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**Improving English Speaking Skills Through
Private Tutoring:
Case of 4th Year Ghardaia Middle School Students**

*Dissertation submitted to University of Ghardaia for obtaining the Master's
degree in Didactics*

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Dedication

I dedicate this modest work

To my father, my mother, my first supervisors since my birth.

To my brothers Ali, Mounir and my sister Alia, to whom

I wish happiness and much success.

*To my lovely friend Manel for being always by my side, and to
many other friends who supported and encouraged me throughout
the fulfillment of this work.*

To my dear cousins whom I love very much.

*May Almighty God preserve you all and give you wisdom and
Happiness.*

Manar

Dedication

*To Mom and Dad,
who always picked me up on time
and encouraged me to go on every success,
especially this one.*

To my dear sister Hiba.

To my two heroes, my brothers Imad Abdulrahim and Fares.

*To my beloved friend Manar who was with me step by step, I honestly
don't know what I would do without you!*

To everyone who supported me and believed in my success.

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dreaming of becoming an English teacher.*

Manel

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Abstract

Obstacles related to public classroom environment represent a challenge for the Algerian EFL learner, especially when it comes to bettering their speaking prowess, which leads the students to seek supplementary classes in private tutoring schools. The aim of this paper is to provide comprehensive review of the relationship between private tutoring and the development of speaking skills. Drawing on existing literature and research studies, the attempts to highlight the key findings and implications of private tutoring on speaking skills. The study followed a true experimental, pretest-posttest one group, design with a, randomly assigned, sample of 11 middle school students from various schools in Ghardaia city, Algeria. The intervention lasted for four weeks. The data gathering tools that were used to carry this investigation were, a pretest, a posttest, a students' questionnaire, and structured interviews with a sample of five English Language teachers from four different middle schools in Ghardaia. Findings revealed that private tutoring schools had a crucial role in improving the speaking skills, by playing a complementary role to that of the public school, and through the use of creative teaching methods such as educational games and the employment of audio-visual aids.

Keywords: *private tutoring, speaking skills, educational game, audio-visual aids*

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List of Abbreviation

- PT** Private Tutoring
- EFL** English as a foreign language
- STT** Student Talking Time
- EALTS** English for Aviation Language Testing System

GENERAL INTRODUCTION

General Introduction

Private tutoring offers several advantages to students. Firstly, it provides personalized attention and instruction tailored to the student's unique learning needs and pace where tutors can identify the student's strengths and weaknesses; adapt the curriculum and teaching methods to suit the student's preferences, interests, and academic goals: and provide targeted support to facilitate optimal learning outcomes.

It also offers a supportive and focused learning environment wherein students may feel more comfortable asking questions, seeking clarification, and expressing their difficulties in a one-on-one setting. Tutors can provide immediate feedback, address misconceptions, and offer guidance, fostering a positive learning experience.

Private tutoring is supplementary to mainstream education and is a support to some students who may want to pursue additional opportunities to study a specific topic or develop a skill in more depth. In the EFL classroom, students struggle with the lack of practice, especially, when it comes to speaking. where most of students face so many obstacles, psychological and environmental.

Speaking is a skill that students are evaluated on the most in real-world scenarios; it is a crucial part of real-life interaction, and speaking fluency and comprehension are frequently used to form first impressions about people. Teachers therefore have a responsibility to prepare students to be able to speak in real-world situations.

Speaking is a skill, just like swimming, driving a car or playing ping pong. That is, it is regarded as a process rather than a product, a view that contradicts with the practice taking place in most Algerian public schools, where the learning of English has been relegated to linguistic knowledge only with little or no attention paid to practicing language skills.

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Furthermore, teachers may encounter several obstacles when it comes to teaching speaking skills as they face some common challenges such as: (crowded classrooms, time constraints, limited resources and materials, students' apprehension and lack of confidence.)

In public schools, teacher 's work has become very highly regulated, scripted and defined by somebody else; they are not free and do not have enough time to decide what to teach, how to teach, and when to teach it. As a consequence, many students turned their attention toward learning English in tutoring schools where they feel comfortable and deal with tutors who find the space wherein, they can regain professional authority and can redefine the teaching profession.

The dominance of English as the main language of international communication is the main motivational cause for the teaching and learning of such high-status language in Algeria. Since the Algerian government provided this valuable and great opportunity by adding English language to primary school curricula, setting it as a first foreign language, to which the Algerian student is exposed during the most crucial phase in his/her academic career. However, the lack of practice, seems to be a common problem among Algerian EFL students, specifically, middle school students, especially, when it comes to speaking, the skill considered as one of the main elements of communication and as an interactive process of building meaning by producing, receiving, and processing information.

“PRACTICE MAKES PERFECT” a proverb that sounds too ideal to be realized in public schools, is still a motto every language classroom tries to live up to. Unfortunately, most of student are not able to practice their speaking skills adequately neither in public school classrooms, nor in their daily lives. For that reason, they choose private tutoring as an access device to solve this big issue.

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This research endeavors to show the role of private tutoring in improving the speaking skills of 4th year middle school students at **Follow Me School** (Ghardaia city, Algeria) for the school year 2022-2023.

- The focus of this study is to highlight the effectiveness of private tutoring schools in improving English speaking skills for middle school students.

Drawing from that, the researchers seek to answer the following three research questions:

- What are the causes that lead students to look for private tutoring?
- What are the obstacles that the teachers face in developing speaking skills in public schools?
- How can private tutoring improve EFL middle school students speaking skills?

As an attempt to answer the research questions, the researchers hypothesize the following:

- Causes that lead students to look for private tutoring may be related to their lack of practice in the classroom.
- Teachers face so many obstacles in developing speaking skills which might be related to environmental factors such as time restraint and crowded classrooms.
- Private tutoring may affect student's speaking skills positively, by providing different teaching techniques for them to practice English effectively.

The objectives of this study are listed as follow:

- To highlight the role of private tutoring in improving English speaking skills.

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- To identify the reason that leads students to choose private tutoring to learn English.
- To figure out the impact of private tutoring courses.
- To show the complementary relationship between the public schools and private tutoring.

The thesis is divided into two main parts, a theoretical and a practical part. The theoretical part consists of one chapter (Chapter One), which includes two sections. The first section of Chapter One is dedicated to the independent variable of our study, private tutoring, where it defines it, discusses its types, and explores some of the concepts related to it like its relationship with mainstream teaching and its affective impact. The second section is devoted to speaking, the dependent variable of our study, where it reviews the concept of speaking skill, its importance, objectives, components, stages and some of the teaching methods and tools to improve it.

This section, also, gave some details about Student talk time (STT), the role of the teacher in the speaking classroom, and concludes by addressing the relationship between private tutoring and speaking skills.

The second chapter is including two sections. The first section, Research Methodology, deals with the research design and data collection methods and provides an in-depth description of the intervention.

The second section of this chapter, Data Analysis, deals with data processing, interpretation, and discussion of the results. The chapter first deals quantitatively with the data obtained from the pretest and posttest, outlining the measuring and interpretation procedures utilized, and discussing the test findings. The next section focuses on the data gathered from the questionnaire, where Each item is examined separately, the quantitative information is shown in pie charts and the results are then explained and interpreted.

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This section, also, offers a qualitative analysis and an interpretation of the data collected through the teachers' interview. Finally, data gathered from all three research methods is gathered and discussed as a whole in order to address the three research hypotheses.

Chapter One

Literature Review

1.1. Introduction

This chapter constitutes the theoretical part of the thesis. It discusses the relationship between private tutoring and EFL learners' speaking skills. In the first section, the chapter starts with a review of private tutoring and some of the concepts related to it like its relationship with mainstream teaching and its affective impact. The chapter, then, in the second section, discusses speaking, its importance, objectives, components, stages and some of the teaching methods and tools to improve it, Student talk time (STT), the role of the teacher in the speaking classroom, and the relationship between private tutoring and speaking skills.

1.2. Private tutoring:

" Private supplementary education has become very common all around the world (Bray,2009). Bray (2009) also stated that, outside of regular hours in the public schools, private tutoring focuses on some academic modules such as: mathematics, science and languages in general, which are offered in exchange for a fee (Bray, 2014). Bray (2013) claims that private tutoring is offered to students so that they may revise their school subjects and complete their homework, or prepare themselves for tests and examinations. These courses can be given individually, in small groups, or large classes, and even online.

According to (Choi Aamp & Park, 2016) tutoring is not just a phenomenon among students who struggle and fail in exams, even excellent students can look for private tutoring for enrichment in order to maintain or even further upgrade their good academic achievement.

Private supplementary tutoring is defined as a parallel system, which mimics the curriculum of mainstream education (Bray 1999, p. 20; Mari Muthu et al. 1991, p. vi), it means

that private tutoring is a parallel framework that imitates the educational programs of the public schools.

Private supplementary tutoring is the delivery of rewarded, scheduled, and structured academic classes outside of the formal school while closely mimicking the public-school curriculum (Bray, 2009; Kuan, 2011; Zhang; Liu, 2016).

According to Dang and Rogers (2008), private tutoring can be defined as a fee-based tutoring that offers pupils with supplemental training in academic areas studied in the mainstream school system. Tutoring may often be considered a kind of private education because the literature focuses mostly on tutoring, for children or teenagers, that is paid for by their families. Private tutoring is a major trend not only for upper-secondary students, preparing for university examination, but also for elementary and lower secondary pupils.

1.2.1. Private tutoring and Cultures Around the World:

Language is part of culture, culture is the basis of languages, and each culture has its own way of naming things. Naming, according to Deluzain (1996) is a universal process that differs significantly from culture to culture. The same holds true for the various names of private tutoring in various cultural contexts. Bray. M et al. (2013) claimed that the term “supplemental education” is the one that is frequently used in North America.

In countries like Malta, Italy, and Egypt they use the terms “durus khususiyya” in Arabic, “lezioni private” in Italian, “Privat “or “lezzjonijiet talprivat” in Maltese to refer to private tuition, which suggests that private sector regular lessons are closely mimicked, whereas supplemental education might suggest that students obtain extra material that they wouldn't have learned in the normal courses. The Greek term “parapedia”, which literally translates to “parallel education” also reveals the idea of mimicry. The lack of the word “supplementation”

in this Greek language may not be a coincidence since it would imply that the additional classes are optional in Greece, although they are actually required for all families who can afford them (bray et al., 2013).

Further, the word in French distinguishes three different activities under the headings of private lessons (*cours privés*), after-school support (*soutien scolaire*), and coaching (which is now referred to in French as “*coaching scolaire*” (bray et al., 2013), a phrase that was adopted from English). In this context, after-school support centers on homework completion and activities aimed at enhancing children’s thinking, expanding their vocabulary, fostering their cultural awareness, and bettering skills such as cooperation, observation, and questioning of what they observe; private lessons exclusively concentrate on academic curricular subjects; Academic coaching, which is similar to coaching in sports, focuses on studying methods rather than studying content, helping students establish their academic and professional goals through one-on-one support.

1.2.2. Education (language teaching) in Algeria and Factors that lead to the emergence of private tutoring

1.2.2.1. What is Education:

Seema (2022) defined education as the most significant tool for growing the residents of a state or nation into competent and civilized citizens, which leads to the progress of a country through individual citizens growth. No nation can progress in research and innovation, which are crucial for a country’s growth, unless its inhabitants are educated. The whole emphasis of education is on the student’s academic progress or success as the end result of the process.

Arslan (2018) has shown that education is a lifelong process that begins at birth and continues until death. The early phase of life is essential because it influences the following

process. However, we are unable to completely manage the early period since children are cared for by their families until they begin attending school. Even if children attend school, various things such as friends in and out of school have an impact on their educational process. From pre-kindergarten through graduate school, the educational system focuses on children. As students go through the grades, their educational benefits move from public to individual. That is why children are required to attend school for the first 10 or 12 years of their lives.

Otherwise, if we fail to educate them to be good people, we will face larger and more expensive societal issues.

1.2.2.2. Micro Factors:

Dang & Rogers, (2008) state that according to standard economic theory, some of the factors that may increase family demand for education include households' income, the motivation for education, and expectations about the benefits of education for their children. Other reasons that could vary by country include academic achievement and the size of household.

1.2.2.3. Macro Factors:

Bray (1999a) states that, at the macro level, several variables are expected to increase demand for private tutoring, first, the shift to a market economy, which significantly increased the quantity of private tutoring supplied and demanded in countries where it did not previously exist, such as; China, Vietnam, some African countries, and many Eastern European transition economies (as cited in Dang & Rogers, 2008). Second, Stevenson and Baker (1992, as cited in Dang & Rogers, 2008) claim that tight connections between education and work can result in strong competition for higher education and as a result, for private tutoring.

Psacharopoulos and Patrinos (2004) also state that private labor-force returns to higher education are often higher than those to secondary education. In many developing and developed nations, the gap looks to be growing. And due to the large rewards, students and their parents may engage in fiercely competitive behavior, including the employment of private tutoring to boost their chances of university admission. (Brunello, Comi, and Lucifora 2000; Bourguignon and Rogers forthcoming).

Dore (1976) Discloses that “Diploma diseases “is a serious expression of these connections, and both enterprises and governments place a high value on a university degree as a first screening tool for employment, believing that the degree communicates talents that add to production but are difficult to assess directly. this phenomenon may have increased demand for private tuition in a number of nations (see Rogers 1996 for a model of this effect based on the experiences of Japan and Korea) Third, Kim and Lee (2004) State that parents may turn to private tutoring to compensate for an inadequate public education system.

Low pay levels and weak monitoring of teachers in the public system can also cause teachers to force tutoring on students (Buchmann 1999; Silova and Bray 2006a), as formalized in a theoretical model by Biswal (1999).

Fourth, according to Bray (1999a) Private tutoring may be more widespread in different nations due to cultural beliefs. where, for example, these principles may be extremely important in East Asia

1.2.3. The Importance of the English Language

At the present, English has become the first international language of many fields such as technology, education, aviation, global business, and international diplomacy. It is also the language of international communication that is used the most nowadays. People, all around

the world use it for many reasons and objectives like sending and receiving messages. English is the world's most globally spoken language in the entire world after Chinese. In addition, it is the common method of communication between the people around the world from different nations and countries (Verghese, C.P. 1989).

The majority of people who use English in their daily life are not native speakers. English does not only captivate the attention of people, but it has got hold of to both their hearts and minds at the same time. Consequently, the rate of English speakers as an ESL and EFL is yearly highly increased because of the people 's interests and the importance of this international language and its status as a lingua franca.

The Renaissance, the development of England as a maritime power, the expansion of the British Empire, and growth of commerce and industry, of science and literature, have, each in its way, contributed to make the English language what it is today. In short, the English language reflects in its entire development the political, social, and cultural history of the English people.

Thus, setting up international bodies and organizing events on a global scale has become more easier due to the existence of modern mass communications and international commerce. The United Nations, the World Bank, and the European Union all have various official languages, also international conferences and learned journals. It is known that English is one of the official languages and the one mainly used (Baugh et al., 1978).

1.2.4 Motivation to learn English in Algeria:

One fact that teachers need to recognize is that, pupils come to the classroom with different rates of readiness to learn. Researchers call this issue of readiness "Motivation». Harmer (2001) defines motivation as "some kind of internal drive that encourages somebody

to pursue a course of action.”(p. 68). Bernaus (1987) states that teachers, who want to achieve impressive results in teaching, must have this idea in mind when planning lessons to encourage themselves and their pupils. On his turn, Berns (2010) defines Motivation as the mix of effort, a desire to achieve the aim of language acquisition, and positive attitudes about language learning.

Said Slimani (2016) states that experienced teachers can spot those skillful students with a strong desire and determination to learn in all cases from the very first session. These highly motivated pupils are considered to be an excellent help to teachers and, reciprocally, teachers with a good and higher charisma can motivationally influence their students to love and gain the potential to learn foreign language.

In general, we can say that there are two kinds of pupils; those who come into the classroom with a fundamental and inner motivation to learn while others wait and depend on their teachers to ignite their extrinsic motivation. It is obvious that variation is important in sustaining a high level of motivation and interest among learners. Teachers and textbook writers can follow several steps which can add a variety of activities to both the learning process and pupils' interest in English language because there is nothing as tedious and boring for pupils than repeating the same activities daily, which can affect their motivation negatively.

1.2.4.1. Objectives of EFL teaching and learning in Algeria:

According to the Algerian official English syllabuses, published in June 1999, to study English as a foreign language in Algeria, a learner must master the numerous forms, features, and dimensions of communication. There are four main categories of objectives that can be listed:

Sociocultural goals, humanistic goals, educational goals, learning objectives, these goals should be attained through the improvement of mental faculties and talents, which should be addressed in all of the curriculum's courses because they form the cornerstone of any successful language learning (according to the Algerian directives of June 1999.)

1.2.4.2. The aim of teaching English in Algeria:

Slimani (2016) Indicates that, according to official papers and “directives” from the Algerian government (June 1999), the English language curriculum aims to give Algerian students the language they need to communicate effectively in a typical social and/or professional setting, both orally and in writing. In addition, they are designed to help students who pursue advanced degrees (such as those in journalism, translation, or English language) and those who enter the workforce make the most of reading independently to take advantage of documents, leaflets, and notices pertaining to their fields of employment.

According to the Algerian directives of June 1999, the middle school students are expected to have taken roughly 250 hours of English instruction. They ought to be capable to communicate using the basic English language structures and vocabulary in the four skills of description, instruction, oral narration and socializing. (This includes listening, speaking, reading, and writing). They must therefore learn the following fundamental aspects of the (English) language:

understanding verbal messages through listening and guided production, reading straightforward passages and demonstrating their comprehension (without oral interruption) through a variety of linguistic checking exercises, writing fundamental application letters, simple forms, and simple personal letters, taking notes, and producing basic summaries of medium-length materials.

1.2.5 Private Tutoring Vs. Public school:

There are valid reasons why a private sector for supplemental tutoring could develop to support both public and private schools. With a more adaptable delivery method, private tutoring can offer more tailored education than is feasible in public schools. The private tutoring sector differs from the private school sector in that it is dependent on the public education system and does not exist independently as a form of education (Hai-Anh Dang Aamp; F. Halsey Rogers,2008). This characteristic of private instruction explains why it has been called “shadow education” (Bray,1999).

Russell (1997) that Private tutoring is also informal and more adaptable than private schooling: in addition to individual lessons, it is also possible to participate in group classes, and its providers can include university students, retired teachers, university professors, and members of the local community in addition to full-time tutors and teachers. The combination of public education and private tutoring is also more cost-effective for numerous families than private education because it complements rather than replaces the public sector.

1.2.6 Effectiveness of private tutoring:

Multiple countries throughout the world have conducted studies on the efficiency of private tutoring. These countries’ educational systems and the extent to which private tutoring is practiced there are both different. (e.g., testing policies, quality of formal education, institutionalization of education (Park et al., 2016). However, the focus of the studies, which came from numerous countries, was on the value of private tutoring for academic success.

