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# **Investigating The Role of Private Schools in Improving English Communication Skills to Pupils of Middle Schools**

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## **Dedication**

This work is dedicated

to all teachers who were and are still models of teaching,  
to the man and woman who polished me to gain knowledge in my life,  
to my beloved father “Mouhamed El Hafed” and mother “khadidja”,  
to my Husband "Haider " and my children "Aya and Ali"; may Allah be  
pleased with them.

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## **Abstract**

The aim of this study is to determine the role of private schools in improving the English communication skills to pupils of middle schools and the correlation between English communication skills and the two kinds of schools: public and private. The study was oriented to middle schools teachers and pupils of both private and public schools. The data was collected by selected samples and population from those settings and by conducting two questionnaires; the first one was directed to 25 teachers from private schools and 25 from public schools; the second questionnaire was directed to twenty pupils from private schools and twenty from public schools. A descriptive analytical approach was selected this study. The data were analysed using an SPSS software. Simple descriptive statistics for schools' comparison and a series of two logistic regressions were applied to predict the difference between the two types of schools. The findings showed that the role of private schools is significant in improving English communication skills in that pupils have oral sessions in their curriculum and have many opportunities to communicate and practise the English language in the classroom and also learn English with varied materials contrary to pupils in public schools who have little opportunities to communicate in English.

**Keywords:** *Communication, communication skills, private school, public school, competence, performance and materials*

## **List of abbreviations**

- CBA:** Competency-Based Approach
- CLT:** Communicative Language Teaching
- EFL:** English as a Foreign Language
- L1:** First Language
- L2:** Second Language
- ELT:** English Language Teaching
- TEFL:** Teaching English as a Foreign Language
- TESL:** Teaching English as a Second Language
- TOEIC:** Test of English for International Companies
- NAEP:** National Assessment of Educational Progress

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# **General Introduction**

## **Introduction**

During the last few years, many public and private schools have been established and aimed at improving teaching foreign languages in Algeria. Thus, English as a foreign language (TEFL) is being given much importance in Algeria, especially after the formal decision that made the status of English equal to the one of French that was considered the first foreign language in Algeria. The evolution of the world economically and scientifically led to changes in the educational system in Algeria. Moreover, during the development of science and technology, children are facing the English language in all fields of study, which makes teaching English as a foreign language very important. Indeed, public and private schools' main interest is teaching English which takes into consideration the following factors: the age, cognitive development, classroom atmosphere and the appropriate methodology of teaching.

## **Background to the Study**

When learning a new language, communication is an essential skill that students must learn to achieve their learning process. Communication provides people with the opportunity to express their thoughts and share and discuss them with others (Tutar, 2003). Communication is a complex process that requires skills at every stage of our lives, including the school. The school system is based on communication. Organizational communication involves decision making processes, leading and assessing outcomes (Hoy - Miskel, 2010). Both public and private schools try to improve the learning process by using different and varied ways, a comparative study of public and private schools and their effectiveness has been the topic of a large number of studies. Several studies have been conducted all over the world to compare the various features of public and private schools. The researchers tried to show the superiority of either of them by focusing on various features of performance, according to National Assessment of Educational Progress (NAEP) reported that private schools performed better than public schools in all major subject areas (US Department of Education 2012).

## **Statement of Purpose**

The aim of this study is to investigate public and private schools with their role in developing middle school pupils' English communication skills. The educational system is developed from year to year and the importance of mastering communicating in English is

rising due to the status of English as an international language. Different and various schools make their effort to improve teaching English focusing on the communication skills , both of private and public schools adopting suitable approaches and methods for helping pupils to achieve the learning goal. These approaches and methods differentiate but their main interest is to enable pupils in mastering the English language and communicating efficiently.

## **Statement of Problem**

It has been highlighted by many of researchers that the type of school plays a vital role in improving the education of foreign languages. However, when we see the situation of English language in public and private schools, we will find out that the teaching of English language in public schools is becoming worsened day by day, especially English communication skills. In other words, the conditions of learning in public schools are worse than private schools. Therefore, the present study was conducted to find out the role played by private schools in improving the English communication skills of pupils of middle schools. For this purpose, two of public and private schools were selected for this study to find the reason behind the downfall of teaching English communication skills in public schools.

## **Motivations**

As a parent, the researcher has come across many problems related to schools, either in terms of the appropriateness of the school' type to their children, or the role of public and private schools in improving the English language teaching including its skills, mainly oral communication. Because of the importance of English as a global language, parents need help for discovering how public and private schools improve teaching English in many perspectives such as reading skills, writing, speaking skills and so on.

## **Structure of the Study**

The study consists of three chapters. The first chapter deals with investigating the status of teaching English in Algeria in both public and private schools. The second chapter is concerned with diagnosing the ways and materials of teaching English in both of public and private schools and exploring both schools' ways in teaching English to middle school pupils. It is mainly centered on the materials used, the methods and techniques applied, the atmosphere and the environment of study in addition to the way of evaluation, classroom, the

textbook, and assessment. The third chapter is the practical part of the research. it includes the sample, methodology of research, data collection and analysis and the discussion of the findings

## **Rationale for the Study**

The importance of English is rising day to day due to its status as an international language. English today is seen as a global language. It is the language of science and technology. Thus, mastering English is a necessity for people today. Public schools are the first place where pupils learn English; they learn all the basic aspects of English such as grammar, vocabulary, lexis and so on; however, at the end of the fourth year of middle school education, pupils fail to communicate. Many people take their children to private schools to learn English communication skills. Therefore, this study is conducted to explore the secret behind the downfall of public schools in improving English communication skills and discover the role of private schools in improving those skills to pupils.

## **Research Question**

For achieving the aim of the study to the overall research, this research is conducted to answer a main question of this research which is to the role of private schools and improvement of the teaching communication skills:

To what extent do Private schools assist middle school pupils in improving their English communication skills?

Does participating in private schools produce better results in teaching oral communication than the public schools' method?

By conducting this study, we also hope to bring answers to the following sub question:

If private schools have an effect in improving English communication to pupils, on which specific component this effect would be?

## **Research Hypothesis**

Private schools may positively assist middle school pupils in improving their English communication skills.

The study is conducted to answer the above research question, and suggests a two tail hypothesis that could be stated as follows:

- The role of private schools effects positively for improving the communication skill of



pupils of middle schools.

The letter 'a' linked to the word 'hypothesis' in the above statement stands for alternative as this hypothesis if proved will reject the null hypothesis in which it is assumed that students will show no difference in their communication performances when they go to private schools .

The null hypothesis in this case is stated as follows:

- The role of private schools has no effect in improving the communication skills to pupils of middle schools.

## **Methodology**

A quantitative/qualitative approach was selected for this study. The main tool that was used was a questionnaire administered to the teachers of middle schools at the middle schools in Touggourt and El Oued. The questionnaire aimed at collecting more information about the English language teaching differences in private and public schools. The study took place at the beginning of 2021/ 2022 academic year.

## **Significance of the study**

The significance of this study is mainly in the teaching of communication in which it takes place. English as a foreign language EFL is progressively taking a new place as a global language in the world. In Algeria, English will become the language of instruction to replace French in all fields. Pupils of middle schools are generally facing the global requirements of mastering English skills mainly oral. The teaching methods used at schools do not seem to improve the pupils' English oral communication. This study has come to contribute to the improvement of the teaching quality that aims at enhancing pupils' English language acquisition in general and communication particularly.

## **Limitation of the Study**

Although the research has reached its goal, the study had some limitations. First ,the questionnaire was distributed only in the two places Touggourt and ElOued. Second, the study did not reach all the private and public schools in these two cities due to the big number of those schools. Besides, the study faced a lot of difficulties as the main one was COVID virus which had stopped the study for two months: December and January.

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## **Introduction**

Teaching foreign languages in Algeria passes through numerous changes according to the political and social changes of the Algerian government. The colonisations affected positively and negatively Algerians, especially in education besides the science and technology development. All these reasons have led to the teaching of foreign languages in Algeria to take an important place among Algerians. Due to the state of English as the language of science and technology, parents' main concern is to follow their children's progress in English. Thus, the Algerian Educational Ministry set up a lot of decisions for improving the teaching and learning process in Algeria, especially with respect to the English language due to the status of English as a global language. The Algerian Educational Ministry tries to regulate and improve the learning process by many ways such as applying many methods and many approaches. Actually, the modifications and the developments settled have improved the learning teaching process in many points.

### **1.1. The status of English in Algeria**

Algeria witnessed long periods of several colonization which made its original language such as Arabic in touch with various other languages such as Spanish, Turkish and French. All those colonization affected the Arabic language as numerous words and terms were introduced to the Arabic language by borrowing.

During this period, the French colonization, and years later, the French language dominated and was officially used to be the language of schools and administration. Later, after the Algerian independence, classical Arabic was declared to be the official language that has been used in both schools and administrations, and French was considered as a foreign language but has taken an important status because of its historical status. Afterwards, according to the gradual development of technology and science around the world, another language has appeared to take an important and interesting place in Algeria which is English. English has become the first global language nowadays and is studied for various purposes all over the world. In Algeria, English has gradually become an interesting language and is gradually taking the place of French, for it is used in companies such as SONATRACH, SONELGAZ, and UNILEVER... . These companies teach its employees English using different materials such as TOEIC (Test of English for international Companies) among other ones.

In 2021, the Educational Ministry of Education set up a decision that English will have a

special priority in the teaching curricula.( Boumella & Bouhzem ,2017 .p 18).

## **1.2. Teaching English as a Foreign Language in Algeria**

The French colonisation remained in Algeria for a long period and left a big effect on Algerian people in many perspectives such as life style, culture, and the educational system. In fact, the French language has always coexisted with the Arabic language. From 1962 till the 1970s, Algerian people used the French language in primary school as a medium of instruction. After that, Classical Arabic has been claimed to be the language of school and administration. Since 1979 the classical language has become the only language used in the educational system in the first three primary years in Algeria. Thus, from 1979 to 1989, the French language was dealt with as a foreign language, and children started to learn French from the fourth year at primary school. In 1993, English as another foreign language was introduced in the fourth year of primary school. Later, due to the educational reforms, French has been taught from third year of primary school whereas English has been taught from first year of middle school until last year of secondary school. After that English is taught at university as a branch or as a supplementary module at other branches such as Biology, Economics, Science and Technology because English has become a global language and the language of science and technology.

## **1.3. Approaches to ELT in Algeria**

Since 1962, Algeria has made an overall changes in educational system .and ELT has witnessed an adaption of different methods and approaches in both private and public schools such as Grammar Translation method ,direct method ,Structural method ,and Communicative language teaching ,and the competency Based approach. These methods affected the learning /teaching process in Algeria negatively and positively.

### **1.3.1. The Grammar Translation Method**

First, Grammar Translation Method is a method that dominated ELT in the period after independence in the Algerian educational system. The “Richard and Hall s series of ELT textbooks” and the French mandated textbook were used in Algerian schools during the very post independent period. They highlighted the learning of vocabulary items and grammar rules via memorisation, and stressed the importance of reading and writing. This method which views language as the process of memorising sets of grammar rules and a list of words.

It relies heavily on translation which generally led to the language interference, but which did not any appreciation of communicative skills. Cook (2003) pointed out that “success was measured in terms of the accurate use of grammar and vocabulary rather than effective communication” (p. 32).

