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The Implementation of Communicative Language Teaching in Secondary School
Case Study: Third-year secondary school pupils
- Ibn Rostom - Tiaret

A Dissertation Submitted to the Department of English in Partial Fulfilment of the
Requirements for Master Degree in Didactics

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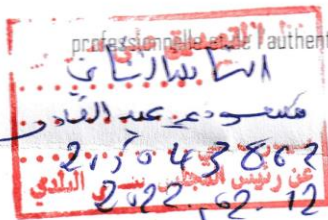
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Dedication

After Allah, who granted us the strength to endure and reach this point,
The first individuals we must acknowledge are undoubtedly our dearest parents.

Dad and Mom, thank you for being our greatest blessing
and for supporting us from day one

I hope this achievement makes you proud.

To our beloved sisters and dearest brothers, even though you might not have fully understood
what we were doing, your wholehearted support has meant the world to us.

To our extended family, friends, and everyone who supported us along the way, your
encouragement has been invaluable.

Lastly, to ourselves, we have fought against all odds, persevered, and succeeded. May this be the
beginning of a journey, not the end.

Let's continue to strive for greater achievements.

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List of Acronyms

- ✧ 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

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Abstract

This study investigates the implementation of the Communicative Language Teaching (CLT) methodology at Ibn Rostom School, focusing on third-year pupils. The research explores English language teachers' perspectives, familiarity with CLT principles, and techniques used to enhance learners' communicative skills. Data were collected through a questionnaire for pupils and interviews with teachers. The analysis revealed several obstacles hindering successful CLT adoption, including limited teacher training, an inflexible curriculum, a strict timetable for the national BAC exam, students' low proficiency levels, fear of making mistakes, shyness, and a preference for traditional methods. The findings indicate that the Algerian educational system largely neglects CLT, resulting in a lack of communicative competence among EFL learners. Despite these challenges, teachers attempt various techniques to improve students' communicative skills. The study highlights the need for comprehensive CLT training for teachers and systemic changes to foster a communicative language teaching/learning environment in Algerian secondary schools.

Keywords: Communicative Language Teaching (CLT), implementation, communicative skills, teaching methodology, obstacles, EFL teachers.

[**General Introduction**]

General Introduction

The effective application of appropriate teaching methodologies significantly enhances the potential for learners to achieve desirable outcomes. This research delves into the implementation of traditional teaching methods, such as Communicative Language Teaching (CLT), in Algerian schools.

Algeria has adopted CLT with the aim of equipping learners with the ability to use the language fluently and effectively in real-life situations. This approach fosters active participation among learners, promoting a more engaging and interactive learning environment. A substantial body of scholarly work concurs that CLT is centered on developing learners' communicative competence. It underscores the importance of meaningful, authentic communication in the language learning process.

However, the implementation of CLT is not without its challenges. Some studies have highlighted that teachers often encounter difficulties when teaching this approach. One such challenge is the scarcity of resources. Teachers may struggle to find appropriate materials and resources, such as authentic texts or interactive activities, which are integral to the CLT approach.

Furthermore, CLT typically requires more time for student-centered activities, such as group work and meaningful exercises. These activities are essential for fostering communication skills and promoting language use in context. However, they can be demanding to implement within the constraints of a fixed academic curriculum or a restricted class time frame.

This research aims to provide a comprehensive understanding of these challenges and explore potential solutions. It seeks to contribute to the ongoing discourse on the effective

implementation of CLT in Algerian secondary schools, with the ultimate goal of enhancing language learning outcomes for students.

This study seeks to address the following primary research questions:

1. What are the barriers that teachers may encounter when applying Communicative Language Teaching (CLT) in their classrooms?
2. To what extent do the classroom practices of English language teachers align with the principles of CLT?

The research also delves into several sub-questions:

1. How involved are educators in embracing CLT?
2. Does CLT help learners enhance their communication proficiency?
3. What are the positive outcomes of CLT?
4. What obstacles do teachers and learners face in communicating effectively?

The hypotheses of the study are:

1. Teachers may lack knowledge about CLT because not all of them have received training on this teaching approach. Additional challenges include time limitations and overcrowded classrooms.
2. English language teachers follow CLT principles to varying degrees. The extent of adherence to CLT can depend on the teacher's individual teaching style. Some teachers fully embrace CLT, while others incorporate only some of its elements.

The significance of this study lies in its aim to analyse how the teaching process can ensure its effectiveness in a realistic classroom atmosphere. It is crucial to explore the various perspectives of teachers towards CLT. The primary motivation behind this research is to

provide solutions to the challenges faced by the Algerian educational system. The outcomes of the investigation may offer insights on how to structure educational exercises to effectively use the CLT approach.

According to investigators, teachers who lack a solid mastery of CLT face difficulties in structuring instruction and may revert to traditional methods. It has been discovered that a high percentage of students have increased their lexical proficiency thanks to CLT, as it provides a wide range of authentic materials. As a result, the CLT approach has improved English vocabulary, writing systems, and pronunciation. Overall, it has boosted learners' self-esteem in using English in real situations.

The methodology of this study will employ mixed methods research, utilizing both qualitative and quantitative investigative techniques. These techniques include questionnaires for students and teachers, and interviews with general inspectors.

The study is divided into two parts: the theoretical part and the practical part. The theoretical part consists of two chapters. The first chapter reviews literature concerning the dominant themes that constitute the core of this research, including the notion of communicative competence, the theoretical underpinning of CLT, and the conceptual model of authentic language use. The second chapter analyzes the research justification and foundation in the Algerian context, in addition to the characteristics and features of the Algerian educational environment in connection with CLT.

The third chapter is primarily concerned with data analysis and interpretation, aiming to explore and understand the underlying factors and perspectives related to the CLT approach. This chapter aims to address the research questions by validating or refuting the hypotheses and concluding with the study's findings. It also considers suggestions to enhance the reform's

effectiveness and achieve positive outcomes in the Algerian EFL context by adopting CLT fundamentals. Furthermore, it highlights different ideas and strategies for encouraging learners to interact successfully and training teachers for the effective implementation of CLT. These ideas aim to ensure that the Algerian EFL context offers the right conditions for implementing CLT in an academic context.

Chapter I: Theoretical Background and Major Theories of Communicative Language
Teaching (CLT)

Chapter One**Theoretical Background and Major Theories of Communicative Language Teaching
(CLT)**

The instructional approach known as Communicative Language Teaching (CLT) have profound implications for language learning and application. Particularly, high school students aspiring to pursue higher education require more than mere reading and writing skills; they need to engage in conversations and comprehend spoken and written language across diverse topics. CLT has emerged as a significant improvement for students disengaged with language learning due to the limitations of traditional methods. For instance, a 1998 study conducted by Hawthorn in New Zealand revealed that the combined use of grammar translation and audio-lingual methodologies led to frustration among secondary level language students, resulting in a decline in their interest in language learning despite its necessity.

Furthermore, researchers have extensively explored the challenges of implementing CLT in developing countries like Algeria. They indicate that the primary obstacles to effective CLT implementation stem from a lack of comprehension among educators and learners within the educational system.

The overarching goal of this study is to evaluate the implementation of CLT in secondary schools. To achieve this, it is crucial to delve into the theoretical underpinnings of CLT, which will enable a comprehensive understanding of the methodological frameworks used to assess CLT principles. This chapter will examine the conceptualization of competence by renowned linguist Chomsky and sociolinguist Dell Hymes, providing insights into the multifaceted nature of CLT. Additionally, it will explore the frameworks proposed by Canale and Swain, encapsulating the diverse aspects of CLT concepts.

1.1. Communicative Language Teaching (CLT)

In the realm of personal, artistic, and community travel, the importance of clear communication cannot be overstated. As emphasised by the supporters of the communicative movement in language teaching (e.g., Canale, 1983; Canale & Swain, 1980; Hymes, 1971; Littlewood, 1981; Savignon, 1983) assert that too often, language teaching has been based on the mistaken belief that the ability to use language is the result of accumulating knowledge about it. They argue instead for a view of language as communication: 'language is used for expressing meanings, and communication occurs when those meanings are conveyed from one person to another' (Canale, 1983, p. 284). From this basic tenet, certain corollaries regarding the nature of language and language learning are drawn that have direct implications for the classroom. A rather simplified statement might run as follows. Language is a system for the expression of meaning. Its primary function is for interaction and communication. In teaching, the primary emphasis should be on what learners wish to say (i.e., meaning) and not on the form of expression (i.e., language) though the two are obviously inter-related.

1.2. Historical Background of (CLT)

The development of CLT is often attributed to the work of the British applied linguists John Trim (1979) and Dave Wilkins (1976), and it gained wide currency in the late 1970s and the 1980s. However, the principles and communicative procedures of CLT can be traced back to earlier educational movements and initiatives. These include the advocacy of foreign or second language (L2) education as a school subject in the United Kingdom after the War, and similar movements in other European countries.

Also important were the new insights into L2 learning and L2 use provided by the emerging disciplines of sociolinguistics and psycholinguistics. The new education and linguistic insights found their first point of convergence in the work of the Council of Europe during the 1960s and the early 1970s. Under the auspices of the Modern Languages Projects, linguists and pedagogues from a number of European countries collaborated to apply linguistic insights to the teaching and learning of modern languages. This work resulted in the development of notional-functional syllabuses and the exploitation of various forms of authentic texts. The notional-functional revolution was a significant but controversial development in language education and its long-term effects were mixed. This will be discussed later in relation to content-based teaching.

During the same period there was also a growing awareness of the social and political importance of language learning, and its contribution to cross-cultural understanding. These factors found expression in the widespread introduction of L2 programmes in English-speaking countries, such as the Canadian French immersion programme, and the English as a second language (ESL) programmes in the United States, Australia and New Zealand. These varied initiatives were attempts to forge a clearer link between the learning of languages and the achievement of functional abilities and stated learning objectives. This too was an important precursor to CLT.

Moreover, CLT has been commonly used by a great number of countries. It was originally developed in Britain thanks to the evolution of English learning and teaching. As time goes on, a fresh perspective has emerged. According to Brown (2000), the innovation of the 1970s presented language teaching strategies. By the end of the 1970s and at the start of the 1980s, a new technique was discovered called the communicative approach. During the

latter part of the 1980s and 1990s, authentic environmental engagement appeared as a result of communicative language teaching.

The earlier descriptions are additionally clarified by Richard and Rogers (1986) who highlighted that the origins of Communicative Language Teaching (CLT) are the innovation of the British language teaching traditions. From the late 1980s onwards, based on all that, it can be deduced that grammatical competence, as researchers demonstrated, Communicative Language Teaching seemed to be a resolution to teaching English in order to have structural qualities of the language. Littlewood (1981) says that one of the basics of Communicative Language Teaching is that it combines the functional and structural characteristics of the language to have successful communication.

1.3. CLT Core Principles

CLT is grounded in several core principles that guide its implementation in language classrooms. These principles underpin the philosophy of CLT and inform instructional practices aimed at promoting communicative competence among language learners.

1.3.1. Communication as the Goal

At the heart of CLT lies the belief that the primary goal of language learning is to develop communicative competence. This principle emphasizes the importance of enabling learners to use language effectively for meaningful communication in real-life situations. As Littlewood (1981) succinctly puts it, "The overriding goal of CLT is to enable learners to communicate in the target language."

1.3.2. Authentic Language Use

CLT emphasizes the use of authentic language materials and tasks that reflect real-life communication contexts. Authentic materials such as newspapers, videos, and online resources expose learners to genuine language use and cultural nuances, thereby enhancing their linguistic and sociocultural competence (Richards & Rodgers, 2001).

1.3.3. Meaningful Interaction

Central to CLT is the promotion of meaningful interaction among learners. Through pair and group work, role-plays, and communicative tasks, learners engage in authentic language exchanges that facilitate the negotiation of meaning and the development of communicative strategies (Larsen-Freeman, 2000).

1.3.4. Focus on Fluency and Accuracy

CLT strikes a balance between fluency and accuracy in language learning. While fluency is prioritized to enable learners to communicate fluidly and confidently, attention is also given to accuracy through feedback and language input to ensure learners develop linguistic proficiency (Ellis, 2003).

1.3.5. Task-Based Learning

Tasks form the cornerstone of CLT instructional practices. Task-based learning involves the completion of real-world tasks that require the use of language for communication and problem-solving. Tasks are designed to be communicative, goal-oriented, and meaningful, fostering learner engagement and autonomy (Willis, 1996).

1.3.6. Learner-Cantered Approach

CLT adopts a learner-cantered approach that acknowledges the diverse needs, interests, and motivations of learners. Teachers act as facilitators, guiding learners through communicative activities and providing opportunities for personalized language practice and reflection (Richards & Rodgers, 2001).

1.3.7. Cultural Awareness

CLT promotes cultural awareness and intercultural competence by exposing learners to the cultural contexts in which the target language is used. Through authentic materials, discussions, and cross-cultural exchanges, learners gain insights into different cultural perspectives and practices (Byram, 1997).

1.4. Development and Implementation of (CLT)

Several factors contributed to CLT development and widespread adoption in language education. Firstly, CLT arose as a reaction to the shortcomings of grammar-translation and audio-lingual methods, which primarily focused on rote memorization of grammar rules and vocabulary. These methods often failed to equip learners with practical communication skills needed for real-life situations (Hawthorn, 1998).

Secondly, CLT emphasizes meaningful communication, reflecting a shift in language education philosophy towards learner-centeredness and communicative competence (Richards & Rodgers, 2001). Unlike traditional methods, CLT prioritizes the development of speaking, listening, reading, and writing skills within authentic contexts.

Furthermore, CLT's emergence coincided with a growing recognition of the importance of sociocultural factors in language learning. Scholars like Hymes (1972) emphasized the significance of communicative competence, which encompasses not only grammatical knowledge but also sociolinguistic and strategic competencies.

Moreover, globalization and the increasing interconnectedness of societies have underscored the need for language learners to be able to communicate effectively across cultures and contexts. CLT aligns with this demand by promoting intercultural communication skills and fostering learners' ability to navigate diverse linguistic environments (Celce-Murcia, 2007).

In summary, CLT's emergence can be attributed to the shortcomings of traditional methods, a shift towards learner-centeredness and communicative competence, increased recognition of sociocultural factors in language learning, and the demands of globalization. These reasons collectively contributed to the development and widespread adoption of CLT in language education.

1.4.1. Shift in Language Teaching Paradigm

In the mid-1960s, a significant shift in language teaching philosophy took place. Earlier, the focus had been on the grammar translation method, which was quite an academic approach - learning the language so that one could read its literature. During World War II, the necessity of knowing foreign languages for the military and other governmental purposes generated a trend toward spoken language. Subsequently, the Audio-lingual method urged that a language is best learned through conditioning, using contrastive linguistics and drill-based teaching. The emphasis was not on understanding what was being said but rather on being able to say the same things. The movement toward communicative competence in

second language acquisition and instruction also involves a critical view of the role and status of the various languages of peoples around the world. It is felt that Anglophones have long been encouraged to learn other languages for the purpose of reading literature, whereas the learning of English is encouraged in all parts of the world as a means of entering the global economy. These attitudes are seen as part of the problem, preventing true bilingualism and understanding. Considering these language teaching trends and the socio-political rationale behind them, it is no wonder that communicative language teaching was introduced as both a theory and a practice.

1.4.2. Focus on Communicative Competence (CC)

The second reason for the emergence of CLT is the increased focus on communicative competence as the goal of language learning. This shift in views of what it means to know a language placed a greater emphasis on language use and understanding in real-life situations, where the target community language is used (Nunan, 2004). A necessary implication of this view is the development of language teaching methods that will enable learners to use language to communicate and to understand communication in the target language. CLT is a response to this need, designed to prepare students to function in specific contexts and to understand and create extended passages of spoken and written language.

1.4.3. Incorporation of Real-Life Situations

Another simple method is to do language learning outside the classroom, for example, in a language laboratory or through special arrangements with native speakers. All these methods are aimed at providing learning experiences that are as close as possible to real language use, until the students have good communicative competence in the language.