While some studies have found positive relationships between private tutoring and Student’s academic achievement (for Turkey, see Berberoglu Aamp; Tansel, 2014; for China, see Guo et al., 2020; for Korea, see Ha Aamp; Park, 2017).

Guill and Bos (2014) discovered that the majority of students and parents claimed to believe that private tutoring improved the student's academic performance, which may be a motivating factor for students and parents to continue using private tutoring and that favorably influences student's motivation and feelings toward the subject being tutored.

1.2.7 Long-Term vs. Short-term Private Tutoring:

According to Hai-Anh H. Dang and Halsey Rogers (2008) The initial assumption that needs to be modified is that public education is capacity constrained—i.e., that the supply of education is absolutely inflexible at its maximum range. Only temporarily is it likely that this assumption will be true. Over time, governments can and do take measures to increase the availability of good education. For instance, they might raise the number of available classrooms to allow for longer school days, enhance instructor availability and focus, and eventually hire more teachers and construct more facilities.

It is important to distinguish between short and lengthy runs. The conflict opposing public schools against private schools had no impact on private tutoring since it existed in a neutral space. Public and private schools typically appear as alternatives, at least at the individual student level. (From the perspective of the school system as a whole, private schools may be viewed as a useful complement to government schools. It enables parents to provide their children with the best possible education, increasing both consumer and producer surplus. Thus, private tutoring and public education appear to be complementary in the short run. In the long run—defined here as the time it takes to make substantial improvements in the quality and quantity of public schooling-private tutoring may substitute for public education. The availability of tutoring could diminish parents' interest in lobbying for long-term improvements in public education. If urban elites find that tutoring gives their children an advantage in competitive examinations or the labor market and they fear that any future public-school

improvements would go primarily to schools serving disadvantaged areas, they may prefer the status quo.

It has been stated that the dependence on private tutoring to carry out these tasks in Japan has prevented educational reforms to increase public school activities. (LeTendre, 1994). The market for tutoring could be used as a means of reducing political pressure to establish new and higher standards.

Long-term run from private schools may have a greater impact on public quality than private tutoring. According to some researchers (Hoxby 1994; Rouse 1998; Bishop and Wossman 2004), public schools are under pressure to raise their standards as a result of the loss (or possible loss) of students to private institutions. Private tutoring most likely does not have such an impact because it does not lead to pupils leaving their public schools. The issue is not whether private tutoring supports or undermines the public sector's function as an educational provider. Almost all elementary and secondary school systems around the country will continue to offer public education. The main conclusion is simply that widespread tutoring will probably have a significant impact on the effectiveness and quality of public institutions. These consequences must be considered in terms of both short- and long-term policy.

1.2.8 Relationships Between Private Tutoring and Mainstream Schooling

Zhan et al. (2013) reports that there are various ways to describe the relationships between private tutoring and mainstream schooling. Mari Muthu et al. (1991) describes Private tutoring as “shadow education” who saw public schools as the most important institution. In extending the shadow metaphor, Bray (1999) notes its applicability, noting that private supplementary tutoring only exists because the mainstream education system does; second, as

the size and shape of the mainstream system change, so do those of supplementary tutoring; third, in almost all societies, the mainstream receives much more public attention than its shadow; and fourth, the characteristics of the shadow system are much less distinct than those of the mainstream system.

1.2.9 Affective Impact of Private Tutoring:

Theoretically, private tutoring could satisfy student's demand for competence because it offers knowledgeable help and lengthens the amount of time spent learning, both of which could improve learning effectiveness (Carroll, 1973). If the tutor gives the student activities that are optimally hard, it will promote their quest for autonomy (Krapp, 2005). This is because achieving mastery of a learning task enables the students to pursue autonomy.

Additionally, because tutored adolescents are less dependent on their parents' assistance, private tutoring has the ability to improve autonomy and potentially reduce conflict connected to school at home (Solomon et al., 2002). Private tutors can also increase student's learning skills, which can help them learn more effectively on their own (van Kessel & Haag, 2011).

In conclusion, if the tutor is understanding and supportive of the student's school situation, which may be problematic due to low achievement, motivational deficits, and negative achievement emotions, private tutoring has the potential to increase students' social relatedness (Byun et al., 2018; Pekrun et al., 2017). Meeting peers who attend private tutoring for the same reasons, such as low achievement, might help foster social relatedness when private tutoring takes place in a group setting (Bray, 1999).

1.2.10 Private Tutoring and Self-Esteem:**1.2.10.1. Self-Esteem:**

Self-esteem (also known as self-acceptance, self-liking, and self-respect) is the value that one places on oneself overall and is closely linked to one's level of self-awareness (Baumgardner, 1990; Harter, 1990). According to McCombs (2001), improving or actualizing one's self-perception is the ultimate source of motivation to self-regulate; if self-perceptions are negative, a negative consequence like anxiety can be produced, which reduces motivation. Helplessness, avoidance, or disengagement from the learning task and context are some aspects of this attitude. Research suggests that high self-consciousness is linked to a desire for self-knowledge and low self-consciousness to self-defense, which is consistent with the idea that students who doubt their capacity for learning get worried and may craft extensive defenses against probable failure. Thinking logically, independently, and consistently is one technique to develop self-knowledge (Judge, Erez, & Bono, 1998).

1.2.10.2. How Tutoring Improves Self-Esteem and Confidence:

(“Miracle Math Coaching relief”,2016) stated that there are many different ways tutoring raises a student's confidence and sense of self-esteem. For many students, having high levels of self-esteem and confidence comes effortlessly to them. Unfortunately, low self-esteem and confidence can swiftly decrease in people who have academic difficulties. When students lose confidence, they may also lose the capacity to learn new information and perform well in a classroom environment.

A motivated tutors will change their teaching methods to meet the particular needs of the students they are working with. This makes it easier to find the skills and ideas that the student doesn't quite grasp. students are likely to feel more comfortable expressing themselves

and outlining what they do not understand about a particular subject in a setting where there is only them and the tutor. As a result, the tutor will be able to explain things to the student more clearly. The student will probably comprehend the information being reviewed more fully as a result. Naturally, a student's self-esteem and confidence will rise once they attain this level of comprehension.

It has been discovered that tutoring is quite good at increasing a desire for success, meaning that when a student learns more and more, they will want to study even more. Especially when they receive private tuition in a comfortable environment, they not only learn what they do not comprehend but also develop the motivation to perform well in school and learn more. They will typically be at a higher level than their colleagues as a result. Their desire to learn will grow as they gain more knowledge and become aware of how much more knowledgeable they are than their peers. This will eventually increase their confidence and sense of self-esteem.

Tutoring services not only give a student a personalized education plan that enables them to learn the skills required in the topic in which they struggle, but also give them the chance to increase their confidence and self-esteem.

1.3. Speaking

Speaking is the act of producing and expressing language through the use of the human voice. It involves forming words and sentences using the mouth, tongue, vocal cords, and other parts of the respiratory system, in order to convey thoughts, ideas, emotions, or other information to other people. Speaking is a fundamental aspect of human communication and allows individuals to engage in conversation, express their opinions, share information, and connect with others. It can take many forms, including formal speeches, casual conversation, storytelling, and more.

(Thornburg, 2005; Nunan, 1995) defined speaking that is an action that includes uttering words, those words or phrases represent a person's ideas spoken aloud. And Speaking is a crucial ability in every language, whether it is a first or second language. We can assess the achievement of a language competency by speaking. Thus, (Thornburg, 2005; Nunan, 1995) they stated that, when learning a new language, speaking is really important. In learning a second or foreign language, speaking is more used and acquired than other language skills such as writing, listening, and reading. (Kaur & Aziz, 2020) affirmed that speaking is a visible talent in comparison to other skills, listeners notice the way speakers talk before they notice reading, writing, or listening skills. As a result, second language learners must grasp both vocabulary and the syntax of the structure of sentences since speaking is all about utilizing the correct words to communicate and express thoughts.

For (Thornburg, 2005; Nunan, 1995), Humans are used to speaking since they utilize it so frequently in their everyday life. It has been said that the typical human produces tens of thousands of words every single day. However, “people in different professional which involves speaking produces a greater number of words than a way such as people who work sales, educators, promoters” (Kaur & Aziz, 2020, 7).

(Thornburg, 2005; Nunan, 1995) has argued that, the purpose of a speech is determined by the speaker's own goals. There are some aspects of speaking to which second language learners must pay attention. Phonology is one of the components that might be difficult to master for speakers learning a second language since they must be aware of all word pronunciations. Also, they stated that, there are several words in English that are not pronounced the way they are spelled, which causes confusion among students. The rate of speech is an important component in speaking since the speaker must know what rate of pace, they must be at to guarantee adequate time for processing or outgoing speech. New speakers

must constantly analyze their output and look for feedback from interlocutors on their speeches in order to monitor their improvement.

“All these factors make speaking a challenging skill to be learn however many people view speaking as central skill. The desire to communicate with others in real time and to stay connected face to face motivates people to master English fluency and accurately” (Thornburg, 2005; Nunan, 1995). As cited in (Kaur & Aziz, 2020).

1.3.1. Strengths and Weakness of Speaking Skills for EFL Speakers

According to (Tam, 1997), he stated that for good English-speaking performance, a lot of aspects related to speaking abilities must be addressed. Pronunciation, vocabulary, and collocations are highlighted as critical variables to emphasis while developing fluency in EFL speakers. Providing students with a diversity of circumstances and regular speaking exercises plays an important role in improving students' speaking fluency.

Strengths in English speaking skills are frequently the result of confidence and proficiency. Patil (2008) claimed that a priority that the teacher should consider in order to help the student feel comfortable with their language usage was increasing the learner's confidence to minimize fear of making errors. In addition to that, (Bailey, 2005; Song Siri, 2007) stated that speaking with confidence and competence may be acquired by adequate syllabus design, instructional techniques, and sufficient assignments and resources.

“For effectiveness of speaking, Shumin (1997) pointed out a number of elements involved, including listening skills, sociocultural factors, affective factors, and other linguistic and sociolinguistic competence such as grammatical, discourse, sociolinguistic, and strategic competence. In order to convey meaning, EFL learners must have an understanding of words and sentences; that is, they must understand how words are segmented into various sounds, and

how sentences are stressed in particular ways. This grammatical competence enables speakers to use and understand English language structures accurately and unhesitatingly, which contributes to their fluency, which, in turn, develops confidence in speaking” (Boon Kita 2010, p. 1306)

1.3.2. The Importance of Speaking Skills

Speaking skills are essential in many areas of our lives, both personally and professionally. Good speaking skills can help us to express our ideas and thoughts clearly, engage with others effectively, and build strong relationships. Developing strong speaking skills can help us to become better communicators, build stronger relationships, and advance our personal and professional goals. And because English is considered the worldwide language and is used all over the world, it is useful for speaking with individuals from other areas, states, nations, and world's continents.

Srinivas Rao P. (2019) said that, the ability to speak is the most critical skill to gain when learning a foreign or second language. Speaking is regarded as the most crucial of the four major language skills in learning a foreign or second language. Brown and Yuke (1983) stated that Speaking is the most important ability that pupils will be graded on in real world settings." Despite of its importance, teaching speaking skills has been devalued, and most EFL/ESL teachers continue to teach speaking skills as if they were memorization of dialogues or drill repetition. However, the modern world requires communication skills for learners, and English teachers must teach the ELLs the necessary skills so that they may enhance their speaking abilities and function effectively in real-life circumstances. Oral skills are entirely ignored in today's EFL/ESL educational environment, despite the fact that employment is more dependent on communication than technology. Because crucial parts of language such as phonological, morphological, semantic, and syntactic characteristics have received little

attention, it has become a major hurdle for ELLs to gain speaking skills among English learners. At this point, greater emphasis has been placed on reading and writing abilities. After discovering the significance of oral communication abilities, more attention is now placed on strengthening the speaking skills of learners in order for them to effectively complete their studies and flourish in their professions once they have completed their education. Furthermore, English is the language of obtaining career prospects and achieving success in life.

According to Bueno, et al (2006), one of the most challenging skills for language learners to master is speaking. Speaking is regarded as the most crucial of English's four language skills. Even after years of studying the language, learners find it difficult to talk in real-life circumstances when it is needed. There are several reasons to do so. Firstly, ELLs should recognize the value of speaking abilities and strive to gain them in order to participate in today's competitive world.

Speaking appears to be the most challenging of the four fundamental talents of the English language since speakers must compose sentences on the spur of the moment. It is very hard for foreign or second language learners to generate sentences without first knowing the grammatical structures and having enough vocabulary knowledge. As a result, EFL/ESL English language learners have several challenges while speaking correct phrases in English. Because speaking skills are so important in communication, individuals attempt to develop them in order to communicate effectively with the complete community all over the world.

Furthermore, these speaking abilities are important for students when they need to settle down in their careers. In today's world, it is extremely typical to demonstrate candidates' skills during job interviews, and many selections are dependent on the performance of the interview. Candidates must engage in and demonstrate their abilities in debates and group discussions in which their performance or oral communication skills are predominantly evaluated.

Furthermore, professionals must conduct oral presentations in order to sell their goods or firms or to instruct their colleagues. Also, an excellent speaker may greatly excite the audience, capturing their whole attention and maintaining the same speed till the finish of his/her speech. As a result, the audience becomes entirely immersed in the speaker's speech, and they may lose track of time and focus solely on the speech. As a result, speaking abilities are critical since everything is dependent on how individuals transmit their messages to others.

Speaking skills are particularly important for all those who want to learn English in order to advance their careers, improve their businesses, boost their confidence, get better job opportunities, give public speeches, attend interviews, participate in debates and group discussions, give presentations, and so on. Everything in today's modern world is tied to one's ability to talk. A good speaker has the ability to conquer the entire planet. Good communication skills are a passport to greater job prospects. The true talent of job candidates is examined in modern interviews by their performance in group discussions, debates, presenting skills, and the list goes on. As a result, in order to have greater prospects, job applicants must improve their oral communication abilities. When learners practice these speaking skills in their EFL/ESL classrooms, they master them and perform well in activities both inside and outside of the classroom.

1.3.4. The Advantages of Speaking Skills:

While all four skills in English (speaking, listening, reading, and writing) are important, it is true that speaking can be considered the most effective skill in terms of communication. Speaking allows students to engage in real-time conversation with others, express their ideas and opinions, negotiate, persuade, and build relationships. It is a highly interactive and dynamic skill that enables learners to receive immediate feedback and adjust their message accordingly. However, it's important to note that all four skills are interconnected, and proficiency in one

skill can support and enhance proficiency in the others. In order to communicate effectively in English, it is important to develop all four skills in a balanced way.

Srinivas (2019, p.12) Listed The main advantages of speaking skills which are:

- To participate actively in pair or group activities in the classrooms.
- To give a maiden and impressive speech on different occasions.
- To participate actively in debates and group discussions.
- To develop critical thinking among the learners.
- To pursue higher studies in foreign countries.
- To interact with people all around the globe.
- To promote the sale of products in the business.
- To make living abroad simpler and easier.
- To get better employment opportunities.
- To make use of the internet effectively.
- To perform well in job interviews.
- To acquire more knowledge.
- To travel to a foreign country.
- To do good international business.
- To earn high respect in the society.
- To give presentations for all purposes.

- To communicate effectively with others.
- To increase the income of the individual.
- To boost up the speakers' self-confidence.
- To know the different cultures of the world.
- To interact with people all around the globe.
- To keep over cognition and reasoning very sharp.
- To get better employment opportunities all over the world.
- To increase the ability of problem-solving and critical thinking.
- To improve the overall development of the speaker's personality.
- To highly motivate and attract the customers in buying the products.

To sum up, developing strong speaking skills in English is certainly an important goal for English teachers to have, as it can provide many advantages for their students. However, it's important to keep in mind that all four skills (speaking, listening, reading, and writing) are interconnected and equally important for effective communication in English.

1.3.5. Principles of Teaching Speaking Skills:

Anuradha et al. (2014), provide a set of principles for teaching speaking skills:

- From the beginning, encourage pupils to speak right.
- Allow students to repeat what they say if some of them do so.
- For the time being, do not ignore the student's response to a question with a single word.

- Encourage students to use their English skills in active conversation whatever knowledge they have
- Provide structures, phrases, words and allow students to apply them in many contexts while encouraging as much practice as possible.
- Promote the use of the tail-forwarding or back-chaining technique to combine more than 10 sentences to create large sentences.
- Plan role plays and pair projects as often as you can, and keep checking on the students to correct the active learners and motivate any inactive ones.
- Prepare your class plans, activities, and tasks thoroughly in advance.
- At the beginning of the learning process, let the students make mistakes.

1.3.6. Components of Speaking:

There are various components that must be achieved for speaking to occur. According to By gate (1997), these components are mostly identified when analyzing the speech process.

These are components that encourage people to speak well and correctly understand English. According to Shakur (2007), speaking consists of five different components. The topic involves vocabulary, pronunciation, grammar, fluency, and comprehension in various contexts.

1.3.6.1. Vocabulary:

Learning vocabulary is crucial to learning the language. To make the learning process easier to follow, students must have an adequate vocabulary. They can construct the statement and speak clearly since they have a sufficient vocabulary. Additionally, according to Coady and Huckin (1997), vocabulary is essential to language and vital for the average language learner.

It implies that the vocabulary is the primary language that the students need to learn. Without a suitable vocabulary, the pupils won't be able to communicate, thus they should make the most of this time to learn new words.

1.3.6.2. Pronunciation:

Pronunciation is essential for anyone who wants to speak English fluently and correctly. According to Harmer (2007), the ability to produce sounds and articulate words, which themselves contain meaning, has a strong relationship to pronunciation. If speakers cannot pronounce words accurately and clearly, there will be misunderstandings among listeners. Additionally, speakers must be aware when pronouncing the words because each sound has a distinct significance. When pupils have a sufficient vocabulary, they can benefit from the time spent learning new words.

1.3.6.3. Grammar:

There are specific grammar rules and English sentence patterns. Additionally, grammar is essential for performing linguistic elements including lexical, morphological, phonological, and syntactic aspect, according to Widiati and Cahyono (2006). The speakers will manipulate those characteristics in the form of words and sentences. The listeners' comprehension may vary if the speakers make grammatical errors in their sentences. The speaker will be better able to use and understand the rules of English structure as a result of grammar.

1.3.6.4. Fluency:

Speaking clearly and without hesitation is what is meant by fluency. Because fluent speakers are able to communicate and express themselves freely, fluency may give the impression that the speaker is bright, brave, confident, and well-educated. Fluency is a criterion of measurements to be an effective and communicative English speaker in speaking, according

to Yingjie (2014). Additionally, speaking with fluency will help the speaker avoid some speech mistakes.

1.3.6.5. Comprehension:

Comprehension means being able to understand what was spoken. If the speaker successfully conveys a message or piece of information, comprehension plays a role in that. The speakers must be able to speak clearly in order to avoid misinterpretation (Rahman and Devianty, 2012). The speakers can use this feature to make them become aware of other speaking components. If the speakers omit one of the speaking components, the listeners won't be able to understand them.