### **1.3.2. The Direct Method**

The Direct Method appeared as a reaction against “Grammar Translation Method”. Its first appearance in Algeria was in the 1970s in middle school classrooms with Broughton' s ELT textbook "Success with English " and then through the textbooks, “Andy in Algeria”, “Learn English With Us” for 3eme-AM (1977) and “Madjid in England”, “Learn English With Us” for 4eme-AM(1977).

This method was mainly concerned with the oral skill. This method focused on listening and speaking skills then the reading and writing skills. The tasks of language in this method were based on classroom contexts which lead pupils to fail with using FL in daily life communication. Thus, the Educational Ministry of Education was obliged to resort to another approach for improving EFL learning and teaching and the pupils’ communication skills.

### **1.3.3. The Structural Method**

In the early 1970s, the Structural approach was implemented with the introduction of LG Alexander's popular ELT textbooks “Practice and Progress” (1967) and “Developing Skills” (1967) for the three secondary schools. The focus of this approach was on the learners’ autonomy which was decentralized from (Richards & Rodgers, 1986). However, this approach lacked the needed materials, so it failed.

### **1.3.4. The Communicative language Teaching**

The educational authorities have adopted the Communicative language teaching (CLT) approach that was a reaction to the Structural approach. In fact, it was introduced through illustrative course books such as "My New Book of English", "New Midlines and Comet" for secondary school levels. The Communicative Approach was derived from Hymes's communicative competence (1971) and its main objective was to improve and acquire the communicative competence and performance and appropriate use of grammar rules in contexts. This approach involved knowledge of grammar rules and a set of vocabulary. However, this approach was criticised because its implementation needed the classroom

available to adapt the collaborative work and pupils' interaction.

### **1.3.5. The Competency Based Approach**

Lastly, a new method has been introduced to EFL teaching /learning since 2003 as part of the reform of the system of Algerian Education. This approach is called the Competency Based approach (CBA). The basis of CBA is mainly on building abilities and practical language knowledge and skills. It is similar to the communicative approach because it is based on interaction. Interaction, interpretation and production are the three kinds of competencies that are focused on in CBA and in all the curricula of Algerian education. These three kinds involve speaking, writing, listening and reading. Thus, learners learn how to integrate them in the integration phase in the classroom (Tamrabet, Hamouda & Smara, 2016).

### **Conclusion**

This chapter started with a global review about the status of foreign languages in Algeria specifically the English language and the affection of colonisations on the educational system generally and foreign language. Then it talked about the teaching of English as a foreign language in Algeria and the different approaches and methods used in the English language classrooms up to now.

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## **Introduction**

Public and private schools have people' main concern in the last few years, many of them do not know what exactly the differences between them .The description of both schools helps them to have an overall sight about their educational system. Thus; the second chapter is concerned with public and private schools 'descriptions, how they teach English, what their manner of teaching is and what the materials they use are and how they take care about the location and the environment of study .

### **2.1. Public schools**

In the period of middle school, pupils pass through four years of educational development. In each year, the Educational Ministry sets up a scientific educational system to improve the learning process. Textbooks are divided into units which enrich pupils with suitable knowledge that fits them to learn the English language contents that were planned for their school level. Public schools are different from private schools in several ways such as materials that are used for presenting and evaluating the English language and the environment where learners study and practise the language.

#### **2.1.1. Materials**

Materials are very important in the teaching, and they are the instruments of how to present the information in a good and proficient manner and to make pupils able to comprehend what they read and understand what they listen to. The materials are various but public schools utilise the textbooks as a compulsory material in their teaching and learning process.

##### **Textbook**

Many specialists give the term textbook different definitions. Richards and Schmidt (2002, p. 550) defined a textbook as “a book on specific subject used as teaching/ learning guide”. In addition, for Sheldon (1987), it refers to “a published book specially designed to help improving the language learners in their linguistic and communicative abilities” (Sheldon 1988, p. 237). A textbook plays an essential role in many language classrooms (Richards, 2001).

The Educational Ministry in Algeria set up a special textbook for each school year.

Thus, a textbook is the only material that is used in public schools for presenting content to pupils of middle school.



### **2.1.2. Evaluation**

Evaluation is the gathering of information in order to make decisions about the teaching programmes. According to Bank (1977), evaluation is a technical aspect of instruction and part of the teaching/learning process that gives continuous feedback of data to keep the system in adjustment. Evaluation is the process of conceiving, obtaining, and communicating information for the guidance of educational decision making, with regard to a “specific programme”.

Public schools use varied methods for assessing the level of their pupils such as:

**Exams:** There are three official exams, one for each trimester.

**Tests:** officially, there are six tests, two tests for each trimester, but teachers have the right to do only one test for each trimester.

**Homework:** They are activities and tasks about courses that teachers give to their pupils to solve them at home.

### **2. 1.3. Environment**

To fulfil Teaching English appropriately and to get pupils able to speak and communicate in the English language, the schools should also be aware about the environment of study as it affects positively if it is suitable or negatively if it is inappropriate. In the public sector, the classroom represents the environment where pupils have their courses.

#### **➤ Classroom**

The classroom is a place where teachers meet a group of pupils to interact about a subject. According to the Oxford Learners' Pocket Dictionary, the word "classroom" is defined as a room in school, college...where classes are taught" (pp.72-261).

In public schools, the number of pupils exceeds 30 pupils in classroom. This number may increase as a result of globalisation which makes the classrooms overcrowded. The term ‘overcrowded’ can differ from a country to another and from one situation to another. In consideration of Hayes (1997), there can be no quantitative definition of what constitutes an overcrowded class, as perceptions of this will vary from one context to another.

This sitting of large classes or overcrowded makes the English language teaching tasks more complex and most teachers comment on big class as "out of control", because it is impossible to communicate with all pupils under these hard conditions. Also, it is hard to organise class activities and correct homework. Thus, the teaching of English as a foreign

language, TEFL, will be affected negatively in all the language skills and mainly the communication skill.

## **2 .2. Private schools**

Despite the effort of Educational Ministry in developing teaching foreign languages in public schools , many parents view the learning in private schools will be better for their children ,due to the services that private sector present for improving the learning process, which develop their children and improves their skills because of the use of technology in the teaching process.

### **2 .2.1.Materials**

The materials in private schools are different totally from those of public schools. Although some of them are utilized in public schools, the private sector is still rich with several materials which are hard to be applied in public sector. These materials are varied between audio and visual aids. According to the progressing of sciences and technology, many new materials were conducted to teaching English for improving the communication skills of pupils such as videos, data show, computer, tablet and so on.

#### **- Textbook**

Textbook is a necessary material and a central core that helps learners to receive the syllabus in a regular, systematic, planned and developed way. "Textbooks are both pedagogical tool as well as a marketed product, textbooks are an instrument for learning as well as an object of learning, and textbooks address both students and teachers" (Erabas, Alacaci & Bulut, 2012). In private schools, textbooks have become just one piece of a large group of classroom materials. According to Spanovic (2010), the textbook now acts as a complementary source within a multimedia package.

#### **- Accompanying Materials**

Despite of the advantage of textbooks on the teaching learning process, material should balance between the four language skills which should be integrated. Therefore, the material should cover the receptive, listening and reading, and the productive skills, speaking and writing. Evaluating the skills in textbook is based on three main aspects. First, it is important to find out whether practical guides can develop the language skills presented in the material. Second, it is essential to decide whether the course period is suitable for teaching each skill. Third, it is important to determine whether the activities contribute in the development of the

skill and whether the aim of practicing the skills is clear (Breen & Candlin, 1987).

Private schools, essentially, use textbook, but it is not the only material that they rely on. Different and varied materials in private schools are considered as a way for improving the teaching quality, especially for developing communication skills.

Tomlinson et al. (2001) considered the use of CD-ROM and cassettes as one of the interesting and effective ways in the current generation of language teaching materials. It is highly important for the textbook to be supported by appropriate supplementary materials such as CDs, Videos and Pictures.

## **2.2.2. The Learning Environment**

The environment in private schools are divided into two parts inside classroom where pupils take courses and outside classroom where pupils use and practise language.

### **- The Classroom**

Classroom is the first place where pupils have the planned sessions. The lessons are presented theoretically in written courses, also in classroom pupils have their written tasks or teachers provide their pupils with the information that they need to learn and practise language.

### **- The Laboratory**

The use of technology has become a significant element in ELT classrooms. Using technological aids like: tape recorders were used for improving the effectiveness of teaching. Usage of technology-enabled strategies is made possible through using computers. There is no doubt that using the Internet for language teaching will occupy the central role in ELT and learning for quite some time to come (Coiro, 2003).

Furthermore, research on the use of technology proves that listening can be improved through audiovisual aids. Xiaoqiong and Xianxing (2008) used technology to display films to motivate students to learn a foreign language. Along with a DVD player, they also showed students a computer with attractive pictures and interesting information gathered from the internet about the movie being shown. Results suggested that by watching and listening to engrossing materials, students were immensely motivated to learn English. Xiaoqiong and Xianxing (ibid) further found out that this method greatly improved the listening comprehension of the students.

## **Conclusion**

This chapter has focused on describing the main points of public and private schools and stating the similarities or differences. It started by giving an overall sight of the public sector. Thus, the first section of this chapter concentrated on teaching English language in Public schools. The main points were centred on: the materials, evaluation and the environment. The second section of this chapter was also centred on those points: materials, evaluation in addition to the environment but in another sector which is the private schools.

# Practical Part

## Chapter Three: Methodology of the Study

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## **Chapter Three: Methodology of the study**

### **Introduction**

This chapter will be centered on the experiment to give overall answers of the main question of this research: does the role of private schools improve the communication skills of pupils of middle school?

In this study, we hypothesise that learning English in private schools helps middle pupils to communicate effectively.

The study was rich by the teachers' personal experience particularly about the need of private schools way in teaching communication skills to improve the pupils' oral performance

A quantitative and qualitative method is adopted to explore and answer the main research question. The latter is a causality question which tries “to show that manipulating a specific variable is consistently followed by a change in other variables when other potential causes are controlled” (Murray & Beglar, 2009, pp. 165-167).

### **3.1. Methodological Approach**

To address the research question, the approach has been selected to suit the research nature. The differences and factors that control the choice of the two approaches to study are as follow: “Quantitative research values breadth, statistical descriptions, and generalizability.” (Leavy, 2017, p. 87). In contrast, he stated later, “Qualitative approaches to research value depth of meaning and people’s subjective experiences and their meaning-making processes.” (Leavy, p. 127).

The study in this research follows steps of the classical research model, as Vanderstoep and Johnson (2009) stated: “starting with a theory, generating hypotheses, testing the hypotheses, and interpreting the results.” (Vanderstoep & Johnston, pp. 3-4).

According to what is preceded, the dissertation’s title, the role of private schools have many advantages in improving communication skills to pupils of middle schools as appeared in parts of this paper .

This study tries to experience the effect of the role of private schools in improving the pupils' oral performance. This chapter will also try to answer the research question about to what extent using private schools will affect the pupils' communication skills? The qualitative

quasi experimental method is adopted because it is supposed to bring measurable results that could be evaluated and replicated to ensure the reliability and validity of the study conducted and to test its hypothesis. The chapter contains the following:

- 1/ Describing the population, methodology, data collection instruments and procedures.
- 2/ Explaining the course plan and the assessment approach.
- 3/ Analyzing the data and discussing the results in addition to drawing conclusions and implementations.