Taking a step further from role plays, sometimes there is a task of interviewing foreign people from a certain background. This task is usually followed by preparing interview notes and using a recorder. The teacher can ask students to form groups and interview foreigners (or maybe someone who is fluent in the language being learned) and actually perform the interview task using a script, and then evaluate the interview results. This kind of task is very close to the ideal, since students can actually use the language they have studied and assess their teaching results by evaluating the interview and comparing it with the recording.

1.5. Classroom Methods for (CLT)

In the context of CLT, classroom methods are designed to prioritize active communication and meaningful interaction among learners. Various techniques and approaches are employed to achieve these objectives:

1. Task-Based Learning (TBL): TBL involves the creation of tasks that require learners to use language to accomplish real-world goals. These tasks are designed to promote communication and problem-solving skills while integrating language practice.

2. Role-plays and Simulations: Role-plays and simulations provide opportunities for learners to engage in authentic communication by taking on different roles and scenarios. This encourages creativity, empathy, and language use in context.

3. Information-Gap Activities: Information-gap activities involve tasks where learners must exchange information to complete a task or solve a problem. This fosters collaboration, negotiation of meaning, and the development of communication strategies.

4. Collaborative Learning: Collaborative learning encourages learners to work together in pairs or groups to complete tasks, discuss topics, or solve problems. This promotes peer interaction, cooperation, and the sharing of ideas and perspectives.

5. Authentic Materials: Using authentic materials such as newspapers, magazines, videos, and podcasts exposes learners to real-life language use and cultural contexts. This enhances their language skills and cultural awareness.

6. Error Correction Strategies: Error correction is done in a way that focuses on maintaining fluency while providing feedback on accuracy. Teachers may use techniques such as delayed error correction, peer correction, and self-correction to address language errors effectively.

1.6. Misunderstandings and Critique of (CLT)

Several stories about CLT have emerged. Some people mistakenly believe that CLT emphasizes speaking and neglecting other important skills like reading and writing. Others might think that CLT discourages explicit grammar instructions. Yet, in reality, CLT gives importance to all language skills and aims at creating meaningful communication in addition to grammar and the different language components. Spada (2007), explains that because of the vagueness of the notion and the various ways in which it has been formed within the theoretical and empirical communities. Misconceptions are as follows:

According to Spada (2007:275-276), the CLT approach prioritizes comprehension of meaning over a strict focus on grammatical structures or linguistic form. This means that learners are encouraged to engage in activities and tasks that require them to use language to

convey messages and ideas effectively, rather than solely focusing on grammar rules or vocabulary memorization.

Spada (2007) also suggests that in CLT teaching, there is often less emphasis on providing detailed correction of errors, with the belief that proficiency will naturally improve through exposure and practice. This approach encourages learners to communicate freely without fear of constant correction, fostering a more relaxed and natural language learning environment.

Furthermore, CLT activities are designed to be learner-centered, allowing students to have a say in the content and direction of their learning, as noted by Spada (2007).

Lastly, Spada (2007:278-279) explains that CLT places a strong emphasis on developing listening and speaking skills, drawing influence from historical teaching methods. Additionally, CLT integrates linguistic and social abilities holistically, recognizing the interconnectedness of language use and social interaction. This holistic approach to language learning aims to prepare learners for effective communication in real-world situations.

1.7. Concept of Communicative Competence (CC)

Learners achieve competence in a language when they are able to interact with others in it, in ways that are appropriate to the objectives of the communication, and they know they have learned when they can do this. (Canale & Swain, 1980, p. 27) That is to say, the extent of communicative language teaching CLT is the understanding of communicative competence CC. It defines how we use language so as to construct meaningful speech and achieve social tasks with fluency and accuracy. In this section, we will explore the concept of CC through the perspectives of renowned linguist Noam Chomsky and socio-linguist Dell Hymes, and **H.G. Widdowson**.

1.7.1. Chomsky's Concept of (CC)

Chomsky views competence as the underlying knowledge of language contrasts with performance, which involves its actual use in real situations. In "Aspects of the Theory of Syntax" (1965), he states that;

linguistics principal is involved primarily with a super speaker -hearer in a very homogenous speech community who Is aware of its language Flawlessly and its language Flawlessly and its unaffected through such grammatically irrelevant situations along with reminiscene limitation,shift of interest and errors in making use of his knowledge in real performance (p.2)

In other words, he describes linguistic competence as residing in an idealized speaker-hearer, unperturbed by grammatical distractions or shifts in context. This understanding of language mastery centers on an internalized knowledge of abstract rules, enabling effective communication. Furthermore, Savignon (1987) expands upon this by asserting that communicative competence, as emphasized in CLT, goes beyond grammatical structures to encompass social interaction. She suggests that effective communication involves interpretation, expression, and negotiation of meaning in diverse settings, aligning with Chomsky's broader notion of language use.

In contrast, Mehan (1980) builds on this idea by arguing that mere linguistic knowledge, as proposed by Chomsky, would render a speaker socially inept. Language proficiency, he contends, extends beyond grammatical correctness to include appropriateness in social contexts, thereby linking Chomsky's theoretical framework to real-world communicative situations.

Moreover, Critics like Wales and Campbell (1970) further challenge Chomsky's concept of competence by highlighting instances where individuals struggle with non-grammatical yet contextually appropriate language use. This critique underscores the importance of considering both linguistic competence and communicative effectiveness in language teaching and learning.

1.7.2. Dell Hyme's Conception of (CC)

Appreciating Chomsky's foundational insights into linguistic intuition, Hymes (1971/1979) was among the first sociolinguists to challenge Chomsky's theory, arguing that linguistic performance is not detached from sociolinguistic factors. He contended that the concepts of competence and performance needed redefinition, emphasizing that linguistic ability encompasses more than just knowledge of grammar rules.

Hymes posited that linguistic competence involves not only grammar but also the ability to use language appropriately in various social contexts. He delineated four areas of communicative competence, with grammar being just one aspect. These areas include the feasibility of language use, its plausibility, contextual appropriateness, and accepted usage. Furthermore, for Hymes, communicative competence is contingent on both knowledge and the ability to apply that knowledge effectively. He expanded Chomsky's notion of competence by emphasizing the importance of appropriate language use and cultural norms.

Viemann and Backlund (1980) further highlight the divergence between linguistic and sociolinguistic views of competence. They argue that sociolinguists like Hymes prioritize the functional use of language and criticize linguists for overlooking sociolinguistic considerations. This critique underscores the ideological aspects underlying linguistic

theories, where the focus on underlying structures may overshadow the significance of sociolinguistic use.

1.7.3. H.G. Widdowson's Conception of (CC)

Widdowson regrades language learning as more than just acquiring grammar rules; it's about developing the skill to communicate effectively. Hence emphasizing that language proficiency encompasses not only comprehension but also the ability to use language in communication. That is to say, communicative competency.

To simplify the teaching of linguistic and communicative competence, Widdowson distinguishes between "usage" and "use" in performance. "Usage" emphasizes proficiency in grammar, while "use" highlights the ability to communicate effectively (Widdowson, 1978).

Widdowson also discusses two crucial aspects of meaning: "signification" and "value." Signification refers to the meaning of sentences in isolation, while "value" pertains to their meaning in communication contexts. Thus, language teaching should address both aspects of meaning (Widdowson, 1978).

1.8. The Theoretical framework of (CC) Proposed by Canale and Swain (1980)

This framework has been influential in language pedagogy. This framework includes three main components: grammatical competence, sociolinguistic competence, and strategic competence. Canale and Swain argue that this model is essential for second language instruction and evaluation, as it focuses on equipping learners with the skills needed for effective communication in real-life situations.

1.8.1. Grammatical Proficiency

Canale and Swain (1989) claim that this category of competence incorporates knowledge of lexical terms and principles of morphology, syntax, sentence grammar, semantics, and phonology. (Canale and Swain 1980:29) State that grammatical proficiency will be a crucial concern for any communicative approach and that expressing literal meaning utterances is a key focus of the communicative approach. (ibid).

1.8.2. Sociolinguistic Competence

According to Canale and Swain, this constituent is composed of two important parts of rules. Sociocultural instruction of use and norms of communication. The sociocultural rules of discourse characterize the appropriate ways in which sentences are generated and comprehended. Such rules are concerned first with expressing prepositions and communicative function in which they are suitable within a sociocultural context based on contextual factors such as topic, stand, participation, the setting, and social conventions. A second element is related to attitude, register, or style transmitted by a specific grammatical form in a provided sociocultural context. Canale and Swain (1980) suggest viewing discourse rules as cohesion concerning grammar links and coherence as appropriate functions.

1.8.3. Strategic Competence

The third part is composed of verbal and non-verbal communication methods that may be used to compensate for declines in communication as a result of performance variables or inadequate proficiency. These strategies are of two crucial types (e.g., learning how to paraphrase concerning forms of grammar that one has not become proficient in or cannot momentarily bring to mind) and the other is correlated to sociocultural competence (e.g.,

various role-playing strategies, how to handle strangers when one is uncertain of their social status) when he is doubtful about their social status (Canale and Swain, 1980:31).

1.9. Implementation of Canale and Swain's (CC) Framework for (CLT)

Canale and Swain's Communicative Competence (CC) framework provides a comprehensive model for understanding and assessing language proficiency in communicative contexts. Implementing this framework in CLT involves several key steps:

1.9.1. Instruction in Grammatical Proficiency

Many people believe that in conventional classrooms, the focus is more on grammatical competence, and it is frequently assumed that language proficiency is obtained. CC will follow as a more or less impulsive consequence. At the same time, Widdowson (1978) proposes that this is not the case; the attainment of language proficiency does not seem to assume the consequent accomplishment of CC in language. Alternatively, an overemphasis on sentence production and repetition tasks attempts to impede the progress of CC (p.67).

1.9.2. Teaching Communicative Skills

This component of communicative proficiency is characterized by Richard and Schmidt (1985) as "the ability of the communicator to use verbal and nonverbal communication techniques to compensate for communication breakdowns or to improve the efficacy of communication" (Richard and Schmidt, 1985:515). Savignon adds the concepts of adequacy and correctness to this ability. She explains it as "strategic competence is the capacity to deliver information to a listener and interpret properly the information received. Their incoming input also contains the use of communication techniques to resolve issues that happen in the process of expressing one's aim" (1983:123).

1.9.3. Teaching Discursive Competence

Grammatical proficiency "is engaged in the selection processes, sequencing, and word order, structures, and utterances to get cohesive oral message" (Celce-Murcia, 2007:46). The author outlined different branches of discourse competence which are: Cohesion, Deixis, and Coherence.

1.10. Teachers' Perceptions of (CLT) within (EFL) Learning

Studies investigating teachers' perceptions of communicative language teaching (CLT) worldwide have typically aimed to understand how various factors influence their readiness and openness to embracing it. Although the influence of these factors varies, certain patterns emerge. For instance, Richards' study, undertaken in the Asian context, shows, most teachers are able to effectively deploy non-communicative methodologies and come to view CLT as "hard work" and are often less certain of their ability to teach effectively in this mode. This suggests that the teaching community sees CLT as a departure from traditional methods and a difficult one.

Studies in other parts of the world reinforce this view. Hsiao and Oxford showed that in the USA, many teachers were unwilling to adapt their current methods, while Terry found in Brazil that community perceptions of what English teaching should entail could have a discouraging effect on teachers who wish to adopt CLT. This is not to suggest that teachers do not see the value in CLT. In Terry's research, the overwhelming majority of teachers considered CLT to be the best methodology for teaching English, and Chambers found that even in the face of overwhelming obstacles, teachers in Thailand maintained a strong commitment to using communicative methods.

One of the most important influences on teacher perceptions of CLT is their understanding of what it means to be communicative. Numerous studies show that teachers tend to see communication primarily in terms of speech. As emphasized in Li's study, this view is often related to the approaches and examinations of national English language programs and means that teachers fear their students will underperform if they use teaching methods involving less or no L2 input.

Goh and Burns' study suggests that this narrow conception of CLT can lead to frustration, as teachers are more likely to create 'pseudo-communicative' activities which do not promote actual language use. Given that there is no consensus on what communicative methodologies involve, it is unsurprising that many teachers feel uncertain about what is expected of them. This uncertainty can be a major deterrent for teachers contemplating an adoption or switch to CLT. Moreover, these studies underscore the complexities inherent in the adoption of CLT in EFL contexts and emphasize the ongoing need for research and support to facilitate its effective implementation.

1.10.1. Adoption of CLT in EFL Contexts

(CLT) has gained significant traction in English as a Foreign Language (EFL) contexts due to its emphasis on real-life communication and task-based learning. In the realm of EFL, CLT provides a framework that encourages learners to actively engage in meaningful interactions to achieve communicative competence. As Larsen-Freeman (2000) notes, "CLT encourages learners to focus on communicating meaning rather than on the grammatical form of language." This shift from traditional grammar-based instruction to communicative activities aligns with the evolving needs of language learners in today's globalized world. By integrating CLT principles into EFL classrooms, educators can foster an environment

conducive to language acquisition, where learners are motivated to use English for authentic purposes.

1.10.2. Necessity to Focus on (CLT)

Acquiring proficiency in any language is contingent upon honing the fundamental language skills: speaking, listening, reading, and writing. Effectively utilizing these skills in authentic contexts is crucial. Communicative competence encompasses all these facets, making it a fundamental aspect in the realm of language instruction.

The primary objective of educators in the realm of language instruction is undeniably to equip learners with the necessary skills to become proficient communicators and proficient language users, as Savignon (1997) claims: “The role of the language teacher is to help learners get along in real-life situations” (p. 114).

Tarvyn (2015) provides additional insights regarding the primacy of emphasizing Communicative Competence and highlights its significance. The ability of second language speakers to effectively comprehend and engage with the language they encounter is paramount for achieving success within the sociocultural contexts in which they are situated. This holds true whether it be in educational settings, commercial establishments, or professional workplaces.

If second language speakers are not proficient in the target language, their ability to fully participate and engage as equal members in social interactions becomes limited, resulting in reduced opportunities and diminished influence. The goal of achieving Communicative Competence is facilitated through the utilization of various methodologies associated with Communicative Language Teaching (CLT).

These methodologies empower second-language speakers to enhance their Communicative Competence by actively applying CLT principles. Emphasizing the development of Communicative Competence within the teaching and learning process inherently leads to enhanced readiness and success in real-life interactions beyond the confines of the classroom.

As a result, this fosters a favorable teaching and learning experience, enabling second language learners to engage in extensive practice and subsequently utilize the target language with greater fluency and freedom.

1.11. The Foundation and Definition of Competency-based Adult Education (CBA/CBALT)

The entire way to teaching English as a second language has been greatly influenced by competency-based adult education, which had a big impact on the whole approach. CBALT programs, including ESL, started in the 1970s in the United States of America. California led the way in improving a competency-based curriculum and testing system for adult education. The English language training programs had a specific focus on helping refugees. They were designed to assist refugees in learning English. Their main goal was to enhance the abilities of individuals. They aimed to boost their skills through the language training programs to make them able to participate successfully in society (Elsa Roberts Auerbach, 1986:21). Skills, according to Richard and Schmitt, mean “the abilities of students to apply different skills in everyday situations they often come across” (1985).

CBALT is defined as “a performance-based learning process that leads to the effective display of mastery of the main skills necessary for individuals to function efficiently in

society” (Parker & Taylor, 1980:12-13, in Auerbach, 1986:431). This description has been customized specially for the teaching of ESL as follows:

A competency-based curriculum is a performance-based outline of language tasks that demonstrate mastery of language skills associated with specific abilities for individuals to function.

1.12. Misconceptions of CBA/CBALT

CBA/CBALT can be regarded as a discourage for explicit grammar instructions. Yet, in reality, CBA/CBALT gives importance to all language skills and aims at creating meaningful communication in addition to grammar and the different language components. According to Spada (2007), he explains that because of the vagueness of the notion and the various ways in which it has been formed within the theoretical and empirical communities, misconceptions are as follows:

The CBA/CBALT approach focuses extensively on understanding the meaning. A widespread agreement on CBA/CBALT is that it is an approach that emphasizes the form of language. However, its concerns are not mainly on the form but rather an approach that initially centres on the meaning to exclude form and incorporate meaning (Spada, 2007:275-276).

