve the pupils' speaking abilities as they still face obstacles in speaking.

H.3: Teachers show positive attitudes towards teaching speaking under CBA.

Research Methodology

Research Design

The descriptive approach is adopted to fulfill the objectives of this study which are to examine the extent to which the Competency-Based Approach managed to develop EFL pupils' speaking skill, and to explore the attitudes of the teachers towards this approach along with exploring its' implementation in speaking classrooms. On that account, it is thought to be the appropriate approach to be used in this context. The research has been conducted following the mixed method in order to answer the research questions and to validate the above hypotheses. The researchers have used mixed data collection tools represented in the use of quantitative questionnaires and qualitative classroom observations which impose the use of the mixed method.

Participants

The researchers have conducted a classroom observation in three Fourth year classes of more than (20) pupils in each classroom. These classrooms are located in the middle school of Labreg Moussa at El-Tarf city during the academic year of 2021-2022. It is important to point out that the classes are taught by two (2) different teachers. The pupils' questionnaire was administered to a sample of (43) pupils with different levels in English. Additionally, the teachers' questionnaire was submitted to four (4) fourth year teachers in the same middle school and six (6) other fourth year middle school teachers distributed in El-Tarf province.

Data Collection Tools

In order to attain the purpose of the research, the study uses multiple sources of evidence including two questionnaires and a classrooms observation. A questionnaire was administered to fourth year pupils of Labreg Moussa Middle School to identify their speaking level and the implementation of CBA in their speaking classes. Another questionnaire was submitted to fourth year middle school teachers to evaluate the application of CBA during the speaking class, to explore their attitudes towards this method, and to gather data about their pupils' speaking level.

Limitations of the Study

The investigation of such study needs more valid tools like interviews or even an experiment to determine the effectiveness of CBA in improving learners' speaking skill, and to evaluate its' implementation in the speaking classrooms. However, due to the short time frame along with the special circumstances that the world is facing due to Covid-19, the researchers have been unable to use such resources. Owing to the pandemic, each classroom was divided into two groups which required much time to observe each group. Moreover, the middle school that the researchers selected as a case study only employ four (4) English teachers. Thus, we had to distribute the questionnaires to other fourth year middle school teachers in other middle schools in the city of El-Tarf. The final limitation was that some pupils showed a poor English level of understanding the questionnaire's questions which obliged to researchers to translate and to explain in Arabic.

Organization of the Dissertation

This research work is composed of five interrelated chapters that are linked to enlighten the reader about this study. The first chapter is an introductory chapter to the research which highlights an introduction, the statement of the problem, the aims and the significance of the

study, the research questions and hypotheses, as well as the research design followed by the organization of the study and the limitations.

The second chapter deals with the review of literature related to the important aspects of the topic concerning the speaking skill and the Competency-Based Approach. It is divided into three sections.

The third chapter is devoted to the research methodology, and provides a detailed description of the methodology applied through the research process including method, approach, research design, and data gathering tools.

Chapter four presents the research findings where the gathered data from both learners' and teachers' questionnaires and the classroom observations are going to be systematically analyzed and interpreted.

Finally, the last chapter is related to the previous one, it is concerned with the discussion of the findings and provides some pedagogical implications and recommendations concerning the use of CBA in teaching the speaking skill.

Conclusion

The speaking skill is a fundamental factor of communication and the use of CBA in EFL teaching classroom is supposed to improve this skill that needs a personal attentiveness. The coming chapter will provide more details about the notions of the speaking skill and the Competency-Based Approach.

Chapter Two
Review of the Literature

Chapter Two

Review of the Literature

Introduction

There have been many attempts to improve the quality of the teaching and learning process. Experts in the field have suggested various teaching methods and approaches to be used in language teaching classrooms including the recent used one; The Competency-Based Approach. Nowadays, developing the learners' four language skills is the major concern in teaching languages. Among these skills is the speaking skill. In this chapter, the researchers attempt to present some of the important theoretical ideas and concepts employed in the current study; introduce some earlier researches on the subject; and supply a strong ground for the practical section of the research.

This chapter is divided into three main sections. The first section shed light on the speaking skill. It includes some definitions, significance, types, and sub-skills of the speaking skill. It also discusses the integration of speaking and listening skills, as well as the position and the process of teaching speaking in EFL classrooms. The Second section is designed to present an overview of the Competency-Based Approach. It highlights the difference between competence and competency, definition of the competency based approach, its main characteristics and principles, its components, and finally the roles of teachers and learners within this approach. Most importantly, the final section is devoted to the teaching of the speaking skill in the Algerian CBA classroom. It introduces the implementation of CBA in Algeria, discusses the process and the position of teaching speaking in Algerian EFL classrooms, and finally the major challenges and barriers that hinder the application of CBA principles in the Algerian language teaching classrooms.

Section One: The Speaking Skill

Definition of Speaking Skills

Speaking is one of the productive skills that aim at expressing and transmitting one's ideas orally. The latter plays an important role in the process of communication, so how can it be exactly defined?

Speaking, according to Nunan (1998), is the ability to carry on a conversation in the language. This implies that a perfect conversation is one that includes people who have the ability to use good speaking skills. Meanwhile, Eckard and Kearny (1981), Florez (1999), and Howarth (2001) define speaking as the real communication of thoughts, information, or emotions in a two-way process. Similarly, Fulcher (2003, as cited in Itkonen, 2010) states that speaking is: "...the verbal use of the language to communicate with others" (p. 23). However, speaking is more than just interacting with others. Kavaliauskienė (2006) views speaking as a means that shows one's culture and identity in a particular society. In this regard, interlocutors can employ phrases that sound startlingly similar yet communicate quite different meanings about who they are, their attitudes toward others, and their beliefs about a certain situation or phenomenon. Moreover, speaking is a tool that permits students to reveal their supporting competencies in speaking (Saputra & Wargiato, 2015, as cited in Suryani, Suarnajaya, & Pratiwi, 2020), like grammar, fluency, and pronunciation. Seemingly, and based on these definitions, one can infer that speaking is not an easy term to define.

Significance of the Speaking Skills

All the four language skills (writing, reading, listening, and speaking) are crucial in the process of learning any language. However, when teaching languages, less interest is given to the speaking skill ignoring the fact that it is the most important skill that learners strive to master. To start with, people exhibit the different functions of language like expressing ideas, requests, claims, and offers through speaking. Rivers (1968) upholds this idea stating that

“through talk, students explore and come to understand ideas and concepts; identify and solve problems; organize their experience and knowledge; and express and clarify their thoughts, feelings, and opinions” (p. 120).

Furthermore, speaking is considered as a source of motivation that attracts students’ attention to the course inside the EFL classrooms. It also makes them less hesitant when transmitting verbal messages (Izountar, 2018). Moreover, the speaking skill has the feature of merging with the other skills. For example, improving learners’ vocabulary and grammar in speaking leads to developing their writing skills in return (Omari, 2015).

Most importantly, the latter is the key to communication where “speaking is the skill that the students will be judged upon most in real life situations” (Brown & Yule, 1983, as cited in Rao, 2019, p. 8). In the era of globalization, good speakers are more likely to survive in real life contexts. They interact with people around the world, build better lives and careers, and get greater job opportunities in different fields through successful oral interviews and presentations. In this regard, Bygate (1987) quoted that:

Speaking is the vehicle par excellence of social solidarity, of social ranking, of professional advancement and of business. It is also the medium through which much language is learnt, and which for many is particularly conducive for learning. Perhaps, then, the teaching of speaking merits more thought (p. 1).

In conclusion, speaking is indeed a crucial skill for better communicative achievements. That is why EFL learners should be more aware of its importance and invest more time and effort into learning and boosting their speaking abilities.

Types of Speaking Performance

According to Brown (2007), the speaking performance is divided into six main types:

- **Imitative:** This is through drilling where learners mimic or parrot back a certain intonation or structure (Words, phrases, or sentences.)

- **Responsive:** This implies interaction at a limited level, such as short conversations, standard greetings, and simple comments and requests.
- **Intensive:** Speaking performance that includes practicing grammatical and phonological aspects of language, for example: group or pair work activities.
- **Extensive (monologue):** This is at a more complex and advanced level where activities include oral representations, speeches, storytelling, and alike. Before that, learners need to have prior knowledge of at least vocabulary and grammar.
- **Interpersonal dialogue:** This type aims at establishing and maintaining social relationships between speakers. This encompasses examples like conversations, meetings, and phone calls.
- **Transactional dialogue:** In contrast to the previous type, transactional speech endeavors to convey messages or exchange information rather than building relationships. For example, weather forecasts, news, and the process of buying and selling.

Sub-Skills of Speaking

For an effective speaking performance; speakers should be able to distinguish between the sounds of words, the rules for forming sentences, and the proper use of words in sentences with an appropriate speed and without hesitation, i.e., accurately and fluently.

Fluency

Fluency is one of the speaking sub-skills that learners aim to achieve. Hedge (2000) defines fluency as “speaking easily, smoothly, naturally, and reasonably quickly without lots of pauses and stops.” (p.54). This means that fluency is mainly associated with the speed of delivery and pausing behavior (Saito, Ilkan, Magne, Tran, & Suzuki, 2018; Suzuki & Karmos, 2020). Therefore, whenever speakers transmit information smoothly without being hesitant, they will be considered fluent. According to Omari (2015), “fluency activities seek to improve

the speed and efficiency with which learners access their language system knowledge”. Hence, teachers should encourage students to use their own language freely to convey their own ideas in order to gain fluency, while avoiding mimicking any model (Hughes 2002).

Accuracy

For Yuan and Ellis (2003), accuracy in speaking is “the extent to which the language produced conforms to target language norms” (p.02), i.e., grammar, vocabulary, and pronunciation. Meanwhile, Gower, Phillips, and Walters (2005) agree that accuracy revolves around these elements as the key components of accurate speaking. It is believed that without these, a speaker of any language will not sound accurate, i.e., erroneous (Ellis, 2008, as cited in Mengke, 2016).

➤ Grammar

Grammar deals with the structure of language. According to Puspa (2018), “Grammar is a system of rules that show words, arrange, or combine in order that the students can speak and understand their language fluently.” (p. 8). This means that grammar is not only about forming and arranging sentences; it also affects meaning. Savignon (2017) emphasized that we cannot eliminate the importance of grammar in English language speaking because it makes the process of communication easier and more understandable. Because of its complexity, grammar rules could be difficult for some people to understand (Baharudin & Yunus, 2018), since there are exceptions to every rule. For instance, we say “at school” when someone is physically inside the school, but we can also say “in school” when he goes to this school but not necessarily in the school building at the moment of speaking.

➤ Vocabulary

Lessard-Clouston (2013) defined vocabulary as “the words of a language, including single items and phrases or chunks of several words which convey a particular meaning, the way individual words do.” This means that vocabulary is not only about individual words like

“man” but can also come as compound nouns like “police man”. Vocabulary is so important because without enough stored vocabulary in EFL learners’ long-term memory, messages cannot be transmitted. In this regard, the famous linguist Wilkins (1972) compares grammar and vocabulary saying that “Without grammar very little can be conveyed, without vocabulary nothing can be conveyed” (p.111-112). It is also important to manage how to quickly recall vocabulary, put it in use, and recognize its meaning when it is heard to improve speaking fluency (Carter, 2001) and thus smooth communication.

➤ **Pronunciation**

Pronunciation is defined according to Luoma (2004) as the sound of speech that “can refer to many features of the speech stream, such as individual sounds, pitch, volume, speed, pausing, stress, and intonation” (p. 11). A correct pronunciation leads the speaker to a willful meaning, whereas mispronouncing the words can hinder the comprehension. Based on the previous idea, Wang (2014) warned that “mispronouncing a single sound causes the listener’s misunderstanding, and various uses of stress as well as intonations result in totally different meanings” (p. 111). Furthermore, despite the empirical evidence is relatively restricted, the pronunciation training aids in increasing perceptive abilities (Linebaugh & Roche, 2015).

The Integration of Speaking and Listening Skills

Listening is considered as an integral part of the speaking competence since both shape the oral expression skill. Osada (2004) emphasizes that "speaking does not of itself constitute communication unless what is being said is understudied by another person" (p. 55). In other words, there should be a listener to perceive and interpret the speaker’s output. Additionally, good listeners seem to be good speakers as well because they acquire the various aspects of language, like vocabulary, grammar, pronunciation and alike through listening. Therefore, the more teachers encourage listening in language classrooms, the more learners gain mastery over these aspects that will develop their oral proficiency (Gherbi & Allouti, 2020). Furthermore,

Saferoglu and Uzakgore (2004, as cited in Nguyen & Huynh, 2021) pointed out that less communication will occur in the classroom if the two skills are taught separately. Hence, they suggested teaching speaking and listening in parallel by exposing students to listening to natural speech in order to sound more fluent and accurate in their speech production.

Teaching Speaking in EFL Classrooms

Speaking is one of the most needed skills in oral conversations. Despite its importance, it does not get the attention it deserves in EFL teaching classrooms compared to the other skills. According to Harmer (2007), teaching speaking can be advantageous for three reasons. To start with, it provides opportunities for students to practice the foreign language and get to know others in the classroom, including teachers and classmates. Besides, when teaching speaking, students are given activities in which they have the opportunity to freely convey their knowledge in order to diagnose their strengths and deficiencies in language. Finally, teaching speaking allows learners to practice all of the information they have about language grammatical structures, allowing them to talk fluently and without troubles. Hence, more time should be given to teaching speaking skills.

Bahadorfar and Omidvar (2014) clarify teaching speaking as teaching learners to:

- Produce the English speech sounds and sound patterns.
- Use word and sentence stress, intonation patterns, and the rhythm of the second language.
- Select appropriate words and sentences according to the proper social setting audience, situation and subject matter.
- Organize their thoughts in a meaningful and logical sequence.
- Use language as a means of expressing values and judgments.
- Use the language quickly and confidently with few unnatural pauses... (p.10).

In this regard, Goh and Burns (2012, as cited in Chou, 2021, p.21) suggested a teaching-speaking cycle to improve students' speaking skills (Figure 2.1).

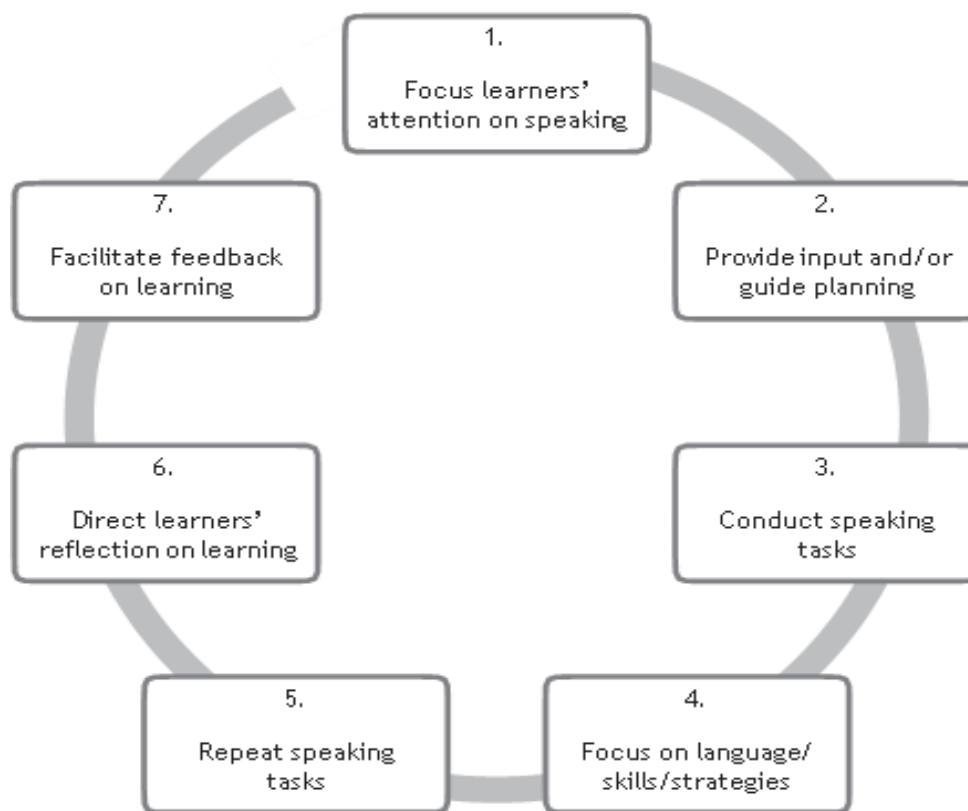


Figure 1. The Teaching-Speaking Cycle (Adapted from Chou, 2021, p.21)

When teaching speaking, teachers can choose a variety of communicative activities that work on improving the speaking abilities of their students. Such activities bridge the gap between language study and language use and include activities like role plays (RP), oral presentations (OP), storytelling, and so on.

- **Role Plays:** Kusnierek (2015) defines RP as a “complete range of communication technique which develops language fluency and promotes student interaction during the class, increasing students’ motivation, encouraging their learning, but also sharing responsibilities between teacher-student” (p.7). Many studies have shown that RP activities strengthen learners’ capacities to communicate orally because they offer many speaking opportunities to practice the language in different real life situations where learners are extremely active rather than passive (Luca & Heal, 2006). To exemplify,

teachers may ask their students to play the roles of a restaurant waiter and customer in a restaurant, or the roles of a shop seller and a client buying something from the store. A research work conducted by Yen, Hou, and Chang (2015) has shown that students developed their speaking skills better through RP activities.

- **Oral Presentations:** An activity where the students present and share their knowledge about a particular topic chosen by them or by the teacher to their classmates. These presentations take place in an organizational environment with time constraints. (Zitouni, 2013). An OP gives students the opportunity to practice their speaking abilities and raise their motivation and confidence when performing any speaking task. Since it is student-centered (Brooks & Wilson, 2014), students practice how to decide about the selection of language items and how to clarify and explain any topic to a particular audience.
- **Storytelling:** Storytelling is to retell the story that a student has heard from the teacher using his own words based upon their understanding (Safdarian, 2013). Fikriah (2016, as cited in Zuhriyah, 2017) explains the procedure of storytelling in this way: “(1) the students are asked to sit in the groups, (2) then, the students make a story based on a sequence of pictures having some key sentences given by the teacher, and (3) the teacher asks the students to tell the story based on the result of their discussion in front of the class” (p.123). The results of Zuhriyah’s (2017) study have shown that storytelling developed students’ vocabulary, grammar, pronunciation, fluency, and comprehension. Likewise, Storytelling evolves students’ creative thinking and allows them to freely retell the story event in their own words (Izountar, 2018).

According to Triyono (2018), there are two types of tasks in the classroom: the first is teaching tasks, and the second is assessing tasks. It means that instructors' responsibilities include not only teaching but also assessing. Therefore, in order to increase students' speech

abilities, an assessment is required (Ličen & Bogdanovi, 2017). Speaking can be assessed based upon the general impression of the students' performance (holistic assessment) or a detailed correction that focuses on each speaking sub-skill individually (analytical assessment) e.g. grammar and vocabulary (Bachman, 1990). Relatedly, scoring can be "... either giving a single score on the basis of an overall impression (called holistic scoring) or giving separate score for different aspects of the task (analytic scoring)" (Thornbury, 2005, p. 127).

Section Two: The Competency-Based Approach

Competence vs. Competency

When learning English as a foreign language, one may come across words that are understood to be the same, but actually differ. The terms "Competency" and "Competence" are real-world examples of such a situation. While the terms are commonly believed to be used interchangeably, they are distinct in their deep meaning. Chilli (2010) distinguished between the two terms and quoted that:

...Competence is a cluster of related abilities, commitments, knowledge and skills that enable a person to act effectively in a job or a situation in comparison to competency (ies) which refers to a cluster of abilities relating to excellence in a specific activity... (p.3).

In other words, "competence" refers to the general ability to perform a certain task like driving a car, whereas "competency" is the specific ability to do the exact task, such as driving a car at a high speed in dangerous zigzags (Holmes, Tuin, & Turner, 2021).

Definition of the Competency-Based Approach

The Competency-Based Approach (CBA), according to Butova (2015), is "an approach which interested in measurable and useable knowledge, skills and abilities, to keep education in equilibrium with the needs of the labor market". It also aims to provide students with the fundamental competencies they need to prepare for situations they encounter in everyday life

(Kabita & Ji, 2017) and give them opportunities to put what they have learned into practice (Adjeroud & Belouahem, 2020), both inside and outside the box. Additionally, Kulik, Lazareva, Ippolitova, Egorova, and Nedorezova, (2020) defined the CBA as “...an approach to learning, which is expressed in the formation of a foreign language communicative competence, i.e. the ability to carry out foreign language interpersonal and intercultural communication with native speakers, involves real practical knowledge of a foreign language” (para.3).

The CBA was first introduced to the field of industry in the United States, then it has been used in the field of education. The application of this approach in educational settings is known as Competency-Based Education (CBE), or Competency-Based Language Teaching (CBLT) (Bellour, 2017).

Characteristics and Principles of the Competency-Based Approach

The competency-based approach has become a widely used approach in language teaching schools and institutions as it has its own set of features and principles that distinguish it from the other teaching approaches.

Unlike the other time-based approaches, competency-based approach focuses on the outcomes of learning and measures the mastery of the learned skill regardless of how much time it takes (Oyugi, 2015). CBA takes the needs and the differences of the students into consideration where teachers use various instructional methods which fit these differences so that learners end up with the same level of skill mastery (Semerci & Elaldı, 2015). Moreover, CBA is a problem-solving approach in terms of putting the students in real-life situations and examining the extent to which they can surpass obstacles (Chilli, 2010). In addition, Nuwetisama (2012) introduces the features of CBA as follows:

- The competencies are stated in specific and measurable behavioral terms.
- The contents are based on the learners’ goals, i.e. outcomes or competencies.
- The learners continue learning until mastery is demonstrated.

- The approach makes use of an unlimited variety of instructional techniques and group work.
- It centers on what the learner need to learn, which is the application of basic skills in life skill language context such as listening, speaking, reading or writing.
- The approach makes extensive use of texts, media, and real life materials adapted to targeted competencies.
- It provides learners with immediate feedback on assessment performance.
- The instruction or teaching is paced to the needs of the learners.
- It gets learners to demonstrate mastery of the specific competency statements or objectives.
- Mapping of some competency objectives or statements.

