

Dedications

First of all, we give our gratitude to the most Graceful and most Compassionate Allah the

Almighty that has provided us with uncounted blessings to finish this work

I dedicate this work to:

To my beloved parents who encouraged and advised me to reach my objective

My dear sisters Hydra, Nacira, Saliha, Fatma, Ouzna, Fatiha, SabihaSilya, Lydia who supported me to finish my studies and their husbands Tarik and Amirouche

My brothers Ahmed and Massinissa who helped me a lot

All my family & friends particularly Hamza

Assia

I would like to dedicate this modest work to:

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Malika

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Abstract

The present work concerns the effectiveness of in-class debates in improving EFL learners' speaking skill in the department of English at Mouloud Mammeri University of Tizi-Ouzou. It is intended to determine the impact of using debates in the classroom. It also aims to discover whether the students of English enhance their oral ability through debates as a technique inside the classroom. Whether the technique of debate is worth to be accepted as an effective technique, and to know whether we accept or reject it. In order to collect the relevant data for this research, two instruments were used: classroom observation and two questionnaires, one is handed to students another to teachers. This study combines quantitative and qualitative methods in order to accomplish this exploration. The results gathered demonstrate that the majority of the responses affirm that the use of in-class debates is beneficial in enhancing EFL learners' speaking skill. Additionally, the findings argue that most of the teachers support the integration of debates in class. Indeed, the successful use of in-class debates in the department of English depends mainly on the pedagogical staff.

Key words: *Debates, Speaking skill, Vygotsky's Sociocultural Theory, Communicative Approach.*

List of abbreviations

EFL: English as a Foreign Language

ESL: English as a Second Language

BMD: Bachelor, Master, Doctorate

L2: Second Language

FL: Foreign Language

TL: Target Language

ZPD: Zone of Proximal Development

CLT: Communicative Language Teaching

QCA: Qualitative Content Analysis

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GENERAL INTRODUCTION

General introduction

Effective communication is considered to be one of the most important capacities for any individuals. Receptive and expressive language abilities constitute a significant aspect of effective communication in terms of language skills. One of the expressive language elements is the speaking skill seen as the active use of language to convey meaning.

In English as second language (ESL) or English as a foreign language (EFL) classes, successful language learning is determined by the learners' oral ability. Researches have shown that the more a learner communicates, the more the learner would practice the target usage of language (Khoironiyah, 2012).

- **Statement of the problem**

Basically, EFL learners receive a large amount of theoretical information about the target language, but they do not know how to make use of it in real life situations because they do not get enough opportunity to practice and use that knowledge. Therefore, it is essential to create an interactive classroom for an effective language learning process. In this aspect, many researchers have recognized the value of debate activities in language instruction. However, no comprehensive rationale for using debate in foreign language learning has yet been developed. Therefore, this study aims at describing the implementation of debate activities which can enhance EFL learners speaking skill. Furthermore, the study focuses on the development of the speaking skill of third year students in English department at MMUTO to identify the communication strategies used during debate, and describing the participants' oral development.

- **Aims and significance of the study**

The main objective of this research is to examine the impact of using In-class debates in EFL classes to help students perform better in speaking at Mouloud MAMMERI University

of Tizi-Ouzou. More importantly, the aim of this work is to investigate the role of debate in enhancing learners' speaking skill and help teachers to encourage debating in class. Through this study we shall explore how students and teachers of oral expression module in the Department of English at MMUTO experience In-class debates and whether it is beneficial or not. The purpose of this study is also to determine the students' and teachers' attitudes towards the impact of in-class debates in enhancing EFL students' speaking skill. Lastly, we identify the main speaking difficulties faced by EFL learners in order to suggest alternatives and recommendations to improve their communicative abilities.

- **Research questions and hypothesis**

To achieve the purpose of the study, the following major questions can be raised:

1. How can in-class debates develop EFL students' speaking skill?
2. To what extent are in-class debates effective in enhancing the speaking competences among EFL learners?
3. Does the pedagogical syllabus in the department of English at MMUTO encourage the use of debate in class?

In an attempt to answer these questions, the following hypotheses are advanced:

- Debating in class helps students to present their ideas orally without limitation.
- The use of debate activities is beneficial in developing the students' abilities in speaking.
- Pedagogical staff gives importance to the use of debates strategy to enhance the speaking skill.
- Pedagogical staff doesn't give more interest to the use of debate in class.
- Third year students require competence in expressing personalities through in-class debates

- **Research techniques and methodology**

The present research makes use of a theoretical framework which is based on the benefits of in-class debates. The study takes place at Mouloud MAMMERI University of Tizi-Ouzou, and deals with third year BMD students and teachers of English department. Our study relies on two research instruments namely the classroom observation and the questionnaire. Two questionnaires are designed, one to students and one other to teachers in order to know their views about the current phenomena, most notably discovering the difficulties they face during oral sessions. Concerning the classroom observation, it is conducted during oral classes of third year students in an attempt to gain a greater depth of responses related to their experience with debates in classroom during instruction.

- **Structure of the dissertation**

In terms of organization, the present work is designed following the traditional complex model as described by Paul Tompson (1999). It includes four chapters as well as a general introduction and a general conclusion. The first chapter is called “Literature Review”. It presents key terms related to the topic that will be used within the research as defined by different scholars. While the second chapter is named “Research Design and Methodology” as it gives the opportunity to state the methods and methodology of our research. The third one is labeled “Presentation of the Findings”. It consists of presenting the findings and statistics gathered from the participants in the study. The last chapter entitled “Discussion of the Findings”. It deals with the interpretation and analysis of the findings of the study .Finally, the investigation ends up with a general conclusion, which summarizes the most important results obtained from this survey.

**CHAPTER 01: LITERATURE
REVIEW**

Introduction

The present chapter explores the literature related to the subject of our research. It deals with an overview of the theoretical concepts associated with the debating and speaking skill and accounts for the different theories which may contribute to the explanation and the exploration of the effectiveness of in-class debates in enhancing EFL learners' speaking skill at MMUTO. Besides, it helps us to analyze the factors that influence and contribute to the use of the debate as a technique to improve student's oral abilities. After that, it identifies advantages and barriers of debate in EFL classes.

I. The Notion of Debate

Debate can be described as a formal discussion where two opposing sides follow a set of pre-agreed rules to engage in an oral exchange of different points of view on a given issue. Formal debates are commonly seen in a public meetings or legislative assemblies where individuals freely choose which side of an issue to support, and also in schools or university competitions in which the participants are often assigned to a particular task for which to advocate. (Snider, 2008)

I. 1. Debate

Snider Alfred (2008, p.13) emphasizes that *"debate is about exchange because we have to be constantly involved in a struggle to improve our lives, our country, and our community"*. For this reason, debating is used when we need to clarify problems and present our points of view to come to an agreement. Equally important, Snider and Schnurer (2002, p.135) state that, *"in most high schools and universities, students participate in debates only in competitions"*. This is very important because students like participating in competitions in order to know who the best is. In a debate, all of them want to be the winners, as nobody likes to be the loser.

Makiko Ebata. (2009) states:

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. (p.35).

Therefore, English language teachers and practitioners have already proved debating as an effective tool in teaching English, which is a strong source of motivation for EFL teachers who have already used debate in their classes. Besides, Metsaki, M. (2012,p.207) argues that “*a debate* also asks a person to be able to confirm facts, persuade an audience, or make an appeal regarding a topic”. This author refers to how all these techniques allow students to acquire argumentation and reasoning skills, and develop their critical thinking. When debating, the participants must take into account that they have to be responsible for their arguments, either they are in favor or against the proposal. Another important aspect that Snider. (2011, p. 13) states is the following: “*there are formal and informal debates*”. One example of formal debate is the political debate, which requires the use of sophisticated debating skills. On the other hand, informal situations, like the ones at school, with friends, and with family where people discuss issues and look for solutions. Informal debates can occur anywhere, including meetings, dinners, or games. Hence, English is very important around the world and everybody needs to learn it.(Snider, 2011).

I. 2. The use of debate in the classroom

Debating can be used in the EFL classroom as a tool to make students practice English skills in real-life situations. Only in that way, they will be engaged enough to talk about something in front of others. Quinn.(2009,p.1) says that “*debating gives you the chance to meet new people and new ideas. Best of all, you have the opportunity to stand up and argue with someone in public, in a stimulating and organized dispute about real issues*”. The author argues that debates make students discuss their ideas, points of view or arguments to persuade

people. Furthermore, debating is an important and interesting way to discuss issues that our society faces. When students discuss a topic, they have to show evidence to defend their ideas if they want to be the winners. Having a debate allows students to get to know many different people with diverse points of view. In this context, debating is part of opening tasks due to its features of enabling learners to propose their points of views for or against different topics (Vásconez, 2015). Moreover, the use of debates in the classroom is very important because it encourages teamwork, language enhancement, and speaking skills improvement, among others.

Additionally, debate is an excellent activity 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, debates are also highly effective for developing argumentation skills for persuasive speaking and writing (Krieger, 2005,p.25). Similarly, Halvorsen(2005) comments that debate forces students to think about the multiple sides of an issue, and it forces them to interact not just with the details of a given topic, but also with one another. These authors refer to debate as one of the best tools that English teachers should use or apply in classroom when working on oral skill development.

Moreover, Sayed Salahuddin& Ali Alasmari. (2013,p.147) state that"*the use of debate, speech and conversation in EFL classes will first of all push out the students' fear about the English language*". Besides, regular practice of debate, speech and conversation will improve the different English skills such as fluency, pronunciation and vocabulary.

As it has been written before, the authors stated that students should be familiar with some jargon and technical terms when conversing, so in this way students will learn more vocabulary. The role of the teachers will be to work as mediators; at the same time, they will facilitate students' learning. Consequently, during debates students will improve several

skills, learn many new words, and collect information about numerous areas, which all together will enrich their spoken English, and ultimately make them more confident speakers.

I. 3. Types of debate

Vargo, S.P. (2012, p. 5-6) states that there are four kinds of debate in the classroom and provided a format and main characteristics for each one, which are as follows:

1. Four-corner:

The four corners of the class are defined as “strongly agree,” “agree,” “disagree,” and “strongly disagree.” Learners are asked to choose their point of view on a certain topic. When everyone has selected a corner, the students sit down to write a paragraph summarizing their opinions. An important characteristic of this format is that the debate is not simply defined by dualism; students can indicate the strength of their opinions.

2. Fishbowl:

When using this format, students can be arranged in different ways. The first option is to put students in two groups, taking an affirmative or negative position on a resolution. Each group prepares his arguments, and engages in back and forth rebuttals. Another solution is to divide the class into three groups. Two groups gather the arguments for and against the topic, thereby becoming the expert groups, while the third one acts as the audience.

3. Think-pair-share:

Each student works individually writing his arguments both for and against the topic. Then students are arranged into pairs to compare their answers and outline their ideas. After that, they are rearranged into groups of four to come to an agreement if they are for or against the topic. Then, they compose their final arguments to support their views and present them in front of the class. Since this type of debate starts from students’ individual performance

leading up to group work, it makes all students practice and develop their thinking, writing, listening, and speaking skills.

4. Role-play debates:

For this kind of debate, students are asked to play a stakeholder role that is appropriate for the topic. For instance, a debate about banning smoking at universities could involve roles such as a student, the principal of the university, the owner of a tobacco company, a university student's mother, etc. Each student takes on the role and defends his point of view from the position that can be associated with that role. In this manner, the debate can bring up clashing arguments for and against a controversial topic. In the above example, a student playing the role of the principal will, necessarily, present arguments associated with a person in authority while considering the students' point of view. However, this type of debate could be seen as controversial if important perspectives like cultural issues and women's views were left out. Teachers should increase their students' sensitivity to diverse points of views as a preliminary task.

5. Lincoln-Douglas debate:

This debate format refers to the way in which Abraham Lincoln and Stephen Douglas debated in 1858, for an Illinois senate seat. Two students are asked to debate a topic with arguments and rebuttals. It can also be set up with groups of six students. In each group, two students debate and the rest are the audience.

I. 4. Advantages of debate as a teaching technique

As a communicative and an interactive activity, debate can be integrated into the classroom context. Just by participating, listening, and watching a debate in the classroom,

students can improve their speaking skill automatically. A debate has many advantages in the classroom:

- ✓ A debate allows students to share and cooperate with one another.
- ✓ It encourages creativity.
- ✓ Students are motivated to enjoy the activity.
- ✓ It can improve students' speaking ability
- ✓ It educates students about responsibility
- ✓ Improve students' critical thinking. While debating, every student is proposed to analyze the problem critically.
- ✓ Develop students' communication skill. Debaters spend many hours assembling and practicing hundreds of public speeches on topics of national importance.
- ✓ Questioning skill developed in and struggle-often in the face of disappointment and defeat.
- ✓ Debate is thus not only a way to connect students with academic subjects in a constructive way; it is also a way to re-connect students to public life if they have been overcome by feelings of alienation. (Bonwell&Eison,1991)

Because of some advantages above, the researcher argue that debate really needs to be practiced in speaking classroom. It is one of better ways for students to improve their speaking skill. It has been mentioned previously that debate is a form of producing conversation among people, and at the same time, within the smaller context of debate students can gain more confidence. We add that debates can be beneficial to the educational process. Furthermore, Somjai&Jansem. (2015, p.29) affirm that "*debate has some benefits in the teaching and learning process*". The authors point out that through debates, English teachers can obtain a lot of benefits and in this way, it may help students to reach the desired outcome more quickly. Students learn more effectively by actively analyzing, discussing, and applying content in meaningful ways rather than by passively absorbing information. Thus,students benefit when instructors utilize instructional strategies that promote active engagement. Definitely, students will improve their speaking skills through the use of debate

because they will feel motivated and engaged to learn and master the English language.(Bonwell&Eison. 1991,p.183).

I. 5. Disadvantages of debates

In the learning process, debate has some disadvantages during application. First of all, debating can only be used for specific subjects, such as those concerned with agreeing or disagreeing, and giving arguments. Secondly, a debate requires a long time to prepare, in order to make sure it runs well. Students should prepare their arguments before the debate to make it easier for them to discuss their opponents' opinions. Finally, debates require students to be controlled in defending their argument, and many students cannot control their emotions when they defend their arguments, taking everything personally.

Although debate has these disadvantages, the benefits outweigh the disadvantages in the improvement of English learning. So, these are areas that the English teacher must work on in order to minimize or avoid these drawbacks.(Bonwell&Eison, 1991)

I. 6. Vygotsky's sociocultural theory

As claimed by John-Steiner and Mahn in the article '*Sociocultural Approaches to Learning and Development: A Vygotskian Framework.*' (1996, p. 80) "*the relationship between individuals forms a basis for cognitive and linguistic mastery*". Luoma. (2004, p.102) also reminds us of Vygotsky's proposal which states "*... that social interaction plays such a fundamental role in the development of human cognition that is cognition should be studied as a social rather than an individual concept.*"

The two most often quoted and argued contributions of Vygotsky's sociocultural theory are his explanations of the relationship between the inter- and intra-personal level and the so called Zone of Proximal Development (ZPD). He advanced them in the framework of

child developmental psychology, but, as stated above, they have proved their significance within L2 theories as well. Vygotsky shows that human consciousness is intricately (and necessarily) connected with culture and society, and that language is both the source of social behavior and consciousness and the most perfect tool of human consciousness.

Any function in the child's cultural development appears twice or on two plans. First it appears on the social plan, and then on the psychological plan. First it appears between people as an interpsychological category, and then within the child as an intrapsychological category. This is equally true with regard to voluntary attention, logical memory, the formation of concepts, and the development of volition. We may consider this position as a law in the full sense of the word, but it goes without saying that internalization transforms the process itself and changes its structure and functions. Social relations or relations among people genetically underlie all higher functions and their relationship. (Vygotsky, 1962, cited in Johnson 2001, p. 185)

To put it differently, sociocultural theory views learning as linked to "collaboration" rather than "acquisition" as mediated through social interaction rather than through students' thought processes. Sociocultural theory does not link learning to acquiring information, but more holistically to the development of a personality with the competencies that empower an individual to enter and take part in social interactions. The question is, however, how participation in interactive activities creates the conditions that are conducive to learning and developing the so-called "affordances". Van Lier and Chun. Chun (2011) claim:

There is no single set of characteristics of social interaction that constitute affordances for all learners. Rather, affordances arise out of the successful tailoring of the interaction to the developmental level of individual learner. They occur when the interaction enables the participants to construct a "zone of proximal development" for the learner — that is, the learners come to be able to perform a language feature through the scaffolding provided by an interlocutor when they are not able to do so independently. The aim of interaction (including corrective feedback) is to assist the learner to move from other-regulation in the zone of proximal development to self-regulation where the learner is finally able to use a linguistic feature correctly without assistance. (p.675)

As a result, debating can be used to learn English in both formal and informal settings through real life situations. If debating is practiced appropriately, students will learn both the English language and presentation skills, which will make them confident users of English in academic, social and professional settings.

II. The Notion of Speaking

There are four skills in teaching English proficiency, and all of them are very important to learn a foreign language. They have to be taught and practiced by English teachers at schools. Language is a tool for people to communicate with others, especially foreign people, and to express their ideas, opinions, emotions, attitudes and feelings. Moreover, speaking is a very important skill since people learn the language in order to use it for communicative purposes. In teaching speaking, teachers have to present the material creatively, and they should provide students with opportunities to practice it. At the same time, teachers also have to find the best technique for their students.

It is defined that speaking is the action of conveying information or expressing one's thoughts or feelings in spoken language. To teach speaking, the teacher requires a scoring system that will facilitate grading and evaluating improvement objectively in several key areas: comprehension, vocabulary, fluency, grammar and pronunciation.

II. 1. The Speaking skill

As Rivers(1981) explains, speaking is one of the most important skills to be mastered by students in order to be better communicators. It is the verbal use of language to communicate with others. Speech is about making choices; students must choose how to interact in expressing themselves and forming social relationships through dialogue or conversations.

Also, speaking is used twice as much as reading and writing in our communication. Many experts define speaking in different ways. Brown & Yule (1983,p.73) state that

"speaking is to express the needs-request, information, service, etc". Another definition of this term is of Chaney. (1998, p.13) who states that speaking is "the process of building and sharing meaning through the use of verbal and non verbal symbols into a variety of context". Therefore, speaking is not an easy task; its mastery claims a lot of experience and practice. Luoma (2004,p.1) argues that *" speaking in a foreign language is very difficult and competence in speaking takes a longtime to develop"*. Furthermore, Widdowson. (1985) defines speaking as an oral exchange made by two participants: the speaker who sends the message and the hearer who receives it. Thus, speaking needs a performance of another skill that is the one of listening.

II. 2. The importance of speaking

The importance of speaking skill is enormous for the learners of any language. It promotes communicative efficiency. Teachers want students to be able to use language fluently and correctly as much as possible. Learners as well give the speaking skill priority in their learning because it is, in fact, the active use of language to express meaning. According to Widdowson. (2003,p.27) learning just the language system is not the appropriate way for learning how to communicate in the FL because knowledge of the language code alone does not explain the demands of communication and interaction with others in the FL. Rules and isolated terms that are learned are not what learners need outside the classroom.

Effective teaching that promotes learners' active engagement and the development of speaking skill is a challenge to teachers of English as a foreign language. That is, being capable to communicate orally with each other, using effectively the TL is nowadays the most important language, up to the point where learners who are not able to be fluent in using a foreign language cannot be considered effective language users.

Celce- Murcia. (2001,p.103) argues that " *for most people the ability to speak a language is synonymous with knowing that language since speech is the most basic means of human communication* " .

With speaking, learners can influence their listeners. Speaking is a means of expressing and showing social positions and moving the solidarity of societies as well. Hence, speaking is important in both inside and outside the classroom. It is a tool by which speakers of foreign languages have more opportunities to get jobs and the skill whereby people be friends or separate others. Baker and Westrup. (2003, p. 5) argue that "*a student who can speak English well may have greater chance for further education, of finding employment and gaining promotion* " .

II. 3. Classroom Interactive Speaking Activities

There are different classroom speaking activities of which the interest is language functions rather than grammar and vocabulary. Harmer (2001,p.271) introduces some major activities that are used in oral expression course, such as communication games, information gap activities, and discussion.

a. Communication Games

Harmer (2001,p.272) states that this type of activities is presented in form of games. It is designed to stimulate communication between students so that one student has to talk to another student in order to solve a puzzle (game). Examples of these games are found in radio or TV. The teacher here can bring these activities into the classroom. For example, in "describe and draw", one student is asked to describe a picture and the other student should draw it. In "describe and arrange", one student describes a structure which is made of some objects and the other student organizes it and puts it in its right order without seeing the original picture. In contrast, in "find the difference", two students have the same picture with some differences and students must find these differences.

b. Information Gap Activities

This type of speaking activities is used where two speakers have different parts of information that make a whole image when relating the two parts together. Each student has missing information which he is required to complete through communicating with other students. In most foreign language classes, the teacher uses this kind of activities aiming at sharing information between students during a classroom oral course (Harmer, 2001).

C. Discussion Activities

Discussion activities are interesting tasks and play a significant role in the oral practice in the classroom because they allow students to exchange ideas and points of view, exchange different opinions and express their feelings and experiences. In fact, in doing so, students make use of the target language in different situations which develop their communicative and hence interactive abilities (Harmer, 2001). Littlewood. (1981, p.47) states that, *“It[discussion] provides learners with opportunities to express their personality and experience through the foreign language.”* This means that discussion activities put learners in authentic situations of communication. They develop both communicative and interactive skills and abilities through the use of target language.

II. 4.EFL Students’ Oral Difficulties

a. Linguistic Problems

According to Thornbury.(2005,p.11) *“being skillful assumes having some kind of knowledge base. Knowledge that is irrelevant to speaking can be categorized either as knowledge of feature of language (linguistic knowledge) or knowledge that is independent of language (extra linguistic knowledge)”*.

