WHY TO TEACH ENGLISH IN ALGERIAN PUBLIC MIDDLE AND SECONDARY EDUCATION?

LEARN A LANGUAGE VS SCORE IN OFFICIAL EXAMS:

(BEM, BAC)

The Case of Fourth Year students in Mealem Larbi Middle School Hammamet Tébessa and Third Year students in Chrait Lazher Secondary School Hammamet Tébessa

A Dissertation Submitted to the Department of Letters and English Language in Partial Fulfilment of the Requirements for the Degree of Master in Language Sciences

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Abstract

Nowadays learning a second language has become a necessity. English language for instance is one of the most learnt languages in the world.This study is trying to investigate both middle and secondary school students' main purposes behind learning English language and see if it is learnt as most as it should be for the sole purpose of achieving a good ability to speak it even outside the educational institutions or as most people think just like other subject courses to score well in it in Middle school exam and Baccalaureate exam.The study was conducted at Meaalem Larbi Middle School and Chrait Lazher Secondary School in Hammamet, Tebessa with the participation of 35middle school learners and 38 secondary school learners. Thus, a sample of 73 learners responded to structured questionnaires.The obtained results highlighted a range of factors that have directly or indirectly affected the natural occurrence of tendency of learners to the aim of scoring well at exams as the main goal of the whole four or three years of study in addition to the absence of any oral test in those official exams.In fact, learners negative attitudes towards the target language learning for the sake of learning the language itself and mastering it, the so many subjects to study, the impossibility of using English outside school, and the low profile given to English. The already mentioned factors have minimized learners invested efforts and have consequently prevented them from thinking about English beyond scoring at official exams. In this sense, this study has certain implications that might be applied and some beneficial recommendations for further research.

Keywords: Second language learning, English language, Middle and Secondary school final exams, Purpose, Scoring, mastering.

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Dedication

I dedicate this work to my father who supported me a lot during my study, and my mother who supported me along the way of my work, also to my brother and my sisters.

Zhour Nouha MENAI

Dedication

I dedicate my dissertation work to my family, a special feeling of gratitude to my loving

parents for their love and support, also to my brothers and my cousins for their

encouragement in moments of difficulty and stress.

I am grateful too for the support, help, and advice from my faculty teachers.

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List of Abbreviations/ Symbols

BAC Baccalaureate Examination

BEM Middle School Exam

CBA Competency Based Approach

CLT Communicative Language Teaching

EFL English as a Foreign Language

ELF   English as Lingua Franca

ELT English Language Teaching

FL Foreign Language

FLL   Foreign Language Learning

L1 First Language

L2 Second Language

MT Mother Tongue

SLL   Second Language Learning

Q Question

% Percentage

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General Introduction

1. Background of the Study

English language learning is among the topics that gave birth to a heated debate and many contrasting viewpoints amongst linguists. Deep and serious investigations conducted by many scholars claim that there are different factors which decide the aims of language learning, many of them argue that successful language acquisition and language learning can be attained only if the main purpose of the whole process is the mastery of the language. On the other hand, others see that motivational scoring in official exams creates self-confidence and encourages learners to learn. In fact, more than a quarter of the population on the earth can now communicate in English language without tests and scoring, They just needed English in a particular situation or population and learnt it even more effective than in official institutions. However, as it is noticed, middle and secondary education students in Algeria are still looking at English not a language to learn and master but just another subject to score in at Baccalaureate Examination (BAC) and Middle School Exam (BEM) official exams. Our interest about this topic is a result of an observation of some middle and secondary student asking for help to translate some English BEM and BAC questions to Arabic in order to practice them and score well in the exam, and the examination of little or no attention given to speaking, listening, and reading and the great attention given to writing and grammar rules by both teachers and students just because their speaking abilities are not tested in official exams. Middle and secondary school student seemed to have no problem with learning English just for scoring in official exams and this is the main reason behind their limited and even unsuccessful mastery of English language mainly in term of speaking.

2. Statement of the Problem

Middle and secondary students in Algeria learn French in primary school, they practice it at home, some Algerian families speak only French, and there are many newspapers, radio and TV channels in French. However, the practice of English in Algeria is limited and not allowed outside classrooms. Students rarely come to interact with each other in English in a place other than the school this intended marginalization of English in Algeria encourages learners to look at English like mathematics and physics, just another subject to score in and not a language to speak and master.

The textbooks gives a little importance to the listening and speaking skills, more importance is given to writing and grammar rules which show that not only teachers and students look at English language as a mean of scoring but the syllabus designers have the same view.

The main objective for middle and secondary school students in Algeria is success in BEM and BAC official exams in which only writing and grammar competencies are tested.

3. Aims of the Study

This study is trying to investigate both middle and secondary school students' main purposes behind learning English language and see if it is learnt as most as it should be for the sole purpose of achieving a good ability to speak it even outside the educational institutions or as most people think just like other subject courses to score well in it in BEM and BAC exams. Together with, the current investigation aims to examine BEM and BAC students' level of proficiency in English language in general and more specifically their proficiency in English compared to French.Moreover, this research is seeking to search the possible causes behind the difficulties of learning English as a language. As well as to find out if the students do intend to learn and improve their level without the help of the tutor but by relying on themselves.

4. Research Questions

Our study sought to address the primary research question: What is the main purpose of learning English for students of fourth year middle and third yearsecondary public schools in Algeria in general and specifically in Mealem Larbi Middle and Chrait Lazher Secondary School in Hammamet Tebessa. Our main interest is to examine what motivates students to study English and see if they study it as a language to learn and master or just another academic subject to score in when sitting for the final official exams of BEM and BAC? In doing so, we will investigate the following sub-questions:

1. What reasons, if any, are associated with learning English just to score in Exams?

2. What is BEM and BAC students' level of proficiency in English language in general and more specifically are they more proficient in using English or French?

3. What are the difficulties BEM and BAC students face when learning English and the possible causes behind?

4. Do students of fourth year middle school and third year secondary school intend to learn and improve their level in English by relying on themselves?

5. Hypotheses

The current study contains a variety of reasons which we think could predict students' views towards the main purpose of learning English in Algerian middle and secondary education. Due to our experience as ex middle and secondary students we can assumethatstudents would be very motivated to deal with English as a medium of interaction and even to using it as a medium of instruction to learn other subject courses while learning English. Although they used to be taught French in their early childhood in primary school if not at home they would prefer English more than French language for interaction and speaking because English is used more in the scientific research recently. Because of their awareness that the majority of the scientific documents are found in English language

nowadays as a result of globalization, but because the educational system itself and syllabus designers did not give any importance to the speaking skill and taking into account that their speaking skills are not and will not be tested   they prefer to focus their attention on how to score in English in the final official exams of BEM and BAC which evaluates only their writing skill.

Recently, the listening and speaking rubric had been omitted for Third year students' scientific streams; teachers were advised to focus on the effective teaching of reading and writing skills.

6. Methodology

6.1 Research Type

The current study is in the form of quantitative surveydevoted tolearners, whichis set to find the answers for the main and sub-questions of this research.

6.2 Instruments

The instruments used in this survey are two structured questionnaires with closed-ended (restricted) questions. One is devoted to be answered by fourth year Middle School pupils and the other is filled by third year Secondary School students. These questionnaires are designed to study the reasons behind learning English and seeif it is learnt as most as it should be for the sole purpose of achieving a good ability to speak it even outside the educational institutions or as most people think just like other subject courses to score well in it in BEM and BAC exams. Also they are investigating students' level of proficiency in English and more specifically their competence in using English rather than French. In addition they are searching the possible causes behind the difficulties of learning English as a language. As well as finding out if the students do intend to learn and improve their level without the help of the tutor but by relying on themselves.

6.3 Population and Sampling

The population of this study is composed of Mealem Larbi Middle school and Chrait Lazher Secondary School students of 4th and 3rd year in the two designated schools which are located in Hammamet, Tébessa, Algeria. The sample is selectedfollowing the simple random sampling which is related to the probability sampling method used in quantitative research, making sure that it is representative of the population.

7. Structure of the Study

This dissertation is designed to include an abstract that gives a brief summary of the whole research. Then, an introduction is devoted to introduce a general background about the topic being discussed through the dissertation. Followed by three chapters, the first twoare the theoretical conception i.e., the literature review, whilethe third oneis dealing with data analysis and the discussion of the results. After that a general conclusion is presented. Eventually, it will be a list of references of all the works we used during the study.

Chapter One: Issues in Second Language Learning

Introduction

There are various goals that encourage people to learn a second language (L2). Living in multi lingual society may be one of them. Other than that, the desire to be part of the global community, as well as the necessity to meet today's requirement to interact with people from different countries for particular purposes has also encouraged individuals to learn English, which is the global lingua franca, as a L2. However, problems occur when in some L2 classes, particularly in English teaching, the students' performance is assessed using native speakers' standards. Besides, it is a kind of unattainable thing, and moreover, created a situation where the students feel pessimistic and desperate. Therefore, the concept of L2 user appears as a form of rejection and is counter to the belief of traditional native-centered methodology. It offers a new paradigm in which L2 users are recognized as unique figures and viewed within different groups of monolingual native speakers based on multi-competence perspective which changed the whole process on English language teaching. Hence now it is more achievable for L2 to be successful rather than a native speaker so using L2 users rather than non-native speaker has a great effect on raising the student motivation and success.

1.1. Section One: Second Language Learning and Related Aspects

The first section is devoted to providing a clear view about second language learning and its related aspects (its definition, applied theories and the role of the learner).

1.1.1 Second Language Learning

Second language learning (SLL) is the process through which a L2 (not the mother tongue (MT)) is learnt. Many theories of SLLhave drawn great attention as researchers in the field of applied linguistics have attempted to substantiate the validity of different theoretical perspectives.

Unless there is something wrong with them mentally or physically all children acquire a language as they grow, indeed many children around the world acquire more than one language, and by the age of six or seven are speaking as confident as adults do this miraculous language "instinct" seems at first glance, to happen effortlessly (Harmer, 1991).

The question that language teachers want answered therefore is whether L2 acquisition that is language learned in classroom can hope to " replicate the conditions in which children acquire their first language" (Harmer, 2013).

Children are not taught their MT nor do they learn it in purpose, rather they acquire it as a result of massive exposure to it, their instinct and their mental capability they born with, make them transform the language they hear into a knowledge of the grammar rules and things it expresses through the ability to hear and speak.

Children have a powerful incentive to communicate effectively; this shows how speaking a language is important when we compare first language(L1) acquisition to SLL which look similar in this context.

Obviously, no universal agreement exists on how learning occurshow psychologists have viewed the principles of learning has changed significantly throughout the 20th century. In the middle of the 20th century, learning theory was dominated by the principles of behavioral psychologyexemplified by the work of Skinner(1938), which maintains that learning is determined by a set of changes on the level of the learner observable actions performed in the environment. In the 1970s, the behavioral trend began to be expanded by the ideas of cognitive psychology, which maintains that a complete explanation of human learning also requires recourse to non-observable constructssuch as memory and motivation. Over the last 20 decades, sociocultural theory has challenged the cognitive approach, which holds that human development cannot be viewed separately from social contextdevelopment occurs as a result of meaning verbal interactions between novices and experts in the

environment. No universal agreement exists in the field of Foreign Language learning (FLL), eitheramong the various learning theories; the three theories mentioned above have greatest influence on FLL.Behaviorism focuses on the formation of L2habits; cognitive focuses on a single hypothetical learner s internal information processing and transmission of L2 input and outputsociocultural theory attempts to capture the context, actionand motives of L2 events between individuals who are simultaneously social and cognitive.

1.1.2. Second Language Learning Objectives

It is generally considered that knowing one language is not enough in this era. People need to learn a L2 in addition to their MT to meet the demand of today's life as many of them are becoming a part of multilingual society as well as to face the globalization. This article aims to discuss the goals of SLL as a means of communication within multilingual society. Subsequently, it also provides criticism against the majority of English language teachings that set native speaker's competence as the ultimate goal and highlights the concept of L2 user as a new paradigm and its implication to SLL.

Language plays a vital role in a person's life. People use it to express their intentions, feelings and emotions. They plan their lives and remember the past; they exchange ideas and form social identities through language, Cook (2008) calls language "the most unique thing about human beings" (p. 1). It is also one of the reasons that humans are superior to other creatures, as we use language to speak to each other.

Nowadays, it is commonly believed that knowing one language is not enough. People need to acquire another language besides their native one to meet the demands of this era. Hence, learning a L2 has become a necessity. This article attempts to discuss the goals of SLL as a means to communicate and interact with others who speak a different native language within multilingual and global societies, including the use of English as a lingua franca. Subsequently, it will highlight the common goal of English language teaching (ELT) that

attempts to make students gain a similar competence to native speakers. Finally, it will be linked to the concept of L2 user, as well as its.

The rapid development of technology offers people numerous advantages, it provides opportunities to access information quickly and allows people to travel from one place to another easily. Moreover, it also enables us to build connections as well as interact with others from diverse cultures and backgrounds. Consequently, in this era, it is crucial to understand another language other than the MT. Saville-Troike (2005, p. 2) mentions the term "second language" which means the additional language people use subsequent to their L1. L2 can also refer to the third, fourth or even tenth language acquired by individuals. There are various goals people want to achieve by learning a L2. One of them is to gain the ability to interact and communicate with those who do not speak the same native language. Currently, many people are becoming a part of multilingual communities and a number of them may live in a place where several languages are spoken. In addition, as a result of globalization there are also a number of people who need to deal with others from various parts of the world for several reasons, such as business, academics or pleasure. In this kind of situation, they need a "common language" to interact with others who come from different linguistic backgrounds. A language which is understood by both sides is required to make the communication successful. Therefore, a L2 is learnt and taught to meet this sort of need. Cook (2008) categories such an aim into external goal of the SLL. External goal relates to the use of language in real life outside the classroom. This type of goal emphasizes language functions and interactions in external contexts. Ellis (2010) assumes that the target of learning a L2 is to use it in a communicative way. Admittedly, the current global situation means that a language (such as English) can be used not only in a single territory but across several regions/countries.

