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**A Comparative Study on English language
Teaching Quality:
The Case of *Erriadeh* private School and *Gerrida
Fatna* public school**

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To

My father and mother,

*Whose affection, love, encouragement and prayers of day and night enable me to achieve such
a success and honor.*

My sisters and brothers,

For their eternal love and overwhelming support, both morally and financially.

My soulmate H. Suzy,

All thanks and praise.

And to my best friend and favorite person A.R. for always being there for me.



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Abstract

Since English teaching has been widely spread across the globe due to its importance internationally, parents tend to choose the most prestigious schools that provides a quality education for their children. As a result, there has been a favoritism of private schools over public ones due to the belief that the latter is inadequate in comparison to the former. As such, the following research paper explores the quality difference of teaching English between public and private schools using the qualitative approach. The study starts with a brief definition of public and private schools and the variety of teaching approaches that have been used over the years. Then, the second chapter compares the two establishment in terms of teaching methods, classrooms environment and curriculum. Afterwards this chapter highlights the aspects of quality within both schools. The study's main subjects of study were the public school "Gerrida Fatna" and the private school "Erriadeh School." After conducting interviews with teachers and classroom observations as instruments of this study, the research, thus, concludes that private schools are in fact better in quality than the public ones.

Key words: Education, public schools, private schools, English teaching,

Quality



List of Abbreviations and

Acronyms

- **EFL:** English as a Foreign Language
- **GTM:** Grammar Translation Method
- **CLT:** Communicative Language Teaching
- **ICT:** Information and Communications Technology
- **CBA:** Competency Based Approach
- **CBLT:** Competency Based Language Teaching
- **BEM:** Brevet d'Enseignement Moyen
- **e.g.:** for example
- **i.e.:** Id Est
- **Q:** Question
- **T:** Teacher



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General Introduction

General Introduction

Education is an important factor in the development of nations especially the ones that struggle to rebuild themselves after a long period of colonization. It is the driving force behind all social, economic, industrial and personal developments. Education is as important to the individual as it is for society because the personal growth of people leads to the overall evolution of their communities.

Algeria is a relatively new nation. The latter gained its independence from the French occupation on July 5th, 1962. After the newly found freedom, the country was faced with a new challenge which was the reconstruction of the Algerian identity through constructing a new government. One of the key features to this reform is the enhancement of education. In order to achieve this purpose, the Algerian government provides free education to all citizens starting from primary school to university. However, there are also private schools which provide similar yet paid education. According to the Oxford Business Group, The government also implemented other reforms that are aimed at the development of education such as, reducing primary education to 5 years in 2008, legalizing the obligation of school admission, setting fines for parents who do not enroll their kids, Increasing the working force to further handle the educational system, inserting preschools in primary schools to even the level of pupils upon enrollment and providing financial aid and funds for underprivileged and low-income children for school materials and books by the Ministry of Social Action and National Solidarity. These efforts have led to the decrease of illiteracy rates to 14% and heightened the enrollment percentage to 97% in primary and secondary grades. The educational system introduced English as a foreign language to be taught at schools. In fact, there were demands to make English as the primary language of education instead of French. English teaching has improved throughout the year in both public and private schools. Despite some of similarities

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the two schools share, they differ in other aspects such as the quality of curriculum, teaching approaches, classroom environment.

To investigate this, the researcher attempts to answer the following research questions:

- ❖ Are the teaching conditions similar or different in public and private schools?
- ❖ Which school (public and private) has best quality of education.
- ❖ Which type of school is able to offer the best curriculum?

The abovementioned questions led to formulate three hypotheses:

- ❖ Private schools are the promise of better academics.
- ❖ The quality of teaching in Private schools makes a difference.
- ❖ Public schools do not show good results as compared to the private sector.

In line with the posed research questions, this study aims at: to conduct a comparative study on the quality of education in public and private secondary schools with special reference to the district of Ghardaia's secondary schools as a case study.

The conducting of this study was motivated by the spread of private schools in the previous years. Parents transferred their kids from public school to private ones as it was thought to give a better quality of education. Therefore, this distinction between the two schools and the enrollment of many students into private schools inspired this research paper.

The dissertation is divided into two parts: Theoretical and practical. The first chapter reviews the literature on private and public Schools. It deals with teaching English in public schools and discusses the teaching approaches that Algerian schools witnessed over the years. Then the chapter discusses English teaching in private schools and after that it compares the aspects of quality between public and

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private schools. The second chapter provides a description of the research design and methodology, as well as the research instruments employed in this investigation.

