



Mohamed Kheider University of Biskra

Faculty of Letters and Languages

Department of the English Language and Literature

MASTER THESIS

Letters and Foreign Languages

English Language and Literature

Sciences of the language

Submitted and Defended by

Ms. Manel Feia

**Exploring Teachers' Challenges in Teaching the Speaking Skill in Private Schools: The
Case of Teachers of English at Education Plus Center Gumar, El-Oued**

A dissertation submitted in partial fulfillment of the requirements for a Master Degree in

English: Sciences of Language

Board of Examiners

Mr. Zennou Bilal	(Chairperson)	(University of Biskra)
Dr. Zeghdoud Meriem	(Supervisor)	(University of Biskra)
Mrs.Djoumaa Houda	(Examiner)	(University of Biskra)

Academic Year: 2024- 2025

Declaration

I, Manel Feia, hereby solemnly declare that the present dissertation is the result of my own independent work and has not been submitted previously, either in whole or in part, for the attainment of any academic degree or qualification at any other institution or university. All sources of information, data, and ideas drawn from the work of others have been properly cited and fully acknowledged in the references section. This dissertation was completed and certified at Mohammed Kheider University of Biskra, Algeria, in fulfillment of the requirements for the Master's degree in English.

Certified by: Ms. Manel Feia, Master's student, Department of English.

Dedication

I would like to express my deep recognition to Allah, for giving me the determination and strength to accomplish this research

This dissertation is dedicated to my mother for her love and support every step of the way, to my sister and brothers, for always standing by me with encouragement and pride.

And my close friends, for being there through the ups and downs. This work is as much as yours as it is mine

Acknowledgement

In the name of Allah, the Most Gracious, the Most Merciful.

First of all, I thank and praise Allah for giving me the strength, guidance, and chance to take on this journey of learning. This achievement would not have been possible without His help. My faith has been my source of strength through both the hard times and the successes. All praise is due to Allah – Alhamdulillah.

I am deeply thankful to my supervisor, Dr. Zeghdoud Meriem, for her guidance, knowledge, and constant encouragement. Her support and thoughtful feedback have played a key role in shaping this research. I feel truly lucky to have learned and worked under her mentorship. I would like to thank the board examiners: **Mr. ZENNOU Bilal, and Mrs. DJOUAMA Houda** for giving time and effort to read and evaluate this work.

I am grateful thank all EFL teachers at education Plus Centre, Guemar-ElOued for their collaboration when dealing with the practical part of this research. I am really thankful to all the great teachers who taught me and graced me with their knowledge.

Abstract

Speaking is one of the most essential language skills in today's globalized environment. This study explores the challenges faced by EFL teachers at private schools in teaching speaking skill at Education Plus Center in Gumar, El-Oued, Algeria. Using a descriptive method with an exploratory nature, data were collected from eight teachers who work at the selected center through interviews, and two classroom observations. The data collected were analyzed using thematic analysis and descriptive frequencies to provide more accuracy and in-depth comprehension to the results obtained. The findings revealed that key difficulties that teachers face in teaching speaking skill. They include students' fear of making mistakes, low self-confidence, limited vocabulary, pronunciation issues, and the impact of large class sizes on individualized feedback and classroom management. Teachers identified technology as an effective tool to enhance speaking practice by engaging students, creating a supportive environment, accommodating diverse learning styles, and promoting motivation and critical thinking. Additionally, strategies such as gradual progression, supportive classroom atmospheres, and interactive activities (role-plays, debates, discussions) were reported to improve student engagement and reduce anxiety. Teachers also adapt the curriculum with supplementary speaking tasks tailored to learners' specific needs.

Key Terms: Speaking, difficulties, private schools

List of Tables

Table 1.1. Comparing Public and Private School English Instruction.....	20
Table 3.1. Observation of Teachers' Role in Class.....	49
Table 3.2. Observation of Students' Engagement.....	51
Table 3.3. Observation of Students' Engagement.....	52
Table 3.4. Observation of Teachers' Challenges in Teaching Speaking.....	53
Table 3.5. Observation of Technology Use.....	54

List of Figures

Figure 3.1. Observation of Teachers' Role in Class.....	49
Figure 3.2. Observation of Students' Engagement.....	52
Figure 3.3. Observation of Students' Engagement.....	53
Figure 3.4. Observation of Teachers' Challenges in Teaching Speaking.....	54
Figure 3.5. Observation of Technology Use.....	55

Table of Contents

Dedication.....	iii
Acknowledgement	iv
Abstract	v
List of Tables	vi
List of Figures	v

General Introduction

1. Background of the Study	1
2. Operational Definitions of Terms	2
3. Literature Review	2
4. Statement of the Problem.....	3
5. Research Questions	4
6. Research Significance.....	4
7. Methodology	4
7.1. Population and Sampling	4
7.2. Data Collection and Analysis.....	5
8. Structure of the Dissertation	5

Chapter One: Teaching English in Private and Public Schools

1.1. Historical Factors Shaping the Global Spread of English.....	6
1.2. English as the Language of Global Communication	7
1.3. The Role of English in Science, Technology, and Digital Media	7

1.4.	English as an International Language (EIL) and World Englishes	8
1.5.	The Role of English in Education and Research	9
1.5.1.	English and Career Advancement.....	9
1.6.	The status of English in Algeria	10
1.5.2.	The Role of English in Business and Technology.....	10
1.6.1.	The Algerian Linguistic Situation.....	11
1.7.	Challenges to the Expansion of English.....	13
1.9.	The Previous Introduction of English at the Algerian School.....	14
1.9.1.	Sociolinguistic Situation	14
1.9.2.	The Political Situation.....	15
1.10.	Teaching of English in Algerian Public Schools	15
1.10.1.	English Language Curriculum in Public Schools	15
1.10.2.	Teaching Methods and Classroom Challenges in Public Schools	16
1.10.3.	Assessment and Evaluation in Public School	17
1.11.	Teaching of English in Algerian Private Schools	17
1.11.1.	Curriculum and Language Exposure	18
1.11.2.	Teaching Methods and Classroom Environment	18
1.11.3.	Assessment and Evaluation	19
1.11.4.	Teacher Qualifications and Professional Development	19
1.11.5.	Challenges in Private English Education.....	20

Chapter Two: Teaching the Speaking Skill

2.1. Definition of Speaking Skill	22
2.2. Significance of Speaking Skill	23
2.3. Teaching Speaking in Public and Private Schools	24
2.4. Strategies for Teaching Speaking	26
2.4.1. Communicative Language Teaching (CLT)	27
2.4.2. Task-Based Language Teaching (TBLT).....	27
2.4.3. Use of Genuine Materials and Multimedia Resources	28
2.4.4. Group Work, Pair Work, and Cooperative Learning	28
2.4.5. Pronunciation and Speaking Fluency Focus	29
2.4.6. Formative Feedback and Reflective Speaking Practices	29
2.5. Challenges of Teaching Speaking Skill	30
2.5.1. Psychological Factors	30
2.5.2.1. Language Anxiety and Fear of Making Mistakes	31
2.5.2.2. Inhibition and Self-Consciousness	31
2.5.2.3. Low Self-Esteem and Motivation Lack	32
2.5.2.4. Constructing a Safe and Supportive Learning Context	33
2.5.3. Pedagogical Factors	33
2.5.3.1. Large Class Size: A Barrier to Interaction and Engagement	34
2.5.3.2. Lack of Engaging and Authentic Materials	35

2.5.3.3. Curricular Constraints and Teacher Training	36
2.5.3.4. The Need for Pedagogical Reform	37
2.5.4. Linguistic Factors Affecting the Instruction of Speaking Skills	38
2.6.1. Lack of Grammatical Competence	38
2.6.2. Lack of Vocabulary	39
2.6.2.1. Interplay between Grammar and Vocabulary in Speaking	40
2.6.3. Lack of e\Exposure to Authentic Language Use	40
Conclusion	42

Chapter Three: Analysis and Discussion of the Results

Introduction.....	46
3.1. Research Methodology	46
3.2. Research Approach.....	47
3.3. Research Design	48
3.4. Population and Sampling	48
3.5. Data Collection Tools	48
3.5.1. Classroom Observation	48
3.5.1.1. Observation Checklist	49
3.5.2. Techers' Interview	49
3.5.2.1. Aim and Structure.....	50
3.6. The Validity of the Instruments	50

3.7. Data Analysis Procedures	50
3.7.1. Analysis of the Classroom Observation.....	50
3.5.2. Analysis of the Interview	57
3.5.3. Discussion of the Main Findings	66
3.5.4. Implications and Recommendations	71
3.5.5. Limitations of the Study.....	73
Conclusion	74
General Conclusion.....	75
References	
Appendix A: Classroom Observation	
Appendix B: Teachers' Interview	
Résumé	
الملخص	

General Introduction

1. Background of the Study

Learning English and utilizing it in daily interaction and communication are crucial in today' s worldwide and global environment. Evidently, English is integrated in practically all facets of people' s lives, including business, technology, literature, education, and medical fields (Putra, 2020). Thus, it is essential for social and professional contexts in addition to being required for students to succeed academically. Speaking in particular is thought to be one of the most important skills for a student to acquire in both their academic and professional careers. Therefore, speaking skill could be even described as an indicator that shows how proficient a learner is in his English.

According to Torkey (2006), this language skill is defined as a means for students to communicate with one another in order to achieve specific goals or to express their ideas, intentions, hopes, and opinions. In other words, it is a means of communication that people or learners use to express their opinions and deliver speech to other people. In terms of English language learning, speaking forms an integral part of developing learners' communicative competence that enables them to have meaningful interaction and communication with other people using this language.

Therefore, it could be stated that speaking is a skill that produces sounds and meanings that other people can understand. Fulcher (2003) stated that it encourages communication between people and uses sounds to convey meaning. It also refers to the communication of ideas, concepts, and knowledge through language with other people. This skill thereof, plays a significant role in today' s globalized world that uses English as its unified tongue between

nations. It is a prerequisite requirement for learners to be able to develop competent communication skills to advance their academic progress and professional careers.

2. Operational Definitions of Terms

Speaking Skill

According to Mishra (2017), speaking skill encompasses the ability to vocally communicate ideas, sentiments, and opinions to a group or individual, whether in person or at a distance. This means that speaking refers to the ability of using words to express one's ideas, emotions and thoughts, either through direct interaction or through the phone and other communication devices. . In this study , speaking refers to the speaking taught in Education plus center .

Difficulties

According to Hornby (2001), difficulty is the state or attribute of being challenging to accomplish or comprehend (as cited in Fadilah, 2019). This means that the word difficulty is used to describe something or some task that is challenging or hard to do or hard to understand. Thus, when this term is used to address teachers' difficulties, it means the challenges and the hardships that they face in their language teaching process.

3. Literature Review

Considering the great importance of this fundamental language skill, researchers and language instructors are in constant search for the most effective strategies and tools that could improve EFL learners speaking skill, such as debates (Elmiyati, 2018), communicative language teaching (Anggraini, 2018), mobile applications (Kumsmaryani & Tanjung, 2023) and others. In addition to investigating the most effective methods and strategies, researchers also examined the conditions and factors that could affect the development of EFL students' speaking skill. Some of

these factors showed to include classroom management and lack of supportive English language teaching setting (Fitri, et al, 2023). Other difficulties showed to include lack of vocabulary of EFL teachers, stress and lack of enthusiasm among students, inadequate school supplies and facilities and the curriculum utilized (Rezeki & Dalimunte, 2024).

The brief review of some of the related studies conducted in this field, it could be observed that there is an extensive amount of research conducted to examine the challenges that hinder the successful teaching and learning of English speaking skill in different educational settings. However, it could be also observed that most of the studies conducted highlight these challenges in public schools and institutions. Thus, there is a noticeable lack of research that explores this problem in private English teaching schools, especially in Algeria. Therefore, the present study explores the difficulties that EFL teachers face while teachers speaking skill to their EFL learners in a private school in Algerian, particularly in El-Oued.

4. Statement of the Problem

One of the most crucial abilities a language learner must exhibit in order to show that he has sufficient language knowledge and proficiency is speaking. Therefore, learners are expected to have a specific level of accuracy and fluency when speaking. However, it is noticed that students often find difficulties in promoting their speaking skill. Some may argue that private schools' students face less difficulties in learning this language skill, but research shows that even students at private schools face similar difficulties that are encountered in public schools to develop their speaking skill (Vukosi, et al, 2021). This problem shows that more emphasis should be paid to the EFL teaching process in private schools in order to identify the conditions and factors that contribute to speaking learning difficulties for EFL students. Therefore, it is vital to examine teachers' teaching practices in these schools and explore the difficulties that they face

in teaching speaking skill to their students. Consequently, the present study explores this issue and examines the teaching difficulties faced by EFL teachers to teach speaking skill at Education Plus center at Gumar, El-Oued.

5. Research Questions

The study aims at finding answers to the following research questions:

1. What are the main difficulties that private schools' teachers face while teaching the speaking skill to their EFL students?

6. Research Significance

The findings of this study could have a significant contribution to the advancement of the EFL teaching process in Algerian private schools. Considering the fact that most studies conducted in this field examine the challenges that are often faced by EFL teachers in governmental schools, this study could provide a practical guideline for teachers at private schools to navigate the EFL teaching process, relying on others' experiences in a similar context to improve their own. Therefore, this study could provide valuable information that teachers could benefit from to deal with their own challenges in teaching speaking private schools.

7. Methodology

The present study is exploratory in its nature using a descriptive method. It uses this design to collect data about the challenges that EFL teachers often face in teaching speaking skill to their students.

7.1. Population and Sampling

The population of the study includes teachers of English at Education Plus center at Gumar, El-Oued. In addition, the sampling technique used to select the sample of the study is the

probability sampling technique. Eight teachers are selected to form the sample of the study and provide the necessary data needed to answer the research question.

7.2. Data Collection and Analysis

The data collection tools used in this study include semi-structured interviews and classroom observations. The interviews are to be conducted with eight teachers, while the classroom observations are to be conducted with two classrooms. The selected school has only these two groups of EFL students who are high school students, each group has approximately 27 students. The data collected through the research tools are interpreted using thematic and content analysis.

8. Structure of the Dissertation

The dissertation is divided into three main chapters. First, it starts with a general introduction that outlines the key points of research, including the research questions, methodology and significance. The first two chapters represent the theoretical background of this study. The first theoretical chapter is dedicated to describe English as a Foreign language teaching and pedagogy, while the second chapter highlights speaking skill in English language teaching, its significance in this process and the challenges faced by EFL teachers to teach this skill. The third chapter represents the practical side of the dissertation and explain all the procedures followed in conducting this study. It includes two sections, one section is dedicated to the description of the research methodology, while the second section presents the data analysis and interpretation. This chapter highlights the main findings of this research and concludes the study with further implications and recommendations.

Chapter One: Teaching English in Private and Public Schools

Introduction

English has emerged as the dominant global language, shaping international communication, diplomacy, education, and economic interactions. Its status as a *lingua franca*—a common language used for communication between speakers of different native languages—has been driven by historical, economic, and technological factors (Crystal, 2012). The expansion of the British Empire, the rise of the United States as a global superpower, and the dominance of English-speaking media and technology have all contributed to the widespread use of the language (Graddol, 2006). Today, English serves as the primary language of global institutions, multinational corporations, and digital communication platforms, reinforcing its importance in various domains, including education, trade, and diplomacy (Seidlhofer, 2011).

1.1. Historical Factors Shaping the Global Spread of English

The international prominence of English can be traced back to the colonial expansion of the British Empire. By the early 20th century, Britain had established colonial rule over vast territories across Africa, Asia, the Americas, and the Pacific, introducing English as an administrative and educational language (Phillipson, 1992). In post-colonial nations, English often retained its significance as a second language or an official language, serving as a unifying medium in multilingual societies (Kachru, 1985).

Following World War II, the geopolitical rise of the United States solidified English as a global language, particularly through its economic dominance, cultural exports, and technological innovations. The global influence of American media—Hollywood films,

television, music, and digital content—played a crucial role in the normalization of English as a preferred language for entertainment and cross-cultural communication (Crystal, 2003). Additionally, scientific and academic research became increasingly Anglophone, as leading journals, universities, and conferences began publishing predominantly in English (Hyland, 2016).

