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**The Implementation of Communicative Language Teaching in
Algerian**

**Case Study of Third Year Secondary School
Mohamed Dib, Tiaret**

**Dissertation Submitted in Partial Fulfilment of the Requirements for the
Master' Degree in Didactics**

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DEDICATION

To our wonderful parents, we thank you for your patience and unending love.

To those who taught us the value of education and encouraged us to become the persons we are today.

To our mothers, who are our source of strength and motivation.

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LIST OF ABBREVIATION AND ACRONYMS

ADEP: Accompanying Document of English Programmer

BAC: Baccalaureate Examination

C.B.A.E: Competency-Based Adult Education

C.B.A.L.T: Competency-Based Approach to Language Teaching

CBA: Competency Based approach

CC: Communicative competence

CLT: Communicative language teaching

EFL: English as a Foreign Language

ELT: English Language Teaching

ESL: English as a Second Language

FL: Foreign Language

L1: Native language

L2: Second language

TM: translation method

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Abstract

Communicative Language Teaching (CLT) is a teaching methodology that focuses on developing communicative competence. It is founded on a communication-based perspective of language, in which language is viewed as a social instrument that speakers employ to construct meaning. The purpose of this study is to look at the obstacles that EFL teachers face when implementing CLT in secondary school and Examining pupils' problems in applying full English Language, To that aim, a case study research was carried out in Mohammed dib third year Secondary School (Tiaret), depending on a variety of sources and research methods for data collecting. A questionnaire for students and another for teachers. Interview for general inspector. The data collected by these research tools was analyzed quantitatively and qualitatively. The results revealed that the lack of knowledge of the language aspect and the fear of making mistakes , shyness , less confidence , as well as , their preference for TM all these factors are impedes learners to achieve the speaking skills. On the other hand, EFL teachers' knowledge and skills in CLT are inadequate since not all teachers were trained in this approach. the results also showed that Algeria's educational system ignores CLT and is poorly unable to deliver communicative language teaching/learning environments.

Keywords: CLT, English Language, teaching methodology , methods , obstacles , speaking skills , EFL teachers , Algerian educational system

General Introduction

The achievement of satisfied learning outcome depends on teaching techniques and how the teacher adopt method in order to obtain satisfied results. This study investigate how English language teachers of Algerian secondary schools adopt the modern teaching methods, such as the implementation of CLT in their classrooms, Algeria adopted this modern approach in order to improve learning achievement and enhance learners speaking abilities appropriately in context, many researchers indicate that CLT calls for the development of communicative competence in authentic context .Our system of education provides the teaching methods with new approaches such as teaching based on games and it also introduces online teaching activities ,using the ICT also is a significant tool in teaching. Obtaining better results in English language teaching and learning require teacher's training on how they adopt these new approaches. based on what teachers already know ,most of them neglect the implementation of CLT in their classroom due to their inadequate background knowledge, learner's low ability and low level of language command because they focus more on French rather than English.

However, some previous studies stated that the successful implementation of CLT in classrooms it would not be easy due to factors beyond the teacher's control, adi (2012) affirmed that there are some factors such as political and cultural one can be obstacle on the way of the successful implementation of certain language teaching methodologies. In Algeria, English language teaching is viewed as a foreign language rather than a second language. Algerian students also are unaware of the value of English since it is not a part of their social life, thus, forget what they have learned about CLT once they leave the classroom. Because the circumstances were not suitable to a CLT atmosphere, the teacher had to incorporate some traditional teaching components. The majority of Algerian schools lack the necessary infrastructure to support CLT.

Significance of the Study and Motivation

The purpose of this research was to evaluate the teaching process and pupils' learning progress in authentic classroom settings, since it was considered crucial to investigate teachers' opinions of the CLT technique and its impact on pupils speaking skills. The significance of this study was based on identifying solutions to these difficulties for Algerian educational system to consider. The study findings may also provide ESL teachers and learners with helpful insights and suggestions on how to organize their teaching and learning activities in order to successfully use the CLT approach. According to the researchers, teachers who do not have a

strong grasp of CLT find it difficult to organize teaching activities, and as a result, they rapidly return to old methods of teaching since they are more comfortable in implementing traditional teaching methods. Educators who use the CLT found that it increased students' vocabulary mastery. To increase the pupils' English vocabulary, those educators suggest that the instructor should abandon traditional teaching techniques and instead employ games and role-playing exercises. The intervention not only improved pupils' knowledge of English vocabulary, but it also boosted their enthusiasm to learn new English terms and their meanings on a regular basis. As a result, pupils discovered that the CLT technique had aided in the improvement of their English vocabulary, spelling, and pronunciation. Furthermore, the CLT approach assisted in increasing their self-confidence in utilizing English in real situations.

Research Questions

The study attempted to answer the following questions:

- 1-What are the problems that impedes learners to communicate effectively and does the Algerian system of education adopt the CLT or neglects it ?
- 2- what are the obstacles that teachers face in implementing the communicative language teaching in their classroom?

Sub Questions

- 1- what is the role of teachers in adopting CLT approach ?
- 2- what are the problems and prospects of CLT in secondary school ?
- 3- what is the relevance of CLT ?
- 4- Does CLT help learners' to develop their language skills?

Hypotheses

- 1- the lack of knowledge of the linguistic aspects and the fear of making mistakes, shyness, lack of confidence, as well as the negligence and apathy of certain pupils, are all obstacles that prevent learners from communicating successfully
- 2- Teachers' knowledge and abilities in CLT are insufficient since not all teachers have been trained in accordance to this method; moreover, lack of time, overcrowded classes, and inappropriate assignments in textbooks are major hurdles for teachers.
- 3- that Algeria's educational system ignores CLT and it is poorly unable to deliver communicative language teaching/learning environments

Methodology

Mixed methods research is going to be used in order to conduct this study and it is based on qualitative and quantitative methods of investigation which is devoted to:

Questionnaire for pupils other for teachers , interview for the general inspector .

This present study is divided into two parts; the theoretical part and the practical part. It embodies two chapters in the theoretical part and one chapter in the practical part .The first chapter reviews some of the literature pertaining on the major themes that form the core of this research study, such as the concept of communicative competence, competency and language pedagogy, and the theoretical framework of communicative competence. The second chapter examines the research's rationale and background in the Algerian context, as well as a description of the Algerian educational environment in line with CLT, taking into account Algerian EFL secondary school and the case under study (third year literary classes).

The third chapter is all about data analysis and interpretation. Furthermore, the chapter attempts to address the research questions by confirming or disconfirming the research hypotheses, and then concluding with the study findings. Finally this chapter consider some basic recommendations and suggestions to make the reform more successful and the Algerian EFL classroom reflecting CLT principle. Furthermore, it emphasizes various ideas and techniques for promoting learners communication abilities and preparing teachers for the successful implementation of CLT. Moreover, these ideas aim to ensure that the Algerian EFL classroom provides an adequate setting for developing CLT learning/teaching environments.

Limitation of the Study :

This research includes a small sample of Mohammad Dib secondary school EFL teachers and learners. This study involves 15 secondary school instructors, 79 third year secondary school pupils, and a secondary school general inspector . Furthermore, the results obtained are limited in time and may have been different if the study had been done earlier or later.

To summarize, this study effort offers advantages and disadvantages similar to any other experimental research, i.e, deeper depth and knowledge are required to further clarify the topic in question. Possible research based on large samples and statistical testing may aid in generalizing the findings.

Chapter One

Communicative Language Teaching and Theories

INTRODUCTION:

Many researchers discuss the issue of the implementation of communicative language teaching (CLT) in English as a foreign language (EFL) country these studies are interest about the obstacles that teachers face when adopting the CLT.

Researchers clarify that most of these obstacles in EFL countries are related to the educational system and the inadequate knowledge of both teachers a learner toward using the CLT.

The purpose of this study is to evaluate the implementation of CLT in Algerian secondary school so we have to review a few of theoretical aspects related to our topic. the theoretical review will help the reader to comprehend the scope of methodology we have selected.

First, the researcher is going to try and cross through the perception of communicative competence, which is the centre and the predominant aim of CLT. then he will point to the origin of competence and performance as it defined by the linguist Noam Chomsky after that he will determine the construct of CC as it coined by Dell Hymes. Next, he will deal with the competency and language pedagogy which include the conception of CC in language teaching according to widdowsen then the thematical model which was proposed by Canal and Swain (1980 ,1981).

This chapter concludes with the examination of many features and interesting ideas of foreign/second language teaching communicative approaches, such as CLT and the language teaching competence-based approach (CBALT) it involves the concept, the origin and the principles of the communicative language teaching beside this he will mention the misunderstanding about the CLT, in the second part the researcher will attempt to shed some light on the skills-based approach to ESL.

1 _The Concept of Communicative Competence

The scope of the communicative language teaching is the communicative competence, it defined as how we use language in order to make meaning and accomplish the social tasks with adequacy and fluency. we assigned a part of our work to talk about the CC as coined by linguist as Chomsky and sociolinguist as Hymes .

1_1 Chomsky's Definition of Competence and Performance

Chomsky's was the first who discuss the conception of competence; he distinguishes between competence (the monolingual speaker-listener's knowledge of language) and performance (the actual use of language in real situations).

In his influential book ASPECT OF THEORY OF SYNTAX (1965) he stated:

Linguistic principal is involved primarily with a
super speaker-hearer in a very homogeneous speech
community, who is aware of its language flawlessly
and is unaffected through such grammatically irrelevant
situations along with reminiscence limitations, shift of intrest
and errors in making use of his knowledge in real performance (p,2)

Chomsky describe the competence as the comprehension of grammatical rules, i. e the native speaker's knowledge of their language, which allow them to recognize grammatical mistakes and enabler them the ability to produce and understand any form of sentences of the language ..while performance refer to the study of system of rules .

Linguistic competence and linguistic performance are two main parts of Chomsky's linguistic theory, when the speaker knows the structure of the language is the linguistic competence and the way he use this language this is the linguistic performance .in short, competence is a set of rules which speakers knows and masters, performance is what speakers does. As competence is type of code performance is concerned with the process of encoding and decoding.

Savignon (1987) support Chomsky's conception of competence, according to him he paved the way for the enhancement of the communicative approaches to foreign language so that American linguistic research focus more on profound semantic structure rather than concentrating on surface structural features .i.e. how sentences are understood . Chomsky's cognizance is on the translation of sentences, while he speaks of linguistic competence, he is speaking approximately the sentences stage grammatical competence of a ideal speaker-listener of a language. According to Sauvignon the communicative competence has to deal with the social interaction more than dealing with sentences level grammatical competence she stated that « communicative competence has to do with authentic speaker hearer who interpret discuss express and negotiate meaning in different settings » (1987 ;236) chomsky stated that the linguistic competence calls for the production of an infinite sentences in a language but it does not call for when sentences are to be used. Mehan (1980) claimed that it would be a social incompetent if an ideal speaker -hearer equipped with only linguistic knowledge. you may observe that speaker-hearer uttering sentences in a random order she/he would not know what to say, when and where and with whom or in what way (p.132).

Another disapproval with chomsky's competence ' consistent with Wales and Campbell (1970) is the omitting of the capacity to provide or recognize utterance which aren't very grammatical (Munby, 1978: 9)

1.2 Dell Hymes's Construct of « Communicative Competence »

Acknowledging Chomsky's information and precious perception into linguistic intuition Hymes (1971/1979) was the first sociolinguistic who criticized Chomsky's theory by announcing that chomskian ideas of " linguistic competence " is too limited and insufficient and that the linguistic performance has no relationship with "sociolinguistic factors», this why the notion of competence and performance need to be redefined. He adds that once we see capability as the basic information and capacity for language utilize that the speaker-listener has, at that point we need to concede that this includes undeniably more than information on grammaticality. In Hymes' words "there are rules of utilization without which the guidelines of sentence structure would be pointless" (1972: 15. Cited in Brumfit and Johnson, 1979: 14).

That is the point at which a speaker produces sentences, he/she needs to consider both grammaticality and the setting wherein the sentences are utilized in the influential book of Hymes" on communicative competence " four area of CC has recorded of which grammar is

one. The main area, „whether or not something is officially possible“ is like Chomsky“s idea of ability as grammaticality. This idea is worried about whether a language allows a given design as linguistic (conceivable) one or rejects it since it is ungrammatical (impractical). The subsequent area is plausibility; a sentence may be syntactic however isn't possible since it is difficult to handle it, since it isn't a part our competence. The third area matches to the context; a sentence can be linguistically conceivable, doable, but inappropriate. Then there are the rules of appropriateness, which are part of competence. The final and fourth field is about "accepted use." A sentence may be probable, feasible, and necessary, but it is unlikely to occur (Dell Hymes, 1972: 15). (1979: 14) in Brumfit and Johnson. Thus, in Hyme's opinion, if an appropriate theory of language consumer and language usage is to be established, decisions must be understood to be four and not two. Thus, in Hyme's opinion, if an appropriate theory of language consumer and language usage is to be established, decisions must be understood to be four and not two.

Hymes defines CC as contingent on (tacit) knowledge and (ability to) use. Both knowledge and capacity to use are related to the four parameters above.

In that instance, Hymes' view of competence is an elaboration of Chomsky's use of it. He feels that performance (behavior) also has its underlying cognitions. He claims that instead of limiting competence to grammatical concerns, it is necessary to extend it to the whole sphere of abilities manifested in speech.

The communication view, according to Viemann and Backlund (1980), in contradistinction to the linguistic view of competence and performance, considers performance as a component of competence.

In this approach, CC focuses on the ability and know-how of individuals, which includes both knowledge of the rules of social communication and the means to behave appropriately. knowledge of the rules of social communication and the means to do appropriate things (p. 188).

The authors go on to argue that Hymes maintains this focus and criticizes linguists for their lack of interest in functional use. This is articulated in the following passage:

The lack of sociolinguistic factors in linguistic theory is
more than just legitimate simplicity device of the

sort which any scientific theory demands. It appears to reveal an ideological aspect of the modern standpoint; that underlying structure is taken as an endpoint in itself and sociolinguistic use is devaluated.

This is in contrast to classical antiquity, when was a means to use, and grammar subordinates to rhetoric. (Dell Hymes, 1972: 5. Quoted in Viemann and Backlund, 1980: 189)

2. Competency and Language Pedagogy

2.1 The Conception of CC in Language Teaching According to Widdowson's

Widdowson sees language learning not only as acquiring knowledge of grammar rules, but also as acquiring the ability to use language to communicate. rules of grammar, but also as developing the ability to employ language to communicate.

He argues that knowing a language is not just knowing how to understand, speak, read and write sentences. write sentences (1978: 1), but it is also knowing how sentences are used to communicate. In order to clarify the argument about teaching linguistic competence and communicative competence, he distinguishes between the two aspects of performance: "use" and "usage".

He describes "use" as highlighting the extent to which a language user exhibits knowledge of linguistic rules. Whereas "use" highlights the extent to which a language user demonstrates his or her ability to use knowledge of linguistic rules for effective communication (Widdowson, 1978: 32).

Widdowson also differentiates between two aspects of meaning: "significance" and "value". Importance is the meaning that sentences take on in isolation from a particular situation in which they in which they are produced. "Value" is the meaning that sentences take on when they are used to communicate (Widdowson, 1978: 11). In the eyes of Widdowson, since knowledge of language means both knowing what meaning a sentence has as an instance of use and what value it takes on in the circumstances of use,. It would seem obvious that the language teacher ought to be concerned with teaching both kinds of knowledge (ibid: 19)

2.2 Theoretical Framework Of Communicative Competence of Canal and Swain

The use of the expression "communicative competence" has been given different interpretations and has been widely used, according to Celce-Murcia (2007), in the rationales and explanations of TLC. The term communicative competence has evolved since its definition by Hymes (1972). There have been various contributions from different researchers, Calane and Swain (1980), Canal (1980), Celce-Murcia et al. (1995) Bachman (1990) Bachman and Palmer (1996). However, the latter two have been developed from a language evaluation perspective. For the purposes of discussing language pedagogy per se, the model offered by Canal and Swain (1980) and the elaboration offered by Canal (1983) remain, according to Celce-Murcia, "the key reference for debates on communicative competence and related applications in applied linguistics and language pedagogy" (as cited in Solar &Jorda, 2007, p. 41).

The CC model of Canal and Swain (1980) and Canal (1983) is commonly cited for its focus on the communicative nature of language. This particular framework includes the following competencies: grammatical competence, sociolinguistic competence, and strategic competence. Canal and Swain assert that this particular framework is intended to be applied to second language teaching and evaluation. The approach to communication they contemplate is "an integrative one in which the emphasis is on preparing second language learners to exploit - initially through aspects of sociolinguistic competence and strategic competence acquired through experience in communicative use of the first or mainstream language - the grammatical features of the second language which are selected on the basis of, respectively, the first and the second language.

The grammatical features of the second language which are selected on the basis of, among other things, their grammatical and cognitive characteristics criteria, their grammatical and cognitive complexity, their transparency with respect to communicative function, the likelihood of their use by typical native speakers, the generaliz ability of communicative functions and contexts, and appropriateness to the communicative needs of learners in the second language (Canal & Swain, 1980).

2.2.1. Grammatical Proficiency

According to Canal and Swain (1980), this type of skill encompasses knowledge of lexical items and rules of morphology, syntax, grammatical semantics and phonology. phonology. (Canal and Swain, 1980: 29) They suggest that proficiency in grammar will be an

important focus for any communicative approach whose goals include knowledge of how to determine and express the literal meaning of utterances (ibid).

2.2.2. Sociolinguistic Skills.

Both Canal and Swain assert that this element is made up of two sets of rules:

sociocultural usage regulations and discourse regulations, Sociocultural rules of speech describe the appropriate ways in which statements are produced and understood, Such rules are concerned first with determining the extent to which certain communicative prepositions and functions are appropriate in a sociocultural context based on contextual factors such as the topic, the function of the participants, the context and the norm of interaction. A second concern of these rules is the relevant attitude, register, or style conveyed by a particular grammatical form in a given sociocultural context. With reference to discourse rules, Canal and Swain (1980) suggest that it is useful to consider them in terms of cohesiveness (i.e., grammatical links). (i.e. grammatical links) and coherence (i.e. the appropriate combination of communicative functions) of a group of utterances. communicative functions) of a group of statements.

2.2.3. Technical Skills:

Verbal and non-verbal communication strategies can be used to offset declines in communication due to performance variables or insufficient proficiency. These strategies are of two major types: one type is related to grammatical competence (e.g., learning how to paraphrase grammatical forms that one has not mastered or cannot momentarily recall) and the other is linked to socio-cultural competence (e.g., various role-playing strategies, how to approach strangers when one is unsure of their social status). when one is uncertain about their social status. (Canal and Swain, 1980:31)

3. Implementations of Canal and Swain's CC Framework for CLT

3.1 Instruction in Grammatical Proficiency.

It is widely believed that in conventional classrooms, the attention is focused on grammatical proficiency. It is commonly assumed that once language proficiency is acquired, CC will follow as a more or less automatic consequence. At the same time, Widdowson (1978) suggests that this is not the case. The achievement of language competence does not seem to

guarantee the consequent acquisition of CC in a language. On the other hand, an overemphasis on sentence production and repetition exercises tends to inhibit the development of CC (p.67). Johnson and Morrow (1981) assert that learners who emerge from traditional classrooms are likely to become "*structurally proficient but communicatively incompetent*" (Liao Xiao Qing, 2000: 5).

Following the communicative revolution in language teaching, "*grammar is a device or resource to be used in the understanding and creation of oral and written discourse*". or resource to be used in the understanding and creation of oral and written discourse, rather than something to be learned as an end in itself" (Celce Murcia, 1991: 466).

Therefore, grammar is not something to be used as a resource in understanding and creating oral and written discourse, rather than something to be learned as an end in itself" (Celce Murcia, 1991: 466). Therefore, grammar, she continues, should be taught with reference to meaning, social factors, or speech-or a composite of these.

a- To teach grammar as meaning:

Celce-Murcia provides an example of teaching grammar as meaning. The teaching of the various spatial meanings marked with the preposition in and on is seen as grammar in the service of meaning.

b- To teach grammar as a social feature:

A good instance of grammar used in the furtherance of a socially appropriate message is the use of some modal auxiliaries to express politeness when asking for a favour. While making requests, foreign and second language learners need to know that *would* is politer than *can*. Celce-Murcia reasons that students ought to be mindful of the possible consequences of using the wrong modal form in the query. She offers that sufficient practice of the intended social messages in dialogues, role plays, and simulations will help establish the connection between grammar and socially appropriate behaviour.

c- To teach grammar as speech:

Foreign and second language learners must learn that definitions, for example, involve heavy use of adjectives such as relative closures.

