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Title:

Investigating the Techniques Teachers Use to Engage Learners in the Speaking Class: Case of the Teachers of the First-Year Students in the Department of English at Mouloud Mammeri University of Tizi-Ouzou

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Dedications

To my adored family

My parent; Mohamed, and Aldjia

My dear sisters Amel, and Wissam

My brothers Youcef, AHCEN, Hocine, and Sofiane

All my friends and all the people who were by my side

During my tough moments

Kenza

To my dearest parents, Mohamed, and Taoues

My husband Aziz

My sisters; Zahra, Farida, Hamida, Lila, and Rachida

My brothers Madjid, Mourad, and Mouloud

All my friends and relatives

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Abstract

The current study aims at investigating the techniques teachers use to engage learners in the speaking class in the department of English at Mouloud Mammeri University of Tizi-Ouzou. It is based on three objectives. First, it seeks to explore the techniques used by the EFL teachers to engage the learners to speak. Second, it aims to find out whether the teachers implement the Boomerang Procedure (EASA) of the ESA Teaching model (Harmer, 1998) to engage the learners in the speaking module. Third, it aims to find out the difficulties EFL teachers encounter to engage the learners. In order to meet the above mentioned objectives, Jeremy Harmer's (1998) theory of the Boomerang Procedure (EASA) of the ESA Teaching model is adopted as a theoretical framework. For collecting data, a semi-structured interview is conducted with nine (9) EFL teachers of the first-year students in charge of the speaking module. To reinforce the data which is obtained from the semi-structured interview, thirteen (13) classroom observation sessions were attended with three groups of first-year students in the department of English at Mouloud Mammeri University of Tizi-Ouzou. A Mixed Methods Research; combining quantitative and qualitative data methods, were adopted. The quantitative data is analyzed using the Rule of Three, the qualitative data is interpreted using the Qualitative Content Analysis (QCA). The results show that the EFL teachers use three main engaging techniques namely: videos, songs, and games. Furthermore, the EFL teachers implement the Boomerang Procedure (EASA) of the ESA Teaching Model (Harmer, 1998) to engage students in the speaking Module. However, they neglect the fourth stage of the Boomerang Procedure (EASA) which is the Reactivate stage. In addition the main difficulties encountered by the EFL students are inhibition, fear of making mistakes, and the lack of motivation.

Keywords: Boomerang Procedure EASA, Engage the EFL learners, Teachers' Techniques.

List of abbreviations

- CLT:** Communicative language teaching
- EASA:** Engage, Activate, Study, Activate
- EFL:** English foreign language
- ESA:** Engage, Study, Activate
- FL:** foreign language
- HP:** Hypothesis
- LMD:** Licence, Master, Doctorat degrees
- MMUTO:** Mouloud Mammeri University of Tizi-Ouzou
- STT:** Student Talking Time
- TTT:** Teacher Talking Time
- Q :** Question
- QCA :** Qualitative content analysis

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List of Symbols

%: Percentage

X: The Calculated Percentage

Z: The Value of the Answers

Y: The Total Number

=: Equal

x: Multiply

÷: Division

$\frac{3}{4}$: Three out of Four

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General introduction

Statement of the problem

Teaching English as a foreign language has been recognized as a complex process in which the role of the teachers is not only to transmit knowledge, but also to get students' attention, interest, and engagement within the classroom activities. In fact, the core of teaching is to raise students' interest in order to make them more interactive, and involved in the classroom activities. Therefore, all the teachers try to increase students' willingness to study English and more importantly to engage them in the lesson by inviting them to speak. In order to reach that objective EFL teachers use different techniques that improve students' engagement.

Currently, the mastery of speaking in English is necessary for the foreign language learners, especially that the language competence is measured by speaking. Nevertheless, EFL learners fail to become engaged in such important practice. Most of the EFL students at the university level are not able to perform in different contexts. This phenomenon is highly encountered by the teachers, especially of the speaking module. Ketonen et al. (2006) argue that student engagement during the first-years of university course is particularly important.

Thus, the necessity of student engagement at university is particularly stressed with the beginners, because they experience new knowledge; where they are supposed to be afraid or hesitant to participate and express themselves using the English language.

Due to the importance of engagement in education, many theories have been established in order to fulfill the need of language learning. One of the major theories is The ESA Teaching Model, which refers to Engage, Study, and Activate. According to Harmer (1998), through this method, it is very possible for the teachers to engage their students in learning, as well as to develop their four skills (Reading, Writing, Speaking, and Listening). Furthermore, these three elements are ordered according to the skill being focused on to improve. For Harmer in order to engage learners to develop the

speaking skill, teachers are supposed to implement what is called the Boomerang Procedure (1998) in which the previous elements are ordered as follows EASA which stands for (Engage, Activate, Study, and Activate). This method would help the EFL learners to become engaged, and competent in speaking English.

For Harmer the major reason for student disengagement in EFL classes is the inappropriate use of the teaching techniques that lead to a lack of engagement among the students that makes the lesson boring and unsuccessful. Indeed, students' achievement in learning the English language depends on teachers' degree of interest in students' problems. Therefore, EFL teachers must first identify their students' needs and obstacles in learning English, and then to solve the problem by using various techniques to engage them in the learning process.

Teachers must keep in their mind when planning and delivering the lesson many parameters such as: what to teach, how to teach, and more importantly the appropriate techniques to attract their learners to speak. For this reason, student engagement in English speaking classes is a problem worth giving attention. There have been many investigations about the current problem in our department among which we have the work of Harouche and Meftah (2018) under the title of "Developing Students' Speaking Skill through Role Play". This study has focused only on one technique which is Role Play to develop the speaking skill, while our investigation aims at engaging learners to speak using various techniques.

Hence, this research seeks to find out teachers' techniques used to engage the EFL learners to speak, and whether they incorporate the Boomerang Procedure to engage their students in the speaking module, hopefully to help and facilitate both the teaching and learning process of the English language.

Aims and Significance of the Study

This current study attempts to find out whether the teaching techniques EFL teachers use to engage their students to speak, follow the Boomerang Procedure of the ESA Teaching model to engage them in the speaking module, and the difficulties EFL teachers encounter to engage their learners to participate. This study is undertaken to investigate the effectiveness of the teaching techniques to engage EFL learners to speak. Therefore, the present research would be helpful for EFL teachers by raising their awareness about the importance of students' engagement in EFL classes, and its necessity for establishing an effective teaching and learning environment. Said differently, when the students are engaged and active in the classroom, both of teachers and learners become enthusiastic, and motivated instead of being bored and disengaged.

Research Questions and Hypotheses

With the aim of reaching the above objective, the following questions are asked:

- **Question One:** What are the techniques EFL teachers use to engage learners to speak?
- **Question Two:** Do EFL teachers incorporate the Boomerang procedure of the Engage, Study, and Activate Teaching model to engage their learners in the speaking module?
- **Question Three:** What are the difficulties EFL teachers encounter to engage their learners to speak?
- In order to answer the questions above, the following hypotheses are advanced:
- **Hypothesis One:** EFL Teachers use videos, songs, and games as engaging techniques with their learners.
- **Hypothesis Two:** EFL teachers incorporate the Boomerang Procedure (EASA) of the ESA Teaching Model to engage their learners in the speaking module.

- **Hypothesis Three:** EFL teacher encounter difficulties to engage their learners such as: inhibition, fear of making mistakes, and lack of motivation.

Research Techniques and Methodology

The research adopts the Mixed Methods Approach which combines both the quantitative and the qualitative techniques. The quantitative data is any quantifiable information which tries to find answers to concrete questions. This type of data is collected from the close-ended questions of the structured interview, and the quantitative checklist used in the classroom observation.

The qualitative data refers to the non-numerical information that is in the form of words or sentences. This data is collected from the open-ended questions of the structured interview. Our research is conducted with the teachers of the first year students in the department of English at Mouloud Mammeri University of Tizi-Ouzou.

As a means of interpretation of the quantitative data the Rule of Three is used to analyze the data which is collected from the classroom observation, moreover to interpret the quantitative data gathered from the close-ended questions of the semi-structured interview because of the small number of data, while the data which is collected from the open-ended questions of the semi-structured interview in the form of words and sentences (qualitative) is analyzed using the Qualitative Content Analysis(QCA).

Structure of the Dissertation

This study follows the traditional simple model, which consists of a general introduction, four chapters, and a general conclusion. The general introduction provides the background information about student engagement in EFL teaching and learning, and states the aims and significance of the study. It also presents the research questions and hypotheses, the methodology and the overall structure of the study.

The first chapter is “Review of the Literature” which is devoted to the main

concepts related to our study. This chapter contains three main sections, the first section deals with students' engagement, the second section deals with the speaking skill, the difficulties teachers encounter to engage the learners, and the techniques they use in such situations. The third section explains the theoretical framework of Harmer (1998).

The second chapter is "Research Design and Methodology". It presents the procedures of data collection tools: the classroom observation, and the structured interview, as well as the data analysis tool which are used as a means of interpretation of the findings, which consist of the Rule of Three for the quantitative data, and the Qualitative Content Analyses (QCA) for the qualitative data.

The third chapter is called "Presentation of the Findings". It serves to display the results gathered from the research tools. The last chapter is entitled "Discussion of the Findings". It discusses the results according to the theoretical framework, as it brings answers to the research questions.

Finally, the dissertation ends with "The General Conclusion" draws the main conclusions of our work, as it provides answers to the research questions and hypotheses. In addition to some recommendations for further research.

Chapter One:

The Review of the Literature

Introduction

The current chapter deals with the different concepts which are related to our study. It is divided into three sections. The first one deals with the definition of students' engagement, its types, and its importance in language learning. The second section deals with the definition of the speaking skill, its importance for EFL learners, the difficulties to engage learners in the speaking class, as well as the techniques to teach the speaking skill. The third section deals with the theoretical framework on which this investigation is based.

1. Student Engagement

1.1. Definition of Students' Engagement

One of the best predictors of learning and personal development for the students is their engagement in the school activities. Generally, student engagement is associated with students' performances in the classroom activities (Darling-Hammond et al., 2008). The engaged students are more likely to accomplish the activities given by the teacher.

Furthermore, Kuh (2009a :683) asserts that student engagement is "*the time and effort students devote to activities that are empirically linked to desired outcomes of college and what institutions do to induce students to participate in these activities*". In other words, engagement is measured through the students' active contribution in the learning activities. For instance, some designed activities for the EFL learners may be: Discussion, Debate, and Role Play.

