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**The Use of Classroom Discussion to Improve EFL Learners'
Speaking Skill**

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In Partial Fulfillment of the Requirements for the Degree of Master in Language Sciences

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Dedication

I would love to dedicate this work to:

- *My precious parents who have been always there for me.*
- *My little family.*
- *My dear friends.*

Abstract

This dissertation seeks to improve EFL learners speaking skill through the use of classroom discussion . It aims at testing the effect of discussion based approach enhancing university second year of English speaking skill . Therefore, this research hypothesises that if oral expression teachers are aware of classroom discussion techniques as a teaching method and implement them in their classes, students' speaking skill will be enhanced. Accordingly, to test this hypothesis a quantitative research method was adopted and was based on statistical and descriptive data in order to strengthen the validity and reliability of the present research. The findings of provided evidence university second year of English need to enhance and promote their speaking skill through the collaborative work which based on the use of discussion to pave the way from them to share their interests . Moreover, the results of the findings proved that the participants asserted the use of classroom discussion in their classes . Accordingly, the main conclusion drawn from this study is the need to include classroom discussion in the regular lessons and to teach on the base if it with the inclusion of various activities .

Key words : Discussion based Approach , speaking skill.

List of abbreviations

EFL	English as a Foreign Language
FL	Foreign Language
SL	Second Language
SPSS	Statistical Package for the social sciences

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General Introduction

1. Background of the Study

Speaking is to share ideas with others and communicate with words to transmit a message. As Iqbal (2012) claims that “Speaking, therefore, as a skill is defined as the oral mode or the productive skill which is more complicated and which involves more than just pronouncing words”, this implies that speaking is an interactive process where information is shared, acted and interpreted upon by the listener and the speaker. It is important to develop both speaking and listening skills in order to communicate effectively.

Luoma (2004, p1) argues that “speaking in a foreign language is very difficult and competence in speaking takes a Long time to develop.”. For this reason, the study focuses on how to improve speaking skill by considering the role of discussion based approach with its underlying techniques. Therefore, the present study adopts the use of various oral activities in an EFL classroom to create a natural environment which will engage learners into a real life situation. This leads to raising their awareness to use the appropriate strategies of effective speaking skill in a language requires the speaker’s good understanding of linguistic, sociolinguistic and socio-cultural aspects of language. Speaking is seen to be a very basic requirement for human being since it goes in connection with his/her daily life. The importance of speaking, as one of the language skills, stems from the influential role which language plays in human life. Since language is a means of communication among people, speaking accomplishes a lot of different communicative functions. Speaking in a foreign language is one of the most challenging skills for almost all students. It is also a very demanding skill that requires a considerable practice and effort from the learner to reach an acceptable level of speaking. Since the FL/SL is rarely used outside the classroom, collaborative learning and classroom discussion are very important methods to improve students speaking skills.

2. Statement of the Problem :

Out of the need to improve students' speaking skill and to ensure their active involvement in the speaking process, this research is carried out to investigate the problematic issue of speaking in a foreign language. As a solution to this problem, the study suggests the application of discussion based approach in EFL classes. Students tend to face real difficulties whenever they try to practice the language, particularly, as the research highlights. In speaking , students traditionally don't speak with no major interaction with their peers. Consequently, the speaking task becomes a mechanic process with no social interaction and feedback apart from the venerated opinion of the teachers.

3. Research Questions :

Accordingly, this research aims at answering the following questions:

Main question: How can classroom discussion activities enhance students' speaking skill?

Sub-questions:

1. To what extent do these activities improve students' speaking performance?
2. What attitudes and opinions do university teachers have about classroom discussion as a method to teach and learn speaking skill?

4. Research Hypotheses :

FL learners are generally faced with problems in speaking, thus overcoming these problems became the responsibility of many researchers and, specifically, teachers. In this respect, this research explores the implementation of classroom discussion techniques as a way to improve the students' speaking. Therefore, the study hypothesizes that in EFL classes:

1. If oral expression teachers are aware of classroom discussion techniques as a teaching method and implement them in their classes, students' speaking skill will be enhanced.

2. If students have positive attitudes towards the implementation of classroom discussion techniques, they will improve their speaking.
3. If students speak in collaboration, they would develop their speaking skills better.

5. Aim of the Study:

In accordance to the problem stated above, the present study aims to:

1. Investigates the relationship between the implementation of classroom discussion techniques and the development of students' speaking skill.
2. Enhance students speaking outcomes by implementing the principles and techniques of classroom discussion in classroom activities.

6. Structure of the study

This work is presented in three chapters. Preceding the first chapter, the general introduction introduces the reader to the concept of classroom discussion based approach then more specifically the role of classroom discussion in improving EFL students speaking skill, the research questions, hypotheses, and objectives are presented in this part, finally the structure of the thesis is outlined to provide a brief overview of each chapter. The first chapter provide a theoretical background of this study through a review of relevant literature. Chapter two details the methodological framework of the study starting from the research design, data collection instruments, analysis of the data gathered, and its discussion and interpretation. The two chapters are followed up by a general conclusion and the bibliography.

7. Research Methodology

For the sake of investigating the role of classroom discussion on EFL students speaking skills, the researcher opts for descriptive research methodology to gather data for this study. The main research tool is the questionnaire, one for students and another for

teachers, in addition to classroom observation to get more insights about the vital role that classroom discussion plays to enhance students' speaking skill.

Chapter One : The Use of Classroom Discussion to Improve Learners 'Speaking Skill

Introduction

Teaching EFL learners should not focus only on language usage, but it should raise their awareness about the importance of teaching methods. The development of speaking skill can be accomplished by the incorporation of classroom discussion that would facilitate the acquisition of speaking skills in various contexts.

Therefore, this Chapter is divided into two sections. The first section involves a general overview about classroom discussion and its components. Also, it sheds light on the purposes of using the strategy of classroom discussion in EFL classroom.

The second section starts with the nature and components of the speaking skill . Then, it moves to the integration of discussion method in classroom to enhance EFL learners speaking skill. After that, it highlights the benefit of discussion based approach in developing EFL learners speaking skill.

1.1. Section one: The Discussion Based Approach.

1.1.1. Discussion :

Discussion is a term refers to “ a conversation in which people’s talk about something and tell each other their ideas or opinions” (The Cambridge Learner’s Dictionary) , or it indicates that is “ a conversation about somebody or something ; the process of discussing somebody or something” (Oxford Advanced Learner’s Dictionary). These definitions imply that the term discussion is concerned with the way people use their ideas and opinions to communicate in order to transmit information , thoughts , knowledge , and messages.

Bridges (1988) claims that discussion is a set of interaction forms in a place of an open dialogue and collaboration between individuals where they have the opportunity to share thoughts, opinions and knowledge. He believes that discussion requires interlocutors to convey systematic , organized , regular hints , opinions , signs , information and judgments in a mutually responsive cases to refresh a depth knowledge and a higher order of thinking which are affected by other people perspectives in a way they might be accepted or denied (as cited in Preskill and Brookfield , 2005, p.5) . One cannot explore the meaning of discussion without referring to the English philosopher Michael Oakeshott (1962), who characterizes group talk as an “unrehearsed intellectual adventure” in which discussion goes beyond turn and talk. Many participants are required to interact and admit their knowledge; they are invited to recognize their ideas and concerns despite their discrepancies and opposed ways of thinking. (as cited in Preskill and Brookfiled , 2005, p.6-7).

1.1.2. Designing Discussion :

A successful communication demands more than a high level of linguistic competence, it also demands communicating models. This implies that communication is concerned with the way languages , ideas , opinions and information are used in communicative situations as it is claimed by Preskill and Brookfield (2005 , p.9-17) that discussion is a dynamic activity which stimulates different ways of thinking among a group of individuals , and each participant is free to share his views based on the following :

- Hospitality: it is meant by hospitality an atmosphere in which individuals feel to participate in different communicative situations and take risks and to exchange ideas, held opinions and reveal strongly their views.
- Participation: The effectiveness and efficiency of a discussion depends on the community in which everyone is encouraged to participate. In other words, discussion works best when a large number of individuals participate, when they become actively related to each other in their respective roles do so on many different occasions and with respect to many different issues.
- Mindfulness: A basic feature of discussions is the mindfulness among the various members of the group. They see, hear and communicate with each other orally by paying attention to each other.
- Humility: is a crucial component in a discussion. Humility helps individuals remember that learning is always uncertain; individuals should admit the limits of their knowledge and opinions in order to work authentically to create greater understanding among group members.

- **Mutuality:** means that individuals are intended to work in reciprocal cycle, they care about each other's self-development as one's own, all participants benefit from the discussion when they act with mutuality. They realize that their own thriving depends on the flourishing of all others.
- **Deliberation:** refers to the desire of participants to discuss issues that are supported by evidence, data, and logic and by holding strong arguments about how precisely they should be understood. While such arguments can be enlightening and are surely unavoidable for anyone interested in the subject.
- **Appreciation:** is an essential component in a discussion which plays a significant role in bringing individuals closer together to work collaboratively in a trustful community where people motivate each other .
- **Hope:** refers to the willingness of participants to discuss topics and issues comfortably and decrease the pressure to conform to the norms which individuals are always enforced to follow , and encourage them to generate new ideas which provide better understanding for all the members .
- **Autonomy:** denotes that individuals have the independency to take strong stands in discussion, improve their abilities to be autonomous which is directed by their considerations and desires , conditions and characteristics.

1.1.3. Discussion Based Approach:

The use of various ways of communication in the EFL context has become the concern of many researchers. These researchers believe that the use of discussion based approach in the learning process enhances EFL learners' competences in speaking. Teaching methodologies and approaches have evolved enormously to change practitioners and pedagogues' views about foreign language teaching and learning. Within the traditional teaching methods, the focal point was on the development of the learners' writing and

reading skills and nothing was said about making them able to speak appropriately in the target language. That deficiency was overcome with the emergence of the discussion approaches under which more focus is oriented towards learners' speaking skill.

1.1.4. Discussion Method :

Welty (1989, p.1) considers discussion method as a teaching process and pedagogical method teachers use to improve learners interactive skill and involve them in an open-ended collaborative exchange of idea , information and perspectives . However , Gall and Gall (1993, p.1) define discussion method as a method of teaching in which , "(1) a group of persons usually stand in the roles of moderator -fader and participant, (2) assembles at a designated time and place, (3) to communicate interactively, (4) using speaking, nonverbal, and listening processes, (5) in order to achieve instructional objectives". In other words, discussion method is an exchange of ideas where both participants , teacher and learners , are in active and dynamic state over a transmission medium such as during classroom debates , audio visuals , hands on demonstrations , role plays ...etc , using productive and receptive skills to manage a large quantities of information for the sake of instructing teachers to build and foster a safe learning environment where students can thrive , prosper and learn .

1.1.5. Types of Discussion Method :

Discussion is important to learning all disciplines because it helps students process information rather than simply receive it. Roby (1988) classifies three types of discussions (as cited in Wilkinson , 2009 , p.332) :

1.1.5.1.Problematical discussions : relates to debatable topic in which the teacher is dominant in the discussions.

1.1.5.2.Dialectical discussions : refers to the ability of students to view issues from multiple perspectives that aim to establish the truth through reasoned arguments, and the students play a dominant role in the discussions.

1.1.5.3. Informational discussions : focus on arousing a debate or discussion of opposing opinions in a accepted atmosphere, and students have considerable freedom to bring up issues they wish to discuss.

1.1.6. Getting Discussion Based Approach Implemented:

The modern teaching approaches prove that learners cannot learn only from the teacher's lectures, and his explanations may not be efficient and sufficient. Recently, it is well observed that teaching and learning processes in EFL classroom shift from teacher-centered to learner-centered model. Many remarkable efforts to change things have appeared in order to remove the traditional teacher-driven management of talk. So it is time teachers start looking at new ways to enhance classroom discussion. Walty (1989, p.1-5) states that preparing for discussion classes demands more time and effort than getting ready for lecture classes . He demonstrates how discussion based approach can be applied in classroom through the followings steps:

1.1.6.1. Preparing before class :

Teachers are always looking for effective communicative ways to help learners engage in the discussion, this necessitates teachers to:

- Read the assigned material : teachers must be very familiar with the reading assigned for discussion , and prepare themselves for any detail that is needed to be discovered or explored . Walty (1989, p.1-5)
- Decide on Important Concepts and Outline: Once teachers grasp the assigned material and decide on the important concepts to be clarified for students, they should make an outline to feel comfortable while emerging a discussion in the class . Walty (1989, p.1-5)

- A Question Outline: Once teachers are sure of their grasp of the topics, they should prepare a question outline since it is important at this stage to think of questions that will promote discussion. Walty (1989, p.1-5)

1.1.6.2.Board Outline :

A good discussion leader should make use of the blackboard to help organize the discussion. The board is considered as a very powerful for the discussion leader. Teachers should choose what they write on the board to be discussed. Walty (1989, p.1-5)

1.1.6.3.Knowing Students :

Teachers when they are leading a discussion, they want students in the class to learn something from that discussion, which means that students are the important ones in the process. Teachers must know them, their differences, how they learn, how they respond differently to the various stimuli of the discussion class, and what their strengths and weaknesses are .

1.1.6.4.Beginning the Class :

Teachers should ask a different question, student should have five to ten minutes to think about an answer. Cool calling at the beginning of a class induce the discussion to proceed differently. Walty (1989, p.1-5)

1.1.6.5.Questioning, Listening, Response :

While using questioning and active listening to move the class toward the goal teachers have set to engage students in the discussion to see whether they understand or not, and who needs to be helped. A good discussion leaders in this sense encourage the students to interact in questioning, listening, and response activities to shape an effective discussion. Walty (1989, p.1-5)

1.1.6.6. Body Language :

For teachers who will to teach successfully by the discussion method, they should learn to make themselves aware of the message their bodies are communicating. Walty (1989, p.1-5)

1.1.6.7.Sense of Time :

Controlling time is considered as the most difficult aspect to control in a discussion. Time is consumed so quickly in a good discussion and last for long time in inappropriate one. Teachers should divide discussion into three part: a beginning, a middle and an end, and should give an amount of time for each part to establish an effective discussion. Walty (1989, p.1-5)

1-1-6-8-Group Work :

Teachers should follow the natural hierarchy in discussion classes, from individuals, to small groups, to the whole class. At each stage, insights are added, intentions are interpreted and opinions are analyzed. Walty (1989, p.1-5)

1.1.6.9.Ending the Class

Discussion classes generally require that teachers end the class by summing up the discussion by showing discussion costs and benefits. At the end they want to empower their students to learn on a continuous basis- and much of those activities are self-directed. Walty (1989, p.1-5)

1.1.7.The Use of Discussion Instruction

Learners are supposed to use the target language and try to make what they have learnt in practice through collaboration; they also learn how to communicate and enhance their learning. Accordingly, it is necessary for EFL learners to talk and listen to each other, understand and negotiate meanings with the help and support of the teacher, through the good selection of the appropriate learning style. Both teachers and learners are interested in

discussion instructions; they believe that improving interactive skills in the classroom will improve their teaching and learning processes. Gall and Gall (1993, p.2-3) assert that the discussion process is reserved for interactive communication authorized by student-student and teacher- student interchanges. They identify three main types of discussion methods which shift the dominated role of the instructors to be interchangeable between teachers and students.

1.1.7.1. Cooperative learning discussion :

The discussion process in cooperative learning groups promotes the development of higher quality cognitive through combining classroom-based education with practical work in which individuals seek outcomes and information that are beneficial for them and all other group members . Gall and Gall (1993, p.2-3)

1.1.7.2. Subject Mastery Discussion Method:

Mastery of the subject matter by the student- teacher is an essential component in the discussion through which teachers can simplify the topic into main points to be easily understood by the learners. The student-teachers mastery of the subject matter affects the subject content delivery , enhances the discussion process and the understanding by of the learners Gall and Gall (1993, p.2-3).

1.1.7.3.Issues-oriented Discussions:

In the learning process, it is important to solve problems. However, it is not easy for students to design and implement an effective problem-solving plan , teachers in this type of discussion emerge a paradigm contains the problem components to be conducted by students in order to establish solutions . Gall and Gall (1993, p.2-3)

1-1-8-Different Kinds of Discussion Based Approach :

Classroom discussion plays a vital role in the collaboration and communication of ideas and knowledge between learners to practice the target language and develop their skills. Its enhancement in foreign or second language learning is not an easy task to do because it requires aspects and rules to be used accurately and effectively. Teachers implement different kinds of discussion based approach which prioritize learners' acquisition of knowledge, skills, and attitudes through verbal exchanges of thoughts rather than passive approaches that focus only on lecturing, reading, or viewing.

1.1.8.1. Harkness Discussion: Williams (2010) associates Harkness method with the American businessman, philanthropist and educational reformer of the early 20th century, Edward Harkness. He identifies Harkness method or Harkness discussion as a teaching and learning process through which students seat in oval table facing the teacher in the front of the classroom. The Harkness table facilitates discussion and compels students to the part of discussion. He asserts that Harkness discussion center the focus on the students who come up with their ideas and learn good reasoning and communicative skills , and minimize the role of teachers who intervene occasionally .

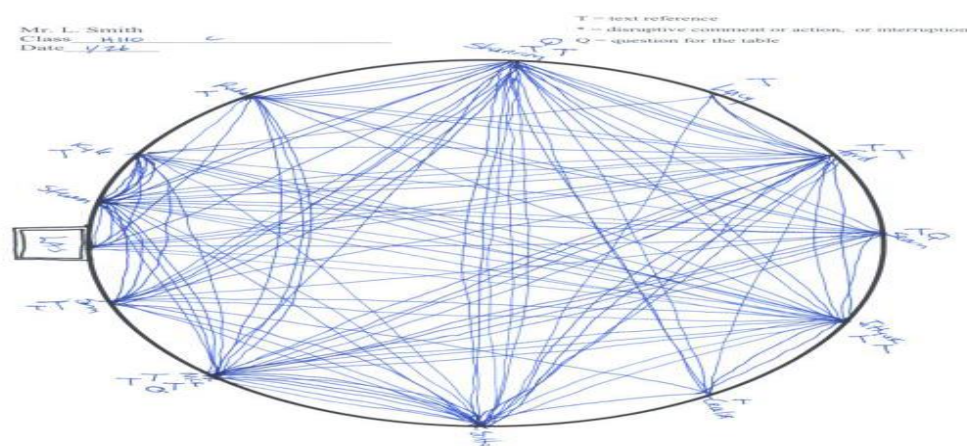


Figure 1: Harkness Discussion Circle with possible pathways for turns Williams (2010)

The figure above represents the Harkness discussion table where every student participates. The pace allows students to cover ideas and opinions. Students are attentive and respectful of others' opinions and questions. It helps students explore ideas as a group; develop their courage to speak, their compassion to listen and their empathy to understand.

