

**Professional Knowledge and Practices of Algerian Teachers in Teaching  
Listening and Speaking Skills in EFL Classrooms**

Submitted by **Khouloud Nebbou** to the University of Exeter  
as a thesis for the degree of  
**Doctor of Philosophy in Education**  
In **September 2021**

This thesis is available for Library use on the understanding that it is copyright material and that no quotation from the thesis may be published without proper acknowledgement.

I certify that all material in this thesis which is not my own work has been identified and that any material that has previously been submitted and approved for the award of a degree by this or any other University has been acknowledged.

Signature: Khouloud Nebbou

## **Abstract**

By having an interest in teacher cognition and the teachers' teaching knowledge; and following an interpretive approach, this thesis explores how EFL teachers, specifically Algerian teachers, approach listening and speaking teaching based on their pedagogical skills. Furthermore, using a sociocultural perspective, this study explored teachers' subject and pedagogical knowledge of teaching listening and speaking skills in the context of a new educational reform: the implementation of learner-centred pedagogy in EFL classrooms to develop learners' communicative competencies.

Data were collected during the third semester of the 2019-2020 academic year using interpretive data collection methods, including classroom observations, face-to-face semi-structured interviews, and focus groups. NVivo software was used for the coding process. The transcribed data was used to analyse classroom interactions and teachers' and students' talks to explore how teachers sought to teach listening and speaking skills using a learner-centred pedagogy and how learners perceived such pedagogies.

Findings indicated that listening and speaking skills were not directly taught. The teaching of both skills under a learner-centred pedagogy was challenging for teachers in the classroom context. This results in using both skills as a teaching tool in teaching reading and writing skills. Further findings also revealed that the classroom interactions consisted of limited and short exchanges that were teachers dominated. This proved that the implementation of learner-centred, and dialogic practices was challenging for the teachers.

The analysis of classroom interactions indicated intrinsically directed and dominant teachers' talk. It also revealed shared classroom discussions demonstrating teachers' attempts to model dialogic teaching, resulting in fewer listening and speaking skills opportunities. The data analysis revealed three ideas. Firstly, teachers made minimal attempts to teach direct listening and speaking skills. Secondly, efforts to implement learner-centred pedagogy were visible during classroom discussions; however, teachers' instructions were not very dialogic in increasing interactional opportunities. Finally, teachers demonstrated classroom awareness, indicating the potential for increased dialogic learning.

## Contents

Professional Knowledge and Practices of Algerian Teachers in Teaching Listening and Speaking Skills in EFL Classrooms.....	1
Abstract .....	2
List of Tables .....	9
List of Diagrams.....	11
Acknowledgments .....	12
Key to Abbreviations .....	13
CHAPTER 1: INTRODUCTION .....	14
1.0 Introduction.....	14
1.1 Trigger of the Study .....	14
1.2 Statement of the Problem.....	15
1.3 Rationale of the Study .....	15
1.4 Research Questions .....	16
1.5 Overview of the Thesis.....	16
CHAPTER 2: BACKGROUND INFORMATION .....	18
2.0 Introduction.....	18
2.1 Free Education and School Enrolment .....	18
2.2 An Overview of the Algerian Educational Reforms .....	18
2.2.1 First Reform: Arabisation of the Educational System .....	19
2.2.2 Second Reform: The Fundamental Schooling System .....	22
2.2.3 Third Reform: English in the Primary School .....	22
2.2.4 The Higher Education Reforms: Teaching English Under the Classical Reform and LMD Reform .....	23
2.3 Algerian Educational System.....	25
2.3.1 School System .....	25
2.3.2 University System .....	27
2.4 English as a Foreign Language in the Algerian Context .....	28
2.4.1 The Status of English in the Algerian Educational Programmes.....	28
2.4.2 EFL Teaching Methodologies in Algeria.....	29
2.4.3 Teaching English as a Foreign Language .....	30
2.4.4 EFL Teachers Professional Development in Algeria .....	32
2.4.5. The Status of Listening and Speaking Skills in Language Teaching .....	32
2.5 Conclusion.....	36
CHAPTER 3: LITERATURE REVIEW.....	38
3.0 Introduction.....	38
3.1 The Theory of Communicative Competence .....	39

3.1.1 Communicative Competence: An Overview of the Main Models.....	41
3.1.2 Key Research on Communicative Competence .....	44
3.1.3 Oral Communicative Competence .....	47
3.1.4 Interactional Competence .....	48
3.2 Communicative Language Teaching Theory.....	50
3.2.1 The Background to Communicative Language Teaching .....	50
3.2.2 Principles of Communicative Language Teaching.....	51
3.2.3 Instructional Activities and Teaching Materials in Communicative Language Teaching .....	53
3.2.4 Teacher’s Role in a Communicative Language Teaching Classroom .....	55
3.2.5 Learners’ Role in a Communicative Language Teaching Classroom .....	57
3.2.6 Critiques of Communicative Language Teaching .....	58
3.3 Theorizing the Importance of Communicative Approaches to Learner-Centred Pedagogy .....	61
3.3.1 Classroom Talk as A Principle of Learner Centredness.....	63
3.4 Teaching Oral Language Skills: Listening and Speaking Skills .....	65
3.4.1 Teaching Listening Skills.....	65
3.4.2 Materials for Teaching Listening Skills.....	71
3.4.3 Teaching Speaking Skills .....	71
3.4.4 Activities and Resources for Teaching Speaking.....	74
3.5 Language Skills Integration in English Language Teaching .....	76
3.5.1 Segregated-Skills Approach .....	76
3.5.2 Integrated-Skills Approach.....	78
3.5.3 Integrating Speaking and Listening Skills.....	83
3.6 Teaching Knowledge: An Overview of the Main Teacher Knowledge Base.....	84
3.6.1 Content Knowledge .....	85
3.6.2 Pedagogical Content Knowledge .....	86
3.7 Conclusion .....	88
CHAPTER 4: METHODOLOGY.....	90
4.0 Introduction.....	90
4.1 Research Questions .....	90
4.2 Research Paradigm .....	91
4.2.1 Position of the Researcher.....	93
4.2.2 Justification for Adopting Interpretivism as a Paradigm .....	95
4.3 Research Design.....	98
4.4 Research Sample .....	99
4.4.1 Selection of Secondary Schools.....	99

4.4.2 Selection of Classroom .....	100
4.4.3 Selection of Participants.....	100
4.4.4 Negotiating Legal Access.....	102
4.5 Data Collection.....	103
4.5.1 First Data Collection Method: Classroom Observation .....	104
4.5.2 Selection of Lessons .....	105
4.5.3 Audio Capture of Lessons.....	105
4.5.4 Overview of The Lesson Observation Sample.....	107
4.5.5 Conducting Classroom Observation .....	107
4.5.6 Second Data Collection Method: Semi-Structured Interview .....	109
4.5.7 Interview Participants .....	110
4.5.8 Interview Wording and Schedule.....	110
4.5.9 Piloting the Interview .....	112
4.5.10 Conducting Teachers' Semi-Structured Interview .....	112
4.5.11 Third Data Collection Method: Focus Group .....	114
4.5.12 Focus Group Participants .....	114
4.5.13 Focus Group Wording and Schedule.....	115
4.5.14 Piloting the Focus Groups.....	116
4.5.15 Conducting Focus Groups .....	117
4.6 Data analysis.....	120
4.6.1 Analysis of Classroom Observation Data .....	120
4.6.2 Analysis of Interview Data.....	124
4.6.3 Analysis of Focus Group Data .....	128
4.6.4 Transcribing the Focus Group Discussion.....	128
4.6.5 Coding the Focus Group Discussion.....	129
4.7 Quality of Data Collected.....	130
4.7.1 The Impact of Researcher on the Data Collection and Analysis Process .....	130
4.7.2 Enhancing Trustworthiness and Credibility .....	132
4.8 Research Ethics .....	135
4.8.1 Being an International Research .....	136
4.8.2 The Informed Nature of The Participation .....	136
4.8.4 Data Protection, Privacy and Confidentiality .....	139
4.9 Research Challenges and limitations.....	140
4.9.1 Challenges Occurring as a Result of the Research Design .....	141
CHAPTER 5: THE FINDINGS FROM THE CLASSROOM OBSERVATION.....	143
5.0 Introduction.....	143
5.1 Context of the Data .....	143

5.2 Teachers' and Classrooms Descriptions .....	144
5.2.1 Mrs. Alia.....	144
5.2.2 Mrs. Leila.....	146
5.2.3 Mrs. Noor.....	148
5.2.4 Mrs. Aza.....	151
5.2.5 Summary .....	153
5.3 Teachers' and Students' Talk in the Observed Lessons .....	154
5.3.1 Learning Purpose.....	154
5.3.2 Length of Teachers' and Students' Utterances .....	155
5.3.3 Students Participation in Talk Interaction .....	157
5.4 The Qualitative Analysis of the Observations.....	160
5.4.1 The Nature of Teachers' Talk in the Observed Lessons .....	160
5.4.2 The Relationship Between Classroom Management Talk and Speaking and Listening Opportunities .....	163
5.4.3 Teachers' Pedagogical Knowledge of Teaching Listening and Speaking Skills. .....	167
5.5 Conclusion.....	170
CHAPTER 6: THE FINDINGS FROM THE TEACHERS' INTERVIEWS .....	171
6.0 Introduction.....	171
6.1. The Context of the Data .....	171
6.2 The Outcomes of the Coding.....	172
6.3 Teaching English as a Foreign Language .....	172
6.4 Skills of Language Learning.....	176
6.4.1 Listening and Speaking: Teaching Practices. ....	176
6.4.2 Teaching Listening and Speaking Problems.....	180
6.4.3 Skills Integration.....	189
6.5 Teaching-learning Circumstances.....	191
6.6 Summary.....	195
6.7 Conclusion.....	196
CHAPTER 7: THE FINDINGS FROM THE FOCUS GROUP .....	198
7.1 The Context of the Data .....	198
7.2 The Outcome of the Coding.....	198
7.3 Knowledge and Experience of Language Skills .....	199
7.3.1 Listening and Speaking Skills.....	199
7.3.2 Listening and Speaking: Teaching-Learning Practices .....	203
7.3.3 Skills Integration.....	207
7.4. Factors Effecting the Practice of Listening and Speaking Skills.....	209

7.4.1 Learning Struggles.....	210
7.4.2 Teaching-Learning Environment .....	213
7.5 Conclusion.....	215
CHAPTER 8: DISCUSSION.....	217
8.0 Introduction.....	217
8.1 Overview of Discussion Points .....	218
8.2 Do Algerian EFL Teachers in Secondary Schools Create Opportunities for Speaking and Listening in their Classes? .....	219
8.2.1 The Nature of Classroom Talk in Promoting Opportunities for Listening and Speaking. ....	219
8.2.2 The Quantity and Quality of Learners' Participation in Talk Interaction .....	220
8.2.3 Teachers' Role in Managing Learners' Talk.....	222
8.2.4 Teachers' Awareness on Classroom Management Talk and Listening and Speaking Opportunities. ....	224
8.2.5 Barriers to Classroom Talk .....	225
8.2.6 Learners Experience of Classroom Talk.....	227
8.2.7 Section Summary.....	228
8.3 What Subject and Pedagogical Knowledge Underpins the Teachers' Teaching of Listening and Speaking? .....	230
8.3.1 The Relationship Between Teachers' Subject and Pedagogical Knowledge and their Teaching of Listening and Speaking. ....	230
8.3.2 How Does Teachers' Content Knowledge Affect the Teaching of Listening and Speaking? .....	231
8.3.3 How Does Teacher's Pedagogical Content Knowledge Affect the Teaching of Listening and Speaking? .....	231
8.3.4 How Does Teacher's Pedagogical Knowledge Affect the Teaching of Listening and Speaking?.....	237
8.3.5 Section Summary.....	238
8.4 Misalignment Between Policy and Practice and How this Affects the Teaching of Speaking and Listening. ....	238
8.4.1 The Teachers' Pedagogical Practices and the Impact of Curriculum That Aimed to Be Communicative.....	239
8.4.2 Learners' Interest and The Impact of the Textbook Content.....	241
8.4.3 Learners' Interest and The Impact of Final Assessment.....	242
8.4.4 Section Summary.....	243
8.5 How Do Algerian EFL Teachers Integrate the Teaching of Speaking and Listening with Reading and Writing in their Classes? .....	244
8.5.1 Teachers' and Students' Insights on "Skills Integration." .....	244
8.5.2 The Teachers' Perceptions and Their Real Practice Of "Skills Integration" In EFL Classes.....	245

8.5.3 Section Summary.....	245
8.6 Thoughts, Questions, and Personal Commentary .....	246
CHAPTER NINE: CONCLUSION AND IMPLICATIONS .....	248
9.0 Introduction.....	248
9.1. Conclusions.....	249
9.1.1 Conclusion One .....	249
9.1.2 Conclusion Two .....	251
9.2. General Implications for Future Policy, Practice and Research .....	251
9.2.1 Recommendations for Further Research.....	254
9.2.2 Recommendations for Teachers .....	256
9.2.3 Recommendations for Policymakers.....	257
9.3 Contribution to Knowledge .....	257
9.4 Personal Reflection.....	258
Appendices .....	260
References.....	286



## List of Tables

### **Chapter 3: Literature Review Chapter**

Table 3.1 Key Features in Three Communicative Models.

### **Chapter 4: Methodology Chapter**

Table 4.1 Interpretive Assumptions of this Study

Table 4.2 Summary of Research Design

Table 4.3 Total Number of Students in Each Class

Table 4.4 Information About the Participants

Table 4.5 Data Collection Methods

Table 4.6 Information of the Four Classrooms

Table 4.7 Teachers' Pseudonyms and Schools' Name

Table 4.8 Topics Covered in Teachers' Interview

Table 4.9 Information of Semi-Structure Interviews

Table 4.10 Total Number of Focus Group in Each Class

Table 4.11 Statements Used in the Elicitation Task.

Table 4.12 Data Collection Methods Used in The Study

Table 4.13 Phases of Audio-Recorded Data Funnelling

Table 4.14 Identified Episodes for Transcription

Table 4.15 Inductive Approach Coding (Thomas, 2003)

Table 4.16 Dairy of Data Collection

### **Chapter 5: Classroom Observation Findings Chapter**

Table 5.1 Attendance Pattern in Mrs. Alai's Class.

Table 5.2 Attendance Pattern in Mrs. Leila's Class.

Table 5.3 Attendance Pattern in Mrs. Noor's Class.

Table 5.4 Attendance Pattern in Mrs. Aza's Class.

Table 5.5 learning Purpose of the Identified Episodes.

Table 5.7 Participation Rate Across the Sample.

Table 5.8 General Themes of the Observations Analysis.

Table 5.9 The Teachers' Talk in the Identifies Episodes.

Table 5.10 The Nature of the Teachers' Talk in the Class.

Table 5.11 Sub-Themes About Classroom Management and Listening and Speaking Opportunities.

Table 5.12 Sub-Themes on The Teachers' Pedagogical Knowledge of Teaching Listening and Speaking Skills.

### **Chapter 6: Teachers' Interview Findings Chapter**

Table 6.1 The Teachers' Interviews Analytical Result.

Table 6.2 Sub-Themes on Teaching English as A Foreign Language.

Table 6.3 List of Sub-Themes on Teaching Listening and Speaking Practices.

Table 6.4 Sub-Themes on Teaching Listening and Speaking Problems.

Table 6.5 List of Sub-Themes on Skills Integration.

Table 6.6 Sub-Themes on The Teaching-Learning Circumstances.

### **Chapter 7: Focus Groups Findings Chapter**

Table 7.1 Focus Groups' Coding Result.

Table 7.2 List of Sub-Themes Related to the Teaching of Listening and Speaking Skills.

Table 7.3 Sub-Themes Related to Teaching Listening and Speaking Practices in The Classroom.

Table 7.4 Sub-Themes Related to Skills Integration.

Table 7.5 Sub-Themes on the Teachers' and Students' Learning Struggles.

Table 7.6 List of Sub-Themes on the Teaching-Learning Environment.

### **Chapter 8: Discussion Chapter**

Table 8.1 Teachers Reported and Observed Procedures.

Table 8.2 Overview of the Oral Language Requirements Within the Algerian Curriculum.

## List of Diagrams

### **Chapter 2: Background Chapter**

Diagram 2.1 The Coursebook “New Prospects” Structure.

### **Chapter 3: Literature Review Chapter**

Diagram 3.1 Canale and Swain (1980, 1981) and Canale (1983, 1984)  
Communicative Competencies

Diagram 3.2 The Proposed Framework of Communicative Competence  
Integrating the Four Skills (Usó-Juan & Martínez-Flor, 2008, p.16)

### **Chapter 4: Methodology Chapter**

Diagram 4.1 Inductive Analysis Coding Stages (Braun & Clarke, 2006)

### **Chapter 5: Classroom Observation Findings Chapter**

Diagram 5.1 The Mean Length of the Teachers’ Responses

Diagram 5.2 The Mean Length of the Students’ Responses

Diagram 5.3 Participation Rate in Mrs. Aza’s Classroom

Diagram 5.4 Participation Rate in Mrs. Alai’s Classroom

Diagram 5.5 Participation Rate in Mrs. Leila’s Classroom

Diagram 5.6 Participation Rate in Mrs. Noor’s Classroom

## **Acknowledgments**

Being a Ph.D. student at Exeter University was both a rewarding and challenging experience. Throughout all these years, many people influenced my academic journey. This section of the thesis is a little token of gratitude to those persons for their valuable support.

I would offer my heartfelt gratitude to my supervisor, professor Debra Myhill. I was only able to finish my research work due to her valuable support and always pleasant personality. I am grateful to her for her consistent support and optimistic attitude during the most challenging times on this journey. Furthermore, I would convey my appreciation to Dr. Ruth for reviewing my chapters and providing constructive feedback. Ultimately, I would also present my heartfelt gratitude to the University of Exeter and the Graduate School of Education for helping me with financial support in the most challenging times of my research.

I am grateful to my mother, father, sisters, and brothers for their unending encouragement and support. This thesis is dedicated to them. Yahya Mammeri was also a wonderful friend who kept me company and provided valuable support during my darkest years. Without your consistent encouragement, none of this would have been possible.

## Key to Abbreviations

EFL	English as a foreign language
CELGM	Certificat d'Etudes Littéraires Générales Modernes
LMD	Licence, Master, Doctorante
BEF	Brevet d'Enseignement Fondamental [Patent of Basic Education]
DEUA	Diplôme d'Etudes Universitaires Appliqués
CBA	Competency-Based Approach
ELT	English Language Teaching
3AS	Third-year secondary
ESL	English as a second language
TBL	Task-based learning
CLT	Communicative Language Teaching
PPP	Presentation, Practice, Production model
TBLT	Task-Based Language Teaching
L1	First language

## **CHAPTER 1: INTRODUCTION**

### **1.0 Introduction**

Teaching listening and speaking skills in EFL contexts have long been a source of concern. Some may feel that because speaking is incorporated in teaching practice and instilled through the communication process from an early age, its pragmatic nature as part of a daily conversation means that it cannot be learned through rigorous instruction. Others may argue that speaking skills are not the basis for engagement, emphasizing their universality and thus teachability. This study investigates the status of teaching listening and speaking skills in Algerian secondary schools. It also explores the perspectives of a sample of English secondary school teachers on teaching both skills to foreign language students.

This chapter will address the considerations that lead to the conception of this study. It will discuss the research problem and the rationale that underpins this study. Furthermore, the questions and aims that will lead the study will be defined. Finally, a synopsis of the thesis structure will be presented.

### **1.1 Trigger of the Study**

This study arose from my interest in teaching other languages, mainly English, and oral skills. This interest began when I received a master's degree in teaching English as a foreign language. My master's thesis investigated the theory of skills integration, specifically the integration of listening and speaking skills in Algerian secondary schools. This interest was expanded and refined in my initial doctoral proposal, which focused on investigating the possibility of improving EFL learners' oral competence in EFL classrooms through the integrated teaching of listening and speaking, using integrated skills instruction as the theoretical foundation. However, after reading some literature on a segregated-skill instruction and an integrated-skill instruction, I frequently believed that this type of research would be challenging to investigate because neither time nor environment would support it. Following multiple evaluations and comments from my supervisor, this study has ultimately focused on assessing the status of teaching listening and speaking skills in Algerian secondary schools. This selection was informed mostly by previous teaching and learning techniques and current reforms influencing Algeria's education system, which I believed

indicated a considerable improvement in the teaching of English as a foreign language in general.

## **1.2 Statement of the Problem**

Despite extensive research on educational reforms and the challenges they pose to teachers and their beliefs, there has been little consideration into how such pedagogies are perceived in EFL classrooms, their impact on teachers' pedagogical knowledge, and the relationship between teachers' subject and pedagogical knowledge and listening and speaking teaching in the face of such reforms. This research aims to explore a significant shift in language teaching in Algerian EFL secondary schools. The reform argues for active teaching approaches promoting dialogic teaching, communicative learning, and student participation. However, despite the call for dialogic teaching methodologies that promote oral proficiency in the classroom, little research has been conducted to investigate teachers' pedagogical knowledge of listening and speaking skills in such transitional contexts.

## **1.3 Rationale of the Study**

The underlying assumption is that teachers' teaching practices are not random; instead, they are guided by their pedagogical knowledge, significantly affecting their teaching and instructional decisions. A substantial body of research literature has emerged to empower students' speaking and interactional skills in recent years. This thesis focuses mainly on foreign language students' speaking and listening skills.

This research study aims to provide a significant contribution in terms of its scope. It gathers teachers' teaching practices, pedagogical knowledge of teaching listening and speaking skills, their perceptions on both skills, curriculum and textbook specifications, foreign language teaching, and the Algerian context into one study. Many studies on the teaching of listening and speaking skills have been conducted in countries where English is taught as a second and foreign language, such as Astorga (2015) in Santiago, Ashraf et al. (2017) in Iran, Ordem (2017) in Turkey. However, as far as I am knowledgeable, no research has been carried out on teaching listening and speaking skills in Algeria, especially in secondary schools. Additionally, rather than focusing solely on teaching both

skills within the Algerian context, this research focused on the relationship between the teachers' subject and pedagogical knowledge and their teaching of listening and speaking skills. It also addressed how to teach listening, speaking, reading, and writing in an EFL context—the different approaches to integrate language skills in the classrooms. The four skills have significant connections, with reading and listening being receptive skills and speaking and writing being productive skills. This highlights the notion that in the language learning process, listening, reading, writing, and speaking should all occur concurrently and be integrated into specific communication contexts. This will help examine the relationship between teaching practices and curricula in the Algerian education system.

#### **1.4 Research Questions**

The study is designed to determine where EFL classrooms stand regarding learner-centred pedagogy implementation and its implications on teachers' pedagogical practices, particularly when teaching listening and speaking skills. The research especially intends to answer the following research questions:

1. What subject and pedagogical knowledge underpins the teachers' teaching of listening and speaking skills?
2. Do Algerian EFL teachers in secondary schools create opportunities for speaking and listening in their classes?
3. How do Algerian EFL teachers integrate the teaching of speaking and listening with reading and writing in their classrooms?

A better understanding of the relationship between teachers' pedagogical knowledge and learner-centred pedagogy will be generated by using multiple interpretive data collection methods such as audio-captured lessons, teachers' interviews, and students' focus groups to provide an inside view on the teaching and learning of listening and speaking skills.

#### **1.5 Overview of the Thesis**

The thesis is divided into nine chapters. Chapter One is an introduction to this research study. It outlines the research objects and questions that guide



this study. Chapter two provides a general background to the Algerian educational system. It also highlights the knowledge gap in this research. Chapter Three reviews some of the existing literature on listening and speaking skills and communicative competence theory. It develops a theoretical framework to guide the study through the data collection, analysis, and interpretation processes. Chapter Four discusses the research methodology underlying this research work. It presents a reflective account of the chosen paradigm, methodology, and data collection methods. It also highlights the process of data analysis and the ethical implication of the research. Chapters Five, Six, and Seven present the findings of the data gathered. Chapter Eight provides the discussion and interpretations of the main results. The last chapter draws the research conclusions and implications for future policy, practice, and research. It also includes a personal reflection on the researcher's experience with this research work.

The appendices will contain all the study's data, from the observation checklist through the interview schedule for teachers and students, consent forms, and coding findings.

## **CHAPTER 2: BACKGROUND INFORMATION**

### **2.0 Introduction**

Algeria is divided into two culturally distinct regions: the North and the Great South, which share joint political statements but have different cultural features. The North and the South have had the same language policies since independence in 1960. Arabic has risen to prominence as the official language, while French and English have been retained as foreign languages.

Algeria has a diverse linguistic landscape. Several languages are spoken (Arabic, Berber, French, and English). Algerians can be separated into two groups: those who communicate in Algerian Arabic and those who speak Berber (Belmihoub, 2018). There are different varieties of Algerian Arabic; however, they differ less from one another than the Berber varieties. According to Belmihoub, Users of the language speak an Arabic dialect known as Derja, a mixture of Berber dialect and French. Berber speakers commonly switch between Derja, a Berber dialect, and French. Code-switching is limited to colloquial Arabic and French because most native dialectal Arabic speakers do not speak Berber.

### **2.1 Free Education and School Enrolment**

As a result of adopting and attempting to permanently impose contemporary educational and administrative institutions, French colonists had a linguistic and cultural impact on Algerian education (Ennaji, 2005). During the colonialism, the French authorities required Algerian youngsters to undergo European education (Belmihoub, 2018). However, circumstances altered radically after the country's independence. As a result, the education system underwent enormous reforms, and most of the Algerian population could now attend school.

### **2.2 An Overview of the Algerian Educational Reforms**

Like any developing country, Algeria has been through numerous reforms that have marked actual changes in the Algerian Educational system. The education policy in Algeria has been through various reforms starting from a French colonial regime during colonisation to a pure monolingual country after independence and the adoption of the Arabization policy, ending with an open

government in the twenty-first century (Mami, 2013). Therefore, it is essential to trace a solid outline of the Algerian educational reforms and their aspects from the beginning of independence until now.

### **2.2.1 First Reform: Arabisation of the Educational System**

Any colonial power leaves a remarkable trace through the long years of colonization. Language is considered the leading affected area in any colonized nation. In North Africa, as it is a well-known case, the French language is still nowadays the predominant language among educators. Morocco, Tunisia, and Algeria form what is known as the Maghreb, which still faces the prevailing French culture (Allouche, 1989). France worked on creating a colonial power and left behind its Francophile colonized countries.

The French colony took Algeria in 1830 but only impacted Tunisia and Morocco in 1881 and 1912 (Allouche, 1989). As a result, Arabic was in threat in Algeria; however, it had less impact in Morocco and Tunisia. The local Algerian community lost many of its cultural elements because of 132 years of colonization. According to Allouche, colonial history left Morocco and Tunisia multilingual, but Algeria was more francophone.

Algeria dedicated itself to the transformation of its colonial past after achieving national independence. Liberation was a tool for adaptation and revolution. After 1962, the goal was to employ Arabic to create a sense of national identity in the community. Arabisation was a concept devised and promoted by Arabists who controlled the Algerian government following independence. Arabisation was the primary concern, and the government worked hard to restore the Arabic language to its rightful position. However, restoring Arabic as the official national language entailed adjustments in the educational system (Allouche, 1989).

***Arabization of Primary, Intermediate, and Secondary Education (1962 to 1975):*** From 1962 to 1975, Algeria prioritized the Arabisation of the educational system. The Arabic language was designated as the official language, with French serving as a stand-in. The government pursued a step-by-step process to spread Arabization in all subjects (Lakehal-Ayat Bermati, 2008). Gordon (2015) mentioned that the exact step-by-step method was the only appropriate solution for the government to Arabize all topics at a given level. In his book “*The French*

*Language and National Identity*”, Gordon also argued that Algeria was very involved in French culture and politics through the overuse of the French language among the French colonies. According to him, this could be “*either a source of identity or a problem of identity*” (p11). On this premise, the Algerian government stated the need to retrieve its identity through expanding the Arabic language that has been for centuries the most critical component of the Algerian identity as Muslim and Arabs (Allouche, 1989).

The Ministry of Education has three major Arabisation schemes. The initial plan attempted to Arabize education year by year, beginning with primary schools and tertiary education. The secondary purpose was to gradually Arabize the subjects based on the available methods and techniques. The third goal was to Arabize all educational sectors progressively until full Arabisation was achieved (Abdulrazak, 1982).

According to Abdulrazak (1982), elementary schools Arabisation started in the early years of independence. It was in slow progress, but there was a definite improvement. In 1962, the school system changed. In all school sectors, introduce seven hours of Arabic in a week. In 1963, the government achieved to add three more hours of Arabic to the educational system. By 1964, accomplished a quarter of the Arabisation mission, the first grade of the primary was utterly Arabized (Lakehal-Ayat Bermati, 2008). At the time, there was severe problem related to teachers' obtainability. According to Kadri (1992), the Algerian government recruited teachers from the Middle East to accomplish the appropriate system of Arabisation. Two reasons motivate teachers' obtainability. First, the recruited teachers proved to be effective channels for importing Islamist ideology into Algerian public life and education. Second, because Algerians widely speak the French language, the country's society had a low level of Arabic proficiency (Chemami, 2011).

In 1966, two years of elementary schools were fully Arabized. However, the situation was slightly different in secondary and higher education. The French dominated all the streams except Humanities (Abdulrazak, 1982). As for universities, in 1968, the degrees in Arabic Literature, Philosophy, and History had been Arabized. By 1975, the Algerian Ministry of Education announced that primary education was fully Arabized, the French language as a second language being taught only in the fourth grade. However, just the humanities stream was

Arabized in secondary schools along with one-third of the maths and sciences sections.

**Arabisation from 1976 to 2002:** From 1975 to 2002, it was twenty-seven years of first achievement and change among the Algerian schools' system. During the reign of the president, Boumediène appointed two new Ministers. According to Lakehal-Ayat Bermati (2008), the reason behind this ministry change is that the Algerian president asked for a moratorium on Arabisation.; however, this was a short process due to the assassination of the president. In 1980, the Ministry announced a national law concerning higher education, specifically national universities. The federal decree stated that all the first years of Social and Political Sciences, Law, and Economics must be Arabized.

Lakehal-Ayat Bermati stated that only 58 percent of the students were in Arabized sectors. In science, the idea of Arabisation was unstable because most of the subjects were in French, but all students were obliged to attend Arabic sessions. It was not until 22 July 1991 that the Ministry of Higher Education declared the full Arabisation of Algerian higher education. In 1993, the government realized the importance of the English language, specifically in the technological and scientific fields. Thus, according to Lakehal-Ayat Bermati, the Ministry supported using the English language as a replacement for French in primary schools. However, due to unidentified conditions, a considerable percentage of parents chose French, and the minority favoured English as a foreign language. Between 1980 and 2002, the Algerian nation worked on full Arabisation of the educational system. All the schools' subjects were taught in Arabic and French as a second language introduced in the third grade at the primary school (Lakehal-Ayat Bermati, 2008).

**The 2003 Reform:** this reform changed the position of the French language. French was introduced in the second grade in primary school. English was also taught in the first year of elementary school as it is in the present day. Furthermore, the main change that characterized this period was creating a National Commission of Reform of the Education System in May 2000. It was approved by Ministers and became active in 2003 (Omari, 2016).

**Failure of the Arabization Policy on Education:** Even though the Algerian Ministry of Education accelerated the Arabisation in the educational system, it did not give the expected competence. There were distinct limiting factors leading to the weakening of the process of Arabisation. In 1970, the

ministry of education was split into two ministries: the Ministry of Primary and Secondary Education and the Ministry of Higher Education (Lakehal-Ayat Bermati, 2008). It is important to note that this split led to educational disorder within the educational system. There was a misrepresentation of the Arabization policy due to this unexpected split. Another significant factor was the preferences of the Berbers' community within the Algerian society. The Berbers preferred the French over the Arabic because, as Gordon (2015) states, they considered it a standard for modernity. Thus, the failure of the entire educational system was attributed to Arabisation. Many researchers (Entelis, 1981; Grandguillaume, 2002; Miliani, 2003; Taleb-Ibrahimi, 1997;) claimed that the authorities' policies caused the decline of the educational system and made it suffer from unsolved problems.

### **2.2.2 Second Reform: The Fundamental Schooling System**

In 1976, the Ministry introduced a new system called Fundamental School. The Fundamental Schooling system was mainly based on the fusion of primary and elementary education as nine years of schooling (Nadia, 2011). According to Nadia, in this new system, teachers taught all subjects in Arabic except for foreign languages. However, with the new minister's arrival, Mostepha Lachera reintroduced the French language in scientific streams such as maths and biology. Additionally, English was taught in primary schools when students reached the age of thirteen. Finally, in 1989, the reorganization of this system was completed, and the Algerian government continued its support for reimplementing the French language in teacher training.

Nevertheless, there was a great conflict among the educators. Nadia stated that the scholars split into two main categories, those that prefer the French language as a language of modernization and those that kept stuck to Arabic as a language of identity.

### **2.2.3 Third Reform: English in the Primary School**

As previously mentioned, this era was more concerned with student preferences. The year 1993 was designated as the Year of Foreign Languages. In primary schools, educational systems tried to improve students' abilities to improve their foreign language learning. As a mandatory foreign language,

children were asked to select between French and English. According to Nadia (2011), 90% of the teachers were entirely Algerian. The programme was created as a trainee programme in the North area, but it collapsed in 1970 due to the preference for French over English.

#### **2.2.4 The Higher Education Reforms: Teaching English Under the Classical Reform and LMD Reform**

The English language first appeared in Algerian higher education in 1969. Constantine University established the first English department in 1969. After that, the appearance of the English language was called into question. At the time, approximately eight students were enrolled in the three-year Certificat d'Etudes Littéraires Générales Modernes diploma programme (Lakehal-Ayat Bermati, 2008). According to Lakehal-Ayat Bermati, the English degree was built on three years of mixed studies, with the first year serving as the common core between French and English. During the first year, students registered in French literature, English, history, and geography classes. They attended lectures in English, American Literature, and Civilization throughout their second year. The third and final year mainly was for British and American literature, English Philology, and Arabic classes. At the time, students were evaluated on an annual basis.

Some critical variables influenced the English department in 1971. The shared core was dropped, and English and French became separate departments. The curriculum was also altered, with English taking priority (Lakehal-Ayat Bermati, 2008). This reform also resulted in a noticeable change in the evaluation procedure; students were subjected to continual assignments, progressing from one semester to the next dependent on module upgrades. The curriculum altered between 1982 and 1983, and the Ministry of Higher Education added one year to the programme with some notable changes. A year was considered a term, and the assessment was on an annual basis.

Furthermore, the fourth combined year was split into two semi-annual courses. The curriculum modification, on the other hand, had an impact on the programme structure. The course time was reduced from two hours to an hour and a half between late 1987 and 1988. Lakehal-Ayat Bermati suggested that a considerable alteration had occurred by 1990. Foreign languages, such as

French and English, have lost their essential distinctiveness and been reduced to the level of a functional language.

In the decade since 2004, the traditional higher education programme and curricula have been replaced with a new strategy to meet the country's demands (Mami, 2013). Universities have been working on a new system known as the LMD system from 2004-2005. As described earlier in this chapter, this three-cycle degree programme (Oussama, 2016) was part of the Bologna Process. This LMD mechanism is essential for international comparison (Rose, 2015). The ministry primarily praises English instruction as part of the LMD overhaul. Universities are requested to prepare yearly courses that will be assessed by national experts and validated by the National Commission of Authorization under this new approach (Lakehal-Ayat Bermati, 2008).

Each university represents its modules for appraisal every three years to meet the needs of the Ministry and the professional world. One of the Higher Ministry's primary goals was comprehensive learning to raise the ratio of knowledge and satisfy international standards. Rose recently noted that the government focused on the importance of post-graduate study, particularly overseas study because financed study abroad was a priority for the program's success. As a result, a sizable percentage of Algerian students study abroad. In addition, hundreds of Algerian Ph.D. students have enrolled in foreign universities, many of them in the United Kingdom. Furthermore, the British Council is collaborating with the Algerian Ministry on a large-scale postgraduate study-abroad initiative. It is envisaged that this collaboration will help to strengthen the LMD reform (Rose, 2015).

However, people questioned the prospect of a ten-year reform. Regardless of its benefits, the incoming Minister of Higher Education and Scientific Research (MESRS) has called for an adequate examination of this reform (Oussama, 2016). Moreover, despite the Ministry of Higher Education's appreciation for the LMD system's opportunity to produce human capital, the system has failed to produce proficient graduates for the Algerian labour market (Rose, 2015).



## 2.3 Algerian Educational System

Algeria faced several challenges in teaching its citizens to develop an established educational system. The Algerian Ministry of Education took a long time to adopt highly recommended programmes in the educational system. However, after a lengthy reform process, Algerian education ended with the following stages:

### 2.3.1 School System

The school system is organised into three major sectors:

- Five years of primary education
- Four years of elementary education
- Three years of secondary education

The required primary education consists of nine years of both elementary and secondary schooling. The Ministry of National Education is responsible of both elementary and secondary schools. On the other hand, the higher education stage is governed by several Ministries, including the Ministry of Higher Education and Scientific Research and the Ministry of Professional Education.

**Primary Education:** The Primary education consists of five years of mandatory study. Children begin when they are six years old. Along with the four years of primary school, this fifth year of instruction is the basic education cycle. Children are required to attend 37 hours per week during this main phase. Teachers grade students depending on their coursework results. Those with poor academic achievement must retake the year if their aggregate average falls below 50%. Students must achieve 10 out of twenty to move through the grades. It is essential to note that all the scheduled subjects in the programme are provided by a single teacher, an Arabic language teacher. Another teacher instructs in the French language. Except for French, Arabic is the language of instruction in all subjects. French is the only foreign language taught beginning in the third year of primary school. English is not taught in Algerian primary schools.

Students' progress to elementary school is heavily influenced by their achievement in fifth grade. In the fifth grade, they are required to take a national primary exam. Students that work hard and achieve their degrees are given the Brevet d'Enseignement Fondamental (BEF). This national certificate test enables them to progress to the second circle of study, Basic education.

**Elementary Education:** Students at this level of education begin at the age of ten/eleven. Students attend classes for 28 to 33 hours a week, depending on their grade level. The first and second years of study have fewer hours per year than the third and fourth years.

Aside from French, English is the only second foreign language taught in Algerian schools. In contrast to the primary phase, the number of subjects equals the number of teachers. Each course has its instructor. Elementary education, like primary education, requires students to obtain an overall average of higher than 50% to continue to the next grade level. Academic performance failure results in the loss of the academic year.

At the end of the elementary education, students take another national examination to have full access to secondary school. Students who successfully pass the exam win the *Brevet d'Enseignement Moyen* (BEM). This national certification examination is the key to study at the secondary education.

**Secondary Education:** Students who reach this level have a broad goal of taking the national competitive school-leaving examination, the baccalauréat. Students begin at the age of sixteen. Secondary education in Algeria is dependent on the preferences of the students. Students choose between one of three major streams in their first year:

- Languages and social studies (known as Literature).
- Sciences (natural and physical science).
- Technology (which includes mathematics, physical science, and technology).

Students are streamed into one of three core curriculums at the start of their first year of secondary school. However, during the second year, students specialize while remaining within the broad framework of the baccalauréat streams. Each secondary school proposes a new set of streams during the second year. Students can select from the following major streams: philosophy and literature, literature and foreign languages, sciences, mathematics, economy and management, chemistry, mechanical technology, electrical technology, and civil technology.

The secondary school year, like the primary school year, is divided into trimesters. Except for foreign languages, Arabic is the language of instruction in all courses. Students in each specialty take the baccalauréat examination after

the preceding year. Each student's performance in the national exam determines whether they are promoted to the next level of education. Students who achieve a score of ten on a scale of twenty in all subject areas are eligible to receive the baccalauréat certificate examination and continue their studies at the tertiary level.

### **2.3.2 University System**

Higher education in Algeria has witnessed many changes since its independence. The tertiary education in Algeria is dropped into different universities, national schools, national institutions, university centres. Ministry of Higher Education and Scientific Research takes complete control over national universities and universities centres. National institutions and other Teacher-Training centres are entirely under the rules of the Ministry of Higher Education. These institutions are considered more dependent zones. They are more known as specialized schools.

Because national universities are the most popular in Algerian higher education, this paper will focus on them. Most Algerian universities are located in the north, as is widely known throughout the country. These universities are heavily separated into several academic disciplines. Before the most recent change, the Algerian university structure was built on three stages known as the traditional system. The initial stage is usually divided into two tracks. Following that, students are assigned to a three-year study programme. Students are rewarded with the *Diplôme d'Etudes Universitaires Appliqués* (DEUA) when graduating from the short-track program. However, this kind of undergraduate study does not offer a different type of study. However, the second-long track is a long leading program of five years of study. At the end of the program, students are awarded a License certificate and could enter the second stage, *Diplôme de Magister*.

In Algerian universities, the second stage is the first research degree. Students must take an additional test before enrolling in this program to get full admission to the magister programme. This examination takes the form of entrance exams, which candidates must pass. Students in this programme begin by studying theoretical and practical courses in their area of concentration. The diploma includes information on the students' degree, level, grade, a field of

specialty, and thesis title. It is worth noting that magister programmes are offered in universities and national institutions.

In the traditional system, the last stage necessitates at least four to five years of actual research. There are two requirements for students to obtain a Doctorate. Students must first complete the magister's degree. Second, students must submit at least one article for publication in a peer-reviewed journal.

In contrast, the current university system is built on worldwide standards to obtain higher degrees. The most recent national reform is heavily based on the new French higher education model, "L.M.D." (Gherzouli, 2019). The LMD curriculum is designed to follow a well-structured line-up of bachelor's, master's, and doctorate degrees (Licence, Master, Doctorate). The bachelor's certification serves as the foundation for LICENCE degree. It is based on three years of post-baccalaureate studies; baccalaureate plus three years. The master's degree requires an additional five years of study; the bachelor's degree additional two years. The doctorate is equivalent to three additional years of original research beyond the master's degree; bachelor plus eight years. The new higher education system is intended to promote lifelong learning and make Algerian degrees more comparable to those of other nations.

## **2.4 English as a Foreign Language in the Algerian Context**

This section examines the teaching of English as a foreign language in the Algerian educational system. The argument focuses on the state of the English language in Algerian educational programmes and the Algerian primary and secondary school curricula.

### **2.4.1 The Status of English in the Algerian Educational Programmes**

The need to speak multiple languages is becoming more pressing as the world shrinks into a "smaller village." Considering that the role of English is becoming reorganized. As a result, teaching English is becoming an essential component of all educational programs around the world. In the instance of Algeria, the Ministry of Education has recognized the global significance of the English language, and numerous developments have occurred in the realm of language teaching since then.

English plays a critical role in educational reforms despite its status as the second foreign language in the Algerian educational system after French. As previously stated, English is introduced as a mandatory course at the age of eleven (First year of elementary school). It lasts four years in middle school and three years in high school. The Competency-Based Approach is a new teaching style that was presented recently. However, in Algeria, English is taught to pass examinations. Therefore, it is primarily used in formal contexts and is rarely used for communication outside of schools.

#### **2.4.2 EFL Teaching Methodologies in Algeria**

Algeria established an inclusive educational system with the establishment of the Ministry of Education in 1963. As previously stated, the country has gone through a series of reforms since that period. The school years 1992 and 1993 featured one of the most significant transformations. Along with French, English was added as a second foreign language (Gherzouli, 2016). As a result, Algerian students were exposed to English in their first year of middle school. According to Si Merabet (2016), students in primary schools studied English in the second year for two years (8 AF and 9 AF). Nonetheless, in 2003, middle school students began learning English in the first year of elementary school for four years.

When discussing English language teaching in Algeria, diverse methodologies have been used since the English language's implementation. For example, Grammar-translation, the Audio-Lingual Method in the 1960s and 1970s, the Notional-Functional Method in the early 1980s, and the communicative approach from the mid-1980s to the end of the 1990s were used. However, these were not deemed practicable techniques due to considerable space and time constraints (Beloudnine, 2015). Furthermore, they failed to have a long-term impact on ELT in Algeria.

After a long period of teaching English in Algerian classrooms, President Bouteflika declared that the entire educational system was "doomed." Algerian authorities have felt the necessity to change the educational methodology since then. As a result, Algeria's school curriculum underwent a thorough examination, reform, and change in 2002. Algerian authorities desired to shift educational methods to build students' communicative abilities (Gherzouli, 2016).

In 2003, a new reform was implemented after experimenting with several teaching methods. The National Commission on Education Reform suggested that the Competency-Based Approach be used (CBA). As a result, the Algerian educational system adopted the Competency-Based Approach as a new teaching approach the same year. The authorities hope that by implementing the CBA in educational sectors, they will open the way for students to “respond to global needs for communication and modernization” (Gherzouli, 2016, p.62).

### **2.4.3 Teaching English as a Foreign Language**

In Algeria, the government establishes the broad goals for teaching a second (French) and foreign (English) language. However, only the government has the authority to specify the unique features of textbooks and curricular requirements (Arab, 2015). Methodologies of English Language Teaching (ELT) are defined by two factors: first, the needs of students based on educational streams, and second, the changing situations of education schools. According to Arab (2015), this shows how the Ministry of Education and textbook commissions prioritize language training in general and English.

Algeria's educational system aims for tremendous success in the field of foreign language teaching. One of the objectives of English language instruction is to assist students in learning about the world around them. Through the English language, students can engage in various cultural experiences (Madani, 2014). Another objective is to supply EFL students with the skills they need to become fluent in English. This will allow them, as foreign learners, to get access to global information. According to Madani (2014, p.46), "*ELT in Algeria aims at deepening and developing the learners' capacities, skills, and knowledge that they have acquired during the learning process*". This remark implies that the Algerian ministry believes that the central goal of foreign language teaching is that the target language, whether second or foreign, is not the mother tongue of the person speaking or learning it (Arab, 2015).

***Teaching English to middle school Students:*** The fundamental purpose of the 2003 reform is for all schools to provide adequate time for students to talk and connect. This procedure will assist students in acquiring valuable skills through language challenges and activities. These abilities include four language skills, reading, writing, speaking, and listening, to fulfil four significant goals:

linguistics, methodological, cultural, and socio-professional (Si Merabet, 2016). This framework is cited as a critical edict in the middle school curriculum. Each of the four years of middle school in this programme serves the objectives of the previous year.

Year four, for example, is regarded as an important year for both teachers and students due to the final national examination. If we look closely at the four objectives of this year's programme, we can see that the methodological objectives aim to develop the learning strategies learned the previous year. They also work on reinforcing the cognitive skills they learned in year three. According to Mohammed, the ministry must describe past demands and requirements such as learning needs, specify English as a proper tool for communication, use appropriate teaching and learning aids, and most significantly, select relevant areas of interest that suit the students.

With all of this in mind, the Algerian Ministry of Education adopted the Competency-Based Approach as the appropriate method for teaching English in middle schools. The English Syllabus for each of the four years is based on CBA, with the goal of providing students with the appropriate pedagogical tools to stimulate their learning. Using CBA, as opposed to traditional methods, will allow students to use the language as often as possible to master it (Ahmed, 2011). As previously said, the purpose of this methodology is to educate students how to apply their knowledge in problem-solving scenarios that they may encounter in any discipline (Si Merabet, 2016).

***Teaching English to Secondary School Students:*** Indeed, introducing the Competency-Based Approach as a new teaching approach had a significant impact on the national objectives of teaching English as a foreign language in Algerian schools. In 2006, the Ministry of Education issued a document on the English curriculum in secondary schools (Si Merabet, 2016). The document outlines several goals hoped to be accomplished over the three years of secondary education. The ministry is determined to improve students' linguistic skills and broaden their cultural horizons.

Teaching English in an Algerian secondary school is about more than just attaining learning objectives; it is also about promoting universal, human, and national values. The Ministry of Education provides possibilities for teachers who want to teach Algerian students about their nation and its cultural values in English. However, students must also be open to universal and human values,

vital components of modernity and globalization. According to Si Merabet (2016, p.2), “*the major goal of teaching English or any other foreign language in Algeria is to equip learners with a set of competencies which enable him to use the foreign language in communication*”. In addition, the Ministry of Education aimed to encourage students to share their views and experiences in various subjects of study, including science, literature, culture, civilisation, and even politics.

#### **2.4.4 EFL Teachers Professional Development in Algeria**

This section provides an overview of the Algerian EFL teacher preparation programme. The current teacher recruitment strategy is centred on the graduate teacher route. Candidates with a bachelor's degree are assigned to elementary schools, and those with a master's degree are assigned to secondary schools. On a recurring basis, the Ministry of Education organises recruitment exams for applicants seeking to enter the teaching profession. The exam includes a written and spoken test to assess candidates' language competence. Qualified candidates are offered a teaching position; however, they are subject to a one-year probationary period under the supervision of an inspector. Teachers are elevated to full qualified status after completing their probationary period.

In terms of teaching hours, elementary school EFL teachers are given four hours per week, whereas secondary school teaching hours vary based on the teaching stream. Scientific streams, for example, study English for three hours per week, while literary and foreign language streams study English for four hours per week.

#### **2.4.5. The Status of Listening and Speaking Skills in Language Teaching**

Teaching English has become one of Algeria's essential values in recent years. To prepare for better EFL teaching, the Algerian Ministry of Education has changed from one teaching approach to another.

***Teaching Listening and Speaking skills in Middle Schools:*** Students study for four years in middle school, with one textbook prepared for each year (Spotlight on English Book One, Spotlight on English Book Two, Spotlight on English Book Three, On the Move Book). These textbooks focus on the Competency-Based Approach, which emphasizes actual communication, classroom interaction, and student-teacher interaction. Each coursebook has



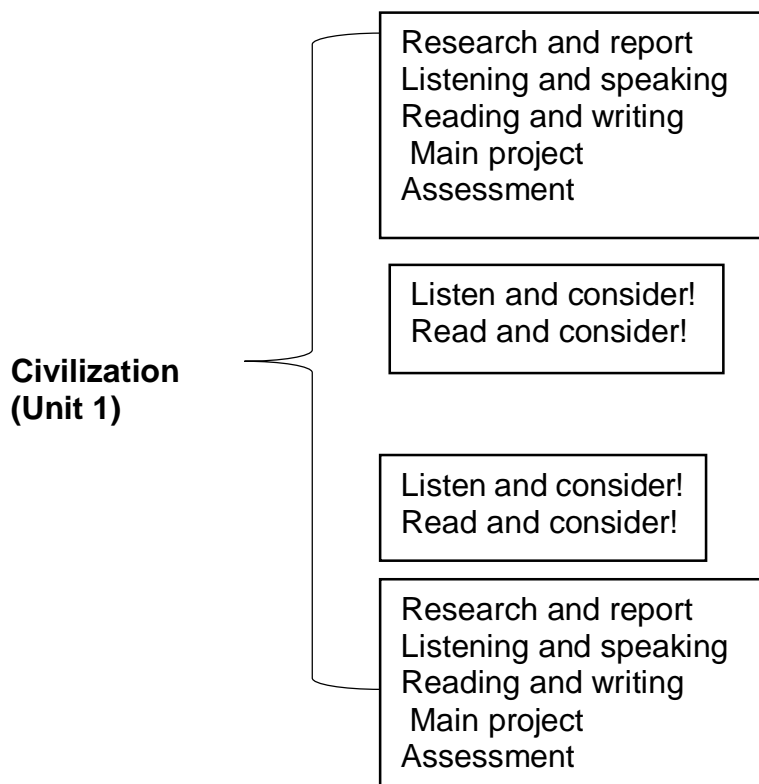
units of study grouped into three significant sequences in which the four skills are incorporated (Omari, 2016).

Here is a general overview of the three sequences used in middle school textbooks. Sequence one is Listen and Speak: here, the emphasis is on language vocabulary, followed by phrases and expressions to help students expand their lexical repertoire. Finally, EFL students are instructed to listen to and perform selected dialogues in pairs. The second sequence is Produce, in which students are expected to compose a short discourse using relevant terminology. The third sequence is Practice: students apply the four skills to a specific task in this sequence. They are asked to listen to, read, and comprehend various passages before responding to related activities using writing and speaking skills.

Students are instructed in middle school to develop the three competencies and participate actively in the teaching/learning process. They should also demonstrate their learning by generating complex and straightforward communications in English, following applicable grammar rules, and conversing in the target language (Omari, 2016).

***Teaching Listening and Speaking Skills in Secondary Schools:*** Students in Algeria must study English for three to four hours per week for three years in secondary school. Secondary school, the same as middle school, has a textbook for each year. These textbooks are also CBA-based, emphasizing student interaction and communication.

Teaching listening and speaking skills in secondary textbooks have changed because of the new teaching approach. For example, the third-year textbook "New Prospects" is the final book in a series of three coursebooks created for English language education in Algeria (Arab, 2015). It is based on recommendations given in the Ministry of National Education's official syllabus in 2006. The coursebook "New Prospects" includes all third-year secondary school programmes, with significant themes ranging from science and technology to language and humanities. However, it consists of six units, with each teacher teaching only four mandatory units closely relevant to each field. The accompanying diagram, for example, shows the fundamental structure of the first unit. The textbook's core topics are ancient civilizations, business ethics, education worldwide: comparing educational systems, advertising, consumers, and safety, astronomy and the solar system, and feelings and emotions.



**Diagram 2.1** *The Coursebook “New Prospects” Structure.*

The "Listening and Speaking" sequence is divided into four rubrics: Skills and Strategies Outcomes, Before Listening, As You Listen, and After Listening. However, the textbook's fundamental principles concentrate on teaching communicative language, in which learners engage in authentic and substantive dialogue while developing their fluency and precision. Teachers in the Foreign Languages stream frequently decided to teach the first, second, third, and fourth units (Ancient Civilization, Ethics in Business, Education in the World, and Feelings and Emotions) with the assistance of inspectors to prepare students for their baccalaureate exam. All these lessons are designed to help students improve their reading and writing skills.

The central aim of this textbook is communication and real-life dialogues. The ministry's goal was to engage students in authentic and meaningful dialogue. The purpose of utilizing the word natural in educational documents is to facilitate communicative learning and assist students in "*processing content relating to their lives and backgrounds*" (Arab, 2015, p. 42). In addition, the government intends to assist EFL learners in gaining fluency and accuracy in the English language.

The textbook approaches language learning as a developmental process from a theoretical standpoint. In other words, faults can only be detected through the learning process. Furthermore, grammar is seen as a "cornerstone" in the educational process (Arab, 2015). Therefore, students are requested to participate in various activities that are focused on practical learning methodologies. Teachers hope to foster classroom interaction and teamwork by assigning these activities. Students will be able to utilize complicated sentences and will be more fluent and accurate English speakers due to this procedure. An intriguing aspect of this coursebook is that most of the tasks are based on inductive reasoning. As a result, teachers are expected to select appropriate activities that benefit both individual and group learning (Arab, 2015). However, there is still a significant teaching shortage in our secondary schools. As a result, secondary school students have low speaking skills and maintain a low level of language acquisition, despite the efforts of educational authorities to sustain fruitful teaching and learning. As stated by Omari (2016, p.89),

*“The textbook used in the third-year secondary, remains largely functional with authentic texts and a rich lexical density that are more often beyond the learners’ comprehension abilities and the teachers’ pedagogical explanations. However, after more than ten years of the use of the same textbooks it is time for change.”*

It should be mentioned that the eventual objective of secondary education is to prepare students for the national examination, the baccalaureate exam, which is required for university admission. One may argue that students at this level have seven years of English education before entering university; nonetheless, their language skill remains weak, and their understanding of English language is often inadequate for various reasons (Omari, 2016). According to Omari, these factors could result from an overburdened teaching programme, a lack of prior knowledge of English language culture, and a lack of target language practise.

Students are expected to have a proper understanding of the language function and express themselves in clear and fluent English at this level of education. Students in secondary schools, particularly those in their third/final year, are expected to progress from skill acquisition to skill application. As a result, the year three syllabus is based on broad concepts (civilization, education, ethics, and business) rather than specific functions, as the emphasis will be on

communication rather than specific functions (Omari, 2016). The linguistic structures will be explored, and the rules will be drawn through various tasks.

Based on the ideas outlined above, the Algerian ministry of education and government were pleased with the many educational improvements. However, there was no improvement in the educational system. Although the curriculum and teaching textbooks state that communication and interaction are the primary objectives, the students' communication skills appear to be limited. So yet, no study has looked at the elements that contribute to this lack of classroom practise.

I intend to conduct this research to discover plausible explanations and answers to this educational occurrence by observing teachers' practises, their perceptions of teaching listening and speaking skills, and students' perspectives on performing both skills. Thus, the purpose is to examine the teaching practises of a group of teachers and their perspectives on the teaching of listening and speaking skills. Most notably, this study aims to determine how the educational curriculum and current textbook influence teachers' pedagogical knowledge in teaching listening and speaking skills.

Students in Algerian classrooms have traditionally been expected to accept the teacher's statements and the texts they chose from the textbook for their students to read without question. Thus, the function of the learner has been that of a passive recipient of information. However, this viewpoint is beginning to shift. Governments and curriculum designers are increasingly convinced that students should participate actively in class, participating in interactive language learning challenges and becoming self-sufficient learners. This has resulted in a new educational reform that shifts from a teacher-centred to a learner-centred pedagogy.

## **2.5 Conclusion**

This chapter focused on the large field of Algerian educational reforms and their critical significance in improving the teaching/learning process in EFL classrooms. It also attempted to characterize the educational systems in Algeria where English is taught as a foreign language and the various aspects surrounding the teaching and learning of English in Algerian society.

This chapter highlights the relevance of the 2003 reform in changing language instruction and applying learner-centred pedagogy. It also sought to

reveal teachers' teaching strategies, syllabuses, and textbooks. Its objective was to provide a concise review of the teaching of oral skills in EFL classes and the contextual variables that influence the teaching-learning of speaking skills. In general, it is essential to remember that oral teaching skills, particularly speaking skills, should not be viewed or considered an addition to instruction but as an integral component of it.

## **CHAPTER 3: LITERATURE REVIEW**

### **3.0 Introduction**

This chapter of the research provides a background to the overarching subject of the thesis, which is how a community of EFL teachers perceives the teaching of listening and speaking skills amidst the challenges of a learner-centred language classroom. It will examine relevant literature from the field which considers the effects of such transformative teaching methodologies on their learners' oral competencies. The review in this chapter will illustrate facets of the problem that will help guide the resulting data analysis in the following chapters.

Since teaching and learning are interrelated processes, whatever affects teaching, will consequently affect the learning process. More precisely, the teachers' knowledge, practice, and management influence the teaching-learning environment. Therefore, the more knowledgeable the teacher is, the more improvement they can accomplish in the classroom. Accordingly, a well-trained teacher who engages in continuing professional development (CPD) can produce productive output to the students.

In Algerian secondary schools, where learner-centred pedagogy is applied as the primary approach for teaching English as a foreign language, Algerian EFL students are expected to acquire a higher level of proficiency than their counterparts in the Arab world. Implementing a new approach, namely the Competency-Based Approach (CBA), has brought about significant change in the teaching of oral skills. The basis of this newly applied approach is to help students build their creativity, critical thinking, and communication skills. In this way, it is expected that learners will have plenty of opportunities to interact and practice listening and speaking skills to develop a greater level of fluency. However, even in this encouraging language learning context, most Algerian EFL students find difficulties communicating freely in English.

This chapter provides an overview of communicative competence theory and examines the growing interest in developing oral communicative competence and interactional competence. The first section provides a historical outline of communicative language teaching theory, which has shaped the current roles of teachers and learners in the language teaching process. The chapter then connects communicative competence theory to learner-centred pedagogy and

dialogic teaching, explaining how a paradigm shift to learner-centred pedagogy has become the new mission adopted under numerous educational systems. The following section considers teaching oral language skills, specifically listening, and speaking skills teaching in ELT classrooms, arguing for the importance of an integrated skills approach as an effective method when teaching language skills. The final section highlights that, amid growing interest in teaching oral communicative skills, there is a gap in the literature addressing teachers' subject and pedagogical knowledge of listening and speaking teaching, especially the effect of such practices on learners' oral competencies in an EFL context.

### **3.1 The Theory of Communicative Competence**

The word communicative competence is one of the most controversial terms in applied linguistics. One of the main features of this concept is the lack of definitional consistency among scholars and linguists. A review of literature based on this theory suggested that "communicative competence" does not have a precise definition due to the wide range of meanings of the term "competence" (Wiemann & Backlund, 1980).

The concept of 'competence' seems to follow two different perspectives, cognitive and behavioural. Cognitive aspects have been generally associated with the father of 'communicative learning theory,' Noam Chomsky (1965), who is considered the most influential contributor in this domain. In his book, *Aspects of the Theory of Syntax*, the American linguist drew a very influential distinction between competence (linguistic competence) and performance (language behaviour). His idea about linguistic competence is to concentrate on the nature of linguistic knowledge and avoid performance factors. The view behind avoiding behavioural aspects, for Chomsky, is to describe what type of knowledge the ideal speaker and listener supposedly need to have acceptable input and output of a language. The general idea is that those competence theories are not necessarily about behavioural concerns but often pertain to the finite set of formal rules underlying behaviour. For Chomsky and many theorists (Pylyshyn, 1973; Smithworth & Daswani, 1974), competence theories aim to explain events or processes and discover the cognitive structure and mental representations that underlie events. In the realm of communication, Wiemann and Backlund (1980) argue that it is necessary to accurately understand the cognitive aspects of the

communication process to understand an individual's communicative behaviour completely. However, this understanding is not enough for other theorists who recognize that communicative competence is not limited to this cognitive thought.

Other scholars tie the term competence to effective behaviour. Indeed, the focus on behavioural perspectives is widely agreed among scholars. For example, Hymes (1992) highlighted that the notion of communicative competence is related to communication as a whole process; it does not constitute only grammatical competence but also sociolinguistics and pragmatic competencies (Lehmann, 2007). This perspective challenges understandings of the term "Communicative Competence," which refers to only grammar; instead, it must be related to not only the linguistic competence but also "*a knowledge of when, how and to whom it is appropriate to use these forms*" (Paulston, 1992, p. 49). In this regard, Hymes' communicative competence is a broader and more realistic notion of competence. Allen and Brown (1976) and Wiemann (1977) also support Hymes' argument that communicative competence is related to the actual performance of the language in social situations. Indeed, from a behavioural perspective, communicative competence is more about the ability to use grammatical competence in different communicative situations (Bagarić & Djigunović, 2007). It is thus essential to bring the sociolinguistic perspective into Chomsky's linguistic view of competence because language is related to cognitive processes and social processes.

Further observations have been made when determining, from a behavioural perspective, what constitutes communicative competence. McCroskey (1982, p.103) also defined communicative competence as "*the ability of an individual to demonstrate knowledge of the communicative behaviour in a given situation*". The demonstration of appropriate communicative behaviour means that "*having the ability to behave appropriately is not sufficient to be judged competent; the ability must be manifested behaviourally*" (McCroskey, 1982, p.103). This behavioural tone is based on the idea that we cannot claim learning has taken place unless one can observe a modification of behaviour. In summary, the behavioural view of competence focuses on various skills that are appropriate for a variety of relationships and contexts, while the cognitive view is more related to finding an idealized set of rules.

The term communicative competence is restricted to linguists, theorists, educational scholars, and foreign language teachers who present their



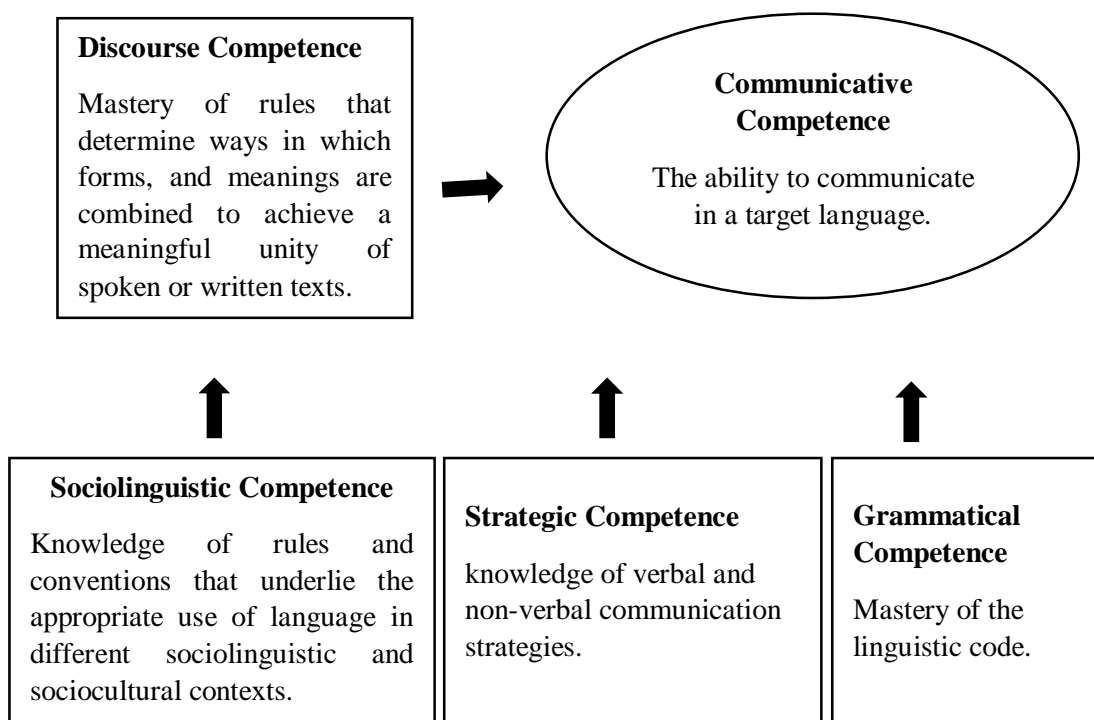
understanding of this theoretical concept. Paulston (1992, p. 97,98) illustrated two different definitions but mentioned some ambiguity in these, stating that “*people mean two different things with it, and it is often confusing because it is not clear which definition they have in mind.*” For those who work in foreign language teaching (EFL) in the United States of America, communicative competence is related to linguistic interaction and behaviour in a genuinely communicative setting. However, people who work in English as a second language (ESL) tend to relate communicative competence to both the linguistic forms of the language and the social rules. Therefore, their definition is more related to Hymes’ behavioural description of communicative competence. In addition to these standard definitions of communicative competence in language teaching, another agreed definition among teachers is “*the ability to join in oral, face-to-face interaction: understanding what it is said to you and being able to make yourself understood*” (Paulston, 1992, p.18).