1.2. English as the Language of Global Communication

English is now widely regarded as the primary international language for diplomacy, business, and digital communication. According to the British Council (2018), approximately 1.5 billion people worldwide use English either as a first, second, or foreign language. The United Nations (UN), the European Union (EU), the World Trade Organization (WTO), and other major international institutions have adopted English as one of their working languages, reinforcing its centrality in global governance (Seidlhofer, 2011).

In business, English functions as the corporate lingua franca in multinational companies, facilitating international trade and commerce (Nickerson, 2005). With globalization, companies in non-English-speaking countries increasingly require employees to develop proficiency in English for professional advancement, making it a prerequisite for high-paying jobs in finance, technology, and international relations (Louhiala-Salminen & Kankaanranta, 2012).

1.3. The Role of English in Science, Technology, and Digital Media

The predominance of English in scientific research has significant implications for academia and knowledge dissemination. Over 90% of academic publications in science and engineering are published in English, making it the primary language of scholarly communication (Hyland, 2016). Researchers and students worldwide must engage with English-language literature to participate in the global academic community.

Furthermore, the internet and digital communication have reinforced English's status as a global language. As of 2023, over 60% of online content is in English, including websites, digital news, social media platforms, and e-learning resources (Statista, 2023). The dominance of English in artificial intelligence (AI), programming, and digital innovation ensures that technological advancements are primarily documented and disseminated in English (Crystal, 2012). As a result, proficiency in English is increasingly necessary for individuals seeking to engage with global digital resources, educational platforms, and professional networks.

1.4. English as an International Language (EIL) and World Englishes

The global expansion of English has led to the development of multiple English varieties, commonly referred to as World Englishes (Kachru, 1985). The Inner Circle includes countries where English is the native language (e.g., the United States, the United Kingdom, Canada, Australia), the Outer Circle represents nations where English serves as a second or official language (e.g., India, Nigeria, Singapore), and the Expanding Circle consists of countries where English is taught primarily as a foreign language (e.g., China, Brazil, Algeria) (Kachru, 1985). The rise of English as an International Language (EIL) suggests that non-native English speakers now outnumber native speakers, reshaping the way English is spoken and understood worldwide (Jenkins, 2007). The concept of English as a Lingua Franca (ELF) highlights how non-native speakers adapt and modify English for intercultural communication, challenging traditional notions of "native-speaker norms" (Seidlhofer, 2011). These developments have fueled debates about linguistic imperialism—the idea that English dominates other languages, potentially endangering local linguistic diversity (Phillipson, 1992).

The global status of English is deeply embedded in historical, economic, and technological developments. As a lingua franca, English facilitates international diplomacy,

business, academia, and digital communication, making it an essential skill in today's interconnected world. However, the dominance of English also presents socio-linguistic challenges, including linguistic imperialism, educational inequalities, and the marginalization of indigenous languages. While English remains indispensable for global mobility and professional advancement, ongoing debates about its role in linguistic diversity and language policy continue to shape its future trajectory.

1.5. The Role of English in Education and Research

English has become the language of academia, with the majority of prestigious universities and research institutions using it as the primary medium of instruction and publication (Hyland, 2016). Students who aspire to study at top institutions often need to demonstrate English proficiency through standardized tests such as IELTS and TOEFL. Furthermore, much of the world's scientific research and academic literature is published in English, making it an essential language for scholars and professionals who seek to engage with the latest developments in their fields.

Beyond higher education, English also plays a crucial role in lifelong learning. Online courses, professional development programs, and e-learning platforms such as Coursera, edX, and Khan Academy predominantly offer content in English, making proficiency in the language a key factor in personal and professional growth. As education becomes more digital and globalized, the ability to read, write, and speak English fluently becomes an indispensable skill.

1.5.1. English and Career Advancement

In the modern job market, English proficiency is often a prerequisite for high-paying jobs, particularly in international companies and industries such as finance, technology, and healthcare. Many multinational corporations conduct business in English, requiring employees to

communicate effectively across borders (Louhiala-Salminen & Kankaanranta, 2012). As economies become more interconnected, English serves as the language of trade and innovation, allowing professionals to network, negotiate, and expand their career prospects on a global scale. Furthermore, professionals who can communicate in English often have greater mobility, with opportunities to work in different countries or collaborate with international teams. In non-English-speaking countries, fluency in English is frequently associated with higher salaries and leadership roles, emphasizing the economic value of language proficiency (Graddol, 2006).

1.6. The status of English in Algeria

Algeria, a multilingual and multicultural country, has historically been dominated by Arabic and French in its linguistic landscape. However, in recent years, the role of English has been gaining prominence in education, business, and international relations. Despite not having official status, English is increasingly recognized as a global language essential for scientific research, economic development, and diplomatic engagement.

1.5.2. The Role of English in Business and Technology

With globalization, the demand for English proficiency in the job market has grown, especially in industries such as information technology, finance, and international trade. Many Algerian businesses seeking to expand beyond Francophone markets now require employees who can communicate in English (Benali-Mohamed, 2020). The oil and gas sector, in particular, has been a driving force in the adoption of English, as multinational companies operating in Algeria conduct much of their business in English.

Furthermore, the rise of digital technology and social media has contributed to the increasing presence of English among younger generations. Many Algerians engage with

English-language content on platforms such as YouTube, LinkedIn, and online courses, improving their language skills outside formal education settings (Belmihoub, 2018).

1.6.1. The Algerian Linguistic Situation

Algeria is a country with many spoken languages and dialects and this due to cultural and historical reasons. The Algerian linguistic scene is diversified with the existence of four languages; Tamazight, Arabic, French and English. Tamazight is the language of native Algerians who live mainly in Kabily Region of North Algeria. Arabic is the language of the majority of the Algerian people, it is linked with the spread of Islam in Algeria. French is widely spoken in Algeria because of the long period of French colonisation to Algeria. English as well exists in Algeria mainly at tertiary education setting and it is spoken by younger generation thanks to Internet and Globalisation. In fact Arabic is one of the World's major languages with roughly 300 million speakers, granted the status official or co-official in twenty-two Arab countries including the MENA (Middles East North Africa) region (Al-Huri, 2015). Al-Huri (2015) stated that "the first emergence of Arabic as a world language dates back to the seventh century" (p. 29).

Nowadays there exist two types of Arabic: Classical Arabic (CA), which is the language of poems and the Quran. Mokhtar (2018) explained that CA is used for prayers by Muslims all over the world (p.134). The other type is Modern Standard Arabic (MSA), which is the standardized form of Arabic used mostly by all Arabic-speaking nations in official documents, media, literature, and in schools. Both types of Arabic Language exist in Algeria. Besides Arabic, Tamazight is the first language that was spoken in the Maghreb and Algeria in particular.

It has various appellations according to the country, it is Amazigh in Morocco and Tunisia, Tamazight or Kabyle in Algeria, Tamacheq in Libya, etc (Leclerc, 2017).

Tamazight remained the first language of the people despite the many colonizers that invaded the country, even the Arab invasions could not Arabize the country completely, regardless of the big linguistic shift from Tamazight to the Arabic language that occurred during that period. It also succeeded in surviving the French domination and the endless efforts to suppress it during the French colonization. Tamazight is now officially recognized as a national and official language, alongside the Standard Arabic after various debates among Algerian linguists, political leaders and decision makers. As for French, it is the first foreign language in Algeria; it has a deep historical connection with the country, which is the reason behind its importance in the current linguistic situation. It is still spoken to date by a big section of the population, with an official status that is used in several official contexts.

Algeria is the second largest francophone country in the world, with nearly eighteen million speakers, nearly 1 in 3 Algerians can speak and write French (Chemami, 2011). The French language is used in many important spheres of public life, it is considered an important medium of communication and is used in the government, the administration, and in the mass media. During the mid-1960s, almost three quarters of the Algerians were illiterate and only 20 percent of the population was educated, 18 though they could only read and write in French (Benrabah, 2013).

Now, even those who may not be able to speak it or understand it very well, tend to use a lot of French words in their vocabulary because they have been raised having those words as part of their speech. It is spoken mostly by educated people, students, or elites, especially those who are studying or have studied in French. However, and concerning English language, it is the

second foreign language that is being taught at the early stages in schools. It is also a language that is spreading gradually in the country, especially among the younger generation, and some people even consider the fact that it may compete later with the French language. The effect of this spread may not be seen, intellectuals think that it will take more than just the fact that the youth are interested in learning it to be a threat to a language that has been spoken and taught for years, and has great historical links to the country.

English is slowly but surely emerging and it may be only a matter of time to see it supplant French. Hence the participation of youth in diffusing foreign languages in the country has a big role, thanks to their involvement in the job market especially in domains like industry, tourism, or any other department that relies on technology which necessitates the use of English (Cordel, 2014).

1.7.Challenges to the Expansion of English

Despite its growing importance, English still faces several barriers to widespread adoption in Algeria. The dominance of French in professional and academic fields continues to limit the integration of English into mainstream discourse. Additionally, a shortage of qualified English teachers, lack of adequate teaching materials, and inconsistencies in language policy have hindered progress in English education (Bouhadiba, 2018).

Another challenge is public perception and resistance to linguistic change. While younger generations see English as an opportunity for global integration, some segments of society view the shift towards English as a threat to Algeria's linguistic identity or as a political move away from traditional ties with Francophone nations (Benrabah, 2013).

1.8. English in the Algerian Education System

In the past, English was introduced as a foreign language in the first year of middle school (at around 11 years old), remaining optional in primary education. However, recent reforms reflect a shift in national language policy. In 2022, the Algerian government announced the introduction of English in primary schools, signaling an increased emphasis on the language (Ministry of National Education, 2022). This move aligns with the government's ambition to integrate Algeria into the global knowledge economy and reduce reliance on French. At the higher education level, English is increasingly being used in scientific research and postgraduate programs. Some universities have started offering English-medium instruction in fields such as engineering, medicine, and natural sciences to improve international collaboration and academic mobility (Bouhadiba, 2018). However, challenges remain, particularly in terms of teacher training, curriculum development, and students' overall proficiency levels.

1.9. The Previous Introduction of English at the Algerian School

Various factors accompanied the previous introduction of English at the Algerian school notably the sociolinguistic situation and the political situation of Algeria.

1.9.1. Sociolinguistic Situation

Seddari and feddan (2023) stated that Algerians are deeply attached to the French language as a result of more than 100 years of colonization. Yet, after decolonization of the country, neither the elite nor policy makers nor the population get rid of this language which is deeply rooted in the society. Consequently, when English was introduced as a second choice with French, only 15 % of the population chose English. Nevertheless, some such as TiziOuzzou and Bedjaya never chose it. It is not surprising for them to give privilege to the language they already know.

1.9.2. The Political Situation

The rationale behind the introduction of this experiment was not for pedagogical purposes. But there were other considerations taken by policy makers. Supporters of the Arabization Policy were against the teaching of French. Therefore, they tried every means to get rid of this language in expense to another competing language that was English. This language enjoyed acceptance within the Algerian population as being a neutral one publically demanded. The process of Arabization, besides the implementation of EFL as a choice or instead of French was to put an end to the hegemony of the colonial language. Yet, as Miliani (2000, p.15) declared: "language planning cannot proceed by elimination or rejection ". Language planning as then political and a matter of individual decisions rather than obeying to educational objectives and criteria. Therefore, there is a need to develop a systematic language policy that aims at fostering positive attitudes towards the English language.

1.10. Teaching of English in Algerian Public Schools

The teaching of English in Algerian public schools is shaped by national language policies, educational reforms, and broader sociopolitical factors. While Arabic is the primary language of instruction, and French remains dominant in various academic and professional fields, English has been progressively incorporated into the curriculum to equip students with global communication skills. However, despite its growing importance, the teaching of English in Algeria's public education system faces several challenges, including curriculum design, teacher training, and resource availability

1.10.1. English Language Curriculum in Public Schools

In Algeria, English is taught as a foreign language rather than a second language, meaning that students primarily learn it in classroom settings rather than through societal

exposure. For many years, English instruction began in middle school (age 11 or 12, equivalent to Grade 7), where it was introduced as a compulsory subject. However, in 2022, the Algerian Ministry of National Education implemented a significant reform by introducing English at the primary school level (Grade 3, age 8–9) (Ministry of National Education, 2022).

The English curriculum in middle and secondary schools follows a structured framework set by the ministry. Students typically receive three to four hours of English instruction per week, with a focus on the four key language skills: listening, speaking, reading, and writing. The curriculum is largely textbook-based, relying on government-approved materials such as *My Book of English*, which is used in middle schools. Lessons emphasize basic grammar, vocabulary building, and sentence structure, but communicative practice remains limited.

At the secondary level (Grades 10–12, ages 16–18), students continue studying English, with content becoming more advanced. The curriculum introduces more complex grammatical structures, reading comprehension exercises, and writing tasks, preparing students for the Baccalaureate exam, which includes an English component. However, oral communication skills often receive less attention, as the focus is primarily on written grammar and reading comprehension to meet national exam requirements (Bouhadiba, 2018).

1.10.2. Teaching Methods and Classroom Challenges in Public Schools

English teaching methods in Algerian public schools have traditionally followed a teacher-centered approach, where instruction is delivered through lectures, grammatical explanations, and textbook exercises. While the Communicative Language Teaching (CLT) approach has been introduced in official guidelines, its implementation remains limited due to large class sizes (often exceeding 40 students per classroom), a lack of trained teachers, and insufficient teaching materials (Benmoussat, 2016).

Many English teachers in public schools rely on translation-based methods, where students learn English through French or Arabic explanations. This approach limits students' ability to develop fluency and engage in natural communication. Additionally, public schools often lack multimedia resources, such as audio recordings, interactive software, or language labs, which are essential for fostering listening and speaking skills (Belmihoub, 2018).

Another challenge is the shortage of qualified English teachers, particularly in remote areas. Many teachers enter the profession with limited training in modern pedagogical techniques, and professional development opportunities are scarce. As a result, teaching methods remain outdated, with an overemphasis on rote memorization and grammar drills rather than interactive learning (Bouhadiba, 2018).

1.10.3. Assessment and Evaluation in Public School

English language assessment in Algerian public schools is primarily exam-oriented, focusing on written tests that evaluate grammar, vocabulary, reading comprehension, and writing skills. Speaking and listening skills are rarely tested, leading students to prioritize memorization over practical language use.

The Baccalaureate exam, which serves as the gateway to higher education, includes an English section for all students, regardless of their academic stream. However, the exam structure primarily tests reading and writing skills, with minimal emphasis on oral proficiency. This reinforces a passive approach to language learning, where students view English as a subject to pass rather than a skill to develop (Benrabah, 2014).

1.11. Teaching of English in Algerian Private Schools

In contrast to public schools, private schools in Algeria offer a more flexible and often higher-quality English language education. Private institutions have gained popularity in recent

years as parents seek alternative education systems that prioritize English proficiency and modern teaching methodologies. Unlike public schools, which follow a standardized national curriculum with limited resources, private schools have more autonomy in curriculum design, teaching strategies, and assessment methods.

1.11.1. Curriculum and Language Exposure

Private schools in Algeria often introduce English at an earlier stage than public schools. While public schools recently introduced English in Grade 3 (age 8–9), many private schools start teaching English in kindergarten or the first grade. This early exposure allows students to develop their listening and speaking skills naturally, providing a strong foundation for future language acquisition (Belmihoub, 2018).

Moreover, some private schools adopt bilingual or even trilingual approaches, incorporating English alongside Arabic and French in daily instruction. Certain elite institutions follow international curricula such as the Cambridge English Curriculum, the International Baccalaureate (IB), or American-style English programs, allowing students to engage with globally recognized learning standards (Benali-Mohamed, 2020).

1.11.2. Teaching Methods and Classroom Environment

Unlike the teacher-centered, grammar-heavy instruction dominant in public schools, private schools often implement modern, communicative approaches to English teaching. Many private institutions prioritize:

- Communicative Language Teaching (CLT): Encouraging active participation, dialogues, role-playing, and real-life communication scenarios (Harmer, 2007).
- Task-Based Learning (TBL): Focusing on problem-solving activities and interactive group projects to develop practical language skills.