He emphasizes that linguistic knowledge plays an essential role in speaking skill. If any feature from this knowledge is lacking or poorly performed, students can find problems within their speaking development. These difficulties are due to lack of vocabulary where students

find some difficulties when they express their ideas because they find themselves struggling their limited words and expressions. Therefore, these limitations of vocabulary affect the amount of their participation in speaking activities. There are also pronunciation mistakes in which students have mispronounced speech that reflects lack of experience with English sounds, rhythms and words stress and student's poor listening to native speaker or because of teacher's mis-pronunciation as non-native speaker and grammar mistakes.

b. Psychological problems

According to Thornbury. (2005), the psychological problems of EFL students in oral English communication are the psychological negative emotions that prohibit their performance in English as a foreign language. Students may experience different psychological barriers including lack of self- confidence where some students prefer to keep their ideas and opinion to themselves because they are not sure about the strength of their abilities or hesitate to participate in the oral tasks. EFL students are hardly believing in their skill to speak English or even facing their teachers and classmates or simply they have not the confidence in themselves. Thus, lacking self-confidence leads them to say a few words to avoid making mistakes and embarrassment. In addition, shyness is purely psychological problem that EFL student are suffering from. Shyness is the most obstacle that students of English as a foreign language face because they feel uncomfortable to speak in front of their classmates and their teachers. Students often do not participate in EFL classroom in natural manner because of shyness.

c. Non motivating atmosphere

In the classroom, the atmosphere can be motivating or none motivating factor for the EFL learners. None motivating atmosphere prevent students' participation and hinder their development of their speaking skill. Teacher is main responsible for creating relaxed

and friendly atmosphere for the students in order to express themselves well as well as giving them the opportunity to express their personalities.

Davies and Pearse (2000) suggest some implications for teaching:

Try to create a relaxed atmosphere in your classes so that most learners are not frightened of speaking in front of the class. And do as many speaking activities as possible in pairs and groups so that the learners can speak English without the rest of the class listening. (p.82)

Therefore, a motivating atmosphere is important for teaching and learning foreign languages.

d. Mother tongue use

Students of the same mother tongue often use it in and outside classroom because they feel comfortable and less exposed to the target language. Learners often use the mother tongue when they could not express themselves in foreign language, so they borrow words from their native language. According to Baker and Westrup. (2003, p.12) "*barriers to learning can occur if students knowingly or unknowingly transfer the cultural rules from their mother tongue to a foreign language*". Therefore, this use of mother tongue breaks down the students' communication in classroom.

II. 5. The Communicative approach

Communicative Language Teaching (CLT) is an approach to teaching S/F language; it emphasizes interaction as a means and a goal of learning a language. It is interested in giving students the skills to be able to communicate in different situations. Nunan. (1991, p.279) lists five elements to the communicative approach; one of them is the emphasis on learning to communicate through interaction in the target language. As such, it makes the use of activities like role play, pair work and group work.

The Communicative Approach was articulated by Robert Lang, emphasizing interaction and problem solving as both means and ultimate goal of learning English or any

other language (Richards, 2006). Moreover, it tends to highlight activities such as role-play, pair work and group work. It changes the focus from traditional language teaching, with its emphasis on grammar and the teacher-centered classroom, to that of the active use of authentic language and a student-centered learning process. According to Jack Richards (2006) statement:

The communicative approach is based on the idea that learning language successfully comes through having to communicate real meaning. When learners are involved in real communication their natural strategies for language acquisition will be used and this will allow them to learn to use the language. (p.44)

Classroom activities guided by the communicative approach are characterized by trying to produce meaningful and real communication, at all levels. As a result, there is more emphasis on skills than systems. Lessons are more learner-centered, and based on authentic materials. Practicing and provoking real situations for students to have dialogues or debates are examples of the communicative approach, as they involve meaningful communication.

Richards and Rodgers (2001, p.171) mention that *“one major feature of communicative language teaching is pair and group work. This type of work is suggested to encourage students to use and practice functions and forms”*. This is useful since students learn to be more independent and accept responsibility for their own learning. They also mention that *“The central concept in communicative language teaching is ‘communicative competence’”* (Ibid, p.159) since it covers both the spoken and written language and all four language skills.

Richards and Rodgers. (2001) explain too how Communicative Language Teaching facilitates and fulfills the learning process to improve speaking skill. Communication is an important part of the goal of language teaching. There are various reasons why Communicative Language Teaching (CLT) has become very useful among learners. The followings are few of them :

- ✓ Communicative Language Teaching is relevant to all four language skills.

- ✓ The concept of Communication can refer both to the properties of language and to social behavior.
- ✓ CLT is a dynamic and intensely practical skill, providing the learners with opportunities for absolute and meaningful rehearsal of the English they will need for effective communication.
- ✓ CLT enables the learners to use the target language to communicate in real life.
- ✓ CLT places emphasis on developing skills, particularly speaking skills, within a wide range of communicative settings.

According to Richards and Rodgers (2001,p.193) *“The Communicative Approach in languageteachingstarts from a theory of language as communication. The goal of language teaching isto develop communicative competence”*.Communicative Language Teaching increases students’ opportunities to improve and develop speaking skill, and for this reason, it is one of the best methods to strengthen this skill.

Conclusion

To conclude, this chapter has tackled issues and concepts that are related to our research. The use of debates has been recognized to be an important aspect in determining the successful implementation and the use of debate. Besides, many authors suggest a lot of techniques and methods to improve the speaking skill; however, debates are particularly useful in the educational process because they help develop speaking skill in both teachers and language learners. Through this technique, teachers are able to create real situations in class to teach English according to the student’s level and interest.

CHAPTER 02: RESEARCH DESIGN & METHODOLOGY

Introduction

The following chapter is methodological; it is concerned with the research design that describes the tools and the procedures of data collection and data analysis to answer the research questions asked in the general introduction. It is composed mainly of the procedures of data collection and data analysis which include research method used to collect and analyze the data, setting, participants of the research, and instruments of data collection, which are classroom observation with ten groups of third year students in the department of English and two questionnaires which have been handed to third year students of oral expression module and teachers of the same module and the same level at the department of English at MMUTO.

III. 1. Procedures of Data Collection and Data Analysis

III.1.1. Research Method

In order to carry out our research, we have adopted a mixed method approach for both data collection and data analysis. This section deals with data analysis. Dörnyei. (2007:268) suggests that “...the analysis of data should proceed independently for the *QUANTITATIVE* and *QUALITATIVE* phases and mixing should occur only at the final interpretation stage”. This has been done to illuminate and confirm the findings which emerged from both approaches. The use of quantitative method permits us to collect a large number of data which are analyzed by the rule of three methods. The close-ended questions will be analyzed using the Rule of Three which is applied as follows: $x = \frac{Z \times 100}{Y}$ in Microsoft Word and Microsoft Excel 2007 to arrange data collection using tables and histograms. Qualitative Content Analysis (QCA) is used to analyze the open-ended questions of the questionnaire as well as the classroom observation.

The use of qualitative method allows us to analyze the qualitative data gathered from the open-ended questions. In addition, we have used a case study in our research because it was considered useful for our topic. Case studies provide a comprehensive examination of a single example and in so doing they deliver a unique illustration of real people in real situations (Cohen et al., 2000, p. 181). Yin. (2003) refers to the case study as:

An empirical inquiry that allows for investigation of a contemporary phenomenon within its real-life context when the boundaries between the phenomenon and the context are not clearly evident and in which multiple sources of evidence are used. (p. 13-14)

That is, case studies are thus suited to situations in which it is impossible to separate a phenomenon's variables from its context.

III. 1.2. Setting and Participants of the Research

This study is carried out in the Department of English at Mouloud Mammeri University of Tizi-Ouzou. The participants involved in this study are the students and the teachers of oral expression module of third year (LMD). The choice of third year students was not done randomly because at this level students would master the English language and they need to speak it with fluency and accuracy. The total of third year students is three hundred and sixty-nine (369) and the number of teachers is four (4). We have handed one hundred (100) questionnaires to the students; only eighty (80) questionnaires were fulfilled. Besides, we have handed four questionnaires to teachers and all of them have responded to it. In addition, a classroom observations was conducted with third year students particularly in Oral Expression sessions, and we have attended fifty (15) sessions during the second semester of the academic year 2017/2018.

I. 1.3. Instruments of Data Collection

In order to carry out our study, we have used three (03) main research tools. We administered a questionnaire for both third year students and teachers and made classroom observations during oral sessions.

a. Teachers' Questionnaire

A questionnaire is a data collection tool that a researcher use to gather information about a given topic from a number of participants. Brown (2001,p.73) defines a questionnaire as *“any written tool that contains a series of questions and statements which the respondents answer either by using their own words or choosing answers from those they are provided with”*. Another definition was given by Nunan (1992, p. 231): *“A questionnaire is an instrument for the collection of data, usually in written form consisting of open and / or closed questions and other probes requiring a response from subjects”*. The practice of employing questionnaires is often regarded as a vital tool to elicit available information from a precise situation, for a more or less definite purpose.

The questionnaire contained questions of both types; close-ended and open-ended, which were chosen carefully and later considered as a key parameter in the teaching /learning process. The use of both open and closed questions is explained by Ruane (2005) as follows:

With closed-ended questions, the researcher provides a set of pre-determined (fixed) response alternatives for the respondent to use when answering the question. With open-ended questions, respondents are free to devise their own unique answers to the questions posed. (Ruane, 2005, p. 131)

The questionnaire that we have handed to teachers is made up of twelve (12) questions and it is divided into two sections. The first section is about the teachers' profile whereas the second section is concerned with the techniques used in class to encourage students speaking, and the effectiveness of in-class debates. The questions that we have formulated are divided into two types: close-ended questions and open-ended questions.

b. Students' Questionnaire

The questionnaire we have designed to students is made up of fifteen (15) questions arranged in three (03) sections. The first section is about the background information; it is about the academic level and the interest of English language. The second section is

concerned with the improvement of EFL learners speaking ability through in-class debates. The last section deals with the strategies used in classroom to enhance students' speaking skill.

c. Classroom observation

Classroom observation is the third instrument we have used in our research. It is acknowledged that classroom observation is an efficient tool that could reveal some information which could be missing in the other instruments. Classroom observation refers to the direct involvement of the researcher in collecting data from classrooms. In their definition of classroom observation, Cohen et al. (2000) say:

The distinctive feature of observation as a research process is that it offers an investigator the opportunity to gather 'live' data from naturally occurring social situations. In this way, the researcher can look directly at what is taking place in situation rather than relying on second-hand accounts. (p. 396)

Subsequently, the researcher becomes an insider as s/he relies on his/her own observations of the different behaviors of the target population inside classrooms. The researcher lives along with the participants the dynamics of classroom practices but with different objectives. The participants strive to understand the input, whereas the researcher attempts to establish the regular pattern of the participants' behaviors.

In addition, classroom observation allows us to collect valid data. In our investigation we have used a non-participant classroom observation by developing a checklist of twenty two (22) items to be observed. These observations took place from May 2nd, 2018 to May 29th, 2018. We have managed to conduct only fifteen (15) observations due to the restriction of time.

Conclusion

This chapter explains the research design and methodology used in this study. It states and determines data collection and data analysis tools and procedures. In addition, it has presented the three instruments used to gather data. The interpretation of the findings is the concern of the next chapter where tables, pie charts, and histograms will be presented.

CHAPTER 03: PRESENTATION OF THE FINDINGS

Introduction

This chapter is allocated to interpret the data collected from the questionnaires we gave to teachers and students of third year and from the classroom observation that we conducted. The purpose of this section is to see whether third year students improve their speaking ability through debates in classroom and to see whether teachers of MMUTO in the Department of English encourage their students to speak and to be active learners. The findings are presented by percentages and displayed in form of tables, diagrams, and histograms. The presentation of the findings is divided into three parts. The first part deals with the presentation of results of the students' questionnaire. The second part is devoted to the presentation of the findings of the teachers' questionnaire whereas the third part presents the findings obtained from classroom observations.

IV.1. Presentation of the Findings

IV.1.1. Results of Students' Questionnaire

In our investigation, we handed a questionnaire to third year students to be accomplished. The total of the students is three hundred and sixty-nine (369). Concerning the results obtained are the following:

a. Academic level

The aim of this question is to determine which level we will investigate in our study. In fact, we have chosen third year students but not randomly since they master the English language and they prepare their license degree.

b. : Are you interested in learning the English language?

A: Yes

B: No

Variables /interest	Numbers	Percentages
Yes	74	92.5 %
No	06	07.5 %
Total	80	100%

Table (1): Students’ Interest in English Language Learning

From the data gathered, we can see that the majority of the students (92.5%) are interested in learning the English language. Six of them (7.5%) answered by no, i.e they are not interested to learn English. Student confirmed that English is their first choice since it is their favorite international language. Because of what we have seen while attending session, we have deduced that most of the students like English. This is on one hand. On the other hand we have noticed that when they interact with each other they feel free to express themselves and well amused.

Q1: Do you like oral expression module?

Variables	Numbers	Percentages
Yes	69	86.25%
No	11	13.75%
Total	80	100%

Table (2): Students’ Attitude toward Oral Expression module

The results obtained in the table above show that the majority of the students (86.25%) like the oral expression module since it is the only module in which they express their ideas freely and enjoy this short time. However, few of them (13.75%) answered by no which

means that they do not like oral expression sessions because they feel this module is boring and uninteresting. In this context, we have remarked this minority of students do not participate and share their ideas because of shyness and lack of self confidence.

Q2: Which of the four learning skills do you prefer more to learn?

A: Listening

B: Reading

C: Speaking

D: Writing

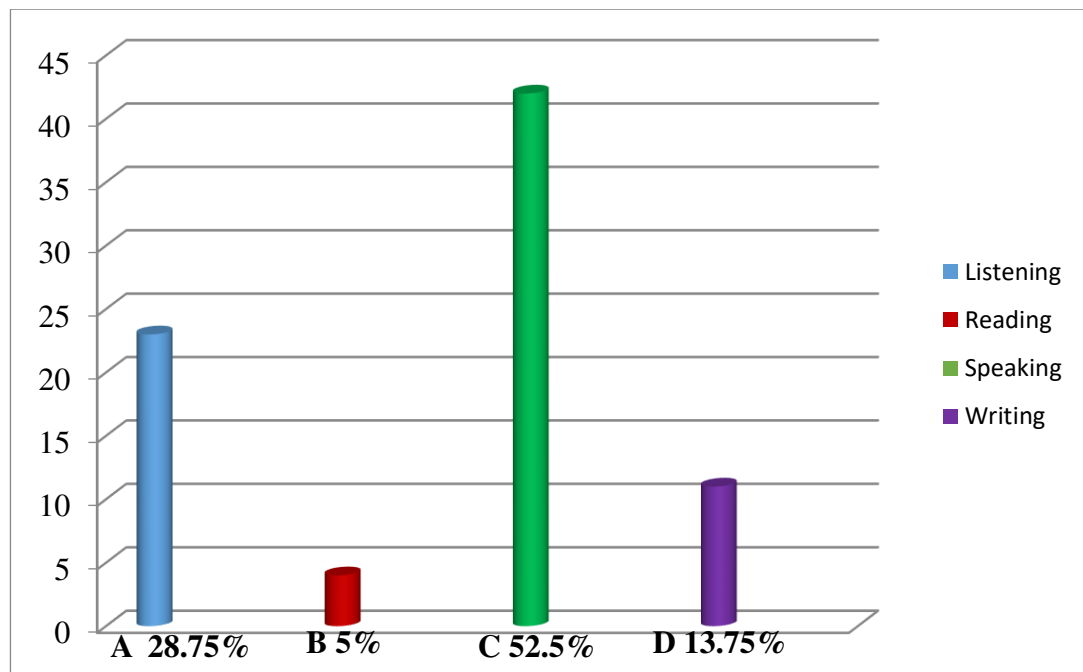


Diagram (1): Learners' Preference of the Four Learning Skills

This question is designed to detect which of the four skills is more favored by students. The results present that most of students choose speaking 42 times (52.50%). This means that more than a half of the number of students shows that the speaking skills the most preferable skill for the students. Then, listening comes in the second place (28.75%), while writing presents (13.75%). However, reading is classified as the last one to be favored. This diagram shows that students interest in enhancing speaking ability rather than other skills (listening, reading and writing).

Q3: Do you like debating in class

Variables	Numbers	Percentages
Yes	65	81.25%
No	15	18.75%
Total	80	100%

Table (3): Students' Attitude toward Debating in Class

Concerning debate in class, diagram (3) indicates that (81,25%) of the respondents find that debating in class is interesting. They justified their answers saying that debate is a useful technique in expressing their feelings and personalities especially when they do it with the four corner in which all students give their opinions of an interesting topic. And this is what we have observed inside the class. While (18,75%) of the student say that debates are not sufficient to improve the speaking ability. And they justified this with using other techniques such as role plays and pair work.

Q (4): Do you hold debates in your class?

Variables	Numbers	Percentages
Yes	77	71.25%
No	03	28.75%
Total	80	100%

Table (4): Holding Debates in Classroom

As show in this table, more than half of respondents say that they hold debates in class and this is presented with (71.25%) answers by yes. And this is what we have seen when we have attended the sessions in class. Teachers provide some topics for their students to debate.

While the minority of the participants (28.75%) says that they do not hold debates in class. The results show that the majority of students hold debates in class, justifying that teacher makes just their course and do some exercises about that session.

Q (5): Do you think that debating in classroom is more interesting than other activities? Justify your answer.

Variables	Numbers	Percentages
Yes	62	77.5%
No	18	22.5%
Total	80	100%

Table (5): Degree of Students’ Interest in In-class Debates

This question aims at discovering whether students find in-class debates are more interesting than other activities. Most of the students (77.50%) answered yes, debates in classroom are the most important strategy rather than the others. But few of them (22.50%) answered by no. This means that there are other activities that the students find more interesting than debates.

Q6: Do you think that in-class debates enhance your speaking skill? Why?

Variables	Numbers	Percentages
Yes	77	96.25%
No	03	03.75%
Total	80	100%

Table (6): Enhancing Students’ Speaking Skill through Debates

As it is seen in this table, in-class debates enhance students speaking skill. Ninety-six (96.25%) of the participants answered by yes. From the classes we have observed, student have more chance to express his opinion when using debate as a technique and this evidently

improve their speaking ability. But few of the respondents (03.75%) say no; that is to say, debate does not improve the speaking skill.

Q (7): What is your purpose in being a good communicator?

A: Speaking English fluently with foreigners

B: For jobs

C: For going abroad

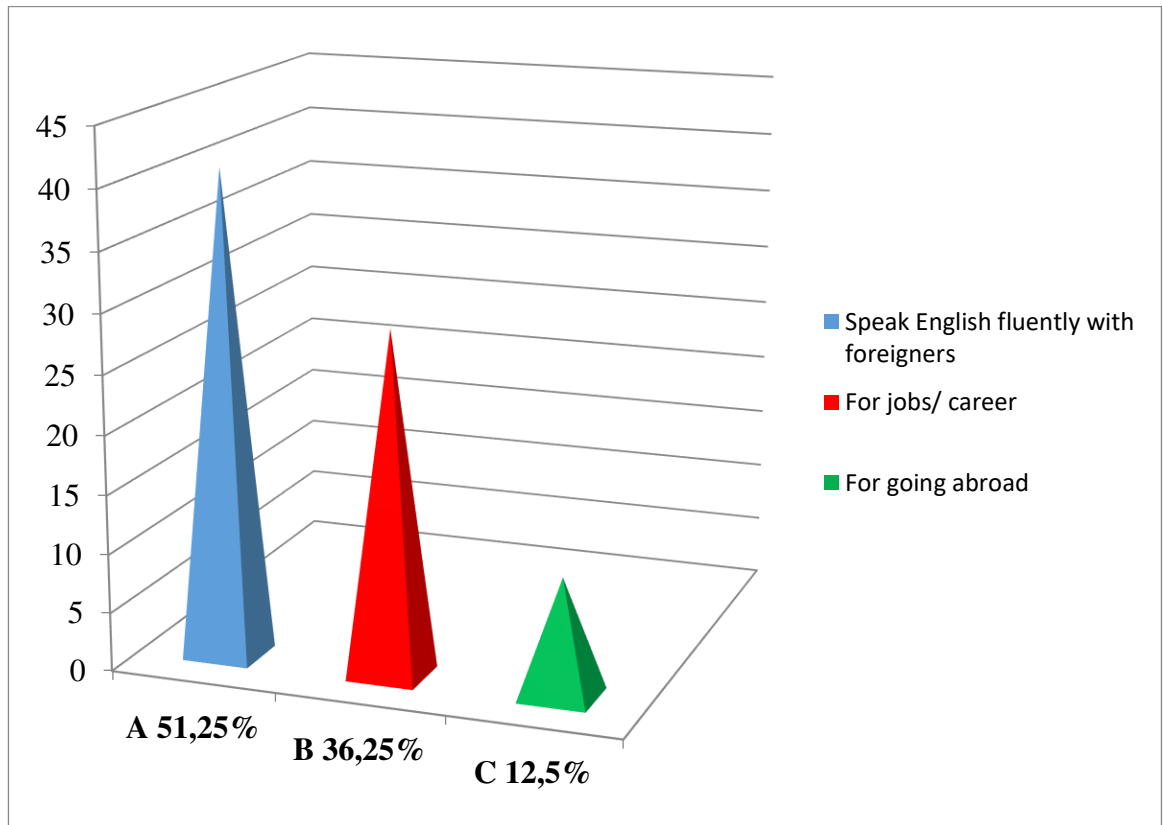


Diagram (2): The purpose in being a Good Communicator

From diagram (2), we noticed that the purpose in being a good communicator is varied among the respondents. (51.25%) of them provided the answer to speak English fluently with foreigners. In class we have remarked that the majority of students want to speak English like the native speakers whereas 36.25% of them answered that their purpose is for jobs and career. But 12.50% assert that their aim is to go abroad because language is very important to understand peoples' culture of other countries.

Q8: What are the most activities you prefer to practise in classroom?

- ✓ Dialogues / Conversations
- ✓ Role play
- ✓ Communication games
- ✓ Information gap activities
- ✓ Songs

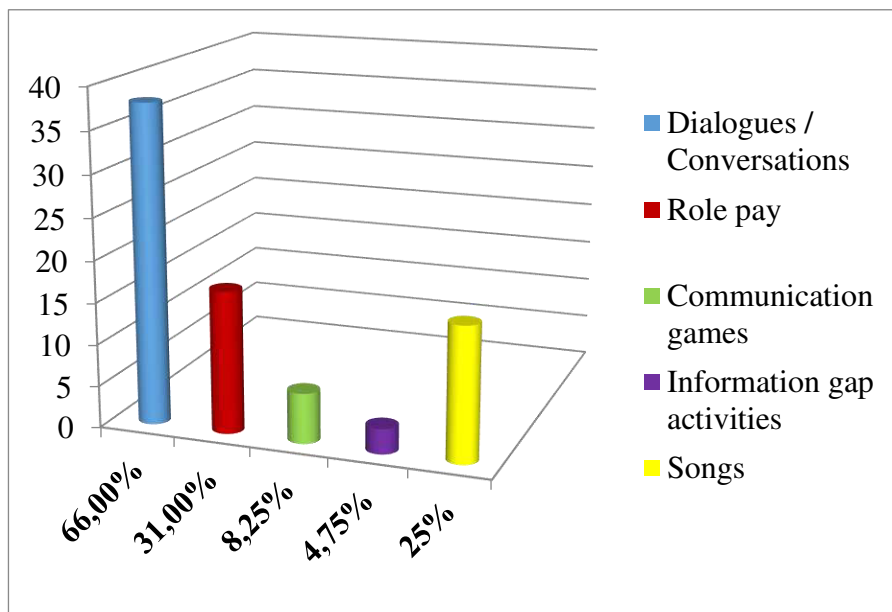


Diagram (3): Students’ Favorite Activities in Classroom

The purpose of this question is to determine the activity which students prefer to practise in classroom. Most of the participants provide multiple answers. Therefore, the results obtained demonstrate that (66%) of the respondents prefer to practise dialogues and conversations, and this is what we have seen during the sessions. The majority of students like doing conversations since they feel that they have opportunity to practise English and develop their oral skill. Therefore, dialoguing and discussing with pairs or groups is very interesting in training learners to speak with fluency. The information gap, however, is placed at the last place with (04. 75%).

