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**MASTER**  
**Didactics and Applied Linguistics**

**The Effectiveness of In-Class Debates in Enhancing EFL  
Learners' Speaking Skill.**

**Case study: Second year LMD Students of English at Mostaganem University.**

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## DEDICATION

*I dedicate this work;*

*To the “Queen of hearts”, dear mother, for her endless love, sacrifice, support. She is my source of inspiration and encouragement.*

*To the greatest father on earth, I will be always grateful for his support and confidence in me.*

*“Mom and dad, Thank you for everything.”*

*To my lovely sisters, Amel, Aya, Halima*

*To my best friend “Hind”, for her help and support whenever I was in need.*

*To all those who have been supportive, caring, and patient, sometimes beyond their strength, I dedicate this simple work,*

*Asma*

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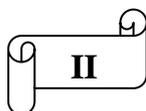
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## ABSTRACT

Being competent in speaking the foreign language, is of focal concern for many learners. In particular, the English language learners, who endeavour to communicate effectively with other users of the target language. However, teaching to communicate in real situations is somehow neglected in EFL context, and students have little exposure to practise the language in the classroom. Therefore, teachers should apply various techniques and activities to enhance their learners' speaking ability and foster their communicative skill. Debating is such an activity through which students filter their English spoken production. The current paper aims to investigate the effectiveness of in-class debates in enhancing learners' speaking skill. The study is mainly concerned with making use of debates in oral English courses to improve learners' speaking skill. The research will also put the light on the importance of creating a friendly atmosphere in language class as an attempt to get learners involved to practise the language. To investigate this issue, a questionnaire was administered to second year LMD students at the Department of English (Abdelhamid IBN Badis University of Mostaganem), we relied as well as on classroom observation. We have adopted a descriptive method in order to gather data. The analysis has partially answered our research questions and led into a relative embracing of our hypotheses. We interestingly found that classroom debate is a useful technique for increasing students' language practice and affect their speaking skill. As well as, the results revealed that students need to be provided with thrilling activity to develop their speaking ability and to create a fruitful environment where they can use the language appropriately. Thus, it was believed that the role of the teacher is needed in this case.

**Key word: EFL, enhancing speaking skill, communicative skill, debate.**

## List of Abbreviations

<b>CC</b> .....	Communicative Competence
<b>CLL</b> .....	Cooperative Language Learning
<b>CLT</b> .....	Communicative Language Teaching
<b>EFL</b> .....	English as Foreign Language
<b>ELT</b> .....	English Language Teaching
<b>ESL</b> .....	English as Second Language
<b>FL</b> .....	Foreign Language
<b>L1</b> .....	First Language
<b>LMD</b> .....	License Master Doctorate
<b>O.E</b> .....	Oral expression
<b>TBLT</b> .....	Task-based Language Teaching
<b>TL</b> .....	Target Language
<b>%</b> .....	Percentage

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**Appendix**

## General Introduction

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English has recently become a dominant language all over the world. It is remained as “lingua franca”; that is the common foreign language used for communication among people who do not share the same first language. Obviously, the growing prominence of English in every field of human activities demand the need to study this popular language and “to handle it fairly in everyday communication.” (Ramesh, 2009, p.2). The learning of English requires mastering the four language skills, those are reading, listening, writing and speaking. However, speaking is considered as the most important and a challenging skill to be mastered by the learners. In this line of words, Ur (1996, p120) states that, “Many if not most foreign language learners are primarily interested in learning to speak.” Therefore, the main objective of learning the foreign language is to be competent- fluent speakers of that language in order to communicate.; though it is not an easy task in EFL context, where students have poor English background and few opportunities to practise the language outside the learning environment. The only platform enabling students to voice their opinions and communicate in the target language; is the classroom.

As a matter of fact, it is necessary for teachers to help their students improve their level of oral production by using effective techniques and activities which propel students to practise the language properly and successfully.

In EFL settings, the overwhelming majority of students possess inability in communicating appropriately and they are found scared, unsatisfied with their achievements in speaking. However, they hesitate, stammer and feel embarrassed in their attempt to speak the target language in front of/ with others.

So, through the experience we had as EFL learners, we noticed that oral English course is the only key that enables students to practise the language as well to speak freely and confidently. But, in fact, oral expression courses with its unforeseen environment, it is a source of anxiety for many learners. Our attention was captured by the defective methods of teaching oral expression session; teachers rely heavily on the traditional approaches. Considering the fact above, there would be a need to incorporate creative teaching methods in EFL courses and implementing new techniques and challenging activities that make students fluent-confident speakers of the target language. One of the techniques that help students to found their voice, practise the language, share their opinions express themselves confidently and thus, improving the speaking skill; is

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“the debate”. As stated by Almasri& Ahmed (2013, p. 148), “debating can be brilliantly to boost up students’ speaking skill. Furthermore, we can say the emphasis on the skill of debating in mass media and the great portion of studies that have been conducted to integrate debates in ESL/EFL curriculum is what motivate us to tackle this study. As well debate nowadays is intertwined with our life because it helps us to defend our belief, express our opinions and present arguments in a formal way and in a disciplined manner. Alfred Snider (2011) believes that, “we can improve our societies by raising up a generation of debaters to become news generation of citizen.”

Our pivotal aim of this research work is to investigate the effect of in-class debates on the improvement of learners speaking skill. Moreover, the foreseen objectives of this study is to encourage teachers to use debates in EFL classes in order to maximise learners’ oral production and provide them with more opportunities to practise the target language. Thus, to get the learners involved actively in the learning process. This study attempts as well at shedding the light on the influence of the social and affective factors (self-confidence, anxiety) in creating a friendly, relaxed learning atmosphere.

Our study is put forward to answering three main questions being: what are the reasons behind students’ weakness in oral expression? Secondly, Does the application of classroom debate improve students’ level in speaking the English language? And whether the teacher ‘s role is needed in the class in this case or not. The above main questions inspire us to assume that the reasons behind students’ weakness in oral expression are the lack of practice and the activities that prompt them to use the language in the classroom. Moreover, the main assumption is that in-class debates is an effective technique that help students to use English extemporaneous, confidently to express their intended meaning and thus; improve their level in speaking the language. Another by-product assumption is the role of the teacher in the class is needed in this case.

To investigate the effectiveness of in-class debates in enhancing the learners’ speaking skill, a descriptive method will be used. This method aims to describe two variables; debates as an independent variable and its role in enhancing learners’ speaking skill as the dependent variable. The research will collect quantitative and qualitative data relying on questionnaire and classroom observation. The questionnaire will be handed to second year LMD students chosen at random from the department of English, University of Mostaganem since they already studied

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oral expression courses and they are aware of the difficulties that hamper them to master the speaking skill. The classroom observation will be covered as well in two classes of second year students in the same settings.

The paper is structured as follows: Chapter one, deals with review of literature related to speaking skill in the teaching -learners process. It will as well discuss the teaching of speaking. Then, it will shed the light on EFL learners' speaking difficulties with and attempt to provide some effective classroom speaking activities. This chapter is mainly concerned to give a better understanding of the debate technique and its importance in EFL classes.

The second chapter will cover the methodology and the data analysis. It will provide a briefly description of the sampling presenting, the questionnaire and classroom observation. Furthermore, it will discuss the sampling, data collection and the research instruments. This chapter will focus mainly on the investigation of the hypothesis of the data collected. In this practical part, we will adopt mixed-method of both quantitative and qualitative data to provide reliability of the results.

In the last chapter, we will describe and interpret the results and the findings provided by the data gathered in order to see whether our hypothesis can be confirmed or infirmed on the basic of our findings. Moreover, it will include some limitations encounter the process of our research and provide suggestion and pedagogical implication.

## **I.1.Introduction:**

In EFL settings, the acquisition of the language entails mastering the four language skills (speaking- writing-reading and writing). Speaking has been considered as prominent productive skill. Therefore, the main concern of EFL teachers is to reinforce and develop their learners' speaking proficiency and make them able to communicate with the language effectively and readily. However, it is not an easy task to address the teaching of speaking. This need leads the teachers to use different approaches and vary activities to fit the learners' needs, interests. Thus, gauge the mood of the class by having a productive atmosphere.

This chapter is devoted to a theoretical background about the key concepts related to speaking skill; its various definitions, elements and we will discuss the teaching of speaking. Moreover, it sheds the light on the learners' difficulties in speaking then, we will set up some of the roles of the teacher. It attempts to bring out some of the activities that may tackle the problem of EFL learners in speaking with focusing on the use of debates in EFL classes.

## **I.2.Nature of Speaking Skill:**

Speaking is a crucial part in foreign language learning, therefore the main aim of EFL learners is to be able to speak and communicate in the language. It is one of the main language skills besides listening, reading and writing. Nunan (2003, p.48) states, "speaking is the productive aural/oral skill, it consists of producing systematic verbal utterances to convey meaning." In Chaney words, "Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of context." (1998, p.13) This denotes that speaking is an activity in which speakers making a speech by using language to convey a message whether by expressing their ideas and thoughts, sharing their feelings as well delivering their opinions. Ur. P (1996, p120) considers speaking as the most important skill among the four skills (listening, speaking, reading and writing) because "people who know a language are referred to as 'speakers' of that language", paradoxically Thornbury (2005, p.1) states, "knowing a language and being able to speak it is not synonymous." What has been said indicates that speaking a language is different from being knowledgeable about that language, this remains a very complex issue in the teaching of speaking. In addition, Bygate (2003, p.3) believes that studying a knowledge of grammar, pronunciation, vocabulary...etc, is not sufficient to a learner to be

skillful in speaking but studying the skill to apply this knowledge to communicate successfully is fundamental.

As we mentioned at the beginning of this work, the main aim of learning a language is to be able to speak and communicate in that language. Thornbury (2005, p. 1) states that speaking is an ability that we take it for granted; nevertheless, it is not an easy task to be mastered especially in foreign language context. Bailey (2003, p. 54) says, “Learning speaking is very challenging for students in foreign language context. Similarly, Luoma (2004, p.1) argues “Speaking in a foreign language is very difficult and competence in speaking takes a long time to develop.” Thereby, in ELT speaking is a skill that needs to be practised.

In short, depending on the definitions given above speaking is considered as the basis of all human relationship within learning a language and as a major skill. It is an interactive process of communication and an art of sharing and carrying out ideas and feeling orally.

### **I.3.Elements of Speaking Skill:**

Since speaking skill is not an easy task, many students face difficulties in spoken production. In order to enhance speaking in EFL classes and to be able to help learners to master the language, they should know the elements of speaking skill, which are of great significance. Harmer (2001, pp. 269-271) states and explains some elements that are characterised through language feature and process of language and information.

#### **I.3.1. Language Features:**

The most essential elements in speaking are presented as follows (Harmer *op.cit*):

- **Connected Speech:** According to Harmer a good speaker is the one who is able to produce and use fluent connected sounds not only individual phonemes. These sounds may be modified, omitted, added or weakened. Therefore, the teacher should engage students in oral activities that endeavour in improving their connected speech.
- **Expressive Device:** Native speakers of English language use a variety of strategies in speaking such as pitch and stress of a particular part of utterance as well physical and non-verbal (paralinguistic). These devices help them to convey their intended meaning.

Students, then need to be aware and use these devices that help them to be fully effective communicators.

- **Lexic and Grammar:** This element refers when students use the same lexical structure during the performance of certain language function. Teachers' role then is to provide their learners with different phrases that load different functions, so that they can use them in certain stages of communication and interaction.
- **Negotiation of Language:** Learners benefits from the use of negotiation language; they often ask for clarification when they are listening to others 'talk. Thus, teachers should provide their students with proper expression they need when they ask for clarification from other speakers. In addition, learners should know how to make their utterance well structured, organised if they seek to be clear, and understood especially when they can see the interlocutor did not understand them.

### **I.3.2. Mental/Social Processing:**

Speaker's productive ability bases not only on the above elements but also depends on the rapid processing skill that oral communication necessitates (2001, p.271).

- **Language Processing:** This means the ability of the learner or the speaker to process the language in their minds by putting it in a coherent order so as to be understood and clear in conveying the meaning that are intended. In addition, speakers should be able to retrieve phrases and words from their memories to use them to interact with others.
- **Interacting with Others:** This element depends on the learners 'ability to get involved and interact with one or more participants. That is to say, an effective speaker needs to be sensitive and be able to listen and understand others 'speech; thereafter, reacts through taking-turn or letting the others to do so
- **Information Possessing on the Spot:** It depends on the ability of the learners in processing information rapidly when they get it. Therefore, they should be ready to respond to others 'talk.

## **I.4.Communicative Competence:**

In the field of language teaching, the main concern sometimes is filling students up with the requisite grammar, vocabulary and polishing their pronunciation. Nevertheless, this actually does not help them to achieve their attainable goal of being able to communicate effectively inside or outside the classroom (real world). Many of foreign language learners, however, consider linguistic competence as a fundamental issue that effects extremely their development in the language because they believe that the acquisition of a foreign language entails forming correct grammatical sentences.

For a start, according to Hedge (2000, p. 45), the term communicative competence was coined by the sociolinguist Dell. Hymes (1972) in contradiction to Chomsky’s narrow concept of linguistic competence. This latter was regarded as the ideal model for any speaker. Moreover, the concept of CC expands to involve knowledge of ‘rules of use without which the rules of grammar could be useless. (Hymes1972, p.278.cited in Hedge). This indicates our ability to use grammar appropriately in communication for conveying meaning. Savignon (1972, pp.8-9. cited by Yasmina Nouar) describes foreign communicative competence as “the ability to function dynamically in a truly communicative setting adapting to all of the informal elements in the context by the linguistic or non-verbal.” In addition, many scholars are concerned in the development of the notion of CC, Canale and Swain (1980, cited in Hedge *op. cit*) identify four dimensions of communicative competence: grammatical competence, sociolinguistic competence, strategic competence, discourse competence.

### **I.4.1. Grammatical/linguistic Competence:**

Canale and Swain (1980, p.29) state that grammatical competence” includes the knowledge of lexical items and rules of morphology, syntax, sentence-grammar, semantics and phonology.” (Brown 2007, p.219). In other words, learners need to be knowledgeable about language rules for instance, the grammatical features, morphology, syntax and phonetics of the target language in order to be able to produce and form meaningful utterances.

