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Fostering pupils' speaking skill using Competency Based Language Teaching (CBLT)

A case of study: Second Year Pupils at Bdjaoui Alarbi Middle

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Dedication

I dedicate this modest work:

My mother, who was beside me for four years , she supported me and she was the only one who gave me hope when there was only darkness.

To my father who is always supported me. God blesses you wherever you are.

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Abstract

Most of the Algerian pupils discover it troublesome to ace all the perspectives of speaking and to produce satisfactory oral expression. This can be due to the complexity of the speaking skill conjointly to the speaking instruction which remains form-focused. This investigate work attempts to examine the effects of the Competency-Based Approach on second-year pupils' speaking accomplishment within Bdjaoui Alarbi Middle school .

Out of the present study, the current research hypothesizes that through Competency Based Approach methods, EFL learners will improve their speaking skill and overcome factors behind low-level in speaking skill. to receive or negate the theory, this consider embraced the expressive strategy as a sort of investigate. In addition, tow questionnaires were used to collect data for the analysis. The first one delivered to group of second year pupil at Bdjaoui Alarbi Middle school. The second one is delivered to the teacher of the same school. The aim of the questionnaires was to discover to what extent CBA can be helpful for learner to improve their speaking skill. The findings revealed that both teachers and pupils consider CBA a very helpful method to develop their skill. Moreover, the result showed that the sample view speaking as a very important skill to master .

Key words: CBA, speaking skill, EFL

List of Abrrreviation

CBA: Competency Based Approach

CBLT: Competency Based Language Teaching

EFL: English as foreign Language

L2: Second Language

Ibid: Ibidem (latin) (the same previous source)

PAM: Purpose, Audience, and Message

Ws: utilize a reflective system

U.S: United State

TBLT: Task Based Language Teaching

%: Percent

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Introduction :

English is the Dialect of Worldwide Communication; it may not be the foremost talked dialect within the world, but it is the official dialect of 53 nations and talked with around 400 million individuals across the globe. Being able to talk English isn't close to being able to communicate with local English speakers; it is the foremost common second dialect within the world. In case you need to talk to somebody from another nation at that point the chances are merely will both be talking English to do this.

The British Council projects that by 2020 two billion individuals within, the world will be considering English. Learning English is critical because it empowers you to communicate easily together with your individual worldwide citizens. Once you think about English at ELC schools, you'll be making companions with individuals from parts of diverse nations , utilizing English as your common dialect!

Speaking is "the method of building and sharing meaning through the utilize of verbal and non-verbal images, in a assortment of settings" (Chaney, 1998, p. 13). Talking could be a significant portion of moment dialect learning and instructing. In spite of its significance, for numerous years, teaching talking has been underestimated and English dialect instructors have kept on instruct talking fair as a reiteration of drills or memorization of exchanges. In any case, today's world requires that the objective of instructing talking ought to progress students' communicative abilities, since, as it were in that way, understudies can express themselves and learn how to take after the social and social rules suitable in each communicative circumstance. To teach moment dialect learners how to talk in perfect way"the most perfect conceivable, way some speaking activities are given underneath, that can be connected to ESL and EFL classroom settings, at the side proposals for instructors who educate verbal dialect.

The position of talking within the progression of dialect abilities has advanced over the centuries. Or maybe overlooked within the Linguistic use – Translation Strategy, it got to be an essential aptitude within the Coordinate Strategy. Audiolingualism brought indeed more center on

talking, in spite of the fact that the phonetic rule it was based on seen verbal talk as imitative schedule conduct in commonplace and unsurprising circumstances. The linguistic syllabus of the Cognitive Strategy joined exercises in all dialect abilities, connecting the rise to significance to each of them. At long last, Communicative Dialect Educating included a more practical measurement to instructing verbal talk by presenting various shapes of interaction in the classroom and honing the dialect in characteristic or likely circumstances which requested characterizing of the talk class and the parts of the participants. Although the commitment of CLT to creating forms of talking hone within the dialect classroom can barely be overestimated, there's a creating affinity among analysts and professionals to criticize it for its inadequately acknowledgment of the complexity of talking as a psycholinguistic prepare and of putting as well solid an accentuation on the data crevice basis as driving to counterfeit or illogical assignments (Dakowska 2005). As numerous teachers' perceptions demonstrate, the over circumstances happen in dialect classrooms in any case of the level of capability or the number of understudies within the bunch. In addition, each learner enters any learning and the communicative environment with his or her whole identity moreover formed by their earlier learning and communicative encounters, both positive and negative. This person measurement is especially recognizable among more seasoned and more progressed learners who regularly have a great understanding into the nature of their challenges, an exact appraisal of the aptitudes they have as of now created, thus a clearly characterized require.

Planning a talking syllabus depends on a few components, the foremost self-evident, being the age and level of learners, the learning setting and the point of instructing. To begin with, it must be characterized how much accentuation can be given to talking inside a specific course and whether talking is to be instructed independently or coordinates with the educating of other aptitudes and the ranges of the dialect. Besides, it is fundamental to select an approach which characterizes the educating strategy. The choice between a task-based approach, a genre based one or the combination of both sorts is the foremost vital step in planning the course because it impacts all the components of the learning prepare in advance. In any case, a present day multi-layered syllabus ought to indicate the target angles of the talking aptitude to be instructed, as well as the linguistic use and lexicon components (Thornbury 2007).

Statement of the problem:

The majority of those who attempted to learn English as a second language faced difficulty in the process of becoming able to speak it fluently, and finding difficulty in effectively expressing their ideas clearly. That is why and as a direct repercussion of this critical problem, students should develop more in terms of their communication skills. Moreover, This researcher is an attempt to examine and study these methods of teaching the necessary speaking skills . These methods include activities such as group work, role play, and conversation. The primary objective of these strategies is to help learners and assist teachers in improving the speaking skill's of the students so they can communicate properly and effectively . This study will also shed light on the effectiveness of the Competency Based Approach in developing students' speaking skills..The aim of this methods is to develop speaking and help learners master their skills in order to be able to communicate effectively in the English language .This research will spot the light on the impact of Competency Based Approach in fostering pupils' speaking skills.

Research questions: the present research poses a few questions:

Q1: What is the impact of CBA on pupils oral achievement?

Q2: Why do students face difficulties in their speaking skills?

Q3: Are teacher aware enough about CBA and its application in speaking ?

Research hypothesis:

Based on the research questions raised above, it can be assumed that implementing the CBA in the classroom can improve students' speaking skills and make the learning/ teaching process much smoother. Moreover, it is also safe to hypothesize that learners would then shape a positive relationship in their academic environment that would enable them to grow in other areas.

Aims of research problem

This study aims at:

- I. Examine and study the effects of CBA in developing speaking skills in the English language.
- II. Finding and searching for a solution to facilitate the learning process.
- III. Evaluate these methodologies based on the progress of the students.
- IV. Shed a light on the role of the student and the teacher using this methodology

Literature review

Language is the implies or strategy of communication between people, and it can be talked or composed, and each features a special aptitude, and the talking dialect is the foremost common among individuals. Talking abilities are the capacity of people to talk at any time and in any situation, he should utilize his claim language, in case: What are you being? Who are you talking? On the off chance that you need to get to be a social individual, you must communicate together with your companions and family, exchange your media and others, learn the rules of talking abilities, make strides verbal quality, and be careful of whom you talk and once you are talking, so merely can reach your objectives.

To begin with and preeminent, Kurudayioglu (2011) proposes, talking is considered as essential and essential in dialect learners' execution, both exclusively and socially since it may be a device for human communication to connect on an every day premise. Other than that, Diyab et al. (2013) proposed that communicative competence is required in order to induce the dialect dominance instead of the fair center on sole language education. Additionally, Ellis (2012) states, interaction is the key component in a language classroom and learning takes part when the implications and hazy focuses are talked about employing a collective interaction within the classroom. Ellis (2012) too expressed that picking up syntactic and basic competence can be accomplished by acing the talking aptitude. In any case, Wardhaugh (2006) claims that speakers of one language tend to have linguistic structure of the dialect naturally. Hence, we are able to conclude that by talking and communicating within the target dialect, able to contribute to the improvement of other dialect aptitudes that we have. By looking at all the advancements being made by grown-up learners in Malaysia can demonstrate these explanations. We select to memorize to speak to begin with at that point only we learn to get it the shapes and...show more content... They moreover included

that instructors and understudies less emphasize talking aptitude since it isn't being tried. This can be reliable with Al-Lawati's (2002) findings in her think about where numerous understudies were detailed to allow such an uncommon consideration to composing, perusing, and tuning in assignments that are assessed as exam things, but giving the slightest consideration to talking errands within the course readings as talking is totally prohibited from exams.

The vital discoveries incorporate: (a) EFL learners' learning speaking issues are related to educational modules, educating strategy, learning exercises, utilizing L1, brain research, and examination framework; (b) mental issues are major concerned for EFL learners' learning English speaking skill; (c) Iran as the setting of the most elevated number of considers; (d) quantitative is the foremost, well known investigate design chosen and (e) tertiary learners are the foremost prolific members of the considers. The think about isn't thorough, but it provides potential bits of knowledge for the EFL instructors. English administrators, chairmen, staff of the Service of Education and over all learners in creating talking aptitudes. The purpose of this study is to investigate the effects of the Competency-Based Approach and more specifically to show that the implementation of the Process and how it affects on developing learners' speaking skill.

Significance of the study

This study is carried out to illustrate the importance of using CBA in teaching speaking skills. For learner, this study will foster their speaking skills, they will communicate orally in this language. For teacher, this study will give them new insights on how to teach speaking skills. Further, the results will be beneficial for curriculum on the development of the speaking skills in foreign language learning.

Methodology :

1. Research Method

Research method adopted in this study is Competency Based Approach (CBA), it is an approach used for teaching English in classroom, that focuses on the pupil's demonstration of desired learning outcomes as central to the learning process.

2. Data Collection Tools

In order to obtain results from the study, we rely on one data collection tool: teachers' and pupil questionnaires. The pupil questionnaires are distributed to one group of 24 pupils of the second year middle school at Bdjaoui Alarbi in Biskra. The aim of this questionnaire is to find out how the pupils communicate the language inside the classroom and what they lack. Teachers' questionnaire is delivered to 2 teachers in Bdjaoui Alarbi Middle school. This allows to recognize how oral communication and what type of classroom interaction activities teachers use to improve pupils speaking skills. Moreover, questionnaires will show how they evaluate learners and how they can develop their learners' speaking skills.

Structure of the dissertation

This study divides in three chapters, theoretical and practical. The first chapter begins with the definition, types and impact of competency based approach , this chapter also will present some difficulties that faced teachers in using this method.

In the second chapter starts with definition, importance and functions of speaking. It also is developed to the generation of speech production in foreign language, and its skills. In this section also presented the oral performing difficulties that learner encounters while communicating in target language.