Christenson et al. (2012:871) consider student engagement as "*the students' active participation in academic and co-curricular or school-related activities, and commitment to educational goals and learning. Engaged students find learning meaningful, and are invested in their learning and future*". In this case student engagement is valued in terms of student self-interest and belonging to school; it becomes apparent by the students participation in the school activities.

1.2. The importance of student engagement in Language Learning

The concept of “student engagement” is not a new phenomenon in education; in fact it has been the subject of research of many scholars. As Graham et al. (2007:233-234) claim, it dates back to John Dewey’s works, for him “*student engagement is something necessary for the effectiveness of the learning process .It reinforces educational purposes*”. That is, educational engagement ensures the learning success.

Furthermore, Shulman (2002:37) claims that “*learning begins with student engagement*”. In the sense, learning without engagement is impossible and the lesson becomes useless, because it is students’ contribution that establishes the learning environment. More precisely, teaching is nothing without students’ integration; they are the ones to decide on the effectiveness or the failure of the lesson.

In addition, Nunan (1991:51) states that “*learning to speak a second or foreign language will be facilitated when learners actively engaged in attempting to communicate*”. That is foreign language learning is possible, only when the students are given opportunities to practice the language and to communicate.

1.3. The Types of Students’ Engagement

The term “engagement” in education has been viewed as a complex concept which contains various definitions. Glanville and Wildhagen (2007:1019) assert that “*engagement should be measured as a multi-dimensional concept*”. That is to say, student engagement is a complex concept which should be narrowly defined to better understand its construct. In this context, Fredricks et al.(2004), claim that school engagement is a multidimensional construct which is made up of distinct but integrated dimensions :Cognitive, Behavioral, and Emotional.

1.3.1. Cognitive Engagement

Broadly speaking cognitive engagement is about students’ willingness in the learning

process. It is argued to consist of psychological investment in learning (Connell and Wellborn 1991). More precisely; it is about students' efforts to learn what the schools offer them, such as the classroom activities and lessons. It is about the state of learners when they are completely absorbed in a task, aware of their learning, and using their minds to practice complicated activities.

Moreover, Kuh (2009) claims that it is about students' desire to go beyond the minimum school requirements. In the sense that students are unsatisfied with the school knowledge, and aim to go further in learning by challenging their classmates, for example to master the language pronunciation using other sources out of school. Also they are thoughtful and willing to exert the necessary efforts to succeed in learning, they do not wait for the teacher to tell them what to learn.

1.3.2. Behavioral Engagement

Marks (2000) views behavioral engagement as something noticeable for the teacher. This is through observing their students' behaviors such as: participation and attendance. That is, student behavioral engagement is measured through observing the efforts students make to learn, for instance following and listening attentively while the teacher is explaining the lesson. Moreover, it is about students' efforts in the academic activities, such as taking notes, asking and answering questions, turning in work on time, and the positive behaviors they show in the classroom such as respect for their teacher and their classmates.

Furthermore, some scholars assert that there are some signs that indicate this type of engagement among the learners as an example: hard working, effort, concentration, attendance, voluntary participation, and task involvement (Martin, 2008; Hughes et al.,2011 ;Skinner and Pitzer,2012).That is, students participate, get involved, and work hard by their own without any external pressure ,they make efforts to learn simply because they are excited to.

1.3.3. Emotional Engagement

Emotional engagement is about the feelings that the students experience in their learning process; it can be either good or bad. Shernoff et al. (2003) highlight that the nature of emotional engagement is the pleasant or even the unpleasant feelings the students have towards school, for example happiness, sadness, boredom, and interest in which the students who are emotionally engaged react, through facial expressions that show they are interested or not.

Another view proposed by Sciarra and Seirup (2008:218) is that the emotional engagement is “*the extent to which student feel a sense of belonging and the degree to which they care about their school*”. That is to say, it is about the emotions students have towards their teachers, mates, and school in general rather than the learning activities.

Harmer (2007:66) states that “*unless students are emotionally engaged with what is going on, their learning will be less effective*”. That is, emotional engagement is a very necessary component of education and without it the students will not be able to engage in learning or to succeed in education.

2. The Speaking Skill

2. 1. Definition of the Speaking Skill

Speaking skill is a means by which people communicate with others, to express their personal feelings, requests, and thoughts. Many researchers have defined speaking differently for instance, Brown (2004:140) defines speaking as “*an interactive process of constructing meaning that involves producing and receiving and processing information*”. In other words, speaking is the exchange of meaning through generating utterances, listening, and understanding the intended message. Moreover, Chaney (1998:13) assumes that speaking is “*the process of building and sharing meaning through the use of verbal and non-verbal*

symbols, in a variety of contexts". That is, speaking is the ability to express ones' ideas by using utterances, and by means of gestures in different situations. More precisely, Harmer (2007:25) explains that "*when speaking, we construct words and phrases with individual sounds, and we also use the pitch change, intonation and stress to convey different meanings*". In other words, speaking skill involves the use of the accurate pronunciation of words and phrases, in order to convey various meanings.

2.2. The Importance of the Speaking Skill for the EFL Learners

Nowadays, the mastery of the speaking skill using the English language has a great importance for the majority of foreign language learners. In this regard, Ur (1991:120) argues that "*of all the four skills (listening, speaking, reading, and writing) speaking seems intuitively the most important*". In other words, among the four language skills the speaking skill is the mostly used by the EFL learners, since it is an indispensable element in humans' daily life. Through it, people can express their personal feelings, needs, and thoughts. In addition, Richards and Renandya (2002:201) assert that "*a large percentage of world's language learners study English in order to develop proficiency in speaking*". That is, many of EFL learners try to improve their fluency in speaking English, in order to achieve competency. In this respect, Celce-Murcia (2001:103) assumes that for most of people "*the ability to speak a language is synonymous with knowing that language since speech is the most basic means of human communication*". That is, achieving proficiency in the speaking skill is considered as being equal with the mastery of the language, because speaking is the skill which is widely used by people to express their ideas.

2.3. The Difficulties to Engage Learners in the Speaking Class

Being proficient in speaking English is a difficult task to achieve. In this respect, Luoma (2005:1) argues that "*speaking in a foreign language is very difficult and competence in speaking takes a long time to develop*". In other words, Competence in a foreign language

is a complex process, since it takes a long duration and a successive practice. More precisely, Ur (1996:121) suggests four main obstacles which impede students from participating in classroom activities. They are as follows:

2.3.1. Inhibition

Inhibition is a feeling of restraint which impedes learners' desire to learn; it leads students to become anxious and worried about participating in classroom activities. As Littlewood (1981: 93) asserts that "*it is all too easy for a foreign language classroom to create inhibitions and anxiety*". Ur (Ibid) claims that "*learners are often inhibited about trying to say things in a foreign language in the classroom: worried about making mistakes, fearful of criticism or losing face, or simply shy of attention that their speech attracts*". That is, EFL students most of the time cannot express themselves in front of their mates, because they are afraid to commit errors.

2.3.2. Nothing to say

When the teacher provides the student with a speaking activity, he/she often hears them complain about it and that they do not have something to say. The expression that they tend to say is "*They cannot think of anything to say or they have no motive to express themselves*". In other words, they have no idea concerning the topic of that activity they have lost their interest on doing that activity (Ur, 1996).

2.3.3. Low or Uneven Participation

Students' low or uneven participation is widely encountered by teachers in the speaking classes, when one single participant dominates the classroom activity, this is done by talking all the time, without giving chance for their classmates to take part what leads to the dominance of some learners. Thus, fewer opportunities have been given for the others or their total exclusion from speaking activities (Ur, 1996).

2.3.4. Mother-Tongue use

In foreign language classes, when the majority of learners share the same mother tongue, they prefer to use it to express their ideas; because they feel comfortable when doing so. In this regard, Baker and Westrup (2003:12) argue that *“barriers to learning can occur if students knowingly or unknowingly transfer the cultural rules from their mother tongue to a foreign language”*. That is, when the students do not have enough vocabulary in the target language. They tend to borrow some expressions from their mother tongue in order to fit their needs of communication (Ur, 1996).

2.4. Techniques to Teach the Speaking Skill

To master the speaking skill, the EFL learners need to practice the language inside the classrooms. Brown (2001:129) asserts that techniques are *“a subordinate term to refer to various activities that either teacher or student perform in the classroom”*. That is, techniques are the different exercises in which the teacher and the students work on to broaden the knowledge within the classroom. In addition, Scrivener (2005:152) claims that *“The aim of communicative activity in class is to get the students to use the language they are learning to interact in realistic and meaningful ways generally involving exchanges of information or opinion”*. In other words, these activities could facilitate the language use to provide a friendly atmosphere in the classroom, and to provide every student with the opportunity to express his/her own opinion in different situations. Moreover, Richards et al (1985:289) add that *“The use of variety of different tasks in language teaching is said to make language teaching more communicative (...) since it provides a purpose for classroom activity”*. In the sense that, speaking activities are very important to improve students' communication, with its different kinds, because it develops students' speaking competence. Furthermore, Chickering and Risser (1993) argue that educationally purposeful activities are practices that encourage student engagement and foster learning. In fact, teachers use different techniques

and they are as follows

2.4.1. Songs

Songs are one of the techniques which have been argued to not only help the learners to become more engaged, but also it allures them to participate in classroom activities. Besides, it can give the lesson plenty of energy, as it touches the students' feelings and promotes meaningful interaction (Dunlep & Lowenthal, 2010). Moreover, Murphey (1992:6) is of the opinion that "*the use of music and songs, can stimulate very positive associations to the study of language which otherwise may be seen as a laborious task, entailing exams, frustrations, and corrections*". That is, music and songs create an amazing environment of learning, because people always relate music to fun. Consequently, learners would be more interested, engaged, and excited to participate and to contribute in language learning through the use of such techniques.

2.4.2. Communication Games

Communication games play an important role in EFL teaching. It is used by teachers to reduce students' inhibition and fear while performing in the classrooms. Therefore, communication games are one of the most important activities for English foreign language learners (Hadfield, 1987). Moreover, games can be used as an enjoyable change of pace while reinforcing the language competence (Finocchiaro and Burmfit 1983). In the sense that, game activities help students to learn in a funny way, as well as to create a positive atmosphere in the classroom. Moreover, Mackenty (2006:46) asserts that "*it is the act of problem solving that makes games so engaging*". That is, games encourage learners to learn, to co-operate, and to engage in their learning process.