1.1.8.2. Pinwheel discussion: Pinwheel discussion according to Edwards (2003, p.13) refers to the attempt of choosing students from each group to take part in the first discussion round. They move to the center square. The teacher opens the discussion and students pinwheel out of the discussion to be replaced by another member of their groups. He asserts that pinwheel discussion promotes learners language skills; keep students on task during group work; encourage engagement with course material prior to class; and cover several related topics in one class period

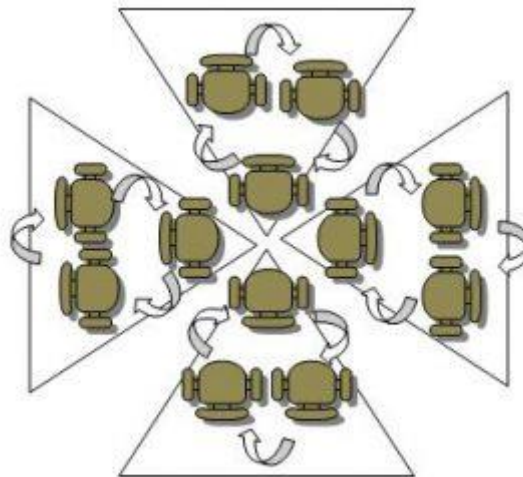


Figure 2 : . Pinwheel discussion model (Edwards , 2003 , p13)

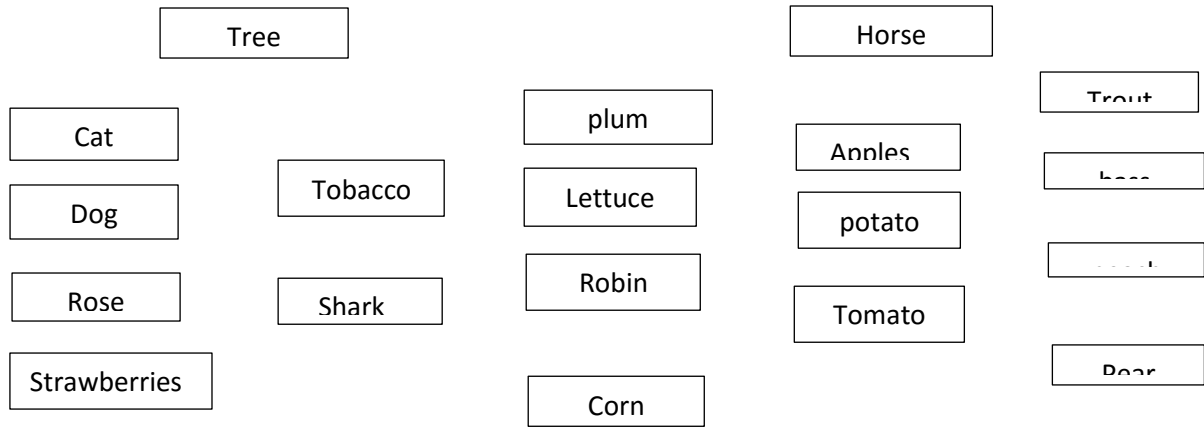
The figure above shows how pinwheel discussion method works as it is mentioned in the description of Edwards who relates the pinwheel discussion to the form of discussion which is held by a provocateur or in another word the teachers who divide the students into four groups , each group is assigned by a topic , then teachers give them time discuss their views.

One person from each group sits in a desk facing students from the other groups, so they form a square in the center of the room. Behind each speaker, the group members are seated: behind the speaker, forming a kind of triangle. From above, this would look like a pinwheel. The four speakers introduce and discuss questions they prepared .After a while, new students rotate from the seats behind the speaker into the center seats and continue the conversation.

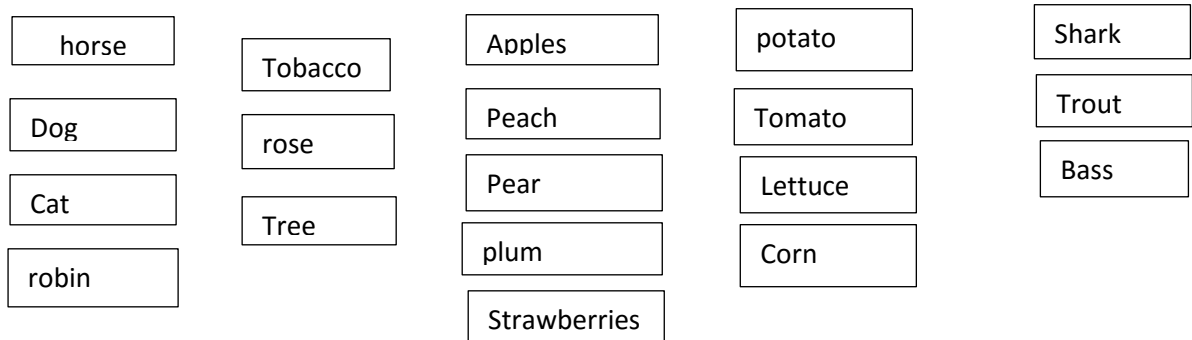
1.1.8.3. Affinity Mapping: It was Hazelten (2003) who provided a detailed explanation for the affinity mapping method which helps students to engage in discussions and enhance their speaking skills. He considers an affinity mapping as a tool designed to help learners organize unstructured ideas, generate their brainstorming, gather large amounts of language data and organize them into groupings based on their natural relationships.

identify a topic (e.g, living things) and generate “ideas” or

a listing of items related to it



Arrange items in natural groupings reflecting things that go together



Name each group

(and discuss why items belong to each other)

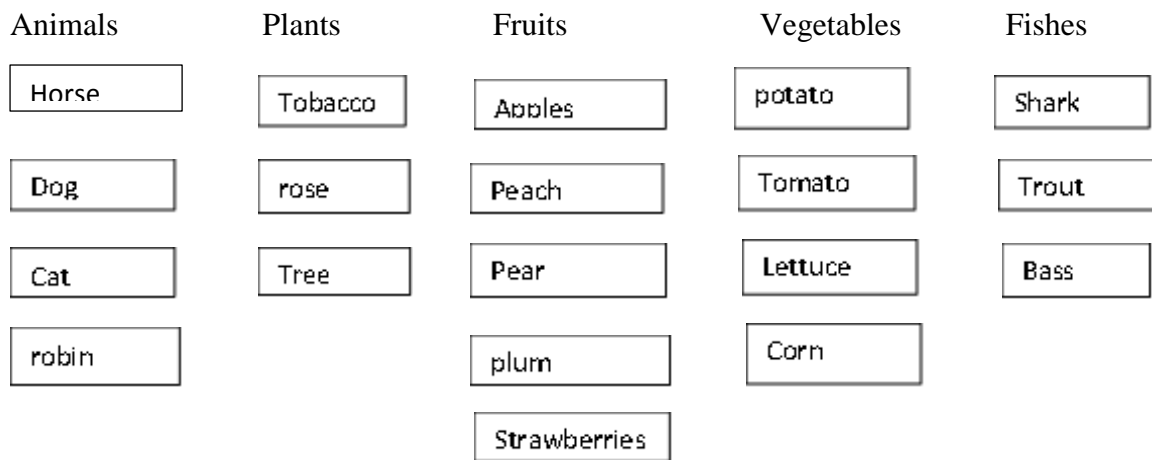


Figure 03 : Developing an affinity mapping

The use of affinity mapping enhances students' discussion skill through reflecting their voices and allowing them to be heard. Teachers use affinity mapping to assess and review students information and encourage students to engage in self-thinking and self-discovery.

1-1-8-4- Socratic Seminar: The Socratic seminar is described according to Schiller (2008) as follows: "...Accordingly he asked questions, letting the other man do most of the talking, but keeping the course of the conversation under his control, and so would expose the inadequacy of the proposed definition of courage. The other would fall back on a fresh or modified definition, and so the process would go on, with or without final success" (As cited in Bećirović & Delić , 2016 , p.512). This implies that a Socratic Seminar is a formal discussion used to examine a text or explore it, in which the leader asks open-ended questions within the context of the discussion, students help each other understand the ideas, issues, and values reflected in a text through a group discussion. Students are responsible for facilitating their group discussion according to the text .They learn to work cooperatively and to practice how to listen to one another and deduce meanings. Teachers in Socratic seminar or circle lead it from the first question to the last stage, with no intention to dominate the student circle.

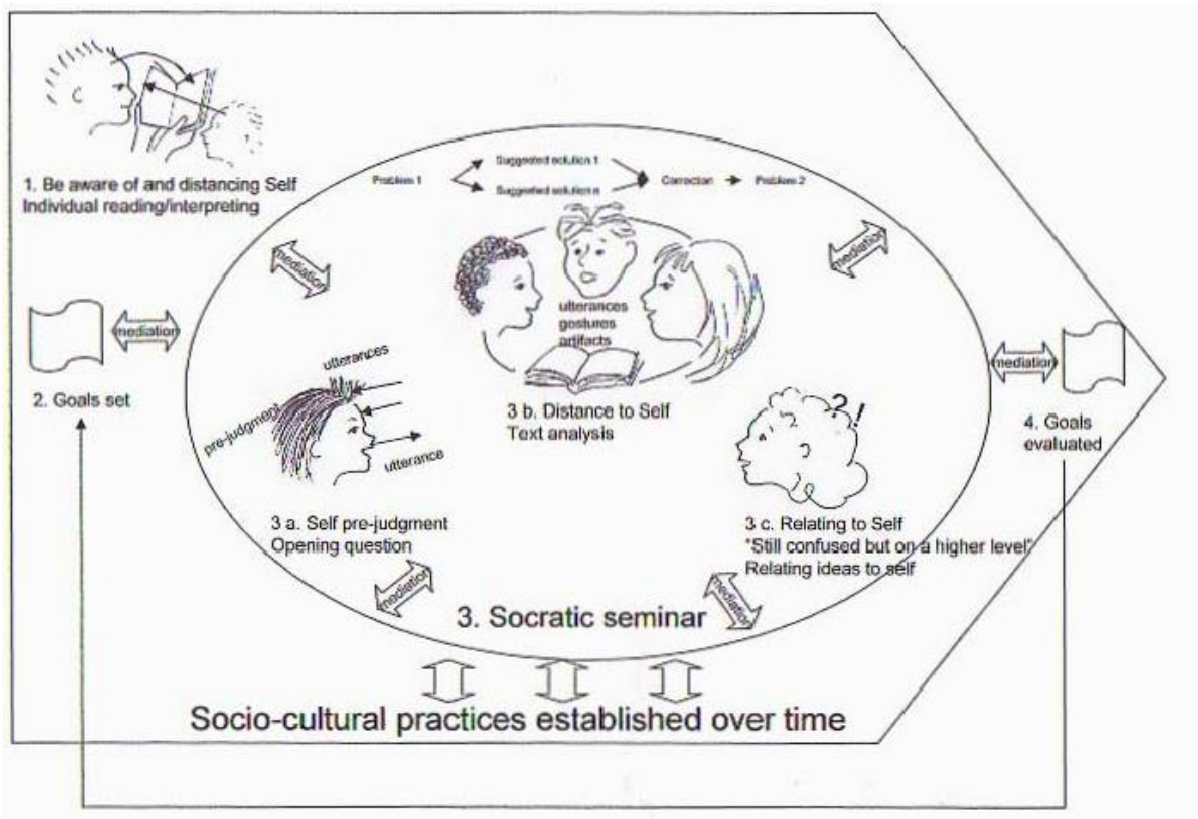


Figure 4 : Socratic Seminar Pihlgren (2007)

In this figure, the Socratic seminar presents a group activity intended to increase critical thinking, self-responsibility and self-reliance. The use of Socratic seminar as it is viewed helps students to improve the complex interplay of dialogical and intellectual skills.

1.1.8.5. The fishbowl :The fishbowl method as it is stated in the explanation of Zulfiqar Bin-Tahir et al. (2015, p.4) refers to a teaching method that helps students contribute in a discussion. Students ask questions, present their point of views, and share information in the “fishbowl” circle. While students sit in the inner, they practise responding to different voices. The fishbowl is a student-centered method that builds the comprehension of various types of texts while developing group discussion skills.

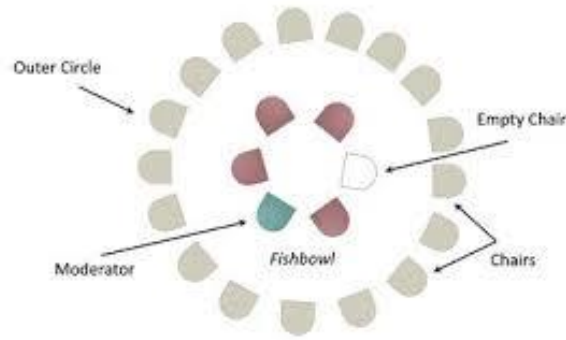


Figure 5 : Fishbowl discussion technique adopted from skillsconverged.com

As it presented in the figure above fishbowl discussion requires a circle of chairs and the remaining space in the room is left for the other students to observe and take notes about what is occurring in the fishbowl, only students in the fishbowl are allowed to speak. The moderator introduces the topic and participants start discussing it .The fishbowl is designed to improve student's communicative skills.

1.1.8.6.The snowball: Snowballing is another discussion technique in which the students sit individually and think about the topic, then in pairs responding to a discussion question with one partner. The pair joins another pair creating a group of four. Pairs share their ideas, opinions and information about the topic with the joined pairs to form groups of eights, until the whole class will be joined in one large discussion (Darmayenti & Kustati 2018 , p.78) .This technique is structured to be used by students to share ideas and to give them the opportunity to work collaboratively and interact with each other in a respectful way .

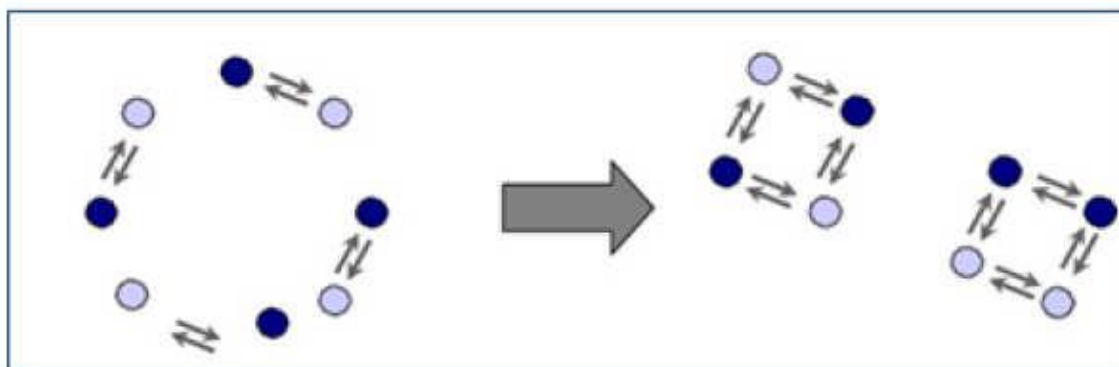


Figure 6: Snowball strategy adopted from Imperia Collogue London .com

In the figure above, the snowball discussion starts with one thought that gathers new perspectives and through that grows fuller and richer. It develops new ideas to enrich students understanding of a certain topic.

The different aforementioned formats for structuring a class discussion is implemented in the EFL classroom to make students more engaging, more organized, and more academically challenging. If teachers struggle to find the appropriate ways to develop students' language skills, this reflects the hard efforts of them.

1-1-9- The Purpose of Discussion Based in EFL Classroom :

Tsui (1995) states that: "In the language classroom, be it first, second or foreign language, classroom language and interaction are even more important" (p.12). Considerably, the language used in the classroom discussion ,regardless whether it is the mother tongue, second or foreign language, its use along with classroom interaction is very significant inside the classroom .Awaring about the important role of classroom interaction in developing the learners' speaking skills necessitates a full comprehension of its different elements, such as the two chief types: teacher-learner interaction and learner-learner interaction in which a verbal exchange takes place. Then, the teacher should be aware of the different roles that he

is supposed to play inside the classroom and adopt a set of discussion tasks attain a successful communication as well as a skillful capacities .

1.1.9.1. Teacher's benefit from Discussion based approach in EFL classroom :

Classroom discussion is a practice in which the instructor and students share views on a specific topic previously adopted. Promoting and facilitating classroom discussions can not only help students learn from one another but also help teachers to improve students understanding and retaining information better. Ellis and Barkhuizen assert that “Interaction and interactive language constitutes a major role in EFL teaching, because a teachers’ interactive language can keep an interaction going on smoothly in EFL classroom.” In other words , classroom discussions can be considered as a helpful pedagogical method that enable learners to enhance their communicative skills and how teachers can help their learners to interact with each others in classroom. They stated that discussions or interactions in EFL classroom play a vital role and hold an important place in language teaching be it a native or a foreign language (as it is cited in Meng and Wang , 2011, p.98) . In the same line , Meng and Wang (2011 , p.99) admit that multiple roles are played by the teacher in the discussion based approach activities to control , assess, organize learners exchange of ideas , and to be considered as participant and resource. In EFL classroom teachers play a critical role in developing learners’ communicative abilities where important information are learnt from each others. However , Jawad et al (2018, p.119) claim that the use of discussion during lectures, is considered as an efficient and appropriate way to facilitate learning and allow teachers to test students’ understandings and comprehending of the valuable input thoroughly through expressing their own viewpoints . Discussions offer students the opportunity to participate in their learning process. When students are actively involved within teachers’ platforms, the teaching process would be more better .