One can identify from these definitions that they all share a common idea that communicative competence is mainly for creating interaction and communication, albeit from different perspectives. Therefore, the shape of the theory of communicative competence is not always precise or acceptable. Although there is some controversy around the concept of communicative competence, it has nonetheless generated different theoretical and empirical models. Specifically, several models have been developed in second and foreign language teaching for practical communication skills.

### **3.1.1 Communicative Competence: An Overview of the Main Models**

Due to the considerable debate among scholars and linguists on the theory of communicative competence, many theoretical frameworks have appeared and are frequently used in current educational practice. The models of Canale and Swain (1980, 1981) and Bachman and Palmer (1996) are the two main well-used models of communicative competence. In their theoretical model, Canale and Swain identified three main dimensions of communicative competencies: grammatical competence, strategic competence, and sociolinguistic competence. Later, this model changed incorporate four components: Canale (1983, 1984) transferred some elements from sociolinguistic competence into the

fourth component he named “Discourse Competence.” The description of these four areas of competencies is listed in (Figure 3.1).



**Diagram 3.1** *Canale and Swain (1980, 1981) and Canale (1983, 1984) Communicative Competencies*

In contrast with Canale and Swain’s model, which many researchers view as oversimplistic, Bachman and Palmer’s (1996) model is more comprehensive and detailed (Figure 3.2). In addition, the term communicative competence was changed to incorporate their own word language ability, known as Bachman and Palmer’s model of “Communicative Language Abilities”. According to this model, language ability is composed of two main components: language knowledge and strategic knowledge. Language knowledge encompasses two main components: organizational knowledge and pragmatic knowledge. These two elements complement each other to achieve effective communicative language use. In this model, organizational knowledge has two other primary associated abilities, including grammatical and textual knowledge. Pragmatic knowledge includes two areas of knowledge: functional knowledge and sociocultural knowledge. According to them, strategic knowledge is a set of metacognitive components that help language users become involved in three main cognitive and behavioural processes: goal setting, assessment of communicative sources, and planning. Bagarić and Djigunović (2007) state that goal setting is where the language users can identify a set of tasks, choosing one or more of them before

deciding whether to attempt to complete them or not. Assessment is when the language use context is correlated with areas of communicative language ability. In planning, the language user decides the best way to use language knowledge and components to complete the chosen task successfully.

Having discussed the two models, it is now possible to compare them. Canale and Swain only distinguish between four competencies: grammatical, sociolinguistic and discourse, strategic competencies, whereas in Bachman and Palmer’s model, the four competencies are amalgamated under one competence named “Language Knowledge,” which is classified into six abilities and sub-abilities. Bachman and Palmer’s model also includes “Strategic Competence,” which corresponds to Canale and Swain’s model. Also, one can conclude that there are similarities and differences between both models, which are presented in the following table.

<b>Models</b>	<b>Elements</b>	<b>Characteristics/ features</b>	<b>Differences / Similarities</b>
Canale and Swain (1980, 1981); and Canale (1983, 1984)	<i>Earlier model</i> Grammatical, Sociolinguistic and Strategic Competence	This model relies on the belief of Hymes’ theory of communicative competence.  Canale extracted some elements from Sociolinguistic competence to add a fourth component, discourse competence.	Both models share the same basic idea “the ability to use the appropriate target language in different real-life situations”.  Similarity in the conceptualization of communicative competence
	<i>Later model</i> Grammatical, Strategic Competence, and Sociolinguistic Competence + Discourse Competence.	Canale and Swain emphasised the Strategic Competence (the core of this framework) among the three other competencies. Strategic competence interacts with other components, it enables learners to deal successfully with a lack of competence in one of the fields of competence.  The dominant model in second/foreign language acquisition and language testing.	

Bachman (1990); and Bachman and Palmer (1996)	<p><i>Earlier model</i> Language knowledge= Organisational Knowledge and Pragmatic knowledge</p> <p><i>Later model</i> Organisational knowledge= Textual knowledge and Grammatical knowledge, Strategic Competence</p>	More comprehensive and a well-organised model.	<p>between the two models.</p> <p>Bachman and Palmer’s model uses the word ‘Knowledge’ instead of “knowledge”.</p>
---	--	--	--

**Table 3.1** *Key Features in Three Communicative Models.*

### 3.1.2 Key Research on Communicative Competence

As for data-driven studies on communicative competence, qualitative and quantitative experimental research has been conducted. Some studies focus on a different component of communicative competence. Different scholars from different fields in applied linguistics emphasize specific communicative competencies depending on their utility in the classroom and how they help learners infer and construct meaning. Classroom interaction research has emphasized the significance of sociolinguistic competence in any language classroom. Sociolinguist Pica (1988, p.4.5) stated that: *“Sociolinguistic competence requires an understanding of the social context in which language is used: the roles of the participants, the information they share, and the function of their interaction”*. Children at their first stages of acquiring a second language draw more attention to their surroundings than to the linguistic structure of the target language. They know more about what is occurring in the classroom than how to express this verbally using the target language. Another group of sociolinguists (Saville-Troike & Kleifgen, 1986) also agreed with this argument, claiming that learners in their early stages of language acquisition put more emphasis on educational resources than on linguistic knowledge to construct meaning and *“the more that students and teachers share these resources, the more effective communication will be”* (Tsai & García, 2000, p.4).

Other studies focused on promoting communicative competence within the EFL context by implementing various educational resources and approaches. Agbatogun (2014), for instance, investigates whether pupils' communicative competence in the traditional ESL classroom would be better improved with the teacher's adoption of just the communicative approach with additional use of the clickers (classroom response systems) in a communicative approach context. The results showed that non-native speakers require an interactive learning environment to improve their proficiency in English. The implementation of the communicative approach and the use of clickers in education was proven to improve the communicative competence of the students. Another North African study assessed the communicative orientation of English language teaching classes in Moroccan secondary schools. According to El Karfa (2019, p,97), the study findings showed that non-communicatively oriented practices predominate due to the educational context, classroom environment, students' personalities, concepts of classroom participation, assessment, teaching materials, and class size. Another study looked at how CLT was implemented in various settings. Teachers had positive attitudes, according to Hattani (2018), indicating that using a CLT approach improves students' oral competency. However, teachers believed that the EFL curriculum places a low priority on communication skills, necessitating curriculum reform. Another EFL researcher, Al Alami (2014), argued that despite the efforts made within teaching English, university students in the United Arab Emirates are majoring in subjects other than English language and literature. Therefore, the researcher adopted a literature-based course: LEARN AND GAIN, to promote EFL communicative competence. The results showed that utilizing literature to enhance communicative competence for EFL university students studying in the United Arab Emirates has been significantly effective. On the contrary, Buitrago Campo (2016) focused on improving Colombian students' communicative competence in English through task-based learning (TBL). Buitrago Campo stated that the implementation of the TBL played a significant role in improving students' English communicative competence. Throughout the implementation of this approach, students were able to speak and write in English. Castillo Losada et al., (2017) used authentic materials and tasks to enhance students' communicative competence within the same Colombian context. The findings were positive and similar to previously mentioned studies. The integration of authentic materials and tasks within the

context of a pedagogical project improved students' communicative skills. These studies share a common point that despite the variation in the teaching-learning resources applied in the EFL context, EFL students' communicative competence still developed. Students, overall, provided an immediate positive response to the researchers' interventions.

This indicates that teachers and curriculum designers ought to appreciate the need for a communicative teaching-learning process to develop the EFL students' communicative competence. However, this argument raises how much importance is given to communicative competence in the EFL context. On this matter, Bhattacharyya and Shaari (2012) tried to shed light on whether ESL educators and engineers are aware of the importance of communicative competence in technical oral presentations. According to their study, both ESL educators and engineers understand the importance of communicative competence in technical oral presentations. Engineering graduates and engineers emphasized more linguistic and rhetorical competencies as sub-sets of communicative competence because they are essential features in developing communicative language. Yufrizal's (2017) study, on the other hand, showed that teachers and students have different perceptions of communicative competence. There was no exact match among teachers and students about communicative competence, which could create problems in the teaching-learning process. However, they agreed that their primary goal in learning English is to communicate with it. They also shared a common belief that communicating in English does not mean having a native speakers' level of fluency.

All these mentioned studies did not examine teachers' pedagogical practices, which shape the learning context and improve learners' interaction. Furthermore, they say little about the impact of teachers' pedagogical and subject knowledge on learners and their oral performance inside the classroom. Most studies on communicative competence discuss the interaction between learners to develop their oral competence. The impact of the teachers' pedagogical practices is less frequently addressed. Based on what has been mentioned, EFL researchers' main goal is to promote students' communicative competence. To my knowledge, no study so far has emphasized how teachers' pedagogical knowledge of teaching listening and speaking skills influences the development of learners' oral communicative performance in EFL classrooms.

### 3.1.3 Oral Communicative Competence

Oral communicative competence is the primary function of a language because it enables speakers to interact effectively. Accordingly, oral communicative learning of English is a vital subject for second/foreign language learning to achieve language learning, improving EFL students' communicative competence. Communicative competence is based on communicating the target language in both ways, oral or written. In this part of reviewing the literature, the focus is on the oral aspects of communicative competence, which underlines linguistic competence. Linguistic communicative competence is essentially defined as *"the use of language as an oral and written instrument of communication, of representation, interpretation, and comprehension of the reality, construction and communication of the knowledge and organization and autoregulation of the thought, the emotions, and the behaviour"* (Mayo & Barrioluengo, 2017, p.58). Based on this definition, linguistic competence is an element for building and communicating knowledge. Through constructing meaningful utterances, students can orally/verbally communicate their ideas. Therefore, oral competence is co-related to linguistic competence. By nature, oral communicative competence includes a wide semantic field. The oral expression conveys ideas, thoughts, and beliefs using appropriate semantic, syntactic, pragmatic, and phonological structures. All this is done through linguistic function (Mayo & Barrioluengo, 2017). Oral language is essential because it proves how speakers demonstrate competency through oral communication.

Oral communicative competence has been defined and redefined by many authors. For example, Mayo and Barrioluengo (2017) considered oral competence as the speakers' ability to interact effectively with others. Bygates (1991), on the contrary, said that oral competence is how a speaker can form abstract sentences that are produced and adapted to circumstances at the moment of speaking. In other words, the speaker can make rapid decisions about what he/she will say that adequately fit the situation. The definition of this concept displays its necessity for any language speaker, either for social purposes or academic achievement, because a great deal of schools and any content area depends on a student's ability to demonstrate oral communicative competence.

Within the educational setting, it is commonly agreed among EFL educational experts and curricular designers that students should reach a satisfactory level of oral comprehension in the target language. That is, oral communication skills are used to interact with classmates, discuss ideas and thoughts, and express educational needs to teachers. Other tasks might include taking roles, speaking with others inside/outside school, delivering, receiving verbal instructions, participating in pair and group works, delivering educational presentations, negotiating meaning, and engaging in discussions.

### **3.1.4 Interactional Competence**

Since oral communicative competence is based on engaging students in an interactional situation to use the target language as a communication tool, interactional competence is an essential part of the students' learning process. The theory of interactional competence was first developed in 1986 by Kramsch. Interactional competence "*was concerned with context-specific language use, the co-constructive nature of interactions, utilization of interactional resources, and identification of the particular resources that shape interaction*" (Watanabe, 2016, p.3). It has been a guiding theory for many researchers that investigate socially grounded interactions and participants' ability to accomplish social activities.

The theoretical background of interactional competence draws significantly upon communicative competence. As mentioned in the first section of this chapter, communicative competence never had a stable definition; linguists associate it with different inter-reliant components. However, it is widely acknowledged that communicative competence has two main elements of language use: grammar and pragmatics. Interactional competence is considered an aspect of pragmatics which makes it a subset of communicative competence. With the development of interactional competence theory, educational scholars needed to focus on understanding and developing students' interactional competence in the ESL/EFL context.

Additionally, second language researchers developed a set of components that constitute interactional competence. Young (2000) identified six critical sets of knowledge for interactional competence. They are the six resources needed for any foreign language student to develop interactional competence. For example, it is necessary for EFL students to understand rhetorical scripts, specific



registers, taking turns, managing topics, roles of participation in interaction, and signalling boundaries. Knowing these critical elements of interactional competence helps students to develop their interaction skills and interact successfully. Several studies focus on how second/foreign language students develop their interactional competence in the educational context.

Within an educational setting, Watanabe (2016) explored how a novice learner develops L2 interactional competence through observing his engagement in a specific classroom interactional routine over time. The study was based on Pekarek Doehler and Pochon-Berger's (2011) view on diversifying methods in accomplishing situated actions as evidence of the development of L2 interactional competence. Watanabe's research demonstrated how one novice learner's engagement methods gradually developed in terms of turn-taking strategies, roles, and patterns of involvement. Brown (2007) also researched classroom interaction, which investigated the developments of Japanese students' interactional competence using assigned roles. Brown concluded that there is a lack of interactional competence among EFL students in Japan. He argues that this perceived lack of interactional competence is, to a considerable extent, due to a lack of linguistic competence.

Based on the previous research, interactional competence is considered an essential subset of communicative competence. Thus, no single component of communicative competence should be neglected by educational scholars and curriculum developers. The integration of communicative competence and its components into the foreign language textbooks and classroom practices is vital. If successful integration occurs, EFL students will have opportunities to interact fluently and accurately using the target language (Al-Mashaqba, 2017). Gilmore (2007) also emphasized that language educators have to promote all the different components of communicative competence on EFL students. The goal, according to Gilmore, is *"that we need to present language, which is solidly contextualized, as well as sensitise students to the ways in which the discourse presents its context"* (as cited in Al Alami, 2014, p. 3). However, the critical issue then becomes the difference in the cultural context and the uniqueness of each classroom all over the globe and with the same schools. This fact places a heavy pedagogical responsibility on EFL curricula developers. They need to be selective in their decisions. A logical solution to this would be adapting an elective approach to meet individual students' needs. This approach has to incorporate

specific features to produce communicatively competent students who can communicate effectively in the target language. To reach this goal, Chomsky's (1965) and Hymes' (1972) communicative competence suggested using an approach that still holds an influence today- the communicative language teaching approach. The following section deals with CLT and how this teaching approach targets second and foreign language contexts.

### **3.2 Communicative Language Teaching Theory**

Throughout the emergence of English language teaching, several teaching methodologies and approaches have been tested for effective language teaching-learning processes. Each method has specific features and priorities with a particular definition of language. For example, some methodologies feature language as a system of structure that is related to grammar and vocabulary (Aalaei, 2017), while others see language as a set of ideas and concepts that help the creation and maintenance of social interaction (Richards, 1984).

The historical development of language teaching methods was mainly classified into two branches: traditional and pre-communicative approaches. The grammar-translation method (teaching through a focus on grammatical structures; explicit teaching of grammar), the audio-lingual method (teaching the target language directly without using the students' native language to explain new aspects in the target language), and the direct method (teaching the target language using only that language with less emphasis on grammatical instruction) are among the traditional methods. On the other hand, communicative language teaching and communicative language learning are examples of pre-communicative methodologies. The primary purpose behind each methodology is to integrate students into daily life communication to structure meaningful utterances. By implementing these methods, some learners succeed by becoming competent speakers, whereas others fail to achieve this.

#### **3.2.1 The Background to Communicative Language Teaching**

The emergence of CLT occurred because of two significant impacts; societal and academic influences. First, when reviewing the rise of communicative competence, Noam Chomsky's theories in the 1960s gave birth to this approach when this American linguist focused on competence and

performance in language learning. Second, however, when concentrating on the conceptual basis for communicative language teaching, CLT emerged through both linguists Michael Halliday and Dell Hymes in the 1970s.

Communicative language teaching was first developed in Europe in the 1970s and early 1980s. The rise of CLT was mainly when language teaching was looking for change (Richards, 2005b) due to the unsuccessful traditional language teaching methods and the rise in demand for language learning. The economic predecessor to the European Union led millions of people to migrate within Europe. During those times, an increasing population needed to learn a foreign language either for personal reasons or work. At the same time, this increased demand also included students struggling with the use of traditional methods. Therefore, the Council of Europe moved to develop a teaching syllabus that focused on language teaching to assist the migrants in communication and help students master the target language (Iamsaard & Kerdpol, 2015). On this premise, educators realized the need for an approach with immediate reward, and they started applying the communicative approach to stress the development of communicative ability among learners.

Like any other teaching method, CLT has structures and educational features that differentiate it from other teaching approaches. The purpose behind implementing this approach is to help students communicate with each other and produce an authentic language. Producing authentic language means developing speaking skills in isolation and integrating language skills, such as listening and speaking. The success of this teaching approach depends on many elements, including the educational principles which underpin it; the instructional activities and teaching materials which realize these principles; and the role of the teacher and students represented by the approach. The following sub-sections will consider these elements in specific detail.

### **3.2.2 Principles of Communicative Language Teaching**

Since CLT started from language communication theory, it is considered a broad approach to teaching rather than a specific teaching method with a well-defined set of classroom practices (Richards et al., 2001). As such, CLT is based on a specific list of general educational principles. Larsen-Freeman and Anderson (2011) present very similar views of the underlying pedagogic

principles of CLT. Diane (2019) explains that for the communicative approach to be practical, CLT teachers have to follow five essential principles in their teaching-learning space. These principles can be summarised as follows:

1. Emphasize group interaction and collaboration as a way of learning to communicate.
2. Introduce authentic texts in teaching-learning situations.
3. Help students to focus on both language and the learning management process.
4. Provide learners with learning opportunities to build their own learning experience as essential contributing elements to classroom learning.
5. Link language learning with language tasks

These principles focus upon pedagogic activity and require classroom activities that would enact them. A different perspective is taken by Richards et al. (2001, p.172), who are more concerned with the cognitive aspects of CLT, and offer the following set of principles:

1. Learners learn a language through using it to communicate.
2. Authentic and meaningful communication should be the goal of classroom activities.
3. Fluency is an important dimension of communication.
4. Communication involves the integration of different language skills.
5. Learning is a process of creative construction and involves trial and errors.

When these principles are applied in the classroom, new teaching and activities are required. Teachers and educational scholars sought to create classroom activities that reflect the principles of a communicative methodology. Activities that require meaning negotiation and interaction were needed instead of using activities that focus on memorization, repetition, and grammatical patterns. Therefore, in the upcoming section, I will review the main activity types that emerged from CLT.

### **3.2.3 Instructional Activities and Teaching Materials in Communicative Language Teaching**

CLT marked the beginning of a shift away from traditional instructional forms in which the emphasis was on grammar and practice through control activities such as drills toward communication and the use of group work activities, role plays, and project work. According to Maryslessor et al. (2014), CLT activities should enable learners to attain the communicative objectives of the curriculum, engage in such communicative objectives of the curriculum, engage in communication, and require the use of such communicative processes' information sharing, negotiation of meaning and interaction. The main principle of communicative activities is the development of all four skills. Therefore, activities must be designed to integrate skills.

Gower et al. (1995) discussed activities that can promote fluent speaking, emphasizing real-life language in different situations. They first outlined the importance of 'Information-Gap Activities' in CLT. Students go beyond language practice in such exercises and use their linguistic and communication resources to gather information. Another very effective communicative activity is roleplaying, in which students are assigned roles and improvise a scene based on a piece of given information. Simulation is another type of CLT activity; however, it can be time-consuming and tedious. In each instance, students pretend to be a specific character. This practice encourages students to speak about their problem-solving skills. The most common activity that encourages students to speak up and communicates with one another is Group Discussion. This activity allows students to express their thoughts, opinions, and information on a topic to reach a common goal. The teacher can guide and assess students' individual and group skills. Paulston (1992) endorsed these activities for fostering communicative competence; however, she renamed them Communicative Interaction Activities. There are two kinds of communicative engagement activities, according to her. The purpose of the teaching in the first type of activity is to urge students to focus on "meaning"; to communicate some referential meaning using the target language. The purpose of teaching in the second type is to negotiate meaning in a socially acceptable manner.

In addressing the issue of communicative activities, numerous researchers have considered the importance of using different teaching techniques for better language teaching. For example, Abebe et al. (2012) and Castellà I Fosch (2017) argued for the idea that teachers need more experience using updated teaching techniques to address students' learning styles in CLT classrooms. Ultimately, appropriate use of teaching techniques is crucial when delivering language skills and sub-skills in communicative lessons.

The question remains as to what those techniques involve in practice. Castellà I Fosch (2017, p.38) noted three main elements essential to delivering language learning, including “*adequate materials, willingness to promote communication in the class and teachers who believe in it and have the adequate linguistic abilities in the foreign language.*” Rashtchi and Keyvanfar (1999) also present six primary techniques in CLT classrooms as complete organizational communication strategies. The authors focused first on the use of language teaching materials. During the lesson plan, teachers should emphasize using authentic language through articles, news, movies, and telephone conversations. Presenting authentic language will lead teachers to use various activities such as games, problem-solving tasks, roles play, and discussions to help students experience real-life interactions. Since CLT is based on classroom interaction and real-world communication, teachers are asked to encourage students to cooperate in their learning process to increase interaction among them. The following technique emphasizes the use of language concerning the physical context and co-text.

Rashtchi and Keyvanfar (1999) also advised CLT teachers to follow the Presentation, Practice, Production model (PPP). This model might not be appropriate in all teaching situations, but it can be used when needed to help the student experience a well-structured learning process. For example, in the Presentation phase, the teacher is the controller who might use a text or an audiotape to demonstrate a situation. From this, the teacher extracts the language forms needed for the lesson. Next, in the Practice phase, students practise the language structure, orally or written. Typically, practise activities include drills or multiple-choice exercises. Finally, in the Production phase, students apply what they have learned to produce oral or written texts. Based on the PPP model, Richards (2005b) agreed with Rashtchi and Keyvanfar arguments that this model is believed to be a well-established methodology for

teachers to apply specifically under the influence of CLT theory. The PPP model helps to build up practical and skill-based teaching and accuracy activities, including drill tasks. Additionally, grammar practice is replaced by fluency activities based on interactive small-group work.

In implementing these techniques and activities in the classroom, Richards (2005b) stated that there was a need for new roles for both teachers and students. For example, instead of being a teacher-centre environment, students are more likely to participate in meaning negotiating even if their level of knowledge of the target language is limited. More specifically, the teacher-student relationship has changed, and their roles have become more interrelated in the classroom. This topic will be covered in further detail in the following section.

### **3.2.4 Teacher's Role in a Communicative Language Teaching Classroom**

As the CLT classroom moves from teacher-centred to student-centred and grammar-based to communicative, the teachers' responsibilities also change. Several roles are assumed for CLT teachers, and each role depends on the objective of the activity used. The teacher will continue to be a language model for students, but students will do most talking tasks. Accordingly, the role of the teacher in the communicative approach to language is mainly arranged in three central characters.

As the first role, the teacher facilitates the communication process among students and creates teaching-learning situations that are likely to promote communication. This role means that the teacher is not the controller who controls the activities of the learners. Instead, the teacher should provide the learners with spaces for creativity and motivation. As a language facilitator, the teacher has to correct the misinformation, give learners tips to clarify vague instructions, offer support and advice when needed, and provide the necessary teaching skills to facilitate the learning process. Diane (2019) generates an overview of the teachers' role as responsible for establishing a well-organized classroom in which students can communicate and promote their level of communication. In enacting this, the teacher assumes the role of a facilitator by answering the learners' questions and monitoring their performance. The ultimate purpose of this role is

that students achieve a successful outcome and become more involved in classroom activities.

The second role is being a co-communicator. Galloway (1993) highlights the importance of teachers' role in learners' performance. According to him, in a CLT classroom, the teacher can act as a co-communicator and engage in interactional activities. Within the communicative classroom, most activities are carried out by students in groups in which they interact with one another. Thus, the teacher has to interact, co-communicate, and collaborate with each group for more motivation. Co-communicating with the learners, the teacher reinforces their active listening, fosters their critical thinking, offers them reflective learning opportunities, and prioritizes communication in the classroom. Additionally, the teacher co-communicates his/her appreciation for what the students achieved by appraising their success and encouraging them. In doing so, the teacher is drawing the path for students to improve their communication skills. As a co-communicator, the teacher's goal is to build up students' confidence and trust to have an effective teacher-student relationship. As Liberante (2012, p. 2) rightly asserts, "*the teacher-student relationship is one of the most powerful elements within the learning environment.*" Therefore, communication between teacher and students is the key to determining whether students will achieve the target outcomes of CLT classroom.

The third important role in CLT is being an advisor in the classroom. Acting as an advisor within the communicative classroom, teachers have one crucial goal to accomplish. They have to provide the necessary guidance and directions when needed. Huang (2017) reminds us of those teachers in communicative classrooms have a significant role for the learners in their learning processes and must provide necessary assistance, guidance, and direction for the learning. He also highlights the importance of providing and transmitting knowledge as an essential part of the teaching-learning process. As advisors, teachers share their knowledge, support, encouragement, and feedback. In doing so, they create the appropriate conditions for learners to work in collaboration, which also helps them develop confidence in using the target language and not be afraid of taking risks and making mistakes in front of others. Being an advisor, however, demands specific teaching skills and experiences such as being a good listener (this helps teachers to understand students' challenges to have clear communication in the future), a reasonable observer (this helps teachers to distinguish things that are



out of control in the classroom), and a problem-solver (this helps the teachers to convey their understanding of unexpected situations). Through these skills, teachers will carry out their roles effectively and foster students' communicative skills. One thing is sure that CLT has considerably changed the teacher's functions in the classroom, which mainly fall into three primary roles: a facilitator, a co-communicator, and an advisor.

### **3.2.5 Learners' Role in a Communicative Language Teaching Classroom**

In tandem with the changed role of teachers in CLT, so too is there a changed role for learners. The status of the language learner with the communicative approach is mainly based on having an active role within the teaching-learning process and being a communicator.

Being an active learner means being more accountable in the teaching and learning process. It is no longer a traditional approach to learning; instead, both teachers and students are co-managers in their teaching-learning classroom. The traditional image of learners as passive figures has changed over the years. According to the principle of CLT, it does not always depend on the teacher where learners are all time waiting for instructions, correction, permission to speak, words of approval, evaluation, and praise. Instead, it is reasonable to state that the roles of teachers and students differ all the time in the CLT classroom; both have a dynamic feature. Ozsevik (2010) believed that the whole environment in the CLT classrooms is student-centred-Teachers are no longer the dominant character in the teaching process. The communicative language teaching approach encourages teachers and students to create a co-coordinate environment and communicate. Similarly, Rashtchi and Keyvanfar (1999) believed that CLT learners are self-motivated and play a more active role than ever before. The authors considered that learners are expected to engage in more interactional classroom activities and replicate real-life communicative activities where possible.

Students are also responsible for creating their learning environment to enhance their learning through communication. Based on this idea, Breen and Candlin (1980) emphasize the need for learners' interdependency by acknowledging responsibility for their learning. Similarly, Rezaee and Farahian (2015) argue that developing communicative language competence is perhaps

the most appropriate approach to help learners do better in communication and genuine interaction. Therefore, CLT learners should be engaged in collaborative, communicative activities in which they must commit to undertaking interactional tasks with other partners within the same group. On this premise, being communicators in their teaching-learning environment, learners hold the responsibilities and the role in learning the language mainly in their own hands.

Furthermore, learners have a decisive monitoring role that they can apply in lesson management and learning. When it relates to negotiation and expression, as students' communicators, their position in the classroom helps them be information providers and feedback providers. More precisely, they adopt the teacher role for another potential student in providing feedback during pair or group activities and inform the teacher about their learning process.

Since CLT emphasizes communication and oral language skills, adapting these teachers' and students' roles help achieve communication successfully. By appropriately assuming these roles, teachers enable students to become confident in developing their oral language skills. EFL teachers use CLT in the hope of engaging students in authentic communication to develop their communicative competence. However, the characteristics of the communicative classroom differ from its counterpart- the non-communicative classroom, which may lead teachers to face challenges within CLT when teaching oral skills. Despite the positive features mentioned earlier and the fact that CLT would ameliorate the teaching-learning process, helping the learners access different learning resources, studies and reports on this approach have shown the opposite. There are many criticisms against this approach and its instability, emphasizing how CLT requires using other approaches/methods to serve teaching and learning purposes effectively.

### **3.2.6 Critiques of Communicative Language Teaching**

***Theoretical Critiques of CLT:*** language teaching has created a significant change in foreign language teaching. However, this does not mean that CLT cannot contain shortcomings that could negatively affect the teaching-learning process. The primary critique of communicative language teaching is that it is not a practical approach. The notion that this approach is not based on any teaching theory makes it impractical in the real world. Many researchers (Kam, 2002;

Kramersch & Sullivan, 1996; Nunan, 1987) have indeed espoused the argument that CLT is not truly a successful approach in practice. According to them, the communicative approach has often been problematic for foreign/second language teachers in practice. Thornbury (1998) also believes that CLT is an unrealistic notion in L2 teaching, which is why Harmer (2003, p. 289) claimed that CLT "*has always meant a multitude of different things to different people.*" Paulston (1992, p. 100) supported this argument stating that "*since we can draw on neither learning theories nor empirical evidence, we are reduced to practical experience and common sense in making our claims and judgment about communicative competence in language teaching, no more, no less.*" In Hymes' sense, communicative competence does not come from any learning theory; instead, it comes from an anthropology "*support what should be TAUGHT, not HOW*" (Paulston, 1992, p. 100).

Scholars call for using another teaching approach/method along with CLT to achieve the communicative competence goal. For instance, Nunan (1988) warned that a communicative curriculum cannot by itself guarantee interaction. The dominance of grammatical accuracy activities on communicative fluency ones can affect interaction in any classroom. Consequently, the interaction produced may not be very communicative after all in a CLT classroom. Maryslessor et al. (2014) argued for the idea of borrowing a little from another teaching approach, namely, Task-Based Language Teaching. According to Maryslessor et al., the TBLT approach involves students in different cognitive and behavioural tasks to communicate efficiently and appropriately. This includes paying attention to meaning, engaging with grammar, using authentic communication, stressing the benefits of social interaction, and integrating language skills.

***Practical Critiques of CLT:*** Communicative language teaching received many critiques, specifically its implementation in EFL classrooms. This approach has indeed created various difficulties for teachers and students. However, lack of teachers' training, time, and large classes are the major critiques of CLT.

The first critique is related to the lack of training in using this approach in the teaching environment. Ju (2013) talked about the difficulties of CLT in countries like China and India, where the traditional image of teachers is respectful, authoritative, and superior. While CLT can give teachers chances to adapt their roles in the classrooms, Ju claimed that the adaptation of CLT brought

many difficulties for teachers in these countries. Among these difficulties, Ju raised the lack of teacher training in countries with no authentic communication. The insufficient practice of English and lack of communication can cause problems for both teachers and students. Generally, CLT teachers should have sufficient language competence and complete knowledge of linguistics and teaching methodologies. Unfortunately, both teachers and students in countries like China and India have little chance to receive enough input on communicative practices.

Regarding teachers, little practice and no communication makes it challenging for them to be native-like, and the quality of their spoken language may not always be dependable. Furthermore, low communicative needs can cause students to lack motivation to communicate and practise the language either in class or outside. According to Maryslessor et al. (2014), the drawback of applying CLT in the EFL classroom is related to teacher practices in adopting CLT appropriately in teaching listening and speaking skills. This emphasizes the importance of researchers in examining how to best tackle improving teachers' teaching abilities and updating their teaching competency. This links the teaching strategy and the teacher's ability to use that approach.

Maryslessor et al. (2014) focus on "time" as the main challenge in the CLT classroom. Teachers will have difficulty managing their time since they lack expertise in teaching with this approach. Teachers may be hesitant to use the CLT technique when their primary goal is to cover the syllabus and prepare students for written examinations. Teachers may focus more on training and drills to help students pass formal tests at the expense of communicative skills. We must recognize that professors prefer to teach students to pass exams rather than use the target language in various contexts. As long as teachers lack sufficient skills to teach with CLT, it will continue to be considered a "time-wasting approach".

Large classes also challenge teachers to create the right balance in the classroom. While teaching with a large class, it is difficult for the teacher to balance the provision of high-quality instructions alongside dealing with problems such as disciplinary distractions, lack of classroom management, and lower test scores. Indeed, teaching oral skills within large classes, the teacher might lose control, and students have less chance to participate in the communicative activities. According to Ju (2013), it is difficult for teachers and students practicing

CLT to fulfil their roles correctly with large classes. Teachers lack time to undertake a proper need analysis to meet the needs of every student in the class. He states that English teaching in China is frequently in large classes with several students ranging from 30 to over 50, sometimes even more than a hundred. It is barely possible for the teacher to analyse each student and put forward an effective instruction that would correspond to all students' needs. Furthermore, tailoring to individual needs may compromise how most students are created as a group.

In a nutshell, all these critiques together limit the teachers' ability to involve learners in meaningful participatory activities. Therefore, the implementation of CLT in contexts with an inadequate foreign language-speaking environment and other challenges is really a task which demands significant expertise, pre-planning, and support. Consideration of additional approaches alongside CLT is also valid.

### **3.3 Theorizing the Importance of Communicative Approaches to Learner-Centred Pedagogy**

So far, the origins of CLT, its strengths, and its weaknesses have been considered. It will also be argued that CLT should be considered in terms of aligning it with other pedagogies. This section aims to examine the influence of the communicative language teaching theory on the development of learner-centredness. Communicative language teaching is "*based on the theory that the primary function of language use is communication, and that language is best learned through communicating*" (Brandl, 2008, p.5). The main targets are learners in this case. Communicative language teaching incorporates the view that communicative considerations shape language, allowing language teaching to accommodate more functional language needs. As mentioned in the previous section, this implies that communicative language teaching encourages language teaching practices in language classrooms that enhance learners' communicative competence and target performance. Therefore, learners are no longer considered passive partners in the teaching-learning process but rather active participants.

The development of communicative approaches, which changed the focus of the teaching processes from language structure to language function, outlined the value of learner-centeredness in language teaching. The established characteristics of communicative approaches shaped the evolution of learner-centered pedagogy, first by situating learners' knowledge as playing a central role and by focusing on learners' communicative needs during course formation. The concept of learner-centred approach is "*based on the idea that learners can learn better when they are aware of their own goals*" (Van Dang, 2006, p. 3). Students who receive traditional teaching are most likely to be passive learners who do not take responsibility for their education. Learner-centred education, on the other hand, focuses on the learners' needs and engagement. According to Van Dang (2006), two main elements highlighted in learner-centred classrooms; learners are more responsible for their learning, and teachers are no more extended power holders at the school, instead of knowledge facilitators helping learners manage their learning

This perspective on a learner-centred classroom strengthens the roles of both teachers and students in the teaching-learning process. Hence, it promotes joint efforts to address the students' needs and develop their learning skills. Learner-centred teaching content, therefore, is negotiated between teachers and their learners. This means that teaching "*is adapted to or take account the learners' needs and preference but does not necessarily involve the learners in the design of their own learning*" (Benson, 2012, pp. 32,33). Instead, teachers analyse students' needs and learning preferences to select practical teaching approaches and course content (Van Dang, 2006). Additionally, learner-centred teaching necessitates self-assessment by learners as it helps plan and monitor their learning stages (Benson, 2012). Such practices are needed to encourage reflectivity, critical thinking, and autonomy in the classroom. These constitute valuable skills that, it is argued, will significantly enhance communicative language teaching and learning approaches.

### 3.3.1 Classroom Talk as A Principle of Learner Centredness

The idea of learner-centeredness has a communicative emphasis centered *on participation in a communicative process* that encourages classroom interaction and fosters students' voice, critical thinking, engagement, and active learning (Benson, 2012). These principles resonate with Alexander's "dialogic teaching" (2010). At first, it is essential to bring together the term "dialogue" and "dialogic." Much emphasis is put on Bakhtin's Theory of Dialogue in the definitions provided in the literature regarding dialogue and dialogic. Following the publication of several articles highlighting the fundamental differences and tensions between Bakhtin's dialogic theory and Vygotsky's dialectic theory, the term dialogic typically assume its dictionary definition of "discussion" when many academics define the term dialogue. According to Hamston (2006, p. 57), dialogue is "*a process of building and consciousness-raising that increases the individual's awareness of the varied discourses available in society.*" A dialogue is a two-or more-person interaction that takes place in real-time (Dafermos, 2018). Ehiobuche et al. (2012) view dialogue as an incentive for the relationship between teachers and their students. For them, dialogue enables individuals to listen to diverse points of view, encourage teamwork, and collaborate on challenging topics which encourages constructive contact between individuals and communities. In ELT classrooms, classroom dialogue becomes an essential learning tool in developing valuable classroom talk (Myhill, 2006).

Recalling dialogic teaching and its relation to communication and critical thinking, it moves away from traditional teaching to look at the content and quality of classroom talk to improve learners' achievement. More specifically, it helps the teacher "*to diagnose pupils' needs, frame their learning tasks and assess their progress*" (Alexander, 2010, p.1). A randomized control trial study showed that dialogic teaching energized classroom talk and improved students' participation, learning, and achievement in conditions of social and educational deficit (Alexander, 2018).

Boyd's and Markarian's (2011) study on an elementary teachers' talk pattern and how their role as dialogic teachers mobilizes students' everyday knowledge showed that learning was collective, reciprocal, supportive, cumulative, and purposeful because he followed a dialogic teaching stance in his

classroom. More precisely, dialogic pedagogy contributes to the development of resources for dialogue-based teaching.

According to Alexander, dialogic teaching is far from traditional question-answer and listen-tell classroom routines. This idea highlights the significance of knowledge exchange and teachers' questioning techniques in the classroom. Rojas-Drummond and Mercer (2003) criticized the traditional initiation-response-feed (IRF) classroom exchange because it initiates short, direct answers and limits students' contribution in classroom talk. According to them, the teachers' questions within those classrooms are "*seen as simply maintaining control of classroom talk and evaluating children against the teacher's expert knowledge and pedagogic agenda*" (p,101). Rojas-Drummond and Mercer argued that teachers' questions, however, should achieve the following:

- 1) Encourage children to make explicit thoughts and knowledge and share them with the class;
- 2) 'model' valuable ways of using language that children can appropriate for using themselves, in peer-group discussions and other settings (asking for relevant information possessed only by others or asking 'why' questions to elicit reasons which are relevant to both functions (1) and (2));
- 3) provide more ample opportunities for contributions to express their current state of understanding or to articulate difficulties.

Rojas-Drummond and Mercer (2003) argued that teachers' use of such strategies might lead learners to generate classroom talk that helps them understand the knowledge constructed through the dialogic process of teaching and learning. Considering this information, dialogic teaching has been shown to have a significant value in developing the core skills of oral communication and listening and speaking skills. Dialogic teaching helps students develop listening and responding to others, generating questions, examining, and evaluating ideas, reasoning, and defending beliefs (Boyd & Markarian, 2015; Kazepides, 2012). Furthermore, selecting the right topic can enhance the dialogue by engaging and motivating students to contribute more to the lesson. Indeed, dialogic teaching is a powerful approach in the classroom, particularly for teaching listening and speaking skills, notably through an experimental setup of peer and group work and opportunities to enhance listening and speaking by discussing meaningful topics relevant to students' interests and experiences. In linking dialogic teaching to listening and speaking skills, the following section outlines how listening and



speaking skills are taught in language classrooms and how these skills are adapted to place students at the centre of the classroom.

### **3.4 Teaching Oral Language Skills: Listening and Speaking Skills**

Under these theoretical notions, to facilitate oral competence for students, more practice in speaking is needed, along with the continued practice of oral expressions. One important fact which should be mentioned is that oral communication is organized around the direct teaching of listening and speaking in an EFL context. Undoubtedly, EFL students need speaking and listening skills to participate verbally in discussions and interact with various audiences.

Teaching listening and speaking skills is an essential task for EFL teachers and is of considerable scope. Teachers should adopt the students' speech to different situations and teach them how to show that they can listen, interact with, and respond to others. Therefore, students' ability to listen and speak significantly develops, which will enhance their verbal communicative competence.

#### **3.4.1 Teaching Listening Skills**

The importance of listening skills in foreign language learning is undeniable; however, this can often represent a most particularly challenging area for language teachers. According to Gilakjani and Ahmadi (2011), since teachers teach English as a tool for communication, factors such as the study of listening teaching theory and the use of the most advanced listening teaching materials must be given careful consideration. On this premise, teaching listening skill has two different perspectives: listening as comprehension and listening as acquisition (Richards, 2005a).

The concept listening comprehension has been defined by many scholars, which is commonly described as a complex mental process. According to Dirven and Oakeshott-Taylor (1984), listening comprehension is the product of teaching methodology, which is matched by other phonetic and psycholinguistics terms such as speech understanding, spoken language understanding, and speech recognition, and speech perception. Jin (2002) describes listening comprehension as a series of interwoven construction and integrating processes. According to Bao (2017), listening comprehension is based on much complex mental work, which many factors affect the listener's second language

comprehension. This view of listening stresses the importance of meaning over form. More precisely, students listen to understand the meaning of the message rather than focus on the spoken message's structure. Listening as comprehension emphasizes the idea that "*the main function of listening in second language learning is to facilitate understanding of spoken discourse*" (Richards, 2005a, p.3). To understand the nature of listening as comprehension and how spoken discourse is decoded, it is essential to consider two different processes: bottom-up processing and top-down processing.

**Bottom-up processing.** This process goes from language to meaning. It is known as the "Process of Decoding". Students use the incoming input to understand the message, i.e., comprehension is based on the received input. Richards (2005a, p. 4) states that "*[C]omprehension begins with the data that has been received which is analysed as successive levels of organization – sounds, words, clauses, sentences, texts – until meaning is arrived at*". Students need a large lexical stock and a good knowledge of sentence structure to break down the incoming utterance into its components to understand the core meaning of the message. To achieve this, Ivarsson and Palm (2015, p. 12) explain that "*[O]ne starts by listening for different sounds and then combines the sounds to make syllables and words. Phrases, clauses, and sentences are then formed by combining the syllables and words. Then by joining the sentences, texts or conversations are formed*". When students learn to use this process to their advantage, listening comprehension takes place immediately, and they have the chance to learn the new language. According to Richards (p.6), bottom-up listening exercises develop students' ability to do the following:

1. Identify the reference of pronouns in an utterance.
2. Recognize the time reference of an utterance.
3. Distinguish between positive and negative statements.
4. Recognize the order in words that occurred in an utterance.
5. Identify sequence markers.
6. Identify keywords that occurred in a spoken text.
7. Identify which modal verbs occurred in a spoken text.

**Top-down processing.** This process, on the other hand, goes from meaning to language. Solak and Erdem (2016, p. 35) note that “*if they use context and prior knowledge such as topic, genre, culture and other schema knowledge stored in long-term memory to decide the meaning, they use a top-down strategy.*” Students should use their background knowledge to understand the meaning of the spoken discourse. They understand what they hear through their knowledge of situations, contexts, texts, conversations, phrases, and sentences (Ivarsson & Palm, 2015). According to Richards (2005a, p. 9), teaching listening skills with top-down processing helps students to achieve the following:

1. Use keywords to construct the schema of a discourse.
2. Infer the setting for a text.
3. Infer the role of the participants and their goals.
4. Infer causes or effects.
5. Infer unstated details of a situation.
6. Anticipate questions related to the topic or situation.

However, the frequency of using bottom-up and top-down processing depends on the aim of the listening activity in the classroom. Top-down and bottom-up processes can be utilized together during the listening process (Vandergrift, 2007). Students can also use one process over another in which students’ speed of thinking and level of the target language determine the priority. To avoid ambiguity, Solak, and Erdem (2016, p. 35) provide two situations to illustrate the difference between the two processes:

1. You are chatting with your friend, and she tells you a story about an exam that she failed. You listen to your friend to say something that will console her.
2. One evening, a friend of yours calls and invites you to her birthday party. You carefully take note of the address, time, and day of the activity”.

In the first example, the listener is just listening for a general understanding of the situation to provide a later social response; the top-down process is appropriate. However, in the second situation, the listener is paying attention to the speaker’s details with a careful understanding of the actual words to avoid later problems; bottom-up processing is the suitable one.

The choice of the listening activities depends on the perspective of teaching this skill. For teachers to place the listening ability as the core of the

teaching process, they should be flexible in the choice of listening activities. When comprehension is a focus of listening, listening activities are based on one main standpoint: listening lesson structure.

Teaching listening as comprehension involves a typical lesson structure that teachers should follow to apply the appropriate listening task. This consists of a three-part lesson sequence, including pre-listening, while-listening, and post-listening, which constitutes a cycle of activities (Richards, 2005a; Rost, 2002). The pre-listening phase focuses on comprehension through activating prior knowledge, introducing vocabulary, and making a prediction. Rost states that before listening, teachers should help students activate what they know about the topic they will hear. Teachers should provide students with some hints about the listening topic. Pre-listening activities are considered the most critical listening sequence because the success of all the other listening activities depends on this pre-listening knowledge activation (Chastain, 1988). Ellis and Ellis (1994) and Field (1998) present different pre-listening tasks, including short discussion about listening, brainstorming vocabulary, games, and guiding questions. Underwood (1989) also lists other pre-listening activities, including reading relevant text, looking at pictures, a question and answer, and written exercises. These kinds of pre-activities enable students to generate knowledge that is needed for while-listening tasks. However, there are specific suggestions that language teachers should avoid during the pre-listening stage. Field (1998) advises that pre-listening activity should be precise and clear, as little as five minutes. The teacher should not talk too much not provide too much information about the listening text.

The while-listening phase is the core of the listening lesson. After having a general idea about the listening topic, students are then engaged in during-listening tasks to show understanding of what was heard. According to Field (1998, p.112), the while-listening stage is “*a lengthy listening session, with several replays for learners to re-listen and check their answers.*” During this long listening phase, students can identify critical features of the passage, perceive the text structure, and feature non-understanding points of the passage. At this stage, it is the teachers’ responsibility to manage the listening lesson. Wilson and Harmer (2017) mentions that teachers should prepare well-designed while-listening activities to help students understand the listening text, provide a focus, understand the listening text structure, focus on the crucial part of the listening text, and keep alert to context changes. Students should also utilise different skills

that help them get prepared for the listening activities. Richards (2005a) points out that while listening activities focus on different subskills that students should apply for better listening comprehension, counting listening for gist, listening for specific information, listening for details, and listening for the speaker's attitude or opinion. He refers to some during-listening activities such as guessing the meaning, making a prediction, filling forms, and making lists. Underwood (1989) also provides other essential activities for students such as checking up items in pictures, arranging items in patterns, completing grids, form/chat completion, using lists, multiple-choice questions, text completion and spotting mistakes. Hence, while-listening activities are essential because they tend to develop students' proficiency in listening comprehension in various ways.

The last phase in the listening lesson is post-listening. The post-listening phase is a response to comprehension in which students might give their opinions and ideas about a given topic; students total output through writing and or making discussions. In this pre-listening session, teachers examine and readdress learners' listening gaps through short listening exercises (Field, 1998). According to Wilson (2008), in this stage of listening, students are asked to work in detail in which they apply both bottom-up and top-down processes to create a link between the classroom activities and their real lives. Underwood (1989) refers to the following activities as the most practical tasks in the post-listening phase, including role-play, simulation, dictation, summarising, and extending lists. Wilson also provides other post-listening activities such as discussions, creative responses, critical responses, information exchanges, problem-solving, deconstructing the listening text, and reconstructing the listening text.

In general, these three stages of structural listening lessons help students access meaning by developing a fuller comprehension level. In addition, when language teachers select appropriate activities (practical activities that are useful for students at each stage), students are increasingly likely to develop their listening confidence and become successful listeners.

Listening as the acquisition is the second perspective of teaching listening skills based on using consciousness in learning. It emphasizes the role of noticing in facilitating language development. According to Schmidt (1990), for students to learn from speaking discourse, they have to notice something about the input. Therefore, there is a difference between what students are exposed to and hear as "input" and what they notice and store in their long-term memory as "intake"—

in this case, listening as the acquisition is based on “intake” as the basis for language development.

However, Richards (2005a) underlines the necessity to make a clear distinction between situations where comprehension is the focus of instruction, for example, listening to extract information (listening to lectures, listening to announcements, listening to sales presentations) and situations, where listening as comprehension and listening as acquisition is the primary focus, such as listening to courses that are part of English language course.

When teaching listening is based on acquisition, teachers should follow a two-part cycle of teaching activities (Richards, 2005a). Here, language teachers can use two main types of listening activities: noticing activities and restructuring activities. Noticing activities involve the use of listening texts as the basis for language awareness. For example, teachers can ask students to listen again to a recording and complete one of the following instructions: filling in the gaps, identify differences between what they hear and a printed version of the record, cross out odd items from a given list, complete sentence stems taken from the record and pair dictation. On the other hand, restructuring activities are oral and written activities that involve the productive use of selected items from the record. Examples of restructuring activities might be role plays, dialogue practice, written sentence completion, or pair reading of the typescript. When applying such kinds of activities in the classroom, it is expected that students promote their level of language acquisition.

However, when the teaching context is based on a combination of teaching listening as comprehension and listening as acquisition, it is recommended that language teachers use a two-part strategy in the classroom (Richards, 2005a). The two-part strategy is also suggested when there is a connection between listening and speaking skills. In this strategy, part one should be based on listening as comprehension in which teachers use the three-part lesson sequence with various activities. Part two is based on listening as an acquisition where teachers deliver listening texts used in phase one to understand and students to use the language themselves subsequently.

### 3.4.2 Materials for Teaching Listening Skills

Concerning listening materials, the use of appropriate listening materials has a crucial effect on listening comprehension. Therefore, it is essential to make a distinction between authentic and non-authentic listening materials.

**Authentic materials:** They are also known as real-life and genuine materials, and they can be in oral or written form. Kilickaya (2004) defines authentic material as materials that expose the real world from which the target words have emerged. Rogers and Medley (1988) describe authentic materials as materials that expose the genuineness and naturalness of the target language. Peacock (1997) characterizes authentic materials as everyday materials used for the English speakers' social purpose. Richards (2005a) states that authentic materials are helpful because they introduce the target language's culture, a more creative way of teaching, decrease students' anxiety, and develop their learning style. According to Gebhard (2006, pp. 103-104), authentic materials can be printed material, visual material, authentic listening, or realia.

**Non-authentic materials:** These are materials explicitly designed for pedagogical purposes, which are usually planned and designed based on the curriculum of each country. Non-authentic materials can be textbooks, dictionaries, grammar books, or workbooks. Teachers can also use their "voice" or "live listening" when they talk to the class, which is beneficial for students to practise listening in face-to-face conversations. Bahadorfar and Omidvar (2014) recommend using technological tools such as the internet, video conferences, podcasts, wikis, and videos. Using all these different types of materials is a perfect opportunity for students to hear different English-speaking voices, which will improve their level of pronunciation and develop their speaking skills. Additionally, since there are no unified plan concerning listening skills, it is based on the teachers' choice of the teaching materials that suit the current situation and the activity they are practicing.

### 3.4.3 Teaching Speaking Skills

Teaching speaking skills is a significant concern in any EFL learning environment and, as has been particularly emphasized, in the communicative language classroom. Teachers aim at involving students in interactional situations, which allow them to convey a given message and interact with one

another. Therefore, language teachers need to pay special attention and interest when planning speaking instructions in the EFL context. Three core issues need to be addressed when planning speaking activities for an oral English course; setting the goal of teaching speaking skills, identifying speaking categories, and determining the different teaching aspects related to speaking skills.

**Teaching speaking goal.** The first essential issue in teaching speaking skills is to determine the teaching goal in the classroom. Teaching speaking skills in a language classroom has two primary purposes: achieving students' oral fluency and developing students' communicative skills.

Fluency is the first important matter in an oral language classroom. Khademi (2014) asserts that the primary goal of any EFL students and teachers is to achieve the level where one accurately presents her/his ideas and communicates fluently using the target language. In this regard, fluency is the reflection of someone's speech. It is also the production of a speaking discourse that is reasonably natural, comprehensible, and free from mistakes and language errors (Renandya, 2002) Based on the definitions above, teachers should seize every opportunity in the class to help students articulate their thoughts, sounding as natural as possible in speaking activities.

The second goal in teaching speaking is to achieve communicative competence in the classroom. Ramadhani and Ys (2017) advocate "improving students' communication skills" as the primary target when teaching speaking in a language classroom. They explained that while teaching speaking components, students should be encouraged to develop their communicative skills and enhance oral proficiency both inside and outside the class.

One notable point is that there is a difference between fluent speech and good communication skills. Teachers should distinguish between the two and manage their planning to achieve them both while teaching. On the one hand, fluent speech is the ability to speak the language easily, quickly, and without stopping or pausing. On the other hand, having good communication skills means expressing ideas freely using the richness of the English language to its whole. This distinction separates fluency from being a communication skill.

Another great point is that communication is not all about speech; specifically, it is a two-way process. Listening to what others are saying has the same importance as conveying one's thoughts. Thus, communication is more about encouraging students to speak and listen to what other students say.



Accordingly, English language teachers should plan their lessons based on both goals-fluency and communication to achieve communicative competence.

However, achieving these goals is not practical in the real world due to the complex nature of speaking skills. Teaching this skill requires teachers to follow systematic ways to achieve the target goals in an EFL classroom. Therefore, teachers should consider some essential elements regarding this skill before teaching it.

**Speaking categories.** The second core issue in planning speaking activities is identifying speaking categories before teaching. Goh and Burns (2012) outline four speaking categories teachers should consider when planning a communicative lesson. According to them, it is valuable for language teachers to be mindful of these categories and bear in mind how speaking skills are related to other comprehensive elements. These categories are summarised as follow:

1. Correct Pronunciation: correcting the students' speech.
2. Speech Function: the way learners request things and express thanks, wishes.
3. Interaction Management: guiding students' interaction and conversation using communicative and non-communicative language.
4. Discourse Organisation: creating coherence and cohesion.

**Teaching aspects of speaking skills.** Goh and Burns (2012, p.177) name five teaching aspects that help teachers plan a sequence and holistic speaking lesson. This list of features provides language teachers with the appropriate assistance when planning a speaking activity to focus on each language component. These five key aspects can be summarized as follows:

1. The teaching of speaking should foreground the respective roles played by the teacher, the learner, and the materials.
2. The main aim of speaking tasks is to help students develop the fluency of expert speakers where meaning is communicated with few hesitations and in a manner that is appropriate for the social purpose of the message. This is achieved using accurate language and discourse routines, appropriate speech enabling skills, and effective communication strategies.

3. Learners' speaking performance can be enhanced through pre-task planning and task repetition, as these activities can reduce cognitive load during speech processing.
4. Learning involves noticing essential information and storing it in long-term memory. Therefore, activities that focus learners' attention on language, skills, and strategies are an essential part of teaching speaking.
5. Activities that help learners develop metacognitive knowledge and self-regulation of their speaking and learning processes are also needed to address affective and other cognitive demands of learning to speak a second language.

These five aspects are beneficial for both teachers and students. Teachers can develop appropriate materials for the students so that the speaking rate in the classroom increases. To cite Goh and Burns (2012, p.177), "*[L]earners will not only practise expressing meaning using their existing language resources, but they will also receive timely input and guidance for improving their performance*". In this regard, language teachers help students develop their language ability and express themselves freely. Therefore, carefully prepared speaking instruction and frequent practice are needed to improve students' oral competence.

#### **3.4.4 Activities and Resources for Teaching Speaking**

The teaching-learning activities have a considerable influence on the learning process. Therefore, language teachers must choose the most appropriate speaking activities to encourage students to communicate. There are four main characteristics of successful speaking activity (Ur, 1996, p. 120):

1. **Learners talk a lot:** It is student time to speak as much as possible. The teacher should alter her/his position during the speaking activity, giving the allocated time to each activity to students themselves.
2. **Participation is even:** It is an equal time for all students to participate during the activity. The teacher should monitor the dominant talkative students and provide a fair number of contributions for all.
3. **Motivation is high:** It is time for students to speak; because they either want to participate or are interested in the discussed topic and want to say something related to it.

4. **Language is of an acceptable level:** students express their idea using relevant and accessible comprehensive utterances and a level of language accuracy that is acceptable.

What is important is that teachers create tasks that allow students to speak about what is true, accurate, and engaging. In teaching speaking skills, many activities are used, such as drills, dialogues, question and answer, speech discussion, guided discussion, role-play, questionnaire and quiz, drama activities, and problem-solving activities. The common link between these mentioned activities is that they are “communicative fluency activities”. Although there is no agreed classification of these speaking skill activities, some researchers such as Gonzalez et al. (2015) have classified these activities into two types: individual and group activities. Individual activities can involve storytelling and describing a process or phenomena, which is generally transactional. On the other hand, group activities are interactional exercises such as group discussion, role-play, dialogues, and presentations. These activities can serve a great deal for students in developing interactive abilities in school life because they stress the importance of classroom interaction during the learning process. Teachers must feel confident enough when delivering these exercises because it depends on the students’ need to provide these activities in the classroom. Accordingly, teachers should have background knowledge on teaching speaking skills to allow students access to authentic communicative situations.

Another important aspect of teaching speaking skills is the way students are invited to speak. This deals with the teaching materials to communicate in the classroom. As already mentioned in the listening section, there are two primary teaching materials -authentic and non-authentic. However, the way teachers deliver speaking materials in the classroom differs from how listening materials are provided. There are two ways students are exposed to the speaking input (Cahyono & Widiati, 2006). The first way is related to the students themselves. Teachers assign students to specific tasks, and students are asked to construct the speaking materials based on their knowledge and search materials from different sources such as the internet, books, and articles. This represents an independent effort that is made use of in teaching oral skills. However, the idea that students pre-search for the materials outside the classroom may have its pitfalls. There is a possibility that students prepare their speech before performing

in the class; thus, there could be a lack of natural talk and interaction. The second way is when teachers provide students with the chosen materials right in the classroom. Teachers can choose from a variety of available sources to achieve the goal of the activity; it depends on the teachers' decision-making. It is a natural way of teaching speaking because students receive the materials in the classroom. In this regard, teachers have three main ways to provide students with the chosen input—authentic materials (books, worksheets, handouts, novels, and textbooks), visual materials (videos, images, and presentations), and cultural materials (cultural illustration materials such as clothing). It is also preferable that language teachers vary the use of these materials to increase students' awareness of the variety of teaching materials. In this way, teachers help students develop their verbal output and make their speech more spontaneous and natural in the classroom.

### **3.5 Language Skills Integration in English Language Teaching**

#### **3.5.1 Segregated-Skills Approach**

In the early years, the idea of teaching language skills (listening, reading, speaking, and writing) following one another was considered an unsuccessful way of teaching. The four language skills were taught separately, and the preparation of the learning materials and activities was based only on one skill, with the others ignored. Educational scholars and language teachers believed that the focus on an individual skill helped increase language learning (Jing, 2006). Therefore, a new approach was developed as the language-based approach (Oxford, 2001). The language was the primary focus for instruction in such a traditional educational approach, while authentic communication had no importance (Jing, 2006). Teachers focused on segregated language skills in the classroom where one skill was divorced from the other, probably because they believed that teaching more than one skill at a time can be logistically impossible (Oxford, 2001). They also believed that teaching language skills discretely help students gain complete command over one language skill (Jing, 2006). Based on this perspective, this approach allowed students to become accurate language users (Klimova, 2014).

However, teaching skills in isolation offered limited support in developing students' communicative skills. It was difficult for students to communicate using

English as they lacked communicative competence (Tajzad & Ostovar-Namaghi, 2014). Teachers focus more on reading and writing instruction, where classroom activities are based on grammar drills, phonetic identification, and word-decoding, which separate the language skills from their use in authentic and communicative contexts (Su, 2007). Accordingly, it was clear that, although teachers were able to teach one skill in the absence of the others in one lesson, segregated skills teaching failed to engage students in everyday communication (Oxford, 2001).

When students' communicative competence was given greater prominence, there was a shift from segregated-skills teaching to integrated-skills teaching. There are four main reasons for this shift (Snow et al., 1989). First, language is acquired more quickly when the focus is on communication, specifically in a meaningful social context where ideas, feelings, and desires are expressed (Genesee, 1994). People use all their communicative skills to convey what they know, what they want to know, and what they need. The classroom reflects this; language skills are never used in isolation. When engaging in classroom interaction or group discussion, students need listening and speaking skills to convey their ideas (Rahman & Akhter, 2017). Second is the importance of the language content and authentic communication as the basis for language learning. Similarly, exciting language content promotes students' motivation to acquire new language structures (Rahman & Akhter, 2017). The third reason for this shift is related to the relationship between language and human development. According to Rahman and Akhter, the notion of teaching language skills in isolation separates language from other aspects of human development. Skills integration, in contrast, seeks to gather these components of development together to integrate second language learning with social and cognitive development in school settings. The final reason is related to the very nature of the language itself. Language has a complex nature; knowing how to deal with language in one specific context does not mean dealing with it in another (Rahman & Akhter, 2017). That is why skills integration is a solution to respect the practical use of the target language.

### 3.5.2 Integrated-Skills Approach

The idea of the integrated approach was born with the appearance of the term “communicative competence”. Introducing this concept in the educational field brought different perspectives on how language skills are taught in the classroom and used for communication. For example, Widdowson (1978) was among the first linguist to call for skills integration in language teaching to develop students’ proficiency levels and enable advanced language learning. Similarly, Canale and Swain (1980) mentioned that learning the four language skills in one activity and the context of communication helps students to develop grammatical competence.

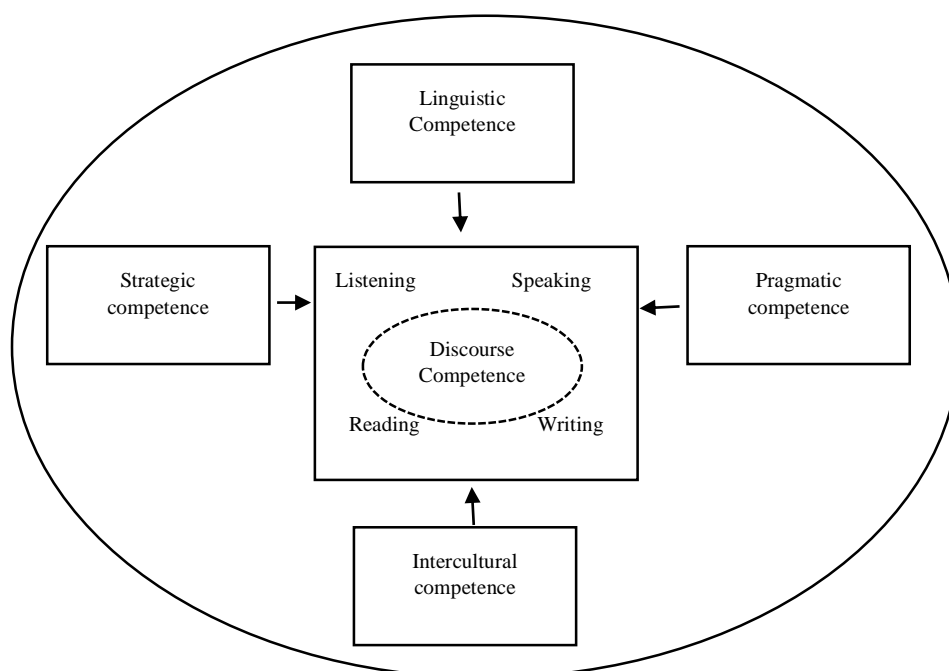
A new wave of teaching took place in communicative and integrated skills teaching in the 1980s and 1990s. Teaching had to be based on classroom interaction and authenticity to allow students to use the language for communication (Tajzad & Ostovar-Namaghi, 2014). Since it has been accepted as a new and efficient way of teaching language skills, many researchers and scholars have defined skills integration.

According to Oxford (2001), teaching English as a second or foreign language can be described as a tapestry, where listening, reading, writing, and speaking is the strands that need to interweave during classroom instruction to produce a clear ESL/EFL communication which is known as the integrated-skills approach. In a similar vein, Richards and Schmidt (2002) state that the integrated-skills approach is teaching reading, writing, listening, and speaking in conjunction with each other. The lesson should involve activities that fold the four skills together; such activities should relate listening and speaking to reading and writing. In this way, students benefit from practicing all the language skills in an integrated, natural, and communicative way, even if one skill is the focus of the others. Hinkel (2010) reinforces the view of Oxford and Richards and Schmidt, stating that the central feature of the language classroom is the integration of the four language skills and their components to complement each other. To study a language, one may break down the language into parts, but the language skills and components must be integrated (Tajzad & Ostovar-Namaghi, 2014). Similarly, Su (2007, p. 3) remarks that “*the philosophy of integrated-skills instruction is based on the concept that in natural, day-to-day experience, oral and written languages are not kept separate and isolated from one another*”.