In the last chapter deals with the definition of tasks, and some important characteristics of successful tasks. This section is practical section, it provides an overview based teaching and its framework. In addition, this chapter presents general conclusion and suggests pedagogical recommendation for the students and teachers.

Chapter one

Competency Based

Approach

Chapter one: Competency Based Approach

Introduction

Teaching approach is a set of principles, beliefs or ideas about the nature of learning, which is implemented into the classroom. It is a method or the method chosen by the teacher to help learners achieve behavioral, educational goals, and it is a set of procedures, practices and scientific activities that the teacher performs in the classroom by teaching a specific lesson aimed at communicating information, facts and concepts to students.

This chapter attempts to provide the reader with the teaching approaches, which is the competency based approach teaching(CBA) in an assumption to understand its definitions ,types, importance, the functions of CBA to teach in the classroom , and its role on the performance of pupils. Additionally, this chapter spots the light on the importance of using CBA in the classroom, and how it affects of pupils. Furthermore, this chapter is about how to practice this approach and the role of each party, the teachers and the pupils.

1.1 Definition of Competency Based Approach

Competency is a general concept that includes the ability to use personal skills and knowledge in new situation, within the framework of his professional field, and also includes the organization and planning work, as well as innovation and the ability to adapt to extraordinary activities. It is a group of social-emotional behaviors, and cognitive and sensory-motor skills, which enable him to fully practice a role, a function, an activity, a task or a complex work (Louis Dino, 2010). Hedge (1996, quoted by Hyde) defines a competency in term of ‘superior performance. It is a skill or characteristic of a person which enables him or her to carry out specific or superior actions at a superior level of performance’(p.4). Kouwenhoven (2003: 36) presents a comprehensive definition of competency, according to him: it is the capability to choose and use an integrated combination of knowledge, skills and abilities with the intention to realize a task in a certain context, while personal characteristics such as motivation, self –confidence and will power are part of that context, and competence, is the capacity to accomplish up to a standard the key occupational tasks that characterize a profession.

Competency Based Approach is a modern pedagogical term that seeks to develop learner competencies and control them when facing difficulties. It does not contradict the classical pedagogy, but it came to confirm the goals that take into account the development of the school and society. It is a systematic test that enables the learner to succeed in this life in its own image, by seeking to value school knowledge and make it usable in various life. Rodgers et.al (1995) argue that “the broader general outcomes associated with education can be described in competency terms, measured and effected through learning experiences”. It involves the necessary knowledge and capacities that a given situation requires. It refers to an educational movement that advocates defining educational goals in terms of precise, measurable descriptions of knowledge, skills and behaviors students should possess at the end of a course of study (Richards and Rodgers, 2001).

2.1. Characteristics of CBA

a) **Learner centeredness:** It means that the learner is the center of learning, he has to be autonomous, engaged and collaborative when he works in group work. It provides opportunities for each individual to develop skills at their own pace.

b) **Task Based:** It’s based on some principles that formed part of the communicative language teaching, it is more focus on the process rather than the product. It should contain the skills and outcomes, to be related to the real situation.

c) **Performance:** It focuses on what the learners can do with a language, and what they perform. It is the learners’ ability to apply or use knowledge, rather than simply knowing the information.

3.1. Function of CBA

➤ The approach brings competencies to enrich, support and improve pedagogy, and not to disguise or erase an educational art that is long years old.

➤ Many students fail, because they are unable to transfer knowledge, because they acquire knowledge separate from its context, and disconnected from every practice.

➤ In order to entrench knowledge in culture and activity.

➤ Because school knowledge has no meaning for students as long as it is separate from its sources and its social uses. So, the approach with competencies creates relationships between school culture and social practices.

➤ Adopting active pedagogical methods and innovation: It is known that the best pedagogical methods are those that place the learner at the center of the "teaching-learning" process. And the approach with competencies is not isolated from that, as it works to involve the student in activities that are meaningful to him, such as "completing projects and solving problems." This is done either individually or as a group.

➤ Motivating the learners (trained) to work: As a result of adopting active pedagogical methods, the motivation to work for the learner will be generated, so that many cases of lack of discipline of the pupils disappear in the department. This is because each of them will be assigned to a task that suits his work pace, inclinations and interest.

➤ Developing skills and imparting new trends, tendencies and behaviors: The approach with competencies works to develop the mental (cognitive), emotional (emotional) and "psychomotor" capabilities of the learner, and it may be achieved alone or collectively.

➤ Not neglecting the contents (contents): The approach to competencies does not mean excluding the contents. Rather, it will be included in the framework of what the learner achieves to develop his competencies, as is the case during the completion of the project, for example.

➤ As a criterion for school success: The approach with competencies is the best evidence that efforts made for training are bearing fruit, because they take individual differences into account.

3.1. Teaching methods according to CBA: Since the way in which the learner personally contributes to building the learning is the most effective and important in his formation and learning instead of the traditional methods, teaching in modern curricula (teaching competencies) requires that the learner is the focus of all learning processes, so he who raises questions and research About solutions, and the teacher only has to certify, direct and enrich all libraries of the learner through which he builds his teachings through his perceptions and his linguistic and intellectual knowledge, and these methods that have contributed to changing teaching methods from stereotypical methods to contemporary methods, and they are as follows:

❖ **The method of learning by projects:** The pedagogy of the project starts from the ideas of “John Dewey”, one of the most prominent representatives and founders of the movement or pragmatic utilitarian philosophy, as he sees that education is life itself and not just a preparation for life, a process of growth, development and learning of a social nature aimed at building and renewing a continuous experience with The need to take into account its connection with life affairs, as well as the conditions for growth and learning. The pedagogy of the project appeared in the first half of the twentieth century as a representative of the modern educational trend aimed at devising teaching methods and methods based on practical experimentation. Thus, the pedagogy of the project became one of the basic components of modern education, and its foundations were laid by William Clapattick, a student of John Dewey. Consolidation and application of the theory of learning by doing.

❖ **The problem-solving method:** The problem-solving method has proven its benefits and efficacy in the teaching / learning process for teachers and learners. This method as a method of teaching goes back to the work of “John Dewey,” who advocated at the beginning of the twentieth century that good learning requires the active and active participation of the learner. On self-learning, and empirical studies have shown that the problem-solving method helped many learners to achieve better results at the level of professional competencies, because of the self-taught that they take as a way to learn and attain knowledge.

❖ **Cooperative learning method:** The interest in cooperative learning has taken an increase in its use in schools, so that the pupil has become the focus of the educational / learning process, which increases the activation of the learner’s role in this method that highlights his role as the main one in the activities of this learning, which arranges pupils in groups and assigns them to work. Or an activity that they do together cooperatively in a comfortable atmosphere free from anxiety and tension. [40] It is the learning that takes place in a cooperative framework between learners within the department, who accomplish something, depending on the individual activity of each learner, and one of its most important features is that it leads to the creation of interaction between students, develops the ability to cooperate in solving problems, and fights isolation, introversion and self-positioning.

4.1. The Effects of CBA on Learners’ Performance

- It allows students to learn real, because they are placed through it at the center of the learning path.
- It seeks to recruit the students' cognitive gains, thus making them more effective.
- They develop the ability to analyze, distinguish, classify, compare, conclude, make decisions and make judgments.
- It represents the best way to integrate earnings.
- We conclude from the above, that the position has meaning in the approach with competencies when:
 - - It pushes the learner to recruit all his knowledge, information and experience.
 - You put them in front of challenges and make them realize that.
 - He realizes that it is progressing while doing complex work.
 - Show him the limits of his information and knowledge, and reveal to him their importance.
 - It allows him to discover the limits of the applied fields of knowledge.
 - It allows him to discover the role of different school subjects in solving complex problems.

5.1. Competency-Based Language Teaching

Competency-based language educating (CBLT) is an application of the standards of CBE to a language setting (Richards & Rodgers, 2001). Its most punctual applications were likely in grown-up survival-language programs for workers. By the 1990s, the approach had gotten to be so broadly acknowledged within the U.S. that displaced people wishing to get government help were required to attend a few kinds of competency-based ESL program to memorize the abilities essential to operate in society (Auerbach, 1986; Grognet & Crandall, 1982).

A competency alludes to "basic work capacities" or errands in a characterized setting (Learning Designs Inc., 2011; Richards & Rogers, 2001). Successful completion of each particular assignment includes a set of abilities and information which must be precisely connected. In CBLT, a competency can be caught on as the ultimate assignment indicated at the conclusion of a learning module. For case, the Service of Instruction in Mexico (i.e., Secretaría de Educación Pública, SEP) distinguishes a few competencies counting "write

notes to depict the components of diverse human body frameworks in a chart” , “understand and compose enlightening to confront aa natural emergency”, and “express verbal complaints almost a wellbeing service” (SEP, 2011). These are the ultimate assignments that each understudy is expected to do in arrange to have aced the desired competencies.

In CBLT, understudies learn to utilize the language in true circumstances likely to be experienced exterior the classroom. For the occasion, an understudy might need to fill out an application frame, give an individual therapeutic history, or donate bearings on how to total a particular errand. In spite of the fact that understudies must hone in arranging to end up competent, competencies are not honing exercises. Competencies are not exercises done for the purpose of giving a understudy a grade, nor are they done as it were ,to permit an understudy to gotten to be superior at a errand. Competencies are viable applications of language in setting.

CBLT requires a modern approach to instructing, in spite of the fact that not one that's fundamentally modern to most of the dialect educators(Online Learning Bits of knowledge, 2012). Classes must be student-centered with a center on what understudies can do. The capacity to recount language structure rules or to distinguish mistakes in a written hone isn't adequate to degree competence. Understudies must illustrate that they can fulfill particular errands that are likely to be experienced within the real-world utilizing the target-language.

6.1. Activities, Materials, and Syllabus

Although instructors are free to create the techniques and strategies most likely to work in a given instructional setting, the plan of a CBLT syllabus is diverse from those of more conventional classes. Instead of being organized around particular language themes, CBLT courses are created around competencies and the aptitudes essential for authority. Each day and each unit center on the aptitudes fundamental to move understudies along the way toward authority. Syllabi must incorporate execution exercises that permit the understudy to hone the imperative skills (Griffith & Lim, 2010; Richards & Rogers, 2001; Wong, 2008).

This may require a move in both considering and organizations. In numerous conventional classes, lessons are likely to be organized by subjects such as display tense, past

tense, sporadic past tense, future tense to be planning, and so on. Whereas these themes will still be instructed, they will not drive the lesson nor will they be the center. Instead, on the off chance that a particular competency requires an understudy to utilize the past tense, at that point instructors will present that frame and the lexicon vital for the particular assignment. The tense would be taught as a fundamental portion of the lesson, in conjunction with significant lexicon, enlist, elocution, and so on. This recommends that, instead of being instructed as a unit, the past tense may be presented in numerous units depending on require. This permits modules to construct on each other and understudies to hone the abilities learned prior.