Carpenter (2006) claims that “the discussion is the most preferred teaching method among university students. Some students refer to the main reasons for their choosing this as the most acceptable method would imply that they have a strong interest in being active learners, engaging in discussion rather than sitting passively in class and merely listening to a lecture” (as it is cited in Jawad et al , 2018, p.120) . This implies that Teachers who adopt discussion in their lectures can engage, prepare, and motivate students more They can Incorporate discourse during lectures to maintain students’ focus on the topic and get different perspectives ..

Discussion is a strategy that can support teachers in understanding what students already know and in determining what they still need to learn. In this sense, the requirement of adopting discussion based approach in EFL classrooms promotes teachers to stimulate students' ideas in during discussions and serves as pedagogical method that helps teachers enhance their competences in the teaching process .

1.1.9.2.Learner’s benefit from Discussion based approach in EFL classroom :

Every student is capable of achieving success at school and do all their capabilities to find ways of making themselves successful .Among the learning ways students follow and depend on is the discussion based approach since it is important to learning in all disciplines and helps students process information rather than simply receive it. According to Brown (2008) Cooperative learning gives passive students the opportunity to progress , get students to practice thinking about the course material and improve their English language skills.(as it cited in Harizaj ,2015, p.234) . This means that students through the use of discussion based approach shift from being passive learners to active learners who exchange ideas , information , opinions ...etc, and engage effectively in the classroom sphere . In the same line Harizaj (2015, p.234) believes that learners who engage in discussion easily are

considered as autonomous learners which means learners hold the responsibility to regulate and control their own learning ways. They will be able to practice and acquire English language through communication and interaction.

Garside (1996) argues that “active learning is a key component for developing critical thinking skills, and discussion is one such strategy where students elaborate, defend, and extend their positions, opinions, and beliefs.” (as it is cited in Wilson et al , 2009, p.2) . This implies that discussion based approach or the discussion strategy is considered as a way of cooperative learning which helps students explore topics , learn to recognize and investigate assumptions

and integrate information .Discussion increases learners intellectual capability In other words discussion helps students learn to think on their feet while absorbing new information and ideas.

Conclusion

A vivid and effective class is supposed to include the integration of the classroom discussion approach , in which the teacher needs to establish a positive environment, plan appropriate activities, encourage learners to promote their writing skill .

1.2.Section Two: The Nature and Components of the Speaking Skill :

Introduction .

Speaking is one of important skills that language learners need to acquire as an essential component for their academic and their professional life later . Speaking skills allow learners to convey their messages with clarity and comprehensibility.

1.2.1. Definition of Speaking Skill :

Speaking is one of important skills that language learners need to acquire as an essential component for their academic and their professional life later . Speaking skills allow learners to convey their messages with clarity and comprehensibility

Every speaker is simultaneously a listener and every listener is at least potentially a speaker (EL Menoufy, 1997, p. 9). This implies that speaking is the delivery of vocalized language that requires at least one listener.

Brown (2004) states that speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test taker's listening skill, which necessarily compromises the reliability and the validity of an oral production test .

(Bygate, 1987 , p.1). quotes that:

“ Speaking is the vehicle par excellence of social solidarity of social ranching, of professional advancements and of business. It is also the medium through which much language is learnt, and which for many is particularly conducive for learning. Perhaps, then, the teaching of speaking merits more thought.”

He identifies speaking as the action of conveying information or expressing one's thoughts and feelings in spoken language. It is the ability to progress the working world and life, itself, would be nearly impossible. Speaking is one of the most important and most dreaded forms of communication.

1.2.1.The Components of the Speaking Skill :

Speaking is probably the language skill that most language learners wish to perfect as soon as possible. According to Syakur (2007, p.4), there are at least five components of speaking skill concerned with comprehension, grammar, vocabulary, pronunciation, and fluency.

1.2.1.1. Pronunciation :

refers to the traditional or customary utterance of words. From that statement can be concluded that pronunciation is the way for students to produce the utterance words clearly when they are speaking . This implies that pronunciation is the way for learners to produce appropriate language when they speak.

1.2.1.2. Grammar :

Grammar refers to the set of rules that allow us to combine words in our language into larger units. In other words , grammar is used to arrange the correct meaning of sentences based on the context.

1.2.1.3. Vocabulary:

means the appropriate diction or the most important thing in a language especially in speaking; furthermore, knowing many vocabularies we will be easier to express our ideas, feeling and thoughts both in oral or written form. In spoken language, the vocabulary tends to

be familiar and everyday. It means no one cannot communicate effectively or express their ideas both oral and written form if they do not have sufficient vocabulary.

1.2.1.4. Fluency :

is defined as the ability to speak communicatively, fluently and accurately. Fluency usually refers to express oral language freely without interruption. In teaching and learning process, if the teacher wants to check students' fluency, the teacher allows students to express themselves freely without interruption . Fluency is the flow and efficiency with which learners express their ideas, particularly when speaking.

1.2.1.5. Comprehension :

refers to the fact that participants fully understand the nature of the research project, even when procedures are complicated and entail risks. For oral communication, it certainly requires a subject to respond, to speech as well as to initiate it.

1.2.3. Principles of Teaching Speaking Skill :

According to Anuradha et al (2014), following are the principles of teaching speaking skills (as it is cited in Hussain , 2017 . p16) :

1.2.3.1. Creating Realistic Situations :

Teacher should Encourage students to speak right from the first day. If not, as early as possible and not to wait till she teaches them a stock of words, phrases or sentences.

1.2.3.2. Supporting the Qualities of Spoken Language:

Teacher should let the learners speak actively with whatever English knowledge they have.

1.2.3.3. Personalizing Speaking Topics

Teacher should Propose structures/phrases/words and let the learners use it in different situation and drill as much as possible.

1.2.3.4. Planning Different and Various Types of Speaking Activities

Teacher should encourage back-chaining or tail-forwarding technique to make long sentences by combining more than ten sentences and organize role play and pair-work as much as possible and supervise the learners to correct the active ones and activate the passive ones.

1.2.3.5. Creating an Unfearful class

Teacher should prepare well in advance of terms of lesson planning, activities and tasks.

and let the learners commit errors and mistakes at the primary stage , interruption and correction to speak without fear or hesitation.

1.2.4.The Integration of Discussion Method in Classroom to Enhance EFL learners' Speaking Skill :

Libers claims that traditional `chalk and talk' teaching is a low variety method of teaching which makes `the students' expression of their complexity as difficult as possible'(as it is cited in Lynch and Livingstone, 2000, p.326). This implies that the history of language teaching has been characterized by a search for more effective ways of teaching second or foreign languages. The implementation of new methods of teaching as discussion method should be used contingently since it is very important to have effective communication.

Pratiwi (2015) believes that "Joining a group is technique which teacher divided the students into several group or in pair. So the teacher give the material with the students, then students

have to discuss with their group” . He means that the use of discussion among groups allows participants to share their views and opinions with other participants. It is a systematic exchange of information, views and opinions about a topic, problem, issue or situation among the members of group , and this simply enhances the learner’s speaking skill and makes him / her speaks effectively and appropriately .

According to Boscolo and Klein (2016, p.314) When classroom talk becomes an integral part of speaking instruction, students benefit immeasurably. Their thinking and communication skills grow as part of a single process that connects speaking with listening. This means that classroom discussion is considered as an important part of the speaking skill , since it stimulates learners thinking way to be handled through the mechanism of representing those thoughts into a spoken form. Moreover Brewer (1997, p22) asserts that “ small group discussion allows presenters to announce a topic or idea for group discussion among participant “ . It means that discussion allows learners to interchange of ideas within the context of a group under the direction of a presenter in order to produce an effective speaking production . Hence , Hayes states that through mind mapping students turns random thoughts into patterns that can be spoken and developed. Students become increasingly motivated to complete a speaking task as their ideas emerge in organized forms.(as it is cited in Syanto 2010, p.42).In other words, affinity mapping as a discussion method helps learners to turn their thoughts and information into a speaking production well organized and developed.

1-2-5-The benefit of Discussion Based Approach in Developing EFL Learners’ Speaking Skill:

The ability to use language in a communicative way requires the use of the appropriate method to enhance the quality of learning and teaching process. To enhance learners speaking skill teachers adopt various methods among them discussion method is viewed as an effective

method to be adopted .Brewer claims that the benefit of small group discussion can be summarized as follow :

- It contributes and circulates information on a particular topic and analyzes and evaluates the information for supported evidence in order to reach an agreement on general conclusions.
- It is human nature to be curious about our surroundings and other people; and the best way to find out answers to our questions is to talk with one another.
- A discussion may be information based, consent raining on fact, or it may focus on personal opinion and the feelings.
- People enjoy discussions and the arenas of thought they uncover.
- Talking with friends reveals attitudes and values and offers insight into ways of solving personal problem. (as it is cited in Putra 2019).

Conclusion

Speaking just like other skills can be taught through the use of classroom discussion . For this reason, teachers adopt different models to improve such an interesting skill. Those models differ in their characteristics and methods but share a common goal that is to say . improving the speaking skill among learners.

Chapter Two: Methodology, Data Analysis, and Discussion.

Introduction

This chapter is divided into two sections. The first section is devoted to the reports of the findings of both research instruments. Then, the second section presents a brief summary of the findings, the discussion of results according to the research questions and hypotheses.

2.1.Section One: Research Methodology

Introduction

This section outlines the research method, instrument, population, and sample of this research Tools , in addition to the design with description of the experiment process, and the procedure adopted to analyse the findings.

2.1.1. Research Method :

The current research particularly is quantitative because it collects numerical data that show the existence, or absence thereafter, of a relationship between the research variables. Bryman argues that quantitative research approach is the research that places emphasis on numbers and figures in the collection and analysis of data.(as it is cited in Daniel 2016, p.94). It emphasizes objective measurements and the statistical, mathematical, or numerical analysis of data collected through questionnaire in this study using computational techniques. Since it is impossible most of the time to conduct a study that covers a whole population, researchers can select a representative part from the whole population with whom the study could be conducted. This process is known as sampling (Taherdoost, 2016). The sample of this research was selected through simple random sampling. This probability sampling strategy entails that all members of the population have an equal chance to be selected (Taherdoost, 2016). As such, if the circumstances have allowed, English university teachers and students could have been selected.

2.1.2. Population and Sampling:

The population in research is defined as the whole set of members who can serve a particular study (Kothari, 1990; Dörmeysi, 2007). The population that serves the purpose of this study is that Tebessa university teachers of English and second year university students . They were selected randomly . The sample of this study is based on representative portion of the selected so that results could be generalized especially that the study is quantitative

sample . Since covering the whole population of English university is an unattainable goal due to time constraint, a sample of three teachers and 45 second year students were selected

2.1.3. Research Instrument

2.1.3.1. The Questionnaire

Questionnaires are defined as a set of questions, expressions, or statements that the researchers use in order to receive responses, attitudes, or facts from the sample that serves their study (Dörnyei, 2007). That is why, the researcher opted for the questionnaire as the second data gathering instrument in order to collect a good sum of responses and to get accurate and reliable results.

A. Procedure

The distribution of the questionnaire occurred in the form of papers .

B.The Aim of the Questionnaire

The questionnaire aimed at gathering a variety of views from 3 teachers and 45 Students about the use of discussion based approach to improve EFL learners' speaking skill , the obstacles and the strategies for good implementation of classroom discussion , and the strategies for promoting and improving EFL speaking skill .

C. The Structure of the Questionnaire (teachers) :

The teachers' questionnaire is divided into three sections

: * General Information

This section covers general background information about the participants; these include the teachers' gender , employment status , the number of years for English Language Teaching in the university and the level that they have been taught.

- Teaching the speaking skill

This section seeks to present the way EFL university teachers follow in teaching and promoting learners speaking skill .These include the process , methods , activities concerning the speaking skill . .

- The use of discussion based approach

This section targets the strategies and the obstacles that hinder the enhancement of the EFL learners' speaking skill , and seeks to determine whether teachers consider the use of discussion based approach to enhance learner's speaking skill important or not .

D. The Structure of the Questionnaire (students) :

The learners' questionnaire is divided into four sections :

- Background information

This section covers general background information about the participants; these include the participants ' gender , age and the time learning English language

- Speaking skill :

This section seeks to present the way EFL university students follow in learning and promoting their speaking skill .These include the process , methods , activities concerning the speaking skill.

- Learners' Attitudes Towards speaking skill :

This section seeks to present the way EFL university teachers follow in teaching and promoting learners speaking skill .These include the process , methods , activities concerning the speaking skill

- the role of discussion based approach in enhancing student's speaking skill .

This section targets the strategies and the obstacles that hinder the implementation of the discussion based approach to enhance learner's speaking skill .

Conclusion

This section provided a thorough presentation and justification for the choice of the research design and instruments. It thus paves the way for readers to understand the analysis and discussion of the results

2.2. Section Two: Data Analysis

Introduction

This section is devoted the present that statistical package of the gathered results of the present study , Then it moves to analyse , interpret and discuss the findings .

2.2.1. The Use of SPSS for Data Analysis

The Statistical Package for the Social Sciences SPSS version 18.0 is the most commonly used windows based program in Social Sciences (Dörnyei, 2007), this implies the SPSS is used to analyse data obtained from questionnaire in the present study.

2.2.2. The analysis of the questionnaire (students)

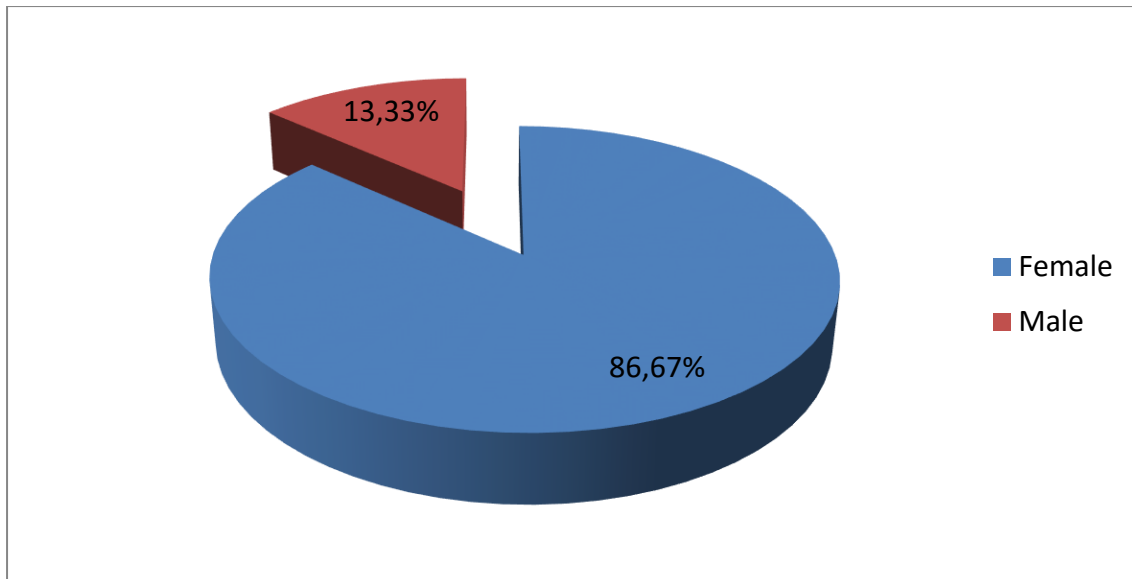
Section one : General information .

- Gender

- Table 01 :

Variable	Number	<u>Percentage</u>
Female	39	86,67%
Male	6	13,33%
Total	45	100%

Table (01) shows the 39 research participants are female ; they make up 86.67% of the sample. The next portion of the sample i.e.6 students are male making up 13..33% of the sample. Furthermore. This diversity is related to the findings of the study. The results are shown in the following graph



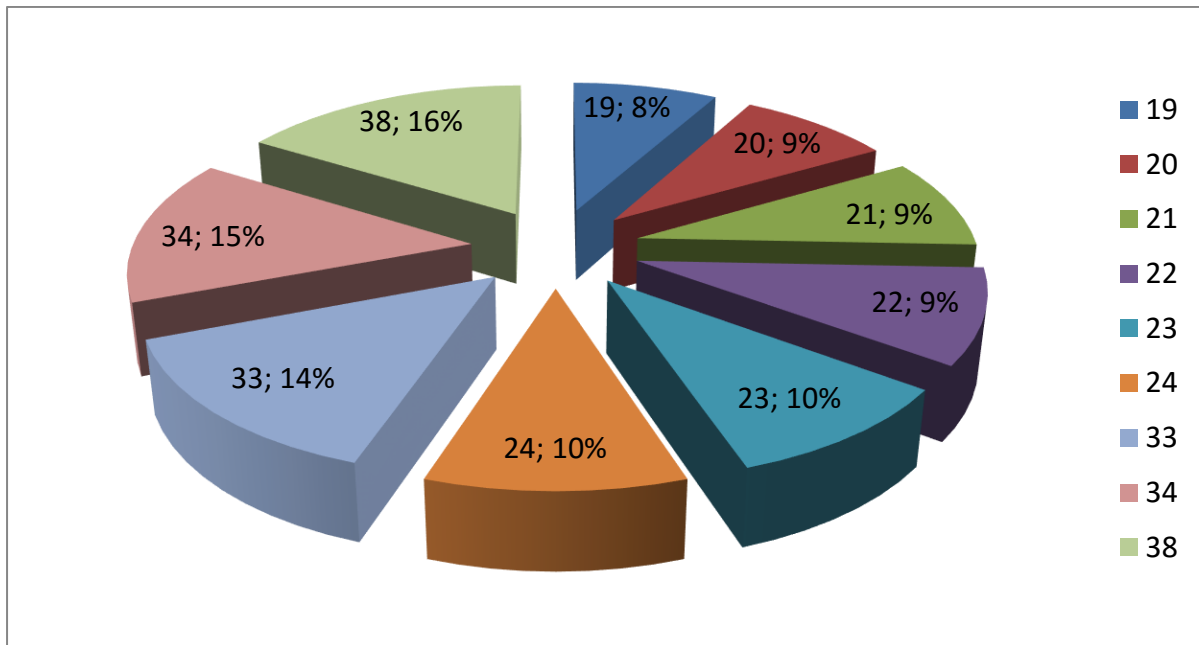
Graph 1.1. Student's Gender

- Age:

- Table (02) :

Variable	Number	<u>Percentage</u>
19	12	26,67%
20	18	40,00%
21	8	17,78%
22	1	2,22%
23	2	4,44%
24	1	2,22%
33	1	2,22%
34	1	2,22%
38	1	2,22%
Total	45	100%

The table (2) shows that 12 respondents representing (26.67%) are 19 years old , 18 students (40%) have 20 years , 2 students (4,44%) are 23 years old. In addition each student has 22, 34, 38, 33 representing (2.22%) . The results are shown in the graph .