#### **I.4.2. Sociolinguistic/pragmatic Competence:**

According to Canale and Swain (p.30), sociolinguistic competence is made up of two different kinds: illocutionary competence (knowing how to use language to achieve specific communicative goals) and sociolinguistic competence (has to do with politeness, formality and their accordance with context situation and cultural milieu). (Brown *op cit*)

#### **I.4.3. Strategic Competence:**

For Canal and Swain (p.28 in Hedge 2000), strategic competence is “how to cope in an authentic communicative situation and how to keep the communication channel open.” In other terms, strategic competence is the ability to manage obstacles that may occur in communication. Therefore, learners need to structure what they say otherwise they might use communication strategies (gestures, repulsing or asking for clarification) in order to maintain a conversation.

#### **I.4.4. Discourse Competence:**

The ability to structure discourses coherently and cohesively i.e. is to be able to blend utterances of the language to construct and interpret intended message. Tricia Hedge is one of the researchers who are interested in developing the framework of communicative competence. She suggests the term ‘fluency’ as the fifth dimension in addition to the four areas that are presented previously. Fluency is the ability to produce language appropriately, efficiently and creatively without paying attention to accuracy. Hedge (1993.cited in D. Bohlke, 2014p.121) describes fluency as “the ability to link units of speech together with facility and without strain or inappropriate slowness or endure hesitation.”

In brief, to communicate competently does not involve only knowing the grammar rules but also the communicative rules. Hymes pointed out that the acquisition of a language is not only knowing the rules of a language but also to know what to say, to whom, and how to say it in specific context. (Canale and Swaine 1980 in Y. Nouar)

## **I.5. Teaching Speaking:**

In ESL/EFL classes, teaching speaking is considered as a key that helps students in the acquisition of the language as well as to communicate with effectively, fluently and confidently. According to Nunan (in Kay; 2003, in <http://itselj.org/techniques>) states that teaching speaking is to teach learners to:

- Produce the English speech sounds and sound patterns.
- Use word and sentences stress, intonation patterns and the rhythm of the second language.
- Select appropriate words and sentences according to the proper social settings, audience, situation and subject matter.
- Organise their thoughts in a meaningful and logical sequence.
- Use language as a means of expressing values and judgments.
- Use the language quickly and confidently with few unnatural pauses, which is called as fluency. (Nunan 2003)

Furthermore, C. Richards (2008, p.2) demonstrates that speaking “in traditional methodologies usually meant repeating after the teacher, memorising a dialogue or responding to drill.” However, these approaches do not help students to enhance their communicative skill or lead them to produce the language fluently. Thus, approaches to the teaching of speaking in ELT have been updated to cater for a wide variety of learner ‘interest, needs and to maximise opportunities to use the language i.e apply “learner-centered” inside the classroom to achieve a great amount of their goals.

### **I.5.1. Communicative Approach:**

According to Richards and Rodgers (1986, p. 153), the field of Communicative approach was widely known and practised from the late 1970s. Speaking proficiency is the core of this approach in language teaching because it emphasises learning a language for the purpose of communication. According to Harmer (2001, p.86) “The Communicative approach or communicative language teaching (CLT) have now become generalised ‘umbrella’ terms to describe learning sequences which aim to improve the students ‘ability to communicate.’”

In similar words, D. L -Freeman and M. Anderson (2011, p.150) claim that “Communicative language teaching aims broadly to make communicative competence the goal of language

Teaching.” This approach is divided into two major versions; a weak version and strong version. The former depends on the acquisition of the foreign language through communication and its direct use, the latter is devoted to the importance of using the English language for learners in order to communicate and interact as well creating some practices for the same purpose. Howatt (1984, p. 27) as cited in Richard and Rodgers (2001, p.155) points out “If the former could be described as learning to use English, the latter entails using English to learn it.

Some of the characteristics of CLT are summarised as follow:

- Language is a mean of interacting and communicating.
- The structure of language reflects its functional and communicative uses.
- The main units of language are not grammatical and structural characteristics solely, but kinds of functional and communicative meaning as exemplified in discourse.

In brief, CLT is considered as a medium for fostering communication. In language teaching, this approach focuses on helping language learners foremost to communicate effectively in the target language by enabling them to interpret, deliver a meaningful and appropriate message. Besides, it increases interaction between teacher-learner as well as among the students thereby creating a supportive atmosphere for language learning. (Cited in Belkheir’s lecture, 2016)

### **I.5.2. Cooperative Language Learning:**

Cooperative language learning (CLL), often called Collaborative learning (CL). It is one of the most prominent instructional practices. This approach entails using cooperative activities in which students are involved in a small group in the classroom; in meantime, they are required to contribute and learn from each other in pair or groups by sharing their ideas and opinions. Moreover, In EFL learning, CLL offer the opportunity for students to use the language in meaningful context.

Oslen and Kagan (1992, 8) as cited in Richard and Rodgers describe

Cooperative learning is group learning activity organised so that learning is dependent on the socially structured exchange of informal between learners in groups and in which each learner is held accountable for his/her own learning and is motivated to increase the learning of the others. (2001, p.192)

In addition, Richard and Rodgers (2001, p.194) point out an important premise of CLL is that “learners develop communicative competence by conversing in socially and pedagogically structured situation.” Due to the fact that in second language teaching cooperative language learning is considered as an extension of communicative language teaching (CLT), they share the same principles and both approaches tend to promote communicative competence and communicative interaction in the classroom. As well, CLL aims to foster cooperation rather than competition.

Furthermore, Richard and Rodgers (2001, 193) believe that CLL goals are:

1. To provide opportunities for naturalistic second language acquisition through the use of interactive pairs and group activities.
2. To provide teachers with a methodology to enable them to achieve this goal and one that can be applied in a variety of curriculum settings (e.g., content-based, foreign language classrooms, mainstreaming).
3. To provide opportunities for learners to develop successful learning and communicative strategies.
4. To enhance learner motivation, reduce stress and to create a positive and effective classroom climate.
5. To enable focused attention to particular lexical items, language structures, and communicative functions through the use of interactive tasks.

### **I.5.3. Task-Based Approach:**

Task-based approach /task-based language teaching (TBLT) relies on the use of task as the main instrument of planning and instruction in language teaching. In this latter, the term task as J. Edge, S. Garton (2009, p.108) define it “is a communicative activity in which students are given an outcome to achieve beyond just using language.” According to Nunan (2004, p.4) “pedagogical task is a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language.” Tasks are also said to evolve and sustain learner motivation thus foster learning. Nunan (2014, p.467) states that TBLT “is a methodological realisation of communicative language teaching”. Similarly, L. Freeman and M. Anderson (2011, p. 193) state that this approach “is a strong version of the communicative

approach.” TBLT refers to teaching a second language or foreign language that requires involving students to use the language interactively as well authentically; also, to negotiate meaning and engaging them in meaningful communication. Willis (1996, p. 123) states, “TBLT is a learner-centered teaching approach”. This approach intends to train learners to utilise language forms in different context purposefully. In addition, it has been said that TBLT is a type of teaching that addresses language primarily as means of communicating rather than an object of study. The aim of the teacher is to simplify students ‘language learning by engaging them in a variety of tasks that have a clear outcome. His role is monitoring and feedback provider whereas the learner is required to act as interactor and negotiator. The major characteristics of TBLT as presented by Ellis (2003, p.64) are the following:

- Learner-centered rather than the teacher controlled learning.
- Task serves as the means of achieving natural use of the language.

Jack C. Richards and T. Rodgers (2001, p. 223) claim that TBLT draws on various principles that shaped a part of the communicative language teaching for instance:

- ❖ Activities that involve real communication are fundamental for language learning.
- ❖ Activities in which language is used for carrying out meaningful tasks promote learning.
- ❖ Language that is meaningful to the learner supports the learning process.

Overall, Task- based Language Teaching is an approach tending to provide the ESL/EFL’ learners with opportunities to use the target language meaningfully, actively as well for authentic communication in order to accomplish the outcome. C.Richards and T. Rodgers (2001, p. 235) believe that TBLT “provides for a more effective basis of teaching than other language teaching approaches.

## **I.6. Learners’ Speaking Difficulties:**

Speaking is considered as the basic of all human relationships within language learning. It is what foreign language learners need to master. Florez (1999) states that speaking is apparently a priority for most learners of English. Accordingly, in ESL/EFL programs, enhancing speaking skill is of vital significance. It has been assumed that speaking proficiency is still a far-fetched goal to be hard to attain by learners like other skills (S. Torcky, 2006, p.21). Notably, EFL learners face many problems and difficulties in their attempt to speak the language; they suffer from

weaknesses in their performance and often, they stammer and hesitate while speaking. Rivers (1968, pp.192-8) states that these difficulties are due to the lack of interest in the subject and deficient vocabulary.

- **Lack of Interest in the Subject:**

In language teaching, selecting a suitable topic is the key to solicit and maintain the learners' interest. In EFL classroom, when the teacher may have chosen a subject, which is unfamiliar to the learners, or they may have little knowledge about it. Thus, they stay silent; they are unable to express their thoughts. So, the teacher should adopt a subject that interests them and ensures to keep them involved in the learning process.

- **Deficient Vocabulary:**

In foreign language learning, the lack of vocabulary was viewed as the main impediment to spoken communication. When it comes to speaking, students find themselves struggling to find correct words or phrases. They are unable to use the language to convey intended meaning due to the incorrect vocabulary repertoire or limited vocabulary, which is not suitable.

Zhang (2009) argued, "Speaking remains the most difficult skill to master for the majority of English learners they still incompetent in communicating orally." Moreover, there are numerous factors that supply difficulties in speaking according to P.Ur (1996, p.21):

- ***Inhibition:*** students might be worried of making mistakes, afraid of their classmates' criticism, teacher's negative feedback or simply timid.

- ***Nothing to say:*** expressing feelings or ideas do not motivate students.

- ***Low participation:*** the opportunities to participate are not provided because of a large number of students in the class apart from the tendency of some learners to dominate.

- ***Mother tongue use:*** students have little exposure to the English language so learners who have same first language use it because they feel less stressed while speaking their native language.

## **I.7. The Roles of the Teacher in Speaking Class:**

The teacher is considered as a source of knowledge for many students. Therefore, he has to be sensitive to his learners' needs to stimulate and conduct the learning process in effective and adequate conditions. In ELT, several roles need to be performed by the teacher inside the classroom. These functions depend on the nature of activities during the lesson and might change from one stage to another. In the point of view of Harmer (2001, p.57) it relies on their fluency in changing their disposal to the different stage of the lesson. Hedge (2000, p26) come up with the most important roles that the teacher can play in the classroom

...as controller in eliciting nationality words;(....); as organiser in giving instruction for the pair work, initiating it, monitoring it, and organising feedback; as prompter while students are working together; and as resource if students need help.

### **❖ Controller:**

The teacher is acting as a controller when s/he is in charge of the class; impose orders to the learners like what they are expected to do, how to do and when to speak...etc. Harmer (*op.cit*, p58.) states that “controllers take the roll, tell students things, organise drills, read aloud and in a various way to exemplify the qualities of a teacher-fronted classroom”. Moreover, being a controller in the classroom is the most comfortable role for teachers who consider themselves as “knowledge supplier” and “the authority of the class”. This act should be performed periodically; in just a few stages of the lesson to supply learners with opportunities to learn, speak and share their ideas as well; otherwise, it can affect adversely the learning process.

### **❖ Organiser:**

Organising students in the classroom to do different activities is the most crucial role that to be performed by the teacher. It entails the teacher to provide his students with a certain amount of information and clear instruction, for instance, inform them about the activity; the importance of the activity, the procedures to follow when doing the activity as well as to tell them if they need to work in pairs or groups. Meantime, he has to check their understanding about the instruction of the given task to involve them in the activity they are practising and make sure that everyone is on task. J. Screvener (2003) states that “Often students are judged to have failed when it is actually the teacher who failed to clarify what was required”. Then he should prepare feedback.

Thus, good organisation ensures the success of the learning process. Harmer (op.cit, p.59) summarised the role of organizer as follow:

Engage  $\implies$  Instruct (demonstrate)  $\implies$  Initiate  $\implies$  Organize feedback

❖ **Prompter:**

Students sometimes struggle to find correct words, coherent phrases due to the lack of vocabulary, they are unable to produce a meaningful spoken communication with their teacher or their classmates. For instance, when they are confounded in performing a play, they might be lost and cannot think creatively to handle the situation. Hence, the role of the teacher here is ‘hold back’ and encourages his students to be creative in performing and producing the language. Embracing the role of prompter entails being sensitive, cautious and encouraging. As indicated by Harmer (2001, p. 60) “*When we prompt we need to do it sensitively and encouragingly but, above all, with discretion. If, on the other hand, we are too retiring, we may not the supply the right amount of encouragement.*”

❖ **Participant:**

The usual perspective of teachers when their students are engaged in speaking activities (discussion, performing a play or group decision-making activities) was bounded between providing feedback and correcting mistakes. However, teachers may often join and intervene in the activity but on condition that they (teachers as participants) do not try to dominate but to introduce new information, help them with some ideas and suggestions in order to create a friendly learning atmosphere. (Harmer p.60&p. 276).

❖ **Tutor:**

According to Harmer (p.62), this role combines both prompter, resource role. When students are engaged in individual work, project work (pair, small group) or debate, the teachers act as a tutor. Due to the fact that this role beholds an intimate relationship (more personal) between teachers and learners in term of guidance, support, care...etc, its difficulty occurs and lifts especially in a large group. Nevertheless, this role can be highly enhancing.

## **I.8. Classroom Speaking Activities:**

In EFL classes, the main aim of teachers is to develop their learners' communication skill. However, this can be reached through designing suitable activities that invite learners to communicate as naturally as possible, express themselves in speeches that are relevant, exchange information and opinions, etc. For a start, classroom speaking activities are one the opportunities that enable students to practise their spoken language proficiency. As well as it increases interaction, motivate learners and establish a good relationship between the teacher and his learners and learners with each other. According to Scrivener (2005, p.152), the purpose of communicative activities in class is "to get learners to use the language they are learning to interact in realistic and meaningful ways. Usually involving the exchange of information or opinions." Apart from focusing on learners' linguistic output (accuracy), speaking activities encourage students to produce utterances without restriction to make the classroom a conversational place. In order to break the silence of students and prevent the monotony of the classroom, the teacher should vary speaking activities. This latter should be adopted purposefully by the teacher, to create and maintain learners' motivation as well as to increase their enthusiasm and make them eager to communicate. A. Lazarion et al (2014, p.116) state, "EFL teachers need to be particularly adept at organising class activities that are authentic, motivated and varied."