Q9: What are the main strategies you use to avoid failure in oral communication during interaction in the classroom?

Variables / Strategies	Frequencies	Percentages
Find solution to achieve the meaning	46	57.5%
Avoid talking completely about the topic	34	42.5%
Total	80	100%

Table (7): Students’ Strategies to avoid Failure in Oral Communication

The table above states that more than half of the students responses (57.5%) use finding solutions to achieve the meaning as an important strategy in oral communication during interaction in class. However, (42.5%) avoid completely talking about the topic. While speaking in class, the student find himself facing some linguistic problem like the lack of vocabulary, sometimes he shifts from English to French to overcome this difficulty otherwise he finds himself blocked. This urges him to stop talking about the topic. All these facts have been observed in oral classes.

Q10: Pair and group work motivate students to learn and speak a foreign language.

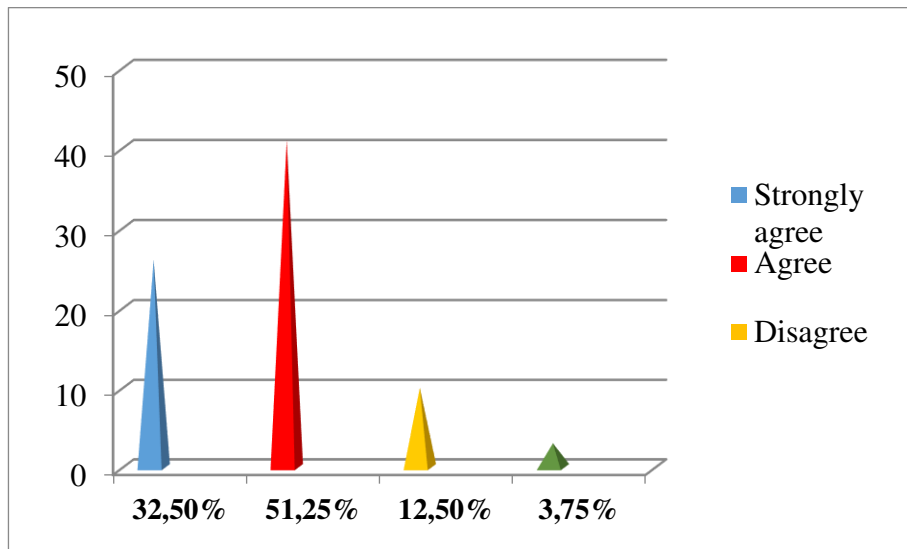


Diagram (4): Students' Views about English Language Speaking

This diagram denotes that more than half of the sample (51.25%) agreed that pair and group work motivate students to learn and speak a foreign language. From the classroom observations, we have noticed that when they work in pairs and group they give their agreement or disagreement with strong argument about smoking barriers, for instance, as a topic to support their views. Twenty six students (32.50%) strongly agreed with the statement. Ten students (12.25%) disagreed and only three (3.75%) of them strongly disagreed that pair and group work motivate students to speak and learn a foreign language.

Q11: Do you agree with the saying “to learn a language you must speak it”?

Variables / views	Frequencies	Percentages
Strongly agree	50	62.5%
Agree	28	35%
Disagree	02	2.5%
Strongly disagree	00	00.00%
Total	80	100%

Table (8): Students' Attitudes toward Speaking English Language

The table (3) demonstrates that the majority of the participants (62.5%) strongly agree with the saying that ‘to learn a language you must speak it’. Twenty eight of them (35%) agree with this view. This is evident since speaking skill is a very hard task and its mastery demand a lot of training and practice. Only two students (2.5%) disagree to this statement,; however, no one of them (00.00%) strongly disagree.

Q12: Which of the following concepts do you use frequently when debating in classroom?

Variables	Frequencies	Percentages
Making gestures	14	17.50%
Using eye contact	04	05.00%
Both	62	77.50%
Total	80	100%

Table (9): The most Concepts used when Debating in Classroom

As shown in the table above, more than half (77.50%) of students use both eye contact and gestures when speaking in classroom. Fourteen of the participants (17.50%) make gestures and only four of them (5%) use eye contact. Thus, gestures are considered by the students as a very important factor when talking with someone.

Q13: How do you rate your overall experience at in-class debates?

Variables	Frequencies	Percentages
Highly satisfactory	02	02.50%
Satisfactory	33	41.25%

Average	45	56.25%
Total	80	100%

Table (10): Students’ Experience with In-Class Debates

This table presents students’ experience at in-class debates. From the results we have obtained in this table, we noticed that most students (56.25%) rated their experience as average. But we found thirty three of them (41.25%) are satisfied with the experience they have when debating in classroom, and only two (2.50%) of them are highly satisfied with the experience.

Q14: What are the benefits of in-class debates?

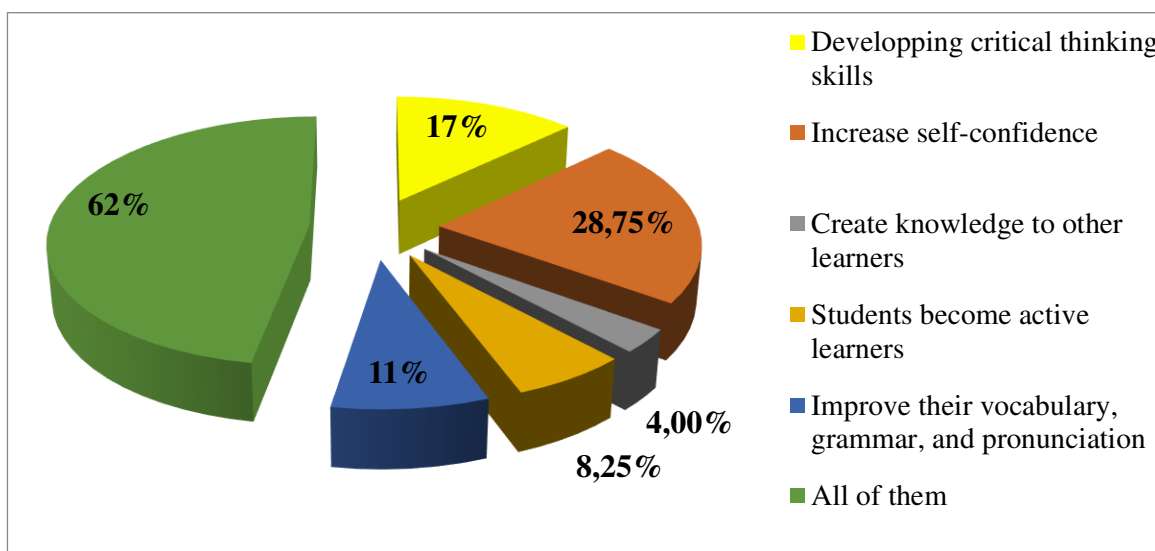


Diagram (5): In-Class Debates’ Advantages

This question aims at determining the benefits that students have when they debate in classroom. As we see in this diagram, a large number of the participants answered with multiple choices. Most of the students (62%) answered that all the items given above are useful while using debate as an activity in classroom, particularly when the teacher use think pair share as an activity in which the students give arguments for or against any given topic to

support their opinions. Only (4%) of them provided the answer to create knowledge to other learners.

Q15: Could you please provide some suggestions to improve the speaking skill in the classroom?

This is an open-ended question which aims at providing some solutions by students to improve their speaking skill in the classroom. On the basis of the results obtained, it is seen that some students suggest to choose free and controversial topics to debate in class, watching movies, and listening to music in order to improve their vocabulary, their pronunciation, making always conversations, dialogues and role plays, and discussing social issues that are related to real life situation. This helps the students to improve their speaking ability. Other students have suggested that dialoguing and having more conversation give for them more opportunities to speak in class. In addition few of them propose to involve the authentic materials like data-show and TV. One student has suggested that providing students with five minutes of a motivational speech by a chosen student before starting the lecture help learners to develop their speaking skill. To finish with, some other have suggested using audio-listening videos where native speakers speak and to imitate what they have said this will be beneficial for acquiring a language including pronunciation, vocabulary and intonation.

IV.1.2. Results of Teachers' Questionnaire

In our study, we have also made a questionnaire for teachers of third year teaching the oral expression module. The number of those teachers is four (04). They have all responded to the questions.

Q1: Teachers' Degree

Degree	Frequencies
MAA (MAGITER)	2
MAB (LICENSE)	1
PHD (DOCTORAT)	1
Total	4

Table (11): Teachers' Degree

This table above shows that half of teachers have Magister degree. One teacher has License degree and only one of them have Doctorate degree. The aim of this question is to know the teachers that have more experience in teaching the oral expression module and know if they help their students to speak in class and by relaying on the techniques and strategies have been used inside the class.

Q2: For how many years have you been teaching the Oral Expression module?

Experience in Teaching	Frequencies
6 years	1
17 years	1
20 years	1
Total	4

Table (12): Teachers' Experience in Teaching Oral Expression Module

From the table above, we see that most of the teachers who teach the oral expression module are experienced.

Q3: Do you add any program in addition to the official program in teaching oral expression?

Responses	Frequencies
Yes	4
No	0
Total	4

Table (13): Oral Expression Teaching Additional Programs

This table demonstrates that teachers use to proceed and operate some changes to the official program.

Q4: How do you evaluate your students' level in oral expression?

A: Excellent

B: Good

C: Average

D: Low

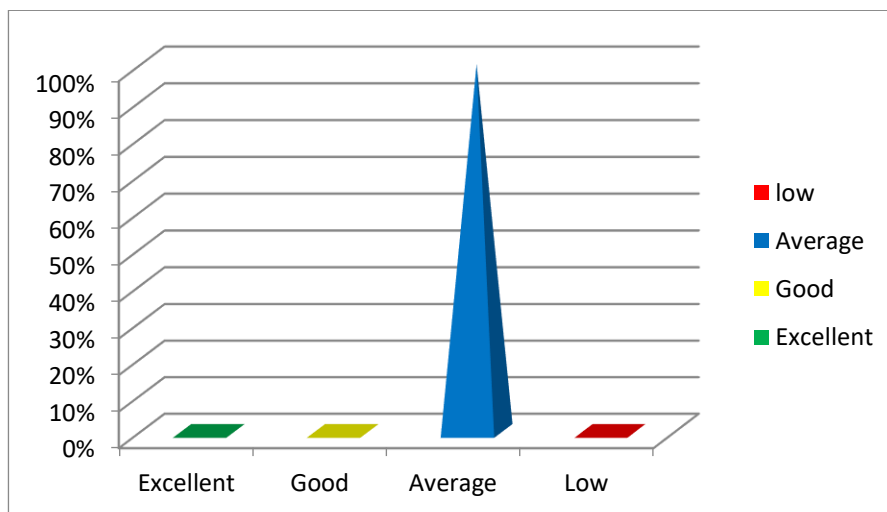


Diagram (6): Teachers’ Evaluation of Students’ Speaking Level

The aim of this question is to know how the teachers evaluate their student’s competences in oral expression. As shown in this diagram all the participants said that students have an average level. And no one answered by other propositions.

Q5: How much can the speaking skill help the student to be a good communicator of English language in comparison to other skills (listening reading and writing)?

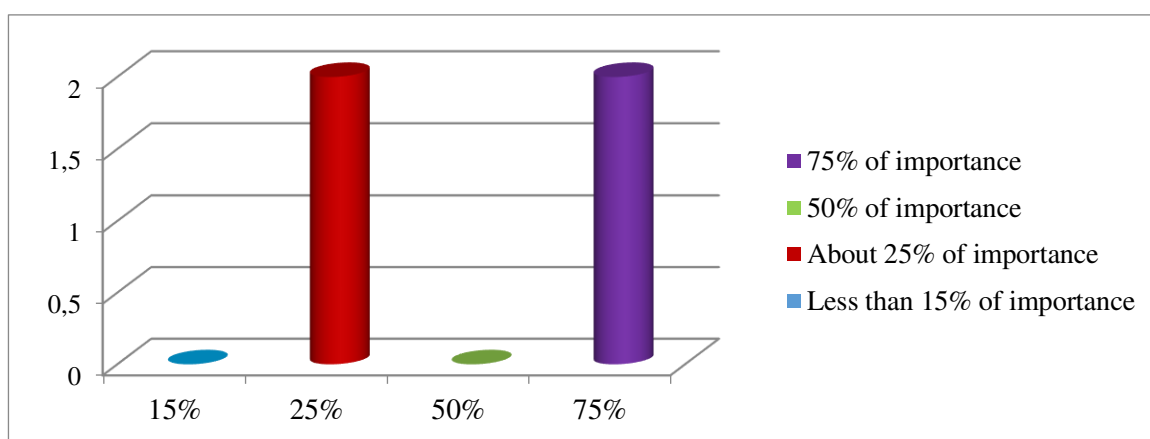


Diagram (7): Importance of Speaking Skill to be a good communicator

From the data gathered in the table we can see that one half of teachers give more importance to the speaking skill whereas the other half of teachers gives less importance to it.

Q6: Do you feel that your students are motivated in class when they have debates as an activity?

Responses	Frequencies
Yes	03
No	01
Total	04

Table (14): Students Motivation through Debates in Classroom

The table (14) shows that three (03) teachers see that debates motivate students in classroom and this is argued when we have attended oral classes. We have remarked that when student talk with each other they express their ideas with freedom, and they often enjoy this technique since it is beneficial to enhance their critical thinking and speaking skills. But only one (01) of them says that debate s not the only activity that motivates students in class but there are other activities which are more stimulating and motivating than debates. We justify this by doing other activities such as dialoguing which make students interested to learn the English language.

Q7: Do you try to create a friendly atmosphere in the classroom?

Responses	Frequencies
Yes	04
No	00
Total	04

Table (15): Creation of Friendly Atmosphere in Class

The results obtained in this table demonstrate that all teachers of oral speaking module create a friendly atmosphere in the classroom and no one of them answered by no. teacher should make a good atmosphere in which students will be motivated to learn the English language. For instance, teacher makes their students laughing during five minutes. This creates motivation.

Q8: How do you urge your students to participate in class?

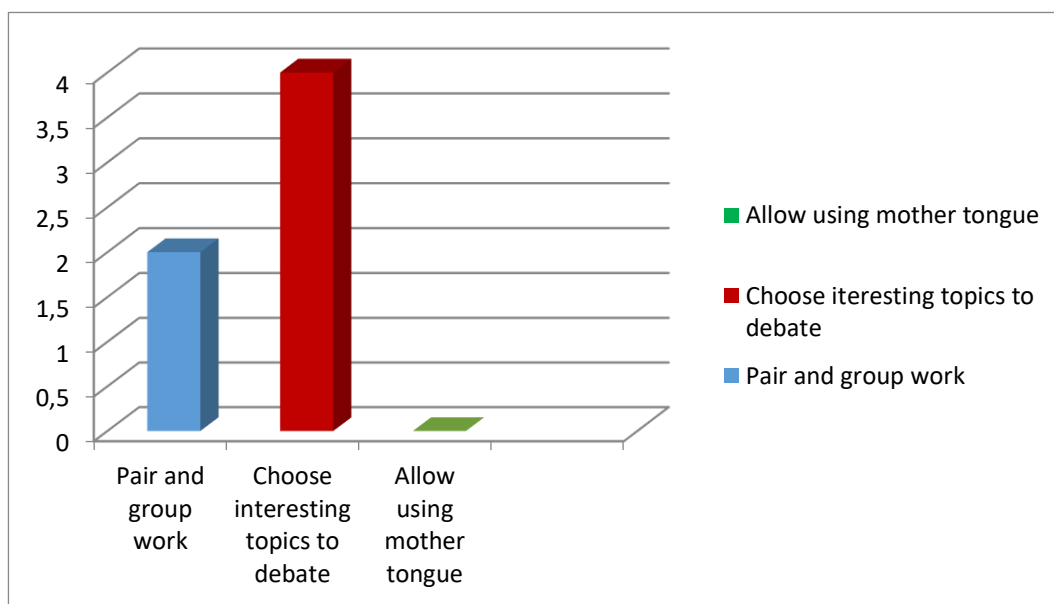


Diagram (8): Teacher's Methods in urging Students Participating

From the diagram above we deduce that the teachers of oral expression module favorite the selection of interesting topics in addition to the group and pair work, but they don't allow the use of mother tongue.

Q 9: How about the hours devoted to teach the oral production module? Do you feel that they are sufficient to enhance students' speaking skill?

Responses	Frequencies
Yes	1
No	3

Table (16): Time devoted to teach oral expression module

As shown in the table above, only one teacher satisfied with the number of hours devoted to the teaching of oral expression module, three (03) of them see that the hours devoted to the speaking module is not sufficient to improve the speaking skill.

Q10: What is the importance of communicative activities in EFL learning process?

This question aimed at knowing how much communicative activities are so important in EFL learning process. Some teachers contend that these communicative activities help students to communicate and express themselves easily with their associates and even teachers. Some others add that they allow them to gain fluency, enhance their creativity, and more to develop their significantly critical thinking, their linguistics competences and motivate them to address audiences and defend their arguments.

Q (11): Do you think that through debates in the classroom students will master the English language?

The purpose of this question is to investigate whether students will master the English language through debates or not. According to some teachers, controversial issues in class lead students to participate and achieve their goals, and naturally help them to learn and improve the speaking ability, this is on one hand. On the other hand, other teachers argue that through debates students correct their knowledge, assess their capabilities and improve their linguistic ability.

Q (12): What are the frequent difficulties that your students face when speaking using EFL during classroom lessons?

This question aims at showing which major difficulties the students interface when speaking in classroom. The results obtained by this questionnaire are as follows:

- Fear of making mistakes
- Shyness, inhibition and lack of confidence
- Lack of vocabulary
- Problems of anxiety

- Lack of motivation

The findings above are listed by third year teachers of oral expression module.

IV. 1.3. Results of the Classroom Observation

Classroom observation is used as a third tool in our study. After getting teachers' approval, a total of fifteen (15) attendances have been assured with four (04) teachers of third year students. The observations took place from May 02, 2018 to May 29, 2018, and they are described in checklist presented in a form of table. The latter contains twenty two (22) items in which we find that debates are useful in the classroom. These items were observed in term of frequency and arranged from *Yes* to *No*.

The results obtained from these observations are going to be presented in the following table:

The Observed Items	Frequency of the Occurrence of In-Class Debates	
	Yes	No
1. Students speak fluently when debating in class	11	4
2. Students like and enjoy speaking activities	12	03
3. Students make grammatical errors when speaking	12	03
4. Students produce basic sentences forms with reasonable accuracy	11	04
5. Learners use sufficient vocabulary to express ideas	02	13
6. Students have self-esteem when	14	01

speaking in front their classmates		
7. Pair and group work in class make the students motivated and active learners	12	03
8. Eye contact/gaze is very important when debating	13	02
9. Debating in the classroom create motivation to student	14	01
10. Debating in class improve critical thinking skills	15	00
11. The use of collaborative learning in class varies many points of view	14	01
12. Students interact with each other in classroom	14	01
13. Students have more space and freedom to speak when they choose free topics	13	02
14. They feel afraid and shy when they make mistakes	12	03
15. Teacher encourages their students to speak in class	12	03
16. Students attend the oral expression module	14	01
17. Teacher doesn't follow the syllabus and varies the tools (video, idioms)	13	02

18. Students find debates interesting and enjoyable	15	00
19. The teacher helps his learners when they find difficulties to speak	11	04
20. The teacher allows the use of mother tongue in class	12	03
21. The students' different levels may influence negatively on some of them	10	05
22. EFL students' culture encourage debating in English	10	05

Table (12): Classroom Observation in Relation to the Effectiveness of Debates in Improving EFL Learners' Speaking Skill

This classroom observation aims at determining the effectiveness of in-class debates in improving EFL learners' speaking skill. In this observation we have focused on the main items which help students to improve their speaking abilities. We have noticed that most groups of third year students hold debates inside the class. Firstly, they enjoy debating interesting topics and this creates motivation with each other. For instance, a teacher gives them education in Algeria as a topic to discuss. In this case, the first thing that the teacher does is putting students into four groups. Each group plays a role in which students will give arguments to support their opinions. This subject creates a debate between students. In this way they have the opportunity to speak freely. The second thing that we have observed in oral sessions is that when student speaks he faces some problems such as linguistic and psychological difficulties. As an example, when talking the student finds himself shy and fear to speak to their classmates, he is not confident of what he says. Another thing is that he lacks vocabulary and this urges him to shift from English to French for example. To finish with,

what we have seen in oral class is that is one important factor in most of the time student is the center whereas the teacher is just a facilitator and this the communicative approach which is based on communication. This theory helps students to improve their speaking skill

Conclusion

At the end, the presented chapter has reported and explained the answers obtained from the teachers' and students' questionnaires as well as the classroom observations. The findings are represented in form of bar charts, pie charts and tables. The next chapter will be the discussion and the analysis of the results gathered from the research instruments.

CHAPTER 04: DISCUSSION OF THE FINDINGS

Introduction

The present chapter is analytical. It aims at interpreting and discussing the main findings derived from the students' and teachers' questionnaires as well as the classroom observation. The objective of the present work is to highlight the importance of in-class debates in improving EFL learners speaking skill. The findings are interpreted systematically in order to answer the research questions and to confirm or disconfirm the hypotheses raised in the general introduction. The chapter includes three sections; it starts by discussing the results obtained from students' questionnaire then the results obtained from the teachers' questionnaire. The last section discusses the results obtained from classroom observations.