- Multimedia and Technology Integration: Utilizing smartboards, language labs, educational apps, and online learning platforms to enhance engagement and listening comprehension.
- Class sizes in private schools are significantly smaller than in public schools, often ranging between 15 to 25 students per class. This smaller teacher-to-student ratio allows for more individualized attention, personalized feedback, and greater student participation (Bouhadiba, 2018).

1.11.3. Assessment and Evaluation

Private schools typically assess students using a broader range of evaluation methods (Colorín Colorado, n.d.; Edutopia, 2015; NJEA, n.d.) including:

- Oral proficiency assessments to test speaking and listening skills.
- Project-based assignments that encourage creativity and real-world language use.
- Continuous assessment rather than relying solely on end-of-year exams (Cambridge English, n.d.; LillyPad English, 2023) many private institutions prepare students for international English proficiency tests such as the Cambridge English exams (KET, PET, FCE), TOEFL, or IELTS, which open doors to higher education opportunities abroad.

1.11.4. Teacher Qualifications and Professional Development

One of the biggest advantages of private schools is their ability to hire teachers with stronger qualifications in English language teaching. Many private institutions employ educators who have:

- Degrees in English language teaching (ELT), applied linguistics, or TESOL (Teaching English to Speakers of Other Languages).
- Certifications such as CELTA (Cambridge Certificate in Teaching English to Adults) or TEFL (Teaching English as a Foreign Language).

- Experience in international teaching methodologies and training programs.

Additionally, private schools invest in professional development, offering teachers workshops, training programs, and access to modern teaching resources (Benrabah, 2013). In contrast, public school teachers often struggle with outdated training programs and limited opportunities for pedagogical growth.

1.11.5. Challenges in Private English Education

Despite their advantages, private schools in Algeria also face certain challenges, including:

- High tuition fees: Private education remains financially inaccessible to many families, reinforcing educational inequalities between students from different socioeconomic backgrounds (Benali-Mohamed, 2020).
- Variability in quality: While some private schools maintain high educational standards, others operate with limited oversight, leading to inconsistencies in teaching quality. Unlike public schools, which follow a national curriculum, private institutions set their own academic guidelines, meaning the level of English instruction can vary significantly.

Aspect	Public schools	Private schools
Starting age	Grade 3 (8-9 years old)	Kindergarten or Grade 1 (5–6 years old)
Teaching methodology	Traditional grammar-focused	Communicative interactive learning
Class size	35-45 students	15-25 students
Teaching training	Often limited government based	More specialized , access to international training
Assessment	Exam-oriented; writing-focused	Continuous assessment , speaking and project-based
Curriculum	National Algerian curriculum	Flexible often international curriculum
Technology use	Limited (textbook based)	Digital tools , multimedia smart boards

- Reliance on foreign curricula: Some elite private schools rely heavily on British or American educational models, which may not fully align with Algeria's linguistic and cultural realities. This raises concerns about the preservation of national identity in education (Belmihoub, 2018).

Table 1.1

Comparing Public and Private School English Instruction

This table is based on previous studies that have been conducted in the field of speaking skill instruction. Vukosi, et al, (2021) for instance, revealed that private schools provide more specialized teaching programs for novice educators in order to enhance their ability to carry out effective teaching methods and strategies in their classrooms. Their study also indicated that schools of the private sector offer more resources and tools that are technology-based due to their larger funds and financial resources compared to public schools. Similarly, Adhikary (2023) also addressed the difference between the broad and traditional teaching curricula in public schools and the more specific, learner-centered and modern curricula used in private schools. Therefore, it should be noted that teaching speaking skill in private schools could be described as more effective in private schools than it is in public schools.

Chapter Two: Teaching the Speaking Skill

2.1. Definition of Speaking Skill

Speaking is a crucial component of learning English because it enables non-native speakers to interact with others in everyday contexts. Different experts debate meanings of speaking in

order to better comprehend this idea. Speaking ability, according to Cameron (2001), is the active use of language to convey meanings in a way that other people can comprehend. In order to communicate effectively and share understanding, Cameron also stresses the significance of focusing on the finer points of language when speaking in a foreign tongue. For a speaker to effectively communicate meaning, they must select the best words and employ proper grammar.

Furthermore, the speaker must structure their argument to guarantee the listener's understanding. Speaking is a difficult ability that calls for the simultaneous application of multiple talents, according to Harris (1969). These skills frequently develop at varying rates. Speaking is the first productive talent that has been described in a number of ways. It evaluates the communication skills of the students. All of these formulations emphasize the value of speech in teaching and learning, despite their variations and possible contractions. Speaking is one of the four skills that language users employ to convey a variety of concepts and viewpoints orally (Nafaa,2023). According to Widdowson (1978), speaking is an oral medium that is active or productive. As a result, it merits consideration in both teaching and learning. It also has a connection to other abilities like hearing. In their book, Brown and Yule (1989) assert that speech is a means of communicating needs, requests, information, services, etc.

2.2. Significance of Speaking Skill

Speaking is the most important ability in an EFL/ESL context that sets humans apart from other animals. It allows the student to explain himself precisely and clearly (Laghari and Muhamm,2023). Additionally, it is crucial for EFL students because they can facilitate communication with friends on social media, increase career opportunities, and build a better future (Rusdin and Purwatin,2023). Given that English is a language that is widely spoken and utilized for worldwide connection, Naibaho (2022) asserts that speaking the language fluently is essential for efficient communication.

Speaking is an active skill that allows students to verbally communicate and express ideas, which is essential in everyday situations. Furthermore, it enhances the language learning process by supporting the reinforcement of vocabulary, idioms, and grammatical structures. Even though English speakers may find it difficult to grasp speaking, being able to communicate effectively in English is still crucial for EFL learners since it can lead to both professional and personal development. Thus, it is crucial to give the development of English speaking abilities first priority when learning the language.

Speaking is regarded as the main and most crucial communication skill in the English language learning process (Qamili, 2016). It is a necessary action that is part of the human nature.

Speaking is the process of generating and sharing meaning in various contexts via the use of both spoken and non-spoken symbols (Alrajafi et al., 2022). According to Ameiratrini (2019), speaking exercises that promote successful communication must have well-defined objectives and a justification.

2.3. Teaching Speaking in Public and Private Schools

In English as a Foreign Language (EFL) education, many people consider building speaking skills as a fundamental prerequisite of communicative competence. How well this skill is systematically taught, however, depends very much on the educational setting, as in Algeria where public and private schools operate under very different conditions. The fundamental differences in pedagogical methods, classroom culture, curriculum flexibility, and the training of teachers in this area directly influence how speaking skills are mastered and learned. Public schools constitute the core of the nation's public education system and for most pupils language is taught in year 1 (11–12 years), in compulsory foreign language. The Competency-Based Approach (CBA) was adopted by Algeria in 2003 as part of a broader educational reform project aimed at training communicative and learner oriented teachers, but implementation of this approach in practice remains superficial and inconsistent (Boulkroune, 2018).

One of the most urgent problems faced by public school students in Algeria is overcrowding—with more than 40 students in a class—which excludes teachers from discussing speaking with students or providing individual feedback. As a result, the repertoire of speakers' actions tends to be limited to choral repetition and scripted discourse rather than actual face-to-face communication, spontaneous dialogue or problem-solving discussions (Mami, 2013). In addition, given the restricted curriculum and the pressure of learning material to pass the national exams, many teachers prioritize reading comprehension, grammar training, and writing instruction in favor of oral practice. This trend is consistent with Benrabah's (2007) pointed that school in Algeria is all about exams, which decreases the role of speaking.

Moreover, lack of appropriate resources and technology—such as audio-visual materials, Internet access and language labs—increase the limitations on teachers' ability to implement

their listening and speaking education programs. An additional issue is the lack of professional training in communicative methods. Many teachers do not have access to training in methods such as Communicative Language Teaching (CLT) or Task-Based Language Teaching (TBLT), which is required for developing oral proficiency (Bouhadiba, 2018). As a result, students leave school with highly theoretical knowledge of English but low verbal fluency.

In contrast, private schools in Algeria are often conducive to the formation of speaking skills in a more supportive and resource-rich way. English is usually taught earlier and often accompanied by a curriculum that is more pedagogically free and experimental (teachers in private schools normally have greater freedom to design lessons, to adapt texts, and to integrate communicative tasks to meet the needs and levels of their students) (Belmihoub, 2018). Significantly, private schools are comparatively smaller than public schools (15 to 25 students/class), which means more one-on-one attention, greater student participation, and more opportunities for meaningful oral practice. Private schools also tend to have more interactive lecturing activity (i. e. role plays, debates, interviews, presentations, storytelling, problem-solving activities), which enhance students' competence and increase confidence as well as their involvement in learning the language (Benali-Mohamed, 2020). Another key advantage is the wide range of technological tools and multimedia resources for input, audio-visual listening input, and modeling of oral speech.

Several universities use international frameworks such as the Common European Framework of Reference for Languages (CEFR) to structure their curricula and measure oral proficiency. Formative assessment approaches (oral feedback, peer assessment and speaking portfolios) are more commonly used in private schools than in public ones (Bouhadiba, 2018). In

addition, many of the teachers in private schools have received special training in English language education and may be continuing their professional development. In some cases teachers are actually recruited having international experience or language certifications (e. g., CELTA, TESOL). Professionalization contributes to a more dynamic and current teaching approach compatible with the global standards for language instruction (Belmihoub, 2018).

The racial differences in the manner in which speaking skills are taught in public and private schools also reflect broader structural problems in Algerian education. Private schools often succeed in promoting oral fluency and communication strategies but their services remain impractical for many Algerians and thus imply a socio-linguistic gap between students who can speak English perfectly and others who cannot (Benrabah, 2007). But we need to understand, however, that private education is not a monolith. While elite private schools have been shown to adopt high standards, they also may have insufficient qualified staff or shortcomings in both pedagogy and structure. Still, the general trend is that private schools in Algeria are more likely to promote communication competence in English than public ones.

2.4. Strategies for Teaching Speaking

Teaching speaking skills in English as a Foreign Language (EFL) contexts is a complex process that requires well planned, interactive, and student-centered approaches. Unlike passive language skills (such as reading and listening), speaking is productive and expressive—it requires active participation and spontaneous use of language. For learners to become proficient speakers of English, teachers must go beyond teacher-centered grammar-translation approaches and adopt communicative, fluency-based pedagogies that simulate reality-based communication (Brown & Lee, 2015). These strategies are even more relevant in Algeria, where exposure to English outside the classroom is limited. Schoolchildren rely on classroom instruction in order to

develop their oral language skills. Thus, teachers of EFL need to provide a rich linguistic environment where learners can practice and experiment with English language skills (Nation & Newton, 2009). This list includes a selection of the most appropriate and well-supported strategies for teaching speaking in such situations.

2.4.1. Communicative Language Teaching (CLT)

CFLT is one of the most commonly used strategies to improve one's speaking skills. The basic idea behind CFLT is that language is best learned through communication and interaction. While concentrating rather on grammatical rules and repetitive rote memorization, CFLT encourages the learners to take language seriously through communicative activities that include role-plays, interviews, discussions, and information gap tasks (Richards, 2006). In a CLT classroom, students will be presented with diverse situations in which they will have to negotiate meaning, express their opinions and solve problems using English. According to Nunan (2015) CLT fosters a changing classroom environment that not only promotes fluency in language but also promotes socio-linguistic competence (the ability to use language in appropriate ways in different contexts) and of course encourages learner autonomy and collaborative learning. To put it another way; it builds confidence in your ability to speak the language.

2.4.2. Task-Based Language Teaching (TBLT)

Linked closely with CLT is Task-Based Language Teaching, which revolves around the completion of communicative tasks as the primary teaching unit. Unlike form-focused instruction, TBLT enables learners to use language spontaneously and focus on meaning rather than accuracy. Activities such as planning an activity, conducting a survey, or developing a solution to a real-world problem encourage spontaneous use of language and support fluency and interactional competence (Ellis, 2009). TBLT has also proved to be extremely effective in

promoting fluency and complexity in students' speech. Willis and Willis (2007) emphasize the need for task sequencing as well as post-task feedback to provide students with the opportunity to look at their performance and improve it. Implementation of such tasks in Algerian EFL classrooms can provide opportunities for more speaking by the learners that are not available in the conventional school classroom.

2.4.3. Use of Genuine Materials and Multimedia Resources

The use of genuine materials, i.e., videos, interviews, YouTubes, and songs, exposes the students to natural language use—real vocabulary, idioms, and speech habits. These introduce the students to the contrast between real-life English and English taught in the classroom, therefore, making learning more accessible and meaningful (Gilakjani, 2016). Multimedia materials such as language learning software, interactive games, and websites for digital storytelling are also essential in enhancing speaking practice. The students can use audio recorders or mobile phone apps to improve pronunciation, rehearse for oral presentations, and obtain computer-aided comments. In addition, virtual exchange or etandem partnership with English native speakers can provide real-life communications outside the classroom.

2.4.4. Group Work, Pair Work, and Cooperative Learning

Interaction is at the heart of speaking development. Pair work and group discussions are cooperative learning methods that allow learners to engage actively with the language and interact with others. These activities reduce learner anxiety, encourage risk-taking, and allow students to practice communication in a relaxed environment (Harmer, 2007). Activities such as think-pair-share, jigsaw exercises, peer interviewing, and narrative practice exercises not only improve oral fluency but also foster the sense of belongingness and togetherness within the

classroom. Ur (1996) quotes that students are more likely to speak when tasks are personal, worthwhile, and meaningful, based on their own experience or opinion.

2.4.5. Pronunciation and Speaking Fluency Focus

Effective speaking instruction must include explicit attention to pronunciation, intonation, and rhythm. Some instructors may omit teaching pronunciation due to a lack of training or self-confidence, but research suggests that intelligibility can be significantly improved through systematic practice of pronunciation (Celce-Murcia et al., 2010). Activities such as minimal pair drills, shadow reading, tongue twisters, and stress-timed rhythm exercises bring the learners to greater awareness of the phonological characteristics. As important as fluency training is, it enables students to communicate more fluently and with less hesitation. Skills such as speed speaking, timed discussions, and improvisation help students overcome speech anxiety and acquire automaticity. Nation and Newton (2009) suggest that fluency development requires extensive opportunities for repetition and processing of the language in real time, both of which are absent in usual, teacher-controlled classrooms.

2.4.6. Formative Feedback and Reflective Speaking Practices

Providing constructive and timely feedback is essential in helping learners monitor their speaking performance and enhance it. Teachers can utilize oral rubrics to assess students' fluency, pronunciation, coherence, and interactional strategies. Self-assessment and peer-assessment procedures also assist learners to become reflective speakers who can identify their strengths and weaknesses (Brookhart, 2013). Feedback may also be given through video recording of students' speaking so that the students may listen and view themselves and set personal targets. Even simple plain audio recording with cell phones in limited resource contexts

like most Algerian schools is an effective means of enhancing self-knowledge and confidence in speaking.

Teaching speaking in EFL contexts requires more than passive exposure to language forms—it requires the creation of interactive, learner-centered environments in which communication is both the means and the end of instruction. The application of methods like CLT and TBLT, the use of authentic materials, the use of collaborative tasks, and the provision of constructive feedback all contribute to effective speaking teaching. In the Algerian context, in which students rarely receive exposure to English outside of the classroom, the teacher's role in creating a rich environment of speaking is essential. When done correctly, these strategies not only create students' language ability but also help them prepare for academic, working, and intercultural communication.

2.5. Challenges of Teaching Speaking Skill

2.5.1. Psychological Factors

There are various barriers to teaching speaking skills in English as a Foreign Language (EFL) contexts, psychological ones are particularly impactful. Compared to other language skills, speaking entails real-time processing, self-expression, and direct participation—factors that inherently bear affective and cognitive risks. Students in public and private institutions are likely to encounter great mental and emotional barriers that discourage oral participation. These difficulties are language anxiety, fear of mistake, inhibition, low confidence, and motivation deficiency—a set that seriously cripples both oral fluency and communicative competence (Horwitz et al., 1986; MacIntyre & Gardner, 1994; Tsiprakides & Keramida, 2009).

