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**A Comparative Study of EFL Learners' Speaking Skills in Private and Public
Schools Case Study: Erridouane and Mofdi Zakaria High Schools' Third Year
Foreign Languages Stream Students**

Dissertation Submitted in Partial Fulfilment of the Requirements for the Master
Degree in Didactics

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I wholeheartedly dedicate this dissertation to:

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Abstract

This study aims to examine the speaking skills of English as a Foreign Language (EFL) learners in private and public schools, with the objective of understanding potential differences in speaking proficiency between these two educational settings. Additionally, the study seeks to identify the primary distinctions in EFL teaching methods and materials between the two types of schools. To achieve these goals, a comparative case study was conducted, involving data collection from multiple sources and research instruments. A questionnaire and a speaking test were administered in both private and public school settings. The collected data underwent rigorous analysis using quantitative and qualitative methods. The findings indicate that students in private schools exhibit higher levels of English speaking proficiency compared to their counterparts in public schools. Furthermore, significant disparities were observed between the two school types in terms of teaching quality and the materials utilized for developing English speaking skills. These findings highlight the importance of considering instructional resources and teaching approaches in promoting English speaking proficiency among EFL learners.

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General Introduction

1. Background of the Study

English as a Foreign Language (EFL) learners are individuals who learn English as a second or additional language. Public and private schools are two types of educational institutions that provide education to students of different ages and backgrounds. Public schools are funded by the government and are open to all students, while private schools are funded by tuition fees and may have specific admission requirements. In recent years, there has been a growing interest in exploring the differences between the speaking skills of EFL learners in public and private schools. This is because public and private schools often have different teaching methods, resources, and environments that may impact students' language development. By exploring the speaking skills of EFL learners in these two types of schools, we can gain a better understanding of the factors that contribute to the proficiency of speaking English.

2. Statement of Purpose

The purposes of this study are twofold. Firstly, it aims to investigate and analyze any notable differences in EFL communication practices, specifically in the area of speaking skill instruction, between private and public schools. Secondly, it aims to compare and evaluate the speaking performance of students from these two types of educational institutions.

3. Statement of Problem

It has been observed that a considerable number of students come to enrol in university –tertiary education- without having the adequate ability to communicate effectively in the target language (English). Most of these students came from governmental institutions. We need to understand the reasons behind the lack of adequacy of a considerable number of EFL students to speak effectively in oral expression and during discussing debatable topics in classrooms. The present study aims to solve the lack of clear evidence regarding whether there are significant differences in EFL teaching practices and the speaking skills of EFL

learners in public and private schools, this is a crucial issue due to the increasing attention paid to the quality of EFL education and the effectiveness of various learning environments.

4. Motivations

The motivation behind this research is to investigate the differences in English as a Foreign Language (EFL) teaching practices and speaking skills between public and private schools in Algeria. By conducting this study, researchers aimed to gain a better understanding of the factors that contribute to effective EFL education particularly speaking skills and inform the development of more effective teaching methods and learning environments that benefit all learners, regardless of school type. Additionally, this research may help to identify best practices for EFL education in both public and private schools and inform the development of more effective policies and programs to improve English language learning situation in the country.

5. Limitations of the Study

A potential limitation of this study is its narrow focus on two specific schools, namely Moufdi Zakaria Public High School and Erredouane Private High School, situated in the city of Ghardaia, Algeria. This limited scope may restrict the applicability of the findings to other educational contexts or schools within Algeria. Furthermore, the sample size employed in the study might be insufficient to establish definitive conclusions regarding disparities in EFL teaching practices and speaking skills between public and private schools in Algeria.

6. Structure of the Dissertation

The study is divided into three chapters. The first chapter involves a comprehensive literature review, which explores various relevant areas. The primary objective of this review is to gain a comprehensive understanding of key aspects associated with EFL speaking skills. These aspects encompass speaking assessment, influential factors affecting speaking

proficiency, different components of speaking, and the role of teachers. Additionally, the review aims to clarify the distinctions between private and public schools in nature.

The second chapter of the study shifts its focus to the practical aspects of the research. It discusses the research design, approaches, and instruments employed in this investigation. Lastly, the third chapter presents a detailed analysis the data collected. The findings of these assessments are discussed, and recommendations are provided based on the results.

7. Definition of Terms:

EFL:it stands for English as a Foreign Language which means learning English in a non-English-speaking country.

Speaking Skill:speaking skills refer to the ability to communicate effectively and fluently in the target language, in order to express ideas, thoughts, and information clearly and coherently.

Public schools: Public schools are educational institutions that are funded and administered by the government.

Private schools: Private schools are educational institutions that are privately funded and managed. They often require tuition fees from students or their families.

Chapter One: Literature Review

Introduction

As English language proficiency becomes increasingly important in the world, educators are looking for effective ways to teach speaking skills to their students. In this context, the teaching of speaking skills may differ from one school to another or from private to public schools. This chapter aims to investigate EFL learners' speaking skill in private and public schools, covering topics such as the definitions and importance of speaking skills, the role of teachers in teaching speaking, the elements of speaking, speaking skill assessment, factors affecting speaking performance and the main differences between private and public schools in teaching speaking skills to EFL learners.

1.1) Speaking Skill Definitions

According to Chaney (1998, p. 13) speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts». According to Bygate (1987) speaking skill refers to the ability of using verbal communication effectively to express ideas, intentions, thoughts, and emotions to others, in order to deliver an understandable message to the listener.

1.2) Importance of Speaking

Individuals tend to learn to speak before they learn to read and write. In daily life, humans spend much more time engaging in oral communication with language than in writing, therefore out of the four primary language skills, speaking is considered as the most important skill to acquire in a foreign language. Brown and Yuke (1983) states that in real-life situations, speaking is the most important skill that students will be assessed on.

1.3) Elements of Speaking

According to Harmer (2001) speaking a foreign language fluently requires two primary components of speaking skill, which include knowledge of the language features and mental processing which means the capacity to quickly process language and information.

1.3.1 Language Features

Some of the essential components required for spoken production include the following:

1.3.1.1 Connected Speech

Fluency in English speaking requires not just producing individual phonemes but also using connected speech effectively which includes modifying sounds through assimilation, elision, linking, or weakening via contractions and stress patterns (ibid).

1.3.1.2 Expressive Devices

The ability to effectively convey meaning and express feelings, through adjusting pitch and stress, varying volume and speed, and using physical and non-verbal cues, especially in face-to-face interactions (ibid).

1.3.1.3 Grammar and Lexis

Spontaneous speech is characterized by the use of common lexical phrases, particularly when performing certain language functions. Therefore, teachers should provide students with a range of phrases for various functions, such as expressing agreement, disagreement, surprise, shock...Etc. In specific speaking contexts, so that, they prepare students with useful phrases that they can use at different stages of the interaction (Harmer, 2001).

1.3.1.4 Negotiation language

The negotiatory language is used in communication to seek clarification and show the structure of what is being said. It is often necessary to ask for clarification while listening to someone else speaks, particularly for students (ibid).

1.3.2 Mental processing

While a speaker's productive ability depends on their knowledge of language skills such as those discussed above, their success is also dependent on their capacity to quickly process information during speaking.

1.3.2.1. Language processing:

Proficient speakers must have the ability to organize language in their own minds and present it in a coherent manner that is understandable and convey the intended message. This process involves recalling words and phrases from memory and arranging them into grammatically correct and logically appropriate sentences (ibid).

1.3.2.2 Interacting with others

Speaking often involves talking to others, which necessitates effective listening skills, an awareness of the other participants' emotions, and an understanding of how to properly take turns in the conversation. (ibid)

1.3.2.3 Information Processing (On-the-spot)

To communicate effectively, it's essential for individuals to process information immediately upon receiving it. The longer it takes the less effective they are (ibid).

1.4) The role of the teacher in teaching speaking

Like any other classroom activities, teachers have to take on various roles during speaking activities in order to improve their students' speaking skills, but Harmer (2001) suggested that there are three specific roles that are crucial in helping students speak fluently, which are:

1.4.1 Prompter

Students may occasionally experience difficulties in maintaining fluency while speaking, such as getting stuck or being unable to come up with ideas for what to say next. The teacher can either allow them to work through such situations independently, as it may be

the most suitable approach in certain cases, or prompt them by providing helpful suggestions. However, these suggestions should be offered discreetly and in a supportive manner so as not to disrupt the flow of the discussion or force students out of their role in order to prevent students from feeling frustrated when they encounter difficulties in expressing their ideas or finding the right words to say (ibid).

1.4.2 Participant

Teachers should have good animation skills and participate in discussions or role-plays when necessary. However, they should also be cautious not to take control of the speaking and draw attention away from the students. The best way for teachers to act as participants is through dialogue with the class, creating equal opportunities for both the teacher and students to communicate. These special moments can be essential in the lesson, but the teacher should avoid dominating the classroom and preventing students from speaking (Harmer, 2001).

1.4.3 Feedback provider

It's difficult for teachers to decide when and how to give feedback during speaking activities. Correcting students too much may make them feel discouraged and hinder and prevent the communication from going on, while gentle correction can help those overcome misunderstandings and hesitations. It's important for teachers to use their judgment and give feedback appropriately based on the specific situation (ibid).

1.5) The Main Factors Influencing EFL learners' speaking performance

According to Tuan and Mai(2015) various factors can impact the speaking abilities of students. These factors include the conditions under which the performance takes place (e.g. time pressure, planning, standard of performance, and amount of support), emotional factors (such as motivation, confidence, and anxiety), listening skills, knowledge of the topic being discussed, and the feedback received during speaking activities.

1.5.1 Performance conditions

According to Newton and Nation (2009) the speaking performance of an individual can be affected by a range of factors related to the conditions in which they are performing speaking, including planning, time pressure, and the support they receives as well as standard of performance.