Graph 2.2. Age.

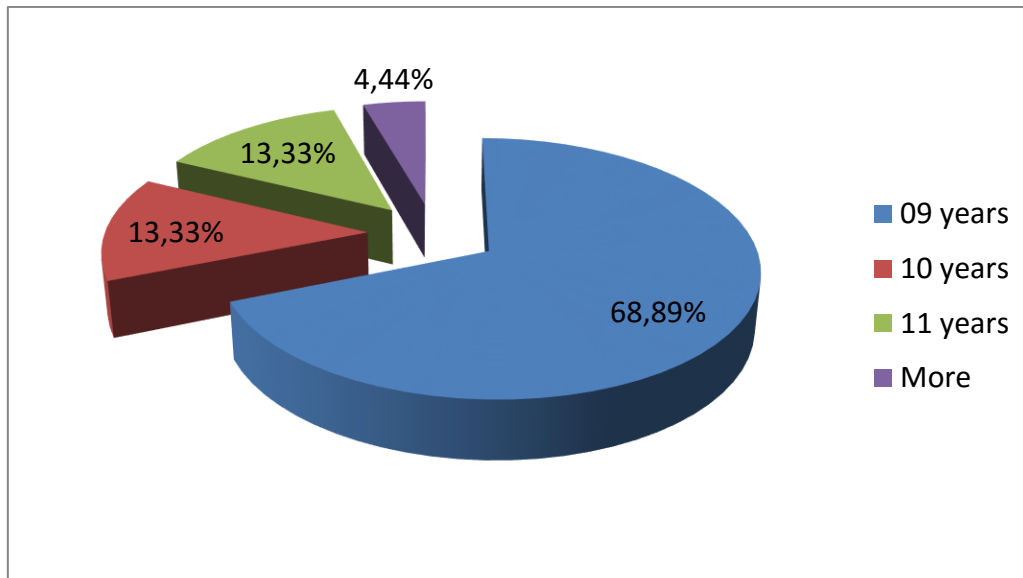
- Years of studying.

- Table (3) :

Variable	Number	<u>Percentage</u>
09 years	31	68,89%
10 years	6	13,33%
11 years	6	13,33%
More	2	4,44%
Total	45	100%

This table (3) seeks to determine the extent to which the investigated students are experienced in English learning in the university. The majority of students (68.89%) have a 9 years experience in studying. However, 6 students (13.33%) are studying English since 10

and 11 years. Additionally, 2(4.44%) students have studied English since a long time. The results are shown in the graph.



Graph 3.3 : Years of studying English .

Section Two : About speaking skill

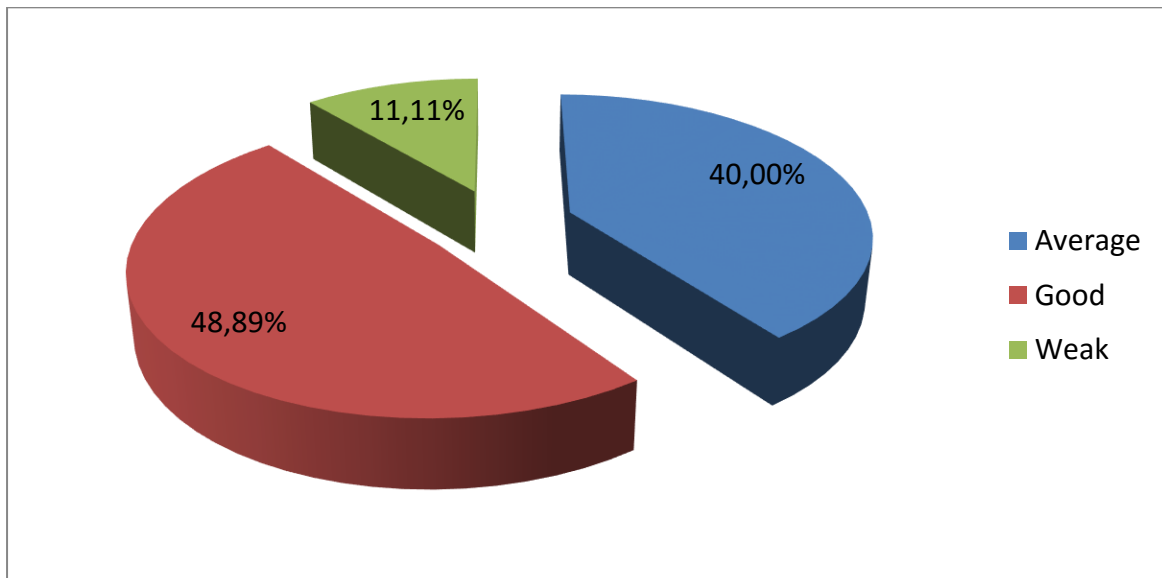
4- How do you assess your level in speaking depending on your marks in the oral expression module ?

- Table 4 :

Variable	Number	<u>Percentage</u>
Good	22	48,89%
Average	18	40,00%
Weak	5	11,11%
Total	45	100%

Table (05) summarizes the results of the students' views about their levels in speaking depending on their marks in the oral expression module, It is clear that the great majority of respondents (22 students) representing 48.99% say that they are good , correspondingly,18

students (40%) assume that they have an average level in speaking. The rest of the sample which is a minority 5 students (11.11%) are weak. The results are shown in the follow graph .



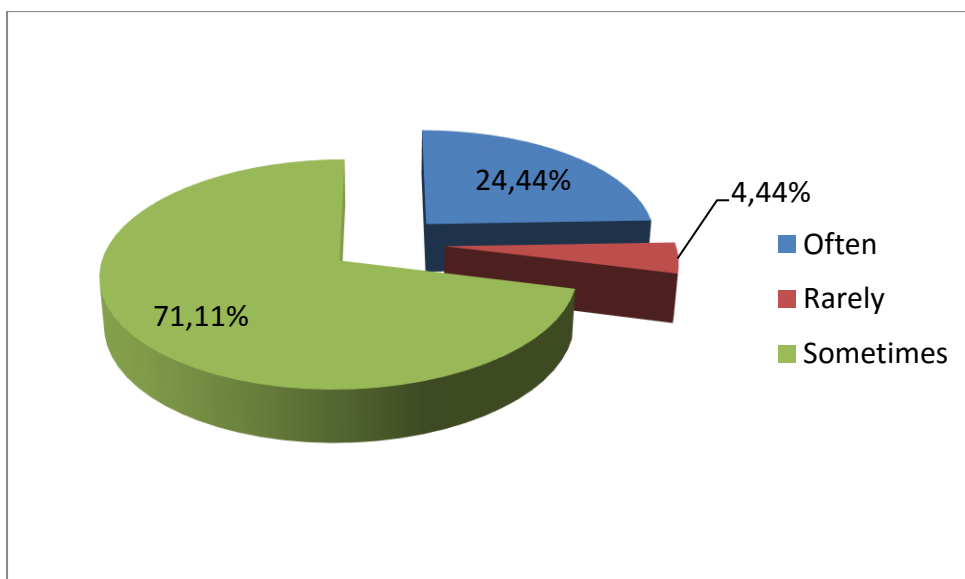
Graph 4.4. Students ' views towards their level in speaking skill.

5- How often do you speak English in class?

- Table (5) :

Variable	Number	<u>Percentage</u>
Sometimes	32	71,11%
Often	11	24,44%
Rarely	2	4,44%
Total	45	100%

From students' responses which are clear in the table (5) 32 students (71.11%) sometime speaks in EFL classroom, 11 (24.44%) depend on speaking skill and 2(4.44 %) use speaking skill as a means of communication in English classes. As a result and according to these responses speaking English is not implemented in the learning process in EFL classrooms. The results are clearly presented in the graph.



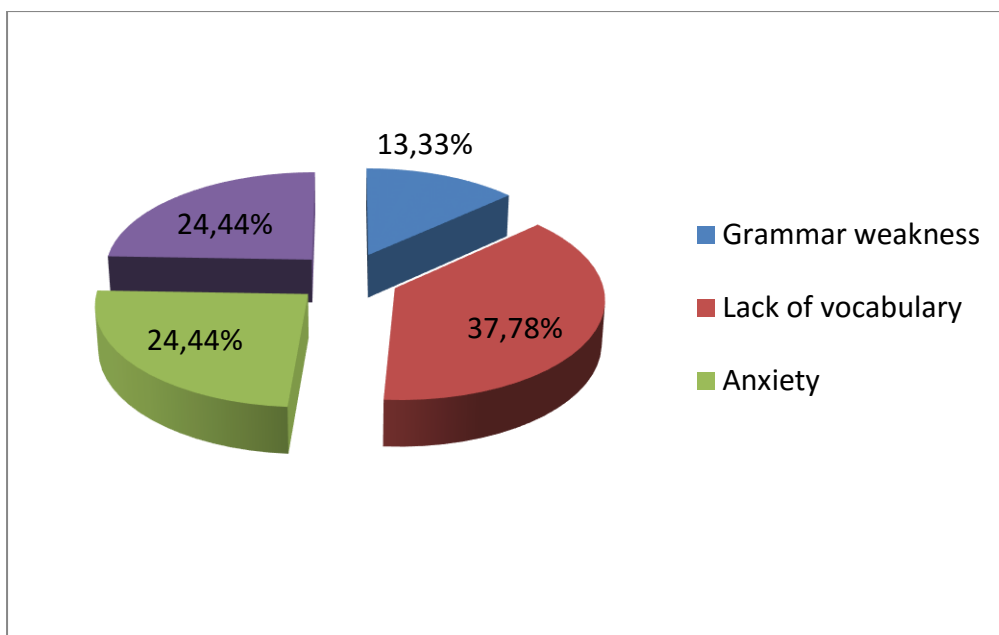
Graph 5.5 . Speaking English

6- What are the difficulties you face in speaking ?

• Table (06) :

Variable	Number	<u>Percentage</u>
Lack of vocabulary	17	37,78%
Anxiety	11	24,44%
Personality of the teacher	11	24,44%
Grammar weakness	6	13,33%
Total	45	100%

By depending on what is written in the table (06), 17 respondents representing 37.78 % believe that lack of vocabulary hinders their development of speaking skill, while 11 students (24.44%) face a problem of anxiety while speaking , another 11 students (24.44%) believe that the problem is on the personality of teacher and the rest of them 6(13.33%) have grammar weaknesses . The diversity that occur upon the responses show that speaking is a difficult skill in the learning process and no one can ignore the importance of it. . The results are shown in the graph below :



Graph 6.6. Difficulties of speaking.

Section Three : Learners' Attitudes Towards speaking skill ?

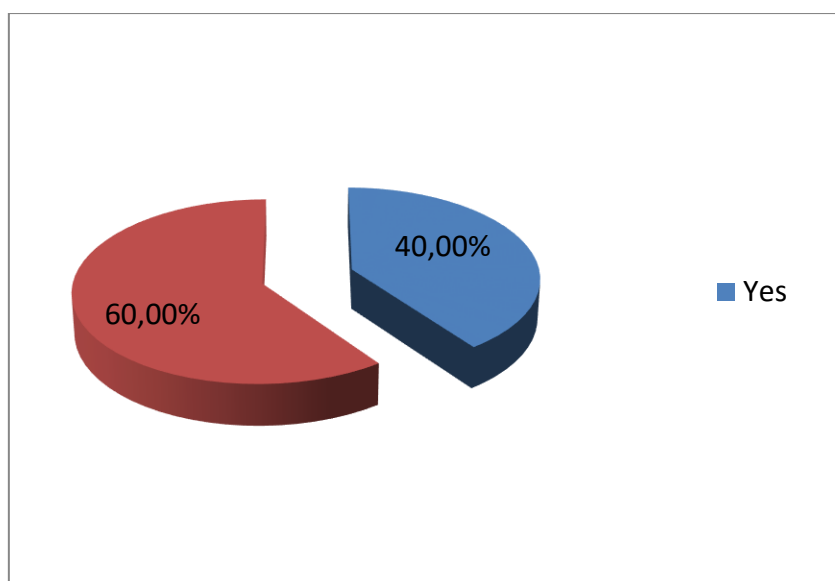
7- Do you think that you are satisfied about the hours devoted to study Oral expression module ?

- Table (07) :

Variable	Number	<u>Percentage</u>
No, we need more hours.	27	60,00%
Yes	18	40,00%
Total	45	100%

The table (08) documents that the highest number of learners 27(60%) are no satisfied with the time devoted to oral expression classes , while the rest of them 18 (40%) are satisfied .

The diversity in the responses show that speaking as an important skill needs more hours to be taught in classes through which learner can accomplish their aims. The results Are viewed in the following graph.



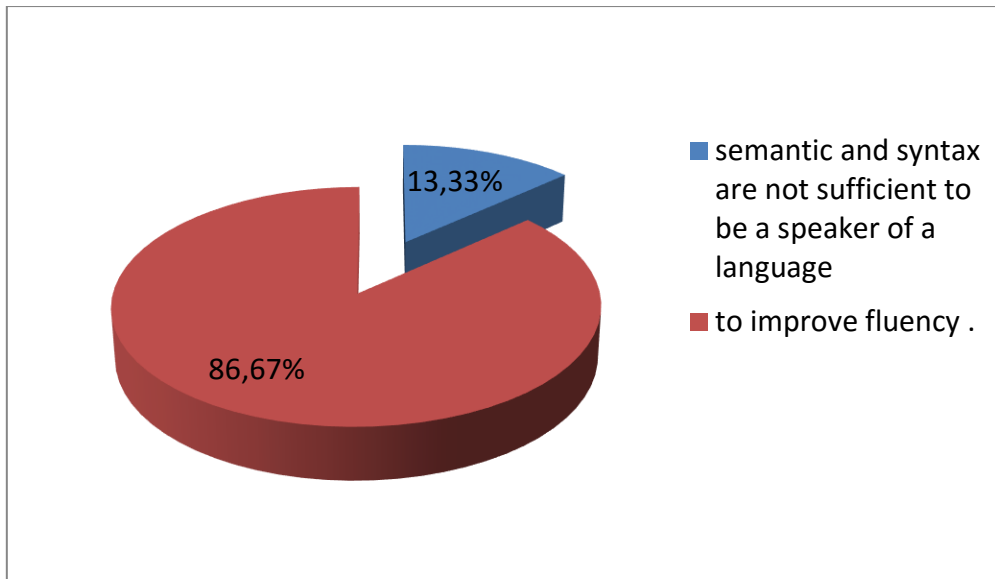
Graph 7.7. Oral expression hours of studying

8- In your opinion , why learning speaking skill is so important?

- Table (08) :

Variable	Number	<u>Percentage</u>
to improve fluency .	39	86,67%
semantic and syntax are not sufficient to be a speaker of a language	6	13,33%
Total	45	100%

Table (08) indicates that all of the participants (39; 86.67%) think that it's important to improve their fluency while learning speaking , and the rest of them 6(13.33%) state that learning speaking skill is essential since semantic and syntax are not sufficient for them to be a speaker of a language. The results are shown in the graph below .



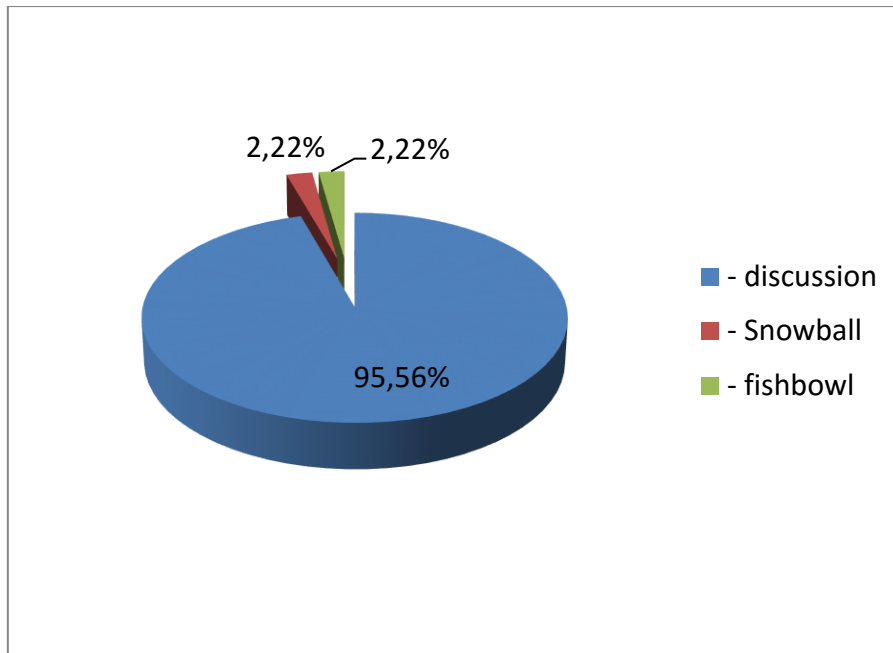
Graph 8.8. The reason behind the significance of speaking skill.

9- What are the most activities you prefer to practice in classroom ?

- Tables 9 :

Variable	Number	<u>Percentage</u>
discussion	43	95,56%
Snowball	1	2,22%
fishbowl	1	2,22%
Total	45	100%

Table (9) documents that 43 students (95.56%) think that the use of discussion is the most preferable activity form them in classroom , the other portion 1 student representing (40%) say that they prefer snowball and fishbowl strategies in the learning process of speaking skill to accomplish the needed speaking tasks. The results are shown in the following graph.