Instead, listening, reading, writing, and speaking should occur together, integrated into specific communication contexts in the language learning process.

In recent years serious consideration has been given to the integrated-skills approach by language teaching experts. For Tajzad and Ostovar-Namaghi (2014) to produce competent language learners, it is essential to integrate the four language skills from the first day at school. Through skills integration, students develop multiple skills and use authentic language for real-life interaction. Equally, according to Klimova (2014), language teachers should emphasize the four skills as communication in their classroom. In doing so, students focus on the language meaning rather than the grammatical form of the language, which gives them the potential to learn functional features of the target language. Here, Oxford (2001) said that learning to communicate is the priority over passing the exam, and students can be highly motivated to learn. Also, integrating language skills is beneficial in classes with different learning styles where all students can participate in the classroom: introverted students may listen or read, extroverted students may practise speaking, and visual students may see written sentences being constructed (Jing, 2006). This way of teaching trains language students to use the language more effectively for different purposes and in various contexts.

According to the emphasis on the four skills and how integrating them promotes students' oral proficiency, Usó-Juan, and Martínez-Flor (2008) proposed a framework of communicative competence integrating the four skills (see Figure 3).



**Diagram 3.2** *The Proposed Framework of Communicative Competence Integrating the Four Skills (Usó-Juan & Martínez-Flor, 2008, p. 16)*

This framework gathered the five competencies, namely, discourse, linguistic, pragmatic, intercultural, and strategic, with the four language skills inside rectangular boxes. According to them (2008, p. 16), this construct aims at:

1. Showing the relationship among all the components
2. Incorporating both the pragmatic and the intercultural competencies on their own;
3. Highlighting the function of the four skills to build discourse competence.

In the language classroom, teachers can teach the language skills in two primary forms of instruction related to integrating language skills: content-based language instruction and task-based instruction.

**Content-Based Instruction.** This teaching method emphasizes learning content through language, where students practise all the language skills while learning other subjects (Rahman & Akhter, 2017; Stoller, 2002). According to Rodgers (2001, p.3), content-based instruction assumes that "*[L]anguage of learning is by-product of focus on meaning-on acquiring some specific topical content- and those content topics to support language learning should be chosen to best match learner needs and interest and to promote optimal development of second language competence*". According to this teaching model, content means academic subject matter that students learn and communicate about using the



target language such as mathematics, science, or social studies. Jaelani (2017, p.2) states that "*content is meant as the use of subject matter as a vehicle for second or foreign language teaching or learning*". Here, content has an essential role in second and foreign language teaching, depending on the learners' proficiency level.

This approach focuses on how information and meaning from different content are used in discourse or texts. For example, Satilmis et al. (2015, p.2) point out that content-based instruction develops students' academic competence and comprehension skills. Similarly, Jaelani (2017, p.2) remarks that teachers who plan their lessons based on content-based instructions integrate the language skills in all activities, which will involve classroom interaction, meaning negotiation, information gathering, and the co-construction of meaning. In this way, the content-based approach allows students to develop both subject knowledge and their language skills and acquire professional skills in their field. In Content-based Instruction, the four language skills are incorporated with the content following three themes-based, adjunct, and sheltered models (Satilmis et al., 2015).

The theme-based model is widely used in second and foreign language learning. For instance, teachers form courses by selecting exciting topics such as globalization, urban poverty, urban violence, marriage, and cross-cultural issues and link these topics and the language skills. This can motivate students and afford opportunities to practise language skills, communicating around the chosen themes (Oxford, 2001). Hence, the target language dominates the content (Satilmis et al., 2015, p. 2).

In contrast, the adjunct model is explained in two coordinated courses: a content/subject course and a language course (Oxford, 2001). The adjunct model carefully coordinates language and content, where both are important for language teaching. Teachers stress each course separately; language teachers focus on the different language skills, such as academic writing reading, whereas content/subject teachers emphasize the importance of the traditional academic topics (Snow & Brinton, 1988).

The sheltered model is a teaching model which integrates language and content instruction. Hung and Hai (2016, p.3) state that "*this is the so-called Sheltered Model because students are assisted in understanding subject matter courses.*" The sheltered model simplifies subject matter language based on the

students' language proficiency (Oxford, 2001). This model aims to help students develop English language proficiency.

**Task-Based Instruction.** According to Córdoba Zúñiga (2016), second and foreign language students participate in communicative activities to stimulate their level of communication in this model. The four language skills, listening, reading, speaking, and writing, are combined within the same activity to solve the problem posed by the task. Córdoba Zúñiga contends that “*TBLT provides opportunities to experience spoken, reading, listening, and written language through meaningful class assignments that involve learners in the practical and functional use of L2*” (p.14). This teaching approach enables skills integration where teachers should focus on activities that allow students to comprehend, produce, and interact using authentic language (Nunan, 2005). These activities must allow students to explore both written and spoken language through pair and group work. For example, Oxford (2001, p.4) mentions that “*students work together to write and edit a class newspaper, develop a television commercial, enact scenes from a play, or participate in other joint tasks*”. Klimova (2014, p.89) states that Task-Based Language Teaching “*enables pupils to solve the real-world issue*”. Córdoba Zúñiga (2016, p.14) also points out that “*TBLT promotes and stimulates the integration of skills through completing daily-life activities that improve students’ communicative competence because it offers learners the possibility of practising the target language constantly*”. Accordingly, Klimova (2014, p.89) argued that Task-Based Instruction has many advantages that help students promote a higher level of proficiency in all language skills, such as the following:

1. Students can cooperate in groups and thus, develop cooperative learning in solving different tasks, for example, in the preparation of joint presentations.
2. It encourages students’ more profound understanding of the subject through, for example, their discussions.
3. It develops students’ metacognitive skills, such as the skills of critical thinking and reflection.
4. It exposes students to varied language structures and collocations, e.g., while reading a text to complete the task.

Undoubtedly, the teaching of receptive skills (listening and reading) in integration with productive skills (speaking and writing) is beneficial for English language teaching (Klimova, 2014). According to Oxford (2001), whether in content-based or task-based language instruction, the integrated-skills approach can significantly promote students' motivation and is suitable for different levels and backgrounds. However, Oxford argued that for teachers to apply one of these mentioned instructions in the EFL/ESL classroom and integrate the language skills, teachers should consider these steps (p.5):

1. Learn more about the numerous methods for incorporating language skills into the classroom (content-based, task-based, or a combination).
2. Reflect on their current approach and assess how well the abilities are incorporated.
3. Select instructional tools, textbooks, and technology that encourage integration and the corresponding syntax and vocabulary skills.
4. Even though a course is classified for only one skill, the other language abilities can be integrated through appropriate assignments.
5. Teach language learning strategies, emphasizing how a single strategy can typically improve performance in numerous areas.

### **3.5.3 Integrating Speaking and Listening Skills**

Reviewing the literature shows the importance of the integrated-skills approach as a crucial means for developing students' oral communicative competence. This argument is essentially based on the integration of listening and speaking skills in the language classroom. According to Litaly (2016), it is preferable for listening and speaking skills to be integrated to develop students' oral communicative competencies. Tavit (2010, p.2) also mentions that "*the more the skills are taught individually, the less communication will take place in the classroom*". Language teachers need to teach these skills in an interactional way. For example, students may know how to listen and speak, but they might lose the opportunity to do so if the two skills are taught separately. This is shared by Tavit (2010, p.2), who states that "*it is the teacher's task to comprehend and make use of how closely listening is related to the speaking skill and how listening can be integrated with speaking*".

In my previous experience in learning English at an Algerian secondary school, I have noticed that teachers often assume that students do not care to listen to each other or care about other students' views because teachers have the idea to be central in their classroom. Some teachers even believe that students have a weak English language ability and choose to neglect listening and speaking skills. In doing this, teachers impede students' learning by marginalizing them in their learning context. This fails to note current debates and suggested models in the literature that would enhance teaching and learning.

### **3.6 Teaching Knowledge: An Overview of the Main Teacher Knowledge Base**

*“Teaching is, essentially, a learned profession”.*

(Shulman, 1987, p. 9).

The previous sections of this chapter discussed how participative, learner-centred pedagogy and dialogic teaching have become increasingly important in teaching and learning. Hence, learning is not restricted to being communicated by a teacher and absorbed by students; alternatively, it is negotiated and shared among participants in learning situations. These theories stressed the need for competent listening and speaking skills instruction. However, a solid knowledge basis is needed for English language teachers to teach listening and speaking correctly. Pedagogical knowledge is essential for L2 teachers to teach listening and speaking in learner-centred classrooms successfully. This section of the chapter will look at the relationship between teaching listening and speaking and language teachers' pedagogical knowledge and how theorists have addressed the relevance of teachers' knowledge base in language teaching.

*Learning* is a continuous integral process that helps improve a teacher's skills and knowledge in teaching. Early debates on the nature and status of teachers' knowledge can be traced back several centuries. They included the idea that knowledge about teaching can be distinctive to the occupation of it. This highlights the notion that there is no consensus on what kind of knowledge is needed to become an expert teacher. Shulman & Shulman (2009, p.263) claim that "*all teaching makes extraordinary performance demands on teachers*". Eraut (1994) also considers teaching a semi- profession that necessitates using a wide

variety of knowledge and experience. Lee S. Shulman is an education reformer whose foundation is based on an idea of teaching that emphasizes reasoning and reflection. According to him, "*teaching necessarily begins with a teacher's understanding of what is to be learned and how it is to be taught*" (Shulman, 1987, p.7). Therefore, teachers must have a thorough comprehension of various distinct knowledge bases to establish professional competence. Shulman defines seven types of knowledge (content knowledge; general pedagogical knowledge; curriculum knowledge; pedagogical content knowledge; knowledge of learners and their abilities; knowledge of educational contexts and knowledge of educational ends) that underpin the teacher's understanding of how to increase student comprehension. The following section explains how some of these teacher knowledge categories are described in the literature and the rising relevance of such domains in teacher education.

### **3.6.1 Content Knowledge**

An essential argument advanced in the previous section is that teaching is more than merely a matter of competence. To develop professional competence, teachers must have a thorough understanding of a variety of knowledge bases. Shulman (1986) argued that critical questions are often insufficiently addressed in teaching; classroom management, assignment, questioning techniques, and activity arrangement have received significantly more attention in the literature than subject matter (lesson content). The "missing paradigm" is how he refers to this "blind spot" in terms of content. On this account, Shulman (1986) views the standard "pedagogy–content distinction" as ineffectual and therefore examines content knowledge in depth. He defines content knowledge as "*the amount and organization of knowledge in the mind of the teacher*" (p,9), which he divides into three distinct components: subject matter content knowledge, pedagogical content knowledge, and curricular knowledge.

Firstly, subject content knowledge is concerned with the structure of the subject matter and how it is taught. According to Shulman, teachers describe and explain the topic material they are teaching their students and why a particular proposition is considered justified and significant to know. Secondly, pedagogical knowledge is the sort of knowledge gained from practice. Hanley et al. contend that "*pedagogy may be explicit, implicit, or tacit and is underpinned by socially*

*constructed rules or principles governing how content is to be distributed, contextualized and evaluated*" (2018, p. 14). Under this definition, general pedagogical knowledge is comprised of both subject-specific and general components. Shulman states that "*pedagogical knowledge goes beyond knowledge of subject matter to the dimension of subject matter knowledge for teaching*" (p,9). This knowledge is centred on how teachers may manage their classrooms, educational resources and capture students' attention to build successful teaching and learning environments for all students (Guerriero, 2014).

Thirdly, curriculum knowledge is the understanding and knowledge of the teaching programmes and materials that are, according to Shulman (1987, p.8), the "*tools of the trade*" for any teacher. He is referring to the knowledge of the teaching programmes and the teaching materials for each programme. Knowledge of alternative curricular resources from other disciplines or themes is also crucial for making cross-curricular connections. Shulman also encouraged instructors to be knowledgeable about what has already been studied and what will be studied in the future.

### **3.6.2 Pedagogical Content Knowledge**

Providing insights into teachers' knowledge base to shape teaching, pedagogical content knowledge in the previously mentioned areas of knowledge. This sort of knowledge to which Shulman is referring is the knowledge that "*distinguish[es] the understanding of the content specialist from that of the pedagogue*" (1987, p.8). This is the knowledge built from knowledge of the particular teaching context, knowledge of students, knowledge of pedagogy, and subject matter. Hanley et al. (2018, p. 14) define pedagogy content knowledge as "*the knowledge that teachers have about pedagogical content, processes and their possible outcomes, including knowledge about their students and the context in which they are learning*". Teachers consider Pedagogical Content Knowledge "common sense teaching knowledge" (Evans et al., 2008). Pedagogical content knowledge represents "*the blending of content and pedagogy into an understanding of how particular topics, problems, or issues are organized, represented, and adapted to the diverse interests and abilities of learners, and presented for instruction*" (Shulman, 1987, p.8).

These definitions and explanations consistently indicate that the concept of pedagogical content knowledge is self-evident. However, the way teachers represent and communicate their subject knowledge and understand them is innately complex in-process and representation. According to Shulman, representation is the process of formulating subject knowledge into knowledge for teaching. As there is no single most potent type of representation, Shulman also advises teachers to draw upon various forms when representing their content knowledge.

Each type of knowledge outlined above has advantages for teachers who must be aware of all of them. Such review is critical in developing a shared understanding of these concepts and their relationship to teaching and learning and is relevant in eliciting teachers' subject and pedagogical knowledge of teaching listening and speaking skills, which underlies this study. The ability of a teacher to create successful lessons and respond perceptively to the difficulties that students have with listening and speaking is based on their depth of understanding of the skills involved and their oral competence and other pedagogical content pedagogical skills. Gupta and Lee (2015, p.11) explained that teachers understand the value of content knowledge in their field, "*yet lack significant pedagogical knowledge to deliver content information through focusing on oral language skills*". Subject knowledge, which combines depth of understanding, subject-related pedagogical knowledge, and content knowledge at an appropriate level, is essential for teachers who teach English as a second or foreign language.

It is significant to mention here language teachers' cognition and their prior language learning on their teaching knowledge and experience. According to Borg (2003, p.81) teacher cognition is "*unobservable cognitive dimension of teaching – what teachers know, believe, and think*". Teacher cognition is also defined by Kagan (1990) as ideas and knowledge about teaching, students, and content, and understanding of classroom problem-solving techniques. These definitions underline the fact that teachers are aware of all areas of their work. It also stresses the importance and impact of teacher cognition on the professional careers of teachers. Borg acknowledged that "*teachers are active, thinking decision-makers who make instructional choices by drawing on complex, practically-oriented, personalised, and context-sensitive networks of knowledge, thoughts, and beliefs*" (p.81). This argument implies a relationship between

teachers' cognition, learning experiences, and classroom teaching practices. Therefore, teachers' learning experiences have the potential to change their attitudes toward teaching throughout their career.

### **3.7 Conclusion**

According to the literature discussed above, communicative language teaching has had and continues to have a substantial impact on language teaching. Accordingly, communicative language teaching, task-based and content-based approaches are important in developing learners' competency. Given the government's paradigm shift toward learner-centred pedagogy, it becomes evident that implementing different approaches to teaching might achieve the necessary balance in language classrooms. Successful teaching, in my opinion, is dependent on the teacher's creativity. A good language teacher, in my view, should integrate the three approaches (communicative language teaching, task-based learning, and content-based learning) in the classroom to achieve a reasonable level of success in language teaching. This integrative teaching method lays the groundwork for the integration of teaching and learning processes in the language classroom. This short synthesis reflected my attempts to understand the notion of EFL oral competencies and the challenges in teaching listening and speaking skills, and it is expected that others might have a similar conceptual framework.

In summary, it has been seen that there is research agreement on the need for students to partake in direct teaching-learning to speaking skills to interact and communicate ideas. However, mastering appropriate speaking skills necessitates a significant amount of work because it usually requires the skilful integration of language elements such as vocabulary, correct grammar, sentence structure, and correct pronunciation. Therefore, teachers should structure and schedule their lessons in a more explicit order to guarantee efficient speaking and listening experiences for all learners.

Recent literature supports the importance of correctly teaching oral communication, but much of this review focuses less on teachers' pedagogical skills. As a result, this evidence does not examine the pedagogies teachers apply that shape the classroom context and affect the students' motivation to practise speaking and listening skills. Furthermore, they say little about the impact of



subject and pedagogical knowledge on teachers and their practices in the language classroom.

Most studies on listening and speaking discuss difficulties associated with the teaching of listening and speaking skills. However, while emphasizing "difficulties" in teaching oral skills is essential, it is insufficient to comprehend the actual picture, especially in EFL classrooms. This leaves a research gap in the relationship between subject and pedagogical knowledge of teachers and listening and speaking teaching in EFL secondary schools. Considering this, the main questions that directed this exploratory study were as follows:

1. What subject and pedagogical knowledge underpins the teachers' teaching of listening and speaking?
2. Do Algerian EFL teachers in secondary schools create opportunities for speaking and listening in their classes?
3. How do Algerian EFL teachers integrate the teaching of speaking and listening with reading and writing in their classes?

## **CHAPTER 4: METHODOLOGY**

### **4.0 Introduction**

At four separate secondary schools in Algeria, this research explores the teaching of listening and speaking concerning the teachers' subject and pedagogical knowledge, how students perceive those teaching practices, and their effect on students' speaking abilities. This chapter will provide a detailed discussion on the different parts of developing this research methodology. It starts with a complete discussion of the philosophical background and research paradigm of the study. After that, there is a description of the participants and the methods used for data collection. The third section discusses the analytical approaches used for the collected data, followed by a detailed section of the ethical procedures followed in this research. The last section discusses the limitations and challenges that the researcher encountered during the research process.

### **4.1 Research Questions**

The current study is qualitative research on the nature and status of speaking and listening skills teaching and learning in Algerian EFL secondary schools as part of curriculum reform. The research questions focused on how teachers' subject and pedagogical knowledge enhances listening and speaking in the language classroom in the context of new educational reform and how teachers use communicative competence to communicate learning content. As a result, the methodology evolved sought to address three key research questions:

- ❑ What subject and pedagogical knowledge underpin the teachers' teaching of speaking and listening skills?
- ❑ Do Algerian EFL teachers in secondary schools create opportunities for speaking and listening in their classes?
- ❑ How do Algerian EFL teachers integrate the teaching of speaking and listening with reading and writing in their classes?

## 4.2 Research Paradigm

It is critical for any researcher to explicitly state the study paradigm and the ontological and epistemological assumptions in the research paper. This section covers the philosophical perspectives that drive this research study. Guba and Lincoln (1994, p. 107) provide one of the earliest definitions of the term paradigm as “*a set of basic beliefs (or metaphysics) that deals with ultimate’s or first principles*”. Thus, the term paradigm refers to a set of beliefs and reasoning that depict the essence of the world for the person who holds it. Similarly, Rehman and Alharthi (2016) argued that the term paradigm refers to the researchers' manner of seeing the world and putting forth efforts to examine it. Being grasp diverse beliefs about the nature of reality, any researcher must first understand their relationship to the surrounding world.

Every paradigm contains philosophical stances (ontological and epistemological assumptions) based on how researchers evaluate reality and knowledge (Scotland, 2012). The study of reality is known as ontology (Ormston et al., 2014). It is related to understanding reality and what is concealed and ready to be uncovered. It is primarily a solution to the argument, what is reality? Is there anything there to learn about the world? Ontological assumptions are related to what constitutes reality and how researchers interpret social phenomena as subjective or objective; they should understand how it works.

Epistemology is how to comprehend reality and learn about knowledge and the world (Ormston et al., 2014). According to Cohen et al. (2018), epistemology is concerned with the nature and forms of knowing. More specifically, epistemological assumptions are concerned with how knowledge is created, acquired, and communicated in the social world.

Methodology and research methods are how researchers express their philosophical beliefs. A *research methodology* is a critical strategy that guides researchers in achieving their goals and answering any research topic. The design plan assists researchers in determining how, where, when, with whom, and for whom data will be collected and analyzed. Kothari (2004, p.8) defines research methodology as “*a way to systematically solve the research problem. It may be understood as a science of studying how research is done scientifically*”. In general, research methodology describes the methodological approaches and stages that researchers use to study and solve research problems.

Research methods are the tools used to collect data. According to Kothari (2004, p.7), research methods are “*all those methods/techniques used for conduction of research*”. In other words, research methods are the tools used by researchers to perform a study. There are two research methods: quantitative methods (questionnaires, scales, and experiments) and qualitative methods (interviews, observation, document analysis).

In general, the nature of the research study determines the relevant paradigm, methodology, and research methods for addressing the suggested topic. When reviewing the literature, one can identify diverse research paradigms (positivism, post-positivism, constructivism, interpretivism, pragmatism). However, for this thesis, two popular philosophical theories are addressed, focusing on the interpretive paradigm as the study's framework.

Interpretivism and positivism are two of the most contentious paradigms. The two paradigms are at odds on the nature of research (how reality is related to the word and how researchers express it to others), and the methods used (qualitative or quantitative). Positivist researchers regard themselves as outsiders to their field of study. To them, the researcher and the researched are separate entities. They use descriptive and factual assertions to create scientific explanations for actual reality. They also employed numerical and experimental approaches. Positivist researchers are more explicitly associated with quantifiable data, often known as quantitative data. Instead, interpretive researchers contend that the only way to access reality is through social constructions. Ormston et al. (2014, p. 24) stated that “*a social researcher has to explore and understand the social world through the participants’ and their own perspectives; and explanations can only be offered at the level of meaning rather than cause*”. Interpretive researchers attempt to describe and interpret phenomena to share their significance with the world. To collect rich data, they use naturalistic and qualitative data collection approaches. Furthermore, they emphasize the concept of different forms of knowing that are merely socially produced. According to Ritchie et al. (2013), knowledge is an interaction between researchers and the social world that has a real impact on each other. Interpretive epistemology is transactional and subjective. “*The investigator and the object of investigation are assumed to be interactively linked so that the "findings" are literally created as the investigation proceeds*”, noted Guba and Lincoln (1994, p.111). Interpretive researchers recognize that there are numerous realities in our

universe on a metaphysical level (Dieronitou, 2014). Researchers and their participants, according to interpretivism, are interconnected and interactive. Individuals and their real-world context generate meaningful reality and knowledge through social interaction. As a result, to comprehend the social environment, one must engage in it, encountering and modelling it (Heron & Reason, 1997).

The importance of an existence independent of objects and the researcher is emphasized in realism, an ontological perspective for positivist researchers. According to positivist ontology, any phenomenon in the world has only one reality (Scotland, 2012). Scotland believes that objectivism is the foundation of positivist epistemology. In contrast to interpretivism, positivist researchers seek empirical data; the truth is always objective and static. According to them, the researcher and the reality being searched are separate and distinct entities. This means that researchers put themselves in a position where their findings do not influence them. In general, the positivist paradigm requires researchers to comprehend existing phenomena—what they are looking for—rather than just interpreting and sharing study findings with others.

#### **4.2.1 Position of the Researcher**

The current study explored teachers' pedagogies for teaching oral skills in EFL classes, especially listening and speaking skills, and how students viewed and were informed by teachers' knowledge and practices. It is essential to mention that my interpretative position served as the theoretical foundation for the research design, data collecting, and analytic processes. As a result, my values and perceptions may influence the data structure and meaning as a researcher. Section 4.2 of the thesis discusses my epistemology and my thoughts on the teaching and learning of listening and speaking in an EFL classroom as a prior EFL student and teacher. Therefore, the interpretations of the study outcomes may be shaped by these previous experiences.

I have been a teacher for nearly a year and a half. During 2013-2014, I taught English for a specific purpose (ESP) to Archaeology students at Tahri Mohammed University in Bechar for one year. After passing a written exam in 2015, I was recruited as a secondary school English teacher. I taught for six

months before moving to the United Kingdom to complete my education. Once in the UK, I began my journey as an EFL researcher.

I have always thought that my responsibility is to improve my teaching abilities. Furthermore, I consider education as a worldwide practice that should be geared toward increasing the competency of both teachers and students. I believe that the teacher is the most significant factor in achieving this aim.

As a former EFL student and teacher who worked with teachers and students, I was compelled to explore their teaching-learning processes when certain teachers and students expressed unfavourable attitudes regarding listening and speaking skills. The researcher valued listening and speaking skills and teachers' secondary school teaching experience and believed that subject perception could influence the teaching-learning process. As a direct consequence, the research was founded on the philosophical premise that teachers' and students' perceptions of listening and speaking skills may influence their teaching and learning of both skills in EFL classrooms.

It was anticipated that if teachers' impressions could be gleaned from descriptions of their listening and speaking teaching experiences, a reflective tool to evaluate implications for listening and speaking instruction could be developed. Furthermore, the importance placed on students' listening and speaking learning opportunities in secondary schools, and teachers' responsibility for teaching both skills in those schools, shaped the research's perspective, as did the belief that listening and speaking perceptions are formed through experience and that perceptions can influence how teachers teach those skills and how learners learn both skills. Therefore, qualitative research was adopted to investigate this situation and urge research participants to explain their teaching and learning experiences and an interpretative approach to analyse those descriptions and find interpretations.

#### **4.2.2 Justification for Adopting Interpretivism as a Paradigm**

The study is based on the interpretative paradigm since it attempts to explore the many viewpoints of those directly involved in the issue and whose opinions are crucial in interpreting it. Listening and speaking skills are considered a combination of language skills that helps in the transmission and reception of a message. However, I took a slightly different ontological perspective. I view both skills as a creation involving how humans engage with a phenomenon, construct sense and meaning, and form personal understanding, rather than an external body of information to be transferred to a student. Listening and speaking are essential components of human communication to understand and interpret the world around us. The focus of the research, from an ontological standpoint, is not the teaching of listening and speaking skills, nor teachers and students, but the relationship between the three. Defining teachers' and students' perceptions of both skills involves focusing on interactions between teachers and students and their classroom experience with listening and speaking skills.

My ontology is built on exchanging knowledge to ensure a good understanding of the world around us, especially in education. Reality and knowledge, in my opinion, are closely interwoven. Therefore, my ontology is concerned with capturing the complexities of the real world. Each research participant has a unique perspective of reality, and I was interested to learn about their opinions and points of view. Furthermore, being a participant in their learning process helped me observe, investigate, and comprehend their learning process.

Similarly, all data gathered must be incorporated to assess teachers' and students' listening and speaking perspectives. The information received must be accurate and consistent with what the participants said. A data collection method that allows teachers and students to express their experiences teaching and learning both skills freely is thus required, as well as an analysis method allows those descriptions to be analysed to determine the reliability of the perceptions. This philosophical attempt began to frame some of the data collection and analytic methodology decisions.

Because interpretivism epistemology emphasizes that knowledge is multiple and only socially formed, I used qualitative research methodologies. By using this research method, I was able to engage myself in the research context. I studied multiple realities in various contexts to learn how my informants

experience things differently. Using observations, interviews, and focus groups on a social environment where actual teaching-learning occurs, I was able to capture parts of teachers' and learners' experiences. Interviews and focus groups are the most common methods of collecting qualitative data and were viewed to explore teachers' and students' perceptions through their descriptions in the study. The in-depth conversations I had with the participants allowed them to revise their existing experiences and construct meaning through interactive dialogues.

Given the interpretative viewpoints and nature of the research questions used in this study, the inductive approach is deemed appropriate for the study. This approach helps in explaining the complexities of the target social environment. I was in the classroom for a certain length of time to observe how non-English teachers and students deal with their oral competency, what issues they confront, why and how these occur, and how they avoid these spectacles. I wanted to learn about the teachers' knowledge of teaching listening and speaking skills in EFL Algerian schools and how this affects their students' daily activities.

According to Burrell and Morgan (2017), the interpretative paradigm comprises multiple philosophical grounds, including ethnomethodology (displaying the reality of existence), phenomenology (understanding human life), and symbolic interactionism (focus on sociological-psychological perspectives of life). According to Bernard and Ryan (2010, p.285), phenomenology is "*a branch of philosophy that emphasizes the direct experience of phenomena to determine their essences, the things that make them what they are*". In another sense, Phenomenological researchers can explore the subject phenomenon as it is, capturing the living world as it is lived, the "*now*" of human experiences (2010). Although this research study is not primarily phenomenological, it does support some phenomenological characteristics, such as uncovering life experiences and communicating how things occur. This research seeks to better comprehend teachers' expertise in teaching oral skills (listening and speaking) to inform and prompt them to share their daily practice. The interpretive features considered in this investigation are shown in Table 4.1.



<b>Philosophical Features</b>	<b>Researcher Interpretive Assumptions</b>
<b>Research Object</b>	<ul style="list-style-type: none"> <li>➤ Discovering and understanding the relationship between the teachers' subject and pedagogical knowledge and the teaching of listening and speaking within an EFL context.</li> </ul>
<b>Research Methodology</b>	<ul style="list-style-type: none"> <li>➤ Interpretivist because I am keen to understand the lived realities of EFL teachers and students and their perspectives on listening and speaking skills.</li> </ul>
<b>Interpretive-Study Ontology</b>	<ul style="list-style-type: none"> <li>➤ The study seeks to understand teachers' different interpretations of their classroom and teaching of speaking and listening.</li> <li>➤ The in-depth conversations allow participants to revise their existing experiences and construct meaning through interactive dialogues.</li> <li>➤ The existence of many social realities is due to different human experiences (teachers and students vary in their views, knowledge, experiences, and interpretations).</li> <li>➤ The study discovers the way teachers and students make sense of their social learning environment (daily conversations and interaction).</li> </ul>
<b>Interpretive-study Epistemology</b>	<ul style="list-style-type: none"> <li>➤ Knowledge is the results of a person's lived experience. Being part of the teaching setting for a given period.</li> <li>➤ The study uncovers the process of teaching listening and speaking skills in EFL Algerian school and seek to understand this issue in their everyday life activities.</li> <li>➤ Interaction process of data collection (interactive mode between the researcher and her informants of talking and listening).</li> </ul>
<b>Research Methods</b>	<ul style="list-style-type: none"> <li>➤ Classroom observation</li> <li>➤ Interview</li> <li>➤ Focus group</li> </ul>

**Table 4.1** *Interpretive Assumptions of this Study*

### 4.3 Research Design

This study is framed within an interpretive approach using an exploratory design that involved 21 audio-recorded lessons, four teachers' interviews, and four students' focus groups to answer the research questions outlined in section 4.1 of this chapter. The study emphasized three research questions regarding listening and speaking skills and the teachers' and students' perspectives on the listening and speaking teaching process in ELT Algerian secondary schools. Exploratory research is a methodology that suits this study's intentions and objectives because it seeks to elicit theory from observational data rather than a predetermined hypothesis.

Three qualitative research methods were used as a methodological triangulation strategy to collect a rich data (Lopez & Whitehead, 2013). The study involves a series of classroom observations and audio capture of six lessons per teacher looking at how they teach listening and speaking skills, a semi-structured interviews with four secondary school teachers after the observations are completed exploring their pedagogical thinking and believes about listening and speaking skills, and focus group interviews with the students in each class exploring their perspectives and ideas on learning and practicing listening and speaking skills in their teaching-learning environment. This type of data collection strategy will ensure the credibility and trustworthiness of the study results (Lincoln & Guba, 1985). The main methods of the research design and the target population of this study are detailed in the following sections. Table 4.2 provides an overview of the research design followed throughout the 2019 third and final term of the Academic year 2019-2020.

April 2019	May 2019	May 2019-June 2019
Audio recording the lessons. Observation checklist	Teachers' semi-structured interview	Students' focus group

**Table 4.2** Summary of Research Design

## 4.4 Research Sample

Taherdoost (2016) depicts the various phases that researchers follow while performing samplings, such as sample population, sample technique, and sample size. He defines a sample population as a certain number of people residing in each country or are accessible in specific educational institutions. Following the identification of the study population, he advises researchers to choose the sampling technique that best complements the research design. The circumstances of the research defined the sampling procedures used for this study's subjects. As a result, it was critical to apply two sampling strategies. Based on this, the sections that follow provide a detailed description of the study participants.

### 4.4.1 Selection of Secondary Schools

Given the nature of secondary schools, which now stresses learner-centred pedagogies, the possibility of exploring listening and speaking teaching piqued my interest. Therefore, the schools were chosen based on convenience sampling. Convenience sampling is non-random sampling where “*members of the target population that meet certain practical criteria, such as easy accessibility, geographical proximity, availability at a given time, or the willingness to participate are included for the purpose of the study*” (Etikan et al., 2016, p. 2).

At the end of the second semester of 2019, I sought approval from different convenient and easily accessible secondary schools to conduct this research in the context of EFL classrooms. I submitted a formal request to four separate secondary school headteachers, underlining how such study may be valuable in informing teachers' teaching practices and understanding the influence of teacher knowledge and pedagogies on learners' performance. I invited them to assist me in conducting this research at their schools, which they kindly agreed to. I also asked them to introduce me to the teachers of the third-year foreign language classes so that I might obtain their permission.

The four schools were government-funded public institutions that provided free education to all Algerian students. The schools were chosen from the same educational and administrative district in Algeria's South-West Region, Bechar. The population sizes of the schools differed, with girls outnumbering males in each. Students in the four institutions, on the other hand, come from a middle-class background and share the same cultural background. The school accomplishment was determined by the student's performance on the baccalaureate exam at the end of their third year of secondary school. One of the four schools chosen was designated as the major school in Bechar province.

#### 4.4.2 Selection of Classroom

In secondary schools, I planned to pursue third-year foreign language stream classes. Each class included between 10-35 individuals, with most of the students being female (Table 4.3 below). The choice of classrooms was critical for this study because English is the predominant subject in this stream. To teach this stream, teachers must have excellent teaching skills and well-established subject and pedagogical knowledge. Students are also expected to have more significant opportunities to develop (interact) their speaking and listening skills with their teachers and peers.

Schools	School 1	School 2	School 3	School 4	Total
Total students	33	20	12	22	87

**Table 4.3** *Total Number of Students in Each Class*

#### 4.4.3 Selection of Participants

Taherdoost (2016) recommends that researchers choose the sampling technique that enhances the research design. Liamputtong and Ezzy (2005) state that sampling in qualitative research is usually based on a non-probability sampling technique. They mentioned that this technique is appropriate because qualitative research aims at describing a process in each phenomenon rather than generalizing research findings.

Due to many limitations- time, money, schools' access, and population size, it was not easy to use a random sampling technique (the probability sampling). Therefore, non-probability sampling was the appropriate sampling technique in this research. Non- probability sampling is a technique where the

participants within the target population do not equally participate in the research. Additionally, this technique is used when aiming for a result that is not generalizable (Etikan et al., 2016). Therefore, this research adopted a purposive sampling strategy as the primary strategy to select the study participants. Purposive sampling, one form of non-probability sampling, is used “*to select information-rich cases for depth study to examine meanings, interpretations, processes, and theory*” (Liamputtong & Ezzy, 2005, p. 47). This depth and richness of data allow for a deep understanding of the multiple perspectives and realities represented by the participants – in line with the interpretive stance of this study. As purposive sampling involves establishing clear criteria for selecting participants to ensure the richness and representativeness of the data, the following were the criteria for teachers’ selection for this study. Teachers must,

1. be currently teaching in the Foreign Language stream classrooms, which are the research target classes;
2. they have at least five years of teaching experience in English as a foreign language; and
3. English is not their first language.

The choice of teachers was vital in this study. It is well known within the Algerian community that teachers within these classes are seen as better qualified teachers than those who teach other streams. They tend to have more teaching knowledge and professional techniques as far as teaching listening and speaking skills. Also, having five years of teaching experience suggests that these teachers are more skilled in EFL teaching, particularly in teaching oral skills. The more the experience, the better teachers are likely to apply the teaching strategies and methods of listening and speaking skills. Therefore, I assumed that this type of teacher, with their wealth level of experience, is information-rich and would deliver valid and meaningful data to this research.

In this study, students were also a central focus. I was unable to observe teachers in their classrooms without being aware of the students' presence. The decision to work with third-year foreign language students stems from my experience in the Foreign Language Stream. We had no native speakers at the time, and as foreign language students, we could only listen to our teacher's speech. More significantly, students used to have fewer opportunities to speak and express themselves in English. Therefore, the following criteria were used to

identify students for this study. Students must: 1) be enrolled in a Foreign Language stream classroom; Students in their third year must be at the ages of 17 and 18 at the time of enrolment; 2) they studied English for at least seven years, and 3) they are non-native English speakers.

Because English is a critical topic in this stream, teachers are required to dedicate more time to listening and speaking skills, and students are encouraged to practice speaking skills in the classroom with their teachers and other students. In addition, third-year foreign language students are expected to have a solid comprehension of language structure and an extensive vocabulary resource for essential communicative performance. Another justification for this decision is that students have mastered the four competencies (linguistic, strategic, pragmatic, and sociolinguistics competencies) required to achieve a reasonable/good level of communication competence by the end of secondary school.

Accordingly, the sample included four teachers and 50 students from four different educational secondary schools in Algeria's Bechar area. For data collection, four sessions were observed weekly with each teacher (Table 4.4 below). In addition, semi-structured interviews and focus groups with participants were conducted towards the end of the observation.

	<b>Participants</b>	<b>Total</b>
<b>Schools</b>	Four different secondary schools	4 schools
<b>Classes</b>	One class from each school Foreign language stream class	4 classes
<b>Teachers</b>	One teacher from each school	4 teachers
<b>Students</b>	Each class had a fixed number of students. Focus group	87 students 50 students

**Table 4.4** *Information About the Participants*

#### **4.4.4 Negotiating Legal Access**

The first concern at the beginning of data collection was gaining access to schools. After contacting the schools' headteachers to have their approval to access the schools and work with the target teachers, they quickly agreed to participate. Headteachers (also teachers and students) were informed of the scope of the research using both oral (Direct approach; face-to-face discussion) and written information. They have been provided with a written information sheet

(English and Arabic versions) (See Appendices 1-2) to explicitly explain what the research constitutes of, communicate the purpose of the study and the data collection procedure. Additionally, each of the four schools' headteachers signed the consent form in English and Arabic (See Appendices 3-4); however, they asked for a written legal form from the Educational Institution in Bechar as a formal approval sheet (See Appendix 5) to legally access the schools. A translated copy of the approval sheet itself is included in Appendix 6 of this study.

Unfortunately, the data collection coincided with a period of conflict with the Ministry of education. As a result, it took more than two weeks to have the approval sheet from the institution. In the beginning, the director of the Educational Institution expressed his willingness to help with the permission to access the schools; however, due to some political circumstances in the country, the process took more time than expected. Moreover, at the time, the educational sector and even the academic institutions were having a regular strike. Finally, on 14 March 2019, the academic institution sent an attached email of the approval form. As a result, appropriate approval was obtained from the Educational Institution in Bechar to gain formal access to the schools. As the last step, the headteachers have been provided with the approval form to maintain access to the schools quickly.

#### **4.5 Data Collection**

The study was guided by the secondary schools' academic programme and the third-year foreign language teaching curriculum. As a result, data were collected throughout the third academic semester of April 2019-June 2019 to portray the teachers' teaching practises during that period. Interviews, focus groups, and classroom observations (Table 4.5 below) were used in this research. These methods are consistent with an interpretive stance as they permit the investigation of different voices and perspectives.

By observing the teaching-learning context, I had the chance to experience and examine the status of speaking and listening skills in Algerian secondary schools. Additionally, the teachers' interviews and focus groups allowed to understand the teachers' and students' thoughts, interpretations, and perspectives of listening and speaking skills. Therefore, each of the three methods used is fully discussed in this section.

Methods of data collection	Type of Method Used	Techniques used to assist data collection	Methods used to capture data
Classroom observation	Non-participatory observation	Researcher observation Observation checklist	Audio- recording Notetaking
Interview	Semi-structured interview	Interview schedule	Audio- recording
Focus group	Focus group	Focus group schedule	Audio- recording

**Table 4.5** *Data Collection Methods*

#### **4.5.1 First Data Collection Method: Classroom Observation**

This study was based on non-participatory direct observation. This form of observation allows me to document teachers' and students' behaviour as it occurs in the classroom. As a non-participant observer, I was also able to witness students engaged in various instructional approaches such as group work, pair work, and classroom discussion.

Considering the context and purpose of this research, it was necessary to observe both teachers and students. The focus was on capturing how the teachers teach listening and speaking skills and how challenging this teaching/learning process. Therefore, it was critical to focus on all sorts of classroom talk, spoken interaction, teachers and students' interaction, and student-students interaction. The classroom observation sought to identify the following points:

1. What procedure do teachers use to introduce the speaking and listening activities in the classroom?
2. Whether there are any opportunities for students to interact and communicate in their English classes
3. Whether the instructions are student-centred or teacher-centred
4. How students respond to teachers' instructions and questions
5. How the teachers use educational materials while presenting the lesson.
6. Whether the teachers use additional materials to develop communicative competence in their pupils.
7. Whether they only use activities from course books that they may or may not adjust for purposes.
8. Whether the teaching process conducted in these secondary schools is supported by a learner-centred pedagogy.



#### 4.5.2 Selection of Lessons

Initially, I intended to observe simply listening and speaking lessons in the classroom. However, due to the unique circumstances of the teachers, I had to modify my data-gathering strategy. After arriving in Algiers, I contacted the teachers and explained the nature and purpose of this research; surprisingly, I discovered that the four teachers do not teach listening and speaking in their classrooms. Their defensive argument was that, though both skills were covered in the educational programme, there was no purpose of teaching them to final year students; instead, the teachers are teaching them indirectly daily.

#### 4.5.3 Audio Capture of Lessons

Considering the significance of fieldwork before undertaking data collecting was a critical step in this study. As a former student and teacher at an Algerian educational institution, I had to consider the social culture and beliefs of both the teachers and their students. Moore and Llompart (2017, p.405) state that "*fieldwork for understanding the kind of activities people carry out at the site, and for understanding the broader ecology, is usually crucial for making decisions about how to record*". Establishing trusted relationships with research participants also entails shaping the choices on how to record. Therefore, as the initial data collecting technique, I used audio capture to obtain rich and in-depth data about teachers' and students' experiences with listening and speaking skills.

Although video recording the sessions appeared to be a viable option for obtaining a complete description of the classroom, an audio recording was chosen for three primary reasons:

1. Videoing the lessons is problematic in the Algerian social and cultural context because teachers are concerned about exposing others.
2. It was a fundamental aspect of data collecting that natural and unaffected data was included. A camera in front of students and teachers may increase the possibility of having influenced data.
3. Video recording can impact the activities observed, and throughout the class, teachers and students can adjust their behaviour.

The audio recording was perfect for the study since I was interested in teachers' pedagogical strategies for listening and speaking abilities and learner-centred classroom pedagogy. This method, I believe, would help to comprehend teaching practices, and offer insight into how teachers and students experienced instruction and acquisition of both skills, which they would not openly express during interviews and focus groups.

The lesson observation checklist was another technique to capture teachers and students in their natural context (See appendix 7). According to the literature, there are numerous lesson observation models that assist inspectors in gathering real evidence about various educational contexts. Two of the most influential models are Classroom Assessment Scoring System (CLASS) and the Frame for Teaching (FFT). CLASS model focuses not only on the teaching-learning processes, but also the relationship between teachers and students. It is not enough to simply observe and evaluate teachers' performance (Pianta et al,2008). The framework for Teaching is designed to support both student achievement and professional best practices in the domains of "Planning and Preparation, Classroom environment, Instruction, and Professional Responsibilities" (Danielson, 2014, p.1). I developed an observation checklist to assist me in monitoring my observations in the classrooms. The checklist attempts to focus on some aspects from both models, such as teacher and student interaction, student productivity, instruction (lesson planning and preparation), the classroom environment and organisation, and teachers' teaching responsibilities. I designed the checklist's structure, in which I divided the paper into different columns.

The checklist was divided into two columns to represent the teacher's input/interaction and the students' replies. The objective was to record what transpired in the classroom every five minutes. The document also provided three sections indicating difficulty in teaching listening and speaking skills, reflection on the lesson, and other comments.

The observation protocol was to check and balance the data that might not be captured in the audio recording. Having this observation checklist helped to focus on specific items; the lesson design, lesson presentation, and listening and speaking skills. Additionally, it looked at the classroom interaction and how students respond in each lesson stage. Therefore, both audio recordings and

observation sheets allow for the collection of detailed descriptions that meet qualitative research requirements.

Students were occasionally unable or unwilling to attend the classes, reducing the number of students present during recorded classes. Table 4.6 shows the number of participants observed in each classroom. Some students were also beyond the audio recorder's spectrum. Due to the seating arrangement in each classroom, a few students were on the opposite side of the classroom partition, and as a result, they were not always heard due to the audio recorder's limitations.

#### **4.5.4 Overview of The Lesson Observation Sample**

Audio recorded observations for this study occurred in natural settings with third-year foreign language classrooms. The classes were 60-minute lessons four times a week, depending on the schedule of each teacher. The audio recordings attempted to record at least two teachers each week. Mrs. Alai's classes occurred Sunday, Monday, Wednesday, and Thursday, whereas Mrs. Laila's classes were scheduled on Monday, Tuesday, Wednesday, and Thursday. Mrs. Aza's was planned to teach her classes on Sunday, Monday, Wednesday, and Thursday, while Mrs. Noor's classes occurred on Sunday, Tuesday, and Wednesday. Each teacher taught one or two hours on the scheduled day. Some of the teachers, such as Mrs. Laila and Mrs. Alia, shared the same hours within their allotted time throughout the data gathering procedure. In this case, I intended to record both teachers for other weeks.

During the data collecting procedure, three teachers were nearing the completion of the third unit and about to begin the last unit (*We Are a Family*) in the secondary school year three coursebook (*New Prospects*). The fourth teacher was one unit behind the teaching programme. All the four teachers were following the same teaching process, same sort of lessons but in different teaching styles depending on the teaching time, students' level, students' number, learning environment, and teachers' subject and pedagogical knowledge.

#### **4.5.5 Conducting Classroom Observation**

The classroom observation was conducted in four different secondary schools. The rationale for selecting one classroom from each school is because

each secondary school in Algeria is only entitled to have one Foreign Language stream class. Therefore, each classroom typically has between 10 and 35 students, with an average presence of pupils of no more than 27 per class. For this study, classes were audio-recorded using a Samsung S8+ phone recorder set up at the beginning of each class. To ensure that the audio recording was clear, I informed teachers that I would place the recorder nearby at the front desk. Teachers and students were first anxious, focusing their attention on the recorder; however, most of them had forgotten about it by the second and third recording attempts. Participants' consent is explained in detail in the ethics section of this chapter.

The classroom observation started on the 7th of April 2019 and ended on the 2nd of May (see Appendix 8). Thus, it took approximately less than one month: two weeks for each teacher. Each teacher was observed for six lessons, except for one classroom, which only had three observation sessions due to the teacher's absence, resulting in a total of 21 audio-recorded lessons. Table 4.6 summarises valuable information about each school, such as the number of teachers and observed classes.

Schools	Teachers	Students' Number	School Textbook	Observed Classes
School 1	Mrs. Noor	12	New Prospects	6
School 2	Mrs. Aza	22	New Prospects	6
School 3	Mrs. Alia	33	New Prospects	6
School 4	Mrs. Laila	20	New Prospects	3

**Table 4.6** *Information of The Four Classrooms*

The value of the classroom observation was that it helped to observe what was happening in the classroom. However, recording participants has certain drawbacks, such as making them uncomfortable and self-conscious since they are aware they are being recorded, and the audio recorder may be restricted and miss out on some aspects of the classroom interaction. At first, it was possible to observe that students' behaviours can change while being with them in class. However, they did not maintain this shift in behaviours. Students began to regard me as one of the factors in their learning environment after the second visit. As a result, subjectivity was considered during the data collection process. Three significant criteria were followed before the actual observation to reduce subjectivity.

1. Specifying the target observed participants; teachers and students of the third-year Foreign Language stream classes.
2. Setting the goals for the classroom observations
3. Preparing the observation checklist and audio recorder

It is worth noting that some audio data for peer and group work were not collected as clearly due to the remote and restricted periphery of the audio recorder. This will be covered in further detail in the data analysis section.

#### **4.5.6 Second Data Collection Method: Semi-Structured Interview**

Semi-structured interviews were conducted as a secondary data collecting method to assist a rich data gathering. According to Alsaawi (2014), semi-structured interviews are a commonly used research method among social research science. Lune and Berg (2017, p.70) argue that researchers “*seek to approach the world from the subject’s perspective*”. This method allows interviewers to be more spontaneous and have less control over the subjects raised by respondents. Therefore, respondents are free to express themselves and are encouraged to engage in conversation about the topic.

I chose this type of interview as it would allow me to cover various topics relating to my research. Unstructured interviews have the possibility of not generating topics more directly relevant to the research questions under discussion (Rabionet, 2011). Semi-structured interviews allow looking deep into the participants' perceptions to generate rich information and ideas in each conversation. The use of open face-to-face conversation with the participants was a meaningful method because it allowed more flexibility for the interviewer. Although the value of interviews is to formulate a complete overview, analyze language, and report detailed perspectives of informants, interviews can be problematic (Alshenqeeti, 2014). This statement highlights the problem of considering interviews as the only transparent method of data collection. Walford (2007, p147) argues that “*interviews are unlikely to be productive by themselves*”. Walford also suggests that in any research, a range of methods should be considered. For this study, a semi-structured interview and classroom observation, and focus groups were used in this research. Using multiple methods for data collection is an approach to ensuring research quality (Walford, 2007).

#### 4.5.7 Interview Participants

The participants' sample for the interviews consisted of four female Algerian teachers. The pseudonyms of the teachers and their schools are listed in Table 4.7 below. After the observation sessions, teachers were asked whether they would be willing to interview to communicate their perspectives and teaching experiences with listening and speaking skills. The interview sessions were then scheduled with the four participants.

Participants' semi-structured face-to-face interviews were held at various times and locations based on the teachers' preferences. A consent form was given to teachers to sign (Appendix 9) at the outset of the interview to declare their willingness to volunteer.

	Pseudonyms	Schools
1.	Mrs. Alia	School 1
2.	Mrs. Laila	School 2
3.	Mrs. Noor	School 3
4.	Mrs. Aza	School 4

**Table 4.7** Teachers' Pseudonyms

#### 4.5.8 Interview Wording and Schedule

It is argued that researchers may have first witnessed or experienced the phenomenon before developing the interview questions that they intend to ask (McIntosh & Morse, 2015). As a former foreign language student and English language teacher in Algerian secondary schools, this reference is particularly relevant to my situation. Knowledge of some facets of the phenomena aided me in developing some comprehensive interview subjects. Additionally, literature was an integral element in the formation of the questions. Literature is critical for researchers who “*use it in an informed, skeptical, or comparative manner*” (Morse, 2003, p.891).

The interview schedule (see Appendix 10) was prepared before the actual discussions with the teachers. The preparation of the interview design drew on findings from the literature review to cover three main topics to ask (Table 4.8). Thus, the interview schedule frame comprised 1) the opening of the interview, 2) the core in-depth questions and, 3) the closure of the interview.

The Teaching of Listening and Speaking Skills	Time for practicing listening and speaking skills. Teaching activities.
Integrating Listening and Speaking to Reading and Writing	Teachers' impressions of the skills integration in EFL learning. The challenges in integrating listening and speaking to reading and writing.
Teaching-learning Environment	Classroom environment Classroom layout

**Table 4.8** Topics Covered in Teachers' Interview.

The question aimed to investigate how teachers perceive the teaching of listening and speaking concerning their pedagogical knowledge. Newcome et al. (2015, p. 497) reminded that that "*closed-ended questions can be ideal gateways to open-ended probing*". The content for questioning was based on open-ended questions, Probes, and Prompts to elicit relevant ideas related to teachers' insights on teaching listening and speaking skills. The interview questions were unstructured, and as highlighted by Bryman (2016), structured format questions may hinder the depth and richness of the responses.

Additionally, pre-planned questions help the interviewers determine the interviewees' comprehension of the questions and allow them to elaborate and explain issues through open-ended questions. Using semi-structured interviews allowed me to prepare questions that were guided by the themes of my original research questions in a systematic manner. However, they were 'flexible' in that any issues or problems that teachers felt were important were also encouraged, and room for unexpected data was also accounted. This was helpful since some teachers were unfamiliar with some terms, and I had to explain this by describing or giving examples or using other usual terms. A copy of the interview guide was discussed and shared with my supervisor before initiating the interviews.

All the teachers in the interview were non-native speakers for whom Arabic was their native language. Newcomer et al. (2015, p. 497) state that "*even if the respondents do speak English, do not assume it's exactly the same language spoken by university-trained researchers*" Due to this, it was, therefore, necessary to sometimes repeat and explain questions when they were not able to comprehend them. Additionally, rigorous translations and multilingual interviewers are necessary (Newcomer et al., 2015). Teachers sometimes used Arabic to communicate themselves more clearly at times, enabling the conversation to be multilingual.

#### **4.5.9 Piloting the Interview**

Newcomer et al. (2015, p. 499) argue that "*interview guide, no matter how extensive its preparation, should still be considered a work in progress*". For this reason, I was particularly interested in evaluating the clarity of the interview questions, the duration of interview meetings, the questions' suitability, and the recorder's operation before conducting the actual interviews. In addition, I aimed to improve my interview skills and learn "*what works well, and what needs to be modified? Some questions and topics may need to be added or subtracted, expanded, or condensed, recast or reordered*" (Newcomer et al., 2015, p. 499).

As a result, after I arrived in Algeria, I contacted my prior teacher and invited her to participate in the interview trial. The interviewee was a female teacher who had worked in the English language department at Tahri Mohamed University in the southern province of Bechar for many years. I chose this teacher because she was a university professor with substantial expertise in data gathering procedures. This would help me receive critical feedback that will ensure the success of the actual interviews. However, due to time restrictions and the hectic schedule of the teacher, I only had one interview with her. Based on that, some of the teachers' interview changes focused on changing Probs and eliminating items. I also learned to set the recorder near enough to the teacher to get decent voice quality when recording.

#### **4.5.10 Conducting Teachers' Semi-Structured Interview**

The interviews were conducted in May 2019 after finishing the classroom observations with each of the four teachers. Before beginning the interview, I intended to comfort the participants. Therefore, I tried to spend the first ten minutes of each interview session chatting with the interviewee, describing the interview method, recording equipment, and the nature of the questions in general before recording the interviews. The interview process with the teachers was framed in three stages:

1. Greeting the teachers and introducing the research topic and objective was based on having the teachers' participation consent; also making sure they were aware of recording the conversation.



2. Interviewing the teachers: this involved the core in-depth questioning; also checking the voice recorder regularly without distracting the teachers.
3. Closing the interview: this consisted of gathering different ideas missed asking during the conversation; also asking the teachers if they had any questions and thanking them for their participation.

During this pre-interview session, a brief explanation of the research topic and its purpose was provided verbally. Newcomer et al. (2015) advised that confidentiality must be appropriately addressed at the interview's outset. Teachers were also given a consent form to sign, which covered the voluntary participation and withdrawal choice at any stage, and the assurance of confidentiality and privacy. I carefully informed them that they had the right to withdraw from the research at any point. Approval to record the interview was also obtained. I showed them the recorder which would be used and informed them that I would be making observational notes during the interview sessions.

Choosing an appropriate place for an interview is difficult (Liamputtong & Ezzy, 2005). Therefore, teachers had the right to choose the time and place for the interviews. The researcher conducted all the interviews; however, the place of the interview varied depending on the teachers' preferences. For example, three teachers preferred their classrooms, while the fourth chose the school library. In addition, the date and time varied depending on each teacher's schedule (Table 4.9).

Teachers	Mrs. Alia	Mrs. Noor	Mrs. Laila	Mrs. Aza
Date	25 April 2019	2 May 2019	6 May 2019	7 May 2019
Time	10 A.M.	10 A.M.	9 A.M.	8 A.M.
Place	Classroom	School library	Classroom	Classroom

**Table 4.9** *Information of Semi-Structure Interviews*

Recording the interview data was through audio-recording. As Liamputtong and Ezzy (2005) acknowledge, recorders help obtain detailed and accurate data from the participants instead of relying on memory and writing. Audio-recording the interviews provided more details and helped in not losing any of the teachers' answers. It also allowed them to keep focus with the interviewees and have eye contact, which made them more comfortable speaking freely.

The interview length was approximately 20-45 minutes long depending on the amount of probing and on the teachers' status at the time of the interview. While the interview schedule was prescribed beforehand, the structure of the

questions during the actual interviews was not the same. Liamputtong and Ezzy (2005, p.61) argue that “*while an interview schedule is typically used, questions are reformulated as understanding emerge during the interview*”. Teachers had different interests and different manners to present their ideas. Thus, as an interviewer, this helped encourage the teachers to answer the questions and provide more knowledge.

#### **4.5.11 Third Data Collection Method: Focus Group**

Focus group interview was the third method used in this research to complement classroom observations and teachers’ interviews. According to Liamputtong and Ezzy (2005), focus groups can be used in multimethod studies in which researchers use more than one method to investigate the phenomenon more openly. Furthermore, it was easy to obtain related information on the teaching and learning of listening and speaking skills within the Algerian context by bringing together students from the same class. The primary purpose was to find out the students’ thoughts, ideas, understanding, and impressions of listening and speaking skills and their problems in their actual context.

This method was used because it helped in saving time instead of one-to-one interviewing. The idea of interviewing each student alone required a considerable investment of time and effort, either in recruiting the participants or in arranging interviews. Focus groups helped save time and have information-rich answers. In addition, interaction among the group members was a source to produce data.

#### **4.5.12 Focus Group Participants**

I approached each of the four classrooms at the end of the classroom observation to encourage the students to participate in a focus group interview. Mrs. Laila's class was not represented because students did not participate in the focus group. A total of 50 students enrolled in the three classes indicated an interest in participating. The focus group was scheduled at a time that was convenient for both the students and the researcher. Table 4.10 shows the number of focus groups in each of the four classrooms. At the start of the focus group, students were asked to sign a consent (see Appendix 11) form indicating their desire to volunteer.

It is necessary to mention that the target students did not have the adequate level to understand the consent form; therefore, a translated copy of the consent form (see Appendix 12) was necessary. Furthermore, during the actual focus groups, any unclear words or utterances in the consent form were explained. Finally, both the information sheet and consent form were translated by an expert translator to have no significant changes to the original meaning of the sheets.

Teachers	Mrs. Aza	Mrs. Noor	Mrs. Alia	Mrs. Laila
Focus Group	1	1	2	0

**Table 4.10** Total Number of Focus Group in Each Class

#### 4.5.13 Focus Group Wording and Schedule

A semi-structured interview schedule was used as the basis for the discussion. The design of the focus group schedule (see Appendix 13) was based on the teachers' semi-structured interview schedule, which explores three main themes: the practice of listening and speaking skills, integrating listening, and speaking to reading and writing skills, and the learning environment. In addition, the interview schedule was translated into Arabic (see Appendix 14).

The focus group schedule included an elicitation task as an opener to facilitate the conversation for the group members. To understand students' experience of listening and speaking skills, I designed an elicitation task based on three statements to which students were asked to provide their responses. A sample of the statements is provided in Table 4.11 below. An example of the elicitation task itself is included in Appendix 15 of this study. The elicitation task highlighted the students' impressions on the importance of listening and speaking skills expressing their agreement or disagreement on three statements. It aimed to understand perceptions students had about listening and speaking practices instead of their teachers' beliefs. It helped control the group discussion and motivated the participants for the follow-up questions. A copy of the focus group guide was discussed and shared with my supervisor before initiating the interviews.

Statement one	Reading and writing are more important than listening and speaking.
Statement two	Listening and speaking are more important than reading and writing.
Statement three	It is important to have equal time for speaking, listening, reading, and writing.

**Table 4.11** *Statements Used in The Elicitation Task.*

It is essential to acknowledge that the focus group schedule was translated to Arabic to avoid confusion during the discussion. Additionally, the focus groups were conducted in English and Arabic (Algerian Dialect). The focus group protocol consisted of the following:

1. The opening: this included some conversational rules and the elicitation task.
2. The body: this covered the three main topics of the interview.
3. The closing included a summary of the discussed topics and a thankful statement for the respondents' time.

#### **4.5.14 Piloting the Focus Groups**

A pilot study of the instrument was carried out to check the clarity of the interview guide, a focus group discussion of eight EFL students to review the structure and simplicity of the interview items. The pilot study helped to examine the following points:

1. How the participants will react to the questions
2. To what extent are the items clear and understood?
3. Is there a need to change the structure, add, or delete specific questions?
4. Are there certain items that the respondents will avoid or not answer?
5. How did I react during the piloting? Furthermore, whether I need to work on my interviewing- interaction- skills.

The pilot study was helping in refining and redesigning the research instrument to ensure clarity for the respondents. The pilot study of the focus group was with a group of eight EFL Algerian students. It took place on the third of April 2019 at 2:00 P.M. at my place. The group was only male students aging between 17 to 18 years old. The focus group was a mixture of English and Algerian dialects. Some of the interview items were ambiguous from the focus group piloting test, and I had the chance to modify them before the actual focus group discussion. As a result, three items have been deleted from the focus group schedule, and two items have been modified using a simple English language.

#### **4.5.15 Conducting Focus Groups**

Four focus groups were run in the four selected secondary schools after finishing the classroom observation by the researcher. Unfortunately, only three classes four agreed to participate in the focus group interviews. There was no chance to have a focus group with the students within one school for two reasons. First, the teacher was absent most of the time, and it was rarely easy to meet the students. The second reason was timing. After having only three classroom observations with the same teacher, it was challenging to attend another class because of her absence. The teacher kept on being absent until the end of the term. Unfortunately, there were no opportunities to interview students within this class despite many attempts.

Choosing the appropriate environment for a focus group is one of the factors that can determine the success of the group conversation (Krueger, 2014). The place was agreed right from the beginning that the focus group discussion would be in the classroom. The classroom was a confidential place for students in which they felt safe and secure when discussing and sharing ideas. Me, students, and teachers set the time of the focus interview. As it was the end of term three, teachers agreed to volunteer one of their classroom times and devote an hour to conduct the focus group.

Not all the students in the three classes agreed to take part in the focus group. After the last classroom observation, within each class, the students have been asked whether to participate in the focus group or not. Those who expressed their willingness to participate have been asked to agree on a time from their timetable for the group discussion. In the first school, the focus group was from 9 A.M. to 10 A.M. The group was composed of 10 students, all girls, and three students were absent that day. In the second school, the group conversation was from 2:30 P.M. to 3:30 P.M. The group was made of 14 students in which there was only one boy among 13 girls. In the third school, only 18 students in the second classroom agreed to contribute to the discussion creating two groups. The first group was conducted from 10:00 A.M. to 11:00 A.M while the second group from 11:00 A.M. to 12:00 P.M. Both groups were mixed gender. Most of the focus groups involved 10-14 students aged 17-19 years old.

It was essential to think of setting the classroom before conducting the focus groups. As the students were familiar with their classrooms, guiding them to the room was not necessary. Instead, arrange the chairs and the table for the students to feel comfortable as needed. The seating arrangement was the same within all the conducted focus groups, circle-style seating arrangement. This seating style was helpful for students as being foreign language users to promote interaction among them and the moderator.

Additionally, this seating position helped me as a researcher-moderator maintain eye contact with the students and direct observation of their non-verbal gestures. According to Newcomer et al. (2015, p. 500) "*a small digital recorder, if permission is granted, allows the interviewer to be more actively engaged in the conversation as well as to ponder the best next question instead of having to concentrate on writing down answers*". Focus group interviews were recorded using audio-recorder to overcome any missing data. After arranging the seating circle style, the recorder was placed in the middle of the circle, which helped me check the recording process during the discussions.

The focus group protocol within each group was conducted in the following stages:

- Opening the group discussion: this involved greeting the students, having the students' consent, making sure they are aware of recording the conversation, eliciting some rules for the participants to bring structure to the group discussion.
- Running the elicitation task: this was used as an ice breaker to warm up the students and encourage them to talk.
- Conducting the focus group: this covered the core questions and some follow-up questions and Probs, ensured proper recording without distracting the group members.
- The closing of the focus group: this included gathering further and final ideas.
- Thank you statement: this involved appreciating the participants for their participation in the focus groups.

I played the role of the moderator as the researcher. The role of the moderator was focused on leading the focus groups, supporting the participants, and using props and prompts to encourage them to talk. The role as a moderator was based on having a dual function as a group leader. This means that I focused on two primary levels in each focus group during the discussion: the content of the students' discussion and the group discussion process (Billson, 2006). Focusing on the content was the primary concern as students needed some guidance to provide proper responses and arguments. Guiding the group process, I focused more on observing the students' non-verbal participation and manners. However, there was a significant challenge for me as moderator during two focus groups: no conversation among the group members. Students tend to be shy and somehow less talkative. As a facilitator, I approached the participants and asked their views and thoughts to overcome this situation. This strategy helped them to feel more comfortable and quickly engaged in the group discussion.

The focus group discussion did not include any co-moderator, assistance, or notetaker. Immediately after finishing each focus group, I wrote notes on the conversation. I have tried to make some notes related to their non-verbal responses, the most uncomfortable students, and the most talkative ones. As previously noted in these sections, Table 4.12 summarises the data collection methods used in this exploratory study.

