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Investigating the Use of the English Language in Algeria English Meeting Debate Club.

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Dedication
Lydia

I dedicate this work to
My precious parents, who have given me love, strength and confidence. I am
forever grateful and thankful for their love, efforts and sacrifices.
My beloved brothers Toufik and Nesreddine, along with their wives Amal and
Naziha, who are always kind and supportive.
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My soul sister Dihia who is always by my side.

Dedication
Lisa

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My unique brother Malik
My adorable niece Malak
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Abstract

The present study aims at investigating the adoption of English in the Algeria English Meeting debate club. The objectives of the study are threefold: First, it seeks to identify the contribution of Algeria English Meeting (AEM) to the spread English in the Algerian public sphere. Second, it aims to determine the AEM participants' motivation to choose English as a foreign language to learn. Third, it intends to investigate to what extent AEM debate club influences learners' Willingness to Communicate. To achieve these goals, two analytical frameworks are used: The self-determination theory of Ryan and Deci (2000) and the Willingness to Communicate in Second Language Model by McIntyre et al (1998). Our research relies on the mixed-methods approach as the main methodology for both data collection and data analysis. Two research instruments are used for both qualitative and quantitative data collection. These instruments are a questionnaire which is administered online to the participants of AEM debate club, and an observation implemented to provide a deeper dive into the topic. As far as data analysis is concerned, the quantitative data are analysed using the rule of three, while the qualitative ones are analysed using the Qualitative Content Analysis (QCA). The results reached in this study demonstrate that AEM is a sign of the spread on English in Algeria as it contributes to EFL learning. Furthermore, this study reveals that participants at this debate club are found to be both extrinsically and intrinsically motivated towards mastering the English language due to the status it detains in the world. As far as their willingness to communicate is concerned, we determine that on one hand, the majority seem to willingly take initiatives to communication within a particular context when opportunities are presented. On the other hand, a minority retains itself and is described as having a low willingness to communicate that is controlled by several factors. Finally, the conclusion is intended to open further research and discussion connected to the field.

Key terminology: Algerian Public Sphere, Algeria English Meeting debate club, Willingness to Communicate, Motivation.

List of abbreviation

AEMDC: Algeria English Meeting Debate Club

EFL: English as a Foreign

Language

EM: Extrinsic Motivation

ELT: English Language Teaching

H: Hypothesis

L1: First language

L2: Second language

MMUTO: Mouloud MAMMERI University of Tizi-Ouzou

Q: Question

QCA: Qualitative Content Analysis

SDT: The Self-Determination Theory

IM: Intrinsic Motivation

US: United States

WTC: Willingness to Communicate

WWII: World War II

List of Symbols

X: The Calculated Percentage

Y: The number of Participants

Z: The Value of the Answers

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General Introduction

Statement of the Problem

Algeria is a country with a rich and complex linguistic background progressing towards a global modernized society. Ait Si Selmi (2005:23) describes Algeria as a "*multilingual country where at least three languages are in competition: Arabic, Tamazight and French*" (cited in Fodil, 2017). Accordingly, the linguistic plurality that reigns among Algerian speakers results from military invasions and Islamic conquests as it is a crossroad of civilizations. Hence, English is the last language to find its path to the Algerian linguistic repertoire in a modern and peaceful way, "*a language without a political past*" (Benrabah, 2013).

One can notice the pace in which English has spread in Algeria. Firstly drawing its path after WWII as a result of a historical event described as the landing of American parachutists in 1942 which led the locals to learn some English words (Fodil, 2017). Secondly, from 2009 to 2012 the oil company Anadarko Petroleum sponsored a British council-led program in cooperation with Algeria's Ministry of Education, to train 69 English teachers through the program 'English for the Future' (Liberte, 2012a). Thirdly, schools and universities implemented English as part of the curriculum whatever the field of specialization. For that matter, its growth gained emphasis as it went beyond school fences into business, media, advertisements and music spheres. This is mostly linked to the fact that this language endows a targeted prestige.

As years went by, English has gained a high status in the Algerian territory. Accordingly, Algerian youths have gained more interest towards the means of EFL learning so that to reach English language proficiency and fit into the modern world. In regard to this, they have discovered a lack in the available tools. Owing to this fact, certain individuals chose not to stick to traditional in-class learning methods and initiated communities of practice.

These ones are constituted of people who share the same concerns and passions and who take learning outside special occasions and settings.

In light of this, an existing concept known as "debate clubs" has been discovered abroad and implemented into the Algerian society under the name of "Algeria English Meeting (AEM) debate club" by two Algerian individuals. This concept has spread at a fast rate in the Algerian territory for being an affordable and very interesting concept allowing people to learn, practice and master not only the English language but also develop critical thinking abilities, overcome speech anxiety along with many other problems that non-native speakers may face. Further to this, these debate clubs are organised in the form of regular informal gatherings of individuals from different parts of the community and with different lifestyles; since we can find not only students but also professionals, who target the same purpose which is reaching the English language proficiency level and becoming fluent speakers. As a result, during the meetings, members commit to speaking only in English as they engage in activities that support and encourage them to use the language (Malu and Smedley, 2016).

In essence, debate clubs allow participants to achieve progress on their linguistic oral proficiency. In order to achieve the previously stated goal, Agnihotri and Khanna (1994) declare that learners must be psychologically willing to acquire symbolic elements of a different ethno-linguistic community and impose elements of another culture into one's own life space. Alternatively stated, for the purpose of mastering any language, it is crucial not to separate it from its culture and learn it in its actual context, therefore to provide participants with the results they seek; they must be willing to provide the required motivation which plays a paramount role in the language learning process. Aligned, Ryan and Deci (2000: 54) claim that *"to be motivated means to be moved to do something"* in other words this shows that motivation is what builds up that energy within a person that would allow him/her to

accomplish or reach a goal. Furthermore, Gardner (1985: 10) declares that motivation is related to the effort and the willingness to achieve goals while learning a language combined with the positive attitudes towards this language. Above and beyond, motivation to study English contributes to the individuals' L2 proficiency and confidence.

Beyond that, debate club meetings enable the participants to acquire enough skills to communicate comfortably and fluently in English outside the school walls. In regard to this, MacIntyre et al. (1998) theory states that "*classroom teaching should engender learners with a willingness to communicate*". In the case where this is achieved, learners are no longer hesitant nor reluctant towards real life communication in English. In light of this, the emphasis in L2 teaching and learning has been shifting to communication, both as a necessary process and as a goal of learning a L2. For this matter, Algeria as a non-English speaking country needs to take into consideration ways to promote students' linguistic and communicative competences, by encouraging the use of the target language and emphasizing the importance of practicing it outside of school settings to achieve advanced proficiency levels.

Creating English debate clubs in Algeria can be a source of contribution to the development of this language at the national level. Algeria English Meeting debate club is the first to introduce this concept to the population in 2018 in the capital city Algiers; later on it is followed with the creation of other clubs in different cities such as Boumerdes and Constantine. By virtue of the fact that the concept of debate clubs is newly introduced to the Algerian educational sphere, not much attention has been given to this notion; Although, many studies are found about debate as a learning strategy such as Tahar's (2017) Master dissertation that explored 'The Effectiveness of In -Class Debates in Enhancing EFL Learners' Speaking Skill' at the University of Abdlhamid Ibn Badis of Mostaganem. Her study proclaimed that classroom debate is a useful technique for increasing students' language

practice and affecting their speaking skill. Given this, we also come across theories and research at the international level that suggest the promotion of English debate clubs. In this regard, we can cite: Ben Afia's (2006) study in Tunisia which focuses on the creation of English clubs by the Tunisian Ministry of Education and training. These clubs are designed for primary school children to facilitate the acquisition of the English language skills in less formal settings rather than strict regular courses. As a result, it is found that the program develops a positive attitude towards the English language.

Nevertheless, no studies have ever discussed the purpose or motivation of the Algeria English Meeting debate club's participants for choosing English as a language to learn nor their willingness to communicate using it alongside debating and interacting outside the classroom. Similarly, the studies focused only on using in-class debates to improve pronunciation, grammar and vocabulary skills. Subsequently, our research differs from the abovementioned works.

Aim and Significance

The overall aim of this study is to investigate the adoption of English in the Algeria English Meeting debate club (AEM). The objectives of this study are threefold. First, the research strives to identify contribution Algeria English Meeting debate club adds to the spread of the English language in the Algerian landscape. Second, it seeks to discuss the motives that led AEM participants to choose EFL learning. Third, it aims at detecting whether or not this debate club affects learners' willingness to communicate.

This research is significant because of its novelty and the contribution that it may add to previous research. First of all, there are only few works that have been conducted on the presence of English in the Algerian landscape in areas like business, advertisement and media. In view of this, an illustration of these research can be Fodil's (2017) article, in which he analyzes the intrusion of English in the naming of shops in the town of Tizi-Ouzou. As a

result, he finds that English is associated to modernity and to the desire to integrate the global market. Given this, we also state Smail (2019) whose Master dissertation in Mouloud Mammeri University aims at *'investigating the presence of English in the Algerian linguistic landscape, focusing on the students' use of English outside the school walls in Tizi-Ouzou'*. In her study she focuses on discovering what motivates students in Tizi-Ouzou to learn English, her results reveal that the students' motivation towards learning English is related to the social status English is acquiring in Algeria and the opportunities this language may offer. Additionally, we mention Attab (2019) who focuses in her Master dissertation on *'Investigating the Presence of English in the Algerian Media Sphere: The Case of "the Radio Algeria International'*. The results of her work show that English is gaining much ground in the Algerian territory and its growth may challenge French in the next coming years.

On this account, to previous research, our study draws its originality from the fact that it allows us to unveil the contribution of Algeria English Meeting on the spread of English in the Algerian public sphere as well as uncovering the motivation behind the participants' choice of learning English. In addition to highlighting the debate clubs' effect on learners' willingness to communicate.

Research Questions and Hypotheses

The research attempts to answer the following set of questions, in order to attain the mentioned research objectives.

1. Does AEM debate club contribute to the spread of the English language in Algerian public sphere?

2. What motivates participants at AEM debate club to choose English as a foreign language to learn?

3. How does AEM influence its participants' Willingness to Communicate in English?

In an attempt to answer these questions, four working hypotheses are advanced, which are:

- **H1:** AEMDC contributes to the spread of the English language in the Algerian Public Sphere.

- **H2:** AEMDC does not contribute to the spread of the English language in Algeria.

- **H3:** Participants at AEMDC choose English as a foreign language to learn due to the status itdetains in the modern world.

- **H4:**Algeria English Meeting Debate Club encourages its participants' WTC through itspractices

Research Techniques and Methodology

Our research is an exploratory case study research design, which aims at exploring AEMDC's contribution to EFL learning in the Algerian public sphere. In order to fulfill this aim and provide answers to the research questions, the mixed method approach, which combines the quantitative and the qualitative research techniques, is adopted in the process of data analysis.

The sample of the study consists of members from the chosen debate club, Algeria English Meeting (AEM). In this context, an observation and a questionnaire are conducted with the participants of the debate club for collecting data.

The data gathered from the observations and the open-ended questions are analysed using the qualitative content analysis (QCA). Furthermore, they are used as the descriptive data. Contrastingly, the quantitative data are gathered from the questionnaire's closed-ended questions, and are analysed using the rule of three.

Structure of the Dissertation

The present dissertation follows the traditional simple model that comprises a general introduction, four chapters and a general conclusion. The General Introduction gives the reader an insight into the content and the topic under investigation and presents the aims to reach in the study. The first chapter entitled, Review of Literature, reviews the main concepts and the previous works related to our topic and presents the main theoretical frameworks. The

second chapter, Research Design, describes the methodological procedures the researcher follows. In this regard, it offers a description of the sample and the participants involved in the study as well as the data collection and data analysis tools. After that comes the Results Chapter that presents the gathered findings. The results are followed by the Discussion Chapter where the findings are analyzed and discussed in the light of the theoretical frameworks and the literature review. Finally, the General Conclusion provides a holistic summary of the main points tackled throughout the dissertation and seeks to answer the research questions on the basis of the obtained results, besides it checks the validity of the hypotheses, then provides recommendations for further studies in the same research area.

Chapter one

Literature Review

Introduction

This chapter intends to provide a detailed review of the literature deemed relevant to the research area together with an overview of the key concepts that will be introduced throughout our research. This chapter is divided into five main sections where several basic concepts and definitions that are related to the work are provided. The first section introduces The Emergence of English and its Presence in Algeria with some illustrations of the Algerians' use of English outside schools. The second section accounts for informal learning in addition to the importance of English debate clubs in EFL learning by highlighting the advantages and disadvantages of debate. After that, comes the third section that provides a definition of motivation, along with its types. The fourth section accounts for the concept of Willingness to Communicate. Finally, the last section presents the theoretical frameworks upon which this work is based.

1.1 The Emergence of English and its Presence in Algeria

English has succeeded in becoming part of Algeria's linguistic profile as it was first manifested with the launching of the Torch Operation on November 1942 when Algiers was used as a military base for the American troops (Fodil, 2017). As a second step English was implemented within the educational system and in academic contexts like universities where it is a part of the students' curriculum whatever their field of specialization "It *is taught as a compulsory subject, introduced from the first year at the middle school until the last year at the secondary school"* (Chemami, 2011, Benrabah, 2014, Miliani, 2016).

Recently, Algeria has been in tune with Globalization which led the global lingua franca to gain a greater prominence in its territory. Today, such a view is easily seen when we talk about the new linguistic practice consisting in the labeling of Algerian brands, companies and shops in English. Additionally, the media sphere, in particular local airwaves, currently witnesses the emergence of the English language. As a matter of fact, the radio called *Radio*

Algeria International is the only one in the country which has taken the initiative to broadcast in the aforesaid language.

English is getting progressively visible outside the classrooms in the Algerian public sphere. In this current study, the term outside the classroom refers to debate clubs that use English in a non-educational milieu. Moreover, this concept can be described as communities of practice which is a relatively recent concept. Additionally, this latter has gained momentum with Lave and Wenger's book (1991) where they described communities of practice as something that is created over time through a process of legitimate peripheral participation. Legitimation and participation together define the characteristic ways we belong to communities whereas peripherality and participation are concerned with our location and identity in the social world (Lave & Wenger, 1991). Alternatively stated the characteristics of such communities vary; some have names while many do not. Some are formal in organization, others are fluid and informal. The key is that communities of practice are not given with just a shared location, profession, or citizenship; they involve a shared practice and are constituted by people's shared concerns and passions about their everyday life.