### **3.2. Teachers' Questionnaire**

A questionnaire is designed to teachers of middle schools who teach in public school or private school or both of them to know their views about English teaching and how each type of school develops the communication skills to pupils.

#### **➤ The Sample**

The sample consists of 25 teachers from public schools and 25 teachers from private schools. The samples are mixture of males and females with different educational degrees and different experiences.

#### **➤ Data Collection**

A questionnaire was used to gather more information about the way of teaching English communication skills in both public and private schools. Questionnaires are important sources of information. The questions are carefully worded. The questionnaire includes 14 closed questions about the main elements of English language teaching and learning. This is a **convenient** sample because “the researcher has sampled whatever individuals were readily available without any attempt to make the sample representative of a population. According to Nunan (1992), these closed questions, are easy to quantify and analyze, particularly when a researcher uses computer statistics packages such as SPSS (Cited in El Kouti, 2017).

#### **➤ Data Analysis**

The questionnaire consists of 14 questions for gathering more information about English teaching ways in both public and private schools, in addition to teachers' suggestions about pupils needs to achieve oral communication.

The first question was about the number of pupils in the classroom, the table 4 shows teachers' answers:

Table 01: Pupils' number in the classroom



School ' type	Around 16 pupils a class	30 to40 pupils a class	Participants	Percentage
Private schools	25	00	25	100%
Public schools	00	25	25	100%

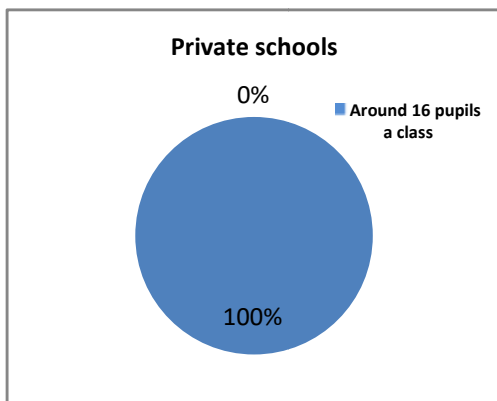


Figure 01:Pupils' number in classroom of private schools.

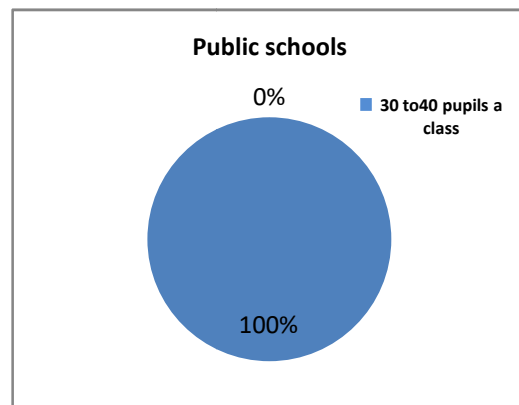


Figure 02: Pupils' number in classroom in public schools.

The table above reports that, in private schools, the number of pupils in a class is 16 pupils, whereas in public schools, it exceeds 30 pupils per class.

The second question was about the teachers' satisfaction about their English teaching. This question aimed at discovering the teachers' views about English teaching ways in both public and private schools. Table 02 reports their answers.

Table 02 : Teachers' satisfaction about their way of teaching

School ' type	Responses	Participants	Percentage
Private schools	Yes	20	80%
	No	05	20%
Public schools	Yes	08	68%
	No	17	32%

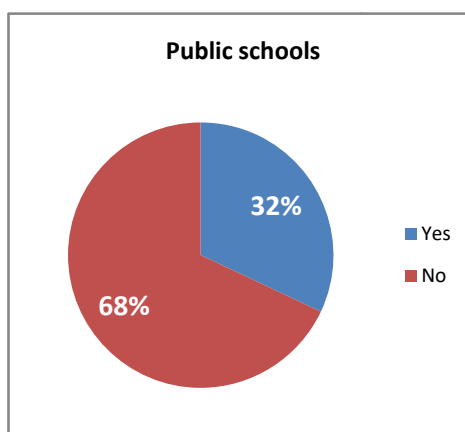
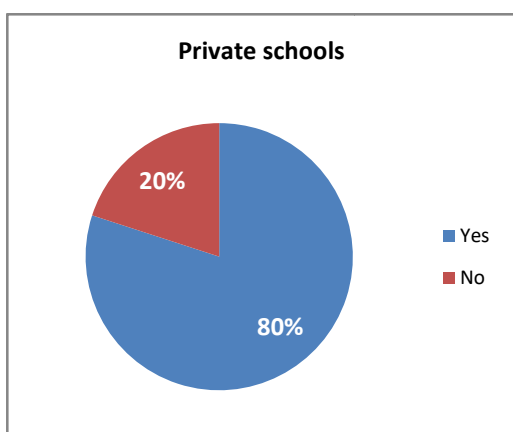


Figure 03: Teachers' satisfaction with their way of teaching in private schools

Figure 04: Teachers' satisfaction about their way of teaching in public schools

From the table above, 80 percent of the teachers of private schools are satisfied with their English language teaching contrary to teachers of public schools in that 50 percent of them are not they mentioned many reasons as the length of the syllabus, lack of sufficient timing, and the absence of pupils' motivation.

The next question was about whether the syllabus develops the pupils' skills. Most of the teachers' answers in both public schools and private schools were positive as the table below reported. Nonetheless, some of the teachers in public schools view that the topics are not interesting, and the pupils are not interested in English and many other answers.

This question aimed at diagnosing the syllabus and showing its relation with English language improvement.

Table 03: The syllabus and development of English skills

	Responses	Participants	Percentage
Private schools	Yes	20	80%
	No	05	20%
Public schools	Yes	18	72%
	No	07	28%

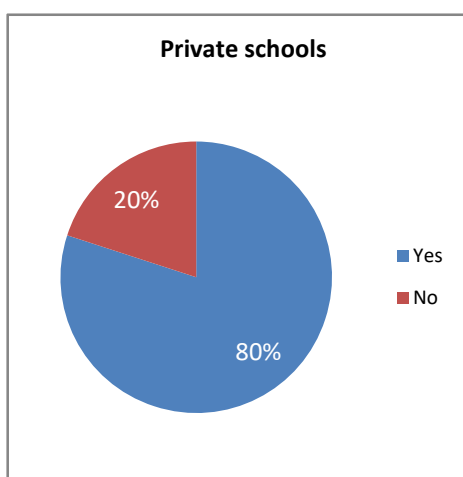


Figure 05: The syllabus and development of English skills in Private schools.

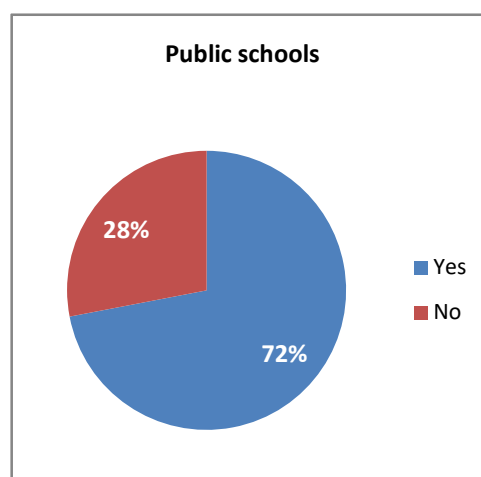


Figure 06: The syllabus and development of English skills in Public schools.

The next question also investigated the pupils' habits concerning speaking in English in class. This question did not specify any genre of speaking which resulted in the below table information.

Table 04: Pupils' speaking frequency

	<b>Responses</b>	<b>Participants</b>	<b>Percentage</b>
<b>Private schools</b>	<b>Yes</b>	<b>20</b>	80%
	<b>No</b>	<b>05</b>	20%
<b>Public schools</b>	<b>Yes</b>	<b>18</b>	72%
	<b>No</b>	<b>07</b>	28%

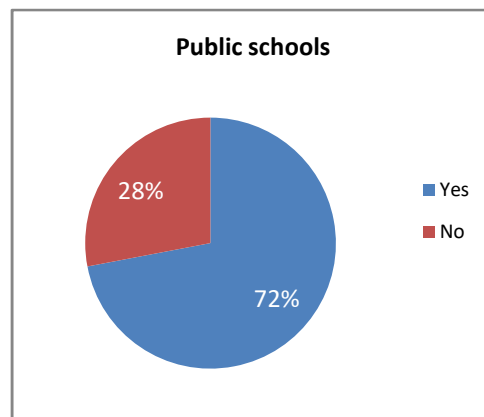
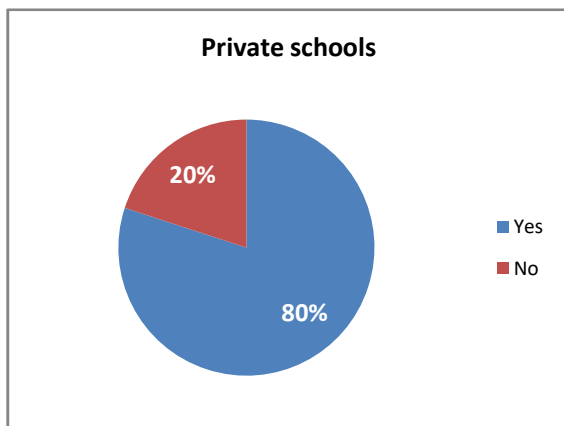


Figure 07:Pupils' speaking frequency in Private schools. Figure 08:Pupils' speaking frequency in Public schools.

The answer of teachers for this question was that the sessions could include any speaking activity even if it is 'repeating words' or 'answering questions' or any kind of communication in the classroom. As the table reported, the average of the pupils' speaking skill who joined private schools was higher than the average of pupils of public schools.

Next question sought to discover the goal of pupils from learning English. This question was also general in its design, but it helped in exploring the pupils' desire of English learning. Table 6 gives an overall idea about pupils' goal from learning English.

Table 05: Private schools' goal for learning English

Private schools' answers	Participants	Percentage
To communicate	20	32%
Only to get marks	10	16%
To learn to other culture	07	11%

To be able to use English in the future	18	28%
Other answers	8	13%

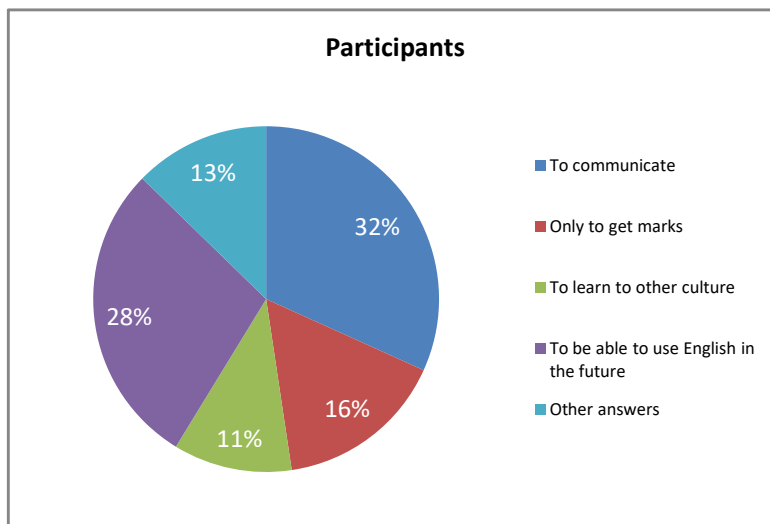


Figure 09: Private schools ' goal for learning English.