Overall, in ELT, there are numerous speaking activities that help to create relaxed, supportive and humanistic classroom atmosphere besides they enhance learners' speaking proficiency by providing them with the opportunity to use the language appropriately and meaningfully. Thus, they further the learning process itself.

### **I.8.1. Communicative Games:**

Games which are designed to create an enjoyable and relaxed atmosphere as well as to promote speaking proficiency. In EFL classes, these games are intended to incite the utterance (verbal interaction) and communication between learners as cited in Harmer (2001, p.272). Moreover, these games encourage both co-operative and competitive elements.

### **I.8.2. Information Gap Activity:**

This kind of activities is aimed to stimulate communication between learners, in which they are involved to work in pair or groups to possess information, which is missing and unknown for

other learners. However, the information should be discovered and shared. (T. Hedge, 2000, p.281) For a start, Information gap activity relies on the learner's ability who is required to talk to his/her partner; to solve puzzles. Here are some examples of communication games: "Describe and Draw" where a given picture has to be described from one student whereas the other participant draws it. Then, "Describe and Arrange" in which student has to put things that are described by his partner in the right order without viewing the original one. In addition, "Find differences and similarities", in which students are given the same picture twice with some differences so they have to wrinkle out both the differences between the two picture and find the similarities.

### **I.8.3. Role-play:**

In EFL classes, pushing students to express themselves and making them involved in the process of performing a role-play is not an easy task. However, role-play is a very useful technique for developing their oral proficiency. It is considered as a real/authentic activity in which students are able to use the language freely and appropriately. Revell (1979) defines role-play "is an individual's spontaneous behaviour reacting to other in a hypothetical situation." Learners are supposed to perform in pair or group, therefore it is regarded as one of the most important interactive fluency activities (T. Hedge, 2000, p.279). In addition to that, Harmer (2001, p.275) states that role-play is the act in which students are required to hold a role different from themselves (in real life) and assume other personae.

Furthermore, in this activity, participants are given information about the situation or the task and they are required to use their imagination and behave in a social context (play different social roles within fictional status). This means, that learners are given chance to be creative as well as it provides them with the opportunity to practice a series of real-life spoken language (Ur, 1996, p.132). Moreover, there are two types of role-playing, which are "Role cards" and "Cue cards". According to Ur (p133) role cards, when the teacher allots participant in individual roles and they can act freely without providing them with any speech. Whereas, in cue card, students need to follow what the teacher has given them such as, what to say, when to speak, etc. In another way, T. Hedge (op. cit, p.280) identifies different two types of role-play: "Fictional and Professional role "that are based on the ability of the learners about the role imposed and their reaction."

#### **I.8.4. Discussion:**

In language teaching and learning, discussion is considered as a fundamental activity that should be practised in the classroom. This activity/technique is used for evolving learners' spoken language proficiency through the exchange of ideas, opinions, and talk about experiences or comment about a related topic...etc. According to T. Hedge (2000, p.277), "discussion can provide important opportunities for developing certain aspects of fluency." Therefore, discussion ensures the use of language meaningfully, interactively and fluently. Especially when students are introduced to a topic and they are asked to discuss it; in meanwhile they are motivated and encouraged to speak freely. As a result, they will be able to deal and talk several of topics. Moreover, Hedge states that discussion helps student to be involved in interpersonal communication for instance, how to take and hold turns, assert a topic or mutate to another one, and pushing students to reply and other participation. However, students are reluctant to give an opinion in front of the whole class because they are afraid of making errors in front of their classmates as cited in harmer (2001, p.272). Consequently, this leads to the failure of discussion activity. In order to prevent this failure, the teacher should first set his objectives and aims behind the discussion activity as well as make his students aware of these aims and encourage them to speak freely and spontaneously. Thornbury (2005, p.102) points out that "the best discussions in class are these that arise spontaneously either because of something personal that learner report or because of a topic." Furthermore, (A. Lazarton,2014, p.112) states that "learners need to know what they are going to discuss, why they are discussing it, how long they have for the activity, and what outcome is expected." Harmer (2001, p.272) come up with two kinds of discussion activities that are important to avoid difficulties and complexity which are: "Buzz group" and "instant comment". First, Buzz group when students are asked to talk in public, they have a chance for a quick discussion before in small group, and then they have a chance to think of ideas and language to express. In this case, the stress level of that situation for whole-class performance is decreased. It can also be used for whole range discussion. Such as, we might want the learners to anticipate the content of a reading text, or we might ask them to speak about their reactions to the reading passage. The other activity is named "instant comment" in which we can make the learners well trained to respond fluently in the classroom, this means showing photographs or presenting a topic at any stage or level and opting learners to say the first thing that comes to their

minds. (Harmer op cit) Furthermore, discussion classroom has many advantages presented by Revell (1979):

- ❖ Participants are engaged in producing and analysing utterances.
- ❖ There is cooperation of information (send and receive) which foster the language development.
- ❖ The learners use the knowledge of language and put into communicative use.

#### **I.8.5. Debate:**

J. Paulette & J.C. Wolf (2000, p.176) state that “debate as a speaking situation in which opposite point of views are presented and argued.” In language learning classroom, the debate is one of the communicative interaction activities in which students exchange ideas, express their opinions as well as give genuine arguments to rebut and persuade the other participants. For R. Carter & Mc. Carthy (1997, p.10) debate is “data in which people take up position, per sue arguments and expound their opinion on a range or matters; with or with some sort of lead figure or chairperson.”

Furthermore, classroom debate has been scrutinised to be an effective, authentic activity that paves students to be accustomed to listening, accept others ‘points of view and to be a decision makers. This technique can be conducted in different ways; with individuals or groups, therefore it has been demonstrated that debates empower students to cooperate in order to compete and to enhance interactive learning. (P, Zare, & Othma,2013, p.1507)

For a start, to engage students in debate, the teacher has foremost to provide his students with a debatable topic about current issues. Then, he divides them into pairs or groups: affirmative (for) and negative (against). The students should be knowledgeable about the position they are defending besides they are required to work together and collect strong evidence that outweighs their assigned points of view to convince rebuttal group (opponents) and present it in front of the class. In addition, there are some procedures of debate as stated by Rybiati (2010, p.19), “the form of debate is varied in used; based on the number and the level of students.” And several activities such as; The four-corner debate, Role-play debates, Fishbowl debates, Think-pair-share debates, Problem-solving debates and so on. Moreover, the use of classroom debate can be held for various reasons, share knowledge, provide learners with extra practice in hearing and using

the language. Thus, it develops their speaking skill and involves them in the learning process. According to Combs & Bourne (1994 quoted in Kennedy 2007, p184), “debates demand the development of oral communication skill, which are vital for success in most careers.”

The classroom debate is not only a means for developing speaking proficiency but it also enables students to express themselves confidently and make them learn how to stand and defend their beliefs respectfully despite their disagree with others. Throughout the time, by practising debates learners will be able to speak fluently and be spontaneous since it encourages thinking and creativity through negotiating the meaning.

### **I.9. Debates in EFL Classes:**

A debate as communicative and an interactive technique is an enjoyable activity that needs to be practised in the language classroom. According to many studies that have been conducted to show the benefits of classroom debate, this technique is increasingly required in ESL classes. As stated by (P, Zare & O. Moomala 2013, p.1511) “Classroom debate build up academic language skill, second language fluency and public speaking which assist ESL learners to be prepared for successful academic study.” However, it is undervalued and neglected in EFL settings because many teachers believe that engaging students in the debate is a challenging task and can be frightening for the speaker to produce foreign language fluently and confidently.

Many researchers as Md, Didar (2016, pp660-3), R. Kennedy (2007, pp183-8), P, Zare& Moomala.O (2013, pp1506-11) and A. Masri& S. Sayed (2013, pp.146-152) enunciate the benefits of using debate in EFL classes:

- a. Debating can be used in EFL classes as a tool to make students practice language skill in real life situation. (4)
- b. When debating is held in EFL classes, all four skill of English language are practised. (4)
- c. Debate can be very helpful for learning a foreign language since it encourages students in a variety of cognitive and linguistic way. (Krieger,2005, p.1)
- d. Debating in EFL settings open up opportunities for learners to use the language in a form of expressing their opinions with logic. (1)
- e. Regular Practice of debate speaking will improve their fluency and vocabulary as well as it will enrich their spoken English and ultimately make them confident speakers. (2)

- f. Classroom debate is a major feature of CLT since it engages students to use the language meaningfully and to promote their communication skill. (2)
- g. People learn how to be open-minded to questions and issues (Goodnight, 1993)
- h. Debate helps develop team work skills. Debate is competitive activity but it relies on cooperation. (Williams 2001)
- i. Debate offers opportunity for students to move beyond the acquisition of basic knowledge in a subject matter and progresses into the types of higher order critical thinking skills that good debate requires. (Elliot, L.1993)

### **I.10.Conclusion:**

To conclude this chapter, we have attempted to provide a clear insight concerning some key concepts related to the speaking skill, which is considered as a crucial part of EFL learning process. It has dealt with various definitions, elements, and approaches for the teaching of speaking skill. Moreover, we try to figure out some of the difficulties behind students' inability to speak English. Then, this chapter has introduced some of the communicative activities that help students to communicate freely and confidently, among these activities; we try to shed some of the light on the importance of using debate activity in EFL classes. Thus, the next chapter will be devoted to analysing the data collected.

## **II.1. Introduction:**

The present research is designed to elicit from students' views the effect of classroom debate in developing the speaking skill since they are the main variables of this study. As well as, it aims to investigate whether teachers apply classroom debate as a significant technique to improve learners' speaking ability.

This current chapter is mainly devoted for the practical part of this research. It discusses the sampling and the data collection, the tools of the research, and the data analysis. It also provides both description and analysis of the instruments used to gather data; the questionnaire for the learners besides the classroom observation.

## **II.2. Methodological Design:**

Based on the nature of this study, a descriptive research methodology is used to clarify the effect of classroom debate on participants' speaking ability. Furthermore, this present work will collect quantitative and qualitative data relying on a set of instruments in order to obtain valuable information and to provide reliability and generalizability of the results.

### **II.2.1. Description of sample population:**

The targeted population in this study is composed of 339 students (8 groups) of second year LMD at the department of English, at Mostaganem University. We have limited our selected population by working with 30 participants who represent the total population. In fact, these participants were picked up randomly for the sake of making the data more valid and generalizing the findings. Furthermore, the selection of such sample is based on the consideration that second year LMD students already had an idea about oral expression in their first year and they are aware of the difficulties that hamper them to develop their speaking skill.

### **II.2.2. Data Collection Methods**

For the purpose and sake to collect data, two different methods are used being the classroom observation and the questionnaire. We have used the questionnaire as primary tool which is considered as more useful method for eliciting data from some target informants relative to their needs, goals and attitudes; it is an instrument of data collection which is thought to provide the researcher with the benefit to gather a large amount of diverse data within a short period and with less energy. Thus, the questionnaire is proved to be the least time and effort

consuming method. Besides that, to achieve more reliable data, the researcher has used the classroom observation as second method allowing to perceive what is happening in the classroom practice as well as to identify how the procedures are going on in the field itself.

### **II.2.2.1. Description of the Questionnaire**

The questionnaire is designed for the purpose to gather data about learners' attitude towards the effectiveness of classroom debate as a particular technique in the oral expression module. The questionnaire is composed of fifteen questions handed-down randomly to the sample chosen.

30 participants are chosen from the Department of English; University of Mostaganem in order to prevent large sampling which is time consuming and save time collecting more valid data. It consists of fifteen questions which are arranged in a logical order; consisting of close-ended questions requiring from the students to choose "yes" or "no", or to pick up the appropriate answer from a number of choices, and open-ended questions in which students are required to give their own answers and justify them. The questionnaire is divided into three main parts; Personal Information, Students 'perception of the speaking skill and the third part is about participants 'perception of teachers' implementation of debate in the classroom.

### **II.2.2.2. Description of Classroom Observation**

In order to carry out this research, classroom observation is used as a second method and to back up the questionnaire administered to second year LMD students. This method is considered as more useful to investigate classroom phenomena since it permits the researcher to record and explore what goes inside the classroom related to the behavior of the students, interaction of both teacher-learners and so on.

Hence, a structured observation has been covered during the second semester of the academic year 2016-2017 with second year EFL classroom at Mostaganem University over 2 sessions. This observation includes group (2, 6) which are selected randomly from the total number of groups (out of 8 groups). To collect the necessary data, the investigator has observed those groups in Oral Expression session with different teachers at different times, by sitting at the end of the class and taking notes about the following criteria: learners' interaction, the extent to which teachers of O.E give opportunity to students to practice the speaking skill inside the

classroom, whether students share their willingness to speak English in classroom or hesitate as well as explore the role of the teacher in speaking class besides activities used in O.E session.

In a similar way, such research tool would enable the investigator to have a clear idea about teachers' teaching methods in addition to pinpoint the reaction of students toward the use of debate as significant technique to develop the speaking skill.

### II.3. Data Analysis

This section is concerned with the analysis of data results that have been gathered from various research methods. The researcher will analyze these data quantitatively by using statistical techniques (tabulation, graphic presentation and percentage) to describe the information. However, the qualitative data analysis relies on textual technique.