Data collection	Data collection period	Method used to capture data
Classroom observation (21)	<u>April 2019</u> Six time for each teacher	Audio recording Observation checklist
Semi-structure interview (4)	<u>May 2019</u> Approximately twenty-five minutes for each interview	Audio recording
Focus groups (4)	<u>End of May-June</u> Approximately one hour for each group	Audio recording Note taking

**Table 4.12** *Data Collection Methods Used in The Study.*

## 4.6 Data analysis

*Qualitative analysis* is a procedure that necessitates a thorough understanding of the collected data. According to Bazeley (2013, p.3) qualitative analysis is similar to qualitative data as being “*intense, engaging, challenging, non-linear, contextualized, and highly variable*”. Furthermore, Bazeley stated that qualitative data analysis is a recursive procedure that involves numerous interactive phases. This means that researchers perform analytical procedures to analyse, reduce, sort, and reassemble data (Spiggle, 1994). In some ways, this implies that data analysis does not provide answers to research problems. Instead, the analysis helps researchers manipulate data, which is discovered through the interpretation of the data under consideration. The goal of interpretation in research is to provide meaning to the data. Thus, interpretation “*can refer to the higher-order, more abstract conceptual layers of meaning constructed from or imposed on data*” (Spiggle, 1994, p.492). This requires constant engagement in the analysis process, which means that data analysis and data interpretation are linked procedures that assist in “*insightful understating*” of research topics and investigation (Bazeley, 2013, p.13). As a result, in qualitative research, data analysis entails merging processes for data representations.

The following sections will describe the procedures for analysing the data collected through classroom observation, teachers' semi-structured interviews, and students' focus groups. Recognizing that the data sets for this study vary in their forms, it was necessary to apply specific analytic instruments for each data set depending on its characteristics. Furthermore, each section describes the purpose of each instrument used for data analysis and the reasoning for selecting each tool. Finally, it is significant to mention that the data analysis proceeded through several dynamic and interlinked phases.

### 4.6.1 Analysis of Classroom Observation Data

Observation has long been acknowledged as a viable method for collecting qualitative data, which may then be analysed using various techniques, including grounded theory and content and thematic analysis (Khan, 2014; Smith & Firth, 2011). The audio-recorded sessions were intended to explore the practice of strategies designed to create opportunities for listening and speaking skills.



This is best accomplished by examining how classroom interactions occurred, the teachers' knowledge in teaching both skills, and how learner-centred the classes were. Because the purpose is to offer insight, enhance understanding, and provide a meaningful guide to action, grounded theory was an appropriate strategy for analysing audio recordings of the lessons (Khan, 2014). As a result, recorded classes were transcribed based on the shared interaction and classroom talk to examine the teachers' pedagogical practices and assess whether such practices encourage listening and speaking skills. Then, both deductively and inductively, such discourse was coded and analysed.

The audio data were analysed in two stages: primary analysis and secondary analysis. These phases served as reduction techniques to control and facilitate the analytic process (Robinson et al., 2001). Table 4.13 summarises the two stages of data analysis and the steps involved in each throughout the funnelling process of the recorded lessons.

Phases of data analysis	Procedure
Primary phase	<ul style="list-style-type: none"> <li>• All recordings were categorized according to the school's name, teacher, and date of recording.</li> <li>• All unclear recordings were removed through a funnelling process.</li> <li>• Audio recordings were mapped according to the lesson type that occurred.</li> <li>• Detailed log of each lesson was created to select episodes based on the teaching activity and classroom interaction.</li> </ul>
Secondary phase	<ul style="list-style-type: none"> <li>• Building on the findings of the primary analysis, episodes were selected for transcription.</li> <li>• Transcribed episodes were analysed to evaluate the teachers' and students' talk and classroom interaction that occurred.</li> </ul>

**Table 4.13** *Phases of Audio-Recorded Data Funnelling*

**Primary analysis phase:** The primary analysis focused on systematically structuring the data by carefully considering all the raw information in the recorded lessons. The goal of this stage was to provide a comprehensive report of what occurred in the recorded lessons. The primary stage involved two steps. The first step involved skimming the recorded data, contextualizing the lessons, and creating a logical map to organize each session. Some lessons, for example, offered tests but no classroom interactions, whereas others were tailored to teach a particular topic and hence featured interactions. A table was created to capture the shape of the whole lesson according to task shifts, the timing, the focus of the task, and the talking percentage for both teacher and students (see Appendix 16). The second step involved identifying episodes relevant to the research questions

for transcription and subsequent analysis. Such mapping made it more structured and facilitated for lessons to easily locate and draw on for transcription during the secondary analysis stage. A detailed log for each lesson mapping was created, which helped identify episodes for transcription (see Appendix 17). Since the emphasis in the classroom is on classroom interaction and communication, various factors were used to determine which episodes should be transcribed:

- Pair and group work
- Teacher- students and students-students interaction
- Individual presentation

One further pragmatic criterion was that the episode needed to be audible. It is important to note that a detailed log of the lessons led to the selection of episodes for transcription at the second stage of analysis through such a structured process. There was a total of 26 episodes identified for transcription. Table 4.14 refers to the number of episodes recorded by each of the four teachers for each lesson.

Classroom Observation	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	Episodes
Mrs. Noor	2	2	1	1	2	1	9
Mrs. Aza	2	1	1	1	1	1	7
Mrs. Alia	1	1	2	1	1	1	7
Mrs. Leila	1	1	1	/	/	/	3

**Table 4.14** *Identified Episodes for Transcription*

**Secondary analysis phase:** At this stage, the emergent episodes from the preceding stage of analysis are exemplified and transcribed. Lesson episodes were selected based on the detailed log of lessons created during the primary analysis stages. These episodes were then transcribed in detail, and analytical elements that arose from the text were described richly and thickly in the findings section of the study. The transcription of the audio-recorded lessons was a lengthy and time-consuming process that continued throughout 2020. Transcription was a critical stage in data analysis since it allowed for thoroughly examining raw data through repeated careful listening (Bailey, 2008). According to Bailey, “*this familiarity*” with the data and paying “*attention to what is there*” helped to understate concepts that emerged in the analysis phase (p.129).

The audio data was then encoded using the transcripts rather than the recorded lessons themselves. The transcript analysis followed two stages. The first stage involved analysing the transcripts according to the teachers' and students' talk that occurred during each selected episode. The mean number of words in the transcripts was calculated to serve as the mean length of utterances. The mean length of utterances for each teacher and her students was coded from the transcripts containing the interactions. It was used to measure the teachers' talk and the students' talk in the classroom. It was also included to examine the influence of teachers' talking time on providing opportunities for students to listen and speak in the classroom.

The second stage involved qualitative analysis of the transcripts. Episodes were coded using tools of grounded theory, namely "*open coding (identifying categories, properties, and dimensions) through selective coding (clustering around categories), to theoretical coding*" (Urquhart, 2016, p.6). Open coding entails using text-derived codes (Blair, 2015). According to Urquhart, this means that open coding entails scanning "*line by line or paragraph by paragraph*" (p.7) through the data and assigning codes. Researchers can examine what information is present in the data at this stage. Those codes are organized into broader groupings during the selective coding process based on the key categories that define the theory. According to Urquhart, these categories are linked in theoretical coding, and their connections are considered. However, these three steps do not have to occur in the same order "*rather; they are likely to be overlapping and done concurrently*" (Punch, 2013, p.108). This allows researchers to build an analysis based on their interpretations and assumptions about the truth that may emerge from the data. Therefore, the coding process of the episodes was not a direct "*assignment of data to categories*"; instead, it was "*a process of mutual fitting between data and categories*" (Boulton & Hammersley, 2006, p.10), as it was a practical and appropriate procedure for this research.

NVivo, as a computer-assisted qualitative data analysis programme was used to support a smooth analysis of the recorded data (Peters & Wester, 2007). Furthermore, the programme does eliminate many manual procedures, giving the researcher extra time (Hilal & Alabri, 2013).

#### 4.6.2 Analysis of Interview Data

There are various approaches to data analysis, according to Fernandez (2018), such as discourse analysis, conversation analysis, and narrative analysis. The start point in the discourse analysis is to connect social interactions and their discourse (Fernandez, 2018). To do so, researchers might follow different theoretical perspectives (critical discourse analysis, interactional discourse analysis) depending on their analytical needs and the nature of the studied data (Liamputtong, 2009).

The basis in the narrative analysis is the participants' life stories (storytelling) and personal conversations that researchers analyse and retell to different readers in an easily readable framework (Liamputtong, 2009). In social science, narrative analysis has four main branches sociolinguistics (how people from different cultures tell their stories), hermeneutics (understanding the meanings of stories across cultures), phenomenology (focus on the experience of the storyteller), and grounded theory (developing how things work through the narratives (Bernard & Ryan, 2010).

Conversation analysis is sometimes called "semantic analysis". It is based on having an implicit analysis of the data. Conversational analysis researchers analyse text segment-by-segment to uncover hidden meanings and discover what is beyond regular conversations (Fernandez, 2018; Liamputtong, 2009).

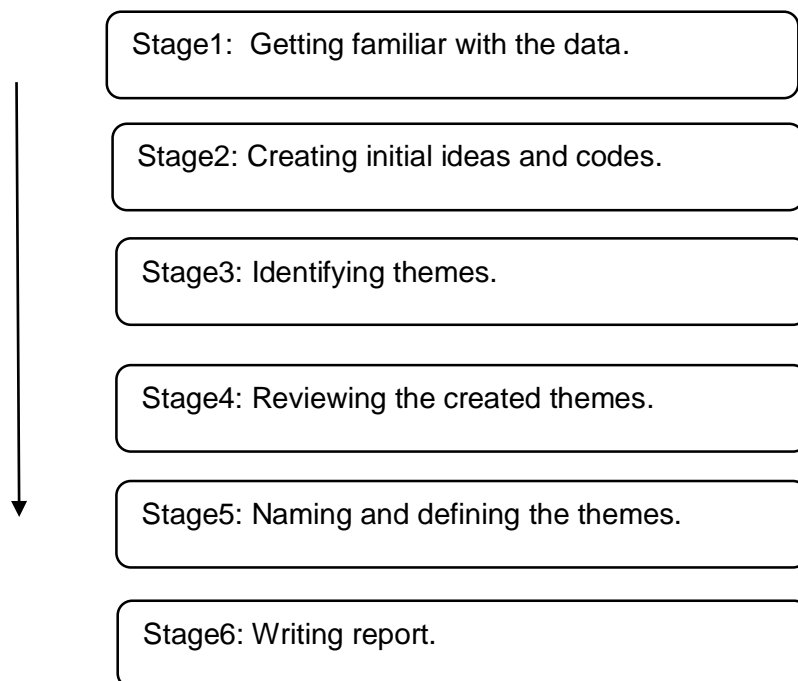
Thematic analysis is also known as "thematic content analysis". It is one of the most used techniques in qualitative data analysis. Braun and Clarke (2006, p.79) describe thematic content analysis as a method used for "identifying, analyzing, and reporting patterns (themes) within data". This technique is based on clustering the data into themes and patterns, which will help researchers to organise the data for profound interpretations (Friese et al., 2018). What counts as a theme for Braun and Clarke (2006, p.82) is a code that "*captures something important about the data concerning the research question and represents some level of patterned response or meaning within the data set*". Thus, themes are the direct result of coding. According to Friese et al. (2018, p.8), researchers use codes that help them in "*organizing, structuring and retrieving data, and they support the identification of themes*". Researchers can identify themes within data either deductively "top-down" or inductively "bottom-up" (Braun & Clarke, 2006).

Unlike inductive analysis, the data analysis using the deductive approach is highly based on predetermined theories and themes. According to Armat et al. (2018), inductive approach researchers ground their analysis on pre-existing research findings. Inductive analysis, however, is not based on pre-existing data or codes; instead, data are driven and identified from the data collected (Friese et al., 2018). According to Thomas (2003), inductive analysis usually starts with a close reading of the data to make sense of what is being said. Then, the researcher "*identifies text segments that contain meaning units and creates a label for a new category into which the text segment is assigned*" (p.4). Thomas provided an overview of the coding process using an inductive approach. Thomas's five-step procedures are summarized in this table.

Forming the raw data files	→	Close reading to the data	→	Creating codes and categories	→	Overlapping the created coding	→	Revision of categories
----------------------------	---	---------------------------	---	-------------------------------	---	--------------------------------	---	------------------------

**Table 4.15** *Inductive Approach Coding (Thomas, 2003)*

Braun and Clarke (2006), however, identified six phases of thematic inductive approach analysis. This diagram demonstrates Braun and Clarke stages of inductive analysis coding:



**Diagram 4.1** *Inductive Analysis Coding Stages (Braun & Clarke, 2006)*

Although there are various methods for analysing qualitative data, the approach adopted for this study was thematic analysis, following the processes outlined by Braun and Clarke. This approach was chosen because it complemented the research questions by carefully investigating the interviews' records. This helped check whether the gathered data are consistent with the formulated research questions by allowing the emergence of different themes directly for the existed data using an inductive analysis approach. The second considerable reason is the coding process of the interview data. The inductive analysis helped in catching the key ideas in each teacher's comments. The basis was to build up a step-by-step coding procedure to answer research questions. Below is the demonstration of how the stages of Braun and Clarke are used in this study.

*Getting familiar with the data.* This phase began from the time the data collection stage started till the transcription of the collected documents. According to King and Horrocks (2018), transcription turns audio records into texts and written notes. They assume that transcription is the primary phase where researchers get their first familiarity with the data. However, King and Horrocks argued that there is a possibility that researchers who hire others to do the transcription for them might not be more familiar with the data, which is not the case for me. Getting familiar with the data was initialised with transcribing the teachers' audio recording interviews. I listened to the recording of the four respondents many times for full transcription and in-depth understanding. The teachers' spoken English was transcribed accurately, exactly as what they said in terms of where there will be errors or ambiguities. There were some sentences in Arabic too. Accordingly, I have read all the transcripts at different times to familiarize myself with the data thoroughly and have some initial notes on the teachers' comments. Microsoft Word Office was used for interview transcripts. To facilitate data analysis organization in later stages, each document was labelled with a unique title, teacher number, and school name, such as "Teacher 1. School 1". NVivo software was used for interview analysis to manage the data more efficiently.

*Creating initial ideas and codes.* After fully understanding the transcribed data, all the four teachers' transcripts were uploaded to the NVivo software for initial coding in an NVivo file named "Teachers' Interviews". NVivo was a timesaving and helped in organising the data for an easy analysis. Documents were organised based on the teacher' number, starting from one to four. The coding process was guided by the research questions examining the study's conceptual framework, which is the teaching and learning problems of listening and speaking skills. The coding process with the first teacher resulted in 28 codes with other sub-labels and sub-sub-labels. The first concern was to label the topics that the teachers commented on in their speeches. Then, after having feedback from my supervisor, other codes were driven from the three other teachers' interviews. Having a fixed coding system was not easy, I kept moving back and forth, reading the NVivo sheet and changing or re-coding again and again. Creating a memo (see Appendix 18) was also helpful to explore the coding process further. This was done by generating four columns table for each teacher to look at the initial coding and determine the key points that gathered the teachers in one common thought.

*Identifying themes.* To find themes, codes were ordered into a hierarchical structure. Codes that have common idea were kept in groups to make the process of searching for themes easier. The primary analysis come up with five top headings with themes and sub-themes. NVivo automatically count the number of file and reference in each node. At this stage, I was not yet sure of the labelling of the general themes because I felt that the analysis process is not yet finished.

*Reviewing the created themes.* The five top headings turn to six with 26 themes and sub-themes at this stage and after the re-reading process. After one reviewing, I worked on relating themes to the same network. Therefore, all the codes were clustered under three top-level themes within six categories of 26 sub-themes.

*Naming and defining the themes.* When naming the themes, it was essential to look at the critical elements in each of the six categories. Thus, the first three top-level themes were named: teachers' and students' roles, skills of language learning, and learning circumstances. The last top-level themes were teaching as a profession, language learning skills, teaching programme, and teaching-learning circumstances.

*Writing report.* The last step in Braun and Clarke's thematic inductive analysis is reporting the data analysis. NVivo is not like other qualitative software, and researchers cannot write reports using NVivo; instead, they can model using the models. However, it was easy to report the data as it was well organised in an NVivo file. I started constructing a coherent teachers' interviews report on Word document by exporting themes and quotations from NVivo.

#### **4.6.3 Analysis of Focus Group Data**

According to the literature, the focus groups' data analysis might be based on many resources, including audio or video recorded data, items taken from the participants, or notes taken by the moderator (Onwuegbuzie et al., 2009). Audio recording the focus groups discussions were the primary resource of data gathering in this research. The focus of the analysis was based on the text derived from the focus groups' transcripts.

A total of four focus groups from the three classes were interviewed as part of the research design. During the focus group, attempts were made to allow participants to speak more and be open about their thought opinions and perceptions regarding listening and speaking. The focus group interviews were organised according to the teachers' names (pseudonyms were used) and the schools the classes belonged to.

Transcription and coding were the two main stages of the analysis. However, the usage of a computer can assist with the analytical process in various ways. For example, computer-assisted qualitative data analysis, specifically NVivo software, was used *"to discover tendencies, recognize themes and derive conclusions"* for focus group data (Hilal, & Alabri, 2013, p.182).

#### **4.6.4 Transcribing the Focus Group Discussion**

The recorded audios were the primary source of data analysis in focus group discussions (Rabiee, 2004). To analyse the focus group data, I first listened to the discussion to become acquainted with the nature of the discourse. Then, I began transcribing the interactions on my computer during the second listening of the recorded data. Finally, the interviews were transcribed verbatim to *"facilitating data analysis by bringing researchers closer to their data"* (Halcomb & Davidson, 2006, p.40).



Most students switch between English and Arabic (specifically, the Algerian dialect) in their conversations. According to Davidson (2009), transcription, which includes translation from one language to another, is challenging and time-consuming. Because the participants were non-native English speakers, they occasionally used Arabic to express their thoughts. However, because I was a native speaker (Algerian citizen) of the language used by the research participants, there was no need for interpreters (Davidson, 2009). In the original transcripts, the transcribed words, phrases, or sentences were highlighted between squared brackets. The issue of translation and acknowledging bias will be discussed in greater depth in section 4.5.6.

Furthermore, because the participants were not native English speakers, their spoken English contained grammatical and sentence structure errors. However, most of these errors were left uncorrected as the overall meaning of the text was unaffected. Minor changes were made to clarify the message where speech errors obscured the meaning.

#### **4.6.5 Coding the Focus Group Discussion**

The second stage of analysing the focus group data involved coding the data. The coding of the focus group transcripts followed Kelle (2000, p.14-15) coding strategy; specifically structuring textual data 2) coding the data 3) writing memos and referencing the data 4) comparing text segments to similar codes 5) integrating codes with other generated codes and, 6) developing a core category. During the coding process, I entered the transcripts into the NVivo software. I took a linear approach, moving back and forth between the raw data (audio) and the software-managed transcripts. After a general understanding of the transcriptions, I went through them to find the significant themes related to the research questions. Because coding data lines seemed arbitrary at times, I chose to code concepts and lines of data. I then clustered the meaning units relevant to the research objectives and classified them using the principal codes derived from the data. The NVivo software was used to organise and link the data rather than to analyse it. Therefore, all transcribed text information fitted into specific code categories were copied and pasted under the code they belonged to. The coded texts were checked and rechecked to ensure they matched the code categories they were clustered under. This involved several stages of ensuring

that all the information relevant to the coding categories had been obtained and that no information was left out. To explain the data, I used sub-categories under multiple themes during the analysis. The software enabled creating a codebook that recorded the definition of codes and examples of each transcribed text. The software also allowed for comparison by utilizing the categories that were created based on additional data analysis.

#### **4.7 Quality of Data Collected**

Although many opponents are sceptical of qualitative research's trustworthiness, methods for guaranteeing rigour in such studies have existed for many years (Shenton, 2004). Qualitative research readers, likewise, quantitative research readers, also ensure that the data collection, data analysis, and conclusions reached are all free of hidden biases. On this basis, the following sections offer considerations for ensuring the quality of the research data.

##### **4.7.1 The Impact of Researcher on the Data Collection and Analysis Process**

In their research, qualitative researchers strive for objectivity; yet bias is unavoidable during the research process. According to Hammersley and Gomm (1997), the term bias is used vaguely in social research, causing uncertainty for new researchers. However, in the context of this research, the term "bias" is acknowledged as defined by Hammersley and Gomm as "*one particular source of systematic error: that deriving from a conscious or unconscious tendency on the part of a researcher to produce data and to interpret them, in a way that inclines towards erroneous conclusions which are in line with his or her commitments*" (1997, p.1). To this extent, bias, in my perspective, is an intrinsic component of the qualitative research process and should be addressed. Additionally, as a researcher, former student, and teacher, I am aware that my views and beliefs have impacted my interpretations of the data. Therefore, such aspects must be understood, acknowledged, and kept in mind throughout the research process. Thus, the findings presented in chapters five, six, and seven are directly affected by my beliefs and perceptions.

The potential for errors and biases is largely high because of the personal aspect of an interview and can influence every stage of the interviewing process (Mathers et al., 1998). As I acknowledged my interest in teachers' pedagogical knowledge in teaching listening and speaking skills, my assumptions and views informed the data analysis. Therefore, I intended to address and alleviate some of the power dynamics that pervade the interview process.

As an internal, I realised that teachers could feel compelled to provide information that they deemed appropriate to portray a favourable evaluation of their teaching experience. However, by scheduling semi-structured interviews at the end of the classroom observation, teachers were able to establish connections with me. Furthermore, as a bilingual English speaker with Arabic Algerian background, I shared a similarity with the teachers and their students, which helped develop a relationship between the participants and me. Furthermore, the research aims to get the genuine viewpoints of teachers on the research questions by enhancing the interview data with data from the recorded classes, which were more authentic in the manner they provided teachers with a platform to examine their practices without being criticized.

Another concern in this study was translation. Some qualitative researchers consider translation as a significant source of bias. Qualitative researchers use translation to perform a meaning interpretation based on their prior knowledge. In the context of this research, some focus group discussions were conducted in the Algerian dialect. As a result, a three-step translation process was required, first with an Algerian dialect, then Arabic, and finally English. A translator was not required because the data for translation was not significant (only phrases). I also wanted to be familiar with the data to comprehend the students' viewpoints better. Furthermore, translators would lack academic knowledge in the subject, making it impossible to highlight the problems raised in focus groups. I am not a certified translator; however, my daily routine includes translation as a trilingual, which benefits me. As a result, I opted to translate the data myself:

1. I transcribed the data by listening to it and wrote down what was said in the Algerian dialect.
2. I listened to each tape featuring Algerian words twice to copy the correct meaning.

3. The sentences were translated into Arabic and English using basic English to ensure that the meanings were obvious.

Within the transcripts, the transcribed phrases were enclosed by square brackets. After completing the transcription and translation, I listened to the recorded data and reviewed the translated transcripts to check that the utterances had the proper meaning.

#### **4.7.2 Enhancing Trustworthiness and Credibility**

This section discusses the present study's trustworthiness and credibility. Researchers are required to assess and attain credibility in their research in both qualitative and quantitative (Golafshani, 2003). Therefore, it is necessary to understand the differences in language used by qualitative and quantitative researchers when establishing canons in their research. According to Golafshani, reliability and validity are used to distinguish between legitimate and invalid research work. Researchers frequently refer to research validity and reliability in quantitative research; however, qualitative researchers speak about credibility and trustworthiness.

The distinction is not only in terminology but also in how researchers treat these terms in their research. Quantitative researchers prefer to treat each element individually, but qualitative researchers do not perceive these notions separately due to the nature of qualitative findings as being "*complex, rich, and messy*" (Finlay, 2006, p.7). Qualitative researchers understand that findings are constantly provisional, ambiguous, flexible, and responsive to a range of meanings and interpretations. Thus, in their eyes, the social world is "*too chaotic to be represented in unambiguous, clear-cut ways, or terms of cause and effect*" (Finlay, 2006, p.7). Burke (2016) argues that any research's quality can only be assessed against a set of external criteria that are broad enough to examine all elements of methodological rigor before it is carried out. Other literature shows that because different methodologies approach validity differently, attempts to create validation standards for qualitative research are "*futile*" (Porter, 2007, p.79). Despite these constraints, qualitative research retains its authenticity. Auerbach and Silverstein (2003, p.77) state that "*we do not think that qualitative research is an area in which anything goes*". Subjectivity, interpretation, and

context, according to qualitative researchers, are intertwined elements that should not be ignored, even if possible (Auerbach & Silverstein, 2003). Therefore, researchers also follow standards to increase qualitative work's trustworthiness (Jacelon, & O'Dell, 2005; Shenton, 2004). According to Auerbach and Silverstein (2003), the procedures for interpreting qualitative research must be transparent, and readers must be kept informed of them. The researchers can ensure depth in description while answering the study's research objectives by paying attention to detail, precision, and rigor.

Researchers usually strive to minimise their impact on their studies by employing concepts and procedures that have been agreed upon by other researchers (Robinson et al., 2001). Furthermore, although the trustworthiness components (credibility, transferability, dependability, confirmability) are independent, they should be considered related and interlinked (Graneheim & Lundman, 2004; Shenton, 2004).

This study's trustworthiness is improved by being explicit about the theoretical frameworks that underpin it—providing a thick and detailed description of *"culture and context, selection and characteristics of participants, data collection and process of analysis"* and presenting the *"findings together with appropriate quotations"* enhanced this research transferability (Graneheim & Lundman, 2004, p.110). Furthermore, according to Moravcsik (2013, p.2), social scientists should *"make data, analysis, methods, and interpretive choices underlying their claims visible in a way that allows others to evaluate them"*. The study's trustworthiness is increased by providing a transparent description of the research process. The fourth chapter contains a wealth of detailed information regarding the study's methodology. The methodology is thoroughly defined by describing the step-by-step processes used for data collection (section 4.4) and analysis (section 4.5). Section 4.2 describes the researcher's theoretical beliefs and philosophical position, which shape the study design. Section 4.3 describes the research's study design based on an interpretative viewpoint. Section 4.4 offers context for the current study by outlining the research sample, the study setting, and the participants' descriptions. Section 4.5 explains the reasoning behind the data collection methods used in the study. Additionally, chapters five, six, and seven outline a detailed presentation of the study findings. Therefore, a detailed description of the research procedures enhances its credibility and allows readers to understand it and to *"compare the instances of the phenomenon"*

*described in the research report with those that they have seen emerge in their situations"* (Shenton, 2004, p.70).

According to Krefting (1991), triangulation is an effective method for improving research quality, particularly credibility. However, triangulation has too many definitions in social science, depending on its context in each study. Generally, triangulation is known as applying or mixing multiple data methods (Flick, 2004). It typically looks at the studied problem from different angles using more than one research source (Carter et al., 2014). It is a source used to establish and understand research's reliability and trustworthiness (Decrop, 1999). Denzin (2012) advocates the use of triangulation as a validation tool that provides any researcher with the chance for a more valid interpretation by combining data resources, investigators, methodologies, or theories. According to Denzin, method triangulation is the combination of multiple methods to study one problem. This type is commonly used in qualitative research where researchers mix methods such as interviews, observations, field notes, focus groups to ensure data trustworthiness. The aim behind multimethod triangulation is that researchers understand the studied situation in different unique ways.

The study's credibility was reinforced by using different methods, including observation, semi-structured interviews, and focus groups (Krefting, 1991). The three-pronged data set offered a detailed knowledge of the pedagogical practices of teachers in the field of teaching listening, speaking, and their learners' perspectives of such practices. Furthermore, the data collecting procedures were extensively re-reported, allowing researchers to replicate the study. Therefore, the study design has preserved the potential to be a prototype model repeated in other contexts and environments (Shenton, 2004).

According to Shaw (2010), reflexivity is the process of reflecting researchers' thoughts to themselves. Shaw argued that reflexivity implies an "interpretive ontology" in which individuals and the world are viewed as interconnected. Furthermore, Janesick (1999) mentioned that qualitative researchers are reprimanded for their lack of precision in their work. Therefore, according to Janesick, qualitative researchers might resort to journal writing which helps to get "*in touch with yourself in terms of reflection, catharsis, remembrance, creation, exploration, problem-solving, problem posing, and personal growth*" (p. 511).

Keeping a journal during a qualitative research study serves as “*a check and balance*” (Janesick, 1999, p.251). As a result, I used a research journal in this study to achieve the reflexivity required for interpretative research. Journal writing enabled me to document my thoughts and disagreements at various stages of the research process, which aided in the improvement of my research practice. Writing down distinct notes on the interview transcripts helps during the analysis phase. This included my interactions with the teachers and students. These notes illustrated a natural process to explicitly understand and explain various topics to construct a systematic framework for the research.

#### **4.8 Research Ethics**

The meaning of the phrase "research ethics" is similar to that of the word ethics. In general, the term "ethics" refers to detrimental or harmful actions (Lahman, 2018). According to Rich (2016), ethics is a philosophical branch that deals with human standards. Rich (2016, p.4) also defines ethics as "*a systematic approach to understanding, analysing, and distinguishing matters of right and wrong, good and bad, and admirable and deplorable as they relate to the well-being of and the relationship among sentient beings*".

Therefore, if ethics is the study or examination of what is considered acceptable or poor behaviours, then "research ethics" is the study of research methods that researchers must and must not follow (Hammersley & Traianou, 2012). Therefore, researchers must have a broad grasp of ethical or unethical research standards and be dedicated to what suits their study design.

Starting the fieldwork, one of the primary issues in this study was ethics. Because this was a qualitative study, the researcher's role required extensive engagement with the participants, which included entering their everyday and personal lives. Therefore, it was necessary to respect and safeguard their values during the data gathering procedure. As a result, several ethical concerns have been addressed to protect the informants' rights, values, privacy, secrecy, anonymity, respect, and willingness to participate. The ethical implications of this research study are discussed in the next section.

#### **4.8.1 Being an International Research**

This study was based on a triangulation of classroom observation, in-depth face-to-face semi, and focus groups with participants in the Algerian context. Algeria has no Data Protection Act that guides educational research. Unlike the UK, there are no ethical committees to seek ethical approval in the Algerian context. However, individuals are protected under the name law.

One of the main dimensions for ethics and politics in qualitative research is to address research ethics procedurally, involving submitting an ethics application to various organizations or ethics committees such as hospitals, professional organizations, or universities (Liamputtong & Ezzy, 2005). Under these precautions and the fact that this research work is based in the UK, this research complied with Exeter university's ethical procedures. An ethical application was sought from the GSE Research Ethics and Governance Office at Exeter University. On the third of April 2019, and after having an agreement from my supervisor, the ethical form, the consent forms, and the information sheet alongside the translated copies were submitted to the Graduate School of Education Ethics Officer for revision and approval. The approval was given on the eleventh of April 2019 (see Appendix 19), stating the start and end date of the project with a unique reference number.

#### **4.8.2 The Informed Nature of The Participation**

The requirement of informing the participants of the nature of the research is part of any ethical behaviours in most qualitative research. Hornsby-Smith (1993) states that researchers are responsible for not deceiving the participants about the nature of research; they should fully explain what, who, and how the research is undertaken. Furthermore, research works are believed to be unethical if researchers do not ensure presenting the participants with the informed consent of the research to avoid any potential harm (Goode, 1996). Regarding this research, headteachers, teachers, and students were informed of the scope of the research using both oral and written information forms.

The information sheet exposed my position as a Ph.D. student at Exeter University and that I am on scholarship to pursue postgraduate studies. It clarifies that the target population is from the Algerian educational system, in particular secondary school students. It also reveals that the Algerian Ministry of Higher



Education is hoping throughout postgraduate research studies to ameliorate the educational system and improve the Algerian education level. They have been informed that the output of this research may be exposed in conference presentations or Academic journal articles.

#### **4.8.3 Voluntary Participation**

Recruitment of the target participants was genuinely voluntary, and there was no explicit or implicit coercion. The process followed an individual face-to-face request to make the participants more aware of the study in advance. At first, permission was asked from schools' headteachers to gain access to the target classrooms. Due to the nature of the local Algerian context, oral and written structures have been followed to gain the informed permission. There is a need to know that in the Algerian community, the culture of obtaining informed consent is more oral than written; obtaining written consent may be related to abstaining from oral permission at first. The schools' headteachers have been contacted directly, face-to-face, in which they received full details of the proposed research and its benefits on the participants and the school.

Additionally, they obtained an information sheet and a copy of the ethical approval notification to ensure that this research is following ethical standards, with care taken to ensure that such information sheet was translated into Arabic, where appropriate. The sheet mentioned that the fieldwork of this research includes classroom observation and teacher and focus-group interviews. It also expressed how their corporation was necessary for this research. After expressing their willingness to participate in this research, the schools' headteachers have been provided with a School Consent Form to read carefully and sign. The consent form was in two versions, English, and Arabic to make sure that they were aware of their consenting. The form expresses confidentially to the school and participants; promises to preserve anonymity and safeguard all included participants (school, teachers, and students). It also mentions that their participation is voluntary and that they have the right to withdraw from the study at any time. Luckily, the four headteachers stated their permission to work in their schools.

Afterward, the headteachers have been asked with the possibility to schedule a meeting with the teachers (the ones who are teaching Foreign Language stream classes) to have their permission too. Table 4.16 summarises the information of the first contact dates with headteachers and teachers.

School's Name	School 1	School 2	School 3	School 4
First Contact with Headteacher	03/03/2019 at 10:00 A.M.	04/03/2019 at 14:00 P.M.	04/03/2019 at 15:30 P.M.	05/03/2019 at 10:00 P.M.
First Contact with Teacher	04/03/2019 at 11:00 A.M.	04/03/2019 at 14:30 P.M.	16/03/2019 at 14:00 P.M.	05/03/2019 at 11:00 A.M.
Students' N in Each Class	11	20	33	22

**Table 4.16** Diary of Data Collection

The teachers were given an information sheet about the research. They have been informed if they could be observed six times when carrying out the listening and speaking lessons. They have been notified that their teaching practice will not be discussed outside the school or with other teachers only with their permission. Additionally, they have been informed about the interview after finishing the classroom observations. They have been assured anonymity, confidentiality, and the right to withdraw from the research at any time. After expressing their willingness to participate, we scheduled the time for the classroom observations.

The four teachers provided me with a 10-minute time to talk to the students. Once meeting the students, they received a detailed oral explanation of the research with a written information sheet; and a translated copy; that explains the nature of the research to keep for their record. Afterward, I read the information sheet for them (both original and translated copy) and explained any vague ideas in the sheet. Doing the reading helped the students fully understand the data collection procedure and that I am not taking part in the teaching process (non-participatory observation). Additionally, they have been asked to participate in focus group interviews in which the class will be divided into groups. Finally, it is essential to mention that it was necessary to translate any unclear sentences into Arabic during the discussion with the students. This helped them to decide whether to participate.

For the interviews, both teachers and students had to sign a consent form that gave information about the research study, anonymity, confidentiality, and the right to withdraw without being penalized in any way. An expert translator

translates both the information sheet and consent form to have no significant changes to the original meaning of the sheets. From the precaution mentioned above, it was transparent for the participants that their participation was voluntary in this study.

#### **4.8.4 Data Protection, Privacy and Confidentiality**

There was no immediate risk to the researcher or the target participants. However, it is essential to mention that it was made to respect explicit and strict confidentiality during the data collection phase. Participants clearly explained the research study on their responsibilities, the time allocated for data collection, data analysis, and data protection. Additionally, care was taking when structuring the interviews schedules to avoid any psychological or emotional harm to the participants.

All interviewees' identities and personal details were kept anonymized. Participants have been given pseudonyms for the interview transcripts to make sure that their identities are not expose to anyone. If any of the participants decided to withdraw from the study at any point during data collection, this was respected. The information they have supplied will be destroyed. However, they have been informed that once the data have been analysed, they still have the right to withdraw but it will be impossible to remove their data at this stage.

At the start of the interview, personal information of the participants was not recorded only after having their permission. After the interview, all participant information and consent sheets were kept in a participant file stored in a locked cabinet in my office. As soon as possible, the original consent form has been scanned and uploaded to U drive. Participants had the right to keep a copy of their consent form and information sheet even though no one ask for a copy.

All the participants' names and any personal information were removed from the semi-structured and focus group notes. In the case of research publications and reports, only direct quotations from the data will be used. Furthermore, no identifiable information will be published only by using pseudonyms.

The downloaded data from the interview and observation recording were stored in a password-protected file on a secure, protected server at University-U Drive within a protected password PC at the possible early opportunity right away after the completion of each interview.

All the gathered data were accessed by the researcher and her named academic supervisors. The analysed data will be kept for three years after the completion of the study. Therefore, the participants were aware about the data protection and storage of gathered information. The consent form mentioned how data were stored. They have also been provided with a summary of the findings once the research is concluded for those that they requested it. However, no one asked for it.

#### **4.9 Research Challenges and limitations**

The data collection phase was not an easy process as expected, and several problems happened. Gaining a formal letter from the Educational Institution in Bechar was the first problem. To ensure that the fieldwork is following an ethical standard, I was obliged to have a formal letter to approve that the entrance to the selected schools is ethical. However, due to some political circumstances in the country, the process took more time than expected. This has caused me a week late in starting the data collection with the agreed teachers.

The second problem concerned the audio recording method during the classroom observation. The decision was to put the recorder at the teachers' desk to ensure that the recorded data were precise when transcribing, but this did not happen in some classes. There were several occasions when I was unable to set the recorder at the teachers' desk. Unfortunately, while transcribing the classroom observation episodes, there were some unclear parts from the teachers' and students' speech.

The third problem was conducting non-participatory classroom observation. Occasionally, I was drawn into conversations with teachers and students. Teachers asked me some questions in front of the students in which I could not avoid their requests. Although the plan was made for non-participatory observation, this led to some inappropriate involvement on my part.

The most severe problem was the instability of one of the participating teachers, affecting the data gathered. Only three classroom observations were made instead of six with this teacher. In addition, because I was unable to observe the agreed lessons, the focus group was also impossible with the students of this class. This was a great disappointment because it reduced the number of gathered data in this research.

#### **4.9.1 Challenges Occurring as a Result of the Research Design**

The decision to audio records the classroom observations rather than video record the gathered data was the main feature that might have affected the quality of the research findings. Algerian society is conservative to video and photographic material, particularly when it comes to women. Therefore, the audio recording was the best alternative for this study. Although the non-use of visual recording was reasoned in this research, the absence of videos somehow limited the analysis of classroom observation data about the classroom framework and the students' movements and expressions. Furthermore, as a non-participant observer, I was not a part of the classroom practices; nonetheless, I was afraid that my presence might influence the teachers' and students' behaviours and that my judgments on the teachers' practices would affect the data analysis phase.

Following that, audio recordings were conducted with semi-structured interviews and focus groups. Interviews might be seen as a constraint in terms of sensitivity and power dynamics. However, conducting interviews and focus groups at the end of the observations would be beneficial as teachers and the students feel more comfortable having interviews with someone they already know. Developing a connection with the teachers and students does not guarantee that they did not feel compelled to offer the information I needed. Instead, it indicates that I was aware of these constraints. Therefore, combining classroom observation data with teacher interviews and focus group replies help overcome these limitations and provides a more accurate picture of teachers' practices.

Another constraint is the collection of data in four secondary schools in a single Algerian province. As a result, the research setting does not cover all Algerian EFL teachers and secondary school students. Despite this limitation, the educational stream of these classes resulted in classrooms comparable to that of

other secondary schools. Furthermore, the study investigated the teaching techniques of four teachers in their classroom and did not apply to other groups or settings. However, the study has internal validity since it is replicable for those interested in researching listening and speaking teaching in EFL classrooms in similar circumstances. As a result, the research design is appropriate for achieving the objectives of the research. It also uncovered pedagogical implications for teachers' pedagogical practices in teaching listening and speaking and research on learner-centred pedagogy.

## **CHAPTER 5: THE FINDINGS FROM THE CLASSROOM OBSERVATION**

### **5.0 Introduction**

The chapter comprises three sections that present the findings from the classroom observations. The first section deals with the teachers as case descriptions, drawing on the classroom observation protocols to map one lesson for each teacher. The second section highlights descriptive statistics about the length of teachers' and students' utterances, their participation, and their given purpose for learning. Finally, the third section reports the findings from the NVivo analysis of the observed lessons. All these three elements represent a qualitative analysis of the speaking and listening opportunities in the identified episodes. Pseudonyms refer to teachers to protect their privacy.

### **5.1 Context of the Data**

The sample comprises six non-participatory classroom observations with four Algerian teachers during the third term of 2019. Three of the four teachers were observed six times during their teaching time, while only three observations were possible with the fourth teacher: 21 classroom observations across all the whole sample.

Audio recording and classroom observation protocol were used to record all the observed 21 lessons. The primary purpose of conducting classroom observation was to explore the following:

- Teachers' subject and pedagogical knowledge of teaching listening and speaking skills.
- Teachers' strategies for teaching listening and speaking in a foreign language context.
- How teachers integrate listening and speaking in the teaching of reading and writing.

These theoretical constructs will inform the answer to the following research questions:

- ❑ What subject and pedagogical knowledge underpins the teachers' teaching of listening and speaking?
- ❑ Do Algerian EFL teachers in secondary schools create opportunities for speaking and listening in their classes?

- How do Algerian EFL teachers integrate the teaching of speaking and listening with reading and writing in their classes?

## 5.2 Teachers' and Classrooms Descriptions

This section addresses each of the four teachers as individual instructors. The case descriptions begin by detailing the students' attendance, followed by a general description of the teaching classroom and the accessibility of the teaching, and learning resources. Additionally, each teacher's lesson was randomly selected for detailed commentary, followed by a reflective commentary.

### 5.2.1 Mrs. Alia

**The students' attendance.** At the time of the research, Mrs. Alai was teaching the third year (aged 17-18 years old in Algeria) foreign language class. The class was composed of 33 students. Mrs. Alai's classroom was observed six times, and the students' attendance was recorded. Table 5.1 presents the students' attendance in this class.

Observed sessions	Total students	Students' attendance
1	33	25
2	33	25
3	33	25
4	33	27
5	33	27
6	33	25

**Table 5.1** Attendance Pattern in Mrs. Alai's Class.

Full attendance of 33 students was never reached due to the continuous absence of the same eight students. Mrs Alia explained that those students were repeating the school year because they did not reach the baccalaureate standards to join a university. According to this teacher, these students felt satisfied with their background knowledge from last year's lessons, and their goal was to prepare for the baccalaureate examination. She also mentioned that even when they attended the class, they were not necessarily interested in engaging in any activities. In fact, she claimed their attendance contributed to problems in the classroom. Mrs. Alia revealed that they tended to distract other students and the classroom became noisier.

**Classroom description and teaching-learning resources.** The classroom was relatively spacious for 33 students. There was the teacher's desk



in the corner next to the whiteboard and tables and chairs for all students. The classroom was based on a traditional pair pods seating layout. Students sat in pairs forming four traditional rows. This is the most used seating arrangement amongst Algerian schools. The classroom did not include posters or pictures on the walls. Instead, the room had four windows at the back for extra natural light. Mrs. Alia relied heavily on the textbook and the whiteboard. Not all students had their own textbook and, there were some occasions when two students shared one book per table.

***The observed lesson.*** Mrs Alia was observed six times. The first observed lesson was a two-hour lesson from 10 A.M to 12 P.M. This lesson covered the correction of written expression task about “the advantages and disadvantage of homework” from the second term exam composition. The main objective was practising more writing skills specifically composition and essay structure. The lesson started 23 minutes later than the originally scheduled time due to the teacher’s consistently late arrival.

The teacher started immediately by explaining the question in five minutes. Students were asked closed questions about the topic in a way which evoked a one-word interaction between the teacher and the students. Mrs. Alia wrote some words and sentences related to the topic on the whiteboard. After this, the students were then asked to form five random groups to write a composition of three paragraphs to express their opinion on “doing homework”. Each group was asked to produce one piece of work. At this time, the teacher noticed that the students seemed to be disinterested in the topic, so she decided to motivate them by giving extra marks for the best-written essay. The teacher also asked them to use the textbook for some expressions to give their opinion. Mrs. Alia did not set any ground rules for group working. Students putting themselves into random groups was a problem. They were noisy, and the teacher lost their attention relatively quickly. Apart from being noisy, the use of Arabic (namely their first language) was dominating the groups and the teacher appeared to be fully aware of that. They even interacted with her in Arabic while she replied to them with in a mixture of both English and Arabic-14 minutes before the end of the first hour, the students eventually started their writing. At this time, the teacher moved around the groups to check their ideas. The second hour (from 11 A.M to 12 P.M) was a continuation of the same task. The students moved into random groups of four to six people to begin their writing. Within their groups, sometimes the

students' discussions turned to their daily and personal lives, with the only English words heard being "more, stress, homework".

After 18 minutes into the second hour, the teachers asked the groups to choose a representative to read the written essay aloud. After two minutes debate between the teacher and the students about the best-written essay, without using any precise method or criteria, they all agreed on one essay as the winner. Half an hour before the end of the sessions, the teacher asked the students to write down the chosen essay. It took them 20 minutes to finish writing in a noisy classroom. The teacher started discussing some grammar rules related to reported speech, but the students were already out of control. The class ended ten minutes early.

**Reflective commentary.** Mrs. Alia 's first observed lesson indicates some behavioural problems. The classroom was somehow noisy, and the students were easily distracted. They tended to speak and chat even when the teacher was delivering the lesson. It was easy for the students to lose interest in the classroom. The behaviour difficulties the teacher encountered with this class might explain her unpunctuality.

Although Mrs. Alia had behaviour difficulties, she chose to put students to work in groups for a writing activity, which was not an easy task for her. This might suggest an awareness of the benefits of group work. Additionally, the students and the teacher spoke in Arabic in most of the observed session. Even in group work activities, Arabic was part of the students' speech. The observation indicates how the use of Arabic was shifting the students' focus into discussing alternative topics. They were motivated to chat about other daily matters. The students themselves have been unaware of expectations for speaking and listening. The teacher also showed fewer difficulties in managing the class's time. She showed some difficulties in establishing clear procedures for the lesson. The class also consistently ended five to ten minutes early than the originally schedule time due to late arrivals.

### 5.2.2 Mrs. Leila

**The students' attendance.** In this class, the students' attendance was a major issue, as evidenced in table 5.2.

Observed sessions	Total students	Students' attendance
-------------------	----------------	----------------------

1	20	13
2	20	17
3	20	4
4	20	/
5	20	/
6	20	/

**Table 5.2** Attendance Pattern in Mrs. Leila's Class.

**Classroom description and teaching-learning resources.** Mrs. Leila's class was appropriate for 20 students. It was a small class equipped with teacher's desk, students' tables, and chairs. The students were sitting in pair facing the teacher's desktop. Similarly, the use of the textbook and the whiteboard was necessary in every lesson. However, in three observed sessions, most of the students had no books and, the teacher asked them to borrow books from other classes.

**Observed lesson.** Mrs. Leila was the least observed teacher, only three times. On the second day of observation, Mrs. Leila was still in the third unit "Education" from the teaching textbook. Unlike the three other teachers, Mrs. Leila was one unit behind the teaching programme due to her unpunctuality. The lesson took place from nine o'clock to ten o'clock as planned in the classroom timetable. However, the teacher taught the students an extra hour from eight o'clock to nine o'clock. She had to finish the lessons before the end of the year. Therefore, the students had two hours of English class. During the first hour the students had a reading comprehension activity. They were asked to read a text from the textbook, form paragraphs and give each paragraph a general idea. The second hour was a continuation of the reading exercises.

After ten minutes into the second hour, Mrs Leila asked the students to write down reading comprehension questions. After that, she explained those questions and, she asked them to read the same text to answer those questions. After seven minutes, together with the students, she started the correction. Although they were given time to do the activities, the correction phase looked difficult for them. They needed extra time to brainstorm their answers and express their ideas. The students' low level and the teacher acceleration in the classroom affected their engagement to the lesson. She was along with few students correcting all the activities. The rest of the students were not engaging unless for choral responses. Mrs. Leila constantly interacted and responded by herself.

Additionally, she had the habit of calling the students “Miss” and “Sir” except for three students who were the most active participants in the class.

Right after finishing the correction, she wrote three more questions on the whiteboard and gave them 12 to 13 minutes to answer. During this time, Mrs. Leila left the classroom to print some documents related to “Writing Development”. At 9:40 A.M, they started the correction of the last reading activity which lasts 11 minutes.

**Reflective commentary.** The whole class talk was limited. Mrs Leila’s interactions were basically focused on few students. The rest of the students had less time to reflect on or share ideas. Additionally, she used to ask questions which lead to one-word responses, or she constantly interacted and responded by herself.

The use of Arabic was less in this classroom compared to the other teachers. However, Mrs. Leila was using French instead. Students were encouraged to search for unknown words in French. Mrs. Leila preferred them to interact with her either in English or French which was not the case. To chat among them, of course, students used Arabic. Most of the time, the students were quiet listening to her which reduced their opportunities to interact in English.

Although group work was the students’ opportunity to practise listening and speaking, Mrs. Leila was focusing on individual development. She emphasized individual working on pair and group activities. The students were not allowed to talk with each other during individual work. As all her observed lessons were reading and writing skills, she was aiming at developing the students’ reading and writing competencies.

### **5.2.3 Mrs. Noor**

**The students’ attendance.** Mrs. Noor’s class was composed of 12 girls. The students’ attendance never reached the total students enrolled in the class. However, the girls’ attendance seemed to improve over the sessions. The last three observed sessions were constructive, and the girls’ attendance raised by three. Unlike Mrs. Alia, Mrs. Noor mentioned no particular reasons for the girls’ absenteeism in the classroom. The table shows the attendance pattern in Mrs. Noor’s classroom.

Observed sessions	Total students	Students' attendance
1	12	9
2	12	8
3	12	8
4	12	10
5	12	11
6	12	11

**Table 5.3** Attendance Pattern in Mrs. Noor's Class.

**Classroom description and teaching-learning resources.** The classroom was relatively well organised. There were many posters and English notes on the walls. The posters were mainly related to the British social and cultural life. The classroom also included a small bookcase full of magazines and short stories. Additionally, there were a small space in the back of the classroom as little gallery where students restored their handmade crafts. According to Mrs. Noor, the girls were very happy with the magazines and pamphlets because they used to use them whenever they felt bored in the classroom. One of the problems in this classroom was the amount of noise coming from outside. Being in that class, I was easily distracted by the cars, motorcycles and even people noises coming from the windows.

Controlling the classroom was somehow difficult for the teacher. According to Mrs. Noor, having only girls in the classroom was a bit hard. Teaching only girls, for her, is challenging because she cannot control them most of the time. According to Mrs. Noor, girls are noisier than boys. They behave and move a lot, laugh with each other and less attentive.

There was no fixed seating plan managed by the teacher, and the girls chose where to sit by themselves. They used to shape the seating pattern based on their daily attitudes. They sat in different places for different days.

As the case with the other teachers, Mrs. Noor was also basing her teaching on the English textbook and the whiteboard. Although she tried many times to use the data projector to display some short videos, she only managed to use it once. The classroom was not equipped with any technological facilities. Mrs. Noor noted that there was only one data projector in the school and that teachers had to request it in advance.

***The observed lesson.*** Mrs. Noor' classroom had a full six observations. On the first day of observation, Mrs. Noor was entering the unit four "We Are a Family" of the teaching programme. The first lesson of the unit was writing skills from nine o'clock to ten o'clock. Although the teacher arrived ten minutes late to the class, the lesson started at 9:25 A.M. Mrs. Noor started the class writing the date on the whiteboard, then she dedicated seven minutes for a warming up, followed by a 13-minutes discussion.

During this classroom discussion, the students were asked to listen to her telling jokes from English culture, and based on their reaction, she will assume whether they understood the joke. The students remained quiet and did not respond in any manner. They only reacted when the teacher described the humour in Arabic. Then she asked them whether they knew any jokes. Because of language difficulties, the students requested permission to use Arabic (Algerian dialect). The teacher initially disagreed, but they eventually decided to recite one joke in Arabic and one in English. The students, on the other hand, only spoke Arabic. They found it challenging to express the meaning of their jokes in English. Mrs. Noor requested the students to work in pairs to write jokes in English after they had laughed at some Arabic jokes. She instructed them to use dictionaries to translate Arabic words into English. After five minutes, one of the students began reading a joke; no one else in the room responded, only the teacher laughed. Mrs. Noor recognised the complexity of the task and requested them to write jokes for the next class as homework. The teacher announced the end of the lesson at 9:56 A.M.

***Reflective commentary.*** Although Mrs. Noor stated that she is not a dominant teacher, she was always talking. She oversaw the talks by attempting to push students to speak. She and two other students were the key participants in the classroom conversation. The students were eager to practise English, although they appeared to be having communication problems. When speaking English, they had difficulty understanding each speech.

The teacher and students used Arabic as part of their everyday teaching-learning process. Mrs. Noor had some difficulties managing group activities as well. They were time-consuming, and the students were allocated to group projects with no established ground rules.

The class time was less well-organized. Mrs. Noor's classroom generally started late during the observation time due to a variety of factors such as late

arrival, classroom noise, unscheduled lessons, and technical issues. Students appeared to like late-starting lessons since they were able to talk with one another during that period.

#### 5.2.4 Mrs. Aza

**The students' attendance.** Mrs. Aza's class, similar to Mrs. Noor's, was composed of girls with one boy. Attendance in this class was generally good. The table below depicts the students' attendance pattern in Mrs. Aza's classroom.

Observed sessions	Total students	Students' attendance
1	22	20
2	22	15
3	22	20
4	22	19
5	22	19
6	22	21

**Table 5.4** Attendance Pattern in Mrs. Aza's Class.

**Classroom description and teaching-learning resources.** Mrs. Aza, unlike the other three teachers, was fortunate to have two teaching sites. Mrs. Aza was alternating between a conventional classroom and a language laboratory for her teaching sessions. For 22 students, the standard classroom was relatively large, especially with a low-voiced and quiet teacher. Except for the whiteboard, there was nothing on the walls. Outside noise was evident in the classroom, as it was in Mrs. Noor's, particularly the voices of other teachers teaching. In those conditions, it was difficult for the students to hear a low-voiced teacher.

Language laboratories are typically well-equipped rooms (laptops, posters, books, and journals) that provide a welcoming environment for students to study the language. The language laboratory was a solution to changing the teaching area because she was aware of the teaching issues. Mrs. Aza claims that the language laboratory was created by a retired English teacher. It was a small room filled with English posters and stickers. The classroom also has a fixed data projector and a laptop for the teacher to use. There was a modest library and a gallery for the students' crafts. Except for the door, there were no windows. It also had tables and chairs for students to sit at and a teacher's desk. The seating layout was the same in both classes. The students sat in pairs in the style of a typical row.

Mrs. Aza also centred her instruction in both teaching classes on the use of the textbook. She did, however, use the data projector in the language lab once to show two videos to her students. She used the whiteboard multiple times to convey the lesson, even when she was teaching them in the language laboratory.

**Observed Lesson.** Mrs. Aza was observed six times. She taught a grammar explorer class focusing on reported speech on the second day of observation (Direct and indirect statements). This session ran from 02:30 P.M. to 03:30 P.M. at the language laboratory. This lesson continued from where they had left off in the previous class. The teacher remarked that she moves to the language laboratory when she believes her students need a change.

Due to classroom commotion, the instruction began seven minutes late. Mrs. Aza started the lesson by explaining the various rules for reporting sentences from direct to indirect or vice versa. She initiated a discussion by asking for an explanation, but students only responded with "yes" or "no" and occasionally repeated the teacher's comments. She then wrote grammar rules on the whiteboard for the students to copy in their copybooks. After that, Mrs. Aza asked them to write activity with her after 15 minutes of explanation. The grammar task was assigned to students in pairs. Mrs. Aza was moving around at the moment to provide more clarification. She would occasionally use Arabic to explain some challenging rules. They began correcting the task after 33 minutes, but the school bell rang, signalling the end of the class. The teacher concluded the lesson without correcting the activity.

**Reflective commentary.** Mrs. Aza was a very calm teacher. Her voice was very low, and the students felt comfortable with her. Their type of interaction was based on respect which create a positive attitude for learning for most of the students. Although the classroom was mostly girls with a single boy among them, Mrs. Aza worked on building a positive relationship with them. She used to have few minutes; either at the beginning or at the end of the class to talk with them about their daily concerns. She used to interact with few students in her class.

Even though she tried to motivate students to participate, the students seemed afraid of using the language. She used simple clear words in every lesson because she was fully aware of her students' level. They usually interact with her in Arabic. According to her, Arabic is the students' L1, and it is impossible not to use it in the classroom.



Assigning the students to group working was also leading this classroom. Mrs. Aza relied most of her classes on group and pairs working activities that lasts approximately 40 minutes. She randomly asked them to form groups to accomplish a given task. They rarely practise individual working. Similarly, the use of the textbook was essential in the classroom. The textbook was part of her teaching journey even when she taught in the language laboratory, she rarely used other teaching resources.

### **5.2.5 Summary**

From the case descriptions, initial impressions of how speaking and listening are addressed have emerged. Direct teaching to listening and speaking skills were not achieved in all four classrooms. However, there was enough evidence describing opportunities for practising both skills in the observed classes, even if unsuccessful.

The use of group work demonstrates an understanding of and appreciation for collaboration. The teachers in the four recorded classrooms shown a readiness to stimulate student interaction. However, they had less knowledge of group management tactics that may assist this approach of teaching, and the students were unsure how to handle it.

The observation also shows that the teachers were less conscious of regulating classroom time. The first ten to twenty-five minutes of most recorded lessons were squandered, and the last five to ten minutes were devoted to student chit-chat. The net effect of dedicating twenty to thirty minutes per day to listening and speaking would be beneficial.

The nature of the teaching-learning environment affects students' opportunities to practice listening and speaking abilities and their desire for classroom interaction. Furthermore, the teachers' working circumstances were deplorable. The classrooms were not particularly well-equipped with instructional materials, and the textbook had an impact on both teachers and students. The size of the classrooms had also influenced how the four teachers managed their teaching pedagogy.

The case portraits also presented different attendance patterns and the teachers' punctuality. The four classes had different attendance patterns. Poor instructor punctuality and erratic students' attendance are also widespread

cultural issues in Algerian classrooms. It was simple to notice a significant lack of timeliness on the part of the teachers, which impacts the students' attendance and teaching-learning practices.

### 5.3 Teachers' and Students' Talk in the Observed Lessons

One initial way to consider the opportunities for speaking and listening in the recorded lessons is to analyse the students' participation by determining the amount of classroom talk contributed by the teachers and the students and which students participate. The means were then calculated by dividing the total number of words spoken by the total number of utterances, giving a mean number of words per utterance. In total, 26 episodes were identified for the analysis based on several criteria, among which the episode needed to be audible.

#### 5.3.1 Learning Purpose

The analysis of the recorded lessons also involved the classification of the learning purpose of each identified episode. This involved identifying the overall focus for the learning content, the knowledge focused on, and the skills being targeted. Table 5.5 shows the different learning purposes and in how many episodes they occurred.

Learning Purpose	Definition	Example	Episodes
Writing	The teaching focus is on written expression and developing writing skills.	Paragraph structure, writing essays	10
Grammar	The teaching focus is on grammatical forms and rules as language features.	Reported speech	6
Reading comprehension	The teaching focus is on reading a given text, processing its information, and understanding its meaning.	Reading text and answering questions.	5
Vocabulary	The teaching focus is on vocabulary acquisition and vocabulary practice.	How verbs become nouns through suffixes, linking adverbials.	3
Listening and speaking	The teaching focus is on both speaking and listening.	Watching video on Princess Diana's life; individual presentations.	1
Listening	The teaching focus is on developing the use of	Listening to an interview	1

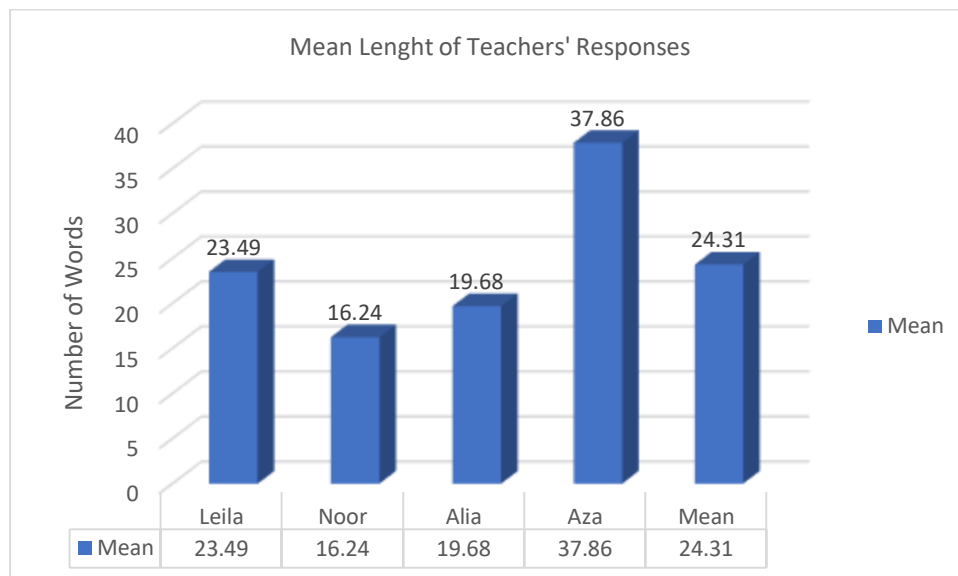
	listening strategies to develop listening competency.		
--	---	--	--

**Table 5.5** Learning Purpose of The Identified Episodes.

The main finding from the table revealed that all the 26 identified episodes involving listening and speaking, in only two episodes, were the learning focus. The data also showed that developing the students' reading and writing skills was the teachers' primary learning purpose.

### 5.3.2 Length of Teachers' and Students' Utterances

When counting the length of the teachers' utterances across each episode, the difference between their responses and the students' responses was clear. Figure 5.1 illustrates a comparison of the mean length of the teachers' utterances in each classroom.



**Diagram 5.1** The Mean Length of The Teachers' Responses

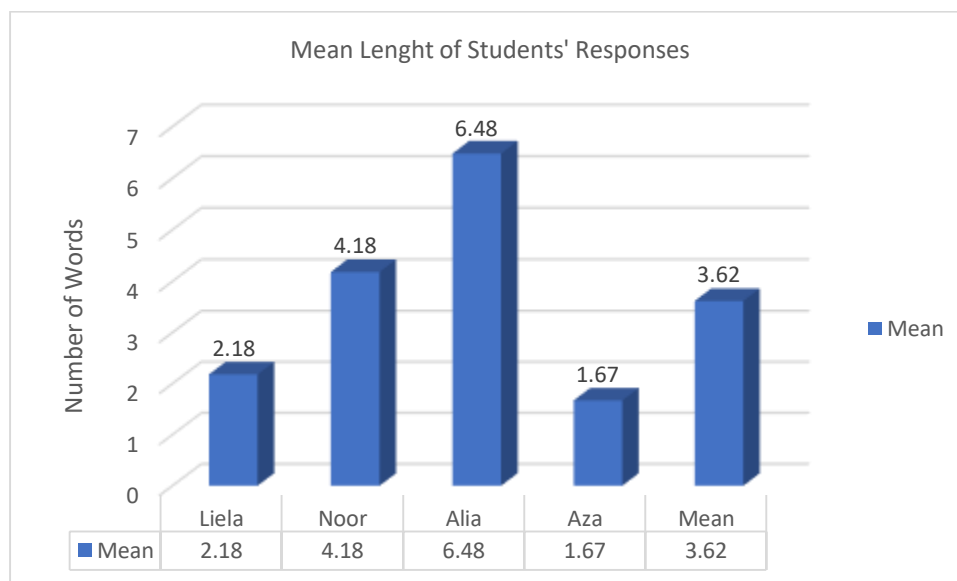
The data revealed that the mean length of the teachers' utterances across the sample was 24.31. In other words, on average when a teacher speaks, her speech is 24 words long. The figure also shows that there is a variety in the mean length of utterance of the four teachers.

It was needed to count the total number of students enrolled in the four teachers' classes. Table 5.7 shows the percentage of students who participated in all episodes for each of the four teachers.

**Table 5.7** Participation Rate Across the Sample

Teachers	Teacher Aza	Teacher Alia	Teacher Leila	Teacher Noor
Number of episodes	7	7	3	9
Total number of students present	134	179	35	65
Total number of participants	34	43	16	36
Total % of students participating	25%	24%	45%	55%

Figure 5.2 illustrates a comparison of the mean length of the students' utterances in each classroom.



**Diagram 5.2** *The Mean Length of The Students' Responses*

Mrs. Alai's students were more likely than other students to receive more opportunities to interact in the classroom (6.48). The average length of the students' utterances was roughly three times less than the average length of her utterances (19.68 to 6.48). Mrs. Aza's class had an extremely low level of participation. In the lesson, the average length of students' responses was 1.67, the shortest of the four classrooms. The findings also revealed that the average length of student responses in Mrs. Noor's (4.18) and Mrs. Leila's (2.18) classrooms was longer than Mrs. Aza's students. In general, the average length of the students' responses was 3.62. The frequency of the students' utterances in the classrooms was six times shorter than the teachers.