Table 06: Public school pupils' goal for learning English

Public schools' answers	Participants	Percentage
To communicate	10	32%
Only to get marks	22	16%
To learn to other culture	3	11%
To be able to use English in the future	15	28%
Other answers	5	13%

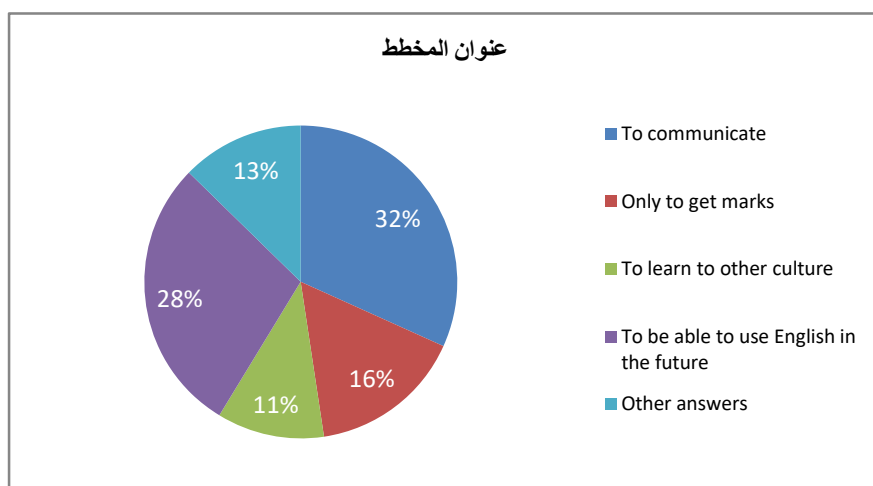


Figure 10: Public school pupils' goal for learning English

The following question is an investigation of how teachers develop their pupils communication skills in their opinion , the question objected to explore the materials that teachers think they are effective in developing communication skills to pupils, the results are shown in table 07.

Table 07: Materials that private schools' teachers think they improves communication skills

Private schools' answers	Participants	Percentage
Repetition drills	5	7%
Songs	18	24%
Role players	15	20%
Audios and videos	25	34%
Others	11	15%

Figure 11: Materials that private schools' teachers think they improve communication skills

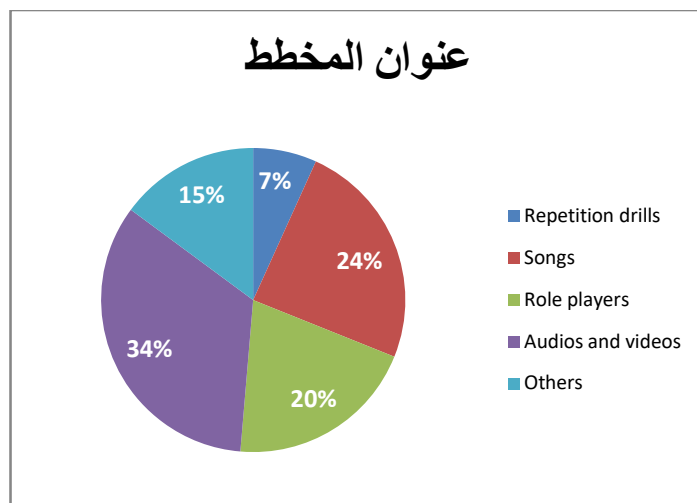


Table 08:Materials that Public schools' teachers think they improve communication skills

Public schools' answers	Participants	Percentage
Repetition drills	19	23%
Songs	12	15%
Role players	15	19%
Audios and videos	25	31%
Others	10	12%

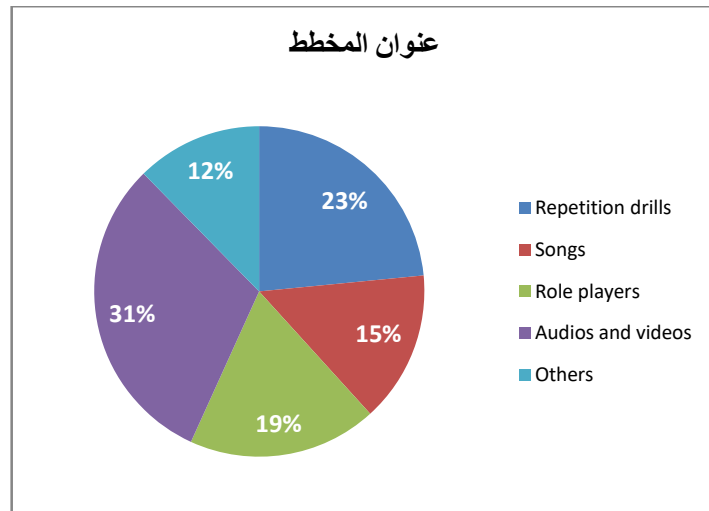


Figure 12: Materials that private schools' teachers think they develop communication skills.

Both of the questions 8 and 9 centered on oral communication whether pupils have enough time for developing this skill and whether they have the opportunity to communicate with each other and with teachers in English during sessions.

As the results shown in the table below, all private schools' pupils have enough time and opportunity to speak contrary to those of public schools who do not because of the length of the syllabus and the time limit.

Table 09: Opportunities of communication and time for developing oral skills to pupils of public and private schools

Private schools' answers	Responses		Participants	Percentage	
Private schools	Pupils enough have time for developing oral skill	Yes	23	46%	
		No	02	04%	
	They have chances to communicate	Yes	22	44%	
		No	03	06%	
Public schools	Pupils enough have time for developing oral skill	Yes	05	10%	
		No	20	40%	

	They have chances to communicate	Yes	06	12%	
		No	19	38%	

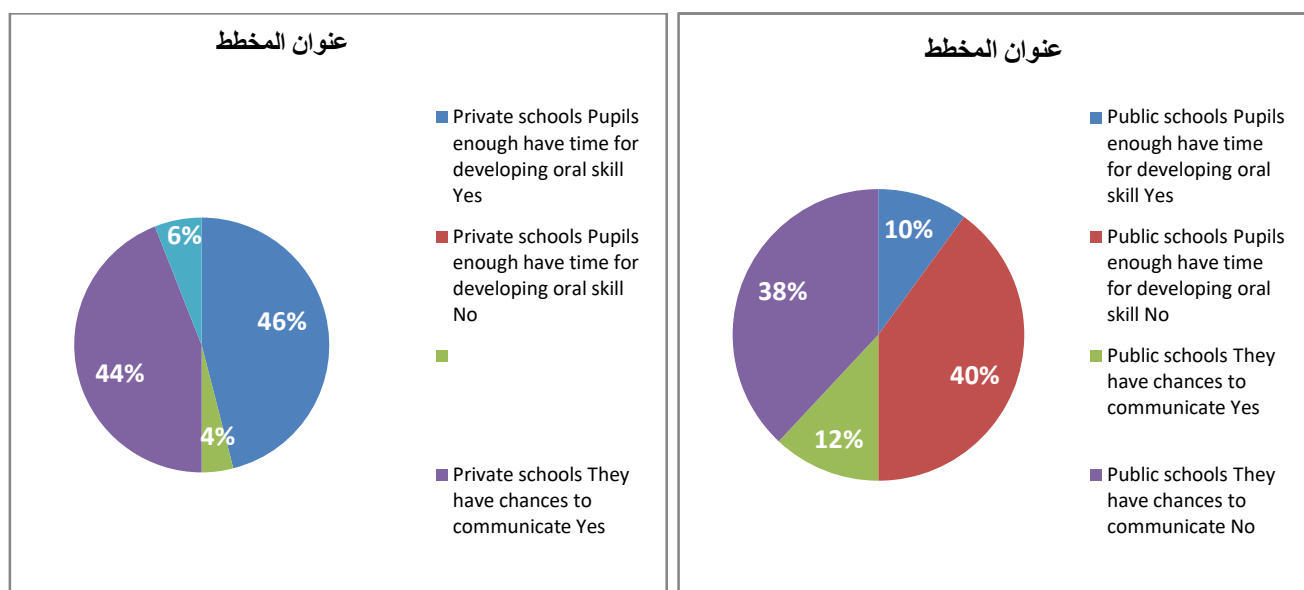


Figure 13: Opportunities of communication and time for developing oral skills to pupils of public and private schools

The two questions 10 and 12 are about how teachers encourage their pupils to speak, but one inside the classroom and the other is about the outside of the classroom.

In private schools, most answers maintained that teachers encourage their pupils inside the classroom by different ways such as involving them in classroom tasks and activities and pushing them to speak by varied dialogues and conversations. Also, they do that outside the classroom by preparing some lessons to teach them outside the classroom and some songs to listen and some videos to watch at home and improve their communication skills.

In contrast, the main concern of teachers in public schools was to finish the curriculum and their encouragement to pupils was by giving them extra marks. Also, they do not care about outside classroom because most of them feel that their job is finished when pupils have understood the lessons in class and got their marks at exams.

Table10: Manner of communication 'encouragement inside classroom in private schools

Responses of private schools	Participants	Percentage
By rewarding pupils	08	24%
Giving them extra marks	05	15%
Involving them with tasks	12	37%

Other	08	24%
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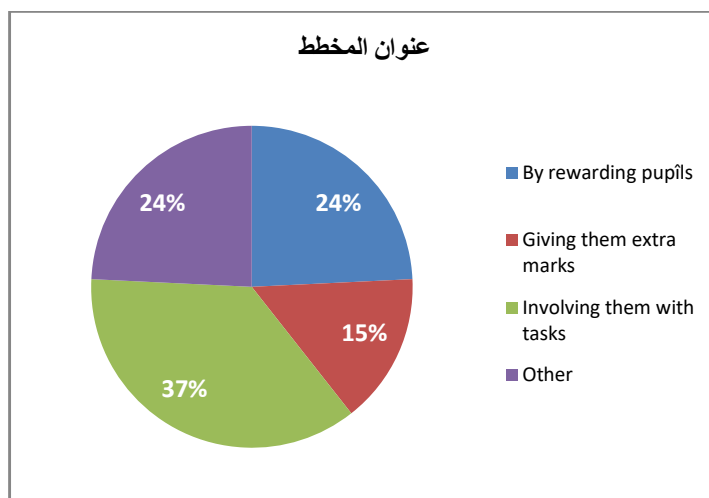


Figure15: Manner of communication's encouragement inside classroom in private schools

Table11: Manner of communication 'encouragement inside classroom in public schools

Responses of public schools	Participants	Percentage
By rewarding pupils	19	35%
Giving them extra marks	22	40%
Involving them with tasks	11	20%
Other	03	05%

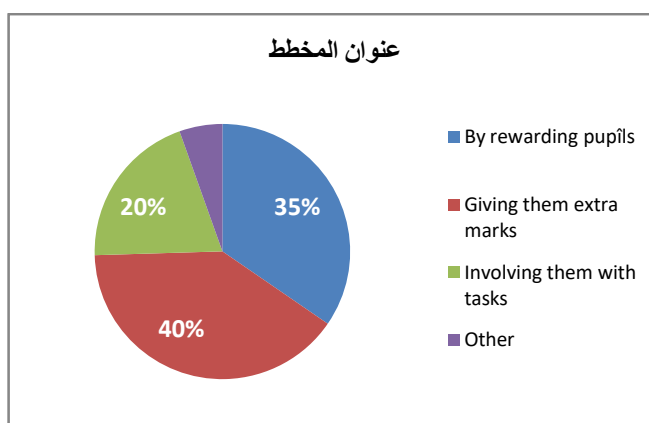


Figure16: Manner of communication's encouragement inside classroom in public schools.