#### II.3.1. The Analysis of the questionnaire

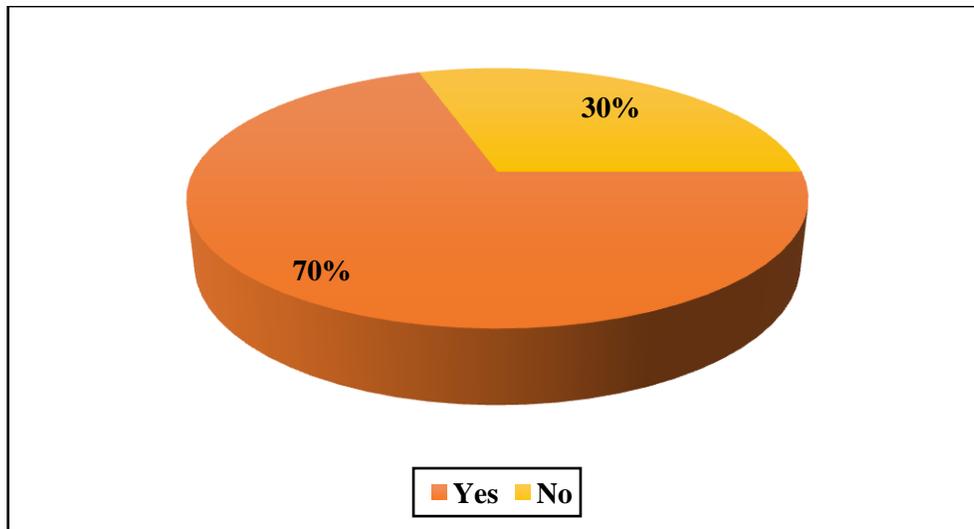
##### Section 01: General Information.

- **Question 01:** Was English your first choice?

We asked this question for the purpose to perceive participants' willingness to study English language. They are asked to say whether they have chosen to study English or not.

Option	Participants	Percentage
Yes	21	70%
No	9	30%
Total	30	100%

**Table II.1: The Students' Choice of Study English**



**Figure II.1: The Students' Choice of study English**

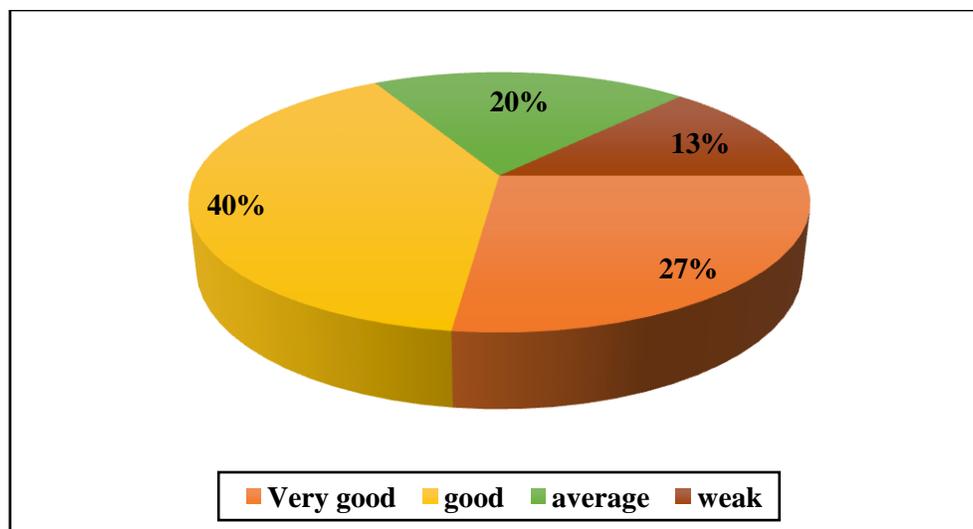
According to the results recorded in the table, we notice that the majority of students (70%) have chosen to study the English language indicating that they are motivated to learn and improve their level. Whereas, only (30%) of the students were not allowed to follow the study they wanted or studying English was imposed on them.

- **Question 02:** How do you consider your level in English?

Participants are asked to describe their level in English. They are supposed to rank themselves from very good to weak.

Level	Participants	Percentage
Very good	8	27%
Good	12	40%
Average	06	20%
Weak	04	13%
total	30	100%

**Table II.2: Students' Level**



**Figure II.2: Students' Level**

According to the results demonstrated above, it can be seen that (27%) of the participants have admitted that their level in English is very good. (40%) of participants have perceived that their level is good, however (20%) believed that their level is average and only (13%) classified themselves as weak in English.

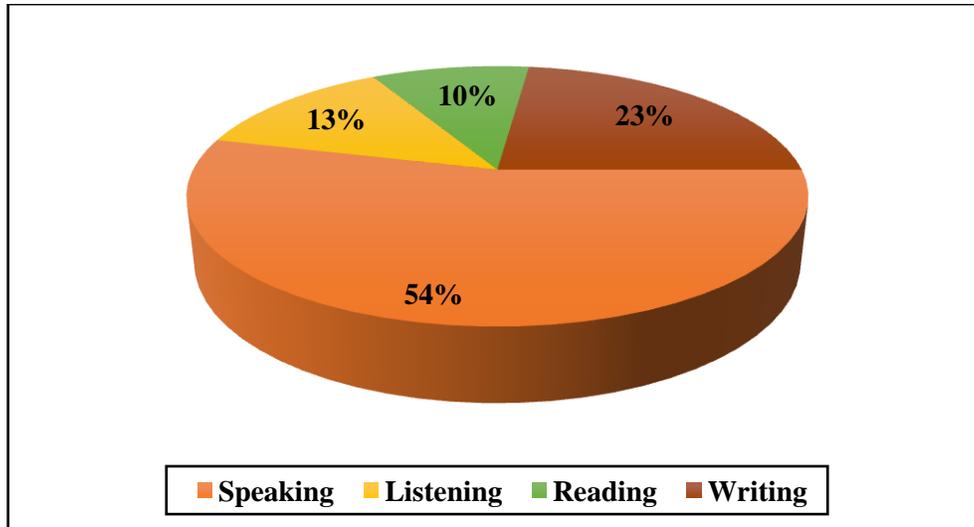
**Section 02:** Students' perceptions of the speaking skill.

- **Question 03:** Pick the most skill that you need to improve the most:

This question was asked for the purpose to determine the learners' need to different language skill. The informants are asked to pick the most needed skill (speaking- listening-reading and writing) and then, they justify their choices.

Options	Participants	Percentage
Speaking	16	54%
Listening	4	13%
Reading	3	10%
Writing	7	23%
Total	30	100%

**Table II.3: Emphasis on Learning the Four Skills.**



**Figure II.3: Emphasis on Learning the Four Skills.**

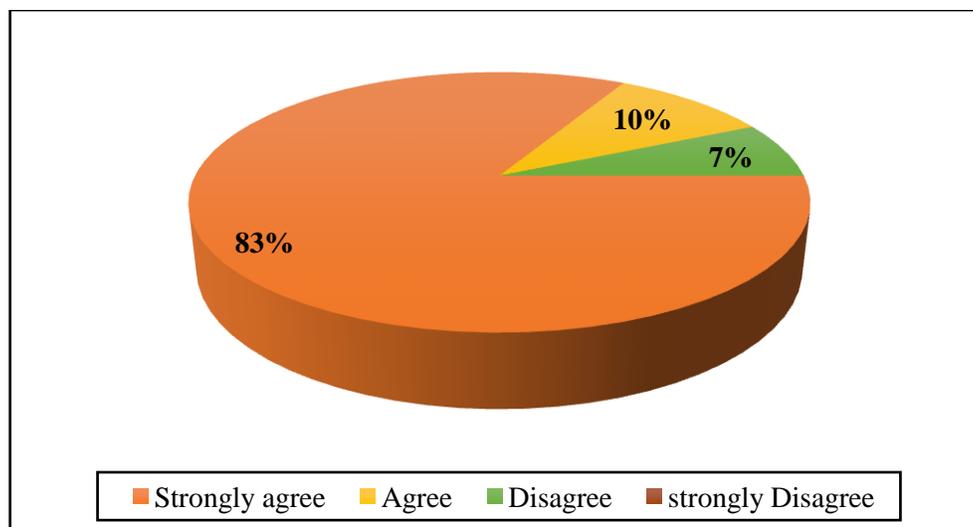
It can be seen from the graph that (54%) of the participants considered speaking to be the most important skill to be improved, because to communicate effectively they need to speak first. Some of the participants claimed that speaking is an important skill; we use it to express our ideas and opinions as well to interact with each other. (23%) have opted the Writing skill as an important since it is more required in most academic activities and their level usually assessed by the writing process. Unlike the other skills, just (13%) have admitted that listening should be improved, since we need to listen before we speak or write. Insofar, reading is concerned, just (10%) believe that reading skill needs to be improved before any other skill because it provides us with a great amount of vocabulary.

- **Question 04:** Do you agree that in order to learn the language you have to speak it?

This question was intended on behalf of unveiling the importance of speaking skill in EFL learning process. Participants are asked to pick the suitable statement that demonstrates their opinion toward the relation between the speaking skill and the learning of the language.

Option	Participants	Percentage
Strongly agree	25	83%
Agree	03	10%
Disagree	02	70.5%
Strongly disagree	00	0%
Total	30	100%

**Table II.4: Students' opinions about Speaking English and its relation with the learning process**



**Figure II.4: Students' opinion about Speaking English and its relation with the learning process.**

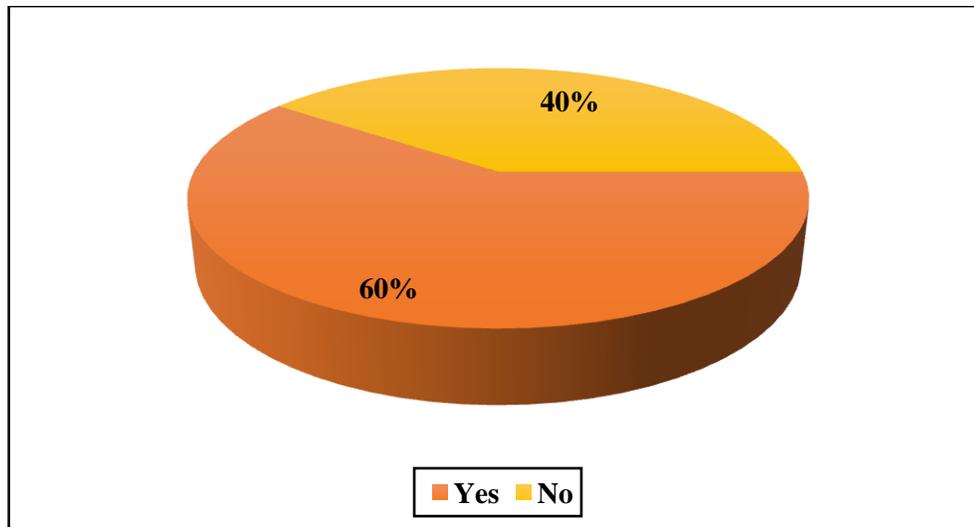
As the table shows, the majority of students (83%) do strongly agree that speaking is very important to learn a foreign language. One can notice that students are aware of the importance of speaking in learning the language. Others they also agreed (10%). However, 2 participants making up (7%) state that they disagree with this saying since speaking the language is not necessary to learn it. (0%) affirmed that they strongly disagree with the opinion that to learn the language you have to speak it.

- **Question 05:** Do you encounter difficulties while speaking?

This question was asked mainly to determine whether participants face obstacles while speaking in English in classroom or not.

Option	Participants	Percentage
Yes	18	60%
No	12	40%
Total	30	100%

**Table II.5: Students' Difficulties when Speaking in Classroom.**



**Figure II.5: Students' Difficulties when Speaking in Classroom.**

The results are reported in figure II.5, it shows that (60%) of the participants have stated that they face difficulties while speaking in classroom thus they do not feel at ease when they are required to speak. Others, (40%) have displayed that they do not encounter any difficulties while speaking in the classroom so they are able to participate. The next question gives us a clear insight of some possible factors that may prevent students from speaking the foreign language.

- If yes, is it due to:
  - a- The fear of making mistakes (grammatical/pronunciation).
  - b- The lack vocabulary.
  - c- The lack of practice.
  - d- The lack of self-confidence.

We asked this question mainly to investigate the reasons behind learners' difficulties in speaking the foreign language. Participants are provided with a set of choices from which they have to pick those that describe their case.

Option	Participants	Percentage
a-The fear of making mistakes.	3	10%
b- The lack of vocabulary	6	20%
c- The lack of practice	5	17%
d-The lack of self confidence	4	13%
a+c+d	7	23%
a+b+c+d	5	17%
Total	30	100%

**Table II.6: Students' Inability to speak**

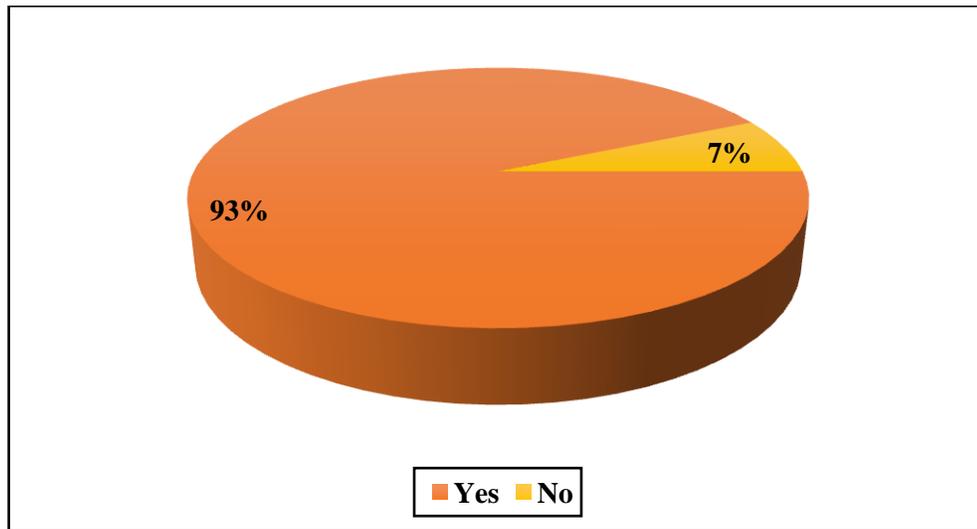
As it is shown in the table below, three of the participants (10%) indicate that they do not speak in the classroom because they are afraid of making mistakes, whereas six participants have responded that it is because they have deficient vocabulary. Besides, we have recorded five participants (17%) they think that their weaknesses in speaking the foreign language because of the lack of practice and four participants (13%) have admitted that it is due to the lack of self-confidence.

- **Question 6:** Does your teacher of oral expression give you the opportunity to express your ideas?

We asked this question to see whether participants are given the opportunity to express their ideas in classroom or not.