1.5.1.1 Planning

Newton & Nation (2009) stated that planning is the act of preparing for a task in advance, which includes having time to think about the topic, preparing what to say, and taking notes about what to say. Planning can help improve language production, as it allows some of the work to be done before the task begins, thereby reducing the number of things that must be managed during the task.

1.5.1.2 Time Pressure

According to Newton & Nation (2009, p. 119) another aspect of performance that should be considered is the pressure of time, as they stated that "giving learners plenty of time to perform a speaking task allows them to access both their implicit and explicit grammatical knowledge and thus increase the quality of their spoken output."

1.5.1.3 Amount of support

Newton & Nation (2009, p. 119) argue that learners can perform their best under the most favourable conditions when they are supported or guided in their tasks. They emphasize that the presence of understanding, patient, sympathetic, and supportive listeners is a crucial aspect of designing such tasks.

1.5.1.4 Standard of performance

The quality of performance expected plays a crucial role in affecting speaking. When learners are aware that their performance will be evaluated or when they have to speak in public, they feel more pressure to perform well (Newton & Nation 2009).

1.5.2 Affective factors

Experts have identified several psychological factors that have a significant impact on the students speaking skills. These factors include motivation, self-esteem, and anxiety. Oxford, (1990, p. 140) stated that “the affective side of the learner is probably one of the most important influences on language learning success or failure”.

1.5.2.1 Motivation

According to Ausubel(1968) the relationship between learning and motivation is inseparable as Motivation has the power to improve the learning journey, and in a similar manner, engaging in learning can reignite our motivation. Motivation is a crucial factor that can impact the development of EFL speaking skill. When learners are motivated to learn and use the language, they are more likely to engage in activities that promote speaking practice and take risks in communicating with others which improves their speaking skill.

1.5.2.2 Self Esteem

Coopersmith (1967:4-5) defined self-esteem, as cited in Brown (2000) as:“The evaluation which individuals make and customarily maintain with regard to themselves; it expresses an attitude of approval or disapproval and indicates the extent to which individuals believe themselves to be capable, significant, successful, and worthy. In short, self-esteem is a personal judgment of worthiness that is expressed in the attitudes that individuals hold towards themselves”

1.5.2.3 Anxiety

Anxiety is an emotional variable that can significantly impede the ability of EFL learners to speak fluently, as it can create feelings of nervousness and self-consciousness, which interfere with their capacity to produce spoken language in the target language. It is a complex emotional state that can give rise to a range of uncomfortable feelings such as self-doubt, unease, frustration, and worry (Scovel, 1978). According to Lee and Park (2005), anxiety is a major emotional factor that can have a negative impact on the ability of language learners to acquire foreign language skills, leading to nervousness and fear and resulting in poor oral and aural performance.

1.5.3 Listening Ability

various studies has shown that there is a relationship between the skills of listening and speaking, Shumin (2002) has emphasized this as he argues that typically, communication involves a speaker conveying a message and the listener receiving it through active listening. During interaction, every speaker plays a dual role both as a listener and a speaker. If the listener cannot comprehend what is being said, they cannot respond effectively. Therefore, speaking and listening are closely linked and dependent on each other. Newton & Nation (2009) claim that learning a language involves actively listening to others speak and picking up on different aspects of the language. This process of active listening allows the learner to gradually accumulate the necessary knowledge for using the language effectively. Once the learner has acquired sufficient knowledge, they can then start speaking the language with confidence.

1.5.4 Feedback during speaking activities

Feedback given during speaking activities can have a significant impact on an EFL learner's speaking skills. Sari Luoma (2004) argued that feedback that is valuable and informative is specific and detailed, and it strengthens the connection between assessment and teaching by providing clear and actionable insights into how learners can improve their speaking performance. Comments like "good job" are not considered effective feedback because they do not provide any useful information about what the learners did well or where they could improve. Furthermore, Harmer (1998, p142) stated that: "Though feedback both assessment and correction can be very helpful during oral work, teachers should not necessarily deal with all oral production in the same way. Decisions about how to react to performance will depend upon the stage of the lesson, the activity, the type of mistake made and the particular student who is making that mistake".

1.6) Speaking Assessment

According to Brown's (2004) framework, speaking ability is evaluated based on six factors, including pronunciation, grammar, vocabulary, and fluency, comprehension, and task performance. According to him, speaking is tested as the following:

Table 01: Oral Proficiency Achievement of Grammar

Achievement	Proficiency description
1	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his or her language.
2	Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.
3	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics.

4	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.
5	Equivalent to that of an educated native speaker.

Table 02: Oral Proficiency Achievement Category Pronunciation:

Achievement	Proficiency Description
1	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his or her language.
2	Accent is intelligible though often quite faulty.
3	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously non-native.
4	Errors in pronunciation are quite rare.
5	Equivalent to and fully accepted by educated native speakers.

Table03: Oral Proficiency Achievement Category Comprehension

Achievement	Proficiency Description
1	Within the scope of very limited language experience, Can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase.
2	Can get the gist of most conversations of nontechnical subjects (i.e., topics that require no specialized knowledge).
3	Comprehension is quite complete at a normal rate of speech.
4	Can understand any conversation within the range of one's experience.
5	Equivalent to that of an educated native speaker.

Table 04: Oral Proficiency Achievement Category Fluency:

Achievement	Proficiency Description
1	No specific fluency description. Refer to other four language areas for implied level of fluency.
2	Can handle with confidence but not with facility most social situations,

	including introductions and casual conversations about current events, as well as work, family, and autobiographical information.
3	Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words.
4	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of one's experience with a high degree of fluency.
5	Has complete fluency in the language such that speech is fully accepted by educated native speakers.

1.7) Private and Public Schools: definitions

Many individuals believe that an individual's success in life is largely determined by attending the right school. Therefore, the school environment can have either a negative or positive influence on a student's achievements, and if the school fails to cater to students' needs, their academic performance may suffer. As a result, many parents take school selection very seriously, trying to identify the most suitable environment for their child. Recently, this issue has gained attention, and parents are becoming more engaged in their child's school experience, often weighing the pros and cons of public and private schools.

Regarding private school, as in Collins English Dictionary, «It is a school which is not supported financially by the government and which parents have to pay for their children to go to». That is to say, a private school is an educational institution that does not receive any financial support from the government. In other words, private schools are operated and funded by private individuals, organizations, or corporations, and are not affiliated with the state or local education systems.

Concerning public schools, «in the U.S., an elementary or secondary school that is part of a system of free schools maintained by public taxes and supervised by local authorities.» Collins English dictionary, a public school is a primary or secondary educational institution that is established as part of a network of free schools, which are

supported by taxes collected from the public and overseen by local authorities. These schools are generally available to all students who reside in the district or state where they are located, and they offer education without charging tuition fees.

1.8) The Main differences between public and private schools

Based on the definitions mentioned above, it's clear that there are notable distinctions between private and public schools. Mainly, their different sources of support, according to (Susan and Choy, p. 2). "Public schools depend primarily on local, state, and federal government funds, while private schools are usually supported by tuition payments and sometimes by funds from other non-public sources". Public schools are financially funded by the government and local authorities, while private schools are typically funded by private entities, such as individuals, or corporations, also it receives financial support from the students through tuition fees. Moreover, it offers smaller classrooms which can provide more individualized instruction and attention from teachers.

In public schools the curriculum is standardized and designed by the government, the ministry of education, and teachers are always given syllabus and textbooks to follow, while private schools have more flexibility, the teachers are allowed to use their own teaching methods, materials and assessments Private schools often focus on teaching practical language skills, such as speaking and listening which are important for everyday communication.

1.8.1 Class Size in Private and Public Schools

Class size is one of the main differences between public and private schools, class size can have an impact on the quality of education that students receive class size refers to the number of students in a classroom. Characteristically, private schools have smaller classroom sizes than the public schools. Public schools tend to have larger enrolments. According to the

National Centre for Education Statistics (p 23): “in the 1993-94 school years, public schools were at least twice the size of private schools, on average”

There are many presumptions regarding the impact of class size on education, Laura and Koenig(2015) propose that the most common one and the most frequently reason why do students prefer small classes is that small classes lead to more individualized instruction and attention from the teacher . This means that when the class is smaller, it is easier for the teacher to provide individualized instruction and attention to each student. With fewer students, the teacher can easily interact with each student, assess their individual learning needs, and provide personalized feedback and guidance. This can help students to better understand the material and improve their performance. However, according to Lori Garrett-Hatfield (2014) a significant drawback of smaller class sizes is the financial aspect.

Implementing smaller classrooms in a school district requires investing in additional teachers and constructing more classrooms, which can be costly. Reduced number of students in a classroom costs the school a lot as it requires it to employ more teachers and build more classrooms to accommodate them.

Public schools are generally twice as large as private schools in terms of student population. Gehringer (2020) argues that larger classes improve the students experience in terms of community, in that large class can be a helpful learning community where students can collaborate with and learn from one another. This provides them with more opportunities to work together and gain knowledge from their peers. However, larger classes may affect negatively on the education process as it is challenging for teachers to manage discipline in the class which leads to a distracting learning environment thus lower quality of learning.

8.2 The Curriculum in Private School and Public School

Daniel Tanner and Laurel N. Tanner (1988) define curriculum as the process of organizing knowledge and experience in a structured and systematic way within the school (or

university) system, in order to help learners to enable learners to control improve their control of knowledge and experience.

The curriculum plays a crucial role in improving the teaching quality. Curriculum refers to the educational system that provides knowledge and skills to students in a school setting. It consists of what is taught to students at different academic levels and what is evaluated through testing. The curriculum in private and public schools in Algeria may differ in several ways. Public schools in Algeria follow a standardized national curriculum set by the Ministry of National Education. This curriculum is compulsory and covers a range of subjects. Private schools, on the other hand, have more freedom in designing their curriculum and may offer additional subjects or different teaching methods. Standardized tests are used to assess the students' level of learning.