The study focused on the quality of education and teaching approaches employed in private and public schools. It did not however dive deeper into the analysis of textbooks and curriculum.

Definition of terms:

- ❖ **Education:** “refers to the discipline that is concerned with methods of teaching and learning in schools or school-like environments.” (Encyclopedia Britannica, n.d.)
- ❖ **Quality:** “the standard of something when it is compared to other things like it.” (Oxford Learner’s Dictionaries, n.d.)
- ❖ **Teaching Quality:** “Effective instruction that promotes excellence and student learning outcomes through best-practices”. (Igi-global, n.d.)
- ❖ **School:** “a place where children go to be educated.” (Oxford Learner’s Dictionaries, n.d.)
- ❖ **Private:** “(of education or medical care) provided for a fee by an individual person or an independent organization rather than by the state.” (Oxford Learner’s Dictionaries, n.d.)
- ❖ **Public:** “paid for or connected with the government as opposed to a private company or individual.” (Oxford Learner’s Dictionaries, n.d.)
- ❖ **English Teaching:** “the practice and theory of learning and teaching English for the benefit of people whose first language is not English.” (Collins Dictionary, n.d.)

**Chapter One: English Teaching in Public
and Private Schools**

Introduction

The expanding of the British Empire has enabled the spread of the English language across the world. As a result, English has garnered so much interest in the field of education. Nowadays, the spread of western culture, especially in third world countries, has gained English an enormous popularity among young people in Algeria. Therefore, the language is taught across the country in both public and private schools. This Chapter explores English teaching in public and private schools and views the different aspects of quality involved in teaching English as a Foreign Language (EFL).

Section 1: Reality of Teaching English in Public and Private Schools

1. English Teaching in Public Schools

Algeria is one of the few nations that provides a completely free education to its citizens. Schooling is obligatory and it starts at the age of six. Algerian education is divided into four main levels, primary, middle, secondary and higher education. English is taught on a regular basis throughout middle and secondary school.

In middle school, English is taught from 2 up to 5 hours per week. The pupils are educated in the basic level of the language. According to the Algerian Official Syllabuses for English of June 1999, the main objective of teaching and learning English is to achieve a level of competency in communication; this main objective can be divided into socio-cultural educational, humanistic and academic objectives (Slimani, 2016). Moreover, Dr. Djebbari (2016) further explains the core purpose to teaching English stating:

Admittedly, the National Curriculum considers that the

ability to communicate in English is regarded as part of the core competences students should acquire in their educational career, in a way to partake in the country's global economy and operate effectively in the social and cultural environment of the 21st century as responsible citizens. The curriculum stipulates that our EFL students are supposed to be taught the four skills (listening, speaking, reading, and writing) in an integrated way, so that they can improve their whole range of skills. (p.6)

In order to accomplish the beforementioned ends, The English textbook include materials that curate to the needs of the pupil's learning process. The materials include texts and activities that aims at developing the learner's reading, writing, listening and speaking skills which form the main linguistic skills.

1.1. EFL Teaching Approaches in Public Schools

It is no surprise that the Algerian educational system has changed over the years. Algerian public schools have adopted different approaches in teaching and learning languages. the country embarked on an educational reform in order to improve the quality of education. This new change aimed at matching the constant modernity that globalization brought forth through teaching foreign languages and using Information and Communications Technology (ICT) in education. In doing so, Algerian public schools introduced Competency Based Approach (CBA) as their new English teaching method (Benadla, 2013). Yet, prior to adopting this method, schools have experienced with different approaches.

1.1.1. Grammar Translation Method (GTM)

The French teaching system has left in its wake the Grammar Translation Method (GTM) as an approach to learning and teaching language. According to Richards and Schmidt

(2002, p.231 as cited in Benati, 2018), Grammar Translation Method is, “a method of foreign or second language teaching which makes use of translation and grammar study as the main teaching and learning activities.” This method relies on reading and translating as a way to study foreign languages. GTM put emphasis on the well understanding of the grammatical systems of both native and target languages. In addition to that, the learner must be capable of translating texts using the two languages interchangeably. The precision of translation indicated the command of the second language’s grammar. This method is taught through two main elements which are: memorizing rules and structures of grammar, and translating texts correctly. Nevertheless, GTM’s focus on a skillful level of grammar and translation undermine the importance of communication. This method lacks the stress on spoken language and comprehension (Benati, 2018). It also undervalues two of the main linguistic skills which are speaking and writing, as it focuses mainly on reading and writing.