2.5.2.1. Language Anxiety and Fear of Making Mistakes

Language anxiety has long been debated to be among the most intimidating hindrances to communication in a target language. Foreign language anxiety, Horwitz, Horwitz, and Cope (1986) explain, is "a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process" (p. 128). Foreign language anxiety would probably be higher in speaking tasks where the learners are exposed to criticism immediately and typically dread making grammatical or pronunciation errors. Students in the majority of EFL settings, such as Algeria, also worry about receiving a correction in group setting or being "less smart" for having grammatical mistakes. Fear is not only psychologically expensive, but damaging to language acquisition. According to Krashen's (1982) Affective Filter Hypothesis theory, affective barriers such as anxiety and fear block comprehensible input from reaching learners and discourage students from producing any language, lowering overall general proficiency. Strong affective filters in students will cause them to withdraw, avoid speaking tasks, or provide very brief answers. This is not a phenomenon within a specific setting. Tuan and Mai (2015) in their study of Vietnamese secondary school students, found that "the fear of making mistakes was the most influential factor preventing students from speaking in class" (p. 11). Authors emphasized that even very motivated students will remain silent if the class environment is not psychologically safe.

2.5.2.2. Inhibition and Self-Consciousness

Inhibition is learners' inner opposition to speaking spontaneously in a second or foreign language. Particularly in young people and young adults, inhibition may be caused by image fear, peer judgment, or self-criticism. Brown (2007) recognizes that "speaking in a foreign language is an overt act of performance that often provokes public scrutiny and self-judgment,"

hence it is especially difficult for inhibited learners to perform (p. 158). When learners lack confidence in their language ability, they will choose silence to avoid ridicule or embarrassment. This is compounded by classrooms that are overly teacher-directed, test-based, or disciplinary in nature—characteristics of most Algerian public schools. These classrooms tell students to often concentrate on being correct rather than being fluent, thereby increasing the stress to be correct rather than assured. This will paralyze learners, especially those who have been taught that mistakes are signs of failure rather than learning opportunities.

2.5.2.3. Low Self-Esteem and Motivation Lack

Self-assurance is a critical element of oral performance. Students who lack faith in themselves as users of language experience "communication apprehension," a form of anxiety associated with actual or anticipated public speaking (McCroskey, 1977). Lack of self-confidence may arise from previous negative experiences, inadequate preparation, or a fixed mindset regarding language acquisition. Students who have in the past been severely corrected, for instance, are less likely to provide responses spontaneously or engage in free conversation.

Moreover, motivation is the essence in speech development. Gardner's (1985) Socio-Educational Model suggests that motivated learners are more likely to risk-taking, learning task persistence, and communicative practice. Demotivated students, by contrast, may view speaking tasks as burdensome, irrelevant, or anxiety-provoking. In the majority of Algerian private schools, students may have more exposure to English through extracurricular activities and technology, but without intrinsic motivation and supportive teaching, psychological barriers still persist.

2.5.2.4. Constructing a Safe and Supportive Learning Context

Empirical research consistently verifies that the classroom context plays a pivotal role in reinforcing or weakening psychological barriers. Teachers who construct a positive, friendly, and non-judgmental atmosphere can release learners' affective filters and foster involvement. Methods such as pair work, group discussion, role plays, and simulated speech activities provide safe avenues for learners to practice speaking without judgment. In addition, how feedback is framed is of great concern. Correction, as Harmer (2007) states, should be supportive and positive: "If the students are constantly corrected for every minor error, their confidence may decrease and their willingness to participate will fade" (p. 345). Peer support, praising effort rather than precision, and teacher modeling language use are all effective ways of establishing emotional safety.

On the whole, psychological factors such as anxiety, inhibition, fear of making a mistake, and lack of confidence are the major hindrances to the development of speaking ability among EFL students. These factors are particularly relevant in teaching contexts where students are exposed to little English outside the classroom and where classrooms promote accuracy at the expense of communicative competence. EFL teachers therefore do not only need to provide language input but also build emotionally supportive contexts that challenge learners to commit errors, try out new things, and acquire knowledge through communication. Addressing affective dimensions of learning, teachers can help unlock learner potential and significantly enhance the speaking skill.

2.5.3. Pedagogical Factors

Speaking instruction in English as a Foreign Language (EFL) classes necessitates a delicate balancing act between approach, environment, and strategy. Nonetheless, pedagogical

limitations frequently restrict the efficacy of speaking training, especially in situations where resources are limited and institutional settings are unsuitable for teaching communicative languages. Lack of interesting and real materials and big class sizes are two of the most enduring problems. These elements not only restrict the flexibility of education but also lessen the chances for students to actively and meaningfully improve their oral skills (Bhutto, 2023; Hoang, 2022; Treve, 2023).

2.5.3.1. Large Class Size: A Barrier to Interaction and Engagement

One of the most common pedagogical problems in EFL oral instruction is how to teach in large classrooms. Some in the public schools (and in some less-regulated private facilities in Algeria) have classes that accommodate as many as 35 to 45. This figure is well above the ideal for a language-learning class, especially for speaking, which requires frequent interaction, personalized correction and active involvement. As Harmer (2007) points out, “teachers working with a very large group find it almost impossible to pay enough time to students individually and much speaking practice becomes merely mechanical repetition, not speaking at all” (p. 123). Therefore, large classes by their very nature don't allow for as much individual speaking time. Teachers tend to utilize whole-class, teacher-fronted approaches, such as choral repetition or guided question-and-answer activities. There is next to no communicative value in these formats, nor do they come close to what it is like to engage in legit discourse. There are no opportunities for meaningful communication in large classes, which restrict the development of fluency and spontaneous speech (Richards, 2008: 21). Furthermore, there is the hiding of shy or poor students are often overshadowed by more confident peers, leading to unequal participation and widening performance gap. Voice instruction in turn adds logistical complexity to arranging interactive speaking tasks (e.g., role-plays, pair discussions, group presentations) in these

contexts. Classroom control is more difficult, and the noise can make it difficult for the teacher to control and evaluate speaking from her students. In addition, as Nguyen and Hall (2017) pointed out “the constraints of seating and excess space in large classrooms limit the use of communicative activities” (p. 135). As a result, students get less personalized and necessary feedback.

2.5.3.2. Lack of Engaging and Authentic Materials

Richards and Renandya (2002) pointed out that a number of other pedagogical issues raised in the survey relate to the lack of engaging, level-appropriate and pedagogically authentic material that focus on oral skills. EFL teaching resources in many contexts (in their case especially in public schools) are outdated, exam-driven or heavy on grammar and low on oral work. Publisher sponsored spoken exercises in such textbooks are often mechanical, of the interchange type or limited to quick questions and answers, and do not “communicate” real language. Authentic materials such as video recordings, interviews, podcasts and authentic 'real world' text are considered crucial for building students' ability to communicate in L2. They familiarize learners with how real people speak; the diverse accents they are likely to encounter and the finer points of meaning and nuance. But lacking such materials, teachers find themselves with few choices, and end up having to repeat routines that are uninspiring to both themselves and their students.

According to Nunan (2003), “language learners need to engage with language in a way that simulates real-world communication. If materials are not authentic, students will struggle to transfer what they learn into real-life contexts” (p. 56). Even in private schools, those with perhaps a greater focus on communicative competence, the incorporation of authentic or technology-enhanced materials is highly dependent on the teacher's creativity and the school's

informed support. If audio-visual aids, internet assisted activities, or complementary oral practice activities are not provided for in schools, teachers may only have recourse to traditional resources which do not fit the profile for promoting speaking skills development. Furthermore, many teachers are not adequately trained to adapt or create their own materials to fill this gap. As Richards and Renandya (2002) observe, “teachers often lack the time, support, or training to develop speaking materials tailored to their learners’ needs” (p. 204).

2.5.3.3. Curricular Constraints and Teacher Training

Rigid curricula, inadequate teacher training and a lack of resources can make the pedagogical challenges involved in language instruction even a greater obstacle to overcome. Ur (1996) addressed that based on the fact that globalization is making the world to become more and more competitive, the school curriculum of many public schools is still examination-driven and written- based, rather than oral-skill-based. Similarly, Richards (2008) reported that speaking is also hardly ever examined in national exams, therefore, teachers may spend less time on its development in the classroom. This systemic problem poses a threat to the application of communicative language teaching (CLT) approach, which is based on the interactionistic, fluency based and learner-centred principles. As Ur (1996) argues, “very little speaking is likely to be taught, in any sense, unless the syllabus makes it entirely clear that there is a requirement that speaking be taught and the appropriate support given” (p. 120).

Moreover, the absence of professional training specifically designed for teaching speaking places greater constraints on teachers and leaves them unprepared for interactivity and creativity. Teaching speaking encompasses controlling fluid and oftentimes chaotic class interactions as well as the actual facilitating of oral language skills. In the absence of training, teachers often lack the comfort and skill needed for unstructured dialogues, group work, or more

colloquial speaking tasks. In addition, some teachers may have discouraging, rather than encouraging, error correction strategies for learners.

2.5.3.4. The Need for Pedagogical Reform

In response to the issues that have been highlighted, researchers propose that there is a need to transform to more interactive, resourceful, and learner-centered pedagogical frameworks. Thornburg (2005) and harmer (2007) argued that While structurally smaller classes improves pedagogy focus, in some contexts having smaller classes may not be possible immediately. Teachers, however, can be trained to implement cooperative peer-feedback techniques and rotation-based discussion tasks which ensure speech dominancy that most students accomplish effortlessly. In addition, Richard (2008) and nunan (2003) emphazied that spending a little more on authentic materials and digital tools can significantly enhance the effectiveness and interest of speaking lessons, even in large classes. Thornbury (2005), for instance, observes that “meaningful speaking practice depends less on class size and more on the teacher’s ability to design tasks that motivate learners to speak” (p. 91). In attempts to solve these issues, researchers encourage adopting more focused, active, and resourceful teaching methods that are learner-centered. While decreasing class size may be impossible for certain contexts at the moment, teachers can be prepared to maximize student talk time through grouping methods, peer assessment, and rotation-based speaking exercises.

Additionally, even in large classes, spending money on real-life materials and digital technologies makes lessons on speaking more interesting and useful. “meaningful speaking practice depends less on class size and more on the teacher’s ability to design tasks that motivate learners to speak” (Thornbury, 2005, p. 91). In brief, oversized classes and lack of access to stimulating materials remain two of the most daunting pedagogical concerns in the teaching of

speaking skills in EFL contexts. These obstacles limit interaction, reduce opportunities for feedback, and limit the use of communicative and student-centered methodologies. Their solution requires not only classroom-based remedies but also systemic reforms in teacher training, curriculum design, and material development. For students to become proficient and confident English speakers, they must be given both the chance and the means to practice frequently and intentionally.

2.5.4. Linguistic Factors Affecting the Instruction of Speaking Skills

In English as a Foreign Language (EFL) instruction, oral communication proficiency is not always a question of learners' willingness or teaching concern. It relies to a great degree on learners' linguistic competence, i.e., how well they have acquired grammar and vocabulary. These are the roots of oral fluency and accuracy, and if they are not developed, students struggle to generate meaningful and coherent speech. It is a serious dilemma for EFL instructors, especially where opportunities to use English outside class are limited.

2.6.1. Lack of Grammatical Competence

Grammar provides the formal structure necessary for constructing coherent and accurate speech. In speech, this involves timely application of verb tense rules, sentence structure rules, interrogative form rules, and subject-verb agreement rules. The majority of EFL learners do not use these rules automatically in speech. As Littlewood (2004) states, "the use of grammar in speech depends upon the internalisation of rules so that they may be accessed automatically" (p. 81). Grammar is too often segregated in classrooms, however, and more focused on written correctness than on spoken fluency. The spontaneity pressure to speak leads to learners making grammatical errors that they may not make when they write. For instance, students are likely to say, "He go to school yesterday" instead of "He went to school yesterday," due to the cognitive

effort of generating speech in real time. Such worries are compounded where pupils are fearful of making mistakes, which can translate to them speaking less, perpetuating a vicious cycle of avoidance and limited practice (Goh & Burns, 2012). Teachers consequently face the task of facilitating practice in speaking on the one hand and on the other hand seeking ways of including grammar study within communicative contexts.

2.6.2. Lack of Vocabulary

Vocabulary is the other crucial linguistic component in spoken language development. Without a sufficient lexical inventory, learners are unable to express themselves effectively or respond appropriately in communication. Inadequate vocabulary restricts their ability to elaborate on ideas, describe experiences, or sustain long discourse. As Nation and Newton (2009) assert, "without grammar, little can be conveyed; without vocabulary, nothing can be conveyed" (p. 111). Vocabulary weaknesses have a tendency to cause learners to rely on repetitive or vague language, reducing both fluency and listener comprehension. In EFL classrooms, vocabulary instruction is occasionally relegated to low priority by grammar-driven syllabi. When it is taught, this may be through lists of individual words without sufficient focus on context, collocation, or use. This approach blocks the development of communicable competence because learners may know words as discrete items but not how to use them properly in real communication.

Moreover, speaking activities often require learners to recall and use words under time pressure, which can be challenging if words are not firmly consolidated in their active vocabulary. The distinction between receptive (what learners understand) and productive (what learners can produce) vocabulary is particularly evident in speech. Learners may recognize words while reading or listening but not use them in speech lest they mispronounce them or

misapply them. Schmitt (2010) believes that "productive vocabulary knowledge requires not only knowledge of meaning but also of pronunciation, grammatical behavior, and appropriateness of use" (p. 173). This multidimensionality of vocabulary acquisition complicates the process of speaking, particularly for weaker learners.

2.6.2.1. Interplay between Grammar and Vocabulary in Speaking

Grammar and vocabulary are not separate things in speech; they interplay in complex manners. A student who knows many words but lacks grammatical structures may produce fractured or hesitant speech. Conversely, a student who has good grammatical control but little vocabulary may produce grammatically correct but stereotypic and plain speech. As Celce-Murcia (2008) notes, communicative competence speaking "requires the coordination of grammatical, lexical, sociolinguistic, and strategic resources in a fluid and context-sensitive way" (p. 45). Teachers must design instruction, consequently, that serves simultaneously to address grammar and vocabulary through effective communicative tasks.

2.6.3. Lack of Exposure to Authentic Language Use

In the realm of English as a Foreign Language (EFL), the ability to speak the target language hinges directly on the likelihood of exposure to authentic language, which is defined as naturally occurring language by competent speakers of that language in real performances or situations. Unfortunately, many EFL learners do not have access to authentic input (which is a requirement for naturalistic learning of any language), especially those located in non-English-speaking countries such as Algeria, because there is often a lack of any possible access to exposure conditions which hinders their capacity to learn to speak fluently, pragmatically, and in culturally appropriate ways. Authentic language, which can include spontaneous conversations, interviews, film, podcasts, and others, includes any authentic language material which replicates

how English actually is when learners are not in a classroom. The relevance of authentic input for EFL learners is paramount, because it includes exposure to natural discourse features, such as contractions,

idioms, accent variations, intonation patterns, and interactive norms in authentic and meaningful contexts (Gilmore, 2007, 98). To this end, Gilmore proposes that "....authentic materials expose students to real language in use, and if they can better teach learners to prepare for the real world and real language, they can develop their students' communicative competence" (Gilmore, 2007, 98). Without being exposed to that kind of input in many EFL classrooms, learners will embody textbook English— an English form that is overly simplified, cleaned of grammar errors and not in accordance with natural usage. Learners will often perform well on constructed tasks in classrooms but they may not understand what real conversations entail or even participate in them. According to Field (2008), students who have access to only scripted dialogues and informative texts will acquire listening and speaking "skills narrowly constrained to the category of meaning expected by the script's interaction management" (p. 126) they have learned to respond to, and this deprives them of being able to manage real speech which is dynamic and unpredictable in nature.

In Algeria, this problem is made worse by contextual factors as well. English is not used very often in society, and most of the media consumed is in Arabic or French. Often, teachers engage with pedagogical material that is outdated and not representative of the contemporary speech communities spoken English reflects, and the structural constraints imposed by large classes and exam-based content limits the access to time and flexibility to use authentic material. Moreover, in the case that the professional is able to provide authentic material, not all teachers receive adequate training to use it well. To follow the words of Guariento and Morley (2001): "without

decent scaffolding, authentic materials can be as damning as they are supportive” (p. 347). Furthermore, the lack of exposure has an effect on pragmatic competence, which refers to using language appropriately based on the social context.

