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**Enhancing EFL Learners' Oral Skills through the Use
of BBC Learning English Podcasts as a Home
Practice Tool**

**The Case of Second Year Scientific Learners of Abdel Hak Ben
Hammouda Secondary School, BBA**

**Thesis Submitted to the Department of English in Partial
Fulfillment of the Requirements for the Master Degree**

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Dedication

I dedicate this work to all the members of my family “BRADCHA” wherever they are in this
world.

To all my friends who keep my life full of thrill and joy.

To all those who said ‘NO’ to me.

Bradcha Dj.

Dedication

I dedicate this work to the spirit of my grandfather.

Djendi K.

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Abstract

Though there are many studies on the speaking skill and the possible ways to improve it, Algerian secondary school learners are poor when it comes to speaking. Teachers are endeavouring to train their learners to make them confident fluent speakers, which is considered by a lot of people the utmost quest. In addition, huge lacunas have been recorded in the way teachers invest, implement and integrate oral materials within time restrictions set by Algerian ministry of education. Recognising time as a major obstacle on the road towards this honourable purpose, a decision is reached to make use of the time learners spend at home especially during weekends. Therefore, it is hypothesised that using BBC learning English podcasts as a home practice material will enhance Algerian EFL learners' oral skills significantly. To achieve the objectives of this study, a descriptive method is adopted. It aims to describe two variables: BBC learning English podcasts as an independent variable and the speaking skill as the dependent one. To collect the necessary data, an interview arranged with six secondary school language teachers and a classroom observation took place with second year scientific stream of Abdel Hak Ben Hammouda secondary school. After qualitatively analysing the obtained data, the results showed that the oral skills of the learners under investigation have improved significantly through the use of BBC learning English podcasts as a home practice tool. Finally, the investigators reach, in this research, that BBC learning English podcasts is of paramount importance for enhancing learners speaking skill who are required to practise imitating these recordings for an hour each. This research also recommends syllabus designers to devise a separate syllabus to improve secondary school learners' oral skills that should be mainly based on BBC learning English podcast

List of Abbreviations and Acronyms

BBC: British Broadcasting Corporation

BEM: Brevet D'enseignement moyen

CLT: Communicative Language Teaching

EFL: English as a Foreign Language.

ESL: English as a Second Language

ESP: English for Specific Purposes

L1: First Language/ Mother Tongue

L2: Second Language

LMD: License Master Doctorate.

TEFL: Teaching English as Foreign Language

TL: The Target Language

WWII: The Second World War

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General

Introduction

Introduction

Nowadays English is a widespread prestigious language that can solve communication problems worldwide. It is being taught all around the globe. Algeria is no exception to this trend. However, going through years of EFL teaching in some Algerian secondary schools, the researchers have noticed many good, average and less than average students who were different in many aspects, but they shared one main aspect which was their weakness in oral performance when speaking. Our children are struggling inside and outside the classroom to demonstrate their qualities in the target language due to many aspects that affected their performance negatively and restrained them from enjoying the language they love to speak and use in everyday situations. Our learners are miserable, demotivated, hopeless to use the language so they can replicate some of the items they are exposed to in their daily life including songs, ads, speeches, TV shows. Alas, most of the times the regular content of the syllabus does not appeal to students since it is not something fashionable that responds to what they already have in mind about English.

All people remember those old times at the secondary school. So many people had very limited access to English. Our family members used to request us to reproduce some of the things we studied. For them it was the only evidence of language command. Sincerely, I had nothing to tell them. I was confused and I hesitated because the only thing I had in mind was some grammatical rules I memorized to use at exams. These notions are no longer the acclaimed measures that modern linguists depend on in the evaluation of learners. Language is never supposed to be as such.

Speaking is one of the most important skills for human beings that can be understood by

both literate and illiterate people. Oral performance has always been a clear indicator of the learners' achievement and control over the foreign language. Burns & Chuen (1998) claim that speaking makes learning a language relatively easy and play a part in academic evolution of students. It is the product of different discourse practices.

Speaking is a highly demanding skill that requires combining grammar with vocabulary in addition to some discourse skills. Harmer (2004) stated that natural speaking demands the mastery of language items as well as the data spontaneously. That combination necessitates practice and patience. Pennycook (2010, as cited in: Boonkit, 2010) asserts that practices are groups of well organised tasks in a logical order of performing objects. Hence, language fluency needs a great deal of practice from the part of the EFL learner.

1. Statement of the Problem

Algerian Secondary school EFL learners are expected to show great proficiency when speaking English. Nevertheless, it is not the case due to several reasons including hesitations, fear of audience, and mostly because they are not provided with sufficient time to speak and practise English. Accordingly, we decided to carry out this research on the use of BBC learning English podcasts as a home practice tool to enhance their oral skills and potentially integrate it in the English syllabus of second year scientific streams in Algerian secondary schools.

2. Research Questions:

This study addresses the following main questions:

- Is utilising BBC learning English podcasts as a home practice tool going to improve second year scientific stream' oral skills?

In addition to other sub-questions:

- What are the main issues that restrain our learners at secondary schools from speaking English fluently and accurately?
- What type of BBC learning English podcasts and other materials are learners going to practise at home and for how long?
- Is home practice going to affect other aspects of learning English positively or negatively?

3. Hypothesis

The present researchers believe that integrating BBC learning English podcasts as a home practice tool into the syllabus of second year scientific stream EFL learners will improve their oral skills significantly. We strongly believe that if our second year learners, at Algerian secondary schools, were given the opportunity to speak and practice some diverse BBC learning English podcasts are going to find learning purposeful, fun, and most importantly, rewarding in terms of fluency, accuracy, and pronunciation.

4. Aims of the Study

The main aim of this study is to address learners' oral skills weaknesses in the target language inside and outside the classroom since both teachers and learners do not have time to practise in the classroom. Apart from this, boosting their confidence will affect learners' motivation levels remarkably while speaking and learning. Moreover, learners are going to find learning purposeful and fun which will lead to great impulse. Therefore, we did the experiment

to check to what extent employing BBC learning English podcasts in home practice can improve learners' oral skills.

5. Significance of the study

The significance of this study is to clear up that EFL learners feel unmotivated when learning with the classical teaching method. For that reason, researchers have been working on a recent teaching method, which is the use of BBC learning English podcasts and its relation with the students' improvement in spoken English. In addition, some learners want to learn with new techniques and tools that are suitable for their age and lifestyles. So, this research intends to make teachers aware of the positive effects of using BBC learning English podcasts on the teaching-learning process and create a successful learning atmosphere in the classroom hoping to improve their students' speaking skill.

6. Research Methodology/ Design

The present research opts for the descriptive way to deal with the variables in this study. Accordingly, the method of this research is the qualitative method. It relied on teachers' interview and classroom observation which are considered more useful in helping to better understand students' needs, but more time consuming. The description and the analysis of both teacher's interview and classroom observation have shown the utility of using BBC learning English podcasts and their effect on learners' speaking skill.

6.1. Population: consists of thirty-four second year scientific stream learners and their teacher at the secondary school of Abdel Hak Ben Hammouda in El M'hir. In addition to six language teachers who work in different secondary schools. There was no specific criterion for selection.

6.2. Research procedure: The students were provided with materials and acquainted with the procedure and the amount of time, not less than an hour, they should practise the materials. After the home practice of BBC learning English podcasts or other materials, they should come to the classroom and try to replicate the oral materials in the recordings so that they allow their teacher to evaluate their oral performance. Different criteria were exerted when testing the learners' presentations including: fluency, pronunciation, intonation. Yet, grammar rules were not taken into consideration while doing the evaluation in order to encourage the learners to be active and develop a positive attitude towards presenting and facing the audience. Classroom observation was carried out for a period of one month to formulate a clear idea about the learners' oral skills before and after practise. Apart from this, teachers' interview was administered to teachers to check their awareness and beliefs about the importance of using BBC learning English podcasts as home practice tool on their learners' oral performance inside the classroom and whether or not it takes time and hinders the flow of the syllabus.

7. Organization of research:

This research was formulated in two main parts. Firstly, the first part is concerned to present an introduction to the study, statement of the problem, statement of hypothesis, research questions, aims and significance of the study, research methodology. The first chapter which is outlined and some important assumptions and notions of link to our topic are defined and scrutinised in order to set a solid background for this research and to account for the different difficulties both learners and teachers come across when teaching/ learning speaking English at foreign secondary schools. Secondly, the practical part is composed of two chapters: a methodological chapter that explains the procedure of research and another chapter that endeavours to answer the research questions through analysing the learners' performance during

and after the experiment in the classroom as well as the summary and analysis of language teachers' answers to the structured interview. In addition to this, the general conclusion includes some findings about this research and some further implications of using BBC learning English podcasts as a home practice tool.

Chapter One

Literature Review

Introduction

Everyone recognises the importance of the speaking skill to any language; they also know that it is difficult to master that language orally. For some people, being able to speak a language whenever needed is the ultimate goal of knowing it. Knowing that everything starts in the classroom, where a solid ground should be founded for a successful learning experience, there must be a clear understanding of the various complexities students and teachers experience in order to rectify those weaknesses to get better results.

In this chapter, we will be endeavouring to account for the different problems learners usually encounter in their attempt to learn English and how teachers should act correctly to guarantee the successful growth of their students inside and outside the classroom context. The chapter also includes a definition of the speaking skill and its relationship with other skills. By the end of the chapter, there is brief analysis of the second year secondary school syllabus and the position of speaking within the syllabus.