Finally, CBA is characterized by its direct model of assessment, including formative and summative assessments (Djerouane, 2018). Most of the assessments in CBE are formative and are used to determine the learners' progress providing an insight about their strengths and weaknesses, usually without grading. In contrast, summative assessments are performance-based (Djerouane, 2018). They are used as the final test at the end of learning to judge whether or not a student has mastered the skill (Online Learning Insights, 2012).

Components of CBA

Weddel (2006, as cited in Mazouz, 2014) outlines the major components of this approach as follows:

- An assessment of the learners' needs.
- The selection of the competencies.
- The target instruction.
- An evaluation of the competency attainment.

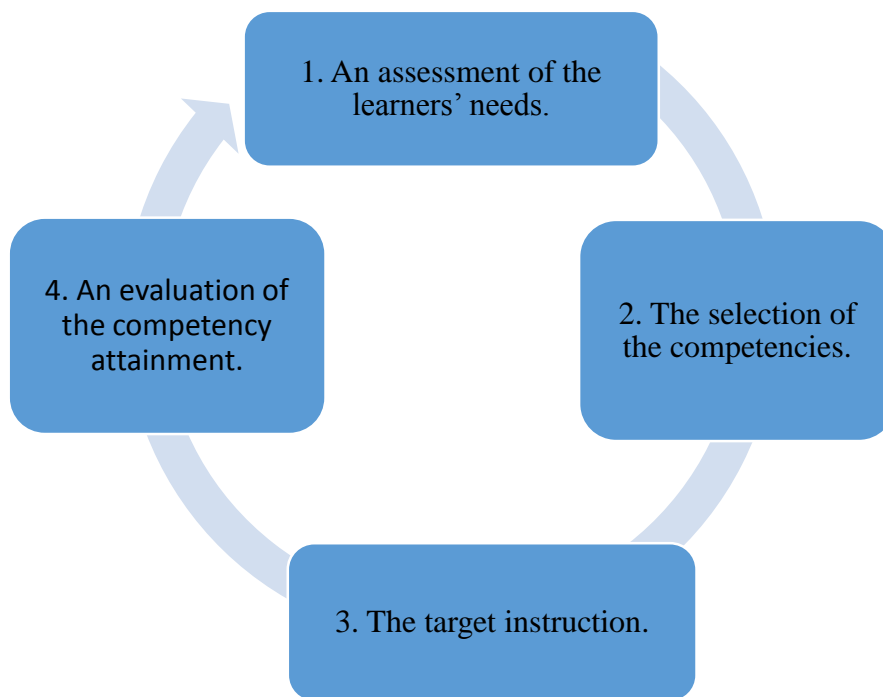


Figure 2. The Components of the CBA (Adapted from Mazouz, 2014)

Teachers' and learners' Role in CBA Classrooms

Role of the Teacher

Since the CBA is a learner-centered approach, teachers' roles have been changed and they have been relieved of many of the tasks assigned to them by the other approaches. The teacher's job has evolved from that of a knowledge transmitter whose sole purpose is to fill in empty vessels to that of a facilitator who engages learners in tasks and assists them in developing learning strategies for efficient learning (Bader, 2007). Besides, the teacher has to engage pupils in collaborative activities through pair and group work (Bader, 2007). Group work is a great tool to enhance pupils' self-confidence and interaction. According to Mostefaoui (2019), teachers' role "consists in helping learners to put together appropriate learning strategies and to build knowledge by means of discovery activities in the form of problem solving or by means of guided discovery" (p.24). In a CBA classroom, instructors ought to seek their learners' needs about what to learn and differences in terms of their diverse learning styles. After that, they design courses and tasks, and choose the suitable teaching material. (Izountar,

2018). Finally, teachers must devote a significant amount of time to assessing students' competency mastery and providing enough feedback about the performance and the level of attainment (Bellour, 2017).

Role of the Learners

In contrast to other teacher-centered approaches, the CBA focuses more on the learners' role inside the language learning classrooms. Learners are no more passive receivers of information, but rather active participants who are responsible on their learning process (Mostefaoui, 2019). This means that learners should devise solutions to overcome problem-fluency situations, build problem-solving strategies, and expand their intellectual capacity (Bader, 2007). They should also commit in engaging in collaborative activities (Bader, 2007) and "must be willing to challenge, to question, and to initiate in the CBLT classroom" (Marcellino, 2005, as cited in Griffith & Lim, 2014).

Section Three: Teaching the Speaking Skill in the Algerian CBA Classrooms

The Implementation of CBA in Algeria

The English language education in Algerian schools has witnessed an implementation of multiple and different methods and approaches, starting from the very classical method that is the Grammar-Translation Method, to the latest applied approach nowadays which is the Competency-Based Approach. After the failure of the previous teaching approaches and methods, the Ministry of National Education, just like the other countries, had to step in and implement a new approach on September 9th, 2003, The Competency-Based Approach (Benzerroug, 2019).

In fact, the failure of the traditional educational system is not the only reason behind choosing the competency-based approach as a new educational reform. According to Bellour (2017), there are three more reasons behind this decision. First, in this age of globalization, where diverse countries and cultures are increasingly intertwined, the CBA is needed. English

is the lingua-franca in a worldwide society, therefore, learning it in the right way becomes more crucial than ever. The second reason is to prepare students for their future lives. This is done through teaching and helping them to develop language competencies in order to become successful professionals who will meet the demands of society and contribute to the country's economic development. Finally, it is to raise the students' level and to increase the educational quality. In the same vein, Izountar (2018) believes that the goal of implementing CBA in the Algerian schools is to develop competent and skilled students who can connect what they learn in school to their everyday lives. This is mainly to help students become more responsible, self-reliant, tolerant, creative, and critical thinkers.

Teaching Speaking in Algerian CBA classrooms

The Competency-Based approach is suitable for teaching the four language skills, including the speaking skill, by incorporating students into real-life speaking situations (Boukhentache, 2020). In his same article, the latter introduced a speaking activity outline revolved around making a phone call as follows: First the teacher states the learning target explicitly, then activates background knowledge like asking questions about whether students have cell phones and their phone numbers. The teacher then presents warm-up activities to practice important vocabulary and then introduces a phone call model. After that, he asks questions about the level of comprehension, and then the students practice the learned vocabulary in a conversation form, language forms to make a phone call, and the pronunciation of new phone call-related terms. The students later assess their performance by themselves (self-assessment). Next, the teacher puts his students in an integrating situation where they are expected to apply their newly gained information to another problem-solving challenge. After performing the last task, the instructor opens the door for the peer assessment process, in which students give feedback about each other's performance.

Belbey (2021) in his dissertation titled ‘Fostering Pupils’ Speaking Skill Using Competency-Based Language Teaching (CBLT)’ found that all the teachers who participated in his questionnaire believe that the speaking skill is the most crucial skill that needs to be developed and that all of them implement the CBA in teaching the speaking skill as they find it fruitful in improving their pupils’ speaking level. Besides, Izountar (2018) in his research work opposes this idea and finds that compared to the other language skills where teachers focus more on reading comprehension, grammatical accuracy, and on developing writing, the speaking skill receives less attention. The latter concludes that, because of certain challenges that we will discuss in the next title, there is still a lot of effort to be done to make CBA implementation as productive as possible.

Challenges of CBA Implementation in Algerian Speaking Classrooms

After discussing the core principles of CBA instructions, it is now important to dig deeper into the main barriers and hindrances that face its implementation in the Algerian classrooms in general and speaking classes specifically. Issaou, Raphael, and Van’t Hooft (2008) believe that many countries, including Algeria, fail to implement CBA for the “lack of teaching and learning resources, difficult and abstract academic concepts, poor subject matter planning and time management, (...), teacher attitudes, examination systems, and poorly-developed classroom assessment strategies” (p. 50-51). The research findings of Ghezir, Naimie, and Leng (2022) revealed four main conditions that make it hard to implement CBA in the Algerian schools. First, compared with the educational program, there is not enough time to complete all the lessons, and teachers’ fear of not finishing the program reduces the efficacy of their teaching performance. Second, teaching in overcrowded classes is very tiring. Teachers find themselves forced to go against some CBA principles, like giving a course without a discussion or dialogue, which reduces the pupils’ chance to participate in the classroom. Similarly, because of large classes, teaching in homogenous groups in Algeria is not applied.

Therefore, pupils' needs and individual differences are not taken into consideration (Bellour, 2017). Third, there is a lack of teaching and learning resources, materials, and funds for schools. Finally, some teachers provided other reasons, and among them is the lack of training concerning the CBA principles and the way to deal with crowded classes. She added that the majority of teachers who received theoretical courses had no chance to put them into practice during tuition. Hence, they call for a balance between theory and practice. Due to insufficient training, teachers may apply knowledge and abilities that are incompatible with the CBA principles (Bellour, 2017). In the same vein, Omari (2015) in her research found that EFL teachers fail to implement the CBA properly since they encounter many difficulties, including limited teacher training in the use of the CBA and overloaded classes. Based on the previous researchers' findings, it can be deduced that the CBA is very challenging to be executed.

Conclusion

In this chapter, the researchers discussed the notion of the speaking skill in the first section. Subsequently, a detailed background of CBA has been provided in section two. Finally, a particular focus has been laid on teaching the speaking skill under CBA in Algeria in the last section of this chapter.

After providing enough background literature on the key concepts of this work, the next chapter will be devoted to describing the research methodology.

Chapter Three

Research Design and Methodology

Chapter Three

Research Design and Methodology

Introduction

This chapter supplies a detailed description to the methodological phase of this study. It highlights the methods that were chosen to reach the purposes of this research, and provides information about the participants and sample of the study, along with the data collection tools and the procedures that were followed to carry out the current research. Finally, it outlines the techniques of analyzing data to answer the research questions and test the hypotheses.

Method

This study aims at evaluating the teaching of the speaking skill under the CBA approach. As far as this research study is concerned, a descriptive approach of conducting a research is chosen. According to Waliman (2010) “Descriptive Analysis deals with describing phenomena that how we think something is. It attempts to examine the situations in order to describe the norm” (p.10). This approach provides a description of the existing situation and seeks to discover solutions and /or new facts. For that, the researchers believe that this approach is the most suitable one to explore and assess the teaching of the speaking skill in the framework of CBA in fourth year middle school speaking classes.

For the sake of answering the research questions and testing the hypotheses, the researchers have used the mixed method in collecting data. By mixing both qualitative and quantitative data collection tools, the researchers take advantage of the strengths of both types while improving the weaknesses to provide fuller understanding of the phenomenon being studied (Scammon et al., 2013).

Participants

Participants are an integral part of any successful and effective human subject study. To evaluate the teaching of the speaking skill in Algerian middle schools, the researchers chose to

work with fourth year middle school pupils because at that stage they have an adequate linguistic level in the English language. In addition, the selection is also based on the fact that fourth year pupils have already experienced learning the speaking skill for almost four years. The target population scouted in this study pertains pupils of fourth-year at Labreg Moussa Middle School with different English levels. The population is also extended to include fourth year middle school English teachers who were informed about the purpose of the research.

Pupils' Sample

In this study, 43 out of 101 fourth year pupils at Labreg Moussa Middle School during the academic year 2021-2022 have been chosen as a sample. The researchers decided to work with this number of pupils as the fourth-year classes in this middle school are fairly large in number. The sample includes 22 males and 21 females aged between 13 and 16 years old who were desired to participate in the study. Over and above, they know their requirements and lacks in their speaking skill and have almost identical learning backgrounds since they have studied English for four years. They are also aware of their teachers' teaching method. It is important to point out that the pupils are from three different classes taught by two different teachers.

Teachers' Sample

This sample consists of four (4) fourth year middle school teachers at the same middle school and six (6) teachers from other middle schools in the province of El Tarf. The researchers are aware of the limited number of the participants; however, it is due to some constraints. In fact, some middle schools did not allow the researchers to enter and meet the teachers even with the entry permit from their department (See appendix D), in addition to some teachers' unwillingness to answer the questionnaire.

The sample includes five males and five females with a teaching experience that ranges from three to more than ten years, so they would be most knowledgeable about the CBA and

the qualifications of their pupils. Through the questionnaire, teachers were requested to answer questions that avail the goals of the study.

Data Gathering Tools and Procedures

Throughout this descriptive study, data have been collected through both qualitative and quantitative data collection instruments. The nature of the topic under investigation requires the use of two questionnaires, which were designed for both fourth-year middle school pupils and their teachers. One of the goals of this study is to explore the teachers' attitudes toward teaching speaking under the CBA. Shamsavar and Tan (2012) argue that questionnaires are the most reliable data collection tool when assessing attitudes in learning environments. Therefore, questionnaires are the most appropriate tool to gather data for this research. Moreover, the researchers have also used an exploratory data gathering tool to collect data concerning the implementation of CBA principles in the teaching of the speaking skill which is the Classroom Observation. Classroom observation is significant in this research as it allows the researchers to obtain data about the studied group from its natural setting (Veal, 2017).

Pupils' Questionnaire

A questionnaire of twenty-six close-ended and open-ended questions distributed over three sections was administered to forty-three fourth-year pupils at Labreg Moussa Middle School. The first section is about the pupils' background and includes questions about their gender, age, interests about learning English, and their English level. The second part is entitled "Pupils' Speaking Proficiency" and entails questions about the speaking skill. The last section contains questions about learning the speaking skill in competency-based classroom.

In close-ended questions, pupils were required to tick the corresponding box, while in open-ended questions, they were asked to freely express their opinions and provide further information about their responses. It is worth mentioning that the researchers considered their English level in choosing the words of the questionnaire in order to be easily understood by

them. They also explained the questions and gave them some instructions about how to answer them. They even gave them the permission to respond in Arabic then translated the answers later. It took the pupils about half an hour to fill in the questionnaire. The pupils were so cooperative and showed a positive attitude towards participating in the study.

Teachers' Questionnaire

The process of collecting data from this questionnaire was carried out through various stages, including designing the questionnaire, identifying the location of distribution, reminding the respondents of the submission deadline from time to time, and finally collecting the papers. The questionnaires were printed on papers and were handed to ten fourth year middle school teachers distributed in Labreg Moussa Middle School and other fourth year teachers in El Tarf province. The teachers' questionnaire is composed of 29 questions and was carried out in three sections with an aim for each. The first section contains three (3) questions; it is designed to obtain general information about teachers' gender, qualification, and teaching experience. The second section encompasses eleven (11) questions about the speaking skill. Finally, the last one deals with fifteen (15) questions about the teaching of the speaking skill in the Competency-Based Approach.

The questionnaire consists of both close-ended and open-ended questions. In close-ended questions, teachers had to tick the appropriate box for quicker and easier answers. The open-ended questions were added to provide more explanations and justifications for their answers. Moreover, the researchers gave them instructions about how to answer and asked about any difficulties they may encounter with the questions. Participants were also informed about the goals of the research for a better understanding of the topic. However, the researchers insisted that their responses should be free from bias. They were also promised that their identities will not be revealed.

Classroom Observation

To add more validity and reliability to the research, a classroom observation was designed and conducted to get a clearer picture on how teachers implement the principles of CBA in their speaking classrooms. The researchers adopted the indirect observation and acted as non-participant observers. It was in the form of certain criteria to look for and to comment on. The classroom observation took place in Labreg Moussa Middle School in which two fourth year teachers have been observed during their speaking sessions from February 10th to February 28th: The researchers conducted three sessions with each teacher. The first session with the first teacher was on February, 10th from 8:45 a.m. to 9:30 a.m. The second session was on the same day from 10:45 a.m. to 11:00 a.m. while the last session was on February, 14th from 1:30 p.m. to 2:15 p.m. Concerning the second teacher, the researchers had two sessions on February, 22nd from 9:30 a.m. to 10:15 a.m. and from 13:30 p.m. to 14:15 p.m. In addition to another session on February 28th from 9:30 a.m. to 10:45 a.m.

Conclusion

To sum up, this chapter focused on the methodology that was followed in this research. An explanation of the mixed method as a method for data collection was given. Participants and the samples of the study were described in details, and data collection tools and procedures were discussed. In the next chapter, data will be revealed and analyzed in order to attain the intent of the study.

Chapter Four

Analysis of Data (Results)

Chapter Four

Analysis of Data (Results)

Introduction

This chapter is devoted to showing the results of the data obtained from the two questionnaires and the classroom observation. It shows pupils' speaking skill development. Subsequently, the findings are analyzed with the aid of tables, percentages and graphs.

Analysis of pupils' questionnaire

Section A: Pupil's Background

Q1: What is your gender?

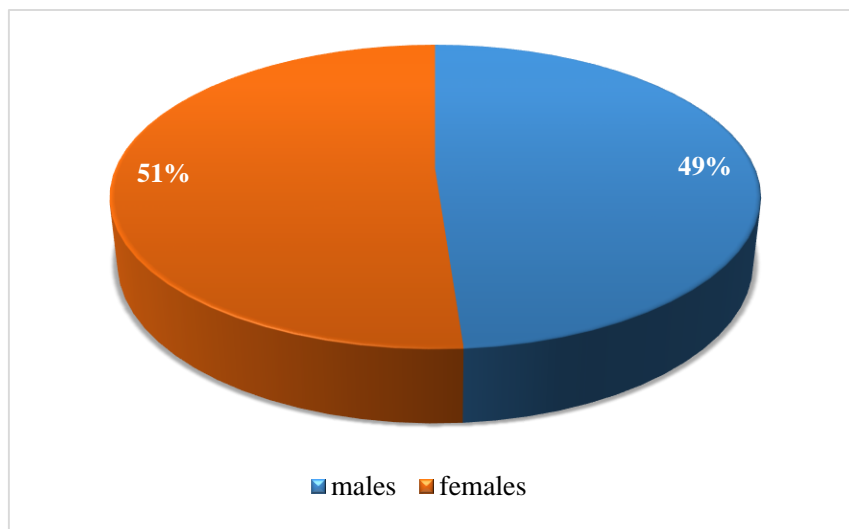


Figure 3. Pupils' Gender

As it is shown in figure 3, the number of males and females are convergent. Females are twenty-two which represent (51%) of the sample, while males represent (49%) with a total of twenty-one males. It is expected from the results that females will be more committed and persistent in learning.

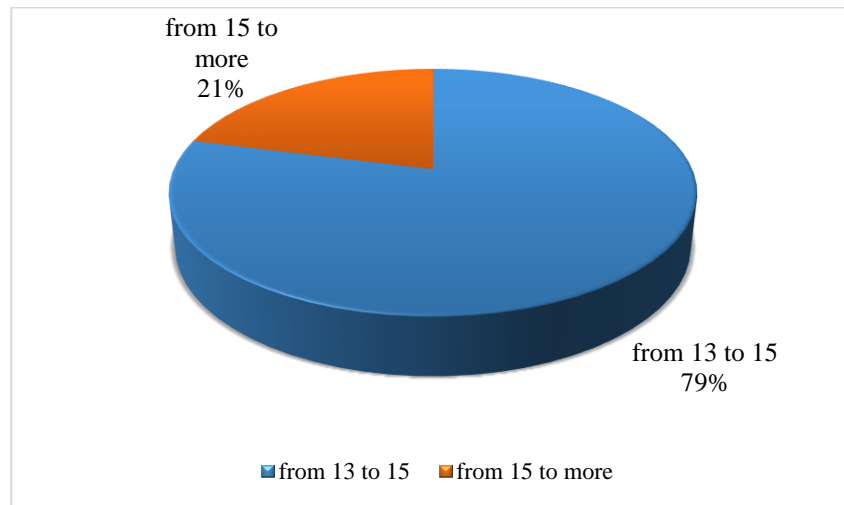
Q2: How old are you?

Figure 4. Pupils' Age

The age of the pupils is divided into two (02) categories. The first category range from 13 to 15 which represents (79%), and the second one is from 15 years old to more, which represents (21%) of the whole. The results denote that the pupils can attain a high level of English proficiency due to their young age.

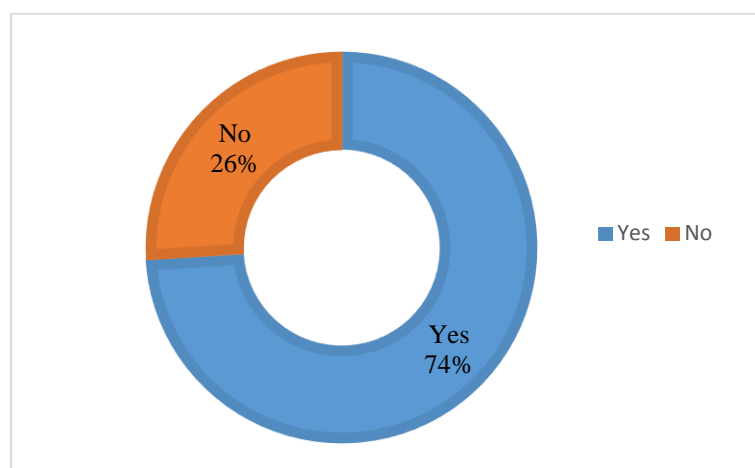
Q3: Are you interested in learning the English language?

Figure 5. Pupils' Interest in Learning English

Figure 4.3. highlights that the majority of the respondents are interested in learning English as a foreign language with a percentage of (74%). However, (26%) of them are not passionate about learning English. It can be concluded that a large percentage of the pupils have great tendencies and desire to study English, which would positively affect their academic performance. The others may be interested in other languages and subjects.

Q4: How do you consider your level in English?