2.4.3. Debate

Debate has been argued to raise students' involvement in their learning process, since it gives them the chance to activate their knowledge. Besides, Bonwell and Elison (1991, in

Kennedy, 2007: 183) believe that this form of active involvement enables students to “...*Learn more effectively by actively analyzing, and applying content in a meaningful way rather than by passively absorbing information*”. This means that, active involvement in debates enhance students’ critical thinking by making a deep analysis of the knowledge which is learned to use it in different realistic situations. In addition, Freely and Steinberg (2005, in Kennedy, 2007: 183) define debates as “...*the process of considering multiple viewpoints and arriving at judgment*”. In other words, debate is an activity of providing different views and analyzing them in order to get the appropriate one. Moreover, Kennedy (2007) claims that debate is an effective communicative language teaching task (CLT) because it engages learners in their learning process using the language accurately, as it develops their communicative skill.

2.4.4. Discussions

Discussion is a communicative activity in which the learners are given opportunity to speak more freely either with their classmates or with their teachers. In this respect, Byrne(1987:67) states that “*discussion is meant by any exchange of ideas and opinions either a basis , with you(teacher) the mediator, and some extend as the participator or within the context of group with the students talking among them*”. That is, discussion is an activity in which students share their opinions, and thoughts either with the teacher or their classmates. Furthermore, Thornbury (1998:102) argues that “*many teachers would agree that discussions arise spontaneously either because something of personal that a learner reports or because a topic and a text in the course book triggers some debate*”. That is, the teacher provides the students with interesting topics to report, and some others from textbooks to discuss in order to make a natural discussion. However, sometimes this kind of activity faces a failure due to many reasons; one of the reasons is that students are reluctant to give their opinions in front of the whole class. “*Particularly, if they cannot think of anything to say and are not , anyway,*

confident of the language they might use to say it, many students feel extremely exposed in discussion situations” (Harmer, 2001, 272) .That is, the students are hesitant and cannot express themselves.

2.4.5. Role-Play

Role-play is a teaching technique which allows students to use the language in realistic situations, by interacting with each other in an ordered way. In this respect, Livinstone (1983:3) defines role play as “*a classroom activity which gives the students the opportunity to practice the language, the aspects of role behavior and the actual roles he may need to practice, the aspects of role behavior and the actual roles he may need outside the classroom”*. That is, role play is a teaching technique which is used by students to practice speaking.

Ladousse (1987:5) defines role-play as

The word “role” is they play a part (either their own or somebody else’s) in specific situation. The word “play ” means “the role ” is taken on in a safe environment in which students are as inventive and playful as possible. A group of students carry out a successful role play in classroom has much in common with a group of children playing school, doctors, and nurses.

In other words, role play is an activity in which the students play different roles which suit different situations. In addition to this, role play is a useful activity that helps to reduce students' inhibition in classrooms, since it offers them the opportunity to imagine themselves as being others. In relation to this, Harmer (1998:92) argues that “*role play activities are those where students are asked to imagine that they are in different situations and act accordingly”*. That is, it requires students to imagine themselves in various situations.

2.4.6. Videos

Videos are used by teachers to draw students' attention to co-operate in their learning process. They are useful techniques for language learners especially in the case of foreign languages, since it makes the learning process easier and dynamic. Alwehaibi (2013) assumes that videos are helpful in language teaching in the way they make the learning process more

dynamic where the students are called to work more and integrate within the topic of the video. In addition, Wright (1976:10) claims by adding that “if *the audio-visuals are used at the right time, at the right place they will have positive contributions and effects to language learning*”. That is, the use of videos leads to fruitful results, in the case of an accurate use by the teachers. More importantly, Cisco System Inc (2012) has summarized the impact of video using three basic concepts that are: interactivity with using content, engagement, knowledge transfer and memory. Thus, by using videos the learners connect with visual contents, engage with the issue that is presented, and more importantly memorize the lesson.

3. Theoretical Framework

This research is based on Harmer’s theory which is the Boomerang Procedure (EASA) of the ESA Teaching Model. It is cited in his book “How to Teach English” (1998) that is an introduction to the practice of English Language Teaching.

The ESA stands for (Engage, Study, Activate), it aims to develop the four language skills (Listening, speaking, reading, and writing). Through this method (ESA) the teachers can engage their students to learn English, since it helps improve the language competence of the EFL students, as well as providing the teachers with the flexibility to arrange their classroom in an organized and productive way. It consists of three main elements (phases), which are: Engage, Study, and Activate.

3.1. Engage

In this phase the teacher tries to draw students’ attention, by making them thinking, and speaking in English. This is done through the use of different materials such as: Games, Songs, and Discussion. With a purpose of warming up the classroom and making sure that all students are involved through interaction with each other. This phase is very important for EFL learners, since when the students are engaged they will learn better than when they are partly or wholly disengaged. After engaging the students using different materials, the coming

step is the study phase.

3.2. Study

In the current phase the teacher mainly focuses on teaching the language construction and use for the foreign language students. In fact, it focuses on learners' vocabulary and grammar discovery that is, eliciting the knowledge from the learners rather than from teachers' explanations. Thus, the activities which are performed in this stage are considered as discovery learning activities. The next phase is the activate one in which the students are supposed to practice the knowledge gained from this stage.

3.3. Activate

The activate phase is where students put to work the things they have learnt in the study phase; its main focus is the accurate use of the language in different contexts. Indeed, the teachers design different speaking activities for involving their students such as: Role-play, Debate, and Discussion. The present phase has great benefits for the EFL learners such as: putting to practice their knowledge, improving their language use.

These three elements are different but interrelated; each one completes the other. For Harmer (1998) these elements are necessary for a successful teaching and learning. However, the previous elements do not take place in a fixed order; their classification depends on the skill to develop. There are three main types of the ESA Teaching Model in relation to the order of their elements, as well as the skill to develop among which we have the Boomerang Procedure of the ESA Teaching model.

The Boomerang Procedure (EASA) is used to develop the speaking skill; it is a task based procedure. Firstly, the teacher tries to engage the learners by using some techniques such as Songs, and Videos (Engage). Secondly he/she implements communicative activities such as Role-Play, and Debate in order to make the students perform the task to discover their weaknesses in using the English language (Activate). Thirdly, he/she starts the

lesson which is based on students' weaknesses in the previous stage with the purpose of improving their knowledge concerning the English language by correcting their mistakes, Harmer (1998) argues that correction helps the learners to clarify their understanding of the meaning (Study). Fourthly, to check students' learning he/she re-designs the same communicative activity, to check the success of the lesson, and whether the learners have understood how to use that language effectively (Activate), Harmer (Ibid) "*repetition can be useful for students especially at beginner level. It gives them a chance to see if they have understood what is happening so far, and gives them the confidence to try and use the language themselves*".

In fact the Boomerang Procedure is composed of four main phases, which have a fixed order: Engage-Activate-Study-Activate. From all the previous types of the ESA Teaching Model, the Boomerang Procedure is the appropriate one for our investigation, since it aims to engage the learners to develop their speaking skill.

Indeed, Harmer (1998) has selected the Boomerang Procedure as the appropriate method for improving the speaking skill for the EFL learners due to the order of the elements (Engage-Activate-Study-Activate) that fits students' need in learning to speak the English language. In the Boomerang Procedure, the EFL teaching is based mainly on the communicative activities in which the students are engaged first; secondly they are invited to perform the task, so that it would be possible for the teacher to discover the weaknesses of the students while using the language. Thirdly, students' weaknesses become the topic of the lesson, fourthly to ensure the students understanding the teacher designs again the same communicative activity.

Conclusion

This chapter is concerned with the literature review. It was divided into three main parts; the first part has dealt with the definition of students' engagement, its types, and its importance in language learning. The second section was concerned with the definitions of speaking, its importance for EFL learners. Also the difficulties to engage learners in the speaking class, as well as the techniques to teach the speaking skill. The third section has dealt with the theoretical framework upon which the investigation is based. The following chapter presents the methods used in this work.

Chapter Two:

The Research Methodology

Introduction

This chapter deals with the research design of this study. It aims to answer the fundamental research questions that are asked in the general introduction. On the one hand, it describes the context and the participants of the study. On the other hand, it demonstrates the data collection tools which are the semi-structured interview and the classroom observation. In addition to the description of the procedures of data analyses which are the Rule of Three and the Qualitative Content Analysis (QCA).

2.1. Context and Participants of the Study

The present study took place in the department of English at MMUTO during the academic year 2019 in a period of three months. The population of this research consists of the EFL teachers that are in charge of the speaking module. They were asked to answer a semi-structured interview, in addition, representative samples of the first year LMD students were observed.

2.2. Data Collection Procedures

In order to collect data for our research, two main instruments were used, the semi-structured interview, and the classroom observation. The semi-structured interview is the primary source of data collection, as a complementary instrument a classroom observation is adopted.

2.2.1. Description of the Teachers' Interview

The first data collection tool which is used is the semi-structured interview for teachers. In our research Nine (9) semi-structured interviews were conducted with teachers of the first year students in charge of the speaking module from 15 June until 1 July of the academic year 2019 in the department of English at UMMTO.

The interview is composed of Nine (9) questions about teachers' opinion about the techniques they incorporate to engage their EFL students in the speaking module, and the

difficulties they encounter to engage the learners. Richards (2001:61) states that “*interview allows for more in depth explanation of issues than is possible with questionnaire, though they take longer to administer, and only feasible for smaller groups*”. That is, the interview can pursue in depth information about the topic of the research, and this is the main reason for choosing this instrument for our investigation.

2.2.2. Description of the Classroom Observation

A classroom observation was adopted as a second data collection tool. According to Bell (1999:88) classroom observation is “*a technique that can often reveal characteristic of groups of individuals which would have been impossible to discover by other means*”. In other words, classroom observation is a useful technique for collecting data about a group of people, as it allows us to discover what really happens inside the classrooms. Thus, this tool can be effective to find out whether EFL teachers implement speaking activities and the Boomerang Procedure (EASA) in speaking class, as well as the difficulties which impede them from engaging their learners. The Classroom observation took place from April 28th until 30th May 2019. It is conducted by adopting a quantitative checklist which was constructed on the basis of Jeremy Harmer’s Boomerang Procedure (EASA) of the ESA Teaching model (1998). It is divided into (4) four different stages the engaging stage, the activate stage, the study, and re-activate one. First, the engaging stage which consists of

- a) The teacher attracts students' attention using: games, videos, and songs.
- b) The students are engaged: cognitively, behaviorally, and emotionally.