1.1. Definition of Speaking

Speaking has usually been defined regarding its purpose. Accordingly, Baker & Westrup (2003) assert that speaking is the process of rehearsing sentences and dialogues in the classroom. It is exercising language for an end. Luoma (2004) claims that members of the society utilize speaking to shape their personal image in the minds of other members. For Bailey (2010), speaking is the construction of structured oral utterances to deliver sense. It is the production of words and utterances as an answer to words and utterances produced by the interlocutor (Thornbury, 2005, p.2). Harmer (1998) used the term differently to indicate that speaking is the

use of all the mastered linguistic features to do an oral activity.

Therefore, regardless of the grammatical or phonological constraints, when speaking occurs, it unconsciously develops complex interlinks among levels of thought and language blends that are frequently improved through practice. Considering this, learners should contemplate of what to utter and congregate the courage to say it in the second or foreign language (Hadfield & Hadfield, 2005). Besides, Nunan (2005) considers that speaking the foreign language is the strongest evidence that someone masters that language. It requires the intervention of some processes that make speaking a very active skill that needs scrutiny.

1.2. The Importance of Speaking

There is a consensus about the importance of speaking among researchers since it is an essential means of communication among people. However, it is more than that for non-natives as makes learning a foreign language easier through practice and self-monitoring (Goh & Burns, 2012, p.15). This means that the mastery of speaking requires a lot of practise and patience, which allow people to convey the idea easily and facilitate communication among them.

1.2.1. Enhancing Language Acquisition

Contrary to what some people think, speaking is recognised to be as equally important for acquiring language as listening and extensive reading (Goh & Burns, 2012, p. 16). Therefore, students should be constantly encouraged to speak and practise the language as a method to improve other skills. What is more, some teachers tend to be impatient with their learners when acquiring a foreign language forgetting that they are only like young children who recently started using that target language which is their first language (L1) by imitating forms produced

by the adults who are supposed to be patient and tolerate errors. Hence, positive feedback for beginner learners ensures healthy and smooth scaffolding as well as maintaining self-confidence within the learner (Goh & Burns, 2012, p.18). Apart from this, Swain (cited in Goh & Burns, 2012) claims that the practice of oral language helps learners obtain new structures. That is why teachers are advised to encourage any oral tentative that occur in the EFL classroom regardless of the errors and the number of the students.

1.2.2. Increasing Learning Motivation

Researchers have widely investigated the effect of motivation on language learning. Motivation is regarded as a booster in language acquisition that makes the very hard processes fun to deal with. Burns & Goh (2012) some learners develop language anxiety, which might well affect their participation in activities that involve speaking and become reticent. In such circumstances, teachers are encouraged to provide their passive learners with help, support, and a good relaxing environment where they can thrive (Burns & Goh, 2012, p.30). By doing so, speaking stands as a requisite device that lubricates their movement towards motivation and language success.

1.3. The Position of Speaking Among the Four Skills

All four skills of language are interrelated and complete one another. However, speaking appears to be more dominant compared to other skills in terms of its utility in communication as (Ur 1991) states that speaking appears instinctively the most significant.

1.3.1. Speaking and Listening

It is widely recognised that any speaking manifestation is a replication of another speaking manifestation gained through attentive listening. Owing to this, speaking and listening are linked and complete one-another. Richards & Renandya (2002) emphasise the role listening performs in improving learners' speaking abilities. They added, "speaking feeds listening which precedes it" (p.205). Moreover, Nation and Newton (2009) speak about a lesson in which learners did speaking drills involving repetition and substitution. The lessons included approximately the same amount of speaking and listening, because listening was considered as a tool to give prototypes that learners immediately copied. The objective of learning a language was to speak, and language was seen as a type of conduct.

There are a number of objectives of a listening-speaking course. Nation and Newton (2009, p. 38) stated three main aims:

- (1) to help the learners to be able to cope with meaning-focused input and meaning- focused output as soon as possible;
- (2) to motivate them in their language study by getting them to engage in successful listening and speaking;
- and (3) to make the early learning as relevant as possible to their language use needs.

For this reason, listening is always present in the speaking lesson in the warm-up phase and speaking is always present in the post- listening phase of a listening course. That is listening and speaking, as skills cannot be separated from one another.

1.3.2. Speaking and Writing

For most of its history, language teaching has been concerned with the teaching of well inscribed models of language because it was believed that knowledge is only preserved through writing. In addition, writing had a prestigious position for many reasons. Since it was thoroughly examined by grammarians and dictionary-makers, (1) it can be determined whether it is right or wrong; (2) It has not varied so much across time and (3) we can talk about one unified form of coding called standard language (Brown & Yule,1983, p.1).

It is worth mentioning that teaching speaking in EFL classes is relatively new compared to writing. Teaching speaking in EFL classes occurred after the second world war (WWII). Therefore, at its early days speaking was merely taught through rehearsal of written scripts. However, Bygate (1987) claims that, “speech is not spoken writing” (p.10). Besides, White (as cited in: Bygate, 1987) suggests that some students’ utterances are quite similar to written texts because they are taught speaking through the reading of well-known scripts. Bygate (1987) added, “speaking like a book is disagreeable and difficult” (p.11). Each one of them was founded to serve particular purposes.

There are two main differences between speaking and writing. According to Bygate (1987), the first is ‘*processing*’. In speaking there is limited amount of time to select words and interact but no chance to correct oneself; whereas, in writing there is more time for planning and editing words and ideas. The second is ‘*reciprocity*’. In speaking the conversation is a give-receive process that includes correction, agreement and disagreement; unlike writing which requires high cognitive skills to convey messages to readers which are usually at equal position and may face lack of understanding but no chance to communicate with the writer for clarification.

Recently, the scopes of teaching speaking in EFL contexts have significantly broadened and teachers are no longer depending on extracts of written texts to practise speaking. Instead, they are exposing their learners to radio broadcasts, authentic conversations and lectures (Brown & Yule, 1983, p.2). Therefore, as a potion to succeed in developing learners' oral skills, teachers are immensely recommended to make their students aware that there is no real harm in making errors, incomplete utterances, long pauses, wrong intonation or even stress which is often committed by native speakers and language specialists that are eliminated over time through practice.

1.4. Speaking in Foreign Language EFL Classes

English as a foreign language (EFL)learners are generally having poor opportunities to practise the target language. Richards & Renandya (2002) state that, "EFL learners in general are relatively poor at spoken English, especially regarding fluency" (p.204). They go further to say that teaching speaking needs careful attention, clear directives, and ongoing monitoring of learners practising the language. It is enormously difficult to teach speaking in EFL settings because it is so exhaustive and effort consuming.

1.4.1. Fluency and accuracy

It is extremely difficult to draw a clear cut between fluency and accuracy and tasks that develop both. Arevart & Nation (1991, as cited in: Nation & Newton, 2009) find that a task that was created to enhance fluency, also caused a decrease of errors and a grow in grammatical complexity. As the facility increases with which learners utilise what they know, then they are capable of giving more attention to the quality of what they use.

According to (Graves, 2008; Nazara, 2011), It has become apparent that students of English as a foreign language have considered themselves good and successful learners if they can communicate fluently and effectively in English. At present, the ability to speak English fluently has become a must, especially for EFL students. According to Derwing, Rossiter, Munro & Thomson (2004) fluency is considered an important characteristic of foreign language speech. EFL learners' need to speak fluently ranges from a mere desire to feel confident when talking to others in English, to an urgent need to pass a language test of spoken English.

Learners of English as a foreign language always give a high priority to speaking as the most important characteristic of language learning. Every learner wishes to be able to communicate orally using the language in real situations. So, if students find themselves with no opportunity to learn how to use the language freely and spontaneously, they may lose interest in learning. However, classroom observations in EFL speaking classes have revealed that the primary focus of EFL teachers was always on reading and writing, rather than on speaking and listening. It is possible, therefore, that a lack of instruction focused on fluency development can cause problematic matters for students in EFL classes. (Derwing, Murray, & Thomson, 2008; Glover, 2011).

Fluency represents a major element in judging speakers' ability and proficiency in EFL classes. Koponen and Riggenbach (2000) assert, “fluency in language assessment is comparable to continuity, smoothness, or evenness of speech without extreme breaks or hesitations” (p.8). Accordingly, teachers should devise activities that encapsulate four criteria: interesting topics, clear visual focus, open ended and use tools like videos to reduce information gaps.

Supporters of the communicative approach in language teaching made it clear that fluency

and accuracy are of paramount importance. However, fluency comes before accuracy because communication for them is more important than correctness (Anisimova and Koshova, 2010, p103).

1.4.2. Motivation and Autonomy

Motivation plays an important role in every step of language teaching. Motivation types and factors change from situation to situation and from one language skill to another because of the fact that an individual's reasons for language learning can be differentiated from one language skill to another.

One survey (Jin, Dai, Liu & Zhao, 2003) that examined both this differentiation and oral English skills, mentions the reasons for the difference between low and high levels of students' oral English. The study found that L2 speaking proficiency of the learners is correlated with motivation. The lower spoken ability reflected more instrumentally and extrinsically motivated students, who want to please their teachers and family, pass exams, find a good job, avoid punishment, etc. Students having higher spoken English proficiency are much more interested in learning oral English and they are mostly motivated intrinsically. They want to learn oral English for the fascination of oral English itself, make foreign friends, study and travel to other countries, etc.

According to Wang (2005), there are other factors affecting college students' motivation for learning speaking. He mentions three main reasons. These are the desire of getting good marks from exam-oriented teaching orientation, in which oral English is seen as a part of the exam, the second one is teacher-centered instruction dominated by the decisions of the teacher

about the topic, materials, content and activities; and the last one, the social factor consisting of economic development, cultural and traditional attitudes.