Graph 9.9. What are the most activities you prefer to practice in classroom

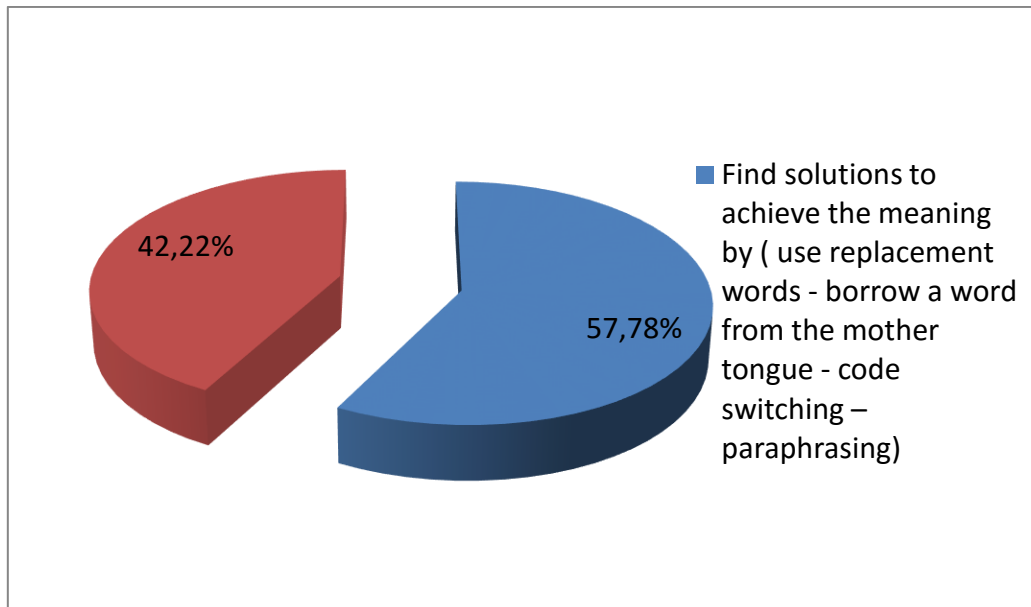
10- What are the main strategies would you use to avoid failures in oral communication during interactions in classroom ?

- Table 10 :

Variable	Number	<u>Percentage</u>
Find solutions to achieve the meaning by (use replacement words - borrow a word from the mother tongue - code switching – paraphrasing)	26	57,78%
Avoid to talk completely about the topics in which you lack the necessary vocabulary.	19	42,22%
Total	45	100%

Table (10) indicates that high majority of students 26(57.78%) think that to avoid in oral communication during interactions in classroom they need to achieve the meaning by (use replacement words - borrow a word from the mother tongue - code switching – paraphrasing) 19 students (42.22%) concern that avoiding to talk completely about the topics in which you

lack the necessary vocabulary can be the solution to avoid failure in oral communication. The results are shown in the graph below .



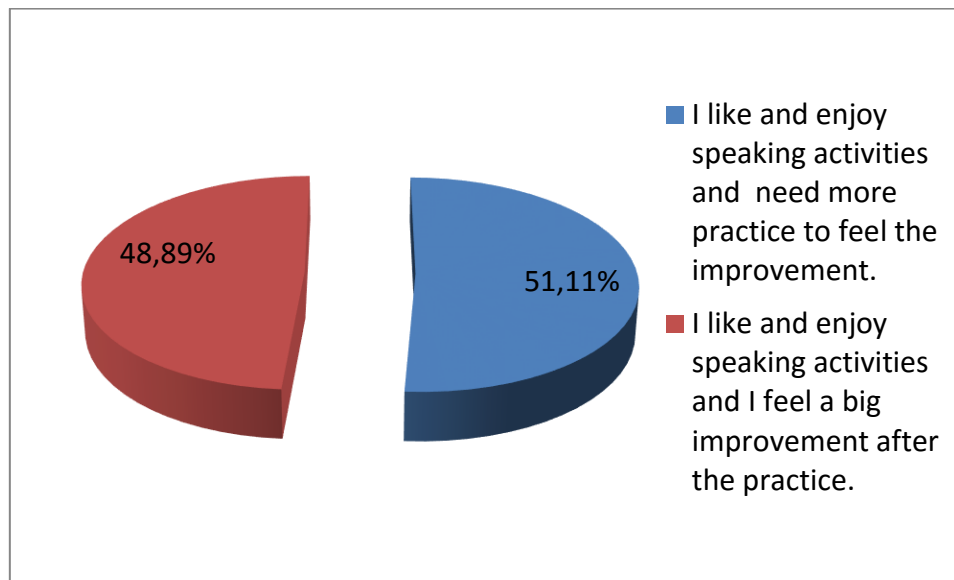
Graph 10.10. Strategies to avoid failure in oral communication.

11-What is your attitude towards discussion based approach? Do you feel that they improve your speaking skill ?

• Table 11:

Variable	Number	<u>Percentage</u>
I like and enjoy speaking activities and need more practice to feel the improvement.	23	51,11%
I like and enjoy speaking activities and I feel a big improvement after the practice.	22	48,89%
Total	45	100%

The table (11) documents students' attitudes towards the use of discussion based approach , 23 (51.11%) students think that improving their speaking skill depends on the use of discussion based approach , another 22 (48.88%) students see speaking activities and feeling a big improvement after the practice. The results are shown in the graph below .



Graph 11.11.students' attitudes towards discussion based approach

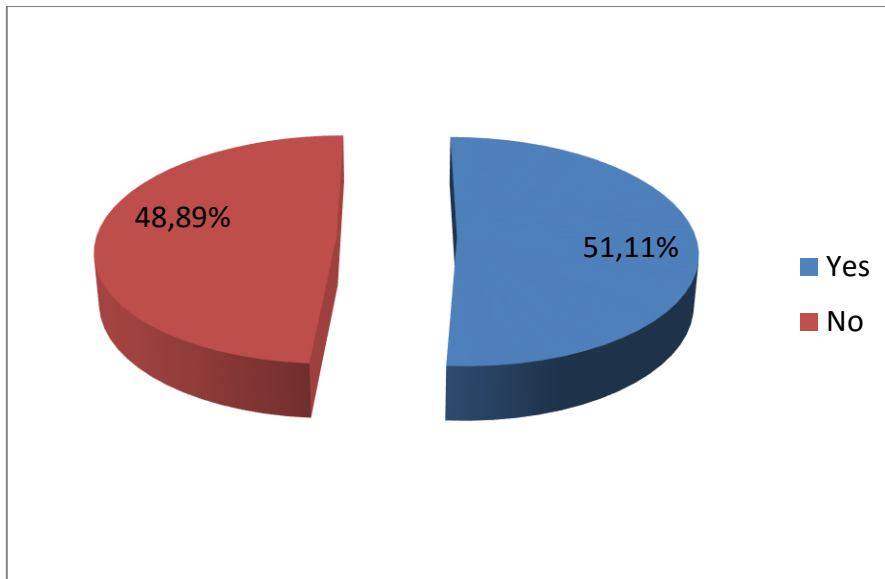
Section Three : the role of discussion based approach in enhancing student’s speaking skill .

13 - Do you consider yourself fluent in speaking ?

- Table 13 :

Variable	Number	<u>Percentage</u>
Yes	23	51,11%
No	22	48,89%
Total	45	100%

Depending on the results in the table (13) , 23 students representing (51.11%) from the sample consider themselves fluent in speaking , while 22 (48.89%) students do not . The results are in the graph below.



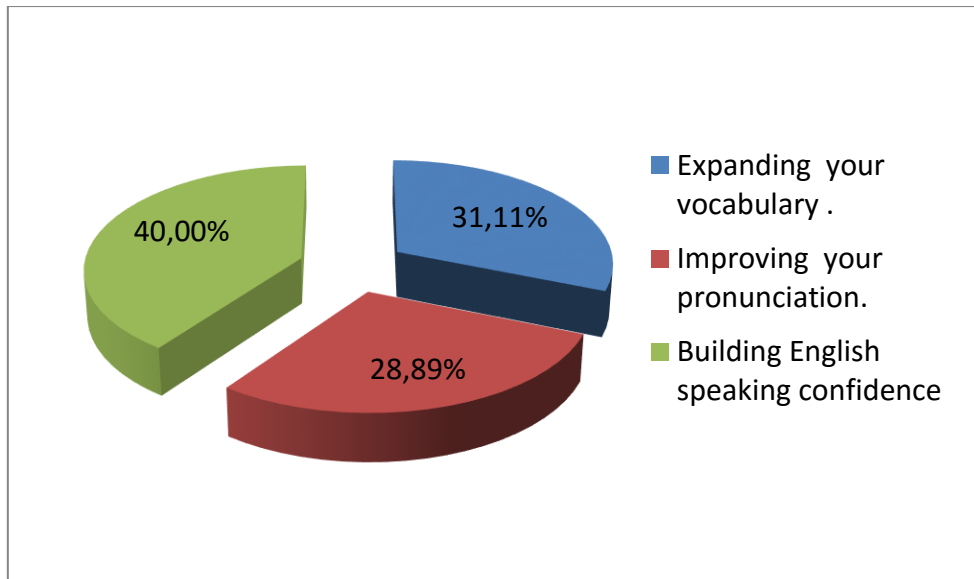
Graph 13.13. Fluency in speaking.

14- What are the competences you want to develop in speaking skill ?

- Table 14 :

Variable	Number	<u>Percentage</u>
Building English speaking confidence	18	40,00%
Expanding your vocabulary .	14	31,11%
Improving your pronunciation.	13	28,89%
Total	45	100%

Table (14) documents that 40% from the students representing 18 from the sample want to build English speaking confidence , while 14 of them representing (31.11%) want to expand their vocabulary and the rest of them 13 learners (28.89%) want to improve their pronunciation. The graph below show the obtained results.



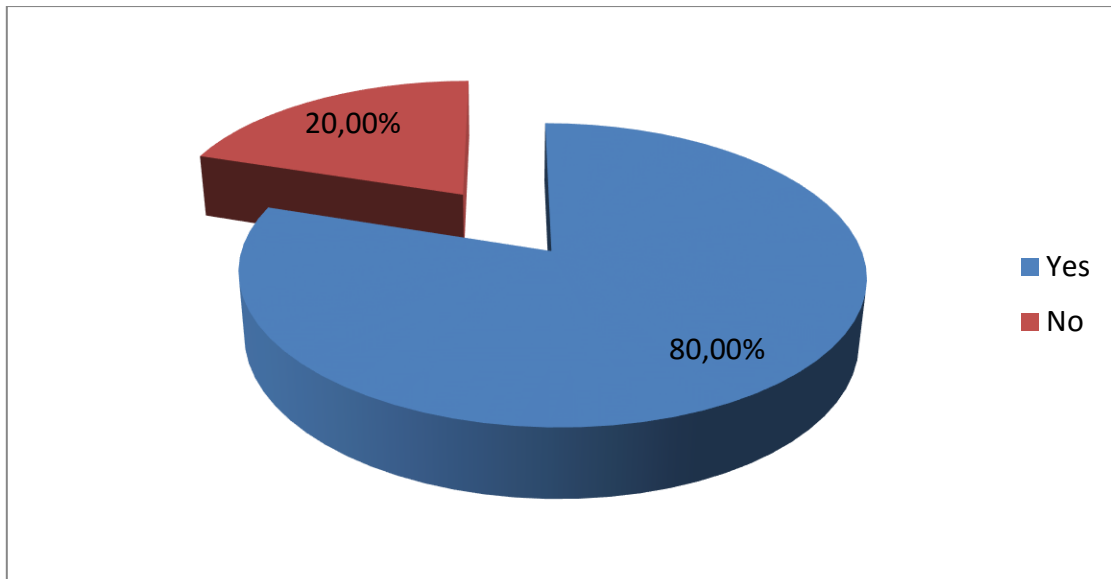
Graph 14.14. 14- What are the competences you want to develop in speaking skill ?

15- Do you recommend the use of classroom discussion as a pre-speaking strategy??

- Table 15:

Variable	Number	<u>Percentage</u>
Yes	36	80,00%
No	9	20,00%
Total	45	100%

The table 15 indicates that most of the respondents 36 (80%) think that the use of discussion based approach is best strategy students use as a pre-speaking strategy, while the other 9 students representing (20%) assert that the use of classroom discussion as a pre-speaking strategy is not the best strategy to improve speaking skill . The results are in the graph.



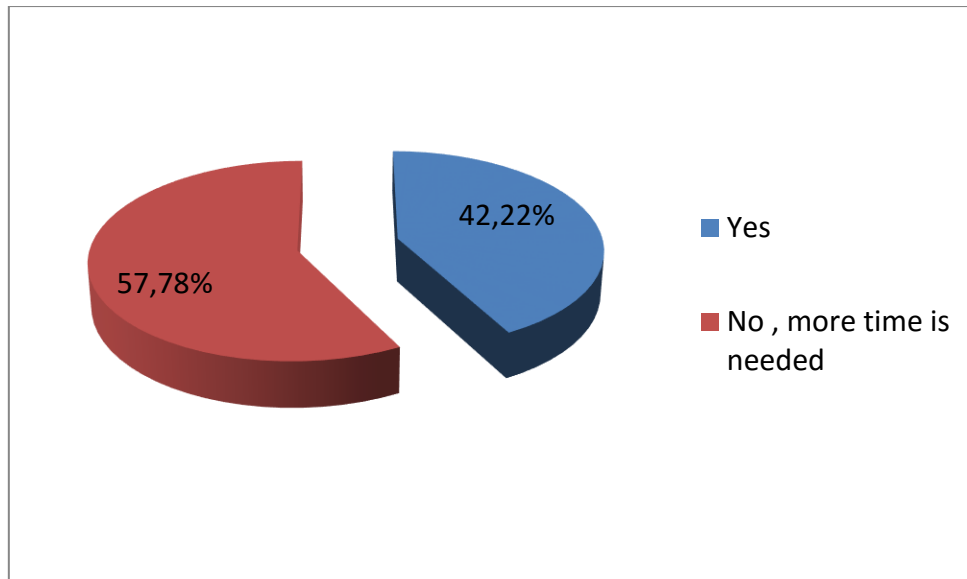
Graph 15.15. Pre-speaking strategy

16- Do you think that the amount of time devoted to Oral Expression is sufficient?

- Table 16:

Variable	Number	<u>Percentage</u>
No , more time is needed	26	57,78%
Yes	19	42,22%
Total	45	100%

Table (16) documents that 26 students (57.78%) think that the time devoted to Oral Expression is not sufficient , 19 of them representing (42.22%) assert it is sufficient . The graph show the results.



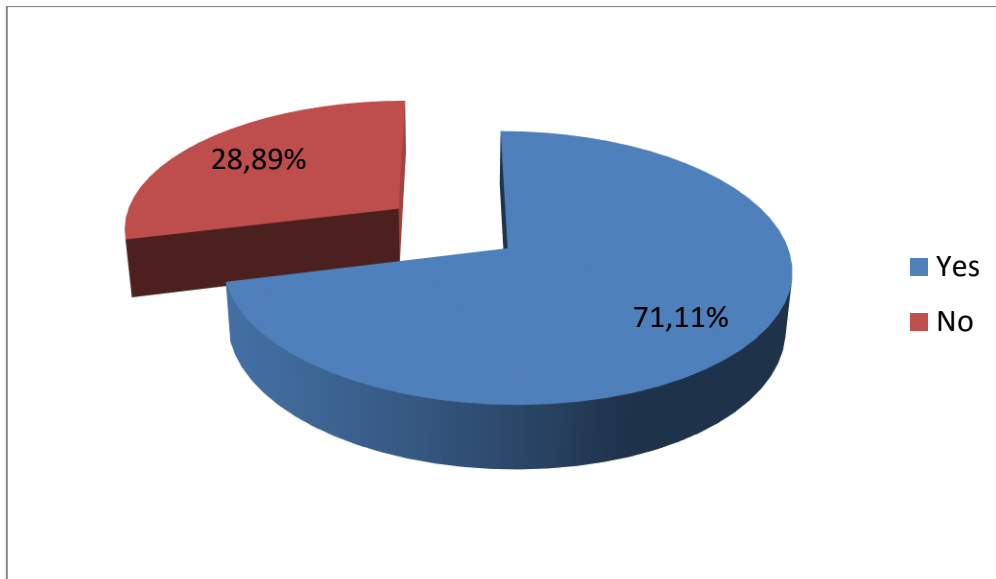
Graph 16.16. The amount of time.

17- Do you think that benefiting from discussion based approach that present FL in the classroom is enough for the FL learner to speak fluently ?

• Table 17:

Variable	Number	<u>Percentage</u>
Yes	32	71,11%
No	13	28,89%
Total	45	100%

The results in the table (17) shows that 32 learners representing (71.11%) from the sample think that benefiting from discussion based approach that present FL in the classroom is enough for the FL learner to speak fluently and 13 of them (28.89%) believe that discussion based approach that present FL in the classroom is not enough for the FL learner to speak fluently. The results are shown in the graph below .