Lesson materials must be situated to doing instead of knowing. There ought to be few works out that require students to fill within the clear, circle the correct reply, or particularly test as it were language structure. Or maybe, each assignment ought to be created around a real-world situation requiring the utilize of a few or all of the components of the required competency. For illustration, on the off chance that the competency is “giving individual information”, at that point errands must require understudies to utilize information approximately self to create such data. Understudies might practice by making a family tree, talking around favorite interests, or depicting what they did after the end of the week. Take note that the understudy is required to do something with the language (Richard & Rogers, 2001). Each of these exercises requires the understudy to display information almost self.

The exercises within the CBLT classroom must be arranged toward the capacity to effectively complete a real-world assignment. The foremost compelling materials will be true test writings related to a particular competency (e.g., completed work applications; recordings of a complaint around a benefit). The materials offer assistance gives understudies with the fundamental aptitudes, information, demeanors, and behaviors required to meet the competency benchmarks.

7.1. The role of teacher

- **Familiarizing learners with the principles and specifications required by the reform endeavor:** Working in the teaching perspective requires competencies analyzing the changes in the status and roles of the learner as a basic partner in the educational process, as it has been proven that the more informed the learner is on the meaning of work and school knowledge, it takes a positive attitude towards the school and

automatically engages in activating the proposed educational contract. He is active, creative, and cooperates with his teacher to create appropriate problem situations that he integrates with.

- **Coach:** The teacher becomes in the approach to competencies, plays the role of a coach just as it is in the field of sports. He organizes postures, creates problems and challenges that support learning in general.

- **The teacher is a mentor:** the teacher who gives a task and lets the student discover his knowledge, contenting himself with assistance and encouragement.

- **The mediator:** is the new role of the teacher. What Philip Berteaux notices is that theoretical knowledge is present everywhere and it resembles an ocean of information. If you do not know sailing or swimming, you may drown in it. And here, the teacher's role emerges not as an owner of knowledge, but as a mediator and head of a communication group.

- **Lesson content analysis:** One of the practical methods that the teacher uses to describe the apparent and the content of the lesson material, extracting what is included in the different aspects of learning in terms of cognition, emotional and skill, which helps the teacher in planning steps and procedures for implementing the lesson in order to achieve the desired educational and educational goals

- **The teacher's role is to analyze the learner's characteristics:** it is the teacher's analysis of the common characteristics of learners from the level of mental development and chronological age, the social and the academic level, and the individual characteristics of the learner from the ability to focus and attention and the degree of self-reliance and level motivation ... and others for the purpose of being useful in determining the desired educational activities, methods, strategies and experiences.

- **Lesson planning:** It is the teacher's prior perception of the teaching situations and actions undertaken by the learners to achieve the desired educational and educational goals

- **Activator:** the teacher in the approach with competencies plays the role of a stimulant for students, urging them to learn, observe, question, consult and cooperate it is easy for them to search for different sources of knowledge, such as books, dictionaries, encyclopedias, etc.

- **Motivation:** It is considered among the important roles that the teacher plays in teaching the approach with competencies, as he motivates the learner to work and persuades him of the importance and merit of the works, concepts and activities proposed to

him in bringing about the learning process and its importance in his life social and professional

- **Guidance:** It relates to the most important roles of the teacher when it directs the learners' attention to their mistakes, strengths and weaknesses, and introduces them to the best methods of performance.

Teachers	Definitions of CBLA
Teacher 1	It is an approach to teaching/learning that focuses on the learner as the centre of the teaching/learning process. In other words, instead of relying on the teacher as the sole provider of knowledge, the CBA entails engaging learners as active participants in the learning process. It also gives meaning to the knowledge acquired by learners by helping them make use of it in real life situations
Teacher 2	As its name suggests, this approach is based on the students' mastering of competencies and skills. This approach is very learner-centered in that the students should not be only spoon-fed but, instead, participate in exploring and gaining new knowledge. The teacher in this case is a facilitator.
Teacher 3	An approach or a learning methodology which involves learners as the center of the learning process .it aims to ensure that students are acquiring the knowledge and skills that are deemed to be essential to success in school and adult life
Teacher 4	It is an approach to learning where the student is engaged in his own learning
Teacher 5	It is relating what students learn with real world. It is teaching skills not facts.
Teacher 5	It is a learner-focused approach which aims at developing the students' competencies (skills) through the use of authentic situations so as to be used successfully in the real life.
Teacher 6	The learner has to do most of the work and the teacher acts as a guide. This philosophy prepares learners to be responsible citizens in the future. In a language classroom, communication is prioritized at the expense of grammar.

Table 06: Teacher-furnished Definitions of Competency Language Approach

Table 1.1. The teacher in CBLT

As is immediately patent from this table, not all teachers gave definitions of the CBLT. The six teachers' definitions, however, are upon the whole valid ones although some of them lack precision and clarity owing predominantly to their brevity. One of possible interpretation one could put into the other teachers' failure to furnish a definition is that they do not have a sufficiently mature understanding of what hallmarks this approach. Some of the upcoming discussions will lend ample confirmation to this inference (University of Frères Mentouri, Constantine, Algeria. Dr .DJALAL Mansour)

8.1. The role of students

It makes him a central focus of it and work to involve him with the responsibility of leadership and implementation learning process. And since the learner is the focus of the educational process and an active element in it, then he:

- Perform complex tasks with a specific purpose and refer to a large number of materials, processing a large number of information and interacting with other learners and communicating knowledge and divide it with others.

- He practices and makes attempts to convince his peers and defend them in a cooperative atmosphere and value his experience) the former works to broaden its horizons.

- He is the only one responsible for scientific and technological progress, for he is responsible for all the various efforts exerted for the sake of learning, as it recruits its gains and preparations with less precision and necessary focus, until it resolves the problem facing it and thus accesses new information.

- To learn cooperatively as it encourages learners to show solidarity and cooperation.

- To be outlook for effective skills and strategies.

- The learner's acquisition of skills and habits of continuous learning that makes him responsible for continuing his learning by himself without relying on the teacher.

- It increases the learner's self-confidence and abilities, which helps him to integrate and adapt to his academic environment.

- Follow the rules of organized work through the instructions and instructions of the teacher.

- Allowing the learner to work freely and choose the resources he uses according to his inclination and what is available to him.

Conclusion

We conclude from what was mentioned in this chapter that the approach is with competencies, in addition to being a destination that seeks for promoting education, activating learning and updating them together, as well as taking into account the need for combination

Between knowledge on the one hand and the ability to transfer and recruit it and integrate learning on the other hand, it directs new adopted by the Algerian educational system in light of the secretions of scientific progress and technological development, because of its popularity in the world of economy and employment, and because of its ability to

prepare and training, to understand this explosion of knowledge, which has become a feature of the modern era, and which will carry without a doubt, education systems across the world are moving from the logic of education to the logic of formation, to activate teaching and learning at the same time, and to provide societies with young people who learn by practicing the act of learning he is not afraid to face situations with his self-reliance and self-independence.

Therefore, the school is required today to focus on the individual and to consider knowledge as a mere means to an end and to respond to the requirements of society and to compete with other institutions and not to consider the human being merely a machine production, it is a requirement that individuals learn how to learn, so instead of providing knowledge, it has to provide mechanisms acquiring knowledge, instead of accumulating knowledge over time, we want to build it. The school must be achieved by me learners are competencies suitable for after school, ie, to face life's problems.

Chapter two

Speaking Skill

Chapter two: Speaking skill

Introduction

Speaking is one of the important skills pupils should master. However, it is regarded as one of the highly complex skills because of the pedagogical and psychological difficulties that pupils encounter while conveying messages and expressing emotions and thoughts.

This chapter attempts to provide the reader with the speaking process in an assumption to understand its definition, importance and functions of speaking. It also will be developed to the generation of speech production in foreign language, and its skills. In this section also presented the oral performing difficulties that learner encounters while communicating in target language. Identifying some challenges in assessing speaking and basic types of speaking assessment tasks.

1.1. Definition of the speaking skill

Looking into past inquire about related to characterizing talking, it was noticed that two primary approaches are embraced to characterize talking, the bottom-up and the best down approach. Clarifying the foot up see, Bygate (1987: 5-6) points out that customarily the center in talking was on engine perceptive skills. Inside this setting, talking is characterized as the generation of auditory signals planned to create differential verbal reactions in a audience. It is considered as combining sounds in a precise way, agreeing to language specific standards to make significant expressions. This approach is received by audio-lingualism. Inevitably, in terms of educating, talking, the bottom-up approach recommends that we ought to begin instructing the fewest units- sounds and move through dominance of words and sentences to talk (Cornbleet & Carter, 2001: 18).

Really, the issue with this approach is that it ignores the interactive and social perspective of talking, limiting it as it were in its psychomotor sense. In addition, it is difficult to guarantee a palatable move from supposed learning within the classroom to genuine life utilize of the aptitude.

Alternatively, Bygate (1998: 23) advocates receiving a definition of speaking based on collaboration abilities which include making choice about communication. This can be considered a best- down see of talking.

Adopting this view, Eckard & Kearny (1981), Florez (1999) and Howarth (2001) characterize talking as a two-way prepare including a true communication of thoughts, data or sentiments. This top-down see considers the talked writings the item of participation between two or more interacts in shared time, and a shared physical setting. In this way, advocates of this view suggest that, instead of educating learners to form well-formed sentences and then -putting these to utilize in a talk we ought to energize learners to require part in talked talk from the starting and after that they will secure the smaller units (Nunan, 1989, 32).

Attempting to expand more on the intelligent nature of speaking, Burns & Joyce (1997) and Luoma (2004: 2) characterize talking as an interactive process of building meaning that includes creating, getting and processing data. Its frame and meaning are subordinate on the setting in which it happens, counting the members themselves, the physical environment, and the purposes for talking. It is regularly unconstrained, open ended, and advancing. In any case, discourse isn't continuously erratic. Language functions (or designs) that tend to repeat in certain talk circumstances can be identified.

It is this latter approach that's embraced within the current consider, and speaking is characterized as the learner's capacity to specific himself/herself orally, coherently, fluidly and suitably in a given significant setting.

2.2. Characteristics of speaking

Speaking differs from the other skills (listening, reading, and composing) in different ways that produces communication more viable. Agreeing to Nunan and Carter (2001) characteristics of discourse drop into three:

2.2.1 Reciprocity

In speaking, conversationalists are regularly all able to contribute simultaneously to the talk, and to reply quickly to each other's contributions. Further, in verbal communication numerous individuals can take part within the same interaction, it is doing it to some degree less unsurprising than composed interaction (Nunan and Carter, 2001, p.16).