Students' learning objectives as well as motivation levels are both affected by the teachers in language environment. Therefore, teachers' classroom behaviors gain crucial importance. Their motivational behaviors can be divided into two sections as autonomous vs. controlled behavior. In school setting, in general autonomy supportive teacher behaviors facilitate learning, increase students' self-determined levels, and promote intrinsic motivation towards learning, engagement and success. On the other hand, controlled teacher behaviors have detrimental effects on students' self-determination, perceived competence, and proficiency in learning, and Motivation, Speaking Skill, and Autonomy

Motivation plays an important role in every step of language teaching. It is intrinsic and extrinsic. It changes from situation to situation and from one language skill to another because of the fact that an individual's reasons for language learning can be differentiated from one language skill to another.

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Considering these facts, in English speaking classrooms where many deficiencies exist

about enhancing speaking skill; such as, little exposure to target language, students' lack of motivation and interest towards language, limited number of teachers, etc. It would be helpful to fortify the weakest link in the chain of foreign language learning, speaking skill with appropriate activities, which can motivate students intrinsically and raise their autonomy levels. As aforementioned in the description of the motivation theory Self-determination, increasing students' mastery goal orientations helps students to overcome some of these deficiencies, and one of the best ways of increasing students' intrinsic regularity styles is to create environments where students' can be intrinsically motivated and autonomous learners. Therefore, the problems deriving from the language learners' self can be lessened in some degree and speaking proficiency can be increased.

1.5. Communicative Language Teaching

The advent of the Communicative Language Teaching (CLT), which stressed the need to use language as a means of communication, has considerably revolutionized the way teachers view the speaking skill, since it was only regarded as a far-fetched target of EFL teaching, indispensable to achieve successful communication in real life contexts. In the classroom, teachers endeavour to make use of a number of what is called communicative activities, which are supposed to improve learners' communicative skills and foster interaction in the classroom. The focus has shifted from correctness that usually causes a state of stagnation within learners, to a more pragmatic state that weighs ideologies and appropriateness.

In CLT, classroom interaction is strongly needed as an important feature in the development of foreign language learning. According to this approach, classroom interaction can occur either between the teacher and students or among the students themselves. This kind of interaction is

seen by Angelo (1993) as one of the keys of effective and successful teaching, he states that: “Classroom interaction comprises teacher-learner and learner-learner interaction, which is one of ten principles of effective teaching” (p.81). It is believed that CLT approach improves the student psychological state through raising their confidence. It encourages them to use the foreign language in their conversations. Akram & Mehmood (2011) claim, “CLT enhances the learners’ confidence and it gives a sense of satisfaction to the teacher as well in the sense that s/he is successful in making the students use the foreign language in their conversation” (p.175).

It is clear also from this quotation that CLT approach gives teachers a sense of satisfaction because their students are able to make a successful conversation due to the implication of this approach. Since, the main goal of CLT approach is learning through communications rather than mastering the language rules, learners are given the chance to be active participants in the language classroom as Richards & Rodgers (2001) illustrate, “The emphasis in communicative language teaching on the process of communication rather than mastery of language forms, leads to different role for learners from those found in more traditional second language classrooms” (p.166).

Richards (2005) claimed that over the last fifty years CLT has undergone significant changes; therefore, he divided CLT into two main phases:

1.5.1. Classic CLT (1970s to 1990s): was concerned with the purpose of instruction and how to devise the syllabus and the tools needed for successful instruction including both grammatical, lexical content and language functions (Richards, 2005, p.9).

1.5.2. Current CLT (late 1990s to the present): accounted for the role of the teacher as a facilitator and the learners as active members of the learning process in which errors are

regarded as integrative parts that can be overpassed with effective tasks that encourage for positive interaction in the classroom (Richards, 2005, p.20).

According to Hadfield and Hadfield (2008, p.108) A typical current CLT speaking lesson would be as the following:

Before: **Lead-in:** introduce the topic. It helps if you can give the learners some input which will provide them with ideas: a brainstorm around the topic or a short introductory listening or reading text.

Language focus: you can also introduce key vocabulary and useful expressions.

During: **Preparation:** set up the speaking task with clear instructions. Learners work in pairs or alone to brainstorm ideas and plan what to say.

Speaking task: learners work in pairs or groups to carry out the task. While they do this you can circulate, listening to the learners to see how they are doing. You can make notes of errors and areas of difficulty for feedback later.

After: **Language focus:** here you can focus on problem areas and error correction.

Transfer: you can follow up the speaking task with a writing activity.

1.6. Classroom Speaking Activities

The principal aim behind utilising oral activities is presenting learners with chances to practise their language to improve their fluency (Burns and Goh, 2012, p. 202). Accordingly, it is more important and difficult to design speaking tasks that would address EFL learners' weaknesses than listening, reading or writing (Ur, 1991, p.120). One may ask about the different criteria of a good speaking task. Ur (1999) prescribed four main criteria of successful activities: "learners talk remarkably, equal involvement chances, great motivation and suitable language difficulty" (p.120). Besides, Harmer (2001, pp. 271-275) distinguished five main types of speaking activities:

1.6.1. Acting from a Script

In which learners are asked to perform scenes from plays or famous movies. The students must be given enough time to practise their conversation before acting out in front of their classmates. Bashful students are not to be selected first.

1.6.2. Discussion

Learners are invited to share their opinions about a topic of interest with their classmates. They might be diffident because of the lack of self-confidence and language command. In such cases, students are ordered to practise in small groups to lower anxiety and fear. In some other cases there might occur some debates in the middle of some lessons at some debatable issues in order to reach consensus.

1.6.3. Prepared talks

They are popular formal ways of presenting topics of interest usually in front of the public based on written original ideas.

1.6.4. Simulation and role-play

The main aim is to coach learners for specific situations by feigning real life situations such as job interviews, business meeting. Role-play can be used to rehearse specific vocabulary items and oral fluency.

1.6.5. Communication games

Games are used to evoke exchanges and talk among students in the classroom such as describing and drawing pictures, speaking to a partner to solve a puzzle and finding similarities and differences between pictures.

1.6.6. Dialogues

A two-way, collaborative process of conversational interaction between two or more participants in which opinions are exchanged (Anisimova and Koshova, 2010, p.109).

1.7. The Teacher's Role in Speaking Courses

In educational settings, learning methods and approaches are mainly divided into two parts according to the interaction type between student and teacher. Modern language teaching applications focus on student-centered approaches, and put great emphasis on the teacher's role in increasing student engagement and creating modern language learning classrooms. According to Harmer (2005), In language classrooms, teachers take many roles such as being authority, facilitator, client, counsellor, participant, etc. and they change their roles in accordance with student type, time, situation, classroom activity, and sometimes have more than one role in the class.

According to Harmer (2005), in a speaking classroom, to promote students' participation

in English speaking course and reach success in fluency, language teachers should play different roles in the classroom. Some of these roles are:

1.7.1. Teacher as a prompter: When the conversation reaches a dead end, and students cannot think of what to say next, the teacher should help the student to continue the speaking activity by discretely offering suggestions (Harmer, 2005, p.60).

1.7.2. Teacher as a participant: To enhance student engagement and to introduce new information, teachers should participate in discussion or role play activities. However, while participating in the course, they should be careful not to take over the classroom and should give more opportunity students to speak in the course (Harmer, 2005, p.60).

1.7.3. Teacher as a feedback provider: Deciding when and how to give feedback in a speaking activity is challenging. By deciding the main purpose of the activity, this challenging situation can be solved. In a fluency activity, over-correction can make students feel inhibited; so as not to make them feel shy, error correction and feedback support should be given at the end of the activity. On the other hand, in an accuracy activity, giving feedback promptly would be helpful to prevent fossilization. Lastly, allowing students to evaluate what they have done and giving feedback for their development would encourage oral mastery (Harmer, 2005, p.66).

1.8. Factors that Cause Speaking Difficulties to EFL Learners

Zhang (2009) argued that speaking remains the most difficult skill to master for the majority

of English learners, and they are still incompetent in communicating orally in English. According to Ur (1996, p.121), enlisted four factors that are considered to be the main issues with learners' failure to use the foreign language as a medium in the classroom as follows:

- 1.8.1. Inhibition:** inability to use FL in front of the classroom members due to the lack of exposure to audience, shyness or fear of being humiliated.
- 1.8.2. Nothing to say:** Students feel unconcerned about the topic of discussion simply because they are not interested in the topic; therefore, they have no incentive to express themselves.
- 1.8.3. Low or uneven participation:** in classes with a large number of learners, teachers attempt to give all the students equal opportunities to express themselves which means usually short amount of talk.
- 1.8.4. Mother-tongue use:** Learners who share the same mother tongue tend to use it because it is the easiest route to achieve successful communication without the risk of failure.

In addition, Rababa'h (2005) pointed out that there are many factors that cause difficulties in speaking English among EFL learners. Some of these factors are related to the learners themselves, the teaching strategies, the curriculum, and the environment. For example, many learners lack the necessary vocabulary to get their meaning across, and consequently, they cannot keep the interaction going. Inadequate strategic competence and communication competence can be another reason as well for not being able to keep the interaction going.

Some learners also lack the motivation to speak English. They do not see a real need to learn or speak English. Actually, motivation is the crucial force that determines whether a learner embarks in a task at all, how much energy he devotes to it, and how long he preserves

(Littlewood, 1984, p.53). The development of communicative skills can only take place if learners have the motivation and opportunity to express their own identity and relate with the people around them (Littlewood, 1981, p54).