Question eleven is about the use of the mother tongue in the classroom during teaching lessons. This kind of question helps to explore the teaching methods used in the classroom. The most teachers' answers in private schools are nearly similar to those of public schools because the aim of both schools is pupils 'comprehension.



Table 12: Using mother tongue in teaching English in both private and public schools.

School' type	Answers	Participants	Percentage
Private schools	Yes	22	88%
	No	03	12%
Public schools	Yes	05	20%
	No	20	80%

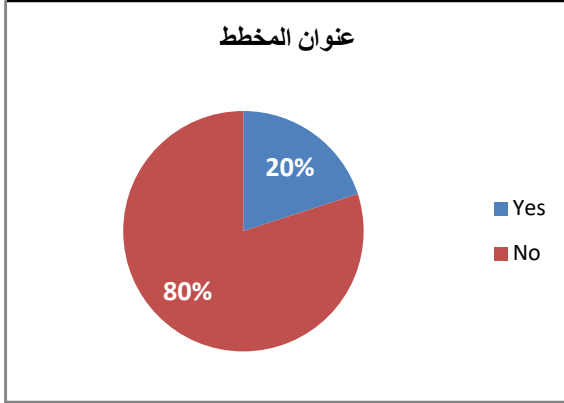


Figure 17: Using mother tongue in teaching English in private schools.

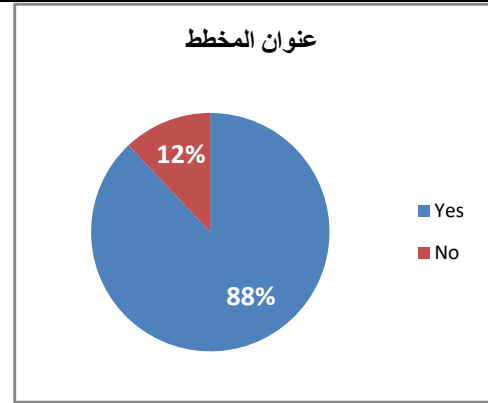


Figure 18: Using mother tongue in teaching English in public schools

The next two questions, 13 and 14 concern the material used in the teaching process in both private and public schools: what are they? and is their use obligatory or not ? The answers make differences in results in both private and public schools. In public schools, most answers reported that teacher rely only on a textbook with printed papers, but in private schools teachers use varied materials, for instance, songs, stories, videos, records in addition to textbooks and printed photos and papers.

Table 13:Obligation of using textbooks in both private and public schools.

School' type	Is the textbook obligatory?	Participants	Percentage
Private schools	Yes	09	30%
	No	16	70%
Public schools	Yes	20	80%
	No	05	20%

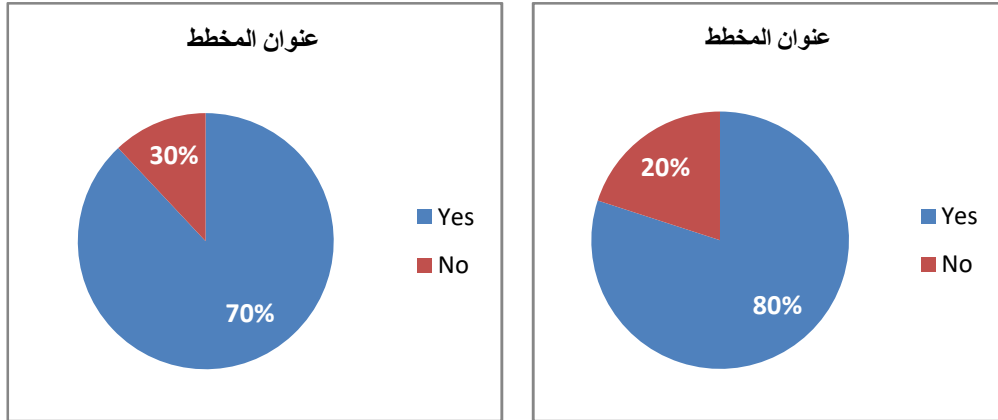


Figure 19: Obligation of using textbooks in private schools. Figure 20: Obligation of using textbooks in public schools.

Table 14: Materials' usage in private and public schools

Kinds of materials	Private schools	Participants	Percentage	Public schools	Participants	Percentage
Visuals	Videos	25	100%	/	/	
	Pictures	20	80%	/	15	
Audios	Records	09	30%	/	/	
	Songs	22	88%	/	/	
Printed	Textbook	15		Textbook	25	100%
	Photocopies	25	100%	Photocopies	25	100%

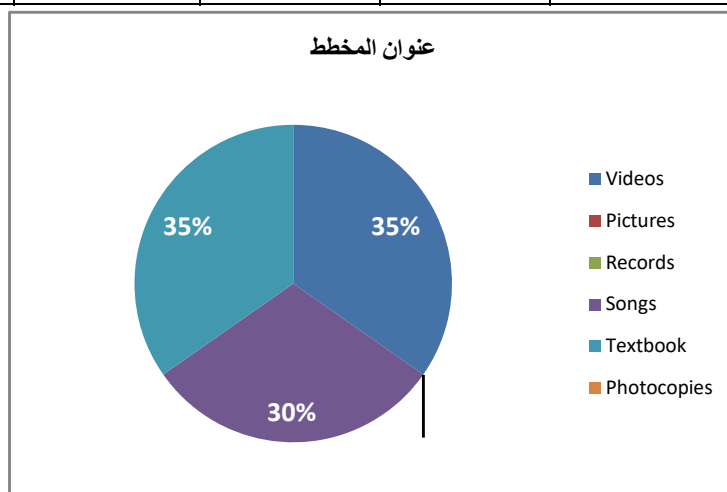


Figure 21: Materials' usage in private and public schools

Table 15:the alternative of the use of materials

School 'type	The use of materials	Participants	Percentage
Private schools	Obligatory	18	72%
	Optional	07	28%
Public schools	Obligatory	16	64%
	Optional	09	36%

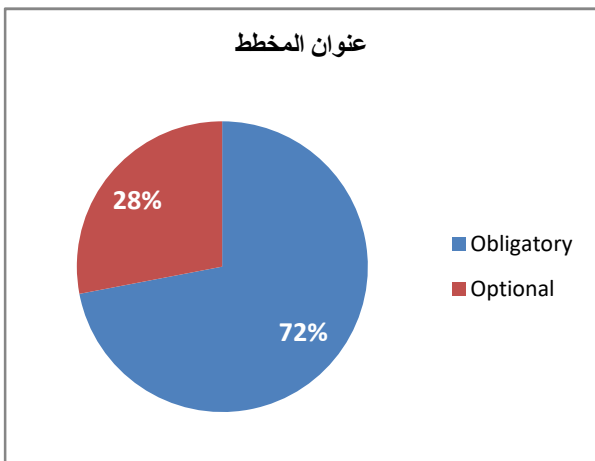


Figure 22:the alternative of the use of materials in private schools.

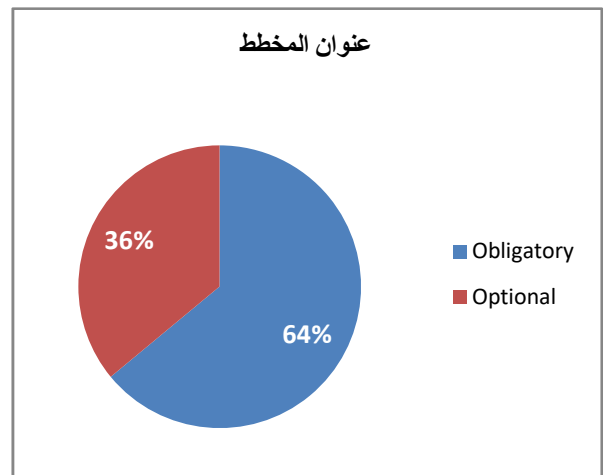


Figure 23:the alternative of the use of materials in public schools

The last question asked teachers to give their suggestions about how to develop the oral communication skills.

In both private and public schools the answers are similar, their sight were that: the integration of varied methods and different materials is the best solution for developing communication skills of pupils.

### 3.2. Pupils' Questionnaire

#### ➤ The Sample

The study directed to pupils of middle school English was introduced in their curriculum from the first year of middle school until the fourth year of middle school, therefore, the study sample. They are mix of boys and girls. In fact, there are only 13 boys pupils between the whole 40 pupils of the study population. The pupils age range from 12 to 15 years old. All pupils were learning English as modules. English was a part of their curriculum for 3 years from the middle school.

The sample consists of 20 pupils in public schools: Baddouda El Sayieh middle school and Omar Ben El Khattab middle school, whereas in private school, the sample consists of 20 pupils from Algerian center for genius and Youmbai school. This is a **convenient** sample because "the researcher has sampled whatever individuals were readily available without any attempt to make the sample representative of a population."

#### ➤ The Analysis of the questionnaire

The questionnaire consists of 13 questions for gathering more information about English learning ways in both public and private schools in addition to pupils' suggestions about their needs to improve oral communication skill.

The first question asked about the kind of school that pupils joined in Table 1 shows the pupils' answers:

Table 16: Pupils' school' kind

Responses	Participants	Percentage
Private school	35	44%
Public school	05	06%
Total	40	100%

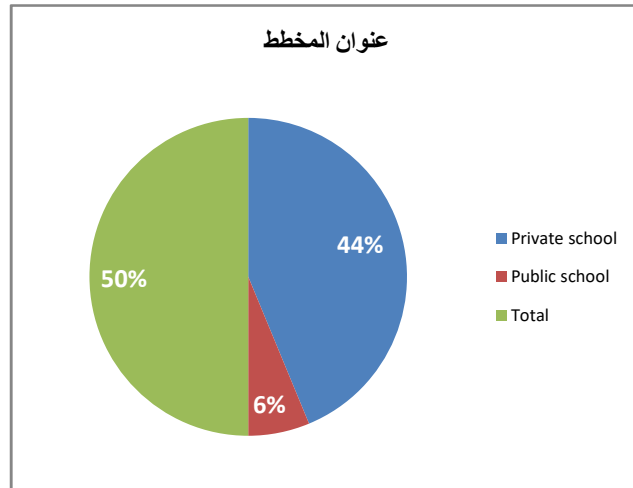


Figure 24: Pupils' school' kind

This question was addressed to know the type of school of pupils. The results show that the majority of the pupils has joined to public school.

The second question is about the pupils' objective from choosing their school' type. The aim from this question was to know that whether their choice came from their desire or from another thing. The results are shown in Table 17.