1.1.2. Audio-Lingual Method

After the Grammar Translation Method, Algerian schools adopted another method known as the Audio-lingual Method. This approach was heavily influenced by Behaviorism which view learning as a habit formation process. It focuses on observing responses to certain stimuli in a controlled environment. Behaviorists shape learning a desired behavior through reinforcing it with rewards. On the other hand, they suppress an undesired behavior through punishment. In this light, language learning is treated as a series of stimuli-responses (Shaheidari, 1997). This method focuses on learning language through imitation and memorization (Celce-Murcia, 2001). It teaches phonology and grammar through dialogues, drills and repetition as activities. it concentrates on pronunciation and aural and oral skills. Unlike GTM which puts reading and writing first, Audi-lingual Method prioritizes listening and speaking skills (Shaheidari, 1997). Despite the focus on spoken language and communication, this method proved to be boring for learners due to repetitive activities (Abu-

Melhim, 2009). It also hinders the learner's personal creativity because of its manner of habit formation. It treated learners as a "machine" due to the response to the instructor's stimuli (Benadla, 2013).

1.1.3. The Communicative Approach (CLT)

The Communicative approach, or the communicative language teaching (CLT), was yet another adopted approach within Algerian schools during the 1980s. This approach suggests that proficient language speakers not only master the target language's grammar and vocabulary but they also are to use language fluently in different social settings. In 1983, Michael Canale (as cited in ed. Swarbrick, 2002, p. 34) suggested that the Communicative Approach comprised of four competencies: grammatical, discourse, sociological and strategic competence. This method focused on developing communicative competence of the target language within the learner. Whereas the Audio-lingual Approach used drilled activities, CLT focused on the learner's participation in the second language's interactive communicative situations i.e. less systematic but more creative and active tasks. It incorporated games instead of rehearsed dialogues, problem-solving activities and spontaneous role-plays. Moreover, repetition drills were substituted with communicative activities or not used at all. All in all, the learner's communicative competence is developed through their own participation within communicative activities (Dörnyei, 2009). In spite of the emphasis on communication that this method proposed, it was not quite successful in Algerian schools due to the large number of students within the classroom and the lack of teaching means (Benadla, 2013).

1.1.4. Competency Based Language Teaching (CBLT)

Due to its unsuccessful predecessor, the new Algerian educational system was modified not only in terms of school years but also in the teaching approach. The new system borrowed principles from the Competency Based Approach (CBA) which were applied in

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different schooling materials to this day. Nonetheless, the Competency Based Language Teaching (CBLT) is more appropriately used when discussing in foreign language teaching. CBLT links the learners' education with their real-life environment. It encourages the students to incorporate their learning to their everyday life. Furthermore, this method develops critical thinking through creating actual problem-solving tasks that they correlate to their education. The goal here is to guide learners through their learning journey without giving all the necessary information i.e., the learners arrive at the educational endgame all on their own. This would give the teacher a secondary role within the classroom as oppose to the previous teaching approaches. The instructors do not divulge every part of the lesson; instead, they lead the students to arrive at the conclusion. The Competency Based Language Teaching focuses on achieving linguistic competencies that could be integrated into real-life situations. It emphasizes the manner of which a learner can apply the acquired knowledge apart from the classroom (Boillos, 2018). These linguistic competencies are not viewed as tasks but they are "practical application of language in context." (Richards and Rodgers, 2014 as cited in Boillos, 2018, p.2). this means that language learning should be practiced in actual living situations.

In this context, middle school pupils are taught the four linguistic skills with equal importance. They learn speaking and listening simultaneously with reading and writing, starting from their first year. Additionally, the learners are also taught the English culture in comparison to their Algerian one, which helps to meeting globalization (Benadla, 2013).