Second the activate stage that consists of:

- a) The teacher designs communicative activities such as: role-play, debate, and discussion.
- b) The teacher tries to find the students' difficulties in using the EFL.

Third, the study stage that consists of:

- a) The teacher corrects the communicative activity that has been previously given.

b) The teacher corrects students' grammar and vocabulary mistakes.

Fourth, the re-activate stage that consists of:

a) The students practice again the same activity.

b) The students succeed to correct their mistakes. These items are observed in thirteen sessions (13), with three (3) groups of the first year level.

2.3. Data Analyses Procedures

The Mixed Methods Approach was adopted to collect the data needed in this research. The nature of our research findings have determined the techniques to use for analyzing the data, which were gathered from the semi-structured interview with the EFL teachers, as well as, from the classroom observation with first -year LMD students .This method was chosen with the purpose of an in depth, and meaningful assessment of our findings. Creswell and Clarck (2011) assert that the combination of both quantitative and qualitative approaches can bring us to a full understanding of the research problem than with a single approach. Therefore, the connection of these two different approaches formulates a complimentary analysis in a research.

2.3.1. The Quantitative Analysis

With a purpose of analyzing the quantitative data obtained from the close-ended questions of the semi-structured interview, the Rule of Three is used. The answers of the close-ended questions of the semi-structured interview are transformed into percentages, which is applied as follows

$$X = \frac{Z \times 100}{Y}$$

X is the calculated percentage, Z is the value of the answers, and Y is the total number of the participants. In addition to this the data collected from the classroom observation using a quantitative checklist, is analyzed by relying on the theoretical framework cited in our

literature review.

2.3.2. The Qualitative Content Analysis

For the sake of describing, analyzing, and interpreting the qualitative data obtained the QCA was adopted. It is defined by Hsieh and Shannon (2005:02) as “*a research method for subjective interpretation of the content of the text through systematic classification process of coding and identifying themes of patterns*”. That is, the data analysis procedure was used by the researcher to interpret the qualitative data, which is in the form of participants’ answers and opinions. The latter was collected through the open-ended questions, which have been asked in the semi-structured interview. This technique enable us to reach a better understanding of the complicated topics .This is done by transforming the large data collected into small categories and then interpreting their content. In our research the data collected from the semi-structured interview and the classroom observation is used to interpret and explain qualitatively the four stages of the Boomerang procedure (EASA) of the ESA teaching model, which are: Engaging stage, Activate stage, Study stage, and Re-activate stage. By means of relating ideas to get a deeper and meaningful interpretation by explaining each stage alone to understand more the four stages.

Conclusion

To conclude, this chapter describes, and justifies the techniques that were adopted in this study. It started with the context and the participants of the study, and it presented the tools as well as, the procedures of data collection. Finally, it clarified the methods used to analyze the data collected from the semi-structured interview, and the classroom observation which is the Rule of Three, and the Qualitative Content Analysis (QCA). The coming chapter deals with the presentation of the main findings of our research.

Chapter Three:

Presentation of the Findings

Introduction

The purpose of this chapter is to present the results obtained from two data collection tools, the classroom observation, and the semi-structured interview. In the first part, the data obtained from the semi-structured interview is presented. In the second part, the result of the classroom observation that was collected using a quantitative checklist is presented.

3. Presentation of the findings

3.1. Presentation of the Results of the Interview

In our research we have used the semi-structured interview as the first data collection tool. It is conducted with Nine (9) teachers of the first year students who are in charge of the speaking module in the department of English at UMMTO.

Question One: “Learning a language necessitates speaking it” Do you agree with this Statement? If yes, would you explain?

We have used this statement to know to what extent the speaking skill is essential in learning a language. The results revealed that Eight (8) teachers have approved with this statement, while only One (1) teacher who did not approve.

Question Two: Do you consider engaging the students Cognitively, Behaviorally, and Emotionally as being important for teaching the EFL?

The purpose of the above mentioned question is to know whether the teachers consider engaging students cognitively, behaviorally, and emotionally as being an important element for teaching the EFL. All the teachers Nine (9) have agreed that engaging students with its different types is something very important in the teaching, and learning process

Question Three: Do you encounter any difficulties when you engage your learners? If yes, could you please mention some of them?

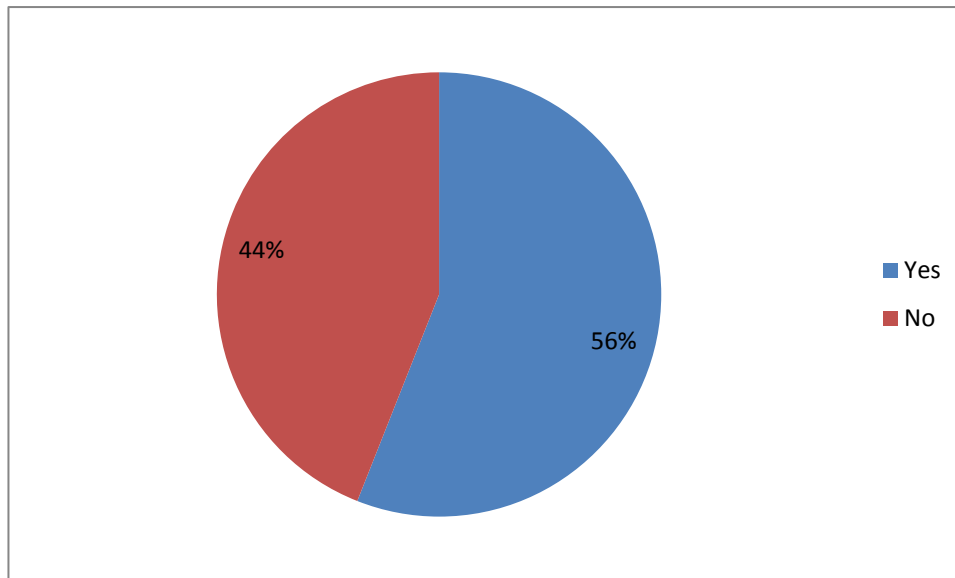


Diagram 01: The Difficulties the Teachers encounter when engaging the learners.

The aim of this question is to discover whether the teachers encounter any difficulties when engaging their learners, to provide us with some of them. The diagram One (1) indicates that (56%) of the respondents answer that they encounter many difficulties. However, (44%) of them claim that engaging the students is not something difficult. The main difficulties the teachers have mentioned are students' inhibition, fear of making mistakes, lack of motivation.

Question Four: What are the techniques you use to teach the speaking skill?

The purpose of this question is to know what kind of teaching techniques the teachers use to teach speaking. The teachers have answered that they use different techniques depending on the topic, and students' interest. The majority of the teachers Eight (8) use role- play, debates, songs, videos, discussion, and games, while One (1) teacher prefers songs and games to teach the speaking module.

Question Five: Do you think that your teaching techniques maximize your students' talking time?

We have asked the teachers whether their teaching techniques give opportunities for the students to use the language, purposefully to check to what extent their teaching techniques are successful in engaging the learners to perform using the English language. All the teachers Nine (9) argue that their teaching techniques maximize their students' talking time.

Question Six: According to you which one(s) of these techniques do you consider as being the most appropriate to engage your students to speak: games, songs, and videos? Could you provide us with some explanations?

Through this question we intend to collect teachers' opinions about the suitable technique to engage the EFL students to speak. The teachers have provided us with different views; the majority of teachers (5) consider the three techniques (games, Songs, and videos) as the best techniques to engage their students. Some others (3) consider games and songs as the effective ones. While One (1) teacher views that videos is the appropriate technique to teach speaking.

Question Seven: Do you focus more on knowledge transmission or making your students use the language? Would you explain more?

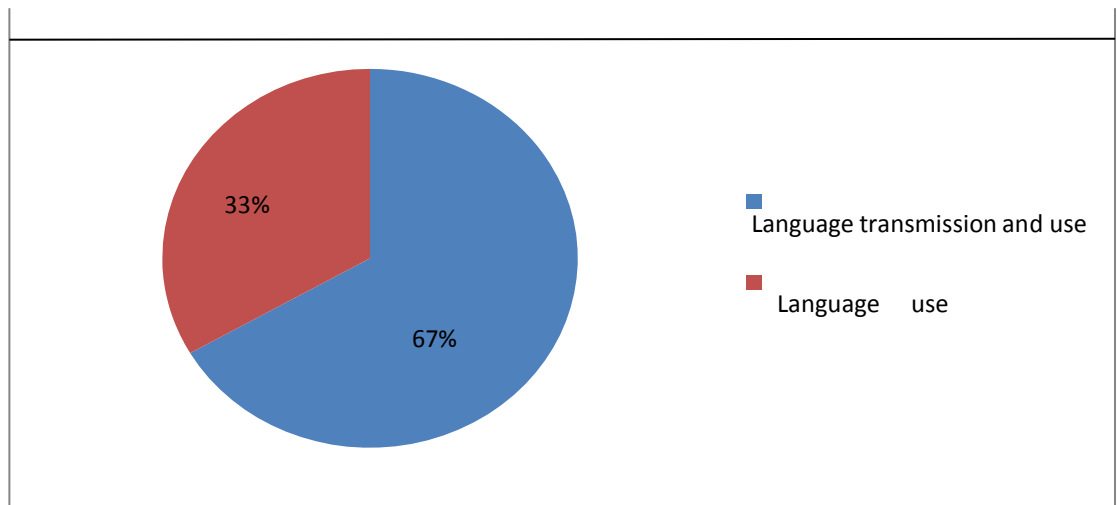


Diagram 2: The Teachers' Focus on Language Transmission and Language Use.

We seek to find out on what teachers focus while teaching their students, either on giving the students instructions through different activities or making them only practice; as it is depicted in the diagram above, a considerable amount of teachers (67%) have argued that both of them are necessary. However, just (33%) of them have said that they focus more on making the students speak.

Question Eight: How do you correct your students' mistakes? Is it during or after students' performance? Why?

This question is conducted to determine when the teachers correct their students' mistakes, during or after their performance. According to the findings, the majority of the teachers (8) claim that they correct their students' mistakes after their performances, to avoid disturbing them during their performance. However, only One (1) teacher does not share the same point of view with the others. For this teacher it is the nature of the activity, which is going to decide on how to correct students' mistakes either before or after their performance.