Due to the fact that the use of the English language in this area is a fertile matter, we deem necessary to increase research knowledge in the domain of debate club investigation. Many studies have been conducted on the presence of English in Algeria mostly in commercial signs. Whereas the presence of this language in face-to-face communication, more precisely in Algeria English Meeting debate club is not explored so far. To fill this research gap, some studies bear witness to the pervasive thriving emergence of English in the Algerian linguistic landscape. Accordingly, the rivalry between four world languages in Algeria, namely Arabic, Chinese, English, and French serve as a focus of Benrabeh's (2014) research. The chief aim of the study is to confirm the dominant position of English as a global language despite the maintenance of the former colonial language, French. Through his

research, Benrabeh asserts that English supersedes the French language. By the same token, Attab (2019) has conducted a Master dissertation where she aimed to give insight on the Presence of English in the Algerian Media, specifically, *in the Radio Algeria International*. Her research shows that English is used to promote the image of Algeria abroad and that this language is gaining much ground in the Algerian territory; thus, it is speculated that the fast growth of the presence of English in Algeria may challenge French in the next upcoming years. Above and beyond, Benrabah (2007b, 117) argues that were French to decline in Algeria, it is English and not Arabic which would replace it as the language of economic power.

The abovementioned research reveals that the French language starts to lose ground for the benefit of English in Algeria. Similarly, we mention our own research that intends to explore the manifestation of English in the Algerian communities of practice which emerged as a learning tool that allows knowledge generation and collaborative practices among people who share the same interests, more precisely Algeria English Meeting debate club.

1.2 Defining Informal Learning

Various techniques have been used as methods of teaching and learning English; starting from the structured courses and workshops, that take place in educational institutes, to the outdoor learning that takes place in informal settings. In fact, formal learning occurs in a structured and organized environment like a university, a school or a college that presents a rigid curriculum, corresponding to laws and norms. It is explicitly designed as education in terms of time, objectives and resources. With the development of modern teaching methods and information society, learning opportunities have become larger, limitless and instantaneous. From the 1960s, Tough (1967, 1971) began working in Canada with the notion that adults can teach themselves, what he originally called self-teaching, and published as Learning without a teacher: a study of tasks and assistance during adult self-teaching projects.

Basically, Tough showed that most adults set themselves projects to undertake and, as part of these projects, need to learn new things which they very often do without recourse to a teacher. Nowadays, students can learn as well as acquire and improve new skills and competencies in an array of ways in contrast to the formal learning. In light of this, informal instruction goes on outside the traditional formal learning environment and is based on daily life experiences. In this context, McGivney broadly defines informal learning for the purposes of her report as:

> Learning that takes place outside a dedicated learning environment, which arises from the activities and interests of individuals or groups but which may not be recognized as learning (learning by doing, listening, observing, interacting with others and so on). Non-course-based but intentional learning activities (which might include discussion, talks or presentations, information advice and guidance) provided or facilitated in response to expressed interests and needs of people from a range of sectors and organizations (health, housing, social services, employment services, education and training services, guidance services) (McGivney 1999: 1–2).

Both these learning approaches encompass a range of activities. We focus on debate that can be applied in either a class activity or outside in the open as an informal educational context. Such is the case of Algeria English Meeting debate clubs where the learning method is an informal one constituted of meetings organized in public places.

1.2.1 Debate Clubs and EFL Learning

There are widespread perceptions and concerns about the unabated spread of English outside the school walls, as well as in the Algerian business, media and art industries. However, the interests on the inclusion of this language in Algerian debate clubs outside the classrooms are rare and faint. Therefore, that has inspired us to devote the present work to this issue. Before indulging into it, a brief definition of debate as well as a presentation of English debate clubs is needed.

Debate is regarded as a form of public speech defined as competitions and tournaments in which the participants are divided into many groups; one prepares the case in favor, the other prepares the one against. People speak one at a time when presenting the

topic; each side is given the same amount of time and opportunity to prove their point. In this perspective, Bambang (2006:125) describes debate as an "*activity which is used for an understanding of the topic. It is done by two groups; every group consists of three or five students. It is "pro" group and "contra" group*". Above and beyond, debates are seen as one of the most convenient methods through which students can practice the language and develop so many skills that will help them later in their lives since they deal with real-life issues. It is in line with what Krieger (2005, p.25) says:

> "Many scholars think that debates are one of the suitable activities for language learning because it engages students in a variety of cognitive and linguistic ways. In addition to providing meaningful listening, speaking and writing practice, debate is also highly effective for developing argumentation skills for persuasive speech and writing".

At this point, it is worth mentioning that the learning of English as a foreign language could be achieved through the use of different strategies to attain effective communication and debate is the main focus in this current study. Apart from that, language learning has traditionally involved formal instructions with competent teachers in the classroom.

Contrastingly, it seems to be taking place outside the school nowadays as it is the case of debate clubs. These ones are designed for students, workers and all individuals with diverse backgrounds who may aspire to develop poor academic achievements or simply share the thirst of English language proficiency. For this purpose, they come together and practice the language in order to attain the common overarching goal of being communicatively competent. Members commit to speaking in English during meetings as they engage in activities that support and encourage them to use the language (Malu and Smedley, 2016).

In the same context, Au, K .H. (1998) argues that language acquisition is most effective when individuals use language for meaningful purposes and connect experience, knowledge, and culture through authentic language use. Because members discuss topics that are meaningful to them, they have opportunities to connect their knowledge to language. Having the space to make such connections allows members to socially construct language

and thought—two essential ingredients in learning (Vygotsky, 1987). All the objectives and the conditions mentioned may have contributed to English clubs having adopted debate as a strategy to express fluently their ideas by using the appropriate vocabulary as well as improving their speaking skill. In the same line of thought Kaddour (2015) declares that "*speaking English should be given a certain consideration because people who know a language are denoted to as speakers of that language*". In this respect, English debate clubs are created to address this knowledge gap by offering real life situations of communication.

1.2.2 Advantages and Disadvantages of Debate

Many people feel slight nervousness at the very thought of public speaking, whilst others experience full-on panic before presenting a speech. But debate helps overcome and manage this intense worry and fear. This idea is strengthened by Tutyandari (2005) who mentions that students' self-confidence can be enhanced and their anxiety can be reduced by giving them tasks in small groups. By the same token, Malu and Smedley (2016) acknowledge that "*individuals consider many different issues and design English debate clubs to offer members the chance to use English and join a group of likeminded individuals interested in pursuing a common goal*". Additionally, Debate as a strategy helps develop analytical and communication skills. The good debater can explain the patterns he/she sees in the data and learns how to organize research or arguments into a meaningful and persuasive presentation. This statement is sustained by Goodnight (1993) who affirms that Debaters need to arrange arguments clearly and convincingly, so that the ideas can be easy to follow and hard to forget. In parallel to oral communication skills, debates also provide the development of team work skills. Debate is a competitive activity that relies on cooperation. In a similar vein, Makiko states that:

> "When learning a new language for global communication, students are required to confidently express their thoughts. In order for students to be vocal, critical thinking skills are essential. The use of debate has been an effective technique for strengthening my students' speaking and critical thinking abilities". (2009, p.35).

Notwithstanding, there is hardly a need to emphasize the importance of interaction because it is central to language learning and primary while debating. According to Pica (1996) interaction plays a significant role in developing learners' language, more specifically their communicative competence. Likewise, interaction is dynamic and challenges all participating parties, this makes learning more interesting. Nevertheless, Students who are shy, introvert, reserved or who do not like public speaking face obstacles that make them less motivated to participate in debates. Similarly, some learners tend to dominate, while others speak very little or not at all. This provides less opportunity to learn and improve English oral proficiency.

Among other things, attention should be drawn upon the fact that participants during debate are expected to answer questions on more than a dozen different topics. Similarly, volunteers are given a few minutes to decide their role and prepare their positions (Malu and SMEDLEY 2016). When engaged in a debate, students have to defend their opinions and points of view by referring to authentic documents and sources, mainly found on the internet which should support their thesis against the opposing team. Additionally, during the different phases of the debate, students have to respect specific rules, especially as far as timing is concerned (Cinganotto, 2019). Accordingly, this forces them to not being conducive to providing anything but superficial. Finally, a 2012 study by Lilly a professor at Virginia Military Institute, found that assigning positions to student debaters significantly interfered with students' abilities to come to their own conclusions based on their research.

It is said that motivation is a factor that affects the learning process and could determine the success of learning a second or a foreign language (Oxford and Shearing, 1994). This passage implies that Motivation is the driving force by which humans achieve their goals, as it is a very crucial and essential aspect. In light of this, the progressive works

by Gardner and Lambert since 1959 onwards are dependable proofs that this factor has a great bearing. In this vein, Motivation constitutes the main focus of the following subsection.

1.3 Motivation

1.3.1 Defining Motivation

Motivation is recognized as an important factor in the education and social psychology field sand is viewed differently by several scholars. Therefore, providing a definition for motivation is no simple task. Accordingly, Online Business Dictionary (2013) explains motivation as "*internal and external factors that stimulate desire and energy in people to be continually interested and committed to a job, role or subject, or to make an effort to attain a goal*". By the same token, Gardner (1985: 10) declares that "*motivation is related to the effort and the will to achieve goals while learning a language combined with the positive attitudes towards this language*". To explain further, in order to understand why language learners are motivated to speak and to become capable of communicating in the English language, it is essential to understand the learners' ultimate goal or purpose for learning the language. Gardner (1985) refers to this as learner's orientation. His theory of second language learning motivation is identified in two distinct orientations; namely, integrative orientation and instrumental orientation, both of which affect foreign language learners in one way or another. Accordingly, these two types are viewed with an additional explanation in the upcoming part of the section.

1.3.2 Types of Motivation

Motivation is divided into four main types which have been identified by different scholars such as Gardner (1985), Gardner and Tremblay (1994), Ryan and Deci (2000). These types are intrinsic, extrinsic and integrative, instrumental which are explained in details in the theoretical framework.

1.4 Willingness to Communicate in Second Language

The purpose of teaching English as an international language has shifted from the mastery of structure to the ability to use the language for communicative purposes. Thus, the issues of whether learners would communicate in English when they have the chance and what would affect their willingness to communicate has gained importance. As a matter of fact, a "Willingness to Communicate" (WTC) model was enunciated by McIntyre et al. (1998) to explain and predict second language communication and allow us to gain a deeper understanding of language learning in a context where English is not the medium of communication in the learners' daily lives. This model takes its root from the L1 WTC model of McCroskey and Baer (1985) which has emerged from the work on native language communication. It is defined as "*a stable predisposition toward communication when free to choose to do so*" (McCroskey & amp; Baer, 1985, cited in MacIntyre & amp; Charos, 1996, p.7). Second language is defined as "*a readiness to enter into discourse at a particular time with a specific person or persons using L2*" (MacIntyre et al., 1998, p.547). Likewise, this concept involves a process underlying the inclination of language learners to choose or avoid speaking a second language when given an opportunity.

1.5 Presentation of the Theoretical Frameworks

1.5.1 The Self-Determination Theory of Ryan and Deci

Deci and Ryan have first postulated SDT in 1985, and then have readjusted the theory in 2000 and 2008. Since its inception, the theory is not only applied to education, but to various other domains such as sports, economics, medicine, religion, media, etc. (Legault, 2017). In essence, Self-determination theory, conforming with Ryan and Deci, (1985); Deci and Ryan, (2000) is a macro-theory of human motivation that investigates human growth tendencies for self-motivation and personality integration. SDT's explanations are focused at the psychological level (rather than the sociological or physiological levels), thus *'using*

human perceptions, cognitions, emotions, and needs as predictors of regulatory, behavioural,

developmental, and experiential outcomes' (Ryan and Deci, 2000).

Self-Determination Theory (SDT) is an important theory of motivation which states that people have innate psychological needs, if these universal needs are met, the theory argues that people will function and grow optimally. Further compromising, to actualize their inherent potential, the social environment needs to nurture these needs which are: Competence, Relatedness and Autonomy. Over and above, Ryan and Deci (2000) have reset their SDT, where a continuum with different degrees of autonomy is proposed. The three main components of Deci and Ryan's (2000) continuum model are intrinsic motivation, extrinsic motivation and amotivation. To conclude, these psychological needs as well as the components of the continuum are further explained in the following part.

1.5.1.1 The Three Psychological Needs of the SDT Model

SDT defines needs as universal necessities, as the nutriments that are essential for optimal human development and integrity (Ryan, Sheldon, Kasser, &Deci, 1996). Accordingly, Self Determination Theory states that motivation flourishes in contexts that satisfy human needs for autonomy, competence and relatedness and proposes that a person's motivation is driven by them. Consequently, both intrinsic and extrinsic motivations are highly influential determinants of one's behaviour. Indeed, SDT proposes that a person's motivation is driven by three psychological needs that are detailed as follows:

Figure (01): The three psychological needs of the SDT.

a) **Autonomy:** In the light of Deci and Vansteenkiste (2006), Autonomy does not mean to be independent of others. However, autonomy is known as the universal urge to be in control of one's own life and actions which are in harmony with his/her integrated self, with an absence of pressure coming from other persons or external factors. In this way, it refers to psychological freedom generated from within that reflects personal values and interests.

b) **Competence:** According to Deci and Ryan (2002), it is defined as *"a perceived self-belief in one's ability to perform well in an activity".* Stated differently, it is when a person thinks that they are good in doing an activity. Same approach, the need for competence means to be confident that one has the capability to effectively perform a given task.

c) **Relatedness:** In the manner of Deci and Gagné (2005), it is defined by a sense of shared experience and meaningful relationships, thus people are motivated by activities that allow them to form and enjoy good relationships. In brief, the need for relatedness means expressing a thirst towards knowledge and a sense of belonging that will connect them to other people.

1.5.1.2 Components of the SDT Continuum

Central to SDT is the distinction between autonomous motivation and controlled motivation. Autonomy involves acting with a sense of volition and having the experience of choice. In the words of philosophers such as Dworkin (1988), autonomy means endorsing one's actions at the highest level of reflection. For that matter, intrinsic motivation is an example of autonomous motivation. When people engage in an activity because they find it interesting, they are doing the activity wholly volitionally (e.g., I work because it is fun). In contrast, being controlled involves acting with a sense of pressure, a sense of having to engage in the actions. As a result, the use of extrinsic rewards in the early experiments was

found to induce controlled motivation (Deci, 1971). Not only that, but SDT postulates that autonomous and controlled motivations differ in terms of both their underlying regulatory processes and their accompanying experiences. It further suggests that behaviours can be characterized in terms of the degree to which they are autonomous versus controlled. Thus, autonomous motivation and controlled motivation are both intentional, and together they stand in contrast to amotivation, which involves a lack of intention and motivation. Finally, all of these components are explained with further details in the coming part of the section.

1.5.1.3 The Intrinsic Motivation

Ryan &Deci (2000) define IM, as *"the performance of a job or task because one finds that it is enjoyable or done in pursuit of a goal or set of goals"*. As a result, they propose three types of intrinsic motivation:

- **IM toward *knowledge*** observes if an activity is performed for the pleasure or satisfaction of learning or understanding something.

- **IM toward *accomplishment*** is defined as engaging in an activity for the pleasure of accomplishing or creating something.

- **IM toward *stimulation*** occurs when an activity is performed to obtain stimulating experiences.