According to Bardovi-Harlig (2001), “learners cannot be expected to produce pragmatically appropriate language unless they have had sufficient exposure to how it is used in real situations” (p. 21). Without that exposure, students may produce language that misuse expressions, misinterpret conversational context, or appear impolite (even if their grammar is formally correct). As a way to combat the exposure issue, EFL teachers should strive to incorporate authentic language resources into lessons. That is, video-based materials, recordings of genuine

situations, online media, and encouraging students to engage with English speakers through language exchange sites. Peacock (1997), for example, posited that learners had more motivation and engagement when working with authentic materials — especially when they could relate to real life communication (p. 144). The advances made with technology now allows for genuine input – even when resources are limited.

Conclusion

It is complex enough teaching speaking in English as a Foreign Language (EFL) contexts especially in private settings since they interweave with many challenges that go beyond the classroom. The main four types of challenges we discussed in this chapter - psychological, pedagogical, linguistic, contextual (which also covered factors of this setting) - may hinder teaching and proficiency for learners in speaking. To be more specific, psychological factors or variables such as stress, inhibition, forgetfulness, and fear of making mistakes can create internal barriers for students, causing them to sentence their willingness to speak in the first place. Many

of these emotional hurdles, often stemming from self-consciousness or fears based on negative evaluation, can limit the opportunity for students to not only participate in the classroom but also practice speaking.

As Horwitz, Horwitz, and Cope (1986) have stated, language anxiety can have a strong effect on learners' communicative competence (which especially corresponds to challenging oral tasks that required real time processing). Also, there are pedagogic constraints, such as large classes or even the lack of quality engaging and communicative materials, that suffocate effective interactive teaching methods and lessen the quality of learner-teacher and learner-learner interaction. When teachers are forced, sometimes even by curriculum pressures, to revert to traditional didactic and lecture-style approaches for classroom management, it impedes the development of speaking skills. Goh and Burns (2012) point out that there are no opportunities for dialogue or collaborative oral language when an environment is "constrained by a shortage of time, space and suitable materials". Another area of consideration is linguistic. Many learners will continue to struggle for very practical reasons of limited grammatical competence and use of vocabulary.

If learners do not have practical language knowledge vs basic language knowledge, they will find it hard to create sustained utterances from cause and effect, let alone delivery decontextualised meaning in any directed speaking activities. Nation and Newton (2009) comment on how vocabulary and grammar should be seen not as separate skills but rather as a powerful means that allow learners to engage in both fluency and accuracy in speaking. The poor input in the use of authentic language is perhaps the most serious consideration. It widens the distinction between the language and discourse of the classroom and the language and discourse of the real world. Students in private Algerian schools mainly practice a textbook-based English

language, with the exception of little authentic input from a teacher that speaks English and limited oral language opportunity with ‘real’ authentic non-pedagogical exchanges. It denies learners the face-to-face negotiating and reconstructing of meaning and decreases their abilities to comprehend English language.

The lack of models of authentic speech does not shed enough light on the complexity of the traditional models of discourse norms and strategies of interaction or the situational and cultural variability as they discuss it (Gilmore, 2007). It is even more daunting for teachers to try and generate some semblance of authentic use of language in feigned learning contexts when they, too, are absent of structures from which to draw. Simultaneously, they reinforce the need to adopt holistic and contextual approaches to teaching speaking offline, in EFL. Simply approaching techniques holistically, by addressing one of the three domains (the affective, the instructional, the linguistic), is not enough. What is needed is an integrated language model that includes enhancing the learners' autonomy and confidence, providing authentic and relevant input, ensuring communicative opportunities, and encouraging linguistic development so that EFL teachers can more effectively enable learners to become self-assured, competent speakers of English.

Chapter Three: Analysis and Discussion of the Results

Introduction

Teaching English speaking skills as a foreign language in Algerian private schools presents a complex set of pedagogical, psychological, and linguistic challenges. Despite growing interest in communicative language teaching approaches, many private institutions face limitations that hinder effective speaking instruction, including inadequate training, limited exposure to authentic language use, and contextual constraints unique to the Algerian education landscape. This chapter outlines the methodological framework adopted in this study to investigate the core difficulties experienced by English teachers at the Education Plus Center in Gumar, El-Oued. It describes the research design, data collection tools — including classroom observation and semi-structured interviews — and the procedures followed to gather and analyze qualitative data. Furthermore, the chapter presents and interprets the findings in relation to the study's research question and objectives, aiming to provide a clearer understanding of how these challenges manifest in real classroom settings and what implications they carry for EFL pedagogy in private education contexts.

3.1. Research Methodology

This study adopts an exploratory qualitative research design with a descriptive approach. The primary aim of this design is to explore and understand the pedagogical, psychological, and linguistic challenges that EFL teachers encounter when teaching speaking skills in private school settings, specifically at the Education Plus Center in Gumar, El-Oued. Exploratory research is particularly well-suited to investigate areas that have not been extensively studied, such as the specific difficulties private school teachers face in promoting oral proficiency among EFL learners.

The descriptive approach complements this design by allowing for a detailed account of classroom practices, teacher experiences, and learner interactions. It enables the researcher to document observable realities and interpret participants' perspectives through methods such as semi-structured interviews and classroom observations. This approach offers the necessary flexibility to adapt the data collection process in response to emerging themes and findings, thus ensuring a more nuanced understanding of the issues under investigation. Overall, this research design is appropriate for capturing the complexities and contextual nuances of speaking instruction within Algerian private language education.

3.2. Research Approach

This study adopts a mixed-methods approach, combining both qualitative and quantitative methods to explore the challenges faced by private school teachers in teaching English speaking skills to EFL learners. The qualitative component is essential for understanding teachers' experiences, opinions, and instructional practices through descriptive and detailed data collection. This approach focuses on meaning and context, making it particularly suitable for investigating how teachers perceive and respond to pedagogical, psychological, and linguistic obstacles in real classroom environments. Through semi-structured interviews and classroom observations, the researcher gathers rich insights into the instructional strategies used, the difficulties encountered, and the factors influencing students' speaking performance.

The quantitative aspect of the research complements this by allowing for the collection of measurable data, such as the frequency of speaking activities, the number of learners participating in oral tasks, or patterns observed during classroom interactions. This combination of approaches enables the researcher to analyze the problem from multiple angles, offering both depth and scope. By integrating qualitative depth with quantitative support, the study aims to

provide a comprehensive understanding of the complex dynamics affecting speaking instruction in private EFL settings in Algeria.

3.3. Research Design

This study employs an exploratory qualitative research design with a descriptive approach. As the research seeks to explore and describe the challenges faced by EFL teachers in private schools when teaching speaking skills, the design is appropriate for capturing nuanced, context-specific insights. Exploratory research is especially suitable for investigating under-researched areas, such as speaking instruction in Algerian private educational settings. The descriptive approach further supports a detailed understanding of real classroom practices and teacher experiences. Through tools like classroom observation and semi-structured interviews, the study aims to provide a clear and holistic picture of the instructional, psychological, and linguistic factors that shape the teaching of speaking in this context.

3.4. Population and Sampling

The population targeted in this study consists of English as a Foreign Language (EFL) teachers and adult learners enrolled at the Education Plus Center in Guemar, El-Oued. Specifically, the sample includes eight EFL teachers who are currently responsible for teaching speaking skills, as well as twenty adult students who are actively participating in spoken English classes.

3.5. Data Collection Tools

The study uses two data collection instruments:

3.5.1. Classroom Observation

Classroom observation is a technique used to gather information and gain a deeper understanding of teaching and learning by directly watching what occurs in the classroom. It

includes a structured approach to examining and validating key aspects such as interactions between teachers and students, levels of student participation, instructional methods, classroom management, and the general learning environment.

3.5.1.1. Observation Checklist

An observational checklist is a research instrument used to systematically record particular behaviors, actions, or characteristics within a specific setting or event. It provides a structured and organized framework that guides the observer in identifying and documenting relevant details consistently during the observation process.

3.5.1.1.1. Aim and Structure. The aim of classroom observation in this study is to identify teaching practices, student engagement, and classroom factors that influence the teaching of speaking skills in private EFL settings. The observation sheet includes a general information section (date, time, level, number of students, observer) and a criteria section focused on student speaking opportunities, teacher strategies, materials used, and classroom interaction. A four-point scale with space for notes ensures consistent and focused data collection.

3.5.2. Teachers' Interview

A semi-structured interview was conducted with eight private school English teachers to explore their perspectives on the challenges of teaching speaking skills in EFL classrooms. The interview aimed to gather in-depth insights into their teaching experiences, classroom practices, and perceived obstacles. Open-ended questions were used to allow participants to elaborate on their experiences and express their views freely, enabling the researcher to gain a richer understanding of the issues faced in private educational settings.

3.5.2.1. Aim and Structure

The interview followed a semi-structured format, using a prepared set of open-ended questions while allowing flexibility to ask follow-up questions based on participants' responses. This approach ensured a balance between structured guidance and conversational freedom, enabling the researcher to explore key issues related to the challenges of teaching speaking skills. It allowed for deeper insights into teachers' experiences, opinions, and the specific factors influencing their classroom practices in private EFL settings.

3.6. The Validity of the Instruments

These tools were validated by experts in the field, the classroom observation checklist and the interview questions were administered and revised by two teachers, first is a teacher at University of Mohamed Khider, Biskra and the second is a teacher at university of ElOued. However, they send me their feedback about the tools, we took into consideration and we send it to our supervisor in order to have validated tools that gain insightful data for the research.

3.7. Data Analysis Procedures

This chapter provides the analytical phase of the research process. After collecting the necessary information from the participants concerning the challenges they face in teaching speaking skill to their EFL students in private schools, the data is analyzed and interpreted to obtain the final research conclusion.

3.7.1. Analysis of the Classroom Observation

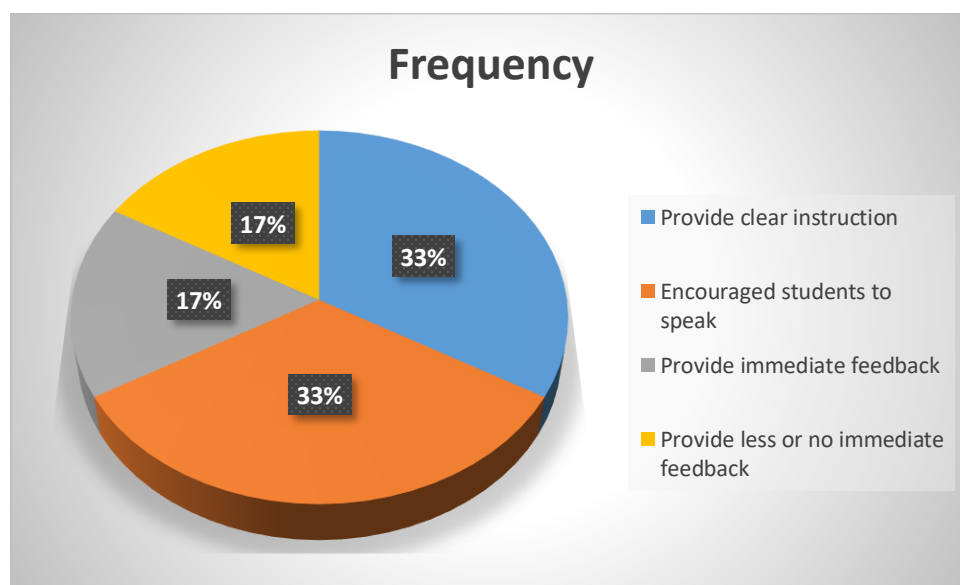
- Teacher's Role

Table 3.1

Observation of Teachers' Role in Class

Behavior	Number of Classes Observed	Percentage
Provide clear instruction	2	100%
Encouraged students to speak	2	100%
Provide immediate feedback	1	50%
Provide less or no immediate feedback	1	50%

Figure 3.1

Observation of Teachers' Role in Class

In the two classroom observations conducted, the teachers were observed to give clear instructions for their students about the speaking activities implemented in the classroom. Both teachers were also observed to encourage their students to speak in English and engage in the speaking activities implemented in the classroom. However, in terms of providing feedback on students' pronunciation, fluency and accuracy, it was observed that only one of the teachers emphasized correcting the students' speaking performance through providing them with immediate feedback. The second teacher did not neglect this aspect, but it was less observed in his classroom. These observations highlight the important role that teachers play in developing their students' speaking skill.

- **Student Engagement**

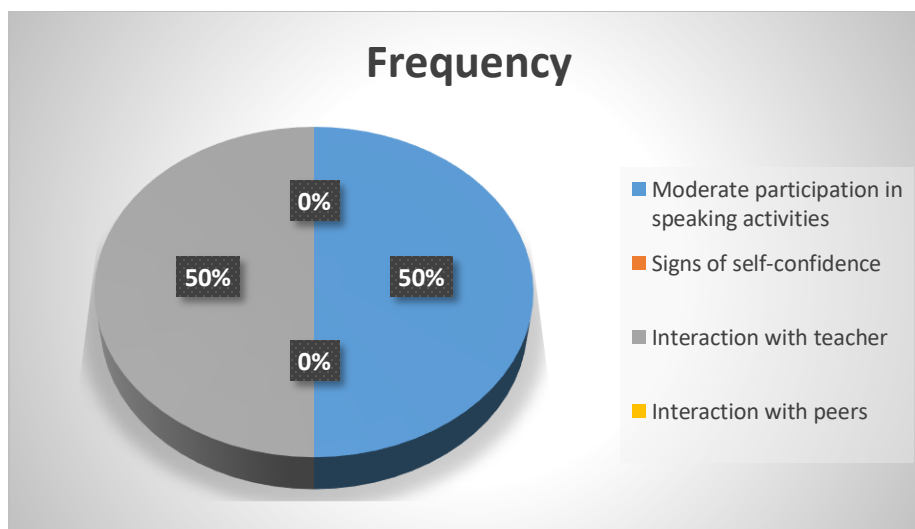
Table 3.2

Observation of Students' Engagement

Behavior	Number of Classes Observed	Percentage
Moderate participation in speaking activities	2	100%
Signs of self-confidence	0	0%
Interaction with teacher	2	100%
Interaction with peers	0	0%

Figure 3.2

Observation of Students' Engagement



In terms of engagement, this factor was not highly emphasized during the two classroom observations conducted. It was observed that students in both classes participated moderately in the speaking activities implemented in the classroom, but they did not show signs of self-confidence in their speaking performance, and they scarcely interacted with their peers in speaking activities. They mostly focused on interacting with their teachers. This shows the negative impact of low self-confidence on students' speaking performance and lack of interaction and communication in class. This lack of interaction could be attributed to lack of confidence that students may feel in their ability to hold effective conversations with their classmates.

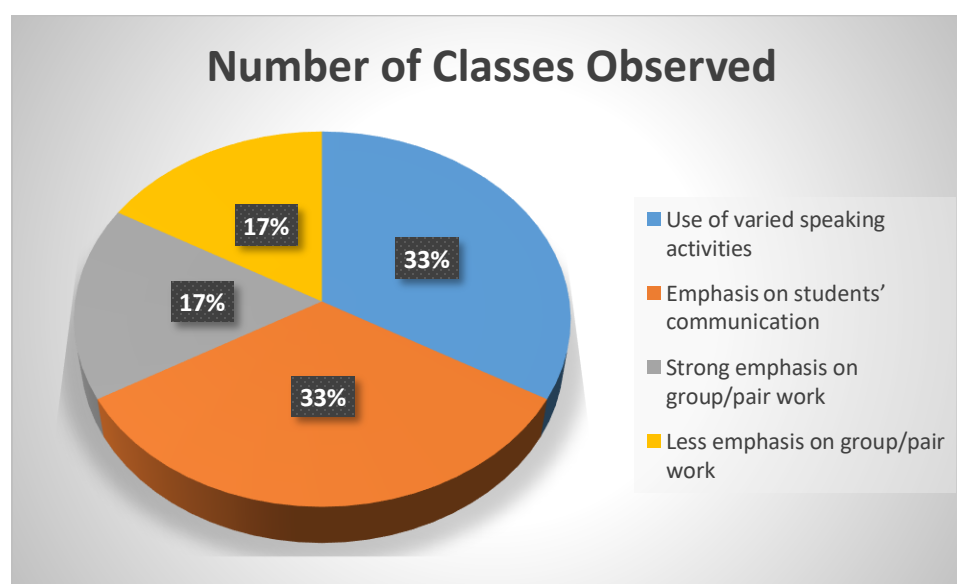
- Overall teaching Approach

Table 3.3

Observation of Teachers' Approach

Approach	Number of Classes Observed	Percentage
Use of varied speaking activities	2	100%
Emphasis on students' communication	2	100%
Strong emphasis on group/pair work	1	50%
Less emphasis on group/pair work	1	50%

Figure 3.3

Observation of Teachers' Approach

The teachers were observed to use a variety of teaching materials and activities in their teaching approaches. These activities include role-plays, classroom debates between the students, discussions and storytelling tasks as well. These activities were observed to emphasize these activities and rely on them to encourage students' speaking in class and their interaction. These activities were evidently observed to encourage communication between the students. In one of the classrooms, it was also observed that the teacher strongly emphasizes group and pair work to

encourage students' communication. However, this emphasis on pair and group work was less observed in the second classroom.