V. 1. Discussion of Students' Questionnaire

Students' questionnaire consists of fifteen (15) questions which are varied from open-ended questions, close-ended questions and multiple choices. This questionnaire is divided into three sections which are as follow:

Section one: Background Information

This section contains only two questions which are concerned with the academic level and the students' interest in the English language. Concerning the first question, the results reveals that the level that has been chosen in this research is third year level and this is not done randomly because third year students have the ability to speak fluently and accurately. This is on one hand. On the other hand, they prepare their license degree so they opt to improve their English. For the second question, the results show that the majority of students (92.5%) are interested to learn the English language and only (7.4%) of them do not interest to learn English. In fact, we deduce that the majority of students like the English language since it is an international language.

Section two: In-class debates improve EFL learners' speaking skill.

In this section we discuss the answers concerning the effect of debates in improving EFL learners speaking skill. We have developed seven (07) questions which are divided into two (02) close-ended questions, one multiple question and four (04) open-ended questions. As argued by Mereys and Jones (1993), cited in Kennedy (2007) the use of debate as a teaching strategy encourages active learning in the classroom where students are interactively part of the learning process. As an illustration, students talk with each other in class when their teachers give them a topic to debate. Debates give them the opportunity to practise the English language in the sense that this will develop their oral abilities. In addition, from the results obtained (see diagram 6), the majority of students (96.25%) say that debates enhance students 'speaking skill in the classroom. The result of the implementation supports the statement of Krieger.(2005, p.01) who defines debate as "*an excellent activity for language learning because it engages students in a variety of cognitive and linguistic ways.*" Alasmari&Ahmed. (2011, p.148) who argue that "*debate can be used brilliantly to boost up students' speaking in English*". For instance, when students play a role inside the class about religion as an interesting topic to debate, each student gives his/her point of view about the best religion supporting this with good arguments. As far as our concerns, religion is opening topic to debate where students find themselves speak so much to their classmates. This is what we have observed in oral sessions. Furthermore, the purpose for being a good communicator is to speak English fluently with foreigners (see diagram 7) since we study the English language in our country as foreigners. Thus, the majority of participants want to speak English fluently and with accuracy.

Section three: Strategies used in classroom to improve students' speaking ability.

This section analyzes and discusses the techniques and strategies used by teachers to improve their students' speaking skill. It consists of seven (07) multiple questions and one (01) open-ended question.

Focusing on the results of question (08), 66% of the participants prefer to practise English by using dialogue / conversation as an activity because this technique improves their speaking skill. According to them dialogue is the most important activity rather than role play, communication game and song since this activity is practical and students find it interesting as they feel they speak English in real life situation. In speaking classes, we have seen that the majority of students like and enjoy dialoguing in class because they really feel that they train to speak English like native speakers. This helps them to improve their pronunciation, intonation and speaking abilities. Conversation is an activity given by the teacher of oral expression module in charge with students. Each one takes a role to speak his part until the end of the conversation. This helps students to speak the language easily without fairness. 4.75% of the respondents have confessed that information gap activity is the last technique which doesn't really improve the speaking ability. Besides, from the results gathered, 57.5% of the respondents say that the main strategy used to avoid failure in oral communication during interaction in class is to find solution to achieve the meaning. Therefore, when students speak they find some difficulties to transmit the message. And this is due to the lack of vocabulary. But this does not discourage them to speak. On the contrary, they try to find the words to get the meaning.

In addition, there are other strategies that learners use when debating in class and these are making gestures and using eye contact. According to Buy (1997) it is important for the debaters to accentuate the importance of the speaker's requirements, and debaters should clearly consider the requirements for the speaker. The speaker should have something to say and have the ability to organize his message in away where others can understand clearly. It is

very important for the speaker to use body language and gestures to compose precise stimulation and well-supported arguments and to critique arguments offered by an opponent.

Furthermore, the findings of this study show that more than half of students (51.25%) have agreed that pair and group works motivate students to learn and speak a language. This goes hand in hand with Harmers' view (1998) which claims that both pair work and group work give learners extreme opportunities to express themselves freely without the help of the instructor at each time. For instance, think pair share is a good technique in which students think even in pairs or groups for few minutes of any given topic to debate by giving their opinions for or against the topic which has been discussed, supporting their views with strong arguments. This will enhance their critical thinking and speaking skills.

Concerning the benefits of the debates in classroom (see diagram 05), the results revealed that the majority of the students (62%) answered that all the items we have suggested in the questionnaire are useful when debating in class such as developing critical thinking skill, increase self-confidence, and improve the students' vocabulary, pronunciation and grammar. In this context, Nisbett. (2003, p.210) states: *"Debate is an important educational tool for learning analytic thinking skills and for forcing self-conscious reflection on the validity of one's ideas"*.

Another author who is Moeller (1985) asserts that debate in an undergraduate developmental psychology course to teach about controversial topics and improve students' critical thinking and verbal communication skill. Therefore, debates are very beneficial in class. They help students to speak with fluency and accuracy and to criticize all the issues they encounter in daily life.

To finish with, the results of the last question demonstrate that the majority of the students have suggested to debate free topics in class because this improves the speaking ability. For instance, one participant affirms that *"Choosing free and controversial topics to debate in*

class improve the speaking skill for students". Another respondent suggests that *"dialoguing and using more conversations in class give to the students the opportunity to speak in class."*(See p.33).

According to the outcomes, few of them assert that *"Audio-listening videos of native speakers can be beneficial for learning English including its pronunciation, vocabulary, and intonation"* (See p.37). As we have seen, the participants provide us with many solutions to enhance the speaking skill. In addition to these solutions, we think that providing students with authentic materials is necessary to learn and speak the English language fluently. To finish with, there are other techniques which urge students to debate in classroom like fishbowl and the four corners by which students develop their critical thinking and speaking skills.

V.2. Discussion of the Teachers' Questionnaire

This questionnaire contains twelve (12) questions which are divided into close-ended questions, open-ended questions and multiple questions.

From the results displayed in the previous chapter, all teachers of oral expression module assert that they add a specific program to the official one while teaching the oral expression module. Two of them affirm that *"following the official program demotivates students since the courses delivered to third year students do not really give them the chance to speak English in classroom."*(See p.39). Another teacher confirms that *"the official program is not sufficient to teach the speaking module to third year students but we should create other strategies that motivate students in order to avoid feeling bored and uninterested because when the students are demotivated, they will not attend the sessions."* (See p.39). Therefore, it is up to the teacher to change when their students are demotivated. He should make some changes and add his own experience to the official program in order to motivate their students to like the module.

Concerning the teachers' evaluation of the students' level (see diagram 11), all teachers confirm that the level of students in the oral expression module is average since they lack the mastery of language basics like grammar, conjugation, pronunciation and vocabulary. This view is shared by us because when we observed the classes of third year students; we have noticed that most of them have the average level due to the lack of vocabulary and many other difficulties.

In addition, from the results of table (09), the majority of the respondents demonstrate that debates motivate students in classroom. In this sense, they have more chance to speak and express their ideas and feel free and confident with themselves. In fact, in the classroom observation we have noticed that when students speak, they have more freedom to express their ideas through they make mistakes. One teacher says that debates do not really motivate students in classroom since there are other activities more easier than debates.

Moreover, the questionnaire demonstrates positive results which revealed that all teachers create a friendly atmosphere in classroom. For instance, one teacher asserts that "*My students enjoy and like the oral expression module, they feel the module is very interesting.*" (See p.43). Another one declares that "*my students are motivated and they feel at ease inside the classroom*". (See p.43). Therefore, the friendly atmosphere plays a significant role inside the classroom. If it is encouraging, the students will be motivated and they feel free to interact with their teacher or classmate. But if the atmosphere is not encouraging, they will be demotivated and feel that the module is boring.

Concerning the teachers' method to make their students active participant in class, the results show (see diagram 08) that the majority of teachers choose interesting topics to debate. And few of them use pair and group work to participate in classroom. In fact, when students have any given topic to debate, they have more chance to participate and speak English more in class. But the use of the mother tongue in class is not allowed because this may influence the

student negatively. In this sense, they will not be able to improve their English. The findings in table (11) presents that the time devoted to teach the oral expression module is not sufficient. Learners need much time to practise the English language. Three teachers affirm that *“one hour and half for week is not sufficient because students need regular practice, and they need to express themselves in better conditions including much time and space. So, three hours per week would be better”*.(seep.43) Whereas one teacher declares that *“English for us is a foreign language, what is important is not the hours devoted to it. But what we do in these hours”*. (see p.43) Thus, we deduce that there is contradiction between teachers answers concerning the time devoted to teach the speaking module. So, time is very important for English practice. The teachers should not waste time and they have to know what they should know how to manage the limited time.

From the results gathered in the last section, the participants provide us with many difficulties that students encounter when speaking in classroom. To start with, some of them assert that students are fear of making mistakes and they are ashamed for them. This is why they hesitate to speak in class. These results go hand in hand with Ur (2000, p.111) whoaffirms that *“Learners are often inhibitedabout trying to say things in a foreign language in the classroom, worried about makingmistakes, fearful of criticism or loosing face, or simply are shy because of the attention their speech attracts.”*.Therefore, fear of making mistakes can be considered as an obstacle for students training inside classroom.

Another problem is shyness, and lack of confidence. For instance, one teacher affirms that *“I have intelligent students but they are shy when speaking.”*(See p.44). In addition, students lack motivation and this is a big problem because motivation is the essential actor that leads students to success. In this context, Harmer. (2001, p.51) claims that *“motivation is some kind of internal drive which pushes someone to do things in order to achieve something.”*Therefore, when students are demotivated, they will not achieve their goals.

Besides, there is also the problem of anxiety and inhibition. This goes hand in hand with Littlewoods' view (1981, p.93) who states that "*it is too easy for a foreign language classroom to create inhibition and anxiety*". This means, students feel uncomfortable about speaking English in front of their classmates.

To finish with, students often find some difficulties when they try to express their ideas because they find themselves lacking vocabulary. In this context, Thornbury. (2005, p.22) claims that "*spoken language also has a relatively high proportion of words and expressions*". In fact, all teachers of oral expression module said that students lack vocabulary. Hence, they need a lot of practice of the English language so that learners improve their vocabulary.

V. 3. Discussion of the Classroom Observation

Concerning the classroom observation, we have made twenty two items to discuss. The results reveal that the majority of the students speak fluently when debating in class. Few of them do not speak fluently. We have observed that when students are debating in class they speak English with fluency because they have prepared the topic. They produce basic sentences forms with reasonable accuracy, but the majority of them do not use sufficient vocabulary while speaking. In addition, what we have seen in class is that students have self-esteem in front their classmates. For instance, when a student exposes his research given as homework, he is sure of what he says and he gives strong arguments to convince his teacher and classmates. And this is a good thing for him because he will be competent.

Furthermore, in the classes observed we have seen that when the students work in pair or group, this create motivation and they become active learners. According to Harmer (2001,p.116-117) pair work is useful because it involves the students and gives the opportunity for them to work and interact independently. This is on one hand. On the other hand, he affirms that group work is beneficial because it encourages broader skills of

cooperation and negotiation. It promotes learner autonomy by allowing the students to make their decisions. From the observation in class, we noticed that eye contact is very important when debating in class. This technique in fact, is very important when speaking in public situations

Besides, we have also observed that debates improve students' critical thinking and the use of collaborative learning. In this context, Oros (2007) believes that the delivery of evidence in debates is intrinsically linked to collaborative learning skills. Collaborative learning in this manner can enhance skills such as explaining, reasoning, stimulating thinking and asking questions. In addition, what we have remarked in class is that students have space and freedom to speak. And this is an important thing that teachers should give to their students because they feel at ease and they enjoy to debate. Therefore, teachers are aware to encourage their students and help them when finding difficulties in speaking.

Another important point on which we have focused when we observed third year students is the use of the mother tongue in class. Teachers do not always allow their students to use the mother tongue while speaking. Learners use rarely the mothertongue when they could not express themselves in foreign language.

Thus, the use of mother tongue breaks down communication of students in classroom and does not improve their speaking abilities.

In addition, what we have remarked in class is that the level differs from one student to another; there are students who have a good level and those who have a low level. Therefore, students can be influenced negatively. For instance, when a student speaks, some of them do not understand what their classmate wants to say. And this is the problem that should be solved. In this way, the teacher should not neglect the lower students' level but he has to create a good method for those learners to improve their speaking abilities.

To finish with, culture is part of language. They are used interchangeably. From the classroom observation, we have experienced that the first culture is encouraging students to debate in class. For example, when students have a debate about their culture, they will be motivated to speak and share their ideas. Thus, culture is very important in the teaching and learning process.

Conclusion

The discussion of the gathered data from the two questionnaires and classroom observation has answered the fundamental research question stated in the general introduction and confirms the hypotheses suggested. In fact, the debates in class improve EFL learners' speaking skill. And this is what we have seen when we have attended the classes.

Regarding the debates which have been produced by students in class, we have seen that students speak fluently and share their ideas. The outcomes from the teachers' questionnaire, students' questionnaire and classroom observation have revealed that debates develop the students' speaking ability. Students interact with each other when they work in pairs or groups and this help them to ameliorate the English language and speak it with fluency and accuracy.

Therefore, debate is a communicative activity which helps students to improve their speaking skill. In order to be a competent communicator, students should practice the English language with different tools. Particularly, debating different topics everyday will help them to develop their oral abilities.

GENERAL CONCLUSION

General Conclusion

The present dissertation was designed to investigate the effectiveness of in-class debates in improving EFL learners' speaking skill. It is intended to determine whether debates improve EFL students' speaking ability inside classroom or not, and to investigate whether debates are useful in the teaching and learning process. This is why this area is important in this research.

For the sake of answering the advanced research question and confirming or refuting the hypotheses suggested in the general introduction, a mixed method has been adopted and has been used. The quantitative and qualitative methods are used to analyze the data. Indeed, the data gathered from three research tools, students' questionnaire, teachers' questionnaire and classroom observation are analyzed on the basis of this mixed method. One hundred (100) third year students are selected randomly from the department of English at Mouloud Mammeri University of TiziOuzou and four (04) teachers of oral expression module in charge are selected to answer the questions of the questionnaire. In addition, a classroom observation has been conducted to collect data about the effectiveness of in class debates in improving EFL learners' speaking skill. For the sake of analyzing the quantitative data, a rule of three has been used. In addition to the statistical analysis, Qualitative Content Analysis has been used for analyzing and explaining the qualitative data gathered from the open-ended questions of the two questionnaires.

The discussion of the findings of two questionnaires and those of the classroom observation has provided answers to the fundamental research question. The results of the two questionnaires showed that in-class debates are beneficial to improve the students' speaking skill and this goes hand in hand with Makiko Ebata' view who said that the use of debate has been an effective technique for strengthening the students' speaking and critical thinking skills. The majority of students (96%) have seen that debates enhance their speaking skill in

classroom since it helps them to express themselves freely and exchange their ideas with others. Therefore, debate plays a fundamental role in the development of the speaking skill.

Concerning the classroom observation, the findings revealed that the majority of students are given the opportunity to debate in class during the oral sessions. We have noticed that students interact with peers or groups as well as with their teacher. It is for teachers to provide chances to student-student interaction rather than limiting the interaction to teacher-student interaction in order to let students express their ideas inside the classroom. And this confirms our hypothesis which states that through interaction between student-student in class, the learners will improve their speaking skill.

Some limitations in our research are noticed. First, there are some classes in which students have not the opportunity to debate inside the classroom. In this context, student do not interact with each other. Therefore, they will not develop their speaking abilities. Second, we have observed also that in most sessions of some groups, the teacher is mostly the dominant in the classroom; this influences negatively their learners since they have not the chance to speak and express their ideas inside the classroom. Third, we have noticed that some students are demotivated to speak English. They found the topics boring and uninteresting. Thus, they will not improve their speaking abilities.

Our work ends up with some suggestions of in-class debates in enhancing EFL learners' speaking which are presented as follows:

- Providing students with authentic material is very important to develop the students' speaking skill. For instance, bringing them a data-show to watch videos of native speakers encourage them to speak and enlarge their vocabulary.
- Create a friendly atmosphere inside the classroom urges learners to become motivated. Thus, they will improve their oral abilities and overcome the psychological and linguistic barriers that they face while speaking.

- Organize talk show to debate inside the department of English.
- For teacher training, it is important to develop teachers' competencies to enhance their students' English speaking skill.

To conclude, debate is a useful technique that helps students to enhance their speaking skill and developing their critical thinking. Thus, it is up for teachers to use this activity very often inside the classroom. As Mitchel. (1998) says *'Debate promotes civic engagement and might provide a venue for citizens, particularly members of socially disadvantaged groups, to empower themselves through the provision of social capital acquired by voicing and defending their concerns in a public'*.

Hopefully, our modest research will contribute to the field of didactics in a way that will open new perspectives for further investigations in this topic. It may be an essential motivation for researchers to adapt debate strategy in other fields of study.

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APPENDICES

Students' Questionnaire

The purpose of this study is to examine the students' beliefs in In-class debates in enhancing EFL learners' speaking skill. This study is being conducted through the MOULOUD MAMMERI University of Tizi-Ouzou at the English department. This questionnaire asks about your PERSONAL beliefs about how third year students develop their speaking skill. Your responses will be anonymous and will never be linked to you personally. Your participation is entirely voluntary. **THANK YOU FOR YOUR COOPERATION.**

SECTION ONE: Background Information

Please tick (x) the statement that applies to you.

a. Academic level:

b. Are you interesting to learn the English language?

Yes No

SECTION TWO: In-class debates improve EFL learners' speaking skill

1. Do you like Oral expression module?

Yes No

2. Which of the four learning skills do you prefer more to learn English?

Listening Speaking

Reading Writing

Why?

.....
.....

3. Do you like debating in class?

Yes

4. Do you hold debates in your class?

Yes No

5. Do you think that debating in the classroom is more interesting than other activities?

Yes No

Justify your answer?

.....
.....

6. Do you think that in-class debates enhance your speaking skill?

Yes No

Why?

.....
.....

7. What is your purpose for being a good communicator?

- Speak English fluently with foreigners
- For job / career
- For going abroad

SECTION THREE: *Strategies used in classroom to improve students' speaking skill*

8. What are the most activities you prefer to practice in classroom?

- Dialogues/Conversations
- Role play
- Communication games
- Information gap activities
- Songs

9. What are the main strategies would you use to avoid failure in oral communication during interaction in the classroom?

- Find solutions to achieve the meaning
- Avoid talking completely about the topics

10. Pair and group work motivate students to learn and speak a foreign language.

- Agree
- Disagree

- Strongly agree
- Strongly disagree

11. Do you agree with the saying "to learn a language you must speak it"?

- Agree
- Disagree
- Strongly agree
- Strongly disagree

12. Which of the following concepts do you much when debating in class?

- Making gestures
- Using eye contact
- Both

13. How do you rate your overall experience at in-class debates?

- Highly satisfactory
- Satisfactory
- Average

14. What are the benefits of in-class debates?

- Developing critical thinking skills
- Increase self-confidence
- Create knowledge to other learners
- Students become active learners
- Improve their vocabulary, grammar, pronunciation
- All of them

15. Could you please provide some suggestions to improve the speaking skill in your classroom?

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

Thank you very much for your contribution!

Teacher's Questionnaire

This questionnaire is conducted to examine effective of in-class debates in enhancing student's speaking skill. We would like to ask you some questions concerning our research. We are interested in your point of view as you represent the source of inquiry. Thank you very much for your cooperation.

1. What is your degree?
 - a. MAA
 - b. PHD
 - c. MAB

2. For how many years have you been teaching?
.....years

3. Do you follow any specific program in teaching oral expression?
 Yes No
Could you explain please?
.....
.....
.....

4. How do you evaluate your students' level of Oral Expression module?
Excellent
Good
Average
Low

5. How much can the speaking skill help student to be a good communicator of English language in comparison to other skills (listening, reading and writing)?
 - a. Less than 15% of importance
 - b. About 25% of importance
 - c. 50% of importance
 - d. 75% of importance

6. Do you feel that your students are motivated in class when they have debates as an activity?
 Yes No

7. Do you try to create a friendly atmosphere in the classroom?

Yes

No

8. How do you make your students participate in class?

Pair and group work

Choose interesting topics to debate

Allow using mother tongue

Futher suggestions

.....

.....

9. How about the hours devoted to teach the oral production module? Do you feel that they are sufficient to enhance students' speaking skill?

Yes

No

If no, why?

.....

.....

10. What is the importance of communicative activities in EFL learning process?

.....

.....

.....

.....

.....

11. Do you think that through debates in the classroom students will master the English language? If the answer is yes, give the reason.....

.....

.....

.....

12. What are the frequent difficulties that your students face when speaking using EFL during classroom lessons?

.....

.....

.....

.....

Thank you for your contribution!

Classroom Observation Checklist

Name..... Date.....

Class observed..... Time.....

Observer Department.....

	Yes	No
1. Students speak fluently when debating in class	<input type="checkbox"/>	<input type="checkbox"/>
2. Students like and enjoy speaking activities	<input type="checkbox"/>	<input type="checkbox"/>
3. Students make grammatical errors when speaking	<input type="checkbox"/>	<input type="checkbox"/>
4. Students produce basic sentences forms with reasonable accuracy	<input type="checkbox"/>	<input type="checkbox"/>
5. Learners use sufficient vocabulary to express ideas	<input type="checkbox"/>	<input type="checkbox"/>
6. Students have self-esteem when speaking in front their classmates	<input type="checkbox"/>	<input type="checkbox"/>
7. Pair and group work in class make the students motivated and active learners	<input type="checkbox"/>	<input type="checkbox"/>
8. Eye contact/gaze is very important when debating	<input type="checkbox"/>	<input type="checkbox"/>
9. Debating in the classroom create motivation to students	<input type="checkbox"/>	<input type="checkbox"/>
10. Debating in class improve critical thinking skills	<input type="checkbox"/>	<input type="checkbox"/>
11. The use of collaborative learning in class varies many points of view	<input type="checkbox"/>	<input type="checkbox"/>
12. Students interact with each other in classroom	<input type="checkbox"/>	<input type="checkbox"/>
13. Students have more space and freedom to speak when they choose free topics	<input type="checkbox"/>	<input type="checkbox"/>
14. They feel afraid and shy when they make mistakes	<input type="checkbox"/>	<input type="checkbox"/>
15. Teacher encourages their students to speak in class	<input type="checkbox"/>	<input type="checkbox"/>
16. Students attend the oral expression module	<input type="checkbox"/>	<input type="checkbox"/>
17. Teacher doesn't follow the syllabus and varies the tools (video, idioms)	<input type="checkbox"/>	<input type="checkbox"/>
18. Students find debates interesting and enjoyable	<input type="checkbox"/>	<input type="checkbox"/>

19. The teacher helps his learners when they find difficulties to speak
20. The teacher allows the use of mother tongue in class
21. The students' different levels may influence negatively on some of them
22. EFL students' culture encourage debating in English

Dedications

First of all, we give our gratitude to the most Graceful and most Compassionate Allah the

Almighty that has provided us with uncounted blessings to finish this work

I dedicate this work to:

To my beloved parents who encouraged and advised me to reach my objective

My dear sisters Hydra, Nacira, Saliha, Fatma, Ouzna, Fatiha, SabihaSilya, Lydia who supported me to finish my studies and their husbands Tarik and Amirouche

My brothers Ahmed and Massinissa who helped me a lot

All my family & friends particularly Hamza

Assia

I would like to dedicate this modest work to:

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Abstract

The present work concerns the effectiveness of in-class debates in improving EFL learners' speaking skill in the department of English at Mouloud Mammeri University of Tizi-Ouzou. It is intended to determine the impact of using debates in the classroom. It also aims to discover whether the students of English enhance their oral ability through debates as a technique inside the classroom. Whether the technique of debate is worth to be accepted as an effective technique, and to know whether we accept or reject it. In order to collect the relevant data for this research, two instruments were used: classroom observation and two questionnaires, one is handed to students another to teachers. This study combines quantitative and qualitative methods in order to accomplish this exploration. The results gathered demonstrate that the majority of the responses affirm that the use of in-class debates is beneficial in enhancing EFL learners' speaking skill. Additionally, the findings argue that most of the teachers support the integration of debates in class. Indeed, the successful use of in-class debates in the department of English depends mainly on the pedagogical staff.