1.8.3 Materials in Private School and Public School

Teaching Materials means tools and resources used by the instructors and educators to support the learning-teaching process these materials can take different forms like: textbooks, visual-aids, worksheets, technology...Etc .According to Kapur R (2020):"The teaching-learning materials are the materials that are made use of by the instructors in imparting information in terms of academic subjects and concepts to the students", Private and public schools can differ in the materials they use, Lockheed and Jimenez (1994) state that:"One reason that private schools may be more effective than public ones is that they have more resources to bring to the classroom: better educated teachers, more instructional materials, a larger stock of institutional resources such as libraries, laboratories, or subject rooms"(p 17). They've also provided some statistics that showed that private schools students were more likely to have dictionaries (63percent) and a complete set of textbooks (70 percent) compared to public school students 40 percentand 66 present respectively (p.23).

Having access to different resources and providing different materials is a very important factor that contributes to the learners' academic success, as that these resources can support students learning and help them to better understand and engage with the course material.

1.8.4 Safety and Discipline in Private and Public Schools

According to Dictionary of Education (2006), "discipline" is the act of maintaining order in a classroom and having authoritative control over students. According to Ijaz (2004), the primary objective of school discipline is twofold: to ensure the safety of students and staff, and to create an environment in which learning can expand. School discipline refers to the regulations and codes of conduct that students are expected to be committed to. These standards can cover various areas, including clothing, punctuality, social behaviour, and work ethics (Stenbacka, 2001). The ultimate aim of school discipline is to promote a positive and safe learning environment in the classroom. When a teacher is unable to maintain discipline, it can lead to negative consequences such as decreased motivation, distress, and underachievement among students (Suter, 2006).

Choy, S. P (1998) state that the atmosphere of a school can impact the learning process as it affects everyone involved, including students, teachers, staff, and parents. If the school is not safe or is disrupted by misbehaving students, then the quality of education will be negatively affected.

Although both public and private schools may experience crime on their premises .but public school students are more likely to be exposed to criminal activities (ibid)Private schools are known for their emphasis on student safety and have strict policies against violence. Access to their campuses and buildings is closely monitored and controlled to limit outside access and prevent strangers from entering (*TargetStudy.com.*).

Conclusion

This chapter has provided a comprehensive examination of various aspects related to speaking skills in students. It has encompassed the definitions of speaking skills, the fundamental elements that contribute to effective speaking, the key factors that influence students' speaking abilities and speaking assessment. The chapter has also underscored the significance of developing strong speaking skills in educational contexts. Furthermore, it has delved into the main differences between private and public schools this chapter has contributed to a deeper understanding of the theoretical foundations of the study.

Chapter Two: Methodology

Introduction

The purpose of this study is to compare the speaking skills of EFL students in Erridouane private school to Mofdi Zakaria public school, and determine whether there are any significant differences in their oral performance levels. To conduct this study, students were identified as the most appropriate sources of information, as their perspectives and opinions were essential to test the hypotheses. To gather the necessary data, two tools were chosen: a questionnaire was distributed to the students and a speaking test was administered for the students of both schools, and these tools were selected as effective means of gathering the required information.

2.1) Research Design

After identifying the research problem, the next basic step is to create the research design, which is the plan for the research project.

Creswell (2011) argues that Research designs can be thought of as detailed plans that guide the entire research process. They encompass the overall framework and specific procedures used to gather and analyze data; this means that a research design is a plan that encompasses a wide range of decisions and choices made throughout the research process, from broad assumptions and general goals to the specific methods used for data collection and analysis.

Comparative case studies are conducted over a period of time and focus on comparing similarities, differences, and patterns between two or more cases. They are useful when experimental designs are not feasible or when the context affects program or policy success. To conduct a comparative case study, it's essential to describe each case in detail and establish the foundation for the analytic framework. Comparative case studies often involve both qualitative and quantitative data and require extensive conceptual, analytic, and synthesizing

work (Goodrick, 2014). In the present study, the researchers adapt a comparative study to investigate EFL learners' speaking skill differences between public and private schools.

2.2) Research approaches

The researchers used both quantitative and qualitative approaches in this study, to ensure the reliability and validity of the tools. Therefore, it's very important to discuss and understand these two approaches.

2.2.1 Qualitative Approach

Qualitative approach is a method of research that involves analyzing non-numerical data. It is the most convenient research method for analyzing and interpreting unstructured text-based data, such as open-ended survey responses, interviews, or written documents, Hsieh and Shannon describe it as “a research method for subjective interpretation of the content of the text data through systematic classification process of coding and identifying themes or patterns” (2005, p.2). Furthermore, Lincoln (2000) argues that qualitative research involves an interpretive and naturalistic approach, “this means that qualitative researchers study things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring to them” (p. 3). By these lines of quote, one can say that qualitative research is characterized by an interpretive and naturalistic approach.

This means that researchers who use qualitative methods study phenomena in their natural settings and try to make sense of them by interpreting the meanings that people attribute to them, thus using the qualitative approach in this study allows the researchers to collect data that are both reliable and flexible, which can help to gain a better understanding of the topic, mainly to determine the differences in EFL speaking skills between students in private and public schools.

2.2.2 Quantitative Approach

According to Burns & Grove, 2005 quantitative approach is formal, objective, rigorous, deductive approach, and systematic for generating and refining knowledge to problem solving.

White & Millar (2014) explain that the word “quantitative” means quantity or amounts (how many) information collected in the course of the study and is in a quantified or numeric form, i.e., in statistical supports, often using software, such as Excel, Access, SPSS, etc .Creswell (2011) describes the quantitative research as the kind of study that is: “explaining phenomena by collecting data that are analysed mathematically based methods (in particular statistics) ” (p13) he also adds that quantitative research is an original research in which the researcher decides what to study, asks specific narrow questions, collects quantifiable data from participants, analyze numbers using statistics, and conducts the inquiry in an unbiased objective manner ,Williams(2007) stated that The results obtained through quantitative research can be predictive, explanatory, and corroborating in nature.

According to Given (2008)the objective of quantitative research is to develop and use mathematical models, theories and hypotheses propositions pertaining to phenomena. Using the quantitative approach in this study enables researchers who aim to establish measureable relationships among variables and verify their study hypotheses to collect rich, real, deep, and valid data, which can help them gain a better understanding of the topic and determine any differences in EFL speaking skills between students in private and public schools.

Table 06: Comparison between Qualitative and Quantitative Methods (Adopted from Mack, et.al. 2005:3)

	Quantitative	Qualitative
General framework	Seek to confirm hypotheses about phenomena	Seek to explore phenomena
	Instruments use more rigid style of eliciting and categorizing responses to questions	Instruments use more flexible, iterative style of eliciting and categorizing responses to questions
	Use highly structured methods such as questionnaires, surveys, and structured observation	Use semi-structured methods such as in-depth interviews, focus groups, and participant observation
Analytical objectives	To quantify variation	To describe variation
	To predict causal relationships	To describe and explain relationships
	To describe characteristics of a population	To describe individual experiences
		To describe group norms
Question format	Closed-ended	Open-ended
Data format	Numerical (obtained by assigning numerical values to responses)	Textual (obtained from audiotapes, videotapes, and field notes)
Flexibility in study design	Study design is stable from beginning to end	Some aspects of the study are flexible (for example, the addition, exclusion, or wording of particular interview questions)
	Participant responses do not influence or determine how and which questions researchers ask next	Participant responses affect how and which questions researchers ask next
	Study design is subject to statistical assumptions and conditions	Study design is iterative, that is, data collection and research questions are adjusted according to what is learned

While each research method has its own value and purpose, combining quantitative and qualitative data is often preferred by researchers to maximize the quality and scope of their findings. Therefore, when comparing the speaking skills of EFL learner in two different education sectors (private and public), both quantitative and qualitative approaches are utilized to enhance the validity of the findings.

3) Data Collection Procedure

Data collection refers to gathering information from different sources in order to gain a better understanding of the subject matter being studied. Data collection enables researchers

to address relevant questions, analyse results, and make predictions about future events. There are several methods for data collection, such as interviews, observations, and administering questionnaires, etc.

As far as this study is concerned, three particular methods were employed for data collection. A questionnaire to Erridouane and Moufdi Zakaria third year languages stream students was distributed as part of the data collection process along with a speaking test given to the students from both schools.

2.3.1 The Sample

To investigate the speaking skills of EFL learners in public and private high schools, the researchers selected a sample of 35 students from the third year of the foreign languages stream. Within this sample, 23 students were from the public school and 12 students were from the private school. The participants were at the same level and enrolled in the same stream, with ages ranging between 17 and 20 years. Both male and female students were included in the sample. The main objective was to gather their perspectives on the schools they attended and their English learning experiences, particularly in relation to speaking skills. Additionally, a speaking test was administered to some participants, which was later assessed and scored by the researchers.

2.3.2 Research Instruments

For this research, the researchers used different tools to gather credible data that would assist in answering the research questions and testing hypotheses were an interview with high school teachers, a questionnaire with pupils in both private and public high schools, and a speaking test. The following section outlines each research tool, its objectives, and the reasons for its application in this study.

2.3.2.1 Students' Questionnaire

In this study, the questionnaire has been used as the main research tool as it allows them to collect data on various aspects related to how learners perceive, feel, and experience learning English particularly speaking skill in both private and public schools. Also, it is time-efficient and allows the participants to answer the questions in ease and freely without any pressure. A questionnaire was directed to third year high school students, particularly foreign languages stream from both public and private schools: Mofdi Zakaria public high school students and Erredouane private high school students.

2.3.2.1.1 Description of the Questionnaire

This questionnaire is composed of 10 questions, the questionnaire is divided into three sections, both closed ended and open ended questions were used to allow the participants to express their views on English language learning in private and public schools in a comprehensive manner, closed-ended questions provided specific answer choices and they were useful in providing quantitative data, while open-ended questions allowed the participants to provide detailed responses in their own words, also were valuable in providing qualitative data.

A. Section one: Students' background

In this section, three questions were included to gather general information about the participants, specifically regarding their gender and age.