- Challenges Observed

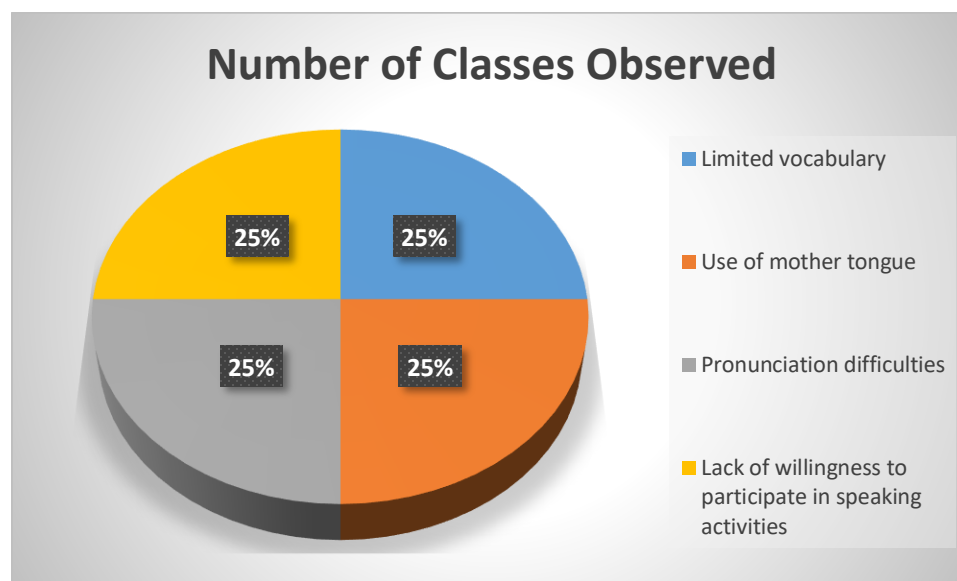
Table 3.4

Observation of Teachers' Challenges in Teaching Speaking

Challenges	Number of Classes Observed	Percentage
Limited vocabulary	2	100%
Use of mother tongue	2	100%
Pronunciation difficulties	2	100%
Lack of willingness to participate in speaking activities	2	100%

Figure 3.4

Observation of Teachers' Challenges in Teaching Speaking



In terms of the challenges faced by teachers in teaching speaking skill to EFL learners, the same issues were observed in both classrooms. They include limited vocabulary, first

language interference, pronunciation difficulties, unwillingness to participate, lack of confidence. It was observed that students often face the problem of not finding what to say when they are speaking. They block their speech and put themselves in awkwardly silent situations because they cannot find the words to express themselves. Therefore, they either use their mother language to overcome this challenge in speaking or they stop talking completely. This was observed to highly affect their self-confidence and make them refrain from participating again, fearing that they will face the same problem again and embarrass themselves. Another challenge that is faced by some of the students is pronunciation issues, sometimes they make pronunciation mistakes and feel embarrassed when their teacher keeps correcting them.

However, it was observed that the teachers provide a supportive learning environment that encourages students to speak. This environment is created as an attempt from the teachers to overcome the speaking challenges that students face in their classrooms. This element showed to motivate students and enhance their engagement despite the challenges they face.

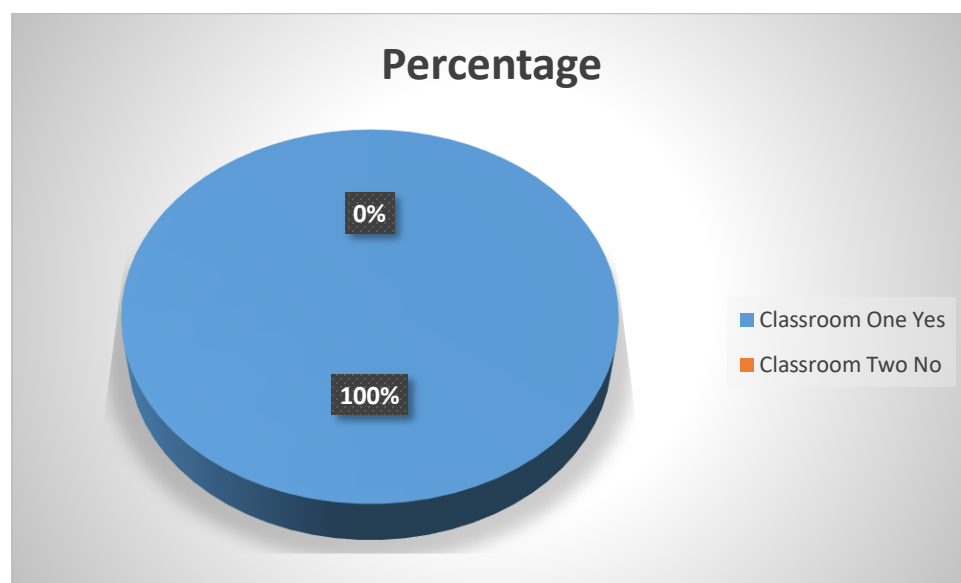
- **Use of Technology**

Table 3.5

Observation of Technology Use

Observation	Use of Technology	Percentage
Classroom One	Yes	100%
Classroom Two	No	0%

Figure 3.5

Observation of Technology Use

The use of technology is only observed in one of the classrooms. Its teacher is observed to use slides on the Television. This showed to attract students' attention more to the speaking activities and sustain their focus during the session. However, the second classroom observation revealed that there was no use of technology-based materials and that the teacher relied on traditional tasks and activities to engage students in speaking. This could be effective for a number of sessions but students can lose their attention and interest in these activities if the teacher did not use engaging and diversified materials to increase their interest and motivation.

3.5.2. Analysis of the Interview**1. Can you tell me about your teaching experience?**

The data collected through this question reveals that all participants have high academic qualifications and considerable teaching experiences. Two of them have PhD degrees in Applied linguistics and Linguistics, one of them has a PhD in literature and Civilization, two of them are doctorate students and two of them have Master degrees as well. In terms of their teaching

experiences, five of the participants expressed that they have been teaching English at E-plus school for more than seven years, while the remaining three participants stated that they have been teaching there for about four to five years. This indicates their considerable amount of experience that enables them to provide information about their teaching methods and challenges in teaching speaking skill to EFL learners in private schools. In terms of the level they are responsible of teaching, participants showed that they teach a range of levels from A0 to C levels from different age categories, starting with kids, juniors and adults as well.

2. Have you received any formal training in teaching speaking skills?

The data collected through this question reveals that there are two types of participants:

- Teachers who received formal training in teaching speaking skills: only three participants indicated that they received professional training in teaching English to EFL students in general and teaching them speaking was part of this training. However, they also indicated that their training was abroad, they engaged in international teachers' training opportunities that developed their teaching skills and expertise.
- Teachers who did not receive formal training in teaching speaking skills: the other five participants illustrated that they did not receive any kind of training. One of them added "just autonomous self-teaching and development that I follow to enhance my teaching skills". Another participant added "I just collect information from different teachers based on their teaching experiences". This suggests the lack of formal teaching training in Algerian academic settings, either in public or private schools.

3. How do students react to speaking activities in class? Are they engaged or reluctant?

The data collected through this question highlights two types of students in speaking sessions. They include:

- Engaged Students: two participants indicated that their students always feel excited during speaking activities in class. They are motivated to express their opinions and participate in the activities that encourage their speaking and communication in class.
- Reluctant Students: three participants explained that their students often hesitate to engage in speaking activities in class. One of these participants stated: *“they are reluctant, especially beginners”*. This shows that some students often find engaging in speaking activities in their classroom.
- There is another of answers which holds that students’ feelings during speaking classes depend on their type of personality. One of the participants explained that *“it depends in student’s personality, at the beginning of the course they are shy, but with time they become less intimidated, therefore, they start to engage more frequently in this type of activities”*. thus, this answer shows that the level of engagement is related to the level of familiarity that the learner develops with his teacher and group members. Another participant stated that *“they tend to hesitate if they are beginners, but advanced ones feel excited and engage well with activities”*. This answer highlights that the level of engagement is related to the level of students’ proficiency. Thus, the more they advance in their level, the more engaged they are in their learning process.

4. Do students feel confident speaking in English, or do they hesitate? Why?

The data collected through this question indicates that most participants provided similar answers to the previous question. They mostly expressed that the level of students’ confidence in speaking is related on their personality type or the level of proficiency they have. One of the participants however, provided insightful information about a method that he uses to gradually build his students’ speaking confidence. He

stated “*I assign my students in pair work as an initiation for their speaking activities, then I move them to group work through which they expand their circle of interlocutors in order to feel comfortable speaking with larger groups. Then, I ask them to speak individually to the whole class*”. This method is claimed to gradually build students’ confidence to speak and help them overcome their fear of speaking in front of others.

**5. What are the most common difficulties students face when trying to speak in English?
(e.g., lack of vocabulary, pronunciation issues, fear of making mistakes)**

The data collected through this question indicates that most participants provided similar answers. The challenges they mentioned are listed as follows:

- Fear of Making Mistakes and Public Speaking: this is a reoccurring problem that seven participants mentioned. They indicated that the main obstacle that prevents students from speaking in class is their fear of making mistakes and embarrassing themselves in front of others. One of the participants stated “*fear of public speaking, all levels and ages experience this, the second is fear of making mistakes*”. This shows that this fear is experienced by young and adult learners equally, and also among beginner and advanced students as well, but with varying degrees.
- Lack of Confidence / Low Self-Esteem: there are three participants who showed that students’ lack of confidence in their ability to speak is the main challenge they face to develop their speaking skills.
- Limited Vocabulary: this is another challenge that is listed by all participants of the study, indicating that lack of vocabulary is a main issue that students encounter in their speaking activities. Thus, it is demonstrated that students often struggle to find the right words and feel their vocabulary is too limited for effective communication.

- Pronunciation Challenges: Pronunciation is also mentioned by seven participants who indicated that this problem often affects how confident students feel when speaking in front of others. The more mistakes they make, the less confident they feel about their speaking performance or ability.

6. How does class size affect your ability to conduct speaking activities?

The data collected through this question reveals that all eight participants share the same opinion regarding the role of classroom size on the ability of the teacher to conduct speaking activities. They all believe that the smaller the classroom, the more teachers have the opportunity to integrate speaking activities in their classrooms. This is attributed to:

- Difficulty in Providing Feedback: all participants agree that it is impossible to focus their attention on every student's speaking mistakes and provide them with constructive feedback in large-size classrooms. One of them explained "*you cannot provide personalized attention and feedback to every student*".
- Difficulty of Movement: One of the participants explained that when the class is crowded, the teacher cannot move freely between the students. Thus, he cannot focus on every one of them and focus his attention on them.
- Difficulty of Taking Turns in Speaking: One of participants stated that "in crowded classrooms, students do not get the chance to speak every session". This shows that classroom size affects students' opportunities to practice their speaking skill. Therefore, the smaller the classroom, the more chances students get to speak and develop their skill.
- Difficulty in Managing the Classroom: there is one participants who addressed this issue, stating "*in large-size classrooms, things can go out of hand and teacher will have to use L1 to control the classroom*".

7. What role does technology (videos, language learning apps, online resources) play in your speaking lessons?

The data collected through this question indicates that all participants share the same opinion towards the profound role of technology in speaking classes and lessons. They offered some of the advantages of this tool, which include:

- Encouraging Speech: using technology is acknowledged by several participants to encourage students to speak. One of the participants explained “*I use technology to initiate my speaking session, this invites students to comment on the tool I used and then they start speaking*”
- Creating a Safe Space: one of the participants stated “technology plays a profound role in encouraging students to speak, using games to make them comfortable and speak in a safe space, kahoot game, it provokes their critical thinking as well”. Therefore, using technology-based tools like games makes learners more comfortable in engaging in speaking activities in class.
- Increasing Motivation and Critical Thinking: using technology is admitted to increase students’ motivation. One of the participants declared that “*technology makes it possible to meet students’ learning preferences, for example using videos makes visual and auditory students more excited to engage in the speaking activities in class*”. There is another participant who argued that this tool helps promote students’ critical thinking as well.

8. Do you feel that the curriculum provides enough opportunities for students to practice speaking? Why or why not?

The data collected through this question indicates that all participants but one basically add modifications to the curricula they use in teaching speaking skill. The only participant who follows the curricula as it is stated “I use the *American English file*, it is really good and well

designed, encourages speaking to the highest level, it covers all linguistic skill, and I wish I could use it in public schools and university". This shows the conviction of this participant that the curricula provide enough opportunities for students to practice speaking. However, the remaining participants expressed that they always add particular tasks and activities to meet the learners' needs that are covered in the curricula provided. One of the participants explained *"I have made modifications to the curricula to meet students' specific needs, learners mostly need more speaking tasks for their careers, since they are adults, so I integrate speaking activities more often than they are listed in the curricula"*. This does not mean that the curricula followed lacks focus on speaking tasks but it means that it cannot cover students' diverse needs and preferences.

9. What are the biggest challenges you face when teaching speaking skills?

The data collected through this question indicates that teachers face different challenges in teaching speaking skill. They include:

- Students' Psychological Barriers: as demonstrated earlier, students' fear of public speaking and making mistakes is one of the major challenges that they face in improving their speaking skill. For teachers, this problem affects them the same. One of the participants indicated that it is challenging to teach students speaking when they are overwhelmed with their fear.
- Interference of L1: this is another challenge that has been addressed by several participants, which is students' use of their native tongue in English speaking sessions. One of the participants stated *"I often put sever punishments for students who use Arabic in my class, and I praise students who only speak English in order to encourage to use the target language more frequently"*.

- Lack of Consistency: there is one participant who stated that “*students need to be consistent in their learning and efforts, interested enough to engage and practice speaking consistently to achieve results*”. Thus, lack of consistency is a challenge that teachers face with their students when teaching them speaking.
- Lack of Engagement: participants demonstrated that lack of engagement in speaking activities makes the entire process pointless. They need to participate in order to the activities to achieve their aim. One of them complained “*students do not engage as I want them to*”.

10. What strategies do you use to encourage students to speak more in English?

The data collected through this question reveals that participants have different strategies to encourage their students to practice more in speaking activities. They include:

- Gradual Progress: one of the participants expressed “*I encourage students to speak, to start with single word answers, moving to sentences, and then expressions, then full speaking activities that require discussion in the class, they can engage in group work or pair speaking activities to express themselves. This process may take time and effort, but it is effective since I tried it several times*”.
- Create a Safe Place for Students: One of the participants stated that his main strategy in teaching speaking is creating a comfortable atmosphere in the classroom where mistakes are allowed and students can build their speaking confidence through praise and encouragement.
- Increasing Students’ Awareness: there are some participants who indicated that students should believe that their speaking skill can improve with practice. One of them stated “*I focus on making them feel that speaking English can be normal with practice, it is a skill that could be developed and acquired through time and practice*”

11. What are the biggest difficulties in assessing students’ spoken English?

The data collected through this question reveals that the participants provided different answers concerning their difficulties in assessing students' speaking skill. They include:

- **Assessment Subjectivity.** few participants explained that teachers cannot always be subjective in giving their feedback or evaluation their students' speaking performance. One of the participants elaborated that *"sometimes, we deviate from the objective of the speaking activity and focus on the comments provided by the learner"*. This indicates that the assessment of the teacher could not always be accurate because it could be based on the content delivered and not the speaking skill itself.
- **Difficulty in Assessing Grammar.** two participants exclaimed that it is difficult to focus on language structure and grammar rules when students are speaking. Only the major mistakes are detected.
- **Pronunciation Assessment Difficulties.** most participants agree that assessing students' pronunciation is challenging. This could be attributed to the fact that they are foreign users of the language and cannot assess other foreigners, but it could also mean that pronunciation assessment requires close attention to several language features.