Key words: *Debates, Speaking skill, Vygotsky's Sociocultural Theory, Communicative Approach.*

List of abbreviations

EFL: English as a Foreign Language

ESL: English as a Second Language

BMD: Bachelor, Master, Doctorate

L2: Second Language

FL: Foreign Language

TL: Target Language

ZPD: Zone of Proximal Development

CLT: Communicative Language Teaching

QCA: Qualitative Content Analysis

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GENERAL INTRODUCTION

General introduction

Effective communication is considered to be one of the most important capacities for any individuals. Receptive and expressive language abilities constitute a significant aspect of effective communication in terms of language skills. One of the expressive language elements is the speaking skill seen as the active use of language to convey meaning.

In English as second language (ESL) or English as a foreign language (EFL) classes, successful language learning is determined by the learners' oral ability. Researches have shown that the more a learner communicates, the more the learner would practice the target usage of language (Khoironiyah, 2012).

- **Statement of the problem**

Basically, EFL learners receive a large amount of theoretical information about the target language, but they do not know how to make use of it in real life situations because they do not get enough opportunity to practice and use that knowledge. Therefore, it is essential to create an interactive classroom for an effective language learning process. In this aspect, many researchers have recognized the value of debate activities in language instruction. However, no comprehensive rationale for using debate in foreign language learning has yet been developed. Therefore, this study aims at describing the implementation of debate activities which can enhance EFL learners speaking skill. Furthermore, the study focuses on the development of the speaking skill of third year students in English department at MMUTO to identify the communication strategies used during debate, and describing the participants' oral development.

- **Aims and significance of the study**

The main objective of this research is to examine the impact of using In-class debates in EFL classes to help students perform better in speaking at Mouloud MAMMERI University

of Tizi-Ouzou. More importantly, the aim of this work is to investigate the role of debate in enhancing learners' speaking skill and help teachers to encourage debating in class. Through this study we shall explore how students and teachers of oral expression module in the Department of English at MMUTO experience In-class debates and whether it is beneficial or not. The purpose of this study is also to determine the students' and teachers' attitudes towards the impact of in-class debates in enhancing EFL students' speaking skill. Lastly, we identify the main speaking difficulties faced by EFL learners in order to suggest alternatives and recommendations to improve their communicative abilities.

- **Research questions and hypothesis**

To achieve the purpose of the study, the following major questions can be raised:

1. How can in-class debates develop EFL students' speaking skill?
2. To what extent are in-class debates effective in enhancing the speaking competences among EFL learners?
3. Does the pedagogical syllabus in the department of English at MMUTO encourage the use of debate in class?

In an attempt to answer these questions, the following hypotheses are advanced:

- Debating in class helps students to present their ideas orally without limitation.
- The use of debate activities is beneficial in developing the students' abilities in speaking.
- Pedagogical staff gives importance to the use of debates strategy to enhance the speaking skill.
- Pedagogical staff doesn't give more interest to the use of debate in class.
- Third year students require competence in expressing personalities through in-class debates

- **Research techniques and methodology**

The present research makes use of a theoretical framework which is based on the benefits of in-class debates. The study takes place at Mouloud MAMMERI University of Tizi-Ouzou, and deals with third year BMD students and teachers of English department. Our study relies on two research instruments namely the classroom observation and the questionnaire. Two questionnaires are designed, one to students and one other to teachers in order to know their views about the current phenomena, most notably discovering the difficulties they face during oral sessions. Concerning the classroom observation, it is conducted during oral classes of third year students in an attempt to gain a greater depth of responses related to their experience with debates in classroom during instruction.

- **Structure of the dissertation**

In terms of organization, the present work is designed following the traditional complex model as described by Paul Tompson (1999). It includes four chapters as well as a general introduction and a general conclusion. The first chapter is called “Literature Review”. It presents key terms related to the topic that will be used within the research as defined by different scholars. While the second chapter is named “Research Design and Methodology” as it gives the opportunity to state the methods and methodology of our research. The third one is labeled “Presentation of the Findings”. It consists of presenting the findings and statistics gathered from the participants in the study. The last chapter entitled “Discussion of the Findings”. It deals with the interpretation and analysis of the findings of the study .Finally, the investigation ends up with a general conclusion, which summarizes the most important results obtained from this survey.

**CHAPTER 01: LITERATURE
REVIEW**

Introduction

The present chapter explores the literature related to the subject of our research. It deals with an overview of the theoretical concepts associated with the debating and speaking skill and accounts for the different theories which may contribute to the explanation and the exploration of the effectiveness of in-class debates in enhancing EFL learners' speaking skill at MMUTO. Besides, it helps us to analyze the factors that influence and contribute to the use of the debate as a technique to improve student's oral abilities. After that, it identifies advantages and barriers of debate in EFL classes.

I. The Notion of Debate

Debate can be described as a formal discussion where two opposing sides follow a set of pre-agreed rules to engage in an oral exchange of different points of view on a given issue. Formal debates are commonly seen in a public meetings or legislative assemblies where individuals freely choose which side of an issue to support, and also in schools or university competitions in which the participants are often assigned to a particular task for which to advocate. (Snider, 2008)

I. 1. Debate

Snider Alfred (2008, p.13) emphasizes that *"debate is about exchange because we have to be constantly involved in a struggle to improve our lives, our country, and our community"*. For this reason, debating is used when we need to clarify problems and present our points of view to come to an agreement. Equally important, Snider and Schnurer (2002, p.135) state that, *"in most high schools and universities, students participate in debates only in competitions"*. This is very important because students like participating in competitions in order to know who the best is. In a debate, all of them want to be the winners, as nobody likes to be the loser.

Makiko Ebata. (2009) states:

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. (p.35).

Therefore, English language teachers and practitioners have already proved debating as an effective tool in teaching English, which is a strong source of motivation for EFL teachers who have already used debate in their classes. Besides, Metsaki, M. (2012,p.207) argues that “*a debate* also asks a person to be able to confirm facts, persuade an audience, or make an appeal regarding a topic”. This author refers to how all these techniques allow students to acquire argumentation and reasoning skills, and develop their critical thinking. When debating, the participants must take into account that they have to be responsible for their arguments, either they are in favor or against the proposal. Another important aspect that Snider. (2011, p. 13) states is the following: “*there are formal and informal debates*”. One example of formal debate is the political debate, which requires the use of sophisticated debating skills. On the other hand, informal situations, like the ones at school, with friends, and with family where people discuss issues and look for solutions. Informal debates can occur anywhere, including meetings, dinners, or games. Hence, English is very important around the world and everybody needs to learn it.(Snider, 2011).

I. 2. The use of debate in the classroom

Debating can be used in the EFL classroom as a tool to make students practice English skills in real-life situations. Only in that way, they will be engaged enough to talk about something in front of others. Quinn.(2009,p.1) says that “*debating gives you the chance to meet new people and new ideas. Best of all, you have the opportunity to stand up and argue with someone in public, in a stimulating and organized dispute about real issues*”. The author argues that debates make students discuss their ideas, points of view or arguments to persuade

people. Furthermore, debating is an important and interesting way to discuss issues that our society faces. When students discuss a topic, they have to show evidence to defend their ideas if they want to be the winners. Having a debate allows students to get to know many different people with diverse points of view. In this context, debating is part of opening tasks due to its features of enabling learners to propose their points of views for or against different topics (Vásconez, 2015). Moreover, the use of debates in the classroom is very important because it encourages teamwork, language enhancement, and speaking skills improvement, among others.

Additionally, debate is an excellent activity 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, debates are also highly effective for developing argumentation skills for persuasive speaking and writing (Krieger, 2005,p.25). Similarly, Halvorsen(2005) comments that debate forces students to think about the multiple sides of an issue, and it forces them to interact not just with the details of a given topic, but also with one another. These authors refer to debate as one of the best tools that English teachers should use or apply in classroom when working on oral skill development.

Moreover, Sayed Salahuddin& Ali Alasmari. (2013,p.147) state that"*the use of debate, speech and conversation in EFL classes will first of all push out the students' fear about the English language*". Besides, regular practice of debate, speech and conversation will improve the different English skills such as fluency, pronunciation and vocabulary.

As it has been written before, the authors stated that students should be familiar with some jargon and technical terms when conversing, so in this way students will learn more vocabulary. The role of the teachers will be to work as mediators; at the same time, they will facilitate students' learning. Consequently, during debates students will improve several

skills, learn many new words, and collect information about numerous areas, which all together will enrich their spoken English, and ultimately make them more confident speakers.

I. 3. Types of debate

Vargo, S.P. (2012, p. 5-6) states that there are four kinds of debate in the classroom and provided a format and main characteristics for each one, which are as follows:

1. Four-corner:

The four corners of the class are defined as “strongly agree,” “agree,” “disagree,” and “strongly disagree.” Learners are asked to choose their point of view on a certain topic. When everyone has selected a corner, the students sit down to write a paragraph summarizing their opinions. An important characteristic of this format is that the debate is not simply defined by dualism; students can indicate the strength of their opinions.

2. Fishbowl:

When using this format, students can be arranged in different ways. The first option is to put students in two groups, taking an affirmative or negative position on a resolution. Each group prepares his arguments, and engages in back and forth rebuttals. Another solution is to divide the class into three groups. Two groups gather the arguments for and against the topic, thereby becoming the expert groups, while the third one acts as the audience.

3. Think-pair-share:

Each student works individually writing his arguments both for and against the topic. Then students are arranged into pairs to compare their answers and outline their ideas. After that, they are rearranged into groups of four to come to an agreement if they are for or against the topic. Then, they compose their final arguments to support their views and present them in front of the class. Since this type of debate starts from students’ individual performance

leading up to group work, it makes all students practice and develop their thinking, writing, listening, and speaking skills.

4. Role-play debates:

For this kind of debate, students are asked to play a stakeholder role that is appropriate for the topic. For instance, a debate about banning smoking at universities could involve roles such as a student, the principal of the university, the owner of a tobacco company, a university student's mother, etc. Each student takes on the role and defends his point of view from the position that can be associated with that role. In this manner, the debate can bring up clashing arguments for and against a controversial topic. In the above example, a student playing the role of the principal will, necessarily, present arguments associated with a person in authority while considering the students' point of view. However, this type of debate could be seen as controversial if important perspectives like cultural issues and women's views were left out. Teachers should increase their students' sensitivity to diverse points of views as a preliminary task.

5. Lincoln-Douglas debate:

This debate format refers to the way in which Abraham Lincoln and Stephen Douglas debated in 1858, for an Illinois senate seat. Two students are asked to debate a topic with arguments and rebuttals. It can also be set up with groups of six students. In each group, two students debate and the rest are the audience.

I. 4. Advantages of debate as a teaching technique

As a communicative and an interactive activity, debate can be integrated into the classroom context. Just by participating, listening, and watching a debate in the classroom,

students can improve their speaking skill automatically. A debate has many advantages in the classroom:

- ✓ A debate allows students to share and cooperate with one another.
- ✓ It encourages creativity.
- ✓ Students are motivated to enjoy the activity.
- ✓ It can improve students' speaking ability
- ✓ It educates students about responsibility
- ✓ Improve students' critical thinking. While debating, every student is proposed to analyze the problem critically.
- ✓ Develop students' communication skill. Debaters spend many hours assembling and practicing hundreds of public speeches on topics of national importance.
- ✓ Questioning skill developed in and struggle-often in the face of disappointment and defeat.
- ✓ Debate is thus not only a way to connect students with academic subjects in a constructive way; it is also a way to re-connect students to public life if they have been overcome by feelings of alienation. (Bonwell&Eison,1991)

Because of some advantages above, the researcher argue that debate really needs to be practiced in speaking classroom. It is one of better ways for students to improve their speaking skill. It has been mentioned previously that debate is a form of producing conversation among people, and at the same time, within the smaller context of debate students can gain more confidence. We add that debates can be beneficial to the educational process. Furthermore, Somjai&Jansem. (2015, p.29) affirm that "*debate has some benefits in the teaching and learning process*". The authors point out that through debates, English teachers can obtain a lot of benefits and in this way, it may help students to reach the desired outcome more quickly. Students learn more effectively by actively analyzing, discussing, and applying content in meaningful ways rather than by passively absorbing information. Thus,students benefit when instructors utilize instructional strategies that promote active engagement. Definitely, students will improve their speaking skills through the use of debate

because they will feel motivated and engaged to learn and master the English language.(Bonwell&Eison. 1991,p.183).

I. 5. Disadvantages of debates

In the learning process, debate has some disadvantages during application. First of all, debating can only be used for specific subjects, such as those concerned with agreeing or disagreeing, and giving arguments. Secondly, a debate requires a long time to prepare, in order to make sure it runs well. Students should prepare their arguments before the debate to make it easier for them to discuss their opponents' opinions. Finally, debates require students to be controlled in defending their argument, and many students cannot control their emotions when they defend their arguments, taking everything personally.

Although debate has these disadvantages, the benefits outweigh the disadvantages in the improvement of English learning. So, these are areas that the English teacher must work on in order to minimize or avoid these drawbacks.(Bonwell&Eison, 1991)

I. 6. Vygotsky's sociocultural theory

As claimed by John-Steiner and Mahn in the article '*Sociocultural Approaches to Learning and Development: A Vygotskian Framework.*' (1996, p. 80) "*the relationship between individuals forms a basis for cognitive and linguistic mastery*". Luoma. (2004, p.102) also reminds us of Vygotsky's proposal which states "*... that social interaction plays such a fundamental role in the development of human cognition that is cognition should be studied as a social rather than an individual concept.*"

The two most often quoted and argued contributions of Vygotsky's sociocultural theory are his explanations of the relationship between the inter- and intra-personal level and the so called Zone of Proximal Development (ZPD). He advanced them in the framework of

child developmental psychology, but, as stated above, they have proved their significance within L2 theories as well. Vygotsky shows that human consciousness is intricately (and necessarily) connected with culture and society, and that language is both the source of social behavior and consciousness and the most perfect tool of human consciousness.

Any function in the child's cultural development appears twice or on two plans. First it appears on the social plan, and then on the psychological plan. First it appears between people as an interpsychological category, and then within the child as an intrapsychological category. This is equally true with regard to voluntary attention, logical memory, the formation of concepts, and the development of volition. We may consider this position as a law in the full sense of the word, but it goes without saying that internalization transforms the process itself and changes its structure and functions. Social relations or relations among people genetically underlie all higher functions and their relationship. (Vygotsky, 1962, cited in Johnson 2001, p. 185)

To put it differently, sociocultural theory views learning as linked to "collaboration" rather than "acquisition" as mediated through social interaction rather than through students' thought processes. Sociocultural theory does not link learning to acquiring information, but more holistically to the development of a personality with the competencies that empower an individual to enter and take part in social interactions. The question is, however, how participation in interactive activities creates the conditions that are conducive to learning and developing the so-called "affordances". Van Lier and Chun. Chun (2011) claim:

There is no single set of characteristics of social interaction that constitute affordances for all learners. Rather, affordances arise out of the successful tailoring of the interaction to the developmental level of individual learner. They occur when the interaction enables the participants to construct a "zone of proximal development" for the learner — that is, the learners come to be able to perform a language feature through the scaffolding provided by an interlocutor when they are not able to do so independently. The aim of interaction (including corrective feedback) is to assist the learner to move from other-regulation in the zone of proximal development to self-regulation where the learner is finally able to use a linguistic feature correctly without assistance. (p.675)

As a result, debating can be used to learn English in both formal and informal settings through real life situations. If debating is practiced appropriately, students will learn both the English language and presentation skills, which will make them confident users of English in academic, social and professional settings.

II. The Notion of Speaking

There are four skills in teaching English proficiency, and all of them are very important to learn a foreign language. They have to be taught and practiced by English teachers at schools. Language is a tool for people to communicate with others, especially foreign people, and to express their ideas, opinions, emotions, attitudes and feelings. Moreover, speaking is a very important skill since people learn the language in order to use it for communicative purposes. In teaching speaking, teachers have to present the material creatively, and they should provide students with opportunities to practice it. At the same time, teachers also have to find the best technique for their students.

It is defined that speaking is the action of conveying information or expressing one's thoughts or feelings in spoken language. To teach speaking, the teacher requires a scoring system that will facilitate grading and evaluating improvement objectively in several key areas: comprehension, vocabulary, fluency, grammar and pronunciation.

II. 1. The Speaking skill

As Rivers(1981) explains, speaking is one of the most important skills to be mastered by students in order to be better communicators. It is the verbal use of language to communicate with others. Speech is about making choices; students must choose how to interact in expressing themselves and forming social relationships through dialogue or conversations.

Also, speaking is used twice as much as reading and writing in our communication. Many experts define speaking in different ways. Brown & Yule (1983,p.73) state that

"speaking is to express the needs-request, information, service, etc". Another definition of this term is of Chaney. (1998, p.13) who states that speaking is "the process of building and sharing meaning through the use of verbal and non verbal symbols into a variety of context". Therefore, speaking is not an easy task; its mastery claims a lot of experience and practice. Luoma (2004,p.1) argues that *" speaking in a foreign language is very difficult and competence in speaking takes a longtime to develop"*. Furthermore, Widdowson. (1985) defines speaking as an oral exchange made by two participants: the speaker who sends the message and the hearer who receives it. Thus, speaking needs a performance of another skill that is the one of listening.

II. 2. The importance of speaking

The importance of speaking skill is enormous for the learners of any language. It promotes communicative efficiency. Teachers want students to be able to use language fluently and correctly as much as possible. Learners as well give the speaking skill priority in their learning because it is, in fact, the active use of language to express meaning. According to Widdowson. (2003,p.27) learning just the language system is not the appropriate way for learning how to communicate in the FL because knowledge of the language code alone does not explain the demands of communication and interaction with others in the FL. Rules and isolated terms that are learned are not what learners need outside the classroom.

Effective teaching that promotes learners' active engagement and the development of speaking skill is a challenge to teachers of English as a foreign language. That is, being capable to communicate orally with each other, using effectively the TL is nowadays the most important language, up to the point where learners who are not able to be fluent in using a foreign language cannot be considered effective language users.

Celce- Murcia. (2001,p.103) argues that " *for most people the ability to speak a language is synonymous with knowing that language since speech is the most basic means of human communication* " .

With speaking, learners can influence their listeners. Speaking is a means of expressing and showing social positions and moving the solidarity of societies as well. Hence, speaking is important in both inside and outside the classroom. It is a tool by which speakers of foreign languages have more opportunities to get jobs and the skill whereby people be friends or separate others. Baker and Westrup. (2003, p. 5) argue that "*a student who can speak English well may have greater chance for further education, of finding employment and gaining promotion* " .

II. 3. Classroom Interactive Speaking Activities

There are different classroom speaking activities of which the interest is language functions rather than grammar and vocabulary. Harmer (2001,p.271) introduces some major activities that are used in oral expression course, such as communication games, information gap activities, and discussion.

a. Communication Games

Harmer (2001,p.272) states that this type of activities is presented in form of games. It is designed to stimulate communication between students so that one student has to talk to another student in order to solve a puzzle (game). Examples of these games are found in radio or TV. The teacher here can bring these activities into the classroom. For example, in "describe and draw", one student is asked to describe a picture and the other student should draw it. In "describe and arrange", one student describes a structure which is made of some objects and the other student organizes it and puts it in its right order without seeing the original picture. In contrast, in "find the difference", two students have the same picture with some differences and students must find these differences.

b. Information Gap Activities

This type of speaking activities is used where two speakers have different parts of information that make a whole image when relating the two parts together. Each student has missing information which he is required to complete through communicating with other students. In most foreign language classes, the teacher uses this kind of activities aiming at sharing information between students during a classroom oral course (Harmer, 2001).

C. Discussion Activities

Discussion activities are interesting tasks and play a significant role in the oral practice in the classroom because they allow students to exchange ideas and points of view, exchange different opinions and express their feelings and experiences. In fact, in doing so, students make use of the target language in different situations which develop their communicative and hence interactive abilities (Harmer, 2001). Littlewood. (1981, p.47) states that, *“It[discussion] provides learners with opportunities to express their personality and experience through the foreign language.”* This means that discussion activities put learners in authentic situations of communication. They develop both communicative and interactive skills and abilities through the use of target language.

II. 4.EFL Students’ Oral Difficulties

a. Linguistic Problems

According to Thornbury.(2005,p.11) *“being skillful assumes having some kind of knowledge base. Knowledge that is irrelevant to speaking can be categorized either as knowledge of feature of language (linguistic knowledge) or knowledge that is independent of language (extra linguistic knowledge)”*.