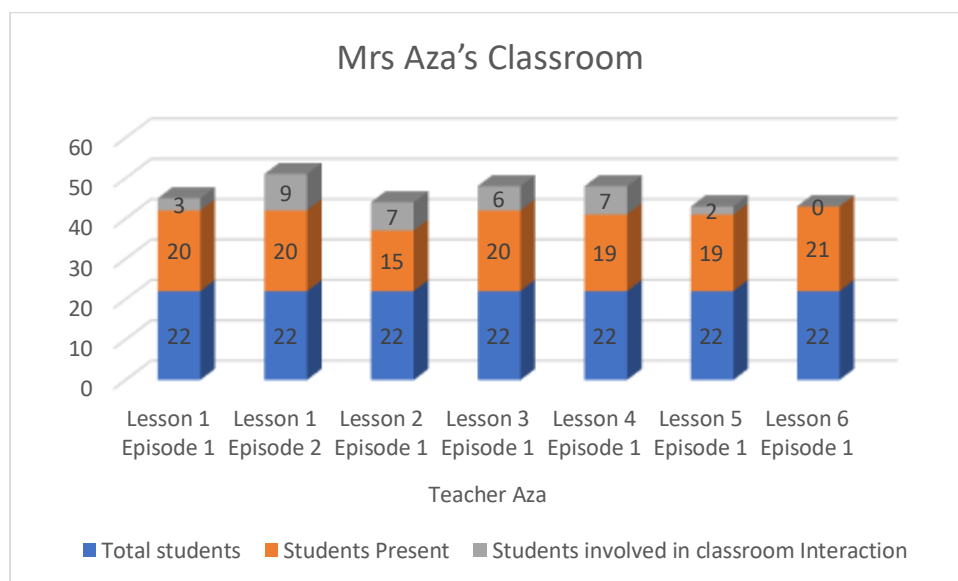
When examining the length of teachers' utterances and students' utterances together, the results revealed a variation between the teachers' and students' mean scores. It is important to note that the number of words that students contribute to an utterance is very short in all episodes. A mean of one to four words per student compared with a mean of 20 to 40 words per teacher.

Additionally, as illustrated in both charts, Mrs. Aza and Mrs. Leila had the longest rate of talking utterances (37.86, 23.49) compared to their students, who had the lowest mean length of responses (1.67, 2.18). This difference showed the influence of the teachers' talks on creating opportunities for students to talk. Those classes were not increasing the students' opportunities to engage in extended speaking.

### 5.3.3 Students Participation in Talk Interaction

The average length of the teachers' and students' utterances is used to create a picture of the opportunities for students to participate in speaking and listening activities. A more detailed examination looked at how many students took part in the spoken conversations. This was determined by tallying the number of students who participated in the classroom interaction by teacher and episode and then averaging the results for each of the four teachers' overall episodes.

Figure 5.3 articulates the number of students participating in Mrs. Aza's classroom interaction in seven selected episodes.

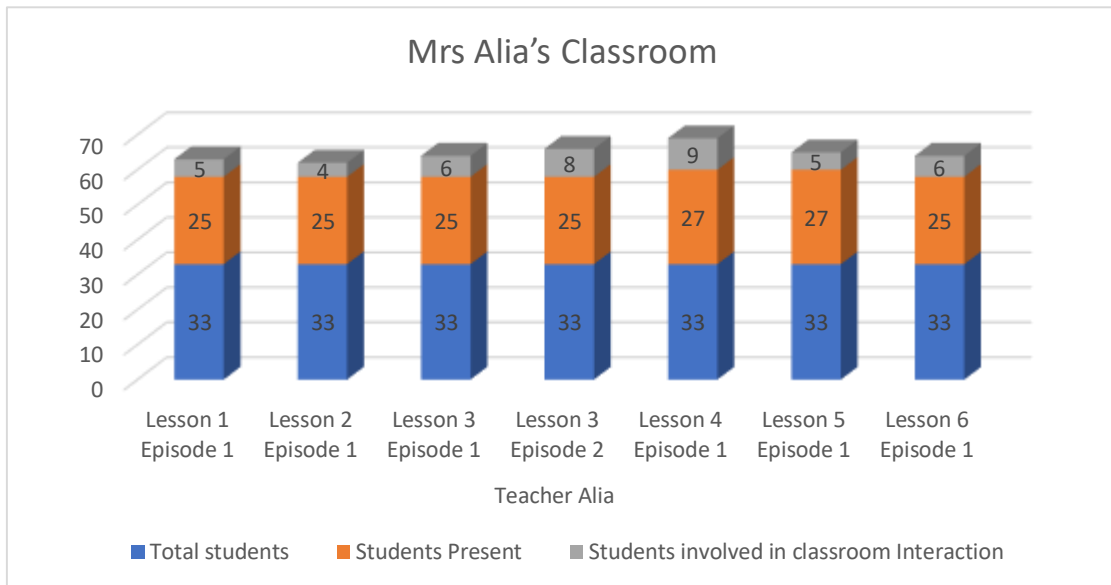


**Diagram 5.3** Participation Rate in Mrs. Aza's Classroom

When analysing the students' participation in each class, the level of participation varied from one classroom to another. Mrs. Aza's classroom, for example, was somehow a single-sex class with a single boy among 21 girls. During the period of research, there was a low participation rate throughout the

whole identified episodes. The number of students involved in the classroom interaction was relatively low.

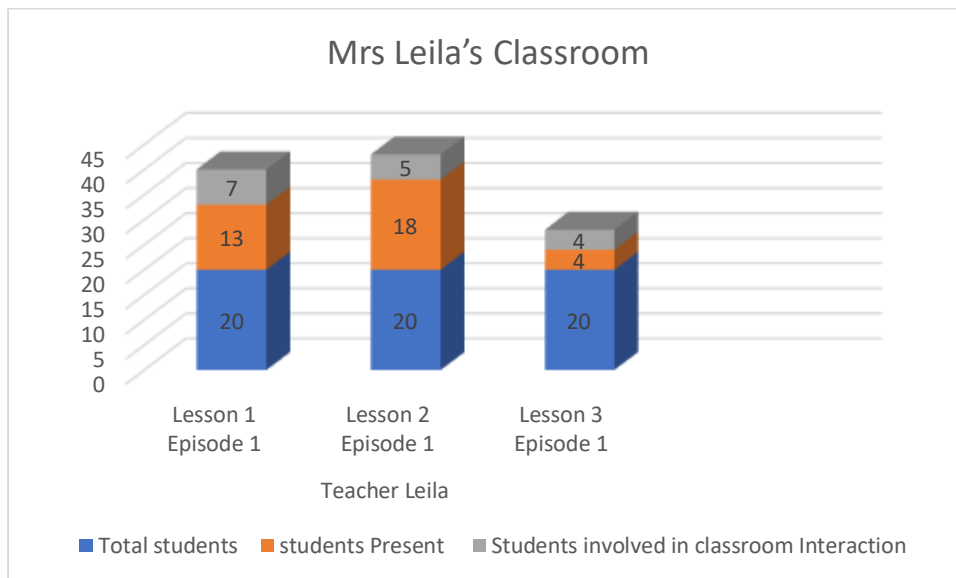
Figure 5.4 shows the participation rate in Mrs. Alai’s class. This class had the highest number of students registered, 33 students in one class.



**Diagram 5.4** Participation Rate in Mrs. Alai’s Classroom

As above, the highest rate of students’ participation is about nine, and the lowest is about four. The chart addresses how the students’ participation pattern was not steady across the episodes. Although the number of students present in each lesson ranging from 25 to 27, the participation level did not exceed ten students per episode. Overall, it is clear to see a lower tendency in the students’ participation in this class.

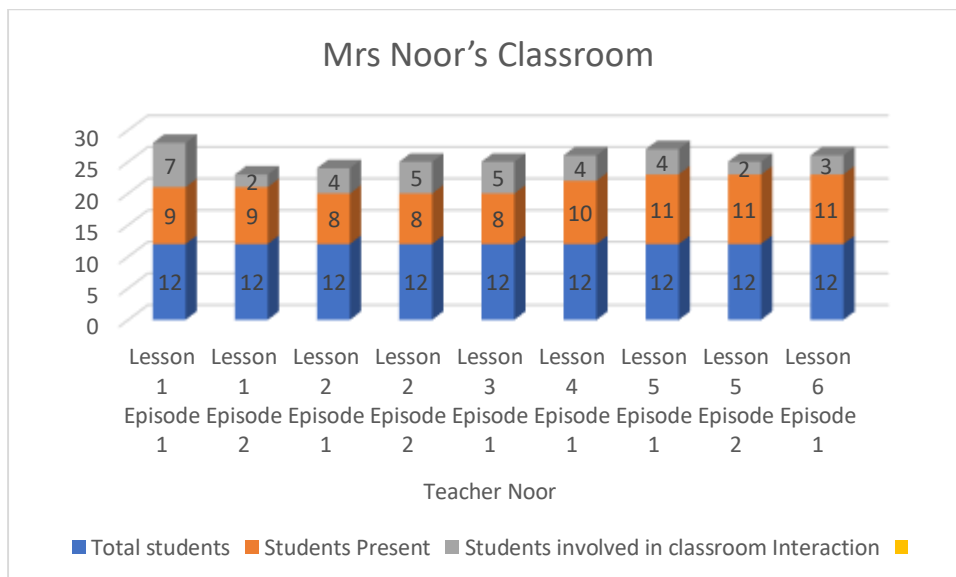
Figure 5.5 articulates the number of students participating in Mrs. Leila’s classroom interaction in three selected episodes, as it was the least observed classroom.



**Diagram 5.5** Participation Rate in Mrs. Leila's Classroom

As is provided in bar chart 5.5, the highest rate of students' participation in Mrs. Leila's class was 100% in the last lesson and about 22% in the second observed lesson.

Figure 5.6 shows the participation rate in Mrs. Noor's class. This class had the least number of students registered, 12 students in one class.



**Diagram 5.6** Participation Rate in Mrs. Noor's Classroom

As the bar chart demonstrates, the number of students involved in Mrs. Noor's class was not massively different across the episodes, falling to only three students who interacted in the classroom. The reverse situation was found with students' attendance in the classroom, which increased more by lesson five.

The findings in this section showed a significant point about the identified episodes. Although the 26 episodes were chosen because they involved speaking and listening, most of the episodes used both skills as a tool in the development of reading and writing rather than as a focus on their own.

#### 5.4 The Qualitative Analysis of the Observations

The coding of the classroom observation transcripts followed the principles of the thematic inductive approach. It started with open coding of the data, followed by axial coding, and clustering the gathered data into related themes. The coding process was first based on an independent open coding of a single classroom script, followed by a review of the generated codes. Further episodes then were coded, and new codes and sub-codes were generated. The coding of all episodes was then undertaken. The final coding was clustered into four general headings under which themes and sub-themes were included. The full list of themes and sub-themes will be explained in the following section.

<b>General themes</b>	<b>Definitions</b>	<b>Sub-themes</b>
<b>The nature of teachers' talks in the observed lessons</b>	How teachers use language to communicate the objectives and goals of their lessons. This also demonstrates the purpose of the teachers' pedagogical discourse in the classroom.	Instructional talk Learning talk
<b>The relationship between classroom management talk and speaking and listening opportunities</b>	This theme shows how teachers' classroom management was supported by speaking and listening.	Managing group work Talk expectations. The use of Arabic
<b>Teachers' pedagogical knowledge of teaching listening and speaking skills</b>	This theme refers to the teachers' practices which reveal the nature of their pedagogical knowledge for teaching speaking and listening skills.	Uncertainty Wait Time A tendency to correct.

**Table 5.8** *General Themes of the Observations' Analysis.*

##### 5.4.1 The Nature of Teachers' Talk in the Observed Lessons

The comments in this theme are on how teachers' talks assist students to grow their speaking and listening skills, which helps students develop their English language skills. The table below contains a collection of sub-themes as well as their definitions.



<b>Sub-themes</b>	<b>Definition</b>	<b>Quotation(example)</b>
Instructional talk	Occurrences of talk which give instructions for tasks and activities	"Ok, just write this small list than we continue the other two to enrich your vocabulary, clear! So, you can start with this one. Write this one, feelings".
Learning talk	Occurrences of talk which focus on substantive learning content. The learning talk involved the use of question and interactions in contrast to instructional talk. It also supports the students' understanding of language, as well as their use of it.	"Why we use that? Because the sentence between quotation marks it is in a ....it is a statement. It is a declarative statement. When we have this kind of sentences, we are going to use that between the reporting verb and the statement".

**Table 5.9** *The Teachers' Talk in the Identifies Episodes.*

It was critical to show the number of occurrences and episodes in which each of the above themes appeared. The frequency of occurrences in the selected episodes is represented in Table 5.10.

<b>Sub-theme</b>	<b>Number of episodes in which the theme occurred</b>	<b>Number of occurrences</b>
Instructional talk	23	69
Learning talk	14	44

**Table 5.10** *The Nature of the Teacher' Talk in The Class.*

The findings revealed that the classroom discussions were centred on the instructional talk of the teachers. The instructional talk was focused on conveying task instructions rather than exchanges that could develop understanding and encourage students to complete activities. The teachers used the textbook to fulfil daily duties and explain information to the students in the sessions (69 references from 23 episodes). These lessons included grammar, vocabulary, reading, and writing expression activities. As a result, students were frequently assigned to complete various activities using the textbook. The students were instructed to read from the textbook, as Mrs. Alia asked her students, "*read the text and do exercise in page 174. Exercise one page 174*". Mrs. Aza also encouraged them to complete one of the textbook activities, "*have a look please to activity number three. Activity number three page 169....169. Have a look*".

Learning talk was mainly related to the teachers providing the students with learning rules or guidelines. This type of talk was used to assess students'

comprehension rather than enhance their thinking, engagement, and knowledge.

The following is an example from Mrs. Alai's classroom:

Mrs. Alai: *"Yes/ no" questions and "wh" questions. If we take yes/ no questions. Do the exercise of this question, the scientist asked, "is the moon light" yes/ no questions. How to transform yes/ no questions?"*

Students: *if (Response)*

Mrs. Alai: *yes, so what do we say? The scientist asked. Do we put that? (Evaluation)*

Students: *No, if (Response)*

Mrs. Alai: *That is for direct statements*

Closed questions were the focus of the learning discussion. In a continuous circle, the teachers were asking close questions and evaluating the pupils' responses. However, the use of closed questions encouraged single-word responses. This suggests that the learning talk focused on the pattern of initiation, response, and feedback. The following is an example from Mrs. Alai's classroom talk on teaching "reported speech." The primary goal of this discourse was to ensure comprehension.

Mrs. Alai: *Where is the verb here? (Question)*

Students: *work (Response)*

Mrs. Alai: *Ok, work. In which tense it is? (Evaluation)*

Students: *Present (Response)*

It would be appropriate to arrange the students into pairs to debate the closed questions and then encourage them to elaborate and explain their responses during whole-class feedback. Students were less involved in critical thinking and in-depth discussion, preferring instead to listen to the teachers.

The following example demonstrates how the learning talk elicited replies from students by posing an open question that promotes critical thinking. Although the students' responses to open questions were not particularly detailed, they engaged in brief discussions.

Mrs. Alai: *In the second paragraph you are going to analyse the problem. Reasons why you are facing this problem. They gave you an example, "perhaps you are working too hard". Why are you working too hard? Why stressed? (Question)*

Student C: *Because exam difficult. (Response)*

Mrs. Alai: *Exam is difficult. Right, when you feel stressed, you don't sleep at night. You are always speaking about the exams (Evaluation)*

Furthermore, the learning talk was not entirely centred on academic vocabulary but rather on simple words, which may impact the students' language proficiency. However, even when the students heard less of an academic language, they sometimes had an opportunity to expand their vocabulary. Mrs. Noor's learning talk focused on the student's vocabulary, as evidenced by the following comment.

Student A: *If I were you, I would conserve the trust of your parent.*

Mrs. Noor: *I would what?*

Student A: *Conserve*

Teacher: *This is heavy English*

Many conclusions about giving listening and speaking opportunities have developed from the data presented in this section. The data revealed that most of the teachers' talks were instructive. This teaching approach increased the time teachers spent talking in the classrooms, leaving no room for students to speak.

Furthermore, there was no evidence that the teachers' talk provided opportunities for students to speak or elaborate on their responses. The teachers' instructional talk may be less frequent and not always based on the textbook. The learning talk could also be more effective in developing students' oral skills.

#### 5.4.2 The Relationship Between Classroom Management Talk and Speaking and Listening Opportunities

The data demonstrated the management of classroom talk and how this would result in more interactional opportunities for the students. The table below contains three sub-themes and their definitions.

Sub-themes	Definition	Quotation(examples)
Managing group work	Comments referring to the teachers' group management techniques. This includes comments on whether teachers consider allocating and organising students in groups to have the best from their group working.	"I want from you to form groups to write a reply to miserable. Form a group of three or four and write a letter". "50 minutes doing the same exercise: writing a letter in a noisy classroom".
Talk expectations	Comments referring to the teachers drawing students' attention to expectations.	"The sentence is consisted of subject, verbal object. Write with your friend in your copybook please. Write please.... write.....write please". "Please when one is speaking, I repeat listen".

The use of Arabic	Comments reflecting the teachers' and students' use of their mother language in their teaching-learning environment.	<p><i>“Teacher: what is that? Student 1: نحلة نقولوا كما [ Like we say, a bee] Teacher: ah... Student 1: فهمتي؟ [ Have you understood?]”</i></p>
-------------------	--	--

**Table 5.11** *Sub-Themes About Classroom Management and Listening and Speaking Opportunities.*

The data provided valuable insight into the classroom management discussion and its impact on students' listening and speaking skills. The first sub-theme was group work management. Group activities were a regular part of the teachers' lessons which they were featured in seven of the 26 episodes.

The teachers demonstrated a strong awareness of the significance of group work. However, it appeared that they were experiencing difficulties managing the groups more effectively. It was a haphazard gathering of students who had not been assigned to any specific group rules. Teachers ask students to form groups and work together at random times. The following is an example from Mrs. Alai's class.

*“Then, first paragraph expressing your sympathy which ...number two, you are going to analyse the problem. Number one, expressing sympathy. Number two analyse the problem. Number three, giving advice. I want from you to form groups to write a reply to miserable. Form a group of three or four and write a letter”.*

It is important to note that the students' learning activities were based on pair or group works. The students were eager to work in groups. They were forming groups in some of the classes without the teachers' permission. Individual work was only recorded in Mrs. Leila's classroom.

Not only did the teachers struggle with managing group work activities, but they also battled with dealing with talk expectations. Disruptive conversations among students were a common occurrence in all four classes. Observed classroom misbehaviours included frequent harassment by classmates, verbal insults, rudeness to peers, disrespecting teachers, interfering with teaching, and avoidance of classroom activities. These negative behaviours were directed at both students and teachers.

The teachers were also subjected to a never-ending stream of students conversing in their first language. The use of Arabic did not create a conducive environment for listening and speaking. Arabic was recorded in all four classes

(40 references in 16 episodes). Teachers used Arabic to manage the classrooms and students' behaviours, express ambiguous ideas, give examples and express differences. It was a component of their English teaching and learning process. These situations encouraged the students to speak in their first language. Among the students, Arabic was the language of communication. There was never a single instance in the lessons where students communicated in English with one another. Mrs. Noor's class was full of Arabic speakers. The teacher demonstrated how her students needed to use Arabic during the first observed lesson (written expression).

Mrs. Noor: *So, you are going to write.... to prepare joke for me to Wednesday. Different jokes .... we are going to write jokes right now, bring dictionaries.... we need dictionaries to write jokes .... short stories, comic stories. What do you need Arabic- English or English- Arabic?*  
Students: *Arabic- English*

The teacher's primary objective was to identify the relationship between language and culture. The students were instructed to listen to her tell jokes in English. However, Mrs. Noor resorted to Arabic for clarification after the first joke. The example below proves how she was aware of her students' inability to understand and tell jokes in English.

Mrs. Noor: *Listen to another one. Telling a joke [joke from Arabic culture]*  
Students: *hahahahaha*  
Mrs. Noor: *Let's come back to fun. Do you have any jokes to tell me to laugh? Just one joke in Arabic..... just one.....one*  
Student A: *teacher me!*  
Mrs. Noor: *okay... but if I do not laugh minus two. We will take this as a break okay. The first one in Arabic the second one in English.... listen to the first one.*  
Student A: *[telling a joke in Arabic]*

It is worth noting that the students took advantage of the teachers' occasional use of their native tongue. Additionally, when they felt incompetent in expressing sentences beyond their abilities, they would speak in Arabic. In the following example, students from Mrs. Noor's class used Arabic to solve problems communicating.

Student A: *Ahh.....her mother said: "your honey is sleep with the bee".*  
Mrs. Noor: *What is that?*  
Student A: *نحلة نقولوا كما [ Like we say, a bee]*

Mrs. Noor: *Ah...*  
Student A: فهمتي؟ [ *Have you understood?*]  
Mrs. Noor: *Yes.....hahahahahah .....good. Yes, it's funny so you have your plus one.*

Mrs. Noor's approval of the use of L1 resulted in its widespread use among students. The teacher made the students feel encouraged. They used Arabic to express their thoughts, opinions, and expressions and to request permission or apologize.

Mrs. Noor: *Yes, but it is not the one had. In fact, they didn't say businessman. They said Egyptian.*  
Students: *Playboy*  
Mrs. Noor: *Yes playboy. What is it in Arabic?*  
Student B: لعوب [ *flirt, playboy*]  
Student A: لعوب [ *flirt, playboy*]  
Mrs. Noor: صح؟ [ *is it correct?*]  
Student A: *Yes*  
Student D: يزعل شغل كي [ *like a player*]  
Mrs. Noor: *Ah...like a sassy man who loves women*

Mrs. Aza was also the kind of teacher that occasionally inserted a word or phrase into her instructional and learning talks. She used code-switching and switched between the two languages (English and Arabic) in her instructions at times. The following is an example from Mrs. Aza's daily classroom instruction.

*"You are going to write dear miserable for example, dear miss for example, ok. What are you going to write next? About expressing sympathy. تكتب ممكن [you can write] I'm sorry to hear that .... continue. I would not worry if I were you because.... etc. etc."*

*"American! Now نديرو بغينا [ we want to express] guess. Guessing what happened before reading, yes. American's people they are so!"*

The data from this section revealed that the teachers faced difficulties in managing their classrooms, which hindered the students' oral practices. Arabic enabled more interactive sequences that would have been more restricted if English had been required. The use of Arabic also reveals how teachers use code-switching to support language comprehension while also stimulating classroom discussion. However, code-switching was also a strategy that limited the use of English.

### 5.4.3 Teachers' Pedagogical Knowledge of Teaching Listening and Speaking Skills.

This general theme directs the teachers' pedagogical practices they used during their teaching. This specifically relates to how the teachers demonstrate their ability to deliver requirements of the subject effectively. Four sub-themes and their definitions are discussed in the table.

Sub-themes	Definition	Quotation(examples)
Uncertainty	Comments reflecting the teachers' uncertainty in teaching.	"You can start. It is not a group work, it's individual.....individual work please, everyone relies on himself. Shall we do it all together?"
Wait time	Comments referring to having a short wait time for the students to process a given question. This also reflects on the teachers supporting the students' thinking through open questions.	"Yes, why? If you someone crying in public, do you feel embarrassed? Embarrassed it means your cheeks are going to be red. What about emotional people? Emotional people Have problems to feel or emotional situations. Is there any difference between emotions and feelings? I think I have mentioned something about this. Is there any difference between feelings and emotions? I have said before something which is very practical between this and that, emotions, and feelings. I have said before that do you remember. Feeling is a reaction to emotion, yes".
A tendency to correct	Comments demonstrating the teacher's role in correcting students' fundamental mistakes.	"Student A: choices Teacher: to choose".

**Table 5.12** Sub-Themes on the Teachers' Pedagogical Knowledge of Teaching Listening and Speaking Skills.

A strong sub-theme articulated from the teachers' teaching space was their uncertainty in providing instructions. The teachers seemed stumped with their daily teaching routine, in which three of the four teachers appeared uncertain about their teaching approaches. The analysis of classroom recording also revealed how the teachers' uncertainty was supporting the students' thinking. The teachers had to deliver further explanations and questions to enhance the students' thinking skills. Mrs. Leila, in the following example, looked uncertain about her instructional content, *"you can start. It is not a group work, it's individual.....individual work please, everyone relies on himself. Shall we do it all*

*together?*”. Mrs. Leila was uncertain about the consequence of approaching this activity with the students.

It was easy to notice the teachers' nervousness about how to act. Mrs. Aza, for example, appeared unsure of her performance as a language teacher. Her uncertainty, on the other hand, is sometimes misinterpreted as an attempt to engage students in a group discussion. In the following example, Mrs. Aza appeared unsure about the students' comprehension.

Mrs. Aza: *But someone who is older than you there is no problem to express yourself. Do you think that being emotional is a sign of weakness? Being emotional is a sign a symbol that you are weak?*

Student E: *No*

Mrs. Aza: *Do you think that being emotional is a sign of weakness? It means...*

Student J: *Not all the time*

Mrs. Aza: *Not all the time, yes. You understand the question?*

It was easy to notice the teachers' dissatisfaction with their uncertainty. This was particularly relevant to the students' desire to emulate the teachers. Teachers struggled to stimulate students' learning desires for effective engagement and interaction. Although the students were less attentive and easily distracted, the teachers attempted to ask questions and start classroom discussions.

Teachers also used to respond to their own questions. In some cases, the teachers offer students a short time to brainstorm over a question. They had a habit of asking several questions at once and answering them each by themselves. Mrs. Aza, for example, prefers to start a debate by herself, asking questions and responding to them.

*“Why we use that? Because the sentence between quotation marks it is in a ....it is a statement. It is a declarative statement. When we have this kind of sentences, we are going to use that between the reporting verb and the statement. So, that he feels happy. When we here speak on Sunday, last Sunday or Thursday. Write the first one. This one is? How we called this one before the two points? Reporting?”*



Students in this class had less time to process the teacher's information. However, it was obvious from the teacher's interaction that Mrs. Aza also asked questions that could support the students' thinking, such as:

*“Why? If you someone crying in public, do you feel embarrassed? Embarrassed it means your cheeks are going to be red. What about emotional people? Emotional people Have problems to feel or emotional situations. Is there any difference between emotions and feelings? I think I have mentioned something about this. Is there any difference between feelings and emotions? I have said before something which is very practical between this and that, emotions, and feelings. I have said before that do you remember. Feeling is a reaction to emotion, yes.”*

Furthermore, when students were allowed to participate, the teachers tended to correct their mistakes. The teachers' feedback on the students' contributions helped develop their speaking skills. Mrs. Noor, for example, was the type of teacher who corrected all the students' mistakes when they attempted to talk in English.

*Student A: Someone called his fiancée, in the morning. Her mother did replied and he did not notice. He said: good morning my honey, said her mother; your honey do not wake up.*

*Mrs. Noor: She is not yet up*

*Student A: She is not yet up*

Mrs. Leila also expressed her displeasure with pronunciation mistakes. In this case, she attempted to direct the students to the correct pronunciation rule.

*Student C: Plumber*

*Mrs. Leila: Ah.... we did silent letter we say /plumber/.*

*Mrs. Leila: /THROUGH/ ....th*

*Student B: Through*

*Mrs. Leila: Th.....th...*

*Student B: Through academia*

*Mrs. Leila: صاي.....صاي.....[ stop.... stop]*

The following is another example from Mrs. Leila's class of correcting her students' basic mistakes in a way that helps them understand language.

*Mrs. Leila: Alors, the first list is.....in the first list you have Fail. What is it?*

*Student A: نشر [spread]*

*Mrs. Leila: No....no..... no....get stuck to do .....get stuck to the object....to the aim of the activity. “Fail” is it noun, adjective, or noun?*

The teachers' proclivity for correcting every single mistake, on the other hand, may negatively control students' participation. This may raise concerns about how the teaching of English in foreign language classes may limit students' ability to speak freely in the classroom.

## **5.5 Conclusion**

The data analysis yielded several insights into the teaching of listening and speaking in third-year foreign language classes. The teachers shared common teaching practices that prioritized writing and reading skills over listening and speaking skills. Listening and speaking received little attention in the classroom; instead, both skills were used as a tool to achieve other teaching goals. As a result, reading and writing were the most frequently used thought skills.

The observations also revealed the teachers' awareness regarding the significance of facilitating classroom discussion through group work. However, the data showed that teachers appeared to use fewer management strategies, particularly when it came to group work activities. Additionally, the use of Arabic proved the teachers' and students' apparent need for L1. The teachers used Arabic deftly to provide a better understanding as well as to stimulate classroom discussion. The students also resort to Arabic instead of English due to their poor English comprehension.

## **CHAPTER 6: THE FINDINGS FROM THE TEACHERS' INTERVIEWS**

### **6.0 Introduction**

This chapter presents results from semi-structured interviews with four teachers. The findings have been organized into three top-level themes, themes, and sub-themes, concluding at the end. The interviewees' direct quotes are used to present the results and evidence.

### **6.1. The Context of the Data**

This report addresses the result of semi-structured interviews with Algerian teachers who teach English as a foreign language at four different secondary schools in the southern province of Bechar. The sample is composed of four face-to-face interviews in total. Each teacher had an interview after the researcher had finished a series of six classroom observations. In this report, teachers are given a pseudonym to observe confidentiality (Mrs. Noor, Mrs. Leila, Mrs. Alia, and Mrs. Aza).

The interview schedule was designed to explore the following theoretical constructs:

- Teachers' subject and pedagogical knowledge of teaching listening and speaking skills.
- Perceptions of teaching listening and speaking skills.
- Perceptions of integrating listening, speaking, reading, and writing.

These theoretical constructs will inform the answer to the following research questions:

- ❑ What subject and pedagogical knowledge underpins the teachers teaching of speaking and listening?
- ❑ How do Algerian EFL teachers integrate the teaching of speaking and listening with reading and writing in their classes?

## 6.2 The Outcomes of the Coding

The coding of the teachers' interviews followed an inductive process of open coding, followed by axial coding. The development of the top-level themes, main themes, and sub-themes was achieved by repeatedly and consistently studying the interviews' transcripts using NVivo software. The first coding was an open coding of one teacher interview in which 28 codes, five sub-codes, and five top headings were created. Next, the remaining three interviews were coded in the same way, broadly following the initial open coding, and allowing for new codes to arise. Following this, the codes were checked for more clarity to cluster them into themes. Lastly, three other top-level themes were created under which all the emerged themes and sub-themes were clustered. The final review of the coding is presented in this table.

<b>General themes</b>	<b>Definitions</b>	<b>Sub-themes</b>
<b>Teaching English as a foreign language</b>	This theme simply involves the teachers' beliefs and thoughts on teaching English as a foreign language to foreign language learners.	Teaching as a profession Teaching in the past Teaching today Teachers' knowledge
<b>Skills of language learning</b>	This theme focuses on the teaching of language skills particularly listening and speaking skills within the Algerian context.	Listening and speaking teaching practices Teaching listening and speaking problems Skills integration
<b>Teaching-learning circumstances</b>	This theme refers to the environmental factors that effects the teaching of listening and speaking skills within the third-year English classes.	Social and cultural environment The classroom spaces. Third-year English programme

**Table 6.1** *The Teachers' Interviews Analytical Result.*

## 6.3 Teaching English as a Foreign Language

Comments in this theme reflect the teachers' experiences and perspectives on teaching English as a foreign language in an EFL context to older and younger generations. The table below defines the entire set of sub-themes within this theme.

Sub-theme	Definition	Quotation (example)
Teaching as a profession	Comments referring to teachers' beliefs and ideas towards their profession.	"Tough job, very difficult job". "Teaching is very tiring"
Teaching in the past	Comments referring to the impact of critical incidents on teachers' teaching experiences.	"Teaching in the past is quite different from today. We have for different reasons, as I said for the past, we were so motivated, we were young, I was young...".
Teaching today	Comments referring to teachers' thoughts on teaching in the present time.	"Teaching today's tougher, tougher, much tougher.....okay".
Teachers' knowledge	Comments highlighting the teachers' knowledge including, updating daily experience and or knowledge of teaching.	"I take a short video and I use it every year".

**Table 6.2** Sub-Themes on Teaching English as A Foreign Language

The teachers were able to reflect on and express their thoughts on teaching as a profession. They had similar attitudes toward teaching. Mrs. Leila describes teaching as a "tough, very difficult job." Mrs. Aza has similar thoughts; but with more optimistic expectations, based on the notion of teaching as a difficult job. She drew attention to the difficulty of teaching by claiming that "teaching is very tiring." However, she considers teaching to be "sweet you know", because some aspects strike a balance between teaching being a difficult and enjoyable job. Mrs. Aza explained,

*"Sometimes when you answer that this pupil got something about something you have learnt or maybe you have taught before, it is a very good feeling, this is what I can add. But about tiring, you cannot be tired if you do not make people happy, this is what I can add. But concerning teaching, I like to teach."*

According to the teachers, teaching is a stressful profession; however, Mrs. Leila stated that "teaching in the past is quite different from today." Her perspective on teaching has changed over the years. Teaching English was much easier for her in the past. Mrs. Leila mentioned the following when recalling her teaching experience:

*"When we first start teaching, when I first started teaching, I was so fresh, so motivated so...so...so...ready to learn about that job...tough job, very difficult job. So, I did my best every day to perform.....teaching in the past is quite different from today. We have for different reasons, as I said for the*

*past, we were so motivated, we were young, I was young, I had the effort to manage the class.”*

Teaching English is widely regarded as a challenging profession that necessitates physical and psychological exertion on the teachers, particularly in recent years. Mrs. Leila stated, *“teaching today is tougher...tougher...much tougher”*. Her desire to teach, and her satisfaction from it, coincided with other facts, notably age and learners. According to Mrs. Leila,

*“As time goes by, pupils are not interested in studies as they used to in the past, so .... listen, in the past as I said teaching required too much efforts. In the past, I got help from the pupils. Pupils were more involved in learning even language than today.”*

This comment, on the other hand, revealed her thoughts on teaching EFL students. Mrs. Leila asserted that Algerian students are *“bad listeners”*. She clarified that *“I am sorry to say that, but Algerian pupils are bad listeners. They are poor listeners”*.

The teachers' negative attitudes toward teaching English as a foreign language acted as a barrier to their knowledge of the subject. The teachers' knowledge was more related to old teaching habits. Their teaching knowledge seemed unchanged. The teachers, for example, still made considerable use of old teaching materials. Mrs. Noor used the same teaching source every year. She confessed, *“I take a short video, and I use it every year”*. Additionally, Mrs. Aza stated that she had no experience teaching English as a foreign language. She said, *“I did not study English. I have no relationship with principles and laws about skill”*. This could imply that the teachers lacked confidence and pedagogical knowledge when teaching English, raising their lack of interest in teaching speaking and listening skills. When teachers spoke about their teaching knowledge, some acknowledged having difficulties understanding English in different contexts. Mrs. Noor described a critical incident that had happened to her.

*"I remember the first time I visited London and I was with my sister, I visited my girlfriend and I remember I went to the restaurant and they start to speak in cockney and I didn't understand a single word even when I had a degree in English and my sister started to say: you have a Degree in English, how is it possible you don't understand what they are saying?"*

Mrs. Leila also made a connection between her profession as an English teacher and her trouble understanding English accents through media, saying, "as a teacher of English, sometimes I find it difficult to understand word for word when watching TV, for example". As the teachers' starting point for teaching being a difficult job, they noted the impact of teaching on their personal lives.

The teachers' responses revealed their thoughts towards teaching English as a foreign language. This negativity is due to many reasons, one of which is the changes in the teaching procedures over time. Teaching has turned to more than imparting knowledge to students, but to a great deal of classroom management and behavioural guidance, which impacts the content of the lessons. It was at this point that Mrs. Leila admitted that choosing teaching as a career was a mistake. Towards her retirement, she declared, *"If I have ...to return back in time honestly speaking I wouldn't have chosen teaching as a job. Really...really....because we have missed a lot of things because of that job"*.

Age was also a major consideration when teaching English as a foreign language. Teaching at a younger age was a different experience for these teachers than teaching at an older age. Teachers were more interested in sharing their creativity and enthusiasm because they were younger in the teaching profession. However, over time, this passion morphed into aversion and stress. They were unsure of how to continue to improve their learning.

The data also demonstrated how teachers' confidence in their competence as language teachers could influence on their teaching. They may lack confidence in teaching listening and speaking skills due to limitations in their language skills. One of the most important points raised by these findings is the teachers' knowledge in assessing oral tasks in their classes. This point will be thoroughly discussed in the following section.

## 6.4 Skills of Language Learning

The second top-level theme reflected the teachers' pedagogical understanding of teaching language skills, specifically listening and speaking skills, as well as the challenges of teaching both skills and the practice of skill integration in their classes. The comments of the teachers on this top-level theme resulted in three thematic groups:

- Listening and speaking: teaching practices
- Teaching listening and speaking problems
- Skills integration

Sub-themes from each thematic group will be reported separately down below.

### 6.4.1 Listening and Speaking: Teaching Practices.

The comments from teachers in this theme are more focused on teaching oral skills in their classrooms. The definitions of the sub-themes are listed in the table below.

Sub-theme	Definition	Quotation (example)
The importance of listening and speaking skills	Comments highlighting the importance or non-importance of teaching listening and speaking.	"Listening and speaking skills are not as important .... not important...are not as ...mm.... focused on as reading and writing".
Oral assessment	Comments reflecting how oral assessment is applied within the third-year foreign language classes.	"You know we have no oral exam everything is written so we little bit neglect the oral, listening and speaking skills".
Listening and speaking time	Comments drawing attention to listening and speaking time in foreign language classrooms.	"Time! It means in the week..... not just in a week. In 15 days maybe it is one hour just one hour. Yes, no more".
Support listening and speaking	Comments referring to the procedures used to simplify the practice of listening and speaking	"We try to make them speak, to participate. We bring magazines, videos, sometimes I said singing we even sometimes move out for instance". Go outside
Teaching Activities	Comments referring to the teaching activity that teachers use to supervise listening and speaking lessons.	"We are not too much demanding our pupils. So, the kind of the activities we give them when listening maybe to tick the most important notes in order to complete sentences, paragraphs."

**Table 6.3** List of Sub-Themes on Teaching Listening and Speaking Practices.



The four teachers showed their views on the status of listening and speaking skills in their classrooms. Three teachers articulated views that showed they did not see speaking and listening as important in their language teaching. Mrs. Laila confessed, *“I think that for third year students, reading and writing are more important”*. According to her, their priority in teaching was to prepare the students for the final examination, *“unfortunately, in the third year, we focus on reading and writing”*. Mrs. Aza reflected that *“generally, in the classroom I don’t give importance to this part exactly, listening”*. A similar comment was pressed by Mrs. Leila, *“in terminal honestly speaking, we rarely deal with scripts, listening scripts...okay”*. It appears that the teachers’ focus was more on reading and writing *“listening and speaking skills are not as important .... not important...are not as ...mm.... focused on as reading and writing”*. Similarly, Mrs. Aza commented, *“with listening and speaking we don’t give it some much important than reading”*. In their teaching process, listening was a non-essential skill. According to Mrs. Noor and Mrs. Aza, listening is simply a solution when students are uninterested in learning.

Mrs. Noor: *“We sometimes do it like with the third-year pupils about two months ago, they were bored So I decided to do some listening and singing.”*

Mrs. Aza: *“I consider listening just like you know a sport to pupils to motivate, giving importance to listening just to make them concentrate and learning English by concentration, this is what I see.”*

Thinking about being a previous student, Mrs. Noor had felt that, when learning English as a foreign learner, she did not have the chance to practise her oral skills. She explained, *“in the lycée and even at University we didn’t really practise the oral, we had a module, a subject about listening but it was not the priority”*. Mrs. Alia, though, had a positive comment claiming that *“listening and speaking are so important”*.

In terms of oral evaluation, the teachers' comments revealed a lack of listening and speaking assessments. Mrs. Noor admitted, *“since you concentrate on listening and speaking, here we don’t have an exam to test the level. if we have an oral baccalaureate of course we would give more important to listening and speaking skills”*. She was talking directly, *“you know we have no oral exam everything is written so we little bit neglect the oral, listening and speaking skills”*.

This comment reflects the influence of assessment (formative or summative) on the development of oral language skills. Due to the lack of oral evaluation in formal examinations, teachers avoid teaching listening and speaking skills. Furthermore, the teachers knew very little about oral evaluation. Mrs. Noor's remark about teachers' inability to professionally assess oral skills had a sense of foreboding. She stated, *"the problem.... the teachers.....have you get the teachers that are really qualified to test them in the oral. Yes, we need native speakers"*.

As there is no oral assessment in Algerian secondary schools, listening and speaking skills in third-year foreign language classrooms are less taught. The four teachers covered the issue of listening and speaking time in ten references. It represents the teachers' concerns about having limited opportunities to practice listening and speaking skills, and that as Mrs. Laila declared, *"with third-year students, we speak in class so, automatically"* and that listening and speaking lessons are *"rarely in class of terminal"*. This comment illustrates the observation analysis's emerging conclusion that listening and speaking skills were solely used as a tool to teach other skills. This idea underlines the fact that listening and speaking skills were less practised and the students were approximately having *"not so much"* opportunities in the classes *"in one hour we may not interact a lot"*.

Reading and writing took precedence over listening and speaking in the third-year program. Writing expression and reading comprehension took up most of the class time. The teaching program did not include listening and speaking training. Therefore, teachers in those classes were reticent to devote any additional time to listening and speaking. Mrs. Alia revealed, *"I have to plan for it"*, but *"we try to do our best"* to provide the students with good opportunities to practice listening and speaking skills. On the other hand, Mrs. Noor directly claimed, *"if we have just two hours in the month for listening...for.....this is.....I will say it is sufficient"*.

Although the teachers' responses showed a lack of listening and speaking lessons, some of their remarks (three teachers from five references) focused on the use of specific methods to assist listening and speaking practise. Mrs. Noor believes that it is critical to select proper instructional resources to assist students to interact, *"I choose the right videos, motivating videos scripts... We try to make them speak, to participate. We bring magazines, videos, sometimes I said"*

*singing*” or even changing the teaching environment “*we even sometimes move out for instance, for visiting museum in kanadsa, because I had this in the first them me which is about the past.... okay.... past civilisation so they had to see in kanadsa the museum*”. In this way, she tried “*to motivate them*” and engaged them in the lesson.

Mrs. Aza's writing required her to direct the students' attention to listening, “*the teacher has to focus on by writing that structure or sometimes by writing some key words they are listening to on the board to attract the attention of the pupils that the words they are listening to*”. She was concerned with more than just using teaching approaches to encourage listening and speaking; she was also concerned with selecting the appropriate topics. Mrs. Aza explained, “*I have to speak about something that they are interested in that's it*”. According to this teacher, it is important to friendly communicate with the students to encourage them to speak.

*“I have a boy I speak to him: hi! How are you today? Did you see some films yesterday, okay...I have to speak.....I have to act like a teenage not really teenage, but I have to speak like a teenager?”*

Furthermore, as revealed by the analysis of the observation data, Arabic was required. Mrs. Aza's comments focused on translation and how code-switching was beneficial. She cherished the use of her mother tongue. According to her, “*sometimes I use my native language. It is not a problem*”. Moving between two languages supports the students' comprehension. She confessed, “*I am obliged to sometimes to translate what they say to make them understand*”. The use of Arabic was inevitable. She stated, “*for me, I live in an environment where we speak Arabic 100%, I cannot neglect it*”, but sometimes this teacher, “*have to act like someone who is coming from Britain or America*”.

When asked about teaching activities that could help students strengthen their oral skills, Mrs. Leila stated that teaching listening in the third-year foreign language class was not possible; but teaching listening to students in the second year was doable. Teachers, she believes, should be completely aware of their students' cognitive levels.

*“We are not too much demanding our pupils. So, the kind of the activities we give them when listening maybe to tick the most important notes in order to complete sentences, paragraphs. But to listen and to ask our pupils to write a full paragraph, no way, no it’s too much demanding, no, they are unable to for such.... such tasks.”*

Mrs. Aza stated that understanding grammar was an important component of developing listening and speaking skills, because as she stated, *“they are concerned with.....interested in grammar more., and I think that grammar is the key to listening and speaking good English.”* Mrs. Alia mentioned *“intonation and stress”* as a fun activity for her students, saying, *“they like matching, completing tables, and filling in the gaps.”*

In the statements above, these teachers show little interest in teaching oral skills. They demonstrate remarkable evidence on the impact of assessment in their teaching approach. Teachers naturally focus on reading and writing as the element that should be assessed as long as oral competence is not part of the teaching evaluation.

#### **6.4.2 Teaching Listening and Speaking Problems.**

This theme focuses on the challenges that teachers confront when teaching Algerian students listening and speaking skills. The whole list of sub-themes, along with their definitions, is detailed below.

<b>Sub-theme</b>	<b>Definition</b>	<b>Quotation (example)</b>
Teaching materials	Comments demonstrating how a shortage of teaching resources interferes with teachers' ability to teach.	<i>“We don’t have magazines. We as teachers, we bring magazines to the library to motivate pupils for reading”.</i>
Desire to listening and speaking	Comments about whether or not students are motivated to practise listening and speaking in the classroom.	<i>“Generally concerning listening in the classroom pupils, they don’t get, or they are not 100% involved in the environment of listening”.</i>
Language proficiency	Comments reflecting the students' poor linguistic skills.	<i>“They have so weak background of the language; they don’t really understand what the teacher is saying”.</i>
Pronunciation	Comments on the impact of native and non-native speaker accents on students' listening comprehension: students struggle with pronunciation.	<i>“Pronunciation is a big problem while listening”. “Sometimes, okay... in pronunciation”.</i>

Geographical factors	Comments highlighting the significance of geography on teachers and their teaching approaches.	"There is a very big gap between the north and south. Very big I say.... huge gap".
----------------------	--	---

**Table 6.4** *Sub-Themes on Teaching Listening and Speaking Problems.*

When asked about the difficulties in teaching listening and speaking skills, teachers emphasized the lack of instructional materials. The results of the recorded data similarly raised this issue. Except for two teachers who used the data show projector on rare occasions, the teacher relied entirely on the printed textbook. It is worth noting that the teachers used the data show projector to show movies or listen to music related to the lesson rather than displaying pre-prepared PowerPoint presentations.

The teachers talked about how they embraced technology. Mrs. Alai clarified, *"technology, yes. They like it. Sometimes, songs"*. She acknowledged, *"for me, I prefer to ...ah...in listening and speaking skills.....ahh.....I prefer to prepare for them, to show for them videos or using the data show for example. It makes them motivated"*. Mrs. Noor also related the students' interaction with the use of the data show projector. She confessed, *"in fact, first they enjoy it. When I say today, we have the data show they all "oh good.... oh good" when we use this material, so they are happy because in the past we didn't have this chance you know"*. She was, once again, one of those teachers who had expertise teaching with both old and modern materials. Mrs. Noor explained,

*"I'll give you an example, in the past I used to teach them phonetics, just by spreading rules but once I started using videos and they had to listen to native speakers for the final /ed/, how to pronounce the final /s/, it's more motivating and amazing you know...pupils start just fluently using these rules and practicing them as they heard native speakers doing it."*

Today's students, according to her, embrace learning, which helps them develop effective listening and speaking skills when using the data show projector. She processed,

*"In class with data show so, its motivating specifically when we use native speakers when they use their tongues, pupils are so happy to say yes, I understand what he is saying, I understand that. They feel proud of themselves.....They have inventions and discoveries. So, I take a short video and I use it every year. it's about the name you have it in YouTube and internet One and One Thousand Muslims Inventions, so pupils are really motivated when they watch this movie, they love it...; oh*

*... miss they did all this, all that about the golden age. So, in one side they learn new things which is good for their general culture and for the language of course for English they learn new words."*

Mrs. Alia also noted a direct link between the usage of "data shows, pictures sometimes" and the students' desire to speak, saying, "*I find that they want to speak and explain*". The usage of "*the data show projector*" enhanced the teachers' lessons. Mrs. Noor, on the other hand, complained that she had to bring their materials to the schools to teach with them:

*"We use the data show just the data show and ...okay...the scripts. We bring our pc to make the pupils listen to. Other visual aids are ...I don't know...we may .....you mean to include some factors, some species."*

*"As I told you, use of aids, songs sometimes short stories with audio...okay...I just bring my PC, sometimes with the data show as you saw last time."*

According to Mrs. Noor, "*we try to make them speak, to participate. We bring magazines, videos*". This teacher, on the other hand, criticised the school's lack of assistance. She admitted,

*"I wish we have the data show only for our classroom, a fixed one you know, not to bring it from the administration each time when I need it. I used to have my personal data show and it is out of order and I have to fix it. So, what shall I add accept more magazines, I need new magazines? Even the documents we have, the books we have are old..... are old, I would like to have small library with more magazines and leaflets not only books or magazines."*

Mrs. Leila, however, acknowledged, "*I have to admit something, we belong to the old school so...okay...I belong to the old school. The only device, the book you can say the classical device as a book, copybook*". She stated, "*work with what we have in class, with the tools we have in class*". Mrs. Alia also complained, "*if we have data show, it is available for our classroom every time. It may help us*".

For the teachers, the textbook subjects were also an essential matter. The majority of the teachers' comments focused on the textbook's poor design. The textbook subjects, according to all four teachers, are unrelated to the students' ages. The students were required to learn about ethics, business, and ancient civilizations as teenagers. Mrs. Aza openly stated that dealing with such concerns

is problematic.

*“The topic because sometimes we have subjects in the book and they are not so attractive for them like for example speaking about something which is.....concerning people who are adults, business for example and they don't care about business and corruption or these things.”*

Mrs. Aza acknowledged the challenge in re-engaging students in conversation about textbook topics.

*“I can take an hour about business. Do you think that teenagers are you know are involved in the business, in the ethical things! They do not know.....they do not have even the smallest ideas about these. This is another problem about topics.”*

Similarly, Mrs. Alia emphasised the students' desire to discuss other topics rather than work on something they disliked. According to her,

*“Sometimes, they don't care or sometimes the topic is not interesting for them. Sometimes, students they do not want for example it happened to me with my students I gave them the topic and I do not want to write about this topic, and you can't change this topic. I told them that it is related to the unit, and we have to talk about this “They say we are not interested about this topic, and we don't want to write about this”. Or, sometimes, they .....if I gave them to write about an argumentative essay, they prefer to show their point even if they are wrong, they say “it's my point of view and I want to write about this.”*

Mrs. Noor also discussed the issue of the textbook topics and how they influenced the materials they used in the classroom. She admitted,

*“They are in relation with the topic, sure. When we choose a video, a song it must be in relation with the topic. I cannot just take..... I do not know.... we take a song .... a video that is always in relation with the theme that we teach.”*

Other teachers found themselves reacting to the situation and adjusting their teaching topics to assist their students. Mrs. Aza addressed her thoughts,

*“I have to choose what I think before doing the lesson.... making the plan....is that thing is going to attract my pupils or not? Is the example that I am going to write is very attractive for them, motivate them? I give importance to attraction, to things which are motivating more than the subject itself.”*

According to this teacher,

*“They are teenagers you know. They can be affected by many things in the society so, sometimes I can introduce something about football because I have boys”. Therefore, she “Sometimes I can change the topic all of it which means sometimes in the book there is something and I’m going to bring something else, another subject for example about comparison between Britain’s and Americans. I form the lesson with things that I know that they know better.”*

Her teaching experience assisted her in selecting acceptable teaching topics. Mrs. Aza provided an explanation, *“when speaking about feelings or something which is related to teenagers, it is very easy to make them understand, and the activities are based or planned on the topic more than something else”*.

Furthermore, the four teachers (nine references from four teachers) observe the students' lack of interest in listening and speaking in classrooms. Mrs. Leila commented, *“pupils are not interested in studies as they used to in the past”*. According to her, *“when I at least announce that we have to listen and speaking today, pupils they do not care”*. These comments address how their willingness is lower than it was previously.

Many comments state that listening is induced by many factors that prevent students from listening to the teacher's voice or playing audio throughout the class. Mrs. Aza observed that students are not participating in listening activities. According to her, the primary aim of any listening activity for teachers is to maintain concentration.

*“The chance to make pupils listen is very hard. This is the very first step before getting to listening. So, I just mentioned: “hi.....hi.... pupils listen to something”. They do not want to listen. So, we are fighting to make them listen first of all, concentrate than getting to listening and speaking. Speaking is another problem.”*

Though she did not use the word, it was evident to infer from her comments that students are easily “interrupted” by anything to avoid listening. They are “not active” instead *“pupils they don’t get, or they are not 100% involved in the environment of listening, they are you know focusing on many things in the classroom”*. She also raised a more interesting point as she reflected on how challenging it is to teach listening, saying, *“I ask pupils to listen to something, this is a hard work because they don’t want to listen..... They want to see, yes but*



*listen no, not so much*". Mrs. Leila, however, articulated that her students only listen for pleasure:

*"So, here, since you mentioned listening maybe our pupils use that skill just when listening to movies, TV, movies okay.... not channel ...okay.... just a movie. Maybe here they would prefer being able to understand what has been said in such movie using the listening skill."*

This contrasts with Mrs. Alai's comment, which encourages students to listen whenever possible, saying, *"I always urge them to listen to English, to listen to songs, to watch tv...ok.... they have to know how .... ok....do native speakers"*.

Two teachers offered remarks about their students, emphasising the influence of self on the desire to list and talk. Mrs. Laila described the students as feeling *"like an introvert"* and *"useless... I don't, know lost"*. This is frequently due to a lack of self-confidence, which prevents them from engaging in any classroom discussion. The desire to speak in front of others was occupied by the discrimination of other students. Some students are reluctant to speak up for fear of being bullied by others. Mrs. Alai explained, *"especially in this class, I told them, making mistakes is not a problem and you are going to learn from your mistakes"*. The students have a negative influence on one another, which discourages certain students from participating. Mrs. Alai admitted, *"pronounce the exact words.... sometimes in the classroom.....sometimes students are afraid to talk in front of their classmates because they are afraid, they are going to make fun of them if they make mistakes"*.

Students' willingness to listen and communicate may be related to their language proficiency. Two teachers openly addressed the idea that students have a limited language background. Mrs. Aza claims that her students are missing the fundamentals of language learning. They will be unable to speak or engage if they have a restricted knowledge base. Sha stated the following,

*"When we speak about preparing for the exam, it is not just for the third year, I tell them that you have to get the basic things for the first and second years, also third year...third year is just a supervision that's is way it is not related to.... it is not enough for them specially for those who are not fluent in English or maybe who have not...."*

Mrs. Aza believed that *“they do not have a background. This is the problem. Not enough. This is reality”*. Mrs. Leila also emphasizes the same idea, declaring, *“so weak very weak background”*. Most importantly, this teacher emphasized the status of having a strong language background to understand what is occurring in the classroom. According to her, *“they have so weak background of the language; they don’t really understand what the teacher is saying”*. Their lack of knowledge limited their listening and speaking skills, and they felt disoriented in class. She openly argued,

*“It comes from the beginning; I mean from the middle school. When they miss that background, they feel themselves useless.... I do not know lost, sometimes it is a waste of time what are we doing here what she is saying? what did she said? What is the task about what is the lesson about? So, not only they want to distract themselves but even those who are following the teacher.”*

Later, this teacher explained that this is the source of the students’ lack of communication, affirming, *“the problem is that the pupils they do not have enough vocabulary to communicate with the teacher”*. The teachers appeared to be having communication issues with their students. Mrs. Aza also stated that most of the time is wasted on misunderstanding and repetition. She declared, *“I have an obstacle about communicating with my pupils. I am obliged to explain or repeat words..... This is the problem I cannot speak but to repeat all the time.... maybe because of their weak vocabulary”*. A limited lexical vocabulary makes it difficult for students to understand what they are learning and for teachers to communicate the teaching message.

Relating to these comments, Mrs. Leila commented on an incident saying, *“It happened to me when explaining, one pupil asks his classmates “what she said, translate, translation Arabic!” he wants to understand but he is unable”*. On the one hand, students are unable to comprehend the explanations of their teachers. On the other hand, they have conflicting ideas that have caused them problems; as Mrs. Leila observed, *“yes, they have difficulty following the teacher in class”*. Mrs. Aza’s solution is to improve the students’ semantic competence to establish a communication channel. Mrs. Aza justified, *“I’m searching for a solution, how I make the children.... maybe the pupils.....you know they get more vocabulary without pressing them, without maybe making so many activities about Vocabulary”*.

Mrs. Alia described the students' level as the key that governs her teaching technique in each classroom. She stated, "*the students when they have an excellent level, they urged the teacher to do more*". It's worth noting the impact of the students' learning level on the teachers' teaching process. Preparing the lesson plan and teaching materials is more about the students' level and background knowledge than the teachers' experience and desire. This may lower the students' level more than predicted if the teachers accomplish less than is expected of them.

Teachers also mentioned pronunciation-related difficulties in listening and speaking skills. Teachers already struggle with listening, but students struggle even more with pronunciation. Mrs. Alia claims that the one thing that concerns her out would be "*pronunciation*". Mrs. Aza also stated that listening requires concentration, whereas pronunciation is a major issue. According to her,

*"I face a problem. The only problem is concentration the only problem is pronunciation. I can get back to pronunciation more. For example, I can make something about an interview on a video maybe they are watching someone who is speaking, and they do not understand what they speak.... or listen so, I am obliged to sometimes to translate what they say to make them understand. Pronunciation is a big problem while listening."*

Mrs. Noor drew a critical comment on the use of "*Algerian pronunciation*". She confessed, "*you know that we teach Algerian English in Algerian pronunciation unfortunately since we are not native speakers*". This could be true because Mrs. Leila also appeared to be conscious of her students' needs; students tend to understand more when listening to their teachers' accent rather than natives. Mrs. Leila explained,

*"I have to mention a point, when, here in Algeria, when pupils directly listen to the teacher...ahhh... she or he reads the passage they understand much...much...better than when listening directly to a script which means our pupils are more listening to Algerian teachers with their Algerian accent."*

Other teachers, on the other hand, prefer native English speakers in the classroom. For Mrs. Noor, "*when they hear the native speakers they say "oh.... they are good, I like these British teachers"*". According to her, "*it's motivating specifically when we use native speakers when they use their tongues, pupils are so happy to say yes, I understand what he is saying, I understand that" they feel*

*proud of themselves*". In terms of concentration, students are more attentive when listening to English speakers but, *"they don't catch what these native speakers are saying"*.

Mrs. Noor linked geographical factors to the teaching of listening and speaking skills. Although only one teacher mentions it, geographical considerations are likely to alter teachers' perspectives on teaching English as a foreign language in south Algeria. Mrs. Noor has taught in both North and South Algeria. According to her, *"there is a very big gap between the north and south. Very big I say.....hug gap"*. A key concept for this teacher is spoken English. Mrs. Noor stated, *"I compare it with the south, this is the main difficulty. Even.....not only.... but spoken English .... but even the general culture is so bad"*. In comparison to the students in the south, the students in the north were able to develop good speaking skills. According to her,

*"The problem..... I personally needs with the pupils...since I was in another wilaya the level of English was really excellent and they used to watch English, BBC, listen to British channels, American channels, sometimes pupils have American pronunciation others have British pronunciation and sometimes they even familiar.... I remember pupils who talk cockney.... believe me.... I said this is not BBC English ... be careful this is not academic...the level was excellent I compare it with Bechar here, let us say in lycée the level is not ..... I mean....is not good I won't say had.....it's not bad..... but foreign language class I think it's not enough."*

In this section, the four teachers expressed their thoughts on frequent issues they encountered when supporting listening and speaking skills in their third-year foreign language classes. The data revealed that the most critical difficulties were the instructional materials and students' language proficiency. The teachers' comments on the students' language knowledge showed that the less vocabulary the students have, the more difficult communication is. This could be related to the teacher themselves. The hypothesis could be that if language teachers taught solid language basics to students in their early years, this would not be at this late level. Furthermore, this section addresses the possibility that students may not value speaking and listening skills because their teachers do not prioritize them.

### 6.4.3 Skills Integration

The comments in this area are based on teaching the four skills of listening, speaking, reading, and writing, either together or independently. The list of sub-themes is addressed in detail below.

Sub-theme	Definition	Quotation (example)
Skills integration	Comments referring to how teachers drew on skills integration experience in the classroom.	"The four skills are in relation, and you cannot teach listening without reading, without speaking.... they are interacted as four skills".
The possibility of integrating the four skills	Comments on how they integrate listening, speaking, reading, and writing in one lesson.	"They can be integrated but not all the time".

**Table 6.5** List of Sub-Themes on Skills Integration

Throughout the research period, it was obvious that all four teachers understood the notion of skills integration. Their remarks emphasized the possibilities of incorporating the four skills into their instruction. Mrs. Aza used the metaphor, *"they are like friend. They are like best friends, And I cannot separate them apart..... spontaneously in class pupils interrelated these four skills without knowing that"*. Mrs. Alia believes that skill integration is essential since it benefits students *"to learn some new vocabulary"*. Mrs. Aza used to emphasise to her students the importance of knowing the language skills. She stated,

*"I tell the pupils all the time that these are the skills that you need to speak a good English. This is what you have to pass by. You have to listen and speak, to read and write. If you read carefully mean you are going to write very good passage. If you listen carefully of course you are going to speak a very good English and so on. This is what I see as importance for integration."*

The responses of the teachers about the possibilities of integrating the four skills were somewhat varied. Mrs. Aza added, *"of course, separately. Listening, speaking, reading, and writing are all important skills. They are, of course, separated."* However, after a few minutes, she stated, "they can be integrated but not all the time". Mrs. Leila thought about the procedure for a while and stated the following response:

*"Let me think about an activity.... the four skills ... reading, writing... no.... we cannot write and discuss idea.... we can take just notes but to write an essay or paragraph in one hour it will be really short, but we can*

*do it I think ...speaking... listening, reading, and writing  
.....yes, we can do it.”*

These comments indicated that the teachers were not fully aware of skill integration in real-world situations. As a result, it was critical to learn how they approach skill integration in their classroom. Three of the four teachers provided a detailed explanation.

*“Actually, they are all the four and they have a relation. Even when we have reading text, they read and they have to write and before we start reading, we have to prepare the theme I mean we discuss the idea, the theme before. Before we have a text because the text is..... in fact we start with listening. The warming up starts with listening and speaking than we move to the reading to finish with the production and do the writing. So, we have to start with the listening and speaking. See the video and do a discussion teacher- pupils, pupils- pupils.”*

*“In class when the teacher starts giving the lesson or... here the pupils listen. When the teacher writes the instructions on the board .... okay...or when they read a text, it's a reading and to answer the questions, they need ...okay...sometimes when participating, when interacting its speaking and when they answer when they do the task its writing so we can say that in one lesson the four skills are interrelated.”*

*“Sometimes...ah.... we have reading and I can introduce something about speaking...it means they can be in way integrated on themselves. It means I have a text; they have to read something but at the same time I can ask them questions from the text and of course they are going to speak or say their opinions.”*

When the teachers' pedagogical understanding of skill integration is highlighted, the outcome clearly shows that integrating listening and speaking with reading and writing served the teachers' assessment objective (developing reading and writing on listening and speaking). Teachers associate skills integration to improve reading and writing skills. This also provides evidence of the teachers' pedagogical perspective in listening and speaking to enhance reading and writing.

## 6.5 Teaching-learning Circumstances

The fourth main theme focuses on the environmental conditions that influence the teaching of listening and speaking. The following section describes the sub-themes that were established under this theme.

Sub-theme	Definition	Quotation (example)
Social and cultural environment	Comments reflecting the environment affect the teaching of listening and speaking.	“For the background, if you speak with the family unfortunately the parents don’t speak English”. “The surrounding and the environment doesn’t help us to think about other stuff, to make the lesson different to be more successful”.
The classroom spaces.	Comments from teachers about how they manage their foreign language classrooms, including seating, colour, and decoration;	“They love their classroom since they have asked me to help them to decorate it. We decorated it with London style. They were so happy to stick the photos, the posters, the flag, to put books in the library in the end of the classroom. They really liked it last year”.
Third-year English programme	Comments referring to the consequences of the English teaching programme on oral skills.	“This is the purpose of a language, communication, not only written.....so unfortunately, but this side is also negative in our programme”.

**Table 6.6** Sub-Themes on The Teaching-Learning Circumstances

The importance of the environment on the teaching process was strongly emphasised by all the teachers. They expressed their dissatisfaction with their teaching conditions. Mrs. Leila acknowledged, *“the surrounding and the environment doesn’t help us to think about other stuff, to make the lesson different to be more success”*. Teaching in Algeria proved to be a difficult task. Mrs. Leila stressed, *“I repeat here in Algeria teaching we don’t work in so good conditions which may make our job easier, more performing...okay...with better results”*. This teacher was dissatisfied with her classroom environment, which she felt was preventing her from becoming a more innovative and successful teacher.

It was difficult for the teachers to motivate students to practice a foreign language in poor teaching conditions. The social and cultural context was the most important factor in discouraging students from speaking the language for some, but not all. According to Mrs. Aza, listening is a challenging skill for

students *“because from the childhood, background, pupils are not raised to listen to do something”*. Mrs. Noor explained that it was an issue of daily context, stating, *“for the background, if you speak with the family, unfortunately, the parents don’t speak English”*.

This teacher believes that exposing students to English is beneficial because it enables them to develop an interest in the language. This could educate students on how to listen to and talk in English. Mrs. Noor explained, *“you have to see the environment. We have to see I mean .....even parents don’t speak..... the majority of the parents don’t practise the language and don’t watch TV channels with native speakers”*. There were no opportunities for students to use the language outside of school. Mrs. Noor stated, *“we are not constantly expose to that language, we use it just in schools, in classes ...okay... in class”*.