Table 1. Pupils' Beliefs about their Speaking Level

Options	Number	Percentage%
Excellent	4	9%
Good	15	35%
Average	10	23%
Weak	8	19%
Very Weak	6	14%
Total	43	100%

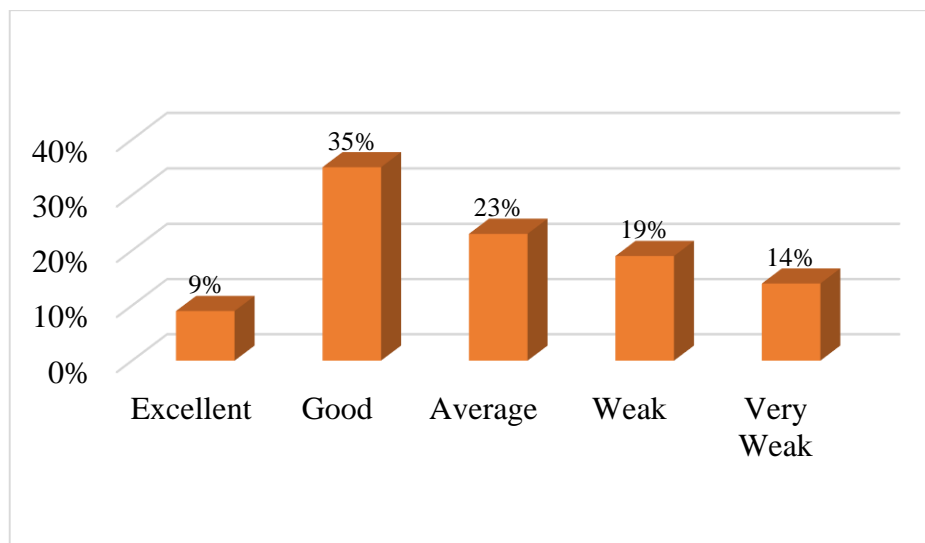


Figure 6. Pupils' Beliefs about their Speaking Level

The table and the figure above show that, out of 43 pupils who responded to the questionnaire, only (9%) believe that their English level is excellent and (35%) are of a good level. As for the others, ten (19%) think it is average, eight (19%) believe it is weak, and six (14%) consider it as very weak. The numbers indicate that the level of the majority of pupils is above the average, which will motivate teachers to teach.

Section B: Pupils' Speaking Proficiency

Q5: What language skill do you think is the most important to learn?

Table 2. Pupils' Beliefs about the Most Important Skill

Option	Number	Percentage %
Writing	4	9%
Reading	4	9%
Speaking	24	56%
Listening	11	26%
Total	43	100%

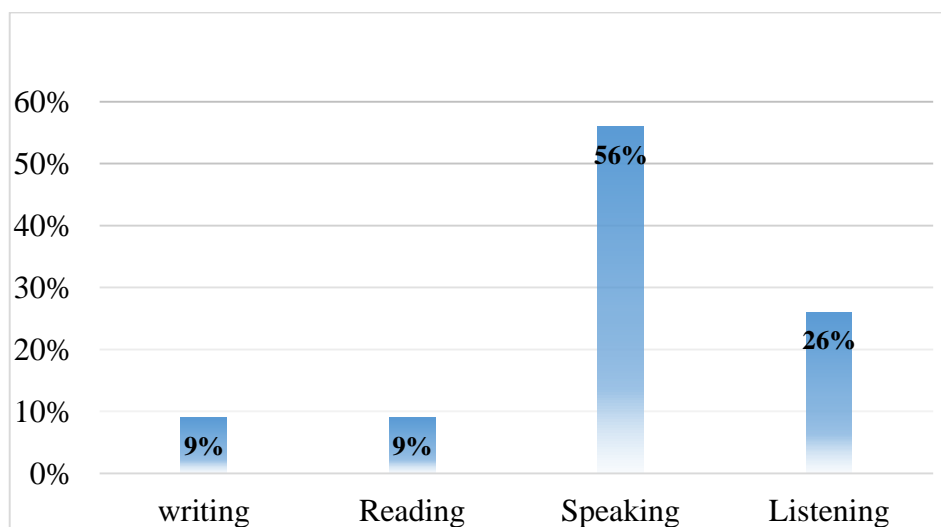


Figure 7. Pupils' Beliefs about the Most Important Skill

The responses to this question as reflected in Table 2 and the bar chart above reveal that speaking is the most important skill to learn to 24 pupils with a percentage of (56%). Listening took (26%) of the votes, reading skill took (9%), and writing took (9%) as well. The responses indicate that most of the pupils are aware of the importance of the speaking skill.

Q6: Do you think you are given enough time to learn the speaking skill in comparison to the other skills?

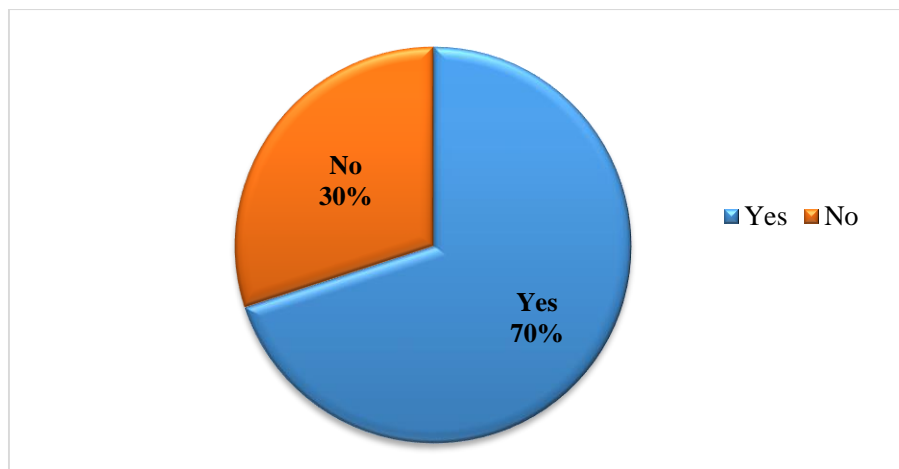
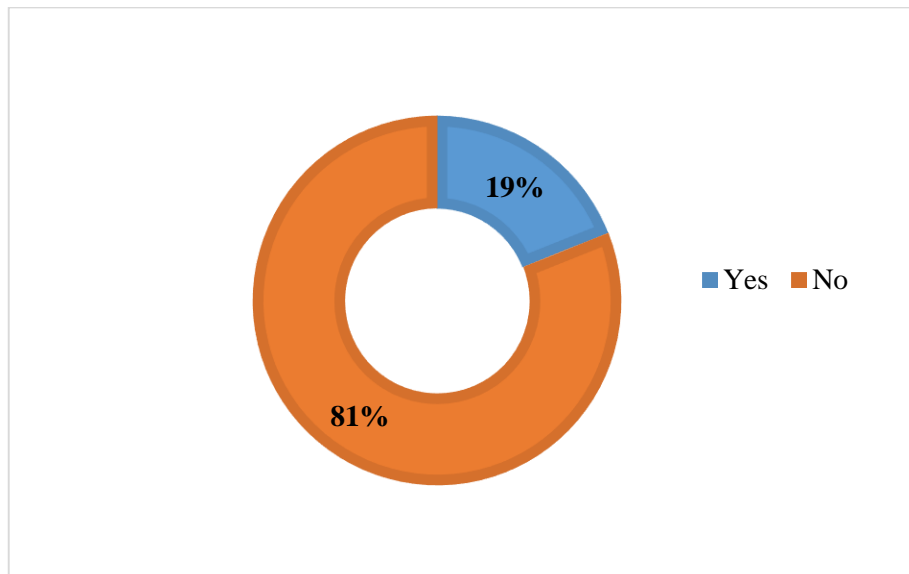


Figure 8. Speaking Time

According to 21 pupils of the respondents (77%), they are not provided with sufficient time to learn and practice the speaking skill compared to the time given to the other skills. Others differ in opinion and believe that their teachers devote more time for them to learn speaking (23%). It can be denoted that speaking is ignored in English middle school classrooms, though pupils consider it as a required skill to be learned.

Q7: Do you think of yourself as a fluent English speaker?**Figure 9. Pupils' Consideration of their Fluency Proficiency**

The pie chart above indicates that the minority of the pupils (19%) think of themselves as fluent speakers while the vast majority of (81%) believe they are not good enough to be considered as fluent speakers. The results denote that the majority of the pupils have fluency difficulties.

Q8: What sub-skill do you focus on improving the most when you learn speaking?**Table 3. The Improvement of Speaking Sub-Skills**

Options	Number	Percentage%
Fluency	21	49%
Grammar	3	7%
Vocabulary	4	9%
Pronunciation	15	35%
Total	43	100%

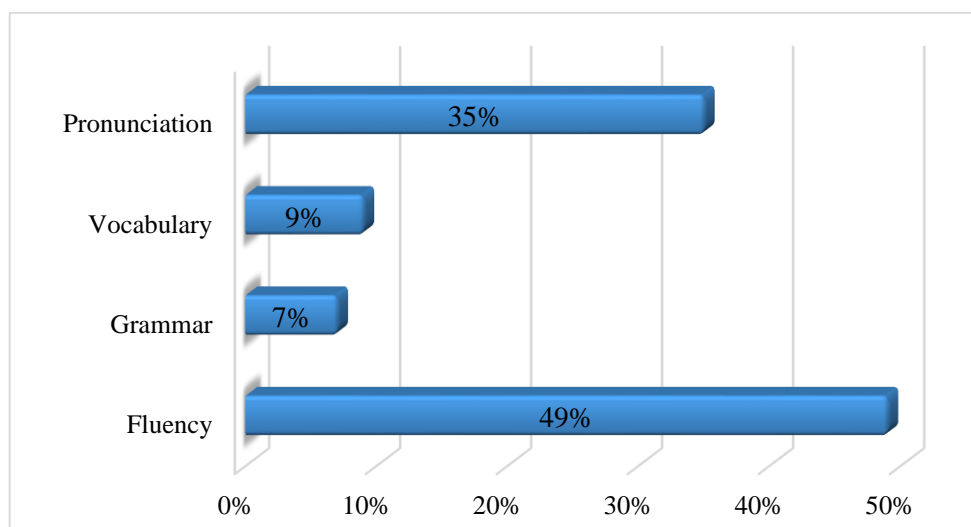
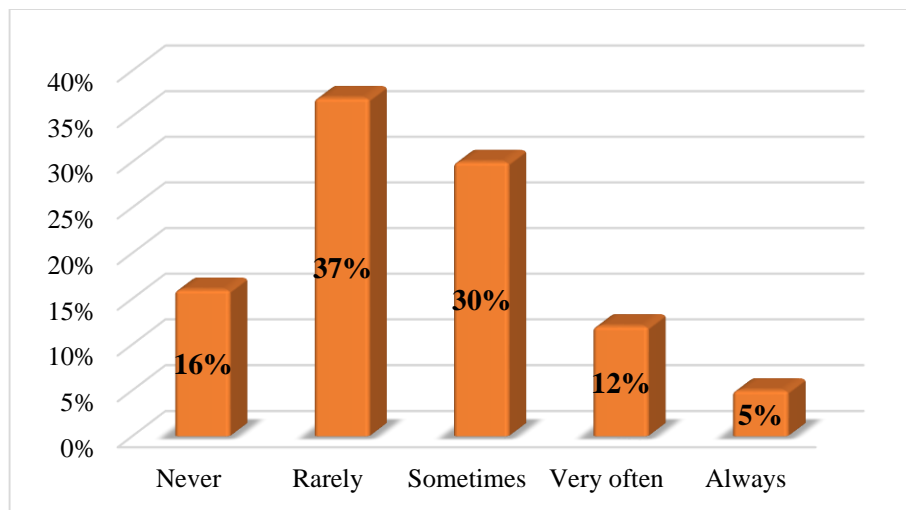


Figure 10. The Improvement of Speaking Sub-Skills

It is noted from figure 10 that fifteen (15) of the subjects (35%) focus more on improving their pronunciation while twenty-one (21) of them (49%) tend to stress on improving fluency. Three respondents (7%) prefer to develop grammar whilst the last four (9%) see it is better for them to improve their vocabulary. The outcomes reveal that the vast majority of the respondents pay more attention to fluency and pronunciation. This may be because they think speaking is centered around these two sub-skills. It can be also due to their desire to imitate native speakers.

Q9: Can you deliver your whole message in English orally?**Table 4. Pupils' Delivery of Oral Messages**

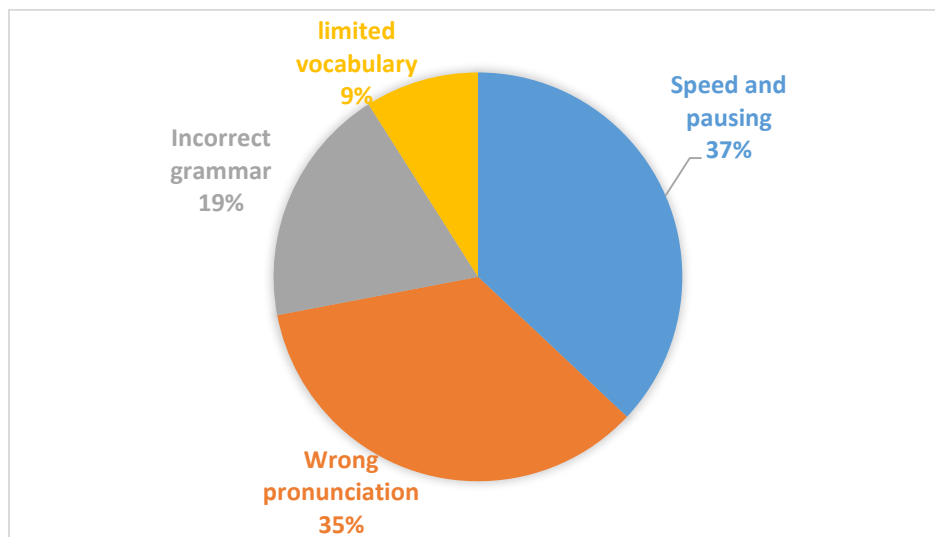
Options	Number	Percentage%
Never	7	16%
Rarely	16	37%
Sometimes	13	30%
Very often	5	12%
Always	2	5%
Total	43	100%

**Figure 11. Pupils' Delivery of Oral Messages**

From the table and figure above, it is apparent that (16%) of the pupils never deliver a whole message orally. (37%) of them appeared to rarely deliver oral messages while (30%) are sometimes able to do that. Besides, only few pupils can transmit their intentions orally with a percentage of (12%) for “very often” and (5%) for “always”. It can be indicated that the majority of the pupils have a weak level in terms of conveying their intentions orally.

Q10: What are your speaking difficulties?**Table 5. Pupils' Speaking Difficulties**

Options		Number	Percentage%
Speed and pausing		16	37%
Accuracy	Incorrect grammar	8	19%
	Limited vocabulary	4	9 %
	Wrong pronunciation	15	35%
Total		43	100%

**Figure 12. Pupils' Speaking Difficulties**

The respondents were asked to choose the problems they face when they speak. The data show that most of the problems are those of speed and pausing (37%) along with the wrong pronunciation (35%). Others encounter problems with incorrect grammar (19%) and limited vocabulary (9%). From the results of this question, one can understand the reason behind pupils' desire to improve fluency and pronunciation (see Q.8 /figure 10): to overcome their problems with such subskills.

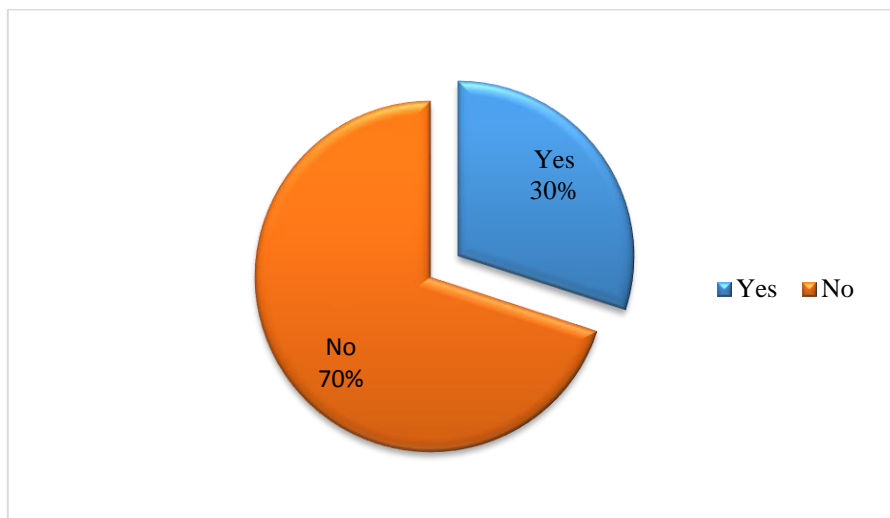
Q11: Can you overcome those difficulties while speaking?

Figure 13. Pupils' Ability to Overcome Speaking Problems

Figure 13 discloses that (70%) of the respondents cannot overcome speaking problems whereas (30%) of them are able to cope with their problems. This implies that the majority of the pupils are not familiar with the compensation strategies of speaking.

If yes, how?

Concerning this part of the question, some pupils have presented some strategies they use to solve their speech problems. Those strategies are those of using synonyms, paraphrasing, asking their teachers for help or translation, and the use of nonverbal communication i.e. gestures and body language.

Q12: To what extent do you agree with the idea that speaking should be taught hand in hand with listening?

Table 6. Pupils' Opinion about Teaching Speaking and Listening Together

Options	Number	Percentage%
Strongly agree	26	60%
Agree	13	30%
Disagree	2	5%
Strongly disagree	2	5%
Total	43	100%

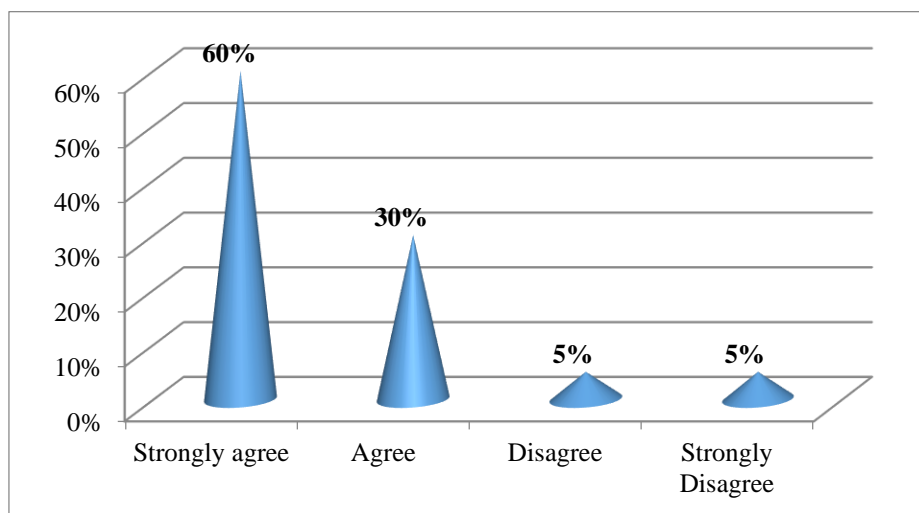
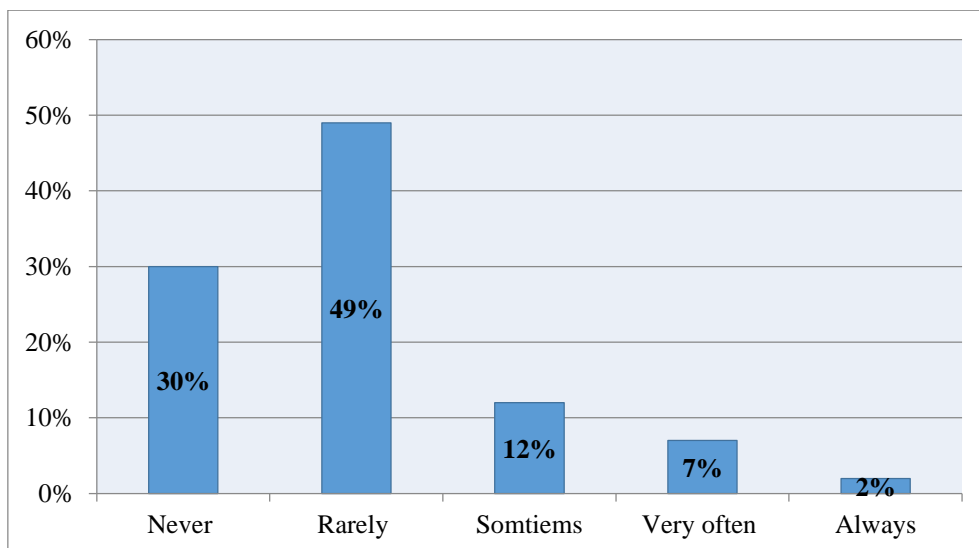


Figure 14. Pupils' Opinion about Teaching Speaking and Listening Together

The data in table 6 and figure 14 show that (60%) of the pupils strongly agree that the process of teaching speaking should go hand in hand with teaching listening while (30%) agree with this idea. On the other side, (2 %) disagree and (6%) are strongly against this notion. This implies that the vast majority of the respondents are aware of the relationship between the two skills and that being a good speaker requires being a good listener.

Q13: How often do you practice communicative activities inside the speaking classroom?**Table 7. The Practice of Communicative Activities**

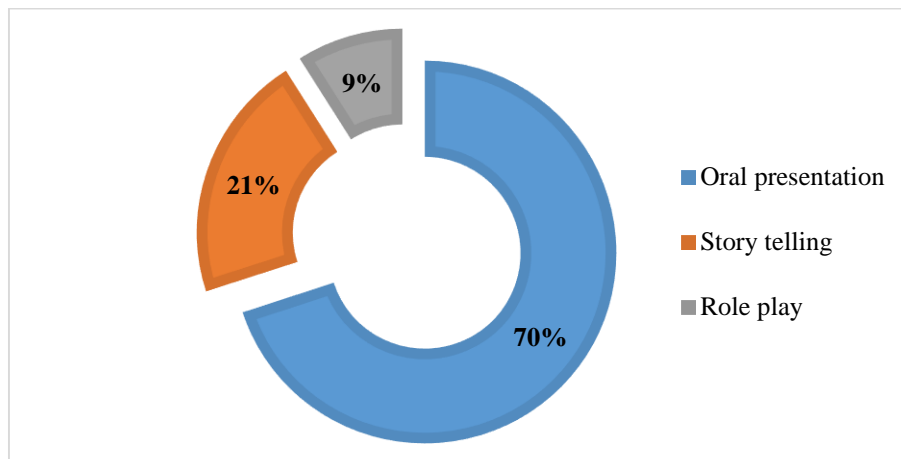
Options	Number	Percentage%
Never	13	30%
Rarely	21	49%
Sometimes	5	12%
Very often	3	7%
Always	1	2%
Total	43	100%

**Figure 15. The Practice of Communicative Activities**

As demonstrated in the table and the bar chart above, 13 pupils (30%) answered that they never practice communicative activities during speaking classes, and 21 pupils (49%) said that they rarely do. In contrast, (12%) answered “sometimes”, (7%) answered “very often”, and (2%) chose “always”. This indicates that their teachers are not conscious about the role of using the communicative activities permanently in enhancing their learners’ speaking abilities.