1.3.7. Stages of Language Learning and Speaking:

Collier (1998) believed that Whatever age, people who are learning a second language employ the same natural processes as people who are learning their first language did from the very first days of exposure to the new language. They advance through stages that are similar to those of learning a first language, making some of the same grammatical mistakes that young children do, picking up language sections without fully understanding what each word means, and relying on sources of input—people who speak the language—to provide modified speech that they can at least partly understand.

It is common to observe second language learners creating a new linguistic structure that combines components of their original tongue and recently learned English. Inter-language really aids second language learners in testing theories regarding the nature of language and creating their own set of grammatical norms. Marriam Bashir et al (2011) designed a combination between Stages of Language Learning and speaking skills.

1.3.7.1. Stage I: Pre-production

The period of silent. Beginners rarely speak, merely listen. Although they may have some words in their receptive vocabulary, English language learners are not yet speaking. Only what someone says will be repeatable for certain students. They are imitating rather than actually speaking. To demonstrate understanding, students can imitate hand gestures and movements. English language learners at this stage will need a lot of repetition of English, thus teachers should concentrate on listening comprehension exercises and developing a receptive vocabulary.

The students can hardly comprehend anything unless the speaker is discussing something they are watching or is speaking a language that is closely connected to one they already know. The student can internalize certain vocabulary and some grammatical structures through comprehension exercises, which will help the learner understand more in stage two, when she or he is able to truly talk simply. After completing stage one, the student will have enough of the language's basic components to start functioning slowly in real-world communication scenarios. With the exception of a few words and sentences that can be developed from the comprehension exercises, stage one speakers have very little practical speaking skills. The student must rely on remembered survival phrases to address the most pressing needs in real communication settings.

1.3.7.2. Stage II: Early production

Students now attempt to say a few words. Short linguistic chunks that have been learned by students can be employed, although they might not always be used correctly. The student listens to their chatty classmates more and improves his vocabulary.

Inputs in stage two are understandable if the learner is familiar with the nonlinguistic content being heard or if the communication situation is very predictable. Although it takes a highly patient native speaker to keep going in trying to interact with a student at this point, there are more sincere two-way dialogues with language speakers. A significant amount of "fluency" in understanding language that uses a range of structures in connected conversation, with an ever-growing vocabulary, is the result of successfully completing stage two. The student can communicate clearly in tasks that are moderately structured and predictable in stage two.

1.3.7.3. Stage III: Speech emergence

At this stage, students develop a strong vocabulary and communicate with others using short phrases and sentences. They have the ability to ask clear requests, which may or may not be grammatically correct. Students make an effort to set up short conversations with classmates. They can read and comprehend simple stories.

Even when the student can comprehend new material in stage three, it still helps if it is still specifically tailored to the needs of a new speaker. This implies that definitions need to be contested frequently. The essential component for maintaining fluency in understanding throughout this stage is acquiring the background knowledge that everyone in the culture is familiar with, and learning this knowledge in relation to the language that is connected with it in particular. The learner can already comprehend most of the linguistic content, therefore it is possible to improve top-down processing skills for "new" information in the non-linguistic content. The student should be gaining an understanding of the various discourse genres and speech registers if there is enough input. The student is then able to comprehend language connected to a wide range of themes, circumstances, and contexts as well as quickly process many social details after passing stage three. In stage three, the learner is becoming more adept at creating coherent narrative discourse.

1.3.7.4. Stage IV: Intermediate fluency

English language learners can use more complex phrases in speaking and writing to express opinions and convey their thoughts when they are at the intermediate fluency stage. They are able to explain what they are learning in class by asking questions. With some teacher assistance, students can complete their assignment. Content comprehension across all subjects is improving. At this point, students might employ a variety of methods to absorb English-language material. Teachers must concentrate on teaching methods. At this stage, students are capable of comprehending more difficult ideas.

In Stage 4, the student gains the most knowledge from typical native-to-native speaking because it is present in a wide variety of real-world situations. Most of the input will be understood by the learner if he pays attention to it. For instance, native speakers could make fun of the learner while he is present in an effort to elicit a response. He will undoubtedly hear them conversing, but unless he is paying attention, he might not actually "hear" what they are saying. The learner is more adept at abstract and hypothetical talks in Stage 4.

1.3.7.5. Stage V: Advanced Fluency

At this point, a student's proficiency in a subject area will be close to native. Students required ongoing assistance from teachers in reading, writing, and speaking.

In Stage five, the student becomes increasingly comfortable using his vocabulary in conversations without any prior planning.

1.3.8. Challenges of Speaking English for EFL Students:

In the environment, speaking is a tool for communication, and people will see students' proficiency in speaking in English (Ihsan, Muslim & Aziz, 2018).

Ihsan et al (2018) indicated that the students can't learn things quickly, especially EFL students. It must be developed gradually and in steps. The students experience a variety of challenges, including a limited vocabulary, a fear of making mistakes and shyness, nervousness, a lack of confidence, and a lack of desire.

1.3.8.1. Lack of Vocabulary

The student's initial obstacle in becoming able to communicate is this problem. Dewi and Jimi (2018) stated that students encounter a vocabulary lack when they are unable to construct whole sentences due to a lack of available words. Similarly, vocabulary is an important part of learning English. Dewi and Jimi (2018) provided support by indicating that the vocabulary range score was 48 and the speaking range score was 23. Additionally, Dewi and Jimi (2018) noted that students who lack vocabulary will suffer when they wish to connect with others and will feel less confident.

1.3.8.2. Fear of Making Mistake and Shyness

Juhana (2018) stated that the students. Emotional state when they desire to talk in English is reflected in these psychological factors. Also Due to their shyness, fear of making a mistake when speaking in English, and concern over being criticized by their friends, students frequently forget what they were going to say. According to Juhana (2018), 37% of students selected fear of making a mistake, whereas 26% selected shyness. Additionally, these psychological variables have impacted students' speaking abilities. Teachers can also take a more personal approach and improve the learning environment in the classroom.

1.3.8.3. Lack of Confidence

When students discover that their speaking partners are not understanding them when speaking in English, they experience this psychological factor. Similar to how they lack

confidence, students stay silent because they believe their English is weak. In addition, 13% of the students said that speaking English was difficult because they lacked confidence (Juhana, 2018). Teachers should provide their students words of encouragement in order to improve their confidence.

1.3.8.4. Lack of Motivation

Student motivation is crucial for learning a new language, especially when speaking English. Jin (2014) claimed that students need motivation to succeed in learning a language. Juhana (2018) also noted that 6% of the students selected a lack of confidence due to their lack of motivation as a result of their teacher's method of teaching. Similar to this, the teacher should demonstrate their passion by being active both when communicating in English and when sharing information (Juhana, 2018).

Darmi (2013) explained that English and the learner's native language have various structural characteristics. Because they are used to speaking their mother tongue, learners frequently direct translate from it to English, which causes their speech to be grammatically wrong. Due to a lack of understanding of grammatical patterns, this problem exists. According to Kukulska-Hulme et al. (2011), there are three primary factors that influence learners' ability of learning speaking English as a second language: cultural, linguistic, and psychological.

1.3.9. Private Tutoring and Teaching Speaking

This sub-section discusses two factors that represent two advantages of supplementary private tutoring: the use of games and increasing student talk time (STT), use of visual aids, and some important teacher roles.

1.3.9.1. Language Games and Speaking:

In comparison to public schools, in private tutoring schools, the program can be more flexible and can grant the teacher more room for creativity, which allows him/her the freedom to diversify the types of tasks and activities to meet the requirements of learners with different, learning styles, interests, and especially, levels of speaking proficiency. Here, the private tutoring school teacher can use more interesting assignments to teach things that the uninteresting activities, used in the public classroom, fail to teach, for example, a role-play activity might be more engaging, and thus, more effective in teaching tenses than is a fill-the-gap activity.

Language games mix play and language (Rooyavkers, 2002). Games should be used as a language-learning tool for students, according to Komensky (2015) (Osobnosti.cz, n.d.). According to Hadfield (1998), a game is defined as an activity that has rules, a purpose, and a fun feature. Hadfield (1998) affirmed that a language game is an enjoyable pastime with rules and a purpose. Language games can be divided into two categories: linguistic games and communicative games. While communicative games are more focused on the exchange of information, linguistic games are more focused on accuracy.

Hadfield (1998) has classified language games as follows:

Sorting, ordering, or arranging games.

- Information gap games
- Guessing games
- Search games
- Matching games
- Labelling games
- Exchange games
- Board games

- Role play games
- Computer games

There are two categories of language games: competitive games, and cooperative games, according to Jacob (n.d.). In cooperative games, players cooperate to achieve the game's objective, in contrast to competitive games where players concentrate on achieving the goal. Games can be adjusted to meet the needs of the students.

Games can guarantee that all students are present in class since they are interesting and allow them to learn while having fun (Mahmoud & Tanni, 2014). Everyone enjoys competing, so games can create a positive environment where students can practice their English. In order to succeed or finish the assignment, students must use English to share their ideas with the help of others, as well as to act by saying or doing things in English (Gate, 2003). As a result, playing games allows students to practice their vocabulary at all levels of instruction and learning as well as different types of speaking skills (Betteridge & Bucky, 2006). Games actually encourage learners to think imaginatively. According to psychologist Piaget (2001), movement creates "thought," which starts the learning process. Movement, not consciousness, is the responsible joint that develops the cognitive frame.

Rooyackers (2002) insisted that a language game combines play and language. Through games, passive students can get the opportunity to speak in class. Games are an effective way for learners with low English ability to learn the language without feeling under pressure. As a result, students are more at ease and willing to accept the teacher's advice. It encourages students to study English as a second language as a result (Hubbard, 1987).

That is to say there are games that encourage cooperation. The use of games in the classroom enables interaction between students, and certain games are played in groups. Therefore, in order to complete the activity given, students must interact with one another. If

the students are not collaborating with their teammates, the teacher ought to monitor the students and intervene. This circumstance teaches students the importance of cooperating. Additionally, it offers pupils the option to interact with their peers.

Harris (2006) proposed that games can be created to meet the needs of students. Before adopting games in the classroom, teachers should take a few points into consideration. The game must first fit into the lesson and curriculum, according to the teacher. The teacher must align the game's goals with the lesson's learning objectives (Mackenty, 2006). The learners should be able to complete the game's and the lesson's objectives at the end of the lesson. To improve students' speaking skills, teachers should choose games that are appropriate for their students' level of language proficiency, such as guessing games. Only when players can reach a particular degree of language proficiency will the game be considered a success. In addition, the teacher must create rules that are appropriate for the students' abilities. Hong (2002) Suggested the most important components of a good language game are, in brief, clear rules, achievable objectives, and accurate feedback.

Teaching a second or foreign language, particularly speaking, has always been challenging for language teachers who also need to keep students interested. Based on the studies Amal & Majida (2014) examined language games can therefore be a beneficial teaching tool.

Games can be used to teach English since they are motivating because they include fun and challenge at the same time, according to Mubaslat (2012). Students become motivated when they desire to be the one to do the task before anyone else to win the game (Mubaslat, 2012). Due to the positive competition, they would experience, students would be motivated to study the language, according to Adams (1983), games are self-motivating and can help to

enhance students' interest and curiosity, which increases their enthusiasm to engage in language activities at the early stages of their learning.

1.3.9.2. Student Talk Time

Another factor that might represent an advantage of private tutoring, is the fact that, supplementary tutoring compensates for the lack of time students suffer from, in the, crowded, public school classroom. In most cases, the only place for EFL learners to practice speaking is the over-crowded classroom, which, as in most cases of middle schools, is likely to be teacher-centered, with more teacher talk time (TTT) than student talk time (STT).

In most cases, student engagement in speaking activities is not privileged. Even for the high-level students, who may have acquired a great deal of knowledge in structure, the lack of time to practice is an obstacle that causes them to fail in real communication, especially, in oral communication.

STT refers to the amount of time students spend talking in the classroom. On the other hand, TTT represents the time the teacher spends talking during the session, which should be limited to about 20% to 30% of the class time. This means that, on the opposite end, STT should be around 70% to 80% of the session duration. However, determining the amount of STT and TTT needs to be attributed to the program type as and students' level, as well as on the objectives of a lesson (Nunan, 1991, p. 190).

An effective activity is one where students can maximize their use of the language (Van Lier, 2001). A speaking activity is not effective unless students receive an adequate amount of time to practice, where, according to Paul (2003) STT and TTT are negatively correlated, and where the higher the STT the less effective the lesson. However, teacher talk time, is not the only variable that hinders students' development, but other students as well, in over-crowded classrooms. Over- crowdedness of the classroom is one of the most common hurdles that

challenge teachers. It is one of the factors that make the implementation of communicative teaching approaches very difficult to implement, as is the case with the direct method. For the EFL students who need more talk time, after the speaking session ends, supplementary hours can be provided in private tutoring classes to make up for the poor participation and to provide students with the opportunity to use the language they learn in their public classes.

1.3.9.3. Teacher Roles in the Speaking Class:

Harmer (2001) stated that One of the teacher's roles in a speaking class is to interact with the students and give them feedback on their speaking. Speaking is a crucial human skill because without communication, whether through dialogue or monologue, it would be difficult to survive. Furthermore, when students struggle with speaking, he will be obliged to face a lot of difficulties. Students are expected to talk during speaking classes, but many of them struggle with shyness or anxiety while speaking in a foreign language in front of their peers. Since speaking is all about practicing it out, the teacher was unable to really keep control of the students' speech development. Consequently, teachers must make an extra effort to encourage student speaking in class.

The prompter, participant, and feedback giver roles should all be played by the teachers when teaching speaking since they play a significant role in facilitating communication in the classroom (Harmer, 2001). These roles, according to Harmer (2001), can be summarized as follows:

- **Prompt:** Sometimes when students are given a speaking task, they may not have the amount of information they need to talk fluently and naturally. As a result, they can stop for a long period of time because they are unsure of what to say next. The teacher can either give advice or just let the students struggle to finish the speech on their own. If the teacher helps the students a little, they will make better progress, the teacher can see.

- **Participant:** When giving students speaking tasks, teachers should be effective animators and take part with them to demonstrate how it's done. Additionally, this would strengthen the relationship between students and teachers. The teacher should guide and help students through the speaking task. Students are able to pick up new knowledge. It is important for teachers to remember not to become involved too much that their students become completely dependent on them. Teachers must strike a balance between their own and their student's speaking time.
- **Feedback provider:** Teachers should comment on students' speeches, but they also need to know when to do so. Overcorrecting students could discourage them from speaking up again, and commenting on them during conversation could divert their attention. Therefore, teachers must provide students the kind of feedback that will enable them to develop their speaking abilities.

1.3.9.4. The Role of Audio-Visual Aids in Improving Speaking Skills:

Madhuri (2013) defined the audio-visual aids as tools that are used repeatedly and more frequently than others to improve speaking skills. These techniques have been used for many years in the classroom settings, where the object picture section and gestures have been consistently used with audio-visual work to clarify meaning. In the teaching and learning process, audio-visual aids can make the subject easier to understand. Only when they are suited for the circumstance and applied correctly by the agent are audio visual aids useful. Unsuitable or improperly used tools might at best divert attention and at worst lead the audience wrong.

1.4. Conclusion

This chapter represented the theoretical part of our thesis, through which we attempted to shed light on the variables involved in our study and the concepts related to them. The first section dealt with the concept of private tutoring and its types and pedagogical impact in the

language learning realm. The second section was devoted to the dependent variable of the study, speaking. The next chapter represents the practical part of the study.

**Chapter Two:
Research Design and
Data Analysis**

2.1. Introduction

This chapter is devoted to the more technical parts of our research, which include design and intervention. The previous chapter, which represent the theoretical part of our dissertation, discussed in detail concerning the previously mentioned concepts of private tutoring and speaking skills.

This chapter begins by describing in details the research design and methods, where it discusses aspects of the selected research type and the rationale behind it, the two variables of our study, which are the independent (private tutoring) and the dependent variable which constitutes students' speaking skills. The chapter also details the data collection methods used to carry out the investigation, which are the pretest and the posttest, the questionnaire, and the interview. Additionally, the chapter describes the procedures for processing the data. This chapter also deals with the intervention, where it provides information about the activities implemented in private tutoring school.

2.2. Research Methodology

This section explains the methods used during the research process, the tools used to gather data, and the rationale for selecting particular research strategies.

Furthermore, it focuses on the study sample population.

2.2.1. Research Design

In order to examine the hypotheses listed above, the researchers employed a true experimental, one-group, pretest-posttest design, with an intervention that lasted for four weeks which focuses on some elements of speaking: (pronunciation, structure, vocabulary, fluency, comprehension and interaction). Among all other experimental types, this type of research

design is the most frequent. In this type of study, a random assignment is used to create the sample.

2.2.2. Variables of the study

The two main variables of this investigation are, the independent variable, which is private tutoring; and the dependent variable, which is speaking skill as it is shown in figure 2.2.1.

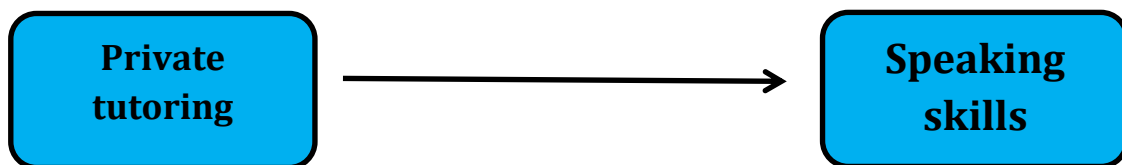


Figure.2.1. The independent, the dependent variable

3.2.3. Sample Population

The sample of the study represents 11 students from different middle schools in Ghardaia, Algeria. The sample was selected through a simple random assignment to ensure the representativeness of the sample. The sample consists of mixed level students (six males and five females) with different ages which range from 13 to 15 years. A questionnaire was submitted to the student's sample at the post-intervention phase.

The teachers' sample includes five English Teachers from different middle schools with different levels of experience (where two of them hold a master's degree and three hold a license degree with teaching experiences that range between 5 to 25 years). Four of them are female and just one is male.

2.2.4. Methods of Data Collection

In order to collect data, the researcher employed a variety of data gathering strategies. This section is committed to the data collection tools that were used in this study, which are, the pretest, the posttest, the questionnaire and the teachers' interview.

2.2.4.1. The Pretest and the Posttest

The pretest took the form of a conversation or a dialogue between a tutor and the student. At the beginning, the examiner writes each question in small sheets of papers than shuffle them, one of the participants randomly picks up one. The questions were chosen from topics familiar to the students (have already been discussed in the classroom). After preparing their ideas, for three minutes, the students start answering to the questions and during the two minutes-speaking, the examiner rates the students' speaking skills level.

In this study we used (EALTS) speaking test as the basis for this testing method. This multi-level speaking test measures different levels of speaking skills, from pre-elementary level (1) to expert level (6), and has language proficiency assessment components that relate to both the aviation domain and general English.