The need to master the discourse conventions of topic or genre is almost as important as knowing when to use certain structures in speech. depending on the topic or genre, it is

necessary to master the discourse concepts that go beyond the boundaries of the sentence and help the author create a confident atmosphere. the confines of the sentence and help the author create a text. These features of text structure are called cohesion by Halliday and Hasan (1976).

They suggest that consistency involves the reasoned use of: (a) referential forms (e.g., pronouns, demonstratives, definite article), (b) surrogate expressions such as one(s), (c) ellipsis; (d) conjunctions; (e) lexical sequencing to build discourse texture (Celce Murcia 1991). discourse (Celce Murcia, 1991: 467-69).

Liao Xiao Qing (2000) argues that some of the grammar education in a language course should be expanded in a balanced way. If too great an emphasis is placed on one at the expense of the other, the outcomes are as follows: (1) if grammar is overlooked, learners may be able to communicate, but they will do so incorrectly. (2) If grammar is overemphasized, students will be in a position to generate correct sentences, but will not be able to communicate appropriately and effectively.

3.2 The Instruction of Sociolinguistic Competency.

Such competence is defined by Savignon as "knowledge of the pragmatic and speech conventions of a language, of stylistic norms and conventions, and of the regulations of the language in establishing and maintaining social relations" (1983: 123). Lack of knowledge of function, according to Littlewood (1981), may result in a misunderstanding of functional meaning. He provides the following example: a student is asked to pick up a napkin and hang it on the banister. The student was confused by the question "Would you please collect the towel for me, before someone steps on it?" . He did not understand what to do with the towel as he only included the imperative phrase "pick up the towel" but not the function of the towel.

According to Finocchiaro and Brumfit (1983), in order to use language appropriately, learners must learn the target culture. They assert that the "cultural system" is one of the four major systems of language.

This system, along with the sound system, the grammatical system, and the lexical system, is required to be learned in order to "speak appropriately.» fluently, and correctly." (P.30). In Liao Xiao Qing, 2000: 6). The system they propose includes the following: (a) suitability of language to the social situation; (b) gestures, maintained distance, unarticulated sounds; (c) values, mores, taboos, rituals, habits (d) social implants.

3.3 Teaching Communication Skills

This element of communicative proficiency is defined by Richards and Schmidt (1985) as "the capacity of speakers to use verbal and nonverbal communication strategies to compensate for communication breakdowns or to enhance the effectiveness of communication" (Richards and Schmidt, 1985: 515). Savignon adds the notions of adequacy and correctness to this skill. She describes it as follows: "strategic competence is the ability to transmit information to a hearer and to interpret correctly the information received.

The incoming feed back It also includes the use of communication strategies to solve problems that occur in the process of conveying one's purpose" (1983: 123). This skill is of great This skill is of great concern to FL learners and its lack causes breakdowns in communication, despite having a high level of grammatical This skill is of great importance to FL learners and its lack causes breakdowns in communication, despite having a high level of grammatical competence. competence.

3.4 Teaching Discursive Competence

Grammatical proficiency *"is concerned with the selection, sequencing, and arrangement of words, structures, and utterances to obtain a unified oral message"* (Celce-Murcia, 2007: 46). The author outlined various subfields of discourse competence, which are:

- Cohesion: agreements about the use of citation, substitution/ellipsis, conjunctions, and lexical chains.
- Deixis: locational anchoring achieved through the use of personal pronouns, spatial terms (here/there; this/that), temporal terms (now/then; before/after), and textual references (e.g., the following).
- Coherence: articulating purpose/intention with appropriate content patterns, managing information, maintaining temporal continuity, and other organizational arrangements through conventionally recognized means.
- Generic structure: a set of formal diagrams that allow the user to identify a segment of oral discourse as a conversation, a narrative or a story (Celce-Maurcia et al. 1995: 13-15. Cited in Soler and Jorda, 2007: 46-47)

Savignon asserts that the above-mentioned elements of communicative competence are critical as a goal in the foreign language classroom, and that a learner who fails to develop competence in one of these elements cannot truly be considered competent in the foreign language (Savignon, 1983: 123).

4. Communicative Language Teaching

4.1. Definitions of CLT

The use of only linguistic competence to perform the various communicative functions of language communication, and that sociocultural competence is critical to the realization of these functions, the pertinent question here is what are the implications of this for the teaching and learning of foreign and second languages? The goal of all foreign and second language learning has to be to acquire CCs in the target language to perform the same functions that it performs for members of the target language community in everyday life. This vision of language learning and teaching This vision of language learning and teaching, which emerged in the late 1970s, took the form of CLT.

Speaking is regarded as a measure of English proficiency. Speaking is not only about connecting grammar, but also about using language itself communicatively. As Harmer 2007: 84 proposes, communicative language teaching emphasizes the significance of language features over grammar and vocabulary. This assertion is also supported by Richards and Rogers 1986: 16 in Harmer 2007, who frame communicative language teaching as theories about the nature of language and language learning that supply practices and principles for language teaching. The primary focus of CLT is on the features of language rather than on grammar. There are grammatical and communicative skills in speaking. Previous research by some researchers has demonstrated that grammatical competence was the major focus of speaking instruction prior to the implementation of CLT instruction in audiolingualism. This is supported by Richards 2006 statement that the previous analysis of language learning was primarily aimed at mastering grammatical competence. However, there are aspects of speaking that are more important than grammar. These are the skills and knowledge needed to use grammar itself. What students need to use to be able to speak is communicative competence. Communicative competence tells what to say and how to say it appropriately for the situation, participants, roles, and intentions. In other words, CLT replicates the real-world situation where there are purposes, setting, roles, and functions in communication.

Prior to the emergence of CLT, language teaching focused on teaching and learning language as a system of rules to be internalized by learners. These original approaches to language teaching, audiolingualism and situational language teaching, placed grammar at the center of language teaching and learning. Within CLT, the centrality of grammar has been reconsidered.

Although grammatical competence is so important for producing correct sentences, attention has shifted to the knowledge and skills needed to use grammar and other facets of language appropriately for different communicative purposes such as making a request, giving advice, making suggestions...etc (Richards Jack C., 2007: 09). Richards and Rodgers describe the communicative approach to language teaching as "an approach that aims to (a) make competence the goal of foreign language teaching and (b) develop procedures for teaching the four language skills that recognize the interdependence of language and communication" (1986:66).

The CLT approach views language as a functional system. It considers language to be a medium for the expression of functional meaning. The primary function of language is interaction and communication.

4.2. The Roots of Communicative Language Teaching

Communicative language teaching has been widely used by many countries. It was originally developed in Britain because of the evolution of English learning and teaching. Over time, innovations in language teaching have emerged. As Brown (2000) explains, the innovation of the 1970s brought language teaching towards experimental language teaching techniques. In the late 1970s and early 1980s, there was a technique we call the communicative approach. In the late 1980s and 1990s, real-world simulation and meaningful tasks emerged as the outcomes of communicative language and classroom for language teaching. These previous explanations are also supported by Richards and Rogers 1986 who point out that the origins of communicative language teaching (CLT) are the innovation in the British language teaching tradition since the late 1960s. We can conclude that grammatical competence is gradually being replaced by communicative competence, as evidenced by the researchers' statements. Communicative language teaching appears to be the solution of teaching English to have functional and structural features of the language. Littlewood 1981 adds that one of the strengths of communicative language teaching is that it combines the functional and structural features of the language to make it a fully communicative feature.

4.3. Principles of CLT

To meet the objective of increasing learners' communicative language competence, the CLT approach rests on a set of principles.

The principles we include here are provided by Larsen-Freeman (2000). The principles we include here are provided by Larsen-Freeman (2000). We believe that this list of sixteen principles sufficiently clarifies most aspects and features of CLT and how they ought to be implemented in the communicative language classroom. The principles are as follows:

1. As much as is feasible, "authentic language" should be introduced, that is, language as it is used in a real context.
2. The ability to understand the speaker's or writer's intentions is part of communicative competence.
3. The goal language is a vehicle for classroom communication, not just the object of study.
4. The exact same feature may assume many different linguistic forms. Since the course focuses on real language, a diversity of linguistic forms are presented together. The focus is on the process of communication rather than just mastery of linguistic forms.
5. Learners are expected to work with language at the level of discourse. They must learn about cohesion and coherence, those qualities of language that bind sentences together.
6. Games are meaningful because they have some features in common with real communicative events - the exchange has a purpose. Games are important because they share some of the same characteristics as real communicative events - the interchange has a purpose. In this way, the speaker receives immediate feedback from the listener on whether or not he has succeeded in communicating. communication. In this way, he can negotiate meaning. Finally, having students work in small groups maximizes the quantity of communicative practice they receive.
7. The students must have the chance to express their ideas and opinions.
8. Mistakes are tolerated and viewed as a natural consequence of communication development. Since this activity works on fluency, the teacher does not correct the student, but notes the errors, to be returned to later.
9. A key function of the teacher is to establish situations that promote communication.

10. The communicative experience encourages cooperative relationships among students. It gives learner the opportunity to work with and negotiate meaning.
11. The context of the communicative event is essential to making meaning of statements.
12. Teaching to use language forms appropriately is an important part of communicative competence.
13. The instructor serves as a facilitator in the implementation of communicative activities and as an advisor during activities. during activities.
14. In conveying, a speaker has a free choice not only of what to say, but also of how to say it. say it.
15. The actual grammar and vocabulary that students learn stems from function, the background of the environment, and the actors' roles.
- 16-The learners have the opportunity to listen to the language as it is used in genuine communication. They can be mentored on strategies to improve their comprehension.

4.4. Misunderstandings About CLT

Over time, a number of legends about CLTs have developed. They have grown to be an integral part of CLT culture, in part, as Spada (2007) notes, because of the vagueness of the term "CLT". They have developed as part of the CLT culture, in part, as Spada (2007) explains, because of the vagueness of the term and the diverse manners in which it has been construed within the theoretical and empirical communities. Misunderstandings include the following:

- a. The CLT approach is about focusing exclusively on meaning: the most common misunderstanding of the CLT approach is that it is an approach to teaching an L2 that focuses on excluding attention to the form of the language. For most applied linguists, especially the British, CLT is not conceptualized as an attempt to exclude form, but rather as an approach that initially focused on meaning. to exclude form, but rather to include communication (Spada, 2007: 275- 276)
- b. CLT teaching does not include express feedback on learner errors: another myth about CLT teaching is that it does not have to include corrective feedback. The hypothesis is that given sufficient time. The premise is that with enough time and opportunity to hear and practice the

target language, learners' mistakes will eventually be supplanted by forms similar to the target language.

Nevertheless, experimental classroom studies, such as those by Ammar and Spada (2006), have found that more explicit types of feedback can lead to higher levels of accuracy and development than implicit types of feedback in the form of recasts (Spada, 2007: 277).

c. CLT stands for learner-centred teaching: while the main theme of CLT is that learners should have more control and autonomy in their language learning. learners are given the opportunity to have input into decisions about course content. This provides learners with the opportunity to contribute to decisions about course content. This can be achieved through learner-centred activities. In effect, group work has become closely associated with CLT, to the point that for some L2 teachers, CLT is not CLT if it is not learner-centred.

d. CLT is synonymous with listening and speaking practice: the opinion that CLT emphasizes speaking and listening may be due in part to the fact that listening and speaking have been the focal point of L2 instruction for some time, most notably the influence of the audio-lingual method with its emphasis on listening over reading and speaking over writing. In addition to this, there was also the assumption that audio-oral proficiency would automatically lead to reading and writing proficiency (Spada, 2007: 278-279).

Many theorists, nevertheless, agree that one of the basic tenets of CLT instruction was that language skills and interpersonal skills should not be treated separately from one another. that language skills and interpersonal skills should not be treated separately from one another.

e. TLC signifies the evasion of learners' L1: The argument against the use of L1 in L2 classrooms is that learners need to be given as much exposure as possible to the target language in order to become good learners of that language. Regardless, there is evidence that has been used to support the use of L1 in L2 learning. This evidence comes from research informed by Vygotsky's (1978) sociocultural theory. From this perspective, L1 is seen as providing crucial scaffolding support as learners negotiate form and meaning (Spada, 2007:280).

5. Skills-Based Approach to ESL

5.1 Background and Definition of CBA/CBALT

The whole approach to teaching English as a second language (ESL) has been heavily shaped by competency-based adult education (CBAE). CBAE programs, including ESL, began in the 1970s in the United States of America, in California. California took the lead in developing a competency-based curriculum and testing system for adult education. The English language training programs were aimed at refugees.

Their objective was to increase the skills of individuals to enable them to participate effectively in society (Elsa Roberts Auerbach, 1986: 412). Skills, according to Richards and Schmidt, mean the capacity of students to apply various basic skills in situations commonly encountered in everyday life" (1985).

CBALT is characterized as "*a performance-based learning process that leads to the successful display of mastery of the basic skills necessary for individuals to function effectively in society*" (Parker & Taylor, 1980: 12-13. In Auerbach, 1986: 431). This description has been tailored to the teaching of ESL as follows:

A competency-based curriculum is a performance-based outline of language tasks that lead to demonstrate mastery of language associated with specific skills that are necessary for individuals to function, proficiently in the society in which they live (Grognet and Grandall, 1982: 3. In Auerbach Elsa Robert, 1986: 431)

5.2 Features of CBALT:

The hallmark of CBALT is the emphasis on learning outcomes as the driving force behind instruction and curriculum. instruction and curriculum. Auerbach (1986) recognizes eight characteristics involved in the application of CBALT in language education programs:

1. Emphasis is placed on successful functioning in society: The goal is to enable students to become self-reliant individuals capable of meeting the demands of the world.
2. A strong emphasis on life competencies: Rather than teaching language in its own right, CBAE/ESL teaches language as a function of communication around concrete tasks. Students learn only the language forms and skills required by the situations in which they will function.

3. Achievement/task orientation: What is important is what students can do as a result of the teaching. The emphasis is on demonstrated behaviors rather than knowledge or ability to speak language and skills. ability to speak language and skills.
4. Modular education: "Language learning is divided into manageable and immediately relevant parts". Objectives are broken down into narrowly defined sub-objectives so that teachers and students can have a clear picture of learning progress.
5. Outcomes that are explicit a priori: Results are known to the audience, known and agreed upon by both the learner and the student. known and agreed upon by both the learner and the teacher. They are specified in terms of behavioural objectives so that students know precisely what kinds of behaviours are required of them.
6. Ongoing and Continuous Assessment: learners are pretested to determine what skills they are lacking and retested after that skill is taught. If they do not attain the desired level of mastery, they proceed to work on the objective and are retested. Program evaluation is based on test results and, as such, is considered objectively measurable.
7. Demonstrating mastery of achievement goals: Instead of traditional paper-and-pencil tests, the assessment is based on the ability to exhibit pre-specified behaviours.
8. Individualized, student-centred instruction: In content, level, and pace, objectives are set based on individual needs; prior learning and outcomes are taken into account in curriculum development. Instruction is not time-based; students advance at their own pace and focus only on areas in which they are struggling.

5.3. CBALT and Language Learning Requirements.

The primary thing that CBA at ESL looks at is the necessities that assist in determining the purposes that are assessed or specified for any educational program. All too often, the students' needs for functional communication in the language have been neglected. In CBA, the analysis of needs commences with questions about what the learner needs to be able to do with the language, i.e., what tasks he or she has to perform in the target language. It then explores According to Wilkins (1973), the underlying assumption is that what a person wants to do through the language is more important than mastery of the language in a non-applied system.

Thus, linguistic demands are "*the exigencies that arise from the use of language in the myriad of social and professional situations in the lives of individuals and groups of people*" (Findley Charles A. and Lynn Nathan, 1980: 223).

Nevertheless, Findley and Lynn claim that a workable compromise is the use of the inventory of the six functions and concepts of the Council of Europe's threshold level as a common core of minimum competencies for functional communication. These six functions are:

- 1- Convey and research factual information.
- 2- Expose and discover intellectual attitudes.
- 3- Expose and discover emotional attitudes.
- 4- Expose and discover moral attitudes.
- 5- Making stuff.
- 6- Socialize.

(Van Ek, 1976: 25. In Findley Charles A. and Lynn Nathan, 1980: 223)

These features and the general concepts behind them function as general goals or assertions of the learner's needs or required abilities that the student is expected to exhibit. These skills are statements of what people need to do with the language when they use it to communicate.

Both approaches, Findley and Lynn continue, are learner-centred and are grounded in what learners are supposed to do with the language in key life roles. not in the content of the academic subjects or grammatical forms of a language. In short, they assert that the basic skills in a language are the performance of other functions fundamental to survival in a society.

5.4. CBALT and CLT

This part attempts to show that what is called CBALT is not a wholly new approach and that, in its conceptual underpinnings, it has many similarities with CLT. We will attempt to show this here by examining the different theories underlying CBALT and how they correlate with those of the CLT. To do so, we will examine the linguistic theories behind CBALT, theories of language learning, and the overall objectives of foreign and second language education programs.

5.4.1. Learning Theories Behind CBALT

The purpose of this paper is to examine the theories of learning that underlie CBALT; we will consider both cognitive psychology and social interaction theories.

5.4.2 Psychological Cognition

Cognitive psychology, says Marion and Burden (1997), is concerned with how the human mind learns and believes. And educational psychologists are focused on the mental processes that are involved in learning. Cognitive psychology has had a tremendous influence on language teaching methodology. In this view, the learner is a processing of information. And learning is an ongoing active process in which the learner actively tries to make sense of the data, and learning takes place when the learner has managed to impose some kind of meaningful interpretation or model on the data (Hutchinson and Walter, 1987: 43).

In another words, learners are expected to use their minds to observe, think, categorize and hypothesize, and gradually discover how language works (Marion & Burden, 1997: 13).

5.4.3 Psychological Cognition and the Constructivist Motion

A leading figure in the constructivist development movement is Piaget Jean. Piaget's work focuses on the constructivist nature of learning. He viewed the developmental process as a maturation process with which genetics and experience interact. The evolving mind is seen as continually seeking a balance, that is, a balance between what is known and what is being experienced (Marion & Burden, 1997:22).

Piaget thinks that the four factors provide the impetus for mental development, maturation, experience involving action, and social interaction, and he feels that within each person there is an internal self-regulation. Each individual has an internal self-regulatory mechanism that responds to environmental stimulation by constantly adjusting new responses to existing experiences to the existing cognitive structure (accommodation) (Patricia Kimberly Webb, 1980: 39). In fact, Piaget recognized a series of stages in the process of cognitive development. They are: sensorimotor stage, intuitive or pre-operational stage, concrete-operational stage and finally, formal operational thinking.

In considering what Piaget's theory might mean for the language teacher, Marion and Burden offer four ways to approach it. Burden, propose four ways.

Firstly, it is necessary to consider the language learner as an individual, actively involved in the construction of sense rather than as a passive receiver of language.

As learners learn a new language, they are implicated in the construction of meaning in their new linguistic input. Secondly, the growth of thinking and its relationship to language and living experience is crucial. Language instruction based primarily on recall will not lead to deeper understanding. And third, language tasks should be chosen based on the cognitive level the learner is capable of. Fourth, Piaget's notions of assimilation and accommodation are applicable to learning a new language. When we receive new linguistic input by listening to a conversation, for example, we must modify what we already know about the language (accommodation) in order to integrate the new information into our existing knowledge. existing knowledge, assimilation (Marion & Burden, 1997:23).

The psychological cognitive view has had a significant impact on language methodology, moving toward methods that require learners to be actively engaged in making sense of their linguistic input. and toward more cognitive approaches to grammar instruction. (Marion and Burden, 1997: 39).

5.4.4 Community Interactionism

The Russian thinker Lev Vygotsky's work is widely cited in relation to social interactionism in language teaching.