Table 17: Pupils' objective from choosing their school type

Responses	Participants	Percentage
From their desire	15	19%
From other objectives	25	31%
Total	40	100%

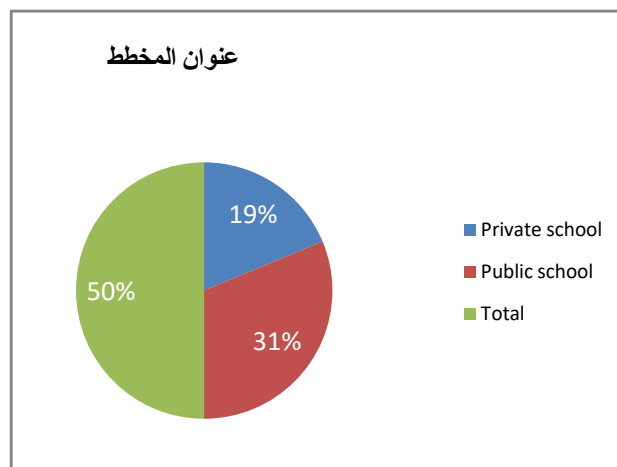


Figure 25: Pupils' objective from choosing their school type

The results show that pupils have many other objectives that oriented them to choose their

school type which has the percentage 31% followed by the percentage 16% to pupils who choose their school' type from their desire.

The next two questions 3 and 4 are concerned with the positive and negative effects of the number of pupils in classroom in the learning process, as it is shown in Table 18.

Table 18: The Relation of pupils' number and the learning process 'effectiveness' in classroom.

	Positive effect	Negative effect	Participants	Percentage
Big number of pupils	01	39		98%
Small number of pupils	40	00		02%

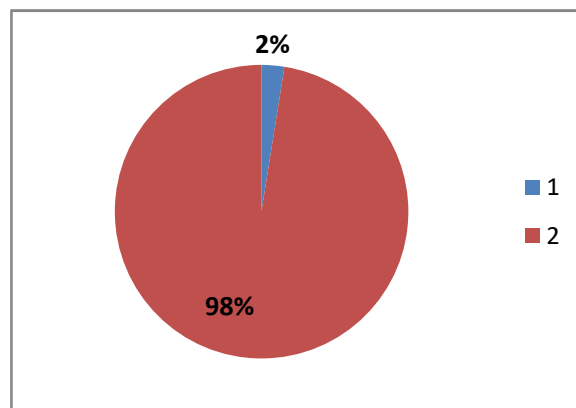


Figure 26: The Relation of pupils' number and the learning process 'effectiveness' in classroom.

The majority of participants' answers demonstrate that there is a correlation between the number of pupils in class and the effectiveness of the learning process; in other words, when there is a small number of pupils in class, the learning process will be better.

The following question is checking if the pupils are satisfied about their learning in their school. The objective from this question is to discover if the school meets the pupils' needs.

Table19: Pupils' satisfaction about their school learning.

Response	Responses	participants	Percentage
Are Private school 'pupils satisfying about their school' learning?	Yes	17	98%
	No	02	2%
Are public school' pupils satisfying about their school' learning?	Yes	05	25%
	No	15	75%

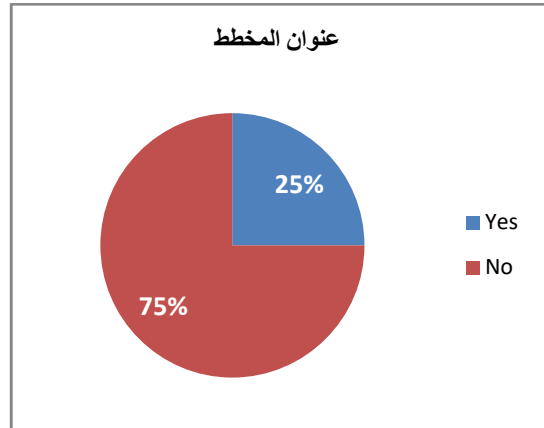
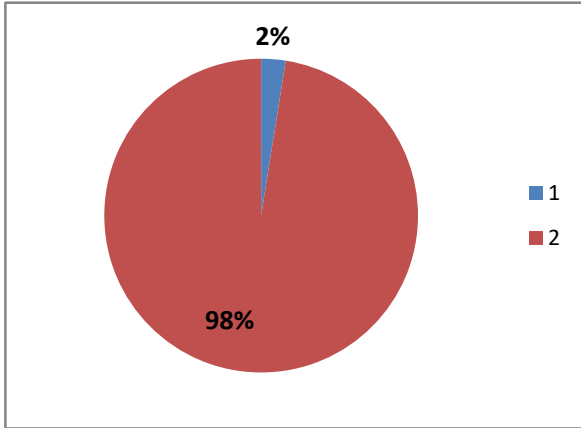


Figure27: Teachers satisfaction about their teaching in private schools.

Figure28: Teachers satisfaction about their teaching in public schools.

The table reveals that the majority of pupils of private schools are satisfied with their learning with percentage 95%. In contrast, most of the pupils of public schools are not.

The next question is concerned to know if the school helps pupils to improve their language skills and how this question helps to explore the manners of developing skills in both private and public schools, as it appears in Table 20.

Table 20: Schools developing the pupils skills

School type	Responses	Participants	Percentage
Private school	Yes	13	65%
	No	07	35%
Public school	Yes	03	15%
	No	17	85%

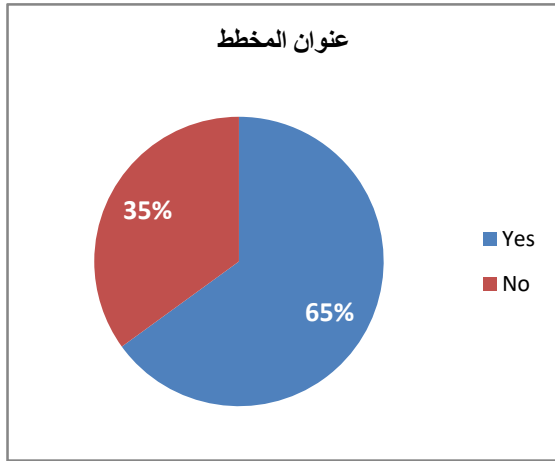


Figure 29: Developing skills in private schools.

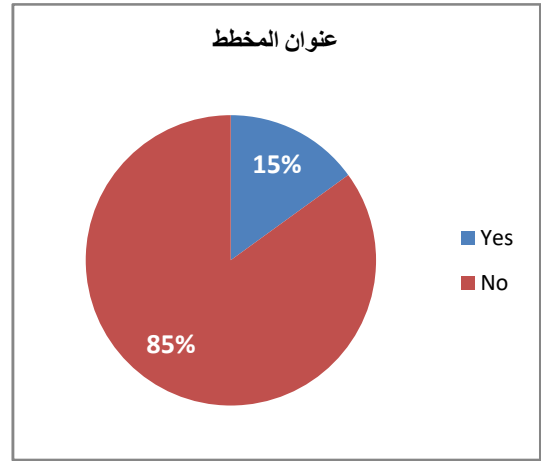


Figure 30: Developing skills in public schools.

Answers in Table 20 show that the private schools have more percentage than public schools.

The questions are followed by one about using the mother tongue in classroom during explanation.

Table 21: Using teachers' mother tongue in classroom

	Responses	Participants	Percentage
Does private schools 'teacher use mother tongue?	Yes	12	60%
	No	08	40%
Does public schools' teachers use mother tongue?	<b>Yes</b>	<b>03</b>	<b>15%</b>
	No	17	85%



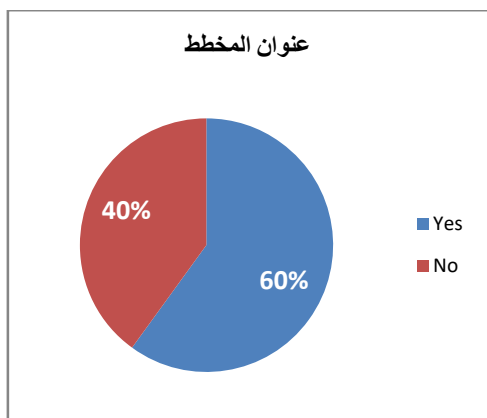


Figure31: Using teachers' mother tongue in classroom in private schools.

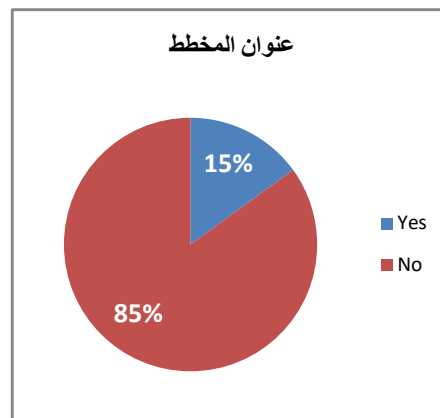


Figure 32: Using teachers' mother tongue in classroom in public schools

The table reveals that teachers of private schools use their mother tongue in the classroom and the percentage is 60%, but in public schools, the table shows that the percentage is 15%.

The next question is a main question in this questionnaire; it is a direct question about the learners' goals from learning the English language. This question aims to give an overall idea about learners' objectives. Table 22 shows the results to pupils' answers in private schools.

Table 22: Pupils of private schools' goals from learning the English language

Private schools 'responses	Participants	Percentage
To communicate	18	29%
Only to get marks	09	14%
To be able to use English in the future	19	31%
To learn other culture	05	8%
Other answers	11	18%

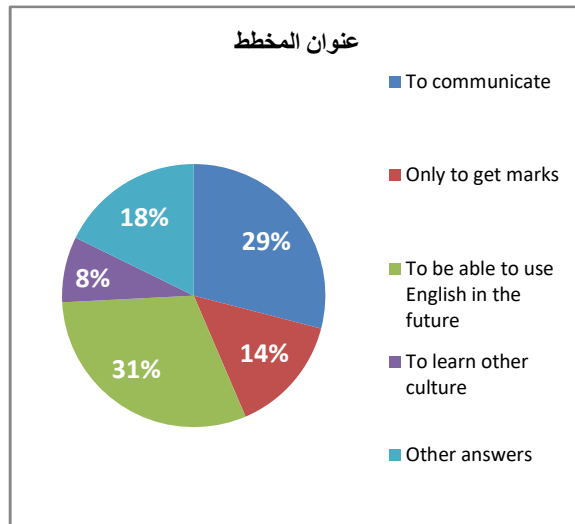


Figure 33: Pupils of private schools' goals from learning English language.

Most of responses of private schools' pupils got the highest percentage (31%) that their goal from learning English is communication, followed by the goal to be able to use English in the future with the percentage (29%). Then the following percentage (18%) was for to 'only get marks' and 'to learn other culture'.

Table 23 shows the responses of pupils in public schools.