The researchers also adopted the same assessment method that is used in EALTS speaking test, while only omitting criteria related to the aviation domain. Students' performance was judged against what is known as the holistic descriptors, a set of criteria used by the EALTS examiners to evaluate the participant's speaking proficiency. These descriptors are, structure, vocabulary, pronunciation, fluency, comprehension, and interaction. The use of such a recognized test as a guide in our study promises high construct validity.

In the posttest employed the same manner, matched the same level of difficulty, and used the same evaluation method as the pretest in order to prevent the impact of threatening variables

on the internal validity, specifically the instrumentation variable. The posttest was conducted after the intervention.

Numerical data gathered from the pretest and posttest were analyzed and the difference between the pretest and posttest results was interpreted in terms of effect-size, an effect-size measure known as Cohen's d.

Cohen's d is an effect-size statistic that measures the magnitude of an intervention's effect. The advantage gained in this study, through using such a statistic is the fact that it is "independent of sample size" (Lipsey & Wilson, 1993, as cited in Dattalo, 2008, p. 149). That is, using Cohen's d helps overcome two limitations, may affect the validity of our current study: the small size of the sample and the, consequently, low statistical significance of the findings

Cohen's d is the difference between the two means, of two different distributions, divided by the pooled standard deviation of both distributions (Cohen, 1988):

$$d = M1 - M2 / \text{Spooled}$$

$$\text{Where: Spooled} = \sqrt{[(S1^2+S2^2) / 2]}$$

The rule of thumb to judge Cohen's d is as follows:

Table 2.1 Cohen's d interpretation rule (Cohen, 1988)

Significance	Value
Small	0.2
Medium	0.5
Large	0.8

2.2.4.2. The Questionnaire

Following the common conventions of questionnaire design, the questionnaire opens with a brief introduction, which starts with a greeting and, which details the aim of the study for the respondents. The introduction also, set clear from the respondents how to answer closed-ended items, where they were asked to pick up an answer and tick the corresponding box.

The questionnaire is a total of 27 items divided into three sections (Appendix A). The first section asks (two) questions about students' age and sex. The second section deals with the concept of private tutoring. This section consists of thirteen items. The third section of the questionnaire seeks information about students' speaking skills. This section contains twelve items.

2.2.4.3. The Interview

The researcher conducted structured interviews with five English teachers from five different middle schools. Both closed-ended and open-ended questions were included in the interview schedule (Appendix B), and the participants' responses were recorded on a phone.

The majority of the interviews lasted for between 15 and 20 minutes. There were twenty-two items on the interview schedule, divided into two sections. The first section sought personal information about the interviewees, while, the second one was about teachers' familiarity with private tutoring and asked about the techniques they used to teach speaking skills in their classrooms. The quantitative data gathered from the pre- and post-tests, as well as the questionnaire, were supported and explained by the qualitative information obtained from the interviews.

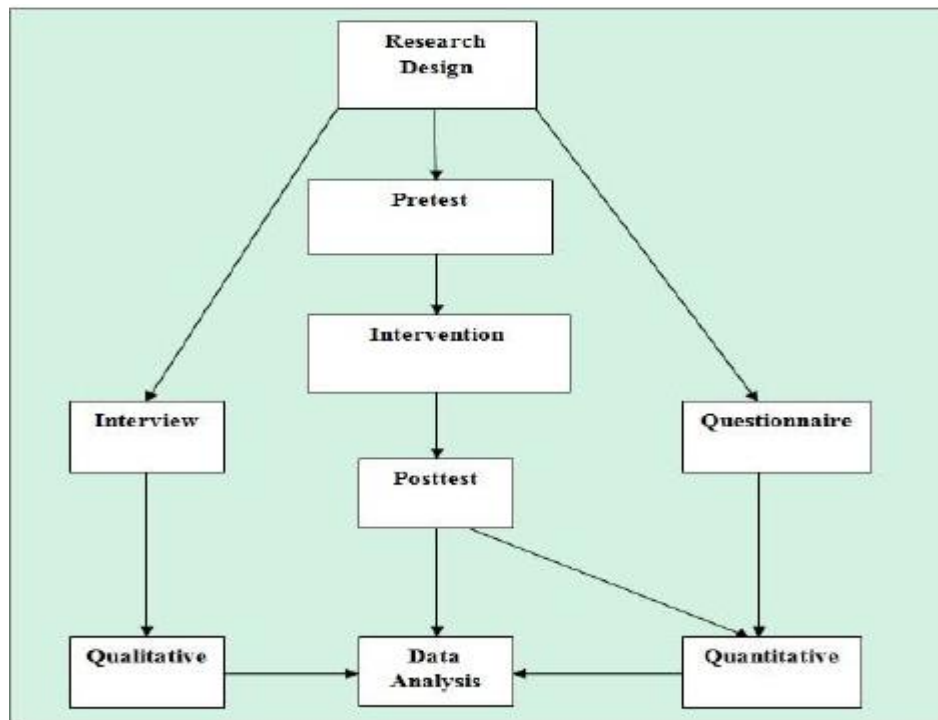


Figure.2.2. Data collection and analysis process

2.2.4.4. Data Analysis

The researchers used a range of techniques to gather various types of data during the research process. The information is gathered in two ways: quantitatively through the pre-, post-, and questionnaire; and qualitatively through the information obtained from the interviews. The researcher used a mixed approach to data analysis to be able to assess both types of data, using the qualitative data from the interview to explain and justify the quantitative results from the tests and the questionnaire.

2.2.4.5. The Intervention

During the intervention which took place during the second trimester and lasted for, precisely, four weeks, the students were exposed to various teaching methods and activities, at the PT "Follow Me for Creativity", to target and improve students' speaking skills. This section

provides information about the treatment and about activities implemented in private tutoring during the intervention.

The treatment used a teaching method called «Language games». The term "language games" refers to the early language models that were created to explain how language functions in general. It refers to students' games that help them learn the language (Wittgenstein as cited in Shawver). Therefore, it can be argued that playing language games are more than just a way to fill the time; they also have educational aspects that help students learn the language. A language game, according to Mc Cabe (1992), is a spoken routine for two or more players that is intended to be played repeatedly. This suggests that since language games encourage language and thought development in students, repeated play will help them communicate successfully. Students will improve their capacity to speak and communicate what they mean and to express themselves clearly through language game activities.

In order for students to connect the target language with everyday speech, according to Bilon (2016), speaking must be taught in the context of real-world situations. Playing games that need language skills is the only way to do this. According to Lombardi (2007), exposing students to real-world interactions will boost their confidence in the language learning content. According to Bilon (2016) and Deesri (2002), students in the study become concentrated and cooperate to win the game, and without the students' knowledge, grammar and vocabulary usage occur spontaneously. When students are not studying the language, speaking flows naturally and spontaneously (Deesri, 2002). Bilon (2016) quoted Chen (2005), who noted that playing language games can help people learn language skills for real-world situations. Speaking should therefore be taught in contexts that are relevant and useful so that students may use it to interact with others outside of the classroom (Littlewood, 1981).

Researchers in their intervention of improving English speaking skills, used some language games which can be divided according to different principles. Hadfield (1998) offers two classifications of language games. She separates them into linguistic (these focus mainly on accuracy) and communicative games (these are based on successful exchange of information). Hadfield's second classification has more categories and usually includes both linguistic and communicative aspects.

- **Information gap games:** In these games, one or more players have information that is necessary for another player to complete a task. For instance, one person may have a drawing, and their partner has to draw a drawing matching it while paying attention to the details that person provided.
- **Board games:** Scrabble is one of the most popular board games that specifically highlights language
- **Guessing games:** are games in which players must guess a word, phrase or concept based on clues or hunts provided by other players.
- **Search games:** Matching games are games where players must match pairs of items, such as words or pictures, that are identical or similar in some way.
- **Labelling games:** are games where players must label or identify items such as objects and pictures with the correct name or description.
- **Role play games:** Students that participate in role play may take on roles that they would not usually play in real life.

Table 2.2. show the details of the intervention

The game	Classificati on	Type of the game	Time	Objective	Material	The role of teacher
Tic Tac Toe	competitive	Board game	30 min	Grammar and structure	Cards and board	Prompt and feedback provider
Two truth and one lie	Competitive	Guessing game	20 min	All the components	Paper and pen	Participant and prompt
homophones	Competitive and cooperative	Matching and labelling game	15 min	vocabulary	White board or paper	Feedback provider
I describe you draw	cooperative	Information gap	20 min	Comprehension, fluency, vocabulary and interaction	Paper and pen	Prompt and feedback provider
Hang man	cooperative	Search and guessing game	10 min	vocabulary	Board and pen	Prompt and feedback provider
My childhood friend	cooperative	Role play	20 min	All components	optional	Participant and prompt and feedback provider

2.2.4.5.1. Notes about the intervention:

- Games should meet both students' needs and lesson objectives.
- Games need to be stirred into the curriculum to add variety.
- Games can be exploited as follow-ups of the presented teaching material for practicing and reinforcing the required skills or knowledge.
- Games are central to a language teacher's repertoire and not just a way of passing the time.
- Teacher writes on the board any key language and/or instruction and the game must be fun
- Students must also possess relevant level of language proficiency and know the rules of the game in order to complete it.
- Motivation should always be present in all the kinds of games.
- It's important to make sure that the games are appropriate for the students' age.
- Some of the games need to be outside the classroom in order to motivate the students and decrease their anxiety. That can provide opportunities for the students to apply their knowledge and skills in real world context.

fly	shoot	throw
catch	break	fall
stand	win	teach

Figure.2.3. Show the tic tac toe game

Homophones

I	eye	flower	flour
see	sea	eight	ate
one	won	blue	blew
two	too	here	hear
there	their	meat	meet
know	no	knew	new
our	hour	son	sun

© Ruth Pardiñas <https://amouthfulofenglish.blogspot.com.es/>

Figure.2.4. Show the homophones game

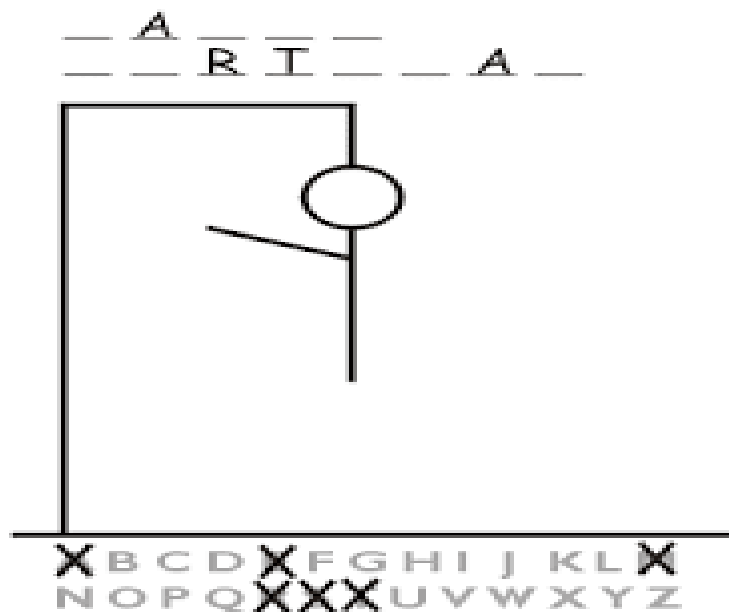


Figure.2.5. Show the hang man game

2.3. Data Analysis

2.3.1. The pretest and posttest

In order to measure the students' achievement in the experimental group the researcher used an effect size measure referred to as Cohen's d (as it was detailed in the previous section: 2.2.4.1. The Pretest and the Posttest). The current subsections deal with the analysis of the data gathered by means of the pretest and the posttest.

2.3.1.1. Students' Pretest and Posttest Results

Results from the pretest and the posttest are summarized in tables 2.3 and 2.4.

Table.2.3. Pretest and posttest results

Students	Test	
	Pretest	Posttest
Student 01	2	4.1
Student 02	3.5	4.3
Student03	1.6	2.6
Student04	3.3	4.5
Student 05	4.5	5.1
Student 06	2.5	3.3
Student 07	5	5.6
Student08	4	4.6
Student 09	1.6	4
Student 10	1.6	3
Student 11	1.6	2.5

Table.2.4. Paired Samples Statistics for the pretest and the posttest

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pretest	2.8364	11	1.28006	.38595
Posttest	3.6909	11	1.27785	.38529

To calculate the effect-size d , values of the mean and standard deviation for both distributions (pretest and posttest), shown in table 2.4, were obtained through a paired-t test and were used in the following Cohen's d formula, where:

$$d = M1 - M2 / \text{Spooled}$$

$$\text{And Spooled} = \sqrt{[(1.28006 + 1.27785) / 2]}$$

$$= 1.278955$$

$$\text{Thus : Cohen's } d = (3.6909 - 2.8364) / 1.278955$$

$$d = 0.668123$$

Since the effect-size value $d=0.6$ is less than $d=0.8$, it can be said that, the effect-size between the subjects' pretest and posttest results is medium, that is to say, the achievement gap between the pretest and the posttest is of a large magnitude. However, it appears that the standard deviation decreased, slightly, in the posttest (1.27) compared to the pretest (1.82).

2.3.1.2. Interpretation of Cohen's d values

One of the most common ways to interpret Cohen's d effect-size is by converting the d values into a percentile value and using the latter to observe the degrees of overlap between

scores of two distributions. According to Cohen (1988) d values can be interpreted using three types of non-overlapping, which he called U-measures (see Table 2.5).

Table 2.5. Cohen's d and corresponding U values (Cohen, 1988)

d	U_1	U_2	U_3
0	0.0%	50.0%	50.0%
.1	7.7	52.0	54.0
.2	14.7	54.0	57.9
.3	21.3	56.0	61.8
.4	27.4	57.9	65.5
.5	33.0	59.9	69.1
.6	38.2	61.8	72.6
.7	43.0	63.7	75.8
.8	47.4	65.5	78.8
.9	51.6	67.4	81.6
1.0	55.4	69.1	84.1
1.1	58.9	70.9	86.4
1.2	62.2	72.6	88.5
1.3	65.3	74.2	90.3
1.4	68.1	75.8	91.9
1.5	70.7	77.3	93.3
1.6	73.1	78.8	94.5
1.7	75.4	80.2	95.5
1.8	77.4	81.6	96.4
1.9	79.4	82.9	97.1
2.0	81.1	84.1	97.7
2.2	84.3	86.4	98.6
2.4	87.0	88.5	99.2
2.6	89.3	90.3	99.5
2.8	91.2	91.9	99.7
3.0	92.8	93.3	99.9
3.2	94.2	94.5	99.9
3.4	95.3	95.5	*
3.6	96.3	96.4	*
3.8	97.0	97.1	*
4.0	97.7	97.7	*

The three non-overlap measure are proposed by Cohen (1988) are:

U_1 , which expresses the extent to which the values from a distribution A do not overlap and is not superimposed on the scores from distributions B (Cohen, 1988).

U2. It constitutes the percentage by which the high portion distribution A exceeds the same percentage of the lowest part of distribution B

U3, indicates the percentile of distribution A that surpasses 50% of distribution B, where, distribution A is the one with the highest mean.

Another method to interpret Cohen's *d* effect size the one introduced by McGrow and Wong (1992), the Common Language Effect Size (CL). Using CL makes it possible to interpret Cohen's *d* values into simple statement, that can be understood by non-statisticians. Here, the value of *d* can be interpreted as the probability that a score selected randomly from distribution A is greater than a score drawn at random from distribution B (Dunlap, 1999) see Table 2.6.

Table.2.6. Common language effect-size

<i>d</i>	.00	.01	.02	.03	.04	.05	.06	.07	.08	.09
.00	.500	.503	.506	.508	.511	.514	.517	.520	.523	.525
.10	.528	.531	.534	.537	.539	.542	.545	.548	.551	.553
.20	.556	.559	.562	.565	.567	.570	.573	.576	.578	.581
.30	.584	.587	.590	.592	.595	.598	.600	.603	.606	.609
.40	.611	.614	.617	.619	.622	.625	.628	.630	.633	.636
.50	.638	.641	.643	.646	.649	.651	.654	.657	.659	.662
.60	.664	.667	.669	.672	.675	.677	.680	.682	.685	.687
.70	.690	.692	.695	.697	.700	.702	.705	.707	.709	.712
.80	.714	.717	.719	.721	.724	.726	.728	.731	.733	.735
.90	.738	.740	.742	.745	.747	.749	.751	.754	.756	.758
1.00	.760	.762	.765	.767	.769	.771	.773	.775	.777	.780
1.10	.782	.784	.786	.788	.790	.792	.794	.796	.798	.800
1.20	.802	.804	.806	.808	.810	.812	.814	.815	.817	.819
1.30	.821	.823	.825	.827	.828	.830	.832	.834	.835	.837
1.40	.839	.841	.842	.844	.846	.847	.849	.851	.852	.854
1.50	.856	.857	.859	.860	.862	.863	.865	.867	.868	.870
1.60	.871	.873	.874	.875	.877	.878	.880	.881	.883	.884
1.70	.885	.887	.888	.889	.891	.892	.893	.895	.896	.897
1.80	.898	.900	.901	.902	.903	.905	.906	.907	.908	.909
1.90	.910	.912	.913	.914	.915	.916	.917	.918	.919	.920

Table.2.7. Final pretest and posttest results.

D	U1%	U2%	U3%	CLES%
0.6	38.2	61.8	72.6	68

If we now go back to our findings, it seems that the effect size between students' achievement in the pretest and the posttest is of medium magnitude $d=0.66$.

As shown in table.2.7, the U1 value shows that, there is a 38.1% of non-overlap, which means that the posttest scores' distribution is not superimposed on the distribution of the pretest and that they overlap in 61.9% of the area. From the next column, U2 value indicates that, the highest 61.8% of posttest distribution surpasses the lowest 82.9% of the scores in the posttest.

Regarding the fourth column, which represents, the most important U measure in our study, as shown in table.2.7, the U3 value indicates that the average score from the posttest distribution is higher than 72.6% of those from the pretest scores, which signals a notable progress in the students' achievement in the posttest, in comparison with the pretest.

As to the last column, the common language effect size 68% indicates that, a randomly selected score from the posttest distribution exceeds 68% of the students' scores in the pretest.

2.3.2. The Students' Questionnaire Results

The questionnaire is a total of 27 items divided into three sections. The first section asks two questions about students' age and sex. The second section is intended to deal with private tutoring. This section consists of thirteen items. The third section of the questionnaire is about speaking skills. This section contains twelve items.