Teaching strategies also contribute to this problem as they are inadequate, and they do not put emphasis on speaking, which results in a meager development of this skill. Besides, vocabulary items are taught in isolation, and listening materials are not used by the majority of schoolteachers because of the large number of teachers compared with the number of cassettes available. Teacher-training programs were found to be not very successful in changing the teachers' methodology (Rababa'ah, 2005).

Furthermore, in a country like Algeria where English is seen as an academic subject only, which means exposure to the English language is insufficient. The lack of a target language environment can be considered another problem, which of course results in a lack of involvement in real-life situations. Not allowing learners to participate in discourse can be another reason for speaking difficulties. Children need both to participate in discourse and to build up knowledge and skills for participation in order to learn discourse skills (Cameron, 2001, p.36). Apart from this, language is best learned when the learners' attention is focused on understanding, saying and doing something with language, and not when their attention is focused explicitly on linguistic features (Kumaravadivelu, 2003, p.27). It is worthy to mention that researchers recognise that learners can improve their speaking ability by developing learning strategies that enable them to become independent learners (Nakatani,2010).

Littlewood (1981) argued that some teachers use L1 for class management. Nevertheless, this can be another factor that contributes to the problem of speaking difficulties because using

L1 means sacrificing valuable opportunities for well-motivated foreign use. In addition, it tends to devalue the foreign language as a vehicle for communication. Learners see it as allocated to communicatively nonessential domains such as drills or dialogue practice, while the mother tongue remains the appropriate medium for discussing matters of immediate importance. Another main reason for other teachers to use L1 is vocabulary and grammar. Although their attitudes are of disagreement with L1, this is not reflected in their practice (Al-Busaidi, 1998).

1.9.Mother Tongue Instead of English in Algerian EFL Classes

A main issue that occupies every teacher's mind in Algeria is how to eliminate the frequent use of mother tongue (L1) in English language classes. Most Algerian Secondary school learners use Arabic to express their thoughts instead of using English since it is the easiest and the most secure medium for them. It is a fact that enrages instructors because it gives them the feeling that they are squandering their time and effort (Harmer, 2001, p. 131). Peter Martin (in Harmer, 1998, p.132) quoted an English language teacher from Brunei:

I try not [use L1] but sometimes you have to. If we don't use [L1], they won't understand. Especially [in] some of the textbooks, the words are difficult. I don't like to use [L1] if inspectors are here but sometimes I do. Otherwise, they [the pupils] won't understand and they [the inspectors] might consider us as bad teachers.

This situation is quite similar in Algeria where English is taught in secondary schools as a foreign language. They are often obliged to use mother tongue to explain some language points and the meaning of some vocabulary items especially when dealing with abstract notions related

to grammar or cultural issues.

A great deal of research has shown that anxiety is the main reason behind learners' reticence to use the target language in the classroom. A group of secondary school EFL teachers in Hong Kong conducted a study on their own classes and the results were surprising. They found that students' uncommunicativeness could be ascribed to five main aspects: (1) learners' poor language, (2) fear of committing ridiculous errors that would make them appear stupid, (3) the teacher's bigotry towards quietness, (4) unequal assignment of opportunities by the teacher and (5) unintelligible data provided by the teacher (Bailey, 2005, p. 163). Hence, teachers contribute greatly to their learners' anxiety.

Based on the afore research, it is highly recommended that teachers should be more patient with their students in terms of wait-time, variety of answers and in simplifying their ways of questioning (Bailey, 2005, p. 163). They should give special attention to slow learners by being patient and positive about learners' errors and provide constructive vocabulary.

1.10. The Harmful Side of Using L1 in EFL Classes

Some linguists have suggested some benefits of using L1 in EFL classes regarding grammar and vocabulary. Deller (as cited in: Harmer, 1998) stressed the use comparison between L1 and the target language (TL) as an effective strategy to spot similarities and differences between L1 and TL. On the other hand, over-using L1 especially in communicative oral tasks should never be tolerated even though teachers cannot ban the use of L1 in the classroom. Harmer (1998) said:

there is a situation in which the use of L1 seems counter-productive and this is when we are encouraging students to use English in

communicative speaking tasks, whose purpose after all, is to give students chances to try out speaking in English. We may understand their natural inclination to communicate in the best way they can (i.e. in their L1), but it will not be useful for the purposes of the activity we have asked them to engage in. (p.134)

Paker and Karağaç (2015) argue that the use of mother tongue (L1) has been an inevitable part of second or foreign language teaching in various contexts where both the teachers and the learners have the same mother tongue. In other words, teachers might be counting on using L1 more than L2, which leads them to forget to focus on the target language. Thus, this factor can be contributed to speaking difficulties: This is because using L1 means sacrificing valuable opportunities for well-motivated foreign use. Hence, teachers should be mindful of the cases in which they can allow for L1 use in the classroom and when to forbid it.

1.11. Helping Learners Develop their Speaking Skills

It is enormously difficult to make learners break the chains of silence to produce series of utterances and become confident speakers because the problem is more psychological than we think it is. Hadfield & Hadfield (2008, p.105) suggested a number of techniques to make speaking relatively easy for EFL learners:

We can help learners speak by helping them to find ideas and supporting them so they feel confident enough to speak. We can give them opportunities to practise enough to become fluent, and we can get them to improve and stretch the language that they know to cope with a range of different situations. We can give them opportunities to interact with others and help them with useful phrases and expressions for turn-taking, changing the topic, expressing interest, etc. (p.105)

Based on the aforementioned, teachers should cease blaming their learners for their inability to find ideas and contribute to the lesson. Instead, they should provide them with psychological support by raising their confidence and linguistic support by equipping them with the necessary phrases and forms to express their thought.

1.11.1. Brainstorming the Topic

Most of the time when dealing with oral tasks, students are short of ideas and slow to fetch the shelves of their prior knowledge. A little help from the teacher can ignite endless storm of ideas. Accordingly, learners should be provided with enough input by listening or reading a passage so that they can build on it, extend its ideas and make use of its vocabulary. Besides, the oral task should be clear and contain achievable content. Some teachers may use a serial of questions to facilitate the task for them (Hadfield & Hadfield, 2008, p.106).

1.11.2. Developing confidence

Shyness is part of personality. It is usually considered as a psychological case of study. EFL learners speaking in front of audience find it more complicated to use the foreign language that is why teachers should use a set of techniques to help them develop confidence including allowing learners sufficient thinking time, sharing ideas with pairs and building in repetition (Hadfield and Hadfield, 2008, p.106).

1.11.3. Developing fluency

Learners should be provided with plenty of chances and time to practise speaking in multiple situations. However, teachers must be both vigilant when observing and cautious when giving feedback. Learners should never be interrupted while speaking. Errors are to be discussed chorally with the class. It is also worth mentioning that teachers should keep a smile on their faces when watching their students and tolerate deficiencies ideological and personal differences

for learners are mindful about their educators' gestures and facial expressions in time of their speech delivery (Hadfield & Hadfield, 2008, p.107).

1.12. Assessing Speaking

Since the appearance of the CLT method assessing speaking has gained more weight and has become a must in the field of EFL teaching. Researchers generally agree that it is immensely difficult to assess students speaking abilities systematically and objectively. Therefore, there should be some clear guidelines upon which teachers mark their learners and in return the students use them as guidelines of their areas of weaknesses.

Assessment of speaking can be performed to achieve several objectives including grading the students based on their oral performance and as a motivation tool to encourage learners to speak. Thornbury (2005) claims that speaking assessment can be conducted formally or informally. Formal testing takes place at the end of a unit or a term and it is often marked. Whereas informal testing happens during and throughout the lesson in the form of questions and puzzles.

In addition, considering the particularity of the speaking skill, learners should be well informed about the criteria of testing and how it would be performed. Burns and Goh (2012, p. 259) states that teachers should respect these elements:

2. Students should be informed when they are being assessed.
3. Students should be informed how they will be assessed.
4. Teachers should make the criteria for assessment explicit to the students.
5. The ratings, scores, marks, or grades attached to the criteria should be explained to students.

Every aspect related to the speaking skill testing should be explained and made clear to learners. Nothing should should remain ambiguous to them.

More importantly, Burns & Goh (2012, p. 275) constructed a sample for speaking assessment as the following:

Criteria of assessment	1	2	3	4	5
Language: <ul style="list-style-type: none"> • Structure and organisation. • Grammar and vocabulary • accuracy 					
Production <ul style="list-style-type: none"> • fluency • syllable/ word pronunciation • intonation, stress, and rhythm 					
Participation					

<ul style="list-style-type: none"> • turn taking • maintenance of interaction • feedback 					
Expression <ul style="list-style-type: none"> • clarity of ideas • quality of ideas 					
Coherence <ul style="list-style-type: none"> • linking of ideas • justification of point of view 					

Table1: Discussion task numerical-rating scale

Therefore, learners’ oral performance should be assessed according to five main criteria that are: language forms including grammar, production including fluency, participation, expression including clarity and coherence of ideas. Each one of these is marked out of four points.

Thornbury (2005) identifies five main types of spoken tests. Two of which are mostly used in EFL classes: *Interviews* and *live monologues*. live monologues are those kind of talks presented by learners after selecting topics randomly. Interviews are those answers provided by the learners individually to questions asked by the teacher.

Assessment of speaking should be given more credit in the teaching/ learning environment as a way to improve EFL proficiency at our secondary schools.