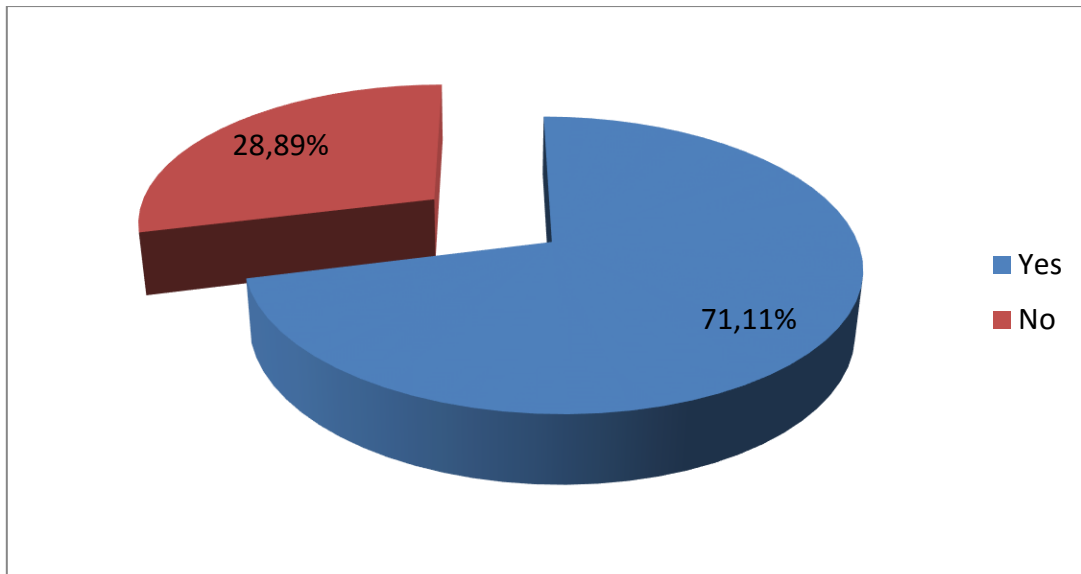
Graph 17.17. The use of discussion based approach.

18- Do you think that the poor knowledge about the FL speaking skill is the reason of learners' poor speaking abilities?

- Table 18 :

Variable	Number	<u>Percentage</u>
Yes	32	71,11%
No	13	28,89%
Total	45	100%

The table 18 represents that high majority of learners 32(71.11%) the poor knowledge about the FL speaking skill is the reason of learners' poor speaking abilities and 13of them (28.89%) disagree with that. The results are in the following graphp .



Graph 18.18. The poor knowledge about the FL speaking skill is the reason of learners' poor speaking abilities.

3-The analysis of the teacher's questionnaire :

Section one : Personal information .

1 – Name of university

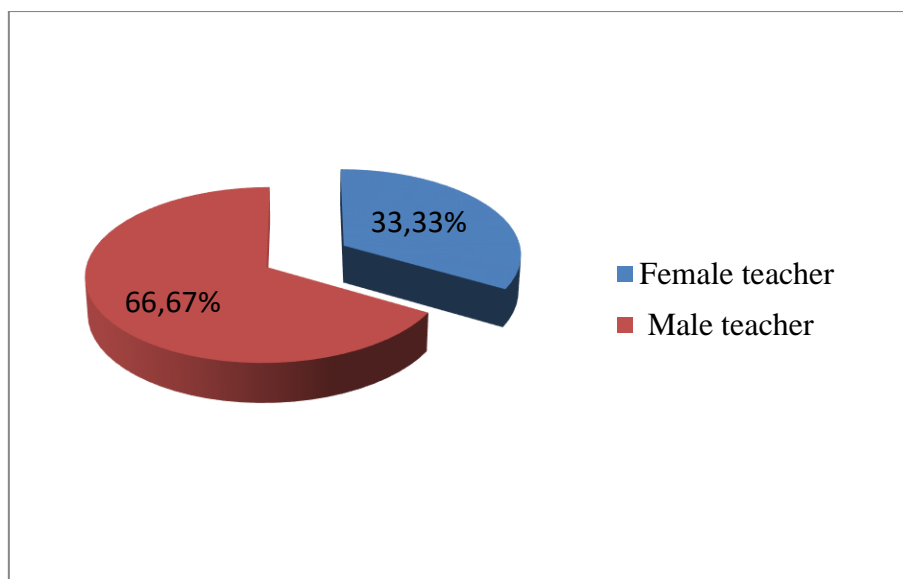
All the participants say that they are employments in Al Arbi Tebessi university.

1- Gender :

- Table 2 :

Variable	Number	<u>Percentage</u>
Female teacher	1	33,33%
Male teacher	2	66,67%
Total	03	100%

Table (02) shows the 2 research participants are male ; they make up 66.67% of the sample. The next portion of the sample i.e.1 female teacher making up 33.33% of the sample. Furthermore. This diversity is related to the findings of the study. The results are shown in the following figure .



FigureN°02. Gender.

2- Degree(s) held:

- Table 3:

Variable	Number	<u>Percentage</u>
BA (Licence)	0	00%
MA (Master / magister)	2	66,67%
Ph.D (Doctorate)	1	33,33%
Total	03	100%

This table (3) seeks to determine the investigated teachers hold magister's degree in English teaching in the secondary. However, 1 teacher (33.33%) is PhD teacher .

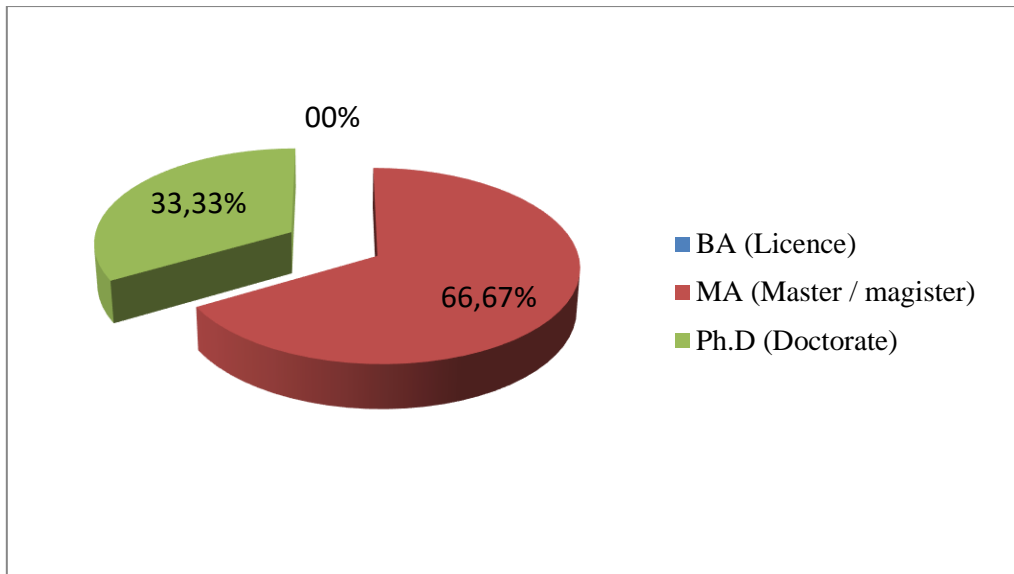


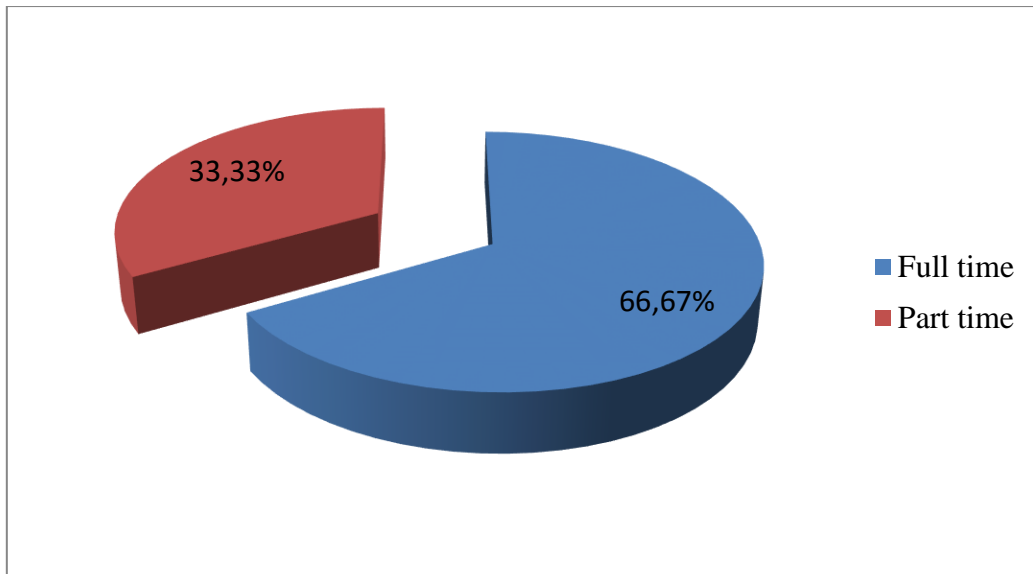
Figure N°03. Degree(s) held

4. Employment Status:

- Table 04:

Variable	Number	Percentage
Full time	2	66,67%
Part time	1	33,33%
Total	03	100%

From teachers' responses which are clear in the table (04) 2 teachers (66.67%) work full time , and one teachers (33.33%) works part time . The results are shown in the following figure.



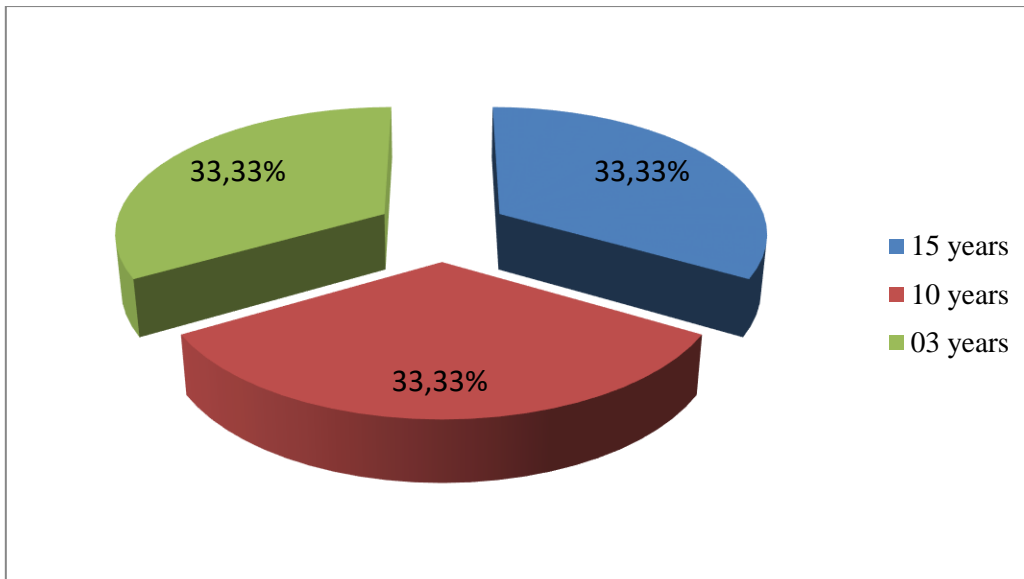
FigureN°04: Employment Status.

5. Work Experience: (Number of years).

- Table 05 :

Variable	Number	Percentage
15 years	1	33,33%
10 years	1	33,33%
03 years	1	33,33%
Total	03	100%

This table (5) seeks to determine the extent to which the investigated teachers are experienced in English teaching in the university. 1 teacher (33.33%) has 15 years experience in teaching. However, 1 teacher (33.33%) is teaching since 10 years. Additionally, 1 (33.33%) teacher has an experience of 03 years in this field. The results are shown in the figure.



FigureN°04: Work Experience

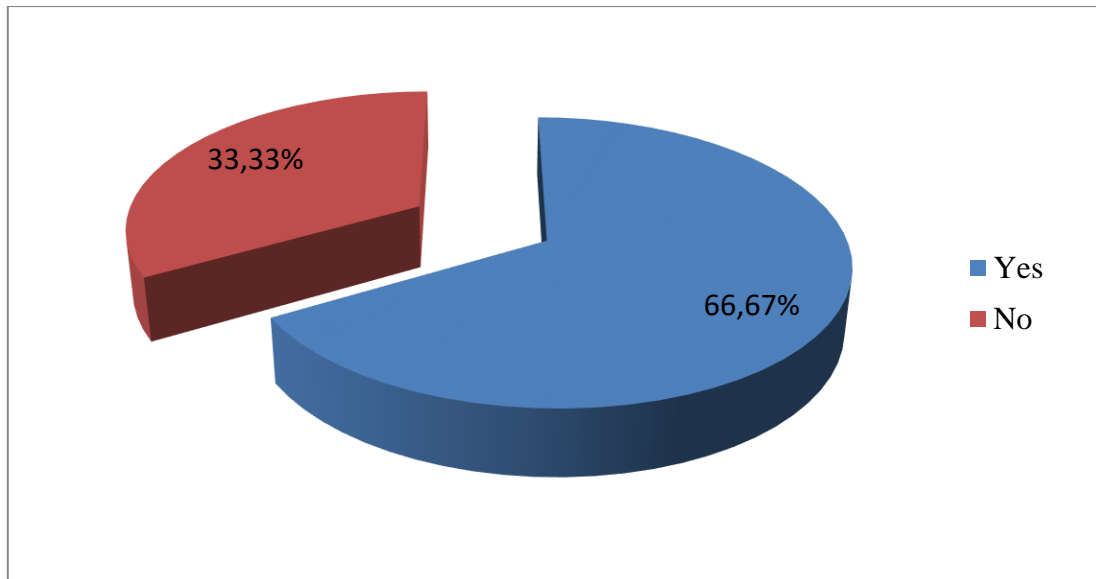
Section Two: Teaching the speaking skill .

6. Is teaching the Oral Expression module one of your major courses?

- Table 06 :

Variable	Number	Percentage
Yes	2	66,67%
No	1	33,33%
Total	03	100%

By depending on what is written in the table (03), 02 respondents representing 66.67 % affirm that teaching the oral expression module one of your major courses . Only one teacher say that the oral expression is the interesting course . The results are shown in the figure below .



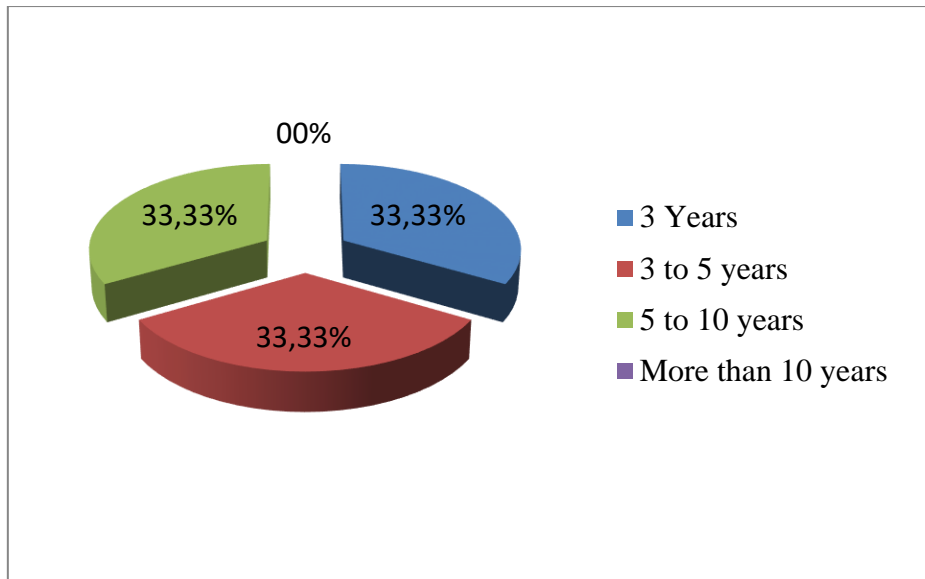
FigureN°05: Is teaching the Oral Expression module one of your major courses?

7. How long have you been teaching the Oral Expression module ?

- Table 07 :

Variable	Number	Percentage
3 Years	1	33,33%
3 to 5 years	1	33,33%
5 to 10 years	1	33,33%
More than 10 years	0	00%
Total	03	100%

Table (07) shows that one research participant teaches (33.33%)oral expression module since 3 years . The next portion of the sample i.e. 1 teacher teaches oral expression making up 33.33% of the sample from 3 to 5 years . Furthermore, 1 teacher (33.33%) teaches 5 to 10 years . This diversity is related to the findings of the study and they are shown in the below figure .



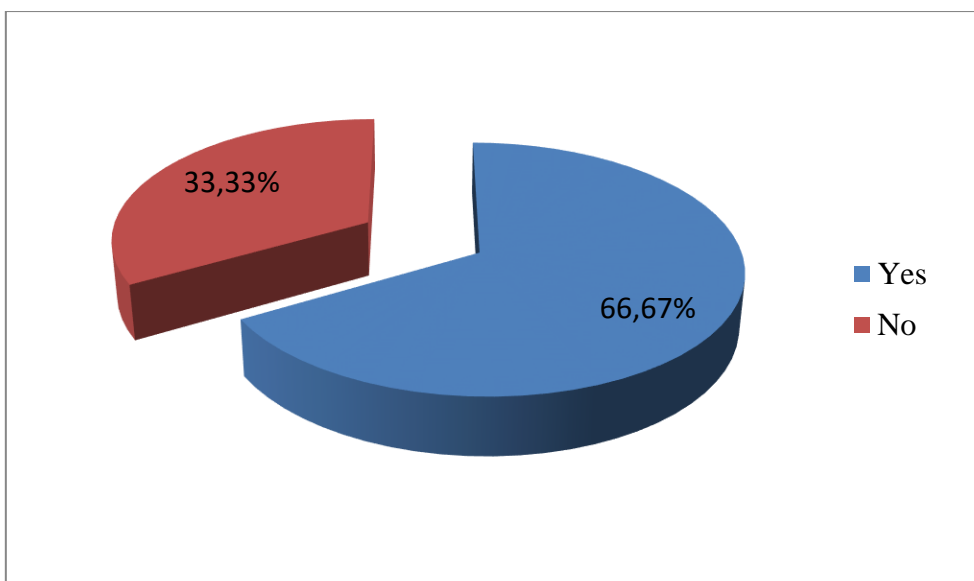
FigureN°07 : teaching the Oral Expression module

8. Have you already taught the second year level?

- Table 08 :

Variable	Number	Percentage
Yes	2	66,67%
No	1	33,33%
Total	03	100%

Table (05) summarizes the results that 2 teachers representing (66.67%) taught the second year and only one represents (33.33%) didn't teach the second year level.