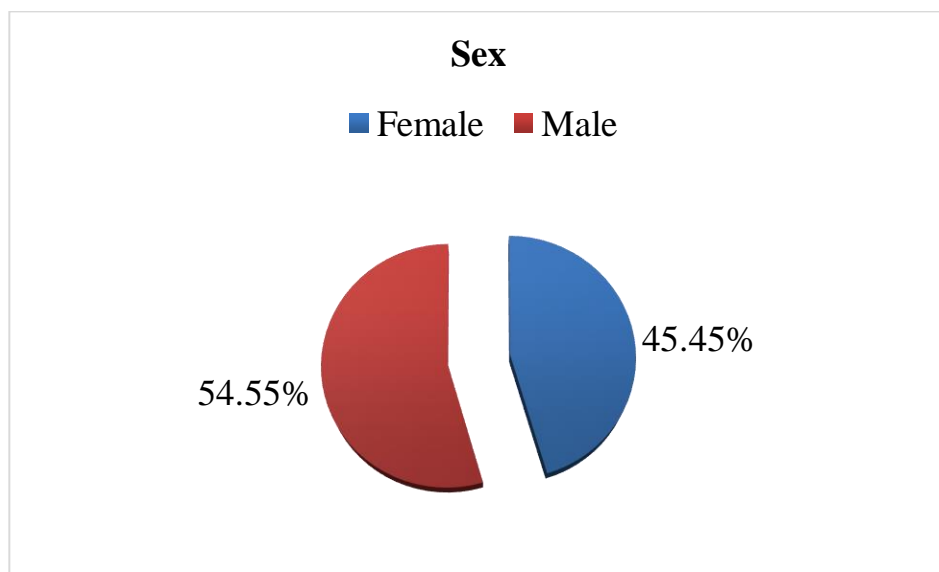
The questionnaire contains closed-ended questions, and open-ended questions.

2.3.2.1. Participants

The questionnaire was submitted to the experimental group of the study, a sample of 11 fourth year middle school students from different public middle schools in Ghardaia at the private tutoring school “Follow Me for Creativity” which consist of six males and five females with different ages that range between 13 and 15 years. The sample was assigned through a non-random sampling.

2.3.2.2. Analysis of the Questionnaire Data

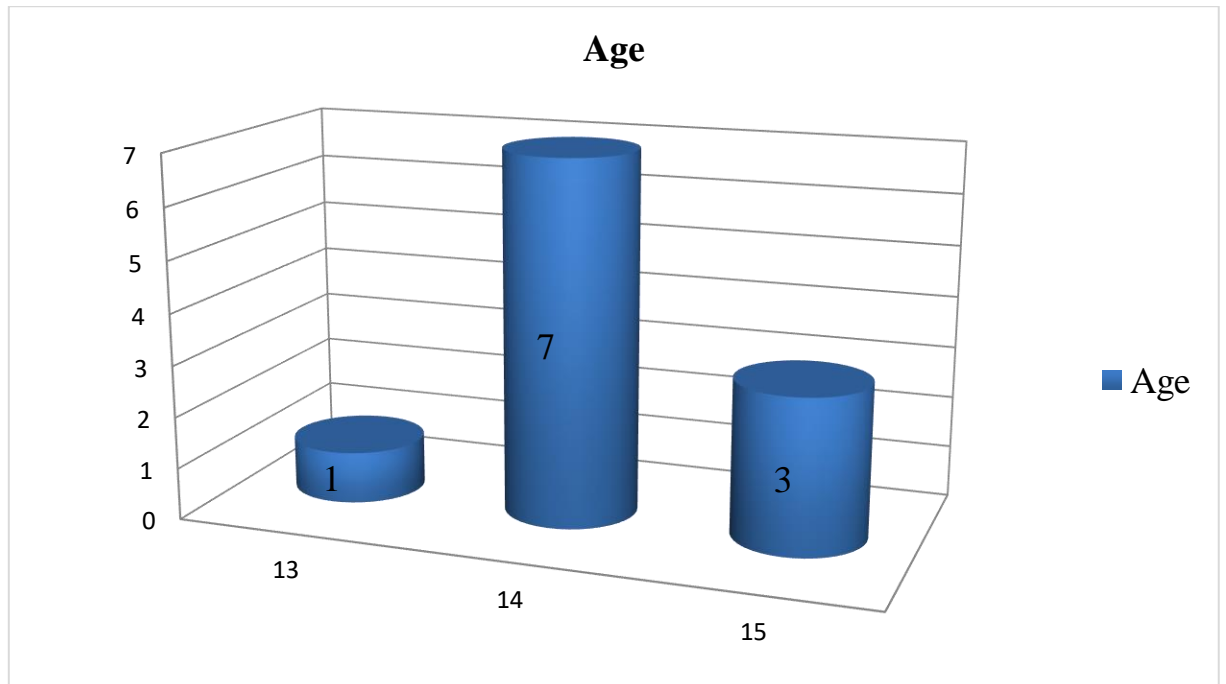
In this subsection, data gathered from the questionnaire are to be reported and interpreted, where each section will be treated separately. At the end of this subsection, information from all the items will be combined together and compared for a better interpretation and understanding of the results.

Section One: Personal Information**1. Students’ sex:**

Pie chart.2.1 Students’ sex

Responses to the first item of the first section show that, the sample consists of six males (45.45%) and five females (54.55%). The aim of this question is to merely provide more details about the participants, and not to involve gender as a factor or a variable in this study.

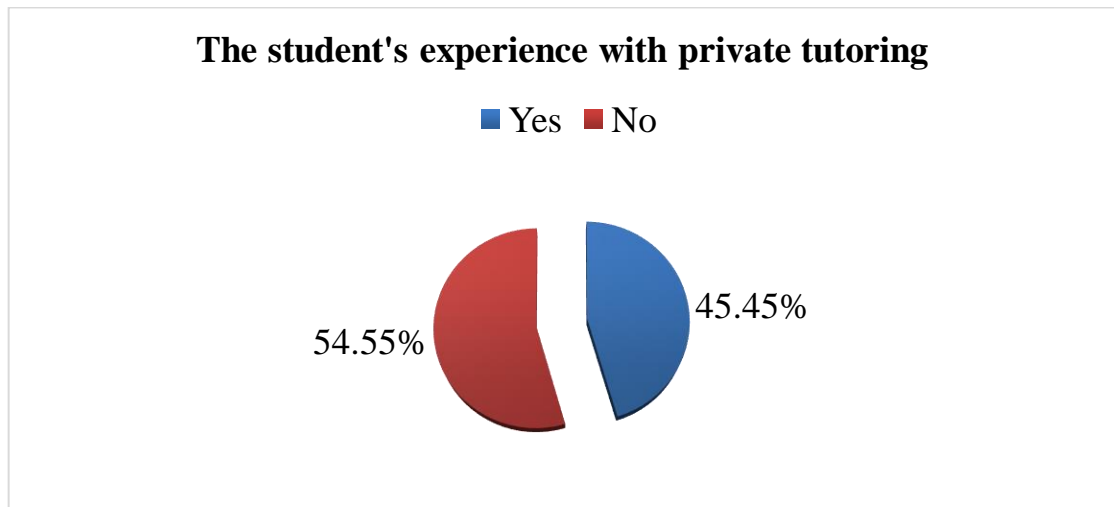
2. Students’ age:



Pie chart.2.2. the students’ age

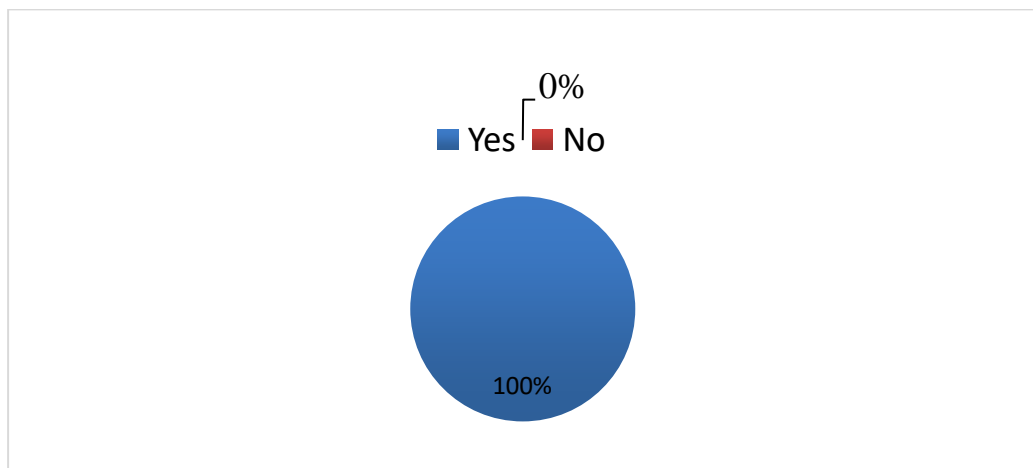
As it is shown in pie chart.2.2, participants’ age varies between 13 years and 15, where one student (9%) is at the age of 13 while 7 (64%), three (27) are at the age of 15. Just like the case with students’ sex, age does not represent a variable that is to be studied in this research and this question seeks but demographic information about the sample.

Section Two: Private Tutoring

3. Is this your first time attending English private tutoring courses?

Pie chart.2.3. the students' experience with private tutoring

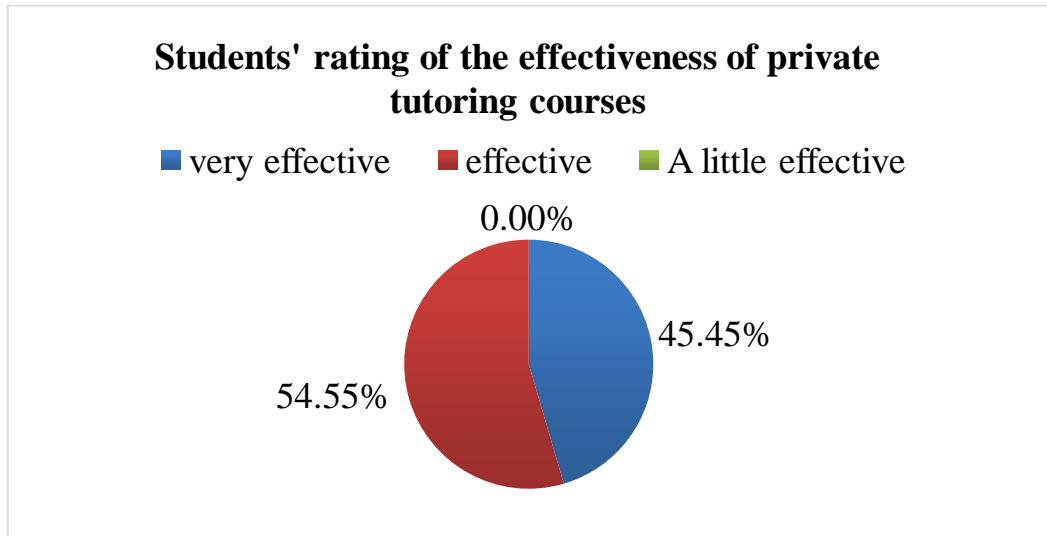
Students' answers to the first question of this section about, whether it is their first time attending English private tutoring courses, show that five students (45.45%) admitted that it was their first time, while six students (54,55%) answered by No.

4.Do you find private tutoring courses beneficial?

Pie chart.2.4. Effectiveness of Private tutoring

When asked if they find private tutoring courses beneficial, as shown the pie chart.2.4, responses to this question show that, 100% of the students find private tutoring beneficial.

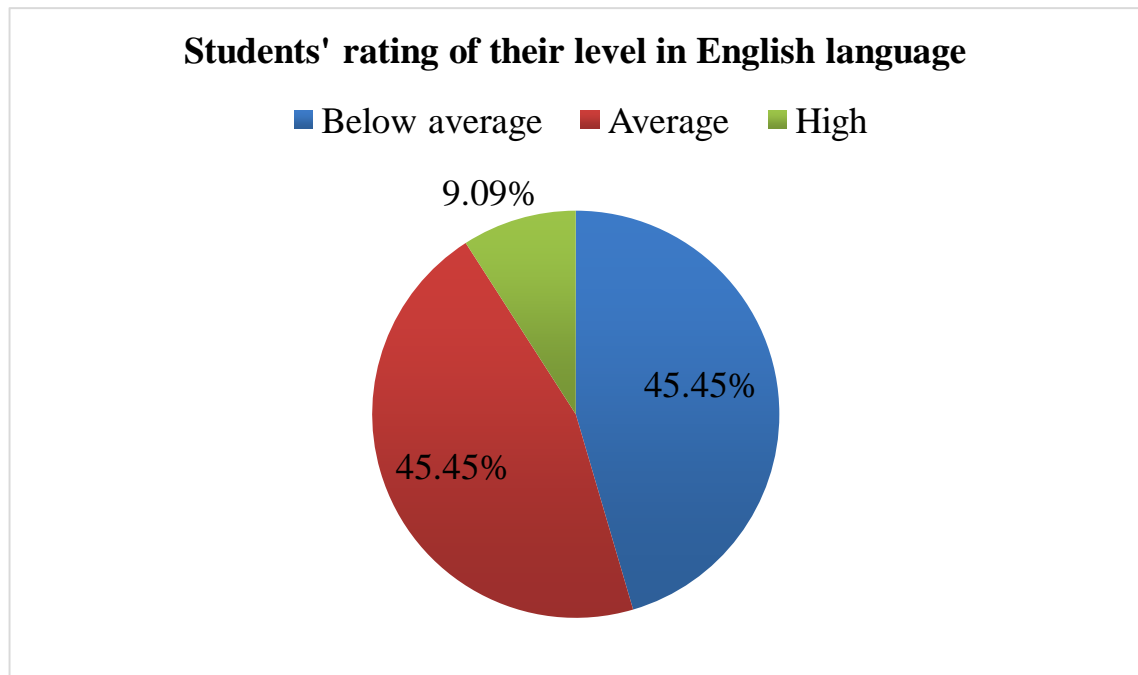
5.If yes, how would you rate the effectiveness of private tutoring courses?



Pie chart.2.5. Students' rating of the effectiveness of private tutoring courses

When asked to rate the effectiveness of private tutoring, five students (45,45%) think that the private tutoring courses are very effective while, six students (54,55%) consider them effective.

6. How would you rate your level in English language?



Pie chart.2.6. students' rating of their level in English language

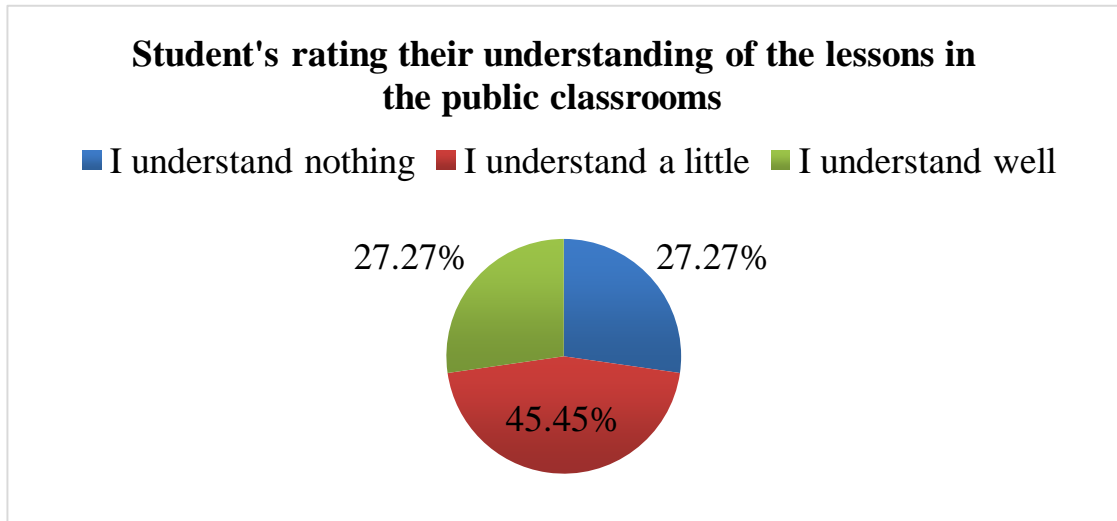
From the pie chart.2.6, it appears that five participants (45,45%) believe that their level in English language is below average and five students (45.45%) rated their level as average, while, just one student (9,09) consider his level as above average.

7. The reasons that lead the students to study English in private tutoring

According to above mentioned, it can be understood, from the responses, that the reasons that lead students to study English in private tutoring circle around the following points:

- To improve speaking skills.
- To improve academic performance.
- Lack of understanding in the public classrooms.
- The weak level in English.

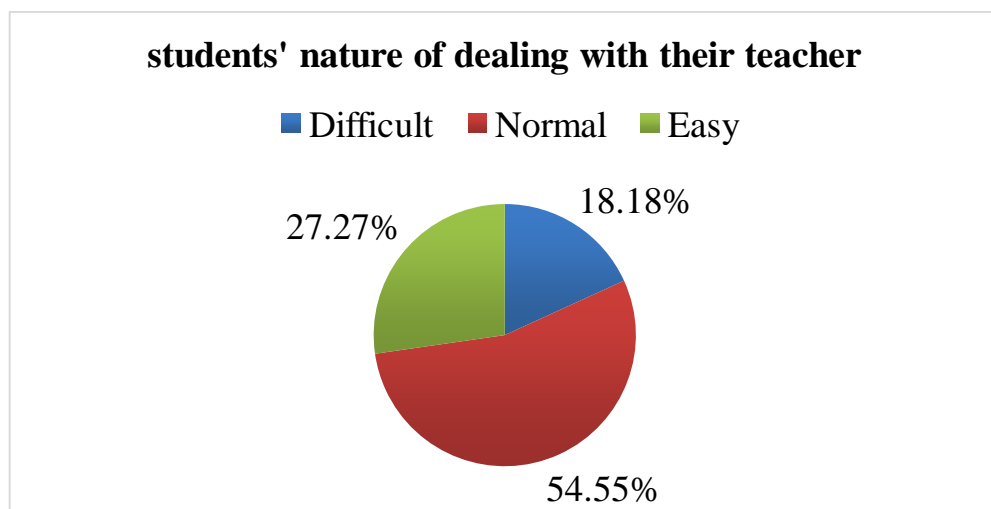
8. Please rate your understanding of the lessons in the public classroom



Pie chart.2.7. Students' rating of their understanding of the lessons in the public classrooms

When the students were asked about rating their understanding of the lessons in the public classrooms, three of them (27,27%) claimed that they understand nothing and five (45,45%) indicate that they understand a little, while, three (27,27%) stated that they understand the lessons well in the public classroom.