1.13. Definition of BBC Podcasts

According to <https://www.bbc.co.uk/podcasts> , are radio recordings produced for the sake of helping EFL learners worldwide to improve their proficiency by providing variety of insights into authentic language use. The variety of topics and language expressions included are intended to facilitate communication and eliminate misunderstanding and culture gaps in some situations. There are eight different types of BBC learning English podcasts but regarding the level of our learners only four are regarded as suitable to second year scientific stream learners' level.

They are teaching /learning materials Learn English through simple English Conversations from BBC Learning English Program: 6 Minute English, 6-minute Grammar, The English We Speak and 6-minute Vocabulary. Each lesson comes with audio, transcript and vocabulary list, which help improve learners' English Grammar, English Speaking and expand their English Vocabulary

1.13.1. 6-minute English

It is a listening radio podcast that lasts for 6 minutes. It helps Learn and practise useful English language for everyday situations with the BBC. It is a weekly instruction manual for saying or doing something in English that is published every Thursday.

1.13.2. The English We Speak

It is a BBC radio podcasts of less than three minutes of length that help learners catch up on the very latest English words and phrases. In under three minutes, this podcast assists you remain ahead of the pack by providing you with ‘must have’ phrases that can be used in everyday conversation as way to amaze and amuse your friends, impress your teachers and delight your parents with fantastic words and phrases.

1.13.3. 6-minute Grammar

It is a BBC radio podcast of six-minute length that presents key areas of English grammar every Tuesday with good examples of authentic use to facilitate understanding the mostly used forms of grammar in everyday communication by native speakers.

1.13.4. 6-minute Vocabulary

It is a recording of six-minute length that explains the different fields related to English vocabulary and word components. It aims at developing foreign language learners’ knowledge about different vocabulary and its related fields to guarantee full access to language.

Conclusion

Going through this chapter, we can say that most of the problems learners confront in EFL classes are psychological motivational which require careful attention and monitoring from teachers when assessing and providing learners with feedback. Apart from this, more effort and time should be granted to teaching the speaking skill compared to what is given now. Moreover, EFL sessions should be treated as opportunities for learning and fun and the classroom as the right environment to practise and enjoy the diversity of culture and language forms.

Chapter Two

Methodology

Introduction

The aim of this study is to investigate the effect of using BBC learning English podcasts as a home practice tool to improve the speaking skill of second year scientific learners of Abdel Hak Ben Hammouda secondary school in Bordj Bou Arreridj. The following sections will describe in detail the research methodology of this work and the different participants who contributed to achieve this study.

2.1. The Research Setting

the environment within which studies are run has important consequences for experimental design, the type of data that can be collected and the interpretation of results.

2.1.1. The School Setting

The secondary school of Abdel Hak Ben Hammouda is situated in municipality of El M'hir, Bordj Bou Arreridj. It was founded in 1997 (on a very big area which is exploited very badly and huge spaces are empty of green cover.) This secondary school employs forty-two teachers including 19 male teachers and 23 female teachers. 442 pupils enroll in this secondary school forming 16 classes. It receives BEM holders from mainly three middle schools. These pupils are oriented according to their results in the BEM exam into literary stream or scientific stream. After passing the first year, scientific stream students have the right to choose between three specialties: Experimental Sciences, Economy and Management or Electrical Engineering. Secondary school pupils are supposed to go through a curriculum of three years. The pupils of this secondary school are participating in a lot of school activities and clubs such as: the theatre club, music club and volleyball club in which they participate in regional and national

competitions.

2.1.2. Description of the Target Situation

The present research investigates the use of BBC learning English podcasts as a home practice tool to improve the oral skills of second year scientific learners at Abdel Hak Ben Hammouda secondary school in Bordj Bou Arreridj.

2.1.3. Sample Population

Before introducing the sample population involved in this study; one should first define what sample population means. A sample is defined as being the group of participants or informants whom the researcher actually examines in his empirical investigation and the population is that group of people whom the study is about. (Dorneiy, 2007). It should be made clear that sampling or choosing a sample population for one's research is not an easy task because such an operation is based upon certain scientific techniques that the investigator has to follow to avoid being biased and, thus, ensure objectivity for the research. The following criteria were taken into consideration while doing the research:

a. Randomness: the investigator has to pick whatever informants (male, female, age...) involved in the target situation, and has not to limit her sampling on a given category (only female, or on a given age) since "random sampling involves selecting at random from a population list" (Robson, 1993, p 137).

b. Quota: is used for the sake of obtaining a representative research; in other words, "quota is a cell within an overall sample, designed to have the same socio demographic characteristics as its population" (Oppenheim, 1966, p 41).

Accordingly, both techniques have been used when sampling for this research; both random and quota techniques have been used in the type of students, and a random technique has been used in the choice of the language teachers.

2.1.3.1. Language Teachers' Profile

Six Language teachers are involved in this study. They have been chosen randomly in addition to the language teacher who is in charge of the classroom. Those language teachers included in the present study are working at different secondary schools in Bordj Bou Arreridj. All of these teachers are either of master's degree holders or graduated from teachers' training schools. Their teaching experiences range from 03 to 16 years.

2.1.3.2. Students' Profile

The students have been chosen on a quota basis from second year scientific learners who form a whole class and study in the same room. This research concerns second year scientific pupils at Abdel Hak Ben Hammouda secondary school in Bordj Bou Arreridj during the academic year of 2018-2019. All of the thirty-four students who have been included in this research are aged between 16 and 18 years old. The investigators have chosen to construct their research upon these students, firstly, because they are teaching these learners regularly and thus, they are aware of their weaknesses in speaking and their needs from the English course. Secondly, scientific stream students are likely to be hard workers and they are aware of the necessity of mastering the English language for their future specialties and potential occupations. Thirdly, second year learners are more mature than first year learners and less occupied than terminal students who usually have heavy loads of other scientific modules that they weigh more

than English.

2.1.4. The Teaching Time Load

What should be noted is that the English course is a compulsory module at all secondary level; however, the teaching time differs from one stream to another. In all secondary schools, the fixed time allocated to the English course ranges between three hours for scientific and technical streams and four hours for literary streams per week for the three levels of secondary schooling.

2.1.5. Teaching Materials

Though the teaching materials are said to be of paramount importance in any English course, there is still a huge lack of such materials in all secondary schools in general and in the secondary school of Abd El Hak Ben Hammouda in particular. It should be noted that teachers of English at that school are dreaming of having language laboratories in every school. Instead, teachers use speakers and data shows when available.

Moreover, the teachers of English are provided only with the textbook and are required to adhere to the syllabus imposed by the ministry of education.

In the present research, the investigators have attempted to investigate a well defined case that of the second year scientific earners by diagnosing the difficulties and addressing them through applying a specific method of teaching.

Accordingly, the methodological approach adopted in this research is a case study which is defined by Anderson (1993) as being “the empirical inquiry that investigates a contemporary

phenomenon in depth within its real-life context” (p. 5). This entails that, the case study is the approach that provides the researcher with an in-depth study of a given phenomenon as it occurs in its natural environment. In the same line of thought, Stephan and Michael (1981) assert that “case studies are in depth investigations of a given social unit resulting in a complete, well organized picture of that unit” (p.48)

Adelman et al (1992) suggest that the case study is an “*instance in action*” it means that the investigator has to select one instance of a particular group of elements or phenomenon from the whole class or organization and investigate the way this instance functions in context. It enables the researcher to either globally depict a situation or focus on specific factors or elements.

2.2. Choice of Research Method

To serve the need of the research hypothesis and due to the limited amount of time, the descriptive and the comparative methods are used; it is decided that the teacher’s interview and the classroom observation would be the most appropriate instruments that can be useful in collecting and analyzing the gathered data, and they provide more reliable information and clear insights into the actual status of EFL teaching in the Algerian context. These reliable instruments can determine the facts about this investigation to explain whether the use of BBC learning English podcasts as a home practice tool can enhance students speaking skill. The present study focuses on the description and identification of teachers’ attitudes as well as students’ performance in the classroom when going through the experiment.

2.2.1. Data Collection Instruments

To collect the necessary data, the investigator had recourse to two research instruments for

the sake of multiplication of data sources which gives reliability and validity to data collection. Moreover, it is acknowledged that different sources of data lead to the credibility and reliability of the research as it is highlighted by Richards (2005) who says:

Many different sources of information should be sought (...)information could be obtained from the following sources: samples of students and writing, test data on students' performance, reports by teachers on typical problems face, opinions of experts, information from students via interviews and questionnaires... (p. 59)

Accordingly, an interview addressed to second year English language teachers, and data based on a classroom observation are used to obtain an account of the target situation.

2.2.1.1. Description of Language Teachers' Interview

For more in-depth information about the target situation, the investigator has decided to use an interview as a first tool to collect the data. The Interview is considered as one of the most useful tools of ascertaining and evaluating the quality of research. It permits to the investigator to better understand the situation under study, as explained by Richards (2005) "interviews allow for a more in-depth exploration of issues than it is possible with the questionnaire" (p. 61).

What should be noted, is that different types of interviews are available. These interviews differ from one another in terms of degree of formality. The thing which has been highlighted by Nunan (1992) who states: "Interviews can be characterized in terms of their degree of formality, and most can be placed on a continuum ranging from unstructured through semi-structured to structured" (p.149). This reveals the existence of three types of interviews unstructured, semi-structured and structured interviews.

In this case, the investigator has opted for the most formal type of interviews, which is the structured one, in such an interview “the agenda is totally predetermined by the researcher, who works through a list of set questions in a predetermined order”. (Dorneiy, 2007, p156). This means that in this type of interviews, the interviewer has an already pre-prepared list of questions to ask.