Question Nine: How can you order these items according to your teaching method (from one to three): Engage, Study, Activate? Could you illustrate please? (You can select an element more than once).

The purpose of this question is to demonstrate the order of these three items Engage, Study, and Activate according to teachers' teaching method. The respondents answers are divergent, (4) teachers have ordered these items as Engage, Activate, Study (EAS), some others (3) in the form of Engage, Study, Activate (ESA).The two (2) remaining teachers have said that they do not follow one single pattern it depends on the objective of the lesson.

3.2. The Presentation of the Results of the Classroom Observation

A quantitative checklist is used for the classroom observation; it is mainly based on the Boomerang Procedures (EASA) of the ESA teaching model (1998). For the quantitative presentation of the classroom observation four tables are used in our research. From these tables we may notice that the EFL teachers of the first-year students in charge of the speaking module always encounter difficulties to engage the learners. However, they neither teach the same way, nor implement the same techniques to solve the problem.

3.2.1. Teacher (A)

Number of sessions: five (5)

Stage	The aspects of classroom observation	Frequency		
		Sometimes	Rarely	Never
Engage Stage	The teacher attracts students' attention using: games, videos, and songs.			
	The students are engaged: cognitively, behaviorally, and emotionally.			
Activate Stage	The teacher designs communicative activities such as: role-play, debate, and discussion.			
	The teacher tries to find the students' difficulties in using the EFL.			
Study Stage	The teacher corrects the communicative activity that has been previously given.			
	The teacher corrects students' grammar and vocabulary mistakes.			
Reactivate Stage	The students practice again the same activity.			
	The students succeed to correct their mistakes.			

Table 1: Quantitative checklist of teacher (A).

As we notice from the table teacher A sometimes tries to attract students' attention using: games, videos, and songs. The same thing for students, who are sometimes engaged cognitively, behaviorally, and emotionally.

To activate students' knowledge teacher A sometimes design communicative activities such as role-play, to find the students' difficulties in using the EFL.

In the study stage, teacher A sometimes corrects the communicative activities that were given, but he/she rarely corrects the grammar and vocabulary mistakes of the learners.

For the reactivate stage, sometimes the students practice again the same activity and they rarely succeed to correct their mistakes.

3.2.2. Teacher (B)

Number of sessions: four (4)

Stage	The aspects of classroom observation	Frequency		
		Sometimes	Rarely	Never
Engage Stage	The teacher attracts students' attention using: games, videos, and songs.			
	The students are engaged: cognitively, behaviorally, and emotionally.			
Activate Stage	The teacher designs communicative activities such as: role-play, debate, and discussion.			
	The teacher tries to find the students' difficulties in using the EFL.			
Study Stage	The teacher corrects the communicative activity that has been previously given.			
	The teacher corrects students' grammar and vocabulary mistakes.			
Reactivate Stage	The students practice again the same activity.			
	The students succeed to correct their mistakes.			

Table 2: Quantitative checklist of teacher (B).

From the table we notice that teacher B sometimes tries to attract students' attention using: games, videos, and songs. Also the students sometimes seemed engaged: cognitively, behaviorally, and emotionally.

Sometimes teacher B designs communicative activity such as debate, and tries to find the difficulties students encounter to speak English.

Moreover in the study stage teacher B rarely corrects the activities that were previously given, as well as, the students were rarely correcting their grammar and vocabulary mistakes.

Concerning the reactivating stage the students never practice again the same activity and they rarely succeed to correct their mistakes.

3.2.3. Teacher (C)

Number of sessions: four (4).

Stage	The aspects of classroom observation	Frequency		
		Sometimes	Rarely	Never
Engage Stage	The teacher attracts students' attention using: games, videos, and songs.			
	The students are engaged: cognitively, behaviorally, and emotionally.			
Activate Stage	The teacher designs communicative activities such as: role-play, debate, and discussion.			
	The teacher tries to find the students' difficulties in using the EFL.			
Study Stage	The teacher corrects the communicative activity that has been previously given.			
	The teacher corrects students' grammar and vocabulary mistakes.			
Reactivate Stage	The students practice again the same activity.			
	The students succeed to correct their mistakes.			

Table 3: Quantitative checklist of teacher (C).

This table shows that teacher C never use games, videos, and songs to attract students' attention, while the students were rarely engaged: cognitively, behaviorally, and emotionally.

In the Activate stage the teacher sometimes designs communicative activities such as: role-play, debate to find out students' difficulties in EFL use.

Moreover in the stage the teacher never correct the communicative activity that was given for the students. They rarely correct their grammar and vocabulary mistakes.

While the reactivating stage, students never practice again the same activity, thus; they rarely succeed to correct their mistakes.

Conclusion

This chapter has provided the main findings of this research .It began first, with the presentation of the result obtained from the semi-structured interview. Then, it was followed by the presentation of the result obtained from the classroom observation. These results are discussed and interpreted in the next chapter.

Chapter Four:

Discussion of the Findings

Introduction

This chapter aims at discussing the findings of our investigation which are gathered from two resources: the semi-structured interview conducted with the first-year teachers of the speaking module and the classroom observation with the first year LMD students. The results of the two instruments are discussed simultaneously as they are complementary. This chapter is divided into three main sections. First, it deals with the techniques used by EFL teachers to engage the learners to speak. After that, it discusses the use of the Boomerang Procedure (EASA) to engage EFL learners in the speaking module. Then, it discusses the difficulties EFL teachers encounter to engage the learners to speak.

4.1. The Techniques used by EFL Teachers to Engage the Learners to Speak

In the process of English language teaching the speaking skill has an important role, since through speech the students can express themselves and share their ideas with their classmates. Thus, the learners should improve their capacities in the speaking skill to reach the communicative competency. Regarding the importance of the speaking skill, a question has been asked for the teachers to check the importance of the current skill for the EFL learners.

The results revealed that the majority of teachers Eight (8) consider speaking a language as being fundamental in the language learning process. In fact teacher one (1) claimed that “yes, *I do agree with this statement because if you learn a language without using it you will lose it as it is said use it or lose it*”. That is speaking necessitates practice, because the less the students perform, the most they become reluctant to speak. Only teacher four (4) does not share the same point of view with the others, he/she does consider that speaking is the only necessary skill for learners by saying that “*I do not agree, the learners also need to read and write a lot*”. In the sense that, learning a language is not only based on the speaking skill, but also it is based on other skills such as reading and writing.

Due to the great importance of the speaking skill in the process of language learning, EFL

teachers use various techniques to facilitate the process of speaking for the students. Besides, Richards et al (1985:289) add that *“the use of variety of different tasks in language teaching is said to make language teaching more communicative (...) since it provides a purpose for classroom activity”*. That is, the teacher implements different exercises for providing students with a chance of using the language, and taking part in the lesson.

From the results of teachers' interview, we deduce that among the techniques which are used by the majority of teachers (8) are as follows Role-play, Debates, Songs, Videos, Discussions, and Games. As teacher two (2) has claimed *“the different techniques I use to teach speaking are authentic videos, games, debates, role-play, songs, and discussions. I prefer to use them because it offers chance for my students to use the language in different contexts”*. That is, through the use of the above cited techniques, learners have the opportunity to participate, interact with their classmates, and improve their knowledge, and abilities in different situations.

This is also reinforced by the data obtained from the classroom observation sessions. We have noticed that teachers use different techniques to teach speaking such as Videos, Games, Debates, Role-play, Songs, and Discussions. We have observed that teacher (A) has provided the students with a video about “The Death of Michael Jackson”. It seemed that, all the students watched the video by the way they have exchanged their views about the topic of the video. Thus, the video is a useful teaching technique, since it provides the students with a chance to observe and listen to authentic bits of language, as well as, create a kind of dynamicity in the classroom. As Alwahaibi (2013) argues, videos are helpful in language teaching in the way that they make the learning process more dynamic where the students are called to work more and integrate within the topic of the video.

Besides, teacher (B) has utilized a game which is “The Cross-Words Puzzles” (see appendix 3). In fact incorporating such technique is useful for EFL teaching, since it changes the routine of teaching and learning. We have noticed that all the students have participated and have co-operated to accomplish the game. This has increased students' excitement in the lesson by

creating a kind positive learning climate in the classroom. It has been argued that communication games are one of the most important activities for English language learners (Hadfield, 1987).

In addition to this, teacher (C) used debates as a communicative activity in which the learners make use of their language to argue on a given topic. This latter is “Fashion”. The instructor has demanded the students to exchange their views on this topic, for instance, whether they are with or against it. The debates gave students the opportunity to share their different point of views with their classmates. As Freely and Steinberg (2005, in Kennedy, 2007:183) assume, that debates are “...*the process of considering multiple viewpoints and arriving at judgment*”.

Moreover, another teaching technique which encourages the students to use their language is the role-play; it is a communicative activity which gives students opportunity to imagine themselves in different situations. From our observation, we have remarked that teacher (B) has demanded for the students to perform a role-play about a “Journalistic Event”, in which the students have acted the activity, and they were similar to a real life situation. In relation to this, Harmer (1998:92) argues that “*role-play activities are those where students are asked to imagine that they are in different situations and act accordingly*”.

Furthermore, we have observed that teacher (A) uses “Songs” as a teaching technique to attract students’ interest in a lesson. The teacher has provided the students with a song entitled “Coat of Many Color” of Dolly Parton (see appendix 7). Simultaneously, he/she has given the lyrics of the song with gaps, and has demanded for them to listen and complete the missing words. The students have done the work easily, since they have admired and enjoyed the song. In this context, Murphey (1992:6) argues that “*the use of music and songs, can stimulate very positive associations to the study of language which otherwise may be seen as a laborious task, entailing exams, frustrations, and corrections*”. In other words, music and songs are considered as techniques that

create a relaxed environment in which the learners associate the content of the songs with the language being studied.

Lastly, we have noticed that teacher (A) has used discussions as a teaching technique which provides the learners with opportunities to express themselves using English as freely as possible. The teacher has provided the students with a topic which is “Students Hobbies”, and has ordered each student to discuss and to say everything they want concerning this topic using their own words. Each student has expressed and has shared his/her ideas on the previous topic. As a matter of fact, discussion is a useful technique in the process of EFL teaching, since it gives the learners a chance to perform the language they are learning in various contexts. As Byrne (1987:67) assumes, *“discussion is meant by any exchange of ideas and opinions either a basis, with you (teacher)the mediator, and some extend as the participator or within the context of group with the students talking among them”*.