Option	Participants	Percentage
Yes	28	83%
No	2	7%
Total	30	100%

**Table II.7: The Opportunity that Teachers give to their Students to Speak.**



**Figure II.6: The Opportunity that Teachers give to their Students to Speak.**

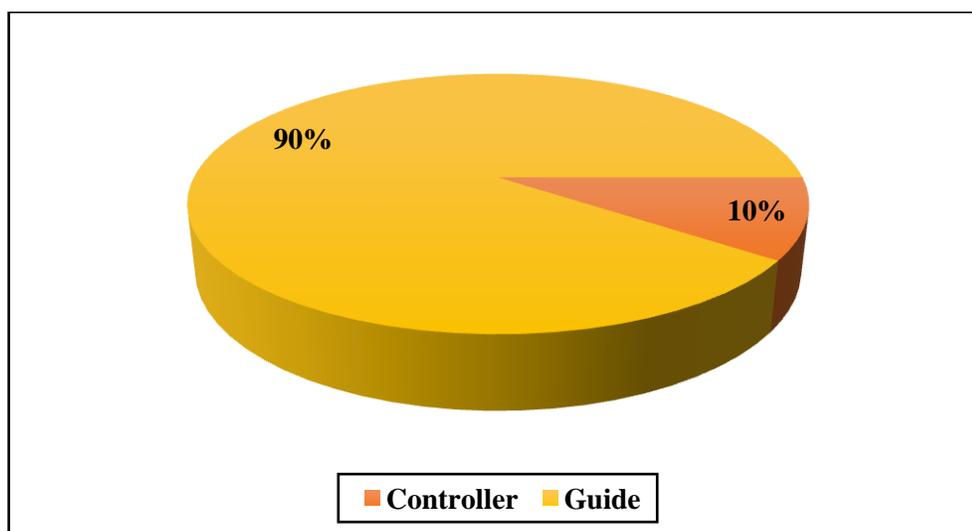
As the table and the graphic show, we notice that (93%) of teachers give opportunity for their students to speak in classroom while (7%) they do not give opportunity to speak.

- **Question07:** what is the role that your teacher plays in the classroom?

This question aims to confirm the role that should be fulfilled the teacher when practicing speaking in the classroom.

Option	Participants	Percentage
Controller	03	10%
Guide	27	90%
Total	30	100%

**Table II.8: Teacher' Role.**



**Figure II.7: Teacher' Role.**

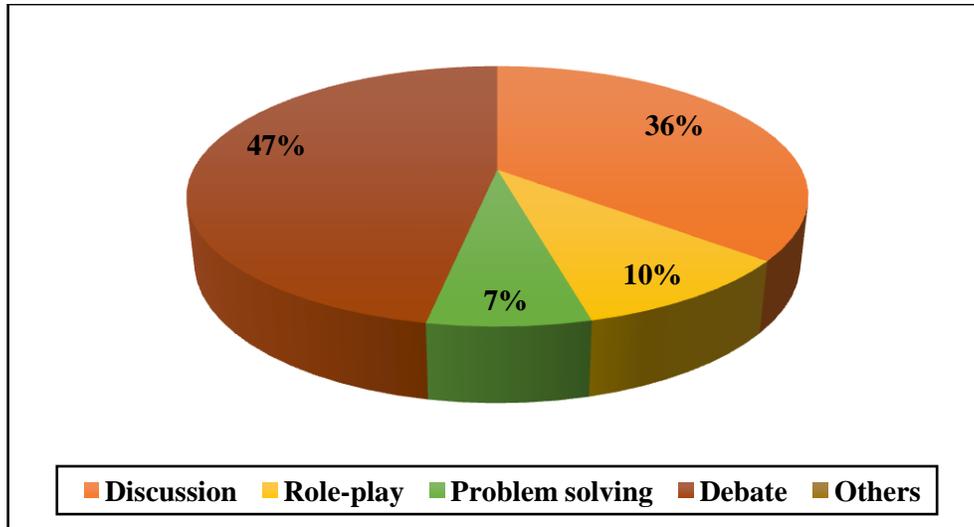
The results reveal that the majority of participants (90%) affirm that their teacher plays the role of guide in the classroom (when practicing). Conversely, only (10%) have admitted that their teacher plays the role of controller. The majority of students confirm that their teachers play the role of a guide (organizer, prompter, participant, tutor, and observer) as it should be fulfilled.

- **Question 08:** Which of the following technique do you enjoy best:

This question is intended to ask students about the technique they enjoy best.

Option	Participants	Percentage
Discussion	11	36%
Role-play	03	10%
Solve problems	02	07%
Debate	14	47%
Others	00	00%
Total	30	100%

**Table II.9: kinds of Techniques Used for Teaching.**



**Figure II.8: kinds of Techniques Used for Teaching.**

As far as the results obtained we notice that there is no major difference between the percentage of discussion and debate. (47%) of students enjoy in debate followed by discussion with (36%). (10%) of informants consider role-play as technique that enjoys best and (7%) answers opt for problem- solving. As well as no one has suggested other techniques.

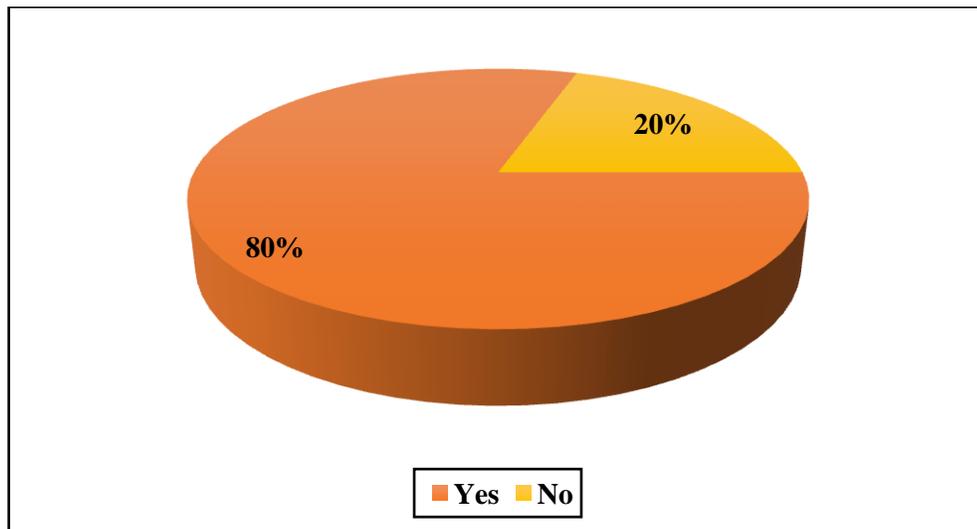
**Section 03:** participants' perception of teachers' implementation of debate in the classroom.

- **Question 09:** Does your teacher of oral expression use debate in classroom?

The present item of information is intended to ask participants if their teacher uses debate in classroom or not.

Option	Participants	Percentage
Yes	24	80%
No	08	20%
Total	30	100%

**Table II.10: The Use of Debates in Classroom.**



**Figure II.9: The Use of Debates in Classroom.**

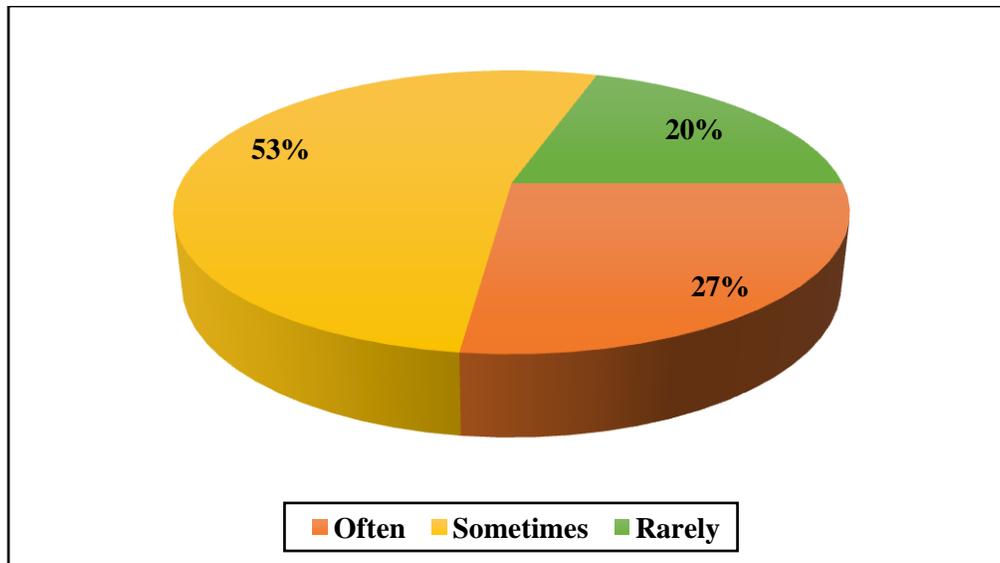
As we notice in the table above (20%) of students have reported that their teachers use debate in classroom. However, (80%) of them do not use debate in classroom perhaps they follow other techniques and activities.

- **Question10:** How often does your teacher use debate in class?

We asked this question to know and determine the amount of using debate in classroom.

Option	Participants	Percentage
Often	08	27%
Sometimes	16	53%
Rarely	06	20%
Total	30	100%

**Table II.11: The Frequency of Using Debates in Classroom.**



**Figure II.10: The Frequency of Using Debate in Classroom.**

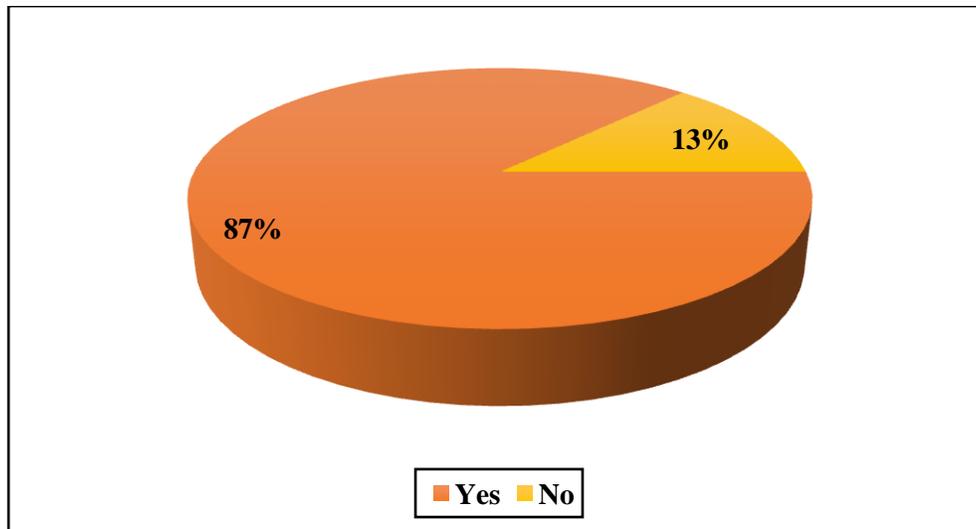
From the results obtained, it can be noticed that (53%) have admitted that often their teacher uses debate in classroom. Whereas (27%) they often use debate in classroom and only (20%) they rarely use debate in classroom

- **Question11:** Do you enjoy engaging in debate?

This question aims at determining if participants enjoy when being engaged in debate or not.

Option	Participants	Percentage
Yes	26	87%
No	04	13%
Total	30	100%

**Table II.12: Students' Reactions while debating.**



**Figure II.11: Students' Reactions while Debating.**

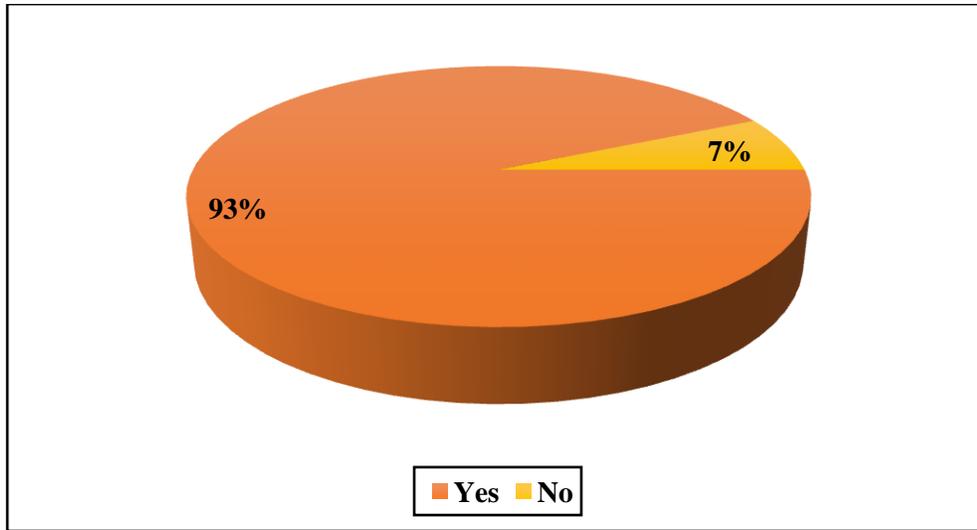
The results show that the majority of students (87%) enjoy while engaging in debate but (13%) of them have claimed that they do not enjoy engaging in debate.

- **Question12:** Do you think that the use of debate in the classroom improve your speaking skill?