1.5.1.4 The Extrinsic Motivation

Proportional to Deci and Ryan (1985) the term extrinsic motivation refers to *"the performance of an activity in order to attain some separable outcome and, thus, contrasts with intrinsic motivation, which refers to doing an activity for the inherent satisfaction of the activity itself"*. Furthermore, contrary to intrinsic motivation, extrinsic or controlled motivation characterizes those activities that yield specific outcomes in terms of rewards or avoided punishments whereas perceived autonomy is low (Deci and Ryan, 2000). Within extrinsic motivation there is a continuum of behavioural regulations reflecting the degree to

which the behaviour has been integrated into the individual's sense of self (ibid, 2002). The continuum includes:

- **External regulation** where behaviour is controlled by external incentives such as praise, rewards, and punishment avoidance (receive or avoid consequences).

- **Introjected regulation** is when the external contingencies are internalized and the individual acts to facilitate self-esteem or lessen guilt and avoid demonstration of failure (Deci and Ryan, 2000). Thus, the motivation is somewhat external and is driven by self-control, efforts to protect the ego, and internal rewards and punishments. That is to say, Introjected regulation refers to reasons that are internal to the learner such as guiltiness or shame which are provoked by external factors.

- **Identified regulation** is where the motivation is internal and based on conscious values that are important to the individual. That is, the behaviour is explicitly recognized and valued by the individual (Ryan, 1995). In this type of EM, the learner gives himself a goal and decides in a personal way, to learn the second language. As long as the goal is relevant, the learner will continue to make efforts. In our case, the learner would choose to learn English in order to attain and achieve a personal goal.

- **Integrated regulation** in fulfilment of Deci and Ryan (2002) *"Integration occurs when identified regulations are fully assimilated to the self, which means they have been evaluated and brought into congruence with one's other values and needs"*. In essence, the individual in the beginning is motivated by intrinsic sources then the motivation becomes extrinsic because it is done to attain one's personal purposes. On another note, Actions characterized by integrated motivation share many qualities with intrinsic motivation, although they are still considered extrinsic because they are done to attain separable outcomes rather than for their inherent enjoyment (ibid.).

a) Amotivation

In contrast to motivation which involves intentionality, amotivation is the absence of a second language learning purpose, it is wholly lacking in self-determination. In opinion of Ryan (1995) amotivation refers to the state of lacking the intention to act. On top of that, amotivation results from not valuing an activity (Ryan, 1995), not feeling competent to do it (Bandura, 1986), or not expecting it to yield a desired outcome (Seligman, 1975). Further to this, Deci and Ryan (1985) do not propose a dichotomy between intrinsic motivation and extrinsic motivation, rather, they suggest a continuum where the streams of intrinsic motivation, extrinsic motivation (external, introjected, identified,) and amotivation fluctuate according to the degree of SDT and the sense of self-reliance (Parceaud, 2013).

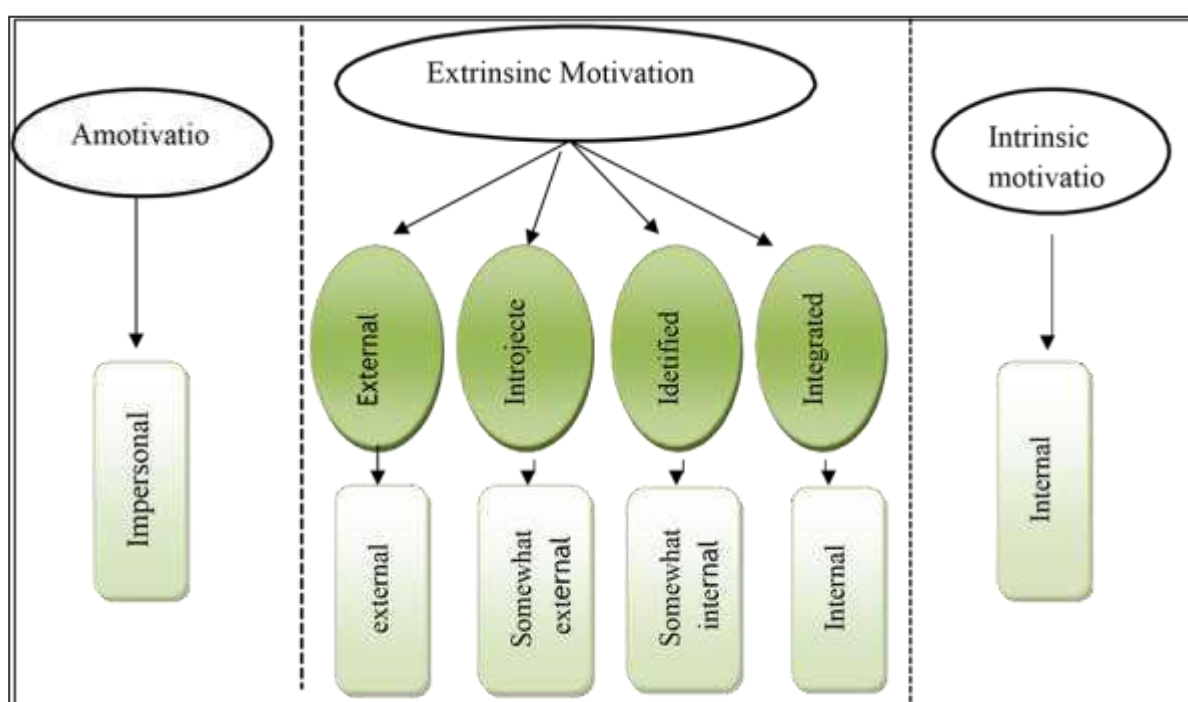The following figure represents the continuum of SDT adapted from Deci and Ryan (2000):

Figure (02): Self-determination theory continuum.

The theory of self-determination is relevant in the field of motivation in second language acquisition because it provides explanation from a psychological context of one's choice to acquire a second language; at the same time, it explains the motives that make a

person make this choice. In the context of our study, the SDT helps explain why Algerian people choose to learn English through debate clubs and what motivates them to learn it and thus use it in the Algerian public sphere.

Intrinsic and extrinsic motivation are rooted in the Ryan and Deci Self Determination Theory according to which we distinguish them. In addition to these two types we also have Integrative and Instrumental motivation which are clarified by Gardner and Lambert (1972) as being the two types of motivation which are essential when referring to second or foreign language learning. Based on their research, integrative motivation is learning a language for personal sakes and cultural enrichment. Along the same lines, Crookes, and Schmidt (1991) claim that integrative motivation is more important in sustaining long-term success in L2 learning. Diversely, instrumental motivation is learning a language to gain more direct and practical purposes (Gardner and Lambert, 1972). Alternatively stated, integrative motivation is when someone learns a language due to an intention of integrating into a target culture and be a member of it. Whereas, in the instrumental, the goal is to achieve a certain reward such as good grades or a promotion and here the learner anticipates numerous benefits. Finally, the upcoming section is devoted to the second theoretical framework that is Willingness to Communicate.

1.5.2 MacIntyre, et al. (1998) Heuristic Model of WTC in L2

Trying to elucidate the interrelationship of affective factors influencing second language interaction behaviors, MacIntyre et al.'s (1998) use a pyramid-shape model in which they drew together linguistic, communicative and social psychological variables as factors contributing to WTC in a second language.
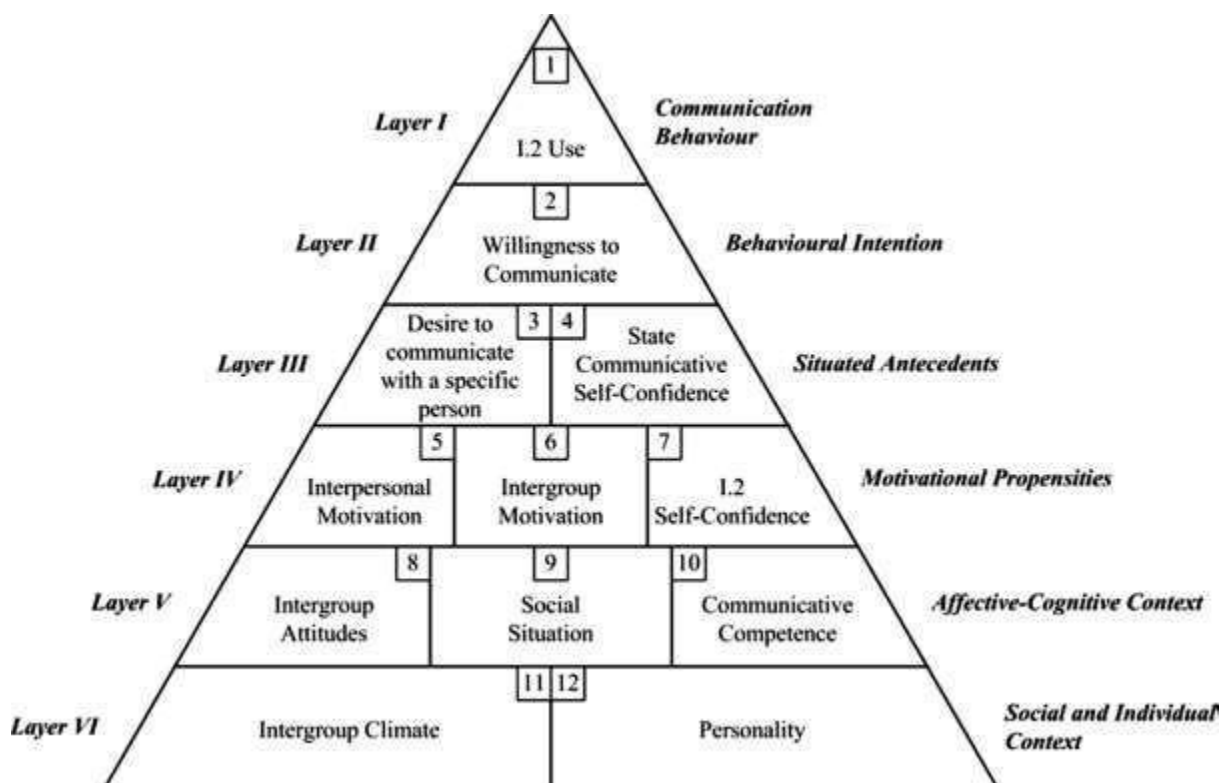
Figure (03): Heuristic Model of WTC in L2 of MacIntyre et al. (1998)

As the learner moves up the pyramid, he/she has more control over the act of communicating in the target language. The top of the pyramid shows the act of L2 communication which is followed by the WTC which predicts actual communication behavior. The state communicative self-confidence and desire to communicate with a specific person follow WTC as situational factors. MacIntyre et al. (1998) assign self-confidence to Layer IV of their Pyramid Model. In addition, Interpersonal motivation and intergroup motivations are also found at this level. Moreover, clement (1980) maintains that one's self-confidence in their language ability and anxiety level can better predict their achievement along with attitude towards the second language group. They are all termed 'motivational propensities' by MacIntyre et al. (1998). The level of motivation contributes to the learners' achievement and proficiency in L2.

The societal and individual contexts of communication are found at the lowest level, they comprise two factors: Intergroup Climate and Personality. The societal context provides

the situations for both acquiring and employing a second language (Clement, 1980). Personality traits such as being extrovert or introvert, agreeable or unwilling, being conscientious, emotional stability and predisposition to try new experiences will affect L2 acquisition and the inclination to talk in that L2 (MacIntyre & Charos, 1996).

Kang (2005) states that "*With increasing emphasis on authentic communication as an essential part of L2 learning and instruction, WTC has also been proposed as one of the key concepts in L2 learning and instruction.*". The goal of many methods and approaches in the realm of second language acquisition is to pave the way for second language learners to communicate in the target language. However, when presented with an opportunity to use their second language (L2), some people choose to speak up while express reluctance even after studying a language for many years, they remain hesitant.

In the present study, the twelve items that MacIntyre (1992) prepared are used to assess AEM club participants' willingness to communicate in English in terms of the communication context (public speaking, talking in meetings, group discussions, and Interpersonal conversations) and types of receivers (stranger, acquaintance, and friends).

Relying on Savignon's (1972) description of the communicative competence, it is stated as *"the ability to function in a truly communicative setting – that is, in a dynamic exchange in which linguistic competence must adapt itself to the total informational input, both linguistic and paralinguistic, of one or more interlocutors"* (Savignon,1972:8). According to her, and many other theoreticians the nature of communicative competence is not static but dynamic, it is more interpersonal than intrapersonal and relative rather than absolute. It is also largely defined by context. Similarly debate meetings challenge participants to adapt themselves to an atmosphere where English reigns and where ideas and interests are built up around the suggested topic which allows them to be dynamic and have a sense of interpersonal work.

Moreover, Language learners need to practice in order to learn a foreign language successfully. Otherwise, they will not be able to use what they have learned to communicate in real life situations and are not that eager to take part in discussions. In this respect, English debate clubs have been created to address this knowledge gap by experiencing real situations of communication. Foremost, it is generally believed that reticence in speaking activities could be a result of learners' unwillingness to speak and inadequate speaking practice in language classrooms. On the same line of thought, Motivation and WTC can predict the frequency of communication in the Algeria English Meeting. Using Macintyre et al.'s (1998) WTC model as a framework, the current study is expected to shed some light on this concern. The present study is, therefore, one of the first attempts to look into willingness to communicate in English among AEMDC' learners with the goal of adding to the existing literature related to this area.

Conclusion

This chapter has reviewed the main theoretical points relating to the main concepts of our research. First of all, it has provided an overview about the emergence of English to Algeria and the position it occupies in it. Then the chapter spots light on how English spread into the debate clubs which is the main core stone of our study. On another note, Informal learning through English clubs, mainly those who use the debate strategy to learn the English language is tackled. Incidentally, it has provided a definition for motivation and stated its different types in addition to establishing an overview of Willingness to communicate. Finally, the chapter reviews the SDT model proposed by Deci and Ryan (2000) for motivation and the MacIntyre, et al. (1998) Willingness to Communicate in Second Language Model as the theoretical frameworks to be adopted in order to analyze and discuss the research findings.

Chapter Two

Research Methodology

Introduction

This chapter is devoted to the research design. It introduces the methodology used to reach answers to the research questions. Foremost, it provides a description of the context of investigation. Then, it lists the procedures followed for the data collection which is obtained in two ways: the first one is classroom observation that consists of recording the meetings of AEMDC conducted on both the online Zoom meetings platform and the face-to-face ones in Algiers. The second one consists in questionnaires administered online to participants of AEM Debate Club. Further to this it explains the piloting of the students' questionnaire. The research uses the mixed method approach combining both the quantitative and qualitative analyses. Over and above, it provides a description of the procedures of data analysis.

2.1 Context of Investigation and Sample Population

The present research is held in both a realistic setting, that is, in Algiers in addition to an online setting on Zoom meetings platform. The participants included in the current research involve forty-five (45) EFL learners from AEM (Algeria English meeting) Debate Club. Moreover, the present research aims at exploring the use of English in Algeria English Meeting debate club. By the same token it seeks to identify what has motivated the participants to choose the English language; thus these members can provide great insight into such issues.