Reciprocity makes it conceivable to construct proceeding connections and trades. Fukuyama states that "If the educate of vote based system and capitalism are to work legitimately, they must coexist inside certain premodern social propensities that guarantee their legitimate functioning" (p. 11). He goes on to say "Law, contract, and financial judiciousness and prosperity.... must as well be raised with correspondence, ethical commitment, obligation toward community, and trust.... The last mentioned are not chronological errors in a advanced society but or maybe the sine qua non of the latter's success" (p. 11) Agreeing to the humanist Alvin Gouldner (1960), this standard is about widespread, and as it were a number of individuals of society—the exceptionally youthful, the debilitated, or the old—are absolved from.

2.2.2 Physically situated face to face

In sociology, linguistics, media considers and communication considers, face-to-face interaction (less frequently, face-to-face communication or face-to-face talk) is social interaction carried out without any intervening technology.[1] Face-to-face interaction is characterized as the common impact of individuals' coordinate physical nearness with his/her body language.[2][3] Face-to-face interaction is one of the essential components of the social framework, shaping a noteworthy portion of person socialization and involvement picking up throughout one's lifetime.[4] Essentially it is additionally central to the advancement of different bunches and organizations composed of those people.

Speakers ordinarily can see each other and so they can allude to physical setting and utilize a number of the physical signals to show for an occasion, consideration of the interaction, their interaction to contribute and their demeanor towards the subject matter.

2.2.3 On-line production

During the speaking process, speakers choose on their message and verbalize it without delay or checking for adjustment; conversationalists cannot hold up long for their opportunity to talk. Consequently, time of conveyance implies that the forms of conceptualization, definition and verbalization may not be well arranged or executed and may require delays and redresses (Nunan& Carter, 2001, p.16).

2.3The main aspects of effective speaking

2.3.1 Vocabulary

Language is an indispensably portion of talking aptitudes. The words you employ must suit the event and the audience. For case, the dialect you employ when speaking to a companion is distinctive from the one you utilize for a formal introduction. Effective speakers customize their message to suit their gathering of people. The audience is familiar with certain sorts of words. It's critical to utilize such words to induce them to reply. For illustration, utilizing industry terms in a client assembly can inspire wanted reactions.

As a common run the show, shorter and less complex sentences work well. They are simpler to prepare and get it, and they make a sense of direness. For illustration, within the Vindicators arrangement of motion pictures, when Captain America says, "Avengers assemble!", and not "Avengers, assemble around me", the message gets to be vital and impactful. Similarly, the vital line in Jawaharlal Nehru's Autonomy Day discourse in Admirable 1947, "At the stroke of the midnight hour", passed on the gravity of the event, which a line like "At 12.00 am..." may not have.

2.3.2 Voice

Another perspective of talking aptitudes in communication that's frequently disregarded is your voice. It incorporates pitch, tone, and quality. How you talk signals your enthusiastic state. A moo voice and as well numerous stops seem signify wavering. Clarity and volume seem signify certainty. A solid and sure tone depicts conviction. Individuals

accept what you say after you provide it in a strong voice. Public talking requires hone. You could be very comfortable talking to little bunches or in casual settings. But that's not the same as tending to a huge swarm, which is why hone and rehearsals matter. You can gradually examine your message out loud, making beyond any doubt you stop at the suitable places. This will assist you clean your talking fashion. Great speakers have a tone and fashion which they claim. It's his unmistakable voice that produces Morgan Freeman a favorite Hollywood storyteller.

2.3.3 Nonverbal

The final aspect of talking aptitudes isn't around talking at all. Nonverbal communication comprises of body dialect. It incorporates facial expression, pose, eye contact, and hand motions. Your body dialect must coordinate your words for your address to be viable. Your body language signals to the audience how contributed you're into what you're talking around. It appears the enthusiasm behind your words and makes a difference draw the gathering of people candidly to your message and make them feel included.

2.4 Types of speaking skills and frameworks

Whereas talking successfully is fulfilling, it is additionally challenging. Different talking aptitudes and systems can offer assistance overcome the challenges.

2.4.1 Aristotle's Appeals

One of the foremost valuable systems speakers utilize is Aristotle's Requests. They assist you discover different ways to offer to the gathering of people. Your request can be based on rationale, specialist, and feeling. The gathering of people might tune in to you since your contention makes sense. They might tune in since you've requested to their outrage or pity or a few other feeling. They seem moreover tune in to you since you're an master. These distinctive sorts of offers are moreover known as Logos, Ethos, and Poignancy.

2.4.2 The PAM Framework

Another valuable system is PAM (Purpose, Audience and Message). You pass on the reason or objective of your discourse to the gathering of people through a verbal message. The PAM system requires you to know your gathering of people, their triggers, likes, and loathes.

2.4.3 The Three Ws

You can too utilize a reflective system. Usually where the three Ws of talking will come to your help. The to begin with 'W' is 'Why are you conveying this speech?' The moment is 'Who is listening?' And the third 'What are you talking about?' Together these questions assist you characterize your reason and your gathering of people. The third address makes a difference you structure your discourse.

2.5 The importance of speaking skills

You might think that you're never attending to lead an army or coach a cricket group. So why would you wish to hone talking abilities? The reality is, such aptitudes will come in helpful not as it were at your work environment but moreover in your individual life. Here's how:

2.5.1 Getting them to say 'yes'

One of the targets of talking viably is the capacity to induce: once you require your manager to back your thought, once you need your group to work longer hours or when your companion needs persuading to observe your favorite motion picture. These are all occasions that require successful talking. The entirety point of talking skills is to be able to influence people's opinions. It's to urge them to act in arrangement along with your objectives.

2.5.2 Developing a career edge

Being a compelling speaker isolates you from the corporate group and pitches you as a profitable asset for your company. It, of course, gives you an edge over your colleagues. Effective communicators get uncommon treatment since they are frequently inquired to speak to the company. They're the ones assembly the vital clients, arranging and closing bargains, and building notoriety for the company. For illustration, after you have to be inspiring a modern client, you send your best sales representative. You won't send in somebody unused or unpracticed. The leading sales representative is nearly continuously your best speaker. When it's time for advancements and rewards, speakers are compensated to begin with. Companies contribute essentially in their preparing. They're the ones who get prepped for administration posts.

2.5.3 All encompassing communications development

Speaking abilities hold a uncommon put of esteem. Great speakers are moreover great scholars for they would have composed a few drafts of each discourse. Good speakers are moreover those who can interface and empathize with individuals. This makes them congenial and bona fide. Regularly, individuals float towards them for back and exhortation. They are too perusers, as perusing makes a difference grow the lexicon and create the pizazz for utilizing reasonable words for distinctive circumstances. Thus, practicing talking aptitudes leads to the advancement of composing, tuning in, and perusing aptitudes as well.

2.5.4 Getting to be an expert

Effective talking signals subject matter mastery since of the inquire about that the making of a great discourse would include. That's why a good speaker is additionally respected as a pioneer and influencer. Popular knowledge such as Barack Obama and Richard Dawkins are all great speakers. When they conversation, we accept them. We believe them to know what they're talking approximately. To rise to a position of fame and influence, having compelling talking aptitudes may be a must.

2.5.5 Feel like a boss

Establishing a veritable association with the group of onlookers gives a sense of achievement. Tuning in to the audience's commendation could be a extraordinary boost for self-esteem. Being acknowledged by the gathering of people is like getting a blessing for all the difficult work that a speaker puts in.

2.6 Principles of effective teaching

A consider at Bradley was attempted to distinguish best hones for utilizing Sakai in instructing and learning. The objective of the inquire about was to create suggestions for successful educating utilizing Sakai as a course supplement. A related objective was to extend understudy accomplishment and authority of course fabric.

Workforce and staff from a few disciplines met bi-weekly to investigate and talk about viable instructing. Significant articles on best hones and successful educating standards were inspected. Assumed viable instructing standards and hones were recognized and tried within the classroom, and last suggestions were drafted at the study's conclusion.

Findings based on the writing and the involvement of the educating staff, ten standards of compelling educating were suggested:

- ❖ Make a dynamic learning environment.
- ❖ Center consideration.
- ❖ Interface information.
- ❖ Offer assistance understudies organize their information.
- ❖ Give opportune criticism.
- ❖ Request quality.
- ❖ Adjust tall desires with understudy bolster.
- ❖ Upgrade inspiration to memorize.
- ❖ Communicate your message in a assortment of ways.
- ❖ Offer assistance understudies to profitably oversee their time.

For case, the teachers can post issues or homework online (make a dynamic learning environment) to be submitted earlier to a conventional or online lesson session (offer assistance understudies oversee their time.) The answers can be determined from perusing course materials and considering described PowerPoint slides (center consideration and interface information.) Amid a virtual classroom session a educators can call on different understudies to deliver their answers (improve inspiration to memorize.) Quick criticism (give opportune criticism and faculty-student interaction) can be given. In case adjustment is required, a private message inquiring "are you in require of extra offer assistance" can be sent to the understudy (adjust tall desires with vital bolster.) The teachers may inquire the understudy to clarify how the reply was determined (interface information.) Advance, the teachers seem posture a address to all understudies, such as "Why is the data important?" (Offer assistance understudies organize their knowledge.)

2.7 The Characteristics of Effective Public Speakers

Public speaking can be frightening, but once you care about your career movement you would like to find a way to induce your voice out. Public talking is how you'll share your thoughts with a huge number of individuals, stand out from the corporate swarm, and get perceivability in your field. Unfortunately, in the event that you're open talking aptitudes are not up to standard, it's likely that no one will be centered sufficient on your introduction to truly get your message. Here are main characteristics of successful open speakers simply ought to imitate to gotten to be a persuasive and rousing pioneer.

2.7.1 Confidence

According to a consider distributed by the College of Wolverhampton “A exceedingly sure speaker is seen as being more precise, competent, solid, cleverly, learned, amiable, and trustworthy than the less sure questionable speaker.” When it comes to open talking, certainty is key (not the as it were key intellect you). When talking in open, it’s as it were common to be apprehensive. In truth, Check Two once said, “There are as it were two sorts of speakers within the world. 1. The apprehensive and 2. The Liars.”

There are two primary cures for anxiety Excitement – In the event that you’re really energized approximately your subject, that feeling will sparkle through any anxiety you will have whereas you’re giving your introduction. Considers appear that individuals who name their uneasiness as fervor conclusion up feeling more comfortable speaking.

Authenticity – Be yourself. In the event that you’ve got to go astray a small from your fastidiously composed introduction, do so! In spite of the fact that you ought to hone your discourse as frequently as conceivable, you don’t need to memorize it! Memorizing a discourse can cause you to bobble over a area in the event that you didn’t say it fair right. To exceed expectations at open talking you must do more than fair vanquish your apprehensive butterflies. You must too have certainty in your subject and be yourself whereas you’re on organize

2.7.2 Passion

In arrange to truly communicate to individuals through discourse, you would like to have enthusiasm approximately your subject. Without passion, your discourse is insignificant. You would like to radiate a level of earnestness in your feeling when communicating to your gathering of people on the off chance that you need them to be moved by your introduction.