De Swaan (as cited in Cook, 2008) classifies languages into four types that make up a hierarchy, specifically peripheral languages, central languages, super central languages and hyper central language. Peripheral languages are at the lowest level of the hierarchy. They are the first languages used within a limited geographical territory. Peripheral languages are also known as local languages and used by a small number of native speakers throughout the world.

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 ┌───────────────┐
 │ hypercentral  │   (1 language) English
 └───────┬───────┘
         │
 ┌───────┴───────┐   (12 languages) Arabic, Chinese, English, French, German
 │ supercentral  │   Hindi, Japanese, Malay, Portuguese, Russian, Spanish,
 └───────┬───────┘   Swahili
         │
 ┌───────┴───────┐
 │    central    │   (about 100 languages)
 └───────┬───────┘
         │
 ┌───────┴────────┐
 │peripheral (local)│ (all the rest; 98% of the world's languages)
 └────────────────┘
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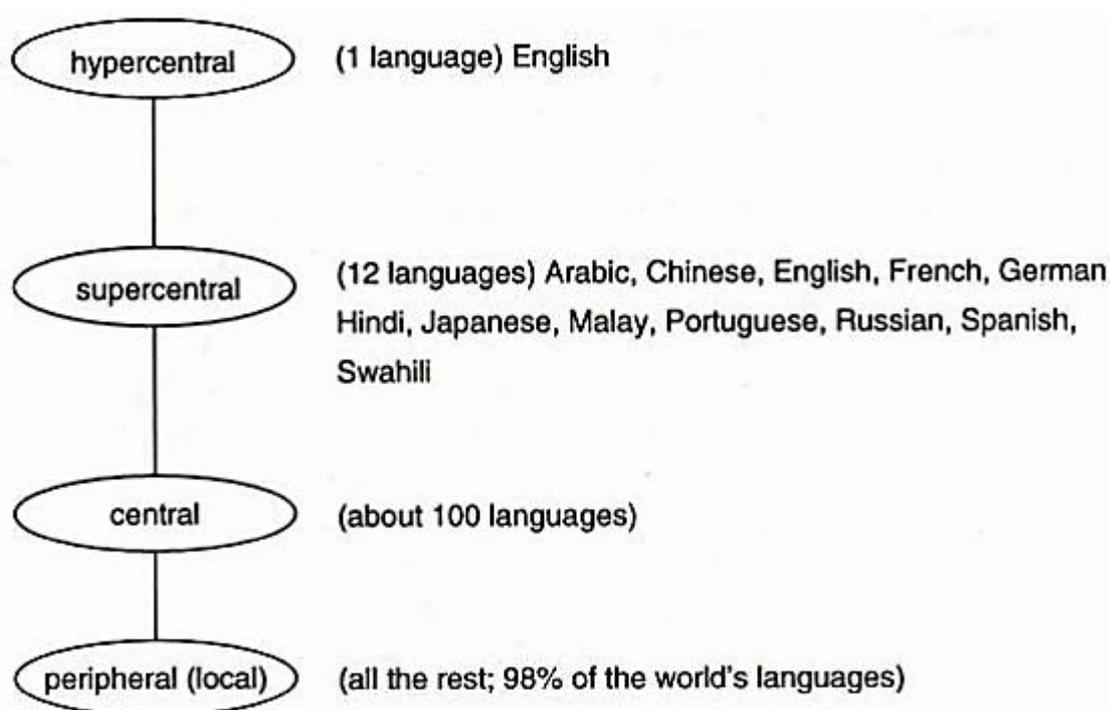
Figure 1: The Hierarchy of the Language

Second languages are usually acquired go up to the hierarchy rather than down. Peripheral language speakers need to learn a central language, which is in the upper-level of the hierarchy to live and stay in touch with the rest of the population in multilingual societies.

Cook (2008) asserts that users of central language may occasionally deal with both native speakers and non-native users with different L1 in the same country or geographical region. Furthermore, people have to acquire languages in the next level of the hierarchy,

either super central languages or hyper central languages, when they want to go beyond the nation. Super central languages are used by natives and non-natives across several countries for certain functions. Cameroun, Mali, and Burkina Faso are among many of the African countries that use French as an official language even Arabic is learnt in different regions of the world mainly for religious purposes.

Finally, at the top of De Swaan's hierarchy, there is a hyper central language which is used globally by many speakers for a variety of purposes. In this respect, English is the only one that exists at the moment.

Communication Strategies of L2 learners Communication takes place smoothly and the message can be transferred successfully when both sides of participants understand each other. In normal verbal communication among people who speak the same native language, communication usually happens without any constraint as each participant has good comprehension of the shared meaning in their L1. A sender can convey information through a communication channel and a receiver can obtain it with less effort to understand the message. Moreover, the sender can also express what he/she wants in both spoken and written form easily without any further thought.

However, it is different when looking at interaction among people with different linguistic backgrounds that use L2 as a means of communication. More attempts are needed to achieve the same understanding as the participants are dealing with a language that is not their own. In this case, they have to do more efforts to make successful communication happen. For L2 learners or users with low proficiency particularly, the process is even more challenging. Therefore, communication strategies are employed to overcome the lack of shared meaning among participants. In a conversation for instance, when things go wrong, both participants try to devise a communication strategy in order to get out of the difficulty.

Communication strategy refers to conscious plans to solve anything which an individual considers as a problem in achieving a particular communicative goal (Faerch &Kasper, 1983).

1.1.2.1 English as a Global Language

Looking back at De Swaan's hierarchy, English as hyper central language is currently learnt and taught in most countries. It has been an international language spoken by an immense number of people all over the world. The British Council (2013) estimates there are more than one and a half billion people worldwide speaking English at a useful level. This number continues to increase and it is predicted that more than two billion people will be using English by 2020. The desire to be involved in the global community has become one of the goals for individuals to learn English as the L2, seeing as it is the bridge to international interaction and a means to undertake communication across multilingual groups of people. According to Seidlhofer (2005) English is also used as a medium of intercultural communication which facilitates separate groups and cultures to share information.

However, Crystal (2003) argues that most English users nowadays are those whose native language is not English. In other words, most interactions in English take place among "non-native" speakers, rather than between native speakers and native speakers or native speakers to non-native speakers. With regards to this matter, the term "English as Lingua Franca"(ELF) emerges as a result of this phenomenon. The phrase "lingua franca" refers to a communication language used by speakers of other languages (Cook, 2008). In this context, Firth (1996) defines ELF as "a contact language between persons who share neither a common native tongue nor a common (national) culture, and for whom English is the chosen foreign language of communication". ELF appears as a part of the more prevalent phenomenon of English as the international language. This situation has a consequence in which English non-native speakers are taking as much share as its native speakers in shaping the language. It leads to a paradoxical situation as Seidlhofer (2005) mentions. On the one

hand, English is a foreign language for the majority of its user and most verbal communication in English do not involve any of its native speakers. Conversely, there is still a propensity for native speakers to be assumed as the best reference regarding the correct and acceptable use of English.

1.1.2.2. Speaking Like Natives as a Target

Over the past few years, the native speaker has taken a prominent place as the best role model in language teaching, in terms of pronunciation and grammatical structure. Particularly, in most ELT, the ultimate goal is to make students approximate to native speakers (Cook, 2008). Therefore, the students' success in learning is assessed according to how close they are to native speakers. Stern (1983) puts it candidly that "The native speaker's 'competence' or 'proficiency' or 'knowledge of the language' is a necessary point of reference for the L2 concept used in language teaching". Similarly, Gonzales-Bueno (1997) also thinks that "sound like a native speaker in all aspect of the language" is the primary target of language learning although it is perhaps impassable for some students. As a result, a native speaker is therefore considered to be the best teacher as he can represent the target of language learning that students are endeavoring to emulate. This issue has led to some debates regarding whether or not this sort of goal is feasible for learners. The term "native speaker" does not clearly refer to who he/she actually is, as they may come from diverse backgrounds and social classes and even have different accents.

Defining the term "native speaker", Bloomfield (1935) states that "the first language a human being learns to speak is his native language; he is a native speaker of this language". Similarly, according to the Oxford Dictionary, a native speaker is "a person for whom a specified language is their first language or the one which they normally and naturally speak, especially a person who has spoken the language since earliest childhood". Thus, it can be. However, problems occur when in some L2 classes, particularly in ELT, the students'

performance is assessed using native speakers' standards. Besides, it is a kind of unattainable thing, and moreover, created a situation where the students feel pessimistic and desperate. Therefore, the concept of L2 user appears as a form of rejection and is counter to the belief of traditional native-centered methodology. It offers a new paradigm in which L2 users are recognized as unique figures and viewed within different groups of monolingual native speakers based on multi-competence perspective which changed the whole process on English language teaching. Hence now it is more achievable for L2 to be successful rather than a native speaker so using L2 users rather than non-native speaker has a great effect on raising the student motivation and success.

Foreign language (FL) learners cannot separate their learning process from the assumption of the target language culture, aside from the focus of the National Standards on the practices, products, and perspectives of a target culture; there was no agreement regarding what culture to learn and how to integrate it in. But there is an agreement among learners that the main objective of learning of a FL is primarily linguistic and focuses of the mastery of the language itself regardless of the cultural values it carries; it highly argued that learning a FL has to go along with the National Standards in outcomes based research related to cultural learning. Shrum and Glisan (2010) proposed that the two standards related to the Culture goal -Standard "Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied" , and "Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied" be combined with a standard of the Comparisons goal related to cultural comparisons, "Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own. The studies reviewed in this section help build an agenda for National Standards–based outcomes related to the Culture and Comparisons goals.

1.1.3 Role of the Learner

The role of the learner must also change. Students will no longer be able to rely only on the teacher and the classroom to be the primary sources of information. Instead, students become apprentices. Their role will be to integrate, produce, and extend knowledge (Jones, 1994). Students take an active part in their own learning and work toward being autonomous learners. They learn to think critically and to adapt and transfer knowledge across a variety of settings. Because expectations and standards are clear and precise, students have to be committed to continuing to work on each competency, mastering it, and then progressing to another (Richards &Rogers, 2001). Students may be resistant to this approach in the beginning, especially if they do not see any real need for learning the language. Successful classroom interaction depends on student participation. Students need to find ways to motivate themselves and find ways to apply information to their own lives and to integrate it into the classroom. Students must be willing to challenge, to question, and to initiate in the classroom (Marcellino, 2005).

1.1.4. Definition of Learner Autonomy

For more understanding to the field of autonomy, it is better to have a deep look into its origins and historical background. The term autonomy is derived from ancient Greek "Autonomia" from "Autos" which means self, and "nomos" which means law, and has gradually developed to refer to several meanings such as; self-legislation, self-governance, self-determination, self-ownership, and personal sovereignty. However, the term was mainly used by Ancient Greek writers to speak about the right of city-states to self-governance and freedom from the interference of foreign powers.

One of the most well-known definitions of the term "Learner Autonomy" dated back to 1981 when Henri Holec began his report to the European Council. According to him, "Autonomy is the ability to take charge of one's own learning" (Holec, 1981, p. 3), noting

that this ability is not inborn but must be acquired either by natural means or by formal learning, i.e., in a systematic deliberate way, and pointing out that: "To take charge of one's learning is to have the responsibility for all the decisions concerning all aspects of this learning" (Holec, 1981, p. 3). In addition, Holec, as a prominent figure within the field of autonomy, suggested the theoretical basis and pedagogical implications of learner autonomy, and thus he was called "The father of learner autonomy". Since then, the notion of learner autonomy has been tackled by many researchers and educationalists who gave different definitions to the term. However, some of them do not agree with Holec's definition such as Little who says that:"Autonomy is a capacity for detachment, critical reflection, decision making, and independent action. It entails that the learner will develop a particular kind of psychological relation to the process and content of his learning" (Little, 2003, pp. 3-4).

On the other hand, Dickenson considers learner autonomy as decision making in learning context. He views that:

Autonomy is a situation in which the learner is totally responsible for all the decisions concerned with his learning and the implementation of those decisions. In full autonomy there is no involvement of a 'teacher' or an institution. And the learner is also independent of specially prepared materials. (Dickenson, 1987, p. 11)

In the same context, another definition was brought to the scene by Jeffries who sees it as: "Learning in which an individual or a group of learners study on their own possibly for a part or parts of a course, without direct intervention from a tutor, so that to take a greater responsibility for what they learn" (Jeffries, 1990, p. 35).

As a result, we can deduce that the field of autonomy is a social and mental system which includes many different walks of life. In addition to the educational process, it is open to different changes, developments and various stages.

1.1.4.1. Characteristics of Autonomous Learner

Many researchers as Holec, Little and Benson have shared the same view of autonomous learners and expect them to manage their own affairs. In other words, they see them as independent individuals entirely able to take charge of their own learning. Holec defines the autonomous learner; in his famous book Autonomy and Foreign Language Learning, as: "To say of a learner that he is autonomous is to say that he is capable of taking charge of his own learning and nothing more… to take charge of one's learning is to bear responsibility for all the decisions concerning all aspects of this learning" (Holec, 1981, p. 3).

The Autonomous Classroom Autonomous classroom refers to a learning centered environment in which both teachers and learners feel comfortable and interact with each other constructively within a learning community. According to Dann (2002), there are some essential conditions should be taken into consideration in order to build an autonomous classroom: the letting go from the part of a teacher at the same time the holding from the part of the learner, in addition to knowing what to do and how an atmosphere of security, trust and respect.

A great interest was done in the field of ELT and various views have been carried out by eminent researchers who put a great emphasis on the role of learners. Since then, the focus has shifted from the teacher to the learner. Consequently, a great deal of concern has been put on the learner as an individual in order to involve him in the process of learning and to equip him with strategies which help him take part in and become responsible of his own learning by giving him the chance to find answers to questions related to his everyday life experience, to do further research in real life situations and to adopt more autonomous behaviors so as to improve his level in language learning.

Hence, learner autonomy as a new field of study has gradually come into existence since the 1970's as a consequence of various studies on language learning; other terms are

related to the theme to make reference to the autonomy of the language learner such as: self-management, self-learning, self-directed learning, individualization, self-access learning and self-instruction.