In effect, the investigator has adopted for such an interview to make sure that the interviewee focuses on the target topic area and that the interview covers a well-defined domain (Dorneiy, 2007). Accordingly, a structured interview has been arranged with language teachers.

The investigator has conducted a structured interview with six language teachers. All of them are either of master’s degree holders or graduated from teachers’ training schools. Their teaching experience ranges from 03 to 16 years.

The interview has been conducted with these language teachers to seek information about the level of their learners and the situation that the speaking skill occupies in the second year scientific stream syllabus, the problems facing the teaching/learning speaking in the classroom including time load devoted to practising oral skills, their viewpoint concerning the use of BBC learning English podcasts as a home practice tool and other techniques to enhance learners’ speaking.

The language teachers’ interview comprises 11 questions, grouped under seven sections. (see Appendix 1).

Section One: For how long have you been teaching and how many students do you have per class? (questions 01 and 02) informative section about the teachers’ experience in ELT teaching

as a whole and the setting they are having in their classes including the class-size and tools the administration is providing them with because such the number of students in the classroom affects the learning process and the method in use.

Section Two: what's the level of proficiency your learners are having at spoken language? (question 03) this section asked about the level the second year scientific learners are having when it comes to the speaking skill. It aims at setting the background that this research starts from to develop the learners' oral skills.

Section Three: Do you think that the time allocated to English and the second year syllabus are helping the learners improve their speaking skill? (questions 04 and 05) the teachers were asked about the problems they encounter when teaching speaking related to the time load and their suggestions on how to deal with such deficit. Moreover, it sought information about the different opportunities the syllabus is providing learners with to improve their oral skills.

Section four: What are the different materials and techniques you use to address the learners needs related to speaking? (Question 06) this section invited the teachers to give whatever suggestions or remarks they usually put into practice inside or outside the classroom to help their learners' master the different oral skills.

Section five: Do you often use BBC learning English podcasts or other oral materials to improve your learners speaking skill? (Questions 07 and 08) intended to have the language teachers' opinions about the usefulness of BBC learning English podcasts as a home practice tool to improve learners' oral skills and whether they have similar recordings or techniques to enhance the speaking skill.

Section six: How do you often evaluate your learners speaking skill and on which basis? (Questions 09 and 10) sought to investigate the different methods language teachers employ to evaluate and measure learners speaking proficiency, the evaluation grid in use and whether they mark it as a part of the term's test or separately.

Section seven: Do learners become motivated to perform further language tasks when performing well at speaking? (Question11) teachers were requested to give their verdict on the degree of motivation the learners' obtain when making progress and whether this motivation goes beyond speaking tasks to cover other fields and skills of the English language.

2.2.1.2. Classroom Observation

In order to construct a clear and thorough picture of what is really happening in the English course, the investigator used classroom observation as a second tool of data collection.

In addition to providing direct information about the area under study, classroom observation is regarded as one of the three basic data sources for empirical research. It is also considered as another way of knowing about the students' needs, wants and lacks. In this line Richards (2005, p61) asserts: "observation of learners' behaviour in a target situation is another way of assessing their needs". Indeed, classroom observation is a tool of data collection that allows the investigator to obtain more information and better explore the situation under investigation in its natural environment.

The main objective of such an observation is to draw a line between the actual level of the learners before the experiment and the one really expected by the researcher after going through home practise for at least one hour during the weekend and the days that followed. The

observation includes:

- Description of course conduct and content
- Assessment of the learners' language speaking proficiency including:
 - Use of speech sounds.
 - fluency.
 - pronunciation.
- Attitudes towards the teaching/learning situation.

2.3. Nature of Research

Only the qualitative method of analysis has been used for the sake of answering the present research inquiries and proving the validity of the hypothesis because basing a finding on the number of people and generalising it is not always reliable since people have different tastes and preferences when it comes to learning. In addition, young people do not take these matters seriously and are usually unaware of the surrounding.

2.3.1. Qualitative Analysis

It was used in language teachers interview and in classroom observation. Its aim was to help the investigator construct a clear and a thorough idea about the validity of using BBC learning English podcasts as a home practice tool to improve learners' oral skills. The qualitative analysis of the interview and the classroom observation contributed a great deal to this study since it has

permitted to the investigator to retrieve information about the problems that both students and teachers are encountering. In addition, it has given the investigator an insight into how things are occurring in their natural environment and how they can be improved to fit the desired results and check the validity of the hypothesis.

Conclusion

This chapter attempted to pave the way for the study by explaining the different methods and techniques employed to collect the necessary data including interviews and the classroom observation which were of great help for the experiment in addition to the different methods employed to analyse in order to draw conclusions based on the qualitative method of analysing information.

Chapter Three

Field Work

Introduction

What usually looks like bad signs of teaching might be a breakthrough in the field of education. It merely needs good thinking and clever interpretation of data. Although, some teachers are irritated accidentally hearing their students describing their English sessions as being full of songs and funny moments as results of some listening materials, this situation might be an area of conflict between educationalists since it can be subject of different interpretations. The use of BBC learning English podcasts to enhance learners' speaking is a valuable tool that triggers good learning and lower language anxiety inside the classroom.

3.1. Oral Expression in the Algerian Secondary School

Within the introduction to the English Syllabus of second year approved by the Ministry of Education (2006), the document presents a series of aims that, hopefully, can be achieved within a three-years period.

The following statement makes it clear that the previous narrow conception of language learning that consists of merely acquisition of linguistic items is extended to include methodological and cultural objectives.

Indeed, it is stated in the accompanying document that:

The aim of teaching English is to help our society to get harmoniously integrated in modernity through a fully complete participation within a community of people who use English in all types of interactions - this participation should be based on sharing and exchanging ideas as well as experiences being scientific, cultural, or civilizational – this participation

will help for better understanding for oneself and the other. (2006, p. 88)

The teaching of English is also intended: (1) To help learners promote self-learning and critical thinking. (2) To Promote learners' intellectual capacities of analyzing, evaluating and synthesizing. To enable learners to exploit English documents, in new situation at work. (3) To encourage learners to accept other culture, to initiate the spirit of tolerance and broad mindedness.

It is worth mentioning that these aims set by the Ministry of Education offer opportunities for teachers willing to make use of intercultural study and to encourage tolerant attitudes among their students.

The syllabus of second year scientific streams contains four themes, Make Peace, poverty and world resources, technology and innovation, disasters and safety respectively. Learners are supposed to cover these units during the school year. The themes are interesting but the accompanying texts and the materials that are provided in the textbook are far from being motivating or even contemporary. In fact, having only three hours per week are not sufficient to guarantee a good mastery of the English language not mentioning oral skills which demand greater amount of time.

Moreover, the global competence set by the pedagogics is unchanging for all the streams despite the fact that literary streams are having more time load than scientific branches. The global competence, according to the Annual Progression delivered in September 2018 by the ministry of education, is that: "The learner will be able to produce written messages/texts of descriptive, narrative, argumentative and prescriptive types of about 15 lines, using written or

oral support” (p.4). Remarkably, the main principal aim was set with relevance to the writing skill and not the speaking skill. The description, however, did not contain any indication of what the learner should achieve in terms of oral proficiency. This is an undoubted proof of the negligence of speaking as an integral part of the teaching process.

The document also contains explicit commands to strictly adhere to the materials and the lessons provided in the accompanying documents within the limited amount of time and sequence.

If we delve into the lessons, we can perceive that there are few opportunities for learners to practice speaking inside the classroom. Besides, the topics that need discussion are ambiguous, highly demanding intellectually and ironically far-fetched, thus, demotivating. Students usually prefer to discuss and show their ideological differences and personal talents by engaging in hot debates related to contemporary modern hot issues that are closely related to their daily lives and respond well to their interests and tastes.

3.2. Description of Language Teachers’ Interview

The objective behind conducting this structured interview with the teachers of English is to have a further perception of their learners’ needs, wants, lacks and possible improvements because these teachers are best placed to know the needs of their learners from the language course.

the structured interview was performed with six language teachers from different secondary schools who have at least three years of experience in teaching.

3.3. Analysis of Language Teachers' interview

Language teachers' answers are to be analysed and interpreted in this section.

Questions 01 and 02: language Teachers' qualifications and experience

All the six teachers involved in this study are permanent teachers. They work in different secondary schools in Bordj Bou Arreridj. One of them is a licence degree holder, two of them are master's degree holders and Three of them are Teachers' Training schools' graduates. Their professional experience ranges from three to seventeen years.

Question 3: learners' proficiency level at speaking

Five out of six teachers reported that learners' speaking level is poor. Only one of them said that few of hers are having an acceptable speaking level. They maintained that their students commit a countless grammatical, syntactic, and pronunciation errors which are mainly due to the interference of the French language.

Questions 4 and 5: Teachers' opinion on the syllabus and time devoted to speaking

Regarding their own points of view on the syllabus, five out of six teachers said that second year syllabus sufficient opportunities for learners to practise language orally. They added that the syllabus gives more attention to reading and writing.

Concerning time, they all of them expressed their dissatisfaction arguing that three hours per week and programme length are restraints towards achieving proficiency in speaking.

Question 6: teachers' methods to improve learners' speaking performance

Language teachers have suggested many methods to improve their students' oral performance such as: showing them videos, listening to native speakers, practising the language, watching movies, reading books and short stories, out loud reading, doing role plays and presenting the project work. One teachers said that she makes her learners talk about themselves in a funny way.