Fewer teachers commented on the effect of the classroom environment on students' motivation to listen and speak. Mrs. Aza noted several changes in her students' behaviours when relocated from their original class to a language laboratory. According to her, *“It is very amazing. Some pupils don’t participate in the classroom but when we go to the laboratory of course they can speak”*. She wanted to create a change in their learning.

*“Yes, there is a change. The colour of the walls is great. It makes it very vivid we can say”*. According to her *“Some pupils they don’t answer, they don’t speak.....even speaking a word in English but when they go there in the laboratory, they can speak, and they have said that.”*

The students, according to her, felt more *“relaxed, very relaxed. Even they do not answer right, but I feel they are relaxed”*. She also mentioned the students' desire to spend more time studying in the language laboratory, saying, *“sometimes, they ask me to go there. It is not my decision. Okay teacher can we go to the laboratory” sometimes they feel bad in the classroom”*.

Mrs. Noor related her experience with how motivated she was to trim the classroom. She lacked the necessary equipment and teaching space in the school to form her own language teaching laboratory; however, she collaborated with her students to create a positive learning environment by decorating the classroom walls with framed photos of London:

*“They love their classroom since they have asked me to help them to decorate it. We decorated it with London style. They were so happy to stick the photos, the*



*posters, the flag, to put books in the library in the end of the classroom. They really liked it last year. I mean when you enter it you feel at ease. And since we have the air conditioning, the heating. I mean it's a good class to work in it and to study."*

Changing the learning surrounding helped in inspiring the students to practise the language, Mrs. Noor acknowledged,

*"It is motivating that's it; it is motivating. It motivates pupils. Imagine we have classroom like this, I mean the walls are grey, no colours, no pictures, nothing, personally, I would like to teach in a classroom that is nice, I mean with nice colours and pictures. I want to put posters about famous persons like Shakespeare, I would like to stick them on the walls to motivate them more."*

Mrs. Alia, on the other hand, was incapable of changing anything in her class, but her response demonstrates that she was aware that students' oral interaction in the language laboratory would "of course" differ from that in the ordinary classroom. Mrs. Alia also stated that she had spoken to the school's principal several times about providing her with a teaching room to establish a language laboratory but had received no response.

Another cluster of comments was about the English teaching programme and how it affects the teaching of oral skills. Although the teachers acknowledged that language is for communication, they attributed the third-year English programme emphasising reading and writing on listening and speaking. For Mrs. Noor, the third-year English programme is not articulating what the language is being learned for:

*"A language is normally used for communication, this is the purpose of a language, communication, not only written but when we travel, we have to speak, to make ourselves clear, to ask for the way, so unfortunately this side is negative in our programme."*

Mrs. Leila, however, shared her satisfaction about what she is teaching *"I personally think that reading and writing in our.... in... Education in Algeria, reading and writing skills are more useful for our students than speaking and learning"*. Mrs. Leila explained herself through giving an argument about the primary teaching objective, saying, *"maybe I have to start with our final objective. What are we preparing our pupils for? Honestly speaking, we are preparing here at this level to get the highest score possible in the final exam"*. According to her,

at this stage students are not going to use the language to communicate, but to pass the baccalaureate exam. She claimed, *“we are not preparing our pupils how they manage themselves in an English environment this is something else. We are preparing them just to get the highest score in bac”*. Therefore, Mrs. Leila thinks that:

*“In my career I noticed that I do not say that it’s not interesting, not important but there are priorities...okay...the priorities I rely are reading and writing.....Because we have a full programme to finish not really going to spend lots of time, much time spending on things we know that our pupils...okay...may not...okay...need. I’m sorry to say that.”*

Mrs. Noor also felt that the baccalaureate exam emphasises reading and writing on listening and speaking *“You know, we have a purpose, the target is the baccalaureate”*. She stated that since there is no oral exam, there is no need to develop listening and speaking skills. Mrs. Noor clarified, *“in the lycée it depends on the purpose, the problem is the baccalaureate. If we have an oral baccalaureate of course we would give more important to listening and speaking skills”*. Mrs. Aza also noted, *“we have an objective, in the end, we have an exam, a written exam”*. She reflected that:

*“I don’t give importance because at the end the objective, maybe the goal of ..... the pupils are going to reach it is not listening.... of course. It is reading a passage an answering by writing this is why not generally all teachers but me personally I don’t give much important to this.”*

The teachers focused intently on the instructional content. The educational curriculum had a significant impact on the teaching of listening and speaking. Teachers emphasised reading and writing skills as long as teaching both skills was not part of their teaching curriculum. Furthermore, their comments highlighted the textbook's dominance over their teaching methodology. These conclusions could show that students did not appreciate the development of their speaking and listening skills because their teachers did not value them.

## 6.6 Summary

Overall, the interviews with the teachers provided a clear insight into their pedagogical knowledge as foreign language teachers and their experiences teaching listening and speaking skills in the Algerian environment.

Mrs. Noor believes that language is for communication but that listening and speaking skills are not a priority in the third-year programme; all emphasis is on the teaching programme. Her comments imply that oral competency was critical in a foreign language lesson. However, the teachers faced numerous challenges, including the absence of oral tests/exams, the teachers' insufficient pedagogical knowledge for assessing aural skills, and the effect of the social/cultural context on the teachers themselves.

Mrs. Laila's comments perfectly described her interest in the instructional programme. She underlined the importance of completing the programme. Her comments revealed three major themes: the development of reading and writing skills through listening and speaking, the students' self-reliance in developing speaking skills, and the impact of the environment on the teachers' motivation.

Mrs. Aza's comments regarded the teaching of listening and speaking skills as challenging due to the textbook's poor content: the topics were chosen without consideration to students' age and interests, language competency, or the impact of mother tongue (Arabic in general and Algerian dialect in specific).

Mrs. Alai's remarks highlighted the significance of listening and speaking skills when teaching English as a foreign language. She did, however, focus on the shortness of time, the students' self-confidence, and how teachers are the servants of the educational programme.

Overall, the comments of the teachers revealed that they faced numerous challenges in their classroom instruction. Almost equally important, according to the teachers' comments, teaching listening and speaking skills is not a priority in third-year foreign classes. This is primarily related to teachers' confidence in listening and speaking, as well as their pedagogical competence, the impact of assessment, and the final examination. It is also worth noting that the four teachers all agreed on the poor quality of the teaching program and textbook.

While discussing their career as language teachers, their statements subconsciously showed that they did not perceive themselves as role models for students. The teachers had an unfavourable view of the students and their

abilities. They emphasized the students' lack of concentration and enthusiasm to practise their listening and speaking skills in class. However, teachers were unaware that as foreign language teachers, they were establishing negative attitudes in their students: the students did not respect the development of speaking and listening skills because their teachers did not value them.

## **6.7 Conclusion**

Throughout the interview analysis, it was simple to obtain knowledge of the teachers' perspectives on teaching listening and speaking skills. The teachers believed that reading and writing were more important than listening and speaking. Listening and speaking were given less importance and had less time in their instructional schedules.

The teachers acknowledged that the teaching curriculum had a consequence on their teaching methodology. The standards in the adopted curriculum altered their perspective on the significance of listening and speaking skills. The teachers' teaching philosophy centred on improving reading and writing rather than listening and speaking. To achieve improved quality in the final exam, they planned, organized, and aimed their classes more toward reading and writing. Furthermore, because the oral assessment was not in the teaching-learning process, teachers formed judgments of the importance of listening and speaking skills over time.

Concerns were also raised concerning students' low motivation and a clear mismatch between what motivates students to learn and what the curriculum/program imposes on both teachers and students. The teaching programme's content was challenging for teachers who did not have the professional freedom to adjust it. The teaching program was supposed to help students improve their reading and writing skills, but it had a poor selection of teaching topics and an inefficient time division. The students were uninterested in the content, and the time allotted to each skill was insufficient. Curriculum dominance influenced both teachers' and students' willingness to practise their listening and speaking skills.

Working with foreign language students necessitates a higher degree of pedagogical knowledge, which is the primary resource for student learning progress. However, the Algerian teachers had limited pedagogical knowledge

for teaching and assessing listening and speaking skills based on their teaching circumstances. The curriculum required teachers to overlook any pedagogical practices linked to oral competencies. They become unconcerned in teaching and assessing oral skills in the classroom. Due to their limited pedagogical competence, the teachers were unable to create an environment in which all students could acquire a reasonable academic level in listening and speaking skills.

The teachers also emphasized their awareness of the impact of the teaching environment, but they did not address how they would manage it. Teachers' perceptions of the instructional environment were consistent. Significantly, their experiences in unfavourable environments reflected they are seeking to avoid teaching listening and speaking skills. They were more aware that the environment has an impact on student achievement. It is worth noting that the school administration and the Algerian Ministry of Education place a premium on students' high written exam scores while turning a blind eye to assisting teachers in managing unmotivated teaching environments.

Teachers also developed an aversion to teaching as a profession and to their students. This negativity was caused by a variety of factors that the teachers encountered daily in the classroom. It was a challenging assignment for them to teach. This occupation necessitates both physical and psychological exertion, particularly when teaching oral skills to foreign language learners. The teachers' impression of teaching English as a foreign language was influenced by the fact that the students themselves had a lower learning level.

## **CHAPTER 7: THE FINDINGS FROM THE FOCUS GROUP**

### **7.1 The Context of the Data**

This chapter discusses the findings of focus groups conducted with Algerian EFL students from three different secondary schools in the southern province of Bechar. The sample consists of four focus groups: each group was interviewed after the researcher finished the six classroom observations.

In this report, the students' responses are presented anonymously. Not all the quotations used in the analysis are translated. The translated words and sentences are enclosed in square brackets. Furthermore, not all the grammar mistakes in the quotes were rectified; some were left in their original format to demonstrate the students' actual level while speaking in English. The grammatical sentences that have been corrected are shown in square brackets.

The purpose of the focus groups was to explore students' perspectives of learning listening and speaking skills, their experience of practising listening and speaking, and their knowledge and experience of integrating listening, speaking, reading, and writing. The following research question frame the stated objectives:

- Do Algerian EFL teachers in secondary schools create opportunities for speaking and listening in their classes?

### **7.2 The Outcome of the Coding**

The analysis of the focus group followed a thematic inductive coding process. The first analysis started with open coding, followed by axial coding. NVivo software was used during the study of the sub-codes and themes of the focus groups' transcripts. The development of the open coding was based on one focus group transcript in which 26 initial codes were created. Following that, the coding of the remaining three focus group transcripts followed the same initial open coding allowing for new codes to emerge: a total of 30 codes. Next, the initial codes were analysed for possible re-definition. After that, the created codes were clustered into broader themes with sub-themes further grouped into two top-level themes. Table 7.1 represents the final review of the coding process for the focus groups.

General themes	Definitions	Sub-themes
<b>Knowledge and experience of language skills</b>	This theme refers to the students' practising of language skills within the framework of their learning.	Listening and speaking skills Listening and speaking; teaching-learning practices Skills integration
<b>Factors effecting the practice of listening and speaking</b>	This theme focuses on the elements that determine the practise of listening and speaking skills in third-year foreign language classes.	Learning struggles Teaching-learning environment

**Table 7.1** Focus Groups' Coding Result.

### 7.3 Knowledge and Experience of Language Skills

The first top-level theme reflects the students' ideas on the learning and processing of listening and speaking skills within their learning context. The data analysis resulted into three thematic groups:

- Listening and speaking skills
- Listening and speaking: teaching-learning practices
- Skills integration

The three themes with their sub-themes are discussed in more detail in this section.

#### 7.3.1 Listening and Speaking Skills

The students discussed their perspectives on learning listening and speaking skills in an EFL context in this theme. The following table lists all the sub-themes within this theme.

Sub-theme	Definition	Quotation (examples)
The importance of listening and speaking.	Comments emphasising the importance of listening and speaking skills.	"Listening and speaking is more important because we practice the language". "Most of the people use to listen to the others speaking not just to write".
Listening and speaking time	Comments on the amount of time spent practising listening and speaking skills.	"20 minutes enough to let time to concentrate .....in the language". "40 minutes"
The opportunity to listen and speak	Comments indicate the classroom's provision of opportunities for students to listen and speak.	"I need to speak more than we have in the classroom". "Not enough"

**Table 7.2** List of Sub-Themes Related to The Teaching of Listening and Speaking Skills.

The focus groups provided valuable information on the practice of listening and speaking in Algerian secondary school classes. The necessity of listening and speaking was a recurring topic among the focus groups. The students generally agreed that they would prefer listening and speaking over reading and writing because both skills are essential in learning English as a foreign language. The discussion about skill learning preferences also highlighted that some students favour one skill over another. Within focus group A, one student prioritised "*listening*", whereas the other group member stressed "*speaking*".

Given the emphasis on the importance of oral skills, one student expressed the usefulness of speaking skills as a way of communication, saying, "*to be sure that you can speak English*". Another student added that practising speaking skills help in self-improvement, in which speaking allow "*to improve yourself*". They argued the importance of listening and speaking in helping them become good language users. Being critical in their decisions, one student said that listening and speaking help them improving their vocabulary to interact with others. This student believed that:

*"Because listening and speaking improves ability of English to speak fluently and reading and writing just to refresh the memory to memorize new words. To memorize you underline the word that you don't understand and then translate it and memorize it for.....when you see it for many times."*

The students in focus group B were acutely aware of the need for listening and speaking skills. Similar to the earlier group, all the students agreed that listening and speaking are important skills. Defending this viewpoint, one student spoke, "*listening and speaking is more important because we practise the language*". Another contended that, despite the emphasis teachers place on learning grammar, "*listening and speaking is more important*". Another student stated that "*you have to speak it to master the language*". Listening is also a source of language improvement as another student stated, "*we cannot pronounce the language well if you don't listen to others*". Four additional students agree that speaking is essential because:

*"You will be able to pronounce well."*  
*"You can Express yourself."*  
*"You can ameliorate your level."*  
*"You can correct your information."*



The students in focus group C had a wide range of replies when asked about the importance of listening and speaking. Three students stated unequivocally that listening and speaking skills are "*not important*". One student, on the other hand, established a clear link between listening and speaking and language development, noting, "*listening and speaking are more important than reading and writing... because it helps learn English*". Another student drew more attention to oral skills, saying, "*for me listening and speaking are more interested than reading and writing*". According to this student, "*we are learning languages that are good for listening and speaking. It is not important to write. I mean, we have to speak not to write*". Two additional students acknowledged listening and speaking for assisting them in developing "*pronunciation*" and ensuring that their "level will be high," while another commended both skills for allowing them to have "*experiences*" with various individuals. According to another student, listening and speaking skills help "*communicate with others from other countries*" and "*share your ideas with another culture*".

While the students highlighted the importance of listening and speaking skills, their teachers were more concerned with the final exam. The teachers' interviews suggested that they were more concerned with improving the students' reading and writing skills. Focus group D participants shared the same thoughts as their teachers. The students emphasized the importance of obtaining the baccalaureate exam, and in this situation, listening and speaking are not as important. One student underlined the importance of writing skills, saying, "*we need it because we need reading. How to this word is written. There are a lot of words in Spanish that are the same in pronunciation but differ in writing*". One student emphasized the importance of "*speaking and writing, listening*", while another specified writing and speaking as "*learning writing and speaking at the same time to train yourself*". There was also a strong sense that practicing all the skills together for effective language learning, "*both reading and writing and listening and speaking*" was highly valued. However, only one student stated that language is a means of communication, stating, "*most people use to listen to the others speaking rather than just to write*".

The students' beliefs about listening and speaking time were never far from the importance of learning both skills. The remarks of the students stressed the value of spending time on listening and speaking skills. The appropriate length of time to learn both skills differed from one learner to the next. Nonetheless, they

all emphasised the need for enough time for oral skills. Students in focus group A suggested that they “*need more time.... yes, we need*” for listening and speaking.

Students in focus groups B and C complained about not having enough time to practise the language. One student raised worry that the time allowed for both skills was insufficient, stating, “*we need to practise the language all the time, not only one hour*”. This was attributed, in part, to the weekly English classes. Four to five English sessions per week, according to the students, were insufficient. The short hours influenced teachers' planning of classroom time, and the time allotted to each skill in the programme was inefficient. According to one student, “*we don't have enough time, especially in English. four hours not enough*”. They believed that they “*need more hours in English sessions*”.

All the students in the focus groups agreed that “*everyday*” practice is essential. “*I think we need an hour just for conversing, not studying the programme*”, one student remarked. They believe that “*five hours a week*” would be sufficient to meet their needs. One student agreed that at least one hour should be set out every day for listening and speaking, noting, “*one hour in every day*”. Another student believed that merely “*half an hour*” was sufficient for daily speaking practice. Another person mentioned the requirement for “*twenty minutes in an hour*”, stating that “*twenty minutes enough time to concentrate.....in the language*”.

Another student voiced her concern with the teacher's talking time, saying, “*I think the teacher do not give a chance to others to speak.... to practise*”. The teachers' talking time in the classrooms was higher than the students' talking time, as revealed by the analysis of the recorded data. Students, particularly those who view language as a means of communication, expressed a need for more opportunities to listen and speak in class. One student in focus group A requested that teachers devote more time to helping students build their oral competence in the classroom, saying, “*I need to speak more than we have in the classroom*”. Another student, however, stated, “*for me, I need to learn another language because English is easy than Arabic*”. All the students in focus groups B and C agreed that the listening and speaking opportunities are “*not enough*”.

These comments suggested that the students intended to enhance their oral skills but had few opportunities in the classrooms. According to the observational data analysis, the group works provided opportunities for listening

and speaking, but the classrooms' time was wasted. Furthermore, interviews with teachers revealed that they place a high emphasis on improving students' reading and writing skills, which results in less time spent talking.

The focus groups also highlighted an emphasis on writing and reading comprehension. As a result, one might presume that students' reading and writing skills are more developed than their listening and speaking skills. The comments of the students, on the other hand, suggested the opposite. Most of them acknowledged their "*bad reading*" and "*bad writing skill*". Despite their efforts to improve both skills, students still struggle with "*writing....no writing*" and "*reading texts*".

This section's comments indicated preliminary ideas on how students evaluated listening and speaking skills. Sufficient data describes the students' desire to learn both skills in their lessons. Inadequate time for both skills, on the other hand, decreases their motivation for classroom participation. The teachers' talking time was unrestricted, which resulted in less classroom engagement. Furthermore, the students perceived themselves as foreign language learners in need of additional attention from foreign language teachers and educational authorities. They required more time in their weekly teaching-learning schedule, which may improve their listening and speaking opportunities.

### 7.3.2 Listening and Speaking: Teaching-Learning Practices

This second main theme highlights students' thoughts and ideas about teaching-learning practices related to listening and speaking skills. The table below provides a list of sub-themes and their definitions.

Sub-theme	Definition	Quotation (example)
Learning activities	Comments on the types of activities that encourage students' participation in the classroom.	"Pronunciation like final /ed/" "Final /ed/... filling the gaps". "Stress .... intonation ..... Zero article" "Silent letter" "Conditional types"
Teachers' influence	Comments that highlight the teachers' teaching practices for motivating or discouraging students participate in classroom interaction.	"I think in groups something makes more.....the lesson is more enjoyable than educative".

**Table 7.3** Sub-Themes Related to Teaching Listening and Speaking Practices in The Classroom.

Students showed an interest in various learning activities that encouraged them to interact in the classroom. The comments revealed how the students' interest in communication varied considerably based on the lesson activities. The students were more interested in grammar activities than others, as the teachers indicated throughout the interview. Similarly, there is a link between “*grammar*” tasks and interaction for students. Two students identified “*conditional types*” and “*asking questions*” as motivational grammar activities that inspire them to participate in class.

The students also emphasized the relevance of vocabulary activities as a reason for interaction in the classroom. Two students remarked how “*find the synonym and antonym of the words*” allow them to talk in class. Another student agreed that identifying “*synonyms*” within a text motivates them to participate and report their answers. Three additional students enjoy activities such as, “*filling in the gaps*”, “*spelling*”, and “*underline the words*” because they motivate them to participate in class.

A major genre of activities articulated by many students was phonetics and phonology, and how these activities encourage them to speak. Most of the activities mentioned by students are related to the concept of voicing in phonetics, such as “*pronunciation like final /ed/*”. Some students value exercises such as “*stress.... intonation..... zero articles...syllabus*” and “*silent letter*” because they create a communicative environment. Unlike the previous comments, one student reflected on the usage of technology and the choices of the teaching activity on their interest in speaking. Participating in the classroom interaction, according to this student, was highly related to “*the activities that she gave us when she used the data show*”.

Developing further the theme of learning activities, above, the students' comments reflected the benefit of the activities on their performance. Most students emphasized their accomplishment and satisfaction with their speaking performance. Six students provided favourable feedback on the previously listed activities that improved their performance. The students' performance “*did develop cause there were many things we did not know in English*”. Another two students were aware that their “*personal performance is much better*” and that “*it developed*”. However, not all students were pleased with their performance, “no... I see no development in my performance.” One student stated, “I don't feel like I learn anything... I don't feel.” Another student was concerned about their slow

improvement in performance, saying, "*improve.....just improve..... improving the skills.... perhaps*".

Students in those focus groups acknowledged a connection between their poor oral performance and their interest in learning the language. They lacked triggers for learning the language. One student repeatedly stated, "*we lack concentration*". Another, however, mentioned that they do not follow the teachers' instructions even for homework, adding, "*we also do not do activities at home*". Another student attributed their poor performance to challenges in selecting relevant collocations and forming links between sentence fragments, stating, "*we cannot choose the appropriate verbs*". Teachers raised this concern as well. Language competency influenced students' language practice in some way.

According to them, one of the factors that contributed to students' poor performance was a failure to comprehend the teachers' instructions, confessing, "I don't understand the questions of the activities." This may cause concern about the students' responses to the activities. According to one student, "*sometimes... I just answer..... I give an answer that has no relation to the question*" because "*we don't understand the activities that she gives is*". It is apparent that if they are unable to understand the activities, they will be unable to provide a correct answer, which will affect the overall performance.

Although classroom observations revealed a significant amount of instructional talk, the focus groups concluded that the teachers' instructions were insufficient. This might be the teachers relying too heavily on textbook instructions or students failing to pay attention.

The comments of the students also revealed the impact of the teaching style. Comments concerning teachers' strategies for making the classroom more enjoyable focus on cooperative and collaborative work. Most of the students remarked on how "making groups" helped them enjoy the classes by "*making groups. It makes us funnier .... more enjoy with English*". Another student argued "*I think in groups something makes more.....the lesson is more enjoyable than educative*".

For one student, the method the teachers present the lesson is likely to be the most important factor in getting them involved and in the mood for interaction. According to this student, "*sometimes teacher gives us funny examples*". The teachers' vocabulary and their choice of topics and examples are extremely significant in presenting the lesson. Another student appreciated it when the

teacher used technology to offer lessons, such as "watching movies" with a data show projector.

One student, however, described how the teacher's level influenced the students' level of motivation. It is challenging for this student to deal with the teacher's level, and they would like the teacher to "slow down her level to feel motivated to learn."

In direct reaction, one student remarked how the teacher's performance affected the students' performance as well, saying, "actually when the teacher speaks with no mind actually, she made mistakes in pronouncing some word or maybe in grammar, and we correct her". The same student gave an example of how frequently their teacher made mistakes in her speech, *"even a small mistake. For example, one day the teacher made a mistake instead of saying, I didn't tell you. She said: I don't told you"*. This criticism may indicate that the teachers' language performance was not meeting the expectations of the students.

In this section, the students' comments emphasized the need of engaging in various activities to increase their desire to listen and speak in the classroom. Selecting the appropriate activities not only allows them to interact but also improves their learning competence. This fact emphasizes the significance of lesson planning since it encourages both teachers and students to establish better teaching-learning patterns to fulfil the objectives of the lessons. The data in this section, on the other hand, draws some emphasis on the students' knowledge of practicing both listening and speaking skills. Although they expressed an interest in certain types of activities that encourage them to interact, they failed to realize how listening and speaking skills are used as learning tools.

### 7.3.3 Skills Integration

The comments made by the students in this section are based on their classroom experience with skills integration. The following table discusses the list of sub-themes.

Sub-theme	Definition	Quotation (example)
Importance of skills integration	Comments demonstrating how students consider listening and speaking skills in addition to reading and writing in the classroom.	“I think it is important”. “I think it helps us to learn how to speak and at the same time how to write”. “I think it’s a lot to handle in one lesson”.
Practicing skills integration	Comments about how students experience skill integration as part of their learning process.	“Rarely we do it” “Separately”. “It depends”

**Table 7.4** *Sub-Themes Related to Skills Integration.*

The main focus of this theme is the students' understanding of the significance of skill integration. Most students in each focus group demonstrated their understanding of the skills relationship. One of the students mentioned how mastering the four skills combined helped them “*understand more, understand the topic more*”. Others felt that a lesson consisting just of reading and writing would be “*boring*” and incomprehensible, saying, “*we won’t understand*”. Another student found the teachers' constant emphasis on reading and writing to be tedious. When comparing English and French learning, this student felt similarly: “*like the French only reading and writing no listening and speaking*”.

Reflecting on the relevance of integrating listening, speaking, reading, and writing skills, students in focus group B explicitly responded with a “yes” on the need of practising all skills together. Teaching with the mindset that applied skills integration is “very important..... yes, very important”. All the students within group B confirmed, “yes, *there is a relation*” between listening, speaking, reading, and writing. For one student, “*when you read something, you can speak.... that’s the relationship*”. Two other students approved the link among the skills. One student described the relationship between reading, writing, listening, and speaking as “*one complete the other*”. For another, learning all the skills helps develop that language, stating, “*all of them.... speaking one language*”. Another student confirmed the former comments by adding, “*when you read, you can speak, and when you listen, you can talk*”. Two students confidently addressed

how the absence of one skill could disrupt the learning of another: *"if you do not listen, you cannot speak"* and *"if we do not read, we do not write"*.

The students also commented on the advantages of skills integration. One student argued that skills integration makes *"you feel ..... motivated and want to participate"*. Other students referred to how beneficial learning the skills together is *"because it helps me in writing expression"*. Indeed, another student said, *"I think it helps us to learn how to speak and at the same time how to write"*. Additionally, to understand any language, one must practice all its skills *"because we need writing and speaking and listening. We need all this.....for.... understand English.....for any language"*. Two students also mentioned how learning all the skills improves their understanding ability. Practicing all the skills equally, for one student, helps *"to memorize"* while for another, it helps the students *"to understand the idea..... the person who talking"*. Another student emphasised how equally performing the skills helps to practise speaking skills by saying, *"we have the opportunity to speak English quickly.....how to write.....and speaking at the same time."*

Reading, according to the students' responses, helped them improve their speaking skills. They discussed their reading interest in terms of skill integration. Reading enabled students to expand their vocabulary and *"explore new words"* in preparation for stronger spoken practises. Reading, according to them, is a method to *"learn new words"* and *"have information"*. Another remarked on the inherent relationship between reading and speaking, adding, *"to learn new words to learn how to speak a very good English"*. For two additional students, skill integration offers many opportunities to *"take information, vocabulary"*, *"develop English"*, and *"help how to speak words, pronounce the words"*. However, one student expressed concern about the difficulties of performing the skills altogether, saying, *"I think it's a lot to handle in one lesson"*.

When the students discussed their desire to talk, they demonstrated the act of building oral competence while practising skills integration. Most of them described their motive for classroom participation and communication. This contact is taking place *"because we love this language"*. According to the students, combining listening and speaking with reading and writing fosters an interest in speaking the language *"somehow"* since *"yes, we feel more interested"*.



Although the students were intrigued by the notion of skill integration, their group discussions suggested that there was little skill integration in Algerian secondary schools, particularly in third-year classes. One student stated quite clearly, "*rarely do we do it*". The students stressed that the skills are thought of "*separately*" and "*not together*" in the classroom. Mixed thoughts were voiced within Group C regarding the practice of the four skills. For one student, the skills were taught "*separately*" in the classroom. Teachers do not always teach listening, speaking, reading, and writing separately, but "it depends on the activities". Students in Group D were more satisfied with the approach of practicing skills together. One student stated that they are learning the skills "*together*". Another student corroborated this by saying, "*not separately*". One point raised here was whether students were aware of the process of skills integration or whether their teachers employed listening and speaking skills to teach reading and writing, leading students to feel they were practising skills integration.

When the students' knowledge of skills integration is highlighted, their remarks infer some conclusive results. They displayed a solid awareness of acquiring all four skills and the importance of allocating equal time to each skill. The students develop a strong interest in practising listening, speaking, reading, and writing with the assumption that each skill promotes the development of the others. Furthermore, they were conscious of their lack of vocabulary and how exercising the four skills together helped them learn new words, which might help them increase their language and oral competency, according to them.

#### **7.4. Factors Effecting the Practice of Listening and Speaking Skills.**

The second top-level theme focuses on the students' perspectives on the teaching-learning circumstances that influence their learning of listening and speaking skills. The two main themes developed in this cluster are as follows:

- Learning struggles
- Teaching-learning environment

Both themes together and their sub-themes are fully discussed down below.

### 7.4.1 Learning Struggles

The comments in this theme are on the challenges and obstacles of teaching and learning listening and speaking skills. The table below defines the set of sub-themes within this theme.

Sub-theme	Definition	Quotation (example)
Pronunciation	Comments referring to pronunciation as a major issue for students.	"For me pronunciation and vocabulary. I can't understand". "Problem in pronunciation"
Vocabulary	Comments on the students' vocabulary knowledge and how it changes their motivation to listen and speak.	"The meaning of words". "Because we don't use new things, new grammar, new vocabulary".
Programme	Comments highlighting the limitations of the third-year English programme.	"The programme is not helping us. Our level is not very high for the programme". "Everything's we studied it in the middle school we re-study it here as we are turning around the same cycle".
Peer-bullying	Comments expressing classmates' judgments of one another.	"It's not noise. There are students who bullied others. If you make a mistake, they will laugh on you, and this makes us stresses and shame to talk again".
The use of Arabic	Comments suggesting the adoption of Arabic as a means of communication among students.	"Because we give our opinions in Arabic and then we translate and write in English". "Sometimes when the person they don't know the English, but he has an idea he will tell you in Arabic and translate in English."

**Table 7.5** Sub-Themes on The Teachers' and Students' Learning Struggles.

The students were also allowed to discuss some of the issues associated with classroom interaction. Pronunciation was a problem in the majority of the focus groups. Most of the students acknowledged that they have a "pronunciation difficulty", which has resulted in "bad pronunciation in English.....bad pronunciation". One of the students stated that "we don't speak decent English" because "we cannot speak fluently". Some students reported difficulties pronouncing words correctly "when you know some words but don't know how the pronunciation is". Another student was concerned about

*“pronunciation and vocabulary. I cannot understand”*. Enough practise and vocabulary were required to improve their communication skills.

The students discussed the difficulties they were having as a result of the new vocabulary. They made some remarks on how tough it is to remember *“the meaning of words”* since *“some words are difficult”*, notably *“new words”*. Other students provided valuable input into vocabulary and knowledge changes. Some of them mentioned how difficult listening and speaking are *“because we don't use new things, new grammar, new vocabulary”*. This was due to the use of the same terminology and grammar rules: *“we don't use the new words. We are using the words that we learned from middle school, and we need to develop our level to be able to read anything in English”*.

A tiny number of comments alluded to the educational program for third-year students. As previously said, this student emphasized the impact of the educational program on them, saying, *“the programme is not helping us. Our level is not very high for the programme”*. The same student discussed another noteworthy argument, which revolves around the fact that middle and secondary school programs are very similar. There is no improvement in the students' language; in fact, *“everything's we studied it in the middle school we re-study it here as we are turning around the same cycle”*, she confessed.

Other drawbacks include not only re-studying the same fundamentals but also peer bullying. It was clear from their comments that *“noise”* in the classroom was affecting the students' speaking abilities. one student stated, *“we have noise in this class. We cannot think to go for ourselves”*. *“There are some people who make noise in the classroom,”* students in focus group D confirmed. *“I cannot speak English freely”*, the students said as their concentration dropped.

One of the students, however, spoke freely about being tormented in class when speaking in English, saying, *“it is not noise. There are students who bullied others. If you make a mistake, they will laugh at you, and this makes us stressed and shame to talk again”*. Another student claims that *“they do not let us process the information”* and that the classroom is mainly about *“criticizing”*. When some students inquired about specific information, they were fearful of being harassed: *“even if, for example, I did not understand something in the lesson if I ask the teacher, they laugh”*.

The students' self-confidence was disturbed by others. Because communication is defined as the exchange of information between two or more parties, having an engaging listener is essential for frequent interactions. Unfortunately, as one student observed, "*inside the classroom we cannot speak English*" because "*the other are not interested*" and "*because they are not serious*" to listen or even interact. This also gives students a feel of how they negatively influence one another. "*Actually, many pupils know how to speak English, and when someone makes a mistake, they make fun of him*", one student said, adding that their environment is "negatively" influencing their interactions. Similarly, this student was apprehensive about participating in any classroom activity, confessing, "*I do not know..... I get afraid from doing mistakes and I need to make my English good*". Another student was more serious when commenting, "*all the class make me in stress. I cannot be serious in the classroom. I can't speak freely*".

When reflecting on the consequences of bullying, one student made some unpleasant remarks about his peers, "the stupid pupils affect us". When other students challenge certain aspects of the course, he becomes completely distracted. According to this student, "*I'll give an example, there one student here how asks a lot of questions and once the teacher is answering him, I find myself away from the lesson, so I lose my concentration*".

All the students' comments were filtered by one student "*ethic*". The character of their conversation is directly shaped by the students' effect on one another. When it came to speaking, the students were under pressure and afraid of being bullied by others. Some students express strong feelings about the necessity to "*respect the mind of others*" and "*avoid criticizing the others*" to connect with one another and "*change information*". "*We need to kick out some pupils*", one student admitted. "*We need to practice listening and speaking with each other*", said another student. These remarks reaffirmed the importance of self-belief and provided suggestions for how others should deal with stress.

Another critical element of the issue when it came to classroom interaction was the usage of Arabic. The students' adoption of Arabic was primarily motivated by two factors. Some students indicated that speaking Arabic in class helped them avoid being discriminated against by other classmates. Because "*we need respect*" among students. Other students acknowledged feeling "*shy*" speaking in English. Furthermore, they used Arabic to shorten up

the task process. When working in a group, most of the students, if not all, speak Arabic. When the classroom is divided into groups, the teachers' attention is focused on the students, which was not the case as the data revealed. According to one student, Arabic is a solution for greater understanding among group members,

*“Sometimes when the person they don’t know the English but he have an idea he will tell you in Arabic and translate in English” and “because we give our opinions in Arabic and then we translate and write in English.”*

The students' responses to their learning difficulties were quite similar. Closer to the teachers' interview findings, the students have limited vocabulary. Another point to consider is the consistency of the teaching-learning program. Middle school students are exposed to comparable topics and vocabulary phrases, which has an impact on their willingness to learn a language. The absence of recreation in the educational program demotivated the students from continuing their language studies. The students also addressed peer harassment and classroom discomfort. They frequently refuse to participate out of embarrassment in front of others. They lack self-confidence in their formal environments.

#### 7.4.2 Teaching-Learning Environment

This theme depicts the teaching-learning environment and how it influences students' desire to listen and speak in the classroom. The comments focused on the teaching-learning settings and surroundings in which students were involved. The table below contains a complete list of sub-themes and their definitions.

Sub-theme	Definition	Quotation (example)
Unsupportive classroom space	Comments expressing students' perspectives on what needs to improve in their teaching-learning environment.	“We need other places of studies”. “This is Algeria”.
Learning resources	Comments about the impact of teaching-learning materials on students' desire to improve their listening and speaking skills.	“We don’t have a lot of equipment in the classroom just.....”

**Table 7.6** List of Sub-Themes on The Teaching-Learning Environment

Though not all, the learning environment was less supportive in various ways for individuals. A group of comments about presenting unsupportive classroom space was essential to this approach. Some students discussed how their physical surroundings influences their amount of speaking and participation in the classroom. One student described the classroom as "*stressful*" and "*boring*". Another student remarked on the layout of the classroom. This involves the "colour" of the walls and the fact that "*there are many theories that proved that colours effect the human concentration*". However, these remarks showed that their real learning area is unsuitable, and they need, as one commentator suggested, to redesign it.

The responses from the students were more focused on how their teaching-learning environment needed to alter. They requested a change since they "*need other places to study*" and why not be in the "*garden*" only "*if they will let us study in the garden from time to time*". They also emphasised the concept of not having a language laboratory. All the students in focus group D requested a communicative-friendly classroom, stating that "*we need a language laboratory*" to encourage them to speak and listen. Another student stated, "*no..... we don't need to be in a good area to speak and write*". According to this student, "*this is Algeria*", and the students did not anticipate any further incentive learning opportunities.

Other students responded to similar statements by demonstrating how classroom management and seating also contribute to student engagement in classroom interaction. One student observed that "*important if we seat in front, we have the chance to concentrate with the teacher but at the back, I doubt it*". This comment, in practise, reinforced the idea of classroom commotion and how one needed to sit towards the front to be more involved with the teacher. Another student stated, "*we have only noisy pupils*" and "*there are no effect with sitting only noisy pupils*".

To establish a communicative-friendly classroom for a group of students, teachers had to adjust the classroom arrangement, such as "*changing the colour*" and/or inserting "*pictures*". For two other students, modifying the arrangement is completely unnecessary because "*the whole environment is not supporting at all*". As one student pointed out, "*we need to study in the laboratory*", thus,

teachers and school staff should offer different language teaching-learning environments.

Another issue mentioned in the focus groups was a shortage of learning resources. According to one student, a shortage of teaching-learning materials hinders the learning and practice of listening and speaking skills. In fact, "*we don't have a lot of equipment in the classroom*", according to this student. For flexible instruction, the students requested "*dictionaries*" and "*books*".

The students also agreed that using technology will help them enhance their oral communication skills. Although there was no technological equipment in those schools, the students were pleased when their teachers used the only accessible material, a data show projector. Even though the teachers did not use the data display for pre-prepared presentation lessons, the students appreciated the lectures since they were ordinary. However, students in the focus groups raised an intriguing point about the influence of accessing the internet in the educational system. There were an equal number of comments on the use of Wi-Fi and classroom computers. Three students supported the adoption of the internet, while three others questioned it because they "*will not have the chance to study. We will get to social media and forget about study*".

For the students, the teaching-learning environment was less supportive. Students felt distracted in their classes, as did the teachers. Another source of concern was a scarcity of learning resources. The notion that schools require additional resources discourages students from developing. These findings may provide insight into how teachers and schools might foster a positive and productive atmosphere for a healthy education.

## **7.5 Conclusion**

Students' awareness of the teaching-learning of listening and speaking differed among focus groups. According to their statements, there appeared to be fewer opportunities for listening and speaking. The development of listening and speaking skills were not part of their final year curriculum. The programme's objective and teachers' planning were primarily focused on reading and writing development. The results, however, suggested that the students were dissatisfied with their writing and reading abilities.

Teachers are less aware of how to manage classroom talk, as evidenced in Chapters Five and Six. In reality, the students' comments confirmed this. The interviews demonstrated the teachers' confidence in their classroom management. They reasoned that expanding the number of opportunities for students to learn the language would increase their chances of success. The students' responses, on the other hand, suggested the opposite. They appeared to be stressed as a result of having less talking time in their classes. The students also showed a significant knowledge of skills integration. Their comments revealed that the teachers' primary goal in the classroom was not listening and speaking. In such classes, the skills were not genuinely taught together; rather, listening and speaking skills were used as tools to teach reading and writing.

A lack of a conducive learning environment was also a source of concern. Teachers and students were both bothered about the teaching-learning environment. As indicated by the teachers in their interviews, the classes were ill-equipped and barely acceptable to the students. During the focus groups, the students also addressed this. The lack of well-equipped classrooms impacted not only the students' willingness to learn, but also the teachers' instructional approaches. Therefore, the Ministry of Education should establish a strong association between the teaching and learning of English as a foreign language and the teaching-learning environment. A well-equipped motivational and communicative-friendly classrooms are critical for students' ability to improve.



## CHAPTER 8: DISCUSSION

*“Far more attention needs to be given, right from the start, to promoting speaking and listening skills to make sure that children build a good stock of words, learn to listen attentively and speak clearly and confidently.”*

Rose (2006, p.3)

### 8.0 Introduction

This chapter is devoted to discussing the findings alluded to in Chapters Five, Six, and Seven. By having an interest in teacher cognition and the teacher's teaching knowledge; and following an interpretive approach, this exploratory study aimed to examine how EFL teachers, specifically Algerian teachers, approach listening and speaking teaching based on their pedagogical skills. In the hope that this study will improve the knowledge for speakers of other languages about teaching English (Mullock, 2006), the research questions of this study aimed at looking at the way teachers' subject and pedagogical knowledge enhance the teaching of listening and speaking in the language classroom in the context of a new educational reform; and how teachers use their communicative competence to communicate the learning content. Furthermore, this research sought to explore the influence of teaching practices on learning opportunities in the classroom; and how students perceive such opportunities. Finally, this study also considers the way teachers' practices are embedded within the educational curriculum of Algeria. The findings will be discussed considering the theoretical framework provided in Chapter Three of this thesis.

The discussion of research findings is structured around the following research questions (a) Do Algerian EFL teachers in secondary schools create opportunities for speaking and listening in their classes? (b) What subject and pedagogical knowledge underpins the teachers' teaching of listening and speaking? (c) How do Algerian EFL teachers integrate the teaching of speaking and listening with reading and writing in their classes? This research explores the relationship between teachers' teaching subject and pedagogical knowledge and their teaching of listening and speaking under a new educational reform: in this context, the adaptation of a new communicative curriculum within the Algerian education system. To understand teachers' cognition within an EFL context, this study looked at teacher's teaching practices, particularly their pedagogical content knowledge, content knowledge, and pedagogical knowledge of teaching

listening and speaking. It also looked at the way they affect learners' opportunities for classroom interaction. Four teachers in four different secondary schools in the southwest of Algeria were observed six times each over the course of one semester. In addition, semi-structured interviews with teachers and focus groups on students' views and perceptions of listening and speaking were also collected. Finally, following detailed coding procedures, an inductive approach was applied to analyse the data. The results of this research are reported in the thesis's preceding chapters.

The assumptions that underpin this study are as follows. First, teaching is listening, and this begins by encouraging “*students to say what they know with greater precision and rigor*” (Shulman, 2000, p. 133). To achieve such a level of teaching and to motivate learners to move from “*muttering vaguely*” about something to stating it more clearly, teachers engage themselves in a whole series of pedagogical processes (Shulman, 2000); the teacher’s pedagogical knowledge shapes the teaching. Secondly, listening and speaking are considered as “*input resource*” and “*output performance*” around which learners talk and interact (Yavuz & Celik, 2017, p.9). Listening is the learners’ learning tool “*to create their understandings in target language and acquire the input*” (Yavuz & Celik, 2017, p.9). Both skills improve the oral communicative competence of learners to transmit a meaningful message (Tavil, 2010). Given this, this chapter discusses the findings of how teachers accomplish the teaching of listening and speaking to promote classroom interaction in the context of EFL.

## **8.1 Overview of Discussion Points**

The research indicates that teachers teach listening and speaking indirectly. However, teachers' attempts to facilitate students' engagement and involvement by offering opportunities through pair and group work, teacher-student conversation, pair and group teacher-student conversation, and shared discussion are significant even if such engagements are minimal and not articulate as expected. Accordingly, this study argues that the way learners participate and interact in language classrooms revolves around teachers teaching practices and their pedagogical knowledge of fostering more interaction for learners.

The discussion revolves around three major topics. The first section looks at how teachers influence classroom discussion and how learners have opportunities to communicate. The second theme addresses the relationship between teachers' subject and pedagogical knowledge and their teaching of listening and speaking. Finally, the third theme looks at the misalignment between educational policy and practice and how it impacts speaking and listening. The chapter, then, ends by reviewing the relationship between the skills integration strategy and the importance of listening and speaking skills in the development of oral competency among learners. For this research, lessons were documented in their natural context, with no instructional resources provided to teachers. Therefore, listening and speaking skills have already been included in the instructional schedule to enhance students' oral competency.

## **8.2 Do Algerian EFL Teachers in Secondary Schools Create Opportunities for Speaking and Listening in their Classes?**

This section will discuss four main points that emerged from findings regarding the recorded classes' purpose, nature, and quality of talks. First, it examines the students' participation in the classroom talk by determining the amount of talk that the teachers and the students contributed. Second, it considers the quality of students' participation in talk interaction and the teachers' attempts that focused on classroom management talk to create more classroom interaction. Lastly, it examines the learners' experience of classroom talk, followed by a discussion on the difficulties teachers faced trying to engage learners in the learning content.

### **8.2.1 The Nature of Classroom Talk in Promoting Opportunities for Listening and Speaking.**

Selected episodes were analysed to understand the nature of classroom talks that occurred in the recorded classes. Findings indicated that most of the classroom talk consisted of teachers' instructional talk (talk in which the teacher provides instructions and retains control of the class) and learning talk (talk in which the teacher offers insights and knowledge to convey information). These teachers' talks have contributed much to direct teaching (direct teacher talk), employing direct tasks and explanations (Brown, 2000). This suggests that the

teachers play a dominant role in those classes. However, previous research has shown that this form of teaching limits learners' opportunities to engage in the classroom (Pujiastuti, 2013).

Even though the classroom talk was dedicated to instructional and learning talks, the findings indicated that this talk consisted of other classroom interactions such as pair-group teacher-student interaction, teacher-student exchange, and shared talk as a whole classroom discussion. However, it is significant to note that most of the whole classroom talk was between the teachers and students where the teachers initiated the talk. Furthermore, this type of teacher-students talks did not offer students to take the lead: the standards for teachers to guide the discussion were more about information transfer to the students rather than debating a given subject with them. This highlights some crucial issues discussed in the next section relating to the teachers' pedagogical knowledge in managing their teaching practices. Their use of prompting questions and the choice of topics required single or very brief and direct answers from learners. Therefore, speaking skills were rarely practised in the classes; mainly as an indirect lesson, students' opportunities to talk and interact within classroom discussion were short.

Despite the few opportunities for students to share ideas, this thesis highlights the teachers' attempts to promote classroom participation. These attempts show that listening and speaking are not always direct in language classrooms; however, it shows the teachers' willingness to create opportunities for learners to talk. These findings were comparable to those of another Moroccan and Tunisian studies, which suggested that English language instruction in secondary schools has undergone significant changes, shifting away from the dominance of traditional and teacher-centred classrooms and toward more communicative language teaching. (El Karfa, 2019; Ounis & Ounis, 2017).

### **8.2.2 The Quantity and Quality of Learners' Participation in Talk Interaction**

This study revealed that teachers did not distinguish between explicit teaching of listening and speaking and more general talk for learning. Listening and speaking were used as teaching tools in which learners engaged in whole classroom interaction. However, these opportunities to interact and speak in the

classroom were not sufficient. Cook (2013) argues that teachers have a more “*leader role*” in the classroom. Therefore, in most classes, teachers talk is “about 70 percent of the utterances” (p. 156). This thesis shares the same belief that most of the classroom time is for the teacher. Therefore, teachers’ talk has a significant effect on students’ talk and participation.

Findings revealed that teachers’ talk in the classes was used to monitor students’ participation in talk interaction. This result seems to be very similar to a previous study by Pujiastuti (2013). Observational data showed that students’ participation was limited and brief; the number of words that students contribute to an utterance is very short in all episodes, a mean of one to four words per student compared with a mean of 20 to 40 words per teacher (Section 5.3.2, Chapter 5). Detailed analysis of students’ participation demonstrated “*the standard classroom exchange and the impact of routinisation*” (Bolitho, 2006, p.2). The practical classes followed the same three-stages exchange “*teacher asks, (2) learner answers, (3) teacher evaluates the answer*” (p. 2). Within this teaching-learning circle, the teachers’ questions determine the purpose and type of students’ answers. Findings within this research revealed how most teachers listen to “*how*” learners deliver an utterance rather than to “*what*” they say. The teacher showed no interest in the learner’s actual message. Students answer, talk, or interact to respond and language correction rather than for communication.

This echoes how the literature on communicative classroom discourse highlight “*content feedback*” as a significant feature of communicative classroom talk (Thornbury, 1996). To contribute to this line of research, the findings of this thesis showed that classroom interaction rarely consisted of teachers providing feedback on the learners’ content. Instead, there were many occasions where teachers’ emphasis was on the learners’ language. Consider the following example selected from the observed data in Mrs. Noor’s classroom.

Student A: *Someone called his fiancée, in the morning.  
Her mother did replied and he did not notice. He said  
good morning my honey, said her mother; your honey  
do not wake up.*  
Mrs. Noor: *She is not yet up*  
Student A: *She is not yet up*

Bolitho (2006) believes that classrooms with such type of exchange fail to promote communication adequately; instead, it is “*a pretext for learners to put their language up for scrutiny*” (p.3). This conveys that the Algerian everyday educational practices might be less communicative, therefore of low educational value, yet the curriculum designers and educational inspectors called the teaching system “*communicative*” (p.3).

Initially, most of the observed classrooms showed that teachers directed the discussion; while they used questions to prompt participation, students still sought their support to generate responses. Furthermore, even the teacher’s attempts to engage students in a discussion consisted of short and closed responses. This echoes the fact that students themselves prefer the teacher’s direct guidance to answer and respond. It may be understood as a cultural phenomenon in Algerian schools where both teachers and students prefer teachers directing classroom talk. This issue will be detailed more in the next section concerning the teacher role within Algerian schools.

### **8.2.3 Teachers’ Role in Managing Learners’ Talk**

Interview data indicated that although teachers have theoretical knowledge, they appear unable to put theory into practice. They believed that they were less dominant, which was not the case. The classes were based around the teachers' talk, which discourages their students from taking up more opportunities to talk. The study has shown that most of the classes were focused on instructional talk, which expanded the teachers' talking time with fewer opportunities for students to talk. Saliently, the total "utterance length" of teacher talk was as long as the length of students' overall involvement. This has prompted serious concerns regarding teachers' roles in their classrooms. This research showed a mismatch between what they believed was happening in their classes and practice.

Within Algerian schooling, it is a sociocultural belief among the teaching-learning community that teachers talk; and students listen. Moreover, it is a cultural concern regarding the teachers’ authority as they are the only source of knowledge. Findings show how teachers initiate, guide, and control classroom discussions. Indeed, observational data pointed to a pattern of finite three-stage

exchange (question, answer, evaluation). Even when teachers encourage students to talk, their responses were briefly based on the teachers' questions.

As indicated, despite evidence that teachers were dominating the classroom talk, teachers believed that their students had sufficient opportunities to interact. In addition, findings revealed that they were more monologic in their teaching philosophy, which was opposite to what they mentioned. Table 8.1 below offers a description and observation of the recorded teaching activities.

<b>Teachers' reported practices</b>	<b>Observed practices</b>
Encourage students' participation	Students' dominant interaction: other students were less engaged in the classroom talk.
Encourage teacher-student and student-student interaction	There was a lot of teacher-centre practices with few if not less students-teacher and student-student interaction
Use activities that enhance the students' talking and sharing ideas	Lessons were teacher centred with emphasis on choral repetition in responses.

**Table 8.1** *Teachers Reported and Observed Procedures.*

Detailed analysis revealed that the questions that teachers used did not support effective communication and information exchange. Students provide a short answer, and teachers control the classroom talk again. The type of questions that teachers use reflects and impacts their teaching practices. Observation data shows that the most frequently used questions were closed questions. Even when teachers demonstrated the use of open-ended questions for students to answer, the average wait time that teachers allow for students to reflect on the questions was insufficient for students to think about the answers. Therefore, teachers directly develop and respond to themselves (Section 5.4.4, Chapter 5). Wilen (1991, p.28) argued that it is necessary to consider "*the cognitive level of teachers' questions and percentage of students talk including questions*" to change these existing questioning strategies.

It is a cultural standard among teachers and students; first, it was challenging for teachers to change students' talk behaviours in the classroom. Secondly, teachers share the same questioning that reinforced the teachers' control of the classroom talk across all episodes. Using such questions indicated that there were instances of missed opportunities for students to communicate. The classroom talk was, therefore, directed.

#### **8.2.4 Teachers' Awareness on Classroom Management Talk and Listening and Speaking Opportunities.**

The study results showed that attempts were made to change existing pedagogical methods to achieve a more communicative learning environment during the classroom observations. Evidence such as this described the willingness of teachers to provide opportunities for students to engage in the classroom using pair/group work and code-switching. Group work is "*one of the techniques which is a breakthrough to traditional lockstep language teaching... students tend to be passive and have lack of language practice in the classroom*" (Kasim, 2015, p.97). Observation data showed that teachers resort to pair and group work as pedagogical strategies mostly every day in their teaching, with seven occurrences in the selected episodes (Section 5.4.2, Chapter 5). Tuan and Neomy's (2007) study showed the effectiveness of group work on developing students' oral presentations. However, the findings of this study revealed the teachers' challenges in implementing successful group work. Cohen et al. (2014) argue that for teachers to successfully use group work to make their classroom more participatory and communicative, they would have to first prepare students for cooperation. Planning group work is quite challenging and has several phases that teachers need to follow with the students. Teachers need to consider the environment, the task, students' cooperation, and time (Cohen et al., 2014). This thesis argues that such protocols were not observed within the participatory classes.

It is important to note a key finding concerning pair and group work, the use of L1 among students. Kim and Petraki (2009) argued that L1 is helpful in "*explaining the meaning of words and grammar explanations but inappropriate in pair work and group work activities*" (p. 58). However, students used their mother tongue excessively throughout their group work (in Algerian Dialect, Arabic) to convey their ideas. This highlights a significant reality regarding the students' failure to use vocabulary in L2 sufficiently. However, the use of mother tongue within an EFL classroom is not always discouraging. Unlike in other North African countries, the majority of Tunisian EFL learners learn English vocabulary through their mother tongue, according to Boustani (2019). Furthermore, previous research on the use of L1, specifically Arabic in EFL environment by Al Balushi, (2020) and Kim and Petraki (2009) noted that teachers use L1 for classroom



management, sentence, and word translation, grammar explanation, and telling jokes. This thesis notes that L1 was used for the same purposes captured in the classrooms (Section 5.4.2, Chapter 5). Observational data illustrate the use of code-switching by teachers as a method to facilitate their daily tasks. This finding was supported in the interview; teachers revealed that they do not feel comfortable using only English in their explanation, although it was forbidden by the educational ministry, which emphasised continued use of the target language (English). Mrs. Aza pointed out that *"they do not understand what they speak... or listen so, I am obliged to sometimes to translate what they say to make them understand"*. *"Sometimes I use my native language"*.

The use of the Algerian dialect seemed beneficial, and it played a supportive role for students in their teaching-learning environment. However, the actual practices showed that L1 was more than a "facilitating tool" in the classrooms. The observations revealed how it was a teaching medium for English. Teachers used Arabic to introduce subjects, provide instructions, and illustrate grammar rules and challenging vocabulary. They even argue about topics that are not related to the lesson in the L1.

### **8.2.5 Barriers to Classroom Talk**

Findings from observational data indicated that learners had few opportunities to talk and interact to answer teachers' questions in the class. As described in section 6.4.2 of Chapter 6, transcribed data indicate instances in which language practice is undermined despite the teacher's attempts to engage learners in the learning content.

Interview data showed that listening and speaking are challenging because students are less motivated to speak to teachers. As discussed in previous sections, teachers used different pedagogical strategies to encourage students to interact; however, more involvement and interaction were not achieved despite their efforts. Instead, teachers tended to fill silences and answer, reverting to being monologic teachers who decrease the students' opportunities to practise their language skills.

This thesis highlights some impediments to explaining why teachers fail to help students talk in the classroom. Despite it being a cultural standard for teachers to dominate, findings also show that students had low self-esteem,

which prevented them from participating in any classroom discussion. As noted by Mrs. Alia, "*they feel themselves useless.... I do not know lost*" and they fear to speak in front of each other "*pronounce the exact words.... sometimes in the classroom.....sometimes students are afraid to talk in front of their classmates because they are afraid, they are going to make fun of them if they make mistakes*". They had a low language proficiency which created obstacles to expressing their ideas and fully understanding the teachers' speech. For example, Mrs. Alia continues, "*it happened to me when explaining, one pupil asks his classmates "what she said, translate, translation Arabic!" He wants to understand, but he is unable*".

Furthermore, the quality of the textbook and the topics failed to engage students with the teachers. This suggests a vital point of this research work: the importance of direct teaching of listening and speaking. This study contends that listening and speaking affected the way talk manifests itself in the classroom. The findings revealed that teachers could support and motivate learners to talk and interact by direct teaching in listening and speaking. To motivate learners to use spoken language, Mercer and Littleton (2007) urged to teach the spoken language skills directly. These research findings add to the existing literature by suggesting that explicit teaching of listening and speaking promotes more classroom interaction and encourages dialogic learning. Dawes (2008) acknowledged that "*teaching children how to listen and helping them to increase their repertoire of spoken language tools is a powerful way to support their engagement with their learning and encourage deep learning*" (p.4). If learners are not aware of the importance of spoken language, it is the teacher's responsibility to promote the value of talk in the classroom. (Mercer & Littleton, 2007). In this way, students can experience pair-group work, whole-class talk, and active learning with confidence and success (Dawes, 2008).

Despite the aforementioned reasons that decreased the students' opportunities for interaction, findings revealed teachers' attempts and the existence of whole classroom discussion and shared talk. To harness this positive potential, teachers should take the first step to change their pedagogical practices with interactive pedagogic practices, which are most effective to develop students' confidence for better learning (Westbrook et al., 2013). Furthermore, they should move toward "dialogic teaching," emphasizing the importance of supporting students with opportunities to share ideas (Hofmann & Ruthven,

2018). Enacting these approaches in daily practice will create awareness among students to change their learning behaviours in the classroom.

### 8.2.6 Learners Experience of Classroom Talk

*“All the class make me in stress. I cannot be serious in the classroom. I can’t speak freely”.*

(Quote from Focus Group)

For this study, it was significant to have an interpretive understanding of learners' experiences and perceptions of listening and speaking in their classrooms. Focus group outcomes suggest two significant findings 1) learners' awareness of the importance of listening and speaking skills, and 2) a discrepancy between how they perceive and conceptualize both skills and how they perform in the classroom. An interesting finding is a discrepancy between learners' beliefs regarding the need for listening and speaking and their actual performance in the classroom. Their responses indicated that they consider listening and speaking to be as necessary as reading and writing. They explained the value of both skills as the key to "communication". When emphasizing the importance of listening and speaking, they used phrases such as:

*“You will be able to pronounce well.”*

*“You can express yourself.”*

*“You can ameliorate your level.”*

*“You can correct your information.”*

However, the observation data showed that they did not act upon their beliefs despite the awareness that learners revealed. Learners frequently failed to participate effectively or talk in the classroom context. Teachers were continuously directing learning, and they have been the only source of interaction in the participatory classrooms. Findings draw an assumption that classroom talk, interaction, and communication are preferable by learners who complained that teachers are always controlling and guiding the classroom *“I think the teacher does not give others a chance to speak.... to practise”*. They argued the need for more speaking time, yet their behaviours indicated the opposite.

Learners also point out the impact of whole classroom interaction on their engagement. When they expressed their thoughts, learners explained the effect of learners on other learners. They described classroom interaction as being

tough and, therefore, more stressful, and complicated to them. Learners explained that during whole and shared classroom interaction, they felt self-conscious and feared losing face. Learners emphasized the impact of their surroundings on their self-esteem. They felt less confident and unable to express, share, and discuss their opinions in the classroom. The following quotes clearly express this sentiment.

*“If you make a mistake, they will laugh on you, and this makes us stresses and shame to talk again.”*

*“Even if for example I didn’t understand something in the lesson, if I ask the teacher, they laugh.”*

This assumption highlights noteworthy teaching-learning practices within those classrooms. The way learners experienced classroom interaction is something that teachers did not consider or recognize, which mean that change could not be implemented. The difficulty for teachers then lies not only in practising teaching techniques that are focused on learners centred pedagogy but also shifting learners’ attitudes and behaviours towards interaction and participation.

Findings reinforce the idea that learners' confidence was already affected despite having the opportunities to talk and respond to the teachers. As stated in earlier sections, teachers' attempts to change their pedagogical practices are evident; however, the challenge is also changing the surroundings and the teaching-learning atmosphere. This thesis argues that such change is not evident through classroom talk.

The influence of the students on each other directly shapes the nature of their communication. Learners' responses indicate that their learning is socially constructed and, therefore it is "*influenced by social norms*" (Reed et al., 2010, p.3). Their experiences of classroom talk emphasized an understanding of the need for cooperation and interdependence. Therefore, learners show some awareness that change in classroom norms starts with themselves.

### **8.2.7 Section Summary**

Findings showed that teachers made attempts to provide learners with opportunities to talk and interact. In general, two points emerged from the

discussion above. First, teachers need to be more open in their teaching practice and carefully adjust classroom management to promote student-centred talk. Second, changing the sociocultural belief of learners takes a longer time, starting from adjusting teachers' roles in their classes to moving toward dialogic classrooms. Thus, for an effective change to occur, teachers need to consider an adjustment in, initially, their teaching practice, and second, understand their surroundings starting from meeting their students' needs. Teachers should then base their instruction on some post-method instructional practice, which necessitates the participation of both teachers and students as key players in knowledge construction (Galante, 2014). Galante advised teachers to invite students to embark on a journey in which their “contexts, identities, affective and cognitive variables, and critical practices” in ELT intersect (p.61).

Findings from this research add to existing research on how teachers should enhance their pedagogical practices and start teaching listening and speaking. In addition, this study suggests that teachers need to carefully build their engagement strategies to create more opportunities for learners to participate and interact in classroom discussions. Finally, it also reveals that teachers need to consider improving their collaborative learning approaches to encourage more effective pair and group work.

This is a challenging task for teachers to achieve. First, they are under a new curriculum reform that carries new philosophies, beliefs, and principles; teachers are still attached to their old teaching habits despite the curriculum's specifications. For example, though teachers attempted to motivate students to speak and interact, findings show the potential existence of old teaching habits. Second, it might require much time for teachers to change a sociocultural standard among their students. This study suggests that teachers are fully aware of their classrooms and students' realities; however, they require support to devise and enact their solutions (Xu, 2009).

### **8.3 What Subject and Pedagogical Knowledge Underpins the Teachers' Teaching of Listening and Speaking?**

This thesis investigates teachers' subject and pedagogical knowledge in teaching listening and speaking skills in Algerian EFL classrooms under a new educational reform and how learners perceive their teaching instruction. The findings showed a discrepancy between the way the teaching of listening and speaking is conceptualized by teachers, the way it is described in the curriculum, and the way it is demonstrated in classes. Teachers also indicate an increasing awareness about the importance of listening and speaking skills on the learners' oral proficiency. They also emphasised the development of reading and writing that are the central objective of the final exam.

#### **8.3.1 The Relationship Between Teachers' Subject and Pedagogical Knowledge and their Teaching of Listening and Speaking.**

Findings indicated that much of the learning focus was on written expression and developing writing skills. The overall focus for the learning content, the knowledge focused on, and the skills being targeted in the classes were writing, grammar, and reading comprehension. By contrast, the teaching of listening and speaking as skills occurred two times through the episodes (Table 5.5, Chapter 5).

However, in arguing that much of the lessons consisted of grammar, reading, and writing, it is important to concede that teachers used listening and speaking as learning tools for teaching reading and writing. They did not distinguish between explicit teaching of listening and speaking as language skills but used general talk for learning. Most of the lessons were constructed based on whole class shared interaction in which teachers asked questions that required brief, direct answers from learners and very few situations in which students initiated the talk or asked questions. Therefore, the teaching of listening and speaking skills were rarely considered by the teachers. This may reflect that they have less pedagogical knowledge of how to teach speaking and listening skills explicitly.

Despite using listening and speaking as a learning tool, this study argues that such findings have been significant in demonstrating teacher knowledge and awareness in developing students' oral communicative skills. The literature

demonstrates that listening and speaking skills are the most difficult for teachers and learners to practise (Newton & Nation, 2020; Walker, 2014). This study's findings are mainly close to those of previous research. However, the study findings highlight teachers' consciousness of learners' participation and interaction. This step reflects their attempt to encourage and engage students in any classroom talk to practise their speaking skills.

### **8.3.2 How Does Teachers' Content Knowledge Affect the Teaching of Listening and Speaking?**

The teachers' content knowledge and what they know as subject-specialist reflect their teaching achievement. Shulman (1986, p.9) highlighted that "*the teacher need not only understand that something is so; the teacher must further understand why it is so, on what grounds its warrant can be asserted*". The focus is on a teacher's thorough understanding of the subject learned at school. This study revealed that the four participating teachers' academic knowledge of the subject, mainly their proficiency and English fluency, affects their confidence and capacity to teach speaking and listening. They showed limitations in their capacity to speak English fluently and understand different English varieties and dialects. These teachers' fluency in English might raise the question of their lack of interest or confidence in teaching speaking and listening skills. Teachers' knowledge did not encourage the teachers' confidence to teach speaking and or practise more listening. These teachers tended to compare their English to native speakers, limiting their choice of teaching listening and speaking. Such thoughts appeared to influence the teachers in their classes: Instead of building a solid subject knowledge to benefit their teaching, teachers resignedly noted, "*we teach Algerian English in Algerian pronunciation*".