2. English Teaching in Private Schools

Algerian private schools are establishments independent from government funding. They are supported financially by student tuition fees. They operate on an autonomous level by a director and a group staff. Moreover, the teachers are selected through the management unlike public school in which they are selected through a national contest. Private schools are

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another option for students who do not wish to study in public institutes. It is often believed by parents and pupils alike that private education is better than the public one. In the same light, parents suppose that private schools provide a safer and a more guaranteed path to academic accomplishment. It is also believed that private tutoring offers a larger opportunity within the job market and that it would lead to a higher chance towards obtaining a significant career. Coupled with that, it is widely perceived that a paid education is more rewarding than a free one since it drives learners to be more conscious and responsible towards their funded learning. Another reason for choosing private schools in Algeria is the importance some people place on social status. Private education is usually linked to prestige and a higher social rank. Despite the fact that private schools' main purpose is financial gain, Pupils consider these institutions as better than the public schools. (Ghounane, 2018).

Section 2: Aspects of Quality in Public and Private Schools

1. Comparing Public and Private Schools.

Similar to public schools, English teaching is taught using the same approach which is the Competency Based Language Teaching. Private schools also follow the syllabus that public schools follow which is imposed by the Ministry of National Education. Nevertheless, usually teachers in private schools are more flexible in their methods of teaching. This flexibility is due to the number of students within the classroom which is notably smaller than that of public schools. The number of pupils in a private school class ranges from 12 to 15, contrastingly to the number of learners in public school classrooms which is varies from 30 to 35 (Torchaoui, 2019).

This enables the instructors to provide more teaching tools and vary them according to their learner's need. For instance, it facilitates language learning through engaging in role-

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plays or simulated scenarios related to real-life situations. This option would be hard to achieve in public schools due to the large number of students within the classroom.

Furthermore, private school teachers are solely bound to the English textbook in conducting their lessons as opposed to public school instructors. Private school teachers are able to provide different learning materials such as, videos, pictures, films... etc. This feature, however, is absent from public schools due the time constraint and the lack of resources. Again, private school teachers are able to use different practices and exercises that are curated specifically to their learners unlike public school teachers who are obliged to follow the textbook. Additionally, the manner of assessment is always conducted through tests and exams at the end of each semester within public schools. Differently, private schools can design their own manner of assessments and they can also modify their own curriculum (Torchaoui, 2019).

2. Quality Difference between Public and Private Schools

A general conception that many parents have is that paid education is better. Often times, private schools are associated with a better learning quality. In the previous section, the number of pupils within the classroom was discussed to be smaller than public schools. The smaller number can be an added bonus for the teachers as it supports their teaching methods. A smaller number of learners can provide a better controlled teaching environment with a variety of teaching tools and devices. In addition to that, instructors have a chance at developing a one-on-one relationship with their learners. This feature helps the teachers to better understand their students' needs. Through understanding those needs, the teacher can build a more effective teaching method that curates to the learner. As opposed to that, a large number within the classroom can hinder productivity on both student's and teacher's end.

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In the same light, usually the teachers that are employed in private schools are more experienced than public school teachers. Private schools hire qualified teachers that have experience in working in the teaching field years before they join the private sector. This working longevity draws parents to transfer their kids to private education because experienced instructors are always associated with better teaching skills.

Another aspect that distinguishes quality between private and public schools is the teaching materials. As mentioned before, both schools adhere to the same syllabus yet its execution differ from one school to the other. Public schools are normally restricted to the use of the English textbook. Due to the large number of students in the classrooms, the teacher is not able to include different activities and tasks. Nevertheless, group work can be encouraged within this setting through conducting projects. Other than that, private classrooms provide a better environment for various activities. For example, the use of multimedia in teaching like introducing videos, music, movies and visual aids as a fun way of education. Learners tend to get bored fast so the task of keeping them engaged can be very challenging. The use of these visual aids along with games can boost their interest more.

Coupled with that, private schools can offer better settings for exercises of role-play and acting. English teaching in Algeria is aimed at constructing a proficient level of linguistic competency for learners to incorporate it in various economic, social and occupational situations and thus meet the conditions of globalization. Hence, private schools are better equipped with tools to achieve this purpose. They supply small and controlled settings where real-life scenarios are acted and problem-solving exercises are created to train learners to use the English language within its social situations. Furthermore, with a small group of students, the learning process can take place in different places like field trips or outside gardens as a modification to the everyday routine.