A learner who relies on himself in studying without the need of help from the part of any teacher or tutor is considered as an autonomous learner. In fact, this is one of the fundamental objectives of the new approaches in language teaching. In this context, and in order to make the educational system more developed and more fruitful, Algeria, as other countries, has implemented certain reforms in the field of education. The last Algerian educational reform during the academic year 2002-2003 has already predicted changes in curricula and methodologies and advocated the autonomy of learners together with the shift from a teacher-centered classroom to a learner-centered approach. As a result, the Competency-Based Approach (CBA) was implemented in Algerian schools. This approach has become a privileged topic in curriculum discourses as it claims that learners should mobilize their values, knowledge, skills, attitudes and behaviors in a personal and independent way to address challenges successfully. It is supposed that the CBA has reshaped teachers' and learners' roles and their responsibilities in the language classroom.

Thus, it aims at producing responsible and autonomous learners who are expected to take charge of their learning. This does not mean that learner autonomy aims at marginalizing the teacher's role; on the contrary, his role is essential in setting a suitable atmosphere that encourages and facilitates the process of language acquisition. We can also say that the teacher in the classroom is a researcher; an important aspect of his job is watching, listening and asking questions in order to learn more about how they learn so that teachers may be more helpful to learners to be gradually autonomous in their learning.

1.2. Section Two: Aspect of Language Assessment and Testing

In order to make the complicated terminology about assessment easily accessible and clear, it appears advisable to start from distinguishing between tests, assessment, evaluation and make difference between their types.

1.2.1. Definition of Assessment

In recent educational studies and discussions, the term assessment has been used so differently. It is a great fault to consider that everyone agrees on the meaning of assessment. This point is well clarified by Cizek (1998) who says: "There is certainly no standard usage of the term: It is used in so many different ways, in so many different contexts, and for so many different purposes" (p. 8). There are at least four definitions of assessment. The first definition regards assessment as the "methods and procedures" used for gathering information about students' performance as, for instance, "portfolio assessment" in which we find samples of the students' work gathered by the teacher. The second definition considers assessment as a "new attitude", which is perhaps kinder than that which exists in standardized testing. At this stage, the assessment function is gathering information. In addition, assessment can be seen as an important means which helps teachers as well as students gather the information they need.

In this case, assessment represents a "new ethos". (i.e., to serve the information needs of students and teachers). The last definition but not the least views assessment as a "medical instrument" used by a physician "for diagnosing and treating the person's condition" (Cizek, 1998, pp. 8-9). Each of these four definitions of assessment is concerned with a usage for gathering information with reference to different contexts and different purposes. However, the most known and noticeable assessment and the one in which most linguists are interested in is the assessment used by the teacher as a means to get information about his/ her students' achievement. Interestingly, in the field of research, it is important to opt for a clearer and broader definition. Within the field of language teaching and learning, many researchers

attempted to give the definition of assessment from a larger perspective and conceptualization. The first definition has been presented by Airasian (2001, p. 5) who defines assessment as "the full range of information teachers gather in their classrooms: information that helps them understand their pupils, monitor their instruction, and establish a variable classroom culture" (Airasian, 2001, p. 9). Even though the definition given by Airasian seems to be larger, it lacks two fundamental components; that is, peer assessment and self-assessment which are both unavoidable and necessary within the era of constructivism. The second definition has been given by the Assessment Reform Group (ARG) which is based in the United Kingdom and which considers assessment as "the process of seeking and interpreting evidence for use by learners and their teachers, to identify where the learners are in their learning, where they need to go and how best to get there" (ARG, 2002, as cited in Gardner 2006, p. 2). This definition involves the process of assessment, that means the methods and techniques for gathering information and it reveals the three kinds of assessment, that is, co-assessment which is carried out by the teacher, peer and self-assessment.

A more typical and explicit definition of assessment is provided by Douglas Brown who asserts that assessment entails any judgment vis-à-vis the students' performance, be it little or much. Such assessment can be carried out by the teacher or the students in case of self and peer-assessments. Moreover, Brown insists that assessment always goes hand in hand with teaching. In other words, teaching and assessment are interrelated. Furthermore, assessment can be either incidental, that is to say not scheduled by the teacher or intended; that is, planned and scheduled by the teacher. In brief, assessment is the gathering of information about the student's ability to perform learning tasks (Brown, 2003, p. 4).

1.2.2. Types of Assessment

1.2.2.1. Informal and Formal Assessment

Informal assessment involves any kind of an unplanned comment or feedback carried out by the teacher about the student's work. It can include expressions like: "Good work", "You should revise the past tense", "Carry on", and so forth. More importantly, informal assessment is carried out by the teacher during instruction and this without recording results and making a fixed judgment about a student's performance. As examples, we can find the teacher's marginal comments on the students' papers and his or her advice to the student like, for instance, how to better write anargumentative essay (Brown, 2003, p. 5).

Formal assessment deals with the planned techniques and systematic methods used by the teacher to get into the student's achievement (Brown, 2003, p. 5).

1.2.2.2. Formative and Summative Assessment

Another useful distinction to bear in mind is the one which exists between formative and summative assessment. Actually, the term formative assessment has been given many definitions. In their review Black and William see assessment as encompassing all those activities undertaken by teachers and/or by their students, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged (Black & William, 1998, p.7; William, 2010, p. 23). The previous quotation shows that formative assessment specifically deals with the decisions to be made by both teachers and students as far as the teaching and learning activities are concerned. One can notice that Black and William have not mentioned that such assessment occurs during the process when students are forming their competences. For this reason, Carrie and Bell limited formative assessment to the assessment which occurs during the teaching/learning process. In fact, they define formative assessment as "the process used by teacher and students to recognize and respond to student learning in order to enhance that learning during the learning" (Cowie

&Bell, 1999, p. 32). Clearly, it follows from these definitions that it is the last one which is complete and typical, for it entails the whole components which make up formative assessment.

1.2.2.3. Self and Peer Assessment

As mentioned so far, self-assessment allows students to judge their learning progress and reflect on the quality of their work. Self- assessment is done on drafts of works in progress in order to inform revision and improvement and stimulate the students' learning and performance (Andraide, 2010, p. 90). Effective self-assessment includes three steps.

The first step involves articulating expectations either by the teacher, by the students, or both together, perhaps by reviewing model assignment or co-creating a rubric which includes clear criteria and instructions on which to base the assessment. The second step is the criticism of work in terms of expectations during which students engage in making their first drafts on their work or assignment, a composition, a translation, or an essay, etc. By comparing their performances in progress to the articulated expectations, students seek evidence of success in their draft following the rubric carefully. The third step refers to the students' revision of their own work and this by using the feedback they got from their self-assessment (Andraide, 2010, p. 92).

According to Lewbel and Hibbard (2001), the effectiveness of self-assessment in improving students' performance in social studies is proved by research. This effectiveness lies, for example, in motivating students and in making them feel confident and in security when learning. Self-assessment is by and large a powerful element which enables students to develop their hidden competencies especially for those who are shy (as cited in Andraide, 2010). It may be helpful to consider classrooms where students are not given an opportunity to assess their own work and to which extent this fact represents a considerable lack of communication and makes the teaching-learning process diametrically teacher-centered. In

addition, there is a considerable research on self-assessment on writing that has found a positive relationship between self-assessment and the quality of writing (Andraide et al., 2003). "The improvements in students writing include more effective handling of sophisticated qualities such as ideas and content, organization, and voice not just mechanics" (Andraide, et al., 2003). Furthermore, Black any program of formative assessment should entail self-assessment (Andraide, et al., 2003, p. 94). Therefore, no one can deny the positive effect that self-assessment can have on the students' performance as well as on the teachers' attitudes when monitoring formative assessment.

In the domain of teaching and learning, formative feedback has been studied endlessly (Shute, 2008, p. 61). It has become a clear fact that a student's work can be assessed by him/herself, his or her teacher as well as peers. The word peers leads us to what is called "peer assessment". At this stage the obvious question which comes to every one's mind is: What is peer assessment? As an answer to this question, "Peer assessment is an arrangement for learners to consider and specify the level, value, or quality of a product or performance of other equal-status learners" (Topping, 2009, p. 62). In the light of the above definition, it is clear that peer assessment is classroom based and may operate through classroom tests, discussions, projects or homework. The work to be assessed can include oral or written performances. Peer assessment can be done one-to- one or mutually in small groups. Formative feedback from peers can be given anonymously, if required. Assessors and assessed may come from the same or different year of study, and may be of the same or different ability. Moreover, the objectives of peer assessment may vary: the teacher may target cognitive or meta-cognitive gains, time saving or other goals. Therefore, formative peer assessment can serve as a powerful tool whose aim is to help students help each other identify their areas of strengths and weaknesses and, hence, do remedial work (Topping et Ehly, 1998, as cited in Topping, 2009, pp. 62-63).

1.2.3. Purposes of Assessment

There are different purposes which can be attained through the process of formative or summative assessment. First of all, we can mention knowledge of results or feedback; that is, every learner is curious to know how well he/she has grasped and learned knowledge (Wragg, 2001, p. 27). Second, assessment has as a purpose support and encouragement, when pupils are informed by their teacher that they made progress, this will certainly be an effective support and encouragement for them. A student who is thanked by the teacher for having answered a question or participated in a lesson will undoubtedly be of a useful help for him/her to expend and broaden his/her knowledge (Geeslin, 2003). Third, motivation is among the main purposes of assessment. It is worth considering the difference between pupils who know that they will be assessed and those who do not. The difference is that the former are motivated more than the latter. So more work and achievement is expected from them. This is why supporters of regular assessment consider motivation as its main objective (Geeslin, 2003). Fourth, thanks to the diagnostic function of assessment which indicates the real capacities of students, both teachers and pupils can be in a better position to move ahead. If, for instance, a student shows a misunderstanding of word and sentence stress, it will be useless to move on to intonation or rhythm (Wragg, 2001, p. 28). Additionally, one of the most known and common purposes of assessment is selection. This can be an entry test or an end-year test; after the students' work is assessed there will be a selection of those who will pass and those who will not. Two fundamental concepts should be always associated with assessment when it is linked to selection. The first is "fairness", pupils dislike those teachers who are unfair in their evaluations and they always judge a selection which is based on an unfair evaluation a very hateful act. The second concept is "labelling", that is to say the criteria on which to base the assessment should be made clear for every student. Last but not least, once the students' work is assessed and measured, it becomes possible to compare it to

other students' work. Indeed: "One people, one class, one teacher, one school, one local authority, one country or one particular year group may be compared with others". Here, we speak about measurement and comparison as purposes of assessment (Wragg, 1999, as cited in Wragg, 2001, p. 28).

1.2.4. Definition of Testing

What should be born in mind is that the two terms; that is, testing and assessing do not denote the same thing. Hence, in order to provide a more general description of the process of assessment, it seems necessary and important to shed light on the key concepts in testing starting from the definition of what a test is and the characteristics of a good test and, then, move to the different kinds of tests. According to Brown (2003) "a test is a method of measuring a person's ability, knowledge or performance in a given domain" (p. 3), to explain the definition, it is worth throwing light on its components. First, the word method involves a set of techniques, procedures, or items which should be explicit and structured as, for instance, a gap filling exercise with a list of words. Second, a test deals with measuring. Some tests are general measurements while others measure a specific knowledge, like measuring a student's ability in writing a narrative text. Third, a test is designed to measure a person's ability. This is why it is necessary for the tester to take into account the individual's background in the domain in which he or she is tested. Fourth, a test measures a person's performance, that is to say to what extent the test taker is able to speak, to write, to read or to listen to a language. Finally, a test targets a specific language domain. A test of grammar should cover a given number of elements studied in a particular course or unit. Also, Brown (2003) assumes that: "Tests are prepared administrative procedures that occur at identifiable times [...] when learners master all their faculties to offer peak performance, knowing that their responses are being measured" (p. 4). This definition indicates that all kinds of tests are perceived as formal assessment, for being administered and for their characteristic of

determining the failure and success of students. In a nutshell, one can say that constructing tests that measure accurately the test taker's competence in a specific area of knowledge is a highly demanding task but it is not an easy one as claimed by Brown "The definition sounds fairly simple, but in fact, constructing a good test is a complex task involving both science and art" (2003, pp. 3-4).

1.2.5.Recent Types of Tests

Any educational system should effectively account for such recent types of testing as communicative and performance-based testing. In Algeria, the BEM and the BAC exams should be no longer conventional; that is, they should also tap into the real use of language in communication and the real demonstration of the students' learning abilities through open questions, for example. Now, it is necessary to know what do these recent types of assessment mean.

1.2.5.1. Communicative Language Testing

Communicative Language Testing goes parallel with Communicative Language Teaching which emerged in 1970s (Hughes, 1996, p. 19), and opposes the structural approaches whose stress is on lexis, grammar, and phonology (Skehan, 1990). However, by the mid-1980s, considerable attention has been given to such a kind of testing (Brown, 2003, p. 10). Indeed, Bachman and Palmer stresses the necessity of linking "language test performance" with "language use" in the following terms: "In order for a particular language test to be useful for its intended purposes, test performance must correspond in demonstrable ways to language use in non-test situations" (Bachman & Palmer, 1996, p. 9).

According to Langham and Body (2000) this kind of testing is "intended to provide the tester with information about the tests' abilities to perform in the target language in certain context-specific tasks". Furthermore, as Weir (2005) stated "communicative language testing has several masters to serve, linguistic, pedagogic, administrative, acquisitional, and

ideological". This reality clearly shows the practical difficulties which lie behind this type of testing. However, test designers as well as all those who have relation with teaching and learning should contrive as much as to make this an attainable goal.