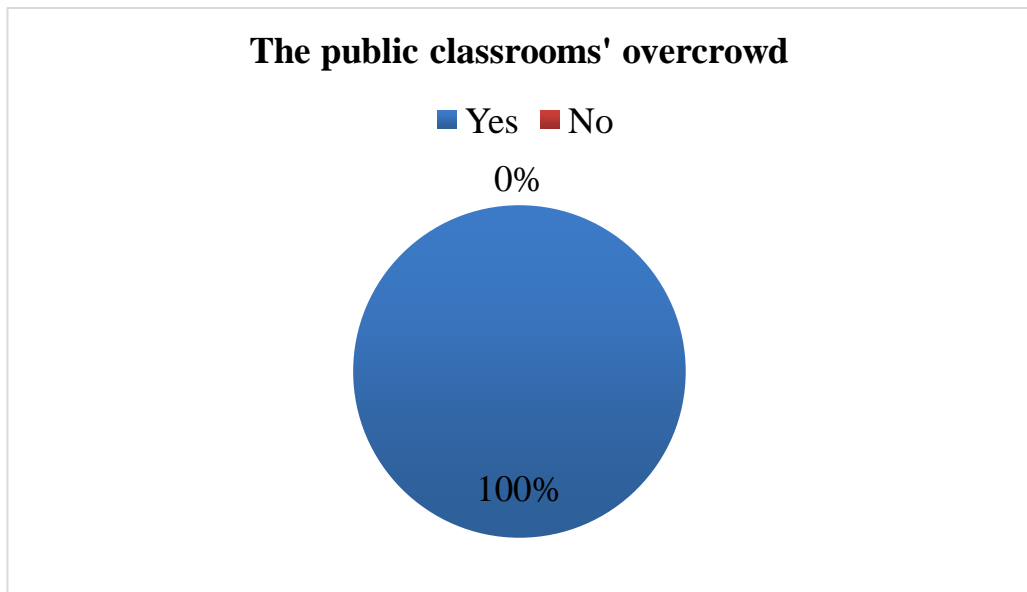
9. How can you describe dealing with your teacher?



Pie chart.2.8. The students' relationship with their teacher

The responses to this question show that, two students (27,27%) find that dealing with the teacher is difficult, and six (18,18%) find dealing with their teacher normal, and three students (54,55%) indicated that dealing with their teacher is easy.

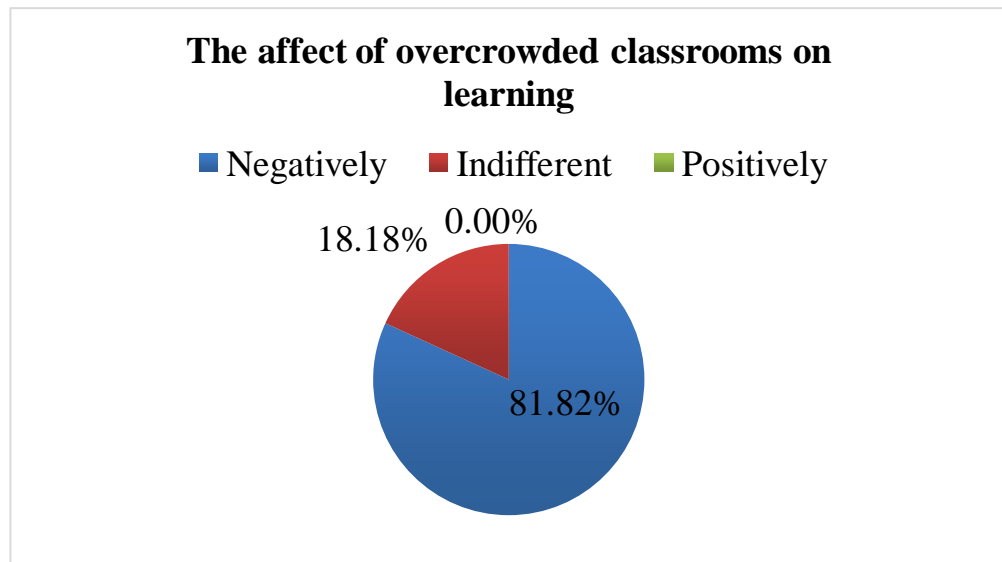
10.Is your public classroom overcrowded?



Pie chart.2.9. the public classrooms' overcrowdedness

When asked if their public classrooms are overcrowded, as shown in pie chart.2.9, all of the respondents (100%) answered with yes.

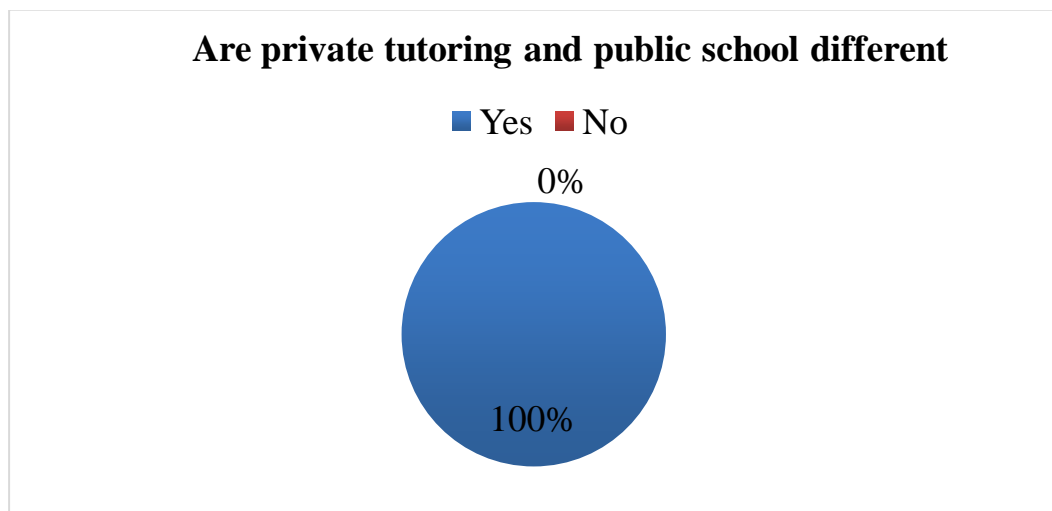
11. If yes, how does that affect your learning?



Pie chart.2.10. the effect of overcrowded classrooms on learning

The data in pie chart 2.10. shows that nine students (81,82%) indicated that overcrowded classroom affect their learning negatively and only two students (18,18%) believed that over crowdedness of the classroom has no affect, indifferent.

12.Are private tutoring and public school different?



Pie chart.2.11. Private tutoring and public school

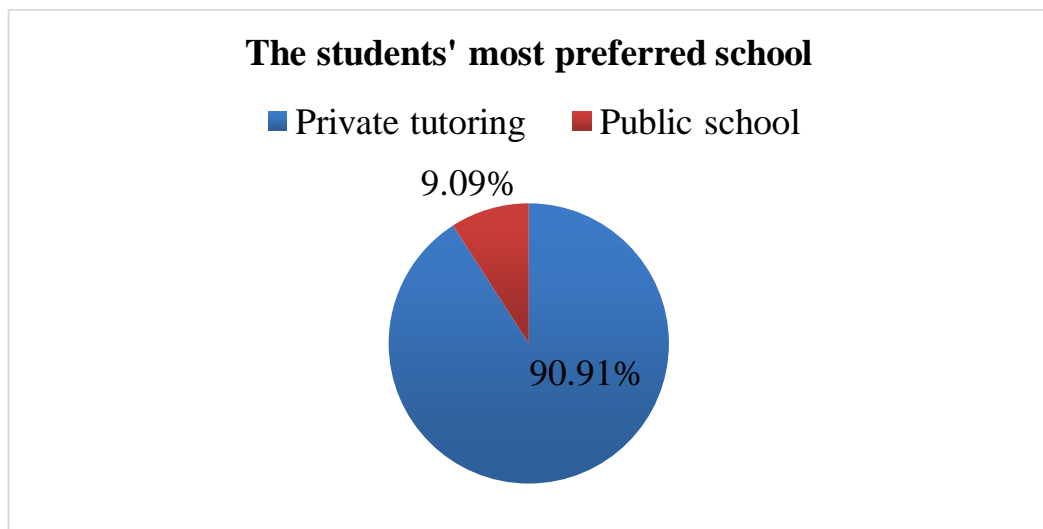
As it shown in the pie chart.2.11, all of the students (100%) agreed on the fact that there is a difference between private tutoring and public schools.

13. The key differences between private tutoring schools and public school

The data gathered from the respondents' answers show that the key differences between private tutoring schools and public school are:

- The smaller groups in private tutoring classes, less crowded.
- The use of technology and audiovisual aids in private tutoring classrooms.
- More opportunities to participate in the private tutoring classroom compared to public classrooms.

14. Which one do you prefer? Private tutoring or public school?



Pie chart.2.12. The students' most preferred type of school

When the students were asked about which school they prefer, 10 of them (90,91%) preferred private tutoring, while just one participant (9,09%) preferred public school.

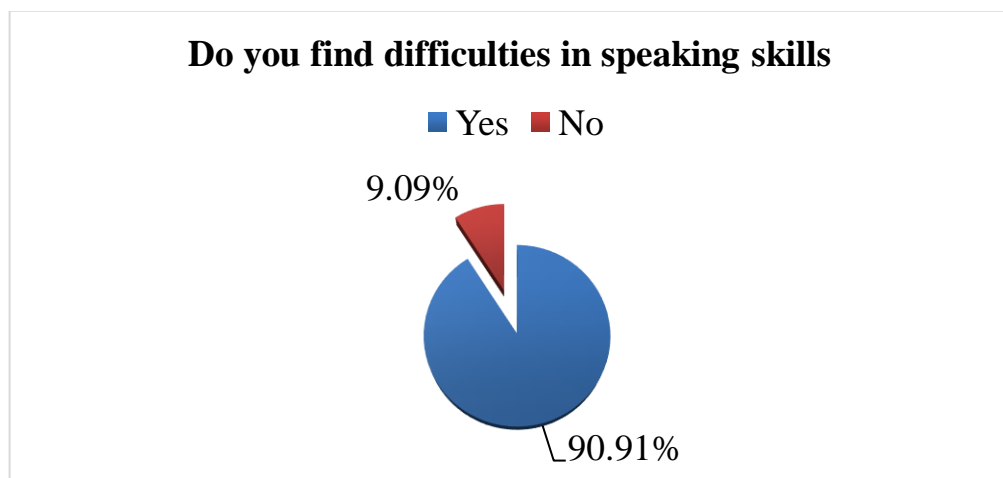
15. Reasons behind preferring private tutoring or public school

When asked to justify their answers, statements from those who prefer "private tutoring" showed that students "feel comfortable" to participate and they "enjoy" the methods of teaching in private tutoring classrooms, such as: (games, funny activities, and studying outside). Data,

also, revealed that they like more tutors who give an individualized attention for each student. On the other hand, the one student who preferred public school over private tutoring justified his answer by saying “I prefer both of them because each one has its good side”.

Section Three: Speaking

16. Do you find difficulties in speaking skills?



Pie chart.2.13. Difficulties in speaking

The data gathered from the respondents' answers show that, the majority of students 90,91% agree on finding difficulties in speaking, while just one student (9,09%) did not find difficulties in speaking skills.

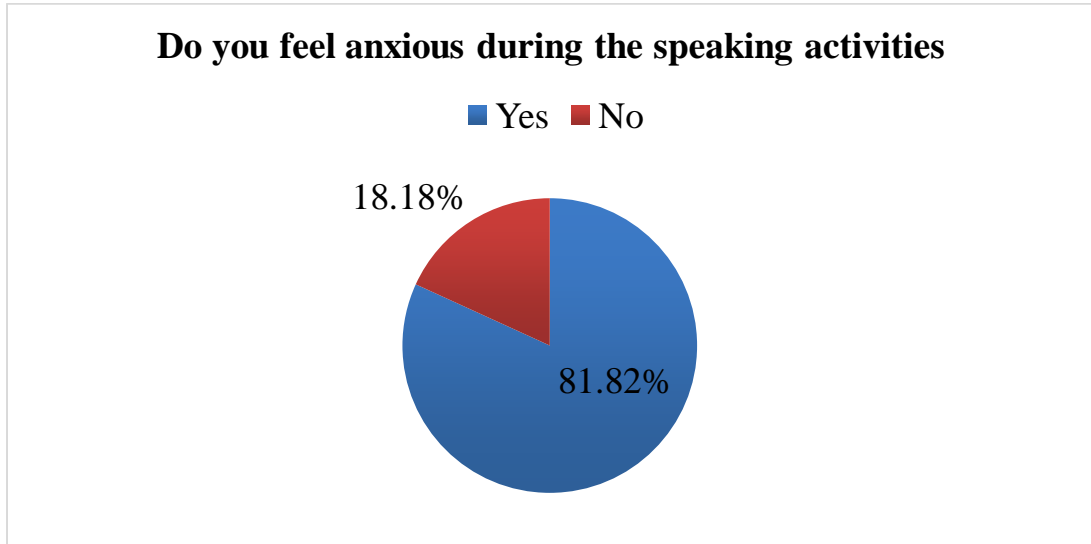
17. Students' difficulties in speaking skills

Students' answers regarding which difficulties they face in speaking skills were as follow:

- Lack of vocabulary and fluency.
- Anxiety, shyness.
- Bad pronunciation and fear of making mistakes.

- Most of difficulties are related to grammar.

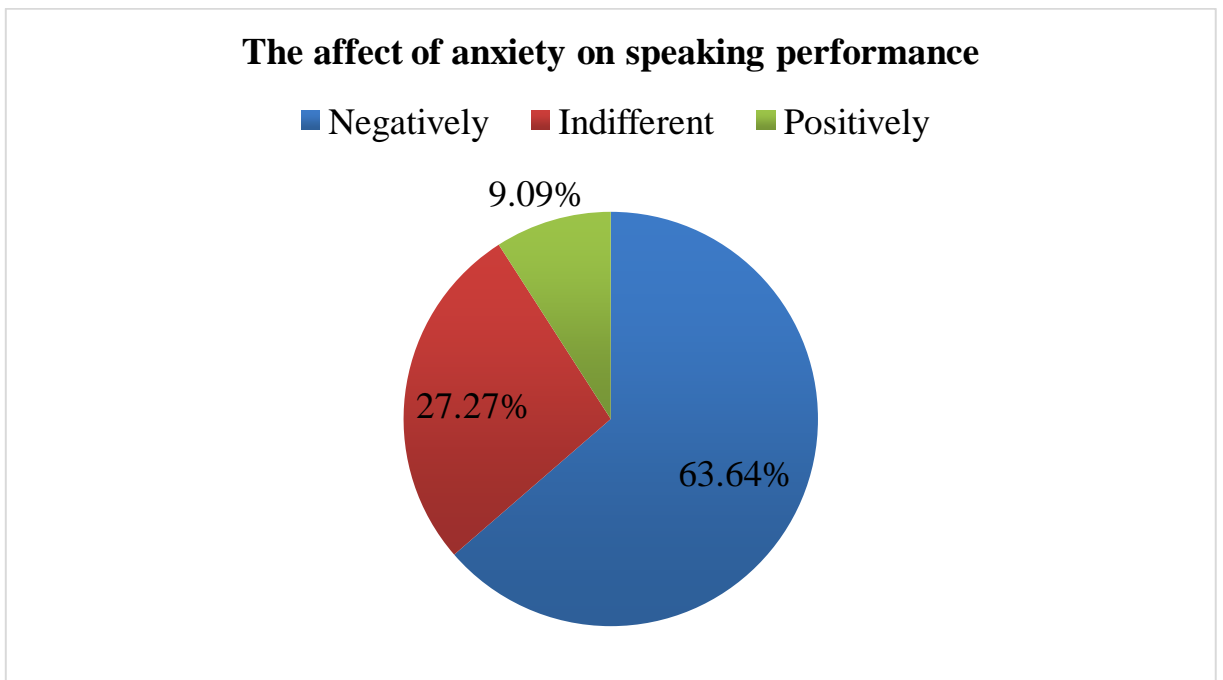
18. Do you feel anxious during the speaking activities?



Pie chart.2.14. Students’ anxiety when speaking

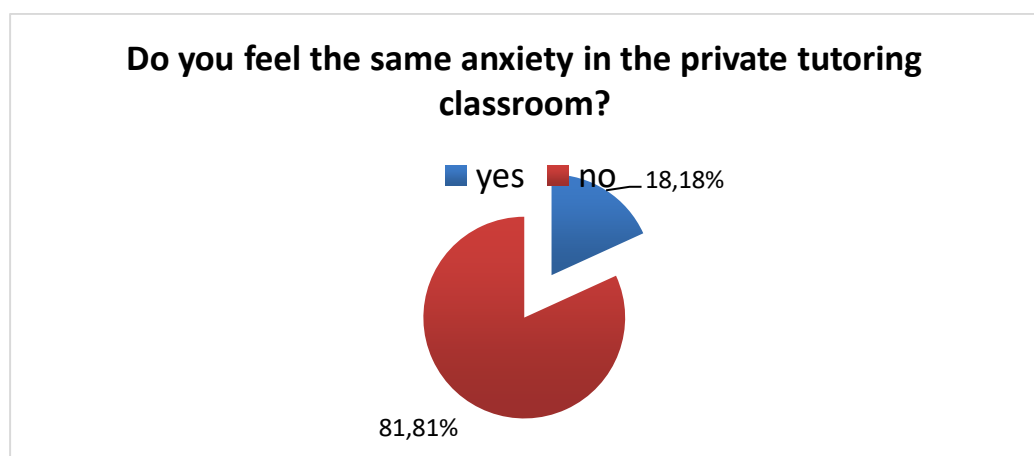
The data from the Pie chart.2.14 indicate that nine students (81,82%) feel anxious during the speaking activities however two students (18,18%) claimed that they do not feel anxious.

19. If yes, how does that anxiety affect your speaking performance?



Pie chart.2.15. The effect of anxiety on speaking performance

The data from the Pie chart.2.15 indicate that seven respondents (63,64%) think that anxiety affects their speaking performance negatively and three (27,27%) believe that anxiety has no effects on the speaking performance, while, only one respondent (9,09%) feels that anxiety affects his speaking performance positively.

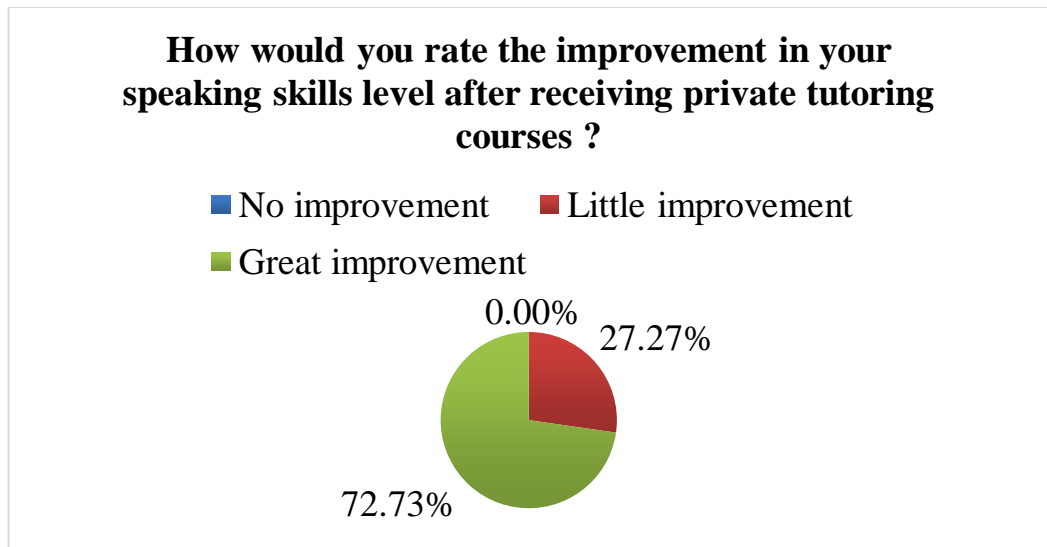
20.Do you feel the same anxiety in the private tutoring classroom?**Pie chart.2.16. Anxiety and private tutoring**

Respondents' answers pertaining to this question revealed that, the majority (81,81%) felt that they do not feel the same anxiety in the private tutoring classroom, whereas only two students (18,18%) revealed that they feel the same anxiety.