The idea of coordination is at the heart of his psychology. Vygotsky emphasizes the key role played by other people in the learner's life. These people, whether parents, teachers, but frequently also peers, promote his or her learning by selecting and shaping the learning experience presented. modelling the learning experience presented. (Marion & Burden, 1997: 40).

Vygotsky's most famous concept is the zone of proximate development (ZPD), "*it makes reference to the layer of skills or knowledge that lies just above what the learner is currently able to manage*" (Marion & Burden, 1997: 40). The mediator and ZPD concepts are prominent in social interactionist theories of language teaching. For Vygotsky and other interactionist theorists, children are born into a social world and learning happens through interaction with others. Therefore, we can take social interactionism as a necessary theoretical foundation for a communicative approach to language teaching. according to which we learn a language by using it to interact meaningfully with other people (Marion & Burden, 1997:39).

5.4.5. Assessment in CBALT

CBALT is concerned with what learners are likely to be able to do at the end of a course. It is based on the skills that form the basis of curriculum assessment (Nunan, 2007: 424). An example of a competency statement is as follows:

The learner can negotiate complex/problematic spoken exchanges for personal business and community purposes. He or she: achieves purpose of exchange and provides all essential information accurately uses appropriate staging, e.g. opening and closing strategies provides and requests information as required explains circumstances, causes, consequences, and proposes solutions as required sustains dialogue e.g. using feedback, turn taking uses grammatical forms and vocabulary appropriate to topic and register and grammatical errors do not interfere with meaning pronunciation/stress/intonation do not impede intelligibility interprets gestures and other paralinguistic features. (NSW Adult Migrant Education Service, 1993, p. 76. In Nunan, 2007: 425)

Van Ek (1977) proposes that speech communication can be broken down into two components: the implementation of language functions and the expression of conceptual ideas. In this way, we see one of the first manifestations of functional nationalism (Wilkins, 1976), as described by Nunan (2007). We also note that functional nationalism resides in the performance paradigm, which is evident in Munby (1978) and which contains communicative syllabi based on performance criteria.

5.4.6. Theories of Language Supporting CBALT

CBALT is founded on the functional and interactive perspectives of language. In both views, language is seen as a means of interaction and communication among people for the accomplishment of specific objectives and goals. (Richards and Rodgers, 2001: 143). The functional view of language entails:

The contention that language is a medium for the expression of meaning functional this theory emphasizes the semantic and communicative semantic and communicative dimension rather than the grammatical grammatical features of language, and leads to the specification and ordering of language teaching content by categories of meaning and function rather than by elements of structure and grammar. by elements of structure and grammar (Richards & Rodgers, 2001: 21).

The international vision of language regards language as "a means for the realization of interpersonal connections and the carrying out of social transactions among individuals. Language is seen as a tool for creating and maintaining social relationships" (Richards & Rodgers, 2001: 21). In the view of Richards and Theodore, CBALT is constructed about the notion of communicative competence and seeks to foster functional and communicative competence in learners (ibid.) Communication in learners. The CBALT, according to the two authors, shares certain characteristics with the CLT. In fact, the CLT starts from the theory of language as communication. We have explained earlier the theories of language underlying CLT, Hymes (1972), Halliday, Widdowson (1978), Canal and Swain (1980), all of which emphasize communication and the functional view of language. As previously noted, the goal of language teaching in CLT is the development of the learner's communicative. development of the learner's communicative competence.

Chapter two

Communicative Language Teaching in Algeria

INTRODUCTION:

Before to 1962, the French language was widely used in Algeria in a variety of sectors. Algeria's government decided to use Arabic in politics and education over the last few decades. English, on the other hand, was introduced as a second foreign language in middle schools for the first time in 2001. Algeria, like many other countries around the world, has prioritized English in its educational system. It has been introduced at all levels (middle, secondary, and university) because it is a global language that is widely used in scientific and technological fields. The primary goal of its establishment is to meet the demands of globalization, connect with people all over the world, and strengthen international political and economic relations. Numerous changes have happened in the Algerian educational system since 2001 as a result of inadequacies discovered in previously implemented systems, particularly the communicative and teaching by objectives methods. New teaching methods and approaches have emerged as a result of the fast change that the world's educational systems are constantly experiencing. In 2003, the Algerian MNE began making more reforms to its educational system in order to adapt it to national and global requirements. To satisfy those requirements and face the challenges of the twenty-first century, learners must develop abilities such as cooperation, creativity, critical thinking, and communication. With the support of that reform and the implementation of the modern approach namely CLT.

In this chapter we will deal with the reform of Algerian educational system and we would focus on the Algerian EFL context by referring to the ELT (English Language Teaching) in Algerian secondary schools in an effort to paint a clear image Ofits objectives than wshed light on the most effective strategies for improving and developing the communicative ability.

2-1 The Reform of the Algerian Educational System

In the aim of demonstrate improved to the country, a process of reconciliation was introduced early 2000. As a result, a series of political and economic changes were implemented in order to satisfy the goals of the reconciliation process. These reforms impacted the education system.

2-1-1 context

Algeria is going through a period of significant political, economic, and social change. In this fast-changing environment, the education system as a whole must adapt. Inappropriate methods and materials, low baccalaureate exam success rates, high school dropout rates, and rising youth unemployment are all evidence that the education system has to be reformed in an economic environment of globalization and accelerated technological innovation. The need for educational reform, which was perceived at the beginning of the 1990s, could not be realized due to the state of instability that characterised this time in Algeria's history.

In May 2000, the president of the Algerian State establishes an ad hoc commission for educational reform, therefore expressing his desire to expose the nation to “categories of intellectual and social modernity” and finally turn the page on Algeria's recent past.

In July 2002, the National People's Parliament approved a reform of the education system aimed at a qualitative transformation in order to better meet the demands of the young generation's preparedness in a new framework of civic, social, and economic involvement.

This educational reform in Algeria is based on the recommendations of the World Report on Education (Dakar 2000) for the beginning of educational action plans at the end of 2002.

2-1-2 High Education's Obstacles

The diagnostic, which was completed prior to the execution of the reform, found a number of shortcomings in the Algerian educational system and identified the key concerns that developed for the problem of teaching outcomes. To begin with, on the level of compulsory teaching, the low level of success in the basic teaching exam (BEF), the rate of grade repetition at different levels of education, which was growing in obligatory teaching, as well as the high rate of kids who dropped out of school, all indicated the need for a rapid transformation in the educational system.

In terms of post-obligatory teaching, the analysis revealed a significant disparity between general secondary schools, which served the majority of students, and technological secondary schools, which faced the issue of insufficient information and orientation at the end of fundamental teaching, which was reflected on the orientation at the end of secondary school. Furthermore, the baccalaureate exam success percentage was very low, ranging between 25 and

35 percent. Finally, as a result of significant demographic pressure, higher education suffered from weaknesses acquired by learners at previous levels (MEN,2003).

The 2003 reform was conducted in response to the challenges that occurred with regard to the quality and relevance of education in Algeria. The three main stages of the 2003 reform are:

- Planning:**
- _ The introduction of pre-school
 - _ The restructuring of the core teaching's duration
 - _ The secondary school is being rebuilt in three sections

- Teaching:**
- _ The assessment of the pedagogical content of the teaching n
Material
 - _ The assessment of information technology

- Methods and Content:**
- _ The assessment of the new curriculum at all levels of education
 - _ The implementation of new teaching methods.
 - _The introduction of new textbooks and new evaluation methods

2-1-3 Pedagogical Reform

The reform of the teaching and learning process is a major component of the 2003 reform, which aims to improve the relevance and quality of learning. This pedagogical change represents a new vision of education, one defined by a method oriented on the development of specific competences and that places learning at the heart of the teaching learning process.

The abilities to be learned by learners and the exiting features at each level have become the guiding concepts of educational programs, textbooks, and evaluation reference frames. The emphasis on the development of competent persons necessitates a new conception of education that is less concerned with acquiring information and more concerned with improving each individual's capability to respond to new requests and adapt to new conditions.

Thus, the three components of the 2003 reform constitute three intervention axes:

- (1) The updating of curriculum, textbooks, and other teaching materials;

- (2) Educator qualification and motivation through trainings;
- (3) Reorganization of the duration of the teaching and learning streams.

The updating of Algerian school programs and textbooks was therefore a crucial element of efforts to improve the quality and relevance of education, which were therefore started in 2003 in an atmosphere of national political reconciliation and a limited amount of time (MEN, 2003).

2-2 An Overview Teaching Methodology in Algeria

The teaching of English as a foreign language (EFL) in Algeria has necessitated the introduction of new methods from both teachers and applied linguists in order to meet the country's search for modernity and development. As a result, the Algerian system has always been preoccupied with adjusting students' orientation along the lines of shared ideas among educators about the type of method to be planned for teaching. Miliani (2003) defines this latter as follows:

“The sum of course designers' expectations about language and language learning... It is a combined philosophy that takes into account both Vocabulary and the learning process”. (Meliani,2003 :20)

Throughout our country's educational experience, several philosophies have played a role in the creation of a series of performance skills in the learner, and have been interpreted into syllabuses and timetabled programs.

This section would explain the most relevant methods and procedures for teaching English in the Algerian curriculum, with an emphasis on how communication was recognized and addressed in the national context.

2-2-1 The Grammar-Translation Method

The GTM method was created to teach students classical languages such as Latin and Greek. Following that, its methods were expanded to teach modern languages such as French and English. During the 1960s, it had a powerful impact on the Algerian educational sense of teaching English, influencing all educational levels.

According to Bougandoura (2012: 47), if we look at the textbooks used at the moment, we can find that they were published in the early 1960s by P.M. Richards and Windy Hall in a collection of ELT textbooks:

- 1960 : ‘Anglais Seconde Langue’
- 1961 : ‘Anglais Seconde Langue’
- 1962 :L’Anglais par la Littérature’
- 1963 :L’Anglais par la Littérature’
- 1963: ‘La Vie en Amérique’

It is worth noting that these are French-designed ELT textbooks, and they focus on memorization of vocabulary pieces and grammar rules only because reading and writing were emphasized as key skills and nothing more.

Less emphasis is placed on listening and reading, including pronunciation while the communicative skills are neglected, as Rivers demonstrates.

According to (Rivers 1968):

“...No emphasis is placed on correct grammar and intonation, and communication skills are ignored; there is a stronger emphasis on understanding rules and exceptions, but no instruction is given in actually using the language to convey one's meaning.”

(Rivers, 1968:17)

This method ignored communication and was heavily criticized for concentrating solely on grammar principles and isolated phrase drills. Cook (2003) asserts that Instead of communicating in the language, every accomplishment was calculated in terms of detailed accuracy of grammar usage and vocabulary. The Grammar Translation Method was heavily reliant on translation to teach language, which may lead to interference, misunderstanding, and a lack of respect for communicative practices.

2-2-2The Direct Method

This method was named "direct" because it taught the foreign language without the use of or explanation from the mother tongue. Similarly, it was mostly seen as an extension of the Grammar Translation Method because it required more use of the target language when

teaching. Algeria used this approach mainly in middle school in the early 1970s, as a result of a series of ELT textbooks beginning with:

- 'Success With English' (1968)
- 'Andy in Algeria' (1975)
- Learn English With Us for
- 'Madjid in England' (1976)
- 'Learn English With Us'

Almost all of these textbooks were written at the same time (1977), with a focus on mastering speech and oral skills over reading and writing. This approach not only ignored the accuracy of communication as part of imitation and training without giving any clarification to the students. However, she also refused to use translation in the classroom, assuming that learning a foreign language should be processed in the same way as learning one's mother tongue (L1), by associating new vocabulary to related concepts.

Similarly, this method was widely criticized because it went to great lengths to teach the language while relying heavily on classroom drills, ignoring the fact that the conditions demanded the use of real-life situations. As a result, the students were unable to communicate successfully in the foreign language. Alternatively, Algerian educational officials were prompted to doubt its dependability and began searching for a new viable approach to pave the way for good EFL learning and teaching.

2-2-3 The Structural Approach

A new approach was implemented into the Algerian curriculum at the end of the 1970s and early 1980s. The Structural Approach was prominently featured in the presentation of L.G Alexander's textbooks 'Practice and Progress' (1967) and 'Practice and Progress II' (1968). For the three secondary school years, use 'Developing Skills' (1967). It was special, but it included much of the ideas and practices found in the Direct Method.

It emphasized skills based on listening, communicating, reading, and eventually writing and concentrated on drilling structures in oral practices. This method was also criticized because it placed a high value on drilling word and sound types. It, on the other hand, ignored the practical situations that occur in the real world. Bougandoura (2012:48)

2-2-4 Language Teaching Using a Communicative Approach

The general observation regarding previous methods and approaches was that there was a lack of communicative skills in class, which contributed to the development of Communicative Language Teaching. According to Hymes (1971), a modern approach spotted the lights on actual target language communication and realized that language learning necessitates not only general knowledge of a collection of grammar rules and an appropriate quantity of vocabulary, but also those rules that He defines as "the rules of use without which the rules of grammar will be useless.". They provide students with the opportunity to learn how to express the intended meaning, interpret messages, share feelings, and negotiate meanings interpersonally within a particular context. It was first used in the Algerian education system in the 1980s and 1990s by illustrative course books such as:

- 'My New Book of English' for the first-year at the secondary level.
- 'New Midlines' for the second year.
- 'Comet' for the final third year

These series, according to Bougandoura (2012), were created to help learners use their target language more effectively. It concentrated on fluency and accuracy in pronunciation, which are complementary elements located under different communicative strategies to keep learners focused on both the pronunciation of the utterances as well as grasping their meanings in language usage.

In either case, this solution has often been criticized due to its proposed requirement for the provision of a suitable classroom environment that provides for group work and student interaction. This type of classroom, however, cannot be afforded in the Algerian context due to a shortage of schools and a large number of students, which impedes communication instruction.

2-2-5 The Competency-Based Approach

To address the obstacles that learners face both inside and outside of school, and to provide a cohesive relation between all of the acquired skills and competencies, The CBA was implemented in Algeria's educational system. This modern approach is intended to assist the

learner not only in acquiring knowledge for memorizing and retention as appropriate, but also in sharing, exchanging, and cooperating with others.

This methodology, as stated in the Accompanying Document of English Programme (ADEP), is influenced by and based on cognitivist and social constructivist conceptions of learning and teaching (2011: 83), The syllabus designers suggest that while this strategy is learner-centred, it is important to:

_Consider diverse learning patterns by offering a variety of learning conditions.

_Consider the language as a medium or mode of communicating in order to provide the learner with the ability to use it in a meaningful way

_ Provide activities that lead to a need for true or meaningful communication by emphasizing the message's content rather than its form.

_ Provide activities that lead to a need for genuine or actual contact by emphasizing the essence of the message rather than its form.

_ Offer different and multiple reading and listening conditions to emphasize comprehension and understanding on development.

_ Encourage the learner to look for context in the communication rather than only words and isolated utterances.

2-3 The objectives of ELT in Algerian secondary schools

The aims of teaching learning English in secondary schools are based on the overall goals of the Algerian educational system reform that was implemented in 2003. Therefore, teaching English as a second foreign language aims to provide the learner with a global perspective that encourages him to share ideas, knowledge, research, and developments and to build a good citizen who is respectful and capable of incorporating cohesively and effectively in the globalization process (Syllabus of English of 3rd year, 2011: 57). Four main categories of objectives can be mentioned: linguistic, methodological, cultural, and socio-professional

2-3-1Linguistic Objectives

_ To provide the learner with the fundamental linguistic materials (grammar, vocabulary, Pronunciation and the four skills)

_ Enable the learner to understand and communicate in the target language with ease.

_ Allow the learner to successfully complete his or her studies at university or in a Professional setting

2-3-2 Methodological Objectives

_ consolidate and improve learning methods aimed at autonomy, rational thought, and self-evaluation

_ Develop the learner's mental and analytical skills in analyzing, synthesising, and assessing through a variety of relevant tasks.

_ Prepare the learner for a career by teaching them how to use English texts rationally.

_ To allow students to use and manipulate different documents while still being knowledgeable in topics that are not covered in class

_ Allow the learner to use ICTs due to their importance in the learning process.

It is interesting to note that Algerian policymakers and academics make an effort not to adopt ICTs as a separate subject, but as an essential component of all subjects in all streams and at all levels. That is, any teacher, regardless of specialization, is supposed to learn from ICTs as instructional delivery resources.

2-3-3 cultural objectives

_ Increase the learner's intercultural understanding by introducing him to a variety of civilisations and cultures.

_ Promote interdisciplinary learning by putting topics learned in other subjects together to incorporate all of the content.

_ To pique the learners' interest and inspire their open-mindedness in order to gain access to the cultural ideals brought by English.

2-3-4 Professional and Social Objectives

_Enable the learner to be an active participant in life after continued his degree.

_To maintain interdisciplinary coherence as an effort to incorporate the learner's overall knowledge.

In his introduction to the teacher's handbook, Ashour (2003) states that these objectives of the Algerian English teaching programmed are significant, but the most important thing is that they seek to provide Algerian learners with the instructional opportunities they need to improve their learning. In the light of globalization, the increasing demand for English as a means of access to contemporary science and technology, as well as economic growth, has resulted in intriguing changes in Algeria's educational system.

As a result, objectives, pedagogical methods, and teaching and learning concepts are all merged to achieve predetermined targets. We should presume that teaching English, or any other foreign or second language, in Algerian schools is to help students improve their ability to communicate in the target language (Celce-Murcia: 1984; Ghour: 2003).

Indeed, learning English as a foreign language can be used as a way of communication either as a mother tongue or a second or a foreign language for people who speak English. We must all deal with people from other parts of the world, whether for work or pleasure. Another thing to consider is that learning a foreign language will help to promote intercultural mutual understanding. then, The aims of language teaching are to promote communication in society - outside of the classroom.

2-4 EFL Teaching's Finalities

The Algerian policy makers view the teaching of foreign languages, especially English, as an indication of communication with people worldwide. The study of the English language must be designed with the aim of assisting our society in becoming more harmoniously integrated into modernity. This implies full inclusion in the growing linguistic culture of people who use English in all forms of translations This involvement must be based on the exchange of ideas and perspectives in the fields of science, history, and society. This will allow one to get to know oneself and others.

Teaching foreign languages will help learners gain access to sciences and technology, encourage them to cultivate their creativity in all of its universal ways, and empower them to

explore and manipulate materials on their own making a link to their area of study, and being prepared to sit for examination (Chibani, 2003)

2-5 Teaching English Language to The 3rd Year Secondary Pupils

Algerian secondary education lasts three years, from the ages of fifteen to eighteen. During these three years, the pupils' workload increases dramatically, with three to four hours of weekly interaction with the English language depending on the stream. Recognizing that secondary education serves as a rigorous training for the baccalaureate examination (BAC), which is conducted at the end of the 3AS, human and pedagogical capital and energies are directed toward this objective, which is the key diploma needed to undertake university studies. The table below summarizes the teaching of English as a foreign language in secondary schools at the third-year level, as well as the weight, time load, and textbook used (**Table 1**).

Class Level	Streams	weight	Weekly time load	Textbook
3°AS	Scientific Streams:			New prospects
	- Sciences	2	3H	
	- Mathematics			
	Management and Economy:	2	3H	
	-Technological Steams	2	3H	
	-Civil Technology			
	-Mechanical Technology			
	-Chemistry	2	3H	
	-Electrical Technology	2	3H	
	Literary stream			
-Philosophy and literature	3	4H		
Literature and foreign languages	3	4H		

Table 2.1: ELT in secondary school, Third Year Level

2-6 Teaching Communicative Skills in The Secondary School

The new changes in the Algerian educational system prompted a re-definition of the needs and objectives of foreign language teaching and learning in Algerian schools. The emphasis of this section of the research study is on communication skill at secondary stages of education in the Algerian context, in terms of its goals, instructional methods, and learning outcomes.

The secondary school consists of three years of study during which the English language is learned in. One textbook is planned for each year, as seen in **Table 2**, and is focused on the principles of the CBA, which stresses effective communication as well as form and teamwork between learners and the teacher. At this stage, secondary education can be said to seek to prepare pupils for the Baccalaureate test, which is required for university admission. It should be recalled, however, that pupils study English for at least seven years before attending university, and their understanding of the language is generally inadequate due to a variety of reasons such as overcrowded programs and insufficient teaching time, as well as no systematic communicative competence, less writing assignments, and poor context knowledge of foreign language culture.