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Public schools on the other hand, usually do not possess enough budget to indulge learners the same way private schools do. It is important to note that public schools' pupils' enrollment is a lot larger than that of private schools. This difference expresses the difficulty that public schools might face in providing a quality learning for their learners. To explain further, teachers who deal with a large number of students might find it hard to engage the entire number of the students in the lesson they are explaining. There are always students who do not participate in the classroom due to shyness or loss of focus. In this case, it would exhaust the instructor to deal with each learner individually. Instead, private school teachers are less likely to encounter this issue and thus, they provide a better quality of education.

Conclusion

Public and Private schools are similar on the basic level. The two provide the same type of language teaching but slightly differ in terms of quality education. Despite their differences, English teaching in Algeria has yet to become a fully successful mission. EFL teaching should be given more attention by the policy makers. Learners are not fully aware of the necessity of learning English. For the majority of students, English is just a subject of study that need to be studied in order to pass to the next grade. What motivates them is just getting marks and not actually learning the language. The lack of use of English outside of school minimizes its importance for learners as it appears not to be significant to employ in their daily lives. In order to change this reality, some measurements should take place to enhance EFL in Algeria. To start with, teaching and learning conditions should be improved such as shortening the number of students in classrooms and provide enough space with comfortable chairs and tables. Moreover, both school and teacher should deliver a motivational environment for students that inspire them to partake in their learning process. Furthermore, the English curriculum should be more focused on communicational language that is used in real life. Additionally, a clearer distinction between French and English should be created to widen the gap between the two languages. French often confuses English learners or deter their progress as most Algerians detest the language of the colonizer. Finally, English teaching need a more detail-oriented preparation to achieve language integration into society (Mami, 2013).

**Chapter two: Research Design, Methodology
and Data Analysis**

Introduction

The following chapter is considerably different from the previous one in the way that it mostly deals with reporting and analyzing the gathered data. It summarizes the obtained results and encompasses the analysis of the collected data through a set of chosen research instruments like teachers' interviews and classroom observation. As a result, this chapter is the backbone of the dissertation as it aims at discussing the research questions and their appropriate responses along with further exploring the hypotheses which were proposed at the outset of this study.

2. The sample

This research selected two of the best middle schools in the Ghardaia province. The first is a public middle school named "Gerrida Fatna" which is situated in the town of Metlili. This school ranks the first in BEM exam there. This stands for "*Brevet d'Enseignement Moyen*" which is a term adapted from French that is used to refer to the final exam that students pass at the fourth year in middle school in order to enroll in the secondary school. The second one is "Erriadeh school" which is a private school situated in the town of El-korti within the same province. In this study, the researcher selected three teachers from each school, both male and female. They were chosen for the purpose of conducting an interview. These teachers have different degrees. Four of them have a Master's Degree in English and two of them have a Bachelor degree in the same field. Their teaching experience ranges from eight to thirty years.

3. Data collection

Data collection is a method of gathering and analyzing information related to the subjects of research while taking into account the context in which they occur. The overall

goal of data collection is to gather information from a variety of sources, so the researcher can acquire answers; evaluate results and forecast future probabilities. There are a variety of data collection methods that can be used, including interviewing, observing and administering questionnaires. This work makes use of two research instruments which include interviews with EFL teachers from public and private schools. The second method is observing classrooms within their natural settings.

3.1. Teachers' Interviews

Interviews are one of the common research devices that can be used acquire reliable data. It is the process of conversing and interacting with interviewees in order to get useful information about a given issue. According to Ary, Jacobs and Sorenson (2010), "Interviews are utilized to collect data about people's beliefs, opinions, and feelings, in their own words and to obtain people's perceptions of their experiences and the meaning that they make of those experiences." (Safari and Rashidi, 2015). This shows how interviews are an important tool that give an insight to the inner workings of the studied subjects. For researchers whose subject of study are people, interviews are an effective instrument to achieve a better understanding of their study variables.

There are three types of interviews as classified by Nunan (1992) There is the unstructured interview which is conducted through no interference from the research. Its direction is solely determined by the interviewees themselves. The second type is a semi-structured interview during which the researchers have a good understanding of the nature of the interview yet they do not prepare questions beforehand. The last type is more formal than the previous two; it is the structured interview. This type is more organized and involving of the researchers in the manner that they enter the interview with a set of preconstructed questions.

Chapter Two: Data Collection and Data Analysis

In the present study, the researcher made use of a structured interview. The questions were well designed and systematically organized in advance. The researcher interviewed six teachers, three from the public school “Gerrida Fatna” and the other three from the private school “Erriadeh school.”