The item of information spots the light on participants' attitude towards the use of in-class debate in improving their speaking skill

Option	Participants	Percentage
Yes	28	93%
No	02	07%
Total	30	100%

**Table II.13: Students Evaluation of Debate in Improving their Speaking Skill.**



**Figure II.12: Students' Evaluation of Debate in Improving their Speaking Skill.**

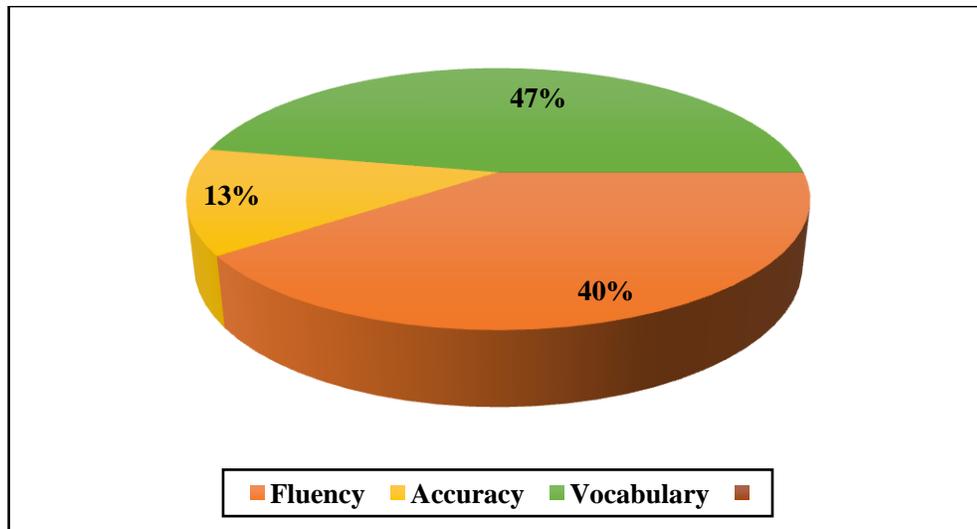
The graph reveals that a large number of students (88%) have found that the use of debate in classroom is useful tool that should be used in classroom because it helps them to improve their speaking skill. (12%) think that debate is not useful tool.

- **Question13:** The use of debate might help you to enrich your:
  - a- Fluency    b- Accuracy    c- Vocabulary

We asked this question mainly to see the participants 'evaluation about the use of debate, they are invited to say if the use of debates help them to enrich their fluency, accuracy or vocabulary.

Option	Participants	Percentage
Fluency	12	40%
Accuracy	04	13%
Vocabulary	14	47%
Total	30	100%

**Table II.14: The Use of Debate in Classroom.**



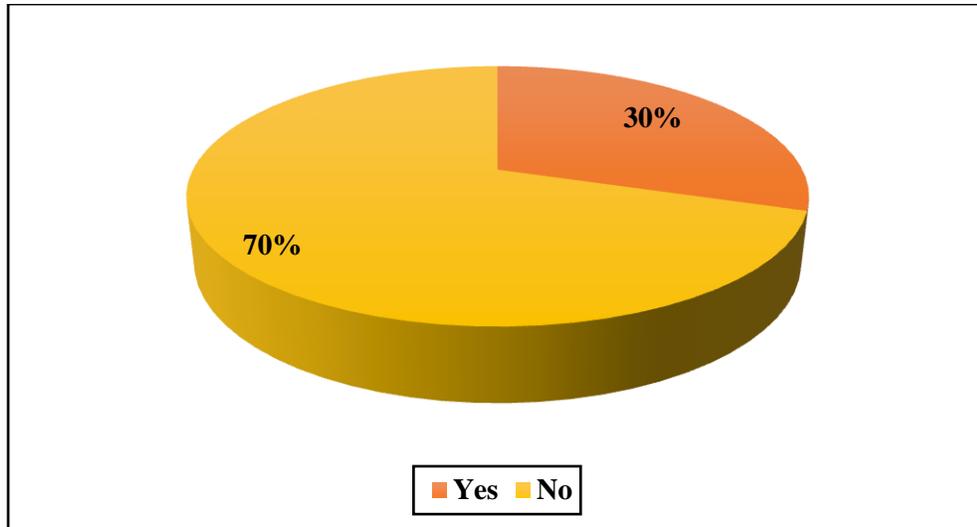
**Figure II.13: The Use of Debate in Classroom.**

- **Question 14:** Does your teacher raise your awareness towards the skills of debate?

This question was asked mainly to find out whether teachers raise our participants' awareness toward the skills of debate or not.

Option	Participants	Percentage
Yes	21	70%
No	09	30%
Total	30	100%

**Table II.15: Raising Students' Awareness toward the skills of Debate.**



**Figure II.14: Raising Students' Awareness toward the Skills of Debate.**

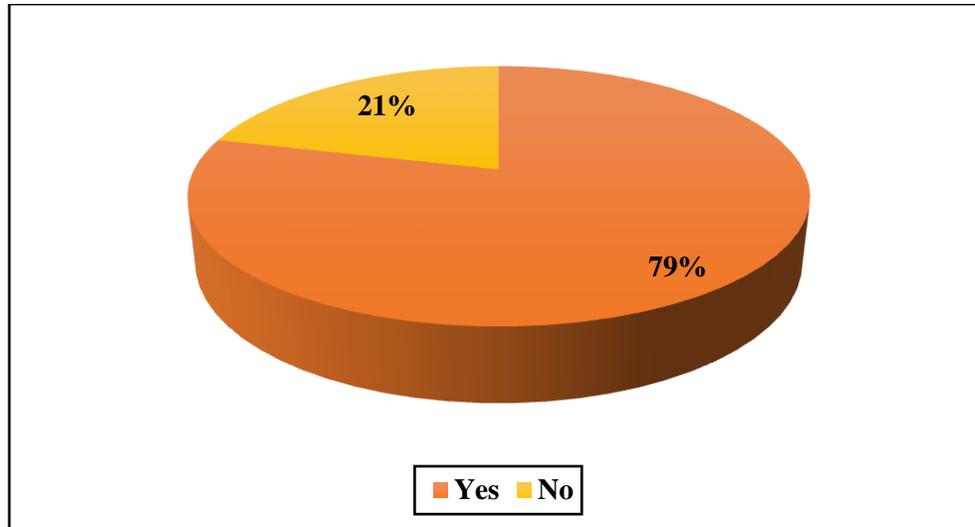
As shown in the table and the graph; (70%) of students answer “No” indicating that their teacher does not raise their awareness toward the skills of debate in classroom. (30%) stated that their teacher raises their awareness toward the necessary skills of debate.

- **Question 15:** Do you think that such technique (debate) should be practised?

We asked this question mainly to see the participants' attitude toward on applying debate in the classroom.

Option	Participants	Percentage
Yes	26	87%
No	04	13%
Total	30	100%

**Table II.16: Students' attitudes on Applying Debate in Classroom.**



**Figure II.15: Students' attitudes on Applying Debate in Classroom.**

As far as the results obtained; we notice that the majority of participants (79%) agree that such technique (debate) should be practiced in classroom; however, (21%) they think that debate should not be practiced.

c- If yes, explain why?

d- If no, what are other effective techniques that you think that are important?

Participants are also asked to clarify their answer in case the first one was positive as well as are invited to give other important activities according to them if they respond "no".

Option	Participants	Percentage
If yes, comment	22	73%
If no, comment	03	10%
No comment	05	17%
Total	30	100%

**Table II.17: Students' comment**

### **-Participants' Explanation:**

For a start, we notice that debate technique should be practiced in the classroom. For those who agree and comment (73%) of participant comment on and they are as follow:

- They said that debate enriches their level of knowledge.
- It is important because it encourages cooperation and makes them confident speakers.
- They improve their fluency and vocabulary.
- They express their opinions and views freely besides consider others opinion with respect.
- It helps them to improve their speaking skill and drive out fear about English.
- They also added that it develops their critical thinking and acquire cognitive skill.

(10%) were opposing them; they do not agree that debate should be practiced in classroom because:

- They think that there are other activities such as role playing and group work.
- They prefer games and solving problems.
- They like when they tell stories and reading.

However, (17%) did not comment on both questions (yes/no).

### **II.3.2. Analysis of Classroom Observation:**

To investigate whether students or teachers give importance to classroom debate as beneficial technique to improve speaking skill and to capture direct information about how teachers teach oral expression (methods, activities used), a classroom observation was undertaken

- **The first classroom: group (2)**

The first session that we have intended was programmed at the afternoon, students felt tired and they were less interacting at the beginning. The researcher observed that the teacher started discussing such free topic that was about “bad choices make good stories” and asking them to comment and tell a story that happened to them related to the given topic. We have noticed that some of the students show interest and motivation to express their ideas whereas others did not contribute in the task. For this reason, the teacher started victimizing and asking them to speak freely. The researcher observed the behavior of the teacher as well. The first insight, it was

realized that the teacher acted as participant, he tried to give his opinion and told them about his own story. Furthermore, he tried to create a friendly atmosphere; he made them laugh which led them to be more interactive in this session.

For the second session which was also held at the afternoon, we noticed that the teacher devoted the session for students' suggestions in which they are asked to suggest some topics that they want to discuss. On one hand, the teacher chose one of the topics recommended by his learners "Sale of Human Organs" then, he wanted to know their opinions about the topic and if they are against or for. However, it was observed that there was a noise due to students' participation when there were different views so he divided them into 2 groups and ask them to work together in order to collect some arguments to convince the other group apart from making noise. During this process, we observed that students used MT when they were required to work in groups as well as they were excited to share their opinion among each other. Moreover, we perceived that the teacher moves around groups to monitor learners' behavior and he tried to provide his students with feedbacks whenever someone shared his idea. By the end of the activity, a spokesperson of each group was required to present the outcomes of his group in front of the rest of the class. The format of the debate described was in "discussion format". We noted as well that the teacher gave his opinion when their students finished presenting and he tried to clarify his point of view

- **The second classroom: group (6)**

The first session that we have attended with group (6) was programmed at the afternoon. The first insight, it was realized that learners were bored to study. We observed that the teacher asked students who were supposed to present a topic to come in the front of the class and start introducing their topic that was chosen by them. Furthermore, each one of those students has a limited time in order to give the opportunity for his classmates. During the presentation, the observer has noticed that students who presented were shy, anxious, and not comfortable.

The observation reveals that the majority of the learners were not motivated at all as well as we have noticed the lack of interaction either between the teacher and his learners or among the learners themselves. The teacher invited his students to share their opinions when their classmates finished their presentation but it was observed that they did not show willingness,

readiness to speak or share their ideas. We have noticed that the teacher acted as controller and organizer at the same time. Additionally, he did not try to create a supportive environment in the classroom neither he provides his students with feedback.

For the second session attended, the researcher observed that it was also devoted for student's presentation. We noticed that students were not motivated or interactive. Thus, the teacher did not change the activity or his method for teaching oral expression.

## **II.5. Conclusion**

In summary, this chapter has been devoted to describing the sample chosen and the methodology adopted for this study. It has obtained data through the use of several research tools such as questionnaire and classroom observation which have been analyzed quantitatively and qualitatively.

### III.1. Introduction:

This chapter is based on the discussion of the findings in relation to our research questions. It focuses also on testing our hypotheses with an attempt to provide some effective suggestions and recommendation that may contribute to the improvement of speaking skill. Besides to that, it tries to shed light about raising the awareness of teachers and students of the need of using classroom debate to enhance speaking proficiency.

### III.2. Data Discussion and Interpretation of the Results:

The data of learners' questionnaire and classroom observation have been analysed qualitatively and quantitatively. So, this part will discuss and interpret the findings of the above-mentioned research methods.

#### III.2.1. The Questionnaire:

❖ **The First Question:** The students' choice of study English

After asking this question, we have received supporting responses for our questionnaire because the majority of the participants (70%) have chosen to study English from the beginning. This means that learning the English language may be a source of motivation for them; in opposite to (30%) who were obliged to study this branch.

❖ **The second question:** Students' level

This was an adjunct question to question (01) in order to investigate the impact of choosing to study English on students' level as well as to see to what extent students evaluate their level of English.

Yet, as the results show (see table2.2 graph 2.2) (40%) classified themselves as good; (27%) as very good besides (20%) those describe their level as average in using English, and this is due to the willingness of studying the language and vice versa for (13%) of the participants who claimed that they have weak level in English. Moreover, those answers may be related as well to how easy/ difficult students can understand and produce English orally or in writing.

❖ **The third question:** Emphasis on learning the four language skills.

The question was asked to know which of the four language skills students want to improve. The result reveals that large number of students give importance to speaking skill in first place (54%); It is a means of communication in which they can express their ideas, interact with other and because they need to be able to communicate effectively and fluently. While (23%) claimed that they need to improve first their writing skill since they are assessed by the writing process, for those who stated that listening as the most needed skill for them because it is required to complete the other skills, i.e. we need to listen before we speak or write. In addition, we have (10%) who classified reading in the first position since it enriches their vocabulary, thus they will be able to speak coherently.

- ❖ **The fourth question:** Students' opinions about speaking English and its relation with the learning process.

Participants are given this question to show their attitude about the statement saying that in order to learn the language we have to speak it. A high proportion of students (83%) do strongly agree with this saying and (10%) do also agree. This may be explained that learners are aware of the importance of speaking the language in learning that language. However, (17%) of participants do not agree with this statement, they may not be motivated to speak the foreign language inside or outside the learning atmosphere.

- ❖ **The fifth question:** Students' Difficulties when Speaking in Classroom.

The question was about students' difficulties in speaking the foreign language in classroom. We have received uneven responses; (60%) of participants confess that they encounter difficulties while speaking in front of their peers/ teacher. The impression one gets when considering this result is that the majority of students had the panic feelings and frustration when they are required to speak in the classroom. Consequently, they do not participate while (40%) endorsed the item positively; meaning that this group respondent seems to have self-confidence, they are risk takers, spontaneous and would dare to speak and express themselves whenever they are required.

After having this question, firstly made sure that there are students struggle when speaking, and secondly, they were required to pick from the options the reasons behind their weaknesses in speaking.

It seems, as the results show (10%) of students are reticent to speak in the classroom because they are afraid of making grammar/ pronunciation mistakes. This can be explained that these participants are not able to express what they want to say, having to use simple English, making grammatical mistakes and feel concerned about incorrect pronunciation. This indicates that they might feel afraid of being scolded by their teacher or to avoid criticism of their classmates. (20%) declared that they do not participate because they have deficient vocabulary; they struggle to find words however vocabulary is a fundamental in language learning. Wilkins (1972, p. 111) “without vocabulary nothing can be conveyed.”

In addition, we have (17%) who consider their weaknesses in speaking are due to the lack of practice. This may be interpreted in the way that teachers do not encourage to practise the language in the classroom; referring to the lack of authentic and pleasurable activities that push them to speak and reduce their tension. In this case, Thornbury (2008, p.28) argues that “Shortage of opportunities for practice is identified as an important contributing factor to speaking failure.”