2.2 Procedures of Data Collection

In order to attain the aims of the present study and to obtain valid answers to the research questions already asked in the "*General Introduction*". The study considers two (2) types of data. First is a questionnaire distributed to the participants of the debate club. Thereafter, we were also able to conduct meeting observations of AEM participants. In fact, due to the world pandemic of corona virus (COVID-19) which is confirmed to have spread in Algeria on February 2020, the debate clubs cancelled real life meetings as a result of the

gatherings ban and replaced them with online meetings held on zoom platform. Consequently, most of our observations were conducted and recorded through the platform.

2.2.1 Description of the Students' Questionnaire

The questionnaire is one of the most commonly used techniques of data collection in second language (L2) research. Bell (1999) describes a questionnaire as a structured tool that evokes a selected group of people to reveal their opinions, experiences, and perceptions. The frequency of use of this tool is due to its unique capacity to gather large amounts of information quickly in a form that is readily processable. Broadly speaking, questionnaires can yield three types of data about the respondent: factual, behavioral, and attitudinal. Dornyei (2003) went on to say that Factual questions (also called "classification" questions or "subject descriptors") are used to find out about who the respondents are, behavioral questions are used to find out what the respondents do or have done in the past, attitudinal questions are used to find out what people think. This is a broad category that concerns attitudes, opinions, beliefs, interests, and values.

With the aim of collecting reliable data, the questionnaire is designed online on Google forms and sent via a link to the participants' email addresses from 03 to 15 September 2020. It is made up of 23 questions, which are arranged according to the research questions, including open ended, close-ended questions together with multiple choice questions. It is divided into six (6) main sections that match our research objectives. The first section is dedicated to the learners' demographic information which reveals data about the individuals age, gender, occupation and information related to the meetings. The second section seeks to emphasize the importance of the English language in Algeria according to the participants; concurrently it questions the actual use of this language outside the school fences as well as the place it occupies in the country. The third section is entitled *"Acquiring English language proficiency through AEM debate club",* it includes questions targeting outside of school

learning. As for the fourth section called "*the participants' motivation towards learning English*", it intends to unveil the types of motivations that EFL Learners have towards learning the English language, as well as the reasons behind their choice. The fifth section, for its Part, is labeled "*debate clubs' manner of affecting participants' willingness to communicate*" and aims at discovering what predisposes AEM participants towards a willingness to communicate in the English language. As for the last section, it is dedicated to the debate club leading members and targets the criteria based on what the members are chosen as well as their applied method of topic selection, along with the goals they seek to achieve.

2.2.2 Piloting of the Students' Questionnaire

Conducting a pilot study is highly useful to determine if the items of the final questionnaire are yielding the kind of information that is needed. Baker (1994: 182-183) notes that "*a pilot study is often used to pre-test or try out a research instrument*". Having developed an initial set of candidate questions for inclusion in the questionnaire, we went on to test the acceptability and the reliability of the different question items. With this in mind, ten (10) questionnaires were administered to the participants of AEM debate club, who are not part of the sample, on 20 August 2020. The results showed that the questionnaire contained too many questions and some of them led to the same ideas, for this matter we decided to omit some and reformulate other ones. In addition to that, we had some words which revealed to be extra complex for the learners' level. Therefore, we adapted the choice of vocabulary so that it suits their comprehension abilities. Finally, we noticed that the acronym "EFL" wasn't understood by everyone so we added an explanation of it between brackets. The piloting stage allowed us to modify and clarify all of the items stated above so as to make the questionnaire more consistent, effective, and reliable.

2.2.3 Description of Classroom Observation

Observation is a technique used to describe the area under study. This tool can be perceived as an important instrument of qualitative research as it provides an opportunity to study a situation in its natural context and give us the chance to gather "live data" from "naturally occurring situations" that we cannot perceive using other research tools (Cohen, Manion and Morrison, 2007). Gorman and Clayton define observation studies as those that "*involve the systematic recording of observable phenomena or behaviour in a natural setting*" (2005, p.40).

The first observations we conducted were held from January to March 2020 in Algiers in a cafeteria where the meetings were organised. Moreover, from May to August 2020, we collected online data on zoom platform due to the spread of the corona virus which imposed lockdown. Before attending those sessions, we prepared a checklist to record the data we sought to observe. Similarly, our checklist is composed of three sections; the first one concerns variables, the second contains the comments we inserted and the last one includes notes. Moreover, as a total we have chosen nine variables which are: "*Distribution of the session timing, motivation of the participants, the leading member's role, participants' Willingness to communicate in English when opportunities are provided, active exchange of ideas, participants' collaborative work, participants' speaking reluctance, communication anxiety and participants' engagement in the debate*". By the same token, using this tool enables us to look at the problem from different perspectives and gives us a better understanding of the reasons behind the issue we want to solve.

2.3 Procedures of Data Analysis

As previously stated, the present investigation advances the systematic integration, or "mixing," of quantitative and qualitative data namely the mixed-methods approach to report the outcome of the analysis. Thus, to describe and illustrate, condense, and evaluate the

gathered data we opted for two techniques: Rule of Three and Qualitative Content Analysis (QCA). The collected data in our work is used to generate numerical and text data. In essence, the former analyses the participants' answers to the close-ended questionnaire questions. While the latter analyses the qualitative data obtained from open-ended questions as well as the observations.

2.3.1 Quantitative Analysis

The quantitative analysis of the data focuses on the answers gathered using structured research instruments, specifically the close-ended questions, using numbers and statistics, often arranged in tables, charts, figures, or other non-textual forms to ensure the better reliability of the results and provide exact value . As for the calculation of the percentages, we have opted for the use of the Rule of Three. The participants' answers to the close-ended questionnaire questions were transformed into percentages, using the Rule of Three which was applied as follows: $x = \frac{z \times 100}{Y}$

The symbol X is the calculated percentage, Z is the total number of the participants or the collected names and the Z stand for the value of the category of similar answers or signs.

2.3.2 Qualitative Data Analysis

Qualitative Content Analysis (QCA) is the most convenient method for interpreting and analyzing the unstructured text-based data. These textual data could be the answers of the open –ended questions collected by the questionnaire usually presented in form of words as well as observation notes and audio-visual recordings. QCA received many definitions, among which we cite the following by Hsieh and Shanon, who describe it as "*a research method for subjective interpretation of the content of the text data through systematic classification process of coding and identifying themes or patterns*" (2005, p.2). Notably, while applying QCA three approaches come into play, namely the conventional, the directed or the summative. All of the three approaches are useful for the interpretation of the content of

text data. It should be emphasized that this research work relies on the directed content analysis; this approach implies the researcher's use of an existing theory or prior research findings, which can provide guidance for identifying key concepts as preliminary categories (Potter and Levine-Donnerstein, 1999). Therefore, to complete the discussion, we have made recourse to the main descriptive findings of both participant's questionnaire and observation notes, in addition to the initial categories suggested in both the SDT model proposed by Deci and Ryan (2000) for motivation and MacIntyre, et al. (1998) Willingness to Communicate in Second Language Model.

Conclusion

To put it all together, this part of the dissertation has outlined the research methodology employed in this work. First it has described the survey area. Further, it has presented and justified the data collection instruments which consist mainly of a questionnaire in addition to both face-face and online observations. Moreover, it has laid out the techniques used for the analysis of the collected data. First, it included the rule of three which is used to analyze the quantitative data obtained from the questionnaire. Second, it displayed the QCA which is used to analyze the qualitative data obtained from both the questionnaire and the online observations.

Chapter Three
Presentation of the Findings

Introduction

   This chapter presents the data collected from the two methods of investigation which are the questionnaire and the observation that were conducted with Algeria English Meeting club participants. They are interpreted in relation to previous studies in addition to the conceptual framework provided in the first chapter. In this chapter, the findings are analysed, discussed and stated in the form of facts that pave the way to possible interpretations. Additionally, the chapter encompasses major parts providing answers to the research questions and investigate whether the results match the hypotheses provided before so that to confirm or infirm them. Above and beyond, it consists of the examination of the data collected, in addition to some suggestions and recommendations for further research. Furthermore, this chapter is divided into two sections. The first covers the presentation and the analysis of the statistics obtained from the students' close-ended questions and the interpretation of the open-ended ones. The second part covers the presentation of the findings attained from the meetings observation based on the checklist.

3.1 Presentation of the Results of the Questionnaire

3.1.1 Participants' Personal Data

Question N°01: Age
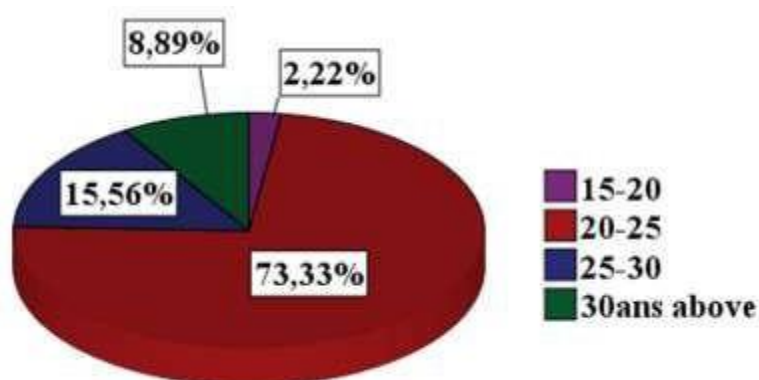
Diagram 01: Presentation of the participants' range of age.

The pie-chart above reveals that a large proportion of the respondents (*73.33%*), which stands for 33 participants, are aged between 20 and 25 years old, while *15.56%* corresponding to 7 of them range between the ages of 25 to 30. An equal percentage of the participants (*8.89%)* reveal to be 30 years old and above. Whereas only *2.22%* are situated between 15 and 20.

Question N°02: Gender
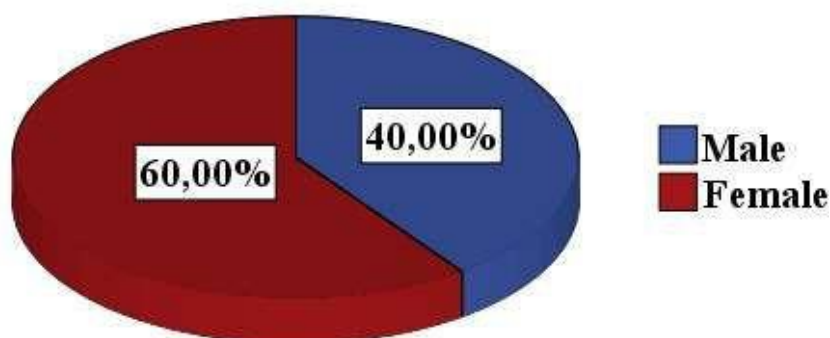
Diagram 02: Presentation of the participants' gender selection.

The aim of this question is to identify who represent the majority of the attendants between men and women during the meetings. The pie chart above reveals on the one hand that *60%* of the respondents are women (corresponding to 27 participants) while, on the other hand we find that the number of men is 18 which stands for *40%* of the total number.

Question N°03: Occupation
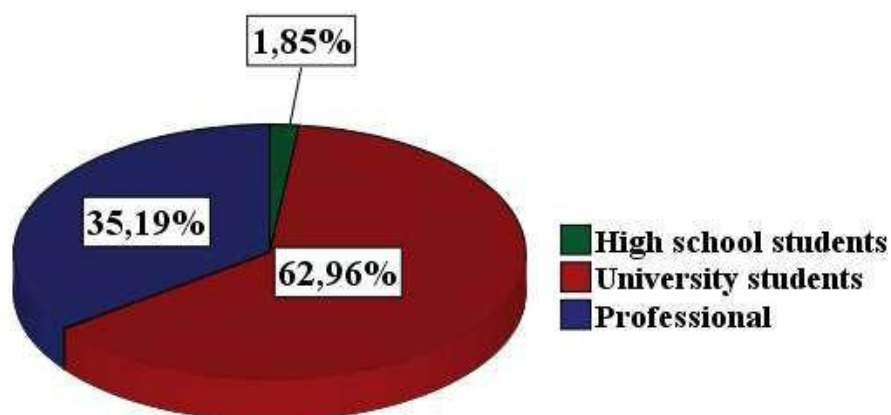
Diagram 03: Participants' occupation range from high school and university

students to professionals.

The purpose of this question is to unveil who possesses the highest number of meeting attendants among a range of students seeking to improve their English language and professionals. As it can be seen in the diagram above, the results display that the highest percentage reaches *62.96%* of the participants, who are in fact university students against *35.19%* who represent professionals and finally a minority of *1.85%* are high school students.

Question N°04: If you are a student please specify your field of studies, the year along with your university/high school's name

The total number of the respondents, which accounts for 44 participants, were all university students, mostly in different universities in Algiers, whereas for the rest of the answers, they belonged to either "*UMMTO, Ibn Khaldoun Tiaret, University of Blida, Mohamed Boudiaf Oran, Boumerdes or ENS Constantine*". For the field of specialization, it varied amongst "*Translation, Computer science, Microbiology, Medicine, English*" and a lot of other majors. Finally, as far as the university level is concerned, fourteen of the respondents are master students and the rest are in the license cycle.

Question N°05: If you are a professional please specify your current job.

The answers received to this question revealed that people of different professions come together once a week for the same purpose, although each one has a different lifestyle since the answers showed that among the participants there was a Deputy Human Resources Director, six part-time and full time English teachers, a commercial manager, a community manager, a maintenance engineer and a Turkish translator in addition to other occupations.

Question N° 06: Which city do you come from?

The purpose behind this question was to bring light on the fact that participants come from different places to improve their English and achieve language proficiency because this language is today taking ground in different domains which makes it crucial to learn. Indeed,

the answers exposed different provinces in the country where individuals live, in accordance to that, we site "*Biskra, Constantine, Oran, Jijel, Tiaret and TiziOuzou*".

Question N07: How many meetings have you attended?
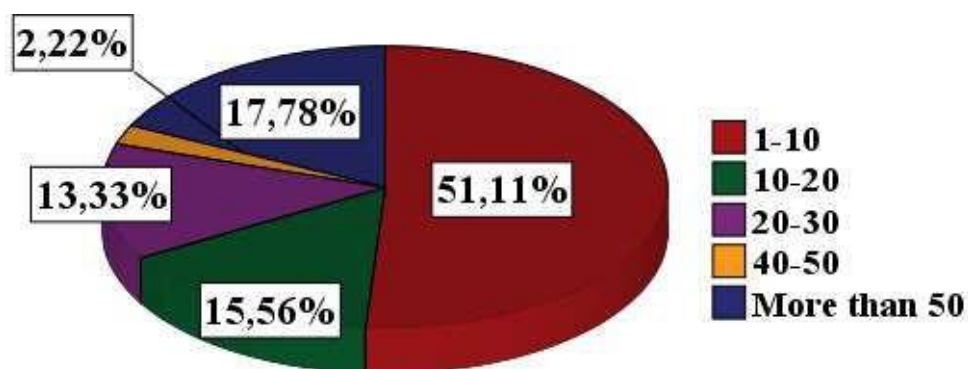
Diagram (04): Number of meetings attended by the respondents

This question is designed in an attempt to uncover the number of meetings attended by the participants. Accordingly, the results display that the bigger half of students *(51.11%)* have attended between one to ten meetings. The other half is divided between a percentage of *17.78%* who have been present at more than 50 meetings. As displayed in the diagram above, *15.56%* have attended from 10 to 20 meetings while *13.33%* of them display a range of 20 to30. Finally, only *2.22%* took part in a number of meetings between 40 and 50.