1.2.5.2. Performance-Based Assessment

For a most significant implementation of the student-centered learning, test constructors are now discussing such a type of assessment .Unlike the assessment based on discrete-point items, performance-based assessment entails "oral production, written production, open-ended responses..." (Alderson, 2001). In other words, in performance-based assessment the tasks approximate the authenticity of real-world language use as, for instance, evaluating the student on how well he/she can deliver a speech or write an essay (Richards & Schmidt, 2002, p. 392). It is of a considerable interest to show that performance assessment has been designed to remediate the limitations of written tests that cannot measure how well a learner can interact socially, or carry out a conversation. In addition, the aim of performance-based assessment is to measure the student' ability when performing an observable task through the incorporation of his/her linguistic knowledge as incorporating grammar rules when writing (Oosterhoof, 2003, p. 147). Furthermore, it is to be clarified that in the assessment literature performance based assessment and authentic assessment have been used interchangeably (Phy, 1997, p. 339). The latter as Oosterhoof (2003, p. 147) states "involves a real application of a skill beyond its instructional context." Nonetheless, O'Mally and Valdez Pierce (1996) considered performance-based assessment to be a subset of authentic assessment (cited in Brown, 2003, p. 255). Finally, it should be stated that performance-based assessments are time consuming and expensive but they are of higher reliability and validity (Oosterhoof, 2003, p. 150).

Conclusion

At any level of instruction, the learners' progression and understanding should be checked and evaluated. Writers like Brown, Phye and Weeden always stress the importance of assessing the students' work continuously; they consider assessment as a powerful means which supports both teaching and learning. On the one hand, assessment tells the teachers about the effectiveness of their methods of instruction and, on the other hand, it shows the students their areas of strengths and their areas of weaknesses and this through the feedback they receive from their teachers.

Chapter Two: Speaking Skill and its Position in the Algerian Educational Textbook

Introduction

Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. It is a double process which requires two elements to get involved in the process the speaker and the listener.

In speaking not only the production of meaningful sentences which are grammatically correct is important but also the speaker is required to know what ways, when and how to speak. Speaking is very important in learning a language because it is communicative skill, a great importance and time should be devoted to teaching or learning how to speak in the target language.

2.1. Section One: The importance of Speaking in English learning

The current section is concerned with the speaking skill, its importance in the learning process, and the relationship between speaking, listening and reading.

2.1.1. Definition of the Speaking Skill

Speaking is one of the four language skills, the fours skills include reading, writing, listening, and speaking. Speaking is the most important skill in language teaching, success in mastering a FL is shown through the ability to speak that language. Nevertheless, the speaking skill is not a simple skill as it combines different kinds of knowledge of the target language. Luama (2004) argues that "speaking in a foreign language is very difficult and competence in speaking takes a long time to develop" (p. 1). In today's world which is dominated by communication, the mastering the speaking skill is very important. Ur states the reasons why speaking is given importance:

. . . of all the four skills (listening, speaking, reading and writing), speaking seems intuitively the most important: people who know the language are referred to as "speakers" of that language, as if speaking included all other kinds of knowing; and many if not most foreign language learners are primarily interested in learning to speak. (Ur, 1996, p.120)

In the same way Nunan (2003) defines speaking as "the productive oral skill and is the production of systematic verbal utterances to convey meaning" (p. 48).

Whatever the reason is when learning a FL, the major motivation to learn it is to be able to interact orally with speakers of that language. When learning a FL the learners are judged according to their abilities to interact in the target language thus mastering the speaking skill is important to show one's ability to speak comprehensively and fluently. So any learner of a FL needs to have some background about the speaking skill in general.

The definition of speaking had witnessed many variations according to the different contexts, and is often discussed in a context of public speaking. However, the speaking skill that linguists are referring to in most studies is much more than that. The emergence of oral production as an object of study is justified by a turning point in the teaching and learning methods of FL which gave a priority to productive skills and communication.

There are many definitions of the speaking skill presented by different scholars. According to the Oxford Dictionary (2009) speaking is "the action of conveying information or expressing one's thoughts and feelings in spoken languages" (p. 414). According to this definition, speaking is seen as an act of focusing on communication to achieve specific purposes; it is described in terms of its basic competencies used in daily communication such as giving instructions or expressing feelings.

Speaking has also been described by many experts as "an interactive process of constructing meaning that involves producing and receiving and processing information" (Burns & Joyce, 1997). Florez (1999) added that speaking is "an interactive process, which

consists of 3 main stages "producing, receiving and processing information" (p.1). Actually speaking is considered as an interactive process in which individuals exchange roles as speakers and listeners, and use both verbal and non-verbal communication skills to reach their goals. Richards (2001) states that: "effective oral communication requires the ability to use the language appropriately in social interactions that involves not only verbal communication" (p. 204). Chastain (1998) defines speaking as: "…. the process of building and sharing meaning through the use of verbal or non-verbal symbols in a variety of contexts" (p. 13). Non- verbal features such as gestures, body language, and expressions are also important means which help to convey messages without any verbal speech. Brown (2001) states that: "…. in any social interactive communication it is not what you say that is important but how you say it using body language, gestures, eye contact, and other nonverbal messages" (p. 237). Speaking depends on the context or the situation in which it is taking place. Some measures have to be taken into consideration when two individuals or more are involved in a conversation. The form and meaning of the communicative act depend on the context in which it occurs, including the speakers themselves, their linguistic experiences, the environment, and the purpose of speaking; speaking is often spontaneous, open-ended, and evolving (Burns & Joyce, 1997). This means that when referring to the Context in which a conversation is taking place it requires from us to "not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary seen as linguistic competence, but also that they understand when, where, why and in what ways to produce language, Sociolinguistic competence" (Hedge, 2000, p. 261). Besides, it is "a skill by which they [people] are judged while first impressions are being formed". From the definitions given above it can be concluded that there are different concepts of speaking i.e., speaking as an action, a process and a skill. In this study, the term speaking will be used to refer to a skill related to language teaching and learning. In this light, Nunan (2003)puts it that "speaking is

the productive oral skill; it consists of producing systematic verbal utterance to convey meaning" (p. 48). Also considering speaking as a skill, Bygate (1987, p. 3) investigates the distinction between knowledge and skill in speaking lesson which he considers as crucial in the teaching of speaking, indeed to be a good learner of speaking, studying knowledge of grammar, vocabulary, pronunciation, intonation, etc. is not enough but the skill to use this knowledge to communicate successfully is of no doubt very important. Thus, the speaking skill is related to communication, whether to transfer or to get information from other people in a real life situation, to be able to use the language to express meaning in an accurate and fluent way making use of all the different micro skills that constitute the language. Therefore, whenever the terms speaking skills and teaching speaking skills are mentioned in this thesis, they refer to all the above-listed aspects. The speaking skill is the art of communication and one of the four skills, which must be mastered in learning foreign languages.

2.1.2. Speaking Sub Skills

Human beings acquire the ability to speak before going to any learning institution. Therefore, the oral communication, obviously, always precedes the writing skill. Children learn how to speak the mother tongue well before learning how to write and have a good control of the oral skill before even going to school. A term defined by Krashen and Terrell in 1983 as "language acquisition" in opposition to "language learning". The former refers to the natural way to develop linguistic ability which is realized through communication. This means that people are not necessarily aware that they are acquiring language. On the other hand, in language education, "language learning" is defined as the formal knowledge of a language. Learning is therefore, conscious and refers to "explicit knowledge of rules" (p. 26). Therefore, we consider that FL learners should be confronted immediately with the oral language and that from the beginning of their learning so that they can be able to communicate orally and thus to acquire an oral competence of the target language.

In English as foreign language (EFL), oral skills learning always formed part of the practices of teaching: reading aloud, conversation, dialog between learners, drills, etc. However, the practice of oral teaching still seeks a true place in the teaching and learning context of EFL. Actually many teachers are not aware of the importance of teaching the speaking skill in class. It is perhaps the reason for which it has been more the subject of research these last years.

The teacher is required to introduce the material to learners using two different approaches either starting with the smallest units of language or with the larger parts of it i.e., with the macro-skills or the micro skills. These two approaches are called bottom-up or top-down approach to speaking; the first means learning, for example individual sounds, and moving through the mastery of words and sentences to discourse. The top-down approach, on the other hand, proposes that the learners start with bigger or larger units, which are embedded in meaningful contexts, and use their knowledge of the contexts to comprehend and use the smaller language elements correctly. Brown (2001, p. 271)explains that micro skills are very important. One implication is the importance of focusing on both forms and function of the language. He also mentions that the pieces of language should be given attention as they may form the whole.

2.1.3. The Importance of Speaking

In the traditional approaches the emphasis was mainly on reading comprehension and written production. The Grammar-Translation Method is one example, Richards and Rodgers (2001) mention that reading and writing are the essential skills to be focused on. However, little or no attention is paid to the skill of speaking and listening. The major goal of all ELT should be to give learners the ability to use English effectively, accurately in communication (Davies & Pearse, 1998).In the communicative approach, speaking is the center of the learning process because interaction and communication between learners and learners and

teachers play the most important phase in the whole process. In other words, learners talk is more significant than the teacher talk. Ur declares also that people who know a language are referred to as "speakers" of that language, as if speaking included all other kinds of knowing. FL learners give the speaking skill priority in their learning because if they are fluent speakers in the target language then they will be considered as they have mastered the other skills. Moreover, the main question often given to FL learners is "do you speak English?" but not "do you write English?" It means that many people confuse between speaking a language and knowing a language. Celce Murcia (2001, p. 103) argues that when you speak a language as a result you know that language. The importance of speaking is revealed with the integration of the other language skills. For instance, learners' vocabulary and grammar can be improved by speaking, and then improving their writing skill. Furthermore, the speaking skill helps the learners to express their personal feeling, emotions, opinions or ideas; tell stories; inform or explain; request; converse and discuss i.e., all the social needs of the human being are revealed through communication. Mastering a language and being able to communicate orally in English is very important in real life as well if we consider that many companies and organizations look for people who speak English very well for the purpose of communicating with other people around the world. So, speakers of foreign languages have more opportunities to get jobs. Baker and Westrup (2003) support that "[…] a student who can speak English well may have greater chance for further education, of finding employment and gaining promotion"(p. 05). In other words the ability to interact orally in English, offers many benefits in today's business world as a means to communicate with people on the other parts of the world. Thus, the ability to communicate appropriately in English is important, particularly for those who want to carry on higher studies or are willing to commit to international business as it is the International language of today's modern world.

2.1.4. Speaking and Listening

Speaking and listening are two essential and interrelated skills in language learning, yet in which many learners receive little or no instruction (Purdy, 1997, p. 3). So, part of being a proficient speaker is the ability to understand the oral language, so that the responses will be accurate. The listening comprehension has to be treated as an integral part of the speaking skill, considering the learners using the target language outside the classroom and being exposed to natural speech. And by exposing learners to spoken discourse features it facilitates their oral production and helps them sound normal in their use of the FL. Speaking is rarely carried out in isolation, as put by Redmond and Vrchota (2007) "speakers are at the mercy of listeners" (p. 120). According to Foyster "the able speaker is a good listener" which denote a parallel growth of the two skills and that speaking and listening are positively correlated. Thus, listening skill involves a list of processes of perception, interpretation, evaluation, retaining, recalling, and reaction to the speakers.

2.1.5. Speaking and Writing

Writing and speaking are two essential skills for learners to develop their language communicatively. However, some claim that written language is worth more than spoken language since it is a more proper form, while some people have the opinion that written language is a reflection of spoken language. Although both speaking and writing are considered as the productive skills they are different and proceed in distinct way. Spoken language is more spontaneous, during conversations; responses are unplanned and spontaneous, producing language which reflects this (Foyster, 1990, p. 368), whereas writing is more ordered. Unlike speech, writing requires systematic instruction and practice. Thus, Writing is not simply speech written down on paper.

Understanding the differences between speaking and writing helps to overcome the problems with traditional approaches to teaching speaking, and then, planning instruction in

the light of these distinctions. In reality speaking and writing are different in three main parameters: planning, contextualization and formality. Speech is more commonly unplanned, contextualized and informal than writing (Nunan, 1989, p. 26). Therefore, though speaking and writing are productive skills, they are completely different from each other. According to Bygate (1987, pp. 10-11) spoken language is more spontaneous, chaos, and disorder form.

2.2. Section Two: Communicative Skills in 4th Year Middle School and 3rd Year Secondary School Textbooks

As mentioned before the speaking skill is essential in SLL. So it is obligatory to put more emphases on it and devote more attention to its importance in the textbook used to teach both 4th year Middle school and 3rd year Secondary school.

2.2.1. Definition of Textbook

A textbook is a book on a teaching learning material used as a tool which covers many issues that students are required to learn during the learning process, such as, grammar, vocabulary, pronunciation …..Textbooks play major role in any language teaching and learning for both teachers and learners.

No teaching-learning situation is complete until it has its own textbook. Pingel (2010) says, "The most important factor is to determine what goals the textbooks are designed to achieve. Are they to be primarily sources of information, builders of reading, writing and critical thinking skills, purveyors of ethical models, or promoters of patriotism?"

Textbooks contain an incredible amount of information, and data. "In addition to transmitting knowledge, textbooks also seek to anchor the political and social norms of a society and they convey a global understanding of history and of the rules of society as well as norms of living with other people" (Schissler, 1990, p.81).

Any textbook has its merits and its limitations; but, still, textbooks are vital components for language teaching, we should respond to these limitations by adapting or supplementing textbooks.

2.2.2. The Importance of Textbooks in EFL Classrooms

Richards (2006) argues that without textbooks, a program may have no impact; therefore, these materials provide structure and a syllabus for the course. Besides, the use of a textbook in a program can guarantee that students in different classes will receive a similar content and thus, can be evaluated in the same way. In other words, textbooks provide the standards in instruction. Moreover, they include a variety of learning resources such as workbooks, CDs, etc., which makes the learning environment interesting and enjoyable for the learners.

No course book will be totally suited to a particular teaching situation. The teacher will have to find his own way of using it and adapting it if necessary. So we should not be looking for the perfect textbook which meets our entire requirement, but rather for the best possible fit between what the course book offers and what we as teachers and students need.

Nowadays, textbook writers and syllabus designers give the speaking skill a central position and emphasis in their courses. Meanwhile, its importance is recognized among teachers and CLT practitioners. Mostly, any language course targets at developing learners' abilities in the four language skills, especially the speaking skill which is ultimate except for some cases where the focus is put a particular skill for a specific purpose in the course or the syllabus.