Table 23: Pupils of public schools' goals from learning English

Public schools 'responses	Participants	Percentage
To communicate	06	14%
Only to get marks	17	39%
To be able to use English in the future	15	35%
Other answers	05	12%

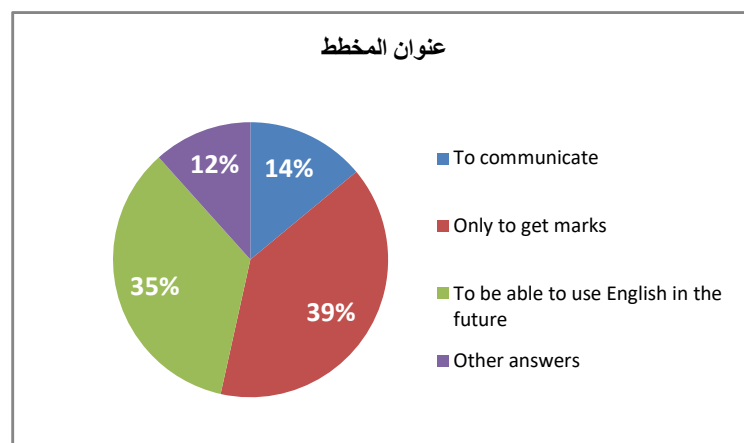


Figure 34: Pupils of public schools' goals from learning English

According to Table 23, the majority of pupils of public schools 'answers had the highest percentage (39%) to 'only get marks', followed by the goal 'to be able to use English in the future' whose percentage is 35%. Then 14% and 12% were given to 'to communicate' and 'to learn other culture' respectively.

Next question asked about whether the pupils have oral sessions for developing their communication skills in their schools. This question helped to discover whether pupils practise the English language. Table 24 shows the results.

Table 24: Existence of oral sessions in the school.

School' type	Answers	Participants	Percentage
Private schools	Yes	18	19%
	No	02	10%
Public schools	Yes	04	20%
	No	16	80%

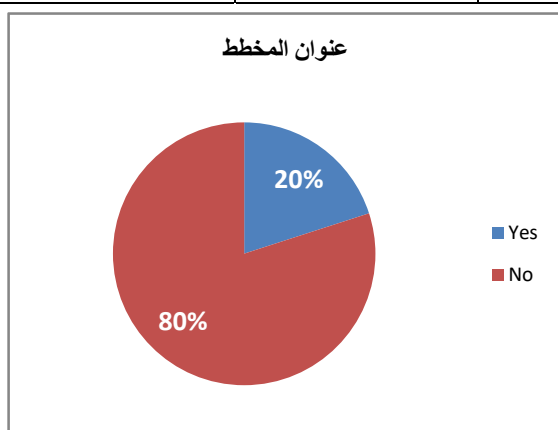


Figure35 : Existence of oral sessions in the private schools.

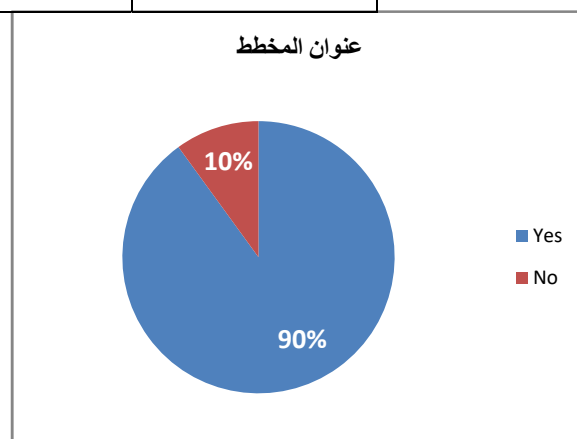


Figure36 : Existence of oral sessions in the public schools.

According to Table 10, the percentage of pupils in the private schools who answered "yes" is higher than the percentage of who answered "No". However, in public schools, the percentage of pupils who answered "yes" is less than who answered "No".

Followed by a question: have you a chances to communicate in classroom?, this question was designed to explore if pupils use the English language in classroom or they are learning English only theoretically. The responses of pupils of each schools are in Table 25.

Table 25:Pupils communication in classroom.

	Answers	Participants	Percentage
Private school	Yes	20	
Private school	No	00	
Public school	Yes	07	
Public school	No	13	

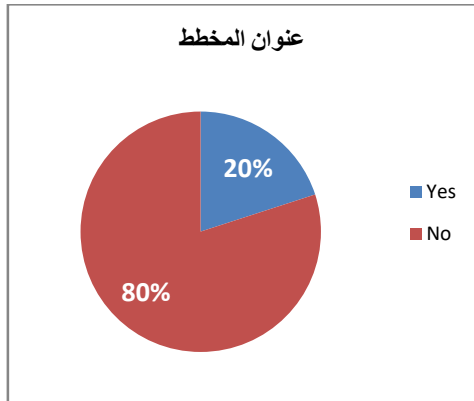
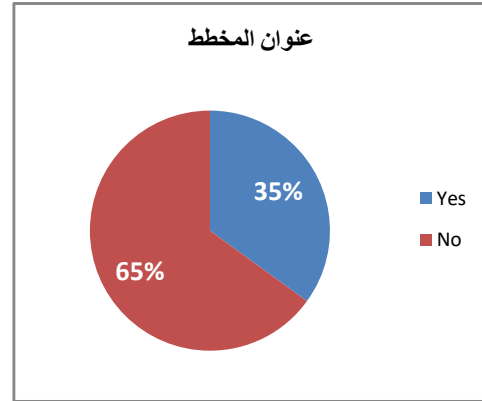


Figure 37:Pupils communication in classroom in private schools.



. Figure 38:Pupils communication in classroom in public schools

All answers in private schools were 100%"Yes", whereas, in public schools, most answers were "No" with a percentage 80% because of many reasons such as the time is not sufficient.

The last three questions 11, 12 and 13 are centered about the materials the schools use for developing the communication skills starting by asking if the official textbook is enough for achieving the learning process .Table 26 shows the results.

Table 26: The textbook is enough for achieving the learning process.

	Answers	Participants	Percentage
Private schools	Yes	04	35%
Private schools	No	16	65%
Public schools	Yes	03	15%
Public schools	No	17	85%

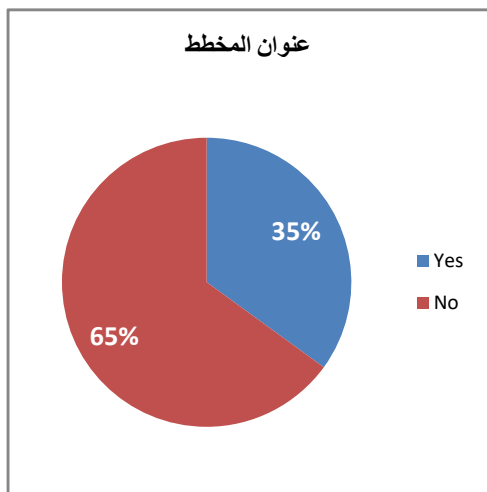


Figure39: The textbook is enough for achieving the learning process in private schools.

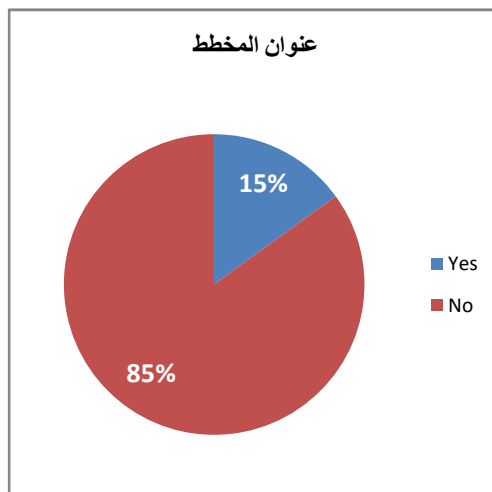


Figure40: The textbook is enough for achieving the learning process in public schools.

The majority of answers in both private and public schools are NO. The percentage is 65% in private schools and 85% in public schools. This means that the textbook needs other materials to achieve the learning process effectively, for instance, using videos, records, songs, pictures, stories ... All these materials are suggested by participants to improve the English learning process.

Question 12 is about the effectiveness of audiovisual aids in improving the English communication and how they do that. Table 27 shows the results.

Table27: The effectiveness of audiovisual aids in improving English communication

	Answers	Participants	Percentage
Private schools	Yes	20	100%
Private schools	No	00	00%
Public schools	Yes	20	100%
Public schools	No	00	00%

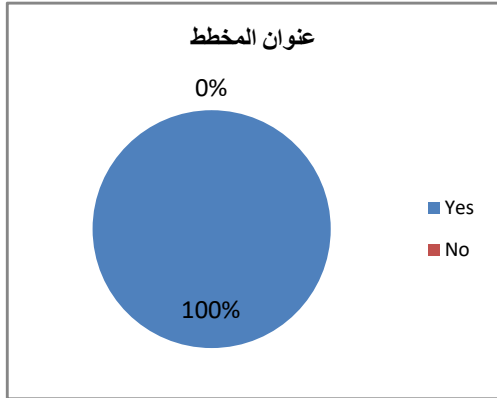


Figure41 : The effectiveness of audiovisual aids in improving English communication in private schools

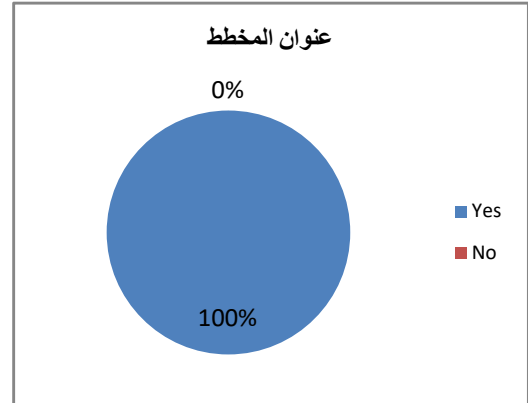


Figure42 : The effectiveness of audiovisual aids in improving English communication in public schools.

The table shows that the majority of responses are Yes in both private and public schools. The percentage is 100% in private and public schools.

Lastly, question 13 is about materials for improving the communication skills; the question aimed to explore new materials which pupils prefer to use in the future. The suggestions are mainly centered on audiovisual aids such as songs, stories, videos, records, pictures and also using technology like computers and tablets .

## Discussion of the Findings

After analyzing the outcomes of teachers' questionnaire, the findings were positive concerning the role of private schools in improving the communication skills.

Firstly, the findings of teachers' questionnaire show that the majority of teachers are supporting the way of private schools' teaching. First, most of teachers of public school said that the number of pupils in a class exceeds 30 pupils, whereas in private schools, the pupils' number in classrooms exceeds 16 pupils. Second, *half* of the teachers are satisfied with the English teaching in public schools, but in the private schools, the *majority* of teachers are satisfied with the English teaching in their schools. Third, concerning the syllabus, both of public and private schools' teachers view them developing the language skills. Next, with respect to speaking English sufficiently in class, most of the teachers of private schools answered positively; however, the responses of public school teachers were negative. Then, most of public school teachers said that the goal of their pupils from learning English language is only to get marks, but the pupils' goals in private schools are mostly to communicate and use English in the future. In addition, the views of teachers in both private and public schools towards developing the pupils' communication skills are through songs,

stories, and varied audiovisual aids.