Last and not least, (13%) of students admitted that they cannot take risk to speak and express their opinions in classroom because of the psychological factor “lack of self-confidence” which is one of the pivotal aspects of speaking that influences oral performance. Thus, based on the answers of the respondents, the lack of self-confidence is maybe due to the lack of expressive activities that serve students to get rid of shyness and raise their confidence in speaking the foreign language. A finding that provides to some extent evidence to the first hypothesis.

❖ **The sixth question:** The Opportunity that Teachers give to their Students to Speak.

The question was asked to show the opportunity given to students to express their ideas. The results reveal that (93%) of students manifested that their teachers allow them to express and share their ideas since oral expression should be learner-centered session. And, (17%) were unfavourable to the item; meaning that this group respondent may have been adjusted to a passive role during oral English session.

❖ **The seventh question:** Teacher’ Role.

This question was asked mainly to determine the role of the teacher that should be fulfilled in classroom. Great percentage of students (90%) say that the role of their teacher is a guide

(organiser, prompter, participant, tutor). This indicates that teachers are aware of the importance of performing the role of a guide (facilitator) in order to activate the learning process thus creating a friendly atmosphere in the classroom. On the other hand, (10%) declared that their teacher plays the role of controller. The phenomena, then, merits a closer investigation.

❖ **The eighth question:** kinds of Techniques Used for Teaching.

The results reveal that students enjoy debate in first place with (47%) followed by discussion (36%) because both techniques give them the opportunity to practise and use the language appropriately and meaningfully. We can recognize that students feel comfortable when debating or discussing a topic. While (10%) chose role-playing because they enjoy performing a play and (7%) answers go for problem-solving.

❖ **The ninth question:** The use of debate in classroom.

As the results show (see table 2.9 graph 2.8), (80%) of students declared that their teachers use debates in the classroom. This may be explained that those teachers are aware of the value of classroom debate to stimulate the learners to express their opinions and use the English in oral expression session. Whereas (20%) their answers were “no”, so those teachers may follow other techniques.

❖ **The tenth question:** The Frequency of Using Debates in Classroom.

This question was asked to see the frequency of using debates in classroom. (53%) of students stated that their teachers often use debate, (27%) sometimes use debate and (20%) rarely they apply this technique. We can recognize that teachers do not put enough importance on debate.

❖ **The eleventh question:** Students' Reactions while debating.

The participants were given this question to express their attitudes when they debate in classroom. We have (87%) positive answers; they reported that they enjoy engaging in debate. Conversely, (13%) said “no”, such finding is highly relevant to students who have less self-confidence, they doubt their ability to confront and speak in front of others; referring that students are not sufficiently prepared the basic of English.

- ❖ **The twelfth question:** Students Evaluation of Debate in Improving their Speaking Skill.

After having asked this question, we notice that the majority of students (93%) are aware of the importance of classroom debate effecting their speaking skill; they opined that using debates in the classroom improve their production level of speaking. While (07%) of answers were negative. Such findings go hand in hand with our first hypothesis.

- ❖ **Question thirteen:** The Use of Debate in Classroom

After having discovered that students show readiness for using debates as technique for teaching speaking, we asked them in what way debate improves their speaking skill; by enriching their skill, (40%) of students said that they will be fluent in speaking skill, (47%) claimed that it improves their vocabulary while (13%) they recorded that it develops their accuracy.

- ❖ **Question fourteen:**

The question is about raising students' awareness toward the skills of debate; it seems, as the results show that (70%) of students recorded that their teacher does not raise their awareness toward the skills of debates. This can be explained that they ignore the necessary skills they should possess. On the other hand, we received (30%) answers of "yes", indicating that teachers know that debate is not only giving opinions. Rather, it involves communication, interaction skill, sharing knowledge, arguing and respect others' opinions. We ratify that teachers should raise their students' awareness toward the importance of these skills.

- ❖ **Question fifteen:** Students' attitudes on Applying Debate in Classroom

Students are given this question to express their attitudes toward applying debate in the classroom. A great number of students express positive attitudes; they uphold to the use of debates in the classroom. They have determination and desire to practise this technique, but (21%) of answers were represented negatively; they said that this technique should not be applied. After that, there were additional comments provided by (73%) of the student who said yes, their comments as follows:

- They said that debate enriches their level of knowledge.
- It is important because it encourages cooperation and makes them confident speakers.

- They improve their fluency and vocabulary.
- They express their opinions and views freely besides consider others opinion with respect.
- It helps them to improve their speaking skill and drive out fear about English.
- They also added that it develops their critical thinking and acquire cognitive skill.

(10%) were opposing them; they do not agree that debate should be practiced in classroom because:

- They think that there are other activities such as role playing and group work.
- They prefer games and solving problems.
- They like when they tell stories and reading.

However, (17%) did not comment on both questions (yes/no).

### III.2.2. Classroom Observation:

The results obtained from classroom observation have created an opportunity to reflect and deduce about the teaching- learning activities in EFL classes. Actually, the researcher has controlled everything happened during classroom observation which was undertaken in oral expression session. It was remarkable that the methods and the activities used in teaching O.E affect the learners' motivation and interaction as well. For example, students of group (2) with whom we attended two sessions, they were interacting with their teacher especially when he dealt with debatable and discussion topics. This latter remark tells that such techniques enable students to express themselves and raise their confidence in speaking the English in the class.

Moreover, it was well covenant to observe the teacher behaviour that may help us to deduce his role in oral expression session. Apparently, the teacher of this group is aware of the importance of such activities (debate, discussion) as effective techniques to enhance the learners 'speaking skill because it invites them to practise the foreign language in the classroom.

However, For the other group (6) who were less interactive and poorly motivated, this can be explained that the less of motivation and interaction is due to the lack of interest in the subject or the sketchy atmosphere that did not invite them to be productive. In fact, the teacher of this group

during the classroom observation stack blindly in one activity (topic presentation). Consequently, the majority of students were passive, and for those who presented; they did not feel at ease when they started speaking in front of their classmates, meaning that they were anxious about committing errors in front of the rest of the class. Thus, in such circumstances; the teacher is urgently required to use a variety of techniques and activities fitting his learners' needs because it is not enough simply memorise and perform a speech. Furthermore, he should increase their motivation and embrace change to create a supportive classroom that makes all the students involved.

Generally speaking, we deduce that teachers face challenges in teaching the speaking. Therefore, they are required to create an enjoyable, friendly environment in the classroom that enables students to practise the language freely. Besides that, enhancing speaking skill relies on teachers' ability in varying and using effective activities amongst them "debate" that should be updated in formats in order to involve all the learners in contributing. Finally, the findings obtained from classroom observation support our third hypothesis.

### **III.2.3. Discussion of the Main Results:**

The discussion of the findings above has led to the following conclusions. First of all, speaking skill is vitally important in the teaching-learning process, an assumption which has been proved to be endorsed in the responses of the majority of learners. Such assumption also reflected learners' emphasis in improving the speaking skill in EFL context because it enables them to function appropriately in the target situation and be competent speakers of the TL.

On the other hand, most learners encounter difficulties in speaking the foreign language and seemingly they seemed aware of the reasons behind their weakness in speaking English, which are due to the lack of vocabulary, lack of self-confidence and the lack of practice. Their difficulties have been ascribed to the lack of vocabulary and the lack of communicative activities that raise their confidence and motivate them to take risks and speak in oral English class. Such findings lead to a relative embracing to our first hypothesis.

Apparently, the task of teaching oral English becomes increasingly challenging especially when teachers are faced with demotivated students. So, since s/he is the monitor of the classroom, he has to be the fuel that activates the learning situation. According to classroom

observation, the teacher is required to be ready to step quickly in such circumstances. Thus, he is highly recommended to play an effective role in the classroom in order to facilitate the learning process and produce a fruitful atmosphere in the classroom. Accordingly, adapting and devising various techniques has been proved to meet the learners' needs in being involved in the oral activities to make the course less stressful and more motivating. This finding supports the present study third hypothesis.

Interestingly, the discussion of the questionnaire and class observation uplift to the need of engaging students in debate. Students have expressed readiness and desire for implementing debate in the classroom because it will help them to improve their speaking skill and through practice, they will gain more confidence in speaking in front of their classmates. Yet, using debate and its various strategies will help both teachers and learners. The findings go hand in hand with the second hypothesis.

In the light of what has been found from the questionnaire and classroom observation, our first hypothesis has been partially confirmed and for the second and the third; they have been fully verified.

### **III.3. Recommendations:**

In the light of the results reviewed throughout this study, the researcher finds out that speaking skill improvement can only be successfully reached if special circumstances and techniques are used by the teacher and strategies by the learner.

- **Increasing Students' Motivation:**

Motivation is considered as a fundamental element in teaching/learning process because it has become commonly known as the main determinant for attaining successful learning. However, motivation is a paramount challenge, facing teachers in the language classroom. Harmer (2001, p. 52) argues that "teacher is a major factor in the continuance of students' motivation." Thus, initiating, maintaining and sustaining motivation is a part of teacher 's role.

In this vein, Teachers have to increase their students' motivation through:

- Creating a supportive, friendly and relaxed atmosphere so that learners are not frightened of participating and speaking in front of their classmates.
- Using humour to reduce students' anxiety and making the learning digestible.

- Raising students' awareness about the exigency of speaking skill as a crucial factor in second language learning process.
- Expose students to the natural use of English, so that they can notice and acquire the verbal and non-verbal speaking skills as well as to communicate effectively.
- Teachers of oral English should be devoted only to communicative competence so as to bring learners to share in a spontaneous speech in classroom context.
- Give constructive feedback that may increase learners' autonomy and foster their awareness of the gaps in their interlanguage.
- Creating interesting classes by making students interested in the task and the activities they are presented with.
- Adopt different methods and techniques in teaching speaking to break the monotonous of the class and meet the learners' needs.
- Give students the opportunity to choose the activities or subjects that interest them in order to keep them engaged.
- It is advisable for teachers to provide their learners with meaningful task and strategies for dealing with different kinds of activities and problems
- Encouraging students to speak regularly in the classroom to get rid of shyness and stimulate them to take risks.

- **Creating an Interactive Classroom:**

In ELT, obtaining an interactive classroom is not an easy task, therefore, teachers are always looking for finding the appropriate way to create interaction between them and their learners or learners among themselves. Interaction is an imperative factor in the success of the teaching/learning process as stated by brown (1988, p.10), "Teaching is an interaction that facilitates learning, if you cannot interact with them, you cannot teach them." As corollary, interaction has been considered as the core of communication in a language classroom. Walsh (quoted in H. D. Brown & Heekyeong. Lee 2015, p.258) emphasises,

Crucially, in a classroom, it is through language in an interaction that we access new knowledge, acquire and develop new skills identify problems of understanding, deal with breakdowns in communication, and establish and maintain relationships.

For a start, here are some useful tips for having an interactive classroom:

- Cooperative learning (group work/pair work) is an effective strategy for teachers to use which helps in carrying out the learning process to be successful.
- Encourage students' roles that contribute to collaborative group interaction.
- Task-based teaching is extremely recommended for teachers to make language lesson more interactive.
- Construct a strong atmosphere containing authentic task, shared knowledge and relevant activities.
- It is advisable for teachers to turn around the classroom to ensure that each student is on task, thus, this helps to establish a sturdy relationship between the teacher and his learners.
- It is suitable to help students to be reflective and autonomous learners in order to promote their responsibility in their learning process.
- Adopt challenging activities that create cooperation or competition between learners so that they will be involved.

- **Implementing Debate in the Classroom:**

Alfred Snider (1999, p.5) indicates, “debate is a great tool for engaging students and livening up class curriculum.” It is thought that debate is one of the main expressive activities that help students to be fluent and competent in speaking the foreign language. In ELT context, therefore, teachers should engage their students in debate technique in the classroom by following some procedures and steps; and adopting different strategies of the debate itself. Thus, getting learners actively involved.

To run a debate in the classroom, here are some steps that need to be done by the teacher:

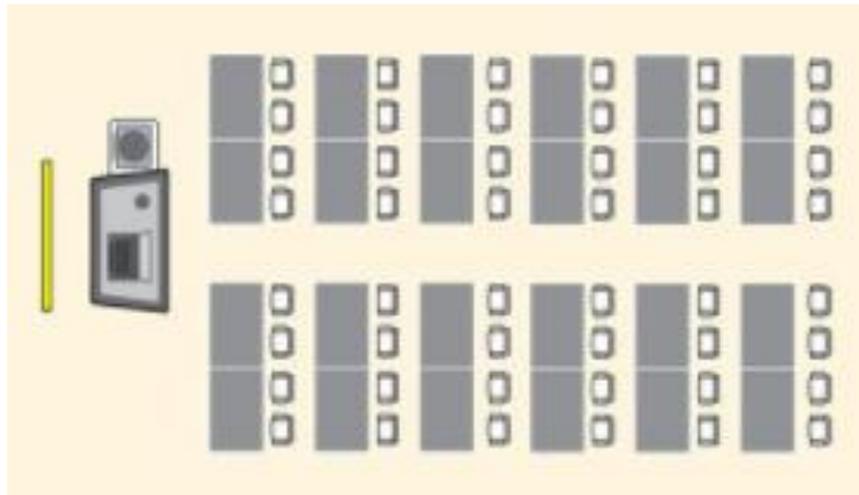
1. **Choosing a topic of debate:** the topic should be enthusiastic and stimulating, generally consists the informative and the analytical one. The teacher provides his learners with guidelines to help students as they prepare for the debate besides that, he should limit frame for each group. After that, he has to ensure that each and every student is well-acquainted with the topic beforehand

2. **Dividing the teams:** the teacher should be flexible when sorting students in groups; he has to make sure that each of groups contains some active students and weak students for performing reciprocal roles. After that, he should present the format of the debate.
3. **Motivating students:** It has to do with providing feedback that works as fuel for students to speak more and participate in the debate. (By Md. Didar. H 2016, p.671)

In the same vein, debating in the classroom can take many forms. the following strategies and activities help to involve all students and promote their reflective and autonomous learning. Kennedy is one of the advocates of the integration of debate in the curriculum in EFL settings proposes some of the debate strategies which are (think-pair-share, fishbowl debate, role-play debate, the four corners and Lincoln-Douglas debate); (In vargo 2012, pp5-6).