Generally speaking, this skill in the EFL context is commonly thought to be equivalent to the proficiency in the target language, that is, the fluency and accuracy for learners mean the mastery of that language. Yet, this requires a lot of practice not only in the classroom like

answering teacher's questions or repeating sentences but it also calls for using the language communicatively with other speakers outside the classroom in real-life situations.

In teaching speaking teachers can adopt many approaches, Thornbury (2006) writes: approaches to teaching speaking vary. Traditionally, speaking was considered to be a by-product of teaching grammar and vocabulary, reinforced with work on pronunciation. This view has been replaced by approaches that treat speaking as a skill in its own right. One such approach is to break down the speaking into a number of discrete sub-skills, such as opening and closing conversations, turn-taking, repairing, paraphrasing, interpreting, etc (p. 209).

In general, learners should be able to reproduce what they have learnt in each unit including the language skills, competencies, and strategies in a meaningful conversation. At the level of classroom, Bygate (1987c) states, "By giving learners 'speaking practice' and 'oral exams' we recognize that there is a difference between knowledge about a language, and skill in using it, this distinction between knowledge and skill is crucial in the teaching of speaking" (p. 3).

In short, speaking activities develop communicative skills on both accuracy and fluency.

2.2.3. The Position ofSpeaking in 3rd year Secondary School Textbook "New Prospects"

"New Prospects" is an official English textbook designed by the Ministry of National Education for third year pupils. For the authors the textbook complies with the New English Curriculum objectives for SE3 as laid out by the National Curriculum Committee in March 2006.

The table of contents in "New Prospects" is offered in a book map formula and it includes six entitled thematic units, which are arranged into five main sections for each unit, which in turn, consists of language outcomes, skills and strategies outcomes, learner's outcomes, and intercultural outcomes, besides to project outcome. The latter sections are split

into functions, grammar, vocabulary, in addition to the four skills development and the intercultural awareness.

2.2.3.1. Presentation of the Content of a Sample Unit

According to the authors of the textbook Riche et al. (2007), every unit of the textbook contains two parts with two sequences for each part. The first part, "Language Outcomes" is divided into Listen and consider and Read and consider. The emphasis of these two sequences is to perform the tasks around the text through the study of grammatical structures, vocabulary, pronunciation, and spelling. The aim of this part is to give the students enough input and exposure to the theme. In the meantime, the second part "Skills and Strategies Outcomes" deals with the structural and discursive aspects of the text, in order to develop students' compositional skills and their communication strategies. In this step, we can notice two sequences Listening and Speaking and Reading and Writing, with a special reference on the practice of the four language skills and social skills such as collaborative work, peer assessment, problem-solving situations, and so on. In addition to these parts, there are different sections such as "Intercultural Outcomes" found in each unit aim at getting pupils to use their skills and strategies inside and outside the classroom. Each unit along the textbook starts with two images that aims to give the pupils an idea about the theme or the topic of the unit. This section includes a remainder of the project outcome in terms of performing it in pairs, small groups, or an individual project work.

Furthermore, each unit contains a section called "think, pair, share" which is a rubric aims to enable students to re-invest their listening and reading comprehension of the topic in speaking or writing using a certain function (advising, comparing, informing, etc.) in pair or group work.

In the whole units of the textbook there is a section called, "Take a Break" which is designed as rest in the middle of the unit wherein pupils discuss a funny situation, proverbs,

language games or jokes about the theme of the unit. After that, the textbook displays another section termed "Research and Report" intended to give pupils extra tasks and assignments in which they use technological skills in their research like class presentation, fieldwork, or making web page.

The textbook is project-based presented as a sub-heading at the beginning of each unit and as a web-based page. The section of "Project Outcome" is an area in which the pupils reflect their output by practicing and integrating all the skills and strategies that have been learnt throughout the whole unit. The tasks differs according to unit theme which can involve writing a charter of ethics), making a profile of an ancient civilization, making a survey on the impact of advertising, designing an educational prospectus. Pupils also have the opportunity to design an astronomy booklet, or write a booklet about strong emotions.

As for the "Assessment" section, it is of two main kinds found at the end of each unit. First, it targets to train the pupils to auto-evaluate their skills and strategies integration through self-assessment combined with peer assessment. In the second place, the objective assessment which is devised by the teacher to the pupils in order to check their learning progress of language items.

As a conclusion to each unit, we can notice "Time For…" that refers to time for fun where we can find famous songs presented with colorful images, emoticons, and singers' photo. This section suggests entertaining songs, poems in accordance with the theme of each unit.

2.2.3.2. Speaking in the Textbook "New Prospects"

Listening and speaking progresses from the pre-listening stage, which is termed as before listening; it comes with activities that predict content of the text. Then, as you listen, moves to activities requesting learners to listen for gist. After that, after listening, is post-listening stage activities targets to assist learners which involves of bottom-up listening of the

texts. The fourth subheading, Say it in writing, is a situation of integration which lets pupils to jot down their main ideas related to the listening content in a piece of writing.

As a general remark, in this rubric speaking was overlooked and even listening tasks are difficult for learners wherein there is no written dialogue to read except for a table contains different statements to read; this is why, some teachers avoid teaching this task in the classroom.

The last rubric in of unit two, "Reading and Writing" starts over again with "Skills and

Strategies outcomes" to be attained by the end of this sequence shown in (p. 65) as follows: skimming, scanning, responding to a text, guessing the meaning of words from context, identifying and using reference words, and writing a policy statement.

As far as the limitations of the tasks are concerned, our evaluation reveals that the textbook lack focus on communicative activities and in particular the speaking skill, also there is a prominence of grammar practice and vocabulary, which deviates from the CLT approach that stresses communication. On the other hand, the textbook's activities foster learner's autonomy.

Speaking is the most difficult skill for pupils, and its activities takes place through the presentation of dialogues and practice of role-plays in pairs and group work activities. Moreover, the speaking tasks are sometimes presented in pronunciation practice with listening activities.

With respect to "Listening and speaking" rubric, the speaking tasks require pupils to respond to opinions and defending theirs, in addition to debating and arguing. For instance, speaking activities are controlled and listening tasks acts as an input, as in Unit 2, (p. 63), the question is:

- With your partner, prepare a short dialogue asking for and giving opinion about ethics in business. Agree or disagree with your partner's opinions.

E.g.:

You: Do you think that women are more honest than men in business?

Your Partner: ………………………………………………….

In addition, the textbook contains also representing findings and using illustrations to tell stories and share ideas about the subject to be discussed mostly in pairs to appeal pupils more. The textbook overlooked the speaking skill, whereas listening is overstressed. The teacher should create more opportunities for learners' interaction to use pair-work exercises and role-play intended to increase more the individual practice. Furthermore, other types of tasks could be proposed for encouraging communication skills such as presenting topics orally, turn-taking, making requests, giving information, and acting out idiomatic expressions and plays effectively. The writing process is vital subject for pupils in their exams and later life outside the class, thus they should develop their writing skills and strategies in good writing styles. Consequently, for this reason, each unit states again the skills and strategies that learners have to reach by the end of the sequence. With these skills, pupils can then certainly write an expository, descriptive, or argumentative genre in a form of an essay, write a story, or summarize a text. Moreover, write a review for a book or a film and one of these can appear regularly in their examinations or tests. Writing is taught through free and controlled models as a problem solving process. Pupils analyze a specific genre in the first two units together with the form of the essay (e.g. Unit 1, page 29 and Unit 2, p. 69). However, there is no part for teaching the steps of the writing process. Each unit covers several writing activities.

As a positive feature of the textbook is the integration of the four skills in each unit, however, it is in unbalanced way where the writing skill is overemphasized on the expense of the other skills because of, as the authors' claim, the fact that Baccalaureate is exclusively of written mode.

Each unit ends up with a "project work", which is a comprehensive and complex task, usually performed by the end of the unit. It aims at training pupils to make an extensive inquiry using some guidelines in their drafts but the assessment tools of products are not specified in the textbook or teacher's book. However, the number of project works is large and most of the pupils bring them ready-made from the web.

On the basis on the results obtained from our analysis and evaluation of the contents of the textbook and the teacher's guide, the first hypothesis "the English textbook "New Prospects" does not conform to the good textbook criteria" in which we used a set of criteria from many checklists in order to evaluate the textbook according to the aforementioned criteria.

Accordingly, after a careful scrutiny of the textbook, it has met merely three criteria out of eleven. In fact, it showed many deficiencies concerning the physical appearance, topics, the tasks and activities, and the intercultural content. Therefore, the textbook needs a lot of supplementation and adaptation in order to conform to good textbook criteria.

In conclusion, we have noticed that the balance between the four skills is not appropriate; it seems that there is an emphasis on reading and writing on the expense of listening and speaking in the textbook. In addition, the textbook devotes a good deal of activities for pair work and group work and others for problems solving tasks in the "project work" and "research and report". This textbook has no glossary, which obliges pupils to use other strategies such as using the dictionary or deducing the meaning of single words from the context. Most speaking practices are presentations and making speech, there are few pair work tasks or dialogues.

2.2.3.3. Evaluation and Assessment of Speaking in "New Prospects"

The evaluation of the speaking skill is not given its importance in the textbook of the third year secondary school, according to the National Curriculum of the Ministry of National

Education, three major key features of the syllabus have been given careful consideration in designing "New Prospects" one of them is "the fact that the Baccalaureate Exam is exclusively of the written mode"(New Prospects, 2019; The National Authority For School Publications).

The BAC Exam is exclusively in written for, a careful examination of the English language paper in BAC 2019 for the scientific stream shows that the candidate is was asked to read a short passage and answer four question and in the second part of the exam deals only with grammar and writing this leads students to make no efforts to improve their communicative skills.

The overview of the "New Prospect" textbook shows that it gives much importance to grammar and reading and writing, it does not contain a serious outline to encourage learners to learn the language to speak it outside the school.

2.2.4. The Position of Speaking in 4th year Middle School Textbook "On the Move"

"On the Move" has been adapted to fit the curriculum as well as the suggested learning plan. The adapted course book was first used during the school year (2018/2019).

FILE ONE : IT'S MY TREAT. 16
Language learning
- Listen and consider... 18
- Read and consider 21
- Words and sounds 24
Take a break. 26
Skills building
- Research and report 27
- Listening and speaking... 29
- Reading and writing 32
Project round-up : 35
Where do we stand now?... 36
Time for 40

Figure 2: "On The Move" Book's Outline

In compliance with the curricular principles and the tenets of the CBA, a learning plan has been designed. This plan incorporates four sequences to be covered by the end of the school year. The first two sequences should be dealt with in the first term, sequence three in the second whereas the last one in the third term. Along the school year, learners are required to conduct at least two projects; one in each of the first two terms because of time constraints. Although each sequence subsumes a model of initial problem-solving situations, situations for installing resources, and situations for integration and assessment, it is up to the teacher to suggest others according to his/her loci of activity and learning contexts. The proposed learning plan also includes topics, learning objectives, resources (grammar, lexis and pronunciation) and a variety of relevant communicative tasks.

2.2.4.1. Communicative Tasks in the Textbook "On the Move"

A variety of communicative tasks (interviewing, writing a letter, role playing…) are required to be dealt with in each sequence, which enables learners to make connections with the world and communicate something about one's self, community and country to others. according to the textbook designers the teacher uses and plans activities that allow learners to practice and develop real-life communication skills for reading, writing, speaking and listening (e.g. interviewing, writing about a past experience, a classmate, reading an email, listening to a phone message), The teacher chooses among topics and tasks that allow learners to develop skills in learning and communicating about themselves and their community, and about their country and the world. the teacher introduces a variety of topics of interest to the learners that are related to other cultures, comparison of cultures and international issues, textbook designers think that communicative competence is the aim of language learning and communicative competence in English involves interacting with others using receptive/interpretive skills (reading and listening) and productive skills (speaking and writing), supported by the ability to use vocabulary and grammar appropriately and employ a

range of language strategies that help convey and clarify meaning teacher contextualizes the activities and provides a purpose for them, the teacher provides a balance of activities that focus on accuracy and fluency.

The teacher creates a friendly atmosphere (e.g. by using learners' names, encouraging them, using positive reinforcement like praising and rewards, employing games to practice and review material). He uses effective techniques to build learner self-confidence (e.g. scaffolding so learners can succeed, using informal types of assessment that produce less anxiety, giving feedback to learners on their work in an encouraging way; employing self-assessment and goal setting). Also the teacher fosters a group feeling (cooperation, respect, enjoyment, trust, etc.) and he provides opportunities for learners to learn cooperatively and collaboratively. The teacher manages the class so learners know what is expected of them (e.g. sharing the daily agenda and classroom rules, providing rubrics for learner performance).

2.2.4.2. Evaluation and Assessment of Speaking in Textbook "On the Move"

The designers of the textbook gave listening and speaking skills their importance but made the learners always dependent on the teacher for the preparation or selection of tasks to perform inside the classroom, according to the suggested activities learners are encouraged to speak about their daily life experience and things related to their society or community no more, and this tendency limited their ability to speak especially if they do not have the related vocabulary which leads them to translate from Arabic, the evaluation and assessment of learners communicative skills is not enough nor encouraging learners to learn the language to speak it outside the school.

2.2.5. "New Prospects" Vs. "On the Move" Textbook

Both "New Prospects" and "On The Move" textbook were designed to prepared learners for official BAC and BEM Exams which are in Written forms this is the real overall objective of the two books and in fact of the syllabus although they show a little intention to

focus of the communicative language teaching but the fact that learners have no practice of their communicative skills outside school and inside classrooms in some circumstances, and this becomes more difficult with schools lacking of language labs and appropriate conditions to practice speaking effectively due to the class size, since overcrowding is the prominent feature of the Algerian middle and secondary education, no one can assume that a class of more than 40 learners sitting in couples sharing on table would be a suitable class for improving and practicing and improving the communicative skills.