B. Section two: Pupils' Opinion about their English learning experience in private Schools

This section comprises five questions that are directed towards third-year high school students from both private and public schools, seeking their opinions on their English learning experience in their schools.

C. Section Three: pupils' opinions on their English Speaking skill learning:

This section consists of four questions aimed at gaining insight into the opinions of public and private school students regarding their English speaking skills and other related aspects of their learning.

2.3.2.2 Speaking Test

The researchers administered a speaking test to the participants from both schools in order to evaluate their speaking skills. Third year high school students from each school were tested by using the Interchange Assessment Material provided by Harmony school. This test is designed to assess various aspects of spoken language proficiency, including comprehension, pronunciation, vocabulary, fluency, and grammar. Twenty two participants from private and public schools were tested individually; each participant was given a limited amount of time to answer 10 questions, the participants were rated on their spoken language proficiency according to five different areas (grammar, fluency, pronunciation, vocabulary and comprehension) with each area being assigned a score ranging from 1 to 5, the test is out of 25.

Conclusion

In this chapter the researchers described the methodology used in this study, it addressed the research questions through a mixed-methods approach that includes both quantitative and qualitative data collection techniques. The research design, sampling strategy, and data collection methods were carefully chosen to ensure that the research findings were both reliable and valid.

Chapter Three: Data Analysis and Discussion

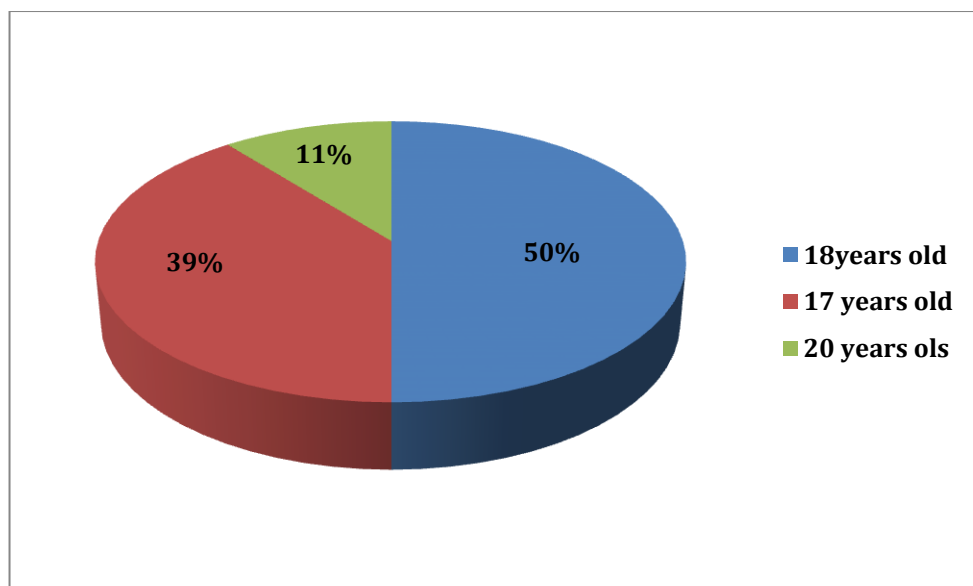
Introduction

This chapter is designed to analyze the collected data. In this chapter, the researchers explored the findings and interpretations derived from the research instruments employed, namely the learners' questionnaire and the speaking test in order to uncover valuable insights and patterns that shed light on the research questions. By thoroughly analyzing the data, the researchers could draw meaningful conclusions and contribute to the overall understanding of the subject matter under investigation.

3.1) Students' Questionnaire Analysis

3.1-1 Section one: Students background

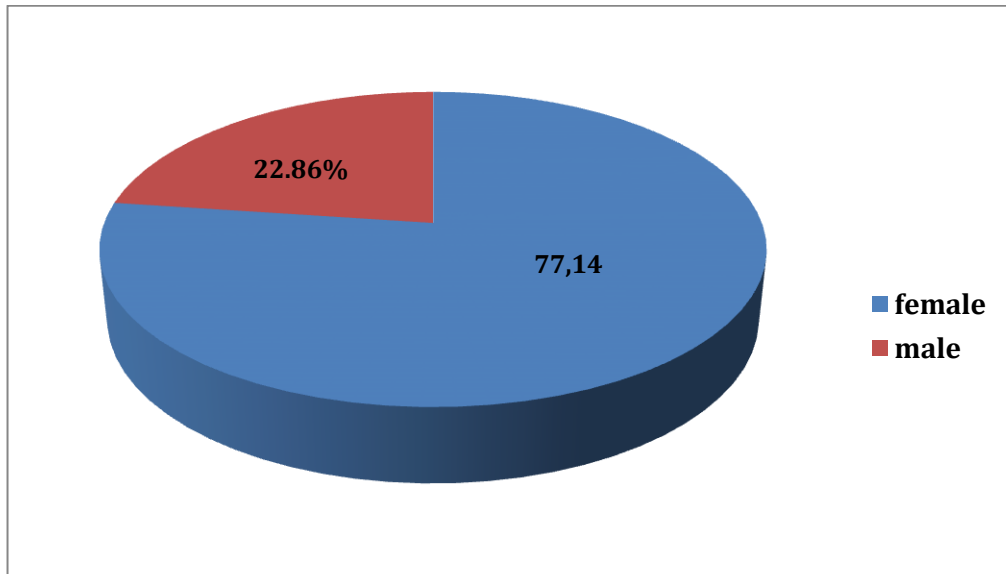
3.1.1.1. Age



Graph 01: Students' Age

The age range of third-year high school students in both private and public schools was primarily between 17 and 18, with a small number of students being slightly older.

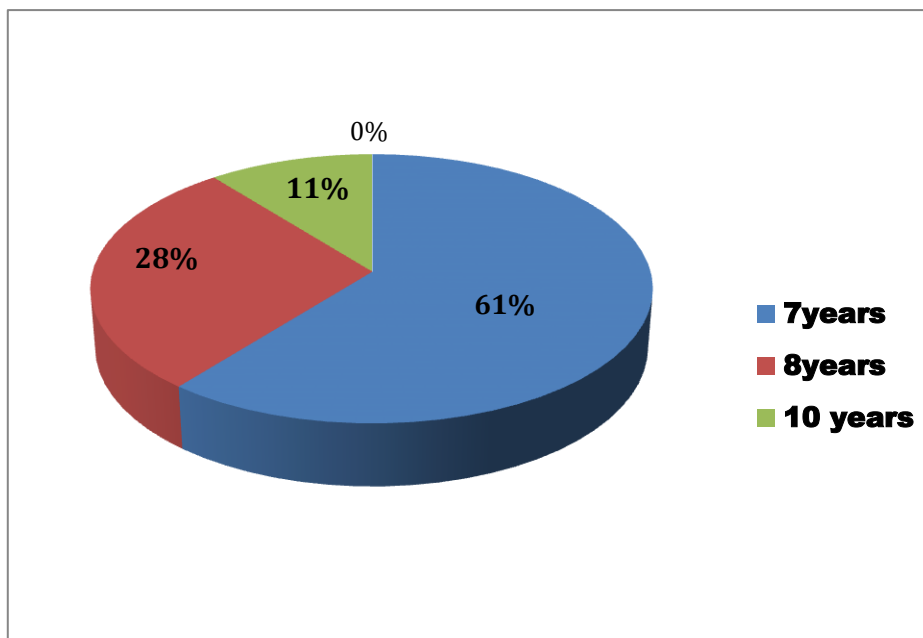
1.1.2 Gender



Graph02: Students' Gender

According to the pie chart, the majority of students in both private and public schools were female, with 77.14% of students being female and 22.86% being male.

1.1.3 English learning experience



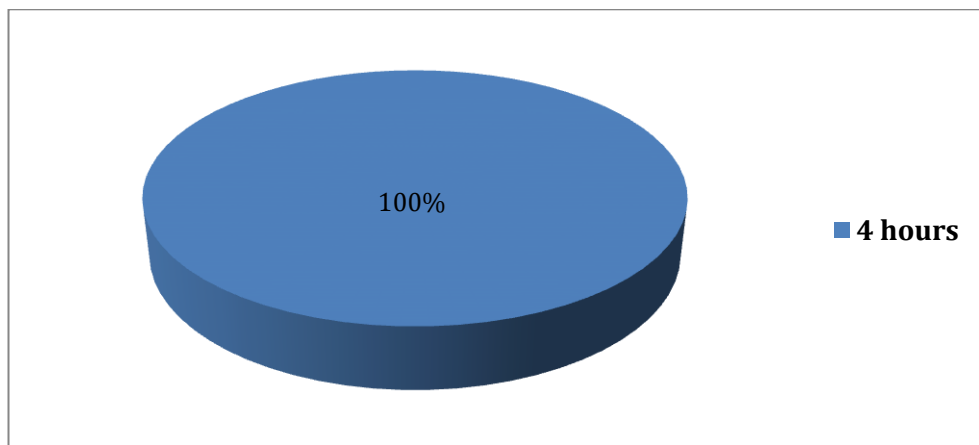
Graph03: the duration of learning English for private and public school students

The graph shows that most students studied English for 7 years (61%), while a smaller group studied for 8-10 years, and only 11% studied for 10 years.