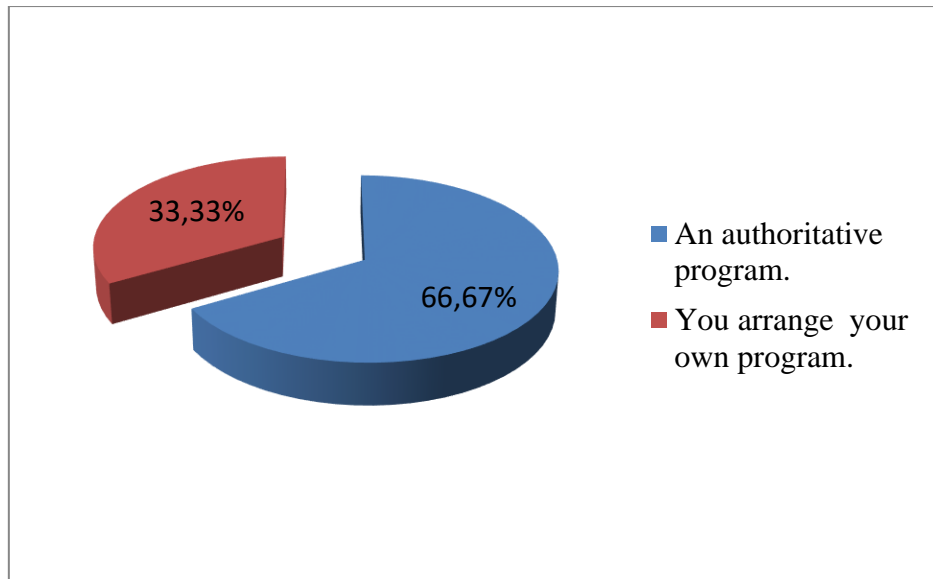
FigureN°08 : Teaching the second year level.

9. In teaching the Oral expression course, do you use?

- Table 09 :

Variable	Number	Percentage
An authoritative program.	2	66,67%
You arrange your own program.	1	33,33%
Total	03	100%

The table (09) documents that the highest number of teachers 2 (66.67%) adopt an authoritative program to reach their lessons' objectives in the speaking skill , while the rest of them 1(33.33%) arrages his/her own program to fulfill his/her goals.



FigureN°09: Teaching the Oral expression course' way.

10. In teaching oral expression you devote more time to:

- Table 10 :

Variable	Number	Percentage
Listening	1	33,33%
Speaking	1	33,33%
Balance	1	33,33%
Total	03	100%

Table (10) indicates that one teachers (33.33%) devotes more time to listening while teaching oral expression course , while the other one specifies more time to speaking skill (33.33%) and the last one (33.33%) makes balance between the two process while teaching .

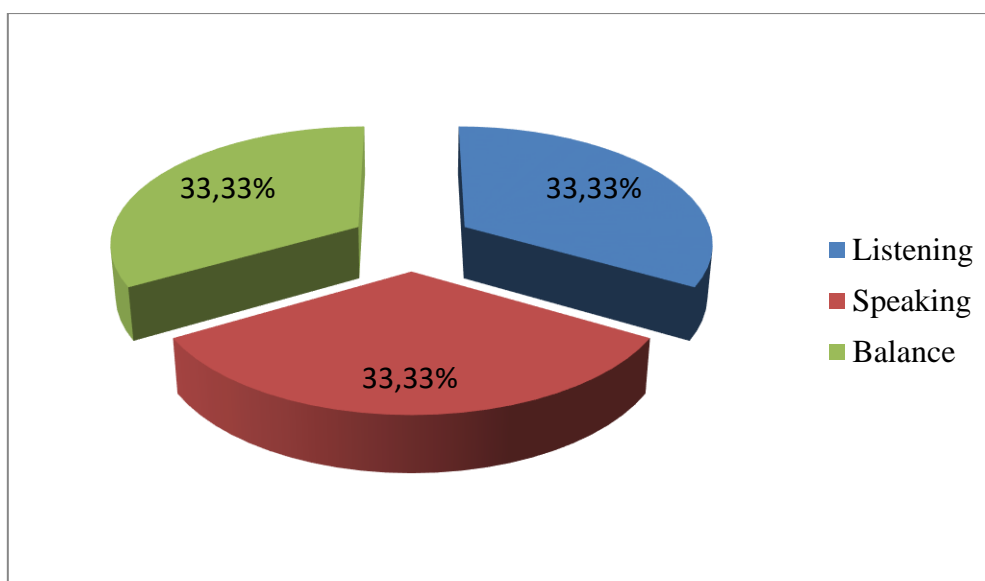


Figure N=°10 : division of time in the oral expression session.

11. What methodology do you adopt to reach your objectives?

- Table 11 :

Variable	Number	Percentage
The Discussion based approach	1	33,33%
The communicative method	0	00%
Eclecticism	2	66,67%
Total	03	100%

The table (11) documents the opinions of teachers about the methodologies they adopt to reach their objectives . 1 of them (33.33%) says that the use of discussion based approach is the appropriate way to fulfill his/her objectives. However 2 (66.67) teachers assert that eclecticism is the effective approach.

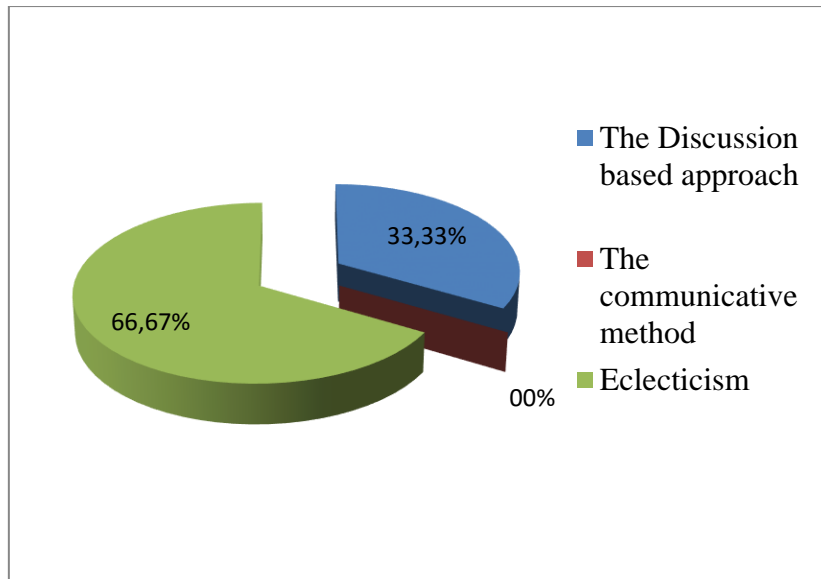


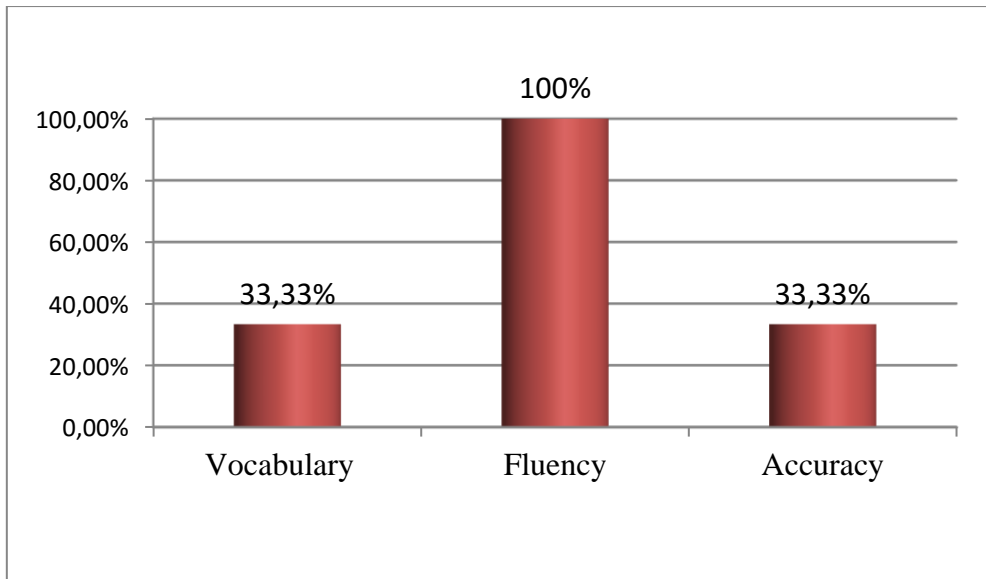
Figure N=°11: What methodology do you adopt to reach your objectives ?

12. The use of discussion based approach might help enrich learners :

- Table 12 :

Variable	Number	Percentage
Vocabulary	1	33,33%
Fluency	3	100%
Accuracy	1	33,33%
Total	03	/

According to the teacher who are with the implementation of classroom discussion to enhance learners' speaking skill all of them 100% say that the use of discussion based approach might help enrich learners' fluency and two of them add to that vocabulary and accuracy 33.33%.



FigureN°11: The use of discussion based approach

13.What is/ are the technique(s) you use to make your students speak?

- Table 13 :

Variable	Number	<u>Percentage</u>
Individual work	1	33,33%
Pair- work	1	33,33%
Group-work	2	66,67%
Others (specify)	1	33,33%
Total	03	/

The table 13 indicates that one of the respondents 33.33% think that working in pair is the best technique teachers should apply in their classes , and 2 of them (33.33%) believe in using the group work , while the other one representing (33.33%) assert that individual work works better for their teaching process and the last one (33.33%) uses other techniques . The results are in the graph.

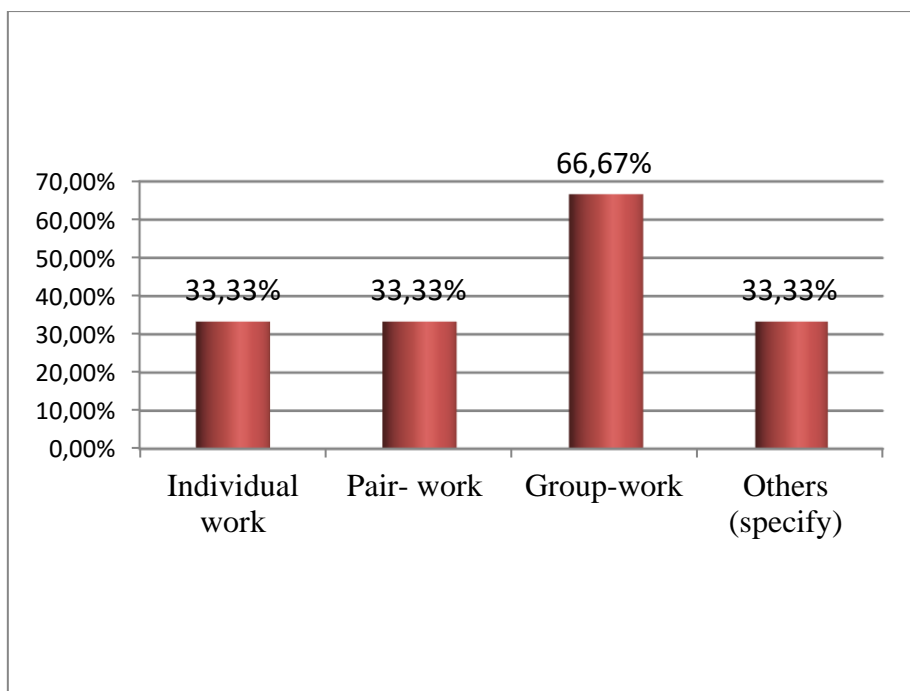


Figure N°13: What is/ are the technique(s) you use to make your students speak?

14. How could you measure your students' interaction during the oral expression session ?

- Table 14:

Variable	Number	Percentage
Successful	1	33,33%
Bad	0	00%
Easy	0	00%
Inconsistent	1	33,33%
Total	02	100%

Table (14) documents that 1 teacher 33.33% measures his/her students' interaction during the oral expression session 0 (00%) informant doesn't comment and one them sees that they are inconsistent representing (33.33%). The graph shows the results.

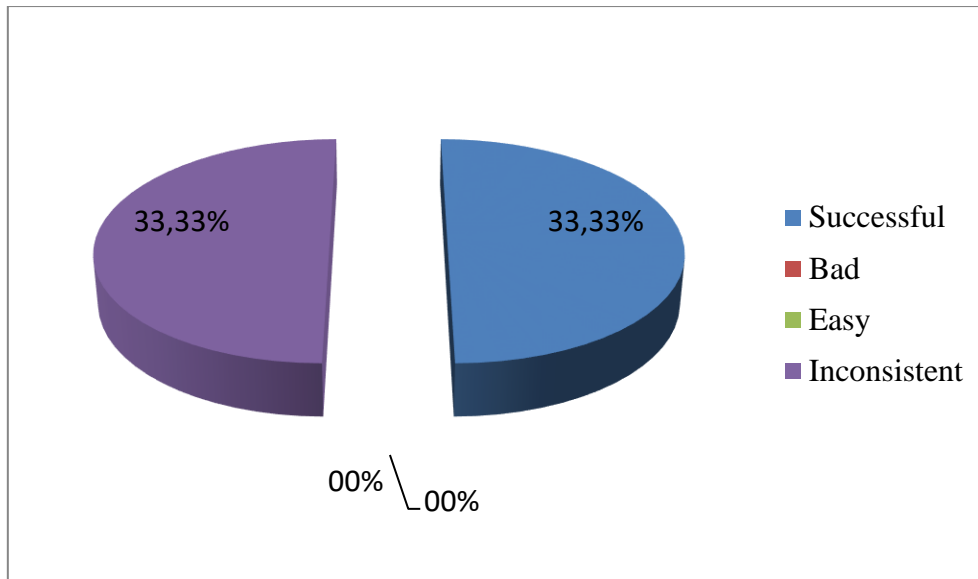


Figure n=°14 . Students' interaction in the oral expression class .

Section Three : The use of discussion based approach to enhance learner's speaking skill .

15. Do you use discussion to teach the speaking skill?

- Table 15 :

Variable	Number	Percentage
Yes	3	100%
No	0	00%
Total	03	100%

Depending on the above table all the teachers (100%) use the discussion to teach the speaking skill .

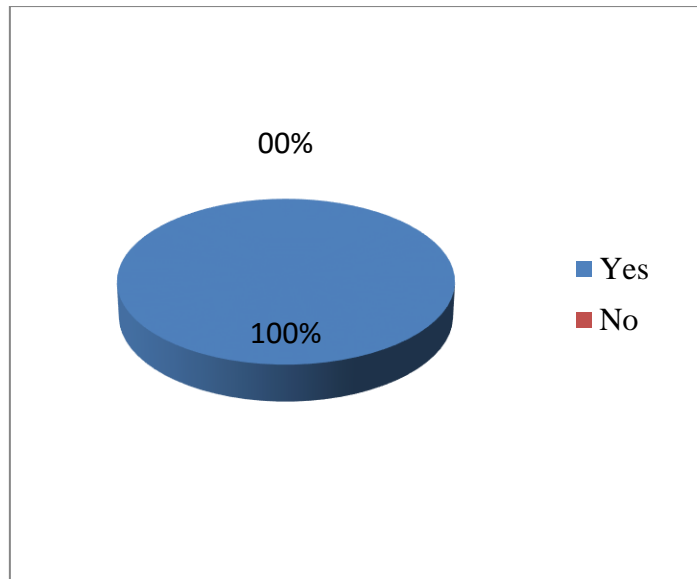


Figure n=°15 .The use discussion to teach the speaking skill

16. How do you apply the discussion strategy in the classroom?

- Table 16 :

Variable	Number	Percentage
Divide students into groups	1	33,33%
Work in pairs	1	33,33%
Discuss the topic collectively	1	33,33%
Total	03	100%

The results in the table (18) shows that one teacher representing (33.33%) from the sample thinks the dividing students into groups helps him/her in applying the discussion strategy in the classroom , another one (33.33%) believes that working in pairs helps more and the last one (33.33%) asserts that discussing the topic collectively is the suitable way . The results are shown in the graph below .

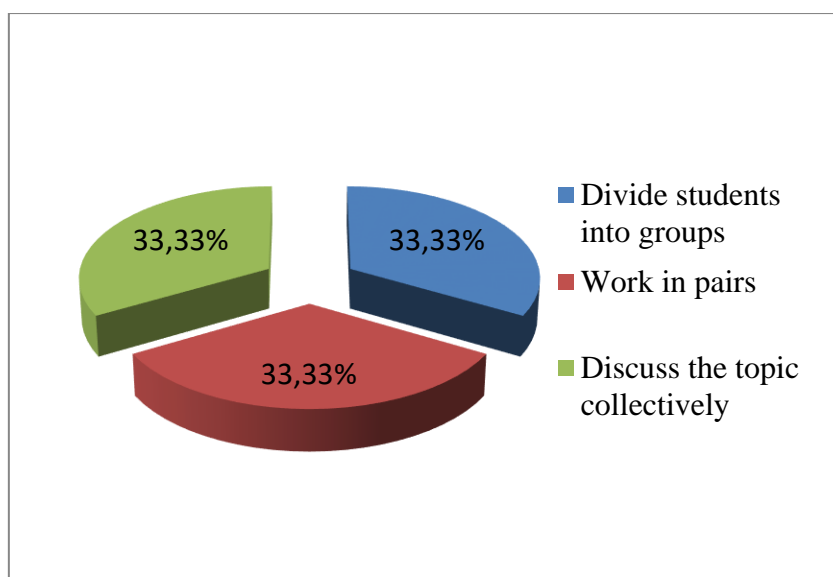


Figure N=°16: The discussion strategy in the classroom

17. Which of the following rubrics is most suitable for the use of discussion to enhance learner's speaking skill ?

- Table 17:

Variable	Number	Percentage
Dialogues	2	66,67%
Debates and discussions	2	66,67%
Presentations	2	66,67%
Role-plays and simulations	1	33,33%
Question and answer practice	1	33,33%
Total	03	/

Table (17) documents that 2 teachers (66.67%) think the dialogues is suitable for the use of discussion , 2 (66.67%) informants believe that debates and discussions is the appropriate one , 2 (66.67%) teachers think that Presentations suits the use of the discussion, 1 of them representing (33.33%) assert that role-plays and simulations is the best one , 1 teacher (33.33%) believe that question and answer practice is the suitable one. The graph shows the results.