Q 14: What type of activities do you practice?**Table 8. Types of Speaking Activities**

Options	Number	Percentage%
Role play	4	9%
Oral presentation	30	70%
Story telling	9	21%
Others	0	0%
Total	43	100%

**Figure 16. Types of Speaking Activities**

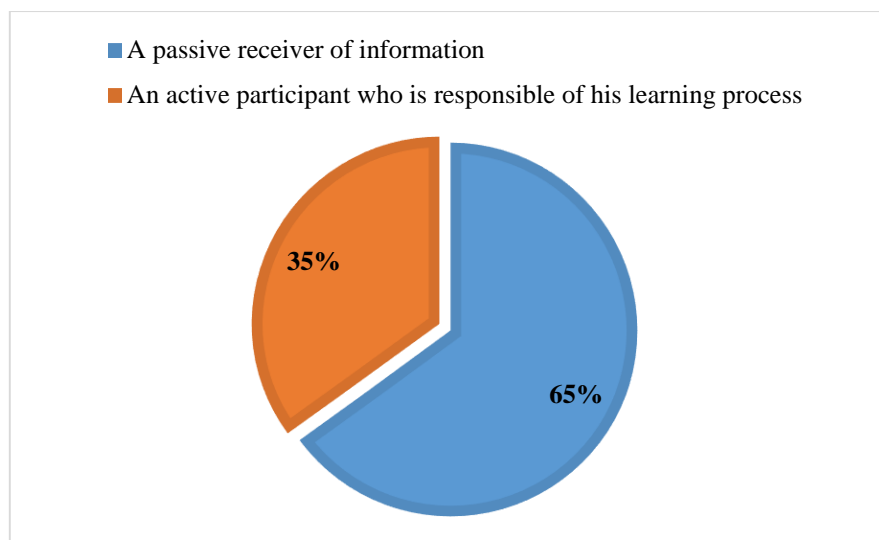
According to the table and the pie chart above, (9%) of the pupils are familiar with practicing role play activities. (70%) of them practice oral presentations, (21 %) use storytelling, while none of them chose the option “others”. It can be observed from the obtained data that oral presentation is the most used activity that teacher prefer to engage their pupils in. The reason behind the teachers’ choice of utilizing oral presentation may be because they want to prepare them to speak and confidently negotiate meanings in public. Another reason can be due to the teachers’ unfamiliarity with the application of other activities.

If you chose “others”, please mention them

As mentioned above, none of the pupils suggested other communicative activities which indicates a lack of diversity in using speaking activities in fourth year speaking classrooms.

Section C: Learning Speaking in Competency-Based Classroom (CBC)**Q15: In the speaking CBC, are you?****Table 9. Pupils' Role**

Options	Number	Percentage%
A passive receiver of information	28	65%
An active participant who is responsible of his learning process	15	35%
Total	43	100%

**Figure 17. Pupils' Role**

As seen in the figure above, (65%) of the pupils are passive receivers of information inside the speaking classroom whilst (35%) of them are active participants who are responsible of their learning. The results denote that this principle of CBA concerning the pupils' active participation in the speaking classrooms not is not applied.

Q16: Do you find yourself willing to challenge, to ask questions, and to initiate conversations in the speaking classroom?

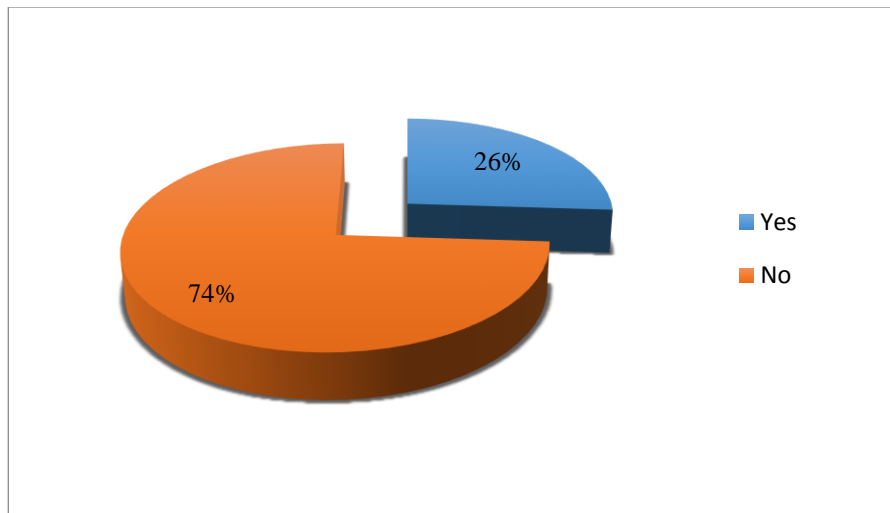


Figure 18. The Pupils' Readiness to Interact

The results obtained above display that only (26%) of the pupils can challenge themselves to speak, to ask questions, and to start conversations first. Unlike this category, (74%) of the pupils are not capable to do that. This can be due to some psychological factors such as shyness, lack of motivation, and anxiety.

Q17: Does your teacher encourage you and make sure that all of you speak?

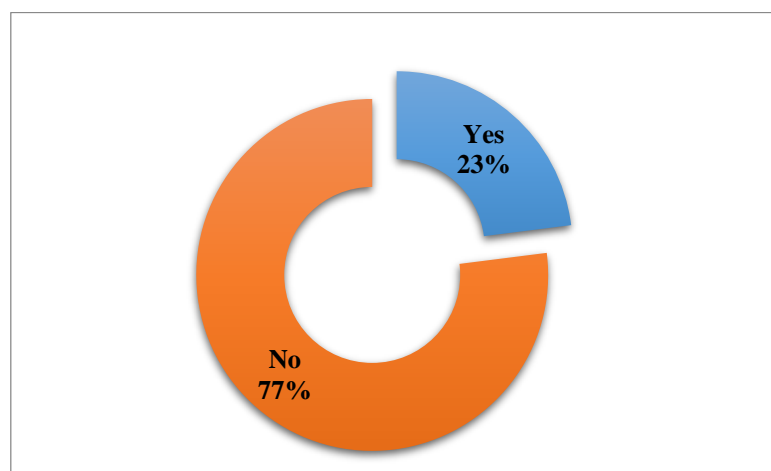


Figure 19. Encouraging the Pupils to Speak

Regarding the results obtained, it is noticed that the majority of the pupils (77%) said that they are not encouraged to speak, and that it does not matter for their teachers if all of them interact orally or not. (23%) opposed the other part and answered by “yes”. Despite the great importance of encouragement on learners’ progress, many teachers chose to work only with those who chose to participate without encouraging those who have troubles in interaction.

Q18: Does your teacher put you in real life speaking situations and problem solving activities to practice competencies?

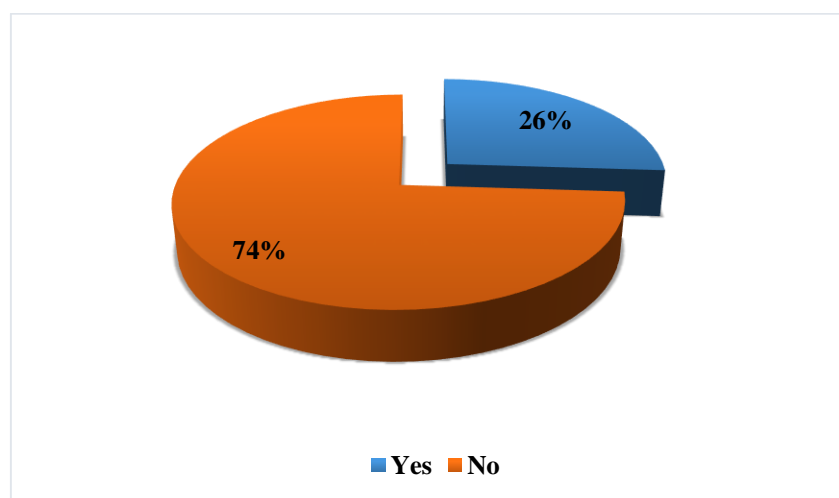
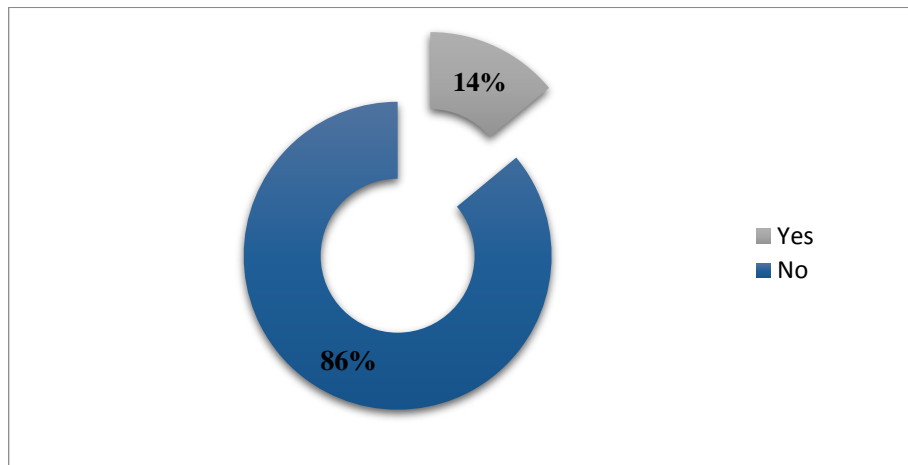


Figure 20. Engaging Pupils in Real Life Situations and Problem Solving Activities

As highlighted in figure 20, over half of the pupils (74%) replied to this question by “No” while 11 pupils (26%) said that their teachers engage them in real life situations to practice competencies. This denotes that most teachers do not understand how actually the CBA works because involving pupils in problem solving activities is one of its basic principles.

Q19: Does your teacher arrange the class in pairs/ groups during speaking activities?**Figure 21. The Use of Pair and Group Work**

As shown above, a great percentage of the answers (86%) is given to the second option i.e. teachers do not divide the pupils into pair/ groups. In contrast, (14%) of the respondents chose the first option that their teachers do divide them to pairs. The disuse of group work can be justified by the large size of the classes and the health instructions of Corona virus, which is to leave distance between pupils.

Q20: When learning any speaking competency, do you continue learning and practicing until mastery is demonstrated, or your teacher moves on once the time is up?**Table 10. Competency Attainment vs. Time for the Pupils**

Options	Number	Percentage%
Continue learning and practicing until mastery is demonstrated	16	21%
Teacher moves on once the time is up	27	79%
Total	43	100%

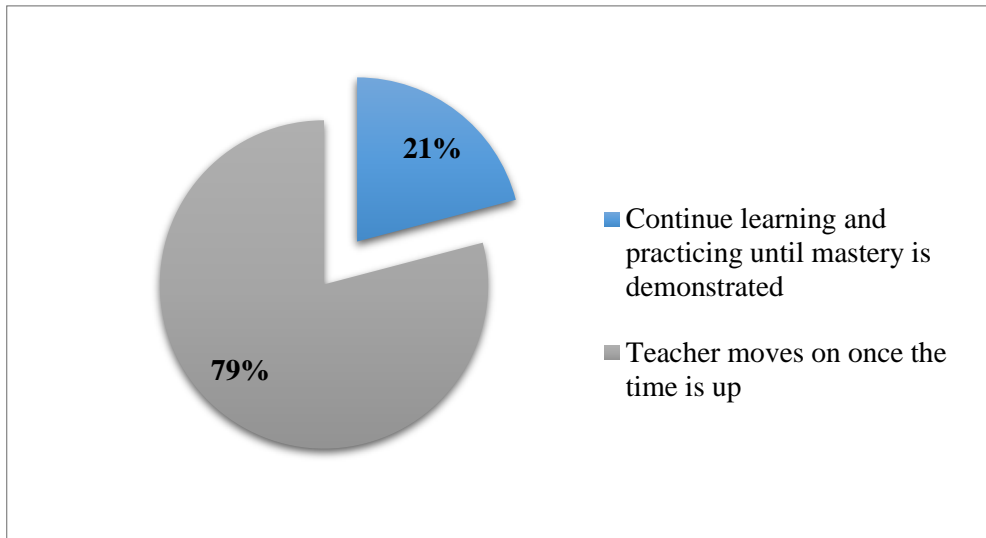


Figure 22. Competency Attainment vs. Time for the Pupils

As it is seen in the table above, the minority of the pupils (21%) answered that their teachers allow them to learn and practice until they master the selected competence regardless of time. Contrarily, over half of them (79%) disagreed and responded that once the session time is up, their teachers start with another competence. The findings indicate that the majority of teachers prefer finishing the practice on time regardless of the full attainment of the competencies because they are restricted to the time given by the Ministry.

Q21: Does your teacher take your learning needs, goals, and differences into consideration when you learn speaking?

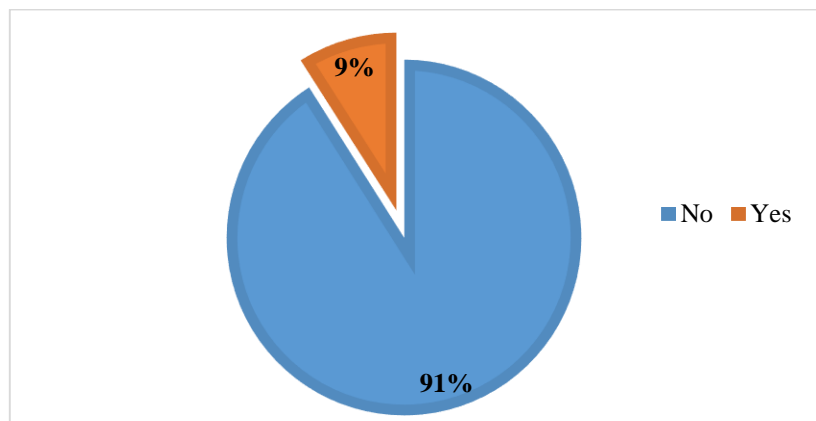


Figure 23. Pupils Needs, Goals, and Differences

From the table and the figure above, it was found that the great majority of the pupils (91%) answered that their teachers do not consider their learning needs, goals, and differences when they learn speaking. The other (9%) opposed and responded that their goal and needs are taken into account. From these results, it is apparent that pupils' needs, goals, and learning are mostly neglected in the speaking classrooms. This may be justified with the fact that the Ministry is in the charge of designing the syllabus.

Q22: Does your teacher use texts, media, and real life authentic materials adapted to targeted competencies?

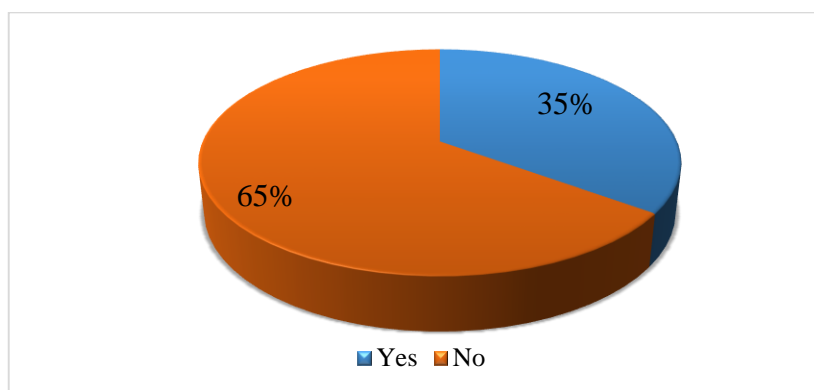
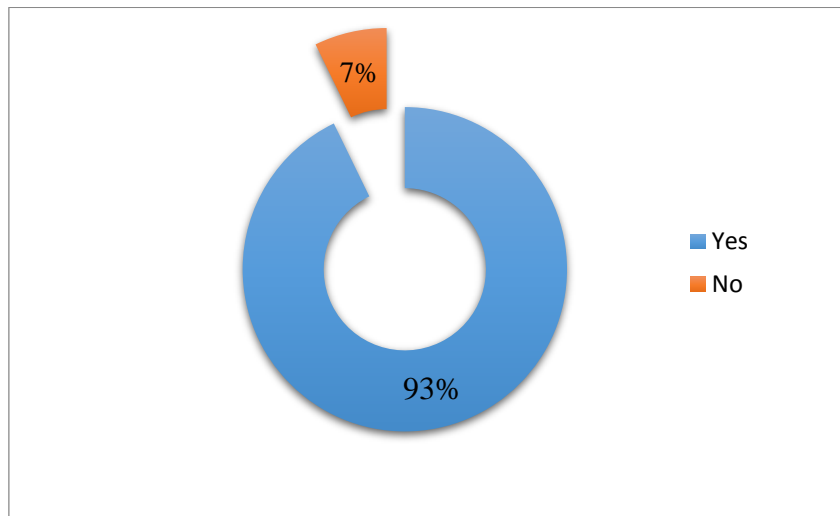


Figure 24. The Use of Authentic Materials

As shown in the pie chart above, fifteen (15) pupils (35%) from the respondents answered with “yes” concerning the use of texts, media, and real life material by their teachers in the speaking classroom. It was also found that more than half of them (65%) denied the fact that their teachers make use of such teaching tools and material. It can be denoted that teachers barely use materials since they are not available in the middle schools.

Q23: Does your teacher evaluate and assess your speaking performance?**Figure 25. Evaluation and Assessment of the Pupils' Speaking Performance**

The figure 25 above shows that 40 pupils (93%) answered that their teachers do evaluate and assess their speaking performance while 3 of them (7%) replied with “No”. This denotes teachers' awareness of the significant role of evaluation and assessment in the process of teaching speaking.

Q24: How often does your teacher provide you with immediate feedback about your speaking strengths and weaknesses?**Table 11. The Use of Immediate Feedback**

Options	Number	Percentage%
Never	3	7%
Rarely	13	30%
Sometimes	21	49%
Very often	4	9%
Always	2	5%
Total	43	100%

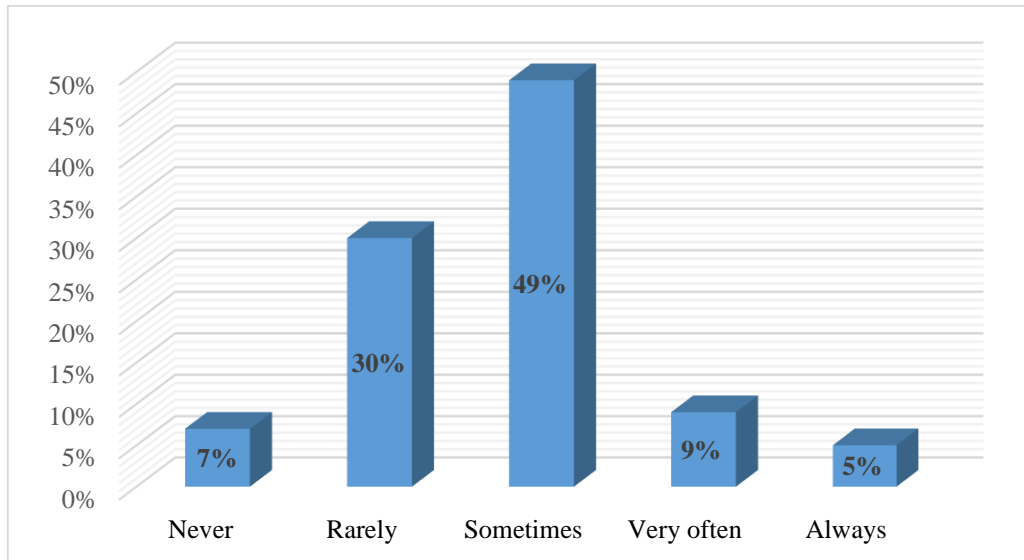


Figure 26. The Use of Immediate Feedback

The above table and bar graph reveals the pupils' answers about whether they are given feedback about their speaking strengths and weaknesses right after their speaking performance or not. (7%) of the respondents said "Never", (9%) answered "Very often", and (5%) chose "Always". Further, the majority of them ticked "Rarely" (30%) and "Sometimes" (49%). Giving immediate feedback is one of the CBA principles that teachers should follow to achieve pupils' development and language mastery.

Q25: A new method of teaching speaking should be adopted

Table 12. Pupils' Attitudes about the Adoption of a New Method

Options	Number	Percentage%
Agree	37	86%
Disagree	1	2%
Neither agree nor disagree	5	12%
Total	43	100%

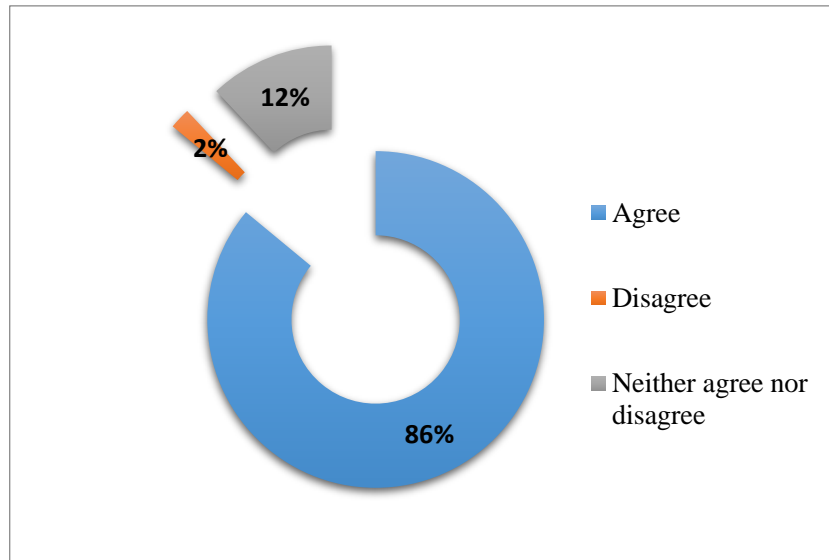


Figure 27. Pupils' Attitudes about the Adoption of a New Method

The above question was designed to discover the pupils' opinion about adopting a new teaching method instead of the CBA. As in can be noticed from the table and the pie chart above, the majority of the pupils (86%) who answered the question supported the idea. One pupil that is equivalent to (2%) disagreed while the last five (12%) kept neutral. The results indicate that the majority of the pupils have a negative attitude toward the CBA and seem to be satisfied if a new method is adopted.