1.2 Section Two: Pupils' Opinions about their English learning experience in their School

The students were asked the following questions. They responded as follow:

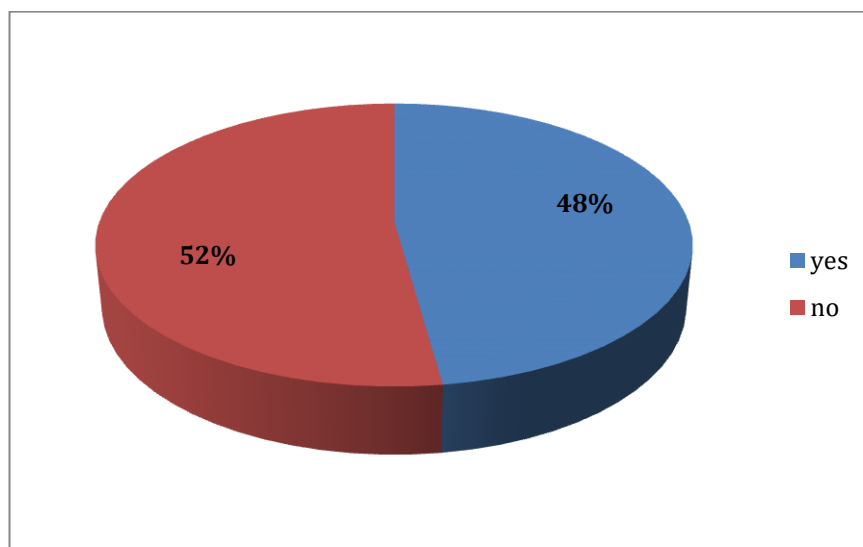
1) How many hours a week do you study English in your school?



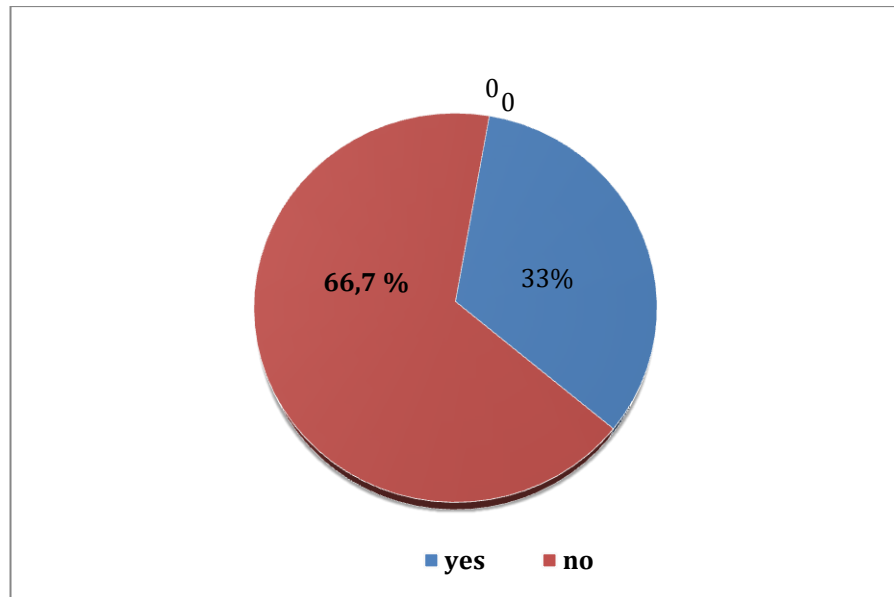
Graph04: Quantifying Weekly English Study Hours in both Schools

The amount of time that school students in both public and private was 4 hours per week.

2) Do you feel motivated to learn English in your current school environment?



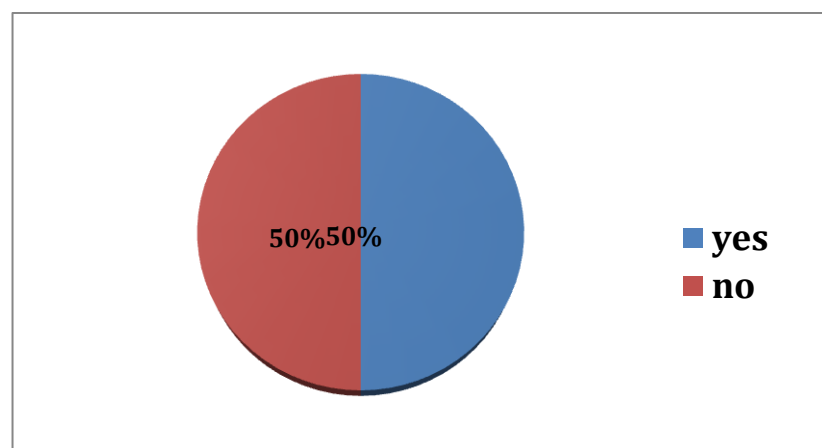
Graph05: Motivation to learn English in the private school



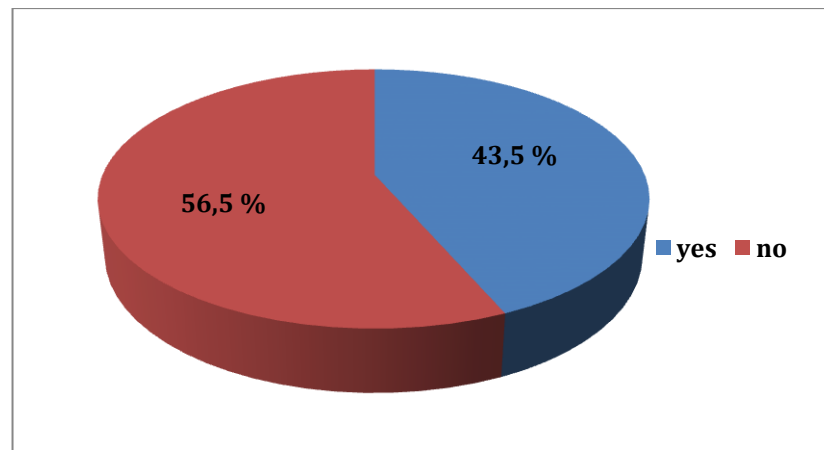
Graph06: Motivation to learn English in the public school

A comparison of motivation levels between private and public school students revealed that a larger percentage of private school students (48%) felt motivated to learn English, compared to public school students (33%). This difference in motivation levels may have an impact on students' speaking abilities, as motivation can play a role in determining how much effort and time a student is willing to invest in learning a language.

3) Do you feel that you receive enough individual attention from your English language teachers?



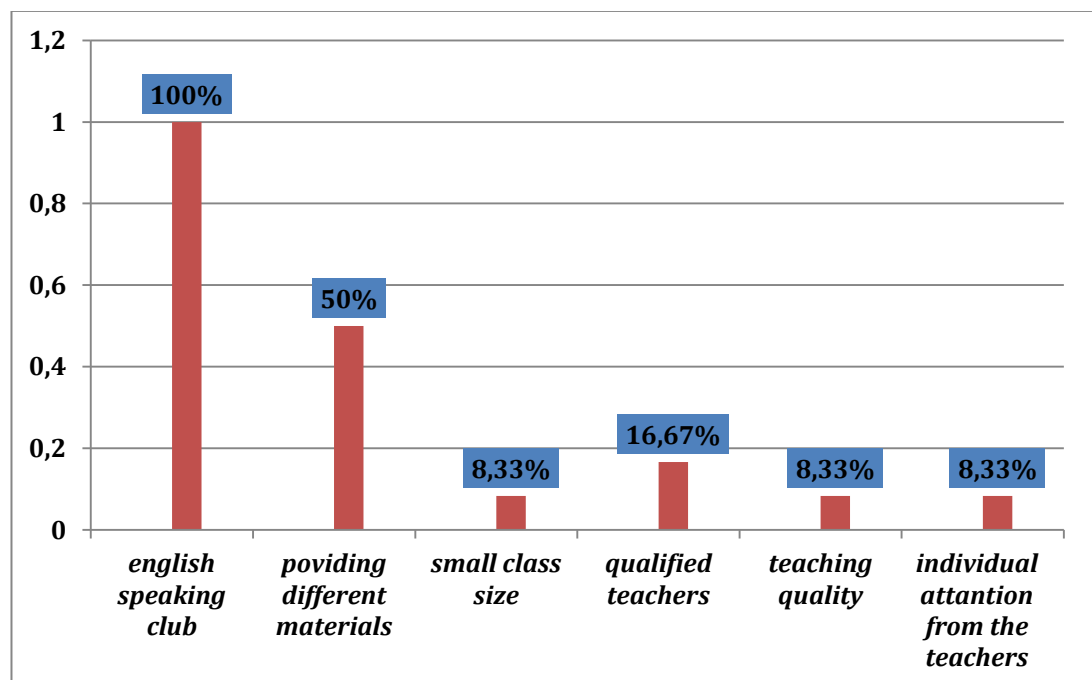
Graph07: Individual Attention from the Teacher: private school students



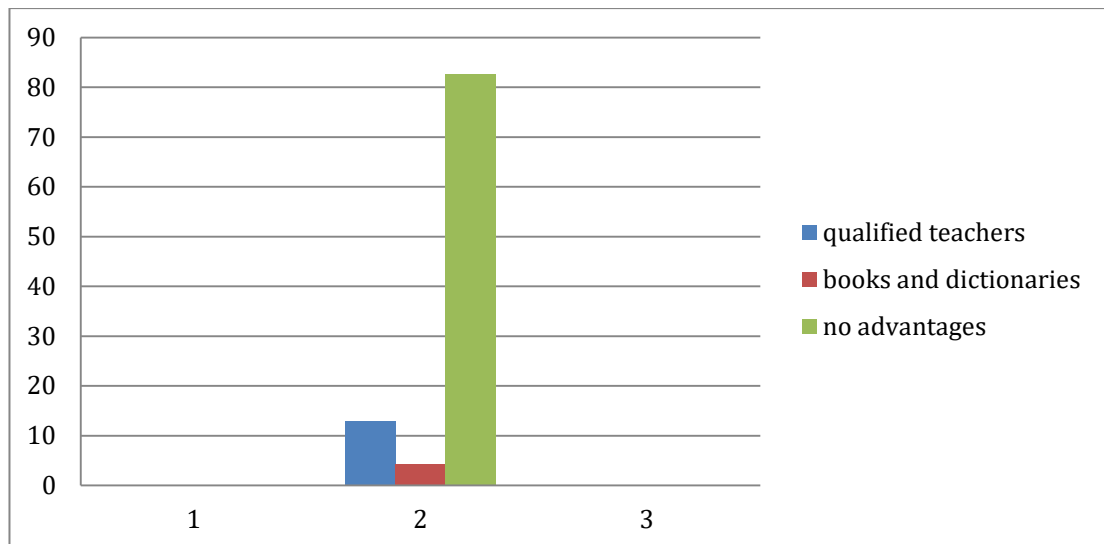
Graph08: Individual Attention from the Teacher: public school students

It was found that 56.5% of public school students felt they did not receive enough attention in their English language classes, while 43.5% believed they received enough attention. On the other hand, 50% of private school students felt they received enough attention, while 50% did not. The data suggests that private school students are more likely to feel they receive enough attention from their English language teachers compared to public school students.