Conclusion

Speaking skill in the field of education plays a vital role in the process of teaching and learning. In fact what should be taken into consideration is that Pupils' speaking performance is a process basic to teaching and should not be considered as an add-on feature of instruction but as an integral part of it, after dealing with many aspects of the speaking learning process as well as the principles that guide good speaking tasks.

To make the teaching of speaking more effective, teachers have to create classroom situations for their learners and adopt the most effective methods where learners " feel emotionally involved and enjoy what is going on" (Dat2003, p. 386), in order to ensure that they are able to speak accurately and fluently in a way as similar as possible to the native speakers of that language because the success of learning a language is based on and evaluated by how a learner is becoming accurate and fluent in speaking it.

Chapter Three: Fieldwork

Introduction

The main interest of this research is directed towards discovering whether English language learners in Algerian middle and secondary schools look at English as a language to learn in order to speak outside the school or they look at it merely as another subject they have to study in order to score well in when they sit for their exams of BEM and BAC which are the gates to the secondary school and the university and which are designed for written examination that doesn't evaluate learners' communicative abilities. To achieve this goal, we have designed two questionnaires.

This chapter presents the results of the data analysis. It shows the present attitudes of learners towards English language learning and how they look at the overall goal of learning English, but the research was based upon the question of knowing whether they learn the language to communicate using it outside their school context or they just learn it to score well in their coming official written exams of BAC and BEM, this has a clear and close relationship to the aim of knowing how English is being taught in Algerian middle and secondary schools not in terms of methods and techniques used by teachers but to know if it is taught as a language to speak outside schools or just another subject learners need to score well in when they sit for their final official exams.

To reach the objectives of the research, this work was designed as a quantitative study it used a case study method in order to contextualize the research within the real life environment of Algerian secondary and middle Schools. The circumstances when making this research allowed one data collection which is the questionnaire.

As mentioned previously a questionnaire was filled by third year secondary school (BAC) students from Chrait Lazher Secondary school and fourth year learners (BEM) from Meaalem Larbi Middle School in Hammamet, Tebessa.

3.1. Section One: Fourth Year Middle School Pupils' Questionnaire (BEM)

This section is designed todescribe pupils' questionnaire for fourth year in middle school. Both population and sample will be clearly identified. In addition tothe analysing of results and the interpreting of data.

3.1.1. Description of the Pupils' Questionnaire

The pupils' questionnaire was designed and administered to clarify some points concerning their present level in English during the first term of the school year then it deals with their view of English focusing on looking at it as a language that they learn to speak or a subject to score in BEM as written exam. After the analysis of classroom observation data, the pupils' questionnaire results are analyzed to bring insightful information of how the pupils really look at English learning aims.

The choice of the questionnaire as the main tool relied on the fact that it is a reflective instrument of data collection. The questionnaire contains multiple-choice questions carefully selected and simplified according to the pupils' English proficiency level and age. Filling the questionnaire took a long time to contact learners in order to ensure understanding of the questions. The percentage of questionnaires completed and returned was of 100 % overall rate. The questionnaire designed for fourth year middle school learners is composed of 11 questions related directly to the topic and objectives of the study:

At the beginning of the questionnaire learners were invited and encouraged to take part in answering the questions seriously by informing them that their answers and appreciated and will be taken into consideration in the study.

The first two questions deal with general information about the sample concerning their gender and age.

Then, in the third question we asked learners to provide their real level of proficiency in English allowing them to choosing between excellent, good, weak, and very weak, the fourth

question dealtwith learners' proficiency in French language or in English language and were asked to compare them.

Then, in the fifth questionlearners were asked about the purposes of learning English and had the choice between learning English to speak it or just to score in it well in the BEM exam.

The sixth questiondealt only with learners who learn English only for the sole purpose of having a good score.

Learners were asked about the reason behind their answer in the previous question, we gave them three possible causes including the fact that the BEM exam is in written form, the lack of time, and the importance of English in Algeria.

In the seventh question,learners were asked if they think that English is a difficult language to learn to know their real attitudes towards their learning of English.

In question eight we dealt only withstudents who thought that English was a difficult language to learn and asked them about the possible reasons behind their opinion, they were given the choice between the fact that they did not study it in the primary school and the teaching methodology.

In the ninth question learners were asked if they spoke English outside the school to know if they consider English a language that needs practice outside its learning institution or not.

The tenth question dealt only with those who said they did not speak English outside the school and we asked them about the causes, giving them the choice between four possible causes including possibility of having another favorite foreign language other than English, and the lack of people outside the school who mater English to practice the language while discussing with, the anxiety about making mistakes while speaking and the reaction of society towards speaking English publicly outside the school.

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In the last question students were asked if they intend to enhance their level in English by relying on themselves as autonomous learners.

At the end of the questionnaire learners were thanked for their participation.

3.1.2. The Population

Meaalm Larbi Middle school is the oldest school in Hammamet, Tebessa it is in the center of the town, ranked the first in success results in the new school year 2018/ 2019 in Hammamet, for the study of the reasons behind learning English among the pupils of the school 4th year pupils has been selected for this survey.

The questionnaire for the middle school learners was prepared, printed and given to a teacher to give it to her learners to fill it taking into account that her interference is limited to the explanation of questions only. Most of the learners were at the age of 15 years old, they were encouraged by their teacher of English to take part in the process, all of them filled the questionnaire and answered its ten questions.

The learners were preparing and revising for the BEM exam after learning English language for 4 years starting from the first year in the middle school and at a rate of three hours per week for each year, and during which teachers followed the CBA.

Five classes of fourth year middle school students in Meaalem Larbi Middle school:

1) Fourth year 1: 36 pupils.

2) Fourth year 2: 34 pupils.

3) Fourth year 3: 37 pupils.

4) Fourth year 4: 35 pupils.

5) Fourth year 5: 34 pupils.

Thetotal population: 176 fourth year middle school pupils.

Description:male and female students who study English as a SLL.

Duration: 3 hours a week, coefficient 3.

3.1.3. The Sample

For this study 35 students answered the questionnaire from the total number of middle school pupils 176, the participants divided in 16 male and 19 female.

3.1.4. Analysing the Results of the Pupils' Questionnaire

Results of the pupils' questionnaire are presented and analyzed in terms of absolute frequency and relative frequency in different tables.

Q.1. Age:

The first question our informants were asked about their ages:

Age	Number of Pupils	%
Less than 15	02	05,21%
15 years old	25	71,43%
More than 15	08	22,85%
Total	**35**	**100%**

Table 1: Pupils' Age

Table01 shows that most middle school pupils (71, 43 %) were at the age of 15. On the other hand 8 learners are older (more than 15) which represents (22,85%) but only 2 pupils are less than the age of 15 (05, 21%).

Q.2. Gender:

Responding to this question, participants had to choose the option correspondent to their gender.

Gender	Number of Pupils	%
Male	16	45,72%
Female	19	54,28%
Total	35	100%

Table 2: Pupils' Gender

Table02 shows that more than half of the middle school students were females (54, 28%) and only 16 of them are males (45, 72%).

Q.3. Honestly, how do you describe your level of proficiency in English?

To answer this question, participants had to specify their level of proficiency in English.

Options	Number of Pupils	%
Excellent	07	20,00%
Good	11	31,43%
Weak	08	22,85%
Very weak	09	25,72%
Total	35	100%

Table 3: Pupils' Level of Proficiency in English

The majority of respondents answered that they have a good level in English (31,34%) comparing to 20% of them were excellent in using English but 25,72% of these learners were telling that they are very weak and 22,85% having a weak level.

Q.4. Which language you think you are more proficient in: English or French?

Are pupils more competent in English or French?

Options	Number of Pupils	%
English	07	20,00%
French	28	80,00%
Total	**35**	**100%**

Table 4: Pupils' Proficiency in Using English vs. French

AsTable 04 clearly indicates, most middle school pupils (80, 00 %) think that they were more proficient in French and only seven of them think that they were more proficient in English (20, 00%).

Q.5. Do you learn English to speak it or just to get a good mark in it in the BEM Exam?

The fifthquestion in our questionnaire is the most important one in our study in which our informants were asked if they learn English to speak it or just to get a good mark in it in the BEM Exam.

Options	Number of Pupils	%
I study English to learn speaking it	09	25,72%
I study English only to get a good mark in the BEM Exam	26	74,28%
Total	**35**	**100%**

Table 5: Pupils' Purposes of Learning English

The results obtained from this question show that the majority of learners (74,28%) neglect the speaking skill especially in this year of study in which they should study many subjects and they do not have enough time to devote to the oral practice of the language, the results of this question are the most important and unfortunately they show that our learners

consider English at least at this stage just another subject to score in the their final exams of BEM, to know why we asked them the following question.

Q.6. For those who answered just to score well in the BEM exam: why?

The question was exclusively for those who answered they learn English just to score well in the BEM exam in the previous question, we asked them why they do so?

Options	Number of Pupils	%
Because the BEM Exam is a written Exam	15	57,69%
I have no time	09	34,61%
English is not important in Algeria	02	07,70%
Total	**35**	**100%**

Table 6: Reasons of Learning English only to Score in BEM Exam

Most of middle school pupils (57, 69 %) learn English just to score well because BEM exam is in written form.Also middle school learners around 30, 00 % do not have time to learn English for its speaking purpose.And only two informants think that English is not an important language in Algeria.The answers of learners reflect the main causes which led to the marginalization of speaking in learning English in Algerian middle schools especially by pupils of the fourth year middle school who will sit for BEM exam.The results show their awareness that their speaking ability is not evaluated and not included in the official exams, they just need to know the meaning of words not necessary their pronunciation since they are not going to have oral evaluation, In addition to the lack of time, these were the main logical reasons for learners for giving little or no importance to develop their communicative skills in the target language and aim just at getting a good score in it when sitting for the BEM written exam.

Q.7.Do you think that English is a difficult language to learn?

In this question our informants were asked if they think that English is a difficult language to learn:

Options	Number of Pupils	%
Yes	08	22,84 %
No	27	77,16%
Total	**35**	**100%**

Table 7: Pupils' Attitude about English Language Learning Difficulty

Most of learners questioned (77,16%) have no difficulty in learning English which is an easy to learn language compared to Arabic or French, but its learning progress is much more successful when it starts earlier than the middle school stage.

Q.8. For those who answered it is difficult: why?

This question was exclusively for those few learners who think that English is a difficult language to learn in the previous question, we asked them why they think so.

Options	Number of Pupils	%
Because I didn't study it in the primary school	06	75,00%
Because of the teacher's method	02	25,00%
Total	**08**	**100%**

Table 8: The Difficulties of Learning English Language

Some informant (25, 00%) think that it is difficult to learn English, but most of them (75, 00%) are aware that the problem is no in the language itself but because they did not start learning it in the primary school, and English in the middle school is being taught using the

CBA, this makes the learning more difficult with learners who have no exposure to the target language before they start learning it.

Q.9. Do you speak English outside the classroom?

The ninth question was about speaking English outside school:

Options	Number of Pupils	%
Yes	06	17,15%
No	29	82,85%
Total	**35**	**100%**

Table 9: Speaking English outside the Classroom

Table 09 shows thata great number of pupils maintain that they find themselves not ready to engage in oral discussion outside the school. Learners did not hide their tendency to use English only in classroom, as showing in the table 29 of them (82, 85 %) do not speak English outside the school and unfortunately only 6 students were able to speak it outside which is a very low percentage comparing to those who do not dare to speak it.

Q.10. For those who answered 'No' in the previous question: why?

Responding to this question, participant had to choose the option correspondent to their attitude.

Options	Number of Pupils	%
English is not my favorite language	01	03,44%
No one will understand me	09	31,04%
Afraid of making mistakes	07	24,14%
Not convenient to speak English outside the school	12	41,38%
Total	**35**	**100%**

Table 10: Reasons for not Speaking English outside the Classroom

Table 10 shows that 41, 38 % of middle school pupils think that it is not convenient to speak English outside the school, the other answers were divided between the difficulty of finding someone who understands English outside the school 31, 04%, being afraid of making mistakes while speaking 24, 14%, and only 1 learner said English was not his favorite FL (03, 44%).

Q.11. Do you intend to enhance your level in English by relying on yourself?

The last question was dealing with the possibility of learning English without relying on the teacher instead on relying on themselves as autonoums students.

Options	Number of Pupils	%
Yes	28	80,00%
No	07	20,00%
Total	**35**	**100%**

Table 11: pupils' intention to learn English by themselves

The majority of students were motivated and excited to learn English as a language and enhance their level only by relying on themselves. So we have found that (80, 00%) of the questioned students were for learning English by themselves and only (20, 00%) were not encouraged to do better.

3.2. Section Two:Third Year Secondary School Students' Questionnaire(BAC)

The devoted section is dealing with the description of students' questionnaire, the analysis if results and the interpreting of data.

3.2.1. Description of the Students' Questionnaire

Third year secondary School students' questionnaire (BAC) is exactly the same as fourth year middle school pupils' questionnaire (BEM), the only difference is in the informants. As mentioned before it consists of ten rubrics distributed as follows:

- General information, illustrated in questions 1 and 2.

- Level of proficiency in English language, illustrated in question 3.

- Proficiency in English compared to French, illustrated in question 4.

- Reasons for learning English language, illustrated in questions 5 and 6.

- The difficulty of learning English and its causes, illustrated in questions 7 and 8.

- Speaking of English outside the school, illustrated in questions 9 and 10.

- Students' intention to learn English by themselves, illustrated in question 11.

3.2.2 The Population

Chraiet Lazher Secondary School is the only high school in Hammamet, Tebessa, the school opened its doors to students in 2005/ 2006, and the school always has high success rates. For the study of the reasons behind learning English among the students of the school 3rd year students has been selected for this survey.

Even this questionnaire was prepared, printed and given to a teacher to give it to his learners to fill it taking into account that his interference is limited to the explanation of question only. Most of the learners were at the age of 18 years old, they were encouraged by their teacher of English to take part in the process, and all of them filled the questionnaire and answered its ten questions.

The learners were preparing and revising for the BAC exam after learning English language for 7 years throughout the four years in the middle school and the three years of in secondary school at a rate of three hours per week for each year, and during which teachers followed the CBA approach.