Question N°8: How did you find out about the existence of Algeria English Meeting Debate Club?

The respondents' answers to this question highlight that the majority of them were introduced to AEM "*through a friend*" or "*social media*", whereas one individual cited that it was "*By a website couchsurfing.com*".

3.1.2 Section One: The Importance of English in Algeria

Question N° 9: How do you perceive the English language?

This question gives further insight about participants' perceptions of the English language. Nearly all the participants of this study agree on the high-status English detains in our present era and its undoubtable association with globalization. Their answers affirm the international status of English in general. One of the participants said that he perceives English "*as an international language that bridges the language gap between countries*". One respondent considered English as being "*the language of the world*". In fact, all the participants demonstrated a great interest towards this international language.

Question N°10: Do you think that English is gaining ground (spreading) in Algeria?
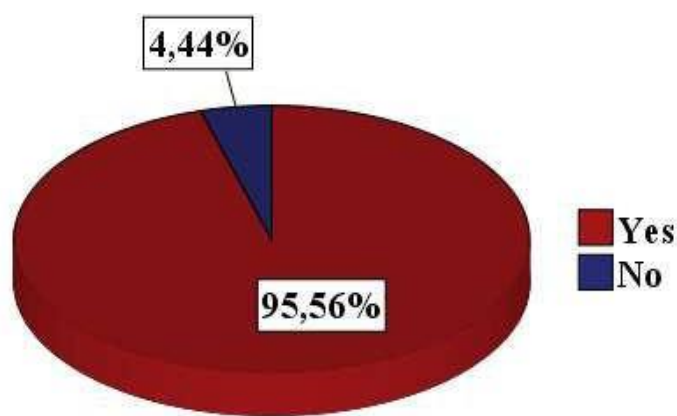
Diagram (05): Students' Perceptions towards the Status of English in Algeria.

As it can be seen in the diagram above, the results display that almost the totality of students ,corresponding to *95.6%*, think that the English language surreptitiously entered the Algerian Linguistic market, while only 2 of the respondents representing *4.4%* refutethis statement.

If yes, state some examples where you encounter English in Algeria outside the school walls?

To shine light on the ground English is gaining in Algeria, AEM participants were asked to provide examples in which they find themselves exposed to English outside of school. The respondents enumerate different sectors where they encounter English notably

social media, business, brands and advertising, one respondent stated "*a group of Algerian people on social media called 'I'm Algerian and I speak English' where the members of the group speak in English between them*". Another one listed "*AEM Meetings, youth rap groups and clubs*". Whereas one participant declared "*unfortunately nowhere, but we find a lot of youth groups that do their best to improve the use of English in society*".

Question N°11: How can you explain the Algerians' use of English in the public sphere?

Respondents have different views regarding the Algerians' use of English in the public sphere. They explain their ideas by saying that English is becoming more and more popular in Algeria as an attempt to fit in the modern-day world. Similarly, one respondent declared "*a very positive thing because it creates a lot of opportunities to communicate with the outside world*". Additionally, another one explained that in his opinion *"1-the public sphere is using English specifically the youth because of the impact of the MBC channels that make Algerian people more comfortable with English [...] (using subtitles).2-the best famous entertainment productions are in English [...]so it's useful to know the original language of the Production. 3-some people hate the French language for some reasons so they use English. 4-[...] to master the English language is definitely the main skill to be hired in the best companies".* Another one adds *"The use of English in the Algerian public sphere can be explained in regard to the awareness of the population of the necessity to learn the 1st international language [...]".* In opposition, some of the respondents refuted the statement. In fact, through some answers, one can notice that French is deeply rooted in the Algerian linguistic repertoire and English cannot exceed French. In this regard, one of the EFL Learners justifies her position by saying that *"It is weak, since the majority uses the French language".*

3.1.3 Section Two: Acquiring English Language Proficiency throughAEMDC

Question N°12: What are your commonly used strategies to develop the English language proficiency outside school?

The aim of this question is to uncover whether EFL learners adopt out-of-class strategies in language learning as a functional practice to increase their opportunities to use the language for communication with an eye towards achieving exposure to meaningful language. Concerning this point, one respondent notifies "*YouTube is the most useful tool to learn English, you can easily listen to how native speakers talk in real life and how they express themselves just by watching them vlogging their daily lives [...] But you need to practice for that you can go to any English club and practice English for free, for example the Algerian English meeting which I find it to be a golden opportunity for Algerians who want to empower their English and deliver their thoughts in a total different language than their native one*". In general, 15 participants mentioned reading either books or articles, whereas 32 respondents prefer using visual aids such as movies, podcasts, series songs and documentaries, in addition to a variation of other suggested strategies. According to the provided answers, we can determine that respondents enjoy using different means that suit each one of their needs, while the most repeated ones are using visual aids and reading.

Question N°13: As EFL (English as a Foreign Language) learners, what do you think about learning English through AEM?
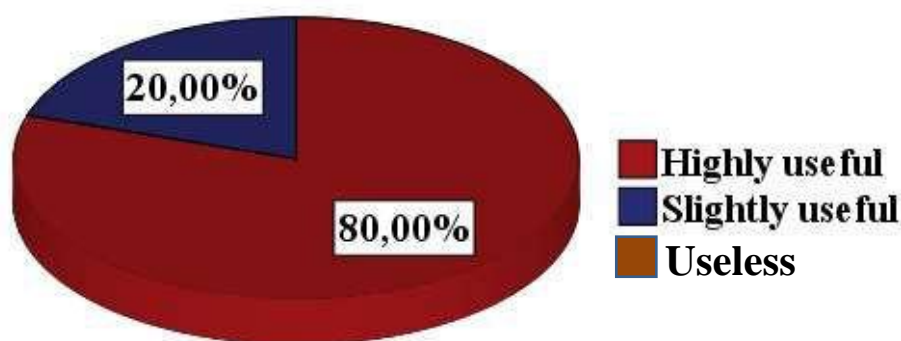
Diagram (06): Students' Perceptions and Attitudes towards Learning English through AEM debate club.

The pie-chart above reveals that a large proportion of the respondents corresponding to *80%* believe that learning English through AEM is "*highly useful*", whereas *20%* of them argue that relying on AEM while learning English is "*Slightly useful*". As demonstrated in the diagram above, no participant perceives such a practice as "*useless*".

Question N°14: When learning a foreign language, do you consider the speaking skill as the most crucial one?
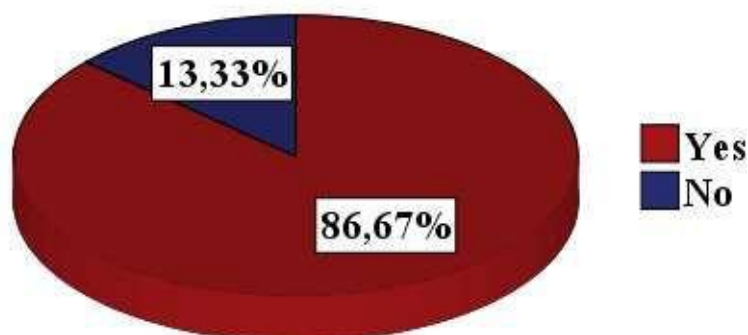
Diagram (07): Students' Opinions about the importance of the speaking skill in foreign language learning.

The diagram above makes it clear that *87.7%* of the students agreed that the speaking skill is very useful and will help them attain a high degree of proficiency in the English

language. While the remaining *13.3%* of them answered 'no' to this question, arguing that "*Every skill has its own importance. Speaking is important but without the other academic skills, it is empty*". One other person confirms that "*not the most because the four skills are equally important when learning a language*".

Question N°15: How interesting do you find the subjects discussed during the meetings?
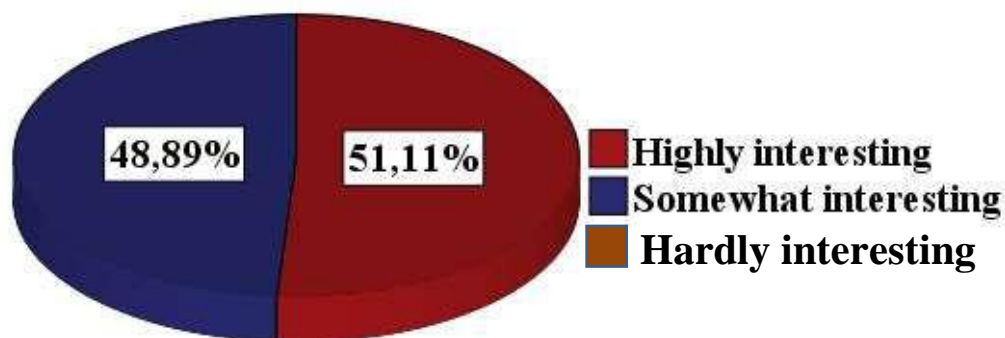
Diagram (08): Students' Opinions about the meeting in AEM

The results below display that *51.11%* of the participants find the topic debated during the meeting "*highly interesting*". However, *48.9%* answered "*somewhat interesting*" while no participant has chosen to state that the topics are "*hardly interesting*". Consequently, the results demonstrate the positive view respondents have towards the choice of the subjects discussed during the meetings.

3.1.4 Section Three: The Participants' Motivation to Learn English

Question N°16: Describe what motivates you the most to learn the English language.

The aim of this question is to uncover what lies behind the Algerians choice of EFL learning. The results revealed that the bigger share of participants acknowledge English as an international language and describe it as being crucial among job requirements, one respondent's motive is "*to raise the odds for a better professional life*" whereas, another one stated that it is to "*communicate, share thoughts and speak comfortably in the language with people from all around the world*". Indeed, all the respondents have shown a great interest towards this international language.

Question N°17: why did you join AEM debate club?

Students' answers to this question differ from one student to another, though most of the students' answers turn around the same statements. They explain their decision to join AEM in relation to "*acquiring knowledge, practicing English, improving the speaking skill and sharing ideas*".

Question N°18: As EFL learners, what are the particular targets that you desire to achieve through learning English?
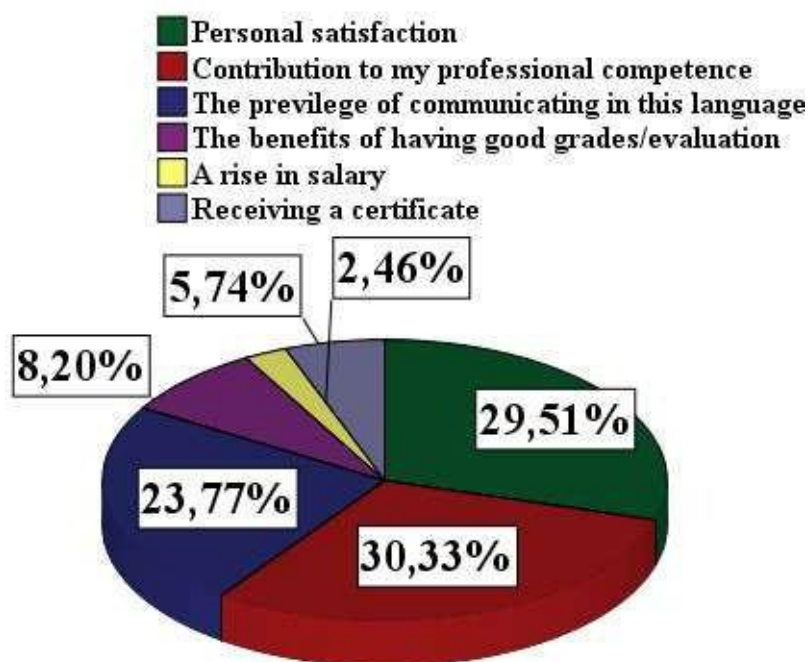
Diagram (09): representation of the learners' language achievement target.

This question was asked in order to identify what participants wanted to achieve through learning the English language. The diagram above clearly represents the findings obtained, regarding participants' desires about the particular achievements they target. A considerable number of the participants have opted for the second choice as being the main incentive motivating them to learn the language. *30.33 %* of the respondents believe that the major target of learning English is "*Contribution to my professional competence*". *29.51%* of them assert that the learning of English is meant for "Personal satisfaction". *23.77%* claim that it is '*For the privilege of communicating in this language*". Few of them (*8.20%*) assume

that the objective here is for "*The benefit of having good grades*". A small minority of the informants (*5.74%*) assert that what they desire is for "*receiving a certificate*". A smaller percentage of the students (*2.46%*) explain that what they aim to achieve is "*A raise in salary*".

Question 19: According to you, what are the reasons inciting Algerian clubs to choose English among other much widely used languages in the country?
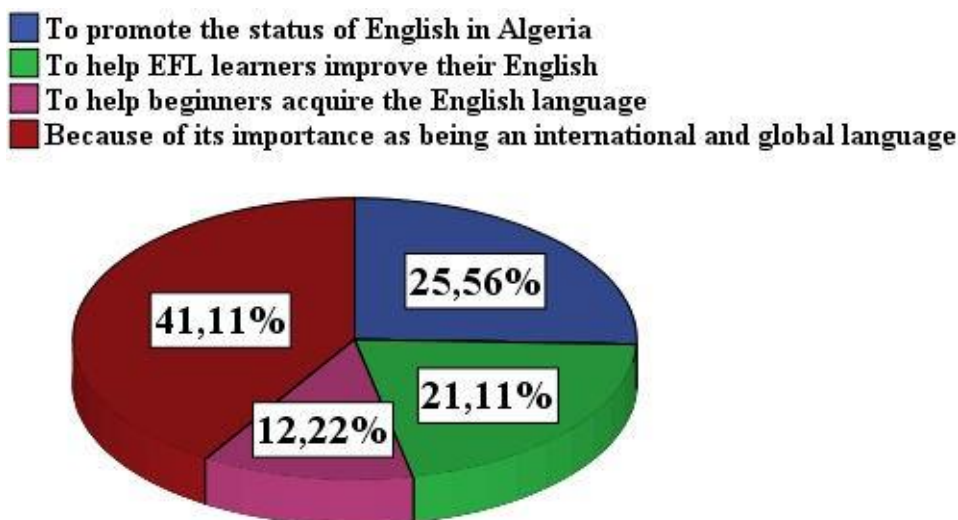
Diagram (10): Students' Views about the Reasons inciting Algerian clubs to choose English

The highest number of respondents' answers (*41.11%*) turned out to be "*because of its importance being an international and global language*". Most of the participants think that Algerians choose English to ensure fitting in today's world because of English being a global language. Others (*25.56%*) think that they learn English because they seek to promote the status of this language in Algeria. Finally, *21.11%* agreed that the reason is "*to help EFL learners improve their English*" while the remaining *12.22%* indicate that it is to help beginners acquire the English language.