Learners in secondary schools (3AS) are expected to have an adequate command of the key functions and to be able to express themselves in English with proper fluency. They are subject to various forms of dialogue and are expected to progress from skill acquisition to skill use. That is why the (3AS) curriculum is organized around themes rather than functions, such as (family, emigration, pollution, etc.), since the emphasis would be on authentic communication rather than individual functions. The language constructs will be learned, the rules will be established, and then the knowledge will be consolidated through various practices. Furthermore, in order to achieve sufficient fluency, the four language skills must be learned in an integrated manner.

Years in the secondary School	Tex books	Files
1st Year	At the Crossroads	Getting through
		Once upon a time
		Our findings show
		EUREKA

		Back to Nature
2nd Year	Getting Through	Signs of the time
		Make peace
		Waste not, want not
		Budding Scientist
		New and tales
		No man in an island
		Science or Fiction
		Business is Business
3rd Year	New Prospects	Ancient civilizations
		Ethics is business
		Education in the word
		Advertising, consumers and safety
		Astronomy ans the solar system
		Feelings, emotions and related topics

Table 2.2: Secondary School Textbooks.

2-7 pupils' English textbook

Getting through, at the Crossroads and new prospects are the English textbooks published in previous years for pupils in their first, second, and third years of secondary school. According to the Teacher's book, they follow "the National Curriculum for English published by the Ministry of National Education in December 2005" (Teacher's Book Getting Through,2006:3). It is a program translation in terms of goals, approach, material, and assessment. They adhere to the guiding principles that define the curricula and take into account our pupils' social and educational backgrounds, as well as Algerian cultural values. They also use CBA, which is both learner-centered and project-oriented. Because of their pedagogical value, textbooks will, in effect, render the syllabus more manageable. On the one hand, they assist learners in

memorizing informations, details, and skills, and on the other, they attest to the completion of tasks and lessons in class. Indeed, the process of information learning that necessitates the learners' intense academic engagement with the pedagogical material of the lessons (Zico, 1974:38).

2-7-1 EFL Textbooks Objectives

One of the primary goals of these textbooks is to encourage effective communication between the teacher and the learner. This implies that teachers must adopt the appropriate attitude in order to hold students accountable for the satisfactory execution of their studies.

Indeed, textbooks are the symbolic representation of the theory. Following the four-year course obtained at the Middle School, they have experiences that are likely to promote and improve individual competencies at a critical point where knowledge and skills are strengthened. Since a textbook design is said to be inspired by an adopted approach (White, 1991:3), the same CBA concepts used in the first four Middle School textbooks have been implemented in these textbooks. The three competencies mentioned in the National Curricula are established at all levels of these books, across a variety of tasks and activities.

The secondary education is the point at which pupils "specialize" in various fields (science, math, technology, etc.). This is reflected in the fact that there are training units in classes specifically designed for "science and technology" or "arts and international languages" sources.

2-7-2 Organization of EFL Classroom Textbooks

The textbooks are divided into instructional classes. Each unit focuses on a particular topic chosen by the curriculum planners. The contents the three competencies of communication, interpretation, and development in each class, as a series of roles and activities are planned to lead and contribute progressively to the project's construction.

Each textbook unit revolves around a broad topic chosen for its general importance as well as the practical language it produces. The students investigate topics related to abilities, roles, related techniques, and language types that are relevant to the subject of each unit. Naturally, the focus in both units is on skills, since the syllabus's statement of results is written in terms of what the learners should do with the language. However, before approaching each unit, the

learner will consider a segment that explores the new words that will be included. It also helps to engage students in a brainstorming session to get them to share what they know about a given subject. This is a vital section in which the students add their own information and relate it to what is in the text.

In terms of content degradation, learners can assimilate certain language items more easily than others due to their degree of simplicity. We can see in these textbooks that the given assignments get more difficult and demanding to the students as each unit progresses (i.e. from oral to written language, and from guided language practice to free communicative use).

2-8- Definitions of the Main Concepts Related to Communicative Skills

In learning English Algerian pupils are required to communicate fluently and accurately regarding the social context. As Hymes (1971) stated in Brown (2007:218) theory of communicative competence that consists of the interaction of grammatical, psycholinguistic, sociolinguistic, and probabilistic language components, students are hoped to be able to convey meaning and multiple spoken text that have specific communicative purpose, text structure, and linguistic features. That is, speaking is the most important communication skill to master. Therefore, there are crucial parts of communication for students to achieve speaking competence we are going to mention below

2-8-1 Fluency

Fluency refers to the ease and speed with which you convey your ideas, particularly when speaking. A few grammar errors may emerge here and there in the explanation, but it should be given in such a way that it is easy to grasp and demonstrates your command of the language. The crystal (1977) Bryne's (1986) The country (1991) "*Fluency may be characterized as the capacity to convey communication meaning without too much uncertainty and too many pauses, which can lead to communication obstacles or breakdowns.*"

Hughes (2002, 14) defines fluency as "*the capacity to communicate oneself in a clear, rational, and correct manner without too much hesitation, else the conversation will collapse because listeners will lose interest.*" This definition demonstrates that fluency and accuracy go hand in hand, that is, to be fluent implies to generate utterances quickly, smoothly, and

accurately. The most significant components of fluency are speed and pause. Thus, fluency may be accomplished by designing classroom activities that assist students in not just negotiating meaning, but also in correcting errors and avoiding communication breakdowns.

2-8-2 Accuracy

Despite the fact that accuracy and fluency are thought to be strongly related for linguistic purposes The capacity to construct proper sentences with accurate grammar and vocabulary is referred to as accuracy. “*Accuracy refers to the employment of accurate forms where utterances do not contain faults impacting the phonological, syntactic, semantic, or discourse characteristics of a language,*” writes Bryne (1988, 84). thus when generating language, learners should concentrate on a number of aspects, primarily grammatical structure and vocabulary, and use them in oral interactions.

Paying too much attention to accuracy leads to students' incapacity to utilize the language. To reduce errors, they break down statements, translate them, and examine them from several perspectives. According to Nunan (1999, 226), "accuracy includes accurate use of vocabulary, grammar, and pronunciation." As a result, pupils should be able to generate an endless number of proper grammatical and vocabulary phrases.

2-8-3 Grammar

Grammar is the collection of rules that govern the structure of a language, and it includes syntax (the arrangement of words to make phrases and sentences) and morphology (the study of words and how they are formed). It is the linguistic system in which the principles of that language are organized.

It is well understood that a sentence requires a subject and a verb, which can be followed by an object, complement, or an adverbial, and questions are frequently constructed by flipping the order of subject and verb or bringing an operator for this function Harmer (2001). The syntax of speech differs from that of writing.

Nunan (1989), quoting Littlewood (1981), asserts that “grammar is a fundamental resource in utilizing language communicatively.” That is to say, grammar is critical in assisting individuals to communicate and comprehend.

2-8-4 Vocabulary

In terms of vocabulary, accuracy refers to the capacity to pick the relevant words when speaking. According to Lewis (1997, 3), "*language consists not of traditional grammar and vocabulary but frequently of multi-word prefabricated pieces.*" That is, appropriate vocabulary may be attained by selecting the ideal words with the precise meaning.

Regardless of the fact that students attempt to express themselves, they lack the necessary vocabulary or use it wrongly, as in the case of synonyms, because not all of them may be used in the same context.

2-8-5 Pronunciation

The act of pronouncing words or the manner in which a language is spoken is referred to as pronunciation. It relates to how learners develop and pronounce a language that the listener can understand. According to Redmond and vrchota (2007, 104), "*it is critical that you use the proper term in the proper context and with the proper pronunciation.*" Pronunciation is defined as "*saying words in ways that are widely acceptable or understood.*" As a result, if the listeners are unable to grasp what has been stated, the pronunciation is inaccurate. As a result, the accuracy is not obtained.

According to Omari (2015,29), "*pronunciation is a critical speaking sub-skill and by far the starting point for every oral engagement since the success of any communication process is intimately related to the mastery of the sound system.*" Learners who want to improve their communication skills should practice their pronunciation, as well as plan their speeches, voice loudness, and rehearse before speaking.

2-9 Activities to Improve Communication Skills

English language teachers in Algerian EFL classes are conscious of the importance of communicative competence for their pupils; their purpose is to teach students how to think and convey their thoughts and ideas to others. According to Harmer (1998), "*the teacher should encourage pupils to participate in speaking activities for three main reasons: practice, feedback, and engagement.*"

Therefore, teachers should construct communicative activities to develop students' communication skills; through these activities, students can feel the language and understand what it is like to communicate in English in a real-life setting. They can analyze themselves and recognize their strengths and flaws when speaking, and they can effectively join in a discussion and contribute. In brief, multiple communicative activities are used to build communication skills, and the teacher is the leader of these activities.

2-9-1 Discussion

A discussion is an oral conversation between two or more persons on a certain issue in order to accomplish a conclusion or exchange views. It is the most common interaction used in courses; hence, discussion allows both learners to utilize the language and teachers to assess the learners' communicative competence.

The act of discussing and debating a subject trains student how to articulate and defend themselves politely while disagreeing with others. Teachers create an intriguing topic with a controversial sentence that encourages learners to participate and share their thoughts. Teachers separate their students into groups in this sort of exercise to allow them more time to consider and arrange their thoughts with their peers as well as their errors so that they do not feel humiliated when discussing.

While learners participate in debates in their groups, the discussion is a highly beneficial activity to build and strengthen their communication skills in foreign language (FL), as well as to become more confident about what they have to say.

2-9-2 Role Plays

Role play is a type of educational communicative practice that encourages students to communicate and express themselves. Ur (1996, 131) described role-play as “*all types of activities in which learners imagine themselves in a situation outside the classroom, sometimes playing the part of someone other than themselves, and employing language suited to this new context.*”

It is not a simple task to encourage students to practice their communication skills in the classroom, due to a variety of factors that make them feel humiliated and irritated while

communicating role play is an excellent exercise that allows students to practice communicating and using the language; it is also a fun activity for the majority of the students. Because it is done in pairs or groups, this exercise offers them the ability to overcome their anxiety of performing in front of the class.

Learners are expected to apply all of their language expertise in this task. Revell (1979, 16) defines role play as "an individual's spontaneous behavior in reacting to others in a fictional setting." There are two sorts of role play cards: role cards and cue cards. In the first type, the instructor explains to the students their roles and allows them to act and communicate openly, but in the second kind, students must follow what their instructor has prepared for them. Role play is a direct interactive practice that encourages students to engage in spontaneous oral exchanges and stimulates them to improve their communication skills.

2-9-3 Storytelling

EFL Algerian teachers usually encourage their pupils to share a story or an experience with them; this is one of the most prominent teaching approaches known as storytelling.

According to Givón (1997, 162), "when learners share their tales and experiences, it can drive them when they meet with prompts and cooperation from their audience, learners can recount stories from prior experiences, or summarize a tale." It is a great tool that teachers utilize to improve their students' competence and fluency.

Teachers can tell a tale to their students and encourage them to repeat it in their own manner and words in this exercise. We can argue that storytelling encourages imagination while also improving the learners' communication skills by utilizing all of their language skills. It is not required for them to narrate true stories; they can tell jokes, riddles, or even make up their own. The most essential element is to speak and utilize the language, which allows teachers to identify students' linguistic problems and assist them in developing them.

2-9-4 Story Finishing

All EFL teachers agree that students learn English through communication. Teachers should provide a classroom atmosphere in which students may engage in real-life communication and meaningful assignments that help them improve their communication skills. Narrative finishing is one of the most successful free-speaking exercises in which pupils sit in a circle and the teacher begins telling a few phrases from the beginning of the story and

stops narrating, then asks each student to resume narrating from the point where the previous one stopped. Students are allowed to narrate and add new characters, events, and locations; however, they must tell more than four sentences.

This practice encourages students to engage, improves their verbal skills, and improves their listening skills. Story completion is a teaching speaking practice that allows students to talk for an extended period of time without interruption while also promoting other abilities.

Conclusion

Algeria established a new educational reform in 2003 to meet the demands of globalization and to enable pupils to build obvious ties between what they learn in school and their everyday lives outside of it. This, however, cannot be accomplished unless learners manage their own learning processes and are independent, both of which are necessary for the communicative competence, the approach by which the new educational system was developed. The present chapter attempted to describe the Algerian EFL situation in relation to the newly planned educational system and its relationship to communication. Its goal was to identify the key points where communication influenced the teaching and learning processes in secondary schools. Then we address our investigation's instructional environment. In reality, we attempted to offer a bird's-eye view of the methods employed by teachers, the syllabuses they follow, and the textbooks available to them in this chapter. We also aimed to shed light on the characteristics associated with secondary school communicative skill instruction. In fact, it should be remembered that teaching communicative skills should not be viewed as an afterthought to training, but rather as an essential component of it.

Chapter three

Fieldwork

The current research collected data from various sources using a variety of research tools such as a questionnaire administered to students, another for teachers, and an interview with a general inspector of English, the data was analyzed using a mixed approach that combines both quantitative and qualitative methods.

Similarly, the current chapter is devoted to data analysis processes and the interpretation of the results obtained from each tool. It also sheds light on the main findings and conclusions gained from this case study .

3.2 Data Analysis Procedures

A data analysis method will be undertaken in order to reach conclusions and achieve the goals of this study. Data analysis, like data gathering, would rely on a combination of qualitative and quantitative methodologies in order to achieve multi-level analysis.

The data collected in third year classes Mohamed Dib secondary school in Tiaret provided a clear image of how Algerian EFL teachers implement the CLT , how pupils respond to that teaching and what are the obstacles that faces both teachers and learners , and the strategies utilized in the teaching and acquisition of the oral skill. As a result, this chapter represents the study's practical part, which entails the application of both quantitative and qualitative data analysis approaches.

Finally, the key findings of this study are described in this third chapter to show how far the research study's questions have been answered. In other words, it attempted to establish a link between the stated hypotheses and the actual recent advances depicted in the obtained findings.

3.3 Learners' Questionnaire

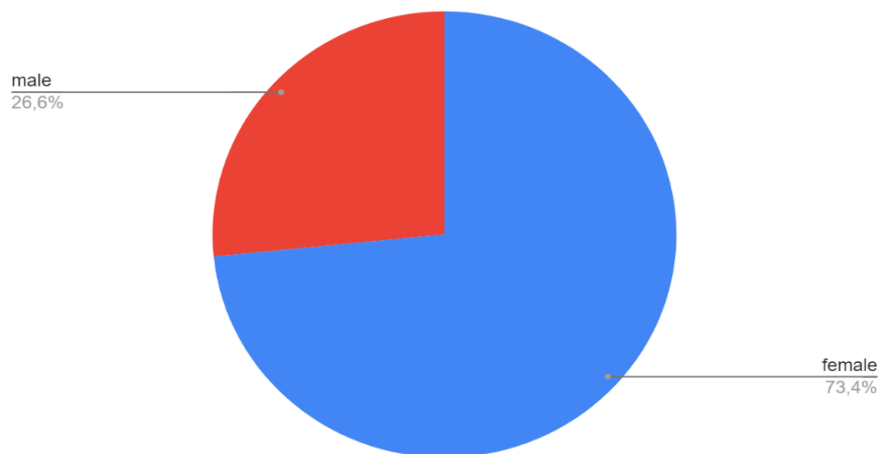
The first questionnaire in this exploratory case study was given to seventy-nine third-year literary and science learners (Literary and Philosophy, and Literary and Foreign Languages and Practical Science) at Mohamed Dib secondary school. The questionnaire was administered and returned in two sessions in May 2021. The first session was held from 09:30 to 10:30 for Foreign Languages and for Literary and Philosophy learners, and the second from 10:30 to 11:30 for science pupils. The data gathered from the questionnaire were quantitatively and qualitatively analyzed.

3.3.1 Findings

Before providing any information about our matter of importance, the researcher introduced three questions to determine learners' age, gender, and field of study. The findings revealed that the learners' ages ranged from 17 to 18 years. According to their stream, their gender distribution and number are presented in the table below (Table 3.1).

	AF of learners		Total	RF of learners
GENDER	Science	Literary		
MALE	7	14	21	26.60%
FEMALE	22	36	58	73.40%
Total	29	50	79	100%

Table 3.1: learners' stream and Gender



I was noticed that there is a big differences between male and female , the number of female (73.40%) is superior than male (26.60) this shows that girls have a more tendency to participate than boys

Question 1: What is your Favourite Subject

The major goal of this question was to determine learners' interest and tendency to learn specific subjects

SUBJECTS	AF	RF
ENGLISH	41	50.6%
ARABIC	8	11.4%
FRENCH	18	22.8%
MATHEMATIC	3	3.8%
FRENCH/ENGLISH	1	1.27%
ENGLISH/MATHEMATIC	3	3.8%
ARABIC/FRENCH/ ENGLISH	1	1.27%
ARABIC/MATHEMATIC	2	2.5%
FRENCH/MATHEMATIC	2	2.5%

Table 3.2:Learners' favorite subject

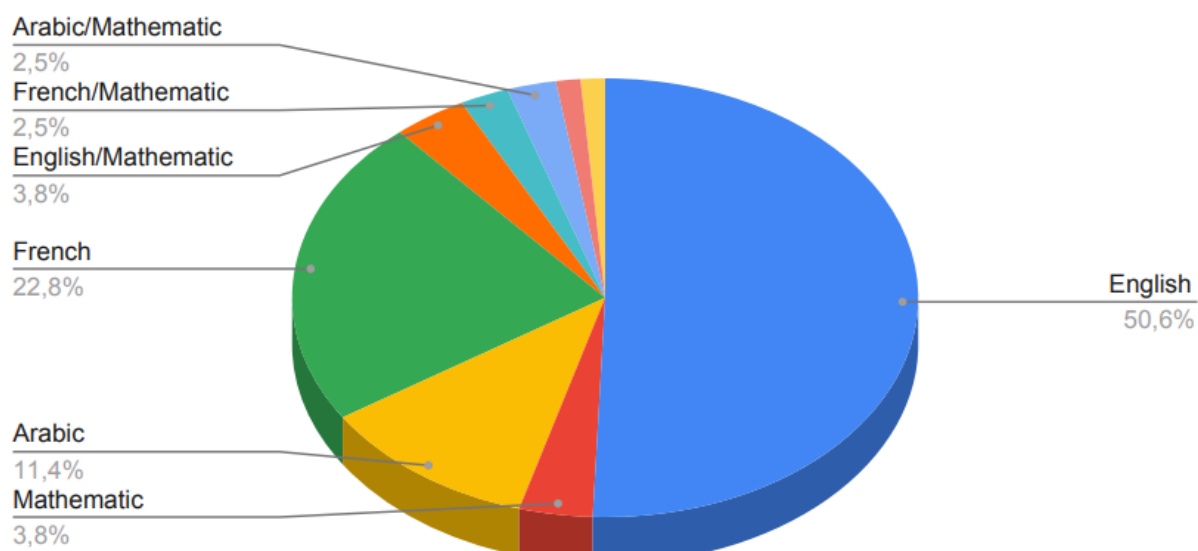


Figure 3.2:Learners' favourite subject

The table 3.2 and the figure 3.2 above showed us that The majority of respondents (50,6 %) indicated an interest in studying English, The second favourite subject for secondary learners is French, which they believe that it is the most spoken language in Algeria, while Arabic receives less interest, and only three learners choose mathematics as a favourite subject, despite the fact that not everyone has their same thoughts and impressions, and the majority of them struggle with it due to their limited concentration.