CBA/CBALT teaching lacks expressive feedback on students' mistakes: the assumption is that given ample time. The foundational idea is that with a satisfactory amount of time and the given opportunity to talk in the target language and hear also, the learner's mistake is likely to be substituted by forms that might have a resemblance to the target language. On the other side, experimental researchers such as Ammar and Spada (2006) have

discovered that more detailed feedback may result in higher levels of accuracy and advancement than implicit types of feedback (Spada, 2007:277).

CBA/CBALT stands for activities that focus on the learner's needs, interests, and preferences: while the primary focus of CBA/CBALT is on learner agency, which means that learners are given the chance to participate and decide about course content, this will help learners have an opportunity to contribute to making decisions about course content, and this can be accomplished through learner-centred activity.

CBA/CBALT is described as an approach that emphasizes the importance of incorporating listening and speaking practice in language teaching. The opinion that CBA/CBALT puts a focus on listening and speaking can be caused by the fact that listening and speaking were the centre of attention of L3 instruction for some time, particularly the impact of the audio-lingual method that centres on listening over reading and speaking over writing. Moreover, there was a supposition that the audio-lingual method would automatically lead to reading and writing proficiency and make a remarkable improvement of the two important skills (Spada, 2007:278-279).

Another crucial hypothesis acknowledges that one of the fundamentals of CBA/CBALT instructions is that linguistic abilities and social abilities should be addressed individually. And in fact, it is the opposite. They should not be treated separately.

1.13. Explanation and Evaluation of Skills-Based Approach

The skills-based approach in language teaching focuses on developing learners' proficiency in the four key language skills: listening, speaking, reading, and writing. Unlike traditional methods that prioritize rote memorization and grammar drills, the skills-based

approach emphasizes the practical application of language in various contexts. Ellis (2003) highlights the effectiveness of this approach, stating that "focusing on skills allows learners to transfer their language knowledge to real-world situations." By scaffolding instruction to target specific skills, educators can cater to the diverse needs of learners and promote holistic language development.

1.13.1. Practical Implementation and Effectiveness

Implementing CLT and the skills-based approach in EFL classrooms involves designing communicative activities that simulate real-life language use. For example, teachers can organize role-plays, debates, and collaborative projects to provide opportunities for meaningful interaction among learners. Furthermore, integrating authentic materials such as newspaper articles, videos, and podcasts can enhance learners' engagement and motivation (Richards & Rodgers, 2001). By incorporating these pedagogical strategies, educators can create dynamic learning environments that promote active participation and foster language acquisition.

1.13.2. Comparison with Other Teaching Methods

When compared to traditional grammar-translation methods or audiolingual approaches, CLT and the skills-based approach offer several advantages in EFL contexts. Unlike grammar-translation, which focuses primarily on written language and translation exercises, CLT prioritizes oral communication and fluency development (Richards & Rodgers, 2001). Similarly, the skills-based approach emphasizes the practical application of language skills in authentic contexts, whereas audiolingual methods may neglect communicative competence in favor of mechanical repetition (Ellis, 2003). By embracing CLT and the skills-based

approach, educators can address the evolving needs of language learners and cultivate proficiency in English for real-world communication.

1.14. Conclusion

To conclude, it is not erroneous to say that, after all, Communicative Competence Is not an easy concept to be defined absolutely or conceptualized according to one single Framework. It prosaically means different things to different educators, according to each One's field of work and perspective. This chapter highlights the importance of communicative language teaching and its theoretical foundations. The concept of communicative competence is essential for understanding CLT, and the framework of Canale and Swain provides a useful guide for implementing CLT in the classroom. Teachers' perceptions and challenges should be considered when implementing CLT in different contexts. Ultimately, focusing on communicative language teaching can lead to more effective language learning and use.

Chapter II: CLT in Algeria, Contextualization of the Study

Chapter Two

CLT in Algeria, Contextualization of the Study

The landscape of English Language Teaching (ELT) in Algeria has undergone significant transformations over the years, reflecting the country's evolving educational policies and global trends in language education. This chapter is a contextualization to the main study, it provides a comprehensive overview of ELT changes, with a focus on the Communicative Language Teaching (CLT), which has become a central theme in (ELT) in Algeria it starts from a general perspective on the evolution of education in Algeria, the current state of ELT, its objectives, and the methodologies employed in language teaching. It delves into the specifics of ELT in Algerian secondary schools, particularly for third-year students, and examines the textbooks used and the syllabus followed. The chapter also explores the implementation of the Competency-Based Approach (CBA) in Algerian secondary schools and the teaching of CLT in the Algerian EFL classroom. Finally, it discusses the impact of communicative activities.

2.1. The Evolution of Education in Algeria: A Comprehensive Overview of Systemic Reforms

The Algerian educational system has a rich history that dates back to the country's colonial period when French was the primary language of instruction. After gaining independence in 1962, Algeria sought to establish an educational system that would reflect its culture and values. This led to the rapid construction of the Algerian educational system, especially when it comes to Language teaching, which is a crucial component of the Algerian education, as it not only facilitates communication but also helps students develop critical thinking skills and become more globally competitive.

Education in Algeria, initially ignored English while French remained the dominant language and medium of instruction, yet the government, that inherited remnants of an education system focused on European content and conducted in a foreign language by foreign teachers, sought to gradually increase Arabic sessions in all levels. Although officials maintained the same structure of the European system: 6 years of primary school + 4 years of intermediate school + 3 years of secondary school. All subjects were taught in Arabic, and there was a decrease in the amount of time for teaching French. This policy favored national integrity and unity. (Benrabah, as cited in Rezig, 2011). To emphasize, Arabic is the official language of instruction in most programs, with French being used in certain specialized fields such as law, medicine, and engineering. English is also increasingly being integrated into the curriculum to meet the demands of the global job market and enhance students' proficiency in the language (Benrabah, 1999, as cited in Rezig, 2011).

Furthermore, during the 1970s, other policies were introduced, aimed at developing the social and cultural standards of Algerians and training them to be ready for economic and social life. The year 1976 marked the adoption of another policy called "the fundamental schooling system" through which primary and middle schools were incorporated (9 years) while all the subjects were taught in Arabic, except for foreign languages. Yet, French was integrated once again in teaching mathematics and biology as well as in teacher training (Benrabah, 1999, as cited in Rezig, 2011). At that time, English was taught at the age of 13 in middle school. In 1993, English was introduced to be taught as a second foreign language in primary education. Meanwhile, parents were given the freedom to select either French or English as a compulsory language for their children. However, this policy failed since 90% of the parents chose French (Rezig, 2011).

Subsequently, Algeria in that period has undergone substantial political, economic, and social transformations, recognized the need for its education system to adapt accordingly¹.

Challenges such as outdated teaching methods and materials, low success rates in baccalaureate exams, high school dropout rates, and increasing youth unemployment underscored the urgent need for educational reform. However, efforts to reform education, initiated in the early 1990s, were impeded by the period's prevailing instability¹.

In May 2000, the Algerian President established a special commission for educational reform, signaling the nation's commitment to embracing "categories of intellectual reconciliation process aimed at showcasing national improvement. This process led to the implementation of a series of political and economic reforms, which significantly impacted the education system.

By July 2002, the National People's Parliament approved a reform aimed at qualitatively transforming the education system. These reforms marked a significant shift in the Algerian educational landscape, reflecting the country's commitment to improving its educational outcomes and preparing its youth for the challenges of the 21st century.

The 2003 Reform Initiative: which was a turning point in the Algerian educational system, pedagogical reform stands as a cornerstone of the 2003 reform initiative, seeking to enhance the pertinence and caliber of learning. This transformative pedagogical shift signifies a novel educational outlook, one centered around competency development and prioritizing learning within the teaching-learning continuum. The focus was on nurturing capable individuals to adapt to new challenges and circumstances. (MEN, 2003). Consequently, the 2003 reform initiative revolves around three primary intervention axes:

1. The revamping of curricula, textbooks, and supplementary educational materials;
2. Enhancing teachers qualifications and motivation through comprehensive training programs;
3. Restructuring the duration of educational streams to optimize teaching and learning outcomes.

Today, the Algerian educational system is primarily conducted in Arabic, with some programs offered in French, English, or other languages depending on the field of study. English is also increasingly being integrated into the curriculum and could potentially replace French as an emphasis. In 2022, a significant shift occurred in the Algerian educational system. The Algerian President Abdelmadjid Tebboune announced that English would start being taught in primary schools. This bold move was made in response to growing demands from academics and undergraduates who believe that English should be offered as a subject earlier, as it is the language of instruction at university for those studying medicine and engineering. (Ahmed Rouaba, 2022).

2.2. The Current State of (ELT) in Algeria

In recent years, the state of English Language Teaching (ELT) in Algeria has been a topic of growing concern among educators and policymakers (Smith, 2023; Johnson, 2024). As the global economy becomes increasingly interconnected, proficiency in English has become essential for individuals seeking to compete in the international job market (Smith, 2023). However, despite efforts to improve English language instruction in Algeria, there are still significant challenges that need to be addressed (Smith, 2023; Johnson, 2024).

One of the main issues facing (ELT) in Algeria is the shortage of qualified teachers (Johnson, 2024). Many teachers lack the training and resources necessary to effectively teach English as a second language (Johnson, 2024). This has led to a situation where students are not receiving the level of instruction they need to become proficient in English (Johnson, 2024). In addition, the curriculum in many schools does not adequately prepare students to use English in real-world situations, focusing instead on rote memorization and grammar drills (Johnson, 2024).

Another challenge facing (ELT) in Algeria is the lack of access to quality learning materials (Johnson, 2024). Many schools do not have enough textbooks or other resources in

English, making it difficult for students to practice their language skills outside of the classroom (Johnson, 2024). This lack of exposure to authentic English materials can hinder students' ability to develop fluency and confidence in the language (Johnson, 2024).

In order to address these challenges, it is essential that the Algerian government invests more resources in English language education. This includes providing professional development opportunities for teachers (Brown, 2022), updating the curriculum to focus on communicative skills (Williams, 2023; Taylor, 2023), and ensuring that schools have access to quality learning materials. In addition, the government should consider implementing policies that promote bilingualism and encourage the use of English in everyday life (Smith, 2023).

Despite these challenges, there are some positive developments in English language teaching in Algeria (Smith, 2023). Under the new curriculum, third graders in primary schools are taught 90 minutes of English a week in addition to their five hours of French (Ahmed Salhi, 2022). High school students continue receiving five hours of French instruction and three hours of English a week, according to "Algeria expands English lessons to primary school students" (WPLG Local 10). This initiative marks a significant step towards integrating English into the Algerian educational system from an early age. This reform reflects the recognition of English as an international language and the need to equip Algerian students with the necessary language skills to meet the demands of the global job market. It also signifies a departure from the previous policy where French was the dominant foreign language in the curriculum.

In addition, Some schools have begun to adopt more modern teaching methods, such as project-based learning and technology integration (Miller, 2024), which can help students develop their English language skills in a more engaging and meaningful way. Furthermore, there are a growing number of English language schools and programs in Algeria that provide

additional support and resources for students looking to improve their English proficiency (Davis, 2023; Clark, 2023).

In conclusion, while there are still significant challenges facing English language teaching in Algeria, there are also opportunities for improvement. According to Brown, 2022 investing in teacher training , curriculum development, and access to quality learning materials, the Algerian government can help to ensure that students are better equipped to succeed. It is essential that policymakers, educators, and stakeholders work together to create a more effective and comprehensive approach to English language teaching in Algeria.

2.3. The Objectives of ELT

English Language Teaching (ELT) in Algerian secondary schools aims to achieve several objectives across linguistic, methodological, professional, and social domains.

2.3.1. Linguistic Objectives

The Ministry of National Education in Algeria outlined the objectives of ELT in a document known as “Educational”. Some of these objectives were linguistic, focusing on the linguistic knowledge that students would need to communicate successfully in the target language. They aim to promote cultural and civil awareness among students, along with enhanced reading, writing, listening, and speaking proficiencies (ADEP, 2011). They focused on these particular factors: vocabulary building , communication, phonetics, and grammar.

1. **Vocabulary Acquisition:** Students’ understanding and production of academic language improve when they engage in activities beyond vocabulary practice. Their vocabulary should be extensive and nuanced across various registers.

2. **Grammar Proficiency:** Shifting from traditional language instruction to a focus on employ-ability, incorporating grammar and vocabulary, helps students demonstrate good communicative skills in various contexts.
3. **Pronunciation Improvement:** Understanding pronunciation aspects can help students improve their presentations. Knowing they can speak and pronounce English words well motivates them to continue learning.

2.3.2. Methodological Objectives

Various teaching methodologies are employed in Algerian secondary schools, including the Structural Approach focuses on the systematic teaching of grammatical structures. The Communicative Approach emphasizes the development of communicative competence and functional language use. The Competency-Based Approach focuses on developing specific language competencies or skills that learners need to function effectively in real-life situations. its main objectives are

1. **Enhancing Communication Skills:** Algerian secondary schools aim to enhance students' communication skills by creating opportunities for authentic communication in English (Smith, 2010). Teachers employ communicative language teaching methods that prioritize meaningful interaction and task-based activities (Johnson, 2015). Through role-plays, discussions, debates, and collaborative projects, students develop the ability to express their ideas, negotiate meaning, and communicate fluently in diverse contexts (Smith, 2010).
2. **Developing Critical Thinking Abilities:** Developing critical thinking abilities is a key objective in Algerian secondary schools. Teachers design activities that encourage students to question, evaluate evidence, and articulate reasoned arguments (Johnson, 2015). By engaging in critical discussions, analyzing texts, and solving language-based problems, students

develop higher-order thinking skills that enhance their overall language proficiency (Smith, 2010).

3. Promoting Learner Autonomy: Algerian secondary schools promote learner autonomy, empowering students to take ownership of their language learning journey (Johnson, 2015).

Teachers encourage self-directed learning by providing resources, setting learning goals, and promoting reflection (Smith, 2010).

4. Fostering Creativity in Language Use: Fostering creativity in language use encourages students to express themselves creatively and imaginatively in English (Johnson, 2015).

Teachers incorporate activities that encourage storytelling, poetry writing, drama, and creative writing (Smith, 2010).

2.3.4. Professional Objectives

ELT in Algerian secondary schools also aims to prepare students for future academic and professional pursuits where English language skills may be required. This includes equipping students with the language skills necessary for higher education, particularly in fields where English is the medium of instruction.

1. Training Competent English Language Teachers: Training competent English language teachers involves providing professional development opportunities that enhance teachers' pedagogical skills, content knowledge, and language proficiency (Johnson, 2015).

2. Incorporating Modern Teaching Techniques: Incorporating modern teaching techniques entails integrating innovative approaches, technology tools, and authentic resources into English language instruction (Smith, 2010).

3. Encouraging Continuous Professional Development: Encouraging continuous professional development involves fostering a culture of lifelong learning among English language teachers (Johnson, 2015).

2.3.5. Social Objectives

On a broader level, ELT aims to foster intercultural understanding and global citizenship. By learning English, students gain access to a wealth of cultural and social resources, which can broaden their perspectives and enhance their understanding of the world. It also enables them to participate more effectively in global conversations and contribute to a more interconnected and inclusive world.

1. Cultivating Intercultural Understanding: Cultivating intercultural understanding involves promoting respect, empathy, and appreciation for diverse cultural perspectives and practices (Smith, 2010).

2. Facilitating Global Communication: Facilitating global communication aims to prepare students for effective communication and collaboration in an increasingly interconnected world (Johnson, 2015).

3. Promoting Tolerance and Inclusivity: Promoting tolerance and inclusivity involves creating inclusive learning environments where all students feel valued, respected, and supported (Smith, 2010).