### **8.3.3 How Does Teacher's Pedagogical Content Knowledge Affect the Teaching of Listening and Speaking?**

Shulman (1986) was the first to question the importance of content within the teacher's pedagogical knowledge. According to them, pedagogical content knowledge is the missing paradigm in teaching. For teachers to teach more effectively, content knowledge alone is not sufficient; pedagogical content knowledge is also needed, facilitating the transformation of the subject matter.

Shulman emphasized two main categories of knowledge that teachers should have (a) knowledge of presenting the subject matter and ability to make it comprehensible to learners (b) and knowledge of students' conceptions and preconceptions of the subjects and lessons most taught. This study revealed that participating teachers do not seem to have demonstrated good skills related to the components of pedagogical content knowledge.

The finding shows that most of the teachers had acceptable knowledge of their subject matter. Mrs. Aza and Mrs. Noor felt that communication was the purpose of teaching English as a foreign language, while their teaching activities showed the opposite of their beliefs. Mrs. Leila and Mrs. Alia were constantly referring to the textbook. The teachers' knowledge of using teaching strategies is an essential component of pedagogical content knowledge. While the four participating teachers had at least five years of teaching experience, they appeared to have challenges in their classrooms regarding the choice of the topic, the choice of examples, the use of probing questions, and lesson representation.

When discussing the teachers' knowledge of teaching strategies, it is essential to consider any similarities and discrepancies among the four teachers. Mrs. Noor was the only teacher who spent one lesson directly teaching listening and speaking skills. Though the session was informative for students, the teachers faced some challenges that influenced the success of the course. For example, Mrs. Noor used the data show projector to display a documentary video on Princess Diana's life. According to the findings, the data show projector was adequate; however, most students were disappointed by the video's British pronunciation and rapid speech.

The use of a whole documentary in one session was too much for students, and the approach taken by Mrs. Noor was controversial. According to Bouzenoun (2018), learners become irritated, discouraged, and feel they will never understand English if shown a difficult-to-understand video. It was difficult for students to focus on the documentary, mainly when the pronunciation was difficult to understand. The teaching material and the content influenced the students' attention and focused on the lesson. The material should be carefully chosen since the primary purpose was to inspire learners to listen and be engaged with the topic. The learning standards of the students, however, differ, which made it difficult for Mrs. Noor. These findings were similar to those found



in another research study highlighting the provision of sudden input that might discourage learners from engaging in learning (Floriasti, 2013).

In addition, Mrs. Noor and the three other teachers used the lecture method with pair and or group work in presenting lessons based on the textbook. They neither explained specific tasks nor engaged the students using many probing questions. She seemed to demonstrate a high level of awareness because she based most of her teaching hours on creating a friendly atmosphere for the students to talk. She tended to review previous lessons using different topics than the one from the textbook. However, she had difficulties in controlling the class for the students to speak one at a time. As a result, Mrs. Noor missed several opportunities to praise the students who provided correct answers.

Although Mrs. Leila had the amplest teaching experience compared to the other three teachers, she seemed less sure of her teaching strategies, rarely deviating from the structure of the textbook topic. Instead, the class followed a lecture method where Mrs. Leila read the text and provided activities from the textbook. As a result, the students hardly gave their opinion and barely spoke or interacted unless asked to do so.

Mrs. Aza appeared to have some adequate knowledge of teaching strategies. The lessons were systematically presented from the easiest to the most challenging ideas. Before delivering a new lesson, she assessed the learners' previous understanding of the subject through oral questions. She made sure the students understood new and unfamiliar concepts, and she corrected most of the mistakes made by her students.

The findings also suggest that the teachers' pedagogical content knowledge plays a role in developing the students listening and speaking skills. Although in this study, the teachers did not emphasize the power of using their mother tongue (Arabic language) in the class, Arabic was observed. This reveals how the teachers use code-switching skills to support understanding of the language and prompt classroom discussion. In addition, the use of Arabic enabled more interactive sequences, which might have been more restricted by enforcing English.

***Knowledge of students' conceptions:*** A prominent finding indicated that most teachers used only a few techniques to identify their students' prior conceptions. The teachers' knowledge of different elements in the classes determined their teaching level.

During the observations, most of the teachers had difficulty recognizing the errors and mistakes made by their students. The limited ratio of direct teaching of listening and speaking affected learners' speech performance in grammar, misunderstanding, and misuse of vocabulary, word and sentence stress and intonation, and even sentence structure. Such critical components, however, were frequently overlooked by teachers. Moreover, they neither addressed the difficulties of the students nor established sources for these difficulties. Their teaching behaviours addressed how it was challenging to engage students in a discussion. This indicates that the four teachers used to enter their classrooms with an unclear vision of the misconception their students may have about the subject of teaching.

***The Development of the teachers' knowledge:*** Pedagogical content knowledge is what teachers build based on their content knowledge. For Shulman (1986), this knowledge is a unit of what teachers know as a subject-specialist and what they know about teaching-learning practices. For teachers to achieve a deep knowledge of the subject matter, they should have a solid background in teacher education. Teacher education is echoed in the research study of Kleickmann et al. (2013) on teacher's content knowledge and pedagogical content knowledge. According to them, teacher education is a primary priority and the driver of the reform of education. Their argument, of course, reflects the importance of pedagogical content knowledge when teaching any given subject or content area. This study revealed that the teachers' pedagogical content knowledge of teaching speaking and listening in EFL alters their capacity to teach it effectively in practice. Teachers were aware of the importance of both skills for foreign language students; however, their teaching competence failed them.

In Algeria, teachers of English as a foreign language are more confident in reading and writing than as teachers of listening and speaking because teacher education at universities is mainly aligned with literature, reading comprehension, and writing development. This policy in higher education made the English Literature Degree the dominant degree across all universities. In recent years, this policy has been questioned and changed with the new educational reform of L.M.D (Licence, Master, Doctorate). Universities started to include more pedagogical degrees such as Didactics in English. As language teachers, they had to have solid background knowledge to teach all four skills. However, the issue was from the start for those Algerian teachers. As argued by Shulman

(1986, p. 8), “*how does the teacher prepare to teach something never previously learned?*”.

During their higher education, teachers had less knowledge of listening and speaking. As Mrs. Noor confessed, “*even at university, we did not really practise the oral, we had a module, a subject about listening, but it was not the priority*”. They had little or no pedagogical content knowledge on how to teach both skills to students at secondary schools, suggesting that serious flaws may exist in current higher education programmes.

This flags another fact on the importance of knowledge communication in any classroom. Teachers must at least have some basics and pedagogical knowledge to share information with learners. Shulman (1986, p. 8) further acknowledged the following challenge: “*how does the successful college student transform his or her expertise in the subject matter into a form that high school students can comprehend?*” In most countries, teacher training is the entry point for any novice teacher, especially language teachers, to start a successful teaching career. However, this is not the case in Algeria. None of the four participating teachers had attended any workshops or training that focused on teachers’ knowledge development. -In her thorough study of the importance of teachers’ training -and professional development programs in the Algerian educational context, Bourdesa (2016, p. 5) mentioned that “*we do not even have such educational programs in order to talk about training at all*”.

This study's findings reinforce previous research considering teacher training programmes. This finding has raised important questions about the nature of how teachers are accepted to enter the teaching profession in Algerian schools. From the teachers' quotes during the interview, it seems that the Algerian Ministry of Education accepts applicants based on their qualification degree. Generally, to be a teacher in Algeria, candidates participate in a written competition. No importance is given to teaching principles, pedagogy and or teaching qualification.

Additionally, while learning a given subject at the university, teachers may still have the opportunity to teach a different subject. Mrs. Aza confessed, “*I did not English. I have no relationship about principles and laws concerning skills*”. Taken together, these results suggest that lack of subject knowledge, poor teaching competencies, poor vision for teaching, and lack of assessment skills hinder teachers in the pursuit of successful teaching. Most teachers had no

teaching training on how to teach skills in the classroom; in fact, some never attended a single teacher training course. The Algerian Ministry of Education should consider teacher training which should target the creation of pedagogical practices for foreign language teachers. During the interview, most of the teachers stated that they valued teacher training and professional development programmes. This process will at least guarantee some initial knowledge to teachers. As reading and writing are the dominant skills in universities, it is essential that the teaching of listening and speaking skills should be covered in detail when teachers are in their initial training, given that the teaching curriculum and syllabus support both reading and writing, teachers might find fewer difficulties as opposed to teaching listening and speaking. When they started teaching, they had less time dedicated to teaching listening and speaking; in the first and second year of secondary school, only one lesson per unit in four lessons in a whole year. According to the data, the three years of secondary school are a chain process. As Mrs. Laila explains, "*you have to get the basic things for the first and second years; also, the third year...the third year is just a supervision*". This results in listening and speaking being neglected in those classes.

Another issue is the difficulty of assessing listening and speaking skills. Teachers had indicated little experience and low confidence in the assessment of both skills in their classes. In a complete clear statement, Mrs. Noor mentioned during the interview that language teachers in the Algerian school do not practise oral assessment in their classes: "*But since you concentrate on listening and speaking, here we do not have an exam to test the level*". As a result, the teachers see themselves as unqualified to test the students' listening and speaking skills "*the problem.... the teachers.....have you get the teachers that are qualified to test them in the oral?*". These findings suggest a role for teachers' pedagogical knowledge in promoting the teaching of listening and speaking skills. The teachers' subject-matter knowledge and what they know as subject-specialist truly reflect their teaching and students' achievement.

Although the participatory teachers did not mention it, there was a competition among secondary schools for those with the highest number of students who passed their baccalaureate exam. The Ministry and inspectors strongly advised teachers to teach students how to pass the exam even when they do not have the proper competencies and understanding. According to Bemoussat and Bouyakoub (2019), exam-driven teaching undermines not only

EFL learners' communicative abilities, but also English Language Education as a whole. Therefore, the teaching classes were more like a drill and practice for the exam. This might suggest the impact of assessment on the students' motivation to learn.

The issue of assessing listening and speaking can be seen from another perspective. Although listening and speaking were part of the teaching curriculum and syllabus, both skills were not part of the assessment. This illustrates the gap in Algerian schooling. The Algerian Ministry of Education does not provide any form of an oral examination in the teaching programme. Consequently, neither listening nor speaking skills tend to be explicitly taught because they are not part of the assessment process.

#### **8.3.4 How Does Teacher's Pedagogical Knowledge Affect the Teaching of Listening and Speaking?**

Teaching, according to Shulman, is not only about the teacher's content and pedagogical content knowledge but also the teacher's pedagogical knowledge. This study revealed that the teachers' flexibility to teach listening and speaking also relates to their management skills. Most of the teachers who participated in this study were not comfortable managing classroom talk. This was also true with managing practical pair and group work. The four teachers showed some awareness of the importance of group work; however, they showed difficulties in effectively managing this. Most of the classes' time was dedicated to pair and group work activities: all were dedicated to developing writing skills. The recorded lessons were active, and collaborative work dominated the classes, but at the same time, group work was significantly less organised. The students were not assigned to specific groups, which affected the structure of group activity. Therefore, the students took advantage of the activity time to chat among themselves with minimal use of the English language. This suggests that pair and group work are essential to foster the students' listening and speaking skills unless the teachers plan for productive group work activities and manage those groups to benefit students.

However, since the outcome of teaching is influenced by several facets, the variations described above can also be due to the students' curriculum, assessment, and language background. Teachers' knowledge of listening and

speaking skills, especially of pedagogical content, was therefore considered insufficient. Therefore, the third theme in this chapter will discuss how the curriculum and assessment shape teachers' pedagogy in teaching listening and speaking.

### **8.3.5 Section Summary**

In summary, this study has highlighted how teachers' knowledge of teaching listening and speaking is significantly lacking. The development of listening and speaking felt synonymous with practising the language "*I have to focus 90% on listening more than something else. Sometimes I can take part for reading*". First, the student-teachers receive little. If any instruction on teaching both skills at the university. Second, the Ministry of Education does not incorporate the importance of teacher training for novice teachers to be ready for the profession. Lastly, the national curriculum and the teaching program are entirely focused on developing reading and writing. In general, therefore, it seems that this is a direct reflection of the teachers' pedagogical knowledge of listening and speaking in the classes. Given this context, it is unsurprising that teachers are ill-prepared from a pedagogical perspective and cannot effectively deliver their students' necessary listening and speaking skills.

### **8.4 Misalignment Between Policy and Practice and How this Affects the Teaching of Speaking and Listening.**

*“Even those teachers who are committed to communicative language teaching (CLT) fail to create genuine communication in their classrooms, it is partly because teacher educators have not given them the necessary tools to achieve their desired goal.”*

(Kumaravadivelu, 1993, p. 12)

This section addresses two main threads that emerged from the findings regarding the curriculum impact on the teaching of listening and speaking skills and the teachers' pedagogical practices in their classrooms. First, the new curriculum appears to promote the role of oracy. However, there is a sharp contrast between the detailed specifications on the teaching of listening and speaking and the reference to both skills in the textbook. Findings indicated 1) a mismatch between practice and theory and 2) the textbook's content and

assessment offer limited opportunities for learning the spoken language in the classroom, as stated in the national curriculum.

#### **8.4.1 The Teachers' Pedagogical Practices and the Impact of Curriculum That Aimed to Be Communicative.**

In Algeria, the school curriculum has become national, and compulsory once approved by the Ministry, and teachers are expected to comply with its specifications. Consequently, nation-wide, local, or regional variations are not tolerated at all schools, and inspectors are responsible for overseeing and ensuring curricula implementation in classrooms.

In the light of what was discussed in the background chapter on Algerian educational reforms, the current nationally applied programme is the 2003 curriculum. The change in the curriculum reflected the international developments which make learners the focus of learning. The central concept of this curriculum is a complete move from a teacher-centred approach to the facilitation of learner autonomy by teachers. However, it has been criticized by teachers and educational experts. According to Slimani, (2016), These curriculum designers were unduly ambitious, yet they were unaware of the students' realistic socio-cultural context and the importance of involving educational specialists.

Teachers expressed their dissatisfaction with the curriculum of 2003 because they were not involved in the planning phase of the last educational change, especially when a learner-centre teaching pedagogy was adopted. This change highlighted the idea of receiving a curriculum requiring a particular teaching capacity, a certain degree of teacher skill and competence, a positive and supportive teaching atmosphere, and teachers' and students' perceptions of the new curriculum. The teachers' argument is based on the premise that the curriculum can be successfully applied if only they are part of the entire stage of its development. However, until now, the Ministry and the government have persisted with the same curriculum. Many academic findings on teachers' voices in curriculum reform advocated for teachers' involvement in curriculum preparation phases to ensure better English language teaching (Uztozun & Troudi, 2015).

In this research study, the results revealed some essential elements of the teaching of listening and speaking skills under the notion of the new curriculum. The first competency that the English curriculum emphasises is "Competency 1: Interact Orally". Within this competency, the curriculum designers specify that the student must make an oral argument using pronunciation/intonation, structure, and vocabulary relating to the contact situation. This ability must encourage them to engage, that is, to discuss, convince, give their opinion, debate, or solve a collective problem. However, the findings of this research have shown that there is a gap between the curriculum requirements and instructional activities in classrooms.

This analysis finds that factors such as teachers' old practices, textbook topics, lack of students' interest, and assessment and examination affect the practice of listening and speaking in the Algerian secondary schools. This table represents an overview of the curriculum's oral language requirements and compares this to what is actual.

<b>Curriculum specifications</b>	<b>Observed practices</b>
Allow students to understand and communicate easily in the language. Teacher will act as a facilitator and guide intervening in the class when necessary.	Classroom was teacher-centred
Provide them with a solid linguistic base (oral and written codes)	Classroom was predominantly writing lessons
Regular assessment should occur at regular intervals during the sequences in addition to designated exam periods.	Only written assessment. During the period of research (from March till June 2019) only Mrs Aza had one written trimester catch up test.

**Table 8.2** *Overview of The Oral Language Requirements Within the Algerian Curriculum*

The standards set by the curriculum were not aligned with the teachers' old teaching habits. This research demonstrated that the dedication of teachers to former practices prevents the introduction of the modern curriculum in which the oral and linguistic skills of the students are established by moving to more communicative schools. This highlights the importance of teacher training, as discussed in the previous section. Changing the curriculum without offering teacher preparation and training was a mistake. According to this study, neither the reading and writing of students nor their listening and speaking abilities have been addressed adequately. The government prepared to introduce a new curriculum without considering improving teacher knowledge and teaching



strategies. Teachers were expected to review, adapt, and improve their teaching practices in the light of the new curriculum.

As non-native teachers, it was necessary, on the one hand, to consider efficient teacher training from a pedagogical point of view and, on the other hand, language development. Furthermore, it was necessary to consider a successful professional development programme that would significantly positively impact teachers' practice and students' learning. In this respect, according to Villegas-Reimers (2003, p. 14) "*teachers are empowered as professionals, and therefore should receive the same treatment that they are expected to give their students*". Teachers must also be equipped with the right skills and knowledge to achieve maximum productivity in their classrooms. Kealey et al. (2000, p.72) acknowledged that "*in-service training must help teachers acquire any new information or skills required by the curriculum and build their confidence in working with unfamiliar subjects or teaching styles*". All these considerations could have contributed to direct and better teaching of listening and speaking skills. However, teachers have misinterpreted teaching approaches, which has caused a misalignment between recommended pedagogy and actual practice. A communicative curriculum cannot be achieved without the appropriate teacher training and development needed to implement the approach.

#### **8.4.2 Learners' Interest and The Impact of the Textbook Content**

The outcomes of this study have demonstrated the reverse of what the curriculum has recommended and what the textbook is designed for. Therefore, teachers were puzzled by the disparity between the curriculum and the textbook. The textbook is mandatory and recommended by the curriculum developers; however, its content did not support listening and speaking. Since listening and speaking were primarily rare in the recorded lessons, the only source for learners to talk and interact was during a classroom discussion of some reading comprehension tasks or other occasional activities from the textbook. However, the findings revealed a lack of interest among students due to the topics of textbooks.

The textbook's topics minimize the interest of students in engaging in any discussion in the classroom. This choice of topics inspired neither the teachers

nor the students. This might explain the factors behind the weak performance of Algeria students at secondary schools despite their high interest in learning English. This could also mean that teachers avoid teaching listening and speaking skills, recognizing that textbook topics fail to inspire learners. The previous theme could also mean that teachers are not inspired enough to improve their teaching skills and pedagogical knowledge. Although the curriculum and the textbook topics provide few opportunities for students to participate in the class, teachers should focus on their skills and change their teaching methods. It is important to remember that, while still focusing on the exact purpose of the lesson, they can change the teaching topic, which expands students' opportunities to interact in the classroom.

#### **8.4.3 Learners' Interest and The Impact of Final Assessment**

The assessment guidelines within the English curriculum stated that the evaluation might be diagnostic, formative, and summative, which are all in written form. The assessment recommendations are brief, merely specifying that the assessment should take place at regular intervals and at the end of each sequence, in addition to the specified exam periods. The curriculum does not discuss at any stage how students can be tested orally. Within the textbook, teachers are advised to assess students at the end of each term. Each unit of the textbook includes an "Assessment" as the final section. This is dedicated to vocabulary and evaluation of skills and techniques. However, neither the curriculum nor the textbook encourages teachers to assess the students' oral competence. This indicates the lack of an oral assessment within the participatory classes. Another finding shows how the students do not have the skills that the exam is designed to assess. The focus group findings highlighted how the students' listening and speaking skills were not fully developed. First, because the classes were excessively focused on teaching for reading and writing. Second, students lose interest in repeated practice activities. This highlights the need to avoid teaching focus being limited by the form and content of the exam.

This disparity between the curriculum and the textbook content has also affected students' success in higher education. Students with few experiences in listening and speaking, particularly those who wish to follow English as a profession, find it difficult to achieve an acceptable level of oral competencies at

universities. This may mean that students are likely to have low oral accomplishment at the university due to the mismatch between the secondary school curriculum and the university. The results of Lakehal-Ayat Bermati's research (2008) are in line with the findings of this study. As Algerian research, this study offered a thorough assessment of the mismatch between the secondary and university curricula. This research exposed the mismatch between secondary school textbooks and university interests, which is a significant problem in the Algerian education system. Another Algerian research reveals that students' university accomplishment cannot be separated from their earlier education (Nadia, 2011). Therefore, actions are required to effect change beyond curricular rhetoric to break this negative cycle of flawed teaching and learning practices.

#### **8.4.4 Section Summary**

For any government to implement a new educational reform, it is necessary to conduct a thorough needs analysis on research evidence (Levin, 2010). Findings from this research contribute to this body of literature by indicating a mismatch between practice and theory within participating schools. The case is that the Algerian government targeted curriculum documents that were easy to control and paid insufficient attention to the more complex processes required for implementation. As a preliminary step, a careful revision of the difference between curriculum requirements and textbook content with teaching practices in classrooms is required. Teachers should also be offered opportunities to participate in the curriculum preparation process (Troudi & Alwan, 2010).

Teachers are not the only indicators of curricular progress or failure. This indicates that the entire education system requires adjustment to incorporate concrete strategies which address transition. The development of successful educational systems calls for three standards 1) to get the appropriate people to teach, 2) build them into successful teachers, and 3) ensure that the system will provide every learner with the best possible instruction (Barber & Mourshed, 2007). However, it is difficult to achieve such change even within the same nation because schools, teachers, and students are in different communities. In addition, change takes time and calls for an in-depth assessment of school

growth. The following section addresses the third research question discussing the teachers' implication of the skills integration approach to facilitate listening and speaking and create more opportunities for students to talk and interact.

### **8.5 How Do Algerian EFL Teachers Integrate the Teaching of Speaking and Listening with Reading and Writing in their Classes?**

This question explored how teachers understand and implement skill integration in their classrooms. It was also examined to develop an interpretive interpretation of students' experiences and interpreted skills integration. The coding of the data revealed that; 1) teachers and their students have the same understanding of the concept 2) teachers showed a theoretical awareness for the use of skills integration that is important for skills development 3) this awareness, however, was abstract rather than practically applied in those classrooms based on the observational data.

#### **8.5.1 Teachers' and Students' Insights on "Skills Integration."**

Learners described how "skills integration" could be implemented by fostering motivation and introducing additional time for speaking. They emphasized the need for such an approach as it serves their goal to accomplish, if not more, but at least equal time for skills practice in the classroom. Furthermore, they characterized the practice of the four skills as more beneficial and focused on language development aspects. They explained that by learning to listen, speak, read, and write in the classroom, each skill improves the development of the others. Learners stressed that such a learning process should be versatile in their classrooms because it facilitates the development and improvement of their vocabulary needs. They also agreed that this type of instruction places speaking and listening skills at the forefront of the learning process.

Additionally, students acknowledged that, especially in foreign language classes, they have a vested interest in improving their speaking ability and, as a result, have more incentive to be actively interested in direct learning of language skills. Learners' responses indicate that when it comes to lessons, they praise and even prefer skills integration as a teaching approach. They believe traditional classes are demotivating and represent an inefficient opportunity to learn.

However, results found that integrating listening and speaking with reading and writing was rarely shown in actual classes.

Although these statements were based on learners' perceptions rather than recorded experiences, they seemed to show that teaching the four skills in integration can be a fruitful approach to adopt in EFL classrooms because it motivates and encourages skills practice. For example, learners' experiences with motivational classrooms and further listening and speaking instruction revolved around a skills integration approach that seemed to promote listening and speaking.

According to the study results, there is one insight and single direction in which teachers observe and comprehend the integration of the skills. The emergent pattern from teachers' description covered one concept in how they perceive the integration of listening and speaking with reading and writing; teachers described such an approach as being automatically applied and practised by students. This further proves the teachers' pedagogical thinking in terms of how they use listening and speaking to encourage reading and writing.

### **8.5.2 The Teachers' Perceptions and Their Real Practice Of "Skills Integration" In EFL Classes.**

Despite teachers' awareness of "skills integration" as an abstract concept, observational data showed that they did not correctly integrate listening and speaking with reading and writing in the reality of the classroom context. The study's results support the notion that teachers' pedagogical knowledge of skill integration is unclear. According to the results, teachers linked skill integration to regular language classroom practice. They accepted that such a teaching approach imposed a greater emphasis on reading and writing skills. Teachers have acknowledged that, especially with the final evaluation as an instructional goal, students need to develop their reading and writing skills, justifying them to use listening and speaking as learning resources in the educational process.

### **8.5.3 Section Summary**

From a theoretical perspective, the findings revealed that both teachers and students highlight the value of integrating reading and writing with listening and speaking. On the practical side, data results showed a disparity in how

teachers technically interpret skills integration and how they practise it in the classroom. Findings have revealed that learners preferred integrating the four skills to have more opportunities to practise listening and speaking. However, teachers' excessive focus on reading and writing based on the final year evaluation limited instances of integrated skills study in practice. The researcher's concerns and comments on the research findings will be addressed in the next section.

## **8.6 Thoughts, Questions, and Personal Commentary**

This section is a concluding personal commentary. It covers few points I asked while addressing the three research questions outlined in the first chapter of this thesis. I presume that the answers to those questions were sufficiently covered in the various chapters of this thesis. It is relevant, however, to address two thoughts I had while writing the discussion chapter.

It was discussed in this chapter that all teachers agreed on how reading and writing are necessary instead of listening and speaking. It was then revealed by the data that some overt categories (curriculum, textbook topics, and assessment) and covert categories (such as teachers' confidence, language practice, teaching experience) were associated with the teachers' perspectives of listening and speaking teaching. Teachers did not only exclude both skills from their teaching programme but assumed; and believed, that it is sufficient to practise both skills through daily classroom activities. Since none of the teachers believed in the value of direct teaching of listening and speaking, I started questioning their goals as language educators; If these teachers do not consider listening and speaking skills to be required skills, they are both skills for teachers and unrealistic tasks?

Another finding was that teachers and students were satisfied with the teacher-centred approach. As mentioned in the discussion chapter, cultural norms affected teachers' roles within the Algerian learning community; in the meantime, learners accepted that teachers are the only ones responsible for leading learning in the classroom. Students shared a willingness to develop their listening and speaking skills; however, their behaviour in the classroom was unrelated to their beliefs. The teachers' role in delivering instructions shaped their level of communication and intention to participate. In this regard, where is the

issue if teachers and students are content with the conventional teaching approach? Furthermore, if both parties are satisfied with their present teaching-learning routine, how will progress occur within the Algerian educational system? The challenge is not to improve teachers' skills and attitudes about education but also to change teachers' and students' teaching and learning behaviours.

## CHAPTER NINE: CONCLUSION AND IMPLICATIONS

### 9.0 Introduction

This study examined the teaching of listening and speaking in four Algerian secondary schools. It sought answers to the following questions:

- What subject and pedagogical knowledge underpins the teachers' teaching of listening and speaking?
- Do Algerian EFL teachers in secondary schools create opportunities for speaking and listening in their classes?
- How do Algerian EFL teachers integrate the teaching of speaking and listening with reading and writing in their classes?

The data analysis pertinent to the research questions was presented in Chapters Five, Six, and Seven. Chapter Eight provided the interpretation and discussion of the results. In summary, the data revealed that teachers rarely explicitly teach speaking and listening skills in their classrooms and that the majority of speaking and listening in the recorded lessons was more general interaction that accompanied the teaching of reading and writing. The teachers did not integrate speaking and listening skills with their teaching of reading and writing. Consequently, speaking and listening in English received very little attention. The teachers encountered difficulties in their teaching for which they were not pedagogically prepared, particularly in creating appropriate learning contexts and opportunities for speaking and listening in English. They were not confident in managing practical pair or group work and tended to dominate the classroom talk themselves. The data analysis also suggests that the teaching of speaking and listening skills was affected by the following:

- The teachers' subject and pedagogical knowledge of the teaching of listening and speaking;
- The issue of policy and practice within the educational system, in particular the incompatibility of the teaching practice with the curriculum and textbook requirements;
- The impact of assessment on pedagogical practice and prioritisation;
- The sociocultural beliefs of teaching and context.

This chapter will address the conclusions drawn from this study. First, it offers recommendations for further research on teachers' pedagogical knowledge in the teaching of listening and speaking, followed by recommendations for EFL



teachers and policymakers based on the findings of this study. It then considers how this research contributes to existing knowledge. Finally, there will be a personal reflection on how this research journey informed my perspectives.

## **9.1. Conclusions**

This study aimed to explore listening and speaking teaching in four different EFL secondary classrooms in the Southern province of Bechar, Algeria. It intended to find how teaching listening and speaking skills were manifested in real classrooms and understand how teachers accomplished such practices based on their pedagogical knowledge. Two main principles underpinned the current study in framing perspectives of teaching listening and speaking: 1) listening and speaking skills are the centre of developing students' communicative competence; 2) such skills are accomplished through teachers' help by providing opportunities for classroom interaction, and classroom talk.

Due to the curriculum shift in Algeria, it was critical to understand the current practices that emphasized the shift to learner-centred pedagogy. The aim was to identify how teachers focused on developing oral skills as the focus of education in secondary schools is communicative competence and how students perceive listening and speaking in their classrooms due to these pedagogical changes. This research gained insight into the situation by direct observation and the teachers' and students' voices. The study's findings can be summarized in two points, which are described more below.

### **9.1.1 Conclusion One**

Following other countries' steps, the Algerian educational system intended to move towards communicative approaches to teaching to improve learners' abilities to talk, negotiate, and transmit messages more clearly. Teachers were advised to encourage and motivate learners towards participation and interaction during lessons. Therefore, the teachers' role was to implement approaches and strategies that make the classes more learner-centred and turn them into dialogic learning spaces. However, implementing those standards was new, and the teachers were required to do what they thought they were already doing.

Interestingly, what was happening in those classes was not different from previous procedures I witnessed as a secondary school student between 2007

and 2010. The findings showed that listening and speaking were not directly delivered to learners; instead, both skills were used as learning tools. The results also revealed how pair and group interaction occurred more frequently than whole classroom interaction. Furthermore, individual communication and or presentation rarely happened in those classes. Although the data showed some signs of classroom talk opportunities and learners' participation, teachers controlled those opportunities most of the time. The learners' role, consequently, was brief in providing short, direct replies to their teachers.

Findings from observation revealed that the four classrooms did not follow some of the aspects of learner-centred pedagogy. The teachers seemed unaware of the connection between their pedagogical knowledge and limited direct teaching of listening and speaking. Nevertheless, they felt comfortable and believed in their way of teaching. They were confident that direct practice of listening and speaking skills was not essential at that stage. For teachers, listening and speaking were developed through regular lessons, and that students participate, and interact which helps them develop their oral competency in the English language. However, listening and speaking were not practiced for students, and they were concerned for both skills to occur directly in their classrooms.

Generally, listening and speaking were not taught in those classes, but observational data showed that learners were made to speak, yet learners seemed to ask for direct opportunities to practise those skills in the classrooms. The results in this study revealed that this discrepancy is due to different considerations. The main one is a lack of understanding among teachers in the EFL classrooms on the value of direct teaching of listening and speaking skills. Findings showed that while teachers are open to embracing learner-centred pedagogy, they are not philosophically reconciled with achieving it. In brief, the teachers seemed comfortable with the traditional dominating teacher-centred approach of teaching.

### **9.1.2 Conclusion Two**

The second conclusion that the findings revealed is the gap between curriculum innovation and classroom reality. Teachers' practices did not change subsequent to the implementation of the communicative curriculum. The data indicated that although the curriculum's principles advocated practising listening and speaking skills, the teachers' practices were incompatible with the principles underpinning the Algerian educational reform. This research showed that this was due to a lack of training and development courses to develop the teachers' pedagogical knowledge in teaching oral skills. Teachers suffered challenges resulting from tensions between, on the one hand, their old practices; on the other hand, the curriculum's new standards and how to apply them in the classroom. Therefore, many studies within the Algerian educational context called for the importance of teachers' training to have efficient teaching practices (Bourdesa, 2016). However, there was an underestimated notion among teachers themselves. This study revealed that even if teachers had successful teacher training courses, their knowledge would impact their teaching practices. These teachers felt they were not responsible for the minimal teaching of listening and speaking skills in the classroom.

The data further suggested that teachers believed that they are pedagogically aware of teaching each skill and that different factors influence their practices. However, this research provided instances where the participants avoided direct teaching to listening and speaking due to low self-confidence. The literature on teacher achievements showed that "*confident that no matter how effective current practice might be in some schools or some classrooms, it offers room for improvement*" (Raths, 2001, p.2). Teachers' perception of themselves and their teaching abilities is a key in teaching listening and speaking in the classroom. Hence, confidence plays an essential role in reshaping teachers' beliefs and their teaching practices in the class (Umugiraneza et al., 2016).

### **9.2. General Implications for Future Policy, Practice and Research**

This section will discuss how this research has contributed to understanding the connection between teachers' knowledge and listening and speaking skills. Initially, it was hard to interpret classroom practices as teachers had a different understanding of teaching listening and speaking skills. Teachers

believed that classroom discussion and learners' interaction are the ways for learners to practise both skills. Direct teaching to listening and speaking rarely occurred, and it was challenging to understand and present how each classroom functioned. The analysis revealed valuable information about classroom discussion, which allowed me to understand teachers' knowledge of oral and classroom interaction, which were teacher-centred and of little benefits to EFL learners.

Data from observations revealed that teachers' efforts to resist direct instruction to listening and speaking showed a lack of confidence in their pedagogical skills. After that, the data revealed how all forms of classroom interaction provide opportunities for students to practise their listening and speech skills. However, the study found that such opportunities for talk had little effect on learners' speaking ability because the dialogic content of the interactions was poor.

The second contribution from the study's results was the discrepancy between how teachers viewed listening and speaking instruction within learner-centred pedagogy and how they acted in their classrooms. However, this study attempted to maintain an optimistic perspective by demonstrating that such disparities entrenched the belief that learner-centred pedagogy has taken root and requires more growth. This paper contends that, amid the rarity of listening and speaking teaching, teachers made attempts to improve such pedagogy. For teachers to excel, they must first understand the challenge of teaching. As a result, this research study offered an impetus for them to focus on their practices and come to terms that teaching is an evolving and multifaceted task.

Based on this research, teachers did not condemn learner-centred practices and only rarely exercised listening and speaking. They made no mention of how both skills were innovative or opposite to their teaching practices, but they did object to teaching them in the classes. This study showed that teachers were optimistic about their teaching activities during interviews, believing that by offering more opportunities for interaction, they could inspire and involve students in their learning.

Focus groups, however, showed that listening and speaking were essential and that both skills could have a positive outcome on their learning abilities. The students indicated that practicing listening and speaking through classroom interactions and textbook activities did not help them develop their oral

competencies. They were discontent with this approach because teachers' dominance kept them from engaging in classroom interactions; however, they appeared to embrace it in their learning context. The students also correlated boredom with prolonged reading and writing practice and failure to learn with traditional teaching pedagogy. A possible explanation is that learners feel they have a critical part in their academic environment and can adapt and take more responsibility for their learning.

One of the issues that emerged from these findings is the differences between the teachers' and students' perceptions regarding the teaching approach, which influenced the learning outcome. In addition, the findings raise intriguing questions regarding the nature and extent of relationships and communication between the teachers and their students. Therefore, this research attempted to show that teachers should create a healthy and comfortable learning environment for students. This will be achieved by similarly offering direct instruction in listening and speaking to improve students' communication skills to interact in the classrooms and valuing and encouraging them to contribute and collaborate.

This research revealed that listening and speaking skills are a prerequisite for EFL learning, and by interacting in rich lessons, students will be able to improve their speaking ability and enhance their oral competencies. It should not be followed that insufficient instruction contributes to weak oral proficiency because teaching with a particular goal in mind typically necessitates an approach to accomplish that goal. Teaching these skills with precision should have an impact on learners' oral competency. In this context, learners understood the need for direct and efficient teaching of listening and speaking skills. The teachers, however, still have a long journey to strive for this goal and use more learner-centred pedagogy to accomplish it. The path to achieving those goals is still in its early stages within Algerian schools; one might contend, though, that the process is more critical than the outcome.

My references to this debate on learner-centred education and direct listening and speaking teaching are to enable practitioners to understand that by studying the teaching of these skills in our classrooms and recognizing the individual experiences of EFL teachers within our teaching culture, we can discover relevant considerations about our learning environments. First, however, it is necessary to inquire how to alter the teachers' habits to improve

listening and speaking standard instructions? Furthermore, how can we make the most of classroom talk time to help students communicate and articulate properly?

This study argued that even low-quality classroom discussions provided an outlet for students to speak the English language. However, the data showed that as teachers have opportunities to contribute during classes, they cannot directly teach listening and speaking. Therefore, this thesis advocates for more teachers to recognize the distinction between direct instruction in listening and speaking and using both skills as a learning tool. This can be accomplished in three recommended ways. First, teachers must respect listening and speaking as language skills within their learning environment. Secondly, they should aim for dialogic teaching by understanding the perspectives and contributions of all students without exception. Teachers, lastly, need to integrate reflexivity into their teaching activities regularly to be confident of their listening and speaking strengths and move toward incorporating these observations into their daily teaching practices.

This study, ultimately, allows teachers to consider that teaching is a complex process and that they need first to understand, evaluate, and improve their pedagogical knowledge to promote listening and speaking skills. Therefore, this research emphasises the need for more reflexive studies that theoretically guide the teaching approach to listening and speaking.

### **9.2.1 Recommendations for Further Research**

The present research aimed to profile the teaching of listening and speaking skills from a broader perspective. It focused on the teaching practices of four teachers and their learners in four EFL classrooms. The study barely represents the teaching practices of all teachers in Algerian secondary schools, nor does it reflect the perspectives of all teachers and students. What the findings showed is that listening and speaking are used as teaching tools. The findings also revealed that teachers need to consider teaching as a "social act" to improve their teaching practices. Inside the classrooms, teachers and students must build a relationship that helps communicate and reflect on their actions to work collectively for an effective teaching-learning environment. Furthermore, teachers, educators, curriculum designers, and policymakers need to collaborate

to enhance pedagogy. As a result, further research is necessary to broaden our knowledge in this field.

While teachers' belief in teaching listening and speaking is a well-studied subject, a study investigating their perspectives and experiences over years of teaching might provide valuable insights into their confidence in teaching oral skills and how this affects their classroom practices. This would contribute insights to the way teachers develop their pedagogical knowledge and how this helps them build their confidence in teaching listening and speaking skills.

In Algeria, research studies are mostly related to the provision of geographical and cultural lenses. Most research was conducted in well-resourced provinces, especially in the north and east-west, such as the capital Algiers, Tlemcen, and Constantine. Southern and less established zones deserve more attention to produce valuable insights into the teaching of oral skills. Therefore, a future comparative study could examine teaching listening and speaking and the students' oral competence between the north and south of Algeria. Such research would help to understand the gap between regions. It would address the way teachers are more secure with direct teaching of listening and speaking skills and how learners secure a good oral level in the northern provinces.

Furthermore, further study could focus on combining video recording with recorded lessons of teachers, as they directly teach listening and speaking. This would help us determine how their practices differ from considering listening and speaking skills as learning tools. A further research study could investigate newly qualified teachers' perceptions of teaching listening and speaking skills at the start of their teaching experience. Finally, another study could look at how well the current study's findings and implications can be applied to other Algerian teachers and the Arab world at large.

Furthermore, given the impact of assessment on teachers' and students' achievement in the classroom, further research is required that connects student oral achievement and language proficiency to the concept of assessment. Assessment is an essential aspect of the teaching-learning process, and students' abilities must be assessed both verbally and in writing. Besides, educational scholars and curriculum designers that recognize communicative approaches that seek to make learning more learner-centred and dialogic need to incorporate oral assessment as a central component of those theories. This

research, therefore, advises that the assessment be used in the creation of a framework for new teaching practices.

### **9.2.2 Recommendations for Teachers**

The outcomes of this research contribute to two broad conclusions regarding teachers. First, teachers' reflection is an effective process that will help them develop their teaching in the future. Second, participating in action studies would result in improved educational practices.

The results showed a lack of communication between teachers and curriculum designers, resulting in ineffective classroom instruction. This study contends that teachers must critically reflect on their teaching approaches and collaborate with curriculum planners to address the benefits and shortcomings of their teaching to achieve a sustainable educational program.

The second implication for teachers is to be involved in action research. Many studies are supporting the idea that action research improves teachers' educational practices (O'Connor et al., 2006). Teacher involvement in research is crucial for the development of listening and speaking teaching in EFL classrooms. Recognizing the absence of teacher education and training, teachers should be involved in action research to improve their teaching practices.

The findings suggested that teachers should be more transparent in their practice, as they tended to revert to old habits, even when they appeared to be committed to adopting more engaging ways of communication and interaction. As a result, established beliefs are no longer perceived as choices but rather as unavoidable (Biesta et al, 2015). This emphasizes the need of assisting teachers in accepting change and developing their practices. This also demonstrates how teachers assumed that their previous knowledge was sufficient and that they would experience no difficulties under the new curriculum. The implication of these arguments is that teachers must be able to critically reflect on and evaluate their ideas and actions. According to Pajares (1993), teachers find the process of changing their beliefs challenging and frightening since they have contributed to previous beliefs and see little need to change them. Rueda and Garcia (1994, p.25) agreed with this viewpoint, stating that "*changing underlying paradigmatic belief systems is neither simple nor short-term*". One step to support teachers'



development is to encourage more critical reflection and collaboration among them. As a result, giving adequate support for teachers to “*reflect on what they are doing in the classroom*” results in a considerable shift (Etchberger & Shaw, 1992, p.1).

However, the findings of this study revealed a complicated issue in Algeria. There is a disconnect between teachers, curriculum designers, and policymakers. Fred Korthagen (2017, p. 15) argued that “*this view of teacher learning, and professional development requires quite a shift in perspective, especially for many policy-makers*”. Simultaneously, policymakers and curriculum designers should be afforded the opportunity to assess policy and practice.

### **9.2.3 Recommendations for Policymakers**

These recommendations are based on the importance of teachers' role in reforming curriculum standards.

- Support further research on teachers' communicative competence and speaking abilities to better understand the possibility of teaching listening and speaking skills.
- Emphasize the development of oral competency requirements to ensure the production and appraisal of EFL teachers' results. This mechanism assists in the creation of an awareness of teachers and their teaching objectives.
- Strengthen the position of teachers in the education sector to develop their competencies and fulfil any needed requirements.
- Support the discussion between teachers, learners, and school leaders in the education sector to develop requirements for teachers and help them overcome different teaching and learning difficulties.
- Evaluate the English textbook based on the criteria of the new curriculum.

### **9.3 Contribution to Knowledge**

This research makes some valuable contributions to knowledge. First, it highlighted a significant relationship between teachers' pedagogical knowledge, teaching practices, language curriculum, and listening and speaking skills development in the EFL context. More specifically, it emphasized the necessity of a shared understanding of direct instruction to listening and speaking. Second,

the research also disclosed that teachers' acceptance of the current communicative curriculum and learner-centred pedagogy was detrimental to their teaching.

An important issue that this study uncovered is that learner-centred pedagogy is not yet directly implemented within schools. Once such pedagogy has been implemented, teachers within the teaching and learning community need to change their beliefs regarding listening and speaking skills, forming new teaching practices that allow them and learners to practise and improve it. To achieve this, first, teachers need to value direct teaching to listening and speaking built through themselves first as language teachers. Second, teachers and students must establish healthy relationships by understanding and appreciating all sides of the initiative in the classroom. Third, teachers must provide a forum for fair contribution and engagement to their students, and then communicative learner-centred pedagogy emerges, allowing for purposeful listening and speaking instruction within the learning context. However, this research showed that these assumptions are still philosophical and challenging to replicate in EFL classrooms.

Pedagogy is a phased implementation mechanism. Teachers and learners, as well as policymakers, need to work collectively as a learning community to value every single participant. This will contribute to the continued gradual shift from teacher-centred practices to student-centred pedagogy. Such practices will then raise awareness of the value of teaching listening and speaking skills within schools.

#### **9.4 Personal Reflection**

It is overwhelming to be at this stage and share my reflection on conducting this research. It may feel like the ending of a journey, but as an educator and Ph.D. researcher, it is merely the beginning of a new chapter. As a former EFL learner and teacher, my trip through this research has been an excellent experience. This experience enabled me to showcase the teachers' experiences as EFL educators in teaching listening and speaking skills.

At the start of this research, I had little understanding that teaching listening and speaking skills could mean different things to different teachers. I had no clue that the way I viewed such teaching, how teachers and students

understood it, and what the literature suggested about it would be conflicting. After becoming involved in data collection, I recognized that before observing and interviewing teachers, I needed to create a shared understanding of teaching listening and speaking skills with them. The chosen study approach and methodologies, on the other hand, were centred on gathering accurate data. The aim was to explore teachers' classroom methods and learn how they approach both skills; thus, prior preparation could have influenced the data's credibility.

At first, when analysing data, it was challenging to control the way I reviewed and interpreted the data. I had to monitor how I viewed teachers as negatively influenced the learners' listening and speaking opportunities. It was noteworthy that teachers do not believe in the value of direct teaching to listening and speaking. From the superficial side, teachers philosophically supported learners' oral competence; however, analysing the data and interviews felt disappointing. On the other hand, my interactions with learners encouraged me to understand the importance of research within our educational sector. It was inspiring to learn that this study could enable English language teachers to consider their pedagogical knowledge in teaching both skills.

My experience with teachers and their students taught me the importance of action and reflective research, especially for EFL teachers. There was a lack of communication between the two resulting in a discrepancy in the classes. Communication is the secret, in my opinion, for teachers to hear from their students because as long as students are unable to improve their speaking, critical thinking, and listening skills, teaching objectives are not achieved. At this stage, I realized that further research is needed to improve the quality of education. Teachers should constantly work with their students to observe, analyse, and reflect on their pedagogical practices in the classroom.

## Appendices

### Appendix 1: Information Sheet

#### Information Sheet

**Title of the Project:** Teaching English Speaking and Listening Skills to the Algerian Students in Southwest Province Secondary Schools: Problems and Solutions

I would like to invite you to take part in the above-named study but before you decide, please read the following information sheet.

**The Purpose of the Study:** This research aims to explore what are the problems of teaching and learning listening and speaking skills in Algerian secondary schools. This research study aims to find out what are teachers' and students' own strategies to overcome these difficulties. It also aims at understanding their perceptions and thoughts toward teaching and learning both skills. Additionally, this research aims to recommend some solutions and educational strategies for EFL teachers to implement when teaching listening and speaking skills to improve their students' oral competence.

**The Researcher:** This study is being carried out by khouloud Nebbou, a PhD student within the School of Education at the University of Exeter. My supervisor is Professor Debra Myhill. I had a scholarship to peruse my postgraduate studies in UK. This scholarship is funded by the Algerian Ministry of Higher Education which is hoping throughout postgraduate research studies to ameliorate the educational system and improve the Algerian education level.

**What will be involved if I take part in this study?** This is a piece of qualitative research which will be completed by 2021. Teachers will be observed in their teaching context for 6 times depending on the time allocated for the target lesson, teaching listening and speaking skills. I would like to record the lesson observed with their permission. They will also get involved in one face-to-face interview which will last 60 minutes and will be audio recorded with your permission.

Four Foreign Language stream classes will be divided into groups to take part in focus group interviews. Students will also be involved in focus group interview which will last 30 minutes. I would like to audio record this interview with your permission.

You have the right to not answer any question that you do not wish to answer. You also can stop the interview at any point.

I would also mention that may differently sections of your interview transcript will be published any journal articles, conference presentations or elsewhere. Your contact detail, personal information, and your real name will not be used.

You will not receive any financial incentive for participating in this research study.

**The advantages and disadvantages of taking part in this research:** This study offers you the opportunity to reflect on your experiences as EFL teacher and students in facing difficulties in teaching and learning oral skills and you may find it meaningful to share your story.

**Withdrawal:** You have the right to withdraw at any time and do not have to state the reasons for doing so.

**Data Protection/ Confidentiality:** All information collected about you during the research will be kept strictly confidential. Your name or any contact details will not be recorded on interview transcripts or in the research paper. Any details which could potentially identify you will be removed or changed. All responses from you will be fully anonymised and only the researcher and academic supervisor will have access to the audio recording and your consent form.

The audio recording of the observations will be uploaded as soon as possible to U Drive. As soon as possible there will be written transcripts the recording will be deleted.

The interview recording will also be uploaded to U Drive, and they will be deleted as soon as there is written transcripts of the interview.

Interview's transcripts will be use anonymously, your name or any personal details will not be mentioned.

Your contact details will be kept separately from the interview transcripts and may be retained for up to 3 years.

You will be provided with your interview transcript to comment or edit it (if you want a copy, feel free to contact me). You will also be supplied with a summary of the research finding once the research is concluded if you request it.

### **Further Information**

If you have any further questions about the research you would like to discuss, please contact me at: [kn305@exeter.ac.uk](mailto:kn305@exeter.ac.uk)

If you would like to discuss you queries with someone else at the university, please contact:

Debra Myhill

Professor of Education

University of Exeter

EX1 2LU

01392724767

Thank you for taking the time to read this information sheet.

## Appendix 2: Translated Copy of the Information sheet

ترجمة رسمية  
للنص المحرر باللغة الفرنسية  
الأمر رقم: 08-09 المؤرخ في 25 فيفري 2008

وزارة العدل  
مجلس بشار  
محكمة بشار

20019/02/07

الترجمة رقم 19/98

### ورقة المعلومات

عنوان المشروع: **تدريس مهارات التحدث والاستماع باللغة الإنجليزية للطلاب الجزائريين في المدارس الثانوية الجنوبية الغربية: المشكلات والحلول**

أود أن أدعوك للمشاركة في الدراسة المذكورة أعلاه ولكن قبل أن تقرر ، يرجى قراءة ورقة المعلومات التالية.

**الغرض من الدراسة:** يهدف هذا البحث إلى استكشاف ماهية مهارات التدريس وتعلم مهارات الاستماع والتحدث في المدارس الثانوية الجزائرية. تهدف هذه الدراسة البحثية إلى معرفة ما هي استراتيجيات المعلمين والطلاب الخاصة للتغلب على هذه الصعوبات. كما يهدف إلى فهم تصوراتهم وأفكارهم نحو التدريس وتعلم كل من المهارات. بالإضافة إلى ذلك ، يهدف هذا البحث إلى التوصية ببعض الحلول والاستراتيجيات التعليمية لمعلمي اللغة الإنجليزية كلغة أجنبية لتطبيقها عند تدريس مهارات الاستماع والتحدث لتحسين الكفاءة الشفهية للطلاب.

**الباحث:** هذه الدراسة يقوم بها **خلود نبو** ، طالب دكتوراه في كلية التربية بجامعة أكستر. مشرفتي هي البروفيسور **ديبرا ميهيل**. حصلت على منحة لإلقاء نظرة على دراساتي العليا في المملكة المتحدة. يتم تمويل هذه المنحة من قبل وزارة التعليم العالي الجزائرية التي تأمل في إجراء دراسات بحثية للدراسات العليا لتحسين النظام التعليمي وتحسين مستوى التعليم الجزائري.

**ماذا سيشارك إذا شاركت في هذه الدراسة؟** هذا هو جزء من البحث النوعي الذي سيتم الانتهاء منه بحلول عام 2021. وسيتم ملاحظة المعلمين في سياق التدريس الخاص بهم لمدة 6 مرات اعتمادا على الوقت المخصص للدرس الهدف ، ومهارات الاستماع والتحدث التدريس. أود أن أسجل الدرس الملاحظ بإذنتهم. كما سيشاركون في مقابلة واحدة وجهًا لوجه ستستمر لمدة 60 دقيقة وسيتم تسجيلها بالصوت بعد الحصول على إذن منك.

سيتم تقسيم أربع فئات لتدريس اللغة الأجنبية إلى مجموعات للمشاركة في المقابلات الجماعية المركزة. كما سيشارك الطلاب في مقابلة جماعية مركزة تستمر لمدة 30 دقيقة. أود تسجيل الصوت في هذه المقابلة بعد الحصول على إذن منك.

لديك الحق في عدم الإجابة عن أي سؤال لا ترغب في الإجابة عنه. يمكنك أيضا إيقاف المقابلة في أي وقت.

وأود أيضا أن أذكر أنه قد يتم نشر أقسام مختلفة من نسخة المقابلة الخاصة بك أي مقالات المجلات ، وعروض المؤتمرات أو غيرها. لن يتم استخدام تفاصيل الاتصال والمعلومات الشخصية واسمك الحقيقي. لن تتلقى أي حافز مالي للمشاركة في هذه الدراسة البحثية.

مزايا وعيوب المشاركة في هذا البحث: تقدم لك هذه الدراسة الفرصة للتأمل في تجاربك كمعلمة اللغة الإنجليزية كلغة أجنبية والطلاب في مواجهة

الصعوبات في التدريس والتعلم المهارات الشفوية وقد تجد أنه من المفيد مشاركة قصتك.

الانسحاب: لديك الحق في الانسحاب في أي وقت وليس من الضروري ذكر أسباب ذلك.

حماية البيانات / السرية: جميع المعلومات التي تم جمعها عنك خلال البحث ستبقى سرية للغاية. لن يتم تسجيل اسمك أو أي تفاصيل اتصال بك في نصوص المقابلة أو في ورقة البحث. سيتم إزالة أو تغيير أي تفاصيل يمكن أن تحدد هويتك. ستكون جميع الردود الواردة منك مجهولة المصدر ولن يتمكن سوى الباحث والمشراف الأكاديمي من الوصول إلى التسجيل الصوتي ونموذج موافقتك.

سيتم تحميل التسجيل الصوتي للملاحظات في أقرب وقت ممكن إلى في أقرب سيكون هناك نص مكتوبة سيتم حذف التسجيل.

سيتم أيضًا تحميل تسجيل المقابلة وسيتم حذفها بمجرد وجود نصوص مكتوبة للمقابلة.

سيتم استخدام سجلات المقابلات بشكل مجهول ، ولن يتم ذكر اسمك أو أي تفاصيل شخصية.

سيتم الاحتفاظ ببيانات الاتصال الخاصة بك بشكل منفصل عن نسخ المقابلة ويمكن الاحتفاظ بها لمدة تصل إلى 3 سنوات.

سيتم تزويدك بنسخة المقابلة الخاصة بك للتعليق عليها أو تحريرها (إذا كنت تريد نسخة ، فلا تتردد في الاتصال بي). سيتم تزويدك أيضًا بموجز عن نتائج البحث بمجرد الانتهاء من البحث ، إذا طلبت ذلك. مزيد من المعلومات

إذا كان لديك أي أسئلة أخرى حول البحث الذي ترغب في مناقشته ، يرجى الاتصال بي على العنوان

التالي: [kn305@exeter.ac.uk](mailto:kn305@exeter.ac.uk)

إذا كنت ترغب في مناقشة استفساراتك مع شخص آخر في الجامعة ، فيرجى الاتصال بـ:

ديبرا ميهيل

أستاذة التربية

جامعة أكستر

EX1 2LU

01392724767

شكرا لأخذ الوقت لقراءة ورقة المعلومات هذه.

## Appendix 3: Headteachers Consent Form

### HEADTEACHER CONSENT FORM

**Title of Research:** Teaching English Speaking and Listening Skills to the Algerian Students in Southwest Province Secondary Schools: Problems and Solutions

**Researcher Name:** Khouloud Nebbou

By signing this consent form, I agree that I have had full information about the research project and its purpose, and my school's participation in this study, and I understand that:

1. I will help facilitate access to the school in order to conduct the research;
2. My school's participation in this research is voluntary and I may withdraw the school from participation at any time;
3. All data about the school, and participating staff and students will be kept confidential and anonymous, and will be stored securely;
4. Any data collected will be used for research purposes only and may be used for publication in academic journals and conference presentations;
5. My contact details will be kept for up to 3 years.

I agree to participate in this research study.

**Name of Participant:** .....

**Date:** .....

**Signature:** .....

**Email Address of participant**.....

(If you are interested to have a copy of summary of research findings)

**Name of Researcher:** .....

**Date:** .....

**Signature:** .....

Co-signed copy will be kept by the participant, second copy will be kept by me.



## Appendix 4: Translated Copy of The Headteachers Consent Form

ترجمة رسمية  
للنص المحرر باللغة الفرنسية  
الأمر رقم: 08-09 المورخ في 25 فيفري 2008

وزارة العدل  
مجلس بشار  
محكمة بشار

20019/02/07

الترجمة رقم 19/98

### نموذج موافقة مدير(ة) المدرسة

عنوان البحث: تدريس مهارات التحدث والاستماع باللغة الإنجليزية للطلاب  
الجزائريين في المدارس الثانوية الجنوبية الغربية: المشكلات والحلول.

اسم الباحث: نبو خلود

من خلال التوقيع على نموذج الموافقة هذا ، أوافق على أن لدي معلومات كاملة حول المشروع البحثي والغرض منه ، ومشاركة مدرستي في هذه الدراسة ، وأنا أفهم أن:

1. سأساعد في تسهيل الوصول إلى المدرسة من أجل إجراء البحث ؛
2. مشاركة مدرستي في هذا البحث تطوعية ويمكنني سحب المدرسة من المشاركة في أي وقت .
3. سيتم الاحتفاظ بسرية جميع البيانات الخاصة بالمدرسة ، والموظفين والطلبة المشاركين ، وسيتم تخزينها بشكل آمن ؛
4. سيتم استخدام أي بيانات يتم جمعها لأغراض البحث فقط و يمكن استخدامها للنشر في المجلات الأكاديمية وعروض المؤتمرات ؛
5. سيتم الاحتفاظ ببيانات الاتصال الخاصة بي لمدة تصل إلى 3 سنوات.

أوافق على المشاركة في هذه الدراسة البحثية.

اسم مدير المدرسة:..... التاريخ:.....

التوقيع:.....

عنوان البريد الإلكتروني للمشارك

(إذا كنت مهتمًا بالحصول على نسخة من ملخص نتائج الأبحاث)

اسم الباحث:..... التاريخ:.....

التوقيع:.....

سيتم الاحتفاظ بنسخة موقعة من قبل مدير المدرسة ، وسيتم الاحتفاظ بالنسخة الثانية بواسطتي.

## Appendix 5: Educational Institution Approval Form

الجمهورية الجزائرية الديمقراطية الشعبية  
وزارة التربية الوطنية

مديرية التربية لولاية بشار  
مصلحة المستخدمين والتفتيش  
مكتب التكوين و التفتيش  
الرقم: ٨٤٥ / 2019/3.2

مدير التربية  
إلى

السيدات والسادة: مديري - إنيانديات

الى  
الى

الموضوع : ف/أي الترخيص للقيام بتربص ميداني

في إطار التحضير لنيل شهادة الدكتوراه الجامعية في كلية  
الاداب واللغات الاجنبية جامعة اكستار بريطانيا - قسم اللغات الاجنبية يشرفني  
أن أطلب منكم السماح للدكتور(ة):

**نبو خلود**

لاجراء تربصه(ها) الميداني وتسهيل له (ها) بالموسسة التي

تشرفون عليها.

بشار في : 2019/03/10

مدير التربية



**Appendix 6: Translated Copy of the Educational Institution Approval Form**

Ministry Of Justice  
Court Of Béchar

Official Translation  
Of The Text Denominated In Arabic Ruling 09-08 Of February 25th, 2008

26/07/2021 Translation n° 41/21

People's Democratic Republic of Algeria  
Ministry of national Education  
Directorate of Education –prefecture of Béchar-  
Service of personnel and inspection  
Office of training and inspection  
N°: 159/3.2/2019

*Valid Only Overseas*

The director of Education  
To Ladies and Gentlemen: directors of secondary schools  
Abi Hamid Al Ghazali/ Abi Bakr Razi  
Abi Hassan Achaari/ Belhoucine Touhami

*Stamp Duty Acquired  
On behalf of Treasury*

**Subject:** Permission for Internship

In preparation for obtaining a doctorate's degree at the Faculty of letters and Foreign Languages, University of Exeter, UK, Department of Foreign Languages, I am honored to ask you to permit **Dr.Khouloud Nebbou** to conduct an Internship and facilitate it at the establishment that you supervise.

Béchar on: 10/03/2019

*Sworn Translator  
and Interpreter Accredited  
to the Courts*

*Sworn Translator  
Certified by us*

26 JUL. 2021

The director of Education  
Mr. Taieb Djeghaba  
Imprints of circular stamp including in Arabic the characters:  
People's Democratic Republic of Algeria  
Ministry of national Education  
Directorate of Education –prefecture of Béchar-  
Unreadable signature



## Appendix 7: Lesson Observation Checklist

**Research Focus:** The focus is on observing how teachers are teaching listening and speaking skills and how this teaching/learning process could be difficult for them. Teachers are using written materials structured by them based on Algerian teaching syllabus. As a background Observer, there are a lot of details to capture what is happening in each classroom. The observation schedule is semi-structured because it simply focuses on teachers teaching listening and speaking activities and how students respond in each stage of the lesson.

Lesson Observation			
<b>Teacher:</b>		<b>School:</b>	
<b>Date of Observation:</b>		<b>Number of Student:</b>	
<b>Teaching Lessons</b>		<b>Time of observation:</b>	
Lesson 1	<input type="checkbox"/>	Lesson 2	<input type="checkbox"/>
Lesson 3	<input type="checkbox"/>	Lesson 4	<input type="checkbox"/>
Lesson 5	<input type="checkbox"/>	Lesson 6	<input type="checkbox"/>

Timeline Stages	Teachers' input/ Interaction	Students Response
<b>Every Five minutes</b>	Focus observation on how the teacher teaches listening and speaking activities; the quality of the classroom interaction and any issues observed such as teacher's movement in the class.	Focus observation on students' level of responding, speaking, and interaction in the classroom.
<b>Stage 1</b>		
<b>Stage 2</b>		
<b>Stage 3</b>		
<b>Stage 4</b>		
<b>Stage 5</b>		
<b>Stage 6</b>		
<b>Stage 7</b>		
<b>Difficulties</b> Identify any areas where there is evidence of difficulties in teaching and listening and speaking skills		

<b>REFLECTIVITY</b> How do I feel collecting this data?		
<b>Other Comments</b>		

## Appendix 8: Dairy of Data Collection

<b>School's Name: School 1</b> <b>Teacher's name: Mrs. Noor</b> <b>Contact phone number: /</b>						
<b>Observations</b>	<b>OBSEREVATION 1</b>	<b>OBSEREVATION 2</b>	<b>OBSERVATION 3</b>	<b>OBSEREVATION 4</b>	<b>OBSEREVATION 5</b>	<b>OBSEREVATION 6</b>
<b>Date and time</b>	Sunday 07/04/2019 09:00 till 10:00	Wednesday 10/04/2019 1:30 to 2:30	Wednesday 10/04/2019 2:30 to 3:30	Sunday 14/04/2019 09:00 to 10:00	Wednesday 17/04/2019 1:30 to 2:30	Wednesday 17/04/2019 2:30 to 3:30
<b>Focus Group Interviews</b>	<b>Date: SUNDAY: 28/04/2019</b> <b>Time: 9:00 to 10:00</b> <b>Place: Their Classroom</b> <b>Number of Groups: One Group</b>					
<b>Teacher Interview</b>	<b>Date: THURSDAY: 02/05/2019</b> <b>Time: 10:00 to 11:00</b> <b>Place: School Library</b>					

<b>School's Name: School 2</b> <b>Teacher's name: Mrs. Alai</b> <b>Contact phone number: /</b>						
<b>Observations</b>	<b>OBSEREVATION 1</b>	<b>OBSEREVATION 2</b>	<b>OBSEREVATION 3</b>	<b>OBSEREVATION 4</b>	<b>OBSEREVATION 5</b>	<b>OBSEREVATION 6</b>
<b>Date and time</b>	Monday 08/04/2019 10:00 to 11:00	Monday 08/04/2019 11:00 to 12:00	Thursday 11/04/2019 9:00 to 10:00	Monday 15/04/2019 10:00 to 11:00	Monday 15/04/2019 11:00 to 12:00	Thursday 18/04/2019 9:00 to 10:00
<b>Focus Group Interviews</b>	<b>Date: MONDAY: 22/04/2019</b> <b>Time: 10:00 to 12:00</b> <b>Place: Their Classroom</b> <b>Number of Groups: Two Groups</b>					
<b>Teacher Interview</b>	<b>Date: THURSDAY: 25/04/2019</b> <b>Time: 10:00 to 11:00</b> <b>Place: The Third Year Foreign Language Stream Classroom</b>					

<b>School's Name: School 3</b>						
<b>Teacher's name: Mrs. Aza</b>						
<b>Contact phone number: /</b>						
<b>Observations</b>	<b>OBSEREVATION 1</b>	<b>OBSEREVATION 2</b>	<b>OBSEREVATION 3</b>	<b>OBSEREVATION 4</b>	<b>OBSEREVATION 5</b>	<b>OBSEREVATION 6</b>
<b>Date and time</b>	Sunday 07/04/2019 14:30 till 15:30	Monday 08/04/2019 14:30 till 15:30	Monday 15/04/2019 14:30 till 15:30	Wednesday 17/04/2019 09:00 till 10:00	Monday 22/04/2019 14:30 till 15:30	Wednesday 24/04/2019 09:00 till 10:00
<b>Focus Group Interviews</b>	<b>Date: Sunday: 28/04/2019</b> <b>Time: 14:30 to 15:30</b> <b>Place: Their Classroom</b> <b>Number of Groups: One Group</b>					
<b>Teacher Interview</b>	<b>Date: Monday: 06/05/2019</b> <b>Time: 10:00 to 11:00</b> <b>Place: Classroom</b>					

<b>School's Name: School 4</b>						
<b>Teacher's name: Mrs. Laila</b>						
<b>Contact phone number: /</b>						
<b>Observations</b>	<b>OBSEREVATION 1</b>	<b>OBSEREVATION 2</b>	<b>OBSEREVATION 3</b>	<b>OBSEREVATION 4</b>	<b>OBSEREVATION 5</b>	<b>OBSEREVATION 6</b>
<b>Date and time</b>	Thursday 25/04/2019 15:30 till 16:30	Monday 29/04/2019 9:00 till 10:00	Thursday 02/05/2019 13:30 till 14:30	/	/	/
<b>Focus Group Interviews</b>	<b>Date: Sunday: /</b> <b>Time: /</b> <b>Place: /</b> <b>Number of Groups: /</b>					
<b>Teacher Interview</b>	<b>Date: Tuesday: 07/05/2019</b> <b>Time: 09:00 to 10:00</b> <b>Place: Classroom</b>					

## Appendix 9: Teachers' Consent Form

### TEACHER CONSENT FORM

**Title of Research:** Teaching English Speaking and Listening Skills to the Algerian Students in Southwest Province Secondary Schools: Problems and Solutions

**Researcher Name:** Khouloud Nebbou

By signing this consent form, I agree that I have had full information about the research project and its purpose, and my participation in this study, and I understand that:

6. My participation in this research is voluntary and I may withdraw from participation at any time;
7. All data about me will be kept confidential and anonymous, and will be stored securely;
8. The researcher will audio-record interviews and lessons, but I have the right to stop the researcher from recording at any time;
9. My information will be used for research purposes only and may be used for publication in academic journals and conference presentations;
10. My contact details will be kept for up to 3 years.