Among all teaching techniques cited above the majority of teachers (Five teachers) consider Games, Videos, and Songs as the most appropriate ones to engage the learners to speak. This is confirmed by teacher six (6) who has said that *“I find games, songs, and videos the most appropriate techniques we can use to engage learners to speak, because it involves them in real communication, also it maintains and captures students’ attention and motivates them to learn”*. This is reinforced by the data obtained from the classroom observation, in which teacher (B) has used a game “Cross-Words Puzzles” (see appendix 3).

with the purpose of getting students interested in the lesson. We have remarked that, the students are engaged with the exercise by competing in the arrangement of the correct words in the schema, they seemed interested and enjoyed the game. This is confirmed in Mackenty’s (2006:46) words *“it is the act of problem solving that makes games so engaging”*. In other words, games encourage learners to challenge, to co-operate and contribute in the learning process.

Besides, it has been previously said that teacher (A) attracts learners' attention by using a song of Dolly Parton under the title of "Coat of Many Colors" (see appendix 7). We have remarked that learners have enjoyed the song by turning up the classroom into a vivid one. Each student has contributed in answering the task by completing the missing words of the lyrics of the song. It has been argued that songs can make the lesson energetic, as they touch the students' feelings and promote a meaningful interaction (Dunlep and Lowenthal,2010).

In addition to this, teacher (A) has used one video named "The Death of Michael Jackson", to make the students involved in the lesson. We have noticed from our observation that the video has created a good atmosphere in the classroom, which is noticed by the high involvement of the students by interacting with each other about the topic of the video. Cisco Systems Inc (2012) has summarized the impact of video using three basic concepts that are: interactivity with using content, engagement, knowledge transfer and memory. That is to foster students' interaction by inspiring them to discuss teachers' use of Videos since they facilitate the engagement of learners by providing a good learning environment. Thus, it motivates learners to integrate in the knowledge transmission, as well as to remember the lesson.

From the results obtained from the semi-structured interview and the classroom observation, we have deduced that EFL teachers used various techniques to engage their learners to speak such as games, songs and videos. Thus, the hypothesis which states that the EFL teachers use games, songs and videos to engage the students is confirmed.

4.2. The Use of the Boomerang Procedure (EASA) to Engage EFL Learners in the Speaking Module

Teaching English is a difficult task for the teachers, due to the challenges they confront to engage their students to use the English language. Therefore, they are obliged to incorporate teaching techniques to draw their students' attention in order to participate as well as

to become active and co-operative. In fact, the Boomerang Procedure is used as a solution for this problem, since it is mainly based on the idea that students must be engaged in learning. It consists of four stages which are concerned with: firstly engaging learners (Engage), secondly activating them (Activate), thirdly teaching (Study) them, and finally reactivating them (Activate).

4.2.1. Engage Phase

Student engagement is a key factor in the success of the EFL learning. The more students are engaged cognitively, behaviorally, and emotionally the more they learn and interact using the English language. Thus, teachers use engaging techniques with the purpose to help their students to cooperate and participate in the lesson. Nunan (1991:51) states that *“learning to speak a second or foreign language will be facilitated when learners are actively engaged in attempting to communicate”*. The most important thing to perform better in learning to speak a language is to become engaged.

Students’ engagement is necessary for the effectiveness of the lesson (Graham et al., 2007), since it facilitates and ensures the success of the teaching and learning process, by raising students’ concentration and contribution. Thus, EFL teachers should use different techniques in order to achieve student engagement in the classroom activities, among which we have: Games, Videos, and Songs. Therefore, teachers’ implementations of these activities enable students to integrate and express their opinion using the English language.

The results of the semi-structured interview reveal that the majority of teachers (Five teachers) view “games, videos, and songs” as the effective techniques for engaging learners. Teacher seven (7) claims that *“the techniques that I consider as being the most appropriate ones are Videos, Games, and Songs. Since through videos students learn how to use the language in an authentic way; they acquire new vocabulary and how to use words and pronounce accurately”*. That is, the engaging techniques help EFL learners to master the language by having a direct contact with it

either visually, or aurally.

Thus, these techniques can raise opportunities for learners to use the language accurately and appropriately, as well as to improve their pronunciation and vocabulary. Moreover, those engaging techniques enable EFL teachers to establish a congenial learning environment, because they influence students' thoughts, reactions, and feelings. In other words they promote students' cognitive, behavioral, and emotional engagement. These elements are essential for learning a foreign language, since it keeps up the students with the lesson.

In fact, all the teachers Nine (9) agree that engaging the students cognitively, behaviorally, and emotionally is very important for the teaching and the learning process. Teacher eight (5) has strongly agreed with the idea by saying "*yes, of course I do agree*". Thus, engaging the learners is not only important but necessary, since it encourages learners to develop their knowledge and to become active by participating in the classroom.

From our observation, we have noticed that, most of the teachers (A, B) use engaging techniques from the beginning of the lesson to draw their students' attention and to get them engaged. For instance teacher (A) always engages the students through using videos, and songs. The teacher attracts students' attention to co-operate in the speaking module. He/she starts the lesson by showing two main videos; the first is about a non verbal tragic story entitled "Leaving Home", and the second is entitled "Never Give Up". Indeed, the two videos have been chosen purposefully. They intend to draw students' interest by tapping into their emotions in order to communicate unconsciously.

As it is viewed by Harmer (2007:66) "*unless students are emotionally engaged with what is going on, their learning will be less effective*". Therefore, the emotional engagement is very important for the learners to succeed in their learning process. The students have been very attentive, and engaged with the videos. Indeed, incorporating videos to begin the lesson and to engage the

learners has been an effective technique from teacher (A). This goes hand in hand with what Wright (1976:10) states “*if the audio-visuals are used at the right time, at the right place they will have positive contributions and effects to language learning*”.

In addition to videos, teacher (A) used songs to raise students’ engagement, and contribution in the learning process. It is argued that songs can make the lesson energetic, because it touches students’ feelings, and promotes a meaningful interaction (Dunlep& Lowenthal, 2010). Songs create an amazing environment of learning because they are always related to fun, and entertainment, thus students would be more interested, dynamic, and excited to participate and contribute in the lesson.

From our observation, we have noticed that the songs used are very useful to engage the learners. The songs are entitled “Another Day of the Paradise” for Phil Collins (see appendix 4), and “Blowing in the Wind” for Bob Dylan (see appendix 5). When the songs started; the teacher distributed the lyrics of the songs with gaps to fill in. All the students have been involved through listening attentively and filling the gaps in the handouts. Then the students were asked to read the songs with the full lyrics. The students’ behaviors show that they have been fully engaged with the activity given by teacher (A). Indeed, the songs have the ability to not only engage learners, but also to get them back to contribute again in the academic activities. Seemingly the students have been engaged by participating, working seriously, taking notes, filling the gaps in the handout, and listening attentively to the songs.

This type of engagement is called the behavioral engagement; it is something noticeable for the teacher. Some scholars assert that there are some signs that indicate this type of engagement among the learners as an example: hard work, effort, concentration, attendance, voluntary participation, and task involvement (Martin, 2008; Hughes et al., 2011; Skinner and Pitzer, 2012).

It is the same thing for teacher (B) who engages the learners using the communicative game,

which is “the Cross-Words Puzzle” (see appendix 3). The students have been given a number of sentences with a missing word to find, and then to complete down the puzzle with the same word. The students were very excited and engaged to learn English using such amusing techniques. Mackenty (2006:46) states that “*it is the act of problem solving that makes games so engaging*”. Actually, all the students were concentrating and made efforts to discover the missing words, and a challenging environment was noticed between learners.

The students seemed to be cognitively engaged with the game. It is argued that cognitive engagement consists of the psychological investment in learning (Connell and Wellborn, 1991). In other words it is the state of learners when they are completely absorbed in a task, using their cognitive abilities to work on the activity.

However, teacher (C) did not begin the lesson by engaging the students. He/she started directly the lesson with a role-play in which the students were asked to imagine a conversation in a restaurant between “the customer and the waiter”. The students seem to be passive, not interested, and bored. Shulman (2002:37) claims that “*learning begins with student engagement*” that is, without engaging the learners, it is not possible to carry on with the lesson. To conclude, from our observation with the three teachers, it is noticed that the engaging techniques are very important and useful for integrating the learners cognitively, behaviorally, and emotionally in the speaking module.

4.2.2. Activate phase

After engaging the learners, EFL teachers move on towards making the students practice the language using communicative activities. Chickering and Risser (1993) argue that educationally purposeful activities are practices that encourage students’ engagement and foster learning. EFL teachers design speaking activities which are necessary for integrating, and making students active in speaking sessions in order to evaluate students’ capacities.

This is confirmed from the results of the Fifth (5) question asked in structured interview, which shows that all the EFL teachers Nine (9) consider their teaching techniques maximize their students' talking time (STT). That is, the activities they design enable students to communicate using English and offer them the floor to speak. Teacher five (5) argues by saying "*yes, I think that using these techniques maximize the students' talking time (STT), since they find themselves free to express themselves*". That is these techniques allow students to express their ideas freely, without any constraints.

Among the techniques that have been observed during our classroom observation, we have role-play, debate, and discussion. We have noticed that teacher (A) uses discussion as a technique to make the learners communicate. Littlewood (1999) argues that classroom discussion gives EFL learners more capacities to use that language appropriately to talk about their experiences. For example the students started to discuss the topic of "Racism" by expressing their opinions freely in an engaged and interested manner. They were co-operative with each other even though they made some mistakes; each student has carried on the idea of the other. Thornbury (1998:1002) asserts that "*many teachers would agree that discussion arise spontaneously either because something personal that a learner reports or because a topic and a text in the course book triggers some debate*"; at the same time the teacher notices students' mistakes.

While teacher (B) has used role-play, in which the students are asked to perform a "Journalistic Event", the students were engaged by performing, listening, and focusing on their mates' performance. In this context, Harmer (1998:92) argues that "*role play activities are those where students are asked to imagine that they are in different situations and act accordingly*". Teacher (B) has incorporated this activity with the purpose of making the students communicate in order to discover their faults. In addition, teacher C uses debate to evaluate learners' ability in using the English language. The students are required to give their opinions about "Fashion".