2.4. An Overview of Language Teaching Methodology in Algeria

The teaching of English as a foreign language (EFL) in Algeria has seen significant evolution over the years, with various methods being adopted to align with the nation's pursuit of modernity and progress (Smith, 2010). Henceforth, the Algerian educational system has consistently strived to align students' learning trajectories with prevailing teaching methodologies. Miliani, 2003 characterizes this alignment as:

“A synthesis of course designers’ anticipations about language and language learning... It embodies a philosophy that considers both vocabulary and the learning process” (Meliani, 2003:20).

Throughout Algeria’s educational journey, various pedagogical methodologies have contributed to the development of a range of performance skills in learners, which have been incorporated into curricula and scheduled programs (Johnson, 2015).

This section will elucidate the most pertinent methods and techniques for teaching English in the Algerian curriculum, highlighting the recognition and incorporation of communication in the national context.

2.4.1. The Grammar-Translation Method

The Grammar-Translation Method (GTM), rooted in traditional language teaching, was historically prevalent in Algerian schools, particularly during the colonial period when French was the dominant language. This method primarily focuses on the explicit teaching of grammar rules and vocabulary through translation exercises between the target language and the native language. Learners memorize vocabulary lists and grammatical rules and practice translation tasks.

Critics argue that the GTM tends to prioritize rote memorization over meaningful communication and real-life language use. It often neglects the development of speaking and listening skills, which are crucial for language proficiency. Despite its heavy reliance on translation for language instruction, which could lead to interference, misunderstanding, and a disregard for communicative practices (Cook, 2003), it significantly influenced the Algerian pedagogical approach to teaching English across all educational levels during the 1960s (Bougandoura, 2012).

2.4.2. The Direct Method

The Direct Method, also known as the Natural Method, can be closely described as CLT gained popularity as a reaction against the Grammar-Translation Method. It emphasizes the direct teaching of the target language through immersion and communication. In this method, language learning occurs primarily through exposure to the target language in authentic contexts. Teachers avoid translation and rely on visual aids, gestures, and real-life situations to convey meaning. Learners engage in oral communication activities and are encouraged to speak from the outset.

Despite its emphasis on oral communication, the Direct Method may pose challenges for teachers in terms of classroom management and effective language instruction. Additionally, the lack of explicit grammar instruction in this method has been criticized for hindering some learners' understanding of language structures . This method was primarily employed in Algerian middle schools in the early 1970s, following the publication of a series of ELT textbooks, including:

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

Most of these textbooks, written around 1977, prioritized the mastery of speech and oral skills over reading and writing. This method not only neglected the precision of communication as part of imitation and practice without providing any explanations to the students, but it also rejected the use of translation in the classroom. It assumed that learning a foreign language should follow the same process as learning one's mother tongue (L1), by associating new vocabulary with related concepts (Brown, 2000).

However, this method was widely criticized for its excessive emphasis on language instruction through classroom drills, neglecting the need for real-life situations. Consequently, students struggled to communicate effectively in the foreign language. This led Algerian educational authorities to question its reliability and initiate a search for a more effective approach to facilitate quality EFL learning and teaching (Ali, 2010).

2.4.3. The Structural Approach

The Structural Approach to language teaching is characterized by its focus on the underlying structure or patterns of the language. This method emphasizes the systematic presentation of grammatical structures and the practice of language forms through drills and exercises. Teachers following this approach typically adhere to a predetermined sequence of grammatical structures, introducing them in a progressive and structured manner.

In the late 1970s and early 1980s, the Algerian curriculum incorporated this approach known as the Structural Approach. It was prominently featured in L.G Alexander's textbooks 'Practice and Progress' (1967) and 'Practice and Progress II' (1968), and 'Developing Skills' (1967) for the three secondary school years. It borrowed many ideas and practices from the Direct Method. The Structural Approach emphasized skills based on listening, communicating, reading, and eventually writing, and focused on drilling structures in oral practices. However, this method was criticized for its high emphasis on drilling word and sound patterns and its neglect of practical, real-world situations (Bougandoura, 2012:48). In other words, critics argue that this approach may lead to mechanical learning and rote memorization, with limited opportunities for meaningful communication.

2.4.4. Language Teaching Using a Communicative Approach

The Communicative Approach represents a significant shift in language teaching methodology, emphasizing communicative competence as the goal of language learning. This approach set high-importance on both functional and structural aspects of the language, focusing on meaning-based, learner-centered instruction. That is to say, as championed by Hymes (1971), it emphasized actual target language communication and recognized that effective language learning requires not only an understanding of grammar rules but also rules of use. Coursebooks such as 'My New Book of English' exemplified this approach, prioritizing fluency and pronunciation alongside comprehension (Bougandoura, 2012), for instance, language learning is contextualized within authentic communicative tasks and situations. Teachers create opportunities for meaningful interaction and language use, integrating all language skills. Learners engage in communicative activities such as role-plays, discussions, and problem-solving tasks. It promotes active engagement and motivation among learners.

Despite its benefits, the Communicative Approach faced challenges due to the necessity of a conducive classroom environment, which is often lacking in Algerian schools. Also, implementing this approach requires skilled and adaptable teachers who can create communicative learning environments.

2.4.5. The Competency-Based Approach

In response to the challenges faced by learners and the need to integrate acquired skills effectively, the Competency-Based Approach (CBA) emerged in Algeria's education system. Drawing from cognitivist and social constructivist theories, the CBA aims to equip learners with collaborative and communicative competencies. It emphasizes comprehension, context,

and practical language use, preparing learners for real-life communication scenarios (ADEP, 2011: 83;). ((CBA) is a key component to this research so the researchers will mention its context later on in this chapter.)

2.5. ELT in Algerian Secondary Schools (Notably Third Year Students)

The Algerian educational system has structured (ELT) according to sequentially designed textbooks where Students continue to expand their grammar and vocabulary knowledge while exploring various topics presented in them. Over three years of high school the programs are tailored to the different streams students' pursue. Here, they are expected to deepen their knowledge and refine their four language skills to prepare them for higher education or other life pursuits.

The approach to teaching English in Algerian secondary schools varies across different streams, such as scientific and language ones. Each stream is characterized by a unique syllabus, content, number of English teaching sessions, and the significance of the subject to the stream.

According to Slimani (2016), motivation, a crucial factor in the learning process for both teachers and learners, varies among students from different streams of the secondary school. Those who are enthusiastic and motivated to learn English are considered a valuable resource for teachers during the teaching process. In other words, teachers and learners share a reciprocal influence on the learning process.

By the end of the fourth year of middle school, students are expected to have acquired grammar rules, vocabulary, and the structure of the English language, which are considered sufficient for the learner to communicate using this foreign language across the four skills. However, the performance of the majority of learners in the first-year test of secondary

school reveals significant errors, which hinder their understanding and production of English language content (Slimani, 2016).

In recent years, the Algerian educational system has seen radical changes in teaching and testing, particularly in the 21st century. The core of the last reform, known as the Second Generation, is the implementation of values. The attention to learning foreign languages has increased, especially English. Today, Algeria's decision to move away from traditional methods and integrate more modern teaching methods reflects its commitment to improving the quality of education.

2.6. Algeria 2nd School Student's English Textbooks

There are three main textbooks used in 2nd school

1. "At the Crossroads": This textbook is used for the first year of secondary school. It is designed on the grounds of Communicative-Based Language Teaching (CBLT) principles, responding to the reform launched by the Ministry of Education¹. The textbook aims to shift towards a learner-centered approach (BOUREGUIG. n.d)

2. "Getting Through": This textbook is used for the second year of secondary school. It is organized into various units that cover different themes and topics. However, some have criticized it stating that the content and language used in the textbook reveal several challenges for English language learners in Algeria (Sennagh, C. 2022/2023). This suggests that while the textbook is organized in a coherent manner, the content does not meet the needs of the students at the intended grade level.

Moreover, the textbook emphasizes grammatical aspects of the language rather than vocabulary, which is particularly problematic in a unit that deals with scientific topics. This focus on grammar over vocabulary and the lack of emphasis on the four key language

skills—listening, speaking, reading, and writing—limit the effectiveness of the textbook as a tool for English language learning (Meriem, O., & Bouyakoub, N. 2020). The textbook also fails to reflect the social context of the students, which is a key aspect of communicative language teaching (CLT) (Sennagh, C. 2022/2023). This disconnect between the textbook content and the students' social context may hinder the students' engagement and active learning

3. "New Prospects": This is another textbook curated by the national curriculum committee of the Ministry of National Education for 3rd-year secondary school students. This educational resource is a product of the recent reform in the Algerian educational system, with the new syllabus aiming to implement a competency-based approach. (Salem Zemali. n,d) The textbook is divided into six units: Exploring the Past, Gotten Gains Never Prosper, Schools: Different and Alike, Safety First, Its Giant Leap for Mankind, and We Are Family. Each unit deals with a specific theme and comprises two parts: language outcomes and skills and strategies outcomes. Most of the topics are related to real-world contexts, such as business, corruption, civilization, and education. The textbook also includes captivating captions and illustrations related to ancient civilization, images of famous actors, scientists, and football players.

Textbooks, due to their educational significance, effectively make the syllabus more accessible. They aid learners in retaining information, specifics, and skills, while also serving as a record of task and lesson completion in class. Indeed, the learning process requires learners to deeply engage with the instructional materials of the lessons (Zico, 1974:38).

2.7. The Syllabus of ELT in Secondary School in Algeria

The English Teaching Syllabus in Algerian Secondary Schools encompasses various elements crucial for educational courses, focusing on both teachers and students, as outlined by Khalid (2014). Textbooks play a pivotal role in embodying syllabus specifications, serving as tangible representations of the curriculum content. According to Finney (2000), the terms syllabus and curriculum are often used interchangeably, referring to both the content specification and the broader planning, implementation, and evaluation of educational programs.

Richards and Schmidt (2013) emphasize the importance of textbooks as learning process guides, particularly in schools or colleges. These textbooks are carefully designed to include planned texts, activities, and projects aimed at equipping learners with essential grammar rules, pronunciation, and vocabulary across various topics and themes. This comprehensive resource alleviates the burden on teachers by providing accessible educational material tailored to learners' needs.

Moreover, the diverse landscape of language teaching methods necessitates multiple syllabi, such as situational, functional, and task-based syllabi. In Algeria, the adoption of the Competency-Based Approach (CBA) by the Ministry of Education reflects a paradigm shift in teaching methodology, shaping the syllabus accordingly. The CBA syllabus prioritizes real-world language use, presenting English language structures within contextualized sequences to develop learners' four skills and critical thinking abilities.

A notable feature of textbooks aligned with the CBA syllabus is the inclusion of project work at the end of each unit, fostering student-centered learning⁵. Projects require learners to collaboratively research, plan, and execute tasks, with teachers assuming a guiding and supervisory role (Belouahem, 2008). However, Boureuig and Nebbou (2019) highlight challenges encountered with the Algerian first-year secondary school English textbook,

designed based on Communicative-Based Language Teaching (CBLT) principles. While the textbook aims to shift towards a learner-centered approach, analysis reveals a limited inclusion of literature aspects, neglecting its significance in enhancing cultural knowledge and language skills development.

Additionally, Slimani (2016) underscores the deficiency in English language basics among first-year secondary students, leading to increased emphasis on grammar and vocabulary review sessions⁷. Limited class hours further constrain teachers' efforts to achieve desired outcomes⁷. Despite challenges, the curriculum dedicates substantial hours to English language study, aiming to enhance students' linguistic proficiency across listening, speaking, reading, and writing domains (Slimani, 2016)⁷.

2.7. CBA in Algerian Secondary schools

The Competency-Based Approach, originating in the US in the late 1960s, was introduced in 2005 as a significant methodological innovation to reform the old secondary school textbooks and syllabuses. This new model of teaching, primarily championed by French competency-based writers and scholars, organizes teaching on the principle of integration. It aims to prepare competent and functionally literate graduates by teaching learners how to use and transfer the skills and knowledge they acquire at school to real-world contexts.

Richards and Rodgers (2014) further elucidate that CBLT focuses on learning outcomes in language program development. CBLT emphasizes language skills essential for functioning within specific contexts. In course planning, the identification of tasks pertinent to a particular context serves as the foundation. For instance, job training courses may specify competencies such as identifying job types from help-wanted ads, describing personal work experience, completing job applications, and understanding employment regulations and safety protocols (Richards, 2006).

However, despite its inception, the education authorities themselves have started to question its educational outcomes and its worth. The study hypothesizes that if competency-based education is not fully applied, the Algerian English language classes will perpetuate the old practices of knowledge transmission.

The CBA syllabus prioritizes real-world language use, presenting English language structures within contextualized sequences to develop learners' four skills and critical thinking abilities. A notable feature of textbooks aligned with the CBA syllabus is the inclusion of project work at the end of each unit, fostering student-centered learning.

In contrast, there are challenges encountered with the Algerian first-year secondary school English textbook, designed based on Communicative-Based Language Teaching (CBLT) principles. While the textbook aims to shift towards a learner-centered approach, analysis reveals a limited inclusion of literature aspects, neglecting its significance in enhancing cultural knowledge and language skills development.

Moreover, there is a deficiency in English language basics among first-year secondary students, leading to increased emphasis on grammar and vocabulary review sessions. Limited class hours further constrain teachers' efforts to achieve desired outcomes. Despite challenges, the curriculum dedicates substantial hours to English language study, aiming to enhance students' linguistic proficiency across listening, speaking, reading, and writing domains.

In conclusion, The CBA, as applied in Algerian secondary schools, underscores the acquisition of life skills alongside language development. It fosters learner autonomy and a capacity for self-directed learning, aligning with broader educational goals of autonomy and learning to learn. This approach emphasizes the practical application of acquired skills to solve real-world problems, reflecting a know-how-to-act process essential for learners' personal and professional development (Madani, 2011). Thus, the integration of CBA

principles into language teaching aims to equip learners with the linguistic and practical competencies necessary for success in various contexts.

2.8. Teaching Speaking in the Algerian EFL Classroom (Aspects of CLT)

Teaching speaking skills in an English as a Foreign Language (EFL) context involves guiding students to produce English speech sounds, express values, and organize thoughts coherently. This process aims to foster fluency and confidence in language use, emphasizing meaningful discourse over mere correctness.

Historically, various teaching styles have emerged, including audio-lingual methods, grammar translation, and oral situational approaches. However, the late 20th century saw the advent of Communicative Language Teaching (CLT), which emphasizes communicative competence as the goal of language learning. CLT prioritizes functional and structural language aspects, focusing on meaning-based, learner-centered instruction.

Research has highlighted the effectiveness of CLT in improving students' speaking proficiency. Yet, other approaches like Suggestopedia and Situational Language Teaching have also shown promise. Meanwhile, the Audio-Lingual Approach, originating in the 1940s, gained traction, prioritizing listening and speaking skills.

In Algeria, teaching English as a second foreign language began in 1999, with an emphasis on communication and global engagement. However, speaking instruction in Algerian secondary schools often receives insufficient attention despite its importance. Challenges such as lack of guidance, overloaded syllabi, and inadequate teaching approaches hinder effective speaking instruction.

Despite the importance of spoken English, Secondary school students are expected to accumulate up to 296 hours of English instruction over two academic years, covering both

literary and scientific streams. The objective is for students to be able to communicate on a limited range of topics in simple, correct English within this period, as per the Algerian directives of June 1999.

A study by Belit & Aliochouch (2021) involving 200 teachers found that the teaching of speaking skills is not given its due importance in Algerian secondary schools, despite its significant role in the curriculum. This is attributed to factors such as a lack of guidance and documentation, and an overloaded syllabus. The study also found that, in addition to not devoting enough attention to teaching speaking, teachers are not employing an effective approach to teach this productive skill.

Moreover, teaching speaking in traditional EFL classrooms presents numerous challenges, including student motivation, anxiety, and limited listening sessions. Rigid teaching techniques, standardized curricula, and language anxiety further impede learning. Psychological factors like shyness and lack of self-confidence also affect speaking performance.