He emphasizes that linguistic knowledge plays an essential role in speaking skill. If any feature from this knowledge is lacking or poorly performed, students can find problems within their speaking development. These difficulties are due to lack of vocabulary where students

find some difficulties when they express their ideas because they find themselves struggling their limited words and expressions. Therefore, these limitations of vocabulary affect the amount of their participation in speaking activities. There are also pronunciation mistakes in which students have mispronounced speech that reflects lack of experience with English sounds, rhythms and words stress and student's poor listening to native speaker or because of teacher's mis-pronunciation as non-native speaker and grammar mistakes.

b. Psychological problems

According to Thornbury. (2005), the psychological problems of EFL students in oral English communication are the psychological negative emotions that prohibit their performance in English as a foreign language. Students may experience different psychological barriers including lack of self- confidence where some students prefer to keep their ideas and opinion to themselves because they are not sure about the strength of their abilities or hesitate to participate in the oral tasks. EFL students are hardly believing in their skill to speak English or even facing their teachers and classmates or simply they have not the confidence in themselves. Thus, lacking self-confidence leads them to say a few words to avoid making mistakes and embarrassment. In addition, shyness is purely psychological problem that EFL student are suffering from. Shyness is the most obstacle that students of English as a foreign language face because they feel uncomfortable to speak in front of their classmates and their teachers. Students often do not participate in EFL classroom in natural manner because of shyness.

c. Non motivating atmosphere

In the classroom, the atmosphere can be motivating or none motivating factor for the EFL learners. None motivating atmosphere prevent students' participation and hinder their development of their speaking skill. Teacher is main responsible for creating relaxed

and friendly atmosphere for the students in order to express themselves well as well as giving them the opportunity to express their personalities.

Davies and Pearse (2000) suggest some implications for teaching:

Try to create a relaxed atmosphere in your classes so that most learners are not frightened of speaking in front of the class. And do as many speaking activities as possible in pairs and groups so that the learners can speak English without the rest of the class listening. (p.82)

Therefore, a motivating atmosphere is important for teaching and learning foreign languages.

d. Mother tongue use

Students of the same mother tongue often use it in and outside classroom because they feel comfortable and less exposed to the target language. Learners often use the mother tongue when they could not express themselves in foreign language, so they borrow words from their native language. According to Baker and Westrup. (2003, p.12) "*barriers to learning can occur if students knowingly or unknowingly transfer the cultural rules from their mother tongue to a foreign language*". Therefore, this use of mother tongue breaks down the students' communication in classroom.

II. 5. The Communicative approach

Communicative Language Teaching (CLT) is an approach to teaching S/F language; it emphasizes interaction as a means and a goal of learning a language. It is interested in giving students the skills to be able to communicate in different situations. Nunan. (1991, p.279) lists five elements to the communicative approach; one of them is the emphasis on learning to communicate through interaction in the target language. As such, it makes the use of activities like role play, pair work and group work.

The Communicative Approach was articulated by Robert Lang, emphasizing interaction and problem solving as both means and ultimate goal of learning English or any

other language (Richards, 2006). Moreover, it tends to highlight activities such as role-play, pair work and group work. It changes the focus from traditional language teaching, with its emphasis on grammar and the teacher-centered classroom, to that of the active use of authentic language and a student-centered learning process. According to Jack Richards (2006) statement:

The communicative approach is based on the idea that learning language successfully comes through having to communicate real meaning. When learners are involved in real communication their natural strategies for language acquisition will be used and this will allow them to learn to use the language. (p.44)

Classroom activities guided by the communicative approach are characterized by trying to produce meaningful and real communication, at all levels. As a result, there is more emphasis on skills than systems. Lessons are more learner-centered, and based on authentic materials. Practicing and provoking real situations for students to have dialogues or debates are examples of the communicative approach, as they involve meaningful communication.

Richards and Rodgers (2001, p.171) mention that *“one major feature of communicative language teaching is pair and group work. This type of work is suggested to encourage students to use and practice functions and forms”*. This is useful since students learn to be more independent and accept responsibility for their own learning. They also mention that *“The central concept in communicative language teaching is ‘communicative competence’”* (Ibid, p.159) since it covers both the spoken and written language and all four language skills.

Richards and Rodgers. (2001) explain too how Communicative Language Teaching facilitates and fulfills the learning process to improve speaking skill. Communication is an important part of the goal of language teaching. There are various reasons why Communicative Language Teaching (CLT) has become very useful among learners. The followings are few of them :

- ✓ Communicative Language Teaching is relevant to all four language skills.

- ✓ The concept of Communication can refer both to the properties of language and to social behavior.
- ✓ CLT is a dynamic and intensely practical skill, providing the learners with opportunities for absolute and meaningful rehearsal of the English they will need for effective communication.
- ✓ CLT enables the learners to use the target language to communicate in real life.
- ✓ CLT places emphasis on developing skills, particularly speaking skills, within a wide range of communicative settings.

According to Richards and Rodgers (2001,p.193) *“The Communicative Approach in languageteachingstarts from a theory of language as communication. The goal of language teaching isto develop communicative competence”*.Communicative Language Teaching increases students’ opportunities to improve and develop speaking skill, and for this reason, it is one of the best methods to strengthen this skill.

Conclusion

To conclude, this chapter has tackled issues and concepts that are related to our research. The use of debates has been recognized to be an important aspect in determining the successful implementation and the use of debate. Besides, many authors suggest a lot of techniques and methods to improve the speaking skill; however, debates are particularly useful in the educational process because they help develop speaking skill in both teachers and language learners. Through this technique, teachers are able to create real situations in class to teach English according to the student’s level and interest.

**CHAPTER 02: RESEARCH DESIGN
& METHODOLOGY**

Introduction

The following chapter is methodological; it is concerned with the research design that describes the tools and the procedures of data collection and data analysis to answer the research questions asked in the general introduction. It is composed mainly of the procedures of data collection and data analysis which include research method used to collect and analyze the data, setting, participants of the research, and instruments of data collection, which are classroom observation with ten groups of third year students in the department of English and two questionnaires which have been handed to third year students of oral expression module and teachers of the same module and the same level at the department of English at MMUTO.

III. 1. Procedures of Data Collection and Data Analysis

III.1.1. Research Method

In order to carry out our research, we have adopted a mixed method approach for both data collection and data analysis. This section deals with data analysis. Dörnyei. (2007:268) suggests that “...the analysis of data should proceed independently for the *QUANTITATIVE* and *QUALITATIVE* phases and mixing should occur only at the final interpretation stage”. This has been done to illuminate and confirm the findings which emerged from both approaches. The use of quantitative method permits us to collect a large number of data which are analyzed by the rule of three methods. The close-ended questions will be analyzed using the Rule of Three which is applied as follows: $x = \frac{z \times 100}{y}$ in Microsoft Word and Microsoft Excel 2007 to arrange data collection using tables and histograms. Qualitative Content Analysis (QCA) is used to analyze the open-ended questions of the questionnaire as well as the classroom observation.

The use of qualitative method allows us to analyze the qualitative data gathered from the open-ended questions. In addition, we have used a case study in our research because it was considered useful for our topic. Case studies provide a comprehensive examination of a single example and in so doing they deliver a unique illustration of real people in real situations (Cohen et al., 2000, p. 181). Yin. (2003) refers to the case study as:

An empirical inquiry that allows for investigation of a contemporary phenomenon within its real-life context when the boundaries between the phenomenon and the context are not clearly evident and in which multiple sources of evidence are used. (p. 13-14)

That is, case studies are thus suited to situations in which it is impossible to separate a phenomenon's variables from its context.

III. 1.2. Setting and Participants of the Research

This study is carried out in the Department of English at Mouloud Mammeri University of Tizi-Ouzou. The participants involved in this study are the students and the teachers of oral expression module of third year (LMD). The choice of third year students was not done randomly because at this level students would master the English language and they need to speak it with fluency and accuracy. The total of third year students is three hundred and sixty-nine (369) and the number of teachers is four (4). We have handed one hundred (100) questionnaires to the students; only eighty (80) questionnaires were fulfilled. Besides, we have handed four questionnaires to teachers and all of them have responded to it. In addition, a classroom observations was conducted with third year students particularly in Oral Expression sessions, and we have attended fifty (15) sessions during the second semester of the academic year 2017/2018.

I. 1.3. Instruments of Data Collection

In order to carry out our study, we have used three (03) main research tools. We administered a questionnaire for both third year students and teachers and made classroom observations during oral sessions.

a. Teachers' Questionnaire

A questionnaire is a data collection tool that a researcher use to gather information about a given topic from a number of participants. Brown (2001,p.73) defines a questionnaire as *“any written tool that contains a series of questions and statements which the respondents answer either by using their own words or choosing answers from those they are provided with”*. Another definition was given by Nunan (1992, p. 231): *“A questionnaire is an instrument for the collection of data, usually in written form consisting of open and / or closed questions and other probes requiring a response from subjects”*. The practice of employing questionnaires is often regarded as a vital tool to elicit available information from a precise situation, for a more or less definite purpose.

The questionnaire contained questions of both types; close-ended and open-ended, which were chosen carefully and later considered as a key parameter in the teaching /learning process. The use of both open and closed questions is explained by Ruane (2005) as follows:

With closed-ended questions, the researcher provides a set of pre-determined (fixed) response alternatives for the respondent to use when answering the question. With open-ended questions, respondents are free to devise their own unique answers to the questions posed. (Ruane, 2005, p. 131)

The questionnaire that we have handed to teachers is made up of twelve (12) questions and it is divided into two sections. The first section is about the teachers' profile whereas the second section is concerned with the techniques used in class to encourage students speaking, and the effectiveness of in-class debates. The questions that we have formulated are divided into two types: close-ended questions and open-ended questions.

b. Students' Questionnaire

The questionnaire we have designed to students is made up of fifteen (15) questions arranged in three (03) sections. The first section is about the background information; it is about the academic level and the interest of English language. The second section is

concerned with the improvement of EFL learners speaking ability through in-class debates. The last section deals with the strategies used in classroom to enhance students' speaking skill.

c. Classroom observation

Classroom observation is the third instrument we have used in our research. It is acknowledged that classroom observation is an efficient tool that could reveal some information which could be missing in the other instruments. Classroom observation refers to the direct involvement of the researcher in collecting data from classrooms. In their definition of classroom observation, Cohen et al. (2000) say:

The distinctive feature of observation as a research process is that it offers an investigator the opportunity to gather 'live' data from naturally occurring social situations. In this way, the researcher can look directly at what is taking place in situation rather than relying on second-hand accounts. (p. 396)

Subsequently, the researcher becomes an insider as s/he relies on his/her own observations of the different behaviors of the target population inside classrooms. The researcher lives along with the participants the dynamics of classroom practices but with different objectives. The participants strive to understand the input, whereas the researcher attempts to establish the regular pattern of the participants' behaviors.

In addition, classroom observation allows us to collect valid data. In our investigation we have used a non-participant classroom observation by developing a checklist of twenty two (22) items to be observed. These observations took place from May 2nd, 2018 to May 29th, 2018. We have managed to conduct only fifteen (15) observations due to the restriction of time.

Conclusion

This chapter explains the research design and methodology used in this study. It states and determines data collection and data analysis tools and procedures. In addition, it has presented the three instruments used to gather data. The interpretation of the findings is the concern of the next chapter where tables, pie charts, and histograms will be presented.

CHAPTER 03: PRESENTATION OF THE FINDINGS

Introduction

This chapter is allocated to interpret the data collected from the questionnaires we gave to teachers and students of third year and from the classroom observation that we conducted. The purpose of this section is to see whether third year students improve their speaking ability through debates in classroom and to see whether teachers of MMUTO in the Department of English encourage their students to speak and to be active learners. The findings are presented by percentages and displayed in form of tables, diagrams, and histograms. The presentation of the findings is divided into three parts. The first part deals with the presentation of results of the students' questionnaire. The second part is devoted to the presentation of the findings of the teachers' questionnaire whereas the third part presents the findings obtained from classroom observations.

IV.1. Presentation of the Findings

IV.1.1. Results of Students' Questionnaire

In our investigation, we handed a questionnaire to third year students to be accomplished. The total of the students is three hundred and sixty-nine (369). Concerning the results obtained are the following:

a. Academic level

The aim of this question is to determine which level we will investigate in our study. In fact, we have chosen third year students but not randomly since they master the English language and they prepare their license degree.

b. : Are you interested in learning the English language?

A: Yes

B: No

Variables /interest	Numbers	Percentages
Yes	74	92.5 %
No	06	07.5 %
Total	80	100%

Table (1): Students' Interest in English Language Learning

From the data gathered, we can see that the majority of the students (92.5%) are interested in learning the English language. Six of them (7.5%) answered by no, i.e they are not interested to learn English. Student confirmed that English is their first choice since it is their favorite international language. Because of what we have seen while attending session, we have deduced that most of the students like English. This is on one hand. On the other hand we have noticed that when they interact with each other they feel free to express themselves and well amused.

Q1: Do you like oral expression module?

Variables	Numbers	Percentages
Yes	69	86.25%
No	11	13.75%
Total	80	100%

Table (2): Students' Attitude toward Oral Expression module

The results obtained in the table above show that the majority of the students (86.25%) like the oral expression module since it is the only module in which they express their ideas freely and enjoy this short time. However, few of them (13.75%) answered by no which

means that they do not like oral expression sessions because they feel this module is boring and uninteresting. In this context, we have remarked this minority of students do not participate and share their ideas because of shyness and lack of self confidence.

Q2: Which of the four learning skills do you prefer more to learn?

A: Listening

B: Reading

C: Speaking

D: Writing

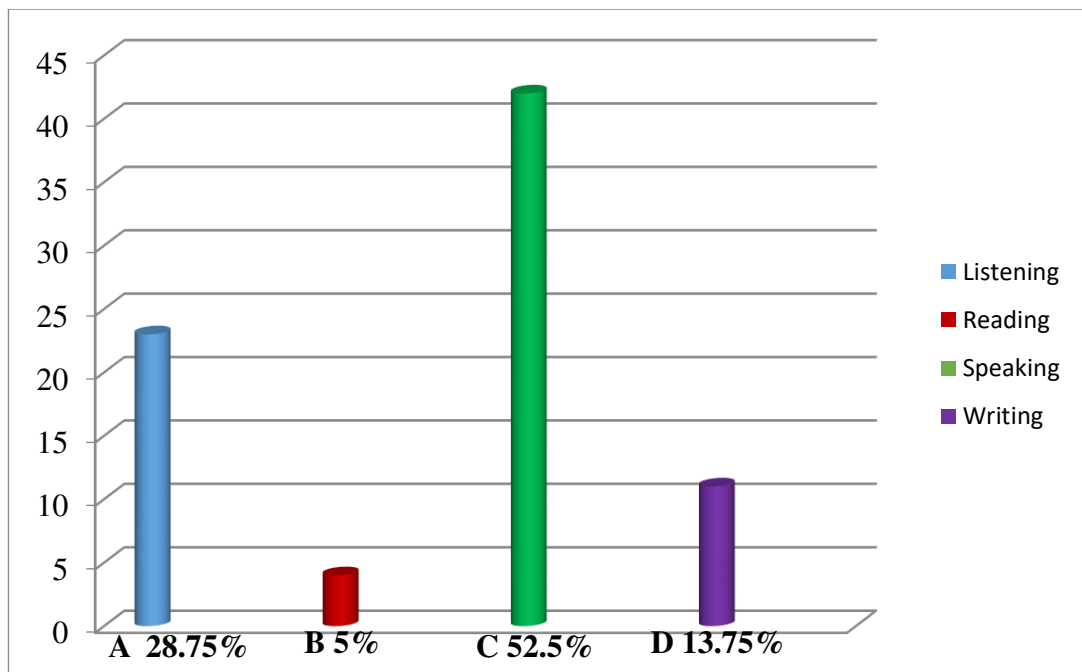


Diagram (1): Learners' Preference of the Four Learning Skills

This question is designed to detect which of the four skills is more favored by students. The results present that most of students choose speaking 42 times (52.50%). This means that more than a half of the number of students shows that the speaking skills the most preferable skill for the students. Then, listening comes in the second place (28.75%), while writing presents (13.75%). However, reading is classified as the last one to be favored. This diagram shows that students interest in enhancing speaking ability rather than other skills (listening, reading and writing).

Q3: Do you like debating in class

Variables	Numbers	Percentages
Yes	65	81.25%
No	15	18.75%
Total	80	100%

Table (3): Students' Attitude toward Debating in Class

Concerning debate in class, diagram (3) indicates that (81,25%) of the respondents find that debating in class is interesting. They justified their answers saying that debate is a useful technique in expressing their feelings and personalities especially when they do it with the four corner in which all students give their opinions of an interesting topic. And this is what we have observed inside the class. While (18,75%) of the student say that debates are not sufficient to improve the speaking ability. And they justified this with using other techniques such as role plays and pair work.

Q (4): Do you hold debates in your class?

Variables	Numbers	Percentages
Yes	77	71.25%
No	03	28.75%
Total	80	100%

Table (4): Holding Debates in Classroom

As show in this table, more than half of respondents say that they hold debates in class and this is presented with (71.25%) answers by yes. And this is what we have seen when we have attended the sessions in class. Teachers provide some topics for their students to debate.

While the minority of the participants (28.75%) says that they do not hold debates in class. The results show that the majority of students hold debates in class, justifying that teacher makes just their course and do some exercises about that session.

Q (5): Do you think that debating in classroom is more interesting than other activities? Justify your answer.

Variables	Numbers	Percentages
Yes	62	77.5%
No	18	22.5%
Total	80	100%

Table (5): Degree of Students’ Interest in In-class Debates

This question aims at discovering whether students find in-class debates are more interesting than other activities. Most of the students (77.50%) answered yes, debates in classroom are the most important strategy rather than the others. But few of them (22.50%) answered by no. This means that there are other activities that the students find more interesting than debates.

Q6: Do you think that in-class debates enhance your speaking skill? Why?

Variables	Numbers	Percentages
Yes	77	96.25%
No	03	03.75%
Total	80	100%

Table (6): Enhancing Students’ Speaking Skill through Debates

As it is seen in this table, in-class debates enhance students speaking skill. Ninety-six (96.25%) of the participants answered by yes. From the classes we have observed, student have more chance to express his opinion when using debate as a technique and this evidently

improve their speaking ability. But few of the respondents (03.75%) say no; that is to say, debate does not improve the speaking skill.

Q (7): What is your purpose in being a good communicator?

A: Speaking English fluently with foreigners

B: For jobs

C: For going abroad

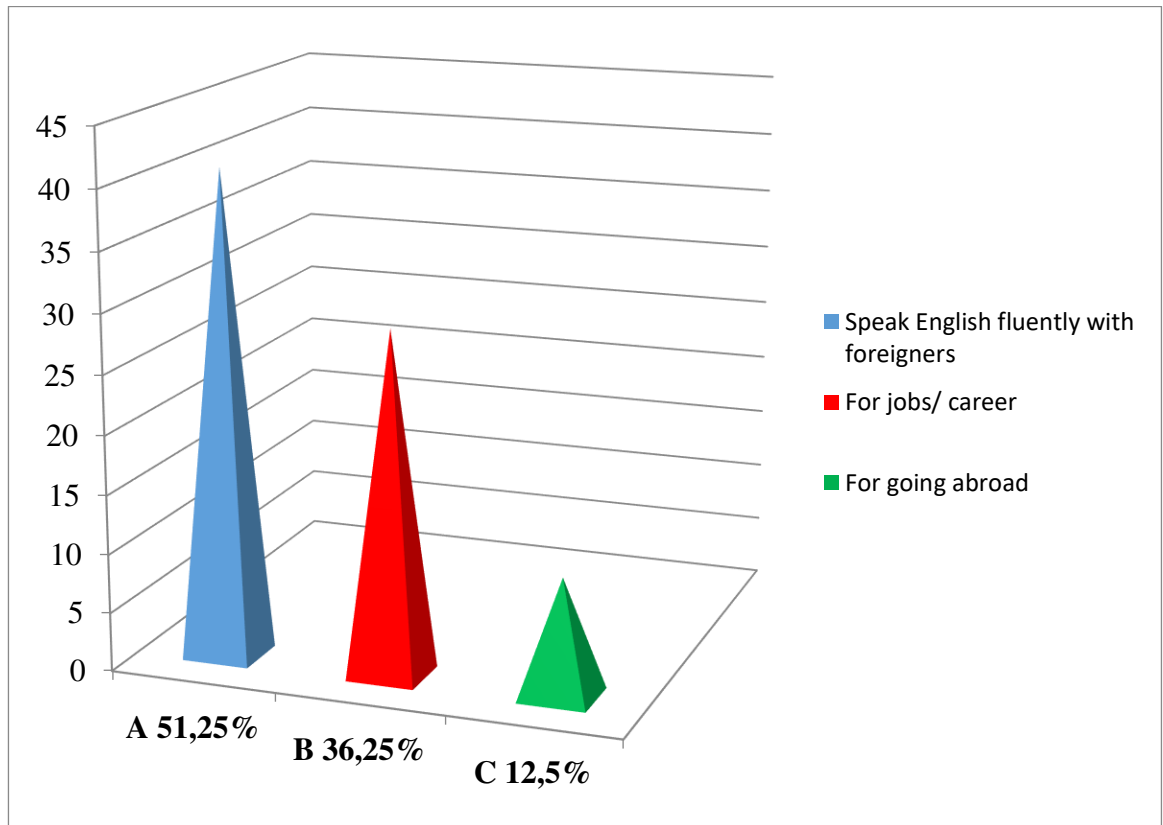


Diagram (2): The purpose in being a Good Communicator

From diagram (2), we noticed that the purpose in being a good communicator is varied among the respondents. (51.25%) of them provided the answer to speak English fluently with foreigners. In class we have remarked that the majority of students want to speak English like the native speakers whereas 36.25% of them answered that their purpose is for jobs and career. But 12.50% assert that their aim is to go abroad because language is very important to understand peoples' culture of other countries.

Q8: What are the most activities you prefer to practise in classroom?

- ✓ Dialogues / Conversations
- ✓ Role play
- ✓ Communication games
- ✓ Information gap activities
- ✓ Songs

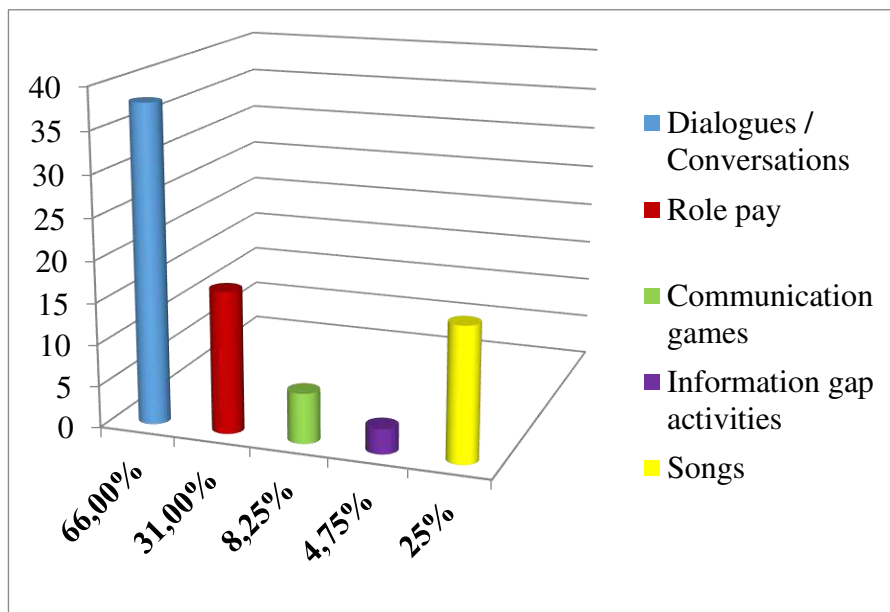


Diagram (3): Students’ Favorite Activities in Classroom

The purpose of this question is to determine the activity which students prefer to practise in classroom. Most of the participants provide multiple answers. Therefore, the results obtained demonstrate that (66%) of the respondents prefer to practise dialogues and conversations, and this is what we have seen during the sessions. The majority of students like doing conversations since they feel that they have opportunity to practise English and develop their oral skill. Therefore, dialoguing and discussing with pairs or groups is very interesting in training learners to speak with fluency. The information gap, however, is placed at the last place with (04. 75%).