Kennedy (2007) claims that debate is an effective communicative language teaching task (CLT), because it engages learners using the language accurately this helps them to develop their communicative skill. The students were not engaged from the beginning of the lesson. Thus, it was difficult for the teacher to make them speak; as well as for the students to become engaged with the activity. Moreover, the students have committed a lot of language mistakes while expressing their opinions about “Fashion”.

4.2.3. Study Phase

In the Study Stage, the mistakes the students made in the communicative activities become the focus of the lesson, with the aim of correcting them, and to improve the students’ level in using English. Harmer (1998) claims that “*correction helps students to clarify their understanding of the meaning and construction of knowledge*”. It is very important for the teacher to take into consideration the mistakes his/her students have committed, to focus and to work on them. The three teachers (A, B, and C) corrected their students’ mistakes but not in the same way.

From the interview we have deduced that the majority of EFL teachers Eight (8) prefer to correct their students’ mistakes after their performance to avoid interrupting the flow of their ideas. Teacher three (3) claimed that “*I correct their mistakes after they finish their task or performance for avoiding breaking the will or their initiative*”. That is, he/she prefers to give a chance for the students to speak freely even with mistakes so that they feel at ease to express their opinions after that he/she corrects the mistakes they have already made.

In fact the aim of the teachers is to correct students’ mistakes but it should be after their performance, as the majority of teachers Eight (8) claim. If the teacher interrupts students while speaking they neither focus on the topic nor on the correction of the mistakes, this drives them to the same mistakes again. In addition to teaching the students about their previous mistakes, they also encourage them to speak. In other words, they transmit knowledge simultaneously, they try

to make their students active, and co-operative in the classroom. The diagram Two (2) shows that the majority of teachers (67%) focus on both transmitting knowledge and the practice of the language.

Indeed, teacher four (4) has confirmed that “*I focus on both of them, since after giving the learners the main cues and teaching the most important things about a given topic, it is necessary to activate them. So that they put into practice what they have already learnt. Indeed, this helps them to store in the brain what they have discussed*”. That is, it is very important to teach students how to develop their capacities in using the English language accurately and appropriately by giving them a chance to practice what they have learnt.

From the classroom observation, we have noticed that teacher A waits until the students finish speaking, then corrects some of their language mistakes, and then focuses on teaching how to practice accurately the activity being given. Teacher B does not wait until they finish. He/she interrupts them by correcting their language (Grammar, and Vocabulary) mistakes for instance in the case of wrong pronunciation, as well as in what concerns the activity if they miss some details, the teacher reminds them directly at the moment.

As far as teacher C is concerned, he/she interrupts the students to correct their language mistakes, with the co-operation of their classmates, however teacher C does not teach them the way to practice the activity. To conclude, the EFL teachers focus more on teaching the communicative activities, than on teaching the use of language, that is to say, they focus more on engaging learners to speak.

4.2.4. Reactivate Phase

The last Stage is the Activating one. After teaching the students, teachers redesign the same previous communicative activity to check their students’ understanding and improvement. The students are supposed to perform better in their second experience, by correcting their mistakes from their first experience. Harmer (1998:60) claims that “*repetition can be useful for students especially at*

beginner level. It gives them a chance to see if they have understood what is happening so far, and it gives them the confidence to try and use the language themselves.”

From the results of the semi-structured interview it is concluded that the majority of teachers (Seven teachers) do not design the same communicative activity again. However, they prefer to move on directly to other activities.

First, only Two (2) teachers claim that they do not follow one single pattern, since it depends on the objectives of the lesson. Second, Four (4) teachers argue that they engage learners, activate their knowledge, and then teach them (EAS), thus they do not activate them again. Third, three (3) teachers claim that they engage learners, teach and make them activate (ESA). Therefore the majority of teachers (Four teachers) follow the Boomerang Procedure to teach the speaking skill, however it is noticed that they ignore the fourth stage (Activate).

From the observation sessions we have concluded that only one teacher who repeats the same activity, while the two other teachers move on towards other activities. In fact teacher (A) has asked the students to discuss another topic which is about “Violence”. Through repetition the teacher aims at ensuring that the students have understood the lesson from the third stage. The teacher has distributed checklists which contain information about the accurate way to practice the activity. The students are asked to observe their classmates’ performances and use the checklist in order to check their understanding from the previous stage. Students’ performances have remarkably improved. They became more confident, and felt at ease, while the other teachers (B and C) have not activated their students’ knowledge they stopped at the third stage. The re-designed activities are helpful for the students, since they permit them to recognize their mistakes and to improve their capacities to perform better speaking activities.

These findings partly confirm our second hypothesis which claims that EFL teachers incorporate the Boomerang Procedure (EASA) to engage the learners in the speaking module. However, it should

be mentioned that EFL teachers use only the three first stages (Engage, Activate, and Study), and ignore the last stage which is the Activate one. It means that EFL teachers deal only with the (EAS), and not the (EASA)

4.3. The Difficulties to Engage Learners in the speaking Class

Student engagement is a crucial component in students' learning process. When the students are engaged with the tasks, they work more to broaden their knowledge, and to achieve their communicative competence. As Shulman (2002:37) asserts "*learning begins with student engagement*". In the process of EFL teaching, instructors face many difficulties when trying to encourage their students to express themselves in the classrooms. The outcomes which are presented in diagram One (1) reveal that the majority of teachers (56%) encounter many difficulties to arouse students' interest.

This is confirmed by teacher Two (2) who said that "*yes I do encounter many difficulties, because each one and his character, there are persons who are passive and our task is to make them speak to improve their knowledge*". In fact, speaking is a complicated skill in which the majority of the EFL learners find obstacles. Even though they have a sufficient knowledge of the language, it is difficult for them to use it in their every day communication. As Luoma (2005:1) argues "*speaking in a foreign language is difficult and competence in speaking takes a long time to develop*".

However 44% of the respondents claim that they do not encounter any difficulties in drawing their students' attention to speak, this is confirmed by teacher four (4) who said that "*I do not encounter any difficulty, because this depends on your students' level which means the good ones adopt this language during the lecture and some others are ashamed to utter words in English*". That is, engaging the students is not something difficult for all of them, because this depends on their language competence. The ones who are highly competent are always engaged and use the English

language to express themselves, while the others cannot

In addition to this, the difficulties which are encountered by the EFL teachers when trying to engage their learners are deduced from their answers in the semi-structured interview, as well as in the sessions we have observed with the first year LMD students. In fact, the teachers struggle a lot in order to make their students communicate, since their aim while teaching the speaking skill is to help students speak as much as possible using the language accurately. This is done by creating a congenial classroom environment, in which the learners feel at ease to share their views with their mates.

In fact the main difficulties which are encountered by the teachers are as follows: inhibition, fear of making mistakes, and lack of motivation. Inhibition is among the difficulties which are widely encountered by teachers in their process of teaching and engaging learners. Since they are freshman, they experience a kind of hesitancy when it comes to expressing themselves. In this context Littlewood (1981:93) argues that “*it is all too easy for a foreign language classroom to create inhibitions and anxiety*”. That is, inhibition is a common phenomenon which is widely found in the process of foreign language learning.

This is confirmed by teacher six (6) who claimed that “*yes, I encounter many difficulties such as some students are always inhibited and afraid of making mistakes*”. Indeed, inhibition is a feeling of embarrassment which prevents the students from taking part in the lesson and by participating in the classroom. This leads to students’ reluctance in the way that they do not have any courage to deliver their speech or face their mates or their teacher. This kind of difficulty is also noticed during our classroom observation; this is when the teacher (B) demanded for the students to act out the role of “*Journalists Breaking News*”

During learners’ performance, teacher (B) observed their speech, by interrupting them if any correction is needed. The fact of interrupting the learners may embarrass them, since they feel as they are controlled by their teachers when they play roles. Therefore, they did not at ease and they were

extremely hesitated.

Moreover, another common difficulty which is provided by teacher three (3) is students' fear of making mistakes. Most of the time students are afraid of committing mistakes when expressing themselves using the English language. Since it is a foreign language, they hesitate to use it. They consider themselves as unknowledgeable about the language. For instance, they cannot use the accurate grammar and vocabulary. Thus, they experience the feeling of fear in their process of EFL learning.

This data is also confirmed from our observation; teacher (C) demanded for the learners to debate the topic of "War", also each one of them corrected the mistakes which were made by their classmates. Student' fear of making mistakes increased, in fact they were hesitant to speak and even when speaking they seemed as if they were not sure of their answers, and all the time waiting for the correction from their teacher and mates, since they felt that they were controlled by their mates.

In this context, Ur (1996:121) argues that "*learners are often inhibited when trying to say things in a foreign language in the classroom: worried about making mistake, fearful of criticism or loosing face, or simply shy of the attention that their speech attracts*". In the sense that, EFL students become reluctant when speaking, since they cannot deliver their speech facing their classmates and they are afraid of committing mistakes

Furthermore, the last difficulty which was encountered by teachers is the lack of motivation. In the context of English language learning, students' motivation is of paramount importance, since it is students' willingness to learn and contribute their learning process. This is done by participating in the classroom activities through exchanging ideas and experiences. However, when the students are disengaged they lose their interest in learning and using the English language, and become unmotivated.

As it is confirmed by teacher five (5) that "*to engage the students to speak in English*

is difficult, the difficulty I encounter is mainly, lack of motivation". Indeed, lack of motivation is among the impediments which endangers students' process of the English language learning, since if the students are unmotivated to learn they lose their interest and they cannot improve their language competency.

This is reinforced by the data obtained from the classroom observation; teacher (C) directly began the lesson by asking the students to act a role-play of "Doctor and a Patient", without engaging the learners or providing them with some cues and explanations about the topic. The students were uninvolved in the activity, because they did not have any idea about the topic, and they were not fully engaged with the topic which was provided by their teacher. Thus, they tried neither to answer nor to work on the topic of the activity. In fact they kept silent and seemed bored, and not interested with the lesson.

In this context Ur (1996:121) states "*you often hear learners complain that they cannot think of anything to say: they have no motive to express themselves*". That is, when the students are not motivated or if the topic is not interesting for them, they cannot express their ideas using the intended language.

To conclude, EFL teachers face many difficulties in the process of engaging the learners to speak such as, inhibition, fear of making mistakes, and lack of motivation. Therefore, the hypothesis which states that EFL teachers encounter different difficulties to engage the learners is confirmed.