There’s no have to be endeavor to ‘practice’ earnestness by practicing your discourse with a raised voice and waving arms. Basically center on how you are feeling around your best and those merely are communicating with. Two recent disclosures by The Gallup Organization offer bits of knowledge into why energy is uncommon in U.S. workplaces: 55% of the U.S. working populace isn’t locked in at work. 16% of the U.S. working populace is effectively disengaged. It can be difficult to be energetic approximately your topics once you present at work but aren’t truly locked in within the movement. Now and then, to appear

enthusiasm around a subject that doesn't totally energize you, you would like to burrow profound into the subject and discover things that intrigued you.

2.7.3 Be Yourself

You don't need to be somebody else to arrange, all you've got to do is fair be yourself. In some cases, no matter how much you believe in your message or how well you've practiced, in the event that you don't act like yourself before the bunch, your group of onlookers may see your discourse as undependable or calculated. If a political candidate doesn't appear true, it's not likely they'll win a decision. In the event that a company's social promoting technique shows up inauthentic, their deals will not go up. In case you make a page on a dating site but what you type in isn't bona fide, the individuals perusing are likely to choose up on this in authenticity and never contact you. Talking is the same way. It's no astonish that the number of articles that specify the word "authenticity" within the features has significantly risen. Realness is imperative. See at the slant since 2009 underneath. It's no astonish that the number of articles that say the word "authenticity" within the features has significantly risen. Genuineness is imperative. See at the slant since 2009 underneath.

2.7.4 Practice, not memorization

In arrange to 'be yourself' in a introduction, you shouldn't memorize your discourse in absolutes. Hone your discourse as frequently as conceivable, but be willing to alter up the wording. This makes it simpler to alter it up amid the genuine introduction in case things aren't going precisely as arranged. Memorization can set up a obstruction between you and your audience.

2.7.5 Speak in a common voice

Any association you've made along with your group of onlookers can be broken by tones that appear 'fake' or 'too perfect'. In common, you ought to attempt to talk in a conversational tone. In case you say few "ahhs" and "umms" that are alright, don't sweat it.

2.7.6 Keep it Brief and Sweet

If you're as it were given 30 minutes to provide a discourse, don't constrain yourself to fill the whole time distributed. Say what you wish to say and utilize any remaining time for questions or to let your gathering of people out a little early. The primary reason of delivering a discourse is to endeavor to induce your point over, which might not require a whole hour. You need to form beyond any doubt that your introduction is effectively edible for those

tuning in to you. In case you'll total your discourse in 15 minutes, do so, and take off any remaining time open for questions and comments.

2.7.7 Paint a Picture through Storytelling

One of the leading ways to truly lock in your gathering of people is by getting to be a great storyteller. This angle of open talking is so imperative I didn't need it to basically be a bullet point within the 'Connect together with your Audience' section. Storytelling could be a capable device utilized by the finest speakers. By utilizing setting into your discourse for your group of onlookers to associate with, you're making a simple to tune in to the environment in which you're not essentially pushing data at them within the trusts that they'll hold that information. The best introductions don't feel like introductions, they are essentially stories told by individuals with curiously encounters.

2.8 Speaking Difficulties Encountered by EFL Learners

The information collected on this issue uncovered that there are three major talking difficulties encountered by the understudies at this level, and they are etymological challenges, mother tongue use, and inhibition.

2.8.1 Linguistic Difficulties

Data collected through perception appeared that understudies battle to discover the appropriate vocabulary thing when attempting to talk in English, which reflects their inadequately vocabulary repertoire. Information collected from the understudy meet backed this since one of the students reported, —We need to talk, but we don't know the word.‖ The met understudies too pointed out that they discover it troublesome to build sentences when they try to precise their ideas. One of them said,—We don't know how to say it.‖ In spite of the fact that teachers spend a long time instructing linguistic use rules, understudies still cannot frame brief sentences when they try to talk in English.

2.8.2 Mother Tongue Use

This issue is unequivocally related to the past one, which are etymological challenges. Amid my class perception, I taken note that understudies tend to talk in Arabic when they talk about the rubrics of different assignments, and when I inquired them around the reason for that within the meet; they explained that by saying,—We don't know how to say it.‖ They

implied how to talk about their thoughts in English, so they moved to Arabic. In this manner, the insufficient lexicon collection and powerless sentence building aptitudes are the reasons for utilizing the mother tongue.

2.8.3 Inhibition

It was taken note amid the lesson perceptions that students' support was exceptionally moo. This is because of the already said reasons to restraint. Understudies clarified that their fear of making botches before their classmates was the reason for not talking within the lesson. They expressed that, saying,—They will chuckle at us on the off chance that we make botches . . . Unlike what is found by other ponders, Omani learners in review 5 are profoundly persuaded to talk English, and they can see the require for that—when we meet someone who talks English, we can talk English.

2.8.4 Lack of practice

Speaking may be a remote dialect implies having the opportunity to associate with individuals in genuine circumstances and not as it were in classroom controlled exercises. Subsequently, teachers' assignment to make strides the aptitude is challengeable and time expending (Kusnierek, 2015). In expansion, numerous instructors concur that the advance of a few learners is moderated since they seldom utilize English exterior the classroom (ibid). Hence, deficiency of openings for hone is recognized as an imperative contributing calculate to talking disappointment and by hone is implied, not as it were hone of linguistic use and lexicon, but the hone of intuitively talking itself (Thornybury, 2005.p.28). This see is upheld by Banu and Nishanti(2017) who see the part of environment as one of the causes of talking issues. Individual's exterior the classroom may think that learners are fair attempting to appear off when they talk English for daily discussion.

2.9 verbal communicative strategies

Communicative methodologies are gadgets utilized by learners of moment or remote dialect when gone up against with troubles of communication within the target language (Delamere, 1998, p.02). Hughes (2002) sees communication techniques as a capacity to control a discussion and arrange interaction in an viable way. Such methodologies are especially vital where there are issues of expression and communication (As cited in Kouicem, 2010).

2.9.1 Achievement strategies

Learners compensate for dialect holes by ad libbing a substitute, for case by rewording, speculating, borrowing words and expressions from other dialects, they know, or locks in the audience in collaborative meaning making (Luoma, 2004,p.106).

2.9.2 Avoidance strategies

Speakers of a remote dialect forsake the message inside and out or supplanting the initial message with one that's less desire (ibid) . point shirking is one of the common strategies utilized by moment or outside learners within the generation of the target dialect when they have insufficient and inadequate information almost linguistic rules and lexical things (Elyidirim, 2017,p.231).

2.9.3 Reduction strategies

Speakers changes what they initially aiming to say agreeing to dialect assets (Bygate,1987). Lessening techniques make the learner's communication effective and follows of them in learners' exhibitions give prove that they are effectively locked in within the generation of meaning(As cited in Luoma, 2004, p.106).

2.9.4 Active listening

Active tuning in may be a great technique for those understudies who modest absent from talking, and being a great audience in English discussion will construct certainty vital in taking more dynamic part in communication (PEACE CORPS, 1989,p.46).

2.10 speech production

Speech production is the method by which contemplations are interpreted into discourse. This incorporates the choice of words, the organization of relevant grammatical shapes, and after that the verbalization of the coming about sounds by the engine framework utilizing the vocal device. Discourse generation can be unconstrained such as when a individual makes the words of a discussion, receptive such as when they title a picture or perused out loud a composed word, or imitative, such as in discourse redundancy. Discourse generation isn't the same as dialect generation since dialect can too be created physically by signs.

2.10.1 Stages of speech production

This process goes through a few autonomous stages which change messages into talked or composed etymological signals. One of the foremost influential models to clarify the method of discourse generation is the one created by Levelt(1989) . The demonstrate comprises of three stages named as follow: conceptualization, formulation, articulation, and the ever show of self monitoring.

2.10.1.1 Conceptualization

The first one is called the Conceptualization stage. Typically when a speaker suddenly thinks of what he or she is aiming to say. It is an quick response to outside jolts and is regularly based on earlier information of the specific subject. No deliberation goes into these words and they are all formulated based upon the speaker's information and involvement at hand. It is unconstrained discourse. Illustrations of this will extend from replying questions to the quick verbiage created as a result of stubbing your toe.

2.10.1.2 Formulation

The second stage is called the Definition stage. This can be when the speaker thinks of the specific words that are planning to express their contemplations. It happens nearly at the same time with the conceptualization organize. Be that as it may, this time the speaker considers around the reaction some time recently reacting. The speaker is defining his or her words and choosing how best to reply to the outside boosts. Where conceptualization is more of an moment and quick reaction, definition may be a small postponed.

2.10.1.3 Articulation

The third stage is the Articulation stage. Usually when the speaker physically says what he or she has thought of saying. This is often a arranged discourse or arranged wordage. In expansion, the words may have been practiced such as when somebody hones a introduction or practices a lie. It includes the preparing of physical activities of a few engine discourse organs such as the lungs, larynx, tongue, lips, and other vocal devices. Of course, the primary two stages too include these organs, be that as it may, the enunciation arrange employments these organs numerous times for the same word designs.

2.10.1.4 Self-Monitoring

The fourth stage is called the Self-Monitoring stage. This is often when the speaker reflects on what he or she has said and makes an exertion to adjust any mistakes in his or her

discourse. Frequently times usually tired a answer or final words argument. In addition, it could too be done amid a discussion when the speaker realizes that he or she slipped up. This is often the activity of reflecting on what you said and making beyond any doubt that what you said is what you meant.

2.11 Assessing learners' speaking performance

Speaking is regularly one of the regions of learning English that's not more often than not surveyed. Be that as it may, talking is an imperative aptitude for understudies to create, and it is critical to include exercises within the English classroom that give openings for students to talk in English. These may well be telling a story, a part play, an meet or a dialog. Surveying talking exercises can tell you almost your students' advance in English, what they have learned, how unquestionably they can talk in English, or whether they are having issues talking English.

You can utilize any talking exercises to survey talking abilities, particularly exercises where understudies conversation around themselves or an curiously theme. Exercises such as perusing a content out loud are not exceptionally valuable for evaluating talking aptitudes, as the as it were perspective of talking that these exercises survey is elocution. They don't take other perspectives of talking under consideration such as talking unquestionably and easily, taking portion in exercises, utilizing lexicon and language structure precisely and so on.

Regularly in talking exercises understudies are illustrating what they have caught on from a perusing or tuning in action. So be beyond any doubt that after you are surveying talking, you're regularly surveying other abilities at the same time.