Question 2 : Learners' Satisfaction with the Teaching Quality

The table 3.2 below represent the results obtained when inquiring about learners' satisfaction with the quality of teaching, whether they are satisfied or not. The purpose of this question is to investigate the link between learners' perceptions of the quality of teaching and learning and their satisfaction, which was important in the attempt to improve teaching quality, as well as to discover the influence of the teaching and learning process on learners' performance and participation

	AF	RF
SURE	43	54.4%
NOT AT ALL	36	45.6%
TOTAL	79	100%

Table 3.3: learners' satisfaction with the teaching quality

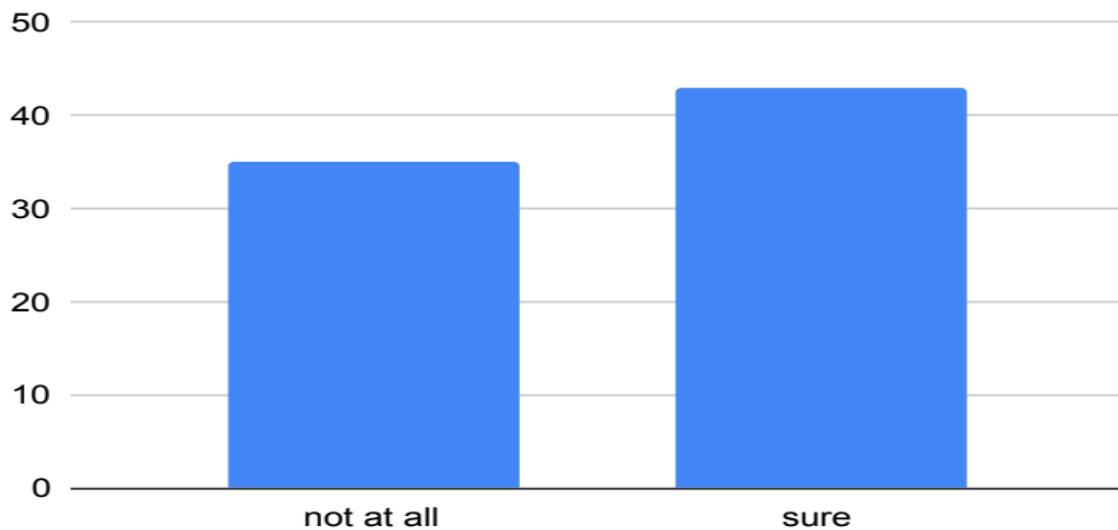


Figure 3.3: Learners' satisfaction with the teaching quality

The results clearly showed that the majority of learners (54.4 %) are satisfied with the quality of teaching, , whereas the others 45.6% claimed that they are dissatisfied,.

Question 3 : Learners' Comprehension of The Lessons

The purpose of this inquiry is to investigate the extent to which learners comprehend the lectures in the classroom. In order to determine the difficulties faced by secondary learners that restrict their comprehension, we asked them if they understand the lecture or not. the results of this question are showing in the table and figure 3.4 below.

	AF	RF
YES	74	93.7%
NO	05	06.3%
TOTALE	79	100%

Table3.4:learners' comprehension of the lessons

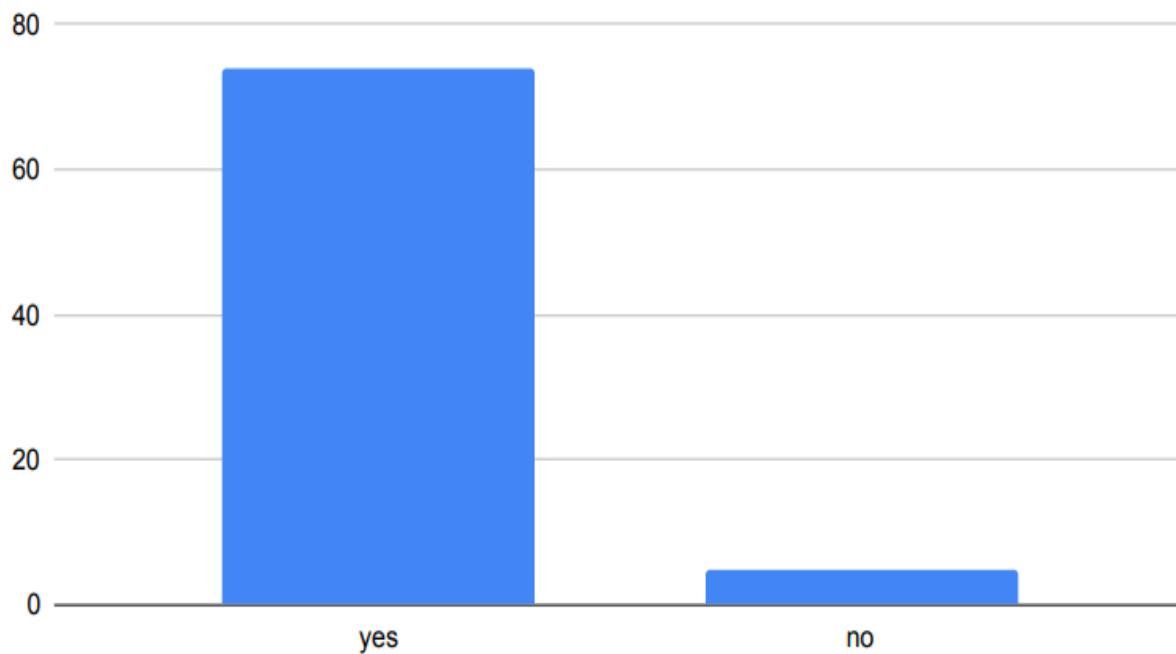


Figure3.4: learners' comprehension of the lessons

The findings show that the majority of pupils (74%) understand the lecture, whereas only five pupils (6.3%) are less comprehending the lecture.

Question4 : pupils' participation in classroom activities

This question sought to investigate the secondary school pupils' classroom participation and to identify the factors that contribute to it.

	AF	RF
YES	68	86.1%
NO	11	13.9%
TOTAL	79	100%

Table3.5:pupils’ participation in classroom activities

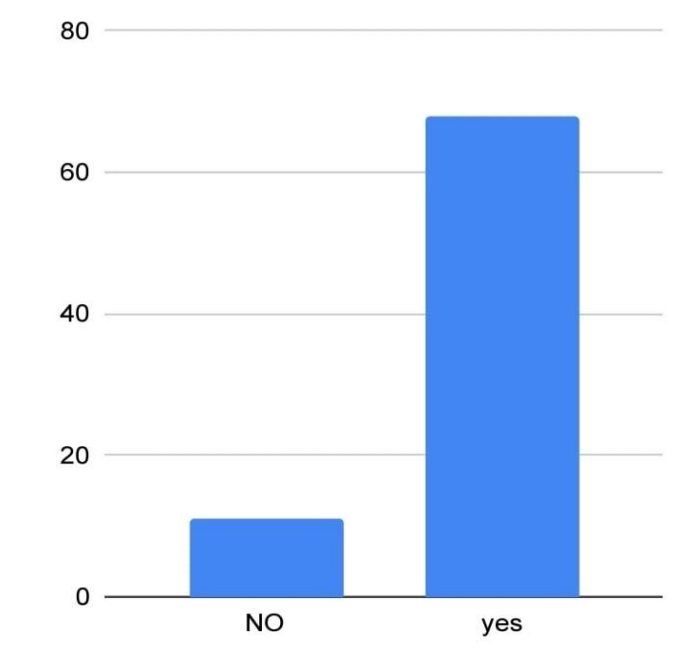


Figure 3.5: pupils’ participation in classroom activities

Concerning whether learners participate in class or not, the results revealed that they have varied responses, the majority of them (86.1 %) being active in class, implying that they interact with their teacher. Only eleven pupils do not participate at all, indicating that they are timid and do not feel comfortable speaking in front of their peers.

Question 5: Pupils’ Difficulties in Learning English

This question was posed in order to find out the difficulties and challenges that secondary pupils face when studying English from various sides (writing/listening/speaking/reading

DIFFUCILITIES	NUMBER
READING	5
LISTENING	15
SPEAKING	20
WRITING	19
NO ONE	14
READING/SPEAKING	4
WRITTING/LISTENING	1
WRITTING/SPEAKING	1
TOTAL	79

Table 3.6: Learners Difficulties in Learning English

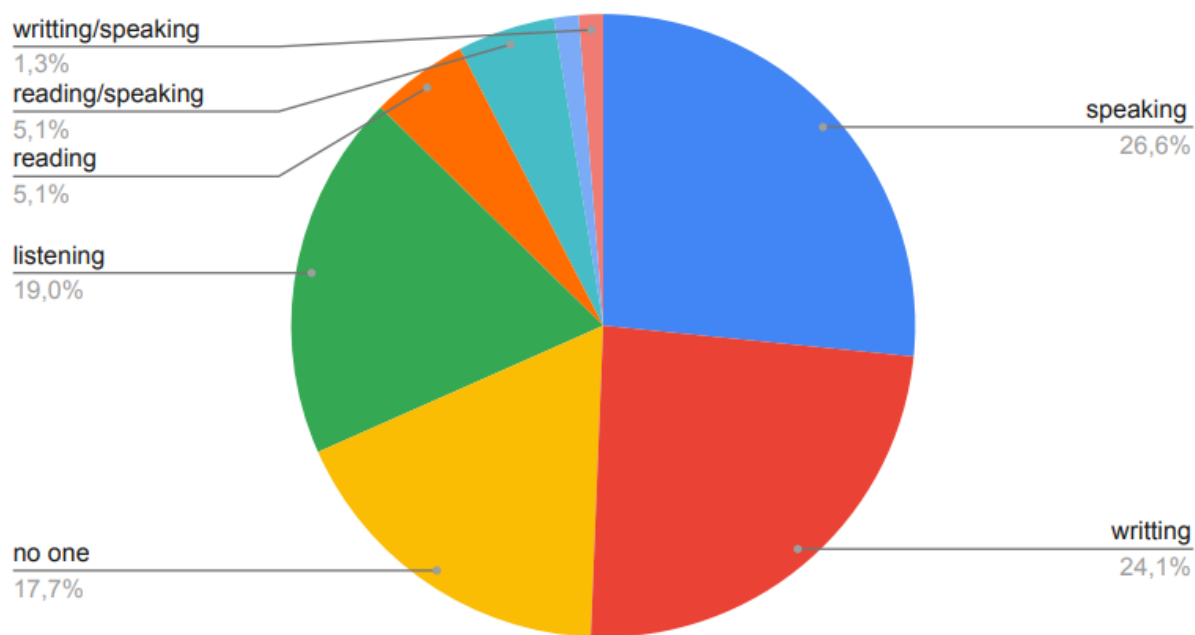


Figure 3.6: Pupils' Difficulties in Learning English

As figure 3.5 and the table 3.5 show us that There were 20 pupils (26.6 %) who had difficulty in speaking out of 79 respondents that were questioned. The most common problem expressed by these respondents was : fair of making errors ,while 24.1% of them struggle with writing and are disappointed that they do not understand how to use language and vocabulary, Other obstacles that learners face that prevent them from learning English, can be classified as follows: We identified 15 pupils who had difficulty listening and just 5 pupils who had difficulty in reading, whereas 14 respondents said that they had no difficulty, indicating that they are effective members in the classroom.

Question 6: The Preferred Strategies in the Case of a Misconception

The major aim of this question is to determine pupils preferences strategies when they don't understand a certain technique used by the teacher

Strategies	Using Arabic	Using French	Explain the meaning in English	Other ways	Total
NUMBER	30	18	26	5	79
RF	38%	23%	33%	6%	100%

Table 3.7: The preferred strategies in the case of a misconception

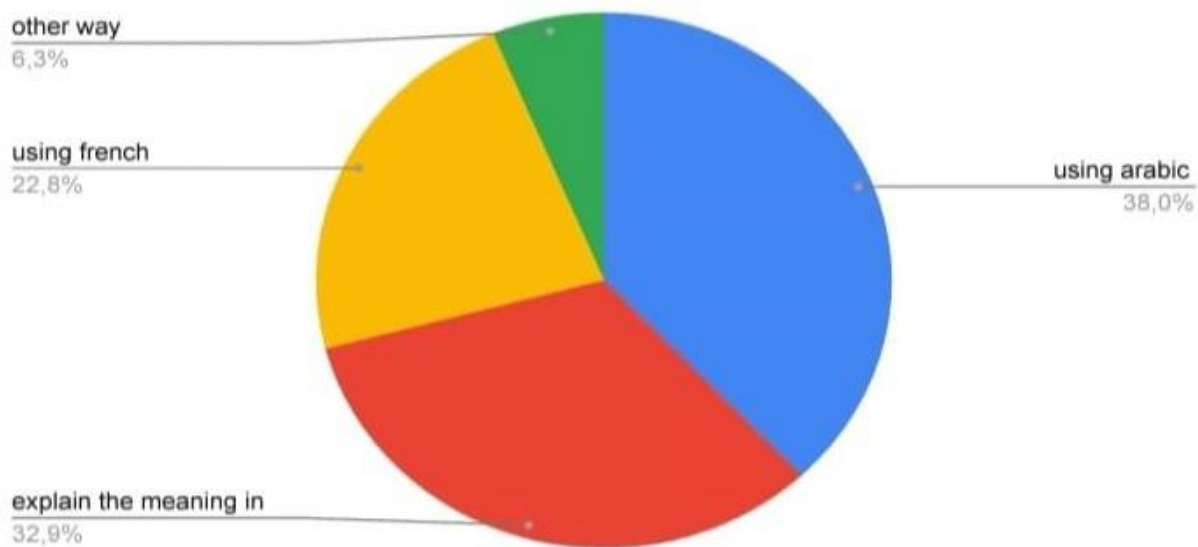


Figure 3.7:The preferred strategies in the case of a misconception

The findings in table 3.6 and figure 3.6 reveal that the vast majority of pupils (38%) prefer their instructor to explain the meaning in Arabic when they don't understand, whereas 30% of learners want from their teacher to explain the meaning in English. The remaining 23 pupils were divided into two groups: 18 of them preferred the explanation in French, while 5 learners proposed another methods.

Question 7: Pupils Interesting Activities

This question addresses the significance of providing pupils the opportunity to make choices in establishing a comfortable environment within the classroom as well as choosing the most interesting activities for them.

ACTIVITIES	AF	RF
GROUP WORK	39	49.4%
SONG	24	30.4%
PICTURE/VIDEO	05	06.3%
PLAY GAMES	11	13.9%
TOTALE	79	100%

Table 3.8 :pupils' interesting activities

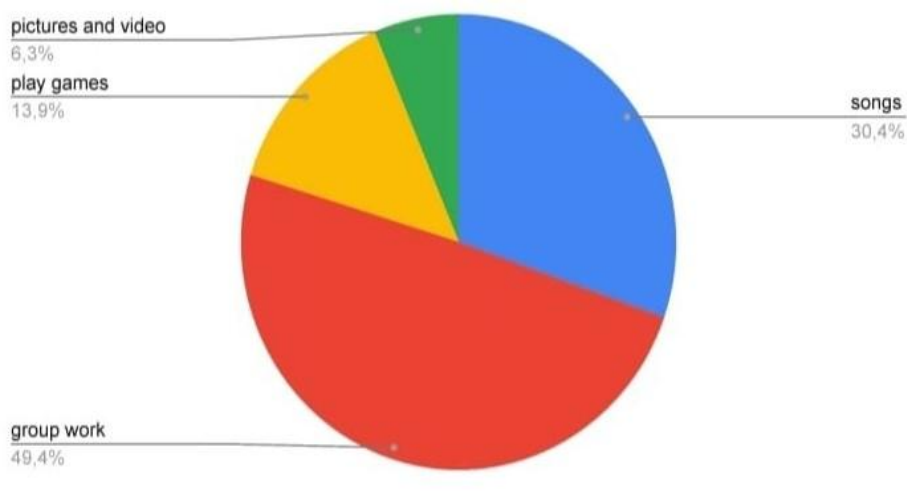


Figure 3.8: pupils' interesting activities

Many activities are incorporated in the teaching and learning process; we asked pupils to tell us about their thoughts and suggestions for the kind of activities

They are interested in .the most of pupils 49.4% show a higher interest in group work which mean that they are keen on communicative activities , 30.4% of them prefer the musical activities , While 14 % of pupils are interested in playing games as an activity , and only 6.3 % are interested in learning by picture and image.

Question8: Learners' Motivation to Learn English Language

The purpose of this question is to give an insight into learners motivation for learning English as a foreign language (EFL) at Mohamed dib secondary school. The question examines the many sources of pupil's motivation for learning English as a foreign language.

	AF	RF
Extrinsic	51	64.56%
Intrinsic	17	21.52%
No response	11	13.92%
TOTALE	79	100%

Table 3.9: Learners' motivation to learn English language

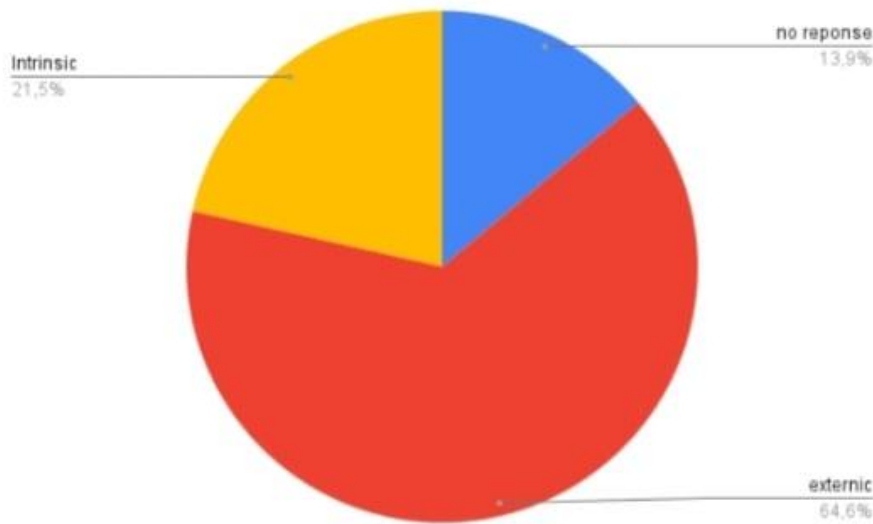


Figure 3.9 : Learners' motivation to learn English language

The table and figure above show that the great majority of pupils'(51) motivation in English is extrinsic ,While we only identified 17 pupils that are intrinsically motivated and declare that they want to communicate in English and study hard to learn the language. The rest of students have no response.

Question 9 : Does your teacher encourage you to communicate better

This question's aims are to determine the role of teacher in encouraging his/her pupils to communicate better. In light of this, we questioned students if their teacher encourages them or not the table 3.10 and the figure 3.9 below summarized the results

	AF	RF
YES	63	75.7%
NO	16	24%
Totale	79	100%

Table 3.10: The role of Teacher in Encouraging his/her pupils to perform better

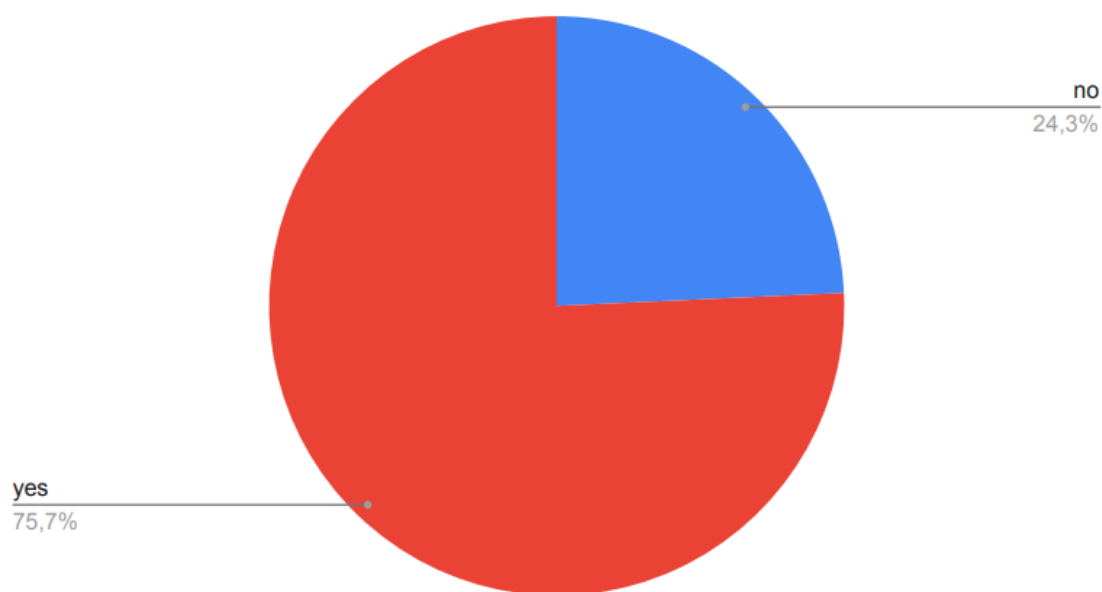


Figure 3.9: The role of teacher in encouraging his/her pupils to perform better

The findings demonstrate that the majority of pupils (60) indicated that their teacher encourages them and they explained how his words and actions could lift their communication skills up, whereas 19 pupils are dissatisfied with their teacher's role and indicated that he does not encourage them.