Analysis of Teacher' Questionnaire

Section A: General Information

Q1: What is your gender?

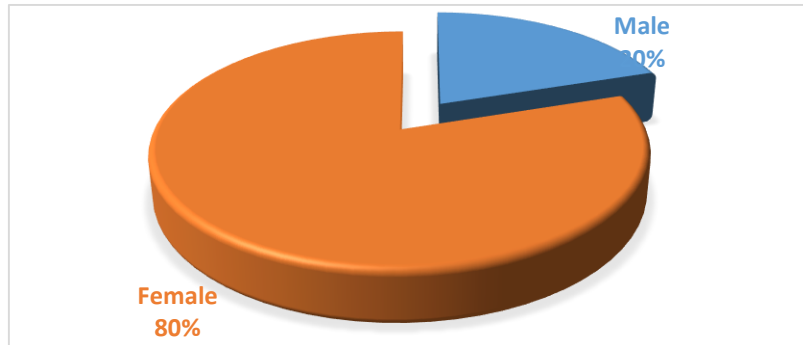


Figure 28. Teachers' Gender

As it is shown in the figure above, (80%) of the teachers are females while (20%) of them are males. This indicates that females are more interested in teaching English while males are more interested in other languages or other scientific fields.

Q2: What is your qualification?

Table 13. Teachers' Qualification

Options	Number	Percentage%
Master	3	30%
License	7	70%
Others	0	0%
Total	10	100%

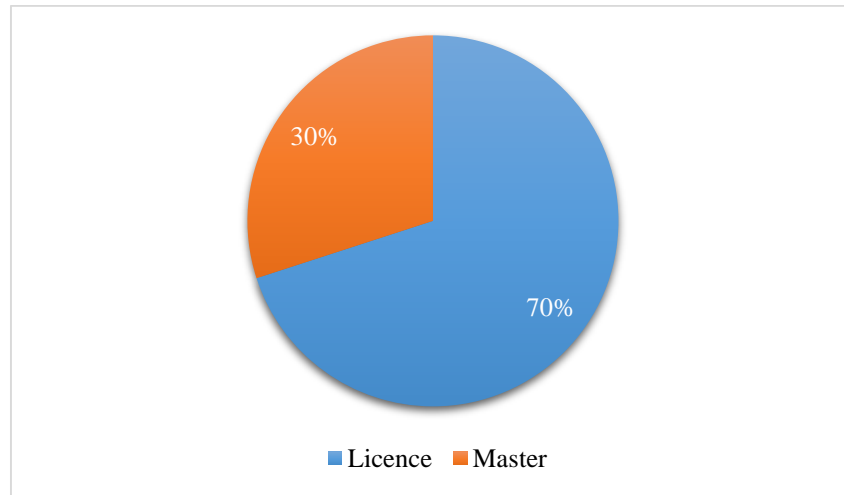


Figure 29. Teachers' Qualification

The data in the table highlight that the majority of the participants (7) which represents (70%) hold License degree whereas three participants (3) representing (30%) hold Master's degree. The results denote that the teachers are normally competent enough to deal with CBA and to properly apply its principles.

Q3: How long have you been teaching English?

Table 14. Teachers' Teaching Experience

Options	Number	Percentage%
Less than 3years	1	10%
5-10 Year	5	50%
10- More	4	40%
Total	10	100%

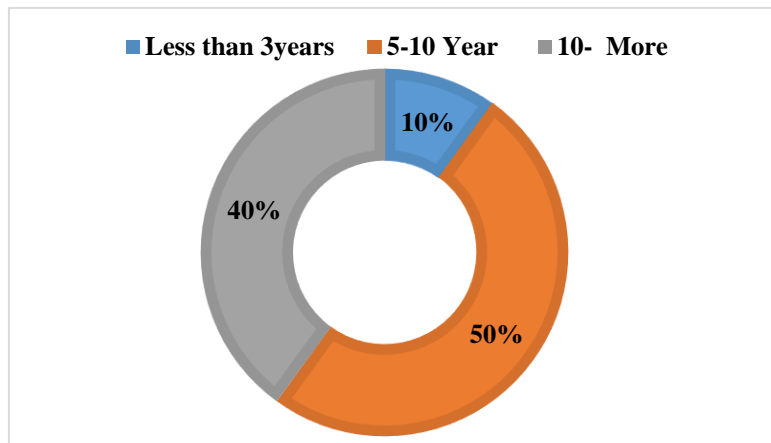


Figure 30. Teachers' Teaching Experience

Figure 30 reveals teachers' teaching experience in English. Half of the respondents (50%) have been teaching for ten years to more, while four (4) of them which represents 40% have an experience of five (5) to ten (10) years. further, only one teacher which represents (10%) of them taught English for less than 3 years. The results indicate that the majority of teachers have enough experience in applying CBA principles in their speaking classes. Moreover, the findings reflect the teachers' seniority; thus, their contribution adds more reliability to the research.

Section B: The Speaking Skill

Q4: Which skill do you think is the most ignored in teaching the English language?

Table 15. Teachers' Beliefs about the most Ignored Skill

Options	Number	Percentage%
Writing	1	10%
Reading	1	10%
Speaking	5	50%
Listening	3	30%
Total	10	100%

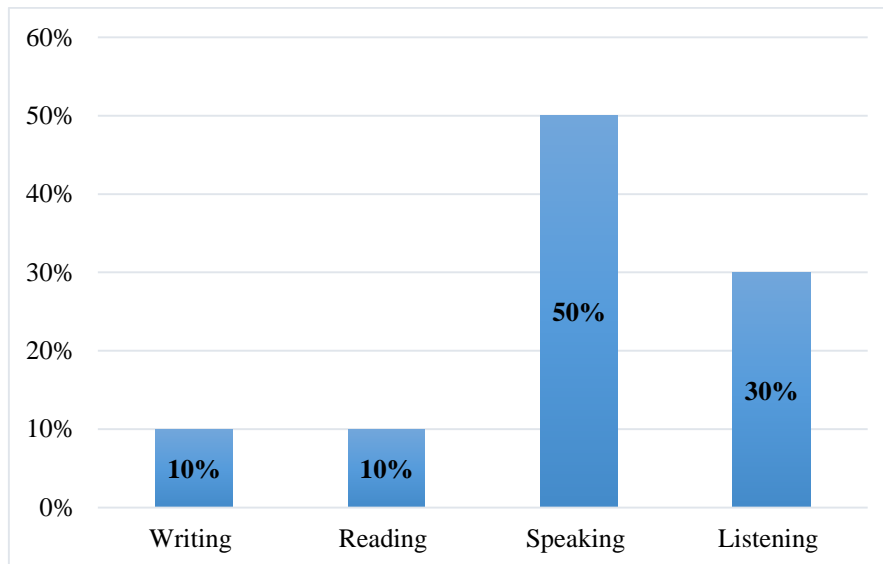


Figure 31. Teachers' Beliefs about the most Ignored Skill

Concerning which skill is the most ignored in the teaching of English according to the ten teachers, the speaking skill prevails. (50%) of the respondents see speaking as the most neglected, (30 %) think it's listening, (10%) believe it is reading, and another (10%) see it's writing. It can be denoted that teachers focus more on reading and writing since the official exams are related to those skills only.

Q5: Do you think it is crucial to teach the speaking skill?

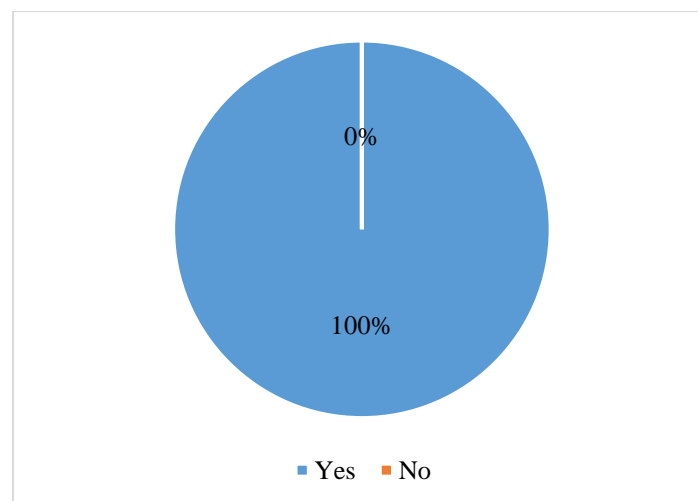


Figure 32. Teachers' Opinion about the Importance of Teaching Speaking

The pie chart above provides information about teachers' opinions about the importance of teaching the speaking skill. Obviously, the ten participants (10), representing (100%), agree that teaching speaking is significant. The findings indicate teachers' consciousness concerning the value of speaking for communication inside and outside the classroom.

Teachers' Explanation

This question entails a sub-question where teachers were asked to explain their choice about whether they think it is important to teach the speaking skill or not. Since (100%) of the respondents answered with "yes", their explanations come as follows:

- Teacher 1: "because it allows one to communicate with others and express one's thoughts and feelings."
- Teacher 2:" It helps the learners to develop their accuracy and pronunciation. Learners can express ideas clearly, and confidently."
- Teacher 3:" To teach learners how to read their texts comfortable. Also, it is necessary because it is the first step before writing."
- Teacher 4: "In order to communicate, to ask questions, and to say if they understand or not."
- Teacher 5: "It is a productive skill that allows us to communicate."
- Teacher 6:" It is important to teach our learners to speak in order to find themselves capable to communicate with others outside."
- Teacher 7:" Speaking helps people exchange ideas and reflect on what is important."
- Teacher 8:" To give them chances to practice real life speaking situations."
- Teacher 9:" It is important to teach speaking so that the learner will be able to communicate, express himself orally, and to check if he is a good listener or not i.e. if he interprets and understands correctly."

- Teachers 10:” teaching speaking will develop their proficiency in the other skills as well.”

From the answers above, the majority of teachers see that teaching of the speaking skill important, because it is a mean of communication in real life situations and because it is linked to the improvement of the other skills.

Q6: Which skill do you think can be taught with the speaking skill?

Table 16. Teachers’ Considerations about Teaching Speaking with Other Skills

Options	Number	Percentage%
Listening skill	6	60%
Reading skill	3	30%
Writing skill	1	10%
Total	43	100%

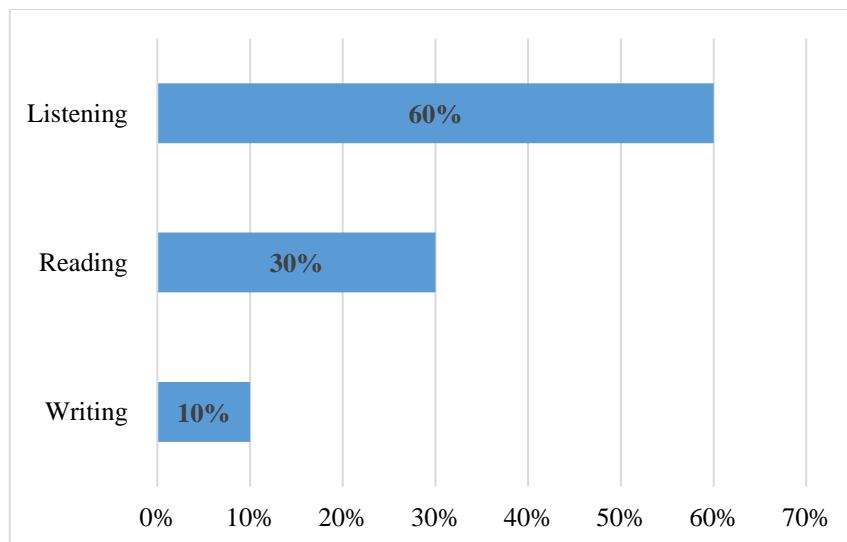


Figure 33. Teachers’ Considerations about Teaching Speaking with Other Skills

According to the results recorded in the above table and figure, listening is considered as the most selected skill by six (6) teachers to be taught with speaking with a percentage of

(60%). Three (3) participants chose reading as the closest skill to speaking with a percentage of (30%) while only one participant picked writing with a percentage of (10%). The results indicate that teachers' who chose listening must believe that oral is not only about speaking. It is through listening that pupils understand inputs in order to respond to others' questions and instructions. Thus, teachers trust that teaching listening and speaking in integration is an effective way to develop their pupils' communicative abilities.

Q7: How do you describe your pupils' speaking performance?

Table 17. Teachers' Beliefs about their Pupils' Speaking Level

Options	Number	Percentage%
Excellent	0	0%
Good	4	20%
Average	4	40%
Bad	2	40%
Total	10	100%

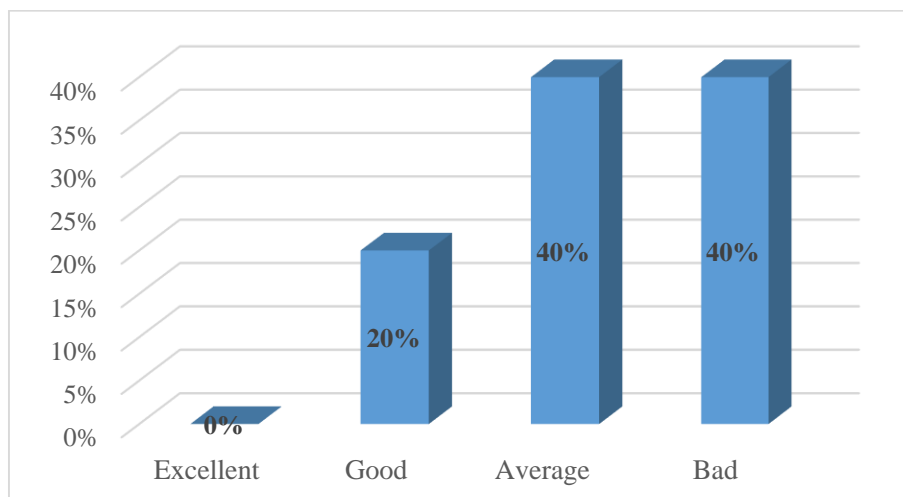


Figure 34. Teachers' Beliefs about their Pupils' Speaking Level

In order to identify pupils' speaking performance, a set of choices was given to the participants and their answers are shown in the table and figure above. visibly, none of respondents chose 'excellent' (0%), whilst the same percentage of (40%) was given to each of 'Average' and 'Bad'. finally, only two teachers (20%) said that their pupils are of a good level. The results indicate that there should be a problem either in teaching or learning methods. Hence, teachers should put more efforts in order to further promote their pupils speaking level since it is necessary to have an advanced speaking level to manage an effective communication. Similarly, pupils should take part in this process since they are the first responsible for improving their speaking level.

Q8: How often do you conduct speaking tasks while teaching speaking?

Table 18. *The Use of Speaking Activities*

Options	Number	Percentage%
Never	0	0%
Rarely	4	40%
Sometimes	5	50%
Very often	1	10%
Always	0	0%
Total	10	100%

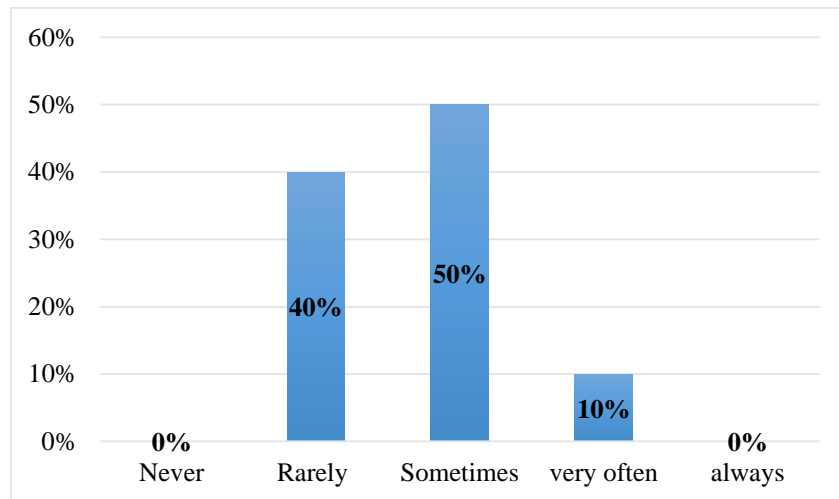


Figure 35. The Use of Speaking Activities

From the table and the bar graph above, it is revealed that half of the teachers (50%) sometimes conduct communicative activities. In addition, (40%) of the respondents chose “rarely” while only one teacher (10%) chose “very often”. It is also apparent that none of the teachers said that they always or never conduct oral activities. Although the extensive use of communicative activities is an effective way to improve speaking abilities, fourth year EFL teachers do not devote enough time to practice such activities.

Q9: What type of activities do you use?

Table 19. The Types of Activities Used by the Teachers

Options	Number	Percentage%
Role plays	4	40%
Oral presentations	7	70%
Storytelling	3	30%
Others	2	20%

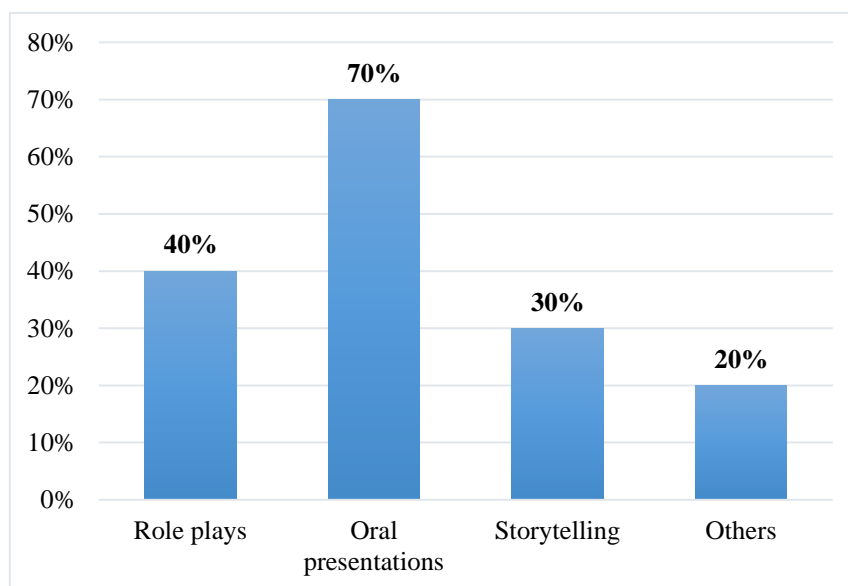


Figure 36. The Types of Activities Used by the Teachers

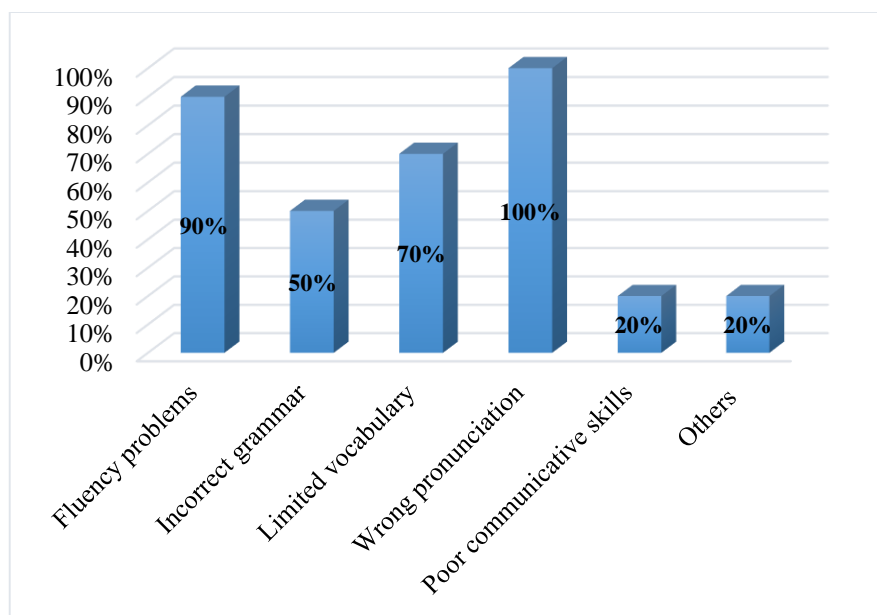
The table and the bar graph reveal the types of communicative activities that the teachers use to get their pupils to practice speaking. (70%) of the teachers use oral presentations, (40%) use role plays, and 30% utilize story telling. Additionally, two teachers chose other activities.

If you choose ‘others’, please mention them

The respondents were required to mention the other activities they use if they picked the last option (others). The first teacher said that he provides his pupils with images and illustrations then they try to comment on what they see orally. Moreover, the second teacher said that she uses classroom discussion about the content of the course in order to practice speaking.

Q10: What type of problems do your pupils face that affect their speaking performance?**Table 20. Teachers' Beliefs about their Pupils' Speaking Problems**

Options	Number	Percentage%
Fluency problems	9	90%
Incorrect grammar	5	50%
Limited vocabulary	7	70%
Wrong pronunciation	10	100%
Poor communicative skills	2	20%
Others	2	20%

**Figure 37. Teachers' Beliefs about their Pupils' Speaking Problems**

This question aims at exploring pupils' speaking problems according to their teachers. The above table and figure bring to light that all the teachers (100%) chose "wrong pronunciation" as their pupils' biggest challenge in speaking. Also, Fluency problems were selected by nine participants, representing (90%) of the total number. Another high percentage (70%) went to "limited vocabulary" and (50%) went to "incorrect grammar". Furthermore, only

two (2) teacher (20%) chose “poor communicative skills” and two (2) others (20%) chose other problems. The findings indicate that the pupils have almost all types of speaking problems that affect their speaking performance which denote their weak level at speaking.

In this question, teachers who picked “others” were asked to mention the other problems that their pupils face. The first teacher mentioned that their pupils use their mother tongue i.e. they mix English with Arabic. Also, they use French words thinking that they are the same as English words. The other teacher said that some of his pupils suffer from shyness and the lack of self-confidence.

Q11: Do you provide your pupils with some relevant vocabulary?