The interviews took place over the course of two days and they were conducted individually with each teacher. The responses of the interviewed teachers are as follows:

Interview Questions	Teachers of the Public School (Erriadeh School)	Teachers of the Private School (Gerrida Fatna)
1- How long have you been teaching English?	T1: I have been teaching English for 8 years. T2: 30 years T3: 10 years	T1: 25 years T2: 27 years T3: 13 years
2- Which grade do you teach?	T1: I teach 2 nd and 4 th grade T2: all grades T3: all grades	T1: 1 st and 4 th grade T2: just 4 th grade T3: 1 st and 2 nd grade
3- How many students are there in the classes?	T1: there are 30 students in each class T2: 28 students T3: 33 students	T1: 15 students T2: 12 students T3: 10 students

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4- How many teaching hours per week?	T1: it is 16 hours per week T2: 24 hours T3: 20 hours	T1: 15 hours T2: 12 hours T3: 18 hours
5- What is the number of teaching hours per week for each class?	T1: it is 2 hours for each class T2: 2 to 3 hours T3: 2 to 3 hours	T1: 6 hours T2: 5 hours T3: 6 hours
6- Is one session or an hour enough to finish the lesson?	T1: no, it is not T2: no T3: no	T1: yes, it is T2: yes T3: yes
7- How often do you use the textbook while preparing the lesson?	T1: I often use the textbook T2: sometimes T3: sometimes	T1: always T2: always T3: sometimes
8- Do you resort to preparing exercises that are not in the textbook because they are not suitable for the level of the student?	T1: yes, it does T2: yes T3: yes	T1: no T2: no T3: no

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<p>9- Does time allow you to deal with a student according to his level and his abilities in understanding?</p>	<p>T1: no, it does not</p> <p>T2: no</p> <p>T3: no</p>	<p>T1: yes</p> <p>T2: yes</p> <p>T3: yes</p>
<p>10- What are the different methods that you use to facilitate the explanation?</p>	<p>T1: Directing (through listening and following directions)</p> <ul style="list-style-type: none"> • discussing (through interaction) • delegating (through empowerment) <p>T2: I use visual aids, gestures, drawings and the mother tongue if necessary</p> <p>T3: I use gestures and pictures</p>	<p>T1: projector, flash card, games and songs</p> <p>T2: projector, flash card, games and songs.</p> <p>T3: projector, flash card, games and songs</p>

11- What is the methodology used?	T1: student- centered approach T2: teacher- centered approach T3: student- centered approach	T1: student- centered approach T2: student- centered approach T3: student- centered approach
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Table One: Teacher's Interviews

2.2. Classroom Observation

Classroom observation is yet another tool utilized by researchers in collecting data. This method involves recording real-time classroom sessions within their educational environment. The classroom observation of this study took place in the two beforementioned schools.

First, the researcher observed an English session of the first-year class of the private school “Erriadeh school” for an hour. The class was composed of eighteen students and one teacher. The room was arranged in a way that facilitated movement for both teacher and pupils without the necessity to squeeze through the small space. There were two extra tables at the back of the classroom that were used for a small group work.

Similarly, the researcher attended an English session with the first-year class of the public school “Gerrida Fatna” for an hour. The classroom comprised of a total number of thirty pupils and one teacher. This class was divided into four rows with each one containing six tables. This environment made the classroom very uncomfortable and crowded. Here, the teacher depends mostly on the structural method of language teaching. The researcher noticed that the teacher did not use the text book a lot, during the session. Furthermore, the teacher was unable to finish the lesson in the designated hour session therefore the pupils are asked to do the exercises at home.

The most used tool within public school classrooms is the blackboard through applying the Grammar translation Method. Sometimes, teachers use the communicative approach in the form of a dialogue. In contrast to the private school where the teacher applied blended some approaches like suggestopedia which incorporates music and videos in addition to pictures and drawings that facilitate more the explanation of the lesson. It also makes learning an enjoyable process for both teachers and learners.

Another factor that caught the attention of the researcher was the fact that in the private school, all of the students seemed to have the opportunity to participate. This is due to the small number within the classroom of private schools along with the custom curriculum that employs practice and conversation as a way to learn the English language.

