

CHALLENGES OF TEACHING THE SPEAKING SKILL WITHIN THE FRAMEWORK OF THE CBA IN THE ALGERIAN CONTEXT

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ABSTRACT

The speaking skill is perhaps the most important of the four language skills, in the Algerian foreign language learning contexts. This study investigates the Algerian secondary school EFL environment, to explain the persistent gap between what is intended to be taught, according to the CBA and what is actually produced, by the Algerian EFL pupils. It will explain the reasons behind their difficulties, to express themselves in the target language and that, after seven years of studying the English language. Indeed, increasing speaking competence, for the Algerian learners tends to be a crucial issue, among EFL teachers and inspectors. The objective of this research is therefore, to highlight the factors that contribute to the Algerian secondary school EFL pupils' reluctance, to speaking meaningfully in the target language. For this purpose, quantitative and qualitative data were collected and analyzed. The findings suggested that, teachers were attempting to implement the new approach (CBA) to education in EFL classrooms, required by the educational reform of 2003, which required both teachers and pupils to develop new teaching and learning strategies. Based on the research findings, some recommendations were made for both teachers and learners.

KEYWORDS: EFL Learners, Teaching The Speaking Skill, CBA & Reform in the Algerian Educational System