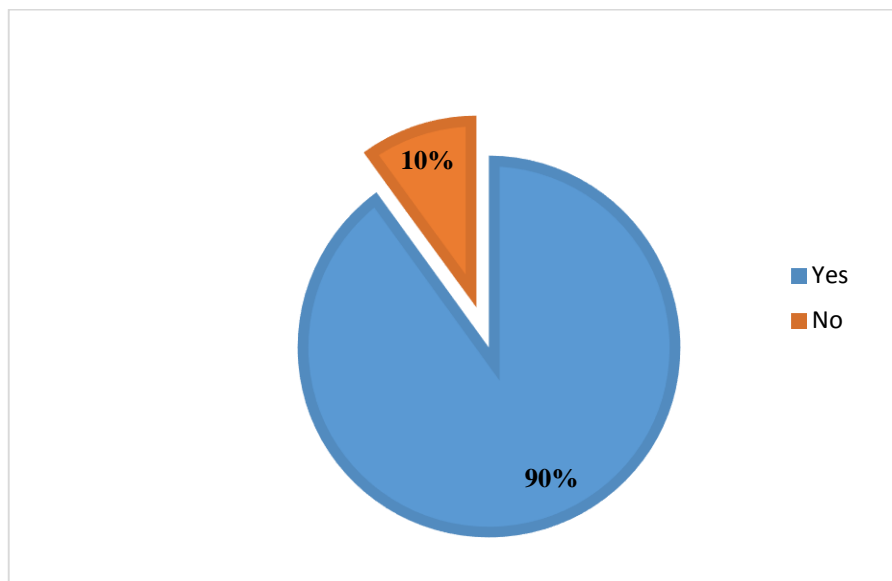


Figure 38. Providing Pupils with Relevant Vocabulary

The Figure above displays that almost all teachers (90%) provide their pupils' with relevant vocabulary during speaking sessions. Besides, a minority of one (1) teacher (10%) does not supply his pupils with the vocabulary they need to acquire. No doubt that the vast majority of the teachers value the fact that robust vocabulary boosts their pupils' ability to convey clear meanings in more than a way both in spoken and written communication.

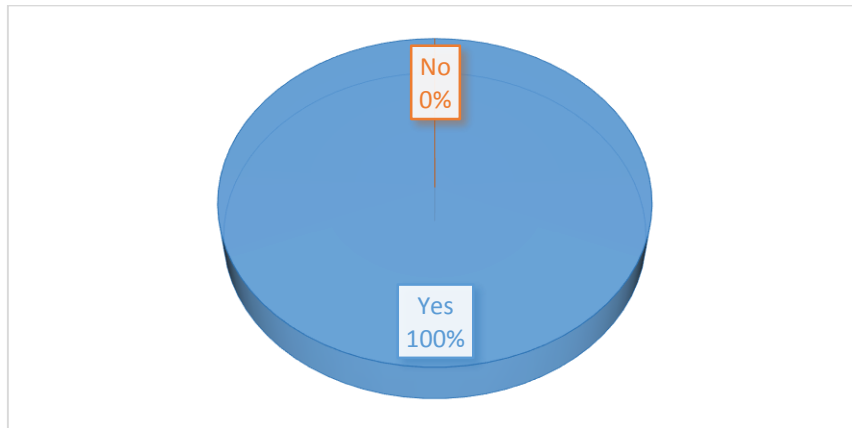
Q12: Do you focus on grammatical and phonological accuracy?

Figure 39. The Focus on Grammatical and Phonological Accuracy

It is noticed from the pie chart above that all the ten (10) participants, which represents 100% of them, focus on teaching and developing phonological and grammatical accuracy. The findings imply that the teachers value the importance of improving accuracy as it reveals pupils' ability to use the needful vocabulary, grammar, and pronunciation for an effective speaking performance.

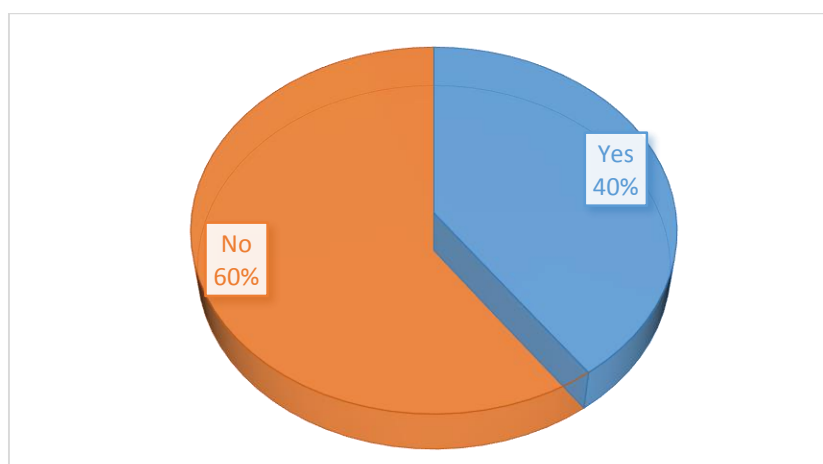
Q13: Do you teach your pupils about how to speak fluently?

Figure 40. Teaching Fluency

As demonstrated in the graph above, (60%) of the participants claimed that they do not teach their pupils how to speak fluently while (40%) of them do teach their pupils about how to speak naturally, confidently, and with the fewest number of unnatural pauses and efforts. The results indicate that the majority of the teachers do not put a great amount of efforts in teaching their pupils' how build a bridge between the language they have in their minds and how to use it so that they sound more fluent.

Q14: Do you encourage your pupils to speak and make sure that all of them speak?

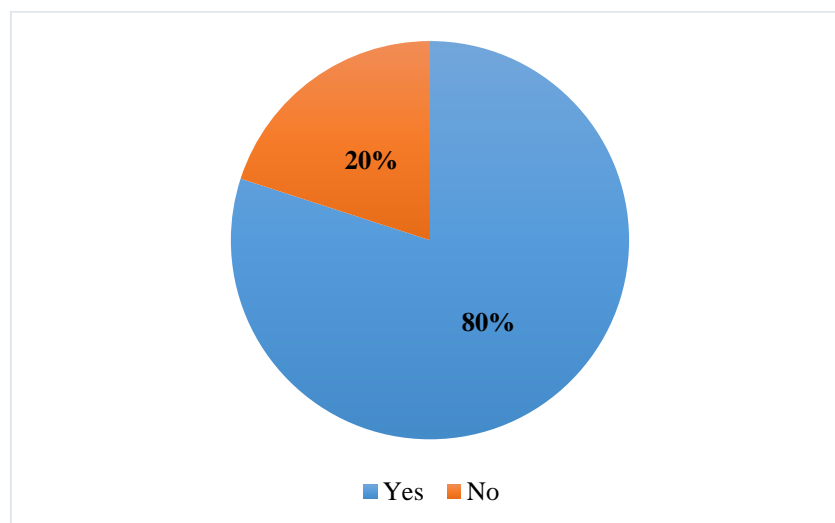


Figure 41. Teachers' Encouragement of their Pupils to Speak

The pie chart shows that the vast majority the participants which represent 80% encourage their pupils to communicate orally which this empowers them to exchange thoughts with their classmates. Conversely, (20%) of the teachers do not motivate their pupils to speak despite the importance of encouragement in boosting learners' self-confidence and success to speak.

Section C: Teaching the Speaking Skill in the Competency-Based Approach

Q15: Are you satisfied with the current teaching method i.e. Competency-Based Approach (CBA)?

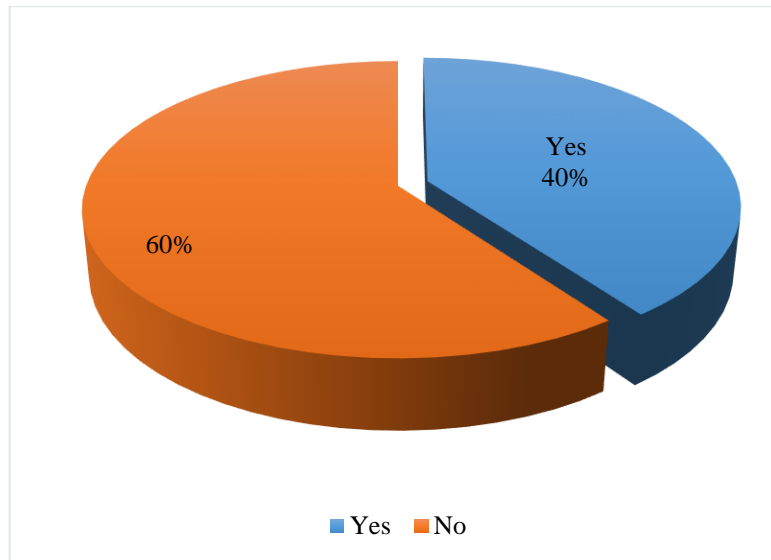


Figure 42. Teachers' Satisfaction with CBA

From the pie chart above, it is noticed that over half of participants (60%) are not convinced with the CBA as a method for teaching. In contrast, four (4) teachers (40%) claimed that they are satisfied with CBA. The findings indicate that most of the teachers are not convinced with how the teaching framework of CBA is applied.

Teachers' Justifications:

Concerning this part of the question, participant teachers were asked to justify their answers. As far as the "yes" answer is concerned, only two (2) teachers (20%) provided their answers with a justification. One of them believe that his pupils are active partners in the learning process which make them involved in all aspects of language (Speaking, Listening, Writing and Reading). The second teacher justifies his point by the fact that learners are motivated by authentic tasks and real life activities.

Only three teachers supplied reasonable grounds for their choices i.e.; “No”. One teachers said the application of CBA is not suitable in the Algerian classrooms for several reasons like the classroom size. Another teacher claimed that it is impossible to wait for all the pupils to attain competencies while being restricted by the short timing of the session especially in the era of covid-19. The last teacher claimed that they did not receive enough training concerning the application of CBA principles which make it challenging.

Q16: Pupils developed their speaking skill better in CBA:

Table 21. Teachers’ Beliefs about their Pupils’ Speaking Development in CBA

Options	Number	Percentage%
Strongly agree	1	10%
Agree	3	30%
Disagree	3	30%
Strongly disagree	3	30%
Total	10	100%

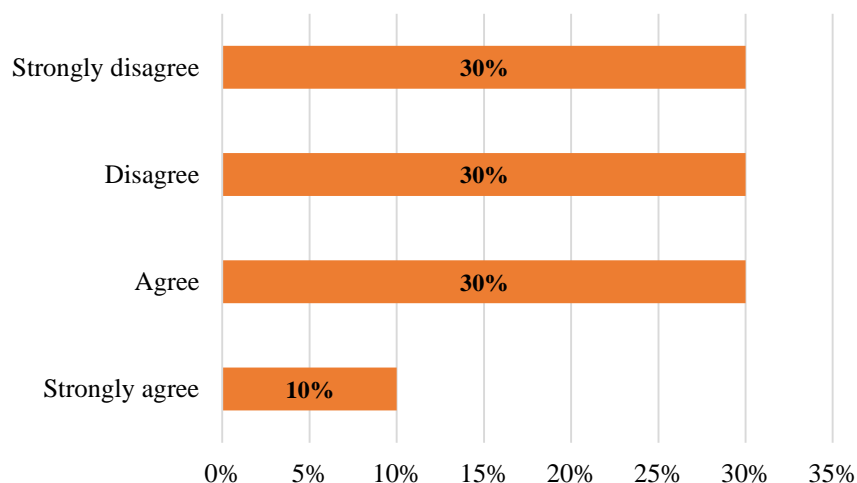


Figure 43. Teachers’ Beliefs about their Pupils’ Speaking Development in CBA

According to the result recorded in the above table and bar chart, (90%) of the responses were equally distributed. Three (3) teachers which represents (30%) of the total number of the respondents agree that pupils' better developed their speaking abilities in CBA. Three teachers (30%) chose "disagree" and three (3) others chose "Strongly disagree". Only one (1) teacher (10%) chose "strongly agree". Apparently, CBA couldn't improve pupils' speaking skill according to the majority of teachers.

Q17: What is your role in the classroom?

Table 22. Teachers' Role in the Classroom

Options	Number	Percentage%
Monitor	5	50%
Facilitator	2	20%
Guide	3	30%
Total	10	100%

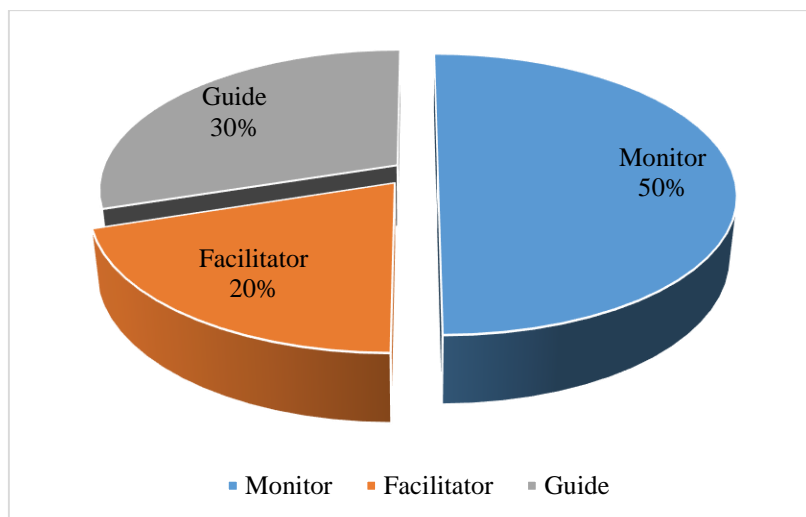


Figure 44. Teachers' Role in the Classroom

The data in the table and pie chart show that (50%) of the teachers are monitors in the classroom, (20%) of them are facilitator while (30%) are guides. In CBA, teachers' role in the classroom is that of a facilitator who assists and helps his pupils' to develop their speaking competencies as they are responsible of their learning process. To be anything otherwise, flaws and errors in the application of the other principles and the outcomes are expected to occur.

Q18: Do you put your pupils in real life speaking situations and problem solving activities to practice competencies?

Table 23. Engaging Pupils in Real Life Speaking Situations

Options	Number	Percentage%
Never	0	0%
Rarely	4	40%
Sometimes	4	40%
Very often	1	10%
Always	1	10%
Total	10	100%

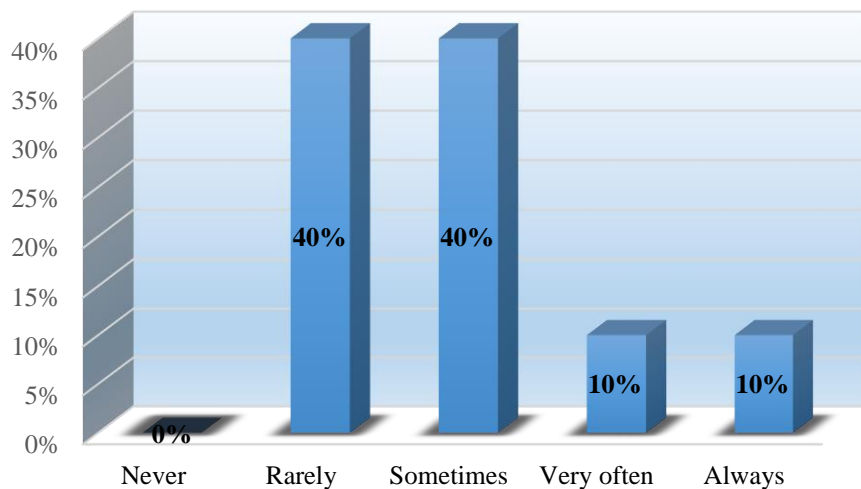


Figure 45. Engaging Pupils in Real Life Speaking Situations

It can be seen in table and the bar graph above that there is no teacher who never puts his pupils in problem solving activities to practice real life competencies. Moreover, four teachers which equals (40%) of the respondents answered with rarely and four others answered with sometimes. In addition, only one teacher chose “very often” and one other selected “always”. The findings reveal that the majority of the teachers do not apply this basic principle of the CBA approach intensively, which is the origin of its name that aims at developing learners’ competencies to be used in real life contexts.

Q19: Do you arrange the classroom in pairs/ groups to practice speaking activities?

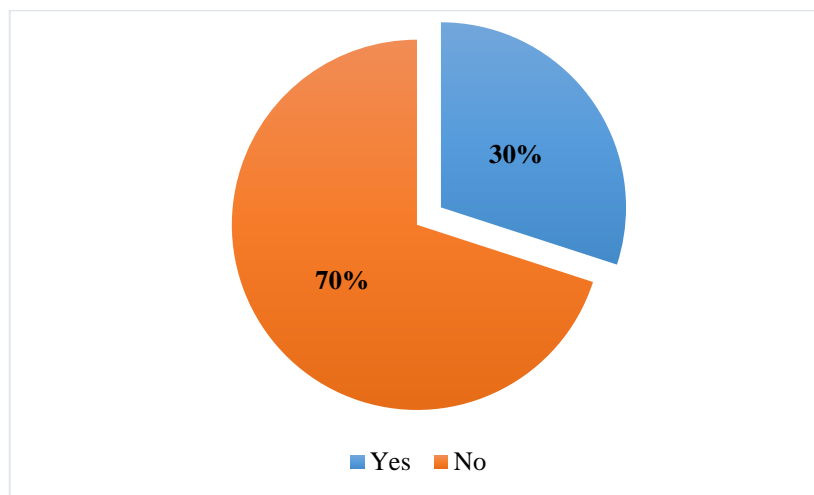


Figure 46. Classroom Arrangement into Pairs and Groups

The pie chart above shows that a minority of teachers (30%) do engage their pupils in collaborative activities while the majority of them (70%) do not arrange the class in pairs/ groups to practice speaking activities. This will decrease the classrooms' participation, though putting pupils in pairs/ groups is so useful for pupils’ motivation and lead to decrease teacher talking time which will make is more learner-centered.

Q20: Do you use texts, media, and real life materials adapted to targeted competencies?

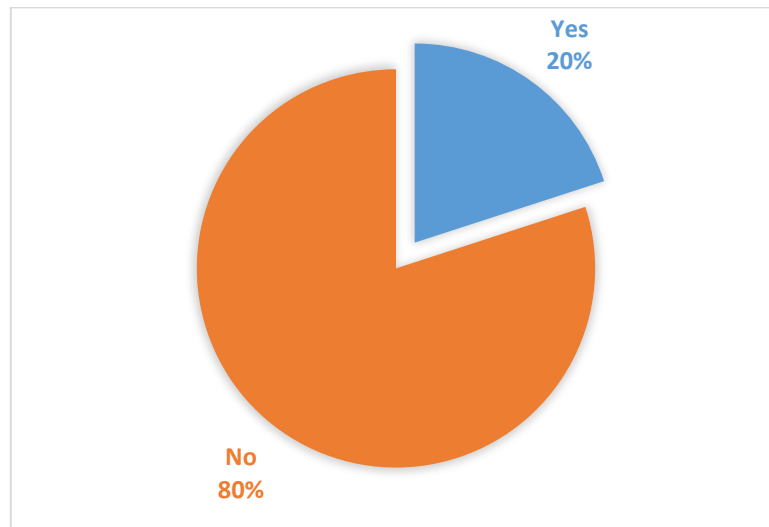


Figure 47. The Use of Texts, Media, and Real Life Materials

In this question, teachers were asked to answer whether they make use of authentic real life materials, media and texts or not. Only (20%) of them answered with “Yes” whereas a high percentage of them (80%) said “No”. The results denote that middle schools do not supply the teachers with the needed materials; that draws an overall and clear illustration about real life situations beyond the walls of their school.

Q21: According to you, what is the most important?

Table 24. Competency Attainment vs. Time for the Teachers

Options	Number	Percentage%
The competency attainment regardless of time	4	40%
Finishing on time regardless of the competency attainment	6	60%
Total	10	100%

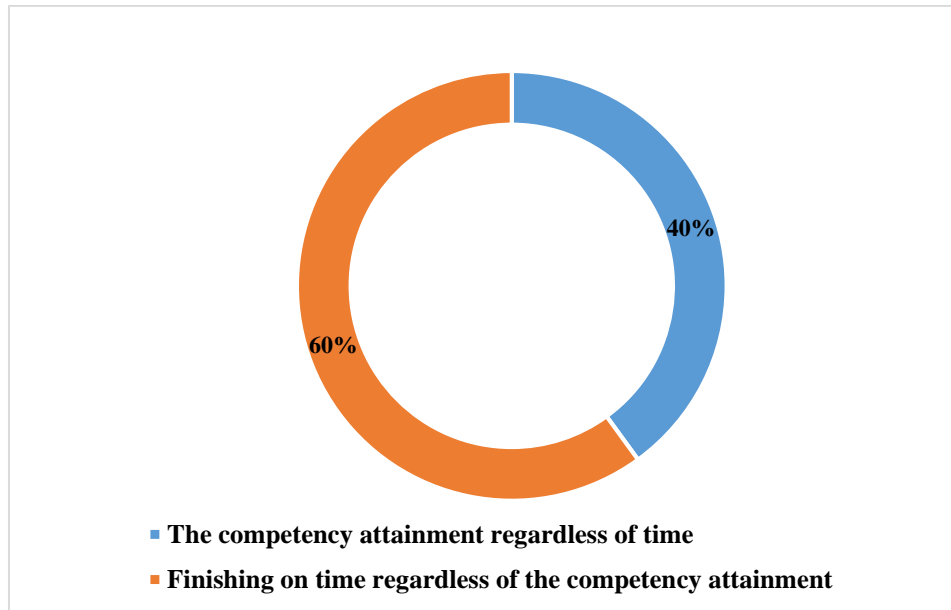


Figure 48. Competency Attainment vs. Time for the Teachers

According to the table and the pie chart above, (40%) of the participants think it is better to attain the competency regardless of time. Besides, (60%) assumed that it is better to finish on time regardless of the competency attainment. The result indicate that the teachers are restricted with the shortage of time since they are obliged to finish the syllabus on time.

Q22: Do you take you pupils' needs, goals, and difficulties into consideration when you teach speaking?