3.1.5 Section Four: Debate Clubs' Manner of Affecting Participants'

Willingness to Communicate

Table 1 illustrates the results pertaining willingness to communicate items in different contexts .The questionnaire measures the learners' willingness to communicate on a scale from 1−5 ,starting with *Almost Never Willing* to *Almost Always Willing*. The first item of the willingness to communicate questionnaire asks the respondents to express their degree of willingness to present their own arguments in English during the meetings. The percentage of this item is *24.4%* in *Almost always willing*. Similarly, the second item asks students to express their willingness to speak individually during the meetings where the results reach *22.2 %*. With respect to giving a presentation in English to a group of strangers (item 4) and being confused about the theme about to argue on, the question was "*how willing are you to ask for instructions/clarification*" (item 5) , students display results of *33.3%* and *37.8%*. Respectively, "*Discuss a topic with your friends when your opinions are different*". The percentage of this item is *8.9%* which is relatively low in comparison with other items. In contrast, when it comes to having a small-group conversation in English with team-mates *48.9%* is achieved in the descriptive analysis of the data reveals that they are more willing to communicate in English in this context.

ITEM	AN%	SW%	WH%	UW%	AA%
Notes: **AN**: Almost Never Willing, **SW**: Sometimes Willing, **WH**: Willing Half of the time, **UW**: Usually willing, **AA**: Almost Always Willing.					
Q20: Present your own arguments in English during the meetings.	11.2%	20%	4.4%	40%	24.4%
Q21: Volunteer to speak individually during the meetings.	4.4% (4.4% didn't answer the question)	31.1%	13.3%	24.4%	22.2%
Q22: Have a small-group conversation in English with team-mates.	2.2% (4.4% didn't answer the question)	2.2%	11.1%	31.1%	48.9%
Q23: Give a presentation in English to a group of strangers.	11.1% (4.4% didn't answer the question	17.8%	24.4%	8.9%	33.3%
Q24: You are confused about the theme you will argue about, how willing are you to ask for instructions/clarification?	2.2% responded 'maybe'	6.7%	20%	33.3%	37.8%
Q25: Discuss a topic with your friends when your opinions are different.	6.7%	22.2%	22.2%	40%	8.9%

Table (01): descriptive statistics of each WTC Item

These questions examine the extent to which AEM participants are willing to communicate in English by means of a WTC questionnaire. The questionnaire measured the learners' willingness to speak outside the classroom on a scale of 1–**5** from *Almost Never Willing* to *Almost Always Willing*. The table number 01 shows learners' lowest degree of willingness to speak and moves toward those that display learners' highest willingness. The first item of the willingness to speak section of the questionnaire asks the respondents to express their degree of willingness to present their arguments in English during the meetings. The percentage of this item is *24.4%.* As can be seen, *48.9%* of participants prefer to communicate in small groups while they are less willing to speak individually during the meetings. Starting from the top, one can see that the mean of the 6 item (*discuss a topic with your friends when your opinions are different*) is the lowest, they seemed to be reluctant to speak in this context, compared to other items. On the contrary, the item in which they expressed the highest degree of willingness to communicate is item 3 (*Have a small-group conversation in English with team-mates*), which percentage is *48.9%.*

Question N°26: How willing are you to communicate in English outside meetings when opportunities are presented?
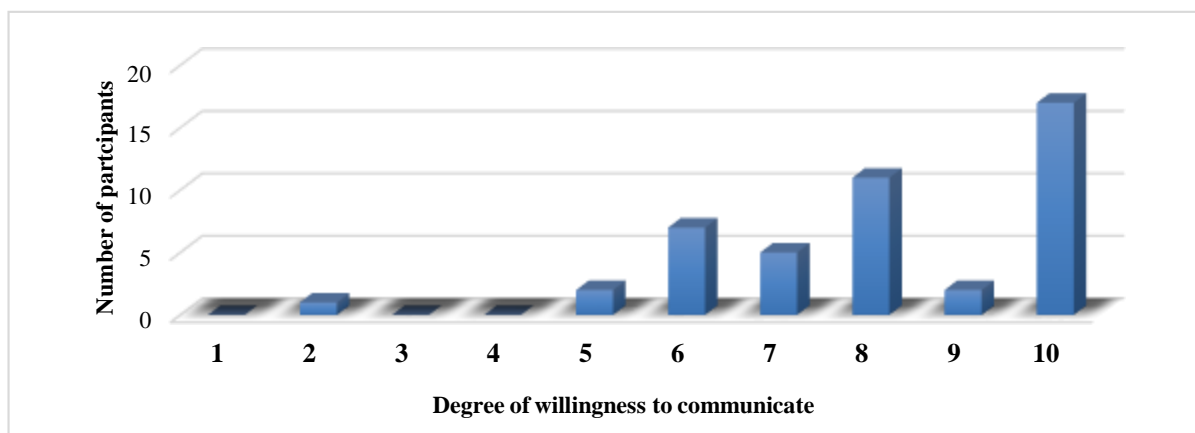
Diagram (11): Participants' Willingness to Communicate in English outside of meetings.

This question is meant to determine participants' different levels of WTC outside of meetings. We notice that 17 respondents which is equivalent to the majority (37.8%) are highly willing to communicate when they are presented with opportunities as they answered with the number ten on the scale. Contrastingly, only one respondent answered with number 2 which represents very low Willingness to Communicate. While the rest varied as their answers were between 6 and 9 on the scale.

3.1.6 Section Five: The last section was dedicated to the leading members of AEMDC

Question N°27: which criteria are taken into consideration when choosing leading members?

This question was asked in order to emphasize the criteria upon which members are chosen, the respondents noted that "*English proficiency, speaking fluency, being respectful and open minded in addition to ability to solve immediate problems*" were the important standards upon which choices are made.

Question N°28: How do you proceed into session organisation?

This question was meant to obtain the applied measures for session organisation. Leading members' answers revolve around three stages which comprise "*warm ups where participants introduce themselves, playing icebreakers to introduce the topic and work division through previous planification*".

Question N°29: On which basis are the debate topics selected?

In this question leading members underlined several criteria that are taken into account when selecting topics, which are summarized under concise points which are: "*targeting critical thinking abilities, level of knowledge and likelihood*" whereas others pointed out the importance of the topics being "*ethical and non-controversial*"

Question N°30: What has inspired you to create AEM?

The respondents' answers to this question pointed out that the main reasons for the club's creation are getting people out of their comfort zones and classroom routines while providing a joyful experience as well as granting the English language "*its rightful place in Algeria's language structure*".

Question N°31: what contribution you aspire to provide through your club?

To shed light upon the contribution that AEM provides to Algerian individuals, leading members were asked to express their intentions and aspirations towards their club. Concerning this point the answers varied between "*promoting the language so that it's casually spoken and share knowledge*" and "*enabling people to be heard and included in society as well as diversity and learning*".

3.2 Presentation of the Findings of the Observation

Our observation took place through different meetings with Algeria English Meeting debate club. It targets both participants and leading members in order to take notes of all the aspects during the meetings. However, the focus of observation is on the participants more

than the leading members. In order to obtain consistent results, eight observations are conducted. Two of them are conducted in a cafeteria in Algiers where the meetings were held. Whereas the remaining ones (6) are held online on zoom platform due to the lockdown restrictions. The observed results are organised based on the checklist as follow:

Distribution of the session timing: The session planning begins the night before the meeting by tickets distribution online. This undoubtedly helps save time before the beginning of the session. The process is different between the two types of meetings. For the face-face sessions we noticed that, as a first step, ticket distribution shows every participant the table where they will be seated. Then, when participants arrive to the place of the meeting they are welcomed by the two leading members. The first one takes five minutes to explain the rules of the debate and the overall session procedure. On the other hand, the second leader hands out the topics to each group to form pro and con teams for each topic. Contrastingly, online meetings start with participants logging into the platform. After that, one of the two leading members states only one topic orally that participants choose to either agree or disagree on and writes it in the discussion part. Subsequently, in both types participants are given thirty to forty-five minutes to discuss and select their arguments. Then, in the first type, they choose one team member to represent the group and state the arguments to the opposing team and the rest of the participants in a period of no longer than five minutes. Finally, after every team has presented their arguments, they take another five minutes to vote for the teams with the best arguments for each topic. Whereas, in the second type, the participants state their arguments individually each one at a time and at the end the ones with the best arguments win. To sum up, the session is divided into two parts, the first one is the leading members talk time, which is about *20%*, whereas the second one of approximately *80%* is devoted to the participants' talk time.

The leading member's role: leading members are no more than ten chosen people, amongst whom two are selected for each session. Their role comprises several tasks starting with organisation and preparation, since they are the first ones to get to the location and get tables numbered, and then check each participant's ticket so that they are directed to their place during face-face meetings. Moreover, they are in charge of welcoming the participants, especially the new comers, by spreading a joyful productive atmosphere that encourages exchange and team work, all by sticking to using only English. Once the session begins, they switch into instructors when they answer participants' questions, concerns and explain the rules in both types of meetings.

Participants' willingness to communicate in English when opportunities are provided: One of the main triggers that controls the level of the participants' WTC is usually the debate topic and the person they are communicating with, for instance in the first observation we conducted, the topics were "*Men are more advantageous than women in society" and "social media can ruin your mental health*". These topics helped participants' engagement rate in the meeting, for the fact that they are topics on which they could easily generate arguments about, for this reason they were almost always willing to provide ideas concerning the matter. Nonetheless, in the fifth online observation most of the participants were highly willing to communicate in English in each opportunity they got, due to the fact that they were behind their screens which gave them more self-confidence and also because they were getting more used to the concept of online meetings. In general, participants are always thirsty for knowledge gain. Nonetheless, we detect few members who do not appreciate the chance to stand out from others and prefer remaining in their comfort zones especially when they feel a lack in the mastery of the topic, such as the one entitled "*Animal testing is a justified cause*", where we observed that only people with knowledge in the fields of biology and medicine had high WTC. Accordingly, we distinguish two types of

participants; the first type can be described as confident people who do not fear making mistakes or being judged. The second type compromises people who are timid and quiet and who avoid taking initiatives to communicate individually, because it generates a feeling of stress and anxiety in them. Therefore, they are described as having low willingness to communicate when it is done with individuals they do not know, as for when communication is held with friends, we noticed a genuine ease that intensified their motivation.

Active exchange of ideas: During the first and second observations that were conducted face-face we observed that participants were willing to defend the points of view of the team by agreeing on one general direction of thoughts that would satisfy every member. As a result, it made the exchange of ideas interesting and ongoing. On the other hand, on online ones (3rd - 8th), people were more genuine and true to their nature since each one expressed his/her mind freely as they weren't obliged to stick to an idea that would be suitable to all members of the team. Moreover, the fact that each participant comes from a different background and is specialized in a different domain, we constantly notice the evolvement of the ideas and the complexity of the exchange that occurs. Similarly, there is a competition that takes place as everyone tries to back up his/her thoughts which was very visible during the 2nd and 7th observation. Nevertheless, according to what we beheld during the 1st and 2nd face to face observations we conducted; what stimulates the exchange, is the mastery of the topic, the fact that people were all present at the same place along with the friendships developed among the regular attendants. Contrastingly, this wasn't so present during the online meetings when everyone was separated and a lot of new comers from different cities joined. The interaction and creativity were observed between the leading members and the participants, as well as between the participants themselves about what concerns the topic; asking question, expressing thoughts, in addition to providing feedback.

Participants' collaborative work: There was such an inspiring good vibe that dominated the meeting's atmosphere where most group members tried to give their best to help their team win during the face-face meetings. Members emphasize forming each argument with everyone's help and collaboration although this cannot always be achieved since there are often some participants who get distracted or bored in the case where they are unable to follow the course of ideas being presented. During the 1st online observation we observed that participants were more open to being distracted by what was happening around them in their homes and lost focus mostly due to the fact that they weren't used to the online world; another reason was that the work was presented individually.

Participants' speaking reluctance: once the participants are divided into teams, we notice immediately how everyone wants to give his/her best by speaking their thoughts up. Regular participants do not hesitate to take advantage of the few session hours to push themselves beyond their comfort zones and speak their minds, by not letting the fear of making errors hold them back, nor retain them from enjoying the learning process without making an extra chore out of it. On the opposite side, some new arrivers have difficulties overcoming personal obstacles and hesitate at the beginning to develop a sense of belonging that would allow them to be creative with their thoughts, and enjoy the exchange which was more visible during the 1st and 2nd online meetings since participants weren't accustomed to the concept and also the arrival of new participants from different cities affected the atmosphere. Consequently, we observe shakiness in their voices and signs of anxiety when they are confronted to situations where they are obliged to communicate in English with strangers. This was less visible during the 7th and 8th online observations, by virtue of the fact that people got more comfortable being behind their screens at the comfort of their homes and being familiar with each other lowered the levels of stress and anxiety. This permitted them to be more at ease while speaking.

Communication anxiety: The bigger number of participants aren't afraid of people's judgments, since the reason why they are present at the meetings is to make mistakes in order to correct and avoid repeating them. Contrastingly, the new participants seemed to have higher anxiety levels at the beginning of the 3rd $^{(1st\ online)}$ meeting. The idea of opening up to strangers is frightening, particularly when topics are controversial or delicate, such as the one of the 6th meeting titled "Violence is sometimes necessary". Nevertheless, after watching other participants' and leading members' behavior and ease opening up, they got inspired and got a sense of belonging, knowing that they are at the right place to acquire what they strive for, which allows them to overcome their communication anxiety and fear of rejection.

Participants' engagement in the debate: Participants discern debate as more than just a tool to develop language proficiency, during the meetings we saw how they perceive the procedure in a very serious manner and submerse themselves with the desire to provide the best arguments they can using only English. This decision is taken in order to enjoy that sense of accomplishment they get when they win at the end.This is defined by Ryan and Deci (2000) as intrinsic motivation towards accomplishment. During the preparation of the presentation, we found that every individual sought to project whatever knowledge they had acquired throughout the years, in order to support the group's point of view.

Motivation of the participants: Regarding the motivation, we noticed that the leading members, as well as the participants, gave helpful advice and feedback in order to motivate one another to speak, as well as to follow their ideas and stand up for them. Noteworthy, we noticed the dominance of the extrinsic motivation, more specifically the Identified Regulation. Similarly, participants attending the AEM meetings have the purpose of achieving personal goals related to the mastery of the English language. Additionally, we witnessed the presence of joy during the exchange of information that occurred since each participant shared his/her own linguistic ability, using English along with enriching life

experiences and this can be qualified as intrinsic motivation towards knowledge. Accordingly, we observed that the majority of the participants were highly motivated to communicate in English without barriers, whereas a minority faced anxiety when communicating with strangers for the first time, which was notably absent when communication was held with friends.