21.The justifications of the previous question

When asked to justify their answers about the problem of feeling the same anxiety in the private tutoring classroom, one of the respondents reported: "I had some bad past experiences with my previous teachers who were overly critical and negative in their feedback and showing favoritism towards certain students".

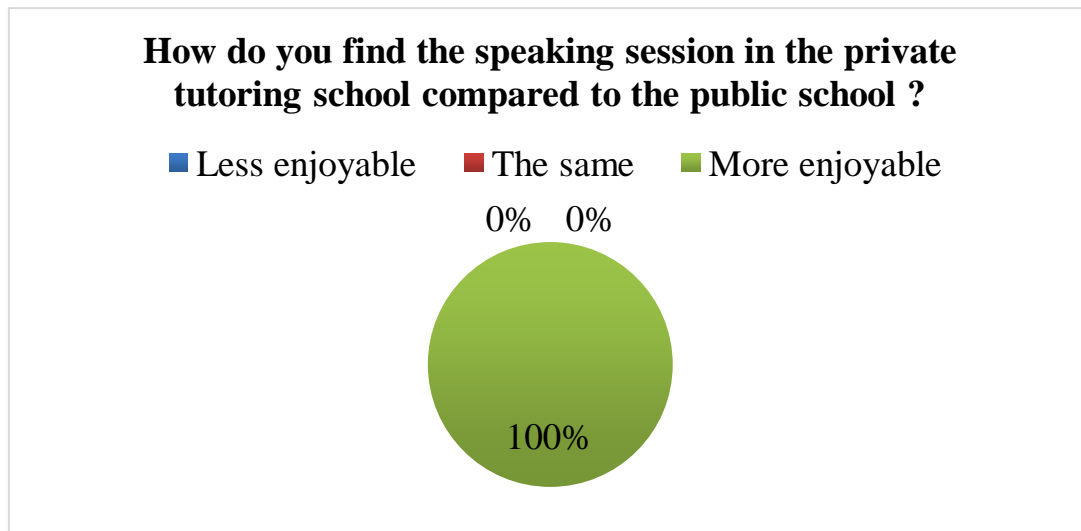
22. How would you rate the improvement in your speaking skills level after receiving private tutoring courses?



Pie chart.2.17. The impact of private tutoring on students' speaking skills

According to the data displayed in pie chart.2.17, the respondents' answers show that, (72,73%) of the students found a great improvement in their speaking skills after receiving private tutoring courses; however, 27,27% of them claimed that they made little improvement after receiving private tutoring courses.

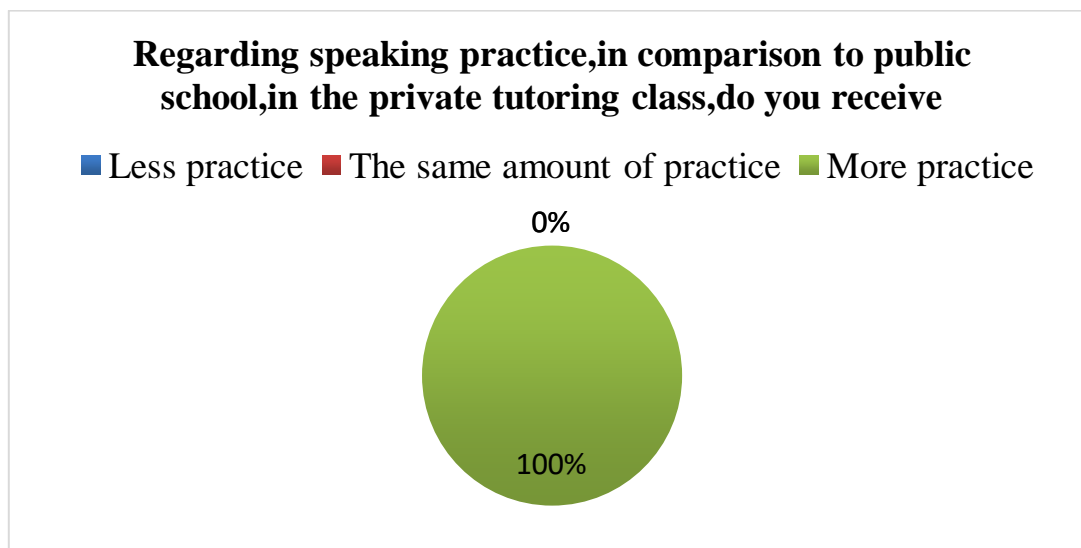
23. How do you find the speaking session in the private tutoring school compared to the public school?



Pie chart.2.18. Students' enjoyment in the private tutoring and public classroom

As it is shown in pie chart.2.18, all the students (100%) agree that the speaking session in the private tutoring school is “more enjoyable” than it in the public school.

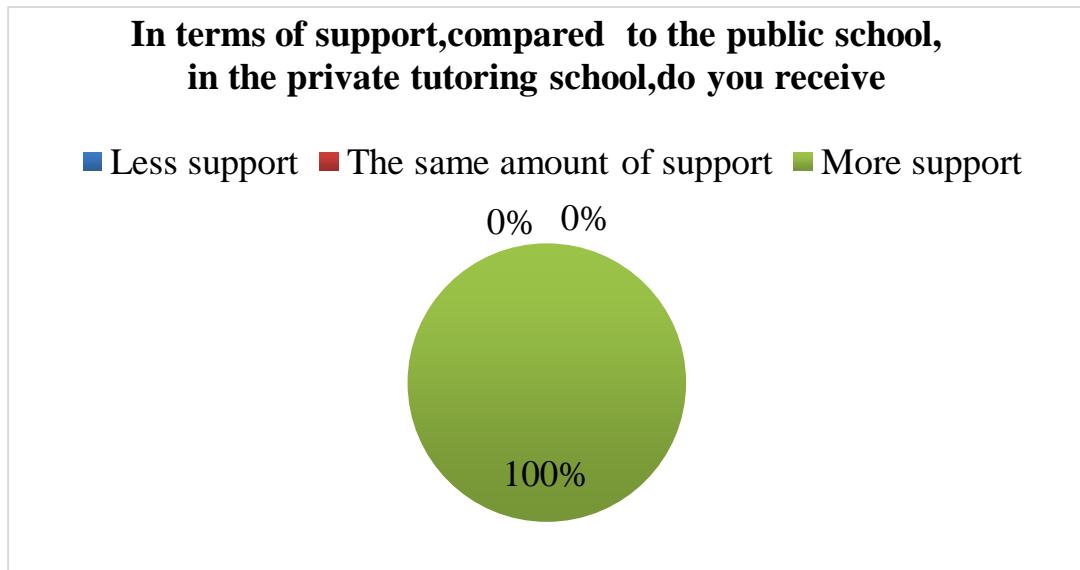
24.Regarding speaking practice, in comparison to public school, in the private tutoring class, do you receive?



Pie chart.2.19. the amount of practice in private tutoring class and public school

According to pie chart.2.19 it seems that 100 % of the students received more practice in private tutoring class compared to the public school classroom.

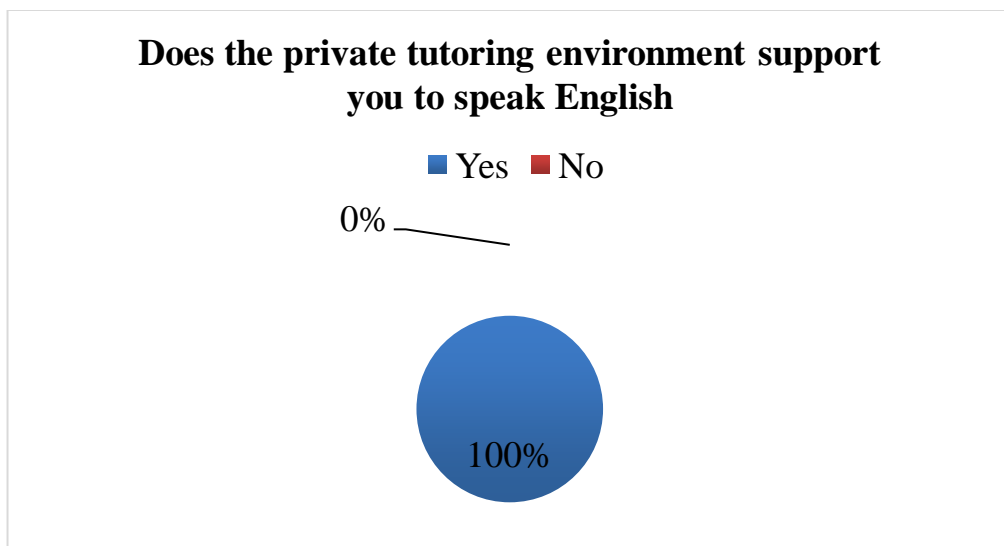
25. In terms of support, compared to the public school, in the private tutoring school, do you receive?



Pie chart.2.20. The amount of support in the private tutoring and public schools

The data gathered from the students' answers as shown the pie chart.2.20 revealed that, all the students (100%) received more support in private tutoring school than in public school

28. Does the private tutoring environment support you to speak English?

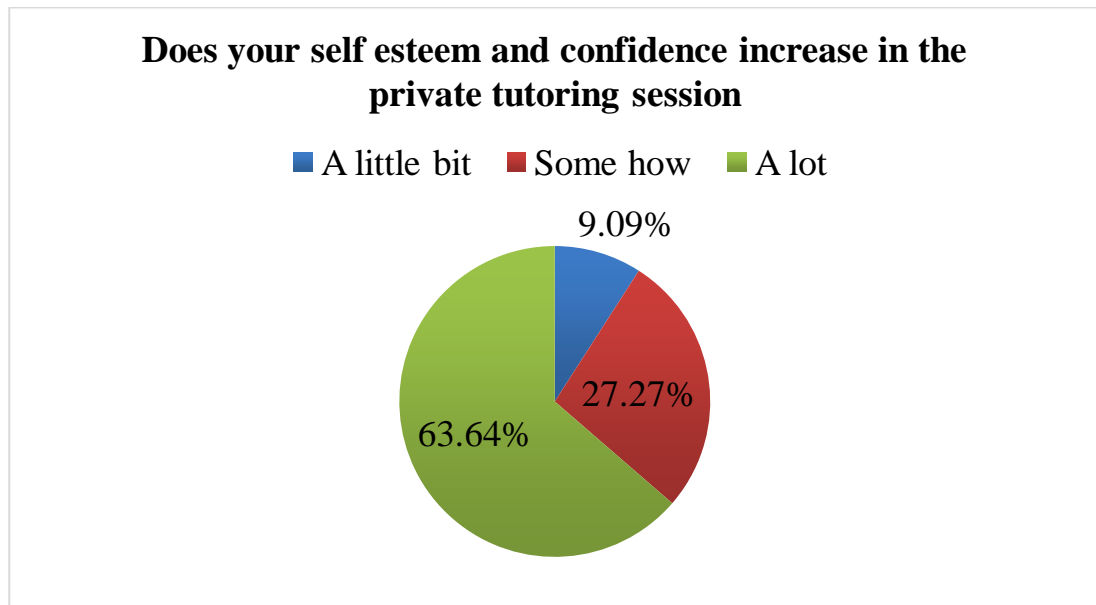


Pie chart.2.21. Private tutoring environment and support

Respondents' answers pertaining to this item revealed that, 100% of students agreed that private tutoring environment supports them to speak English.

When asked to justify their answers some of the responses were as follow:

- Receiving one-on-one attention and support tailored to their individual learning needs and goals.
- Practicing speaking and listening in a low-pressure environment without fear of judgment or embarrassment.
- Receiving immediate feedback and correction on their pronunciation, grammar, and vocabulary usage.
- Building confidence and motivation through positive reinforcement and encouragement.
- The use of song(karaoke), educational games like: role play, board games, competitive games, card games, puzzles...etc.
- The use of audio-visual aids such as: projectors, audio recording, educational videos...etc.
- Organizing trips to study outside the classroom which give the opportunity to apply classroom concepts to real – world situation and problems.

29. Does your self-esteem and confidence increase in the private tutoring session?

Pie chart.2.22. The increase of self-esteem in private tutoring

The data from pie chart.2.22 indicate that seven students (63,64%) believe that their self-esteem and confidence increase a lot in the private tutoring session and three respondents (27,27%) think that it increased somehow, while, only one student (9,09) feels that his self-esteem and confidence increased just a little bit.

2.3.2.3. Interpretation of the questionnaire results

The questionnaire's first section consists of two questions: the first one inquiry about the students' sex, and the second one inquiry about their age. The objective of this section is to provide more detail of the sample. The sample of the study includes a total of 11 students, 6 males and 5 females, whose ages range from 13 to 15 years old.

One of the two variables in this study, private tutoring, was one of the topics addressed using data acquired from items of the second section of the questionnaire. From items three and

four and five, it appears that students' find private tutoring beneficial and very effective since most of them are not attending it for the first time.

Based on students' answers to item six and seven, where they were asked about their level in English language, most of them said that their level is average and below average. Basically, this level leads them to study in private tutoring schools for some reasons such as: enhancing academic performance and speaking skills as well.

From answers to items eight and nine, the majority of students said that they understand a little in the public classrooms, while 27.3% of them claimed that they understand nothing and only few of them understand well in the public classroom due to a lot of circumstance. It can also be noticed from their answers to the ninth item that, their relationships with their teachers range normal, easy and difficult.

When asked if their public classroom overcrowded (item ten), all of them said "yes" which affect their learning process negatively according to their answers to item eleven.

From the respondents' answers to item twelve and thirteen, all of them agree on the difference between public and private tutoring. One of the most key differences mentioned by the students are the small group numbers, the use of audio-visual aids and the greater opportunity to participate in the private tutoring classroom compared to public classrooms.

From answers to item 14 it seems that most of the students prefer private tutoring over public classrooms because they enjoy and feel comfortable in the former.

From what has been discussed so far, from the second section of the questionnaire, it can be deduced that private tutoring schools play a vital role in the academic performance of the students and in boosting their motivation to study as well.

The third section of the questionnaire aimed at investigating the students' speaking skill, which represents the second variable of this study. Regarding item sixteen and seventeen, the majority of students reported that they find difficulties in speaking skills and that some of the major causes include the lack of vocabulary and fluency, anxiety, and shyness.

When whether they feel anxious during the speaking activities 81.8% report that they feel anxious and that this anxiety affects their speaking performance negatively and.

When asked about whether they feel the same level anxiety, in private tutoring classrooms compared to public schools (item twenty), the majority of respondents answered with "No" which support the idea that private tutoring environments are safer than crowded public schools.

From the respondents' answers to item 21, we can say that, the predominant number of students do believe that private tutoring courses improve their speaking skills greatly. Furthermore, students' answers to the question "How do you find the speaking session in the private tutoring school compared to the public school?" all of the students revealed that the private tutoring sessions are more enjoyable. In comparison with public classrooms, respondents revealed that, they receive more practice in private tutoring school (item 25).

Based on the students' answers to item 26, where they were asked whether the private tutoring environment support you to speak English, the total number of participants admitted that this environment is supportive for them. This seems to be due to some reasons, which are: receiving one-on-one attention, which is considered as one of the main features of private tutoring; being able to build confidence; and feeling motivated due to the low-pressure environment. Where the latter, according to answers to the last item of the questionnaire, is a setting wherein students' positive sense of self-esteem is likely to increase.

2.3.3. The Teachers' interview

The researchers conducted structured interviews with a sample of five English language teachers from five different middle schools in Ghardaia city. The interview schedule included, both types, closed- and open-ended questions and sessions were recorded on a phone.

2.3.3.1. Analysis of the Interview

The interviewers recorded all the interviews with the teacher and at the same time taking notes and writing down information where necessary, and written down some parts of the interviews, for the purpose of using them as quotes. Data gathered from the interviews were treated qualitatively. The interview schedule consists of two main sections; the first section seeks information about the interviewees' sex, careers and degree the second sections, is intended for eliciting data about the link between private tutoring and speaking skills.

Section One: Personal Information

This section consists three personal questions about the interviewees' sex, experience and degree

1. the interviewees' sex

Amongst the teachers being interviewed, four of them are female and one is male.

2.What degree(s) do you hold?

Amongst the teachers being interviewed, two of them said that they hold a Master's degree in English and three of them said that they hold a License degree.

3.For how long have you been teaching English?

The teachers' experience varied between five to twenty-five years of English language teaching middle school, where, one teacher has been teaching it for five years, three have been teaching it for eight years, and the most experienced teacher reported that he has been teaching it for, twenty-five years.

Section Two: Private tutoring and speaking

This section includes eighteen items which seek information about how teachers at the middle school consider the relationship between private tutoring and speaking skills and about the process of teaching speaking skill in their classrooms.

4.How do you rate your student 's speaking skills level in the classroom?

When asked to rate their students' levels in speaking skills, all the teachers said that their classrooms have students with low level.

5.Do you teach speaking skills regularly in your classroom?

Three of the interviewees' assumed that they do not teach speaking skills regularly in their classrooms while two teachers said that they teach it regularly.

6.Please, say why?

The branch of interviewees who responded with No, tried to justify their answer by stating the following justifications:

- To fulfill the program on time
- Lack of materials
- The lack of time and large number of classes

On the other hand, the interviewees who responded Yes, justified their answer by mentioning the importance of speaking skill.

7. Do / did you provide private supplementary tutoring?

Four teachers said that they provided private supplementary tutoring courses and one said that he did not provide any.

8. If yes, is it different from teaching in the public school?

The four interviewees' teachers found that teaching in private tutoring differ from public school.

9.If yes what difference do you notice between teaching in the public school and in the private tutoring school?

The teachers agreed on the fact that there is a difference between private tutoring and public schools, because they believe that “In public school you stick to a progression and program that you need to finish in limited time, but in the private school you can teach however you want whenever you want in a way that makes your learners benefit more from you.” And that “In private classes... you have a lesser number of pupils with more materials available”.

10.How do you find the role of private tutoring schools in improving English speaking skills?

All the teachers believe that private tutoring schools are very effective and useful where they can play a crucial role in “improving the speaking skills outside the public classroom and which satisfy the learners' needs” and that “devoting more time to speaking helps students gain confidence, through the extra practice they receive”.

11.What techniques do you use to teach speaking skills in your classroom?

From the teachers' answers to this question, it appears that they use "various" traditional techniques such as: "dialogues" and "role play".

12. How is the relationship between you and your students?

Teachers' answers to this question were quite similar, all the responses to this question showed that they have "good" "normal" relationships with their students.