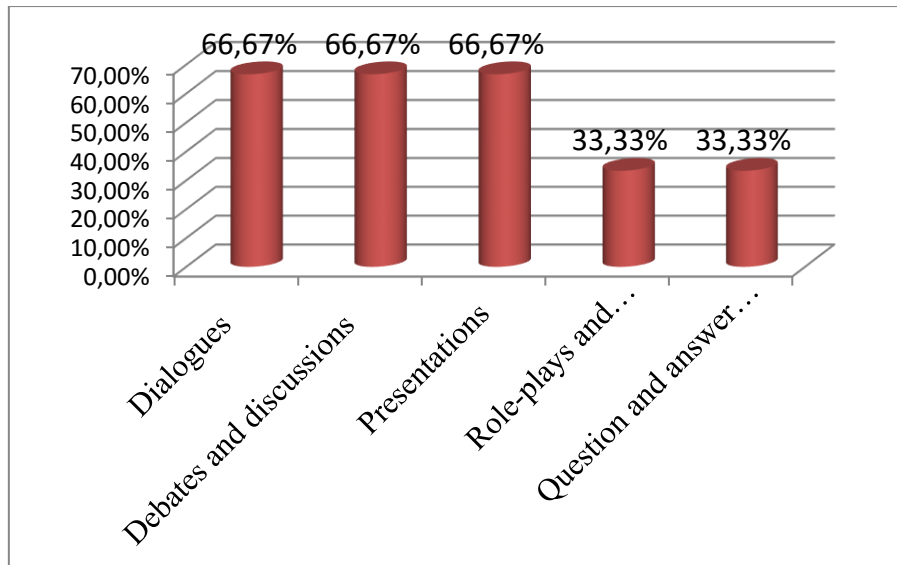


Figure N=°17: Which of the following rubrics is most suitable for the use of discussion to enhance learner’s speaking skill ?

18. Discussion as a pre-speaking strategy helps learners to :

- Table 18 :

Variable	Number	Percentage
Generate ideas	2	66,67%
Make a good use of vocabulary	0	0,00%
Pronounce the key words correctly	0	0,00%
Share different thoughts about the topic suggested	1	33,33%
Total	03	100%

The results in the table (18) shows that 2 teachers representing (66.67%) from the sample think generating ideas the topic suggested helps learners in improving their speaking skill (33.33%) 1 teachers asserts that Share different thoughts about the topic suggested helps learners to speak better. The results are shown in the graph below

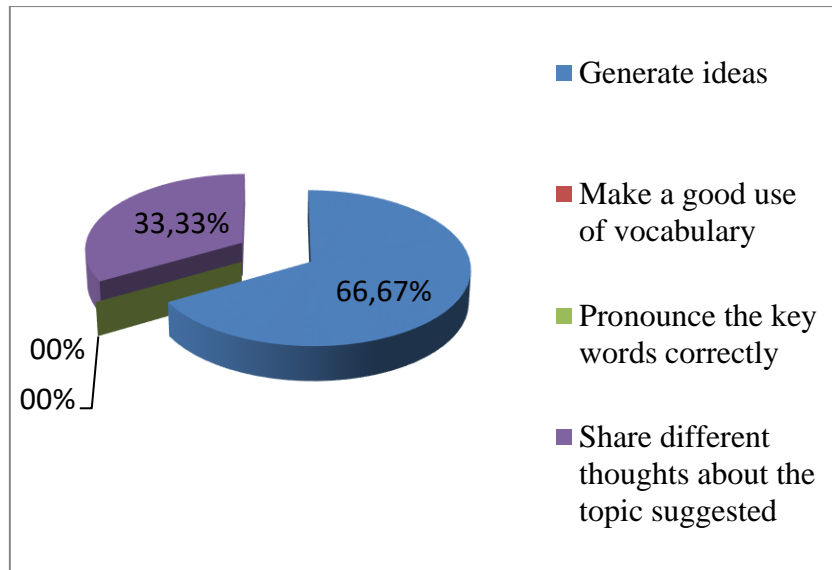


Figure N=°18: Discussion as a pre-speaking strategy.

19. Do you think that the use of discussion in the classroom improves the learners' speaking skill?

- Table 19 :

Variable	Number	Percentage
Yes	3	100%
No	0	00%
Total	03	100%

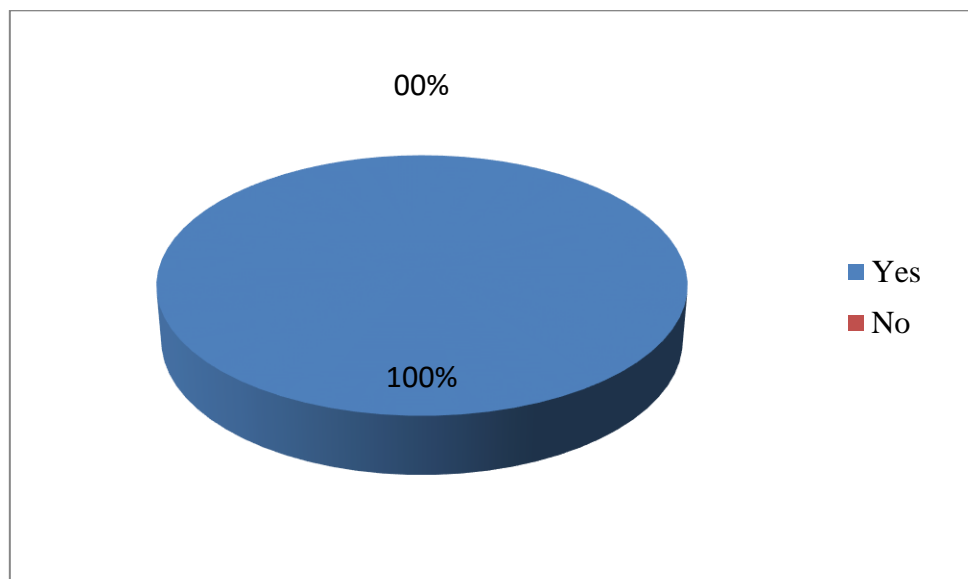
The table 19 represents that all teachers 3(100%) say yes for using discussion in the classroom improves the learners' speaking skill. The results are in the following graph.

20. Do you recommend the use of classroom discussion as speaking strategy?

- Table 20 :

Variable	Number	Percentage
Yes	3	100%
No	0	00%
Total	03	100%

The table 20 represents that all of teachers 3(100%) say yes for the recommendation of using discussion as a speaking strategy. The results are in the following graph.



FigureN°20: Recommendation for the use discussion as a speaking strategy .

2.2.3. Research Questions Answered

Based on the findings of the study The first research question is the focal question of this research as it investigates the use of classroom discussion techniques to enhance students' speaking skill .It is answered through the data obtained from the students and teacher's questionnaire. The latters additionally display the respondents' views about the way that classroom discussion can be implemented to promote learner's speaking skill . Most teachers and students think that the use of classroom discussion is an appropriate method to enhance learner's speaking skill . The following research questions display the respondents' views about the extent of using classroom discussion to improve EFL learners speaking skill . The question are equally answered through using the students and teachers' questionnaire. Results have shown teachers' opinions upon the fact that classroom discussion affect the enhancement of EFL learners speaking skill.

Research Questions	Answered
1. How can classroom discussion techniques enhance students' speaking skill?	✓
2. To what extent do these techniques improve students' speaking performance?	✓
3. What attitudes and opinions do university teachers have about classroom discussion as a method to teach and learn writing?	✓

2.2.4. Research Hypotheses Tested:

Research Hypotheses	Confirmed	Rejected
1. If oral expression teachers are aware of classroom discussion techniques as a teaching method and implement them in their classes, students' speaking skill will be enhanced.	✓	
2. If students have positive attitudes towards the implementation of classroom discussion techniques, they will improve their speaking.	✓	
3. If students speak in collaboration, they would develop their speaking skills better.	✓	

The three hypotheses are confirmed after conducting the questionnaire , respondents consider the integration of classroom discussion is the best strategy in enhancing EFL learners speaking skill.

2.2.5. Discussion :

Concerning the approach followed, most of the teachers and students who took part in this study state that they depend on use of classroom discussion in their teaching and learning process. The reason behind adopting classroom discussion can be that it is the approach adopted at Laarbi-Tebessi university. It aims at improving the learners' competencies and developing their speaking , working in collaboration to enhance their speaking skill. Moreover, All the teachers who participated in this study believe speaking should be taught through the use of discussion and they nearly share the same reasons. Additionally, implementing the whole sample consider that the use of classroom discussion enhances the learners' levels of speaking skill and creates positive student to student and teacher to students' interaction because this approach encourages collaborative work.

Conclusion

This section was devoted to present a detailed analysis of obtained data from the questionnaire responses . It has mentioned the aim behind selecting and using them, how they are structured, and the software package that is used to analyze the data and findings

Limitations of the Study :

It is impossible to conduct a study as planned and as required because there are always some problems that are out of control of human beings which means that no study is perfect. Consequently, the great cause that limits this study is the spread of Corona virus that destroys the norms of life and research process for all researchers, added to that the lack of resources and the end of the scholar year which affects the research's conducting time .

General conclusion

This research has investigated the effect of using classroom discussion on the development of university second year EFL learners. The main aim of this research was to integrate the classroom discussion in teaching/ learning process and practice it adequately in order to promote EFL learner's speaking skill .This dissertation includes Two chapters. The first chapter provides a theoretical background of this study through a review of relevant literature. Chapter two details the methodological framework of the study starting from the research design, data collection instruments to the analysis of the obtained results from the suggested tool of the research , and finally discusses them by relating these results to those previous studies of the literature review. The findings of this research show that there is a positive strong relationship between the two variables, this relation is clear through using SPSS program, and the analysis of questionnaire, The results answered the research questions and confirmed the validity of research hypothesis

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Appendices

Appendix I

The Teacher's Questionnaire

Dear teachers

This questionnaire is a focal portion in this study. It is a part of a Master's degree thesis that is entitled: The Role of The discussion based approach to improve EFL Learners speaking skill (The Case of Second Year University Students) . It aims at gathering university teachers' views about the role of classroom discussion in enhancing EFL learners speaking skill . You are kindly required to answer the following questions as truthfully as possible.

Guidelines: For each item, please tick the right box or write in the space provided.

Section one : Personal information

1. Name of your university:

2. Gender:

Female teacher

Male teacher

3. Degree(s) held:

a. BA (Licence)

b. MA (Master / magister)

c. Ph.D (Doctorate)

4. Employment Status:

a. Full time

b. Part time

5. Work Experience: (Number of years).....

Section Two: Teaching the speaking skill .

6. Is teaching the Oral Expression module one of your major courses?

a. Yes

b. No

7. How long have you been teaching the Oral Expression module ?

a. 3 Years

b. 3 to 5 years

c. 5 to 10 years

d. More than 10 years

8. Have you already taught the second year level?

a. Yes

b. No

9. In teaching the Oral expression course, do you use?

a. An authoritative program.

b. You arrange your own program.

In case your answer is 'b', please say why?

.....
.....

10. In teaching oral expression you devote more time to:

a. Listening .

b. Speaking.

c. Balance .

11. What methodology do you adopt to reach your objectives?

a. The Discussion based approach .

b. The communicative method.

c. Eclecticism.

12. The use of discussion based approach might help enrich learners :

a. Vocabulary

b. Fluency

c. Accuracy

13. What is/ are the technique(s) you use to make your students speak?

a. Individual work

b. Pair- work

c. Group-work.

d. Others (specify) .

.....
.....

14. How could you measure your students' interaction during the oral expression session ?

a. Successful

b. Bad

c. Easy

d. Inconsistent

Section Three : The use of discussion based approach to enhance learner's speaking skill .

15. Do you use discussion to teach the speaking skill?

a. Yes

b. No

16. How do you apply the discussion strategy in the classroom?

a. Divide students into groups

b. Work in pairs

c. Discuss the topic collectively

17. Which of the following rubrics is most suitable for the use of discussion to enhance learner's speaking skill ?

a. Dialogues

b. Debates and discussions

c. Presentations

d. Role-plays and simulations

e. Question and answer practice

18. Discussion as a pre-speaking strategy helps learners to :

- a. Generate ideas
- b. Make a good use of vocabulary
- c. Pronounce the key words correctly
- d. Share different thoughts about the topic suggested

19. Do you think that the use of discussion in the classroom improves the learners' speaking skill?

- a. Yes
- b. No

- If so, how does it improve it?

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

20. Do you recommend the use of classroom discussion as speaking strategy?

- a. Yes
- b . No

Appendix II

The Student's Questionnaire

Dear students

Your completion of this questions will help us to bring fullfilment for our dissertation . This questionnaire is designed with the aim of gathering data for the sake of proving to what extent the role of discussion based approach in EFL classroom can improve learner's speaking skill .You are kindly requested to complete the following questions. Thank you very

much for taking the time to share your ideas. Your responses are completely anonymous , confidential and will be implemented only for research purposes .

Section one : Background information .

1- Gender :

- Male
- Female

2- Age

3- How long have you been learning English:

- 09 years
- 10 years
- 11 years
- More

Section Two : About speaking skill

4- How do you assess your level in speaking depending on your marks in the oral expression module ?

- Weak
- Average
- Good

5- How often do you speak English in class?

- Sometimes
- Never
- Often
- Rarely

6- What are the difficulties you face in speaking ?

- Lack of vocabulary
- Anxiety
- Grammar weakness
- Personality of the teacher

Section Three : Learners' Attitudes Towards speaking skill ?

7- Do you think that you are satisfied about the hours devoted to study Oral expression module ?

- Yes
- No, we need more hours.

8- In your opinion , why learning speaking skill is so important :

- to improve fluency .
- semantic and syntax are not sufficient to be a speaker of a language

9- What are the most activities you prefer to practice in classroom ?

- discussion
- fishbowl
- Socratic seminar
- Snowball
- Others

10- what are the main strategies would you use to avoid failures in oral communication during interactions in classroom ?

- Find solutions to achieve the meaning by (use replacement words - borrow a word from the mother tongue - code switching – paraphrasing)

- Avoid to talk completely about the topics in which you lack the necessary vocabulary.

11- What is your attitude towards discussion based approach? Do you feel that they improve your speaking skill ?

- I like and enjoy speaking activities and I feel a big improvement after the practice.
- I like and enjoy speaking activities and need more practice to feel the improvement.
- I do not especially like speaking activities but feel the improvement.
- I do not especially like speaking activities + I do not feel the improvement.

12- Could you please provide some suggestions to improve the speaking skill in classroom ?

.....

Section Three : the role of discussion based approach in enhancing student's speaking skill .

13 - Do you consider yourself fluent in speaking ?

- Yes - No

- If Yes say why
- If No say why

14- What are the competences you want to develop in speaking skill ?

- Expanding your vocabulary .
- Improving your pronunciation.
- Building English speaking confidence.

15- Do you recommend the use of classroom discussion as a pre-writing strategy?

- Yes
- No

16 - Do you think that the amount of time devoted to Oral Expression is sufficient?

(Justify your answer)

- Yes
- No , more time is needed

.....
.....

17- Do you think that benefiting from discussion based approach that present FL in the classroom is enough for the FL learner to speak fluently ?

- Yes
- No

18- Do you think that the poor knowledge about the FL speaking skill is the reason of learners' poor speaking abilities?

- Yes
- No

Explain how.....

.....

Résumé

Cette thèse vise à améliorer les compétences orales des apprenants EFL grâce à l'utilisation de la discussion en classe. Il vise à tester l'effet de l'approche basée sur la discussion en améliorant les compétences en anglais en deuxième année universitaire. Par conséquent, cette recherche émet l'hypothèse que si les enseignants d'expression orale sont conscients des techniques de discussion en classe comme méthode d'enseignement et les mettent en œuvre dans leurs classes, la compétence orale des élèves sera améliorée. En conséquence, pour tester cette hypothèse, une méthode de recherche quantitative a été adoptée et s'est basée sur des données statistiques et descriptives afin de renforcer la validité et la fiabilité de la présente recherche. Les résultats des preuves fournies en deuxième année d'anglais à l'université doivent améliorer et promouvoir leurs compétences orales grâce au travail collaboratif basé sur l'utilisation de la discussion pour leur ouvrir la voie au partage de leurs intérêts. De plus, les résultats des constatations ont prouvé que les participants ont affirmé l'utilisation de la discussion en classe dans leurs classes. En conséquence, la principale conclusion tirée de cette étude est la nécessité d'inclure la discussion en classe dans les leçons régulières et d'enseigner sur la base si cela avec l'inclusion de diverses activités.

المخلص :

إن هذه الأطروحة (المذكورة) تهدف إلى تحسين المهارات الشفوية لطلاب اللغة الإنجليزية كلغة أجنبية ثانية من خلال استخدام المحادثات أو المناقشة داخل القسم. إن هذا الإنجاز المتواضع يدرس كيفية اختيار نهج قائم على المحادثات والمناقشة في تحسين مهارات اللغة الإنجليزية في السنة الثانية من الجامعة. لذلك يفترض بهذا البحث أنه إذا كان المعلم على دراية بأساليب المناقشة داخل القسم التي اعتمدها كطريقة تدريس في فصولهم الدراسية، سيتم تحسين الكفاءة الشفوية للطلاب بالضرورة. لذلك ، لاختبار هذه الفرضية ، تم اعتماد أسلوب البحث الكمي بناءً على البيانات الإحصائية والوصفية من أجل تعزيز صحة وموثوقية هذا البحث. إن نتائج الأدلة المقدمة لطلاب السنة الثانية من اللغة الإنجليزية في الجامعة أدت

إلى تحسين مهاراتهم الشفوية وتعزيزها من خلال العمل التعاوني القائم على استخدام المناقشة لتمهيد الطريق لهم لطرح آرائهم. بالإضافة إلى ذلك ، أظهرت النتائج أن المشاركين أكدوا على استخدام المناقشة في فصولهم. وبناءً على ذلك ، فإن الاستنتاج الرئيسي المستخلص من هذه الدراسة أو البحث العلمي هو الحاجة إلى إضافة المناقشة في الدروس العادية إذا كان هذا مع استخدام الأنشطة المختلفة.