Conclusion

We designed this chapter to analyse the collected data from both the questionnaire and the observation, conducted with AEM participants'. Similarly, we presented and interpreted each item in the questionnaires, whether numerically using graphs and tables for the close-ended questions, or linguistically for the open-ended questions. Moreover, we provided the analysis of the observations using the checklist. In fact, in the upcoming section, and based on the results we obtained, we aim to discuss whether AEM contributes to the spread of English in Algeria along with what motivates the participants choice to choose EFL learning. We also aim at identifying the influence of AEM on its participants' WTC in English.

Chapter Four

Discussion

Introduction

In the present chapter, the main results of the study are further discussed and are interpreted in relation to the theoretical frameworks and the data presented in the previous chapters. The findings stem from the answers of the questionnaire administered online to the participants of AEM debate club as well as their leading members and the observations conducted during the offline and online meetings. This chapter also provides answers to the research questions formulated in '*the General Introduction',* in addition to checking the validity of the advanced hypothesis formulated in respect to them. This chapter is divided into three main parts. The first part of this chapter is devoted to the discussion of whether AEM contributes to the spread of English in the Algerian landscape. The second part accounts for the motivation that led AEM participants to learn the English language. The last part consists in discussing the influence of the debate club in relation to the participants' Willingness to Communicate in English.

4.1 The Contribution of AEM in the Spread of English in Algeria

History gives good reasons for the dominance of Arabic, French and Tamazight in the Algerian territory. Although, the emergence of English into the country has been unanticipated, the people still managed to embrace it and seek for tools to master it. This fact is a result of English being an international language that reigns in different domains. Moreover it allows establishing the basis of communication all around the globe. By the same token, Braj Kachru (1985) declares that "*the spread of English in the non-Anglophone countries does not play any historical or governmental role but it is used as a medium of international communication. The number of speakers in this circle ranges from 100 million to one billion.*"

According to Benrabah (2014) "*if French [is] to decline in Algeria, it is English […] which would replace it as the language of […] power*". This statement strengthens the idea

that there is awareness regarding the growing importance and the spread of English in the Algerian territory. As a result, it is more and more visible in the public sphere starting from business, advertising and media fields to the informal learning milieu.

By mean of illustration a considerable amount of debate clubs are created in Algeria such as Algeria English Meeting which is our focus that stands as a sign for the spread of English in Algeria. Accordingly, with respect to question (10) of the questionnaire, we intended to ask participants' at this club about their perceptions concerning the spread of English in Algeria. The answers revealed that *95.56%* think that English is gaining ground in Algeria. Relating to this percentage we determine the participants' awareness of the growing importance of this international language in the national landscape. Moreover this is visible in the public spheres as asserted by one respondent who said "*In the streets, in hotels, in cafes and in companies*".

Nonetheless, we also encounter answers of participants that hold a different point of view as some of them strongly believe that the presence of English in the Algerian street is rare and that it will be difficult for English to go over French. As an illustration, on Participant justifies his position, while answering to the question 11 by saying that "*It is weak, since the majority uses the French language.*"

Participants of the present study agree on the importance of the mastery of English to achieve success in today's world either for its role as a medium of communication in different parts of the globe, or its emergence as a universal language in countless domains. Notably, it can be said that the inclusion of English in the Algerian debate clubs namely AEM is an opportunity to develop the English language proficiency. From the results displayed in the previous chapter, it is revealed that the majority of students appreciates and enjoys the initiative of meeting regularly and often voluntarily for the express purpose of practicing English. In fact, 36 out of 45 participants in the present research consider learning English

through AEM "*highly useful*". They opine that mastering English, especially the speaking skill, is highly needed for the students to allow them efficient communication with other people across the world. A case in a point is one participant who says that *"communication is the ultimate goal to learning a foreign language"*. Another one says *"I consider the speaking skill crucial, because sometimes I see people who are quite good in writing, excellent in grammar, have no problem in understanding native speakers but, sadly they can't speak or deliver their thoughts properly which I find a waste"*. These results show that AEM is a medium through which people practice and use English in the Algerian public sphere which is considered as an offshoot of the spread of this language and its importance gain.

Above and Beyond, we have observed that during face-face meetings the number of attendants reaches one-hundred which shows that this club attracts Algerians and encourages them to use English during the sessions. In a similar vein, *51.11%* of the respondents to question 15 assert that the subject discussed during the meetings are "*highly interesting*" which may be considered as one of the reasons that makes people join the meetings.

By the same token, Question number 19 was meant to get information concerning the reasons inciting Algerian Clubs "such as AEM" to choose English. The first reason that came to their minds is "because of its importance as being an international and global language" (*41.11%*) while the second one is "*to promote the status of English in Algeria*" (*25.56%*). Furthermore, the desire to promote the status of this language indicates that it can be related to the image it endows as well as the privileges it offers.

On another account some respondents link the desire to learn English to wanting to *"[...] talk to a native speaker without difficulty [...]"* and "*meet up with fluent people and be with them especially in the company where I work*". This statement goes in tune with the research findings of a report compiled by the global research organization Euromonitor International in 2012 which shows that the popularity of English among Algerians is related

to the belief that knowledge of the English language may have countless benefits and may allow establishing personal relationships with foreigners (cited in Fodil, 2017)

Algeria English Meeting is created with the purpose of helping EFL students enhance their English language proficiency in a less formal setting rather than the strict school one. As it can be noted through the leading members' answers to the questionnaire, the primary reason that inspired them to create the club did not appear aimlessly, instead, it was thought for and intended to expose EFL Learners to the English language. On a similar vein, their inspiration is linked to wanting "*to see English take its rightful place [...]*" and "*the fact that English in Algeria is only written not spoken*". This indicates that one of their main goals that led them to introduce this new concept to the Algerian public sphere is to help spread the language by offering people a non-formal setting where they can comfortably practice the language with no restraints.

Moreover, participants express different goals that they seek to reach through learning English in their answers to question 16. One respondent who declared that "*English facilitates communication with people from different counties, improve career prospects and makes life easier*", another one added "*the fact that everybody around the world understands the language, therefor you are not learning it in vein*". This unveils the awareness of the participants' towards the privileges the English languages offers. Furthermore, it points at the fact that Algerians make their way toward AEM to develop their language as they consider it to be an efficient tool that will provide them with the keys to success regarding different aspects of life where English is predominant. The previously reached results are compatible with the findings attained by Benrabah (2014) who has conducted a study to discover Algerian students' attitudes towards the presence of English in the country. The research revealed that the majority of the students *(92%)* were aware of the global position that the

English language holds in the world and thus they are willing to learn it in order to fit the requirements of the globalized world.

4.2 AEM Participants' motivation to choose the English Language

This part is devoted to the data related to motivation; it was collected from both the observation and the motivation section of the questionnaire. The goal of this is to determine what has motivated the participants at Algeria English Meeting to choose the English language learning. Through the statistics obtained from the tenth question of the questionnaire, it is easily noticeable that *95.56%* of respondents clearly agree that the English language is gaining ground in Algeria

This spread has covered different domains such as business, media, and advertising. Similarly, this fact implies that people are getting increasingly more interested in learning the English language which is considered as the lingua franca of the world. Additionally, in order to understand the motivation behind participants' choice to learn this language, we first need to unveil the purpose that lies underneath. Above and beyond their interest is linked to different motives which in turn can be described as different kinds of motivation. In a similar vein, different scholars such as Ryan and Deci (2000) and Gardner (1985) have stated four types of motivation which are intrinsic, extrinsic and integrative, instrumental. In this study we have been able to discern the presence of two main types according to the gathered data which are extrinsic and intrinsic.

Accordingly, AEM participants' choice of learning English is linked to a source of motivation released from the need to belong to the today's world and to cope with the globalization era which offers many life improvements and advantages mainly at the workplace. This is strengthened by one respondent's answer, to question 16 about what motivates him/her to learn English, he/she stated "To *find a job. My field requires mainly this language, so this motivates me to learn it in order to get jobs at multinational companies*".

According to Ryan and Deci (1985), this is referred to as extrinsic motivation, which implies that participants at AEM join the club and want to master the English language so that to achieve personal goals, such as professional life improvement. Moreover, another participant answered the same question by saying "*First it was just a hobby, but now I know the importance of this language and I believe that if you learn it, it will open many doors for you especially when it comes to the professional life*". Relating to this answer we can notice two types of motivation. First, the respondent was intrinsically motivated. To explain further, this type is manifested as a feeling of pleasure when learning a foreign language; this insinuates that the participant appreciates the learning process because he/she are keen on learning the language. Furthermore, intrinsic motivation shows the autonomy of the students, which is considered as an important psychological need to succeed in a given domain. Second, the intrinsic motivation turned into extrinsic one as the respondent discovered the importance English detains as an international language and the work related opportunities if offers, therefor he/she decided to carry one learning in order to achieve a precise goal. Likewise, this is defined by Ryan and Deci (2002) as "*Integrated regulation*" which is a type of extrinsic motivation. In this type the individual is motivated by intrinsic motivation which in the case of the respondent's answer cited above "*It was a hobby*" afterwards it becomes extrinsic as the person's motivation becomes controlled by the need to achieve personal purposes.

According to Ryan and Deci (1985) extrinsic motivation is "*the performance of an activity in order to attain some separable outcome [...] refers to doing an activity for the inherent satisfaction of the activity itself*". Furthermore, based on the analysis of the participants' answers to question 16 we notice two visible types of motivation. Taken into account these two answers: "*To make the travel experience easier, more interesting and to improve myself at work*" and "*what motivates me to learn English is its high use in the world of research*" it is clear to say that their motivation is extrinsic and mostly linked to the

influence they received due to globalisation that has showed them the major importance English has in the worldwide exchange. While on another note, based on these answers: "the fact that I am in love with the English lifestyle and their culture", "*I just love English*" and "*it's a passion for me*" we discern the presence of the intrinsic motivation as their learning is led by virtue of the fact that they expressed passion and enjoyment.

The last type of motivation, as designated by Ryan and Deci (2000) in their self-determination continuum, is amotivation and that is participants' non interest of learning English, which according to Ryan and Deci (2000) refers to "*students who learn without any purpose and make no effort to improve themselves will abandon as soon as they can*". This type hasn't been observed in our results, since all participants who join AEM are determined and have precise goals to achieve. Moreover, their participation is voluntary and based on personal desire, since they are under no obligation to take part in such debates. This latter indicates that they find interest in attending the meetings and that their gatherings are a response of their shared goals.

As far as the results of the questionnaire are concerned, the ninth question relating to students' perceptions towards English reveals that the majority of students associate English to globalization. Additionally, based on Diagram (06), we notice that *80%* of participants admit that learning English trough AEM is "*highly useful*" this demonstrates their autonomy and confidence in learning the language. According to Ryan and Deci (2000), autonomy and competence are two important and major psychological needs. The former permits students to be self-determined and feel that they are in control of their lives. The latter increases the need to be effective in dealing with the environment and society. These two psychological needs help the students be autonomous and successful when working on attaining their objectives.

Most of the participants have not chosen English as a major at the university although some of them had it as a compulsory module which is described as controlled behaviour.

Nevertheless, once they detected the high importance this language detains, their motivation grew through time and became goal oriented, therefore, extrinsically motivated. One of the students' answer in relation to the motives behind learning the English language is "*to raise the odds for a better professional life*".

The results of the question eighteen that deals with the targets the learners desire to achieve through learning English in Algeria reveal different views (see diagram 09). The status of English in the world as an international language facilitates communication and affairs between countries, thus becomes necessary and important to master. Some students acknowledge that English allows them to "*Communicate, share thoughts and speak comfortably in the language with people from all around the world*". In addition, *30.33%* of the respondents acknowledge that mastering English will contribute to their professional competence (see diagram 09).

On the one hand, the place English occupies in today's world is undeniable. On the same line of thought Ciprianoá and Vančo (2010) affirm "*Beyond the shadow of doubt has English become the major Lingua Franca*". Accordingly, Algerians are aware of the importance the mastery of English detains; especially, when seeking work opportunities in multinational enterprises which was sited in some of the respondents' answers. In a similar vein, Ryan and Deci (2000) describe this as identified regulation which is part of extrinsic motivation. Identified regulation means that the students have fixed and recognized goals they wish to attain from learning English which is the main source of motivation that has led participants to join AEM. On the other hand, the rest of the respondents who joined AEM are intrigued to acquire knowledge while having fun and discover the English culture. Similarly, one participant stated "*Because i wanted to develop my speaking skills and acquire knowledge in general*". Relating to Ryan and Deci (2000), the learners' interest in learning English in

this case is called the intrinsic motivation. This means that the participants learn English for pleasure, enjoyment and personal satisfaction.

According to the results reported from the observations conducted both online and in presence with the participants of AEM, we discern that having doubts when speaking and expressing ideas for the first time in front of strangers is inevitable and the participants are aware of it being a normal step to go through, before being comfortable in such situations. During our observations, the participants' stress and speech anxiety were noticeable, but so was their willingness to overcome these psychological barriers. The participants come to the meetings with a great thirst to improving their English language proficiency and they are well aware that the speaking competence is the one which has the lion's share. Therefore, it is the skill that they target most. With this in mind, it was possible to denote participants' involvement and engagement in the session and it was easy to understand the motivation source that led them to put such efforts into the meetings. We observed how appreciated the language was by them since during the entire session period they stick to speaking only in English and avoid resorting to code-switching even when it is difficult to find the right words to use. The status of English in the world as an active universal language makes its use for communication with foreigners easier. Consequently, the participants possess a sense of easiness when speaking English, which shows their awareness of AEM being the right place for them to make mistakes in order to correct and learn from them. This would allow them to achieve a level of proficiency in the English language which would offer them a lot of opportunities for better professional lives and an easier access into today's globalised world.

4.3 Willingness to Communicate in English

Different items are designed to assess AEM participants' willingness to communicate in English in terms of the communication context that ranges between talking in meetings, group discussions, and individually. It also differs according to the types of receivers who can

be strangers, friends, family, acquaintances or work superiors. According to the data gathered from the respondents' answers to question 21, *24.4%* is the displayed percentage in terms of being "*Usually Willing*" to communicate in English during the meetings. This latter is indicative of the fact that only a minority takes initiatives and actually enjoys practicing the language with easiness. Contrastingly, the highest percentage of *31.1%* is only "*Sometimes Willing*" which indicates that there are several factors that control their Willingness to communicate in English.

As a matter of fact, a comparison of group discussions (both small and large) and individual performances shows that the number of those talking in small groups with team mates (*48.9%*) is higher than those talking individually (*22.2%*). In this regard, the first and second face-face observations we conducted, reveal that when students are in the preparation phase, every member of the group takes part in formulating the arguments, in speaking his/her mind, and in taking initiatives, whereas during presentation only one member takes the lead. Usually the participants were not very eager to take the part. This can be explained by the relationship between willingness to communicate and language learning anxiety. The respondents who experienced slight anxiety while communicating in English usually expressed less willingness to communicate individually during the meeting.