4) In your opinion, what are the advantages of learning English in your school?



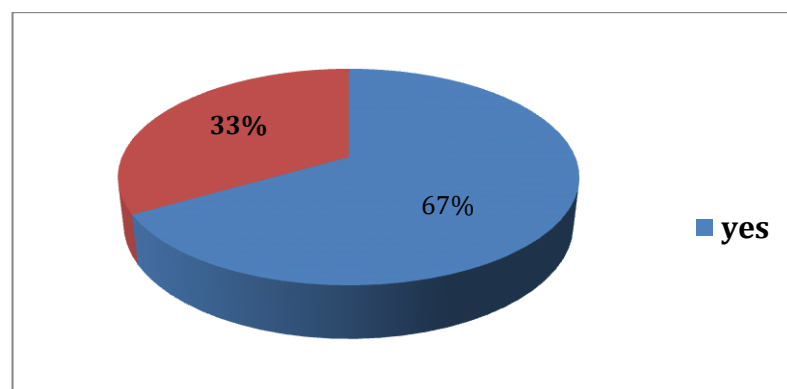
Graph09: Private school students' responses



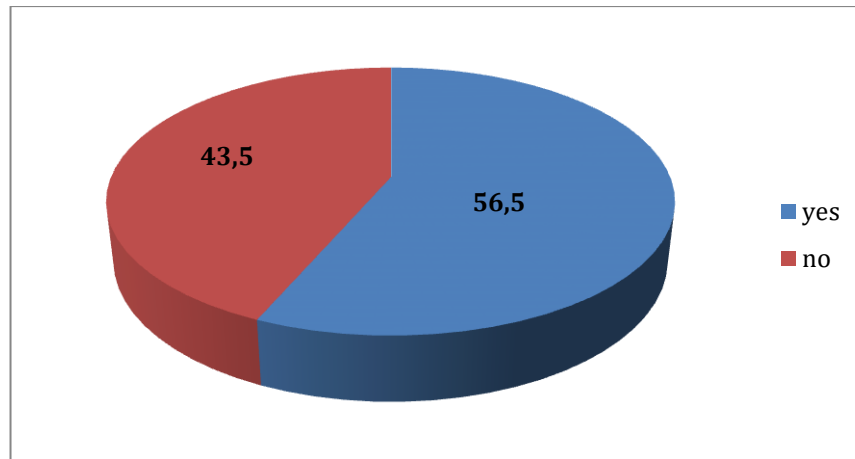
Graph10: Public school students' responses

The responses from private and public school students revealed differences in the advantages of learning English in their schools. According to students, Private schools prioritized English speaking clubs, diverse materials, small class sizes, and qualified teachers, while public schools emphasized qualified teachers, books and dictionaries, and individual attention from teachers. However, only 13% of public school students mentioned having qualified teachers as an advantage of learning English in their school, 4.3% cited access to books as a benefit while the remaining respondents (82.7%) did not identify any particular advantages of learning English in their school.

5) Are you satisfied with your English language learning experience in your school?



Graph11: Satisfaction with English Learning Experience in the private School



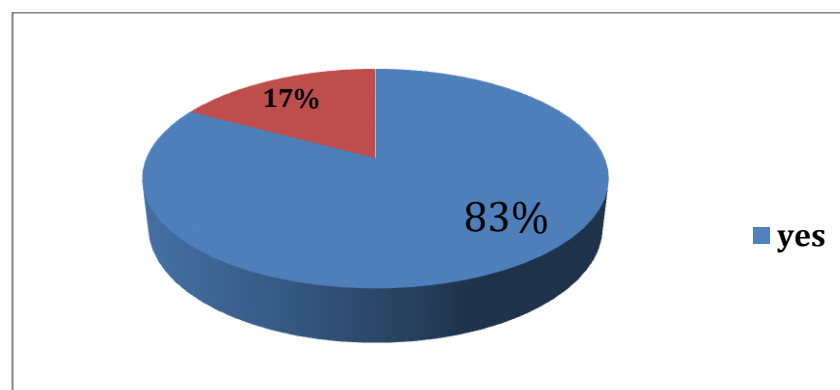
Graph12: Satisfaction with English Learning Experience In the public School

The data from the two pie charts shows that private school students were more satisfied with their English language learning experience in school compared to public school students. Out of the total responses received, 67% of private school students reported being satisfied, while 33% reported being unsatisfied. On the other hand, 56% of public school students reported being satisfied, while 43% reported being unsatisfied.

1.3 Section Three: Pupils' opinions on their English speaking skill learning in their schools

The participants were asked to answer the following questions. Here are their answers:

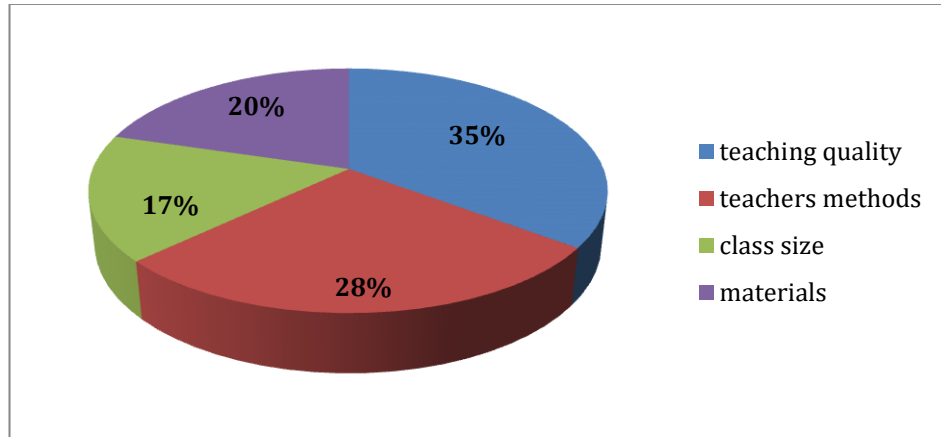
1) Do you think private schools and public schools are different in terms of improving student's English speaking skill?



Graph13: Assessing the differences between Public and Private Schools in Enhancing students' English speaking Skills

The data suggests that 83% of students believed that private schools were better at improving English speaking skills than public schools.

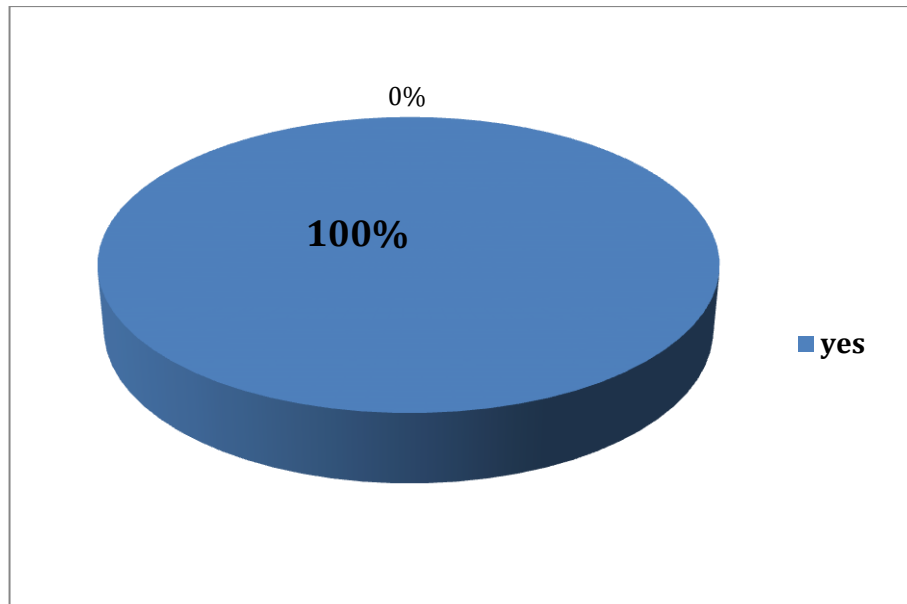
If yes, in which terms?



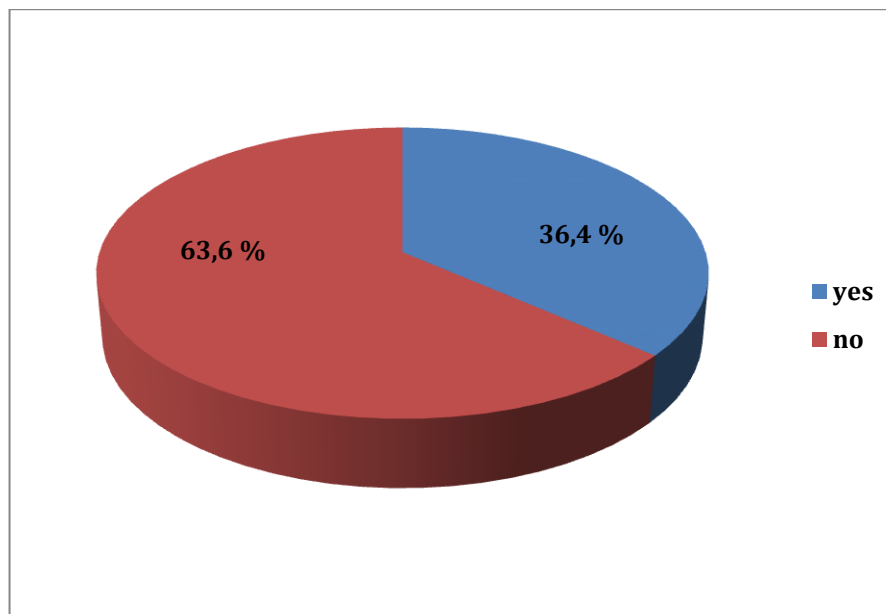
Graph14: TheDifferences between Private and Public Schools in teaching English Speaking skill

Most students questioned believed that private schools were better at improving English speaking skills than public schools. This highlights the importance of teaching quality and teachers' methods in shaping students' English language proficiency, the students valued personalized attention and effective teaching methods, with 35% choosing teachers methods and 28% choosing teaching quality as key factors. Additionally, class size and materials were also chosen by 17% and 20% of students, respectively.