2.9. Communicative Activities and Their Impact in Algerian EFL Classrooms

English language teachers in Algerian EFL classrooms acknowledge the crucial role of communicative competence in the development of their students. Encouraging student participation in speaking activities serves multiple purposes, including providing practice, offering feedback, and fostering engagement. Constructing communicative activities is essential for developing students' communication skills, enabling them to experience real-life English communication scenarios and analyze their strengths and weaknesses.

2.9.1. Discussion Activities

Facilitating discussions allows students to exchange views and articulate their thoughts on various topics, fostering communication skills and confidence. Teachers can initiate discussions with thought-provoking topics, encouraging students to express themselves politely and respectfully, even when disagreeing with others. Group discussions provide opportunities for students to share ideas, evaluate their own speaking abilities, and collaborate with peers. (Harmer, J. 1998)

2.9.2. Role Plays

Role-playing tasks immerse students in simulated real-life situations, encouraging them to communicate using appropriate language. By assuming different roles, students engage in spontaneous oral exchanges, overcoming anxiety about speaking in front of the class. Role-playing exercises facilitate the application of language skills in authentic contexts, promoting communication proficiency. (Pearson Education Limited. : Ur, P. 1996)

2.9.3. Storytelling

Storytelling activities invite students to share personal experiences or narratives, enhancing their communication skills and fluency. Teachers can encourage students to recount stories in their own words, fostering creativity and linguistic development. Storytelling exercises provide insights into students' linguistic challenges and offer opportunities for personalized language practice. (Givón, T. 1997)

2.9.4. Story Finishing

Story finishing exercises involve collaborative storytelling, where students continue a narrative from where the previous student left off. This activity promotes extended speaking practice, improves verbal and listening skills, and fosters creativity. Students engage in meaningful communication while contributing to a shared narrative, enhancing their overall communication abilities. (John B Publishing Company. 2023)

Conclusion

In conclusion, the landscape of ELT in Algerian secondary schools is a complex and dynamic one, shaped by historical, pedagogical, and policy influences. Despite the challenges, significant strides have been made in improving the quality and relevance of English language education in Algeria. The shift towards a competency-based approach and the emphasis on communicative activities reflect a commitment to aligning language education with real-world needs and contexts. However, the journey is far from over. Continued efforts are needed to address existing challenges and to ensure that ELT in Algeria keeps pace with global trends and best practices in language education.

Chapter III: Fieldwork

Chapter Three

Fieldwork

In the ongoing quest for the ideal method of English Language Teaching (ELT), numerous approaches have been proposed and tested. Among these, Communicative Language Teaching (CLT) has carved out a significant place in the global ELT landscape, influencing curriculum design, education policy, textbook creation, and teacher training programs. With today's evolving ELT context and the increasing trend towards CLT, it is essential to examine its implementation, particularly in specific educational contexts.

This practical part of the study presents an interpretive investigation of how CLT is implemented in Algerian secondary schools, specifically focusing on third-year pupils. The study explores teachers' understanding and perceptions of CLT and how their knowledge impacts their classroom practices. This research not only investigates teachers' views and practices regarding CLT but also examines the different experiences and views of pupils.

This chapter is divided into three sections: the first section discusses the research methodology, provides a comprehensive description of the target sample population, discusses the overall research design, a detailed description of the sample, an overview of the survey used, the design of the survey, and the settings in which it was conducted, as well as the procedures followed to collect the data. The second section analyses the collected data and interprets the results, providing a step-by-step account of how the data was processed and analyzed. The final section of this chapter is devoted to discussing the study's findings. It interprets the results in the context of the research questions and the existing literature on the implementation of CLT in Algerian secondary schools.

3.1. Methodology

This study employs a mixed-methods approach, both qualitative and quantitative approaches were employed to comprehensively investigate the implementation of (CLT). The quantitative component of the research was conducted through a structured questionnaire distributed to a large sample of pupils. The questionnaire was designed to collect quantifiable data on various aspects of the study case. The questions were primarily closed-ended, allowing for statistical analysis of the responses. The qualitative component of the research involved conducting in-depth interviews with teachers. These interviews consisted of open-ended questions designed to elicit detailed, qualitative responses. The open-ended nature of the questions allowed teachers to express their views and experiences with CLT in their own words, providing rich, nuanced insights into the implementation of CLT in their classrooms.

Overall, This study provides a holistic view of the implementation of CLT in Algerian secondary schools. The quantitative data offers a broad, generalizable understanding of the students' experiences, while the qualitative data provides a deeper, more detailed understanding of the teachers' perspectives. This mixed-methods approach ensures a robust and comprehensive exploration of the research topic.

3.2. Target Sample Population

The first target sample population consisted of third-year secondary school pupils at Ibn Rostom Secondary School in the state of Tiaret, Algeria, notably from literary and science learners (Literary and Philosophy, Literary and Foreign Languages, and Practical Science). The researchers collected data from the sample via a questionnaire that was administered and returned in one day by different classes from different sessions on April 10, 2024. The data provided a clear picture of how Algerian EFL teachers implement CLT, how pupils respond

to that teaching, the obstacles faced by both teachers and learners, and the strategies utilized in teaching and acquiring communicative skills. The selection of this sample was based on this exploratory case and purposive sampling to ensure that the participants had relevant experience and insights into CLT practices.

The second sample, chosen for the qualitative portion of the study, comprised of five teachers from different schools. Despite the differences in their teaching environments, all of these teachers had a common thread - they are all teaching third-year pupils and use CLT.

These teachers were selected with the intention of gaining a deeper understanding of the use of CLT within (EFL) teaching methodology. The interviews aimed to highlight the importance for EFL teachers to develop pupils' abilities to communicate in English. The richness of the qualitative data collected from these interviews compensates for the smaller sample size.

3.3. Data Collecting Instruments

3.3.1. Questionnaires

The structured nature of the questions facilitated the collection of quantitative data. In that, the provided questionnaire consists of 12 questions divided into four parts: This questionnaire begins with demographic questions on age, gender, and branch of study to contextualize responses. The second part explores students' involvement in CLT, including their enjoyment of learning English, the challenges they face (such as speaking, listening, reading, and writing), and their frequency and confidence in speaking English in class. This section uses a mix of multiple-choice and Likert-scale questions to capture the extent of their engagement and emotional responses. The third part focuses on the types of CLT activities students find most enjoyable and effective for practicing English communication, like role plays, group discussions, and individual presentations.. The final part assesses students' perceptions of

their learning outcomes, such as the encouragement they receive from teachers, perceived improvement in speaking skills, and the importance of real-life communication practice.

3.3.2. Interviews

Conducted with teachers in a one-on-one setting. These semi-structured interviews provided a platform for teachers to discuss their experiences and challenges with CLT,

The provided interview consists of a series of structured and open-ended questions to gather in-depth insights, including 1 close-ended and 12 open-ended questions divided into five parts: It begins with warm-up questions to assess familiarity with CLT and its implementation through specific activities.

- Part 1 explores the barriers to CLT, focusing on challenges like class size, curriculum requirements, and assessment expectations.
- Part 2 examines classroom practices, including how teachers assess communicative abilities, align with CLT principles, and use activities that promote real-life communication.
- Part 3 addresses teacher training and professional development, asking about relevant training received and additional support needed.
- Part 4 investigates student engagement strategies, memorable experiences with CLT, and techniques to ensure all students participate in communicative tasks.

Finally, the last part includes reflective questions about the benefits of adopting a reflective approach to CLT and advice for new teachers. This interview aims to capture both practical challenges and successful strategies for implementing CLT in high school English classes.

3.4. Data Gathering Procedures

The initial plan for this study was to select a sample size of 100 participants. However, during the distribution of the questionnaire, it was observed that some pupils did not fully comprehend the nature and language of the research, and as a result, some questionnaires were not fully answered. Therefore, the final valid responses collected amounted to 80.

The selection process aimed to ensure randomness yet maintain the validity of the data. From each class, a random number of questionnaires were distributed, but the selection was limited to third-year students. Furthermore, an additional criterion was set to include only those students who demonstrated a good understanding of the language. This was done to ensure that the responses collected were reliable and accurately reflected the students' perceptions and experiences with (CLT).

For our second sample conducting interviews for this study presented a unique set of challenges. The target interviewees, third-year teachers, were difficult to approach due to their busy schedules, particularly with the upcoming baccalaureate exam of 2024. Many teachers declined to participate in the study due to these time constraints.

However, we managed to conduct interviews with five teachers, all of whom had previous training in the use of (CLT). Despite their packed schedules, these teachers agreed to participate in the study, a commitment that we, as researchers, deeply appreciate.

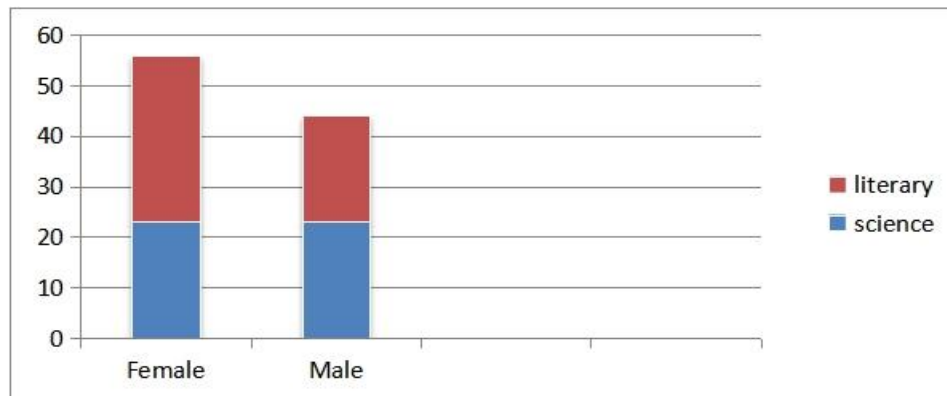
The interviews were semi-structured in nature. While the layout of the questions might have varied from one interview to another, the core questions remained consistent across all interviews. This approach allowed for flexibility in the conversation while ensuring that all necessary topics were covered.

3.5. Data Analysis and Interpretation

3.5.1. Questionnaire Analysis and Interpretation

3.5.1.1. Part One: Demographic Profile of The Questionnaire Respondents

The results indicated that the ages of the learners varied between 17 and 18 years. The table below illustrates their gender distribution and numbers based on their stream.

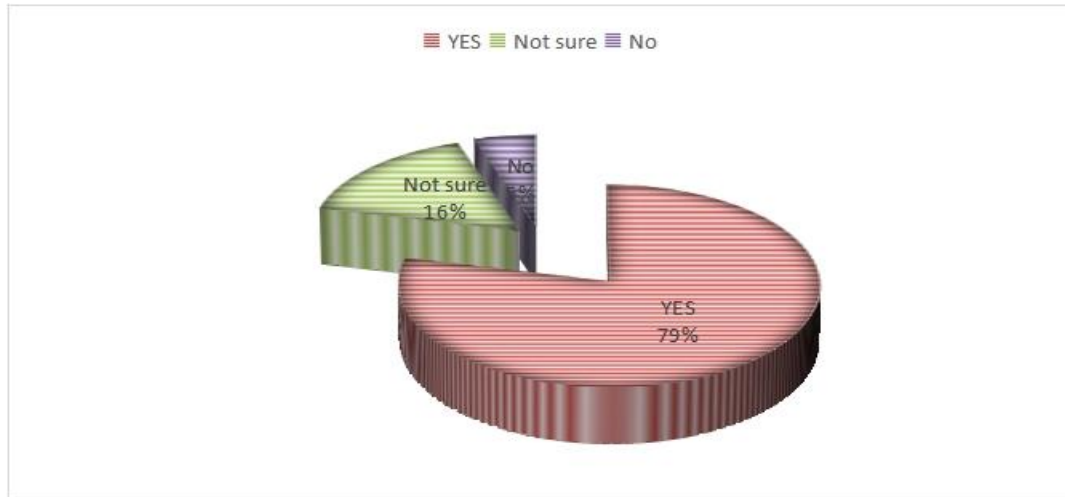


Graph 3.1: Distribution of Participants by Gender, Academic Stream

The data presents a breakdown of participants based on gender, academic stream (Science vs. Literary). Among the total participants, female participants that are 56% exceed male participant that they are 44%. In addition, when considering the academic streams, there is a higher proportion of females in the Literary stream (56%) compared to males (44%). This suggests a gender disparity in academic preferences, with females showing a preference for the Literary stream.

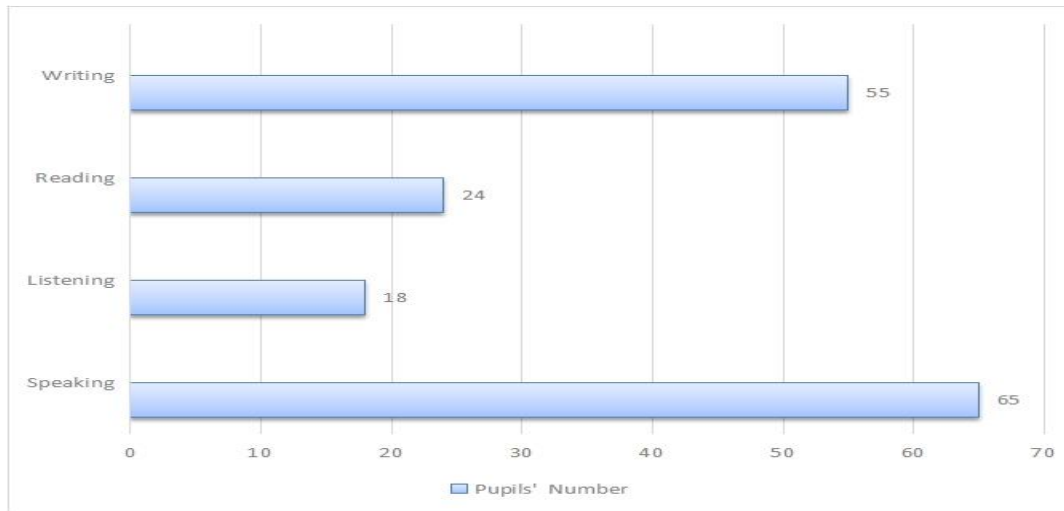
3.5.1.2. Part Two: CLT Involvement in English Language Classes

2 Q. Pupils' Satisfaction with Learning English



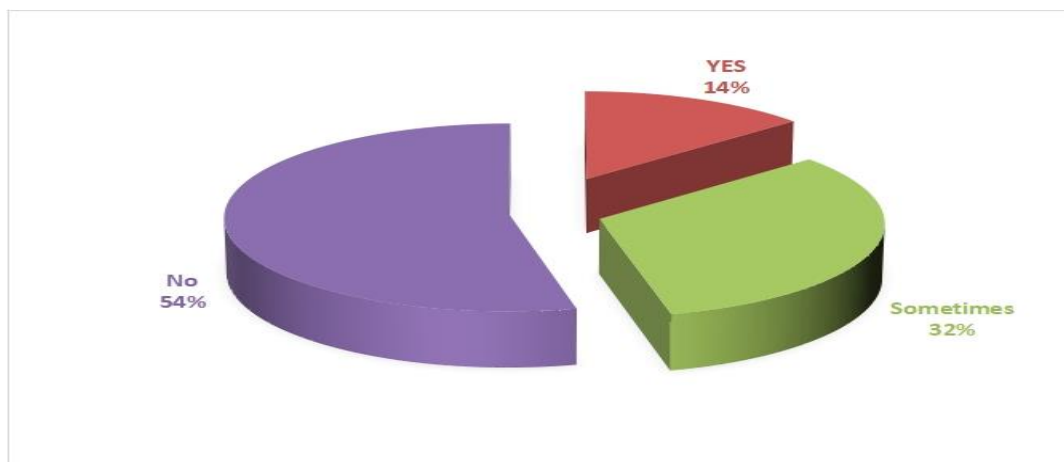
Pie Chart 3.1: Pupils' Satisfaction with Learning English

The data illustrates a generally positive sentiment among pupils regarding their satisfaction with learning English. A significant majority, comprising 78.75% of pupils, expressed satisfaction with their English learning experience. Additionally, a smaller portion of pupils, representing 16.25%, reported uncertainty about their satisfaction, while only 5% indicated dissatisfaction. This indicates that the majority of pupils find value and contentment in their English language education.