2.11.1 Basic types of Speaking Assessment tasks

2.11.1.1 Imitative

Imitative errands center on the capacity of the test-taker to essentially mirror (or parrot) a word, state, or sentences. This evaluation centers on the phonetic level of verbal generation (i.e. elocution) not meaning and requires tuning in fair for the incite. This sort of appraisal makes a difference instructors evaluate the student's elocution abilities. Underneath I have included a common imitative evaluation (with scoring criteria) that can be made or adjusted from a asset to cater to any changing capability level. Word and sentence redundancy assignments are exceptionally commonly utilized for surveying imitative talking.

Versant could be a commercially utilized verbal generation tests that intensely utilizes impersonation errands. The appraisal can be taken over the phone or at a assigned computer-testing center. The Versant Junior English Tests assesses English abilities of non-native understudies. “The Versant Junior English Test gives exact scores in in general capabilities, word acknowledgment, familiarity, articulation, and sentence structure.” The assessment and the comes about are accessible within the same day.

2.11.1.2 Intensive

2.11.1.2.1 Pictured-Cued assignments are one of the foremost prevalent ways to evoke verbal dialect execution over capability levels. The seriously viewpoint of talking requires test-takers to deliver brief extends of dialect. Their errands are prompted and the understudy will illustrate their phonetic capacity. Pictures can be exceptionally straightforward or more expand that tells a story or occasion. This evaluation can be customized and made to cater to instructor/ understudy needs. This evaluation can be true when organized seriously.

2.11.1.2.2 Reading-Aloud Errands the test-takers verbal generation is controlled. The student’s prosodic push, pitch, and other verbal abilities are evaluated. Selecting a entry that consolidates test specs and recording the student’s verbal yield can effortlessly are utilized in this method. Perusing out loud has been regarded as a solid marker off by and large verbal generation capacity due to the inquire about of the adequacy of Versant Test. Perusing out loud is additionally utilized on the Versant as well. I included a case of a Read-aloud boost as well as scoring criteria. This appraisal can be customized to shifting capability levels and understudy/ educator needs. As capability levels increment at that point so will the trouble and length of perusing entries

2.11.1.3 Responsive

Agreeing to Brown, Appraisal of responsive assignments include brief intuitive with an questioner, varying from seriously assignments within the expanded inventiveness given to the test-taker and from intuitively assignments by the to some degree restricted length of expressions (Douglas-Brown & Abeywikrama, 2011). This angle of appraisal makes a difference the educators realize the student’s capacity to take an interest in dialogs. Address and Reply tasks usually comprise of a handful questions that are basic. Questions at this level are ordinarily referential questions in which the test-taker is given more openings to deliver important dialect reaction. This evaluation is as a rule one on one (understudy and educator)

but may incorporate other understudies. This may be customized to changing capability levels and understudy/ instructor needs.

2.11.1.4 Interactive

Interactive speaking is comparable to responsive talking but incorporates assignments that include long extends of intuitively talks of dialect. These can be interviews, role-plays, talks, and recreations. Other assignments that are utilized for but include less interaction are discourses, amplified clarifications, and interpretations. One of the foremost common evaluations for verbal generation is a verbal meet. Ordinarily are the test chairman and the test-taker speaking one on one? Interviews can shift in trouble and length from 5-45 minutes. A successful interview has a few stages. The primary arrange is warm-up (preparatory little conversation), level check (questions at understudies current level of capability), test (challenging questions, more open finished questions), and a wind-down (or closing, less challenging questions). The appraisal I included us a test of a meet. This evaluation as well as other intuitively talking appraisals permits instructors to assess student's Capac Role-play could be a fun appraisal that locks in understudies. Understudies who are less focused are more likely at perform at their fullest capacity.

Role-play opens a few windows of opportunity for test-takers to utilize talk that ordinarily may be troublesome for them to evoke. Prompts can be bona fide by imitating real-world circumstances such as eatery circumstances or giving bearings. It is up to the tests director to decide appraisal goals and scoring criteria. Role-play can effortlessly be made and customized or can be gotten to through numerous assets. Part play can e be one on one or have a few other understudies included. The test I included includes two understudies performing a situation at a inn. Each student has a component (a objective to achieve) and a complication. Part playing can be utilized in numerous diverse ways within the classroom. Ity in creating liquid, nitty gritty and in-depth discussions.

2.11.1.5 Extensive (monologue)

A monolog may be a discourse given by a single character in a story. In the show, it is the vocalization of a character's contemplation; in writing, the verbalization. It is customarily a gadget utilized in theater—a discourse to be given on stage—but these days, its utilize expands to film and television.

Conclusion

To conclude, talking as a profitable expertise is respected to be critical handle since it offers assistance the instructors in assessing students' capability within the target dialect since it can be the major criteria towards superior scholarly position and more noteworthy instructive victory.

The substance of this chapter has clarified that mastering the talking ability as a communication device is fundamental for understudy since it lead to fruitful execution.

Additionally, an attempt was made to provide a definition of speaking skill and its characteristics, types, importance and characteristic of effective public speakers. The present chapter also tried to elucidate the difficulties that encountered by EFL learners in speaking as well as some principles in teaching that lead to successful teaching and learning. Moreover, this chapter traced the strategies of speech production. Finally, it has also asserted that the key of assessing speaking skill understands the continuum of spoken language and basic assessment tasks.

Chapter three

Field Work

Chapter three: Data Analysis and Results

Introduction:

The previous chapters demonstrated the two main variables of the study. The first chapter, it deals with the Competency Based Approach and its impact on EFL. The second one dealt with speaking skills and its major problems that may faces learners, the third chapter is conducted of tasks and questions to pupils and teachers to see how we can foster pupils speaking skills using CBA. The aim of this chapter is to analysis, interpret, and discuss the answers of pupils since they are the ones who perform tasks and face speaking difficulties, and teachers since they have experience in teaching and using CBA method.

3.1 Aims of the Questionnaire

This questionnaire aims to examine the impacts of competency based approach on second year pupils at Bdjaoui Alarbi Middle school of Biskra. It also attempts to investigate the relationship between the CBA and language development.

3.2 Population of the study

3.2.1 The pupils

To conduct the questionnaire, 24 pupils of second year of Bjaoui Alarbi middle school at Biskra is the population whose opinions where required in order to fill out the questionnaire. The test of the study was arbitrarily chosen to reply the questionnaire. The choice of this sample is that pupils of second year have developed a considerable background in English and they know their needs and lacks especially their speaking ability and most vitally they are more experienced in replying questionnaires.

3.2.2 The teachers

The second questionnaire was intended to three teachers in Bdjaoui Alarbi middle school. Choosing this sample was based on the years of experience teachers have in teaching oral expression and know more about applying CBA in classroom and how push students to be more confident in speaking.

3.3 Description of the Questionnaire

To fulfill the investigate destinations, this study depends on the questionnaire as the most information collection tool, students' and teachers' questionnaires. Both questionnaires consist of multiple-choice questions, Likert scale questions, yes /no with justifications and rank order question. The questions carefully chosen and simplified according to the pupils' English capability level and age. Filling the questionnaire took ten to fifteen minutes with the assistance of the instructor in arrange to ensure understanding of the questions. The questionnaire is basically split into three main sections which cover the variables selected and each particular aspect of the present conducted research.

3.3.1 Students' Questionnaire

On one hand, the pupils' questionnaire comprises of fifteen open and ended questions subdivided into three sections. The primary area deals with general information about pupils, the second section concerns the primary chapter of the research which is competency based approach, and the third area is for speaking skill.

3.3.2 Teachers' Questionnaire

On the other hand, the questionnaire was divided into three sections. The first section is about background information of teachers. The second section is to know about teachers' implication of CBA. The third section is designed for speaking skill in EFL classroom. Questions are generally mixed in scales between multiple choice questions, yes/ no questions, and closed ended questions.

3.4 Analysis of the pupils' Questionnaire

Section One: General Information

Question 1: Gender

A/ Male

B/ Female

Gender	Number	Percentages
Male	14	58%
Female	10	42%
Total	24	100%

Table 3.1: The pupils' gender

Our sample includes both females and males as it is demonstrated in the table and pie chart. The majority of this sample is Male with 58% of the total number. Whereas Female pupils' number is smaller with 42% of the total population.

Question 2: Age

A/ 11- 14

B/ 14- 16

Age	Number	Percentage
11- 14	18	75%
14- 16	6	25%
Total	24	100%

Table 3.2: The pupil's age

This question seeks to identify the average age of our participation. It is a close-ended question, which introduces two options that are stated in the form of two age groups. The first age group is from 11-14 years old, and the second one is from 14-16 years old.

Question 3: Do you like studying English?

Options	Yes	No
Number	19	5
Total	24	

Table 3.3: pupils who like studying English (yes/ no)

As shown in the **pie chart** above, 79% of pupils stated that they like what they are studying. Whereas, only 21% of the population do not like studying English. This result designates that the majority of students are enthusiastic to learn English.

Section two: Competency Based Approach

Question 4 : Do you like studying with CBA method?

Options	Yes	No
Number	16	8
Percentages	67%	33%
Total	24	

Table 3.4: pupils that like CBA method

We notice through this pie chart that most students like this methodology (67%) because it strengthens their language skills, while some (33%) do not like it because it makes them work on their own in order to obtain the information because the teacher is only a guide.

Question 5: In your opinion, do you find the tasks that the teacher uses in the oral session useful from a language learning point of view?

A/ Always B/ Sometimes C/ Rarely D/ Never

Table 3.5: The frequency of pupil's opinion towards teacher's tasks

Options	Number	Percentage
Always	5	21%
Sometimes	10	42%
Rarely	6	24%
Never	3	13%
Total	24	100%

According to the percentages, the frequency of pupils' opinion towards teacher's tasks that has the highest rate is "Sometimes" with the percentage of 42%. These pupils are satisfied with the tasks that their teacher uses. Then, 24% argued that their teachers "Rarely" use useful task in oral sessions. On the other hand, 21% of the participant claimed that is "Always" when their teacher use useful tasks during oral session. Whereas, the other 13% stated that their teacher "Never" use useful tasks in oral sessions.

Question6. Does your teacher give you enough time to perform your task?

- a. Yes
- b. No

Table 3.6: Teacher's time to perform

Options	Number	Percentage
Yes	22	92%
No	2	8%
Total	24	100%

As shown at the result above pie chart 6, we notice that most of pupils answer with yes with percentage 92%. This explains that huge number of pupils see that their teacher give them enough time to perform. Whereas, only 8% who declared that their teacher does not give them the time they need to perform their tasks.

Question 7. Which one of the following tasks do you enjoy the most?