12. Do you incorporate interactive activities (e.g., role-plays, debates, discussions) in your lessons? If yes, how effective are they?

The data collected through this question indicates that all participants incorporate interactive activities into their speaking lessons, such as role plays, debates, discussions, presentations and others. In terms of effectiveness, all participants agreed on their effectiveness as well. One of the participants stated *"my students particularly favor role-plays. This activity allows them the time to prepare for their dialogues and speak English pretending to be someone else, which reduces their speaking fears and hesitation"*.

13. How do you assess your students' speaking skills?

The data collected through this question reveals that participants provided some of their assessment techniques of students' speaking skill. They include:

- Recordings. One of the participants explained this strategy, stating *“First of all, I prepare interesting topics to discuss with my students in class. Then, when the sessions start, I begin asking simple questions to warm them up. Then, we start having a discussion and I record their speech so that I can analyze at home, detecting their grammar, pronunciation, vocabulary and fluency”*.
- Collective Assessment. There is another strategy presented, which is writing down students' mistakes when they are speaking and correcting them with the classroom when the discussion is over.
- Informal Assessment. One of the participants stated *“talking to them and see if they can answer question using correct grammar with appropriate fluency”*. This answer highlights a simple assessment strategy where teachers just listen to his students in class and corrects their speaking mistakes immediately.

3.5.3. Discussion of the Main Findings

The data collected through the classroom observation reveals that:

In both classroom observations, teachers were seen to play an active role in guiding and supporting students during speaking activities. They provided clear instructions and encouraged students to participate and speak in English. However, there was a noticeable difference in how feedback was given: only one teacher consistently provided immediate feedback on pronunciation, fluency, and accuracy, while the other offered less corrective feedback. This highlights the teacher's critical role in shaping students' speaking development through direct

engagement and support. It also highlights one of the challenges that teachers face in teaching speaking skill in the EFL classroom, which is the challenge of correcting every students' speaking errors due to classroom size. Therefore, each class should encompass a small number of students, which allows the teacher to pay close attention to every students' pronunciation, vocabulary and grammar use as well.

Student engagement was observed to be moderate in both classrooms. Although students participated in the speaking tasks, they showed low levels of confidence and limited peer interaction. Most of their communication was directed toward the teacher rather than their classmates. This lack of peer interaction suggests that low self-confidence significantly hinders students' willingness to communicate and participate fully in speaking activities. Teachers attributed this problem to poor language proficiency and fear of making mistakes that hinder their confidence in their ability to speak English adequately in class.

Both teachers employed a variety of speaking activities such as role-plays, debates, discussions, and storytelling to promote speaking practice. These activities were generally effective in encouraging communication, especially in the classroom where group and pair work were emphasized. This highlights the most effective strategies that are used by EFL teachers to teach speaking in EFL classrooms.

However, despite the effectiveness of these teaching strategies, several common challenges to learning speaking skill were observed across both classrooms, including limited vocabulary, first language interference, pronunciation difficulties, and students' reluctance to participate due to lack of confidence. Moreover, many students struggled to express themselves and often resorted to silence or switching to their native language. It was also revealed that

pronunciation errors also led to embarrassment, especially when frequently corrected in front of peers. These challenges negatively impacted students' confidence and willingness to speak.

Despite these difficulties, both teachers were observed to foster a supportive and encouraging classroom atmosphere. This positive environment helped motivate students to participate and partially overcome their fears, demonstrating the importance of emotional support in language learning. Consequently, this results shows the effectiveness of creating a comfortable classroom environment in reducing students' stress and enhancing their self-confidence to participate in classroom speaking activities.

Technology integration was only observed in one classroom, where the teacher used visual aids via television slides. This approach helped capture students' attention and maintain focus during speaking activities. In contrast, the second classroom relied solely on traditional materials, which may become less engaging over time if not varied. This highlights the potential of educational technology to enhance student engagement and improve learning outcomes when thoughtfully integrated.

The data collected through the teachers' interview reveals that:

All participants showed strong academic qualifications, including PhDs and Master's degrees, and have substantial teaching experience ranging from 4 to over 7 years, which reflects their ability to provide insightful information about the challenges of teaching speaking to EFL students based on their own practical experiences. Moreover, they also expressed that they teach a wide range of learners (kids, juniors, and adults) across all proficiency levels (A0 to C). This also suggests that the selected participants could provide varied insights concerning the challenges faced in teaching speaking with different levels of proficiency with students from different age categories.

Regarding their professional training, only three out of eight participants have received formal training in teaching speaking, and this training occurred abroad. The remaining participants rely on self-teaching or peer knowledge-sharing, revealing a gap in structured professional development within Algerian institutions. These findings suggest the lack of professional training in the Algerian educational settings in the private sector, which could influence teachers' ability to implement effective teaching methods and strategies.

Moreover, it was revealed through teachers' responses that students' reactions to speaking activities vary based on personality and proficiency level; while advanced learners and confident individuals engage more readily, beginners and shy students often show reluctance to participate in speaking tasks in class. However, teachers noted that engagement typically increases over time as students become more comfortable.

Regarding students' challenges in learning speaking skill, it was revealed that these challenges include fear of making mistakes and public speaking, low self-confidence, limited vocabulary, and pronunciation difficulties. Classroom size is also classified as one of the challenges of learning and speaking skill. This problem prevents teachers from providing individualized feedback, it affects their classroom management, movement and behavior which leads to excessive use of L1 by the teacher to control his class, reducing students' opportunities to speak and practice their speaking skill.

As a result, teachers view technology as an effective tool that could help them reduce some of the challenges faced in learning speaking skill. This tool is demonstrated to encourages speech through engaging media, create a safe and motivating environment, meet different learning styles (especially visual and auditory), and enhance student motivation and critical thinking. Teachers listed other strategies that are effective in teaching speaking skill, they

include gradual progression from short responses to extended speech, creating a supportive, mistake-tolerant environment and raising students' awareness of speaking as a skill developed over time, in addition to using interactive activities like role-plays, debates, and discussions, which they consider as highly effective for boosting engagement and reducing anxiety, particularly for shy students. Teachers also added that they add extra curricula tasks and activities to meet the specific needs of their learners and their learning styles.

In terms of assessing students' speaking skill, participants expressed that they face many challenges in this regard. These challenges include subjectivity in evaluation, difficulty assessing grammar during speaking performance, and difficulty in assessing pronunciation. Therefore, they stated that they use various informal and formal assessment methods and tools, such as audio recordings for post-class analysis, noting errors during discussions and reviewing them afterward and informal observation of students' real-time responses and fluency.

The primary conclusions show that although teachers are vital in helping students with speaking activities, their capacity to offer tailored feedback is constrained by the size of their classes. Common difficulties like poor confidence, a fear of making mistakes, limited vocabulary, and pronunciation problems impede students' moderate level of engagement. Moreover, the value of interactive activities like role-plays and discussions in improving communication and lowering fear was highlighted in both observations and interviews. Teachers reported employing a variety of strategies to support students and adjust to their requirements, and technology was found to increase motivation and engagement. The findings obtained mostly align with previous studies, Benali-Mohamed (2020) stated that the use of interactive activities (i. e. role plays, debates, interviews, presentations, storytelling, problem-solving activities), and technology-based materials, enhances students' competence and their increase confidence as

well as their involvement in learning the language. Therefore, the use of these activities by the participants of this study and their acknowledgement of the role of these tools in enhancing students' confidence, motivation and engagement in the learning process confirms these results.

3.5.4. Implications and Recommendations

The main aim of the present study is to examine EFL teachers' teaching practices in private schools and explore the difficulties that they face in teaching speaking skill to their students. The findings from both the classroom observations and teacher interviews reveal several important implications for teaching speaking skills to EFL learners. It is indicated that teachers play a vital role in guiding students through speaking activities, providing clear instructions, and encouraging participation; however, the ability to give individualized feedback is often constrained by large classroom sizes. Student engagement was observed to be moderate, hindered by low confidence, fear of making mistakes, limited vocabulary, and pronunciation difficulties, which are challenges that were consistently reported by teachers as well. In addition, both data sources emphasized the effectiveness of interactive speaking activities like role-plays, discussions, and storytelling in promoting communication and reducing anxiety. While teachers demonstrated strong academic qualifications and practical experience, most lacked formal training in teaching speaking skills, indicating a gap in professional development opportunities in the Algerian context, particularly in the private educational sector. Furthermore, technology was shown to have significant potential for enhancing students' motivation and engagement.

Teachers also reported using various strategies to gradually build students' speaking confidence and supplementing the curriculum with additional tasks to meet learner needs. It was also revealed that the assessment of speaking skills is a challenging task for teachers due to subjectivity and difficulties in evaluating grammar and pronunciation during real time speaking

performance. These findings suggest the need for smaller class sizes, structured teacher training programs, consistent use of technology, and more comprehensive assessment tools to effectively support EFL learners in developing their speaking skill.

The study therefore, provides the following recommendations:

- For Teachers:

- Teachers should focus on promoting their professional development through online professional workshops, international seminars and conferences that allow them the opportunity to benefit from highly qualified teachers in the field and learn from their experiences how to teach speaking skill effectively.
- They should use different teaching and assessment strategies and tools to accommodate students' different learning needs and preferences. The variation in assessment tools and methods could also ensure more accurate results considering the fact that assessing speaking skill is a challenging task. Thus, using different tools and methods to assess students' speaking skill and its progress could add more precision or accuracy to this process.
- Teachers should encourage consistent speaking practice outside the classroom to improve students' speaking skill. They could recommend AI tools and applications that students can use to practice their speaking through discussions, and they can also ask students to record their speech from time to time to monitor their progress.

- For Students:

- Students should integrate regular speaking practice in their daily routine. They should dedicate more time to practicing different aspects of their speaking skill. They can also use AI tools such as ChatGPT to initiate daily conversations with the app that could provide native-like exposure to the language and its use in real life communication.

- Students are also encouraged to engage more frequently in their classroom activities to overcome the fear of making mistakes and make themselves more comfortable with public speaking in front of their classmates.

- For Administrators and School Owners:

- Private school owners in Algeria should promote the aspect of professional training teaching as part of their hiring procedures to ensure that their recruited teachers develop the necessary skills to effectively teach students different language skills, including speaking. These training programs are effective in enriching students' experiences in implementing different teaching and assessment strategies of speaking skill.

- They should organize small size classrooms to avoid the failure of speaking classes and promote the quality of the instruction provided by these schools. Having a small number of students in a classroom allows the teacher to pay individualized attention to every student and correct their mistakes immediately, which enhances the speaking skill instruction and students' performance in these classes.

3.5.5. Limitations of the Study

The main obstacle that was faced in the present study was the unavailability of related studies in the field of literature. Investigating the challenges of teaching speaking skill in Algerian private EFL schools, and even on an international basis, is an under-studied area of examination. Therefore, it was difficult to find studies that could help the researchers build the theoretical chapter of the dissertation. Moreover, the data collection process was also challenging because teachers were restricted to their tight teaching schedules. Therefore, it was difficult to find willing teachers who could participate in the interview.

Conclusion

This chapter presents the practical side of the dissertation conducted. It provided a detailed analysis of the data collected through the classroom observation and teachers' interviews. It also provided a detailed discussion of the results obtained. The findings revealed that EFL teachers were found to play a central role in guiding students and encouraging their participation in speaking activities, but large class sizes often made it difficult to give personalized feedback. Moreover, it was found that many students struggled with low self-confidence, fear of making mistakes, limited vocabulary, and pronunciation issues, which affected their willingness to speak in class. Despite these challenges, interactive activities such as role-plays, discussions, and storytelling were observed to be highly effective in creating a more engaging and less stressful learning environment, which contribute to promoting students' engagement in the speaking tasks and activities.

General Conclusion

Speaking skill plays a significant role in today's globalized environment and it is a prerequisite requirement for EFLA learners to be able to develop competent communication skills to advance their academic progress and professional careers. Therefore, the present study examines the teaching difficulties faced by EFL teachers to teach speaking skill in Algerian private schools, particularly at Education Plus center at Gumar, El-Oued. It follows an exploratory research design with a descriptive method. The population of the study includes teachers and students of English at Education Plus center. Through the probability sampling technique, particularly convenient sampling, two classrooms of students and eight teachers were selected to form the sample of the study. The data collection used encompass a classroom observation and interviews with teachers to explore the challenges faced in teaching speaking skill in their teaching classrooms. This procedure aims at finding answers to the following research question: 1. What are the main difficulties that private schools' teachers face while teaching the speaking skill to their EFL students?

The data collected through the classroom observation and teachers' interviews are interpreted using thematic analysis. The findings revealed that the main difficulties that private school EFL teachers face in teaching speaking skill include students' fear of making mistakes and public speaking, their low self-confidence, limited vocabulary, and pronunciation difficulties. Classroom size is also classified as one of the challenges of teaching speaking skill. This problem prevents teachers from providing individualized feedback, it affects their classroom management, movement and behavior which leads to excessive use of L1 by the teacher to control his class, reducing students' opportunities to speak and practice their speaking skill. As a result, teachers view technology as an effective tool that could help them reduce some

of the challenges faced in learning speaking skill. This tool is demonstrated to encourages speech through engaging media, create a safe and motivating environment, meet different learning styles (especially visual and auditory), and enhance student motivation and critical thinking. Teachers listed other strategies that are effective in teaching speaking skill, they include gradual progression from short responses to extended speech, creating a supportive, mistake-tolerant environment and raising students' awareness of speaking as a skill developed over time, in addition to using interactive activities like role-plays, debates, and discussions, which they consider as highly effective for boosting engagement and reducing anxiety, particularly for shy students. Teachers also added that they add extra curricula tasks and activities to meet the specific needs of their learners and their learning styles.

References

- Adhikary, P. R. (2023). Exploring english speaking proficiency among public and private school students of Nepal: a comparative study. *Bluefields Indian & Caribbean University (BICU)*.
- Al-Huri, I. (2015). Arabic language: Historic and sociolinguistic characteristics. *English Literature and Language Review*, 1(4), 28-36.
- Anggraini, A. (2018). Improving Students' Speaking Skill Through CLT An Action Research. *Wanastra Jurnal Bahasa dan Sastra* 10(1):17-23. DOI:10.31294/w.v10i1.2609.
- Asher, J. J. (2003). *Learning another language through actions (6th ed.)*. Los Gatos, CA: Sky Oaks Productions, Inc.
- Baker, J., & Westrup, H. (2003). *Essential speaking skills: A handbook for English language teachers*. London: Continuum.
- Bardovi-Harlig, K. (2001). *Evaluating the empirical evidence: Grounds for instruction in pragmatics?* In K. R. Rose & G. Kasper (Eds.), *Pragmatics in language teaching* (pp. 13–32). Cambridge University Press. <https://doi.org/10.1017/CBO9781139524797.005>
- Belmihoub, K. (2018). English in a multilingual Algeria. *World Englishes*, 37(4), 512-527.
- Benali-Mohamed, S. (2020). Private education and English language learning in Algeria: Advantages and limitations. *International Journal of Language Education*, 6(2), 145-160.
- Benali-Mohamed, S. (2020). The role of English in Algerian higher education: A growing necessity. *Journal of North African Studies*, 25(1), 37-54.
- Benmoussat, S. (2016). Revisiting English language teaching in Algeria: Challenges and opportunities. *International Journal of Language and Linguistics*, 3(2), 22-37.