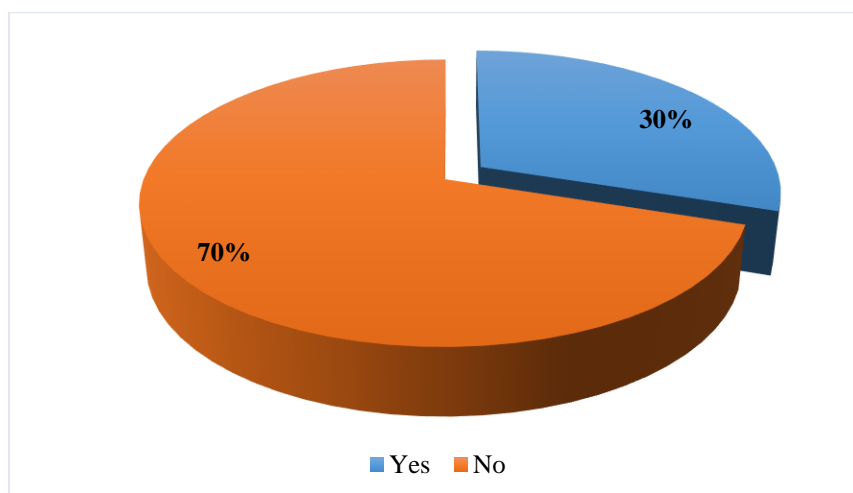


Figure 49. Teachers' Consideration of their Pupils Needs, Goals, and Differences

The pie chart discloses that the vast majority of the participants (70%) do not take their pupils need and goals into consideration while (30%) of them do that. This implies that pupils are not given the opportunity to define their goals and needs. Additionally, teachers are limited by time to finish the curriculum provided by the Ministry of Education.

Q23: Do you give immediate feedback about your pupils' speaking performance and competency attainment?

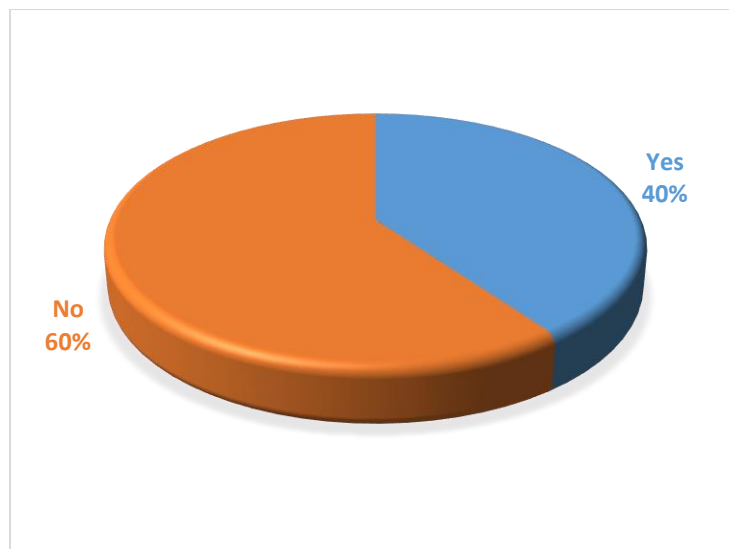


Figure 50. Giving Immediate Feedback

According to the pie chart, (60%) of participants do not provide instant feedback to their pupils on their speaking performance, whereas (40%) of them do. This indicate that most of teachers are not aware about the significance of the immediate feedbacks in raising pupils' self-consciousness about their speaking weaknesses and strengths in order to develop learners' speaking abilities.

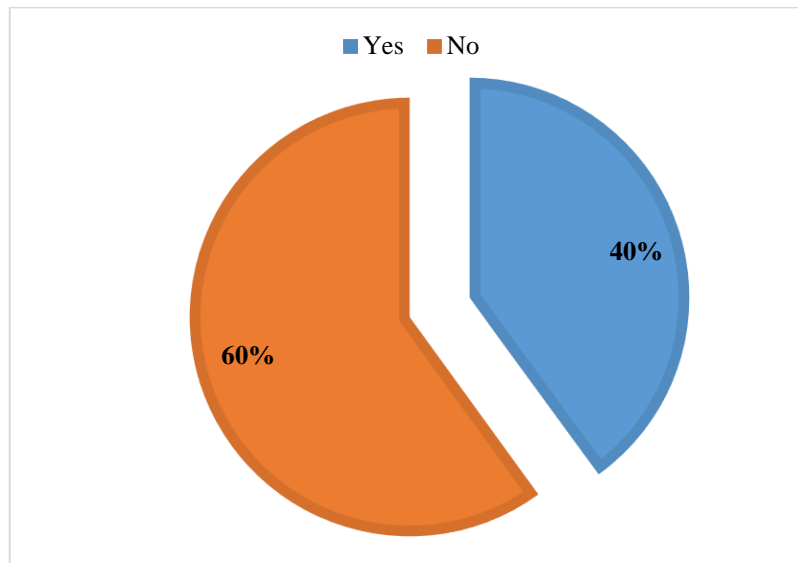
Q24: Do you open the doors for self and peer assessment?

Figure 51. The Use of Self and Peer Assessment

In response to the question above and according to the figure above, (60%) of the participant teachers do not give their pupils the opportunity to assess their and their classmates speaking performance while (40%) of them do open the doors for self and peer assessment. The disuse of self and peer assessment by over half of the teachers denote that their classrooms are not learner-centred which is one of the CBA fundamental principles.

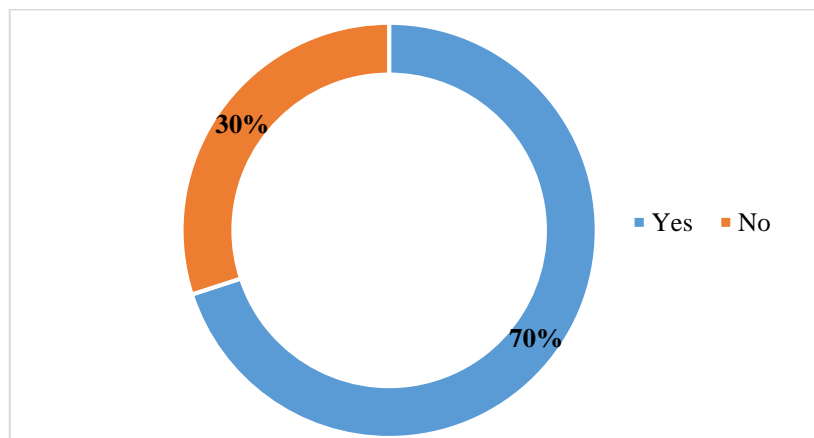
Q25: Did you receive any training about the CBA concerning teaching and evaluating?

Figure 52. Teachers' Training about CBA

Figure 4.52 above represents the teachers answers about whether they received any training about the CBA or not. It can be seen from the figure that that (70%) of the teachers received enough training about the application of CBA whereas (30%) of them did not. Enough training can be related to the teaching experience. Teachers who have less experience still did not attend enough seminars to train about the application of the teaching method while those who attended many seminars are trained enough.

Q26: Do you face any constraints in applying CBA principles in speaking classrooms?

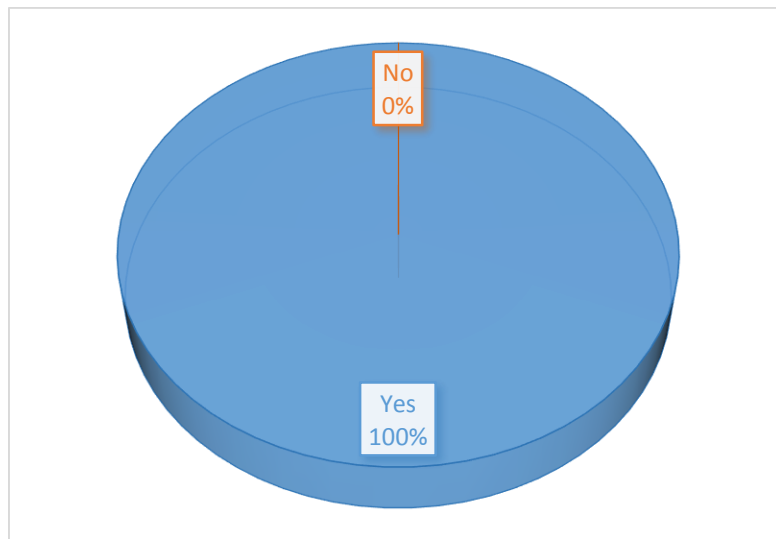


Figure 53. Facing Constraints in CBA

As it is noticed from the pie chart above, all the ten (10) teachers which represents 100% face challenges in the application of CBA inside the speaking classrooms. The results denote that the application on CBA in the Algerian speaking classrooms is not an easy task for all the participant teachers since they all find it challenging.

If yes, what are these constraints?

Table 25. Teachers' Constraints in the Application of CBA

Options	Number	Percentage%
Lack of training	5	50%
Limited time	10	100%
Overcrowded classrooms	7	70%
Lack of materials	8	80%
Others	2	20%

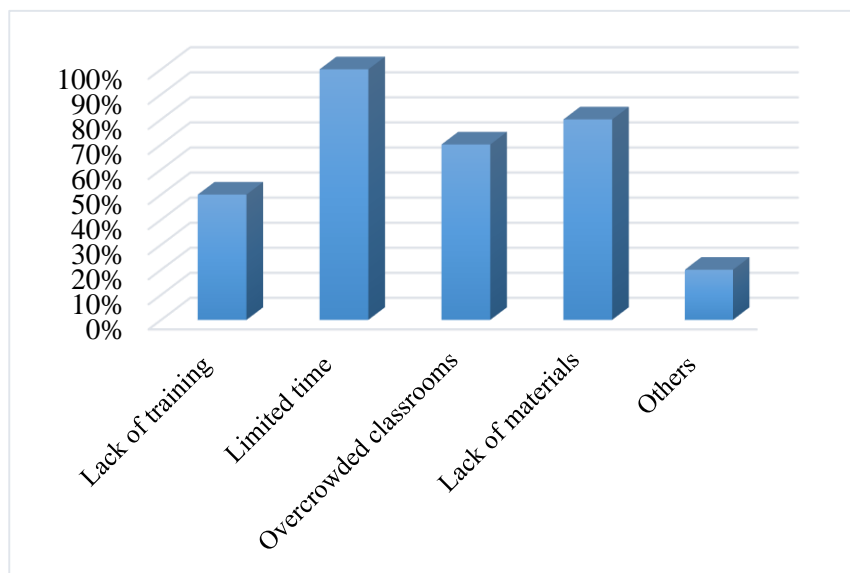


Figure 54. Teachers' Constraints in the Application of CBA

this part of the question, the teachers who responded with “yes” were asked to choose the types of challenges they face. The bar graph above represents their answers. It can be viewed (100%) of the teachers suffer from the limited time and (80%) suffer from lack of material in the institutions. Additionally, the overcrowded classrooms seem to be a major problem to (70%) of the teachers and (50%) encounter troubles of lack of training while two more teachers chose the option “others”.

If you choose ‘others’, please mention them

One teacher from those who chose other problems said that middle school pupils are not qualified enough to be responsible on their learning, thus, the classrooms cannot be learner-centered. The other teacher mentioned the long length of the syllabus as a factor that distracts him from the proper application of CBA.

What do you suggest to overcome these problems?

Among the teachers who were asked to suggest solutions to overcome CBA challenges. Only two teachers responded. The first teacher believed that limiting the class size will be beneficial for both pupils and teachers. The other teacher suggested to reduce the number of the courses in the syllabus and to provide new materials.

Q27: A new teaching approach should be adopted:**Table 26. Teachers’ Attitudes towards the Adoption of a New Approach**

Options	Number	Percentage%
Strongly agree	5	40%
Agree	1	30%
Disagree	4	10%
Strongly disagree	1	20%
Total	10	100%

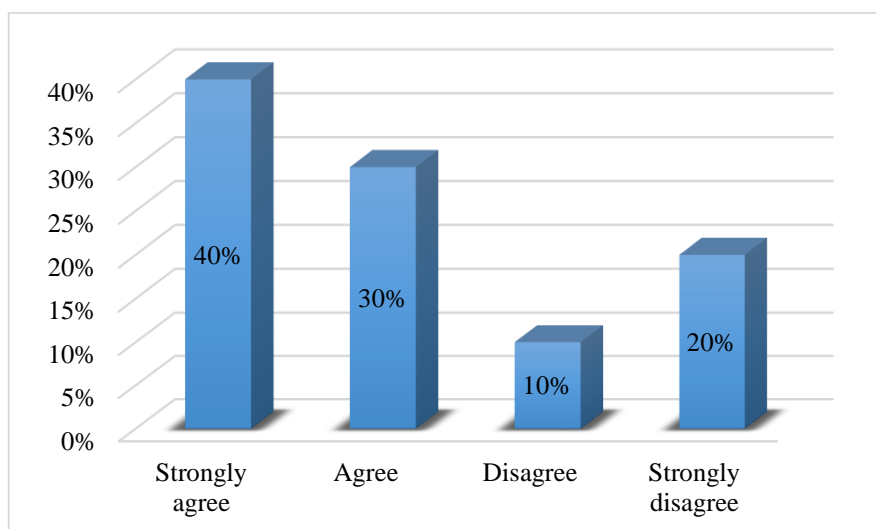


Figure 55. Teachers' Attitudes towards the Adoption of a New Approach

The participants were asked to express their point of view about adopting a new teaching method. The bar chart above shows that (40%) of the teachers strongly agree, (30%) of them agree, (10%) of them disagree, and (20%) strongly disagree. It can be denoted that the majority of teachers chose to embrace a new method for many factors like the challenges they face in the application and the requirements of the new world to adopt modern teaching methods.

Q28: If you have anything to add concerning the CBA approach, please feel free to write it

In response to this question, only four teachers (40%) added the following statements concerning the CBA:

- Teacher 1: “In my opinion, the CBA failed to reach its aims in the Algerian educational curriculum, so we are in need to adopt a new teaching approach. It killed all grammar, syntax...etc. which is the most important in language learning.”
- Teacher 2: “To conclude, I think the success of CBA approach is related to the available financial capabilities and their proper use. In addition to that, the new teachers should train more about how to organize and apply this approach.

- Teacher 3: “This approach needs materials, more time, less goals to reach, fifteen or twenty pupils per class to make sure they are all involved in the process.”
- Teacher 4: “CBA approach has got a goal in Algeria which is to develop and modernize education, but it is not to applicable in the Algerian classrooms.”

Analysis of the Classroom Observation

In this research, the classroom observation is used as an instrument to add more validity in addition to the questionnaires, and it aims at exploring the implementation of CBA in the speaking classrooms at fourth year classrooms of Labreg Moussa Middle School. During the sessions, the observers sat in the back and carefully listened, looked, and observed the way teachers handle the speaking sessions under CBA.

- **The teacher initiates the oral session with a problem solving situation**

Through the observation, it was noticed that once the teachers entered, they stood in the middle of the classroom and introduced the topic of the speaking task. Before beginning, both teachers clearly identified the goals of the lesson to their pupils and provided them with some subject-related vocabulary. The teachers asked questions about the chosen topic, then turned it into a problem-solving situation. For example, the pupils were asked to imagine themselves as tourist guides and inform the tourists about the history of the place and its monuments.

- **The pupils’ needs and goals are taken into consideration**

From the six (6) sessions, it was observed that pupils’ needs and goals are not taken into account. The pupils were not even given the opportunity to define their goals and needs due to several factors, including that teachers are restricted to a tight timetable and a curriculum to finish provided by the Ministry of Education. Moreover, with the requirements of the Corona pandemic, 45 minutes per session is completely insufficient to provide pupils with the desired information at the required level.

➤ **A teachers centered approach or a learner centered approach? (teachers' and pupils' roles)**

The observed teachers intervened before, during, and after the speaking performance and dominated most of the talk time. Before the pupils' speaking, they were in charge of presenting the topic, asking questions, presenting the activities, and providing related vocabulary. During the talk, the teachers tried as much as possible to correct the pupils' speaking mistakes. Some pupils had difficulties in finding the correct words to use. Therefore, the teachers immediately provided them with the missing vocabulary instead of letting them find the answers by themselves through the use of synonyms, paraphrasing, etc. After the speaking performance, the teachers commented on the pupils' performance with words like "good, yes, ok," and then pointed out to the next pupil to start the talk.

Most of the pupils' talk was in the form of answering the teachers' questions. When the teachers explained the topic and the activity, it was observed that only some pupils were active and participated in the explanation process; in contrast to the majority who were rather passive and only listened to the teachers' explanations and instructions.

➤ **The pupils are allowed to initiate debates and discuss topics**

Throughout the oral sessions that the researchers were present at, the teachers allowed their pupils to initiate debates and conversations about the discussed subject matter in the lesson only. It was apparent that the pupils had no opportunities or chances to talk about any outsider topic that is not from the suggested syllabus. Indeed, starting conversations and debates permits pupils to share their ideas and opinions about real life situation and strengthens their critical thinking which in turns give them more opportunity to practice speaking in the target language, however, the time allocated to the teachers to finish the program is not sufficient to discuss a lot about the topic being studied or any others.

➤ **The teacher focuses on phonological and grammatical accuracy**

During the speaking performance, the observers spotted that all the pupils had all types of speaking problems and errors. In reaction to these errors, the teachers primarily focused on correcting those of grammar like the missing "s" with the pronouns "he", "she", and "it," in addition to the correction of the verb tenses in general. Unfortunately, the two teachers rarely corrected their pupils' wrong pronunciation of words, and whenever they had lots of pauses, the turn was immediately given to another pupil. The teachers' emphasis on grammatical mistakes can be due to the fact that most of the questions in the final exams are related to grammar and include only one question that is devoted to pronunciation (either the pronunciation of the final "d" or the final "s").

➤ **The teacher provides his pupils with relevant vocabulary**

When it comes to vocabulary, the observers noticed that both teachers did their best to provide their pupils with the relevant vocabulary related to the topic that might be useful in real-life contexts, either explicitly or implicitly. It was remarkable from one teacher that whenever she introduced a new word, she gave a list of its synonyms and antonyms in order to expand and enrich her pupils' vocabulary background. We also observed that both teachers never translated the vocabulary to Arabic or French, but rather used lots of synonyms, paraphrasing, and drawings on the board. The above findings indicate that the teachers estimate and understand how teaching vocabulary is important for their pupils to communicate and express themselves in the best ways.

➤ **The teacher extensively uses real life authentic materials, and texts in teaching speaking**

During the six (6) sessions that the observers have attended, the two teachers did not use any real life material to teach speaking competencies except for the official textbook. It was observed that whenever teachers ask for tools like projectors, dictionaries, and speaking and

listening records for further explanation and exemplification, the middle school did not supply them with any. For only one session, one of the teachers brought some pictures with her own money due to a lack of necessary funding, and he stuck them on the wall. It is worth mentioning that the pupils were more engaged, intrigued, and motivated to participate as a result of the teacher's use of such techniques. Moreover, the rate of their understanding and mastery of the competency being studied was higher. It was also noticed that the pupils were not allowed to use their own cellphone and other technological materials since it is prohibited in the Algerian classrooms. Authentic materials are indeed great tools to promote speaking abilities, yet, they are so time consuming that they cannot be used extensively in the Algerian middle schools.

➤ **The teacher uses a variety of speaking activities that are relevant to future real life contexts**

The two teachers sometimes employed oral activities, but in most of the sessions, they did not address the most effective activities to practice. Oral presentations were the most used type by the teachers. However, the pupils had to perform from their tables without standing in the front on their classmates, and had not enough time to speak or to complete the presentation. Oral presentations have an effective impact on pupils' speaking skill, yet, it was noticed that they are not properly carried out. Instead of practicing a good amount of speaking activities, it was observed that the teachers asked their pupils to read passages and texts from the textbook during a session which is normally devoted to speaking. The teachers aimed at preparing the pupils to read the text and the questions from their official BEM English exam.

➤ **The teacher arranges the pupils in pairs and groups during speaking activities**

During the observation sessions, it was noted that, due to the lack of time (45 minutes for each session, which is a very short time for both pupils and teachers) and the large number of the pupils, the pupils never practiced oral competencies in groups or pairs. The observers noticed that the teachers were more focused on finishing the lessons on time. For the teachers, it may

seem that working in groups is a waste of time, but it is an effective technique for the learners to practice the competencies and interact with the members of their group or other groups. In addition, working in pairs and as a result of the Corona pandemic, pupils were required to sit at a table by themselves, which prevented them from gathering and working in pairs or groups.

➤ **The pupils interact orally and all of them have equal chances to talk**

In terms of oral interaction, it was observed that it was a teacher-learner interaction. The pupils who participated the most were those sitting in the front and rose their hands to answer the teachers' questions, or participate in the oral activities. The majority who were sitting in the back were less interested and some of them preferred to remain silent and follow their teachers' and their classmates' talks. Otherwise, the pupils were not given equal opportunities to speak while one teacher only was witnessed making few attempts to engage the pupils from the back in the talk, however, he didn't insist at all. As a result, the classroom's most engaged pupils had the most interest by the teacher, prompting others to be shy.

➤ **The teacher gives immediate feedback and assesses his pupils speaking performance**

Teachers are typically required to provide their pupils with immediate feedback about what is correct and incorrect at the end of the speaking performance. It was noted that both of them did not give a detailed feedback about their pupils' strengths and weaknesses right after the speaking performance. Words like "good", "ok, next", and "yes" were used after each pupil's talk. Therefore, the pupils did not know if they are on the right path concerning their speaking abilities or not. It was also noted that the teachers kept correcting wrong grammar and irrelevant vocabulary during and not after the speaking performance.

When it comes to assessment, none of the teachers conducted an examination or any sort of tests to assess speaking during the whole sessions being observed. Apparently, assessing speaking is not among the teachers' main concerns since they only focus on improving the eras

that are present in the BEM exam which are for sure not speaking nor listening related. In addition, each classroom has a large number of pupils which prevented the teachers from assessing or giving feedback about each pupil's speaking performance.

➤ **Doors for self and peer assessments are opened**

Pupils' speaking abilities can be assessed in a variety of ways, including self-and peer-assessment. During the sessions being observed, one EFL teacher in fourth-year classrooms never been observed allowing pupils to evaluate their own or their peers' speaking performance. In contrast, the other teacher adopted a very quick peer-assessment once so that he can get a better impression of where his pupils are in their learning and comprehension. During this process, it was noticed that the majority of the pupils who were engaged in the peer assessment process enjoyed correcting mistakes and providing correct answer.

➤ **The teacher focuses on the mastery and the attainment of the competencies regardless of time**

The main aim of CBA is to supply the learners with authentic competencies that are relevant to real life situations they may face outside the walls of the schools. Accordingly, the teachers must allocate sufficient time to teach the competency being selected to be learned. In the case of the teachers that the researchers observed, the observation revealed that the teachers were unable to focus on reaching mastery; rather, they were concerned with finishing the class and the lesson on time. It was noted that one of the teachers kept asking her pupils to hurry and reminding them that the syllabus is so long that time is not enough to keep learning a single competency for more than one sessions.