Questions 7and 8: the application of BBC podcasts and methods of application

Language teachers reported that they know about BBC learning English podcasts and they think they are really helpful to their learners, but not for beginners. Only one of them said that she does not know about them. However, only one of them reported that she has already used such a technique where learners listen and practise at home.

Questions 9 and 10: evaluation of the speaking skill

All the language teachers in this study confirmed that they have previously assessed their learners based on their oral performance that was so difficult according to them since it involves evaluating their utterances on the spot. When asked about the grid they often use for evaluation they have provided different answers but they all agreed that pronunciation, vocabulary and fluency should be considered. They maintained that grammar should be neglected and other criteria should be taken into account such as creativity and whether the message is transmitted or not.

Question 11: motivation matters

Regarding the role speaking plays in motivating learners, the language teachers all agreed on the importance of mastering speaking in raising learners' motivation levels saying that speaking goes hand in hand with high self-esteem and public respect which affect people minds significantly.

3.4. Data Interpretation of Teachers Interview

The results obtained from the structured interview with language teachers confirm the first hypothesis as far as the needs of second year scientific secondary school learners are concerned. BBC learning English podcasts are valuable tool towards achieving success in speaking and that it would bring good results in the long term.

Language teachers involved in this study also reported that they do not have the necessary time to make their learners listen and speak inside the classroom for this purpose they welcomed the idea of home practice and it was recommended that the learners should devote at least one hour to practice at home especially during weekends. It was also deduced from their suggestions that songs can be used with podcasts interchangeably as a measure to avoid routine and redundancy. Furthermore, teachers should not neglect the importance of providing the students with systematic encouraging feedback to ensure their improvement by reflecting on their weaknesses. Eventually, BBC learning English podcasts should be chosen based on learners' level and carefully explained as a precaution to avoid misunderstanding and demotivation. The learners' motivation levels have been rising steadily as practice and improvement continued.

3.5. Analysis and Interpretation of Classroom Observation

The aim of observing the teaching/learning situation is to be close to the natural environment under study, to explore more the field and to have more information about the learners and their desires, deficiencies and expectations from the English course.

The observation consists of two main parts. During the first part, the investigator attempts to observe and describe generally the content and the way the course is conducted. The second part, however, aimed at detecting students' lacks through different activities performed within the classroom.

After spending this year observing the learners' oral performance, the teacher noticed that the students frequently have very limited opportunities to speak inside and outside the classroom to the extent that they are longing to share what they have learned even from songs and films. The reasons behind this may vary from low language proficiency to the big number of students which affects participation shares. Accordingly, they only speak when answering questions or performing some monotonous dialogues which the learners perform by making use of the Algerian intonation instead of the English one. During the practice of such forms, students have exhibited weaknesses in many areas such as fluency, accuracy, intonation and stress as well as some grammatical errors such as the final 's' with the third person singular and subject-verb agreement. While going through this, some learners have been noticed asking their peers about the usefulness of practising such forms. As a teacher you can see a big question mark above their drawn above their heads. The motivation was absent with those at the back who were unplugged. At the end of the session, the teacher informed them that the next session would be devoted to

listening some specific recordings that they should try to imitate.

The session after, there was no electricity so there was no alternative but to postpone the experiment. Surprisingly, the students themselves began asking about the recordings they were promised with in the previous session. The researcher felt deep excitement from their part. The coming session they were placed to listen to a song by Adele, 'someone like you', as warm up and then they were given handouts of a conversation entitled 'fireworks'. It is a conversation between a man called 'Rob' and his colleague at work 'Feifei' chatting about the dinner party they are invited to and other guests and possible brawls. The learners were assigned to listen to the aforementioned BBC recording three times. Then, a thorough discussion of the ideas of the conversation was held. Later, they were requested to download it from BBC website [https://www.bbc.co.uk/podcasts/learning English](https://www.bbc.co.uk/podcasts/learning_English) so that they can listen and practise it for twenty minutes a day during the weekend for a total time of sixty minutes. The teacher felt stressful thinking that they might not like it but thankfully it was not the case. The students liked it and they started making antics about it. The end of the session was really full of energy and promising.

Few days later, many of them came to the class ready and they asked to present. Others were searching for well-prepared peers in order to achieve the best performance in the class. As they started presenting one after the other, they were pushing so hard since they have been told that they would be marked. Being familiar with them, there was a different spark in their eyes. They were really motivated on that day. Some shy students did not hesitate to participate and performed bravely in front of their colleagues. They were instructed to stand still and face the audience for two minutes without speaking moving their eyes to the four corners of the

classroom.

Regarding their performance, the speaking test was made to measure whether or not the students have a good English achievement; the writer follows the scoring system from the chart provided. The scores obtained were categorised into four categories. These Categories are as follows: Very good (4), Good (3), Average (2), Poor (1).

Viewing the results, it can be said that the students made remarkable progress compared to their oral skills before being taught using BBC podcasts and some of them went further. They were on top of their performance. They showed command over the language in terms of fluency, pronunciation, stress patterns, intonation and even motivation. They outmatched the teacher's expectations. The remaining students ranked above average and very few of them were average mainly because of the lack of practice, but generally the session was full of life and laughing. The learners did have a positive impression about practising and presenting and they felt they are making progress with their language. At the end of the session, the learners were informed that they should practise Adele's song 'someone like you' at home for the next session. Nonetheless, they were reluctant claiming that it is too long for them to handle; so, they have suggested to perform their favourite songs instead; a request that could only be accepted, the decision which made them leave with smiles on their faces. The following session was about earthquakes; therefore, the singing was delayed until the ultimate fifteen minutes of the session. A few students were really willing to sing their favourite songs because they consider them as a component of their personal profiles. They were treated as members doing their auditions in a talent show. They sang very well; they enjoyed themselves doing it. They sang songs such as: "You Will Never Walk Alone" the official song of Liverpool football club, "hello" by Lionel

Richie, “Africa” by Rose Laurens

At the end of the session they were provided with a handout of another BBC learning English podcast, but they preferred to continue with the songs. However, they were recommended to practise the podcast and postpone the songs for the session after. The podcast was about reported speech incorporated in a conversation about a sandwich that ‘Finn’ left to his friend ‘Neil’ with ‘Catherine’. The amazing thing that helped the practise was the reproduction of the recording in a kind of a video acted by cartoon members. This podcast was chosen mainly because it goes hand in hand with the lesson of reported speech.

The next session the learners were prepared and they replicated the conversation between ‘Finn’ and ‘Catherine’ fluently and easily. They started asking questions about other forms of reported speech. The lesson was so successful and the learners used a lot of forms and utterances included in the recording during the session.

3.6. Summary of the Results of the Classroom Observation

The observation enabled the investigator construct a thorough idea about the course conduct and how BBC learning English podcasts can be used and practised effectively to guarantee maximum benefit.

the researcher deduced that students had a lot of bad learning habits since they considered English as simply a group of words that must be translated and learned by heart. It also permitted the investigator to spot students’ linguistic weaknesses including: phonology, vocabulary,

grammar ...etc. The results led them to detect some of the problems encountered by second year scientific stream students, in the sense that, they suffer at the level of their oral skills. Hence, the materials used, and the time loads, devoted to practise the language, are two main reasons for students' low proficiency in English. Besides, classroom observation confirmed the hypothesis that practicing BBC learning English podcasts for at least one hour at home helped the students achieve improvement at the level of oral skills, which was prominent from their presentations and pronunciation.

3.7. Discussion of the Main Results

Teachers' interviews and the classroom observation enabled the investigator to collect a large amount of data concerning the effectiveness using BBC learning English podcasts as a home practice tool to improve second year scientific secondary school learners' oral skills for better learning outcomes. The data also aimed at identifying students' needs and expectations from the English course, seeking their lacks and detecting the reasons of their difficulties in speaking English. The results helped to lay the foundation for the design of an appropriate syllabus and the related teaching materials related to speaking.

The outcome of the classroom observation and the teachers' interviews confirmed the first hypothesis that means practising BBC learning English podcasts improves learners' oral skills and raises their motivation. The results revealed that second year secondary scientific students are in need of mastering the speaking skill more than any other skill regarding its vitality in communication and social status. More than that, they revealed that these students are aware of their weaknesses related to speaking and they are trying so hard to make it better.

The teachers reported the non-availability of the teaching materials, the teaching time load and the non-frequent use of the English language by learners. That is why the practice is suggested to occur out of regular sessions. Apart from this, most language teachers linked their learners' difficulties to a lack of exposure to this language. The findings of classroom observation also related students' difficulties to low linguistic knowledge at the level of: phonology, vocabulary, grammar, word order, to the lack of oral practice and the negative transfer resulting from their linguistic background (influence of Arabic and French).

language teachers involved in this study emphasised the need for the development of the speaking skill arguing that this is the skill which is most needed that learners will use to study and communicate with foreign worldwide.

Concerning the elaboration of a listening-speaking syllabus for the purpose of home practice by second year scientific students, language teachers involved in the study exhibited a very positive attitude towards the elaboration of such a syllabus believing that this syllabus may cater for their learners' speaking needs by providing them with different listening-speaking recordings that illustrate real world situations that they are likely to encounter in their daily life.

To conclude, all informants welcomed the idea of elaborating syllabus, which caters for the improvement of second year scientific students' oral skills; by injecting BBC learning English podcasts and other oral-aural materials into the syllabus as the adequate syllabus to promote both accuracy and fluency. The outcome of the data also shows a high motivation about the idea among language teachers and learners believing that this step will bring without any doubt beneficial results.