3.4 RESULTS Interpretation

The learners' questionnaire was created to evaluate the problems secondary pupils have when learning English language. Some of these difficulties are related to the source of the language, communication skills and grammar, but in the majority of situations, difficulties are generated by learners' own abilities. As a result, at this point in their English studies, students should develop certain characteristics in the areas of knowledge, skills, and interactions.

The information acquired in the first portion of the questionnaire was intended to determine learners' interest in a given subject as well as whether or not they were satisfied with the quality of teaching. Indeed, the vast majority (50.6 %) show a desire to learn English more than any other topic, feeling that it is vital to do so in order to get excellent results on the baccalaureate exam and boost their chances of obtaining it as a university field. Furthermore, they showed a

stronger desire to learn English because it is the language of international communication, the internet, and the media...., When pupils express satisfaction with the quality of teaching(54.4%) of learners indicate that they have a positive attitude toward the teaching and learning process, whereas those who express dissatisfaction (45.6) of learners signify that the teacher's knowledge and proficiency is insufficient to achieve students' High satisfaction. This close similar percentage indicates that pupils in secondary school have not yet acquired the high level of satisfaction with their requirements that were expected to be met.

The second part of this questionnaire sought to ascertain pupils' comprehension of the lecture and whether or not they interact with their teacher in the classroom. regarding this issue ,it turns out that the clear majority of learners 93.7% are understand the lesson , this indicates that they have background information concerning the lecture ,they prepare it before coming, also they ask for help when they find difficulties , and the most important thing to note is that they are mentally present in the classroom, The results show that the same types of learners who comprehend the lecture are active in the classroom and interact with their teacher, discussing complicated issues with him, implying that they succeed in creating a positive relationship with their instructor, so their communicative skills have improved .whereas a few of pupils (6.3%) do not understand the lesson which could be due to their lack of self-confidence in asking questions to the teacher when they are having difficulty in comprehending , this why they do not participate and they fail to contribute to the establishment of a responsive classroom . perhaps it may be due to their absence from the prior lesson, in which case they should study what they missed, this indicates that they are careless and unaware of the value of the English language. in Q5 concerning the challenges that face pupils in learning English language . , the majority of them (26.6 %) had difficulty speaking owing to a lack of language competence and the inability to achieve the necessary level of fluency. A lack of vocabulary, a lack of self-confidence to communicate, anxiety, shyness, and fear of speaking in front of peers, also the trouble in expressing words or phrases are all variables that have a direct impact on pupils' ability to speak fluent . Some of them stated that they were "afraid of making errors" because of other pupils' higher performance. Also some learners' carelessness, apathy, laziness, and inclination to other fields. All of these are factors that make it difficult for students to achieve complete English proficiency.

The third section of the questionnaire focuses on the importance of pupils' choices and motivation toward the learning process in influencing how effectively they learn,

When it comes to their preferred methods for acquiring and learning English, the majority of them (38%) prefer using Arabic, believing that it is an easy way for them to acquire and learn English. However, using Arabic in the English classroom hinders pupils' ability to practice English and reduces their opportunity to be exposed to input in English. According to Duffs (1994), L1 usage "prevents learners from acquiring input they could be exposed to in social contexts outside the classroom" (p. 32), 30 % of pupils preferred the explanation in English, as this will improve their communication skills. Choosing English translation assists pupils in achieving better performance, facilitating comprehension, assisting them in developing and expressing ideas in the target language, and increasing their motivation to learn English., while 22.8% of learners prefer the explanation in French, this is regrettable because it is a part of our linguistic environment and this is due to historical reasons. Concerning pupils' interesting activities, the vast majority (49.4%) favored group work due to its importance in solving complex issues, gaining time, and sharing ideas. The most important thing noticeable about group work is that it provides pupils with strong communication skills, allowing them to overcome any shyness, hesitation, or fear that may prevent them from speaking while others chose the musical activities (auditory learners), they believe that it is a very effective technique that should be used more in the foreign language classroom because it has a wide range of appealing to students. most of them appreciate music therefore it should pique their interest in learning a new language in a fun way.11% of learners prefer games, and this indicates that one of the greatest ways to keep students involved is to integrate some classroom games to make learning more enjoyable and interesting , just few of them favored learning by picture and image (visual learners) , Images and photographs enable artwork to be more effectively included into courses, and it is obvious that using pictures and images give teachers chances to enhance visual literacy alongside language development.

When learners were questioned about their motivation to learn English, which has been identified as an important component of both intrinsic and extrinsic motivation for learning, it influences and may decide the success or failure of foreign language acquisition. pupils are more intrinsically motivated to study English because they desire to pass the exam and get excellent grades, or to impress someone else, such as a parent, friend, or teacher. Only 17 pupils are intrinsically motivated for learning English, these respondents had a low level in comparison with the extrinsic motivation. note about these learners is that they want to achieve personal fulfilment. The rest of pupils have no response and this due to the lack of interest in learning English, they need a pressure to be motivated. therefore,one of the most effective

techniques a teacher can employ is encouragement. It is frequently the key to unleashing latent potential in pupils, particularly those who struggle to study. In this regard, we asked learners if their teachers encouraged them or not. The majority of them (75.7%) admit that their instructor encourages them and allows them to perform and interact with him. This shows that the instructor genuinely wants his pupils to be engaged with him in such a way that it affects pupils' communication performance.

Teachers' Questionnaire

A second questionnaire was created to collect thoughts and opinions from fifteen secondary-school EFL teachers in order to examine the research questions and hypotheses. The instructors were chosen at random from Mohamed Dib Secondary School in Tiaret's wilaya. All of the informants are full-time teachers, and their teaching experience ranges from more than five years to less than five years, implying that some of them began teaching before the new educational system reform, while others have been teaching since the CLT's adoption.

Questionnaire Analysis

The teachers' questionnaire is made up of 15 questions divided into three sections. The questions are closed-ended questions where the correct answer must be chosen from a series of options, yes or no questions, or open-ended questions where teachers are asked to make a statement or suggest other alternatives.

PART 01 : Background Information

The purpose of this section is to provide background information on the selected sample of teachers. In (Q1) they are asked to indicate their gender and (Q2) is roughly their age to know if they are mature enough to teach the new generation, They are also asked how long they have been teaching English in Q3 because we need to discover if those teachers have prior teaching experience or not. Finally, we asked them what their primary emphasis in class is.

Part 02 : Teachers' knowledge and Experience in Classroom

This section looks into teachers' knowledge and experience in the classroom. First and foremost, in Q4 they inquired about their attitude and behaviour toward teaching as a career , since teachers' views about their profession have an impact on their performance as well as dedication to their roles and responsibilities. that is why they are asked about the difficulties that face them in teaching English in Q5 Because Vocabulary development is an essential aspect of foreign language acquisition. The meanings of new words are regularly highlighted, whether in books or verbally, but some instructors are unsure about the ideal implementation in teaching vocabulary. Through Q6, the teachers were asked about the best way of teaching new words to learners since the sentence is one of the most important building elements of communication, sentences must be clear, concise, and comprehensive. in this regard, We asked teachers to identify the knowledge that pupils should have in order to build a meaningful statement in Q7. We also asked teachers what techniques they employ to keep pupils communicating fluently when they can't obtain the suitable word while speaking in Q8 and how they deal with students mistakes in grammar doing speaking , should they correct directly , interrupt them and suggest correction or simply ignore those mistakes and What types of mistakes should they fix directly .

Section 03 : The Obstacles that face Teachers in Implementing CLT

The objective of this part is to highlight the challenges that EFL teachers face while adopting the CLT in the classroom, namely fluency and accuracy, because these are also the primary goals of communicative language teaching. The first step is to discover whether or not instructors are familiar with the concept of communicative competence and its relevance. We next question them whether or not they utilize it in their classrooms. They are also asked if CLT improves their pupils and if they have seen any fulfilment, and if they have failed to adopt it, what are the obstacles that are hindering their effective implementation, and lastly we asked them to provide recommendations for successfully implementing CLT in the classroom.

3-5 Teachers Questionnaire

3-5-1 Results

Section one: Background Information

1-2 SPECIFY YOUR GENDER

1- Female

2- Male

GENDER	AF	RF
FEMALE	12	80%
MALE	03	20%
TOTAL	15	100%

Table 3.11:Teachers' Gender

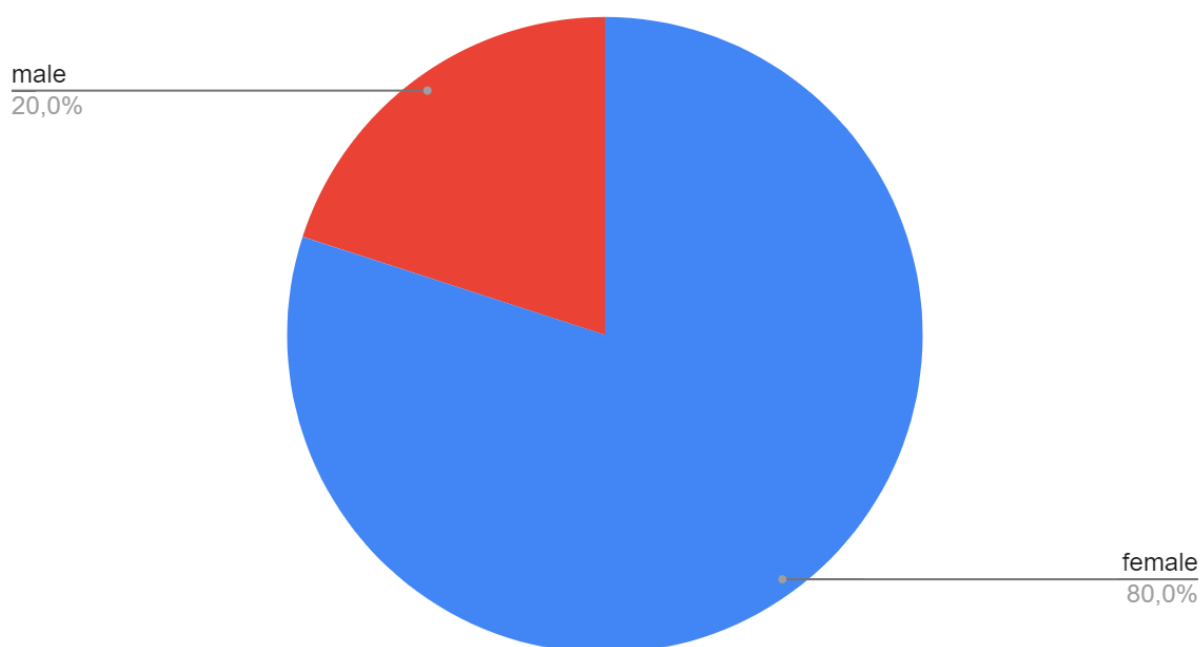


Figure 3.10:Teachers' Gender

The table and the figure 3.10 above illustrate that the majority of teachers are females 80% whereas the remaining respondents are males 20%

2-Teachers age

AGE	AF	RF
25-30	04	26.7%
35-40	07	46.6%
45-50	04	26.7%
Total	15	100%

Table 3.12: Teachers 'age.

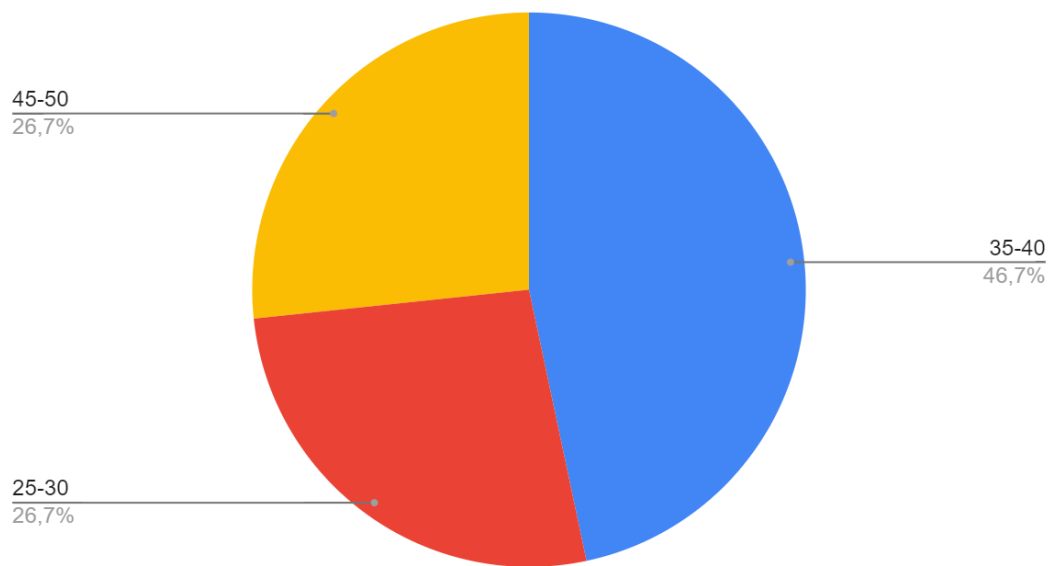


Figure 3.11: teachers' age

The figures in table 3.13 above show that the three split groups differ significantly, with the majority of instructors (46.6 percent) being between the ages of 35 and 40, while the remaining two groups of teachers (26.7 percent) are similar.

YEARS	AF	RF
More than 5 years	12	80%
Less than 5 years	03	20%
Novice teachers	/	/
Totale	15	100%

The figures in table 3.13 above show that the three split groups differ significantly, with the majority of instructors (46.6 percent) being between the ages of 35 and 40, while the remaining two groups of teachers (26.7 percent) are similar.

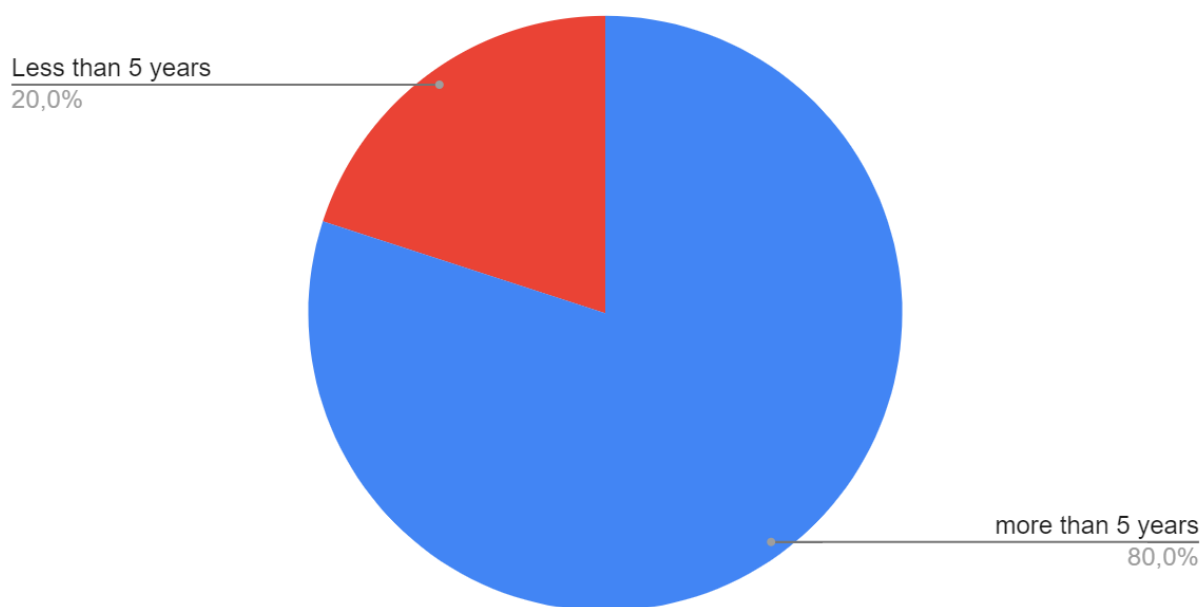


Figure 3.12: Teaching experience

The data reported in the table above demonstrate that 12 teachers have extensive teaching experience in English, having worked in the field for more than five years. However, only three teachers have a short teaching experience.

Section 02: Teachers’ experience and knowledge

Q4: Teachers’ Attitude Toward Teaching as a Career

	AF	RF
difficult	10	66.7%
Easy	05	33.3%
Totale	15	100%

Table 3.15: teachers’ attitude toward teaching as a career

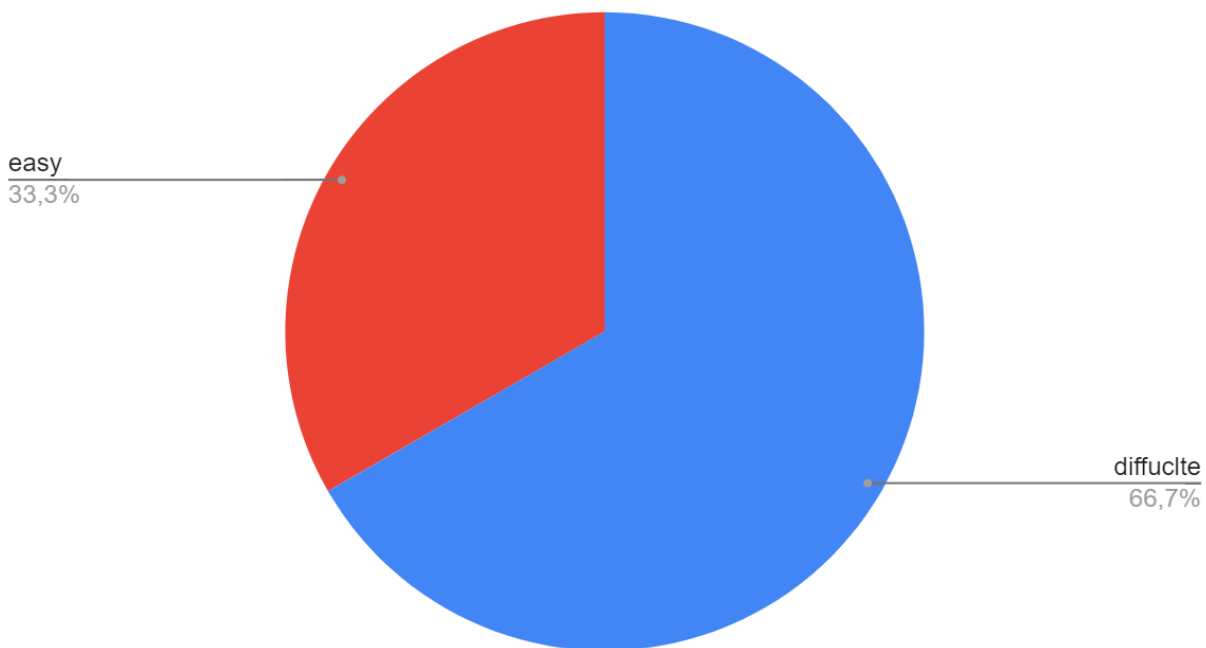


Figure 3.13: Teachers' attitude toward teaching as a career

The table and the figure above show that ten teachers state that teaching is a difficult career compared to other career, indicating that it requires training and education but it can be very fulfilling. On the other hand, five teachers state that they find the teaching profession easy.

Q5 : What are The Difficulties That Teachers Face

English language Teachers encounter various difficulties when teaching English within the classroom. The great majority agree on the Lack of professional English language trainers and the lack of materials, they add that they can't cover all the program due to the lack of time and the overcrowded classroom, whereas the others claim that their main obstacles in teaching English is the inadequacy textbook, it contains unsuitable units, no project to meet learners' need. The weak level and the misbehaviour of some learners is another major problem raised by

many respondents , but for novice teachers planning lessons and organizing time are their big challenge.