13. Does it differ in public and private school?

Regarding this question, three of the interviewed teachers agreed that the relationship between the teacher and students differed in public and private tutoring whereas two thought it was "the same".

14. If yes, please say how?

The answers from the three teachers who saw the difference circled around the environmental factor of classroom size, where one of them stated that "In the public school, I can't build friendly relationship with 35 students but in the private tutoring I can be in touch with all of them... because of the small number group"

15. When planning the lesson, do you consider the amount students' Talk Time (STT)?

Regarding this question, the results show that two of them consider the amount students' Talk Time (STT) When planning the lesson whereas the three others do not.

16. Do you think that the amount of STT that the public school provides is enough for the students to improve their speaking skills?

Answers to this question indicate that one teacher thinks that the amount of STT that the public school provides is enough for the students to improve their speaking skills while four interviewees think the opposite.

17. Compared to the amount of STT students get in the public school, do you think that private tutoring provides more, the same, or less amount of STT?

The teachers' perceptions about the amount of STT students get in the public school is that it is less than the time they receive in private tutoring.

18. Regarding the relationship between private tutoring and public schools, do you think that private tutoring is complementary or alternative to public school?

All the teachers, answering this question, thought that private tutoring is complementary to public school.

19. Please justify your answer.

When they were asked to give a justification about their answer, some teachers stated that "sometimes when a student does not get the information at school. he can ask to get more details in the private school" and "the skills I can't target and the tasks that I cannot deliver in my classroom... I can do that in the private tutoring classroom"

20. If you would compare the private tutoring and the public-school environment, which one do you think is more motivating for the students?

When asked this question, one participant mentioned that private tutoring and public school are both equally motivating and four saw that private tutoring is the more motivating for the students.

21. Please justify your answer

The justification of the interviewees who answered favored private tutoring was as followed "It depends in the teacher and his way in motivating the students" while the four others

teachers believe that there is always “a set of factors” that makes private tutoring more motivating, the most common one was the “small size of the groups”.

22. Do you think that students’ self-esteem and confidence increase in the private tutoring school or in public school?

In this question, all the interviewed teachers agreed that students’ self-esteem and confidence are more likely to increase in the private tutoring school

23. Please, justify your answer.

Among a plenty of justifications which the teachers mentioned, the one which was mentioned the most was the “small groups” and “the teaching methods”.

2.3.3.2. Interpretation of the Results

From the results gathered from the interview, it seems that all the interviewed teachers agree that their students’ speaking skills level in the classroom is low in spite of their good relationship, that they do not teach speaking skills regularly in their classroom because of the obligation of fulfilling the program on time as well as the lack of material.

Most of the teachers provide private supplementary tutoring and notice a huge difference between teaching in public schools and private tutoring, because of the combination of the availability of materials and the small size of the classes in the private tutoring which make both students and teachers feel comfortable in the teaching/learning process.

When asked about the role of private tutoring in improving English speaking skills, participants mentioned “effectiveness” and “usefulness”. These two crucial roles are the main characteristics attributed to private tutoring, we can explain its effectiveness and usefulness by

the freedom of teaching and using modern materials, techniques, and methods, which help to achieve good results and to improve students' speaking skills.

When asked about the techniques they use in teaching speaking skills in the public classrooms, teachers claimed that they actually use some traditional methods such as dialogues and listen-and-repeat tasks.

Furthermore, some participants claimed that the relationship between the teacher and his students differ from private tutoring to public schools and others see that it is the same. The ones who felt difference between private tutoring classes and public schools related the teacher-student relationship to the size of the groups.

From the interviews, it was found that, most of participants consider the amount of STT when planning the lesson in their classrooms, but they think that it is not enough for the students to improve their speaking skills. Consequently, they assume that students seek to compensate for the STT through private tutoring.

Teachers agree that private tutoring is complementary to public schools because of the role it plays in filling the gap that students to fill in the public school. That is to say, that private tutoring is a refuge for the students who struggle in the public classes.

Moreover, the interviewees differed in opinions when asked about which is more motivating for the students, private tutoring or public schools, where some of them see that private tutoring is the more motivating, while others think that both can, equally, boost students' motivation.

In the same concept, all the teachers believe that students' self-esteem and confidence increase in the private tutoring school due to the diversifying of teaching methods and the small

size of the groups in private tutoring classes, where the small group size plays a role in reducing students' anxiety.

In conclusion, the results obtained through the teacher interview prove that private tutoring school is effective, in many ways, for the students, especially, in term of improving their speaking skills.

2.4. Discussion

This section addresses the three hypotheses of our study and attempts to combine the data collected by means of the pretest and posttest, the questionnaire, and the interview to tackle the study's research questions.

Regarding the first hypothesis which contends that “the causes that lead students to look for private tutoring maybe related to their lack of practice in the classroom”, the results of the questionnaire show that the majority of the students believe that these causes are the lack of understanding in their classrooms and their weak level in English. Also, from the answers to item fourteen, results show that the majority of student prefer private tutoring schools due to the opportunity of participation and practicing English with enjoyment and comfort. In addition, results report that all students receive more practice in the private tutoring (item24), which corroborates with the results obtained through the pretest and the posttest, where the students' advancement in speaking, manifested in the posttest scores. That's because of its supportive environment to speak English where it affords one-on-one attention and the low-pressure environment which can help the students build self-confidence. Furthermore, the use of successful and productive teaching methods to improve English speaking skills like games, songs, videos and, studying outside the classroom proved to be a great reinforcement for the students that boost their confidence, enhance social skills, communication, motivation, knowledge, and understanding. Based on the aforementioned, we can say that our first

hypothesis which states that “the causes that lead students to look for private tutoring maybe related to their lack of practice in the classroom” is confirmed.

Regarding the second hypothesis which postulates that “teachers face so many obstacles in developing speaking skills which might be related to environmental factors such as time restraint and crowded classrooms”, the information collected through the students’ questionnaire and the teachers’ interview prove that teachers encounter numerous challenges, especially, the limited time and large size of the groups, two of the most commonly agreed upon hurdles, by our respondents, that hinder the advancement of the students’ speaking skills. This was manifested through teachers’ responses to item nine and item 13 from the interview, where, according to the respondents, the classroom size affects, negatively, not only the quality of teaching, but, also, that of the environment as well as the nature of the teacher-student relationship. After what has been discussed, data gathered using the interview and student’s questionnaire confirm our second hypothesis which states that “teachers face so many obstacles in developing speaking skills which might be related to environmental factors such as time restraint and crowded classrooms”.

As to our third hypothesis, which suggests that “Private tutoring may affect student’s speaking skills positively, by providing different teaching techniques for them to practice English effectively”, results from the teachers interview and student’s questionnaire, revealed that teachers have more room creativity when it comes to the selection of speaking activities in private tutoring settings than they do in public schools. Also, findings from the pretest and the posttest, showed that, during the intervention period, taking private tutoring classes and getting exposed to a variety of activities, like games and outside the classroom trips (as it was explained in previous section), had a positive impact on students speaking performance, where, statistically speaking, the results from the pretest and the posttest yielded out an effect-size of 0.66. From what has been discussed, it can be said that our third hypothesis that postulates that

“Private tutoring may affect student’s speaking skills positively, by providing different teaching techniques for them to practice English effectively” is confirmed.

2.5. Recommendations

Based on the study results, the researchers recommend that EFL oral expression teachers, teaching in public and private tutoring schools alike, make it a priority the consideration of student talk time (STT) when planning the lessons. The researchers also recommend that, private tutoring teachers need to diversify their methods of teaching and include a variety of activities of activities in order to reach students with different preferences, and to especially, use tasks that are more creative and different from those used in the mainstream schools in order to maintain and to rip maximal benefit of the complementary relationship between private tutoring and public classrooms.

2.5. Conclusion

This chapter dealt with research design and data analysis, where started by detailing the methodology used and the methods of data collection employed throughout the research process in the first section. The second section of this chapter was devoted to the data analysis, interpretation, and discussion in relation to the three hypotheses guiding the study.

GENERAL CONCLUSION

General Conclusion

Effective communication skills are essential for success in many areas of life, including education, business, and personal relationships. However, many people struggle with speaking and other forms of verbal communication. Public schools may not always provide enough opportunities for students to practice their speaking skills, which can make it difficult for them to improve. Private tutoring can be a valuable tool for students who want to improve their speaking skills and enhance their motivation by using modern and effective teaching methods.

The main purpose of this study was to investigate the role of private tutoring schools to improve English speaking skills. The researchers suggested private tutoring as an effective plan for providing all students an opportunity to improve their speaking skills and reach a higher proficiency level and build their motivation.

The work began by providing a general introduction of the work which concerned as a first chapter, it includes statement of the problem, research questions and hypotheses, Objectives of the study, objectives and structure of the study.

The first chapter represents a literature review about the variables involved in the study. Two sections are devoted to the variables of our study, private tutoring and speaking skills. The first section focused to shedding some light on the concept of private tutoring, its definitions and related concepts, its effectiveness and affective impact. The second section reviewed the concept of speaking skills, its importance, objectives, components, stages and discussed some teaching methods and tools to improve it, student talk time (STT) and the role of the teacher in the classroom, in addition to the relationship between private tutoring and speaking skills.

In the second chapter, the research design and methods were discussed in details, where the researchers provided a full description of the steps, they used to carry out the investigation, in

General Conclusion

the first section. The second section of chapter two was mainly devoted to the analysis and discussion of the findings.

The research took the form of a true experimental, one-group pretest-posttest, design, where a randomly assigned sample of 11 fourth middle year students, from five different middle schools from Ghardaia city, received a treatment, which represents the implementation of private tutoring teaching methods during an intervention that took place after the pretest and lasted for four weeks. After the intervention, in order to assess the effectiveness of the treatment, the researchers administered a posttest that is similar to, and at the same level of difficulty as, the pretest. Afterward, the researchers distributed a questionnaire to this group and conducted qualitative interviews with a sample of five, randomly assigned English teachers from different middle schools.

Regarding the first question, which is “what are the causes that lead students to look for private tutoring?” the researchers used the data from the student’s questionnaire which demonstrated that the majority of students claim these reasons are due to their poor English proficiency and the lack of understanding in their classes. The majority of students prefer private tutoring schools due to the opportunity for participation and comfortable, enjoyable methods and practice, according to the responses to question 14. Additionally, the results showed that all students get more practice in private tutoring (item 24), which is consistent with the findings of the pretest and posttest, where their improvement in speaking manifested in the posttest results. This is due to the creation of environment which encourages the students to speak, provides one-on-one attention and, a comfortable atmosphere that can aid in students' confidence-building. Furthermore, the use of successful and productive teaching methods to improve English speaking skills like games, songs, videos and, studying outside the classroom proved to be a great reinforcement for the students that boost their confidence, enhance social skills, communication, motivation, knowledge, and understanding.

General Conclusion

From the discussion of those findings, our first hypothesis, which indicates that “the causes that lead students to look for private tutoring maybe related to their lack of practice in the classroom”, was validated.

Concerning the second research question, which is “what are the obstacles that the teachers face in developing speaking skills in public schools?”. The data gathered from both the student questionnaire and the teacher interview showed that teachers faced a variety of difficulties, particularly the lack of time and the size of the classes, which were cited by the participants as two of the biggest obstacles to the development of the students' speaking skills. This was demonstrated in teachers' responses to interview questions 9 and 13 where they said that the size of the classroom had a negative effect on not just the quality of teaching but also the environment and the nature of the relationship between teachers and students. After the discussion, the findings from the interview and the student questionnaire confirmed our second hypothesis, which postulates that "teachers face so many obstacles in developing speaking skills, which might be related to environmental factors such as limited time and crowded classrooms."

With respect to the first research question, which is “How can private tutoring improve EFL middle school students speaking skills?” results from the teachers' interview and the students' questionnaire showed that teachers in private tutoring settings had more freedom to choose speaking activities than they do in public schools. Additionally, results from the pretest and posttest revealed that participation in private tutoring sessions and access to a variety of activities, such as games and outside the classroom trips, during the intervention period, had a positive impact on students' speaking performance. In fact, statistical analysis of the results from the pretest and posttest revealed an effect-size of 0.66. According to what has been said, our third hypothesis "Private tutoring may affect students' speaking skills positively, by

General Conclusion

providing different teaching techniques for them to practice English effectively" was confirmed.

Throughout the process, the researchers faced two main limitations. The first one is the second problem with this study is the limited sample size, putting into question the generalizability of the results. However, as was mentioned earlier, the researchers used "Cohen's d" effect-size as a measure to determine the achievement gap for a number of reasons, the most significant of which is the fact that using "Cohen's d" disregards the statistical significance that can be generated by using a large sample and, instead, yields findings that are actually valid, and independent of the sample size (Lipsey & Wilson, 1993), in contrast to the probability value.

The second limitation faced in this study is the time constraint, the researchers were obliged to gather data during the second semester of the academic year 2021-2022. They had to use three different data methods (students' questionnaire, teachers' interview and pre-test and posttest) with limited time of the intervention.

At the end of the last chapter, the researchers made some recommendations addressed to EFL oral expression teachers regarding the teaching of speaking in public and private tutoring schools and about maintaining the complementary relationship between the two.

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Appendices

Appendix A

The Students Questionnaire

This questionnaire is conducted for the purpose of gathering information concerning your level in speaking skills, your relationship with private tutoring courses and its effectiveness in your speaking skills level. To answer the questions, tick the box that corresponds to your answer.

Thank you in advance.

Section One: Personal information

1. Sex

Male

Female

2. Age

.....

Section Two :Private tutoring

3. Is this your first time attending english private tutoring courses?

Yes

No

4. Do you find private tutoring beneficial?

Yes

No

5. If yes,how would you rate the effectiveness of private tutoring courses?

A little effective

Effective

very effective

6. How would you rate your level in English language?

Below average

Average

High

7. What are the reasons that lead you to study English in private tutoring?

.....
.....
.....
.....

8. Please rate your understanding of the lessons in the public classroom?

Appendices

I understand nothing I understand a little I understand well

9. How can you describe dealing with your teacher?

Difficult Normal Easy

10. Is your public classroom overcrowded?

Yes No

11. If yes, how does that affect your learning?

Negatively Indifferent Positively

12. Are private tutoring and public school different?

Yes No

13. what are some of the key differences between private tutoring schools and public schools?

.....
.....
.....

14. Which one do you prefer?

Private tutoring public school

15. Please, say why ?

.....
.....
.....

Section Three : speaking

16. Do you find difficulties in speaking skills?

Yes No

17. If yes, please list them here?

.....
.....

18. Do you feel anxious during the speaking activities?

Appendices

Yes

No

19. If yes, how does that anxiety affect your speaking performance?

Negatively

Indifferent

Positively

20. Do you feel the same anxiety in the private tutoring classroom?

Yes

No

21. If no, please say why?

.....
.....
.....

22. How would you rate the improvement in your speaking skills level after receiving private tutoring courses?

No improvement

little improvement

Great improvement

23. How do you find the speaking session in the private tutoring school compared to the public school?

Less enjoyable

the same

More enjoyable

24. Regarding speaking practice, in comparison to public school, in the private tutoring class, do you receive?

Less practice

the same amount of practice

More practice

25. In terms of support, compared to the public school, in the private tutoring school, do you receive?

Less support

the same amount of support

More support

26. Does the private tutoring environment support you to speak English?

Yes

No

If yes, please say how?

.....
.....
.....

27. Does your self-esteem and confidence increase in the private tutoring session?

A little bit

Somehow

A lot

Appendix B

The Teachers Interview

Section One: Personal Information

1. Male
Female
2. What degree(s) do you hold?
3. For how long have you been teaching English?

Section Two: Private tutoring and speaking

4. How do you rate your student 's speaking skills level in the classroom?
.....
.....
.....
5. Do you teach speaking skills regularly in your classroom?
Yes No
6. Please, say why ?
.....
.....
.....
.....
7. Do / did you provide private supplementary tutoring?
Yes No
8. If yes, is it different from teaching in the public school?
Yes No
9. If yes, what difference do you notice between teaching in the public school and in the private tutoring school?
.....
.....
.....
10. How do you find the role of private tutoring schools in improving English speaking skills?

Appendices

.....
.....
.....
11. What techniques do you use to teach speaking skills in your classroom?

.....
.....
.....
12. How is the relationship between you and you students?

.....
13. Does it differ in public and private school?

Yes

No

14. If yes, please say how?

.....
.....
.....
15. When planning the lesson, do you consider the amount students' Talk Time (STT) ?

Yes

No

16. Do you think that the amount of STT that the public school provides is enough for the students to improve their speaking skills?

.....
.....
17. Comparing to the amount of STT students get in the public school, do you think that private tutoring?

Less

The same amount

More

18. Regarding the relationship between private tutoring and public schools, do you think that private tutoring is

Complementary to public school

Alternitive to public school

Other ?.....

19. Please justify your answer.

Appendices

20. If you would compare the private tutoring and the public school environment, which one do you think is more motivating for the students?

Private tutoring public school Both equally

21. Please justify your answer

22. Do you think that students' self-esteem and confidence increase in the private tutoring school or in public school?

Yes No

23. Please, justify your answer .

Appendix C

The questions of pre-test and posttest

1. Tell me about your childhood memories.
2. Tell me about your best school memories.
3. Describe your best friend.
4. Describe yourself.
5. What is your dream job?

تمثل العوائق المتعلقة ببيئة الاقسام في المدارس العامة تحديًا لمتعلم جزائري للغة الإنجليزية كلغة أجنبية، خاصة عندما يتعلق الأمر بتحسين مهارته في التحدث، مما يدفع الطلاب للبحث عن دروس تكميلية في المدارس الخصوصية. الهدف من هذا البحث هو تقديم مراجعة شاملة للعلاقة بين الدروس الخصوصية وتطوير مهارات التحدث. بالاعتماد على الأدبيات الحالية والدراسات البحثية، يسلط المخلص الضوء على النتائج الرئيسية والآثار المترتبة على التدريس الخاص على مهارات التحدث. اتبعت الدراسة مجموعة واحدة تجريبية حقيقية قبل الاختبار البعدي، مع عينة عشوائية مكونة من أحد عشر (11) طالبًا في مرحلة التعليم المتوسط من مدارس مختلفة في مدينة غرداية بالجزائر. استمر التدخل لمدة أربعة أسابيع. كانت أدوات جمع البيانات التي تم استخدامها لإجراء هذا التحقيق، الاختبار التمهيدي، والاختبار البعدي، واستبيان الطلاب، والمقابلات المنظمة مع عينة من خمسة مدرسين للغة الإنجليزية من أربع متوسطات مختلفة في غرداية. كشفت النتائج أن مدارس الدعم الخصوصية كان لها دور حاسم في تحسين مهارة التحدث، من خلال لعب دور مكمل لدور المدرسة العامة، وهذا من خلال استخدام طرق التدريس الإبداعية مثل الألعاب التعليمية واستخدام الوسائل السمعية والبصرية.

الكلمات المفتاحية: مدارس الدعم الخصوصية، مهارات التحدث، الألعاب التعليمية، الوسائل السمعية البصرية