Also, concerning oral communication in class, a big number of teachers agreed that the time is not sufficient and the pupils do not have opportunities to communicate in public schools, but in private schools, teachers have contrasting views that all their pupils have enough time and chances to practice the English language in classroom through conversation and dialogue and so on. Concerning pupils' encouragement for speaking English inside and outside classroom, most of teachers of public schools agree that they try to encourage their pupils inside the classroom only, but teachers of private schools agree that they encourage their pupils inside and outside classroom by giving them videos to watch and songs to listen to and the like. Moreover, in public schools, the majority of teachers' views towards using their mother tongue for explanations affected negatively the learning process, but in private schools, most teachers agree that using mother tongue improves the comprehension. Lastly, concerning the materials used in schools, public schools use only the textbook and the other materials are not obligatory according to their teachers' responses, whereas in private schools, all teachers revealed that different and varied materials were used and they are obligatory such as stories, recorders, videos, and pictures and many other materials.

After analyzing the outcomes of pupils' questionnaire, the findings were positive concerning the role of private schools in improving the communication skills.

To start up, the majority of pupils prefer the private schools' kind. First, all of pupils in private and public schools agreed that the number of pupils in class affect negatively the learning process when the class is big and positively when it is small. Second, most of pupils in private schools are satisfied with their English learning and they agree that their schools help them to improve their language skills, and half of the pupils are satisfied in public schools and some of them agree that their schools do not help them developing their English language. Moreover, most of private and public schools' pupils agree that using the mother tongue during the explanation provides them with better comprehension. Also, in private schools, pupils agree that they have three hours a week or more for oral communication, and all of them have chances to communicate in class. In contrast, pupils of public schools agree that they have one hour a week or they have not at all. They also have not opportunities to use the English language in classroom. To end up, concerning the materials, both of pupils of private and public schools agree that the official textbook is not enough to fulfill the learning process; in addition, they agree that the audiovisual aids improve the communication skills. Also, pupils suggest a list of material that should be included to achieve better development of the English communication such as songs ,recorders ,pictures ,videos ,stories and many other

technologic materials.

## **Conclusion**

The Ministry of Education in Algeria is required to make reforms that would meet the needs of learners when learning English as an international language. The point that receives reflection from teachers is the approach to be adopted to teach English in a variety of contexts. Public school' curriculum is centered on grammar and neglects communication. This will lead pupils to know everything about language but they do not know how to use it, while private schools' curriculum is based on teaching both grammar and communication in parallel. Thus, pupils will know how to use what they have already learnt.



# **General conclusion**

## **General Conclusion**

The study aimed to investigate the English communication skills of language of middle schools pupils. The researcher suggested that private schools could help improve pupils' English communication skills. Private schools in Algeria are mainly involved in helping pupils to improve their English skills including in the main the communication ones. English as a school subject needs to be improved in public schools in order to enable pupils succeed in learning English.

Because of the global increasing need for English in all the fields due to its status as a global language, this study aims at investigating the ways that help pupils improve their communication skills to achieve an acceptable level in English in general and in oral communication particularly. This gives pupils chances and opportunities to use the English language in numerous fields of study.

The study described the various approaches and methods used in public and private schools settled by the Algerian Ministry of Education. The researcher is also aware that English language teaching has been expanded to take an important place because it is in touch with many other fields that contributed from their own points of view and method of research to the development of language teaching.

The first chapter described, as mentioned above, the main approaches and summarized the different historical assumptions about teaching foreign languages in general, focusing on the status of English language in Algeria in particular. These studies were further strengthened by the multidisciplinary converging efforts towards the same goal of improving the teaching process.

The second chapter focused on teaching English language in both private and public schools, particularly the way of teaching in each of them with respect to the materials, the environment of study, and so on. Teaching communication, thus, needs informed knowledge about English and the process of oral communication. The communication process was addressed by reviewing varied principles of teaching this productive skill.

The last chapter was devoted to checking the research hypothesis and answering the main research question about the potential positive effect of the role of private schools in improving the communication skills to pupils of middle schools. The questionnaire is the main tool used for collecting data. The study results have shown differences in teachers' answers about pupils' performances in private and public schools. However, the study limitations mainly the restricted time within which it was conducted suggest that improving English

communication skills needs further studies to prove its efficacy in private schools.

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# Appendices

## Appendix A

### QUESTIONNAIRE

*You are kindly invited to answer this questionnaire for a research on English language teaching.*

**Instructions:** Please, put a cross X for the selected items.

I)

Name (optional) : .....

Grade: .....

Sex: Male  Female:

Age: .....

School: .....

School type: .....

Experience: .....

II)

1-Does the number of learners exceed 30 pupils in a class?

Yes:

No:

Other: .....

2-Does the number of learners recede 16 pupils per class?

Yes:

No:

Other: .....

3— Are you satisfied with your English teaching?

Yes:

No:

If, no, why?

- Timing is not sufficient.

- The syllabus is long.

- Pupils are not motivated.

- Other: .....

4. Does the syllabus help pupils in developing the language skills?

Yes:

No:

If, no, why?

- The topics are not interesting.

- There are not sufficient activities.

- The pupils are not interested in English.



- Other:

.....

5. Do your pupils speak English sufficiently in class?

Yes:

No:

If, no, why?

- They do not like English
- They are shy.
- They do not like to speak to avoid bullying.
- There are not many opportunities for speaking.
- Other: .....

6. What is the goal of pupils in learning English?

- To communicate
- Only to get marks
- To learn the other culture
- To be able to use English in the future
- Other: .....

7. How can teachers develop the pupils' communication skills, in your opinion?

- Through repetition drills
- Through songs
- Through role plays
- Through audios and videos
- Other: .....

8. Do pupils have enough time for developing their oral communication skills in class?

Yes

No:

If yes, can you explain?

.....

9-Do you give all pupils the opportunity to communicate in class?

Yes

No:

If yes, through what?

.....

.....

If no, why?

.....

.....  
**10. How do you encourage your pupils to speak and communicate in English inside the classrooms?**

- By rewarding them
- By giving them extra marks
- By involving them in classroom tasks
- Other:

.....  
**11-Do you use the mother tongue in teaching English?**

Yes;  No:

If yes, why?

If no, why?

.....  
**12-How do you encourage your pupils to speak and communicate in English outside the classroom?**

.....  
**13-Is the official textbook the only material used for teaching English?**

Yes :  No:

If no, what other materials do you use?

- .....
- .....
- .....

**14-Are audio visual aids obligatory for improving communication skills?**

Yes :  No:

If yes, how?

.....  
**15. Would you please add anything about how to develop the pupils' oral communication skills?**

## Appendix B

### Pupils' Questionnaire

You are kindly invited to answer this questionnaire for a research English language.

**Instructions:** Please , put a cross x for the selected items.

I)

Name (optional) : .....

level: .....

Sex: Male:  Female:

Age: .....

School: .....

School type: .....

II)

1-What is the type of your school?

Public school:

Private school:

2- Why do you choose This school type?

.....

3-Does the big number of learners in class affect negatively your learning?

Yes:

No:

How: .....

4-Does the small number of learners in class affect positively your learning?

Yes:

No:

How: .....

5- Are you satisfied with your English learning in your school?

Yes:

No:

Why: .....

.....

6- Does your school help you to develop the language skills?

Yes:

No:

If, yes, how?

- By giving you sufficient activities.

- By using varied materials.

- Other: .....

.....

7. Do your school allows teachers to use their mother tongue in class?

Yes:

No:

If, yes, why?

Because: .....  
.....

**8. What is your goal from learning English?**

- To communicate
- Only to get marks
- To learn the other culture
- To be able to use English in the future
- Other: .....  
.....
- Other: .....

**9. Do you have oral sessions for developing you oral communication skills in class?**

Yes:

No:

If yes, how many hours?

- One hour a week
- Twice a week
- Three hours a week
- Sometimes more than three hours a week

**10- Have you chances to communicate in class?**

Yes

No:

If yes, through what?

.....  
.....

If no, why?

.....  
.....

**11- Is the official textbook enough for achieving the learning process?**

Yes:

No:

If no, what other materials you suggest?

- .....
- .....
- .....

**12- Do audio visual aids help you in improving communication skills?**

Yes

No:

**If yes, how?**

.....

**13. Would you please add anything about how to develop the pupils' oral communication skills?**

.....

## الملخص

الهدف من هذه الدراسة هو تحديد دور المدارس الخاصة في تحسين مهارات الاتصال باللغة الإنجليزية لدى تلاميذ المدارس المتوسطة والعلاقة بين مهارات الاتصال باللغة الإنجليزية ونوعي المدارس: العامة والخاصة. كانت الدراسة موجهة لمعلمي المدارس المتوسطة وتلاميذ المدارس الخاصة والعامة. تم جمع البيانات من خلال العينات المختارة والسكان من تلك الأماكن ومن خلال إجراء استبيانين ؛ الأول موجه إلى 25 معلماً من مدارس خاصة و 25 مدرساً من مدارس حكومية ؛ أما الاستبيان الثاني فقد وجه إلى عشرين تلميذاً من مدارس خاصة وعشرين تلميذاً من مدارس حكومية. تم اختيار نهج تحليلي وصفي في هذه الدراسة. تم تحليل البيانات باستخدام برنامج SPSS. تم تطبيق إحصائيات وصفية بسيطة لمقارنة المدارس وسلسلة من اثنين من الانحدار اللوجستي للتنبؤ بالفرق بين نوعي المدارس. أظهرت النتائج أن دور المدارس الخاصة مهم في تحسين مهارات الاتصال باللغة الإنجليزية حيث أن التلاميذ لديهم جلسات شفوية في مناهجهم الدراسية ولديهم العديد من الفرص للتواصل وممارسة اللغة الإنجليزية في الفصل وأيضاً تعلم اللغة الإنجليزية بمواد متنوعة خلافاً للتلاميذ في المدارس العامة التي لديها فرص قليلة للتواصل باللغة الإنجليزية.

**الكلمات المفتاحية:** الاتصال ، مهارات الاتصال ، المدرسة الخاصة ، المدرسة الحكومية ، الكفاءة ، الأداء والمواد

## Résumé

L'objectif de cette étude est de déterminer le rôle des écoles privées dans l'amélioration des compétences de communication en anglais des élèves des collèges et la corrélation entre les compétences de communication en anglais et les deux types d'écoles: publique et privée. L'étude s'adressait aux enseignants des collèges et aux élèves des écoles privées et publiques. Les données ont été recueillies auprès d'échantillons sélectionnés et de la population de ces milieux et en réalisant deux questionnaires ; le premier s'adressait à 25 enseignants d'écoles privées et 25 d'écoles publiques ; le deuxième questionnaire s'adressait à vingt élèves d'écoles privées et vingt d'écoles publiques. Une approche analytique descriptive a été retenue pour cette étude. Les données ont été analysées à l'aide d'un logiciel SPSS. Des statistiques descriptives simples pour la comparaison des écoles et une série de deux régressions logistiques ont été appliquées pour prédire la différence entre les deux types d'écoles. Les résultats ont montré que le rôle des écoles privées est important dans l'amélioration des compétences de communication en anglais dans la mesure où les élèves ont des sessions orales dans leur programme et ont de nombreuses occasions de communiquer et de pratiquer la langue anglaise en classe et aussi d'apprendre l'anglais avec des matériaux variés contrairement aux élèves en écoles publiques qui ont peu d'occasions de communiquer en anglais.

**Mots-clés:** *Communication, compétences en communication, école privée, école publique, compétence, performance et matériel*