3Q. The Most Challenging language skill Faced by pupils

Graph 3.2: The Most Challenging language skill Faced by pupils

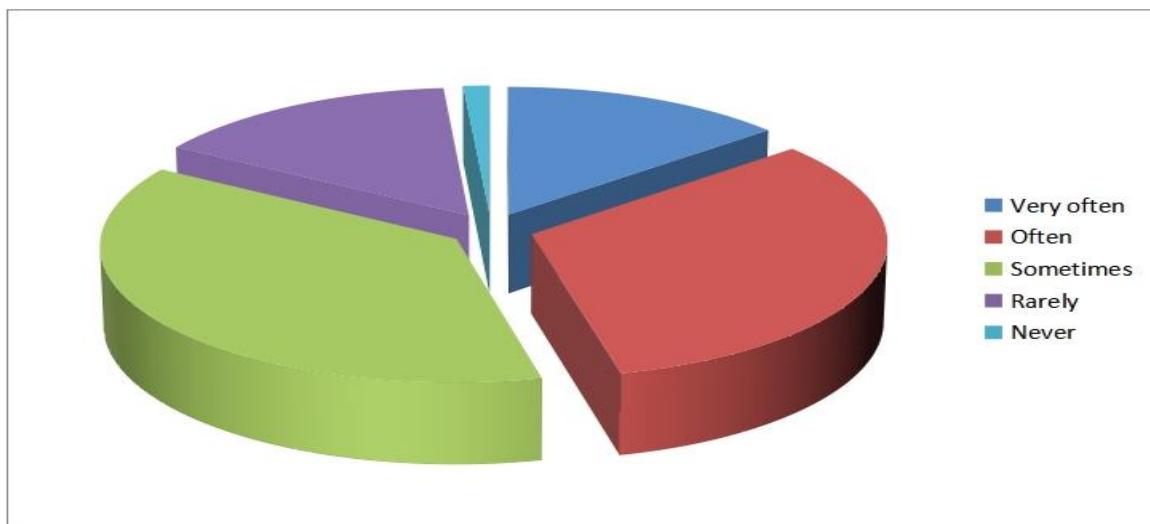
The following graphic indicates that pupils predominantly struggle with language active skills, such as speaking and writing, as indicated by 81.25% and 68.75% of pupils respectively citing them as challenging. Listening and reading skills also pose difficulties for a significant proportion of pupils, with 22.5% and 30% respectively. These findings emphasize the need for targeted support and instructional approaches to address the specific challenges pupils face in developing their language active skills.

4Q. The possibility of English Use by pupils in the Classroom

Pie Chart 3.2: Learners' Use of English During Class

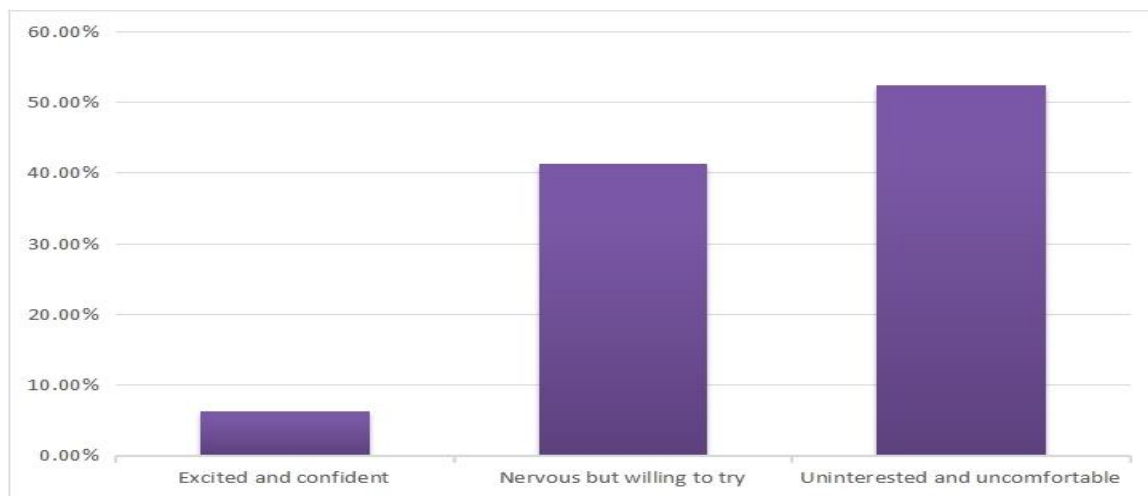
The pie chart and the table above present the likelihood of English language use by pupils within the classroom environment. Only a minority, comprising 13.75% of pupils, reported consistent English usage. A larger proportion, constituting 32.5%, indicated sporadic usage ("Sometimes"). However, the majority of pupils, accounting for 53.75%, reported no English usage within the classroom. These findings underscore the need for strategies and initiatives to promote consistent English language use among pupils during classroom activities, enhancing language acquisition and proficiency.

5Q. Pupils Engagement scale in Speaking Activities during English Classes



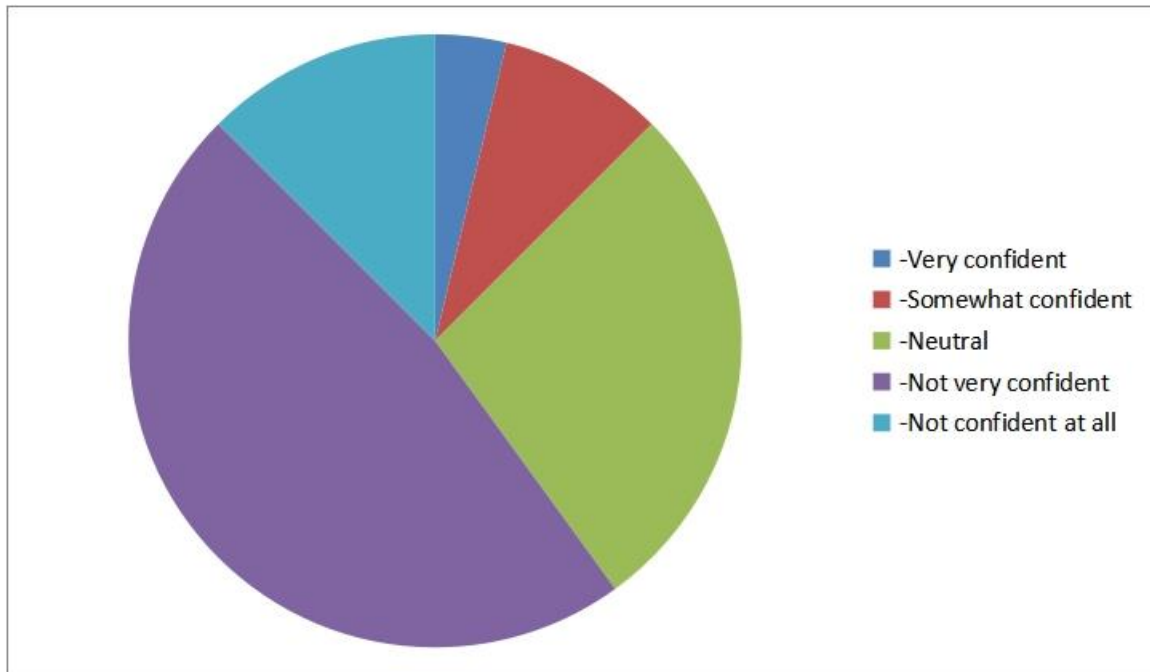
Pie Chart 3.3: The Level of Pupils' Engagement in Speaking Activities During English Classes

The following data presents a spectrum of pupil engagement levels in speaking activities during English classes. The majority of pupils reported frequent engagement, with 13.75% indicating "Very often" and 32.5% responding "Often". Additionally, a substantial proportion, comprising 37.5% of pupils, reported occasional engagement ("Sometimes"). A smaller percentage of pupils, accounting for 15% and 1.25% respectively, reported rare or nonexistent engagement in speaking activities. These findings highlight the importance of fostering consistent and active participation in speaking exercises to enhance language proficiency and communication skills among pupils.

6Q. Emotional Response of Pupils to English Speaking Practice

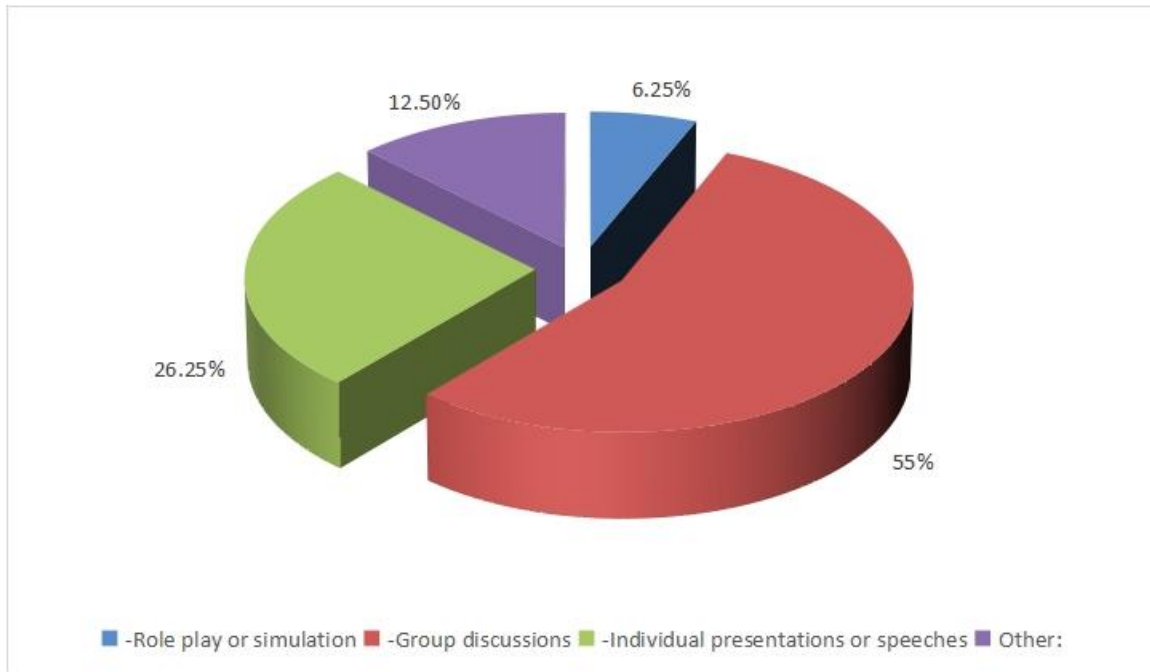
Graph 3.3: The Emotional Responses of Pupils to English Speaking Practice

The table illustrates varied emotional responses among pupils towards English speaking practice. A small percentage, constituting 6.25% of pupils, reported feeling excited and confident. The majority of pupils, comprising 41.25%, expressed feeling nervous but willing to try. However, a significant proportion, accounting for 52.5% of pupils, indicated feeling uninterested and uncomfortable during English speaking practice. These findings underscore the importance of learning environment that both the teachers and learners create because it may decrease or alleviate apprehension and can create either negative or positive emotional experiences during speaking practice sessions.

7Q. Pupils Confidence Level in Speaking English

Pie Chart 3.4: Pupils' Confidence Level in Speaking English

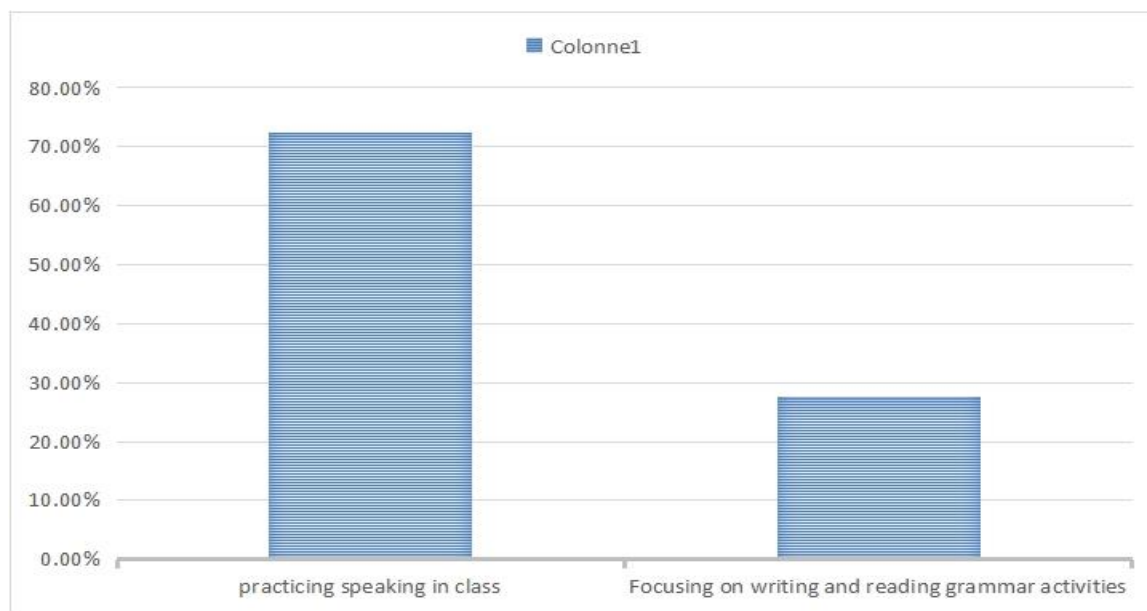
The pie chart and the table illustrate a range of confidence levels among pupils regarding speaking English. A minority of pupils, constituting 3.75%, reported feeling very confident, while a slightly larger percentage, accounting for 8.75%, expressed being somewhat confident. A significant portion of pupils, comprising 27.5%, reported feeling neutral towards their confidence level. However, the majority of pupils, representing 47.5% and 12.5% respectively, reported feeling not very confident or not confident at all in speaking English.

8Q. Learner's Preferred activities or tasks for practicing communication in English

Pie Chart 3.5: learners' Preferred Activities for Practicing Communication in English

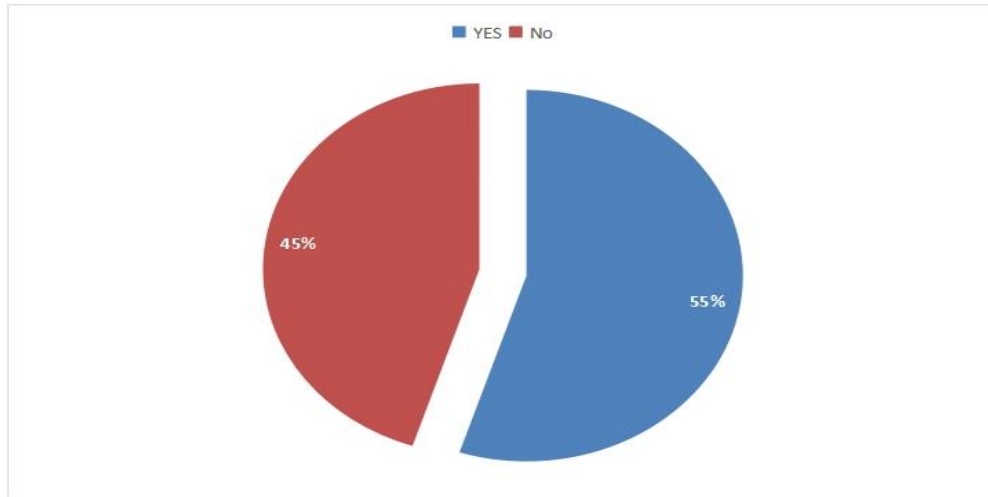
The pie chart presents a breakdown of learners' preferred activities for practicing communication in English. The majority of pupils, comprising 55%, favored group discussions as their preferred method. Additionally, a significant portion, representing 26.25%, preferred individual presentations or speeches. A smaller percentage, constituting 6.25%, preferred role play or simulation activities. Other activities such as debates, songs, and video audio learning were chosen by 12.5% of pupils. These findings indicate a preference for interactive and collaborative activities among learners, highlighting the effectiveness of group discussions and individual presentations in promoting communication skills development in English.