Q6 : The Appropriate Way of Teaching new Words

The purpose of asking this question is to find out the different strategies teachers use to teach new words in order to improve pupils' ability to absorb ideas and think more logically. The more words pupils learn, the easier they will be able to comprehend others' thoughts and express their own.

Table 3.16: The best way of teaching new words

	AF	RF
Guessing the meaning through the context	07	46.7%
Explain the meaning in English	03	20%
Translation	01	6.7%
Other way	04	26.7%
Definition	/	/
TOTALE	15	100%

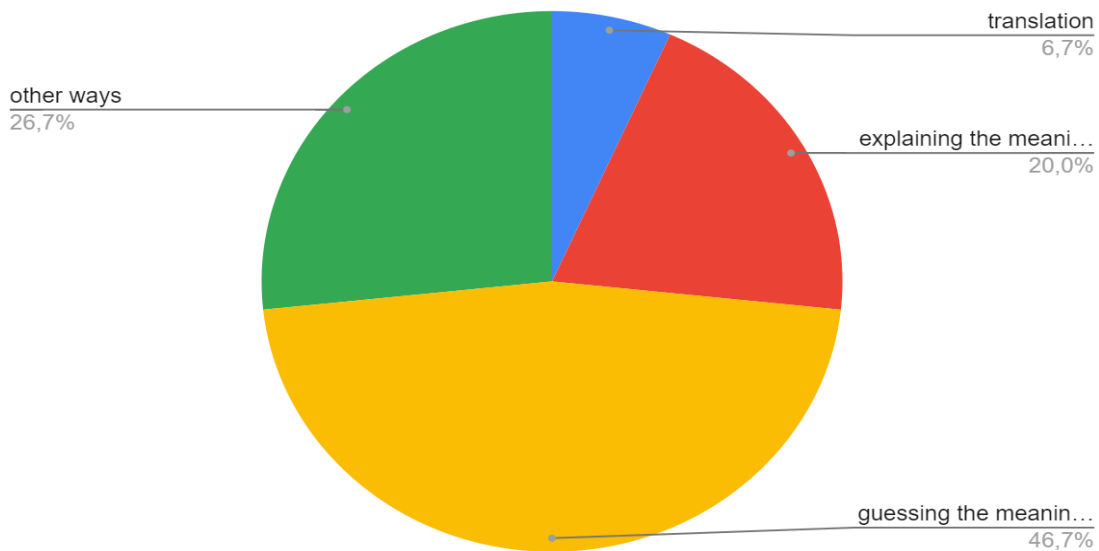


Figure 3.14: The best way of teaching new words

The great majority of teachers (46.7 %) believe that guessing the meaning based on context is the most effective approach to increase learners' vocabulary. However, 20% prefer to explain the meaning in English, while 6.7 % favour translation as a technique of vocabulary instruction, and the remaining 26.7 % select another approach.

Q7 : The Skills That Pupils Should Master in Order to Construct a Meaningful Sentence

Vocabulary	06	40%
Grammar	02	13.3%
Pronunciation	/	/
All of them	07	46.7%
None of them	/	/
TOTALE	15	100%

Table 3.17: The skills that pupils should master in order to construct a meaningful sentence

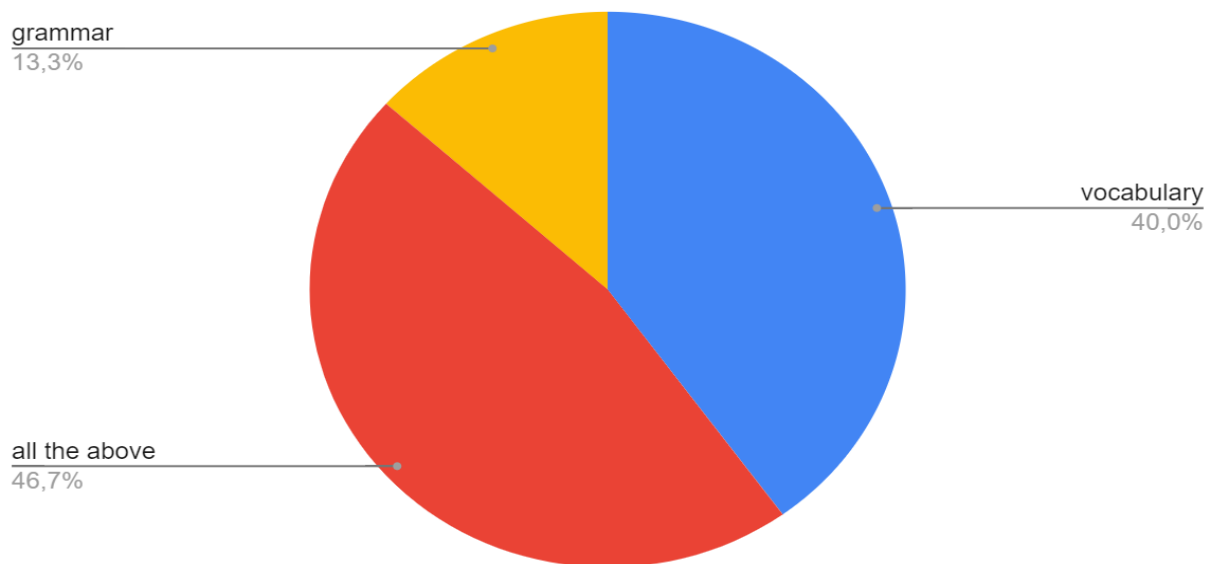


Figure 3. 15: The skills that pupils should master in order to construct a meaningful sentence

The goal of this study is to provide particular instructional strategies that may be used during constructing sentences , to help learners improve their editing abilities and expression.

Most of teachers 46.7% think that constructing sentence is certainly not an easy task, it is a highly complicated activity that needs the coordination of numerous processes (vocabulary and grammar) , while 40% of them claim that the learners need to master the vocabulary in order to build meaningful sentence , the rest 13.7% say that Grammar gives pupils the ability to build sentences clearly, which may have a significant impact on a pupil's ability to communicate.

Q8 : what are the methods used by teachers to keep pupils communicating effectively when they find difficulties

This question intended to determine the strategies used by teachers to maintain pupils' communicating effectively when they find difficulties

	AF	RF
Asking for help	07	53.3%
Miming or gesturing	08	46.7%
Other	/	/
Totale	15	100%

Table 3.18:The methods used by teachers to keep pupils communicating effectively when they find difficulties



Figure 3.16: The Methods used by Teachers to keep Pupils Communicating effectively when they find Difficulties

From the table 3.15 above we can notice that the highest percentage of teachers 53.3% claim that using gestures and mime is very useful, it may be applied not only to express the meaning of a word discovered in a reading passage, but also in speaking activities, since it focuses primarily on communication. It is well known that "teaching gestures" attract attention and improve pupils' speaking abilities whereas 46.7% of them stated that asking for help is the most effective strategy that enhances pupils' speaking abilities and keeps their communicative channel open when they struggle.

Q9 : How Teachers Handle Learners' Grammatical Errors

The aim of this question is to detect pupils' grammatical mistakes and how teachers may assist them improve their grammar and usage skills.

	AF	RF
Teacher should interrupt them and suggest correction	09	60%
Teacher should ignore that mistake	02	13.3%
Teacher should correct them directly	04	26.7 %
TOTALE	15	100%

Table 3.19: Teachers attitudes toward learners' grammatical errors

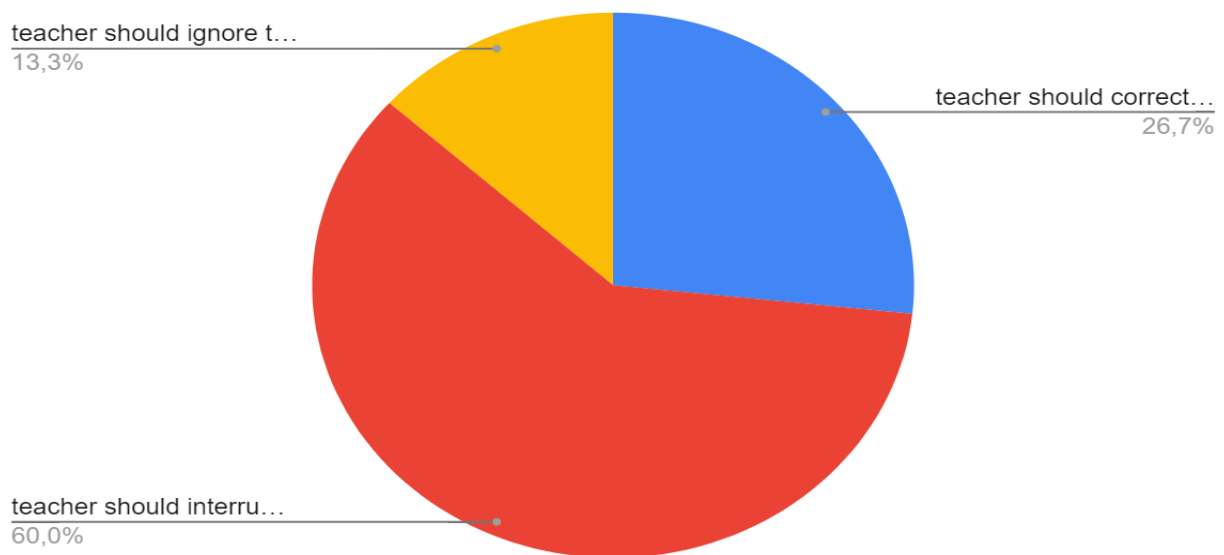


Figure 3.17: Teachers attitudes toward Learners' Grammatical Errors

The majority of instructors, 60%, agreed that they should interact with their learners and propose corrections, while 26.7 % said that they should immediately correct their learners' errors. The study also reveals that 13.3 % of teachers prefer to ignore their pupils' mistakes because they do not want to embarrass them.

Q10 : Which sorts of mistakes should teachers rectify directly with their pupils?

The aim behind this question is to discover the kind of mistakes that should be corrected directly in order to assist pupils with reinforcing correct language production abilities

	AF	RF
Grammar errors	07	46.7%
Pronunciation errors	03	33.3%
Language use	05	20%
TOTALE	15	100%

Table 3.20: The sorts of mistakes should teachers rectify directly with their pupils

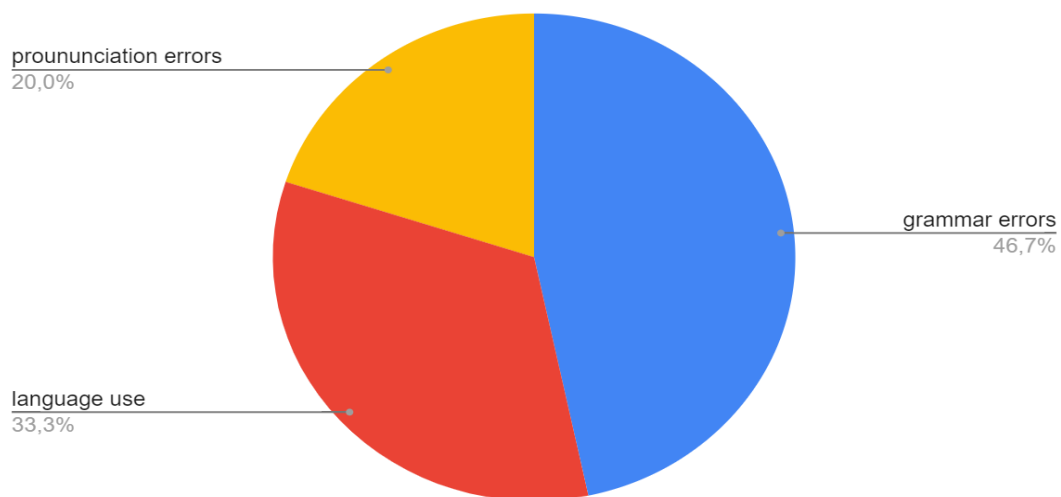


Figure 3.18: The sorts of mistakes should teachers rectify directly with their pupils

The results summarized from the table and figure 3.17 above show that the vast majority of respondents (46.6 %) believe that teachers should directly correct learners' grammatical errors, while (33.3 %) believe that language use errors should be corrected directly, and only 20% believe that pupils' pronunciation errors should be corrected directly

Section 03: The Obstacles That Face Teachers in Implementing CLT

Q11: EFL Teachers' Perception of The Concept of Communicative Language Teaching

This question seeks to investigate the communicative language teaching conceptualization of 15 EFL instructors, as well as whether or not they are aware of the concept of communicative language teaching

	AF	RF
YES	12	80%
NO	03	20%
TOTAL	15	100%

Table 3.21: EFL teachers' perception of the concept of communicative language teaching

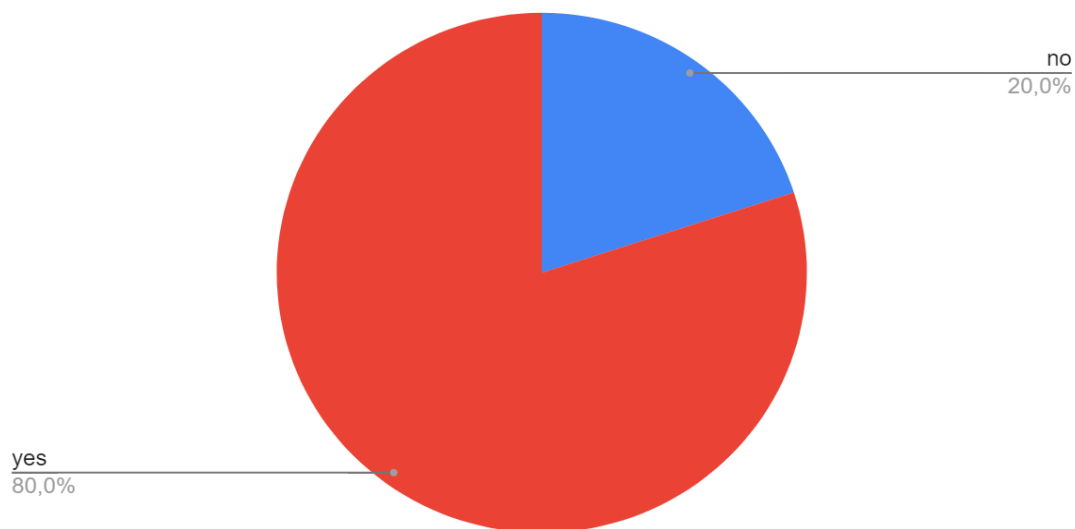


Figure 3.19: EFL Teachers' perception of the concept of Communicative Language Teaching

The figure demonstrates that the vast majority of instructors (12) in the field of English language teaching are aware of the notion of communicative language teaching , with just three teachers not understanding what it means.

Q12: if your answer is yes,what its relevance ?

The primary goal of this question is to establish the significance of CLT and to determine the extent to which instructors are aware of its value.

The majority of teachers agree that communicative language teaching is an important part of the learning and teaching process, especially for the younger generation; it influences pupils understanding and learning the vocabulary effectively; and a few of them claim that it improves learners' ability to use the language by allowing them to participate in extended discourse in real-world contexts. Others have said that pupils learn better, faster, and easier when they are acting in actual circumstances and doing their required tasks

Q13: Do you employ the CLT in your Classroom

The purpose of this question was to investigate Algerian English language teachers' attitudes about the usage of CLT.

	AF	RF
YES	13	85.7%
NO	02	14.3%
TOTAL	15	100%

Table 3.22:Teacher's implementation of CLT

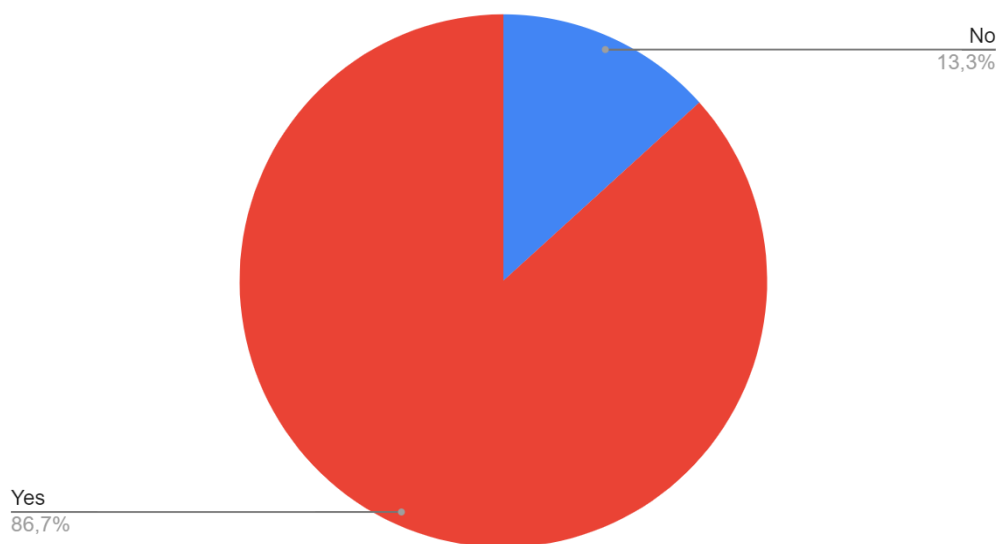


Figure 3.20: Teachers implementation of CLT

The table 3.19 above shows that the majority of instructors (86.7%) implement the communicative language teaching in their classroom, while 13.3% do not employ the CLT

Q14: Do you believe that the CLT approach assists students in EFL classrooms?

The major objective of this question is to look at teachers' opinions on how CLT can help learners and enhance their communication skills.

	AF	RF
YES	15	100%
NO	/	/
TOTALE	15	100%

Table 3.23: Instructors' attitudes about CLT assistance for pupils



Figure 3.21:Instructors' attitudes about CLT assistance for pupils

All instructors are unanimous in their belief that CLT benefits pupils in the classroom.

Q15 : What are the obstacles that Teachers face in implementing CLT

This question sought to find out the difficulties that impedes teachers for the successful implementation of CLT

Regarding the difficulties that teachers face while implementing the CLT approach in the classroom, two teachers claimed that they are unable to successfully implement CLT due to learners' low level, which means they cannot speak English and are impacted by their native language , As a result, they employed translation to teach English. They also let their pupils to speak in their mother tongue throughout class, this finding are related to what Wiesenthal declare : « Mother tongue is an essential part of the students' world: anytime explanations in the target language would be time-consuming, the students' mother tongue should be employed; translation is also acceptable »(Wiesenthal ,2008), white two others stated that they are failed to implement CLT owing to over crowdedness- classes and a lack of time for additional practice. 3 hours per week does not meet pupils' needs , moreover the charged programme and

the unsuitable unites in the textbook , similarly one other teachers should focus on these methods rather than the modern ones , These findings show that those teachers were not sufficiently qualified; they lacked the knowledge and skills to effectively apply CLT. Finally just one instructor stated that it is too difficult to apply CLT for his students owing to their low vocabulary level and lack of motivation, both of which play a critical part in improving pupils' communication abilities.

Q16 : What are the teachers' recommendations for the effective implementation of CLT

Teachers suggestions and recommendation for the successful implementation of CLT in classroom ,they call for avoiding long and charged programmed , reducing lesson and rely only on the appropriate one ,and those who have problems with the Overcrowded classes suggest to reduce the member of learners in order to facilitate the adoption of this method also they want to create a positive relationship with learners and foster the classroom interaction others focus more on cooperative learning , it involves pupils small groups to accomplish a learning task , indicating that it is an important part to rise pupils self-confidence and foster their speaking skills , one of them declared hat ,three main points must be changed the number of the pupils within the classroom should be decreased. The hourly volume of the English. The curriculum should be ameliorated.

3.5.2 Interpretation

Background information reveals that the chosen sample includes more females (80%) than males (20%), implying that the teaching profession is dominated by women since they are more interested in teaching than men are in (Q1) , Concerning (Q2), the majority of the teachers are between (35 to 40) years old, which means they are mature and qualified enough to teach a new generation, whereas we addressed 04 teachers between (25-30), they are young and do not know how to deal with learners in the classroom, and the table also shows that 4 teachers between (35-40), they are old and have less energy and vitality to meet the needs of learners.so the appropriate age to teach is between 35-40,in regards to Q3 concerning the experiences of teachers ,we notice that 13 of them have considerable teaching experience, having spent more than five years in the classroom; their replies are significantly more important than those of three teachers who have less experience.