Conclusion

To conclude, after the discussion of the gathered data from two research techniques, the semi-structured interview and the classroom observation provided evidence that EFL teachers use three main engaging techniques which are: Videos, Songs, and Games; they also incorporate the Boomerang Procedure(EASA) of the ESA Teaching Model to engage the learners in the speaking

module. Moreover, it is worth mentioning that they only used Three out of Four ($\frac{3}{4}$) stages, and neglected the reactivate stage. In addition to this, EFL teachers encounter difficulties to engage their students. Among them we have: Inhibition, fear of making mistakes, and the lack of motivation.

General Conclusion

General Conclusion

The current work aimed at investigating the techniques teachers use to engage learners in the speaking class. This study aimed to explore the techniques that EFL teachers use to engage learners to speak. Furthermore, its purpose was to find out whether teachers incorporate the Boomerang Procedure (EASA) of the ESA Teaching model to engage their learners in the speaking module, and to discover the difficulties the EFL teachers encounter to engage their learner. The study relied on Jeremy Harmer's (1998) Boomerang Procedure (EASA) of the (ESA) Teaching model which was explained in his book 'How to Teach English'.

For the sake of answering the research questions which were first, what are the techniques EFL teachers use to engage learners to speak. Second, do EFL teachers incorporate the Boomerang Procedure of the ESA (Engage, Study, and Activate) teaching model to engage learners in the speaking module. Third, what are the difficulties EFL teachers encounter to engage their learners. To test the hypotheses suggested in the general introduction, a Mixed-Methods approach was adopted, combining both qualitative and quantitative methods for analyzing and interpreting data. These data were obtained from two resources. A semi-structured interview was conducted with Nine (9) teachers in charge of the speaking module. It contained Nine (9) questions. Moreover, to reinforce the validity of the data obtained from the semi-structured interview, we attended Thirteen (13) classroom observation sessions in the department of English MMUTO during the academic year of (2019).

To analyze the qualitative data, Qualitative Content Analysis (QCA) was used. For analyzing the quantitative data obtained from the close ended questions of the semi-structured interview the rule of three was used. For the classroom observation it was analyzed on the basis of the theoretical framework 'the Boomerang Procedure (EASA) of the ESA Teaching Model

The findings of both research tools: the semi-structured interview and the classroom observation confirm our main hypotheses. That is, EFL teachers use Videos, Songs, and Games to engage the learners to speak. Besides, they incorporate the Boomerang Procedure (EASA) of the

(ESA) Teaching Model to engage the learners in the speaking module. Moreover the difficulties they encounter to engage the learners are: inhibition, fear of making mistakes, and lack of motivation.

Our investigation has some limitations. First, because of time constraints we could not attend more sessions, we have worked with only three groups of the first year level. In addition, considering the focus of the study, our findings cannot be generalized to all the levels. In fact, we have worked only with the teacher in charge of the speaking module of the first year level.

Relying on the research findings and the data obtained from the semi-structured interview, and classroom observation, the current study provides some suggestions for future research. First, further studies may examine EFL teaching techniques to engage students in reading writing module. Moreover, other investigations can be conducted using, experimental research.



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- Leaving Home: <http://www.youtube.com/watch?v=nTB61iR6cVQ&feature=share>
- Michael Jackson: <https://m.youtube.com/watch?v=QdvWhOjV-H8>

Appendices

Appendix 1

Teachers' Interview

A semi-structured interview which contains nine (9) questions. Two (2) questions are close-ended and the remaining ones are open-ended. It is conducted with nine (9) teachers in charge of the speaking module in the department of English at MMUTO.

1. "Learning a language necessitates speaking it" Do you agree with this statement ? If yes, would you explain?
2. Do you consider engaging the students cognitively, behaviorally, and emotionally as being important for teaching the EFL?
3. Do you encounter any difficulties when you engage your learners? If yes, could you please mention some of them?
4. What are the techniques you use to teach speaking?
5. Do you think that your teaching techniques maximize your students' talking time?
6. According to you which one(s) of these techniques do you consider as being the most appropriate to engage your students to speak: games, songs, And videos? Could you provide us with some explanations?
7. Do you focus more on knowledge transmission or making your students use the language? Would you explain more?
8. How do you correct your students' mistakes? Is it during or after students' performance? Why?
9. How can you order these items according to your teaching method (from one to three): Engage, Study, Activate? Could you illustrate please? (You can select an element more than once).

Appendix 2

Observational Checklist

A quantitative checklist which is constructed on the basis of Jeremy Harmer's Boomerang Procedure of the ESA teaching model.

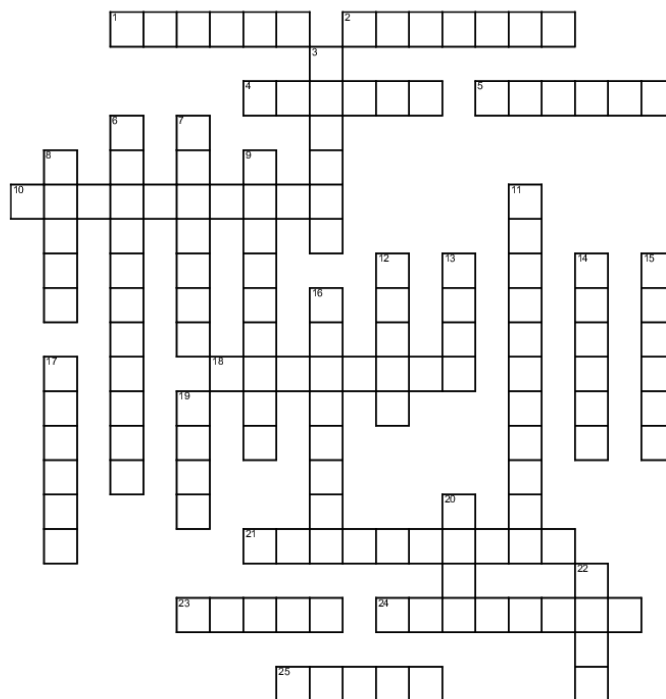
The main items to observe	Sometimes	Rarely	Never
Engage Phase <ul style="list-style-type: none">• The teacher attracts students' attention using games, videos and songs• The teacher engages the students cognitively, behaviorally and emotionally			
Activate Phase <ul style="list-style-type: none">• The teacher designs communicative activities such as role play, debate and discussion• The teacher tries to find the difficulties students encounter			
Study Phase <ul style="list-style-type: none">• The teacher corrects the communicative activity• The teacher corrects the students' grammar and vocabulary mistakes			
Reactivate Phase <ul style="list-style-type: none">• The students practice again the same communicative activity• The students succeed to correct their mistakes			

Appendix 3

This appendix includes a « **Cross Word Puzzle** », used by a teacher in charge of the speaking module with the first-year students in the department of English.

Name: _____

Fruits & Vegetables



Across

1. Grows in bunches on vines.
2. Guacamole's favourite fruit.
4. This fruit's name is the same as its colour.
5. A dried grape is called a _____.
10. A slice of this juicy melon is the perfect picnic snack.
18. A vegetable that looks like a small tree.
21. A sweet soft red fruit with a seeded-studded surface.
23. Makes you cry when you chop it.
24. A fungus.
25. One of these each day is said to keep the doctor away.

Down

3. Monkeys love them.
6. The opposite of a sour potato.
7. HOLLOWED out for Halloween.
8. Tomatoes, cucumbers and lettuce make a nice _____.
9. A small sweet blue-black edible berry.
11. Looks like broccoli, but is white.
12. A yellow, oval, sour, citrus fruit used to make lemonade.
13. Brown and fuzzy on the outside, green with small black seeds on the inside.
14. Raisin "ants" love to crawl on this crunchy "log."
15. The vegetable that chips are made from.
16. Cool as a _____.
17. A vegetable that is good for your eyesight.
19. This dark leafy member of the cabbage family makes an excellent chip.
20. Two _____ in a pod.
22. Its ears are loaded with kernels.

Appendix 4

This appendix includes lyrics of a song entitled « **Another Day in the Paradise** » for Phil Collin, used by a teacher of the first-year students in charge of the speaking module in the department of English.

Sheto man on.....
.....,.....help me
It's cold and ...to sleep
.....you can tell me?
He walks on,.....
He pretends he.....
.....he crosses the street
Seems.....to be there
Oh think twice, causefor
You and me in paradise
Oh think twice, day for you
You and me in paradise
.....B
She calls fout to the man on the street
He can see.....
She's her feel
Sheshe's trying
..... twice, cause it's another day for
You a.....paradise
Oh think twice, it's just another day for you
.....

Phil Collins Song

Appendix 5

This appendix includes lyrics of a song entitled « **Blowing in the Wind** » for Bob Dylan, used by teachers of first-year students in charge of the speaking module in the department of English.

.....must walk down
Beforehim a man?
How many seas must a
Before in the sand?
.....how many times must....
Before they're forever..... ?
The..... my..... friend is
The answer is
Yes, how mountain exist
Before ?
Yes, years can.....
Beforeto be free ?
Yes many times cans a man.....
Pretending doesn't see?
Theis blowing in the wind
The answer..... in the wind
Yes how many a
Before..... really see ?
Yes, how many.....
..... can really see the sky ?
Yes how many.....
Before he can hear people cry?

Bob Dylan Song

Appendix 6

Checklist

A checklist used by the teacher to evaluate students' accurate performance

- **Overall**

Does the student consider the audience?

Does the student have clear objectives (to inform, to amuse, and to persuade, to train)?

- **System**

Is his/her presentation well prepared?

Is there a clear structure (beginning, middle, and end)?

Does the student link the parts together?

Is the content relevant and interesting?

Has he/she considered timing?

- **Delivery**

Does he/she speak clearly?

Does he/she speak at the right place?

Does he/she use the appropriate language?

- **Body Language**

Does he/she use his/her body to emphasize meaning?

Does he/she maintain eye contact with the audience?

Does he/she appear confident and positive?

- **Other Comments**

Appendix 7

This appendix includes lyrics of a song entitled « **Coates of many colors** » for Dolly Parton, used by a teacher in charge of the speaking module with the first-year students in the department of English.

Back through the years
I goonce again
Back to the seasons of my youth
I recall a box of rags thatgave us
Andmomma put the rags to use
There were of many colors
Every piece was small
And.. have a coat
And it was way down in the fall
Momma together
Sewin' every piece with love
Shemy coat ofcolors
That I was so proud of
As sheshe told a story
From the bible, she had read
About a colors
Joseph wore and then she said
Perhaps this bring you
..... .. and happiness

Dolly Parton Song