Seven classes of Third year secondary school students in Chrait Lazher Secondary school:

1) Third year scientific stream 1: 38 students.

2) Third year scientific stream 2: 39 students.

3) Third year scientific stream 3: 36 students.

4) Third year Economics and management: 32 students.

5) Third year literature andphilosophy 1:17 students.

6) Third year literature andphilosophy 2:15 students.

7) Third year foreign languages: 34 students.

The total population: 211 third year secondary school students from different

streams.description: male and female students of different streams studying English as a

second foreign language included in their written BAC exam.

3.2.3 The Sample

The sample selected to respond to this questionnaire represents 18% of the total population. 38 students were selected in a random way, 12of them are male and 26 female.

3.2.4. Analysing the Results of the Students' Questionnaire

Results of this questionnaire are presented and analysed in terms of absolute frequency and relative frequency in different tables.

Q.1 . Age:

In this question students are supposed to identify their age.

Age	Number of Students	%
less than 18	04	10.52 %
18 years old	21	55,26 %
More than 18	13	34,22 %
Total	38	100%

Table 12: Students' Age

More than half of the secondary school informants were 18 years old, and 34, 22% of them were older but only 4 students were younger than 18 (10, 52%).

Q.2. Gender:

This question is concernedwith students' gender.

Gender	Number of Students	%
Male	12	31,58 %
Female	26	68,42 %
Total	38	100%

Table 13: Students' Gender

Answers to this question 68, 42% of the participants were females and 31, 58% were males so 26 girls in comparison to 12 males.

Q.3. Honestly, how do you describe your level of proficiency in English?

To answer this question, participant had to describe their level in English.

Options	Number of Students	%
Excellent	11	28,94 %
Good	15	39,48 %
Weak	08	21,06 %
Very Weak	04	10,52 %
Total	**38**	**100%**

Table 14: Students' Level of Proficiency in English

Even in the secondary school the majority of students are describing their level as a good one (39, 48%) whereas only 11 students answered by having an excellent level (28, 94%), in contrast four students are very week in using English.

Q.4. Which language you think you are more proficient in: English or French?

Responding to this question the researchers had the opportunity to know if the learners master English rather than French.

Options	Number of Students	%
English	07	18,42 %
French	31	81,58 %
Total	**38**	**100%**

Table 15: Students' Proficiency in Using English vs. French

According tothis table 81, 58% of students are skilled in French more than in English therefore 7 students are fluent in English.

Q.5. Do you learn English to speak it or just to get a good mark in it in the BAC Exam?

Participants in this question are asked about the reasons behind learning English as a language.

Options	Number of Students	%
I study English to learn speaking it	12	31,57 %
I study English only to get a good mark in the BAC Exam	26	68,43 %
Total	**38**	**100%**

Table 16: Students' Purposes of Learning English

As table 16 shows, 31, 57% students' minority were studying English in order to master it, unlike the majority who study it just to score well in the BAC exam (68, 43%).

Q.6. For those who answered just to score well in the BAC exam: why?

Answers to this question show why students study English only to get the average in the BAC exam.

Options	Number of Students	%
Because the BAC Exam is a written Exam	16	61,54 %
I have no time	08	30,77 %
English is not important in Algeria	02	07,69 %
Total	**38**	**100%**

Table 17: Reasons of Learning English only to Score in BAC Exam

In response to this question 30, 77% of the learners do not give a great attention to learn English because they are devoting their time mostly to deal with the other subjects. And others (61, 54%) neglect it because they are only exanimated on their written competences

without forgetting to mention that 07, 69% of them see English as unimportant in the Algerian community.

Q.7. Do you think that English is a difficult language to learn?

In this question our informants were asked if they think that English is a difficult language to learn.

Options	Number of Students	%
Yes	10	26.32 %
NO	28	73,68 %
Total	**38**	**100%**

<div align="center">

Table 18: Students' Attitude about English Language Learning Difficulty

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As it is observed, the table above reveals that 73, 68% think that English is difficult as a language to be studied, and the rest (26, 32%) find it easy to learn.

Q.8. For those who answered it is difficult: why?

In this question the reasons that led English to be a difficult subject to be studied are investigated.

Options	Number of Students	%
Because I didn't study it in the primary school	08	80,00 %
Because of the teacher's method	02	20,00 %
Total	**38**	**100%**

<div align="center">

Table 19: The Difficulties of Learning English Language

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The results obtained expose that 80, 00% of the students see English difficult because they did not study it at early age, whereas 20, 00% claim that it is due the method followed in the teaching process.

Q.9. Do you speak English outside the school? :

This question is asked to know if the participants do speak English outside the educational environment.

Options	Number of Students	%
Yes	09	23,68
No	29	76,32
Total	**38**	**100%**

Table 20: Speaking English outside the Classroom

The numbers presented in the table clearly point out that 76, 32% of the questioned students were not open towards speaking English in other contexts rather than in class which led to have only nine students who speak English outside the classroom.

Q.10. For those who answered 'No' in the previous question: why?

This question addresses students who speak English only in class.

Options	Number of Students	%
English is not my favourite language	03	10,34 %
No one will understand me	07	24,14 %
Afraid of making mistakes	08	27,58 %
Not convenient to speak English outside the school	11	37,94 %
Total	**38**	**100%**

Table 21: Reasons for not Speaking English outside the Classroom

This question was exclusively devoted to those who answered 'No' in the previous question to study the reasons behind their negative answer. Most learners (37, 94%) think that speaking English outside the school is inconvenient, this is because in fact in Algeria the only foreign language that is spoken outside its learning institutions is French, sometimes it even replaces Arabic, that's why learners do not want to make people look at them as foreigners and feel uneasy when they express themselves in English in Algerian streets for example. Fear from being laughed at is an affective side of anxiety. Those learners, especially if they are with low English proficiency feel that their self-esteem is undermined. That is why; they keep silent to avoid humiliation. The same thing can be said about those pupils (around 25, 00 %) who said they avoid the risk of making mistakes. Those learners fear the negative evaluation of their mastery of language lose in front of them. Such feeling may have a great impact on pupils' self-perception and self-confidence.

Q.11. Do you intend to enhance your level in English by relying on yourself?

In this question the researchers wanted to know learners view towards English as a language that they may be motivated to learnt by themselves without relying on the teacher.

Options	Number of Students	%
Yes	27	71,05%
No	11	28,95%
Total	38	100%

Table 22: Students' intention to learn English by themselves

71, 05% of secondary school students intended to learn English and improve their competences. On the other hand, 28, 95% of them were unwilling to do so.

3.3. Section Three: Discussion, Comparison of the Results, and Limitation of the Study, Pedagogical Implications and Recommendations for Further Research.

This section is devoted discussing and comparing the results obtained through the fourth year middle school pupils' questionnaire and the third year secondary school students' questionnaire. It also describes the limitations of this research and suggesting possible pedagogical implications that would facilitate the implementations and some recommendations for further research.

3.3.1. Discussion of the Results

The objective of learning any foreign language is to be able to speak it fluently. The speaking skill is a crucial part of foreign languages learning, this skill which has often been neglected in Algerian English learning classes both in public middle and secondary schools, oral performance seems to be one of the most difficult skill to evaluate since there are many constraints to overcome by the teachers and the learners.

When it comes to discussing the results of this study, we have to mention that the research was primarily interested in finding what objectives learners of English language in

middle and secondary schools aim to achieve, a case study of third-year secondary school and fourth year middle school was undertaken to find out the reasons behind the lack of interest for enhancing English language communicative skills among learners.

The study sheds light on the current concerns and attitudes of Algerian learners towards the speaking skill in the. It draws attention to the fact that many learners learn English no as a language to speak but just like other subject for the score in exams.

The variety of reasons which we though could predict students' views towards the main purpose of learning of English in Algerian middle and secondary education were the same expressed by the sample of learners who took part in the questionnaire filling, At the beginning of the study it was thought that due to our experience as ex middle and secondary students we can assumethatstudents look at English like any other subject they study and aim at scoring well not speaking well and this has been confirmed in the questionnaire results showing that more than 75 % of our learners have the same view towards their learning objective which we mentioned earlier in hypotheses . It was also thought that although our learners used to be taught French in their early childhood in primary school if not at home they would prefer English more than French and that hypothesis has been confirmed so far in the survey since our informants showed interest in learning English more than French although they think that they are more proficient in French, here we must mention that in some regions in Algeria main big cities, French is not considered a foreign language and spoken by a large majority of people.

After the close examination of third year secondary school and fourth year middle school we discovered that what we supposed about them and their designers was true, the educational system and the syllabus designers did not give any importance to the speaking skill, this led learners focus on grammar rules and writing techniques knowing that their speaking skills are not and will not be tested that's why as supposed they prefer to focus their

attention on how to score in English in the final official exams of BEM and BAC which evaluates only their writing skill.

In spite of the limitations, this study results believed to have contributed a limited but a certain degree to shed more light on the real English language learning objectives learners in Algerian secondary and middle schools have, the study can be a starting point in the field of research trying to find solutions to how we can contribute to make learners more communicatively competent and engaged both inside and outside the school by including score for speaking in the official exams, and teaching English in the primary school .

3.3.2. Comparison of Results

The sample for the survey consists of 38 secondary school students and 35 middle school pupils, the first thing to notice is that both classes are very crowded and this is one of this main characteristics of the Algerian classes in all levels of education from the primary to the university.

A successful secondary school learner is supposed to at the age of 18 when sitting for the BAC exam and at the age of 15 when sitting for the BEM, when we compare the results of the questionnaire concerning the age of learners we notice that there are more learners older than the normal age in secondary school class than in the middle school class.

The number of female learners in the secondary school is twice and even more than males whereas in the middle school classes have nearly the same number.

The results of the questionnaire concerning the speaking of English outside the school more than secondary school ones, the number of those who do not speak is the same in both schools.

Those who do not speak English outside the school in both schools share the same reasons which prevent them,

When asked about the level of proficiency in English, we notice that there are more students who are proficient in English in the secondary school than the middle school but the number of learners who think that they are more proficient in French is almost the same.

The outcome of the questionnaire results show that secondary school students tend to realize the importance of English of speaking English, that's why the number of secondary school students who said that they study English only for scoring in BAC exam was less than the number of pupils in the middle school who study English for the BEM exam score.

Both secondary and middle school learners share the same reasons for choosing to study English for the sake of having a good score in official exams.

When asked if they think that English is a difficult language to learn, the results obtained from their answers show that learners who participated in the survey agreed about easiness of English.

Learners in both schools who think that English is a difficult language share the same reasons for thinking so.

In general, the comparison of questionnaire results shows that learners in both the secondary and middle school have almost the same answers.

3.3.3. Limitations of the Study

We are aware that there are various factors and objections that may hamper, in a way or another, and affect the research. These limitations cannot be controlled by the researcher but may limit or affect the outcome of the study. Out of these limitations, we can mention: the pandemic Covid-19 due to which the whole world was stuck at home and everything was closed. We as novice researchers, we planned to attend in class and observe the whole learning process. Also we planned to contact the students directly and make sure that the study is conducted respecting the scientific procedures needed in any research, but unfortunately we could not do so. As a resultwe struggled a lot to reach students who were

unwilling to participate in the research; therefore, we were obliged to ask a teacher to convince them. We spent more than a month waiting for their replies. Hence,we cannot make sure that the results obtained are reliable.Also we were not able to make interviews for both teacher and inspectors. Besides, generalization of the results obtained and recommendations suggested may not be appropriate since our concern is the study of a case in both school located in a region in which people have little or no interest to learn foreign languages in term of speaking because they have almost no face to face contact with native speakers of those languages. Nevertheless, such generalization becomes worth all the trial if the results are confirmed and recommendations are experimented by other researches.

3.3.4. Pedagogical Implications

English Language teaching in Algerian middle and secondary schools, mainly third year secondary school and fourth year middle school classes has encountered many problems and deficiencies in pupils' language mastery, in the speaking skill in particular.

To encourage learners to look at English as a language to learn not just another subject, the following recommendations should be taken into consideration:

- Teachers should encourage their learners to speak English at least in the classroom.

Most learners who took part in our study tend to refuse to speak English, they prefer to learn grammar rules and writing skills because that is all what they need when they sit for the BAC and BEM exams, the main motivational tool in classrooms is grading and we think if teachers give the evaluation of the oral outcome of learners the importance it deserves, learners will be motivated to speak and enhance their speaking abilities to score well in the oral examination.

- Teachers should encourage their learners to speak English outside the classroom.

Although both English and French are foreign languages in Algeria, the Algerian society find it normal to hear Algerians speaking French while it is unusual for the Algerian people to hear some Algerians speaking English.

Although English is an international language and the most spoken in the world, it is willingly marginalized and limited to its learning classrooms in all levels of its study in Algeria, the only way to break such cultural barriers surrounding and blocking English in Algeria is to create and establish a motivational atmosphere to speak English outside classrooms where Algerian people have the ability to speak aloud in English without being afraid of being looked at as strangers and this starts in and from the school where teachers should encourage their learners to speak English outside the school especially online with native speakers if possible, this will break the barriers blocking the way of spreading English.

- Oral evaluation of the speaking skill should be included in the BAC and BEM exams.

The learners we have examined neglect the speaking of English and show little or no will to improve their communicative skills in the mastery of the target language because they are aware that their speaking ability will not be measured and accounted in the final exams of BAC and BEM, the best way to encourage them to give importance to speaking and enhancing it is to include oral examination and evaluation of those skills in the official exams, the way such exams are conducted in Algeria make it difficult for designers to include oral evaluation of learners speaking competencies at the same time of the written examination, that's why teachers can grade their learners in oral examination before the date of the BAC and BEM and send grades to be accounted together with the grade learners get in the written examination.

- The teaching of English should start in primary school.