9Q. Pupils' Perspective on Traditional vs. CLT Learning Methods: Preference between Speaking Practice and Writing/Reading Grammar Activities in Class.



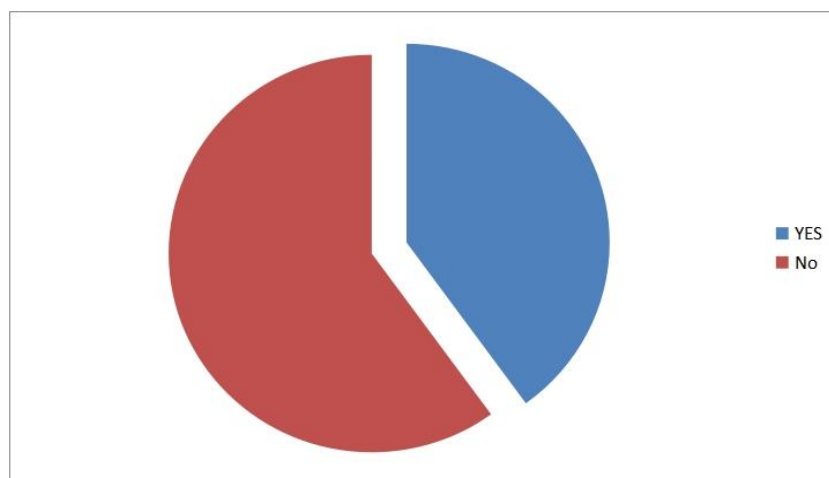
Graph 3.4: Preference for Speaking Practice vs. Writing/Reading Grammar Activities

The above data indicates a clear preference among pupils for practicing speaking in class over focusing on writing and reading grammar activities, with 72.5% of pupils expressing a preference for speaking practice. In contrast, 27.5% of pupils indicated a preference for focusing on writing and reading grammar activities. These findings suggest a strong inclination towards active and communicative language learning approaches, aligning with the principles of CLT, where speaking practice is prioritized to facilitate language acquisition and proficiency.

3.5.1.3. Part three: Learning Outcomes**10Q. Pupils Feel Encouraged by English Teachers to Speak in the Classroom.**

Pie Chart 3.6: Pupils Feel Encouraged by English Teachers to Speak in the Classroom

The table and the pie chart indicates that there is a split perception among pupils regarding whether English teachers encourage them to speak in the classroom. While 55% of pupils responded affirmatively, stating that they feel encouraged by their English teachers to speak, 45% indicated that they do not feel encouraged.

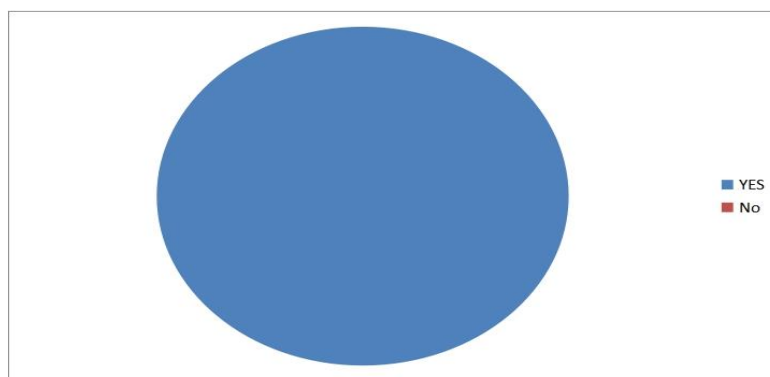
11Q. Pupils' Speaking Skills Improved Through current methods used in English Classes

Pie Chart 3.7: Pupils' Speaking Skills Improvement Through Current English Class Methods

The data indicates a mixed response regarding the improvement of pupils' speaking skills through current methods employed in English classes. While 40% of pupils reported a positive impact on their speaking skills, a significant portion, accounting for 60%, expressed that their speaking skills did not improve through these methods.

12Q. Pupils' Perspective on the Relevance of Real-life Communication in English

Classes



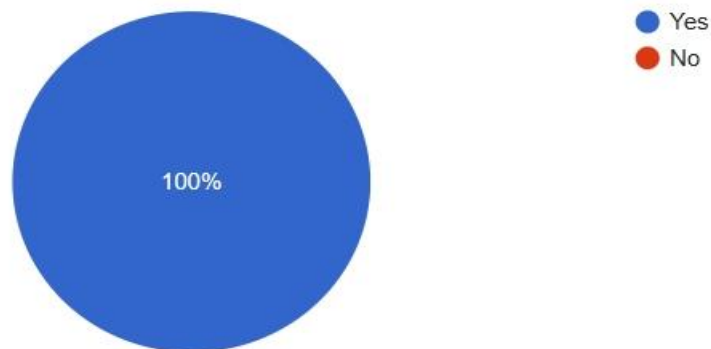
Pie Chart 3.8 : Pupils' Recognition of Real-life Communication Relevance in English Classes

The data overwhelmingly reflects that 100% of pupils perceive real-life communication as highly relevant in English classes. The absence of any negative responses suggests a unanimous agreement among pupils on the importance of incorporating real-life communication scenarios into their English learning experience.

3.5.2. Interview's Data Analysis and Interpretations

3.5.2.1. Part 01: Teacher's CLT Training and Professional Development

1. Familiarity with CLT: teachers undergoing training or professional development related to CLT usage



Pie Chart 3.9: Teachers' Familiarity with CLT

2. Teachers' usage of CLT in classrooms: Methods and Activities (4 responses)

Te 01 : "Yes usually i ask them direct questions or stick pictures on the board and ask them to comment on it."

Te 02: "No, I Rarely apply CLT"

Te 03: " yes, I Sometimes use CLT, especial;y in play roles, Language Games with my pupils "

Te 04: "Yes I do. I'm mainly into task-based activities where students interact with each other in realistic contexts."

The responses highlight a spectrum of engagement with CLT among teachers, ranging from active integration to minimal or inconsistent usage. Effective implementation of CLT may require ongoing support and professional development to ensure its successful application in diverse classroom settings.

3.5.2.2. Part 2: Understanding Barriers to CLT Implementation**3. The main barriers that secondary school English language teachers may encounter in applying CLT in their classrooms (5 responses)**

Te 01: "the difficulties that may face teachers when applying CLT are: time shortage, large classes, condensed syllabus and lack of vocabulary"

Te 02: "Time management and syllabus"

Te 03: "Lack of vocabulary"

Te 04: "Practicing better and being fluent with the spoken language"

Te 05: "As far as I am concerned, teachers' lack of training on the implementation of CLT techniques may and the curricular dictations are two major classroom hurdles in implementing CLT"

The responses reflect a spectrum of challenges faced by teachers in implementing CLT, ranging from practical constraints like time shortage and large classes to systemic issues such as lack of vocabulary and training. Addressing these barriers effectively requires comprehensive support and resources to facilitate CLT integration across diverse classroom contexts.

4. Impact of factors such as Class Size, Curriculum, textbooks, and Assessment on CLT effective Integration (5 responses)

Te 01: "these factors lessen the teachers' freedom to apply CLT in class as he finds himself obliged to follow the syllabus in a precise time."

Te 02: "They decrease the ability of speech and communication in classroom, they impact negatively"

Te 03: "Some difficulties"

Te 04: "Large class size is a huge obstacle for a good teaching process"

Te 05: "Curricular expectations go against the principles of CLT"

Teachers' responses underscore the varied impact of factors like class size, curriculum constraints, and conflicting expectations on CLT integration. From hindering speech and communication to limiting teachers' freedom to apply CLT, these factors highlight the need for systemic reforms and tailored strategies to promote effective communicative approaches in education.

5. Types of additional support or resources that would be beneficial for high school

English language teachers to effectively implement CLT principles (5 responses)

Te 01: "I think ICTs would effectively help secondary school teachers to apply CLT"

Te 02: "It is better not to limit us about curriculum, time management and so on in order to be creative with our learners"

Te 03: "I think high school English teachers could benefit from more professional development opportunities and materials that focus specifically on implementing CLT principles in the classroom"

Te 04: "Watching a documentary and discussing the content"

Te 05: "An in-depth analysis of the wants and lacks"

Suggestions for additional support and resources, including ICT integration, curriculum flexibility, professional development opportunities, and learner-centered approaches, underscore the multifaceted nature of CLT implementation. Ensuring successful application of CLT in classrooms necessitates ongoing support, innovative strategies, and a learner-centric approach tailored to teachers' needs and contexts.

3.5.2.3. Part 3: Assessment of Classroom Practices

6. Teachers' assessment towards learners' progress in terms of communicative abilities

(example, assessing pronunciation issues) (5 responses)

Te 01: "usually i pronouce the words many times."

Te 02: "We have to repeat words after them without embarrassing them in order to solve that problem"

Te 03: "I corrected immediately"

Te 04: "Develop listening and speaking skills through songs videos real life dialogs situation"

Te 05: "Portfolio assessment, Verbal feedback"

The responses reflect a range of approaches to assessing students' communicative abilities, including pronunciation practice, repetition without embarrassment, immediate correction, development through multimedia resources, and portfolio assessment with verbal feedback. These diverse strategies demonstrate teachers' efforts to address pronunciation issues and promote overall language proficiency among students.

7. Alignment of Current Classroom Practices with CLT Principles(5 responses)

Te 01: "honestly speaking , classroom practices of English poorly serve the CLT approach."

Te 02: "I agree but when it comes to classroom, it will be definitely different and challenging
A little practice"

Te 03: To achieve this you should work with small class size

To a restricted extent

Teachers acknowledge the challenges in aligning classroom practices with CLT principles, citing factors such as class size and the need for differentiation. While some express agreement with the CLT approach, they recognize the practical difficulties in implementation, highlighting the importance of adapting CLT principles to suit classroom contexts.

8. Teachers' examples of activities or assignments they use to promote authentic language use in real-life communication situations (5 responses)

5 responses

Te 01: once i asked my third year students if they would continue their advertising compaign about a beauty product that was not of a good quality as it was mentioned in the ad.

Te 02: In written expression or practice of grammar, we are trying to apply real life situation according to CBA in order to make learners apply what they have learnt in their ways

Te 03: Play roles , presentations

Te 04: Role playing games

Te 05: Jigsaw activities, storytelling.

Teachers describe various activities to promote authentic language use in real-life communication situations, such as discussing product advertising ethics, applying grammar concepts to real-life situations, role-playing, storytelling, and jigsaw activities. These activities foster meaningful communication and enable students to apply language skills in practical contexts.

3.5.2.4. Part 4: Student Engagement and Language Learning

9. Encouraging Active Participation and Self-Learning Among Learners: Teachers' Strategies (5 responses)

Te 01: I usually provide them with tasks to prepare them for the main communicative task as well as writing the main words that they may need on the board. i always check and supervise my learners to ensure that they are doing the task. pair work also helps alot too instead of individual work.

Te 02: From time to time I ask them open questions to feel free to express their opinions

Te 03: Workshops

Te 04: Meaningful well structured topics that fit their age and their interest

Te 05: Self-assessment, group work.

Teachers employ a range of strategies to encourage active participation and self-learning among students, including providing tasks with preparation guidance, asking open questions, conducting workshops, structuring topics according to students' interests, and implementing self-assessment and group work. These strategies foster student engagement and autonomy in language learning.

10. Teachers' memorable classroom experience where learners shown significant language development as a result of CLT practices (5 responses)

Te 01: yes, i do remember my third year scientific students who used the vocab introduced by the teacher and expressed their views about an advertising campaign.

Te 02: Projects presentation

Te 03: It was very challenging

Te 04: Asking them about things they are already familiar with or they can say something about

Te 05: I can hardly remember any

Teachers recall various classroom experiences where students demonstrated significant language development as a result of CLT practices, such as engaging in advertising campaign discussions, presenting projects, and demonstrating familiarity with familiar topics. These experiences highlight the effectiveness of CLT in promoting language acquisition and proficiency.

11. The techniques that teachers apply to ensure that all pupils have opportunities to participate and contribute to communicative tasks (5 responses)

Te 01: i usually ask students if they want to add something what others have said.

Te 02: Assessment

Te 03: Direct method

Te 04: Pair work

Te 05: That depends on students' motivation and readiness to take ownership of their learning. Teachers employ techniques such as encouraging student contributions, utilizing assessment methods, implementing the direct method, facilitating pair work, and considering student motivation and readiness. These techniques ensure that all students have opportunities to participate and contribute to communicative tasks, fostering an inclusive learning environment.

3.5.2.5. Part 5: Reflection and Continuous Improvement

12. The benefits of adopting a reflective approach to teaching within the context of CLT, teachers' perspective (5 responses)

Te 01: emphasizes the importance of reflection in revising teaching practices, highlighting its role in enhancing English teaching within the CLT framework. This suggests that reflective practice enables teachers to refine their approach and improve instructional effectiveness.

Te 02: suggests that adopting a reflective approach is beneficial for applying English language teaching, indicating that self-reflection enhances language instruction within the CLT context. This implies that reflection facilitates the effective implementation of communicative approaches.

Te 03: underscores the significance of reflection in fostering understanding among pupils for a language, suggesting that reflective practice enhances language comprehension within the CLT framework. This implies that reflection promotes student learning and engagement in communicative language learning environments.

Te 04: highlights reflection as a means to provide opportunities for practice, learning from mistakes, and improving language proficiency. This indicates that reflective practice supports student-centered learning and skill development within the CLT approach.

Te 05: acknowledges the importance of reflection in keeping up with changing classroom realities, suggesting that it enables teachers to adapt to evolving educational contexts within the CLT framework. This implies that reflection fosters pedagogical agility and responsiveness to student needs in communicative language teaching.

13. Tips or advice for new teachers who seek to employ CLT (5 responses)

Te 01: encourages novice teachers to integrate CLT into their teaching, particularly with first and second-year students, emphasizing the importance of early exposure to communicative approaches. This suggests that implementing CLT from the outset promotes effective language instruction.

Te 02: advises new teachers to integrate CLT into their teaching while ensuring they do not neglect other essential aspects of instruction. This implies that successful CLT implementation requires a balanced approach that considers various teaching methodologies.

Te 03: recommends using gestures and encouraging learners as part of CLT implementation, indicating the importance of incorporating multimodal teaching techniques to enhance student engagement. This suggests that incorporating visual and kinesthetic elements supports effective language learning within the CLT framework.

Te 04: suggests that new teachers focus on their choice of topics and materials when employing CLT, highlighting the importance of selecting relevant and engaging content to facilitate communicative language learning. This implies that thoughtful curriculum planning enhances the effectiveness of CLT implementation.

Te 05: advises new teachers to engage in constant research on CLT, indicating the importance of staying informed about current best practices and pedagogical approaches. This suggests that ongoing professional development supports effective CLT implementation and instructional innovation.

3.6. Discussing the findings

3.6.1. Pupils' Attitude Towards the Use of CLT

In examining pupils' attitude towards the use of Communicative Language Teaching (CLT), several key insights emerge from the evidence provided. Firstly, while a minority of pupils consistently engage in English language use in the classroom, a significant majority either sporadically or seldom utilize English during class activities. This underscores the challenge in fostering an environment conducive to CLT principles, where consistent language practice and interaction are essential for proficiency development. Additionally, pupils' overall satisfaction with learning English reflects a potential openness to CLT methodologies, as the majority express contentment with their language learning experience. However, the varying emotional responses and confidence levels towards English speaking practice reveal a nuanced landscape, with some pupils feeling nervous or uninterested, potentially impacting their willingness to actively participate in communicative activities.

Furthermore, the perception of teacher encouragement plays a pivotal role in shaping pupils' attitude towards CLT implementation. While a portion of pupils report feeling encouraged by their English teachers to speak in the classroom, a significant proportion indicates a lack of encouragement. This discrepancy in perceived teacher support may influence pupils' motivation and engagement in communicative language activities, ultimately impacting their receptiveness to CLT approaches. Thus, to foster a positive attitude towards CLT among pupils, it is crucial for educators to not only promote consistent language use but also provide ample support and encouragement, creating a supportive learning environment conducive to communicative language learning.