#### ❖ **Think-Pair-Share Debates:**

This form of debate entails students to think and make notes about the case. After completing the individual reflection; pairs are created. The pair then works together matching their notes and producing a list to support both sides of the issue. The pairs of two are linked with another pair to discuss the issue, choose a position and refine their list down. Finally, the group of four present their attitudes, reasons, arguments to the whole class.

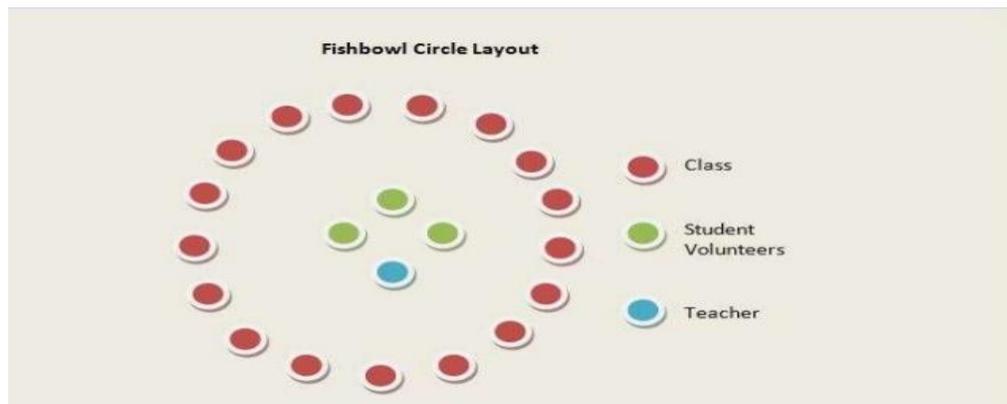


**FigureIII.16. Physical Layout of Think-pair-share debates.**

(From: <http://blog.ampli.com>)

**❖ Fishbowl Debate:**

This kind demands grouping chairs in a circle pattern, several chairs are then placed inside the circle for teams representing the different sides of the debate. Chairs also can be appended for other students representing the audience to boost attention among the outside fishbowl, an empty chair can be added; permitting some from the outside to join the fishbowl in order to ask questions or give arguments.

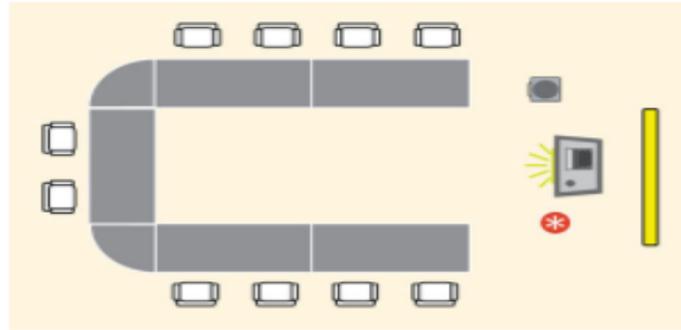


**FigureIII.17. Fishbowl debate format.**

(from: [www.Slideshare.com](http://www.Slideshare.com))

**❖ Role-play Debate (creative debate):**

In a role play debate, students securitize different point of views concerning to an issue by play a role. For example, a debate about the questions: “Is television an effective tool in building the minds of children?” might yield range of opinions. Students might be assigned to different roles; parents, child, doctor, journalist and so on. The students can develop their grasp of the issue and its perplexity through the debate introduced from different point of views.



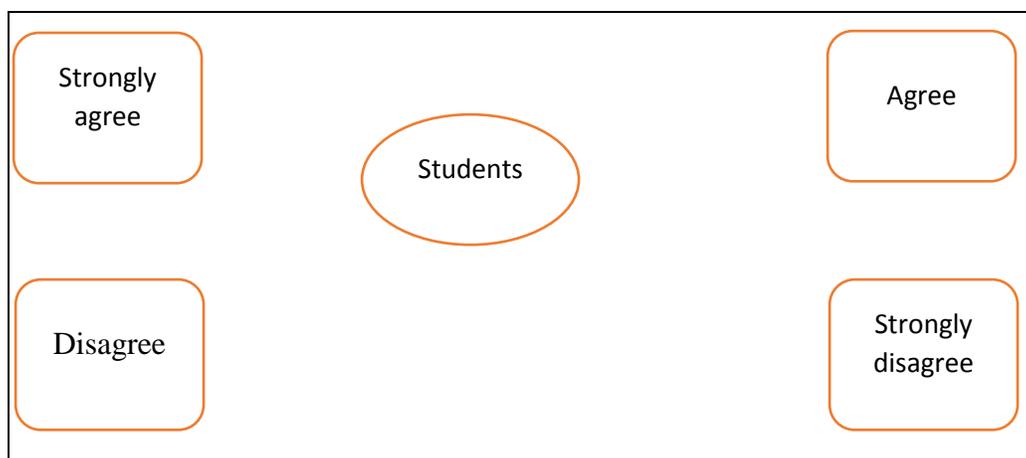
**FigureIII.18. Layout in Role-play Debates.**

Adapted from: (<http://blog.ampli.com>)

❖ **The Four Corners Debate:**

The debate prefaced by affording students with a question or statement such as “Science, a threat to society.” Students are then having bounded time in order to consider the issue and take their own position on the four corners in the classroom that are labelled: “Strongly agree, agree, disagree, strongly disagree.”

After personal consideration, the students move to the corner that most represent their position on the issue. The group in each corner of the classroom work together to create strong arguments for their positions. After a limited time for each group discussion; each group introduce their eventual arguments to the other groups. By the end of the debate, students are allowed to switch sides if they changed their personal views. It has been said that this form of debate counter dualism arguments, showing there are more than two sides to an issue and often the variation of sides.



**FigureIII.19. Format of Four Corners Debates in the Classroom.**

(Adapted from: *Using Deliberative Techniques in the English as a Foreign Language Classroom*, and modified by the researcher)

❖ **Lincoln- Douglas Debate:**

This kind of debate is the most popular, in which two persons are confronted. Each side, either one person or a group, gives an opening argument, rebuttals to the arguments of the other side and a closing arguments. But, first, the teacher should introduce the debaters and their roles.

The variation of Lincoln-Douglas format is the meeting house and problem-solving debate. On one hand, in the meeting house; each group gives its opening arguments and then the rest of the class question debaters or offer comments. After that, each side give its closing arguments. On the other hand, the problem-solving strategy involves eight participants, four on each side, debating a question. for instance, “Is human cloning justified, and should it be allowed?” in this format, the first two speakers present the historical and the philosophical background information, second set of speakers why changes are or are not clarified. (Huryn,1986 in Kennedy 2007)



**FigureIII.20. Type of Lincoln-Douglas Debates in the Classroom.**

From : <http://www.wikihow.com/Debate>

Generally, Teachers should be more creative and innovative in teaching the speaking in EFL classes. It is proved that debate in one the effective methods to enhance students’ oral performance. In order to run debate in a successful way, the teacher should use the different

activities of classroom debate since students learn more effectively when they play an active role in the learning process.

- **Suggestion for Further Research:**

In the light of the findings we have come up with concerning the effectiveness of in-class debates in enhancing EFL learners' speaking skill, we would suggest to:

- a) Conduct other studies similar to the present study but in other skills of language (listening- reading -writing) and with a large sample.
- b) Conduct an empirical study under the title: "The Importance of In-Class Debate Strategies in Enhancing Learners' Oral Performance and Attitude toward Learning English".

#### **III.4. Limitations:**

In the highway of this study, multiple limitations and obstacles have been encountered.

- ✚ The research paper has been done within a very short period of time.
- ✚ It is a case study limited to only second year LMD students (it only covered a small area), further research may be enlarged to all the levels in the University.
- ✚ The classroom observation was undertaken in only two classes which have lasted for two weeks. Two weeks is not sufficient for the researcher to observe all of the students' performance in their class as well as the techniques used by the teacher.
- ✚ Lack of experimental study.

#### **III.5. Conclusion:**

In the last chapter, we have dealt with the discussion of the findings provided by the data analysis in an endeavour to see whether our research questions have been answered, and to confirm our hypotheses. It has as well mentioned some recommendations and suggestion for further research.

## General Conclusion

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The English language witnessed a widespread in Algeria like other countries in the world, it has become compulsory at the educational level. Yet, EFL learners suffer from difficulties in learning English which impedes their process. These drawbacks are rooted from the shortage of exposure to the real use of language; at the level of oral performance. That is the difficulty in oral production and the lack of fluency.

Speaking has been reported by many EFL learners to be the most difficult of the four skills of language because it does not simply mean how to put words together but to get involved in give and take process with part in real situation and it requires special abilities to be mastered. Therefore, it is a huge challenge for English language teacher to make his students competent in speaking.

Due to this fact, the debate technique was proposed on behalf of fostering the speaking inside/ outside the classroom for further competence. This technique was suggested for oral expression achievement and to approach with more dynamic and motivated students.

The current work was motivated by our personal desire to learn about how to teach and improve English speaking through the use of debates in oral expression courses. Further, having been in classes where students started stammering and hesitating when they were required to justify, defend their opinions or argue with others; was another motive to tackle this issue. Besides that, the earliest studies that have been conducted to integrate debate in ESL/EFL curriculum inspired us as well to take step toward this topic.

Our pivotal aim of this research work was to investigate the effect of in-class debates on the improvement of learners speaking skill. As well as the foreseen objectives of this study was to exhibit adequate understanding of the importance of using debates as a tool to improve students' speaking skill and to encourage students to use it in oral expression courses.

Our study strived to answer three main questions being: what are the reasons behind students' weakness in oral expression? Does the application of debates in classroom improve students' speaking skill? And whether the role of the teacher in the class is needed in this case. The above main questions inspired us to assume that the reasons behind students' weakness in oral expression are the lack of practice and the deficient activities that motivate them to speak.

## General Conclusion

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Furthermore, we assumed that in-class debate is an effective tool and technique that help students enhance their speaking ability; with of course revealing that the role of the teacher is significantly needed in this case.

In an attempt to answer our main questions and test our hypotheses; a questionnaire and classroom observation were adopted to collect data. The questionnaire was administered to second year LMD students, from the Department of English, University of Mostaganem besides to the classroom observation that was undertaken in two classes in the same setting. Furthermore, the research conducted a descriptive method and the data gathered was analyzed quantitatively and qualitatively. In the same vein, our questions were fully answered and our hypotheses were partially confirmed.

The results announced that it is beneficial for students to enrich and update their vocabulary as well as to be fluent in language through effective techniques and activities; such as the debate. Moreover, the result showed that debates work as a tonic because it increases students' confidence, they become more active practising the target language and thus; enhance their speaking ability. In the same light of thought, the implementation of debates in oral English courses is substantial since it activates the learning process and promotes oral communication.

From the findings obtained, the role of the teacher is of a prime importance in understanding students and helping them develop their speaking skill. According to the learners' responses and from classroom observation, the teacher should play the role of a guide; by motivating them so they can do constant practice, providing them with feedback and correcting their mistakes and so on. In addition, the teacher's responsibility is to create a friendly atmosphere and adopt effective activities where the learners can use the target language freely and competently.

Paramountly and surprisingly speaking, the breakthrough obtained from the both quantitative and qualitative analysis of both observation and questionnaire data, answered the main questions of this scientific paper; yet the hypotheses were not really met for the reason that the fifth question of the questionnaire led into another discovery which says that the main reason behind students' weakness in oral achievements is due to the lack of vocabulary and not because of the lack of practice as it was assumed. Fortunately; the remaining hypotheses were fully confirmed believing that the role of the teacher in inviting and guiding students into oral

## General Conclusion

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interaction in the class, and the implementation of debates in the classroom are must-have elements for better oral outcomes.

As a final point, the present work has given some recommendations including some tips in creating a relaxed and comfortable learning environment like increasing students' motivation, creating an interactive classroom and we suggested implementing some strategies and activities of debate. However, in spite of the reached findings, we did face some obstacles in the process of our research such as the shortage of time, the classroom observation which had been covered in small area within a short period of time and the lack of experimental study as well.

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## *Appendix*

*University of Mostaganem*

*Department of English*

### **Students' Questionnaire**

Dear Students,

You are kindly requested to fill in this questionnaire to express your attitude towards the effectiveness of debate in enhancing the speaking skill in EFL classes. Your answers are important for the validity of the research we are undertaking. As such, we hope that you will give us your full attention and interest.

Please tick ( ) the appropriate box or write full statement whenever it is necessary.

Thank you very much for your cooperation.

#### **I-General Information:**

1- Was English your first choice?

a- Yes                       b- No

2- How do you consider your level in English?

a- Very good   
b- Good   
c- Average   
d- Weak

#### **II- Students' Attitudes of Speaking Skill:**

3-pick the most skill that you need to improve most:

a- Speaking  b-Listening  c- Reading  d- Writing

Because:

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

04- Do you agree that in order to learn a language you have to speak it?

- a- Strongly agree
- b- Agree
- c- Disagree
- d- Strongly disagree

05- Do you encounter difficulties while speaking?

- a- Yes
- b- No

❖ If yes, is it due to:

- a- The Fear of making mistakes (grammatical / pronunciation).
- b- The lack of Vocabulary.
- c- The lack of practice.
- d- The lack of Self- confidence.

06- Does your teacher of oral expression give you opportunity to express your ideas?

- a- Yes
- b- No

07- What is the role that your teacher plays in classroom?

- a- Controller
- b- Guide (organizer, prompter, participant, tutor)

08- Which of the following techniques do you enjoy best?

- a- Discussion
- b- Role-play
- c- Problem solving
- d- Debate
- e- Others  (please specify).....

**II Students' Perceptions toward the Use of Debate in Classroom:**

09- Does your teacher of oral expression use debate in classroom?

- a- Yes
- b- No

10- How often does your teacher use debate in class?

- a- Often
- b- Sometimes
- c- Rarely

11- Do you enjoy engaging in debate?

- a- Yes
- b- No

12- Do you think that the use of debate in the classroom improve your speaking skill?

- a- Yes
- b- No

13-The use of in- class debate might help to enrich your:

- a- Fluency
- b- Accuracy
- c- Vocabulary

14- Does your teacher raise your awareness towards the skills of debate?

- a- Yes
- b- No

15- Do you think that such techniques (debate) should be practiced?

- a- Yes
- b- No

c- If yes, explain why?

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

d-If no, what are other effective activities that you think that are important?

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

❖ *Thank you for your help*