Q9: What are the main strategies you use to avoid failure in oral communication during interaction in the classroom?

Variables / Strategies	Frequencies	Percentages
Find solution to achieve the meaning	46	57.5%
Avoid talking completely about the topic	34	42.5%
Total	80	100%

Table (7): Students’ Strategies to avoid Failure in Oral Communication

The table above states that more than half of the students responses (57.5%) use finding solutions to achieve the meaning as an important strategy in oral communication during interaction in class. However, (42.5%) avoid completely talking about the topic. While speaking in class, the student find himself facing some linguistic problem like the lack of vocabulary, sometimes he shifts from English to French to overcome this difficulty otherwise he finds himself blocked. This urges him to stop talking about the topic. All these facts have been observed in oral classes.

Q10: Pair and group work motivate students to learn and speak a foreign language.

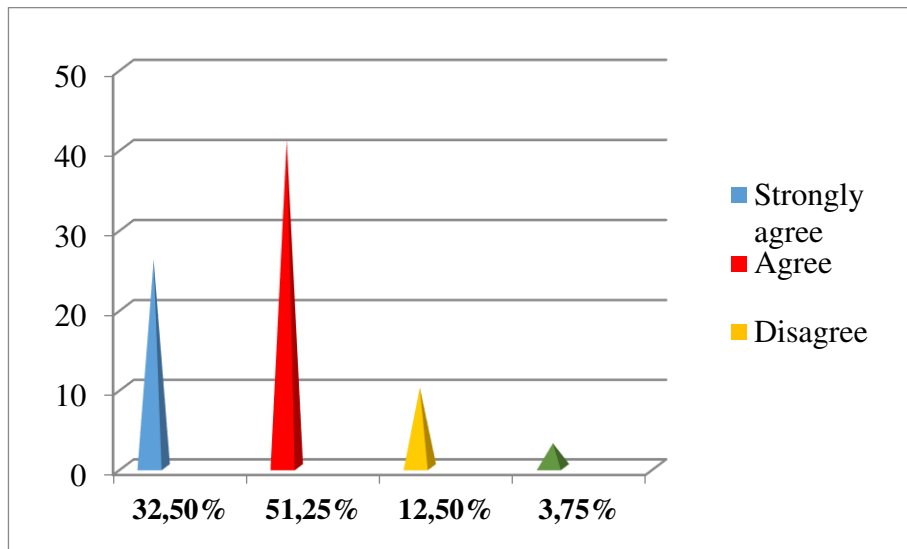


Diagram (4): Students’ Views about English Language Speaking

This diagram denotes that more than half of the sample (51.25%) agreed that pair and group work motivate students to learn and speak a foreign language. From the classroom observations, we have noticed that when they work in pairs and group they give their agreement or disagreement with strong argument about smoking barriers, for instance, as a topic to support their views. Twenty six students (32.50%) strongly agreed with the statement. Ten students (12.25%) disagreed and only three (3.75%) of them strongly disagreed that pair and group work motivate students to speak and learn a foreign language.

Q11: Do you agree with the saying “to learn a language you must speak it”?

Variables / views	Frequencies	Percentages
Strongly agree	50	62.5%
Agree	28	35%
Disagree	02	2.5%
Strongly disagree	00	00.00%
Total	80	100%

Table (8): Students’ Attitudes toward Speaking English Language

The table (3) demonstrates that the majority of the participants (62.5%) strongly agree with the saying that ‘to learn a language you must speak it’. Twenty eight of them (35%) agree with this view. This is evident since speaking skill is a very hard task and its mastery demand a lot of training and practice. Only two students (2.5%) disagree to this statement,; however, no one of them (00.00%) strongly disagree.

Q12: Which of the following concepts do you use frequently when debating in classroom?

Variables	Frequencies	Percentages
Making gestures	14	17.50%
Using eye contact	04	05.00%
Both	62	77.50%
Total	80	100%

Table (9): The most Concepts used when Debating in Classroom

As shown in the table above, more than half (77.50%) of students use both eye contact and gestures when speaking in classroom. Fourteen of the participants (17.50%) make gestures and only four of them (5%) use eye contact. Thus, gestures are considered by the students as a very important factor when talking with someone.

Q13: How do you rate your overall experience at in-class debates?

Variables	Frequencies	Percentages
Highly satisfactory	02	02.50%
Satisfactory	33	41.25%

Average	45	56.25%
Total	80	100%

Table (10): Students’ Experience with In-Class Debates

This table presents students’ experience at in-class debates. From the results we have obtained in this table, we noticed that most students (56.25%) rated their experience as average. But we found thirty three of them (41.25%) are satisfied with the experience they have when debating in classroom, and only two (2.50%) of them are highly satisfied with the experience.

Q14: What are the benefits of in-class debates?

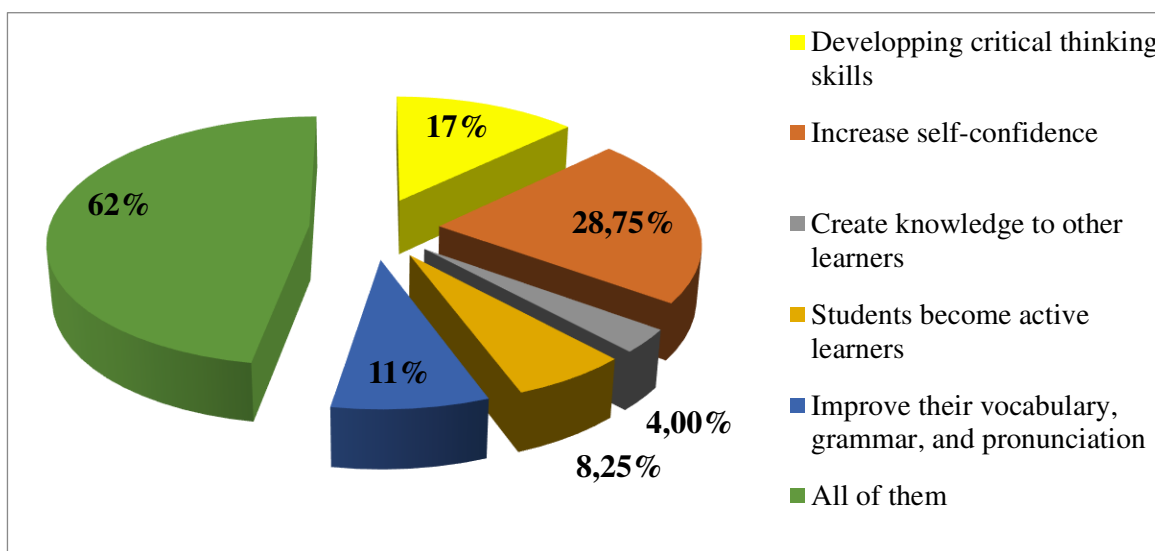


Diagram (5): In-Class Debates’ Advantages

This question aims at determining the benefits that students have when they debate in classroom. As we see in this diagram, a large number of the participants answered with multiple choices. Most of the students (62%) answered that all the items given above are useful while using debate as an activity in classroom, particularly when the teacher use think pair share as an activity in which the students give arguments for or against any given topic to

support their opinions. Only (4%) of them provided the answer to create knowledge to other learners.

Q15: Could you please provide some suggestions to improve the speaking skill in the classroom?

This is an open-ended question which aims at providing some solutions by students to improve their speaking skill in the classroom. On the basis of the results obtained, it is seen that some students suggest to choose free and controversial topics to debate in class, watching movies, and listening to music in order to improve their vocabulary, their pronunciation, making always conversations, dialogues and role plays, and discussing social issues that are related to real life situation. This helps the students to improve their speaking ability. Other students have suggested that dialoguing and having more conversation give for them more opportunities to speak in class. In addition few of them propose to involve the authentic materials like data-show and TV. One student has suggested that providing students with five minutes of a motivational speech by a chosen student before starting the lecture help learners to develop their speaking skill. To finish with, some other have suggested using audio-listening videos where native speakers speak and to imitate what they have said this will be beneficial for acquiring a language including pronunciation, vocabulary and intonation.

IV.1.2. Results of Teachers' Questionnaire

In our study, we have also made a questionnaire for teachers of third year teaching the oral expression module. The number of those teachers is four (04). They have all responded to the questions.

Q1: Teachers' Degree

Degree	Frequencies
MAA (MAGITER)	2
MAB (LICENSE)	1
PHD (DOCTORAT)	1
Total	4

Table (11): Teachers' Degree

This table above shows that half of teachers have Magister degree. One teacher has License degree and only one of them have Doctorate degree. The aim of this question is to know the teachers that have more experience in teaching the oral expression module and know if they help their students to speak in class and by relaying on the techniques and strategies have been used inside the class.

Q2: For how many years have you been teaching the Oral Expression module?

Experience in Teaching	Frequencies
6 years	1
17 years	1
20 years	1
Total	4

Table (12): Teachers' Experience in Teaching Oral Expression Module

From the table above, we see that most of the teachers who teach the oral expression module are experienced.

Q3: Do you add any program in addition to the official program in teaching oral expression?

Responses	Frequencies
Yes	4
No	0
Total	4

Table (13): Oral Expression Teaching Additional Programs

This table demonstrates that teachers use to proceed and operate some changes to the official program.

Q4: How do you evaluate your students' level in oral expression?

A: Excellent

B: Good

C: Average

D: Low

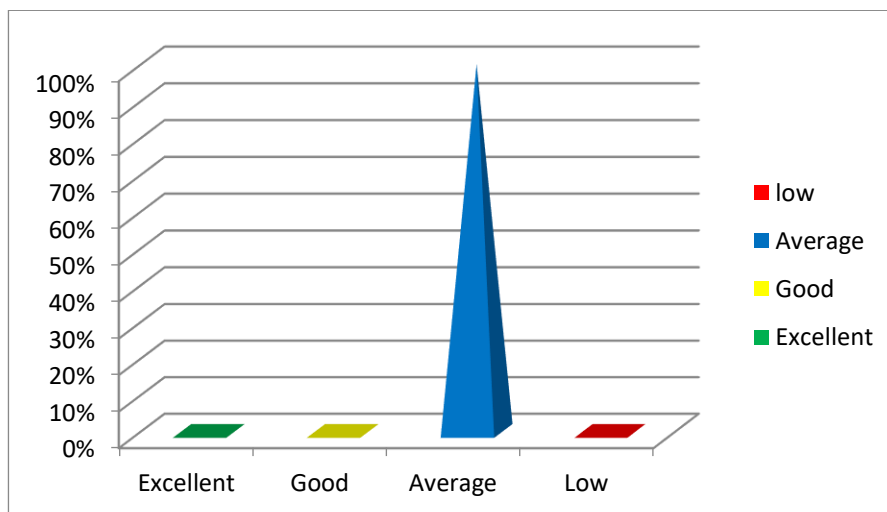


Diagram (6): Teachers’ Evaluation of Students’ Speaking Level

The aim of this question is to know how the teachers evaluate their student’s competences in oral expression. As shown in this diagram all the participants said that students have an average level. And no one answered by other propositions.

Q5: How much can the speaking skill help the student to be a good communicator of English language in comparison to other skills (listening reading and writing)?

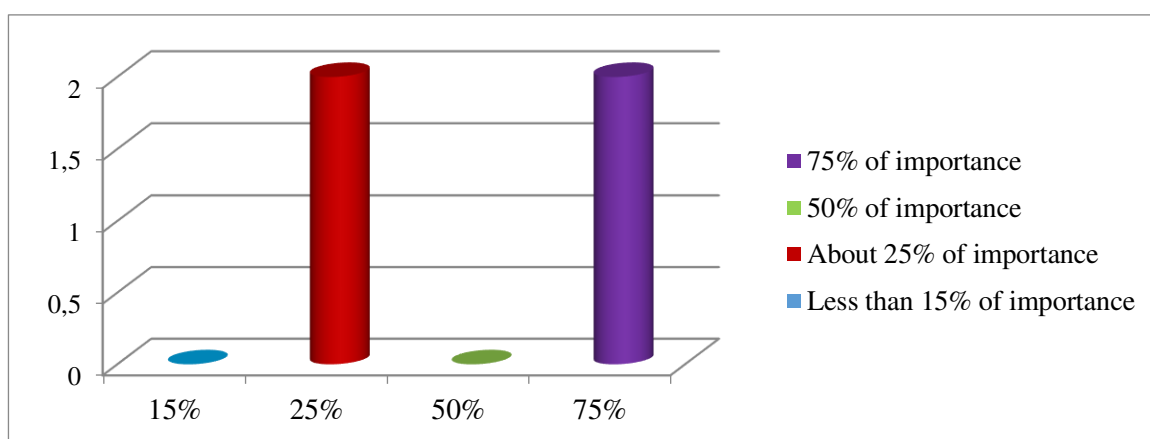


Diagram (7): Importance of Speaking Skill to be a good communicator

From the data gathered in the table we can see that one half of teachers give more importance to the speaking skill whereas the other half of teachers gives less importance to it.

Q6: Do you feel that your students are motivated in class when they have debates as an activity?

Responses	Frequencies
Yes	03
No	01
Total	04

Table (14): Students Motivation through Debates in Classroom

The table (14) shows that three (03) teachers see that debates motivate students in classroom and this is argued when we have attended oral classes. We have remarked that when student talk with each other they express their ideas with freedom, and they often enjoy this technique since it is beneficial to enhance their critical thinking and speaking skills. But only one (01) of them says that debate s not the only activity that motivates students in class but there are other activities which are more stimulating and motivating than debates. We justify this by doing other activities such as dialoguing which make students interested to learn the English language.

Q7: Do you try to create a friendly atmosphere in the classroom?

Responses	Frequencies
Yes	04
No	00
Total	04

Table (15): Creation of Friendly Atmosphere in Class

The results obtained in this table demonstrate that all teachers of oral speaking module create a friendly atmosphere in the classroom and no one of them answered by no. teacher should make a good atmosphere in which students will be motivated to learn the English language. For instance, teacher makes their students laughing during five minutes. This creates motivation.

Q8: How do you urge your students to participate in class?

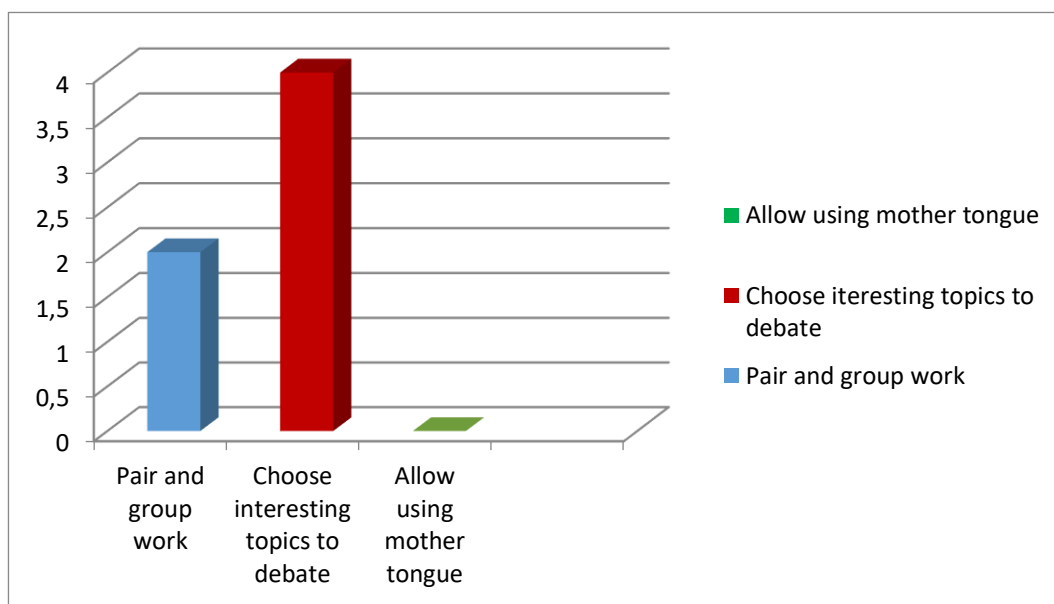


Diagram (8): Teacher's Methods in urging Students Participating

From the diagram above we deduce that the teachers of oral expression module favorite the selection of interesting topics in addition to the group and pair work, but they don't allow the use of mother tongue.

Q 9: How about the hours devoted to teach the oral production module? Do you feel that they are sufficient to enhance students' speaking skill?

Responses	Frequencies
Yes	1
No	3

Table (16): Time devoted to teach oral expression module

As shown in the table above, only one teacher satisfied with the number of hours devoted to the teaching of oral expression module, three (03) of them see that the hours devoted to the speaking module is not sufficient to improve the speaking skill.

Q10: What is the importance of communicative activities in EFL learning process?

This question aimed at knowing how much communicative activities are so important in EFL learning process. Some teachers contend that these communicative activities help students to communicate and express themselves easily with their associates and even teachers. Some others add that they allow them to gain fluency, enhance their creativity, and more to develop their significantly critical thinking, their linguistics competences and motivate them to address audiences and defend their arguments.

Q (11): Do you think that through debates in the classroom students will master the English language?

The purpose of this question is to investigate whether students will master the English language through debates or not. According to some teachers, controversial issues in class lead students to participate and achieve their goals, and naturally help them to learn and improve the speaking ability, this is on one hand. On the other hand, other teachers argue that through debates students correct their knowledge, assess their capabilities and improve their linguistic ability.

Q (12): What are the frequent difficulties that your students face when speaking using EFL during classroom lessons?

This question aims at showing which major difficulties the students interface when speaking in classroom. The results obtained by this questionnaire are as follows:

- Fear of making mistakes
- Shyness, inhibition and lack of confidence
- Lack of vocabulary
- Problems of anxiety

- Lack of motivation

The findings above are listed by third year teachers of oral expression module.

IV. 1.3. Results of the Classroom Observation

Classroom observation is used as a third tool in our study. After getting teachers' approval, a total of fifteen (15) attendances have been assured with four (04) teachers of third year students. The observations took place from May 02, 2018 to May 29, 2018, and they are described in checklist presented in a form of table. The latter contains twenty two (22) items in which we find that debates are useful in the classroom. These items were observed in term of frequency and arranged from *Yes* to *No*.

The results obtained from these observations are going to be presented in the following table:

The Observed Items	Frequency of the Occurrence of In-Class Debates	
	Yes	No
1. Students speak fluently when debating in class	11	4
2. Students like and enjoy speaking activities	12	03
3. Students make grammatical errors when speaking	12	03
4. Students produce basic sentences forms with reasonable accuracy	11	04
5. Learners use sufficient vocabulary to express ideas	02	13
6. Students have self-esteem when	14	01

speaking in front their classmates		
7. Pair and group work in class make the students motivated and active learners	12	03
8. Eye contact/gaze is very important when debating	13	02
9. Debating in the classroom create motivation to student	14	01
10. Debating in class improve critical thinking skills	15	00
11. The use of collaborative learning in class varies many points of view	14	01
12. Students interact with each other in classroom	14	01
13. Students have more space and freedom to speak when they choose free topics	13	02
14. They feel afraid and shy when they make mistakes	12	03
15. Teacher encourages their students to speak in class	12	03
16. Students attend the oral expression module	14	01
17. Teacher doesn't follow the syllabus and varies the tools (video, idioms)	13	02

18. Students find debates interesting and enjoyable	15	00
19. The teacher helps his learners when they find difficulties to speak	11	04
20. The teacher allows the use of mother tongue in class	12	03
21. The students' different levels may influence negatively on some of them	10	05
22. EFL students' culture encourage debating in English	10	05

Table (12): Classroom Observation in Relation to the Effectiveness of Debates in Improving EFL Learners' Speaking Skill

This classroom observation aims at determining the effectiveness of in-class debates in improving EFL learners' speaking skill. In this observation we have focused on the main items which help students to improve their speaking abilities. We have noticed that most groups of third year students hold debates inside the class. Firstly, they enjoy debating interesting topics and this creates motivation with each other. For instance, a teacher gives them education in Algeria as a topic to discuss. In this case, the first thing that the teacher does is putting students into four groups. Each group plays a role in which students will give arguments to support their opinions. This subject creates a debate between students. In this way they have the opportunity to speak freely. The second thing that we have observed in oral sessions is that when student speaks he faces some problems such as linguistic and psychological difficulties. As an example, when talking the student finds himself shy and fear to speak to their classmates, he is not confident of what he says. Another thing is that he lacks vocabulary and this urges him to shift from English to French for example. To finish with,

what we have seen in oral class is that is one important factor in most of the time student is the center whereas the teacher is just a facilitator and this the communicative approach which is based on communication. This theory helps students to improve their speaking skill

Conclusion

At the end, the presented chapter has reported and explained the answers obtained from the teachers' and students' questionnaires as well as the classroom observations. The findings are represented in form of bar charts, pie charts and tables. The next chapter will be the discussion and the analysis of the results gathered from the research instruments.

CHAPTER 04: DISCUSSION OF THE FINDINGS

Introduction

The present chapter is analytical. It aims at interpreting and discussing the main findings derived from the students' and teachers' questionnaires as well as the classroom observation. The objective of the present work is to highlight the importance of in-class debates in improving EFL learners speaking skill. The findings are interpreted systematically in order to answer the research questions and to confirm or disconfirm the hypotheses raised in the general introduction. The chapter includes three sections; it starts by discussing the results obtained from students' questionnaire then the results obtained from the teachers' questionnaire. The last section discusses the results obtained from classroom observations.