- a. Questions and Answers
- b. Role play
- c. Games
- d. Opinion exchange tasks

Options	Number	Percentage
Questions and Answers	6	25%
Role play	7	29%
Games	7	29%
Opinion exchange tasks	4	17%
Total	24	100%

Table 3.7: The enjoyable tasks

This question spots the light on the most enjoyable tasks in Oral Expression session. Referring back to the pie chart above, most of the respondents have chosen **Role Play and**

Games 29% for each option as being the most enjoyable task in Oral session, while the other 25% of them have chosen **Questions and Answers**. Finally, Only 17% of them reported that **Opinion Exchange** tasks are the most enjoyable task.

Question 8. What type of activities your teacher use in Oral Expression sessions?

- a. Group work b. Dialogue c. Problem solving d. Role play

Options	Number	Percentages
Group work	12	50%
Dialogue	6	25%
Problem solving	1	4%
Role play	5	21%

Table 3.8: Type of activities used by the teacher

The above chart shows that **Group work** is the prominent activity with 50% total responses. **Dialogue** comes next with 25% of total responses. **Role Play** is the third with 21%. The least activity is **Problem Solving** with 4% of total responses.

Question9. To what extent classroom interaction can be helpful in improving your speaking skill?

Options	Number	Percentages
Very helpful	9	38%
Somewhat	5	21%
Not very much	7	29%
Not at all	3	12%
Total	24	100%

Table 3.9: the usefulness of classroom interaction to pupils

More than 38% of pupils view that interaction in classroom very helpful to improve their speaking skill. 5 pupils (21%) find it “Somewhat” helpful. 29% of pupils see that it is not helpful very much. The last percentage is 12% see that it is not helpful at all. The table’s result clearly supports the idea of improving speaking skill through interaction and pupils find it very helpful for them to improve their speaking skill.

Section Three: The Speaking Skill

Question10. Which skill do you want to develop the most?

- a. Listening b. Speaking c. Reading d. Writing

Options	Number	Percentage
Listening	6	25%
Speaking	10	42%
Reading	5	21%
Writing	3	12%
Total	24	100%

Table 3.10: The most important skill to be developed

From the above pie chart, we notice that the increased proportion is given to the speaking skill with 42% because they said their primary concern is to communicate with people. 25% they choose listening, since it clears the way for the improvement of the way they speak. While reading was given 21%. Finally the last proportion is for writing with 12%. This may explain that respondents needed to improve the speaking skill rather than any other skill.

Question 11. How could you describe your speaking skill level?

Options	Number	Percentages
Beginner	6	25%
Intermediate	11	45%
Upper-intermediate	6	25%
Advanced	1	5%
Total	24	100%

Table 3.11: pupils' perceptions over their speaking skill level

In the above pie chart, 45% of pupils consider their level as Intermediate, 25% see themselves as upper-intermediate and beginner each separately. Only one pupil (5%) sees himself as advanced level. This means that pupils' level is acceptable stage of development. Besides, **this result implies that pupils are mindful of their speaking capability level.**

Question12. What are the problems that you encounter in speaking?

Options	Number	Percentage
Inhibition because of shyness, anxiety and stress	10	42%
No thing to say	4	17%
Law or uneven participation	3	12%
Mother tongue use	7	29%
Total	24	100%

Table3.12: Speaking Difficulties faced by Learners

The results of this question show what speaking challenges learners confront when they speak in English. The rate uncover that numerous pupils have speaking problems that are related Inhibition caused by shyness, anxiety and stress which represent 42%. 29% claimed that their problem is related to incorrect mother tongue use. 17% they have problems because they have nothing to say about the topic. While 12% stated that the problems is due to low or uneven participation.

Question13. Which skill you feel more comfortable when learning?

- a. Speaking
- b. Writing
- c. Listening
- d. Reading

Options	Numbers	Percentage
Speaking	10	42%
Writing	4	17%
Listening	8	33%
Reading	2	8%
Total	24	100%

Table 3.13: The most comfortable skill when learning

The result shows that most of pupils choose Speaking skill with 42% as it is the most comfortable skill, then 33% of them choose Listening skill. While other choose writing skill with 17%. Finally only 8% choose reading skill. Most of pupils claim that speaking and listening are the most comfortable skill when learning because it requires interacting with others.

Question14. In your opinion, mastering speaking skill means?

- a. Speaking with fluency
- b. Speaking with accuracy
- c. Speaking with complexity
- d. All of them

Options	Number	Percentage
Speaking with fluency	10	42%
Speaking with accuracy	5	21%
Speaking with complexity	3	13%
All of them	6	24%
Total	24	100%

Table 3.14: Aspects required for mastering the speaking skill

From this result, most of pupils stated that mastering speaking requires being fluent in the language. While other pupils with 21% argued that being a proficient speaker is based on accuracy, whereas 13% of them assumed that the latter requires complexity. However, 24% argued that being proficient speaker is based on all of them.

Question15. How do you find speaking in English?

- a. Easy
- b. Very easy
- c. Difficult
- d. Very difficult

Option	Number	percentage
Easy	9	38%
Very easy	5	21%
Difficult	6	25%
Very difficult	4	16%
Total	24	100%

Table 3.15: The pupil's attitude towards speaking English

Results reveal that 38% of pupils see that the English is easy to speak, however; others answered by giving 25% to the option of difficult. Then, 21% of them answered that it is very easy. Lastly, 16% said that it is very difficult to speak English.

3.3. Discussion of pupils' Questionnaire

This questionnaire was submitted to second year pupils at Bjdouai Alarbi Middle School Biskra. The larger part of learners considers talking as the foremost vital expertise to be aquired due to its communicative importance in both everyday life and scholastic requirements. Most of them conceded that their level in talking is nice. Be that as it may, a few of the understudies confront issues whereas talking, particularly mental issues.

Section one brings the understudies profile, that reformulate the sexual orientation, where the majority of them were females, and age. Also, it outlines their level in speaking English.

In the second section was about teaching by the Competency Based Approach, and we asked the pupils if it had benefits and strengthened their ability to learn. Therefore, most of pupils admitted that the competency approach has many benefits for them and helped them a lot in learning the English language and strengthening their self-confidence, which makes them more self-reliant.

Section three was basically around talking; how learners assess their talking aptitude and what challenges do they confront when talking. Most of them discover talking English simple. And a few of them discover it troublesome. Subsequently, members said that they need to develop their talking expertise the foremost.

3.4. Conclusion

In brief, the discoveries of the questionnaire uncovers that the majority of the understudies consider the competency based approach as a accommodating procedure for them to upgrade their talking ability. In any case the need of hone, teachers-limited time, and restraint prevent them from interaction interior classroom. In addition, the foremost connected exercises agreeing to understudies are bunch work and talks. Overall, these comes about supports the hypotheses of the study on the important role of CBA in developing speaking ability.

3.5. Analyses of Teacher's Questionnaire

Section one: General information

Question16. Which degree have you achieved?

Options	Number	percentage
B.A(License)	1	33%
M.A (Master)	2	67%
Total	3	100%

Table 3.16: Degree you have achieved

The chart shows that 67% of teachers have M.A degree in their career. 33% of them have B.A degree. This means that the majority of teachers have M.A degree.

Question 17: How long have you been teaching?

Options	Number	percentage
1-8 years	2	67%
9-20 years	1	33%
Total	3	100%

Table 3.17: Years of experience in teaching

In this question, teachers were requested to give their experience in years. The results show that 2 (67%) of teachers spent from 1-8 years in teaching. Only 1 (33%) of them spent from 9-20 years in teaching. This indicates that the majority of teachers in this study are experienced and they know which techniques are suitable to develop their pupils' speaking skill.

Question18. How many hours do you teach per week for each class?

Options	Number	Percentage
3 hours	1	33%
4 hours	1	33%
2 Hours	1	33%
Total	3	100%

Table 3.18: The amount of Hours spent in teaching per week for each class.

From the results above, each teacher has different session, 1 (33%) of them has 2 hours per week for each class. The other one 33% has 3 hours per week, the last one 33% has 4 hours. This indicates that the different session comes back to the level that the teacher teaches them. For 1MS and 2MS have 2 hours per week. 3MS has 3 hours per week, for the 4MS has 4 hours per week.

Section two: Competency Based Approach

Question19. Do you use CBA method?

- a. Yes
- b. No

Options	Number	percentage
Yes	3	100%
No	0	0%
Total	3	100%

Table 3.19: the use of CBA in the classroom

The results show that all the teachers in this school are using CBA method in their teaching approach. No one of them use another approach, this indicates that it is a good method of teaching.

Question20. Is CBA method easy to use?

- a. Yes
- b. No

Options	Number	Percentage
Yes	2	67%
No	1	33%
Total	3	100%

Table 3.20: Teachers' opinion on the degree of difficulty of the CBA.

From the results above, 2 (67%) of teachers see that CBA is easy to use in the classroom. Only 1 (33%) of them he said no, it is not easy for him because he doesn't have a good experience yet.

Question21. Does practice mode is useful?

Options	Number	Percentage
Useful	2	67%
Not useful	1	33%
Total	3	100%

Table 3.21: The usefulness of practice mode.

From the pie chart above, the teachers 67% see that practice is very useful in teaching method. Whereas 33% see that practice is not useful because it creates chaos, riots inside the classroom.

Question22. Do you enjoy when you use CBA?

- a. Yes
- b. No

Options	Number	Percentage
Yes	2	67%
No	1	33%

Total	3	100%
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Table 3.22: The pleasure that teachers find it when they teach with CBA.

From the results above, 67% of the teachers who have said yes, they are enjoyed with the use of CBA. However, only one he doesn't enjoy because he said that it creates chaos, riots inside the classroom.

Section three: Speaking skill

Question23. How could you describe the level of your learners in speaking?

Option	Number	Percentage
Beginners	1	33%
Intermediate	2	67%
Upper-intermediate	0	0%
Advanced	0	0%

Table 3.23: pupils' speaking skill level according to their teachers

All teacher described their pupils level, 2 (67%)of them claimed that their level is intermediate. Whereas, one teacher said that their level is beginners, and this later is about first year. This result shows that pupils level needs improvements and practice with good English speakers.

Question24. Which factors can negatively affect the speaking level of learners?

Options	Number	percentage
Lack of motivation	1	10%
Low self-confidence	2	18%
The use of L1	3	27%
Lack of practice	2	18%

Inhibition	3	27%
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Table3.24: Factors that negatively affect EFL pupils speaking proficiency

In this question teachers were allowed to tick more than one option. Consequently, frequencies of responses are used to measure the results of this question. From the chart above, teachers claimed that most affective factor behind poor speaking is **inhibition and the use of L1** with 27% for each option, then the next factor is **low self-confidence and lack of practice** with 18% for each option. The last factor is **the lack of motivation** with 10% . From this result the inhibition and the use of L1 are the first factor behind poor speaking performance.

Question25. On which criteria do you rely when you evaluate them?