Most learners of English in Algeria are facing the challenge of learning a language in a late age, the age of the learner when studying in the primary school is the best period of life

for learning effectively a foreign language, unfortunately this is not the case in Algeria where learners start learning English lately in the middle school, not only this, they learn it using the CBA too, which is based upon the linguistic competencies achieved before and which they do not have since the exposure to English language in Algeria is limited within its learning institutions, that's why we suggest to start teaching English in primary school, and let parents choose which FL they want their children to learn in the primary school instead of imposing French on them.

- Algerian middle and secondary school should create English language clubs.

Most learners said they do not find people with whom they may interact outside the school to practice their speaking skills, English clubs are the best solution; they constitute a mutual motivational atmosphere for students to express themselves orally without anxiety or being afraid of making mistakes.

- Appropriate measures have to be taken to allow English to spread in Algeria.

French is given all means of spread in Algeria, there are radio stations, TV channels, newspapers.... etc.... in French, but there is no chance for English, and this is intentional to prevent English from spreading and becoming the first foreign language in Algeria, this made the question of the position of English in the Algerian educational system seem to be a political matter more than being an educational one.

Those who stand against the spread of English in Algeria argue that Algerians do not understand English and say how you can think about radio stations, TV channels, newspapers... etc... Created for people who do not understand English?

The key for this is obvious, before the French colonization of Algeria, Algerians were unable to understand French language, they did not learn it at schools, they learnt it through the intensive exposure to it after the French colonization, of course we do not mean to be colonized to learn English but to show that if we wait for people to learn English to create

English radio stations, TV channels, and newspapers, then we will waste time aimlessly, because such things encourage people to learn not the opposite.

3.3.5. Recommendations for Further Research

The research have to be conducted on learners in the Algerian public middle and secondary schools compared to those in private language schools which emerged lately and in which the speaking skill is evaluated to encourage learners to look at English as a language to learn, and this is exactly the case in the private teaching of English in Algeria, this difference may affect the study if it was expanded to the private schools. Also the current study could be conducted using other data collection tools as interviews, classroom observation to get more details about the situation as a whole. Moreover, both teachers and inspectors could participate in the experiment to give their attitudes and suggest solutions that might enhance the Algerian educational system in the coming years.

Conclusion

The interpretation of the pupils' questionnaire results reflects the main purpose of present and future of English language learning in Algerian middle and secondary schools, pupils' questionnaire tries to respond to the research questions the present study is built on, to determine if the Algerian pupils in secondary and middle school look at English language as a language that they learn to speak outside the school or just another subject they try to score in well when they sit for their official BAC and BEM written exams which do not include any evaluation of their speaking abilities of the language.

The survey results show that most of the selected sample of students do not speak English outside the classroom and this is a major obstacle in the learning process of any FL, When asked if they learnt English to speak it or just to score in it at the BAC and BEM exams most of them answered that they learnt it in order to score well in the BAC and BEM exams, the reason behind this according to the survey results is primarily because learners know that

their speaking skills evaluation is not included in the BAC and BEM exams which are exclusively in written form and the lack of time for some learners and difficulty of the language itself for a few of them, most of our informants think they more they master French more than English, When asked why they think that English is difficult to learn most of them said that because they did not study it in the primary school.

Most pupils in the Algerian middle and secondary schools hold positive attitudes towards learning English language, most of them are willing to learn it and to improve their ability to speak it.

Unfortunately, most of them are unable to speak it outside the school because of many reasons the first of them is being the fact that they did not study it in the primary school knowing that most linguists agree that learning a FL is more successful when the learner starts his learning as early as possible, another reason is that there is nothing encouraging Algerian people to learn English such as newspapers, TV and radio channels and other means in which English is used.

General Conclusion

The main purpose of learning a foreign language is to speak it; successful language learning can be attained only if the main purpose of the whole process is the mastery of the speaking skill. Getting a good score in a written examination of a language is something which plays a vital role in creating self confidence among learners and encourages them to learn. But learning English for the sole reason of the score in written exams and neglecting the evaluation of the speaking abilities of learners is a big obstacle in the successful learning of that language since this degree of success in learning the target language is measured by the degree of the mastery of its speaking, the learning of English cannot be successful without tests and scoring of the oral competences of learners and if we neglect such evaluation ,learners will not give any importance to the development of their speaking skills either in or out the school , They will think that they need English only for the specific purpose of writing in a limited areas which are the learning institutions , from this study as it is noticed, that middle and secondary students in Algeria are still looking at English not a language to learn and master outside the school but just another subject to score in at BEM and BAC official exams , they survey results show that this is the main reason behind their limited and even unsuccessful mastery of English language mainly in term of speaking.

According to this research the main objective for middle and secondary school students in Algeria is success in BEM and BAC official exams in which English language only writing and grammar competencies are tested and dealt with and speaking competencies are not evaluated and not included in the exams.

The examination of third year secondary school and fourth year middle school textbooks show that they gives a little importance to the speaking skill, the textbooks designers gave more importance to writing and grammar rules which confirms that not only

the learners look at English language as a tool of scoring but the syllabus designers have the same view.

The middle and secondary school students in Algeria learn French in the primary school, many families speak French at home,and there are many newspapers, radio and TV channels in French in Algeria. But the practice of English in Algeria is limited to its learning institutions not outside them. the intended marginalization of English in Algeria encouraged learners to look at it not as a language to learn to speak but the same way they look at other subjects such as mathematics and physics, just another subject to score in and not a language to speak and master.

According the this study it is clear that the main purpose of learning English for students in Mealem Larbi Middle school and Chrait Lazher Secondary school in Hammamet,Tebessa, and most public schools in Algeria is scoring in their official written BAC and BEM exams not learning English to speak it outside the school.

After the close examination of the textbooks designed for the classes mentioned we found that amount of activities suggested for enhancing the speaking competencies of learners is poor and inconvenient. This is because the educational system in Algeria in not really encouraging middle and secondary school students to study English as a language to learn and speak but rather encouraging them to mastering grammar rules and the writing skill to score well in official written exams of BEM and BAC.

Besides, the learners themselves are completely aware of the reasons why they tend to learn English just to score in Exams such as the absence of the evaluation of their communicative skills in those exams, the lack of motivation to speak English in Algeria, and the luck of time in that crucial year of sitting for BAC and BEM exams.

Many educational reforms in terms of textbooks to promote the mastery of speaking and in terms of BAC and BEM exams to include oral examination of the speaking skill in them

can be implemented to make Middle and Secondary school students motivated to study English as a language to learn to speak outside classrooms and not just another subject to score in at official written exams, not forgetting to motion the introduction of the teaching of English language to the primary education.

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Appendices

Appendix A

Fourth Year Middle School pupils' Questionnaire

Dear pupils,

This questionnaire is designed for you to answer. It is a part of a study conducted to investigate the main purposes behind learning English language in Algerian public schoolsand see if it is learnt as most as it should be for the sole purpose of achieving a good ability to speak it even outside the educational institutions or as most people think just like other subject courses to score well in it in BEM exam. Be sure that your answers would help us in our work and the data collected would stay strictly anonymous. Please, answer it seriously.

- Tick or cross the correct answer :

1.Age:

Less than 15 ☐   15 years old ☐   More than 15 ☐

2.Gender:

Male ☐ Female ☐

3. Honestly, how do you describe your level of proficiency in English?

Excellent ☐   Good ☐   Weak ☐   Very Weak ☐

4.Which language you think you are more proficient in: English or French?

English ☐ French ☐

5. Do you learn English to speak it or just to get a good mark in it in the BEM Exam?

- I study English to learn speaking it ☐

- I study English only to get a good mark in the BEM Exam ☐

6. For those who answered just to score well in the BEM exam: why?

- Because the BEM Exam is a written Exam ☐

- I have no time ☐

- English is not important in Algeria ☐

7. Do you think that English is a difficult language to learn?

Yes ☐ No ☐

8. For those who answered it is difficult: why?

- Because I didn't study it in the primary school ☐

- Because of the teachers method ☐

9. Do you speak English outside the classroom?

Yes ☐ No ☐

10. For those who answered No in the previous question: why?

- English is not my favorite language ☐

- No one will understand me ☐

- Afraid of making mistakes ☐

- Not convenient to speak English outside theschool ☐

11. Do you intend to enhance your level in English by relying on yourself without the help of your tutor?

Yes ☐ No ☐

Thank you so much for answering this questionnaire

Appendix B

Third Year Secondary School students' Questionnaire

Dear students,

This questionnaire is designed for you to answer. It is a part of a study conducted to investigate the main purposes behind learning English language in Algerian public schools and see if it is learnt as most as it should be for the sole purpose of achieving a good ability to speak it even outside the educational institutions or as most people think just like other subject courses to score well in it in BAC exam. Be sure that your answers would help us in our work and the data collected would stay strictly anonymous. Please, answer it seriously.

- Tick or cross the correct answer :

1.Age:

Less than 15 ☐   15 years old ☐   More than 15 ☐

2.Gender:

Male ☐Female ☐

3. Honestly, how do you describe your level of proficiency in English?

Excellent ☐   Good ☐   Weak ☐   Very Weak ☐

4.Which language you think you are more proficient in: English or French?

English ☐French ☐

5. Do you learn English to speak it or just to get a good mark in it in the BAC Exam?

- I study English to learn speaking it ☐

- I study English only to get a good mark in the BAC Exam ☐

6. For those who answered just to score well in the BAC exam: why?

- Because the BAC Exam is a written Exam ☐

- I have no time ☐

- English is not important in Algeria ☐

7. Do you think that English is a difficult language to learn?

Yes ☐ No ☐

8. For those who answered it is difficult: why?

- Because I didn't study it in the primary school ☐

- Because of the teachers method ☐

9. Do you speak English outside the classroom?

Yes ☐ No ☐

10. For those who answered No in the previous question: why?

- English is not my favorite language ☐

- No one will understand me ☐

- Afraid of making mistakes ☐

- Not convenient to speak English outside theschool ☐

11. Do you intend to enhance your level in English by relying on yourself without the help of your tutor?

Yes ☐   No ☐

Thank you so much for answering this questionnaire

Résumé

Aujourd'hui, l'apprentissage d'une deuxième langue est devenu une nécessité. L'anglais, par exemple, est l'une des langues les plus enseignées au monde. Cette étude tente d'étudier les principaux objectifs de l'apprentissage de l'anglais pour les élèves du collège et du secondaire et de voir s'il est appris autant qu'il devrait l'être dans le seul but d'acquérir une bonne capacité à le parler même en dehors des établissements d'enseignement ou comme la plupart des gens pensent comme d'autres cours de matière à bien y réussir aux examens du collège et du lycée. L'étude a été menée à l'école secondaire Maalem Larbi et Chrait Lazher à Hammamet ; Tébessa, avec la participation de 35 élèves du collège et de 38 élèves du secondaire. Ainsi, un échantillon de 73 apprenants a répondu à des questionnaires structurés. Les résultats obtenus ont mis en évidence un ensemble de facteurs qui ont directement ou indirectement affecté la tendance naturelle des apprenants à bien noter les examens comme le principal objectif de l'ensemble des quatre ou trois années d'études, en plus de l'absence de tout test oral dans ces examens officiels. En fait, les apprenants ont des attitudes négatives à l'égard de l'apprentissage de la langue cible pour le bien de l'apprentissage de la langue elle-même et de la maîtrise de celle-ci, du grand nombre de sujets à étudier, de l'impossibilité d'utiliser l'anglais hors de l'école et de la faible visibilité donné à l'anglais. Les facteurs déjà mentionnés ont minimisé les efforts des apprenants et les ont donc empêchés de penser à l'anglais au-delà de la notation aux examens officiels. En ce sens, cette étude a certaines implications qui pourraient être appliquées et quelques recommandations utiles pour des recherches plus poussées.

Mots clés : Apprentissage d'une deuxième langue, langue anglaise, examens de fin d'études secondaires et intermédiaires, Objectif, Noter, Maîtrise.

الملخص

أصبح حالي وممن الضرورة تعلم لغة ثانية. وكمثال لذلك اللغة الإنجليزية التيتعتبر واحدة من أكثر اللغات تعلما في العالم. تهدف هذه الدراسة النالتحقق في أهم أهداف طلاب المدارس المتوسطة والثانوية من خلال تعلم اللغة الإنجليزية، ومعرفة ما مدى تعلمهم للغة الذي يرمي الى غرض وحيد هو القدرة على التحدث بها حتى خارج المؤسسات التعليمية، أو كما يعتقد معظم الناس انها مادة كمختلف المواد المقررة التي يجب أن يتحصلوافيها على نقاط جيدة في الامتحانات النهائية للطورين المتوسط و الثانوي. وقد أجريت الدراسة في متوسطةمعلم العربي وثانوية شريطلزهر في الحمامات، تبسة, بمشاركة ٣٥ طالب من الطور المتوسط و ٣٨ طالب من الثانوي. ولهذا، استجابة عينة من ٧٣ طالب على الاستبيانات المنظمة. وأبرزت النتائج التي تم الحصول عليها مجموعة من العوامل التي أثرت بشكل مباشر أو غير مباشر على الحدوث الطبيعي لميل المتعلمين إلى النجاح في الامتحانات كهدف رئيسي لكل أربع أو ثلاث سنوات من الدراسة بالإضافة إلى عدم وجود أي إختبار شفوي في تلك الامتحانات الرسمية. في الواقع، فإن المتعلمين يتوجهون بمواقف سلبية تجاه تعلم اللغة المستهدفة من أجل تعلم اللغة نفسها وإتقانها، المواضيع الكثيرة التي يجب دراستها، إستحالة إستعمال اللغة الإنجليزية خارج المدرسة، وقلة الاهتمام باللغة الإنجليزية. وقد قللت العوامل المذكورة منجهود المتعلمين، مما منعهم من التفكير في اللغة الإنجليزية إلى ما هو أبعد من مجرد تحصل على النقاط في الامتحانات الرسمية. وفي هذا الصدد، فإن لهذهالدراسة آثارمترتبة يمكن تطبيقها وبعض التوصيات المفيدة لإجراء المزيد من البحوث.

الكلمات المفتاحية: تعليم اللغة الثانية، اللغة الإنجليزية، الامتحانات النهائية للمدرسة المتوسطة والثانوية، الغرض، التنقيط، التمكن.