2) Do you think your school provide their students with better English learning materials than public schools?



Graph15: Comparing English Learning Materials: the private school responses

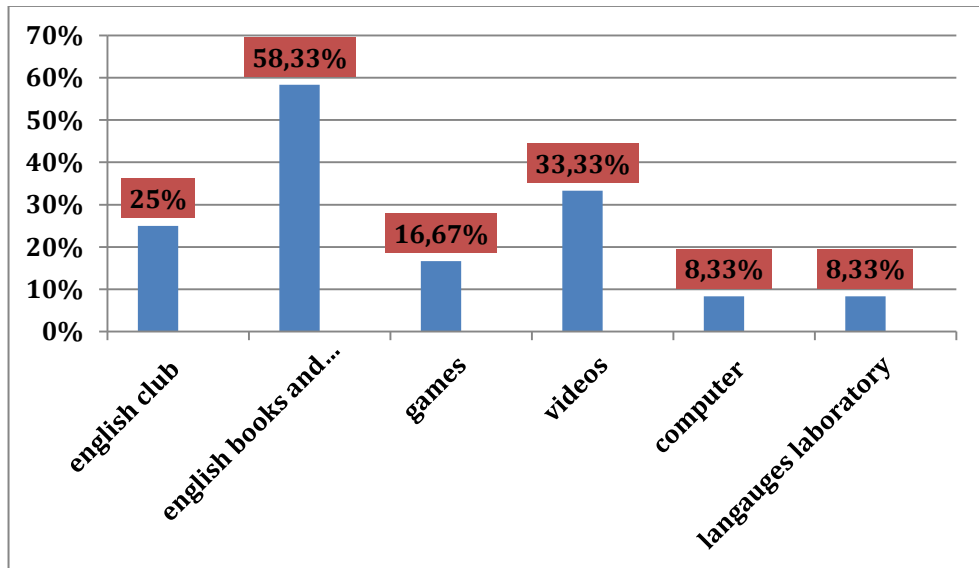


Graph16: Comparing English Learning Materials: the public-schoolstudents responses

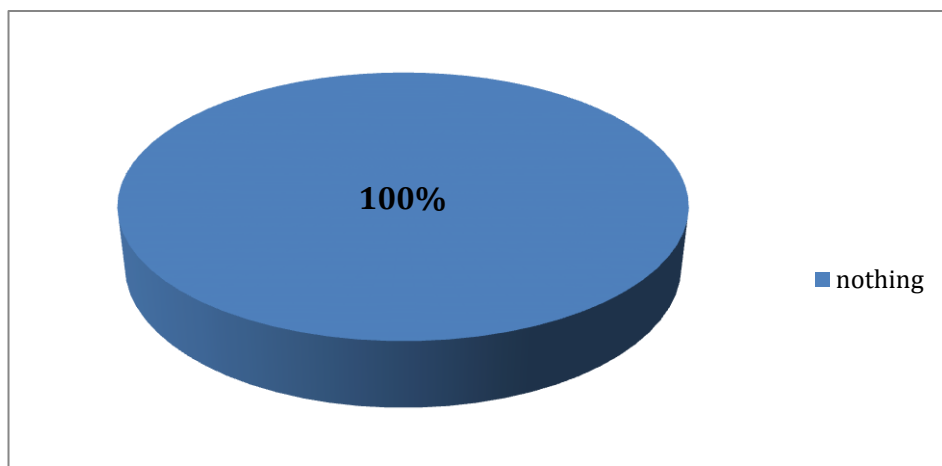
The graphs show that both private and public schools' students had different perceptions regarding the quality of English teaching materials provided by their respective schools. According to the data, 100% of private school students believed that their school provided better English teaching materials than public schools, while 36.4% of public-school

students also believed the same. However, 63.6% of public-school students disagreed that their school provided better English teaching materials than private schools did.

3) What resources does your school provide to help you learn English?



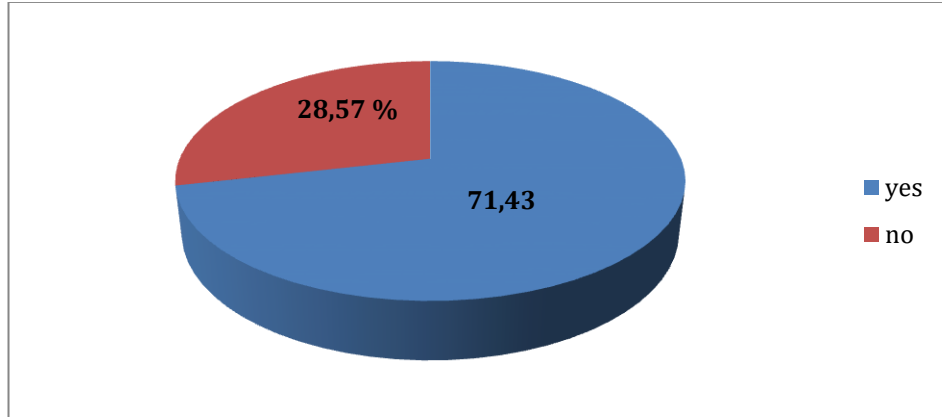
Graph17: Supportive Resources for English Learning in private Schools



Graph18: Supportive Resources for English Language Learning in the public School

The data shows that private school students had access to various resources, including English clubs, books, dictionaries, games, videos, and a language laboratory. However, none of the public-school students mentioned any resources for learning English.

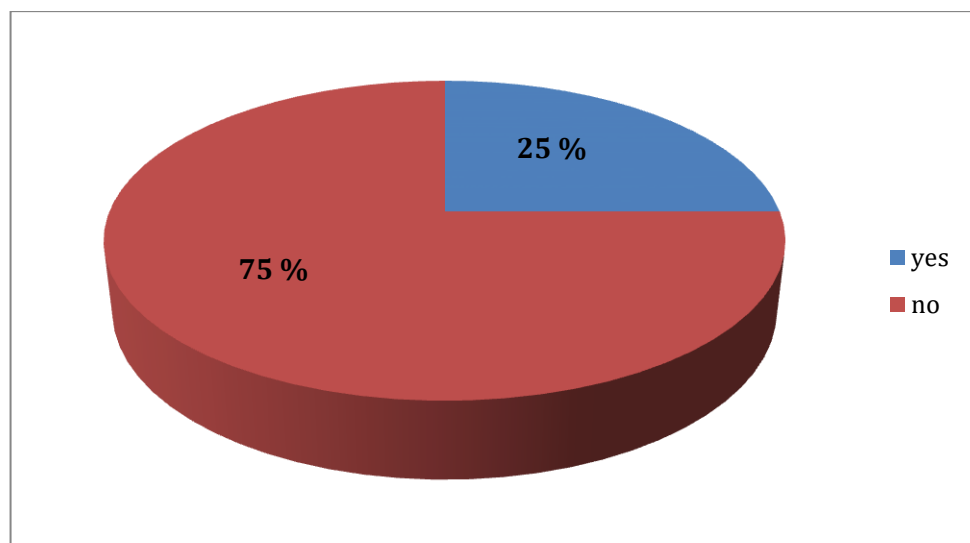
3) Do you think that having smaller class size improve students' education, particularly in developing their English speaking skill?



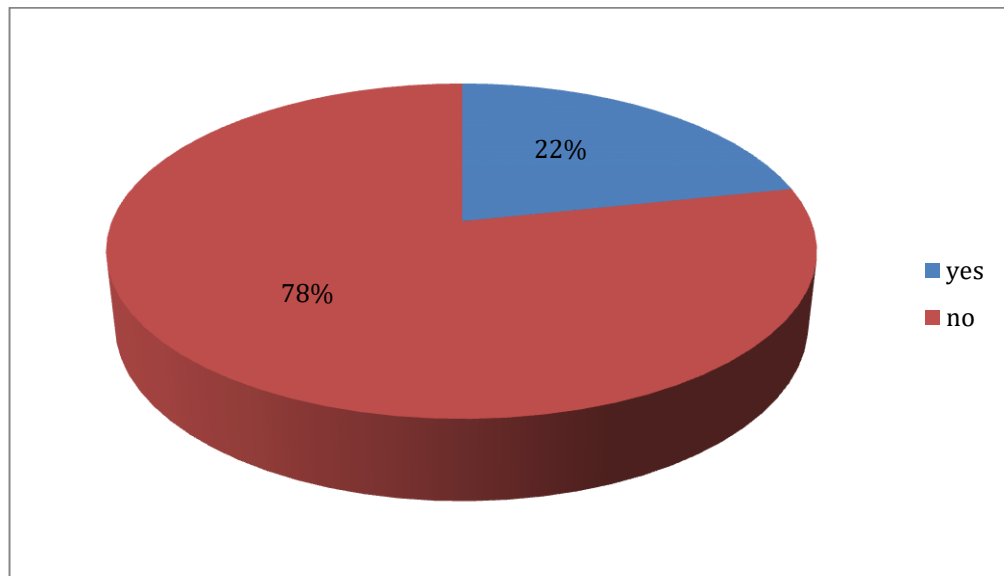
Graph19: Impact of Smaller Class Sizes on English Speaking Skill Development: both schools' Students Perspectives

Most students of both schools believed that smaller class sizes improved their education, particularly in developing their English speaking skills. However, a smaller proportion of the students believed that smaller class sizes did not improve their education.