3.6.2. Challenges Hindering CLT Implementation

1. Classroom Management and Activitie

as reflected in teachers' responses. Teachers express diverse perspectives on their usage of CLT methods in classrooms, ranging from active integration to citing barriers such as time shortage and lack of training. This spectrum of engagement underscores the complexities and challenges inherent in implementing CLT principles in diverse educational settings, as perceived by educators.

Furthermore, teachers' responses also reflect their recognition of potential barriers to CLT integration, such as time constraints and large class sizes, which may impact effective classroom management. These responses offer insights into the practical constraints faced by teachers in aligning their instructional practices with CLT methodologies, highlighting the need for tailored strategies and support to address these challenges.

Moreover, the content provides glimpses into learners' preferences for interactive and collaborative activities, indicating a potential alignment with CLT principles. However, the challenges identified by teachers underscore the nuanced nature of classroom management within the context of CLT implementation, reflecting the complex interplay between instructional approaches, institutional constraints, and students' needs and preferences.

2. National Examinations

The findings regarding National Entrance Examinations shed light on the challenges faced by both students and teachers in the context of preparing for standardized tests while also adhering to Communicative Language Teaching (CLT) principles. Students, particularly those preparing for national exams like the Bacaluria, often have tightly packed schedules focused on exam preparation. This leaves limited flexibility for incorporating communicative language learning activities that align with CLT principles.

Teachers, on the other hand, may feel constrained by the fixed curriculum and exam-focused instruction required for national exam preparation. The emphasis on meeting

exam requirements often takes precedence over implementing CLT methodologies, which prioritize active and communicative language learning approaches. This tension between exam preparation and CLT implementation highlights the challenges teachers face in balancing the demands of standardized testing with the principles of effective language instruction.

Furthermore, students' preferences for speaking practice over writing and reading grammar activities underscore the disconnect between traditional exam requirements and the communicative language skills prioritized by CLT. Despite students' inclination towards active language practice, the rigidity of exam schedules and curriculum may limit opportunities for meaningful communicative language learning experiences in the classroom.

3. Teachers' Perspectives on Textbooks and Curriculum"

Teachers highlight several barriers related to textbooks and curriculum that hinder effective CLT implementation. These include difficulties in finding suitable textbooks that align with CLT principles and meet students' needs, levels, and interests. Moreover, the fixed curriculum dictates the pace and content of instruction, leaving teachers with limited flexibility to incorporate communicative activities and adapt their teaching to suit the principles of CLT.

The responses also emphasize the need for teachers to be involved in the textbook selection process to ensure alignment with school aims and program goals. However, the fixed curriculum and prescribed textbooks may restrict teachers' autonomy in selecting materials that support communicative language learning. Additionally, the emphasis on selecting textbooks that provide clear contexts and opportunities for real-world communicative practice highlights the importance of instructional materials in facilitating CLT implementation.

3.6.3. Current Manifestations of CLT in Secondary School Teaching Practices

In secondary school teaching, the application of CLT principles is apparent in the methods and activities employed by teachers. Findings suggest that learners exhibit a preference for interactive and collaborative tasks, such as group discussions (55%) and individual presentations (26.25%), indicating a strong inclination towards communicative language learning. Additionally, activities like role-playing and storytelling, favored by teachers (Te 03), facilitate authentic language use and promote engagement among students.

Teachers actively encourage active participation and self-learning among students, aligning with CLT principles. They provide task guidance and implement self-assessment strategies to empower learners in taking charge of their language learning journey (Te 01, Te 05). Despite challenges posed by class size and curriculum constraints, teachers advocate for the integration of ICT and learner-centered approaches to support effective CLT implementation (Te 02, Te 03). These findings underscore the commitment of teachers to adapt and innovate in their teaching practices to meet the goals of CLT.

Moreover, assessment methods focus on meaningful communication, with teachers employing strategies like pronunciation practice and multimedia resources to evaluate students' communicative abilities (Te 04). This emphasis on authentic assessment aligns with the principles of CLT, ensuring that language learning outcomes are practical and applicable in real-life contexts.

Reflective teaching practices further enhance CLT implementation, with teachers acknowledging the importance of ongoing professional development and self-evaluation (Te 12). By continuously refining their approach, teachers can better align classroom practices with CLT principles, creating dynamic and engaging language learning environments.

3.6.4. Future Outlook of CLT

The future outlook for CLT in Algerian education presents both opportunities and challenges based on current practices and reflections from teachers. While there is

recognition of the importance of fluency and contextualized learning, classroom observations reveal discrepancies between stated attitudes and actual practices. Despite endorsing student autonomy and selective error correction, teachers tend to gravitate towards traditional, teacher-centered approaches during lessons. This discrepancy underscores the need for further support and training to bridge the gap between pedagogical ideals and classroom realities.

Reflection emerges as a crucial tool for enhancing CLT implementation, offering avenues for refining teaching practices and adapting to changing educational contexts. Teachers highlight the benefits of self-reflection in improving instructional effectiveness and promoting student engagement. Moreover, tips for new teachers emphasize the integration of CLT principles from the outset, alongside the importance of balanced instruction and ongoing professional development.

Pupils' perspectives provide valuable insights into the efficacy of current English language teaching methods. While some report positive improvements in speaking skills, others express dissatisfaction, indicating the need for further refinement in instructional approaches. However, there is unanimous agreement among pupils on the relevance of real-life communication in English classes, emphasizing the importance of incorporating authentic language use scenarios into the curriculum.

3.7. Conclusion

In response to the evolving landscape of English language education and the growing importance of CLT, Algeria's educational reform has mandated its integration. This study, rooted in Chapter Three's exploration of both teacher and pupil perspectives, sheds light on the challenges hindering effective CLT implementation. Findings underscore learner obstacles such as limited proficiency and teacher challenges including insufficient training and adherence to traditional methodologies. Moreover, environmental factors such as rigid

curriculum structures and outdated textbooks pose additional barriers to CLT integration. Despite these hurdles, the study envisions a future outlook where CLT is seamlessly integrated into Algerian education, requiring comprehensive reforms and tailored strategies to address the identified barriers and ensure successful implementation. This entails fostering a more flexible curriculum, updating textbooks to align with CLT principles, and providing educators with the necessary support and training to navigate these changes effectively.

General Conclusion

In today's globalized world, individuals face numerous challenges in their daily lives due to the increasing importance of the English language, not only in education but also in various scientific and technological fields. Consequently, significant emphasis has been placed on language learning to equip learners with the tools, skills, and competencies needed to become global citizens and lifelong learners. Algeria's educational reforms have introduced new concepts and methods for English language learning. The adoption of Communicative Language Teaching (CLT) as a mandatory learning goal in national language education policies reflects a shift towards qualitative learning through innovative pedagogical practices. This study aimed to explore the obstacles EFL teachers face in implementing CLT in secondary schools and examine the challenges pupils encounter in fully applying the English language. By identifying the issues faced by both teachers and learners, the study sought to offer solutions to improve their communication skills.

The findings indicate several key issues: a significant majority of pupils seldom utilize English during class activities, reflecting the challenge of fostering a CLT-friendly environment; while some pupils feel encouraged by their teachers, many report a lack of encouragement, affecting their motivation; teachers face barriers such as time constraints, lack of training, large class sizes, and rigid curricula; and national exam preparation often takes precedence over CLT activities. Additionally, teachers struggle with finding suitable textbooks and adapting to a fixed curriculum, limiting their ability to implement CLT effectively.

The hypotheses proposed in this study are confirmed by the findings; teachers may lack sufficient knowledge of CLT due to inadequate training and face significant time constraints and overcrowded classrooms. Different teachers follow CLT principles to varying degrees, with some fully embracing CLT while others only partially adopting its elements. The Algerian educational system's neglect of CLT further exacerbates these issues, making it difficult to establish effective communicative language teaching and learning environments.

To address these challenges, it is recommended that:

- Comprehensive training programs be developed for teachers to enhance their understanding and application of CLT principles.
- Educational policies should provide greater flexibility in curriculum design and textbook selection to better support communicative language learning.
- Implementing smaller class sizes
- Integrating CLT-focused assessments can also help create a more conducive environment for effective language acquisition.

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Appendixes

Questionnaire

Thank you for participating in our study focusing on the implementation and challenges of Communicative Language Teaching (CLT) in high school English classrooms. Your insights are essential for understanding how CLT is utilized in English language teaching and its impact on students' learning experiences. Please answer the following questions honestly and to the best of your ability.

Note: There are no Right or Wrong answers because this is NOT an Exam.

1.Part One: Demographic Information

1.What is your age?

-15-16 years old -17-18 years old -19 years old or above

2. What is your gender?

Male Female

3. Which branch of study are you enrolled in?

-Literature and Philosophy -Languages

3.Part Two: CLT Involvement in English Language Classes *

4. Do you enjoy learning English?

Yes No Not sure

5. What do you find most challenging about learning English? Tick all that apply.

-Speaking

-Listening

-Reading

-Writing

6. Do you speak English in the classroom?

Yes Sometimes No

7. How often do your English language teachers engage you in speaking activities during class? Mark only one oval.

-Very often

-Often

-Sometimes

-Rarely

-Never

8. How do you feel when practicing English speaking in the classroom or when the teacher asks you to speak in English? Mark only one oval.

-Excited and confident

-Nervous but willing to try

-Uninterested and uncomfortable

Appendixes

9. How confident do you feel when speaking English in front of your classmates?

- Very confident
 -Somewhat confident
 -Neutral
 -Not very confident
 -Not confident at all

Part Three: CLT Activities

10. What kind of activities or tasks do you find most enjoyable for practicing communication in English?

- Role play or simulation
 -Group discussions
 -Individual presentations or speeches
 Other:

11. Do you feel that the activities in your English language class help you improve your speaking and communication skills? Please elaborate.

.....
.....

12. Which do you find more enjoyable: practicing speaking in class or focusing on writing and reading grammar activities? and why? a).Speaking in class /b).Writing and reading grammar activities

.....
.....

13. Can you describe a specific activity in your English class that you found helpful for improving your speaking skills?

.....
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Part Four: Learning Outcomes

14. Do you think your English teacher encourages you to speak English during class?

- Yes -Sometimes -No

15. Do you feel like your English speaking skills are improving because of your English classes?

- Yes -Sometimes -No

16. Do you think it's important for English classes to focus on helping learners communicate effectively in real-life situations?

- Yes -Sometimes -No

Your thoughtful responses will contribute significantly to our research.

Thank you for your participation! 😊

Appendixes

Interview

Introduction

Welcome and thank you for taking the time to interview with us. We're interested in learning more about your experiences and perspectives on integrating Communicative Language Teaching (CLT) principles into high school English language classrooms.

Before we start, (warm up Questions)

Are you familiar with the concept of CLT?

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If not, CLT refers to an approach to language teaching that focuses on meaningful communication and interaction among students.

Do you implement such methods in your classes? If so, what kinds of activities do you typically use?

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Part 1: Understanding Barriers to CLT Implementation

- What do you perceive as the main barriers that high school English language teachers may encounter in applying Communicative Language Teaching in their classrooms?

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Appendixes

- How do factors such as class size, curriculum requirements, and assessment expectations impact your ability to incorporate CLT practices effectively?

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Part 2: Assessment of Classroom Practices

- How do you assess students' progress in terms of communicative abilities? For example, how do you address pronunciation issues among your students?

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- To what extent do you believe that the current classroom practices of English language teachers align with the principles of Communicative Language Teaching?

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- Can you provide examples of activities or assignments you use to promote authentic language use and real-life communication situations?

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Part 3: Teacher Training and Professional Development

-have you had any training or professional development related to CLT ?

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Appendixes

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- In your opinion, what additional support or resources would be beneficial for high school English language teachers to effectively implement CLT principles?

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Part 4: Student Engagement and Language Learning

- What strategies do you use to encourage students to actively participate in communicative tasks and take ownership of their learning?

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- Can you describe a memorable classroom experience where you observed significant language development as a result of CLT practices?

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- What techniques do you use to ensure that all students have opportunities to participate and contribute to communicative tasks?

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Part 6: Reflection and Continuous Improvement

- What do you see as the benefits of adopting a reflective approach to teaching within the context of CLT?

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Appendixes

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- Can you share any tips or advice for new teachers who seek to employ such methods in their program?

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Thank you for sharing your insights and experiences with us. Your perspectives are valuable for our research

Summary

This study investigates the implementation of the Communicative Language Teaching (CLT) methodology at Ibn Rostom School, focusing on third-year pupils. The research explores English language teachers' perspectives, familiarity with CLT principles, and techniques used to enhance learners' communicative skills. Data were collected through a questionnaire for pupils and interviews with teachers. The analysis revealed several obstacles hindering successful CLT adoption, including limited teacher training, an inflexible curriculum, a strict timetable for the national BAC exam, students' low proficiency levels, fear of making mistakes, shyness, and a preference for traditional methods. The findings indicate that the Algerian educational system largely neglects CLT, resulting in a lack of communicative competence among EFL learners. Despite these challenges, teachers attempt various techniques to improve students' communicative skills. The study highlights the need for comprehensive CLT training for teachers and systemic changes to foster a communicative language teaching/learning environment in Algerian secondary schools.

Résumé

Cette étude examine la mise en œuvre de la méthodologie de l'enseignement communicatif des langues (CLT) à l'école Ibn Rostom, en se concentrant sur les élèves de troisième année. La recherche explore les perspectives des enseignants d'anglais, leur familiarité avec les principes du CLT, et les techniques utilisées pour améliorer les compétences communicatives des apprenants. Les données ont été recueillies par le biais d'un questionnaire destiné aux élèves et d'entretiens avec les enseignants. L'analyse a révélé plusieurs obstacles entravant l'adoption réussie du CLT, notamment une formation limitée des enseignants, un programme inflexible, un emploi du temps strict pour l'examen national du BAC, de faibles niveaux de compétence des élèves, la peur de faire des erreurs, la timidité, et une préférence pour les méthodes traditionnelles. Les résultats indiquent que le système éducatif algérien néglige en grande partie le CLT, entraînant un manque de compétence communicative parmi les apprenants d'anglais langue étrangère. Malgré ces défis, les enseignants tentent diverses techniques pour améliorer les compétences communicatives des élèves. L'étude souligne la nécessité d'une formation complète au CLT pour les enseignants et de changements systémiques pour favoriser un environnement d'enseignement/apprentissage communicatif dans les lycées algériens.

ملخص

تتحقق هذه الدراسة في تطبيق منهجية تعليم اللغة التواصلية (CLT) في ثانوية ابن رستم، مع التركيز على تلاميذ السنة الثالثة. تستكشف الدراسة وجهات نظر معلمي اللغة الإنجليزية ومدى معرفتهم بمبادئ CLT والتقنيات المستخدمة لتعزيز المهارات التواصلية للمتعلمين. تم جمع البيانات من خلال استبيان للطلاب ومقابلات مع المعلمين. كشف التحليل عن عدة عقبات تعيق تبني CLT بنجاح، بما في ذلك التدريب المحدود للمعلمين، المناهج غير المرنة، الجدول الزمني الصارم لامتحان البكالوريا الوطني، انخفاض مستويات الكفاءة لدى الطلاب، الخوف من ارتكاب الأخطاء، الخجل، وتفضيل الأساليب التقليدية. تشير النتائج إلى أن النظام التعليمي الجزائري يتجاهل بشكل كبير CLT، مما يؤدي إلى نقص الكفاءة التواصلية بين متعلمي اللغة الإنجليزية كلغة أجنبية. على الرغم من هذه التحديات، يحاول المعلمون استخدام تقنيات متنوعة لتحسين المهارات التواصلية للتلاميذ. تسلط الدراسة الضوء على الحاجة إلى تدريب شامل على CLT للمعلمين وإجراء تغييرات نظامية لتعزيز بيئة تعليم/تعلم اللغة التواصلية في المدارس الثانوية الجزائرية.