- a. Grammar
- b. Pronunciation
- c. Interactive communication
- d. All of them

Options	Number	Percentage
Grammar	0	0%
Pronunciation	0	0%
Interactive communication	0	0%
All of them	3	100%
Total	3	100%

Table 3.25: The criteria of assessing the pupils’ speaking skill

In this question, teachers were asked on which criteria they evaluate speaking performance. This chart shows that 100% of teacher chose “ all of them”. This later includes the three mentioned criteria above.

Question26. How often do you assess your pupil’s speaking skill?

- a. Always
- b. Often
- c. Sometimes
- d. Rarely

Options	Number	Percentage
Always	0	0%
Often	2	67%
Sometimes	1	33%
Rarely	0	0

Total	3	100%
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Table 3.26: Teachers speaking assessment

The teachers result shown that the majority of them chose “often” with 67%. One of them with 33% answered with “sometimes”. While no one of them answered with always and rarely.

Question27. Do you think speaking skill is very important in English learning?

Options	Number	Percentage
Very important	3	100%
Important	0	0%
Less important	0	0%
Not important at all	0	0%
Total	3	100%

Table 3.27: The importance of speaking skill according to teachers

This question deals with the extent to which speaking skill is important in EFL learning. The participants were given 4 scales of importance as shown above. All of them 100% consider speaking skill as “very important” in EFL. Whereas zero responses to the remaining scales.

Question28. How often do you interact with pupils?

Options	Number	Percentage
Always	3	100%
Sometimes	0	0%
Rarely	0	0%
Never	0	0%

Table 3.28: Teachers’ interaction frequency with the pupils

In this question, teachers were inquired to demonstrate how frequently they interact with pupils. For this question to be replied, the members were given 4 alternatives as appeared above. The results in pie chart show that all teachers 100% stated that they always do interact with pupils. **This demonstrates that**

classroom interaction is the predominant in their educating strategies and they consider it a valuable way to hone the target dialect.

3.6. Discussion of Teachers' Questionnaire

Based on the information accumulated and analyzed from the teacher's questionnaire above, a few realities were uncovered concerning teachers demeanors towards implementing CBA in educating speaking and its impacts on their oral production. teachers who replied our questionnaire have a long encounter in educating English amid different periods of times.

In the second section showed that the most of teachers use CBA in teaching speaking. Consequently, teachers are persuaded that utilizing CBA has positive impact since they are challenging, they progress learners' precision, familiarity or they improve learners' lexicon. Another noteworthy finding is that teachers are mindful with their part in giving their pupils with interesting errands, more importantly, giving errand that are on the fitting level to their pupils.

The third section most teachers consider that speaking is the most important skill that need to develop. Moreover, most of teachers are mindful of learners' fortifies, and needs in creating their EFL speaking aptitude, as well as, their talking issues. Furthermore , assessments is needed from time to time in language teaching, teachers admit its value and said that they often assess their pupils.

3.7. Conclusion

To sum up, all teachers in this questionnaire consider applying CBA strategy would offer assistance their pupils in improving their speaking aptitude. In expansion teachers see that talking is exceptionally critical and it has to develop since they see that the level of their pupils is intermediate to that it has to be developing more. In addition, teachers' questionnaire appear cap utilizing CBA in teaching talking can be a persuading methodology to create endeavors and make strides their errand execution. As a result, they will able to confront challenges, challenges and complex circumstance.

General conclusion

Speaking skills are one of the foremost imperative abilities we learn, as they permit us to communicate with others and express our contemplations and sentiments. Talking aptitudes can be isolated into formal and casual talking aptitudes, and we utilize both sorts of talking abilities in a assortment of settings all through life.

The academic implications in this chapter were drawn from the explore results and the researcher's encounter in educating English in middle school. We were propelled by the will to discover out in the event that the change in the Algerian school, through the selection of the CBA, created pupils' speaking. However, the results gotten in both the circumstance investigation in chapter one and the pre-experiment test proved the wastefulness of talking instruction in past instruction.

Being aware of the complexity of the speaking aptitude and both teachers and pupils' challenges, we attempted to prove through this inquire about that in case we execute a technique in composing fitting the CBA, we can help learners overcome their problems by developing their critical thinking, being active in learning to speak, receiving constructive feedback from the teacher and their peers. In addition, the improvement of students' learning strategies in speaking or in another zone is one of the essential prerequisites driving to autonomy and eventually to capability. Hence, this range may well be worth examining because of its importance. Besides, many issues concerning educating under the CBA might moreover be investigated in arrange to assist middle school teachers receive strategies in instructing different skills, complying with the principles of the CBA. This implies giving them with the necessary theoretical foundation since hypothesis educates and supports practice.

In order to answer the mentioned research questions, two questionnaires were used as data tools in this research. The first questionnaire was distributed to second year in Bdjaoui Alarbi Middle school. The second questionnaire was distributed to teachers in the same school. These aimed to elicit both pupils and teachers 'perceptions towards the effects of CBA on oral production and performance. As a result the research showed that speaking is the most important skill for communication; and that the most of learners consider that developing speaking skill as the highest concern. According to pupils' and teachers' questionnaire, the

research showed that the majority of pupils and teachers found that CBA has a positive effect on performance. Furthermore, CBA can be used as motivating strategy to encourage pupils to develop their vocabulary, and to face the difficulties and challenges in order to perform a task successfully.

In conclusion, this research this examination endeavored to supply new experiences to teachers and pupils with respect to the impact of CBA on foreign language learners' oral production. In any case, the investigate discoveries are restricted to students and instructors of Biskra Center school of Bdjaoui Alarbi.

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Appendices

PEPOPLS DEMOCRATIC PUBLIC OF ALGERIA
MOHAMED KHEIDER UNIVERSITY OF BISKRA
FACULTY OF LETTERS AND LANGUAGES
DEPARTMENT OF FOREIGN LANGUAGES
SECTION ENGLISH

Pupils' Questionnaire

This questionnaire aims at gathering data about the effect of CBA on foreign language learners' oral production at different levels of proficiency. By answering the following questions, you will help us to figure out whether or not interaction can enhance your speaking skill level.

Please read each question carefully and cross(×) or tick (√) boxes on the corresponding options and justify your answers where required.

I. Section one: General Information

1. Specify your gender?

A/ Male B/ Female

2. How old are you?

A/11- 14 B/14- 16

3. Do you like studying English?

Yes No

II. Section two: Competency Based Approach

4. Do you like studying with CBA method?

Yes No

5. In your opinion, do you find the tasks that the teacher uses in the oral session useful from a language learning point of view?

A/ Always B/ Sometimes C/ Rarely D/ Never

6. Does your teacher give you enough time to perform your task?

Yes No

7. Which one of the following tasks do you enjoy the most?

A. Questions and Answers B. Role play C. Games D. Opinion exchange tasks

8. What type of activities your teacher use in Oral Expression sessions?

b. Group work b. Dialogue c. Problem solving
d. Role play

9. To what extent classroom interaction can be helpful in improving your speaking skill?

a. Very helpful b. Somewhat c. Not very
d. Not at all

III. Section Three: The Speaking Skill

10. Which skill do you want to develop the most?

a. Listening b. Speaking c. Reading
d. Writing

11. How could you describe your speaking skill level?

a. Beginner b. Intermediate c. Upper-intermediate
d. Advanced

12. What are the problems that you encounter in speaking?

a. Inhibition because of shyness, anxiety and stress
b. No thing to say c. Low or uneven participation
d. Mother tongue use

13. Which skill you feel more comfortable when learning?

a. Speaking b. Writing c. Listening d. Reading

14. In your opinion, mastering speaking skill means?

a. Speaking with fluency b. Speaking with accuracy
c. Speaking with complexity d. All of them

15. How do you find speaking in English?

- a. Easy b. Very easy c. Difficult
d. Very difficult

thank you for your collaboration

PEPOPLS DEMOCRATIC PUBLIC OF ALGERIA

MOHAMED KHEIDER UNIVERSITY OF BISKRA

FACULTY OF LETTERS AND LANGUAGES

DEPARTMENT OF FOREIGN LANGUAGES

SECTION ENGLISH

Teacher's Questionnaire

This questionnaire may be a information collection device for a inquire about work that points to examine the impact of CBA on EFL learners' oral production at Bdjaoui Alarbi Middle School at Biskra. I would exceptionally much appreciate in the event that you'll take the time and the vitality to share your experience by replying the questions. Your answers are exceptionally vital and will be of much offer assistance for the completion of this work.

Thank you very much

- a. Grammar b. Pronunciation c. Interactive communication
d. All of them

11. How often do you assess your pupil's speaking skill?

- b. Always b. Often c. Sometimes d. Rarely

12. Do you think speaking skill is very important in English learning?

- a. Very important b. Important c. Less important
d. Not important at all

12. How often do you interact with pupils?

- a. Always b. sometimes c. rarely d. never

الملخص

يعاني أغلبية التلاميذ الجزائريين من صعوبات في التمكن من التكلم بالانجليزية من جميع النواحي، و يرجع ذلك لصعوبتها و كذلك لتدريسها الذي لا يزال تقليدي.سعت هذه الدراسة إلى البحث في تأثير منهج المقاربة بالكفاءات على طرق التكلم لتلاميذ سنة ثانية متوسط بمتوسطة بجاوي العربي بسكرة. رغم فشل هذا المنهج في تحسين تكلم التلاميذ في التعليم المتوسط حسب نتائج نموذجي لاستطلاع فإنه يمكن أن يحقق نجاحا لو يطبق منهجا ذهنيا اجتماعيا في تعليم التكلم يتمشى مع خصائص منهج المقاربة بالكفاءات ، فسوف تتحسن طرق تكلم التلاميذ من حيث الطلاقة، الفصاحة و التعقيد و الخجل. لكي تثبت أو ترفض الفرضية، تم جمع البيانات من خلال استخدام استبيانات لكل من المعلمين الذين قاموا بالتدريس حيث عددهم ثلاثة أساتذة للغة الانجليزية ، و إلى فوج ثانية متوسط و الذين بلغ عددهم أربع و عشرون تلميذا بمتوسطة بجاوي العربي بسكرة. أظهرت النتائج التي تم الحصول عليها من كلا الاستبيانين إن كلا من المعلمين و التلاميذ يدعمون استخدام المقاربة بالكفاءات لأنها تركز أكثر على التلميذ و هو محور العملية التعليمية ، و تهدف أيضا إلى معرفة نوع الأنشطة التفاعلية المتبعة من طرف الأساتذة لتحفيز التلاميذ على استعمال اللغة شفويا و بالتالي لها تأثير ايجابي على مهارات التحدث لدى الطلاب و يساهم في تحسين الإنتاج الشفهي للطلاب. بمعنى آخر، اظهر المعلمون و التلاميذ معا مواقف إيجابية اتجاه استخدام هذه المنهجية في فصول اللغة الانجليزية بمتوسطة بجاوي العربي بسكرة.