- Benrabah, M. (2007). Language-in-education planning in Algeria: Historical development and current issues. *Language Policy*, 6(2), 225–252. <https://doi.org/10.1007/s10993-007-9046-7>
- Benrabah, M. (2013). *Language conflict in Algeria: From colonialism to post-independence*. Multilingual Matters.
- Benrabah, M. (2014). Competition between four “world” languages in Algeria. *Journal of World Languages*, 1(1), 38-59.
- Bialystok, E. (2011). Reshaping the mind: The benefits of bilingualism. *Canadian Journal of Experimental Psychology*, 65(4), 229-235.
- Bouhadiba, F. (2018). The impact of private school education on English proficiency in Algeria. *North African Linguistic Studies Journal*, 4(1), 88-104.
- Bouhadiba, F. (2018). The challenges of teaching English in Algerian public schools. *International Journal of Applied Linguistics and English Studies*, 7(2), 120-132.
- Boulkroune, A. (2018). Teaching English in Algerian secondary schools: A critique of curriculum design. *Arab World English Journal*, 9(1), 241–256. <https://doi.org/10.24093/awej/vol9no1.18>
- British Council. (2018). *The future of English: Global perspectives*. Retrieved from www.britishcouncil.org.
- Brown, H. D. (2007). *Principles of language learning and teaching (5th ed.)*. Pearson Education.
- Brown, H. D. (1994). *Teaching by principles: An interactive approach to language pedagogy*. Prentice Hall Regents.
- Brown, G., & Yule, G. (1983). *Teaching the spoken language: An approach based on the analysis of conversational English*. Cambridge University Press.

- Bygate, M. (1987). *Speaking*. Oxford University Press.
- Byram, M. (1997). *Teaching and assessing intercultural communicative competence*. Multilingual Matters.
- Celce-Murcia, M. (2008). Rethinking the role of communicative competence in language teaching. In E. Alcón Soler & M. P. Safont Jordà (Eds.), *Intercultural language use and language learning (pp. 41–57)*. Springer. https://doi.org/10.1007/978-1-4020-5639-0_3
- 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(18), 227-234
- Cordel, A. S. (2014). *The number of students applying for English classes as the First foreign language on a national level in Algeria (1996-1998)*.
- Colorín Colorado. (n.d.). *Using informal assessments for English language learners*. <https://www.colorincolorado.org/article/using-informal-assessments-english-language-learners>
- Crystal, D. (2003). *English as a global language (2nd ed.)*. Cambridge University Press.
- Crystal, D. (2012). *The Cambridge encyclopedia of the English language (3rd ed.)*. Cambridge University Press.
- Edutopia. (2015, October 15). Effective assessment in project-based learning. <https://www.edutopia.org/blog/effective-assessment-project-based-learning-andrew-miller>
- Elmiyati, E. (2018). Improving Students Speaking Ability Through Debate in The Classroom (A Case Study for Students at Second Years Students's of SMAN 3 Kota Bima in Academic

- Year 2017/2018). *International Journal of Multicultural and Multireligious Understanding* 6(1):229. ResearchGate.
- Fadilah, F. A. (2019). *An Analysis of Students' Difficulties in Comprehending Reading Text of the Third Grade Students at SMAN 10 Pekanbaru*. Thesis.
- Field, J. (2008). *Listening in the language classroom*. Cambridge University Press.
- Fitri, N. L; Adityarini, H & Maryadi, M. (2023). Challenges and Strategies in Teaching English Speaking Skills to Young Learners: Perspectives of Teachers in Indonesia. *VELES Voice of English Language Education Society* 7(3):542-556 DOI:10.29408/veles.v7i3.24030.
- Fulcher, G. (2003). *Testing Second Language Speaking*. Harlow: Pearson Longman. Retrieved from : <https://tesl-ej.org/ej29/r5.html>
- Gardner, R. C. (1985). *Social psychology and second language learning: The role of attitudes and motivation*. Edward Arnold.
- 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. M., & Burns, A. (2012). *Teaching speaking: A holistic approach*. Cambridge University Press.
- Graddol, D. (2006). *English next: Why global English may mean the end of 'English as a Foreign Language'*. British Council.
- Guariento, W., & Morley, J. (2001). Text and task authenticity in the EFL classroom. *ELT Journal*, 55(4), 347–353. <https://doi.org/10.1093/elt/55.4.347>
- Harmer, J. (2007). *The practice of English language teaching (4th ed.)*. Pearson.
- Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. *The Modern Language Journal*, 70(2), 125–132. <https://doi.org/10.2307/327317>

- Hyland, K. (2016). Academic publishing and the myth of linguistic injustice: English as the lingua franca of scholarly publishing. *Journal of Second Language Writing*, 34, 58-73.
- Jenkins, J. (2007). *English as a lingua franca: Attitude and identity*. Oxford University Press.
- Kachru, B. B. (1985). Standards, codification, and sociolinguistic realism: The English language in the outer circle. In R. Quirk & H. G. Widdowson (Eds.), *English in the world: Teaching and learning the language and literatures* (pp. 11-30). Cambridge University Press.
- Krashen, S. D. (1982). *Principles and practice in second language acquisition*. Pergamon.
- Krashen, S. D. (1988). *Second language acquisition and second language learning*. New York: Prentice-Hall.
- Kumsmaryani, W & Tanjung, Z. F. (2023). The Use of Mobile Applications in Digital Project-based Learning to Improve Students' English Speaking Skill. *Script Journal of Linguistic and English Teaching* 8(2):163-179. DOI:10.24903/sj.v8i2.1422.
- Leclerc, J. (2017). *The main linguistic communities in Algeria*.
- Leong, L.-M., & Ahmadi, S. M. (2017). An analysis of factors influencing learners' English speaking skill. *International Journal of Research in English Education*, 2(1), 34–41. <https://doi.org/10.18869/acadpub.ijree.2.1.34>
- LillyPad English. (2023, January 12). *The ultimate guide to English proficiency tests: Understanding TOEFL, TOEIC, IELTS, and more*. <https://lillypadenglish.medium.com/the-ultimate-guide-to-english-proficiency-tests-understanding-toefl-toeic-ielts-and-more-77878f3a822c>
- Littlewood, W. (2004). The task-based approach: Some questions and suggestions. *ELT Journal*, 58(4), 319–326. <https://doi.org/10.1093/elt/58.4.319>

- Louhiala-Salminen, L., & Kankaanranta, A. (2012). Language as an issue in international internal communication: English or local language? *Public Relations Review*, 38(2), 262-269.
- Mami, A. (2013). Teaching English under the LMD reform: The Algerian experience. *Mediterranean Journal of Social Sciences*, 4(14), 91–99
<https://doi.org/10.5901/mjss.2013.v4n14p91>
- McCroskey, J. C. (1977). Oral communication apprehension: A summary of recent theory and research. *Human Communication Research*, 4(1), 78–96. <https://doi.org/10.1111/j.1468-2958.1977.tb00599.x>
- McDonough, J., & Shaw, C. (1993). *Materials and methods in ELT: A teacher's guide*. Oxford: Blackwell Publishing.
- Miliani, M. (2000). Teaching English a Multicultural Context: The Algerian Case'. *Mediterranean Journal of Education Studies*, Vol. 6(1); pp. 13-29.
- Ministry of National Education (Algeria). (2022). Official statement on the introduction of English in primary schools. Retrieved from www.education.gov.dz
- Mishra, P. (2017). Speaking Skill. *Pedagogy of English* (pp.138-155). Uttarakhand Open University. ResearchGate.
- Mokhtar,K.(2018).The linguistic friction in Algeria. *Sociology International Journal*, 2(2).
<https://doi.org/10.15406/sij.2018.02.00041>
- Nation, I. S. P., & Newton, J. (2009). *Teaching ESL/EFL listening and speaking*. Routledge.
- Nickerson, C. (2005). English as a lingua franca in international business contexts. *English for Specific Purposes*, 24(4), 367-380.

- Nguyen, H. T. M., & Hall, C. (2017). An ecological approach to teacher agency: A study of English language teachers in South Vietnam. *TESOL Quarterly*, 51(1), 134–157. <https://doi.org/10.1002/tesq.271>
- Nunan, D. (2003). *Practical English language teaching*. McGraw-Hill.
- Peacock, M. (1997). The effect of authentic materials on the motivation of EFL learners. *ELT Journal*, 51(2), 144–156. <https://doi.org/10.1093/elt/51.2.144>
- Pennycook, A. (2017). *The cultural politics of English as an international language*. Routledge.
- Phillipson, R. (1992). *Linguistic imperialism*. Oxford University Press.
- Putra, E. (2020). The Importance of Learning English Nowadays. *Sepuluh Nopember Institute of Technology (ITS)*. ResearchGate.
- Rezeki, P & Dalimunte, M. (2024). Exploring English Teachers' Difficulties in Teaching Speaking. *Inspiring English Education Journal* 7(1):34-48 DOI:10.35905/inspiring.v7i1.8793.
- Richards, J. C. (2008). *Teaching listening and speaking: From theory to practice*. Cambridge University Press.
- Richards, J. C., & Renandya, W. A. (Eds.). (2002). *Methodology in language teaching: An anthology of current practice*. Cambridge University Press.
- Rivers, W. M. (1981). *Teaching foreign-language skills (2nd ed.)*. Chicago: University of Chicago Press.
- Seidlhofer, B. (2011). *Understanding English as a lingua franca*. Oxford University Press.
- Seddari, A., & Feddane, A. (n.d.). *Investigating primary school teaching of English as a foreign language: Teachers' challenges and difficulties: The case of primary school EFL*

teachers at Mila [Master's dissertation, Abd Elhafid Boussouf University Center of Mila].

Statista. (2023). *Most common languages on the internet*. Retrieved from www.statista.com

Vukosi, L; Smith, G. C; Rautenbach, E & Collins, G. (2021). *An analysis of learners' spoken English in public and private schools*. DOI:10.5785/37-1-973.

Thornbury, S. (2005). *How to teach speaking*. Pearson Education.

Torky, S. A. (2006). *The Effectiveness of a task-based instruction program in developing the English language speaking skills of secondary stage student*. Ain Shams University.

Tuan, N. H., & Mai, T. N. (2015). Factors affecting students' speaking performance at Le Thanh Hien High School. *Asian Journal of Educational Research*, 3(2), 8–23.
<https://www.multidisciplinaryjournals.com/wp-content/uploads/2015/03/FULL-PAPER-FACTORS-AFFECTING-STUDENTS%E2%80%99-SPEAKING-PERFORMANCE.pdf>

Ur, P. (1996). *A course in language teaching: Practice and theory*. Cambridge University Press.

Ur, P. (2000). *A course in language teaching: Practice and theory*. Cambridge University Press.

Category	Criteria for	Well	Fairly	Not	Notes
----------	--------------	------	--------	-----	-------

Appendix A: Classroom Observation

Classroom Observation Checklist

	Observation	observed	observed	obseved	(Examples/Details)
Teacher's Role	the teacher give clear instructions for speaking activities				
	the teacher encourage students to speak in English				
	the teacher provide feedback on pronunciation, fluency, or accuracy				
Student Engagement	students actively participating in speaking tasks				
	students show confidence when speaking, or do they hesitate				
	students interacting with each other in English				
Types of Speaking	role-plays, debates, discussions, or				

Activities Used	storytelling exercises				
	the activities encourage real communication				
	students speaking individually, in pairs, or in groups				
Challenges Observed	Limited vocabulary				
	First language interference				
	Pronunciation difficulties				
	Unwillingness to participate				
	Lack of confidence				
	any classroom management issues (e.g., noise, lack of discipline)				
	the classroom				

	environment supportive and encouraging for speaking				
Use of Technology	the teacher use technology (audio, video, apps) to support speaking				
Overall Teaching Approach	the teacher create a communicative environment				
	any noticeable institutional constraints affecting speaking activities				

Further comments

.....

.....

.....

.....

.....

Appendix B: Teachers' Interview

Semi-Structured Interview Questions

“Thank you for taking the time to participate in this interview. My name is Manel Feia, and I am conducting a research study as part of my Master’s dissertation. The purpose of this study is to explore the challenges that teachers face in teaching speaking skills in private schools, with a focus on Education Plus Center in Gumar, El-Oued.”

“Through this interview, I hope to understand your experiences, the difficulties you encounter, and the strategies you use to improve students’ speaking abilities. Your insights will be valuable in identifying possible solutions and recommendations for improving speaking instruction in similar educational settings.” “Thank you for taking the time to participate in this interview. My name is [Your Name], and I am conducting a research study as part of my Master’s dissertation. The purpose of this study is to explore the challenges that teachers face in teaching speaking skills in private schools, with a focus on Education Plus Center in Gumar, El-Oued.”

“Through this interview, I hope to understand your experiences, the difficulties you encounter, and the strategies you use to improve students’ speaking abilities. Your insights will be valuable in identifying possible solutions and recommendations for improving speaking instruction in similar educational settings.”

14. Can you tell me about your teaching experience?

15. What are your qualifications?

- ❖ Licence degree
- ❖ Master degree
- ❖ Doctorate degree

16. How long have you been teaching at Education Plus Center?

17. What levels (beginner, intermediate, advanced) do you teach?
18. Have you received any formal training in teaching speaking skills?
19. How do students react to speaking activities in class? Are they engaged or reluctant?
20. Do students feel confident speaking in English, or do they hesitate? Why?
21. What are the most common difficulties students face when trying to speak in English?
(e.g., lack of vocabulary, pronunciation issues, fear of making mistakes)
22. How does class size affect your ability to conduct speaking activities?
23. What role does technology (videos, language learning apps, online resources) play in your speaking lessons?
24. Do you feel that the curriculum provides enough opportunities for students to practice speaking? Why or why not?
25. What are the biggest challenges you face when teaching speaking skills?
26. What strategies do you use to encourage students to speak more in English?
27. What are the biggest difficulties in assessing students' spoken English?
28. Do you incorporate interactive activities (e.g., role-plays, debates, discussions) in your lessons? If yes, how effective are they?
29. How do you assess your students' speaking skills?

الملخص

تُعد مهارة التحدث من أهم المهارات اللغوية في بيئة اليوم العولمة. تهدف هذه الدراسة إلى استكشاف التحديات التي يواجهها مدرسو اللغة الإنجليزية كلغة أجنبية في المدارس الخاصة أثناء تدريس مهارة التحدث، وذلك في مركز **Education Plus** بمدينة فمار، ولاية الوادي، الجزائر. تم استخدام المنهج الوصفي ذو الطبيعة الاستكشافية، حيث جُمعت البيانات من ثمانية أساتذة يعملون في المركز المذكور، من خلال مقابلات، بالإضافة إلى ملاحظتين صفتين. وقد تم تحليل البيانات باستخدام التحليل الموضوعاتي (Thematic Analysis) والتكرارات الوصفية، بهدف توفير دقة وفهم أعمق للنتائج المتوصل إليها. كشفت النتائج عن مجموعة من الصعوبات الرئيسية التي يواجهها المدرسون عند تدريس مهارة التحدث، من بينها: خوف الطلاب من ارتكاب الأخطاء، انخفاض الثقة بالنفس، محدودية الرصيد اللغوي، مشكلات النطق، وتأثير الاكتظاظ في الأقسام على تقديم التغذية الراجعة الفردية وإدارة الصف. وقد أشار المدرسون إلى أن استخدام التكنولوجيا يُعد أداة فعالة لتعزيز مهارات التحدث، إذ تساهم في تحفيز الطلاب، وخلق بيئة صفية داعمة، واستيعاب أنماط تعلم متنوعة، بالإضافة إلى تعزيز الدافعية والتفكير النقدي. كما أُبلغ عن استخدام استراتيجيات مثل التدرج في تقديم المهام، وتوفير جو صفي مشجع، واعتماد أنشطة تفاعلية (مثل لعب الأدوار، والمناظرات، والنقاشات)، لما لها من دور في تحسين تفاعل الطلاب وتقليل القلق. علاوة على ذلك، يعمل المدرسون على تكييف المنهاج الدراسي من خلال إدراج مهام إضافية في التحدث تُلائم الاحتياجات الخاصة للمتعلمين.

الكلمات المفتاحية : التحدث, الصعوبات, المدارس الخاصة.