Conclusion

To conclude this chapter, the positive results obtained from classroom observation and language teachers' structured interview confirm that practising BBC learning English podcasts at home is crucial to improve EFL learners' oral skills. This means that there is a strong link between BBC learning English podcasts and the speaking skill. (1) It motivates students to develop their self-confidence, (2) have a real exposure to the language in its context, (3) be familiar with different accents and (4) have a wide range of ideas and (5) help them to enrich their vocabulary and most importantly (6) promote their oral production. Thus, it has an effective pedagogical outcome on the process of learning. All in all, the present study findings confirmed the research hypothesis.

General Conclusion

General Conclusion

This study has transacted the strong impact of home practice of BBC learning English podcasts on learners' oral skills. Its main concern was to examine whether the use of BBC learning English podcasts improves students' speaking skill. This study is limited to second year scientific students at the secondary school of Ben Hammouda in Bordj Bou Arreridj where students have three hours of English per week. This research hypothesized the important role home practice of BBC learning English podcasts plays in enhancing learners' oral skills by in providing students with more opportunities to use their English language and help them overcome their fears and weaknesses during the learning process.

The main question that the researchers endeavoured to answer was whether the use of BBC learning English podcasts as a home practice tool is going to improve the oral skills of second year scientific stream learners of Abd El Hak Ben Hammouda secondary school.

After going through research, the researchers, now, strongly believe that if our learners, at Algerian secondary schools, were given the opportunity to speak and practice some diverse exciting materials at home are going to find learning purposeful, fun and, most importantly, rewarding in terms of results and fluency.

The work was constructed around three main chapters; the first chapter prepared the ground for the investigation by providing the theoretical framework related to the nature of speaking skill as well as its characteristics, common difficulties, ways of teaching and evaluating it at EFL context in the form of literature review. The second chapter highlighted the research design and procedures and described the research method, sampling, and instrumentation. The aim of the

third chapter was to undertake the analysis of the collected data from the teachers' interview and the classroom observation.

In this research, two instruments of data collection were used; an interview was arranged with language teachers as well as subject specialists and, finally, a classroom observation was conducted in order to collect the necessary data. The data was qualitatively analysed.

The results obtained from the analysed data revealed a high motivation and a positive attitude of scientific second year learners towards the study of the English language, which they believe, can help them to improve their communication and speaking skills and, thus, ease their interaction with their mates all over the world and be modern citizens. They also explained that speaking English well will also encourage both accuracy and fluency and promote the four skills. Besides, it appears from the interview data that the main focus of the English language syllabus is on reading and writing skills; for this, the speaking skill have to be stressed on because both language teachers and the students involved in this study emphasized the need of exposure to English and practice which can only be possible at home through the good use of BBC learning English podcasts and other recordings that will have a good effect on the students oral skills and other linguistic fields such as phonology, vocabulary, grammar and to the negative transfer resulting from their linguistic background (Arabic and French).

The data analysis of classroom observation showed that the majority of them are interested in the use of BBC podcasts in their process of learning. Also, they agreed that this new educational medium is an effective tool that helps them to promote their speaking skill and enrich their vocabulary store. Moreover, the analysis of teachers' interview indicates their

acceptance and support concerning the use of such recordings as a home practice tool provide them the chance to solve many problems happening during the session such as the session routine. Teachers are aware of the importance of this tool in helping their students to overcome their anxiety and express their thoughts freely in much different and profound ways. Thus, teachers need to make good use of BBC learning English podcasts as a home practice tool more often, in which all students have the chance to participate in order to improve their oral performance.

As a final point, this study, which investigates the role of BBC learning English podcasts as a home practice tool to enhance EFL learner's oral skills, confirms that implementing this tool is not only effective for the enhancement of students' oral performance, but also an essential issue that deserves the attention of both teachers and syllabus designers who are responsible for the integration of such materials in the teaching and learning process.

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<https://www.bbc.co.uk/podcasts>

[https://www.bbc.co.uk/podcasts/learning English](https://www.bbc.co.uk/podcasts/learning%20English)

Appendices

Appendix 1

Language teachers interview

these questions are to be answered by teachers (the questions should be answered based on teachers' previous experience or personal beliefs)

1. For how long have you been teaching?
.....
2. How many students do you have in your second year scientific stream class?
.....
3. Do you think that our students are good when it comes to speaking? Please describe their level.
.....
.....
4. Do you think that 2nd year syllabus is providing learners with opportunities to practise in order to develop their speaking skill?
.....
.....
5. Do you think, based on your experience, that the time devoted to speaking inside the classroom is sufficient? Why?
.....
.....
6. Do you have any ideas on how to improve their speaking performance? If yes, please suggest.
.....
.....
7. Do you know anything about BBC learning English podcasts? If yes, do you think they are helpful (practising at home)?
.....
.....
8. Have you ever tried providing learners with similar podcasts to be practised at home (this technique)?
.....
.....
9. Have you ever marked your learners based on their speaking performance? If yes, please give us some feedback.
.....
.....
10. If you intend to evaluate their speaking, on which basis will you do it (evaluation grid)?
.....
.....
11. Do you think that your learners would be motivated if they feel they are developing in terms of speaking performance?
.....
.....
.....

BBC LEARNING ENGLISH

The English We Speak

Fireworks



This is not a word-for-word transcript

Feifei

Hello and welcome to The English We Speak. You are Rob...

Rob

And you are Feifei. Hello!

Feifei

So, another year over, Rob.

Rob

Yes and what a year it's been – and there's just one more thing to do before the next year begins. Party!

Feifei

Yes, New Year means party season – so are you going to a party, Rob?

Rob

Yeah, Richard's invited me to his New Year bash at his house. Everyone's going – apart from you of course. And I've even invited Zhong.

Feifei

Oh dear.

Rob

Why do you say that?

Feifei

Well, if she goes, there will be fireworks.

Rob

Fireworks! Great!

Feifei

Not great, Rob. When we say there will be 'fireworks' we don't always mean the colourful exploding things we see in the sky. Sometimes 'fireworks' describes a lot of angry shouting. So if Zhong turned up at the party, there's bound to be some shouting and arguing.

Here are some more examples of fireworks...

Examples

The fireworks started when I told her what I really thought about her boyfriend!

Argh! I'm going to be late again. The boss is going to be furious when I get to work. There's going to be fireworks!

There's a public meeting about the new building plans tonight – and there's bound to be fireworks!

Feifei

This is The English We Speak from BBC Learning English. And I'm with Rob, who's off to a party where there might be fireworks... that's a lot of angry shouting. Enjoy the party, Rob!

Rob

Thanks. So why might there be lots of shouting?

Feifei

Well, Zhong is Richard's ex-girlfriend. Their relationship didn't end well.

Rob

Oh dear. The situation sounds a bit 'explosive'. Maybe it won't be such a happy New Year. Errr, what are your plans, Feifei?

Feifei

Me? Well I'm meeting my good friends by the river in London to watch the real fireworks – they're always amazing.

Rob

So, there'll be no angry shouting?

Feifei

Nope. Just cheering and laughter.

Rob

Sounds great. Maybe I could join you?

Feifei

Errr, go on then as it's New Year's Eve.

Rob

Great – it looks like our New Year celebrations will go with a bang!

الملخص

على الرغم من وجود العديد من الدراسات حول مهارات التحدث والطرق الممكنة لتحسينها، فإن التلاميذ الجزائريين في الطور الثانوي يعانون من ضعف في التعبير الشفوي. علاوة على هذا، تم تسجيل ثغرات كبيرة في الطريقة التي يستثمر بها المعلمون المواد الشفوية وينفذونها ودمجونها في حدود الوقت الذي حددته وزارة التعليم الجزائرية. واعترافاً بالوقت كعقبة رئيسية لتحقيق هذا الغرض النبيل، تم اللجوء إلى الوقت الذي يقضيه المتعلمون في المنزل خاصة خلال عطلات نهاية الأسبوع. ولذلك يؤمن الباحثون أن استخدام تسجيلات بي بي سي صوتية لتعلم الإنجليزية كمادة للممارسة المنزلية سوف تعزز المهارات الشفوية للمتعلمين الجزائريين في اللغة الإنجليزية بشكل كبير. ولتحقق من صحة هذه الأطروحة، تم اعتماد طريقة وصفية حيث أجريت مقابلة مع ستة من معلمي اللغة الإنجليزية للمرحلة الثانوية وتمت ملاحظة سير العملية في الفصل الدراسي مع قسم سنة ثانية علمي لمدرسة عبد الحق بن حمودة الثانوية. وبعد تحليل البيانات التي تم الحصول عليها، أظهرت النتائج أن المهارات الشفوية للمتعلمين الخاضعين للتحقيق قد تطورت من خلال استخدام التسجيلات الصوتية، التي تنتجها هيئة الإذاعة البريطانية بي بي سي، كوسيلة لتعلم اللغة الإنجليزية واستعمالها بطلاقة. وأخيراً، أثبت هذا البحث أن ممارسة التسجيلات بي بي سي الصوتية لتعلم الإنجليزية ذات أهمية قصوى لتعزيز مهارة الكلام لدى المتعلمين الذين يطلب منهم ممارسة تقليد هذه التسجيلات لمدة ساعة على الأقل في وقت الفراغ. هذا البحث يحفزنا لوضع منهج منفصل لتحسين المهارات الشفوية المتعلمين في المدارس الثانوية التي ينبغي أن تستند أساساً على تسجيلات بي بي سي الصوتية لتعلم الإنجليزية.