I agree to participate in this research study.

**Name of Participant:** .....

**Date:** .....

**Signature:** .....

**Email Address of participant**.....

(if you are interested to have a copy of interview transcript or summary of research findings)

**Name of Researcher:** .....

**Date:** .....

**Signature:** .....

Co-signed copy will be kept by the participant, second copy will be kept by me.



## Appendix 10: Teachers' Interview Schedule

### Teachers' Interview

#### Topic 1: Teaching Listening and speaking skills

1. To begin, please tell me what do you see as the role of listening and speaking skills in becoming a proficient language user in English?
2. What do you see as your priority in teaching English? Is it Reading; Writing; Grammar; Speaking and Listening? Why? Why not?  
PROBE: Tell me about "listening and speaking skills" and how much important are for you to teach?
3. How much time do you give to speaking and listening in your classroom?  
PROBE: What total percentage of time you spend teaching each skill; reading, writing, speaking, and listening?  
PROBE: Do you plan time for listening and speaking or it happens accidentally?  
PROBE: Do you give more time for practising listening and speaking than reading and writing?  
PROBE: How do you see students' willingness for listening and speaking practice time?  
PROBE: What do you think of the time that you devote to practising listening and speaking skills in your classroom? Is it enough for your students?
4. What teaching activities encourage students' participation and interaction in the classroom?  
PROBE: What are some principles for designing listening and speaking teaching activities?  
PROBE: How these activities motivate students to listen and speak?  
PROBE: How do you think these activities affect students' performance in the classroom? PROBE: Do they help students produce well-structured sentences? Why? Why not?  
PROBE: Do they feel interested to practise listening and speaking skills? Why? Why not?  
PROBE: How could you make in-class listening and speaking practice time more enjoyable for your students?
5. Are these opportunities for practising listening and speaking skills in the classroom meeting your students' needs?

#### Topic 2: Integrating the Teaching of Listening and Speaking to Reading and Writing

Now, I would like to discuss your impressions of the skills integration in EFL learning.

1. Can you explain what you understand by 'Skills Integration' in the language classroom?
2. Do you teach listening, reading, speaking, writing together or separately?
3. How would you rate the necessity of integrating the four skills (listening; reading; speaking; writing) in teaching English as a foreign language?  
PROBE: Tell me about the relationship between listening and speaking to reading and writing.  
PROBE: How important for you to integrate the four skills in one lesson?

PROBE: What are language teachers' purposes when teaching skills in integration?

4. How do the skills-integrated instructions meet the needs of your students?  
PROBE: How do you make the lesson accessible to all students?  
PROBE: Does integrating the language skills in a way assimilate students in the classroom interaction? If yes, how is that?  
PROBE: How do you think skills-integrated instructions affect students' oral language production?
5. Do you face any challenges in integrating teaching listening and speaking with reading and writing? If yes, what are they?

### **Topic 3: Learning Environment**

Now, I would like to discuss with you the importance of the classroom environment

1. How do you arrange your classroom to most facilitate a positive learning environment?
2. How do you think the classroom layout facilitate students' oral participation and production?
3. How does the classroom environment support and promote the process of understanding and speaking the language?
4. What do you see as the key features that make your classroom 'Communication Friendly' classroom?
5. What do you see as the role of the classroom environment in teaching listening and speaking skills?

It the end, I would like you to tell me in what ways do you think you are successful in teaching listening and speaking? what challenges do you face in your classroom?

Thank you for taking part in this research study. I really appreciate your participation in this research. If you request a copy of the interview transcript, I will make sure to send it to you as soon as it is ready.

## Appendix 11: Students' Consent Form

### STUDENT CONSENT FORM

**Title of Research:** Teaching English Speaking and Listening Skills to the Algerian Students in Southwest Province Secondary Schools: Problems and Solutions

**Researcher Name:** Khouloud Nebbou

By signing this consent form, I agree that I have had full information about the research project and its purpose, and my participation in this study, and I understand that:

11. My participation in this research is voluntary and I may withdraw from participation at any time;
12. All data about me will be kept confidential and anonymous, and will be stored securely;
13. The researcher will audio-record interviews, but I have the right to stop the researcher from recording at any time;
14. My information will be used for research purposes only and may be used for publication in academic journals and conference presentations;
15. My contact details will be kept for up to 3 years.

I agree to participate in this research study.

**Name of Participant:** .....

**Date:** .....

**Signature:** .....

**Email Address of participant**.....

(if you are interested to have a copy of interview transcript or summary of research findings)

**Name of Researcher:** .....

**Date:** .....

**Signature:** .....

Co-signed copy will be kept by the participant, second copy will be kept by me.

## Appendix 12: Translated Copy of Students Consent Form

ترجمة رسمية  
للنص المحرر باللغة الفرنسية  
الأمر رقم: 08-09 الموح في 25 فيفري 2008

وزارة العدل  
مجلس بشار  
محكمة بشار

20019/02/07

الترجمة رقم 19/98

### نموذج موافقة الطالب

عنوان البحث: تدريس مهارات التحدث والاستماع باللغة الإنجليزية

لطلاب المرحلة الثانوية في المدارس الثانوية:

مشاكل وحلول.

اسم الباحث: خلود نبو

من خلال التوقيع على نموذج الموافقة هذا ، أوافق على أن لدي معلومات كاملة عن أبحاثه والغرض منه ، ومشاركتي في هذه الدراسة ، وأنا أفهم ما يلي:

1. مشاركتي في هذا البحث تطوعية وفي أي وقت ؛
  2. جميع البيانات ستبقى سرية ومجهولة الهوية ، وسيتم تخزينها بشكل آمن ؛
  3. سيقوم الباحث بإجراء المقابلات الصوتية ، ولكن يحق لي إيقاف الباحث في أي وقت.
  4. سيتم استخدام المعلومات الخاصة بي لأغراض البحث فقط ويمكن استخدامها للنشر في المجلات الأكاديمية والعروض التقديمية للمؤتمر ؛
  5. سيتم الاحتفاظ ببيانات الاتصال الخاصة بي لمدة تصل إلى 3 سنوات.
- أوافق على المشاركة في هذه الدراسة البحثية.

اسم المشارك:

التاريخ:.....التوقيع:.....

عنوان البريد الإلكتروني للمشارك

(إذا كنت مهتمًا بالحصول على نسخة من نصوص المقابلة أو ملخص لنتائج الأبحاث)

اسم الباحث:..... التاريخ:.....

التوقيع:.....

سيتم الاحتفاظ بالنسخة الموقعة من قبل المشارك ، وسيتم الاحتفاظ بالنسخة الثانية من قبلي .

## Appendix 13: Focus Group Interview Schedule

### Focus Group Interview

#### Opening Elicitation task:

The three sentences below are set out on the table on cards and the group are invited to discuss what they think about the statements and whether they agree, partly agree, or disagree.

- a. Reading and writing are more important than listening and speaking.
- b. Listening and speaking are more important than reading and writing.
- c. It is important to have equal time for speaking, listening, reading, and writing

#### Topic 1: Teaching Listening and Speaking

To begin, I am interested in your views about and experiences of talking in English in your English lessons.

1. Tell me what do you see as the role of listening and speaking skills in becoming a proficient language user in English?
2. What do you see as your priority in learning English? Is it Reading; Writing; Grammar; Speaking and Listening? Why? Why not?  
PROBE: Tell me about “listening and speaking skills” and how much important are for you to learn?
3. How much time do you think you need to practise speaking and listening in your classroom?  
PROBE: What total percentage of time you spend on learning reading, writing, speaking, and listening?  
PROBE: Do you require more time for practising listening and speaking than reading and writing?  
PROBE: What do you think of the time that you practise listening and speaking skills in your classroom? Is it enough for you?  
PROBE: How do your teacher make in-class listening and speaking practice time more enjoyable for you?
4. What teaching activities encourage you to participate and communicate in the classroom?  
PROBE: Do you feel satisfied with the opportunities provided for you to speak and listen in your class?  
PROBE: Do you feel interested to practice listening and speaking skills? Why? Why not?  
PROBE: How long does your listening and speaking usually last?  
PROBE: What type of activities that usually motivate you to listen and speak in the classroom?  
PROBE: How do you think these activities affect your performance in the classroom?  
PROBE: From your viewpoint, does this type of activities helps you produce well-structured sentences? Why? Why not?

5. Are these opportunities for practising listening and speaking skills in your classroom meeting your needs?
6. **Topic 2: Integrating the Teaching of Listening and Speaking to Reading and Writing**

Now, I would like to discuss your impressions of practising the four skills in one activity.

1. Do you practise listening, reading, speaking, writing together or separately?
2. How would you rate the necessity of learning the four skills together in learning English as a foreign language?  
PROBE: Tell me about the relationship between listening and speaking to reading and writing  
PROBE: How important is for you to practise all the skills in one activity?
3. Under what circumstances might you practise listening with speaking with reading and writing?  
PROBE: Do practising listening and speaking with reading and writing encourage you to interact in the classroom?  
PROBE: How do you think to practise these skills affect your oral language production?
4. Do you face any challenges in practising listening and speaking with reading and writing? If yes, what are they?

### **Topic 3: Learning Environment**

Now, I would like to discuss with you the importance of the classroom layout

1. How do you arrange your teacher's classroom arrangement most facilitate a positive learning environment for you?
2. How does the classroom environment support and promote your process of understanding and speaking the language?
3. How do you think the classroom layout facilitate your oral interaction?
4. What do you see as the role of the classroom environment for you in learning listening and speaking skills?
5. What do you see as the key features of a communication-friendly classroom?

At the end, I would like you to tell me do you think that listening and speaking are difficult?

1. What challenges do you face in your classroom?
2. Does anyone have any final ideas/thoughts that you want to share?

Thank you for taking part in this research work.

## Appendix 14: Translated Copy of The Focus Group Interview Schedule

مقابلة مجموعة المستهدفة

فتح مهمة الاستبطاء:

اجعل الثلاث أدناه موضحة على الطاولة على بطاقات، والمجموعة مدعوة لمناقشة ما يفكرون فيه حول العبارات وما إذا كانوا موافقين، أو موافقين إلى حد ما، أو معارضين.

أ. القراءة والكتابة أكثر أهمية من الاستماع والتحدث.

ب. الاستماع والتحدث أكثر أهمية من القراءة والكتابة.

ج. من المهم أن يكون هناك وقت متساوٍ للتحدث والاستماع والقراءة والكتابة.

الموضوع 01: تدريس الاستماع والتحدث

أولاً، أنا مهتم بأرائكم حول تحارب التحدث باللغة الإنجليزية في دروس اللغة الإنجليزية.

1. أحياناً ما هي رؤيتك لمطور مهارات الاستماع والتحدث في أن تصبح مستخدماً محترفاً للغة الإنجليزية؟

2. ما هي رؤيتك كأولوية في تعلم اللغة الإنجليزية؟ هل هي القراءة، الكتابة، القواعد، التحدث و الاستماع؟ لماذا؟ لماذا لا؟

استطلاع: أجب عن "مهارات الاستماع والتحدث" وما مدى أهميتها لكم لتعلموا؟

3. كم من الوقت تعتقد أنك تحتاج لتمرن التحدث والاستماع في القسم؟

استطلاع: ما هي نسبة الإجمالية المثوية للوقت الذي تقضيه في تعلم القراءة والكتابة والتحدث والاستماع؟

استطلاع: هل تحتاج إلى مزيد من الوقت لتمرن على الاستماع والتحدث أكثر من القراءة والكتابة؟

استطلاع: ما رأيك في الوقت الذي تمرن فيه مهارات الاستماع والتحدث في القسم؟ هل هذا كافٍ بالنسبة لك؟

استطلاع: بالنسبة لك، كيف يجعل مدرسك وقت التمرن على الاستماع و التحدث في القسم أكثر متعة؟

4. ما هي الأنشطة التعليمية التي تشجعك على المشاركة والتواصل في القسم؟

استطلاع: هل تشعر بالرضا عن الفرص المتاحة لك للتحدث والاستماع في القسم؟

استطلاع: هل تشعر بالاهتمام أثناء تمرنك على مهارات الاستماع و التحدث؟ لماذا؟ لماذا لا؟

استطلاع: إلى متى يستمر عادة الاستماع والتحدث لديك؟

استطلاع: ما نوع الأنشطة التي عادة ما تحفزك على الاستماع والتحدث في القسم؟

استطلاع: كيف تعتقد أن هذه الأنشطة تؤثر على أدائك في القسم؟

استطلاع: من وجهة نظرك، هل يساعدك هذا النوع من النشاطات على صياغة جمل مفيدة؟ لماذا؟ لماذا لا؟

5. هل هذه فرص التمرن على مهارات الاستماع والتحدث في القسم تلي احتياجاتك؟

## الموضوع 02: دمج تدريس الاستماع والتحدث للقراءة والكتابة

الآن، أود مناقشة الطاعناتك عن ممارسة المهارات الأربع في نشاط واحد.

1. هل تمارس الاستماع، القراءة، التحدث، الكتابة معاً أو بشكل منفصل؟
2. كيف يمكنك تقييم ضرورة تعلم المهارات الأربع في تعلم اللغة الإنجليزية كلغة أجنبية؟  
استطلاع: أجبني عن العلاقة بين الاستماع والتحدث إلى القراءة والكتابة  
استطلاع: ما مدى أهمية التمرن على المهارات في نشاط واحد؟
3. تحت أي ظرف من الظروف قد تترن على الاستماع مع التحدث والقراءة و الكتابة؟  
استطلاع: هل التمرن على الاستماع والتحدث والقراءة والكتابة يشجعك على التفاعل في القسم؟  
استطلاع: كيف نطق أن التمرن على هذه المهارات تؤثر على إنتاج اللغة الشفهية لديك؟
4. هل تواجه أي تحديات عند التمرن على الاستماع والتحدث مع القراءة والكتابة؟ إذا نعم، ما هم؟

## الموضوع 03: محيط التعلم

الآن، أود أن أناقش معك أهمية تسيق القسم

2. كيف يدعم محيط القسم و يحفز عملية الفهم لديك وتحدثك للغة؟
3. كيف تعتقد أن تسيق القسم يسهل تفاعلك الشفهي؟
4. ما هي رؤيتك لنور محيط القسم في تعلم مهارات الاستماع والتحدث؟
5. ما هي السمات الأساسية لقسم مجتم و سهل التواصل؟  
في النهاية، أود منك أن تجربي هل تعتقد أن الاستماع والتحدث أمر صعب؟  
1. ما هي التحديات التي تواجهها في القسم؟  
2. هل لديك أي أفكار / آراء غائية تزيد مشاركتها؟  
نشكرك على المشاركة في هذا العمل البحثي.



## **Appendix 15: Elicitation Task**

### **Focus Group Opening Elicitation Task**

The three sentences below are set out on the table on cards and the group are invited to discuss what they think about the statements and whether they agree, partly agree, or disagree.

- a.** Reading and writing are more important than listening and speaking.
- b.** Listening and speaking are more important than reading and writing.
- c.** It is important to have equal time for speaking, listening, reading, and writing

## Appendix 16: Mapping of Recorded Lesson (Example)

School 1      Teacher: Mrs. Noor    Lesson: one      Student Number: 12

Activity Shift	Time	Focus	Transcribe	Talking Percentage
Introduction of the lesson UNIT NUMBER 4 “WE ARE A FAMILY” that deals with feelings and emotions	9:25 A.M. to 9:27 A.M. Three minutes	Listening		100%
Lesson	9:27 A.M. to 9:41 A.M. 15 minutes	Listening and speaking	Yes	80% teacher 10% students
Students’ activity	9:41 to 9:50 10 minutes	Writing		
Answering the activity	9:50 to 9: 54 4 minutes	Speaking and listening	Yes	60% teacher 40% students
Comments	<ul style="list-style-type: none"> <li>• Time wasted</li> <li>• Use of Arabic: teacher, and students</li> <li>• Students lose their attention so quickly; avoid listening to teacher</li> <li>• Teacher is a dominant speaker</li> </ul>			

**Time:** 25 minutes late to start the lesson. 50% the lesson time was wasted.

**Students’ talking time:** 10 minutes

**Students’ attention to lesson:** medium attention 50% of the students

**Teacher’s talking time:** 80%

## Appendix 17: Detailed Log (Example)

### Detailed Log of Mrs. Noor Classroom Observation

Time	Description of The Lesson
9:25 A.M	The class started
9: 25 A.M.- 9:27 A.M.	Teacher writes the date on the board
9:27 A.M.- 9:32 A.M.	Teacher introduces the lesson. The teacher is in front of the class introducing the new unit
9: 32 A.M. - 9:41 A.M.	<p>Teacher makes efforts to engage students to the lesson; the difference between Feelings and Emotions, love and like.....</p> <p>Teacher asks if they could provide her with a joke in English. they think in Arabic and try to translate to English.</p> <p>Students use Arabic jokes translated into English. they ask if they could tell jokes in Arabic.</p> <p>Teacher gives them the chance to tell one joke in Arabic.</p>
9:41 A.M.- 9:45 A.M.	<p>Teacher tells them a joke an English joke</p> <p>Teacher asks them to write a joke</p> <p>One of the students left the classroom to bring dictionaries.</p> <p>Teacher gives them ten minutes to write a joke</p>
9: 45 A.M.- 9:50 A.M.	They are doing their writing task
9:50 A.M.- 9:54 A.M.	Students start telling their jokes
9:56 A.M.	Teacher ends the lesson with some homework, writing a joke

## Appendix 18: Memo Code (Example)

<b>Memo</b>	<b>Coded Used</b>	<b>What is their Story</b>	
<b>19/11/2019</b> <b>Today I coded</b> I have reread the primary coding process. I have changed some codes in the existing coding Create new sub-codes for the four teachers' interviews	Being language teacher, Algerian educational system, opportunities for listening and speaking, classroom environment, Students' influence, skills integration,	There are common themes in the teachers' interviews: teachers emphasise on lack of support and the idea of belonging to old school system. Teachers' flash the idea that students hate the topics that are included in the curriculum; they do not much their age or	enthusiasm which is one the factors that unmotivated them to speak or even interact in the class.  <b>Other Notes</b> Teachers have different and common points of views concerning teaching listening and speaking as a in Algerian context.

### Improving the Procedures

It would be better if I asked them more about geography and how it is affecting the teaching of English language, how that effect the level of teaching; I would have a big picture.

## Appendix 19: Exeter University Certificate of Ethical Approval



GRADUATE SCHOOL OF EDUCATION

St Luke's Campus  
Heavitree Road  
Exeter UK EX1 2LU

<http://socialsciences.exeter.ac.uk/education/>

### CERTIFICATE OF ETHICAL APPROVAL

Title of Project: Teaching English Speaking and Listening Skills to the Algerian Students in Southwest Province Secondary Schools: Problems and Solutions

Researcher(s) name: Khouloud Nebbou


Supervisor(s): Professor Debra Myhill

This project has been approved for the period

From: 24/03/2019

To: 31/10/2019

Ethics Committee approval reference: D1819-028

Signature:  Date: 11/02/2019  
(Professor Dongbo Zhang, Graduate School of Education Ethics Officer)

## References

- Aalaei, N. (2017). The effect of using communicative language teaching on developing English speaking and listening skills of Iranian secondary school students. *Journal of Applied Linguistics and Language Research*, 4(8), 256-266.
- Abdulrazak, F. (1982). Arabization in Algeria. *MELA Notes*, (26), 22-43.
- Abebe, T. T., Davidson, L. M., & Biru, F. (2012). The role of instructors in implementing communicative language teaching methodology. *Research on humanities and social sciences*, 2(3), 52-62.
- Agbatogun, A. O. (2014). Developing learners' second language communicative competence through active learning: Clickers or communicative approach. *Journal of Educational Technology & Society*, 17(2), 257-269.
- Ahmed, M. (2011). Enhancing Automaticity in Middle School Textbooks. *Forum de L'enseignant*, 7(1), 23–40. <https://www.asjp.cerist.dz/en/article/13367>.
- Al Alami, S. E. (2014). Promoting communicative competence within EFL contexts: A UAE case study. *Journal of Language Teaching and Research*, 5(6), 1245.
- Al Balushi, H. M. A. R. (2020). The Reasons of Using L1 in ESL Classrooms. *Language Teaching Research Quarterly*, 16, 56–70. <https://doi.org/10.32038/ltrq.2020.16.04>
- Alexander, R. (2010). Dialogic teaching essentials. *Singapore: National Institute of Education*, 1-7.
- Alexander, R. (2018). Developing dialogic teaching: Genesis, process, trial. *Research Papers in Education*, 33(5), 561-598.
- Allen, R. R., & Brown, K. L. (1976). Developing Communication Competence in Children; A Report of the Speech Communication Association's National Project on Speech Communication Competencies.
- Allouche, A. (1989). Gilbert Grandguillaume, Arabisation et politique linguistique au Maghreb. Paris: Maisonneuve et Larose, 1983. Pp. 214. *Language in Society*, 18(3), 411-414. doi:10.1017/S0047404500013713.
- Al-Mashaqba, N. J. A. H. (2017). Micro and macro content analysis of English textbook entitled “Mosaic One Listening and Speaking (Student’s Book)” in the light of communicative competence. *Advances in Language and Literary Studies*, 8(2), 41-47.
- Alsaawi, A. (2014). A critical review of qualitative interviews. *European Journal of Business and Social Sciences*, 3(4).

- Alshenqeeti, H. (2014). Interviewing as a data collection method: A critical review. *English linguistics research*, 3(1), 39-45.
- Arab, S. (2015). The impact of French in teaching and learning English in Algeria: the case of third year license EFL students at the university of Algiers. *Oran And Tlemcen (Doctoral Dissertation)*.
- Armat, M. R., Assarroudi, A., Rad, M., Sharifi, H., & Heydari, A. (2018). Inductive and deductive: Ambiguous labels in qualitative content analysis. *The Qualitative Report*, 23(1), 219-221.
- Ashraf, H., Ahmadi, F., & Hosseinnia, M. (2017). Integrating 21st Century Skills into Teaching English: Investigating Its Effect on Listening and Speaking Skills. *Journal on English Language Teaching*, 7(4), 35-43.
- Astorga, E. D. (2015). Higher Learning Research Communication S. *Communications*, 5, 5.
- Auerbach, C., & Silverstein, L. B. (2003). *Qualitative data: An introduction to coding and analysis* (Vol. 21). NYU press.
- Bachman, L. F. (1990). *Fundamental considerations in language testing*. Oxford university press.
- Bachman, L. F., & Palmer, A. S. (1996). *Language testing in practice: Designing and developing useful language tests* (Vol. 1). Oxford University Press.
- Bagarić, V., & Djigunović, J. M. (2007). *Defining communicative competence*. *Metodika*, 8(1), 94-103.
- Bahadorfar, M., & Omidvar, R. (2014). Technology in teaching speaking skill. *Acme International Journal of Multidisciplinary Research*, 2(4), 9-13.
- Bailey, J. (2008). First steps in qualitative data analysis: transcribing. *Family practice*, 25(2), 127-131.
- Bao, X. (2017). A study on listening strategies instructed by teachers and strategies used by students. *International Journal of English Linguistics*, 7(2), 186-195.
- Barber, M., & Mourshed, M. (2007). How the world's best-performing school systems come out on top. McKinsey & Company, London.
- Bazeley, P. (2013). *Qualitative data analysis: practical strategies*. Sage Publications Ltd.
- Belmihoub, K. (2018). English in a multilingual Algeria. *World Englishes*, 37(2), 207-227.

- Beloudnine, F. Z. (2015). *Listening Comprehension Strategies and Difficulties the Case of First Year EFL Learners at The University of Tlemcen* [Doctoral dissertation].
- Bemoussat, N. D., & Bouyakoub, N. (2019). English Language Education in Algeria: Hostage of an Exam-Centric Education System. *Arab World English Journal*, 10(3), 202-219.
- Benson, P. (2012). Learner-centered teaching. *The Cambridge guide to pedagogy and practice in second language teaching*, 30-37.
- Bernard, H. R., & Ryan, G. W. (2010). *Analyzing qualitative data: Systematic approaches*. SAGES publications.
- Bhattacharyya, E., & Shaari, Z. H. (2012). Communicative Competence in Technical Oral Presentation: That “Magic “Perceived by ESL Educators versus Content Experts. *International Journal of Cognitive and Language Sciences*, 6(12), 3540-3543.
- Billson, J. M. (2006). Conducting focus group research across cultures: Consistency and comparability. *UK: ESRC Research Group on Wellbeing in Developing Countries*.
- Blair, E. (2015). A reflexive exploration of two qualitative data coding techniques. *Journal of Methods and Measurement in the Social Sciences*, 6(1), 14-29.
- Bolitho, R. (2006). Teachers talk and learner talk. *Journal of European Centre for Modern*.
- Borg, S. (2003). Teacher cognition in language teaching: A review of research on what language teachers think, know, believe, and do. *Language teaching*, 36(2), 81-109.
- Boulton, D., & Hammersley, M. (2006). Analysis of unstructured data. In Sapsford, R., & Jupp, V. (Eds.), *Data collection and analysis* (pp. 243-259). SAGE Publications Ltd, <https://www.doi.org/10.4135/9781849208802>.
- Bourdesa, N. (2016). The Importance of Teachers’ Training and Professional Development Programs in the Algerian Educational Context: Toward Informed and Effective Teaching Practices, *Expériences Pédagogiques*, 1, 1-15.
- Boustani, K. (2019). The correlation between translation equivalence, as a vocabulary learning strategy, and Tunisian EFL learners’ speaking anxiety. *Languages*, 4(1), 19.
- Bouzenoun, A. (2018). The Constraints that Influence the Application of Feature Films in EFL Classrooms in Algeria. *Journal of Second Language Teaching & Research*, 6(2), 5-26.



- Boyd, M. P., & Markarian, W. C. (2011). Dialogic teaching: talk in service of a dialogic stance. *Language and Education*, 25(6), 515–534.  
<https://doi.org/10.1080/09500782.2011.597861>
- Boyd, M. P., & Markarian, W. C. (2015). Dialogic teaching and dialogic stance: Moving beyond interactional form. *Research in the Teaching of English*, 272-296.
- Brandl, K. (2008). Communicative language teaching in action. *Upper Saddle River: Pearson Prentice Hall*.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative research in psychology*, 3(2), 77-101.
- Breen, M. P., & Candlin, C. N. (1980). The essentials of a communicative curriculum in language teaching. *Applied linguistics*, 1(2), 89-112.
- Brown, H. (2007). The Use of Assigned Roles for Developing Students Interactional Competence. *新潟国際情報大学情報文化学部紀要*, 10, 37-46.
- Brown, H. D. (2000). *Principles of language learning and teaching* (Vol. 4). Longman.
- Bryman, A. (2016). *Social research methods*. Oxford university press.
- Buitrago Campo, A. C. (2016). Improving 10th graders' English communicative competence through the implementation of the task-based learning approach. *Profile Issues in Teachers Professional Development*, 18(2), 95-110.
- Burke, S. (2016). Rethinking 'validity' and 'trustworthiness' in qualitative inquiry: How might we judge the quality of qualitative research in sport and exercise sciences?. In *Routledge handbook of qualitative research in sport and exercise* (pp. 352-362). Routledge.
- Burrell, G., & Morgan, G. (2017). *Sociological paradigms and organisational analysis: Elements of the sociology of corporate life*. Routledge.
- Bygates, M. (1991). *Speaking*. UK: Oxford University Press.
- Cahyono, B. Y., & Widiati, U. (2006). The teaching of EFL reading in the Indonesian context: The state of the art. *Teflin Journal*, 17(1), 36-58.
- Canale, M. (1983). From communicative competence to communicative language pedagogy. In Richards, J. C., & Schmidt, R. W. (Eds.), *Language and Communication*, 2-27. London: Longman.
- Canale, M. (1984). A communicative approach to language proficiency assessment in a minority setting. In Rivera, C. (Ed.), *Communicative competence approaches to language proficiency assessment: Research and application*, 107-122. Clevedon: Multilingual Matters.

- Canale, M., & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied linguistics*, 1(1), 1-47.
- Canale, M., & Swain, M. (1981). A Theoretical Framework for Communicative Competence. Palmer A., Groot P., & Trosper G. (Eds.). The construct validation of test of communicative competence.
- Carter, N., Bryant-Lukosius, D., DiCenso, A., Blythe, J., & Neville, A. J. (2014). The Use of Triangulation in Qualitative Research. *Oncology Nursing Forum*, 41(5), 545–547. <https://doi.org/10.1188/14.ONF.545-547>.
- Castellà I Fosch, M. (2017). The role of both teachers and students in a Communicative Language Approach: a particular case in a polish primary school.
- Castillo Losada, C. A., Insuasty, E. A., & Jaime Osorio, M. F. (2017). The impact of authentic materials and tasks on students' communicative competence at a Colombian language school. *Profile Issues in Teachers Professional Development*, 19(1), 89-104.
- Chastain, K. (1988). Developing second language skills. *Theory and practice*, 3, 23-29.
- Chemami, M. A. (2011). Discussing Plurilingualism in Algeria: The Status of French and English Languages through the Educational Policy. *International Journal of Arts & Sciences*, 4, 227-34.
- Chomsky, N. (1965). *Aspects of the theory of syntax*. The M.I.T. Press.
- Cohen, E. G., & Lotan, R. A., & Goodlad, J. I. (2014). *Designing groupwork: strategies for the heterogeneous classroom* (3rd ed., p. 238). Teachers College Press.
- Cohen, L., Manion, L., & Morrison, K. (2018). *Research Methods in Education* (5th ed.). Routledge.
- Cook, V. (2013). *Second Language Learning and Language Teaching* (3rd ed., p. 288). Taylor & Francis.
- Córdoba Zúñiga, E. (2016). Implementing Task-Based Language Teaching to Integrate Language Skills in an EFL Program at a Colombian University. *Profile Issues in Teachers' Professional Development*, 18(2), 13. <https://doi.org/10.15446/profile.v18n2.49754>
- Dafermos, M. (2018). Relating Dialogue and Dialectics: A Philosophical Perspective. *Dialogic Pedagogy*, 6.
- Danielson, C. (2014). Framework for teaching. *Adapted for the Kentucky Department of*.

- Davidson, C. (2009). Transcription: Imperatives for qualitative research. *International journal of qualitative methods*, 8(2), 35-52.
- Dawes, L. (2008). *The essential speaking and listening: Talk for learning at key stage 2*. Routledge.
- Decrop, A. (1999). Triangulation in qualitative tourism research. *Tourism management*, 20(1), 157-161.
- Denzin, N. K. (2012). Triangulation 2.0. *Journal of mixed methods research*, 6(2), 80-88.
- Diane, L. (2019). *Techniques and principles in language teaching*. Oxford: Oxford University Press.
- Dieronitou, I. (2014). The ontological and epistemological foundations of qualitative and quantitative approaches to research. *International journal of economics, commerce and management*, 2(10), 1-17.
- Dirven, R., & Oakeshott-Taylor, J. (1984). Listening comprehension (Part I). *Language Teaching*, 17(4), 326-343.
- Doehler, S. P., & Pochon-Berger, E. (2011). Developing 'methods' for interaction: A cross-sectional study of disagreement sequences in French L2. In *L2 interactional competence and development* (pp. 206-243). Multilingual Matters.
- Ehiobuche, C., Tu, H. W., & Justus, B. (2012). Dialogue as a tool for teaching and learning of entrepreneurship. *ASBBS Proceedings*, 19(1), 300.
- El Karfa, A. (2019). The Communicative Orientation of English Language Teaching Classrooms in Moroccan Secondary Schools. *English Language Teaching*, 12(11), 97-112.
- Ellis, R., & Ellis, R. R. (1994). *The study of second language acquisition*. Oxford University.
- Ennaji, M. (2005). Multilingualism, Cultural Identity, and Education in Morocco. In *Google Books*. Springer Science & Business Media.  
[https://www.google.co.uk/books/edition/Multilingualism\\_Cultural\\_Identity\\_and\\_Ed/DXsF7fT318QC?hl=en&gbpv=1&dq=Ennaji](https://www.google.co.uk/books/edition/Multilingualism_Cultural_Identity_and_Ed/DXsF7fT318QC?hl=en&gbpv=1&dq=Ennaji).
- Entelis, J. P. (1981). Elite political culture and socialization in Algeria: Tensions and discontinuities. *Middle East Journal*, 35(2), 191-208.
- Eraut, M. (1994). *Developing professional knowledge and competence*. Psychology Press.

- Etchberger, M. L., & Shaw, K. L. (1992). Teachers change as a progression of transitional images: A chronology of a developing constructivist teacher. *School Science and Mathematics*, 92, 411-411.
- Etikan, I., Musa, S. A., & Alkassim, R. S. (2016). Comparison of convenience sampling and purposive sampling. *American journal of theoretical and applied statistics*, 5(1), 1-4.
- Evans, A., Hawksley, F., Holland, M. R., & Caillau, I. (2008). Improving subject knowledge and subject pedagogic knowledge in employment based secondary initial teacher training in England.
- Fernandez, L. (2018). Qualitative interview analysis: The use of systemic functional linguistics to reveal functional meanings. In *Forum Qualitative Sozialforschung/Forum: Qualitative Social Research* (Vol. 19, No. 2).
- Field, J. (1998). Skills and strategies: Towards a new methodology for listening.
- Finlay, L. I. N. D. A. (2006). Going exploring": The nature of qualitative research. *Qualitative research for allied health professionals: Challenging choices*, 3-8.
- Flick, U. (2004). Triangulation in qualitative research. *A companion to qualitative research*, 3, 178-183.
- Floriasti, T. W. (2013). Improving speaking skills through the use of integrated listening and speaking material for student teacher's academic year 2012/2013. *Unpublished Thesis*. Yogyakarta: Yogyakarta State University.
- Friese, S., Soratto, J., & Pires, D. (2018). Carrying out a computer-aided thematic content analysis with ATLAS. ti.
- Galloway, A. (1993). Communicative Language Teaching: An Introduction and Sample Activities. ERIC Digest.
- Galante, A. (2014). English language teaching in the post-method era. *Contact Magazine*, 40(4), 57-62.
- Gebhard, J. G. (2006). *Teaching English as a foreign or second language: A teacher self-development and methodology guide*. University of Michigan Press.
- Genesee, F. (1994). Integrating language and content: Lessons from immersion.
- Gherzouli, I. (2016). Action Research for Curriculum Development: An Alternative Approach in The Algerian Centralised Framework. <https://doi.org/10.53418/1726-000-023-024>.
- Gherzouli, I. (2019). Towards a Democratic Algerian Curriculum Development through Secondary School EFL Teachers' Involvement. *International Journal of Curriculum and Instruction*, 11(1), 1–22. <https://files.eric.ed.gov/fulltext/EJ1217861.pdf>

- Gilakjani, A. P., & Ahmadi, M. R. (2011). A study of factors affecting EFL learners' English listening comprehension and the strategies for improvement.
- Gilmore, A. (2007). Authentic materials and authenticity in foreign language learning. *Language Teaching*, 40(2), 97–118.  
<https://doi.org/10.1017/s0261444807004144>
- Goh, C. C., & Burns, A. (2012). *Teaching speaking: A holistic approach*. Cambridge University Press.
- Golafshani, N. (2003). Understanding reliability and validity in qualitative research. *The qualitative report*, 8(4), 597-606.
- Gonzalez, P. F., Ochoa, C. A., Cabrera, P. A., Castillo, L. M., Quinonez, A. L., Solano, L. M., Espinosa, F. O., Ulehlova, E., & Arias, M. O. (2015). EFL Teaching in the Amazon Region of Ecuador: A Focus on Activities and Resources for Teaching Listening and Speaking Skills. *English Language Teaching*, 8(8), 94-103.
- Goode, E. (1996). The ethics of deception in social research: A case study. *Qualitative Sociology*, 19(1), 11–33. <https://doi.org/10.1007/bf02393246>
- Gordon, D. C. (2015). *The French Language and National Identity (1930–1975)* (Vol. 22). Walter de Gruyter GmbH & Co KG.
- Gower, R., Phillips, D., & Walters, S. (1995). *Teaching Practice Handbook Ri*(2nded.). United Kingdom, UK: Macmillan Heinemann ELT.
- Grandguillaume, G. (2002). Les enjeux de la question des langues en Algérie. *Les cahiers de confluences. Les langues de la Méditerranée*, 141-264.
- Graneheim, U. H., & Lundman, B. (2004). Qualitative content analysis in nursing research: concepts, procedures, and measures to achieve trustworthiness. *Nurse education today*, 24(2), 105-112.
- Guba, E. G., & Lincoln, Y. S. (1994). Competing paradigms in qualitative research. *Handbook of qualitative research*, 2(163-194), 105.
- Guerriero, S. (2014). Teachers' pedagogical knowledge and the teaching profession. *Teaching and Teacher Education*, 2(1), 7.
- Gupta, A., & Lee, G. L. (2015). Dialogic teaching approach with English language learners to enhance oral language skills in the content areas. *International Journal of Language and Linguistics*, 2(5).
- Halcomb, E. J., & Davidson, P. M. (2006). Is verbatim transcription of interview data always necessary. *Applied nursing research*, 19(1), 38-42.
- Hammersley, M., & Gomm, R. (1997). Bias in social research. *Sociological research online*, 2(1), 7-19.

- Hammersley, M., & Traianou, A. (2012). *Ethics in qualitative research: Controversies and contexts*. Sage.
- Hamston, J. (2006). Bakhtin's theory of dialogue: A construct for pedagogy, methodology and analysis. *The Australian Educational Researcher*, 33(1), 55-74.
- Hanley, P., Hepworth, J., Orr, K., & THOMPSON, R. (2018). Literature review of subject-specialist pedagogy.
- Harmer, J. (2003). Popular Culture, Methods, and Context. *ELT journal*, 57(3), 288-94.
- Hattani, H. A. (2018). Communicative language teaching in the Moroccan EFL classroom. *Journal of English Language Teaching and Linguistics*, 3(2), 87-98.
- Heron, J., & Reason, P. (1997). A participatory inquiry paradigm. *Qualitative inquiry*, 3(3), 274-294.
- Hilal, A. H., & Alabri, S. S. (2013). Using NVivo for data analysis in qualitative research. *International interdisciplinary journal of education*, 2(2), 181-186.
- Hinkel, E. (2010). 11. Integrating the four skills: current and historical perspectives.
- Hofmann, R., & Ruthven, K. (2018). Operational, interpersonal, discussional and ideational dimensions of classroom norms for dialogic practice in school mathematics. *British Educational Research Journal*, 44(3), 496-514.
- Hornsby-Smith, M. (1993). Gaining Access 'in Gilbert, N.(ed.) *Researching Social Life*, Sage Publication, London.
- Huang, Q. (2017). A study on the roles of teachers in CLT classrooms by metaphor analysis. *Canadian Social Science*, 13(6), 62-71.
- Hung, B. P., & Hai, T. T. (2016). Teachers' and Students' Attitudes towards the Implementation of Content-Based Instruction in Higher Education in Ho Chi Minh City. *English Language Teaching*, 9(5), 106-118.
- Hymes, D. (1972). On communicative competence. *sociolinguistics*, 269293, 269-293.
- Hymes, D. (1992). The concept of communicative competence revisited. *Thirty years of linguistic evolution*, 31-57.
- Iamsaard, P., & Kerdpol, S. (2015). A Study of Effect of Dramatic Activities on Improving English Communicative Speaking Skill of Grade 11th Students. *English Language Teaching*, 8(11), 69-78.

- Ivarsson, E., & Palm, M. (2015). Listening Strategies in the L2 Classroom.
- Jacelon, C. S., & O'Dell, K. K. (2005). Case and grounded theory as qualitative research methods. *Urologic nursing*, 25(1), 49-52.
- Jaelani, S. R. (2017). Treating of Content-Based Instruction to Teach Writing Viewed from EFL Learners' Creativity. *English Language Teaching*, 10(11), 156-161.
- Janesick, V. J. (1999). A Journal About Journal Writing as a Qualitative Research Technique: History, Issues, and Reflections. *Qualitative Inquiry*, 5(4), 505–524.
- Jin, K. (2002). The effect of teaching listening strategies in the EFL classroom. *여학연구*.
- Jing, W. U. (2006). Integrating skills for teaching EFL—Activity design for the communicative classroom. *Sino-US English Teaching*, 3(12), 122-133.
- Ju, F. A. (2013). Communicative language teaching (CLT): A critical and comparative perspective. *Theory and Practice in Language Studies*, 3(9), 1579.
- Kadri, A. (1992). L'Enseignement du Droit et le Droit à l'Enseignement. *Unpublished thesis*, under the direction of J.C. Passeron. Paris VIII, France.
- Kagan, D. M. (1990). Ways of evaluating teacher cognition: Inferences concerning the Goldilocks principle. *Review of educational research*, 60(3), 419-469.
- Kam, H. W. (2002). English language teaching in East Asia today: An overview. *Asia Pacific Journal of Education*, 22(2), 1-22.
- Kasim, U. (2015). Implementation of group work in the classroom. *LINGUA: Jurnal Bahasa, Sastra, Dan Pengajarannya*, 12(1), 97-106.
- Kazepides, T. (2012). Education as dialogue. *Educational Philosophy and Theory*, 44(9), 913-925.
- Kealey, K. A., Peterson, A. V., Jr, Gaul, M. A., & Dinh, K. T. (2000). Teacher training as a behavior change process: principles and results from a longitudinal study. *Health Education & Behavior*, 27(1), 64-81.
- Kelle, U. (2000). Computer-assisted analysis: coding and indexing. In Bauer, M. W., & Gaskell, G. (Eds.), *Qualitative researching with text, image and*

- Khademi, M. (2014). The effect of chatting on the speaking of Iranian EFL language learners. *International Journal of Language Learning and Applied Linguistics World*, 6(1), 19-29.
- Khan, S. N. (2014). Qualitative research method: Grounded theory. *International Journal of Business and Management*, 9(11), 224-233.
- Kilickaya, F. (2004). Authentic materials and cultural content in EFL classrooms. *Online Submission*, 10(7).
- Kim, Y., & Petraki, E. (2009). Students' and teachers' use of and attitudes to L1 in the EFL classroom. *Asian EFL Journal*, 11(4), 58-89.
- King, N., & Horrocks, C. (2018). *Interviews in qualitative research*. SAGE Publications Limited. New Delhi.
- Kleickmann, T., Richter, D., Kunter, M., Elsner, J., Besser, M., Krauss, S., & Baumert, J. (2013). Teachers' content knowledge and pedagogical content knowledge: The role of structural differences in teacher education. *Journal of teacher education*, 64(1), 90-106.
- Klimova, B. F. (2014). Detecting the development of language skills in current English language teaching in the Czech Republic. *Procedia-Social and Behavioral Sciences*, 158, 85-92.
- Korthagen, F. (2017). Inconvenient truths about teacher learning: Towards professional development 3.0. *Teachers and teaching*, 23(4), 387-405.
- Kothari, C. R. (2004). *Research methodology: Methods and techniques*. New Age International.
- Kramsch, C. (1986). From language proficiency to interactional competence. *The modern language journal*, 70(4), 366-372.
- Kramsch, C., & Sullivan, P. (1996). Appropriate Pedagogy. *ELT Journal*.50 (3), 199-212.
- Krefting, L. (1991). Rigor in qualitative research: The assessment of trustworthiness. *American journal of occupational therapy*, 45(3), 214-222.
- Krueger, R. A. (2014). *Focus groups: A practical guide for applied research*. Sage publications.
- Kumaravadivelu, B. (1993). Maximizing learning potential in the communicative classroom. *ELT journal*, 47(1), 12-21.



- Lahman, M. K. (2018). *Ethics in social science research: Becoming culturally responsive*. SAGE Publications.
- Lakehal-Ayat Bermati, K. (2008). *Is the Algerian educational system weakening? An investigation of the high school curricula and their adequacy with the university curricula* [Doctoral dissertation, Thesis submitted in candidacy for the degree of doctorate és-Sciences in Applied Linguistics]. Available: <http://www.bu.umc.edu.dz/theses/anglais/LAK1017.pdf>.
- Larsen-Freeman, D., & Anderson, M. (2011). *Techniques and principles in language teaching* (3rd ed.). Oxford University Press.
- Lehmann, C. (2007). Linguistic competence: Theory and empiry. *Folia linguistica*, 41(3-4), 223-278.
- Levin, B. (2010). Governments and education reform: some lessons from the last 50 years. *Journal of Education Policy*, 25(6), 739–747. <https://doi.org/10.1080/02680939.2010.523793>.
- Liamputtong, P. (2009). Qualitative data analysis: conceptual and practical considerations. *Health Promotion Journal of Australia*, 20(2), 133-139.
- Liamputtong, P., & Ezzy, D. (2005). *Qualitative research methods* (Vol. 2). Melbourne: Oxford university press.
- Liberante, L. (2012). The importance of teacher–student relationships, as explored through the lens of the NSW Quality Teaching Model. *Journal of Student Engagement: Education Matters*, 2(1), 2-9.
- Lincoln, Y. S., & Guba, E. G. (1985). Naturalistic study.
- Litually, S. J. (2016). Integrative Teaching Techniques and Improvement of German Speaking Learning Skills. *Journal of Education and Practice*, 7(9), 56-61.
- Lopez, V., & Whitehead, D. (2013). Sampling data and data collection in qualitative research. *Nursing & midwifery research: Methods and appraisal for evidence-based practice*, 123-140.
- Lune, H., & Berg, B. L. (2017). *Qualitative research methods for the social sciences*. Pearson.
- Madani, H. (2014). *Assessment of Reading Comprehension Skills: Case of 3 AS Students at El Arbi Abdelkader Bouguirat Secondary School, Mostaganem* [Doctoral dissertation].
- Mami, N. A. (2013, April). Teaching English under the LMD reform: the Algerian experience. In *Proceedings of World Academy of Science, Engineering and Technology* (No. 76, p. 243). World Academy of Science, Engineering and Technology (WASET).

- Maryslessor, A. O., Barasa, P. L., & Omulando, C. A. (2014). Challenge's teachers face in the use of the communicative language teaching approach in the teaching listening and speaking lessons in Ligrari District, Kenya. *International Journal of Science and Research*, 3(9), 83-92.
- Mathers, N., Fox, N., & Hunn, A. (1998). Trent focus for research and development in primary health care: Using interviews in a research project. *Sheffield: Trent Focus Group*.
- Mayo, I. C., & Barrioluengo, E. P. (2017). Oral communicative competence of primary school students. *Journal of Education and Learning*, 6(4), 57-65.
- McCroskey, J. C. (1982). Communication competence and performance: A research and pedagogical perspective. *Communication education*, 31(1), 1-7.
- McIntosh, M. J., & Morse, J. M. (2015). Situating and constructing diversity in semi-structured interviews. *Global qualitative nursing research*, 2, 2333393615597674.
- Mercer, N., & Littleton, K. (2007). *Dialogue and the development of children's thinking: A sociocultural approach*. Routledge.
- Miliani, M. (2003). La dualité français-arabe dans le système éducatif algérien. *Education et société plurilingue*, (15), 17-31.
- Moore, E., & Llompert, J. (2017). Collecting, Transcribing, Analyzing and Presenting Plurilingual Interactional Data. *Research-publishing. net*.
- Moravcsik, A. (2013). Transparency: The Revolution in Qualitative Research. *PS: Political Science & Politics*, 47(01), 48–53.
- Morse, J. M. (2003). Editorial: Biasphobia. *Qualitative Health Research*, 13, 891–892.
- Mullock, B. (2006). The pedagogical knowledge base of four TESOL teachers. *The modern language journal*, 90(1), 48-66.
- Myhill, D. (2006). Talk, talk, talk: Teaching and learning in whole class discourse. *Research papers in education*, 21(1), 19-41.
- Nadia, R. (2011). Teaching English in Algeria and educational reforms: An overview on the factors entailing students' failure in learning foreign languages at university. *Procedia-Social and Behavioral Sciences*, 29, 1327-1333.
- Westbrook, J., Pryor, J., Orr, D., & Durrani, N. (2013). Pedagogy, curriculum, teaching practices and teacher education in developing countries. Final Report. Education Rigorous Literature Review. EPPI-Centre, Social Science Research Unit, Institute of Education, University of London

- Nadia, R. (2011). Teaching English in Algeria and Educational Reforms: An Overview on the Factors Entailing Students Failure in Learning Foreign Languages at University. *Procedia - Social and Behavioral Sciences*, 29, 1327–1333.
- Newcomer, K. E., Hatry, H. P., & Wholey, J. S. (2015). Conducting semi-structured interviews. *Handbook of practical program evaluation*, 492.
- Newton, J. M., & Nation, I. S. P. (2020). *Teaching ESL/EFL listening and speaking*. Routledge.
- Nunan, D. (1987). Communicative language teaching: Making it work. *ELT journal*, 41(2), 136-145.
- Nunan, D. (1988). *The learner-centred curriculum: A study in second language teaching*. Cambridge University Press.
- Nunan, D. (2005). An introduction to task-based language teaching (Nunan, 2004). *The Asian EFL Journal Quarterly June 2005 Volume*, 7, 25-28.
- O'Connor, K. A., Greene, H. C., & Anderson, P. J. (2006). Action Research: A Tool for Improving Teacher Quality and Classroom Practice. *Online Submission*.
- Omari, F. Z. I. (2016). *An Evaluation of the Teaching of the Speaking Skill in EFL Classrooms within the Framework of the CBA: The Case of 3rd Year Pupils in 3 Secondary Schools in Tlemcen* [Doctoral dissertation].
- Onwuegbuzie, A. J., Dickinson, W. B., Leech, N. L., & Zoran, A. G. (2009). A qualitative framework for collecting and analyzing data in focus group research. *International journal of qualitative methods*, 8(3), 1-21.
- Ordem, E. (2017). Developing Critical-Thinking Dispositions in a Listening/Speaking Class. *English Language Teaching*, 10(1), 50-55.
- Ormston, R., Spencer, L., Barnard, M., & Snape, D. (2014). The foundations of qualitative research. *Qualitative research practice: A guide for social science students and researchers*, 2(7), 52-55.
- Ounis, A., & Ounis, T. (2017). Tunisian secondary EFL school teachers' perceptions regarding communicative language teaching: An exploratory survey. *International Journal of Humanities and Cultural Studies*, 4(1), 188-208.
- Oussama, M. (2016). Higher education reform in Algeria: reading between the lines. *Nawa Journal*. Available : <https://www.opendemocracy.net/author/oussama-metatla>
- Oxford, R. (2001). Integrated Skills in the ESL/EFL Classroom. ERIC Digest.

- Ozsevik, Z. (2010). The use of communicative language teaching (CLT): Turkish EFL teachers' perceived difficulties in implementing CLT in Turkey.
- Pajares, F. (1993). Preservice Teachers' Beliefs: A Focus for Teacher Education. *Action in Teacher Education*, 15(2), 45–54.
- Paulston, C. B. (1992). *Linguistic and communicative competence: Topics in ESL* (Vol. 85). Multilingual matters.
- Peacock, M. (1997). The effect of authentic materials on the motivation of EFL learners. *ELT journal*, 51(2), 144-156.
- Peters, V., & Wester, F. (2007). How qualitative data analysis software may support the qualitative analysis process. *Quality & quantity*, 41(5), 635-659.
- Pianta, R. C., La Paro, K. M., & Hamre, B. K. (2008). *Classroom Assessment Scoring System™: Manual K-3*. Paul H Brookes Publishing.
- Pica, T. (1988). Communicative competence and literacy. *Reading Research and Instruction*, 27(3), 1–15.  
<https://doi.org/10.1080/19388079809557939>
- Porter, S. (2007). Validity, trustworthiness and rigour: reasserting realism in qualitative research. *Journal of advanced nursing*, 60(1), 79-86.
- Pujiastuti, R. T. (2013). Classroom interaction: An analysis of teacher talk and student talk in English for young learners (EYL). *Journal of English and Education*, 1(1), 163-172.
- Punch, K. F. (2013). *Introduction to social research: Quantitative and qualitative approaches*. sage.
- Pylyshyn, Z. W. (1973). The role of competence theories in cognitive psychology. *Journal of Psycho linguistic Research*, 2, 2. Retrieved November 30, 2018, from <https://link.springer.com/article/10.1007/BF01067110>.
- Rabiee, F. (2004). Focus-group interview and data analysis. *Proceedings of the nutrition society*, 63(4), 655-660.
- Rabionet, S. E. (2011). How I learned to design and conduct semi-structured interviews: an ongoing and continuous journey. *Qualitative Report*, 16(2), 563-566.
- Rahman, S. S., & Akhter, A. (2017). Skills teaching in ESL classroom: Discrete vs. integrated. *International Journal of English Language Teaching*, 5(4), 32-39.
- Ramadhani, P., & Ys, S. B. (2017). Teachers' problems in teaching speaking to young learners. *Research in English and Education Journal*, 2(1), 27-36.

- Rashtchi, M., & Keyvanfar, A. (1999). *ELT quick "n" easy: an English language teaching methodology textbook for Iranian undergraduate students majoring in English* (3rd ed.). Rahnama Publications.
- Raths, J. (2001). Teachers' Beliefs and Teaching Beliefs. *Early Childhood Research & Practice*, 3(1).
- Reed, M. S., Evely, A. C., Cundill, G., Fazey, I., Glass, J., Laing, A., Newig, J., Parrish, B., Prell, C., & Stringer, L. C. (2010). What is social learning? *Ecology and society*, 15(4).
- Rehman, A. A., & Alharthi, K. (2016). An introduction to research paradigms. *International Journal of Educational Investigations*, 3(8), 51-59.
- Renandya, W. A. (2002). *Methodology in Language Teaching an Anthology of Current Practice* (J. C. Richards, J. C. Richards, & W. A. Renandya, Eds.; p. 422). Cambridge University Press.
- Rezaee, M., & Farahian, M. (2015). A Critical Look at CLT. *International Journal of Language, Literature and Culture.*, 2(2), 13–18.
- Rich, K. L. (2016). Introduction to ethics. *Nursing ethics: Across the curriculum and into practice*, 3-30.
- Richards, J. C. (1984). The secret life of methods. *TESOL quarterly*, 18(1), 7-23.
- Richards, J. C. (2005a). Second thoughts on teaching listening. *RELC journal*, 36(1), 85-92.
- Richards, J. C. (2005b). *Communicative language teaching today*. Singapore: SEAMEO Regional Language Centre.
- Richards, J. C., & Schmidt, R. (2002). Longman dictionary of applied linguistics and language teaching. Harlow, UK: Longman.
- Richards, J. C., Dudeney, G., Richards, R. J. C., Rodgers, T. S., & Richards, J. C. (2001). *Approaches and Methods in Language Teaching*. United Kingdom: Cambridge University Press.
- Ritchie, J., Lewis, J., Nicholls, C. M., & Ormston, R. (Eds.). (2013). *Qualitative research practice: A guide for social science students and researchers*. sage.
- Robinson, L. S., Shannon, H. S., Goldehar, L. M., & Hale, A. R. (2001). Qualitative methods for effectiveness evaluation: When numbers are not enough. *Guide to evaluating the effectiveness of strategies for preventing work injuries—How to show whether a safety intervention really works*, 2001-119.
- Rodgers, T. S. (2001). Language Teaching Methodology. ERIC Issue Paper.

- Rogers, C. V., & Medley Jr, F. W. Saville-Troike (1988). Language with a purpose: Using authentic materials in the foreign language classroom. *Foreign Language Annals*, 21(5), 467-478.
- Rojas-Drummond, S., & Mercer, N. (2003). Scaffolding the development of effective collaboration and learning. *International journal of educational research*, 39(1-2), 99-111.
- Rose, J. (2006). Independent review of the teaching of early reading.
- Rose, M. (2015). Education in North Africa since independence. *British Council: London, UK*.
- Rost, M. (2002). Listening tasks and language acquisition. In *Memorias del Congreso JALT 2002* (pp. 18-28).
- Rueda, R., & Garcia, E. (1994). Teachers' Beliefs about Reading Assessment with Latino Language Minority Students. Research Report: 9.
- Slimani, S. (2016). Teaching English as A Foreign Language in Algeria. 33. <https://doi.org/10.37136/1003-000-044-041>
- Satilmis, Y., Yakup, D., Selim, G., & Aybarsha, I. (2015). Teaching Concepts of Natural Sciences to Foreigners through Content-Based Instruction: The Adjunct Model. *English Language Teaching*, 8(3), 97-103.
- Saville-Troike, M., & Kleifgen, J. A. (1986). Scripts for school: Cross-cultural communication in elementary classrooms. *Text-Interdisciplinary Journal for the Study of Discourse*, 6(2), 207-222.
- Schmidt, R. W. (1990). The role of consciousness in second language learning1. *Applied linguistics*, 11(2), 129-158.
- Scotland, J. (2012). Exploring the philosophical underpinnings of research: Relating ontology and epistemology to the methodology and methods of the scientific, interpretive, and critical research paradigms. *English language teaching*, 5(9), 9-16.
- Shaw, R. (2010). Embedding Reflexivity Within Experiential Qualitative Psychology. *Qualitative Research in Psychology*, 7(3), 233–243.
- Shenton, A. K. (2004). Strategies for ensuring trustworthiness in qualitative research projects. *Education for information*, 22(2), 63-75.
- Shulman, L. (1987). Knowledge and teaching: Foundations of the new reform. *Harvard educational review*, 57(1), 1-23.

- Shulman, L. S. (1986). Those who understand: Knowledge growth in teaching. *Educational researcher*, 15(2), 4-14.
- Shulman, L. S. (2000). Teacher development: Roles of domain expertise and pedagogical knowledge. *Journal of applied developmental psychology*, 21(1), 129-135.
- Shulman, L. S., & Shulman, J. H. (2009). How and what teachers learn: A shifting perspective. *Journal of Education*, 189(1-2), 1-8.
- Si Merabet, M. L. (2016). *The Development of Pragmatic Competence in A Middle School Context*. 5(17), 697–732.
- Smith, J., & Firth, J. (2011). Qualitative data analysis: the framework approach. *Nurse researcher*, 18(2), 52-62.
- Smithworth, F., & Daswani, J. (1974). Foundations of linguistics. New York: Free.
- Snow, M. A., & Brinton, D. M. (1988). Content-based language instruction: Investigating the effectiveness of the adjunct model. *TESOL quarterly*, 22(4), 553-574.
- Snow, M. A., Met, M., & Genesee, F. (1989). A conceptual framework for the integration of language and content in second/foreign language instruction. *TESOL quarterly*, 23(2), 201-217.
- Solak, E., & Erdem, G. (2016). Teaching language skills for prospective English teachers. *Ankara: Pelkan*.
- Spiggle, S. (1994). Analysis and interpretation of qualitative data in consumer research. *Journal of consumer research*, 21(3), 491-503.
- Stoller, F. L. (2002). Content-based instruction: A shell for language teaching or a framework for strategic language and content learning. *Retrieved June 16, 2006*.
- Su, Y. C. (2007). Students' changing views and the integrated-skills approach in Taiwan's EFL college classes. *Asia Pacific Education Review*, 8(1), 27-40.
- Taherdoost, H. (2016). Sampling methods in research methodology; how to choose a sampling technique for research. *How to Choose a Sampling Technique for Research (April 10, 2016)*.
- Tajzad, M., & Ostovar-Namaghi, S. A. (2014). Exploring EFL Learners' Perceptions of Integrated Skills Approach: A Grounded Theory. *English Language Teaching*, 7(11), 92-98.
- Taleb-Ibrahimi, K. (1997). L'Arabisation lieu de conflits multiples. *Collectif : Réflexions. Elites et questions identitaires. Alger : Casbah Éditions*, 49-63.

- Tavil, Z. M. (2010). Integrating listening and speaking skills to facilitate English language learners' communicative competence. *Procedia - Social and Behavioral Sciences*, 9, 765–770.  
<https://doi.org/10.1016/j.sbspro.2010.12.231>
- Thomas, D. R. (2003). A general inductive approach for qualitative data analysis.
- Thornbury, S. (1996). Teachers research teacher talk. *ELT journal*, 50(4), 279-289.
- Thornbury, S. (1998). Comments on Marianne Celce-Murcia, Zoltán Dörnyei, and Sarah Thurrell's "Direct Approaches in L2 Instruction: A Turning Point in Communicative Language Teaching?": A Reader Reacts.... *Tesol Quarterly*, 32(1), 109-116.
- Troudi, S., & Alwan, F. (2010). Teachers' feelings during curriculum change in the United Arab Emirates: Opening Pandora's box. *Teacher development*, 14(1), 107-121.
- Tsai, M. L., & García, G. E. (2000). Who's the boss? How communicative competence is defined in a multilingual preschool classroom. *Anthropology & Education Quarterly*, 31(2), 230-252.
- Tuan, T. A., & Neomy, S. (2007). Investigating group planning in preparation for oral presentations in an EFL class in Vietnam. *RELC journal*, 38(1), 104-124.
- Umugiraneza, O., Bansilal, S., & North, D. (2016). Teachers' confidence and beliefs in teaching mathematics and statistics concepts. *International Scientific Research Journal*, 72(09), 1-16.
- Underwood, M. (1989). *Teaching listening*. Addison-Wesley Longman Limited.
- Ur, P. (1996). *A course in language teaching: Practice and theory*. Ernst Klett Sprachen.
- Urquhart, C. (2016). Grounded theory. *The International Encyclopedia of Communication Theory and Philosophy*, 1-13.
- Usó-Juan, E., & Martínez-Flor, A. (2008). Approaches to language learning and teaching: Towards acquiring communicative competence through the four skills. In *Current trends in the development and teaching of the four language skills* (pp. 3-28). De Gruyter Mouton.
- Uztozun, M. S., & Troudi, S. (2015). Lecturers' views of curriculum change at English Language Teaching departments in Turkey.
- Van Dang, H. (2006). Learner-Centeredness and EFL Instruction in Vietnam: A Case Study. *International Education Journal*, 7(4), 598-610.



- Vandergrift, L. (2007). Recent developments in second and foreign language listening comprehension research. *Language teaching*, 40(3), 191-210.
- Villegas-Reimers, E. (2003). *Teacher professional development: an international review of the literature*. Paris: International Institute for Educational Planning.
- Walford, G. (2007). Classification and framing of interviews in ethnographic interviewing. *Ethnography and Education*, 2(2), 145-157.
- Walker, N. (2014). Listening: The most difficult skill to teach.
- Watanabe, A. (2016). Engaging in an Interactional Routine in EFL Classroom: The Development of L2 Interactional Competence over Time. *Novitas-ROYAL (Research on Youth and Language)*, 10(1), 48-70.
- Widdowson, H. G. (1978). *Teaching language as communication*. Oxford University Press.
- Wiemann, J. M. (1977). Explication and test of a model of communicative competence. *Human Communication Research*, 3, 19.
- Wiemann, J. M., & Backlund, P. (1980). Current theory and research in communicative competence. *Review of educational research*, 50(1), 185-199.
- Wilén, W. W. (1991). Questioning skills, for teachers. What research says to the teacher.
- Wilson, J. J. (2008). *How to Teach Listening* (p. 192). Pearson Longman.
- Wilson, J. J., & Harmer, J. (2017). *How to teach listening*. Pearson Longman.
- Xu, Y. (2009). School-based Teacher Development through a School–University Collaborative project: a case study of a recent initiative in China. *Journal of Curriculum Studies*, 41(1), 49-66.
- Yavuz, F., & Celik, O. (2017). The importance of listening in communication. *Global Journal of Psychology Research: New Trends and Issues*. 7(1), 8-11.
- Young, R. F. (2000). Interactional Competence: Challenges for Validity.
- Yufrizal, H. (2017). Teachers and students' perceptions of communicative competence in English as a foreign language in Indonesia. *Educational Research and Reviews*, 12(17), 867-883.