On a different note, question 23 addressed the concern of giving a presentation in English to a group of strangers. *33.3%* of the participants are "*Almost Always Willing*". This is related to one respondents' answer to question 17; he/she stated that the reason for having joined AEM is "*My dream is to become a public speaker*". Moreover, one respondent stated "*Be able to debate or stand in a podium and lead a talk all in English*" as an answer to question 16. This shows that some participants at AEM have precise goals for joining the club and with these goals in mind, they express more ease when using the language as they want to practice as often as possible so that to achieve fluency, for this they have higher WTC

in different situations and are not controlled by specified contexts. On the contrary, those who are only "*Sometimes Willing*" to give presentations in English, retain themselves during meeting especially when they first join the club. Accordingly, this has been regarded, during the observations we conducted, new participants are visibly less comfortable and we discern shakiness in addition to a squeaky voice when they take the initiative to speak. Accordingly, it seems that anxiety appears to stem from their worry about their knowledge of grammar, vocabulary and listening comprehension, in particular and their language proficiency in general. In addition, we denote the level of anxiety altering, depending on the person with whom they are communicating.

Essentially, Language anxiety highlighted the students' concerns and fears over being negatively evaluated by others. As a result, they are likely to be discouraged if they encounter negative experiences while conversing in the target language. Likewise, this can also be related to Communication Apprehension (CA) which is viewed as "*an individual's level of fear or anxiety associated with either real or anticipated communication with another person or persons*" (McCroskey, 1997, p. 82).

From the collected data, it is possible to split the participants into two different categories. The first one that consists of learners who are more eager to communicate in English in small group where the noises conceal their mispronunciation or even their grammatical errors. This type can provide arguments in collaboration with the other team mates, but avoid taking the initiative to speak. They are often lost without structure. In opposition, the second type of learners, are more open to allowing themselves to make mistakes. They are mostly the main source of noise as they seek to be heard and aren't afraid to defend their thoughts and stand up for them. Above and beyond, one of the motives that controls participants' engagement in the discussion is the meeting topic. On the one hand, when have previous knowledge related to the topic, it offers them higher self-confidence

levels. Therefore, higher willingness to communicate is gained as they are motivated to prove their ideas right by putting forward their arguments. On the other hand, when the topic is unfamiliar and their knowledge is limited, they express higher levels of WTC in English.

Over the period of observation, we noticed that the participants felt less anxious while communicating with friends rather than strangers. Moreover, talking to friends in English were the least anxiety-provoking situations. Similarly, the descriptive data shows that *33.3%* of the participants seem to be less willing to communicate with strangers. Accordingly, it is found to be directly related to their desire to learn English, the intensity of their motivation, and their attitude toward EFL learning. It appears that motivated participants perceive their language competence to be higher as a result; they cease more opportunities to learn and practice their English language fluency. This in turn leads them to have more willingness to communicate in English.

Nonetheless, perceived competence (PC) and communication apprehension (CA) are often found to be the two most important variables that influence WTC and the frequency of communication accordingly in both ESL and EFL contexts (Pattapong, 2010). Additionally, Researchers found that WTC is highly related to Self-Perceived Communication Competence (SPCC) more than actual competence (McCroskey, 1997). The findings of this study are in line with those of Baghaei (2012), who explored the possible relationship between WTC, its components and success in foreign language learning at the Islamic Azad University on Iranian EFL learners. Her results reveal that two out of the three subscales of WTC (willingness to communicate in the school context and willingness to communicate with native speakers of English) were moderately correlated with success in learning English as a foreign language.

Conclusion

This chapter has addressed the findings of the present study for the main purpose of providing answers to the research questions. The first section of this chapter has discussed the AEM's contribution to the spread of English in Algeria. Accordingly, the appearance and popularity of such clubs in Algeria is undoubtedly a sign of the growing importance of the English language in the national territory as large numbers of people meet regularly in public places to practice the language .The second section, for its part, has reviewed the participants' motivation to learn English. In this concern, it has been revealed that the main motive that has sparked off the choice of this language is because it assures worldwide progress in any given field. In this regard, we deduced that the extrinsic motivation is predominant among the majority of AEM participants, since it is linked to their aspiration towards achieving professional goals linked to mastering the English language which, according to Ryan and Deci (2000), is the third type of extrinsic motivation that is '*Identified Regulation*'. It occurs when a learner gives him/herself a goal to learn the language and decides to reach it. What comes in the second place is intrinsic motivation, since we observe that, with a minority of the participants' at AEM, the reason for which they indulge in the meetings is to have fun and enjoy the exchange that occurs amongst them. Noticeably, one of the main reasons that motivated them to choose this language is because they find it to be simple and easy to master. Consequently, we determine the absence of amotivation by virtue of the fact that the participants have a language learning purpose and are determined to reach it.

As for the last section, it has been devoted to the discussion of the AEM participants' Willingness to Communicate. In this regard, the gathered data have clearly affirmed that the majority of the respondents hold positive attitudes towards the use of English in AEM meetings which is demonstrated through their answers to question 13. According to diagram (06), *80%* of the respondents consider AEM as a highly useful EFL learning tool.

Nevertheless, this is not translated in their WTC in English levels during the meetings. The results show that participants' WTC is controlled by different factors and, depending on whether they are provided or not, their willingness alters. Similarly, in the context of speaking individually only *22.2%* are "Almost Always Willing". Contrastingly, when having small group conversations *48.9%* are "Almost Always Willing. This in turn proves that participants are more comfortable talking in groups than individually and with mates rather than strangers.

General Conclusion

General conclusion

The study has endeavored to attain three main objectives. As a first objective, the study strives to highlight the contribution of the AEM debate club in the spread of English in Algeria, mainly in open spaces. As a second objective, it aimed to discover the motivation of AEM participants' for choosing English to learn among other much widely used languages existing in Algeria. By the same token, it attempted to determine the influence of AEM on the participants' willingness to communicate. To achieve these purposes, the Self Determination theory by Ryan and Deci (2000) and Willingness to Communicate in Second Language Model by Macintyre (1998) were used, respectively.

For the sake of answering the advanced research questions and evaluating the accuracy of the suggested hypotheses, the study relied on a mixed method approach, combining quantitative and qualitative research. The data collection tools involved an observation and an online questionnaire. The quantitative data analysis was used to account for the numerical data obtained from the close-ended questions, which were in turn evaluated by mean of the rule of three. As for the qualitative study, it included the analysis of the open-ended questions and the observation notes. We then relied on the theoretical framework and previous studies to interpret and analyze the data.

In line with Benrabah (2014) and Attab (2019), our research has shown that Algerians are increasingly using English, especially in the last two decades. Interestingly, individuals' general tendency to use other strategies outside of school to enhance their English language proficiency, notably Algeria English Meeting, are directly related to the status assigned to this language in today's globalized world. On the basis of the outcomes reached in the previous chapters (results and discussion), it was clearly affirmed that the majority of the students are motivated to learn English and hold positive attitudes towards it. Similarly, our results uncovered that AEM is a sign of the spread of the English language in the Algerian public

sphere. People are getting more aware of the importance of English and the privileges it allows. As a result they are more attracted to the concept of AEM and this can be viewed through the number of participants that attend the meetings regularly to practice the language in a non-educational milieu. Accordingly, this leads to the confirmation of the first hypothesis which states that AEM contributes to the promotion of English in Algeria and the disconfirmation of the second one that suggests that AEM does not contribute to the spread of English.

Furthermore, the results reveal that AEM participants' choice of using the English language in the Algerian public sphere is related to the importance of this language around the globe; this offers them several advantages such as better work opportunities. Over and above, the choice is influenced by different factors involving both extrinsic and intrinsic motivation. Beyond that, the fact that their motivation is linked to specified goals, such as work-place improvement and success in the professional life, reveals that it is "*Identified Regulation*" as described by Ryan and Deci. This IR is part of extrinsic motivation which is the dominant type among AEM participants. As a conclusion, this leads to the confirmation of the third advanced hypothesis, indicating that AEM participants' choice of English is linked the status this language detains in the modern world.

Moreover, the gathered data affirm that AEM influences participants' willingness to communicate in English to a certain extent. Nonetheless, their willingness to communicate differs from one participant to the other depending on the context. On the one hand, some of the learners accept overtly the initiative as they believe that AEM is the medium through which their English fluency can be enhanced. Therefore, as seen during observations and as deduced from the questionnaire's answers, the majority of the participants have high WTC. Contrastingly, a minority of the participants have low WTC that is controlled by specific factors. As a result, these participants prefer to communicate in certain contexts only.

It is worth noting that the leading members are familiar with their usual routines that encourage participants to be active learners by contributing to their own knowledge gain. Albeit, we notice the difficulties that new comers face during their attendance of the first meetings as they show up with low WTC. In addition to being likely to keep quiet although they are given opportunities to speak. This is due to a reticence generated from the fear of being judged if they make mistakes. Likewise, there are participants who do not truly believe in the progress they would make from the beginning as determined from the observations. For that reason, they retain themselves and are unable to communicate overtly. However, the practices of AEM provide a pathway for the participants to look at debate clubs as an opportunity to learn the English language. Further to this, the noticeable progress achieved by regular participants, as demonstrated in their fluency, ease and self-confidence while communicating in English, allows new comers to see an image of the goals they seek to attain.

With that being said, participants are fairly able to develop more willingness to communicate in English during the meetings in regards to the first times. As a conclusion, the fourth research hypothesis, which suggests that the Algeria English Meeting debate club encourages learners' WTC through its practices, has been partly confirmed.

In the light of the results reviewed throughout this study, we find it important to give some recommendations for future studies to those who may be interested in conducting research on the present topic. Adding to this, the current work was a case study conducted on AEM debate club. Thus, the results obtained here cannot be generalized on Algerian debate clubs as a whole. Therefore, further studies can investigate to what extent these results can apply to other debate clubs. Moreover, results of the current investigation raise important questions for future researches to explore the difference between AEM's informal context debates and In-class ones. As well as their influence on the speaking skill.

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Appendices

Appendix A

Participants' Questionnaire

Dear participants,

This questionnaire is designed as part of a research carried out at Mouloud Mammeri University of Tizi-Ouzou for the sake of investigating the infiltration of English in the Algerian debate clubs specifically Algeria English Meeting and the motives that lie behind the choice of using this language .We would be immensely grateful if you could kindly answer the following questions. We would like to point at how your contribution is of a great value for the achievement of the research objectives; as well as, the validity of our work. We ensure you that the information you provide will remain anonymous and will be treated confidentially.

Thank you for your collaboration and for the time you devoted to answer the questionnaire.

Participant's Profile.

Q1 Age.

15-20 ◯

20-25 ◡

25-30 ◯

30 and above ◯

Q2 Gender.

Male ◯   Female ◯

Q3 Occupation (you can select two options if you are both a student and a worker).

High school Student◯   University student ◯   Professional ◯

Q4 If you are a student please specify your field of studies, the year along with your university high school's name…………………………………………………………………

Q5 If you are a professional please specify your current job here……………………………………………………………

Q6 Which city do you come from?

....

Q7 How many meetings have you attended?

1-10   ◯

10-20   ◯

20-30   ◯

40-50   ◯

More than 50   ◯

Q8 How did you find out about the existence of Algeria English Meeting Debate Club?

…………………………………………………………………………………………………

Section one: **The Importance of the English language in Algeria.**

Q9 How do you perceive the English language?

…………………………………………………………………………………………………

Q10 Do you think that English is gaining ground (spreading) in Algeria?

Yes ◯   No ◯

If yes, state some examples where you encounter English in Algeria outside the school walls.

…………………………………………………………………………………………………

Q11 How can you explain the Algerians' use of English in the public sphere?

………………………………………………………………………………………………..

Section Two: **Acquiring English Language Proficiency through AEM Debate Club.**

Q12 What are your commonly used strategies to develop the English language proficiency outside school?

…………………………………………………………………………………………………

Q13 As EFL (English as a Foreign Language) learners, what do you think about learning English through AEM?

Highly useful ○   slightly useful ○   Useless ○

Q14 When learning a foreign language, do you consider the speaking skill as the most crucial one?

Yes ○   No ○

Justify you choice of answer…………………………………………………………………….

Q15 How interesting do you find the subjects discussed during the meetings?

Highly interesting ○   Somewhat interesting ○   Hardly interesting ○

Section Three: **The Participants' Motivation to Learn the English Language.**

Q16 Describe what motivates you the most to learn the English language.

………………………………………………………………………………………………………

Q17 Why did you join Algeria English Meeting debate club?

....

Q18 As EFL learners, what are the particular targets that you desire to achieve through learning English? (Selecting multiple options is allowed).

    1. Personal satisfaction   ○
    2. Contribution to my professional competence   ○
    3. The privilege of communicating in this language   ○
    4. The benefits of having good grades/evaluation   ○
    5. A rise in salary   ○

Q19 According to you, what are the reasons inciting Algerian clubs to choose English among other much widely used languages in the country?

    A. To promote the status of English in Algeria   ○
    B. To help EFL learners improve their English   ○
    C. To help beginners acquire the English language ○
    D. Because of its importance as being an International and global language ○

Section Four: **Debate Clubs' Manner of Affecting Participants' Willingness to Communicate.**

This section is composed of statements concerning your willingness to communicate with other people in English. Please indicate your answer with a number among the provided selection showing the frequency of time you choose to speak in English in each situation.

1-Almost never willing

2- Sometimes willing

3-Willing half of the time

4-Usually willing

5-Almost always willing

Q20 Present your own arguments in English during the meetings. ◯

Q21 Volunteer to speak individually during the meetings. ◯

Q22 Have a small-group conversation in English with team-mates. ◯

Q23 Give a presentation in English to a group of strangers. ◯

Q24 You are confused about the debate topic, how willing are you to ask for instructions/clarification? ◯

Q25 Discuss a topic with your friends when your opinions are different. ◯

Q26 On a scale from 0-10, how willing are you to communicate in English outside meetings when opportunities are presented?

Very high Willingness to communicate

1————————————————————►10

Very low Willingness to communicate

This last section is dedicated to the leading members of Algeria English Meeting debate club only.

Q27 Which criteria are taken into consideration when choosing leading members?

……………………………………………………………………………………………………

Q28 How do you proceed into session organization?

……………………………………………………………………………………………………

Q29 On which basis are the debate topics selected?

……………………………………………………………………………………………………

Q30 What has inspired you to create Algeria English Meeting?

……………………………………………………………………………………………………

Q31 What contribution you aspire to provide through your club?

……………………………………………………………………………………………………

We are extremely grateful for your cooperation. Thank you.

Appendix B

Observation Checklist

Time of the session…………   Club name: ………………….

Variables to be observed	Notes	Comments
Distribution of the session timing		
Motivation of the participants		
The leading member's role		
Participants' Willingness to communicate in English when opportunities are provided		
Active exchange of ideas		
Participants' collaborative work		
Participants' speaking reluctance		
Communication anxiety		
Participants' engagement in the debate		