4. Data Analysis

4.1. The Analysis of the Teachers’ Interviews

The goal of the interviews was to discover the similarities between the two schools. The opening questions were asked to know better the interviewees within their field of work. The teachers were asked about the differences between private and public schools. All of the

six teachers agreed that private and public schools are completely different in terms of working conditions. Besides, the number of learners in private schools is limited which eases the work.

All of the interviewees believed that private school teachers have a larger opportunity to transmit their knowledge to learners individually because of the small number of students in the classrooms and the number of sessions. Moreover, private school teachers argued that the textbook covers all the needed skills. Contrastingly, the teachers of the public school who declared that the textbooks are not sufficient. Textbooks are the only form of materials within public schools with the occasional projector whereas in private schools, different resources such as flash cards, games, songs, pictures, textbooks and projectors are provided.

4.2. The Analysis of the Classroom Observation

Classroom observation was divided into two parts: one for class size and the other for techniques and methods used by teachers during the session. After conducting the observation, the researcher summarized the following points:

- The class size in the public school was 28 students (or more) while in the private schools was no more than 15 learners.
- Teachers in front of small class have better possibilities to observe and evaluate the entire class as well as individual learners. As a result, teachers and students collaborate spontaneously within the classroom which enhances the process of learning.
- Materials used by EFL teachers are limited in public schools while teachers in private schools used a variety of teaching tools.
- Teachers employed Competency Based Approach in teaching English in both private and public schools.

- The private school teacher relies on speaking and listening skills more than writing and reading unlike public school teacher who focuses on the latter two skills more.

5. Discussion of the Findings

The present research paper studied the difference in quality of teaching English between public and private schools. The researcher observed closely the classrooms within which the language was taught. The classroom observation enabled the research to review the manner of which the classroom environment affects the process of learning. Furthermore, the researcher conducted several interviews with teachers from both private and public schools. The interviews gave an insight to the language teaching process. The teachers' experience varied from one to another yet they all seem to execute the same teaching approach within each school. The teachers differed in using materials which existed in variation in private schools; public schools on the other hand, did not include as much tools as its counterpart.

After finishing the study, the researcher came to the conclusion that public and private schools are different in some aspects predominantly classrooms and teaching devices. The difference between the two schools highlights the further variation in teaching and learning qualities. This shows the fact that private schools are better in quality than public ones due to the controlled number of pupils, variety of teaching tools and the abundance of language practice.

Conclusion

Public and private schools are two different learning establishments. They have some basic similarities such as subjects of teaching and curriculum. However, after conducting interviews with teachers from public and private schools and observing the classrooms, the researcher unveiled the difference in quality between the two schools. Private school teachers are more motivated than the ones in public ones. In addition, the class size plays an important role in the course of the lesson while the large number of learners hinders it and prevents the teacher from observing and evaluating the entire class. Contrastingly, the small number in private classes allows the teacher to finish the planned lesson in time and to use various means to practice and master the language.

General Conclusion

General Conclusion

English has been regarded as the first global lingua franca. It is the international language of communication. Although English is not the most widely spoken language in the world, it is the official language of 53 nations and the first language of over 400 million people. Not only that, English is also the world's most spoken second language and it is also considered as the Foreign Language including in several countries including Algeria which aspires to making it their Second Language.

Since English is the most important pillar of globalization, its teaching has become the most sought-after subject of study. Coupled with that, any parent's greatest wish is to supply their children with a good education. Many do so by enrolling their kids in private schools. Despite the fact that private education is more expensive and costing than public schooling, a lot of people still prefer the former over the latter. The high fees are often connected with a high quality of education. This research paper aimed at exploring if private schools do offer a better quality education than public schools, specifically, English teaching.

The main objective of this research was to form a comparative study on the quality of teaching in both schools here in Ghardaia. In doing so, the researcher attempted to answer enquiries that included: are the teaching conditions similar or different in public and private schools? Which school (public and private) has best quality of education? Which type of school is able to offer the best curriculum? After posing the former questions, the research embarked on three hypotheses which were: private schools are the promise of better academics; the quality of teaching in Private schools makes a difference; public schools do not show good results as compared to the private sector. Upon hypothesizing the previous ideas, the study aimed at exploring English teaching within public and private schools,

General Conclusion

distinguishing the difference between the two establishments and comparing the quality of education between the two institutions.