V. 1. Discussion of Students' Questionnaire

Students' questionnaire consists of fifteen (15) questions which are varied from open-ended questions, close-ended questions and multiple choices. This questionnaire is divided into three sections which are as follow:

Section one: Background Information

This section contains only two questions which are concerned with the academic level and the students' interest in the English language. Concerning the first question, the results reveals that the level that has been chosen in this research is third year level and this is not done randomly because third year students have the ability to speak fluently and accurately. This is on one hand. On the other hand, they prepare their license degree so they opt to improve their English. For the second question, the results show that the majority of students (92.5%) are interested to learn the English language and only (7.4%) of them do not interest to learn English. In fact, we deduce that the majority of students like the English language since it is an international language.

Section two: In-class debates improve EFL learners' speaking skill.

In this section we discuss the answers concerning the effect of debates in improving EFL learners speaking skill. We have developed seven (07) questions which are divided into two (02) close-ended questions, one multiple question and four (04) open-ended questions. As argued by Mereys and Jones (1993), cited in Kennedy (2007) the use of debate as a teaching strategy encourages active learning in the classroom where students are interactively part of the learning process. As an illustration, students talk with each other in class when their teachers give them a topic to debate. Debates give them the opportunity to practise the English language in the sense that this will develop their oral abilities. In addition, from the results obtained (see diagram 6), the majority of students (96.25%) say that debates enhance students 'speaking skill in the classroom. The result of the implementation supports the statement of Krieger.(2005, p.01) who defines debate as "*an excellent activity for language learning because it engages students in a variety of cognitive and linguistic ways.*" Alasmari&Ahmed. (2011, p.148) who argue that "*debate can be used brilliantly to boost up students' speaking in English*". For instance, when students play a role inside the class about religion as an interesting topic to debate, each student gives his/her point of view about the best religion supporting this with good arguments. As far as our concerns, religion is opening topic to debate where students find themselves speak so much to their classmates. This is what we have observed in oral sessions. Furthermore, the purpose for being a good communicator is to speak English fluently with foreigners (see diagram 7) since we study the English language in our country as foreigners. Thus, the majority of participants want to speak English fluently and with accuracy.

Section three: Strategies used in classroom to improve students' speaking ability.

This section analyzes and discusses the techniques and strategies used by teachers to improve their students' speaking skill. It consists of seven (07) multiple questions and one (01) open-ended question.

Focusing on the results of question (08), 66% of the participants prefer to practise English by using dialogue / conversation as an activity because this technique improves their speaking skill. According to them dialogue is the most important activity rather than role play, communication game and song since this activity is practical and students find it interesting as they feel they speak English in real life situation. In speaking classes, we have seen that the majority of students like and enjoy dialoguing in class because they really feel that they train to speak English like native speakers. This helps them to improve their pronunciation, intonation and speaking abilities. Conversation is an activity given by the teacher of oral expression module in charge with students. Each one takes a role to speak his part until the end of the conversation. This helps students to speak the language easily without fairness. 4.75% of the respondents have confessed that information gap activity is the last technique which doesn't really improve the speaking ability. Besides, from the results gathered, 57.5% of the respondents say that the main strategy used to avoid failure in oral communication during interaction in class is to find solution to achieve the meaning. Therefore, when students speak they find some difficulties to transmit the message. And this is due to the lack of vocabulary. But this does not discourage them to speak. On the contrary, they try to find the words to get the meaning.

In addition, there are other strategies that learners use when debating in class and these are making gestures and using eye contact. According to Buy (1997) it is important for the debaters to accentuate the importance of the speaker's requirements, and debaters should clearly consider the requirements for the speaker. The speaker should have something to say and have the ability to organize his message in away where others can understand clearly. It is

very important for the speaker to use body language and gestures to compose precise stimulation and well-supported arguments and to critique arguments offered by an opponent.

Furthermore, the findings of this study show that more than half of students (51.25%) have agreed that pair and group works motivate students to learn and speak a language. This goes hand in hand with Harmers' view (1998) which claims that both pair work and group work give learners extreme opportunities to express themselves freely without the help of the instructor at each time. For instance, think pair share is a good technique in which students think even in pairs or groups for few minutes of any given topic to debate by giving their opinions for or against the topic which has been discussed, supporting their views with strong arguments. This will enhance their critical thinking and speaking skills.

Concerning the benefits of the debates in classroom (see diagram 05), the results revealed that the majority of the students (62%) answered that all the items we have suggested in the questionnaire are useful when debating in class such as developing critical thinking skill, increase self-confidence, and improve the students' vocabulary , pronunciation and grammar. In this context, Nisbett. (2003, p.210) states: *“Debate is an important educational tool for learning analytic thinking skills and for forcing self-conscious reflection on the validity of one's ideas”*.

Another author who is Moeller (1985) asserts that debate in an undergraduate developmental psychology course to teach about controversial topics and improve students' critical thinking and verbal communication skill. Therefore, debates are very beneficial in class. They help students to speak with fluency and accuracy and to criticize all the issues they encounter in daily life.

To finish with, the results of the last question demonstrate that the majority of the students have suggested to debate free topics in class because this improves the speaking ability. For instance, one participant affirms that *“Choosing free and controversial topics to debate in*

class improve the speaking skill for students". Another respondent suggests that *"dialoguing and using more conversations in class give to the students the opportunity to speak in class."*(See p.33).

According to the outcomes, few of them assert that *"Audio-listening videos of native speakers can be beneficial for learning English including its pronunciation, vocabulary, and intonation"* (See p.37). As we have seen, the participants provide us with many solutions to enhance the speaking skill. In addition to these solutions, we think that providing students with authentic materials is necessary to learn and speak the English language fluently. To finish with, there are other techniques which urge students to debate in classroom like fishbowl and the four corners by which students develop their critical thinking and speaking skills.

V.2. Discussion of the Teachers' Questionnaire

This questionnaire contains twelve (12) questions which are divided into close-ended questions, open-ended questions and multiple questions.

From the results displayed in the previous chapter, all teachers of oral expression module assert that they add a specific program to the official one while teaching the oral expression module. Two of them affirm that *"following the official program demotivates students since the courses delivered to third year students do not really give them the chance to speak English in classroom."*(See p.39). Another teacher confirms that *"the official program is not sufficient to teach the speaking module to third year students but we should create other strategies that motivate students in order to avoid feeling bored and uninterested because when the students are demotivated, they will not attend the sessions."* (See p.39). Therefore, it is up to the teacher to change when their students are demotivated. He should make some changes and add his own experience to the official program in order to motivate their students to like the module.

Concerning the teachers' evaluation of the students' level (see diagram 11), all teachers confirm that the level of students in the oral expression module is average since they lack the mastery of language basics like grammar, conjugation, pronunciation and vocabulary. This view is shared by us because when we observed the classes of third year students; we have noticed that most of them have the average level due to the lack of vocabulary and many other difficulties.

In addition, from the results of table (09), the majority of the respondents demonstrate that debates motivate students in classroom. In this sense, they have more chance to speak and express their ideas and feel free and confident with themselves. In fact, in the classroom observation we have noticed that when students speak, they have more freedom to express their ideas through they make mistakes. One teacher says that debates do not really motivate students in classroom since there are other activities more easier than debates.

Moreover, the questionnaire demonstrates positive results which revealed that all teachers create a friendly atmosphere in classroom. For instance, one teacher asserts that "*My students enjoy and like the oral expression module, they feel the module is very interesting.*" (See p.43). Another one declares that "*my students are motivated and they feel at ease inside the classroom*". (See p.43). Therefore, the friendly atmosphere plays a significant role inside the classroom. If it is encouraging, the students will be motivated and they feel free to interact with their teacher or classmate. But if the atmosphere is not encouraging, they will be demotivated and feel that the module is boring.

Concerning the teachers' method to make their students active participant in class, the results show (see diagram 08) that the majority of teachers choose interesting topics to debate. And few of them use pair and group work to participate in classroom. In fact, when students have any given topic to debate, they have more chance to participate and speak English more in class. But the use of the mother tongue in class is not allowed because this may influence the

student negatively. In this sense, they will not be able to improve their English. The findings in table (11) presents that the time devoted to teach the oral expression module is not sufficient. Learners need much time to practise the English language. Three teachers affirm that *“one hour and half for week is not sufficient because students need regular practice, and they need to express themselves in better conditions including much time and space. So, three hours per week would be better”*.(seep.43) Whereas one teacher declares that *“English for us is a foreign language, what is important is not the hours devoted to it. But what we do in these hours”*. (see p.43) Thus, we deduce that there is contradiction between teachers answers concerning the time devoted to teach the speaking module. So, time is very important for English practice. The teachers should not waste time and they have to know what they should know how to manage the limited time.

From the results gathered in the last section, the participants provide us with many difficulties that students encounter when speaking in classroom. To start with, some of them assert that students are fear of making mistakes and they are ashamed for them. This is why they hesitate to speak in class. These results go hand in hand with Ur (2000, p.111) whoaffirms that *“Learners are often inhibitedabout trying to say things in a foreign language in the classroom, worried about makingmistakes, fearful of criticism or loosing face, or simply are shy because of the attention their speech attracts.”*.Therefore, fear of making mistakes can be considered as an obstacle for students training inside classroom.

Another problem is shyness, and lack of confidence. For instance, one teacher affirms that *“I have intelligent students but they are shy when speaking.”*(See p.44). In addition, students lack motivation and this is a big problem because motivation is the essential actor that leads students to success. In this context, Harmer. (2001, p.51) claims that *“motivation is some kind of internal drive which pushes someone to do things in order to achieve something.”*Therefore, when students are demotivated, they will not achieve their goals.

Besides, there is also the problem of anxiety and inhibition. This goes hand in hand with Littlewoods' view (1981, p.93) who states that "*it is too easy for a foreign language classroom to create inhibition and anxiety*". This means, students feel uncomfortable about speaking English in front of their classmates.

To finish with, students often find some difficulties when they try to express their ideas because they find themselves lacking vocabulary. In this context, Thornbury. (2005, p.22) claims that "*spoken language also has a relatively high proportion of words and expressions*". In fact, all teachers of oral expression module said that students lack vocabulary. Hence, they need a lot of practice of the English language so that learners improve their vocabulary.

V. 3. Discussion of the Classroom Observation

Concerning the classroom observation, we have made twenty two items to discuss. The results reveal that the majority of the students speak fluently when debating in class. Few of them do not speak fluently. We have observed that when students are debating in class they speak English with fluency because they have prepared the topic. They produce basic sentences forms with reasonable accuracy, but the majority of them do not use sufficient vocabulary while speaking. In addition, what we have seen in class is that students have self-esteem in front their classmates. For instance, when a student exposes his research given as homework, he is sure of what he says and he gives strong arguments to convince his teacher and classmates. And this is a good thing for him because he will be competent.

Furthermore, in the classes observed we have seen that when the students work in pair or group, this create motivation and they become active learners. According to Harmer (2001,p.116-117) pair work is useful because it involves the students and gives the opportunity for them to work and interact independently. This is on one hand. On the other hand, he affirms that group work is beneficial because it encourages broader skills of

cooperation and negotiation. It promotes learner autonomy by allowing the students to make their decisions. From the observation in class, we noticed that eye contact is very important when debating in class. This technique in fact, is very important when speaking in public situations

Besides, we have also observed that debates improve students' critical thinking and the use of collaborative learning. In this context, Oros (2007) believes that the delivery of evidence in debates is intrinsically linked to collaborative learning skills. Collaborative learning in this manner can enhance skills such as explaining, reasoning, stimulating thinking and asking questions. In addition, what we have remarked in class is that students have space and freedom to speak. And this is an important thing that teachers should give to their students because they feel at ease and they enjoy to debate. Therefore, teachers are aware to encourage their students and help them when finding difficulties in speaking.

Another important point on which we have focused when we observed third year students is the use of the mother tongue in class. Teachers do not always allow their students to use the mother tongue while speaking. Learners use rarely the mothertongue when they could not express themselves in foreign language.

Thus, the use of mother tongue breaks down communication of students in classroom and does not improve their speaking abilities.

In addition, what we have remarked in class is that the level differs from one student to another; there are students who have a good level and those who have a low level. Therefore, students can be influenced negatively. For instance, when a student speaks, some of them do not understand what their classmate wants to say. And this is the problem that should be solved. In this way, the teacher should not neglect the lower students' level but he has to create a good method for those learners to improve their speaking abilities.

To finish with, culture is part of language. They are used interchangeably. From the classroom observation, we have experienced that the first culture is encouraging students to debate in class. For example, when students have a debate about their culture, they will be motivated to speak and share their ideas. Thus, culture is very important in the teaching and learning process.

Conclusion

The discussion of the gathered data from the two questionnaires and classroom observation has answered the fundamental research question stated in the general introduction and confirms the hypotheses suggested. In fact, the debates in class improve EFL learners' speaking skill. And this is what we have seen when we have attended the classes.

Regarding the debates which have been produced by students in class, we have seen that students speak fluently and share their ideas. The outcomes from the teachers' questionnaire, students' questionnaire and classroom observation have revealed that debates develop the students' speaking ability. Students interact with each other when they work in pairs or groups and this help them to ameliorate the English language and speak it with fluency and accuracy.

Therefore, debate is a communicative activity which helps students to improve their speaking skill. In order to be a competent communicator, students should practice the English language with different tools. Particularly, debating different topics everyday will help them to develop their oral abilities.

GENERAL CONCLUSION

General Conclusion

The present dissertation was designed to investigate the effectiveness of in-class debates in improving EFL learners' speaking skill. It is intended to determine whether debates improve EFL students' speaking ability inside classroom or not, and to investigate whether debates are useful in the teaching and learning process. This is why this area is important in this research.

For the sake of answering the advanced research question and confirming or refuting the hypotheses suggested in the general introduction, a mixed method has been adopted and has been used. The quantitative and qualitative methods are used to analyze the data. Indeed, the data gathered from three research tools, students' questionnaire, teachers' questionnaire and classroom observation are analyzed on the basis of this mixed method. One hundred (100) third year students are selected randomly from the department of English at Mouloud Mammeri University of TiziOuzou and four (04) teachers of oral expression module in charge are selected to answer the questions of the questionnaire. In addition, a classroom observation has been conducted to collect data about the effectiveness of in class debates in improving EFL learners' speaking skill. For the sake of analyzing the quantitative data, a rule of three has been used. In addition to the statistical analysis, Qualitative Content Analysis has been used for analyzing and explaining the qualitative data gathered from the open-ended questions of the two questionnaires.

The discussion of the findings of two questionnaires and those of the classroom observation has provided answers to the fundamental research question. The results of the two questionnaires showed that in-class debates are beneficial to improve the students' speaking skill and this goes hand in hand with Makiko Ebata' view who said that the use of debate has been an effective technique for strengthening the students' speaking and critical thinking skills. The majority of students (96%) have seen that debates enhance their speaking skill in

classroom since it helps them to express themselves freely and exchange their ideas with others. Therefore, debate plays a fundamental role in the development of the speaking skill.

Concerning the classroom observation, the findings revealed that the majority of students are given the opportunity to debate in class during the oral sessions. We have noticed that students interact with peers or groups as well as with their teacher. It is for teachers to provide chances to student-student interaction rather than limiting the interaction to teacher-student interaction in order to let students express their ideas inside the classroom. And this confirms our hypothesis which states that through interaction between student-student in class, the learners will improve their speaking skill.

Some limitations in our research are noticed. First, there are some classes in which students have not the opportunity to debate inside the classroom. In this context, student do not interact with each other. Therefore, they will not develop their speaking abilities. Second, we have observed also that in most sessions of some groups, the teacher is mostly the dominant in the classroom; this influences negatively their learners since they have not the chance to speak and express their ideas inside the classroom. Third, we have noticed that some students are demotivated to speak English. They found the topics boring and uninteresting. Thus, they will not improve their speaking abilities.

Our work ends up with some suggestions of in-class debates in enhancing EFL learners' speaking which are presented as follows:

- Providing students with authentic material is very important to develop the students' speaking skill. For instance, bringing them a data-show to watch videos of native speakers encourage them to speak and enlarge their vocabulary.
- Create a friendly atmosphere inside the classroom urges learners to become motivated. Thus, they will improve their oral abilities and overcome the psychological and linguistic barriers that they face while speaking.

- Organize talk show to debate inside the department of English.
- For teacher training, it is important to develop teachers' competencies to enhance their students' English speaking skill.

To conclude, debate is a useful technique that helps students to enhance their speaking skill and developing their critical thinking. Thus, it is up for teachers to use this activity very often inside the classroom. As Mitchel. (1998) says *'Debate promotes civic engagement and might provide a venue for citizens, particularly members of socially disadvantaged groups, to empower themselves through the provision of social capital acquired by voicing and defending their concerns in a public'*.

Hopefully, our modest research will contribute to the field of didactics in a way that will open new perspectives for further investigations in this topic. It may be an essential motivation for researchers to adapt debate strategy in other fields of study.

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APPENDICES

Students' Questionnaire

The purpose of this study is to examine the students' beliefs in In-class debates in enhancing EFL learners' speaking skill. This study is being conducted through the MOULOUD MAMMERI University of Tizi-Ouzou at the English department. This questionnaire asks about your PERSONAL beliefs about how third year students develop their speaking skill. Your responses will be anonymous and will never be linked to you personally. Your participation is entirely voluntary. **THANK YOU FOR YOUR COOPERATION.**

SECTION ONE: Background Information

Please tick (x) the statement that applies to you.

a. Academic level:

b. Are you interesting to learn the English language?

Yes No

SECTION TWO: In-class debates improve EFL learners' speaking skill

1. Do you like Oral expression module?

Yes No

2. Which of the four learning skills do you prefer more to learn English?

Listening Speaking

Reading Writing

Why?

.....
.....

3. Do you like debating in class?

Yes

4. Do you hold debates in your class?

Yes No

5. Do you think that debating in the classroom is more interesting than other activities?

Yes No

Justify your answer?

.....
.....

6. Do you think that in-class debates enhance your speaking skill?

Yes No

Why?

.....
.....

7. What is your purpose for being a good communicator?

- Speak English fluently with foreigners
- For job / career
- For going abroad

SECTION THREE: *Strategies used in classroom to improve students' speaking skill*

8. What are the most activities you prefer to practice in classroom?

- Dialogues/Conversations
- Role play
- Communication games
- Information gap activities
- Songs

9. What are the main strategies would you use to avoid failure in oral communication during interaction in the classroom?

- Find solutions to achieve the meaning
- Avoid talking completely about the topics

10. Pair and group work motivate students to learn and speak a foreign language.

- Agree
- Disagree

- Strongly agree
- Strongly disagree

11. Do you agree with the saying "to learn a language you must speak it"?

- Agree
- Disagree
- Strongly agree
- Strongly disagree

12. Which of the following concepts do you much when debating in class?

- Making gestures
- Using eye contact
- Both

13. How do you rate your overall experience at in-class debates?

- Highly satisfactory
- Satisfactory
- Average

14. What are the benefits of in-class debates?

- Developing critical thinking skills
- Increase self-confidence
- Create knowledge to other learners
- Students become active learners
- Improve their vocabulary, grammar, pronunciation
- All of them

15. Could you please provide some suggestions to improve the speaking skill in your classroom?

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

Thank you very much for your contribution!

Teacher's Questionnaire

This questionnaire is conducted to examine effective of in-class debates in enhancing student's speaking skill. We would like to ask you some questions concerning our research. We are interested in your point of view as you represent the source of inquiry. Thank you very much for your cooperation.

1. What is your degree?
 - a. MAA
 - b. PHD
 - c. MAB

2. For how many years have you been teaching?
.....years

3. Do you follow any specific program in teaching oral expression?
 Yes No
Could you explain please?
.....
.....
.....

4. How do you evaluate your students' level of Oral Expression module?
Excellent
Good
Average
Low

5. How much can the speaking skill help student to be a good communicator of English language in comparison to other skills (listening, reading and writing)?
 - a. Less than 15% of importance
 - b. About 25% of importance
 - c. 50% of importance
 - d. 75% of importance

6. Do you feel that your students are motivated in class when they have debates as an activity?
 Yes No

7. Do you try to create a friendly atmosphere in the classroom?

Yes

No

8. How do you make your students participate in class?

Pair and group work

Choose interesting topics to debate

Allow using mother tongue

Futher suggestions

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9. How about the hours devoted to teach the oral production module? Do you feel that they are sufficient to enhance students' speaking skill?

Yes

No

If no, why?

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10. What is the importance of communicative activities in EFL learning process?

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11. Do you think that through debates in the classroom students will master the English language? If the answer is yes, give the reason.....

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12. What are the frequent difficulties that your students face when speaking using EFL during classroom lessons?

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Thank you for your contribution!

Classroom Observation Checklist

Name..... Date.....

Class observed..... Time.....

Observer Department.....

	Yes	No
1. Students speak fluently when debating in class	<input type="checkbox"/>	<input type="checkbox"/>
2. Students like and enjoy speaking activities	<input type="checkbox"/>	<input type="checkbox"/>
3. Students make grammatical errors when speaking	<input type="checkbox"/>	<input type="checkbox"/>
4. Students produce basic sentences forms with reasonable accuracy	<input type="checkbox"/>	<input type="checkbox"/>
5. Learners use sufficient vocabulary to express ideas	<input type="checkbox"/>	<input type="checkbox"/>
6. Students have self-esteem when speaking in front their classmates	<input type="checkbox"/>	<input type="checkbox"/>
7. Pair and group work in class make the students motivated and active learners	<input type="checkbox"/>	<input type="checkbox"/>
8. Eye contact/gaze is very important when debating	<input type="checkbox"/>	<input type="checkbox"/>
9. Debating in the classroom create motivation to students	<input type="checkbox"/>	<input type="checkbox"/>
10. Debating in class improve critical thinking skills	<input type="checkbox"/>	<input type="checkbox"/>
11. The use of collaborative learning in class varies many points of view	<input type="checkbox"/>	<input type="checkbox"/>
12. Students interact with each other in classroom	<input type="checkbox"/>	<input type="checkbox"/>
13. Students have more space and freedom to speak when they choose free topics	<input type="checkbox"/>	<input type="checkbox"/>
14. They feel afraid and shy when they make mistakes	<input type="checkbox"/>	<input type="checkbox"/>
15. Teacher encourages their students to speak in class	<input type="checkbox"/>	<input type="checkbox"/>
16. Students attend the oral expression module	<input type="checkbox"/>	<input type="checkbox"/>
17. Teacher doesn't follow the syllabus and varies the tools (video, idioms)	<input type="checkbox"/>	<input type="checkbox"/>
18. Students find debates interesting and enjoyable	<input type="checkbox"/>	<input type="checkbox"/>

19. The teacher helps his learners when they find difficulties to speak
20. The teacher allows the use of mother tongue in class
21. The students' different levels may influence negatively on some of them
22. EFL students' culture encourage debating in English