Conclusion

In this chapter; the finding of the two questionnaires and the classroom observation concerning the implementation of CBA in fourth year speaking classrooms, the teachers' attitudes towards it, and the pupils' speaking level were analyzed with both quantitative and

qualitative data analyses. The chapter supplies the researchers with the necessary data to be discussed in the next chapter in order to answer the research questions, and to test the validity of the suggested hypotheses.

Chapter Five

Discussion and Recommendations

Chapter Five

Discussion and recommendations

Introduction

This chapter aims at summarizing and providing a general discussion of the main findings of the previous chapter that are related to the research aims in order to answer the research questions and to prove or disprove the suggested hypotheses. Furthermore, it includes the implications of the study, along with some pedagogical recommendations for the pupils, the teachers, and the Ministry of Education, and calls for further studies to be conducted.

Discussion of the Obtained Results

Question One

The first research question was set to discover how properly the CBA is implemented by the middle school teachers in their fourth-year speaking classrooms. It is worth mentioning that most of the questions in the third sections of both the pupils' and the teachers' questionnaires, along with the classroom observation, endeavor to answer this question.

One of the principles that distinguishes the CBA from the other teaching methods and approaches is the roles of the teachers and the pupils in the classroom. Pupils are expected to be active and responsible for their own learning in the CBA. However, question 15 in the pupils' questionnaire about whether they are passive or active in the CBC reveals that (65%) of the pupils are passive in the classroom. Similarly, the classroom observation revealed the same. Teachers normally facilitate the learning process only. Yet, it was noticed from the classroom observation that it was teacher-centered learning. Likewise, the teachers' answers to question 17 concerning their role in the speaking CBC show that (50%) of them are monitors. Besides, teachers in CBA speaking classrooms are expected to consider the needs and goals of their learners. Instead, it has been noticed from the classroom observation and the pupils' and teachers' claims that the pupils are not given the opportunities to define their needs and goals.

This is likely to be related to the tight time and the syllabus that has already been designed by the Ministry of Education. These results contradict the principle of CBA, which leads to the wrong application of the rest of the principles.

The CBA is a problem-solving approach where teachers must engage their learners in real-life communicative activities to practice competencies. According to the findings, most of the pupils and the teachers said that they rarely or sometimes apply this principle, whereas the classroom observation revealed the opposite. This demonstrates that very few teachers are committed to the application of this feature of CBA, while the majority of them do not respect it during the teaching of the speaking skill.

Concerning interaction, it was discovered from the pupils' answers to question 16 (do you find yourself willing to challenge, to ask questions, and to initiate conversations in the speaking classroom?) and the classroom observation that the majority of the pupils are not interactive in the speaking classrooms. In response to that, (80%) of the teachers claimed that they encourage those who have problems with interaction while their pupils and the classroom observation oppose that. In fact, CBA speaking classes should be filled with interaction and teachers' encouragement, which is surprisingly not the case in fourth-year middle school classrooms.

According to the results, it was found that there is a lack of cooperative work in the speaking classrooms. The vast majority of the teachers do not divide the class into pairs and groups, which can be explained by the large number of the classrooms, the limited time of sessions, and the COVID-19 requirements for social-distancing. Additionally, the fact that the teachers are rarely equipped with the needed authentic materials contradicts the CBA principle of the extensive use of real-life materials, texts, and media.

Moreover, the pupils in the CBA are presumed to continue learning until they attain the selected competency, regardless of how much time it takes. However, the results revealed that

the teachers focus more on finishing on time, neglecting the extent to which competencies are attained for several reasons, including the insufficiency of time and the length of the syllabus.

In the CBA, learning any competency should be followed by immediate feedback about the speaking performance and an assessment of the competency acquisition. In accordance with the pupils' answers' to question 24 about how often they receive immediate feedback, (49%) of them assumed that they do receive immediate feedback about their speaking performance sometimes only, whereas (60%) of the teachers acknowledged that they do not provide their learners with this type of feedback. Similarly, the classroom observation revealed that no feedback had been provided. It is surprising from the results of the classroom observation that no type of speaking assessment was detected, neither by the teachers nor by the pupils themselves (self and peer assessments), except for once. Teachers' feedback and assessment of speaking is absent since the pupils are not going to be judged upon their speaking level in the Brevet Exam, but rather on grammar and writing. Moreover, self and peer assessment are almost absent because of the time shortage and pupils' disqualifications to assess. Hence, it can be deduced that this CBA principle concerning feedback and assessment is not respected by the majority of fourth-year middle school teachers for the reasons already mentioned.

After collecting and discussing the related data, the first research question is answered, and the first hypothesis that the CBA is not properly implemented in the fourth year EFL speaking classrooms is successfully proven.

Question 2

This question aims to explore the extent to which the CBA succeeded in improving the speaking skills of fourth-year EFL pupils at Labreg Moussa Middle School. In fact, the majority of the questions in both the teachers' and the pupils' questionnaires seek to provide an answer to this question.

According to the pupils' answers to question 4 with regard to their beliefs about their speaking level, the majority of them think that their speaking level is between good (35%) and average (23%); however, their answers to the rest of the questions and their teachers' responses demonstrate the opposite. (40%) of the responding teachers assume that their pupils have an average speaking level, while the other (40%) believe that they are of a bad level. Actually, the teachers' answers must be more accurate since they have higher qualifications and intellectual abilities that allow them to judge their pupils' speaking levels.

Indeed, all the pupils encounter all types of speaking problems which prevent them from conducting effective communication. This was clearly observed through the pupils' answers to question 10 concerning their own speaking difficulties and the teachers' replies to question 10 about their pupils' speaking problems. In accordance with the teachers' responses, the majority of those challenges are those of fluency (90%) and accuracy, particularly in terms of pronunciation (100%), limited vocabulary (70%), and grammar (50%). As a matter of fact, teachers do not provide their pupils with adequate time to practice speaking activities (See figure 4.33), which stands as one of the main reasons behind the pupils' issues in speaking. As it is mentioned in the second chapter, anyone who suffers from such problems is considered an erroneous speaker (Ellis, 2008, as cited in Mengke, 2016). In fact, the vast majority of the pupils do not regard themselves as fluent speakers (see figure 4.7). Worse than that, the preponderance of the pupils from question 11 (can you overcome those problems while speaking? If yes, how?) are not aware of the compensation strategies (strategic competence) that are supposed to assist them in overcoming their speaking difficulties to avoid communication gaps during the time of talk. These findings denote that the pupils have poor communication abilities.

Good speakers in the CBA framework are expected to interact orally. However, the findings indicate that fourth-year EFL pupils are not able to interact and debate subjects. Moreover, figure 4.9 demonstrates that they are not able to transmit complete messages orally,

which indicates their weak level in terms of conveying their intentions through speaking. Finally, and most importantly, the CBA could not develop the speaking abilities of the pupils according to the beliefs of the majority of the teachers from their answers to question 16 about whether they agree with the idea that their pupils developed their speaking skill better in CBA.

In conclusion, all the results above provide an absolute answer to the second question of the research: the CBA could not improve the speaking skills of fourth-year EFL pupils at Labreg Moussa Middle School, which validates our second hypothesis.

Question 3

This question sought to determine EFL teachers' attitudes towards teaching speaking under the framework of CBA. The teachers' answers to question 15 about whether they are satisfied with the CBA as a teaching method of speaking indicate that over half of them (60%) are not satisfied with the CBA as a teaching method because the majority of them did not witness any advancement in their pupils' speaking abilities. The results also indicate all the teachers suffer from a certain number of constraints that hinder them from the proper implementation of CBA, which leads them to be unsatisfied with their teaching performance. Over and above, most of them complain about the CBA that some of them suggest the adoption of a new method, while others recommend improving the teaching conditions so that they fit with the principles of the CBA. These findings may be explained by the fact that the application of CBA needs specific requirements that are unfortunately not available in the Algerian schools. These requirements include the availability of technological material, small groups of pupils, longer sessions, short syllabi, and sufficient training.

In light of the above finding, the already stated hypothesis that the teachers have positive attitudes towards teaching speaking following the CBA is not confirmed. In other words, EFL fourth year teachers are not satisfied with CBA as a teaching method of speaking.

Discussion of the Findings in Relation to Previous Studies

In the current study, it was found that fourth year EFL teachers who participated in the questionnaires and the classroom observation encountered a number of challenges which hindered them from the right application of CBA features in teaching the speaking skill. These challenges comprise the large number of pupils in each class and the insufficient training and materials. These findings are similar to what Omari (2015) noted in her research that EFL secondary school teachers in her study failed to implement the CBA principles because of the inadequate training, the overcrowded classes, and the system of examinations.

In the same vein, Issaou, Raphael, and Van't Hooft (2008) believe that teachers' attitudes are one of the many reasons behind the failure of CBA. This research revealed that fourth-year middle school teachers of English have negative attitudes towards the use of CBA, which might be one of the causes behind the ineffective implementation of CBA based on Issaou's and his colleagues' beliefs.

Finally, Belbey (2021) in his dissertation titled "Fostering Pupils' Speaking Skill Using Competency-Based Language Teaching (CBLT)" discussed that the teachers from his study use the CBA as they see it fruitful in improving their pupils' speaking skills. These findings from Belbey's research contradict our results which revealed that the CBA could not develop fourth-year middle school pupils' abilities in speaking as they still encounter many problems in terms of fluency, accuracy, and interaction.

Pedagogical Implications

On the basis of the previously mentioned findings acquired, it is worthwhile to offer some pedagogical implications for the study, which come as follows:

- Teachers should emphasize the importance of encouragement and collaborative work in order to motivate their pupils to interact.

- More time and attention should be given to feedback and speaking assessments as they help the pupils identify their areas of success and failure.
- The improper implementation of the CBA in the speaking classrooms is one of the main causes behind pupils' failure and difficulties in speaking.
- The right application of CBA is not an easy task for the teachers due to its special requirements that are not available in the Algerian middle schools.
- The negative attitudes that the teachers hold about the CBA influence their effective teaching and their implementation of the CBA in the speaking classroom.
- This research contributes to supplying the Ministry of Education with enough information about the current situation of teaching and the challenges that the teachers face in the implementation of the CBA so that it can make the necessary pedagogical changes for better academic achievements.
- Both teachers and pupils should focus more on solving the problems of interaction, fluency, and accuracy.

Recommendations and Suggestions for Further Studies

Based on the findings reviewed throughout this research, the researchers recommend the following suggestions to EFL teachers, EFL pupils, the Ministry of Education, and for further studies with the intention of improving the teaching-learning process.

Recommendations to the Teachers

- Teachers should consider speaking as fundamental as the other language skills.
- Teachers should engage the pupils in a variety of communicative speaking activities to promote their pupils' oral proficiency.
- Teachers should limit their speaking time and allocate more time for their pupils to speak.

- Teachers should avoid excessive correction of mistakes during their pupils' times of talk and help them to overcome their speaking difficulties by themselves.

Recommendations to the Pupils

- Pupils should challenge their psychological issues and interact in order to develop their speaking abilities.
- Learning about the strategies that will assist them to overcome their speaking problems.
- Practicing English through speaking outside the school barriers.

Recommendations to the Ministry of Education

Longer term, and for better academic achievements, particularly in speaking skills, it is expected from the Ministry of Education to adopt another teaching method that is compatible with current conditions, or to improve the quality of current conditions for a better implementation of the CBA in the Algerian speaking classrooms. These improvements would include:

- Supplying the schools with the required educational materials.
- Additional seminars and workshops should be arranged for the professional training of the teachers.
- Teachers should take part in designing the English syllabi and textbooks.
- The syllabus should be narrowed and designed to meet the pupils' needs and goals.
- More time and sessions should be devoted to teaching the speaking skill.
- The number of pupils in each classroom should be minimized so that it is easier for the teachers to implement the CBA properly.

Suggestions for Further Studies

Taking the research findings and limitations into account, the researchers believe that the field of teaching and learning speaking under CBA would benefit from the following suggestions for further studies:

- The research can be conducted with a larger sample using experimental methodologies to investigate the impact of CBA on improving pupils' speaking skills.
- Extending the research to secondary schools and other levels.
- Investigating the role of CBA in promoting pupils' autonomy.
- Evaluating the teaching of the other skills (listening, writing, and reading) under the CBA.
- Exploring pupils' attitudes towards learning speaking under CBA.
- Exploring the difficulties reducing pupils' interaction in speaking classes.

Conclusion

As a synopsis, this chapter discussed the obtained results from the questionnaires and the classroom observation, which provided explicit answers to the research questions, which in turn validated two of the hypotheses and disapproved another. Besides, it discussed the research findings in relation to previous researches related to the topic under investigation and the pedagogical implications of the study. Finally, it offered some recommendations to the teachers, the learners, and the Ministry of Education, along with some suggestions for further studies to ameliorate the quality of teaching speaking under the CBA.

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Appendices

Appendix A

Pupils' Questionnaire

Dear pupils,

This questionnaire is a part of a Master degree research. You are kindly asked to spare some of your valuable time to read each question carefully then respond to it. Your honest answers will guarantee the success of the investigation, thus will help to improve the process of learning the speaking skill. We promise your answers will be anonymous, and thank you in advance for your cooperation.

Section A: Pupil's Background. (Please tick the appropriate answer.)

1) What is your gender?

Male

Female

2) How old are you?

13 to 15

15 to more

3) Are you interested in learning the English language?

Yes

No

4) How do you consider your level in English?

Excellent

Good

Average

Weak

Very weak

Section B: Pupils' Speaking Proficiency.

5) What language skill do you think is the most important to learn?

Writing

Reading

Speaking

Listening

6) Do you think you are given enough time to learn the speaking skill in comparison to the other skills?

Yes

No

Appendices

7) Do you think of yourself as a fluent English speaker?

Yes No

8) What sub-skill do you focus on improving the most when you learn speaking?

Fluency Accuracy: Grammar Vocabulary Pronunciation

9) Can you deliver your whole message in English orally?

Never Rarely Sometimes Very often Always

10) What are your speaking difficulties? (You can tick more than one answer)

Speed and pausing Incorrect grammar

Limited vocabulary Wrong pronunciation

11) Can you overcome those difficulties while speaking?

Yes No

If yes, How?

.....
.....
.....

12) To what extent do you agree with the idea that speaking should be taught hand in hand with listening?

Strongly agree Agree Disagree Strongly disagree

13) How often do you practice communicative activities inside the speaking classroom?

Never Rarely Sometimes Very often Always

14) what type of activities do you practice?

Role plays Oral presentations Story telling Others

Appendices

If you chose “others”, please mention them:

.....
.....

Section C: Learning Speaking in Competency-Based Classroom (CBC).

15) In the speaking CBC, are you?

A passive receiver of information

An active participant who is responsible of his learning process

16) Do you find yourself willing to challenge, to ask questions, and to initiate conversations in the speaking classroom?

Yes

No

17) Does your teacher encourage you and make sure that all of you speak?

Yes

No

18) Does your teacher put you in real life speaking situations and problem solving activities to practice competencies?

Yes

No

19) Does your teacher arrange the class in pairs/ groups during speaking activities?

Yes

No

20) When learning any speaking competency, do you continue learning and practicing until mastery is demonstrated, or your teacher moves on once the time is up?

.....

21) Does your teacher take your learning needs, goals, and differences into consideration when you learn speaking?

Yes

No

Appendices

22) Does your teacher use texts, media, and real life materials adapted to targeted competencies?

Yes

No

23) Does your teacher evaluate and assess your speaking performance?

Yes

No

24) How often does your teacher provide you with immediate feedback about your speaking strengths and weaknesses?

Never

Rarely

Sometimes

Very often

Always

25) A new method of teaching speaking should be adopted:

Agree

Disagree

Neither agree nor disagree

-End of the questionnaire-

Thank you very much for your valuable contribution.

Appendix B

Teachers' Questionnaire

Dear Teachers,

The present questionnaire is constructed for the sake of evaluating the teaching of the speaking skill under the Competency-Based Approach. The researchers will be very grateful if you devote some of your invaluable time to fill out this questionnaire. We would like to inform you that your answers will be used for our scientific research work anonymously.

Section A: General Information.

1) What is your gender?

Male

Female

2) What is your qualification?

Master

License

Others

3) How long have you been teaching English?

Less than 3years

5-10 years

10- more

Section B: The Speaking Skill.

4) Which skill do you think is the most ignored in teaching the English language?

Writing

Reading

Speaking

Listening

5) Do you think it is crucial to teach the speaking skill?

Yes

No

Explain.....

.....

6) Which skill do you think can be taught with the speaking skill?

Listening Skill

Reading Skill

Writing Skill

Appendices

7) How do you describe your pupils' speaking performance?

Excellent Good Average Bad

8) How often do you conduct speaking tasks while teaching speaking?

Never Rarely Sometimes Very often Always

9) What type of activities do you use?

Role plays Oral presentation Story telling Others

If you choose 'others', please mention them

.....
.....

10) What type of problems do your pupils face that affect their speaking performance?

Fluency problems Incorrect grammar Limited vocabulary

Wrong pronunciation Poor communicative skills Others

If you choose 'others', please mention them

.....
.....
.....

11) Do you provide your pupils with some relevant vocabulary?

Yes No

12) Do you focus on grammatical and phonological accuracy?

Yes No

13) Do you teach your pupils about how to speak fluently?

Yes No

14) Do you encourage your pupils to speak and make sure that all of them speak?

Yes No

Section C: Teaching the Speaking Skill in the Competency-Based Approach.

15) Are you satisfied with the current teaching method i.e. Competency-Based Approach (CBA)?

Yes No

Please justify,

.....
.....
.....

16) Pupils developed their speaking skill better in CBA:

Strongly agree Agree Disagree Strongly disagree

17) What is your role in the classroom?

Monitor Facilitator Guide

18) Do you put your pupils in real life speaking situations and problem solving activities to practice competencies?

Never Rarely Sometimes Very often Always

19) Do you arrange the classroom in pairs/ groups to practice speaking activities?

Yes No

20) Do you use texts, media, and real life materials adapted to targeted competencies?

Yes No

21) According to you, what is the most important?

The competency attainment regardless of time
Finishing on time regardless of the competency attainment

22) Do you take you pupils' needs, goals, and difficulties into consideration when you teach speaking?

Yes No

Appendices

23) Do you give immediate feedback about your pupils' speaking performance and competency attainment?

Yes No

24) Do you open the doors for self and peer assessment?

Yes No

25) Did you receive any training about the CBA concerning teaching and evaluating?

Yes No

26) Do you face any constraints in applying CBA principles in speaking classrooms?

Yes No

If yes, what are these constraints?

Lack of training Limited time Overcrowded classrooms
Lack of materials Others

If you choose 'others', please mention them

.....
.....

What do you suggest to overcome these problems?

.....
.....

27) A new teaching approach should be adopted:

Strongly agree Agree Disagree Strongly disagree

28) If you have anything to add concerning the CBA approach, please feel free to write it:

.....
.....

-End of the questionnaire-

Thank you for your valuable time and contribution.

Appendix C

Classroom Observation

Names of observers:

Date:

Time:

Name of institute:

Teacher observed:

Class observed:

Total number of students:

Subject:

Topic:

Components	Comments /notes
The teacher initiates the oral session with a problem solving situation	
The pupils' needs and goals are taken into consideration	
A teacher centered approach or a learner centered approach? (teachers' and pupils' roles)	
The pupils are allowed to initiate debates and discuss topics	
The teacher focuses on phonological and grammatical accuracy	
The teacher provides his pupils with relevant vocabulary	
The teacher extensively uses real life authentic materials, and texts in teaching speaking	
The teacher uses a variety of speaking activities that are relevant to future real life contexts	

Appendices

The teacher arranges the pupils in pairs and groups during speaking activities	
The pupils interact orally and all of them have equal chances to talk	
The teacher gives immediate feedback and assesses his pupils speaking performance	
Doors for self and peer assessments are opened	
The teacher focuses on the mastery and the attainment of the competencies regardless of time	

Appendix D

Entry Permits

المجمهورية الجزائرية الديمقراطية الشعبية
République Algérienne Démocratique et Populaire
وزارة التعليم العالي والبحث العلمي
Le Ministère de l'Enseignement Supérieur et de la Recherche Scientifique
جامعة بلعيد - أم تيارت
AMU BELAÏD - EL TIAÏRT (univertité)
كلية الآداب واللغات
Faculté des lettres et des langues
قسم الآداب واللغة الأمازيغية
Département de la langue truche

التاريخ: 13.03.2022
تاريخ: 13.03.2022

إلى السيد :المدير.....

ترخيص

تحية طيبة وبعد:

بشرفنا أن نتقدم إلى سيادتكم بهذا الطلب واحيين منكم الترخيص للطلاب: بوغالي خوية
بزيارة مؤسستكم قصد استكمال متطلبات مذكرة الماستر.

تقديرا منا فائق التقدير والاحترام

رئيس القسم
جامعة الشاذلي بن جديد - عنابة
رئيس الكلية
الأمينة
الاستاذة

ع 2 مدير المتوسط 2024/25

حميدو صالح



الجمهورية الجزائرية الديمقراطية الشعبية
République Algérienne Démocratique et Populaire
وزارة التعليم العالي والبحث العلمي
Ministère de l'Enseignement Supérieur et de la Recherche Scientifique
جامعة عبد الحميد بن باديس - الطارف
ABU BENJEDID - EL TAREF Université
كلية الآداب واللغات
Faculté des lettres et des langues
قسم اللغة العربية وآدابها
Département de la langue Arabe



الطارف في: 03-03-2022

المرجع: 608/ك ا ل ب ل ا 2022/

إلى السيد:
.....

ترخيص

تحية طيبة وبعد:

يشرفنا أن نتقدم إلى سيادتكم بهذا الطلب راجيين منكم الترخيص للطلاب: فلاح صيرينة
بزيارة مؤسستكم قصد استكمال متطلبات منكرة الماستر

تقبلوا منا فائق التقدير والاحترام

رئيس القسم

جامعة الشاذلي بن جديد - الطارف
رئيسة قسم اللغة الإنجليزية
الأستاذة:
.....

ع/ مدير المتوسطة
2022/04/25

.....
.....