4) Do you think your school provide better education for learning English speaking skills?



Graph20: Assessing the Quality of English-Speaking Skill Education in private school



Graph21: Assessing the Quality of English-Speaking Skill Education in the public school

Based on the data, it appears that a smaller proportion of private school students believe that their school provides better education for learning English speaking skills. Specifically, 25% of private school students responded "yes" to the question of whether their school provides better education for learning English speaking skills, while 75% responded "no". In contrast, 21.7% of public-school students responded "yes" to the question, while 78.3% responded "no".

2 Speaking Test Results

The tables present speaking test marks obtained by 12 students from each school, with scores measured on a scale of 25.

Table 06: private school students' test Marks

Students	01	02	03	04	05	06	07	08	09	10	11	12
Marks	24	24	24	24	24	23	21	20	20	18	14	14

In the private school, five students obtained a score of 24, one student received a score of 23, one student achieved a score of 21, two students scored 20, one student received a score of 18, and two students obtained a score of 14.

Table 07: The Public School Students' Marks

Students	01	02	03	04	05	06	07	08	09	10	11	12
Marks	24	24	22	22	21	19	18	16	14	11	5	5

As it's mentioned in the table, in the public school, two students achieved a score of 24, two students received a score of 22, one student scored 21, one student obtained a score of 19, one student scored 18, one student scored 16, one student scored 14, one student scored 11, and two students received a score of 5.

When comparing the two sets of data, it is evident that the private school students generally achieved higher scores, with a greater number of students scoring 24, 23, and 21. In contrast, the public-school students had a wider distribution of scores, ranging from 5 to 24, with fewer students attaining higher marks.

3.3) Findings

The research aimed to explore the differences in English language instruction between private and public schools, as well as assess the disparities in speaking abilities among EFL learners in these educational sectors. To accomplish this, a questionnaire was administered to third-year students in Erredouane private high school and Moufdi Zakaria public high school.

The questionnaire results revealed that private school students generally had a higher level of education and were more motivated to learn English compared to public school students. Furthermore, private school students reported receiving more individualized attention in their English language classes compared to public school students who feel they

don't get enough attention in English language classes. This suggests that public school students may need more individualized attention to improve their speaking abilities.

In terms of students' views on the quality of English teaching materials, private school students generally think their school provides better materials, while only 36.4% of public-school students agree. This may indicate that public schools need to improve their English language teaching materials to support their students' learning.

The speaking test results confirmed the findings of the questionnaire. Private school students generally had higher scores compared to public school students, with a higher concentration of students scoring 24, 23, and 21. On the other hand, the public school students had a wider range of scores, with a higher number of students scoring between 11 and 17.

The findings from the questionnaire and the speaking test analysis support our hypothesis about the speaking abilities of EFL learners. Private schools may have an advantage in supporting their students' English language learning through access to resources and individualized attention. However, public schools may need to improve their teaching materials and consider class size to support their students' learning.

Overall, the data we have collected confirms our hypothesis about the speaking abilities of EFL learners. Private schools might have an advantage in supporting their students' English language learning, but public schools may need to improve their teaching materials and consider class size to support their students' learning.

Conclusion

This chapter provides an analysis of the data gathered from the learners' questionnaire and the speaking test. The findings strongly suggest that private and public schools showed significant disparities, although there are some similarities, in terms of teaching English speaking skills. It is noteworthy that students attending private schools exhibit a better level of English proficiency in comparison to their counterparts in public schools.

Conclusion

Conclusion

This study has undertaken an investigation into the proficiency of EFL learners in both private and public schools, focusing on their speaking skills. Additionally, the study examines the disparities in English language instruction between these two types of educational sectors. By employing a questionnaire and a speaking test as research instruments, which were administered to Moufdi Zakaria Public High School and Erridounae Private High School, we gathered a comprehensive dataset that has been analysed qualitatively and quantitatively.

Our study consisted of three chapters. The first chapter primarily focused on reviewing relevant literature. Within this chapter, we explored the main distinctions between private and public schools, as well as various aspects related to EFL speaking skills, including speaking assessment, the influential factors on EFL speaking proficiency, the different components of speaking, and the role played by teachers. In the second chapter, we explained the research methodology that we adopted in this study, including the sampling process, research design, research approaches, and the research instruments employed in this investigation. Lastly, the third chapter presented a comprehensive analysis of the collected data and provided a thorough discussion of the results obtained from the study.

The study findings indicated notable distinctions in the instruction of EFL speaking skills between private and public schools, specifically concerning the use of different materials and the quality of teaching. The results revealed that private schools generally offered superior materials aimed at enhancing students' speaking skills compared to public schools. Additionally, it was found that students attending private schools exhibited a higher level of English proficiency compared to students in public schools.

Finally, there were several recommendations proposed for stakeholders and researchers to conduct additional research.

Recommendations

In the light of our research we recommend stakeholders to do the following:

1. Researchers should continue to study and identify best practices for English language instruction in both public and private schools.
2. English language teachers should focus on developing their students' speaking skills through engaging and interactive activities.
3. The school administration should prioritize the improvement of English language instruction and provide necessary resources to teachers.
4. Students should take advantage of opportunities to practice speaking English outside of the classroom, such as joining English clubs or participating in English-language exchange programs.
5. Public school teachers should receive ongoing professional development to enhance their English language instruction skills and stay up-to-date with best practices..
6. The school administration should monitor student progress and provide additional support and resources as needed.
7. Parents should be informed about their child's English language proficiency and be encouraged to participate in their child's education.
8. The school should have a comprehensive English language curriculum that covers all skill areas and is aligned with national and international standards.
9. The school should provide opportunities for students to engage in English language learning outside of the classroom, such as through extracurricular activities or field trips.
10. The school should have a strong English language testing and assessment program to measure student progress and identify areas for improvement.
11. The school should collaborate with parents, community organizations, and local businesses to provide additional resources and support for English language learners.

Conclusion

12. The school should regularly evaluate and adjust its English language instruction program to ensure that it is meeting the needs of all students and is aligned with the latest research and best practices.

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Appendices

Appendix A: The Questionnaire

The Students' Questionnaire

The purpose of this questionnaire is to gather information on the differences in the speaking skill of EFL learners in private and public schools. Therefore, we kindly ask you to complete the form by selecting the appropriate response and providing comments where necessary.

A. Students' background:

1. Age:

2. Gender: Male: Female:

3. How many years have you been learning English?

.....

B. Pupils' Opinions about their English learning experience in their

School:

1. How many hours a week do you study English at your school?

.....

2. Do you feel motivated to learn English at your current school environment?

Yes No

3. Do you feel that you receive enough individual attention from your English language teachers?

Yes

No

4. In your opinion, what are the advantages of learning English at your school?

.....
.....

5. Are you satisfied with your English language learning experience at your school?

Yes

No

c) Pupils' opinions on their English speaking skill learning in their schools

1. Do you think private schools and public schools are different in terms of improving your English speaking skill?

Yes

No

If yes, in which terms?

Teachers' methods

teaching quality

class size

materials

2. Do you think private schools provide their students with better English learning materials than public schools?

Yes

No

What resources does your school provide to help you learn English?

.....

Appendices

3. Do you think that having smaller class sizes improve students' education, particularly in developing their English speaking skill?

Yes

No

4. Do you think your school provide better education for learning English speaking skill?

Yes

No

Appendix B: Speaking Test

Oral quiz scoring sheet

		Poor	Fair	Good	Very good	Excellent
Comprehension	0	1	2	3	4	5
Fluency	0	1	2	3	4	5
Grammar	0	1	2	3	4	5
Vocabulary	0	1	2	3	4	5
Pronunciation	0	1	2	3	4	5
General comments						
Suggestions for improvement						

Comprehension = ability to understand questions and respond appropriately

Fluency = ability to speak quickly, naturally, and without many pauses

Grammar = ability to use correct grammar and sentence structures

Vocabulary = ability to understand and use vocabulary words and phrases

Pronunciation = ability to use correct stress, rhythm, and intonation patterns

Interchange Assessment Material 2 © Cambridge University Press 2017 Photocopiable Oral
quiz scoring sheet1

هدفت هذه الدراسة إلى تقييم مهارة التحدث لدى متعلمي اللغة الإنجليزية كلغة أجنبية في المدارس الخاصة والعامة ، وذلك بهدف تحديد أي اختلافات في إتقان التحدث بين هاتين البيئتين التربويتين. بالإضافة إلى ذلك ، سعت الدراسة إلى تحديد الفروق الرئيسية في طرق تدريس اللغة الإنجليزية كلغة أجنبية والمواد المستخدمة في هذه المدارس. لتحقيق هذه الأهداف ، تم إجراء دراسة حالة مقارنة ، تضمنت جمع البيانات من مختلف المصادر وأدوات البحث. تم إجراء استبيان واختبار التحدث في كل من المدارس الخاصة والعامة. تم إخضاع البيانات التي تم جمعها لتحليل دقيق باستخدام الأساليب الكمية والنوعية. أظهرت النتائج أن الطلاب في المدارس الخاصة أظهروا مستوى أعلى كفاءة في التحدث باللغة الإنجليزية مقارنة بأقرانهم في المدارس الحكومية. إضافة على ذلك ، لوحظت فوارق كبيرة بين نوعي المدارس من حيث جودة التدريس والمواد المستخدمة لتحسين مهارة التحدث باللغة الإنجليزية. تؤكد هذه النتائج على أهمية مراعاة الموارد التعليمية وأساليب التدريس في تعزيز الكفاءة في التحدث باللغة الإنجليزية بين متعلمي اللغة الإنجليزية كلغة أجنبية.