The research paper began with a chapter divided into two sections the first was an exploration of English teaching within public and private schools. It started with discussing the educational system here in Algeria alongside the amount of English that is taught in public schools. Additionally, the section brought forth the points that teachers seek to incorporate in the process of learning. The section then provided some of the language teaching approaches that have been adopted over time in Algerian schools. It started with the Grammar Translation Method and moved to the Audio-Lingual Method. After that, it mentioned the Communicative Approach and finally the Competency Based Language Teaching Approach. The section then discussed teaching English in private schools. The next section dealt with aspects of quality in private and public schools. It started by comparing the two schools in terms of classroom size, teaching methods and devices. Among those differences is the fact that private schools design the curriculum to promote productive student-teacher interaction. In the same light, private school management aims at making decisions that are curated for adjusted curriculum and classroom practices.

The second chapter was a practical one in which the researcher had two schools as the case of study The first was the public school of “Gerrida Fatna” and the other was a private school called “Erriadeh School” which all are situated in the state of Ghardaia. The researcher questioned teachers from both institutions in a structured interviews where a set of organized questions were prepared. The questions ranged from asking them about their teaching experience to their method of teaching within the classroom. Besides this research method, the researcher also observed the classroom environment and experienced the student-teacher interaction. This enabled the researcher to better investigate the subjects of study.

General Conclusion

The chapter included a description of the researcher's experience with the interviews and the classroom observation. Afterwards, the researcher discussed the findings in which it was revealed that private and public schools follow the same curriculum yet they possess different procedures of requirements. Private school teachers have more control over their classrooms due to the small number of learners. This allows them to interact better with their students and closely evaluate and assess them. A problem which teachers in public schools face because they are not able to form a connection with each student as the number exceeds that of private schools. Moreover, private schools have access to a variety of teaching devices such as projectors, flash cards, pictures and music. Additionally, the teaching techniques differ from one school to the other.

The main purpose of this comparison and analysis was to explore the similarities and differences of quality between public and private schools. After doing so, the research paper came to the conclusion that private schools have in fact a better quality of education. Public schools lack in several aspects as compared to the private sector like teaching techniques, language practices, and extra-curricular activities. Therefore, private schools are better than public schools when it relates to quality education.

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Appendices

Questions of the interview:

1- How long have you been teaching English?

.....

2- Which grades do you teach?

.....

3- How many students are there in the classes?

.....

4- How many teaching hours per week?

.....

5- What is the number of teaching hours per week for each class?

.....

6- Is one session or an hour enough to finish the lesson?

.....

7- How often do you use the textbook while preparing the lesson?

.....

8- Do you resort to preparing exercises that are not in the textbook because they are not suitable for the level of the student?

.....

9- Does time allow you to deal with a student according to his level and his abilities in understanding?

.....



Appendices

10- What is the methodology used?

.....

11- What are the different methods that you use to facilitate the explanation?

.....

الملخص

نظرًا لانتشار تعليم اللغة الإنجليزية على نطاق واسع في جميع أنحاء العالم ونظرًا لأهميتها على المستوى الدولي، يميل الآباء إلى اختيار المدارس المرموقة التي توفر تعليمًا جيدًا لأطفالهم. ونتيجة لذلك تفضل المدارس الخاصة على المدارس العامة بسبب الاعتقاد بأن هذه الأخيرة ليست ذات تكوين جيد مقارنة بالأولى. انطلاقًا من هذه الفكرة يدرس البحث التالي اختلاف جودة تدريس اللغة الإنجليزية بين المدارس العامة والخاصة باستخدام المنهج الكيفي. تبدأ الدراسة بتعريف موجز للمدارس الحكومية والخاصة ومجموعة متنوعة من مناهج التدريس التي تم استخدامها على مر السنين. ثم يقارن الفصل الثاني المؤسستين من حيث طرق التدريس وبيئة الأقسام والمناهج الدراسية. بعد ذلك يسلط هذا الفصل الضوء على جوانب الجودة في كل من المدرستين. العناصر الرئيسية لهذه الدراسة هي المدرسة الحكومية "قريدة فاطنة" والمدرسة الخاصة "مدرسة الريادة". بعد إجراء المقابلات مع الأساتذة والملاحظات الصفية كأدوات لهذه الدراسة، استخلص البحث أن المدارس الخاصة هي في الواقع أفضل من المدارس العامة من حيث الجودة.

الكلمات المفتاحية: التعليم، المدارس الحكومية، المدارس ، تعليم اللغة الإنجليزية، الجودة.