Attitude toward the teaching career is seen as an important factor in comprehending teacher behaviour and emotions, and it also has a major impact on teachers' performance ,In this regard, we polled teachers about their attitudes toward the profession, the overwhelming

majority (66.7%) stated that they find teaching difficult. This could be due to the fact that they miss the vitality in classroom and the feelings of success and achievement in their work, or they failed to create a positive relationship with learners which leads to the issuance of judgments about the difficulty of the teaching profession, only 33.3% of them believe that teaching is an easy profession because they engage it with love and passion, and they have faith in their own abilities. These instructors know how to deal with different situations, and they have succeeded in building a proper classroom environment (see Q4), in Q5 we highlight the most difficulties that teachers face in teaching English in general, the major one is on the ethical side, some teachers do not know how to deal with the poor behaviour of some learners, so they should develop strategies to cope with classroom problems, another obstacle is the inadequacy of textbooks that contain unsuitable units and tasks.

Regarding teachers' knowledge, we asked them about the strongest way to teach vocabulary words. 07 teachers found that the most effective way to teach pupils new words is to make them guess the meaning through context. This strategy creates a great impact and gives pupils the ability to remember these words easily. 03 of them said that the ideal approach to increase learners' vocabulary is to explain the meaning in English and provide synonyms, suggesting that this technique allows learners to acquire twice as many terms and expands the intellectual balance of the pupils. Only one teacher claimed that he translates the meaning due to the pupils' low level; nevertheless, this is a poor strategy that hinders students' ability to acquire or utilize new terms. The remaining teachers propose alternative methods for teaching new words but they did not mention them. In this regard, we can state that the majority of teachers are adequately qualified and have a positive attitude toward teaching new terms; nevertheless, a few of them require further training and motivation.

In relation to Q6, we questioned teachers about the required skills that pupils should master in order to construct a meaningful sentence, and the vast majority of them (46.7%) stated that vocabulary and grammar are the most important instructional components that pupils should grasp in order to construct meaningful sentences with complete thought and clear idea. 40% of teachers say that learners must grasp vocabulary, believing that it is important for pupils to express their thoughts precisely while ignoring grammar because it serves a similar role, implying that they focus solely on linguistic competence. Only 13.7% of respondents are particularly interested with grammar, indicating that it helps in comprehensive language learning and the formation of regular patterns. Learners may become more accurate while using a language after learning grammar. This group of teachers is mostly concerned with traditional

methods..Finally, the majority of teachers demonstrate that they are teaching in the correct manner by including both vocabulary and grammar, since they are a required sector in teaching English. Our oral and written communication may be entirely misinterpreted if we do not communicate well and grasp the structure of the language.

Concerning, Teachers' methods in helping pupils to communicate effectively when they are failed to do so,the teachers were divided into two groups. Half of the teachers (53.3%) believed that mime and gesture facilitate communication, comprehension, and involvement specially when students failed to communicate fluently. Furthermore, mime and gesture make the teacher look more captivating, indicating that this approach allows pupils to be more involved and more likely to recall what they are taught in the classroom. The other half of teachers (46.7%) replied that if pupils fail to communicate effectively, they would rely on the communicative technique known as "asking for help" since it is a highly useful way to improve students' communication abilities and encourage classroom interaction. Furthermore, asking for help is one of the first self-determination skills that students will learn, allowing them to push themselves toward autonomy. So asking for help and mime and gestures are two main strategies that teachers use in order to enhance students communicative ability, actually they were supposed to propose additional communicative techniques, but they failed to do so, indicating that there is an urgent need for in-service training programs to improve their teaching abilities and equip them with current teaching approaches for teaching communicative competence.

In Q9 we asked teachers about how they handle learners' grammatical errors (60%) of respondents reported that they should interact with their pupils and suggest correction, since it facilitates language acquisition and helps learners recognize their faults, therefore improving acquisition. Whereas 26.7 % said they should address pupils' faults immediately because learners should acquire the language correctly and without errors, according to the data, 13.3 % of teachers prefer to overlook their learners' errors, meaning that while pupils are engaged in an oral communication, the teacher should not interrupt by "telling them that they are making errors .Finally, respondents were asked which types of learners' errors they should directly address. Grammar errors received the most attention from respondents (46.7 %), followed by language use (33.3 %), and pronunciation errors (13.3 %). Based on the prior discussions, there are significant contradiction between teachers' beliefs and actual practices, since the emphasis is all on accuracy rather than fluency.

Section 03: Teachers' Implementation of CLT

The first question highlights two major points of concern: teachers' perceptions of the concept of communicative language teaching and the extent to which it is important. To apply an affective CLT approach in the classroom, teachers must first grasp the concept and the significance of the approach to be employed. The results indicated that the majority of teachers are aware of the concept of CLT, which created a positive impression. Only a few of them were unable to comprehend the concept of CLT thus they failed to provide opportunities for communicative interactions and activities in their classes. The main issue is on the implementation of CLT in the classroom and whether or not teachers are efficient enough in filling the gap between CLT theories and putting them into practice in the classroom. The overwhelming majority (86.7%) responded that they use CLT in their classes, which implies that they focus on modern language teaching and are adequately and highly qualified. 13.3% of teachers do not use CLT, indicating that their theoretical knowledge of the CLT method is insufficient. Furthermore, those teachers are hesitant to use the CLT method because they believe that the translation method and other traditional methods are more effective. Language accuracy is more essential to these teachers than language fluency.

In Question 14, we questioned teachers about their thoughts and beliefs concerning CLT support for pupils and they all agreed that it is beneficial to pupils. There is a contradiction in their replies since they are aware of its importance and all believe that it assists pupils in the classroom and in real life, yet some of them still don't use it

Concerning The obstacles that face teachers in implementing CLT, The findings revealed that teachers had limited knowledge and abilities in CLT since not all teachers were trained in this approach. As a result, it is crucial for all ESL teachers to have the necessary knowledge and skills, as well as sufficient training on how to adopt the CLT approach to teach speaking skills. The findings also show that it is difficult for teachers to apply CLT without proper training since this technique requires both teachers and pupils to participate actively in class. Teachers must also devise innovative techniques for improving pupils communication and interaction. Pupils may struggle to communicate or participate successfully in the future if teachers continue to overlook speaking skills in ESL classes and rely solely on traditional approaches such as GTM.

3-5-3 The General Inspector's Interview:

A structured interview (see Appendix c) with a General Inspector of English was conducted online in June 2021. The purpose of this interview was to look into instructors' efficacy in utilizing CLT as well as the Algerian educational system's interest in CLT and its suitability for this new educational method.

3-5-4 Results

Question one : The General Inspector's Views about Teacher effectiveness in adopting CLT

According to the interviewee, EFL teachers are not yet effective enough to use CLT and are still depending on traditional teaching methods. He justified this by citing several causes and challenges, such as teachers' lack of professional and self-development, as well as instructors' resistance to change due to their fear of failing to adopt CLT. Teachers frequently misinterpret CLT in the sense that they do not know how to employ IT effectively. Indeed, teachers show resistance to this approach (CLT) because they feel that it was imposed on them without having a clear picture on why and how to apply it and make it beneficial. Furthermore, pupils who are unmotivated and lack confidence are more likely to dissatisfy the teacher, causing him to rely on his own decisions and judgments in the learning process.

Question two : Is CLT included in Teacher Educational Programs ?

According to the interviewee, CLT is not directly incorporated in teacher education programs, however CLT practices are included without being related to this theory. To elicit more information, the respondent was asked why CLT is neglected. The inspector stated that instructors simply require training and that theories and theoretical frameworks are unnecessary. Furthermore, it requires a proper setting in order to use this approach, which cannot be given at this time owing to a lack of resources.

Question Three :CLT Principles in Teaching Education

The purpose of asking this question was to elicit the informant's thoughts on the suitability of the Algerian EFL educational system in particular, and the EFL setting in general, for developing CLT environments. The interviewee expressed a deep dissatisfaction in addressing this issue arguing that the Algerian educational system does not provide appropriate conditions

for teaching/learning clt. In fact, there are several handicaps and obstacles such as the problem of crowded classes in addition to lack of equipment and materials including ICTs and laboratories. Moreover, in large classes it becomes so difficult for a teacher to rely on collaborative activities because learners are disruptive and there is less space for interaction and movement. Additionally, he mentioned the problems related to the whole Algerian educational context such as the crowded curricula, the imposed syllabuses and the inadequacy of textbooks for the different cultural background existing in Algeria.

Question four : Suggestions for Successfully Implementing Clt in the EFL Classroom

At the end of the interview and rather than being asked, the interviewee was provided with the opportunity to propose some suggestions to move towards CLT and learner-centeredness in the Algerian EFL classroom. The general inspector of English made the following suggestions:

- Above all, policy-makers should let educational experts work without imposing on them what to do and how to do things.
- Textbooks should be revised to provide pupils with more realistic, relevant, authentic, and engaging experiences.
- Provide enough and sufficient education for teachers.
- Make acceptance examinations for teachers more honest and objective.
- The classroom should be equipped with ICTs and the number of pupils in classes should be reduced.

3-5-5 Interpretation

Our interview with the general inspector of English revealed a gap between theoretical frameworks and pedagogical practices in Algerian EFL classrooms. Teachers do not work hard to improve their students' communication abilities since they do not rely on CLT in their teaching simply because they have not received any sort of training on such a method and its pedagogical consequences in teaching. Despite the fact that the Algerian educational system has been changed to benefit CLT, this method is being neglected in the training of instructors for work; teachers have insufficient knowledge on how to use CLT. Furthermore, teachers' fear of failing to apply clt in the classroom led them to use traditional teaching approaches.

Another difficulty that both teachers and pupils face is that the EFL classroom lacks the required conditions for CLT learning and teaching. The problem of overcrowding prevents teachers from using activities in which pupils become competent, and regulating them consumes a significant amount of the teachers' energy and time. Furthermore, a lack of materials in the classroom is another reason for not pushing forward with implementing the clt.

3-4-6 Recommendations and Suggestions

Since this report revealed that teachers in Mohamed Dib secondary schools did not engage in improving learners' communicative competence during three years of secondary school study, the researcher recommends and suggests the following.

1-To teach CLT in context, teachers require an in-service training program.

2-To use CLT in the classroom, teachers must have a solid conceptual knowledge of the approach.

3- Providing instructors with a teachers' guide to help them teach the courses more effectively.

4-Policymakers should include English speaking and communication abilities as aspects to be tested in standardized exams.

5- Raising teachers' awareness of the need of teaching correct pronunciation to their pupils.

6-Raising teachers' discourse competency awareness and teaching them on how to pedagogically improve their pupils' discourse competence.

7-Raising teachers' awareness of the roles that communicative techniques may play in helping learners enhance their ability to communicate in English, as well as training teachers on how to teach communicative methods.

8- and accuracy should be measured at discourse levels not on reading

some lines or choosing the correct verb tense to be filled in a blank.

9-When pupils make errors, teachers should avoid interrupting them. As a result, errors may be corrected once pupils finish their presentations.

10-avoiding a long and charged program, minimizing the number of lessons and relying just on the most relevant one

11-reduce the member of learners in classroom in order to facilitate the adoption of this method

Conclusion

This chapter shed light on the results collected from a variety of sources and research methods (questionnaire for learners and teachers and interview for general inspector) The results have shown that the common difficulties that impede EFL learners stem not only from their poor language proficiency (speaking, lack of vocabulary), but also from their preference for translation methods, as they want the teacher to translate the meaning into their mother tongue (arabic), as well as certain learners' lack of motivation and negligence, all play major roles in impeding the attainment of speaking abilities, on the other hand. Instructors' knowledge and experience in CLT are insufficient since not all teachers have been taught in this approach; moreover, teachers face enormous challenge such as a lack of time, overcrowded classes, and unsuitable assignments in textbooks.

Additionally, linguistic competency should be stressed in order to achieve a higher level of communication competence. If the system is to support the successful implementation of CLT, teachers' training and professional development must be addressed. However, if proper solutions are implemented, Algeria's desire to move toward CLT education may become a reality.

General conclusion

People confront difficult problems in their everyday lives as a result of the globalized world and the rising significance of the English language, not only in the educational sector but also in many scientific and technological specialties. Accordingly, much focus has been placed on how languages are learned. The purpose is to give learners with the tools, abilities, and competencies they need to be global citizens and lifelong learners.

New concepts and views about English language learning have emerged as a result of Algeria's educational reform. Language learning has seen the introduction of new techniques. CLT is a mandatory learning goal in national language education policies. To promote qualitative learning, implementing change and adopting novel pedagogical procedures has always been emphasized.

Therefore, this study is an attempt to look at the obstacles that EFL teachers face when implementing CLT in secondary school and Examining pupils' problems in applying full English Language , Not only to recognize the problems of both teachers and learners, but also to improve their communication skills in order to offer solutions to the deficiencies. As a result, the present research aims to answer the following questions:

- 1-What are the problems that impedes learners to communicate effectively and is the Algerian system of education handle the CLT or neglects it ?
- 2- what are the obstacles that teachers face in implementing the communicative language teaching in their classroom?

Thus, this research intends to investigate and confirm or disconfirm the following hypotheses :

- 1- the lack of knowledge of the linguistic aspects and the fear of making mistakes, shyness, lack of confidence, as well as the negligence and apathy of certain students, are all obstacles that prevent learners from communicating successfully
- 2- Teachers' knowledge and abilities in CLT are insufficient since not all teachers have been trained in accordance to this method; moreover, lack of time, overcrowded classes, and inappropriate assignments in textbooks are major hurdles for teachers.

- 3- Algeria's educational system ignores CLT and it is poorly unable to deliver communicative language teaching/learning environments

The findings clearly show that the common difficulties that impede EFL learners are their poor language proficiency (speaking, lack of vocabulary), their preference for translation methods, their fear of making mistakes, and apathy of few of them , as well as certain pupils are less motivated , all these factors play significant roles in impeding the attainment of speaking abilities.

The study also reveal that language competency is typically taught from one side while disregarded from the other. In terms of the traditional Methods , the study found that teachers at Mohamed Dib secondary schools taught grammatical rules deductively, while new words were taught by translating them into the learners' mother tongue (Arabic). and they concentrate on pupils' grammatical errors rather than their pronunciation errors . furthermore , The study also showed that teachers still adopting traditional techniques to teach linguistic competence, despite the fact that such approaches have no consequences for the discourse level. The study discovered that teachers in the targeted districts had little awareness of discourse competence; as a result, teachers are unable to engage in improving their pupils' discourse competence. Discourse competency, like language competence, is overlooked in classroom instruction. . so pupils' hopes of becoming effective communicators were destroyed since they had not been given or exposed to language components above the sentence level.

Finally, the study revealed that teachers in Mohamed Dib secondary schools carried out traditional lecture tasks. Such functions failed to engage students in the learning process. As a result of relying on such traditional roles (teacher-centred approach), learners may not acquire communicative abilities due to a lack of knowledge of CLT, a lack of time, overcrowded courses, and inappropriate textbook activities. Other factors limiting their language learning include a lack of comprehension of linguistic characteristics, a fear of making mistakes, shyness, lack of confidence, and so on. Furthermore, Algeria's educational system's apathy toward CLT, as well as the insufficient delivery of communicative language teaching/learning contexts, impede teaching and learning clt. As a result, the three presented hypotheses were completely confirmed.

APPENDICES

To address the research problem, an exploratory study will be conducted in the real field of education with 79 third-year students at Mohamed Dib secondary school (TIARET) and 15 English language teachers

1) Pupils' Questionnaire

The implementation of communicative language teaching in Algerian secondary school

Please answer the following questions by putting x in the appropriate boxes

1-Gender

1-Male

2-female

2-Age

16

17

18

3-brunch

Science

Literary

4-What is your favourite subject

Arabic

French

English

Mathematic

5-Are you satisfied with the quality of teaching

Sure

Not at all

6-do you understand the lecture

Yes

No

-why

7-Do you participate actively in classroom

Yes

No

IF your answer is no why

8-where do you find difficulties in English subject

Reading

Writing

Speaking

Listening

9-Which method do you prefer teachers use it when you don't understand

Explain the meaning in English

using Arabic

using French

other way

10-which activities do you think that enjoy and make the lesson more interesting

group work

play games

video

songs

11-What motivate you to learn more

.....
.....

12-does your teacher encourage you to perform better

Yes

No

2) Teachers 'questionnaire

We would be thankful if you answer our questions since it be very important for my investigation this study is conducted by English students of Tiaret University to better understand how to improve knowledge and skills .

1-Gender

Male

Female

2-AGE

25-30

35-40

45-50

3-How many years have you been teaching English ?

Less than 5 years

More than 5 years

Novice teacher

4-How was the work of teaching

Easy

Difficult

if your answer is difficult what are difficulties that you face ?

5-Teaching new English words is generously through

- Definition
- Translation
- guessing the meaning through the context
- explaining the meaning in English
- other ways

6-In order to create individual sentences in English, learners need to get knowledge in

- Vocabulary
- Grammar
- Pronunciation
- none of above
- other

7-When our pupils are communicating in English and are unable to find the appropriate words, which of the following strategies can assist them in keeping the communication channel open?

- asking for help
- miming or gesturing
- using Arabic word
- stopping or changing the topic
- other

8-On which of the following choices do you concentrate your classroom instruction?

- language function
- culture of English people
- registers of English
- omission
- all the above

none of the above

9-What happens when pupils make grammatical errors when speaking English?

teacher should interrupt them and suggest correction

teacher should ignore that mistake

teacher should correct them directly

10-What kinds of errors should teachers correct directly with their pupils?

grammar errors

pronunciation errors

language use

word choices

omission

11-Have you heard of the term communicative competence?

Yes

No

*Why?

.....

12-Do you implement communicative language instruction to help your learners build their communicative competence?

Yes

No

Why

.....

13-Do you believe that the CLT technique benefits pupils in the EFL classroom?

.....

.....

14-What obstacles have you instructors discovered in using the CLT technique in your classroom?

.....
.....

15-What are the instructors' proposals for using the CLT approach in their classroom?

.....
.....

3) Interview

-Do you think teachers are ready to take the move to work for successful implementation in classroom ?

-Is teaching communicative language teaching included in learning educational system?

-if yes what emphasized?

-do you think the Algerian EFL classroom is appropriate for creating CLT learning and teaching environment?

-what do you suggest for the successful implementation to be successfully applied?

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SUMMARY

Communicative Language Teaching (CLT) is a teaching methodology that focuses on developing communicative competence. The purpose of this study is to look at the obstacles that EFL teachers face when implementing CLT in secondary school and Examining pupils' problems in applying full English Language. The CLT approach has been used by students to enhance their English vocabulary, spelling, and pronunciation, as well as their grammar and punctuation. As a result of the program, students have become more confident in their ability to use English in real-life settings.

FRENCH

L'enseignement des langues communicatives (EFC) est une méthodologie d'enseignement axée sur le développement des compétences communicatives. L'objectif de cette étude est d'examiner les obstacles auxquels se heurtent les enseignants de l'EFL lorsqu'ils mettent en œuvre le CLT à l'école secondaire et d'examiner les problèmes des élèves dans l'application de la langue anglaise complète. L'approche CLT a été utilisée par les élèves pour améliorer leur vocabulaire anglais, leur orthographe et leur prononciation, ainsi que leur grammaire et leur ponctuation. À la suite du programme, les étudiants sont devenus plus confiants dans leur capacité à utiliser l'anglais dans des contextes réels

ARABIC

هو منهجية تعليمية تركز على تطوير الكفاءة الاتصالية. والغرض من هذه الدراسة هو النظر (CLT) تعليم اللغة الاتصالية في العقبات التي يواجهها مدرسو القانون الأوروبي عند تنفيذ الاتفاقية في المدارس الثانوية ودراسة مشاكل التلاميذ في تطبيق لتعزيز مفرداتهم الإنجليزية، والتهجئة، والنطق، فضلا عن قواعد CLT اللغة الإنكليزية الكاملة. وقد استخدم الطلاب نهج وتوقيتات. ونتيجة للبرنامج، أصبح الطلاب أكثر ثقة في قدرتهم على استخدام اللغة الإنجليزية في ظروف الحياة الواقعية